This guide is designed for Latvian language training of Peace Corps workers in Latvia. It is intended for use in a competency-based language training program, and reflects daily communication needs in that context. It consists of an introductory section on the history, alphabet, and phonology of the Latvian language and a series of 13 topical instructional units. Each unit contains a page of information about an aspect of Albanian culture and between one and seven lessons, each targeting a specific language competency. Lessons include the targeted competency, a brief dialogue, vocabulary list(s), grammar and vocabulary notes, and in many cases, pronunciation notes. Unit topics include greetings and introductions, classroom communication, conversation with a host counterpart or family, money communications services, food, transportation, giving and getting directions, shopping, invitations and social behavior, discussing work, and health and medical services. Appended materials include dialogue translations in English, additional grammar notes, and a Latvian-English glossary.

(HSE)
Latvian

Language Competencies for Peace Corps Volunteers in the Republic of Latvia

by

Helen M. Viksnins

1992

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D. Gilmore 6/92
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 Latvia. 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 Latvia. 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
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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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Basic Introduction to the Latvian Language

The Latvian language is the second oldest language in the Indo-European language family tree which consists of most of the European languages. Latvian and Lithuanian (the oldest) have their own branch on the tree: the Baltic branch. Their grammars can be helpful in studying Sanskrit, a language that used to be on the tree, but is no longer spoken.

During the last 800 years Latvia was occupied by Germany, Russia, and Sweden. As a result the Latvian language has many words from those languages and others that have had some influence. Today you can hear people on the streets of Riga speaking about "bizness" (business) and "kooperativs" (cooperative)!

To pronounce Latvian sounds correctly, it is necessary to smile. Latvian sounds are all produced on the periphery of the mouth. Since Americans are used to saying most vowels closer to the middle of their mouths, they have to smile when speaking Latvian to make it easier for the tongue to get to the right places. Hopefully, you will make a good impression in two ways: a very friendly countenance and correct Latvian pronunciation!

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The following introduction to Latvian is from Easy Way to Latvian, by Liga K. Streipa, The Bilingual Institute, Morton Grove, Illinois, 3rd Edition, 1991 (Permission to reprint has been granted.)

The Latvian Language

Each language has its own peculiarities and its own character. Here are a few points to remember when learning Latvian:

* There are no articles, "a," "an" and "the" in the Latvian language. (However, the articles can be implied by the endings of adjectives.)
* There are special markings called diacritical marks for the letters a, e, i, o, u, and c, g, k, l, n, r, s and z. These become ā, ē, ī, ō, ū and č, ģ, Ķ, ĵ, ņ, ř, š and ž, indicating changes in pronunciation. The Latvian alphabet and explanations for pronunciation follow, but the best way to learn the correct intonation is to listen to and repeat after [your teacher].

* Latvian is a highly inflected language. That means that the endings of nouns, pronouns, adjectives and numerals change depending on whether they are masculine or feminine, how they are used within the sentence, etc. Other changes apply to verbs. For the beginner this can be confusing.

The Latvian Alphabet

The Latvian alphabet uses 22 Roman letters. Thirteen of these are repeated for modification by special additions called diacritical marks. Some indicate the lengthening of vowels (ā, ē, ī, ō, ū) while others indicate palatal consonants (č, ģ, Ķ, ĵ, ņ, ř, š, ž). All are important aids in proper pronunciation. In two instances, two-letter combinations (dz, dz) are used to indicate single sounds. Because four letters used in the English language - q, w, x, y - are not used in Latvian at all, the actual alphabet consists of 37 letters.

| A a | galva (head) | away |
| A ā | māsa (sister) | father |
| B b | brālis (brother) | big |
| C c | citi (others) | cats |
| Ķ ĉ | četri (four) | church |
| D d | diena (day) | day |
| Dz dz | dzert (to drink) | buds |
| Dž dž | dadži (thistles) | jump |
| E e | (1) es (I) | egg |
|  | (2) esmu (I am) | bad |
| E ē | (1) ēst (to eat) | chair |
|  | (2) tēvs (father) | mad |
| F f | foto (photo) | find |
Notes on pronunciation

The Latvian standard alphabet is a phonetic alphabet, with each of its letters corresponding to one sound only. Occasionally there are contrasts in pitch between words containing the same letters. The Latvian words lauks "field" and jauks "pleasant" both contain the letters a and u, but due to
the application of a different pitch, the correct pronunciation differs slightly.

There are cases where the correct use of the pitch indicates different meanings: rīt "tomorrow" and rīt "to swallow" are one example. These you will learn through listening and talking.

Latvian words are generally pronounced with the stress on the first syllable. Exceptions are a few commonly used words of greeting, such as labrīt "good morning" and ardievu "goodbye", and words derived from foreign languages.

There is also a standard pattern for stressing entire sentences. Unless the stress pattern is purposefully altered, there is a light stress at the beginning of each sentence and a heavier stress at the end: Āra ir loti AUKSTS. "Outside it is very cold". In sentences of only two words, the stress is placed on the second word: Viņš lasa. "He reads." In addition, the pitch of both the sentence and paragraph is a descending one.

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About this manual

This manual is written in the competency-based language curriculum, which breaks down "survival" language into general topics, and then specific competencies. Competency in a topic means that you will be basically able to perform certain tasks, while building a foundation in the language structure.

At the end of each topic you will find a verse called a "daina". These are folk songs, ancient songs that provided a spiritual and practical system for the Latvians before Christianity arrived in the 13th century. The songs have stayed with the Latvians through 900 years of different masters and languages. There are about 80,000 songs with many more variations. They were collected by a man named Krišjānis Barons at the end of the 19th century, just as Bela Bartok did in Hungary in this century. Dainas are usually composed of four-line stanzas, and express some kind of story or sentiment.
TOPIC 1
PERSONAL IDENTIFICATION

Competencies

1. TO GREET OTHERS AND BE GREETED
2. TO IDENTIFY SELF (NAME, COUNTRY OF ORIGIN)
3. TO INTRODUCE SELF AND OTHERS
4. TO INQUIRE ABOUT HEALTH AND RESPOND POSITIVELY AND NEGATIVELY
5. TO SAY GOODBYE
CULTURE NOTE

INTERPERSONAL RELATIONSHIPS IN LATVIA

In English there is only one way of saying "you". However, in Latvian there are two. The difference lies in the kind of relationship you have with the other person. If you know someone well or if he/she is much younger than you, you can call him/her tu. However, when speaking to an older person or to someone not so familiar, you must call that person jūs.

Young people often address each other tu quite quickly. Only after friendship has been established and someone has asked you to call him tu, can the singular be used. Tu can be used freely when speaking to children.

Because of their many years of occupation by the Soviets, Latvians have assimilated some of the habits of interpersonal relations that were necessary for their survival. These will be disappearing slowly as their feelings of freedom grow, but some may still be apparent today.

For example, in many places in America, people smile at one another and greet each other when passing on streets. In Latvia, however, such actions used to be discouraged. Everyone was forced to stay as anonymous as possible. If someone noticed you, that could mean that he would remember seeing you at that place and could tell the authorities you had been there.

Similarly, when meeting someone one-on-one for the first time, it may be possible that Latvians might have the same kind of "stone face" that was cultivated for appearances in public during the Soviet occupation.
1. COMPETENCY: To greet and be greeted

SITUATION: Workplace

ROLES: PCV - Colleague

C: Labdien!
PCV: Sveiki! Kā jums iet?
C: Man iet labi, paldies. Un jums?
PCV: Paldies, labi.

VOCABULARY

<table>
<thead>
<tr>
<th>Latvian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>labdien</td>
<td>good day</td>
</tr>
<tr>
<td>sveiki</td>
<td>greetings</td>
</tr>
<tr>
<td>kā</td>
<td>how</td>
</tr>
<tr>
<td>jums</td>
<td>for you (dative)</td>
</tr>
<tr>
<td>iet</td>
<td>going, to go</td>
</tr>
<tr>
<td>man</td>
<td>for me</td>
</tr>
<tr>
<td>labi</td>
<td>well</td>
</tr>
<tr>
<td>paldies</td>
<td>thank you</td>
</tr>
<tr>
<td>un</td>
<td>and</td>
</tr>
</tbody>
</table>

GRAMMAR AND VOCABULARY NOTES

The word **labdien** is actually two words put together: **laba** "good" and **diena** "day." The same applies when saying "good morning": **labrīt**, and "good evening": **labvakar**.

**Sveiki** is the most common greeting in Latvian, but some people prefer **labdien**.

**Kā jums iet?** is literally translated: "how are things going for you?," but the word for "things" has been dropped.
PRONUNCIATION NOTE

The vowel combination "ie" is pronounced like the vowel sound in ear. As was explained in the overview, most Latvian words are pronounced with emphasis on the first syllable. However, in labdien and paldies the second syllable is emphasized, due to the fact that both words were originally two words.

The vowel combination "ei" in sveiki is pronounced like the vowels in key.
2. COMPETENCY: To identify self

SITUATION: Social situation

ROLES: PCV - New acquaintance

NA: Mans vārds ir Daina. Es esmu latviete.
PCV: Mans vārds ir Joe. Es esmu amerikānis.

VOCABULARY

<table>
<thead>
<tr>
<th>Latvian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>mans</td>
<td>my, mine</td>
</tr>
<tr>
<td>vārds</td>
<td>name</td>
</tr>
<tr>
<td>ir, būt</td>
<td>is, to be</td>
</tr>
<tr>
<td>Es</td>
<td>I</td>
</tr>
<tr>
<td>esmu, būt</td>
<td>I am, to be</td>
</tr>
<tr>
<td>latviete</td>
<td>Latvian (fem.)</td>
</tr>
<tr>
<td>amerikānis</td>
<td>American (masc.)</td>
</tr>
</tbody>
</table>

GRAMMAR AND VOCABULARY NOTES

When writing someone's nationality, the first letter of the word is not capitalized. (Example: krievs, "Russian") However, the country's name is always capitalized. (Amerika, "America"; Krievija, "Russia") Also, the nationality will correspond to the gender of the person. In this case, Daina is a female name, which is reflected in the form latviete. (Masculine is latvietis.)

In Latvian, the personal pronouns are es, tu, viņš/viņa, mēs, jūs, and viņi.

The verb būt "to be" also can mean "to have". This is a very important verb, since it is used to form more complicated tenses, as in English. It is conjugated very irregularly, so it has to be memorized. In the present tense:
**Es esmu** I am
**Tu esi** You are
**Viņš ir** He is

**Mēs esam** We are
**Jūs esat** You are
**Viņi ir** They are

The past tense:

**Es biju** I was
**Tu biji** You were
**Viņš bija** He was

**Mēs bijām** We were
**Jūs bijāt** You were
**Viņi bija** They were

The future tense:

**Es būšu** I will be
**Tu būsi** You will be
**Viņš būs** He will be

**Mēs būsīm** We will be
**Jūs būsīt** You will be
**Viņi būs** They will be
3. COMPETENCY: To introduce self and others

SITUATION: In the apartment

ROLES: PCV - Roommate - Friend

PCV: Aija, iepazīsties ar manu istabas biedreni, Māru!
Aija: Ļoti patikami.
PCV: Šī ir mana draudzene, Aija.
Māra: Priecājos, Aija!

VOCABULARY

iepazīsties, iepazīties to meet
ar with
istabas biedreni, biedrīne roommate
ļoti very
patīkami nice
šī this
draudzene friend (fem.)
prieceājos I'm delighted

GRAMMAR AND VOCABULARY NOTES

The Latvian language divides all nouns into masculine and feminine. The way to distinguish the two is found in the endings. Masculine endings are: -s, -š, -is, -us. Feminine endings are: -a, -e, -s. Notice there are -s ending nouns in both feminine and masculine. Luckily, there are few enough of these -s ending nouns in the feminine that they can be memorized. (See appendix)

The pronouns šis and šī both mean "this," but in the two genders. They can be used to denote both people and things. They are also declined like all adjectives and nouns.
4. COMPETENCY: To inquire about health and respond positively or negatively

SITUATION: Living quarters

ROLES: PCV - Roommate

(PCV looks sickly.)
R: Vai tu nejūties labi?
PCV: Nē.
R: Kas tev vainas?
PCV: Man vēders sāp...
(Later.)
R: Kā tu jūties?
PCV: Paldies. Es tagad jutos daudz labāk.

VOCABULARY

vai question word
nejūties, nejusties not to feel
nē no
kas question word: what
tev for you
vainas, vaina wrong
vēders stomach
sāp, sāpēt to hurt
jūties, jutos, justies to feel
tagad now
daudz much
labāk better

GRAMMAR AND VOCABULARY NOTES

Verbs are made negative by adding ne- in front of the word. For example, justies "to feel" - nejusties "not to feel".
Vai, kas, and kā are three of the question words used in Latvian. Vai has no direct translation; it is used where "are" is used in English. Kas means "what," while kā means "how."
5. COMPETENCY: To say goodbye

SITUATION: End of a work day

ROLES: PCV - Colleague

PCV: Uz redzēšanos, Jāni!
C: Uz redzēšanos! Satiksimies rīt!

VOCABULARY

uz to
redzēšanos seeing
satiksimies, satikties to meet
tīt tomorrow

GRAMMAR AND VOCABULARY NOTES

Uz redzēšanos is roughly the same sort of saying as the Spanish "Hasta la vista" or the French "Au revoir".

There are less formal ways of saying goodbye. The most informal is Āttā, which has no translation except "bye". The most common goodbye amongst young people is Čau which is the Italian "Ciao" made Latvian.

DAINA

Kas var mani aizrunat? Who can speak more?
Kas var mani aizdziedat? Who can sing more?
Es jau biju to lautīnu. I'm of those people,
Dziedātāju, runātāju. The singers and the speakers.
TOPIC 2

CLASSROOM ORIENTATION

Competencies

1. TO EXPRESS LACK OF COMPREHENSION AND REQUEST REPETITION
2. TO FIND OUT TARGET LANGUAGE FOR UNKNOWN
3. TO RESPOND TO INSTRUCTIONS AND QUESTIONS
CULTURE NOTE

TEACHING IN LATVIA

Many Latvian high schools have historically provided a very career-oriented curriculum. That is, you didn’t find many liberal arts majors in Latvia. Students generally tried to find a school that would train them for a specific occupation. Therefore, vocational high schools are taken very seriously, because a graduate has a definite trade in which to look for work after graduation.

In Latvia, as in most of the former Soviet republics, teachers were used to presenting Communist doctrine shrouded in the subjects of history, geography, language, literature, and political science. Today, however, Latvian schools are attempting to use structures similar to ones in democratic countries. For example, students in high school are now allowed to choose the subjects they will study during a given year. Also, there is a new liberal arts high school that is very popular among artistically inclined youth.

As a result of the new openness in school, teacher-student relationships have become more based on familiarity and trust than previously. Popular teachers are respected and liked, just as they are in other countries. However, there are no major problems with discipline in high schools, as there are in many places in the United States. You will find your share of troublemakers in class, but this is something that transcends cultural boundaries.

There was an article published recently in one of the Latvian newspapers (Rīgas balss) that discussed one student’s transgressions in class and the reaction from parents, teachers, principal, and the Ministry of Education. It seemed to illustrate how everyone is confused about the massive fundamental changes in real life and how to respond. The student responds by acting out in class, the parents respond by defending their child, the teachers respond by defending their methods (the students are a group and must realize that), and the principal defends the teachers. The Ministry official was forced to admit that the Ministry could not do much in the individual schools. She said: "Unfortunately, the situation in schools is moving very slowly. Up till now, we had collective education, now we are focusing on the child’s personality, individuality."
1. COMPETENCY: To express lack of comprehension and request repetition

SITUATION: Classroom

ROLES: PCV - Teacher

T: Lūdzu attaisi logu!
PCV: Es nesaprotu. Lūdzu atkārtojiet!
T: Attaisi logu!
PCV: Ko nozīmē "attaisi?"
T: Ko tu nesaproti?
PCV: Es nesaprotu vārdu "attaisi."
T: "Attaisi" nozīmē "open."

