Kurdish Basic Course
Dialect of Sulaimania, Iraq

By
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and
Ernest N. McCarus

Ann Arbor
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PREFACE

In 1960, the Office of Education (Department of Health, Education, and Welfare) proposed that Ernest N. McCarus, Associate Professor of the Department of Near Eastern Languages and Literatures at the University of Michigan and a recognized authority in Kurdish, begin the preparation of a Basic Course and a series of graded Readers for the instruction of students in that language. In the subsequent contracts between the Office of Education and the University, Professor McCarus was designated "Principal Investigator."

With the hearty cooperation of the Ministry of Education of the Republic of Iraq, Professor McCarus obtained for two years (1960-1962) the services of a native Kurdish scholar, originally of Sulaimania, Iraq, Mr. Jamal J. Abdulla, then teaching (and currently Lecturer) in the Higher Institute of Languages of the University of Baghdad. Mr. Abdulla became Co-editor of the majority of the volumes produced under the contracts, selected most of the articles chosen for analysis, and under the supervision of Professor McCarus prepared for them the accompanying exercises and drills. The Department and the University hereby expresses its sincere gratitude to the Iraqi Ministry of Education and the University of Baghdad for making possible this advantageous collaboration.

The Department and the Editors also give special recognition to Mrs. Jannat Sirous Balandgray, a Persian and herself a student of Kurdish, who provided significant assistance in the editorial preparations and the overall format.

The Department of Near Eastern Languages and Literatures is proud that one of the permanent members of its instructional and research staff, Professor McCarus, has thus brought to successful completion a series of volumes devoted to the study of a language, Kurdish, which (though spoken by a substantial number of people in the Near East) has received comparatively little attention hitherto in the United States.

Ann Arbor, Michigan
August 31, 1966

George G. Cameron,
Chairman, Department of Near Eastern Languages and Literatures
INTRODUCTION

This Kurdish Basic Course is one of a series of books prepared for the instruction of Iraqi Kurdish:


The Basic Course follows the audio-lingual approach in teaching the phonology, basic structure, and useful vocabulary of the speech of the educated native of Sulaimania, Iraq. The writing system and an introduction to written Kurdish are also included; there are also tapes to accompany the lessons. The Kurdish Readers assume mastery of the contents of the Basic Course and provide readings in three prose genres; and the Dictionary includes all the vocabulary of the first four items as well as additional vocabulary found in recent Kurdish publications or used by natives of Sulaimania in their day-to-day conversation.

* * *

This Kurdish Basic Course contains three parts: Part I, Phonology introduces and classifies the consonants and vowels of Sulaimania Kurdish, and includes contrastive drills on the most difficult consonants. Part II, Spoken Kurdish presents the language of the educated native of Sulaimania, with each lesson based on a dialog. Part III, Written Kurdish introduces the Kurdish writing system as used currently in Iraq, and includes a transition from spoken to narrative prose. Finally, the Index affords ready access to all grammatical, phonological and other discussions in the book, performing the function of a reference grammar adequate to the needs of the language covered herein.

These parts will now be more fully described.
Part I provides both a technical identification and an informal description of the phonemes, together with eight drills on difficult consonants. These drills, which assume the presence of a model native speaker, may be completed before Part II is begun or may be used concurrently with it.

Other aspects of pronunciation, such as intonation and stress, are treated in the Notes of Part II (see Index).

Part II emphasizes control of the phonology, the fundamental grammatical structures, and limited but basic vocabulary. On mastering the thirteen lessons of Spoken Kurdish the student is able to carry on a conversation in Kurdish within a controlled range of subjects. Each lesson consists of the following sections: A. Basic Sentences, a dialog on a given topic, to be memorized or "over-learned" by the student. The sentences include the most important syntactic patterns and introduce vocabulary in meaningful contents; they later serve as the basis for extensive drill. The individual words and phrases of a sentence are introduced through build-ups, where the literal or denotative meaning of the word in isolation is given. When the word is then repeated in a larger context, a good English translation is given for the sentence as a whole, highlighting the lexical vs. the constructional meaning of the word. Once the sentences have been mastered, the resumes at the end of the section can be used for drilling. B. Additional Vocabulary supplies words related to those in section A to facilitate the coming drills. Section C, Notes explains inductively the structures which have been learned in the Basic Sentences; stylistic, cultural, and other items are treated as well. The grammatical notes are cumulative, making page reference to previous treatment of the item in question and incorporating the previous information. Following the review dialog after Lesson Five is a cumulative summary of matters of pronunciation (stress) and grammar (inflections and functions of nouns and of present tense verbs). D. Exercises are designed to drill vocabulary, sentence and phrase patterns, and particular morphological features, especially those covered in the Notes of the lesson in question.

Part III, Written Kurdish introduces the Kurdish writing system as used today in Iraq as well as a transition from conversational to literary Kurdish. The forms and the values—both ideal and actual—of the alphabet are given in contrast with those of Arabic and Persian. The dialogs of Part II are now repeated in Kurdish script for reading practice. Lesson 14 through 16, which range from conversational to semi-literary, are presented solely in Kurdish script. Finally, Lesson 17 is an anecdote about the famous Mulla Nasr al-Din in strictly narrative style. On completion of this lesson the student is ready to begin the Kurdish readers referred to on page v.

Part III may be used after completion of Part II, or concurrently with it, at the discretion of the user. It may alternatively be used concurrently with Newspaper Kurdish (Vol. I of the Readers), which also has exercises for classroom use.

E. N. M.
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Part I

PRONUNCIATION
The following are phonemic charts of the consonants and vowels of Kurdish:

**CONSONANTS**

<table>
<thead>
<tr>
<th></th>
<th>bilabial</th>
<th>labiodental</th>
<th>velarized alveolar</th>
<th>alveopalatal</th>
<th>velar</th>
<th>post velar</th>
<th>pharyngeal</th>
<th>glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>p</td>
<td>t</td>
<td>č</td>
<td>k</td>
<td>q</td>
<td></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td>vl</td>
<td>b</td>
<td>d</td>
<td>j</td>
<td>g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricatives</td>
<td>f</td>
<td>s</td>
<td>s</td>
<td>ś</td>
<td>x</td>
<td>h</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>vl</td>
<td>v</td>
<td>z</td>
<td>ż</td>
<td>γ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>m</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ü</td>
</tr>
<tr>
<td>Laterals</td>
<td>l</td>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flaps, Trills</td>
<td></td>
<td>r</td>
<td>ř</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semi-consonants</td>
<td></td>
<td>y</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of these, p b t d j k g f v s z h m n y w are familiar symbols which have roughly the same value in both English and Kurdish. Note that each symbol represents one consonant only, so that s is always voiceless (as in sun, base) and g is exclusively a stop (as in get, gun). Kurdish h, unlike English h, is pronounced at the end of a syllable, as in gunah 'sin', gunahbär 'sinful'. Kurdish w is umlauted before e, i and i', giving [u] like the ü in French cuire. That is, it becomes a high fronted rounded semivowel. Examples: wérán 'ruin'; náwi 'his name'; wistin 'to want'.
The symbols š ẓ ẓ and ẓ ẓ are perhaps unfamiliar ones, but they represent consonants common to both English and Kurdish:

č = ch in church: čon 'how?'

š = sh in shoe: baš 'good'

ẓ = s in pleasure: čož 'day'

ẓ = ng in sing: maŋ 'month'

Finally, the following symbols, familiar and unfamiliar, represent Kurdish consonants that have no English equivalents, or which fit into different structures, as l and l:

l 'clear l' as in English leap: gul 'leper'

ɾ 'dark l' as in English peal: gil 'rose'

ɾ flapped r as in Spanish pero: brin 'wound'

ɾ trilled r as in Spanish perro: bɾin 'cut'

g velarized s = Arabic ẓayd : ẓed '100'

q vl post-velar stop = Arabic qāf ẓ : qso 'talk'

x vl post-velar fricative = ch in German ach

(= Arabic xar ẓ): xəŋjər 'dagger'

γ vd post-velar fricative = Arabic ẓayn ẓ : bəyā 'Baghdad'

ʁ hl faucalized pharyngeal fricative = Arabic ẓayn ẓ: ẓern '7'

v vd faucalized pharyngeal fricative = Arabic ẓayn ẓ:

ṣrāb 'Arab'

ʔ glottal stop = syllable initials in English oh-oh! ( = Arabic hamza ʾ ) ʾeʔ 'no'

Of the consonants, v and s are very limited in their occurrence; they probably do not occur in more than a few dozen words each, although these particular words may themselves be very common, as ẓayn '7' and ẓal 'year'.

The consonants may be pronounced double (or long), as ẓawzā 'it hurts' but ẓawzas 'it hurts him'; ẓellə 'skull'; ẓamā 'jam'.
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Phonetic</th>
<th>Approximately like underlined vowel in English</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>[iː]</td>
<td>bead</td>
<td>ži n 'life'</td>
</tr>
<tr>
<td>r</td>
<td>[ə]</td>
<td>bit</td>
<td>warzfiš 'sports'</td>
</tr>
<tr>
<td>i</td>
<td>[瓶]</td>
<td>nurses</td>
<td>mîn 'I'</td>
</tr>
<tr>
<td>u</td>
<td>[uː]</td>
<td>moon</td>
<td>dur 'far'</td>
</tr>
<tr>
<td>ū</td>
<td>[ʊ]</td>
<td>foot</td>
<td>kuř 'boy'</td>
</tr>
<tr>
<td>e</td>
<td>[ɛː]</td>
<td>day</td>
<td>ɛmô 'we'</td>
</tr>
<tr>
<td>ø</td>
<td>[θ, ɛ]</td>
<td>butt, bed</td>
<td>ɛw 'he', hôya 'there is'</td>
</tr>
<tr>
<td>o</td>
<td>[oː]</td>
<td>goad</td>
<td>řož 'day'</td>
</tr>
<tr>
<td>a</td>
<td>[aː]</td>
<td>pod</td>
<td>ðasmán 'sky'</td>
</tr>
</tbody>
</table>

The vowels i, u, e, o and a are long vowels; that is, they take roughly twice as much time in their production as do the short vowels. Unlike their English equivalents they are pure vowels with no offglide: the vowel in Kurdish ži n is [iː] or [ii] while the vowel in English 'bead' is [iy]. Similarly Kurdish u, e, o lack the offglide found in their English analogs, uw, ('shoe'), ey ('they') and ow ('go'). The vowels i and ū are very much like their English counterparts. Kurdish ø is like English u in 'butt' when (a) it occurs before w, as ɛw 'he', ɛwa 'that'; (b) before y in the same syllable, as in ɛy 'well!', ɛyká 'he does it'. When it occurs before i or before y not in the same syllable it is pronounced [ɛ], like the vowel in English 'bed'; e.g., gevandîn 'to convey', asudeî 'comfort'. Otherwise, ø is pronounced someplace in between [ə] and [ɛ] and [ɔ] (the vowel in English 'hat'), as in ɛsp 'horse', ɛrm 'hot'. Kurdish i is a high back or high central unrounded vowel [i] or [ɪ]: žin 'woman', gîrtîn 'to take'.

The vowels i and ū do not occur at the end of a word, and ū does so only under special circumstances: dêstî = dêstît 'your hand'. The long vowels are shortened when they occur unstressed at the end of a word, as hâti 'you came', bêlku 'perhaps'. The vowel i is replaced by ū when followed by y, as čît? 'what?' but čfyə? 'what is it?'
The unrounded vowel i becomes rounded adjacent to w, so that witiin and wuitin 'to say' both represent the same pronunciation. The vowel i is normally not pronounced when unstressed, unless a "non-permissible" consonant cluster would result. Thus, sit 'things', stek-i xoša 'that's nice!'; zin 'woman', žen-kem 'my wife', sinef 'class', sînîf-i kurdî 'Kurdish class.' Further, biirâ 'brother' is pronounced brâ, but spelled with i which takes stress as a vocative: biira. Similarly, u is sometimes dropped when unstressed, e.g. sulemani = slamani 'Sulaimania' and durista or drista 'ke he constructs.'

The vowels i and u are normally replaced by i and u respectively before two consonants, but may be retained in a very careful style of pronunciation, as nûstîm (or nûstîm) 'I slept' (cf. ñenîm 'I sleep', where only u occurs because there is only one consonant following it) and nêmîstî (or nêmîstî) 'I wanted it.'

In the following drills, contrastive pairs are given to highlight the features of pronunciation of the more difficult consonants of Kurdish; the meanings are also given to show that mispronunciation can produce quite the opposite effect desired by the speaker. The drills may be used to practice and test both perception and production, whether in the classroom or the language laboratory. They may be used concurrently with the lessons, or they may be presented as a preliminary to Lesson One and reviewed periodically thereafter. This will depend, of course, on the nature of the class and the availability of proper models.

Pronunciation Drill 1. l and ï

In English the letter l represents two quite different types of sound: (1) before vowels it is a palatal or "clear" l, as in lea, life, list, leaf, please, etc. (2) after vowels it is a velarized (i.e., modified by simultaneously raising the back of the tongue to the soft palate or velum) or "dark" l, symbolized here ï, as in eel, file, sill, feel, felt, etc. This distinction is completely regular and automatic, so that speakers of English are unaware of the difference. Try, for example, to pronounce the word "feel" with a clear l rather than a dark ï; or try to start a word with a dark ï, e.g. Lee, let.

In Kurdish, on the other hand, a word may end in either kind of l, with a different meaning for each:

\[ \text{gul} \quad \text{'leper'} \quad \text{gel} \quad \text{'nation'} \]
\[ \text{gul} \quad \text{'rose'} \quad \text{gel} \quad \text{'groins'} \]

or this contrast may occur in the middle of a word:

\[ \text{kélän} \quad \text{'scabbard'} \quad \text{ délakh 'a captive'} \]
\[ \text{kélän} \quad \text{'to plough'} \quad \text{ délakh 'a heart'} \]
This contrast does not occur at the beginning of words, where only l occurs: lew 'lip', la 'side'. These l's are called in Kurdish lam-i zeřîf 'thin l' and lam-i qelôw 'fat l' (=ł).

**PRONUNCIATION DRILL #1:  1 - ł**

<table>
<thead>
<tr>
<th>A.</th>
<th>1</th>
<th>ł</th>
</tr>
</thead>
<tbody>
<tr>
<td>haste</td>
<td>pełé</td>
<td>pełé</td>
</tr>
<tr>
<td>scabbard</td>
<td>kelân</td>
<td>kelân</td>
</tr>
<tr>
<td>plan, scheme</td>
<td>pilân</td>
<td>qelân</td>
</tr>
<tr>
<td>sideways</td>
<td>pàlôlô</td>
<td>bôłá</td>
</tr>
<tr>
<td>endeavor</td>
<td>têqôlê</td>
<td>qêlê</td>
</tr>
<tr>
<td>rung (of ladder)</td>
<td>plô</td>
<td>plaw</td>
</tr>
<tr>
<td>skull</td>
<td>kôllô</td>
<td>kôlôšêr</td>
</tr>
<tr>
<td>skull</td>
<td>kôllô</td>
<td>bôrôllâ</td>
</tr>
<tr>
<td>nation</td>
<td>gêl</td>
<td>gêl</td>
</tr>
<tr>
<td>leper</td>
<td>gôl</td>
<td>gôl</td>
</tr>
<tr>
<td>kohl</td>
<td>kôl</td>
<td>gîl</td>
</tr>
<tr>
<td>lame, cripple</td>
<td>pâšôl</td>
<td>pâšôl</td>
</tr>
<tr>
<td>opportunity</td>
<td>hêl</td>
<td>hêl gištîn</td>
</tr>
<tr>
<td>wire</td>
<td>têl</td>
<td>têl</td>
</tr>
<tr>
<td>class</td>
<td>pol</td>
<td>kol</td>
</tr>
<tr>
<td>elephant</td>
<td>fil</td>
<td>fôl</td>
</tr>
<tr>
<td>tombstone</td>
<td>kel</td>
<td>kal</td>
</tr>
<tr>
<td>lame, limping</td>
<td>şêl</td>
<td>şal</td>
</tr>
</tbody>
</table>
(water-) birds  møl  komøl  group, society

        {  dil  heart
        {  del  bitch
        {  doł  valley, dale
dal  crow

B. Compare:

dil'im høye  'I have some captives'
dil'im høye  'I have a heart'
góli  'You are a leper'
góli  'You are a rose' (i.e., a wonderful person)

C. Pronounce the following:
jemál, øelemi, sal, sêlamêt, mal, maløkán,
labelá, øelém, gul, betél, kelle, welláhi,
góle kəs, leqøl jemál
Pronunciation Drill 2:  \[ r - \dot{r} \]

English and Kurdish \( r \)'s are quite different in pronunciation. English \( r \) is in reality the vowel [\( \mathcal{a} \)] (the \( u \) in 'jump') with the tongue tip turned back ("retroflexed"), sometimes with lip rounding. Kurdish \( r \), on the other hand, is a flapped consonant, the tongue tip striking against the alveolar ridge. (This is something like the \( t \) in "water" in normal American speech.) The consonant \( \dot{r} \) is a trill, a rapid succession of flaps.

Of these two consonants - \( r \) and \( \dot{r} \) - only the trill occurs at the beginning of a word, regardless of how the word is spelled. Any place else in the word either variety of \( r \) may occur; examples are given in the following lists.

The Kurdish verb can be made passive by giving it the "passive morpheme" -\( \mathcal{r} \)-, as \( \mathcal{a}\mathcal{z}\mathcal{a}\mathcal{r} \) 'he knows' but \( \mathcal{a}\mathcal{z}\mathcal{a}\mathcal{r}\mathcal{r} \) 'he is known.' If the verb stem ends in \( r \), this will give two \( r \)'s, which will then be pronounced like \( \dot{r} \), as \( \mathcal{a}\mathcal{z}\mathcal{e}\mathcal{r} \) 'he sends' - \( \mathcal{a}\mathcal{z}\mathcal{e}\mathcal{r}\mathcal{r} \) 'he is sent' = \( \mathcal{a}\mathcal{z}\mathcal{e}\mathcal{r}\mathcal{\dot{r}} \) in pronunciation. Thus, the consonant \( \dot{r} \) can be spelled \( \dot{r} \), \( rr \), or \( \dot{r}r \) (or \( r \) at the beginning of a word); this is illustrated in Part B of this drill.

**PRONUNCIATION DRILL #2:  \[ r - \dot{r} \]**

A.  

<table>
<thead>
<tr>
<th>English</th>
<th>( r )</th>
<th>( \dot{r} )</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>wound</td>
<td>brin</td>
<td>b(\dot{\text{i}})in</td>
<td>to cut</td>
</tr>
<tr>
<td>brother</td>
<td>( \dot{\text{b}})(\dot{\text{i}})(\dot{\text{r}})á</td>
<td>( \dot{\text{b}})(\dot{\text{i}})(\dot{\text{r}})á</td>
<td>was cut</td>
</tr>
<tr>
<td>it has been done</td>
<td>kr(\dot{\text{a}})(\dot{\text{w}})é</td>
<td>kr(\dot{\text{a}})(\dot{\text{w}})é</td>
<td>it has been bought</td>
</tr>
<tr>
<td>take some!</td>
<td>b(\dot{\text{a}})(\dot{\text{r}})o</td>
<td>b(\dot{\text{a}})(\dot{\text{r}})o</td>
<td>release it!</td>
</tr>
<tr>
<td>it is a donkey</td>
<td>k(\dot{\text{e}})(\dot{\text{r}})é</td>
<td>k(\dot{\text{e}})(\dot{\text{r}})é</td>
<td>he is deaf</td>
</tr>
<tr>
<td>to become loose and fall (seeds, petals, etc.)</td>
<td>w(\text{e})(\text{r})ín</td>
<td>w(\text{e})(\text{r})ín</td>
<td>to bark</td>
</tr>
<tr>
<td>it is getting loose</td>
<td>( \dot{\text{w}})(\text{e})(\text{o})(\text{e})(\text{r})é</td>
<td>( \dot{\text{w}})(\text{e})(\text{e})(\text{o})(\text{e})(\text{r})é</td>
<td>he is barking</td>
</tr>
<tr>
<td>we are wildly crazy</td>
<td>n(\text{a})(\text{r})ín</td>
<td>n(\text{a})(\text{r})ín</td>
<td>to grind</td>
</tr>
<tr>
<td>it is milk</td>
<td>š(\dot{\text{h}})(\dot{\text{r}})é</td>
<td>š(\dot{\text{h}})(\dot{\text{r}})é</td>
<td>screaming</td>
</tr>
</tbody>
</table>
(name of a tribe) gorán gořán to change
pillow serín siřín to rub off
it is a radish tíre tíře he is morose
he is virile néro neřó yelling
throat gěří keří mold
you are a brooding hen kíři kíří he bought it
he tore it díří díři you are very virile
lamp, lantern čírá plčrá was broken (rope, string)
(a kind of pastry) bírmé plčmó fluttering of the lips
(stomach, belly) wírg wířk temper tantrum
donkey kěr koř deaf
only her teř wet
old pir píř full
milk; sword šíř šíř tattered
knowing fer děř line
load bar bař fledgeling; bar

B.  r

rr ř řr

1. ž̢eré ž̢erré neřé
2. ž̢eře ž̢errábu neřé
3. ž̢ekré ž̢ekřé ž̢ekříře
4. ž̢ebré ž̢ebřé ž̢ebříře
1. he sends  
   he will be sent    (forceful) yelling

2. he is a male  
   he was sent    (forceful) yelling

3. it can be done -  
   he buys it can be bought

4. it will be taken away -  
   he cuts it can be cut
Pronunciation Drill 3: \( k \)

English \( k \) has various points of articulation, depending on the following vowel. Note the position of the consonant \( k \) in the following words: key, cake, cool, caught; it is pronounced far forward in the mouth (in "palatal" position) before \( ey \), but rather back in the mouth (and with the back of the tongue) before \( au \). This is true of Kurdish \( k \) as well; however, before the "palatal" vowels or consonants \( i, i, e, y \) and the combination \( we \) (where \( w \) represents an unlauteed \( ü \); see page 3), \( k \) is palatalized. That is, \( k \) is pronounced with an unusually large burst of air; indeed, to the untrained ear, palatalized \( k \) sounds like \( č \), so that pešek 'a glass of liquor' and pešček 'a turning, a fold' sound the same.

