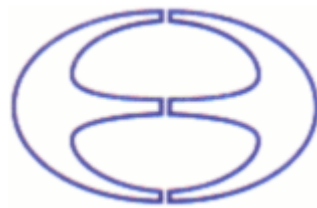


The International Language Esperanto A Course



Ĉi tiu kurso estis adaptita el la iama 10-leciona Esperanto-kurso aŭ Free Esperanto Course. La materialo estis rearanĝata, por ke ĝi funkciu kaj rete kaj por poŝta, papera koresponda kurso kaj kiel kurso-libro en ĉeestaj kursoj. Grafike ĝin prilaboris Nino Vessella, Harnyos Ferenc kaj João Vicente. Kunordigis Renato Corsetti.

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 it 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.

GETTING CONNECTED

Here are the address of the World Esperanto Association African Office : Africa Oficejo de UEA, BP 416, Lokossa-Mono, République du Benin afrika.oficejo@uea.org
www.esperanto.net

The World Association is: Universala Esperanto-Asocio, Nieuwe Binnenweg 176, NL-3015 BJ Rotterdam, The Netherlands, +31 10 436 1044 or +31 10 436 1539, uea@inter.nl.net

Lesson One

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:

past tense -is shows an action completed

present tense -as describes it as it happens

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):

Nouns Verbs (roots) More nouns

amiko (friend) far' (do, make) kafo (coffee)
filo (son) forges' (forget) kuko (cake)
frato (brother) hav' (have) lakto (milk)
instruisto (teacher) trink' (drink) pano (bread)
knabo (boy) vend' (sell) sukero (sugar)
patro (father) vid' (see) teo (tea)

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); oĵ = oy (in boy); Ĝ = 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.
-

Ekzercoj, Leciono Unu (Exercises, Lesson One)

Take your time and translate the following sentences into Esperanto.

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

Solvo

- | | |
|--|---|
| 1. Father makes a cake.
Patro faras kukon. | 8. The brother made bread.
La frato faris panon. |
| 2. The boy will-have the sugar.
La knabo havos la sukeron. | 9. The boys will-have cake.
La knaboj havos kukon. |
| 3. The son forgot the milk.
La filo forgesis la lakton. | 10. Father forgot the sugar.
Patro forgesis la sukeron. |
| 4. The boys drink tea.
La knaboj trinkas teon. | 11. The boys had friends.
La knaboj havis amikojn. |
| 5. The friend sold the bread.
La amiko vendis la panon. | 12. The sons saw the bread.
La filoj vidis la panon. |
| 6. The teacher sees a boy.
La instrusito vidas knabo. | 13. The brothers sell sugar.
La fratoj vendas sukeron. |
| 7. The son has a friend. | |

14. The teacher forgets the boy.
La instruisto forgesas la knabon.
15. The friend will-drink milk.
La amiko trinkos lakton.
16. The sons are-making cakes.
La filoj faras kukojn.
17. Father will-sell the cake.

- Patro vendos la kukon.**
18. The friend had bread.
La amiko havis panon.
19. The boys will-see the teachers.
La knaboj vidos la instruistojn.
20. The teachers drink coffee.
La instruistoj trinkas kafon.

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. This 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'.

Now learn some numbers and colors:

- 0 nulo (say: noo-lo)
1 unu (say: oo-noo) **flava** (FLAH-vah) yellow
2 du (say: doo) **verda** (VER-dah) green
3 tri (say: t-ri) **blua** (BLOO-ah) blue
4 kvar **blanka** (BLAN-ka) white
5 kvin **nigra** (NEE-gra) black
6 ses **griza** (GREE-zah) grey
7 sep **bruna** (BROO-nah) brown
8 ok **ruĝa** (ROO-djah) red ("g" as in "gem", "gentle")
9 naŭ (say: now)
10 dek
11 dek unu
...
20 dudek
21 dudek unu
...
30 tridek
31 tridek unu
...
100 cent (say: tsent)

Lesson Two

Thanks for trying Lesson 1. 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 -is	-on
-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	havos	bonan filon
a good father	will have	a good son
bonaj patroj	havos	bonajn filojn
good fathers	will have	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.

Vocabulary, lesson two

Adjectives Nouns Verb Roots

bela (beautiful)	akvo (water)	am' (love)
granda (big)	butiko (shop)	lav' (wash)
nova (new)	limonado (lemonade)	pet' (ask, request)
sana (healthy)	papero (paper)	port' (carry, wear)
seka (dry)	plumo (pen)	renkont' (meet)
varma (warm)	taso (cup)	skrib' (write)

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.

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

am' = love

malam' = 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: **vir**kato. 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**.

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.

"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 (pronounced ee-LEE-a) **onia**

my your his her its our your their one's

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 fratinton.

Miaj amikoj amas miajn fratinojn.

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.

Solvo 2

1. A healthy boy drinks warm milk.
Sana knabo trinkas varman lakton.
2. The new shop sells dry cakes.
La nova butiko vendas sekajn kukojn.
3. The big teacher met the new friends.
La granda instruisto renkontis la novajn amikojn.
4. The good friends will-make a beautiful cake.
La bonaj amikoj faros belan kukon.
5. The small girl met the ugly sisters.
La malgranda knabino renkontis la malbelajn fratinojn.
6. The old cup has new lemonade.
La malnova taso havas novan limonadon.
7. The new cup has old milk.
La nova taso havas malnovan lakton.
8. Mother will-wash the small cups.
Patrino lavos la malgrandajn tasojn.
9. The small boy carried the new bread.
La malgranda knabo portis la novan panon.
10. Cold water washes a small boy.

- Malvarma akvo lavas malgrandan knabon.**
11. I forgot my pen.
Mi forgesis mian plumon.
 12. We don't have paper.
Ni ne havas paperon.
 13. My daughter requested warm milk.
Mia filino petis varman akvon.
 14. Her old friend didn't write.
Ŝia malnova amiko ne skribis.
 15. You will meet their old friends.
Vi renkontos iliajn malnovajn amikojn.
 16. She will have the warm water.
Ŝi havos la varman akvon.
 17. Your new teacher forgot your sugar.
Via nova instruisto forgesis vian sukeron.
 18. The boys hate our new teacher.
La knaboj malamas nian novan instruiston.
 19. They sell tea and (kaj) coffee.
Ili vendas teon kaj kafon.
 20. We will sell her cake and his pens.
Ni vendos ŝian kukon kaj liajn plumojn.

Lesson Three

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)
-o	-as -is	-on
-oj	-os	-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).

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?

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, 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 **ŝi havas bonan sanon**

sana = healthy **ŝi estas sana**

sani = to be healthy **ŝi sanas**

sane = healthily **ŝi 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

-a -o -as -e -an -on

-aj -oj -is -ajn -ojn

-os

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.

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

nulo 0 dek 10 tridek 30

unu 1 dek unu 11 tridek unu 31

du 2 dek du 12 tridek du 32

tri 3 dek tri 13 ...

kvar 4 dek kvar 14 kvardek 40

kvin 5 ... kvindek 50

ses 6 and so on to sesdek 60

sep 7 dudek 20 cent 100

ok 8 dudek unu 21 mil 1 000

naŭ 9 ... miliono 1 000 000

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.

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.

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.

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.

Solvo 03

Mian fraton lavis mia patrino.

1. Who was washed? My brother.
Who did the washing? My mother.

Instruistinojn viajn fratinojn niaj vidis.

2. Who did the seeing? Our sisters.
Who was seen? Your teachers.
3. My brother will-stroll in-the-morning ("morningly").

Mia frato promenos matene.

4. His friend replied warmly.

Lia amiko respondis varme.

5. The brown pen writes well ("goodly").

La bruna plumo skribas bone.

6. The grey teacher runs badly.

La griza instruisto kuras malbone.

7. Our father smokes in-the-evening ("eveningly").

Nia patro fumas vespere.

8. He loves her.

Li amas ŝin.

9. He loves her sister.

Li amas ŝian fratinojn.

10. She loves him.

Ŝi amas lin.

11. The first man loves the second woman.

La unua viro amas la duan inon.

12. The second woman hates the first man.

La dua ino malamas la unuan viron.

13. Two boys firstly asked for three cakes.

Du knaboj unue petis tri kukojn.

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

Due ili petis limonadon.

15. The shop makes bad brown bread.

La butikoj faras malbonan brunan panon.

