

A L B A N I A N

Basic Course

Volume I

Lessons 1-16

TRANSLATION and CARTOON GUIDE

FEBRUARY 1960

DEFENSE LANGUAGE INSTITUTE

FOREIGN LANGUAGE CENTER

T o t h e S t u d e n t

Special Note

During the first ten lessons of your Albanian course you will not see any written Albanian. Use only your ear (with recordings or the instructor's voice), the two English translations, and the accompanying cartoons, and pay particular attention to the movements of the instructor's mouth and lips as he pronounces the Albanian words.

PRONUNCIATION DIALOGUES

What they are, what they are for, and how to use them.

What they are

The following are the materials issued to you in connection with the Pronunciation Dialogues.

- a. A book containing all the printed materials you will need (Albanian Basic Course, Vols. I and II, Lessons 1-10).
- b. A set of phonograph records containing the dialogues and oral drills. These recordings are the most important part of each lesson.

What they are for

A language is first of all an infinite series of vocal noises. To understand it well, you have to learn to distinguish from all those noises the same patterns distinguished by the native, and you have to learn to do it easily without keeping your mind on it. The best way to acquire that ease and speed in hearing the sounds accurately is to learn to reproduce them accurately. Your main job here is to reach the point where you can carry on a conversation in Albanian in such a way that a native Albanian can follow what you're saying without being distracted by the queer way in which you say it. The primary purpose of these lessons is to give you wide and realistic practice material for learning the pronunciation of all the sounds and combinations of sounds that occur in the Albanian language.

Another purpose of these lessons is to give you the most useful practice possible in Albanian patterns by providing you with these patterns and then actually making you handle them, change them, and make them work, just as if you were pushing and pulling and manipulating the parts of a machine.

The hardest part of your Albanian course is the first four weeks. If you spend enough time and effort

on these lessons, if you learn everything in them thoroughly, you'll have an enormous advantage throughout the remainder of the course.

How to use them

When a dialogue is presented in class for the first time, your instructor will use objects and gestures to help you understand the meaning of what he is saying. Most of the time you will be able to understand immediately, but should you need more clarification you can turn to the English translations in your book.

Never look at the Albanian text as the lesson is introduced and drilled. If you do, it will distract you and keep you from listening to your instructor's pronunciation as carefully as you should in class and on the records, and it will keep you from imitating his pronunciation correctly. In any case the Albanian text is of relatively minor importance. The real language is the spoken language and consequently the recordings are the most important materials for your use.

Each lesson of the Pronunciation Phase is recorded on six spirals. The sequence of spirals on the records is as follows:

Spiral 1: Dialogue spoken at normal speed.

What they are for

A language is first of all an infinite series of vocal noises. To understand it well, you have to learn to distinguish from all those noises the same patterns distinguished by the native, and you have to learn to do it easily without keeping your mind on it. The best way to acquire that ease and speed in hearing the sounds accurately is to learn to reproduce them accurately. Your main job here is to reach the point where you can carry on a conversation in Albanian in such a way that a native Albanian can follow what you're saying without being distracted by the queer way in which you say it. The primary purpose of these lessons is to give you wide and realistic practice material for learning the pronunciation of all the sounds and combinations of sounds that occur in the Albanian language.

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Spiral 2: Repetition of the dialogue spoken at normal speed, but with a pause after each utterance. During the pause, repeat the utterance in a loud voice. DON'T WHISPER OR MUMBLE.

Spiral 3: Recombination dialogue, spoken at normal speed, consisting of words and phrases of the dialogue and of preceding dialogues.

Spiral 4: One or more short paragraphs, spoken at normal speed, containing the same elements as those in Spirals 1, 2, and 3.

Spiral 5: A number of questions, spoken at normal speed, based on the dialogue, the recombination dialogue, and the paragraphs. There is a pause after each question. During the pause you are to answer with a complete statement. Speak in a loud voice. DON'T WHISPER OR MUMBLE.

Spiral 6: A number of oral drill blocks illustrating the kinds of manipulation of words and phrases you must practice in order to acquire fluency in Albanian. The exercises are samples of the type of drills you will have in class.

Your main objective for each lesson is to memorize what is spoken in Spirals 1 and 2 so that you can recite the dialogue easily and fluently and to drill on the dialogue so that you can use any part of it without hesitation where it fits in a conversation. Your grades for

the first weeks are based mainly on your ability to recite these dialogues by heart in class with the visual cues as your only aid. So you should master thoroughly every spiral in this set of records.

In preparing an assignment, the following steps are recommended as the best to follow:

1. Listen twice to Spiral 1 of the dialogue assigned for the next day. Don't refer to your book.

2. Listen to and repeat Spiral 2 of the preceding day's dialogue once. Consult the visual cues of the text if you need to, although this should not be necessary.

3. Listen once to Spiral 1 of the assigned dialogue. Use the visual cues as an aid.

4. Listen once to Spirals 3 and 4 of the preceding lesson.

5. Listen to Spiral 1 of the assigned dialogue until you can understand every utterance as it is being spoken. Use the visual cues as an aid.

6. Listen to and repeat Spiral 2 of the assigned lesson twice.

7. Listen twice to Spiral 3 of the assigned lesson.

8. Listen to and repeat Spiral 2 of the assigned dialogue.

9. Listen once to Spirals 3 and 4 of the assigned lesson.

10. Repeat Step 8.
11. Listen to and answer the questions on Spiral 5 of the assigned lesson twice.
12. Try to speak all the assigned dialogue corresponding to Spirals 1 and 2. If you get stuck, check that particular utterance in the visual cues, or in the translations before you go on. If you still cannot remember, listen to and repeat Spiral 2. Try to say each utterance as fast as it is spoken on the record and with as much naturalness. Finally use the visual cues to help you remember the sequence of the utterance of the dialogue.
13. Listen to the oral drill blocks on Spiral 6 of the assigned lesson until you can understand every utterance as it is being spoken.
14. Repeat Step 12.
15. Repeat Step 9.
16. Repeat Step 12.
17. Listen to and answer the questions on Spiral 5 of the assigned lesson.
18. Listen to and repeat the oral drill blocks on Spiral 6 of the assigned lesson until you can say each block as fast as it is spoken on the record.
19. Repeat Step 12 until you can recite the dialogue easily and fluently.
20. The next morning, just before going to class,

repeat Step 12. USE THESE STEPS AS A CHECKLIST.

The procedure suggested above is considered minimum preparation. It can be accomplished in less than the time you are expected to study outside of class hours. If you want to do better, and consequently spend more time in preparation, the first thing you should do is to expand on the review of preceding dialogues, especially Spiral 2. The next thing is to increase the number of times that you practice Spirals 3, 4, and 6 of the assigned lesson. Your best bet on weekends is to practice Spirals 3, 4, and 6 of all the dialogues you've had, but not to the point of keeping you from relaxing and getting your mind off your Albanian. If you've studied the way you're supposed to, you owe it to yourself and to the Army to relax. _

Nothing has been said about the hours when you should accomplish the suggested home preparation because individual circumstances vary so widely, it is worthwhile, however, to point out that if you can do at least 30 minutes of your studying before dinner, you're better off. The best thing is to take a 30-minute break after your last class, then study for at least 30 minutes, then eat dinner and relax for a short time afterward, and finally go back to finish your assignment.