VOCABULARY

lūdzu please
attaisi, attaisīt to open
nesaprotu, -i, nesaprat not to understand
atkārtojiet, atkārto, atkārtot to repeat
logu, logs window
ko what
nozīmē, nozīmēt to mean
vārdu, vārds word

GRAMMAR AND VOCABULARY NOTES

When using the imperative, you always end the sentence with a exclamation point. In this dialogue, you see both plural and singular imperative moods. The plural imperative mood is formed by adding -iet to the root of any active verb, while the singular is the same as the regular second person singular active verb in the present tense.
Atkārtot "to repeat" is the infinitive, atkārto! is second person singular imperative, and atkārtojiet! is the plural imperative, while atkārtojat is the second person plural present tense.

Latvian verbs are divided into three conjugations, I, II, and III. Each conjugation has both active and reflexive verbs.

The root of I conjugation verbs in the infinitive are always only one syllable.

prast "to be able to" (from which comes nesaprast in this dialogue)
The dashes show where the root ends and the suffix begins.
The conjugations will only be shown here in the present tense:
es prot-u mēs prot-am
tu prot-i jūs prot-at
viņš, viņa, viņi prot-

From the second conjugation, the example can be:
zīmēt "to draw" (from which comes nozīmēt)
es zīmēj-u mēs zīmēj-am
tu zīmē- jūs zīmēj-at
viņš, viņa, viņi zīmē-

From the third conjugation, the example:
taisīt "to make" (from which comes attaisīt)
es tais-u mēs tais-ām
tu tais-i jūs tais-āt
viņš, viņa, viņi tais-a

Other verb endings are: -āt, and -ot. There are several groups of verbs within each of the second and third conjugations, but, basically, this illustrates the most common verb endings for each person.
2. COMPETENCY: To find out target language for unknown

SITUATION: Classroom

ROLES: PCV - Teacher

PCV: Kā šo sauc latviski?
T: Latviski to sauc par "gāļu."
PCV: Un kā saka "friend"?
T: "Friend" latviski ir "draugs."

VOCABULARY

saukt, sauc - to call
Latviski - in Latvian
to, tas - that
gāļu, gālds - table
saka, sacit - to say

GRAMMAR AND VOCABULARY NOTES

The ending "-iski" is used to change a nation's name to the language: "krieviski", "anglisiski" (in Russian, in English).

Latvian nouns are divided into six declensions:
three masculine, a-stem, i-stem, u-stem; and
three feminine, a-stem, e-stem, and i-stem.

Each declension has five cases, with different endings: nominative, genitive, dative, accusative, and locative. The nominative case is used for the subject of the sentence, the genitive to denote possession, the dative for indirect objects, the accusative for direct objects, and locative to denote place.

See Appendix for examples of declensions and a more expanded explanation of cases.
3. COMPETENCY: To respond to instructions and questions

SITUATION: Classroom

ROLES: PCV - Teacher

T:   Klausies uzmanīgi!
PCV: Labi.
T:   Tagad, noraksti... Vai tu esi pabeigusi?
PCV: Vēl nē. Pagaidiet, lūdzu!

VOCABULARY

klausies, klausīties   to listen
uzmanīgi            carefully
noraksti, norakstīt  to write down
pabeigusi, pabeigt   to finish
vēl                  yet
pagaidiet, pagaidīt  to wait a little bit

GRAMMAR AND VOCABULARY NOTES

Prefixes are widely used in Latvian to expand on the base of verbs. Each prefix usually has a few regular meanings, such as pabeigusi in which pa- means "finished", while the same prefix in pagaidiet is used to mean "a little bit." See Appendix for more meanings of verbal prefixes.

PRONUNCIATION NOTE

The sound au in klausies is very similar to the exclamation "ow" in English.

DAINA:
Dziesmiņ' mana, kā dziedama, My little song and how to sing it.
Ne tā mana pamānīta;           I didn't even notice;
Vecā māte pamācīja,          [Because] Grandmother taught me,
Aizkrāsniņ ķepēdamā.        As she sat by the oven.
TOPIC 3

HOST COUNTERPART (SOCIAL LANGUAGE & HOUSING)

Competencies

1. TO ASK AND ANSWER PERSONAL INFO. QUESTIONS
2. TO DESCRIBE OWN FAMILY
3. TO ASK ABOUT COUNTERPART’S FAMILY
4. TO DESCRIBE PEACE CORPS ROLE
5. TO ASK ABOUT APARTMENT
6. TO ASK ABOUT RESTROOM FACILITIES
CULTURE NOTE

FAMILIES AND PERSONAL INFORMATION

Latvian families were forced to live quite close together during the Soviet occupation, because when new apartments were built they often were given to Russians rather than Latvians. Therefore, it is not unusual to find as many as three families, all interrelated, living in one apartment. Each small family has their own room, and there is a large living area. The kitchen is divided into areas, which, for example, may include a kitchen table for each family. It is also typical to have many unrelated families sharing an apartment, which can lead to other problems.

The Latvian family can have many configurations, just as in America. However, the roles played by the family members are quite typical. There is often an older woman, a grandmother, who is the major food provider and preparer. If there is no such woman, the function needs to be shared by the rest of the family. Often, working adults and students need to plan their schedules around acquiring the food the family will eat that day. Adults leave their workplaces in the middle of the day to stand in the many lines, and students forgo after-school activities to help their parents. Relatives that live in the country are a valuable asset, as they can provide fresh produce and milk to keep their city cousins going.

Children are forced to mature very early, because of the many worries in everyday life. Imagine spending your formative years in lines with your babysitter, your grandmother, waiting for food! Young girls learn to sew and knit, not only because of tradition, but because of necessity: there are no clothes to be bought in the stores.

Latvian youth marry quite young - often by age 18. There are also many divorces and remarriages, as one might expect for those who marry so young. This may lead to many questions from the host country nationals for the Peace Corps Volunteer. A PCV at age 25 may feel quite young and unwilling to be married, but will seem to be either an old maid or a confirmed bachelor in the Latvians' eyes.

Another difference in Latvian interpersonal relationships that will be very obvious to Americans is that women are expected to carry the brunt of housework, child care, food acquisition and preparation. Latvian men will perform heavier chores: home improvements, more rigorous gardening, etc.
1. COMPETENCY: To ask and answer personal information questions

SITUATION: Social gathering

ROLES: PCV - HCN

PCV: Tas ir interesants gredzens. Vai tas ir laulības gredzens?

HCN: Nē, laulības gredzens man ir labajā rokā. Tas gredzens saucās Nameja gredzens.

PCV: Vai tu esi precējies?

HCN: Jā, es apprecējos pirms diviem gadiem.

PCV: Vai jums ir bērni?

HCN: Man ir dēls vārda Miķelis. Vai tu esi precējies?

PCV: Nē, es esmu neprecējies.

VOCABULARY

- interesants
- gredzens
- laulības, laulība
- labajā, labais
- rokā, roka
- precējies, precēties
- apprecējos, apprecēties
- diviem, divi
- gadiem, gadi
- bērni
- dēls
- vārdā, vārds
- neprecējies, neprecēties

- interesting
- ring
- wedding
- right
- hand
- to marry
- to be married
- two
- years
- children
- son
- by the name of
- to be unmarried
GRAMMAR AND VOCABULARY NOTES

Here we see the verb *precēties* "to marry" in many different forms. This is a reflexive verb. All reflexive verbs end with *-ies*. They are used to denote something being done to the subject of the sentence, something done together with the subject, something that is happening by itself, or a sudden activity. Also, notice that the endings are different from active verbs.

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Reflexive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>es</em></td>
<td><em>mēs</em> prec-amies</td>
</tr>
<tr>
<td><em>tu</em></td>
<td><em>jūs</em> prec-āties</td>
</tr>
<tr>
<td><em>viñs, viña, viñi</em></td>
<td><em>prec-as</em></td>
</tr>
</tbody>
</table>
2. COMPETENCY: To describe own family

SITUATION: Apartment

ROLES: PCV - Host counterpart

HC: Cik tavā ģimenē ir bērnu?
PCV: Man ir trīs māsas un divi brāļi.
HC: Tik liela ģimene!
PCV: Mana mamma ļoti mīl bērnus.

VOCABULARY

cik

tavā

ģimenē

trīs

māsas

brāļi

tik

liela

mana

mamma

mīl

bērnu, bērnu

how many

in your

in the family

three

sisters

brothers

such

big (feminine)

my

mother

loves

children

GRAMMAR AND VOCABULARY NOTES

The declension of adjectives always correspond with the declension of nouns. Notice that the word ģimene is in the feminine, so, therefore, liela is also feminine. Masculine would be liels.

Cik is always used with the genitive, because in asking "how many", you are asking "how many of", and genitive is the declension that shows possession.
PRONUNCIATION NOTE

The g in gimene is one of the sounds in Latvian that has no comparison in English. The closest possible thing (which isn't really close) is putting the sound "d" with the sound "y".
3. COMPETENCY: To ask about counterpart’s family

SITUATION: Apartment

ROLES: PCV - HC

PCV: Vai tev ir māsas un brāji?
HC: Man māsu nav. Man ir jaunākais brālis, Jānis.

PCV: Cik vecs viņš ir?
HC: Daudz jaunāks par mani. Viņam ir tikai pieci gadi.

VOCABULARY

nav not to have
jaunākais, jaunāks youngest, younger
brālis brother
vecs old
viņš, viņam he
par than
tikai only
pieci five

GRAMMAR AND VOCABULARY NOTES

With the verb nav, the dative is always used for the subject, while genitive is used for the object. The verb būt “to be” turns into the verb “to have” when the subject is in the dative. Nav is the negative of būt. The object is in the genitive, because once again (as with cik) the question is about possession.

Larvians use diminutives to denote closeness or youth. The brother’s name has been made diminutive (Jānis from Ēnis) to reflect the fact that he is younger. With the noun endings -s, -š, and -a, the diminutive suffix is
-iņš, -iņa, while with the endings -is and -e, the suffix is -ītis and -īte.

Superlatives and comparatives are formed by adding the suffix -āk- for comparatives and -ākais or -āka for superlatives, for example, jauns "young", jaunāks "younger" and jaunākais "the youngest".
4. COMPETENCY: To describe Peace Corps role

SITUATION: Social gathering

ROLES: PCV - HCN

HCN: Ar ko jūs šeit nodarbojaties?
PCV: Es esmu Amerikas Miera korpusa brīvprātīgais darbinieks.
HCN: Kas tas tāds?
PCV: Miera korpusss ir brīvprātīgo organizācija, kas sūta darbinieku nodarboties apmēram deviņdesmit pasaules valstīs.

VOCABULARY

šeit here
nodarbojaties, nodarboties to do (work)
tas that
tāds that
organizācija organization
sūta, sūtīt to send
darbinieks, darbinieku workers
apmēram about
deviņdesmit ninety
pasaules, pasaule world
valstīs, valstīs countries

GRAMMAR AND VOCABULARY NOTES

Note that there is a comma before kas in the last sentence. In Latvian writing, all clauses with subjects and verbs are preceded by a comma.

Note that the words for "20, 30, 40, 50, etc" are all formed by taking the root of the number and adding -desmit (10).
Putting \textit{tas} and \textit{tāds} together makes the concept "that" more emphatic.
(Since the HCN may not have heard about the Peace Corps.)

**PRONUNCIATION NOTE**

When Latvian is spoken quickly, the ending of the first number and the \textit{-de-} part of \textit{desmit} disappear, if the first number is one syllable. \textit{Piecdesmit} ends up sounding like "pie-c-e-smit". This doesn't apply to \textit{devin\textsuperscript{-}desmit}, because \textit{devin-} has two syllables.
5. COMPETENCY: To ask about apartment

SITUATION: Apartment

ROLES: PCV - HCN

PCV: Cik istabu dzīvoklis šis ir?
HGN: Trīs istabu dzīvoklis.
PCV: Kura būs mana istaba?
HGN: Pirmās durvis pa labi.

VOCABULARY

istabu, istaba  room
dzīvoklis apartment
šis this
kura which
būs, ir to be
pirmās, pirmais first
durvis door
pa labi on the right

GRAMMAR AND VOCABULARY NOTES

In this dialogue, the host country national answers in short, incomplete phrases. This is very typical for informal conversation, whereas polite, proper conversation will be conducted in complete sentences.

The future tense of būt is conjugated thus:

es būšu mēs būsim
tu būsi jūs būsit
viņš, viņa, viņi būs

It doesn’t follow all of the rules of other verbs in the future tense, so it really must be memorized.
There are examples in this dialogue of both cardinal and ordinal numbers.

<table>
<thead>
<tr>
<th>Cardinal</th>
<th>Ordinal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>viens</td>
</tr>
<tr>
<td></td>
<td>pirmais</td>
</tr>
<tr>
<td>2</td>
<td>divi</td>
</tr>
<tr>
<td></td>
<td>otrais</td>
</tr>
<tr>
<td>3</td>
<td>tris</td>
</tr>
<tr>
<td></td>
<td>trešais</td>
</tr>
<tr>
<td>4</td>
<td>četri</td>
</tr>
<tr>
<td></td>
<td>ceturtais</td>
</tr>
<tr>
<td>5</td>
<td>pieci</td>
</tr>
<tr>
<td></td>
<td>piektais</td>
</tr>
<tr>
<td>6</td>
<td>seši</td>
</tr>
<tr>
<td></td>
<td>sestais</td>
</tr>
<tr>
<td>7</td>
<td>septiņi</td>
</tr>
<tr>
<td></td>
<td>septītais</td>
</tr>
<tr>
<td>8</td>
<td>astoņi</td>
</tr>
<tr>
<td></td>
<td>astotais</td>
</tr>
<tr>
<td>9</td>
<td>deviņi</td>
</tr>
<tr>
<td></td>
<td>devītais</td>
</tr>
<tr>
<td>10</td>
<td>desmit</td>
</tr>
<tr>
<td></td>
<td>desmitais</td>
</tr>
</tbody>
</table>

All of the above are declined with the nouns, just as adjectives are, all except for the cardinal desmit.

The phrase **tris istabu dzīvoklis** can be translated literally "apartment of three rooms". The rooms would normally include two bedrooms and one living area.
6. COMPETENCY: To ask about restroom facilities

SITUATION: HCN Apartment

ROLES: PCV - HCN

PCV: Vai jūs varētu man parādīt, kur ir mazmājiņa?
HCN: Otrās durvis pa kreisi.

VOCABULARY

- varētu, varēt: to be able to
- parādīt: to show
- kur: where
- mazmājiņa: toilet (little house)
- otrās: second (fem.pl.)
- pa kreisi: on the left

GRAMMAR AND VOCABULARY NOTES

Varētu is in the conditional tense. It is always used in conjunction with an infinitive. Often, when speaking to someone you aren't acquainted with you need to use the conditional tense. It makes everything very formal and proper. It is formed by adding -u to the infinitive.

The meaning of the word mazmājiņa comes from the days when the toilet was located in a small house outside. It is true that in many places in Latvia this is still the case.

DAINA:
Brālīts man klēti dara
Baltābola kalniņā;
Citas meitas dubļus brida,
Es brien' baltu ābolīnu.

<table>
<thead>
<tr>
<th>Brother made my granary</th>
<th>On a hill of white apple clover.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a hill of white apple clover.</td>
<td>As other girls wade through mud,</td>
</tr>
<tr>
<td>I wade through white clover.</td>
<td></td>
</tr>
</tbody>
</table>
TOPIC 4

MONEY

Competency

1. TO ASK FOR INFORMATION ABOUT LOCAL CURRENCY
CULTURE NOTE

MONEY IN LATVIA

-George J. Viksnins, Ph.D., Economist, Georgetown University, Washington, D.C.

