

simpl ido

A Beginner's Guide to
The International Language

IDO

By Stephen Bartok

COPYRIGHT 2015

WHAT IS SIMPL-IDO?

- A beginner's instruction manual for learning the constructed language IDO.
- No prior knowledge of the IDO language (or any other language besides English) is necessary.
- A lot of the basic grammar will be covered in this manual.
- By the time you have completed the curriculum in this manual, you will be able to read and write sentences of intermediate complexity.

WHAT SIMPL-IDO IS NOT...

SIMPL-IDO IS NOT:

- A comprehensive dictionary or grammar reference for the IDO language. The IDO language was designed to be a full, working language with a large, diverse dictionary that continues to add new words to this day. While this manual will introduce a lot of common vocabulary words and all of the essential grammar words, it can not replace a full dictionary or the KGD (the definitive grammar reference for the language).
- A comprehensive history of Ido or of the constructed language movement. The history of the constructed language movement spans centuries; The IDO language, itself, is over one century old. While this manual will give you an overview history of IDO, historical education is not it's intent.
- A revision or variant of the IDO language. Simpl-Ido is different from other manuals; It's not trying to introduce every single grammar rule all at once. Instead, it presents those parts of IDO that are absolutely essential for meaningful communication.

WHAT IS IDO?

IDO is a constructed language, often called an “international,” “auxiliary” or “artificial” language. The language was created in 1907 by Louis de Beaufront and Louis Couturat. It was designed as a response to criticisms and concerns about the features of constructed languages that were previously created.

WHO THIS BOOK WAS WRITTEN FOR

This book is written for the average, English-speaking, non-constructed language enthusiast in mind.

Let me explain.

There was a time when the world of constructed languages (sometimes also known as auxiliary languages, universal languages, international languages and artificial languages) was populated by a wide swath of demographics. In fact, at one point, constructed languages were the “In” thing - Like smartphones and tablet computers are right now (circa 2015).

It's hard to pinpoint precisely why constructed languages fell out of favor with the public and the more people who are knowledgeable about this topic that you ask, the more opinions you will receive. The reasons that most of these people tend to cite are:

- **World Wars I and II.** The turmoil in Europe during this time period drastically interrupted the progress that constructed languages were making. The political upheavals that these wars caused marked great shifts in priorities for huge populations. Spending time and resources on constructed languages no longer seemed rational when dealing with the aftermaths of two world wars and a new, lingering “Cold War.”
- **Indecision on multiple languages.** Ask someone not well versed in constructed language history about the topic and most people will reply, “Esperanto.” Yet Esperanto was just one of **many** constructed languages created in the late 1800s and early 1900s. Think of the “format wars” for Video Cassette Recorders (VHS and Betamax) or DVD-ROM players (HD-DVD and Blu-Ray). Unfortunately, there was no market pressure to eliminate candidates and advocates of one language were often not willing to give up “their” language to learn any other.
- **Complexities of initial languages.** Constructed language design in the late 1800s and early 1900s emphasized design philosophies different from more modern attempts at creating constructed languages. Earlier constructed languages were designed for the serious intent of being a fully-functioning, completely useful language... No different than that of a natural language. These languages were also meant to be “neutral” to particular cultures since they were meant to be “international” in scope. As a result, such languages often had rules perplexing to many cultures as language designers sought to be inclusive by adding features from different languages with little regard of how those features actually worked in practice.

- **Rigidity (or lack thereof) of initial languages.** Like a political candidate or a religion, adherents to a particular language were not easily swayed when legitimate criticism of that language's features arose. Some language creators stubbornly refused to yield to any changes in their language, discouraging people who thought the language too difficult to learn. On the other end of the spectrum, some languages changed too often and too significantly, resulting in people afraid of learning the language only to find their hard work made obsolete by a new version of the language.
- **Cost of change.** A lot of people simply didn't feel the need to learn any language at all for any reason. These people lived perfectly comfortable lives and did not see the benefit to change. Natural languages such as Latin, French and English were all considered the "de facto" international language for their time and a lot of people thought that those languages worked (and still work) perfectly well for their needs. Also, some people felt that they received a greater benefit from learning a natural language than an international one that only a few spoke.

These aren't the **only** reasons for why a lot of knowledgeable people feel that constructed languages fell from popularity but they are most of the major reasons. As a result, constructed languages became a niche hobby and never regained their popularity from before the first World War.

Today, adherents of constructed languages have a depressed expectation for their language of choice. Many of these languages simply do not advertise themselves beyond the niche demographic of language enthusiasts who are willing to take the time to learn the language. As a result, few manuals exist that cater to ordinary people who want to learn a constructed language.

Most language manuals are designed for **language enthusiasts**, people who study languages as a hobby. Like all people who enjoy their hobby, language enthusiasts have gained a certain proficiency in learning languages that the rest of us haven't acquired yet. There's nothing wrong with you (or them, for that matter); The format of a lot of these constructed language manuals are simply meant for someone who really enjoys learning new languages and is proficient at learning them.

This manual is written for someone who is not proficient at learning languages; Someone who doesn't know their definite article from their indefinite article; Who's "fuzzy" on the differences between an adjective and an adverb; Who might not realize that even the most average person regularly uses verb tenses beyond the simple present, future and past.

WHY LEARN IDO AT ALL?

Why learn Ido? Why not some other constructed language or even a natural language?

- **IDO is a stable language.** All languages adapt to the population that speaks it but Ido has remained incredibly stable for nearly one century. It's grammar has remained virtually unchanged and it has only added contemporary words that could not have been conceived of when the language was first created.
- **IDO has hundreds of active speakers and writers.** No constructed language, regardless of how many adherents it has, can compete with the millions of speakers that even a modest natural language possesses. For a constructed language, however, Ido has a very sizable and active community that is always generating new content. Furthermore, these speakers are not just from one culture but from many cultures; This is a feature of all constructed languages - The ability to write and speak with people from different nations while using only one simple language.
- **IDO is a mostly "regular" language.** No language, constructed or natural, is completely regular with no exceptions. The art of communication is too complex not to allow for some artistic license when needed. However, Ido is exceptionally regular; You will not need to memorize, for instance, the tenses of "irregular" verbs or learn a plethora of irregular plural nouns that other natural languages (such as English) possess.
- **IDO will help you learn your own language better.** One fallacy for teaching people a new language is that a lot of the teaching material fails to educate those people on their native language. We "know" our own native language but we often forget the details about it. By learning a new language, you begin to re-examine the details your own language and, as a result, begin to speak and write more fluently as a result.

FORMAT OF BOOK

This book is formatted into a series of lessons. Each lesson is divided into the following parts: **Concepts, Warnings, Review, Vocabulary & Exercises.**

Concepts

BLUE 8

Grammatical rules & explanations of those rules. Often times, there will be comparisons with the English language to provide some scope on what is being taught.

Warnings

RED 2

Advises you of upcoming **concepts** that might especially challenge English-speaking learners.

Review

CHART 10

Summarizes the lesson down into single sentences. Don't treat reviews as a substitute for the **concepts**; Treat reviews as a refresher in the event that you haven't studied that particular lesson in a while.

Vocabulary

CHART 8 / MAGENTA 4

Words- plain and simple. The more words you learn, the more sentences that can be created as well as a greater diversity of sentences.

Exercises

Tests you on your fluency in learning those **concepts & vocabulary** from that lesson as well as all the previous lessons.

The lessons themselves are kept short to provide the student with quick, easy-to-grasp bursts of knowledge.

HEY! WHERE'S THE PRONUNCIATION SECTION?!

It's true that all modern languages nowadays are both written and spoken. Traditionally, language teaching manuals usually include how to pronounce a language as their very first course in teaching the language.

Why isn't the pronunciation section the first section of this book? It's simple - Most people who attempt to learn an international language never become proficient enough to speak it with someone else! Even if someone learns enough of an international language to read and write moderately complex sentences, the realistic chances are slim that there are enough people who also understand the language to speak with. Finally, a lot of beginners just want to jump right into the grammar of the language: What do the nouns look like? What is the sentence structure? How different is the language from English?

There's nothing wrong with placing a pronunciation section at the front of a natural language teaching manual; Those types of manuals tend to be written for institutions that have the resources to teach their students how to speak the language. Also, natural languages have innumerable native speakers; It only makes sense to learn how to speak a language spoken by millions of other people.

This particular manual (and for international languages in general) is written for self-study, where the resources for speaking the language are far fewer. Often times, international languages have few fluent speakers and the majority of their resources are devoted towards written materials.

So, there is a pronunciation section of this book - It's just not at the front of the book. The pronunciation section is in a part of the book where, should you learn enough of the language, it would serve a more useful purpose to the dedicated student.

TABLE OF CONTENTS

LESSON 01 PAGE 001

nouns // definite & indefinite articles

LESSON 02 PAGE 006

verbs (simple present) // the word "and"

LESSON 03 PAGE 010

adjectives // the verb "to be" // prepositions

LESSON 04 PAGE 014

negation

LESSON 05 PAGE 017

"yes-no" questions

LESSON 06 PAGE 019

derived adverbs // derivation

LESSON 07 PAGE 022

personal pronouns // reflexive pronouns

LESSON 08 PAGE 027

verbs (simple past) // verbs (simple future) // verbs (pres. infinitive)

LESSON 09 PAGE 031

possession // quantity // possessive pronouns

LESSON 10 PAGE 036

cardinal numbers

TABLE OF CONTENTS

LESSON 11 PAGE 041

demonstrative words

LESSON 12 PAGE 044

comparatives, part 1

LESSON 13 PAGE 047

comparatives, part 2

LESSON 14 PAGE 050

accusative -n

LESSON 15 PAGE 052

interrogative pronouns (subject)

LESSON 16 PAGE 055

interrogative pronouns (object) // relative pronouns

LESSON 17 PAGE XXX

interrogative adverbs // where & how

LESSON XX PAGE XXX

LESSON XX PAGE XXX

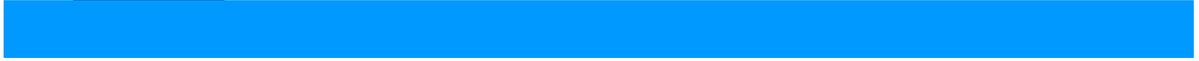
LESSON XX PAGE XXX

TABLE OF CONTENTS

LESSON **XX** PAGE XXX



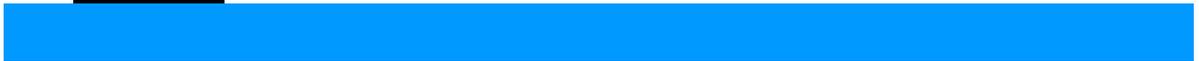
LESSON **XX** PAGE XXX



LESSON **XX** PAGE XXX



LESSON **XX** PAGE XXX



LESSON **XX** PAGE XXX



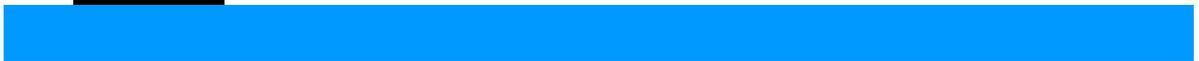
LESSON **XX** PAGE XXX



LESSON **XX** PAGE XXX



LESSON **XX** PAGE XXX



LESSON **XX** PAGE XXX



LESSON **XX** PAGE XXX



LESSON

1

NOUNS

A **common noun** is a word that has been famously defined as "a person, place or thing" (more specifically, a class of person, place or thing). This definition is not only plain & simple but also completely valid. While there are other types of nouns such as pronouns, we will be concentrating right now only on singular & plural common nouns.

