A complete grammar of Esperanto, the international language

by

Ivy Kellerman Reed

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A COMPLETE GRAMMAR OF ESPERANTO
THE INTERNATIONAL LANGUAGE
WILLIAM M.
O. HEATH & COMPANY
A COMPLETE GRAMMAR OF
ESPERANTO

THE INTERNATIONAL LANGUAGE
A COMPLETE

GRAMMAR OF ESPERANT

THE INTERNATIONAL LANGUAGE

WITH

GRADED EXERCISES FOR READING AND TRANSLATION
TOGETHER WITH FULL VOCABULARIES

BY

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NEW YORK: BOSTON: CHICAGO
D. C. HEATH AND COMPANY
TO

DR. L. L. ZAMENHOF

THE AUTHOR OF

ESPERANTO
PREFACE.

This volume has been prepared to meet a twofold need. An adequate presentation of the International Language has become an imperative necessity. Such presentation, including full and accurate grammatical explanations, suitably graded reading lessons, and similarly graded material for translation from English, has not heretofore been accessible within the compass of a single volume, or in fact within the compass of any two or three volumes.

The combination of grammar and reader here offered is therefore unique. It is to furnish not merely an introduction to Esperanto, or a superficial acquaintance with it, but a genuine understanding of the language and mastery of its use without recourse to additional textbooks, readers, etc. In other words, this one volume affords as complete a knowledge of Esperanto as several years' study of a grammar and various readers will accomplish for any national language. Inflection, word-formation and syntax are presented clearly and concisely, yet with a degree of completeness and in a systematic order that constitute a new feature. Other points worthy of note are the following:

The reasons for syntactical usages are given, instead of mere statements that such usages exist. For example, clauses of purpose and of result are really explained, in-
stead of being dismissed with the unsatisfactory remark that "the imperative follows por ke," or the "use of tiel...ke and tia...ke must be distinguished from that of tiel...kiel and tia...kia," etc., with but little intimation of when and why por ke, tiel...ke and tia...ke are likely to occur.

Affixes are not mentioned until some familiarity with the general character of the language is assured, as well as the possession of a fair vocabulary. They are introduced gradually, with adequate explanation and illustration. Of importance in connection with word-formation is an element distinctly new—the explanation and classification of compound words. Such words, like affixes, are withheld until the use of simple words is familiar.

Another new feature is the gradual introduction of correlative words in their logical order, and in their proper grammatical categories, before they are called "correlatives," or tabulated. The tabulation finally presented is a real classification, with regard to the meaning and grammatical character of the words, not merely an arbitrary alphabetical arrangement. The use of primary adverbs precedes the explanation of adverb derivation; prepositions, especially de, da, je, etc., receive careful attention, also the verb system, and the differentiation of words whose English equivalents are ambiguous.

A general characteristic of obvious advantage is that almost without exception new forms and constructions are illustrated by means of words or roots already familiar. Likewise, the new words or roots of each lesson recur at least once in the next lesson, and usually in some lesson thereafter as well. Each reading exercise gives not only
PREFACE.

A thorough application of the grammatical principles of the lesson, but a review of those in the preceding lesson, and no use is made of words or constructions not yet explained. The comparative ease of the language, and the lack of necessity for reciting paradigms, permit the reading exercises to be long enough for the student to feel that he has really mastered something. These exercises are further unique, in that each after the fifth is a coherent narrative, and nearly every one is a story of genuine interest in itself. These stories, if bound separately, would alone constitute a reader equivalent to those used in first and second year work in national languages. (For list of titles, see Table of Contents.)

The second element of the twofold need which this volume meets is the necessity for a presentation of Esperanto, not as a thing apart, but in that form which will make it most serviceable as an introduction to national tongues. A stepping-stone to both ancient and modern languages, Esperanto may render invaluable aid, and pave the way for surmounting the many difficulties confronting both student and teacher. Through Esperanto, the labor in the acquirement of these languages may be reduced in the same proportion in which the pleasure and thoroughness of such acquirement are increased. For this reason, the grammatical constructions of Esperanto are here explained as consistently as possible in accordance with the usage of national languages, especially those in the school curriculum, and precise names are assigned to them. Such matters as contrary to fact conditions, indirect quotations, clauses of purpose and of result, accusatives of time and measure, expressions of separation, reference, etc., thus
PREFACE.

become familiar to the student, long before he meets them in the more difficult garb of a national tongue, whose exceptions seem to outnumber its rules, and whose idioms prove more puzzling than its exceptions, unless approached by the smooth and gradual ascent of the International Language, Esperanto.

IVY KELLERMAN.

WASHINGTON, D. C.,
August 3, 1910.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Alphabet.—Vowels.—Consonants.—Names of the Letters.—Diphthongs.—Combinations of Consonants.—Syllables.—Accent</td>
<td>1</td>
</tr>
<tr>
<td>II. Nouns.—The Article.—Adjectives.—Attributive Adjectives.—Present Tense of the Verb</td>
<td>4</td>
</tr>
<tr>
<td>III. The Plural Number.—Predicate Adjective and Noun</td>
<td>7</td>
</tr>
<tr>
<td>IV. Transitive Verbs.—The Accusative Case.—The Conjunction Kaj.—The Negative Ne</td>
<td>9</td>
</tr>
<tr>
<td>V. The Complementary Infinitive.—Interrogation.—The Conjunction Nek</td>
<td>12</td>
</tr>
<tr>
<td>VI. Personal Pronouns.—Agreement with Pronouns.—Conjugation of the Verb</td>
<td>15</td>
</tr>
<tr>
<td>VII. The Past Tense.—Prepositions.—Accusative Case of Personal Pronouns</td>
<td>18</td>
</tr>
<tr>
<td>VIII. Reflexive Pronouns.—Reflexive Verbs</td>
<td>20</td>
</tr>
<tr>
<td>IX. Limitation of the Third Personal Pronoun.—Possessive Adjectives.—Pronominal Use of Possessive Adjectives.—La Kato kaj la Pasero</td>
<td>24</td>
</tr>
<tr>
<td>X. The Accusative of Direction.—The Article for the Possessive Adjective.—Apposition.—La Arabo kaj la Kamelo</td>
<td>27</td>
</tr>
<tr>
<td>XI. Possessive Case of Nouns.—Impersonal Verbs.—Verbs Preceding their Subjects.—Coordinating Conjunctions.—La Arabo en la Dezerto</td>
<td>30</td>
</tr>
<tr>
<td>XII. Indirect Statements.—The Indefinite Personal Pronoun Oni.—The Future Tense.—La Ventoflagio</td>
<td>34</td>
</tr>
<tr>
<td>XIII. The Demonstrative Pronoun Tiu.—Tenses in Indirect Quotations.—Formation of Feminine Nouns.—En la Parko</td>
<td>37</td>
</tr>
</tbody>
</table>
# Table of Contents