In the spring of 1992, the ruble continued to circulate in the three Baltic countries, although it was beginning to lose its monetary functions. A year ago, the Soviet government tried to reduce the money supply and punish speculation by replacing (and confiscating) all 50 and 100 ruble notes above a certain minimum. Because of this, the people distrust the ruble, and prefer to hold foreign currencies and hoard products -- even matches, soap, and toilet paper seem to be preferable to putting rubles into the bank.

Five years ago, there was only one special tourist shop (Dzintarkrasts) in Riga, where various products were available only for foreign currencies. That shop is still there within easy walking distance of the main tourist hotels (two blocks north of the Independence Monument), but there are many other stores selling products for foreign exchange -- and trading rubles for convertible currencies legally. The new Hotel du Rome, a German joint venture, takes only convertible currencies, as do some other restaurants and bars. In the bar at the Ridzene, alcoholic beverages are sold for "hard currency" only, but coffee, tea, and various soft drinks appear to be available for rubles only.

What is the ruble worth? That is not an easy question to answer. Those enterprises in Latvia exporting goods and services to hard currency countries are required to surrender 18% of their foreign exchange earnings to the Latvian government, for which they are paid 1.8 rubles to one U.S. dollar. In 1991, a special tourist rate of 27.6 rubles to one dollar was briefly used, but in 1992, a dollar could be legally exchanged for more than 100 rubles in Riga. Rubles in bank accounts are worth less than cash rubles, according to most managers. There have been press reports about houses in Australia, reportedly worth about U.S. $1 million, being auctioned off for 600 million rubles in Russian bank deposits. Despite these exchange rates, there is talk of trying to stabilize the ruble at a 50-to-$1, or even a 25-to-$1 rate.

The Bank of Latvia, which has taken over the Gosbank system in the territory now governed by the republican government, continues to carry out some commercial bank functions, although virtually all outside advisers are advocating the separation of central banking and other banking
functions. The government's savings bank, which accounts for more than 90% of all household deposits, is in bad shape, with most of its assets in the now-defunct Soviet Gosbank. At last count, there are 19 commercial banks, although only about half-a-dozen are actually operating actively. The largest of these "private banks" has established correspondent relationships in the West, and it is now possible to send dollars to Riga from the U.S. (and vice versa, HV), without asking someone to bring them in their wallet or suitcase. There are also a few private insurance companies and a number of "bourses", which may eventually trade stocks and bonds.

A national currency, the "lats" (just as before World War II), will probably be introduced within the year (1992). There is some talk of a transition currency, the "Latvian ruble," which would have some sort of a stamp or special imprint on it, which might make it more valuable for buying goods and services in the republic. There are many questions to be resolved before the lats is ready to be launched. Should there be coordination with Estonia and Lithuania? How about a jointly managed central bank? Is the currency to be pegged to the SDR, the ECU, the U.S. dollar, the DM, or something else? How will existing ruble balances be converted? Should there be a sliding scale and a limit on the amount to be converted officially? What about a constitutional rule to control money emission? What agencies should be in charge of foreign exchange earnings and foreign borrowing?

All of these issues are in the discussion and analysis process at present. As the Baltic states join the IMF and the World Bank, and the foreign assistance network begins to operate, they should be resolved. At present, however, the monetary system is in a state of flux.
1. COMPETENCY: To ask for information about local currency

SITUATION: In the bank

ROLES: Bank teller - PCV

PCV: Es vēlētos apmainīt dolārus pret rubļiem.
Teller: Cik daudz jūs vēlētos apmainīt?
PCV: Kāds ir dolāra kurss attiecībā pret rubli?
Teller: Viens dolārs pret astoņdesmit astoņiem rubļiem.
PCV: Tad es velos apmainīt divdesmit dolārus.

VOCABULARY

vēlētos, vēlos, vēlēties  
apmainīt  
dolārus, dolāra, dolārs  
pret  
rubļiem, rubli, rublis  
kāds  
kurss  
attiecībā  
viens  
astoņdesmit astoņiem  
tad  
divdesmit

to want to  
to exchange  
dollars, dollar's, dollar  
against  
rubles, ruble  
what  
exchange rate  
in relation to  
one  
eighty-eight  
then  
twenty

GRAMMAR AND VOCABULARY NOTE

A sound change happens in some nouns when they are made plural. If the singular noun has an “i” in the ending, it is palatalized, which means that your tongue moves toward your palate to produce the kind of /y/ sound at the beginning of “yellow.” The l in rublis changes to ñ.
DAINA:

Bagāts lūdza naudas, mantas,
Es no Dieva veselību.
Bagātam nauda, manta,
Man bij laba veselība.

The rich one asks for money, things,
I ask God for health.
The rich one has money, things,
I have good health.
TOPIC 5

COMMUNICATIONS

1. TO ANSWER THE PHONE AND TAKE MESSAGES
2. TO REQUEST TO SPEAK TO SOMEONE
3. TO BUY ITEMS AT THE POST OFFICE
4. TO ASK THE OPERATOR FOR ASSISTANCE
CULTURE NOTE

THE TELEPHONE AND POSTAL SYSTEM

In present-day Latvia the telephone and postal system are two quite disparate things. Telephone connections can be made to remote parts of Latvia, while mail is often lost. It is not hard to think of reasons why there are such differences in communications systems.

Corruption is more prevalent in the postal system rather than the telephone system, because a greater opportunity for such corruption exists within the postal system. The postal system contains a myriad of ways in which workers can get around rules and regulations, and are essentially unsupervised. On the other hand, telephone operators have a very limited scope of perks they can access in doing their jobs.

Long distance telephone connections, such as to America, take a long time to access, but, if willing to wait, you can call Mom in Dubuque. Connections from private home telephones have to be requested from the operator hours in advance. One can also go to the post office to place direct calls, although it still takes a few hours to get a connection. Businesses have a much easier time gaining access to long-distance connections.

Mail connections with America still cannot be trusted. Entire bags of mail have been dumped in trash bins. An envelope received March 1992 in the USA was missing its contents and the back section. Essentially, what arrived was a piece of paper with an address and stamps on it.

A recently arrived container in the port of Riga was held there for two weeks by postal officials, so that they could loot the contents of the container. Only then was the container stamped by the officials and the recipients notified of its arrival. The most trustworthy mail system is the courier system that involves Americans coming and going from Latvia.
1. COMPETENCY: To answer the phone and take messages

SITUATION: PCV's apartment

ROLES: PCV - Caller

(Phone rings)

PCV: Klausos.
Caller: Labvakar. Vai Mārīte būtu mājās?
PCV: Uzgaidiet! Es aiziešu apskatīties.
Caller: Paldies.
(Mārīte is not home.)
PCV: Viņas nav.
Caller: Vai jūs nevarētu viņai pateikt, ka Daina zvanījusi un lai viņa atzvana.
PCV: Labi. Pateikšu.

VOCABULARY

klausos, klausīties — to listen
labvakar — good evening
mājās — home
uzgaidiet, uzgaidīt — to wait
aiziešu, aiziet — to go away
apskatīties — to look around
pateikt, pateikšu — to tell
ka — that
zvanījusi, zvanīt — to call
lai — for
atzvana, atzvanīt — to call back

GRAMMAR AND VOCABULARY NOTE

Klausos is only one of many very individual ways of answering the telephone. You can always say "Hallo", too.
There are also different ways of asking if someone is home. Another typical one is *Val Mārīte būtu runājama?* "Is Mārīte able to speak?"

The question *Vai jūs...* is an example of the many clauses that are added on in Latvian. In this case, we have two: one preceded by *ka* and the other by *lai*. *Lai* is a preposition that is accompanied by a demand or a request.
2. COMPETENCY: To request to speak to someone

SITUATION: Making a phone call

ROLES: PCV - HCN - Jānis

PCV: Vai Jānis būtu runājams?
HCN: Jā, pasaukšu pie telefona.
PCV: Paldies.
Jānis: Hallo?
PCV: Cau, Jāni! Kā klājās?

VOCABULARY

runājams, runāt  to speak
jā  yes
pasaukšu, pasaukt  to call
pie  to
telefona  telephone
kā klājās  how are you? (idiom)

GRAMMAR AND VOCABULARY NOTE

The preposition pie is always used with the genitive case. In this dialogue, the example is pie telefona "to the telephone." Pie also means "by," "at" and "on", in other instances, as in pie sienas "on the wall" and pie draugiem "at the friends."

Kā klājās? is one more way of saying "How are you?".

When speaking to someone and using their name, the name is used in the vocative case. The vocative case is not always included in the usual list of cases. It is formed by dropping the last letter of the end of the noun. For example, Jānis becomes Jāni, leva becomes lev.
3. COMPETENCY: To buy items at the post office

SITUATION: Post office

ROLES: PCV - HCN

PCV:  
HCN:  
PCV:  
HCN:  
PCV:  

VOCABULARY

nopirkt  to buy  
desmit  ten  
aploksnes  envelopes  
maksā, maksāt  to cost  
vēstules, vēstule  letter's  
sūtīšana  sending  
uz  to  
Amerikas savienotām valstīm U.S.A.  
divi  two  
piecdesmit  fifty  
kapeikas  kopecks  
iedodiet, iedot  to give  
pasta markas  stamps  
divsimtpiecdesmit  two hundred and fifty  
vērtībā, vertība  worth
GRAMMAR AND VOCABULARY NOTE

The word lëdzu means not only “please,” but “you’re welcome,” and “here you are.” Placement is very important. Usually, it is placed at the beginning of the sentence to mean “please”, because if it were placed at the end of the sentence, the Larvian might take offense. “Do this for me, PLEASE.”

The word uz has two meanings. If used with a singular noun in the genitive case, it means “on top of.” If used with a singular noun in the accusative case, it means “to, toward.”

In this dialogue, the preposition uz is used with a plural noun in the dative. When plural nouns are found behind prepositions, they are declined in the dative.
4. COMPETENCY: To ask operator for assistance

SITUATION: PCV's apartment

ROLES: PCV - Operator

PCV: Vēlos pieteikt sarunu ar Amerikas savienotajām valstīm.
Operator: Cikos jūs gribētu zvanīt?
PCV: Trijos pēcpusdienā, ja tas ir iespējams.
Operator: Jā. Esiet mājās no pulksten trijiem līdz puspieceiem.
PCV: Paldies.
(Later.)
Operator: Vai jūs pieteicāt sarunu ar ASV?
PCV: Jā.
PCV: Paldies.

VOCABULARY

pieteikt, pieteicāt to reserve
saranu conversation
cikos at what time
zvanīt to call
trijos, trijiem, trīs at three
pēcpusdienā, pēcpusdiena afternoon
ja if
iespējams possible
no from
pulksten o'clock
līdz to
puspieceiem four-thirty
palieciet  to stay
klausules  receiver
mēgināsim, mēgināt  to try
davienot  to connect

GRAMMAR AND VOCABULARY NOTE

From “Easy Way to Latvian”:

When telling time, it answers the question kad? “when”...

General time questions are introduced by kad “when” or cikos “at what time”.

Kad tu celies? “When do you get up?” Es celos rītos. “I get up in the mornings.”
Cikos tu celies? “At what time do you get up?” Es celos septiņos. “I get up at seven.” For clarification, look at the following chart:

To talk about time you can use either nominative or locative phrases.

Nominative

Cik ir pulkstenis? “What time is it?”
Pulkstenis ir viens. “It is one o’clock.”

Locative

Cikos? “At what (clock) time?”
Pulksten vienos “at one o’clock”

Occasionally people run into problems with the half-hour phrases. In English such phrases look back to the last full hour, in Latvian they look forward to the next hour. To tell the half-hours, use the prefix pus-
“half” + the necessary numeral, either in the nominative or locative case.

pusviens  “half to one”  pusvienos “at half to one”
DAINA:

Es dzirdēju kaimīnos  
Ik rītiņu taurējam:  
Kaimiņš savus slinkus puišus  
Ik rītiņus uztaurēja.

In the neighbor's yard I heard  
Honking every morning:  
The neighbor to his lazy boys  
Was honking every morning.
TOPIC 6

FOOD (RESTAURANT AND HOME)

Competencies

1. TO ORDER FOOD/ ASK ABOUT AVAILABILITY
2. TO ASK FOR THE BILL AND PAY
3. TO ASK ABOUT HOST COUNTRY FOODS
4. TO EXPRESS PREFERENCES/NEEDS
5. TO REQUEST FOODS AT THE TABLE
6. TO ACCEPT/REFUSE ADDITIONAL FOOD
7. TO DESCRIBE PREPARATION
CULTURE NOTE

LATVIAN CUISINE

The following is a description of Latvian cooking as it would be under the best of conditions. Unfortunately, due to the present economic situation in Latvia, it is hard to predict how many products will actually be available.

-from Latvian Cooking: Recipe Collection from a Baltic Cuisine, Ladies Auxiliary of the Latvian Relief Society of Canada, Inc., Campbell-Barry Ltd., Hamilton, Ontario, 1985. (permission has been granted)

Latvian cooking can be divided into country cooking and city cooking, to which now has been added a dash of cosmopolitan flavour of the foods we have encountered on our way.

The country cooking is simple but hearty fare, although rather bland in flavour for some palates. Typically, the tropic countries of the World use many sharp and hot spices, while northern countries of Europe use very little of them, relying more on the natural flavours of their products. It seems that everything grown in the Baltic region has a more pronounced flavour. This may be due to the climate, short summers with cool sun but with long daylight hours, ripen things slowly, developing flavours to their fullness. Added flavourings in Latvian dishes come from cream, dill weed, caraway, onions, nuts and seeds and other home grown things. Exotic spices are usually added to special dishes on special occasions.

Lots of dairy foods, cooked cereals, bacon, meats and potatoes, and the ever present dark rye bread with fresh butter and cottage cheese, all very substantial, simple and tasty, for the hard working Latvian farmer. And all of good enough quality to be desired in other countries. Latvia exported large amounts of dairy, meat and fish products to many countries in prewar Europe.

City cooking, in general, is more influenced by the cuisines of our neighbouring countries than country cooking. By incorporating other tastes and food traditions, and adapting them to our own, a certain style developed that can be called the Cuisine of Riga. In restaurants, besides truly Latvian dishes, one could also order Scandinavian herring salad, German "Koenigsberger klops", Russian borscht, to name just a few.
1. COMPETENCY: To order food/ ask about availability

SITUATION: Restaurant

ROLES: PCV - Waiter (Oficiants)

PCV:  Es vēlētos pirmajā svaigu kāpostu zupu, 
      otrajā sautētu liellopu gaļu ar sēņu mērci.

Oficiants: Mēs atvainojamies. Mums liellopu gaļas 
      ēdieni ir beigušies. Palikuši tikai cukgalas 
      ēdieni.

PCV:  Loti žēl. Tad, lūdzu karbonādi.

Oficiants: Labi. Pirmajā svaigu kāpostu zupa, otrajā 
      karbonāde. Vai jūs vēlētos kādu saldo 
      ēdienu?

PCV:  Ko jūs varētu piedāvāt?

Oficiants: Svaigas zemenes ar putu krējumu, 
      šokolādes krēms, un saldējums.

PCV:  Es vēlētos zemenes.

Oficiants: Labi.

VOCABULARY

pirmajā, pirmais  for the first course
svaigu, svaigas  fresh
kāpostu, kāposti  cabbage
zupu, zupa  soup
otrajā, otrais  for the second course
sautētu, sautēts  sauteed
liellopu, liellopi  beef
gaļu, gaļas, gaļa  meat
sēņu, sēnes  mushroom
mērci, mērce  sauce
atvainojamies, atvainoties  to apologise
ēdieni  foods (dishes)
beigušies, beigt
palikuši, palikt
cūkgašas, cūkgaša
žēl
karbonādi, karbonāde
saldo ēdienu, saldais ēdiens
piedāvāt
zemenes
putu krējumu, krējums
šokolādes krēms
saldējums
have ended
to remain
pork
sorry
pork chop
dessert
to offer
strawberries
whipped cream
chocolate cream
ice cream

GRAMMAR AND VOCABULARY NOTE

By merely saying pirmajā (literally, "in the first") in a restaurant, the waiter will understand that you mean "for the first course".

