

DLI Basic Grammar Supplement

-- from the DLI language books --

(most of Books 1 – 10 and some of Books 11 – 14, corresponding to
material covered in Pollard's *Teach Yourself Turkish*)

(*Note: the remaining DLI material is covered in the *Advanced Grammar Notes**)

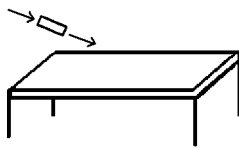
Grammar Notes - Lesson 17

(Lessons 17 & 18 explain all the grammar that was introduced in Lessons 1 – 16.)

Noun Endings

Grammar Analysis

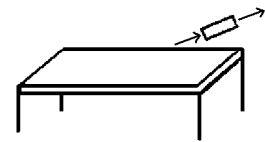
masa	-	table
masaya	-	to the table, onto the table, into the table, at the table
masada	-	at the table, on the table, in the table
masadan	-	from the table, through the table



masaya



masada



masadan

In order to show the relationship of a noun or pronoun to other words in the sentence, a suffix is added. (Turkish has no prefixes.)

I. Dative Case:

To indicate the idea of to, onto, into (nearly always implying motion toward) we add the suffix:

Nouns ending in a consonant

-e
-a

Nouns ending in a vowel

-ye
-ya

This is called the dative case. This suffix is added only to the indirect object of the verb.

Whether we use **e** or **a** is determined by the last vowel of the word (this agreement between vowels is called **vowel harmony**).

Examples:

ev	eve	adam	adama
tebeşir	tebeşire	kadın	kadına
göz	göze	kol	kola
süt	süte	tuz	tuza

When the word ends in a vowel, a **y** is placed before the suffix.

Examples:

pencere	pencereye	masa	masaya
kedi	kediye	kapı	kapıya
paraşütçü	paraşütçüye	pipo	pipoya
		kutu	kutuya

II. Locative Case:

To indicate the idea of **in, at, or on** (location in the widest sense) we add:

de or **te**
da or **ta**

This is called the **locative case**. This suffix is also added only to the indirect object of the verb.

The vowel harmony is identical to the dative. But as the suffix begins with a consonant, there is no need to insert a **y** after words ending in a vowel. However, there is **consonant** harmony. Words ending in a vowel or voiced consonant (b, c, d, g, ğ, j, l, m, n, r, v, y, z) take **de** or **da** and words ending in an unvoiced consonant (ç, f, h, k, p, s, ş, t) take **te** or **ta**.

ev	ev de	adam	adam da
tebeşir	tebeşir de	kadın	kadın da
göz	göz de	kol	kol da
pencere	pencere de	tuz	tuz da
kedi	kedide	masa	masa da
paraşütçü	paraşütçü de	kapı	kapı da
pipo	pipod da	kutu	kutu da
ceket	ceket te	çavus	çavuş ta
üç	üç te	sınıf	sınıf ta
dört	dört te	pilot	pilot ta
cephanelik	cephanelik te	mektup	mektup ta

III. Ablative Case

To indicate the idea of **from, through** (nearly always motion through and away from) we add the suffix:

den or **ten**
dan or **tan**

This is called the **ablative case**. Again this suffix is added only to the indirect object of the verb.

The vowel harmony and the consonant harmony is the same as the locative.

ev	ev den	adam	adam dan
tebeşir	tebeşir den	kadın	kadın dan
göz	göz den	kol	kol dan
pencere	pencere den	tuz	tuz dan
kedi	kedib den	masa	masa dan
paraşütçü	paraşütçü den	kapı	kapı dan
pipo	pipod an	kutu	kutu dan
ceket	ceket ten	çavus	çavuş tan
üç	üç ten	sınıf	sınıf tan
dört	dört ten	pilot	pilot tan
cephanelik	cephanelik ten	mektup	mektup tan

IV. -Ki

The suffix **-ki** added to the locative case of a noun **odada**, pronoun **bende** or an adverb or place **orada** means **that which is**.

The resulting word **odadaki, bendeki, oradaki** may be used as a pronoun or adjective. When used as an adjective it always qualifies a noun.

As an adjective

Masadaki kalem	(the pencil on the table)
Odadaki talebeler	(the students in the room)
Oradaki iskemle	(the chair over there)

As a pronoun

When used as a pronoun it is used by itself.

It means **the one which is**.

Masadaki kalem benim; kutudaki kimin?

(The pencil on the table is mine; whose is the one in the box?)

Note: -ki does not change, according to the vowel harmony. The vowel **i** does not change according to vowel harmony. **Exception:** It is sometimes added directly to **dün, gün, or** compounds with **gün**, it becomes **kü**.

dü nkü	(yesterday's)
o gü nkü	(that day's)
bugü nkü	(today's)

Grammar Notes - Lesson 18

Other Noun Endings

1. Definite Article:

There is no word in Turkish that corresponds to the English **the**. Only the context tells us whether to use it or not in translating into English.

Et çok pahalı.

Meat is very expensive.

Et dolapta.

The meat is in the cupboard.

2. Subject:

A word that is the subject is in the simple form. It has no case suffix.

3. Indefinite Object:

When a word is the direct object of a verb and is indefinite it remains in the simple form.

Kahve içiyoruz.

We are drinking coffee.

Bir çocuk görüyorum.

I see a child.

4. Definite Object: (Accusative case)

When the direct object of a verb is **definite** (when it refers to a definite person, thing, or place), it takes the definite objective suffix **i** (**ı, u, ü**), and when the word ends in a vowel then the letter **y** is inserted between the word and the suffix; **yi, (y)ı, (y)u, (y)ü**, the word is then in the **accusative case**.

Adamı görüyorum.

I see the man.

Kalemı alıyorum.

I am taking the pencil.

Çocukları görüyoruz.

We see the children.

O kitabı istiyorum.

I want that book.

Bu çayı içmeyiniz.

Don't drink this tea.

Masayı alıyor.

He is taking the table.

Öğrenciyi çağırıyorum,

I am calling the student.

Sütçüyü biliyorum.

I know the milkman.

5. Verb "to be" Present Tense

The verb **to be** in the present tense is a suffix and not an independent word.

	after e or I	after a or ı	after ö or ü	after o or u
I am	-(y)im	-(y)ım	-(y)üm	-(y)um
Thou art	-sin	-sın	-sün	-sun
He is	-dir (tir)	-dır(tır)	-dür(tür)	-dur(tur)
We are	-(y)iz	-(y)ız	-(y)üz	-(y)uz
You are	-siniz	-sınız	-sünüz	-sunuz
They are	-dir(ler)	-dır(lar)	-dür(ler)	-dur(lar)
	-tir(ler)	-tır(lar)	-tür(ler)	-tur(lar)

Note: The verb "to be" is **never** stressed in **any** of its forms.

See lesson 27 for the singular form thou art.

See lesson 28 for the use or omission of **dir** in the third person.

(y): Because (I am) **-im** and (we are) **-iz** begin with a vowel, a (y) is placed before them if they follow a word that ends in a vowel.

	asker	-	asker im
	öğretmen	-	öğretmen iz
but	öğrenci	-	öğrenci yim
	hasta	-	hastay ım
	iyi	-	iyi yim
	orada	-	oraday ım
	evde	-	evdey iz
	arkadaşı	-	arkadaşı yız

6. Plural: (verb “to be”)

A. In spoken language it is quite common to drop the **ler** in the verb if the subject is in the plural.

Çocuklar evde - The children are at home

B. Inanimate plural subjects take a singular verb

Bu dağlar çok yüksek. - The mountains are very high.

7. The Plural Suffix is **ler** or **lar**, added directly to the noun before **any other suffix**. It is always the **first** suffix.

kalem	-	pencil	yaprak	-	leaf
kalemler	-	pencils	yapraklar	-	leaves
çocuk	-	child	kutu	-	box
çocuklar	-	çocuklar	kutular	-	boxes
adam	-	man	öküz	-	ox
adamlar	-	men	öküzler	-	oxen
koyun	-	sheep			
koyunlar	-	sheep			

8. Negative of “to be”

The negative of **to be** is expressed by the word **değil** (not) with the proper ending.

değilim	-	I am not.
değilsin	-	Thou art not.
değil (dir)	-	He is not.
değiliz	-	We are not.
değilsiniz	-	You are not
değil (dirler)	-	They are not.

9. Interrogative (verb “to be”)

This is formed by **mi, mı, mü, mu**, the interrogative particle, followed by the verb **to be** endings.

Asker miyim?	-	Am I a soldier?
Asker misin?	-	Are you a soldier?
Asker mi (dir)?	-	Is he a soldier?
Asker miyiz?	-	Are we soldiers?
Asker misiniz?	-	Are you soldiers?
Asker mi (dirler)?	-	Are they soldiers?

10. Mi (interrogative particle)

Mi This is the interrogative particle and makes a question out of a statement. It is always written separately.

ben	-	I
ben mi	-	I?

It accurately records what in English would be indicated by stress but which could never be a grammatical form.

Kitabı size veriyorum. I am giving you the book	Kitabı size mi veriyorum? Am I giving you the book?
Kitabı mı size veriyorum? Am I giving you the book ?	Kitabı size veriyor mu yum? Am I giving you the book?

And if you want to emphasize **I**, “Am **I** giving you the book?” - we use the pronoun **ben** which otherwise would be unnecessary and say:

Kitabı size **ben mi** veriyorum?
Mi immediately follows the word we wish to emphasize.

11. ci (occupation or profession)

The suffix **ci** (**cı, cu, cü**) or **çi** (**çı, çu, çü**) after vowels and voiced consonants, denotes regular occupation or profession.

kapı	-	door
kapıcı	-	doorman
süt	-	milk
sütçü	-	milkman
tütün	-	tobacco
tütüncü	-	tobacconist
ne?	-	what?
neci?	-	of what profession?

12. li (forms adjectives)

When the suffix **li** (**lı, lu, lü**) is added to a noun it forms an adjective meaning:

A. Possessing whatever the noun represents.

kuvvet	-	strength
kuvvet li	-	strong
tuz	-	salt
tuz lu	-	salty

kıymet	-	value
kıymetli	-	valuable
dört oda	-	four rooms
dört odalı	-	having four rooms (speaking of a house)

- B. When added to a word that is the name of an article of clothing, it simply means someone wearing or dressed in whatever the noun indicates.

şapka	-	hat
şapkalı	-	a person wearing a hat
mavi elbise	-	blue dress
mavi elbiseli	-	someone wearing a blue dress
siyah kravat	-	black tie
siyah kravatlı	-	someone wearing a black tie

- C. When added to names of places or towns it signifies one who lives in or was born in the particular place or town.

İstanbul	-	city of İstanbul
İstanbullu	-	one who is from or was brought up in İstanbul
Teksas	-	Texas
Teksaslı	-	a Texan
Avrupa	-	Europe
Avrupalı	-	European

12. -siz (without)

-siz (sız, suz, süz) means **without**

kuvvetli	-	strong
kuvvetsiz	-	weak (without strength)
tuzsuz	-	without salt
kıymetsiz	-	valueless
gözlüksüz	-	without glasses
penceresiz odalar	-	rooms without windows

13. Possessive Compounds:

A noun without a suffix (nominative) may precede a possessed noun forming a compound. The first noun is not specific or definite and the resultant compound functions like a single noun.

çocuğun ayakkabısı (the child's shoes) - çocuk ayakkabısı (children's shoes)

kadının şapkası (the woman's hat) - kadın şapkası (women's hats)

askerin ceketi (the soldier's coat) - asker ceketi (soldiers' coats)

Grammar Notes - Lesson 19

1. İzafet (possessive)

Possession (my book, the man's money) or relationship (our friend, the child's progress) is indicated by a construction called the izafet construction.

benim kitabım	-	my book
adamın parası	-	the man's money
bizim arkadaşımız	-	our friend
çocuğun gelişmesi	-	the child's progress

The first element of this construction (benim, adamın, bizim, çocuğun) takes the suffix **-in** (ın, un, ün). The two exceptions are benim (my) and bizim (our, first person singular and plural,) which take **-im**.

The noun or pronoun is then said to be in the genitive case.

When the word ends in a vowel the letter **n** is placed before the suffix (only in the third person singular).

after consonant			after vowel		
asker	-	asker in	talebe	-	talebe nin
subay	-	subay ın	masa	-	masa nın
pilot	-	pilot un	kutu	-	kutu nun
göz	-	göz ün	sütçü	-	sütçü nün

The second element of the izafet construction, kitabım, parası, arkadaşımız, gelişmesi, the thing, person, or quality **belonging** to or **related** to some other person or thing (the first element) takes the **possessive suffix**.

Table of Possessive Suffixes

After Consonants			After Vowels		
my	-	-im (ım, um, üm)	evim	-	-m
thy	-	-in (ın, un, ün)	evin	-	-n
his	-	-i (ı, u, ü)	evi	-	-si (sı, su, sü)
our	-	-ımız (ımız, umuz, ümüz)	evimiz	-	-miz (mız, muz, müz)
your	-	-iniz (ınız, unuz, ünüz)	eviniz	-	-niz (nız, nuz, nüz)
their	-	-leri, ları	evleri	-	-leri, ları

2. The verb:

The verb has three distinct elements:

1. stem
2. tense-suffix
3. personal ending

- A. The **stem** determines the meaning
- B. The **tense-suffix** determines time or mode.
- C. The **personal ending** determines person and number.

The stem and tense-suffix are altered by adding suffixes.

To get the stem the **mek** or **mak** suffix of the infinitive is dropped.

sev mek	-	sev (to love)
sevdir mek	-	sevdir (to make one love)
sevdi rebilmek	-	sevdi rebil (to be able to make one love)

To this stem is added the tense-suffix. The third person singular in all tenses and modes is simply the stem and the tense-suffix, which for convenience we call the tense-base. To this base the personal endings are added.

3. Present Time

In the present tense the tense-suffix is -yor preceded by i, (ı, u, ü) according to the nature of the preceding vowel. The personal ending is as follows:

seviy orum	
seviy orsunuz	This we will call the Type I personal endings. It is the most common.
seviy or	
seviy oruz	
seviy orsunuz	
seviy orlar	

It will be noticed that the Type I endings for the present tense of the verb “to be”.

çavuş um	Since “yor” is a constant, the personal endings will
çavuş sunuz	always be the same -um, -sunuz, -uz, -lar.
çavuş	
çavuş uz	
çavuş sunuz	

When the stem ends in a vowel, it is dropped. Then the last vowel of the stem determines the vowel preceding the **yor** (which never changes).

aramak	-	ar (a)	-	arıyor
oku	-	ok (u)	-	okuyor
söyle	-	söyl (e)	-	söylüyor

If the stem is a single syllable ending in a low vowel, it changes to its corresponding high vowel.

ye becomes **iyor**
de become **iyor**

4. Preterit

The suffix of the past tense is -di (dı, du, dü)

sevdi	-	he loved
aldı	-	he took
koydu	-	he put
gördü	-	he saw

To this is added the personal endings. The preterit takes the Type II ending.

sevdim	aldım	koydum	gördüm
sevdiriz	aldınız	koydunuz	gördünüz
sevdi	aldı	koydu	gördü
sevdik	aldık	koyduk	gördük
sevdiriz	aldınız	koydunuz	gördünüz
sevdiiler	aldılar	koydular	gördüler

If the root ends in an unvoiced consonant the di becomes ti (tı, tu, tü).

ıçtıım	yaptım	konuştım
gittim	baktım	

Grammar Notes - Lesson 20

1. Comparison of adjectives and adverbs:

daha - more
en - most

A				B		C		
çok	-	much	daha çok	-	more	en çok	-	most
fena	-	bad	daha fena	-	worse	en fena	-	worst
kısa	-	short	daha kısa	-	shorter	en kısa	-	shortest
çabuk	-	fast	daha çabuk	-	faster	en çabuk	-	fastest

Kırmızı kalem daha kısa.
The red pencil is shorter.

Kırmızı kalem siyah kalemden daha kısa.
The red pencil is shorter **than the black pencil**.

Than is expressed by the **-dan** suffix.
Bu **ondan** daha güzel.
This is better **than that**.

Bu **en iyi** talebe.
This is the **best** student.

Bu ev **en güzel** ev.
This house is the **most beautiful** house.

2. İzafet:

In order to indicate possession or relationship we use the **izafet construction**.

evin kapısı - the door of the house
çocuğun ayakkabısı - the shoes of the child

When the first term of the izafet construction is definite, i.e., the house (a particular house) or the child (a particular child) it takes the genitive suffix **-in**.

If it is **not** definite, no suffix is added.

ev kapısı - the door of a house
çocuk ayakkabısı - the shoes of a child

The nouns **ev** and **çocuk** function like an adjective and the relationship is a qualifying relationship.

In **ev kapısı** the door is the door of any house, i.e., a house door; and in **çocuk ayakkabısı** the shoes may be the shoes of any child, i.e., a child's shoes.

To form the plurals of such compounds the plural suffix "ler" or "lar" is added before the suffix **-i (ı, u, ü)** or **-si (sı, su, sü)** denoting the qualifying relationship.

el çantası - hand bag
el çantaları - hand bags

çay fincanı - tea cup
çay fincanları - tea cups

If the possessive suffix is used the suffix denoting the qualifying relationship (which is identical with the third person singular possessive suffix) is dropped:

el çantası - a hand bag
el çantanız - your hand bag
el çantam - my hand bag

Grammar Notes - Lesson 21

1. Interrogative of the Preterit:

We saw in lesson 19 that there were two types of personal endings.

Type I	Type II
im	m
sin	n
-	-
iz	k
siniz	niz
ler	ler

All verbs which have the Type II personal ending form their interrogative by particle mi (mı, mu, mü) after the personal ending.

gönderdim	gönderdim mi?
aldın	aldın mı?
gördü	gördü mü?
bulduk	bulduk mu?
verdiniz	verdiniz mi?
yürüdüler	yürüdüler mi?

2. Imperative:

We use the imperative when we ask people to do something or give orders. The imperative form exists in the second and third persons.