To summarize, \( k \) is palatalized (symbolized \( k^{ü} \)) only in the following contexts: \( ke, ki, ki, kwe, kwč, ky \). Thus, the \( k \) in čak 'good' is plain velar; it becomes palatalized with the addition of any of the following suffixes: '-i 'you are', -čk 'a', -yan 'they'.

Part A contrasts plain and palatalized \( k \); Part B contrasts palatalized \( k \) and č.

**PRONUNCIATION DRILL #3:** \( k \)

A. \( [k] \) \quad \( [k^{ü}] \)

1. e - e

\( ke \) \quad \( ke \)

When

\( kē \) \quad \( ke \)

When?

\( kēy \) \quad \( ke \)

When is it?

\( kēyē \) \quad \( kēyē \)

It is the tea.

\( čēkē \) \quad \( čēkē \)

It is a bouquet.

\( čēpē \) \quad \( čēpē \)

It is a quarter (of town).

\( gērē \) \quad \( gērē \)

It is a loom.

\( xērē \) \quad \( xērē \)

one by one

\( yēkēyē \) \quad \( yēkēyē \)

'Who?'

Who?

Who is it?

It is a mosque.

one bouquet

a quarter (of town)

a loom

It is one
She is a bride. bûke bûke a bride
It is one. yéke yéke one, someone
He falls. ŋekówé le kéwe Who from?
When did he come? kéy hat ké hat Who came?
When is the exam? ŋimtihán kéyé Who is this boy?
This is the tea. ŋéme tékeýe This is a mosque.
bouquets of flowers čêpke gûl čêpke gûl bouquet of flowers
this quarter ŋéme gerêke gerêke-î xôş a pleasant quarter

2. a - e
hay ka ke 'Who?'
scabbard, sheath kalân kelân scabbard, sheath
cake kak kek cake
Which one? kam kem pus
light (in color) kal kel grave-stone

3. î - i
tukîn mûmkîn possible
Dirty čîlkîn mûmkîn possible
This boy is hairy. ŋéme kyře ŋéme pîshî This work is possible (to be done).
This man is dirty. ŋéme pîsâwe ŋéme pîshî This work is possible.
4. **I - i** | **ki** | **ki**
---|---|---
I am well. | čákīm | čákī[t] | You are well.
They are well. | čákīn | čákīn | We are well.
girl | kīč | kīž | girl
digging (noun) | kīnē | kinē | malice
They are clean. | pākīn | pākīn | We are clean.
They are small. | pīčūkīn | pīčūkīn | We are small.

5. **wa - we** | **kwa** | **kwe**
---|---|---
Where is it? | kwa | kwe | Where?
complaint | šekwā | šeskwe | ladle
Where is the boy? | kwā kuřeke | le kwē daniśin | Where shall we sit?
Don't complain. | šekwa móke | šemó šeskweye | This is a ladle.

6. **Ø - i** | **k** | **ki**
---|---|---
a market | bazárek | bazárek-i bāš | a good market
a house | málek | málek-i tazo | a new house
a valley | dōlek | dōlek-i jwán | a beautiful valley
a mountain | šásek | šásek-i bérz | a high mountain
girl | kīč | kīček-i jwan | a beautiful girl
loom(s) | xerōk | xerōk-i hóyo | He has a loom (or looms).
7. ō - y  

<table>
<thead>
<tr>
<th></th>
<th>k</th>
<th>ky</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>dukán</td>
<td>herdúkyan</td>
</tr>
<tr>
<td>the sons</td>
<td>kuřekán</td>
<td>kőřekyan</td>
</tr>
<tr>
<td>these brides</td>
<td>ṭěmbukaně</td>
<td>bűkyan di</td>
</tr>
<tr>
<td>the knives</td>
<td>čeqokán</td>
<td>čeqóyeckyan</td>
</tr>
<tr>
<td>boar (male)</td>
<td>yeqané</td>
<td>yeqekyan</td>
</tr>
<tr>
<td>with the friends</td>
<td>legel bɪrāderekán</td>
<td>legel bɪrāderekya</td>
</tr>
</tbody>
</table>

B.  

<table>
<thead>
<tr>
<th>c</th>
<th>[kʃ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is China</td>
<td>čine</td>
</tr>
<tr>
<td>he will go to</td>
<td>ṭeqéte</td>
</tr>
<tr>
<td>a fold, bend, turn</td>
<td>péček</td>
</tr>
<tr>
<td>anything, whatever</td>
<td>herčí</td>
</tr>
<tr>
<td>This is China.</td>
<td>ṭeqe čine</td>
</tr>
<tr>
<td>He goes home.</td>
<td>ṭeqéte malewe</td>
</tr>
<tr>
<td>There is a turn here.</td>
<td>péček heye lere.</td>
</tr>
<tr>
<td>Whatever is in Arbil is all-right.</td>
<td>herčí le hewlér be baše.</td>
</tr>
</tbody>
</table>

C. Drills

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Model: buk</td>
<td>bűke</td>
<td>bukeké</td>
<td>bűkek</td>
<td>bűkeke</td>
</tr>
<tr>
<td>kak</td>
<td>kek</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
pičik
řunák
gér̂k
čarék
čepík 'bouquet'
dayk
bawk

2. Pronounce the following:
le kwéye, ẓakešîm, kolwán, kwer, tuḵîn, mumkîn,
kwewarí, ckî, kəw, bûkə, kelqë, ẓemerekî,
kerd, kwexá, bûkəkə, bîkek
Pronunciation Drill 4: $g$

Kurdish $g$ is like Kurdish $k$: it is palatalized when it is immediately followed by $i$, $i$, $e$, $y$, or $we$. Palatalized $g$ sounds very much like $j$ to the native speaker of English, and only with practice can one learn to control the difference. In the following drills, Part A contrasts plain and palatalized $g$, and Part B contrasts $j$ and palatalized $g$.

PRONUNCIATION DRILL #4: $g$

A.  

1. $\text{e - e}$
   
   leper  
   to return, come back  
   It is a suit.  
   He is a bey.
   It is a dog.
   people; nation

\[ g\bar{e} \quad g\bar{e} \quad g\bar{e} \quad g\bar{e} \quad g\bar{e} \quad g\bar{e} \quad g\bar{e} \quad g\bar{e} \quad g\bar{e} \quad]

crippled; lame

to relate, tell

a suit

a bey

a dog

stupid; doltish

\[ \text{rém gêgê gére} \quad \text{This dog is leprous.} \]

\[ \text{rém bérêgê kîrî} \quad \text{This is the suit.} \]

\[ \text{rém sêli bêgê} \quad \text{This is Ali Bey.} \]

\[ \text{rém sêge jwane} \quad \text{This dog is pretty.} \]

\[ \text{gêl-i kurd} \quad \text{Kurdish nation} \]

\[ \text{rém kuêrê géle} \quad \text{This boy is stupid.} \]
2. ḥ - i
gī
flame
Take it!
felt
sullen
large-bellied person

ḡī
ḡēr
hēlgīrē
bērgīn
ḡīrz
wērgīn

ḡī
ḡēr
hēlgīrē
bērgīn Ṽwē
ḡēzē
wērgīn Ṽwē Ṽmploye

\vĕm \gīrē \sīrē
This flame is red.

\kītelbē \hēlgīrē
Pick up the book.

\vēm\pāy\we\ bērgīn \sēkērē
This man is buying felt.

ḡīrz mēbē
Don't be morose.

\vēm\we\wērgīnē
This person is fat (has a pot belly).

bākē ġivē-ī ye[t]
The wind is whistling.

\vēm pyāwē ġīrē
This man is tight-fisted.

\kītelbēkē \hēl\gīrē
The book was picked up.

\vēm\pāy\we\ bērgīn Ṽwē \sēkērē
This man is buying a new suit.

\vēm \gīz\ēgīzē \čīye?
What is this mumbling?

\wērgīn \ɜwē \bās \niwē
A pot belly is not good.

\xoy \gīr\īd
He is puffing himself up.

3. \wā,ō \- \wē

you mean to say...
gwāyē
gwāyē
gywāyē
gywāzē

Mt. Goyzha

witness
gwāhi

It is an ear.

They are nuts.

Did you hear the radio?
B.

<table>
<thead>
<tr>
<th>/j/</th>
<th>/gy/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then, therefore</td>
<td>ja</td>
</tr>
<tr>
<td>separate; different</td>
<td>jya</td>
</tr>
<tr>
<td>figs</td>
<td>hênjîr</td>
</tr>
<tr>
<td>they are different</td>
<td>jyan</td>
</tr>
<tr>
<td>instead of you</td>
<td>le jyât-i to</td>
</tr>
<tr>
<td>pretty</td>
<td>jwan</td>
</tr>
<tr>
<td>Jew</td>
<td>julêkê</td>
</tr>
</tbody>
</table>

bê jya da?eni?in
We sit separately.

gya zo?e lere
There is lots of grass here.

rêmane gyân
These are separate.

viti gyân
He said, "Dear."

le jyat-i to ?e?im
I'll go instead of you.

be gyân-i to ?e?im
By your soul I'll go.

C. Pronounce the following:

bergekê; bûrgeke; ja, gya, jya; gwem le gwêzh kewt;
be gyân-i to; gwêlak-i jwan; leqol bêgek hat; gwem le
gwêzh kewt.
Pronunciation Drill 5: \( \gamma \)

The consonant \( \gamma \), called \( \gamma \-e \) in Kurdish is a voiced velar fricative. The easiest way to pronounce it is to gargle (without water). It contrasts with the stop \( g \) (\( \gamma \) is a fricative) and with the voiceless velar fricative \( x \) (it is voiced). Parts A and B respectively take up these contrasts below. In a few words, either \( x \) or \( \gamma \) may occur without changing the meaning, as \( bax \) or \( bay \) 'garden'; \( \gamma r d \-x \) or \( \gamma r d \-y \) 'a glass'.

**PRONUNCIATION DRILL #5: \( \gamma \)**

**A.**

<table>
<thead>
<tr>
<th></th>
<th>( g )</th>
<th>( \gamma )</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cattle</td>
<td>gar( -)( -n )</td>
<td>( \gamma r )</td>
<td>gallop</td>
</tr>
<tr>
<td>game</td>
<td>gem( -)( é )</td>
<td>( \gamma e m )</td>
<td>grief</td>
</tr>
<tr>
<td>dust</td>
<td>ger( -)( d )</td>
<td>( \gamma r -f )( b )</td>
<td>stranger; foreigner</td>
</tr>
<tr>
<td>crippled</td>
<td>ger( -)( ŋ )</td>
<td>( \gamma r )</td>
<td>except</td>
</tr>
<tr>
<td>glittering</td>
<td>ge( -)( ŋ )( ŕ )</td>
<td>( \gamma e s )</td>
<td>cheating</td>
</tr>
<tr>
<td>pretext</td>
<td>ger( -)( ŋ )</td>
<td>( \gamma r -b )</td>
<td>the West</td>
</tr>
<tr>
<td>bite</td>
<td>ge( -)( ŋ )</td>
<td>( \gamma e n d -a r )</td>
<td>treasurer</td>
</tr>
<tr>
<td>a lot of</td>
<td>ge( -)( ŋ )( e l )( e k )</td>
<td>( \gamma e l -t )</td>
<td>mistake, error</td>
</tr>
<tr>
<td>care, heed</td>
<td>ŋag( -)( á )</td>
<td>( \gamma y -a )</td>
<td>agha</td>
</tr>
<tr>
<td>he doesn't arrive</td>
<td>ŋá( -)( n a )( g a )</td>
<td>( \bin -)( n a -y )</td>
<td>foundation</td>
</tr>
<tr>
<td>your dog</td>
<td>ge( -)( ŋ -k -a t )</td>
<td>( \gamma e l -t )</td>
<td>distressed</td>
</tr>
<tr>
<td>he understands</td>
<td>té( -)( ŋ e g a )</td>
<td>( t i g -s k -é )</td>
<td>the dagger</td>
</tr>
<tr>
<td>dog</td>
<td>ge( -)( ŋ )</td>
<td>( \gamma y )</td>
<td>not broken</td>
</tr>
<tr>
<td>B.</td>
<td>x</td>
<td>y</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>uncle</td>
<td>xal</td>
<td>γar</td>
<td>gallop</td>
</tr>
<tr>
<td>grief</td>
<td>xem</td>
<td>γem</td>
<td>grief</td>
</tr>
<tr>
<td>dates</td>
<td>xurmá</td>
<td>γumár</td>
<td>fog; dust</td>
</tr>
<tr>
<td>house</td>
<td>xamú</td>
<td>γnčé</td>
<td>rose-bud</td>
</tr>
<tr>
<td>good (n.)</td>
<td>xer</td>
<td>γer</td>
<td>except</td>
</tr>
<tr>
<td>bad</td>
<td>xrap</td>
<td>γerb</td>
<td>the West</td>
</tr>
<tr>
<td>It is a garden.</td>
<td>báxe</td>
<td>bęgá</td>
<td>Baghdad</td>
</tr>
<tr>
<td>oh!</td>
<td>γax</td>
<td>γagá</td>
<td>aha</td>
</tr>
<tr>
<td>the garden</td>
<td>baxeké</td>
<td>bęxeké</td>
<td>the garden</td>
</tr>
<tr>
<td>mountain</td>
<td>šax</td>
<td>šay</td>
<td>not broken</td>
</tr>
<tr>
<td>garden</td>
<td>bax</td>
<td>bęy</td>
<td>garden</td>
</tr>
<tr>
<td>a glass</td>
<td>perdáx</td>
<td>perdąy</td>
<td>a glass</td>
</tr>
<tr>
<td>stuffed cabbage leaves</td>
<td>γępráx</td>
<td>qonąy</td>
<td>stage (of a journey)</td>
</tr>
</tbody>
</table>
Pronunciation Drill 6:  

English and Kurdish  are pretty much alike, the main difference being the Kurdish  is pronounced at the end of a syllable, as in  'sin'. Kurdish  contrasts with this  and also with Kurdish  (which is similar to the  of German icht). In pronouncing , the walls of the throat (the faucal columns) are greatly tensed. This produces a much greater friction than is the case with ; yet  does not have the quite audible friction of .

**PRONUNCIATION DRILL #6:**

<table>
<thead>
<tr>
<th>A.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(glottal stop)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>corridor (in a house)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multi-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>each, every</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arbil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sober</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he came</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the reason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thousand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>engineer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                           |  |  |
| h                           |  |  |
| h                           |  |  |

|                           |  |  |
| hemzé                      |  |  |
| hémé                       |  |  |
| hémó                       |  |  |
| hémí                       |  |  |
| hówlér                     |  |  |
| hużyár                     |  |  |
| hají                       |  |  |
| hówlá                      |  |  |
| hółwá                      |  |  |
| hémál                      |  |  |
| hòwt                       |  |  |
| huštír                     |  |  |
| hál                        |  |  |
| hivá                       |  |  |
| hízb                       |  |  |
| hóqé                       |  |  |
| hóqé                       |  |  |
| hél                        |  |  |
| hál                        |  |  |
| hezár                      |  |  |
| hezär                      |  |  |
| muhendís                   |  |  |
| muheróm                    |  |  |

<p>| | | |
|                           |  |  |
| Hamza (name)              |  |  |
| animal                     |  |  |
| Muhammad                   |  |  |
| halvah; candy              |  |  |
| porter                     |  |  |
| seven                      |  |  |
| camel                      |  |  |
| pilgrim (to Mecca)        |  |  |
| party (politics)           |  |  |
| huqqa (2.8 pounds)         |  |  |
| state, condition           |  |  |
| he wants                   |  |  |
| Muharam (name of month)    |  |  |</p>
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>important</td>
<td>mūhm</td>
<td>ٍrāhim</td>
<td>Rahim (name)</td>
</tr>
<tr>
<td>he permits</td>
<td>ٍrāhelé</td>
<td>ٍrāhelené</td>
<td>he neighs</td>
</tr>
<tr>
<td>sin</td>
<td>gūmáh</td>
<td>sīfṭāh</td>
<td>first sale (of the day)</td>
</tr>
<tr>
<td>B.</td>
<td>x</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>dream</td>
<td>xāw</td>
<td>hōwt</td>
<td>seven</td>
</tr>
<tr>
<td>maternal uncle</td>
<td>xal</td>
<td>hāl</td>
<td>state, condition</td>
</tr>
<tr>
<td>land, soil</td>
<td>xak</td>
<td>hēq</td>
<td>right (n.)</td>
</tr>
<tr>
<td>the sister</td>
<td>xuškekē</td>
<td>hušṭīr</td>
<td>camel</td>
</tr>
<tr>
<td>that cloud</td>
<td>ٍwewlwre</td>
<td>ٍwewlwzē</td>
<td>that pool</td>
</tr>
<tr>
<td>don't pull!</td>
<td>mēxe</td>
<td>mēḥkēm</td>
<td>strong, solid</td>
</tr>
<tr>
<td>sorrow</td>
<td>dax</td>
<td>sīfṭāh</td>
<td>first sale (of the day)</td>
</tr>
<tr>
<td>stuffed cabbage</td>
<td>yēpréx</td>
<td>ṣēṭāḥ</td>
<td>Fattah (name)</td>
</tr>
<tr>
<td>leaves</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Pronounce the following:

- hēwā ṣēdem, hēwt, ḥez nākem, ḥelwā, xuškekēt, tezbīḥ,
- ḥezār ḥizb, behār, zehmēt, ḥēq, ṣēḥmēd, raxūdāx,
- háji baba, ṣāḥemmed, mīle, xwa ḥafīz
Pronunciation Drill 7: ʔ / ʔ

Glottal stop ʔ exists in English, but it does not affect the meaning of words. It can be heard in expressions as "oh! oh!" (ʔoʔo); "I said he's an ice man" (ʔan ʔice man). In Kurdish it is a consonant phoneme like p, t, k, etc. Thus, ʔeʔ means 'no' while ʔe means 'neither'.

Glottal stop ʔ contrasts with the consonant ʕ (called ʕem in Kurdish). ʕ is, in essence, the vowel in 'cot' (in phonetic symbols, [a] or [A]) produced with faucalization. That is, as one says [a] the faucal columns (the walls of the pharynx near the tonsils) are tensed up (as happens when one gags) and the [a] comes out a growl, as it were. Both ʔ and ʕ may occur in all positions of the word, although they are rare at the end of the word. Some words show a fluctuation between ʔ and ʕ as ʔeʔz or ʕeʔz 'earth!' and ʔasmán 'sky', rarely ʕasmán. Since contrastive pairs are rare, Part A lists examples of glottal stop; Part B, of ʕem; and Part C presents a few contrastive pairs.