16. The shop makes brown bread badly.

La butikoj faras brunan panon malbone.

17. Sixty minutes are one hour.

Sesdek minutoj estas unu horo.

18. Twenty-four hours are one day (and night).

Dudek-kvar horoj estas unu tago.

19. Seven days are one week.

Sep tagoj estast unu semajno.

20. The third boy is my second son.

La tria knabo estas mia dua filo.

Lesson Four

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.

Ekzercoj, Leciono Kvar (parto unu)

Change the following statements into questions:

Mia filo forgesis la teon. ->

Lia patro faras panon. ->

La tago estas griza. ->

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 ĵ k l m n o p r s ŝ t u ŭ v z

Note that the names of the letters (used when spelling aloud, etc.)

are *a, bo, co, ĉo, do, e, fo, go, ĝo, ho, ĥo, i*, etc. 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 pĒti

i as in me, three: vIvi Ami trInki fIlo

o as in more, or: Ovo dOmo kIo nOva

u as in two, soon: Unu plUmo sUno butIko

Consonant Sounds (mainly as in English, except:)

c pronounced 'ts' in nests: dANco leciOno bicIklo

ĉ pronounced 'ch' in church: ĉAmbro sandvIĉo ĉokolAdo

g pronounced 'g' in great: sagĒto gustUmi geografIo

ĝ pronounced 'g' in George: mANĝi lOĝi sĒĝo

ĥ pronounced 'ch' in Bach: jAĥto ĥOro Eĥo

j pronounced 'y' in yet: jEs jAro jUna

ĵ pronounced 's' in leisure: ĵurnAlO teatrAĵo ĵalUzo

ŝ pronounced '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 pronounced as 'eye': mAjo kAj semAjno

oj pronounced as in 'boy': knAboj vojAĝi ĝOjo

ej pronounced as in 'they': plEj mEjlo lernEjo

uj pronounced 'oo-ee' (quickly) tUj AnglUjo monUjo

aŭ pronounced as in 'cow': nAUX Antaŭ ĵAUXdo

eŭ pronounced 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 best advice: practice! practice!
libro book practice!
loĝi to reside

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.)

Solvo 04

Mia filo forgesis la teon. -> Ĉu, mia filo forgesis la teon.

Lia patro faras panon. -> Ĉu, lia patro faras panon.

La tago estas griza. -> Ĉu, la tago estas griza.

1. Is father making a cake?

Ĉu patro faras kukon?

2. Did the son forget the milk?

Ĉu la filo forgesis la lakton?

3. Will father sell the cakes?

Ĉu patro vendos la kukojn?

4. Does a healthy boy drink warm milk?

Ĉu sana knabo trinkas varman lakton?

5. Will the daughter eat a sandwich?

Ĉu la filino manĝos sandviĉon?

6. Did the new teacher forget your sugar?

Ĉu la nova instruisto forgesis la sukeron?

7. Do they sell tea and coffee?

Ĉu ili vendas teon aŭ kafon?

8. Did the sick girl write badly?

Ĉu la malsana knabino skribis malbone?

9. Is he healthy?

Ĉu li estas sana?

10. Are seven days one week?

Ĉu sep tagoj estas unu semajno?

11. Is milk white?

Jes, lakto estas blanka.

12. Is water dry?

Ne, akvo ne estas seka.

13. Is the sun warm?

Jes, la suno estas varma.

14. Is your mother a man?

Ne, mia patrino ne estas viro.

15. Are you wearing an empty shoe?

Ne, mi ne portas malplenan ŝuon.

16. Do two and two make four? [Use "estas"]

Jes, du kaj du estas kvar.

17. Do you eat water?

Ne, mi ne manĝas akvon.

18. Is coffee blue?

Ne, kafo ne estas blua.

19. Are seven days one week?

Jes, sep tagoj estas unu semajno.

20. Do you drink cakes?

Ne, mi ne trinkas kukojn.

Lesson Five

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. (literally, 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?)

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?**

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.

kio also means who. **Kiu vi estas?**

Solvo 05

1. What (thing) is that (thing)?

Kio estas tio?

2. Where is my cup?

Kie estas mia taso?

3. Which is my book? *

Kiu estas mia libro?

4. Who ate my cake? *

Kiu manĝis mian kukon?

5. When will you eat?

Kiam vi manĝos?

6. Everything is wet.

Ĉio estas malseka.

7. I forgot everything.

Mi forĝesis ĉion.

8. My pen is somewhere.

Mia plumo estas ie.

9. Then I drank my tea.

Tiam mi trinis mian teon.

10. How much (do) you have? [do is not to be translated]

Kiom vi havas?

11. How (does) she run?

Kiel ŝi kuras?

12. Why are you smoking? [use simple verb form]

Kial vi fumas?

13. Nobody's coffee has milk.

Nenies kafo havas lakton.

14. How (did) you make it?

Kiel vi faris ĝin?

15. I am not that-kind-of girl.

Mi ne estas tia knabino.

16. We have all-kinds-of cups.

Ni havas ĉiajn tasojn.

17. What kind of sandwich do you have?

Kian sandviĉon vi havas?

18. What did you ask for?

Kion vi petis?

19. Is everyone dry?

Ĉu ĉiu estas seka?

20. Who is that?

Kiu estas tiu?

Leciono 06

Lesson Six

A real quick overview of the lessons so far:

subject thing(s) action object thing(s)
adjective/ noun verb/ adverb adjective/ noun

-as

-a(j) -o(j) -is -e -a(j)n -o(j)n

-os

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?

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

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) or **nova** (new) - **malnova** (old). Pay attention!

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

cup on table; saucer under cup; milk with sugar in coffee

Some prepositions in Esperanto:

al to **ĝis** until, up to

ĉe near, with **kun** with, together

de of, from **por** for

dum while, during **pro** for (because of)

en in **sub** under

sur on (position)

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 kiu 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.

More prepositions in Esperanto:

anstataŭ instead of **kontraŭ** against

antaŭ in front of, before **per** with (by means of)

apud near, next to **post** after (time)

da of (quantities) **pri** about, concerning

ekster outside (of) **sen** without

el out of, from within **super** above

inter among, between **tra** through

La knabo sen hejmtasko staris antaŭ la instruisto; anstataŭ la hejmtasko, li prenis el koverto 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 klinis super la tablo, kaj pantoflo batis kontraŭ lia postaĵo.

[Vocabulary: **hejmtasko**: homework; **stari**: to stand; **preni**: to take; **koverto**: 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; **postaĵo**: behind, bottom]

Ekzercoj, Leciono Ses (parto du)

Respondu ĉi tiujn demandojn en Esperanto:

(Answer these questions in Esperanto)

1. Kia klubo ĝi estas?

Leciono 06 Page 24

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)

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].

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.

Solvo 06

ki what o things

a kind/sort

ti that e place

u one/person

i some om quantity/amount

am time

ĉi every el manner/way

al reason

neni no es one's/person's

1. **Kia klubo ĝi estas?**

Ĝi estas junulara esperantista klubo.

2. **Kion ni portis kun ni?**

Ni portis kun ni sandviĉojn por la tagmanĝo.

3. **Kie ili estis?**

Ili estis sub la seĝoj sur kiuj ni sidis.

4. **Kio okazis en San-Francisko?**

La Esperanto Kongreso okazis en San-Francisko.

5. **Dum kiom da tagoj ni vojaĝis?**

Ni vojaĝis dum tri tagoj.

6. **Ĉu iu staris antaŭ la instruisto?**

Jes, la knabo sen hejmtasko staris antaŭ la instruisto.

7. **Kio venis tra la fenestro?**

Brila sunlumo venis tra la fenestro.

8. **Kiom da hejmtaskoj faris la knabo?**

La knabo faris neniom da hejmtaskoj.

9. Kiel la instruisto batis lin (per kio?)

La instruisto batis lin per pantoflo.

10. Kial la instruisto batis lin? (ĉar = because)

Ĉar li ne faris lian hejmtaskon ...

11. I came on a bicycle.

Mi venis per biciklo.

12. I cycled into San Francisco.

Mi biciklis en San-Franciskon.

13. I cycled in San Francisco.

Mi biciklis en San-Francisko.

14. She runs on the grass (herbo).

Ŝi kuras sur la herbo.

15. He will run onto the grass.

Ŝi kuras sur la herbon.

16. He ran behind the tree (arbo).

Li kuris malantaŭ la arbon.