**Lesson** | **Page**
---|---
XIV. The Demonstrative Pronoun ĉi tiu.—Possessive Form of the Demonstrative Pronoun.—The Suffix -II.—The Expression of Means or Instrumentality.—La Mango | 41
XV. The Demonstrative Adjective.—Adverbs Defined and Classified.—Formation of Opposites.—La Ruza Junu Viro | 44
XVI. The Demonstrative Adverb of Place.—Accompaniment.—The Adverb For.—The Meaning of Povi.—Malamikoj en la Dezerto | 48
XVII. The Demonstrative Temporal Adverb.—Comparison of Adjectives.—Manner and Characteristic.—Diri, Paroli and Rakonti.—Frederiko Granda kaj la Junu Servsto | 52
XVIII. The Demonstrative Adverb of Motive or Reason.—Derivation of Adverbs.—Comparison of Words Expressing Quantity.—Comparisons Containing Ol.—Causal Clauses.—Pri la Sezonoj | 55
XIX. Ju and Des in Comparisons.—The Preposition Inter.—The Preposition Pro.—Prepositions with Adverbs and Other Prepositions.—La Aŭtuno kaj la Vintro | 59
XX. The Demonstrative Adverb of Manner and Degree.—Prepositions Expressing Time-Relations.—En Septembro | 63
XXI. The Accusative of Time.—Adverbs and the Accusative of Time.—The Preposition Por.—La Sezonoj kaj la Mondo | 66
XXII. Clauses Expressing Duration of Time.—Clauses Expressing Anticipation.—The Infinitive with Anstataŭ, Por, Antaŭ ol.—The Expression of a Part of the Whole.—Diogeno kaj Aleksandro Granda | 70
XXIII. Adverbs Expressing a Part of the Whole.—The Demonstrative Adverb of Quantity.—Result Clauses.—En la Butiko | 74
<table>
<thead>
<tr>
<th>LESSON</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXIV. The Interrogative Pronoun.—The Present Active Participle.—Compound Tenses.—The Progressive Present Tense.—The Suffix -Ej.—En Nia Domo</td>
<td>77</td>
</tr>
<tr>
<td>XXV. The Interrogative Adjective.—The Imperfect Tense.—Salutations and Exclamations.—Word Formation.—Koni and Scii.—La Nepo Vizitas la Avinon</td>
<td>82</td>
</tr>
<tr>
<td>XXVI. The Interrogative Adverb of Place.—The Past Active Participle.—Adverb Derivation from Prepositions.—Adverbs Expressing Direction of Motion.—The Suffix -Eg.—La Pluvego</td>
<td>86</td>
</tr>
<tr>
<td>XXVII. The Interrogative Temporal Adverb.—The Perfect Tense.—The Preposition Ca.—The Suffix -Ar.—Tempo and Foji.—The Orthography of Proper Names.—Roberto Bruce kaj la Araneo</td>
<td>90</td>
</tr>
<tr>
<td>XXVIII. The Interrogative Adverb of Motive or Reason.—The Infinitive as Subject.—Present Action with Past Inception.—The Suffix -Ui.—Loji and Vivi.—Pri la Avo kaj la Avino</td>
<td>94</td>
</tr>
<tr>
<td>XXIX. The Interrogative Adverb of Manner and Degree.—The Pluperfect Tense.—Cardinal Numbers.—The Accusative of Measure.—Nia Familio</td>
<td>98</td>
</tr>
<tr>
<td>XXX. The Interrogative Adverb of Quantity.—Modifiers of Impersonally Used Verbs.—Formation of Cardinal Numerals.—The Suffix -An.—Leciono Pri Aritmetiko</td>
<td>102</td>
</tr>
<tr>
<td>XXXI. The Relative Pronoun.—The Future Perfect Tense.—Ordinal Numerals.—Alfredo Granda kaj la Libro</td>
<td>105</td>
</tr>
<tr>
<td>XXXII. Kia as a Relative Adjective.—Kie as a Relative Adverb.—The Future Active Participle.—The Periphrastic Future Tenses.—The Suffix -Ind.—Alfredo Granda kaj la Kukoj</td>
<td>109</td>
</tr>
<tr>
<td>XXXIII. Kiam as a Relative Adverb.—Kiel as a Relative Adverb.—Numeral Nouns and Adverbs.—Word Derivation from Prepositions.—La Invito</td>
<td>114</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXIV. Prepositions as Prefixes.—The Suffix -Ebl-.—Expression of the Highest Degree Possible.—Titles and Terms of Address.—Ce la Festo</td>
<td>118</td>
</tr>
<tr>
<td>XXXV. Kiom as a Relative Adverb.—The Present Passive Participle.—Fractions.—Descriptive Compounds.—La Hinioj</td>
<td>122</td>
</tr>
<tr>
<td>XXXVI. The Present Passive Tense.—The Use of De to Express Agency.—The General Meaning of De.—Word Derivation from Primary Adverbs.—The Suffix -Ist-.—Antikva Respubliko</td>
<td>126</td>
</tr>
<tr>
<td>XXXVII. The Distributive Pronoun.—The Preposition Po.—Dependent Compounds.—La Capelo sur la Stango</td>
<td>130</td>
</tr>
<tr>
<td>XXXVIII. The Distributive Adjective.—The Imperfect Passive Tense.—Compound Tenses of Impersonal Verbs.—Reciprocal Expressions.—The Suffix -Uj-.—Wilhelmo Tell kaj la Pomo</td>
<td>134</td>
</tr>
<tr>
<td>XXXIX. The Distributive Adverb of Place.—The Future Passive Tense.—Possessive Compounds.—The Time of Day.—The Suffix -Obl-.—En la Stacidomo</td>
<td>138</td>
</tr>
<tr>
<td>XL. The Distributive Temporal Adverb.—The Distributive Adverb Ĉial.—The Past Passive Participle.—The Perfect Passive Tense.—The Preposition Laŭ.—The Suffix -Em-.—La Perdita Infano</td>
<td>141</td>
</tr>
<tr>
<td>XLI. The Distributive Adverb Ĉiĉ.—The Distributive Adverb Ĉiom.—The Pluperfect Passive Tense.—The Future Perfect Passive Tense.—The Expression of Material.—The Suffix -Et-.—La Donaco</td>
<td>145</td>
</tr>
<tr>
<td>XLII. The Future Passive Participle.—The Passive Periphrastic Future Tenses.—The Generic Article.—The Suffix -Ec-.—Sur la Vaprisko</td>
<td>149</td>
</tr>
<tr>
<td>XLIII. The Indefinite Pronoun.—Participial Nouns.—The Prefix Ek.—The Suffix -Id-.—La Nesto sur la Tendo</td>
<td>153</td>
</tr>
</tbody>
</table>
Table of Contents