PRONUNCIATION DRILL #7:

A. ʔ  B. ʕ

ʔaʔx oh! alas! ʔeʔyʔ ñyb shame
ʔagá care, heed ʔeʔbʔ ñbbo abaya
ʔayá agha ʔontiʔo ñontiqó antique
ʔasmán sky ʔiʔsé ñísá Jesus
ʔamánj target, goal ʔiʔsé ñísé Christian
ʔislám Islam ʔurʔf ñurf common custom
ʔemarét emirate ʔadój ñadót custom, tradition
ʔitír then ʔalém ñálím world, people
ʔeʔeʔasé it becomes swollen ʔeʔemr ñemr age (years)
ʔeʔeʔhat he wasn't coming ʔeʔséi ñsói studying hard

24
C.

earth  ?ərz  ɾərz  earth
peace  ɾaʃtî  ɾásti  his place

D. Pronounce the following:

məmîr məney čîye? mət'em-i ɾəgá; ɾeṣta ɾəzat čîye?
sə̱ni zor ɾə̱gë̱kîrd; ɾuɾajæɾə mə̱qil nîye.
Pronunciation Drill 8:  

Kurdish q is a post-velar or uvular stop produced by touching the back of the tongue to the uvula. Unlike k, its position of articulation is not affected by the following vowel. The word xálîq 'people' also is commonly pronounced xólîk.

**PRONUNCIATION DRILL #8:**

<table>
<thead>
<tr>
<th>A.</th>
<th>k</th>
<th>q</th>
</tr>
</thead>
<tbody>
<tr>
<td>straw</td>
<td>ka</td>
<td>qa</td>
</tr>
<tr>
<td>time</td>
<td>kat</td>
<td>qat</td>
</tr>
<tr>
<td>slough</td>
<td>kaž</td>
<td>qaz</td>
</tr>
<tr>
<td>electricity</td>
<td>karebá</td>
<td>qaremán</td>
</tr>
<tr>
<td>barn</td>
<td>kawán</td>
<td>qawó</td>
</tr>
<tr>
<td>gloomy</td>
<td>kîz</td>
<td>qîž</td>
</tr>
<tr>
<td>boy</td>
<td>kuř</td>
<td>quř</td>
</tr>
<tr>
<td>slice</td>
<td>kut</td>
<td>qutu</td>
</tr>
<tr>
<td>When did he send it?</td>
<td>kóy nardi</td>
<td>qey náka</td>
</tr>
<tr>
<td>waist</td>
<td>kêmér</td>
<td>qumár</td>
</tr>
<tr>
<td>stain</td>
<td>laké</td>
<td>laqé</td>
</tr>
<tr>
<td>to shake</td>
<td>šikanîn</td>
<td>šeqám</td>
</tr>
<tr>
<td>mixture</td>
<td>tekál</td>
<td>teqél</td>
</tr>
<tr>
<td>clean</td>
<td>pak</td>
<td>paqlé</td>
</tr>
<tr>
<td>to kick</td>
<td>tekán</td>
<td>teqán</td>
</tr>
<tr>
<td>weapon</td>
<td>čêk</td>
<td>čeq</td>
</tr>
</tbody>
</table>

26
lamb  śek  šeq  a kick
straight  řek  řeq  hard
bride  buk  buq  bugle, horn
people  xólik  xóliq  people

B. Pronounce the following:
qelá, kílás, čeqó, čeqól, qurzan, qurbán, bérqiye,
qey náka, smuqek-i pák, be taqétim, förq-i nfyó, lam-i
qelów, to xelq-i kwéy? řefiqekét kéyé?
Part II

SPOKEN KURDISH
Lesson I

A. Basic Sentences

dèrs-i yekém

le suleymaní

řōž
bāš
řōž baš

b. 1. řōž baš. (F)
d. 2. řōž baš. (R)

mín
ţemerikí
ţemerikím
mín ţemerikím
náw
náwím
babe
nawîm bábe

b. 3. mín ţemerikím. náwím
babe.

First Lesson

In Sulaimaniya

day
good
good morning or good afternoon

Good morning!

I
American
I am an American
I am an American name
my name
He/it is Bob.
My name is Bob.
I'm an American. My name is Bob.

well-being, blessings
that you come (sg.)
Welcome!
Dara (P.N.)
he/it is Dara
My name is Dara.
mòniš nawīm darāye.

And my name is Dara.

Welcome! My name is Dara.

restaurant
a restaurant
what restaurant?
from here
near
he/it is near
he/it is near here

What restaurant is near
here? (=Where's the
closest restaurant?)

wà bzanim

I believe, I guess, as
far as I know
Sirwan (name of a river)
The Sirwan Restaurant
very
he/it is very good
it is very good
It is very good, and it's
close-by.
I believe it's very good,
and it's close-by.
The Sirwan Restaurant is
very good, and it's
close-by.

I believe the Sirwan
Restaurant is very good,
and it's close-by.
le kwé
le kwéye

b: 7. metəm-i sirwən le kwéye.

∅ewetá
lə-i bazár
bazarekē
lə-i bazarekē
lə-i bazarakēye

d: 8. ∅ewetə la-i bazarekēye.

∅ey
utɛl
utɛl-i bās
hēye
le kwé hēye

b: 9. ∅ey utɛl-i bās le kwé hēye.

utɛlek
utɛlek-i bās
utɛlek-i bās hēye
mətəmekē
la-i mətəmekē

d: 10. utɛlek-i bās la-i mətəmekē hēye.

memnūn
teskəkūr
zekəm
teskəkūr zekəm

where? in what place?
Where is it?
Where is the Sirwan Restaurant?

there it is
beside, next to
market, bazaar
the market
next to the market
It is by the market.

Well now, where is there a good hotel?

a hotel
a good hotel
There is a good hotel.
the restaurant
next to the restaurant
There is a good hotel next to the restaurant.

obliged, grateful
thanks
I do; I make
I thank
memnûn, tešekkûr û kem. (F) Much obliged, thank you.
xwá God
hêfiz protector, preserver
xwá hêfiz goodbye

b: 11. memnûn, tešekkûr û kem. Much obliged, thank you.
xwá hêfiz. (F) Goodbye.
d: 12. xwá hêfiz. Goodbye. (R)

Sentence Resumé -- Kurdish

b: 1. rêêz baş.
d: 2. rêêz baş.
b: 3. mûn ûmerikîm. nûwîm bûbe.
d: 4. be xêr beyt. mûnis nûwîm darâye.
b: 5. çîmetêmêk lerêwe nûzîke?
d: 6. wê bûzandîm metêm-i sirwêns zûr başew nûzîke.
b: 7. metêm-i sirwên le kwêye.
d: 8. ûwêtà la-i bazarekêye.
b: 9. ûy xutel-i baş le kwê heyê.
d: 10. xutêlêk-i bûs la-i metêmêkê heyê.
b: 11. memnûn, tešekkûr û kem. xwê hêfiz.
d: 12. xwê hêfiz.

B. Additional Vocabulary

Nationalities, etc. Personal Names
êiraqî Iraqi jêmâl Jamal (male)
êiranî Iranian fuwâd Fuad (male)
lûbânînî Lebanese daná Dana (male)
êarmenî Armenian kûrîm Kerîm (male)
hûndî Indian pexšân Pakhshan (female)
sûrî Syrian perîxân Perîkhan (female)
êlemanî German Nouns
êlêkurî Kirkukite pyâw man
hewlerî Arbilite nûn bread
(Nouns)
mektéb  school
kýr  boy
žín  woman; wife
dár  piece of wood; tree
xenjér  dagger
mál  house
dúkán  shop
řubár  river
véw  water
mínál  child
šew  night

C.  Notes
1.  The Copula Suffix.
   Notice in the following sentences the Kurdish equivalents of English "is" and "am":

   a.  bab 'Bob'  -  bábe 'It is Bob.'
       nizík 'near'  -  nizíké 'It is near.'
       bás 'good'  -  básé 'It is good.'

       le kwé? 'where?'  -  le kwéye? 'Where is it?'
       la-i bazareké 'by the -  la-i bazarekéye 'It is
       bazaar'  next to the bazaar'

The unstressed suffix -e added to a substantive (i.e.,
a noun or adjective) or an interrogative like le kwé has the
meaning 'is' or 'it is' or 'he/she is'. Note that after a
vowel the form of the suffix is -ye.

b.  ñemeriķí 'American'  -  ñemeriķím 'I am an
       American'
The unstressed suffix -m added to a substantive has the meaning 'am' or 'I am'. Note that these substantives end in consonants; the suffix has a slightly different form after vowels.

Other examples:

le sulymaním. 'I am in Sulaimaniya.'
le kwém. 'Where am I?'
šewtám. 'There I am!' 'Here I am!'
la-i bazarekém. 'I am next to the bazaar.'
la-i mëtëmëkém. 'I am next to the hotel.'

The various forms of the verb meaning 'to be' are referred to collectively as the "copula"; since they are suffixes, we can refer to them as "copula suffixes."

2. The Indefinite Article.

Kurdish expresses the indefinite article 'a, an' by means of a suffix; compare

mëtëm - mëtëmek 'a restaurant'
šutél - šutélék 'a hotel'

The suffix -ek is added to substantives ending in consonants; it must not be stressed.

3. či-ek.

The interrogative prefix či- 'what?' may be added to a noun having the indefinite suffix -ek, as

či-mëtëmek? 'What restaurant?'

Notice that či-, even though a prefix, bears the stress rather than the noun or the indefinite suffix. If the first vowel of the noun is ţ, the interrogative prefix is ču-, as

ču-šutelek? 'what hotel?'

Other examples:
čiţozek? 'what day?'
čiţbazarek? 'what bazaar?'
4. The Definite Article.

The Kurdish equivalent of the English definite article 'the' is also a suffix; compare:

\begin{align*}
\text{bazár} & - \text{bazárkê} 'the bazaar' \\
\text{metrém} & - \text{metrémêkê} 'the restaurant'
\end{align*}

Note that the definite suffix is normally the stressed part of the word. As you will see later, it has special shapes after vowels; you will see further that while the definite article generally can be translated by "the" there are important exceptions where the Kurdish article has altogether different functions from the English article.

5. Formulas.

Every language has fixed expressions or formulas that are conventionally used on given occasions, as English "Good morning" and "Happy New Year," and perhaps "Wish you were here." on post cards. Sometimes the original meaning is lost, as in "Goodbye" ("God be with you"), or else they are not to be taken literally, as "How do you do." (in introductions)

These conventional expressions often have equally conventional responses, such as "How do you do." as its own response.

Kurdish has many formulas in situations where Americans would not anticipate them (and vice versa). It is especially important, if you want to relate fully to Kurdish speaking people, to master these expressions and the situations in which they occur. Formulas will be identified in the basic sentences by (F), and their responses, if any, by (R). The formulas that occur in Lesson 1 are:

\begin{align*}
\text{ród bas} & \text{ (F) and (R) 'Good morning' 'Good afternoon' } \\
\text{be xér beyt} & \text{ (F) 'Welcome' (used by host, or anyone acting in capacity of host in a general sense)} \\
\text{mêmmûn} & \text{ (F) 'Thank you'} \\
\text{teşekkûr ×êkêm} & \text{ (F) 'Thank you'} \\
\text{mêmmûn} & \text{ (R) 'You're welcome'. Usually no response is} \\
\text{given in the meaning of 'you're welcome.'} \\
\text{xwà ëfiz} & \text{ (F) and (R) 'Goodbye'}
\end{align*}

Intonation is inflection or pitch of the voice in speaking. In English and Kurdish, as in other languages, it is used to indicate the attitude (or emotion) of the speaker; or to distinguish between questions and statements, exclama-
mations, etc. For example, repeat the sentence "You don't know it." as a statement and as a question, and again as a statement and as a question but each time with surprise, astonishment, disbelief, anger, wistfulness, indecision, etc., or combinations of these. In each case, the referential or literal meaning of the sentence remains constant; it is the context superimposed by the speaker that changes. While stress also plays a major role in creating these effects, intonation probably plays the main part in this.

In both English and Kurdish, there are four ranges or relative levels of pitch used to create these effects: a lower pitch, a higher pitch, and a pitch range intermediate between these two; we shall refer to these as low, high and mid pitches respectively. Both languages have at least one higher range of pitches, a fourth pitch level used in intensified or very strongly emotional exclamations which are not likely, however, to be encountered in the usual classroom situation, and which consequently will not be dealt with in this course.

In the following graphic representation of intonation, the solid lines do not represent absolute pitch frequencies, but only relative frequency of any given pitch as compared with other pitches in the same utterance.

- a. "roz bas" \underline{\text{Good morning.}}
- b. "min semari\text{\textbar}k\text{\textbar}n" \underline{\text{I'm an American.}}
- c. "mat\text{\textbar}wem\text{\textbar}i sir\text{\textbar}wan le\text{\textbar}k\text{\textbar}we. Where's the Sirwan Restaurant?"

Generally speaking, in English a stressed syllable in an utterance has high pitch, while an unstressed syllable has mid pitch, unless it comes at the end of a sentence, where it is low pitch. In Kurdish, a primary stress takes high pitch, but a secondary stress generally takes mid pitch; since this latter is contrary to English practice, it makes for confusion for the unwary English-speaking student.
In both languages, intonation normally falls to a low at the end of statements. Note that even for questions that have an interrogative word, as le kwé 'where?' and či--ek 'what?', the intonation likewise falls to low at the end of the utterance. A period (.) will be used in the transcription of sentences to indicate a fall to low pitch. With short utterances in the build-ups, when no punctuation is provided, an intonation falling to low is to be understood. When the speaker pauses before finishing the sentence he intends to say (that is, has a "tentative pause"), his intonation does not drop to low, but remains at high if the last syllable before the pause is a stressed one, or falls to mid if that pre-pause syllable (or syllables) is unstressed. Compare:

\[
\begin{align*}
\text{mín, nàwîm darâye.} & \quad \text{My name is Dara.'} \\
\text{mûris, nàwîm darâye.} & \quad \text{My name is Dara.'}
\end{align*}
\]

When an utterance is not yet completed, this lack of completion is accompanied by an intonation pattern falling to mid pitch, as

\[
\text{memrûn têşêkkûře kekem} \quad \text{Much obliged, thank you.}
\]

In the transcription system used in this course, the comma (,) indicates an intonation pattern falling to mid and signifies non-completion of utterance.

It is possible to have an otherwise perfect accent and yet readily stand out as a foreigner if your intonation patterns are foreign. In the final analysis, it is up to the student to be sensitive to Kurdish intonation and stress patterns and imitate them carefully and conscientiously. Remember that at the beginning of your language study you must make a real effort to master an entire set of new difficult pronunciation habits.

D. Exercises

1. Substitute for the underlined portion of the model sentence the words in the list below and translate.

Model: \text{mín çemêrikîm}
\text{êiraqî} \quad \text{ex: mîn çiraqîm; 'I am an Iraqi.'}
\text{çeranî}
\text{hindî}
2. Substitute for the underlined portion of the model sentence the words in the list below and translate.

Model: nawīm bābe.
   tām  'Tom' nawīm tāme; 'My name is Tom.'
   jórj
   janēt
   jemāl
   fuvād
   pexšān
   perixān
   danā
   kerīm
   darā

3. Model: matrēm  'restaurant'
   matrēm-i bās  '(some) good restaurant'
Substitute for the noun above in the model phrase the following list of nouns and translate:

   bazār  ex: bazār-i bās; 'good bazaar'
   vutēl
   pyāw
   nān
   mektēb
   kūr
   žīn
   dār
   xenjēr
4. **Model:** metrem-i bāš le kwē heye.
   Substitute for the underlined portion of the model phrase the following nouns and translate:
   
   bazār   ex: bazar-i bāš le kwē heye? 'Where is there a good market?'
   máł
   nān
   ṣutēł
   mektēb
   dār
   kūr
   xenjēr

5. **Model:** ṣutēł 'hotel' - ṣutēlek 'a hotel'
   Substitute for the noun in the model the following:
   
   bazār   ex: bazārek 'a bazaar'
   metrem
   pyāw
   nān
   źīn
   ṣutēł
   mektēb
   dukān

6. **Model:** ṣutēlek-i bāš lay metremeké heye.
   Substitute for the noun in the model the following:
   
   bazār   ex: bazārek-i bāš lay metremeké heye. 'There is a good market near the restaurant.'
   metrem
   mektēb
   dukān
   máł
   dār

7. **Model:** čīmetremek - 'what restaurant?'
   Substitute the following items for the noun in the model:
bazár
pyáw
nán
žín
dár
dukán
xenjér
kúř
nutél

8. Model: čímetremek lerewe nizíke
   'What restaurant is near here?'
   Substitute for metrém the following words and translate:
   bazár
   ex: číbazarek lerewe nizíke
   mektéb
   mál
dukán
dár
nutél

   Substitute for the underlined portion the following:
   bazâr-i sirwán
   ex: wá bzanîm bazar-i sirwán zór, etc.
   nutél-i sirwán
   mektêb-i sirwán
   řubar-i sirwán
   řaw-i sirwán
dâr-i sirwán
dukân-i sirwán

10. Model: metrem - metremeké
   Substitute for metrém the following and translate:
   bazár
   ex: bazârê 'the bazaar'
   mektéb
11. Model: metretekè le kwéye
Substitute for metré the following and translate:

bazár
vutél
žin
dár
mektéb
kúr
pyáw
zenjér
rubár
minál

ex: bazarekè le kwéye?
'Where is the bazaar?'

12. Model: Q. metrekekè le kwéye
A. Govetà lay bazarekéye
One student asks the question of his neighbor who responds with answer. The latter student then asks his other neighbor the question with bazár instead of metré, and so around the room using the remaining words in the list.

metré
bazár
vutél
mektéb
dár
13. Respond to the following in Kurdish with appropriate formulas:

řúbár
mál

14. Sentence Resumé -- English

Do the basic dialogue in Kurdish by pairs, each student taking each role in turn. Use the sentences below as a guide:

**Bob** | **Dara**
---|---
1. Good morning! | 2. Good morning!
3. I'm an American. My name is Bob. | 4. And my name is Dara.
5. What's the closest restaurant? | 6. I believe the Sirwan Restaurant is very good, and it's close by.
7. Where is the Sirwan Restaurant? | 8. There it is, by the market.
9. Well now, where is there a good hotel? | 10. There is a good hotel by the restaurant.

15. Free Conversation. Repeat the basic dialogue from memory in pairs, each time varying the words as desired as well as the order of the sentences.
Lesson II

A. Basic Sentences

dérs-i duwém

le sínif

mamwestá

b: 1. řóż baš mámwesta.
m: 2. řóż baš bàb.

čón
čóni [čónít]
čák
čáki [čákit]
čóni, čáki?

škúr
čáki škur?

b: 3. čóni, čáki škur? (F)

cákím
selamét
selamétbi [selamétbit]
(R)
tó

tó čoni

m: 4. cákím, selamétbi, rëy
tó čoni.

b: 5. cákím selamètbi.

vímro
der-s-i duwém
vexwenín
der-s-i duwém vexwenín

Second Lesson

In Class

teacher

Good morning, Teacher.

Good morning, Bob.

how?
How are you? (sg.)
good, well
you are well

How are you? Are you well?

Thanks (to God)
You are all right, I hope.

How are you? You are well, I hope.

I am well.
safety

May you be safe, God save you.

you (sg.)
How are you?

I am well, thank you. And how are you?

Fine, thank you.

today
second lesson

we read, we'll read

We'll read Lesson Two.

45
We'll read Lesson Two today.
book
the books
your books
open! (plur.)
Open your books!
request, entreaty
I request; please
Please open your books.

m: 6. ǐmro ders-i duwém 既可以
exwenin, tká ęekem
kitebekantan bkénewe.

We'll study Lesson Two
today. Please open
your books.

lapeřé
lapeřéyek

What page?

b: 7. ćfareperěyek?
yék
lapeře yék
ęestá
ęexwenmewë
lapeře yék ęexwenmewë
ęestà mën lapeře yék
ęexwenmewë.

one
Page One.
now
I read
I read page one.
I'll now read page one.

you (pl.)
you also
after
after me
voice
high
high voice
in a loud voice
bíxwennewe
be déŋ-i bërz bíxwennewe.
țewèś ledwá-i műn be
déŋ-i bërz bíxwennewe.

m: 8. lapeře yék.
    ţestá mën lapeře yék
    ţewennewe ţewèś le
dwá-i mën, be déŋ-i
    bërz bíxwennewe.

yékéyeke
yán
hemũ
jár
be yék jar
hemũ be yék jar

b: 9. yékéyeke yan hemũ be
    yék jar?

bílenewe
lo dwá-i mën bílenewe.

m: 10. hemũ be yék jar ledwá-i
       mën bílenewe.

tégeyštim
tenégeyštim
tenégeyštim mamwesta
bílerewe

b: 11. tégeyštim mamwesta.
      tka ţekem bílerewe.
I say you understood (sg.)

Do you understand?

Yes.

Yes. Thank you.

Come here!

Yes, sir.

word

this word

on, on top of

board, black-board

on the black-board

write! (sg.)

Write on the black-board!

Write this word on the blackboard!

pencil

Write "pencil".

Write this word on the blackboard: Write "pencil".

