This guide is designed for Estonian language training of Peace Corps workers in Estonia, is intended for use in a competency-based language training program, and reflects daily communication needs in that context. It consists of 52 lessons, each addressing a specific language competency, organized in 14 topical units. An introductory section gives background information on the Estonian language, its phonology, morphology, and syntax. The instructional units follow. Each is prefaced by a page describing an aspect of Estonian culture. The lessons include a statement of the targeted competency, a brief dialogue, vocabulary list, explanatory grammar and vocabulary notes, and pronunciation notes. Some lessons include a proverb. Unit topics include personal identification, classroom orientation, conversation with host counterpart or family, communication services, food, money, transportation, giving and getting directions, shopping, invitations and social situations, community services, discussing work, and health and illness. Appended materials include a list of all the competencies, dialogue translations, additional grammatical constructions, additional topical vocabulary, and an Estonian-English glossary. (MSE)
Estonian

Language Competencies for Peace Corps Volunteers in the Republic of Estonia

by Tiina K. Ets

1992
Acknowledgments

This book is one of four Peace Corps language texts prepared under the supervision of Nancy Clair in early 1992. It is hoped that this draft will be helpful in the initial language training for Volunteers in Estonia. Most language text books take years to complete; this text was planned, written, and printed in less than four months. Working at a great distance from the country where this language is to be learned and spoken by the Volunteers, the authors have gone to great lengths to provide authentic language and as much useful explanatory material as possible. The book will certainly benefit from revisions, additions, and improvements in subsequent editions, but we are proud to have this volume ready for use by the first group of PCVs to enter Estonia. It is the result of work not only by the author(s), but also by Nancy Clair and staff at Peace Corps Washington headquarters, especially Toni Borge, Training Officer for PACEM. The textbook project was initiated by PACEM Regional Director, Jerry Leach. I have been responsible for editing the English prose and providing technical support.

Douglas F. Gilzow
Language Training Specialist
Office of Training and Program Support

May 1992
Preface

This book is intended to be used in a competency-based language training program. A competency-based approach to language training is one which focuses on the specific tasks that learners will need to accomplish through language. This approach focuses not only on language, but also on the cultural context and purpose of the communication. Some competencies are closely tied to work tasks, such as reporting an absence, explaining a procedure, or making an appointment with a supervisor. Others reflect basic survival needs like buying food, handling emergencies, and using local transportation. Still other competencies are part of ordinary social transactions, such as discussing home and family, requesting clarification, or expressing likes and dislikes. The competencies included in this book are those which we anticipate Peace Corps Volunteers will need most during their initial months in the country.

The competency-based approach is particularly well-suited to adult learners, who bring many advantages to the language classroom. First, they are experienced learners whose cognitive skills are fully developed. This means they can make generalizations, understand semantic and syntactic relationships and integrate the new language into their already developed first language. Second, adult learners are self-directed and independent. They have strong feelings about how and what they need to learn, and they take responsibility for that learning. Finally, adult learners—especially Peace Corps Volunteers—are highly motivated. They understand the importance of being able to communicate in the new language in this new endeavor they have undertaken.

The competency-based approach takes advantage of these strengths that adults have as language learners. First, it is designed to be relevant. Because lessons are based directly on the needs of the learner, there should be no doubt as to their usefulness. Those which are not relevant should be omitted, and any essential competencies which have been overlooked should be added. (It is expected that further needs assessments will be conducted in order to plan revisions to this text). Second, basing instruction on competencies means that goals are clear and concrete. The learners know what success will look like from the start and can assess their own progress toward mastery of the competencies. Third, competency-based language programs are flexible in terms of time, learning style, and instructional techniques. There is no need to linger over a lesson once mastery of a competency has been demonstrated and, within program constraints, extra time can be devoted to more difficult competencies. Lessons can—and should—be taught through a variety of
techniques, since different learners benefit from different kinds of approaches. And there is always room for experimenting with new methods, combining them with more familiar ones.

It is hoped that, with the help of trained Peace Corps language instructors, this book will provide the basis for interesting, relevant language instruction which will enable new Peace Corps Volunteers to function effectively in their new surroundings and to begin the process of continuing their language learning throughout their time of service.
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A Brief Introduction to the Estonian Language

The Estonian language belongs to the Balto-Finnic group of the Finno-Ugric language family. It is closely related to the Finnish language in its vocabulary and grammatical structure. It is unrelated to the Indo-European languages such as French, German or Russian. Estonian is spoken in Estonia by about a million people, whose ancestors settled on the southern shores of the Gulf of Finland about 6,000 years ago.

Estonian comes very close to the idea of a phonetic language, where a letter or letter combination represents only one sound. There are, of course, some exceptions and deviations from this general rule.

The characteristic features of the Estonian language are the accent on the first syllable, the frequent occurrence of vowels, three different lengths of vowels and consonants, the great number of cases, the lack of grammatical gender and articles, and a basic vocabulary different from that of the Indo-European languages.

The alphabetical order of the letters in the Estonian language is: a, b, (c), (č), d, e, f, g, h, i, j, k, l, m, n, o, p, (q), r, s, (š), (ž), t, u, v, (w), ŏ, ĭ, ĺ, ŭ, (x), (y). The letters c, q, w, x and y are used only in foreign proper names and foreign quoted words when the foreign spelling is retained; č, š, s, z and ž are used in words of foreign origin in order to indicate their pronunciation.

Vowels

There are nine vowels in Estonian -- a, e, i, o, u, ĭ, Ļ, ŭ.

a -- like English "o" in the word 'cot.'

e -- like English "e" in the words 'pen,' 'bed.'

i -- like English "ee" in the word 'meet.'

o -- like the first sound of the English "o" in 'November,' but with the lips more rounded.

u -- like English "oo" in the words 'food,' 'moon,' but with the lips more rounded.

ŏ -- a sound peculiar to Estonian; the sound is formed by pronouncing the e (as in 'bend') and moving the tongue backwards, without rounding the lips; somewhat similar to the oo in 'cook.'

ā -- like English "a" in the words 'cat,' 'have.'

ő -- pronounced somewhat like the "ir" in the British English pronunciation of 'girl,' 'fir.'
â -- pronounced with the same tongue position as the Estonian ð, but the lips leave only a small round opening.

Estonian vowels can be short, long, or overlong. The short vowels are written with one letter; the long and overlong vowels are both written with two letters. The pronunciation difference between a long and overlong vowel is not evident in spelling.

Example:

\begin{itemize}
\item \textbf{sada} (short vowel) \quad \textit{‘hundred’}
\item \textbf{saada} (long vowel) \quad \textit{‘send’}
\item \textbf{saada} (overlong vowel, pronounced with extra emphasis on the aa, almost as if there were three a’s) \quad \textit{‘to receive’}
\end{itemize}

Different vowels can form diphthongs. Both parts of a diphthong have to be pronounced, e.g. \textbf{koer} ‘dog’ (both the o and e are heard), \textbf{hea} ‘good’ (both the e and a are heard).

**Consonants**

Estonian contains the following consonants:

\begin{itemize}
\item \textbf{b, d, g} -- pronounced like quite short and weak \textbf{p, t, k}; almost like the English \textit{p, t, ck} between vowels in the words ‘copy,’ ‘city,’ ‘ticket.’
\item \textbf{k, n, t} -- pronounced stronger and longer than \textbf{g, b, d}. The sounds are unaspirated, that is, pronounced without a puff of air. In English, the difference between aspirated and unaspirated consonants is often not noticed; when the English speaker hears an unaspirated \textit{p, t, or k}, it may sound like \textit{b, d, or g}, respectively.
\item \textbf{h} -- pronounced like the \textit{h} in the English word ‘hat,’ irrespective of whether it occurs at the beginning, in the middle, or at the end of a word.
\item \textbf{j} -- pronounced like the \textit{y} in the English word ‘yes.’
\item \textbf{l} -- pronounced like the \textit{l} in the English words ‘life,’ ‘lily.’
\item \textbf{m} -- pronounced like the English \textit{m}.
\item \textbf{n} -- sounds like the English \textit{n}, except in the combination of \textit{ng}, where both sounds are pronounced, somewhat as in ‘sing.’
\item \textbf{r} -- always trilled, i.e. by vibrating the tip of the tongue as in Spanish and Italian.
\item \textbf{s} -- pronounced like the English \textit{s}.
\item \textbf{v} -- pronounced like the \textit{v} in the English words ‘very,’ ‘river,’
\item \textbf{f} -- pronounced as in English and occurs only in foreign words and foreign proper names.
\end{itemize}
$ -- pronounced like the English sh in 'shoe', and occurs only in foreign words and foreign proper names.
z -- pronounced like the s in the English words 'is,' 'was'; occurs only in foreign words, foreign proper names, and Estonianized foreign words.
ź -- pronounced like the s in the English word 'pleasure'; occurs only in foreign words and transliterated foreign proper names.
c -- pronounced like the English ch.

Consonants, like vowels, have three degrees of length. As a general rule, one letter represents a short consonant and two letters either a long or overlone one. The difference between a long and overlone consonant is not evident in spelling.

Example:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>lina</td>
<td>(short consonant)</td>
<td>'flax'</td>
</tr>
<tr>
<td>linna</td>
<td>(long consonant)</td>
<td>'of the town'</td>
</tr>
<tr>
<td>linna</td>
<td>(overlone consonant, pronounced with extra emphasis on the nn, almost as if there were three n's)</td>
<td>'into the town'</td>
</tr>
</tbody>
</table>

The consonants t, l, n, s, and r are sometimes palatalized, which means that the given consonant has a simultaneous i- or j-like effect. The tongue is raised toward the palate to produce this sound. Palatalization is not indicated in spelling.

Examples:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>palk</td>
<td>(unpalatalized l)</td>
<td>'wages, pay'</td>
</tr>
<tr>
<td>palk</td>
<td>(palatalized l)</td>
<td>'wooden board'</td>
</tr>
<tr>
<td>saan</td>
<td>(unpalatalized n)</td>
<td>'I can'</td>
</tr>
<tr>
<td>saan</td>
<td>(palatalized n)</td>
<td>'sleigh'</td>
</tr>
</tbody>
</table>

**Stress**

As a general rule, every word in Estonian is accented on the first syllable. Relatively few words, e.g. exclamation and words of foreign origin, have the stress on syllables other than the first.

**Words**

**Nouns**

Instead of using prepositions, e.g. into, in, from, by, etc., special case endings are used in Estonian. These endings are added to the genitive case of a noun. Most dictionaries give the nominative, genitive and partitive cases of each noun. Each noun has fourteen cases:
1. Nominative  paber  '(the) paper'
2. Genitive     paberri  'of the paper'
3. Partitive     paberit  'paper' (as a partial object or a partial subject of a sentence)
4. Illative     paberisse  'into the paper'
5. Inessive     paberis  'in the paper'
6. Elative      paberist  'from, of, out of the paper'
7. Allative     paberile  'onto, to the paper'
8. Adessive     paberil  'upon, on, at the paper'
9. Ablative     paberilt  'from, off the paper'
10. Translative paberiks  'for, as the paper'
11. Essive      paberina  'as the paper'
12. Terminative paberini  'up to, to, until the paper'
13. Abessive    paberita  'without the paper'
14. Comitative  paberiga  'with the paper'

**Articles**

Estonian uses no articles such as the English 'a' or 'the.' Therefore, 'The paper is on the table' will be expressed as **Paber on laual.** ('Paper is on-table.')

**Personal pronouns**

There are long and short forms for each personal pronoun. Short forms are used when the pronoun is not emphasized.

mina / ma  'I'  meie / me  'we'
sina / sa  'you'  teie / te  'you'
tema / ta  'he, she, it'  nemad / nad  'they'

There are no genders in Estonian. **Tema** is equivalent to the English 'he,' 'she,' or 'it.'

In Estonian, only close friends, relatives, or children among themselves use **sina** for 'you' in the singular. The polite form **teie** ('you') is used in all other situations in the singular and plural. **Teie** can refer to one person or to more than one.
Verbs

Each verb in Estonian has two infinitives: the ma-infinitive and the da-infinitive, e.g. -vama and saada ('to get'), ütlema and üteldä ('to say'), ujuma and ujuda ('to swim'). The use or choice of a ma- or da-infinitive depends on the other components of the phrase in question. In a dictionary both infinitives are usually given. However, we have to learn certain expressions and to memorize which of the two infinitives is required. For example:

Mina pean ütlema. 'I must say.'  
Mina tahan üteldä. 'I want to say.'  
Nemad hakkavad ujuma. 'They are starting to swim.'  
Nemad oskavad ujuda. 'They know how to swim.'

In Estonian, the same verb form is used to express both the present and the future tense. For instance, the sentence Mina vaatan ('I look,' 'I am looking') can be made to indicate the future by adding the word 'tomorrow' -- Mina vaatan homme ('I will look tomorrow').

The verb vaatama ('to look') is conjugated as follows. Most Estonian verbs follow a similar pattern. The infinitive ending -ma is dropped and the respective conjugation ending is added to the root.

The present tense:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Infinitive</th>
<th>Meaning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mina (ma)</td>
<td>vaatan</td>
<td>'I look (am looking).'</td>
<td></td>
</tr>
<tr>
<td>sina (sa)</td>
<td>vaatad</td>
<td>'You look (are looking).'</td>
<td></td>
</tr>
<tr>
<td>tema (ta)</td>
<td>vaatab</td>
<td>'He, she, it looks (is looking).'</td>
<td></td>
</tr>
<tr>
<td>meie (me)</td>
<td>vaatame</td>
<td>'We look (are looking).'</td>
<td></td>
</tr>
<tr>
<td>tele (te)</td>
<td>vaatate</td>
<td>'You (plural or formal) look (are looking).'</td>
<td></td>
</tr>
<tr>
<td>nemad (nad)</td>
<td>vaatavad</td>
<td>'They look (are looking).'</td>
<td></td>
</tr>
</tbody>
</table>

The past tense:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Infinitive</th>
<th>Meaning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mina (ma)</td>
<td>vaatasin</td>
<td>'I looked.'</td>
<td></td>
</tr>
<tr>
<td>sina (sa)</td>
<td>vaatasid</td>
<td>'You looked.'</td>
<td></td>
</tr>
<tr>
<td>tema (ta)</td>
<td>vaatas</td>
<td>'He, she, it looked.'</td>
<td></td>
</tr>
<tr>
<td>meie (me)</td>
<td>vaatasime</td>
<td>'We looked.'</td>
<td></td>
</tr>
<tr>
<td>tele (te)</td>
<td>vaataside</td>
<td>'You (plural or formal) looked.'</td>
<td></td>
</tr>
</tbody>
</table>
nemad (nad) vaatasid  'They looked.'

However, to express the negative 'not to look,' the verb form is the same for all three persons in both singular and plural: ei vaata. This is also true for the past tense 'did not look' – ei vaadanud.

Other verb declensions in Estonian include present perfect, past perfect, conditional present, conditional perfect, imperative, and indirect discourse. Examples are in the Appendices.

Sentences

The basic order of words in an Estonian sentence is subject-verb-object, as it is in English. Subjects are often omitted in Estonian sentences. Adjectives relate to nouns and typically stand before the noun. Modifiers of the verb usually appear after the sentence.

Sa läksid koju.  'You went home.'

Miks sa läksid koju?  'Why did you go home?'
Why you went home?

Minu nimi on Madis.  'My name is Madis.'
See on tema auto.  'This is (his, her, its) car.'

Võtsin raamatu.  'I took the book.'
(l) took (the) book.

Magus maasikas maitseb hästi.  '(The) sweet strawberry tastes good.'
Topic 1
PERSONAL IDENTIFICATION

CULTURE NOTE: THE ESTONIANS

COMPETENCIES:

1. To greet and be greeted
2. To introduce and identify self
3. To state own well-being/to inquire about well-being of others
4. To take leave/to say good-bye
THE ESTONIANS

The Estonian people are currently working hard at adjusting to the long-awaited but sudden restoration of their national independence. Even during Estonia's years under Soviet rule, it was never good diplomacy to call Estonia "a part of the Soviet Union" or to call an Estonian a "Soviet." During the fifty years under enforced Moscow rule, Estonians always regarded themselves as an occupied people, and they'll tell you that they were as much a part of the Soviet Union as Kuwait was part of Iraq.

The Estonian character tends to be subdued, and may seem stiff or even cool to a visitor from abroad. Estonian silence and hesitancy to engage in conversation might be misread by people unfamiliar with the culture. However, their lack of response does not mean that they disapprove of you or what you are saying. The good side to their reserve is that when they do say something, it is usually sincere. With a little time and patience, most Estonians will open up.

In keeping with their generally cool demeanor, Estonians do not tend to hug and kiss upon meeting, preferring a brief handshake instead. Estonians also tend not to introduce the people around them when they meet other people. The most common gesture of affection is to give flowers, which Estonians do on almost any occasion and for no occasion at all. You can never go wrong by giving flowers.

Estonia has always been the most Western-oriented region of the former Soviet empire. This is mainly due to its European cultural traditions and its geographic proximity to Scandinavia. Throughout the years of Soviet rule, many Estonians, particularly in the northern part of the country, picked up a good deal of Finnish and English because they could tune in to broadcasts from nearby Finland. Finnish TV also kept them up-to-date on world events, including not only political news but also the latest fashions, American television shows, and rock music.
1. **COMPETENCY:** To greet and be greeted  
**SITUATION:** Classroom  
**ROLES:** PCV & Teacher

PCV: Tere hommikust!  
T: Teretulemast! Astuge sisse!  
PCV: Tänan väga.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Estonian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tere</td>
<td>hello</td>
</tr>
<tr>
<td>hommik</td>
<td>morning</td>
</tr>
<tr>
<td>hommikust</td>
<td>(out of the) morning</td>
</tr>
<tr>
<td>teretulemast</td>
<td>welcome</td>
</tr>
<tr>
<td>astuma</td>
<td>to step</td>
</tr>
<tr>
<td>astuge</td>
<td>(you) step</td>
</tr>
<tr>
<td>sisse</td>
<td>into, in</td>
</tr>
<tr>
<td>astuge sisse</td>
<td>come in (imperative)</td>
</tr>
<tr>
<td>tänan</td>
<td>thanks, I thank</td>
</tr>
<tr>
<td>väga</td>
<td>very much, very</td>
</tr>
</tbody>
</table>

**GRAMMAR AND VOCABULARY EXPLANATION:**

- The greeting *tere* can be used any time of the day or night. However, different greetings may also be used at different times of day.

- tere hommikust  'good morning'
- tere lounast    'good day' (used around lunchtime)
- tere õhtust     'good evening'
- tere päevast    'good day'
2. **COMPETENCY:** To introduce and identify self  
**SITUATION:** Classroom  
**ROLES:** PCV & Teacher

T: Tere! Minu nimi on Leena Kallas.  
T: Väga rõõmustav!

**VOCABULARY:**

- **minu** my
- **nimi** name
- **on** is
- **mina** I
- **olema** to be
- **olen** (I) am
- **tulema** to come
- **tulen** (I) come
- **Ameerikast** (from) America (*elative case*)
- **öpetaja** teacher
- **rõõmustav** pleasing
- **väga rõõmustav** pleased to meet you

**GRAMMAR AND VOCABULARY EXPLANATION:**

- **Minu** ('my') is the genitive (possessive) form of the personal pronoun **mina** ('I'). As with Estonian personal pronouns in the nominative case, these words have a long and short form. The genitive (possessive) personal pronouns are:
  - minu or mu 'my'
  - sinu or su ‘your’
  - tema or ta ‘his, her, its’
  - meie or me ‘our’
  - teie or te ‘your’ (*plural; formal singular or plural*)
  - nende ‘their’
- There is no definite article such as 'a' or 'the' in Estonian. Also, the personal pronoun is often omitted in a sentence.

  Olen õpetaja.
  (I am (a) teacher.

PRONUNCIATION NOTE:

- Although nearly all Estonian words are accented on the first syllable, the name Amee-ri-ka has its accent on the second syllable, just as it does in English.
3. **COMPETENCY:** To state own well-being/to inquire about well-being of others  

**SITUATION:** Classroom  

**ROLES:** PCV & Teacher

PCV: Tere päevast! Kuidas käsi käib?  
T: Hästi! Ja teid?  
PCV: Ka hästi!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>päev</td>
<td>day</td>
</tr>
<tr>
<td>päevast</td>
<td>(out of the) day (elative case)</td>
</tr>
<tr>
<td>kuidas</td>
<td>how</td>
</tr>
<tr>
<td>käsi</td>
<td>hand</td>
</tr>
<tr>
<td>käib</td>
<td>goes</td>
</tr>
<tr>
<td>kuidas käsi käib</td>
<td>how are you</td>
</tr>
<tr>
<td>hästi</td>
<td>well, all right</td>
</tr>
<tr>
<td>ja</td>
<td>and</td>
</tr>
<tr>
<td>teil</td>
<td>you (formal, adessive case)</td>
</tr>
<tr>
<td>ka</td>
<td>also, too</td>
</tr>
</tbody>
</table>

**GRAMMAR AND VOCABULARY EXPLANATION:**

- The formal word for 'you' -- **teie** -- is used when speaking to someone you don’t know well or to a person in a position of authority, or when a child speaks to an adult. Once you get to know a person better, the person may suggest switching to the informal form of 'you' -- **sina**. In that case, **Ja teid?** in the preceding dialog would be expressed as **Ja sinu?**

**PRONUNCIATION NOTE:**

- When asking a question in Estonian, the intonation does not rise at the end of the question as in English. In Estonian, questions are intoned much like declarative sentences. Questions beginning with **Kas** may have a slight rise in intonation at the end of the sentence.
In diphthongs, such as äe (in pævast), ui (in kuidas), äi (in käib), and ei (in teil), neither vowel is silent. Both of them should be heard.
4. **COMPETENCY:** To take leave/say good-bye

**SITUATION:** Classroom

**ROLES:** PCV & Teacher

PCV: Head aega! Ma pean nüüd minema.

T: Head aega! Näeme homme!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>English</th>
<th>Estonian</th>
</tr>
</thead>
<tbody>
<tr>
<td>head aega</td>
<td>good-bye</td>
</tr>
<tr>
<td>ma</td>
<td>I</td>
</tr>
<tr>
<td>pidama</td>
<td>to have to</td>
</tr>
<tr>
<td>pean</td>
<td>(I) must</td>
</tr>
<tr>
<td>nüüd</td>
<td>now</td>
</tr>
<tr>
<td>minema</td>
<td>to go</td>
</tr>
<tr>
<td>nágema</td>
<td>to see</td>
</tr>
<tr>
<td>näeme</td>
<td>(we) will see</td>
</tr>
<tr>
<td>homme</td>
<td>tomorrow</td>
</tr>
</tbody>
</table>

**GRAMMAR AND VOCABULARY EXPLANATION:**

- The subject of a sentence is often omitted in Estonian. In the sentence **Näeme homme** ("We will see [each other] tomorrow"), the 'we' is implied, but normally not spoken.

- There are several ways to say good-bye in Estonian:

<table>
<thead>
<tr>
<th>English</th>
<th>Estonian</th>
</tr>
</thead>
<tbody>
<tr>
<td>head aega</td>
<td>'good-bye'</td>
</tr>
<tr>
<td>nágemiseni</td>
<td>'see you later'; 'until I see you again'</td>
</tr>
<tr>
<td>Jumalaga</td>
<td>'God be with you'</td>
</tr>
<tr>
<td>head öhtut</td>
<td>'good evening'</td>
</tr>
<tr>
<td>head oōd</td>
<td>'good night'</td>
</tr>
</tbody>
</table>
SENTENCE PATTERNS AND GRAMMAR STRUCTURES:

Ma  pean  nüüd  minema.
I  must  now  (to) go.

PRONUNCIATION NOTE:

- In the case of a double üü (such as in nüüd - 'now'), the sound of the ü is not pure, but is usually pronounced as ūī (something like the English sound 'oo-ee').

PROVERB

Oma silm on kuningas.
One's own eye is king.
Topic 2
CLASSROOM ORIENTATION

CULTURE NOTE: EDUCATION

COMPETENCIES:

1. To follow simple classroom directions/to respond to instructions and questions
2. To express (lack of) understanding/to ask for clarification
3. To respond to warm-up questions
4. To state reasons for being late or absent
5. To request permission and assistance
EDUCATION

As a rule, Estonian children start school at the age of six. Usually, a child goes to the elementary school closest to his/her home. Some schools offer special programs (in art, foreign languages, music, etc.) at the elementary level, and children are admitted to these after passing an exam.

