

FREE 10 LESSON ESPERANTO COURSE

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Please share freely with anyone interested in learning Esperanto.

Thank you, <http://LearnEsperanto.net>

The course consists of 10 lessons, a vocabulary, list of Esperanto affixes and a table of correlatives.

INTRODUCTION:

What is Esperanto?

Esperanto, the international language, is a language developed to make it easier for people of different cultures to communicate. Its author, Dr. L. L. Zamenhof (1859-1917), published his "Lingvo Internacia" in 1887 under the pseudonym "Dr. Esperanto". It is now spoken by at least two million people, in over 100 countries. There are thousands of books and over 100 periodicals published currently. But what makes it any more international than French, English or Russian?

Incorrectly termed "artificial" (the right word is "planned"), Esperanto is specifically intended for international/intercultural use, so those who use meet each other on an equal footing, since neither is using his or her native language. With national languages, the average person isn't able to express himself as well as a native speaker or the gifted linguist. Thanks to its simple, logical, regular design, anyone can learn Esperanto fairly rapidly.

A LIVING LANGUAGE

Esperanto is a living language, used for everything people use any other language for. But it's much easier to learn than a national language. Even people who can't remember a word of a language they studied for years in high school or college need only months of intensive study to become fluent in Esperanto. It is also more useful than national languages if your goal in learning a language is to get to know people from different places, since virtually everyone who speaks Esperanto has learned it for this reason.

ABOUT THIS COURSE

This course is based on ELNA's Free Postal Course, which is, in turn, based on a very popular postal course in use today in England. The course is a bit old-fashioned, and we are working on a more appealing version. In the meantime, you will have to bear with it. Upon successful completion of the ten lessons, you will receive a framable Certificate of Completion.

A note about the orthography: To facilitate distribution of this course over the net, we have chosen to represent the two diacritical marks (the circumflex or ^, and the breve, a "reversed circumflex" unavailable in standard character sets) by adding an x immediately following the character. Hence the combinations \hat{c} , \hat{g} , \hat{h} , \hat{j} , \hat{s} , (where $x = \hat{}$) and \breve{u} (where $x = [\text{breve}]$) should be thought of as single characters.

GETTING CONNECTED

Here are the addresses of national Esperanto associations in the major English-speaking countries. If your country isn't listed, ask us and we can find the address for you.

- - -

Australian Esperanto Association
Sinjoro Alan Turvey

143 Lawson Street
Redfern NSW 2016

sekretario @ esperanto.org.au

<http://www.esperanto.org.au/>

- - -

Esperanto Association of Britain
Esperanto House
Station Road
Barlaston
Stoke-on-Trent
ST12 9DE - Britio

Tel: 0845 230 1887

Tel: +44 (0)1782 372141

eab @ esperanto-gb.org

<http://www.esperanto-gb.org/>

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Canadian Esperanto Association
P.O. Box 2159
Sidney, BC, V8L 3S6 - Canada

Tel: 250 656 1767

Fakso: 250 656 1765

esperanto @ canada.com

<http://www.esperanto.ca/>

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India:
Bangalore Esperanto Centre
97, 24th Cross, 3rd Block East,
Jayanagar,
BANGALORE, 560011
INDIA

S.S.PRADHAN

Phone 26632914 26482195

sspradhan01 @ indiatimes.com

http://www.geocities.com/esperanto_bangalore/

- - -

Esperanto Association of Ireland
9 Templeogue Wood,
Dublin 6W
Ireland

noviresp @ eircom dot net

<http://esperanto.ie/english/welcome.htm>

- - -

New Zealand Esperanto Association
P.O. Box 8140,
Symonds Street,
Auckland 1035,
New Zealand

bradley@esperanto-lingvo.org

<http://www.esperanto.org.nz/>

- - -

Esperanto League for North America
P.O. Box 1129
El Cerrito, CA 94530, USA

+1 510 653 0998
+1 800 377 3726 = +1 800 ESPERANTO

info @ esperanto-usa.org

<http://www.esperanto-usa.org/>

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The World Association is:

Universala Esperanto-Asocio
Nieuwe Binnenweg 176
NL-3015 BJ Rotterdam
The Netherlands

+31 10 436 1044 +31 10 436 1539
uea @ inter.nl.net

<http://www.uea.org/>

The verb has only six endings:

Infinitive	Present	Past	Future	Conditional	Imperative
I	AS	IS	OS	US	U
esti	estas	estis	estos	estus	estu
lerni	lernas	lernis	lernos	lernus	lernu
helpi	helpas	helpis	helpos	helpus	helpu

Language is all about things (nouns) and their actions (verbs) of energetic things:

One thing... Acts on... Another thing

birdo kaptas insekton
a bird catches an insect

subject noun verb object noun

Esperanto is "grammar-coded" -- you can tell what part each word plays in a sentence from the word endings:

-o -on
single subject noun single object noun

-oj -ojn
plural subject noun plural object noun

To show when the action takes place, the verb tense (time) is changed by putting these endings on the verb roots:

present tense --as describes it as it happens
past tense --is shows an action completed
future tense --os action still to begin

Birdoj kaptis insektojn.
Birds caught insects.

Birdoj kaptos insektojn.
Birds will-catch insects.

Every noun and every verb follows the above rules without exception.

In Esperanto, things have no gender (they are not male or female, as in many other languages.) There is only one word for "the", no matter if the noun is singular or plural, subject or object. Therefore:

La birdoj kaptas la insektojn.
La birdo kaptis la insekton.

In Esperanto the word order matters less than in English.
All the following sentences describe the same action
(only the emphasis is changed):

Viro legas libron.
Viro libron legas.
Libron legas viro.
Libron viro legas.
Legas viro libron.
Legas libron viro.

A man reads a book.

Here are some words in Esperanto (the apostrophe indicates an incomplete word, a root):

SUSTANTIVES	(Nouns)	VERBS
amiko, friend	kafo, coffee	fari, do, make
instruisto, teacher	kuko, cake	forgesi, forget
filo, son	lakto, milk	havi, have
frato, brother	pano, bread	trinki, drink
knabo, boy	sukero, sugar	vendi, sell
patro, father	teo, tea	vidi, see
akvo, water		

Each Esperanto letter has only one sound, always. Here is a guide to some of the sounds. The stress is always on the next-to-last syllable of a word.

A	E	I	O	U
palm	there	three	glory	too

c = ts (in lots)

oj = oy (in boy)

g = g (in go)

kn are always pronounced separately: k-nabo

Study Aid for Lesson One

Read Lesson 1 thoroughly, but before trying the exercises below, try these translations and check your answers with ours.

(We have supplied some words and endings to help you get started).

1. The friend will-sell milk.

lakton.

2. Mother drinks coffee with milk and sugar.

Patrino -n kun kaj

3. The teachers forgot the tea.

-j -n.

4. The boys will-make the cake.

-n.

5. La knabinoj vidis la instruiston. [knabinoj = girls]

6. La instruisto vidis la knabinojn.

7. La filoj trinkas teon sen lakto. [sen = without]

8. La birdoj vidis la insektojn.

After checking these sentences, do the exercises of Lesson 1. If there is anything you do not understand, be sure to ask your tutor.

We will try to be prompt, but be patient, and most of all: Bonvenon al Esperanto (Welcome to Esperanto)!

Answers to the above exercises

1. La amiko vendos lakton.
2. Patrino trinkas kafon kun lakto kaj sukero.
3. La instruistoj forgesis la teon.
4. La knaboj faros la kukon.
5. The girls will see the teacher.
6. The teacher saw the girls.
7. The sons drink tea without milk.
8. The birds saw the insects.

_____ extract from here _____

Ekzercoj, Leciono Unu (Exercises, Lesson One)

Take your time and translate the following sentences into Esperanto. Type your answers between the questions.

Examples:

The men sold cakes.
La viroj vendis kukojn.

The man sold a cake.
La viro vendis kukon.

[Note: the word "a" does not exist in Esperanto; the simple noun is enough. Also, a dash indicates that the two English words are translated by one Esperanto word.]

