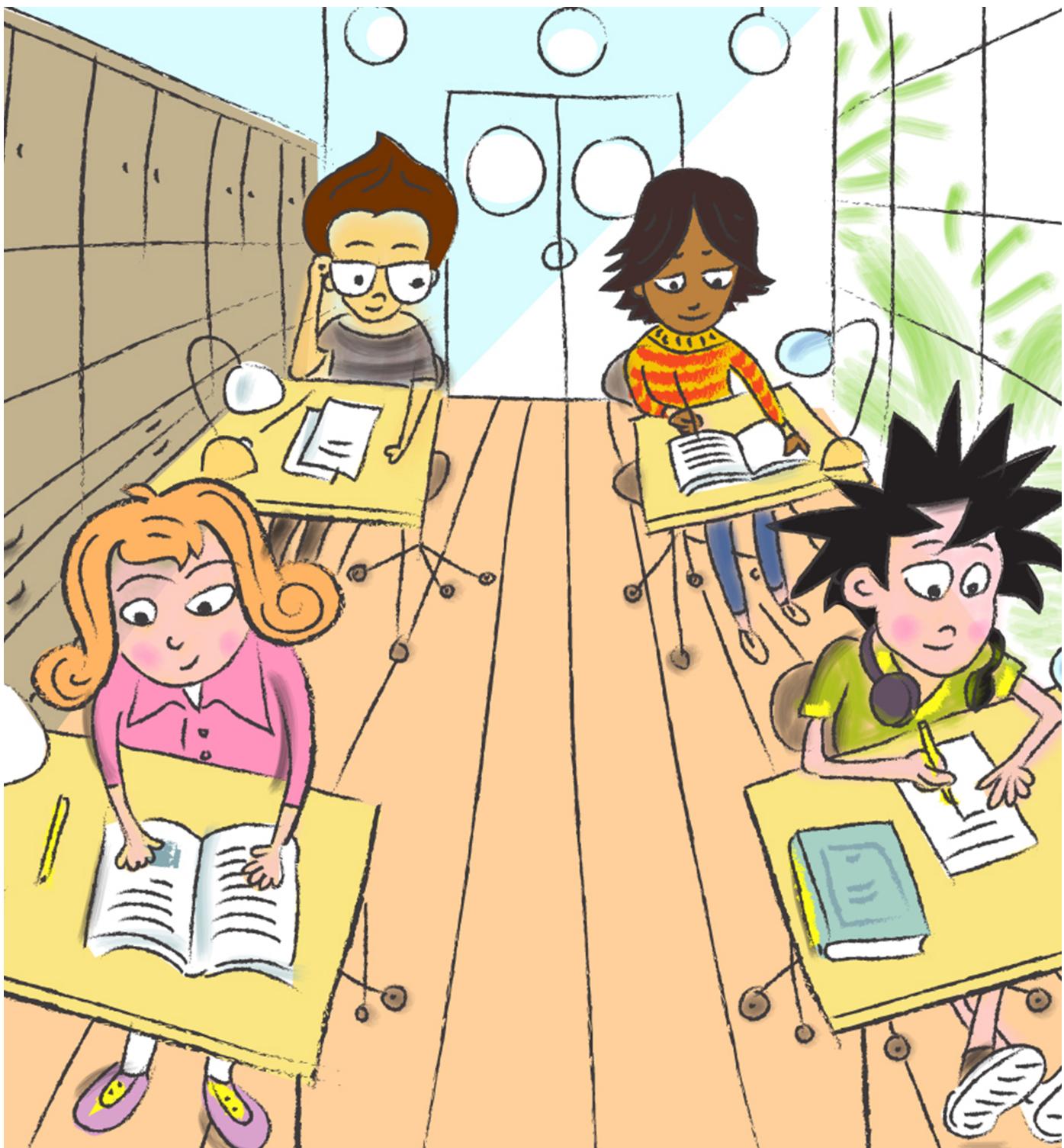


# lernu!

# Lesson 1



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# ▼ Grammar

lernu!

## Alphabet

The Esperanto alphabet consists of 28 letters:

Aa, Bb, Cc, Ĉĉ, Dd, Ee, Ff, Gg, Ĝĝ, Hh, Ĥĥ, Ii, Jj, Ĵj, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Ŝŝ, Tt, Uu, Ŭű, Vv, Zz

Some letters are unique to Esperanto:

Ĉĉ, Ĝĝ, Ĥĥ, Ĵj, Ŝŝ, Ŭű

ű = short u.