10. Repeat Step 8.
11. Listen to and answer the questions on Spiral 5 of the assigned lesson twice.
12. Try to speak all the assigned dialogue corresponding to Spirals 1 and 2. If you get stuck, check that particular utterance in the visual cues, or in the translations before you go on. If you still cannot remember, listen to and repeat Spiral 2. Try to say each utterance as fast as it is spoken on the record and with as much naturalness. Finally use the visual cues to help you remember the sequence of the utterance of the dialogue.
13. Listen to the oral drill blocks on Spiral 6 of the assigned lesson until you can understand every utterance as it is being spoken.
14. Repeat Step 12.
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17. Listen to and answer the questions on Spiral 5 of the assigned lesson.
18. Listen to and repeat the oral drill blocks on Spiral 6 of the assigned lesson until you can say each block as fast as it is spoken on the record.
19. Repeat Step 12 until you can recite the dialogue easily and fluently.
20. The next morning, just before going to class,

It's always a temptation to think that you could learn just as much and do it more pleasantly by studying with a friend. Don't believe it! Unless you and your friend have the willpower of a Puritan minister, and unless one of you is an experienced language teacher and has a native Albanian pronunciation, avoid trying to study together for more than thirty minutes a day.

However, it can be rewarding to study together for about half an hour a day if you limit your study to two specific things and only these two:

1. Dividing between the two of you the roles in the dialogue and trying to recite the dialogue without hesitation. This applies to both the next day's dialogue and to any preceding one.

- ~~2.~~ Trying to adapt the dialogues you have had to a little conversation between the two of you without attempting to say anything not specifically included in the lessons that you've had.

The most important point to keep in mind during these first few weeks -- and it remains important during the entire course -- is this: Hurry up and make your first five thousand mistakes, and be sure to get as much profit from them as possible. The fastest way to learn a language is to make plenty of mistakes at the start, provided you're made aware of each mistake at once and then correct it. So don't be timid and

embarrassed about your mistakes. Everybody expects them and you need to make them. If you wait to say anything in Albanian until you're absolutely sure you can say it just right, you'll never say anything. Throw yourself into this practice with enthusiasm and you'll come out OK. Never feel any embarrassment when your instructor corrects you.

There is no short cut to language learning. The materials and training aids given you are intended to make the process of acquiring Albanian as easy and effective as possible. Now it all depends on YOU. If you do your part well, follow instructions, and don't get easily discouraged, you will succeed, and before long you will be speaking Albanian.

LESSON I

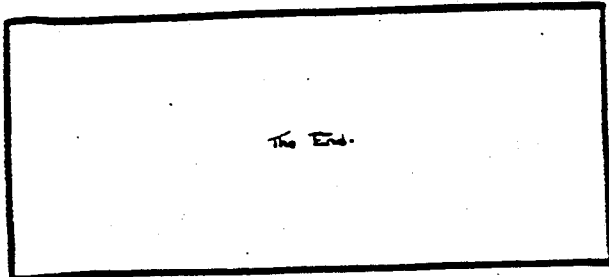
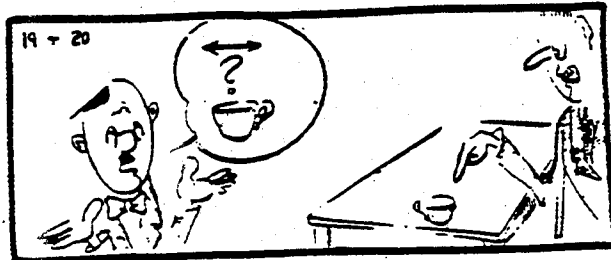
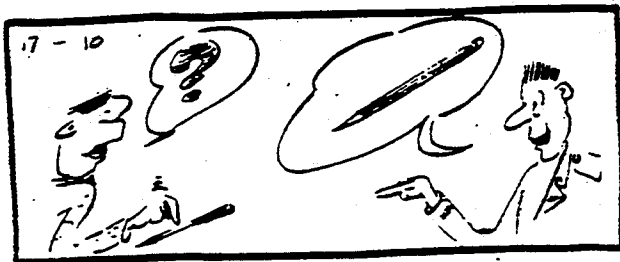
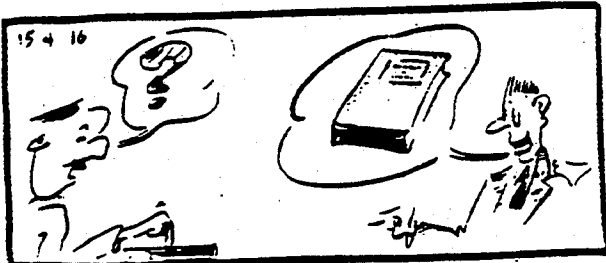
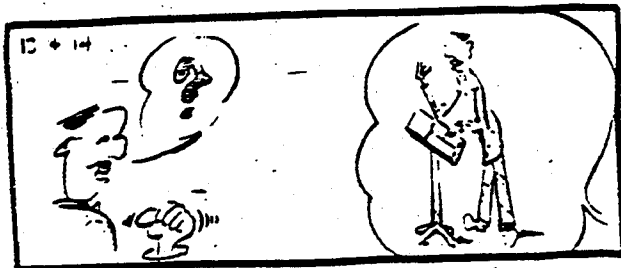
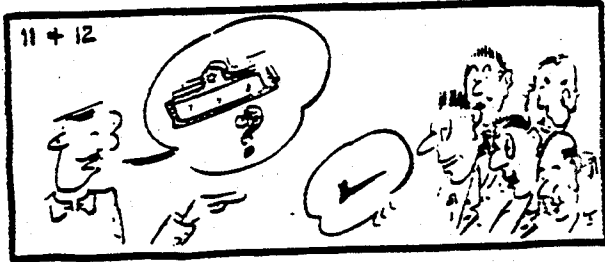
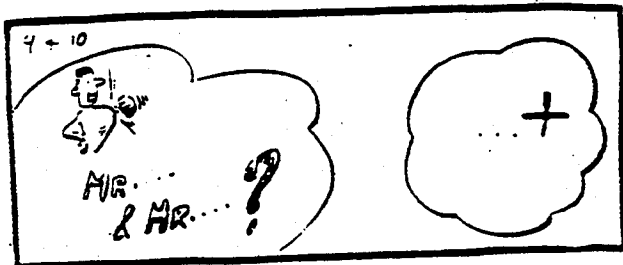
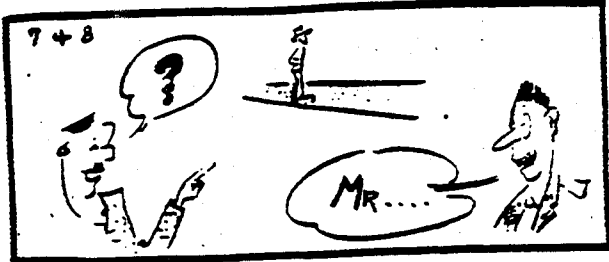
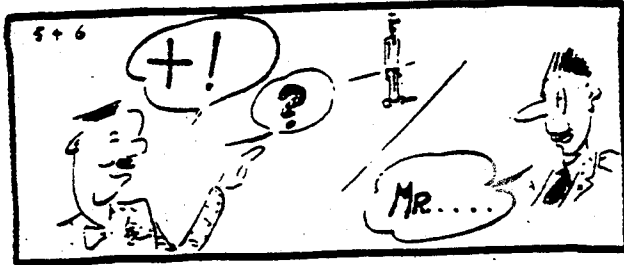
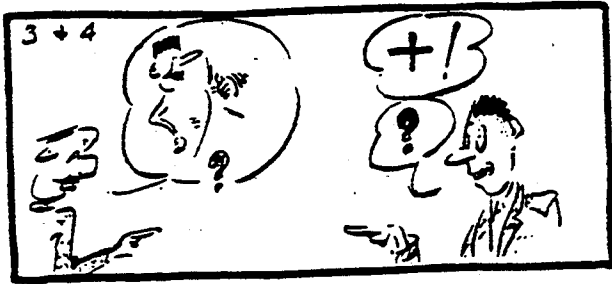
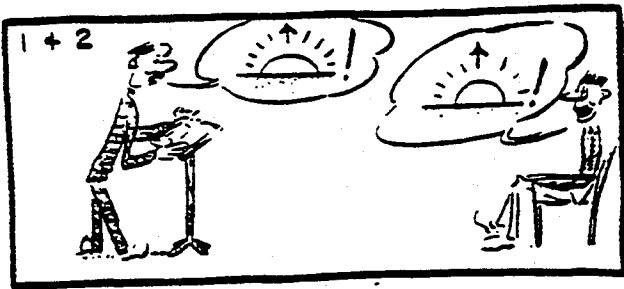
Literal Translation

