Lewis Victor Thomas was born in Chicago, February 27, 1914, and died in Princeton, October 21, 1965. He grew up in Indiana and was proud of his Hoosier background. He was trained as a classicist and orientalist at the University of Chicago and its Oriental Institute. Shortly after World War II he took his Ph.D. under Paul Wittek at Brussels. In 1947 he joined the Princeton faculty.

An accomplished teacher, Thomas made his seminars in Ottoman history and his courses in the Turkish language a training ground for many of America's growing group of Ottomanists and Turkish specialists. As a teacher he was keenly aware of the lack of adequate teaching materials. During his last year Thomas was hard at work preparing this grammar for publication, but his illness prevented him from completing the project to which he had devoted so much effort. He asked me to see the book through to publication, and I have made the necessary revisions with the kind assistance of Mr. Salih Necdet Ok, whose help I gratefully acknowledge.

In the process of editing the manuscript I have preserved almost all of Thomas's organization and method. This book has helped many Princeton students to learn modern Turkish quickly. It is hoped that it will now enable even more students to achieve that goal and that through them Lewis V. Thomas's influence will continue in the field of Turkish studies that he served so well.

Norman Itzkowitz
The purpose of this book is to enable English-speaking students to recognize, understand, and begin to use the basic patterns of modern standard Turkish. These basic patterns are, insofar as possible, presented one by one in a sequence that experience has shown to yield maximum results for English speakers.

The exercises are intended to present the student with the elements of Turkish in a form which he can begin to use. New vocabulary occurring in the exercises can be located in the Glossary.

An effort has been made to limit the material presented to those forms and patterns that in fact make up elementary standard modern Turkish. My thanks are due to the generations of Princeton University students who have uncomplainingly used the book in its successive mimeographed editions and in so doing have helped me learn what elementary Turkish is. Thanks are also due to my colleagues Professor Norman Itzkowitz and Mr. Cevat Erder and to a valiant typist, Mrs. Elsa Washington.
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KEY TO EXERCISES

VOCABULARY
Lesson 1

The Alphabet. ‘Soft g.’ Doubled Consonants.
The Circumflex Accent. Spelling.
Syllabification. Punctuation

1. The alphabet

The Turkish alphabet contains 29 letters. Q, w, and x do not occur. Six Turkish letters are unfamiliar to the American student’s eye. They are the three consonants ç, ğ, and ş, and the three vowels i, ö, and ü. The capital forms of these letters are Ç, Ğ, ğ, Ş, Ş, I, Ö, Ö, and Ü. Note that the capital form of i (called the ‘undotted i’) is I; that of i (the ‘dotted i’) is İ.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>NAME</th>
<th>APPROXIMATE PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>a</td>
<td>as u in sun</td>
</tr>
<tr>
<td>B</td>
<td>b</td>
<td>as in English</td>
</tr>
<tr>
<td>C</td>
<td>c</td>
<td>as j in jump</td>
</tr>
<tr>
<td>Ç</td>
<td>ç</td>
<td>as ch in church</td>
</tr>
<tr>
<td>D</td>
<td>d</td>
<td>as in English</td>
</tr>
<tr>
<td>E</td>
<td>e</td>
<td>as in fed</td>
</tr>
<tr>
<td>F</td>
<td>f</td>
<td>as in English</td>
</tr>
<tr>
<td>G</td>
<td>g</td>
<td>as in go</td>
</tr>
<tr>
<td>LETTER</td>
<td>NAME</td>
<td>APPROXIMATE PRONUNCIATION</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Ğ, ğ</td>
<td>yumuşak ge (soft g)</td>
<td>as y in yet (See the note in Lesson 1, section 2.)</td>
</tr>
<tr>
<td>H</td>
<td>he</td>
<td>as in head</td>
</tr>
<tr>
<td>I</td>
<td>i</td>
<td>as the second vowel in nation</td>
</tr>
<tr>
<td>İ i</td>
<td>ke</td>
<td>as in king</td>
</tr>
<tr>
<td>J</td>
<td>je</td>
<td>as s in measure</td>
</tr>
<tr>
<td>L</td>
<td>le</td>
<td>as in English</td>
</tr>
<tr>
<td>M</td>
<td>me</td>
<td>as in English</td>
</tr>
<tr>
<td>N</td>
<td>ne</td>
<td>as in English</td>
</tr>
<tr>
<td>O</td>
<td>o</td>
<td>as o in falsetto</td>
</tr>
<tr>
<td>Ö Ö Ö</td>
<td>ö</td>
<td>as eu in French peu</td>
</tr>
<tr>
<td>P</td>
<td>pe</td>
<td>as in English</td>
</tr>
<tr>
<td>R r</td>
<td>re</td>
<td>as in rock</td>
</tr>
<tr>
<td>S s</td>
<td>se</td>
<td>as in sit</td>
</tr>
<tr>
<td>Ş ş</td>
<td>şe</td>
<td>as sh in shoe</td>
</tr>
<tr>
<td>T t</td>
<td>te</td>
<td>as in English</td>
</tr>
<tr>
<td>U u</td>
<td>u</td>
<td>as u in pull</td>
</tr>
<tr>
<td>Ü ü</td>
<td>ü</td>
<td>as ü in iiber</td>
</tr>
<tr>
<td>V v</td>
<td>ve</td>
<td>as in English</td>
</tr>
<tr>
<td>Y y</td>
<td>ye</td>
<td>as in yellow</td>
</tr>
<tr>
<td>Z z</td>
<td>ze</td>
<td>as in English</td>
</tr>
</tbody>
</table>

In general, stress tends to be placed on the last syllable in a word.

2. ‘Soft g’

Ğ, ğ (yumuşak ge ‘soft g’). This letter never begins a word. When it immediately follows a back vowel, a vowel formed in the back of the mouth (a, i, o, u: see Lesson 4, section 4), its sound resembles the glide one hears between the words ‘go on’ or between the words ‘go over’ when either of these pairs of words is slurred (as in ağacı ‘tree’). When yumuşak ge immediately follows a front vowel, a vowel formed in the front of the mouth (e, i, ö, ü: see Lesson 4), its sound is approximately that of y in ‘yet’ (as in diğer ‘other’).

3. Doubled consonants

The sound of a doubled consonant is prolonged well beyond that of the same consonant when single.

elli fifty  eli the hand (objective)

4
4. The circumflex accent

The circumflex accent (ˆ) may stand over the vowels a, i, and u (â, î, ü). It has two distinct functions.

a. Standing over the letter a which is preceded by g, k, or l (gâ, kâ, lâ), the circumflex indicates that a y sound is to be pronounced between the consonant and the following a. In the syllable lâ, the y sound is fainter than in the syllables gâ and kâ.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>gâvur</td>
<td>heathen</td>
</tr>
<tr>
<td>kâr</td>
<td>profit (compare kar ‘snow’)</td>
</tr>
<tr>
<td>lâle</td>
<td>tulip</td>
</tr>
</tbody>
</table>

b. Except in the syllables gâ, kâ, and lâ, the circumflex indicates that the vowel sound is to be prolonged. This is the case in the many (originally Arabic) adjectives ending in î.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Şami</td>
<td>Damascene (Şam ‘Damascus’)</td>
</tr>
<tr>
<td>Lübnanî</td>
<td>Lebanese (Lübnan ‘the Lebanon’)</td>
</tr>
<tr>
<td>millî</td>
<td>national</td>
</tr>
<tr>
<td>edebî</td>
<td>literary</td>
</tr>
<tr>
<td>ıktisadî</td>
<td>economic, economical</td>
</tr>
</tbody>
</table>

Sometimes the circumflex is used to distinguish between two words which, without it, would be spelled and pronounced identically.

Ali  proper name (of a man)  âli  lofty, sublime

Occasionally a word beginning with ga, ka, or la has a long vowel in the first syllable but does not have in that syllable the y sound which the use of a circumflex (gâ, kâ, lâ) would indicate. This may be shown by doubling the a, e.g. kaatîl ‘murderer.’ Compare katîl ‘murder.’

5. Spelling

Turkish spelling is phonetic, the same letter always indicating the same sound. Words borrowed from other languages are frequently spelled out phonetically.

Şevrole  Chevrolet  Çörçil  Churchill

Note: Any sequence of vowel immediately followed by vowel is to be pronounced with a full stop between the two vowels. (The use of aa to indicate
long a in a word like kaatil ‘murderer’ [see above, section 4b] is the sole exception to this rule.) Words containing the sequence vowel–vowel are always of non-Turkish origin. Some Turkish writers and presses use an apostrophe to show the full stop between the two vowels, but this is now very rare. The stop is always to be made, whether an apostrophe is used or not.

(aat or sa'at hour, time: watch, clock
Sait or Sa'it proper name (of a man)

(For other uses of the apostrophe, see Lesson 4.)

6. Syllabification

Turkish admits six syllable patterns (V = vowel; C = consonant).

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>o</td>
<td>he, she, it; that (demonstrative)</td>
</tr>
<tr>
<td>VC</td>
<td>ak</td>
<td>white</td>
</tr>
<tr>
<td>CV</td>
<td>ve</td>
<td>and</td>
</tr>
<tr>
<td>CVC</td>
<td>dağ</td>
<td>mountain</td>
</tr>
<tr>
<td>VCC</td>
<td>iist</td>
<td>top</td>
</tr>
<tr>
<td>CVCC</td>
<td>genç</td>
<td>young</td>
</tr>
</tbody>
</table>

Each syllable begins with a single vowel or with a single consonant. Borrowed words which begin with two consonants may undergo one of two changes.

a. A vowel is inserted between the two initial consonants

kiral king

b. A vowel is prefixed to the first consonant.

ispirto spirits, alcohol

c. With some borrowings, however, this does not occur.

kredi credit

7. Punctuation

Turkey's authors, editors, and publishers have not yet standardized punctuation. The period and question mark are ordinarily used as they are in English. A comma often indicates the end of the subject. Direct quotations may be shown by single or double quotation marks, by continental quotation marks, by dashes, or even by parentheses. Frequently, only the beginning of a quotation is shown. Often, a quotation is not indicated at all.
Exercises

A. Practice aloud.

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>anne</td>
<td>mother</td>
</tr>
<tr>
<td>baba</td>
<td>father</td>
</tr>
<tr>
<td>altı</td>
<td>six</td>
</tr>
<tr>
<td>kaç?</td>
<td>how much?</td>
</tr>
<tr>
<td>kaç ağaç?</td>
<td>how many trees?</td>
</tr>
<tr>
<td>bir</td>
<td>one; a, an</td>
</tr>
<tr>
<td>beş</td>
<td>five</td>
</tr>
<tr>
<td>ben</td>
<td>I</td>
</tr>
<tr>
<td>büyük</td>
<td>big, large, great</td>
</tr>
<tr>
<td>balık</td>
<td>fish</td>
</tr>
<tr>
<td>beş balık</td>
<td>five fish</td>
</tr>
<tr>
<td>cadde</td>
<td>street, avenue</td>
</tr>
<tr>
<td>cami</td>
<td>mosque</td>
</tr>
<tr>
<td>sözçü</td>
<td>spokesman</td>
</tr>
<tr>
<td>gece</td>
<td>night</td>
</tr>
<tr>
<td>kaç gece?</td>
<td>how many nights?</td>
</tr>
<tr>
<td>beş cadde</td>
<td>five streets</td>
</tr>
<tr>
<td>bir gece</td>
<td>one night; a night</td>
</tr>
<tr>
<td>çocuk</td>
<td>child (male or female)</td>
</tr>
<tr>
<td>büyük çocuk</td>
<td>big child, boy</td>
</tr>
<tr>
<td>çok</td>
<td>much, many, very</td>
</tr>
<tr>
<td>çok gece</td>
<td>many nights</td>
</tr>
<tr>
<td>güç</td>
<td>difficult</td>
</tr>
<tr>
<td>geç</td>
<td>late</td>
</tr>
<tr>
<td>dört</td>
<td>four</td>
</tr>
<tr>
<td>dokuz</td>
<td>nine</td>
</tr>
<tr>
<td>doksan</td>
<td>ninety</td>
</tr>
<tr>
<td>diş</td>
<td>tooth</td>
</tr>
<tr>
<td>dokuz diş</td>
<td>nine teeth</td>
</tr>
<tr>
<td>doksan gece</td>
<td>ninety nights</td>
</tr>
<tr>
<td>çok cami</td>
<td>many mosques</td>
</tr>
<tr>
<td>dört beş</td>
<td>four (or) five</td>
</tr>
<tr>
<td>dört beş</td>
<td>four (or) five</td>
</tr>
<tr>
<td>çocuk</td>
<td>children</td>
</tr>
<tr>
<td>ev</td>
<td>house</td>
</tr>
<tr>
<td>erken</td>
<td>early</td>
</tr>
<tr>
<td>fena</td>
<td>bad</td>
</tr>
<tr>
<td>fincan</td>
<td>cup</td>
</tr>
<tr>
<td>fil</td>
<td>elephant</td>
</tr>
<tr>
<td>hafta</td>
<td>week</td>
</tr>
<tr>
<td>kaç hafta?</td>
<td>how many weeks?</td>
</tr>
<tr>
<td>bir fincan</td>
<td>one cup; a cup</td>
</tr>
<tr>
<td>büyük cami</td>
<td>big mosque</td>
</tr>
<tr>
<td>fena fil</td>
<td>bad elephant</td>
</tr>
<tr>
<td>gün</td>
<td>day</td>
</tr>
<tr>
<td>şöyleden</td>
<td>wide</td>
</tr>
<tr>
<td>göz</td>
<td>eye</td>
</tr>
<tr>
<td>fena gün</td>
<td>bad day</td>
</tr>
<tr>
<td>büyük göl</td>
<td>big lake</td>
</tr>
<tr>
<td>oğul</td>
<td>son</td>
</tr>
<tr>
<td>yağ</td>
<td>grease,</td>
</tr>
<tr>
<td>çok yağ</td>
<td>(cooking) fat,</td>
</tr>
<tr>
<td>(vegetable) oil</td>
<td></td>
</tr>
<tr>
<td>diğer</td>
<td>(the) other</td>
</tr>
<tr>
<td>eğer</td>
<td>if</td>
</tr>
<tr>
<td>eğer ben</td>
<td>if I . . .</td>
</tr>
<tr>
<td>bahçe</td>
<td>garden, yard</td>
</tr>
<tr>
<td>sabah</td>
<td>morning</td>
</tr>
<tr>
<td>kahve</td>
<td>coffee, coffeehouse</td>
</tr>
<tr>
<td>şeker</td>
<td>sugar</td>
</tr>
<tr>
<td>bir fincan</td>
<td>one cup of coffee,</td>
</tr>
<tr>
<td>kahve</td>
<td>a cup of coffee</td>
</tr>
<tr>
<td>kaç şeker</td>
<td>how many spoons</td>
</tr>
<tr>
<td>şeker?</td>
<td>of sugar?</td>
</tr>
<tr>
<td>Türk</td>
<td>İngilizce</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>dokuz kaşık</td>
<td>nine spoons</td>
</tr>
<tr>
<td>iki</td>
<td>two</td>
</tr>
<tr>
<td>iyi</td>
<td>good</td>
</tr>
<tr>
<td>iyi gün</td>
<td>good day</td>
</tr>
<tr>
<td>fena gün</td>
<td>bad day</td>
</tr>
<tr>
<td>biz</td>
<td>we</td>
</tr>
<tr>
<td>siz</td>
<td>you (polite singular, normal plural)</td>
</tr>
<tr>
<td>altmış</td>
<td>sixty</td>
</tr>
<tr>
<td>hayır</td>
<td>no (opposite of ‘yes’)</td>
</tr>
<tr>
<td>kırk</td>
<td>forty</td>
</tr>
<tr>
<td>kısa</td>
<td>short</td>
</tr>
<tr>
<td>Japonya</td>
<td>Japan</td>
</tr>
<tr>
<td>garaj</td>
<td>garage</td>
</tr>
<tr>
<td>kız</td>
<td>girl, daughter, maiden, female</td>
</tr>
<tr>
<td>kim?</td>
<td>who?</td>
</tr>
<tr>
<td>küçük</td>
<td>small, little</td>
</tr>
<tr>
<td>küçük kız</td>
<td>little girl</td>
</tr>
<tr>
<td>el</td>
<td>hand</td>
</tr>
<tr>
<td>elli</td>
<td>fifty</td>
</tr>
<tr>
<td>lira</td>
<td>lira (pound: unit of money; the Turkish Lira contains 100 kuruş)</td>
</tr>
<tr>
<td>kaç lira?</td>
<td>how many liras?</td>
</tr>
<tr>
<td>kaç kuruş?</td>
<td>how many kuruş?</td>
</tr>
<tr>
<td>40 lira</td>
<td>forty Turkish Liras and forty kuruş</td>
</tr>
<tr>
<td>kol</td>
<td>arm</td>
</tr>
<tr>
<td>akşam</td>
<td>evening</td>
</tr>
<tr>
<td>minare</td>
<td>minaret</td>
</tr>
<tr>
<td>meyva</td>
<td>fruit</td>
</tr>
<tr>
<td>çok meyva</td>
<td>much fruit, lots of fruit</td>
</tr>
<tr>
<td>et</td>
<td>meat</td>
</tr>
<tr>
<td>ekmek</td>
<td>bread</td>
</tr>
<tr>
<td>çok ekmek</td>
<td>much bread</td>
</tr>
<tr>
<td>bir ekmek</td>
<td>one (a) bread (i.e., a loaf of bread)</td>
</tr>
<tr>
<td>sen</td>
<td>you (familiar singular)</td>
</tr>
<tr>
<td>onlar</td>
<td>they</td>
</tr>
<tr>
<td>limon</td>
<td>lemon</td>
</tr>
<tr>
<td>çok limon</td>
<td>lots of lemons, lots of lemon</td>
</tr>
<tr>
<td>on</td>
<td>ten</td>
</tr>
<tr>
<td>on bir</td>
<td>eleven</td>
</tr>
<tr>
<td>on iki</td>
<td>twelve</td>
</tr>
<tr>
<td>on beş hafta</td>
<td>fifteen weeks</td>
</tr>
<tr>
<td>o</td>
<td>he, she, it; that (demonstrative), those</td>
</tr>
<tr>
<td>o ev</td>
<td>that house</td>
</tr>
<tr>
<td>o beş ev</td>
<td>those five houses</td>
</tr>
<tr>
<td>kolay</td>
<td>easy</td>
</tr>
<tr>
<td>dört göz</td>
<td>four eyes</td>
</tr>
<tr>
<td>dört büyük göz</td>
<td>four big eyes</td>
</tr>
<tr>
<td>pul</td>
<td>stamp (postage, etc.)</td>
</tr>
<tr>
<td>peynir</td>
<td>cheese</td>
</tr>
<tr>
<td>kaç pul?</td>
<td>how many stamps?</td>
</tr>
<tr>
<td>parça</td>
<td>piece</td>
</tr>
<tr>
<td>top</td>
<td>ball, sphere</td>
</tr>
<tr>
<td>renk</td>
<td>color</td>
</tr>
<tr>
<td>bardak</td>
<td>drinking glass</td>
</tr>
<tr>
<td>su</td>
<td>water</td>
</tr>
<tr>
<td>bir bardak su</td>
<td>a glass of water</td>
</tr>
<tr>
<td>beş bardak su</td>
<td>five glasses of water</td>
</tr>
</tbody>
</table>
B. Practice the following words aloud.

1. Counting

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bir</td>
<td>one</td>
</tr>
<tr>
<td>iki</td>
<td>two</td>
</tr>
<tr>
<td>üç</td>
<td>three</td>
</tr>
<tr>
<td>dört</td>
<td>four</td>
</tr>
<tr>
<td>beş</td>
<td>five</td>
</tr>
<tr>
<td>altı</td>
<td>six</td>
</tr>
<tr>
<td>yedi</td>
<td>seven</td>
</tr>
<tr>
<td>sekiz</td>
<td>eight</td>
</tr>
<tr>
<td>dokuz</td>
<td>nine</td>
</tr>
<tr>
<td>on</td>
<td>ten</td>
</tr>
<tr>
<td>yirmi</td>
<td>twenty</td>
</tr>
<tr>
<td>otuz</td>
<td>thirty</td>
</tr>
<tr>
<td>kırk</td>
<td>forty</td>
</tr>
<tr>
<td>elli</td>
<td>fifty</td>
</tr>
<tr>
<td>altmış</td>
<td>sixty</td>
</tr>
<tr>
<td>yetmiş</td>
<td>seventy</td>
</tr>
<tr>
<td>seksen</td>
<td>eighty</td>
</tr>
<tr>
<td>doksan</td>
<td>ninety</td>
</tr>
<tr>
<td>yüz</td>
<td>(one) hundred</td>
</tr>
</tbody>
</table>

2. Pronouns

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ben</td>
<td>I</td>
</tr>
<tr>
<td>sen</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td>(familiar singular)</td>
</tr>
<tr>
<td>o</td>
<td>he, she, it</td>
</tr>
<tr>
<td>biz</td>
<td>we</td>
</tr>
<tr>
<td>siz</td>
<td>you (plural,</td>
</tr>
<tr>
<td></td>
<td>polite singular)</td>
</tr>
<tr>
<td>onlar</td>
<td>they</td>
</tr>
</tbody>
</table>
3. **DEMONSTRATIVES**

   * bu  this, these  şu  that, those (at a considerable distance, see Lesson 7, section 3)
   * o  that, those

4. **INTERROGATIVES**

   * kim?  who?
   * ne?  what?
   * ne zaman?  when? (what time?)
   * kaç?  how much? how many?

5. **PROPER NAMES**

   of men  of women

<table>
<thead>
<tr>
<th>Ahmet</th>
<th>Ali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mehmet</td>
<td>Erdoğan</td>
</tr>
<tr>
<td>Sait</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suat</th>
<th>Fahrünisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Süheylâ</td>
<td>Selma</td>
</tr>
<tr>
<td>Mihri</td>
<td></td>
</tr>
</tbody>
</table>

   **Note 1:** Mehmet is the Turkish form of the Arabic name Muḥammad. The full form (Muhammed) is used in Turkish only to indicate the prophet of Islam.

   **Note 2:** In modern usage, *Bay*, placed before a man’s full name, represents English ‘Mr.’

   **Bay Mehmet Timuroğlu**

   For the names of women, *Bayan* indicates either ‘Mrs.’ or ‘Miss.’

   **Bayan Selma Timuroğlu**

   In addition to this modern and official usage, there remains in everyday currency an older usage, dating from the time when Turks had not yet adopted last names. In this style of address, the word *Bey* placed after a man’s given name represents English ‘Mr.’

   **Mehmet Bey**

   **İsmail Hakkı Bey** (Mr.) Ismail Hakkı (İsmail Hakkı is a double given name, not a first and last name in the Western sense. Today this man might also appear as Bay İ. H. Ağaoğlu.)

   **Mihri Hanım**

   Persons who continue to use the older forms regard them as being no less formal than the new forms.

6. **MODIFIERS**

   | büyük  | big, large, great   | kolay  | easy |
   | küçük  | little, small       | geç    | late |
   | güç    | difficult           | erken  | early |
iyi  good, well  çok  much, many; very
fena  bad, badly  az  few, (a) little, insufficient

7. Time

<table>
<thead>
<tr>
<th>Word</th>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>yıl</td>
<td>year</td>
<td></td>
</tr>
<tr>
<td>ay</td>
<td>month</td>
<td></td>
</tr>
<tr>
<td>hafta</td>
<td>week</td>
<td></td>
</tr>
<tr>
<td>gün</td>
<td>day</td>
<td></td>
</tr>
<tr>
<td>gece</td>
<td>night</td>
<td></td>
</tr>
<tr>
<td>sabah</td>
<td>morning</td>
<td></td>
</tr>
<tr>
<td>akşam</td>
<td>evening</td>
<td></td>
</tr>
<tr>
<td>saat</td>
<td>hour, time; watch, clock</td>
<td></td>
</tr>
<tr>
<td>dakika</td>
<td>minute</td>
<td></td>
</tr>
<tr>
<td>saniye</td>
<td>second</td>
<td></td>
</tr>
</tbody>
</table>

8. Family

<table>
<thead>
<tr>
<th>Word</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>anne</td>
<td>mother</td>
</tr>
<tr>
<td>baba</td>
<td>father</td>
</tr>
<tr>
<td>çocuk</td>
<td>child</td>
</tr>
<tr>
<td>oğul</td>
<td>son</td>
</tr>
<tr>
<td>kız</td>
<td>daughter, maiden, girl, female</td>
</tr>
</tbody>
</table>

9. The Body

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>baş</td>
<td>head</td>
</tr>
<tr>
<td>yüz</td>
<td>face</td>
</tr>
<tr>
<td>göz</td>
<td>eye</td>
</tr>
<tr>
<td>kulak</td>
<td>ear</td>
</tr>
<tr>
<td>ağız</td>
<td>mouth</td>
</tr>
<tr>
<td>diş</td>
<td>tooth</td>
</tr>
<tr>
<td>kol</td>
<td>arm</td>
</tr>
<tr>
<td>el</td>
<td>hand</td>
</tr>
<tr>
<td>bacak</td>
<td>leg</td>
</tr>
<tr>
<td>ayak</td>
<td>foot</td>
</tr>
</tbody>
</table>

10. The City

<table>
<thead>
<tr>
<th>Word</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>şehir</td>
<td>city</td>
</tr>
<tr>
<td>kasaba</td>
<td>town</td>
</tr>
<tr>
<td>köy</td>
<td>village</td>
</tr>
<tr>
<td>cadde</td>
<td>avenue, street</td>
</tr>
<tr>
<td>ev</td>
<td>house</td>
</tr>
<tr>
<td>bahçe</td>
<td>garden</td>
</tr>
<tr>
<td>cami</td>
<td>mosque</td>
</tr>
<tr>
<td>minare</td>
<td>minaret</td>
</tr>
</tbody>
</table>

11. Eating

<table>
<thead>
<tr>
<th>Word</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>çay</td>
<td>tea</td>
</tr>
<tr>
<td>kahve</td>
<td>coffee, coffeehouse</td>
</tr>
<tr>
<td>su</td>
<td>water</td>
</tr>
<tr>
<td>süt</td>
<td>milk</td>
</tr>
<tr>
<td>bardak</td>
<td>drinking glass</td>
</tr>
<tr>
<td>fincan</td>
<td>cup</td>
</tr>
<tr>
<td>yağ</td>
<td>grease, fat, oil</td>
</tr>
<tr>
<td>meyva</td>
<td>fruit</td>
</tr>
<tr>
<td>limon</td>
<td>lemon</td>
</tr>
<tr>
<td>elma</td>
<td>apple</td>
</tr>
<tr>
<td>portakal</td>
<td>orange</td>
</tr>
<tr>
<td>ekmek</td>
<td>bread</td>
</tr>
<tr>
<td>peynir</td>
<td>cheese</td>
</tr>
<tr>
<td>şeker</td>
<td>sugar, candy</td>
</tr>
<tr>
<td>tereyağ</td>
<td>butter</td>
</tr>
</tbody>
</table>
C. Practice saying the names of these Turkish cities and geographical features. Write them, dividing them into syllables.

1. CITIES

<table>
<thead>
<tr>
<th>Cities</th>
<th>Geographical features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adana</td>
<td>Marmara Denizi</td>
</tr>
<tr>
<td>Afyonkarahisar</td>
<td>Van Gölü</td>
</tr>
<tr>
<td>Afyon</td>
<td>Ağrı Dağı</td>
</tr>
<tr>
<td>Poppy</td>
<td>Allahü ekber</td>
</tr>
<tr>
<td>Opium</td>
<td>Erciyes Dağı</td>
</tr>
<tr>
<td>Kara</td>
<td>Kavaşşahap</td>
</tr>
<tr>
<td>Black</td>
<td>Dağları</td>
</tr>
<tr>
<td>Hisar</td>
<td>Toros Dağları</td>
</tr>
<tr>
<td>Fortress</td>
<td></td>
</tr>
<tr>
<td>Balıkesir</td>
<td></td>
</tr>
<tr>
<td>Bursa</td>
<td></td>
</tr>
<tr>
<td>Diyarbakır</td>
<td></td>
</tr>
<tr>
<td>Edirne</td>
<td></td>
</tr>
<tr>
<td>Erzurum</td>
<td></td>
</tr>
<tr>
<td>Eskişehir</td>
<td></td>
</tr>
<tr>
<td>Eski</td>
<td></td>
</tr>
<tr>
<td>Şehir</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
</tr>
</tbody>
</table>

2. GEOGRAPHICAL FEATURES

<table>
<thead>
<tr>
<th>Features</th>
<th>Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akdeniz Mediterranean Sea</td>
<td>İstanbul</td>
</tr>
<tr>
<td>ak</td>
<td>Kars</td>
</tr>
<tr>
<td>deniz</td>
<td>Kayseri</td>
</tr>
<tr>
<td>Boğaziçe</td>
<td>Konya</td>
</tr>
<tr>
<td>Çanakkale</td>
<td>Kütahya</td>
</tr>
<tr>
<td>Boğaziçe</td>
<td>Malatya</td>
</tr>
<tr>
<td>Ege Denizi</td>
<td>Samsun</td>
</tr>
<tr>
<td>İskenderun</td>
<td>Trabzon</td>
</tr>
<tr>
<td>Körfezi</td>
<td>Yenişehir</td>
</tr>
<tr>
<td>İskenderun</td>
<td>yeni</td>
</tr>
<tr>
<td>Tuz Gölü</td>
<td>Anadolu Denizi</td>
</tr>
<tr>
<td>Kızılırmak</td>
<td>Kızıldereli</td>
</tr>
<tr>
<td>kızıl</td>
<td>Red River</td>
</tr>
<tr>
<td>irmak</td>
<td>river, stream</td>
</tr>
</tbody>
</table>
Lesson 2

Cardinal Numbers. ‘One Half.’

Kaç, Çok, and Az. Parça and Tane

---

I. Cardinal numbers

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>bir ev</td>
<td>one house, a house</td>
<td>bir ev bir ev</td>
</tr>
<tr>
<td>bir kere</td>
<td>one time, one occurrence, once</td>
<td>bir kere bir kere</td>
</tr>
<tr>
<td>bir defa</td>
<td>one time, one occurrence, once</td>
<td>bir defa bir defa</td>
</tr>
<tr>
<td>iki ev</td>
<td>two houses, the two houses</td>
<td>iki ev iki ev</td>
</tr>
</tbody>
</table>

**Note:** Turkish has no separate word for ‘the’ (the definite article). Hence every ‘absolute’ noun (i.e., the simple noun form with no suffix attached) may mean ‘X’ or ‘the X.’

Cardinal numbers are followed by singular nouns.

The cardinal numbers are:

<table>
<thead>
<tr>
<th>Digit</th>
<th>Word</th>
<th>Numeral</th>
<th>Meaning</th>
<th>Numeral</th>
<th>Numeral</th>
<th>Numeral</th>
<th>Numeral</th>
<th>Numeral</th>
<th>Numeral</th>
<th>Numeral</th>
<th>Numeral</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bir</td>
<td>ev</td>
<td>one</td>
<td>sekiz</td>
<td>8</td>
<td>on</td>
<td>beş</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>iki</td>
<td>2</td>
<td>two</td>
<td>dokuz</td>
<td>9</td>
<td>on</td>
<td>altı</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>üç</td>
<td>3</td>
<td>three</td>
<td>on</td>
<td>10</td>
<td>on</td>
<td>yedi</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>dört</td>
<td>4</td>
<td>four</td>
<td>on</td>
<td>11</td>
<td>on</td>
<td>sekiz</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>beş</td>
<td>5</td>
<td>five</td>
<td>on</td>
<td>12</td>
<td>on</td>
<td>dokuz</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>altı</td>
<td>6</td>
<td>six</td>
<td>on</td>
<td>13</td>
<td>yirmi</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>yedi</td>
<td>7</td>
<td>seven</td>
<td>on</td>
<td>14</td>
<td>yirmi</td>
<td>bir</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

13
2. ‘One half’

There are two common words for ‘one half.’

**yarım**, used when no other number is mentioned in the expression

- **yarım kilo**
- **beş yüz gram**
- **yarım kilometre**
- **beş yüz metre**
- **yarım saat**
- **otuz dakika**

**buçuk**, used with numerals

- **bir bucuk saat**
- **on bucuk kilometre**
- **iki bucuk kilo**

3. **Kaç, çok, and az**

Like the cardinal numbers, the ‘counting words’ **kaç** ‘how much?’ ‘how many?’ **ço</s>
kaç elma? how many apples?
çok ev many houses, lots of houses
çok şeker much sugar, lots of sugar
çok limon many lemons, lots of lemons, lots of lemon
az ev few houses
az para little money, not much money
çok az para very little money
biraz şeker a little sugar
birçok a good many
gazete newspapers
az çok more or less

4. Parça and tane

These two ‘counting words’ are to be distinguished from each other:
parça ‘piece’ (one part, section, segment, etc., of a whole);
tane ‘piece’ (the meaningless pidgin English counting word ‘piece’ as in ‘one piece man,’ ‘one piece house,’ i.e., ‘one man,’ ‘one house’)
*Tane* may be used or omitted after the cardinal numbers.

**Exercises**

A. Count aloud to 100, from 100 to 200 by 5’s, from 200 to 300 by 10’s, from 300 to 500 by 20’s.

B. Practice aloud. Translate.

<table>
<thead>
<tr>
<th>Number</th>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kaç kilo et?</td>
<td>How many kilos of meat?</td>
</tr>
<tr>
<td>2.</td>
<td>½ kilo kahve</td>
<td>Half a kilo of coffee</td>
</tr>
<tr>
<td>3.</td>
<td>az su</td>
<td>Water</td>
</tr>
<tr>
<td>4.</td>
<td>1½ kilo şeker</td>
<td>One and a half kilos of sugar</td>
</tr>
<tr>
<td>5.</td>
<td>birkaç kere</td>
<td>Several times</td>
</tr>
<tr>
<td>6.</td>
<td>birkaç kilo elma</td>
<td>A few kilos of apples</td>
</tr>
<tr>
<td>7.</td>
<td>250 gram tereyağ</td>
<td>250 grams of lard</td>
</tr>
<tr>
<td>8.</td>
<td>5 fincan çay</td>
<td>5 cups of tea</td>
</tr>
<tr>
<td>9.</td>
<td>çok az limon</td>
<td>Very many lemons</td>
</tr>
<tr>
<td>10.</td>
<td>12 tane portakal</td>
<td>Twelve oranges</td>
</tr>
<tr>
<td>11.</td>
<td>3½ saat</td>
<td>Three and a half hours</td>
</tr>
<tr>
<td>12.</td>
<td>30 cadde</td>
<td>Thirty streets</td>
</tr>
<tr>
<td>13.</td>
<td>2½ lira</td>
<td>Two and a half lira</td>
</tr>
<tr>
<td>14.</td>
<td>Kaç tane elma?</td>
<td>How many apples?</td>
</tr>
<tr>
<td>15.</td>
<td>Kaç kuruş?</td>
<td>How many kurush?</td>
</tr>
<tr>
<td>16.</td>
<td>3½ elma</td>
<td>Three and a half apples</td>
</tr>
</tbody>
</table>
17. 60 saniye
18. 60 dakika
19. 24 saat
20. 1 gün
21. 7 gün
22. 4 hafta
23. 12 ay
24. 365 gün
25. 100 yıl
26. 2 ağaç
27. 3 oğul
28. Kaç kilo şeker?
29. ½ kilo şeker
30. 100 defa
31. Kaç para?
32. az para
33. Kaç tane limon?
34. çok elma
35. 1 baş
36. 2 el
37. 2 ayak
38. 2 göz
39. çok az limon
40. 2 bardak su
41. az su
42. biraz süt
43. çok az süt
44. 10,000 kilometre
45. 8 gazete
46. ½ bardak su
47. 7½ saat
48. 2 dilim ekmek
49. 3 kaşık şeker
50. 3 tane ekmek

C. Write in Turkish. Practice aloud. Spell out all numbers.

1. one half kilo of tea
2. three kilos of sugar
3. two hundred grams of meat
4. a slice of bread
5. two cups of coffee
6. eight apples
7. How many houses?
8. two minarets
9. one mosque
10. three years
11. four days
12. two weeks
13. six months
14. much milk
15. a little water
16. two loaves of bread
17. two slices of bread
18. very little sugar
19. many trees
20. three rivers
21. seventy-seven lakes
22. three cities
23. sixty-four boys
24. one hundred children
25. one eye
26. two eyes
27. two feet
28. thirty-two teeth
29. one head
30. five hundred and fifty-five days
31. fifteen years
32. twelve girls
33. nineteen times
34. sixteen gardens
35. thirty-five nights
36. thirty-six days
37. fifty-seven and a half grams
38. one hundred liras
39. two and a half liras
40. two thousand kilowatts
41. many mosques
42. How many mosques?
43. a good many streets
44. much water

45. little water
46. How many glasses of water?
47. a little water
48. four times
49. much fruit
50. many apples
Lesson 3

Position of Adjectives. Indefinite Article with Adjectives. Predicate Modifiers

1. Position of adjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>büyük kız</td>
<td>(the) big girl</td>
</tr>
<tr>
<td>küçük kız</td>
<td>(the) little girl</td>
</tr>
<tr>
<td>genç adam</td>
<td>(the) young man</td>
</tr>
<tr>
<td>yaşlı kadın</td>
<td>(the) old woman (yaşlı ‘old,’ of humans; otherwise use eski)</td>
</tr>
</tbody>
</table>

When an adjective precedes a noun, it modifies that noun, as in English.

2. Indefinite article with adjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>bir köpek</td>
<td>a dog; one dog</td>
</tr>
<tr>
<td>bir gün</td>
<td>a day; one day</td>
</tr>
<tr>
<td>bir elma</td>
<td>an apple; one apple</td>
</tr>
<tr>
<td>bir bardak su</td>
<td>a glass of water; one glass of water</td>
</tr>
<tr>
<td>büyük bir kız</td>
<td>a big girl</td>
</tr>
<tr>
<td>küçük bir kız</td>
<td>a little girl</td>
</tr>
<tr>
<td>çok küçük bir kız</td>
<td>a very little girl</td>
</tr>
<tr>
<td>iki çok küçük kız</td>
<td>two very little girls</td>
</tr>
<tr>
<td>küçük güzel kız</td>
<td>(the) little, pretty girl</td>
</tr>
<tr>
<td>küçük güzel bir kız</td>
<td>a little, pretty girl</td>
</tr>
<tr>
<td>küçük ve güzel bir kız</td>
<td>a little and pretty girl</td>
</tr>
</tbody>
</table>

The word *bir* serves as the number ‘one’ and as the indefinite article ‘a,’ ‘an.’ When the indefinite article and one or more other adjectives modify
One noun, Turkish reverses the English order. The adjective or adjectives come first, and the indefinite article immediately precedes the noun. When the word bir means 'one,' however, it precedes the adjective (or adjectives), as in English, e.g., büyük bir kız ‘a big girl,’ bir büyük kız ‘one big girl.’

Note 1: Turkish sometimes uses bir with a plural noun. (See Lesson 4, section 5.)