I wrote I have written it.

Write! (pl)

You others write "pencil" too.
nusíman
b: 19. nusíman.

ké
résané [vézanét]
ké rézane
méyná
méyná-i rémwišeyè
čí
cíye
méyná-i rémwišeyè
cíye.
m: 20. ké rézane méyná-i rém
wišeyè cíye.

kám
b: 21. kám wišeyè
m: 22. rémwišeyè
b: 23. názaním

rézaním
mín rézaním
deftér
deftère
méyná
méyná deftère.
d: 24. mín rézaním. méynay
deftère.

sbéyne
wérégrin
dérs wérégrin

We wrote it.
We wrote it.

who?
he knows
Who knows?
meaning
the meaning of this
word
What?
What is it?
What is the meaning of
this word is?

Which?
What word?
This word.
I don't know.

I know.
I know.
notepad
it is a notebook
its meaning
It means "notepad."
I know. It means
"notepad."

tomorrow
we take
we take a lesson
we'll take a lesson tomorrow
we'll take the second lesson tomorrow
we give back
we answer (in reply),
we answer back question
the questions
we answer the questions
we'll answer the questions of Lesson One.
Tomorrow we will take the second lesson and answer the questions of Lesson One.
dictation
we have dictation
a day
every day
we will have dictation every day from now on.
in class
we will have dictation in class yourselves ready, prepared
prepare! make ready!
Prepare yourselves! Get ready!
Prepare yourselves; we will have dictation in class every day.
m: 25. sbeyne dèrs-i duwém
wèrrègrinu wełam-i
pirsyàrekàn-i ders-i
yèkèm ɂèdèynèwe. xótan
əmàdè ken. leməwdwa
hemú ŋóžek ɂìmlá ɂëkeyn.

kèy
mùrajeće
mùrajeće bkeyn

b: 26. kèy mùrajeće bkeyn.

pàs
dérsek
hemú dèrsek
pàs hemú dèrsek
mùrajeće ɂëkeyn

m: 27. pàs hemú dèrsek mùrajeće
₀ëkeyn.

pirsyàrek
pirsyàrek heye
pirsyàrekàm heye.
dèrgà
əənusí [əənusìt]
çón əənusi

b: 28. màmwèsta pîrsyàrekàm heye. I
dèrgà çón əənusìt.
texteké
lesee texteké
musrâwe
lesee textekè musrâwe.

Tomorrow we will take up Lesson Two and do the exercises of Lesson One. Be prepared: from now on we will have dictation every day.

when?
review
that we review

When shall we have a review?

after
a lesson
every lesson
after every lesson
we review

We'll have a review after every lesson.

a question
there is a question
I have a question.
door
you write (sg.)
How do you write?

the black-board
on the black-board
it has been written
It is written on the black-board.
m: 29. wexit, wet

tewabu

wexit tewabu.

rebini

etabini

sbeyne etabini

wexit tewabu. sbeyne etabini

It is written there on the black-board.

time

it has ended; it has come to an end

time is up; time is finished

I see

I (will) see you (pl.)

I (will) see you tomorrow.

Time's up. I'll see you tomorrow.

m: 30. wabzanim wexit tewabu,

sbeyne etabini

xwa hafiz.

I believe time is over.

I'll see you tomorrow.

Goodbye.

b: 31. xwa hafiz.

Goodbye.

Sentence Resume -- Kurdish

b: 1. rozh baš mamwesta.

m: 2. rozh baš bab.

b: 3. čoni, čaki škur?

m: 4. čakim, selametbi, ṭey tó čoni.

b: 5. čakim selametbi.

m: 6. ṭimro ders-i duwêm ṭexwenin, tká ṭekem kîtebekantan bkenewê.

b: 7. čîlapereyek?

m: 8. laperë yêk. ṭestá mín laperë yêk ṭexwenmêwê ṭewes le dwâ-i mín, be doŋ-i bêrzh bîxwenewê.

b: 9. yekêyêke yan hemu be yêk jar?

m: 10. hemû be yêk jar ledwâ-i mín bílênewê.

b: 11. tenêgeystîm mamwesta. tká ṭekem bílêrewe.

m: 12. ṭelem ledwâ-i mín bílênewê.têgeystî?

b: 13. bêle. teşekkûr ṭekem.
m: 14. wèrè bo ñerè.
b: 15. béle.
m: 16. ñemwišeyê leser texté binuse: binuse qelêm.
b: 17. nusîm.
m: 18. ñewèês binüşîn qelêm.
b: 19. nusîman.
m: 20. ké ñezane mënà-î ñemwišeyê ciye.
b: 21. kàm wišeyê.
m: 22. ñemwišeyê.
b: 23. nàzanîm.
d: 24. mín ñezaniêm. mënay deftêre.
m: 25. sbeye ne dèrs-î duwêm wëregrinu welam-î pîrsyarekâ-î
dèrs-î yekêm wëdëynowe. xötan xamadê ken.
lemewdwa hemu rožek xîmla xekîn.
b: 26. kény murajærê bkeyn.
m: 27. paş hemû dersek murajærê xekîn.
b: 28. mâmwesta pîrsyârekîm heye. dergâ çön xênusi.
m: 29. ñewetê leser textêkere nusrave.
m: 30. wàbzâniêm xêxit tewáwbu, sbeye ne xetanbinîm. xwá
häfîz.
b: 31. xwá hafîz.

B. wišê-i tazê — Additional Vocabulary

Nouns

dér line

ñemderané these lines
jumlé sentence
ñemjumleyê this sentence
defterekân the notebooks
tebashîr chalk

penjërê window
penjerekân the windows
dergakân the doors
yarî play, game
kurdi Kurdish (lang.)
rusî Russian (lang.)
Numbers

yék    one
dú    two
sé    three
čwár    four
pénj    five
šúš    six
héwt    seven
hést    eight
nó    nine
dé    ten

Verbs

rážekem [ráś xekem] I work
telefon xekem I telephone, make a phone call
dáxe [dábixe] close! (sg.)
dáxen [dábixen] close! (pl.)
bixwenin read! (pl.)

C. Notes

1. Style.

The speaker of any given language usually has his choice of several synonymous expressions to express a given idea. His choice depends on the style of language he is using -- familiar, formal, to superiors as opposed to inferiors, etc. Under what circumstances, for example, would you use English "I fail to comprehend your intent.", "I don't understand you.", "I don't get you." and "Like, I don't dig you." These differences are differences of style.

Style may be identified by special pronunciations as well, as English "Don't - you" (formal) as opposed to the more usual "Doncha."

In this Kurdish course two important styles are distinguished: conversational or normal informal speech, the style you are most likely to encounter and the style you should aim at mastering; and formal or literary, the style of formal speeches, lectures, etc., as well as of written Kurdish. The Kurdish presented here is conversational in style; however, in order to prepare you as well for formal speech and written Kurdish, which is basically the same as
spoken Kurdish, formal forms are given in brackets after the conversational ones, as:

\[ \text{čóni} \quad [\text{čónit}] \]

Both of the forms are translated the same into English; however, čónit is rare in normal conversation, while it is the usual form in written Kurdish.

Two forms separated by commas, as wéxít, wext are both of the same style, with the first one usually being more frequent.

The differences in style noted in this lesson include:

(a) omission in conversational style of the suffix -t 'you' which normally occurs in formal style, e.g., čóni [čónit];

(b) substitution for the same suffix the form -i, as selamélbi [selamélbit]; and (c) omission of the prefix bi- from imperative and subjunctive verb forms, as ṣamadéken [ṣamadébíken].

2. In Lesson One we saw that the copula suffix -m is used after vowels to mean 'am' or 'I am'; in Lesson Two we see the form after consonants in:

\[ \text{čák} : \quad \text{čákím} \quad \text{I am well.} \quad \text{Suffix:} \quad -\text{ím}. \]

Other examples are: báším 'I am well'. jemálím 'I am Jamal.'

The copula suffix for 'you' (singular) is -i [-it] after consonants, as:

\[ \text{čóni} : \quad \text{čóni} \quad [\text{čónit}] \quad \text{How are you?} \]

\[ \text{čák} : \quad \text{čáki[t]}? \quad \text{Are you well?} \]

Other ex: báši 'You are well'; pexšání 'You are Pakhshan.'

3. čóni means 'How are you?' When tó 'you' is added giving tó čóni?, the subject is in reality expressed twice, and as such receives special emphasis. Note further that tó receives the stress, to the exclusion of čóni. English merely pronounces the word louder in order to show emphasis: 'How are you?'

4. Vocative forms.

Note that nouns are usually stressed on one of the last syllables of the word, as jemál, pírsyár, mámwestá, těxté. However, when a noun is used in direct address, stress
falls on the first syllable, as:

mamwestáye 'He is a teacher.' - mámwesta '0 teacher!'
jémále 'It is Jamal.' - jémal. 'Jamal!'

This use of the noun is called vocative.

5. The plural definite of nouns.

We have seen that the suffix -éké added to a noun makes it definite singular, as dérs 'lesson', derseké 'the lesson'. The suffix -ékán (i.e., -éké + -án) makes it definite plural, as:

dersekán 'the lesson'; kitébekán 'the books';
textekán 'the blackboards'; defterekán 'the notebooks'; dergakán 'the doors'.

As mentioned above, the suffix -éké makes the noun definite. However, in some contexts, i.e., when the subject spoken about is known to the addressee, the noun in its bare form without suffixes is translated as a definite noun, as:

wéře bo utél 'Come to the hotel.'
wéře bo metëem 'Come to the restaurant.'
mamwestá čóne 'How is the teacher?'

If these nouns receive the suffix -éké, then the noun receives special emphasis, putting it in implied opposition to another noun, as:

wéře bo utéléké 'Come to the hotel (not the restaurant).'
mamwestaké čóne 'How's the teacher (not the class)?'

6. The Imperative form of the verb.

a. The forms of the imperative are illustrated by the pair of words

binúsə 'write!' (sg.)
binusín 'write!' (pl.)
wherein the suffix -e denotes singular number and -ín denotes plural. Thus bixwénín 'read!' is plural, with a corresponding singular form bixween. 

The element common to the two imperative forms of a verb is called the imperative stem. Thus the imperative stem for bínúše - bínusín is bínus-, and for bíxwéne - bíxwénín it is bíxwen-. Stems are written with hyphens to show that they are not pronounced alone, but need affixes to make them complete words.

bínus- and bixwen- end in consonants, and are called consonant stems. Vowel stems are exemplified by

dá[bí]xe    'close!'  (sg.)
dá[bí]xen    'close!'  (pl.)

Here, the imperative stem is dáxe- (or dábixe- in formal style), and the suffix -n denotes plural number. The fact that no suffix at all has been added means that the form is singular. This is seen also in ñamadêken 'prepare!' (pl.- transitive) which has a corresponding singular form ñamadêke.

. b. A number of verbs end in the suffix -ewe, which means roughly "again" or "back (to point of origin)" as

bíxwénín 'read!' (pl.) and
bíxwennewe 'read it again! read it back
(to me)!'  (pl.)

ñelêm 'I say' and bílenewe 'say it again! repeat it!'

This suffix has two forms when used with the imperative form: -ewe after consonants and -rewewe after vowels, as

bíle 'say it'  (sg.) - bílerewe 'say it again!'
bílen 'say it'  (pl.) - bílenewe 'say it again!'

For convenience sake we can express these two forms as Cewe/VCrewewe, which is read "The suffix -ewe is used after any consonant (C) or -rewewe is used after any vowel (V)."
c. The beginning of the imperative form of the verb also deserves attention. The prefix bi- is the sign of the imperative form, as binuse, bixwenin, etc. If it is followed by only a single consonant, the vowel -i- is often omitted, as in kitebekantakbenowe; binuse or bmuse, without change in meaning. And quite often the entire prefix is omitted, also without change in meaning, as xotan namadoken, which has a more formal equivalent xotan namad bioken. Thus, the simple imperative form is introduced by bi-, b-, or no prefix at all.

   d. Finally, there are some imperative forms beginning with bi- which are translated with a direct object, as

   bixwenewi 'read it again'; cf.
   bixwenin 'read'
   bielenewi 'say it again!'; cf.
   bielenewi 'say again!'

   The presence of the vowel -i in the imperative prefix shows that the verb contains a direct object which is third person singular:

   'him, her, it'.

   Unlike the simple form bi-, the form bi- containing the direct object can never be omitted.

D. Exercises

1. Substitute for the underlined item the names in the list below and act out the dialogue.

   Student A: čoni dara, čaki?
   Student B: čakim, seulametbi. réy té
   čoni?
   Student A: seulametbi.
báb        daná
jón        kerím
pexšán     janét
perixán    dara

2. Substitute for the underlined portion of the model sentence the words listed below:

Model:  \( \text{ýimro dërs-i } \text{duwém } \text{ýexwenin.} \)

yekóm  ýeremni
seyóm  řusi
\( \text{ýelemaní} \)  kurdí
hindí  duwém

3. Substitute for the underlined part of the model sentence the words listed below:

Model:  tká \( \text{ýekem } \text{kitebekántan } \text{bkenewe.} \)

deftér  penjerekán
dafterekántan  telefon
dergá  \( ýíš \)

4. Substitute for the underlined part of the model sentence the words listed below:

Model:  \( \text{ýestá mën lapere } \text{ýék } \text{ýexwením.} \)

dú        háwt
sé        hěšt
čwár      nó
penj       dó
sēš       ýék
5. Substitute for the underlined part of the model sentence the words listed below:

Model: Ǹewēs le dwa-i mūn be døŋ-i ñerz bīxwennēwe.

yēkēyeke          dū jar
hemu be yēk jar    ñēwt jar
yēk jar            be døŋ-i nizīm

6. Substitute for the underlined part of the model sentence the words listed below:

Model: tenēgēyśti māmwesta, tká yēkem bīlerēwe.

bīxwenerēwe     leser deftersēkē bīnuse
bīnuse          leser ñemtæxtēyē bīnuse
were bo zerē

7. Substitute for the underlined part of the model sentence the words listed below:

Model: Ṣelem le dwa-i mūn bīlerēwe.

bīxwenerēwe     leser deftersēkē bīnuse
bīnuse          leser ñemtæxtēyē bīnuse
were bo zerē

8. Substitute for the underlined part of the model sentence the words listed below:

Model: were bo zerē

yutēlé          malekē
yutēlékē       mektēb
metmēm        bazār
metsēmeke    sīnūf
9. Word Formation Drill. Repeat the following words with the suffixes as in the model:

A | B | C
---|---|---
Model: | kitēb | kitēbekān | kitēbekāntan
'book' | 'the books' | 'your books'

kūr
žīn
xenjēr
deftēr
dērs
sīnīf
nān
māl
telefōn
dēr

10. Word Formation Drill. Repeat the following words with ʔem...yê as in the model:

A | B
---|---
Model: | wūsē | ʔemwūsēyê
jumlē
dērgā
textē
lapeřē
mērnā
 ylimlā
mūrajēsē
ʔamerikī
ʔeranī
mamwestā
qsē
11. Substitute for the underlined part of the model sentence the words listed below:

Model: ké ñézanet mënnà-i ñëmwişeyé číye
    qse       yarí
    laperé    vëmlá
    jumlé      ñamwestá

12. Substitute for the underlined part of the model sentence the words listed below:

Model: mënnày ñëftére
    xoŋjér     dár
    źín        pyâw
    qelém      wëxt
    kitéb      deř

13. Substitute for the underlined part of the model sentence the words listed below:

Model: sbéyne dërs-i duwém wërëgrin
    dërs-i yekém     përsyarekán
    dërs-i sëyém    ñëmjušleyé
    laperé yék      ñëmdërsé
    laperé dú       ñëmdežëpënsé
    laperé së

14. Substitute for the underlined part of the model sentence the words listed below changing bì- to bí-:

Model: lë dwa-i mën bìxwennewe
    bìxwene        bïlërewè
    bìxwenin       bïlënewè
    bìnuse         bïkërewè
    bìnusìn        bïkënewè
15. Change the singular imperative forms below to the plural:

Examples: binúse - binúsin; dáxe - dáxen

Consonant stems:       Vowel stems:

binúse       daxe
biwxéne       wére
biwxwene       ñamadéke
biwxwenewe       biñerewe
                     bkerewe

16. Substitute for the underlined part of the model sentence the words listed below:

Model: hemú ñózek le sínif ñimlá ñékeyn
dérş ñexwenin       kúrdí ñexwenin
kúrdí ñenusin       qso ñékeyn
murajeñé ñékeyn       ñís ñékeyn

17. Substitute for the underlined part of the model sentence the words listed below:

Model: ñewetà lesët texteké nusrawe
deftereké       ñëmkitébe
rëmdéfterñé       ñëmlapëreyé
kitébëke       texté

18. Student A asks the question of student B, who responds with the answer indicated. Student B then asks the question of student C, changing the underlined word for one in the list below. C answers, and asks D, and so on around the room until all students have participated.

A. kýy murajeñé bkéyn.
B. pañ hemú dërsek murajeñé ñékeyn.
B. kýy ñimlá bkéyn.
C. pañ hemú dërsek ñimlá ñékeyn.
19. Substitute for the underlined part of the model sentence the words listed below:

Model: mámwesta pîrsyárekîm heye.

kîtêb
dar
xênjîr
dukán
qelêm
telefôn
îs
pîrsyár

20. Sentence Resumé -- English

Do the basic dialogue in Kurdish by pairs, each student taking each role in turn. Use the sentences below as a guide:

Bob Teacher

1. Good morning, Teacher. 2. Good morning, Bob.

3. How are you? You are well, I hope. 4. I am well, thank you. And how are you?

5. Fine, thank you. 6. We'll study Lesson Two today; please open your books.


9. One by one, or all at the same time? 10. Repeat it after me, all at the same time.

11. I don't understand, sir, say it again. 12. I said repeat it after me. Do you understand?
14. Come here!

15. Yes, sir.
16. Write this word on the board: write "pencil".

17. I have written it.
18. You others write "pencil" too.

19. We wrote it.
20. Who knows what the meaning of this word is?

21. What word?
22. This word.

23. I don't know.
24. I know. It means "Notebook." (Dara)

25. Tomorrow we will take up Lesson Two and do the exercises of Lesson One. Be prepared: from now on we will have dictation every day.

26. When shall we have a review?
27. We'll have a review after every lesson.

28. I have a question, sir; how do you write 'door'?
29. It is written there on the blackboard.

30. I believe time is over. I'll see you tomorrow. Goodbye.


21. Free conversation. Repeat the basic dialogue from memory in pairs, each time varying the words as desired as well as the order of the sentences.
Lesson III

A. Basic Sentences

ders-i seyem

Getting Acquainted

b: 1. roz bã dara.
   Good morning, Dara
   roz bã bab.
   Good morning, Bob.

fermu

dainiše [dabiniše]
sit down! (sg.)
dańišin [dabinišin]
sit down! (pl.)
fermu dǎniše.

please! (polite
invitation)

d: 2. roz bã bab. fermu
daniche.

Good morning, Bob. Please

rasidewe [rasi twet]
you want the truth, if
hezekem [hez ə kekem]
you want the truth
bicim
I want; I like; I would
hezekem bicim
like that I go
rasidewe hezekem
I'd like to go
rasidewe hezekem
If you want the truth,
bicim
I'd like to
bo
to
bo bazár
market
hezekem bicim bo bazár
I'd like to go to the
tózek
market
a little, a little bit

b: 3. rasidewe hezekem tózek
bicim bo bazár.

As a matter of fact, I
would like to go to the
market a bit.
zú
zúwe
jare zúwe
tòzek dáníše
pékewe
æcín
pékewe æcín
rínja
rínja pekewe æcín
rínja pekewe æcín bo bazár
d: 4. jare zúwe, tòzek dáníše
 rínja pekewe æcín bo bazár.

b: 5. bàše.

bá
qsé
bkéyn
qsé bkéyn
bà qsé bkéyn
dáníše ba qsé bkéyn
d: 6. dáníše ba tòzek qsé bkéyn.

bèle bàše
b: 7. bèle bàše.

cí?
æxóytwé

d: 8. cí æxóytwé?

early
it is early
it is still early
sit down a little
together
we go; we'll go
we will go together
then
we will then go
together
we will then go
together to the market

It is still early, sit down a little and then we'll go together to the market.

O.K.

let's
talk; talking; speaking
that we do, that we make
that we speak or talk
let's talk
sit down and let's talk

Sit down and let's talk a little.

O.K., very well.