1. Good morning!
2. Good morning, Mister Teacher!
3. How are (you)?
4. Well, you thank (I), and you, how are (you)?
5. Well, you thank (I)! Who is he?
6. He is Mister
7. And he, who is?
8. He is Mister
9. How are Mister and Mister?
10. They are well.
11. --- are students you all?
12. Yes, we all are students.
13. What am I?
14. - You-are teacher.
15. What-is this?
16. That is one book.
17. What is this?
18. That is one pencil.
19. Where is cup-the?
20. Cup-the is on table.
21. You thank (I)!
22. With honor may be (you)!

--- Interrogative particle. There is no English equivalent.

Idiomatic Translation

1. Good morning!
2. Good morning, teacher!
3. How are you?
4. Fine, thanks, and you?
5. Fine, thanks! Who is he?
6. He is Mr.
7. And who is he?
8. He is Mr.
9. How are Mr. and Mr.?
10. They are fine.
11. Are you all students?
12. Yes, we all are students.
13. What am I?
14. You are a teacher.
15. What's this?
16. That's a book.
17. What's this?
18. That's a pencil.
19. Where is the cup?
20. The cup is on the table.
21. Thanks!
22. You're welcome.



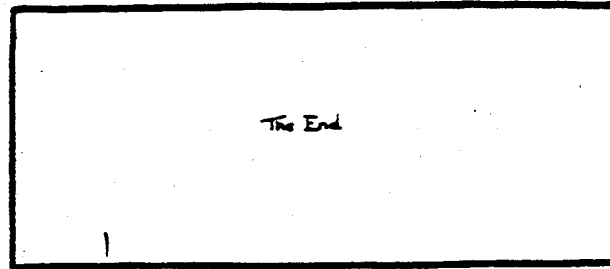
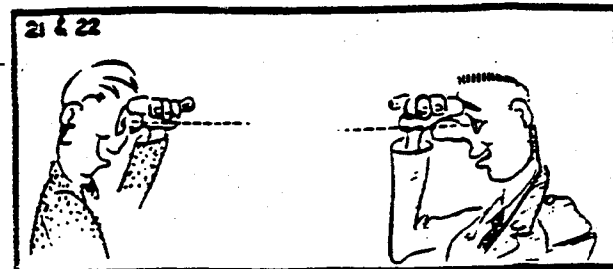
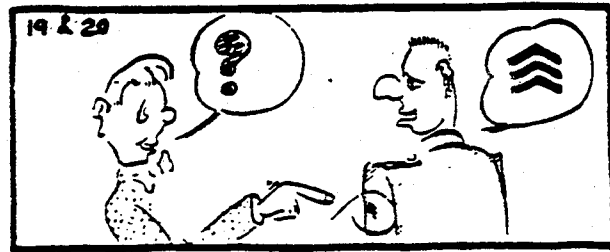
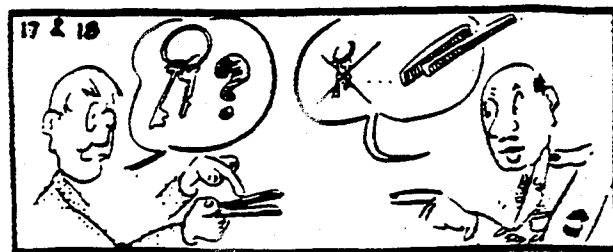
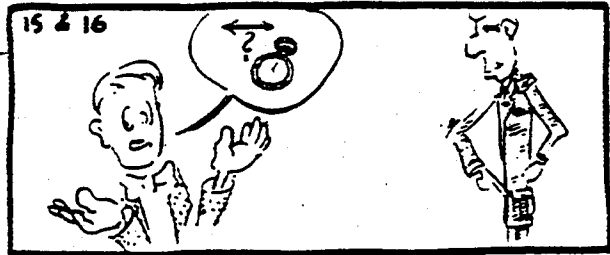
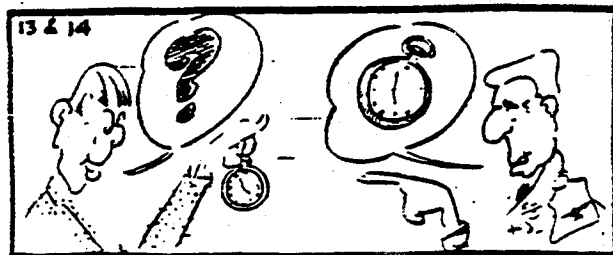
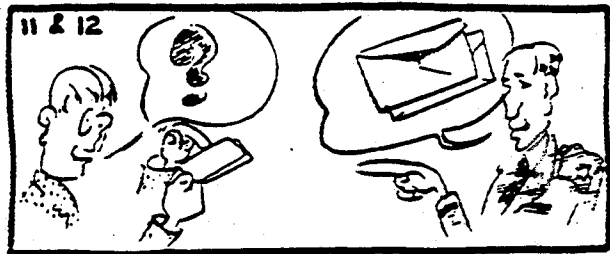
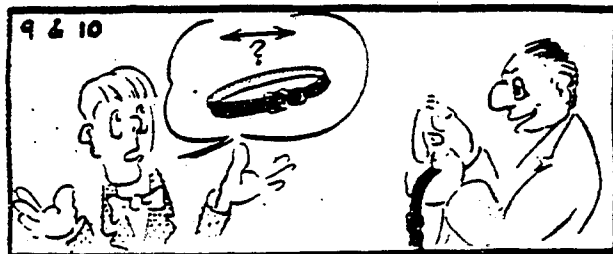
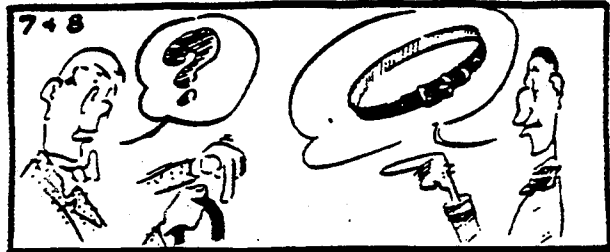
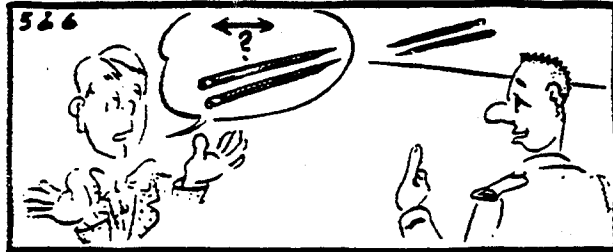
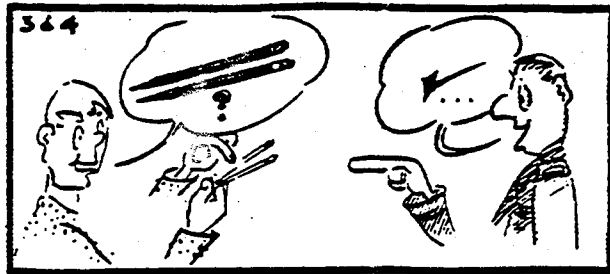
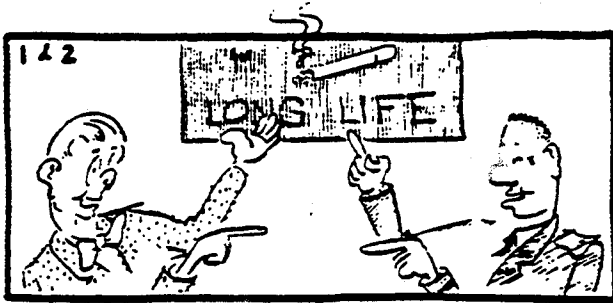
LESSON II