A **singular noun** is a noun that identifies an **individual object**. For example, the word "table" is a singular noun because the word describes an individual table.

In English, a singular noun may end with any letter of the alphabet. Don't believe it? Here's a list...

Aurora**a**, knob**b**, attic**c**, cord**d**, house**e**, leaf**f**, dog**g**, hearth**h**, spaghetti**i**, raj**j**, book**k**, girl**l**, palm**m**, garden**n**, potato**o**, harp**p**, suq**q**, bear**r**, grass**s**, cat**t**, emu**u**, maglev**v**, window**w**, box**x**, sentry & topaz**z**.

Granted, some letters are used much more frequently than others. However, there is no rule in the English language that prevents a singular noun from ending with any letter. This amount of diversity makes mastering the English language very difficult for those learning English as a second language.

In Ido, ALL common singular nouns end with the letter "o." There are no exceptions to this rule. This does not mean that all words in Ido ending in "o" are singular nouns, just that all singular nouns end with the letter "o."

IDO WORD	ENGLISH WORD	IDO WORD	ENGLISH WORD
buxo	box	kato	cat
domo	house	libro	book
gardeno	garden	muso	mouse
hundo	dog	tablo	table

A **plural noun** is a noun that identifies **more than one of the same type of object**. For example, the word "tables" is a plural noun because the word describes more than one table.

In English, there are many ways to turn a singular noun into a plural noun.

While it is common to add "s" or "es" to the end of a singular noun in order to turn it into a plural noun, there are many exceptions to this rule:

SINGULAR NOUN	PLURAL NOUN	SINGULAR NOUN	PLURAL NOUN
child	children	tooth	teeth
mouse	mice	foot	feet
man	men	sheep	sheep
woman	women	cactus	cacti

As you can see, plural nouns in English can have many different types of ending or even no ending at all (like in "sheep")! This makes learning English very difficult & mastery of English much harder.

In Ido, ALL plural nouns end with the letter "i." There are no exceptions to this rule.

This does not mean that all words in Ido ending in "i" are plural nouns, just that all plural nouns end with the letter "i."

SINGULAR	PLURAL	SINGULAR	PLURAL
buxo	buxi	kato	kati
domo	domi	libro	libri
gardeno	gardeni	muso	musi
hundo	hundi	tablo	tabli

A/THE

A **definite article** is a word used to specify an object.

In English, the word "the" is used as the definitive article. For example, "the dog" or "the cat."

In Ido, the definite article is "la." There are no exceptions to this rule.

IDO	ENGLISH	IDO	ENGLISH
la buxo	the box	la kati	the cats
la domo	the house	la libri	the books
la gardeno	the garden	la musi	the mice
la hundo	the dog	la tabli	the tables

An **indefinite article** is a word used to identify a type of object.

In English, the word "a" or "an" is used as the indefinite article. For example, "a dog" or "an apple."

In Ido, there is no indefinite article. For example, the Ido word, "buxo," may translate into "box" or "a box" depending upon the context of the sentence in which it is used.

IDO	ENGLISH	IDO	ENGLISH
buxo	a box	kato	cat
domo	house	libro	a book
gardeno	a garden	muso	mouse
hundo	dog	tablo	a table

WARNING!

There are two other types of definitive articles (other versions of “the”) that are used in Ido. Don't worry! They are very uncommonly used and will not be addressed in this lesson. In fact, even if we translated an entire day of your conversations from English to Ido, we probably wouldn't find an incident where those uses occur.

REVIEW

Common singular nouns end in -o.

Common plural nouns end in -i.

The definite article preceding a noun or adjective is "La."

There is no indefinite article.

VOCABULARY

IDO	ENGLISH	IDO	ENGLISH	IDO	ENGLISH
buxo	box	kato	cat	taso	cup
domo	house	floro	flower	fisho	fish
gardeno	garden	kavalo	horse	ucelo	bird
hundo	dog	plado	plate	arboro	tree
stulo	chair	aquo	water	libro	book
lakto	milk	pomo	apple	pordo	door
krayono	pencil	muso	mouse	la	the

EXERCISES

EXERCISE 1

Circle which word is a **singular** noun.

- 1). buxo
- 2). domi
- 3). gardeni
- 4). hundo
- 5). kati
- 6). floro
- 7). kavalo
- 8). pladi
- 9). taso
- 10). fishi

EXERCISE 2

Translate the following sentences into Ido.

- 1). The box.
- 2). A plate.
- 3). Water.
- 4). The horses.
- 5). The trees.
- 6). A flower.
- 7). Milk.
- 8). A chair.
- 9). Dogs.
- 10). The house.

LESSON

2

VERBS - SIMPLE PRESENT

Verbs are words that describe different types of actions. Verbs have several **tenses** or ways that they may express time.

In English, the "simple present" (also called "present simple") verb tense describes an action that is presently happening. There are two ways, in English, to express these verbs:

- Add an "s" or an "es" to the end of the verb. For instance, "the dog sleeps**s**" or "the boy cries**s**."
- Add "-ing" to the end of the verb, with the word "is" between the noun and verb. For instance, "the dog **is sleeping**" or "the boy **is crying**."

In Ido, the simple present verb tense always ends in "-as." For instance, "la hundo dormas." "La hundo dormas" means both "The dog sleeps" and "the dog is sleeping."

WAIT! Where is the "is" in "La hundo dormas"?

In English, it is common to put the word "is" in front of the verb. For example, "the horse **is** drinking" or "the cat **is** running." With verbs in Ido, the verb automatically 'contains' the word "is" (as well as all of its derivatives, such as "was" and "are") and so it is not necessary to include that word in the translation.

IDO WORD	ENGLISH WORD	IDO WORD	ENGLISH WORD
drinkas	drinks (is drinking)	dormas	sleeps (is sleeping)
lektas	reads (is reading)	promenas	walks (is walking)
manjas	eats (is eating)	tushas	touches (is touching)
prizas	likes (is liking)	chasas	chases (is chasing)

AND

In English, there is a type of word called “conjunctions.” **Conjunctions are words that connect two words, phrases or clauses together.** For instance, the sentence “A dog **and** a cat” has the word “and” as a conjunction because it connects the words.

The Ido language also has conjunctions and you will eventually learn a lot of them. **Conjunctions, not the words themselves, in Ido are used just like they would be used in English.**

The Ido word for the English conjunction “and” is “e.”

WARNING!

It is important for English speakers to understand that, while learning the Ido language, **some of the words you learn will have different uses than their English counterparts.** For instance, in English, we can say, “One always washes their hands before eating” as well as “One plus one equals two.” In both cases, the word “one” is identical but their meanings are different in each sentence. In Ido, though, different words for the word “one” would be used for each of the above sentences because their meanings are different in each sentence.

In subsequent lessons, please **be very careful in how you use the words you learn.** It may be very frustrating at times to learn a word that isn't used in Ido the way that it is in English. When practicing, **always attempt to use the words you've learned in the context that they were taught to you, not how they are used in English.**

REVIEW

Verbs in the simple present tense always end in -as.

Verbs **DO NOT** need the word "is" (or their derivatives) in front of them.

The word for the English conjunction "and" is "e."

VOCABULARY

IDO	ENGLISH	IDO	ENGLISH	IDO	ENGLISH
drinkas	drinks	chasas	chases	apertas	opens
lektas	reads	queras	fetches	natas	swims
manjas	eats	restas	stays	regardas	looks (at)
prizas	likes (values)	vizitas	visits	vidas	sees
dormas	sleeps	audas	hears	lernas	learns
promenas	walks	dansas	dances	kompras	buys
tushas	touches	mixas	mixes	e	and

EXERCISES

EXERCISE 1

Translate the following sentences into Ido

- 1). The cat sleeps.
- 2). A fish swims.
- 3). The dogs are walking.
- 4). Horses are eating.
- 5). Horses and dogs are eating.
- 6). The mouse drinks the water.
- 7). Mice and cats are swimming.
- 8). A dog drinks milk.
- 9). A cat eats an apple.
- 10). A bird reads the book.

EXERCISE 2

Translate the following sentences into English

- 11). La kavalo vidas floro.
- 12). Hundo apertas la pordo.
- 13). La kati apertas la lakto.
- 14). La kavalo tushas la arbori.
- 15). Kati prizas hundi.
- 16). La muso vizitas la kato.
- 17). La fishi vidas la gardeno.
- 18). Kato e la uceli dansas.
- 19). Kavalo manjas flori.
- 20). La uceli promenias.

EXERCISE 3

There is something wrong with each translated **English** sentence.
Circle the **English** part(s) of the sentence that is incorrectly translated.

- | | |
|---|--|
| <ol style="list-style-type: none">1). The cat chases the bird.2). A fish drinks milk.3). Dogs and cats are swimming.4). Birds are visiting the garden.5). Trees like flowers. | <ol style="list-style-type: none">A). Kati chasas la ucelo.B). Fisho drinkas aquo.C). Hundo e la kati natas.D). Uceli vidas la gardeno.E). La arbori prizas flori. |
|---|--|

LESSON

3

ADJECTIVES

An adjective is a part of speech that describes a noun. For instance, in the phrase “the brown dog,” **brown** is the adjective because it is describing the noun.

Just like English nouns, adjectives in the English language can end in a variety of letters. Don't believe it? Here's a list...

dr**ab**, melod**ic**, afraid**d**, brave**e**, brief**f**, big**g**, high**h**, black**k**, ill**l**, calm**m**, modern**n**, steep**p**, better**r**, delicious**s**, great**t**, new**w**, dusty**y**.

In Ido, ALL adjectives end with the letter "-a." There are no exceptions to this rule. This does not mean that all words in Ido ending in "-a" are adjectives, just that all adjectives end with the letter "a."

IDO	ENGLISH	IDO	ENGLISH
bela	beautiful	felica	happy
blua	(the color) blue	feroca	fierce
granda	big (or large)	grosa	fat
mikra	little (or small)	bruna	(the color) brown

In Ido, adjectives are placed before the noun that they describe, **just like in English.** For instance, “the brown dog” would translate to “la bruna hundo.”

Multiple adjectives may also be “stacked” in front of the noun to describe it, **just like in English.** For instance, “the happy brown dog” would translate to “la felica bruna hundo.”

Like Ido nouns, there is no need to place an indefinite article (“a”) in front of an adjective. For instance, “bruna hundo” would translate to “brown dog” or “a brown dog” depending upon the context of the sentence.

TO BE / IS / ARE

In Lesson #2, we learned that the verb “to be” is automatically 'included' with a verb and does not need to be written before the verb. For instance, “La hundo dormas” translates into “The dog sleeps” or “The dog **is** sleeping.” This rule applies to all verb tenses, not just the simple present tense (for instance, “the dog **was** sleeping”).

Yet there will be several times when the verb “to be,” in one of its forms, will need to be written. For instance, take the sentence “the dog is brown.” Unlike verbs in lesson #2, “the dog is brown” and “the brown dog” **are not the same phrase**. These two phrases are written differently just as they would be in the English language because adjectives do not contain the verb “to be” like verbs. Therefore, we need to write some form of the verb “to be” **before** the adjective in order to write the phrase “the dog is brown.”