The diphthongs aŭ, eŭ, which consist of "a" or "e" and the short "ű", form one syllable.

Eŭ-RO-po, aŭ-TO-ro

Words are pronounced exactly as spelled:

amiko = friend

ĉambro = room

gi = it

## Stress

Words of more than one syllable are stressed on the last syllable but one:

te-le-FO-no, ra-DI-o, KAJ, a-MI-ko, ES-tas, AN-kaŭ, hi-sto-RI-o

## Article

Esperanto has only the definite article **la**, which does not change for gender, number or case. The article indicates that the relevant objects, persons or things are known and defined, or have already been mentioned. There is no indefinite article in Esperanto.

Seĝo estas en ĉambro. = A chair (any chair) in a room (any room).

La seĝo estas mia. = The chair (already mentioned, defined precisely) is mine.

## Personal pronouns

mi = I

vi = you

li = he

Si = she

ĝi = it

ni = we

ili = they

The pronouns li and Si are used only for persons, ie. for men and women (masculine and feminine gender). The pronoun ĝi is used to denote objects, animals, things, and persons for whom gender is not specified.

## Possessive pronouns

The possessive pronouns are formed by adding the ending -a to the simple pronouns:

mia = my

via = your

lia = his

Siа = her (possessive pronoun)

ĝia = its

nia = our (possessive pronoun)

ilia = their (possessive pronoun)

## Nouns

All nouns end in -o. There is no grammatical gender: where appropriate, feminine sex is indicated by the suffix -in.

tablo = table

lernanto = learner, pupil

lernantino = female pupil, female learner

## Plural

The plural ending is -j. Both nouns and adjectives take this ending:

tabloj = tables

lernantoj = learners

viaj lernantoj = your learners

## Verbs

The infinitive ending is-**i**:

lerni = to learn

labori = to work

esti = to be

The present tense ending is-**as**. It is the same for all persons and numbers:

mi sidas = I sit

vi sidas = you sit

ni sidas = we sit

ili sidas = they sit

## Ĉu?

This is an interrogative particle, used to turn a statement into a yes/no question:

Ĉu vi sidas? = Are you sitting?

Ĉu vi skribas? = Are you writing?, Do you write?

## Kiu?

This interrogative functions both as a pronoun ("who?") and as an adjective ("which?"):

Kiu vi estas? = Who are you?

Kiu instruisto sidas? = Which teacher is sitting?

## -IST-

The Suffix **-ist-** is used to form the name of a person regularly engaged in some activity:

instruisto = teacher

hotelisto = hotel employee

esperantisto = Esperantist, Esperanto speaker

## -IN-

The Suffix **-in-** is used to form the feminine of a noun:

**patro** = father

**lernanto** = learner, pupil

**instruisto** = teacher

**patrino** = mother

**lernantino** = female pupil, female learner

**instruistino** = (female) teacher

## Affirmative Particle

The affirmative Particle **jes** has the same sound and meaning as the English "yes".

**Ĉu vi estas en la ĉambro?** = Are you in the room?

**Jes, mi estas en la ĉambro.** = Yes, I am in the room.

## Negation

The negative Particle **ne** corresponds to "no" (opposite of "yes") and to "not":

**Ne, mi ne estas en la ĉambro.** = No, I am not in the room.

# ▼ Block 1 (sessions 1-2)



## Learning goals

- get to know their first words in Esperanto
- understand that all substantives end with an-**O**
- get to know the plural ending-**J**
- get to know the verb ending-**AS**, the present tense ending for all verbs
- get to know the suffix-**IST**- for referring to professions

## Required didactic materials

- Computer for playing audio, Coloured word cards in envelopes

## Preparation

- Audios **1, 2**
- Copies of **M1**
- Coloured word cards **M2**
- Copies of **M3**
- Copies of **M4**
- Copies of **M5**