Note 2: Bir may be omitted from a Turkish sentence in which the English would require the indefinite article. (See Lesson 14, section 1.)

3. Predicate modifiers

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>O kız uzun</td>
<td>That girl is tall.</td>
</tr>
<tr>
<td>Bu kız kısa</td>
<td>This girl is short.</td>
</tr>
<tr>
<td>Küçük kız güzel</td>
<td>The little girl is pretty.</td>
</tr>
<tr>
<td>Güzel kız küçük</td>
<td>The pretty girl is little.</td>
</tr>
<tr>
<td>Bu küçük kız çok güzel</td>
<td>This little girl is very pretty.</td>
</tr>
<tr>
<td>Bu çok küçük kız güzel</td>
<td>This very small girl is beautiful.</td>
</tr>
<tr>
<td>Bu kız çok küçük ve çok güzel</td>
<td>This girl is very tiny and very pretty.</td>
</tr>
<tr>
<td>Bir kız uzun, bir kız kısa.</td>
<td>One girl is tall, (and) one girl is short.</td>
</tr>
<tr>
<td>Güzel kız uzun, diğer kız kısa.</td>
<td>The pretty girl is tall; the other girl is short.</td>
</tr>
<tr>
<td>Bu iyi.</td>
<td>This is good.</td>
</tr>
</tbody>
</table>

In speech (and to a lesser degree in the formal written language), the third person forms, singular and plural, present tense of the Turkish verb 'to be' are not expressed. Hence a Turkish adjective in the predicate position (i.e., following the noun it modifies) expresses a complete sentence, e.g., O kız uzun ‘That girl (is) tall.’

Exercises

A. Practice aloud. Translate.

1. güzel bir anne
2. O anne güzel.
3. Çocuk çok uzun.
4. çok uzun bir çocuk
5. genç bir kız
7. Genç kız küçük.
8. Bu genç kız çok küçük.
9. İki kadın iyi.
10. On iki iyi kadın
12. İki yaşlı kadın
13. İki kadın yaşlı.
14. İki yaşlı kadın kısa.
15. Baba iyi.
16. Bir iyi baba
17. İki iyi baba
18. İki baba iyi.
19. Kaç tane baba?
20. Kaç gün?
21. Kaç tane elma?
22. İyi bir gün
23. Bugün iyi.
24. Bu, iyi bir gün.
25. Büyük otomobil
26. İki büyük otomobil
27. İki otomobil büyük.
29. Bir otomobil yeni, diğer otomobil eski.
30. Büyük otomobil yeni.
31. Diğer otomobil çok eski.
32. Bu, çok eski.
33. İki şeker iyi.
34. Biraz şeker
35. İki very large
36. İki güzel
37. İki güzel
38. Az para
40. Biraz para
41. Uç fincan kahve
42. Uç fincan kahve
43. Bir fincan kahve
44. İki fincan kahve
45. İki fincan çay
46. Kaç para?
47. Otuz beş lira on beş kuruş
48. Beş eski ev
49. Beş ev eski.
50. Bu çok eski.

B. Write in Turkish. Practice aloud.
1. a big foot
2. one big foot
3. two big feet
4. This foot is big.
5. One foot is large; the other foot is small.
6. How many women?
7. two old women
8. These two women are old.
9. The two old women are short.
10. two short old women
11. a nice street
12. two nice streets
13. This city is new; the other city is old.
14. three tall minarets
15. This house is high.
16. The old house is large; the new house is small.
17. How many houses?
18. How many small houses?
19. How many houses are small?
20. This house is very small.
21. The very small house is lovely.
22. The four men are young.
23. four young men
24. The four men are young.
25. The four young men are tall.
Lesson 4

Definite Article. Adjective and Noun.

Agglutination. Vowel Harmony. The Plural

<table>
<thead>
<tr>
<th>Küçük çocuk</th>
<th>(the) small child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Çocuk küçük</td>
<td>(The) child (is) small.</td>
</tr>
<tr>
<td>Büyük çocuk</td>
<td>(the) big child</td>
</tr>
<tr>
<td>Çocuk büyük</td>
<td>(The) child (is) big.</td>
</tr>
</tbody>
</table>

1. Definite article

Turkish has no separate word equivalent to the English definite article 'the.' Hence any Turkish noun without suffixes (or with the plural suffix: see below, section 5) may be understood with or without 'the' as the sense requires.

**Note:** For the devices by which, in certain circumstances, Turkish specifies whether or not a noun is definite see Lesson 6, section 2.

2. Adjective and noun

When an adjective does not modify a noun, the adjective can become a substantive.

- Bu genç çocuk güzel. *(Genç is used as an attributive adjective.)* 'This young child is pretty.'
- Bu anne genç. *(Genç is used as a predicate adjective.)* 'This mother is young.'
- Bu genç güzel. *(Genç is used as a substantive 'youth,' 'youngster.)* 'This youngster is pretty.'
Such a word, when it is an adjective, takes no suffixes. Such a word, when it is a substantive, may take suffixes.

3. Agglutination

Turkish is said to be an agglutinative language because every element that is affixed to a word or to another element in order to convey meaning is a suffix. Turkish uses no prefixes, except for a few stereotyped borrowings from other languages.

4. Vowel harmony

The eight Turkish vowels are divided into two classes: (1) those formed toward the front of the mouth and (2) those formed toward the back. These classes are called front and back vowels, respectively.

<table>
<thead>
<tr>
<th>FRONT VOWELS</th>
<th>BACK VOWELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>a</td>
</tr>
<tr>
<td>i</td>
<td>ñ</td>
</tr>
<tr>
<td>ö</td>
<td>o</td>
</tr>
<tr>
<td>ü</td>
<td>u</td>
</tr>
</tbody>
</table>

Note: The vowels ø and ö tend to occur only in the first syllable of an originally Turkish word. With few exceptions ø and ö do not appear in suffixes.

Each originally Turkish word tends to have all its vowels of the same class, all front or all back. This phenomenon is called vowel harmony. Foreign words borrowed by Turkish, but not entirely assimilated into the language, do not always entirely conform to the principle of vowel harmony. (See Lesson 6, section 2.)

When a suffix is to be added to a word, the final vowel of the word determines the class of vowel (front or back) in that suffix. Therefore, the final vowel is called the dominant vowel. If still another suffix is to be added, the final vowel of the preceding suffix is considered the dominant vowel.

5. The plural

<table>
<thead>
<tr>
<th></th>
<th>(the) house</th>
<th>(the) elephant</th>
<th></th>
<th>(the) houses</th>
<th>(the) elephants</th>
<th></th>
<th>(the) mountain</th>
<th>(the) year</th>
<th>(the) mountains</th>
<th>(the) years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ev</td>
<td></td>
<td></td>
<td>fil</td>
<td></td>
<td></td>
<td>yil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evler</td>
<td>(the) houses</td>
<td></td>
<td>filler</td>
<td>(the) elephants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dağ</td>
<td>(the) mountain</td>
<td></td>
<td>yil</td>
<td>(the) year</td>
<td></td>
<td>yillard</td>
<td>(the) years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dağlar</td>
<td>(the) mountains</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Turkish plural is formed by the addition to a noun of the plural
suffix, which appears as -ler after a front dominant vowel (e, i, ō, ū) and as
-lar after a back dominant vowel (a, ɪ, o, ŭ). Thus the vowel of the plural
suffix always conforms to the principle of vowel harmony.

The symbol V² denotes the variable vowel e/a. After a front dominant
vowel V² is e; after a back dominant vowel, a. The plural suffix may be
shown schematically as follows:

-1 V² r

(In this notation, the hyphen indicates that what follows is a suffix, not a
word. The hyphen is not written after the suffix, but suffixes may be added
to other suffixes.)

<table>
<thead>
<tr>
<th>DOMINANT VOWEL FRONT</th>
<th>DOMINANT VOWEL BACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ev house</td>
<td>evler houses</td>
</tr>
<tr>
<td>fil elephant</td>
<td>filler elephants</td>
</tr>
<tr>
<td>göl lake</td>
<td>göller lakes</td>
</tr>
<tr>
<td>gün day</td>
<td>günler days</td>
</tr>
<tr>
<td>pul stamp</td>
<td>pullar stamps</td>
</tr>
</tbody>
</table>

Note 1: Each noun in the above table, whether in its singular or plural form,
is to be understood as being nominative or ‘absolute’ so long as it bears no
other suffix; hence each may be understood with or without the English
definite article, as the sense requires.

Note 2: A few writers and printers insert an apostrophe between a noun and
its (first) suffix. This apostrophe does not alter the pronunciation. It is most
frequently used after foreign words and after place-names.

The indefinite article of course has no plural.

bir ev a house evler houses (the houses)

A common word for ‘some’ is bazı (followed by a substantive with a plural
suffix).

bir ev a house bazı evler some houses

Bazı may infrequently be used with the singular.

Bazı zaman sometimes

Bir may infrequently be used with the plural.

bir zamanlar once upon a time
Exercises

A. Practice aloud. Translate.

1. Bugün güzel.
2. Bu günler güzel.
3. Bu fincanlar çok küçük.
4. Kaç tane küçük fincan?
5. Kaç tane fincan küçük?
7. O fincanlar güzel.
8. Beş fincan iyi kahve.
10. Bu genç çok uzun.
15. Bu fincanlar güzel.
16. Bu büyük fincanlar güzel.
17. Büyükler güzel.
20. Bu küçük ev güzel.
22. Küçükler çok güzel.
23. Küçükler eski, büyükler yeni.
24. Kaç tane ev küçük?
25. Kaç tane küçük ev?

B. Write in Turkish. Practice aloud.

1. one horse
2. one big horse
3. a big horse
4. big horses
5. the big horses
6. two big horses
7. some big horses
8. Some horses are big.
9. This big horse is very good.
10. The other big horse is very bad.
11. The two big horses are beautiful.
12. These horses are small.
13. The big ones are very good;
   the little ones are bad.
14. the two old women
15. some old women
16. some old ones
17. This woman is old;
   the other woman is young.
18. The old ones are little.
19. The young ones are
   good-looking.
20. The little houses are old;
   the large houses are new.
21. Fahriinnisa is young;
   Ahmet is very old.
22. This is good.
23. This one is good.
24. The little houses are old;
   the large houses are new.
25. The little ones are old;
   the large ones are new.
Lesson 5

Common Infinitive. Variable Consonants. Past Definite Verb. Agreement of Subject and Verb

1. Gelmek çok kolay. Coming (to come) (is) extremely easy.
2. Bilmek güç. Comprehension (knowing, to know) (is) difficult.
8. Geldi. He (she, it) came.
9. Baktık. We have stared. (We stared.)
10. Fahrünisa gitti. Fahrünisa has gone (went).
11. Ahmet ve Mehmet geldiler. Ahmet and Mehmet came (have come).
12. Onlar geldiler. They have come (came).
14. Geldiler! They’re here! (They’ve come!)
15. Günler geçti. (The) days (have) passed.

1. Common infinitive

The common or normal infinitive is formed by adding the suffix -m V² k to the simple verb. The simple verb (or ‘naked’ verb) is the singular imperative. (See Lesson 7, section 4.) The common infinitive is the verb form listed in a Turkish dictionary. Its meaning is rendered equally well in English,
in the case of the common infinitive *gelmek*, by ‘coming’ (noun) or by ‘to come.’

Common infinitives:

<table>
<thead>
<tr>
<th>DOMINANT VOWEL FRONT</th>
<th>DOMINANT VOWEL BACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>gelmek</td>
<td>almak</td>
</tr>
<tr>
<td>komm</td>
<td>kirmak</td>
</tr>
<tr>
<td>gormek</td>
<td>olmak</td>
</tr>
<tr>
<td>gulmek</td>
<td>bulmak</td>
</tr>
</tbody>
</table>

coming, to come         taking, to take  
knowing, to know         breaking, to break  
seeing, to see           becoming, happening,  
laughing, to laugh       to become, to happen

2. Variable consonants

As noted above, Turkish is an agglutinative language. It avoids prefixes. Every Turkish element which is affixed to a word (or to another element) is a suffix. When a suffix is added to a word (or to a preceding suffix), two sorts of consonant change may occur.

a. The initial consonant of the newly added suffix may be altered.

b. The final consonant of the preceding word (or suffix) may be altered.

Three variable consonants (or three consonant pairs) are involved in such changes. They are shown by these symbols:

<table>
<thead>
<tr>
<th>t/d</th>
<th>p/b</th>
<th>c/c</th>
</tr>
</thead>
</table>

In each case, the first component of the symbol is a voiceless consonant (a consonant which is produced without vibration of the vocal cords). The second component is the corresponding voiced consonant. (A voiced consonant is produced with vibration of the vocal cords.) Turkish voiceless consonants are: *ç, f, h, k, p, s, ʂ, t.* All other Turkish consonants are voiced.

Consonant Changes

Type 1: Initial consonant of newly added suffix changes.

When a suffix begins with the variable consonant *t/d* or with the variable consonant *ç/c* (no Turkish suffix begins with *p/b*), that initial variable consonant appears in its voiceless form when it is attached to a voiceless consonant, in its voiced form when it is attached to a directly preceding voiced sound (consonant or vowel).

<table>
<thead>
<tr>
<th>süt</th>
<th>milk</th>
<th>sütçü</th>
<th>milkman</th>
</tr>
</thead>
<tbody>
<tr>
<td>kahve</td>
<td>coffee</td>
<td>kahveci</td>
<td>coffeehouse keeper</td>
</tr>
<tr>
<td>ev</td>
<td>house</td>
<td>evde</td>
<td>in the house</td>
</tr>
<tr>
<td>ates</td>
<td>fire</td>
<td>ateste</td>
<td>in the fire</td>
</tr>
</tbody>
</table>

Type 2: Final consonant of preceding word (or suffix) changes.
When a word (or suffix) ends in one of the variable consonants, that final variable consonant appears in its voiceless form unless it is immediately followed by a suffixed vowel.

\[
\begin{align*}
\text{ağaç} & \quad \text{(the) tree} \\
\text{ağaçta} & \quad \text{in the tree} \\
\text{ağacı} & \quad \text{the tree (objective definite)}
\end{align*}
\]

**Note 1:** Many nouns of one syllable, and some nouns of more than one syllable, ending in ç, p, or t, do not change the final consonant to c, b, or d before an immediately suffixed vowel. Such instances are often indicated in dictionaries as: top (-pu) ‘ball’; et (-ti) ‘meat’; sepet (-ti) ‘basket’; üç (-çü) ‘three’.

**Note 2:** The consonant change in verb stems occurs only in a limited number of verbs. Gitmek (gid-), and etmek (ed-) are the only prominent examples in which the shift does occur.

3. Past definite verb

The past definite verb forms denote action which really was or really has been completed in the past. The past definite forms are obtained by adding to the verb stem (the ‘naked’ verb, the common infinitive minus its suffix, -m V² k) the following endings.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>-t/d V⁴ m</td>
</tr>
<tr>
<td>2nd person</td>
<td>-t/d V⁴ n</td>
</tr>
<tr>
<td>3rd person</td>
<td>-t/d V⁴</td>
</tr>
</tbody>
</table>

The symbol V⁴ represents the four-variable vowel shown in the following table.

<table>
<thead>
<tr>
<th></th>
<th>FRONT</th>
<th>BACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>e or i</td>
<td>V⁴=i</td>
<td>a or i V⁴=i</td>
</tr>
<tr>
<td>o or i</td>
<td>V⁴=ü</td>
<td>o or u V⁴=u</td>
</tr>
</tbody>
</table>

The symbol -t/d indicates that these suffixes begin with a variable consonant.

Study the verbs whose past definite forms are given below.

**Verbs whose dominant vowel is a**

<table>
<thead>
<tr>
<th>Vowel stem ends in</th>
<th>VOICED CONSONANT</th>
<th>VOICELESS CONSONANT</th>
<th>VOWEL (VOICED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>common infinitive</td>
<td>almak</td>
<td>bakmak</td>
<td>anlamak</td>
</tr>
<tr>
<td>verb stem</td>
<td>al</td>
<td>bak</td>
<td>anla</td>
</tr>
<tr>
<td>meaning</td>
<td>taking,</td>
<td>looking,</td>
<td>understanding,</td>
</tr>
<tr>
<td></td>
<td>to take</td>
<td>to look</td>
<td>to understand</td>
</tr>
</tbody>
</table>

27
singular

<table>
<thead>
<tr>
<th>Person</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>aldım</td>
</tr>
<tr>
<td>2nd person</td>
<td>aldın</td>
</tr>
<tr>
<td>3rd person</td>
<td>aldi</td>
</tr>
</tbody>
</table>

plural

<table>
<thead>
<tr>
<th>Person</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>aldık</td>
</tr>
<tr>
<td>2nd person</td>
<td>aldınız</td>
</tr>
<tr>
<td>3rd person</td>
<td>aldular</td>
</tr>
</tbody>
</table>

All past definite forms express action that really is finished, really was or has been completed in the past. Hence the first person singular past definite of *almak*, the form *aldım* (of the verb which means ‘taking,’ ‘getting possession of,’ ‘receiving,’ ‘acquiring’) may mean any or all of the following, depending upon the particular context in which *aldım* is used.

- I took
- I did take
- I have taken

In the same way, the second singular form, *aldın*, means that you (one person) really did complete or have completed the action of taking, getting, receiving, acquiring something. Among possible translations for *aldın* are:

- you (singular) took
- you (singular) did take
- you (singular) have taken

and so on for the words ‘get,’ ‘acquire,’ etc. The verb *satin almak* means ‘to buy.’

**Note Second Person Singular and Plural**

The second person singular is used:

- a. when speaking to a child or an inferior
- b. as a token of familiarity or affection when speaking to an intimate
- c. rudely as an insult to an individual
- d. solemnly when addressing God or invoking a person who is dead

The second person plural is used:

- a. when speaking to more than one person
- b. as the normal, polite way to address one individual.

In the absence of an expressed subject, the third person singular form, *aldi*, is assumed to have for its subject the pronoun *o* ‘he,’ ‘she,’ or ‘it.’

*Aldi*. He (she, it) took (did take, has taken something), or He (she, it) got (did get, has gotten something), or the same shades of past definite meaning for the verb ‘acquire.’
Aldı may of course have an expressed subject. Ahmet aldı. ‘Ahmet got, took, received,’ etc.

The first plural past definite form, aldık, not only rings all the changes noted above (‘we really did take, have taken,’ etc.). In addition, since the first person plural is frequently used to mean ‘I’ (a sort of polite and modest editorial ‘we’), the word aldık may also, if the context requires, express all the meanings given above for the first singular form, aldım.

Aldınız indicates that you (one or more persons [see the note above]) in the past definitely did perform or have performed the action of almak—taking, getting, acquiring, etc.

Aldılar shows that they (two or more persons) really did perform or have performed that action.

The second verb in the table—bakmak—expresses the action of looking, staring, and (with proper suffixes on the substantives concerned) of looking after, caring for, examining, etc. Thus baktım baktım (Turkish repeats words for emphasis) means

- I looked and looked.
- I did look and look.
- I have looked and looked.
- etc.

The third verb—anlamak—expresses the idea of comprehending, understanding, catching on, getting the point, etc. Thus anladılar, may mean any of the following

They really did understand, realize, comprehend, etc.

- have understood, etc.
- understood, etc.

Note: For almak, bakmak, anlamak, and indeed for most Turkish verbs, it is very misleading to try to give one English word which is what the Turkish word ‘means.’ Instead, the student should attach to the Turkish verb, or noun, or adjective a basic idea which has many possible shades of expression in English.

Each of the three verbs in the above table has the dominant vowel ā: almak with a final voiced consonant (al), bakmak with a final voiceless consonant (bak), and anlamak (anla), with a vowel, which is also a voiced sound.

Here follow verbs whose dominant vowels are e, i, u, ı, o, and ö. These tables are not complete: no exotic verbs are introduced simply for the sake of completion.
Verbs whose dominant vowel is e

<table>
<thead>
<tr>
<th>verb stem</th>
<th>meaning</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOICED CONSONANT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>verb stem</td>
<td>meaning</td>
<td>1st person</td>
<td>2nd person</td>
</tr>
<tr>
<td><strong>common infinitive</strong></td>
<td><strong>meaning</strong></td>
<td><strong>1st person</strong></td>
<td><strong>2nd person</strong></td>
</tr>
<tr>
<td>gelmek</td>
<td>coming, to come</td>
<td>geldim</td>
<td>geldin</td>
</tr>
<tr>
<td>gel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VOICELESS CONSONANT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>vowel (VOICED)</strong></td>
<td>istemek</td>
<td>istedim</td>
<td>istedil</td>
</tr>
<tr>
<td><strong>meaning</strong></td>
<td>wishing, wanting, needing, requiring, etc.</td>
<td>to need</td>
<td></td>
</tr>
</tbody>
</table>

Verbs whose dominant vowel is i

<table>
<thead>
<tr>
<th>verb stem</th>
<th>meaning</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>kırmak</strong></td>
<td>breaking, to break (trans.)</td>
<td>kırdim</td>
<td>kırdın</td>
</tr>
<tr>
<td><strong>bıkmak</strong></td>
<td></td>
<td>bıktım</td>
<td>bıktın</td>
</tr>
<tr>
<td><strong>bil</strong></td>
<td>knowing, to know</td>
<td>bilmek</td>
<td></td>
</tr>
<tr>
<td><strong>itmek</strong></td>
<td>pushing, to push</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
singular
1st person bildim ittim
2nd person bildin ittin
3rd person bildi itti

plural
1st person bildik ittik
2nd person bildiniz ittiniz
3rd person bildiler ittiler

Verbs whose dominant vowel is o

<table>
<thead>
<tr>
<th>common infinitive</th>
<th>verb stem</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>olmak</td>
<td>ol</td>
<td>becoming, happening, to become, to happen</td>
</tr>
</tbody>
</table>

Verbs whose dominant vowel is ö

<table>
<thead>
<tr>
<th>common infinitive</th>
<th>verb stem</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>görmek</td>
<td>gör</td>
<td>seeing, perceiving, to see, to perceive</td>
</tr>
</tbody>
</table>

singular
1st person gordüm öptüm
2nd person gordün öptün
3rd person gordü öptü

plural
1st person gordük öptük
2nd person gordünüz öptünüz
3rd person gordüler öptüler
Verbs whose dominant vowel is u

<table>
<thead>
<tr>
<th>common infinitive</th>
<th>verb stem</th>
<th>meaning</th>
<th>verb stem</th>
<th>meaning</th>
<th>verb stem</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bulmak</td>
<td>bul</td>
<td>finding,</td>
<td>tutmak</td>
<td>tut</td>
<td>okumak</td>
<td>oku</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to find</td>
<td></td>
<td>grasping,</td>
<td>reading,</td>
<td>to read</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>holding,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>to grasp,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>to hold</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| singular         |           |         |           |         |           |         |
| 1st person       | buldum    | tuttum  | okudum    |         |           |         |
| 2nd person       | buldun    | tuttun  | okudun    |         |           |         |
| 3rd person       | buldu     | tuttu   | okudu     |         |           |         |

| plural           |           |         |           |         |           |         |
| 1st person       | bulduk    | tuttuk  | okuduk    |         |           |         |
| 2nd person       | buldunuz  | tuttunuz| okudunuz  |         |           |         |
| 3rd person       | buldular  | tuttular| okudular  |         |           |         |

Verbs whose dominant vowel is ü

<table>
<thead>
<tr>
<th>common infinitive</th>
<th>verb stem</th>
<th>meaning</th>
<th>verb stem</th>
<th>meaning</th>
<th>verb stem</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>gülmek</td>
<td>gül</td>
<td>laughing,</td>
<td>yürümek</td>
<td>yürü</td>
<td>walking,</td>
<td>to walk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to laugh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| singular         |           |         |           |         |           |         |
| 1st person       | güldüm    | yörüdüm |           |         |           |         |
| 2nd person       | güldün    | yörüdün |           |         |           |         |
| 3rd person       | güldü     | yörüdü  |           |         |           |         |

| plural           |           |         |           |         |           |         |
| 1st person       | güldük    | yürüdük |           |         |           |         |
| 2nd person       | güldünüz  | yürüdünüz|         |         |           |         |
| 3rd person       | güldüler  | yürüdüler|         |         |           |         |

4. Agreement of subject and verb

Verb and subject agree in person and number. When the subject is a personal pronoun, the pronoun is not used unless special emphasis is desired.

<table>
<thead>
<tr>
<th>normal expression</th>
<th>for emphasis</th>
<th>I came.</th>
<th>You saw.</th>
</tr>
</thead>
</table>
With a third person plural subject which refers to animate beings, especially to humans, the verb is almost always in the third plural form, but may be third singular form.

_Ahmet ve Mehmet geldiler._
_Gençler koştular._

_Ahmet and Mehmet came._
_The youths ran._

Rarely

_Ahmet ve Mehmet geldi._
_Gençler koştu._

_Ahmet and Mehmet came._
_The youths ran._

In the case of a third plural subject which does not refer to animate beings, especially to humans, the situation is reversed: the verb usually is in the third singular form, but may be third plural form.

_Günler geçti._
_Atlar koştu._

(The) days passed.
_The horses ran._

Sometimes

_Atlar koştular._
_The horses ran._

**Note:** Any of the above past definite forms may, of course, express any shade of action which really was, or has been, completed in the past. See Lesson 5, section 3.

**Exercises**

A. Practice aloud. Translate.

1. Kim geldi?
2. Ne zaman geldiniz?
3. Çok okudular.
4. Az okudun.
5. Çok az anladım.
6. Az anladık.
7. Çocuklar çok koştular.
8. İki çocuk bu sabah geldiler.
11. Kim güldü?
12. Erdoğan çok güldü.
13. Kaç defa geldiniz?
14. İstanbul büyük ve güzel bir şehir.
15. Akdeniz büyük, Marmara Denizi küçük.
16. Ev güzel bahçe büyük.
17. Gençler bugün geldiler.
18. Beş genç güldüleri.
20. Genç kız koştu.
21. İki büyük göz
22. İki göz büyük.
23. Bu göz büyük; o göz küçük.
24. Bu ne?
25. Bu bir elma.
26. Kaç litre süt?
27. İki buçuk fincan süt
28. Onlar kim?
30. Kim anladi? 41. Ne istediler?
31. Onlar anladilar. 42. Kac otomobil gördünüz?
32. Bu evler büyük. 43. Besc otomobil gördüm.
33. Bunlar büyük. 44. Ne oldu?
34. Büyükler bu sabah geldiler. 45. iyi çocuklar
35. Gençler bu aksam geldiler. 46. Ne zaman geldin?
36. Meyvalar oldu. 47. Gençler koştular.
37. Ahmet gelmek istedi. 48. Ne bulundunuz?
38. Ahmet, ne zaman geldin? 49. iki iyi çocuk
39. Bu sabah geldim. 50. Ne okudular?
40. Çocuklar biraz okudular.

B. Write in Turkish. Practice aloud.

1. a big boy
2. The boy is big.
3. four little girls
4. The four girls are little.
5. five pretty little girls
6. These five little girls are pretty.
7. three big bad boys
8. A bad boy came this morning.
9. The bad boy came this morning.
10. Who came?
11. When did Ahmet come?
12. two kilos of oranges
13. two kilos of good oranges
14. These two kilos of oranges are very good.
15. The apples are very good; the oranges are bad.
16. Sühelyla has read much.
17. We took very little.
18. This city is very large.
19. The sea and mountains are lovely.
20. The street is big; the mosque is small.
21. When did they come?
22. How many apples did Ahmet want?
23. He wanted seven apples.
24. How many spoons of sugar?
25. How many slices of bread?
Lesson 6

Verbs of the Type Gitmek (Gider).

Objective Definite

1. Geldi gitti.
2. İstanbulu gördük.
4. Ahmed'ı dün gördüm.
5. Köpek güzel.
6. Köpeği kim gördü?
7. Ben dün bir köpek gördüm.
8. Yalnız o adamı gördünüz.
9. Sizi gördüler.
10. Kaç kilo şeker aldı?

He’s come (and) gone. (He came [and] went.)
We’ve seen (been to) Istanbul.
I bought the coffee this morning.
I saw Ahmet yesterday.
The dog’s a fine one.
Who’s seen the dog?
I saw a dog yesterday.
You saw only that man.
They saw you.
How many kilos of sugar did he (or she) buy?

I. Verbs of the type gitmek (gider)

A few verbs—of which gitmek (gider), ‘to go,’ and etmek (eder), the auxiliary verb meaning ‘to do,’ are the most important—have stems which end in the variable consonant /d/ (for gitmek, the stem is git or gid; for etmek, et or ed).

When a suffix whose own initial sound is also a variable consonant is added to a verb stem of this limited type, both the final variable consonant of the verb stem and also the initial variable consonant of the suffix appear in their voiceless forms.
A case in point is the past definite. The forms for gitmek and etmek are singular

<table>
<thead>
<tr>
<th></th>
<th>1st person</th>
<th>2nd person</th>
<th>3rd person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ettim</td>
<td>gittim</td>
<td>I went, did go, have gone, etc.</td>
</tr>
<tr>
<td></td>
<td>ettin</td>
<td>gittin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etti</td>
<td>gitti</td>
<td></td>
</tr>
</tbody>
</table>

When, however, to a verb stem of this type there is added a suffix whose initial sound is a vowel, the final variable consonant of the verb stem appears in its voiced form. The third singular form of the general verb (see Lesson 11, section 2) illustrates this variation, e.g., for gitmek, the third singular general is gider; for etmek, it is eder.

Verbs of the type gitmek (gider) are sometimes shown in dictionaries by indicating the third singular general form in parentheses, after the common infinitive.

2. The objective definite

The objective definite suffix has a double function. It simultaneously indicates (a) that the substantive to which it is attached is the direct object of a verb, and (b) that the same substantive is definite. (A substantive is definite when it is the proper name of a person, place, or thing, or when, in English, the corresponding word is preceded by ‘the,’ a word indicating possession, or by a demonstrative adjective.) Unless the substantive in question meets the second of these conditions (i.e., is definite), it does not take this suffix, even though it is the direct object of a verb.

Hence, the objective suffix can be called a definite article that is used only with the objective. When attached to a word that ends in a consonant, this suffix is simply the variable vowel $V^4$, $(i, i, ii, u)$. When this suffix is attached to a word that ends in a vowel, however, a consonant buffer is needed between the word’s terminal vowel and the $V^4$ of the suffix because Turkish abhors the sequence vowel-vowel (see Lesson 1, section 5). With the objective definite suffix, the buffer consonant employed is $y$. Hence the full notation for the objective definite suffix is

$$-(y) \ V^4$$

(In this notation, the hyphen shows that what follows is a suffix; the parentheses show that the $y$ is a buffer consonant, employed only when it is needed; and the symbol $V^4$ indicates the four-variable vowel $i\ -i\ -ii\ -ii\ -u$.)
The sequence in which suffixes are added must always be learned by observation. In this case, for example, the plural suffix precedes the objective definite suffix. The objective definite is frequently used where English does not.
use a definite article (although English does, in these instances, convey the idea of definiteness).

\[
\begin{align*}
İzmiri gördük. & \quad \text{We have seen Izmir.} \\
Bizi gördüler. & \quad \text{They saw us.}
\end{align*}
\]

Many words in common use (but not of Turkish origin) do not conform to vowel harmony, but are followed by front-voweled suffixes despite the presence of the back dominant vowel. This is sometimes shown in dictionaries in the following manner:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>saat</td>
<td>hour, time; watch, clock</td>
</tr>
<tr>
<td>hal</td>
<td>circumstance, situation, condition</td>
</tr>
</tbody>
</table>

The form in parentheses is the objective definite.

3. Variable consonants followed by objective definite

In the case of words which end in a ç, p, or t, the terminal consonant of some nouns of one syllable and most nouns of more than one syllable assumes its voiced form before any immediately following vowel (see Lesson 5, section 2). This holds true with the objective definite suffix.

<table>
<thead>
<tr>
<th>ABSOLUTE FORM</th>
<th>OBJECTIVE DEFINITE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmet</td>
<td>Ahmedi</td>
</tr>
<tr>
<td>Ahmetler</td>
<td>Ahmetleri</td>
</tr>
<tr>
<td>Mehmet</td>
<td>Mehmedi</td>
</tr>
<tr>
<td>Mehmetler</td>
<td>Mehmetleri</td>
</tr>
<tr>
<td>sahip</td>
<td>sahibi</td>
</tr>
<tr>
<td>sahipler</td>
<td>sahipleri</td>
</tr>
<tr>
<td>ağac</td>
<td>ağacı</td>
</tr>
<tr>
<td>ağacılar</td>
<td>ağacıları</td>
</tr>
<tr>
<td>dört</td>
<td>dördü</td>
</tr>
<tr>
<td>dörtler</td>
<td>dörtleri</td>
</tr>
</tbody>
</table>

Such words are shown in dictionaries with the objective definite form in parentheses, following the absolute form.

\[
dört \ (dördü) \quad \text{four} \quad \text{sahip} \ (\text{sahibi}) \quad \text{owner, master}
\]

4. Doubled consonants followed by objective definite

Some originally non-Turkish words that in the original language end in a doubled consonant—for example, the Arabic word 'haqq'—in their Turkish
guise tend to drop the second consonant except when a vowel is directly suffixed. In that event, the doubled consonant reappears.

\[ \text{hak (hakki)} \quad \text{right, truth; God} \]

5. ‘Ayn followed by objective definite

Many words which Turkish has borrowed from Arabic contained—in the original Arabic form—the characteristic Semitic consonant ‘ayn (t). If any trace of the sound of this consonant remains in modern Turkish pronunciation, it is simply a full stop in the breath.

Turkish spelling does not indicate an original initial ‘ayn.

\[ \text{Ali, man’s name (Arabic ‘Ali)} \]

Turkish spelling may or may not indicate an original medial ‘ayn.

\[ \text{sanat or san’at ‘art,’ ‘craft’ (Arabic ‘san’ah’)} \]

Of these two possibilities, the first (\text{sanat}) may be pronounced with no stop in the breath; the second (\text{san’at}), with a full stop, indicated by the apostrophe.

Turkish spelling (and pronunciation) may or may not indicate an original final ‘ayn. This is especially true when a vowel is directly suffixed to the word in question. \text{Cami ‘mosque’} with the objective definite may appear as \text{camii} or as \text{camiyi}.

6. Final \(k\) followed by objective definite

Polysyllables in final \(k\) ‘soften’ that \(k\) to a \(ğ\) before an immediately suffixed vowel.

\[ \begin{array}{ll}
\text{köpek (köpeği)} & \text{dog} \\
\text{elektrik (elektriği)} & \text{electricity} \\
\text{ayak (ayağı)} & \text{foot} \\
\text{bardak (bardağı)} & \text{drinking glass}
\end{array} \]

Most monosyllables in final \(k\) do not soften the \(k\) to a \(ğ\) before an immediately following vowel.

\[ \text{ok (oku)} \quad \text{arrow} \]

\[ \text{çok (çoğu)} \quad \text{much, many; lots (of)} \]

The word \text{çok} is an exception.

7. Nouns of the type \(oğul\) (\(oğlu\)) followed by objective definite

Although Turkish admits a syllable of the pattern VCC (see Lesson 1, section 6), it frequently prefers to avoid the sequence consonant–consonant
at the end of the final syllable of a substantive. Hence several nouns—some of them originally Turkish (oğul 'son') and some of them borrowed (şehir 'city' from Persian 'shahr')—whose absolute pattern would end with VCC, insert an 'unstable' vowel between the two final consonants. When an immediately following vowel is suffixed, however, the 'unstable' vowel drops out.

<table>
<thead>
<tr>
<th>ABSOLUTE FORM</th>
<th>OBJECTIVE DEFINITE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>oğul</td>
<td>oğlu</td>
</tr>
<tr>
<td>oğullar</td>
<td>oğulları</td>
</tr>
<tr>
<td>şehir</td>
<td>şehri</td>
</tr>
<tr>
<td>şehirler</td>
<td>şehirleri</td>
</tr>
</tbody>
</table>

Nouns of the type oğul (oğlu) are so indicated in dictionaries.

Exercises

A. Practice aloud. Translate.

1. Parayı kim aldı?
   Parayı Ahmet aldı.
   Onu Ahmet aldı.

2. Parayı kim aldı?
   Ahmet aldı.
   Onu ne zaman aldı?
   Parayı bu sabah aldı.
   Onu bu sabah aldı.
   Bu sabah aldı.

3. Mehmet, Ahmed'i ne zaman gördünüz?
   Ahmed'i bugün gördüm.
   Bugün gördüm.

4. Çocuklar! Bugün kimi gördünüz?
   Bugün bir kaç adam gördük.

5. Bu iki adamı kim gördü?
   Onları biz gördü.

6. Bu küçük kız ne kırdı?
   Bir fincan kırdı.

7. Fincanları kim kırdı?
   Fincanları küçük kız kırdı.
   Onları küçük kız kırdı.

8. Kız fincanları ne zaman kırdı?
   Onları bu sabah kırdı.

9. Küçük kız kaç tane fincan kırdı?
   İki tane fincan kırdı.

10. Köpek neyi gördü?
    Köpek kediyi gördü.
    Kedi koştu.

11. Kedi ne istedi?
    Kedi süt istedi.
    Kedi neyi buldu?
    Kedi sütü buldu.

12. Bu beş bardağı kim aldı?
    Onları ben aldım.
    Bardakları ne zaman aldınız?
    Bardakları bu akşam aldım.

    Güzel dağları gördüler.
    Bazı güzel dağlar gördüler.

14. Ahmet, ne zaman geldin?
    Bu sabah geldim.
    Ahmet ne zaman geldi?
    Bu sabah geldi.
15. Mehmet ve Sait dün geldiler.
   Dün kim geldi?
   Dün onlar geldiler.
16. Onu kim anladi?
    Onu ben anladım.
17. Geç geldiniz, Ahmet!
    Evet, çok geç geldim.
18. İstanbul büyük bir şehir.
    İstanbulu kim görüldü?
    Onu biz görüldük.
    Ne zaman gittiler?
    Küçükler bu sabah gittiler.
20. Hoş geldiniz, Ahmet!
    Hoş bulduk, Mehmet!

B. Write in Turkish. Practice aloud.
1. I read the book yesterday.
2. I read two books yesterday.
3. Who has read this book?
4. You went yesterday.
5. Welcome, Fahrünnisa!
6. Thank you, I'm glad to be here, Selma!
7. Mehmet wanted some money.
8. How much money did Mehmet want?
9. Who wanted the money?
10. I found the two liras.
Lesson 7

Personal Pronouns. Interrogative Pronouns. Demonstratives. The Imperative. Word Order

1. Gel! Bunu al!
Come here! Take this! (to one person, speaking most familiarly)

2. Gelin! Bunu alın!
Come here! Take this! (to one person, speaking less familiarly than above)

3. Geliniz! Bunu alınız!
Come here! Take this! (to one person, speaking formally, or to more than one person)

4. Gelsin! Bunu alsın!
Let him (her, it) come here! Let him (her, it) take this! (If only he would . . . I wish that he would . . . It would be a good thing if he would . . ., etc.)

5. Gelsinler! Bunu alsınlar!
If only they would come (and) take this! Let them come! Let them take this!

I saw you and you saw them.