Very good.

what?
you drink, you will drink

What will you drink?
čá
čáyek
páw
tozek páw
čáyeku páw

b: 9. čáyeku tozek páw.

jegá
jémjegayé
jelén
čiy pe jelen

b: 11. jémjegaye čiy pe jelen.

jémé
čayxané
péy jelén
čayxanéj pe jelen.
jémé čayxanéj pe jelen.
pişyarek bkem
pişyarekit le bkem
jémewé
jémewé pişyarekit le
bkem.

d: 12. jémé čayxanéj pey jelen.
jémewé pişyarekit le
bkem.

b: 13. férmu.

férbuy [férbuyt]
le kwé ferbuy
kurdí

tea
a tea, a cup of tea
water
a little bit of water
a tea and water
A cup of tea and some water.
O.K.

place
this place
they say
what do they call it?

What do they call this place?

this
this

tea-shop
they call it; it is called
It's called a tea shop
This is called a tea shop.

that I ask a question
that I ask a question of you
I want.
I want to ask you a question.

This is called a tea shop.
I want to ask you a question.

Go ahead, please.

you learned (it)
where did you learn it?
Kurdish
kurdi le kwé fèr buy  where did you learn
bîzanîm that I know
hezekem bîzanîm I would like to know

I'd like to know where
le kwé fer buy. you learned Kurdish.

lé in, at
Amerîká America
le Amerîká in America
mektéb school
le mektéb in school
férbum I learned
le mektéb férbum I learned in school

I learned it in school in America.

b: 15. le Amerîká le mektéb
ferbum.

how is it?

leré in this place; here

leréy [leréyt] you are here

Well then, how is it that
you are here?

a: 16. ToFita leréy?

muhendîs engineer
muhendîsim I am an engineer
min muhendîsim I am an engineer
pirozé project
Derbêng-i xán [Derbêng-i xán] Derbendi Khan (place
name)
proże-i derbêng-i xán the Derbendi Khan project
vestà le prože-i derbêng-i i am at present working
xán hezekem on the Derbendi Khan

project

çîye what is it?

çašit your work
b: 17. mîn muhêndîşîmî rîstâ le prože-i derbêneg-i xanîî şêbekem. rîy tô rîşît çîye.

hêşta qutabî qutabîm hêşta qutabîm pênj sanêwî pênj-i sanêwî pöl pol-i pênj-i sanêwî le pol-i pênj-i sanêwîm mîn hêsha qutabîm, le pol-i pênj-i sanêwîm.

gâl gâlek gâlek-îtîr hêz ûekem gâlek-îtîr bîçîm bêkênêm zór hêz ûekem gâlek-îtîr bîçîm bo ûamerikê bêkênêm bêlam bêlam zór hêz ûekem gâlek-îtîr bîçîm bo ûamerikê bêkênêm.

What is your work?
And what is your work?
I am an engineer and at present am working on the Derbendi Khan project; and what do you do?
yet; still student
I am a student
I am still a student five secondary
fifth secondary class, grade
fifth grade of secondary (school)
I am in the fifth grade of secondary school.
I am still a student in the fifth grade of secondary school year
a year
another year, next year
I'd like to go next year that I study
I'd very much like to go to America next year to study.
but
But I'd very much like to go to America next year to study.
18. I'm still a student in the fifth grade of secondary school, but I'd very much like to go to America next year to study.

I can, am able help; assistance that I give help, I help that I help you I can help you

19. Very good; I can help you.

20. I'll be I'll be obliged I'll be much obliged.

21. But let us now go to the market. Good, let's go.

Sentence Resume -- Kurdish

1. řóz baš dara. řóz baš bab.
2. řóz baš bab. fermu dániše.
3. řástidewe ñekem tòzek bičim bo bazár.
4. jare zúwe, tòzek dániše vinja pékewe rèčín bo bazár.
5. base.
6. dániše ba tòzek qsé bkeyn.
B: 7. bèle básè.
d: 8. čí Ṝexoytewè?
b: 9. čáyeku tözek ṭàwì.
d: 10. básè.
b: 11. Ṝemjégaye číy pe ṭèlen.
d: 12. Ṝemé čáyxanèy pey ṭèlen. Ṝemèwè pìrùyarèkit le bkèm.
b: 13. fèrmu.
d: 14. ḷezèkem bìzanìm kurdi le kwé ferbuy.
b: 15. le Ṝemèrikà le mèktèb ferbum.
d: 16. Ṝey čóne lerey?
b: 17. mín muhèntísìmu يستا le prožè-i derbèn-xàn èl ġèkem. Ṝey tó višìt čìye.
d: 18. mín hésta qutabìm, le pènj-i sanèwìm. bèlam zór ḷez Ṝèkèm sałe-k-ìtìr bìcìm bo Ṝemèrikà bxwenìm.
b: 19. zór básè, mín Ṝetwànìm yarmètìt bìem.
d: 20. zór mèmnún Ṛèbìm.
b: 21. jàre ba bìcìn bo bazàr.
d: 22. básè bás bìcìn.

B. Additional Vocabulary

Nouns:

májèwe  
sevát  
yànò  
ŋlìzì, ñìnglìzì  
ımìśew  
 rèwaréyek-ìtìr  

Verbs:
bíkùn  
bìxwení  
bdóyèwè, bìdyèwè  
bùsîn, bìrusîn  

that we buy  
that we read/study  
that we give (back)  
that we write
Verbs (cont.)

bkem, bikem
ferbím
sér bíem [sér bidem]
hewl bíem [hèwl bidem]
řexóyn
nán řexoyn
řexóynewe
řexómeve
řekém
řenüsím
řekřím
řebřím
řekéy[t]
řeléy[t]
řefermíy[t]
řenusí[t]
řexwéni[t]
řekří[t]
řebří[t]
řázakey [řást ʁekeyt]

that I give
that I learn
that I visit, pay a visit
that I try, attempt
we eat
we eat bread; we eat [a meal]
we eat again; we drink
I drink
I do, make
I write
I buy
I cut
you (sg.) do/make
you (sg.) say
you (sg.) say [polite]
you write
you read
you buy
you cut
you are right (sg.)

Prepositions:

be kurdí
be řelízí
be řalemaní
be řerébí
le málewe
le híndístán

in Kurdish
in English
in German
in Arabic
at home
in India
C. Notes

1. Style (Ref: p. 54).

   In Lesson II certain characteristics of informal as opposed to formal style were taken up, as omission of -t 'you', or substitution of -i- for it and the omission of the verbal prefix bi-. In this lesson we see two more common features of informal style: (1) omission of the glottal stop ŋ from the beginning of verbs, as ḥeẓekem = [hózækem] 'I like', and; (2) the change of -t- 'you' to -d- when it precedes such a verb which has lost its glottal stop, as ṛāstidēwe = [rāstít ṣōwē] 'you want the truth'. Voiceless sibilants, as -š also become voiced before an elided glottal stop, as ṛīzekem = [rīs ṛekem] 'work'. Likewise, the cluster -st in [rāst ṛekēy] 'you are right' becomes -z as in ḍāzekēy.

2. ṛem...ye 'this'.

   The Kurdish equivalent of 'this' used attributively (i.e., directly modifying a noun) has occurred in

   ṛëmwišeyê 'this word' (wišé)
   ṛëmjegayê 'this place' (jegá)

   The expression ṛem...ye is an envelope that surrounds the word modified and together with it forms a single word. Note that this enlarged word has only one primary stress, normally falling on the second element of the envelope, with secondary stress on the first element. For special emphasis, the two stresses reverse positions, as

   ṛëmwïssiayê 'this word'
   ṛëmwïseyê 'this word'

   This form of the envelope occurs exclusively with words ending in vowels; words ending in consonants take a slightly different shape.

3. Cu/Vw 'and'.

   The Kurdish equivalent for 'and' is -u after consonants, as

   wēr ṛegrinû...
   čāyekû tozek ṛaw
and -w after vowels, as
zör bāšew mūzīkê.

4. Izafa.

There have occurred a number of phrases, such as mētēm-i sirwán, 'The Sirwan Restaurant'; ṣutēlek-i bāš 'a good hotel'; mērnā-i ẓemwīseyê 'the meaning of this word'; and dērs-i duwēm 'the third lesson' in which the words are linked together by -i and the second element generally modifies the first. This linking vowel is called "izafa" (called ẓizafê in Kurdish grammar), and the words linked together by izafa are called an "izafa construction."

The izafa construction is composed of a substantive, izafa, and a modifying word or phrase. The modified substantive is technically called the "nucleus," and is usually a noun, although occasionally other parts of speech so function, as -le dwa-i 'after', a compound preposition. The modifier may be an adjective, as

<table>
<thead>
<tr>
<th>Nucleus</th>
<th>Izafa</th>
<th>Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>dērs</td>
<td>-i</td>
<td>yekēm</td>
</tr>
<tr>
<td>ṣutēl</td>
<td>-i</td>
<td>bāš</td>
</tr>
<tr>
<td>ṣutēlek</td>
<td>-i</td>
<td>bāš</td>
</tr>
<tr>
<td>dērs</td>
<td>-i</td>
<td>duwēm</td>
</tr>
<tr>
<td>dēŋ</td>
<td>-i</td>
<td>bērz</td>
</tr>
</tbody>
</table>

Or it may be a noun, common or proper, as

<table>
<thead>
<tr>
<th>Nucleus</th>
<th>Izafa</th>
<th>Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>mētēm</td>
<td>-i</td>
<td>sirwán</td>
</tr>
<tr>
<td>mērnā</td>
<td>-i</td>
<td>ẓemwīseyê</td>
</tr>
<tr>
<td>wejām</td>
<td>-i</td>
<td>pîrsyarekân</td>
</tr>
<tr>
<td>pîrsyarekan</td>
<td>-i</td>
<td>dērs-i yekēm</td>
</tr>
<tr>
<td>prožē</td>
<td>-i</td>
<td>dērbeŋ-i xan</td>
</tr>
</tbody>
</table>

Or a pronoun, as

le dwa -i mîn 'after me'
or a numeral, as

pol -i penj 'grade five, the fifth grade'

or, finally, a particle, as

šâlek -i tir 'another year; next year'

Izafa joins two words together so that they function syntactically as though they were a single word. Thus, an izafa construction may itself serve as the modifier in a larger izafa construction. In the expression

wešam-i pîrsyarekan-i dërs-i yekem

1. lesson one
2. the questions of lesson one
3. The answers to the questions of lesson one

there are three izafa constructions, each smaller one (going from 1 to 3) immediately modifying its own nucleus.

5. The Verb -- Present Tense.

a. An examination of the first person singular of present tense verbs occurring so far shows that this form has two inflectional suffixes, -im occurring after consonant stems and -m occurring after vowel stems (i.e., Cim/Vm). Note

<table>
<thead>
<tr>
<th>Consonant Stems:</th>
<th>Vowel Stems:</th>
</tr>
</thead>
<tbody>
<tr>
<td>min ṣēnumišm</td>
<td>min ṣēkem</td>
</tr>
<tr>
<td>ṣēzanîm</td>
<td>ṣēxonmewe</td>
</tr>
<tr>
<td>názanîm</td>
<td></td>
</tr>
<tr>
<td>ṣekrim</td>
<td></td>
</tr>
<tr>
<td>ṣexwenîm</td>
<td></td>
</tr>
<tr>
<td>ṣexwēnmiwe</td>
<td></td>
</tr>
</tbody>
</table>
In ṣẹxením 'I read' the full suffix occurs; the addition to it, however, of -ẹwe brings about the loss of -i, giving ṣẹxwenmewe 'I read again'.

The forms of the verb that agree with mìn are called the "mìn forms of the verb."

b. The first person plural (the "zemé form") likewise has two inflectional suffixes, one after consonants and the other after vowels: Cin/Vyn, as

Consonant Stems: Vowel Stems:
zemé ẹxwenín wé ẹxwenín
wé ẹgrin ẹxóyn
ụcín ẹdény

C. The inflectional suffixes for the second person singular (the "tó form") are Ci/Vy [Cit/Vyt], as

Consonant Stems: Vowel Stems:
to ẹxwení [ẹxwenít] to ẹkéy [ẹkéyí]
ụenúsí[t] ọey[t]
ẹkrí[t] ọefermíy[t]

When a suffix is added to the verb, as in ẹxóytewe, note that the -t- cannot be omitted regardless of style.

d. The following verbs recapitulate the inflections presented here:

Consonant Stem: Vowel Stem:
ụenúsím 'I write' ẹkém 'I do'
ụenúsín 'we write' ẹkényn 'we do'
ụenusí[t] 'you write' (sg.) ẹkéy[t] 'you do'
All of the examples cited in this section except názanîm begin with ū-e-. This prefix is the sign of the indicative mood of the present tense (as opposed to the imperative mood, for example) which is signaled by bî-; see Lesson II, page 58). This prefix implies that the action of the verb is incompletive in aspect (i.e., type of action), and means anything but one single completed action. Thus, the indicative can be translated into English in various ways, depending on the context, as

čî ūexôtewe pas hêmî dersek.

'What do you drink after each lesson?'
(habitual action)

restâ čî ūexôtewe.

'What are you drinking now?'
(action in progress)

sbeynê čî ūexôtewe.

'What will you drink (or are you going to drink) tomorrow?'
(future action)

The Kurdish present tense is quite versatile in its functions, and should be translated into English with careful reference to the context.

Finally, the negative prefix ná- replaces the aspect prefix ū-e- in the indicative mood, as

názanîm - názanîm 'I don't know'

názanîn - názanîn 'we don't know'

názanî - názanî 'you don't know'

D. Exercises

1. ūem...ye : Word Formation. Repeat the following words with the envelope:

Model: wîsê ūemûsêyê 'this word'

jegû dergû čayxanê

lapehê jumîlê prozhê
2. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model:  héz rekem bičim bó bazár
mektéb    iráq
metwém     derbeŋ-i xán
çutél      suleymaní
çayxané    dukán
qemerká    málewe
yané

3. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model:  tüzek dáníše vinja pékewe rečin bo bazár
nán rexoyn    telefon rekeyn
çá rexoynëwe  be déŋ-i bérz ñëmdërsé
qsé rekeyn    ñëxwenin
dërs rexwenin  kîtebekán ñërëegrín
dërs-i duwém ñëmusin  ðíš rekeyn
welam-i pirsyarëkán  sezát rekën
qëdeynëwe

4. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

pékewe  hemí řožek  paš sînîf
reéstá  ñîmro  be kurdî
le dwa-i mamwestá  ñîmșew  be ñîlîzî
yekêyeke  hemû be yêk jar  be reblemë
qëmjaré  sbéyne  be qerebî
zór
5. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: ba qse bkeyn
pékewe bčin bo mkteb  bčin bo ćayxaré
fč bkeyn  telefon bkeyn
nán bıkřin  be kurdí qse bkeyn
ders-i sesém bixwenin  mūraješé bkeyn
wełam-i Ṝempisyaré nán bxoyn
bdynwe ča bxoynwe
wełdēsé bnuwin  bčin bo málewe

6. Substitution Drill and Dialogue. Substitute for the underlined item the names in the list below and act out the dialogue.

A B

Model: čiči qexoytwé  čiča qexomewé
qekéy  fč fčem
qelo[y][t]  qemé qelem
qeformý[t]  qelem marñà-i qeme čiye
qenusí[t]  náwim qenusim
qexwení[t]  dérs qexwenim
qexwenitewe  wełdēsé qerwenmewé
qekří[t]  sàat qekřim
qebří[t]  nán qebřim

7. Round Drill. Student 1 asks a question from 6 A, and student 2 gives an appropriate response from 6 B, and so on around the room.

Example: 1. čiči qexoytwé
         2. čiča qexomewé
8. Round Drill. Student A asks the question of Student B, who responds with the answer indicated. Student B then asks the question of student C, changing the underlined word for one in the list below. C answers and asks D, and so on around the room until all students have participated.

Model: A. ژع,ژی چیپ ژیلن
    B. ژمی ژیلیکانی ژیلن
        penjeré  dergá
        jumlé  ژیملای
        wišé  ژی
        texté  ژاری (ژاری+ی = ژاری)
        pirozé  ژارمتی (ی+ت = ی)

9. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: to ژوردی چیپ ژیلبرت
        ژژریبی  ژوردی
        ژئلیژی  ژرژی
        ژمیقشیژی  ژیاری
        ژیملای  ژیمیژیژی
        ژیندی  ژیمشرسی

10. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: ژوردی چیپ مکتب ژیلبرت
        ژژریبی  چیپ ژرژی
        ژئلیژی  چیپ مکتب
        ژمیقشیژی  ژیاری چیپ مکتب
        ژیملای  ژیمشرسی
        ژیندی  ژیمشرسی مکتب
        ژیندی ژیندیژی
11. One student will ask one of the questions from drill 9, and the next student will respond with the corresponding answer in drill 10.

Model: Q. to kurdì le kwé ferbuýt
A. kurdì le mektéb ferbum

12. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: mën muhendísîm

mamwestá ñemerikí le suleymaní
pyáw ñeréb le ñutél
źün leré le mektéb
dará jênét le pòl-i ñwàr-i
kúrd le hîndîstán sanewî

13. Word Formation Drill. Repeat the following words with the suffixes as in the model:

A   B   C

Model: šál 'year' šálek 'a  galek-itîr 'one more year'

rož 'another day, some other day'

śew serát 'next hour, an hour from now'

pyáw
źün
kúr
mál
bazár
pòl
mektéb
řís
sínif  sínfek
14. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: hēz ṭekem salek-itīr bīčīm bo āmerikā
          ēsāt             ēmro
          paš dū sal     paš dé ōrozh
          sēyne           paš sé maŋ
          ēmū sālekh      paš yēk seāt
          ēṁsēw           le dwa-i tō

15. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: hēz ṭekem salek-itīr bīčīm bo āmerikā
          ōrōzh-itīr bīčīm bo mektēb
          tuzezk-itīr bīčīm bo cayxanē
          šēwek-itīr bīčīm bo yanē
          seatek-itīr bīčīm bo bazār
          tuzezk-itīr bīčīm bo mālewe
          salek-itīr bīčīm bo kerkūk
          šēwek-itīr bīčīm bo cayxanē

16. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: hēz ṭekem salek-itīr bīčīm bo āmerikā
          bixwenīm
          dērs bixwenīm
          dērs biem
          be ņīnglizī qse bkm
          yarǐ bkm
          yarmetīt biem
          ņīnglizī ferbīm
          ŋīs bkm

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17. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: min ismet'im yarmet'it bi'm

 senatorsé bixwen'im
 leré daniš'im
 bičim bo suleymaní
 ríš bíkem
 teléfon bíkem
 dersekán amade bíkem
 wošam-i pírsyarekán bíem
 bičim bo bazár
 kurdí bixwením
 yarí bíkem
 bo kurdí qse bíkem
 əemosë fértíim

18. Izafa. Form izafa constructions of the following items:

<table>
<thead>
<tr>
<th>Nuclei</th>
<th>Modifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>metšém</td>
<td>əemerikí</td>
</tr>
<tr>
<td>mektéb</td>
<td>bás</td>
</tr>
<tr>
<td>zutél</td>
<td>čák</td>
</tr>
<tr>
<td>pyáw</td>
<td>nízik</td>
</tr>
<tr>
<td>řubár</td>
<td></td>
</tr>
</tbody>
</table>

Example: metšémeš-i bás, metšémeš-i əemerikí, etc.

19. Verb Drill.— conjugation. Give the mìn, to and əemé forms of the following verbs:

Example: əezaníim - mìn əezanín, to əezaní, əemé əezanín.

a. əenusíím        b. əeleýt
 əetwaníím        wérəegrín
 əekríím           řázekey
20. Verb Drill -- negative. Repeat the preceding drill changing all the verbs to the negative.

Example: ژئژکیم - مین نازانیم, to
nazani, ژمی نازانین.

21. Resumé -- English. Do the basic dialogue in Kurdish by pairs, each student taking each role in turn. Use the sentences below as a guide:

<table>
<thead>
<tr>
<th>Bob</th>
<th>Dara</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good morning, Dara.</td>
<td>Good morning, Bob.</td>
</tr>
<tr>
<td>2. Good morning, Bob.</td>
<td>Please sit down.</td>
</tr>
<tr>
<td>3. As a matter of fact, 4. It is still early, sit down a little and then we'll go together to the market.</td>
<td></td>
</tr>
<tr>
<td>I would like to go to the market a bit.</td>
<td></td>
</tr>
<tr>
<td>5. O.K.</td>
<td>6. Sit down and let's talk a little.</td>
</tr>
<tr>
<td>7. Very good.</td>
<td>8. What will you drink?</td>
</tr>
<tr>
<td>9. A cup of tea and some water.</td>
<td>10. O.K.</td>
</tr>
<tr>
<td>11. What do they call this place?</td>
<td>12. This is called a tea show. I want to ask you a question.</td>
</tr>
<tr>
<td>15. I learned it in school in America.</td>
<td>16. Well then, how is it that you are here?</td>
</tr>
</tbody>
</table>
17. I am an engineer and at present am working on the Derbendi Khan project; and what do you do?