1. Father makes a cake.
2. The boy will-have the sugar.
3. The son forgot the milk.
4. The boys drink tea.
5. The friend sold the bread.
6. The teacher sees a boy.
7. The son has a friend.
8. The brother made bread.
9. The boys will-have cake.
10. Father forgot the sugar.
11. The boys had friends.
12. The sons saw the bread.
13. The brothers sell sugar.
14. The teacher forgets the boy.
15. The friend will-drink milk.
16. The sons are-making cakes.
17. Father will-sell the cake.
18. The friend had bread.
19. The boys will-see the teachers.
20. The teachers drink coffee.

_____ extract to here _____

Well, we hope we haven't scared you off in this first meeting with Esperanto. Just remember -- the language ability you used in the above exercises might take months to reach in secondary school French or Spanish.

The Free Esperanto Course begins simply, but by Lesson 10 you will understand sophisticated Esperanto with complex syntax.

Upon satisfactory completion of the series of ten lessons, you will receive a framable "Certificate of Completion".

While waiting for a reply from your tutor, you can learn some numbers and colors:

0	nulo [NOO-loh]	11	dek unu
1	unu [OO-noo]	12	dek du
2	du [doo]	20	dudek
3	tri [t-ri]	21	dudek unu
4	kvar	22	dudek du
5	kvin	30	tridek
6	ses	31	tridek unu
7	sep	100	cent [tsent]
8	ok	1000	mil
9	naŭ [now]	1000000	miliono
10	dek		[mee-lee-OH-noh]
		1000000000	miliardo
			[mee-lee-ARE-doh]
	flava	[FLAH-vah]	yellow
	verda	[VER-dah]	green

blua	[BLOO-ah]	blue
blanka	[BLAN-ka]	white
nigra	[NEE-gra]	black
griza	[GREE-zah]	grey
bruna	[BROO-nah]	brown
ruĝa	[ROO-djah]	red

Pronounce 'ĝ' as 'g' in "gem", "gentle")

LESSON 2 - DUA LEKIONO

Thanks for trying Lesson 1. By now you should have received corrections to the exercises of the first lesson. Here is the next lesson. Keep it up!

Let's review the "grammar-coding" for a second:

Subject thing(s)	Action	Object thing(s)
-----o	-----as	-----on
	-----is	
-----oj	-----os	-----ojn

Two-thirds of the pattern so far deals with "things" (nouns). Now let's take a look at how to describe these things: good coffee, good tea (adjectives).

Something that describes, such as "good," is called an adjective. In Esperanto, adjectives are grammar coded with an "-a" ending.

As in some other languages (but not in English) the adjective ending ("-a") has to "agree" with the noun it describes. That is, if the noun is plural, the adjective must also be plural. If the noun is an object ("-n"), the adjective must also be an object.

Subject thing(s)	Action	Object thing(s)
Bona patro a good father	havos will have	bonan filon a good son
Bonaj patroj good fathers	havos will have	bonajn filojn good sons

(Note: "aj" is pronounced like the English word "eye".)

VOCABULARY: In each lesson we will introduce about twenty new words to you; learn these but remember to review the words in the previous lesson. Use the words below to practice what you've just learned. The exercises in this lesson are split into three parts.

Adjectives	Nouns	Verbs
granda, big	akvo, water	skribi, write
varma, warm	taso, cup	ami, love
bela, beautiful	edzo, husband	lavi, wash
nova, new	butiko, shop	peti, ask, request
sana, healthy	limonado, lemonade	porti, carry, wear
seka, dry	papero, paper	renkonti, meet
	plumo, pen	

_____ extract from here _____

Ekzercoj, Leciono Du (parto unu)

1. A healthy boy drinks warm milk.
2. The new shop sells dry cakes.
3. The big teacher met the new friends.
4. The good friends will-make a beautiful cake.

_____ extract to here _____

Reminder:

---a	---o	---as	---an	---on
---aj	---oj	---is	---ajn	---ojn
		---os		

We haven't been able to give you enough vocabulary to let us vary these exercises very much, but in Esperanto the system of regular word building (with prefixes and suffixes) lets us expand our vocabulary with little effort. For example, the "mal-" makes words of opposite meaning:

bona	= good	malbona	= bad
pura	= clean	malpura	= dirty
sana	= healthy	malsana	= ill, sick
ami	= love	malami	= hate
amiko	= friend (male)	malamiko	= enemy (male)

and similarly the "-in-" makes words specifically female.

patro = father patrino = mother

and thus for all female living creatures:

kato = cat katino = female cat

The "vir" prefix is the original way to mark something as explicitly male: virkato. Most people avoid using the root form as a "male" form. It is rare that you have to mark sex - it is proper to say, for example, Sally estas instruisto, instead of saying Sally estas instruistino.

_____ extract from here _____

Ekzercoj, Leciono Du (parto du)

5. The small girl met the ugly sisters.
6. The old cup has new lemonade.
7. The new cup has old milk.
8. Mother will-wash the small cups.
9. The small boy carried the new bread.
10. Cold water washes a small boy.

_____ extract to here _____

"Ne" in front of any verb makes it negative, the action that doesn't happen, or didn't happen, or won't happen.

ne havas = doesn't (don't) have; ne faras = doesn't do

Here is just one verb ("to be") displayed in the usual way (all Esperanto verbs follow the same rule!):

General form (infinitive)	
to be	esti
Present tense (-as form)	
I am	mi estas
you are	vi estas
he is	li estas
she is	ŝi estas
it is	ĝi estas
we are	ni estas
you are	vi estas
they are	ili estas
one is	oni estas

est' is the verb root and always appears wherever the verb is used. Does this verb even have a root in English? (am, is, are)

In the above verb display, note:

ŝi (she) is pronounced exactly like the English "she"

ĝi (it) is pronounced like the English "gee!", as in "Jeep"

vi (you) is both singular and plural, like the English "you."

(There is a word "ci", singular, but it is used much as the English singular "thou" - not very often!)

Note, too, that although pronouns do not end in -o when they are "subject things", they do take the -n when they are "object things":

La patrino lavas la knabon. Ŝi lavas lin.
The mother washes the boy. She washes him.

Now that we have learned the pronouns:

mi vi li ŝi ĝi ni vi ili oni
I you he she it we you they one

we can form the possessive adjectives:

mia via lia ŝia ĝia nia via ilia onia
my your his her its our your their one's

Pronounce:

ilia [ee-LEE-a]
onia [oh-NEE-ah]

which are really adjectives because they identify (describe) the nouns they are attached to. Mia plumo = my pen. The ending "-a" on possessive adjectives follows the same rules about agreement as adjectives:

Mia amiko amas mian fratiron.

Miaj amikoj amas miajn fratinojn.

_____ extract from here _____

Ekzercoj, Leciono Du (parto tri)

11. I forgot my pen.
12. We don't have paper.
13. My daughter requested warm milk.
14. Her old friend didn't write.
15. You will meet their old friends.
16. She will have the warm water.
17. Your new teacher forgot your sugar.
18. The boys hate our new teacher.
19. They sell tea and (kaj) coffee.
20. We will sell her cake and his pens.

Note: kaj (and) is pronounced like the ki in kite.

LESSON 3 - TRIA LECIONO

It may seem like we packed a lot into Lesson Two, but here are the main things you have learned so far:

Subject thing(s)	Action	Object thing(s)
-----a	-----o	-----as
		-----an
		-----on
	-----is	

-----aj -----oj	-----os	-----ajn -----ojn
Mia patrino	lavas	mian fraton
Niaj fratinoj	vidis	viajn instruistinojn

You don't have to write sentences in the above word order, but it is the most common form, and for English-speakers it's easier to learn just this pattern at first.

Once you realize that "grammar coding" tells you what part each word plays in a sentence (its function), you could, for poetry or emphasis, arrange the coded words in any other order without changing the original meaning.

Let's take a look at a couple of examples of different word order and answer a couple of questions (remember to pay attention to the endings of the words).

_____ extract from here _____

Ekzercoj, Leciono Tri (parto unu)

Mian fraton lavis mia patrino.

1. Who was washed?
Who did the washing?

Instruistinojn viajn fratinoj niaj vidis.