Literal Translation

1. May your life be long!
2. May your life be long!
3. --are pencils these, Mister Second Lieutenant?
4. Yes, those are pencils.
5. Where are pencils-the, Mr. First Lieutenant?
6. Pencils-the are there.
7. What is this, Mister Captain?
8. That is one belt.
9. Where is belt-the, Mister?
10. Belt-the is here.
11. What are these, Mister Major?
12. Those are envelopes, Mister Teacher.
13. What about this, what is, Mister Lieutenant Colonel?
14. That is one watch.
15. Where is watch-the, Mister Colonel?
16. Watch-the is in pocket.
17. --are keys these, Mister Master Sergeant?
18. No, those not are keys, those are combs.
19. What grade have (you)?
20. I am Sergeant.
21. May we see each other for a good occasion.
22. May we see each other for a good occasion.

Idiomatic Translation

1. Hello!
2. Hello!
3. Are these pencils, Lieutenant?
4. Yes, those are pencils.
5. Where are the pencils, Lieutenant?
6. The pencils are there.
7. What's this, Captain?
8. That's a belt.
9. Where is the belt, Mr.?
10. The belt is here.
11. What are these, Major?
12. Those are envelopes, teacher.
13. And what's this, Colonel?
14. That's a watch.
15. Where is the watch, Colonel?
16. The watch is in the pocket.
17. Are these keys, Sergeant?
18. No, those are not keys, those are combs.
19. What's your rank?
20. I'm a Sergeant.
21. So long!
22. So long!



Idiomatic Translation

1. Hello!
2. Hello!
3. Are these pencils, Lieutenant?
4. Yes, those are pencils.
5. Where are the pencils, Lieutenant?
6. The pencils are there.
7. What's this, Captain?
8. That's a belt.
9. Where is the belt, Mr.?
10. The belt is here.
11. What are these, Major?
12. Those are envelopes, teacher.
13. And what's this, Colonel?
14. That's a watch.
15. Where is the watch, Colonel?
16. The watch is in the pocket.
17. Are these keys, Sergeant?
18. No, those are not keys, those are combs.
19. What's your rank?
20. I'm a Sergeant.
21. So long!
22. So long!

LESSON III

Literal Translation

1. Good evening-the!
2. Good evening-the!
3. What nationality are (you)?
4. I am Albanian.
5. What have I in hand?
6. You have one ruler in hand.
7. Who has two pencils in drawer?
8. I Mister PFC-the have (we) each two pencils in drawer.
9. -- have corporals-the each one book?
10. Yes, corporals-the have each one book.
11. Where are soldiers-the?
12. Five soldiers are outside and three inside.
13. How many books has on table?
14. On table-has many books.
15. How many officers and how many NCOs has here?
16. Here_has-one officer and four NCOs.
17. -- have I one copybook?
18. No, you not have one copybook; you have one dictionary.
19. -- is dictionary-the my in cupboard?
20. Yes, dictionary-the your is in cupboard.
21. How many dictionaries has Mister?
22. Mister has one dictionary.
23. Night-the good!
24. Night-the good!