In this dialogue, there are a few examples of phrases that have nouns acting as adjectives: kāpostu zupa, lielītopu gaļa, sēnu mērce, etc. Nouns in the genitive case are used to modify other nouns used as objects or subjects. See the Appendix for a guide to the genitive case.

The preposition ar "with" is always used with nouns in the accusative case. This is called the instrumental case, but is not listed in the regular five cases, since it is only the preposition with the accusative.
2. COMPETENCY: To ask for the bill and pay

SITUATION: Restaurant

ROLES: PCV - Oficians

PCV: Vai es varētu palūgt rēķinu?
Oficians: Lūdzu.
PCV (Paying): Paldies. Viss bija ļoti garšīgi.

VOCABULARY

- palūgt: to ask for
- rēķinu: bill
- viss: everything
- bija, ir: to be (past tense)
- garšīgi: delicious

GRAMMAR AND VOCABULARY NOTE

Adverbs are formed by adding the ending -i to the root of any adjective: garšīgs = garšīgi, skaists "beautiful" = skaisti "beautifully", jauks "nice" = jauki "fine".

ir (conjugated in the past tense)

- es biju mēs bijām
- tu biji jūs bijāt
- viņš bija

PRONUNCIATION NOTE

When saying the word viiss, make sure that you pronounce the "i" sound at the very front of the mouth.
3. COMPETENCY: To ask about host country foods

SITUATION: Apartment

ROLES: PCV - Host Counterpart

HCN: Man gribas ēst.
PCV: Ko tu ēd pusdienās?
HCN: Man garšo cepta gaļa, kartupeļi, un kāposti.
PCV: Tik lielas pusdienas!
HCN: Mēs parasti ēdam daudz pusdienās, un vakariņās mazāk.

VOCABULARY

ēd, ēst to eat
garšo, garšot to like (specifically, eating)
cepta cooked
kartupeļi potatoes

GRAMMAR AND VOCABULARY NOTE

Pusdienas “lunch, dinner” is usually eaten at noon. In Latvia, this can often be the main meal of the day.

Note that garšot and gribēties both have the subject in the dative. Gribēties is a reflexive verb (note the -ies ending), while garšot is one of a few verbs that use the subject in the dative case. Other examples are patikt "to like" and vajadzēt "to need."

PRONUNCIATION NOTE

The ē in ēd and ēdam is pronounced like the "a" in "add". Actually, ēd sounds just like "add". However, the e in ēst is pronounced like the vowel sound in "chair."
4. COMPETENCY: To express preferences/needs

SITUATION: Apartment

ROLES: PCV - Host Counterpart

HCN: Vai mums ir piens?
PCV: Cik daudz tev vajag? Mums ir tikai kāda krūzite.
HCN: Tikai tejkaroti. Man vajagiena kafijai.
PCV: Lūdzu.

VOCABULARY

piens  milk
vajag, vajadzēt  to need
krūzite  little cup
tejkaroti, tejkarote  teaspoon
kafijai, kafija  coffee

GRAMMAR AND VOCABULARY NOTE

With the verb vajadzēt the same rules apply as for the verb nav (not to have): the subject is always in the dative case and the object is always genitive. For example, man vajag kafijas “I need coffee.” Also, vajag is not conjugated when it is used this way.

man vajag  mums vajag
tev vajag  jums vajag
viņam vajag

In this dialogue, the adjective kāds is used to denote “a little bit” or “about”. For example, man ir tikai kāds dolārs “I have only about a dollar.” It is often used with tikai “only.”
5. COMPETENCY: To request foods at the table

SITUATION: HCN Dinner Table

ROLES: PCV - Person next to her

PCV: Vai jūs nevarētu pasniegt piparus?
HCN: Lūdzu.
PCV: Paldies. Lūdzu, pasniedziet sviestu!
HCN: Vēl kaut ko?
PCV: Nē, paldies. Ar to pietiksies.

VOCABULARY

pasniegt, pasniedziet to pass
piparus, pipari pepper
sviestu, sviests butter
kaut ko something
pietiksies, pietikties to be enough

GRAMMAR AND VOCABULARY NOTE

Notice that the g in the infinitive pasniegt changes to dz in the second person plural (formal) pasniedziet. This is similar to the sound changes in nouns when changing from singular to plural. G always changes to dz, k to c, d to ž, etc.

The word kaut connotes “a little” or “about”.
6. COMPETENCY: To accept/refuse additional food

SITUATION: HCN Dinner Table

ROLES: PCV - HCN

HCN: Vai nevarētu piedāvāt vēl vienu maizes šķēli?
PCV: Jā, paldies. Tā ir ļoti garšīga. To vēl varu apēst.
HCN: Un vēl kādu gaļas gabalu ar mērcīti?
PCV: Nē, paldies. Es esmu patiešām paēdis.

VOCABULARY

piedāvāt  to offer
maizes  bread
šķēli, šķēle  slice
tā  that
varu, varēt  to be able
apēst  to eat
gabalu, gabals  piece
mērcīti, mērcīte  sauce (diminutive)
patiešām  truly
paēdis, paēst  to be full

GRAMMAR AND VOCABULARY NOTE

The verb ēst "to eat" has a few derivatives in Latvian that have very specific meanings. Apēst means to eat an entire thing and finish it. Paēst is "to eat a little", while in the form paēdis (past participle) it means "full".
In Latvian, pronouns are often dropped. For example, in the first sentence, there are two missing. It should actually read: *Vai es nevarētu jums piedāvāt vēl vienu maizes šķēli?* Again, in the second line, the last sentence could also read: *To es vēl varu apēst.*
7. COMPETENCY: To describe preparation

SITUATION: Apartment

ROLES: PCV - Host Counterpart

HCN: Kā Amerikā gatavo ielipopu gaļu?
PCV: Bieži cepjam bifštekus uz oglēm ar asu mērci.
HCN: Vai ir kaut kas līdzīgs Latvijā?
PCV: Mērce ir ļoti līdzīga šašlika mērcei.

VOCABULARY

gatavo, gatavot to prepare
bieži often
cepjam, cept to cook
bifštekus, bifšteki steaks
oglēm, ogles charcoal
asu, ass sharp. hot
līdzīgs similar
šašlika shish-kabob

GRAMMAR AND VOCABULARY NOTE

There are some consonants that do not palatalize: p. and b. for example. They will be accompanied by a j in those instances where other sounds palatalize. In this dialogue, we have cepjam, where the infinitive is cept.

es cepu mēs cepjam
tu cepi jūs cepjat
vīns cep
There are a few verbs that have the ending -ot. Here, we have gatavot.
and we have already used the word garšot. In the second person singular
and the third person, all verbs with the ending -ot end with -o.

\[
\begin{align*}
es & \text{ gatavoju} \\
tu & \text{ gatavo} \\
vîns & \text{ gatavo} \\
mês & \text{ gatavojam} \\
jûs & \text{ gatavojat}
\end{align*}
\]

Daina:

Ko mês bëri edîsim
Ziemassvētku vakarâ?
Pīrāgam nabadam
Abi gali apdegusi.

What are we children going to eat
On Christmas eve?
The poor bacon roll
Has been burned at both ends.
TOPIC 7
TRANSPORTATION

Competencies

1. TO ASK ABOUT SCHEDULE/ROUTES
2. TO DIRECT A TAXI DRIVER
3. TO PURCHASE TICKETS
CULTURE NOTE

PUBLIC TRANSPORTATION

There are several forms of public transportation in Latvia. Buses and trains run throughout Latvia, while trolleybuses and buses serve Riga. A few years ago there was a plan to dig a subway through Riga, but the public outcry against ruining the historic streets was so great that the plans had to be cancelled.

Trolleybuses are the most frequently used mode of transportation in Riga, because they are powered by electricity. However, they are packed like sardines for most routes, since there is no other dependable way to get around. This leads to interpersonal problems between passengers whose patience is tried by having people pressed up against every side. Fights have been known to break out and everyone scrambles to get out of the way, injuring each other in the process.

Taxis are also available in Riga, and drivers of personal cars will stop when flagged down, in order to make some extra money. Due to lack of gasoline, the prices are highly inflated. A recent traveler to Riga stopped three cars to check prices to a nearby suburb. She was quoted 100 rubles, 175 rubles, and 60 rubles. As of March 1, 1992, official taxi rates were: 5 rubles for getting into the taxi, and 50 rubles for each kilometer thereafter.

An electric tram runs throughout Latvia and is quite dependable. The prices are very reasonable: one can also buy a ticket for unlimited travel during a one month period. Tickets are checked by conductors on a random basis, but very few people cheat.

There are also bus trips from distant parts of Latvia to Riga, but these are not very dependable due to the gas situation. You can call the station to find out if and when the once daily trip is scheduled or just wait at the station, risking the chance that it will never arrive.

In the country, bicycles, feet, and horses are alternate modes of transportation.
1. COMPETENCY: To ask about schedule/routes

SITUATION: At the train station

ROLES: PCV - HCN

PCV: Vai jūs nevarētu man pateikt, kad atiet nākāmais vilciens uz Rīgu?

HCN: lākāmais vilciens uz Rīgu pienāk stacijā pilkstien trispadsmitos un atiet trispadsmitos nulle piecās.

VOCABULARY

atiet to depart
nākāmais the next
vilciens train
pienāk to arrive
trispadsmitos at thirteen o'clock (1 PM)
nulle zero
piecās five

GRAMMAR AND/OR VOCABULARY EXPLANATION

Nākāmais is a definite adjective. This is the same as using the article "the" in English. Labais zēns means "the good boy", while labs Zēns means "a good boy." It is declined thus:

masculine, singular

Nominative labais zēns labs zēns
Genitive labā zēna laba zēna
Dative labajam zēnam labam zēnam
Accusative labo zēnu labu zēnu
Lokative  labajä zēnā  labā zēnā

Atiet is derived from the verb iet "to go". Iet is a first conjugation verb whose present, past, and future roots are quite different. Note:

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2. COMPETENCY: To direct a taxi driver.

SITUATION: At a taxi stand

ROLES: PCV - Taxi driver

**Driver:** Kur jums jābrauc?
**PCV:** Blaumaņa iela, numurs divi.
(Later.)
**PCV:** Lūdzu, piestājiet šeit pie parādes durvis!
Cik esmu parādā?
**Driver:** Sesdesmit rubļi.
**PCV:** Lūdzu.

**VOCABULARY**

- jābrauc, braukt: to drive
- iela: street
- numurs: number
- piestājiet, piestāt: to stop
- parādes durvis: entrance
- parādā, parāds: debt

**GRAMMAR AND VOCABULARY NOTE**

To express necessity, you add jā- to a verb. Braukt turns into jābrauc, iet into jāiet, etc.

There is a very marked difference in the verbs that denote personal movement in Latvian. The verb braukt is always used when the movement will be by car, boat, bicycle, etc., whereas in English we often say we will go somewhere. It is best to use the verb iet to mean "go" only when used in conjunction with a direction, like Kur tu eji?
"Where are you going?" or Vai tu iesi uz koncertu? "Are you going to the concert?" There are also the verbs staigāt "to walk" and...
skriet "to run." These are used only when the activity is being described more specifically.
3. COMPETENCY: To purchase tickets

SITUATION: Train Station Kiosk

ROLES: PCV - Ticket salesperson

PCV: Lūdzu, divas pieaugušo biļetes, vienu bērnu biļeti uz Saulkrastiem.
Salesperson: Lūdzu, jāmaksā četri rubļi, piecesmit kapeikas.

PCV: Cik maksā bērnu biļete?
Salesperson: Bērnu maksā piecesmit kapeikas un pieaugušā: divi rubļi.

VOCABULARY

pieaugušo, pieaudzis      adult
biļetes, biļete           tickets

GRAMMAR AND VOCABULARY NOTE

Notice that the numbers corresponding to the noun biļetes are declined in the same way as the nouns, whereas the type of biļetes (adult and child) are not. Pieaugušo and bērna are more examples of nouns in the genitive being used as modifiers and they do not change when declined (see below).

All numbers, save desmit and simt (100), are declined just like adjectives.

Nom.    divas pieaugušo biļetes
Gen.    divu pieaugušo biļešu
Dat.    divām pieaugušo biļetēm
Accus.  divas pieaugušo biļetes
Lok.    divās pieaugušo biļetēs
Verbs of necessity, like *jāmaksā*, are followed by nominative nouns as objects. *Man jāmet bumba* "I must throw the ball."

**DAINA:**

*Kam tie zirgi, kam tie rati* Whose horses, whose carriage are those
*Pie Saulītes nam' durvīm?* By the door of the house of the Sun?
*Dieva zirgi, Laimas rati* They are God's horses, Laima's carriage
*Gaid' Saulīti iesēdam.* Waiting to seat the Sun.
TOPIC 8
DIRECTIONS

Competencies

1. TO ASK FOR AND GIVE LOCATIONS OF BUILDINGS
2. TO ASK FOR AND GIVE DIRECTIONS TO A PLACE
CULTURE NOTE

PLACES IN LATVIA

There is a lot of spectacular architecture in Latvia. The most spectacular was built at the turn of the century in Art Nouveau style. Unfortunately, much of it was ruined during the years of Soviet occupation. The Latvians are working hard to restore their architectural legacy, but are blocked by a lack of materials and money.

The landscape in the countryside is also very lovely. There are few hills, but quite a few lakes. Most people spend weekends and vacations at their summer homes in the country. There is a spectacular valley cut by the river Gauja in the north of Latvia.

City life is just about as dangerous as other cities in the world. A few gangs roam the streets of the otherwise picturesque towns. You'll find more and more homeless beggars as the economy worsens.

After the declaration of independence, street names were changed from the Soviet-inspired names (Lenin Street) to prewar names of streets (Boulevard of Freedom). In the countryside, there don't seem to be street names, and the roads are often made of dirt or gravel.

The four directions are ziemeļi "north", dienvidi "south", austrumi "east", and rietumi "west."
1. COMPETENCY: To ask for and give locations of buildings

SITUATION: On the street

ROLES: PCV - HCN

PCV: Vai jūs nevarētu man pateikt, kurā vietā atrodas pasta birojs?
HCN: Pasta birojs atrodas Marijas ielā blakus vilcienu stacijai.
PCV: Vai tas no šejienes tālu?
HCN: Ne, ar kājām tikai piecas minūtes.

VOCABULARY

vietā, vieta place
atrodas, atrasties is found
birojs office
blakus next to
stacijai station
šejienes, šejiene this place
tālu, tāls far
kājām, kājas feet, legs
minūtes minutes

GRAMMAR AND VOCABULARY NOTE

Notice how the last words in the question are the most important.

Blakus is always accompanied by the dative case, since the meaning implies more of an indirect object.

Šejienes is derived from the word šeit "here". Similarly, turienes "that place" is derived from tur "there". These two nouns with the same meaning as the adverbs can be declined.
2. COMPETENCY: To ask for and give directions to a place

SITUATION: On the street

ROLES: PCV - HCN

PCV: Vai jūs nevarētu man pateikt ceļu uz Brīvības ielu?
HCN: Pie trešās ielas jāgriežas pa kreisi, tad otrajā ielā pa labi.
PCV: Pagriežos pa kreisi pie otrās ielas?
PCV: Paldies.

VOCABULARY

ceļu, ceļš — route, road
jāgriežas, griešties — to turn

GRAMMAR AND VOCABULARY NOTE

In this case, uz is accompanied by the accusative case, since uz means "to".

Labi is not only the adverb "well", but also "right". Kreisi is "left". You use them with the preposition pa to form pa labi "to the right" and pa kreisi "to the left".