The simple present tense of the verb “to be” is “esas.”

Therefore, the phrase “the dog **is** brown” would translate to “La hundo **esas** bruna” and “the brown dog” is “La bruna hundo.”

Just like any other verb, “esas” will change its suffix to match the tense needed and these tenses will be taught in later lessons.

PREPOSITIONS

A **preposition** (some linguists like calling it an “**adposition**”) is a part of speech that relays a spatial or semantic relation to a phrase. For instance, the word “**on**” is the preposition in the sentence, “The book is **on** the chair.” The word “**to**” is the preposition in the sentence, “The cat reads the book **to** the dog.”

In Ido, prepositions are grammatically placed no differently than in English. For instance, the sentence “The book is **on** the chair” would be translated to “La libro esas **sur** la stulo” and the sentence “The cat reads the book **to** the dog” would be translated to “La kato lektas la libro **ad** la hundo.”

Unlike common nouns, adjectives and verbs, Ido prepositions do not have a common suffix. We've previously learned that common nouns end in "-o" or "-i," that adjectives end in "-a" and that the simple present tense of verbs end in "-as." However, prepositions have no equivalent ending; They end in a variety of letters.

REVIEW

Adjectives always end in -a.

Adjectives are placed before the noun that they describe.

There may be multiple adjectives placed before a noun.

The simple present tense of the verb "to be" is "esas."

Prepositions in Ido are placed no differently than they would in English.

VOCABULARY

IDO	ENGLISH	TYPE	IDO	ENGLISH	TYPE
bela	beautiful	adjective	havas	has (got)	verb
blua	blue	adjective	vendas	sells	verb
granda	big (large)	adjective	queras	fetch	verb
mikra	little (small)	adjective	restas	stays	verb
felica	happy	adjective	trovas	finds	verb
grosa	fat	adjective	amiko	friend	noun
bruna	brown	adjective	statuo	statue	noun
feroca	fierce	adjective	batelo	boat	noun
sub	under	preposition	stulo	chair	noun
en	in	preposition	pordo	door	noun
sur	on	preposition	frukto	fruit	noun

EXERCISES

EXERCISE 1

Translate the following sentences into Ido

- 1). The beautiful fruit (plural).
- 2). The brown dog.
- 3). The horse is happy.
- 4). Cats and dogs are small.
- 5). The fierce, fat mouse.
- 6). The little statue is in the garden.
- 7). Fish (plural) are brown.
- 8). The mouse is a friend.
- 9). The book is under the table.
- 10). The horse eats the fruit (single).

EXERCISE 2

Translate the following sentences into English

- 11). La pomo esas blua.
- 12). Ucelo esas sur la statuo.
- 13). Bruna aquo esas en la taso.
- 14). La felica kavalo esas sidas sub la arboro.
- 15). La grosa hundo chasas la mikra kato.
- 16). La statuo esas en la aquo.
- 17). La muso apertas la granda pordo.
- 18). Uceli restas en la arbori.
- 19). La frukto esas sur la stulo.
- 20). Kati esas felica.

EXERCISE 3

There is something wrong with each translated **English** sentence.

Circle the **English** part(s) of the sentence that is incorrectly translated.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1). The beautiful bird walks on the chair. 2). Blue statues are not brown. 3). A cat opens the small door. 4). The fat brown dog walks in the garden. 5). Horses sell statues. 6). Cats are happy in boats. 7). A fish swims in blue water. | <ol style="list-style-type: none"> A). La bela ucelo promenas sub la stulo. B). Blua statui esas bruna. C). Kato apertas la granda pordo. D). La bruna hundo promenas en la gardeno. E). Kavali vendas statuo. F). Kati esas felica en la batelo. G). Fisho natas en la blua aquo. |
|---|---|

EXERCISE 4

One of the Ido sentences does not match any of the English sentences.

Which are the pair that does not match?

- | | |
|--|--|
| <p>A bird is in the garden.
 The dog is on the box.
 The large book is in a box.
 The happy cats are drinking blue water.
 Dogs are big and brown.</p> | <p>Ucelo esas en la gardeno.
 La hundo esas sur la buxo.
 La mikra libro esas en la buxo.
 La felica kati drinkas blua aquo.
 Hundi esas granda e bruna.</p> |
|--|--|

LESSON

4

NEGATION

Negation is the act of taking an affirmative sentence (such as “The dog is brown”) **and turning it into a denial** (as in, “the dog is not brown”).

In English, we have several ways of turning an affirmative sentence into a denial. One of the most common ways is to use the word “not.” For instance, “the dog is **not** happy” or “the dog is **not** sleeping.”

In Ido, the word for “not” is “ne.” For instance, the sentence “the dog is not sleeping” would be “la hundo **ne** dormas.”

In English, the word “not” can be placed before or after the verb it negates. For instance, “the dog **is not** happy” or “the dog is **not sleeping**.”

In Ido, the negative is always placed before the verb that is negated. Always placing the negative before the verb is different than what occurs in English. For instance, in Ido, “the dog **is not** happy” would be translated into “la hundo **ne esas** felica” (literally translated, “the dog not is happy”).

One method of remembering where to put “ne” in a sentence is to first create the sentence in the affirmative and to identify the verb that will be negated.

In English, we sometimes use the word “do” (or “does”) in a negative sentence. For instance, “The bird **does not** swim” or “The birds **do not** swim.”

In Ido, the word “do” is not translated into the negative sentence. Much like the indefinite article “a” before a noun or the verb “is” before another verb, **the Ido word “ne” automatically 'includes' the word “do”** (or “does”) when it is necessary for the sentence to be grammatically correct. For instance, “la ucelo **ne** natas” can mean “the bird **does not** swim” or “the bird is **not** swimming.”

REVIEW

The word for “not” is “ne.”

“Ne” is always placed before the verb that is negated.

In Ido, the word “do” is not added into negative sentences.

VOCABULARY

IDO	ENGLISH	TYPE	IDO	ENGLISH	TYPE
magra	thin / lean	adjective	botelo	bottle	noun
atraktiva	attractive	adjective	a	to	preposition
bona	good	adjective	dop	behind	preposition
blanka	white (color)	adjective	por	for	preposition
kalma	calm	adjective	kompras	buys	verb
o	or	conjunction	parolas	talks / speaks	verb
ne	(does) not	negation	brilas	shines	verb
foresto	forest	noun	lavas	washes	verb
strado	street	noun	habitas	lives	verb
arboro	tree	noun	klimas	climbs	verb
parko	park	noun	sendas	sends	verb

EXERCISES

EXERCISE 1 - Be the Teacher!

Check these sentences to see if "ne" was used correctly. Mark the ones that are incorrect.

- | | |
|---|---------------------------------------|
| 1). La arboro ne esas en la foresto. | 6). La ne muso kompris blanka botelo. |
| 2). Fisho esas ne grosa. | 7). Musi esas ne atrakiva. |
| 3). La kati e la hundi ne esas kalma. | 8). La blua amiko esas ne arboro. |
| 4). La kavali ne esas en la granda parko. | 9). Kato ne kompras la libro. |
| 5). La hundo ne lavas la kati. | 10). La libro esas ne sub la tablo. |

EXERCISE 2 - Translate the following sentences into Ido

- | | |
|------------------------------------|--|
| 1). Boxes are not blue or brown. | 11). The cat is running to the park. |
| 2). The dog is under the table. | 12). The small horse stays in the forest. |
| 3). Trees live in the forest. | 13). The fruit (plural) is not on the table. |
| 4). A cat climbs the tree. | 14). Dogs chase cats. |
| 5). The book is behind the chair. | 15). A large dog walked to the door. |
| 6). The dog does not swim or read. | 16). Happy mice are swimming in milk. |
| 7). Blue horses are in the park. | 17). A large tree is in the park. |
| 8). Fish (plural) do not run. | 18). The park has a large tree. |
| 9). Do not drink from a bottle. | 19). The book is in the box. |
| 10). Behind the tree is a dog. | 20). The cat sleeps on the chair. |

EXERCISE 3 - Translate the following sentences into English

- | | |
|---------------------------------------|--|
| 1). Hundi ne natas. | 11). La granda muso esas sub la stulo. |
| 2). Kato tushas la blua buxo. | 12). La hundo ne esas en la buxo. |
| 3). Hundi ne lektas a kati. | 13). Feroce kato klimas la arboro. |
| 4). La muso klimas la mikra arboro. | 14). Bruna botelo esas dop la batelo. |
| 5). La frukto esas sub la tablo. | 15). Musi trovas la pomi. |
| 6). La statuo esas granda. | 16). La tablo ne esas blua! |
| 7). La blua flori esas en la gardeno. | 17). La bona kavalo manjas floro. |
| 8). Bela hundo queras statuo. | 18). La blanka kato dormas sub la mikra tablo. |
| 9). Blanka muso ne esas en la parko. | 19). Fishi ne klimas arbori! |
| 10). Arbori ne klimas statui. | 20). La statuo ne esas atrakiva. |

LESSON

5

QUESTIONS - YES/NO

English speakers all know the famous “W” words for asking questions - Who, What, When, Where & Why (most lists also include “How” as well, although it technically doesn't start with the letter “W”). In later lessons, we will address on how to ask these types of questions in the Ido language.

In English, there is another type of question called the “Yes-No question” (linguists sometimes call it a “polar question”). These questions do not use the “W” words but employ a technique that you should already recognize.

“Yes-No questions” tend to fall into two broad categories: They either switch words around in a sentence (ex. “The dog is swimming” becomes “Is the dog swimming?”) to make a question or they add the word “Do” (or one of it's derivatives) onto the sentence (ex. “The mouse walks” becomes “Does the mouse walk?”).

In Ido, “Yes-No questions” are created by adding the word “kad” at the beginning of the sentence to form a question. The word order for the sentence is not changed.

For instance, “la hundo natas” (“the dog is swimming”) becomes “**kad** la hundo natas?” (“**Is** the dog swimming?”). “La muso promenas” (“The mouse walks”) becomes “**kad** la muso promenas?” (“**Does** the mouse walk?”).

Since we have gone through the trouble of learning how to ask “Yes-No questions,” we ought to know how to translate the words “Yes” and “No” in the Ido language. **In Ido, the word for “Yes” is “yes.”** (Yes, that's not a typo - It's the same word as in English).

Unlike “yes,” there are different words in Ido to express different meanings of the word “No.” We'll learn those other “no” words in later lessons but, for now, **the word for “no”** in the context of “yes or no” **in Ido is... “no.”** (No, that's not a typo - It's also the same word as in English).

“Yes” and “No” are often classified as 'function words': They don't 'fit' into any other category, like a noun or a verb. They don't have a specialized ending like a noun (-o) or a verb (-as).

REVIEW

To create a "Yes/No" question, place the word "kad" in front of the sentence. The word order of a question sentence is not changed.

In Ido, the word for "Yes" is "yes."

In Ido, the word for "No" (as in "yes or no") is "no."

VOCABULARY

IDO	ENGLISH	TYPE	IDO	ENGLISH	TYPE
yes	yes	adverb	no	no	adverb
pro	because	preposition	kad	*NONE*	

EXERCISES

EXERCISE 1 - Create a Question!

Create a "Yes/No" question from each sentence given.