7. Sizi ben gördüm, onları siz gördünüz.

I. Personal pronouns

<table>
<thead>
<tr>
<th></th>
<th>ABSOLUTE (NOMINATIVE)</th>
<th>OBJECTIVE DEFINITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>ben</td>
<td>beni</td>
</tr>
</tbody>
</table>

42
2nd person sen seni
3rd person onu
plural
1st person biz bizi
2nd person siz sizi
3rd person onlar onlari

Note that the buffer consonant with the third singular is \( n \) rather than the usual \( y \), and that \( n \) precedes the plural suffix in the third plural forms.

Sometimes a plural suffix is used with the first and second plural forms.

* bizler we  
  sizler you

2. Interrogative pronouns

<table>
<thead>
<tr>
<th>ABSOLUTE FORM</th>
<th>OBJECTIVE DEFINITE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>kim? who?</td>
<td>kimi? whom?</td>
</tr>
</tbody>
</table>

These words sometimes take plural suffixes.

* kimler neler

**Note 1:** \( Ne \) is sometimes an adjective.

* ne zaman? when? (what time?)

**Note 2:** \( Ne \) is sometimes exclamatory.

* ne güzel! how lovely!

3. Demonstratives

<table>
<thead>
<tr>
<th>ABSOLUTE FORM</th>
<th>OBJECTIVE DEFINITE FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>bu this</td>
</tr>
<tr>
<td>2nd person</td>
<td>şu that</td>
</tr>
<tr>
<td>3rd person</td>
<td>o that</td>
</tr>
<tr>
<td>plural</td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>bunlar these</td>
</tr>
<tr>
<td>2nd person</td>
<td>şunlar those</td>
</tr>
<tr>
<td>3rd person</td>
<td>onlar those</td>
</tr>
</tbody>
</table>

Note that \( o \) ‘that’ is the same as \( o \) ‘he,’ ‘she,’ ‘it.’

The basic distinction between \( şu \) ‘that’ and \( o \) ‘that’ is:

* \( şu \) refers to some thing, person, etc., that, although at some distance
from the speaker, is still within sight and can be indicated by a gesture;

*o* refers to some thing, person, etc., that is usually not in sight;

*şu* frequently means ‘the following,’ ‘as follows.’

The demonstratives are adjectives when they modify a following noun, pronouns when used alone. As adjectives they take no suffixes. As pronouns they take suffixes. (Note the buffer *n.*)

From the demonstratives are formed the words

- **böyle** in this fashion, thus
- **şöyle** in that fashion, as follows
- **öyle** in that fashion

These words may be used adverbially or adjectivally.

- **Böyle oldu.** It happened in this fashion.
- **böyle bir gün** a day like this

4. The imperative

The Turkish imperative includes two persons.

a. the second person, singular and plural, the individual (or individuals) to whom one gives a command. ‘(you) come here!’

b. the third person, singular and plural, the individual or individuals about whom a sort of command is given. ‘Let him come!’ ‘Let them take!’

‘Please’ is *lütfen*.

The imperative suffixes are

<table>
<thead>
<tr>
<th>singular</th>
<th>verb stem without suffix</th>
<th>verb stem plus (y) V4 n</th>
<th>verb stem plus s V4 n</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd person, Form I</td>
<td>gelmek to come</td>
<td>almak to take</td>
<td>gitmek to go</td>
</tr>
<tr>
<td>2nd person, Form II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>plural</th>
<th>verb stem plus (y) V4 n V4 z</th>
<th>verb stem plus s V4 n l V2 r</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

singular

- 2nd person, Form I: **gel**
- 2nd person, Form II: **gelen**
- 3rd person: **gelsin**

*Please* is *lütfen*.

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The use of the second person singular and of the second plural has been presented (see Lesson 5, section 3).

In the second singular imperative, Form I (the simple verb stem) is ordinarily used. Form II (with the suffix -(y) V4 n) expresses a degree of politeness between the familiar Form I and the formal second plural. It is not frequently used, the second plural imperative or the second plural general (aorist) are preferred instead (see Lesson 11, section 2).

5. Word order

Word order in a formal Turkish sentence usually is

a. subject (unless the subject is an unexpressed personal pronoun)

b. object or complement (a pronoun object whose sense is clear is often left out where English would always express the object)

c. verb.

When the sentence includes an indirect object (shown by the dative suffix: see Lesson 8, section 2), the indirect object may precede or follow the direct object.

Generally speaking, the word immediately before the verb is the word whose position in the sentence gives it the greatest importance.

A comma frequently follows the subject.

Exercises

A. Practice aloud. Translate.

1. Ahmet otomobili aldı.
2. Otomobili Ahmet aldı.
3. Beni kim görüdül?
4. Seni istediler.
5. Şu kitabi okudum fakat siz bunu okudunuz.
   (Büyük camiyi görüdük.)
7. Kimi istediler?
8. Mehmet, bak bak!
   Ahmet geldi.
10. Kahveyi iç!
11. Gel, Mehmet!
   Ahmet bir şey kirdi.
13. Bizi kaç defa gördünüz?
14. Onlar ne zaman geldiler?
15. Onları bulunuz.
17. Böyle bir şeyi kim istedi?
18. Gittim, gördüm, geldim.

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20. Çabuk gelsinler!

B. Write in Turkish. Practice aloud.

1. Find it!
2. Laugh!
3. He saw me and I saw him.
4. Let them come!
5. These are big.
6. I have seen Izmir and Eskişehir.
7. The big ones are these.
8. The boy came yesterday.
9. They went this week.
10. This month is very lovely.
11. He wanted 15 liras and 35 kuruş.
12. I received the 15 liras yesterday.
13. They bought two big rugs.
14. This is very difficult.
15. These things are very easy.
Lesson 8

**Nere*, Bura*, Ora*. Dative, Locative, and Ablative. Fractions. Calendar. The Word -d V²

1. **Parayı nerede buldunuz?** Where did you find the money?
2. **Kutuda buldum.** I found (it) in the box.
3. **Parayı kime verdiniz?** To whom did you give the money?
4. **Onu Ahmede verdim.** I gave it to Ahmet.
5. **Parayı kimden aldınız?** From whom did you get the money?
6. **Mehmetten aldık.** We got it from Mehmet.

I. **Nere*, Bura*, Ora**

In the English sentences

<table>
<thead>
<tr>
<th>a.</th>
<th>Where are you going?</th>
<th>b.</th>
<th>Where is she?</th>
<th>c.</th>
<th>Where did he come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I went there.</td>
<td>We were there.</td>
<td>He is here.</td>
<td>He came from there.</td>
<td>They left here.</td>
<td></td>
</tr>
</tbody>
</table>

each of the words ‘where,’ ‘there,’ and ‘here’ expresses three distinct ideas.

In Turkish, these three distinct ideas are indicated by distinct suffixes (the dative, locative, and ablative suffixes), and the three Turkish words *nere* ‘where?’ (interrogative), *bura* ‘here,’ ‘this place,’ and *ora* ‘there,’ ‘that place’ themselves take those suffixes.

The asterisks with *nere*, *bura*, and *ora* indicate that the absolute forms (the forms with no suffix) of these words do not occur in modern literary Turkish.
2. Dative suffix -(y) V2

The suffix -(y) V2 denotes motion toward a point, motion through space or motion through time.

When it is attached to a word which ends in a variable consonant, that consonant assumes its voiced form.

- ağacı (the) tree
- ağacılar (the) trees
- çocuğ (the) child
- çocuklar (the) children

In polysyllables, the dative suffix ‘softens’ a final k to ğ.
- ağacı to (the) tree
- ağacılar to (the) trees
- çocuğ to (the) child
- çocuklara to (the) children

With such verbs as vermek ‘to give,’ the dative suffix expresses the indirect object.

Kutuyu Ahmede verdi. He gave the box to Ahmet.

The dative suffix also denotes the recipient of the action of many verbs.

- Ona güldü. He laughed at it.
  - gülmek to laugh, laugh at (with dative)
- Bize baktular. They looked at us. They looked after us.
  - bakmak to look at (with dative), to look after (with dative)

Verbs which govern a dative suffix on a preceding substantive are so noted in some dictionaries.

- neye, alternative and more common form: niye for what? why?

3. Locative suffix -t/d V2

This suffix -t/d V2 denotes location at a point, a point in space or in time. When it is attached to a word ending in a variable consonant, that final variable consonant assumes its voiceless form as does the initial variable consonant of the suffix.

- ağacı (the) tree
- ağac at (the) tree
- ağacılar (the) trees
- ağac lar in (the) trees
- ağac in (the) trees
- ağac lar at (the) trees
4. Ablative suffix -t/d V^2 n

This suffix -t/d V^2 n denotes motion away from a point, a point in space or in time. It affects a preceding variable consonant as does the locative suffix.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ağaç</td>
<td>(the) tree</td>
</tr>
<tr>
<td>ağaçtan</td>
<td>from (the) tree</td>
</tr>
<tr>
<td>ağaçlar</td>
<td>(the) trees</td>
</tr>
<tr>
<td>ağaçlardan</td>
<td>from (the) trees</td>
</tr>
</tbody>
</table>

Principal meanings of the ablative suffix include

a. cause
- ondan from that, because of that, therefore
- neden from what? why?

b. composition
- taştan from stone (taş), made out of stone
- taştan bir ev a stone house

c. the agent of the passive (see Lesson 21, section 2)
d. comparison (see Lesson 12, section 4)
e. the recipient of the action of such verbs as bahsetmek (the auxiliary verb etmek ‘to do,’ may be written as an enclitic, especially after a monosyllable), ‘to speak of, about’ (with ablative), ‘to discuss’ with ablative). Verbs which govern an ablative suffix on a preceding substantive are so noted in some dictionaries.

Onlardan çok bahsettik. We talked a lot about them. We discussed them at length.

f. an adverbial sense
- eskiden of old, in olden times, formerly

Note such expressions as

birdenbire suddenly (lit. ‘from one to one’)
doğrudan doğruya directly, straightaway
(lit. ‘from straight to straight’)

5. Dative, locative, and ablative forms of nere*, bura*, ora*, the personal pronouns, the interrogatives, and the demonstratives nere*, bura*, ora*, şura*

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nere*</td>
<td>what place?</td>
</tr>
<tr>
<td>nereye</td>
<td>to where?</td>
</tr>
<tr>
<td>nerede</td>
<td>at what place</td>
</tr>
<tr>
<td>nereden</td>
<td>from where?</td>
</tr>
<tr>
<td>Turkish Word</td>
<td>English Translation</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>bura*</td>
<td>this place</td>
</tr>
<tr>
<td>buraya</td>
<td>to here</td>
</tr>
<tr>
<td>burada</td>
<td>at this place</td>
</tr>
<tr>
<td>buradan</td>
<td>from here</td>
</tr>
<tr>
<td>ora*</td>
<td>that place</td>
</tr>
<tr>
<td>oraya</td>
<td>to there</td>
</tr>
<tr>
<td>şura*</td>
<td>that place</td>
</tr>
<tr>
<td>şuraya</td>
<td>to there</td>
</tr>
<tr>
<td>şurada</td>
<td>at that place</td>
</tr>
<tr>
<td>şuradan</td>
<td>from there</td>
</tr>
</tbody>
</table>

The above words sometimes take the plural suffix, e.g., *buralarda* 'in these parts.'

### PERSONAL PRONOUNS

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ben</td>
<td>I</td>
</tr>
<tr>
<td>bana</td>
<td>to me</td>
</tr>
<tr>
<td>bende</td>
<td>at (or) with me</td>
</tr>
<tr>
<td>benden</td>
<td>from me</td>
</tr>
<tr>
<td>biz</td>
<td>we</td>
</tr>
<tr>
<td>bize</td>
<td>to us</td>
</tr>
<tr>
<td>bizde</td>
<td>at (or) with us</td>
</tr>
<tr>
<td>bizden</td>
<td>from us</td>
</tr>
<tr>
<td>sen</td>
<td>you (singular)</td>
</tr>
<tr>
<td>sana</td>
<td>on you</td>
</tr>
<tr>
<td>sende</td>
<td>on you</td>
</tr>
<tr>
<td>senden</td>
<td>on you</td>
</tr>
</tbody>
</table>

### DEMONSTRATIVES

<table>
<thead>
<tr>
<th>Demonstrative</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bu</td>
<td>this</td>
</tr>
<tr>
<td>buna</td>
<td>that</td>
</tr>
<tr>
<td>bunda</td>
<td>that</td>
</tr>
<tr>
<td>bundan</td>
<td>that</td>
</tr>
<tr>
<td>bunlar</td>
<td>these</td>
</tr>
<tr>
<td>bunlara</td>
<td>those</td>
</tr>
<tr>
<td>bunlarda</td>
<td>those</td>
</tr>
<tr>
<td>bunlardan</td>
<td>those</td>
</tr>
</tbody>
</table>

### INTERROGATIVES

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kim</td>
<td>who?</td>
</tr>
<tr>
<td>kime</td>
<td>who?</td>
</tr>
<tr>
<td>kimde</td>
<td>who?</td>
</tr>
<tr>
<td>kimden</td>
<td>who?</td>
</tr>
<tr>
<td>kimler</td>
<td>what?</td>
</tr>
<tr>
<td>kimlere</td>
<td>what?</td>
</tr>
<tr>
<td>kimlerde</td>
<td>what?</td>
</tr>
<tr>
<td>kmlerden</td>
<td>what?</td>
</tr>
</tbody>
</table>

The above words sometimes take the plural suffix, e.g., *buralarda* 'in these parts.'
6. Fractions

The locative is used in expressing fractions.

\[
\begin{align*}
3\text{te }2 & \quad (üçte iki) & 2/3, \text{ in three, two} \\
10\text{oode }15 & \quad (yüzde on beş) & 15/100, \text{ 15 percent} \\
yüzde yüz & \quad & 100 \text{ percent}
\end{align*}
\]

In addition to \textit{dörtte bir} ‘one fourth,’ one may in certain situations use the word \textit{çeyrek}, ‘quarter.’

\[
\begin{align*}
\text{bir çeyrek saat} & \quad \text{a quarter of an hour}
\end{align*}
\]

7. Calendar

The days of the week are

\[
\begin{align*}
Pazar & \quad \text{Sunday} & \quad \text{Perşembe} & \quad \text{Thursday} \\
Pazartesi & \quad \text{Monday} & \quad \text{Cuma} & \quad \text{Friday} \\
Sali & \quad \text{Tuesday} & \quad \text{Cumartesi} & \quad \text{Saturday} \\
Çarşamba & \quad \text{Wednesday}
\end{align*}
\]

The names of the days are usually used in the possessive construction with the noun \textit{gün} ‘day’ (see Lesson 10).

\[
\begin{align*}
Pazar günü & \quad \text{Monday} & \quad \text{Salı günü} & \quad \text{Wednesday} \\
Pazartesi günü & \quad \text{Tuesday} & \quad \text{etc.}
\end{align*}
\]

The months of the year are

\[
\begin{align*}
\text{Ocak} & \quad \text{January (older terms are } \text{İkinci Kânun} \text{ and } \text{Son Kânun)} \\
\text{Şubat} & \quad \text{February} & \quad \text{Ekim} & \quad \text{October (older terms are } \text{Birinci Teşrin} \text{ and } \text{İlk Teşrin)} \\
\text{Mart} & \quad \text{March} & \quad \text{Kasım} & \quad \text{November (older terms are } \text{İkinci Teşrin} \text{ and } \text{Son Teşrin)} \\
\text{Nisan} & \quad \text{April} & \quad \text{Aralık} & \quad \text{December (older terms are } \text{Birinci Kânun} \text{ and } \text{İlk Kânun)} \\
\text{Mayıs} & \quad \text{May} & \quad \text{Haziran} & \quad \text{June} \\
\text{Temmuz} & \quad \text{July} & \quad \text{Ağustos} & \quad \text{August} \\
\text{Eylül} & \quad \text{September}
\end{align*}
\]

Nouns of time such as those above are often used absolutely (i.e., with no suffixes).

\[
\begin{align*}
\text{Salı günü} & \quad \text{on Tuesday} \\
\text{bu ay} & \quad \text{this month}
\end{align*}
\]
8. The word d V²

This word must be distinguished from the locative suffix (-t/dV²; see Lesson 8, section 3).

The word d V² (‘also,’ ‘too,’ ‘for X’s part,’ ‘in X’s turn’), although it is an independent word, conforms in vowel harmony to the preceding word.

Repeated, d V² means ‘both ... and’

- Erdoğan came, too.
- also in the house
- in (the) garages, too.

Exercises

A. Practice aloud. Translate.

1. Dün sabah Ankaradan kaç kişi geldi?
   Beş kişi geldi.
   Nereden geldiler?
   Ankara'dan.
   Ahmet ve Mehmet de geldiler.
   Evet, onlar da geldiler.

   Evet, çok güzel.
   Onları nerede buldunuz?
   Onları İstanbul'da buldum.
   Nerede?
   Kapalıçarşıda.
   Onları kaça aldınız?
   Büyük halıya 500 lira verdim.


4. Kız dün İzmir'e gitti.
5. Nereden geldi?
6. Ankara'dan geldi.
7. Ahmedi nerede gördünüz?
8. Köpek nerede?

11. Para'yı kimden aldılar?
12. Para'yı Mehmetten aldılar.
13. Kaç para aldılar?
14. Ahmet on beş lirayı kime verdi?
15. Para'yı onlara verdi.
16. Sütü kim içti?
17. Neyi içtiniz?
18. Anne ve baba Ahmetten bahsettiler.
19. Çok geç geldiniz.
20. Evet, geç geldik.

B. Write in Turkish. Practice aloud.

1. I also wanted that book.
2. Ahmet returned on Sunday.
3. Whom did they see in İzmir?
4. How many kilos of cheese did she want?
5. She wanted 250 grams of cheese.
6. This cheese is very good.
7. Where did they go yesterday?
8. Where did you come from this morning?
9. Who looked after the children?
10. Selma took care of them yesterday.
11. What did you see in the tree, Erdoğan?
12. I saw the cat in the tree, Father.
13. What did you find in the box, Ahmet?
14. I found ten liras in the box.
15. Who took the sugar out of the cup?
Lesson 9

Negative Verb. Interrogative Particle (m V₄).

Negative Interrogative. Negative Expressions

1. Ahmet  Dün İstanbula gittiniz mı?
Did you go to Istanbul yesterday?

Mehmet  Hayır, gitmedim. Fakat Erdoğan gitti.
No, I didn’t. But Erdoğan did.

A.  Niçin gitmediniz?
Why didn’t you go?

M.  İstemedim.
I didn’t want to.

2. Selma  Peynir satın almadınız mı?
Didn’t you buy (any) cheese?

Mihri  Almadım.
No, I didn’t.

S.  Hiç bir şey satın almadınız mı?
Didn’t you buy anything?

M.  Süt, kahve ve şeker satın aldım.
I bought milk and coffee and sugar.

3. Ali  Ahmet parayı bulmadı mı?
Didn’t Ahmet find the money?

Sait  Bulmadı.
No, he didn’t.

A.  Onu siz buldunuz mu?
Did you find it?

S.  Hayır, ben de bulmadım.
No, I didn’t find it either.
4. Anne Köpeği gördün mü?
   Hayır, köpeği görmedim. Sen de onu görmedin mi?
   No, I haven’t seen the dog. Haven’t you seen him either?
   Kız
   Kediyi de görmedim. Onu sen de görmedin mi?
   I haven’t seen the cat either. Haven’t you seen her either?

K. Kediyi de görmedim. Onu sen de görmedin mi?
   I haven’t seen the cat either. Haven’t you seen her either?

1. Negative verb (-m V²)

The negative sign (or particle or syllable) is -m V². It is attached directly to the verb stem, and other suffixes are added to it.

COMMON INFINITIVE

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>gitmek</td>
<td>gitmemek</td>
</tr>
<tr>
<td>almak</td>
<td>almamak</td>
</tr>
<tr>
<td>istemek</td>
<td>istememek</td>
</tr>
</tbody>
</table>

NOTE: The syllable preceding the negative sign receives a distinct stress accent.

PAST DEFINITE NEGATIVE VERB FORMS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>gitmedim</td>
<td>almadım</td>
<td>istemedim</td>
</tr>
<tr>
<td>gitmedin</td>
<td>almadın</td>
<td>istemedin</td>
</tr>
<tr>
<td>gitmedi</td>
<td>almadı</td>
<td>istemedi</td>
</tr>
<tr>
<td>gitmedik</td>
<td>almadık</td>
<td>istemedik</td>
</tr>
<tr>
<td>gitmediniz</td>
<td>almadınız</td>
<td>istemediniz</td>
</tr>
<tr>
<td>gitmediler</td>
<td>almadalar</td>
<td>istemediler</td>
</tr>
</tbody>
</table>

(For meanings, see the positive forms, Lesson 5, section 3.)

NEGATIVE IMPERATIVE FORMS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>gitme</td>
<td>alma</td>
<td>isteme</td>
</tr>
<tr>
<td>gitmeyin</td>
<td>almayın</td>
<td>istemeyin</td>
</tr>
<tr>
<td>gitmesin</td>
<td>almasın</td>
<td>istemesin</td>
</tr>
<tr>
<td>gitmeyiniz</td>
<td>almayınız</td>
<td>istemeyiniz</td>
</tr>
<tr>
<td>gitmesinler</td>
<td>almasınlar</td>
<td>istemesinler</td>
</tr>
</tbody>
</table>

(For meanings, see the positive forms, Lesson 7, section 4.)
2. Interrogative particle (m V⁴)

Turkish possesses a spoken question mark, the interrogative particle m V⁴. Although it conforms in vowel harmony to the preceding word, this interrogative sign is not suffixed but is an independent word to which other suffixes may be added.

The syllable before the interrogative sign receives a distinct stress accent. There is no interrogative form of the infinitive.

**PAST DEFINITE INTERROGATIVE VERB FORMS**

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>buldum mu?</td>
<td>istedim mi?</td>
</tr>
<tr>
<td>buldun mu?</td>
<td>istedin mi?</td>
</tr>
<tr>
<td>buldu mu?</td>
<td>istedi mi?</td>
</tr>
<tr>
<td>bulduk mu?</td>
<td>istedik mi?</td>
</tr>
<tr>
<td>buldunuz mu?</td>
<td>istediniz mi?</td>
</tr>
<tr>
<td>buldular mu?</td>
<td>istediler mi?</td>
</tr>
</tbody>
</table>

The second person imperatives have no interrogative forms. Those for the third person imperatives are

<table>
<thead>
<tr>
<th>Gelsin.</th>
<th>Gelsinaner mi?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let him come.</td>
<td>Should he come?</td>
</tr>
<tr>
<td>It would be a good idea if he were to come.</td>
<td>Wouldn’t it be a good idea for him to come?</td>
</tr>
</tbody>
</table>

The interrogative sign may follow other words besides verb forms,

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geldi mi?</td>
<td>Did he come?</td>
</tr>
<tr>
<td>O mu geldi?</td>
<td>Was it he who came?</td>
</tr>
<tr>
<td>Dün geldi mi?</td>
<td>Did he come yesterday?</td>
</tr>
<tr>
<td>Dün mü geldi?</td>
<td>Did he come <em>yesterday</em>?</td>
</tr>
<tr>
<td>Dün o mu geldi?</td>
<td>Was it <em>he</em> who came yesterday?</td>
</tr>
</tbody>
</table>

3. Negative interrogative verb

**PAST DEFINITE, NEGATIVE INTERROGATIVE VERB FORMS**

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bulmadım mı?</td>
<td>istemedim mı?</td>
</tr>
<tr>
<td>bulmadın mı?</td>
<td>istemedin mi?</td>
</tr>
<tr>
<td>bulmadı mı?</td>
<td>istemedi mı?</td>
</tr>
<tr>
<td>bulmadık mı?</td>
<td>istemedik mı?</td>
</tr>
<tr>
<td>bulmadınız mı?</td>
<td>istemediniz mı?</td>
</tr>
<tr>
<td>bulmadilar mı?</td>
<td>istemediler mı?</td>
</tr>
</tbody>
</table>
THIRD PERSON IMPERATIVE, NEGATIVE INTERROGATIVE FORMS

gelmesin mi?
gelmesinler mi?

4. Negative expressions

The word *ne*, in addition to being the interrogative ‘what?’ and an exclamatory word ‘how very!’ (*ne güzel! ‘how lovely!’; ne büyük! ‘how large!’), also has a negative use: *ne ... ne* ‘neither ... nor.’ When *ne ... ne* appears in a negative expression, the verb is positive.

- **ne sen ne ben** neither you nor I
- **Ne sen gittin, ne ben (gittim).** Neither you nor I went.
- **Ne Ahmedi ne Mehmedi gördüm.** I saw neither Ahmet nor Mehmet.

*Note:* *Ne* sometimes serves as an interrogative (*ne zaman? ‘what time?’ ‘when?’), but the usual interrogative is *hangi* ‘which (one)?’

- **hangi gün?** which day? what day?
- **hangi kız?** which girl? what girl?

*Hiç* means ‘none,’ ‘nothing.’ *Hiç bir* means ‘not a.’ With these negative words, a negative verb is used.

- **Hiç bir şey istemedi.** He didn’t want anything.

*Hiç* also means ‘never.’

- **Kız hiç güldmedi.** The girl never laughed. The girl didn’t laugh at all.
- **Hiç gitmedi mi?** Didn’t he go at all? Did he never go? Didn’t he ever go?

With a positive interrogative verb, *hiç* means ‘ever.’

- **Hiç İstanbula gittiniz mi?** Have you ever been to Istanbul?

**Exercises**

A. Practice aloud. Translate.

1. Ahmet! Sen bugün mektebe gitmedin mi?
3. Şehre gittin mi?
5. O halde nereye gittin? Ne yaptın?
7. Hangi bahçe girdin?
9. İzmir'e gittiniz mi? Orada ne kadar kaldınız?
   Orada iki, iki buçuk ay kaldım.
10. Ahmet, iyi çocuk ol! Mektebe git! Her gün git! Çok çok çalış! Anladın mı?
    Anladım mı?
    Anladım, baba, anladım.
11. Hiç Ankaraya gittiniz mi?
    Hayır, oraya hiç gitmedim. Çok gitmek istediim, fakat gitmedim.
    Ben Bursaya bile hiç gitmedim. Yalnız bir şehir gördüm—İstanbul.
    Siz Ankaraya gittiniz mi?
    Evet, oraya çok gittim. İzmir'e gittim. Adanaya da gittim...
12. Adanaya kaç defa gittiniz?
    Adanaya mı? Oraya beş altı defa gittim.
    Demek siz çok seyahat ettiniz.
    Evet, çok seyahat ettim.
13. Ankarayı nasıl buldunuz? Güzel mi?
    Evet, Ankara güzel.
    İstanbul mı? O da güzel, çok güzel.
14. Bugün nereden geldiniz?
    Bugün Adanadan geldim.
    Oraya hangi gün gittiniz?
    Oraya Cumartesi günü gittim.
    Adanayı nasıl buldunuz?
    Çok büyük ve çok güzel. Fakat sıcak!
15. Onlar sizden para istediler mi, istemediler mi?
    İstediler, iki yüz yetmiş beş lira istediim.
    İki yüz yetmiş beş lirayı onlara verdiniz mi, vermediniz mi?
    Vermemek istediim, fakat verdim. Dün Ahmet bana üç yüz lira verdi.
    Bugün onlara iki yüz yetmiş beş lirayı verdim.

B. Write in Turkish. Practice aloud.
1. Has Ahmet gone?
2. Was it Ahmet who went?
3. Did they give you the book? No, they didn’t.
4. Has Selma seen the two boys? Yes, she has.
5. Why didn’t you give us the money? Didn’t you want to?
6. I gave the money to Erdoğan yesterday. Haven’t you seen him?
7. Should they come or not?
8. Why shouldn’t Ahmet come?
9. She drank neither coffee nor tea.
10. Fahruinnisa drank nothing at all.
11. Did they ever go to Ankara?
12. Have you ever been to Ankara?
13. Did they come from Izmir?
14. No, they didn't come from there. They came from Adana.
15. Have you given Father the newspaper?
16. Yes, I have given it to him.
17. What did you find in the room?
18. I didn’t find anything there.
19. Don’t let him put either the cheese or the sugar into that box!
20. Should Ahmet read the newspaper or not?
Lesson 10

The Possessive Construction

1. çocuğum
2. oğlun
3. oğlu
4. Ahmedin oğlu
5. çocuklarımız
6. oglunuz
7. oğullarımız
8. Ahmedin ogluları
9. çocuğumun kitabı
10. Çocuğumun kitabını kim aldı?
11. oğlunun kitapları
12. Oğlunun kitaplarını hiç görmedik.
13. Ahmedin oğlunun kitapları nerede?
14. Ahmedin oglularının büyük kitabını nereye koydular?
15. radyo sahibi
16. radyonun sahibi
17. O adam ev sahibi mi?
18. Bu evin sahibi o adam mı?
19. Ankara Bulvarı İstanbulda mı?
20. Ankaranın bulvarları ne güzel!
21. Ev sahibininin radyosunu kimin otomobiline koydular?

my child
your son
his son
Ahmet's son
our children
your son
your sons
Ahmet's sons
my child's book
Who took my son's book?
your son's books
We have never seen your son's books.
Where are Ahmet's boy's books?
Where have they put the big book of Ahmet's sons?
radio owner
owner of the radio
Is that man (a) house owner?
Is the owner of this house that man?
Is Ankara Boulevard in Istanbul?
Ankara's main streets are certainly lovely!
Whose car did they put your landlord's radio into?
I. The possessive construction

In possession, two elements are involved: A—the possessor; and B—what is possessed.

\[
\begin{array}{ccc}
A & B & B & A \\
\text{John's} & \text{book} & \text{the book of} & \text{John}
\end{array}
\]

In Turkish, the two substantives (A and B) are ‘welded’ into a grammatical relationship. They always stand in the order A—B. The first substantive A (the possessor) is here termed ‘first member.’ The second substantive B (the thing possessed) is termed the ‘second member.’

The essential element which always joins the two members is a suffix added to the second member. This is here called the possessive suffix.

Still another suffix may be essential to the possessive construction. This suffix is added to the first member and is called the possessive definite suffix.

Hence the technical terms which the student should bear in mind in order to understand the possessive construction are:

1. first member possessor (A), to this a suffix may be added
2. second member thing possessed (B), to this a suffix must be added
3. possessive definite suffix suffix which may be added to first member
4. possessive suffix suffix which must be added to second member
5. possessive construction possessor (A), thing possessed (B), and the suffixes as required by the situation.

Those possessive constructions whose first members bear the possessive definite suffix are here called Type I. Those possessive constructions whose first members bear no possessive definite suffix are called Type II. Ordinarily, no word may intervene between the first and second members of a Type II construction. Words may intervene between the members of a Type I construction.

2. Possessive definite suffix: -\(n\) \(V^4\) \(n\)

This suffix -\(n\) \(V^4\) \(n\) is added directly to the singular or plural. Its meaning is that of English 's attached to a definite substantive, but this suffix is not
the essential element in the Turkish expression of possession. Instead, it shows that the possessor is definite.

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ev</td>
<td>(the) house</td>
</tr>
<tr>
<td>evin</td>
<td>the house's</td>
</tr>
<tr>
<td>evlerin</td>
<td>the houses'</td>
</tr>
<tr>
<td>ayak</td>
<td>(the) foot</td>
</tr>
<tr>
<td>ayağın</td>
<td>the foot's</td>
</tr>
<tr>
<td>ayaklarin</td>
<td>the feet's</td>
</tr>
<tr>
<td>hah</td>
<td>(the) rug</td>
</tr>
<tr>
<td>halının</td>
<td>the rug's</td>
</tr>
<tr>
<td>halıların</td>
<td>the rugs'</td>
</tr>
<tr>
<td>bu</td>
<td>this (substantive)</td>
</tr>
<tr>
<td>bunun</td>
<td>of this</td>
</tr>
<tr>
<td>bunların</td>
<td>of these</td>
</tr>
</tbody>
</table>

The pronoun forms are

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>benim</td>
<td>(note the first person suffix) my</td>
</tr>
<tr>
<td>senin</td>
<td>your</td>
</tr>
<tr>
<td>onun</td>
<td>his, her, its</td>
</tr>
<tr>
<td>bizim</td>
<td>(note the first person suffix) our</td>
</tr>
<tr>
<td>sizin</td>
<td>your</td>
</tr>
<tr>
<td>onların</td>
<td>their</td>
</tr>
</tbody>
</table>

The buffer consonant with *su* 'water' is *y* rather than *n*.

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>su</td>
<td>(the) water</td>
</tr>
<tr>
<td>suyun</td>
<td>the water's</td>
</tr>
<tr>
<td>sular</td>
<td>(the) water(s)</td>
</tr>
<tr>
<td>suların</td>
<td>the waters'</td>
</tr>
</tbody>
</table>

3. Possessive suffixes

There is a possessive suffix for each person, singular and plural. That of the third person singular is -(s) V⁴; that of the third person plural is -i V² r i/i. These third person possessive suffixes translate (awkwardly) as 'of him,' 'of her,' 'of it,' 'of them.'

The possessive suffixes for all persons are

**Singular**

<table>
<thead>
<tr>
<th>Person</th>
<th>Suffix</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>-(V⁴) m</td>
<td>of me</td>
</tr>
<tr>
<td>2nd</td>
<td>-(V⁴) n</td>
<td>of you</td>
</tr>
<tr>
<td>3rd</td>
<td>-(s) V⁴</td>
<td>of him, etc.</td>
</tr>
</tbody>
</table>

**Plural**

<table>
<thead>
<tr>
<th>Person</th>
<th>Suffix</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>-(V⁴) m V⁴ z</td>
<td>of us</td>
</tr>
<tr>
<td>2nd</td>
<td>-(V⁴) n V⁴ z</td>
<td>of you</td>
</tr>
<tr>
<td>3rd</td>
<td>-1 V² r i/i</td>
<td>of them</td>
</tr>
</tbody>
</table>

**Note:** When an originally Arabic noun with a final 'ayn (see Lesson 6, section 5) receives a third singular possessive suffix, the result may be

- **camii** | mosque of him
- (or) **camisi** | mosque of him (This form is more in vogue.)
4. Types I and II possessive constructions

**Type I**

<table>
<thead>
<tr>
<th>FIRST MEMBER</th>
<th>SECOND MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>çocuğun</td>
<td>bahçesi</td>
</tr>
<tr>
<td>of the child, the child's</td>
<td>(the) garden of him</td>
</tr>
<tr>
<td>i.e., (the) garden of the child</td>
<td></td>
</tr>
<tr>
<td>çocuğun</td>
<td>bahçeleri</td>
</tr>
<tr>
<td>of the child, the child's</td>
<td>(the) gardens of him</td>
</tr>
<tr>
<td>i.e., (the) gardens of the child</td>
<td></td>
</tr>
<tr>
<td>çocukların</td>
<td>bahçeleri</td>
</tr>
<tr>
<td>of the children, the children's</td>
<td>garden(s) of them</td>
</tr>
<tr>
<td>i.e., (the) garden(s) of the children</td>
<td></td>
</tr>
</tbody>
</table>

Note that this last example is ambiguous. The word bahçeleri may be the singular (bahçe) plus the third plural possessive suffix (-leri) required by the first member (çocukların), i.e., bahçe-leri. If so, the words çocukların bahçeleri mean '(the) garden of the children.' But the word bahçeleri may also be the plural (bahçeler) plus the third plural possessive suffix (-leri) required by the first member (çocukların). Two plural suffixes never come on the same noun: hence the logically expectable bahçe-ler-leri does not occur. Thus çocukların bahçeleri may mean both

- (the) garden of the children
- (the) gardens of the children

The ambiguity may be resolved in one of two ways: the context is left to show whether one or more gardens is intended; a singular possessive suffix is given the second member, even though the first member is plural: çocukların bahçesi, '(the) garden of the children,' in which 'garden' is indubitably singular.

**Type II**

<table>
<thead>
<tr>
<th>FIRST MEMBER</th>
<th>SECOND MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>çocuk</td>
<td>bahçesi</td>
</tr>
<tr>
<td>child (or) children</td>
<td>(the) garden of him, (the) garden of them</td>
</tr>
<tr>
<td>i.e., (the) child-garden, children-garden, kindergarten, children's park, playground</td>
<td></td>
</tr>
<tr>
<td>çocuk</td>
<td>bahçeleri</td>
</tr>
<tr>
<td>child (or) children</td>
<td>(the) gardens of him, (the) gardens of them</td>
</tr>
<tr>
<td>i.e., (the) child-gardens, children-gardens, kindergartens, playgrounds</td>
<td></td>
</tr>
</tbody>
</table>
A comparison of the two types of possessive construction

I. **çocuğun bahçesi** (the) garden of the child

II. **çocuk bahçesi** (the) child-garden

demonstrates the essential difference in meaning between the two types. That difference turns on the definiteness or indefiniteness of the first member.

In Type I the first member is always definite. Thus the possessive definite suffix, like the objective definite suffix (see Lesson 6, section 2), may be called a sort of definite article in a specialized use. The student should note, however, that by express stipulation the first member of a Type I possessive construction may become indefinite.

**iyi bir çocuğun büyük bir bahçesi**

**iyi çocuğun büyük bir bahçesi**

and

**iyi çocuğun büyük bahçesi**

In a Type II possessive construction the first member is not definite. Instead, as in the possessive construction **çocuk bahçesi**, a singular first member frequently is used collectively or generically—here in the sense of any and all children. This phenomenon, the fact that a singular may have a generic or collective (plural) meaning, is very frequent in Turkish.

Type II serves where English would use an adjective of nationality.

**Türk lisanı** (the) Turkish language

**Türk alfabesi** (the) Turkish alphabet

5. **Personal pronouns as members of possessive constructions**

A possessive construction whose first member is a personal pronoun is Type I because personal pronouns are definite. The personal pronoun (the first member) need not be expressed unless it is desired to emphasize the possessor’s identity.

**bahçem** my garden

**benim bahçem** my garden

In informal speech incomplete possessive constructions of the first and second person (possessive suffix omitted) are not infrequent.

**bizim bahçe** our garden (for bahçemiz)

**sizin bahçe** your garden (for bahçeniz)
6. Possessive complexes

A possessive construction (i.e., the complete construction with all its suffixes) may itself serve as first or second member of another possessive construction. Such a possessive relationship—one or both of whose members may themselves consist of one (or more) possessive constructions—is called a possessive complex.