Lesson | Page
-------|-----
XLIV. The Indefinite Adjective.—The Indefinite Adverb of Place.—Predicate Nominatives.—La Ĉevalo kaj la Sonorilo | 157
XLV. The Indefinite Temporal Adverb.—The Indefinite Adverb Iel.—Causative Verbs.—Emphasis by Means of Ja.—Ĉe la Malnova Ponto | 160
XLVI. The Indefinite Adverb Iel.—The Indefinite Adverb Ion.—The Suffix -Ad.—The Use of Mem.—Arĥimedo kaj la Kronoj | 164
XLVII. The Negative Pronoun.—The Adverbial Particle.—The Prefix Re.—La Filozofo Arĥimedo | 168
XLVIII. The Negative Adjective.—The Negative Adverb of Place.—The Negative Temporal Adverb.—The Suffix -Aj.—The Adverb Jen.—Du Artkonkursoj | 172
XLIX. The Negative Adverbs Nenial, Neniel, Neniom.—The Suffix -Ig.—La Krepusko | 176
L. The Pronouns ending in -O.—Correlative Words.—The Use of Ajn.—The Suffix -Ink.—La Gordia Ligoj | 180
LI. The Pronoun Ambaŭ.—Formations with -Ig- and -Ikg.—Factual Conditions.—La Monahi kaj la Azeno | 184
LII. The Conditional Mood.—Compound Tenses of the Conditional Mood.—Less Vivid Conditions.—Independent Use of the Conditional Mood.—The Prefix Dis.—Pri la Gravitado | 188
LIII. Conditions Contrary to Fact.—The Verb Devi.—The Preposition Sen.—La Filozofo Sokrato | 192
LV. Summary of Conditions.—Clauses of Imaginative Comparison.—The Use of Al to Express Reference.—The Suffix -Estr.—La Ostracismo de Aristejdo | 196
LV. The Imperative Mood.—Resolve and Exhortation.—Commands and Prohibitions.—Less Peremptory Uses of the Imperative.—The Use of Moko.—La Glavo de Damoklo | 200
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LESSON</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LVI. The Imperative in Subordinate Clauses. — The</td>
<td>204</td>
</tr>
<tr>
<td>Preposition Je.—The Suffix -Op.—La Maršado</td>
<td></td>
</tr>
<tr>
<td>de la Dekmil Grekoj</td>
<td></td>
</tr>
<tr>
<td>LVII. Clauses Expressing Purpose.—Further Uses of the</td>
<td>209</td>
</tr>
<tr>
<td>Accusative.—Synopsis of the Conjugation of the Verb.—The Suffix -Um.—</td>
<td></td>
</tr>
<tr>
<td>La Reirado de de la Dekmilo</td>
<td></td>
</tr>
<tr>
<td>LVIII. Permission and Possibility.—The Prefix Ge.—</td>
<td>215</td>
</tr>
<tr>
<td>The Suffix -Aĉ.—Interjections.—Aleksandro Granda</td>
<td></td>
</tr>
<tr>
<td>LIX. The Position of Unemphatic Pronouns.—Some</td>
<td>218</td>
</tr>
<tr>
<td>Intransitive Verba.—The Suffix -Er.—The Prefixes Bo- and Duon.—</td>
<td></td>
</tr>
<tr>
<td>Kelkaj Leteroj</td>
<td></td>
</tr>
<tr>
<td>LX. Some Transitive Verba.—Elision.—The Prefix</td>
<td>224</td>
</tr>
<tr>
<td>Eks.—The Prefix Pra.—The Suffixes -Ĉj- and -Nj.—Weights and Measures.—</td>
<td></td>
</tr>
<tr>
<td>Pri La Kamero</td>
<td></td>
</tr>
<tr>
<td>Esperanto–English Vocabulary</td>
<td>233</td>
</tr>
<tr>
<td>English–Esperanto Vocabulary</td>
<td>273</td>
</tr>
<tr>
<td>Index</td>
<td>325</td>
</tr>
</tbody>
</table>
A COMPLETE GRAMMAR OF ESPERANTO.
LESSON I.

ALPHABET.

1. The Esperanto alphabet contains the following letters: a, b, c, č, d, e, f, g, ĝ, h, ĥ, i, j, ĵ, k, l, m, n, o, p, r, s, š, t, u, ŭ, v, z.

VOWELS.

2. The vowels of the alphabet are pronounced as follows:

a as in far.
e as in fiancé, like a in fate.*
i as in machine.
o as in toll, for.
u as in rude, rural.

CONSONANTS.

3. The consonants b, d, f, h, k, l, m, n, p, t, v, z, are pronounced as in English, and the remaining eleven as follows:

c like ts in hate, testes.
c like ch in chin, much.
g like g in go, big.
ĝ like g in gem, j in jar.
h is produced by expelling the breath forcibly, with the throat only partially open.†
j like y in yes, beyond.
j like z in azure, s in visual.
r is slightly trilled or rolled.

* This "long a" sound in English frequently ends with a vanish,—a brief terminal sound of f, which makes the vowel slightly diphthongal, as in day, are. Such a vanish must not be given to any of the Esperanto vowels.
† As in pronouncing German and Scotch čh, Spanish ĵ, Irish ρh, Russian z, Classical Greek χ, etc. There are only a few words containing this consonant.
LESSON I. [§§4-6

s like s in see, basis.
\$ like sh in shine, rash, ch in machine.
\( like w or consonantal u. See Diphthongs, 5.

NAMES OF THE LETTERS.

4. The vowels are named by their sounds, as given in 2. The names of the consonants are bo, co, ðo, do, fo, go, ðo, ho, ðo, jo, jñ, ko, lo, mo, no, po, ro, so, ðo, to, ðo, vo, zo. These are used in speaking of the letters, in pronouncing them in abbreviations, as ko to po for k. t. p. (= etc.), and in spelling words, as bo, i, ro, do, o, birdo.

DIPHTHONGS.

5. Diphthongs are combinations of two vowels uttered as a single sound, by one breath-impulse. The diphthongs in Esperanto contain an i or u sound as the second element, but in order to avoid confusion with combinations of vowels not forming diphthongs (as in naïve, like English naïve, etc.), they are written with j and û instead. Their pronunciation is as follows:

aj like ai in aisle.
aj like ei in vein, ey in they.
aj like oi in coin, ay in boy.
uj like wi in ruin, u(e)y in gluey.
æd like eyw in wayward, or like e(h)o pronounced together.
æd like ow in out, ow in owl.