The first level of education (*algjaridus*) -- elementary and middle school -- consists of a nine-year curriculum. After completing the 9th grade, the student may choose to continue in a high school, trade school, or a technical institute, or to go to work. These first nine years of education are mandatory.

The second level of education (*kesjaridus*) -- high school -- consists of a three-year program. In addition to the general curriculum, the student may select a special field of concentration, which will not necessarily prepare him/her for a profession, but rather serves to introduce a particular subject in some detail. Special fields may include courses like gardening, photography, or auto mechanics. Each high school offers two or three such special fields, and the fields are different at each school. Upon graduating from high school, the student may choose to go to work or to further his/her education in a trade school, technical institute, or higher educational establishment.

At a trade school or technical institute, the student reaches the second level of education (*kesjaridus*) receiving professional training (*keskerijaridus*) for three to four years. Some trade schools have one-year or 1 1/2-year programs for high school graduates who wish to train in a specialized field. Students graduating from trade schools or technical institutes may also further their education at higher educational establishments.

There are seven institutes of higher education in Estonia. Two are in Tartu: the University of Tartu (established in 1632) and the Agricultural Academy of Estonia. Five are located in Tallinn: The Tallinn Technical University, the Conservatory, Tallinn Pedagogical University, University for Art, and the Humanities Institute. Admission into these establishments is by competition. The admissions board looks at the student's grade records, conducts an oral exam in the field of specialization, and requires the student to pass an admissions exam. Typically, there are three exams, depending on the selected major field. The graduate of an establishment of higher education has completed his/her *kõrjaridus*.

Education is free in Estonia (with the exception of Tallinn's Humanities Institute, established in 1990). Top students in the establishments of higher
education receive a stipend. This is a small sum that is paid to students who live in dormitories, and is usually meant to cover food and other basic necessities. Since education is free, university students usually do not hold jobs while in school. However, each university has correspondence courses for those students who are working or raising families. Students of correspondence courses attend school for 2-3 weeks per semester for discussions and exams, and work independently the rest of the time.

The curricula of all educational levels are determined by the Ministry of Education (at least this was true during the Soviet era) and are similar for all students.
1. **COMPETENCY:** To follow simple classroom directions/to respond to instructions and questions

**SITUATION:** Classroom

**ROLES:** PCV & Teacher

T: Kuulake hästi ja kirjutage vihikusse!

PCV: Palun lugege aeglaselt!

T: Kas olete valmis?

PCV: Mitte veel.

T: Aega on!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>kuulama</th>
<th>to listen</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuulake</td>
<td>listen (<em>imperative</em>)</td>
</tr>
<tr>
<td>hästi</td>
<td>well</td>
</tr>
<tr>
<td>kirjutama</td>
<td>to write</td>
</tr>
<tr>
<td>kirjutage</td>
<td>write (<em>imperative</em>)</td>
</tr>
<tr>
<td>vihik</td>
<td>notebook</td>
</tr>
<tr>
<td>vihikusse</td>
<td>(into) notebook (<em>illative case</em>)</td>
</tr>
<tr>
<td>palun</td>
<td>please</td>
</tr>
<tr>
<td>lugema</td>
<td>to read</td>
</tr>
<tr>
<td>lugege</td>
<td>read (<em>imperative</em>)</td>
</tr>
<tr>
<td>aeglaselt</td>
<td>slowly</td>
</tr>
<tr>
<td>kas</td>
<td>(<em>question word</em>)</td>
</tr>
<tr>
<td>olete</td>
<td>(you) are</td>
</tr>
<tr>
<td>valmis</td>
<td>ready, finished</td>
</tr>
<tr>
<td>mitte</td>
<td>not</td>
</tr>
<tr>
<td>veel</td>
<td>yet</td>
</tr>
<tr>
<td>aeg</td>
<td>time</td>
</tr>
<tr>
<td>aega on</td>
<td>there is time (there's no hurry)</td>
</tr>
</tbody>
</table>
GRAMMAR AND VOCABULARY EXPLANATION:

- The question word **kas**, when added to a simple sentence, turns it into a question. **Olete valmis** means 'you are finished'. Adding **kas** changes it into **Kas olete valmis** ('Are you finished?').

- The imperative form of a verb gives a command. Orders are given differently to one person and to several persons. Telling one person to listen, you would say **Kuula!**; telling several people to listen would be **Kuulake!** Telling one person to write, you would say **Kirjuta!**, whereas several people would be told **Kirjutage!**. To order one person to read, you would say **Loe!**, but the command **Lugege!** would be directed to several people. Remember that the plural form of the imperative verb is also used when speaking to a person you address as **teie**, the formal, polite version of 'you'.

  The singular imperative form of a verb (that is, the form that gives a command) is formed from the first person singular present tense by dropping the ending **-n**.

<table>
<thead>
<tr>
<th>infinitive form</th>
<th>first person singular</th>
<th>imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>kirjutama ('to write')</td>
<td>kirjutan ('I write')</td>
<td>kirjuta! ('write!')</td>
</tr>
<tr>
<td>õppima ('to learn')</td>
<td>õpin ('I learn')</td>
<td>õpi! ('learn!')</td>
</tr>
<tr>
<td>lugema ('to read')</td>
<td>loen ('I read')</td>
<td>loe! ('read!')</td>
</tr>
<tr>
<td>õtlema ('to say')</td>
<td>õtlen ('I say')</td>
<td>õtle! ('say!')</td>
</tr>
</tbody>
</table>

When giving instructions or commands to more than one person, the imperative form is derived from the da-infinitive form of a verb.

<table>
<thead>
<tr>
<th>da-infinitive form</th>
<th>plural imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>kirjutada ('to write')</td>
<td>kirjutage! ('write!')</td>
</tr>
<tr>
<td>õppida ('to learn')</td>
<td>õppige! ('learn!')</td>
</tr>
<tr>
<td>lugeda ('to read')</td>
<td>lugege! ('read!')</td>
</tr>
<tr>
<td>õtelda ('to say')</td>
<td>õtelge! ('say!')</td>
</tr>
</tbody>
</table>
2. **COMPETENCY:** To express (lack of) understanding/to ask for clarification

**SITUATION:** Classroom

**ROLES:** PCV & Teacher

PCV: Mina ei saa aru.
T: Millest?
PCV: Mida tähendab "hääd sünnipäeva"?
T: See on önnesoov. Seda ütled sõbra sünnipäeval.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>saama</th>
<th>to get</th>
</tr>
</thead>
<tbody>
<tr>
<td>ei saa</td>
<td>do not get</td>
</tr>
<tr>
<td>aru</td>
<td>comprehension, sense</td>
</tr>
<tr>
<td>aru saama</td>
<td>to understand</td>
</tr>
<tr>
<td>millest</td>
<td>(of) what (relative case)</td>
</tr>
<tr>
<td>mida</td>
<td>what (partitive case)</td>
</tr>
<tr>
<td>tähendama</td>
<td>to mean</td>
</tr>
<tr>
<td>tähendab</td>
<td>means</td>
</tr>
<tr>
<td>hää (or hea)</td>
<td>good</td>
</tr>
<tr>
<td>hääd (or head)</td>
<td>good (partitive case)</td>
</tr>
<tr>
<td>sünnipäev</td>
<td>birthday</td>
</tr>
<tr>
<td>sünnipäeva</td>
<td>birthday (partitive case)</td>
</tr>
<tr>
<td>hääd sünnipäeva</td>
<td>happy birthday</td>
</tr>
<tr>
<td>seda</td>
<td>that (partitive case)</td>
</tr>
<tr>
<td>ütlemama</td>
<td>to say</td>
</tr>
<tr>
<td>ütled</td>
<td>(you) say</td>
</tr>
<tr>
<td>söber</td>
<td>friend</td>
</tr>
<tr>
<td>söbra</td>
<td>friend's (genitive case)</td>
</tr>
<tr>
<td>sünnipäeval</td>
<td>(on) birthday (adessive case)</td>
</tr>
<tr>
<td>see</td>
<td>that</td>
</tr>
<tr>
<td>önnesoov</td>
<td>good wishes</td>
</tr>
<tr>
<td>saan aru</td>
<td>(I) understand</td>
</tr>
</tbody>
</table>
GRAMMAR AND VOCABULARY EXPLANATION:

- A sentence can be made negative by the addition of the word ei ('no', 'not') and the omission of the verb ending. The verb has different endings for each person in the positive, whereas it has no endings in the negative. Thus, the verb saama ('to get') looks like this in the affirmative and negative forms:

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ma saan.</td>
<td>Ma ei saa.</td>
</tr>
<tr>
<td>Sa saad.</td>
<td>Sa ei saa.</td>
</tr>
<tr>
<td>Ta saab.</td>
<td>Ta ei saa.</td>
</tr>
<tr>
<td>Me saame.</td>
<td>Me ei saa.</td>
</tr>
<tr>
<td>Te saate.</td>
<td>Te ei saa.</td>
</tr>
<tr>
<td>Nad saavad.</td>
<td>Nad ei saa.</td>
</tr>
</tbody>
</table>

- 'I get.'
- 'You get.'
- 'He, she, it gets.'
- 'We get.'
- 'You get.'
- 'They get.'

- 'I don't get.'
- 'You don't get.'
- 'He, she, it doesn't get.'
- 'We don't get.'
- 'You don't get.'

- Most of the other cases in Estonian are formed from the genitive case. The genitive case should be learned for each word, since its form is not always predictable by the nominative. A word in the genitive case always ends with a vowel. In many situations, the genitive form of a word corresponds to the English possessive. For instance: Nominative sõber ('friend') becomes Genitive sõbra ('friend's'); Nominative raamat ('book') becomes Genitive raamatu ('book's'). The genitive case is also used in expressing several other grammatical forms. In the dictionary, the genitive form is usually given right after the nominative form of a word.

- As a rule, Estonian uses more compound words than English, such as sünnipäev ('birthday'), made up of sünni ('birth', genitive case) + päev ('day'); and õnnesooov ('good wishes'), made up of õnne ('good luck, fortune', genitive case) + soov ('wish').
**SENTENCE PATTERNS AND GRAMMAR STRUCTURES:**

<table>
<thead>
<tr>
<th>Mida</th>
<th>tähendab</th>
<th>&quot;hääd sünnipäeva&quot;?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>means</td>
<td>&quot;happy birthday&quot;?</td>
</tr>
</tbody>
</table>
3. **COMPETENCY:** To respond to warm-up questions  
**SITUATION:** Classroom  
**ROLES:** PCV & Teacher

T: Mary, mida sa tegid eile?  
PCV: Ma lugesin ajalehte, vaatasin telerit ja käisin poes.  
T: Kas eile oli ilus ilm?  
PCV: Ei. Eile sadas vihma.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mida</td>
<td>what (partitive case)</td>
</tr>
<tr>
<td>tegema</td>
<td>to do</td>
</tr>
<tr>
<td>tegid</td>
<td>(you) did</td>
</tr>
<tr>
<td>eile</td>
<td>yesterday</td>
</tr>
<tr>
<td>lugema</td>
<td>to read</td>
</tr>
<tr>
<td>lugesin</td>
<td>(I) read</td>
</tr>
<tr>
<td>ajaleht</td>
<td>newspaper</td>
</tr>
<tr>
<td>ajalehte</td>
<td>newspaper (partitive case)</td>
</tr>
<tr>
<td>vaatama</td>
<td>to watch, to look</td>
</tr>
<tr>
<td>vaatasin</td>
<td>(I) watched, looked</td>
</tr>
<tr>
<td>teler</td>
<td>television</td>
</tr>
<tr>
<td>telerit</td>
<td>television (partitive case)</td>
</tr>
<tr>
<td>kæima</td>
<td>to go</td>
</tr>
<tr>
<td>kæisín</td>
<td>(I) went</td>
</tr>
<tr>
<td>pood</td>
<td>store, shop</td>
</tr>
<tr>
<td>poes</td>
<td>(in the) store (inessive case)</td>
</tr>
<tr>
<td>olema</td>
<td>to be</td>
</tr>
<tr>
<td>oli</td>
<td>was</td>
</tr>
<tr>
<td>ilus</td>
<td>pretty</td>
</tr>
<tr>
<td>ilm</td>
<td>weather</td>
</tr>
<tr>
<td>sadas vihma</td>
<td>(it) rained</td>
</tr>
<tr>
<td>vihm</td>
<td>rain</td>
</tr>
</tbody>
</table>
GRAMMAR AND VOCABULARY EXPLANATION:

- The object of a sentence is usually in the *partitive case*. This is in marked contrast to English, where the subject and object are usually differentiated only by the order of words. The partitive singular may end in a vowel, with -t or -d. In the dictionary, the partitive is given as the third form, e.g. ajaleht ('newspaper') (nominative), ajalehe (genitive), ajalehte (partitive).

- The verb *sadama* is used to describe the occurrence of any kind of precipitation. You tell what fell from the sky by the word that follows *sadas*. For instance:
  
  - *sadas vihma* (partitive case of *vihm*) 'it rained'
  - *sadas lund* (partitive case of *lumi*) 'it snowed'
  - *sadas rahet* (partitive case of *rahe*) 'it hailed'

PRONUNCIATION NOTE:

- Remember that *b*, *d* and *g* are not voiced in Estonian, but rather pronounced like a weak *p*, *t* or *k*. Thus, to an English speaker, the word *tegin* may sound like 'tekin'; the word *lugesin* may sound like 'lukesin'; the word *sadas* may sound like 'satas'; the word *mida* may sound like 'mita'.

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4. **COMPETENCY:** To state reasons for being late or absent

**SITUATION:** Classroom

**ROLES:** PCV & Teacher

PCV: Palun andeks. Olen hiljaks jäänud.
T: Mis juhtus?
PCV: Buss ei tulnud ja ma pidin jalutama.

**VOCABULARY:**

- **palun andeks** I'm sorry; forgive me
- **hilja** late
- **hiljaks** late *(translative case)*
- **jääma** to remain, to become
- **olen jäänud** *(l) have remained, (l) have become*
- **mis** what
- **juhtuma** to happen
- **juhtus** happened
- **buss** bus
- **tulema** to come
- **ei tulnud** did not come
- **pidama** to have to
- **pidin** *(l) had to*
- **jalutama** to walk

**GRAMMAR AND VOCABULARY EXPLANATION:**

- The affirmative past tense of a verb is formed from the **ma**-infinitive. The negative form of the past tense is made by adding **ei** *(no, not)* and using the **nud**-participle form of the verb. Thus, the past tense of **tulema** *(to come)* looks like this in affirmative and negative:

  **Affirmative**
  - Ma **tulin**. *'I came."
  - Sa **tuliid**. *'You came."
  - Ta **tuli**. *'He, she, it came."

  **Negative**
  - Ma **ei tulinud**. *'I didn't come."
  - Sa **ei tuliidud**. *'You didn't come."
  - Ta **ei tuliid**. *'He, she, it didn't come."

26
Me tulime. 'We came.'
Te tullte. 'You came.'
Nad tulld. 'They came.'

Me ei tulnud. 'We didn't come.'
Te ei tulnud. 'You didn't come.'
Nad ei tulnud. 'They didn't come.'

- The word jääñud is used together with certain other words to indicate becoming. Olen hiljaks jääñud means roughly 'I have become late.' Olen haigeks jääñud means roughly 'I have become sick.' Olen vanaks jääñud means 'I have become old.'
5. **COMPETENCY:** To request permission and assistance
**SITUATION:** Classroom
**ROLES:** PCV & Colleague

PCV: Kas tohin vaadata seda raamatut?
C: Muidugi!
PCV: Tahan lugeda eesti keelt. Palun aita mindi
C: Hea küll. Aitan heameelega.

**VOCABULARY:**

tohtima to be permitted to
tohin (I) am permitted to
vaatama to look
vaadata to look (*da*-infinitive)
seda this *(partitive case)*
raamat book
raamatut book *(partitive case)*
muidugi of course, certainly
tahint to want
tahan (I) want
eesti keel Estonian language
eest keelt Estonian language *(partitive case)*
aitama to help
aita help *(imperative)*
mind me *(partitive case)*
hea küll all right, OK
aitan (I) help
heameelega gladly

**GRAMMAR AND VOCABULARY EXPLANATION:**

- *Tahtma* *(to want)* is a verb that requires the the infinitive that follows it to be in the *da*-infinitive form.
Topic 2

Tahan luggeda.
(I) want to read (da-infinitive).

Tahad olla üksi.
(You) want to be (da-infinitive) alone.

Tahame minna kohvikusse.
(We) want to go (da-infinitive) (to the) café (illative case)

Tohtima (‘to be permitted to’) also requires a da-infinitive in the verb form that follows it.

Ma tohin vaadata.
I am permitted to look (da-infinitive).

Laps tohib votta kumpvekki.
(The) child is permitted to take (da-infinitive) (the) candy.

PROVERB

Mida Juku ei õpi, seda Juhan ei tea.
John won’t know what Johnny doesn’t learn.
Topic 3
CONVERSATION WITH HOST COUNTERPART OR FAMILY

CULTURE NOTE: THE FAMILY

COMPETENCIES:

1. To ask/answer personal information questions
2. To describe own family
3. To ask about host/counterpart family
4. To identify daily routines
5. To express gratitude
THE FAMILY

It seems that most Estonians marry fairly young and have their children at an earlier age than Americans -- the average age of an Estonian bride is 22, the groom 24. Families tend to be small. Two-child families are typical. In 1989, a call went out to increase the size of Estonian families: "Three children for each Estonian family!" Many firms and establishments began paying one-time support funds upon the birth of each child. Families with three or more children were given financial aid for child care, kindergarten and school expenses.

As a rule, both parents work outside the home. The mother has the right to take one year of paid leave after the birth of a child. After that, she may take two more years of leave without pay.

Household chores are generally the woman's responsibility. The traditional scene has the man coming home from work and sitting and reading the paper or watching television while the woman does the cooking, washing, cleaning and shopping after her own full day on the job. "Men's work" includes only things like major repairs and heavy gardening. Children must help out with chores by cleaning their rooms, helping wash and iron, going shopping and doing light gardening. Children become independent quite early. At the age of six or seven, they walk to and from school alone, frequently using public transportation, since there are no school buses in Estonia and most families do not own cars. It is also not unusual for parents to leave a two-year-old in the care of a nine-year-old sibling.

Each family has its own traditions for vacations, holidays, special events and birthdays. Depending on the job, each Estonian has 21-28 days of vacation each year. Usually, vacation time is used at one stretch in the summer, when families go to the country, to a simple resort or to visit rural grandparents. Children like to attend two-to-three-week summer camps.

The best-loved family holidays are Christmas, Easter and Mothers' Day. For birthdays and special family events, a small number of close friends (about 10-15) are invited to the home. This is done so everyone can fit around the dinner table! These home celebrations basically consist of sitting around a lovingly set table and talking. (Children's parties being the exception, of course.) Estonians love to sing whenever they get together. The birthday song "Ta clagu" is mandatory at every such celebration. Frequently, the group breaks into well-known folk or popular songs. In recent times, younger people have been less likely to carry on this tradition.
1. **COMPETENCY:** To ask/answer personal information questions
   **SITUATION:** Home
   **ROLES:** PCV & Host Family Member

HFM: Kas saad eesti keelt?
PCV: Ei, ma ei oska eesti keelt hästi.
HFM: Kui kauaks sa Eestisse jääd?
PCV: Kaks aastat.
HFM: Kui vana sa oled?
PCV: Kakskümmend neli.
HFM: Kas sa oled abielus?
PCV: Ei, mitte veel.

**VOCABULARY:**

- oskama: to know how to
- ei oska: (I) don't know how to
- kui kauaks: (for) how long *(translative case)*
- Eestisse: (into) Estonia *(illative case)*
- jääma: to stay
- jääd: (you) stay
- kaks aastat: two years
- vana: old
- kakskümmend neli: twenty-four
- abielus: married

**GRAMMAR AND VOCABULARY EXPLANATION:**

- The present tense of the verb **olema** *(to be)* is conjugated as follows:
  - **Ma olen.** 'I am.'
  - **Me oleme.** 'We are.'
  - **Sa oled.** 'You are.'
  - **Te olete.** 'You are.'
  - **Ta on.** 'He, she, it is.'
  - **Nemad on.** 'They are.'

- If we want to express the preposition 'into' or 'to' in Estonian, we put the word into the *illative case*. That typically means we take the genitive case of a word...
and add the ending -sse. For instance, the genitive form of the word raamat ('book') is raamatu, to which we add -sse to make raamatusse ('into the book').

However, there are a number of words for which only the short illative form is used, and these will not have the telltale ending -sse. Among the most common are: majja ('into the house'), tuppa ('into the room'), kooli ('to, into school'), koju ('to, into home').
2. COMPETENCY: To describe own family
SITUATION: Home
ROLES: PCV & Host Family Member

HFM: Räägi oma perekonnast!
PCV: Minul on üks öde ja kaks venda. Minu öde käib ülikoolis ja vennad käivad keskkoolis.
HFM: Ja mida teevad sinu vanemad?
PCV: Minu isa on arst ja ema on ajakirjanik.

VOCABULARY:

räökima - to talk
räägi - talk (imperative)
oma - own
perekond - family
perekonnast - (of) family (elative case)
minul on - I have
üks - one
öde - sister
kaks venda - two brothers
vennad - brothers
minu - my (genitive case)
käib, käivad - (he) goes, (they) go
ülikool - college, university
ülikoolis - (in) college, university (inessive case)
keskkool - high school
keskkoolis - (in) high school (inessive case)
mida - what (partitive case)
tegema - to do
teevad - (they) do
vanemad - parents
isa - father
arst - doctor
ema - mother
ajakirjanik - journalist
GRAMMAR AND VOCABULARY EXPLANATION:

- The meaning of the *inessive case* is roughly 'in, inside.' The inessive ending -s is added to the genitive form of a word. Thus, we put the word kool 'school' into the genitive form kooli and add the inessive ending to get koolis ('in school' or 'in the school').

- When we express things in a particular number, such as 'two brothers' or 'three books', we do not use the plural form of the noun as we do in English. Instead, a number is followed by the singular partitive form of a noun. Therefore, although the plural of vend ('brother') is vennad, when we say 'two brothers,' the form is kaks venda. The plural of perekonn ('family') is perekonnad, but when we say 'three families,' the form is kolm perekonda. (See also Topic VII, Competency 2: Topic IX, Competency 2.)
3. **COMPETENCY:** To ask about host/counterpart family

**SITUATION:** Home

**ROLES:** PCV & Host Family Member

PCV: Kui suur on sinu pere?
HFM: Mul on kaks poega. Nad on täiskasvanud.
PCV: Kus nad elavad?
HFM: Üks elab Tallinnas ja teine Saaremaal. Mölemad on insenerid.
PCV: Mina ka!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kui</td>
<td>how</td>
</tr>
<tr>
<td>suur</td>
<td>big</td>
</tr>
<tr>
<td>sinu</td>
<td>your (genitive case)</td>
</tr>
<tr>
<td>pere</td>
<td>family</td>
</tr>
<tr>
<td>mul on</td>
<td>I have</td>
</tr>
<tr>
<td>kaks poega</td>
<td>two sons</td>
</tr>
<tr>
<td>täiskasvanud</td>
<td>adult(s)</td>
</tr>
<tr>
<td>kus</td>
<td>where</td>
</tr>
<tr>
<td>nad (nemad)</td>
<td>they</td>
</tr>
<tr>
<td>elama</td>
<td>to live</td>
</tr>
<tr>
<td>elavad</td>
<td>(they) live</td>
</tr>
<tr>
<td>elab</td>
<td>(he) lives</td>
</tr>
<tr>
<td>Tallinnas</td>
<td>(in) Tallinn (inessive case)</td>
</tr>
<tr>
<td>teine</td>
<td>other</td>
</tr>
<tr>
<td>Saaremaal</td>
<td>(on) Saaremaa island (adessive case)</td>
</tr>
<tr>
<td>mölemad</td>
<td>both</td>
</tr>
<tr>
<td>insenerid</td>
<td>engineers</td>
</tr>
</tbody>
</table>

**GRAMMAR AND VOCABULARY EXPLANATION:**

- The *adessive case* is generally used to indicate 'on something' or 'at a place.' It can be translated as either 'at' or 'on.' The adessive ending -t is added to the genitive case form. Thus, if we put the word *raamat* ('book') into the genitive form *raamatu*...
and add the adessive ending -l, we get raamatul, which can mean ‘at the book’ or ‘on the book.’