17. He smoked behind the tree.

Li fumis malantaŭ la arbo.

18. She traveled with a friend.

Ŝi vojaĝis kun amiko.

19. He wrote with a pen.

Li skribis per plumo.

20. He put (meti) the pen under the paper.

Li metis la plumon sub la paperon.

Leciono 07

Lesson Seven

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.

Ekzercoj, Leciono Sep

Vocabulary Test (Translate into English):

- | | | |
|---------------|--------------|----------------|
| 1. akvo | 16. ĉambro | 31. frato |
| 2. al | 17. ĉe | 32. fumi |
| 3. ami | 18. ĉokolado | 33. granda |
| 4. amiko | 19. danco | 34. ĝis |
| 5. Anglujo | 20. de | 35. ĝojo |
| 6. atendi | 21. dek | 36. havi |
| 7. aŭtobuseto | 22. demandi | 37. hejmo |
| 8. bela | 23. domo | 38. horo |
| 9. biciklo | 24. du | 39. ili |
| 10. blanka | 25. dum | 40. instruisto |
| 11. blua | 26. en | 41. juna |
| 12. bona | 27. esti | 42. kafo |
| 13. bruna | 28. fari | 43. kaj |
| 14. butiko | 29. flava | 44. kial |
| 15. cigaredo | 30. forgesi | 45. kiam |

46. kiel
47. kies
48. kiom
49. knabo
50. kuko

51. kun
52. kuri
53. kvar
54. kvin
55. lakto

56. lavi
57. manĝi
58. patro
59. skribi
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 ___ ___
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
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___

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?

Solvo 07

1. **akvo** water

2. **al**

3. **ami** to love

4. **amiko** friend

31. **frato** brother

32. **fumi** to smoke

33. **granda** big

34. **ĝis** until

- | | |
|------------------------|-------------------------|
| 5. Anglujo England | 35. ĝojo joy |
| 6. atendi to wait | 36. havi to have |
| 7. aŭtobuseto minibus | 37. hejmo home |
| 8. bela beautiful | 38. horo hour |
| 9. biciklo bicycle | 39. ili they |
| 10. blanka white | 40. instruisto teacher |
| 11. blua blue | 41. juna young |
| 12. bona good | 42. kafo coffee |
| 13. bruna brown | 43. kaj and |
| 14. butiko shop | 44. kial why |
| 15. cigaredo cigarette | 45. kiam when |
| 16. ĉambro room | 46. kiel how |
| 17. ĉe at | 47. kies whose |
| 18. ĉokolado chocolate | 48. kiom how many/ much |
| 19. danco dance | 49. knabo boy |
| 20. de of/from | 50. kuko cake |
| 21. dek ten | 51. kun with |
| 22. demandi to ask | 52. kuri to run |
| 23. domo house | 53. kvar four |
| 24. du two | 54. kvin five |
| 25. dum while | 55. lakto milk |
| 26. en in | 56. lavi to wash |
| 27. esti to be | 57. manĝi to eat |
| 28. fari to make/do | 58. patro father |
| 29. flava yellow | 59. skribi to write |
| 30. forgesi to forget | 60. verda green |

- | | |
|--|---|
| 61. The boy
la knabo | 73. Start working quietly
Eklaboru silente |
| 62. A good boy
Bona knabo | 74. Whose book is that?
Kies libro estas tiu? |
| 63. And a girl
Kaj knabino | 75. How (did) you do so-much?
Kiel vi faris tiom? |
| 64. The girl is bad
La knabino estas malbona | 76. Do everything again
Refaru ĉion |
| 65. She has a cigarette
Ŝi havas cigaredon | 77. To the club in Paris
Al la klubo ĉe Parizo |
| 66. Men smoke cigarettes
Viroj fumas cigaredojn | 78. In the minibus from London
En la aŭtobuseto de Londono |

67. Good girls don't smoke

Bonaj knabinoj ne fumas

68. But they quickly learn

Sed ili rapide lernas

69. The pupils are young

La lernantoj estas junaj

70. They have a new school

Ili havas novan lernejon

71. The teacher is old

La instruisto estas maljuna

72. 'What's that?' he asks

'Kio estas tio?' li demandas

79. With lemonade under the seats

Kun limonado sub la seĝoj

80. For drinking whilst we journey

Por trinkado dum ni vojaĝas

81. On the freeway as far as Paris

Sur la ŝoseo ĝis Parizo

82. We all run on to the beach

Ni ĉiuj kuras sur la plaĝon

83. And someone swims in the sea

Kaj iu naĝas en la maro

Leciono 08

Leciono Ok

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.

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

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 at 8:05; then at 8:05 we would say: present state of time action

"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 preformed 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

Ekzercoj, Leciono Ok (parto du)

(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.

Leciono 08 Page 32

20. He had scored.

Perk up! The worst is over!

Just some odd bits left over for the next two lessons.

Solvo 08

General Time State of Action

He is reading now on-going

He was reading yesterday on-going

He will have eaten tomorrow completed

He is about to go now not yet

He will be reading tomorrow on-going

He has eaten yesterday completed

He was about to write yesterday not yet

He had eaten yesterday completed

He will be about to go tomorrow not yet

1. Father is reading a book [libro].

Patro estas leganta libron.

2. Mother is making a cake.

Patrino estas faranta kukon.

3. The boys are about to write.

La knaboj estas skribonta.

4. The boy is about to drink tea.

La knaboj estas trinkonta teon.

5. Who has washed the small boy?

Kiu estas lavinta la malgrandan knabon?

6. Father was reading a book.

Patro estis leganta libron.

7. Who has eaten my cake?

Kiu estas manĝinta mian kukon?

8. Mother was making a beautiful cake.

Patrino estis faranta belan kukon.

9. The boy was about to write.

La knabo estis skribonta.

10. They were going to write.

Ili estis skribonta.

11. My brother has washed [lavi] my car [aŭto].

Mia frato estas lavinta mian aŭton.

12. My sister had eaten my cake.

Mia fratino estis manĝinta mian kukon.

13. Father will be reading a book.

Patro estos leganta libron.

14. I will be selling tea and coffee.

Mi estos vendanta teon kaj kafon.

15. The boy will be about to write a letter.

La knabo estos skribonta leteron.

16. He will have eaten.

Li estos manĝinta.

17. He is shooting [pafi].

Li estas pafanta.

18. He is going to score [trafi].

Li estas trafanta.

19. He has scored.

Li estas trafinta.

20. He had scored.

Li estis trafinta.

Leciono 09

Leciono Naŭ

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 deksejonoj; $5/8 =$ 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-**

La suno ekbrilis. The sun began to shine.

ek La birdoj ekkantis. The birds began to sing.

La ondoj ekdancis. The waves began to dance.

The waves suddenly danced.

La suno briladis. The sun kept on shining.

The sun shone and shone.

ad 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.

Leciono 09 Page 34

La sablo sekiĝis. The sand became (got) dry.
The sand dried up.

iĝ La aero varmiĝis. The air became (got) warm.
The air warmed up.

La homoj ruĝiĝis. The people became (got) red.
The people reddened (blushed).

La suno sekigis la sablon. The sun made the sand dry.
The sun dried up the sand.

ig 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

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?

(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 fratinton, 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.]

Note: pli = more; plej = most; malpli = less; malplej = least.

So: pli bona: better; plej bona: best; malpli bona: worse; malplej bona: worst.

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?

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.

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.

Solvo 09

1. He ate three-fourths of [de] the cake.
Li manĝis tri kvaronojn de la kuko.
2. I think that Esperanto is an easy language [lingvo].
Mi opinias ke Esperanto estas facila lingvo.
3. Her mother washed her dress [robo].
[The dress was the daughter's]
Ŝia patrino lavis ŝian robon.
4. Their mothers washed their (own) dresses.
Iliaj patrinoj lavis sianj robojn.
5. The evenings are cool, aren't they?
La vesperoj estas malvarmeta, ĉu ne?
6. Kiom da horoj la disko sonas?

- La disko sonas dum unu horo.
7. Kiam mi aliĝis al la klubo?
Ĉar Esperanto interesas min.
8. Kio okazas kiam la kafo estas sufiĉe varma?
Kiam la kafo estas sufiĉe varma oni malfermas la bufedon.
9. Kial fraŭlino ekploras de tempo al tempo?
Ĉar ŝia amiko interesiĝas pri alia fraŭlino.
10. She said, "I write badly."
Ŝi diris, "Mi skribas malbone."
11. She said that she wrote badly.
Ŝi diris ke ŝi skribas malbone.
12. They said, "We washed the cups."