COMBINATIONS OF CONSONANTS.

6. Each consonant, in a combination of two or more consonants, is pronounced with its full value, whether
within a word or at its beginning. There are no silent letters.

a. Thus, both consonants are clearly sounded in the groups \(kn\), \(kv\), \(gv\), \(sv\), in such words as \(knabo\), \(kvin\), \(gvidi\), \(sviso\).

b. The combination \(kz\), as in \(ekzisti\), \(ekzameno\), must not be modified to the \(gs\) or \(ks\) represented by \(x\) in \(exist\), \(execute\).

c. The combination \(sc\), as in \(escepte\), \(scias\), is equivalent to the combination \(sts\) in \(last\) \(said\), \(first\) \(song\), pronounced together rapidly. The \(s\) in a word beginning with \(sc\) may be sounded with the end of the preceding word, if that word ends in a vowel, as \(mis-cias\) for \(mi\) \(scias\).

d. The \(n\) and \(g\) are pronounced separately in the combination \(ng\), in such words as \(lingvo\), \(angulo\), producing the sound of \(ng\) heard in \(linger\), not that in \(singer\).

e. Each of two similar letters is clearly sounded, as \textit{interstitio}, \textit{ellasi}, like \textit{inter-relate}, \textit{well-laid}.

SYLLABLES.

7. Each word contains as many syllables as it has vowels and diphthongs. The division of syllables within a word is as follows:

a. A single consonant goes with the following vowel, as \(pa-no\), \(be-la\), \(a-e-ro\).

b. A consonant followed by \(l\) or \(r\) (which are liquids) goes with the \(l\) or \(r\), as in \(ta-blo\), \(a-kra\), \(a-gra-bla\).

c. Otherwise, the syllable division is made before the last consonant of the group, as \(sus-pek-ti\), \(sank-ta\), \(deks-tra\).

d. Prefixes are separated from the words to which they
are attached, as dis-meti, mal-akra, and compound words are divided into their component parts, as čef-urbo, sun-ombrelo.

ACCENT.

8. Words of more than one syllable are accented upon the syllable before the last, as tá-blo, a-grá-bla, sus-pék-ti.

WORDS FOR PRACTICE.

9. (To be pronounced aloud, and correctly accented)
Afero, trañi, najbaro, aero, hodiao, pacienço, centono, čielo, eč, samideano, trege, obei, obeu, Eŭropo, gvidi, ĝojo, ĝiujn, justa, ĝuste, juĝi, jaǔdo, lingvo, knabo, larĝa, pagi, kvieteco, ekzemplo, ellerni, fojo, krajono, forrajdi, kuirejo, čevalejo, sankteco, scio, nescio, edzo, meze, duobl, šipo, šargi, pošt, svingi, sklavo, palaj, šafajo, atmosfero, monaĥo, geometrio, laŭdi, vasta, eksplodi, sendesa, sensencajo, malluma, arbaranoj, manĝo, freša, atskulti, daŭri.

LESSON II.

NOUNS.

10. Words which are the names of persons or things are called nouns. The ending, or final letter, of nouns in Esperanto is o:

knabo, boy.        pomo, apple.
čevalo, horse.     tablo, table.

THE ARTICLE.

11. The definite article is la, the, as la knabo, the boy, la čevalo, the horse, la tablo, the table, la pomo, the apple. In English there is an indefinite article “a, an,” for the singular, but none for the plural. Esperanto has no indefi-
nite article for either singular or plural. Therefore knabo may mean boy, or a boy, pomo may mean apple or an apple.

ADJECTIVES

12. A word used with a noun (expressed or understood) to express a quality or characteristic is called an adjective. The ending of adjectives in Esperanto is a:

bela, beautiful. 
granda, large. 
flava, yellow. 
forta, strong.

ATTRIBUTIVE ADJECTIVES.

13. An adjective is said to modify a noun whose quality it expresses. When directly preceding or following its noun, it is called an attributive adjective:

la granda ĉevalo, the large horse. 
floro flava, a yellow flower. 
bela birdo, a beautiful bird. 
forta knabo, a strong boy.

PRESENT TENSE OF THE VERB.

14. Words which express action or condition are called verbs. When representing an act or condition as a fact, and dealing with the present time, they are said to be in the present tense. The ending of all Esperanto verbs in the present tense is -as:

kuris, runs, is running. 
brilas, shines, is shining. 
flugas, flies, is flying. 
dormas, sleeps, is sleeping.

15. The person or thing whose action or condition the verb expresses is called the subject of the verb:

La suno brilas, the sun shines (is shining), subject: suno. 
Knabo kuris, a boy runs (is running), subject: knabo.
LESSON II

VOCABULARY.

(To be memorized in this and in all following lessons.)

bela, beautiful.
birdo, bird.
blanka, white.
bona, good.
brilas, shines, is shining.
čevalo, horse.
dormas, sleeps, is sleeping.
flava, yellow.
floro, flower.
flugas, flies, is flying.
forta, strong.
granda, large.
kaj, and.
kantas, sings, is singing.
knabo, boy.
kuras, runs, is running.
l, the.
luno, moon.
maršas, walks, is walking.
pomo, apple.
suno, sun.
tablo, table.
violo, violet.
viro, man.

READING LESSON.


SENTENCES FOR TRANSLATION.

1. A beautiful flower. 2. A good large table. 3. A yellow violet and a white violet. 4. The moon is-shining (shines). 5. The good boy is-walking (walks). 6. The beautiful yellow bird is-flying (flies). 7. The strong man is-sleeping (sleeps). 8. The white bird is-singing (sings).

LESSON III.

THE PLURAL NUMBER.

16. The plural number of nouns, that is, the form which indicates more than one person or thing, is made by adding -j* to the noun, as viroj, men, from viro, man; tabloj, tables, from tablo, table.

17. An adjective modifying a plural noun agrees with it in number, being given the plural form by the addition of the ending -j.* An adjective modifying two or more nouns used together is of course given the plural form:

bonaj viroj, good men.
grandaj ĉevaloj, large horses.
belaj birdo kaj florio (for bela birdo kaj bela florio), beautiful bird and (beautiful) flower.

18. The article is invariable, that is, does not change in form when used with plural nouns, as la viro, the man, la viroj, the men. The verb is also invariable in form:

La viroj marĉas, the men walk, the men are walking.
La suno kaj la luno brilas, the sun and the moon are shining.
La viroj estas, the men is.
La viroj estas, the men are.

PREDICATE ADJECTIVE AND NOUN.