2nd singular (informal)	gel	-	come
2nd singular (formal)	geliniz	-	come
3rd singular	gelsin	-	let him come
2nd plural (informal)	gelin	-	come
2nd plural (formal)	geiniz	-	come
3rd plural	gelsinler	-	let them come

The negative form is regular

2nd singular (informal)	gelme	-	don't come
2nd singular (formal)	gelmeyiniz	-	don't come
3rd singular	gelmesin	-	let him not come
2nd plural (informal)	gelmeyin	-	don't come
2nd plural (formal)	gelmeyiniz	-	don't come
3rd plural	gelmesinler	-	let them not come

There is also an interrogative form where it makes sense; i.e., in the third person.

gelsin mi?	-	do you want him to come?
gelmesin mi?	-	don't you want him (not) to come?
gelsinler mi?	-	do you want them to come?
gelmesinler mi?	-	don't you want them (not) to come?

The second person singular of the imperative is the verb-stem: to this is added the personal endings found only in the imperative.

3rd person singular	sin
2nd person plural	(y)in, (y)iniz
3rd person plural	sinler

Note: The suffix **sin** has three distinct functions.

(1) 2nd person singular of the verb **to be**.

informal (askersin)	-	thou art a soldier
informal (öğrencisin)	-	thou art a student

It is **never** accented.

(2) It is the 2nd person singular personal ending Type I.

	(seviyorsun)	-	thou art loving
informal	(seversin)	-	thou lovest
	(seveceksin)	-	thou shalt love

It is **never** accented and is **never** attached to the verb-stem but to the **tense-base**.

(3) It is the third person singular imperative ending and is attached directly to the verb-stem.

(sevsin)	-	let him love
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The **sin** in **sevsin** is accented.

Grammar Notes - Lesson 22

1. Past Tense

With the exception of one tense (the aorist) the negative is formed by adding the suffix **-me** or **-ma** to the verb-stem. To this new negative **verb-stem** the tense suffix and the personal endings are added, exactly as in the affirmative.

Present		Past	
Affirmative	Negative	Affirmative	Negative
seviyorum	sevmiyorum	sevdim	sevmedim
seviyorsunuz	sevmiyorsunuz	sevdimiz	sevmediniz
seviyor	sevmiyor	sevdi	sevmedi
seviyorsunuz	sevmiyorsunuz	sevdiğiniz	sevmediniz
seviyorlar	sevmiyorlar	sevtiler	sevmediler

There is a strong stress on the syllable preceding the **-me** or **-ma**. This is very characteristic of all negative forms.

2. Interrogative

With verbs that have the Type I personal ending, i.e. **-im, -sin, -iz, -sınız, -ler**, the interrogative is exactly like the interrogative of the verb **to be**.

askerim	asker miyim?
hastasınız	hasta mısınız?
oradalar	oradalar mı?
evde miyim?	geliyor muyum?
evde misiniz?	geliyor musunuz?
evde mi?	geliyor mu?
evde miyiz?	geliyor muyuz?
evde misiniz?	geliyor musunuz?
evdeler mi?	geliyorlar mı?

This means that in the indicative with the exception of the preterit all the tenses form their interrogative in this way.

asker miyim?	girdim mi?
asker misiniz?	girdiniz mi?
asker mi?	girdi mi?
asker miyiz?	girdik mi?
asker misiniz?	girdiniz mi?
onlar asker mi?	girdiler mi? or onlar girdi mi?

Grammar Notes - Lesson 23

ile	-	with, by means of
gibi	-	like
için	-	for

The English prepositions **with, like, for**, are represented by words following the words to which they refer and are called **postpositions**.

The pronouns **kim, ben, sen, o, biz, siz, bu** and **şu** but not the plural **ler** take the genitive ending before the postpositions **ile, gibi, için**.

	kimin için	-	for whom
	benim gibi	-	like me
	onun ile or onunla	-	with him
but	onlar gibi	-	like them
	onlar için	-	for them

Other words remain unchanged.

	o adamla	-	with that man
	arkadaşım için	-	for my friend
	asker gibi	-	like a soldier

ile

In conversation the suffix form -le or -la is far more common.

	sabunla	-	with soap
	şekerle	-	with sugar

If attached to a word ending in a vowel the form is -yle or -yla.

	kahveyle	-	with coffee
	yüzbaşıyla	-	with the captain

Grammar Notes - Lesson 24

1. İzafet and cases:

The plural suffix **ler** is always the first. This is followed by the suffix showing possession and then the case suffix.

oda	-	room	odalarınız	-	your rooms
odalar	-	rooms	odalarınızda	-	in your rooms

2. The verb “to have”

In order to say “There is a pencil on the table”, we use “**var**” with the table in the locative case. We say “**Masada bir kalem var**”. **Var** means “existent” and **yok** “non existent”.

In order to say “I have a pencil” we use **var** and add a possessive suffix to pencil - “**Kalemim var**” which means “there is a pencil of mine” or “a pencil of mine exists.” “I don’t own a pencil” or “I don’t have a pencil of mine” is “**Kalemim yok.**”

When we say “**Kaleminiz var mı?**” we mean “do you possess or own a pencil?” When we say “**Sizde kalem var mı?**” we mean “Do you have a pencil on you?”; not ownership but present possession is stressed. Of course, with concepts so close in meaning there is some overlap.

3. The Infinitive:

The infinitive is the **name** of an action. It is a **noun**.

In Turkish there are four infinitive forms. The two most commonly met with are the infinitive with the suffixes **mek** or **mak** and **me** or **ma**.

gitmek	gitme
almak	alma
okumak	okuma

The infinitive with the **mek** suffix can take all case endings except the genitive.

Yüzmeğe gittim	-	I went (off) to swim
Yüzmeği çok severim	-	I love to swim very much.
Okumaktayım	-	I am (at) reading.
Yalan söylemekten kokarım	-	I am afraid to tell lies.

The infinitive with the **me** suffix can take possessive suffixes as well as all case endings.

Bu çok konuşmanın neticesidir:	This is the result of talking too much. (Too much talking’s result.)
Gitmeniz lazım:	You have to go (Your going is necessary)
Gitmesini istemiyorum.	I don’t want him to go.
Gelmesinde ne zarar var?	What harm is there in his coming?
Bunu böyle yapmalarına hayret ediyorum.	I am astonished at their doing it this way.

The negative of the infinitive is regular in form:

bilmek	-	bilmemek	verme	-	vermeme
aramak	-	aramamak	görme	-	görmeme

The infinitive suffix is added directly to the stem of the verb.

bil	-	know	bilmek	-	to know
bilme	-	not know	bilmemek	-	not to know (to not know)
bildir	-	let someone know	bildirme	-	don’t let someone know
bildirmek	-	to let someone know	bildirmemek	-	not to let someone know

Grammar Notes - Lesson 25

Benimki, onunki

We saw in lesson 17 that **ki** attached to a noun or pronoun in the locative case could be both an adjective and a pronoun.

bendeki	-	the one I have
bendeki kalem-		the pencil which I have

When **ki** is attached to a pronoun or noun in the genitive case it is **always** a pronoun.

benimki	-	mine
Ali'ninki	-	Ali's (the one which belongs to Ali)

Kırmızısı, küçüğü

kırmızısı	-	the red one
küçüğü	-	the small one
biri	-	one of them, or someone

By adding a third person suffix to an adjective or to numerals we form pronouns. These usually refer to a previously mentioned class of things.

uzunu	-	the long one of the things mentioned.
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It can also be indefinite as in **biri seni istiyor** - someone wants you.

Here in **biri** - one of "them", "them" is vague as in "they think" or "they say."

meden önce: before

In order to express the adverb **before**, we attach **meden önce** to the verb-stem. **Meden** is subject to vowel harmony and with a verb-stem whose last vowel is one of the back vowels (a, ı, o, u), the suffix is **madan**.

gelmeden önce	-	before coming
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(gel3-me-de-nön-ce) It is clear from the stress, which falls on the syllable immediately preceding the **meden önce** that the suffix **me** is the negative suffix and not the light infinitive suffix **me**.

If there is a pronoun or noun before the adverbial clause formed by **meden önce** the subject of the main verb is also the subject of the adverbial clause.

Sabah kahvesini içmeden önce sigara içmiyorum.
I don't smoke before I have the morning coffee.

However, if the adverbial clause refers to someone or something other than the subject of the main verb this is indicated by using the appropriate noun or pronoun before the **-meden önce** construction.

Ahmet gelmeden önce gittim.
I left before Ahmet came.

Ders bitmeden önce gitmek istiyor.
He wants to leave before the lesson is finished.

The form **meden önce** **never changes** no matter what the tense or mode of the main verb may be. However, the notion of time represented by the tense of the main verb is carried over to the adverbial clause.

Gitmeden önce telefon etti.
He **phoned** before he **left**.

Gitmeden önce telefon edecek.
He'll phone before he **leaves**.

Gitmeden önce telefon et!
Phone before you **leave**!

Ordinal Numbers:

Ordinal numbers are formed by adding **-nci** (**ncı, ncu, ncü**) to numbers ending in a vowel:

iki	-	ikinci	-	second
altı	-	altıncı	-	sixth
yedi	-	yedinci	-	seventh

and **inci** (**ncı, uncu, üncü**) to numbers ending in a consonant:

bir	-	birinci	-	first
üç	-	üçüncü	-	third
sekiz	-	sekizinci	-	eighth
dokuz	-	dokuzuncu	-	ninth

Note: **Son** which means **end** becomes **sonuncu** which means **last**. **Kaç** (how many?) can also take the suffix **inci** to form the question **kaçıncı?** (What is its position in the series?) By replacing **kaç** with the appropriate number, i.e., **on** - ten, or **yirmi beş** - twenty-five, you get **onuncu** - tenth or **yirmi beşinci** - twenty-fifth, to show its position in the series.

Grammar Notes - Lesson 26

Preterit of verb 'to be':

The verb 'to be' is made up of a number of words of different origins. For the infinitive, **olmak** is used, which means **to become, to ripen, to occur**. We saw in the present tense the verb 'to be' never occurs as an independent word. It is found only as a suffix. So we cannot say simply 'I am' in answer to a question.

The preterit of the verb 'to be' is based on a stem **i**. In fact the infinitive of 'to be' should be **imek** only no such word exists.

To this stem **i** the preterit suffix is added.

idim	-	I was	-	idik	-	we were
idin	-	thou wert	-	idiniz	-	you were
idi	-	he was	-	idiler	-	they were

These can be independent words but even as independent words they are never accented. However, the tendency of the verb 'to be' to become a suffix is so strong that it is used mostly as a suffix.

asker idim	-	asker dim
şoför idim	-	şoför düm
adam idi	-	adam dı

When used as a suffix the **i** of **idim** disappears and when the word ends in a vowel **i** changes to a **y**. The suffix **-dim** is subject to **consonant** and **vowel** harmony.

Vowel harmony:

asker	Asker dim .	-	I was a soldier.
şoför	Şoför dü .	-	I was a driver.
yorgun	Yorgun duk .	-	We were tired.
subay	Subay dınız .	-	You were an officer.

After words ending in a vowel:

hasta	Hastay dım .	-	I was sick.
evde	Evdey dik .	-	We were at home.
kuru	Kuruy du .	-	It was dry.
kırmızı	Kırmızı ydı .	-	It was red.

After words ending in voiceless consonants:

çavuş	Çavuş tum .	-	I was a sergeant.
kitap	Kitap tı .	-	It was a book.
hafif	Hafif ti .	-	It was light.
arkadaş	Arkadaş tık .	-	We were friends.

Note: After the locative which is **-de** or **-da** it will always be **deydim** or **daydım**. This with its concept (was at, in or on) should be learned as a single unit.

I was in	-	-deydim
I was in the house.	-	Evdeydim.
I was in your house.	-	Evinizdeydim.
I was in their house.	-	Evlerindeydim.

they were in	-	deydiler
They were in İstanbul.	-	İstanbul'daydılar.
They were in the army.	-	Ordudaydılar.
They were in Monterey.	-	Monterey'deydiler.

Interrogative:

The interrogative of the **idim** is almost always **mi** combined with **idim**.

miydim	(mi idim)
miydım	(mı idim)
muydum	(mu idim)
müydüm	(mü idim)

Note: These forms which are composed of two elements (**mi** and **idim**) or in the present (**mi** and **-im**) and form a single unit should be learned as a single unit.

miyim?	-	am I?	miydim?	-	was I?
misiniz?	-	are you?	miydiniz?	-	were you?
mi?	-	is he?	miydi?	-	was he?
miyiz?	-	are we?	miydik?	-	were we?

Negative:

In the negative, '**değil**' combines with '**idim**' to form **değildim**.

değildim	değildik
değildin	değildiniz
değildi	değildiler

vardı, yoktu

Var and **yok** used as **there is** and **there is not** are actually **var(dır)** and **yok(tur)**. However in the present tense, the **-dır** is rarely used, but the past tense **-di** must be used.

there was	-	vardı
there was not	-	yoktu

Sizde bir mektup vardı.
You had a letter.

Benim güzel bir kitabım vardı.
I had a beautiful book.

Onun otomobili yoktu.
He didn't have a car.

The interrogative of **vardı** and **yoktu** will always be **var mıydı?** and **yok muydu?**

Grammar Notes - Lesson 27

Sen

‘Sen’ means ‘thou’. It is used when addressing intimate friends, children, and a person of lower rank than oneself.

A child will nearly always address his parents as ‘siz’ and the parents will always address the children as ‘sen’. When addressing God we say ‘sen’.

- (1) the suffix for the verb ‘to be’ and the personal ending, type I, is ‘sin’
- (2) for the personal ending, type II, **n**
- (3) for the possessive, **in** or **n**

Note: the **iz** of **siniz**, **iniz** and **niz** is dropped.

	Siz			Sen	
masan ız	-	your table	masan	-	thy table
kalemin iz	-	your pencil	kalemin	-	thy pencil
talebes iniz	-	you are a student	talebes in	-	thou art a student
asker diniz	-	you were a soldier	asker din	-	thou wert a soldier
gidiyorsun uz	-	you are going	gidiyorsun	-	thou art going
giders iniz	-	you go	giders in	-	thou goest
geldin iz	-	you came	geldin	-	thou camest

Grammar Notes - Lesson 28

-dir -is -dirler -are

In general usage, when a statement refers to a fact which has validity for that particular instance or is a personal opinion, **-dir** is not used.

Annem evde.	-	My mother is at home.
Bu kalem sarı.	-	This pencil is yellow.
Burası çok güzel.	-	It is very nice here.

Plural:

In '**neredeler?**' (where are they?), the **-dir** is omitted but **-ler** has to be used because the subject is not mentioned. **Nerede?** would be 'where **is he?**' The answer to **neredeler?** is:

Oradalar.	-	They are there.
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However, if the statement is a historical fact or has permanent validity or is in the nature of a general statement, we use **-dir**.

Mississippi Amerika'nın en büyük nehridir.
Mississippi is America's largest river.

Kurşun ağırdır. - Lead is heavy.

When I say:

Bunu yapmak kolay değil. - It isn't easy to do this.

I may mean I see that it isn't easy, or I find that it isn't easy, or that you will find it isn't easy, etc. It applies to this particular instance and to us. But if I say:

Bunu yapmak kolay değildir. - It isn't easy to do this.

I mean that no one will find this an easy thing to do at any time.

Olmak

The infinitive olmak has two meanings.

1. **olmak** means 'to be'

hasta olmak	-	to be sick
orada olmak	-	to be there
asker olmak	-	to be a soldier

In this sense of 'to be', olmak appears **only as the infinitive**.

We have already seen how the 'present tense' (see lesson 19) and the preterit (see lesson 26) are formed. It is irregular, the **only** irregular verb in Turkish.

2. The second meaning of 'olmak' is 'to become', 'to occur' and 'to mature' and this is what 'olmak' properly means. When used in this sense it is entirely regular.

What is important is to realize that '**oluyorum**' means '**I am becoming**' and NOT '**I am**'.

Oldum means **I became** and NOT **I was**.

Example:

Hastayım.	-	I am sick.
Hasta oluyorum.	-	I am becoming sick.
Hastaydım.	-	I was sick.
Hasta oldum.	-	I became sick.

However, these two **different** verbs have the **same infinitive: hasta olmak.**

Note: For the **future**, the **same** form is used for the two different meanings. The **future** of **olmak** is regular. It is formed by adding the future tense suffix ‘**acak**’ to the **verb root ‘ol’** to form the tense-base **olacak.**

So, **hasta olacağım** means either **I shall be** or **I shall become sick.**

Grammar Notes - Lesson 29

Future Tense:

The tense-suffix for the future is **-ecek** or **-acak**.

In the first person singular and plural the **k** becomes **ğ** because the personal endings begin with a vowel **-im** and **-iz**.

vereceğim	yapacağım
vereceksin	yapacaksın
verecek	yapacak
vereceğiz	yapacağız
vereceksiniz	yapacaksınız
verecekler	yapacaklar

If the stem ends in a vowel, 'y' is placed before the tense-suffix.

okuyacağım	yürüyeceğim
söyleyeceğim	arayacağım

Words ending in 'k':

If a word of **more than one syllable** ending in **k** has a suffix beginning with a vowel, the **k** becomes **ğ** (soft g).

bardak	bardağım	bardakta
kaşık	kaşığın	kaşıklar
tabak	tabağımız	tabaktan

This rule also applies to words borrowed from other languages.

elektrik (electricity)	elektriği	elektrikten
lastik (rubber)	lastiğın	lastikten

Exceptions:

1. In a large number of words borrowed from Arabic and Persian the 'k' remains unchanged.

ittifak	ittifakın
iştiyak	iştiyaka

2. In words of one syllable 'k' remains unchanged.

kök	kökü
tek	teki
ok	oku
ak	akı

Note: In two very common words, **çok** (many), and **yok** (non-existent), the 'k' becomes 'ğ'.

çok	çoğumuz
yok	yoğu

Grammar Notes - Lesson 30

Future Interrogative:

The future has a regular interrogative form.

There are two principal types of personal endings of verbs.

Type I

Is like the present tense of the verb 'to be'

veriyorum
veriyorsun
veriyor
veriyoruz
veriyorsunuz
veriyorlar

Type II:

verdim
verdin
verdi
verdik
verdiniz
verdiler

Future Interrogative:

In Type I endings, the -mi comes after the tense-base except the third-person plural, when it follows the -lar.

Mi forms a unit with the personal ending.

This is identical to the interrogative form of the verb 'to be'.

Compare:

Present

veriyor muyum?	yorgun muyum?
veriyor musun?	yorgun musun?
veriyor mu?	yorgun mu?
veriyor muyuz?	yorgun muyuz?
veriyor musunuz?	yorgun musunuz?
veriyorlar mi?	yorgunlar mi?