## New words

esti	= to be	ne	= no, not	skribi	= to write
mi	= I	sportisto	= sportsperson, athlete	ĝi	= it
vi	= you	nun	= now	lernolibro	= textbook
mia	= my	sidi	= to sit	ĉu	= whether; interrogative particle, used to turn a statement into a yes/no question
amiko	= friend	en	= in	kiu	= who, which
la	= the, the definite article in Esperanto	ĉambro	= room	jes	= yes
li	= he	sur	= on	-IST	= the suffix which is used to form the name of a person regularly engaged in some activity
lernanto	= learner, pupil	tablo	= table	-AS	= the verb ending for the present tense
lerni	= to learn	papero	= paper	-O	= ending for nouns
kaj	= and	libro	= book	-J	= ending for plural

# Activity plan

**5 min** Hand out the Text **M1** and listen to Audio **1**.

**15 min** Read and translate **M1** together.

Ask pupils to read two sentences each and to translate them. When they come to the end of the text, they start from the beginning, this time without translation. The teacher only assists with the correct pronunciation and helps with the translation, if necessary.

This way the pupils will read the text several times, remember words and get to know the grammatical endings **-O**, **-J**, **-AS** and the suffix **-IST**.

**5 min** Non-linguistic recreational game

**20 min** Play the Game with coloured word cards in 4 envelopes. Form groups of 3 pupils and hand them a set of envelopes with **M2**. Ask the groups to create together sentences containing 4 words. The words have to be in the following order:

- word from the red envelope
- word from the green envelope
- word from the blue envelope
- word from the yellow envelope

The words should be taken out of the envelopes randomly. The goal is to find out which sentences make sense and write them down in the notebook. You can make a competition: the group which creates and translates the most sentences wins the game. They receive one point for each meaningful sentence they create.

Coloured word cards in 4 envelopes:

- Red words: **mi**, **amiko**, **li**, **lernanto**, **čambro**, **papero**, **libro**, **sportisto**, **tablo**
- Green words: **estas**, **sidas**, **lernas**, **skribas**
- Blue words: **en**, **sur**
- Yellow words: **čambro**, **tablo**, **mi**, **papero**, **lernanto**, **li**, **ĝi**

You can then ask pupils what they have learned – what do they think the different endings mean? Explain briefly the meaning of the endings **-O**, **-J**, **-AS** and the suffix **-IST**.

**10 min** Break

**20 min** Hand out Dialog **M3**.

Divide pupils into pairs and ask them to read the dialog and to try to translate it. Ask one pair to read the dialog out loud and to translate it, line by line. Help with the translation, if necessary. Then ask this pair to act out the dialog, without translating it again. If there is time, you can ask other pairs to act out the dialog.

**5 min** Non-linguistic recreational game

**20 min** Hand out the Song **M4**. Translate the song together and sing it 2-3 times.

Assign homework

### Amiko Marko (1-a parto)

Marko estas mia amiko. Li estas lernanto kaj sportisto.

Li nun sidas en ĉambro kaj lernas. Sur tablo estas paperoj kaj libroj. Ĝi estas skribotablo. La libroj sur la tablo estas lernolibroj.



M2 Coloured word cards

mi

amiko

li

lernanto

ĉambro

papero

libro

sportisto

tablo

estas

sidas

lernas

skribas

en

sur

âmbro

tablo

mi

papero

lernanto

li

âgi

M3 Dialog

- Petro** Mi estas Petro. Kiu vi estas?
- Ana** Mi estas Ana. Ĉu sur la tablo estas lernolibroj?
- Petro** Jes. Kiuj libroj estas en la ĉambro?
- Ana** Lernolibroj.
- Petro** Ĉu vi skribas?
- Ana** Ne, mi lernas.



## M4 Song

### Ĉu lernantoj?

Ĉu lernantoj, ĉu lernantoj

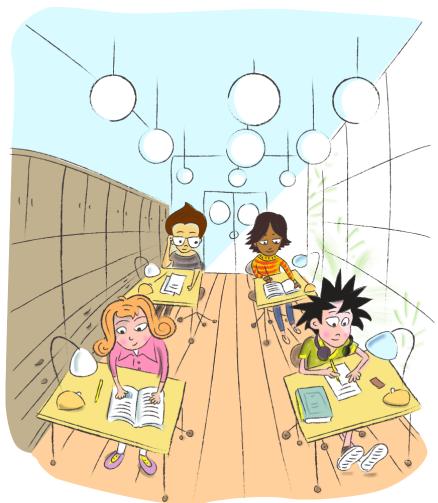
sidas nun, sidas nun,

en la lernoĉambro,

en la lernoĉambro,

Ĉu? Ĉu? Ĉu?, Ĉu? Ĉu? Ĉu?