19. When the adjective is a part of that which is told or predicated of the subject of the verb, as when used with

* -oj is pronounced like oy in boy, -aj like at in aisle. See 5.
the verbs “to be,” “to seem,” etc., it is called a predicate adjective:

La birdo estas bela, the bird is beautiful.
La knabo ŝajnas bona, the boy seems good.
La viroj estas fortaj, the men are strong.

20. A noun may also be used as part of the predicate, and is then called a predicate noun:

Violoj estas floroj, violets are flowers.
La kolombo estas birdo, the dove is a bird.

21. Predicate nouns and adjectives agree in number with the word or words with which they are in predicate relation:

Rozoj estas belaj, roses are beautiful.
La knabo kaj la viro ŝajnas fortaj, the boy and the man seem strong.

Vocabulary.

alta, high, tall.
arbo, tree.
ĉambro, room.
domo, house.
en, in.
estas, is, are.
folio, leaf.
freŝa, fresh.
ĝardeno, garden.
kampo, field.
kolombo, dove.
kuŝas, lies, is lying, lie.
longa, long.
rozo, rose.
ruga, red.
sego, chair.
sidas, sits, sit, is sitting.
sur, on.
ŝajnas, seems, seem.
verda, green.

Reading Lesson.

1. La alta viro estas en la ĝardeno.  2. Blanka ĉevalo estas en la kampo.  3. Belaj birdoj sidas sur la verda arbo.  
4. La bonaj knaboj estas en la domo.  5. La ĉambroj en la bela domo estas grandaj.  6. Freŝaj floroj kuŝas sur la tablo.  
7. La violoj en la kampo estas belaj.  8. La luno kaj
la suno šajnas grandaj.  9. La kolomboj estas belaj birdoj.
10. La knaboj šajnas fortaj.  11. Ruĝaj pomoj estas sur
la tablo en la ĉambro.  12. La fortaj viroj sidas sur segoj
en la longa ĉambro.  13. La arboj estas altaj kaj verdaj.
14. La kolomboj sur la arboj kantas.  15. Fortaj ĉevaloj
marlas kaj kuras en la verdaj kampoj.  16. La knabo
dormas en la granda domo.  17. Ruĝaj, flavaj, kaj verdaj
folioj estas en la ĝardeno.  18. Longa tablo estas en la
20. Freŝaj rozoj ŝajnas belaj.  21. La folioj estas verdaj
kaj ruĝaj.

SENTENCES FOR TRANSLATION.

1. The trees in the garden are tall and green.  2. The
rooms in the house are long.  3. The flowers on the table
are red, yellow and white.  4. The leaves are long and
green.  5. The men are sitting (sit) on chairs in the garden.
6. In the garden are yellow roses.  7. The birds in the field
are doves.  8. The boys in the room in the house seem tall.
9. Fresh violets are beautiful flowers.  10. The horses in
the green fields seem strong.  11. Doves are singing (sing)
in the garden.  12. The men in the large house sleep.  13.
The house is long and high, and the rooms in the house are
15. Green leaves are on the trees in the large garden.

LESSON IV.

TRANSITIVE VERBS.

22. The verbs so far given have been intransitive verbs,
expressing a state or an action limited to the subject, and
not immediately affecting any other person or thing, as
la knabo kuras, the boy runs. On the other hand a transi-
tive verb expresses an act of the subject upon some person or thing; as, la knabo trovas — —, the boy finds — —.

THE ACCUSATIVE CASE.

23. The person or thing acted upon is called the direct object of a transitive verb, and is given the ending -n. This is called the accusative ending, and the word to which it is attached is said to be in the accusative case:*

La viro havas segon, the man has a chair.
La knabo trovas florojn, the boy finds flowers.

24. An attributive adjective modifying a noun in the accusative case is made to agree in case, by addition of the same accusative ending -n.* This prevents any doubt as to which of two or more nouns in a sentence is modified by the adjective, and permits of variation in the order of the words:

La knabo trovas belan floron, the boy finds a beautiful flower.
Florojn belajn la viro havas, the man has beautiful flowers.
La viro havas grandan segon, the man has a large chair.
Ruĝan rozon la knabo havas, the boy has a red rose.

25. A predicate adjective or noun (19) is never in the accusative case, nor is the accusative ending ever attached to the article, which is invariable as stated in 18.

THE CONJUNCTION KAJ.

26. In the expression both . . . and . . . , the conjunction kaj is used for both words, being merely repeated:

La viro kaj marlas kaj kuras, the man both walks and runs.
La ĉevalo estas kaj granda kaj forta, the horse is both large and strong.

* The ending -n follows the ending -j, if the word to be put in the accusative case is in the plural number.
La knabo havas kaj rozojn kaj violojn, the boy has both roses and violets.
Kaj la knabo kaj la viro estas altaj, both the boy and the man are tall.

THE NEGATIVE NE.

27. The negative word meaning "not" when forming part of a sentence, and "no" when used as an answer to a question, is ne. When used as a sentence-negative, it usually immediately precedes the verb. For emphatic negation of some other word than the verb, ne may precede that word:

Violoj ne estas ruĝaj, violets are not red.
La viroj ne sidas sur seĝoj, the men are-not-sitting on chairs.
La kolombo kantas, ne flugas, the dove is-singing, not flying.
La domo estas blanka, ne verda, the house is white, not green.

VOCABULARY.

apud, near, in the vicinity of.  koloro, color.
benko, bench. larga, wide, broad.
branco, branch. manĝas, eat, eats.
diversa, various. mola, soft.
feleca, happy. nigra, black.
frukto, fruit. ne, not, no.
has, have, has. rompas, break, breaks.
herbo, grass. sed, but.
il, they. trovas, find, finds.
kolektas, gather, collect. vidas, see, sees.

READING LESSON.

1. La knaboj ne estas en la ĉambro en la blanka domo.
2. Ili estas en la granda ĝardeno. 3. La ĝardeno ŝajnas kaj longas kaj larĝa. 4. La felieŝaj knaboj vidas la belan ĝardenon. 5. Ili vidas florojn apud alta arbo. 6. La floroj havas diversajn kolorojn. 7. La knaboj kolektas kaj ruĝajn kaj flavajn florojn. 8. Sed ili ne trovas fruktojn en la ĝardeno. 9. Florojn blankajn ili ne vidas. 10. La alta
SENTENCES FOR TRANSLATION.