Future

verecek miyim?	evde miyim?
verecek misin?	evde misin?
verecek mi?	evde mi?
verecek miyiz?	evde miyiz?
verecek misiniz?	evde misiniz?
verecekler mi?	evdeler mi?

The personal endings of the future belong to Type I. The interrogative is formed exactly as in the present tense.

diye sormak	sormak	-	to question, to ask
diye cevap vermek	cevap vermek	-	to answer

Since the actual words of a speaker can be introduced only by the verb demek such forms as 'Where are you going?' he asked. 'I am going home,' he answered, are rendered:

'Nereye gidiyorsun?' diye sordu. He questioned me saying, 'Where are you going?'	'Eve gidiyorum,' diye cevap verdim. I answered saying 'I am going home.'
---	---

Diye here means **saying**, an adverbial form like **güle güle** or **geçe** and **kala**.

Diye is also used when an unspoken thought is introduced. However, it must be in the form of a quotation, i.e., as if it were an actual quote.

Acaba ne yapacak diye düşünüyorum.

I am wondering (saying to myself) I wonder what he is going to do?

Grammar Notes - Lesson 31

Future Negative

The negative of the future tense is regular. The root will take **-me** or **-ma** to form the negative stem.

To the negative stem is added the tense suffix. Since the negative stem ends in a vowel a (y) is placed before the tense suffix.

verecek	-	ver meyecek
yıkanacak	-	yıkan mayacak
oturacak	-	otur mayacak

The stress, as in the present tense, falls heavily on the syllable **before** the **me** or **ma**.

ver!meyecek	-	ver!meyeceğim
yıkan!mayacak	-	yıkan!mayacağım
otur!mayacak	-	otur!mayacağım

Grammar Notes - Lesson 32

-dikten sonra

The adverbial form ‘**after doing**’ something is rendered by adding **-dikten sonra** to the verb-stem.

Note: **-dikten sonra** will change according to the roles of vowel and consonant harmony.

gel	-	geldik ten sonra	-	after coming
yat	-	yatt ık tan sonra	-	after going to bed
otur	-	otur du ktan sonra	-	after sitting
görü ş	-	görü ş tükten sonra	-	after seeing and conversing

The subject of the adverbial clause is that of the main verb when no separate subject is indicated.

However the subject of the adverbial clause may differ from the subject of the main verb, in which case it must be indicated.

Ben geldik**ten** sonra gitti.
He went after I came.

Ali gittik**ten** sonra telefon ettim.
I phoned after Ali went.

The **-dikten sonra** never changes. The tense of the main verb determines the tense of the adverbial clause.

Ben geldik**ten** sonra gitsin.
Let him go after I **come**.

Ben geldik**ten** sonra gitti.
He went after I **came**.

Ben geldik**ten** sonra gidecek.
He'll go after I **come**.

Note: Compare with gelmeden önce, Lesson 25, Grammar Analysis.

Grammar Notes - Lesson 33

Telling time:

When we want to know what the time is, we ask the question:

Saat kaç? - What time is it?

If it is on the hour, the answer is:

Saat beş. - It is five o'clock.

Or simply:

Beş. - Five.

If it is half an hour past the hour the answer is:

Saat beş buçuk. - It is five thirty.

Or simply:

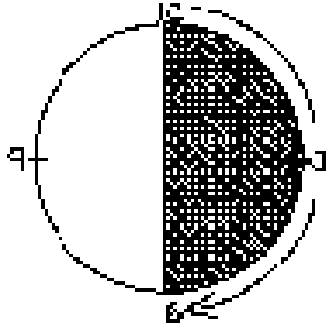
Beş buçuk. - Five thirty.

To indicate that it is now a certain number of minutes past the hour, we say:

Beşi on geçiyor. - Ten (minutes) after five.

Beşi çeyrek geçiyor. - A quarter after five.

From 1 to 29 we use **geçiyor**.



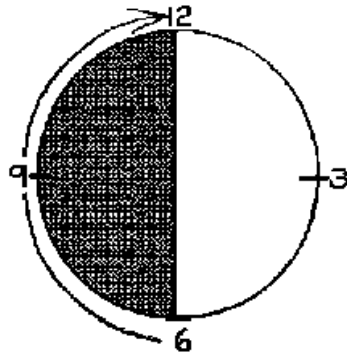
Note: When we say so many minutes past a certain hour, the number of the hours is always in the accusative case.

To indicate that it is now a certain number of minutes to the hour we say:

Altıya sekiz var. - It is eight (minutes) to six.

Altıya çeyrek var. - It is a quarter to six.

From 31 to 59 we use "var".



-e var

Note: When we say so many minutes to a certain hour, the number of hours is always in the dative.

1. When **kadar** follows a number it means **about** or **approximately**.

- | | | |
|----------------------------------|---|--|
| İki saat kadar yürüdüm | - | I walked for about two hours. |
| Yüz elli dolar kadar sarf ettim. | - | I spent about a hundred and fifty dollars. |

2. When **kadar** follows a word in the dative case, it means **as far as, until** or **up to**. The word preceding **kadar** represents the limit or boundary of the action.

- | | | |
|-----------------------------|---|-------------------------------|
| Eve kadar yürüdüm. | - | I walked as far as the house. |
| İkiye kadar gelecek. | - | He will come by tow. |

Note: Here two o'clock is the limit within which he is expected to come.

- Üç güne **kadar** bir cevap göndereceğiz.
We shall send a reply within three days.

- | | | |
|---|---|-------------------------------|
| Kaç a kadar? will therefore mean | - | Till what time? |
| Kaç a kadar bekledin? | - | Until what time did you wait? |

Doğru:

Doğru preceded by a noun, pronoun or adjective in the dative case means towards. It indicates motion towards.

- | | | |
|---|---|--|
| Okula doğru yürümeğe başladık. | - | We began to walk toward the school. |
| Beşe doğru kalktı, şapkasını aldı ve odadan çıktı. | - | Toward five he got up, took his hat and left the room. |

ya.....ya

ya.....ya means either.....or

To mean this it must always be used in pairs.

- | | |
|----------------------------------|--|
| Ya parayı versin ya evden çıksın | -Let him either pay the money or get out of the house. |
| Ya o ya ben. | -Either he or I. |

Grammar Notes - Lesson 34

A. Telling Time (adverb)

1. **At (X) minutes past the hour** is expressed by an adverbial form of the verb **geçmek** (to pass). The number of hours is the direct object of the verb. (In the **accusative**).

At five minutes past eight is

Saat sekizi beş geçe - Five after eight.

or simply

Sekizi beş geçe - Five after eight.

2. **At (X) minutes to the hour** is expressed by the adverbial form of the verb **kalmak** (to remain). The number of hours is in the dative case.

At five minutes to eight is

Saat sekize beş kala - Five minutes before eight.

or simply

Sekize beş kala - Five minutes before eight.

B. Distributive numerals

Distributive numerals expressing the idea, **three each** or **four each** etc., as in ‘**he gave them three apples each,**’ are formed by adding the suffix **-er** or **-ar** to a number ending in a consonant.

bir	-	birer
üç	-	üçer
dokuz	-	dokuzar
on	-	onar

When the number ends in a vowel the suffix **-şer** and **-şar** is added.

iki	-	ikişer
altı	-	altışar
yedi	-	yedişer
on iki	-	on ikişer

Askerlere bir şişe şarap verdim	-	I gave the soldiers a bottle of wine.
Askerlere birer şişe şarap verdim.	-	I gave the soldiers a bottle of wine each.

C. (-lik)

By adding **-lik** to nouns, pronouns, adjectives, and adverbs we get a large group of words. Three such groups will now be analyzed:

1. By adding **-lik** to nouns and adjectives we make abstract nouns denoting condition or **quality**.

uzun	-	long	uzunluk	-	length
güzel	-	beautiful	güzellik	-	beauty
işsiz	-	an unemployed person	işsizlik	-	unemployment
anne	-	mother	annelik	-	motherhood
ben	-	I	benlik	-	identity, personality
bir	-	one	birlik	-	unity, union

2. Abstract nouns denoting profession:

asker	-	soldier	askerlik	-	military service
öğretmen	-	teacher	öğretmenlik	-	teaching profession
dişçi	-	dentist	dişçilik	-	dentistry
doktor	-	doctor	doktorluk	-	the medical profession
bankacı	-	banker	bankacılık	-	banking

3. Name of **instruments** showing the purpose for which it is intended.

tuz	-	salt
tuzluk	-	salt-shaker
göz	-	eye
gözlük	-	eye glasses
yağmur	-	rain
yağmurluk	-	raincoat

Grammar Notes - Lesson 35

A. Future

The negative and interrogative forms of the future tense are regular.

Negative

verecek	vermeyecek
okuyacak	okumayacak

Interrogative:

vereceğim	verecek miyim?
vermeyeceğiz	vermeyecek miyiz?

B. -ip

When an action not only precedes but leads into a second, it is usual to put the tense and personal suffixes only on the **root** of the second verb and **add to the root of the first verb the suffix:**

1. **ip, ıp, up, üp**, if the root ends in a consonant
2. **yip, yıp, yup, yüp**, if the root ends in a vowel.

1.	ver	-	ver ip
	al	-	alı ıp
	dur	-	dur up
	gör	-	görü üp
2.	oku	-	okuy up
	ara	-	aray ıp
	söyle	-	söyley ip

Kalk ıp gittiler.	-	They got up and went.
Kalk ıp gidelim.	-	Let's get up and go.
Bunu okuy up anlamanız lâzım.	-	You must read and understand this.

In a phrase like **gidip pencereyi açtı** (he went and opened the window), the going not only took place before opening the window but was related to it. He went with the intention of opening the window. The first action was performed as a prelude to the second. This is the most common use of the suffix **-ip**.

Note 1:

Even if both verbs are negative, the root of the first verb is left positive.

Onu gid ip görmesin.	-	Let him not go and see him.
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Note 2:

After the **-ip** suffix **ve** is never used. However, sometimes for emphasis **de** (or **te** in this case) may follow **-ip**.

Niçin gelip te bana söylemedin?	-	Why didn't you come and tell me?
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Grammar Notes - Lesson 36

A. **Ne ne**

If we want to reject or deny both of two propositions or alternatives we use **nene**. They come before the words they modify.

ne sen ne ben	-	neither you nor I
ne bugün ne yarın	-	neither today nor tomorrow
Ne ben sordum ne o söyledi.	-	I neither asked nor did he say.

Note: 1: Sometimes for greater emphasis a **de** is placed after the second **ne**.
2: Usually the verb is omitted after the second group (if the verb is the same).

Ne bunu istedi ne onu.	-	He wanted neither this nor that.
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instead of:

Ne bunu istedi ne onu istedi.	-	He wanted neither this nor did he want that.
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B. **Kadar**

When **kadar** follows a noun in the nominative case it means **as much as**.

Ali o adam kadar okumuyor.	-	Ali does not read as much as that man
Bu öğrenciler eski öğrencileriniz kadar çalışıyorlar mı?	-	Do these students study as hard as your old students?
Sizinki benimki kadar güzel değil.	-	Yours is not as nice as mine.

A pronoun followed by **kadar** is always in the genitive case, except the third person plural. (Compare **gibi**, **için**, and **ile**. See Grammar Analysis Lesson 23.)

Benim kadar uyumadı.	-	He didn't sleep as much as I.
Sizin kadar konuşmuyor.	-	He doesn't talk as much as you.

But:

Onlar kadar zengin değilim.	-	I am not as rich as they are.
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C. **The future of 'to be':**

For the infinitive of 'to be' we use **olmak**. (See Grammar Analysis for the future, Lesson 29)

present -	askerim	-	I am a soldier.
past -	askerdim	-	I was a soldier.
future -	asker olacağım	-	I shall be a soldier. OR I am going to become a soldier.

Note that in the present and past tenses the concepts of 'being' and 'becoming' are distinct.

Hastayım.	-	I am sick.
Hasta oluyorum.	-	I am becoming sick.
Hastaydım.	-	I was sick.
Hasta oldum.	-	I became sick.

But in the future the one verb **olmak** expresses both concepts.

Hasta olacağım.	-	I am going to be sick.
	<i>or</i>	I am going to become sick.

Grammar Notes - Lesson 37

A. The possessive suffix with adjectives:

In phrases such as

şapkaların kırmızısı	-	the red one of the hats
çocukların büyüğü	-	the older one of the children

we see what ‘kırmızı’ refers to. But we can simply say ‘kırmızısı daha güzel’ without mentioning, but still referring back to the hats, in which case it means simply ‘the red one is more beautiful.’

So an adjective with an izafet suffix comes to mean merely ‘the . . . one’ as in:

eskisi	-	the old one
birincisi	-	the first one
sarısı	-	the yellow one

With numerals

iki	-	ikisi
beş	-	bişi

the meaning is of course ‘two of them’ or ‘five of them’.

Bir may mean **one** or **a**. When **bir** means **one**, then **biri** means ‘**one of them**’ and may refer to a previously mentioned class as in:

askerlerin biri	-	one of the soldiers
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But when **bir** is the indefinite article **a**, then the meaning of **biri** is **someone** or **a certain person**.

Kapıda biri var.	-	There is someone at the door.
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Or:

padişahın biri	-	a certain sultan
askerin biri	-	a certain soldier

Note that in this case ‘padişah’ and ‘asker’ are in the singular.

C. Hem . . . hem . . .

This is used in a way very similar to **ne . . . ne . . .**. The meaning is the exact opposite. It indicates that the two propositions are both included in the statement.

Hem beni hem sizi çağırıyor.	-	He is calling both you and me.
Hem sizi seviyor hem beni.	-	She love both you and me.
Hem ziyaret hem ticaret	-	It is both pleasure and business.

Note: Sometimes for greater emphasis a **de** is placed after the second **hem**.

Hem bugün hem de yarın gideceğiz.	-	We’ll go both today and tomorrow.
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Grammar Notes - Lesson 38

Optative:

Pencereyi açayım.	-	Let me open the window.
Pencereyi açayım mı?	-	Shall I open the window? Or may I open the window?

We use the subjunctive (optative) mode of the verb in order to express:

1. An activity or state that is desired.
2. An activity or state requiring the permission or acquiescence of another person.

To form this mode we add **e** or **a** when the stem ends in a consonant followed by **yim** or **yım**.

ver	-	vereyim	aç	-	açayım
bil	-	bileyim	dur	-	durayım
gör	-	göreyim	çağır	-	çağırayım
sür	-	süreyim	sor	-	sorayım

If the stem ends in a vowel we add **ye** or **ya** followed by **yim** or **yım**.

söyle	-	söleyeyim	ara	-	arayayım
yürü	-	yürüyeyim	tanı	-	tanıyayım
temizle-	-	temizleyeyim	uyu	-	uyuyayım
yıkay	-	yıkayayım			

Note: Owing to the fact that **eyeyim**, **ayayım**, **ıyayım**, etc., are clumsy to pronounce, the **ye** or **ya** is usually dropped in conversation and we have:

söleyim	instead of	söleyeyim
temizleyim	instead of	temizleyeyim
yıkayım	instead of	yıkayayım
arayım	instead of	arayayım

Interrogative:

To form the interrogative the particle **mi** is added after the personal endings.

Vereyim.	-	Let me give.
Vereyim mi?	-	Shall I give?

Sorayım.	-	Let me ask.
Sorayım mı?	-	Shall I ask?

Grammar Notes - Lesson 39

Aorist Tense:

The aorist tense **expresses habitual activity**.

Ben her sabah iki fincan çay içerim. - I drink two cups of tea every morning.

Or statements of **general validity**. It is sometimes called the ‘unbounded’ tense, because it does not refer to any particular time.

İki iki daha dört eder.	-	Two and two make four.
Çay severim.	-	I like tea.

This is how it is formed.

1. If the stem ends in a vowel, you simply add an **r** followed by the personal endings **-im, -sin, -iz**, etc. as in the present and future tenses. (Type I endings. See Grammar Analysis, Lesson 19).

de	-	der
ye	-	yer
ara	-	arar
söyle	-	söyler
yerim	-	söylerim
yersin	-	söylersin
yer	-	söyler
yeriz	-	söyleriz
yersiz	-	söylersiniz
yerler	-	söylerler

2. If the stem ends in a consonant then:

(a) to stems of more than one syllable add **ir, ır, ür, ur** according to vowel harmony.

beğen	-	beğenir	kızart	-	kızartır
getir	-	getirir	çalış	-	çalışır
götür	-	götürür	okut	-	okutur

(b) to stems of one syllable only add **er, ar**

in	-	iner	aç	-	açar
geç	-	geçer	sor	-	sorar
sür	-	sürer	*tut	-	tutar
dön	-	döner	çık	-	çıkır

* tutmak: to hold, to catch

Note: Exceptions. There are a few very common verb-stems of **one** syllable which form the aorist by adding **ır, ir, ur, ür**. As they are very common they must be memorized. Although these are exceptions to the rule given in (b) the suffixes still obey the rules of vowel harmony.

	ır		ir		ur		ür
al-	alır	bil-	bilir	ol-	olur	gör-	görür
kal-	kalır	gel-	gelir	bul-	bulur	öl-	ölür
san-	sanır	ver-	verir	dur-	durur		
var-	varır			vur-	vurur		

almak	-	to take
kalmak	-	to remain, to stay
sanmak	-	to think, to imagine
varmak	-	to reach
olmak	-	to be
bulmak	-	to find
durmak	-	to stand, to stop
vurmak	-	to strike
bilmek	-	to know
gelmek	-	to come
vermek	-	to give
görmek	-	to see
ölmek	-	to die

Grammar Notes - Lesson 40

Interrogative of the Aorist

The interrogative form is regular. The interrogative particle **mi** comes after the tense-base as in the present and future tenses.

yapıyor muyum?	yapıyor musunuz?
yapacak mıyım?	yapacak mısınız?
yapar mıyım?	yapar mısınız?

The interrogative form has two functions which should be kept distinct.

- (1) It is a question about the habits of a person, i.e.,
Erken kalkar mısınız? - Do you get up early?
- (2) It is **always** used when a request is made.
Masadaki kalemı verir misiniz?- Will you give me the pencil on the table?
Pencereyi açar mısınız? - Will you open the window?