Ili diris, "Ni lavis la tasojn."

13. They said they had washed the cups.

Ili diris ke ili lavis la tasojn.

14. You said, "I will drink lemonade."

Vi diris, "Mi trinkos limonadon."

15. You said you would drink lemonade.

Vi diris ke vi trinkos limonadon.

16. He said he was unhappy. [happy =
feliĉa]

Li diris ke li estis malfeliĉa.

17. She said she would come.

Ŝi diris ke ŝi venos.

18. They said they had eaten the cake.

Ili diris ke ili manĝis la kukon.

19. They said, "We are going-to-eat the
cake."

Ili diris, "Ni manĝos la kukon."

20. They said they were going-to-eat the
cake.

Ili diris ke ili manĝos la kukon.

Leciono 10

Leciono Dek

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 hundo hundo hundo**
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 situation that aren't true.)

dormu! [imperative] A command!

Aŭ silentu, aŭ foriru. Either be quiet or go away.

Common verb affixes:

re: repeat of action; again

re- -iĝ- ek: sudden start or short duration

[verb root] **-ad- ad**: continual action

ek- -ig- 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.

aminto someone who was loving

active: **amanto** someone who is loving

amonto someone who will-be loving

amito someone who was loved

passive: **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, falontino (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")

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

dimanĉo lundo mardo merkredo ĵaŭdo vendredo sabato

January February March April May June July

januaro februaro marto aprilo majo junio julio

August September October November December

aŭgusto septembro oktobro novembro decembro

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':

#

Ĉe norda poluso eskimoj, loĝadas en neĝo, glaci';

Se ili bezonas parolon, aŭdiĝas la tutsama kri':

#

Sur tuta la vasta terĝlobo, en urboj el ĉiu naci'

Troviĝas sam-ide-an-aro, de buboj elsonas la kri':

#

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

#

(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, NOAM, 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 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' ^ciel'.

Tiel alta super Ter',

Kio estas vi, en ver'?

Brilu, brilu eta stel',

Diamanto de l' ^ciel'.

Stelo = star, diamanto = diamond, ^cielo = 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.

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.

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!

Vi jam finis vian unuan kurson de Esperanto.

Ni deziras por vi plej bonan sukceson!

Ĝis la revido!

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 plaĝo

blonde blonda

Calgary Kalgario

freeway ŝoseo

gain (win) gajno

game ludo

goal golo

Paris Parizo

quiet silenta

sea maro
seat seĝo
sweet dolĉa
to imagine imagi
to eat manĝi
to cut tranĉi
to score trafi
to swim naĝi
to shoot pafi

Solvo10

1. The boy.
La knabo.
2. A good boy.
Bona knabo.
3. And a girl.
Kaj knabino.
4. The girl is bad.
La knabino estas malbona.
5. She has a beer.
Ŝi havas bieron.
6. Real men drink beer. [real = vera]
Veraj viroj trinkas bieron.
7. Good girls don't smoke.
Bonaj knabinoj ne fumas.
8. But they quickly learn.
Sed ili rapide lernas.
9. The pupils are young. [pupil = "one who is learning"]
La lernantoj estas junaj.
10. They have a new school.
Ili havas novan lernejon.
11. The teacher is old.
La instruisto estas maljuna.
12. What's that?
Kio estas tio?
13. Why do you keep on talking?
Kial vi paroladas?

14. Start working quietly.
Eklaboru silente.
15. Whose book is that?
Kies libro estas tiu?
16. How did you do so much?
Kiel vi faris tiom?
17. Do everything again.
Refaru ĉion.
18. We went to the club at Houston.
Ni iris al la klubo ĉe Hustono.
19. We will go in the minibus from Calgary.
Ni iros per la buseto de Kalgario.
20. With beer under the seats.
Kun biero sub la seĝoj.
21. For drinking while we travel. [make "drinking" an extended activity]
Por trinkado dum ni vojaĝas.
22. On the freeway as far as the sea.
Sur la ŝoseo ĝis la maro.
Solvo 10 Page 55
23. We all run onto the beach.
Ni ĉiuj kuras sur la plaĝon.
24. And someone swims in the sea.
Kaj iu naĝas en la maro.
25. Would you like to go?
Ĉu vi ŝatus iri?

26. He caught the ball.
Li kaptis la pilkon.
 27. Shoot! You'll score something.
Pafu! Vi trafos ion.
 28. He has caught the ball.
Li estas kaptinta la pilkon.
 29. He is shooting.
Li estas pafanta.
 30. He is going to score.
Li estas trafonta.
 31. He had gone.
Li estis irinta.
 32. The goal has been scored.
La golo estas trafita.
 33. The game was going to be won.
La ludo estis gajnota.
 34. Do you know a blonde? [a female blonde]
Ĉu vi konas blondulinon?
 35. Who knows how to cook?
Kiu scias kiel kuiriri?
 36. I must meet her.
Mi devas renkonti ŝin.
 37. I'd love such a wife.
Mi amus tian edzinon.
 38. Sharpen my knife.

Akrigu mian tranĉilon.
 39. I like my food.
Mi ŝatas mian manĝaĵon.
 40. My parents are shopping.
Mia gepatroj estas butikumantaj.
 41. I want a tiny dog. ["tiny dog" is one word]
Mi volas hundeton.
 42. If I had a puppy...
Se mi havus hundidon ...
 43. It would become bigger.
Ĝi pligrandiĝus.
 44. I can imagine it there.
Mi povas imagi ĝi tie.
 45. There it is, with a huge bone.
Tie ĝi estas, kun grandega ostoj.
 46. Why not go to Paris?
Kial ne iru al Parizo?
 47. Our club members went there.
Nia klubanoj iris tien.
 48. Drink some of their wine.
Trinku iom da ilia vino.
 49. We have sweet wines here.
Ni havas dolĉajn vinojn ĉi tie.
 50. What time is it?
Kioma horo estas?

Vocabulary

A

aĉet/i buy
 adiaŭ goodbye
 aer/o air
 afer/o case, affair, thing

Afrik/o Africa
 akr/a sharp
 akv/o water
 al to(wards)
 ali/a other
 am/i love

amik/o friend
angl/o Englishman
ankaũ also
anstataũ instead of
antaũ in front of, before
apetit/o appetite
april/o April
apud beside
arb/o tree
atend/i wait for
atest/i testify
aũ or
aũd/i hear
aũgust/o August
aũskult/i listen
aũt/o car
aũtobus/o bus

B

bat/i hit
bel/a beautiful
bezon/i need
bicikl/o bicycle
bier/o beer
bigami/o bigamy
bilard/o billiards, pool
bird/o bird
blank/a white
blind/a blind
blond/a blonde
blu/a blue
bon/a good
bov/o cow, bull, ox
bril/i shine
brun/a brown
bub/o brat
bufed/o buffet
butik/o shop

butikum/i go (be) out shopping

C

cel/o target, goal
cent hundred
cêval/o horse
cêi this (with correlative)
ci thou
cigared/o cigarette

Ĉ

ĉambr/o room
ĉar because, since (conj.)
ĉas/i hunt, chase
ĉe at
ĉokolad/o chocolate
ĉu (interr.) (is it true that...)