- | | |
|----------------------------------|----------------------------------|
| 1). La stula esas bruna. | 6). La arboro esas en la parko. |
| 2). Kati dansas. | 7). Muso ne esas sub la buxo. |
| 3). La muso kompras statuo. | 8). La blanka muso esas mikra. |
| 4). La granda hundo esas felica. | 9). La pomo esas sur la plado. |
| 5). Kati chasas la hundo. | 10). La flori ne esas atraktiva. |

EXERCISE 2 - Match the following questions with their appropriate answers.

- | | |
|-------------------------------------|---------------------------------------|
| 1). Kad la arboro esas dop la domo? | A). Yes, la granda statuo esas blua. |
| 2). Kad la hundo natas? | B). No, la arboro esas dop la batelo. |
| 3). Kad musu promenas sub la tablo? | C). Yes, musu promenas sub la tablo. |
| 4). Kad la granda statuo esas blua? | D). No, la pomo esas bruna. |
| 5). Kad la pomo ne esas bruna? | E). Yes, la hundo natas. |

LESSON

6

DERIVED ADVERBS

Adverbs are words that can modify verbs, adjectives and other adverbs.

SENTENCE	EXPLANATION
the mouse <u>calmly</u> speaks.	adverb "calmly" modifies the verb "speaks."
a <u>very</u> beautiful mouse.	adverb "very" modifies the adjective "beautiful."
the mouse <u>very</u> calmly speaks.	adverb "very" modifies the adverb "calmly."

In English, most adverbs are derived by taking an adjective and **placing the suffix "-ly" onto it.** For instance, placing "-ly" at the end of the adjective "soft" creates the adverb "softly." However, English has a lot of exceptions:

ADJECTIVE	ADVERB	ADJECTIVE SENTENCE	ADVERB SENTENCE
FAR	FAR	the tree was far away.	the mouse runs far.
HARD	HARD	the hard statue felt heavy.	the mouse swims hard.
GOOD	WELL	a good cat likes dogs.	the mouse cooks well.
LOW	LOW	a cat climbed onto the low chair.	the mouse swings low.

In Ido, there are two types of adverbs: natural and derived. Natural adverbs have no regular ending, just as with prepositions and function words. **Derived adverbs from adjectives in Ido, though, always end with the letter "-e."** This doesn't mean that all words in Ido that end with the letter "-e" are derived adverbs, just that all derived adverbs in Ido end with the letter "-e."

All adverbs in Ido are used just as they would be in English. For instance, just as it is correct English to write "the mouse **speaks calmly**" and "the mouse **calmly speaks**," we can write in Ido, "la muso **kalme parolas**" and "la muso **parolas kalme**." In other words, the adverb can be both before or after the verb, adjective or adverb that it modifies.

DERIVATION

By now, you have been introduced to nouns, verbs, adjectives and adverbs. Each type of word should be fairly easy to recognize: Non-personal singular nouns end in “-o,” present tense verbs end in “-as”, adjectives end in “-a” and derived adverbs end in “-e.”

Each of those word types, in essence, has a “root” and than an “ending” (-o, -as, -a, -e) that determines the word type.

What if, though, we take the Ido noun word “ligno \bullet ,” which means “wood,” and accidentally misspell it “ligna α ” (“lign” + “-a”)? Is that still a word? Yes, it is. We've now taken a noun (“ligno”) and turned it into an adjective (“ligna,” meaning “woody, wood-like or wooden”). We could also take an adjective and turn that into a noun. “Libera α ,” the Ido adjective meaning “free,” can be changed into a noun by removing the “-a” and adding an “-o,” spelling “libero \bullet ,” which means “a free person.” In fact, **you can take any noun and turn it into an adjective and vice versa.**

An adjective that can turn into a singular noun (-o) **can also turn into a plural noun** (-i). For example, the original “libera α ” (free) is turned into a singular noun “libero \bullet ” (a free person) and that can be turned into a plural noun “liberi \mathbf{i} ” (free people).

Just like in English, adjectives can easily be converted into adverbs by replacing the “-a” ending and adding the “-e” ending. “Libera α ,” the Ido adjective meaning “free,” now becomes “libere \mathbf{e} ,” meaning “freely.” Just like with nouns and adjectives, **you can take any adjective and turn it into an adverb and vice versa.**

Derivation is a very important part of the Ido language. The Ido language has many prefixes and suffixes that may be attached to the root of a word to give it a related meaning. Don't worry; Just like you're used to recognizing the prefixes and suffixes in the English language, you'll begin to recognize the prefixes and suffixes of the Ido language.

REVIEW

Derived adverbs always end in -e.

All adverbs in Ido are used just as they would be in English.

Adjectives can be turned into either singular or plural nouns.

You can turn a noun, adjective or adverb into the others by switching their endings.

VOCABULARY

IDO	ENGLISH	TYPE	IDO	ENGLISH	TYPE
Rapide	Quickly (speed)	Adverb	Kalme	Calmly	Adverb
Lente	Slowly (speed)	Adverb	Ofte	Often	Adverb
Prezente	Now	Adverb	Sempre	Always	Adverb
Tre	Very	Adverb	Libere	Freely	Adverb

EXERCISES

EXERCISE 1 - Translate the following sentences into English

- | | |
|---|--|
| <p>1). La hundo rapide natas ad la parko.
 2). Kad la muso parolas ad la uceli?
 3). Uceli promenas lente sur tablo.
 4). Kad la tablo esas blua od blanka?
 5). La frukto esas sempre sub la statuo.</p> | <p>6). La ucelo kalme parolas ad la kati.
 7). La hundi esas sempre magra!
 8). La blua boteli esas prezente dop la stuli.
 9). Kad kavalo esas ofte en la foresto?
 10). La hundo esas prezente sub la tablo.</p> |
|---|--|

EXERCISE 2 - Translate the following sentences into Ido

- | | |
|---|--|
| <p>1). The statue is now behind the tree.
 2). Are the birds always blue?
 3). The horse is not calmly walking.
 4). Yes, the box is now behind the cat.
 5). No, the bottle is very small.</p> | <p>6). The mouse always climbs the tree.
 7). The cat walks very slow.
 8). Is the horse now sleeping?
 9). The quick horses are now in the park.
 10). The friendly cat always sleeps on the chair.</p> |
|---|--|

LESSON

7

PERSONAL PRONOUNS

Common nouns were covered in the very first lesson. **Common nouns were defined as “a person, place or thing.”**

In this lesson, personal pronouns will be addressed. What's a personal pronoun? **A personal pronoun is a word that is used to substitute for a person or thing.** To use a movie analogy, think of a personal pronoun as the 'stunt double' or 'stand-in' for the actual noun that should be in the sentence. For example, in the sentence, “He walked to the park,” **he** is the personal pronoun because that word is a substitute for an actual person.

It should be pointed out that there are other types of pronouns. Those other types of pronouns will be addressed later.

Let's introduce you to the personal pronouns themselves:

ENGLISH	IDO	ENGLISH	IDO
I / me	me	it	olu
he / him	ilu	they / them	li
she / her	elu	we / us	ni
you	vu / vi		

HEY! HOW COME IDO COMBINES TWO PRONOUNS INTO ONE WORD?

As you can see in the above examples, Ido uses one word for “I” and “me,” just as it also does for a few other pronouns as well.

To understand the answer, we need to know the difference between the words “I, he, she, they & we” and “me, him, her, them & us.” The difference is that one set of pronouns (the “I, he, she” list) are called “nominative” (or “subject”) pronouns and the other set of pronouns (the “me, him, her” list) are called “oblique” (or “object”) pronouns. These pronouns serve different functions; One set of pronouns are used when the personal pronoun is the subject of the sentence, such as “**I** walk the dog.” The other set of pronouns are used when the personal pronoun is the object of the sentence, such as “The dog walks with **me**.”

The philosophy behind merging these two sets of pronouns into one is two-fold:

First, the level of detail between needing two sets of pronouns is often unnecessary. A listener or reader can determine through the context of the sentence who the subject and the object is of a sentence without needing a whole separate set of pronouns to clearly detail that out.

Second, Ido has a grammatical rule that can be used if someone wants to make the object and subject unambiguous. This grammatical rule in Ido allows for more flexibility in writing and speaking the Ido language than could be used in the English language. We'll address that rule later.

Personal pronouns are used just like they would be in English. For example, "He walks the dog" would be translated into "**ilu** promenias la hundo." "The dog walks behind him" would be translated into "La hundo promenias dop **ilu**."

HEY! THE WORD FOR "YOU" HAS TWO WORDS? WHY?!

Because the modern English word "you," as a pronoun, serves two purposes: Both as a singular and a plural form. English speakers used to have a word for the plural form of "you" ("ye," as in "Hear ye, hear ye!") but it fell out of use. English speakers in the American South tend to use "you all" or "y'all" to denote the plural form of "you" (as in, "You all need to listen to this!") but that's not considered proper English. A grammatically correct way to express the modern plural form of "you" is "all of you" (as in, "All of you need to listen to this!").

In Ido, "vu" is the singular form of "you" and "vi" is the plural form of "you." For example, "You are sitting on the table" would be "**Vu** sidas sur la tablo" and "The dog is sleeping behind (all of) you" would be "La hundo dormas dop **vi**."

REFLEXIVE PRONOUNS

It has been previously mentioned that **personal pronouns are the 'stunt double' for an actual person or thing.**

The dog walked in the park. He was happy. "He" refers to "the dog."

Reflexive pronouns are pronouns that refer to the noun (or pronoun) that both performs an action and receives that same action. For instance:

The male dog rolled the ball to the cat. "The male dog" is performing the action of rolling the ball. However, the dog is not the one receiving the action, it is the cat.

The male dog rolled the ball to himself. In this sentence, “the male dog” is both performing the action (rolling the ball) AND receiving the action (the ball rolls towards him). Therefore, we would use the reflexive pronoun (in this particular instance, “himself.”)

In English, there are several reflexive pronouns:

Personal Pronoun	Reflexive Pronoun	Personal Pronoun	Reflexive Pronoun
I	Myself	It	Itself
You (single)	Yourself	You (plural)	Yourselves
He	Himself	They	Themselves
She	Herself	We	Ourselves

As you can see, in English, with a few exceptions, we take the oblique pronouns (the “object” pronouns) and add “-self” or “-selves” to them to create the reflexive pronoun.

In Ido, there are only three reflexive pronouns: me, vu & su. Here is how you use these reflexive pronouns:

Personal Pronoun	Corresponding Reflexive Pronoun
me	me
vu, vi	vu
ilu, elu, olu, li, ni	su

For instance, if we want to say, “**I** am washing **myself**,” we would say, “**me** lavas **me**.” Through context, we know that the second “me” in that sentence is the reflexive pronoun and not the personal pronoun because of the first “me.” “**(all of) you** are washing **yourselves**” would be “**vi** lavas **vu**.” “**He** is washing **himself**” would be “**ilu** lavas **su**.”

HEY! WHY ARE THERE ONLY THREE REFLEXIVE PRONOUNS?!

The truth is that there are a variety of ways that languages deal with the reflexive pronouns. Some languages have a lot of reflexive pronouns while others have only one reflexive pronoun in total. In the case with Ido, this language felt that the majority of users would feel most comfortable and familiar with reflexive pronouns if there was one for each type of “person” (as in first-person, second-person and third-person speech).

WARNING!

These aren't all of the personal pronouns. There's one more personal pronoun that you haven't been introduced to yet. Don't worry! It's an entirely optional personal pronoun (that has no equivalent in the English language, at any rate) that you don't need to use if you don't want to. We'll cover that personal pronoun much later on.