Negative of Aorist:

The negative of the aorist is irregular. Instead of adding the tense suffix **r** or **ir** (**ır**, **ur**, **er**, **ar**) to the negative stem, there is a negative tense suffix **mez** or **maz** added directly to the stem.

In the first person singular and plural, **z** is **omitted**.

git mem	-	I don't go.
git mezs in	-	You don't go.
git mez	-	He/she doesn't go.
git me yiz	-	We don't go.
git mezs iniz	-	You don't go.
git mez ler	-	They don't go.

Note: The accent falls, *not* on the syllable before the negative **me**, but **on** the negative aorist suffix **mez**. Except in the third person plural, where the accent is on **ler**.

Grammar Notes - Lesson 41

Participle:

A participle is an adjective verb. It describes or points out a living being or thing by what it is doing, or (if the verb is passive) by what is being done to it.

Like an adjective it is placed before the noun it modifies.

Like a verb it may refer to present, past, or future time.

Like a verb it may have a direct or indirect object or an adverb.

Present Participle:

The present participle is formed by adding **-en** or **-an** to the verb-stem. If the verb-stem ends in a vowel a **y** is placed before **-en** or **-an** (**-yen, -yan**).

otur	-	oturan	yürü	-	yürüyen
ver	-	veren	ara	-	arayan
bil	-	bilen	söyle	-	söyleyen

1. bunu **bilen** talebeler - the students who know this
2. dün sizinle **gelen** çocuklar - the children who came with you yesterday
3. Orada **oturan** adam kim? - Who is the man sitting over there?
4. çok kahve iç**en** insanlar - people who drink a lot of coffee

1. a. **The present participle** represents **past, present, or habitual** action. In the four examples given above, the same form is translated as:

students who know	-	(a present condition)
children who came	-	(past action)
the man sitting	-	(present action state)
those who drink	-	(habitual action)

- b. Like most adjectives, the present participle may be used as a noun. Instead of:
Bunları **bilen** gerek. - We need one (someone) who knows these.
- c. Non-verbal adjectives come after the participles.
Ali'yle konuşan o uzun boylu subayı tanıyor musun?
-Do you know **that tall** officer who is talking with Ali?

Note:

bunu bilen **iyi** insanlar - **good** people who know this
Here **iyi** belongs to **insanlar**.

bunu **iyi** bilen insanlar - people who know this **well**
Here **iyi** belongs to **bilen**

We also use this form when we refer to a period of time past.

geç en yıl	-	last year (the past year)
geç en ay	-	last month
geç en hafta	-	last week

However, **geçen gün** does not mean yesterday but **the other day**. Yesterday is simply **dün**, and tomorrow **yarın**.

2. **-meden**

By adding **-meden** or **-madan** to a verb-stem we get an adverbial form meaning ‘without’.

görmeden	-	without seeing
gitmeden	-	without going
sormadan	-	without asking

In form and usage it is like **-meden önce** which means ‘before’. (See Grammar Analysis Lesson 25)

görmeden önce	-	before seeing
görmeden	-	without seeing

Onu görmeden gitti.	-	He went away without seeing him.
Onu görmeden önce sizi görecek.-		He is going to see you before he sees him.

Grammar Notes - Lesson 42

-den beri

İki **günden beri** buradayım.
(I have been here for the past two days.)

Yarım saatten **beri** seni bekliyorum.
(I have been waiting for you for the past half hour.)

Üç **günden beri** onu görmedim.
(I have not seen him in three days/for the past three days.)

This form marks the beginning of an action, action-state, or condition which is still continuing.

In the three examples given above 'being here', 'waiting for you', 'not having seen him', began respectively two days ago, half an hour ago, and three days ago. They are still the fact at present.

Grammar Notes - Lesson 43

Future participle (See Grammar Analysis in Lesson 41 for participles in general).

The future participle is the future base, i.e., verb-stem plus future tense suffix *gel + ecek* (*gelecek*), meaning ‘going to come’ or ‘about to come’. When we refer to a particular person or thing, the future participle is usually followed by *olan*, (the present participle of the verb ‘to be’, meaning ‘who’ or ‘which is’). So we have:

Bunu **yapacak** olan adam - The man who is going to do this

We drop the ‘olan’ when we do not intend anyone in particular.

Bunu **satacak** adam lâzım. - We need a man to sell this.

We also use this form when we refer to a period of time to come.

gelecek hafta - the coming week, next week

gelecek ay - next month

gelecek sene - next year

In the above examples it is used more like an adjective.

Grammar Notes - Lesson 44

Condition:

The 'if' clause in Turkish is rendered by a special suffix. **To the aorist tense-base** we add:

-sem	(or)	-sam	-	-sek	(or)	-sak
-sen	(or)	-san		-seniz	(or)	-sanız
-se	(or)	-sa		-lerse	(or)	-larsa

Sorarsa söylerim.	-	If he asks, I'll tell him.
Hava açarsa gideriz.	-	If the weather clears, we'll go.
Bana kitabı verirseniz çok memnun olurum.	-	If you give me the book, I'll be very happy.

For the conditions in the future, the aorist tense-base is the one most commonly used:

gelirsem	-	if I come
gelirsen	-	if you come
gelirse	-	if he comes
gelirsek	-	if we come
gelirseniz	-	if you come
gelirlerse	-	if they come

Onu görürsem söylerim.
(If I see him, I'll tell him.)

Yağmur yağarsa bir taksi tutarız.
(If it rains we'll take a taxi.)

The suffix (-sem, -sen, -se, -sek, -seniz, -lerse) can be added to **any tense-base**.

Note: (1) Sometimes the conditional clause is preceded by **eğer** which means **if**. It is not necessary, but if **eğer** is used, the conditional form must always follow.

(2) If the condition is something we do not expect, but feel we ought to be prepared for any eventuality, i.e., 'in case he should', 'on the off chance that he might', we prefer **şayet**. Like **eğer**, it must be followed by the conditional form.

Grammar Notes - Lesson 45

Abilitative:

To express 'can' or the ability to do something, we put **-(y)e** or **-(y)a** to the verb-stem followed by **bilmek**.

konuş	-	konuş abilmek	-	to be able to speak
anla	-	anlay abilmek	-	to be able to understand
yap	-	yap abilmek	-	to be able to do
gör	-	göre bilmek	-	to be able to see

For the various tenses, we conjugate exactly like **bilmek**:

yap abiliyor	-	he is able to do it
yap abildin	-	you were able to do it
yap abilirsiniz	-	you can do it
yap abilecekler	-	they are going to be able to do it
yap abilen	-	one who is able to do it

The interrogative is regular.

Yap abiliyor mu?	-	Is he able to do it?
Yap abildin mi?	-	Were you able to do it?
Yap abilir misiniz?	-	Can you do it?
Yap abilecekler mi?	-	Are they going to be able to do it?

Grammar Notes - Lesson 46

Conditional of the verb 'to be'

The conditional is most commonly met with as a suffix **(y)se** or **(y)sa** added directly to the noun, adjective or pronoun. (See Grammar Analysis, Lesson 44.)

askerse	-	if he is a soldier
hastaysan	-	if you are sick
oysa	-	if it is he
Ali'yse	-	if it is Ali

It can also be added after the possessive suffix or a case ending.

oradaysalar	-	if they are there
onlardansa	-	if it is from them
talebesiyse	-	if he is his student
sizinse	-	if it is yours

Pencereler kapalıysa lütfen açınız.	-	If the windows are closed, please open them.
Orada oturan talebesiyse gidip konuşalım.	-	If the person sitting there is his student, let's go and talk to him.
Hastaysan bir doktor çağırayım.	-	Let me send for a doctor if you are sick.
Eğer oysa mesele yok.	-	If it is he there is no problem.

Grammar Notes - Lesson 47

Negative (Abilitative):

For the negative form of the abilitative after the **(y)e** or **(y)a** the negative suffix **me** or **ma** is added instead of **bilmek**. (See Grammar Analysis of Lesson 45 for abilitative.)

konuş	-	konuş amamak	-	to be unable to talk
anla	-	anlay amamak	-	to be unable to understand
yap	-	yap amamak	-	to be unable to do
gör	-	görebem ek	-	to be unable to see

yapamıyor	-	he is unable to do it
yapamadın	-	you were unable to do it
yapamazsınız	-	you cannot do it
yapamayacaklar	-	they are not going to be able to do it
yapamayan	-	one who is incapable of doing it

The interrogative is regular:

Yapamıyor mu ?	-	Isn't he able to do it?
Yapamadın mi ?	-	Weren't you able to do it?
Yapamaz mısınız ?	-	Can't you do it?
Yapamayacaklar mi ?	-	Won't they be able to do it?

Note: The negative of the abilitative form should be contrasted with the negative of the simple form.

al	-	a-la!
ver	-	ve-re!
konuş	-	ko-nu-şa!
bul	-	bu-la!
al!mıyor	-	ala!mıyor
ver!medi	-	vere!medi
konuş!madım	-	konuşa!madım
bul!mayacak	-	bula!mayacak

Only an **e** or an **a** is added after the root, with a shift of stress. When the stem ends in a vowel, **ye** or **ya** is added.

ara!madı	-	araya!madı
temizle!meyecek	-	temizleye!miyecek

This form should be practiced by contrasting the negative of the simple form with the negative of the abilitative, and dwelling on the difference in the rhythmic pattern.

Grammar Notes - Lesson 48

-diği zaman

Ne zaman...

1. Ona bir mektup verdim?
2. Onu gördünüz?
3. Ona bir soru soracağız?

- a) The answer to 1 and 2 may be: **dün, bu sabah, saat onda, geçen yıl.**
The answer to 3 may be: **saat onda, bu akşam, yarın, gelecek hafta**
- b) But the answer can also be when **something else has happened**, when **another event has taken place**.

When the answer belongs to group (B) we add **-diği zaman, -diğim zaman**, etc. directly to the stem of the verb indicating the event.

So to the questions: **Ne zaman** ona bir mektup verdiniz?

We may answer: a) **dün, bu sabah, saat onda**

Or: b) **odaya girdiği zaman** (when he entered the room).

Ona ne zaman gördünüz?

Onu odaya girdiğim zaman gördüm. (I saw him when I entered the room.)

Ona ne zaman bir soru soracağız?

We may answer: a) **yarın, saat onda, bu akşam, gelecek hafta**

or: b) **odaya girdiği zaman** (when he has entered the room)

Note: The act of entering a room which may be in the **distant past**, the **immediate past** or in the **future has taken place**.

The tense of the verb in the main clause determines the time for the whole event, i.e., it may be in the past, habitual or future

When did you give him a letter?

When he entered the room.

When are you going to give him the letter?

When he has entered the room (or when he enters the room sometime in the future.)

Grammar Notes - Lesson 49

Conditional (past tense) -diyse

We may conceive of events and situations as conditions for some other event.

If we want to indicate that an event in the past is a necessary condition for a present decision or proposal and we don't know if that condition has been fulfilled we place-(y)**sem**, -(y)**sen**, -(y)**se**, -(y)**sek**, -(y)**seniz**, -(y)**seler** or more commonly **-lerse** after the past tense-base.

Example:

If I want to show that you can leave on condition that you have finished your lesson (I don't know if you have or not), I say:

Dersini bitirdi**ysen** gidebilirsin. - You can leave if you have finished your lesson.

For more examples refer to lesson 49, Section 1.

Note: There is an alternative form for the past conditional. The suffix **-se** is added to the past definite: geldim - geldim**se**.

verdim se	verdik se
verdin se	verdiniz se
verdiy se	verdiler se

This form is as frequently used as the other.

Grammar Notes - Lesson 50

- Past:**
- A. Kalem nerede?
B. Hangi kalem?
A. (Sana dün bir kalem verdim. O kalem.)
Sana dün **verdiğim kalem.**
- A. Evi satın alacağım.
B. Hangi ev?
A. (Dün bir ev gördük. O evi.)
Dün **gördüğümüz evi.**
- Present:**
- A. Kitap benim.
B. Hangi kitap?
A. (Ali şimdi bir kitap okuyor. O kitap.)
Ali'nin şimdi **okuduğu kitap.**
- Habitual:**
- A. Tercümelere bana göstereyim.
B. Hangi tercümelere?
A. (Her akşam bir tercüme yapar. O tercümelere.)
Her akşam **yaptığı tercümelere.**

If the best way of identifying something, a **pencil**, for example, is the fact that it is the pencil that I (you, he, etc.) **gave**, we use the past participle **verdik** followed by the appropriate possessive suffix.

1. If it is the pencil that **I** gave, we say:
Benim verdiğim kalem.
We can drop **benim** and simply say: **Verdiğim kalem.**
2. If it is the pencil that **you** gave we say:
Senin verdiğin kalem. Or Verdiğin kalem.
3. If it is the pencil **he** gave, we say:
Onun verdiği kalem. Or Verdiği kalem.

Note 1: The -dik past participle is used for **present, past** and **habitual**. Whether it is the man you **say** or **are now seeing** or **see every day** the form is the same. Usually the context makes this clear. However, for further clarity, we can add **dün, bir, az, önce, bir yıl önce**, etc., to indicate that you are speaking of a **past** event. With the present there is always the situational context or some word like **bu, o**, etc. And for the habitual **her sabah, her gün**, etc.

1. *Dün gördüğümüz öğrenci yeni öğrencilerden biri.*
(The student we **saw** is one of the new students.)
2. *Yazdığı mektubu bitirdikten sonra gelsin beni görsün.*
(After he finishes the letter he is writing, let him come and see me.)
3. *Her Cuma verdiğimiz testleri nasıl buluyorsunuz?*
(How do you find the exams we give every Friday?)

Note 2:

In the following examples (1) and (2), **kalem** and **pencere** are direct objects, although one is in the nominative and the other in the accusative case.

In examples (3), (4), and (5), **iskemle**, **oda**, and **er** are indirect objects. **İskemlede** (locative), **odaya** (dative), **evden** (ablative). *Bayanla* is a prepositional phrase. **But all of these have the same construction.**

1. **Ona bir kalem verdim.** O kalem çok kısa.
 Ona verdiğim kalem çok kısa.
2. **Pencereyi açtım.** O pencere çok büyük.
 Açtığım pencere çok büyük.
3. **İskemlede oturuyorum.** O iskemle rahat değil.
 Oturduğum iskemle rahat değil.
4. **Odaya girdim.** O oda küçük.
 Girdiğim oda küçük.
5. **Evden çıktık.** O ev büyük değil.
 Çıktığımız ev büyük değil.
6. **Bir bayanla konuşuyor.** O bayan çok güzel.
 Konuştuğu bayan çok güzel.

Grammar Notes - Lesson 51

- A. Evi görmek ister misin?
B. Hangi evi?
A. Bir ev satın alacağım. O evi.
Satın alacağım evi.
- A. Mektupta senden bahsedeyim mi?
B. Hangi mektupta?
A. Anneme bir mektup yazacağım. O mektupta.
Anneme yazacağım mektupta.

If we want to identify an object by what someone is going to do to it, or with it, we use the future participle followed by a possessive suffix.

The possessive suffix indicates the subject of the verb. (See Lesson 50.)

For example, if I am talking about a party which I am going to give then I say:
Vereceğim parti.

If I am talking about a party **Ali is going to give**, I say:
'Ali'nin **vereceği** parti,' and so on.

If I am talking about a party **you are going to give**, I say:
Vereceğiniz parti.

Note: See Note II, Grammar Analysis, Lesson 50, for examples about direct and indirect objects.

Grammar Notes - Lesson 52

-miş (Presumptive-past)I saw it.

Dün **geldi**.
 Bu sabah **gittiler**.
 Geçen Pazar **geldiniz**.
 Bunu siz **yazdınız**.
 Kahvesini **bitirdi**.
 Otomobili **yıkadı**.
 Çocuklar okuldan **döndüler**.

I did **not** see it.

Dün **gelmiş**.
 Bu sabah **gitmişler**.
 Geçen Pazar **gelmişsiniz**.
 Bunu siz **yazmışsınız**.
 Kahvesini **bitirmiş**.
 Otomobili **yıkamış**.
 Çocuklar okuldan **dönmüşler**.

In Turkish there are **two** past tenses.

1. The **-di** past:
This is an activity, state or process which **we have seen with our own eyes, or something universally accepted**.
2. The **-miş** past:
This is something we have **not seen**. It is **inferred** or **hearsay**. The tense sign for this second hearsay past **-miş** is followed by personal endings, Type I.
-im, -sin, -iz, -sınız, -ler

vermişim	(they say that,	I gave
vermişsin	it seems,	You gave
vermiş	apparently,	He gave
vermişiz	I hear that	We gave
vermişsiniz	It is rumored	You gave
vermişler	that)	They gave

Note: The idea that this fact is inferred or hearsay and not something we ourselves have witnessed, is expressed **explicitly** in English. It comes out into the open. We have to state that it is something we have heard or inferred.

In Turkish all this is **implied**. So the central idea, that of **inferred** or witnessed fact, is what remains vivid and uppermost in our minds.

Grammar Notes - Lesson 53

-iyordu

Yapıyordum - I was doing it.

The suffix **iyor** indicates that an **action is in progress**. **By itself it indicates no tense**.

If we want to indicate that an action is going on **now**, we add the present tense of the verb 'to be', **um**:

yapıyorum - I am **now** doing it.
yazıyorum - I am **now** writing.
içiyorum - I am **now** drinking.

To show that some action was going on in the past we add the past tense of the verb "to be" or the suffix -dum after -iyor suffix.

yapıyordum - I was doing it (in the past).
yazıyordunuz - You were writing (in the past).
içiyordu - He was drinking (in the past).

The interrogative is the regular interrogative of the verb **to be** in the past.

miydim
yapıyor **muydum?**
yazıyor **muydunuz?**
içiyor **muydu?**

Note: In the third person plural, there is a variant form of **-dular, -lardı**. Both forms are common.

We can say **gidiyordular** or **gidiyorlardı**. This is possible only in the third person plural.

Grammar Notes - Lesson 54

Time Relations.

An event B can occur either **before**, **during**, **after**, or **at the time that another event A was completed**.

A is the fixed point from which B is measured.

If we were to make a diagram of time, it would be a straight line moving in one direction.