Melody: adapted after the French song Frère Jacques



## M5 Homework

Find what is wrong and correct it.

### Amiko Marko

---

Marko estas mia ĉambro.

---

Li estas lernanto kaj paperoj.

---

Li nun estas en ĉambro kaj lernas.

---

Sur tablo estas ĉambro kaj libroj.

---

Ĝi sidas skribotablo.

---

La amiko sur la tablo estas lernolibroj.

# ▼ Block 2 (sessions 3-4)



## Learning goals

- repeat and use words from the previous lessons
- use new words
- use endings **-O**, **-J**, **-AS** and the suffix **-IST** and repeat their meaning

## Required didactic materials

- Computer for playing audio, Coloured word cards in envelopes

## Preparation

- Audios **3, 4**
- Coloured word cards **M6**
- Copies of **M7**
- Copies of **M8**
- Copies of **M9**
- Copies of **M10**

## New words

**ho** = oh!

**via** = your

**instrui** = to teach

**sporti** = to engage in sports

**si** = she

## Activity plan

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**15 min** Play the Game with coloured word cards in 4 envelopes. Form groups of 3 pupils and hand them a set of envelopes with **M6**. Ask the groups to create together sentences containing 4 words. The words have to be in the following order:

- word from the red envelope
- word from the green envelope
- word from the blue envelope
- word from the yellow envelope

The words should be taken out of the envelopes randomly. The goal is to find out which sentences make sense and write them down in the notebook. You can make a competition: the group which creates and translates the most sentences wins the game. They receive one point for each meaningful sentence they create.

Coloured word cards in 4 envelopes:

- Red words: **mi, amiko, li, lernanto, ĉambro, papero, libro, sportisto, tablo**
- Green words: **estas, sidas, lernas, skribas**
- Blue words: **en, sur**
- Yellow words: **ĉambro, tablo, mi, papero, lernanto, li, ĝi**

You can then ask pupils what they have learned – what do they think the different endings mean? Explain briefly the meaning of the endings **-O, -J, -AS** and the suffix **-IST**.

---

**5 min** Sing Song **M7** together 2-3 times.

---

**5 min** Non-linguistic recreational game

---

**10 min** Read and translate **M8** together. Talk about the meaning of the grammatical endings **-O, -J, -AS** and the suffix **-IST**.

Ask pupils to read two sentences each and to translate them. When they come to the end of the text, they start from the beginning, this time without translation. The teacher only assists with the correct pronunciation and helps with the translation, if necessary.

This way the pupils will read the text several times, remember words and get to know the grammatical endings **-O, -J, -AS** and the suffix **-IST**.

---

**10 min** Remind pupils that they had to do their homework – to correct sentences. Ask each student to read one sentence and translate it.

---

**10 min** Break

---

**20 min** Hand out Dialog **M9**.

Divide pupils into pairs and ask them to read the dialog and to try to translate it. Ask one pair to read the dialog out loud and to translate it, line by line. Help with the translation, if necessary. Then ask this pair to act out the dialog, without translating it again. If there is time, you can ask other pairs to act out the dialog.

---

**5 min** Non-linguistic recreational game

**20 min** Play the Word-ball game for learning and repeating words. Ask pupils to form a circle. Throw the ball to one of the pupils and name a word in the national language, which the pupils have already learned in Esperanto. The pupil with the ball translates the word into Esperanto. Then he or she can throw the ball to another pupil and name a word, which the new pupil has to translate into Esperanto etc. If the pupil doesn't know the correct word in Esperanto, the teacher gives another word until the pupil responds correctly. Then he or she can throw the ball.

---

Assign homework

M6 Coloured word cards

mi

amiko

li

lernanto

ĉambro

papero

libro

sportisto

tablo

estas

sidas

lernas

skribas

en

sur

âmbro

tablo

mi

papero

lernanto

li

âgi

## M7 Song

### Ĉu lernantoj?

Ĉu lernantoj, ĉu lernantoj

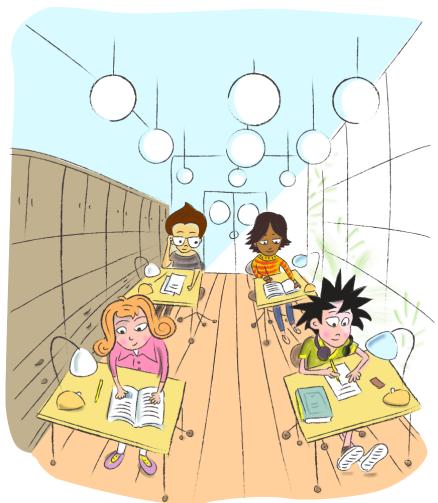
sidas nun, sidas nun,

en la lernoĉambro,

en la lernoĉambro,

Ĉu? Ĉu? Ĉu?, Ĉu? Ĉu? Ĉu?