- To indicate possession, we use the adessive case of a noun or pronoun with the verb on (literally, 'is'). Thus, to say that someone or something has a car, we would express it as follows:

Minul (or mul) on auto.  'I have a car.'
Sinul (or sul) on auto.  'You have a car.'
Temal (or tal) on auto.  'He, she, it has a car.'
Meil on auto.  'We have a car.'
Tell on auto.  'You have a car.'
Nendel (or neil) on auto.  'They have a car.'
Koeral on auto.  '(The) dog has a car.'
Lapsel on auto.  '(The) child has a car.'

(See also Topic IX, Competencies 1 & 3; Topic XIII, Competency 2.)
4. **COMPETENCY:** To carry out daily routines

**SITUATION:** Home

**ROLES:** PCV & Host Family Member

PCV: Luba, et ma aitan sind!
HFM: Aitāh.
PCV: Kus on noad ja kahvlid?
HFM: Plīiti kōrval kapis.
PĐV: Kas paneme lusikad ka lauale?
HFM: Ei, neid ei ole vaja. Hakkame sōoma! Head isu!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>lubama</td>
<td>to permit, allow</td>
</tr>
<tr>
<td>luba</td>
<td>(you) permit, allow</td>
</tr>
<tr>
<td>et</td>
<td>that</td>
</tr>
<tr>
<td>sind</td>
<td>you <em>(partitive case)</em></td>
</tr>
<tr>
<td>aitāh</td>
<td>thanks</td>
</tr>
<tr>
<td>kus</td>
<td>where</td>
</tr>
<tr>
<td>nuga</td>
<td>knife</td>
</tr>
<tr>
<td>noad</td>
<td>knives</td>
</tr>
<tr>
<td>kahvel</td>
<td>fork</td>
</tr>
<tr>
<td>kahvlid</td>
<td>forks</td>
</tr>
<tr>
<td>plīiti</td>
<td>stove</td>
</tr>
<tr>
<td>plīiti</td>
<td><em>(of the)</em> stove <em>(genitive case)</em></td>
</tr>
<tr>
<td>kōrval</td>
<td>next to</td>
</tr>
<tr>
<td>kapp</td>
<td>cupboard</td>
</tr>
<tr>
<td>kapis</td>
<td><em>(in the)</em> cupboard <em>(inessive case)</em></td>
</tr>
<tr>
<td>panema</td>
<td>to put</td>
</tr>
<tr>
<td>paneme</td>
<td><em>(we)</em> put</td>
</tr>
<tr>
<td>lusikas</td>
<td>spoon</td>
</tr>
<tr>
<td>lusikid</td>
<td>spoons</td>
</tr>
<tr>
<td>laud</td>
<td>table</td>
</tr>
<tr>
<td>lauale</td>
<td><em>(onto the)</em> table <em>(allative case)</em></td>
</tr>
<tr>
<td>neid</td>
<td>those <em>(partitive case)</em></td>
</tr>
</tbody>
</table>
vaja
hakkama
hakkame
sōõma
head isu

needed, necessary
to start
let's start (imperative)
to eat
bon appetit

GRAMMAR AND VOCABULARY EXPLANATION:

- The allative case is used to express 'on(to) something' or 'to, for someone.' The allative ending -le is added to the genitive case form. For instance, the word laud ('table') is placed into the genitive form laua and the ending -le is added to form lauale ('onto the table'). Similarly, we may place the word pilit ('stove') into the genitive pilidi and add -le to make pilidile ('onto the stove' or 'for the stove').

- As with other verbs, when we use the verb olema ('to be') in the negative, we add the word ei (nu, not) to the sentence and omit the verb ending.

Ma ei ole. 'I am not.'
Sa ei ole. 'You are not.'
Ta ei ole. 'He, she, it is not.'
Me ei ole. 'We are not.'
Te ei ole. 'You are not.'
Nad ei ole. 'They are not.'

- The word körval is a postposition (that is, something that comes after the word it affects as opposed to a preposition, which comes before). Körval means 'next to' and is used after the genitive form of a word. Thus, pilidi körval is 'next to the stove'; laua körval is 'next to the table'; lusika körval is 'next to the spoon', minu körval is 'next to me.'

PRONUNCIATION NOTE:

- Aitäh is a casual form of saying 'thanks.' Unlike most Estonian words, the accent is on the second syllable. Make sure you pronounce the 'h' at the end of the word.
5. **COMPETENCY:** To express gratitude  
**SITUATION:** Home  
**ROLES:** PCV & Host Family Member

HFM: Palun, võta veel suppi!  
PCV: Ei, tänan. Köht on täis.  
HFM: Ole hea, maitse natuke saial!  
PCV: Seda teen heameelega. Suur tänu lõuna eest!  
HFM: Pole tänuväärt.

**VOCABULARY:**

- võtma: to take  
- võta: (you) take  
- veel: more  
- supp: soup  
- suppi: soup (partitive case)  
- ci, tänan: no, thank you  
- köht: stomach  
- täis: full  
- köht on täis: I'm full  
- ole hea: be good (used as please)  
- maitsema: to taste  
- maitse: taste (imperative)  
- natuke: a little  
- sai: white bread  
- saia: white bread (partitive case)  
- seda: this (partitive case)  
- tegema: to do  
- teen: (I) do  
- heameelega: gladly  
- suur: large, great  
- tänu: thanks, gratitude  
- lõuna eest: for lunch  
- pole: is not  
- tänuväärt: worthy of thanks
pole tänuväärt don't mention it, you're welcome

GRAMMAR AND VOCABULARY EXPLANATION:

- **Eest** is a postposition that is used after the genitive form of a word. In many situations, it means the same as the English preposition 'for'. Thus, lõuna eest is 'for (the) lunch'. Tänan lillede eest is 'Thank you for (the flowers)'. *(For other uses of the postposition eest, see Topic VII, Competency 2; Topic X, Competency 2; Topic XIV, Competency 2.)*

- **Pole** means the same as and is used in exactly the same way as ei ole 'is, are not'.

PRONUNCIATION NOTE:

- When you see a double vowel written in Estonian, be sure to pronounce it long, as in veel, heameelega, and tänuväärt.

- **Saia** ('white bread') in its partitive form saia has an overlong diphthong ai, although this is not indicated in the spelling. This overlong ai is typically pronounced as if emphasizing the i.

PROVERB

Parem oma aganad kui võõra võileib.
Your own coarse bread is better than a stranger's fine sandwich.
Topic 4
COMMUNICATIONS

CULTURE NOTE: THE TELEPHONE

COMPETENCIES:

1. To get one's party on the line
2. To leave a message and hang up politely
3. To ask the operator for assistance
4. To make a phone call from the post office
THE TELEPHONE

In American homes, the existence of a telephone is taken for granted. This is not the case in Estonia. Here the telephone is the privilege of a lucky few. Urban dwellers are more likely to have phones than rural residents. People have had to wait for years, sometimes decades, to have a telephone installed. The telephone lines throughout Estonia are worn and outdated. However, the situation promises to improve rapidly since a Scandinavian telephone company has agreed to install a modern and efficient telephone network throughout the country.

However, until the telephone becomes a more common household fixture, people make do in any way they can. In large urban apartment buildings, families make arrangements with a friend or neighbor to use their telephone if the need arises. Public telephone booths on the street are another alternative, although these tend to be a favorite target of vandals and are often unusable. There are quite a few yellow telephone booths in the cities. Rural people use their local post office to make telephone calls. Telephone books are virtually non-existent.

Long-distance calls within Estonia and neighboring republics can be made on a home telephone by dialing (8) + 3-number city code + the party's number. Long-distance calling machines are also available in post offices. You cannot make long-distance calls from public telephone booths on the street.

Telephone numbers in Tallinn contain 6 digits; in all other cities, towns, and rural areas, they contain only 5 digits.

Long-distance calls to foreign countries must be made through the long-distance operator. This operator (whom you get by dialing 07) takes your request and will call you back when she makes the connection. Quite often, making the connection will take several hours, and sometimes you won't get it at all. Long-distance calls are fairly expensive (and the prices are changing steadily). In March 1992, a one minute call to the U.S. cost 90 rubles, roughly 1/10 of the average monthly paycheck.

Even local connections can be of very poor quality due to the age and wear of the current telephone network. Because of this, some offices and businesses with Western contacts have obtained cellular telephones with numbers in Finland, and are thus assured of a better connection.
1. **COMPETENCY:** To get one's party on the line
**SITUATION:** On the telephone
**ROLES:** PCV & Receptionist

R: Kuulen!
PCV: Tere. Kas see on 456-789?
R: Jah, on.
R: Teda ei ole praegu siin.
PCV: Hästi. Ma helistanhomme uuesti. Head aega!

**VOCABULARY:**

kuulma to hear
kuulen (I) hear
siin here
rääkima to speak, talk
räägib (he, she, it) speaks, talks
soovima to wish
soovin (I) wish
rääkida to speak, talk (*da-infinitive*)
Helgi Tammega (with) Helgi Tamm (*comitative case*)
teda he, she, it (*partitive case*)
ei ole is not
praegu now
siin here
hästi all right
helistama to telephone
helistan (I) telephone
uuesti again

**GRAMMAR AND VOCABULARY EXPLANATION:**

- Instead of saying 'hello' when they answer the telephone, most Estonians either state their name or say **kuulen** ('I hear you').
• Personal pronouns are declined, just like nouns. The partitive form of a personal pronoun, which is often used as the object of a sentence, looks like this:

<table>
<thead>
<tr>
<th>mind</th>
<th>'me'</th>
<th>meid</th>
<th>'us'</th>
</tr>
</thead>
<tbody>
<tr>
<td>sind</td>
<td>'you' (as the object)</td>
<td>teid</td>
<td>'you' (as the object)</td>
</tr>
<tr>
<td>teda</td>
<td>'him, her, it'</td>
<td>neid</td>
<td>'them'</td>
</tr>
</tbody>
</table>

• The da-infinitive form of a verb follows the verbs soovima ('to wish'), tahtma ('to want'), proovima ('to try') as well as a number of other verbs. For instance, 'I wish to speak' is Ma soovin rääkida; 'He wants to call' is Ta tahab helistada; 'They try to swim' is Nad proovivad ujuda.

• Since Estonian has no future tense, Ma helistan could be read as 'I call, I am calling' or 'I will call'. In this dialog, the situation is clarified by adding homme ('tomorrow'). Now you know that you are saying 'I will call tomorrow'.

• A person's name is usually declined as if it were a common noun. For instance, tamm ('oak tree') and Tamm (a common family name) are declined the same way.
2. **COMPETENCY:** To leave a message and hang up politely
**SITUATION:** On the telephone
**ROLES:** PCV & Receptionist

PCV: Tere! Soovin rääkida härta Saarega.
R: Härta Saar tuleb alles homme Soomest tagasi.
PCV: Palun ütelge tale, et koosolek toimub viiendal oktoobril.
R: Viies oktoober -- see on kolmapäev.
R: Hästi. Kuulmiseni!

**VOCABULARY:**

härta Saar | Mr. Saar
härta Saareg | (with) Mr. Saar (comitative case)
tagasi tulema | to return, to come back
tuleb tagasi | comes back, will come back
alles | not until
Soomest | (from) Finland (relative case)
ütlem | to tell
ütelge | tell (imperative)
tal | (to) him
koosolek | meeting
toimum | to take place
toimub | (it) takes place
viies | fifth
viiendal | (on the) fifth (adessive case)
oktoober | October
oktoobril | (on) October (adessive case)
kolmapäev | Wednesday
õigus | right, correct
algama | to start
algab | (it) starts
kell | clock, o'clock
ühkek | nine
lõppema to end
lõppeb (lt) ends
pool half
kaks two
pool kaks one-thirty
kuulmiseni good-bye, until we talk again

GRAMMAR AND VOCABULARY EXPLANATION:

- The elative case is used to express 'from' or 'out of'. The elative case ending -st is added to the genitive case form. Thus, while Soome ('Finland') is Soome in the genitive case as well, we simply add -st to express Soomest 'from Finland'. Also, koosolek ('meeting') is koosoleku in its genitive form and koosolekust ('out of the meeting') in the elative form.

- When expressing the date, the day is given before the month: viles oktoober ('(The) fifth (of) October', rather than 'October fifth').

- When telling time, the full hour is expressed as Kell on üks, kaks, etc. ('it is one, two o'clock, etc.').
  'Quarter past' is expressed in Estonian as veerand + the next hour. For instance, 'quarter past two' (2:15) is expressed Veerand kolm (meaning roughly 'A quarter toward three').
  'Half past' is expressed in Estonian as pool + the next hour. For instance, 'half past six' (6:30) is expressed as Pool seitse (meaning roughly 'A half toward seven').
  'Quarter to' is expressed in Estonian as kolmveerand + the next hour. For instance, 'quarter to eight' (7:45) is expressed as Kolmveerand kaheksa (meaning roughly 'Three-quarters toward eight').

- Note that Mr. Saar's name is declined the same way as the common noun saar ('island').
3. COMPETENCY: To ask the operator for assistance
SITUATION: On the telephone
ROLES: PCV & Operator

PCV: Tere. Siin räägib 345-667. Palun tellige mulle köne
Ameerikasse! Number on 123-456-7890.
O: Ootamisaeg on umbes kaks tundi. Liinid on praegu kinni.
PCV: Tänan!
O: Võtke heaks!

VOCABULARY:

räägib  
is talking, is speaking

tellime  
to order, to book

tellige  
order, hook (imperative)
mulle  
(for) me (allative case)
köne  
conversation, call
Ameerikasse  
(to) America (illative case)
ootamisaeg  
waiting time
umbes  
about, roughly
tund  
hour
kaks tundi  
two hours
liin  
(telephone) line
liinid  
(telephone) lines
praegu  
now
kinni  
closed, in use
võtke heaks  
you're welcome

GRAMMAR AND VOCABULARY EXPLANATION:

- The nominative plural case is formed by adding the ending -d to the genitive singular of a noun. The genitive always ends with a vowel. Thus, the genitive of liin ('telephone line') is liini, to which we add a -d to make the plural liinid. The genitive form of the word köne ('call') is also köne, so that the plural form would be kôned ('calls').
4. COMPETENCY: To make a phone call from the post office
SITUATION: Post office
ROLES: PCV & Post office worker

PCV: Kus on kaugeköne automaat?
POW: Seal nurgas. Aga praegu on järjekord.
PCV: Ma tulen hiljem tagasi.
POW: Me sulgome ukse kell 17:00.

VOCABULARY:

kaugeköne                  long-distance call
automaat                    automatic machine
seal                        there
nurk                        corner
nurgas                        (in the) corner (inessive case)
aga                          but
praegu                       now
järjekord                    queue
tagasi tulema                to come back
tulen tagasi                (l) come back
hiljem                      later
sulgema                     to close
sulgeme                      (we) close
uks                          door
uksc                          door (genitive case)
kell 17:00                     5 o'clock p.m.

GRAMMAR AND VOCABULARY EXPLANATION:

- The expression Praegu on järjekord may be translated as 'Right now there is a queue,' meaning 'You'll have to wait in line'.

- As in the rest of Europe, times of day are frequently given by the 24-hour clock. Thus, 17:00 is the same as 5:00 p.m.
PROVERB

Meest sónast, hārga sarvest.
Judge a man by his word and a bull by his horns.
Topic 5
FOOD

CULTURE NOTE: FOOD

COMPETENCIES:

1. To order food at a restaurant
2. To ask for identity of food items, typical host country foods
3. To express food preferences (likes/dislikes)
FOOD

Currently, obtaining and preparing food is a big problem for the average Estonian family. Many foodstuffs are available only with ration coupons, and if these items are to be found at all, they may be purchased only in small quantities. All foodstuffs have become more expensive each month, and many people are finding it hard to make ends meet. Despite the high prices and the rationing system, store shelves are typically empty. A common street scene shows a long line of shoppers waiting at the door for hours before the store opens in the hope of finding something to buy. And yet, any person who invites you into his/her home will have an attractive meal to offer a guest.

The Estonian family eats out much less frequently than its American counterpart. Restaurant meals are expensive, and therefore reserved for special events.

During the Soviet era, restaurant doormen tended to be rather boorish. Even if the restaurant was obviously half empty, he would almost certainly tell you there was no room for any more customers. A small bribe would usually get you a table. Since old habits die hard, you may still encounter this kind of attitude.

As a rule, a restaurant’s menu will be quite limited. Often, the waiter will simply tell the customers what is available that day and not even bother with bringing them a printed menu. Alcoholic beverages are served after noon. When paying the bill, the waiter is paid in cash. Credit cards are accepted only at larger hotels and restaurants frequented by foreign tourists. During the Soviet years, waiters were not permitted to accept tips, although these days, with the sudden vast influx of visitors from abroad, a waiter would certainly not object to receiving one.

Typically, an Estonian eats three meals a day. Breakfast may consist of sandwiches, hot cereal, or eggs. Lunch, usually eaten around 1-2 p.m., is the largest meal of the day, consisting of soup, perhaps a meat course, and dessert. Dinner is eaten between 6-8 p.m. and consists of simple hot food.

In the home, soup is a favorite meal, accompanied by dark local bread. Another staple is the potato, which is served with every meat dish and cooked in every soup.

Coffee is a must at any social gathering, although it, too, has become terribly expensive and hard to get. Also, Estonians serve open-faced sandwiches -- featuring some kind of spread over a single slice of bread -- rather than the American-style sandwich, which has the filling between two slices of bread.
1. **COMPETENCY:** To order food at a restaurant

**SITUATION:** Restaurant

**ROLES:** PCV & Waiter

PCV: Palun praetud kala ja friikatuleid.
W: Tänna melli kala ei ole, aga karbonaadi on.
PCV: Hästi. Tooge mulle siis karbonaadi! Kas teil on ölut?
W: Ei, aga võin tuua teile morssi.
PCV: Hea küll. Mis on magustoiduks?
W: Tänna pakume ainult jääätist.

**VOCABULARY:**

praetud  fried
kala  fish (*partitive case*)
friikatuleid  french fries (*partitive case*)
tänna  today
mell ei ole  we don't have
aga  but
karbonaad  pork chop
karbonaadi  pork chop (*partitive case*)
hästi  fine, all right
tooma  to bring
tooge  bring (*imperative*)
mulle  (to) me (*allative case*)
siis  then
öl  beer
ölut  beer (*partitive case*)
vöima  to be able to
vöin  (I) can
tooma  to bring
tuua  bring (*da-infinitive*)
teile  (to) you (*allative case*)
morssi  cider, berry juice drink
morss  cider, berry juice drink (*partitive case*)
mis  what
magustoiduks  dessert (*translative case*)
pakkuma  to offer
pakume  *(we)* offer
ainult  only
jäätis  ice cream
jäätist  ice cream (*partitive case*)

**GRAMMAR AND VOCABULARY EXPLANATION:**

- The *da*-infinitive from of a verb does not always end in *-da*. It may end in *-ta*, *-la*, *-ra* or *-na*. Therefore, it is a form that must be memorized. The *ma*-infinitive, however, always ends in *-ma*.

- *Võima* ('to be able to') is a verb requiring the infinitive that follows it to be in the *da*-infinitive form. Thus, *võin tuua* is 'I can bring'; *võin pakkuda* is 'I can offer'.

- 'Not to have' is indicated in Estonian by the *adessive case* followed by *ei ole* (literally, 'is not'). The subject of the sentence is in the *partitive case*.

  Minul  *ei ole*  paberit.
  I (*adessive case*)  do not have  paper (*partitive case*)

  Meil  *ei ole*  õlut.
  We (*adessive case*)  do not have  beer (*partitive case*)
2. **COMPETENCY:** To ask about food items, typical host country foods

**SITUATION:** Restaurant

**ROLES:** PCV & Companion

PCV: Mis see on?
C: Need on mulgikapsad.
PCV: Millest see on tehtud?
C: Selles on hapukapsad, kruubid, sealiha ja veidi õunu.
PCV: Kas see on väga hapu?
C: Ei ole. Maitsel
PCV: Kull on hea!

**VOCABULARY:**

- mulgikapsad: "Mulgi"-style sauerkraut dish
- millest: (of) what (elative case)
- tegema: to make
- on tehtud: is made
- selles: (in) this (inessive case)
- hapukapsad: sauerkraut
- kruubid: barley
- sealiha: pork
- veidi: a little, some
- õun: apples
- õunu: apples (partitive case)
- väga: very
- hapu: sour
- ei ole: it isn't
- maitsema: to taste
- maitse: taste (imperative)
- küll: indeed
- hea: good
GRAMMAR AND VOCABULARY EXPLANATION:

- Estonian has no articles such as 'a' or 'the.' However, Estonian does specify things with the pronouns see 'this', too 'that', need 'these' etc. These pronouns are declined like nouns.

- The *tud*-participle of a verb (praetud, kirjutatud, tehtud) in Estonian corresponds to the English past participle ('fried', 'written', 'made'). The *tud*-participles can be used as adjectives, and they retain the same form in all cases in singular and plural.

SENTENCE PATTERNS AND GRAMMAR STRUCTURES:

**Mis** see on?
What this is?

**Millest** see on tehtud?
(Of) what (elative case) this is made?

**Kas** see on väga hapu?
(Question word) this is very sour?
3. **COMPETENCY:** To express food preferences (likes/dislikes)

**SITUATION:** Restaurant

**ROLES:** PCV & Waiter

PCV: Mida täna pakute?
W: Pakume seapraadi.
PCV: Ma ei söö sealiha. Tahan parema meelega kala.
W: Kas külma või kuuma?
PCV: Palun tooge mulle küpsetatud kala aedviljaga.
W: Kas soovite porgandeid või herneid?
PCV: Porgandeid, palun!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mida</td>
<td>what (partitive case)</td>
</tr>
<tr>
<td>pakkuma</td>
<td>to offer</td>
</tr>
<tr>
<td>pakute</td>
<td>(you) offer</td>
</tr>
<tr>
<td>seapraad</td>
<td>pork roast</td>
</tr>
<tr>
<td>seapraadi</td>
<td>pork roast (partitive case)</td>
</tr>
<tr>
<td>sööma</td>
<td>to eat</td>
</tr>
<tr>
<td>ei söö</td>
<td>don't eat</td>
</tr>
<tr>
<td>sealiha</td>
<td>pork (partitive case)</td>
</tr>
<tr>
<td>tahan parema meelega</td>
<td>(I) prefer</td>
</tr>
<tr>
<td>kala</td>
<td>fish (partitive case)</td>
</tr>
<tr>
<td>külm</td>
<td>cold</td>
</tr>
<tr>
<td>külma</td>
<td>cold (partitive case)</td>
</tr>
<tr>
<td>kuum</td>
<td>hot</td>
</tr>
<tr>
<td>kuuma</td>
<td>hot (partitive case)</td>
</tr>
<tr>
<td>tooma</td>
<td>to bring</td>
</tr>
<tr>
<td>tooge</td>
<td>bring (imperative)</td>
</tr>
<tr>
<td>mulle</td>
<td>(to) me (allative case)</td>
</tr>
<tr>
<td>küpsetatud</td>
<td>baked</td>
</tr>
<tr>
<td>aedvili</td>
<td>vegetable</td>
</tr>
<tr>
<td>aedviljaga</td>
<td>(with) vegetable (comitative case)</td>
</tr>
<tr>
<td>soovima</td>
<td>to wish</td>
</tr>
</tbody>
</table>
soovite (you) wish
porgand carrot
porgandeid carrots (plural partitive case)
hernes pea
herneid peas (plural partitive case)

GRAMMAR AND VOCABULARY EXPLANATION:

- The **comitative case** is used to signify 'with', 'accompanying' or 'by means of.' It is formed from the genitive case form plus the comitative ending -ga. Thus, the genitive case of the noun **aedvili** (‘vegetable’) is **aedvilja**, to which we add -ga to make **aedviljaga** (‘with vegetable’).

- The **plural partitive case** may have the endings -id, -si or -sid; in the so-called short form, the ending may be -i, -e or -u. The form of the plural partitive case is difficult to predict, and is sometimes given in an Estonian-language dictionary.