18. I'm still a student in the fifty grade of secondary school, but I'd very much like to go to America next year to study.

19. Very good, I can help you.

20. I'll be much obliged.

21. But let us now go to the market.

22. Good, let's go.

22. Free conversation. Repeat the basic dialogue from memory in pairs, each time varying the words as desired as well as the order of the sentences.
Lesson IV

A. Basic Sentences

ders-i čwarém

le bazár

Fourth Lesson

At the Market

b: 1. bazarekè le kwéye.

Where is the market?

dúr
níye
dur níye
zór dur níye
ęegęyn
ęestá ęegęyn
ęewetá, zór dur níye,
ęestá ęegęyn.
bíkři [bikrit]
šít
ęetewé [ęetewét]
ęetewe šít bíkři
bőći
bőći ęetewe šít bíkři

far
it is not
it is not far away
it is not very far away
we arrive
we will soon arrive
There it is, it isn't very far away; we will soon be there.
that you buy (sg.)
thing
you want (sg.)
you want to buy something
why?
Why? do you want to buy something?

d: 2. ęewetá, zór dur níye,
ęestá ęegęyn. bőći
ęetewe šít bíkři?

There it is, it is not very far; we will soon be there. Why, do you want to buy something?

xenjér
bíkřim
xenjérek bíkřim
bélé, ěez ęekem xenjérek
bíkřim.

dagger
that I buy
that I buy a dagger
Yes, I'd like to buy a dagger.
b: 3. béle, hêz ûekem xên jêrêk
bîkirm, cûnke ûelen
xên jêrê-i ûere zûr çakîn.

because
they say
the daggers of this
place
they are good
the daggers of this
place are very good.

Yes, I'd like to buy a
dagger, because they say
that the daggers here
are very good.

kurdustân
xên jêrê-i kurdustân
xên jêrê-i kurdustân lê
hemî xên jêreke bastîre.

Kurdistan
daggers of Kurdistan
The daggers of Kurdistan
are better than any
other daggers.

he/she knows
person
everyone
everyone knows
I believe everyone
knows
that (conj.)

kó
ráste

d: 4. râste, wàbzanîm hemî kese
wêzane ke xên jêrê-i kurdustân
le hemî xên jêreke bastîre.

That is right, I believe
everyone knows that the
daggers of Kurdistan are
better than any other
daggers.

88
wëfrošé [wefrosa]
xenjér wefroš
wëmpywë xenjér wefroš

b: 5. wërei bāi hɔi bo ərε.  Come, let's go to this
wàbzànim wëmpywë xenjér place. I believe
wefroš.  this man sells daggers.

kàke  Sir (vocative); title of
xenjér-i básit heye respect for older
d: 6. kàke xenjèr-i básit hëye? brother or friend.
you have good daggers
Sir?

b: 8. wëm-xenjerè zòr jwanè.  This dagger is very pretty.

jwàn  pretty, beautiful
jwàne  it is pretty
zòr jwanè  it is very pretty

b: 10. bèle hëz əkem bìkrim.  Yes, I'd like to buy it.

bìkri [bikri]  that you (sg.) buy it
d: 9. ətewè bìkri?  Do you want to buy it?

bìkrim  that I buy it

b: 11. kàke wëm-xenjerè be ən.  How much is this dagger,
be ən.  Sir?

d: 7. bèle, fërmu.  Yes, please have a look.

chè [chëd]  how much?  how many?
chè [chënde]  how big is it?  how many
be chè  are they?

 b: 8. wëm-xenjerè zòr jwanè.
dinar
be dú dinar
dinar (Iraqi monetary unit)
for two dinars
It is two dinars.

gîrán
gîránê
gêwê
gêwê gîránê
gêwê zôr gîranê
yênî
yênî ôl
gîránê
What does it mean?
What do you mean? that is
too expensive.

caktîr
caktîrîn
caktîrîn xênjêr
caktîrîn xênjêrê
better
the best
the best dagger
it is the best dagger
But this is the best
dagger, my friend.

dinârek
dinârekît xêdjêne
a dinar
we give
we give a dinar
we give you (sg.) a
dinar

bèlegere
carry! take! (sg.)
bèleligre
take it!

p: 16. báše, fêrmu bèleligre.
Very well, please help
yourself to it.
hélğırím
kámyan

take

Which one of them?
Which one of these shall I take?
intention, choice
yourself
your choice

žarežuí
xót

it is your (own) choice

žarežuí xót
žarežuí xóte
hérdukyan
básĩn

both of them
they are good
both of them are good

hérdukyan básĩn

As you wish, they are both good.

hélğeŋrím
b: 19. băše, žemé hélğeŋrím.

I take
O.K., I'll take this one.
truth
in truth, really, as a

žastí
bežastí

matter of fact
it is a good dagger

xenjèrek-i băše
be žastí xenjèrek-i
băše

in fact, it is a good
dagger

bó čí
xenjèrit bočíye

to xenjèrit bo číye

for what? why?

As a matter of fact, it
is a good dagger, but
I don't know what you

be žastí xenjèrek-i
băše, bęlam názānĩm

to xenjèrit bó číye.

What do you want a
dagger for?
What do you want a
dagger for?

As a matter of fact, it
is a good dagger, but
I don't know what you

b: 17. kámyan hélğırím.

which one of them?

žarežuí
xót

it is your (own) choice

žarežuí xót
žarežuí xóte
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xót

it is your (own) choice

žarežuí xót
žarežuí xóte
hérdukyan
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both of them
they are good
both of them are good

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xót

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básĩn

both of them
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be žastí xenjèrek-i
băše

in fact, it is a good
dagger

bó čí
xenjèrit bočíye

to xenjèrit bo číye

for what? why?
I want that I send it
I want to send it
friend
a friend
a friend of mine
to/for a friend of mine
I want to send it to a
friend of mine.
your friend (= that friend
of yours)
Where is your friend?
He is in America.
this is the hotel
I believe this is the
hotel.
I thank you very much
it was good
you came (sg.)
it was good that you
came
indeed, it was very
good that you came
with
with me
it was good that you
came with me
it was good you came
with me to the bazaar
indeed it was good that
you came with me to
the market
Otherwise
I wasn't able (to),
I couldn't
otherwise I wouldn't
have been able to
this beautiful dagger
otherwise, I wouldn't
have been able to buy
this beautiful dagger.

Thank you very much. It
was really good you came
with me to the market;
otherwise I wouldn't
have been able to buy
this pretty dagger.

Any
any work, job, task
any work that you may
have
for you
that I do (it) for you
I am ready to do (it)
for you
You're welcome. I am
ready to help you in
anything that you may
have to do.

I go
I'm going now to the
hotel
I see you (sg.)
evening
I'll see you this evening
Thank you. I'll go now to
the hotel, but I'll be
seeing you in the
evening.
jare xwá əfiz
kewata
kewata xare xwá əfiz

for the time being
goodbye for now
then, in that case
then, goodbye for now

O.K., then, goodbye for now.

So long.

Sentence Resumé -- Kurdish

b: 1. bazarekê le kwêye.
d: 2. əwotá, zôr dur nîye əstá əgeyn. bôçi ətewe ʃît bikrim?
b: 3. béle, əhêz əekem xenjerêk bikrim, çûngke əelen xenjêr-i ərese zôr čakîn.
d: 4. řûste, wâbzanîm hemû kesek əzane ke xenjêr-i kurdustan le hemû xenjerek baştire.
b: 5. wêre bâ bêšîn bo ərese. wâbzanîm əmpyawê xenjêr əfrošê.
d: 6. kâke xenjêr-i bëšît héye?
p: 7. béle, fûrmû.
b: 8. əm xenjerê əzôr jwane.
d: 9. ətewe bikrim?
b: 10. béle əhêz əekem bikrim.
d: 11. kâke əm xenjerê bo əçêne.
p: 12. be dú dinare.
b: 15. bâse, dinârekît əedeyne.
p: 16. bâse, fûrmû héligre.
b: 17. kâmyan hêlgîrim.
d: 18. xarezu-i xîte, hērdûkîyan bašîn.
b: 19. bâse, əêmê hêlîşêgîrim.
d: 20. be řastí xenjèrek-i básé, bèlam názanim to xenjèrit bo číye.

b: 21. əməwe binerim bo refiqekim.

b: 22. refiqeket le kwéye.

b: 23. le remerikaye.

b: 24. wàbzanim əme tutelekéye.

b: 25. zór tešekkùridekem. be řastl básbu hati legélma bo bazár, réginà némétwani rémxenjerejwanè bikrim.

b: 26. memnún. hèc réšekibu, mín rémadém bòt bikem.

b: 27. tešekkùr rekem. résta tečim bo rétél, bèlam réwaré rétbinum.

b: 28. básé, kewata jare xwá ḥafiz.

b: 29. xwá ḥafiz.

B. Additional Vocabulary

Numerals:

yanzé           eleven
dwanzé          twelve
syanzé          thirteen
ćwardé          fourteen
panzé           fifteen
šanzé           sixteen
hevvé [hevdé]   seventeen
hezdé           eighteen
nozdé           nineteen
bíst             twenty
bistu yék       twenty-one
bistu dú        twenty-two
bistu sé         twenty-three
bistu čwár      twenty-four

thirty
siw yék        thirty-one
číl             forty
penjá           fifty
## Nouns:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>báwk</td>
<td>father</td>
</tr>
<tr>
<td>kíč</td>
<td>girl; daughter</td>
</tr>
<tr>
<td>kayéz</td>
<td>paper; sheet of paper</td>
</tr>
<tr>
<td>nusín</td>
<td>to write, writing; writings</td>
</tr>
<tr>
<td>xwendín</td>
<td>to read, reading</td>
</tr>
<tr>
<td>goraní</td>
<td>song; singing</td>
</tr>
<tr>
<td>wílát</td>
<td>country (the territory of a nation)</td>
</tr>
<tr>
<td>bày</td>
<td>garden</td>
</tr>
</tbody>
</table>

## Adjectives:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>xós</td>
<td>pleasant; delicious; good</td>
</tr>
<tr>
<td>tewáw</td>
<td>complete; accurate</td>
</tr>
<tr>
<td>rást</td>
<td>correct; truthful</td>
</tr>
<tr>
<td>pán</td>
<td>wide; broad</td>
</tr>
<tr>
<td>ṣasan</td>
<td>simple; easy</td>
</tr>
</tbody>
</table>

## Verbs:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ṣetwanín; ṣemó-ṣetwanin</td>
<td>we can; we can do this</td>
</tr>
<tr>
<td>ṣetbinín</td>
<td>we see you (sg.)</td>
</tr>
<tr>
<td>ṣamadé ṣetbin</td>
<td>we will be ready</td>
</tr>
<tr>
<td>dérs ṣeleynewe</td>
<td>we teach</td>
</tr>
<tr>
<td>sèr-i ẓeró bïeyn [bïdeyn]</td>
<td>that we visit this place</td>
</tr>
<tr>
<td>bílemewé</td>
<td>that I repeat; that I teach</td>
</tr>
<tr>
<td>goramí bïeyn</td>
<td>that we sing (a song)</td>
</tr>
<tr>
<td>bízani</td>
<td>that you know it (sg.)</td>
</tr>
<tr>
<td>bíneri</td>
<td>that you send it (sg.)</td>
</tr>
<tr>
<td>bíbini</td>
<td>that you see it (sg.)</td>
</tr>
<tr>
<td>bíkey</td>
<td>that you do it (sg.)</td>
</tr>
</tbody>
</table>

### C. Notes

1. **Copula Suffix:** Cín (Ref: 35; 55).
   
   a. In the sentence, ṣenjèr-i ẓeró zór čakin, 'The daggers here are very good', čakin means '(they)are good' and consists of čak plus the third person plural suffix -ín. Other examples are basín, 'they are good'; nisíkín 'they are close by'; defteřin 'they are notebooks.'
b. The basic text illustrates that the bare noun may be singular or plural in meaning depending on the context. Accordingly, it may equally take a singular or plural verb. Compare the sentence in the preceding paragraph with the following sentences also taken from this lesson: xenjér-i kurdístán le hêmí xenjerek bastîrê, where the bare noun xenjér meaning "daggers" takes the singular suffix -ê.

It may be that when the noun is singular the Kurdish speaker conceives of the items collectively as a class, while he makes it plural if he conceives of them as individual items. In either case, the English translation is the same.

2. ṭêm...ê (this) (Ref. 74).

The envelope ṭêm...yê occurs with words ending in vowels; the form for words ending in consonants is ṭêm...ê, as in

- ṭêmpyawê 'this man'
- ṭêmxeńjerê 'this dagger'
- ṭêmdersê 'this lesson'

3. Possession. Compare the two sentences

- ṭêmêwe bînerîm bo ṭêfîqekîm. 'I want to send it to a friend of mine.'
- ṭêfîqekêt le kwêye. 'where is your friend?'

To show possession, the Kurdish noun is normally followed by a suffixed article and a pronominal suffix. We have seen two pronominal suffixes, for min : -îm after consonants and -m after vowels (= Cîm/Vm), and for tô : Cît/Vt. The article may be definite (-ekê) or indefinite (-ek), with a corresponding difference in meaning:

- ṭêfîqekîm 'a friend of mine'
- ṭêfîqekêm 'my friend', 'the aforementioned friend of mine'
- xenjërêkêt 'a dagger of yours'
- xenjerekêt 'your dagger'
- xenjerekánît 'your daggers'
There are two notable exceptions to this construction: the word náw 'name' does not take an article, as náwim 'my name', náwit 'your name'; and kinship terms such as those for "mother" and "father" likewise do not take the article, as báwikim 'my father'.

4. Present tense -- Subjunctive. The subjunctive form of the verb is conjugated exactly like the indicative form as far as inflectional suffixes are concerned; the difference between these two moods is that the indicative verb takes the prefix ʔe-, while the subjunctive takes the prefix bɨ-. Compare the indicative and subjunctive forms for the following verbs:

mín:  
a. ʔezenim 'I know'
b. hézekem bízanim 'I'd like to know'

a. ʔemé helʔegrím 'I'll take this one.'
b. kámýan helgrým [helbýgrým]. 'Which one shall I take?'

a. téšekkúrekem. 'Thank you.'
b. ʔamadém bɔtbi kem. 'I'm ready to do it for you.'

tó:

a. ʔié ʔekrî 'What are you going to buy?'
b. ʔetewé šit bkarî? Do you want to buy something?

ʔemó:

a. paš hemí dersek murajóe ʔekeñ. 'We'll have a review after every lesson.'
b. kýe murajóe bkeyn? 'When shall we have a review?'

<table>
<thead>
<tr>
<th>Indicative</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>mín</td>
<td>ʔekém</td>
</tr>
<tr>
<td>tó</td>
<td>ʔekeyt</td>
</tr>
<tr>
<td>ʔemó</td>
<td>ʔekéyn</td>
</tr>
</tbody>
</table>

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This bî- is like the imperative prefix bî- (remember, however, that the imperative has its own distinctive inflectional suffixes) and, like it, is often omitted in conversational style. It also has the form bî- which includes a third singular direct object, as

mîn:

a. ḥez ṣekem xenjêrek bîkrîm. 'I'd like to buy a dagger.'

b. ḥez ṣekem bîkrîm. 'I'd like to buy it.'

tô:

a. ṣetwee šît bîkrî? 'Do you want to buy some things?'

b. ṣetwee bîkrî? 'Do you want to buy it?'

The uses of the subjunctive form can be classified into two categories -- "dependent" and "independent" usage, according to whether or not the subjunctive form is automatically required by some preceding word.

Dependent usage: The verb is automatically and mechanically put in the subjunctive mood when it follows certain verbs, adjectives, particles, etc. The following examples have occurred so far:

a. after certain verbs:

ḥez ṣekem bîçîm bo bazár. 'I'd like to go to the bazaar.'

ḥez ṣekem bîçîm bo ṣemeriká bxwênîm. 'I'd like to go to the States to study.'

ḥez ṣekem bîkrîm. 'I'd like to buy it.'

ṣeṭwànim yarmêtît bîdem 'I can help you.'

ṣetwee šît bîkrî? 'Do you want to buy something?'

ṣemwee bînerîm bo Ṣefîqekîm. 'I want to send it to a friend of mine.'
b. after certain particles:

*bá tôzek qse bkeyn.* 'Let's talk a little.'

*bá bičin bo bazár.* 'Let's go to the bazaar.'

c. after certain adjectives;

*ramadém bót bikem.* 'I'm ready to do for you (whatever needs to be done).'

It is difficult to attach a meaning to the dependent usage of the subjunctive. Indeed, the examples above show that the function here is a structural rather than a semantic one. That is, the subjunctive here is merely a kind of mechanical device to show that the verb is tied to or connected with that preceding expression.

Henceforth, such expressions which require the automatic use of the subjunctive will be identified in the buildups by a "(fol. by subj.)."

Independent usage: When the subjunctive is not required by a preceding expression, then it is in contrast with the indicative, and has any of three meanings depending primarily on whether it occurs in a question or statement.

a. in questions:

*kéy muraqecê bkeyn?* 'When shall we have a review?'

*kámyan heğirîm* 'Which one shall I take?'

*ci bikem* 'What shall I do?'

b. in statements:

*be xér beyt* 'Welcome!' *(Lit., 'may you come with well-being!')*

*selametbi* 'May you be safe.'

*wâ bzanîm* 'I believe' *(Lit., [if] I know thus!)*
In questions the subjunctive in independent function requests approval, an opinion, etc., and is usually translated in English with "Shall I...?", "Shall we...?" etc.

In statements in independent usage the subjunctive is either a wish or hope ("may....", "I hope....") or implies the meaning "if".

Subjunctive forms in the build-ups are identified by an English translation with "that", as

bîkřim  'that I buy'

D. Exercises

1. Substitution Drill:

Model: bazarekê le kwêye.

dukán  deftér
mál    gûl
nân    zutêl
kór    xenjér
žín    minâl
kîtêb  řubár
mektêb pyâw

2. Substitution Drill:

Model: zor dur nîye.

nîzik  řášt
bâš    jwân
gewré  bašîr
čâk    gewretîr
zîr    jwantîr
tewâw  nîzikîtîr
nîzîm  durtîr
3. Substitution Drill:
Model: ʷęsta ʷęgęyn

węćin bo mektéb ʷęmjumley ʷęleynewe
leser texťe ʷęmusin ʷętbinín
nán ʷękřin ʷęmna-i ʷęmwįšęyę́
čá ʷęxoynewe ʷęzanin
šemdersé ʷęleynewe ders-i seyém werųęgrin
šíš ʷękeyn yarmetí ʷędeyn
nán ʷęxoyn ʷęmę́ ʷęxwenin
śetwanin weļam-ı ʷęmadę́ ʷębin
węmpirwyaranę bųdeyenwe

4. Word Formation Drill: (Suffixes)

\[
\begin{array}{ccc}
\text{A} & \text{B} & \text{C} \\
\text{čák 'good'} & \text{čaktirá 'better'} & \text{čaktírin 'best'} \\
\text{bás} & \text{gewré} & \text{bárz} \\
\text{dúř} & \text{zór} & \text{nįžík} \\
\text{girán} & \text{řást} & \text{memnün} \\
\text{stämadé} & \text{țewáw} & \text{nįžim} \\
\text{jwán} & \text{xos} & \\
\end{array}
\]
5. Substitution Drill:
Model: wère ba bōín bo xeré

dérs bɪnusin xenjér bɪkɾɪn
epilepsy bɪxwenin kitébækán bɪfrošin
čis bɪkeyn gorani bïleyn
sər-i xeré bïleyn ders-i kʊrdi bïleynêwe
nán bîxoyn malek-itîr bîbinin
čâ bîxoynêwe dâr bîbîn
telefon bîkeyn leré danišin
emjumlayê ferbin

6. Substitution Drill:
Model: xenjɛr-i bâsît hêye?
čâ-i cák textî-ı râst
kitêb-i jwán čâ-i bâsîr
qelêm-i bâs kitêb-i xoštîr
deftɛr-i cák gûl-i jwantûr
dinâr-i zôr qelêm-i bâsîr
jegâ-i nîzik déftɛr-i çaktîr
dâr-i gîrân jegâ-i nîziktišîr
nûlel-i bâs dâr-i gewretîr
kayêz-i pân kayêz-i pantiš

7. Substitution Drill:
Model: xêmpyawê xenjér ûfrošê[t]
qelêm kitêb
səɾât čâ
nân kayêz
râw déftîr
dâr textê
gûl tebaşîr
8. Substitution Drill:
Model: њететве бикрї?
   бїфроїшї — бїфроїшї
e   бїзани — бїзани
   бїбри — бїбри
e   бїкъенї — бїкъенї
e   бїнусї — бїнусї
e   бїкъой

9. Substitution Drill:
Model: бёле, њез њекєм блкъїм
   бїфроїшїм — бїфроїшїм
e   бїзанїм — бїзанїм
e   бїбрим — бїбрим
e   бїкъенїм — бїкъенїм
e   бїнусїм — бїнусїм
e   бїкъом

A. њететве бикрї?
B. бёле, њез њекєм блкъїм.

11. Substitution Drill:
Model: њемъенжєрє бє єнє
   дефёр — сёрёф
   тёбасїр — ца
e   телёфон — текстё
   вїс — дєрєгїа
e   мал — єкєга
e   гул — гёлєм
   кавєз
12. Substitution Drill:
Model: ṛemxnjerè be dú dinare
   yék            panzé
   dé             šanžé
   yanzé          ḵeʃvē
   ñwanzé         heʁzé
   syanzé         nozé
   čwardé         bíst

Model: ṛemxnjerè be čeŋe.
       ṛemxnjerè be dú dinare.