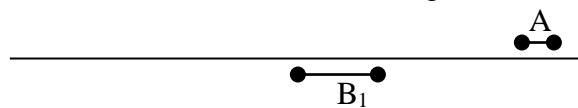
On this we shall mark a point A representing an event:



But A must have some duration to be perceived at all. So in reality A would be indicated in this way:



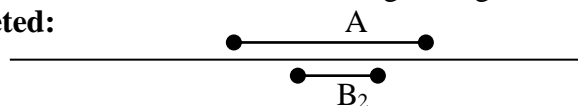
1. Let us now mark an event B₁ as occurring before A occurs.



This relationship is indicated by adding **-meden önce** (OR –meden evvel) directly to the verb root representing event A.

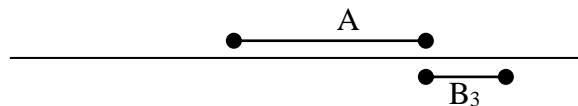
If A represents ‘reading a letter’ (mektubu okumak), then B₁ occurred ‘before reading the letter’ (mektubu oku**madan önce**).

2. Now let us mark event B₂ as occurring during the time A is taking place but **before it is completed**:



This relationship is indicated by adding **-ken** to the aorist verb-base representing event A. Then B₂ occurred ‘while reading the letter’ (mektubu okur**ken**).

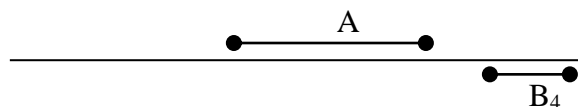
3. Now let us mark event B₃ as occurring when **A has taken place or is completed**.



This relationship is indicated by adding **-diği zaman** to the verb-root. (see Lesson 48 for changes in **-diği**).

B₃ occurred : ‘when he read the letter’ (mektubu oku**duğu zaman**)

4. Now let us mark event B₄ as occurring after event A has occurred.



This relationship is indicated by adding **-dikten sonra** directly to the verb-root.

B₄ occurred : ‘after reading the letter’ (mektubu oku**duktan sonra**)

Note: The verb representing events B₁, B₂, B₃, B₄ can be in any tense any person or any mood, the sequence, relative to B will be the same, therefore there will be no change in the suffixes representing this relationship.

-ken

As was shown in paragraph 2 in the above analysis, **-ken** added to a verb root represents the event during which another event took place, is taking or will take place.

-ken never changes and is never accented.

Example:

Arkadaşımı gördüm. (B)
I saw my friend.

Ne zaman?
When?

Okula gelirken. (A)
(While coming to school)

The main action (B) may be in any tense or mode; (A) will always be the same:

(A)	(B)
1. Okula gelirken	gördüm.
2. Okula gelirken	görmüş.
3. Okula gelirken	görsün.
4. Okula gelirken	görecek
5. Okula gelirken	görürse
6. Okula gelirken	göremez.
7. Okula gelirken	görebilir miyim?

(A)	9	(B)	(B)	A
dönerken	onu gördüm	I saw him	I saw him	
	onu görmüş	He saw him	He saw him	
	onu görsün	Let him see him	Let him see him	
	onu görecek	He is going to see him	He is going to see him	
	onu görürse	If he sees him	If he sees him	
	onu göremez	He cannot see him	He cannot see him	
	onu görebilir miyim?	Can I see him?	Can I see him?	

Grammar Notes - Lesson 55

-ken

We saw in lesson 54 that in order to show that an event **A** took place while another event **B** was **going on but not completed**, we place **-ken** after the aorist verb-base indicating **B**.

B. <—— Okula gidiyorum. ——> Okula giderken Ahmed'e rastladım.
A. Ahmed'e rastladım.

While on my way to school (I hadn't arrived yet), I met Ahmet.

But an event can also occur during the time a **certain condition occurs**.

If we want to indicate this face, we place the suffix **-ken** after the adjective or noun denoting this condition or state.

B. <—— During the time I was a child (childhood) ——>
A. Something was learned

Bunu çocukken öğrendim: I learned this when I was a child.

The noun may have various endings.

Çocuk ken	-	When I was a child
Evdey ken	-	When at home
Evinizdey ken	-	When at your home
Öğretmenim ken	-	While (you, he, she etc.) was my teacher

-ken does not indicate person or time.

Note: When the word to which **-ken** is attached ends in a vowel, a (y) is placed before **-ken**.

yapardım

The aorist suffix indicates **habit** or **something done at regular intervals**. By itself it does not indicate whether it is present or past habit. The personal suffix shows that. (See Grammar Analysis Lesson 53)

Present Habit		Past Habit	
Erken yatar.	<i>He goes to bed early.</i>	Erken yatardı:	<i>He was in the habit of going to bed early.</i>
İçerim	<i>I drink.</i>	İçerdim:	<i>I was in the habit of drinking. I used to drink.</i>

Note: When used in the past the implication is that this is **no longer** a habit: it **used to be a habit**, but is **not a habit any more**.

Ben günde dört beş fincan kahve iç**erdim**. (artık şimdi içmiyorum).

Ben her akşam ondan evvel yat**ardım**. (artık ondan evvel yatmıyorum).

Okuldayken her gün tenis oyn**ardım**. (artık her gün tenis oynamıyorum).

™imdi	Eskiden
Yüzmüyorum	Çocukken yüze rdim
Yemek pişiriyorum.	Yemek pişir mezdim .
Gömlüklerimi kendim yıkıyorum.	Gömlükleri kendim yıkan mazdım .
Bahçede çalışmayı seviyorum.	Bahçede çalışmayı sev mezdim .
İzmir'e şimdi çok az gidiyorum.	İzmir'e sık sık gider dim .
Az süt içiyorum.	Çok süt iç erdim .
Burada tiyatroya çok gitmiyorum.	İstanbul'dayken tiyatroya çok gider dim .
™imdi sanat müziğinden çok hoşlan mazdım . hoşlanıyorum.	Eskiden sanat müziğinden hiç

Note: The interrogative is the regular interrogative of the verb to be in the past: **-miydi?**

Erken kalkar **miydiniz?**

- Did you used to get up early?

Were you in the habit of getting up early?

İçer **miydi?**

- Was he in the habit of drinking?

Did he drink? (formerly)

Grammar Notes - Lesson 56

----- **den beri** (See lesson 42)

If we want to specify a period of time **beginning sometime in the past and continuing up to the present**, we place **-den beri** after whatever marks the **beginning** of that period.

During this period the following happened or is happening.

Beginning	The Period	(This is the situation)
Cuma	Cumadan beri	Cumadan beri bir yere gitmedim.
Sabah	Sabahtan beri	Sabahtan beri mektup yazıyor.
Bir ay	Bir aydan beri	Bir aydan beri buradayım.

But if the period begins from the time something has happened then we add ---**diğimden beri**, **-diğinizden beri**, **-diğimizden beri**, **-diğinden beri**, etc., (depending upon who it was) to the verb root. (See Grammar Analysis Lesson 48 and 50).

Beginning with the time that this happened	Up to now	During this period the following has happened, or is happening (this is the situation)
Geldim.	geldiğimden beri	Geldiğimden beri kimseyi görmedim.
Kalktı.	kalktığından beri	Kalktığından beri telefonda.
Evinizi sattınız.	evinizi sattığınızdan beri	Evinizi sattığınızdan beri bir yere gitmek istemiyorsunuz.
Mektubu aldı. memnun.	mektubu aldığından beri	Mektubu aldığından beri pek

Grammar Notes - Lesson 57

1. **-miş** (imiş)

We saw in lesson 52 that the suffix **-miş** added directly to the verb-stem was used to indicate a **past event** which we have **not witnessed**. It is an event of which we have **no personal knowledge**. Used this way it **always refers to a past event**.

- a) When added to a **noun, pronoun, or adjective -miş** is not a suffix showing the character of the action, but the non-witnessed form of the verb **to be**. Used in this way **-miş** is either **present or past**.

Ahmet askermiş. - Ahmet is a soldier.
Ahmet was a soldier.

Orada değilmiş. - He isn't there.
He wasn't there.

- b) When **-miş** (imiş) is added to the tense-base, it indicates that the person making the statement **has no personal knowledge** of the fact. This also refers either to **present or past**.

gidiyor
(personal knowledge) - he is going

gidiyormuş
(no personal knowledge) - he is going
he was going

gidecek
(personal knowledge) - he is going to leave
he is going to leave

gidecekmış
(no personal knowledge) - he was going to leave

gider
(personal knowledge) - he goes

gidermiş
(no personal knowledge) - he goes
he used to go

Example:

Siz her sabah beşte kalkkarmışsınız.

-You get up at five every morning. (I hear)

-You **used to get up** at five every morning. (I hear)

Note: **-miş** in **gitmiş** is **never written separately**.

In **askermiş, evdeymiş, gidiyormuş, gidecekmiş** etc., **-miş** may be written **separately**, though usually it is not. **-miş** (the suffix form of **imış**) is the non-witnessed form of the verb **to be**.

When **imış** is joined to the word preceding it, the first **i** is dropped and the vowel in **-miş** agrees in harmony with the last vowel in the word to which it is joined. When the word ends in a vowel, then a **y** is added before **-miş**. This is exactly what happens with **-idi**.

hasta idi	-	hasta imış
hasay dı	-	hasay mış
öğretmen idiniz	-	öğretmen imışsınız
öğretmen diniz	-	öğretmen mişsınız
gider idim	-	gider imışım
giderdim	-	gider mişim

Further examples of the use of **imış**

I was (am) a witness to the fact.
I know.

I have no personal knowledge of the fact.
I have heard or I hear. (surmise, etc.)

öğretmen	-	öğretmen miş
evde	-	evdey miş
oradaydı	-	oraday mış
talebesiniz	-	talebey mişsınız
uyuyor	-	uyuyor muş
içiyorlar	-	içiyorlar mış
çok geç yatar	-	çok geç yatarm ış
ben de gideceğim	-	ben de gidecek mişim
dün beşte mektup yazıyordu	-	dün beşte mektup yazıyorm uş

2. **-erek**

When a verb-stem has the suffix **-erek**, it indicates that the action:

- A) occurs at the same time as the main action.
- B) occurs **before** and leads up to the main action. This use of the **-erek** form is like the **-ip** form.
- C) conditions or indicates the manner of the main action. It is the **chief instrument** in accomplishing the main action.

The **-erek** form, in itself, does not indicate tense or person. The main verb indicates this.

Okula yürüyerek geliriz.
Okula yürüyerek gelmişler.
Okula yürüyerek geliniz.
Okula yürüyerek gelecek.
Okula yürüyerek gelirse

A **y** is placed before **-erek** or **-arak** when the verb-stem ends in a vowel. This suffix is added directly to the verb-stem.

koş - koş**arak**
yürü - yürü**yerek**

3. **-mişti**

This form is added to the verb-stem when we want to stress the time relation of two actions or states, both of which are in the past.

It represents a first action as completed before the second action, also in the past.

In everyday language, the past is often used instead of the past perfect unless we want to stress the time relation, or when the use of the simple past might mislead.

Example: Ben o filmi görmüştüm. - I had seen this movie.

This indicates that this same movie had been shown once before and that you had seen it then.

Examples: Ben geldiğim zaman gitmiştin. - When I came, you had (already) gone.

Note: Here we cannot use 'gitti' for then it would mean 'you went away when I came'; i.e., your going away took place at the time of, or immediately following my arrival.

Grammar Notes - Lesson 58

The suffixes **-di**, **-miş**, **-iyor**, **-ecek**, **-er** indicate the character or type of the action. With the exception of the **-di**, suffix they do not by themselves indicate any **time**.

1. **-di**: Indicates that an action **has taken place**, is **completed**. It places the event or condition unequivocally in the past (Witnessed. Personal knowledge).

Example:

Dün geldi. - He came yesterday. (I saw him come.)

2. **-miş**: Indicates that an action has **been completed**. It does **not** indicate when this was or will be completed. It also is the suffix indicating that the action is **not** witnessed, that it is **not** personal knowledge.

Example:

Dün gelmiş. - He came yesterday. (I was not there. This is not personal knowledge, I heard, I hear, etc.)

3. **-iyor**: Indicates
a) That an action is going on, that it is **in progress**. This is the suffix of duration.

Example:

Çay içiyor. - He is (now) drinking tea.

- b) Repeated habitual action for the **time being** or for a **limited time** in the past.

Example:

TMİmdi beşte kalkıyoruz.- We are now (for the time being) getting up at five. And by implication it means we didn't before and may not later, but we are for the present.

- c) A future event. But in order to have this meaning, a word which places the action definitely in the future such as 'yarın' (tomorrow), 'bu akşam' (this evening) and 'gelecek hafta' (next week) must be used. When used in the future sense it indicates a certainty or a pre-arrangement.

Example:

Vapur beşte kalkıyor. - The boat leaves (is leaving, is going to leave) at five.

4. **-er** Indicates that an action

- a) Is a general truth.

Example: İki kere iki dört eder.

-Two times two make four.

- b) Is habitual or customary.

Example: Kahvesine şeker ve süt koymaz.

-He does not put cream or sugar in his coffee.

- c) Is iterative.

Example: Daima aynı şeyi tekrar eder.

-He always repeats the same thing.

- d) Is characteristic.

Example: Çok iyi piyano çalar

-He plays the piano very well.

- e) Shows volition or willingness.

Example: Acaba gelir mi?

-I wonder if he will (is willing to) come.

Giderim.

-I'll go. (I'm willing to go).

5. **-ecek:**

Indicates that an action is **to come, is expected or planned.**

These characteristics hold true whether we are dealing with the present or whether we imagine ourselves at some point in the past or the future.

The time of an action or **tense** of a verb is indicated by the personal ending **-im, -dim, imişim**, or the auxiliary **olacağım**.

a) **-im**

When we say asker**im**, we state a fact that is **true now**. The ending **-im** indicates this.

b) **-dim**

When we say asker**dim**, we state a fact that **was true in the past** and by implication is **not true now**. The ending **-dim** indicates this.

c) **olacağım**

When we say asker **olacağım**, we state a fact that **will be true** sometime in the **future**, and again by implication is **not true now**.

d) **-miş**

When we asker**miş**, we state a fact **now or in the past** of which we have no personal knowledge.

Examples:

When we use the suffix **-iyor**, we indicate an **action in progress**. But this does not indicate whether it is a **present condition** or a **past condition**. **-iyor** by itself does not give us sufficient information. Only the personal ending indicates this.

İçiyorum	-	I am now drinking.
İçiyordum	-	I was drinking.
İçiyormuş	-	He is or was drinking. (This is not personal knowledge)

The **-er** suffix indicates a habitual action. But we do not know whether it is a present or past habit. The personal ending indicates this.

içerim	-	present habit
içerdim	-	past habit
içermiş	-	present or past habit (not personal knowledge)

-ecekti (-ecek + -ti)

This indicates that plans for some future action were made sometime in the past. This future action, in reference to the present, may actually be in the (1) **past** or in the (2) **future**

Example:

- | | | |
|--|---|----------------------------------|
| For (1) Geçen Cuma gide cekti . | - | He was to go last Friday. |
| For (2) Gelecek Cuma gide cekti | - | He was to go this coming Friday. |

As can be seen from the examples above, there is a strong implication that something prevented, or is likely to prevent these plans from materializing. This form is sometimes used when there is some uncertainty as to the fulfilment of an event either in the past or future.

- | | | |
|-------------------------------------|---|---|
| Bu sabah telefon ede cekti . | - | He was to phone this morning. |
| Mektubu yarın yaz acaktım . | - | I was going to write the letter tomorrow. |

Time and Tense

If we consider the notion or nature of **time** as an experience apart from language, we will see that it is divided into two main parts, the **past** and **future**. Between these two lies the **present** - the **now**. The present may be conceived of as a boundary of some duration dividing the **past** from the **future**.

We are quite clear about the **past** and **future**: but to determine what is **present** is more difficult. What we call the present is determined more by the unity and character of the action than by its duration.

The following personal suffixes -im, -dim, (idim), -mişim (imişim) and the future form of the verb 'to be' **olacağım** are used to indicate these time distinctions. They are used with **nouns**, **pronouns**, **adjectives** and **adverbs** as well as **verbal forms** showing aspect, character or mood.

Grammar Notes - Lesson 59

1. -eceđi zaman

We saw in Lesson 48 that in answer to ‘Ne zaman?’ we can either indicate the hour, day, month or year the event occurred, or another event which occurred at the same time.

If we determine the ‘when’ by some other event, we add **-diđi zaman** directly to the stem of the verb indicating that event.

Ders bittiđi zaman eve gittik.
Ders bittiđi zaman eve gideriz.
Ders bittiđi zaman eve gideceđiz.

To the question, ‘Ne zaman eve gittiniz? gidersiniz? or gideceksiniz?’ the answer is ‘Ders bittiđi zaman.’ In the three examples above the fact is **that the lesson was over** when **these other things took** place.

If we want to indicate that something occurred **before the lesson was over** or **just as it was about to end** we use **-eceđi zaman**: which we add to the stem of the verb **bit-** in this case. If the bell rang as the lesson was about to end we say, ‘Ders tam biteceđi zaman zil çaldı.’

Or we can put it in the form of a prediction and say ‘You’ll see, the bell will ring just as the lesson is about to end.’

Göreceksin, ders tam biteceđi zaman zil çalacak.

Or it might be something that happens quite frequently then we say:

Ekseriya, ders tam biteceđi zaman zil çalar.

But in every one of the examples given above, the bell rings **before the lesson is over**. The lesson is about to end when the bell rings.

2. -miş olan (-miş)

In Lesson 41 and 43 we saw that in order to identify or describe a person or object by what he, she or it **did, does, or is doing** we use the suffix **-(y)en** added directly to the stem of the verb indicating the action, and to identify a person or object with what he, or it, is **going to do** by the suffix **-ecek** or **-ecek olan** added to the verb-stem.

The verb-stem + **-(y)en** is the present participle. The verb-stem + **-(y)ecek** is the future participle.

To identify or describe a person who **has** or **had done** something in the past, we use **-miş** or **-miş olan** added to the verb-stem indicating that action.

Bu filmi görmüş olanlar - Those who have seen this
ellerini kaldırırlar. movie raise their hands.

The meaning here is that the movie (now being shown or about to be shown) was shown once before, and that those who saw it then should raise their hands.

The verb-stem + **-miş** is the perfect participle. It denotes **result** of an action in the past. It corresponds to the **-mişti** form of the verb.