Melody: adapted after the French song Frère Jacques



### Amiko Marko (1-a parto)

Marko estas mia amiko. Li estas lernanto kaj sportisto.

Li nun sidas en ĉambro kaj lernas. Sur tablo estas paperoj kaj libroj. Ĝi estas skribotablo. La libroj sur la tablo estas lernolibroj.



M9 Dialog

- Ana** Ĉu vi lernas nun en ĉambro?
- Petro** Jes. Kaj vi?
- Ana** Mi sidas sur lernolibro.
- Petro** Ho!
- Ana** Lernantoj lernas. Ĉu vi lernas?
- Petro** Ne. Mi skribas sur papero.
- Ana** Ĉu la instruisto sportas?
- Petro** Ne. Ĉu libro sur la tablo estas via?
- Ana** Ne. La libro ne estas mia, ĝi estas via.



## M10 Homework

Pupils place the words from Text 1 in the correct place in the table.

Verb	Noun	Preposition

# ▼ Block 3 (sessions 5-6)



## Learning goals

- use new words
- form interrogative sentences with the help of the particle **ĉu** and ask supplementary questions with the help of the pronoun **kiu**
- get to know the female suffix **-IN-**
- create new words with the help of suffixes and words already known

## Required didactic materials

- Computer for playing audio, Coloured word cards in envelopes

## Preparation

- Audios **5, 6, 7**
- Coloured word cards **M11**
- Copies of **M12**
- Copies of **M13**
- Copies of **M14**

## New words

patro	= father	hotelo	= hotel	kio	= what
patrino	= mother	instrui	= to teach	lingvo	= language
de	= of, from	lia	= his	ni	= we
ili	= they	instruistino	= (female) teacher	respondi	= to answer
labori	= to work	vidi	= to see	-IN-	= the suffix which is used to form the feminine of a noun
laboristo	= worker	Esperanto	= Esperanto		

## Activity plan

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**20 min** Play the Game with coloured word cards in 5 envelopes. Form groups of 3 pupils and hand them a set of envelopes with **M11**. Ask the groups to create together sentences containing 4 words. The words have to be in the following order:

- Word from the brown envelope
- word from the red envelope
- word from the green envelope
- word from the blue envelope
- word from the yellow envelope

In sentences with the word **kiu** red cards are not used!

Discuss the meaning of the words **ĉu** and **kiu**. What do they mean? Why are they placed in the beginning of a sentence?

The words should be taken out of the envelopes randomly. The goal is to find out which sentences make sense and write them down in the notebook. You can make a competition: the group which creates and translates the most sentences wins the game. They receive one point for each meaningful sentence they create.

Coloured word cards in 5 envelopes for creating interrogative sentences:

- Brown cards: **ĉu**, **kiu** (don't use red cards in sentences with the word **kiu**)
- Red words: **mi**, **amiko**, **li**, **lernanto**, **ĉambro**, **papero**, **libro**, **sportisto**, **tablo**
- Green words: **estas**, **sidas**, **lernas**, **skribas**
- Blue words: **en**, **sur**
- Yellow words: **ĉambro**, **tablo**, **mi**, **papero**, **lernanto**, **li**, **ĝi**

---

**5 min** Non-linguistic recreational game

**5 min** Hand out the Text **M12** and listen to Audio **4**.

**15 min** Read and translate **M12** together.

Ask pupils to read two sentences each and to translate them. When they come to the end of the text, they start from the beginning, this time without translation. The teacher only assists with the correct pronunciation and helps with the translation, if necessary.

This way the pupils will read the text several times, remember words and get to know the grammatical endings **-O**, **-J**, **-AS** and the suffix **-IST**.