D

da of (quantity)
danc/i dance
dank/i thank
daũr/i continue, last
de of, from
decembr/o December
dek ten
demand/i ask (a question)
denove again
dens/a dense
dev/i must
dezir/i wish, desire
dimanĉ/o Sunday
dir/i say
disk/o record, disc
dolĉ/a sweet

dom/o house
dorm/i sleep
du two
dum while, during

E

edz/o husband
eĥ/o echo
ekster outside
ekzerc/i exercise
el out of
en in
erar/o error
eskim/o Eskimo
Esperant/o esperanto
est/i be
Eŭrop/a European

F

facil/a easy
fal/i fall
famili/o family
far/i do, make
fart/i fare
februar/o February
feliĉ/a happy
fenestr/o window
ferm/i close
fil/o son
fin/i finish / end (trans.)
flav/a yellow
for for away
forges/i forget
frat/o brother
fraŭl/o bachelor

fum/o smoke

G

gajn/i win
geografi/o geography
glaci/o ice
glob/o globe, sphere
gol/o goal
grand/a big
griz/a grey
gust/o taste

Ĝ

ĝangal/o jungle
ĝarden/o garden
ĝi it
ĝis until
ĝoj/i be glad

H

halt/i stop (intrans.)
hav/i have
hejm/o home
herb/o grass
hom/o person
ĥor/o choir
hor/o hour
hund/o dog

I

ide/o idea

ili they
imag/i imagine
indian/o indian (N American)
infan/o child
insekt/o insect
instru/i teach
inter among, between
interes/i interest (trans.)
interes/o interest
ir/i go

J

jaht/o yacht
jam already
januar/o January
jar/o year
je (indef. preposition)
jes yes
juli/o July
jun/a young
juni/o June

Ĵ

ĵaluz/o jealousy
ĵaŭd/o Thursday
ĵurnal/o newspaper
ĵus just (now)

K

kaf/o coffee
kaj and
kanjon/o canyon
kant/i sing

kapt/i catch
kat/o cat
ke that
klin/i bow, lean over (trans.)
klub/o club, group
knab/o boy
kokakol/o Coke
komenc/i begin (trans.)
kompren/i understand
kon/i know, be acq. with
kongres/o congress, convention
kontent/a content
kontraŭ against
korespond/i correspond
kost/i cost
kovert/o envelope
kri/i cry
kuir/i cook
kuk/o cake
kun with
kunikl/o rabbit
kur/i run
kurs/o course
kvar four
kvin five

L

la the
labor/i work
lakt/o milk
land/o country, land
lav/i wash
lecion/o lesson
leg/i read
lern/i learn
leter/o letter
li he

libr/o book
limonad/o lemonade
lingv/o language
loĝ/i reside
lud/i play
lum/o light
lund/o Monday

M

maj/o May
manĝ/i eat
mar/o sea
mard/o Tuesday
mart/o March
maten/o morning
mejl/o mile
membr/o member
mensog/i lie
merkred/o Wednesday
met/i put, place
mil thousand
milion/o million
minut/o minute
mon/o money
monat/o month
mont/o mountain

N

naci/o nation
naĝ/i swim
naŭ nine
ne no, not
neces/a necessary
neĝ/o snow
neŭtral/a neutral

ni we
nigr/a black
nokt/o night
nom/o name
nord/o north
nov/a new
novembr/o November
nul zero
nul/o nil, name of nr. zero
nutraĝ/o food, nourishment

O

oft/e often
ok eight
okaz/i take place, happen
oktobr/o October
ol than
ond/o wave
oni one
opini/i think, have an opinion
ost/o bone
ov/o egg

P

paf/i shoot
pan/o bread
pantofl/o slipper
paper/o paper
parol/i speak
part/o part
pas/i pass
patr/o father
pens/i think
per by means of
pet/i ask (request)

pilk/o ball
plaĉ/i be pleasing
plaĝ/o beach
plej most
plen/a full
pli more
plor/i cry
plum/o pen, feather
pluv/o rain
polus/o pole (north and south)
por for
port/i carry, wear
poŝ/o pocket
post after
postul/i require, demand
pov/i be able to
pren/i take
pri about, concerning
problem/o problem
promen/i walk
prosper/i prosper
pun/i punish
pur/a clean, pure

R

rapid/a quick
renkont/i meet
respond/i answer
riĉ/a rich
rid/i laugh
rigard/i look (at)
rob/o dress
ruĝ/a red

S

sabat/o Saturday
sabl/o sand
sag/o arrow
salut/i greet
sam/a same
san/a healthy
sandviĉ/o sandwich
sat/i be satisfied
sci/i know (something)
se if
sed but
seĝ/o chair
sek/a dry
semajn/o week
sen without
sep seven
septembr/o September
ses six
si reflexive pronoun
silent/a quiet
skatol/o box
skrib/i write
soif/a thirsty
solv/i solve
son/i sound
star/i stand
step/o steppe
stud/i study
sub under
sufiĉ/a sufficient
sukces/i succeed
suker/o sugar
sun/o sun
super above
sur on

Ŝ

ŝaf/o sheep

ŝat/i like

ŝi she

ŝose/o motorway, freeway al to(wards)

ŝu/o shoe

T

tabl/o table

tabl/o/tenis/o table tennis, ping-pong

tag/o day

tamtam/o tomtom

tas/o cup

task/o task

te/o tea

teatr/o theatre

temp/o time

tenis/o tennis

ter/o earth

tip/o type

tra through

traf/i score, hit

tranĉ/i cut

tre very

tri three

trink/i drink

trov/i find

tuj immediately

tut/a whole

U

unu one

urb/o town

uz/i use

V

valiz/o suitcase

varb/i recruit

varm/a warm

vast/a vast, huge

ven/i come

vend/i sell

vendred/o Friday

ver/a true

verd/a green

vesper/o evening

vi you

vid/i see

vilaĝ/o village

vin/o wine

vir/o man

viv/i live

vizit/i visit

vojaĝ/i travel

vol/i want

vort/o word

Esperanto Affixes

affix meaning examples of use

bo- relationship by marriage, **bopatrino** = mother-in-law, -in-law **bofrato** = **brother-in-law**

dis- dis-, dispersal, separation, **disĵeti** = to scatter about, scattering, dismemberment
disdoni = to distribute,
disaŭdigi = to broadcast,

disigi = to separate, to take apart,
disiĝi = to disintegrate, to fall apart

ek- momentary, sudden, **ekiri** = to start, commencement, **ekbrili** = to flash, beginning of action **ekvidi** = to notice, or brief lasting action **ekkrii** = to shout out,

eki = to begin, to start,
ni eku! = let's get started

eks- ex-, former **eksreĝo** = ex-king,

eksedzino = ex-wife,
eksigi = to discharge (from office), to impeach,
eksiĝi = to resign

fi- shameful, nasty, **fiago** = shameful act, morally bad, **figazeto** = "smutty" magazine, moral degradation, **fialudi** = innuendo, evil insinuation, contempt **fikomercisto** = swindler,

fia = nasty, horrid,
fiaĉa = repulsing in any regard

ge- of both sexes together **gepatroj** = parents,

gejunuloj = youth, young people,
gesinjoroj = ladies and gentleman,
gea = of both sexes, unisex

mal- opposite **malgranda** = small,

malami = to hate,
malaperi = to vanish, to disappear,
malriĉa = poor,
malbona = bad,
malbela = ugly,
malforta = weak,
malfacila = difficult,
maldekstra = left,
malfermi = to open,
malkonsenti = to disagree,

mala = opposite,
male = on the contrary, contrary to

mis- mis-, amiss, wrongly **miskompreni** = to misunderstand,

miskompreno = misunderstanding,
misuzi = to misuse,
misuzo = abuse

pra- remote (time), primordially,

prapatroj = ancestors, remoteness of relationship
praavo = great-grandfather, of great antiquity, primeval
pranepo = great-grandson, great (in family relationship)
prahistorio = prehistory, ancient, fore-
pratempo = the ancient past,
pratempa, praa = ancient
re- re-, return, repetition,
resendi = to send back, back, over again
reveni = to come back, to return (intr),
redoni = to give back, to return (tr),
rebrili = to reflect,
reverki = to re-write (a book, etc.)