14. Substitution Drill:
Model: ṛewe zór girane
   jwán          dúr
   čaktīr        teʃwaw
   ṛasán         nizim
   bérz          xós
   nizík         ʁást

15. Substitution Drill:
Model: dinárekít Drill: 
   xenjér          čá
   dérs           kavéž
   nán            welám
   vĩš            pyaw
   kitéb          gül

16. Substitution Drill:
Model: be ʁastí názaním ṛem xenjéret bo čiye.
   qelém          vĩš
   kitéb         telefon
   deftér         nusín
17. Substitution Drill:
Model: ھەوە ئەکەنەرەن ئەقەبانەوە
bás girán
gewrê jwán
bérz xós
dûr nîzîm
nîzîk

18. Substitution Drill:
Model: ھەوە لە ئەمەدی ھەندەکەرەکە بەستیرە.
mål mektêb
bây kitêb
kîc kayéz
sarât kur
seqâm

19. Substitution Drill:
Model: ھەندەکەرەکە دەوە ەوەی ھەندەکەرەکە بەستیرە
cák gewrê
dîwân girân

20. Substitution Drill:
Model: ھەندەکەرەکە دەوە ەوەی ھەندەکەرەکە بەستیرە
wîlât zîn
nân mektêb
bâz cré rubár
sêw gûl
rûz kur
21. Substitution Drill:
Model: kāmyan hêlgirîm
bînuṣîm bîlêmewē
tiχom bîkem
bîxomewē bîem
bîkîrîm bîbîrîm
fîrbîm bîfrosîm
bîxwenîm

22. Substitution Drill:
Model: ñarezu-i xîte, hêrdûkîyan başîn
hersekyan hernûyan
hûrÇwaryan herdûyan
hûrpenjyan hemîyan
hûršesîyan hûrdûkîyan
hûrhewtyan hersekyan
hûrneštyan

23. Substitution Drill:
Model: ñarezu-i xîte, hêrdûkîyan başîn
câk dûr
jwân ñasâm
xos têwâw
râst nizîk
pân

24. Substitution Drill:
Model: baše, ñêmê hêmê shêgrîm
ërebîm Ñelêm
ënuṣîm Ñexômewē
tenkînîm Ñexôm
ëtwañîm Ñewêegrîm
ëezanîm fêrerebîm
tëxwuñîm dàxexem
tëfrosîm Ñekêmewē
25. Substitution Drill:
Model: əeməwə bılnərim bo ərefiqəkim
bıkrim bo ərefiqəkim le metəm bixom
bɪbrik bo bawkim le ɭəyxənəkə bixəməwe
le mektəb bɪbinim hələbigrim
leser testə bınusim lære dənišim
lem kîtebə bixwenim bɨcim bɔ yanə
bɨfrošim

26. Substitution Drill:
Model: ərefiqəket le kwəye.
žin dár
kûr təlefən
mënál kîteb
mâl nusîn
dyrən dinâr
kîc pyaw
qîš weləm
mektəb bâwk
qələm

27. Round Drill: Use nouns of Drill 26 for the underlined portion.
Model:
Q. ərefiqəket le kwəye.
A. ərefiqəkem le əemərikâyə.

28. Substitution Drill:
Model: bázbu həti legəlma. əeqinə nəme Máyəni
əemxenjerə bıkrim kurdî ferbîm
əemdersé bınusim telefən bîkem
əemjumleye bixwenim nân bıkrim
weləm-i əempiɾsyrə ser-i əempyawə bîm
bìdeməwe čâ bixəməwe
qîš bîkem qsé bïkem
29. Substitution Drill:
Model: be rasti bāţbu
  čák                     čaktír
  xós                     gewré
  jwán                    nîzik
  řást                    jwantír
  tewáw                   xoštír
  zór                     rasttír
  ģirán                   ģirantír
  baštír

30. Resumé -- English

<table>
<thead>
<tr>
<th>Bob</th>
<th>Dara</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where is the market?</td>
<td>2. There it is, it is not very far; we will soon be there. Why, do you want to buy something?</td>
</tr>
<tr>
<td>3. Yes, I'd like to buy a dagger, because they say that the daggers here are very good.</td>
<td>4. That is right, I believe everyone knows that the daggers of Kurdistan are better than any other daggers.</td>
</tr>
<tr>
<td>5. Come, let's go to this place. I believe this man sells daggers.</td>
<td>6. Do you have good daggers, Sir?</td>
</tr>
<tr>
<td>8. This dagger is very pretty.</td>
<td>7. Yes, please have a look. (p. responds)</td>
</tr>
<tr>
<td>10. Yes, I'd like to buy it.</td>
<td>9. Do you want to buy it?</td>
</tr>
<tr>
<td>11. How much is this dagger, Sir?</td>
<td>12. It is two dinars. (p. responds)</td>
</tr>
</tbody>
</table>
13. What do you mean? That is too expensive.
14. But this is the best dagger, my friend. (p. responds)

15. O.K., we'll give you one dinar.
16. Very well, please help yourself to it. (p. responds)

17. Which one of these shall I take?
18. As you wish, they are both good.

19. O.K., I'll take this one.
20. As a matter of fact, it is a good dagger, but I don't know what you want a dagger for.

21. I want to send it to a friend of mine.
22. Where is your friend?

23. He is in America.
24. I believe this is the hotel.

25. Thank you very much. It was really good you came with me to the market; otherwise I wouldn't have been able to buy this pretty dagger.
26. You're welcome. I am ready to help you in anything that you may have to do.

27. Thank you. I'll go now to the hotel, but I'll be seeing you in the evening.
28. O.K., then goodbye for now.

29. So long.

31. Free Conversation.
Lesson V

A. Basic Sentences

ders-i penjém

Fifth Lesson

pyasè le naw šára

A Stroll about Town

rewaré
rewaréé [rewarét]
evening
your evening (sg.)

b: 1. rewaréé baš dára. (F)
Good evening, Dara.
d: 2. rewaréé baš. (R)
Good evening.
b: 3. čóni.
How are you?
d: 4. čáküm, selaméébi.
I am well thank you;
fermu dáníše.
sit down please.

pyasé
walk; stroll
pyasé bkem
that I walk
pyasé ekem
I want to go for a
şemewé pyasé bkem
stroll.
ĥez nákem
I don’t like
dáníšim [dábinišim]
that I sit down
ĥez nákem danišim
I don’t care to sit
danišim čunque
down.
şemewe tòzek pyasé
I don’t want to sit
bkem.
down, because I want
hóz nákem danišim čunque
As a matter of fact, I
şemewe tòzek pyasé
don’t want to sit
tòzek pyasé bkem.
down.
b: 5. be rastì ĥez nákem
As a matter of fact, I
danišim čunque şemewe
don’t want to sit
tòzek pyasé bkem.
down, because I want
tòzek pyasé bkem.
for a little

járe
stroll.

As a matter of fact, I

d: 6. jare tozek dáníše, činja
don’t want to sit down
pekewe ččin bo pyasè.
because I want to take
Just sit down a little
first, and then we
tózek pyasé bkem.
together.
for the time being,
first, just
dáęeníšin
we sit down

węgęreynęwe
we return, come back

węgęreynęwe dáęeníšin
we'll come back and sit down afterwards

dwaį

dwaį węgęreynęwe dáęeníšin
We'll come back and sit down afterwards.

weřę pyasę bkeyn
Come let's take a stroll

tōs
you too (sg.)

hęzęękeyt tōs weřę pyasę
If you like, you come for a stroll too and then we'll come back and sit down.

bkeyn dwaį węgęreynęwe
dätęięšin.
late

dıręŋ
it will be late, it will get late

dıręŋ ḋębet
if

węgę
If I sit down it will get late.

węgę dąnišįm dıręŋ
běbe[t]

b: 7. węgę dąnišįm dıręŋ ḋębe. If I sit down, I'll be late. If you like, you come for a stroll too and when we come back we can then sit down.

mńiš
I too

mńiš hęz ḋękeṃ pyasę
I'd like to take a stroll, too.

bkeṃ.

d: 8. bāšę bą bičin; mńiš hęz ḋękeṃ tōzėk pyasę bkeṃ.
Fine, let's go; I too would like to go for a short walk.

lă
side

kām la
what side?

bo kām la
to which side? in what direction?

b: 9. bo kām la bičin?
Which way shall we go?
d: 10. ba bičin bo seqam-i kawé. Let's go to Kawa Street.
b: 11. zór baše, férmu. Very good, let us go.

pišánit bídem
šeqam-i kawét pišán
bídem
æzaní [æzanít]
æzaní bòči

that I show you
that I show you Kawa
street
you know (sg.)
do you know why?

b: 13. néz. bòčí. No. Why?

jwáne
pán
páne
pánew jwáne
tazé
tazéyew pánew jwáne
zór tazéyew pánew jwáne
æemšeqamè zór tazéyew
pánew jwáne.

it is beautiful
wide
it is wide
it is wide and
beautiful
new; fresh

Because this street is
very new and wide and
beautiful.

d: 14. çúŋke æemšeqamè zór
tazéyew pánew jwáne.

æebé [æebét](fol.by subj.) it is necessary, must
bé [bíbet] that he/it be
æebé seqam-i kawé be it must be Kawa Street

b: 15. æemé æebé seqam-i kawé be. This must be Kawa Street.
cönít zani ćemè șeqām-i kawéye.

Yes. How did you know that this is Kawa Street?

it seems, it appears it appears to be new this street seems to be new

Because this street looks new.

city, town in this city the newest this is the newest street in this city You know, this is the newest street in this town.

long it is long wide it is wide wide it is wide and long that (thing) that too, that also in addition to that also

In addition to that, this street is quite wide and long.
d: 18. rázekey, legé1 réweša
    ēmšeqamé zór pànew
dîrèžo. rézaní, réme
tazetirin ʂeqámé lëmsarë.

wá

şeqam-i wà
şeqam-i taze-i wá
şeqam-i taze-i wa hèye
şeqam-i taze-i wa hèye
    lemsarè

b: 19. čet ˌseqam-i taze-i wa
    hèye lemsarè.

thónhá
thónhá ɭemšeqamē
thónhá ɭemšeqametazeyē
    hèye
gál
ɭímsal
ɭekrē[t]
drûst ɭekret

ɭímsal drûst ɭekret
ɭímsal dú ʃeqam drûst
    ɭekret
ɭímsal dú ʃeqàme-i taze
drûst ɭekret

you tell the truth, you are right
You are right; also, this street is very wide and long. You know, this is the newest street in this town.
thus, so, like this; of this kind street like this new street like this there are new streets of this kind there are new streets like this in this town
How many new streets are there like this in this town?
only
only this street
there is only this new street
year
this year
it is/will be made it is/will be constructed it will be constructed this year two streets will be constructed this year
two new streets will be constructed this year
d: 20. ęsta tenhà ęemşeqametazêye hoye; bolam ęimsal dú ęseqâm-i taze-itîr drûst ęekret.

Now there is only this new street, but this year two other new streets will be constructed.

gewré

large
dukan-i gewré

large shops
dukan-i gewrèw tazê

new and large shops
dukan-i gewrèw taze-i zór

many new and large shops
dukàn-i gewrèw taze-i zór heye

there are many new and large shops
lesér ęemşeqamé

on this street
drkàn-i gewrèw taze-i zór heye lesér ęemşeqamé

there are many new and large shops on this streets
derשekewe[t]
it appears; it seems
wà derשekewe[t]
it so appears

b: 21. wà derשekewe dukàn-i gewrèw taze-i zór heye lesér ęemşeqamé.

It seems that there are many large and new shops on this street.

báx [bay]
garden

newbaxé

that garden

newbaxegewreyé

that large garden
giští

the public (noun)
bax-i giští

the Public Garden
bax-i gištíye

it is the Public Garden
d: 22. newbaxegewreyé bax-i gištíye.

That large garden is the Public Garden.

b: 23. wà derשekewe, baxeñ-i zór gewrèw jwâne.

It seems that it is a very large and beautiful garden.
piř (le)
píře
dář
dířext
dáru dířext
piře le dáru dířext
dáru dířeuxt gúl
běle, baxe-k-i zór jwane

full (of)
it is full
trees
trees (in general)
all kinds of trees
it is full of trees
trees and flowers
Yes, it is very beauti-
ful.

Yes, it is a very beauti-
ful garden and it is
full of all kinds of
trees and flowers.

jotwani[t]
ţeger jotwaní[t]
sér țeieyn [sér țeeyen]
pēkewe sérțeieyn
țeaware pēkewe sérțeieyn
țeaware pēkewe sérțeieyn

you can
if you can
we pay a visit
we will pay a visit
together
we will pay a visit
together in the
evening
we'll visit it together
in the evening

If you can, we will pay
it a visit this
evening.

What place are we visiting?

țelém
b: 27. țelém, țeger țez țekeyt
țeaware sér-i bāx-i
gištī țeieyn.

I say
I mean, if you like the
idea, we will visit the
Public Garden this
evening.

Very good.

d: 28. zór bāsē.
Sentence Resume -- Kurdish

b: 1. ûwarêî baş dára.
d: 2. ûwarêî baš.
b: 3. čóni.
d: 4. čákîm, selâmêbi. firîm dáníše.
b: 5. be ŋasti ûz nákem danišim čûşke remewe tőzek pyasê bkem.
d: 6. jare tőzek dáníše, ṓinja pëkêwe rečin bo pyasê.
b: 7. ṓger danišim dîrêq rebe. ûz rekeyt tós wefre pyasê bkeyn, dwâi regerêynêwe dânišin.
d: 8. bâse ba bičîn, mûniş ûz ûkem tőzek pyasê bkem.
b: 9. bo kâm la bičîn?
d: 10. ba bičîn bo ûseqâm-i kawê.
b: 11. zûr bâse, firîm.
d: 12. ûezanî bûci ûz ûkem ûseqâm-i kawêt pişân bûdêm.
b: 13. néê. bočî.
d: 14. čûşke ûmûseqamê zûr tazevêwân pànew jwânê.
b: 15. ûmê rebe ûseqâm-i kawê be.
d: 16. béle. čönît zani ûmê ûseqâm-i kawêye.
b: 17. čûşke ûmûseqamê tazê dyare.
d: 18. ŋâzêkey, legêl ûweşa ûmûseqamê zûr pànew dîrêzê.
ûezanî ûme tazeîrîn ûseqâmê lêmçare.
b: 19. čên ûseqâm-i taze-i wa héye lemçare.
d: 20. ûesta tehnê ûmûseqametazevêhéye; bêlam wîmsal û ûseqâm-i taze-itîr drûst ûsekret.
b: 21. wà derêkewe dûkân-i gewrew taze-i zûr héye lèsèr ûmûseqamê.
d: 22. ûewbaxeğewreyê bax-i gîstiye.
b: 23. wà derêkewe, baxek-i zûr gewrew jwânê.
d: 24. béle, baxêk-i zûr jwanew pişê le dâru dîrêxtu gûl.
b: 25. ṗeger ûtvanî, ûware pêkêwe sérîêynêyn.
d: 26. sêr-i kwê ûdeyn.
b: 27. ʁe'lɛm, ʁe'ɡer ʁe'keyt ʁe'ware sɛr-i bɔx-i ʁiʃtɨ
          ʁe'leyn.

d: 28. zɔr bəse.

B. **Additional Vocabulary**

**Numerals:**

<table>
<thead>
<tr>
<th>Penjaw yék</th>
<th>fifty-one</th>
<th>neweɨ [newe̞d, newet]</th>
<th>ninety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penjaw dú</td>
<td>fifty-two</td>
<td>ʁeɡəd [ʁet]</td>
<td>one hundred</td>
</tr>
<tr>
<td>ſe'gt</td>
<td>sixty</td>
<td>ʁe'ʃt</td>
<td>etcetera, and so forth</td>
</tr>
<tr>
<td>ḥeʃtɨ</td>
<td>seventy</td>
<td>ʁe'ʃt</td>
<td>hundred and one, two, etc.</td>
</tr>
<tr>
<td>Heʃtɨ</td>
<td>eighty</td>
<td>ʁe'ʃt, ʁe'ʃtɨ</td>
<td></td>
</tr>
</tbody>
</table>

**Days of the week:**

<table>
<thead>
<tr>
<th>ſe'mme</th>
<th>Saturday</th>
<th>čwarše'mme</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yeʃe'mme</td>
<td>Sunday</td>
<td>penʃe'mme</td>
<td>Thursday</td>
</tr>
<tr>
<td>Duʃe'mme</td>
<td>Monday</td>
<td>jumrɨ</td>
<td>Friday</td>
</tr>
<tr>
<td>Seʃe'mme</td>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Nouns:**

<table>
<thead>
<tr>
<th>Žuɾ</th>
<th>room</th>
<th>gwɨ</th>
<th>ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bāx [bəy]</td>
<td>garden</td>
<td>də (pl., dehʉt)</td>
<td>village</td>
</tr>
<tr>
<td>Giʃtɨ</td>
<td>the public, all the people</td>
<td>řɨ</td>
<td>road; path; highway</td>
</tr>
<tr>
<td>Mɨ</td>
<td>hair (of animals)</td>
<td>sinemɨ</td>
<td>cinema, the movies</td>
</tr>
</tbody>
</table>

**Adjectives:**

<table>
<thead>
<tr>
<th>Ųrst</th>
<th>straight</th>
<th>duruɗrɨz</th>
<th>very large, very big</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kón</td>
<td>old (for things)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Verbs:

xōš ʔekre[t]  it is/will be made more pleasant
bāš ʔekre[t]  it is/will be improved
pān ʔekre[t]  it is/will be widened
dīrēž ʔekre[t]  it is/will be lengthened
jwān ʔekre[t]  it is/will be embellished, beautified
rāst ʔekre[t]  it is/will be corrected, straightened
təwāw ʔekre[t]  it is/will be completed
zōr ʔekre[t]  it is/will be increased (in quantity)
gewrō ʔekre[t]  it is/will be enlarged
čāk ʔekre[t]  it is/will be repaired, improved
gūrān ʔekre[t]  it is/will be made more expensive
šasān ʔekre[t]  it is/will be simplified
mēmmūn ʔekre[t]  he is/will be pleased, gratified
xōštīr ʔekre[t]  it is/will be made even better
pantīr ʔekre[t]  it is/will be made even wider
dīrežtīr ʔekre[t]  it is/will be made even longer
jwantīr ʔekre[t]  it is/will be made even more beautiful
gewrētīr ʔekre[t]  it is/will be made even larger

C. Notes

1. The Definite Suffix (Ref. 37; 56).

The form of the definite suffix occurring after consonants, -eké, is given in Lesson One; when it is added to a word ending in a vowel, it has any of several different shapes, depending on the preceding vowel.

After -a, -e, and -o the definite suffix has the shape -ké, as

jegá 'place' - jegaké 'the place'
dé 'village' - deké 'the village'
texté 'board' - texteké 'the board'
If the word ends in -i, the situation is more complicated: the final -i disappears and the suffix has the form -ēkē, as

yarī 'play, game' - yarekē 'the game'

𐆏merican 'American' - 𐆏mericanēkē 'the American'

With words ending in -u, there are two possibilities:
(1) the final -u and -ēkē may simply be joined together giving -uēkē, as

𐆏arazū 'choice' - 𐆏arazūēkē 'the choice'

or (2), especially in monosyllables, -u and -ēkē combine to form -okē, as

mū '(animal) hair' - mokē 'the hair'

2. The Suffix -iš 'also'.

The two forms of the suffix Cis/Vš are exemplified by the words mīnis 'I also' and tōs 'you also'. Basically the suffix means 'also, too'; as mīnis 𐆏ezanim 'I know too.' In some contexts, however, where an opposition between two parties is involved -iš often means 'on the other hand', 'for (his, my, etc.) part', as nawīm bābe. 'My name is Bob.' mīnis nawīm darāye ' (as for me) my name is Dara.'