---

**10 min** Break

**10 min** Create words together. Ask pupils to tell you the meaning of word endings **-O**, **-J**, **-AS**, suffixes **-IST** and **-IN-** as well as possessive determiners **MIA**, **VIA**, **LIA**, **ĜIA**. Discuss briefly. Remind pupils that they have already learned many new words; they can take a look at all the word tables in lesson **1**. Now tell them that with that knowledge they can already create their own words. How? They take a word and add suffixes to it. This way they change the meaning of the word.

Mention some examples or create them together. For example: **sporto**, **sportisto**, **sportistino**, **sportoj**, **sportistinoj**, **instruas**, **instruisto**, **instruistinoj**, **mi**, **mia**, **maj**, **vi**, **via**, **viaj**

Now ask pupils to create their own words and write them down.

You can also have a contest: in 5 minutes, who can create the most words that have meaning?

---

**10 min** Hand out Dialog **M13**.

Divide pupils into pairs and ask them to read the dialog and to try to translate it.

**5 min** Non-linguistic recreational game

**15 min** Come back to **M13**.

Divide pupils into pairs and ask them to read the dialog and to try to translate it. Ask one pair to read the dialog out loud and to translate it, line by line. Help with the translation, if necessary. Then ask this pair to act out the dialog, without translating it again. If there is time, you can ask other pairs to act out the dialog.

**5 min** Hand out the Song **M14**. Translate the song together and sing it 2-3 times.

Assign homework

M11 Coloured word cards

ĉu

kiu

mi

amiko

li

lernanto

ĉambro

papero

libro

sportisto

tablo

estas

sidas

lernas

skribas

en

sur

ĉambro

tablo

mi

papero

lernanto

li

ĝi

**Amiko Marko (2-a parto)**

La patro kaj la patrino de mia amiko ne estas en la ĉambro. Ili nun laboras.

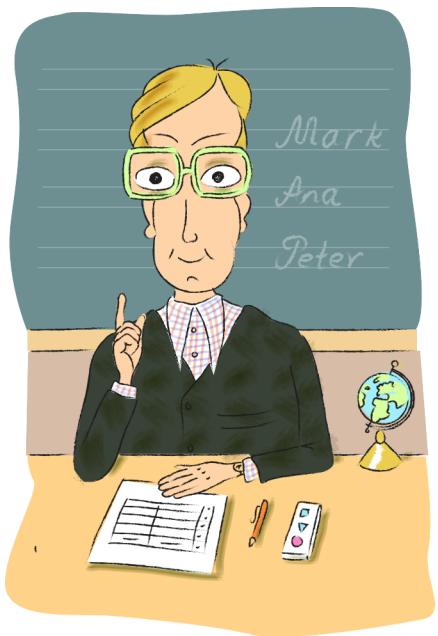
Lia patro estas laboristo, li laboras en hotelo.

La patrino instruas. Ŝi estas instruistino.



## M13 Dialog

- A Kio estas en la ĉambro, ĉu vi vidas?
- B Mi ne vidas. Ho, en la ĉambro estas tablo kaj libroj.
- A Ĉu Maria estas en la ĉambro?
- B Ne, mi ne vidas.
- A Kiu instruas?
- B Jozefo instruas.
- A Ĉu Jozefo estas instruisto?
- B Jes. Li nun sidas.
- A Kiuj lernantoj lernas?
- B Mi vidas. Marko, Ana kaj Petro.
- A Kio estas sur iliaj tabloj?
- B Paperoj, libroj.
- A Ĉu la libro de la instruisto estas sur la tablo?
- B Ne. Sur lia tablo estas paperoj.



## M14 Song

### Ni amikas

Ni amikas, ni amikas,

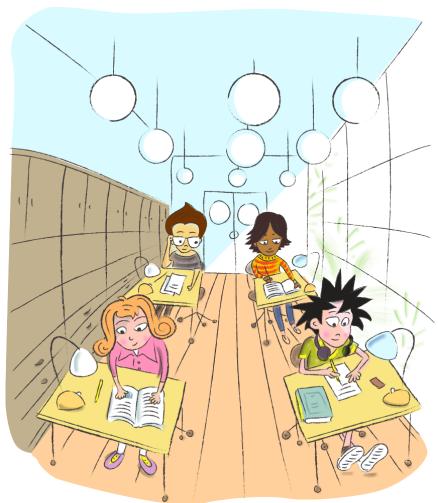
vi kaj mi, vi kaj mi.