-aĉ- scorn, disparagement,

domaĉo = hovel, shack, shanty, contemptible, disgusting,
skribaĉi = to scrawl, bad kind
infanaĉo = brat,
virinaĉo = hag,
ĉevalaĉo = sorry nag,
veteraĉo = filthy weather,
aĉulo = creep, thug,
aĉaĵo = abomination

-ad- frequent, repetitive, continuation of action

naĝado = swimming, or habitual action,
pafado = shooting, prolonged action,
kuirado = cooking

agadi = to act,
agado = action, activity,
movado = movement,
parolado = a speech,
kuradi = to keep on running

-aĵ- thing (concrete idea), a concrete manifestation of an abstraction, the external manifestation of an activity, a characteristic piece of behaviour, the flesh of an animal, product, dish

segaĵo = sawdust,
bovaĵo = beef,
ŝafaĵo = mutton,
kokinaĵo, kokidaĵo = chicken,
fluaĵo = liquid,
pakaĵo = package, thing packed,
sendaĵo = shipment, thing sent,
infanaĵo = a childish act,
ovaĵo = scrambled eggs,
ĝentilaĵo = polite, courteous act,
verdaĵo = greenery, something green,
manĝaĵo = food,
fragaĵo = strawberry jam,
sekaĵoj = dry goods,
dolĉaĵoj = sweets, candies,
aĵo = a thing, object,
Esperantaĵoj = publications or other collectibles related to Esperanto

-an- member (of a group), inhabitant (of a place or country), partisan, participant, adherent

ano = member,
klubano = club member,
kursano = a course participant,
kongresano = congressman, delegate,
vilaĝano = villager,
urbanoj = townspeople,
nederlandano = dutchman,
londonano = londoner,
amerikanoj = americans,
kristano = christian

-ar- collective, group, set, a collection of like things

arbaro = forest, woods,
vortaro = dictionary,
libraro = library,
aŭdantaro = audience,
homaro = mankind,
aro = collection, set
anaro = members' body,

-ĉj- pet-name (masculine) [truncation of root optional]

paĉjo = daddy,
Joĉjo = Johnny, Joe,
Tomĉjo = Tom, Tommy

-ebl- -able, -ible, possibility

legebla = legible,
portebila = portable,
videbla = visible,
manĝebla = edible,
kredebla = credible, believable,
kredeble = possibly, probably,
eble = perhaps,
ebla = possible,
ebleco = possibility

-ec- quality, abstract idea, -ness, -ship

blankeco = whiteness,
rapideco = speed,
silkeca = silky,
amikeco = friendship,
klareco = clearness,
profesoreco = professorship,
moleco = softness,
malmoleco = hardness,

eco = quality

-eg- augmentative, great size, intense degree

domego = mansion,

petegi = to beseech, to implore,

bonega = excellent,

ridegi = to guffaw,

varmega = hot,

ega = great,

ege = very

-ej- place allotted to or characterized by, space

kuirejo = kitchen,

lernejo = school,

loĝejo = apartment,

vendejo = store,

herbejo = meadow,

hundejo = dog kennel,

preĝejo = temple, church,

ejo = place

-em- propensity, disposition, tendency

komprenema = understanding,

parolema = talkative,

babilema = loquacious,

laborema = hard working, industrious,

ŝparema = thrifty,

mortema = mortal,

ludema = playful,

kredema = credulous,

kolerema = irascible,

suspektema = open to suspicion,

samseksema = homosexual,

malsamseksema = heterosexual,

ambaŭseksema = bisexual,

ema = inclined, disposed, prone, apt,

malema = unwilling, reluctant,
eme = willingly, readily,
emo = tendency, inclination, disposition

-end- to be -ed, which-must-be-done, necessity of action

pagenda = payable, to be payed, due,
detruenda = to be destroyed,
solvenda = must be solved,
farenda = to be done, must be done

-er- item, unit, fragment, small particle of a whole, element

panero = crumb,
pluvero = raindrop,
cenero = link,
monero = coin,
pulvero = dust particle,
fajrero = spark,
sablero = grain of sand,
diserigi = to split up, grind down,
ero = element, particle, part

-estr- leader, ruler, head, chief

estro = chief,
estri = to govern, direct, lead,
statestro = head of state,
guberniestro = state governor,
staciestro = station master,
urbestro = mayor,
regnestro = ruler,
lernejestro = head-master, principal, school director,
sipestro = captain, ship's master

-et- diminutive

dormeti = to doze, to slumber,
libreto = booklet,

laĝeto = pond,
dometo = cottage,
varmeta = luke-warm,
rideti = to smile,
eta = small, minimal

-id- offspring, the descendant of,

ido = child, infant, descendant, scion, the young of an animal
idoj = progeny,
izraelido = israelite,
reĝido = prince,
hundido = puppy,
katido = kitten,
ĉevalido = colt,
bovido = calf,
kokido = chick

-ig- to make, to render,

purigi = to clean, to purify, to cause, to bring about
ebligi = to make possible,
mortigi = to kill,
plenigi = to fill,
blankigi = to whiten,
ruinigi = to ruin,
bruligi = to burn something (tr),
timigi = to frighten,
plibonigi = to improve something (tr),
lumigi = to put on the light,
bindigi = to have bound,
starigi = to stand (tr),
sciigi = to let know, to inform,
igi = to make someone or to cause something to be

-iĝ- causative, to become, get,

edziĝi = to get married action of becoming (to become a husband),
edziniĝi = to get married (to become a wife),

naskiĝi = to be born,
ruĝiĝi = to blush,
blankiĝi = to grow white, whiten,
pliboniĝi = to improve (intr),
sidiĝi = to sit down, to become seated,
moviĝi = to move of itself,
enlitiĝi = to get into bed,
ruliĝi = to roll (intr),
sciiĝi = to get to know, become aware,
iĝi = to become by self

-il- instrument, means,

ilo = tool, tool, implement
hakilo = axe,
ŝlosilo = key,
kudrilo = needle,
tranĉilo = knife,
razilo = razor,
flugilo = wing,
montrilo = pointer, arrow

-in- female, feminine

virino = woman,
patrino = mother,
reĝino = queen,
fratino = sister,
onklino = aunt,
ĉevalino = mare,
kokino = hen,
ino = female

-ind- worthiness, worthy to be -ed, worth -ing

laŭdinda = praiseworthy,
admirinda = worthy of admiration, admirable,
aminda = loveable, worthy of love,
memorinda = memorable,
vidinda = worth seeing,

vizitinda = worth a trip,
inda = worthy

-ing- holder, socket, sheath (for one object)

glavingo = scabbard,
plumingo = penholder,
kandelingo = candlestick

-ist- person habitually occupied, or concerned with something, professional or enthusiastic,
amateur, adherent, partisan

instruisto = teacher,
artista = artist,
pentristo = painter,
policisto = policeman,
maŝinisto = machinist,
biciklisto = cyclist,
maristo = sailor,
ŝuisto = shoemaker,
drogisto = druggist,
marksisto = marxist,
Esperantisto = Esperantist

-nj- pet-name (feminine), [truncation of root optional]

panjo = mommy
Manjo = Mary,
Nenjo = Nellie

-obl- multiple

unuobla = single,
duobla = double, twofold,
trioble = triply, three times,
kvaroble = fourfold, quadruply,
dekduoble = twelve times,
dudekoble = twenty times,
centoble = a hundredfold,
multoblighi, oblighi = to multiply

-on- fraction

duono = half,

duonigi = to halve,

sesono = sixth,

centono = a hundredth part

-op- collective

unuope = one by one, singly,

duope = two by two, in twos,

kvaropo = quartet,

kvarope = four abreast, by fours,

centope = by hundreds, a hundred at a time

-uj- (1) container, receptacle

monujo = purse,

inkujo = inkstand,

ujo = generic container

(2) land, country

Anglujo = England,

Esperantujo = Esperanto-land (everywhere where E-o is spoken),

(3) tree or bush

pomujo = apple tree,

pirujo = pear-tree,

plumujo = plum-tree,

vinberujo = vine

-ul- person (possesing a certain quality), characterised by

junulo = youth, young man,

belulino = beauty,

bravulo = brave man,

blindulo = blind person,

surdulo = deaf person,
mutulo = mute person,
riĉulo = rich man,
drinkulo = drunkard,
saĝulo = wise man, sage,
samseksemulo = homosexual, gay,
kunulo = companion,
fremdulo = stranger,
ulo = person, individual

-um- indefinite relation

malvarmumi = to catch cold,
plenumi = to fulfil,
tendumi = to camp,
literumi = to spell,
okulumi = to ogle,
foliumi = to browse, to glance (through a book),
kolumo = collar,
manumo = wrist band,
plandumo = sole (of shoe),
ventumi = to fan,
ventumilo = a fan,
aerumi = to ventilate,
komunumo = community,
krucumi = to crucify,
amikumi = to be friends,
Esperantumi = to use Esperanto (and to enjoy it)

-ism- -ism, theory, system, characteristic behaviour, pattern

platonismo = platonism,
protektismo = protectionism,
alkoholismo = alcoholism,
magnetismo = magnetism,
fetiĉismo = fetishism,
anglismo = anglicism