Usually instead of the bare participle **-miş** we use the **-miş olan**.

bunu okumuş **kimseler**

(or)

bunu okumuş **olan kimseler**

These are practically identical in meaning.

gidecek talebeler

Compare:

gidecek olan talebeler

3. **Yavaş yavaş**

In Turkish, adjectives can be used as adverbs.

İyi çocuk - a good child
İyi yazıyor. - He writes well.

Güzel çiçek - a beautiful flower
Güzel kokuyor. - It smells beautiful.

Ağır kutu - a heavy box
Ağır yürüyelim. - Let's walk slowly.

When an adverb is doubled, there is an intensification in the meaning.

Erken yola çıktık. - We started our journey early.
Erken erken yola çıktık. - We started our journey quite early.
Çabuk yürüyelim. - Let's walk quickly.
Çabuk çabuk yürüyorlardı. - They were walking very quickly.
Yavaş yavaş konuşunuz. - Speak very slowly.

4. **Araya araya**

Sometimes this doubling (yürüye yürüye, koşa koşa), especially when derived from verbs, is not an intensification but gives an idea of 'all the way' or a manner that seems to be present all during the main activity.

İte ite açtım. - I pushed and pushed it open.
Yürüye yürüye gittik. - We walked all the way.
Koşa koşa geldi. - He came running.
Vura vura kırdı. - He broke it after repeated blows.

Grammar Notes - Lesson 61

1. -eli

This form is very similar to **-den beri** (see Lesson 56)

To specify a period of time **beginning with some action in the past and continuing up to the present**, we place **-eli** after the verb-stem indicating that action.

Buraya geleli hiç nezle olmadım. - I haven't had a cold since I came here.

Evi satalı üç defa apartman değiştirdim. - Since I sold the house, I have changed apartments three times.

The **-eli** suffix can only be used with a verb-stem. This is one of the points in which it differs from the **-den beri** form.

The other important difference is that the **-eli** form is used when the **whole period is measured**, and not the activity during that period.

Ali işini bırakalı üç ay oluyor. - It is three months now since Ali quit his job.

-eli marks the beginning of a period. It does not indicate person or take personal endings. If the subject of the verb with **-eli** is other than the subject of the main clause, it should be indicated by the appropriate noun or pronoun.

Sen gideli hiç bir şeyde zevk kalmadı. - Since you have gone there is no joy left in anything.

A second characteristic of this form is that it can be used with a negative verb.

Ondan mektup almalı kaç ay oluyor? - How long has it been since you last heard from him?

2. -diği için

Beğmediğim için satın almadım. - I didn't buy it because I didn't like it.

The subordinate clause with **-diğim için** contains the **cause** or **reason**, the principal proposition the **result** or **consequence**.

In construction, it is similar to the forms **-diğim zaman** (Lesson 48) and **-diğim şey** (Lesson 50).

This form is best understood when contrasted with **-mek için** (Lesson 22).

Compare

1. Erken **kalkmak için** dokuzda yattım. - In order to get up early I went to bed at nine.
2. Erken **kaltığım için** dokuzda yattım. - Because I got up early I went to bed at nine.

In both 1 and 2, I state the fact that I went to bed at nine.

In sentence 1, I had a **purpose** in going to bed at nine. In sentence 2, my going to bed at nine was the **result** of my getting up early.

Grammar Notes - Lesson 62

Passive:

1. Why do we use the passive?
2. Does the passive have a distinct form?

We must distinguish the purpose of the passive (syntactic category).

Let us take the first question.

Why do we use the passive? We use the passive when we **do not want to mention, do not know or are not concerned with or interested in the active agent.**

Suppose we are concerned about a letter. Now we know that somebody wrote that letter. If we are interested in that somebody we are likely to ask:

Who wrote the letter?

Did so and so write the letter?

When did he write the letter?

Where, why or how did he write the letter?

In answer to all of these, we use the **active** form of the verb in Turkish. If however, we are interested mainly in the letter, (regardless of who wrote it) we ask:

When was the letter written?

Where, why or to whom was the letter written?

Of course, we can say (both in English and Turkish) ‘By whom was the letter written?’ But that is simply an extension of the passive form; it is not really necessary except in very subtle distinctions of tone, color and emphasis. It is much more direct and simple to say, ‘who wrote the letter?’

The answer to the second question: Does the passive have a distinct form? The answer is **yes. Always.**

This is not true in English. If we take the two sentences

He sells the book.

The book sells well.

the verb is unchanged. But the first sentence has an active sense, the second a passive one.

This **does not happen in Turkish.**

The passive form.

Rule: To make a verb passive we add (1) **-il**, (2) **-in**, or (3) **-n**, to the root.

- (1) If the root ends in any consonant other than **l** we add **il (-il, -ül, -ul)**
Examples: vermek - verilmek görmek - görülmek
yapmak - yapılmak içmek - içilmek
- (2) If the roots end with the letter **l** we add **-in (-in, -ün, -un)**.
Examples: almak - alınmak bilmek - bilinmek
bulmak - bulunmak silmek - silinmek
gülmek - gülünmek
- (3) If the root ends in a vowel we add **-n**.
Examples: yemek - yenmek korumak - korunmak
aramak - aranmak söylemek - söylenmek

Note:

Since this form with the **n** or **in** is identical to the reflexive form, (see note below) sometimes an **-il** is added after **-in** or **-n** to avoid confusion. **Söylenmek** for example, can mean to mutter to oneself. So if there is any chance of confusion we add an **-il** and make **söylenilmek**, which is unmistakably passive.

To form the negative, we add the negative suffix **-me** or **-ma** after the **-il**.

‘Böyle şeyler söylenilmez.’ Such things are not said. Of course, ‘Böyle şeyler söylenmez’ is equally clear.

Kapılar altı buçuktan sonra açılıyor. - The doors are being opened after 6:30.

Any suffix indicating character, tense or mood may be added after the **-il**:

yapılıyor
yapılacaktı
yapılmıştı
yapılırdı
yapıldı mı?

Note on Reflexive:**How formed:**

The reflexive is formed by adding **-n** to words ending in a vowel and **-in, -ın, -ün, -un**, to words ending in a consonant.

yıkamak	-	yıkanmak	-	to wash up
söylemek	-	söylenmek	-	to mutter to oneself
temizlemek	-	temizlenmek	-	to clean up
giymek	-	giyinmek	-	to dress (to get dressed)
soymak	-	soyunmak	-	to undress (to get undressed)
gezmek	-	gezinmek	-	to take a stroll

How used: (How it functions)

The reflexive root is an independent root. **It can take all suffixes:**

e.g., yıkanmak.

Tense or modal suffixes. yıkanıyor, yıkanmıştı, yıkanacaksınız, etc.

Participles: yıkanan, yıkanacak olan, etc.

Where used: (what notion it carries).

This form is used when the subject acts upon itself.

giyinmek	-	to dress oneself
soyunmak	-	to undress oneself
yıkanmak	-	to wash oneself (to wash up)

Advice:

- This information about the reflexive is given to enable you to **recognize** the form when you see it.
- Although it is an active and living form, it is safer to treat it as a **vocabulary** item.
- **Do not create reflexive forms on your own.**

Grammar Notes - Lesson 63

1. -diđi halde:

Her tarafı aradıđımız halde cüzdanı bulamadık. -Although we searched everywhere we couldn't find the wallet.

The fact indicated by the clause with the suffix **-diđimiz halde** is conceded (we searched everywhere). However, this does not alter the outcome in the principal proposition. (We couldn't find the wallet.)

Orada olmadıđım halde ne yaptıklarını biliyorum.- Although I wasn't there, I know what they did.

I admit that I wasn't there, and yet I know what they did. My not being there has in no way prevented my knowing what they did.

This suffix is similar in form and construction to **-diđi zaman** (see Lesson 48) and **-diđi için** (see Lesson 61). Subject of the clause of concession is indicated by the possessive ending after **-dik, -diđim halde, -diđimiz halde, -dikleri halde**, etc.

2. -mişse

The condition upon which the principal action hinges is indicated by adding **-sem (-sen, -se, -sek** etc.) to the word showing the condition. (See Grammar Analysis, Lesson 60).

It can also be added to any verb base.

The progressive base	-	gidiyorsa
aorist base	-	giderse
past base	-	gittiyse
-miş base	-	gitmişse
future base	-	gidecekse

When we make a condition it means we are not certain whether that condition will be or has been fulfilled. Because of this element of uncertainty inherent in the conditional form, the distinction between the witnessed and not witnessed forms are not so clear cut.

However there is a slight difference.

Gitmişse	-	If he has gone, or if you find out that he has gone.
Gittiyse	-	If he has gone, or if you know for certain that he is gone, i.e., if you saw him go.

3. -eceđi için

If the principal proposition is a result of consequence of some condition or action contemporaneous with it, or of some condition or action in the past or some habitual recurring condition or action, we use the **-diđi için** form.

If the principal proposition is an action which is the **result** of something which **is going to happen**, then we use the **-eceđi için** form.

Yarın sabah erkenden hareket edeceđimiz için - Since we are leaving early tomorrow morning let's finish the dirty dishes
bulaşıkları bu akşam bitirelim. - tonight.

Bu hafta sonu burada olmayacağım için - Since I'm not going to be here this weekend
pikniđe öbür hafta gideriz, olur mu? - we'll go for a picnic the week following, OK?

Note:

No matter **how** these ideas are expressed in English so long as it is the **purpose**, we use **-mek için**. If it is the **pure result**, we use **-diđi için** or **-eceđi için**.

Examples:

Treni kaçırmamak için erken gittiler. - They went early **so they wouldn't miss the train.**
(purpose)

Erken gittikleri için iyi bir yer buldular. - They went early, **so they got a good seat.**
(pure result)

Grammar Notes - Lesson 64

-seydi (-se + idi)

In the conditional, we feel that we are dealing with an **actual problem**. Take the following sentence:

Mektubu bulduysa hemen göndersin. - If he has found the letter, let him send it at once.

Here we are dealing with facts or possible facts which are capable of affecting our everyday actions or decisions. They affect our **practical** life.

Let us now take the statement:

Mektubu bulsaydım hemen gönderirdim. - Had I found the letter I would have sent it at once.

Here we are dealing with something that never occurred. It is **contrary to fact**. It is a theoretical problem. Such a statement may give us an insight into the speaker's character but it has **no practical value as far as that particular event is concerned**.

The suffix **-seydim** or **-saydım** is added directly to the verb-stem.

Note:

Be very careful to distinguish this form from the past conditional **-diysem**. There is a certain similarity and it is easy to confuse them if one is not careful

Contrary to fact	-	-seydim
Past conditional	-	-diysem

The second half of the sentence following **-seydim** *always has* **-erdim** or **-ecektim**.

- | | | |
|-----|-----------------------|------------------------------------|
| (1) | Gitseydim görürdüm. - | Had I gone I would have seen him. |
| (2) | Gitseydim görecektim- | Had I gone I was going to see him. |

In sentence (1) we use görürdüm to show what would have been **the most likely thing for us to do**.

In sentence (2) we use görecektim to indicate that **we had planned or made arrangements** to see him.

the **-erdim** form (sentence 1) is far more common. The situation that is expressed through that form is far more frequently met with.

Grammar Notes - Lesson 65

Indirect Discourse:

In **direct discourse** we give the words exactly as they are spoken.

In **indirect discourse** the words are changed and adapted to the situation in which they are quoted.

When we introduce the words of a person exactly as they were spoken, we use **demek** (to say) or an adverbial form of demek, **diye** (saying).

Example: 'Ne yapıyorsunuz?' **dedi.** - 'What are you doing?' he **said.**
'Nereye gidiyorsunuz?' diye sordu. - He questioned me saying,
'Where are you going?'

In **direct discourse**, *only* '**demek**' or '**diye**' is used.

In **indirect discourse**, '**demek**' is *never* used. Instead we use '**söylemek**' (to say, to tell) or a verb which means to **report, inform, communicate, record, question, inquire.**

If we are **reporting** or **communicating** (writing, phoning etc.) an event which occurred in the **past**, is occurring in the **present** or occurs **habitually** or **regularly**, we use the **-dik** form of the verb (with the possessive ending) plus the case ending required by the main verb in the sentence.

(Direct)	'Geldim', dedim.	-	'I came', I said.
(Indirect)	Geldiğimi söyledim.	-	I said that I came. (I told them of my coming)
(Direct)	'Gittik' desin.	-	Let him say, 'We went'.
(Indirect)	Onlara gittiğimizi söylesin.	-	Let him tell them that we have gone.

Unlike English, the tense or mood of the main verb, here **söylesin** does **not** affect the **-dik** form.

The **-dik** form is used if (1) the event **occurs habitually**, (2) has **occurred in the past** or (3) is **occurring now**. The subject of the clause is indicated by the possessive suffix after **-dik**.

The **subject of the clause** always has the **-in** ending. Get into the habit of automatically putting the **-in** suffix after the subject of the clause.

Example: (Direct) 'Ahmet geldi' dedi.
(Indirect) **Ahmet'in** geldiğini söyledim.
(Direct) 'Öğretmen, Ali'ye yeni bir kitap verdi' diyor.
(Indirect) Öğretmen**in** Ali'ye yeni bir kitap verdiğini söylüyor.

This construction is very similar to all **-dik** forms.

See	Lesson 48	geldiğim zaman
	Lesson 50	verdiğim kalem
	Lesson 56	geldiğimden beri
	Lesson 61	geldiğim için

For any future event whether expressed with the aorist (**giderim**) or future (**gideceğim**) the form **-ecek** is used.

'İki gün sonra gelirim' dedi. (becomes) İki gün sonra geleceğini söyledi.
'Ahmet bu akşam bizde kalmayacak' dedim. (becomes) Ahmet'in bu akşam bizde kalmayacağını söyledi.

Note: This is very similar to forms discussed in Lessons 59 and 63.

Shifting of persons

The same rule is followed as in English. If one visualizes the situation and remembers **to whom** and **of whom** one is speaking, the shifting of persons won't be too difficult.

One important point, however, must be kept in mind. In a sentence where a third person is mentioned the pronoun **onun** always refers to a **fourth** person. This is so both in direct and indirect speech.

Example: Ahmet **onun** parmağını kesti. *means* Ahmet cut **his** finger.
(i.e., some person other than Ahmet)

Ahmet parmağını kesti. *means* Ahmet cut his finger. (his own finger)

It makes no difference whether the 'witnessed' or the 'non-witnessed' form has been used in direct discourse. In indirect discourse, **only one form is used**, i.e., the (-dik) ending for **past**, **present**, and **orist** and the (-ecek) ending for the future. Remember that by future is meant the **notional future**, for both the **present** and **orist** may indicate future; the ending then will of course be (-ecek).

Example: 'Yarın gidiyormuş' dedi.
Yarın gideceğini söyledi.

'Bunu sonra yaparım' dedi.
Bunu sonra yapacağını söyledi.

Examples:

Direct

1. 'Ahmet geldi' dedi.
'Ahmet gelmiş' dedi.
2. 'Ahmet her gün beşte kalkar' dedi.
'Ahmet her gün beşte kalkarmış' dedi.
3. 'Ahmet kahve içiyor' dedi.
'Ahmet kahve içiyormuş' dedi.
4. 'Ahmet Ankara'ya gidecek' dedi.
'Ahmet Ankara'ya gidecekmiş' dedi.

Indirect

1. Ahmet'in geldiğini söyledi.
Ahmet'in geldiğini söyledi.
2. Ahmet'in her gün beşte kalktığını söyledi.
Ahmet'in her gün beşte kalktığını söyledi.
3. Ahmet'in kahve içtiğini söyledi.
Ahmet'in kahve içtiğini söyledi.
4. Ahmet'in Ankara'ya gideceğini söyledi.
Ahmet'in Ankara'ya gideceğini söyledi.

Grammar Notes - Lesson 66

Questions In Indirect Discourse

Questions are of two kinds:

A. A request for some new information. The kind of information we are looking for is indicated by a pronoun such as : **kim, ne, hangi, kaç**, or some form of these pronouns: **kimin, kimde, niçin, nerede, nesi, hangimiz, hangisinde, kaçta, kaçı**.

B. A question which calls for agreement or disagreement. This is the ‘yes’ or ‘no’ type; the (-**mi**) type of question. In asking this type of question what we want is verification.

1. The first type of interrogative sentence is handled in **the same way as the direct statement**. The verbal forms are the same.

Examples:

A. Direct Discourse	B. Indirect Discourse
(Statement) ‘Kalemi aldı’, dedim	Kalemi aldığımı söyledim.
(Question) ‘Ne aldı?’ diye sordum.	Ne aldığımı sordum.
(Statement) ‘Kaya mektubu bana gösterdi’ dedim.	Kaya’nın mektubu bana gösterdiğini söyledim.
(Question) ‘Kaya mektubu kime gösterdi?’ diye sordum.	Kaya’nın mektubu kime gösterdiğini sordum.
(Statement) ‘Bunu kimse görmemiş’ dedi.	Bunu kimsenin görmediğini söyledi.
(Question) ‘Bunu kaç kişi görmemiş?’ diye sordu.	Bunu kaç kişinin görümediğini sordu.

2. In the second type of interrogative sentence, the (-**mi**) question (‘yes’ or ‘no’ type) **any element** in the sentence may be questioned.

In this lesson, we are going to deal with the interrogative sentence where the **verb** has the (-**mi**) particle.

Example:

Gitti mi?	Did he go?
Ali yarın okula gidecek mi?	Is Ali going to school tomorrow?

In the indirect form this type of question inquires whether or not a certain act took place (is taking place or will take place etc.) Since the idea is ‘**did he or did he not?**’ Turkish renders this:

gidip gitmediğini
gidip gitmeyeceğini

In every other respect it is exactly like the other indirect forms.

Example:

‘Ali, Tom’a mektubu verdi mi?’ diye sordu.
Ali’nin, Tom’a mektubu **verip vemediğini** sordu.

The first part of this form is always the **ver base + -ip** whether it is followed by the **-dik** or **-ecek** form. The second part is always **negative**.

Grammar Notes - Lesson 67

Intransitive And Transitive Verbs

Intransitive: In **intransitive** verbs, the action involves the subject only; no person or object other than the subject is **directly involved**.

Transitive: In transitive verbs, there is always a person or object other than the subject that is directly involved.

In English the **form** of a verb does not usually indicate whether it is used transitively or intransitively.