En la lernoĉambro,

en la lernoĉambro,

skribas ni, skribas ni.

Melody: Frère Jacques



## M15 Homework

Every pupil writes down five questions.

Every pupil learns all words (every day 6 words).

## ▼ **Block 4** (sessions 7-8)



### Learning goals

- repeat and use words and grammar from the previous lessons

### Required didactic materials

- Computer for playing audio, Coloured word cards in envelopes

### Preparation

- Copies of **M17**
- Copies of **M18**

### New words

**ankaŭ** = also, too

---

**respondi** = to answer

## Activity plan

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**5 min** Ask pupils to read the entire text **M16** one more time, without translating it. Every student reads two sentences.

**15 min** Play the Game with coloured word cards in 5 envelopes. Form groups of 3 pupils and hand them a set of envelopes with **M11**. Ask the groups to create together sentences containing 4 words. The words have to be in the following order:

- Word from the brown envelope
- word from the red envelope
- word from the green envelope
- word from the blue envelope
- word from the yellow envelope

In sentences with the word **kiu** red cards are not used!

The words should be taken out of the envelopes randomly. The goal is to find out which sentences make sense and write them down in the notebook. You can make a competition: the group which creates and translates the most sentences wins the game. They receive one point for each meaningful sentence they create.

Coloured word cards in 5 envelopes for creating interrogative sentences:

- Brown cards: **ĉu, kiu** (don't use red cards in sentences with the word **kIU**)
- Red words: **mi, amiko, li, lernanto, ĉambro, papero, libro, sportisto, tablo**
- Green words: **estas, sidas, lernas, skribas**
- Blue words: **en, sur**
- Yellow words: **ĉambro, tablo, mi, papero, lernanto, li, ĝi**

---

**5 min** Non-linguistic recreational game

**20 min** Hand out Dialog **M17**.

Divide pupils into pairs and ask them to read the dialog and to try to translate it. Ask one pair to read the dialog out loud and to translate it, line by line. Help with the translation, if necessary. Then ask this pair to act out the dialog, without translating it again. If there is time, you can ask other pairs to act out the dialog.

---

**10 min** Break

**20 min** Hand out **M18**.

Ask pupils to complete the sentences.

---

**5 min** Non-linguistic recreational game

**10 min** Come back to **M13** from the previous Block. Ask pupils to read it again and then divide them into pairs. Each pair acts out the dialog without translating it.

---

**10 min** Sing the songs **M4** and **M14** together 2-3 times.

---

Assign homework

### Amiko Marko (1-a kaj 2-a partoj)

Marko estas mia amiko. Li estas lernanto kaj sportisto.

Li nun sidas en ĉambro kaj lernas. Sur tablo estas paperoj kaj libroj. Ĝi estas skribotablo. La libroj sur la tablo estas lernolibroj.

La patro kaj la patrino de mia amiko ne estas en la ĉambro. Ili nun laboras.

Lia patro estas laboristo, li laboras en hotelo.

La patrino instruas. Ŝi estas instruistino.



M17 Dialog

- A Kiu estas amikino de Marko?
- B Ana. Ĉu ŝi estas en la ĉambro?
- A Jes, ankaŭ via amikino Klara sidas en la ĉambro.
- B Kiu instruisto instruas?
- A Ne estas instruisto. Estas instruistino Paola.
- B Mi vidas. En la ĉambro estas lernantinoj kaj lernanto.
- A Kiu lernantino estas via amikino?
- B Ana.



## M18 Exercise

Complete the sentences.

Marko estas en la \_\_\_\_\_.

\_\_\_\_\_ sidas sur seĝo.

Instruisto instruas. Laboristo \_\_\_\_\_. Lernanto \_\_\_\_\_.

Marko kaj Petro estas lernant\_\_\_\_\_ kaj sportist\_\_\_\_\_.

La patrino \_\_\_\_\_ Marko estas instruistino.

La seĝo estas en \_\_\_\_\_ ĉambro.

La libro estas de li, ĝi estas li \_\_\_\_\_.

Mia nomo est\_\_\_\_\_ Marko.

## M19 Homework

Pupils place the words from Text 1 in the correct place in the table.

	<b>-o</b>	<b>-ist-o</b>	<b>-j</b>	<b>istin-o</b>
sport				
instru				
lernant		-		-in-o
amik		-		-in-o
paper		-		-