When saying a street name, always put the name into the genitive case, since you are describing the street's name. Marijas iela "Mary's Street", Blaumana iela "Blauman's Street", Brīvības bulvārs "Boulevard of Freedom" are some examples.
DAINA:

Ik vakara dziedāt gāju
Sidrabiņā kalniņai.
Kalniņai stāvēdama,
Grozu savu vainadziņu;
Kur tas spoži atspīdēja,
Tur mūziņu nodzīvoju.

Every evening I went to sing
On the top of the silver hill.
Standing on the hill,
I turned my crown in all directions;
Where it reflected the brightest,
There I spent the rest of my life.
TOPIC 9

SHOPPING

Competencies

1. TO DESCRIBE NEEDS/ASK FOR AVAILABILITY
2. TO PAY FOR PURCHASE
3. TO BARGAIN
CULTURE NOTE

STORES

There are many more different kinds of stores in Latvia since the overthrow of Communism. Now, besides the stores that existed before (the central market, commission stores, the official government hard currency store and state stores), there have sprung up new privately owned stores that offer pretty much anything anyone might need, but for hard currency.

The central market or Centrālais tirgs in Riga has mostly fresh foods on sale. There, the folks from the countryside who tend their own gardens can sell the harvest to the big city folk. They come from far and wide -- even from the southern republics, because they know that their produce is valued in the northern climate. The prices here are quite expensive because demand is so high.

The state stores have less to offer, but the prices are much lower, at least while the government subsidizes production. This is where you’ll find the long lines you’ve heard so much about: a four-hour line to get bread, for example. These stores are categorized by the goods they sell: bread, dairy products, meat and fish, hardware, etc.

There is a new Finnish department store in Riga that has everything on sale for hard currency. They even offer clothes from The Limited! The prices are outrageous for native Latvians, but quite affordable from an American point of view. Other privately-owned hard currency stores can also be found in Riga: in one, a pack of Marlboro or Winston cigarettes can be purchased for $1. There are a few antiques stores where you can sometimes find used foreign language books for sale. There are also boutiques where you can purchase traditional objects of art: wool mittens, finely woven linen cloths, and beautiful ceramics. In some stores, you can even find Baltic amber jewelry.

During the Soviet occupation, there was often a problem finding Latvian-speaking shopkeepers. These days, however, the Russians staying in Latvia are making an effort to learn Latvian, and practice it at every opportunity.
Outside Riga, in the smaller towns around the country, the situation is much better than in the city. There is more produce from nearby farms, and state stores have more on the shelves. People buy less here, because they have less money, but there are more fresh foods at home.
1. COMPETENCY: To describe needs/ask for availability

SITUATION: Store

ROLES: PCV - Shopkeeper

PCV: Man, lūdzu, vajadzētu četrdesmit pirmā izmēra kurpes. Kādās jums ir?
Shopkeeper: Mums ir melnas un brūnas.
PCV: Vai jums ir sporta cības?
Shopk.: Šodien sporta cību nav.
PCV: Paldies. Es citur meklēšu.

VOCABULARY

četrdesmit forty
izmēra, izmērs size
kurpes shoes
melnas black
brūnas brown
sporta cības sneakers
citur somewhere else
meklēšu, meklē to search

GRAMMAR AND VOCABULARY NOTE

Sizes are placed before the noun they are describing. Četrdesmit pirmā izmēra kurpes is translated literally "socks of the 41st size".

To say "I have", the dative construction (subject in the dative case), as in man ir, and the verb būt "to be" in the third person are used. Example:

man ir mums ir
tev ir jums ir
viņam ir
2. COMPETENCY: To pay for a purchase

SITUATION: Store

ROLES: PCV - Shopkeeper

PCV:

Shopkeeper:

PCV:

Shopk.:

(Later.)

PCV:

Shopk.:

PCV:

Vai jūs arī pārdodat dzintara krelles?

Diemžēl, ir jau izpārdotas.

Zēl.

VOCABULARY

cimdiem, cimdu, cimdi

mittens

pārdodat, pārdot

to sell

dzintara, dzintars

amber

krelles

necklace

izpārdotas, izpārdots

sold-out

GRAMMAR AND VOCABULARY NOTE

Notice that the construction divus pārus cimdu "two pairs of mittens" has the modifying noun cimdu (in the genitive case) at the end of the phrase, instead of in front of the noun being modified. (Divus cimdu pārus) This is to emphasize the mittens being bought, instead of the fact that they are pairs.
3. COMPETENCY: To bargain

SITUATION: Market

ROLES: PCV - Woman selling fruit

PCV: Cik maksā apelsīni?
Woman: Septiņdesmit pieci rubļi kilogrammā.
PCV: Es ņemšu trīs kilogrammas, ja jūs man pārdosit par sešdesmit pieci.

VOCABULARY

<table>
<thead>
<tr>
<th>Latvian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>apelsīni</td>
<td>oranges</td>
</tr>
<tr>
<td>septiņdesmit pieci</td>
<td>seventy-five</td>
</tr>
<tr>
<td>kilogrammā</td>
<td>kilogram</td>
</tr>
<tr>
<td>ņemšu, ņemt</td>
<td>to take</td>
</tr>
<tr>
<td>sešdesmit pieci</td>
<td>sixty-five</td>
</tr>
</tbody>
</table>

GRAMMAR AND VOCABULARY NOTE

There are two verbs in the future tense in this dialogue: ņemt and pārdot. These are verbs from different conjugations, so it might give you a better grasp of how to conjugate the future tense by comparing the two.

<table>
<thead>
<tr>
<th>Latvian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>es ņemšu</td>
<td>es pārdošu</td>
</tr>
<tr>
<td>tu ņems</td>
<td>tu pārdos</td>
</tr>
<tr>
<td>viņš ņems</td>
<td>viņš pārdos</td>
</tr>
<tr>
<td>mēs ņemsim</td>
<td>mēs pārdosim</td>
</tr>
<tr>
<td>jūs ņemsit</td>
<td>jūs pārdosit</td>
</tr>
</tbody>
</table>
Daina:
Zirņi, zirņi, pupas, pupas,
Tā bij laba labībiņa:
Ni grūžama, ni maļama,
Tik katlā iebrašama.

Peas, peas, beans, beans,
That was the best produce:
No pounding, no grinding,
Just pouring in the pot.
TOPIC 10
SOCIAL LIFE

Competencies

1. TO DESCRIBE FEELINGS
2. TO REQUEST AND THANK SOMEONE FOR ASSISTANCE
3. TO GIVE OR ACCEPT A GIFT
4. TO REFUSE AN INVITATION OR MAKE AN INVITATION
5. TO INQUIRE ABOUT SOCIAL ACTIVITIES
CULTURE NOTE

SOCIAL LIFE IN LATVIA

Latvians are very social people. They enjoy sharing their homes with others, offering elaborate and plentiful meals to family and friends, and discussing politics, the arts, and a myriad of other similar topics. Every holiday is celebrated with large groups of people and a lot of food. Friends are invited to join in birthday celebrations around a table groaning with various types of cooked meats, vegetable salads, and decorative cakes. On a person's name's day (Saints Day), the person has to be ready to receive as many guests as will arrive that day. There should be enough food and drink to accommodate everyone one knows. Actually, that's how it used to be.

Now, however, there's hardly enough food for the immediate family, so any extended socializing (which always includes a meal) has changed. Closest friends understand the situation, so they can be invited to visit without expecting to be offered a feast. This is most apparent in the cities where the food supply is the scarcest.

The social life in the city has changed a lot since the economic crisis began. It is so expensive to go to a restaurant or café, and so dangerous to be on the streets at night that many people have chosen to stay home. During the winter months the theatre is the only place where many people still go on a regular basis. The starting time of plays has been changed recently: plays start at 6:30 PM these days, so that it's not too late when the theatre-goers leave the theatre. (By the way, women never wear pants when going out in the evening, especially not to the theatre.)

On the other hand, most Latvians have a second, summer home in the countryside where they often have small gardens or relatives with nearby farms who can provide them with produce, milk, and meats. The lifestyle in the summer homes or vasarnicas is very different from that of the city. Here, people can relax, do gardening or home improvements, and breathe fresh air. The water is usually clean, since it comes from the well out in the yard, and fresh fish can be caught in the pond by the house. If a native invites you to his or her vasarnica, take advantage of the opportunity. This is where you'll see the real Latvia, for most Latvians are descendants of farmers or serfs. Also, make sure someone knowledgeable takes you hunting for berries or mushrooms. These are very plentiful in

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the woods, and quite a few sorts of mushrooms that are poisonous in the United States are quite tasty (and non-poisonous) in Latvia.
1. COMPETENCY: To describe feelings

SITUATION: Party

ROLES: PCV - Host Country National

HCN: Kā tev iet?
PCV: Man trūkst mājas.
HCN: Tu esi bēdīga?
PCV: Nē, es neesmu bēdīga. Man patīk šeit būt un strādāt.
HCN: Bet, vai tu esi laimīga?
PCV: Jā, es esmu laimīga. Man vienkārši trūkst mājas.

VOCABULARY

trūkst, trūkt to miss
bēdīga sad
patīk, patikt to like
strādāt to work
bet but
laimīga happy
vienkārši simply

GRAMMAR AND VOCABULARY NOTE

Trūkst is another of the verbs that use dative for the subject and genitive for the object. It does not change with the person, like vajag, nav. Note that these three verbs have something to do with quantity. With trūkst and nav, you have nothing; with vajag, you need something.

Patikt is one of the "sense" verbs (for example, garšot "to taste") that also uses dative for the subject, but nominative for the object.
tu man pati\textcyr{c}i
es tev pati\textcyr{k}u
vin\textcyr{s} man pati\textcyr{k}

"I like you" (Actually, "you are liked by me.")
"you like me" ("I am liked by you.")
"I like him" ("He is liked by me.")
2. COMPETENCY: To thank someone for assistance

SITUATION: On the street

ROLES: PCV - Host Country National

PCV: Vai jūs nevarētu man palīdzēt?
HCN: Kā lūdzu?
PCV: Man ir grūti saprast šo stundu plānu.
HCN: Ar ko es varu palīdzēt?
(Later.)
PCV: Liels paldies par palīdzēšanu!
HCN: Ne par ko.

VOCABULARY

grūti difficult
stundu plāns schedule
palīdzēt to help
liels big
palīdzēšanu helping
ne par ko it's nothing

GRAMMAR AND VOCABULARY NOTE

Kā lūdzu? is translated as “Excuse me?”, while its literal meaning is closer to “How was that, please?” If you really want to apologize, you can say: atvaino! or atvainojiet!, or lūdzu piedod! or piedodiet!

There are a few different ways of saying "you're welcome": Ne par ko, “it’s nothing” or lūdzu.
**Palīdźēšanu** is a noun derived from a verb **palīdzēt** "to help".

There are a whole slew of words that end in **-šana**; they are easier to decline, because they have the standard a-stem ending.

<table>
<thead>
<tr>
<th>Case</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>palīdźēšana</td>
</tr>
<tr>
<td>Gen.</td>
<td>palīdźēšanas</td>
</tr>
<tr>
<td>Dat.</td>
<td>palīdźēšanai</td>
</tr>
<tr>
<td>Acc.</td>
<td>palīdźēšanu</td>
</tr>
<tr>
<td>Lok.</td>
<td>palīdźēšanā</td>
</tr>
</tbody>
</table>
3. COMPETENCY: To give or accept a gift

SITUATION: HCN's house

ROLES: PCV - HCN

PCV: Liels paldies par jauko vakaru. Es atvedu jums šo grāmatu par Ameriku un vēlos to jums uzdāvināt.

HCN: Paldies. Kas par jauku dāvanu! Tai ir tik krāsainas fotogrāfijas.

PCV: Neem par labu.

VOCABULARY

vakaru, vakars - evening
atvedu, atvest - brought
uzdāvināt - to give as a present
grāmatu, grāmata - book
jauku, jauka - nice
dāvanu, dāvana - present
Neem par labu - you’re welcome

GRAMMAR AND VOCABULARY NOTE

Kas par ... is an exclamation that is used for good and for bad expressions. It can be translated as "What a..."

Neem par labu literally means “take it well.” It is an act that is done out of the kindness of your heart.
4. COMPETENCY: To refuse an invitation or make an invitation

SITUATION: Party

ROLES: PCV - Interested individual

II: Vai tu negribētu atnākt šovakar pie manis?
PCV: Nē, paldies. Es jūtos tiešām nogurusi un man gribās braukt uz savām mājām.
II: Labi. Tad varbūt kādu citu reizi.
PCV: Jā, kādu citu reizi tad.

VOCABULARY

atnākt to come over
šovakar this evening
pie manis to my house
nogurusi tired
gribās, gribēt to want
braukt to drive, to go
savām my own
varbūt maybe
citu, cits other
reizi, reize time

GRAMMAR AND VOCABULARY NOTE

The pronoun savs (hare, savām) is translated as “my own”. It used to correspond to any pronoun or person noun used earlier in the sentence. For example, in the sentence es teicu savam brālim “I said to my brother” it is clear that I am speaking of my own brother, because the
word *savs* is used. It is conjugated as the following:

<table>
<thead>
<tr>
<th>Case</th>
<th>Masc.</th>
<th>Fem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. kas?</td>
<td>savs</td>
<td>sava</td>
</tr>
<tr>
<td>Gen. kā?</td>
<td>sava</td>
<td>savas</td>
</tr>
<tr>
<td>Dat. kam?</td>
<td>savam</td>
<td>savai</td>
</tr>
<tr>
<td>Acc. ko?</td>
<td>savu</td>
<td>savu</td>
</tr>
<tr>
<td>Lok. kur?</td>
<td>savā</td>
<td>savā</td>
</tr>
</tbody>
</table>
5. COMPETENCY: To inquire about social activities

SITUATION: Workplace

ROLES: PCV - HCN

PCV: Kur šovakar notiksies tautas deju mēginājums?
HCN: Lielajā zālē.
PCV: Cikos sāksies?
HCN: Pulksten astoņpadsmitos.
PCV: Vai tu iesi?
HCN: Es biju domājusi iet.
PCV: Man liekas, ka es arī iešu.

VOCABULARY

notiksies, notikties  to happen
tautas deju, dejas folk dancing
mēginājums rehearsal
zālē, zāle hall
cikos at what time
sāksies, sākties to start
astoņpadsmitos at eighteen (hundred hours)
domājusi thought (past participle)
liekas, likties to seem

GRAMMAR AND VOCABULARY NOTE

Man liekas is literally "it seems to me", therefore the subject is in the dative case. For this phrase, the verb is not conjugated.

Throughout the dialogues, there are several examples of past and present participles. In Latvian, these are called divdabji (singular,
divdabis), which can be translated “those with two natures.”

Divdabji are verbs that have been transformed into modifiers. In this dialogue, example is domājusi. This word is modifying a feminine noun, so it is declined accordingly. Explaining how to form past and present participles in Latvian is very complicated. I will merely list the endings they might have: -ošs, -oša, -ams, -ama, -āms, -āma, -is, -usi, -ts, -ta, -ot, -oties, -dams, -dama, -damies, -damās. These endings would be added onto the roots of verbs.

DAINA:

Sit, Jānīti, vara bungas                      John, beat the copper drums
Vārtu stabu galiņā,                              On the top of the gate,
Lai ceļās Jāņa māte,                               Wake up John's mother,
Lai saņēma Jāņa bērnus.                         So she can greet St. John's children.
TOPIC 11
THE WORKPLACE

Competencies

1. TO IDENTIFY ONESELF AND PEACE CORPS ASSIGNMENT
2. TO ASK FOR SUPPLIES/ASSISTANCE
3. TO RESPOND TO QUESTIONS ABOUT SALARY
4. TO MAKE AN APPOINTMENT
5. TO ASK ABOUT EXTRACURRICULAR ACTIVITIES
CULTURE NOTE

PERSONAL RELATIONSHIPS AT THE WORKPLACE

Due to the many years of Communism under the Soviets, management skills are often lacking in the workplace. There is no tradition of communication between superiors and support staff, as there is in the United States. Very often memoranda that are supposed to be shared by all of the staff are seen by only a few, and progress is impeded because of the ensuing confusion.