Idiomatic Translation

1. Good evening!
2. Good evening!

3. What nationality are you?
4. I'm Albanian.

5. What do I have in my hand?
6. You have a ruler in your hand.

7. Who has two pencils in the drawer?
8. I and the Pfc each have two pencils in the drawer.

9. Do the corporals have a book each?
10. Yes, the corporals have a book each.

11. Where are the soldiers?
12. Five soldiers are outside and three are inside.

13. How many books are there on the table?
14. On the table there are many books.

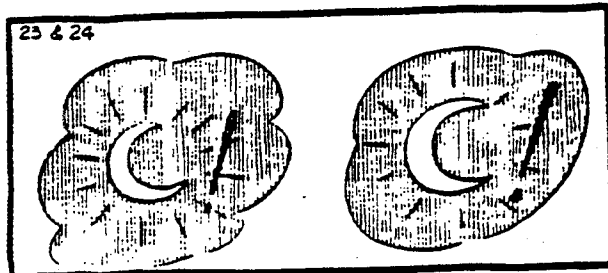
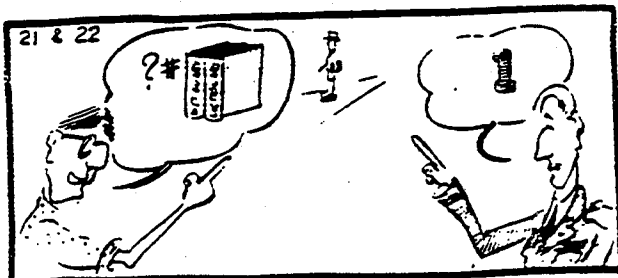
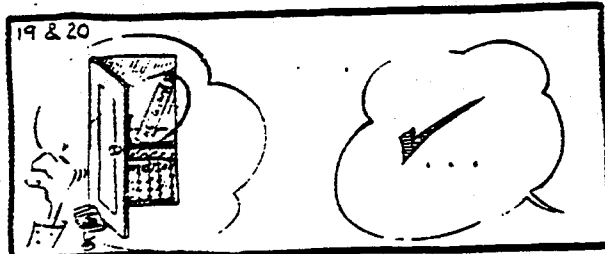
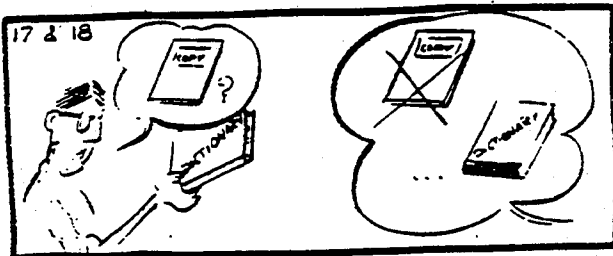
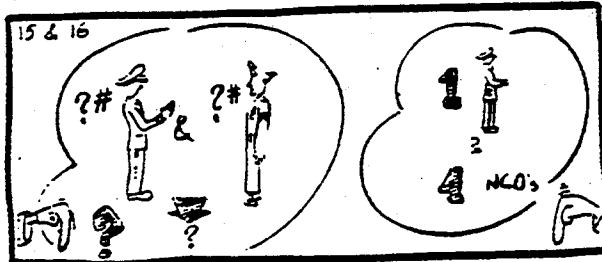
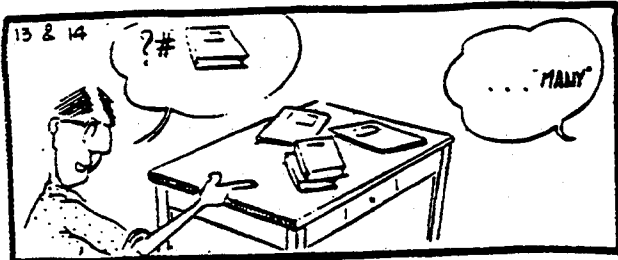
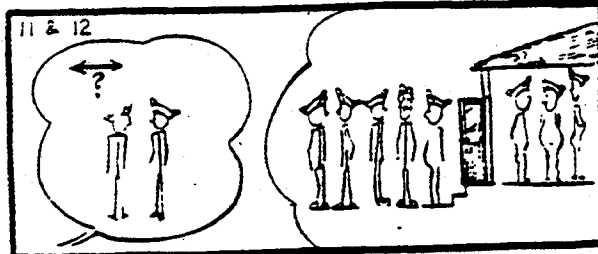
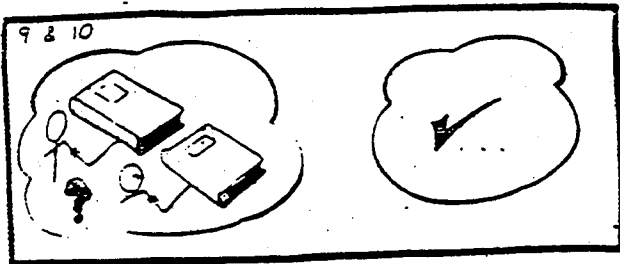
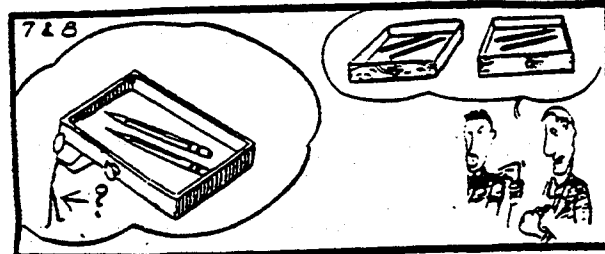
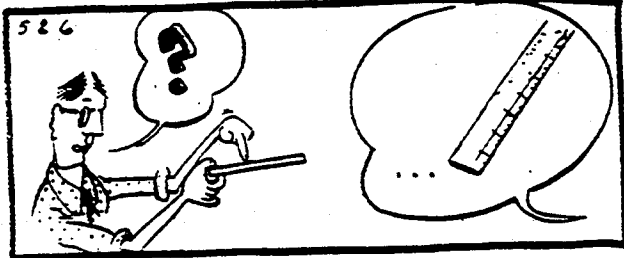
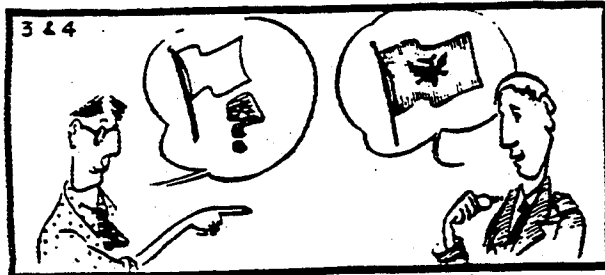
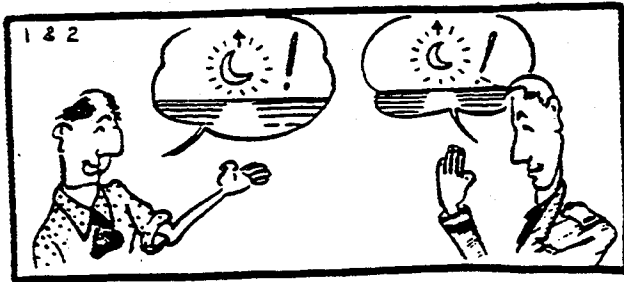
15. How many officers and how many NCOs are there here?
16. Here there are one officer and four NCOs.