**Type I**

<table>
<thead>
<tr>
<th>FIRST MEMBER</th>
<th>SECOND MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(benim) çocuğunun</td>
<td>bahçeşi</td>
</tr>
<tr>
<td>(of me) of the child of me</td>
<td>(the) garden of him</td>
</tr>
<tr>
<td>i.e., (the) garden of the child of me, (the) garden of my child, my child’s garden</td>
<td></td>
</tr>
</tbody>
</table>

The Type I unit *(benim çocuğun)* becomes the first member of the Type I complex. The first member *(çocuğun)* must have a possessive definite suffix: *

**Type II**

<table>
<thead>
<tr>
<th>FIRST MEMBER</th>
<th>SECOND MEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ankara</td>
<td>çocuk bahçeşi</td>
</tr>
<tr>
<td>(of Ankara) (the) kindergarten (of it)</td>
<td></td>
</tr>
<tr>
<td>i.e., (the) Ankara Kindergarten or Nursery School (name of an institution)</td>
<td></td>
</tr>
</tbody>
</table>

The Type II unit *(çocuk bahçeşi)* becomes the second member of the possessive complex *(Ankara çocuk bahçeşi)*. The second member of the Type II complex (the unit *çocuk bahçeşi*) already has a possessive suffix *(bahçe-si)*. No word may bear more than one possessive suffix. Hence the *-si of bahçeşi* does double duty, serving (a) as possessive suffix for the Type II possessive construction *çocuk bahçeşi*, and (b) as possessive suffix for the possessive complex, *Ankara çocuk bahçeşi*, ‘(the) Ankara Kindergarten.’

Compare

*Ankaranın çocuk bahçeşi*  
of Ankara  
(the) kindergarten of it  
i.e., Ankara’s kindergarten

*Ankaranın çocuk bahçeleri*  
of Ankara  
(the) kindergartens of it  
i.e., Ankara’s kindergartens

İstanbul Caddesi  
Istanbul Avenue
Ankara Bulvarı  
Ankara Boulevard
İstanbulun güzel caddeleri  
Istanbul’s lovely avenues
Ankaranın büyük bulvarları  
Ankara’s great boulevards
Some expressions (mostly place-names) which were originally Type II possessive constructions tend to lose the possessive suffix.

**Arnavutköy**  Albanian Village (name of a part of Istanbul); older form, *Arnavutköyü*

Other place-names always retain the possessive suffix

**Beyoğlu**  Bey’s-son (name of the downtown section of Istanbul)

In the case of a noun whose absolute form ends in a vowel, note the ‘disappearance’ of the third person possessive suffix when its possessive form becomes a member of a possessive complex.

<table>
<thead>
<tr>
<th>yatak odası</th>
<th>bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>(benim) yatak odam</td>
<td>my bedroom</td>
</tr>
<tr>
<td>(senin) yatak odan</td>
<td>your bedroom</td>
</tr>
<tr>
<td>onun yatak odası</td>
<td>his bedroom</td>
</tr>
<tr>
<td>(bизим) yatak odamız</td>
<td>our bedroom</td>
</tr>
<tr>
<td>(sizin) yatak odamız</td>
<td>your bedrooms</td>
</tr>
<tr>
<td>onların yatak odaları</td>
<td>their bedrooms</td>
</tr>
<tr>
<td>(benim) yatak odalarım</td>
<td>my bedrooms</td>
</tr>
<tr>
<td>(senin) yatak odalarım</td>
<td>your bedrooms</td>
</tr>
<tr>
<td>onun yatak odaları</td>
<td>his bedrooms</td>
</tr>
<tr>
<td>(bизим) yatak odalarımız</td>
<td>our bedrooms</td>
</tr>
<tr>
<td>(sizin) yatak odalarımız</td>
<td>your bedrooms</td>
</tr>
<tr>
<td>onların yatak odaları</td>
<td>their bedrooms</td>
</tr>
</tbody>
</table>

7. The word *sahip* in possessive constructions

The student should avoid the logical pitfall involved when the word *sahip* (*sahibi* ‘owner,’ ‘possessor,’ ‘master’) is used in possessive constructions. Despite its meaning, this word is not the first member (possessor), but the second member (thing possessed).

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>John’s book</td>
<td>the book of John</td>
<td>the owner of the rug</td>
</tr>
<tr>
<td>the rug’s owner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Study these examples

1. **halının sahibi**  (the) owner of the rug
2. **halının bir sahibi**  one (an) owner of the rug
3. **bir halının bir sahibi**  an (one) owner of a (one) rug
4. **halıların sahibi**  (the) owner of the rugs
5. **halıların bir sahibi**  an (one) owner of the rugs
8. Suffixes added to a possessive suffix

When other suffixes are added to the possessive suffixes, no phonetic buffer is needed after the possessive suffixes of the first and second persons.

- Bahçependi gördüler.
- Otomobillerimizi istediiler.
- (senin) Kitabını aldılar.
- (senin) Kitaplarınızı okudular.
- Paramızı buldular.
- Evlerimizi gördüler.
- (sizin) Çocuğunuzu gördük.
- (sizin) Çocuklarınızı gördük.

When other suffixes are added to a third person possessive suffix, singular or plural, a buffer consonant is needed. This buffer—$_n$—is inserted not only when required by an immediately suffixed vowel, but also before a following locative or ablative suffix.

- Bahçesini gördüler.
- (onun) Bahçelerini gördüler.
- Onların bahçesini gördük.
- Onların bahçelerini gördük.

Study the following examples.

1. Babasının evi İstanbulda.
2. Kız annesine güldü.
5. Evinde iki çocuğunu gördük.
6. İki çocuğun senin evinde bulundu.
7. İstanbul şehrinde Ankara şehrine geldi.
8. Onun kız kardeșlerinin evi büyük.

- They saw my garden.
- They wanted my cars.
- They took your book.
- They read your books.
- They found our money.
- They have seen our houses.
- We saw your child.
- He saw your children.
- They have seen his garden.
- They saw his gardens.
- We have seen their garden.
- We have seen their gardens.

His father’s home is in Istanbul.
The girl laughed at her mother.
He didn’t find your book.
He found his book.
They found two children in his house.
I found the two children in your house.
He had come from Istanbul (city) to Ankara (city).
His sisters’ house is large.
10. Onların kız kardeşlerinin evi büyük.
11. Onların babasının evi büyük.
12. Çocuklar annelerine baktılar.
15. Parayı evlerinde buldu.
16. Parayı onların evinde buldu.
17. Parayı Ahmedin ceplerinde buldu.
18. Parayı senin ceplerinde buldu.
19. Çocuklarımız dün sabah Ahmedin annesinin evinde iki saat kaldılar.
20. Küçük oğlunuzun ceplerinde Ahmedin babasının beş lirasını buldum.

9. **Kendi**

The word *kendi* 'self' is much used with possessive constructions.

1. to mean ‘own’ (modifies second member)

- **kendi kitabım** my own book
- **kendi kitabın** your own book
- **kendi kitabı** his (her or its) own book
- **kendi kitabımız** our own book
- **kendi kitapımız** your own book
- **kendi kitapları** their own book or books
- **kendi kitaplarımız** my own books
- **kendi kitaplarınız** your own books
- **kendi kitapları** his own books
- **kendi kitaplarını** our own books
- **kendi kitaplarınız** your own books
- **kendi kitapları** their own books
- **(onun) kendi kitapları** his/her/its own books
- **onların kendi kitapları** their own books

Your sisters’ house is large.

Their sisters’ house is large.

Their father’s house is large.

The children looked at their mothers.

They didn’t find their books.

They didn’t find your books.

He found the money in their houses (or house).

He found the money in their house.

He found the money in Ahmet’s pockets.

He found the money in your (one person’s) pockets.

Yesterday morning your children stayed two hours at Ahmet’s mother’s house.

I found Ahmed’s father’s five liras in your little son’s pockets.
2. to form the emphatic personal pronoun

- (ben) kendim (I myself)
- (sen) kendin (you)
- (o) kendisi (he, she, it)
- (biz) kendimiz (we)
- (siz) kendiniz (you)
- (onlar) kendileri (they)

Note: Kendi kendine geldi. (He came of his own accord.)
Kendine geldi. (He came to regained consciousness.)

Exercises

A. Practice aloud. Translate.

Simple possessive constructions

1. Ahmedin annesi çok genç.
2. Eviniz nerede?
3. Çocuğun babası geldi.
4. Baban kim?
5. Şehrin suyu çok iyi.
6. Onların babası buraya gelsin!
7. Babaları oraya gitmesinler!
8. Kitabınız bu mu?
9. Halı sahibi parayı aldı.
10. Kimin elması bu?
11. Türk alfabesi kolay.
12. Türk lisam güç mü?
13. Bahçeniz çok büyük mü?
15. Ankaranın bulvarları ne güzel!
16. Yatak odanız küçük mü?
17. Ders odamız sıcak.
18. O kadın otomobil sahibi mı?
19. Ev sahibi nerede?
20. Bu evin sahibi kim?
22. Parayı ev sahibi istemedi.
23. Sulu gün doğdu.
24. Çay fincanları nerede?
25. Bu ders kitabı çok büyük.

Possessive complexes, etc.

1. Babamın gözleri güzel.
2. Şehrimiz ağaçları çok büyük.
3. Ahmedin iki oğlu geldiler.
4. Küçük çocuğun annesi çabuk gelsin!
5. Ev sahibinin radyosu çok güzel.
6. Ev sahibiniz nerede?
7. Arkadaşlarınızın annesinin evi büyük.
8. Kızınızın arkadaşları bugün buraya gelmesinler!
9. Kimin babasının evi bu?
10. Oğlunuzun ismi ne?
11. Ev sahiplerinin ismini bilmediler mi?
12. Ahmedin çocuklarına kim baksın?
14. Kızkardeşimin yatak odasına ne onun kitaplarını koyдум ne kendi kitaplarını.
15. Kitaplarınızı almadılar mı?
16. Babanızın parasını o çocukların annesine vermeniz!
17. Ankara çocuk bahçesinde kimi gördünüz?
18. Oğlumu ve Ahmedin iki kızını görmediniz mı?
20. Çanakkale'den Boğaziçi'ne gitti.
21. Beyoğlu'na ne zaman gittiler?
22. Hiç Toros dağlarını gördünüz mü?
23. Arkadaşının kitabını istemedi.
24. Kendi kitabım istedi.
25. Evime gelme! Arkadaşının evine git!

B. Write in Turkish. Practice aloud.
1. Whom did you find in our classroom?
2. Ahmet's mother went into the boys' bedroom.
3. My brother's landlord put his car into my father's garage.
4. The automobile went from Beyoğlu to Istanbul University.
5. The steamer passed through the Dardanelles.
6. Your little sister's teacups are pretty.
7. My landlord's own house is on Istanbul Street.
8. Your son's feet are large.
9. What is your little brother's name?
10. Why didn't Ahmet's sister go to your sisters' house last night?
11. Have you ever been to Beyoğlu?
12. Ahmet had never seen the Black Sea, but he had seen the Sea of Marmara.
13. They gave my mother's money to the sisters of Mehmet and Erdoğan.
14. He left the small classroom and went into the big one.
15. Istanbul city is very old. Ankara city is new.
16. The new Turkish alphabet is easy.
17. Don’t ever go there.
18. The Bosphorus is very beautiful. The Dardanelles are beautiful, too.
19. Have you ever seen the Dardanelles?
20. Didn’t you go to the Dardanelles yesterday?
21. The car passed through the streets of Beyoğlu. It did not go through Karaköy.
22. Her father’s house is in Afyonkarahisar.
23. Is this man a car owner?
24. The owner of the large automobile gave ten liras to the brother of the man who owns that house.
25. Whose books did you take from my friend’s father’s car?
Lesson 11
Infinitives. General Verbs

1. eve girmek
2. Ahmedin eve girmesi
3. kızkardeşinizin evimiz gelmemesi
4. Okumayı çok sever.
5. O kitabını okumadan size verdim.
6. Oraya gitmek çok güç.
7. Oraya gitmemiz güç.
8. İngilizcede bu söz ne demek?
11. Yüzme istedi.
12. İngilizce bilir misiniz?
14. Türkçe bilir misiniz?
15. İngilizce bilmezler mi?
16. Çocuklar şeker severler.
17. Kedi köpekten korkar.
18. Postacı günde iki defa gelir.

1 to enter the house, action of entering the house
Ahmet’s entering the house, the fact that Ahmet did (has, does, or will) enter the house
the fact that your sister did (has, does, or will) not come to our house
He greatly likes reading.
I gave you that book without having read it.
Going there is very difficult. It’s very difficult to go there.
It’s hard for us to go there.
What does this word mean in English?
They came in order to see him.
He didn’t want to go.
He wanted not to go.
He wanted to swim.
He doesn’t know how to swim.
Do you know Turkish?
Don’t they know English?
Children like candy.
Cats are afraid of dogs.
The mailman comes twice a day.
19. Çay sever misiniz? Do you like tea?
20. Ben eve gelir gelmez size telefon ettim. As soon as I got home I phoned you.

I. Infinitives

The common infinitive (see Lesson 5, section 1) seldom has suffixes added to it. The light infinitive—the common infinitive minus its final k—frequently receives suffixes.

**Light infinitive**

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>gelme</strong></td>
<td><strong>gelmeye</strong></td>
</tr>
<tr>
<td><strong>gitme</strong></td>
<td><strong>gitmeye</strong></td>
</tr>
</tbody>
</table>

(ONUN) **gelmesi**

his (her, its) going; the fact that he

did, has (gone), does, or will go

(ONUN) **gitmemesi**

his (her, its) not going; the fact that he
did, has (gone), does, or will not go

**babanızın Ankaraya gitmesi**

your father's going to Ankara; the fact
that your father did go, has gone,
does go, or will go to Ankara

**annenizin evimize gelmemesi**

your mother's not coming to our house
(to us); the fact that your mother
didn't, hasn't, doesn't, or won't come
to our house

The light infinitive may be used as a modifier.

*dolma kalem* fountain pen (*dolmak* 'to fill')

With the ablative suffix, the light infinitive means 'without (doing so and so),' ‘without (having done so and so).’

*Kitabı dün aldı. Bu sabah onu okumadan bana verdi.*

He took the book yesterday. This morning, without having read it, he gave (it) to me.

**NOTE:** Some grammarians discuss this under the heading of a separate suffix, *-madan/-meden.*
The light infinitive is usually used when an infinitive is the object of another verb form.

\[ O \text{ okumayı çok sever. } \]  
He greatly likes reading (really loves to read).

**Note:** The verbs \textit{istemek} ‘wish,’ ‘want,’ ‘need’ and \textit{bilmek} ‘know’ frequently take a common infinitive as object.

\begin{align*}
\text{Gitmek istedi.} & \quad \text{He wanted to go.} \\
\text{Gelmek bilmedi.} & \quad \text{He never arrived.}
\end{align*}

The common infinitive, without suffixes, may be the subject of the verb ‘to be,’ or the subject of a predicate adjective when ‘be’ is not expressed.

\[ \text{Oraya gitmek güç(tür).} \]  
To go there (is) difficult.

\begin{align*}
\text{compare } & \text{Oraya gitmemiz güç(tür).} \\
& \text{Our going there (is) difficult.}
\end{align*}

For the syllable in parenthesis (tür) see the forms of the verb ‘to be,’ Lesson 14, section 1.

The English ‘to mean’ is expressed by the common infinitive \textit{demek} plus the (usually unexpressed present tense of the) verb ‘to be.’

\[ \text{Bu ne demek(tir)?} \]  
What does this mean? (This [is] to say what?)

\[ \text{İngilizcede girl ‘kız’ demek(tir).} \]  
In English ‘girl’ means \textit{kız}.

The English ‘that is to say’ is also expressed by \textit{demek}.

\[ \text{Demek, bunu bilmediler.} \]  
That is to say, they didn’t know this.

The infinitives—common or light—may govern the objective definite suffix, or other appropriate suffixes, on preceding substantives, just as do finite verb forms.

\[ \text{Ankaraya gitmemeniz iyi oldu.} \]  
The fact that you didn’t go to Ankara turned out to be a good thing.

The common infinitive with the suffix -s i/i z i/i n means ‘without (doing so and so),’ ‘without having (done so and so).’

\[ \text{Ahmet, kitabımı okumaksızın Ankaraya gitti.} \]  
Ahmet went to Ankara without reading (without having read) my book.

The common infinitive with the following combination of two suffixes—(1) the ablative suffix and (2) the conditional suffix (see Lesson 20, section 4)—means ‘rather than (doing so and so).’

\[ \text{Sinemaya gitmektense okumayı tercih ettim.} \]  
Rather than go to the movies, I preferred to read.
2. General verbs

The general verb forms express what is always true and hence timeless (aorist). This is the time value of these English verbs.

Mice like cheese.
Children will fight.
The postman comes each day.

POSITIVE

The positive general verb forms are made by adding these suffixes to the verb stem.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>-(GV) r V₄ m</td>
</tr>
<tr>
<td>2nd</td>
<td>-(GV) r s V₄ n</td>
</tr>
<tr>
<td>3rd</td>
<td>-(GV) r</td>
</tr>
</tbody>
</table>

The symbol GV represents the ‘general verb form vowel’ (general vowel).

a. A verb whose stem ends in a vowel takes no general vowel.

b. A monosyllabic verb stem ending in a consonant takes V₂ as the general vowel. This ‘rule,’ however, has many exceptions. General vowels are sometimes shown in dictionaries thus:

\[
\begin{align*}
\text{almak} & \quad \text{(alır)} \\
\text{bulmak} & \quad \text{(bulur)} \\
\text{görmek} & \quad \text{(görür)} \\
\text{gelmek} & \quad \text{(gelir)}
\end{align*}
\]

to take

to find

to see

to come

c. A polysyllabic verb stem ending in a consonant takes V₄ as the general vowel.

The general verb forms express general validity, and habitual or customary action. Since what is always true will also be true in the future, the general also may be used as a future tense. It may also be used to express an intention on the speaker’s part, a promise of sorts.

The positive general forms are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>giderim I go, always go, will go</td>
</tr>
<tr>
<td>2nd</td>
<td>gidersin</td>
</tr>
<tr>
<td>3rd</td>
<td>gider</td>
</tr>
<tr>
<td></td>
<td>gideriz</td>
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<tr>
<td></td>
<td>gidersiniz</td>
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<tr>
<td></td>
<td>giderler</td>
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</table>

The positive interrogative forms are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
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<tbody>
<tr>
<td>1st</td>
<td>gider miyim?</td>
</tr>
<tr>
<td>2nd</td>
<td>gider misin?</td>
</tr>
<tr>
<td>3rd</td>
<td>gider mi?</td>
</tr>
<tr>
<td></td>
<td>gider miyz?</td>
</tr>
<tr>
<td></td>
<td>gider misiniz?</td>
</tr>
<tr>
<td></td>
<td>giderler mi?</td>
</tr>
</tbody>
</table>
In the second person plural, these forms are the most polite of all ways to express a command in Turkish.

Lütfen, kitabınızı bana verir misiniz?

Will you please give me your book? (or)
Please give me your book.

NEGATIVE

The negative general verb forms are made by suffixing to the (positive) verb stem these suffixes

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st -m V^2 m</td>
<td>-m V^2 y i/ı z</td>
</tr>
<tr>
<td>2nd -m V^2 z s i/i n</td>
<td>-m V^2 z s i/i n i/i z</td>
</tr>
<tr>
<td>3rd -m V^2 z</td>
<td>-m V^2 z ı V^2 r</td>
</tr>
</tbody>
</table>

1st gitmem | gitmeyiz
2nd gitmezsin | gitmezsiniz
3rd gitmez | gitmezler

The negative interrogative general verb forms are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st gülmez miyim?</td>
<td>gülmez miyiz?</td>
</tr>
<tr>
<td>2nd gülmez misin?</td>
<td>gülmez misiniz?</td>
</tr>
<tr>
<td>3rd gülmez mi?</td>
<td>gülmezler mi?</td>
</tr>
</tbody>
</table>

The third singular positive and negative general verb forms (the general participles, see Lesson 16, section 2) are used, the one immediately following the other, to express the idea of 'as soon as.'

Buraya gelir gelmez parayı alınız.

As soon as you come (get) here, take the money.

Ahmet buraya gelir gelmez parayı alsın.

Let Ahmet take the money as soon as he gets here.

Buraya gelir gelmez parayı aldım.

As soon as I got here, I took the money.

Ahmet buraya gelir gelmez Mehmet parayı aldı.

As soon as Ahmet got here, Mehmet took the money.

NOTE:
ister istemez
İster istemez, gitsin.
want to or not, willy-nilly
Let him go, whether he wants to or not.

Exercises

A. Practice aloud. Translate.

3. Selmanın Fahrünnisanın bütün kahve fincanlarını kırması ne fena(dır)!
4. Baba, ben sinemaya giderim.
   Ahmet, ders kitabını okudun mu? Dersin hazır mı?
   Okudum, baba, okudum. İki defa okudum.
   Ne dersin Selma, çocuk bu akşam sinemaya gitsin mi, gitsmesin mi?
   Gitsin, Mehmet, gitsin. Neden gitsmesin?
   Pekiyi, gitsin. Şimdii git, Ahmet. Amma geç kalma!
5. Bu ne demek, Ahmet? Türkçe dersinde yalnız altı numara aldın. Ne oldu?
   Anladın mı, anlamadın mı? Anladım, baba. Çalışırım. Çok çalışırım.
6. Bir çay içer misiniz, beyefendi?
   Hayır, teşekkür ederim. Ben hiç çay içmem.
   O halde bir kahve olmaz mı, efendim?
   Teşekkür ederim, hanımeffendi. Lütfen, bir kahve verir misiniz?
7. Ahmet Bey, çay içmektense kahve içmeyi tercih etti.
8. Ahmet ders kitabının bir kelimelerini anlamak için okudu.
9. Yolunuz açık olsun, Ahmet Bey!
10. Mehmet her sabah evimize gelir. Ağabeyisi Erdoğan da gelsin!
11. Otobüslerde paralarımıza bileşicilere veririz, bileti alırken ellerinden alırız.
12. Ahmet Bey her sabah kahvaltı yapar, gazeteyi okur ve bürosuna gider.
13. Selma Hanım her sabah kahvaltı yapar, evde bakar ve çarşıya gider.
15. Çay içer misiniz?
17. Selim Bey Fransızca iyi bilir. İstanbul Üniversitesinde üç buçuk sene Fransızca okudu.
18. Ahmet geldi mi, gelmedi mi?
20. Bu tren istasyondan saat sekizde kalkar.

B. Write in Turkish. Practice aloud.
   1. Will Selma drink a glass of milk?
   2. Thank you, madam. Selma never drinks milk. Would you please give her a glass of water?
   3. Rather than drinking milk, Selma prefers to drink water.
   4. Yesterday morning in the Covered Bazaar Ahmet Bey saw two lovely rugs.
5. He wanted to buy them both.
6. The rug owner asked 2,000 liras for the small one and 5,000 liras for the large.
7. Ahmet Bey said, 'That is very high. I will give 4,500 liras for the two.'
8. Without waiting a single moment, the man said, 'No. I want 7,000 liras for the two of them.'
9. As a result, Ahmet Bey left the Covered Bazaar without having bought the rugs.
10. As soon as he returned home, his wife said, 'Well, did you buy (a) rug?'
11. 'No, I didn't buy (one). The rug man wanted 7,000 liras for two nice rugs. I left the bazaar without buying the rugs,' he said.
12. 'Too bad,' said his wife.
13. 'A pity,' said Ahmet Bey, 'but he wanted 7,000 liras. I found that very expensive.'
14. His wife said, 'But I wanted a new rug!'
15. 'Yes, dear,' Ahmet Bey said. 'I'll try to find a nice rug.'
Lesson 12


1. In 1953 did Ahmet Bey ordinarily go to Ankara twice a week?

2. Didn’t he also regularly go there twice weekly in 1954?

3. I used to be very fond of that writer’s books.

4. Our daughter dances very well.

5. My son is taller than I am.

6. Selma is prettier than her sister.

7. They wanted the very smallest one, i.e., the least large one.

8. Step by step, you’ll learn.

9. Her hair turned snow white overnight.

10. And you, aren’t you going to go, either?

11. It’s my opinion that Ahmet Bey won’t come tomorrow. He’ll come the day after tomorrow.

12. How long did your child study?

13. My goodness! Years and years, my friend, years and years!
14. Ne dersiniz, beyefendi, çocuklar geç kalacaklar mı, kalımyacaklar mı?
What's your opinion, sir; will the youngsters be late or not?

15. Her halde geç kalacaklar. Zaten onlar daima geç kalırlar.
They will probably be late. For that matter, they are always late.

1. Past general verbs

There is a past general verb meaning 'used to (do so and so).' It is formed by adding to the third singular positive general form, the suffixes of the past forms of the verb 'to be' (see Lesson 14, section 1), as follows (the vowel in this suffix is V⁴).

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
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<tbody>
<tr>
<td>1st</td>
<td>giderdim</td>
<td>gitmezdim</td>
</tr>
<tr>
<td>2nd</td>
<td>giderdin</td>
<td>gitmezdin</td>
</tr>
<tr>
<td>3rd</td>
<td>giderdi</td>
<td>gitmezdi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLURAL</th>
<th>POSITIVE INTERROGATIVE</th>
<th>NEGATIVE INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gider miydim?</td>
<td>gitmez miydim?</td>
</tr>
<tr>
<td>2nd</td>
<td>gider miydin?</td>
<td>gitmez miydin?</td>
</tr>
<tr>
<td>3rd</td>
<td>gider miydi?</td>
<td>gitmez miydi?</td>
</tr>
</tbody>
</table>

2. Future verbs

The future verb forms express a definite intention which the speaker holds as of the time he speaks. As a promise it is more forceful than the general tense.
The suffixes of the positive future verb forms are

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>-(y) V² c V² ğ i/ı m</td>
<td>-(y) V² c V² ğ i/ı z</td>
</tr>
<tr>
<td>2nd</td>
<td>-(y) V² c V² k s i/ı n</td>
<td>-(y) V² c V² k s i/ı n i/ı z</td>
</tr>
<tr>
<td>3rd</td>
<td>-(y) V² c V² k (t i/ı r)</td>
<td>-(y) V² c V² k l V² r (d i/ı r)</td>
</tr>
</tbody>
</table>

When the syllable -t/d i/ı r (see Lesson 14, section 1) is added to the third person singular or plural, the force of the assertion is somewhat strengthened.

Verb stems which end in e or a change the final e to i and the final a to i before the immediately following (buffer) y of the future suffixes.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gideceğim</td>
</tr>
<tr>
<td>2nd</td>
<td>gideceksin</td>
</tr>
<tr>
<td>3rd</td>
<td>gidecek(tir)</td>
</tr>
<tr>
<td>1st</td>
<td>bulacağım</td>
</tr>
<tr>
<td>2nd</td>
<td>bulacaksin</td>
</tr>
<tr>
<td>3rd</td>
<td>bulacak(tir)</td>
</tr>
<tr>
<td>1st</td>
<td>anliyacağım</td>
</tr>
<tr>
<td>2nd</td>
<td>anliyacaksın</td>
</tr>
<tr>
<td>3rd</td>
<td>anliyacak(tir)</td>
</tr>
</tbody>
</table>

Note that before the immediately following (buffer) y of the future suffixes, a final vowel V² becomes the variable vowel i/ı.

The future interrogative forms are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gidecek miyim?</td>
</tr>
<tr>
<td>2nd</td>
<td>gidecek misin?</td>
</tr>
<tr>
<td>3rd</td>
<td>gidecek mi(dir)?</td>
</tr>
<tr>
<td>1st</td>
<td>bulacak miyim?</td>
</tr>
<tr>
<td>2nd</td>
<td>bulacak misin?</td>
</tr>
<tr>
<td>3rd</td>
<td>bulacak mi(dir)?</td>
</tr>
<tr>
<td>1st</td>
<td>anliyacak miyim?</td>
</tr>
<tr>
<td>2nd</td>
<td>anliyacak misin?</td>
</tr>
</tbody>
</table>
The future negative forms are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gitmiyeceğim</td>
</tr>
<tr>
<td>2nd</td>
<td>gitmiyeceksin</td>
</tr>
<tr>
<td>3rd</td>
<td>gitmiyecek(tir)</td>
</tr>
<tr>
<td>1st</td>
<td>bulmiyacağım</td>
</tr>
<tr>
<td>2nd</td>
<td>bulmiyacaksın</td>
</tr>
<tr>
<td>3rd</td>
<td>bulmiyacak(tır)</td>
</tr>
<tr>
<td>1st</td>
<td>anlamıyacağım</td>
</tr>
<tr>
<td>2nd</td>
<td>anlamıyacaksin</td>
</tr>
<tr>
<td>3rd</td>
<td>anlamıyacak(tır)</td>
</tr>
</tbody>
</table>

The future negative interrogative verb forms are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gitmiyecek miyim?</td>
</tr>
<tr>
<td>2nd</td>
<td>gitmiyecek misin?</td>
</tr>
<tr>
<td>3rd</td>
<td>gitmiyecek mi(dir)?</td>
</tr>
<tr>
<td>1st</td>
<td>bulmiyacak miyim?</td>
</tr>
<tr>
<td>2nd</td>
<td>bulmiyacak misin?</td>
</tr>
<tr>
<td>3rd</td>
<td>bulmiyacak mi(dir)?</td>
</tr>
<tr>
<td>1st</td>
<td>anlamıyacak miyim?</td>
</tr>
<tr>
<td>2nd</td>
<td>anlamıyacak misin?</td>
</tr>
<tr>
<td>3rd</td>
<td>anlamıyacak mi(dir)?</td>
</tr>
</tbody>
</table>

3. Adverbs

The same word may serve as adjective and adverb.

- *iyi bir kız*  
  a good girl
- *iyi anlamak*  
  to understand well

4. Comparison

The simple expression of comparison requires only the ablative suffix.

- *benden büyük*  
  bigger than I
- *sizden iyi*  
  better than you
- *ondan az*  
  less than that
The fuller expression of comparison adds the adverbs daha ‘more’ or az ‘less.’ The superlative uses the adverbs en ‘most’ or en az ‘least.’

*benden daha büyük*  
bigger than I

*sizden daha iyi*  
better than you

*en büyük*  
the biggest

*en az*  
the least

*sizden az çalışkan*  
less industrious than you

*en az çalışkan*  
the least industrious

5. Emphatics

Many adjectives have special emphatic forms. Such forms are shown in dictionaries as separate words.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>EMPHATIC FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>beyaz</td>
<td>bembeyaz</td>
</tr>
<tr>
<td>açık</td>
<td>apaçık</td>
</tr>
<tr>
<td>uzun</td>
<td>upuzun</td>
</tr>
<tr>
<td>çiplak</td>
<td>çırçiplak</td>
</tr>
<tr>
<td>siyah</td>
<td>simsiyah</td>
</tr>
</tbody>
</table>

Apart from these emphatics, the ordinary means for securing emphasis is simply to say a word twice.

<table>
<thead>
<tr>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>yavaş</td>
<td>slowly</td>
</tr>
<tr>
<td>yavaş yavaş</td>
<td>very slowly</td>
</tr>
</tbody>
</table>

*Gülşü gülşü.*  
He laughed and laughed.

6. The suffix -ç/c V₂

Among the uses of this suffix are

a. to mean ‘as for.’

*bence*    
as for me, as I see it

*fikrimce*  
as for my idea, in my view, etc.

b. to mean ‘ish’ (frequently pejorative), ‘-ly.’

*çocukça*  
like a child, childishly, kiddish, kiddishly

*aptalca*  
stupidly

*türkçe*  
in the Turkish way, i.e., the Turkish language  
(and so with all languages, Arapça, Fransızca,  
Rusça, İngilizce, etc.)

Note: *bu* ‘this’ forms *bunca* ‘thus,’ ‘in this way,’ ‘this much.’

<table>
<thead>
<tr>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>yüzlerce</td>
<td>hundreds and hundreds, hundred after hundred</td>
</tr>
<tr>
<td>yıllarca</td>
<td>years and years, year after year</td>
</tr>
</tbody>
</table>
Exercises

A. Practice aloud. Translate.

1. Evim evinizden daha büyük(tür).
2. Saidin Amerikadan gelmesi iyi mi olacak?
   Sait henüz Amerikadan gelmedi. O Haziran ayında gelecektir.
3. O yıl, ayda bir Ankaraya giderdik.
4. Tuzu bana verir misiniz, lütfen?
5. Ne dersiniz, efendim; oraya gidecek miyiz, gitmiyecik miyiz?
6. Size geldiler mi?
   Evet efendim, iki defa geldiler.
   İki defa mı? O halde, bize de gelecekler.
   Her halde gelecekler.
7. Ahmet Beylere gitmediniz mi?
   Gitmedim. Zaten, ben oraya hiç gitmem.
9. İki çocuk koşmaya başladılar.
11. Çok kitap okumak iyi.
12. Küçük kızın okuması iyi.
13. Bu yazıları kim yazdı?
   Ben yazdım.
   Çocuğunum, böyle yazma! Daha iyi yazmak lâzım!
14. En güzel elmalar kimin (elmaları)?
15. Bunlar sizin mi?
16. Babam saat 7:00de kalkar, kahvaltı yapar, gazeteyi okur, saat 8:30da otomobile biner, bürosuna gider.
17. Okumak istemez mi?
   Hiç istemez.
18. Siz bugün gitmiyecek misiniz?
20. Bunları kime vereceksiniz?
22. Fikrinizce, Ahmet paramı alır mı?
23. Ahmet annenizin evine yarın gitsin mi, gitmesin mi?
24. Dün gelmediler fakat yarın gelecekler.
25. Parayı bize verecek misiniz, vermiyecik misiniz?

B. Write in Turkish. Practice aloud.

1. Why aren’t you going to go to Beyoğlu?
2. From whom did Selma's father buy his car?
3. In which garage will he put it?
4. Which movie are they going to go to?
5. Mehmet never goes to the movies.
6. We used to go to the movies twice a week.
7. As I see it, your son's not having read this book is (a) bad (thing).
8. They searched for days and days but they did not find the dog.
9. For whom did you wait?
10. I shall expect you at my house tomorrow.
11. As soon as I got to Ankara, I phoned Mehmet Bey.
12. He will not go to Ankara without (first) giving you the books.
13. My dog is bigger than Selma's dog.
14. His dog is completely white but my dog is jet black.
15. Go slow!
16. I didn't entirely understand.
17. The smallest girl ate the biggest apple.
18. Is Ahmet going to come, or not?
19. In Ahmet's opinion, should Selma come, or not?
20. Why don't you work harder?
Lesson 13
Postpositions. Expressions of Location

1. Ahmet ile Mehmet beraber geldiler.
2. Ahmet ile Mehmet geldiler.
3. Ahmetle Mehmet geldiler.
4. Kalemim ile yazma!
5. Kalemimle yazma!
6. Bunun ile yazın!
7. Bununla yaz!
8. Saat ondan evvel gelmiyecekler.

11. Sizin gibi bir adam hiç gördüler mi?
12. Kitap büyük kutunun altında (dir).
14. Kitabını kutunun arkasında buldunuz mu?
15. Kitabını kutunun altına koyacaklar mı?

Ahmet and Mehmet came together.
Ahmet and (with) Mehmet came.
Ahmet and (with) Mehmet came.
Don’t write with my pencil!
Don’t write with my pencil!
Write with this (one)!
Write with this!
They won’t come before ten o’clock.
The car came straight at me.
(Just) like his father, the child doesn’t like studying at all.
Have they ever seen a man like you?
The book is under the big box.
Take the book from under the box.
Did you find the book behind the box?
Will they put the book under the box?
We saw your books inside the box.
I. Postpositions

Turkish postpositions—some of them suffixes, some of them independent words—follow substantives and govern them much as English prepositions govern the substantives which they precede.

Classified according to the suffixes which they require on the preceding substantives, Turkish postpositions are:

**CLASS I**: postpositions which require that the preceding substantive have the ablative suffix;

**CLASS II**: postpositions which require that the preceding substantive have the dative suffix; and

**CLASS III**: postpositions that require a preceding personal or interrogative pronoun or singular demonstrative pronoun to have the possessive suffix but that require no suffix on other preceding substantives.

The important postpositions include

**CLASS I** (ablative suffix on preceding substantive)

başka—other than, apart from, except for
- *benden başka* except for me
- *kitaplarım'dan başka* apart from my books

Başka may also be an adjective.

- *başka bir kitap* another book
  - Contrast: *diğer kitap* (the) other book

**evvel**—before (in time)
- *bizden evvel* before us, earlier than we
- *ondan evvel* before ten (before him, etc.)
- *saat ondan evvel* before ten o'clock

**sonra**—after
- *onlardan sonra* after them
- *saat altından sonra* after six o'clock
- *altı saatdan sonra* after six hours

**beri**—subsequent to, since
- *on saat'tan beri* for (the) past ten hours
- *saat ondan beri* since ten o'clock
- *bin sekiz yüz altmış* since 1863
- *üç'ten beri* since 10

**dolayi**—because of
- *sizden dolayi* because of you
- *parasından dolayi* because of his money
**Class II** (dative suffix on preceding substantive)

* kadar*—up to, until, as far as

- *saat ona kadar* until ten o’clock
- *evime kadar* as far as my house

*Kadar* may also be a noun meaning ‘amount.’

- *bu kadar* this much
- *ne kadar?* how much?

*doğru*—straight toward

- *bana doğru* right at me
- *evine doğru* straight toward his house

*Doğru* may also be a modifier meaning ‘right,’ ‘true,’ ‘straight.’

- *doğru sözler* true words

*karş*—against, opposite, anti-

- *bana karşı* against me
- *çocuklara karşı* against (the) children

*göre*—according to

- *onlara göre* according to them
- *gazeteye göre* according to the newspaper

*rağmen*—despite

- *ona rağmen* despite that
- *parasına rağmen* in spite of his money

*nazaran*—compared with, in regard to

- *İzmir'e nazaran Ankara daha büyük(tür).* Compared with Izmir, Ankara is larger.

**Class III** (no suffix on any preceding substantive except a personal pronoun, a singular interrogative pronoun, and a singular demonstrative pronoun—these require the possessive suffix)

*ile*—‘with,’ independent word, also used in the suffixed form -i V^2. After a final vowel, suffixed -i V^2 may become -y i V^2. Both *ile* and *(y) i V^2 frequently are followed by *beraber*, ‘together’: *ile beraber* or *(y) i V^2 beraber*, ‘together with.’

- *benim ile, benimle* with me
- *çocuk ile, çocukla* with (the) child
- *bunun ile beraber, bununla beraber* together with this, moreover
- *kitabını ile, kitabıyla* with his book
- *annesine ile, annesiyle* with his mother

**Note:** *İle* is frequently used to mean ‘and’: *Ahmet ile Mehmet*, ‘Ahmet and Mehmet.’
gibi—like, similar to
  
  *sizin gibi* like you
  *bunun gibi* like this
  *babasi gibi* like his father

*için*—for, for the purpose of, because of
  
  *benim için* for me, because of me
  *bunun için* for this, because of this
  *cocuklar için* for (the) children
  *anlamak için* for understanding

**Note**: niçin (from *ne için*) for what? why?

**üzere** (or) *üzre*—upon
  
  *bunun üzerinde* upon this, thereupon
  *gitmek üzere* on the point of going, in order to go,
                  on condition of going

2. Expressions of location

Much of the work of English prepositions is done in Turkish by nouns of place used in possessive constructions.

**üst**—top, upper part
  
  *kutunun üstüne* toward the top of the box
  *kutunun üstünde* on (the) top of the box
  *kutunun üstünden* from the top of the box
  *Kitabım kutunun üstünde* My book (is) on top of the box.
  *koydular.* They put my book on top of the box.

*Üst* may also be an adjective.