REVIEW

The Ido personal pronoun for “you” is split into singular and plural forms.

Ido personal pronouns condense the object and subject cases into one case.

There are three reflexive pronouns: me, vu & su.

The reflexive pronouns are based on which type of personal pronoun is used.

VOCABULARY

IDO	ENGLISH	TYPE	IDO	ENGLISH	TYPE
me	I / me	pers. pronoun	li	they/them	pers. pronoun
vu	you (single)	pers. pronoun	ni	we/us	pers. pronoun
vi	you (plural)	pers. pronoun	me	myself	refl. pronoun
ilu	he/him	pers. pronoun	vu	yourself/selves	refl. pronoun
elu	she/her	pers. pronoun	su	him/her/it/ our/themselves	refl. pronoun
olu	it	pers. pronoun			

EXERCISES

EXERCISE 1 - Translate the following sentences into Ido

- | | |
|---|--|
| 1). He opens the bottle. | 11). The fish (single) buys the bottle for them. |
| 2). (all of) You are walking to the horses. | 12). Dogs are quickly swimming to the tree. |
| 3). She is washing herself. | 13). She sells horses often. |
| 4). He is talking to himself. | 14). We are not fat, beautiful birds! |
| 5). Is he talking to himself? | 15). They have no books. |
| 6). I hear the horse running! | 16). Yes, he slowly walks. |
| 7). We are now sitting at the table. | 17). No, I do not slowly walk. |
| 8). He eats it quickly. | 18). Yes, you walk very slowly. |
| 9). The statue hears her. | 19). No, I often walk very quickly. |
| 10). She hears the statue. | 20). The cat always climbs the tree. |

EXERCISE 2 - Translate the following sentences into English

- | | |
|-------------------------------------|--|
| 1). Ilu natas tre rapide. | 11). Li vidas blua hundo su. |
| 2). Elu lavas la hundo lente. | 12). Vu ne regardas me. |
| 3). Li ne esas en la parko. | 13). Me ne regardas me. |
| 4). La kato esas blua, ne bruna. | 14). Ilu prezente audas la feroca hundo. |
| 5). Ni vendas bela statui! | 15). Kad olu sempre natas? |
| 6). Kad ilu esas promenias o natas? | 16). Elu vendas la granda statuo ad li. |
| 7). Ilu dansas dop elu. | 17). Ilu lente manjas la pomo. |
| 8). Elu dansas dop li. | 18). Li ofte vidas la blua kati en la parko. |
| 9). Vu kompras la libro por vu. | 19). Ni ne lektas la mikra libro. |
| 10). Me ne promenias ad la parko. | 20). Kad ilu esas tre lenta? |

LESSON

8

VERBS - SIMPLE PAST

There are many verb tenses in both English and Ido. Over the course of this entire book, you will learn all of the Ido verb tenses.

In English, the simple past (sometimes called the “preterite”) can often be expressed by adding “-ed” or “-d” to the end of a verb. For instance, “the mouse walked**ed**” or “the mouse chased**d**.”

In English, though, there are hundreds of irregular verbs where the simple past form of a verb uses a different ending or even a different word entirely. Here are just a few examples:

PRESENT TENSE	PAST TENSE	PRESENT TENSE	PAST TENSE
go	went	ride	rode
make	made	have	had
swim	swam	buy	bought
build	built	cut	cut

As you can see, the English language is populated with irregular verbs that make learning English difficult at best.

In Ido, all simple past tense verbs end with the suffix “-is.” There are no exceptions to this rule. For instance, “the mouse walked” is “la muso promin**is**” and “the mouse chased” is “la muso chas**is**.”

Just a word of caution: English speakers may not realize that they use different types of past tenses without realizing it. For instance, “the mouse walked,” “the mouse was going to walk,” “the mouse had walked,” “the mouse would walk” and “the mouse had been walking” are all different past tenses. All of these past tenses are represented differently in Ido than they appear in English.

VERBS - SIMPLE FUTURE

When a person wants to express that an event will happen, they are describing a **future** event. With the simple past tense, we are able to add the suffix “-ed” or “-d” to the end of a verb in English to express the simple past tense (ex. “the mouse walked**ed**” or “the mouse chased**d**”).

In English, the future tense has no suffix or prefix for the verbs that need to be modified. Instead, we write “shall” or “will” in front of the verb that needs to be modified. For example, “the mouse **will** walk” or “the mouse **shall** walk.” To be fair, language experts like to differentiate between “will” and “shall” but, for our purposes, they serve the same role. Whenever we write “shall” or “will” directly in front of a verb, we call that a “simple future” verb tense.

In Ido, we place a suffix onto the verb which needs to be modified, just like with the simple past tense. **The simple future tense verbs in Ido end with the suffix “-os.”** There are no exceptions to this rule. For instance, “the mouse will walk” is “la muso promin**os**” and “the mouse shall swim” is “la muso nat**os**.”

WAIT! Where is the “shall” or “will” in “la muso prominos**”?**

With the simple future tense in Ido, the simple future tense verb 'contains' the words “shall” or “will”, much like the simple present tense verb 'contains' the word “is”. There is no need to add those words into an Ido sentence involving a simple future tense verb.

Just like the simple past verb tense, there are different types of future tenses. For instance, “the mouse will walk,” “the mouse will be walking,” “the mouse will have walked” and “the mouse will have been walking” are all different future tenses. All of these future tenses are represented differently in Ido than they appear in English.

VERBS - PRESENT INFINITIVE

So far, we've learned that the simple present tense of a verb ends in "-as," the simple future ends in "-os" and the simple past ends in "-is."

One tense of a verb is called "the infinitive." Infinitives are hard to define; The simple definition is that it is the verb in its first-person singular form and has the word "to" in front of it, such as "to eat" or "to sleep." Yet this definition of an infinitive verb is incomplete. Another characteristic of an infinitive verb is that the verb is not the main verb in the sentence... In other words, it is not conducting the action in the sentence.

For instance, in the sentence, "I live to eat an apple," the main verb is not "to eat" but "live." In the sentence, "I want to sit on the chair," the main verb is not "to sit" but "want."

When you see a verb preceding by the word "to," linguists call this a *full infinitive* (because the sentence actually contains the word "to" with the infinitive verb). Sometimes, though, the infinitive verb doesn't add the word "to" in the sentence, such as "the mouse can not dance." In the case of the above sentence, the infinitive is "dance," since the action verb is "can." Literally, the sentence reads, "the mouse can not (to) dance." It is proper English, in this case, not to include the word "to" in that sentence. Those infinitive verbs are called *hidden infinitives* because the word "to" is not included before the infinitive verb.

In Ido, both full and hidden infinitive verbs are treated the same by adding the suffix "-ar" to the verb. So "the mouse lives to eat an apple" would translate to "la muso bezonas manjar pomo" (literally, "the mouse lives to eat an apple") and "the mouse can not dance" would translate to "la muso ne povas dansar" (literally, "the mouse no can to dance"). The word "to" is automatically added to the infinitive verb when appropriate, much like the word "is" is added to the front of present tense verbs when appropriate.

There are different verb tense endings for different tenses of infinitive verbs and those will be discussed in later lessons.

REVIEW

Verbs in the simple past tense end in "-is."

Verbs in the simple future tense end in "-os."

Verbs in the present infinitive end in "-ar."

EXERCISES

EXERCISE 1 - Translate the following sentences into Ido

- | | |
|--|--|
| 1). He ran to the dogs. | 11). Was the boat always brown? |
| 2). The cat was large. | 12). The mouse learns to swim. |
| 3). The statue walked to the boat. | 13). He learned to climb a tree. |
| 4). The fish (single) finds bottles to sell. | 14). They stayed to hear the birds. |
| 5). We were not selling apples to them. | 15). He sang to himself. |
| 6). No fruit was eaten in the boat. | 16). The statue shall always stay in the park. |
| 7). We shall wash the cats ourselves. | 17). The book was not good to read. |
| 8). The cat sat on the table. | 18). (all of) You will now dance. |
| 9). The mouse talked the cat to sleep. | 19). She climbed the statue quickly. |
| 10). An apple is good to eat. | 20). The mice like to sleep often. |

EXERCISE 2 - Translate the following sentences into English

- | | |
|-------------------------------------|---------------------------------------|
| 1). Ilu natas ad la kati. | 11). No, elu havas granda pomi. |
| 2). La libro ne esis bona trovar. | 12). Li ne esas granda pomi. |
| 3). Ni prizas dansar en la domo. | 13). Me manjos la pomi. |
| 4). La hundo apertos la buxo lente. | 14). La ucelo habitos en la arboro. |
| 5). Elu klimis tre granda arboro. | 15). Elu vendis la pomi ad ilu. |
| 6). Ilu sempre parolis ad la kati. | 16). Ilu manjos la pomi su. |
| 7). La musikompis batelo por li. | 17). La fishi lernos natar lente. |
| 8). Vi dansas tre rapide. | 18). Elu ne havas pomi vendar. |
| 9). La kato lernas lektar libro. | 19). La granda fishi esos tre felica. |
| 10). Elu havas tre mikra pomi. | 20). Pomi e hundi ne esas bateli. |

LESSON

9

POSSESSION

There are a lot of ways to express possession in the English language:

The mouse's book.

A book of the mouse.

His book.

He went to the mouse's (office).

When we think of possession, though, we tend to think of the 'main' one - "The mouse's book."

Ido has no direct equivalent of expressing the English phrase "the mouse's book" - It has no equivalent to the "'s" to place at the end of the possessing noun (in this case, "the mouse"). The "'s" is a remnant of Old English that has been modified over time to its present role.

In reality, "the mouse's book" and "the book of the mouse" are the same but stated differently: Each example expresses both the possessor (the mouse) and the possessed (the book). However, in "the mouse's book," the possessor is first in the sentence, followed by the possessed. In "the book of the mouse," it is the possessed (the book) that is first followed by the possessor (the mouse).

In Ido, to state the equivalent of "the mouse's book," we would write "the book of the mouse" instead. To indicate possession, **we would use the word "di" for the word "of" to express possession**; "La libro di la muso," literally, "the book of the mouse." The possessed (the book) always has a definitive article ("the") in front of it, regardless of whether it is translated or not. If we were translating "a mouse's book," we would translate that into "La libro di muso" (literally, "the book of a mouse").

QUANTITY

In English, we are used to simple words having lots of different meanings. Words like “to,” “one,” “take” and “of” have multiple and diverse meanings that we, the listeners and readers, have to be able to successfully decipher in order to understand the context in how those words were used.

In this lesson, we learned earlier that “di” is used in Ido to express possession (“La libro di la muso,” or “the mouse's book” or literally “the book of the mouse”).

In English, we have no trouble deciphering the context of “of” when we say, “the book of a mouse” and “a bottle of water.” We know, from years of experience, that ‘water’ can not possibly ‘own’ a bottle. We also know that ‘book’ is not a measurement of quantity for a ‘mouse.’

Ido has decided to eliminate this ambiguity by using another word for “of” when “of” is used to express a measure of quantity. **In Ido, we use the word “de” for “of” when we want to express quantity.**

“A bottle of water” is translated into Ido as “Botelo de aquo.” “The bottle of water” would be translated into “la botelo de aquo.”