- An adjective that modifies the noun must be in the same case as the noun. Thus, **külm supp** (‘cold soup’ - nominative case) will become **külda supp** when it is used in the partitive case as the object of the sentence. It will become **küldas supis** (‘(in the) cold soup’) in the inessive case, and so forth. However, in the essive, terminative, abessive and comitative cases, the adjective will retain its genitive form, and the noun will reflect the respective case.

PROVERB

Tühi kõht on kõige parem kokk.
An empty stomach is the best cook.
Topic 6
MONEY

CULTURE NOTE: MONEY

COMPETENCIES:
1. To ask for information about local currency
MONEY

The Estonians are anxiously awaiting the arrival of Estonian currency -- the kroon -- to replace the Soviet ruble. However, until all the economic kinks are ironed out, the ruble will remain the going currency. The buying power of the ruble has declined steadily since the breakup of the Soviet Union, and the buying and selling of big-ticket items such as apartments, homes and cars is transacted almost exclusively with hard currency. (The term "hard currency" refers to U.S. dollars, Finnish marks, Swedish kronor, German marks, or any other currency that is convertible on the world market.) This puts such transactions out of the reach of the average citizen, who usually has no access to hard currency. The ruble will buy goods in local stores, where the selection is usually limited and the quality is poor. Most people rely on a network of friends and acquaintances with whom to trade necessary goods. For this reason, a large part of the economy runs not with money, but on a simple barter system.

Another problem has been the simple lack of enough rubles to go around. Russia is no longer shipping rubles to independent Estonia. This means that the average worker must wait weeks or even months to receive his/her salary, and the delay in welfare and social security payments to the old and infirm has created a catastrophic situation. Everyone realizes that the transition to a convertible Estonian currency will not be an easy one, but it is quite obvious that the ruble has to go.

Once people realize that a visitor is from the West, they assume that he/she is carrying Western money. It has never been a good idea to risk cutting currency deals with strangers who approach you on the street. Recently, the official exchange rate has very nearly approached the black market rate, so a visitor is better off exchanging money at a local bank or city tourist hotel.
1. COMPETENCY: To ask for information about local currency
   SITUATION: Bank
   ROLES: PCV & Teller

   PCV: Mis on tänane USA dollari kurss?
   T: Vaatame ajalehest! Lehes üteldakse kaheksakümmend rubla
dollari eest.

   PCV: Millises pangas on kõige parem raha vahetada?
   T: Tallinna Kommerts pangas. Kahjuks see on tana suletud.
   PCV: Pole viga! Praegu on minul raha küllalt.

VOCABULARY:

tänane   dollar (genitive case)
dollari  today's
kurss    exchange rate
vaatama to look
vaatame  (we) look
ajaleht   newspaper
ajalehest (out of the) newspaper (elative case)
lehes    (in the) paper (inessive case)
ütlema   to say
ütleakse it is said
kaheksakümmend eighty
rubla    rubles
dollari eest for (the) dollar
millises (in) which (inessive case)
pank    bank
pangas  (in) bank (inessive case)
kõige parem best
raha    money (partitive case)
vahetama to exchange
vahetada exchange, change (da-infinitive)
kommerts pangas (in) commercial bank (inessive case)
kahjuks unfortunately
sulgemaa to close
suletud  closed
pole viga  no problem, that's OK
praegu  now
küllalt  enough

GRAMMAR AND VOCABULARY EXPLANATION:

• The comparative of an adjective ends with -m, which is in most cases added to the genitive case form.

One way of obtaining the superlative in Estonian is by placing kõige before the comparative. For instance:

suur ('big') suurem ('bigger') kõige suurem ('biggest')
magus ('sweet') magusam ('sweeter') kõige magusam ('sweetest')
heit ('good') parem ('better') kõige parem ('best')

• Üteldakse is the present impersonal form of ütlema ('to say'). The present impersonal form is derived by taking the da-infinitive of a verb, e.g. ütelda ('to say') and erasing -kse to obtain üteldakse ('it is said'). Lehes üteldakse can be expressed in English as 'It says in the paper.' (See also Topic XII, Competency 1.)

PROVERB

Parem vaene auga kui rikas häbiga.
It's better to be poor with honor than wealthy with shame.

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Topic 7
TRANSPORTATION

CULTURE NOTE: GETTING AROUND

COMPETENCIES:

1. To locate means of transportation
2. To ask for destination and distance of travel
3. To purchase tickets
4. To hire a taxi
GETTING AROUND

Estonia's public transportation system will get you just about anywhere you need to go. Since only about half of all families own a car, most people must depend on public transportation to move about. Gasoline is most easily obtainable at the few hard currency gas stations in and around Tallinn. The supply of fuel at all other points is unreliable at best.

The capital city of Tallinn has four different public transportation systems: buses, trolleys, trams and taxis. There are at least 70 bus lines in Tallinn, and bus stops in all parts of the city. Buses are yellow. Tickets for the bus, trolley and tram cost 80 kopecks (subject to rapid change, like everything else) in Tallinn, and they can be bought at newspaper kiosks, food stores, and special ticket booths near bus and tram stops. Tickets cannot be bought on board, but monthly tickets are available. Tallinn has nine trolley lines which connect the major sections of the city (except Lasnamäe). There are also four tram lines which travel around the central city and Lasnamäe. When riding in a crowded bus, trolley or tram, be prepared for a tight squeeze. People cram into these vehicles with little consideration for your breathing space. Upon entering a bus, trolley or tram, you have to validate your ticket by using special punching machines on the walls between the windows.

Taxicabs are fairly expensive in rubles, but convenient especially late at night, when other transportation lines are shut down. Taxis are easiest to find near the larger tourist hotels. Lines at the city taxi stands are usually long. Ordering a taxi by telephone can be another exercise in patience; it can take several hours to have one sent to your address. Once a taxi driver realizes you are a foreigner, he will most likely try to get you to pay the fare in hard currency. Since most taxis lack meters, you should agree on the fare before entering the cab. You should be able to get anywhere around Tallinn for no more than three dollars. If you can’t strike a deal with one driver, try the next one.

Line taxis are 11-seat minibuses which shuttle between the Tallinn central city and outlying areas. These so-called "kutsikad" are very popular, because they are fairly inexpensive and faster than the busses, trolleys and trams.

In Estonia's other cities, such as Tartu, Pärnu and Viljandi, bus lines connect the various parts of the city. Residents of small towns or rural areas use rural buses that travel on local roads. Rural bus lines run between all of Estonia's cities and towns. The current fuel shortage has caused those buses that are still running to become quite crowded.
Railways connect Estonia's larger cities and towns. Taking the train is relatively cheap, but it's slow and rather uncomfortable. Train tickets can be purchased only at the train station.
1. **COMPETENCY:** To locate means of transportation  
**SITUATION:** Home  
**ROLES:** PCV & Colleague

PCV: Tahaksin sõita Tartusse.  
C: Sinna võid minna bussiga või rongiga.  
PCV: Kumb on odavam?  
C: Bussisõit maksab ainult kümme rubla.  
PCV: Kui tihti väljuvad bussid?  
C: Sõit läheb päevas üks buss kell kolmveerand kümme hommikul.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>tahtma</td>
<td>to want</td>
</tr>
<tr>
<td>tahaksin</td>
<td>(I) would like to</td>
</tr>
<tr>
<td>sõitma</td>
<td>to ride</td>
</tr>
<tr>
<td>sõita</td>
<td>ride <em>(da-infinitive)</em></td>
</tr>
<tr>
<td>Tartusse</td>
<td>(into) Tartu <em>(illative case)</em></td>
</tr>
<tr>
<td>sinna</td>
<td>there</td>
</tr>
<tr>
<td>võima</td>
<td>to be able to</td>
</tr>
<tr>
<td>võid</td>
<td>(you) may</td>
</tr>
<tr>
<td>minna</td>
<td>to go <em>(da-infinitive)</em></td>
</tr>
<tr>
<td>buss</td>
<td>bus</td>
</tr>
<tr>
<td>bussiga</td>
<td>(with the) bus <em>(comitative case)</em></td>
</tr>
<tr>
<td>või</td>
<td>or</td>
</tr>
<tr>
<td>rong</td>
<td>train</td>
</tr>
<tr>
<td>rongiga</td>
<td>(with the) train <em>(comitative case)</em></td>
</tr>
<tr>
<td>kumb</td>
<td>which</td>
</tr>
<tr>
<td>odav</td>
<td>cheap</td>
</tr>
<tr>
<td>odavam</td>
<td>cheaper</td>
</tr>
<tr>
<td>bussisõit</td>
<td>bus ride</td>
</tr>
<tr>
<td>maksma</td>
<td>to cost</td>
</tr>
<tr>
<td>maksab</td>
<td>costs</td>
</tr>
<tr>
<td>kümme</td>
<td>ten</td>
</tr>
<tr>
<td>kui</td>
<td>how</td>
</tr>
<tr>
<td>tihti</td>
<td>often</td>
</tr>
<tr>
<td>väljuma</td>
<td>to leave, depart</td>
</tr>
</tbody>
</table>
väljuvad (they) leave, depart
bussid buses
siit (from) here (elative case)
minema to go
laheb (it) goes
päevas daily
kolmveerand kümme 9:45
hommik morning
hommikul (in the) morning (adessive case)

GRAMMAR AND VOCABULARY EXPLANATION:

- The conditional mood of the verb tahtma ('to want') in the present tense, first person is tahaksin, which expresses 'I would like to.' This form is obtained by taking the stem of the verb, adding the conditional suffix (-ks- or -ksi-) and finally the personal ending.

Ma tahaksin. 'I would like to' Me tahaksime. 'We would like to'
Sa tahaksid. 'You would like to' Te tahaksite. 'You would like to'
Ta tahaks. 'He, she, it would like to' Nad tahaksid. 'They would like to'

- When expressing times of the day, the adessive case is used. Thus, hommikul, although it literally means 'on the morning,' is used to express 'in the morning.' Also frequently used are päeval ('in, during the day'), õhtul ('in the evening'), õösel ('at night').

PRONUNCIATION NOTE:

- In the words sinna and minna, the -nn- is pronounced overlong, i.e., in the third quantity. This means that these two words are said with an extra-long n, as if there were three n's in each word.
2. **COMPETENCY:** To ask for destination and distance of travel  
**SITUATION:** Ticket kiosk  
**ROLES:** PCV & Ticket seller

PCV: Kui palju maad on silt Elvasse?
TS: Siit Elvasse on umbes viiskümmend kilomeetrit.
PCV: Kui kaua võtab sinna sõita?
TS: Bussiga umbes kaks tundi.
PCV: Mis kell väljub buss Elvast?
TS: Kell veerand kaheksa õhtul.
PCV: Altäh informatsiooni eest!

**VOCABULARY:**

- **palju** much
- **maa** land, distance
- **maad** land, distance *(partitive case)*
- **Elvasse** (into) Elva *(illative case)*
- **umbes** about; approximately
- **kilomeeter** kilometer
- **kilomeetrit** kilometers *(partitive case)*
- **kaua** long
- **võtma** to take
- **võtab** *(it)* takes
- **sinna** *(to)* there
- **sõitma** to ride
- **sõita** ride *(da-indefinitive)*
- **bussiga** *(with the)* bus *(comitative case)*
- **väljub** *(it)* leaves
- **Elvast** *(out of)* Elva *(elative case)*
- **veerand kaheksa** 7:15
- **informatsiooni eest** for the information
GRAMMAR AND VOCABULARY EXPLANATION:

- When we express things in a particular number, such as 'two hours' or 'five minutes,' we do not use the plural form of the noun as we do in English. Instead, a number is followed by the singular partitive form of a noun. Therefore, although the plural of tund ('hour') is tunnid, when we say 'two hours,' the form is kaks tundi. The plural of minut ('minute') is minutid, but when we say 'five minutes,' the form is viis minutit.

- Eest is a postposition that is used after the genitive form of a word. In many situations, it means the same as the English preposition 'for.' Thus, informatsiooni eest is 'for (the) information.' (For other uses of eest, see Topic III, Competency 5: Topic X, Competency 2: Topic XIV, Competency 2.)

PRONUNCIATION NOTE:

- Since informatsioon is a loan-word in Estonian, the accent is on the final syllable (in-for-mat-sioon'). This is the case for most loan words ending in -tsioon, for instance kommunikatsioon ('communication'), delegatsioon ('delegation').
3. COMPETENCY: To purchase tickets
   SITUATION: Ticket kiosk
   ROLES: PCV & Ticket seller

PCV: Kui palju maksab sõita Pärnusse?
TS: Seitseteist rubla üks ots.
PCV: Kui palju maksab edasi-tagasi pillet?
TS: Kolmkümmend kaks rubla. Mitu pilletit tahate?
PCV: Palun kaks edasi-tagasi pilletit. Siin on seitsekümmend rubla.
TS: Tagasi saate kuus rubla. Rong lahkub perroonilt number neli.
PCV: Täänul!

VOCABULARY:

- sõita: to ride (da-infinitive)
- Pärnusse: (Into) Pärnu (illative case)
- seitseteist: seventeen
- üks ots: one-way
- edasi-tagasi: back-and-forth (round trip)
- pillet: ticket
- kolmkümmend kaks: thirty-two
- mitu pilletit: (how) many tickets
- tahate: (you) want
- seitsekümmend: seventy
- tagasi saama: to get back
- saate tagasi: (you) get back
- kuus: six
- rong: train
- lahkuma: to leave
- lahkub: (it) leaves
- perroon: platform
- perroonilt: (from the) platform (ablative case)
- number: number
- neli: four
GRAMMAR AND VOCABULARY EXPLANATION:

- The ablative case is used to express 'from, off something'. The ablative ending -lt is added to the genitive case form. Thus, if the genitive form of the word rong ('train') is rongi, adding -lt will make it rongilt ('from, off the train').

- The word rubla ('ruble') is the same in both singular and plural nominative.

- The adjective mitu ('many') acts like a number. It requires that the adjective and noun following it are in the singular partitive case. Therefore, although the plural form of pilet ('ticket') is piletid, we express 'two tickets' as kaks piletit and 'many tickets' as mitu piletit.

SENTENCE PATTERNS AND GRAMMAR STRUCTURES:

Kui palju maksab sõita Pärnu?
How much costs to ride (da-infinitive) (into) Pärnu?

PRONUNCIATION NOTE:

- Since perroon ('train platform') is a loan word, it has an accent on the second syllable.
4. COMPETENCY: To hire a taxi
SITUATION: On the street
ROLES: PCV & Taxi driver

TD: Kuhu sõidate?
PCV: Tahan minna Piritale, Kaarna tee 15.
TD: See on ju kaugel.
PCV: Ma maksan teile valuutas.
TD: Kolme Amerika dollari eest viin teid kohale.
PCV: Olgu nii.

VOCABULARY:

kahu (to) where (illative case)
sõitma to ride
sõidate (you) ride
minema to go
minna to go (da-infinitive)
Piritale (to) Pirita (allative case)
ju (added for emphasis)
kaugel far
maksan (I) pay
teile (to) you (allative case)
valuutas (in) hard currency (inessive case)
kolme dollari eest for three dollars
viima to take
viin (I) take
teid you (partitive case)
kohale (to the) place, destination (allative case)
olgu nii all right; so be it

GRAMMAR AND VOCABULARY EXPLANATION:

- The question word kus ('where?') can be declined as follows: kust ('from where?'), kus ('where?'), and kuhu ('to where?').
• In the phrase Ma maksan teile ('I'll pay you'), the object 'you' is in the allative case teile ('to you'). This is true also in other phrases that talk about giving something to someone, for instance, Ma annan teile ('I'll give to you'), Ma toon teile ('I'll bring to you'), Ma kingin teile ('I'll give (as a gift) to you').

PRONUNCIATION NOTE:

• The term valuuta (meaning hard currency of any kind, particularly U.S. dollars, German marks, Swedish kronor or Finnish marks) has its accent on the second syllable (va-luu'-ta).

PROVERB:

Parem kaks korda küsida, kui üks kord eksida.

It's better to ask twice than to err once.
Topic 8
DIRECTIONS

CULTURE NOTE: ON THE STREET

COMPETENCIES:

1. To ask for and give locations of buildings
2. To ask for and give directions to a place
ON THE STREET

Estonia's towns and cities, with the exception of Tallinn, are all relatively compact, and it's easy to find your way around. However, the fact that many street, district and village names have reverted back to their pre-World-War II names within the last few years is still a source of confusion. Soviet or Russian names were imposed on many of these places in the 1940s, and people aren't wasting any time in eliminating these reminders of the Soviet occupation. Make sure all the maps and addresses you use are current.

Walking across a city street can be a dangerous venture. A car is not likely to give way to innocents moving too slowly across an intersection. Estonia does not have a well-planned system of stoplights and traffic patterns, so walking as well as driving can be quite an adventure. If a person bumps into someone else on the street, the person will most likely not say "excuse me."

The crime rate, particularly in Tallinn, has increased over the last few years. Still, a visitor is safer in Estonia than in most Western cities. The precautions you need to take here are simply a matter of common sense: Don't walk around alone at night, and never leave bags, purse or wallet unattended.
1. **COMPETENCY:** To ask for and give locations of buildings  
**SITUATION:** On the street  
**ROLES:** PCV & Pedestrians  

PCV: Vabandage! Kas teate, kus asub Ühendriikide Suursaatkond?
P1: Ei tea.
P2: Jah. Suursaatkonnahoone asub Kentmanni tänaval 20, reisibüroo kõrval.
PCV: Kas see on kaugel?
P2: Ei. Ta on siinsamas ümber nurga.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>vabandage</td>
<td>excuse me</td>
</tr>
<tr>
<td>teadma</td>
<td>to know</td>
</tr>
<tr>
<td>teate</td>
<td>(you) know</td>
</tr>
<tr>
<td>kus</td>
<td>where</td>
</tr>
<tr>
<td>asuma</td>
<td>to be located</td>
</tr>
<tr>
<td>asub</td>
<td>is located</td>
</tr>
<tr>
<td>Ühendriigid</td>
<td>United States</td>
</tr>
<tr>
<td>Ühendriikide</td>
<td>United States (genitive case)</td>
</tr>
<tr>
<td>suursaatkond</td>
<td>embassy</td>
</tr>
<tr>
<td>ei tea</td>
<td>don't know</td>
</tr>
<tr>
<td>suursaatkonnahoone</td>
<td>embassy building</td>
</tr>
<tr>
<td>reisibüroo</td>
<td>travel office (genitive case)</td>
</tr>
<tr>
<td>kõrval</td>
<td>next to</td>
</tr>
<tr>
<td>kaugel</td>
<td>tar</td>
</tr>
<tr>
<td>siinsamas</td>
<td>right here</td>
</tr>
<tr>
<td>ümber</td>
<td>around</td>
</tr>
<tr>
<td>nurk</td>
<td>corner</td>
</tr>
<tr>
<td>nurga</td>
<td>corner (genitive case)</td>
</tr>
</tbody>
</table>

**GRAMMAR AND/OR VOCABULARY EXPLANATION:**

- Some auxiliary words (prepositions and/or postpositions) are used to indicate position, answering the questions: where to? where? and where from? For instance,
kőrval is postposition requiring the genitive case in the noun it qualifies. Thus, büroo kőrval is 'next to the office'; poisi kőrval is 'next to the boy'.

Ümber can be used either as a preposition or postposition meaning 'around'. The noun it qualifies is always in the genitive case. Thus, ümber nurga is 'around the corner'; ümber puu is 'around the tree'.

- When giving street addresses, the number of the building is typically given after the name of the street.

- When addressing a stranger or a person of high position, the formal version of 'you' -- teie -- is used instead of sina, which is the form of 'you' to be used with friends, family, and children.

- Kas teate? is an example of a subjectless sentence, although the subject ('you') is implied. In English, it is the equivalent of 'Do you know?'

Kas    teate?
(question word)  (you) know?
2. COMPETENCY: To ask for and give directions to a place
SITUATION: On the street
ROLES: PCV & Pedestrian

PCV: Vabandage! Kuidas jōuan peapostkontori juurde?
PCV: Tänan!
P: Võtke heaks!

VOCABULARY:

kuidas  how
jōudma  to arrive at
jōuan   (l) arrive at
peapostkontor main post office
peapostkontori juurde to (the) main post office (genitive case)
minema  to go
minge    go (imperative)
umbes    about
meeter   meter
viiskümmend meetrit fifty meters
seda     this (partitive case)
tee      street, road
teeed mööda along (the) street (partitive case)
edasi    forward
kuni     until
jōudma   to reach, come to
jōuate   (you) reach, come to
foor     traffic light
foorini  traffic light (terminative case)
siis      then
keerama  to turn
keerake  turn (imperative)
vasak
vasakule
seal
nägema
näete
hotell
hotelli
selle taga

left
(to the) left (allative case)
there
to see
(you) see
hotel
hotel (partitive case)
behind that

GRAMMAR AND VOCABULARY EXPLANATION:

- The postposition juurde is used like the English preposition 'over to,' and the noun it qualifies must always be in the genitive case. Thus, Lähen postkontori juurde; sõbra juurde; kooli juurde means 'I'm going over to the post office; over to my friend's; over to the school.'

Taga is another postposition requiring the genitive case. Thus, hotelli taga is 'behind the hotel'; seina taga is 'behind the wall.'

Mõõa ('along') may be used either as a preposition or a postposition. The noun it qualifies must be in the partitive case. Thus, either teed mõõda or mõõda teed can mean 'along the street.'

- The terminative case takes the ending -ni and denotes 'as far as' or 'up until.' The ending is added to the genitive case of a noun. Thus, the word foor ('traffic light') is taken in its genitive form foori and the ending -ni is added to produce foorini ('as far as, up until the traffic light').

PROVERB:

Kui pea ei jaga, jagavad jalad.
If your head won't do the work, your feet will.
Topic 9
SHOPPING

CULTURE NOTE: STORES, MARKETS AND SHOPS

COMPETENCIES:

1. To ask for items, prices and quantities
2. To compare clothing sizes
3. To pay for items and to indicate that change is correct or incorrect
4. To discuss clothing and weather
STORES, MARKETS AND SHOPS

Making the transition to a market economy from a command economy is proving to be rough going for the Estonians. Stores contain little if any variety of goods, if there are goods to be had at all. The only exceptions are the hard currency stores, which are stocked with a limited selection of European and American goods, but which are out of reach to the average consumer who carries only rubles.

Whenever you see a long queue forming in front of a store, it means that some goods have been brought in for sale or that the store is soon awaiting a shipment. A person can spend hours every day waiting in line for the most basic items. Some of the consumer goods hardest to come by are children's shoes and clothing.

Whereas a customer in an American store selects an item from the shelf and simply takes it to the cashier, paying for something in an Estonian store is a multi-step process. First, after selecting the item, the customer gives it to a salesperson at the counter, who writes out a ticket indicating the price. The customer then takes the ticket to the cashier, who accepts payment and marks the ticket to indicate that the items have been paid for. The customer then returns to the counter, gives the marked ticket to the salesperson and receives the purchase, which has been wrapped in paper. Most cashiers still use an abacus to total up purchases.

Estonia does not have supermarkets in the American sense. Generally, different types of foods must be purchased in different stores, which stock, for instance, only dairy products, seafood, meat, or bread. Food is usually more abundant and of higher quality in private markets, but the prices are often out of reach of the average consumer.

Bargaining has never been the custom in either state or private markets. The price is as stated, and no one argues about it. Trying to bargain for a better price will usually succeed only in upsetting the vendor and annoying the other customers.

Salespeople are either Russian or Estonian, although these days a working knowledge of Estonian is required for employment in Estonia. The Soviet era may be dead, but Soviet-style service lives on. Although service is courteous in some places, many clerks will grumble at a potential customer; in the worst cases they will either yell at you or ignore you. For years, the customer has been treated as nothing more than a nuisance and a burden. Many people blame such attitudes on the vagaries of the Soviet economic system, where demand always exceeded supply, and discourteous
or inefficient workers were allowed to keep their jobs no matter how they performed. The establishment of an independent market economy is expected to produce rapid and positive changes.
1. COMPETENCY: To ask for items, prices and quantities
   SITUATION: Market
   ROLES: PCV & Vendor

PCV: Kui palju maksab kilo vorstl?
V: Viisteist rubla. Kui palju te tahate?
PCV: Palun pool kilo. Kui palju maksab kotitais õunu?
V: Kakskuumend viis rubla.
PCV: Mul ei ole tana nii palju raha kaasas. Homme ostan.