17. Do I have a copybook?
18. No, you don't have a copybook; you have a dictionary.

19. Is my dictionary in the cupboard?
20. Yes, your dictionary is in the cupboard.

21. How many dictionaries does Mr. have?
22. Mr. has one dictionary.

23. Good night!
24. Good night!



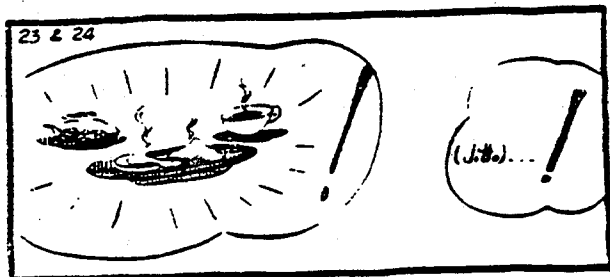
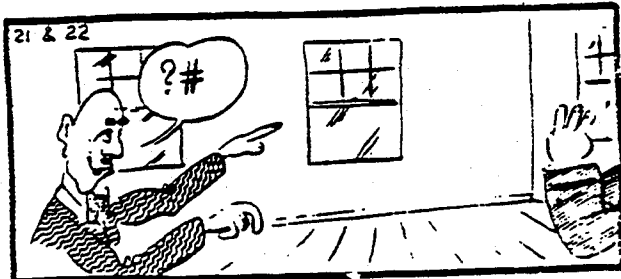
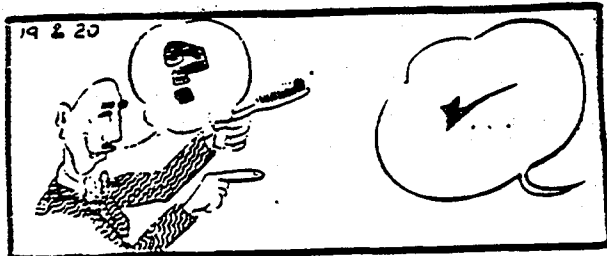
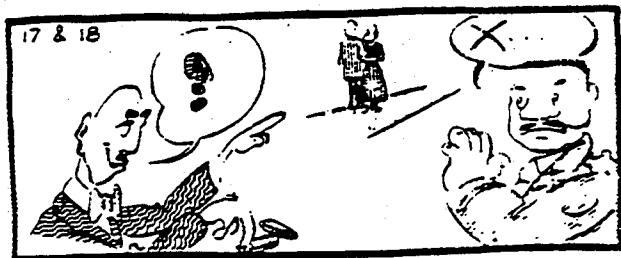
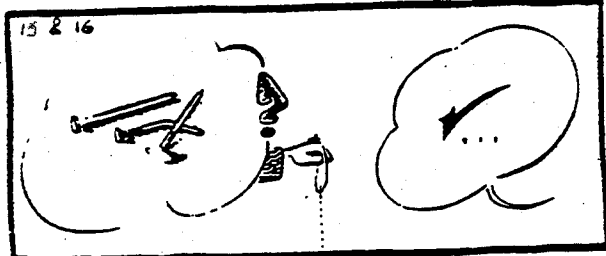
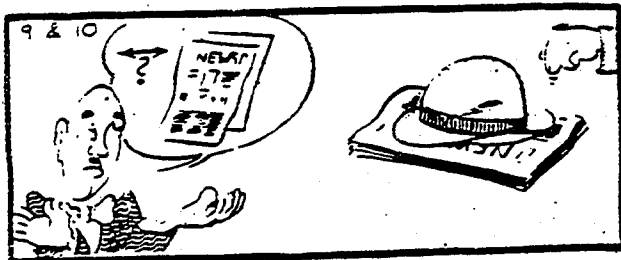
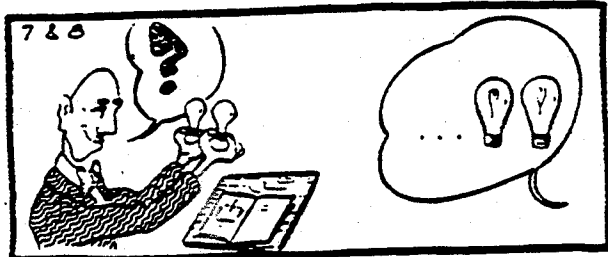
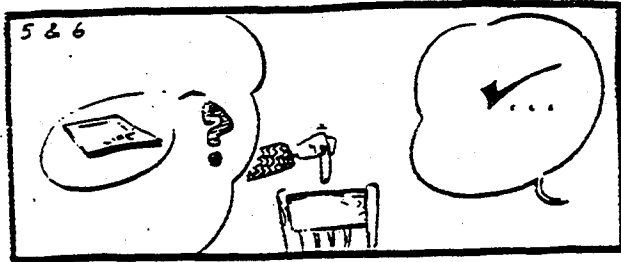
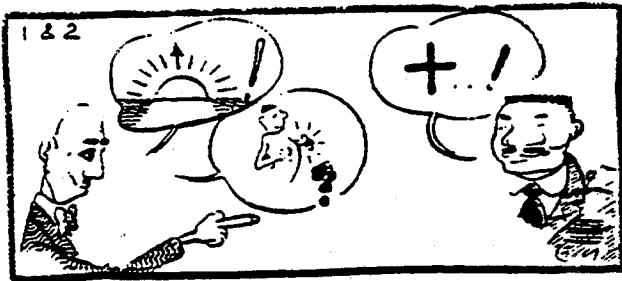
LESSON IV

Literal Translation

1. Good morning, how did the dawn find you?
2. Well, you thank (I).
3. What is this, Mister ?
4. That is one pen.
5. -- is magazine-the on chair?
6. Yes, magazine-the is on chair.
7. What are these, Mister?
8. Those are bulbs, Mister Teacher.
9. Where are newspapers-the, Mister?
10. Newspapers-the are under hat.
11. Where is girl-the my?
12. Girl-the your is in school.
13. Where is bridge-the?
14. Bridge-the is in picture.
15. -- are nails-the on the ground, Mister?
16. Yes, nails-the are on the ground.
17. -- are these rubbers-the their?
18. No, those not are rubbers-the their.
19. Is this brush-the your?
20. Yes, that is brush-the my.
21. How many windows has this room?
22. This room has three windows.
23. Lunch-the good!
24. Lunch-the good!

Idiomatic Translation

1. Good morning; how are you this morning?
2. Fine, thanks!
3. What's this, Mister?
4. That's a pen.
5. Is the magazine on the chair?
6. Yes, the magazine is on the chair.
7. What are these, Mister?
8. Those are bulbs, teacher.
9. Where are the newspapers, Mister?
10. The newspapers are under the hat.
11. Where is my daughter?
12. Your daughter is in school.
13. Where is the bridge?
14. The bridge is in the picture.
15. Are the nails on the floor, Mister?
16. Yes, the nails are on the floor.
17. Are these their erasers?
18. No, those are not their erasers.
19. Is this your brush?
20. Yes, that's my brush.
21. How many windows does this room have?
22. This room has three windows.
23. Good appetite!
24. Good appetite!