  *üst kat* top floor, top story

**alt**—bottom, lower part
  
  *Para o kitabin altında(dir).* The money (is) under that
  * kitabın altında* book.
  * Paranızı o kitabin altına* He put your money under
  * köydü.* that box.
  * Parayı o kitabin altından* Didn't you take the money
  * almadınız mı?* from under that box?

*Alt* may also be an adjective.

  *alt taraf* bottom side
yan—side, (the) space or place next
Yanınızda iki çocuk gördüm.
Yanına gel!
O köpek, sahibinin yanından hiç ayrılmaz.

Yan may also be an adjective.
yan kapı

ara—midst, space between
Aramızda, böyle bir şey hiç olmaz.
Kalemimi iki kitabın arasına koydum.
At, iki otomobilin arasından geçti.

Note this pattern:
Ankara ile İstanbul arasında
kız ile babasının arasında

Ara may also be an adjective.
ara kapı

iç—(the) inside
Kutunun içinde ne buldunuz?
Kitaplarını büyük kutunun içine koydular.

İç may also be an adjective.
iç kapı

dış—(the) outside
Evi şehrin dışında(dır).

Dış may also be an adjective.
dış kapı

üzere or üzre—the place or space over
Evinizin üzerinde büyük bir kuş gördüm.
Evin üzerinden iki uçak geçti.

arka—back part, space in back
Evinizin arkasında kimi gördüm?

I saw two children beside you.
Come here to me!
That dog never goes away from his master’s side.

side door

between Ankara and Istanbul
between the girl and her father

middle door

What did you find in (inside) the box?
They put my books into the big box.

inside door

His house (is) outside the city.

outside door

I saw a big bird over your house.
Two planes passed over the house.

Whom did I see behind your house?
Kutunun arkasına bir kitap koydu.
Çocuklar arkamdan geçtiler.

Arka may also be an adjective.

ärka kapi

ön—front part, space in front
Evinizin önünde ne oldu?

Kitaplari kutunun önüne koyma!

Önümüzden iki otomobil geçti.

Ön may also be an adjective.

ön kapı

Also note:

yukarı up, space that is higher, upstairs
aşağı opposite of yukarı
dışari outside, space that is out
ici opposite of dışari

Exercises

A. Practice aloud. Translate.

1. Arkamızdan kim geçti?
2. Önümüzden geçmiyeceler mi?
3. Sizden sonra kim geldi?
4. Sizden dolayı, kardeşiniz de geç geldi.
5. Niçin bana bunun gibi bir elma vermedin?
6. Kutunun içinde ne buldunuz?
7. Gazeteyi cebinden aldı.
8. Evi dağın üstünde(dir).
11. Niçin saat sekizden evvel geldiler?
12. Çocuk babasının kalemiyle yazdı.
13. Niçin çalıştı?
15. Bunun gibi bir kitap hiç okumadım.
B. Write in Turkish. Practice aloud.

1. What did Ahmet put in his pocket?
2. Where did Selma find the teacups?
3. She found one cup in the box (and) the others behind it.
4. Who took my book?
5. Ahmet did.
6. Where did he put it?
7. He put it beside the tree.
8. Where’s Nilüfer?
9. She’s gone to the movies.
10. Did she go alone?
11. She did not.
12. With whom did she go?
13. She went with Ahmet’s sister.
14. Will they be late?
15. No. They’ll come here before 9:30.
Lesson 14
The Verb ‘to Be.’ *Var* and *Yok.*
The Resumptive Question

1. Ahmet gençtir, değil mi?
2. Onlar genç idiler.
3. Onlar gençtiler, değil mi?
4. Siz Türk müsünüz, efendim?
5. Evet, efendim, Türküm.
6. Annesi Fransız değil miydi?
7. Annesinin kaç evi vardır?
8. Bundan bir kaç sene evvel annesinin üç evi vardı, fakat bugün hiç bir evi yoktur.
9. Babasının paraşı yok muydu?
10. Vardi.
11. Kitabım burada değil(dir).
12. Selmanın kitabi yok(tur).

Ahmet is young, isn't he?
They were young.
They were young, weren't they?
Are you a Turk, sir?
Yes, sir, I am Turkish.
Wasn't his mother French?
How many houses does his mother have?
A few years ago his mother owned three houses but today she has none at all.
Didn't her father have money?
He did.
My book is not here.
Selma doesn’t have a book.

1. The verb ‘to be’

The Turkish verb ‘to be’ is defective. It lacks the infinitive and several tenses. These missing forms may be replaced by corresponding forms of *olmak* ‘to become.’
Some forms of ‘to be’ are suffixes. This is true of the present forms.

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>-(y) V⁴ m</td>
<td>-(y) V⁴ z</td>
</tr>
<tr>
<td>2nd person</td>
<td>-s V⁴ n</td>
<td>-s V⁴ n V⁴ z</td>
</tr>
<tr>
<td>3rd person</td>
<td>-t/d V⁴ r</td>
<td>-t/d V⁴ r l V² r</td>
</tr>
</tbody>
</table>

Note: The third singular and plural are frequently omitted. (See Lesson 3, section 3.)

The indefinite article (bir) is not used
a. with negative of ‘to be’

Çocuk değilim.  I’m not a child.

b. with expressions of occupation, nationality, etc.

Amerikalıyım.  I am an American.

The generic is frequently used where English expects a plural.

Talebeyiz.  We are students.

**PRESENT POSITIVE**

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Gençim.</td>
<td>Talebeyim.</td>
</tr>
<tr>
<td>2nd</td>
<td>Gençsin.</td>
<td>Talebesin.</td>
</tr>
<tr>
<td>3rd</td>
<td>Gençtir.</td>
<td>Talebedir.</td>
</tr>
<tr>
<td></td>
<td>Gençiz.</td>
<td>Talebeyiz.</td>
</tr>
<tr>
<td></td>
<td>Gençsiniz.</td>
<td>Talebesiniz.</td>
</tr>
<tr>
<td></td>
<td>Gençtirler.</td>
<td>Talebedirler.</td>
</tr>
</tbody>
</table>

In the past, the verb ‘to be’ has two sets of forms: those that are suffixes and those that are independent words. Their meanings are identical.
ENCLITIC FORM | INDEPENDENT FORM
---|---
singular
1st | -t/d V^4 m | idim | I was
2nd | -t/d V^4 n | idin | you were
3rd | -t/d V^4 | idi | he, she, it was
plural
1st | -t/d V^4 k | idik | we were
2nd | -t/d V^4 n V^4 z | idiniz | you were
3rd | -t/d V^4 l V^2 r | idiler | they were

PAST POSITIVE

| 1st | Gençtim. | Genç idim. |
| 2nd | Gençtin. | Genç idin. |
| 3rd | Gençti. | Genç idi. |

| 1st | Gençtik. | Genç idik. |
| 2nd | Gençtiniz. | Genç idiniz. |
| 3rd | Gençtiler. | Genç idiler. |

In the case of a substantive ending in a vowel (e.g., *talebe* ‘student’), a *y* is inserted between the final vowel and the past suffixes.

| 1st | Talebeydim. | Talebe idim. |
| 2nd | Talebeydin. | Talebe idin. |
| 3rd | Talebeydi. | Talebe idi. |

| 1st | Talebeydik. | Talebe idik. |
| 2nd | Talebeydiniz. | Talebe idiniz. |
| 3rd | Talebeydiler. | Talebe idiler. |

A *y* is also inserted between the interrogative syllable and the past suffixed forms.

*Genç miydiler?*

With ‘to be,’ the negative is always *değil* ‘not.’

**PRESENT NEGATIVE**

| 1st | Genç değilim. | Genç değilidim. |
| 2nd | Genç değilsin. | Genç değilidin. |
| 3rd | Genç değildir. | Genç değilidi. |

**PAST NEGATIVE**

| 1st | Genç değilidim. | or | değil idim. |
| 2nd | Genç değilidin. | değil idin. |
| 3rd | Genç değilidi. | değil idi. |
2. Var and yok

The two words var ‘extant,’ ‘in existence’ and yok ‘non-extant,’ ‘not in existence’ are of remarkable frequency and importance in Turkish. Their principal functions are to express: possession, the verb ‘to have’ and the English ‘there is’ and ‘there are.’

Var and yok are always used with some form of the verb ‘to be’—understood if not expressed. In the third present, singular and plural, the verb form is usually not expressed.

Bir çocuğum var(dır).
I have a child.

Çocuğun var mı(dır)?
Have you a child?

Ahmedin iki çocuğu var(dır).
Ahmet has two children.

İki çocuğunuz var mı(dır)?
We have two children.

Çocuğunuz var mı(dır)?
Do you have children?

Onların bir çocukları var(dır).
They have one child.

Çocuğum yok(tur).
I have no children.

Çocuğu yok mu(dur)?
Doesn’t he have a child?

Bir çocuğum vardı (var idi).
I had a child.

Ahmedin bir çocuğu yok muydu?
Didn’t Ahmet have a child?

Evde ne var(dır)?
What is there in the house?

Evde beş kutu var(dır).
There are five boxes in the house.

Evde ne vardı?
What was there in the house?

Evde beş kutu vardı.
There were five boxes in the house.

Sizde para var mı(dır)?
Do you have any money (‘on you’)?
Sizde para yok mu(dur)? Don’t you have any money with you?

Ahmette hiç para yoktu (yok idi). Ahmet didn’t have any money with him.

Mehmette çok para vardı (var idi). Mehmet had a lot of money with him.

Mehmedin çok parasi vardı (var idi). Mehmet was very rich (had a lot of money).

3. The resumptive question

In English one repeats a verb in the interrogative in order to gather up the conversation and proceed. In Turkish, the same effect is produced, for any verb, simply by adding değil mi? (compare French ‘n’est-ce pas?’).

\[ \text{Gitti, değil mi?} \] He went, didn’t he?

\[ \text{Gelmeyecekler, değil mi?} \] They won’t come, will they?

Exercises

A. Practice aloud. Translate.

1. Otomobiliniz nerede, Ahmet Bey?
2. Otomobilim yok, efendim. Vardı fakat onu sattım.
3. Otomobiliniz iyi miydi, Ahmet Bey?
4. İyideğildi. Çok eskiydi. Onun için sattım.
5. Küçük Selma nerede, Mihri Hanım?
7. Fakat bugün buraya gelecek, değil mi?
8. Evet, Mihri Hanım, inşallah gelecek.
9. Dün öğleden sonra evinizde kim vardı?

O kadar...

11. İki kızkardeşiniz var, değil mi?
12. Hayır, yalnız bir kızkardeşim var, fakat kocamın iki kızkardeşi var.
13. Türkiyede elma var mı?
15. Bahçenizde iki elma ağacı var, değil mi?

B. Write in Turkish. Practice aloud.

1. Whose book is this?
2. Who doesn’t have a book?
3. These are yours, aren’t they?
4. These aren’t yours, are they?
5. She had four sisters, didn’t she?
6. Your book is at my house.
7. There are no books in their house.
8. Ahmet’s father has two automobiles.
9. Your father didn’t have an automobile, did he?
10. Is Ahmet there?
Lesson 15
The Suffixes -1 V₄, -s V₄ z, and -1 V₄ k.
Past Indefinite, Past Narrative,
and Past Perfect Verb Forms

1. Yaşlı kadın ölmüş.
2. Yaşlı kadın ölmüştür.
3. Yaşlı kadın ölmüştü.
(Yaşlı kadın ölmüş idi.)
5. Siz Ankaralı mısınız?
Evet, Ankaralıyım.
6. Ahmet gitmiş mi?
   Her halde gitmiş.
7. Ha! Ben onunla beraber gitmişim! Öyle mi?
9. Radyonuz kaç lambalı?
10. Eski ev elektrikli mi, elektriksiz mi?

The aged woman (reportedly) has died (died, is dead).
The aged woman died. (narrative)
The aged woman had died.
Today the weather is rainy.
Are you from Ankara?
Yes, I am from Ankara.
Has Ahmet gone (so far as you know)?
Certainly he seems to have gone.
So! I'm supposed to have gone with him! (I allegedly went with him!) Is that how it is?
Once upon a time . . . (Once there was, once there wasn't, they say: but God's slaves are many . . .)
How many tubes does your radio have?
Does the old house have electricity or not?
1. The suffix -I $V^4$

The suffix -I $V^4$ (whose meaning is the opposite of -s $V^4$ z, see section 2, below) forms adjectives meaning 'having,' 'possessed of.'

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>para</td>
<td>money</td>
</tr>
<tr>
<td>ev</td>
<td>house</td>
</tr>
<tr>
<td>elektrik</td>
<td>electricity</td>
</tr>
<tr>
<td>yaş</td>
<td>age (of a human)</td>
</tr>
<tr>
<td>paralı</td>
<td>rich (has a home)</td>
</tr>
<tr>
<td>evli</td>
<td>electrified, wired for</td>
</tr>
<tr>
<td>elektrikli</td>
<td>electricity</td>
</tr>
<tr>
<td>yaşlı</td>
<td>aged</td>
</tr>
</tbody>
</table>

2. The suffix -s $V^4$ z

This suffix, the opposite of the suffix -I $V^4$, forms adjectives meaning 'without,' 'deprived of,' '-less.'

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>parasız</td>
<td>moneyless</td>
</tr>
<tr>
<td>susuz</td>
<td>waterless, thirsty</td>
</tr>
<tr>
<td>tuzsuz</td>
<td>salt free</td>
</tr>
<tr>
<td>şekersiz</td>
<td>without sugar</td>
</tr>
</tbody>
</table>

3. The suffix -I $V^4$ k

This suffix forms nouns, usually abstract.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>evli</td>
<td>married</td>
</tr>
<tr>
<td>öğretmen</td>
<td>teacher</td>
</tr>
<tr>
<td>büyük</td>
<td>large</td>
</tr>
<tr>
<td>göz</td>
<td>eye</td>
</tr>
<tr>
<td>parasız</td>
<td>moneyless</td>
</tr>
<tr>
<td>susuz</td>
<td>arid</td>
</tr>
<tr>
<td>evlilik</td>
<td>matrimony</td>
</tr>
<tr>
<td>öğretmenlik</td>
<td>profession of being a teacher</td>
</tr>
<tr>
<td>büyüklik</td>
<td>largeness, size; adulthood; greatness</td>
</tr>
<tr>
<td>gözlik</td>
<td>eyepiece, glasses</td>
</tr>
<tr>
<td>parasızlık</td>
<td>poverty</td>
</tr>
<tr>
<td>susuzluk</td>
<td>waterlessness, thirst</td>
</tr>
</tbody>
</table>

Note also:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>satılık ev</td>
<td>house for sale</td>
</tr>
<tr>
<td>kiralık ev</td>
<td>house for rent</td>
</tr>
<tr>
<td>şimdiilik</td>
<td>for the present, for now</td>
</tr>
<tr>
<td>beş kişilik otomobil</td>
<td>five-passenger car</td>
</tr>
<tr>
<td>günlük gazete</td>
<td>daily newspaper</td>
</tr>
</tbody>
</table>

4. Past indefinite verb forms

Turkish seldom expresses past time without simultaneously specifying one aspect of what happened, which English usually ignores. This aspect is the definiteness of the speaker's (or writer's) knowledge of what happened.
The word *gitti* (past definite) means ‘He (definitely) went.’ The corresponding past indefinite form means ‘He (apparently, allegedly, reportedly, presumably, or ostensibly) went (but I am not sure enough of this assertion to be able honestly to say *gitti*).’

The past indefinite verb forms use these suffixes

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st: <em>'-m V^4 ş V^4 m</em></td>
<td>1st: <em>'-m V^4 ş V^4 z</em></td>
</tr>
<tr>
<td>2nd: <em>'-m V^4 ş s V^4 n</em></td>
<td>2nd: <em>'-m V^4 ş s V^4 n V^4 z</em></td>
</tr>
<tr>
<td>3rd: <em>'-m V^4 ş</em></td>
<td>3rd: <em>'-m V^4 ş I V^2 r</em></td>
</tr>
</tbody>
</table>

**POSITIVE**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st: Gitmişim.</td>
<td>1st: Gitmişiz.</td>
</tr>
<tr>
<td>2nd: Gitmişsin.</td>
<td>2nd: Gitmişsiniz.</td>
</tr>
<tr>
<td>3rd: Gitmiş.</td>
<td>3rd: Gitmişler.</td>
</tr>
</tbody>
</table>

**NEGATIVE**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st: Gitmemişim.</td>
<td>1st: Gitmemişiz.</td>
</tr>
<tr>
<td>2nd: Gitmemişsin.</td>
<td>2nd: Gitmemişsiniz.</td>
</tr>
<tr>
<td>3rd: Gitmemiş.</td>
<td>3rd: Gitmemişler.</td>
</tr>
</tbody>
</table>

**INTERROGATIVE**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st: Gitmiş miyim?</td>
<td>1st: Gitmiş miyiz?</td>
</tr>
<tr>
<td>2nd: Gitmiş misin?</td>
<td>2nd: Gitmiş misiniz?</td>
</tr>
<tr>
<td>3rd: Gitmiş mi?</td>
<td>3rd: Gitmişler mi?</td>
</tr>
</tbody>
</table>

**NEGATIVE INTERROGATIVE**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st: Gitmemiş miyim?</td>
<td>1st: Gitmemiş miyiz?</td>
</tr>
<tr>
<td>2nd: Gitmemiş misin?</td>
<td>2nd: Gitmemiş misiniz?</td>
</tr>
<tr>
<td>3rd: Gitmemiş mi?</td>
<td>3rd: Gitmemişler mi?</td>
</tr>
</tbody>
</table>

5. Past narrative verb forms

The preceding verb forms—past indefinite—with the addition of only a final -t/d V^4 r to the third singular and plural, provide a past narrative tense much used by newspapers and storytellers.

The past narrative verb forms (third person) are

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd: <em>Gitmiştir.</em></td>
<td>He went.</td>
</tr>
</tbody>
</table>
plural

3rd Gitmişlerdir.  

singular

3rd Gitmiş midir?  

plural

3rd Gitmiş midirler?

6. Past perfect verb forms

Combining the verb form ending in -m V₄ ş (the past participle; see Lesson 16, section 2) with the past of the verb 'to be' produces a verb form whose tense value is well back in the past. According to context it may be understood as past ('I went') or, frequently, as past perfect ('I had gone').

The past perfect verb forms are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Gitmiştim.</td>
<td>I had gone.</td>
</tr>
<tr>
<td>2nd</td>
<td>Gitmiştin.</td>
<td>I had not gone.</td>
</tr>
<tr>
<td>3rd</td>
<td>Gitmişti.</td>
<td>I had not gone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLURAL</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Gitmiştik.</td>
<td>I had not gone.</td>
</tr>
<tr>
<td>2nd</td>
<td>Gitmiştiniz.</td>
<td>I had not gone.</td>
</tr>
<tr>
<td>3rd</td>
<td>Gitmişlerdi.</td>
<td>I had not gone.</td>
</tr>
</tbody>
</table>

In addition, the independent forms of the past verb 'to be' may be used.

<table>
<thead>
<tr>
<th>BULMUS IDIM</th>
<th>BULMANMISH IDIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITIVE</td>
<td>NEGATIVE</td>
</tr>
<tr>
<td>I had found.</td>
<td>I had not found.</td>
</tr>
</tbody>
</table>

Negative forms may use the word değil.  

Gitmiş değilim. (or Gitmemiştim.)  

etc.

Exercises

A. Practice aloud. Translate.

1. Kardeşinizin yatak odası yukarıda mı, aşağıda mı?
2. Kızkardeşimizi gördünüz mü?
3. Parayı kutunun altından kim aldı?
4. Ahmet dün sabah buraya gelmiş, bunu demiş, şunu demiş, sonra kızkardeşimin parasını almış ve gitmiştir. (The final -tir serves for all verbs. See above section 5.)
5. Ahmede göre, onlar buraya gelmezler.
6. Tramvayının ön taraftında iki yer bulduk.
7. Çocuğum, bugün içeriye girme!
8. 1937 senesinden evvel İstanbul'a gitmemiş miydı?
9. Su, ağzına kadar çıktı.
10. Sana göre, kızkardeşim Ahmedin otomobiline binmedi.
11. Ondan başka, ne istediler?
12. Niçin gelmiyeceler?
14. Çay fincanlarının içlerine ne koydu?
15. Tren, istasyonda beş dakika kaldı.
17. Evinize bahçeli mı(dır) ?
18. Bundan beş gün evvel çocukların seyahate çıkıltılar.
19. Bu ev satılık mı(dır), kiralık mı(dır) ?
20. İstanbul'un günlük gazeteleri çok.
21. Fakirliğime rağmen, ben o adamdan para almam!
22. Ahmet ve Erdoğan İstanbul'a gitmek için çok çalışmışlar.
23. Büyük kutu yanınızda kalsın mı ?
   Evet, bir iki hafta kadar kalsın.
24. Trenin önünden geçme!
25. Çocuklar, dış kapıyı açmayın, lütfen!

B. Write in Turkish. Practice aloud.
1. Mehmet, has Ahmet gone to Istanbul?
   I didn't see him. But he certainly seems to have gone.
   Erdoğan, did you see Ahmet?
   I did, sir. He didn't go to Istanbul; he went to Edirne.
2. Do you want your coffee with or without sugar?
3. I like tea with lemon.
4. This café au lait is very good.
5. Had Ahmet's brother died before 1955?
6. In 1949 I had two houses. Now I have three. (There are three of them.)
7. At that time you weren't married, were you?
8. My father always desired goodness, rightness, and beauty.
9. According to Ahmet, he hasn't gone.
10. According to Ahmet, he hadn't gone.
Lesson 16

Indirect Discourse. Relative Gerundive and Adverb

1. Kitaplarınızdan hangisini aldılar?
2. Kitaplarınızdan hangilerini istedi?
3. Birisi gitti mi?
4. Birçoğunun anladım.
5. Geçen sene buraya gelmediler, değil mi?
6. Gelecek sene ne olacak?
7. Evimize gelmediği için parayı ona vermedik.
8. Ahmedin dün gelmediğini söylediiniz.
9. Ahmedin dün geleceğini söylediiniz.
10. Ahmedin bugün geleceğini dün söylediiniz.
11. Ahmedin yarın geleceğini size söylediyecekler.
12. Gördüğümüz adamın evi yok mu?
13. Söylediklerinden yarısını anlamadım.

Which (one) of your books did they take?
Which (ones) of your books did he want?
Did somebody go?
I didn’t understand a good deal of it.
Last year they didn’t come here, did they?
What will happen next year?
Because he didn’t come to our house, we didn’t give him the money.
You said that Ahmet didn’t (hadn’t) come yesterday.
You said that Ahmet would (was going to) come yesterday.
Yesterday you said that Ahmet would (will) come today.
They’ll tell you that Ahmet is coming (will come) tomorrow.
Doesn’t the man whom we saw have a house?
I didn’t understand half of the things that they said.
The child whose father is going (will go) to Ankara took (became) sick.

People who are going to Ankara should come to the station before 7:00.

1. The partitive

The English partitive construction, e.g., ‘one of a number,’ ‘part of a whole’ has as its usual Turkish counterpart this pattern.

\[
\text{onlardan biri} \quad \text{one of them (from them)}
\]

The ablative expresses the idea ‘from the whole’; the incomplete possessive construction (no expressed first member) expresses the part.

\[
\text{aralarından biri} \quad \text{one of them (from their midst)}
\]

In this usage, a word may bear what appear to be two possessive suffixes.

\[
\text{aralarından birisi} \quad \text{one of them}
\]

The word \textit{birisi} also means ‘someone,’ ‘somebody.’

\[
\begin{array}{ll}
\text{Birisi gitmiş.} & \text{(Apparently) somebody went.} \\
\text{Birisi gitti.} & \text{Somebody (definitely) went.}
\end{array}
\]

Similar forms include

\[
\begin{array}{lll}
bazı & \text{some} & \text{bazısı} & \text{some of it, of them} \\
kim? & \text{who?} & \text{Kimi geldi, kimi gelmedi.} & \text{Some of them came and some didn’t.} \\
başka & \text{other} & \text{bir başkası} & \text{another of them, some other one} \\
hep & \text{all} & \text{hepsi} & \text{all of it, of them} \\
her & \text{each, every} & \text{her biri} & \text{each one (of them)} \\
birçoğ & \text{a lot} & \text{birçoğu} & \text{a lot of it (of them)} \\
\end{array}
\]

\text{Compare} \quad \text{birçokları} \quad \text{a lot of them}

2. Participles

The third person singular, positive and negative of the (a) general verb forms, (b) past indefinite verb forms, and (c) future verb forms may be used as verbal adjectives (participles).
akar su
okumuş (olan) bir adam
(olan—present participle of olmak—may be used or omitted as one chooses.)
gelecek sene (or) gelecek olan sene
geçmiş zaman
bitmez iş

seni anliyacak bir kız

Any participle, when it modifies no expressed word, may become a substantive and, in that event, may take suffixes.

\[
\begin{align*}
yazarın evi & \quad \text{the writer’s house} \\
yazarların evleri & \quad \text{the writers’ houses} \\
Olacak oldu & \quad \text{What was to happen happened.}
\end{align*}
\]

The present participle is formed by the suffix -(y) V2 n added to the positive or negative verb stem.

\textit{Note:} The buffer (y) alters an immediately preceding a to i, and an immediately preceding e to i.

\[
\begin{array}{llll}
\text{POSITIVE} & \text{NEGATIVE} \\
giden & \text{going, one who goes} & \text{gitmiyen} & \text{going, one who has gone} \\
bilen & \text{knowing, one who knows} & \text{bilmiyen} & \text{knowing, one who knew} \\
anlıyan & \text{understanding, one who understands} & \text{anlamıyın} & \text{understanding, one who understood} \\
istiyan & \text{desiring, one who desires} & \text{istemiyen} & \text{desiring, one who desired}
\end{array}
\]

A participle (verbal adjective) not only modifies words (its adjectival function) but also may exert verb force (can require other words to take suffixes).

\[
\begin{align*}
oraya giden adamlar & \quad \text{(the) men who go there} \\
Ankaraya gidenler & \quad \text{those who go to Ankara} \\
Ankaradan gelen iki kadın & \quad \text{(the) two women coming from Ankara}
\end{align*}
\]

3. \textit{Gerund in -t/d V4 k}

The gerund (verbal noun) in -t/d V4 k is almost always second member of a possessive construction. The principal exception to this is when such a gerund is governed by the postposition \textit{sonra} ‘after.’

\[
gittikten sonra \quad \text{after going, after having gone.}
\]

The time value of this gerund varies. It may express present or past time. The third person singular future serves as the future gerund.

\[
geeldigimde \quad \text{when I come, came, do come, did come, etc.}
\]
4. Indirect discourse

The gerund in -t/d V₄ k (for past and present tenses) and the future gerund (for the future tense) are the usual ways of expressing indirect discourse. The usual verb indicating indirect discourse is söylemek (söyler). That of direct discourse is demek.

Study carefully the following examples.

   Ahmet said, ‘Mehmet took my money.’

2. Ahmet, Mehmedin parasını aldığını söyledi. 
   Ahmet said that Mehmet had taken his money.

   Ahmet said, ‘Mehmet’s a thief.’

4. Ahmet, Mehmedin hırsız olduğunu söyledi. 
   Ahmet said that Mehmet’s a thief.

5. Ahmet, ‘Mehmet paramızı alacak, Selma,’ dedi. 
   Ahmet told Selma that Mehmet will (would) take her money.

6. Ahmet, Selmaya Mehmedin parasını alacağını söyledi. 
   Ahmet told Selma that Mehmet will (would) take her money.

**Note:** In the above examples of indirect discourse, the subject of the dependent indirect construction becomes first member of a type I possessive construction, e.g., in sentences 2, 4, and in 6 the noun Mehmedin.

Note the type II possessive construction when the gerund is governed by a postposition.

*Babam, Ahmet gelmediği için bana yazdı.*  
My father wrote me because Ahmet didn’t come.

5. Relative gerundive and adverb

When the verb form in -t/d V₄ k modifies an expressed word, this form serves as verbal adjective (gerundive). This form seldom appears without some other suffix or suffixes added.

Used with possessive suffixes, this gerundive is called the relative gerundive.
Turkish has no single words equivalent to the English relative pronouns ('who,' 'which,' 'that') or the English relative adverbs ('when,' 'where').

The boy who came. The girl whose mother came. The house that I saw. The day when we went. The house where I found you.

For the Turkish interrogative pronouns and adverbs, to be distinguished from the relatives, see Lesson 7, section 2, Lesson 8, section 5.

The English nominative (absolute, subject of a verb) relative pronoun is expressed in Turkish in the participle. As an attributive adjective the participle precedes the noun.

\[
\begin{align*}
gelen \text{ adam} & \quad \text{man who is coming, who comes} \\
gelecek \text{ adam} & \quad \text{man who will come} \\
akar \text{ su} & \quad \text{water that (which) flows}
\end{align*}
\]

An English possessive or objective relative pronoun is expressed in Turkish in the relative gerundive with a possessive suffix.

**Objective Relative Pronoun**

- Gerundive: **görüldüğüm adam**
- Possessive: **kitabını aldığım adam**

**Possessive Relative Pronoun**

- Possessive: **benim onun kitabını aldığım adam**
- Objective: **göründüğün adam**

**Note:** In indirect discourse the interrogative pronoun ('kim?' 'who?') appears as follows:

1. Ahmet, 'Kim geldi?' dedi.  
   
   Ahmet said, 'Who came?'

3. Ahmet bu kitabin kimin olduğunu sordu. Ahmet asked whose book this was.

Relative adverbs

geldiğim gün (the) day (when, on which)
I came
geldiğin zaman (the) time (when, at which)
you came
gitmediği halde in (the) event that he didn’t
go, although he didn’t go, hasn’t gone, hadn’t gone
geldiğim gibi as soon as I came

Second only to the possessive construction (see Lesson 10), the greatest difficulty with which Turkish confronts the English speaker is the expression of the possessive and objective relative pronouns and of the relative adjectives. Careful study of the patterns given above will do much to smooth the student’s path.

Exercises

A. Practice aloud. Translate.

1. Yeni gelenin ismi ne(dir)?
2. Ahmedin dün geldiğini bana söylemediler.
3. Sizin paranızı bulacağınızı umit ettik.
4. Evinizi kiraya verdiginiz adamın ismi ne?
5. Bunlardan hangisini istediler?
7. Beyoğluna gitmek istiyenler kaç kişi?
8. Kimin geldiğini gördeminiz mi?
9. Öğretmen, çocuklarınızın derslerine çok çalıştıklarını bize söyledi.
11. Görüdüğünüz şehirlerden hangisi en güzel?
12. Dün gelmiş olan adamın otomobilini eviminde gördiniz mi?
13. Evini satın aldığınız kadın Fransaya gitti mi?
15. En güzel elmaları kimin satın aldığını söyledi mi?
17. Kapıda kimi gördün?  
Birisi bundan yarım saat evvel gelmiş, efendim.
18. Trene binecek olanlar burada beklesinler.
19. Trene binecek olanların burada bekliyeceklerini söyledi.
20. Ahmedin parasını bulan kızın annesi parayı bana verdi.

B. Write in Turkish. Practice aloud.
1. Who (is it who) wants the biggest of these apples?
2. What is the name of the woman to whom you sold your house?
3. Where did the man whose house you bought live?
4. Who broke the cup into which I had put the milk?
5. Ahmet didn’t see who came.
6. Ahmet said he didn’t see who came.
7. Ahmet asked me who was coming.
8. After phoning you I left the house.
9. Because you know Turkish well, will you please write them a letter?
10. He said that he would write them a letter.
Lesson 17

-ki. Ki. Çünkü. The Professional Doer.
The Habitual Doer. Diminutives. Noun of Manner

1. Dünkü yağmur çok iyi oldu.
2. Bunlar seninkiler mi?
3. Babanız gazeteci midir?
   Hayır. Kitapçıdır.
4. Yazıcınız buraya gelsin, bu yazdığı mektubu bana okusun!
5. Ahmedin söylediğine göre, gelmiyecekler.
6. Bir parçaçık ekmek yemez misiniz?
7. Kadıncağız gelmesin!
8. Ufacık topla oynadılar.
9. Giriş (kapısı) hangi tarafta?
10. Öğretmen çocuğunuzun çok anlayışlı olduğunu söyledi.

Yesterday’s rain was certainly good.
Are these yours?
Is your father a journalist?
No, he’s a book dealer.
Have your secretary come here and read me this letter that she (he) wrote!
According to what Ahmet says (said), they won’t come.
Won’t you eat just a tiny bit of bread?
I (we) hope that the poor woman won’t come!
They played with a tiny ball.
Where (which way) is the entrance?
The teacher said that your child is very perceptive.

I. -ki

The suffix -ki (an element which does not conform to vowel harmony) has three principal uses.

111
a. Attached to a substantive, it forms an adjective.

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sabahki hava</td>
<td>morning weather</td>
</tr>
<tr>
<td>evvelki gün</td>
<td>previous day</td>
</tr>
<tr>
<td>dünkü yağmur</td>
<td>yesterday’s rain</td>
</tr>
</tbody>
</table>

With gün ‘day’ and ki- does conform to vowel harmony.

b. Attached to a locative suffix, it forms an adjectival expression.

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amerikadaki çocuklar</td>
<td>(the) children in America,</td>
</tr>
<tr>
<td>(the) children who are in America</td>
<td></td>
</tr>
<tr>
<td>ağacaki çiçekler</td>
<td>(the) flowers in the tree,</td>
</tr>
<tr>
<td>(the) flowers which are in the tree</td>
<td></td>
</tr>
<tr>
<td>Ağaçtakiler güzeldir.</td>
<td>The ones in the tree are pretty.</td>
</tr>
<tr>
<td>Bu fotoğraftadakilerden misiniz?</td>
<td>Are you one of those who are in these photos?</td>
</tr>
</tbody>
</table>

Bu fotoğrafardaki herkes kimdir?

Ağaçtaki çiçekler güzeldir. (The ones in the tree are pretty.)

A. Amerikadaki çocukların adı ne? (What are the names of the children in America?)
B. Amerikadaki çocukların adı ne? (What are the names of the children in America?)
C. Amerikadaki çocukların adı ne? (What are the names of the children in America?)

2. Ki

The Persian relative ‘kih’ ‘that’ has been taken into Turkish as ki, along with its grammar.

Contrast: Bir adam vardi ki ismi Hasan idi.

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>İsmi Hasan olan bir adam vardı.</td>
<td>There was a man whose name was Hasan.</td>
</tr>
<tr>
<td>There was a man whose name was Hasan (that his name was...).</td>
<td></td>
</tr>
</tbody>
</table>
Ki sometimes ‘ends’ an unfinished expression.  

\textit{O kadar gördük ki!} We saw so much that (I can’t begin to tell you)!

3. \textit{Çünkü}

The Persian ‘\textit{çünkü}’ ‘because’ also imports non-Turkish grammar into Turkish.

\begin{align*}
\text{Hava fena olduğu için} & \quad \text{Because the weather was bad, we didn’t go.} \\
\text{Contrast} & \quad \text{Gitmedik çünkü hava fena idi.} \\
\text{We didn’t go, because the weather was bad.}
\end{align*}

\textit{Note:} \textit{Zira}, also borrowed from Persian, is used in the same way as \textit{çünkü}. Foreigners learning or using Turkish should avoid overuse of \textit{ki}, \textit{çünkü}, and \textit{zira}. No matter how aptly the non-Turk may use these words, he will always be vulnerable to the charge ‘That’s not Turkish.’

4. The professional doer

The suffix -\textit{ç/c V̄} added to a noun forms the noun which names the individual ‘who does,’ the professional. This suffix is frequently followed by -\text{1 V̄ k} to form the name of the profession.

\begin{align*}
gazete & \quad \text{gazeteci} & \quad \text{gazetecilik} \\
\text{newspaper} & \quad \text{journalist} & \quad \text{journalism} \\
banka & \quad \text{bankacı} & \quad \text{bankacılık} \\
\text{bank} & \quad \text{banker} & \quad \text{banking, the banking business} \\
kitap & \quad \text{kitapçı} & \quad \text{kitapçılık} \\
\text{book} & \quad \text{bookseller} & \quad \text{the book business}
\end{align*}

5. The habitual doer

The suffix -(\textit{y}) \textit{V̄ c V̄} added to a verb stem forms the noun of the habitual doer, the individual who customarily or habitually performs the action involved, or who incites others to do so.

\begin{align*}
yazıcı & \quad \text{writer, secretary, scribe (from yazmak ‘to write’)} \\
görücü & \quad \text{(looker) the matchmaker of old-fashioned Turkish life, go-between (from görmek ‘to see’)}
\end{align*}
6. Diminutives

Turkish makes extensive use of diminutives. They indicate smallness, affection, sarcasm, or contempt. The usual suffix is -ç/c V^4 k.

| oda       | room    | odacık  | little room
|-----------|---------|---------|----------------|
| Hasan     |         | Hasancık| little Hasan, good old Hasan, pal Hasan
| Mehmet    |         | Mehmetçik| Turkey's GI Joe, Tommy Atkins
| şair      | poet    | şairecik| poetaster, poetizer

A final k may drop out before the diminutive suffix.

<table>
<thead>
<tr>
<th>ufak</th>
<th>small</th>
<th>ufacık</th>
<th>tiny</th>
</tr>
</thead>
<tbody>
<tr>
<td>küçük</td>
<td>little</td>
<td>küçükçük</td>
<td>very tiny</td>
</tr>
<tr>
<td>mini</td>
<td>tiny</td>
<td>minicik</td>
<td>minuscule</td>
</tr>
</tbody>
</table>

Another diminutive suffix is -ç/c V^2 ğ i/i z. It is usually used pityingly.

| kadın    | woman   | kadıncağız| poor woman
|----------|---------|------------|----------------|

7. Noun of manner

The suffix -(y) V^4 ş added to a verb stem forms the noun of manner.

<table>
<thead>
<tr>
<th>gidiş</th>
<th>going, way of going</th>
</tr>
</thead>
<tbody>
<tr>
<td>anlayış</td>
<td>penetration, way of understanding</td>
</tr>
<tr>
<td>giriş</td>
<td>entrance, way of going in</td>
</tr>
<tr>
<td>çıkış</td>
<td>exit, way of leaving</td>
</tr>
</tbody>
</table>

Exercises

A. Practice aloud. Translate.
1. Sizin gelmemenize rağmen, Ahmet parayı istemiyecek, değil mi?
2. Saati demir kutunun içinde bulacaksınız.
3. Anahtarı kapıçidan alacağım, değil mi?
4. Otomobilin yok mu?
5. Fahrûnnisannın o gün geleceğini bilmediler, değil mi?
6. Hangisini istedi?
8. Renginin bembeyaz olduğunu söyledi.
10. Selma, buraya geldiği gün, Fahrünnisaya iki kilo kahve verdi.
12. Okuduğunuz kitabi nereye koyduğunuzu söylemez misiniz?
15. Babası zengin olduğu halde, Ahmedin çok paraşı yokmuş.
16. Buraya geldikten sonra, lisam çok çabuk öğreneceksiniz.
17. Otomobilimi ona sattığım adamin kızının ismi Selmadır.
19. Evinizdeki kitaplardan hangilerini alsunlar?
20. Bu küçücük halıya kaç para istedi?
21. Giriş nerede?
22. Erdoğanın söylediğine göre, onların evi çok güzelmiş.
23. Bu, böyle olacak bir şey değişdir.
24. ‘Ahmedin bana verdiği kitabı okumam’ demeyin.
25. Mehmet, Ahmedin ona verdiği kitabı okumamıştı.
26. Bu evin kirası kaç?
   Bu ev kiralık değildir.
   Efendim, bütün şehirde kiralık ev yok mu?
   Çok az var, fakat caminin karşısında iki tanesini bulacaksınız.
   Size göre, ikisinden hangisi daha iyi?
   Fikrimce, küçüğü iyidir.
27. İçtikleri suyu beğenmediler.
28. Sinema nasıl idi? Onu beğeniniz mi?
29. Yanlarsardakiler kimler?
30. Onlar İstanbullu değerlendirmiş, Antalyadan gelmişler.
31. Böyle şeyler söyliycek bir kadın değişdir.
32. Eski evlerin iki kısmı vardır: birisi selâmlık, yani erkeklerin kısmı; diğer
   kısm harem, yani kadınların kısmı.
33. Çocukluğumdan beri sinemaya hiç gitmedim.
35. Ondan hiç haber olmadığını söyliycekler.