2. Who did the seeing?
Who was seen?

_____ extract to here _____

In this 10-lesson course we are going to stick to the subject-verb-object word order, but in well-written Esperanto texts other word orders are frequently used for reasons of emphasis and text coherence. If you use Esperanto you will rapidly acquire a feeling for word order. The best word order to use depends mainly on the context, so it is difficult to give precise "rules".

Let's go on now, right to this lesson's word list below.

Vocabulary, lesson three

Nouns		Verbs (infinitives)		Adjectives	
horo	hour	atendi	to wait for	blanka	white
jaro	year	fumi	to smoke	blua	blue
mateno	morning	kuri	to run	bruna	brown
minuto	minute	sati	to be satisfied	flava	yellow
nokto	night	promeni	to stroll	griza	gray
semajno	week	respondi	to answer	nigra	black
tago	day	soifi	to be thirsty	ruĝa	red

vespero	evening	vivi	to live	verda	green
		demandi	to inquire, to ask		
			a question		

Note the difference between *demandi* (related to questions) and *peti* (related to requests or "petitions"). Both can be translated as "ask" in English.

Remember, *j* is pronounced like *y*, so *jaro* = YAH-row.

Adverbs: Adverbs are like adjectives, but instead of describing nouns, adverbs describe verbs and adjectives, usually telling how, when, or where. (Adverbs in English usually end in *-ly*).

In Esperanto, adverbs derived from other words always end in *-e*.

We can use the basic idea of a word in different ways by simply changing the grammar-coded ending:

sanO	health	li havas bonan sanon.
sanA	healthy	li estas sana.
sanI	to be healthy	li sanas.
sanE	healthily	li sane vivas.

Adverbs usually precede the word they describe.

Note: The pronunciation of adverbs, ending in *-e*, needs some attention. In general, every vowel makes up one syllable (sound unit) of an Esperanto word. Therefore, we must read the two-part sound of *sane* as "SAH-neh" and not as the one-part sound of the English word "sane".

Lesson four will concentrate more on the correct sounds of Esperanto. Right now, let's just say that Esperanto *e* should be pronounced as the *e* in "met". Due to different pronunciations throughout the English-speaking world, it is impossible to give exact Esperanto pronunciation in writing.

Subject thing	Verb	Adverb	Object thing(s)
----a	----o	----as	----an ----on
		----is	
----aj	----oj	----os	----ajn ----ojn

_____ extract from here _____

Ekzercoj, Leciono Tri (parto du)

3. My brother will-stroll in-the-morning ("morningly").
4. His friend replied warmly.
5. The brown pen writes well ("goodly").
6. The grey teacher runs badly.
7. Our father smokes in-the-evening ("eveningly").
8. He loves her.

9. He loves her sister.

10. She loves him.

_____ extract to here _____

Numbers (cardinal numbers are not grammar-coded: no endings)

0	nulo	11	dek unu	30	tridek
1	unu	12	dek du	31	tridek unu
2	du	13	dek tri	32	tridek du
3	tri	14	dek kvar	40	kvardek
4	kvar	15	dek kvin	50	kvindek
5	kvin	20	dudek	60	sesdek
6	ses	21	dudek unu	70	sepdek
7	sep	22	dudek du	100	cent
8	ok	23	dudek tri	1000	mil
9	naŭ	24	dudek kvar	1000000	miliono
10	dek	25	dudek kvin	1000000000	miliardo

Numbers (ordinal numbers have the ending "-a", like adjectives, and take the plural "-j" and object "-n", like adjectives)

unua	first	dudeka	twentieth
dua	second	sepdek unua	seventy-first
tria	third	centa	hundredth
unue	firstly	trie	thirdly
due	secondly	kvare	fourthly

Note: the "aŭ" is pronounced as "ow" in cow.

Note: the adverb form of the numbers is sometimes translated as: unue = in the first place; trie = in the third place, etc.

_____ extract from here _____

Ekzercoj, Leciono Tri (parto tri)

11. The first man loves the second woman.

12. The second woman hates the first man.

13. Two boys firstly asked for three cakes.

14. In-the-second-place they asked for lemonade.

15. The shop makes bad brown bread.

16. The shop makes brown bread badly.

_____ extract to here _____

Intransitive verbs do not show action from a subject to an object; instead, intransitive verbs are used to show the state of the subject. Adjectives after intransitive verbs describe the subject.

Li estas sana. Ŝi estas instruisto (or: instruistino).
He is healthy. She is a teacher.

The object "-n" is not used after such verbs.

_____ extract from here _____

Ekzercoj, Leciono Tri (parto kvar)

17. Sixty minutes are one hour.
18. Twenty-four hours are one day (and night).
19. Seven days are one week.
20. The third boy is my second son.

If you would like a pronunciation record or other material in Esperanto, write to your national Esperanto organization. The address is in the Welcome Letter. This is not mandatory for this lesson series, but hearing spoken Esperanto is a great help.

LESSON 4 - KVARA LECIONO

Now let's look at statements, questions, and answers:

A statement:

La pano estas bruna.
The bread is brown.

A question:

Ĉu la pano estas bruna?
Is the bread brown?

The answer:

- (a) Jes, la pano estas bruna.
- (b) Ne, la pano ne estas bruna, ĝi estas blanka.

Note: Every question is based on a statement; we identify that statement, placing the 'doubting' word *ĉu* (literally, 'whether') in front, and then we are asking "Is this true?" Also note that the word order in Esperanto is not changed; only the word '*ĉu*' is placed in front of the statement.

English question:

Will the boys sell the cake?

Underlying statement:

(The boys will sell the cake.)
(La knaboj vendos la kukon.)

Esperanto question:

Ĉu la knaboj vendos la kukon?

All 'yes-or-no' questions are handled in the same way.

_____ extract from here _____

Ekzercoj, Leciono Kvar (parto unu)

Change the following statements into questions:

Mia filo forgesis la teon.

Lia patro faras panon.
La tago estas griza.

_____ extract to here _____

In the first three lessons, you have learned how to write simple statements correctly, and now know how to make questions and give answers. As soon as you have learned all the sounds of Esperanto (detailed, as best as possible in writing, see below) we can start in on conversations, in Lesson Five. (Remember to complete the exercises at the bottom.)

The Esperanto alphabet:

a b c ĉ d e f g ĝ h ĥ i j k l m n o p r s ŝ t u ŭ v z

The names of the letters (used when spelling aloud, etc.) are:

a, bo, co, ĉo, do, e, fo, go, ĝo, ho, ĥo, i, jo, ĵo ko lo mo no o po ro so ŝo to u ŭo vo zo

That is, the consonants get an 'o' after them, and the name of each vowel is the sound of the vowel itself. Note that "ŭo" is pronounced sort of like English 'wo'.

There are 26 letters in the English alphabet; 28 in Esperanto. In Esperanto there is no q, w, x, or y. In Esperanto there are 6 letters not found in English (all 6 have accent marks): ĉ, ĝ, ĥ, ĵ, ŝ [all circumflexes], and ŭ [a u-breve].

The Esperanto letters 'j' and 'ŭ' are not vowels and can combine with real vowels (a, e, i, o, and u) to make 'vowel glides' which must be learned as separate sounds (below).

Pronunciation Guide

Remember, in Esperanto: one letter - one sound. No exceptions.

Vowel Sounds (accented/emphasized vowels are capitalized)

a as in Ma, father: blANka, sAna, grAnda, vArma
e as in send, met: bEla, plEna, vErda, pEti
i as in me, three: vIvi, Ami, trInki, flIo
o as in more, or: Ovo, dOmo, kIo (kio), nOva
u as in two, soon: Unu, plUmo, sUno, butlko

Consonant Sounds (mainly as in English, except:)

c as 'ts' in nests: dAnco, leciOno, bicIklo
ĉ as 'ch' in church: ĉAmbro, sandvIĉo, ĉokolAdo
g as 'g' in great: sagEto, gustUmi, geografIo
ĝ as 'g' in George: mAnĝi, lOĝi, sEĝo
ĥ as 'ch' in Bach: jAĥto, ĥOro, Eĥo
j as 'y' in yet: jEs, jAro, jUna
ĵ as 's' in leisure: ĵurnAlo, teatrAĵo, ĵalUzo
ŝ as 'sh' in shoe: ŝAti, pOŝo, ŝUo

ŭ is used most often in the combination 'aŭ' or 'eŭ' (otherwise it has a 'w' sound, as in weather).