In American companies there is an icon known as the water cooler. It is a place that gives workers a chance to relax, to take a breather from the pressures of work, and establish relationships with other workers. In Latvia, this is replaced by the kafijas galds "coffee table" where the workers congregate for coffee breaks at every opportunity. There are comfortable chairs and low tables very similar to a lounge, but found in the middle of an office. The coffee is usually instant and served with some sort of sandwiches or cookies. Sometimes, the coffee is even flavored with cognac. The main difference between the kafijas galds and the water cooler is that there is no set time in Latvia. Breaks are taken often and for every possible reason.

Relationships between women and men colleagues are often not very communicative, with many women being left out of the circle of information being passed from colleague to colleague. Women are often found in support staff roles, and not considered important in the office. This is a relic of the Soviet system, because before 1940 women were an integral part of the work force.

Most Latvians that work together call each other by first name, but still use the formal jūs. However, the generation difference is very apparent here, as well, since younger people will call older colleagues kungs or kundze.
1. COMPETENCY: To identify oneself and Peace Corps assignment

SITUATION: Teachers' room

ROLES: PCV - Another teacher

T: Sakiet, kāds amats jums bija Amerikā?
PCV: Esmu vidusskolas skolotāja Ohio štātā.
T: Bet kāpēc jūs šeit esat?
PCV: Es pieteicos palīdzēt citām skolotājām ar angļu valodas mācīšanu.

VOCABULARY

saki, sacīt to say
amats occupation, trade
vidusskolas, vidusskola high school
skolotāja teacher
štatā, štats state
kāpēc why
pieteicos, pieteikties to apply
mācīt to teach
angļu English
valodas language
mācīšana teaching

GRAMMAR ANL: VOCABULARY NOTE

Here will follow an overview of the reflexive verb system, from Easy Way to Latvian:

Reflexive verbs are called reflexive because, in their most common use, their action returns to its doer. The infinitive of the reflexive verbs is formed by adding the ending -ies to the active infinitive: pieteikt “to register” pieteikties “to apply”.

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<table>
<thead>
<tr>
<th>Present</th>
<th>I. conj.</th>
<th>II. conj.</th>
<th>III. conj.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>celties</td>
<td>mazgāties</td>
<td>mācīties</td>
</tr>
<tr>
<td></td>
<td>&quot;to wake up&quot;</td>
<td>&quot;to wash self&quot;</td>
<td>&quot;to study&quot;</td>
</tr>
<tr>
<td>es</td>
<td>ceļos</td>
<td>mazgājos</td>
<td>mākos</td>
</tr>
<tr>
<td>tu</td>
<td>celies</td>
<td>mazgājies</td>
<td>mācies</td>
</tr>
<tr>
<td>viņš</td>
<td>ceļas</td>
<td>mazgājas</td>
<td>mācās</td>
</tr>
<tr>
<td>mēs</td>
<td>ceļamies</td>
<td>mazgājamies</td>
<td>mācāmies</td>
</tr>
<tr>
<td>jūs</td>
<td>ceļaties</td>
<td>mazgājaties</td>
<td>mācāties</td>
</tr>
</tbody>
</table>
2. COMPETENCY: To ask for supplies/assistance

SITUATION: Classroom

ROLES: PCV - Janitor

J: Kas jums būtu vajadzīgs?
PCV: Vai jūs nevarētu atslēgt šis durvis?
J: Vai ko vēl vajag?
PCV: Vai būtu iespējams ieslēgt sildītāju?

VOCABULARY

vajadzīgs  necessary
atslēgt  unlock
ieslēgt  to turn on
sildītāju  heater
degvielas, degviela  fuel

GRAMMAR AND VOCABULARY NOTE

Atslēgt and ieslēgt are both derived from the I. conjugation verb slēgt “to lock”. Please note the following prefixes and their meanings:

aiž- 1. behind, 2. away/off, 3. up to some point, 4. [make] shut/stop
uz- 1. on/upon, 2. up, 3. toward
iz- 1. out, 2. very, thoroughly, completely
no- 1. off, 2. down, 3. up to, 4. completely, 5. a good while
ie- 1. in, 2. somewhat, 3. suddenly, 4. once (only)
pie- 1. to, at, near, 2. full
pa- 1. under, 2. a little/a while, 3. do once/finish, 4. be able to
pār- 1. over/across, 2. again, 3. back, 4. in half, 5. overmatch, 6. [do] too much
ap- 1. around, 2. all (over)
at- 1. hither/here, 2. away/off, 3. back/in return, 4. open, loose

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sa- 1. together, 2. completely, 3. altogether, 4. accomplish, 5. be able to, 6. too much, 7. [in]to pieces
3. COMPETENCY: To respond to questions about salary

SITUATION: At lunch during workday

ROLES: PCV - Another teacher

T: Vai jūs pelnat daudz naudų šeit?
PCV: Nu, nė. Man dod stipendiją ėdienam un iki dienas vajadzibām.

T: Kāpēc jūs nepalikāt Ameriku, lai pelnītu naudu?
PCV: Es gribēju aizbraukt uz citu vietu pastastīt par Ameriku un iemācīties par jūsu valsti.

VOCABULARY

naudu, nauda
pelnat, pelnīt
dod, dot
stipendija
ikdienas
nepalikāt, nepalikt
pelnītu
naudu
pastāstīt

money
to earn
to give
allowance
every day
not to stay
to earn
money
to tell

GRAMMAR AND VOCABULARY NOTES

There are several more examples of the preposition being used with a certain case in this dialogue, so following please find a list of which prepositions are used with which cases:

genitive: aiz “behind” bez “without” no “down/off”, “from”
pēc “after” pie “at/near” pirms “before”
virs “above” zem “below”
dative: līdz "until"
accusative: ap "around" ar "with" caur "through"
gar "along" par "about/for" pret "towards/against"
starp "between" pa "on/along/during"
gen./acc.: uz a."on/upon", b."to"
4. COMPETENCY: To make an appointment

SITUATION: Classroom

ROLES: PCV - Parent of a student

PCV: Vai mēs nevarētu sarunāt laiku satikties, lai pārrunātu jūsu dēla studijas?
Parent: Es varētu pie jums atnākt rīt pēc stundām.
PCV: Labi, tad norunāts! Būšu brīvs ap četriem.
Parent: Īstenībā, puspiecos būtu labāk.
PCV: Tad uz redzēšanos.

VOCABULARY

sarunāt to arrange
satikties to meet
pārrunātu, pārrunāt to discuss
studijas, studija studies
tīt tomorrow
stundām, stunda classes
norunāts decided
brīvs free
īstenībā actually

PRONUNCIATION NOTE

The word īstenībā is often pronounced so that it sounds like īsnībā.
5. COMPETENCY: To ask about extracurricular activities

SITUATION: Classroom after studies are over

ROLES: PCV - Host Counterpart

PCV: Kādās nodarbības bērni piedalās pēc skolas?
HCN: Daudzi zēni piedalās sporta klubos un pēc skolas iet uz treniņiem.

PCV: Un meitenes?
HCN: Meitenes nodarbojās visādi. Daudzas palīdz mātēm ar pārtikas iegādi. Citas mācās šūt un adīt, jo veikalā nav drēbju!

VOCABULARY

nodarbības activities
piedalās participate
skolas school
zēni boys
sporta, sports sports
klubos, klubi clubs
treniņiem, treniņš practice
trejnes girls
daudzām many of them
jāiet have to go
palīdzēt to help
pārtikas food
iegādi acquisition
dāt to sew
meitenes to knit
veikalā, veikals store
drēbju, drēbes clothes
GRAMMAR AND/OR VOCABULARY EXPLANATION

Pronouns are often used in the place of nouns: tas “that one”, šis “this one”. Other words such as daudzas, citas, are also used to replace the person nouns.

There are many international words in use in the Latvian language. Examples from this dialogue include club, training, and sports.

DAINA:

Ai, dzīvīte, ai, dzīvīte!  Ah, life, ah, life!
Pie dzīvītes vajadzēja  For life you needed
Cāklu roku, vieglu kāju,  Quick hands, light feet,
Laba, gudra padomiņa.  Good, wise advice.
TOPIC 12
MEDICAL/HEALTH

Competencies

1. TO ASK AND RESPOND TO QUESTIONS OF PHYSICAL AND MENTAL HEALTH
2. TO ASK FOR THE AVAILABILITY OF MEDICINES
3. TO EXPLAIN MEDICAL PROBLEM
4. TO REQUEST MEDICAL HELP IN EMERGENCY
CULTURE NOTE

MEDICAL SYSTEM IN LATVIA

Latvians generally have a small pharmacy in their own home, since supplies are never available in the hospitals or public pharmacies. Everyone has their own supply of penicillin and various analgesics that they have stocked from friends and relatives in the health field. It will be unusual to them that Americans don't have prescription medicines readily available. Latvians coming to America are often surprised that Americans need doctors to prescribe a certain kind of penicillin for an infection.

If a person is going into a hospital for some kind of operation, he needs to bring his own supply of medicines for this stay as well. He will also need to bring small gifts for the doctor and nurses to make sure that he is well taken care of.

Each region has its own Poliklinik, which is a general clinic for all kinds of ailments. If the doctor on duty can't help a patient, the patient is referred. If the patient is not able to make it to the Poliklinik, the doctor will make housecalls.

A recent fad in all of the former Soviet republics is something called biostrāva in Latvian. This is translated as "biocurrent." It seems to be similar to psychic or faith healing in America. Many people in Latvia take it very seriously. They will go to people who have the "special" abilities associated with biostrāvas as if they were going to a regular medical doctor.
1. COMPETENCY: To ask and respond to questions of physical and mental health

SITUATION: At the workplace

ROLES: PCV - Host counterpart

PCV: Tu izskaties bāls. Kas tev kaiš?
HCN: Es nejūtos labi.
PCV: Vai tev galva sāp?
HCN: Nē, man galva reibst un ar vēderu viss nav kārtibā.
PCV: Labāk apsēdies.

VOCABULARY

izskaties  to look
bāls   pale
galva  head
sāp  hurts
reibst  to be dizzy
vēderu  stomach
kārtibā  in order
apsēdies  sit down

GRAMMAR AND/OR VOCABULARY EXPLANATION

Notice the reversed order and meaning in the phrase ar vēderu viss nav kārtibā.

The dative construction (man galva reibst) is used whenever the subject experiences a sensation: pain, thirst, hunger, etc., also liking and disliking.
2. COMPETENCY: To ask for the availability of medicines

SITUATION: Pharmacy

ROLES: PCV - Pharmacist

PCV: Vai jums būtu kaut kas pret caureju?
Pharmacist: Jā. Šīs varbūt līdzēs.
PCV: Kāda ir doze?
Pharmacist: Divas tabletes trīs reizes dienā. Jums izsniegtu divdesmit.

VOCABULARY

caureja  diarrhea
līdzēt    to help
tabletes  tablets
doze      dose
diena     day
izsniegt  to hand out

GRAMMAR AND VOCABULARY NOTE

The pharmacy in Latvian is called an aptieka.
3. COMPETENCY: To explain medical problem

SITUATION: Doctor's office

ROLES: PCV - Doctor

PCV: Man ļoti sāp vēders.
Doctor: Vai jums sāp kreisā jeb labā puse?
PCV: Man sāp kreisā puse.
Doctor: Vai jums ir grūti elpot?
PCV: Jā.
Doctor: Vai jums nāk vēmiens?
PCV: Ne.
Doctor: Ir iespējams, ka jums būs jāizoperē aklo zārnu.

VOCABULARY

puse ķ side
elpot to breathe
nākt vēmiens to vomit
izoperēt to operate (take out)
akla zarna appendix

GRAMMAR AND VOCABULARY NOTE

from Easy Way to Latvian

Ārsts or dakteris (the latter used in titles only) “physician/doctor”,
māsiņa or žēlsirdīgā māsiņa “nurse, zobārsts “dentist” and
bērnu ārsts “pediatrician”. To get to one, you must pieteikt vizīti
“make an appointment”.

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4. COMPETENCY: To request medical help in emergency

SITUATION: On the street

ROLES: PCV - Passerby

PCV: Lūdzu palīdziet man!
Passerby: Kas ir?
PCV: Man vajag ātro palīdzību.
Passerby: Kas notikās?
PCV: Es salauzu kāju.
Passerby: Tūlīt saukšu ātro palīdzību!

VOCABULARY

palīdzēt to help
ātro palīdzību ambulance
salauzt to break
kāja leg

GRAMMAR AND VOCABULARY NOTE

Salauzt means “to break something in half”, nolauzt “to break something off”.

DAINA:

Bēdu manu, lielu bēdu,
Es par bēdu nobēdāj’.
Liku bēdu zem akmeņa,
Pāri gāju dziedādama.

My sorrow is a great sorrow,
But I am not sad.
I put my sorrow underneath a stone,
And singing walked over it.
TOPIC 13
PERSONAL IDENTIFICATION II

Competencies

1. TO DESCRIBE EDUCATIONAL BACKGROUND
2. TO DESCRIBE JOB AND INQUIRE ABOUT JOB
3. TO INTRODUCE SELF AND OTHERS (FORMAL)
CULTURE NOTE

WORKING IN LATVIA

The kinds of jobs Latvians have vary greatly. Their attitudes towards their jobs vary as well. Decades of Soviet rule left workers who tried to get around the system and work the least possible, since everyone was paid equally and never rewarded for extra effort. Although work hours were officially designated as 9-5, there were no repercussions for attendance from 10-4, instead. This is changing, especially in the new private firms, where salary is directly related to the success of the firm.

Approximately seventy-five percent of Latvian jobs are government jobs. That means that the government pays their wages, not that they are employed in government administration, as it does in America. Of those 75%, over half are in the industries located in Latvia. For example, the factory that produces the wagons for the ex-Soviet electric train system is located in Riga. The remaining government jobs are administrative.

The percentage of Latvians in non-government or private occupations is growing at a rapid pace. These are the privately-owned companies of individuals who realize which services and products are necessary to begin the switch to capitalism. A great deal of money is being made by these firms, due to the fact that their goods and services are often of a higher quality than those offered by the government. There is also a great demand to work in these companies. A recent job announcement for a secretary in a privately-owned firm was answered by a thousand applicants.

Another unusual aspect of the private industry is job interviewing. In the old Soviet days, jobs were assigned as a matter of course for graduating students, whether there was a need for that particular job or not. Now, job seekers who are looking for better jobs need to compete and work for the best places, while employers are forced to hone interviewing skills that had been completely neglected.
1. COMPETENCY: To describe educational background

SITUATION: Dinner party

ROLES: PCV - Host counterpart

HC: Esmu beidzis tehnikumu. Kāda ir jūsu izglītība?
PCV: Es ieguvu bacalaura grādu ekonomikā no Northwestern universitātes Cīkagā, bet tad magistra grādu biznesa laukā.
HC: Es gribēju studēt, bet neizturēju eksāmenus.
PCV: Ko jūs gribējāt studēt?
HC: Es gribēju būt par inžinieru, tā kā mans onkulis.

VOCABULARY

beidzis  finished (graduated)
tehnikums technical school
izglītība  education
iegūt  received
bacalaura grads  undergraduate degree
ekonomika  economics
universitāte  university
magistra grads  master's degree
bizness  business
lauks  field
inženiers  engineer
onkulis  uncle

GRAMMAR AND VOCABULARY NOTE

Beidzis is an example of a past participle. Note the ending -is. Feminine would be beigusi. The sound change between dz and g occurs to offset the vowel u.
2. COMPETENCY: To describe job and inquire about job

SITUATION: Official social gathering

ROLES: PCV - Government official

GO: Jūs pasniedzat angļu valodu trešājā vidusskolu?