VOCABULARY:

kui palju  how much
kilo      kilogram (2.205 lbs.)
vorst     sausage
vorsti    sausage (partitive case)
viisteist fifteen
tahma     to want
tahate    (you) want
pool      half
kotitais  bagful
kakskuumend viis twenty-five
mul ei ole I don't have
nii       so
palju     much
raha      money (partitive case)
kaasas    along: with (me)
ostma     to buy
ostan     (I) buy

GRAMMAR AND VOCABULARY EXPLANATION:

- The partitive case follows words indicating measures and quantities. Thus, kilo vorsti is 'a kilogram of sausage', with vorst in the partitive case. Also, kotitais õunu is 'a bagful of apples', with õun in the plural partitive case and kotitais in the nominative case. The same applies for tass teed ('a cup of tea') or klaas plima ('a
glass of milk'), with tee and piim being used in the partitive case, and tass and klaas remaining in the nominative case.

- The adjectives palju ('a lot, many') and väähe ('a little, few') act like numbers, that is, the nouns they qualify must be in the singular partitive case. Thus 'a lot of money' is expressed as palju raha, with raha being the same in the nominative as well as the partitive case.

**SENTENCE PATTERNS AND GRAMMAR STRUCTURES:**

<table>
<thead>
<tr>
<th>Kui</th>
<th>palju</th>
<th>maksab</th>
<th>kilo</th>
<th>vorsti?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much</td>
<td>costs</td>
<td>(a) kilo</td>
<td>(of) sausage?</td>
<td></td>
</tr>
</tbody>
</table>

**Mul ei ole täna nii palju raha kaasas.**
I don't have today so much money along.
2. COMPETENCY: To select clothing for purchase
   SITUATION: Store
   ROLES: PCV & Salesperson

PCV: Mulle meeldib sinine kleit. Triibuline kleit on liiga väike.
S: Sinise kleidi suurus on 40. Ta istub telle hästi. Ta on vööta veel nägusam.
PCV: Hea küll. Ostan ära.

VOCABULARY:

mulle meeldib I like
sinine blue
dress
striped
too; excessively
small
sinise blue (genitive case)
dress (genitive case)
suurus size
istuma to sit; to suit
(onto) you (allative case)
(onn) sit; suits
teile belt, sash
vöö (without the) belt, sash (abessive case)
(onn) more
attractive
more attractive
to buy
(I) buy

GRAMMAR AND VOCABULARY EXPLANATION:

- The abessive case is used to denote 'without'. The abessive ending -ta is added to the genitive form of a noun. The genitive form of vöö ('belt, sash') is also vöö; to express 'without (a, the) belt', we add the -ta ending to obtain vööta.
• When expressing the idea 'to like', the person liking something is in the allative case and the object of the liking is in the nominative case. Thus,

Minule (or mulle) meeldib kleit. 'I like (the) dress.'
Sinule (or sulle) meeldib koer. 'You like (the) dog.'
Temale (or tale) meeldib raamat. 'He, she, it likes (the) book.'
Meile meeldib tuba. 'We like (the) room.'
Teile meeldib muuseum. 'You like (the) museum.'
Nendele (or neile) meeldib hoki. 'They like hockey.'
Poisile meeldib pilt. '(The) boy likes (the) picture.'
(See also Topic X, Competency 1.)

• To express 'too small', Estonian uses the word liiga plus the adjective vääke. Thus, Kleit on liiga vääke ('The dress is too small'); Supp on liiga soolane ('The soup is too salty'); Laps on liiga noor ('The child is too young').

• Some verbs are used with certain adverbs, such as ära ('away'). These adverbs modify or change the basic meaning of the verb. For instance, ostma means 'to buy', but when you say ära ostma, it conveys the idea that the action is being completed. Another example is the verb paradama ('to repair'); whereas ara paradama means 'to repair completely'.

• To obtain the comparative form of suur ('big') and năgus ('attractive'), we add -m to the genitive forms suure and năgusa to get suurem ('bigger') and năgusam ('more attractive').
3. COMPETENCY: To pay for items and to indicate that change is correct or incorrect

SITUATION: Store

ROLES: PCV & Salesperson

PCV: Palun. Siin nelikümmend rubla.
S: Tagasi saate kolm rubla.
PCV: Ma peaksin saama kahekka rubla.
S: Teil on õigus. Palun vabandust.

VOCABULARY:

palun please; here you are
nelikümmend forty
tagasi back
saate (you) get
peaksin saama should be getting
kahekka eight
teil on õigus you are right
palun vabandust I'm sorry

GRAMMAR AND VOCABULARY EXPLANATION:

- To indicate possession, we use the adessive case of a noun or pronoun with the verb on (literally, 'is'). This concept of possession applies not only to tangible items, but to other things as well; for instance Teil on õigus means literally 'You have the right', but is used in the sense of 'You are correct' or 'You're right.'

Also, to express things like 'I am cold', you would say Mul on külm (literally, 'I have cold'); for 'They are afraid', Neil on hirm (literally, 'They have fear'); for 'He is thirsty', Tal on janu (literally, 'He has thirst'). (See also Topic III, Competency 3; Topic IX, Competency 3; Topic XIII, Competency 2.)
4. **COMPETENCY:** To discuss clothing and weather  
**SITUATION:** Store  
**ROLES:** PCV & Salesperson

PCV: Ilm on nii jahe ja tuuline. Kas teill on soojakantsun?  
S: Siin on käsitsi kootud villane kantsun.  
PCV: Kas talvel läheb päriss külmaks?  
S: Vahel on väga külm ja lumine. Siis te vajate saapaid ja kasukat.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Estonian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ilm</td>
<td>weather</td>
</tr>
<tr>
<td>nii</td>
<td>so</td>
</tr>
<tr>
<td>jahe</td>
<td>cool</td>
</tr>
<tr>
<td>tuuline</td>
<td>windy</td>
</tr>
<tr>
<td>teil on</td>
<td>you have</td>
</tr>
<tr>
<td>soe</td>
<td>warm</td>
</tr>
<tr>
<td>soojas</td>
<td>warm <em>(partitive case)</em></td>
</tr>
<tr>
<td>kantsun</td>
<td>sweater</td>
</tr>
<tr>
<td>kantsunits</td>
<td>sweater <em>(partitive case)</em></td>
</tr>
<tr>
<td>käsitsi</td>
<td>by hand</td>
</tr>
<tr>
<td>kootud</td>
<td>knitted</td>
</tr>
<tr>
<td>villane</td>
<td>woollen</td>
</tr>
<tr>
<td>talvel</td>
<td>(in the) winter <em>(adessive case)</em></td>
</tr>
<tr>
<td>läheb</td>
<td>(it) goes, becomes</td>
</tr>
<tr>
<td>päriss</td>
<td>real, really</td>
</tr>
<tr>
<td>külm</td>
<td>cold</td>
</tr>
<tr>
<td>külmaks</td>
<td>cold <em>(translative case)</em></td>
</tr>
<tr>
<td>vahel</td>
<td>sometimes</td>
</tr>
<tr>
<td>väga</td>
<td>very</td>
</tr>
<tr>
<td>lumine</td>
<td>snowy</td>
</tr>
<tr>
<td>vajama</td>
<td>to need, require</td>
</tr>
<tr>
<td>vajate</td>
<td>(you) need</td>
</tr>
<tr>
<td>saapad</td>
<td>boots</td>
</tr>
<tr>
<td>saapaid</td>
<td>boots <em>(plural partitive case)</em></td>
</tr>
<tr>
<td>kasukas</td>
<td>coat</td>
</tr>
</tbody>
</table>
kasukat  
coat (partitive case)

GRAMMAR AND VOCABULARY EXPLANATION:

- To express 'in the winter', the the adessive case is used -- talvel (literally 'on the winter'). The same applies to the other seasons: kevadel ('in the spring'), suvel ('in the summer'), sügisel ('in the fall').

- The translative case indicates a change in condition (becoming something) or a period of time (for how long). The -ks ending is added to the genitive case of a noun or adjective. The genitive form of külm ('cold') is külma; when the translative ending -ks is added, it becomes külmaks, and this form denotes the fact that it is becoming or will become cold: Läheb külmaks ('It gets /is getting/ cold').

  Likewise, the translative case indicates duration of time. For instance,

  Lähnen pooleks tunniks õue.
  (l) go (for) half an hour (translative case) outside.

  'I'm going outside for half an hour.'

- The suffix -me can be added to the genitive form of many words much like the English word ending -y', for instance, to turn 'snow' into 'snowy', we would make lumi into lumine; to turn 'rain' into 'rainy', we would make vihm into vihmane; to turn 'fog' into 'foggy', we would make udu into udune; to turn 'grease' into 'greasy', we would make rasv into rasvane.

- To express 'It is cold' with regard to the environment or weather, we do not need to say 'it' in Estonian, saying only on külm or külm on. This also applies to 'it is warm': on soe or soe on, as well as to other similar references to weather or condition of the environment.

PROVERB:

Parem pool muna kui tühi koor.
A half an egg is better than an empty shell.
Topic 10
SOCIAL SITUATIONS

CULTURE NOTE: TALKING TO PEOPLE

COMPETENCIES:

1. To begin a conversation
2. To offer and accept food and drink
3. To invite and respond to invitation
4. To give and respond to compliments
TALKING TO PEOPLE

Before taking part in a social gathering, it is wise to remember that Estonians by nature are not very open or cheerful. Fifty years of Soviet domination have perhaps succeeded in deepening their reserve around people outside their immediate group of friends. However, underneath almost every cool and unemotional exterior there lies a sensitive and generous spirit which eventually shines through.

Social conversation can encompass any variety of topics. The weather is rarely one of them. Estonians like to talk about their families, so that is always a safe subject. In general, there are no rigid rules of etiquette or unusual taboos. The political situation is always likely to crop up in conversation. Many Estonians, particularly those who have not traveled extensively in the West, may ask a visitor to compare life in the U.S. with life in Estonia. Foreign visitors who approaches their hosts with common sense and sensitivity will soon be welcome.

It is not unusual for a woman to take the initiative in extending a casual and polite invitation to a male colleague to go out for coffee or to the movies. When a couple goes to a restaurant or café, it is the man who places the order, pours the drinks and pays the bill. Even if the couple or the group is "going Dutch," it is still a male member of the party who does the ordering and paying, and the rest of the group works it out with him later.

These days, a visitor may or may not notice some obvious tension between Estonians and Russians. These two groups certainly do tend to grumble about each other in private. A foreign visitor who speaks Russian can find this language helpful for getting around in Estonia, but he/she must be aware that Estonians are a little sensitive about those who assume that the Estonians' mother tongue is Russian. Estonians will respond most favorably to those who make an effort to communicate in Estonian. Those Estonians with even a little knowledge of English will naturally be eager to practice with an English-speaking visitor.
1. COMPETENCY: To begin a conversation  
SITUATION: Social gathering  
ROLES: PCV & Colleague

PCV: Tere!  
C: Tere päevast! Kuidas sul täna koolis läks?  
PCV: Tänan küsimast -- hästi!  
C: Kas sulle meeldib Eestis elada?  

VOCABULARY:

kuidas  how  
sul  you (adessive case)  
kool  school  
koolis  (in) school (inessive case)  
läks  (it) went  
küsimaa  to ask  
küsimast  for asking  
sulle meeldib  you like  
Eestis  (in) Estonia (inessive case)  
elama  to live  
elada  to live (da-infinitive)  
mulle meeldib  I like  
leidma  to find  
olen leidnud  (l) have found  
sõber  friend  
sõpru  friends (plural partitive case)  
õppima  to study, to learn  
olen õppinud  (l) have studied, have learned  
mind huvitab  I am interested in  
rahvamuusika  folk music
GRAMMAR AND VOCABULARY EXPLANATION:

- **Kuidas sul läks?** is a familiar expression corresponding to the English 'How'd it go?.' In the present tense, **Kuidas läheb?** can be used as 'How's it going?' and the response is **Minul (adessive case) läheb hästi** ('I'm doing fine') or **Minul läheb halvasti** ('I'm doing badly').

- The present perfect tense -- **olen leidnud, olen oppinud** (corresponding to the English '(I) have found' and '(I) have learned') is formed with the present tense of the verb **olema** ('to be') and the **nud**-participle of the verb. For the verb **oppima** ('to study'),
  
  Mina olen oppinud. 'I have studied.'
  Sina oled oppinud. 'You have studied.'
  Tema on oppinud. 'He, she, it has studied.'
  Meie oleme oppinud. 'We have studied.'
  Teie olete oppinud. 'You have studied.'
  Nemad on oppinud. 'They have studied.'

- When expressing the idea 'to like (an activity),' the person liking something is in the allative case and the infinitive that follows it is in the **da**-infinitive form. For instance,

  Mulle meeldib elada.
  I (allative case) like living, to live (da-infinitive).

  With this structure, you can express liking any kind of activity: **Mulle meeldib ujuda, lugeda, jalutada** ('I like to swim, read, walk.').

- When speaking of food or drink, one expresses 'I like' as **Mulle maitseb**, (literally, 'tastes good to me'). As with **meeldima**, the person liking something is in the allative case. 'I like ice cream' is therefore **Mulle maitseb jäädis**.

- When expressing the idea 'to be interested in,' the person liking something is in the partitive case and the object of interest is in the nominative case.
Mind  huvitab  rahvamuusika.
Me (partitive case) interests folk music.

In English, this expresses the thought 'I am interested in folk music' or 'Folk music interests me.' Also,

Teda  huvitab  kunst.  'He is interested in art.'
Him (partitive case) interests art.

Sind  huvitab  teater.  'You are interested in the theater.'
You (partitive case) interests the theater.

SENTENCE PATTERNS AND GRAMMAR STRUCTURES:

Kas  sulle meeldib  Eestis  elada?
(question word) you like (in) Estonia (inessive case) to live?
2. **COMPETENCY:** To offer and accept food and drink  
**SITUATION:** Social gathering  
**ROLES:** PCV & Colleague

C: Kas soovid midagi juua? Morssi, limonaadi või kohvi?
PCV: Palun tass kohvi suhkruga.
C: Kas soovid natuke süüa ka?
PCV: Ei, tänan. Ma alles poole tunni eest sõin lõunat.

**VOCABULARY:**

- **soovima** to wish  
- **soovid** (you) wish  
- **midagi** something  
- **jooma** to drink  
- **juua** to drink (*da-infinitive*)  
- **morss** berry juice, cider  
- **morssi** berry juice, cider (*partitive case*)  
- **limonaad** lemon-lime soft drink  
- **limonaadi** lemon-lime soft drink (*partitive case*)  
- **kohv** coffee  
- **kohvi** coffee (*partitive case*)  
- **tass** cup  
- **suhkur** sugar  
- **suhkruga** (with) sugar (*emitative case*)  
- **natuke** a little  
- **sooma** to eat  
- **süüa** to eat (*da-infinitive*)  
- **alles** only just  
- **pool tundi** half an hour  
- **poole tunni eest** half an hour ago  
- **sõin** (I) ate  
- **lõuna** lunch  
- **lõunat** lunch (*partitive case*)
GRAMMAR AND VOCABULARY EXPLANATION:

- When indicating measures and quantities, the noun expressing the measure or quantity remains in the nominative case, whereas the noun indicating what is being measured is in the partitive case. When asking for a particular quantity of something to eat or drink, for instance, you might say **tass kohvi** (‘a cup of coffee’) **pudel limonaadi** (‘a bottle of soft drink’), or **tükki leiba** (‘a piece of bread’). *(See also Topic IX, Competency 1.)*

- The postposition **eest** is used for several different meanings, one of them being ‘ago.’ **Eest** requires the genitive case of the word or words it qualifies. Thus, **poole tunni eest** is ‘half an hour ago’; **kolme nädala eest** is ‘three weeks ago’; **mõne aasta eest** is ‘some years ago.’ Note that both the adjective (or number) and noun are in the genitive form. *(For other uses of the postposition **eest**, see Topic III, Competency 5, and Topic VII, Competency 2: Topic XIV, Competency 2.)*
3. **COMPETENCY:** To invite and respond to an invitation  
**SITUATION:** Social gathering  
**ROLES:** PCV & Colleague  

C: Täna õhtul läheme teatrisse. Kas soovid kaasa tulla?
PCV: Tuleksin heameelega teatrisse kaasa.
C: Tore! Pärast etendust läheme "Gnoomi", joome veini ja ajame juttu.

**VOCABULARY:**

täna õhtul: tonight (adessive case)
läheme: (we) go
teater: theater
teatrisse: (into the) theater (illative case)
kaasa tulema: to come along
kaasa tulla: to come along (da infinitive)
kaasa: along
tuuleksin: I would come
heameelega: gladly
tore: wonderful
pärast: after
etendus: performance; show
etendust: performance; show (partitive case)
jooma: to drink
joome: (we) drink
vein: wine
veini: wine (partitive case)
jutt: story, conversation
juttu ajama: to talk
ajame juttu: (we) talk
GRAMMAR AND VOCABULARY EXPLANATION:

- Although the infinitive form of 'to go' is minema, the verb is conjugated as
  Ma lähen.  'I go.'  Me läheme.  'We go.'
  Sa lähed.  'You go.'  Te lähete.  'You go.'
  Ta läheb.  'He, she, it goes.'  Nad lähevad.  'They go.'

- The conditional (present tense) form of the verb talema ('to come') --
tuleksin -- is used in the sense of 'I would like to come.' It is formed by taking the
verb stem tule, adding the conditional indicator -ksi- and the personal ending -n.

- Pärast is a preposition used like the English 'after'. It is followed by a noun
  in the partitive case. Thus, pärast etendust is 'after the show'; pärast kooli is
  'after school'; pärast kirikut is 'after church.'

- Juttu ajama is a common idiom meaning 'to talk, to have a casual
  conversation'.
4. **COMPETENCY:** To give and respond to compliments  
**SITUATION:** Social gathering  
**ROLES:** PCV & Colleague

C: Sa raagid eesti keelt parits hasti.  
PCV: Tänan. Mulle meeldivad võõrkeeled.  
C: Eesti keel on raske keel.  
PCV: Seda kull, aga teie olete mind palju aidanud. Tänan selle eest!  
C: Võta heaks!

**VOCABULARY:**

- rääkima: to speak  
- räägid: (you) speak  
- päris: rather  
- mulle meeldivad: (I) like  
- võõrkeel: foreign language  
- võõrkeeled: foreign languages  
- raske: difficult  
- seda küll: that's true  
- aga: but  
- mind: me (partitive case)  
- palju: much  
- aitama: to help  
- olete aidanud: (you) have helped  
- selle eest: for that  
- võta heaks: you're welcome

**GRAMMAR AND VOCABULARY EXPLANATION:**

- When expressing the idea 'to like,' the person liking something is in the allative case and the object of the liking is in the nominative case. However, if the object of the liking is a plural noun, the verb is also in plural form. For instance:  
  **Minaule (or mulle) meeldivad keeled** ('I like (the) languages.'). This could literally be translated into English as 'To me the languages are likeable.' Other examples are
Minæle (or mulle) meeldivad lapsed ('I like (the) children.'; Female meeldivad lilled ('He, she, it likes (the) flowers.').

PROVERB
Mida raskem töö, seda magusam leib.
The harder the work, the sweeter the bread.
Topic 11
COMMUNITY SERVICES

CULTURE NOTE: COMMUNITY SERVICES

COMPETENCIES:

1. To report incident or loss of item to police
2. To mail a letter or parcel
COMMUNITY SERVICES

The Soviet-era militia (police) is slowly but surely being replaced by an Estonian police force. Many police officers are receiving training in the West, including the U.S.A., to learn the workings of a democratic police force whose primary job is to protect and serve the public. You will see some uniformed police patrols in Estonian cities, but they are not always on hand when you need them. The police emergency telephone number is 02, which can be dialed without inserting a coin in a telephone booth. As a rule, policemen are unarmed except perhaps for an occasional billy-club.

Post offices are usually a combination Post, Telegraph and Telephone Office. Because of chronic fuel shortages, postal trucks are rarely on the road, and people must go to the post office to fetch their mail. The general paper shortage has generated a shortage of stationery, envelopes and stamps as well. Postal service has declined in recent times, with many letters and parcels never reaching their destination. The cost of postage has skyrocketed. Packages are mailed much as they are in the United States. For foreign mailings, the sender fills out a customs declaration and pays for postage according to the weight of the package. Current customs regulations prohibit sending any foodstuffs, artwork, and a number of other items out of Estonia. Since many homes lack telephones, the post office is the place to make local and long-distance calls and to send telegrams.

Laundries and dry-cleaning establishments are few and far between, and the service is slow.

Banks do not offer the variety of services seen in the U.S. Checking accounts and credit cards are nearly nonexistent. Most banks will exchange dollars for rubles (if they have any!). However, an Estonian citizen can exchange rubles for hard currency (in a limited amount) only when he/she shows the bank a visa proving he/she is soon to travel abroad.
1. COMPETENCY: To report an incident or loss of an item to police
   SITUATION: Police station
   ROLES: PCV & Officer

PCV: Mu rahakott on kadunud ja kõik raha on läänud.
O: Kuidas see juhtus?

VOCABULARY:

mu           my (genitive case)
rahakott     pocketbook, wallet, purse
kaduma       to be lost
on kadunud   is lost, gone
kõik         all
on läänud    is gone
kuidas       how
see           this
juhtuma      to happen
juhtus        (it) happened
kauplus      store, shop
kaupluses    store, shop (inessive case)
panema       to put
panin         (I) put
rahakoti     pocketbook, wallet, purse (genitive case)
lett          counter
letile        (onto the) counter (allative case)
letil         (on the) counter (adessive case)
niikaua kui   as long as, while
vaatama       to look
vaatasin      (I) looked
raamatuid     book (plural partitive case)
nägema        to see
nägin          (I) saw
keegi  
someone

letilt  
(from the) counter (*ablative case*)

ära võtnud  
to take away

oli ära võtnud  
had taken away

**GRAMMAR AND VOCABULARY EXPLANATION:**

- To denote the positions: 'onto,' 'on,' 'from,' we add the endings -le, -l, and -lt. (i.e. the allative, adessive and ablative cases) onto the genitive form of the word. Thus, 'onto the counter' is expressed as letile, 'on the counter' is letil, and 'from the counter' is letilt.

- The past perfect tense in Estonian -- **oli võtnud** -- (corresponding to the English '(he, she, it) had taken') is formed with the past tense of the verb **olema** ('to be') and the **nud**-participle of the verb.

Ma **olin** võtnud.  
'I had taken.'

Me **olime** võtnud.  
'We had taken.'

Sa **olid** võtnud.  
'You had taken.'

Te **olite** võtnud.  
'You had taken.'

Ta **oli** võtnud.  
'He, she, it had taken.'

Nad **olid** võtnud.  
'They had taken.'

- Some verbs use adverbs to modify their meaning. **Võtna** ('to take') can change its meaning radically, depending on the adverb that accompanies it. For instance,

ära võtna  
'to take away'

ära  
'away'

ette võtna  
'to undertake'

ette  
'in front of'

üle võtna  
'to take over'

üle  
'over'

kokku võtna  
'to summarize'

kokku  
'together'

**SENTENCE PATTERNS AND GRAMMAR STRUCTURES:**

**Keegi**  
Someone

**oli**  
had

**rahakoti**  
(the) wallet (*genitive case*)

**letilt**  
from the counter (*ablative case*)

ära võtnud.  
taken away.
2. **COMPETENCY:** To mail a letter or parcel
   **SITUATION:** In the Post Office
   **ROLES:** PCV & Postal Clerk

PCV: Tahan saata selle paki lennupostiga.
PC: Kuhu?
PCV: Ameerikasse.
PC: Pakk kaalub kolm kilo. Mis on paki sees?
PCV: Kaks raamatut, kolm paari kindaid ja neli heliplaati.
PC: Palun täitke tolliankeedi!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>saata</th>
<th>to send</th>
</tr>
</thead>
<tbody>
<tr>
<td>saata</td>
<td>to send (da-infinitive)</td>
</tr>
<tr>
<td>selle</td>
<td>this (genitive case)</td>
</tr>
<tr>
<td>pakk</td>
<td>package</td>
</tr>
<tr>
<td>paki</td>
<td>package (genitive case)</td>
</tr>
<tr>
<td>lennupost</td>
<td>air mail</td>
</tr>
<tr>
<td>lennupostiga</td>
<td>(with, by) air mail (comitative case)</td>
</tr>
<tr>
<td>kuhu</td>
<td>where to</td>
</tr>
<tr>
<td>Ameerikasse</td>
<td>(to) America (illative case)</td>
</tr>
<tr>
<td>kaaluma</td>
<td>to weigh</td>
</tr>
<tr>
<td>kaalub</td>
<td>(it) weighs</td>
</tr>
<tr>
<td>kolm kilo</td>
<td>three kilograms</td>
</tr>
<tr>
<td>sees</td>
<td>inside, in</td>
</tr>
<tr>
<td>kaks raamatut</td>
<td>two books</td>
</tr>
<tr>
<td>paar</td>
<td>pair</td>
</tr>
<tr>
<td>kinnas</td>
<td>glove</td>
</tr>
<tr>
<td>kolm paari kindaid</td>
<td>three pairs of gloves</td>
</tr>
<tr>
<td>heliplaat</td>
<td>record</td>
</tr>
<tr>
<td>neli heliplaati</td>
<td>four records</td>
</tr>
<tr>
<td>täitma</td>
<td>to fill out</td>
</tr>
<tr>
<td>täitke</td>
<td>fill out (imperative)</td>
</tr>
<tr>
<td>tolliankeed</td>
<td>customs form</td>
</tr>
<tr>
<td>tolliankeedi</td>
<td>customs form (genitive case)</td>
</tr>
</tbody>
</table>
GRAMMAR AND/OR VOCABULARY EXPLANATION:

- **See**s is a postposition used like the English prepositions 'inside, in.' The noun it qualifies must be in the genitive case. Thus, **pak** ('package') must be changed into its genitive form to express 'in the package' -- **paki sees**. Also, 'in the book, in the glove' would be expressed as **raamatu sees** and **kinda sees**.