Examples:

A

Intransitive

The cake **cuts** easily.

The dogs **walk**.

The workers **struck**.

The fire **caught** rapidly.

B

Transitive

John **cuts** the cake.

Walk the dogs.

He **struck** the worker.

He **caught** a bird.

In Turkish, we **always** distinguish between the transitive and intransitive **forms** of the verb.

Compare the following pairs in English.

Intransitive	/	sit	rise	fall	lie
Transitive	/	set	raise	fell	lay

A

Intransitive

Lie down.

He **fell**.

B

Transitive

Lay the books on the table.

He **felled** trees all day.

Compare with:

Köpekler koşuyor.
(The dogs are running.)

Köpekleri koşturuyor.
(He is making the dogs run.)

Fincan düştü.
(The cup fell.)

Fincanı düşürdü.
(He dropped the cup.)

Note: Some transitive verbs can be used without an object. They are then said to be used 'absolutely', or if you like, **intransitively**. When used 'absolutely' these verbs have a slightly different meaning however. Furthermore there is always an object involved.

Examples:

Çok içer.	-	He drinks a lot.
İyi okur.	-	He reads well.
Ona yazdım.	-	I wrote to him.

Note: There are some verbs which take the **transitive** (or **causative**) suffix without becoming **transitive**.

Examples

şaşmak	-	to be astonished, amazed
şaşırmak	-	to get confused
azmak	-	to become worse
azıtmak	-	to get out of hand
sapmak	-	to deviate, to turn (left or right)
sapıtmak	-	to go mad, to talk nonsense

One thing must be remembered however. **Intransitive verbs cannot have a direct object in Turkish.** However, in determining transitivity, **meaning** must also be considered.

How are Intransitive verbs made Transitive?

Rule: 1 Generally **-dir (-dır, -dur, -dür)** or **-tir (-tır, -tur, -tür)** is added to the root.

(Intransitive)	koşmak	-	to run
(Transitive)	koş tur mak	-	to run (with objects)
(Intransitive)	durmak	-	to stop
(Transitive)	dur dur mak	-	to stop (something, someone etc.)
(Intransitive)	dönmek	-	to turn
(Transitive)	dönd ür mek	-	to turn (something, someone etc.)

Rule: 2 Roots ending in **p, ç, t, or ş** take **-ir (-ır, -ür, -ur,)**.

(Intransitive)	bitmek	-	to be finished
(Transitive)	bit ir mek	-	to finish, to end (something, or someone etc.)
(Intransitive)	kaçmak	-	to escape
(Transitive)	kaç ır mak	-	to let escape
(Intransitive)	pişmek	-	to be cooked
(Transitive)	piş ir mek	-	to cook (something)

Note: However, this rule is not consistent. We have, as in the example in (Rule 1), **koş** which becomes **koştur** not **koşur**, tut, **tuttur**, yap, **yaptır**, aç, **açtır** etc.

Rule: 3 Roots of more than one syllable ending in a vowel take (-dir).

(Intransitive)	büyüme kt	-	to grow
(Transitive)	büyü ttür me kt	-	to grow (something), to make grow

Roots of one syllable ending in a vowel take (-dir)

yemek becomes **yedir**mek
demek becomes **dedir**mek

Rule: 4 Roots of more than one syllable ending in **r**, or **l** take (-t) (generally)

(Intransitive)	düzelmek	-	to be improved
(Transitive)	düzel t mek	-	to improve (something)
(Intransitive)	kısal m ak	-	to become short, to shorten
(Transitive)	kıszal t mak	-	to shorten (something)
(Intransitive)	çoğal m ak	-	to be increased
(Transitive)	çoğal t mak	-	to increase (something)

Note: There are a few monosyllables ending in **k** which take **-it** (**-it**, **-üt**, **-ut**).

(Intransitive)	kork m ak	-	to be afraid
(Transitive)	kork ut mak	-	to frighten
(Intransitive)	ak m ak	-	to flow
(Transitive)	ak ıt mak	-	to cause to flow, to let the water run
(Intransitive)	kok m ak	-	to smell
(Transitive)	kok ut mak	-	to cause to smell
(Intransitive)	ürk m ek	-	to be startled
(Transitive)	ürk üt mek	-	to startle a person

Grammar Notes - Lesson 69

1. -meli

This suffix is used whenever we want to convey a feeling of **compulsion, obligation** or **constraint**; there is a conviction that this is what should be done.

Examples:

Daha çok çalışmalıyım.	-	I ought to study more.
Kendini fazla yormamalısın.	-	You must not get over tired.
Yarın sabah erkenden yola çıkmalıyız.	-	We must set off early tomorrow morning.
Ceketin ilları biraz daha uzun olmalı.	-	The arms of the jacket must be (ought to be) a little longer.

How formed:

The suffix **-meli** or **malı** is added to the verb root or base followed by the verb “to be”. So, in actual practice we add **-meliyim, -milisin, -meli** etc. or **-malıyım, -malısın, -malı**, etc.

2. -meliydi:

When **-meli** is in the past (e.g., **-meliydim**) it indicates something one **should have done** but **did not do**.

Examples:

Bu mektubu dün göndermeliydin.	-	You should have sent this letter yesterday.
Onu biz de görmeliydik.	-	We should have seen it too.

To make **-meli** past, we add **-idim** instead of **-dim** or **idim** combined with **-meli** or **-malı** gives **-meliydim** or **-malıydım**. This is added to the root or base.

al	-----	almalıydım
gönder	-----	göndermeliydik
yapma	-----	yapmamalıydım

3. Comparing (-meliydim) with (-mem lazımdı):

-meliydim, nearly always implies something one has **not** done, together with a feeling that one **should have done it**. **-mem lazımdı** indicates something you **had to do** in the past and **did**. (Some instances you didn't)

Note: Certain literary forms where this is not strictly adhered to are not here taken into account.

In answer to ‘**Niçin gittin?**’ We say ‘**Gitmem lazımdı.**’ (I had to). Not ‘**Gitmeliydim.**’ (I should have.)

However it is possible to use (-mem lazımdı) to mean both:

I had to **and did**

I needed to **but did not**.

Examples:

1.	Gitmem lazımdı de onun için gittim.	-	I had to go that is why I went.
2.	Gitmem lazımdı fakat gidemedim.	-	I needed to go but could not.

It is important to remember that for **gitmem lazımdı** in Ex. 2, we **may** substitute **gitmeliydim**; but for **gitmem lazımdı** in Ex. 1, we **cannot**.

Grammar Notes - Lesson 70

Indirect Discourse of olmak (-im, değilim) and (var, yok).

1. Olmak

The subject of the clause always takes the (-in) possession ending in indirect discourse.

Examples: ‘Erol asker’ dedi. Erol’**un** asker olduğunu söyledi.
‘Talebeler sınıfta değil’ dedim Talebeler**in** sınıfta olmadığını söyledim.

In the present	-im	⇒	asker im
in the past (witnessed)	-dim (idim)	⇒	asker dim
in the past (not witnessed)	-mişim (imişim)	⇒	asker mişim

All become –olduğumu.

Of course, the ending **-duğu** changes with the person, (-sin -din) etc. will become (olduğunu) and so on. (See lesson 65)

- **In the negative, değilim, değildim, değilmişim** will become (**olmadığımı**)
- **In the interrogative, -miyim, -miydin, -miymişim** will become (**olup olmadığını**)

a) Examples for Affirmative:

Direct	-	‘Askerim’ dedim
Indirect	-	Asker olduğumu söyledim.
Direct	-	‘Geçen sene teğmendi.’ dedim.
Indirect	-	Geçen sene teğmen olduğumu söyledim.
Direct	-	‘Yalman öğretmeninizmiş.’ diyor.
Indirect	-	Yalman’ın öğretmeniniz olduğunu söylüyor.

b) Examples for Negative:

Direct	-	‘Ali hasta değil.’ dedi.
Indirect	-	Ali’ nin hasta olmadığını söyledi.
Direct	-	‘Dün evde değildi.’ dedi.
Indirect	-	Dün evde olmadığını söyledi.
Direct	-	‘Pek zengin değilmiş.’ dedi.
Indirect	-	Pek zengin olmadığını söyledi.

c) Examples for Interrogative:

Direct	-	‘Ali hasta mı?’ diye sordu.
Direct	-	‘Ali hasta değil mi?’ diye sordu.
Indirect	-	Ali’nin hasta olup olmadığını sordu.
Direct	-	‘Dün evde miydi?’ diye sordu.
Direct	-	‘Dün evde değil miydi?’ diye sordu.
Indirect	-	Dün evde olup olmadığını sordu.

Compare Grammar Analysis in Lesson 65.

2. Var, Yok

Whether **var** and **yok** indicate possession or mere **being**, the **construction is the same**.

Var and **yok** disappear and in their place **olduğunu** and **olmadığını** is used.

Examples for Possession:

Direct	-	'Hasan'ın bir kitabı var.' dedim.
Indirect	-	Hasan'ın bir kitabı olduğunu söyledim.
Direct	-	'Hasan'da bir kitap var.' dedim.
Indirect	-	Hasan'da bir kitap olduğunu söyledim.

If you compare the section before **var** in these two groups you will notice that both in the Direct and Indirect they are identical.

Note: This same condition will obtain in:

1. The negative form
2. The interrogative form
3. Whether we have **var**, **vardı** or **varmış**

a) Examples for Negative:

Direct	-	'Hasan'ın kitabı yok.' dedi.
Indirect	-	Hasan'ın kitabı olmadığını söyledi.
Direct	-	'Hasan'da kitap yok.' dedi.
Indirect	-	Hasan'da kitap olmadığını söyledi.

b) Examples for Interrogative:

Direct	-	'Hasan'ın kitabı var mı?' diye sordu.
Indirect	-	Hasan'ın kitabı olup olmadığını sordu.
Direct	-	'Hasan'ın kitabı yok mü?' diye sordu.
Indirect	-	Hasan'ın kitabı olup olmadığını sordu.

c) Examples for var, vardı and varmış:

Direct	-	1. 'Hasan'da bir kitap var.' dedi.
		2. 'Hasan'da bir kitap vardı.' dedi.
		3. 'Hasan'da bir kitap varmış.' dedi.
Indirect	-	Hasan'da bir kitap olduğunu söyledi.

All three become **olduğunu söyledi**.

The interrogative for all three will, of course, be **olup olmadığını**.

Note this difference:

Direct	-	' Hasan'da kitap yok. ' dedi.
Indirect	-	Hasan'da kitap olmadığını söyledi.
Direct	-	' Kitap Hasan'da değil. ' dedi.
Indirect	-	Kitabın Hasan'da olmadığını söyledi.

Grammar Notes - Lesson 71

Reciprocal:

How formed:

Roots ending in a vowel take -ş

Roots ending in a consonant take -iş, (ış, uş, üş)

What it indicates:

This form indicates that an action is:

1. Mutually exchanged (two people or two parties)
2. Done in cooperation (group)

Example:

1. Bakıştık We exchanged glances.
2. Çocuklar bahçede koşuşuyorlar. The children are running around in the garden.
3. Gülüştüler. There was general laughter. (They all laughed)

There is a latent feeling that the activity of the several participants affect each other. If we have one boy running around at one end of the garden and another boy running around by himself at the other end, we would not describe this as **koşuşuyorlar**. There has to be an element of running after each other or chasing each other before it can be described as **koşuşmak**. Take the following line: **O geçmiş günlere ağlaşalım gel.** This may be translated, 'Come let us weep together for those bygone days.', but it also indicates that the weeping of one will affect the other, that they will aggravate each other's sorrow, otherwise **ağlayalım** would have been used instead of **ağlaşalım**.

Note: This is a very tricky form to handle and not every verb lends itself to it. It would be advisable for the student to learn the verbs most commonly used with the reciprocal form, and **not try to coin new ones**.

There are a number of verbs with this suffix which **do not** indicate a reciprocal action. They indicate:

1. conjunction, union, attainment.

- | | | |
|-----------------|---|--------------------------------------|
| ilişmek | - | to be attached, to molest |
| erişmek | - | to reach |
| ulaşmak | - | to arrive, to reach |
| bitişmek | - | to join, to be along side touching |
| yapışmak | - | to stick |
| yetişmek | - | to reach, to catch, to be sufficient |

2. effort, struggle, labor

- | | | |
|-----------------|---|-------------------------|
| uğraşmak | - | to struggle |
| çalışmak | - | to work, to try |
| çıkışmak | - | to scold |
| girişmek | - | to undertake, to meddle |
| gelişmek | - | to develop |

Grammar Notes - Lesson 72

Causative:

The **causative** is used when we want to indicate that **an agent other than the person initiating the action** is involved.

The **subject (A)** is responsible and initiates the action, but the **agent (B) actually does it**. The agent B, when mentioned, always has an (-y)a or (-y)e ending.

Example:

Gömlükleri yıkadım.	-	I washed the shirts. (I myself did the washing.)
Gömlükleri yıkattım.	-	I had the shirts washed. (Someone else did the washing)
Gömlükleri hizmetçiye yıkattım	-	I had the maid wash the shirts.

How to form the Causative:

The causative suffix is identical to the one used to make transitive verbs out of intransitive ones. (See Lesson 67.) As a matter of fact, there is an element of the causative in the transitive form of verbs derived from the intransitive. You **make** someone run, etc. If the **active agent** is some person or creature other than the subject, we cannot strictly consider it to be causative. Therefore, in the strict sense, only transitive verbs can be made causative.

- To the roots of transitive verbs of more than one syllable ending in a vowel we add (-t)

aramak	-	aratmak
okumak	-	okutmak
taramak	-	taratmak

Note: Two very common verbs of **one** syllable ending in a vowel take **-dir**.

ye	-	yedirmek
de	-	dedirmek

- Generally (-dir) or (-tir) is added to the root if it ends in a consonant.

vermek	-	to give
verdirmek	-	to have someone give

yazmak	-	to write
yazdırmak	-	to have someone write

- A large number of verb roots ending in (ç, t, p, or ş) take -ir (-ir, -ur, -ür) instead of (-tır).

içmek	-	to drink
içirmek	-	to make or have someone drink

There are many exceptions to this rule.

yapmak	-	to do
yaptırmak	-	to have someone do

tutmak	-	to hold
tutturmak	-	to make someone (or something) hold

yutmak	-	to swallow
yutturmak	-	to make someone swallow

4. Roots of more than one syllable ending in (r or l) usually take (-t).

Example:

getir	-	to bring
getirtmek	-	to have someone bring
öldür	-	to kill
öldürtmek	-	to have someone kill somebody

The two causative forms of (götürmek) do not mean the same thing.

götürmek	-	to take or carry
gidermek	-	to cause to go away, to remove, to cause to disappear.

One also meets with a doubling of the causative suffix. In some cases a **second agent** is implied but more often it merely intensifies the feeling to be conveyed. If the first causative ending is (-tir or -ir), the second causative ending is merely (-t)

kullan	-	kullandır	-	kullandırt
ver	-	verdir	-	verdir

If the first causative ending is (-t) then (-tir) is added.

ara	-	arat	-	arattır
söyle	-	söylet	-	söylettir

The student can forget about this double ending. It is mentioned here merely to inform him of the fact so that when he comes across it he will know what it is.

Grammar Notes - Lesson 73

Indirect Discourse

-diğini, -eceğini; -mesini

Comparing and contrasting the **-diğini** and **-mesini** forms.

Here are a few hints which may help to clarify the difference between these forms:

<p>-dik- (-diğini) -ecek- (-eceğini)</p> <p>Some action or state which is: perceived by the senses (definite) experienceable within the realm of actuality disclosed, revealed, or reported</p>	<p>-me- (-mesini)</p> <p>Some action or state which is: an idea, a concept (indefinite) something desired a request, a proposition, a prospect an accomplishment, a skill</p>
---	--

All these forms have possessive endings (alacağınız -- *your taking*) followed by case endings (alacağınızı -- *object of verb*). Vowel harmony applies.

Result of observation

Yazdığını söyledi.
*He said that he was writing
or He said that he wrote.*

Okuduğunu biliyorum.
*I know that he reads.
or I know that he is reading.*

Piyano **çaldığını** unutmuştum.
I had forgotten that he played the piano.

Beklediğini öğrendim.
*I found out that he was waiting.
or I found out that he waited.*

Result of will or desire

Yazmasını söyledi.
He told him to write.

Okumasını biliyorum.
I know how to read.

Piyano **çalmasını** unutmuştum.
I had forgotten how to play the piano.

Beklemesini öğrendim.
I have learned how to wait.

The following are verbs that can **only** be used with **-diğini** and **-eceğini** forms. These are activities in which we are essentially **observers**:

duymak	<i>to hear, to sense</i>
gizlemek	<i>to hide</i>
görmek	<i>to see</i>
haber almak	<i>to hear, to receive word</i>
hissetmek, duymak	<i>to feel</i>
işitmek	<i>to hear</i>
saklamak	<i>to hide</i>
sanmak, zannetmek	<i>to imagine, to think that...</i>
sezmek	<i>to perceive, to discern, to sense</i>

The following are a few common verbs that can be used with **both forms**. Note the difference in meaning when one or the other form is used. Compare with the suggestions given earlier.

söylemek
hatırlatmak, yansıtmak
yazmak

The following are verbs which can **only** be used with the **-mesini** form. These activities involve **the will**. They are directed to **aims** and **ends**.

arzu etmek	<i>to desire</i>
emretmek, buyurmak	<i>to command</i>
istemek	<i>to want</i>
tavsiye etmek	<i>to recommend</i>
öğütlemek	<i>to recommend</i>
ihtar etmek	<i>to warn, to remind</i>
uyarmak	<i>to warn, to remind</i>
teklif etmek	<i>to suggest, to propose</i>
önermek	<i>to suggest, to propose</i>
rica etmek	<i>to request</i>
tenbih etmek	<i>to admonish</i>
beklemek	<i>waiting for something to happen</i>

When it is a question of skill (its acquirement, its possession or its loss) the verb indicating the skills is always in the third person.

Grammar Notes - Lesson 75

gelir gelmez

Form: The affirmative aorist tense-base followed by the negative.

Examples:

ıçer	ıçmez
görür	görmez
varır	varmaz
bulur	bulmaz

The form of the suffix is determined by the stem. (See lesson 39 and 40)

Meaning: It places the main event **immediately** after the action indicated by the verb that has the **-er -mez** suffix.