PCV: Jā, vidusskola strādās divus gadus. Kāds ir jūsu darbs?

GO: Esmu tirdzniecības ministra trešais sekretārs.

PCV: Par ko jūs esat atbildīgs?

GO: Pārbaudu kuģniecību mūsu ostās.

VOCABULARY

<table>
<thead>
<tr>
<th>English word</th>
<th>Latvian word</th>
</tr>
</thead>
<tbody>
<tr>
<td>teaching (giving)</td>
<td>pasniegt</td>
</tr>
<tr>
<td>to work</td>
<td>strādāt</td>
</tr>
<tr>
<td>job, work</td>
<td>darbs</td>
</tr>
<tr>
<td>trade</td>
<td>tirdzniecības</td>
</tr>
<tr>
<td>minister</td>
<td>ministra</td>
</tr>
<tr>
<td>third</td>
<td>trešais</td>
</tr>
<tr>
<td>undersecretary</td>
<td>sekretārs</td>
</tr>
<tr>
<td>responsible</td>
<td>atbildīgs</td>
</tr>
<tr>
<td>oversee</td>
<td>pārbaudu</td>
</tr>
<tr>
<td>shipping</td>
<td>kuģniecību</td>
</tr>
<tr>
<td>our</td>
<td>mūsu</td>
</tr>
<tr>
<td>ports</td>
<td>ostās</td>
</tr>
</tbody>
</table>

GRAMMAR AND VOCABULARY NOTE

Notice that the word pasniegt means both to hand something to someone and to teach. Profesors pasniedz lekcijas. “The professor gives lectures.” Pasniedz man to zīmuli. “Pass me that pencil.”
3. COMPETENCY: To introduce self and others

SITUATION: Staff meeting

ROLES: PCV - School's Director (Bērziņa kungs) - Counterpart

C: Bērziņa kungs, es gribētu jūs iepazīstināt ar Amerikas Miera korpusa brīvprātīgo darbinieku Hariju Smitu. Harij, skolas direktors Bērziņa kungs.

Director B: Loti patīkami iepazīties.
PCV: Priecājos.

VOCABULARY

kungs Mr.
iepazīstināt to introduceMiera korpus Peacelbrīvprātīgais volunteerdarbinieku worker

skola schooldirektors directorloti verypatīkami pleasantiepazīties to meetpriecāties to be glad

GRAMMAR AND VOCABULARY NOTE

This dialogue contains a seemingly complicated sentence, but actually this is the way Latvian is spoken, especially in the sort of polite situation we find here. Also, the second and third sentence can be interchanged.

Kungs and kundze (Mrs.) are always placed behind the family name.
In writing the title of an agency or a book, only the first letter of the first word is capitalized, as can be seen in the translation of "Peace Corps". There may be an easier way to translate "Volunteer", but I don't know of any.
DAINA:

Aiz ko mani kungi sūta  
Garajā celiņā?  
Zināj' mani gudru vīru,  
Redz barotā kumeliņu.

For what did my lords send me  
On such a long trip?  
They know I am a wise man,  
and see a well-fed horse.
APPENDIX ONE: TRANSLATIONS OF DIALOGUES

Topic 1: Personal ID

1. Colleague: Hello!
   PCV: Hi! How are you?
   C: I'm fine, thank you. And you?
   PCV: Thank you, fine.

2. New Acquaintance: My name is Daina. I'm a Latvian.
   PCV: My name is Joe. I'm an American.

3. PCV: Aija, meet my roommate, Mara!
   Aija: Very nice to meet you.
   PCV: This is my friend, Aija.
   Mara: I am happy to meet you, Aija!

4. Roommate: Don't you feel well?
   PCV: No.
   R: What's wrong with you?
   PCV: My stomach hurts...
   (Later)
   R: How do you feel?
   PCV: Thank you. I now feel much better.

5. PCV: See you later, John!
   C: See you! We'll meet tomorrow!

Topic 2: Classroom Orientation

1. T: Please open the window!
   PCV: I don't understand. Please repeat.
   T: Open the window.
   PCV: What does “attaisi” mean?
   T: What don't you understand?
   PCV: I don't understand the word “attaisi”.
   T: “Attaisi” means “open”.

2. PCV: What do you call this in Latvian?
   T: In Latvian that is called “galds”.
   PCV: And how do you say “friend”?
   T: “Friend” in Latvian is “draugs”.

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3. T: Listen carefully!
PCV: Fine.
T: Now, write down... Have you finished?
PCV: Not yet. Wait a minute, please!

Topic 3: Counterpart

1. PCV: That's an interesting ring. Is that a wedding ring?
HCN: No, the wedding ring's on my right hand. That ring is called a Namejs ring.
PCV: Are you married?
HCN: Yes, I got married two years ago.
PCV: Do you have children?
HCN: I have a son named Mikelis. Are you married?
PCV: No, I am not married.

2. HC: How many children in your family?
PCV: I have three sisters and two brothers.
HC: Such a large family!
PCV: May mother really loves children.

3. PCV: Do you have brothers and sisters?
HC: I have no sisters. I have a younger brother, Janitis.
PCV: How old is he?
HC: Much younger than me. He is only five.

4. HCN: What kind of work are you doing here?
PCV: I am a United States Peace Corps Volunteer.
HCN: What is that?
PCV: Peace Corps is a volunteer organization that send workers to about 90 countries.

5. PCV: How many rooms is this apartment?
HCN: Three room apartment.
PCV: Which will be my room?
HCN: First door on the right.

6. PCV: Could you show me where the bathroom is?
HCN: Second door on the left.
Topic 4: Money

1. PCV: I would like to exchange dollars for rubles.
   Teller: How much would you like to exchange?
   PCV: What is the exchange rate for dollars against rubles?
   Teller: One dollar for eighty-eight rubles.
   PCV: Then I would like to exchange twenty dollars.

Topic 5: Communications

1. (Phone rings.)
   PCV: I'm listening.
   Caller: Good evening. Is Marie home?
   PCV: Wait a minute. I'll go look.
   Caller: Thank you.
   (Marie is not home.)
   PCV: She's not here.
   Caller: Could you tell her that Daina called and for her to call back.
   PCV: Fine. I'll tell her.

2. PCV: Is Janis able to speak?
   HCN: Yes, I'll call him to the phone.
   PCV: Thank you.
   Janis: Hello?
   PCV: Hi, Jani! How's it going?

3. PCV: I would like to buy 10 envelopes.
   HCN: Please.
   PCV: How much does it cost to send a letter to USA?
   HCN: Two rubles, 50 kopecks.
   PCV: Please, give me two hundred and fifty rubles worth of stamps.

4. PCV: I would like to reserve a call to the USA.
   Operator: What time would you like to call?
   PCV: Three in the afternoon, if it is possible.
   Operator: Yes. Be at home from three to four-thirty.
   PCV: Thank you.
   (Later.)
   Operator: Did you reserve a call to the USA?
   PCV: Yes.
   Operator: Stay by the phone. We will now try to connect you.
   PCV: Thank you.
Topic 6: Food

1. PCV: I would like for the first course fresh cabbage soup, for the second sautéed beef with mushroom sauce.
   Waiter: We apologise. All of our beef dishes are gone. Only the pork dishes are left.
   PCV: So sorry. Then, please pork chops.
   Waiter: Fine. For the first fresh cabbage soup, the second pork chops.
   Would you like some dessert?
   PCV: What can you offer?
   Waiter: Fresh strawberries with whipped cream, chocolate cream, and ice cream.
   PCV: I would like the strawberries.
   Waiter: Fine.

2. PCV: May I have the bill?
   Waiter: Please.
   PCV: (Paying) Thank you. Everything was very delicious.

3. HCN: I want to eat.
   PCV: What do you eat for lunch?
   HCN: I like cooked meat, potatoes, and cabbage.
   PCV: Such a large lunch!
   HCN: We usually eat a lot for lunch, and less for dinner.

4. HCN: Do we have milk?
   PCV: How much do you need? We have only a little cup.
   HCN: Only a teaspoon. I need milk for coffee.
   PCV: Please.

5. PCV: Could you pass the pepper?
   HCN: Please.
   PCV: Thank you. Please, pass the butter!
   HCN: Something else?
   PCV: No, thank you. That’s all.

6. HCN: Could I offer you another slice of bread?
   PCV: Yes, thank you. That is very delicious. That I can still eat.
   HCN: And another piece of meat with sauce?
   PCV: No, thank you. I am truly full.

7. HCN: How do you prepare beef in America?
PCV: We often cook steaks on charcoal with hot sauce.
HCN: Is there something similar in Latvia?
PCV: The sauce is very similar to shashlik sauce.

Topic 7: Transportation

1. PCV: Could you tell me when the next train to Riga departs?
   HCN: The next train to Riga arrives at the station at one o'clock in the afternoon and departs at one oh five.

2. Driver: Where do you need to go?
   PCV: Blaumana St., number two.
   (Later.)
   PCV: Please, stop here at the entrance! How much do I owe you?
   D: 60 rubles.
   PCV: Here you are.

3. PCV: Please, two adult tickets, one child's ticket to Saulkrasti.
   Salesperson: Please, you must pay four rubles, fifty kopecks.
   PCV: How much does the child's ticket cost?
   S: A child's costs 50 kopecks and adults'; 2 rubles.

Topic 8: Directions

1. PCV: Could you tell me where to find the post office?
   HCN: The post office is on Marijas St. next to the train station.
   PCV: Is that far from here?
   HCN: No, by foot it is only 5 minutes.

2. PCV: Could you tell me the way to Brivibas Street?
   HCN: At the third street you have to turn left, then at the second street turn right.
   PCV: I turn left at the second street?
   HCN: No. You have to turn right. That'll be Alexander Caks street.
   PCV: Thank you.

Topic 9: Shopping

1. PCV: I, please, need size 41 shoes. What kind do you have?
   Shopk: We have black and brown.
   PCV: Do you have sneakers?
   Shopk: Today we do not have sneakers.
PCV: Thanks. I'll look elsewhere.

2. PCV: How much do I pay for mittens?
   S: 200 rubles.
   PCV: I would like to buy two pairs of mittens.
   S: Fine. You must pay 400 rubles.
   (Later.)
   PCV: Do you also sell amber necklaces?
   S: Unfortunately, they are already sold out.
   PCV: Too bad.

3. PCV: How much do the oranges cost?
   Woman: 75 rubles for a kilogram.
   PCV: I'll take 3 kilograms, if you'll sell them for 65.

Topic 10: Social Life

1. HCN: How are you?
   PCV: I miss my home.
   HCN: You are sad?
   PCV: No, I'm not sad. I like being here and working.
   HCN: But, are you happy?
   PCV: Yes, I'm happy. I simply miss my home.

2. PCV: Can't you help me?
   HCN: Excuse me.
   PCV: It's difficult to understand this schedule.
   HCN: What can I help you with?
   (Later.)
   PCV: Thank you very much for helping!
   HCN: It's nothing.

3. PCV: Thank you for the nice evening. I brought you this book about America and would like to give it to you.
   HCN: Thank you. What a nice present! It has such colorful pictures.
   PCV: You're welcome.

4. II: Wouldn't you like to come to my house this evening?
   PCV: No, thank you. I am really tired and I want to go home.
   II: Fine. Then maybe some other time.
   PCV: Yes, some other time then.
5. PCV: Where is the folk dance rehearsal happening this evening?  
HCN: In the big hall.  
PCV: What time does it start?  
HCN: At 6 PM.  
PCV: Are you going?  
HCN: I had thought to go.  
PCV: It seems to me, that I'm going, too.

Topic 11: The Workplace

1. T: Tell me, what kind of job did you have in America?  
PCV: I am a high school teacher in the state of Ohio.  
T: But why are you here?  
PCV: I applied to help other teachers teach English.

2. J: What do you need?  
PCV: Could you unlock this door?  
J: Do you need anything else?  
PCV: Would it be possible to turn on the heat?  
J: It's already on. We have no fuel.

3. T: Do you earn a lot of money here?  
PCV: I'm given an allowance for food and necessities.  
T: Why didn't you stay in America to earn money?  
PCV: I wanted to go to another place to tell about America and learn about your country.

4. PCV: Couldn't we set up a time to meet to discuss your son's studies?  
Parent: I can come to you tomorrow after classes.  
PCV: Good, then it's decided! I will be free around four.  
Parent: Actually, four-thirty would be better.  
PCV: Then until we meet.

5. PCV: What kind of activities do the children participate in after school?  
HCN: Many boys are in sports clubs and after school go to practices.  
PCV: And the girls?  
HCN: Girls do many things. Many go home to help their mothers with acquisition of food. Others learn how to sew and knit, because there are no clothes in the stores!

Topic 12: Medical/Health
1. PCV: You look pale. What's wrong?
HCN: I don't feel well.
PCV: Does your head hurt?
HCN: No, I'm dizzy and something's not right with my stomach.
PCV: Better sit down.

2. PCV: Do you have something for diarrhea?
Pharmacist: Yes. Maybe this will help.
PCV: What is the dose?
Pharmacist: 2 tablets 3 times a day. I will give you 20.

3. PCV: My stomach hurts very much.
D: Does it hurt on the left or right side?
PCV: It hurts on the left.
D: Are you having a hard time breathing?
PCV: Yes.
D: Are you vomiting?
PCV: No.
D: It is possible that we will have to take out your appendix.

4. PCV: Please help me!
P: What is it?
PCV: I need an ambulance.
P: What happened?
PCV: Iroke my leg.
P: I will call the ambulance right away!

Topic 13: Personal ID 2

1. HC: I graduated from technical school. What kind of education do you have?
PCV: I got an undergraduate degree in economics from Northwestern University in Chicago, but then a Master's in the field of business.
HC: I wanted to study, but I didn't pass the exams.
PCV: What did you want to study?
HC: I wanted to be an engineer like my uncle.

2. GO: You teach English at the third high school?
PCV: Yes, I will work at the high school for two years. What kind of work do you do?
GO: I am the trade minister's third undersecretary.
PCV: What are you responsible for?
GO: I oversee the shipping in our ports.

3. Counterpart: Mr. Berzins, I would like to introduce you to the American Peace Corps Volunteer, Harry Smith. Harry, the director of the school, Mr. Berzins.
Director Berzins: Very nice to meet you.
PCV: I'm glad to meet you.
Appendix Two: Grammar References

Pronouns in Latvian:

SINGULAR
Nominative, Dative
es, man
  I, for me
tu, tev
  you, for you
viņš, viņam
  he, for him
viņa, viņai
  she, for her

PLURAL
mēs, mums
  we, for us
jūs, jums
  you, for you
viņi, viņiem
  they, for them
viņas, viņām
  they, for them
Latvian Nouns:
(from Easy Way to Latvian)
As we have said, Latvian is a highly inflected language. That means that
the changes need to indicate what the subject is, where the ownership lies,
to who something is given, who receives an action, or where something is
happening are shown within the noun, pronoun, adjective or numeral,
marked by distinctive endings.

Latvian nouns have two genders, the masculine and the feminine.
Masculine nouns in the nominative singular case usually end in -s, -š, or
-is (draugs "friend", celš "road", brālis "brother") and feminine
nouns in -a and -e (sieva "wife", māte "mother"). About fifty, many
often-used, nouns of the feminine gender end in -s.

Latvian nouns are divided into six groups called declensions, three
masculine and three feminine. These are determined by declensional stem
vowels and gender-indicating endings. The nouns have seven cases marked
by distinctive endings and answering to definite questions; however, in this
program we'll study only five.