- When expressing the existence of a number of items, the number is followed by the noun in the singular partitive case, even though we are talking about more than one item. Thus, although the plural of **paar** ('pair') is **paarid**, we say **kolm paarid** ('three pairs'). Although the plural of **heliplaat** ('record') is **heliplaadid**, we say **neli heliplaatid** ('four records'). Although the plural of **raamat** ('book') is **raamatud**, we say **kaks raamatut** ('two books'). (See also Topic III, Competency 2.)

- Estonian uses compound words to express many things that are said in English with two or more words. For instance: **lennupost**, made up of **lennu** (genitive case of **lend** ('flight')) and **post** ('mail') for 'air mail'; **heliplaat**, made up of **heli** (genitive case of **heli** ('sound')) and **plaat** ('record') for 'sound recording'; **tolliankeet**, made up of **toll** (genitive case of **toll** ('customs')) and **ankeet** ('form, questionnaire') for 'customs form'.

PROVERB

**Suuga ehitab suure linna, käega ei käopesagi.**

He'll build a big city with his mouth, but not even a cuckoo's nest with his hands.
Topic 12
AT THE WORKPLACE

CULTURE NOTE: THE WORKPLACE

COMPETENCIES:

1. To introduce oneself and describe one's function
2. To ask questions about job-related functions
3. To give classroom commands
4. To report work progress and completion of task
5. To converse socially with co-workers
THE WORKPLACE

Attitudes toward the workplace are changing with the advent of a market economy in Estonia. Many people did not adhere to their work hours during the Soviet era, since their job was usually secure regardless of their performance. In some cases, people simply took off one day after another, cultivating their private vegetable garden, which would insure stores of food for the winter. This was preferable to spending time at a job that paid in rubles, which might not buy anything when times got tight.

As a rule, stores are not open in the evenings, so even on weekdays you will see working people spending hours in line during office hours to secure food for the evening meal, or perhaps to buy a badly-needed pair of shoes.

With the exception of a few government offices and foreign-run joint ventures, offices and workplaces have literally no modern office equipment. Photocopy machines are rare. Even paper products are often in short supply. There are shortages of equipment and raw materials in nearly every office, factory and farm. These problems will probably persist until trade agreements are set into motion and normal international trading mechanisms are re-established in newly-independent Estonia.
1. **COMPETENCY:** To introduce oneself and describe one's function

**SITUATION:** In school

**ROLES:** PCV & Colleagues


C2: Väga rõõmustav. Mina ei tea Rahukorpusest midagi.

PCV: Ameerika rahukorpuslased töötavad vabatahtlikult umbes üheksakünnel maal ja aitavad kohalikku rahvast.

C2: Kas teile makstakse palka?

PCV: Ei. Meie saame ainult natuke elamisraha.

**VOCABULARY:**

- lubama: to permit, allow
- luba: permit (me) (imperative)
- tutvustama: to introduce
- tutvustan: (I) introduce
- sind: you (partitive case)
- oma: my
- kolleeg: colleague
- kolleegile: (to the) colleague (allative case)
- tuttavaks saama: to become acquainted with
- saa tuttavaks: meet; become acquainted with (imperative)
- Rahukorpus: Peace Corps
- Rahukorpuse: Peace Corps (genitive case)
- liige: member
- väga rõõmustav: pleased to meet you
- ei tea: don't know
- midagi: something; anything
- Rahukorpusest: (of, about) the Peace Corps (elative case)
- rahukorpuslased: Peace Corps members
- töötama: to work
- töötavad: (they) work
- vabatahtlikult: voluntarily
umbes
üheksakümmend
üheksakünnel maa
maa
aitama
aitavad
kohalik
kohalikku
rahvas
rai.vast
tële
maksma
tële makstakse
palk
palka
ainult
näuke
elamisraha

about
ninety
(on, in) ninety countries (adessive case)
country
to help
(they) help
local
local (partitive case)
people
people (partitive case)
(to) you (allative case)
to pay
you are paid
salary
salary (partitive case)
only
a little; some
money to live on

GRAMMAR AND VOCABULARY EXPLANATION:

- **Oma** (in this case, 'my') is an unemphatic pronoun used before a noun to indicate possession. **Oma** is used in the same form to mean 'your', 'his', 'her', 'its', 'our' and 'their,' depending on the context of the sentence. Thus,

  Ta näitas mulle oma autot.

  He showed (to) me his car.

  Ma tutvustan oma kolleegi.

  I introduce my colleague.

- Foreign names as well as Estonian names are declined as common nouns in Estonian. Thus, an English surname like **Green** would have the genitive form **Green'li**. To this you can add the required case ending. ‘With Miss Green’ would then be preili Green'iga. In writing, the case ending is often separated from the name itself by an apostrophe.
• **Midagi** usually means something, as in *Ma tean midagi* ('I know something.'). However, in a negative sentence, its meaning changes to 'anything,' as in *Ma ei tea midagi* ('I don't know anything.').

• **Makstakse** is the present impersonal form of the verb *maksma* ('to pay'). It does not specify the persons doing the action -- in this case, the paying. Thus, *teile makstakse* can be translated as 'you are being paid'. *Neile antakse* (the present impersonal form of the verb *andma* -- 'to give') means 'they are being given'. The present impersonal form is constructed by taking the root of the *tud*-participle of a verb and adding *-kse*. 
2. COMPETENCY: To ask questions about job-related functions  
Enter an example situation: At school.  
ROLES: PCV & Supervisor

PCV: Keda Teie õpetate?
S: Ma õpetan õpetajaid ja ametnikke.
PCV: Kas tahate, et ma aitan Teil koostada uue õppekava?
S: See oleks kasulik küll.
PCV: Sel juhul ma peaksin teadma, kui hea on nende keeleoskus.

VOCABULARY:

keda who (partitive case)  
õpetama to teach  
õpetate (you) teach  
õpetan (I) teach  
õpetaja teacher  
õpetajaid teachers (plural partitive case)  
ametnik official  
ametnikke officials (plural partitive case)  
koostama to compile  
koostada to compile (da-infinitive)  
uus new  
uut new (genitive case)  
õppekava teaching program (partitive case)  
oleks would be  
kasulik useful  
sel juhul in that case  
pidama to have to  
peaksin (I) would have to  
teadma to know  
nende their  
keeleoskus knowledge of the language, proficiency
GRAMMAR AND VOCABULARY EXPLANATION:

- The form of the plural partitive case in Estonian (such as seen in the words õpetajaid, ametnikke) is not always predictable. The different endings depend on the declension type of each individual word.

- The suffix -ja (as in õpetaja -- 'teacher') creates an agent noun, that is, the doer of an action. Thus, from the verb õpetama ('to teach'), we get õpetaja ('teacher'). From the verb ujuma ('to swim'), we get ujuja ('swimmer').

  The suffix -nik is added to a word to indicate a person with an occupation or profession. Thus, from the noun amet ('office, post'), we get ametnik ('official').

  From the verb kirjutama ('to write'), we get kirjanik ('author, writer.')

  The suffix -lik is added to a word to obtain an adjective indicating quality or type. Thus, from the noun kasu ('benefit'), we get kasulik ('beneficial, useful').

  From the noun süda ('heart'), we get südamilik ('warm, sincere').
3. **COMPETENCY:** To give classroom commands  
**SITUATION:** Classroom  
**ROLES:** PCV & Student

PCV: Kirjuta need sõnad üles ja õpi need homseks pähe!  
S: Palun õtelge uuesti, mida ma lugema pean!  
PCV: Loe lehekülg 24 ja kirjuta see raamatust maña!  
S: See on mul juba valmis, aga ma kirjutan selle homseks ümber.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Estonian Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>üles kirjutama</td>
<td>to write down</td>
</tr>
<tr>
<td>kirjuta üles</td>
<td>write down (imperative)</td>
</tr>
<tr>
<td>need</td>
<td>these</td>
</tr>
<tr>
<td>sõna</td>
<td>word</td>
</tr>
<tr>
<td>sõnad</td>
<td>words</td>
</tr>
<tr>
<td>pähe õppima</td>
<td>to memorize</td>
</tr>
<tr>
<td>õpi pähe</td>
<td>memorize (imperative)</td>
</tr>
<tr>
<td>homme</td>
<td>tomorrow</td>
</tr>
<tr>
<td>homseks</td>
<td>(for) tomorrow (translative case)</td>
</tr>
<tr>
<td>ütlema</td>
<td>to say</td>
</tr>
<tr>
<td>ütelge</td>
<td>say (imperative)</td>
</tr>
<tr>
<td>mida</td>
<td>what (partitive case)</td>
</tr>
<tr>
<td>loe</td>
<td>read (imperative)</td>
</tr>
<tr>
<td>lehekülg</td>
<td>page</td>
</tr>
<tr>
<td>maha kirjutama</td>
<td>to copy</td>
</tr>
<tr>
<td>kirjuta maha</td>
<td>copy (imperative)</td>
</tr>
<tr>
<td>raamat</td>
<td>book</td>
</tr>
<tr>
<td>raamatust</td>
<td>(from the) book (elative case)</td>
</tr>
<tr>
<td>juba</td>
<td>already</td>
</tr>
<tr>
<td>valmis</td>
<td>ready, done</td>
</tr>
<tr>
<td>ümber kirjutama</td>
<td>to rewrite</td>
</tr>
<tr>
<td>kirjutan ümber</td>
<td>(I) rewrite</td>
</tr>
</tbody>
</table>
GRAMMAR AND VOCABULARY EXPLANATION:

- The meaning of the verb *kirjutama* ('to write') can be modified by the auxiliary word that is used with it. This is true of many Estonian verbs. For the English speaker, the new meaning of the verb may not always be clear from the auxiliary word that is used. For instance:

  üles kirjutama  'to write down'  üles  'up'
  alla kirjutama  'to sign'        alla  'down'
  maha kirjutama  'to copy (in writing)'  maha  'down'
  ümber kirjutama  'to rewrite'     ümber  'around'

- *Pähe õppima* is an idiomatic expression meaning 'to memorize.' It can be literally translated as 'to learn into one's head.'

- The transitive case is sometimes used to indicate 'for or by a certain time.' Thus, *õpin homseks pähe* is 'I'll memorize it by tomorrow.'

SENTENCE PATTERNS AND GRAMMAR STRUCTURES:

<table>
<thead>
<tr>
<th>Kirjuta</th>
<th>need</th>
<th>sõnad</th>
<th>üles!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write</td>
<td>these words (down).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Õpi</th>
<th>need</th>
<th>homseks</th>
<th>pähe!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn</td>
<td>them (by) tomorrow (translative)</td>
<td>by memory.</td>
<td></td>
</tr>
</tbody>
</table>
4. COMPETENCY: To report work progress and completion of task
   SITUATION: In school
   ROLES: PCV & Supervisor

S: Tulge sisse ja võtke istet!
PCV: Aitäh.
S: Kuidas läheb?
PCV: Kursus on peaaegu lõpule jõudnud. Ma valmistan ette lõpueksamiks.
S: Kas olete kirjatöö valmis kirjutanud?
PCV: Ei. Selle jaoks ei ole olnud aega.

VOCABULARY:
sisse tulema to come in
 tulge sisse come in (imperative)
 võtma to take
 iste seat
 võtke istet have a seat
 kuidas läheb how's it going
 kursus course
 peaaegu almost, nearly
 lõpp end
 lõpule (to the) end (allative case)
 jõudma to reach
 on jõudnud has reached
 ette valmistama to prepare
 valmistan ette (I) prepare
 lõpueksam final exam
 lõpueksamiks (for the) final exam (translative case)
 kirjatöö written exercise
 valmis kirjutama to finish writing
 olete valmis kirjutanud (you) have finished writing
 selle jaoks for that
 ei ole olnud has not been
 aeg time
aega

time (partitive case)

GRAMMAR AND VOCABULARY EXPLANATIONS:

- **Võtke istet** is a common polite expression meaning 'Have a seat.'

- The negative present perfect tense of the verb **olema** 'to be' is the same in all persons in Estonian. It is obtained by using **ei ole** plus the **nud**-participle of the verb **olema**.

Ma ei ole olnud. 'I have not been.'
Sa ei ole olnud. 'You have not been.'
Ta ei ole olnud. 'He, she, it has not been.'
Me ei ole olnud. 'We have not been.'
Te ei ole olnud. 'You have not been.'
Nad ci ole olnud. 'They have not been.'

- **Jaoks** is a postposition meaning 'for, for the use of.' It requires the genitive case in the noun or pronoun that precedes it. Thus, **selle jaoks** means 'for that; for that purpose.' **Kooli jaoks** means 'for (the) school.'
5. **COMPETENCY:** To converse socially with co-workers  
**SITUATION:** In School  
**ROLES:** PCV & Colleague

PCV: Ma lähen nüüd koju.
C: Minu kõrter on sinu kodu lähedal. Jalutame koos! Praegu on pealedge juba pime.
PCV: Jah, läheme koos! Siis saame rääkida kooli laulupeost. See toimub juba tuleval nädalal.

**VOCABULARY:**

- kodu: home  
- koju: home (*illative case*)  
- kõrter: apartment  
- lähedal: near to  
- jalutama: to walk  
- jalutame: *(we, let’s)* walk  
- koos: together  
- praegu: now  
- pealedge: besides  
- juba: already  
- pime: dark  
- läheme: *(we, let’s)* go  
- rääkida: to talk (*da-infinitive*)  
- kool: school  
- kooli: school’s (*genitive case*)  
- laulupidu: song festival  
- laulupeost: *(about the)* song festival (*elative case*)  
- toimuma: to take place  
- toimub: *(it)* takes place  
- tulev: upcoming; next  
- tuleval: upcoming; next (*adessive case*)  
- nädal: week  
- nädalal: week (*adessive case*)
GRAMMAR AND VOCABULARY EXPLANATION:

- Lähedal is a postposition meaning 'near; near to.' The noun that precedes it must be in the genitive case. Thus, kodu lähedal is 'near home'; kooli lähedal is 'near school'; korteri lähedal is 'near (the) apartment.'

- When expressing the idea 'to talk about something', the Estonian language uses the verb rääkima ('to talk') plus the elative case. Räägime laulupeost puts the word laulupidu ('song festival') into the elative case to mean 'We (or let's) talk about the song festival'.

PROVERB
Tarkus on enam kui rikkus.
Wisdom is more than wealth.
Topic 13
MEDICAL

CULTURE NOTE: GETTING HELP WHEN YOU NEED IT

COMPETENCIES:

1. To find competent medical care
2. To respond to questions about illness
3. To purchase medicines
4. To describe one's emotional state
5. To report an emergency
GETTING HELP WHEN YOU NEED IT

Medical assistance in Estonia is free and available to all citizens, although a payment of goods or money is usually necessary to ensure the doctor's attention and care. Unfortunately, the quality of care at local medical establishments is much lower than in the U.S., not because the doctors are poorly trained, but because the facilities lack modern diagnostic techniques and equipment. It takes 7 - 8 years of training to become a doctor in Estonia. However, once the doctor enters into practice, his/her pay is much smaller than that of an unskilled laborer. In recent years, hospitals in Scandinavia and the United States have been sending their outdated equipment to Estonian hospitals, since even that is much better than anything that is available domestically.

Every person in Estonia is on file at a local polyclinic and is assigned a doctor. If a medical problem arises, the person goes to the doctor, who in turn refers the patient to a specialist. Pediatricians make house calls. Adults must visit the polyclinic themselves. For emergencies, an ambulance can be called by dialing 03 (in Tallinn).

If a visitor or tourist encounters a health problem, he/she also has access to medical care. In the last few years, medical and dental clinics run jointly with Swedish or Finnish firms have been established in Estonia's largest cities. Treatment here is for hard currency only, but the quality of care is closer to the Scandinavian standard. A visitor to Estonia must bring in all necessary medications, since tr. . . is little chance that they can be found in an Estonian pharmacy.

Herbal medicine is quite popular in Estonia. Children learn to identify and gather medicinal herbs in school. Particularly in rural areas, many people use only herbal medicine to treat their family's health problems.
1. **COMPETENCY:** To find competent medical care
   **SITUATION:** Home
   **ROLES:** PCV & Host Family Member

   **HFM:** Sinul on halb köha. Ma viin su polikliinikusse.
   **PCV:** Kas võiksid soovitada mulle mõnd arsti?
   **HFM:** Mine doktor Salumaa juurde! Tema räägit inglise keelt. Kui tema ei saa sind aidata, siis peame Tallinna sõitma.

**VOCABULARY:**

- halb: bad
- köha: cough
- viima: to take
- viin: (I) take
- su (sinu): you (genitive case)
- polikliinik: polyclinic
- polikliinikusse: (into the) polyclinic (illative case)
- võima: to be able to
- võiksin: (you) could be able to
- soovitama: to recommend
- soovitada: to recommend (da-infinitive)
- mulle (minule): (for, to) me (allative case)
- mõnd: some
- arst: doctor
- arstil: doctor (partitive case)
- mine juurde: go to someone or something (imperative)
- rääkima: to speak
- räägib: (he, she, it) speaks
- inglise keelt: English language (partitive case)
- kui: if
- ei saa: can not
- sind: you (partitive case)
- pidama: to have to
- peame: (we) must, have to
Tallinna  (into) Tallinn (illative case)
sõitma  to ride

GRAMMAR AND VOCABULARY EXPLANATION:

- As a conjunction, kui can be used to mean 'when', 'while', 'if', 'as' or 'than.' In the context of Kui tema ei saa sind aidata, it is used to denote 'if he can not help you.' When used as an adverb, kui means 'how,' as in Kui vana sa oled? ('How old are you?').

PRONUNCIATION NOTE:

- The illative case of words like Tallinn is often spoken in the short form, that is, using Tallinna instead of Tallinnasse (with the telltale illative -sse ending). For the word Tallinna, you indicate that it is in the illative case by pronouncing the nn as overlong, so that the word sounds almost like Tallinna.
2. COMPETENCY: To respond to questions about illness
SITUATION: Doctor's Office
ROLES: PCV & Doctor

PCV: Mul on peavalu ja palavik. Mul on ülent paha olla.
D: Kas olete end kraadinud?
PCV: Jah, olen. Kolmkümmend üheksa koma kaks kraadi. Ma ei ole veel rohtu võtnud.
D: Palun tehke suu lahti! Teie kurk on punane ja paistetanud. Teil on gripp.

VOCABULARY:

peavalu       headache
palavik       fever
ülent         all over
mul on paha olla I feel bad
end kraadima  to take one's own temperature
olete end kraadinud (you) have taken your temperature
kolmkümmend üheksa thirty-nine
koma          comma (used instead of decimal point in Europe)
kraad         degree
kaks kraadi   two degrees
võtma         to take
ei ole võtnud  have not taken
rohi          medicine
rohtu         medicine (partitive case)
tegema        to do
suu           mouth
lahti tegema  to open
tehke suu lahti open your mouth
kurk          throat
punane        red
paistetanud   swollen
gripp         flu
GRAMMAR AND VOCABULARY EXPLANATION:

- To indicate possession, we use the adessive case of a noun or pronoun with the verb on (literally, 'is'). This concept of possession applies also to the way one is feeling, when used with the construction on olla. For instance, Mul on paha olla expresses 'I feel sick.' Mul on hea olla means 'I feel good.' Mul on mugav olla means 'I am feeling comfortable.' (See also Topic III, Competency 3; Topic IX, Competency 2.)

- End (or ennast) is a partitive pronoun meaning 'oneself,' and is used with certain verbs to indicate that the action is being performed on oneself. Thus, Kas olete end kraadinud? means 'Have you taken your own temperature?'.
  
  Sa oled end pesnud means 'You have washed yourself,' whereas Sa oled pesnud means 'You have washed' without specifying whether the person has washed him/herself or something else.

- The affirmative form of the present perfect tense is formed by using the verb olema ('to be') plus the nud-participle of a verb. The negative form of the present perfect tense is formed by using ci ole plus the nud-participle of a verb. Thus, the form ei ole vōtnud is used to express 'have/has not taken' for all persons in singular and plural.

  Affirmative -- 'has/have taken' | Negative -- 'has/have not taken'
---|---
Ma olen vōtnud. | Ma ei ole vōtnud.
Sa oled vōtnud. | Sa ei ole vōtnud.
Ta on vōtnud. | Ta ei ole vōtnud.
Me olema vōtnud. | Me ei ole vōtnud.
Te olete vōtnud. | Te ei ole vōtnud.
Nad on vōtnud. | Nad ei ole vōtnud.
3. **COMPETENCY:** To purchase medicines  
**SITUATION:** At the pharmacy  
**ROLES:** PCV & Pharmacist

PCV: Kas teil on midagi nohu vastu?  
PCV: Ma ei tahaks töölt puududa.  
P: Mõne päeva pärast on Teil parem olla.

**VOCABULARY:**

midagi | something  
nohu | cold, sniffles (*genitive case*)  
vastu | against  
on küll | yes indeed  
hea, hää | good  
head, hääd | good (*partitive case*)  
kõharohi | cough medicine  
kõharohtu | cough medicine (*partitive case*)  
vötma | to take  
vötke | take (*imperative*)  
teelusikatäis | teaspoonful  
kaks teelusikatäit | two teaspoonsful  
kolm korda | three times  
päävas | (in a) day (*inessive case*)  
jooma | to drink  
jooge | drink (*imperative*)  
kummeli tee | chamomile tea  
kummeli teed | chamomile tea (*partitive case*)  
külmetama | to get chilled  
ärge külmetage | don't get chilled (*imperative*)  
ei tahaks | (I) would not want to  
töö | work  
töölt | (from) work (*ablative case*)  
palju | much
puuduma
puudduda
möni
möne päeva pärast
parem
tell on parem olla
to be absent
to be absent (da-infinitive)
some
after a few days
better
you will feel better

GRAMMAR AND/OR VOCABULARY EXPLANATION:

- **Vastu**, when used as a postposition, means 'against' and requires a noun in the genitive case. Thus, *nohu vastu* uses the genitive case of *nohu* ('sniffles, cold') which is also *nohu*, to express 'against a cold'; *Mul ei ole midagi selle vastu* means 'I don't have anything against that.'

  When used as a preposition, *vastu* requires the partitive case in the noun it qualifies. Thus, *vastu maad* means 'to, against the ground'; *vastu tuult* means 'against the wind.'

- **Pärast** (which is sometimes used as a preposition requiring a noun in the partitive case), can also be used a postposition that requires a noun in the genitive case. In this situation, it means 'about,' 'because of' or 'after.' Thus, *möne päeva pärast* expresses 'in or after a few days,' with *päeva* being in the genitive case. Also, *Olen mures söbra pärast* means 'I am worried about my friend.' Note that *söber* ('friend') is in the genitive case *söbra*.