Examples:

Haberi **alır almaz** sana telefon ettim.
(I phoned you as soon as I got the news.)

Listeyi **bitirir bitirmez** sana veririm.
(I'll give you the list as soon as I finish it.)

You will notice that the subject of the temporal clause is the same as the subject of the main verb. However, if the subject of the clause is someone or something other than the subject of the main verb it has to be indicated. (Compare **-meden önce** and **-dikten sonra**.)

Examples:

Su kaynar kaynamaz ocağı söndür.
(As soon as the water boils turn off the stove.)

Ali gelir gelmez ona bu mektubu ver.
(As soon as **Ali comes** give him this letter.)

Grammar Notes - Lesson 76

-ınca (-ince)

An action (A) is followed by and is responsible for action (B). To indicate this we add **-ınca** to the **root** or **stem** of the verb representing A.

Example:

Beni gör**ünce** gülmeye başladı.
(When he saw me he began to laugh.)

How formed:

To the root or stem of the verb representing the action that is responsible for what follows, we add **-ınca**, **-ince**, **-unca** or **-ünce**. If the root or stem ends in a vowel a (y) is placed before **-ınca**.

Example:

Okumağa başlay**ınca** herkes sustu.
(When he began to read everybody stopped talking.)

Ben, 'İşte geliyor!' diy**ince** yerinden fırlayıp kapıya doğru koştu.
(When I said 'There he comes!' he sprang up and ran towards the door.)

Note: The suffix **-ınca** does not indicate any **tense** or **person**. The main verb in the sentence indicates the tense. If the subject of the verb with **-ınca** is other than the subject of the verb in the main clause it must be indicated, unless the context makes this unmistakable.

Examples:

Parayı alın**ca** borcumu öderim.
(When **I** get the money, **I'll** pay my debt.)

İçeri girince hepimiz ayağa kalktık.
(When **he** entered **we** all stood up.)

Ali uyan**ınca** hemen doktoru çağırdım.
(When **Ali** woke **I** immediately called the doctor.)

Otherwise the subject of the verb in the main clause will also be the subject of the verb with the **-ince** suffix.

Example:

Beni gör**ünce** bana doğru koşmaya başladı.
(When **she** saw me **she** began to run towards me.)

Note: When **-ınca** is added to the negative root the meaning is 'upon something failing to occur' or 'when a certain thing did not happen' the information contained in the main clause occurred.

Examples:

Ondan haber **almayınca** merak etmeğe başladım.
(When I didn't get any news from him, I began to worry.)

Kapıyı **açamayınca** kırmaya mecbur oldular.
(When they couldn't open the door, they were forced to break it down.)

Grammar Notes - Lesson 77

İnşallah

If **inşallah** is used with action in the present or past, it indicates a *pious hope*.

If used by itself in response to a statement, it generally means *I hope so*.

In the speech of pious people, it simply mean *if God wills*.

İnşallah bir tehlike yoktur.	<i>I hope there is no danger.</i>
İnşallah unutmamışsındır.	<i>I hope you haven't forgotten.</i>
Bizi belkliyordur inşallah .	<i>I hope he is waiting for us.</i>

For future events we usually use the **-ir** form with **inşallah**. It is **important** to remember that the verb **-ir** does **not** have **-dir**. This form indicates that the outcome or decision does not rest entirely with us. **İnşallah** becomes more of a statment of hope.

İnşallah onu yarın ben de **görürüm**.

For definite future plans **-ecek** is used with **inşallah**. The course of the future action is already decided upon, however we can never be certain of what tomorrow might bring. Here **inşallah** means 'God willing.'

Yarın gidip onu **göreceğim inşallah**.

If we want to express a **wish for something not to happen** and it is **possible** for this wish to be realized, we use **inşallah** with **-mez**.

İnşallah yarın **gelmez!** *I hope he doesn't come tomorrow.*

Grammar Notes - Lesson 79

-ıncaya kadar

How long did or will an action or state last? We can answer this question in four ways.

1. We can give the length of duration in minutes, hours, days, months, etc.

Example:

Sekiz saat uyudum. - I slept eight hours.

2. We can indicate that a certain **hour, time of day** or **date** marks the **termination** of the action or state.

Example:

Saat onbire **kadar uyudum.** - I slept till eleven.

Öğleye **kadar uyudum.** - I slept till noon.

3. We can indicate that a certain **location** or **point** marks the termination of an activity.

Examples

İstanbul'dan Ortaköy'e **kadar** yürüdük - We walked from İstanbul to Ortaköy.

Kitabı başından sonuna **kadar** okudum. - I read the book from beginning to end.

This indicates the **ground covered** by the activity rather than the **duration**.

The question commonly asked is **Nereye kadar?**

This form may also be used to put (a **limit to the amount allowed - quantity**.)

Example:

Elli dolara **kadar** sarf edebilirsin. - You may spend **up to** fifty dollars.

4. We can indicate that a certain **event** marks the **termination** of the action or state.

Example:

Çocuklar beni uyandırınca **kadar** uyumuşum. - I must have slept till the children woke me up.

To indicate that a certain **event** marks the termination of an action, we add **-ıncaya kadar** to the **stem or root of the verb denoting that event**.

Note: If the subject of the verb having **-ıncaya kadar** is **other** than the subject of the verb in the main clause it **must** be indicated.

Examples:

Çocuklar eve dönünceye kadar uyamadık. -	We didn't go to bed till the children returned home.
Haber alınçaya kadar bekledim. -	I waited till I received word.

Tense is indicated by the tense of the **main verb**. The form having **-ıncaya kadar** **does not change**.

Examples:

Doyuncaya kadar yedim. -	I ate till I was satisfied.
Doyuncaya kadar yesin. -	Let him eat till he is satisfied.
Doyuncaya kadar yiyeceğim. -	I'm going to eat till I am satisfied.
Doyuncaya kadar yersen... -	If you eat till you are satisfied...
Doyuncaya kadar yer. -	He eats till he is satisfied.
Doyuncaya kadar yediysen... -	If you ate till you were satisfied...
Doyuncaya kadar yeseydin... -	Had you eaten till you were satisfied...

There is a common feature in all the examples given above; an **operation** which we perform and which **-e kadar** represents that of putting a **limit or a bound** to an action, or fixing its time or point of **termination**.

Notice that the form **-e kadar** and **-ıncaya kadar** corresponds to various ways of expressing a situation in English.

Examples:

1. Eve kadar yürüyelim. -	Let's walk as far as the house.
2. Elli dolara kadar harcedebilirsin. -	You may spend up to fifty dollars.
3. İkiye kadar bekledim. -	I waited till two.
4. Beşe kadar gelir. -	He will come by five.
5. Ben dönünceye kadar burada beklesin. -	Let him wait here until I come.
6. Bir haftaya kadar dönerim. -	I'll be back within a week.

So, you see that **-e kadar** does not so much **have a meaning** which corresponds to various expressions in English as a **function** which **makes meaning**.

Grammar Notes - Lesson 90

-diğinden, -diğinden dolayı
-eceğinden, -eceğinden dolayı

-diğinden, -diğinden dolayı

This form is used when some event or condition is given as the **cause or reason** for what follows. The condition or event may be something that occurred **in the past**, is occurring **at the present time**, or is a **habitual** occurrence.

In meaning, **-diğinden** is the same as **-diği için**.

The possessive ending after **-diği** indicates the subject of the clause.

Gitmek **istemediğinden** yollamadım. All mean:
Gitmek **istemediğinden dolayı** yollamadım. *Because he didn't want to go I didn't send him.*
Gitmek **istemediği için** yollamadım.

Hasta **olduğumdan** yarın okula gidemeyeceğim.
Hasta **olduğumdan dolayı** yarın okula gidemeyeceğim.
Hasta **olduğum için** yarın okula gidemeyeceğim.

The suffix **-diğinden** or **-diğinden dolayı** is added directly to the stem of the verb that represents the event or condition.

ötürü may be used in place of **dolayı**
-diğinden ötürü

-eceğinden, -eceğinden dolayı,

This is like **-diğinden**, only the cause or reason is some **future** action or condition, or some anticipated action.

Geleceğinizden **dolayı** çok seviniyorum.
I am very happy because you are coming.

Bir iki güne kadar **döneceklerinden** mektup yazmadım.
Since they were returning in a day or two I didn't write to them.

Grammar Notes - Lesson 91

-mek and -mek için

-mek

İhtiyatlı **olmak** iyidir. *It is wise to be cautious.*
but Onu Cumadan önce **görmemiz** mümkün değil. *It's impossible for us to see him before Friday.*

You will notice that in the English translation of the second sentence, the infinitive **to see** has a definite subject **us**. Because of this we introduce the clause by **for...to**. The student is apt to transfer this to Turkish and use **için** (i.e. görmemiz **için**) which is wrong in Turkish. The student should watch this.

In the first sentence, the infinitive can be used without the **for** because the subject of the clause is general or **indefinite**. This is an instance where the similarity of the two structures leads the English-speaking student to carry the English idiom over into Turkish.

-mek için is used only when we want to indicate the **purpose** of the action in the main clause.

Bunu **öğrenmek için** ne yapmam lazım? *What must I do to learn this?*

Bunu öğrenmek is the goal we have in mind, the purpose of the activity we are concerned with.

Grammar Notes - Lesson 92

-diđi gibi
-eceđi gibi

-diđi gibi

Ona meseleyi sana **anlattıđım gibi** anlat. *Explain it to him the way I explained it to you.*

Sonuç, **beklediđimiz gibi** çıkmadı. *The results didn't turn out as we expected.*

-diđi gibi is added directly to the verb-stem representing the action if the action is **past, present, or habitual**.

The verb in the main clause can be in any tense or in any mood. It may be conditional, it may be a request or a question, it may itself be a portion of a larger sentence; the **-diđi gibi** does not change.

The only change in the **-diđi gibi** form is the possessive ending after the **-diđi** indicating the subject of the clause ending in **-diđi gibi** (-diđim gibi, -diđiniz gibi, -dikları gibi, etc).

-eceđi gibi

Sana **göstereceđim gibi** yaparsın. *You'll do it the way I'm going to show you.*

If the action or condition in the subordinate clause is to occur at some future time, **-eceđi gibi** is added directly to the verb-stem representing the action.

This form functions exactly the same as **-diđi gibi** in all respects.

Grammar Notes - Lesson 93

-diği kadar
-eceği kadar

-diği kadar

Onu **sevdiğim kadar** seni de seviyorum.
Yiyebildiği kadar yesin.
Senin yazdığın kadar yazmamış.

I love you as much as I love him.
Let him eat as much as he can.
He hasn't written as much as you have.

When the verb in the main clause is positive (seviyorum, yesin), the state or action is **equal in degree** to that in the subordinate clause (i.e., the clause with the **-diği kadar** suffix).

When the verb in the main clause is negative (yazmamış), the action or condition is **less in degree** than that in the subordinate clause.

-diği kadar is added directly to the verb-stem. The only substitution is the possessive ending added to **-diği**. The **kadar** part remains constant.

The verb representing the action having the **-diği kadar** suffix may be in the habitual, past or present forms.

The two forms **-diği gibi** and **-diği kadar** are very similar. The only difference is that **-diği gibi** indicates a simple comparison. The action in the main clause is **either like or unlike** the action in the subordinate clause.

The **-diği kadar**, on the other hand, represents the **degree** of likeness between the action in the main clause and the action in the subordinate clause. It is either **equal** in degree (if the verb in the main clause is **positive**) or **less** (if the verb in the main clause is **negative**.)

-eceği kadar

Bir insan yalnız **yiyeceği kadar** yemek almalı.

One should take only as much food as one intends to eat.

If the action or state in the subordinate clause is to occur at some future time, or represents intention, **-eceği kadar** is added directly to the verb-stem representing that action. This form functions exactly as **-diği kadar** in all other respects.

Grammar Notes - Lesson 98

gidecek yer
yiyecek şey

Here **gidecek** is like a regular adjective rather than a verbal adjective as in **gidecek olan adam**. It means **a place to** (a place to which one may go).

Yiyecek şey means *something to eat*

konuşacak adam means *a man to talk to*

konuşacak olan adam means *the man who is going to talk*

Notice that in **konuşacak olan adam**, the man is the **subject** of **konuşacak**. He is the **man who is going to do the talking**.

In **konuşacak adam**, the man is the **object** of the verbal adjective **konuşacak**. He is the man one is **to talk to** or **talk with**.

konuşacak olan adam sometimes has another form - **konuşacak adam** - which is identical to the form presented here. However, there are a number of ways in which the two can be differentiated.

If **konuşacak adam** means **a man who is to talk**, **konuşacak** retains the verbal power of having a clause, i.e., it can have a direct or indirect object.

Bu akşam bizimle konuşacak adamın ismini biliyor musun?

Do you know the name of the man who is to talk to us tonight?

If, on the other hand, **konuşacak adam** means a man to talk to, **konuşacak** is an objective and can have no object.

Konuşacak kimsem yok.

I have no one to talk to.

This form is closer in meaning to the form **gideceğim yer**. The difference between these two forms is that **yer** is a **particular place** to which a **particular person or thing is going**. **Gideceğim** is like a verb and has a subject, and may have direct or indirect object as well as an adverbial clause.

gidecek yer if it means a place to go is an adjective and cannot change.

gideceği yer means a certain **place** to which he is going. It has a possessive ending - **gideceği**.

Grammar Notes - Lesson 100

Intensification of Adjectives

By adding **m, p, r,** or **s** to the first syllable of some words (or to the end of the word if it is a word of one syllable) and placing the syllable so formed before the original word we get an **intensification** meaning *completely* or *all over*.

1. If the word has **more than one syllable** and the first syllable **ends in a vowel**, we add **m, p, r** or **s** to the first syllable and place it before the word.

yeşil ye - şil **yemyeşil**
uzun u - zun **upuzun**

2. If the word has **more than one syllable** and the first syllable **ends in a consonant**, we change the consonant to **m, p r** or **s**.

ince in - ce **ipince**
başka baş - ka **bambaşka**

Note: If the first syllable ends with **m, p, r** or **s**, we change it to one of the other three to avoid repetition.

kırmızı kır - mı - zı **kıpkırmızı**

3. If the word has **only one syllable**, the final consonant is changed to **m, p, r** or **s** and repeated.
- Note: There are almost no adjectives of one syllable ending in a vowel.

boş **bomboş**
düz **dümdüz**
mor **mosmor**

Since there is no definite rule as to which one of the four (m, p, r, s) may be used in these combinations, a list of the more common ones are given below.

Colors

sarı **sapsarı**
mavi **masmavi**
beyaz **bembeyaz**
siyah **simsiyah**
kara **kapkara**

Qualities

açık **apaçık**
sıkı **sımsıkı**
tamam **tastamam**
kuru **kupkuru**
aydınlık **apaydınlık**
sivri **sipsivri**
çabuk **çarçabuk**

Sometimes an **a** or an **e** is placed after **p**:

sapasağlam
güpegündüz
düpedüz

Sometimes an **ıl** or **il** is added after **r**:

çırılçıplak

These words formed by repeating the first syllable are usually written as one word **bomboş**.

Grammar Notes - Lesson 104

-den başka
-dikten başka

-den başka when added to nouns, pronouns and adjectives means *apart from, besides, over and above* the particular item mentioned.

Bunu senden **başka** kimse bilmiyor.
No one knows this but you.

Oturup da beklemekten **başka** yapacak bir şey kalmadı.
There is nothing left to do but sit and wait.

-dikten başka is very similar in concept to **-den başka**. It is added to the verb-stem. The idea is **apart from having done, besides doing, or besides being**. The form of **-dikten başka** does not change. The subject of the verb in the main clause is also the subject of the verb to which **-dikten başka** is added.

Bütün parasını sarf **ettikten başka** borca da girmiş.
Besides spending all his money, he went into debt.

Çok kabiliyetli bir subay **olduktan başka** dört beş lisan da bilirmiş.
Besides being a very capable officer, it seems he knows four or five languages.

Grammar Notes - Lesson 108

Verbal Roots

Under separate headings we have already dealt with changes in the basic concept of the verb root by adding certain suffixes: **-in** for reflexive, **-iř** for reciprocal action, **-il** for passive, **-dir** for causative and **-me** for negative. These suffixes were added to verb roots.

Here we are going to deal with verbal roots obtained by adding **certain suffixes to substantives, adjectives, pronouns and adverbs.**

It is not easy to give the sense-relation between a word and the verb roots derived from them. It is not as simple as giving a general definition of the function of the suffixes. The resulting verb could be any action that bears a relation to the word it derives from.

-le, -la

This is one of the most common ways of making verbal roots out of **nouns.**

tař	<i>stone</i>	tařlamak	<i>to stone</i>
su	<i>water</i>	sulamak	<i>to water</i>
bař	<i>head</i>	bařlamak	<i>to begin</i>
el	<i>hand</i>	ellemek	<i>to touch or handle</i>
ter	<i>sweat</i>	terlemek	<i>to sweat, perspire</i>

It can be added to **adjectives:**

temiz	<i>clean</i>	temizlemek	<i>to clean</i>
serin	<i>cool</i>	serinlemek	<i>to cool off</i>
hafif	<i>light</i>	hafiflemek	<i>to get light, to feel lighter</i>

It can be added to **adverbs:**

yavař	<i>slowly</i>	yavařlamak	<i>to slow down</i>
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It can be added to words imitating certain **sounds:**

hor	<i>rattling sound</i>	horlamak	<i>to snore</i>
çın	<i>ringing sound</i>	çınlamak	<i>to make a ringing sound</i>
in	<i>moaning sound</i>	inlemek	<i>to moan</i>

Sometimes verb roots obtained by adding **-le** cannot be used in the form, but have other suffixes added to them to form verb roots.

can	<i>life</i>	can-la-n-mak	<i>to come to life</i>
hoř	<i>pleasant</i>	hoř-la-n-mak	<i>to be pleased with something</i>
hasta	<i>sick</i>	hasta-la-n-mak	<i>to become ill</i>
ev	<i>house</i>	ev-le-n-mek	<i>to marry</i>
güzel	<i>beautiful</i>	güzel-le-ř-mek	<i>to become beautiful</i>

Although this is one of the most active suffixes, either in the simple **-le** form or the combined forms (**-len, -leř**), and though it may theoretically be added to almost any word in actual usage, not all verbs so coined are in current usage.