<table>
<thead>
<tr>
<th>Case</th>
<th>Latvian</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>Kas?</td>
<td>&quot;who&quot; or &quot;what?&quot; (subject)</td>
</tr>
<tr>
<td>Genitive</td>
<td>Kā?</td>
<td>&quot;whose&quot; or &quot;of what?&quot;</td>
</tr>
<tr>
<td>Dative</td>
<td>Kam?</td>
<td>&quot;to whom&quot; or &quot;for whom?&quot; (indir. obj.)</td>
</tr>
<tr>
<td>Accusative</td>
<td>Ko?</td>
<td>&quot;who&quot; or &quot;what?&quot; (direct object)</td>
</tr>
<tr>
<td>(Instrumental:</td>
<td>Ar ko?</td>
<td>&quot;with whom&quot; or &quot;with what?&quot;</td>
</tr>
<tr>
<td>Locative</td>
<td>Kur?</td>
<td>&quot;where&quot; or &quot;when?&quot; (Exclamation only)</td>
</tr>
<tr>
<td>(Vocative:</td>
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Declension of Nouns:
(from Easy Way to Latvian)

Masculine

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<th>a-stem</th>
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<th>u-stem</th>
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<tr>
<td><strong>Nom. kas?</strong></td>
<td>tēvs</td>
<td>celš</td>
<td>brālis</td>
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<td><strong>Gen. kā?</strong></td>
<td>tēva</td>
<td>cela</td>
<td>brāla</td>
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<td>tēvam</td>
<td>celam</td>
<td>brālim</td>
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<tr>
<td><strong>Acc. ko?</strong></td>
<td>tēvu</td>
<td>celu</td>
<td>brāli</td>
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<td><strong>Loc. kur?</strong></td>
<td>tēvā</td>
<td>celā</td>
<td>brālī</td>
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<table>
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<td><strong>Nom. kas?</strong></td>
<td>tēvi</td>
<td>celī</td>
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<tr>
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<td>celu</td>
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<tr>
<td><strong>Dat. kam?</strong></td>
<td>tēviem</td>
<td>celiem</td>
</tr>
<tr>
<td><strong>Acc. ko?</strong></td>
<td>tēvus</td>
<td>celus</td>
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<tr>
<td><strong>Loc. kur?</strong></td>
<td>tēvos</td>
<td>celos</td>
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* Most u-stem nouns are used in the singular case only. Should you need to use the plural, notice that it is conjugated according to a-stem rules.

Feminine

<table>
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<td>māsa</td>
<td>māte</td>
<td>acs/telts</td>
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<td>mātes</td>
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<td>mātei</td>
<td>acij/teltij</td>
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<tr>
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<td>māsu</td>
<td>māti</td>
<td>aci/telti</td>
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<tr>
<td><strong>Loc. kur?</strong></td>
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<td>mātē</td>
<td>aci/teltī</td>
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<th>i-stem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nom. kas?</strong></td>
<td>māsas</td>
<td>mātes</td>
<td>acijs/teltis</td>
</tr>
<tr>
<td><strong>Gen. kā?</strong></td>
<td>māsu</td>
<td>māšu</td>
<td>acu/telsu</td>
</tr>
<tr>
<td><strong>Dat. kam?</strong></td>
<td>māsām</td>
<td>mātēm</td>
<td>acīm/teltīm</td>
</tr>
<tr>
<td>Acc. ko?</td>
<td>māsas</td>
<td>mātes</td>
<td>acis/teltis</td>
</tr>
<tr>
<td>Loc. kur?</td>
<td>māsās</td>
<td>mātēs</td>
<td>acīs/teltīs</td>
</tr>
</tbody>
</table>
Verb Conjugations:
(from Easy Way to Latvian)

I. Conjugation:
All verbs which have one-syllable infinitives belong to the I. conjugation (prefixes such as ap-, pie-, uz- etc. are not counted). The infinitives for these examples are est "to eat" and prast "to know how."

<table>
<thead>
<tr>
<th>Tagadne/Present</th>
<th>Pagātne/Past</th>
<th>Nākotne/Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>es ēdu/protu</td>
<td>ēdu/pratu</td>
<td>ēdišu/pratīšu</td>
</tr>
<tr>
<td>tu ēd/proti</td>
<td>ēdi/prati</td>
<td>ēdīsi/pratīsi</td>
</tr>
<tr>
<td>vinš ēd/prot</td>
<td>ēda/prata</td>
<td>ēdīs/pratīs</td>
</tr>
<tr>
<td>mēs ēdam/protam</td>
<td>ēdām/pratām</td>
<td>ēdisim/pratīsim</td>
</tr>
<tr>
<td>jūs ēdat/protat</td>
<td>ēdāt/pratāt</td>
<td>ēdisīt/pratīsit</td>
</tr>
</tbody>
</table>

All I. conjugation verbs follow this pattern of endings. Notice how the base used throughout the tens is found in the 3rd person (vinš) form -ēd/prot in the present, ēd/-prat- in the past and ēdi-/pratī- in the future tense. It is to the bases that you add the variable endings.

II. Conjugation:
This is the most systematic one of the three conjugations. Study the following verbs runāt "to speak" and dzīvit "to live."

Please notice that a long stem vowel plus -j- is inserted between the verb base and the conjugational endings in the present and past tenses (-o- is a diphthong, pronounced wo, and therefore has the same length as a long vowel). The -j- is inserted to keep the conjugational ending from blending with the long stem vowel, which would be difficult to pronounce. The other long stem vowels in this conjugation are -ē- as in meklēt "to look for, search", -ī- as in medīt "to hunt" and -ū- as in dabūt "to get." The bases stay the same in all tenses.

| es runāju/dzīvoju runāju/dzīvoju runāšu/dzīvošu |
| tu runā/dzīvo runāji/dzīvoji runāsi/dzīvosi |
III. Conjugation:
This is also a systematic conjugation. Study the following verbs, grihēt "to want" and lasīt "to read." In the present tense the endings are added directly to the verb bases. In the past tense the long stem vowel, seen already in the infinitive, plus the leuter -j-, are inserted between the base and the endings. The future tense has no need for the -j-, since the long stem vowel is followed by a consonant.

<table>
<thead>
<tr>
<th>Tagadne/ Present</th>
<th>Pagātne/ Past</th>
<th>Nākotne/ Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>es gribu/lasu</td>
<td>gribēju/lasīju</td>
<td>gribēšu/lasīšu</td>
</tr>
<tr>
<td>tu gribi/lasi</td>
<td>gribēji/lasīji</td>
<td>gribēsi/lasīsi</td>
</tr>
<tr>
<td>viņš grib/ lasa</td>
<td>gribēja/lasīja</td>
<td>gribēs/lasīs</td>
</tr>
<tr>
<td>mēs gribam/lasā</td>
<td>gribējam/lasījam</td>
<td>gribēsim/lasīsim</td>
</tr>
<tr>
<td>jūs gribat/lasāt</td>
<td>gribējat/lasījat</td>
<td>gribēsit/lasīsit</td>
</tr>
</tbody>
</table>

As you study and compare the three conjugations, remember that only the present tense contains ending variations. In the past and future tenses, the same sets of endings are used for all verbs. They, and the two sets of present tense endings, are given in the following chart. (Exceptions are "reflexive" verbs.)

<table>
<thead>
<tr>
<th>TENSE</th>
<th>PRESENT TENSE</th>
<th>PAST TENSE</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set A</td>
<td>Set B</td>
<td></td>
</tr>
<tr>
<td>1. sing.</td>
<td>-u</td>
<td>-u</td>
<td>-u</td>
</tr>
<tr>
<td>2. sing.</td>
<td>--/-i</td>
<td>-i</td>
<td>-i</td>
</tr>
<tr>
<td>3.</td>
<td>--</td>
<td>-a</td>
<td>-a</td>
</tr>
<tr>
<td>1. pl.</td>
<td>-am</td>
<td>-ām</td>
<td>-ām</td>
</tr>
<tr>
<td>2. pl.</td>
<td>-at</td>
<td>-āt</td>
<td>-āt</td>
</tr>
</tbody>
</table>
Glossary

atrodas  is found
birojs  office
blakus  next to
staciājai  station
ceļu  route, road
trešās  third
jāgrezās  must turn
otrajā  second
kurieni  where
jabrauc  must drive
aizvest  take
ielai  street
numurs  number
tiet  to depart
nākāmai  next
vīrieši  train
pienāk  to arrive
trispadsmitos  at thirteen o'clock (1 PM)
mīle  zero
piecās  five
gatavo  to prepare
bieži  often
cepjam  to cook
biftekušs  steaks
oglēm  charcoal
aso  sharp, hot
lidzigs  similar
sašīka  shish-kabob
abolus  apples
azīešu  I will go
day before yesterday
Amerikas savienotām valstīm  U.S.A.
amerikānis  American (masc.)
apēst  to eat
aploksnes  envelopes
apmainīt  to exchange
apmēram  about
apprecējos  I was married

141
apskaūties
är
astonenists asanenim
atkártotet, atkárto
atriecbā
atvainojamies
atzvana
auglä
beigušies
bēri
bēru, bērnu
bija
brivprātīgo
brālis
brāli
bumberius
būs
būtu
cepta
cetriem
cik
cūkgalas
darbinieks, darbiniekus
darbinieku
daudz
desmit
dēls
diena
direktors
dvidesmit
divi
diviem
divsimptieidesmit
dolārus, dolāra, dolārs
durvis
dzīvaklis
ed, ēdam
edieni
es
esi
to look around
with
eighty eight
repeat
in relation to
we apologise
to call back
fruit
have ended
children
children
was
volunteer (adj., akuz.)
brother
brothers
pears
will be
would be
cooked
four
how many
pork
workers
worker (akuz.)
much
ten
son
day
director
twenty
two
two
two hundred and fifty
dollars, dollar’s, dollar
doors
apartment
to eat
foods (dishes)
I
you are
esiet
esmu
gabalu
gadiem
garši
garso
galu, gašas
gimenē
gribēnu
iedodiet
ipezistināt
ipezīties
iespējams
ia
ir
istabu, istaba
ja
jaunākais, jaunāks
jums
jūties, jūtos
jà
ka
kafigāi
kaš
kapčikas
karbonādi
kartupeļi
kas
kaut ko
klāsuie
klaušos
klaušules
ko
krūžite
kungs
kur
kura
kurss
kā
kā klājās

be (formal)
I am
piece
years
delicious
to like (specifically, eating)
meat
in the family
I would like to
to give
to introduce
to meet
possible
going
is
room
if
youngest, younger
for you (dative)
feel
yes
that
coffee
bothering
kopecs
pork chop
potatoes
what
something
listen
I'm listening
receiver
what
little cup
Mr.
where
which (fem.)
exchange rate
how
how are you? (idiom)
kāds
kādā
kāpostu
labdien
labi
labvakar
labāk
loi
laikā
lāriviete
lāviski
liela
liellopu
līdz
loti
lūdzu
maizes
maksā
mamma
man
mana
manis
mans
mazmājina
mēgināsim
mērci
mērci ti
Miiera korpusa
mīl
mājās
māsas
māsu
nav
nejūtīes
neprecējies
nesaprotu, nesaproti
nevarētu
nē
no
nopirkt

what
at what
cabbage
good day
well
good evening
better
for
time
Latvian (fem.)
in Latvian
big (feminine)
beef
to
very
please
bread
to cost
mother
for me
my
me
my, mine
toilet (little house)
we will try
sauce
sauce (diminutive)
Peace Corps (gen.)
loves
home
sisters
sisters
not to have
don't feel
unmarried
to not understand
couldn't
no
from
to buy
noraksti
nordarbojeties, nodarboties
nozīmē
ogas
organizācija
otrājā
otrās
pa kreisi
pa labi
pabeigusi
paēdis
pagaidīt
paldies
palieciet
palikuši
palūgt
par
parādīt
pasaukšu
pasaukšēs
pasaulē
pasniegt, pasniedziet
pasta markas
pateikt, pateikšu
patiesām
patikami
pēc
pēcpusdienā
pie
piecdesmit
pieci
piedāvāt
piedāvāt
piens
pieteikt, pieteicāt
pietiksies
piparūs
pirmajā
pirms
pirmās
pirmās
precejies

write down
to do (work)
to mean
berries
organization
for the second course
second (fem.pl.)
on the left
on the right
finished (feminine)
to be full
wait
thank you
to stay
are left
to ask for
than
to show
I will call
world's
to pass
stamps
to tell, I will tell
truly
pleasant
after
afternoon
to
fifty
five
offer
to offer
milk
to reserve (infinitive, past)
to be enough
pepper
for the first course
before
first (fem., pl.)
married
pret  against
priecājos I am glad
pulksten o'clock
puru krējumu whipped cream
redzēšanos seeing
rēkinu bill
tī tomorrow
rubļiem, rubli rubles, ruble
runājams able to speak
saka to say
saknes vegetables
saldejums ice cream
saldo ēdienu dessert
sarunu conversation
sa tiksimies let us meet
sautētu sauteed
savienot to connect
seit here
septīndesmit seventy
sēnes mushrooms
sēnu mushroom
sis this
skaista beautiful
skolās school
sodien today
sokolādes krēms chocolate cream
sūta sends
sūtišana sending
svaigu, svaigas fresh
sveiki greetings
sviestu butter
sāp hurts
skēli slice
tad then
tagad now
tas that
tavā in your
tejkaroti teaspoon
telefona telephone
tev for you
<table>
<thead>
<tr>
<th>tik</th>
<th>such</th>
</tr>
</thead>
<tbody>
<tr>
<td>tikai</td>
<td>only</td>
</tr>
<tr>
<td>trijos, trijem</td>
<td>at three</td>
</tr>
<tr>
<td>tris</td>
<td>three</td>
</tr>
<tr>
<td>tā</td>
<td>that</td>
</tr>
<tr>
<td>tāds</td>
<td>that</td>
</tr>
<tr>
<td>un</td>
<td>and</td>
</tr>
<tr>
<td>uz</td>
<td>to</td>
</tr>
<tr>
<td>uz</td>
<td>to</td>
</tr>
<tr>
<td>uzgaidiet</td>
<td>wait</td>
</tr>
<tr>
<td>uzmanīgi</td>
<td>carefully</td>
</tr>
<tr>
<td>vai</td>
<td>question word</td>
</tr>
<tr>
<td>vajag</td>
<td>to need</td>
</tr>
<tr>
<td>vakardienas</td>
<td>yesterday</td>
</tr>
<tr>
<td>valstūs</td>
<td>in the countries</td>
</tr>
<tr>
<td>varētu</td>
<td>could</td>
</tr>
<tr>
<td>varu</td>
<td>to be able</td>
</tr>
<tr>
<td>vecs</td>
<td>old</td>
</tr>
<tr>
<td>vēders</td>
<td>stomach</td>
</tr>
<tr>
<td>vēl</td>
<td>yet</td>
</tr>
<tr>
<td>vēlētos, vēlos</td>
<td>would like to, want to</td>
</tr>
<tr>
<td>vēlreiz</td>
<td>again</td>
</tr>
<tr>
<td>vērūbā</td>
<td>in the worth</td>
</tr>
<tr>
<td>vēstules</td>
<td>letter's</td>
</tr>
<tr>
<td>viens</td>
<td>one</td>
</tr>
<tr>
<td>viņš, viņam</td>
<td>be</td>
</tr>
<tr>
<td>viņas, viņai, viņa</td>
<td>she, her</td>
</tr>
<tr>
<td>viss</td>
<td>everything</td>
</tr>
<tr>
<td>visvairāk</td>
<td>most of all</td>
</tr>
<tr>
<td>visādas</td>
<td>all kinds of</td>
</tr>
<tr>
<td>vārds</td>
<td>name</td>
</tr>
<tr>
<td>vārdu</td>
<td>word</td>
</tr>
<tr>
<td>vārdā</td>
<td>by the name of</td>
</tr>
<tr>
<td>zemenes</td>
<td>strawberries</td>
</tr>
<tr>
<td>zēl</td>
<td>sorry</td>
</tr>
<tr>
<td>zupu</td>
<td>soup</td>
</tr>
<tr>
<td>zvanījusi</td>
<td>has called</td>
</tr>
<tr>
<td>zvanit</td>
<td>to call</td>
</tr>
</tbody>
</table>