Remember: All sounds presented in this Pronunciation Guide are approximations. They are the closest approximations for North American English-speakers.

Vowel Glides (diphthongs). The following combinations between a vowel (a, e, o, u) and 'j' or 'ŭ' make one sound:

aj as 'eye': mAjo, kAj, semAjno
oj as in 'boy': knAboj, vojAĝi, ĝOjo
ej as in 'they': pLEj, mEjlo, lernEjo
uj 'oo-ee' (quickly) tUj, AnglUjo, monUjo
aŭ as in 'cow': nAŬ, Antaŭ, ĵAŬdo
eŭ as in 'wayward': EŭrOpo, neŭtrAla, EŭklIdo

In all the examples above, the vowel of the stressed (or accented) syllable has been capitalized. This follows the rule without exception that every word in Esperanto is stressed on the next-to-last syllable.

Here is a list of words (and translations) that represent sounds in Esperanto [not just those covered above]. Practice them carefully and your pronunciation will get better and better.

Anglujo	England	lernejo	school
antaŭ	before	majo	May
aĉeti	to buy	manĝi	to eat
biciklo	bicycle	mejlo	mile
ĉambro	room	monujo	purse
ĉokolado	chocolate	neŭtrala	neutral
danco	dance	ovo	egg
domo	house	plej	most...
eĥo	echo	plena	full
Eŭropo	Europe	poŝo	pocket
Eŭklido	Euclid	sageto	dart
geografio	geography	sandviĉo	sandwich
gustumi	to taste	seĝo	seat, chair
ĝojo	joy	suno	sun
ĥoro	choir	ŝati	to like
jaĥto	yacht	ŝuo	shoe
juna	young	teatraĵo	(theatrical) play
ĵaluzo	jealousy	tuj	immediately
ĵaŭdo	Thursday	vojaĝi	to travel
ĵurnalo	newspaper	kio	what (thing)
leciono	lesson	libro	book
loĝi	to reside		

Best advice: practice! practice! practice!

_____ extract from here _____

Ekzercoj, Leciono Kvar (parto du)

(translate, but don't answer!)

1. Is father making a cake?
2. Did the son forget the milk?
3. Will father sell the cakes?

4. Does a healthy boy drink warm milk?
5. Will the daughter eat a sandwich?
6. Did the new teacher forget your sugar?
7. Do they sell tea and coffee?
8. Did the sick girl write badly?
9. Is he healthy?
10. Are seven days one week?

Answer in Esperanto. Use complete sentences, not just jes or ne.

11. Is milk white?
12. Is water dry?
13. Is the sun warm?
14. Is your mother a man?
15. Are you wearing an empty shoe?
16. Do two and two make four? [Use "estas"]
17. Do you eat water?
18. Is coffee blue?
19. Are seven days one week?
20. Do you drink cakes?

(Sorry about the silly questions, but the answers are easy.)

LESSON 5 - KVINA LEKIONO

Saluton! (Hello! Greetings!)

Bonan tagon!	Good day!
Bonan matenon!	Good morning!
Bonan vesperon!	Good evening!
Bonan nokton!	Good night!
Kiel vi fartas?	How are you? (farti = to fare, be)
Bone, dankon. Kaj vi?	Fine, thanks. And you?
Sufiĉe bone.	So-so. (literally, sufficiently well)
Ne tre bone.	Not so good.
Bonan apetiton!	Enjoy your food! (Bon appetit!)
Je via sano!	To your health!
Same al vi, dankon.	Same to you, thanks.
Ĝis la revido.	See you later. (lit: until the re-seeing)
Adiaŭ.	Goodbye. (Adieu).

Conversation: If two people can talk about themselves for 5 minutes each, then they can easily have at least a 10 minute conversation.

By the end of this 10 lesson course, you should have written down all your vital statistics and personal details (true or false!) and you should know them by heart.

After that, you should be able to give a brief talk about yourself in Esperanto, even if you have to prompt yourself with a 'cheat-sheet' in English.

Let's take a look at an example about John Brown:

Mia nomo estas Johano Bruno. Mi loĝas en Usono. Mi komencis lerni Esperanton antaŭ kvar semajnoj. Ĝi estas tre facila lingvo. Mi loĝas en domo kun mia edzino kaj niaj infanoj. Ni havas unu filinon kaj du filojn. Mi havas korespondantojn en tri landoj.

There are 45 very useful words which are a part of a regular system of correlated words (known technically, therefore, as "correlatives"). The meaning of any correlative is the combined meaning of the root (beginning) and the ending: (simple, isn't it?)

beginning		ending	
ki-	what	-o	thing
		-a	kind of, sort of
ti-	that	-e	place
		-u	one, or person
i-	some	-om	quantity (amount)
		-am	time
ĉi-	every	-al	reason, for... reason
		-el	manner, in... way
neni-	no	-es	one's, person's

examples:

tio = that thing

iam = sometime

nenie = no where

Typical correlatives and their equally typical English equivalents:

English		Esperanto
how?	(in) what manner	kiel
when?	(at) what time	kiam
where?	(at, in) what place	kie
why?	(for) what reason	kial
how much?	(in) what amount	kiom
always	(at) every time	ĉiam
thus	(in) that way, manner	tiel
nobody	no one, no person	neniu
somewhere	(at) some place	ie

Pay attention to the accent: ne-NI-e, KI-u, TI-al, etc.

Note that in English prepositions may be included in the meaning of the Esperanto correlative.

The endings "a" and "u" take the grammar coding "-n" and/or "-j" where appropriate. The ending "o" takes the grammar coding "-n" where appropriate.

If a question contains a question word such as "kio" or "kie", one does not use the yes/no question word "ĉu":

What is that? = Kio estas tio?

Where is that? = Kie estas tio?

Compare with:

Are you drinking? = Ĉu vi trinkas?

_____ extract from here _____

Ekzercoj, Leciono Kvin. Translate into Esperanto.

1. What (thing) is that (thing)?
2. Where is my cup?
3. Which is my book? *
4. Who ate my cake? *
5. When will you eat?
6. Everything is wet.
7. I forgot everything.
8. My pen is somewhere.
9. Then I drank my tea.
10. How much (do) you have? [do is not to be translated]
11. How (does) she run?
12. Why are you smoking? [use simple verb form]
13. Nobody's coffee has milk.
14. How (did) you make it?
15. I am not that-kind-of girl.
16. We have all-kinds-of cups.
17. What kind of sandwich do you have?
18. What did you ask for?
19. Is everyone dry?
20. Who is that?

* Note the difference between kio and kiu.

kio = what thing; e.g., plumo, taso, limonado, etc.

kiu = which thing; e.g., la nigra plumo, la unua domo, etc.

kiu also means who. Kiu vi estas?

LESSON 6 - SESA LEClONO

A real quick overview of the lessons so far:

Subject thing(s) adjective/noun	Action Verb	Adverb	Object thing(s) adjective/noun
----a ----o	----as ----e		----an ----on
	----is		
----aj ----oj	----os		----ajn ----ojn
Bona knabino	lernis	rapide	malfacilan lingvon.
Malbonaj knabinoj	lernos	malrapide	facilajn lingvojn.

To form questions, place "ĉu" in front of the statements:

La knabo manĝas.

Ĉu la knabo manĝas?

_____ extract from here _____

Ekzercoj, Leciono Ses (parto unu)

[ki-, ti-, i-, ĉi-, neni-] plus [o, a, e, u, om, am, el, al, es] forms 45 correlative (interrelated) words. Give below the meanings of the roots (5) and endings (9):

ki	o
	a
ti	e
	u
i	om
	am
ĉi	el
	al
neni	es

_____ extract to here _____

Try without referring back to lesson five. If you find yourself referring too often, you may want to review the lesson before continuing. The correlatives are hard to learn out of context, but the combinations will come naturally after a while.