POSSESSIVE PRONOUNS

We know what personal pronouns are: They are the 'stunt doubles' for actual nouns.

We know what reflexive pronouns are: They are the pronoun that is used when the action is being performed on the actor performing the action (the action is “reflecting” back onto the actor, or “reflex”).

Possessive pronouns are somewhat self-explanatory: They **are pronouns used to express possession for when the actor is not explicitly described.**

For instance, when we want to write “The mouse's book,” we know who possesses the book... The mouse! The mouse is being explicitly described. We know exactly who owns the book.

When we use possessive pronouns in English, we would write, "My book," not "My's book" or "the book of my."

Ido uses possessive pronouns in exactly the same way as English. Here is a table for Ido possessive pronouns:

ENGLISH	IDO	ENGLISH	IDO
my / mine	mea	our / ours	nia
your / yours (single)	vua	your / yours (plural)	via
his (someone else)	ilua	their / theirs (someone else)	lia
her / hers (someone else)	elua	his (own) / her (own)	sua
its (something else)	olua	its (own) / their (own)	

From the table above, you can clearly see a pattern between the personal pronouns and the possessive pronouns: **Ido takes a personal pronoun and then adds an "-a" to that word to get the equivalent possessive pronoun.**

"My book" would translate into Ido as "Mea libro" and "My mouse's book" would translate into "La libro de mea muso" (literally, "the book of my mouse").

WAIT! WHY IS THERE TWO POSSESSIVE PRONOUNS FOR HIS/HER/ITS/THEIR?!

In English, we can say or write, "He had his bottle." When said or written in context, we know who "he" and "his" are and whether they are the same person or different people. For instance, if we wrote, "The dog had the mouse's bottle (la hundo havis la botelo di la muso)," we would than know that "he" is the dog and "his" is the mouse (ilu havis ilua botelo).

Suppose, in the example above, we don't know who "he" and "his" are. What if they are two different entities? What if they are the same? In English, we can partially eliminate that ambiguity by writing "He had his own bottle" instead of "he had his bottle." Now we know that "he" and "his" are the same entity. Yet because we write and speak so often in context, "his" (and, by extension, hers, its and theirs) is not explicitly limited in English to someone else.

Ido eliminates this ambiguity by modifying the third-person reflexive pronoun ("su") into a possessive pronoun ("sua") to designate when the two entities ("he" and "his") are the same and the other possessive pronoun when the two entities are different (in this case, "ilua").

WARNING!

Be careful of the two “hers” (elu and elua); One is a personal pronoun (elu) and the other is a possessive pronoun (elua)! In English, we don't distinguish between the two but, in Ido, we do! “Did you (single) open the door for her?” uses the personal pronoun for “her” (“Kad vu apertis la porto por elu?”) and “Her dog is behind you (single)” uses the possessive pronoun for “her” (“Elua hundo esas dop vu”).

REVIEW

Use “di” when using “of” to express possession (“The book of a mouse”).

Use “de” when using “of” to express quantity (“A bottle of water”).

Add an “-a” to a personal pronoun to get the possessive pronoun.

“Sua” is used when two possessive pronouns are the same entity.

VOCABULARY

IDO	ENGLISH	TYPE	IDO	ENGLISH	TYPE
mea	my/mine	pronoun	via	your/yours (plural)	pronoun
vua	your/yours (sing.)	pronoun	lia	their/theirs	pronoun
ilua	his	pronoun	sua	his (own) / her (own) its (own) / their (own)	pronoun
elua	her/hers	pronoun			
olua	its	pronoun	di	of (possession)	
nia	our/ours	pronoun	de	of (quantity)	

EXERCISES

EXERCISE 1 - Translate the following sentences into Ido

-
- | | |
|--|---|
| 1). My dog's statue is behind you (single). | 11). He opened his (own) bottle himself. |
| 2). Your (plural) mice dance very slowly. | 12). She drank her (someone else) milk! |
| 3). She bought the tree for herself. | 13). Will her cat climb the tree? |
| 4). Her boat is very slow. | 14). No, her dog will climb the tree. |
| 5). Our dog always walks quickly. | 15). The large brown tree is its home. |
| 6). Their friend is very fat. | 16). She likes our small dogs. |
| 7). Is your (single) mouse behind the chair? | 17). Our cats did not drink your (single) milk. |
| 8). She opened the door for him. | 18). He always talks to his (own) statues. |
| 9). Your (plural) garden is very large! | 19). I will sell the large boat to them. |
| 10). Did you open the door for her? | 20). My friends always talk quickly. |

EXERCISE 2 - Translate the following sentences into English

-
- | | |
|---------------------------------------|--|
| 1). Mea kato natas dop ilua hundo. | 11). Lia arbori esas tre granda. |
| 2). Vua muso havas la libro di hundo. | 12). Me havas mikra arboro. |
| 3). La arboro havas sua pomi. | 13). Vua arboro ne esas mikra. |
| 4). Ni rapide klimis la arboro. | 14). Yes, mea arboro esas tre mikra. |
| 5). Mea hundo manjis elua pomi. | 15). Me prizas vua mikra arboro. |
| 6). Elua fishi ne esos blua. | 16). Mea arboro esas prezente granda. |
| 7). La blua pomi ne esas vendar. | 17). Li vendas boteli de aquo. |
| 8). Ilu havas mea botelo de aquo. | 18). Elu manjis la plado de frukto su. |
| 9). La muso havis mea botelo de aquo. | 19). Vua kato prizas taso de lakto. |
| 10). La buxo de muso esas dop me. | 20). Lia bateli esas bruna. |

LESSON **10**

CARDINAL NUMBERS

We are familiar with numbers... 1, 2, 3, 4 and so forth. Numbers allow us to count things ($2 + 2 = 4$) and place things in a certain order (the dog is first, the cat is second).

When we use numbers to count things, we call those numbers “cardinal numbers” (also known more commonly as “counting numbers,” since we use those numbers to count quantity). Why do we call them “cardinal numbers”? What do numbers have to do with birds or religious figures?

The truth is that the word “cardinal” comes from a Latin word meaning “chief” or “essential,” which is how counting numbers are regarded in the field of mathematics.

Here is a table for Ido numerals from one through ten:

ENGLISH	IDO	ENGLISH	IDO
one	un	six	sis
two	du	seven	sep
three	tri	eight	ok
four	quar	nine	non
five	kin	ten	dek

Some of the words for Ido numbers might already seem familiar to you: “Un” (one) resembles “uni-,” a suffix used in words like “unique” and “unite”; “Du” (two) looks a lot like the English word “duo”; “Tri” (three) is a suffix used in words like “tricycle” and “triangle.”

In English, we build a lot of new numbers by combining prior numbers with suffixes and other words. The suffix “-teen” is used to make the numbers 13 (thir-“teen”) through 19 (nine-“teen”). The suffix “-ty” is used to make numbers that are placed in the 10s position: 30 (thir-“ty”), 60 (six-“ty”), 70 (seven-“ty”). We use the word “hundred” to denote numbers in the 100s position: one hundred, two hundred, three hundred.

In English, though, there are several exceptions even in the world of numerals: 11 isn't "one-teen," it's "eleven"; 12 isn't "two-teen," it's "twelve"; 20 isn't "two-ty," it's "twenty"; The same with 30 ("thirty," not "three-ty") & 50 ("fifty," not "five-ty").

In Ido, there are no exceptions to number-building.

11 is "dek e un" (literally, "10 and 1"). 12 would be "dek e du" ("10 and 2") and so forth all the way up through 19 ("dek e non" or "10 and 9").

With 20 and other 10s places, we take the number that we want in the 10s place ("2" or "du"), add an "-a" (sort of like saying "times," as "2 times 10") and then the word for 10 ("dek"). 20 would be "duadek" (du-a-dek, 2 times 10), 30 would be "triadek" (tri-a-dek). 89, for instance, would be "okadek e non" (8 times 10 and 9).

Here are some additional numeral words:

ENGLISH	IDO	ENGLISH	IDO
hundred	cent	plus	plus
thousand	mil	minus	minus
million	miliono	multiplied by ("times")	per
billion	miliardo	divided by	sur
trillion	biliono	makes ("equals")	facas

Just as with "dek" (10), words that designate a new 'place' (such as "cent" and "mil") may be used without placing "un" in front of them when writing out numbers with a "1" in that place (for instance, "cent ed duadek e tri" or 123).

WOW! WHAT'S UP WITH "MILIARDO" AND "BILIONO"?!?

As you can see from the table above, Ido uses different words for what "billion" (miliardo) and "trillion" (biliono) ought to be. After all, the word "million" (miliono) is very close to the English word. Why the difference?

The truth is that, in the world, there is two naming systems for numbers larger than a million: Long Scale & Short Scale. Long Scale makes a new term that is one million times the size of the previous term (in other words, their version of "billion" is our version of "trillion"). Short Scale makes a new term that is one thousand times the size of the previous term ("billion" is 1,000 times greater than "million").

When Ido was made, the Long Scale method was prevalent, especially in Europe and Great Britain (and, therefore, by extension, a lot of other places in the world). As America (which uses the Short Scale method) gained influence in the financial world, the Short Scale method rose in prominence. Some nations have since switched over to using the Short Scale method of naming numbers but not all of them.

That is why there is a difference; Ido named their numbers off of the Long Scale method of naming numbers.

WHAT ABOUT WRITING OUT LARGE NUMBERS?

We've described writing out smaller numbers up to four digits ("1,978" is "mil ed nonacent ed sepadek ed ok"). Yet what about numbers that are five, six or many more digits longer?

Let's try a number - "28,841." In English, we'd say "twenty-eight thousand eight hundred forty-one." In Ido, we would write "duadek ed okamil ed okacent ed quaradek ed un" (literally, "two times ten and eight times one thousand and eight times one hundred and four times ten and one"). For "345,000," we would write "triacent ed quaradek ed kinamil."

WHAT ABOUT MATHEMATICAL EQUATIONS?

Most of the time, someone would write " $2 + 2 = 4$," using numerals and mathematical symbols in order to express the equation in writing. Yet how would someone say that equation or, for that matter, spell it out in words? In the previous table, the basic mathematical symbols are there and they are written out just as you would write them in English: "two plus two equals four" would be "du plus du facas quar" (literally, "two plus two equals four").

WARNING!

It's always important to repeat what has already been stated: Just as the English language has a lot of meanings for certain words, so too does Ido. The Ido words "sur," "facas" and "per" all have different meanings outside of their mathematical context. Make certain that you use the right word for the right expression.