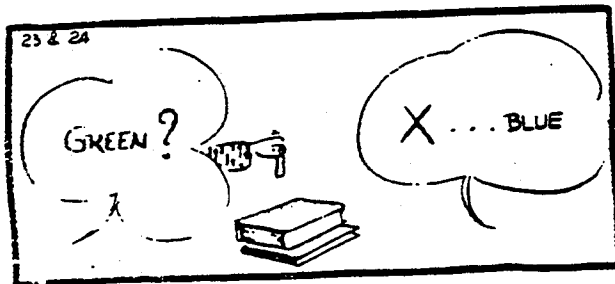
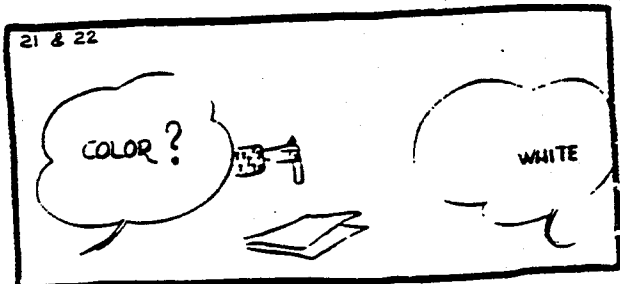
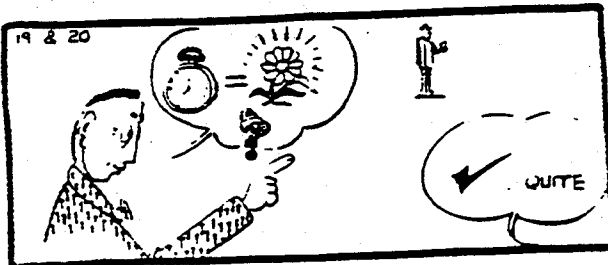
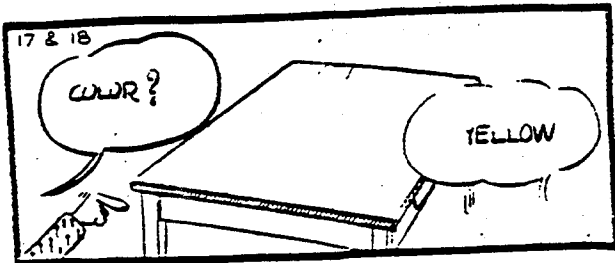
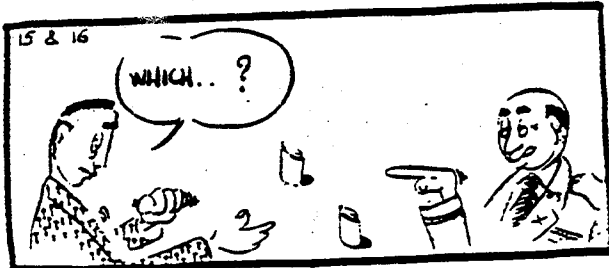
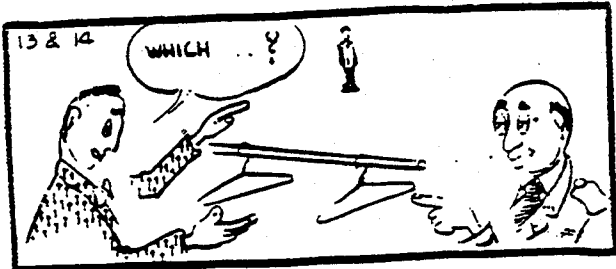
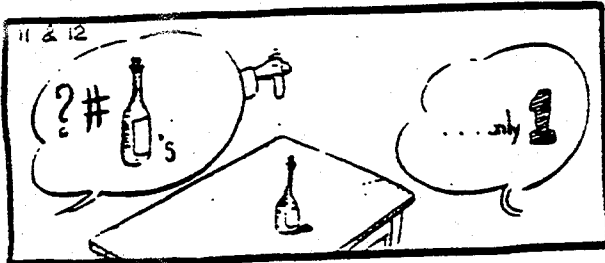
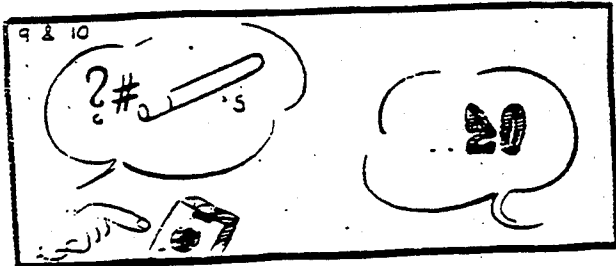
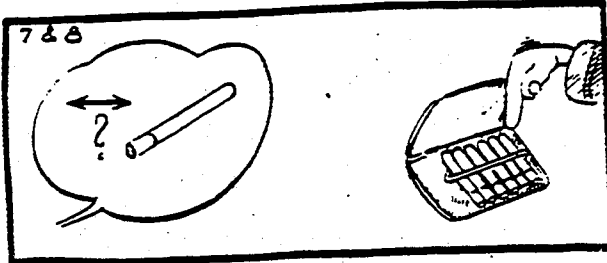
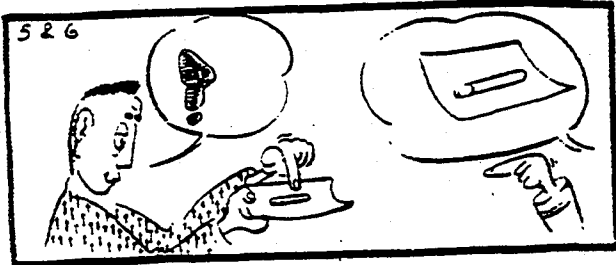
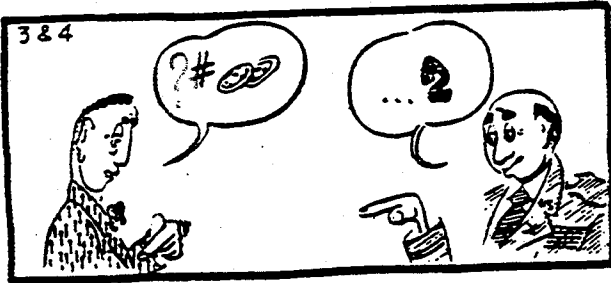
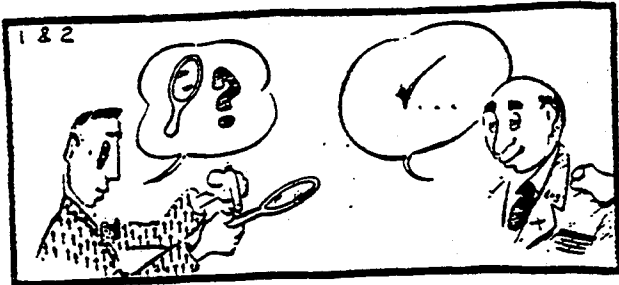
LESSON V

Literal Translation

1. -- have I one mirror in hand?
2. Yes, you have one mirror in hand.
3. How many buttons has coat-the my?
4. Coat-the your has two buttons.
5. What have (I) on letter?
6. You have one cigarette on letter.
7. Where is now cigarette-the?
8. Cigarette-the now is in box.
9. How many cigarettes has one pack?
10. One pack has twenty cigarettes.
11. How many bottles has on table?
12. On table has only one bottle.
13. Which is hanger-the his?
14. This here is hanger-the his.
15. Which is lighter-the my?
16. That there is lighter-the your.
17. What kind color-of has table-the our?
18. Table-the our is yellow.
19. -- is beautiful watch-the his?
20. Yes, watch-the his is enough beautiful.
21. What kind color-of have these letters?
22. Those letters are white.
23. -- are green these books?
24. No. Those books are blue.

Idiomatic Translation

1. Do I have a mirror in my hand?
2. Yes, you have a mirror in your hand.
3. How many buttons does my coat have?
4. Your coat has two buttons.
5. What do I have on this paper?
6. You have a cigarette on that paper.
7. Where is the cigarette now?
8. Now the cigarette is in the box.
9. How many cigarettes does a pack have?
10. A pack has twenty cigarettes.
11. How many bottles are there on the table?
12. On the table there is only one bottle.
13. Which one is his hanger?
14. This one here is his hanger.
15. Which one is my cigarette lighter?
16. That one over there is your cigarette lighter.
17. What color is our table?
18. Our table is yellow.
19. Is his watch beautiful?
20. Yes, his watch is quite beautiful.
21. What color are these papers?
22. Those papers are white.
23. Are these books green?
24. No. Those books are blue.