Difficult sound: one of the hardest sounds for English speakers to master is the 'c' or /ts/ sound. Imagine it as below and it's easier than it seems:

danco leciono biciklo

say:

DANT-so let-si-ON-o bit-SI-klo

Vocabulary note:

The English word 'old' may be the opposite of both 'new' and 'young'. Therefore there are two translations for 'old' in Esperanto:

juna (young)	maljuna (old)
nova (new)	malnova (old)

Prepositions (little words which show the relationship between two other words.)

cup on table
saucer under cup
milk with sugar in coffee

Prepositions in Esperanto:

al	to	kun	with, together
anstataŭ	instead of	laŭ	along, according to
antaŭ	in front of, before	malgraŭ	in spite of
apud	near, next to	per	with (by means of)
ĉe	at, near	po	at the rate of
ĉirkaŭ	about, around	por	for
da	of (quantities)	post	after (time)
de	of, from	preter	beyond, past

dum	while, during	pri	about, concerning
ekster	outside (of)	pro	for (because of)
el	out of, from within	sen	without
en	in	sub	under
ĝis	until, up to	super	above
inter	among, between	sur	on (position)
je	(indefinite)	tra	through
kontraŭ	against	trans	across, at the
krom	besides, apart from		other side of

Mi estas membro de la Junulara Esperantista Klubo, kaj mi iris al la Esperanto-Kongreso, kiu okazis en San-Francisko. Ni vojaĝis de Nov-Jorko dum tri tagoj en nia aŭtobuseto, kaj ne haltis ĝis ni alvenis al Dalaso, en Teksaso. Tie ni vizitis niajn geamikojn kaj manĝis. Ni portis sandviĉojn por la tagmanĝo, kaj ili estis sub la seĝoj sur kiuj ni sidis. Ni dankis niajn geamikojn pro la bona kongreso.

Vocabulary:

Junularo: a group of young people
okazi: to take place
aŭtobuseto: minibus
alveni al: to arrive at
tagmanĝo: lunch
geamikoj: friends (male and female)
iri: to go

Note the use of "pro" after "dankis". Prepositions can be tricky - there is no word-for-word correspondence between prepositions in English and Esperanto. The "Plena Vortaro" (Esperanto-Esperanto dictionary) is a good source of examples.

La knabo sen hejmtasko staris antaŭ la instruisto; anstataŭ la hejmtasko, li prenis el koverta leteron pri la afero. Estis bela tago ekster la ĉambro, kaj la instruisto staris apud la fenestro, tra kiu venis brila sunlumo, per kiu li legis la leteron.

Inter la vortoj estis tiom da tipaj knabaj eraroj, ke post nelonge, la knabo kliniĝis super la tablo, kaj pantoflo batis kontraŭ lia postaĵo.

Vocabulary:

hejmtasko: homework
stari: to stand
preni: to take
koverta: envelope
afero: case
fenestro: window
veni: to come
sunlumo: sunlight
legi: to read
vorto: word
tipa: typical
klini: bow, lean over
pantoflo: slipper

bati: to hit
postajo: behind, bottom

_____ extract from here _____
Ekzercoj, Leciono Ses (parto du)

Respondu ĉi tiujn demandojn en Esperanto
Answer these questions in Esperanto

1. Kia klubo ĝi estas?
2. Kion ni portis kun ni?
3. Kie ili estis?
4. Kio okazis en San-Francisko?
5. Dum kiom da tagoj ni vojaĝis?
6. Ĉu iu staris antaŭ la instruisto?
7. Kio venis tra la fenestro?
8. Kiom da hejmtaskoj faris la knabo?
9. Kiel la instruisto batis lin (per kio?)
10. Kial la instruisto batis lin? (ĉar = because)

_____ extract to here _____

More about prepositions: When an 'object thing' occurs in a sentence, and when that 'object thing' is a pronoun (I, he, she, etc.) it takes the object or accusative form (me, him, her, etc). Thus we say that the preposition in English 'governs' or requires the accusative form. The only place in English where the accusative is different from the nominative (subject form) is in the pronouns.

A cake for him. A letter for her.

In Esperanto, a preposition governs the nominative (subject) form of a thing, either noun or pronoun.

Kuko por li. (not lin!) Letero por ŝi. (not ŝin!)

You will be well understood if you follow this rule. But don't be surprised if you see a preposition followed by a "-n" word! Let's see why:

There is a difference between "I walked in the garden" and "I walked into the garden". In the first case, I was already in the garden, walking around, and in the second case, I was outside the garden and walked to a position inside the garden.

Instead of "I walked into the garden" we can say: "I walked to in-the-garden",

which translates: "Mi promenis al en-la-ĝardeno." and we actually say: "Mi promenis en la ĝardenon."

Ah ha! The last "-n" indicates the omitted preposition, usually 'al', which showed movement toward something. Therefore we can say, "The accusative "-n" after a preposition shows motions toward."

Mi iris en la ĉambron. (into the room) Mi promenas ekster la domon. (to the outside of)

Do not use "-n" after: al, ĝis, de, el. They already show motion.

Also: Use "-n" with dates to show an omitted preposition: Mi estis en Nov-Jorko pasintan mardon [(on) last Tuesday].

_____ extract from here _____
Ekzercoj, Leciono Ses (parto tri)

Translate into Esperanto.

11. I came on a bicycle.
12. I cycled into San Francisco.
13. I cycled in San Francisco.
14. She runs on the grass (herbo).
15. He will run onto the grass.
16. He ran behind the tree (arbo).
17. He smoked behind the tree.
18. She traveled with a friend.
19. He wrote with a pen.
20. He put (meti) the pen under the paper.

LESSON 7 - SEPA LECIONO

In school students can expect to study French for about 5 years, 40 weeks in the year, 4 lessons a week at about (on the average) 30 minutes for each lesson. Or, roughly, about 400 hours. By the end of this time, only about 10% of the students would receive a passing grade on a decent exam, and not all of those would be understood in France.

Esperanto is about 5 to 10 times easier to learn than French, so you would expect to take about 40 to 80 hours of study to achieve a comparable language level in Esperanto, but in these ten network lessons you may spend a total of only 10 hours.

So you can easily see that this course will not have you speaking fluent Esperanto by Lesson Ten, but it will have introduced you to the basic principles of the language, which by now should not appear so 'foreign' to you if you were to pick up a textbook or elementary reader.

Rowing across the ocean would be more satisfying (and a little bit easier) if you could see the milestones going by. Otherwise, once out of sight of land, it is an act of faith whether you are making any progress at all. In the same way in learning a language, are you really learning more than you are forgetting?

In a 'correspondence' course such as this one, it is impossible to test your speaking and listening abilities. That will come at some later level in your quest for complete control over the International Language. Right now, we will have to be content with written tests and exercises.

Below, you will find a series of vocabulary and grammar ("fill-in-the-blank") exercises to be used as sort of a test. Try to complete and send in these exercises without referring back to previous lessons. If you do look back, then you never really will know how much you've learned so far. So, do the exercises and study the little bit of new material.

_____ extract from here _____

Ekzercoj, Leciono Sep

Vocabulary Test
Translate into English

- | | |
|---------------|----------------|
| 1. akvo | 31. frato |
| 2. al | 32. fumi |
| 3. ami | 33. granda |
| 4. amiko | 34. ĝis |
| 5. Anglujo | 35. ĝojo |
| 6. atendi | 36. havi |
| 7. aŭtobuseto | 37. hejmo |
| 8. bela | 38. horo |
| 9. biciklo | 39. ili |
| 10. blanka | 40. instruisto |
| 11. blua | 41. juna |
| 12. bona | 42. kafo |
| 13. bruna | 43. kaj |
| 14. butiko | 44. kial |
| 15. cigaredo | 45. kiam |
| 16. ĉambro | 46. kiel |
| 17. ĉe | 47. kies |
| 18. ĉokolado | 48. kiom |
| 19. danco | 49. knabo |
| 20. de | 50. kuko |
| 21. dek | 51. kun |
| 22. demandi | 52. kuri |
| 23. domo | 53. kvar |
| 24. du | 54. kvin |
| 25. dum | 55. lakto |
| 26. en | 56. lavi |
| 27. esti | 57. manĝi |
| 28. fari | 58. patro |
| 29. flava | 59. skribi |
| 30. forgesi | 60. verda |

Grammar Test
Replace 'missing bits'

Use the following 'missing bits':

a, aj, aj, al, an, ĉe, ĉion, ĉiuj, de, dum, e, e, en, estas, ĝis, havas, ili, in, ist, iu, jun, kaj, kiel, kies, kio, kun, la, mal, ne, o, o, oj, ojn, on, on, por, sub, sur, tio, as, as, tiu, tiom.