B. Write in Turkish. Practice aloud.

1. Mother dear, please come here!
2. The apple trees in my garden are larger than those in yours.
3. The photographers all went to Ankara together.
4. This building has three exits.
5. Selma told me that her father is going to buy a new car.
6. Since Mehmet didn’t come, I hope that Ahmet won’t come either.
7. Doesn’t your father have a secretary?
8. I didn’t like the movie we saw last night.
9. Because the weather is very bad, we’re not going to go to see them.
10. How much money did he want for the one in the bedroom?
Lesson 18

Progressive Verb Forms.

Common Infinitive plus the Locative with ‘to Be.’

Ordinals and Distributives. Gerundive in -(y) V^2

1. Ne diyorsunuz? Ahmet gitsin mi, gitmesin mi?
2. Nereye gidiyorlar?
4. Ankarada mı oturuyor?
5. Gazeteyi okumaktı idiler.
6. Ahmet İstanbula gittiği gün, ben Ankaraya dönmek üzereydim.
7. Atınız dokuzuncu geldi, sonuncu geldi.
8. Çocuklarınızın üçer sene Ankara'da kaldılar.
9. Ayın kaçında gelecek?
10. Ne diye bize gelmiyorsunuz?

What do you say? Ought Ahmet to go or not?
Where are they going?
We had been living in Turkey for five years.
Does he live in Ankara?
They were reading the paper.
The day Ahmet came to Istanbul, I was just ready to go back to Ankara.
Your horse came in ninth—last.
Our children spent three years each in Ankara.
What day of the month will he come?
Why is it that you (never) come to see us?

I. Progressive verb forms

The progressive verb forms denote action still going on and not yet completed.
The suffixes of the present progressive verb forms are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>-(V⁴) yorum</td>
</tr>
<tr>
<td>2nd</td>
<td>-(V⁴) yorsun</td>
</tr>
<tr>
<td>3rd</td>
<td>-(V⁴) yor</td>
</tr>
</tbody>
</table>

The symbol (V⁴) in these forms denotes a vowel buffer. It is used after any positive verb stem which ends in a consonant. After a verb stem which ends in a vowel—this, of course, includes all negative verb stems—the (V⁴) buffer is omitted.

The final vowel of any verb stem (positive or negative) which ends in e or a is altered by the immediately following initial y of the progressive suffixes. The verb stem’s final e becomes i; its final a becomes i. Hence the verb *demek* (der) forms *diyorum* ‘I am saying,’ etc.

The syllable *yor* is invariable and hence violates vowel harmony.

The past progressive verb forms use these suffixes

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>-(V⁴) yordum</td>
</tr>
<tr>
<td>2nd</td>
<td>-(V⁴) yordun</td>
</tr>
<tr>
<td>3rd</td>
<td>-(V⁴) yordu</td>
</tr>
</tbody>
</table>

Strictly, the present progressive verb forms *gidiyorum* means

I am (now in the action of) going.

(or) I (have been in the action of going and still) am going.

In ordinary use, however, *gidiyorum* frequently also may have a general sense.

*Her gün gidiyorum.*  
I am going daily.

The past progressive conveys the idea of ‘used to be X-ing.’

*Gidiyorum.*  
I used to go (used to be in the action of going).

**NOTE:**

*Iki seneden beri bu mektepe çalışiyorum.*  
I have been working at this school for two years (and still am).

*Iki seneden beri o mektepe çalışiyordum.*  
I had been working at that school for two years (but no longer am).

**PRESENT PROGRESSIVE VERB FORMS**

**POSITIVE**

<table>
<thead>
<tr>
<th>singular</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td><em>gidiyorum</em></td>
</tr>
<tr>
<td>2nd</td>
<td><em>gidiyorsun</em></td>
</tr>
<tr>
<td>3rd</td>
<td><em>gidiyor</em></td>
</tr>
</tbody>
</table>

**INTERROGATIVE**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>gidiyorum</em></td>
<td><em>gidiyor muyum?</em></td>
</tr>
<tr>
<td><em>gidiyorsun</em></td>
<td><em>gidiyor musun?</em></td>
</tr>
<tr>
<td><em>gidiyor</em></td>
<td><em>gidiyor mu?</em></td>
</tr>
</tbody>
</table>
2. Common infinitive plus the locative with ‘to be’

Another present tense, much used in newspapers and narration, is the common infinitive plus the locative plus the present tense of ‘to be.’

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Gitmekteyim.</td>
</tr>
<tr>
<td>2nd</td>
<td>Gitmektesin.</td>
</tr>
<tr>
<td>3rd</td>
<td>Gitmektedir.</td>
</tr>
</tbody>
</table>

The past tense of this form is

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Gitmekteydım.</td>
</tr>
<tr>
<td>2nd</td>
<td>Gitmekteydin.</td>
</tr>
<tr>
<td>3rd</td>
<td>Gitmekteydi.</td>
</tr>
</tbody>
</table>

Note also this pattern.

- **gitmek üzere olmak**
  - to be on the point of going
  - *I’m just going, just about to go.*

3. Ordinals and distributives

The ordinals (‘1st,’ ‘2nd,’ ‘3rd,’ etc.) are formed with the suffix -(V₄) n c V₄.

The distributives (‘one by one,’ ‘by twos,’ ‘in threes,’ etc.) are formed with the suffix -(§) V₂ r.
<table>
<thead>
<tr>
<th>CARDINAL</th>
<th>ORDINAL</th>
<th>DISTRIBUTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bir</td>
<td>birinci (ınci)</td>
<td>birer</td>
</tr>
<tr>
<td>iki</td>
<td>ikinci (2nci)</td>
<td>ikişer</td>
</tr>
<tr>
<td>üç</td>
<td>üçüncü (3üncü)</td>
<td>üçer</td>
</tr>
<tr>
<td>dört (dördü)</td>
<td>dördüncü</td>
<td>dördür</td>
</tr>
<tr>
<td>beş</td>
<td>beşinci</td>
<td>beşer</td>
</tr>
<tr>
<td>altı</td>
<td>altınci</td>
<td>altışar</td>
</tr>
<tr>
<td>yedi</td>
<td>yedinci</td>
<td>yedişer</td>
</tr>
<tr>
<td>sekiz</td>
<td>sekizinci</td>
<td>sekizer</td>
</tr>
<tr>
<td>dokuz</td>
<td>dokuzuncu</td>
<td>dokuzar</td>
</tr>
<tr>
<td>on</td>
<td>onuncu</td>
<td>onar</td>
</tr>
<tr>
<td>on bir</td>
<td>on birinci</td>
<td>on birer</td>
</tr>
<tr>
<td>yirmi</td>
<td>yirminci</td>
<td>yirmişer</td>
</tr>
<tr>
<td>otuz</td>
<td>otuzuncu</td>
<td>otuzar</td>
</tr>
<tr>
<td>kırk</td>
<td>kırknci</td>
<td>kırkar</td>
</tr>
<tr>
<td>elli</td>
<td>ellinci</td>
<td>ellişer</td>
</tr>
<tr>
<td>almış</td>
<td>almışnci</td>
<td>almışar</td>
</tr>
<tr>
<td>yetmiş</td>
<td>yetmişnci</td>
<td>yetmişer</td>
</tr>
<tr>
<td>seksen</td>
<td>seksennci</td>
<td>seksener</td>
</tr>
<tr>
<td>doksan</td>
<td>doksannci</td>
<td>doksanar</td>
</tr>
<tr>
<td>yüz</td>
<td>yüzüncü</td>
<td>yüzür</td>
</tr>
<tr>
<td>bin</td>
<td>bininci</td>
<td>biner</td>
</tr>
<tr>
<td>on bin</td>
<td>on bininci</td>
<td>on biner</td>
</tr>
</tbody>
</table>

The distributives are frequently said twice.

Birer birer geldiler.  They came one by one.

Note also:

ilk  (the) first
son  (the) last
kaçnci? (the) how-manyeth?

4. Gerundive in -(y) V²

The suffix -(y) V² added to a verb stem makes a form comparable to the English verbal adjective in -ing.

koşmak  to run  koşa  running (adjective)
gülmek  to laugh  güle  laughing
Koşa koşa geldi. He came on the run (running, running).
Güle güle gitti. He went laughingly.
One says to a person who has a new garment

\textit{Güle güle giyiniz!} \hspace{1cm} Wear it in happiness!

To a person who has a new abode

\textit{Güle güle oturunuz!} \hspace{1cm} Live (dwell) there in happiness!

In Turkish, saying good-bye follows this pattern.

a. \textit{Allaha ısmarladık} (usually contracted to \textit{Alasmaladık}).

‘Well, I have decided to depart, good-bye.’ (lit. ‘We have commended [you] to God.’ This is said by the person who is leaving.)

\textbf{b. Güle güle (gidiniz)!}

‘Good-bye.’ (lit. ‘[Go] laughing, laughing,’ response of the person of whom leave is being taken.)

\textbf{NOTE:} From \textit{demek} ‘to say’ (used with direct quotations) comes the gerundive \textit{diye} ‘saying.’

\begin{itemize}
    \item \textit{Kız ‘Baban nerede’ diye bana sordu.} \hspace{1cm} The girl asked me, ‘Where is your father?’
    \item \textit{Arkadaşlar diye söze başladık.} \hspace{1cm} He began (his) speech with (the word) ‘friends.’
    \item \textit{Gitmek istemiyorum diye bağırdı.} \hspace{1cm} He shouted, ‘I don’t want to go!’
\end{itemize}

\textit{Diye} may also mean ‘on the pretext that,’ ‘on the supposition that.’

\begin{itemize}
    \item \textit{Balık tutarım diye göle gitti.} \hspace{1cm} He went to the lake, hoping (on the supposition) that he would catch some fish.
    \item \textit{Ne diye gelmediniz?} \hspace{1cm} Why didn’t you come?
\end{itemize}

\textit{Ne diye} is a frequent expression for ‘why?’

\textbf{Exercises}

A. Practice aloud. Translate.

1. \textit{Biz sinemaya gidiyoruz, Hasan Bey. Siz de gelmiyor musunuz?}
2. \textit{Hangi sinemaya gidiyorsunuz?}
3. \textit{Kristal Sinemasına gidiyoruz. Çok iyi bir filim oynuyor. Geliniz. Çok beğeneneceksiniz.}
4. \textit{Doğrusu, Mehmet Bey, ben sinemayı pek sevmiyorum. Aynı zamanda çok işim var.}


7. Hasan Bey sinemaya gitmek üzereydi, fakat işi çok olduğundan vazgeçti, gitmedi.

8. Babası Pariste olan kızın ismini biliyor musunuz?


10. Babası Pariste kaldığı zaman, Selma nerede oturacak?


12. Çocuklar mektepten ikişer ikişer çıktılar.


14. Mihri, Mehmedin yarın geleceği söylüyor.

15. Siz hakikaten geleceği inanıyor musunuz?

B. Write in Turkish. Practice aloud.

1. This evening my father is working at home. Therefore I hope that he will give me the key to the car.

2. What are you doing?

3. I am writing a letter to my sister.

4. Are you writing to your sister in Ankara or to the one in İzmir?

5. To the one in İzmir.

6. I was on the point of going to Bursa, but my father didn’t give me the money.


8. Sait writes to the effect that Ahmet will come tomorrow.


10. Good-bye, Ahmet.
Lesson 19
‘To Be Able’

1. Söylediklerimi anlıyabildiniz, değil mi?
   You were able to understand what (the things that) I said, weren’t you?
2. Benimle gelebilir misin?
   Can you come with me?
3. Gelemem.
   I can’t (come).
4. Olacak mı?
   Will it happen (work, turn out well)?
   It may. It may (happen, etc.).
6. Olamaz!
   Impossible! (It cannot happen, etc.)
7. Ben gidemez miyim?
   Can’t I go? (Do you mean to say that I can’t go?)
8. Okuyabildiğim kitaplar çoktur, okuyamadığım kitaplar azdır.
   The books I’ve been able to read are numerous; those that I haven’t been able to read are few.
   Ahmet will say that he won’t be able to come, but he’ll be able to.
10. İstediklerinizi bulamadılar.
    They couldn’t find (the things) what you wanted.

‘To be able’
The gerundive in -(y) V2—and not the verb stem—is the base on which various compound verb forms are built. Of these the most important are the forms composed of the gerundive in -(y) V2 plus bilmek, the device by which
Turkish expresses the idea of ‘to be able’ (‘to know how to’). In the negative, tense and person suffixes are added directly to the negative gerund. Forms of *bilmek* are not required.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>gidebilmek</em></td>
<td>to be able to go,</td>
</tr>
<tr>
<td></td>
<td>being able to go</td>
</tr>
<tr>
<td><em>gidememek</em></td>
<td>not to be able to go,</td>
</tr>
<tr>
<td></td>
<td>not being able to go</td>
</tr>
</tbody>
</table>

### Past Definite

<table>
<thead>
<tr>
<th>Tense</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gidebildim</td>
<td>gidemedim</td>
</tr>
<tr>
<td>2nd</td>
<td>gidebildin</td>
<td>gidemedin</td>
</tr>
<tr>
<td>3rd</td>
<td>gidebildi</td>
<td>gidemedi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gidebildik</td>
<td>gidemedik</td>
</tr>
<tr>
<td>2nd</td>
<td>gidebildiniz</td>
<td>gidemediniz</td>
</tr>
<tr>
<td>3rd</td>
<td>gidebildiler</td>
<td>gidemediler</td>
</tr>
</tbody>
</table>

### Past Definite Interrogative

<table>
<thead>
<tr>
<th>Person</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gidebildim mi?</td>
<td>gidemedim mi?</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

### General Forms

<table>
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<tr>
<th>Person</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gidebilirim</td>
<td>gidemem</td>
</tr>
<tr>
<td>2nd</td>
<td>gidebileceğin</td>
<td>gidemeyeceğim</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

### General Interrogative

<table>
<thead>
<tr>
<th>Person</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gidebilir miyim?</td>
<td>gidemez miyim?</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>2nd</td>
<td>gidebileceğin</td>
<td>gidemeyeceğin</td>
</tr>
</tbody>
</table>

### Future

<table>
<thead>
<tr>
<th>Person</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>gidebileceğim</td>
<td>gidemeyeceğim</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>2nd</td>
<td>gidebileceğin</td>
<td>gidemeyeceğin</td>
</tr>
</tbody>
</table>

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future interrogative

1st  gidebilecek miyim?
2nd  gidebilecek misin?
   etc.

past indefinite

1st  gidebilmiş miyim?
2nd  gidebilmiş misin?
   etc.

present progressive

1st  gidebiliyorum
2nd  gidebiliyorsun
   etc.

past progressive

1st  gidebiliyordum
2nd  gidebiliyordun
   etc.
3rd person imperatives

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>gidebilsin!</td>
<td>gidemesin!</td>
</tr>
<tr>
<td>gidebilsinler!</td>
<td>gidemesinler!</td>
</tr>
</tbody>
</table>

Gerund in -t/d V^4 k

<table>
<thead>
<tr>
<th>gerund in -t/d V^4 k</th>
</tr>
</thead>
<tbody>
<tr>
<td>gidebildik</td>
</tr>
<tr>
<td>gidemedik</td>
</tr>
</tbody>
</table>

Note: The final e of a verb stem, positive or negative (e.g., iste and isteme) becomes i before the immediately suffixed y. The final a of a verb stem, positive or negative (e.g., anla, anlama) becomes /.

<table>
<thead>
<tr>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>istiyebilmek</td>
<td>istiyememek</td>
</tr>
<tr>
<td>anliyabilmek</td>
<td>anliyamamak</td>
</tr>
</tbody>
</table>

The negative general and future participles of the 'to be able' verb forms express the English 'too x to.'

kutuya giremiyecek kadar büyük

too big to go into the box

Exercises

A. Practice aloud. Translate.

1. Otomobil daha çabuk gitmez mi?
   Daha çabuk gidemez.

2. Pasaportunuzu aldıktan sonra oraya gidebilirsiniz.

3. Caddedeki otomobilin kimin olduğunu bilmiyor musunuz?

4. Yarın gelebileceğinizi ümit ediyoruz.

5. (tramvayda)
   Ön tarafı geçiniz, baylar. Orada boş yer çoktur. Burada inmek istiyen var mı? Galatasarayda inecek var mı?

6. (telefonda)
   Alo, Alo! Orası neresi, efendim?
   Burası İhsan Şirketi, efendim.
   Ahmet Bey orada mı?
   Hangi Ahmet Beyi istiyorsunuz, efendim?
   Bay Ahmet Mehmetoğlu.
   Siz kimsiniz, efendim?
   Ben Erdoğan Yılmaz.
   Erdoğan Bey! Siz misiniz?
   Benim, efendim. Ya siz?
   Ben Ankaralı Sait. Bugün geldim.
   Maşallah, Sait Bey. Hoş geldiniz!
Teşekkür ederim, Sait, çok iyiıyım. Ya sen, sen nasılın?
Ben de iyiyyim teşekkür ederim. Ne var ne yok, Erdoğançığım?

*     *     *

Eyvallah, Erdoğan Bey. Bir randevum var. Allaha ısmarladık. Ahmet Beye yarın tekrar telefon edecekimi lütfen söyler misin?
Hay hay! Sait Bey. Söylerim. Güle güle, efendim!

7. Yaşlı kadın ağluya ağluya oturdu.
8. Çocuklarınım arkadaşlarından en küçüğü budur.
10. Türkiyede göreceğiniz şehirlerden en büyüğü İstanbuldur.
11. Ahmet, iki güzel halı satın aldığımı yazdı.
12. Evinin arkasında iki büyük ağaç mevcut olduğu doğru mudur?
13. Ahmet! Al bu parayı! Koşa koşa tütüncüye git, çabuk iki gazete al!
14. Gazeteleri alanın ismini biliyor musunuz?
15. Bu dünyada bundan daha güzel bir dağın mevcut olduğuna inanıyorum.
16. Bu adam ne iş görüyor? Gazeteci midir? Öğretmen midir?
17. Süheylânın kızkardeşinin bizde iki üç gece kalacağı umit ediyoruz.
18. Ne diye gelmedin, Ahmet?
19. Her sabah saat 9:30da buraya gelebileceksiniz, değil mi?
20. Her sabah buraya gelebileceğinize inanmaktır.

B. Write in Turkish. Practice aloud.

1. Ahmet said, ‘I can’t find my book.’
2. Ahmet said that he couldn’t find his own book.
3. I hope that you can write me every week.
4. Why weren’t you able to enter the building?
5. Will you be able to go to Ankara tomorrow?
6. May I come in?
7. I know you will be able to read this well.
8. Do you know why they weren’t able to come?
9. It is evident that Ahmet won’t be able to find the car key.
10. I can say that this is the best book I have ever read.
1. Süheylâ kimden bahsediyordu?
   Whom was Süheylâ talking about?
2. Ne yapıyorsunuz? Yazı yazıyorsunuz, değil mi?
   What are you doing? You’re writing, aren’t you?
   It snowed a lot last year.
4. Ne dersiniz? Yağmur yağacak mı, yağmıyacak mı?
   What do you say? Is it going to rain, or not?
5. Gideyim mi?
   Should I go? (Ought I to go? Shall I go?)
6. Gidelim mi, gitmiyelim mi?
   Shall we go, or not? (Should we go, or not?)
7. Gitmeli değil miydik?
   Didn’t we have to go?
8. Gitmemeliyim.
   I must not go.
   I had to (was obliged to) go.
10. İstanbulda ise hava çok güzeldi.
    In Istanbul, however, the weather was very fine.
11. Oğlum, çalışmaktansa futbol oynamayı tercih etti.
    My son preferred to play football, instead of working.
    Nobody knows.
1. Auxiliary verb

\textit{Etmek} (eder) is the usual auxiliary. An older auxiliary is \textit{eylemek}. Both mean ‘to do’ and both are seldom used except as auxiliaries. The usual word for ‘to do’ is \textit{yapmak} (‘make,’ ‘do,’ ‘manufacture’). The auxiliary is used with numerous nouns, especially with Arabic infinitives.

- \textit{teşekkür etmek} to thank (to do the action \textit{teşekkür} ‘to render thanks’)
- \textit{bahsetmek} to discuss, talk about (with ablative), to mention

The old verb \textit{kılmak} (‘make,’ ‘do’) today seldom appears except in the expression \textit{namaz kılmak} to perform the formal Moslem prayer ritual.

\textit{Yapmak} sometimes is used as an auxiliary, especially when the auxiliary is in the relative gerundive form.

Ahmedin yaramazlık yaptığı gün

Some originally Arabic words, with the aid of no auxiliaries at all, retain their grammatical force, i.e., require suffixes on preceding words.

\textit{denize nazır bir oda} a room looking onto (with dative) the sea

Turkish frequently uses the cognate object.

- \textit{yazı yazmak} to write (writing)
- \textit{yemek yemek} to eat (food)

Sometimes a cognate subject is used.

\textit{Yağmur yağıyor}. It’s raining. (Rain is raining.)

2. Optative-subjunctive

The ideas of ‘may’ and ‘might’ can be expressed by the optative-subjunctive verb forms. Their suffixes, added to the gerundive (and not to the verb stem), are

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>-y i/ı m</td>
</tr>
<tr>
<td>2nd person</td>
<td>-s i/ı n</td>
</tr>
<tr>
<td>3rd person</td>
<td>-V₂</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Present optative-subjunctive verb forms**

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>gideyim</td>
<td>gitmeyeyim</td>
</tr>
<tr>
<td>2nd person</td>
<td>gidesin</td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td>gide</td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>gidelim</td>
<td>gitmeyelim</td>
</tr>
<tr>
<td>2nd person</td>
<td>gidesiniz</td>
<td>gitmeyesiniz</td>
</tr>
<tr>
<td>3rd person</td>
<td>gideler</td>
<td>gitmeyeler</td>
</tr>
</tbody>
</table>

**Interrogative**

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>gideyim mi?</td>
<td>gitmeyeyim mi?</td>
</tr>
<tr>
<td>2nd person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>gidelim mi?</td>
<td>gitmeyelim mi?</td>
</tr>
<tr>
<td>2nd person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
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</tbody>
</table>

Rather than the third person present optative-subjunctive forms, Turkish favors the use of the third person imperatives. (See Lesson 7, section 4.)

**Past**

The optative-subjunctive past forms are seldom used. For the expression of hopeless wishes use of the conditional is more common.

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>geleydim</td>
<td>gelmeyeydim</td>
</tr>
<tr>
<td>2nd person</td>
<td>geleydin</td>
<td>gelmeyeydin</td>
</tr>
<tr>
<td>3rd person</td>
<td>geleydi</td>
<td>gelmeyeydi</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
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<tr>
<td>1st person</td>
<td>geleydik</td>
<td>gelmeyeydik</td>
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<td>geleydiniz</td>
<td>gelmeyeydiniz</td>
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<tr>
<td>3rd person</td>
<td>geleydiler</td>
<td>gelmeyeydiler</td>
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**Interrogative**

<table>
<thead>
<tr>
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<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>geleydim mi?</td>
<td>gelmeyeydim mi?</td>
</tr>
<tr>
<td>2nd person</td>
<td>geleydin mi?</td>
<td>gelmeyeydin mi?</td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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3. Necessity

English ‘have to,’ ‘must,’ ‘obliged to,’ etc., are most frequently expressed by the suffix

\[-m V^2 \text{i} \text{/i}\]

added directly to the verb stem (positive or negative) and followed by the required form of the verb ‘to be.’

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singer</strong></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>Gitmeliyim</td>
</tr>
<tr>
<td>2nd person</td>
<td>Gitmelisin</td>
</tr>
<tr>
<td>3rd person</td>
<td>Gitmeli(dir)</td>
</tr>
</tbody>
</table>

| **plural** | | |
| 1st person | Gitmeliyiz | Gitmemeliyiz |
| 2nd person | Gitmelisiniz | Gitmemelisiniz |
| 3rd person | Getmeli(dir)ler | Gitmemeli(dir)ler |

**Present Interrogative**

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singer</strong></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>Gitmeli miyim?</td>
</tr>
<tr>
<td>2nd person</td>
<td>Gitmeli misin?</td>
</tr>
<tr>
<td>3rd person</td>
<td>Gitmeli mi(dir)?</td>
</tr>
</tbody>
</table>

| **plural** | | |
| 1st person | Gitmeli miyz? | Gitmemeli miyz? |
| 2nd person | Gitmeli misinz? | Gitmemeli misinz? |
| 3rd person | Gitmeliler mi? | Gitmemeliler mi? |

The third singular forms may be used impersonally.

*Oraya gitmeli.*  It’s necessary to go there.
One should (has to) go there.

*Oraya gitmemeli.*  It’s necessary not to go there.
One should not go there.

Compare with this usage the following patterns.

*Oraya gitmek lâzım(dir).*  It is necessary to go there.
*Oraya gitmek gerek(tir).*  It is right (proper, necessary) to go there.
The noun *mecburiyet* ‘obligation,’ ‘necessity’ furnishes another frequently used means of expressing necessity.

**Gitmek mecburiyetindeyim.**  
I must go. (I am in the necessity of going.)

**Gitmek mecburiyetinde miydiler?**  
Did they have to go? (Were they in the necessity of going?)

4. **Condition**

The sign of the conditional has two forms.

a. -s V^2_ (suffix)  
b. *ise* (independent word)

The conditional sign may follow a substantive.

<table>
<thead>
<tr>
<th>substantive</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>o ise,</em></td>
<td>he, however; as for him; if he (i.e., if you mean him . . .)</td>
</tr>
<tr>
<td><em>kitapta ise</em></td>
<td>in the book, however; if in the book (i.e., if you mean in the book . . .)</td>
</tr>
<tr>
<td><em>ne ise, neyse</em></td>
<td>nevertheless; even so; be that as it may for whatever reason</td>
</tr>
<tr>
<td><em>her neden ise, her nedense</em></td>
<td>some way or other</td>
</tr>
<tr>
<td><em>yoksa</em></td>
<td>or else</td>
</tr>
<tr>
<td><em>kimse</em></td>
<td>nobody, no one (used with other negatives), someone</td>
</tr>
<tr>
<td><em>Evde kimse yok.</em></td>
<td>There’s nobody home.</td>
</tr>
<tr>
<td><em>Kimseyi bulamadım.</em></td>
<td>I couldn’t find anybody.</td>
</tr>
</tbody>
</table>

Note particularly this pattern

**gitmek tense**  
*Ben, sinemaya gitmek tense evde kalmayı tercih ettim.*  
rather than going  
Instead of going to the movies, I preferred to stay home.

The suffixes of the present conditional verb forms, added directly to the verb stem, positive or negative, are

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>-s V^2</td>
<td>-s V^2 k</td>
</tr>
<tr>
<td>2nd</td>
<td>-s V^2</td>
<td>-s V^2 n i/i z</td>
</tr>
<tr>
<td>3rd</td>
<td>-s V^2</td>
<td>-s V^2 l V^2 r</td>
</tr>
</tbody>
</table>
**Present Conditional**

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>gitsem</td>
<td>gitmesem</td>
</tr>
<tr>
<td>2nd person</td>
<td>gitsen</td>
<td>gitmesen</td>
</tr>
<tr>
<td>3rd person</td>
<td>gitse</td>
<td>gitmese</td>
</tr>
<tr>
<td><strong>plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>gitsek</td>
<td>gitmesek</td>
</tr>
<tr>
<td>2nd person</td>
<td>gitseniz</td>
<td>gitmeseniz</td>
</tr>
<tr>
<td>3rd person</td>
<td>gitseler</td>
<td>gitmeseler</td>
</tr>
</tbody>
</table>

Used alone—in an unfinished condition or in a question—these forms may mean ‘Wouldn’t it be a good idea if...?’

*Haydi, ne dersin?*  
Well, what do you say? Wouldn’t it be nice

*Kalksak, denize girsek?*
if we got up and went into the water?

*O gitmese mi?*  
Is there any reason why he shouldn’t go?

**General Conditional**

The general conditional verb forms are frequently used in expressing such indefinites as English ‘whoever,’ ‘whatever,’ ‘wherever,’ and ‘whenever.’

*Kim isterse gitsin.*  
Whoever wants to go, may.

*O ne söylerse söylesin, doğru değildir.*  
No matter what he says (whatever he may say, let him say [it]), it’s not so.

*O kız nereye giderse gitsin, ben Ankaraya gitmem.*  
No matter where that girl goes, I’m not going to Ankara.

*(Her) ne zaman giderse gitsin, ben geleceğim.*  
No matter when he goes, I’ll come.

The interrogative may also express a condition.

*Beni gördü mü kaçar.*  
When he sees me, he runs off.

If he sees me, he flees.

**Exercises**

A. Practice aloud. Translate.

1. *Niçin yemeğinizi yemediniz?*
2. *Siz ne dersiniz efendim, oraya bugün gideyim mi, gitmeyeyim mi?*
4. *Siz hakikaten bir saat sonra gitmeli misiniz?*
5. Elinizdeki saate şöyle bir bakarsanız, saatin 9:30 olduğunu göreceksiniz.
6. Yarın hiç kimsenin buraya gelmeceğinden korkarım.
7. Onlar derhal buraya gelmek mecburiyetinde değildiler.
8. Niçin telefon edemedğini biliyor musunuz?
9. Şehrimizde kar yağmaz.
11. Siz ne söylerseniz söyleyiniz, onların gitmeye hazır olduklarını kendi gözlerimle gördüm.
12. Büyük kutunuzdan aldığı saati size tekrar vermezse hakikatı annesine söylemek mecburiyetinde kalacakmuş, değil mi?
13. Nasıl isterse öyle yapsın!
15. Efendim, müsaadenizle ekmeğinizden ufak bir parça alayım mı?
16. Oğlum, okula gitmekten sine dayaları tercih etti.
17. Ahmedin dün bize tarif ettiği kitapçı dükkânının nerede olduğunu bilmir­yorsunuz, değil mi?
18. Gitmediğini söylemediler, değil mi?
19. Gitmiyeceğini söyleyemediler, değil mi?
20. Geleceğinden haberiniz yok mu?

B. Write in Turkish. Practice aloud.

1. May I give you a cup of tea, sir?
2. If I don't go, won't you go either?
3. What shall we talk about?
4. Did you really have to go?
5. Do you really have to go?
6. What do you say? Ought we to go, or not?
7. If he comes, we'll give him the book.
8. They, however, could not go.
9. Say, 'Thank you, sir!'
10. He didn't have to give us the money.
Lesson 21

Passive Verbs. The Agent.
Causative, Reflexive, and Mutual Verbs

1. Bu kitap kimin tarafından yazıldı?
   By whom was this book written?
2. Gitmemize müsaade edilecek mi?
   Will permission be given for us to go (for our going)?
3. Anlatabildim mı?
   Have I succeeded in making myself clear (in explaining myself)?
4. Bunun sebebi bilinmez.
   The reason for this is not known.
5. Onlar hiç görüşmezler.
   They never talk to each other.
   I grew accustomed to this food.
   They didn’t ask us that.
8. Çocuk yıkandı.
   The child washed himself.
9. Çocuğum yıkadık.
   We bathed the child.
    He was unable to teach me a thing.

1. Passive verbs
   The formation of the passive depends upon the final sound of the verb stem.
a. Most verbs whose stems end in a vowel form the passive by adding -n.

- söylemek to say  
  söylenmek to be said
- okumak to read  
  okunmak to be read

b. Most verbs whose stems end in a consonant other than -l form the passive by adding -V4 n.

- kırmak to break (transitive)  
  kırılmak to be broken
- vermek to give  
  verilmek to be given

c. Verbs whose stems end in -l form the passive by adding -V4 n.

- bilmek to know  
  bilinmek to be known
- bulmak to find  
  bulunmak to be found

Note: kullanmak, ‘to be found’ (and ‘to find one’s self,’ cf. French se trouver) is frequently used to mean ‘to be’ or ‘to exist.’

The negative forms of the passive present no difficulties.

- söylememek  
  okumamak  
- kirmamak  
- vermemek  
- bilmemek  
- bulmamak

- söylenmemek  
  okunmamak  
- kirlmamak  
- verilmemek  
- bilinmemek  
- bulunmamak

The passive is very frequent in Turkish. It has two principal functions.

a. that of the English passive

Saatim nerede bulundu? Where was my watch found?
Saatim kırıldı. My watch was broken (was smashed).

b. that of the English active intransitive of such verbs as ‘to break.’ Note that English ‘to break’ has two meanings: a transitive meaning which requires an object—‘I broke my watch.’ and an intransitive meaning which requires no object—‘My watch broke.’

Turkish kırmak ‘to break’ (transitive) expresses only the first of these meanings (‘I broke my watch.’) To express the second (‘My watch broke.’), Turkish uses the passive. Hence the Turkish passive may have two connotations.

Saatim kırıldı. My watch was broken. (passive)
Saatim kırıldı. My watch broke. (active intransitive)
Many intransitive (active voice) Turkish verbs may take a passive form, thereby expressing the English impersonal.

\[
\begin{align*}
\text{olmak, olunmak} & \quad \text{It is requested.} \\
\text{Rica olunur (or Rica edilir).} & \quad \text{How does one go to Istanbul?} \\
\text{gitmek, gidilmek} & \quad \text{Confusion seldom arises between} \\
\text{İstanbula nasıl gidilir?} & \quad \text{Saatim kırıldı.} \quad \text{Saatim kırıldı.}
\end{align*}
\]

My watch was smashed.
My watch broke.

2. The agent

Ambiguity may always be avoided by expressing the agent with the passive. The agent is shown by the noun taraf in a possessive construction plus the ablative.

\[
\begin{align*}
\text{benim} & \quad \text{by me} & \quad \text{sizin} & \quad \text{by you} & \quad \text{onlar} & \quad \text{by them} \\
\text{senin} & \quad \text{by you} & \quad \text{tarafından} & \quad \text{by him} & \quad \text{otomobil} & \quad \text{by the auto-mobile} \\
\text{onun} & \quad \text{by him} & \quad \text{tarafından} & \quad \text{by (her, it)} & \quad \text{tarafından} & \quad \text{by us} \\
\text{bizim} & \quad \text{by us} & \quad \text{tarafından} & \quad \text{by (her, it)} & \quad \text{tarafından} & \quad \text{by (the) government}
\end{align*}
\]

Another means of expressing the agent is the suffix -ç/c V^2.

\[
\begin{align*}
\text{hükümetçe} & \quad \text{by (the) government}
\end{align*}
\]

3. Causative verbs

Most verbs form the causative by adding -t/d V^4 r.

\[
\begin{align*}
\text{Bunu ona bildirdiler.} & \quad \text{They caused this to be known to him.} \\
\text{Bu ona bildirildi.} & \quad \text{This was made known to him.}
\end{align*}
\]

Verbs whose stems end in a vowel add only a -t.

\[
\begin{align*}
\text{Bu mektubu bana anlattı.} & \quad \text{He explained the letter to me.} \\
\text{Mektubu bana anlattı.} & \quad \text{The letter was explained to me.}
\end{align*}
\]

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Verbs whose stems end in ç or ş add -V₄ r.

from içmek, içirmek

*Sütü çocuğa içirdiler.*

They made the child drink the milk (got the child to drink it, gave it to the child to drink).

Çocuklara süt içirilir.

Children are made to drink milk (are given milk to drink).

Polysyllabic verb stems ending in r or l add only a -t.

from oturmak, oturtmak

Beni Ankarada oturtular.

They made me live in Ankara (settled me there, got me quarters there, stationed me there, etc.).

Ankarada oturtuldum.

I was made to live in Ankara.

The negative forms of the causative present no difficulties.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>bildirmek</td>
<td>bildirmemek</td>
</tr>
<tr>
<td>bildirilmek</td>
<td>bildirilmemek</td>
</tr>
<tr>
<td>anlatmak</td>
<td>anlatmamak</td>
</tr>
<tr>
<td>anlatılmak</td>
<td>anlatılmamak</td>
</tr>
<tr>
<td>içirmek</td>
<td>içirmemek</td>
</tr>
<tr>
<td>içirilmek</td>
<td>içirilmemek</td>
</tr>
<tr>
<td>oturmak</td>
<td>oturtmamak</td>
</tr>
<tr>
<td>oturtulmak</td>
<td>oturtulmamak</td>
</tr>
</tbody>
</table>

4. Reflexive verbs

Reflexive verb forms usually add the suffix -(V₄) n.

- **giymek**: to wear (clothes: transitive)
- **giyinmek**: to dress oneself
- **giyindirmek**: to clothe (someone else)
- **giyindirilmek**: to be clothed (by someone else)

5. Mutual verbs

The mutual or reciprocal verb forms add the suffix -(V₄) ş. The basic connotation is mutuality of action.

- **çarpmak**: to hit, strike against (with dative)
- **çarpışmak**: to collide, (for two or more) to hit each other
- **çarpıştırmak**: to cause to collide with each other
Note: A verb may be reciprocal in form although its meaning today retains little if any trace of the idea of mutuality.

A. Practice aloud. Translate.
1. Çay fincanı kırılmış mıydı?
2. Bana göre o hakikaten bilinmez bir şeydir.
3. O adam tarafından yazılan kitaplar bu günlerde güçlük ile bulunuyor.
5. Fincan tarafımıza mı kırıldı?
6. Haber hükümetçe resmen bildirilmiş.
7. Beni bir iskemleye oturtular ve gitmeme müsaade etmediler.
10. O adamın evimize hiç gelmediği söylenemez. Üç beş defa geldi.
12. Onlar ne söylerlerse söylesinler, biz oraya gitmene müsaade etmeyiz.
13. Size yardım edeyim, efendim!
14. İki tane üçüncü mevki bilet istiyorum, lütfen.
15. Kendi söylediklerinizi unuttunuz mu?
16. Bu ev kimin tarafından yapıldı?
17. Parayı nereye koyduklarınız sormadınız mı?
18. Bana onu sormayın!
19. Denizde yıkandılar.
20. İzmir'e Cuma günü gitmek mecburiyetinde kahrsam ne yapacağımı bilmiyorum.
22. Söylenildiğine göre o İstanbuldan hiç dönmiyecektir.
23. Çalışmazsanız öğrenemeyeceksiniz.
24. Size Türkçe’yi kim öğretiyorsunuz?