1. Green leaves are on the trees. 2. The boys break branches and gather the apples. 3. They are near the tall tree in the garden. 4. They find leaves on the tree, but they do not see the fruit. 5. The house is long, broad and high. 6. The rooms in the house are both long and wide. 7. The men have strong black horses. 8. The horses eat the fresh green grass in the field. 9. The men sit on benches in the garden. 10. The boys do not sleep, but they lie on the soft grass. 11. They see both the birds and the flowers, and they seem happy. 12. The flowers have various colors, but the grass is green. 13. The doves are not sitting on the tree, they are flying near the trees. 14. Beautiful red roses are lying on the table in the house. 15. The large red apples are near the yellow roses.
and has some of the characteristics of a noun. The ending of the infinitive is -i, as kuri, to run, esti, to be, havi, to have.

29. An infinitive used to complete the meaning of another verb, serving as a direct object to a transitive verb, is called a complementary infinitive. If the complementary infinitive is from a transitive verb, it may itself have a direct object:

La knabo volas kuri, the boy wishes to run.
Birdoj ĉantas kanti, birds like to sing.
La knabo volas havi ĉevalon, the boy wishes to have a horse.
Ili volas trovi florojn, they wish to find flowers.

INTERROGATION.

30. An interrogative sentence is one which asks a question. Unless some directly interrogative word (as “who,” “when,” “why,” etc.) is used, the sentence is rendered interrogative by use of the word ĉu. This interrogative particle is placed at the beginning of a sentence, the words of which are left in the same order as for a statement. Since there is no inversion of order, there is no necessity for a word like English “do” or “does,” to introduce the verb:

Ĉu la knabo estas bona? Is the boy good?
Ĉu ili havas florojn? Have they flowers?
Ĉu la kolomboj kantas? Do the doves sing? (Are the doves singing?)

THE CONJUNCTION NEK.

31. In the expression neither . . . nor . . ., the conjunction nek is used for both words. Since an adjective modifier of two or more words connected by nek must necessarily modify them separately, the adjective remains in the singular number:

Ili nek marŝas nek kurus, they neither walk nor run.
La vиро хавас нект домон нект гаٽенон, the man has neither a
house nor a garden.

Nек ла розо нект ла виоло эстас верда, neither the rose nor the violet
is green.

Vocabulary.
(Verbs will hereafter be quoted in the infinitive form.)

bruna, brown.
черизо, cherry.
чу, (30).
dолча, sweet.
gusto, taste.
ги, it.
Gertrudo, Gertrude.
knabino, girl.
matura, ripe.
Mario, Mary.
nek, neither, nor.
persiko, peach.
jes, yes.
preferi, to prefer.
lati, to like.
voli, to wish.

Reading lesson.
1. Ĉu persiko estas ruĝa? 2. Jes, ĝi estas kaj ruĝa kaj
dolĉa. 3. Ĉu ĉerizoj estas brunaj? 4. Ne, ili estas nek
brunaj nek nigraj, sed flavaj. 5. Ĉu la pomo estas frukto?
Jes, ĝi estas bona frukto. 6. Ĉu la viro kaj la knabo havas
pomojn? 7. Ne, ili havas nek pomojn nek persikojn.
8. Ĉu Mario havas la maturan frukton? 9. Mario kaj
Gertrudo havas la frukton. 10. Ili estas en la domo, kaj
manĝas la maturan frukton. 11. La persikoj havas dolĉan
guston. 12. La knabinoj volas havigi florojn, sed la knabo
preferas kolekti diversajn fruktojn. 13. Ili volas trovi
maturajn ĉerizojn kaj flavajn persikojn. 14. La ĉerizoj
havas belan ruĝan koloron. 15. La persikoj ŝajnas molaj
kaj bonsj. 16. Mario rompas branĉon, kaj vidas ĉerizojn
sur la branĉoj. 17. Gertrudo estas feliĉa, kaj volas havi
la belan frukton. 18. Gertrudo estas alta, bela knabino.
19. Mario ŝatas ĉerizojn. 20. La knabo kaj knabinoj
sidas sur la verda herbo, kaj manĝas la ĉerizojn. 21. Ili
ne volas manĝi pomojn, ili preferas la dolĉajn ĉerizojn.
22. La folioj apud la ĉerizoj estas nek larĝaj nek longaj.
SENTENCES FOR TRANSLATION.

1. Have the girls beautiful flowers?  2. No, they have fresh fruit.  3. The boys do not wish to gather flowers.  4. They prefer to break the branches, and find the sweet cherries.  5. Gertrude wishes to eat apples, but Mary has neither apples nor peaches.  6. Do the girls like to sit in the house and eat fruit?  7. Yes, they like to sit in the house, but they prefer to walk in the field.  8. Are ripe peaches brown?  9. No, they are red and yellow.  10. Has the peach a sweet taste?  11. Do the girls see the beautiful black horses in the fields?  12. Yes, they see the horses, but the horses seem not to see the girls.  13. Mary sits on the soft green grass, and eats ripe fruit.

LESSON VI.

PERSONAL PRONOUNS.

32. Words which stand in the place of nouns, as "you," "he," "who," "which," are called pronouns. Pronouns referring to the person speaking (I, we), the person addressed (you, thou), or the person or thing spoken of (he, she, it, they), are called personal pronouns. They are considered singular or plural, according to whether they refer to one or more persons. Since the meaning of such pronouns indicates the number, no plural ending is ever attached to them. The personal pronouns are:

Singular.  Plural.
First person:  mi, I (me).  ni, we (us).
Second person:  vi, you.*  vi, you.
Third person:  li, he (him).
             3li, she (her).  ili, they (them).
             3li, it.

*There is another pronoun ci, thou, for the second person singular, used in solemn style, as in the Bible, in poetry, and also for intimate or familiar address when desired, like German du, French tu, etc.
AGREEMENT WITH PRONOUNS.

33. Nouns in predicate relation with pronouns, or adjectives modifying such pronouns, are made to agree with them in number:

Ni estas bonaj kaj felicitaj, we are good and happy.
Rozoj estas floroj, ili ne estas fruktoj, roses are flowers, they are not fruits.
Gertrudo, vi estas bona, Gertrude, you are good.
Knaninoj, ĉu vi estas felicitaj? Girls, are you happy?

CONJUGATION OF THE VERB.

34. Any pronoun may serve as the subject of a verb. The combination of the verb with each of the personal pronouns in succession for its subject, is called the conjugation of the verb. Following is the conjugation of the present tense of esti, and of vidi:

mi estas, I am.
vi estas, you are.
il (ti, ji) estas, he (she, it) is.
ni estas, we are.
vi estas, you (plural) are.
il ili estas, they are.

mi vidas, I see.
vi vidas, you see.
il (ti, ji) vidas, he (she, it) sees.
ni vidas, we see.
vi vidas, you (plural) see.
il ili vidas, they see.