61. The boy
___ knab___

62. A good boy
Bon___ knabo

63. And a girl
___ knab___o

64. The girl is bad
La knabino ___ ___ bona
65. She has a cigarette
Ŝi ___ cigared ___
66. Men smoke cigarettes
Vir ___ fumas cigared ___
67. Good girls don't smoke
Bon ___ knabinoj ___ fumas
68. But they quickly learn
Sed ___ rapid ___ lern ___
69. The pupils are young
La lernantoj estas jun ___
70. They have a new school
Ili havas nov ___ lernejon
71. The teacher is old
La instru ___ o estas mal ___ a
72. 'What's that?' he asks '
___ estas ___?' li demandas
73. Start working quietly
Eklaboru silent ___
74. Whose book is that?
___ libro estas ___?
75. How (did) you do so-much?
___ vi faris ___?
76. Do everything again
Refaru ___
77. To the club in Paris
___ la klubo ___ Parizo
78. In the minibus from London
___ la aŭtobuseto ___ Londono
79. With lemonade under the seats
___ limonado ___ la seĝoj
80. For drinking whilst we journey
___ trinkado ___ ni vojaĝas
81. On the freeway as far as Paris
___ la ŝoseo ___ Parizo

82. We all run on to the beach
Ni ___ kur ___ sur la plaĝ ___

83. And someone swims in the sea
Kaj ___ naĝas en la mar ___

_____ extract to here _____

Let's take a look now at some very important verbs...

voli (want)
povi (can, be able)
devi (must, have to)

Mi volas veni. Mi volas kompreni
I want to come. I want to understand

Mi povas veni. Mi povas kompreni.
I am able to come. I am able to understand.
I can come. I can understand

Mi devas veni. Mi devas kompreni.
I must come. I must understand.
I have to come. I have to understand

Always use the infinitive verb after voli, povi, devi.

plaĉi al, ŝati, ami

Io aŭ iu plaĉas al mi.
Something or someone is pleasing to me.
I like someone or something.
(a mild, noncommittal verb)

Mi ŝatas ion.
I esteem, greatly like something.
(inanimate objects, etc.)

Mi amas iun.
I love someone (or pets).

Libroj plaĉas al mi.
Books are pleasing to me.
I like books.

Betty plaĉas al mi.
Betty is pleasing to me. I like Betty.

Mi ŝatas ĉokoladajn kuketojn.
I really like chocolate cupcakes.

Mi amas vian filinon.
I love (am in love with) your daughter.

koni vs. scii

Mi konas...
I know OF, I am aware of such a person, place or thing, or happening.

Mi scias...
I know something, have studied it.

Ĉu vi konas Johanon?
Do you know John?

Ĉu vi scias Esperanton?
Do you know Esperanto?

Ĉu vi konas Esperanton?
Are you familiar with Esperanto?

LESSON 8 - OKA LECIONO

We need to consider actions (verbs) in more detail. We have already dealt with the simple verbs ending in "is", "as", and "os". Now we take a look at compound (two-part) verbs, in which the first part gives the general time of the action and the second part gives the state of the action.

Before looking at the Esperanto use of compound verbs, let's look at the use of compound verbs in English.

_____ extract from here _____

Ekzercoj, Leciono Ok (parto unu)

In the following diagram, under 'General Time', write either yesterday, now, tomorrow. Under 'State of Action', write completed, on-going, or not yet.

General Time State of Action

He is reading.

He was reading.

He will have eaten.

He is about to go.

He will be reading.

He has eaten.

He was about to write.

He had eaten.

He will be about to go.

_____ extract to here _____

Notice that the first part of the two-part verb, which we call the auxiliary or helping verb, is 'to be' except when the action has been completed; in that case, English uses the auxiliary verb 'to have'. In Esperanto, the auxiliary verb is always esti (to be).

(yesterday)	Li estis manĝinta	(completed)
(now)	Li estas leganta	(proceeding)
(tomorrow)	Li estos skribonta	(not yet)

The idea is simple, but the explanation is somewhat confusing and difficult; hang in there! Let's look now at a fuller demonstration of Compound Verbs in Esperanto....

Compound Verb Tenses - Active (inta, anta, onta)

Jeanne has regular habits.

Using simple verb tenses we say:

every day at 8:00

She eats her breakfast.

Ŝi manĝas sian matenmanĝon.

(sia - his/her own)

every day at 8:05

She reads her paper.

Ŝi legas sian ĵurnalon.

every day at 8:10

She writes a letter.

Ŝi skribas leteron.

But none of these actions is instantaneous, and we can show this better by using the compound verb tenses:

and say at 8:00

She is eating her breakfast.

Ŝi estas manĝanta sian matenmanĝon.

and say at 8:05

She is reading her paper.

Ŝi estas leganta sian ĵurnalon.

and say at 8:10

She is writing a letter.

Ŝi estas skribanta leteron.

Suppose we are spying on her, and we report by phone. Then at 8:05 we would say:

She has eaten her breakfast.
Ŝi estas manĝinta sian matenmanĝon.

She is reading her paper.
Ŝi estas leganta sian ĵurnalon.

She is about to write a letter.
Ŝi estas skribonta leteron.

Later during the day, we may have to confirm in writing what we previously reported. Then we would say that by 8:05:

She had eaten her breakfast.
Ŝi estis manĝinta sian matenmanĝon.

She was reading her paper.
Ŝi estis leganta sian ĵurnalon.

She was about to write a letter.
Ŝi estis skribonta leteron.

Also, we must tell the next day's spy what to expect. We tell her that if she gets there by 8:05, she will find that:

She will have eaten her breakfast.
Ŝi estos manĝinta sian matenmanĝon.

She will be reading her paper.
Ŝi estos leganta sian ĵurnalon.

She will be about to write a letter.
Ŝi estos skribonta leteron.

Compound Verb Tenses - Active Participles

(action is performed by the subject of the sentence)

inta (action recently completed)

anta (action still on-going)

onta (action soon to begin)

Please note: because participles are actually adjectives, [Cf. kuranta knabo, a running boy] they must agree in number with the subject. For example:

Ili estas manĝintaj. They have eaten.

Ni estis irontaj. We were about to go.

Vi estos skribantaj. You will be writing.

(translate into Esperanto, using compound verbs):

1. Father is reading a book [libro].
2. Mother is making a cake.
3. The boys are about to write.
4. The boy is about to drink tea.
5. Who has washed the small boy?
6. Father was reading a book.
7. Who has eaten my cake?
8. Mother was making a beautiful cake.
9. The boy was about to write.
10. They were going to write.
11. My brother has washed [lavi] my car [aŭto].
12. My sister had eaten my cake.
13. Father will be reading a book.
14. I will be selling tea and coffee.
15. The boy will be about to write a letter.
16. He will have eaten.
17. He is shooting [pafi].
18. He is going to score [trafi].
19. He has scored.
20. He had scored.

Perk up! The worst is over! Just some odd bits left over for the next two lessons.

LESSON 9 - NAŬA LECIONO

Wow! That last lesson had a lot in it, so let's do something a little simpler.

Numbers:

unu, du, tri, kvar, kvin, ses

Fractions:

duono, triono, kvarono, kvinono, sesono

$1/3 =$ (unu) triono;

$3/4 =$ tri kvaronoj;

$7/16 =$ sep deksesonoj;

$5/8 =$ kvin okonoj

Note the following:

(contrast the expressions)

I look, and then I see.

Mi rigardas, kaj tiam mi vidas.

I listen, and then I hear.

Mi aŭskultas, kaj tiam mi aŭdas.

I think, then afterwards I have an opinion.

Mi pensas, kaj poste mi havas opinionon.

I think that... Mi opinias, ke...

His father drank his lemonade.
(Whose lemonade?)