REVIEW

Use "e" ("and") to add numbers to 1s place ("dek e du" or 12)

Use "-adek" ("times ten") to add numbers to the 10s place ("triadek" or 30)

Ido uses the "long scale" method of naming numbers (trillion is "biliono")

VOCABULARY

IDO	ENGLISH	IDO	ENGLISH	IDO	ENGLISH
un	one	ok	eight	biliono	trillion
du	two	non	nine	plus	plus
tri	three	dek	ten	minus	minus
quar	four	cent	hundred	per	"multiplied by"
kin	five	mil	thousand	sur	"divided by"
sis	six	miliono	million	facas	"equals"
sep	seven	miliardo	billion	zero	zero

EXERCISES

EXERCISE 1 - Translate the following numbers into Ido

- | | |
|---------|-------------|
| 1). 3 | 6). 35 |
| 2). 14 | 7). 897 |
| 3). 159 | 8). 9,323 |
| 4). 26 | 9). 84 |
| 5). 5 | 10). 62,643 |

EXERCISE 2 - Translate the following numbers into English

- | | |
|--------------------------------------|------------------------------------|
| 1). triadek e ok | 6). mil e sisacent e nonadek e tri |
| 2). triacent e duadek e sep | 7). non |
| 3). nonacent e kinadek | 8). nonadek e tri |
| 4). duamil e okacent e okadek e quar | 9). sepadek e kin |
| 5). cent e nonadek e sep | 10). mil e kinadek e ok |

EXERCISE 3 - Translate the following sentences into Ido

- | | |
|---|---|
| 1). One plus one equals two. | 9). Did my dogs walk to the park? |
| 2). The four dogs walked to the park. | 10). He bought for her two fat birds. |
| 3). We don't have the three statues! | 11). Shall I buy the bird for you (single)? |
| 4). Four brown birds are in the small tree. | 12). Do not open the door for my dog! |
| 5). The three mice's bottle is behind the statue. | 13). His two friends climbed the tree. |
| 6). She will sell five blue bottles. | 14). He saw fourteen trees in the park. |
| 7). He sold five blue bottles. | 15). Their garden has two statues in it. |
| 8). My three cats are sleeping. | 16). I will not buy eight blue boats! |

EXERCISE 4 - Translate the following sentences into English

- | | |
|--|---|
| 1). Mea granda hundo havas kin boteli. | 9). Elua kato drinkis granda botelo de lakto. |
| 2). Elu promenar sua du hundi. | 10). Tri libri esas prezente sur la tablo. |
| 3). Dek minus dek facas zero. | 11). Me ne havas vua ok stuli. |
| 4). La hundo e la muso havas tri pomi. | 12). Non mikra statui esas en la buxo. |
| 5). La tri uceli esas en la arboro. | 13). Kin per quar facas duadek. |
| 6). Ni havas vua sis libri. | 14). Kad elu kompras quar libri? |
| 7). Ni havas du granda statui vendar! | 15). Ilu ne apertas non boteli. |
| 8). Elu prizas lektar tre rapide. | 16). Dek ed sis minus un facas dek e kin. |

LESSON

11

DEMONSTRATIVE WORDS

When we want to show, indicate or point to someone or something, that is called “demonstrating.” When we want to demonstrate someone or something, we use “demonstrative words” or, more precisely, “demonstrative adjectives” and “demonstrative pronouns.”

Demonstrative adjectives are used in conjunction with a noun. For instance, “**that book** is on the table” or “**this mouse** is in a box.” In those sentences, the demonstrative words (“this” and “that”) are followed immediately by nouns (“book” and “mouse,” respectively). Therefore, the demonstrative words are called demonstrative adjectives because those words are performing the same function as an adjective (describing a noun).

Demonstrative pronouns are used without a noun. For instance, “**that** is beautiful” or “she read **this**.” In those sentences, the demonstrative words (“this” and “that”) are substitutes for actual entities (such as, “**that statue** is beautiful” or “she read **this book**”). Therefore, the demonstrative words are called demonstrative pronouns because those words are performing the same function as a pronoun (substituting for a noun).

In English, we have four words that serve as our demonstrative adjectives and pronouns: this, that, these & those. The word “These” is the plural of “this” and “those” is the plural of “that.” In Ido, we have six demonstrative words: ica, ita, ico, ito, ici & iti.

In English, we need to have our demonstrative word always agree in number with the noun that it represents, whether or not it is explicitly implied. For instance, we would not write, “this mice are singing” because “this” is singular and “mice” is plural for the word “mouse”; The two words don't agree in number.

Ica and ita are demonstrative adjectives; “Ica” can mean “this” or “these” depending upon the following noun. For instance, “this mouse is in a box” would be “Ica muso esas en la buxo” while “these mice are in a box” would be “Ica musi esas en la buxo.” **“Ita,”** meanwhile, **means “that” or “those”** and would be used just like “ica.”

Ico and ito are singular demonstrative pronouns; "Ico" means "this (thing)" and "Ito" means "that (thing)". For instance, "this (statue) is beautiful" would be "Ico esas bela" (literally, "this thing is beautiful") and "that (thing) is my dog" would be "Ito esas mea hundo."

Ici & iti are plural demonstrative pronouns; "Ici" means "these (things)" and "Iti," means "those (things)". We use these words just like the single demonstrative pronouns except that they, just like as in English, are used when they are implying plural nouns. For instance, "Those (things) are not cats!" would be "Iti ne esas kati."

It might be tough for novices to remember which Ido word is for "this/these" and "that/those." Differentiating the noun from the adjective is straight-forward: The noun and adjective end with their respective letter (-o and -a, respectively). Differentiating between "this" and "that" might require using a mnemonic device (a learning aid), so here's one: Just as the letter "s" is before "t" in the alphabet, the word "this" is before "that." By extension, just as the letter "c" is before "t," the word "ico" (this) is before "ito" (that).

WARNING!

The English language has a lot of uses for the word "that." In this lesson, we merely covered the pronoun ("that was big!" or "**ico** esis granda!") and the adjective ("that mouse is fast" or "**ica** muso esas rapide") part of the word. There are other uses for the word "that," such as "the book **that** I gave to you" and "I think **that** he will come," which use other words to express their meaning. We will cover those other words in later lessons.

REVIEW

"Ica" & "Ita" are demonstrative ADJECTIVES that specify nouns.

"Ico," "ici," "ito" & "iti" are demonstrative PRONOUNS that replace nouns.

Demonstrative ADJECTIVES are singular or plural based on context.

Demonstrative PRONOUNS must agree in number with the implied noun.

"Ita" & "Ito" aren't the only words in Ido used to translate the word "that."

VOCABULARY

IDO	ENGLISH	IDO	ENGLISH
ica	this / these [adjective]	ita	that / those [adjective]
ico	this [pronoun]	ito	that [pronoun]
ici	these [pronoun]	iti	those [pronoun]

EXERCISES

EXERCISE 1 - Translate the following sentences into Ido

- | | |
|--|--|
| 1). Those dogs are running very quickly! | 11). Those four statues are large! |
| 2). I like that tree. | 12). We did not buy those cats! |
| 3). That cat climbs those trees. | 13). That boat is very small. |
| 4). I bought those five bottles. | 14). These will be very large. |
| 5). Your (single) dog likes this. | 15). That mouse talks to this cat very often. |
| 6). You (plural) slept under this table! | 16). Her cat can not sit on that small chair. |
| 7). They did not buy those three statues. | 17). Those two mice drank that water. |
| 8). Those cats will climb these large statues. | 18). Your (single) three dogs are in the street! |
| 9). These will not sell very quickly! | 19). That was a very small table. |
| 10). Speak to that mouse slowly. | 20). Is that cat blue or brown? |

EXERCISE 2 - Translate the following sentences into English

- | | |
|--|--------------------------------------|
| 1). Ito ne esis tre atraktiva. | 11). Me trovis ica pomo me. |
| 2). Ita buxo esas dop la arboro. | 12). Ilu kompros ito su. |
| 3). Me klimis ica arboro. | 13). Komprar ita botelo esas bona. |
| 4). Ni vendis ita dek ed un kati. | 14). La musu dansis sur ica batelo. |
| 5). La libro di la muso esis ita blua libro. | 15). Ni ofte lektas ica libro. |
| 6). Iti esas la libri dop la tablo. | 16). Ita kato lernis promenar. |
| 7). Sep kati dansis sur ica stulo! | 17). Me lernis lektar ica libro! |
| 8). Kad ni vendas ica duadek boteli? | 18). Vi vendos ico tre rapide. |
| 9). Me ne queras ita ucelo rapide. | 19). Iti ne esas blua pomi! |
| 10). Me ne queras ita rapida ucelo. | 20). La hundo promenis ad ita parko. |

LESSON

12

COMPARISONS, pt. 1

Whenever the similarities and differences between two items are assessed, that process is called “comparing” or “comparison.” **Comparisons in Ido and English are not identical** and so some caution must be made in how comparisons in Ido are learned.

In the phrase, “that mouse is **as** large **as** a cat,” a mouse is being compared to a cat and we are using the comparison phrase “as...as” (such as “as large as”) in order to make that comparison.

In English, the word “as” is used for many definitions but, for Ido, the word “as” is used differently. For comparison sentences where two items that are equal are compared, two words are used for the word “as”: tam and kam. When used together, “tam” is always the first “as” and “kam” is always the second “as.”

So, for instance, “that mouse is **as** large **as** a cat” would be translated as “Ica muso esas **tam** granda **kam** kato!”

Why are there two words for the comparative word “as” in Ido? Because, as you will see, **Ido has many other uses for the word “kam.”** When you see the word “tam” in an Ido sentence, you will know that, in that sentence, **“kam” will always be “as,”** such as “Ia kavalo esis tam mikra kam hundo!”

The concept of comparatives should be covered before other uses for the word “kam” are learned.

Comparatives

When we use comparatives, we are comparing two objects even if the second object does not exist in the sentence. For instance, “that dog is larger than the cat,” “that cat is smaller than a mouse,” “that house is more beautiful (than another object)” or “that tree is less beautiful (than another object).”

Comparatives in English are formed by taking adjectives (such as “large”) **or adverbs** (such as “soon”) **and modifying them by either adding the suffix “-er” or placing the words “more” or “less” in front of them.**

When we wish to express, in English, that an object is comparatively inferior to another object, we have only one option: To place the word “less” in front of the adjective or adverb (such as “This house is less attractive”); There is no English equivalent to an “-er” suffix to describe 'less' of an adjective or an adverb.

In English, it is sometimes hard to tell which adjective or adverb to add the suffix “-er” to or place the words “more” in front of. For instance, we would not write, “that dog is more large than the cat” or “that house is beautifuler (than another object).” Those sentences aren't considered proper English. It is very difficult for non-English speakers to figure out which adjective or adverb you would add the suffix “-er” to or place the words “more” in front of.

In Ido, there is only one way to form a comparative from an adjective or an adverb: placing the word “plu” (for “more”) **or “min”** (for “less”) **in front of the word**, such as “plu granda” (larger) or “min bela” (less beautiful). So, for instance, we would write “Ita statuo esas plu granda” (That statue is larger [than another object]) or “Ico esos plu atraktiva” (This [thing] will be more attractive [than another object]).

In English, we use the word “than” for many purposes. For instance, “that mouse is larger than a house!” In Ido, **when we want to use the word “than” for a comparative purpose, we use the word “kam”** (without the word “tam” preceding it) as in “Ita muso esas plu granda kam domo!” (That mouse is larger than a house!).

WARNING!

It can never be stressed enough; Be careful of how you use Ido words! In this lesson, we covered the comparative definitions of words like “as” & “more” but there are several different words in Ido that cover other definitions for these words, such as “As the world turns” and “Give me more bottles.”

Also, remember that “min” is used for 'less,' not 'more'! Words like “smaller” or “leaner” are really just “more small” and “more lean,” not “less small” and “less lean”!

REVIEW

Use "tam...kam" for comparative "as...as" statements.

There is no "-er" in Ido; Use "plu" in front of the adjective or adverb instead.

"Min" is the equivalent of "less", as in "min bela" (less beautiful).

A separate "kam" is also interpreted as "than" and not as a second "as."