Esperanto Correlatives

	I-	KI-	TI-	ĈI-	NENI-
	(some)	(what)	(that)	(every)	(no)
-A	IA	KIA	TIA	ĈIA	NENIA
quality	Some kind of, any kind of	What kind of, what (a)	That kind of, such a	Every kind of, all kinds of	No kind of
-AL	IAL	KIAL	TIAL	ĈIAL	NENIAL
reason	For some reason	Why, for what reason	So, for that reason	For every reason	For no reason
-AM	IAM	KIAM	TIAM	ĈIAM	NENIAM
time	Sometime, anytime	When, at what time	Then, at that time	Always, at all times	Never, at no time
-E	IE	KIE	TIE	ĈIE	NENIE
place	Somewhere, anywhere, in some place	Where, in what place	There, in that place	Everywhere, in every place	Nowhere, in no place
-EN	IEN	KIEN	TIEN	ĈIEN	NENIEN
direction	Anywhere, to any place	Where to, to what place	There, to that place	Everywhere, to every place	Nowhere, to no place
-EL	IEL	KIEL	TIEL	ĈIEL	NENIEL
manner	Somehow, in some way	How, in what way	That way, thus, like that, so	In every way	In no way
-ES	IES	KIES	TIES	ĈIES	NENIES
property	Someone's, anyone's	Whose, which one's	That one's	Everyone's, everybody's	No one's, nobody's
-O	IO	KIO	TIO	ĈIO	NENIO
thing	Something, anything	What, what thing	That, that thing	Everything, all things	Nothing
-OM	IOM	KIOM	TIOM	ĈIOM	NENIOM

quantity	Some, some quantity, somewhat	How much, how many, what quantity	So much, as many, that quantity	The whole quantity, all of it	Not a bit, none, no quantity
-U	IU	KIU	TIU	ĈIU	NENIU
person or specific object	Someone, somebody, Some, any...	Who, what person, Which, what...	That person, that one. That ...	Everyone, everybody. Every, all, each	No one, nobody. None, no...

An Update on Esperanto

In a world increasingly aware of minority rights and linguistic and cultural diversity, the international language Esperanto is gaining renewed attention from policy-makers. . . . Non-governmental organizations and coalitions are pressing to have the international language question placed on the agendas of the United Nations and the European Union. . . . In July 1996, the Nitobe Symposium of International Organizations brought together a group of independent experts in Prague, Czech Republic, which examined the present state of Esperanto and called for its inclusion in current debates on language rights and language policy: the Prague Manifesto, a modern restatement of the values and goals underlying the Esperanto movement, emphasizes linguistic democracy and the preservation of linguistic diversity. . . . Esperanto speakers in the news recently include 1994 Nobel laureate in economics Reinhard Selten, 1996 World Chess Champion Zsuzsa Polgar, and Tivadar Soros, father of financier George Soros. . . . Indigenous Dialogues, a programme to strengthen dialogue among indigenous peoples across the world, bypasses former colonial languages by using Esperanto as a means of communication. . . . Here are some additional facts about the present state of Esperanto.

Purpose and origins. The basis of what became the international language Esperanto was published in Warsaw in 1887 by Dr. Lejzer Ludwik Zamenhof. The idea of a planned international language, intended not to replace ethnic languages but to serve as an additional, second language for all, was not new, but Zamenhof saw that such a language must develop through collective use, so he limited his initial proposal to a minimalist grammar and small vocabulary. Esperanto is now a full-fledged language with a worldwide speech community and full linguistic resources. Many of Zamenhof's ideas anticipated those of the founder of modern linguistics, the structuralist Ferdinand de Saussure (whose brother Rene spoke Esperanto).

Characteristics. Esperanto is both spoken and written. Its lexicon derives primarily from Western European languages, while its syntax and morphology show strong Slavic influences. Esperanto morphemes are invariant and almost indefinitely recombinable into

different words, so the language also has much in common with isolating languages like Chinese, while its internal word structure has affinity with agglutinative languages like Turkish, Swahili and Japanese.

Development. At first, the language consisted of about 1000 roots, from which 10,000 or 12,000 words could be formed. Today, Esperanto dictionaries often contain 15,000 or 20,000 roots, from which hundreds of thousands of words can be formed, and the language continues to evolve: an Esperanto Academy monitors current trends. Over time, the language has been used for virtually every conceivable purpose, some of them controversial or problematic: the language was forbidden, and its users persecuted, by both Stalin, as the language of "cosmopolitans," and Hitler, as the language of Jews (Zamenhof, creator of the language, was Jewish). Through use of the language in the home, there are now as many as a thousand native speakers of Esperanto.

Users. The Universal Esperanto Association (UEA), whose membership forms the most active part of the Esperanto community, has national affiliates in 62 countries and individual members in almost twice that number. Numbers of textbooks sold and membership of local societies put the number of people with some knowledge of the language in the hundreds of thousands and possibly millions. There are Esperanto speakers all over the world, with notable concentrations in countries as diverse as China, Japan, Brazil, Iran, Madagascar, Bulgaria and Cuba.

Teaching Esperanto. Communicative ability in Esperanto can be rapidly acquired, so it provides an ideal introduction to foreign-language study. Within weeks, students can begin to use Esperanto for correspondence, and within months for school trips abroad. Positive effects of the prior learning of Esperanto on the study of both first and second languages are suggested by experimental and anecdotal evidence. While it is taught in some schools, most people learn it through self-study or correspondence (using regular or electronic mail), or through local Esperanto clubs. There are textbooks and self-instruction materials in more than 100 languages. A new website for teachers of Esperanto, www.esperanto.net, gives some idea of the current educational activity.

Official recognition. In 1954 the Unesco General Conference recognized that the achievements of Esperanto match Unesco's aims and ideals, and official relations were established between Unesco and UEA. Collaboration between the two organizations continues. In 1977 Unesco's Director General, Mr. Amadou-Mahtar M'Bow, addressed the 62nd World Esperanto Congress. In 1985 the General Conference called on member states and international organizations to promote the teaching of Esperanto in schools and its use in international affairs. UEA also has consultative status with the United Nations, UNICEF, the Council of Europe, the Organization of American States, and the International Organization for Standardization (ISO).

Meetings and travel. More than a hundred international conferences and meetings are held each year in Esperanto - without translators or interpreters. The biggest is the World Congress of Esperanto, held in Zagreb (2001), Fortaleza, Brazil (2002), Gothenburg, Sweden (2003), Beijing (2004), and Vilnius, Lithuania (2005). World Congresses will take place in Florence, Italy (2006), Yokohama (2007). The first symposium of Esperanto speakers in Arab countries took place in Amman in 2000, the sixth All-Americas Congress was held in Cuba in 2004, and the fourth Asian Congress took place in Kathmandu in 2005. The 2005 list of the Pasporta Servo, a service run by UEA's youth section, contains addresses of 1364 hosts in 89 countries providing free overnight accommodation to Esperanto-speaking travelers.

Research and Libraries. Many universities include Esperanto in courses on linguistics; a few offer it as a separate subject. Particularly noteworthy are Eotvos Lorand University in Budapest, with a degree option in Esperanto, and the University of Poznan, Poland, with a degree program in interlinguistics. The Modern Language Association of America's Annual Bibliography records more than 300 scholarly publications on Esperanto every year. The library of the Esperanto Association of Britain has more than 20,000 items. Other large libraries include the International Esperanto Museum in Vienna (part of the National Library of Austria), the Hodler Library at the UEA's headquarters in Rotterdam, and the Esperanto collection in Aalen, Germany. The Vienna and Aalen collections can be consulted through the Internet and the international lending system.

Professional contacts and special interests. Organizations for Esperanto speakers include those for doctors, writers, railway workers, scientists, musicians, and numerous others. They often publish their own journals, hold conferences and help to expand the language for professional and specialized use. The International Academy of Sciences of San Marino facilitates collaboration at the university level. Original and translated publications appear regularly in such fields as astronomy, computing, botany, entomology, chemistry, law and philosophy. Organizations exist for special-interest groups such as Scouts and Guides, the blind, chess and Go players; and UEA's youth section, TEJO, holds frequent international meetings and publishes its own periodicals. Buddhists, Shintoists, Catholics, Quakers, Protestants, Mormons and Baha'is have their own organizations, and many social-activist groups use the language.

Literature. The flourishing literary tradition in Esperanto has been recognized by PEN International, which accepted an Esperanto affiliate at its 60th Congress in September 1993. Notable present-day writers in Esperanto include the novelists Trevor Steele (Australia), Istvan Nemere (Hungary) and Spomenka Stimec (Croatia); the poets William Auld (Scotland), Mikhail Gishpling (Russia/Israel) and Abel Montagut (Catalonia); and the essayists and translators Probal Dasgupta (India), Fernando de Diego (Venezuela) and Kurisu Kei (Japan). Auld was nominated for the Nobel Prize in Literature in both 1999 and 2000 for his contributions to poetry.