Lia patro trinkis lian limonadon.
(NOT the father's lemonade)

Lia patro trinkis sian limonadon.
(YES, the father's lemonade)

sia (third person) refers to the subject of the sentence:
(his own, her own, one's own, their own).

The box is blue, isn't it? La skatolo estas blua, ĉu ne?
[Watch your answer!
The box isn't blue, is it? What would JES mean?]
La skatolo ne estas blua, ĉu?

Shades of meaning by using the suffixes -eg and -et:

bonega	excellent	varmega	hot
bona	good	varma	warm
boneta	fair	varmeta	lukewarm
malboneta	poor	malvarmeta	cool
malbona	bad	malvarma	cold
malbonega	terrible	malvarmega	freezing

Verb prefixes and suffixes:

ek-, -ad-, -iĝ-, and -ig-

ek

La suno ekbrilis.	The sun began to shine.
La birdoj ekkantis.	The birds began to sing.
La ondoj ekdancis.	The waves began to dance.
	The waves suddenly danced.

ad

La suno briladis.	The sun kept on shining.
	The sun shone and shone.
La birdoj kantadis.	The birds kept on singing.
	The birds sang and sang.
La ondoj dancadis.	The waves kept on dancing.
	The waves danced and danced.

iĝ

La sablo sekiĝis.	The sand became (got) dry.
	The sand dried up.
La aero varmiĝis.	The air became (got) warm.
	The air warmed up.
La homoj ruĝiĝis	The people became (got) red.
	The people reddened (blushed).

ig

La suno sekigis la sablon. The sun made the sand dry.
The sun dried up the sand.
La suno varmigis la aeron. The sun made the air warm.
The sun warmed up the air.
La suno ruĝigis la homojn. The sun made the people red.
The sun reddened the people.

_____ extract from here _____
Ekzercoj, Leciono Naŭ (parto unu)

Translate into Esperanto:

1. He ate three-fourths of [de] the cake.
2. I think that Esperanto is an easy language [lingvo].
3. Her mother washed her dress [robo].
[The dress was the daughter's]
4. Their mothers washed their (own) dresses.
5. The evenings are cool, aren't they?

_____ extract to here _____
(Read in Esperanto)

Ĉe la junulara klubo

La vivo ĉe nia klubo estas tre interesa. Je la 7-a (sepa), diskludilo ekludas, kaj ludadas ĝis la 8-a, kiam ĝi silentiĝas. Ni studadas inter la 8-a kaj la 9-a, kaj ankaŭ la instruisto paroladas al ni (=li faras paroladon). Je la 9-a, ni manĝetas kaj la diskoj eksonas denove, kaj la dancado daŭras ĝis la 10-a kiam ni ekiras hejmen.

Esperanto interesas min. Mi interesiĝis antaŭ du monatoj, kaj tiam mi aliĝis al la klubo; mi ankaŭ interesigis mian fratinnon, kaj varbis ŝin.

Dum la unua horo, ni ludas tablotenison kaj bilardon. Mi pliboniĝas je tabloteniso, sed malpliboniĝas je bilardo.

Dum la dua horo, ni havas legadon, skribadon, kaj esperantan kantadon. Poste, du fraŭlinoj varmigas la kafon, kaj kiam la kafo sufiĉe varmiĝas, oni malfermas la bufedon. La kafo estas sufiĉe varma je la 9-a.

La novaj membroj rapide interesiĝas pri la aliaj geknaboj ĉe la klubo. Ili ofte ekrigardas unu la alian, kaj de tempo al tempo fraŭlino ekploras se ŝia amiko interesiĝas pri alia fraŭlino.

disk-lud-il-o	record player	ludi	to play;
studi	to study	monato	month;
ankaŭ	also	paroli	to speak;
parol-ad-i	to lecture	soni	to sound;
denove	again	daŭri	to continue;
iri	to go	aliĝi	to join;
varbi	to recruit	fraŭlo	bachelor;
fermi	to close	bufedo	buffet;
ofte	often	plori	to cry;

alia	another	tempo	time
pli	more	plej	most
malpli	less	malplej	least
pli bona	better	plej bona	best
malpli bona	worse	malplej bona	worst

_____ extract from here _____
 Ekzercoj, Leciono Naŭ (parto du)

Answer in English and Esperanto:

6. Kiom da horoj la disko sonas?
7. Kiam mi aliĝis al la klubo?
8. Kio okazas kiam la kafo estas sufiĉe varma?
9. Kial fraŭlino ekploras de tempo al tempo?

_____ extract to here _____

Time: "Kioma (how-many-eth) horo (hour) estas?"
 For hours, "Estas la unua, la dua, la tria, ktp ("etc.")."
 For hours plus minutes, "Estas la tria, dudek" or
 "Estas la tria kaj dudek (3:20)".
 Also used: "Estas la sepa kaj duono (7:30)" or
 "Estas la sepa kaj kvarono (7:15)."

Indirect Speech:
 (note the use of tense in Esperanto)

Direct:
 He said, "I came from New York."
 Li diris, "Mi venis de Nov-Jorko."

Indirect:
 He said (that) he came from New York.
 Li diris, ke li venis de Nov-Jorko.

Direct:
 He said, "I'm waiting for my suitcase."
 Li diris, "Mi atendas mian valizon."

Indirect:
 He said (that) he was waiting for his suitcase.
 Li diris, ke li atendas sian valizon.

Direct:
 He said, "I shall go to Paris."
 Li diris, "Mi iros al Parizo."

Indirect:
 He said (that) he was going to Paris.
 Li diris, ke li iros al Parizo.

In indirect speech, always use the verb that would be used in the direct speech equivalent. This is sometimes called "the logical tense". Also note that you must always use "ke" (that) even if it is not used in the English sentence.

_____ extract from here _____
 Ekzercoj, Leciono Naŭ (parto tri)

Translate into Esperanto:

10. She said, "I write badly."
11. She said that she wrote badly.
12. They said, "We washed the cups."
13. They said they had washed the cups.
14. You said, "I will drink lemonade."
15. You said you would drink lemonade.
16. He said he was unhappy. [happy = feliĉa]
17. She said she would come.
18. They said they had eaten the cake.
19. They said, "We are going-to-eat the cake."
20. They said they were going-to-eat the cake.

LESSON 10 - DEKA LECIONO

Regular word building:

Applicable to all animal families:

ox	cow	calf	herd
bovo	bovino	bovido	bovaro
sheep	ewe	lamb	flock
ŝafo	ŝafino	ŝafido	ŝafaro
dog	bitch	puppy	pack
hundo	hundino	hundido	hundaro
horse	mare	foal	herd
ĉevalo
rabbit	rabbit	---	---
kuniklo

Got the idea? In Esperanto it's easy, but in English it's hard!

A few more word building suffixes and prefixes:

ge-	gepatroj	gesinjoroj	geknaboj
of both	parents	ladies and	boys and girls
sexes		gentlemen	
-an	klubano	vilaĝano	nov-jorkano
member of	club member	villager	New Yorker

-eg	pluvego	ridego	bonega
enormous	downpour	hearty laugh	excellent
-ej	klubejo	trinkejo	necesejo
place for	clubhouse	pub	restroom (WC)
-et	libreto	manĝeto	monteto
tiny	booklet	snack	hill
-ul	junulo	blindulo	belulino
person	youth	blind person	a beauty
bo-	bofrato	bopatrino	
in-law	brother-in-law	mother-in-law	

Logic dictates when to use prefixes and suffixes, but there are no precise rules. So use them when they make sense. Can anything be easier?

Kio estas la puno por bigamio? Du bopatrinoj!

Summary of verb forms:

(What makes the following so great is that it can be used with all verbs; no exceptions!)

Simple verb forms

(use with any noun or pronoun subject).

dormi	[infinitive]	to sleep
dormis	[past time]	(yesterday)
dormas	[present time]	(now)
dormos	[future time]	(tomorrow)

dormus [conditional]
 Se mi estus riĉa, mi estus kontenta.
 If I were rich, I would be content.
 (describes situations that aren't true.)

dormu! [imperative] A command!
 Aŭ silentu, aŭ foriru.
 Either be quiet or go away.