VOCABULARY

IDO	ENGLISH	IDO	ENGLISH
tam	as (first)	plu	more / -(i)er
kam	as (last) / than (alone)	min	less

EXERCISES

EXERCISE 1 - Translate the following sentences into Ido

- | | |
|---|---|
| 1). These boxes are as large as a house! | 6). They found a larger tree to climb. |
| 2). My bird is smaller than those two mice! | 7). Those are as small as a book. |
| 3). She eats slower than him. | 8). He sold the smaller boat himself. |
| 4). We found a smaller bottle for her. | 9). She wants to sell the larger doors. |
| 5). The slower cat slept on the chair. | 10). Are those calm mice walking behind us? |

EXERCISE 2 - Translate the following sentences into English

- | | |
|---|--|
| 1). La kato esis kam granda tam hundo. | 6). Ilu esas plu granda kam elu. |
| 2). Ica botelo esas plu bona. | 7). Kad la muso esas min rapida tam la kato? |
| 3). Mea muso esas plu mikra tam vua muso. | 8). Ni promenas plu lenta kam vu. |
| 4). Ilu esas tam lenta kam elu. | 9). Ico ne esis tam bona kam ito! |
| 5). Ita sep uceli esas min kalma. | 10). Elu esos plu felica kam ilu. |

LESSON

13

COMPARISONS, pt. 2

In the prior lesson, we learned a lot about comparisons in Ido. In this lesson, we'll learn the rest.

Superlatives

When we describe an attribute for an item, we tend to have three values for that attribute:

- We can either describe the item with an adjective (“Ica kato esas **granda**” or “This cat is **large**.”)
- We can describe that attribute as being significant when compared to other items with that same attribute (“Ica kato esas **plu granda** kam ita kati” or “This cat is **larger** than those cats.”)
- And we can describe that attribute with a **superlative**, which is a word that **describes that attribute as being more significant than any other possible item that it could be compared to**.

In English, we tend to use the suffix “-est” (or “-iest”, as in “smallest” or “sleepiest”), the word “most” (as in “the **most** beautiful”) and the word “least” (as in “the **least** attractive”) for our superlatives.

In Ido, we have two words for our superlatives: Maxim (“most” or “-(i)est”) **and minim** (“least”).

Just as with the Ido words “plu” and “min,” “maxim” and “minim” work in exactly the same way: We place the superlative in front of the word that we wish to describe. “Ito esas granda hundo” (“that is a large dog”) would become “Ito esas la maxim granda hundo” (“that is the largest dog”).

Just as with English, in Ido, we place the definite article before a superlative (such as “**the least** attractive”). “Ito esis **min atraktiva** statuo kam ica statuo” would become “Ito esis **la minim atraktiva** statuo en la parko!”

More Comparative Phrases

We've previously learned of the two "of"s: "di" (for possession) and "de" (for quantity). **Which "of" would we use for a comparative statement?** Suppose we want to write, "That was the largest (most large) dog of the blue dogs" in Ido. **In the case of "most...of" and "least...of," we would use "de,"** as the phrase is more about quantity than of possession. Therefore, we would write "Ito esis la maxim granda hundo **de** la blua hundi."

In our previous lesson, we learned that "kam" could mean either "as" (when it was paired with "tam") or "than" (when it was used alone) when it is being used for a comparative statement. **"Kam" can be used for one more comparative word: To.** Again, when used separately, "kam" may mean the comparative "to" when needed. For instance, "I like dogs to cats" would be "Me prizas hundi kam kati."

WARNING!

There's one more comparative phrase that we haven't covered yet; Don't worry... It's entirely optional and other phrases reviewed here are more than capable of being used for it instead. Also, never forget - We're covering the "comparative" definitions of these words. Use the words ONLY as they are being described!

REVIEW

There is no "-(i)est" in Ido; Place "maxim" in front of the adjective or adverb. "Minim" is the equivalent for the word "least" when using comparisons. "Kam," when used separately, may also mean "to" when using comparisons.

VOCABULARY

IDO	ENGLISH	IDO	ENGLISH
maxim	most, -(i)est	de	of (comparative)
minim	least	kam	to (when alone)

EXERCISES

EXERCISE 1 - Translate the following sentences into Ido

- 1). We liked the blue dogs to the large cats.
- 2). Did you see that brown horse behind you (singular)?
- 3). This bottle is not as large as that bottle.
- 4). That was the smallest mouse in the house!
- 5). We saw seventeen statues in the park!
- 6). The small boat was now as large as a tree.
- 7). These bottles are very large to sell at the park.
- 8). The three mice chased themselves.
- 9). The largest statue in the park is smaller than the largest tree.
- 10). She sold the smallest dog to us.

EXERCISE 2 - Translate the following sentences into English

- 1). Ni prizis la hundi plu kam la kati.
- 2). Ica kin boteli esas la maxim granda boteli en la domo.
- 3). Ita mikra hundo ne apertas ita granda porto.
- 4). Lia arboro esas la maxim mikra arboro en la parko.
- 5). Nia domo esas tam mikra kam batelo!
- 6). Elu sempre vendos la maxim kavali.
- 7). Kad vu trovis la maxim granda gardeno en la parko?
- 8). La granda uceli ne dormos en la plu mikra arboro.
- 9). Kad vu drinkos blua lakto?
- 10). Me kompris la maxim granda domo en la foresto!

LESSON

14

ACCUSATIVE -N

So far, we have formed sentences with the subject first, followed by a verb and then ending with an object. Here's an example:

	Subject	Verb	Object
English	The <u>dog</u>	<u>walks</u>	in the <u>park</u> .
Ido	La <u>hundo</u>	<u>promenas</u>	en la <u>parko</u> .

Each sentence is like a scene from a movie:

- **The subject is the focus of the sentence;** It is the movie star.
- **The verb describes what the subject does;** It is the action sequence.
- **The object is where the action takes place;** It is the setting of that scene.

What happens, though, when we want to place the object in front of the subject or verb?

	Object	Subject	Verb
English	In the <u>park</u> ,	the <u>dog</u>	<u>walks</u> .
Ido	En la <u>parko</u> ,	la <u>hundo</u>	<u>promenas</u> .

Years of experience in reading, speaking and writing English teaches us to decipher the above sentence fairly easily. We know that "walks" is not the object and that "dog" is not a verb ("Dog" can be a verb, as in, "he was dogging it" or, in correct English, the sentence might be "he was walking slowly"). Therefore, we can deduce that the word "park" is not the subject of the sentence since it is not causing the action... The dog is (the dog is walking).

People may become confused by what the intent of the sentence is when the subject-verb-object (SVO) order is re-arranged in a sentence. The intent of the sentence may become obscured as a result.

In Ido, we place the suffix “-n” on the object of a sentence whenever the object appears before the verb or subject. In the instance of “In the park, the dog walks,” we would write “En la parkon, la hundo promenas.” This way, it is clear what the object of the sentence is.

WARNING!

There are some situations when accusative “-n” isn't used; Namely, with a lot of “question words.” We'll discuss this more in depth later.

REVIEW

“-n” is placed on the object when it appears before the verb or subject.

EXERCISES

EXERCISE 1 - Translate the English sentences into Ido

- 1). We walked the dogs to the park.
- 2). In the park was a cat.
- 3). Under the chair was the box.
- 4). Quietly ran the mouse under the table.
- 5). On the table slept the mouse.

EXERCISE 2 - Translate the Ido sentences into English

- 1). La sep batelin elu lavis rapide.
- 2). Muson, la kavalo audis.
- 3). Lente promenas la ucelon sur la arboro.
- 4). Sub la buxon dormis la kato.
- 5). En la aquon natos la muso.

LESSON

15

INTERROGATIVE PRONOUNS (SUBJECT)

Earlier, we learned how to take a regular sentence (For example, “the dog is in the park” or “la hundo esas en la parko”) and turn that sentence into a “Yes/No question” by adding the word “kad” in front of that sentence (For example, “Is the dog in the park?” or “Kad la hundo esas en la parko?”).

What happens, though, when we want to ask a question that requires an answer other than “yes” or “no”? When we want to turn a regular sentence into a non “Yes/No” question, we would use what are called “Interrogative words.” There are a lot of words that are regarded as “interrogative words” but the main words people will recognize are “Who, what, when, where, why & how” (they are sometimes called the “Five Ws”).

In order to answer these types of questions, let's begin with the interrogative pronouns “who” & “what.”

When the word “who” is used as an interrogative word, **it is used in two ways:**

- We are asking about an individual person (ex. “Who is in the house?”).
- We are asking about more than one person. (ex. “Who are these people?”)

In English, the word “who” is not changed to reflect a single or plural use; We merely decipher the rest of the question to understand whether “who” is plural or single through context.

In Ido, two words are used to reflect the single or plural use of the word “who.”

When the inquiry is about one person, the word “qua” is used for “who” (as in, “Who sold the bottle?” or “Qua vendis la botelo?”).

When the inquiry is about more than one person, the word “qui” is used for “who” (as in “Who was in the park?” or “Qui esis en la parko?”).

Sometimes, what we inquire about isn't a "who" but a thing instead. Instead of "Who sold the box?" someone would ask "What did you (singular) sell?"

When an inquiry is about a thing or things, the word "quo" is used (such as "Quo esas sur la tablo?" or "What is on the table?"). Just as with English, there is no plural or singular distinction with "quo."

A question that starts with an interrogative pronoun is very much like a "yes/no question": You place the interrogative pronoun at the front of the sentence and then create the rest of the sentence with no additional order-swapping of the sentence:

	Subject	Verb	Object
Ido	La buxo	esas sub	la tablo.
English	The box	is under	the table.
Ido	Quo	esas sub	la tablo?
English	What	is under	the table?

As you can see, **when the interrogative pronoun is the subject of the question, there is no alteration of the question** just as it would be in English.

REVIEW

Singular interrogative pronoun "who" in Ido is "qua."

Plural interrogative pronoun "who" in Ido is "qui."

Interrogative pronoun "what" (single & plural) in Ido is "quo."

No word-swapping occurs when the interrogative pronoun replaces the subject in a question.

WARNING!

The words "qua," "qui" & "quo" have other uses outside of being an interrogative pronoun. You will learn of those uses later. For now, just remember that, when used at the front of a question, these words are translated as "who" or "what."

VOCABULARY

IDO	ENGLISH	TYPE	IDO	ENGLISH	TYPE
qua	who (single)	inter. pronoun	qui	who (plural)	inter. pronoun
quo	what	inter. pronoun			

EXERCISES

EXERCISE 1

Create a question (in Ido) to these answers.

- 1). La hundo vendis mikra botelo.
- 2). Kato kantas a la kavalo.
- 3). La buxo esas dop la arboro.
- 4). Ni esas en la parko.
- 5). Me manjas la pomi.
- 6). Elu promenis sua hundo.
- 7). Li natis en la aquo.
- 8). Ilu trovos la libro de la muso.
- 9). La libri esas sur la stulo.
- 10). Me kompras quar kati.

EXERCISE 2

Create an answer (in Ido) to these questions.

- 1). Qua esas en la arboro?
- 2). Quo esas sur la tablo?
- 3). Qui esas klimas la arboro?
- 4). Qua kompris la mikra statui?
- 5). Quo vendos en la parko?
- 6). Qua kantas?
- 7). Qua apertis mea botelo?
- 8). Qui chasis la granda kato?
- 9). Quo esis sub la tablo?
- 10). Qui dormis en la domo?