B. Write in Turkish. Practice aloud.

1. This water is undrinkable (not to be drunk).
2. We’ll meet in Adana next week. It’s agreed (understood).
3. This tobacco is imported from Turkey.
4. Ahmet had Mehmet import the tobacco.
5. One can’t get to Izmir by this road.
6. The road is being caused to be widened.
7. Get dressed quickly, son!
8. This news was communicated by the government.
9. Be careful! That is fragile (breakable)!
10. His handwriting is illegible.
Lesson 22

Abbreviating Verb Forms. Attendant Circumstances.
Verb Form in -(y) V₄ n c V₂. Verb Form in -t/d V₄ k ç V₂

1. Dün evinize gelip annenizi gördüm.
   Yesterday I came to your house and saw your mother.

2. Dün evinize gidip annenizi görmedim.
   Yesterday I didn’t go and see your mother.

3. Dün Ahmede gitmeyip size geldim.
   Yesterday I didn’t go Ahmet’s, I came to your place.

   I saw you as I was crossing Atatürk Boulevard.

5. O İstanbula gelerek bir ev aradı.
   He came to Istanbul and hunted for a house.

   He was very happy when he saw his father.

7. O, gazete okudukça kızar.
   Whenever he reads (a) paper, he gets angry.

8. Çocuk çok büyüdü.
   The child grew a great deal.

   Selma improved.

10. Ahmet birdenbire ihtiyarladı.
    Ahmet grew old all of a sudden.
1. Abbreviating verb forms

Turkish has two time-saving devices to avoid the necessity of repeating lengthy verb endings in such sentences as ‘They had come to the house, seen all their friends, and then gone back home.’ Note that all the verbs in this sentence are identical in person, number, and tense.

a. The first of these devices is simply to omit part of the ending of each verb until the final verb is reached. Then the last verb gets the full set of suffixes, and these are understood as serving for all the verbs.

*Efendim, sizi tebrik eder, teşekkür eder, saygilarımı sunarım.* ‘Sir, I congratulate you, thank (you), and tender my regards.’ In its full form, the sentence would be: *Efendim, sizi tebrik ederim, teşekkür ederim ve saygılarımı sunarım.* With the abbreviating forms, no coordinate conjunction is used.

This device is not used with the past definite forms.

b. The second abbreviating device is -(y) V^4 p. In such a sentence as ‘They came and saw.’ the first verb receives only the abbreviating suffix, the second verb receives all necessary suffixes. The first verb is understood to bear all the suffixes of the second.

If both verbs in the sentence have a negative meaning, the first verb does not necessarily require the negative syllable. The negative of the second verb may serve for both. If the first verb is negative and the second positive, the -(y) V^4 p is used with the negative verb stem.

This device should never be used more than once in any sentence. No coordinating conjunction may intervene between the form with the abbreviating suffix and the second verb.

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gidip gelmek</td>
<td>to go and come</td>
</tr>
<tr>
<td>O gün Ahmet okula gidip</td>
<td>That day, Ahmet went to school</td>
</tr>
<tr>
<td>sizi gördü.</td>
<td>and saw you.</td>
</tr>
<tr>
<td>O gün Ahmet sizi gelip</td>
<td>That day, Ahmet didn’t come and see you.</td>
</tr>
<tr>
<td>girmedi.</td>
<td>That day Ahmet didn’t go to school but did see you.</td>
</tr>
<tr>
<td>O gün Ahmet okula gitmeyip</td>
<td></td>
</tr>
<tr>
<td>sizi gördü.</td>
<td>I don’t know whether or not he came (has come).</td>
</tr>
</tbody>
</table>

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2. Attendant circumstance

Turkish has two participles to convey the idea of attending circumstance. The action expressed by the participle was (is, will be) simultaneous with that expressed by the following main verb.

a. The first of these two Turkish circumstantial participles employs the present participle of ‘to be.’

\[
\text{iken (independent word)} \quad \text{or} \quad -\text{ken (enclitic which ignores vowel harmony)}
\]

\[
\begin{align*}
\text{Ben burada iken Mehmet} & \quad \text{while I was here, Mehmet} \\
\text{Ankara gitti.} & \quad \text{went to Ankara.} \\
\text{Siz burada iken Hasan} & \quad \text{While you’re here, Hasan} \\
\text{bize gelmiyecek.} & \quad \text{won’t come to our house.}
\end{align*}
\]

\text{Iken and -ken combine with many verb forms, especially with the general participle.}

\[
\begin{align*}
\text{gider iken or giderken} & \quad \text{while going} \\
\text{okur iken or okurken} & \quad \text{while reading} \\
\text{Cebimde para yokken siz hiçbir şey istemiyeceksiniz.} & \quad \text{So long as I have no money in my pocket, you won’t ask for a thing.} \\
\text{Ben yapma yapma derken o ağlamaya başladı.} & \quad \text{While I was (still) saying, ‘Don’t! Don’t!’ he started to bawl.}
\end{align*}
\]

\text{Derken, used alone, means ‘While X was still saying . . . ’ ‘Before you could say Jack Robinson.’}

\[
\begin{align*}
\text{Evime gelerek para istedi.} & \quad \text{He came to my house and asked for money.} \\
\text{Evime gelerek beni bulamayıp gittiler.} & \quad \text{They came to my house, couldn’t find me, and went away.}
\end{align*}
\]

b. The second of the Turkish circumstantial participles is formed by the suffix -(y) V^2 r V^2 k.

This form denotes an action or circumstance which accompanies the action expressed by the following main verb. Frequently the two verb forms best translate as coordinates.

\[
\begin{align*}
\text{Evime gelerek para istedi.} & \quad \text{He came to my house and asked for money.} \\
\text{Evime gelerek beni bulamayıp gittiler.} & \quad \text{They came to my house, couldn’t find me, and went away.}
\end{align*}
\]
3. Verb form in -(y) V₄ n c V₂

This suffix expresses the ideas of ‘upon (his coming),’ ‘the moment that (he came),’ etc.

*Neced sizi görünce kim bilir ne diyecek?*  
Who knows what Necdet will say when he sees you?

*Çocuklar derslerini bitirince bahçeye gittiler.*  
The children went to the garden when they had finished their lessons.

With the postposition *kadar*, this suffix has the sense of ‘until,’ ‘up to the moment that,’ etc.

*Siz gelinceye kadar ben burada kalacağım.*  
I’ll stay here until you come.

4. Verb form in -t/d V₄ k ç V₂

This form expresses the ideas of ‘when,’ ‘whenever,’ etc.

*Onu gördükçe kız ağladı.*  
Whenever she saw it, the girl wept.

*Onu gördükçe ağlar.*  
Whenever he sees it, he weeps.

5. Derived verbs

The four principal means by which verbs are derived from substantives or modifiers are

a. The suffix -I V₂

<table>
<thead>
<tr>
<th>Substantive</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ihtiyar</td>
<td>aged</td>
</tr>
<tr>
<td>ihtiyarlamak</td>
<td>to grow old</td>
</tr>
<tr>
<td>ihtiyaratmak</td>
<td>to age (transitive)</td>
</tr>
<tr>
<td>ihtiyarlatılmak</td>
<td>to be caused to age</td>
</tr>
<tr>
<td>kolay</td>
<td>easy</td>
</tr>
<tr>
<td>kolaylamak</td>
<td>to facilitate; (of a task) to be almost done (intransitive); to get (a task) almost finished (transitive)</td>
</tr>
<tr>
<td>kolaylatmak</td>
<td>to make (a task) easy</td>
</tr>
<tr>
<td>kolaylanmak</td>
<td>(of a task) to become easier (or) nearly finished</td>
</tr>
<tr>
<td>kolaylandirmak</td>
<td>to make or permit (a task) to become easy of execution (or) nearly finished</td>
</tr>
<tr>
<td>kolaylaştırmak</td>
<td>to make (something) become easier; gradually to get (a task) nearly finished</td>
</tr>
<tr>
<td>kolaylaştırılmak</td>
<td>(for something) to be made easier and easier; (for a task) to be got to the place where it is almost done</td>
</tr>
</tbody>
</table>
b. The suffix -1 \( V^2 \) n

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>beyaz</td>
<td>white</td>
</tr>
<tr>
<td>beyazlanmak</td>
<td>to grow white</td>
</tr>
<tr>
<td>beyazlatmak</td>
<td>to bleach, whiten (transitive)</td>
</tr>
<tr>
<td>beyazlätılmak</td>
<td>to be bleached, whitened</td>
</tr>
<tr>
<td>ümit</td>
<td>hope</td>
</tr>
<tr>
<td>ümitlenmek</td>
<td>to become hopeful</td>
</tr>
<tr>
<td>ümitlendirme</td>
<td>k</td>
</tr>
<tr>
<td>ümitlendirilmek</td>
<td>to be made hopeful</td>
</tr>
</tbody>
</table>

c. The suffix -V^2 l

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>az</td>
<td>few, little</td>
</tr>
<tr>
<td>azalmak</td>
<td>to diminish (intransitive)</td>
</tr>
<tr>
<td>azaltmak</td>
<td>to reduce or lessen</td>
</tr>
<tr>
<td>azaltılmak</td>
<td>to be diminished</td>
</tr>
<tr>
<td>çok</td>
<td>much, many, very</td>
</tr>
<tr>
<td>çoğalmak</td>
<td>to increase (intransitive), to grow</td>
</tr>
<tr>
<td>çoğaltmak</td>
<td>to increase (transitive), to make grow, to augment</td>
</tr>
<tr>
<td>çoğaltılmak</td>
<td>to be increased, be made grow</td>
</tr>
</tbody>
</table>

Compare küçük

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>küçülme</td>
<td>to grow smaller</td>
</tr>
<tr>
<td>küçültmek</td>
<td>to make smaller, belittle</td>
</tr>
<tr>
<td>küçültülmek</td>
<td>to be made smaller, belittled</td>
</tr>
</tbody>
</table>

d. The suffix -1 \( V^2 \) š

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bir</td>
<td>one</td>
</tr>
<tr>
<td>birleşmek</td>
<td>to come together, meet together, unite</td>
</tr>
<tr>
<td>(intransitive)</td>
<td></td>
</tr>
<tr>
<td>birleştirmek</td>
<td>to bring together, unite (transitive)</td>
</tr>
<tr>
<td>birleştirilmek</td>
<td>to be brought together, united</td>
</tr>
<tr>
<td>iyi</td>
<td>good, well</td>
</tr>
<tr>
<td>iyileşmek</td>
<td>to get better, get well, improve</td>
</tr>
<tr>
<td>(intransitive)</td>
<td></td>
</tr>
<tr>
<td>iyileşirmek</td>
<td>to make better, make well, improve</td>
</tr>
<tr>
<td>(transitive)</td>
<td></td>
</tr>
<tr>
<td>iyileştirilmek</td>
<td>to be made better, well; to be improved</td>
</tr>
</tbody>
</table>

Note: Study of the above forms will demonstrate that they are parts of a living, human (and therefore illogical) speech, not of a rigid system. Therefore, the student's goal should be not to attempt to coin new forms 'by rule,' but to learn the forms which the Turks actually use.
Exercises

A. Practice aloud. Translate.

1. Ahmet Bey'in yarın bizimle beraber sinemaya gidip gitmiyএğini bilmiyorsunuz, değil mi?
2. Ben Beyoğlunda iken hırsızın biri evime girerek köpeğimi susturup iki güzel halı ile beş yüz lira aldı.
3. Çocukları susturmadıklarından dolayı öğretmenler onların babalarına birer şikâyet mektubu yazdilar.
5. Arkadaşlarınızdan hangilerinin gelebileceklerini bilmemiyiz için yemeği hangi lokantada yiyebileceğimize henüz karar vermedik.
6. Süheylâ Hanımın hastalığından beri kaç ay geçtiğini iyice hatırlıyorum.
9. Eğer İstanbulda ikihaftadan fazla kalmak mecburiyetinde kalırsam sizinle Ankarada buluşamam.
10. Annenin senin o hafta Ankarada bulunduğunu bilip bilmediğinden emin olmadığını için, orada çektiğim fotoğrafları ne ona gösterdim, ne de babana.
11. Rayaya gitmemye rağmen bana haftada bir mektup yazıyor, daima beni beklediklerini söylüyorlar.
12. Ankarada oturumaktansa İstanbulda oturmanız daha mı iyi?
15. Onlar, birleştirilemezlerse istediklerini yapamayacaklar.
16. Doktor her gün kliniğine gider, hastalarını kabul ederdi.
17. Gitmesen ne olur?
18. Oraya hiç gitmememe rağmen bana haftada bir mektup yazıyor, daima beni beklediklerini söylüyorlar.
19. Hava fena olduğu için yüzmeye gitmedik.
20. Görmenin inanmak olduğunu unuttunuz mu?

B. Write in Turkish. Practice aloud.

1. Opening the door, he got into his car and left.
2. Don't forget that the world has grown smaller.
3. Do you know whether Ahmet had read this book?

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4. Working hard, he learned Turkish well.
5. Prices went up increasingly.
6. As he was leaving, he gave me a lira.
7. It will be very good if we go there and give him a little money.
8. They wanted not to go there but to stay here.
9. They decided not to go there but to stay here.
10. He says they have decided not to go there but to stay here.
Lesson 23

Statement on Verb Forms.
True and Untrue Conditions

I. Statement on verb forms

The student who has mastered the material presented in the preceding lessons will now recognize, understand, and begin to be able to use the fundamental patterns of Turkish. The following tabulation of possible verb forms should help him identify the many combinations he will encounter as he uses the language.

These eight basic forms of the Turkish verb are familiar.

| 1. past definite       | gitti   |
| 2. general             | gider   |
| 3. future              | gidecek |
| 4. past indefinite     | gitmiş  |
| 5. progressive (present) | gidiyor |
| 6. optative-subjunctive | gide    |
| 7. verb of necessity   | gitmeli |
| 8. conditional         | gitse   |

Disregarding infinitives, imperatives, and participles, the above eight forms represent the eight principal categories—or eight main lines of inflection—needed for comprehension of the entire Turkish verb system.

To use a figure of speech from the vocabulary of music, we may assert that in the symphony or harmony of Turkish speech, these eight categories are the verb system’s eight principal themes. In music any given theme may be played, with strikingly different results, in more than one key. In the same way, we may say that the Turkish language has three keys and that most
of the above eight themes may be put into each of the three keys, again with strikingly different results.

The three keys in Turkish are: the antedating key, the disclaiming key, and the provisional key.

a. ANTEDATING FORMS

The antedating key is formed by adding the past forms (independent or suffixed) of the verb 'to be' (see Lesson 14) to the third person singular theme form.

When any one of the eight themes is put into the antedating key, the time value of that theme's forms is thereby moved backward one notch (is 'antedated').

b. DISCLAIMING FORMS

This key is formed by adding the indefinite forms of the verb 'to be' (independent or suffixed) to the third person singular theme form.

When a theme is put into this key, the speaker (or writer) disclaims any personal knowledge of the accurateness of the assertion he is making.

When the past indefinite theme is put into the disclaiming key, the result is the strongest possible disclaimer of responsibility for the validity of the assertion.

There are no past definite disclaiming forms. One cannot logically disclaim and vouch for accuracy in one verb form.

NOTE: The analogy of musical themes and keys must not be pushed too far. The forms of a Turkish verb theme may stand in more than one key at the same time. Thus, each of the disclaimed theme verb forms may—when desired—also be antedated.

c. PROVISIONAL FORMS

The last of the three keys—the provisional—is formed with the conditional of the verb 'to be.' The conditional theme, naturally, does not occur in this key and neither does the optative-subjunctive theme. Verb forms put into the conditional key express the ideas of proviso or supposition.

Provided I go . . .
Suppose I go . . .
If I go . . . , etc.

2. True conditions

Conditions present two main types, true and untrue. The subject (i.e., the speaker or writer), speaking objectively, voices a simple 'if' without indicating
or hinting whether he regards the proviso which he enunciates as being true
or false, likely or unlikely, possible or impossible, etc.

In a true condition the conditional forms of the verb ‘to be’ (i.e., the pro-
visional key) are added to the base (third person singular) of the appropriate
verb of the protasis (the ‘if’ part of the condition). The apodosis (the ‘why
then’ part of the condition) has its verb form exactly as that verb would be
were no proviso stipulated at all.

True conditions can be classified according to the time value of the protasis
verb.

Protasis verb is past.

Parayı gördü isen (görüüsens) bana söyle.
Parayı gördü ise (görüyüşe) bana söyleyecek.
If he saw the money, he’ll tell me.
Parayı görmüş ise (görüüşse) bana söyleyecek.
If he saw (has seen) the money, he’ll tell me.

Protasis verb is present.

O geldiyor ise (geliyorsa) siz gitmelisiniz.
If he is (now) coming, you must go.

Protasis verb is future.

O Ankarada kalacak ise (kalacaıkşa) annesi hasta değildir.
If he is going to stay in Ankara, his mother is not sick.

Note: Many protasis verbs have a vague time value, present or future. For
example,

Parayı istersen, söyle.
If you want the money, say (so).
Parayı bulamazsan söyle.
If you can’t find the money, say so.
Adamı görürsen bana söyle.
If you see the man, tell me (so).
Adamı görürsen bana söyleyeceksin, değil mi?
If you see the man, you’ll tell me, won’t you?

3. Untrue conditions

The subject (i.e., the speaker or writer), speaking subjectively, not only says
‘if’ but also states or hints whether he regards the proviso he is enunciating
as being true or untrue, likely or unlikely, possible or impossible, etc.

In an untrue condition, the protasis verb is conditional theme present (or)
antedated.
The apodosis verb is general theme antedated (or) future theme antedated.

**PROTASIS VERB**

Paranızı bulsa
Paranızı bulsaydı (bulsa idi)

**APODOSIS VERB**

onu size verirdi.

onu size verecekti.

Each of the sentences means

If he had found your money, he would have given it to you.

(and the speaker indicates his own belief, namely, that X did not find the money).
Lesson 2

Key to Exercises

Exercise B.
1. How many kilos of meat?
2. a half kilo of coffee
3. a little water
4. one and one half kilos of sugar
5. several times
6. several kilos of apples
7. two hundred fifty grams of butter
8. five cups of tea
9. very little lemon
   very few lemons
10. twelve oranges
11. three and one half hours
12. thirty streets
13. two and one half liras
14. How many apples?
15. How many kurus? how much?
16. three and one half apples
17. sixty seconds
18. sixty minutes
19. twenty-four hours
20. one day
21. seven days
22. four weeks
23. twelve months
24. three hundred and sixty-five days
25. one hundred years
26. two trees

Exercise C.
1. yarım kilo çay
2. üç kilo şeker
3. iki yüz gram et
4. bir dilim ekmek
27. three sons
28. How many kilos of sugar?
29. one half kilo of sugar
30. one hundred times
31. How much money?
   How much does it cost?
32. a little bit of money; inexpensive
33. How many lemons?
34. lots of apples (many apples)
35. one head
36. two hands
37. two feet
38. two eyes
39. very little lemon; very few lemons
40. two glasses of water
41. little water (not much water)
42. a little milk
43. very little milk
44. ten thousand kilometers
45. eight newspapers
46. half a glass of water
47. seven and one half hours
48. two slices of bread
49. three spoons of sugar
50. three ‘breads’ (three loaves of bread)
5. iki fincan kahve
6. sekiz tane elma
7. kaç tane ev?
8. iki tane minare
9. bir cami
10. üç yıl
11. dört gün
12. iki hafta
13. altı ay
14. çok süt
15. biraz su
16. iki ekmek (iki tane ekmek)
17. iki dilim ekmek
18. çok az şeker
19. çok ağac
20. üç ırmağ
21. yetmiş yedi göl
22. üç şehir
23. altmış dört çocuk
24. yüz çocuk
25. bir göz
26. iki göz
27. iki ayak
28. onuz iki diş
29. bir baş
30. beş yüz elli beş gün
31. on beş yıl
32. on iki kız
33. on dokuz kere (on dokuz defa)
34. on altı bahçe
35. otuz beş gece
36. otuz altı gün
37. on altı buçuk gram
38. yüz lira
39. iki buçuk lira (iki lira elli kuruş)
40. iki bin kilovat
41. çok cami
42. Kaç tane cami?
43. bir çok cadde
44. çok su
45. az su
46. Kaç bardak su?
47. biraz su
48. dört defa (dört kere)
49. çok meyva
50. çok elma

Exercise A.
1. a lovely (beautiful) mother
2. That mother is pretty.
3. (The) child is very tall.
4. a very tall child
5. a young girl (daughter)
6. One girl is young. (One daughter is young.)
7. The young girl (daughter) is small.
8. This young girl is very little.
9. These two women are good.
10. twelve good ladies
11. This (one) is very small.
12. two old women
13. (The) two women are aged.
14. The two old ladies are short.
15. Father is good (well).
16. a good father
17. (the) two good fathers
18. The two fathers are well.
19. How many fathers?
20. How many days?
21. How many apples?
22. a nice day
23. Today is fine. (This day is good.)
24. This is a nice day.
25. (the) big car
26. two large cars
27. (The) two autos are big.
28. This is a small car.
29. (The) one car’s new; the other’s old.
30. The big car’s new.
31. The other car’s awfully old.
32. This (one) is very old.
33. This candy’s very good. (This sugar is good.)
34. a little sugar
35. That lake is very large.
36. (the) two pretty lakes
37. (The) two lakes are charming.
38. little money (not much money)
39. This (sum of) money is very small.
40. a little money

Exercise B.

1. büyük bir ayak
2. bir büyük ayak
3. iki büyük ayak
4. Bu ayak büyük.
5. Bir ayak büyük, diğer ayak küçük.
6. Kaç kadın?
7. iki yaşlı kadın
8. Bu iki kadın yaşlı.
9. İki yaşlı kadın kısa (boylu).
10. kısa boylu yaşlı iki kadın
11. güzel bir cadde
12. iki güzel cadde.

Lesson 4

Exercise A.

1. Today is pleasant.
2. These days are good.
3. These cups are very small.
4. How many little cups?
5. How many cups are small?
6. Some cups are very big.
7. Those cups are lovely.
8. five cups of good coffee
9. This young child is very big.
10. This youth is very tall.
11. These young children are very small.
12. These youths are very short.
13. This cup’s big.
14. This big cup is pretty.
15. These cups are beautiful.
16. These big cups are pretty.
17. The big ones are lovely.
18. These big ones are very good.
19. This house is small.
20. This little house is pretty.
21. These little houses are pretty.
22. The little ones are very nice.

Exercise B.

1. bir at
2. bir büyük at
3. büyük bir at
4. büyük atlar
5. büyük atlar
6. iki büyük at
7. bazı büyük atlar
8. Bazı atlar büyük.
10. Diğer büyük at çok fena.
11. İki büyük at güzel.
14. İki yaşlı kadın

Lesson 5

Exercise A.

Note: Each past definite form may, according to the context, normally convey any one of the three English past tenses set forth above (Lesson 5, Section 3). Hence the 'translations' given below by no means convey the whole potential significance of the Turkish verb forms.

1. Who came?
2. When did you come?
3. They've read a lot.
4. You haven't read much. (said to one person)
5. I understood very little.
6. We didn't get (understand) much.
7. The youngsters ran a good deal.
8. The two children came this morning.
9. This coffee's very good.
10. I bought a kilo and a half of coffee.
11. Who laughed?
12. Erdoğan laughed a good deal.
13. How many times have you come? (How many times have you been here?)
14. Istanbul is a large and beautiful city.
15. The Mediterranean is large, (and) the Marmara is small.
16. The house is pretty and the yard (garden) is big.
17. The young people got here today.
18. (The) five youths laughed.
19. This child is very young.
20. The little girl ran.
21. Two large eyes

15. iki yaşlı kadın
16. bazı yaşlı kadınlar
17. bazı yaşlılar
bazi eski şeyler
18. Bu kadın yaşlı, diğer kadın genç.
19. Eski şeyler küçük.
Yaşlılar küçük.
20. Gençler güzel.
22. Bu iyi.
23. Bu iyi.
24. Küçük evler eski büyük evler yeni.
25. Küçükler eski büyükler yeni.
22. The two eyes are large.
23. This eye is big, (and) that eye is small.
24. What’s this?
25. This is an apple.
26. How many liters of milk?
27. two and one half cups of milk
28. Who are they?
29. They are Sait and Ali.
30. Who has understood? (Who’s got the point?)
31. They understood.
32. These houses are large.
33. These are large.
34. The grownups got here this morning.
35. The youths have come this evening.

Exercise B.
1. büyük bir çocuk
2. Çocuk büyük.
3. dört küçük kız
4. Dört kız küçük.
5. beş güzel küçük kız
7. üç büyük fena çocuk
8. Bu sabah fena bir çocuk geldi.
10. Kim geldi?
11. Ahmet ne zaman geldi?
12. iki kilo portakal
13. iki kilo iyi portakal

Lesson 6

Exercise A.
1. Who’s taken the money? (Who took the money?)
   Ahmet took the money.
   Ahmet took it.
2. Who took the money?
   Ahmet did.
   When did he take it?

He took the money this morning.
He took it this morning.
He took (it) this morning.

3. Mehmet, when did you see Ahmet?
   I saw Ahmet today.
   I saw (him) today.
4. Children! Whom did you see today?
Today we saw several men.

5. Who has seen these two men?
We have seen them.

6. What did this little girl break?
She broke a cup.

7. Who broke the cups?
The little girl broke the cups.
The little girl broke them.

8. When did the girl break the cups?
She broke them this morning.

9. How many cups did the little girl break?
She broke two cups.
She broke two.

10. What did the dog see?
The dog saw the cat.
The cat ran.

11. What did the cat want?
The cat wanted milk.
What did the cat find?
The cat found the milk.

12. Who took these five glasses?
I took them.
When did you take the glasses?
I took the glasses this evening.

13. These mountains are very lovely.
They saw the lovely mountains.
They saw some lovely mountains.

14. Ahmet, when did you come?
I came this morning.
When did Ahmet come?
He came this morning.

15. Mehmet and Sait came yesterday.
Who came yesterday?
Yesterday they came.

16. Who understood him?
I understood him.

17. You are late, Ahmet!
Yes, I am very late.

18. Istanbul is a large city.
Who has seen Istanbul?
We have seen it.

19. Those youngsters are very small.
When did they go?
The little ones went this morning.

20. Welcome, Ahmet! Come right in!
Thanks, Mehmet! I'm glad to be here.

Exercise B.

1. Dün kitabı okudum.
2. Dün iki kitap okudum.
3. Bu kitabı kim okudu?
4. Dün gittiniz. (Siz dün gittiniz.)
5. Hoş geldiniz, Fahrünnsa!

Exercise A.

1. Ahmet's got the car. (Ahmet took the car.)
2. It's Ahmet who's got the car.
(Ahmet took the car.)
3. Who saw me? (Who's seen me?)
4. They wanted you. (They asked for you.)
5. I read that book (way over there) but you read this one.
6. We've seen the big mosque.
7. Whom did they ask for?
(Whom did they want?)

Lesson 7
9. Please take this fruit.
10. Drink the coffee!
11. Come here, Mehmet! Ahmet has smashed something!
12. Understanding this is very hard.
13. How many times did you see us?
14. When did they get here?
15. Find them.

Exercise B.
1. Otu bul! Bu!
2. Gül!
3. Beni gördü ve ben onu gördüm.
4. Gelsinler!
5. Bunlar büyük.
6. İzmir ve Eskişehir’i gördüm.
7. Büyükler bunlar.
8. Çocuk dün geldi.

Exercise A.
2. These rugs are very lovely, Ali. Yes, (they are) very lovely. Where did you find them? I found them in Istanbul. Where? In the Kapalıçarşı. How much did you get them for? I gave 500 liras for the big rug.
3. On Tuesday Ahmet Bey came to Istanbul. He went to the Covered Bazaar. There he saw many things. He bought two pretty rugs. Later, he went to Taksim. That night he stayed in a hotel at Taksim. Wednesday morning at eight he went back to Ankara from Istanbul.
4. The girl went to İzmir yesterday. Where did she come from?
5. She came from Ankara.
6. Where did you see Ahmet?
7. Where is the dog?
8. I saw the dog in the garden.
9. One day a cat saw a dog. The dog saw the cat. The cat stared and stared at the dog. Suddenly the cat ran out of the garden. He ran away quickly. The dog returned home from the garden.
10. From whom did they take (receive) the money?
11. They took the money from Mehmet.
12. How much money did they take?
13. To whom did Ahmet give the fifteen liras?
14. He gave the money to them.
15. Who drank the milk?
16. What did you drink?
17. Mother and Father talked about Ahmet.
18. You came very late.
19. Yes, we have come very late.
Exercise B.

1. Ben de o kitabı istedim.
2. Ahmet Pazar günü döndü.
3. İzmirde kimi gördüler?
4. Kaç kilo peynir istedi?
5. İki yüz elli gram peynir istedi.
7. Dün nereye gittiler?
8. Bu sabah nereden geldiniz?
9. Çocuklara kim baktı?
10. Dün Selma onlara baktı.
11. Ağaçta neyi gördün, Erdoğan?
13. Kutuda ne buldun, Erdoğan?
15. Şekeri fincandan kim aldı?

Lesson 9

Exercise A.

1. Ahmet! Didn’t you go to school today?
2. No, Father. I didn’t go to school today.
3. Did you go to the city?
4. No, Father. Today I didn’t go either to school or to the city.
5. In that case, where did you go? What did you do?
6. I saw a garden. I went into the garden.
7. Which garden did you go into?
8. I didn’t go to the big garden. I went into the small garden.
9. Have you been to İzmir? How long did you stay there?
   I stayed there two, two and a half months.
10. Ahmet, be a good boy! Go to school. Go every day. Work very hard.
   Have you understood (me), or not?
   I have understood, Father.
11. Have you ever been to Ankara?
   No, I’ve never gone there. I’ve certainly wanted to, but I’ve not gone. I haven’t
even been to Bursa. I’ve just seen one city—İstanbul. Have you been to Ankara?
   Yes, I’ve gone there lots. I’ve been to İzmir. I’ve gone also to Adana.
12. How many times have you been to Adana?
   To Adana? I’ve gone there five (or) six times.
   In short, you’ve traveled a lot.
   Yes, I have traveled a lot.
13. What did you think of Ankara? Is it pretty?
   Yes, Ankara is pretty.
   And Istanbul?
   Istanbul? It’s pretty, too, very lovely.
14. Where did you come from today?
   Today I came from Adana.
   What day did you go (had you gone) there?
   I went there Saturday.
   What did you think of Adana?
   (It’s) very big and very lovely. But it’s hot!
15. Did they ask you for money, or not?
   They did. They wanted 275 liras.
   Did you give them the 275 liras, or not?
   I wanted not to, but I did. Yesterday Ahmet gave (had given) me 300 liras.
   Today I gave them the 275 liras.

Exercise B.

1. Ahmet gitti mi?
2. Ahmet mi gitti?
5. Niçin parayı bize vermediniz? İstemediniz mi?
6. Dün parayı Erdoğan'a verdim. Onu gördünüz mi?
7. Gelsinler mi, gelmesinler mi?
8. Ahmet niçin gelmesin?
9. Ne çay içti ne kahve.
10. Fahrûnnisa hiç bir şey içmedi.
11. Hiç Ankaraya gittiler mi?
12. Hiç Ankaraya gittiniz mi?
13. İzmir'den geldiler mi?
15. Gazeteyi babaya verdiniz mi?
17. Odada ne buldunuz?
18. Orada hiç bir şey bulmadım.
19. O kutuya ne peyniri koysun ne şekeri.
20. Ahmet gazeteyi okusun mu, okumasın mı?

Lesson 10

Exercise A.

(Simple possessive constructions)

1. Ahmet’s mother is very young.
2. Where’s your house?
3. The child’s father came.
4. Who’s your father?
5. The city’s water is quite good.
6. If only their father would come here!
7. It is to be hoped that their fathers won’t go there!
8. Is this your book?
9. The rug owner took the money.
10. Whose apple is this?
11. The Turkish alphabet is easy.
12. Is Turkish difficult?
13. Is your garden pretty big?
14. Ankara Boulevard is lovely.
15. How lovely Ankara's boulevards are!
16. Is your bedroom small?
17. Our classroom is hot.
18. Does that woman own a car?
19. Where's the landlord?
20. Who owns this house?
22. The landlord hasn't asked for the money.
23. They came Tuesday.
24. Where are the teacups? (or) Where are her/their teacups?
25. This textbook is very large.

Possessive complexes, etc.

1. Your father's eyes are handsome.
2. The trees of our city are very large.
3. Ahmet's two sons came.
4. Let the little child's mother come quickly!
5. The landlord's radio is a very good one.
6. Where's your landlord?
7. The house of your friend's mother is large.
8. We hope that our daughter's friends won't come here today.
9. Whose father's house is this?
10. What is your son's name?
11. Didn't they know their landlord's name?
12. Who should look after Ahmet's children?
13. I came through Beyoğlu's streets.
15. Didn't they take my books?
16. Don't give your father's money to the mother of those children!
17. Whom did you see at the Ankara kindergarten?
18. Haven't you seen my boy and Ahmet's two girls?
19. They took one book from my son.
20. It went from the Dardanelles to the Bosporus.
21. When did they go to Beyoğlu?
22. Have you ever seen the Taurus Mountains?
23. He didn't want his friend's book.
24. He wanted his own book.
25. Don't come to my house! Go to your friend's house!
Exercise B.

1. Ders odamızda kimi buldunuz?
2. Ahmedin annesi çocukların yatak odasına girdi.
4. Otomobil Beyoğlu’ndan İstanbul Üniversitesi’ne gitti.
5. Vapur Çanakkale Boğazından geçti.
7. Ev sahibinin kendi evi İstanbul Caddesinde.
8. Oğlunuzun ayakları büyük.
9. Küçük kardeşi sizinle gittiniz mi?
10. Ahmedin kızkardeşi dün gece niçin kızkardeşlerininin evine gitmedi?
11. Hiç Beyoğlu’na gittiniz mi?
15. İstanbul şehri çok eski. Ankara şehri yeni.
16. Yeni Türk alfabesi kolay.
17. Oraya hiç gitmeyin.
19. Hiç Çanakkale Boğazını gördünüz mü?
20. Dün Çanakkale Boğazına gitmediniz mi?
23. Bu adam otomobil sahibi mi?
24. Büyük otomobilin sahibi, o evin sahibinin kardeşine on lira verdi.
25. Arkadaşının babasının otomobilinden kimen kitaylarını aldın?

Lesson 11

Exercise A.

1. Sir, we are very eager for you to come to our home. We await you sir; we anticipate (it).
2. To go to New York takes a lot of money.
3. What a pity for Selma to break all of Fahriinnisa’s coffee cups!
4. Father, I intend to go to the movies.
   Ahmet, have you studied your schoolbook? Is your lesson ready?
   I’ve studied hard, Father. I have read (it) twice.
   What do you say, Selma? Ought the boy to go to the movies tonight, or not?
   Certainly, Mehmet, let him go. Why shouldn’t he go?
   All right, let him go. On your way now, Ahmet! But don’t stay out late!
   Thanks, Father. And I thank you, too, Mother. I’ll not be late.
5. What's the meaning of this, Ahmet? You've only got a six in your Turkish. What’s happened? Didn't you work? Work hard! For that matter, it’s always necessary to work in life. Have you understood or not? I have understood, Father. I'll work. I'll really work.

6. Will you have a (cup of) tea, sir? Thank you, no. I never drink tea. In that case, may it not be a (cup of) coffee, sir? I thank you, madam. Would you please give me a cup of coffee?

7. Ahmet Bey preferred to drink coffee rather than tea.

8. Ahmet read his textbook without getting the sense of a single word.

9. We hope you have (a) good trip, Ahmet Bey! Bon voyage! (May your road be open!)

10. Mehmet comes to our house each morning. It would be fine if his older brother Erdoğan would come, too.

11. We pay the ticket sellers on the buses; they hand us our tickets.

12. Each morning Ahmet Bey eats breakfast, reads the paper, and goes to his office.

13. Each morning Selma Hanım eats breakfast, cares for the house, and goes to market.


15. Do you drink tea?


17. Selim Bey knows French well. He studied French at Istanbul University for three and one half years.

18. Has Ahmet come or not?

19. He hasn't come yet. But, he will come, sir. He will come.

20. This train leaves the station at eight o'clock.

Exercise B.

1. Selma bir bardak süt içer mi?
2. Teşekkür ederiz, hanımfendi. Selma hiç süt içmez. Lütfen, ona bir bardak su verir misiniz?
3. Selma, süt içmektense su içmeyi tercih eder.
4. Dün sabah Kapalıçarşıda Ahmet Bey iki güzel halı gördü.
5. İkisini de almak istedi.
6. Halı sahibi küçüğe iki bin lira, büyüge beş bin lira istedi.
7. Ahmet Bey, 'O çok pahalı. İkisine dört bin beş yüz lira veririm,' dedi.
10. O eve döner dönmez, eşı, 'Hali aldın mı?' dedi.
11. 'Hayır, aldım. Halı sahibi iki güzel halıyla yedi bin lira istedi. Çarşından halıları almadan çıktı,' dedi.
12. Eşi, 'Çok fena!' dedi.
13. Ahmet Bey, 'Ya yazık,' dedi, 'fakat o yedi bin lira isterim. Çok pahalı buldum.'
15. Ahmet Bey, 'Evet şekerim,' dedi. 'Güzel bir halı bulmaya çalışırım.'
Lesson 12

Exercise A.

1. My house is bigger than your house.
2. Will it be (a) good (thing) for Sait to come from America? Sait hasn’t come from America yet. He will come in the month of June.
3. In that year we used to go to Ankara once a month.
4. Will you please give me the salt?
5. What do you say, sir; shall we go there or not?
6. Have they come to you (your house)?
   Yes, sir, they have come twice.
   Twice? In that case they’ll come to our house, too.
   They certainly will.
7. Didn’t you go to the Ahmet Beys’?
   I didn’t. In fact, I never go there.
8. As soon as I opened the newspaper, this was what I saw.
9. The two youngsters started to run.
10. The girl’s hair is jet black.
11. Reading lots of books is (a) good (thing).
12. The little girl’s reading is good.
13. Who wrote these (writings)?
   I did.
   My boy, don’t write like this! One must write better!
14. To whom do the best apples belong?
15. Are these yours?
16. My father gets up at 7:00, eats breakfast, reads the paper, gets into the car at 8:30, and goes to his office.
17. Doesn’t he want to study?
   Not at all.
18. Aren’t you going to go today?
19. No, but I’ll go tomorrow.
20. To whom will you give these?
21. Ahmet won’t go to Italy without having given me the money.
22. In your opinion, does (will, would) Ahmet take my money?
23. Shall Ahmet go to your mother’s house tomorrow, or not?
24. They didn’t come yesterday but they will come tomorrow.
25. Will you or will you not give us the money?

Exercise B.