Translations. Literary translations published recently include Hemingway's *The Old Man and the Sea*, Tolkien's *The Lord of the Rings*, Garcia Marquez's *One Hundred Years of Solitude*, Umar Khayyam's *Rubaiyat*, Grass's *The Tin Drum*, Marco Polo's *Book of Wonders*, and Cao Xueqin's great family saga *Dream of the Red House*. For children, *Asterix*, *Winnie-the-Pooh* and *Tin-Tin* have been joined by *Strewelpeter* and *Pippi Longstocking*, and the complete *Moomintroll* books of world-renowned Finnish author Tove Jansson, as well as the *Oz* books of L. Frank Baum, have been made available on the World Wide Web. Translations out of Esperanto include *Maskerado*, a book published in Esperanto in 1965 by Tivadar Soros, father of the financier George Soros, detailing the survival of his family during the Nazi occupation of Budapest. This work was recently published in English in Britain (2000) and the United States (2001), and has now appeared also in Russian, German, and Turkish.

Theatre and Cinema. Plays by dramatists as diverse as Goldoni, Ionesco, Shakespeare and Alan Ayckbourn have been performed in recent years in Esperanto. Many plays of Shakespeare exist in Esperanto translation: the most recent performance in Esperanto was a production of *King Lear* in Hanoi, Vietnam, in December 2001, with a local cast. Although Chaplin's *The Great Dictator* used Esperanto-language signs in its sets, feature-length films are less common. A notable exception is William Shatner's cult film *Incubus*, whose dialogue is entirely in Esperanto.

Music. Musical genres in Esperanto include popular and folk songs, rock, cabaret, solo and choir pieces, and opera. Popular composers and performers, including Britain's Elvis Costello and the USA's Michael Jackson, have recorded in Esperanto, written scores inspired by the language, or used it in their promotional materials. Several tracks from the all-Esperanto Warner Music album *Esperanto*, launched in Spain in November 1996, placed high on the Spanish pop charts. Classical orchestra and chorus pieces with texts in Esperanto include Lou Harrison's *La Koro Sutro* and David Gaines's first symphony, both from the US. Music in Esperanto can be found on-line, including several sites devoted to Esperanto karaoke.

Periodicals. Over 100 magazines and journals are published regularly in Esperanto, including the monthly news magazine *Monato*, the literary magazine *Fonto*, and UEA's own journal *Esperanto*. The biweekly news digest *Eventoj* offers an electronic edition as well, as does *Monato*; a number of magazines provide on-line archives. Other periodicals include publications in medicine and science, religious magazines, periodicals for young people, educational periodicals, literary magazines, and special-interest publications.

Radio and television. Radio stations in Austria, Brazil, China, Cuba, Estonia, Hungary, Italy and Poland broadcast regularly in Esperanto, as does Vatican Radio. Several programs are also available over the Internet. TV stations in various countries broadcast Esperanto courses, including a recent 16-part adaptation of the BBC's *Muzzy in Gondoland* on the Polish Channel One network.

Internet. Electronic networks are the fastest-growing means of communication among Esperanto speakers. There are several hundred mailing lists in Esperanto, for discussion of topics ranging from the family use of the language to the general theory of relativity. Esperanto is widely used in such chatroom protocols as ICQ, IRC and PalTalk. Web pages in Esperanto number in the hundreds of thousands. Some can be found through the Virtual Esperanto Library at <http://www.esperanto.net/veb/>, others by typing "Esperanto" in any search engine.

UEA services. UEA publishes books, magazines, and a yearbook listing Esperanto organizations and local representatives around the world. These publications, along with information on records, cassettes, etc., are listed in UEA's book catalogue, also available on the World Wide Web. The Association's Book Service has more than 5000 titles in stock. An English-language series published by UEA, Esperanto Documents (ISSN 0165-2575), includes studies and reports on the current situation of Esperanto, which are available from its Central Office in Rotterdam.

For further information on Esperanto, contact UEA at Nieuwe Binnenweg 176, NL-3015 BJ Rotterdam, The Netherlands (tel. +31-10-436-1044; fax 436-1751; e-mail info@uea.org), at 777 United Nations Plaza, New York, NY 10017, USA (tel. +1-212-687-7041; fax 949-4177), or via its website at <http://www.uea.org>.

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Manifesto of the movement for the international language Esperanto

We, members of the worldwide movement for the promotion of Esperanto,
address this Manifesto to all governments, international organizations and people of good

will;

declare our unshakeable commitment to the objectives set out here;

and call on all organizations and individuals to join us in working for these goals.

For more than a century Esperanto, which was launched in 1887 as a project for an auxiliary language for international communication and quickly developed into a rich living language in its own right, has functioned as a means of bringing people together across the barriers of language and culture. The aims that inspire the users of Esperanto are still as important and relevant as ever. Neither the worldwide use of a few national languages, nor advances in communications technology, nor the development of new methods of language teaching is likely to result in a fair and effective language order based on the following principles, which we hold to be essential.

1. DEMOCRACY.

Any system of communication which confers lifelong privileges on some while requiring others to devote years of effort to achieving a lesser degree of competence is fundamentally antidemocratic. While Esperanto, like any language, is not perfect, it far outstrips other languages as a means of egalitarian communication on a world scale.

We maintain that language inequality gives rise to communicative inequality at all levels, including the international level. We are a movement for democratic communication.

2. GLOBAL EDUCATION.

All ethnic languages are bound to certain cultures and nations. For example, the child who learns English learns about the culture, geography and political systems of the English-speaking world, primarily the United States and the United Kingdom. The child who learns Esperanto learns about a world without borders, where every country is home.

We maintain that education in any language is bound to a certain view of the world. We are a movement for global education.

3. EFFECTIVE EDUCATION.

Only a small percentage of foreign-language students attain fluency in the target language. In Esperanto, fluency is attainable even through home study. Various studies have shown that Esperanto is useful as a preparation for learning other languages. It has also been recommended as a core element in courses in language awareness.

We maintain that the difficulties in learning ethnic languages will always be a barrier for many students who would benefit from knowing a second language. We are a movement for effective language learning.

4. MULTILINGUALISM.

The Esperanto community is almost unique as a worldwide community whose members are universally bilingual or multilingual. Every member of the community has made the effort to learn at least one foreign language to a communicative level. In many cases this leads to a love and knowledge of several languages and to broader personal horizons in general.

We maintain that the speakers of all languages, large and small, should have a real chance of learning a second language to a high communicative level. We are a movement for providing that opportunity to all.

5. LANGUAGE RIGHTS.

The unequal distribution of power between languages is a recipe for permanent language insecurity, or outright language oppression, for a large part of the world's population. In the Esperanto community the speakers of languages large and small, official and unofficial meet on equal terms through a mutual willingness to compromise. This balance of language rights and responsibilities provides a benchmark for developing and judging other solutions to language inequality and conflict.

We maintain that the wide variations in power among languages undermine the guarantees, expressed in many international instruments, of equal treatment regardless of language. We are a movement for language rights.

6. LANGUAGE DIVERSITY.

National governments tend to treat the great diversity of languages in the world as a barrier to communication and development. In the Esperanto community, however, language diversity is experienced as a constant and indispensable source of enrichment. Consequently every language, like every biological species, is inherently valuable and worthy of protection and support.

We maintain that communication and development policies which are not based on respect and support for all languages amount to a death sentence for the majority of languages in the world. We are a movement for language diversity.

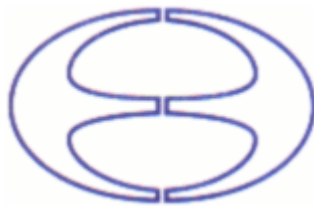
7. HUMAN EMANCIPATION.

Every language both liberates and imprisons its users, giving them the ability to communicate among themselves but barring them from communication with others. Designed as a universally accessible means of communication, Esperanto is one of the great functional projects for the emancipation of humankind Ñ one which aims to let every individual citizen participate fully in the human community, securely rooted in his or her local cultural and language identity yet not limited by it.

We maintain that exclusive reliance on national languages inevitable puts up barriers to the freedoms of expression, communication and association. We are a movement for human emancipation.

For further information on Esperanto:

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