- The imperative form of a verb (the form which gives a command) is made negative with the addition of *ära* ('don't!' -- singular) or *ärge* ('don't!' -- plural) to the affirmative imperative form. Thus, if we tell someone to read, we would say *Loel!*, but if we tell him/her not to read, the expression would be *Ära loel*. Speaking to several people or to a person with whom we use the formal 'you,' we would say *Lugege! and Arge lugege!* for affirmative and negative commands, respectively. *(To review the formation of imperative forms, see Topic II, Competency 1.)*

- In the negative conditional form of a verb, for instance *tahtma* ('to want'), every person in singular and plural is expressed in the same way, that is, *ei tahaks*. Whereas *ma ei taha* means 'I don't want (to),' the conditional form *ma ei tahaks* is used to express 'I would not want (to).'
4. **COMPETENCY:** To describe one’s emotional state  
**SITUATION:** At home  
**ROLES:** PCV & Host Family Member

HFM: Mis viga?  
PCV: Ei midagi. Ma ei taha täna õhtul kohvikusse minna.  
HFM: Miks mitte?  
PCV: Olen vaga väsinud. Tahan puhata ja üksi olla.  
HFM: Hea kull.

**VOCABULARY:**

mis viga  
what’s wrong  
ei midagi  
nothing at all  
tahma  
to want  
el taha  
(l) don’t want  
kohvik  
café  
kohvikusse  
(to the) caf° ‘illative case’  
minema  
to go  
minne  
to go (da-infinitive)  
miiks mitte  
why not  
tahan  
(l) want  
lihtsalt  
simply  
väsinud  
tired  
puhkama  
to rest  
puhata  
to rest (da-infinitive)  
ũksi  
alone  
olema  
to be  
olla  
to be (da-infinitive)

**GRAMMAR AND VOCABULARY EXPLANATION:**

- To express ‘this evening,’ ‘tonight,’ ‘this morning,’ Estonian uses the word tåna (‘today’) in addition to the noun expressing the time, which is in the adessive case. ‘This evening’ is then tåna õhtul (literally, ‘today evening’); ‘late tonight’ is
täna öösel (literally, 'today night'); 'this morning' is täna hommikul (literally, 'today morning').

The same grammatical form is used to express other designations of time such as 'last night' and 'tomorrow morning,' that is, elle õhtul (literally 'yesterday night') and homme hommikul (literally 'tomorrow morning').

PRONUNCIATION NOTE:

- Many new and old loan words that are written and pronounced with an 'f' sound in English, German or Swedish, are written and pronounced hv in Estonian. For instance, the word 'coffee' has been adopted into Estonian as kohv. 'Monkey' is ahv, and 'fork' is kahvel. In this unusual hv consonant combination, the h is emphasized in pronunciation.
5. COMPETENCY: To report an emergency
SITUATION: At home
ROLES: PCV & Host Family Member

PCV: Tänavaal on liiklusõnnetus.
HFM: Kus?
PCV: Vöidu tänavaal, silla peal. Asi on tõsine. Kutsu kiirabilt!

VOCABULARY:

tänava
stREET

(on the) street (adessive case)

liiklus
traffic

õnnetus
accident

liiklusõnnetus
traffic accident

kus
where

sild
bridge

silla peal
on the bridge

asi
thing: situation

tõsine
serious

kutsuma
to call

kutsu
call (imperative)

kiirabi
emergency aid, ambulance

GRAMMAR AND VOCABULARY EXPLANATION:

- Peal is a postposition meaning 'on, on top of,' and it requires the genitive case in the noun it qualifies. The genitive form of sild ('bridge') is silla, which is then used in the phrase silla peal ('on the bridge'). The adessive case is also used to express 'on, on top of,' so that using the adessive form silla ('on the bridge') would also be grammatically correct. However, by using silla peal, we emphasize the location ('on the bridge') because it is important in the context.

PROVERB
Önnetus ei hüää tulles.
An accident doesn't tell you it's coming.
Topic 14
PERSONAL IDENTIFICATION II

CULTURE NOTE: LIVING IN ESTONIA

COMPETENCIES:

1. To identify oneself and describe Peace Corps assignment
2. To describe Peace Corps role in host country
3. To describe educational background/employment
4. To describe own home and family
LIVING IN ESTONIA

Estonia is a country of the North, with much more in common culturally with Scandinavia than with Russia, although a knowledgeable visitor can detect Swedish, German, and Finnish, as well as Russian influences on the local language, foods, and customs.

From mid-May through mid-September, the temperature is at least 10° C (50° F). The first frost usually occurs in mid-October and the last one nips the ground during the first week of May. The warmest month is July (average temperature 17° C or 63° F). The coldest month is February (average temperature -6° C or 21° F). Autumn is generally warm, whereas spring is generally cold. The average depth of winter snow is around 14 cm (5.5 in.). Rainfall averages 559 mm (22 in.) annually. At the summer solstice, Estonia enjoys a day with 19 hours of full daylight. On the day of winter solstice in December, the country gets only 6 hours of daylight.

The most important annual holidays include New Year's Day, Estonian Independence Day (February 24, commemorating the day the Independent Republic was formed in 1918), Good Friday, Easter, Mothers' Day, Victory Day (June 23), Midsummer Day (Joanipäev), and Christmas. One of the most important celebrations for the Estonian people is the massive Song Festival, usually held every five years in Tallinn. However, local song and folkdance festivals are held throughout the country at different times of the year. These festivals represent some of Estonia's best-loved traditions.
1. COMPETENCY: To identify oneself and describe Peace Corps
assignment
SITUATION: Estonian government reception
ROLES: PCV & Estonian Government Official

EGO: Tere öhtust! Mina olen Vello Saar. Kas Teie olete Kanada grupi
liige?
PCV: Ei. Ma olen U-S-A Rahukorpuse liige. Minu nimi on George
Brown.
EGO: Teretulemast! Praegu olevat mitu Rahukorpuse vabatahtlikku
Eestis.
PCV: Meid on siin kakskümmend. Me õpetame inglise keelt.
EGO: Meie rahval on seda vaja. Jõudu tööle!

VOCABULARY:

tere öhtust  good evening
grupp group
grupi group (genitive case)
Rahukorpuse Peace Corps (genitive case)
olem to be
olevat there is said to be
vabatahtlik volunteer
mitu vabatahtlikku many volunteers
meid on kakskümmend there are 20 of us
õpetama to teach
õpetame (we) teach
inglise keelt English language (partitive case)
meie our (genitive case)
rahval on seda vaja people need it
jõud strength
töö work
jõudu tööle strength to your work
GRAMMAR AND VOCABULARY EXPLANATION:

- By using case endings instead of prepositions and omitting articles ('a' and 'the') entirely, the Estonian language shortens phrases that tend to be longer if expressed in English. Thus, Kanada grupi liige (literally, 'Canada's group's member') is a very efficient way of saying 'A member of the group from Canada.'

- The indirect mood of a verb is used to express supposition or assumption. Thus, olevat (the indirect form of the verb olema -- 'to be') could be translated as 'supposedly are' or 'there are said to be.' Therefore, a person might say Siin olevat külm ('It is said to be cold here') if he/she had heard, but was unsure if it indeed was cold.

- To express 'I need,' we use the expression mul on (literally, 'I have') plus vaja, followed by the object that is needed in the partitive case. Thus, Mul on vaja paberit means 'I need paper.'

- Jōudu tööle! is a traditional greeting given to people working. It wishes them strength to continue their work. The traditional response to this is Jōudu tarvis!, which means 'Yes, we need the strength.'

SENTENCE PATTERNS AND GRAMMAR STRUCTURES:

Meid on siin kakskümmend.
Us (partitive case) are here twenty. 'There are twenty of us here.'

PRONUNCIATION NOTE:

- The United States is frequently referred to as U.S.A., using the Estonian pronunciation of the letters. It sounds something like 'ooh-ess-aah.'
2. **COMPETENCY:** To describe Peace Corps role in host country
   **SITUATION:** Estonian government reception
   **ROLES:** PCV & Estonian Government Official

EGO: Kuulsin, et Teie olevat keskkonnakaitse spetsialist.
PCV: Jah, olen. Siin ei olevat üldist keskkonnakaitse programmi.
EGO: See on tõsi. Nõukogude Liit ei hoolitsenud mitu aastat õhu, mulla ega veekogude eest.
PCV: Üheskoos paneme asjad korda.

**VOCABULARY:**

kuulma                        to hear
kuulsin                       (I) heard
keskkonnakaitse               environmental protection
spetsialist                   specialist
ei olevat                     is said not to be
üldine                        general
üldist                        general (partitive case)
program                       program
programmi                     program (partitive case)
tõsi                          true
Nõukogude Liit                 Soviet Union
hoolitsema                    to take care of
ei hoolitsenud...eest         did not take care of
aasta                        year
mitu aastat                   many years
õhk                          air
õhu                          air (genitive case)
muld                          soil
mulla                        soil (genitive case)
ega                          nor
veekogu                      body of water
veekogude                    bodies of water (plural genitive case)
üheskoos                     together
panema                      to put
paneme (we) put
asjad things, affairs
kord order
korda (intro) order (illative case)
korda panema to put things in order

GRAMMAR AND VOCABULARY EXPLANATION:

- The indirect mood of a verb is used to express supposition or assumption. El olevat (the negative indirect form of the verb olema -- 'to be') could be translated as 'supposedly there is not' or 'there is said not to be'. A person might say Siin ei olevat keskkonnakaitse-programmi ('It is said that there is no environmental protection program here') if he/she was unsure if there indeed were such a program. (See also Topic XIV, Competency 1.)

- The postposition eest can be used after the genitive form of a word to mean 'for.' Ma hoolitsen õpilaste eest is 'I take care of the students.' (For other uses of the postposition eest, see Topic III, Competency 5; Topic VII, Competency 2; Topic X, Competency 2.)

PRONUNCIATION NOTE:

- Any noun ending in -ist will have the accent on that final syllable, for instance, spetsialist ('specialist') and sotsialist ('socialist').
3. COMPETENCY: To describe educational background/employment
   SITUATION: Formal reception
   ROLES: PCV & Local Official

LO: Kus Te saite oma hariduse?
PCV: Lõpetasin Maryland'i Ülikooli.
LO: Ja mis on Teie eriala?
PCV: Olen keeleõpetaja. Töötasin esialgu kolm aastat erakooli õpetajana. Siis läksin tööle keelekursuse direktorina.
LO: Eestis tahetakse õppida inglise keelt.

VOCABULARY:

haridus  education
hariduse education (genitive case)
lõpetama to finish, to graduate from
lõpetasin (l) finished, graduated from
Maryland'i Ülikooli University of Maryland (genitive case)
eriala special field
keeleõpetaja language teacher
töötama to work
töötasin (l) worked
esialgu at first
kolm aastat three years
erakool private school
erakooli private school (genitive case)
õpetaja teacher
õpetajana (as a) teacher (essive case)
tööle minema to go to work
läksin tööle (l) went to work
keelekursus language course
keelekursuse language course (genitive case)
direktor director
direktorina (as a) director (essive case)
Eestis (in) Estonia (inessive case)
tahetakse it is wanted
GRAMMAR AND VOCABULARY EXPLANATION:

- The *essive case* expresses the capacity in which the subject acts. The essive ending -*na* is added to the genitive case of a noun. The adjective preceding the noun does not have the -*na* ending, but stays in the genitive case. Thus, *tõõtasin õpetajana* means 'I worked as a teacher.' Also,

Washington **on tuntud** U.S.A. pealinana.
Washington is known (as the) capital (*essive case*) of the U.S.A.

- The impersonal tense of *tahtma* ('to want') is *tahetakse*. This form implies that there are those who want to do something, but does not specify who is doing the wanting. Thus, *tahetakse inglise keelt õppida* is equivalent to the English 'There are those who would like to learn English' or 'There are people who would like to learn English.' Another example would be:

  - **Kirkus lauldakse koraale.**
  - (In) church (*inessive case*) there are sung hymns.
  - 'Hymns are sung in church.'

  - **Ameerikas mängitakse pesapalli.**
  - (In) America (*inessive case*) it is played baseball.
  - 'Baseball is played in America.'

*(See also Topic XII, Competency 1.)*

- Note that 'Maryland' is also declined as if it were an Estonian-language word. To express 'University of Maryland,' we put 'Maryland' into the genitive form to say 'Maryland's University' or *Maryland'i Ülikool.*
4. **COMPETENCY:** To describe own home and family  
**SITUATION:** Reception  
**ROLES:** PCV & Local Official

**LO:** Kust teie parit olete?  
**PCV:** Minu kodu on Californias. Minu kodulinn on San Diego.  
**LO:** Kuidas on sealne ilmastik?  
**PCV:** Väga soe, mitte nagu Eestis. Ma pean tele klimaga harjuma.  
**LO:** Teil oli pikk reis.  
**PCV:** Pikk oli küll. Vanemad ja vend tu'id lennujaama mind ära saatma. Californiast lendasin Washingtoni ja sealt Helsingisse. Helsingist tulime laevaga Tallinna.

** VOCABULARY:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kust</td>
<td>(from) where (relative case)</td>
</tr>
<tr>
<td>pärit olem</td>
<td>to come from, to hail from</td>
</tr>
<tr>
<td>pärit olete</td>
<td>(you) come from</td>
</tr>
<tr>
<td>kodu</td>
<td>home</td>
</tr>
<tr>
<td>Californias</td>
<td>(in) California (inessive case)</td>
</tr>
<tr>
<td>kodulinn</td>
<td>home city</td>
</tr>
<tr>
<td>sealne</td>
<td>of that place</td>
</tr>
<tr>
<td>ilmastik</td>
<td>climate, weather</td>
</tr>
<tr>
<td>soe</td>
<td>warm</td>
</tr>
<tr>
<td>nagu</td>
<td>like, as</td>
</tr>
<tr>
<td>Eestis</td>
<td>(in) Estonia (inessive case)</td>
</tr>
<tr>
<td>kliima</td>
<td>climate</td>
</tr>
<tr>
<td>klimaga</td>
<td>(with) climate (comitative case)</td>
</tr>
<tr>
<td>harjuma</td>
<td>to get used to</td>
</tr>
<tr>
<td>pikk</td>
<td>long</td>
</tr>
<tr>
<td>reis</td>
<td>trip</td>
</tr>
<tr>
<td>tulema</td>
<td>to come</td>
</tr>
<tr>
<td>tulid</td>
<td>(they) came</td>
</tr>
<tr>
<td>lennujaam</td>
<td>airport</td>
</tr>
<tr>
<td>lennujaama</td>
<td>(to the) airport (illative case)</td>
</tr>
<tr>
<td>mind</td>
<td>me (partitive case)</td>
</tr>
</tbody>
</table>

139
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ära saatma</td>
<td>to send off</td>
</tr>
<tr>
<td>Californiast</td>
<td>(from) California (elative case)</td>
</tr>
<tr>
<td>lendama</td>
<td>to fly</td>
</tr>
<tr>
<td>lendastn</td>
<td>(I) flew</td>
</tr>
<tr>
<td>Washingtoni</td>
<td>(into) Washington (illative case - short form)</td>
</tr>
<tr>
<td>sealt</td>
<td>from there</td>
</tr>
<tr>
<td>Helsingisse</td>
<td>(into) Helsinki (illative case)</td>
</tr>
<tr>
<td>Helsingist</td>
<td>(from, out of) Helsinki (elative case)</td>
</tr>
<tr>
<td>tuleme</td>
<td>(we) came</td>
</tr>
<tr>
<td>laev</td>
<td>ship</td>
</tr>
<tr>
<td>laevaga</td>
<td>(with the) ship (comitative case)</td>
</tr>
<tr>
<td>Tallinna</td>
<td>(into) Tallinn (illative case - short form)</td>
</tr>
</tbody>
</table>

**GRAMMAR AND VOCABULARY EXPLANATION:**

- The meaning of the verb ** saatma** ('to send') can be modified by the auxiliary word that is used with it. For instance:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ära saatma</td>
<td>'to send off'</td>
<td>ära</td>
<td>'away, off'</td>
</tr>
<tr>
<td>välja saatma</td>
<td>'to send out'</td>
<td>välja</td>
<td>'out'</td>
</tr>
<tr>
<td>sisse saatma</td>
<td>'to send in'</td>
<td>sisse</td>
<td>'into'</td>
</tr>
</tbody>
</table>

- The **ma**-infinitive form of a verb follows the verbs **pidama** ('to have to'), **hakkama** ('to begin'), **minema** ('to go') as well as a number of other verbs. For instance, 'I must become accustomed to' is **Ma pean harjuma**; 'He started to read' is **Ta hakkas lugema**; 'They are going swimming' is **Nad lähevat ujuma**.

- To denote the positions: 'into,' 'in,' and 'out of,' we add the endings **-sse, -s** and **-st**, (i.e. the illative, inessive and elative cases) onto the genitive form of the word. Thus, 'into the notebook' is expressed as **vihikusse**, 'in the notebook' is **vihikus**, and 'out of the notebook' is **vihikust**.
PROVERB
Ettevaatus on tarkuse ema.
Caution is the mother of wisdom.
THE COMPETENCIES IN ENGLISH

Topic 1

Competency 1: To greet and be greeted
PCV: Good morning!
T: Welcome! Come in.
PCV: Thank you very much.

Competency 2: To introduce and identify self
T: Hello! My name is Leena Kallas.
PCV: Hello! I am Mary Anderson. I come from America. I'm a teacher.
T: Pleased to meet you.

Competency 3: To state own well-being/to inquire about well-being of others
PCV: Good day! How are you?
T: Fine. And you?
PCV: I'm fine too.

Competency 4: To take leave/say good-bye
PCV: Good bye! I must go now.
T: Good bye! See you tomorrow.

Topic 2

Competency 1: To follow simple classroom directions/to respond to instructions and questions
T: Listen well and write this in your notebook.
PCV: Please read slowly.
T: Are you finished?
PCV: Not yet.
T: There's no hurry.
Competency 2: To express (lack of) understanding/to ask for clarification

PCV: I don't understand.
T: What?
PCV: What does “hääd sünnipäeva” ('happy birthday') mean?
T: It's a good wish. You say it at a friend's birthday.
PCV: Thank you. Now I understand.

Competency 3: To respond to warm-up questions

T: Mary, what did you do yesterday?
PCV: I read the newspaper, watched television and went shopping.
T: Was the weather nice yesterday?
PCV: No. Yesterday it rained.

Competency 4: To state reasons for being late or absent

PCV: I'm sorry. I am late.
T: What happened?
PCV: The bus didn't come and I had to walk.

Competency 5: To request permission and assistance

PCV: May I look at this book?
C: Of course!
PCV: I want to read some Estonian. Please help me.
C: All right. I'd be glad to help you.

Topic 3

Competency 1: To ask/answer personal information questions

HFM: Do you speak Estonian?
PCV: No, I don't speak Estonian very well.
HFM: How long are you staying in Estonia?
PCV: Two years.
HFM: How old are you?
PCV: Twenty-four
HFM: Are you married?
PCV: No, not yet.
Competency 2: To describe own family
HFM: Tell me about your family.
PCV: I have one sister and two brothers. My sister is in college and my brothers are in high school.
HFM: And what do your parents do?
PCV: My father is a doctor and my mother is a journalist.

Competency 3: To ask about host/counterpart family
PCV: How big is your family?
HFM: I have two sons. They are adults.
PCV: Where do they live?
HFM: One lives in Tallinn and the other in Saaremaa. They are both engineers.
PCV: Me too!

Competency 4: To carry out daily routines
PCV: Let me help you.
HFM: Thanks.
PCV: Where are the knives and forks?
HFM: In the cupboard next to the stove.
PCV: Shall we put the spoons on the table too?
HFM: No, we don't need them. Let's start to eat! Bon appetit!

Competency 5: To express gratitude
HFM: Please have some more soup.
PCV: No thanks, I'm full.
HFM: Please taste some white bread.
PCV: I'd be happy to. Thank you very much for lunch.
HFM: Don't mention it.

Topic 4

Competency 1: To get one's party on the line
R: Hello!
PCV: Hello. Is this 456-789?
R: Yes, it is.
PCV: This is John Jones. I'd like to speak to Helgi Tamm.
R: She's not here right now.
PCV: All right. I'll call again tomorrow. Good-bye.

Competency 2: To leave a message and hang up politely
PCV: Hello. I'd like to speak to Mr. Saar.
R: Mr. Saar will be returning from Finland tomorrow.
PCV: Please tell him that the meeting will be on October fifth.
R: October fifth -- that is a Wednesday.
PCV: Correct. The meeting starts at nine o'clock and ends at one-thirty.
R: Fine. Good-bye!

Competency 3: To ask operator for assistance
PCV: Hello. This is 345-667. Please book me a call to America. The number is 123-456-7890.
O: The waiting time is two hours. The lines are busy right now.
PCV: Thank you.
O: You're welcome.

Competency 4: To make a phone call from the post office
PCV: Where is the automatic long-distance machine?
POW: There in the corner. But there is a queue right now.
PCV: I'll come back later.
POW: We close our doors at 5:00 p.m.

Topic 5

Competency 1: To order food at a restaurant
PCV: Please bring me fried fish and french fries.
W: We don't have fish today, but we have pork chops.
PCV: All right. Bring me some pork chops. Do you have beer?
W: No, but I can bring you cider.
PCV: All right. What's for dessert?
W: Today we have only ice cream.
Competency 2: To ask about food items, typical host country foods
PCV: What is this?
C: This is "mulgikapsad."
PCV: What's it made of?
C: It contains sauerkraut, barley, pork and a little bit of apple.
PCV: Is it very sour?
C: No, it isn't. Taste it.
PCV: It's really good.

Competency 3: To express food preferences (likes/dislikes)
PCV: What are you offering today?
W: We are offering pork roast.
PCV: I don't eat pork. I prefer fish.
W: Cold or hot?
PCV: Please bring me baked fish with a vegetable.
W: Would you like carrots or peas?
PCV: Carrots, please.

Topic 6

Competency 1: To ask for information about local currency
PCV: What is today's exchange rate for the U.S. dollar?
T: Let's look in the newspaper. It says in the paper eighty rubles to the dollar.
PCV: Which bank is best for exchanging money?
T: The Tallinn Commercial Bank. Unfortunately it's closed today.
PCV: That's OK. Right now I have enough money.

Topic 7

Competency 1: To locate means of transportation
PCV: I'd like to ride to Tartu.
C: You can go there by bus or train.
PCV: Which is cheaper?
C: The bus ride costs only ten rubles.
PCV: How often do the buses leave?
C: One bus leaves here at 9:45 in the morning.

Competency 2: To ask for destination and distance of travel
PCV: How far is it from here to Elva?
TS: From here to Elva is about fifty kilometers.
PCV: How long does it take to get there?
TS: About two hours by bus.
PCV: What time does the bus leave Elva?
TS: 7:15 in the evening.
PCV: Thanks for the information.

Competency 3: To purchase tickets
PCV: How much does it cost to ride to Pärnu?
TS: Seventeen rubles one way.
PCV: How much is a round-trip ticket?
TS: Thirty-two rubles. How many tickets do you want?
PCV: Please give me two round-trip tickets. Here are seventy rubles.
TS: You get six rubles back. The train leaves from platform number four.
PCV: Thank you.

Competency 4: To hire a taxi
TD: Where are you going?
PCV: I want to go to Pirita, Kaarna Street 15.
TD: That's far.
PCV: I'll pay you in hard currency.
TD: I'll take you there for three American dollars.
PCV: All right.

Topic 8

Competency 1: To ask for and give locations of buildings
PCV: Excuse me. Do you know where the United States Embassy is located?
P1: I don't know.
P2: Yes. The Embassy building is on Kentmanni Street 20, next to the travel agency.
PCV: Is it far?
P2: No. It's right here around the corner.

**Competency 2: To ask for and give directions to a place**
PCV: Excuse me. How do I get to the Main Post Office?
P: Go about fifty meters along this street until you get to the traffic light. Then turn left. There you will see the Pääsuke Hotel. The Main Post Office is behind it.
PCV: Thank you.
P: You're welcome.

**Topic 9**

**Competency 1: To ask for items, prices and quantities**
PCV: How much does a kilogram of sausage cost?
V: Fifteen rubles. How much do you want?
PCV: Half a kilo, please. How much is a bagful of apples?
V: Twenty-five rubles.
PCV: I don't have that much money with me today. I'll buy them tomorrow.

**Competency 2: To select clothing for purchase.**
PCV: I like the blue dress. The striped dress is too small.
S: The blue dress is size 40. It looks good on you. It looks even more attractive without the sash.
PCV: All right. I'll buy it.