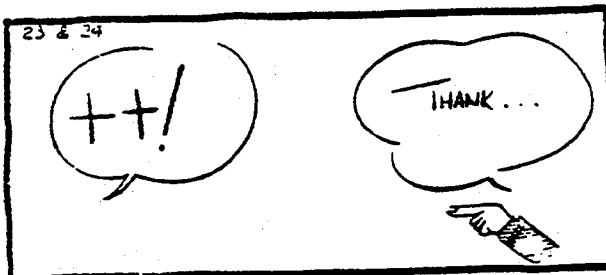
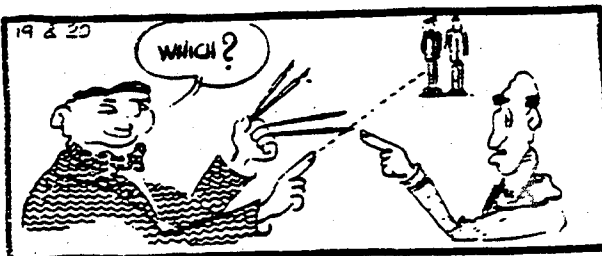
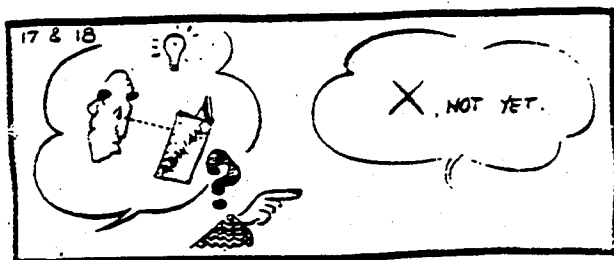
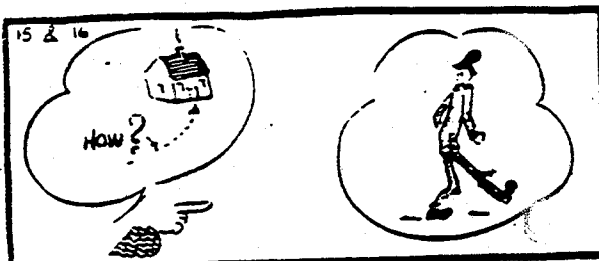
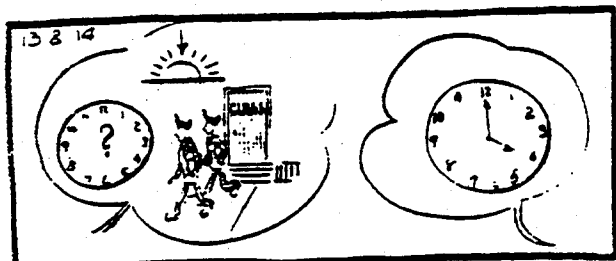
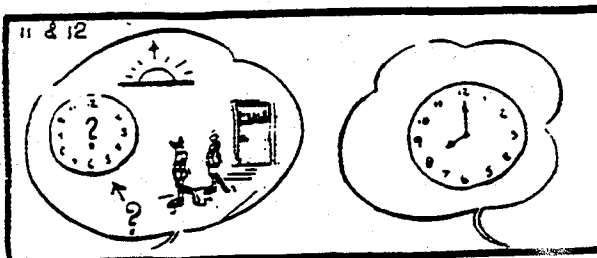
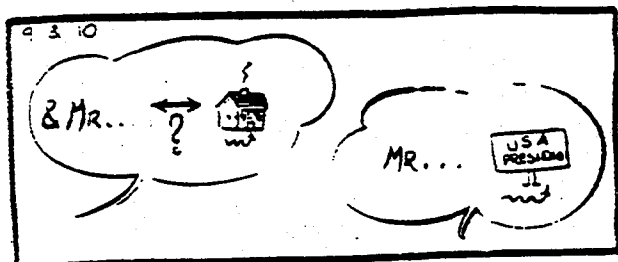
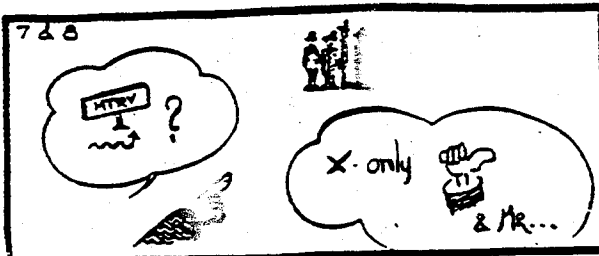
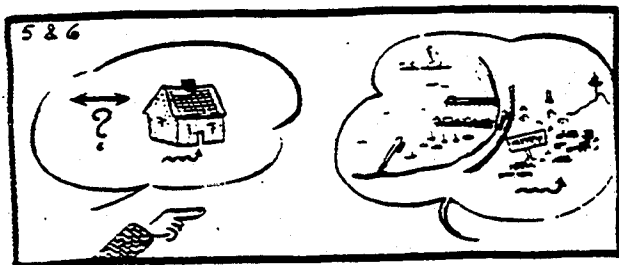
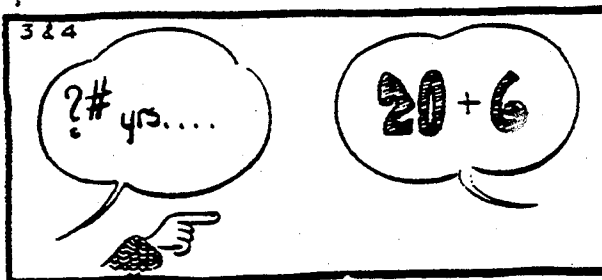
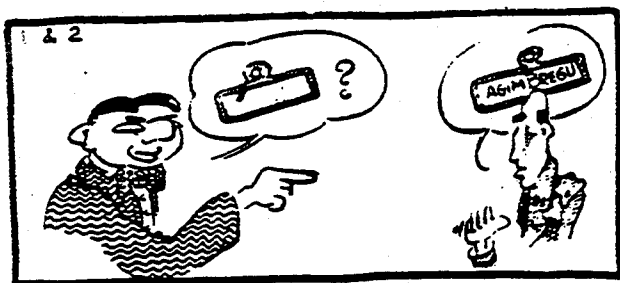
LESSON VI

Literal Translation

1. How you call (they)?
2. Me me call (they) Agim Bregu.
3. How many years-of are (you)?
4. Am twenty and six years-of.
5. Where dwell (you) Mister
6. I dwell in Monterey.
7. -- dwell (they) also others-the in Monterey?
8. No, only I and Mister dwell (we) in Monterey.
9. And Mister, where dwells?
10. Mister dwells in Presidio.
11. In what hour begin lessons-the in morning?
12. Lessons-the begin in hour-the eight.
13. In what hour finish lessons-the afternoon?
14. Finish (they) in hour-the four.
15. With what go (you) in house?
16. I go on foot.
17. -- know (you) to read albanian?
18. No, not know (I) yet to read albanian.
19. Which are pens-the their?
20. These here are pens-the their.
21. Which are books-the his?
22. Those on table are books-the his.
23. Very good!
24. You thank (I).

Idiomatic Translation

1. What's your name?
2. My name is
3. How old are you?
4. I'm twenty-six years old.
5. Where do you live, Mister
6. I live in Monterey.
7. Do also the others live in Monterey?
8. No, only I and Mister live in Monterey.
9. How about Mister, where does he live?
10. He lives in the Presidio.
11. At what time do the lessons begin in the morning?
12. The lessons begin at eight o'clock.
13. At what time do the lessons finish in the afternoon?
14. They finish at four o'clock.
15. How do you go home?
16. I walk.
17. Do you know how to read Albanian?
18. No, I don't know yet how to read Albanian.
19. Which ones are their pens?
20. These here are their pens.
21. Which ones are his books?
22. Those on the table are his books.
23. Very good!
24. Thank you.



LESSON VII

Literal Translation

1. How many students has class-the our, Mister
2. Class-the our has seven students.
3. How many tables has in this class and what kind of color have (they)?
4. In this class has three tables yellow.
5. What has on that table?
6. On that table has one dictionary green and one box.
7. What has in box?
8. In box has one pipe good and one magazine old.
9. What has friend-the your in briefcase?
10. He has in briefcase two rulers long.
11. How many lighters has he in pocket?
12. He has in pocket one lighter.
13. What has in that drawer?
14. In this drawer has some newspapers torn.
15. What has under arm Mister
16. Mister has under arm copybooks-the our.
17. -- knows to write albanian he?
18. No, not knows.
19. Which know to speak english?
20. We all know to speak english.
21. -- it drink (you) tobacco-the?
22. Yes, it drink (I).
23. Order (you) and stay (you), you pray (I).
24. You thank (I).