1. Niye Bey oğluna gitmiyeceksin?
2. Selmanın babası otomobilini kimden satın aldı?
3. Onu hangi garaja koyacak?
4. Hangi sinemaya gidecekler?
5. Mehmet hiç sinemaya gitmez.
7. Bence, oğlunuzun bu kitabi okumaması fena(dir).
8. Onlar günlerce aradılar, fakat köpeği bulmadılar.
9. Kimi bekledin?
10. Seni yarın evimde bekliyecim.
11. Ankaraya gelir gelmez Mehmet Beye telefon ettim.
12. O, kitapları size vermeden Ankaraya gitmiyecek.
15. Yavaş gidiniz!
16. İyi anlamadım.
17. En küçük kız en büyük elmayı yedi.
18. Ahmet gelecek mi, gelmiyecek mi?
19. Ahmedin fikrince Selma gelsin mi, gelmesin mi?
20. Niçin daha çok çalış羧szınız?

Lesson 13

Exercise A.

1. Who passed behind us?
2. Won’t they pass in front of us?
3. Who came after you (did)? Who came behind you?
4. Because of you, your brother also came late.
5. Why didn’t you give me an apple like this one?
6. What did you find in the box?
7. He took the newspaper from his pocket.
8. His house is on the mountain’s top.
9. The dog knows his master’s voice.
10. They brought tea for me.
11. Why did they come before eight o’clock?
12. The child wrote with his father’s pencil.
13. Why did you work?
14. We strove in order to understand, and to learn.
15. I have never read a book like this.

Exercise B.

1. Ahmet cebine ne koydu?
2. Selma çay fincanlarımı nerede buldu?
4. Kitabımı kim aldı?
5. Ahmet aldı.
6. Nereye koydu?
7. Ağacın yanına koydu.
8. Nilüfer nerede?
10. Yalnız mı gitti?
11. Hayır.
12. Kiminle gitti?
13. Ahmedin kızkardeşyle gitti.
14. Geç kalacaklar mı?
15. Hayır, buraya saat doku buçukta evvel gelecekler.

Lesson 14

Exercise A.

1. Where's your car, Ahmet Bey?
2. I don't have a car, sir. I used to (I did have one), but I've sold it.
3. Was your car good, Ahmet Bey?
4. It wasn't good. It was very old. That's why I sold it.
5. Where's little Selma, Mihri Hanım?
6. She's not here. I haven't seen Selma today.
7. But she'll come here today, won't she?
8. Yes, Mihri Hanım, I hope she's going to come.
9. Who was at your house yesterday afternoon?
10. Mehmet was (there). Ahmet was (there). A few friends came in. We sat (around and) talked. That's all . . .
11. You have two sisters, don't you?
12. No, I have only one sister, but my husband has two sisters.
13. Are there apples in Turkey?
14. Yes, in fact there are lots of apples.
15. You have two apple trees in your yard, don't you?

Exercise B.

1. Kimin kitabı bu? Bu kitap kimin(dir)?
2. Kimin kitabı yok(tur)?
3. Bunlar sizin, değil mi?
4. Bunlar sizin değil(dir), değil mi?
5. (Onun) dört kızkardeşi vardı, değil mi?
7. Evlerinde kitap yok.
8. Ahmedin babasının iki otomobili var(dir).
9. Babamızın otomobili yoktu, değil mi?
10. Ahmet orada mı(dir)?
Lesson 15

Exercise A.

1. Is your brother’s bedroom upstairs or downstairs?
2. Have you seen our sister?
3. Who took the money from under the box?
4. Ahmet [the narrator says] came here yesterday morning, said this and said that, then took my sister’s money and departed.
5. According to Ahmet, they don’t come here.
6. We found two places in the front of the streetcar.
7. My boy, don’t go indoors today!
8. Had he not gone to Istanbul before 1937?
9. The water came up to his mouth.
10. According to you, my sister did not get into Ahmet’s car.
11. What else did they want? (Apart from that, what . . .)
12. Why won’t they come?
13. They won’t be particularly anxious to come here.
14. What did he put into the teacups?
15. The train stayed five minutes in the station.
16. You haven’t gone to Turkey for a long time.
17. Does your house have a garden?
18. The youngsters started on a trip five days ago.
19. Is this house for sale or rent?
20. Istanbul has many daily newspapers.
21. Despite the fact that I am poor, I won’t take money from that man!
22. Ahmet and Erdoğan (apparently) worked hard in order to go to Istanbul.
23. Do you want to keep the big box? (Should it stay with you . . .?)
   Yes, let it stay (here) for a week or so.
24. Don’t cross in front of the train!
25. Children, please don’t open the outside door!

Exercise B.

1. Mehmet! Ahmet İstanbula gitti mi?
   Onu gördmedim. Fakat her halde gittiştir.
   Erdoğan! Siz Ahmedi gördünüz mü?
   Gördüm, efendim. İstanbula gitti. Edirneye gitti.
2. Kahveniz şekerli mi olsun, şekersiz mi (olsun)?
4. Bu sütlü kahve çok iyidir.
5. Ahmedin kardeşi 1955 senesinden evvel ölmüş müydü?
6. 1949 senesinde iki evim vardı. Şimdi üç tane var.
7. O zaman evli değildiniz, değil mi?
8. Babam daima iyilik, doğruluk ve güzellik istedi.
10. Ahmede göre gitmemiş idi.

Lesson 16

Exercise A.
1. What is the name of the newcomer?
2. They didn't tell me that Ahmet had come (came) yesterday.
3. We hoped that you would find your money.
4. What is the name of the man to whom you rented your house?
5. Which (one) of these did they want?
6. Those who know this well are few. (Not many people know this well.)
7. How many persons want to go to Beyoğlu?
8. Didn’t you see who came?
9. The teacher told us that our children work (have worked) hard in their lessons (classes).
10. Because Ahmet didn’t (hasn’t) come here, my father wrote me a letter.
11. Of the cities you’ve seen, which one is the most lovely?
12. Didn’t you see the car of the man who came yesterday, out in front of my house?
13. Has the woman whose house you bought gone to France?
14. Although they came here a number of times, we didn’t give them anything.
15. Did he say who it was who bought the best apples?
16. This sort of a thing doesn’t happen once in a hundred years.
17. Whom did you see at the door?
   Apparently somebody came a half an hour ago, sir.
18. Those who are going to board the train should wait here.
19. He said for the people who are going to get on the train to wait here.
20. The mother of the girl who found Ahmet’s money gave the money to me.

Exercise B.
1. Bu elmalardan en büyükünü istiyen kimdir?
2. Evinizi satığınız kadının ismi nedir?
3. Evini satın aldığınız adam nerede oturdu?
4. İçine sütü koyduğum fincanı kim kırdı?
5. Ahmet kimin geldiğiini gördü mi?
6. Ahmet kimin geldiğiini gördüğünü söyledi.
7. Ahmet kimin geleceğini bana sordu.
8. Size telefon ettikten sonra evden çıktım.
9. Türkçeyi iyi bildiğinizden dolayı onlara bir mektup yazar misiniz, lütfen?
10. Onlara bir mektup yazacağınızı söyledi.
Lesson 17

Exercise A.

1. Even though you didn’t come, Ahmet won’t ask for the money, will he?
2. You’ll find the watch inside the iron box.
3. I’ll get the key from the doorkeeper, won’t I?
4. Don’t you have a car?
5. They didn’t know that Fahriinnisa was coming that day, did they?
6. Which one (of them) did he want?
7. These aren’t his.
8. He said that its color was snow white.
9. It’s clear that he wanted the prettiest one of these.
10. The day Selma came here she gave Fahriinnisa two kilos of coffee.
11. Mine are better than yours.
12. Won’t you say where you put the book you read?
13. What I read (was reading) wasn’t a book. I read a weekly magazine.
14. That fellow seems to have a lot of money. His father is wealthy, too.
15. Although his father is rich, Ahmet doesn’t seem to have very much money.
16. After you have come here, you’ll learn the language very quickly.
17. The name of the daughter of the man to whom I sold my car is Selma.
18. The minute I saw it (her, him), Ahmet arrived.
19. Which (ones) of the books in your house should they (ought they to) take?
20. How much money did he ask for this tiny rug?
21. Where’s the entrance?
22. According to what Erdoğan says (said), their house is (should be) very nice.
23. This is not a matter which will happen in this fashion.
24. Don’t you say, “I won’t read the book Ahmet gave me!”
25. Mehmet had not read the book that Ahmet gave him.
26. How much does this house rent for?
   This house isn’t for rent.
   Sir, in the entire city isn’t there a house for rent?
   There are very few, but you’ll find two of them over across from the mosque.
   In your view, which of them is the better?
   As I see it, the little one (of them) is the better.
27. They didn’t like the water they drank.
28. How was the movie? Did you enjoy it?
29. Who are those people with them?
30. They seem not to be natives (or residents) of Istanbul; they’re from Antalya.
31. She’s not a woman who’ll talk in such a fashion.
32. Old houses have two parts: one of them is the selâmlık, i.e., the men’s section;
   the other part is the harem, i.e., the part for the women.
33. I've not been to the movies since I was a child.
34. (All right) let them say, ‘If only he would come! If only he would come!’ I’m not going to go.
35. They’ll say that there’s no news of him.

Exercise B.
1. Anneciğim, buraya gelin, lütfen!
2. Bahçemdenki elma ağaçları bahçenizdekilerden daha büyüktür.
3. Fotoğrafçılardan hep beraber Ankara'ya gittiler.
4. Bu binanın üç (tane) çıkışı vardır.
5. Selma, babasının yeni bir otomobil satın alacağını bana söyledi.
6. Mehmet gelmediği için Ahmedin de gelmiyeyeceğini umit ederim.
7. Babanızın yazıcısı yok mudur?
8. Dün gece gördüğümüz filmi beğenmedim.
10. Yatak odasındakine kaç para istedi?

Lesson 18

Exercise A.
1. We're going to the movies, Hasan Bey. Won't you come along, too?
2. What theater are you going to?
3. We're going to the Crystal. A very good film is playing. Come on! You'll have a great time.
4. To tell the truth (the truth of it is), Mehmet Bey, I don't particularly like movies. In addition, I've got a lot of work.
5. That's too bad, Hasan Bey. In that case, you take care of (do) your work. We'll be on our way. Good-bye.
6. Good-bye, sir. I hope the film is good. Perhaps next week I, too, will see that picture.
7. Hasan Bey was just about to go to the movies, but because he had a lot of work he changed his mind and didn't go.
8. Do you know the name of the girl whose father is in Paris?
9. I do. Her name is Selma.
10. While her father is staying in Paris, where will Selma live?
11. At present she is staying with us. Next month, when her father has come back from France, she'll live with him in their own house.
12. The children left the school two by two.
13. We all gave twenty liras apiece.
14. Mihri says that Mehmet is going to come tomorrow.
15. Do you really believe that he's coming?

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2. Ne yapıyorsunuz?
4. Ankaradaki kızkardeşinize mi İzmirdekine mi yazıyorsunuz?
5. İzmirdekin.
7. Mehmet, Ahmet kitabını aldı diye, Ahmedin babasına telefon etti.
8. Sait, Ahmet yarın gelecek diye yazıyor.

Lesson 19

Exercise A.

1. Won't the car go faster?
   It can't go any faster.
2. You can go there after you have received your passport.
3. Do you know who owns the car out there on the street?
4. We hope that you'll be able to go tomorrow.
5. (aboard a streetcar)
   Move up towards the front, gentlemen. There's lots of empty space there.
   Is there anyone who wants to get off here? Is there anyone who is going to get off at Galatasaray?
6. (on the telephone)
   Hello, hello! What number do I have, sir?
   This is the İhsan Company, sir.
   Is Ahmet Bey there?
   Which Ahmet Bey do you want, sir?
   Mr. Ahmet Mehmedoğlu.
   No, sir. He doesn't seem to be here. He must have gone out. He was here half an hour ago.
   Who are you, sir?
   I (am) Erdoğan Yılmaz.
   Erdoğan Bey! Is that you?
   It's me, sir. And you?
   I (am) Sait from Ankara. I got here today.
   My goodness, Sait Bey. Welcome!
   Thank you, my good friend Erdoğan. How are you? Are you in good shape?
   I certainly hope you're fine.
   Thanks, Sait. I'm very well. And you, how are you?
   Thank you, too. What's new, Erdoğan?
   Well, Erdoğan Bey. I've got an appointment. Good-bye. Will you please tell Ahmet Bey that I'll phone him again tomorrow?
   Sure, Sait Bey! I'll tell (him). Good-bye, sir!
7. The old woman sat weeping bitterly.
8. This is the smallest of my children's friends.
9. To hear them tell it, you're alleged to have gone there a couple of times.
10. The biggest of the cities you'll see in Turkey is Istanbul.
11. Ahmet wrote that he bought two nice rugs.
12. Is it so that you've got two big trees out behind your house?
13. Ahmet! Take this money, run fast down to the tobacconist('s store, and) quickly buy two newspapers!
14. Do you know the name of the individual who purchased the newspapers?
15. I do not believe that there is a more beautiful mountain in all the world.
16. What is this fellow's job? Is he a newsman or is he a teacher?
17. We hope that Süheylâ's sister will stay with us for two or three nights.
18. Why didn't you come, Ahmet?
19. You'll be able to get here every morning at 9:30, won't you?
20. I don't believe that you'll be able to get here every morning.

Exercise B.

1. Ahmet, 'Kitabımı bulamıyorum,' dedi.
2. Ahmet kendi kitabını bulamadığını söyledi.
3. İnşallah, bana haftada bir yazabileceksiniz.
4. Niçin binaya giremediniz?
5. Yarın Ankara'ya gidebilecek misiniz?
6. Girebilir miyim?
7. Bunu iyi okuyabileceğinizi biliyorum.
8. Onların niçin gelmediğini biliyor musunuz?

Lesson 20

Exercise A.

1. Why didn't you eat?
2. What do you say, sir? Should I go there today, or not?
3. No matter who comes, I'll give this book only to Ahmet Bey.
4. Must you really go in (after) one hour?
5. If you'll just glance (look once thus) at the watch in your hand, you'll see that it's nine thirty.
6. I am afraid that no one can come here tomorrow.
7. They weren't obliged to come here immediately.
8. Do you know why she couldn't phone?
9. It doesn't snow in our city.
10. Erdoğan's wife said that her mother had been sick for two months but had then gone back to Ankara.
11. Say what you will, I saw with my own eyes that they were ready to go.
12. If he doesn’t give you back the watch he took out of your big chest, you’ll have to (you’ll remain in the necessity to) tell his mother the truth (about it), won’t you?
13. Let her do what she wants. (Let her do it the way she wants.)
14. Hey, kids! Time’s going fast. Come, let’s go!
15. Sir, with your permission may I take a small bit of bread?
16. My son preferred to go to the movies rather than go to school.
17. You don’t know where the bookshop Ahmet described to us yesterday is, do you?
18. They didn’t say that he hadn’t gone, did they?
19. They couldn’t say that he wouldn’t go, could they?
20. Don’t you know that he can’t come?

Exercise B.

1. *Size bir fincan çay vereyim mi, efendim?*
2. *Ben gitmezsem sız de gitmiyecok misiniz?*
3. *Neden bahsedelim?*
4. *Hakikaten gitmeli miydiniz?*
5. *Hakikaten gitmeli misiniz?*
6. *Siz ne dersiniz? Biz gidelim mi, gitmeyelim mi?*
7. *O gelirse kitabı ona vereceğiz.*
8. *Onlar ise gidemediler.*
9. *‘Teşekkür ederim, efendim,’ deyin.*
10. *Parayı bize vermek mecburiyetinde değilid.*

Lesson 21

Exercise A.

1. Was the teacup broken?
2. As I view it, that is something which really can’t be known.
3. The books written by that man are hard to come by nowadays.
4. Ahmet was in Beyoğlu yesterday.
5. Was the cup broken by you?
6. The news was officially announced by the government.
7. They sat me down on a chair and wouldn’t let me go.
8. I have to go, sir. In fact, I’m late. Good-bye for now.
   Good-bye, Mehmet Bey. I hope we’ll get together again.
9. The big box wouldn’t go through the door. Therefore it was let down from the window.
10. It can’t be said that that man never came (comes) to our house. He has come a few times.
11. We talked about Ahmet for two hours. Then we reached a decision. Everything was agreed upon.
12. No matter what they say, we won’t let (give permission to) you (to) go there.
13. Permit me to assist you, Sir!
15. Have you forgotten what you yourself said?
16. By whom was this house built?
17. Didn’t you ask them where they’d put the money?
18. Don’t ask me that!
19. They washed in the sea.
20. If I have to go to Izmir Friday, I don’t know what I’ll do.
21. These new factories are being developed.
22. According to what is being said, he will never come back from Istanbul.
23. If you don’t work, you won’t be able to learn.
24. Who is teaching you Turkish?
25. Instead of the word talebe in old Turkish, today the word öğrenci is more frequently used.

Exercise B.

1. Bu su içilmez.
4. Ahmet tütünü Mehmede getirtti.
5. Bu yoldan İzmir’e gidilmez.
6. Yol genişletiriliyor.
7. Oğlum, çabuk giyin!
8. Bu haber hükümetçe bildirildi.
10. Onun elyazısı okunmaz.

Lesson 22

Exercise A.

1. You don’t know whether Ahmet Bey will go to the movies with us tomorrow, do you?
2. While I was in Beyoğlu, some thief entered my house, silenced my dog, and took two good rugs and 500 liras.
3. Because they couldn’t keep the children quiet, the teachers wrote letters of complaint to each of their fathers.
4. Goodness, Erdoğan Bey! How your son has grown! I can’t believe my eyes.
5. Because we don’t know which of your friends will be able to come, we still haven’t decided which restaurant to eat in.
6. I can’t exactly remember how many months it has been since Süheylâ Hanım took sick.
7. They had known for a long time that I couldn’t come that day. Therefore I just somehow can’t understand why they didn’t remind you of it.
8. When the girl saw her father she began both to run and to weep.
9. If I have to stay more than two weeks in Istanbul, I’ll not be able to meet with you in Ankara.
10. Since I wasn’t sure whether your mother knew you had been in Ankara that week, I didn’t show either her or your father the snapshot that I took there.
11. If they decide not to go there but to stay here, I’m sure they’ll ask me for the books which I had promised would be sent to you.
12. Is it better for you to live in Istanbul than in Ankara?
13. As is known, one can’t get into the library on holidays.
14. When the door was opened, the children ran to their places and sat down.
15. If they aren’t made to unite, they’ll not be able to do what they want to do.
16. The doctor would go to his office each day and receive his patients.
17. If you don’t go, what will happen?
18. Although I’ve never gone there, they write me a letter every week and say that they are always expecting me.
19. Because the weather was bad we did not go swimming.
20. Have you forgotten that seeing is believing?

Exercise B.

1. Kapıyı açarak otomobiline binip gitti.
2. Dünyanın küçüldüğünü unutmayınız.
3. Ahmedin bu kitabı okuyup okumadığını biliyor musunuz?
4. Çok çalışarak Türkçeyi iyi öğrendi.
5. Fiyatlar gittikçe yükseldi.
6. Giderken bana bir lira verdi.
7. Oraya gidip ona biraz para verirsek çok iyi olur.
8. Oraya gitmemeye ve burada kalmaya karar verdiler.
## Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>açık</td>
<td>open</td>
</tr>
<tr>
<td>açılmak (açılır)</td>
<td>to be opened</td>
</tr>
<tr>
<td>açmak (açar)</td>
<td>to open (trans.)</td>
</tr>
<tr>
<td>adam</td>
<td>man</td>
</tr>
<tr>
<td>afyon</td>
<td>poppy, opium</td>
</tr>
<tr>
<td>ağabeyi</td>
<td>elder brother</td>
</tr>
<tr>
<td>ağacı</td>
<td>tree</td>
</tr>
<tr>
<td>ağız (ağzi)</td>
<td>mouth</td>
</tr>
<tr>
<td>ağlamak (ağlar)</td>
<td>to weep</td>
</tr>
<tr>
<td>Ağustos</td>
<td>August</td>
</tr>
<tr>
<td>Ahmet</td>
<td>man's name</td>
</tr>
<tr>
<td>ak</td>
<td>white</td>
</tr>
<tr>
<td>akmak (akar)</td>
<td>to run, flow</td>
</tr>
<tr>
<td>akşam</td>
<td>evening</td>
</tr>
<tr>
<td>akşam yemeği</td>
<td>evening meal</td>
</tr>
<tr>
<td>alcak</td>
<td>low</td>
</tr>
<tr>
<td>alfabe</td>
<td>alphabet</td>
</tr>
<tr>
<td>alışmak (alışır)</td>
<td>to be or become accustomed to (with dat.)</td>
</tr>
<tr>
<td>Ali</td>
<td>man's name</td>
</tr>
<tr>
<td>âli</td>
<td>lofty, sublime</td>
</tr>
<tr>
<td>Allah</td>
<td>God</td>
</tr>
<tr>
<td>almak (alır)</td>
<td>to buy, get, take</td>
</tr>
<tr>
<td>alo</td>
<td>hello (on the telephone)</td>
</tr>
<tr>
<td>alt</td>
<td>bottom</td>
</tr>
<tr>
<td>altı</td>
<td>six</td>
</tr>
<tr>
<td>altı</td>
<td>gold</td>
</tr>
<tr>
<td>altı</td>
<td>sixty</td>
</tr>
<tr>
<td>aman</td>
<td>oh! alas! my goodness!</td>
</tr>
<tr>
<td>amma</td>
<td>but</td>
</tr>
<tr>
<td>anahtar</td>
<td>key</td>
</tr>
<tr>
<td>anlamlamak (anlasılır)</td>
<td>to be understood, agreed</td>
</tr>
<tr>
<td>anlatılmak (anlatılır)</td>
<td>to be explained</td>
</tr>
<tr>
<td>anlatmak (anlatır)</td>
<td>to explain, recount, make understand</td>
</tr>
<tr>
<td>anlayış</td>
<td>penetration; manner of understanding</td>
</tr>
<tr>
<td>anlayışlı</td>
<td>perceptive</td>
</tr>
<tr>
<td>anne</td>
<td>mother</td>
</tr>
<tr>
<td>apartıman</td>
<td>apartment building</td>
</tr>
<tr>
<td>ara</td>
<td>midst, interval</td>
</tr>
<tr>
<td>arka</td>
<td>back</td>
</tr>
<tr>
<td>Aralık</td>
<td>December</td>
</tr>
<tr>
<td>aramak (arar)</td>
<td>to search for</td>
</tr>
<tr>
<td>Arap (Arabi)</td>
<td>Arab</td>
</tr>
<tr>
<td>arkadaş</td>
<td>friend</td>
</tr>
<tr>
<td>Arnavutköy 'Albanian Village'</td>
<td>(a suburb of Istanbul)</td>
</tr>
<tr>
<td>aşağı</td>
<td>down</td>
</tr>
<tr>
<td>at</td>
<td>horse</td>
</tr>
<tr>
<td>ata</td>
<td>ancestor</td>
</tr>
<tr>
<td>ayak (ayağı)</td>
<td>foot</td>
</tr>
</tbody>
</table>
bulunmak (bulunur): to be found; to be

buluşmak (buluşur): to meet together, to convey (intrans.)

buluşturulmak (buluşturulur): to be caused to meet or get together

bulvar: boulevard

bura*: here, this place

büro: office

bütün: whole, entire, all

büyük: big, large, great

büyülük: largeness, bigness, greatness

büyümek (büyür): to grow larger

cadde: street, avenue

cam: mosque

cep (cebi): pocket

Cuma (günü): Friday

Cumartesi (günü): Saturday

çabuk: fast

çalışmak (çalışır): to work, work hard

çarçabuk: extremely swift

çarpışmak (çarşır): to collide

çarpıştırılmak (çarştırılır): to be caused to collide

çarpıştırmak (çarştırır): to cause to collide

çarpmak (çarpar): to hit, strike against (with dat.)

Çarşamba (günü): Wednesday

çarşı: market, bazaar

çay: tea

çekmek (çeker): to pull, to take a photograph

çekmek: to take a photograph

çeyrek: quarter

çıkmak (çıkar): to go out of (with abl.); to go up; to come up to (with dat.); to set forth on (with dat.)

çiçek: flower

çoçuk (çoğu): child

çoçukluk: childhood; childishness

cok (çoğu): much, many, very

çünkü: because

dv²: also, too, for X's part, in X's turn

dağ: mountain

daha: more

daima: always

dakika: minute (time)

defa: time, occurrence

değil: not (with 'to be')

demek (der): to say, speak (used only with direct quotation)

Demek, gittin. In other words (that is to say), you went.

demir: iron

deniz: sea, ocean

derhal: immediately

ders: lesson, class

dış: outside

dışarı: outside

diğer: (the) other

dikkat: caution; dikkat etmek: to be careful (with dat.), to pay attention

dilim: slice

diş: tooth

dogrú: right, true, straight; straight toward (with dat.)

dogruluk: rightness, straightness
doksan ninety
dokuz nine
dolar dollar
dönmek (döner) to turn
   (intrans.); to return, go back to
   (with dat.)
dört (dördü) four
dükkan shop, store
dün yesterday
dünya world
edebi literary
efendi gentleman, sir
eger if
Ekim October
ekmek bread, loaf of bread
el hand
elektrik (elektriği) electricity
elektriksiz not electrified
elektrikli electrified
elli fifty
elma apple
emin certain of, sure of (with
   abl. or dat.)
en (the) most
endişe anxiety endişe etmek to
   worry
Erdoğan man’s name
erkek male
erken early
eski old
es wife, husband
et meat
etmek (eder) to do, to make
   (auxiliary verb)
ev house
ev sahibi house owner; landlord
evvel before (with abl.)
ev et yes
evli married
evilik matrimony
Eylül September
eyvallah (mild exclamation,
   Arabic) Ah, by God! So be it!
fabrika factory
Fahrünisa woman’s name
fakat but
fakirlik poverty
fazla more than (with abl.), too
   much
fena baa
fikir (fikri) idea
fil elephant
filim (filmi) (photographic) film;
   moving picture
fincan cup
fiyat price
fotoğraf photograph
fotoğrafçı photographer
Fransız French
Fransızca the French language
frenk Frank (i.e. west European)
garaj garage
gâvur heathen
gazete newspaper
gazeteci newspaperman
gazetecilik journalism
gece night
geç late
geçilmek (geçilir) to be crossed
   over
geçmek (geçer) to cross over (with abl., dat., and acc.)
gelişmek (gelişir) to flourish, to develop (intrans.)
geliştirilmek (geliştirilir) to be developed
gelmek (gelir) to come
genç young
genişletilmek (genişletilir) to be widened
gerek right, proper, necessary
getirilmek (getirilir) to be brought
getirmek (getirir) to bring, to import
giram (or gram) gram
gibi like (postposition)
gidilmek (gidilir) to go (impersonal)
gidiş manner of going
girilmek (girilir) to be entered
giriş entrance; manner of going in
girmek (girer) to go into (with dat.)
gitmek (gider) to go
giynmek (giyinir) to dress (reflexive)
giymek (giyer) to wear (clothing)
göl lake
gönderilmek (gönderilir) to be sent
göndermek (gönderir) to send
göre according to (with dat.)
görmek (görür) to see
görücü matchmaker
görünmek (görünür) to be visible, to seem
görüşmek (görmüşür) to converse, discuss
görüşülmek (görüşülür) to be discussed
görüştürmek (görüştürür) to cause to converse
görüştürülmek (görüşturulur) to be made to converse with each other
göstermek (gösterir) to display, show (trans.)
göz eye
gözlık eyeglasses
güç difficult
güçlük difficulty
gülmek (güler) to laugh
gümüş silver
gün day
günlük daily
güzellik beauty
ha so!
haber news
hafta week
haftalık weekly
hak (hakki) right, truth; God
bunun hakkında concerning this
hakikat (hakikati) fact, reality
hakikaten really
Hakki man’s name
hal (hali) circumstance, situation, condition; (with relative gerund) although
hall rug
hangi which? what?
Hanım Mrs.; Miss
harem women’s section of old Turkish house
hasta sick
hatırlamak (hatırlar) to remember
hatırlatmak (hatırlatır) to cause to remember
hava air; weather
havuz pool
hay! hay! (exclamation of enthusiasm)
yayıf life
haydi (interjection) Well! Hey! Come on!
hayır no (opposite of yes)
hazır ready, prepared
Haziran June
henüz as yet
hep (hepsi) all
her each, every
hırsız thief
hiç none; nothing; never, ever (with positive verb) hiç bir not a
hisar fortress, castle
hoş fortunate; pleasing Hoşuna gider. It pleases him. He enjoys it.
hükümet government
ırmak river
ısmarlamak (ısmarlar) to commend to, order
iç inside
içeri inside
içilme (içilir) to be drunk (passive of 'to drink')
için for
içirilmek (içilir) to be caused to drink
içirmek (içirir) to cause to drink
içmek (içer) to drink
ihtiyarlamak (ihtiyarlar) to grow old
iki two
ıktisadi economic, economical
ile with
ilk first
inanmak (inanır) to believe (with dat.)
indirilmek (indirilir) to be lowered
indirmek (indirir) to cause to descend; to lower
İngilizce the English language
inmek (iner) to descend from, dismount, get out of (with abl. or dat.)
insallah if God will; I hope...
ise (conditional sign); however, as for
isim( ismi) name
iskemle chair
İsmail man's name
ispirto spirits, alcohol
istasyon station
istemek (ister) to want, wish, desire, need, require
iş matter, work, job, business iş görmek to do work, have a job
iste so, thus, all right, etc.
İtalya Italy
itmek (iter) to push
işi good
iyileşmek (iyileşir) to grow better, improve (intrans.)
iyilik goodness, the good
Japonya Japan
kaatil murderer
kaç how much? how many?
kaçışmak (kaçışır) (for all) to flee; to run off in different directions
kaçmak (kaçar) to flee
kadar amount; up to (with dat.)
kadin woman
kahvaltı breakfast kahvaltı yapmak to eat breakfast
kahve coffee; coffeehouse
kalem pencil
kalmak (kalır) to stay, remain in (with loc.)
kapalı covered; roofed-over
kapıcı doorkeeper, concierge
kar snow
kâr profit
kara black
Karaköy a section of downtown Istanbul
karar decision karar vermek (with dat.) to decide
kardeş brother
kâr profit
kara black
Karar decision karar vermek (with dat.) to decide
kardeş brother
kari wife
karsi against, opposite
kasaba town
Kasim November
kat (katı) floor, story (of a building) katil (katli) murder
kedi cat
kelime word
kendi self; own
kere time, occurrence
kilmak (kılır) to make, do (archaic)
kırılmak (kırılır) to be broken; to break (intrans.)
kirk forty
kirmak (kirar) to break (trans.)
kısm (kısmı) section, part
kiz girl, daughter, maiden, female
kızkardeş sister
kızil red, scarlet
kızmak (kizar) to become angry
ki that (relative)
kilo kilogram
kilometre kilometer
kim who?
kimse nobody
kira rent kirara vermek to rent (to some one)
kiralık for rent
kişi person
kitap (kitabı) book
kitapçı bookseller
kitapçılık the book business
klinik doctor’s office, clinic
koca husband
kol arm
kolay easy
konuşmak (konuşur) to talk, converse
korkmak (korkar) to be afraid of (with abl.)
koşmak (koşar) to run
koymak (koyar) to put, place (with dative of the place into which the object is put)
köpek  dog
körfez  gulf
köy  village
kul  slave, subject; worshiper
kulak  ear
kullanılmak (kullanır)  to be used
küçük  small, little
küçülmek (küçülür)  to grow smaller
kütüphane  library
-l V²  (See  ile.)
lâle  tulip
lamba  lamp, light bulb; radio tube
lázım  necessary
limon  lemon
limonlu  with lemon
lira  lira (pound: unit of money)
lisan  language, tongue
lokanta  restaurant
Londra  London
lütfen  please
Lübnan  the Lebanon
Lübnani  Lebanese
m V⁴  (spoken question mark)
maalesef  unfortunately
marmara  marble
Mart  March
maşallah  my goodness! (Arabic: what God wills)
Mayıs  May
mecburiyet  necessity, obligation
mecmua  magazine
Mehmet (Mehmedi)  man’s name (Arabic Muhammad)
Mehmetçik  Turkey’s G.I. Joe, Tommy Atkins
mektep (mektebi)  school
mektup (mektubu)  letter
merhaba  hello (informal greeting)
metre  meter
mevcut  extant
mevki  class, rank
meyva  fruit
Mihri  woman’s name
millî  national
milyar  billion
milyon  million
minare  minaret
Mösyö  Monsieur
muallim  teacher
muallimlik  pedagogy
mutlaka  positively
müsaade  permission
namaz kılmak  to perform the formal Moslem prayer ritual
nasıl?  how? what sort of?
nazaran  in view of, according to (with dat.)
nazır  overlooking, looking out upon (with dat.)
ne?  what?
ne (exclamatory)  how very!
ne . . . ne (negative) neither . . . nor. (with positive or negative verb)
nere*?  where? what place?
netice  result, consequence
ne zaman?  when? what time?
niçin (ne için)?  why?
Nilüfer  water lily; woman's name
Nisan  April
not  grade, mark
numara  grade, mark
o  he, she, it; that, those (demonstrative)
Ocak  January
oda  room
oğul (oğlu)  son
ok  arrow
okul  school
okumak (okur)  to read, to study
okunmak (okunur)  to be read
olmak (olur)  to become, happen
olunmak (olunur)  to be
on  ten
onlar  they
ora*  there, that place
otel  hotel
otobüs  bus
otomobil  automobile
oturmak (oturur)  to sit, dwell
oturtmak (oturur)  to cause to sit or dwell
oturtulmak (oturtulur)  to be caused to sit or dwell
otuz  thirty
oynamak (oynar)  to play
öbür  the other
öbür gün  the day after tomorrow
öğle  noon
öğle yemeği  noon meal
öğrenci  pupil
öğrenmek (öğrenir)  to learn
öğretim (öğretim)  to teach
öğretmen  teacher
ölmek (ölr)  to die
ön  front
öyle  thus, in that fashion
pahalı  expensive
para  money
paralı  rich
parasız  moneyless
parasızlık  poverty
parça  part
pasaport  passport
Pazar (günlü)  Sunday
Pazartesi (günlü)  Monday
pek  very, very much
pencere  window
Perşembe günü  Thursday
peynir  cheese
pişirmek (pişirir)  to cook (trans.)
polis  police
postacı  mailman
pul  stamp (postage, etc.)
radyo  radio
rağmen  despite (with dat.)
randevu  appointment
renk (rengi)  color
resmen  officially
rica  request
Rus  Russian
saat (saati)  hour, time; watch, clock
sabah  morning
saç  hair
sahip (sahibi)  owner, master
Sait (Saidi)  man's name
sakın  in any case, at any cost, but
Salı (günü)  Tuesday
sanat (sanati)  art, craft
saniye  second (time)
satılık  for sale
satmak (satar)  to sell
sebep (sebebi)  reason, cause
sekiz  eight
seksen  eighty
selâmlık  men's section of old Turkish house
Selim  man's name
Selma  woman's name
sen  you (familiar singular)
sene  year
sevinmek (sevinir)  to be or become happy
sevmek (sever)  to like; to love
seyahat  travel, trip
seyahat etmek  to travel
sicak  hot
sira  line, rank, file
sinema  movie house
siyah  black
sokak (sokağı)  street
son  last
sonra  after (with abl.)
sormak (sorar)  to ask Mehmet bana onu sordu.  Mehmet asked me (about) it.
söylemek (söyler)  to speak, say, tell (not used with direct quotations: see demek)
söylemek  to be said
söz  word; promise
sözcü  speaker
su  water
Suat (Suati)  woman's or man's name
susturmak (susturur)  to cause to be silent
susuz  waterless
susuzluk  aridity
süt  milk
sütü  with milk
 Süheylâ  woman's name
Şam  Damascus
Şamî  Damascene
şair  poet
şehir (şehri)  city
şeker  sugar; candy
şekerli  with sugar
şekersiz  without sugar
şey  thing; uh- uh- ahem . . . (said when one hesitates in speech)
şikâyet  complaint  şikâyet etmek  to complain
şimdi  now
şimdilik  for the present
şirket  company, firm (business)
şöyle  thus; in that fashion; as follows
şu  that, those (demonstrative); at some distance away; which follow(s)
Şubat  February
Taksim  a downtown section of Istanbul
talebe student
tane counting word
taraf side; part; (used to express agent with passive)
tarif etmek to describe, define
taş stone
telefon etmek to telephone
temmuuz July
tercih etmek to prefer (with obj. def.)
testekkür etmek to thank
tiyatro theater
top ball, sphere
tramvay streetcar
tren train
tutmak (tutar) to grasp, hold, catch
tuz salt
tuzluk saltcellar
tuzluk saltiness
tuzsuz salt free
tuzsuzluk saltlessness
türk Turk; Turkish
türkçe the Turkish language
türkiye Turkey
türkü fashion
tütün tobacco
tütüncü tobacconist
cucaq airplane
cucaq small
cucaq (unutar) to forget
cuza long, tall
cuça three
uğit (ümidi) hope

üniversite university
üst top
üzere (üzre) over, upon, on the point of, for the purpose of
vapur steamer, ferry
var extant
vaz geçmek to change one's mind about (with abl.)
ve and
verilmek (verilir) to be given
vermek (verir) to give to (with dat. or acc.)
ya and as for . . .
ya . . . ya either . . . or
yağ grease, (cooking) fat; (vegetable) oil
yağmak (yağar) to fall as precipitation
yağmur rain
yağmurlu rainy
yalan lie, falsehood
yalınız only, alone
yan side
yani that is, i.e., I mean
yapılmak (yapılır) to be made
yapmak (yapar) to make, do
yaramazlık mischief
yardım help
yarım one half (not used with other numbers)
yas age (of humans)
yaslı old (of humans)
yatak bed
yavaş slowly
yazı writing, article
yazıcı secretary (usually in the armed forces)
yazık  a pity, too bad
yazmak (yazar)  to write
yedi  seven
yemek (yer) to eat
yemek  food, meal  yemek yemek
to eat a meal
yeni  new
yer  place, location
yetmiş  seventy
yıkamak (yukar)  to wash (trans.)
yıkanmak (yıkanır)  to wash
(reflexive)
yıl  year
yıl mak (yılar)  to flinch
yine  again

yok  non-extant
yol  road, voyage
yukarı  up
yumuşak  soft
yüksek  high, tall
yükselmek (yükselir)  to grow
higher
yüz  face; hundred
yüzmek (yüzer)  to swim
zaman  time  bazı zaman  some-
times  bir zamanlar  sometimes
zaten as a matter of fact, in
reality, at any rate
zengin  wealthy
zira  because
Turkish is the primary language of some thirty million people. Anyone concerned with current social, political and cultural developments in Turkey knows that a practical understanding of the basic patterns of modern Turkish is an invaluable skill that until now has been difficult to attain without extensive training.

This superb grammar and exercise text, used successfully for years at Princeton University, enables English-speaking students—in and out of the classroom—to gain a quick and thorough understanding of modern Turkish. In a carefully arranged sequence of 23 lessons, Lewis V. Thomas, late Professor of Oriental Studies at Princeton, presents thorough coverage that allows the student to begin to use the basic patterns of modern Turkish without time-consuming and expensive private instruction.

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