VOCABULARY.

ai, to, toward.
Arturo, Arthur.
aŭ, or (aŭ .. aŭ .., either .. or ..)
car, because.
doni, to give.
falī, to fall.
fenestro, window.
hodiaŭ, today.
kudri, to sew.
Roberto, Robert.
skui, to shake.
starī, to stand.
sub, under, beneath.
virino, woman.

READING LESSON.

1. Knanoj, ĉu vi volas sidi en la domo, aŭ en la ĝardeno?
2. Ni preferas sidi hodiaŭ en la ĝardeno, sub la granda
§34] LESSON VI.


SENTENCES FOR TRANSLATION.

1. Does Arthur break the branch and gather the apples? 2. No, he shakes the branch, and the apples fall. 3. They are ripe and sweet. 4. Robert, do you wish to stand beneath the tree? 5. No, I do not wish to stand under it, but near it. 6. I wish to give both the peaches and the apples to the woman. 7. She is sitting in the house, near the window. 8. Mary is sitting in (on) a chair near her. 9. Both Mary and the woman are sewing. 10. They prefer to sew, and do not wish to walk in the garden today. 11. They are happy because they like to sew. 12. They do not wish to gather flowers, or walk, or see the birds. 13. They have neither apples nor peaches, but they do not wish to eat. 14. They give the fruit to the boys and girls.
LESSON VII.

THE PAST TENSE.

35. The past tense of the verb expresses an action which took place in past time, or a condition which existed in past time. The ending of this tense is -is, as *kuris*, ran, *flugis*, flew, *brilis*, shone. The conjugation of *esti* and also of *vidi* in the past tense is as follows:

- **mi estis, I was.**
- **vi estis, you were.**
- **li (ti, ti) estis, he (she, it) was.**
- **ni estis, we were.**
- **vi estis, you (plural) were.**
- **li estis, they were.**
- **mi vidis, I saw.**
- **vi vidis, you saw.**
- **li (ti, ti) vidis, he (she, it) saw.**
- **ni vidis, we saw.**
- **vi vidis, you (plural) saw.**
- **ili vidis, they saw.**

PREPOSITIONS.

36. A preposition is a word like "in," "on," placed before a noun or pronoun to indicate some relation between this and another word. The preposition is said to govern the noun or pronoun, which is called its *complement*. In English, the complement of a preposition seems to be put in the accusative case if it is a pronoun, but to remain unchanged in form if it is a noun. In Esperanto the preposition does not affect the form of the word governed, which remains in the nominative case:

- La arbo estas en la ĝardeno, *the tree is in the garden.*
- Bonaj pomoj estas sur ĝi, *good apples are on it.*
- Mi donis ĉerizojn al li, *I gave cherries to him.*
- La knabo estas apud mi, *the boy is near me.*
- Sub la arbo staris ĉevalo, *under the tree stood a horse.*

ACCUSATIVE CASE OF PERSONAL PRONOUNS.

37. For use as the object of a verb, any pronoun may be
put in the accusative case by addition of the accusative
ending -n (23):

La vîro vidis vin kaj min, the man saw you and me.
Li vidis ilin kaj min, he saw them and us.
Mi vidis nek ilin nek sin, I saw neither him nor her.
Ni volas havi sin, we wish to have it.

VOCABULARY.

agrabla, pleasant, agreeable. luma, light (not dark).
bildo, picture. muro, wall.
blua, blue. nun, now.
danki, to thank. planko, floor.
de, from. pordo, door.
diri, to say. rigardi, to look (at).
infano, child. tapiño, carpet.
teresa, interesting. tra, through.

READING LESSON.

1. Hodiaŭ la knabo kaj knabinoj estas en la granda
domo. 2. Ili staras apud la tablo, en agrabla luma čam-
bro. 3. Ĝi havas altajn larĝajn fenestrojn. 4. Sub la
tablo kaj segoj, mola tapiño kuŝas sur la planko. 5. La
tapiño havas belajn kolorojn, ruĝan, bluan, flavan, kaj
verdan. 6. Virino marŝis tra la pordo, kaj staris apud la
tablono. 7. Ŝi havis interesajn bildojn, kaj donis ilin al la
knabo kaj la knabinoj. 8. Ŝi diris "Ĉu vi volas rigardi la
bildojn?" 9. "Jes, ni dankas vin," diris la infanoj, kaj
ŝi donis al ili la bildojn. 10. Granda bildo falis de la tablo,
sek Arturo nun havas ŝin. 11. Li donas ŝin al Mario, ŝi
dankas lin, kaj donas ŝin al Roberta. 12. Ili volis doni
ŝin al Gertrudo, sek ŝi diris "Ne, mi dankas vin, mi ne
ŝatas rigardi bildojn." 13. Ŝi marŝis de la tablo al la
fenestro kaj diris "Mi preferas kudri." 14. Ŝi volis sidi en
granda sego apud la fenestro. 15. La virino rigardis ŝin.
kaj diris "Mi donis la bildojn al vi, knaboj kaj knabinoj," ĉar ili estas interesaj bildoj. 16. Gertrudo diris "Vi estas bona al ni, sed mi volas sidi apud la pordo aŭ la fenestro. 17. Mi kolektis dolĉajn violojn en la ĝardeno, kaj nun mi volas rigardi la dolĉajn florojn, kaj kudri."

SENTENCES FOR TRANSLATION.

1. Do the boys and girls wish to be good? 2. They gathered fresh flowers and gave them to the woman. 3. The happy children were in the garden, but now they are in the house. 4. The rooms in the house are light, because they have large wide windows. 5. The doors in the room are wide and high. 6. The carpets on the floor seem soft, and have various beautiful colors. 7. A large strong table stands near the door. 8. We can sit near the table and look through the windows. 9. Gertrude is-looking-at the various pictures. 10. She looks-at them, and seems to be happy. 11. She gave a picture to me and I thanked her. 12. Helen walked near the table and shook it. 13. Arthur did not see the pictures because they were lying on the floor. 14. He looked-at the pictures on the wall, but they are neither interesting nor beautiful. 15. Robert looked through the window, and saw us in the pleasant garden.

LESSON VIII.

REFLEXIVE PRONOUNS.

38. A pronoun which refers to the same person or thing as the subject of the verb in the sentence, but is used in some other relation than subject of that verb, is said to be used reflexively, or to be a reflexive pronoun.

39. The first and second personal pronouns, mi, ni, and
vi, (ci) are used for the reflexive pronouns of the first and second persons. There can be no ambiguity, since words such as "me, myself, us, ourselves," can refer to no one else than the person or persons speaking; while words such as "you, yourself, yourselves (thee, thyself)," can refer to no one else than the person or persons addressed:

Mi vidas min, I see myself.
Mi diris al mi, I said to myself.
Ni havas tapišon sub ni, we have a carpet under us.
Ni amuzis nin, we amused ourselves.
(Ci trovas domon apud ci, thou findest a house near thee.)
Vi diras al vi, you say to yourself (yourselves).
Vi amuzas vin, you amuse yourself (yourselves).