**Competency 3: To pay for items and to indicate that change is correct or incorrect**
PCV: Here you are. Here's forty rubles.
S: You get three rubles back.
PCV: I should get eight rubles.
S: You're right. I'm sorry.

**Competency 4: To discuss clothing and weather**
PCV: The weather is so cool and windy. Do you have a warm sweater?
S: Here is a hand-knitted woollen sweater.
PCV: Does it get really cold in the winter?
S: Sometimes it's very cold and snowy. Then you'll need boots and a coat.

**Topic 10**

**Competency 1: To begin a conversation**
PCV: Hello!
C: Good day! How did it go in school today?
PCV: Thanks for asking. It went well.
C: Do you like living in Estonia?
PCV: Yes, I like it very much. I have found many friends. I have studied Estonian. I'm also interested in your folk music.

**Competency 2: To offer and accept food and drink**
C: Would you like something to drink? Cider, soft drink, or coffee?
PCV: A cup of coffee with sugar, please.
C: Would you like something to eat too?
PCV: No, thanks. I just ate lunch half an hour ago.

**Competency 3: To invite and respond to an invitation**
C: Tonight we're going to the theater. Would you like to come along?
PCV: I'd be glad to come to the theater with you.
C: Wonderful! After the performance we're going to the "Groom" to drink wine and talk.

**Competency 4: To give and respond to compliments**
C: You speak Estonian pretty well.
PCV: Thank you. I like foreign languages.
C: Estonian is a difficult language.
PCV: That's true, but you've helped me very much. Thank you for that.
C: You're welcome.
Topic 11

Competency 1: To report an incident or loss of an item to police
PCV: My wallet is lost and all the money is gone.
O: How did it happen?
PCV: I was in the store. I put my wallet on the counter. It was on the counter as long as I was looking at the books. Then I saw that someone had taken it off the counter.

Competency 2: To mail a letter or parcel
PCV: I want to send this parcel airmail.
PC: Where to?
PCV: To America.
PC: The package weighs three kilograms. What is in the package?
PCV: Two books, three pairs of gloves and four records.
PC: Please fill out the customs declaration.

Topic 12

Competency 1: To introduce oneself and describe one's function
C1: Let me introduce you to my colleague. Andres, meet Laura Green. She is a member of the U.S. Peace Corps.
C2: Glad to meet you. I don't know anything about the Peace Corps.
PCV: American Peace Corps members work voluntarily in about 90 countries and help the local people.
C: Are you paid a salary?
PCV: No. We only get a little money to live on.

Competency 2: To ask questions about job-related functions
PCV: Whom do you teach?
S: I teach teachers and officials.
PCV: Do you want me to help you to put together a new teaching program?
S: That would certainly be useful.
PCV: In that case I'd need to know how good their language proficiency is.
Competency 3: To give classroom commands
PCV: Write these words down and memorize them by tomorrow.
S: Please repeat what I have to read.
PCV: Read page 24 and copy it out of the book.
S: I've already done that, but I'll rewrite it for tomorrow.

Competency 4: To report work progress and completion of task
S: Come in and have a seat.
PCV: Thank you.
S: How is it going?
PCV: The course is almost over. I'm preparing for the final exam.
S: Have you finished writing your written exercise?
PCV: No. There hasn't been time for that.

Competency 5: To converse socially with co-workers
PCV: I'm going home now.
C: My apartment is near your home. Let's walk together. Besides, it's already dark.
PCV: Yes, let's go together. Then we can talk about the school's song festival. It's taking place next week already.

Topic 13

Competency 1: To find competent medical care
HFM: You have a bad cough. I'll take you to the polyclinic.
PCV: Can you recommend a doctor?
HFM: Go to Dr. Salumaa. He speaks English. If he can't help you, then we'll have to ride to Tallinn.

Competency 2: To respond to questions about illness
PCV: I have a headache and fever. I feel bad all over.
D: Have you taken your temperature?
PCV: Yes, I have. Thirty-nine point two degrees. I haven't taken any medicine yet.
D: Please open your mouth. Your throat is red and swollen. You have the flu.
Competency 3: To purchase medicines
PCV: Do you have something for a cold?
P: Yes, we do. We have a good cough medicine. Take two teaspoonsful three times a day. Drink chamomile tea and don't get chilled.
PCV: I wouldn't want to be absent from work.
P: You'll feel better in a few days.

Competency 4: To describe one's emotional state
HFM: What's wrong?
PCV: Nothing. I don't want to go to the café tonight.
HFM: Why not?
PCV: I'm very tired. I want to rest and be alone.
HFM: All right.
Competency 5: To report an emergency
PCV: There is a traffic accident on the street.
HFM: Where?
PCV: On Võidu Street, on the bridge. The situation is serious. Call an ambulance!

Topic 14

Competency 1: To identify oneself and describe Peace Corps assignment
EGO: Good evening! I am Vello Saar. Are you a member of the Canadian group?
PCV: No. I'm a member of the U.S. Peace Corps. My name is George Brown.
EGO: Welcome! It is said that there are several Peace Corps volunteers in Estonia right now.
PCV: There are twenty of us here. We are teaching English.
EGO: Our people need it. I wish you strength with your work!

Competency 2: To describe Peace Corps role in host country
EGO: I heard that you're an environmental protection specialist.
PCV: Yes, I am. It is said that there is no general environmental protection program here.
EGO: That's true. The Soviet Union did not take care of the air, soil and water for many years.
PCV: Together we'll set things right.

Competency 3: To describe educational background/employment
LO: Where did you get your education?
PCV: I graduated from the University of Maryland.
LO: And what is your special field?
PCV: I'm a language teacher. At first, I worked for three years as a private school teacher. Then I went to work as the director of a language course.
LO: People in Estonia want to learn English.

Competency 4: To describe own home and family
LO: Where do you hail from?
PCV: My home is in California. My home city is San Diego.
LO: What is the climate like there?
PCV: Very warm, not like in Estonia. I have to get used to your climate.
LO: You had a long trip.
PCV: It certainly was long. My parents and brother came to the airport to send me off. From California I flew to Washington and from there to Helsinki. From Helsinki we came to Tallinn by ship.
## APPENDIX

### NOUN CASES

**TABLE OF DECLENSION**

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>nominative</td>
<td>uus raamat</td>
<td>uued raamatud</td>
</tr>
<tr>
<td>(who? what?)</td>
<td>new book</td>
<td>new books</td>
</tr>
<tr>
<td>genitive</td>
<td>uue raamatu</td>
<td>uute raamatute</td>
</tr>
<tr>
<td>(whose? of what?)</td>
<td>new book's</td>
<td>new books'</td>
</tr>
<tr>
<td>partitive</td>
<td>uut raamatut</td>
<td>uusi raamatuid</td>
</tr>
<tr>
<td>(whom? what?)</td>
<td>new book</td>
<td>new books</td>
</tr>
<tr>
<td>illative</td>
<td>uuesse raamatusse</td>
<td>uutesse raamatusesse</td>
</tr>
<tr>
<td>(into whom/what?)</td>
<td>into the new book</td>
<td>into the new books</td>
</tr>
<tr>
<td>inessive</td>
<td>uues raamatus</td>
<td>uutes raamatuses</td>
</tr>
<tr>
<td>(in whom/what?)</td>
<td>in the new book</td>
<td>in the new books</td>
</tr>
<tr>
<td>elative</td>
<td>uuest raamatust</td>
<td>uutest raamatustest</td>
</tr>
<tr>
<td>(out of whom/what?)</td>
<td>out of the new book</td>
<td>out of the new books</td>
</tr>
<tr>
<td>allative</td>
<td>uuele raamatu</td>
<td>uutele raamatu</td>
</tr>
<tr>
<td>(((on)to/for whom/what?)</td>
<td>onto the new book</td>
<td>onto the new books</td>
</tr>
<tr>
<td>adessive</td>
<td>uu el raamatul</td>
<td>uut el raamatul</td>
</tr>
<tr>
<td>(on whom/what?)</td>
<td>on the new book</td>
<td>on the new books</td>
</tr>
<tr>
<td>ablative</td>
<td>uu elt raamatult</td>
<td>uut elt raamatult</td>
</tr>
<tr>
<td>(from whom/what?)</td>
<td>from the new book</td>
<td>from the new books</td>
</tr>
<tr>
<td>translative</td>
<td>uu eks raamatuks</td>
<td>uu eks raamatuks</td>
</tr>
<tr>
<td>(((in)to whom/what?)</td>
<td>into a new book</td>
<td>into new books</td>
</tr>
</tbody>
</table>

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155

163
<table>
<thead>
<tr>
<th>Case</th>
<th>Singular Genitive</th>
<th>Plural Genitive</th>
<th>Singular Partitive</th>
<th>Plural Partitive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>essive</strong></td>
<td>uue raamatuna</td>
<td>uute raamatutena</td>
<td>as a new book</td>
<td>as new books</td>
</tr>
<tr>
<td>(as who/what?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>terminative</strong></td>
<td>uue raamatuni</td>
<td>uute raamatuteni</td>
<td>as far as the new book</td>
<td>as far as the new books</td>
</tr>
<tr>
<td>(as far as/ until whom/what?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>abessive</strong></td>
<td>uuc raamatuta</td>
<td>uute raamatuteta</td>
<td>without the new book</td>
<td>without new books</td>
</tr>
<tr>
<td>(without whom/what?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>comitative</strong></td>
<td>uue raamatuga</td>
<td>uute raamaturega</td>
<td>with a new book</td>
<td>with new books</td>
</tr>
<tr>
<td>(with whom/what?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: If you memorize the singular genitive, singular partitive and plural genitive of a word, you can derive all the other cases from these forms. Adjective endings agree with noun endings in the first ten cases. In the last four cases, the adjective modifying a noun uses its genitive case form.*
VERB FORMS

(Example: *lugema* ('to read'). This word has the base forms *lugema* (ma-infinitive), *lugeda* (da-infinitive), and *loen* (first person singular -- 'I read')

<table>
<thead>
<tr>
<th>Present tense ('read, am/are reading')</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>locen</em></td>
<td></td>
<td><em>ei lœe</em></td>
</tr>
<tr>
<td><em>loed</em></td>
<td></td>
<td><em>ei lœe</em></td>
</tr>
<tr>
<td><em>loeb</em></td>
<td></td>
<td><em>ei lœe</em></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>loeme</em></td>
<td></td>
<td><em>ei lœe</em></td>
</tr>
<tr>
<td><em>loete</em></td>
<td></td>
<td><em>ei lœe</em></td>
</tr>
<tr>
<td><em>loevad</em></td>
<td></td>
<td><em>ei lœe</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past tense ('read, was/were reading')</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>lugesin</em></td>
<td></td>
<td><em>ei lugenud</em></td>
</tr>
<tr>
<td><em>lugesid</em></td>
<td></td>
<td><em>ei lugenud</em></td>
</tr>
<tr>
<td><em>luges</em></td>
<td></td>
<td><em>ei lugenud</em></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>lugesime</em></td>
<td></td>
<td><em>ei lugenud</em></td>
</tr>
<tr>
<td><em>lugesite</em></td>
<td></td>
<td><em>ei lugenud</em></td>
</tr>
<tr>
<td><em>lugesid</em></td>
<td></td>
<td><em>ei lugenud</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present perfect tense ('have read')</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>olen lugenud</em></td>
<td></td>
<td><em>ei oле lugenud</em></td>
</tr>
<tr>
<td><em>oled lugenud</em></td>
<td></td>
<td><em>ei ole lugenud</em></td>
</tr>
<tr>
<td><em>on lugenud</em></td>
<td></td>
<td><em>ei ole lugenud</em></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>oleme lugenud</em></td>
<td></td>
<td><em>ei ole lugenud</em></td>
</tr>
<tr>
<td><em>olete lugenud</em></td>
<td></td>
<td><em>ei ole lugenud</em></td>
</tr>
<tr>
<td><em>on lugenud</em></td>
<td></td>
<td><em>ei ole lugenud</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past perfect tense ('had read')</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>olin lugenud</em></td>
<td></td>
<td><em>ei olnud lugenud</em></td>
</tr>
<tr>
<td><em>olid lugenud</em></td>
<td></td>
<td><em>ei olnud lugenud</em></td>
</tr>
<tr>
<td><em>oli lugenud</em></td>
<td></td>
<td><em>ei olnud lugenud</em></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>olime lugenud</em></td>
<td></td>
<td><em>ei olnud lugenud</em></td>
</tr>
<tr>
<td><em>olite lugenud</em></td>
<td></td>
<td><em>ei olnud lugenud</em></td>
</tr>
<tr>
<td><em>olid lugenud</em></td>
<td></td>
<td><em>ei olnud lugenud</em></td>
</tr>
</tbody>
</table>
### Conditional present tense ('would read')

<table>
<thead>
<tr>
<th>Singular</th>
<th>loeksin</th>
<th>ei loeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>loeksid</td>
<td>ei loeks</td>
</tr>
<tr>
<td></td>
<td>loeks</td>
<td>ei loeks</td>
</tr>
<tr>
<td>Plural</td>
<td>loeksime</td>
<td>ei loeks</td>
</tr>
<tr>
<td></td>
<td>loeksite</td>
<td>ei loeks</td>
</tr>
<tr>
<td></td>
<td>loeksid</td>
<td>ei loeks</td>
</tr>
</tbody>
</table>

### Conditional perfect tense ('would have read')

<table>
<thead>
<tr>
<th>Singular</th>
<th>oleksin lugenud</th>
<th>ei oleks lugenud</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>oleksid lugenud</td>
<td>ei oleks lugenud</td>
</tr>
<tr>
<td></td>
<td>oleks lugenud</td>
<td>ei oleks lugenud</td>
</tr>
<tr>
<td>Plural</td>
<td>oleksime lugenud</td>
<td>ei oleks lugenud</td>
</tr>
<tr>
<td></td>
<td>oleksite lugenud</td>
<td>ei oleks lugenud</td>
</tr>
<tr>
<td></td>
<td>oleks lugenud</td>
<td>ei oleks lugenud</td>
</tr>
</tbody>
</table>

### Imperative ('read!')

<table>
<thead>
<tr>
<th>Singular 2</th>
<th>loe</th>
<th>ärä loe</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>lugegu</td>
<td>ärgu lugegu</td>
</tr>
<tr>
<td>Plural 1</td>
<td>lugegem (loeme)</td>
<td>ärgem lugegem (ärme loeme)</td>
</tr>
<tr>
<td>2.</td>
<td>lugege</td>
<td>ärge lugege</td>
</tr>
<tr>
<td>3.</td>
<td>lugegu</td>
<td>ärgu lugegu</td>
</tr>
</tbody>
</table>

### Indirect discourse, present tense ('am/are/is said to be reading')

| Singular 1, 2, 3 | lugevat | ei lugevat |
| Plural 1, 2, 3   | lugevat | ei lugevat |

### Indirect discourse, perfect tense ('was said to be reading')

| Singular 1, 2, 3 | olevat lugenud | ei olevat lugenud |
| Plural 1, 2, 3   | olevat lugenud | ei olevat lugenud |

### Impersonal present tense ('one reads')

| loetakse | ei loeta |

### Impersonal past tense ('one read')

| loeti | ei loetud |

There are a number of other verb forms in Estonian, but it is unlikely that a person just learning the Estonian language will encounter them with any frequency.

Note: If you know the ma-infinitive, da-infinitive and first person singular of a verb, you can derive all the other verb forms from these.
## Vocabularies by Topic

### The Calendar

#### Days of the Week
- **Esmaspäev**: Monday
- **Teisipäev**: Tuesday
- **Kolmapäev**: Wednesday
- **Neljapäev**: Thursday
- **Reede**: Friday
- **Laupäev**: Saturday
- **Pühapäev**: Sunday

#### Months of the Year
- **Jaanuar**: January
- **Veebruar**: February
- **Märts**: March
- **April**: April
- **Mai**: May
- **Juuni**: June
- **Juuli**: July
- **August**: August
- **September**: September
- **Oktoober**: October
- **November**: November
- **Detsember**: December

#### Seasons
- **Kevad**: Spring
- **Suvi**: Summer
- **Sügis**: Fall
- **Talv**: Winter
### NUMBERS

<table>
<thead>
<tr>
<th>Cardinal</th>
<th>Ordinal</th>
</tr>
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<tbody>
<tr>
<td>üks</td>
<td>esimene</td>
</tr>
<tr>
<td>kaks</td>
<td>teine</td>
</tr>
<tr>
<td>kolm</td>
<td>kolmas</td>
</tr>
<tr>
<td>neli</td>
<td>neljas</td>
</tr>
<tr>
<td>viis</td>
<td>viies</td>
</tr>
<tr>
<td>kuus</td>
<td>kuues</td>
</tr>
<tr>
<td>seitse</td>
<td>seitsmees</td>
</tr>
<tr>
<td>kaheksa</td>
<td>kaheksas</td>
</tr>
<tr>
<td>üheksa</td>
<td>üheksas</td>
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<tr>
<td>kümme</td>
<td>kümnes</td>
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<tr>
<td>üksteist</td>
<td>üheteistkümnes</td>
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<tr>
<td>kaksteist</td>
<td>kaheteistkümnes</td>
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<tr>
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<tr>
<td>neliteist</td>
<td>neljateistkümnes</td>
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<td>viisteist</td>
<td>viieteistkümnes</td>
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<td>kuusteist</td>
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<td>seitseteist</td>
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<td>üheksateistkümnes</td>
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<td>kahekümne esimene</td>
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<tr>
<td>kakskümmend ük..</td>
<td>kolmekümnes</td>
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<tr>
<td>kolmkümmend</td>
<td>neljakümnes</td>
</tr>
<tr>
<td>nelikümmend</td>
<td>viiekümmes</td>
</tr>
<tr>
<td>viiskümmend</td>
<td>kuuekümmes</td>
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<tr>
<td>kuuskümmend</td>
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</tr>
<tr>
<td>kaheksakümmend</td>
<td>üheksakümnes</td>
</tr>
<tr>
<td>üheksakümmend</td>
<td>sajas</td>
</tr>
<tr>
<td>sada</td>
<td>one hundred</td>
</tr>
<tr>
<td>sadaviis</td>
<td>sājavīies</td>
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<tr>
<td>sadakümmme</td>
<td>sajakümmes</td>
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<tr>
<td>sadaviiskümmend</td>
<td>sājavīliekümmes</td>
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<tr>
<td>kakssada</td>
<td>kahesajas</td>
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<table>
<thead>
<tr>
<th>Cardinal</th>
<th>Ordinal</th>
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<tr>
<td>105</td>
<td>105th</td>
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<tr>
<td>110</td>
<td>110th</td>
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<tr>
<td>150</td>
<td>150th</td>
</tr>
<tr>
<td>200</td>
<td>200th</td>
</tr>
</tbody>
</table>
COUNTRIES

Ameerika Ühendriigid
Eestl
Hispaania
Itaalia
Läti
Leedu
Norra
Nõukogude Liit
Poola
Prantsusmaa
Rootsi
Saksamaa
Soome
Sõltumatute Riikide Ühendus
Ukraina
Venemaa

COLORS

hall
kollane
lilla
must
oraanzh
pruun
punane
roheline

gray
yellow
purple
black
orange
brown
red
green

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FIELDS OF STUDY

ajalugu
arstiteadus, meditsei
filoloogia
filosoofia
geograafia
kaubandus
keeleteadus, lingvistika
keskkonnateadus
kirjandusteadus
loodusteadus
majandus
põllumajandus
psühholoogia
ühiskonnateadus

FOOD – GENERAL

hapukapsas
hapukurk
herne
hernesupp
jahu
juust
kaalikas
kala
kanaliha
kartul
kohv

pink
blue
white
light
dark

history
medicine
philology, education
philosophy
geography
trade, business
linguistics
ecological science
literature
natural science
economics
agriculture
psychology
social science

sauerkraut
pickled cucumber
peas
pea soup
flour
cheese
rutabaga
fish
chicken
potato
coffee

162
kurk  cucumber
leib  dark bread
liha  meat
loomaliha  beef
mais  corn
margarin  margarine
mehu  juice with pulp
mors  juice drink
muna  egg
naeris  turnip
öli  oil
piim  milk
pipar  pepper
puder  porridge, hot cereal
rasv  lard, fat
riis  rice
sai  white bread
sealiha  pork
sool  salt
suhkur  sugar
tee  tea
tomat  tomato
vorst  sausage
vöi  butter

**FOOD -- ESTONIAN**

hapupiim  buttermilk
heeringas  herring (often marinated)
karbonaad  pork chop
keefir  kefir
kotlett  ground meat patty
mödu  mead
mulgikapsad  well-cooked sauerkraut with pork and barley
pirukas  small turnover, usually meat-filled
rosolje  beet and potato salad

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---

<table>
<thead>
<tr>
<th>seened</th>
<th>mushrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>seljanka</td>
<td>fish soup</td>
</tr>
<tr>
<td>shashlökka</td>
<td>skewered grilled pork</td>
</tr>
<tr>
<td>suitsuangerjas</td>
<td>smoked eel</td>
</tr>
<tr>
<td>sült</td>
<td>cold jellied meat</td>
</tr>
<tr>
<td>verivorst</td>
<td>blood sausage (Christmas dish)</td>
</tr>
</tbody>
</table>

### THE HOME

**Furniture and Household Articles**

<table>
<thead>
<tr>
<th>alustass</th>
<th>saucer</th>
</tr>
</thead>
<tbody>
<tr>
<td>jääkapp</td>
<td>refrigerator</td>
</tr>
<tr>
<td>kahvel</td>
<td>fork</td>
</tr>
<tr>
<td>klaas</td>
<td>glass</td>
</tr>
<tr>
<td>laud</td>
<td>table</td>
</tr>
<tr>
<td>lusikas</td>
<td>spoon</td>
</tr>
<tr>
<td>nuga</td>
<td>knife</td>
</tr>
<tr>
<td>pang</td>
<td>bucket, pail</td>
</tr>
<tr>
<td>pink</td>
<td>bench</td>
</tr>
<tr>
<td>riui</td>
<td>shelf</td>
</tr>
<tr>
<td>taldrik</td>
<td>plate</td>
</tr>
<tr>
<td>tass</td>
<td>coffee or teacup</td>
</tr>
<tr>
<td>tool</td>
<td>chair</td>
</tr>
<tr>
<td>tops</td>
<td>cup</td>
</tr>
<tr>
<td>voodi</td>
<td>bed</td>
</tr>
</tbody>
</table>

**House**

<table>
<thead>
<tr>
<th>aken</th>
<th>window</th>
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</thead>
<tbody>
<tr>
<td>elutuba</td>
<td>living room</td>
</tr>
<tr>
<td>katus</td>
<td>roof</td>
</tr>
<tr>
<td>kāimla</td>
<td>toilet</td>
</tr>
<tr>
<td>kodu</td>
<td>home</td>
</tr>
<tr>
<td>korter</td>
<td>apartment</td>
</tr>
<tr>
<td>kõök</td>
<td>kitchen</td>
</tr>
<tr>
<td>lagi</td>
<td>ceiling</td>
</tr>
<tr>
<td>magamistuba</td>
<td>bedroom</td>
</tr>
</tbody>
</table>

---
maja
rõdu
sein
sõõgituba
tuba
uks
vannituba
võti
WC (vee-tsee)

**Items of Clothing**
kalossid
kingad
kleit
pastlaid
pluus
potased
püksid
saapad
särk
seelik
sus sid
ulkond

galoshes, boots
shoes
dress
Estonian peasant moccasins
blouse
jogging shoes
pants
heavy shoes
shirt
skirt
slippers
suit

**Kinship terms**
abikaasa
ema
isa
laps(ed)
le l
mees
naine
nõbu
onu
õde
õepoeg

spouse
mother
father
child(ren)
uncle (father's brother)
husband, man
wife, woman
cousin
uncle (mother's brother)
sister
nephew (sister's son)

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173
õetūtar  niece (sister's daughter)
perekond  family
poeg  son
sōtse  aunt (father's sister)
sugulane  relative
tādi  aunt (mother's sister)
tūtar  daughter
tanaema  grandmother
tanaisa  grandfather
vend  brother
vennapoeg  nephew (brother's son)
vennatūtar  niece (brother's daughter)
ämm  mother-in-law
āi  father-in-law
minia  daughter-in-law
vāimees  son-in-law