Common verb affixes:

Prefixes:

re- repeat of action; again

ek- sudden start or short duration

Suffixes:

-ad continual action

-iĝ to become

-ig to make (something happen)

Compound verbs - active
(Action by the subject of sentence)

Ŝi estis manĝinta sian matenmanĝon.
Ŝi estas leganta sian ĵurnalon.
Ŝi estos skribonta leteron.

Note: participles can have a plural form:

Mi estas manĝinta. Ni estas manĝintaj.

And participles can be used as adjectives:

La dormanta knabo. The sleeping boy.

Compound verbs - passive
(Action on the subject of sentence)

Compare:

active:

Li estas leganta la ĵurnalon.
He is reading the newspaper.

passive:

La ĵurnalo estas legata de li.
The paper is being-read by him.

Compare with lesson 8:

La matenmanĝo estis manĝita de ŝi.
La ĵurnalo estas legata de ŝi.
La letero estos skribota de ŝi.

ita been -ed
ata being -ed
ota about to be -ed

Our apologies for packing all that stuff in such a small mail - but just try to cover the same information about any other language in anything smaller than a textbook.

The compound verbs are used a lot less in Esperanto than in English. Use of the simple form is usually good enough. Instead of "Li estis manĝinta", we say "Li manĝis."

Participles can be used as nouns.

active:

aminto someone who was loving
amanto someone who is loving
amonto someone who will-be loving

passive:

amito someone who was loved

amato someone who is loved
amoto someone who will-be loved

Noun participles can have feminine [amantino] and plural [amatoj] forms. They can be formed from any verb [parolanto, dormintoj, falantino (the girl who is about to fall)].

Note the difference between -anto and -isto:

instruanto: one who teaches (not professionally)
instruisto: a teacher (professional)

A little more about the correlatives in lesson 5:

tio = that thing	ĉi tio = this thing
tiu = that (one, person)	ĉi tiu = this one, person
tie = there, that place	ĉi tie = this place, here

kiom = how much, how many
kiom da = how many (of) something

Kiom da amikoj vi havas?
How many friends do you have?

Kiom ĝi kostas?
How much does it cost?

kies = whose
Kies plumo ĝi estas?
Whose pen is it?

answer:
Ĝi estas la plumo de Johano.
(No shorter way of saying "John's pen")

januaro	January		
februaro	February		
marto	March		
aprilo	April	dimanĉo	Sunday
majo	May	lundo	Monday
junio	June	mardo	Tuesday
julio	July	merkredo	Wednesday
aŭgusto	August	ĵaŭdo	Thursday
septembro	September	vendredo	Friday
oktobro	October	sabato	Saturday
novembro	November		
decembro	December		

La Lingvo Por Ni
(Tune: My Bonnie Lies Over the Ocean)

Sur montoj kaj step' indianoj,
Ĉasadas kun ruĝ-famili',
Kaj se vi postulas parolon,
el kanjon' eliras la kri':

ES-PER-AN-TO estas la lingvo por ni, por ni!
ES PER AN TO estas la lingvo por ni!

En densa afrika ĝangalo,
la bonaj amikoj de ni
Jam solvis la lingvan problemon,
Per tamtam' eliras la kri':

ES-PER-AN-TO estas la lingvo por ni, por ni!
ES PER AN TO estas la lingvo por ni!

Ĉe norda poluso eskimoj,
loĝadas en neĝo, glaci';
Se ili bezonas parolon,
aŭdiĝas la tutsama kri':

ES-PER-AN-TO estas la lingvo por ni, por ni!
ES PER AN TO estas la lingvo por ni!

Sur tuta la vasta terĝlobo,
en urboj el ĉiu naci'
Troviĝas sam-ide-an-aro,
de buboj elsonas la kri':

ES-PER-AN-TO estas la lingvo por ni, por ni!
ES PER AN TO estas la lingvo por ni!

Indianoj, nigruloj, eskimoj;
urbanoj kaj buboj kaj mi
Jam uzas la Zamenhof-lingvon,
Do, vivu, prosperu la kri':

ES-PER-AN-TO estas la lingvo por ni, por ni!
ES PER AN TO estas la lingvo por ni!

Note: An apostrophe denotes an "o" which has been left out for poetic or musical reasons. Do not do this in prose.

HEY, IT'S ME, YOUR KOREKTANTO!

I want to add something here. The replacement of the final "o" in a noun without the -j or -n endings by an apostrophe, or of the "a" in "la" by an apostrophe when there's a vowel either to before or after the "la" (lest it be unpronounceable) is allowed, though used almost exclusively in poetry. This is called elision (elizio). Look at Twinkle Twinkle Little Star in Esperanto:

Brilu, brilu eta stel',
Diamanto de l' ĉiel'.
Tiel alta super Ter',
Kio estas vi, en ver'?'
Brilu, brilu eta stel',
Diamanto de l' ĉiel'.

Stelo = star diamanto = diamond
ĉielo = sky tero = earth, land, ground
Sorry to take your time. Back to the lesson...

With this lesson you will find the final set of exercises. Complete the 50 sentences and send them back to your tutor. After correction, he will send them back to you, and by separate mail you will receive an atestilo (Certificate of Completion).

We would be very happy to receive from you any comments you may have about the course and a note about your plans for Esperanto - traveling, reading, corresponding, etc. Send them to the central address (the one in the monthly posting).

There are many good books for beginning reading. Write to the book service of your national Esperanto association. They will be glad to send you a book list and suggest suitable reading material. You can also try the book service of the Universala Esperanto-Asocio, which claims to have the biggest Esperanto-bookstore. For addresses, see lesson 1.

Note that in Canada, the address is:

Esperanto-Libroservo
6358-A, rue de Bordeau
Montreal, Quebec, H2G 2R8

+1 514 272 0151.

We strongly recommend that you join your local Esperanto club or society and participate in the activities. Or if there isn't a club in your region, start one up!

For those who live in the USA:

ELNA provides a list of local groups, if you send them a self-addressed stamped envelope.

Vi jam finis vian unuan kurson de Esperanto.

Ni deziras por vi plej bonan sukceson!

Ĝis la revido!

_____ extract from here _____

Ekzercoj, Leciono Dek

Translate into Esperanto.

Close as possible with comments in bracket to clarify the English. Multiple translations are possible. Think in Esperanto. Trying to translate word-for-word may not help!

1. The boy.
2. A good boy.
3. And a girl.
4. The girl is bad.
5. She has a beer.
6. Real men drink beer. [real = vera]
7. Good girls don't smoke.
8. But they quickly learn.
9. The pupils are young. [pupil = "one who is learning"]
10. They have a new school.
11. The teacher is old.
12. What's that?
13. Why do you keep on talking?
14. Start working quietly.
15. Whose book is that?
16. How did you do so much?

17. Do everything again.
18. We went to the club at Houston.
19. We will go in the minibus from Calgary.
20. With beer under the seats.
21. For drinking while we travel. [make "drinking" an extended activity]
22. On the freeway as far as the sea.
23. We all run onto the beach.
24. And someone swims in the sea.
25. Would you like to go?
26. He caught the ball.
27. Shoot! You'll score something.
28. He has caught the ball.
29. He is shooting.
30. He is going to score.
31. He had gone.
32. The goal has been scored.
33. The game was going to be won.
34. Do you know a blonde? [a female blonde]
35. Who knows how to cook?
36. I must meet her.
37. I'd love such a wife.
38. Sharpen my knife.
39. I like my food.
40. My parents are shopping.
41. I want a tiny dog. ["tiny dog" is one word]
42. If I had a puppy...
43. It would become bigger.
44. I can imagine it there.
45. There it is, with a huge bone.
46. Why not go to Paris?
47. Our club members went there.
48. Drink some of their wine.
49. We have sweet wines here.
50. What time is it?

ball	pilko	beach	plaço
blonde	blonda	Calgary	Kalgario
freeway	şoseo	gain (win)	gajno
game	ludo	goal	golo
Paris	Parizo	quiet	silenta
sea	maro	seat	seço
sweet	dolça	to imagine	imagi
to eat	mançi	to cut	trançi
to score	trafi	to swim	naçi
to shoot	pafi		