40. When the verb is in the third person, a pronoun of the third person, used otherwise than as the subject, might or might not refer to the subject of that verb. For example, "He sees a bird near him," may mean that the subject sees a bird near himself, or near another person. If such a pronoun of the third person is intended to refer to the subject of the verb, Esperanto uses a special reflexive pronoun si (accusative sin), which means him(self), her (self), it(self), them(selves), according to the gender and number of the verb:

Li amuzas sin, he amuses himself.
Arturo vidis birdon apud si, Arthur saw a bird near him(self).
Ŝi trovas floron apud si, she finds a flower near her(self).
Mario trovis sin sur blua tapišo, Mary found herself on a blue carpet.
La tapišo havas diversajn kolorojn en si, the carpet has various colors in it(self).
La birdo kaŝas sin sub la folioj, the bird hides itself under the leaves.
Ili amuzas sin, they amuse themselves.

* From the very fact that si always refers to the subject of the verb, it is evident that si can never itself be used as subject or part of the subject of the verb.
La viroj havas segojn apud si, the men have chairs near them(selves).
La virinoj trovas florojn apud si, the women find flowers near them-(selves).
La arboj havas ĉerizojn sur si, the trees have cherries on them(selves).
Sub si la infanoj trovis molan tapišon, under them(selves) the children found a soft carpet.

REFLEXIVE VERBS.

41. A verb having a reflexive pronoun for its direct object is sometimes called a reflexive verb, from the fact that some languages have had or still have a special reflexive or middle form of the verb, to express an act of the subject on or for itself, or they have certain verbs whose use is chiefly or exclusively reflexive.* The conjugation of a verb reflexively is therefore as follows:

mi amuzas min (or mi min amuzas), I amuse myself.
vi amuzas vin (or vi vin amuzas), you amuse yourself.
il (ti, ti) amuzas sin (or sin amuzas), he (she, it) amuses him (her, it)self.
ni amuzas nin (or ni nin amuzas), we amuse ourselves.
vi amuzas vin (or vi vin amuzas), you amuse yourselves.
ili amuzas sin (or ili sin amuzas), they amuse themselves.

VOCABULARY.

Alfredo, Alfred.
amuzi, to amuse.
antaŭi, before, in front of.
aparteni, to belong.
griza, gray.
iri, to go.
Johano, John.
kaŝi, to hide, to conceal.
komenci, to begin.
lauđi, to praise.
legi, to read.
libro, book.
perdi, to lose.
skatolo, small box or case.
strato, street.
si, himself, etc. (40).

*As Greek ἐγώπαν, they turned themselves; Latin exercor, I exercise myself, vescor, I eat (I feed myself); German ich habe mich, I beware (I guard myself); Spanish me alegra, or alegrme, I rejoice (I gladden myself); French il s'arrête, he halts (he stops himself).
LESSON VIII

READING LESSON.


SENTENCES FOR TRANSLATION.

1. The book in the gray box does not belong to me. 2. I found it in front of me, near the door. 3. You began to praise yourselves, but I do not praise myself. 4. They hid themselves, and I stood near them. 5. The birds sit on the tree, because it has ripe cherries on it. 6. Alfred amused himself on the street, but we like to amuse ourselves in the house. 7. The trees have good fruit on them. 8. She found herself in a beautiful light room. 9. The carpet on the floor had various colors in it, and the high
wall had pictures on it. 10. The pictures had boys and girls in them. 11. The book belongs to her, but it fell from the box. 12. The table has red and blue and yellow flowers on it. 13. Did you see the doves near the flowers in front of (before) you? 14. The birds saw the fruit on the tree in front of them, and flew to the branches. 15. I sat on the bench in the garden, and began to read an interesting book. 16. They hid themselves in the leaves and began to sing. 17. The child is in a pleasant room.

LESSON IX.

LIMITATION OF THE THIRD PERSONAL PRONOUN.

42. Since there is a special reflexive pronoun of the third person, the third personal pronouns, li, sī, ĝi, ili, when used otherwise than as subjects, never refer to the subject of the verb, but always to some other person or thing:

La knabo laŭdas lin, the boy praises him (another person).
Sī donas pomojn al sī, she gives apples to her (to another person).
La birdo vidis ĝin, the bird saw it (something else than the bird).
La knabo ĝas ilin, the boys hid them (other persons or things).
Ili trovis ilin apud sī, they found them (other persons or things) near them(selves).
La birdoj flugis al ilin, the birds flew to them.

POSSESSIVE ADJECTIVES.

43. Words like “my,” “his,” “your,” which indicate ownership or some possessive relation, are called possessive adjectives.* Possessive adjectives are formed from the personal pronouns by adding the adjective ending -a, as mia, my, via, your (cia, thy), lia, his, sīa, her, ĝia, its, nīa,

* Sometimes these words are called possessive pronouns, although really they are not pronouns at all, but pronominal adjectives with a possessive meaning.
our, via, your (plural), ilia, their. The limitation in the use of the third personal pronouns (42) is also true of the adjectives derived from them:

Mia domo kaj miaj ĝardenoj estas grandaj, my house and my gardens are large.
Johano sidas sur via sego, John is sitting in your chair.
Li havas lian ĉevalon, he has his (another person’s) horse.
Ĉu vi legis siajn librojn? Did you read her books?

44. Reflexive possessive adjectives, like the reflexive pronoun, refer to the subject of the verb in the sentence. For the first and second persons, they are the same as the personal possessive adjectives. The reflexive possessive adjective of the third person is sia, his, her, its, their, formed by adding the ending -a to the reflexive pronoun si:

Mi havas miajn librojn sur mia tablo, I have my books on my table.
Johano perdis siajn librojn, John lost his (John’s) books.
Mario estas en sia ĉambro, Mary is in her room.
La birdoj fugis al sia arbo, the birds flew to their tree.

PRONOMINAL USE OF POSSESSIVE ADJECTIVES.

45. Possessive adjectives may be used predicatively, as “the book is mine,” or may modify some word or words not expressed, as “mine are large.” Instead of having special forms, like English mine, yours, hers, etc., Esperanto uses the regular possessive adjectives preceded by the article:

La granda libro estas la mia, the large book is mine.
La via estas granda, la miaj estas belaj, yours is large, mine are beautiful.
Ili havas lian, sed ne la lian, they have theirs, but not his.
La iliaj fajnas esti bonaj, theirs seem to be good.