3. Izafa of Definite Nouns (Ref. 75).

Lesson III defines and describes izafa -i- used with indefinite nouns, as xenjer-ī bās, seqām-ī wa; in this lesson we see that izafa has the form -e- when it occurs with a definite noun, as in 𐆏emseqamētazeyē 'this new street.' (𐆏em...ye 'this'; seqām 'street'; taza 'new'; -e- izafa).

A noun is "definite" if it includes the envelope 𐆏em...ē 'this' or 𐆏ew...ē 'that', as in the previous example, or if it and its following modifying adjective have the definite suffix -ēkē, as

seqamētazekē 'the new street'
seqamētazekān 'the new streets'
More examples:

 rèmdukanegwreyé 'this big shop'
 dukangwereké 'the big shop'
 rèwbaxegwreyé 'that big garden'
 baxegwereké 'the big garden'

D. Exercises


Model [-a] jegá 'place', jegaké 'the place', jegakán 'the places'
       [-a + -éké] čá
           lá
           mašná
           yimlá
           dergá
           mawwestá

Model [-e] gwe 'ear', gweké 'the ear', gwekán 'the ears'
       [-e + -éké] dé
           ré
           mé
           twé

Model [-e] texté 'black', texteké 'the black', textekán 'the black boards'
       [-e + -éké] pirožé
           qse
           lapere
           murajere
           cayxané
           penjeré
           yané
           wišé
           tumlé
           pyasé
Model [-u] zarazú 'choice' zarazúeké 'the choice' zarazúekán 'the choices' 
- u+ -eké tú řú bərú fú pelú

Model [-i] yarí 'play' yareké 'the play' yarekán 'the plays'
- i+ -eké yarmetí əraní ərmení surí ərəqá qutabí goraní təstí

Drill: Read the following with the article, singular and plural.

1. jegá 6. yarmetí 11. dé
2. gwé 7. ələmaní 12. mamwestá
3. yarí 8. řú 13. goraní
4. zarazú 9. čá 14. tú
5. texté 10. əcəxáný 15. jumlé

2. Substitution Drill:
Model: əməwe pyasé bəkém

nán bikrím mevná-ı remwişeyé bızanım
nán bixom legel to qse bəkém
čá bixoməwe bičim bo málewé
dərs bınusím bičim bo xinemá
xenjérek bikrím bičim bo bəy-i giští
laperé yék bixwenim  sèr-í mamwestá bidam
welam-i ṭempîrsyaré  telefon bikem
bidemowe
ṭemkîtebé bifroṣîm

3. Substitution Drill:
a- Model: jare tôzek dáníše
   bínuse
   bixwenwe
   bixorewe  bikrē
   bízane  bîfroṣē
   bikë  férbe
   bikër  hêlbîgre

b- Model: jare tôzek dánisîn
   bínusîn
   bixwenîn
   bixonewe  bîkrîn
   bízanîn  bîfroṣîn
   bikên  férbin
   bikîn  hêlbîgrîn

5. Substitution Drill:
Model: ṭëinja pékôwe ṭeçîn
   Ḟexôyn
   Ḟexwenîn
   Ḟezânîn
   Ḟeñosîn
   Ḟekrîn
   Ḟetwanîn
   férçëbin  gewéegrîn
   wëreegrîn  hêliogrîn
5. Verb formation drill:

a-  

<table>
<thead>
<tr>
<th>a-</th>
<th>mán</th>
<th>tó</th>
<th>'to you'</th>
<th>ęmę</th>
<th>'we'</th>
</tr>
</thead>
<tbody>
<tr>
<td>ęčım</td>
<td>ęčít</td>
<td>ęčín</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ęekrím</td>
<td>ęekrít</td>
<td>ęekríń</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ęezaníím</td>
<td>ęezaníít</td>
<td>ęezanííń</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>ęexweníít</td>
<td>ęexwenííń</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ęenusíím</td>
<td>ęenusíít</td>
<td>ęenusííń</td>
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</tr>
<tr>
<td>ęetwaníím</td>
<td>ęetwaníít</td>
<td>ęetwanííń</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ęebrím</td>
<td>ęebrít</td>
<td>ęebríń</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ęexóm</td>
<td>ęeróyt</td>
<td>ęexóyn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ęekém</td>
<td>ęekóyt</td>
<td>ęekóyn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ęelém</td>
<td>ęeléyt</td>
<td>ęeléyn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ęexómewe</td>
<td>ęexóytewe</td>
<td>ęexóynewe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ęelémeve</td>
<td>ęeléytewe</td>
<td>ęeléyewe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ęedómewe</td>
<td>ęedéytewe</td>
<td>ęedóynewe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hélęegrim</td>
<td>hélęegrit</td>
<td>hélęegrin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wéręegrim</td>
<td>wéręegrit</td>
<td>wéręegrin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gwéęegrim</td>
<td>gwéęegrit</td>
<td>gwéęegrin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>féręebíím</td>
<td>féręebíít</td>
<td>féręebíin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dáweenisíím</td>
<td>dáweenisíít</td>
<td>dáweenisíín</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b- Repeat the verbs above in the negative.
Example: mán náčím, to náci, ęmę náčiń.

6. Word formation drill:

<table>
<thead>
<tr>
<th>a-</th>
<th>míńíš</th>
</tr>
</thead>
<tbody>
<tr>
<td>pyáw</td>
<td>Example: pyáwiś 'men also'</td>
</tr>
<tr>
<td>kúř</td>
<td>šeqám</td>
</tr>
<tr>
<td>kíc</td>
<td>mektéb</td>
</tr>
<tr>
<td>žíń</td>
<td>bazár</td>
</tr>
<tr>
<td>kütéb</td>
<td>sál</td>
</tr>
<tr>
<td>qełém</td>
<td>řefíq</td>
</tr>
<tr>
<td>nán</td>
<td>wełám</td>
</tr>
</tbody>
</table>
b- tó 'you' tós 'you also'

Example: réwés 'you also'

beyá dergá
čá rémro
xwá hindí
jegá jemwišeyé
qsé jemmínalé
rímlá jemwaré
c- Mixed up:
mín kítebekán
tó kítebekántan
réré mèná
qelém muhendís
pirsyarekán goraní
kitéb jemgoraniyé
kítebeké báy
kítebekét jembayané

7. Substitution Drill:
Model: héz ēkeyt pyasé bkeyt 'Would you like to go for a walk?'

bínusit
bíbinit bixoyt
bicít bïleyt
bíkřit dáníšit
bixwaniit fëribit
bízanit bëyt

8. Substitution Drill:
Model: bo kám la bïčin

jegá dukán
mál čayxané
mektéb ñutél
9. Substitution Drill:
Model: =rezanl bóci nés rekëm bëcíim bo re=seqamë
xënjer bikrim bëtbinim
dérs bixwenim ser-i mektéb biem
řemwïšeyë bizanim dâr bikrim
řemkitebë bizrošim telefon bikem
kúrdí fërtëm řemdërsë bizanim
tozek dâníšim

10. Substitution Drill:
Model: čünkë řemšeqamë zór tazëyëw pànew jwàne
čák berztir
bérz rasttir
nízîm durtir
řást baštir
dûr nîziktir
jwantîr nîzik
caktîr

11. Substitution Drill:
Model: řemë rebe kawë be
jemál rutelëkë
jenêt dinarekë
kerîm bayekë
tám kayëzekë
mínalekë bazár
kuɾekë mektéb
kičekë metrëm
žînekë
12. Substitution Drill:

Model: uzione üzbe sequelize kawé be

dükán  üüs  kák  kayüz
mál  déŋ  gül
bazár  žín  welám
mektéb  kuř  minál
sevát  kíc  nusín
dinár  pyaw  telefón
řefíq  řutél  báy


Model: 1. uesto uesto sequelize kawé be.

2. béle, uesto sequelize kaweyé.

14. Substitution Drill:

Model: uesto tazatirlín sequelize lémšare

xós  jwán
nizík  diréž
řást  kón
pán  báš
čák  dúr

15. Substitution Drill:

Model: déŋ sequelize táže-i wa hève lémšare

nizík  jwán
xós  diréž
řást  kón
pán  báš
čák  dúr

16. Substitution Drill:

Model: tenhà dú sequelize táže-i hève lémšare.

cwár  panzé
bíst  šanzé
17. Word formation drill:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>šeqám 'street'</td>
<td>řemšeqamé 'this</td>
<td>řemšeqametazeyé 'this</td>
</tr>
<tr>
<td></td>
<td>street'</td>
<td>new street'</td>
</tr>
<tr>
<td>deftér</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kitéb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>qélém</td>
<td>šésš</td>
<td>řutél</td>
</tr>
<tr>
<td>mál</td>
<td>číl</td>
<td>xenjér</td>
</tr>
<tr>
<td>dár</td>
<td>kayéž</td>
<td></td>
</tr>
<tr>
<td>gúl</td>
<td>wilát</td>
<td></td>
</tr>
<tr>
<td>yék</td>
<td>báý</td>
<td></td>
</tr>
<tr>
<td>čwár</td>
<td>řefíq</td>
<td></td>
</tr>
<tr>
<td>pénj</td>
<td>nán</td>
<td></td>
</tr>
</tbody>
</table>

18. Substitution Drill:

Model: tenhà řemšeqametazeyé héye

| male gewre         | kayeze diřež           |
| kitébe taze        | baye dur               |
| kuře baš           | nane xoš               |
| řutele čak         | metçe me nizik         |
| šeqame řast        | deftere jwan           |
| qélome čak         | xenjere kon            |

19. Substitution Drill:

Model: římsal drust řekret

| xós                | čák                    |
| bás                | girán                  |
| pán                | memmnún                |
dîreţ    xoštîr
jwán     pantîr
râst     dîreţîr
tewâw    jwantîr
zîr      gewretîr
gewré    vâsân

20. Substitution Drill:
Model:  rîmsâl dû šeqam-i taze-itîr drûst vekret

pán    jwán
dîreţ    čâk
xošt    râst
bâs    nîzik

21. Substitution Drill:
Model:  dukān-i gewréw taze-i zîr hêye lere

pânû dîreţ    dîreţû pân
dûru nîzik     gewrêw xošt
bâsu xošt     čâku bâs
tazew čâk     nîziku čâk
jwânû pân     zûru dûr

22. Substitution Drill:
Model:  wâ der-šekewet bayek-i zîr gewrêw jwânê

čâk    jwân
xošt    čâk
bâs    xošt
nîzik    bâs
pân    nîzik
dîreţ    pân
dûr    dîreţ
tewâw    dûr
jwân    tewâw
23. Substitution Drill:
Model: pîre le dárû dîrêxt
    žîn  pyâw
    kûr  kîc
    dukân bazár
    mâl  bây
    metrêm  rútél
    defter kitêb
    qêlêm kayêz
    mektêtêm  mamwestê
    surî  lubnânî
    ŗefîq  bîrâ

24. Substitution Drill:
Model: ser-i kwê  veîeyn
    bay-i giştî  ĸayxanê
    seqam-i kawê  dêrbeqê-i xân
    rútel-i sirwân  pêrixân
    mâl-i mamwestê  jegê-i tazê
    mektêtêm-i sanewî  beyê

25. Resumé — English

Bob                                      Dara

1. Good evening, Dara.                  2. Good evening.

3. How are you?                         4. I am well thank you; sit down please.

5. As a matter of fact, I don't want to sit down because I want to take a little stroll.

6. Just sit down a little first, and then we will go for a stroll together.
7. If I sit down, I'll be late. If you like, you come for a stroll too and when we come back we can then sit down.

8. Fine, let's go; I too would like to go for a short walk.

9. Which way shall we go?

10. Let's go to Kawa Street.

11. Very good, let us go.

12. Do you know why I'd like to show you Kawa Street?

13. No. Why?

14. Because this street is very new and wide and beautiful.

15. This must be Kawa Street.

16. Yes. How did you know that this is Kawa Street?

17. Because this street looks new.

18. You are right; also, this street is very wide and long. You know, this is the newest street in this town.

19. How many streets are there like this in this town?

20. Now there is only this new street, but this year two other new streets will be constructed.

21. It seems that there are many large and new shops on this street.

22. That large garden is the Public Garden.

23. It seems that it is a very large and beautiful garden.

24. Yes, it is a very beautiful garden and it is full of all kinds of trees and flowers.

25. If you can, we will pay it a visit this evening.

26. What place are we visiting?

27. I mean, if you like the idea, we will visit the Public Garden this evening.

28. Very good.
(muraje ré le dérs-i yékewe ta penj)

b. 1. réz baš.
d. 2. réz baš. čóni? čáki šukur?
b. 3. salamëtbi.
d. 4. wädergëkewe ders-i kurdî wëxweni.
b. 5. bële; be rastî kurdî bâš ferbum, čüngke vëstâ wëtwanim hëmû jumleyek bëxweni.
d. 6. zör çake, vëger hëmû rézek kurdî bëxweni bëstiriš ferzëbi.
b. 7. òezani réz-i šëmmë vëcid bo dërbëng-i xán.
d. 8. čón! tenha vëmrë lere vëbi?
b. 9. bële, tenha vëmrë lere vëbim. bëlam jare héz vëkem ser-i mektëb-i sanew' bëm.
d. 10. jare ba tòzek lëmçayxane ye danišin vënja dwal pékewe vëcin bo mektëb.
b. 11. fërmu ba danišin.
d. 12. vëger nàcit bo jegayek-itîr hëz vëkem vëmsëw pékewe le yane nàn bëxoyu.
b. 13. tenëgeystîm, tkà vëkem bïlerewe.
d. 14. vëlémed vëger héz vëkey vëmsëw pékewe vëcin bo yane nàn vëcuyu.
b. 15. bâse, memmûniš vëbim.
d. 16. zör çake, mín tòzek-itîr vëcid bo mâlëwe, bëlam vëwarë ser-i yuteleke vëdem vënja pékewe vëcin bo yanë.
b. 17. jare mín vëbe bëçim bo mektëb.
d. 18. boçî vëtelewë bëçit bo mektëb.
b. 19. héz vëkem mamwesta jör jëbinëm.

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d. 20. boći wa nákeyt; réwe mamwesta jórj leréye.
b. 21. Ŕój baš mãowesta.
j. 22. Ŕój baš bab; bážbu hati, réger varezu rékeyt restá
    řečin kitébekán yekrín.
b. 23. férmu ba bícín ĥézekem vîmro kitébekán bîkrim
        čünkê sbéyne ŋecím bo derbeq-i xán.
j. 24. ĕež rékeyt číkitebek bîkrit.
b. 25. čeŋ kitébak-i kordi-bás yrkrím.
j. 26. zór ďake.
d. 27. waxbzanîm míň ŋebe bîlem xwâ ḥafîz čünkê ŋebe
        restâ bićîm bo màlewe, ñelâm čewaré le
        ŋuteleke ṭeṭbînîm.
b. 28. bâšë. xwâ ḥafîz.
d. 29. xwâ ḥafîz.
COMPOSITION (Written or Oral)

A. Shopkeeper


2. Yes. There they are.

3. It is three dinars.

4. Yes, this one also is very good and it is not very expensive.

5. As you wish, both are new and good.

6. Are you studying Kurdish?

7. Very good. Where is your friend?

8. Shall I send this to your friend in Baghdad?

9. Where do you work? ("Where is your work?")

10. What do you teach?


B. Customer

1. Good morning. Do you have Kurdish books?

2. This seems to be a good book. How much is it?

3. Oh, that's very expensive. Are there other books?

4. Which one shall I buy?

5. Good, I'll take this one. Please write the name of this book in English.

6. No, I want to send this to a friend in Baghdad.

7. Next to the Baghdad Hotel. I don't know the name of the street.

8. Yes, please. Thank you very much. He is a teacher at the new school project. The name of the school is written here.

9. I work in Kirkuk. I am a teacher too, but I am now visiting the Derbendi Khan project.

LESSONS 1-5: GRAMMATICAL SUMMARY

1. Stress

A. Lexical Stress

When a word is pronounced alone -- that is, not in a phrase or sentence -- it is always stressed in a characteristic fashion. Examples:

gewró
bazár
mamwestá
bólam
čáki 'you are well' but čakí 'goodness'

This stress, which is inherent in the word and serves to distinguish one word from another, is called lexical stress. Two degrees of stress are involved, one louder and one weaker. The louder or strong stress is called "primary stress" and is marked by an acute accent ‘’, as in bazár. The weaker stress is simply left unmarked, as the first syllable of bazaar. This weak stress we will call "tertiary stress."

In the great majority of cases lexical stress falls on the last syllable of the word, xonjér, mamwestá, murajoe. The most important exception is verbs in the past tenses, where the inflexional suffix is not stressed: hátin 'they came' but hati 'to come' (a noun). Most suffixes added to nouns are unstressed, as:

mamwestá 'teachers'
mamwestám 'I am a teacher'
mamwestáye 'a teacher'
mamwesta 'He is a teacher.'
mamwestáy 'You are a teacher.'
cóni? čáki? but čakí 'How are you? Are you O.K.? but 'goodness'
<table>
<thead>
<tr>
<th>jwáni</th>
<th>but</th>
<th>jwaní</th>
<th>'you are pretty'</th>
<th>but</th>
<th>'beauty'</th>
</tr>
</thead>
</table>

The suffixes -éké, -án and -ékán do take the stress, however:

<table>
<thead>
<tr>
<th>mamwéstaké</th>
<th>'the teacher'</th>
</tr>
</thead>
<tbody>
<tr>
<td>mamwéstayán</td>
<td>'some teachers'</td>
</tr>
<tr>
<td>mamwéstakán</td>
<td>'the teachers'</td>
</tr>
<tr>
<td>mamwéstakéye</td>
<td>'It's the teacher.'</td>
</tr>
<tr>
<td>mamwéstakánman</td>
<td>'our teacher'</td>
</tr>
</tbody>
</table>

B. Sentence Stress

1. When a word is pronounced alone, it is pronounced with its inherent lexical stress. When words are put together in phrases or sentences, however, some words are pronounced louder than others, as:

<table>
<thead>
<tr>
<th>bás</th>
<th>but</th>
<th>řóž bás</th>
</tr>
</thead>
<tbody>
<tr>
<td>tazéye</td>
<td>but</td>
<td>zór tazéye</td>
</tr>
<tr>
<td>řezaním</td>
<td>but</td>
<td>mín řezaním</td>
</tr>
</tbody>
</table>

When one word is thus stressed to the exclusion of others in the same sentence this stress is called sentence stress. Of course, if a word receives sentence stress, this sentence stress coincides with the lexical stress of that word. Otherwise, if the word does not receive sentence stress, it receives weak stress.

2. In the following sentence: bà tòzek qso ñkøŷn 'Let's talk a little.' qso has primary stress and ñkøŷn has tertiary stress. The words bà and tòzek are stressed but not as loudly as qso, and are perceptibly louder than ñkøŷn. They are said to have secondary stress, and are accordingly marked with a grave accent.
Thus, words in a sentence may receive a loud stress ("primary stress"), a medium loud stress ("secondary stress") or a weak stress ("tertiary stress"). In order to be understood properly you should make an effort to hear these three levels of stress and to imitate them faithfully. More examples:

1a. ٌةَمَشَقَامِٕ 'this street'
1b. ٌةَمَشَقَامَة 'this street! (with emphasis)
2. ٌةَلَوُ-ى ِّشِيَة 'What's his name?'
3. ٌكََٔٔهَٔيِتَي ِبَِّٔصَاء 'When did you come here?'

There is a natural tendency in Kurdish to give secondary stress to any syllable which is two syllables before or two syllables after a syllable containing primary stress, as in examples 1a. and 2 above, and in ٌةَمَشَرِيَكَٔ, ٌعَضَرَجَٔ, ٌخَُٔضَرَكَٔ, etc. This type of secondary stress is fairly regular and need not be marked. We will normally mark secondary stress only when its placement cannot be guessed at, as in example 1b. and 3 above.

It is important to point out that even syllables with so-called "weak" or tertiary stress are only relatively weaker than primary stress, and that in any case each syllable is pronounced crisply and distinctly, without letting the vowel slur into an indistinct quality. This is quite different from English, where unstressed vowels tend to become [ə], as composition [ə] but compose [ə]; expire [aɪ] but expiration [æ].

In Kurdish each vowel remains unaltered, regardless of the degree of stress involved. This means that English speakers will tend to hear less difference between the different levels of stress, a difficulty that can be overcome only with practice and exposure to spoken Kurdish.

3. Placement of Sentence Stress. In a sense, any word can be emphasized in Kurdish by giving it primary sentence stress as in the following:

ٌةَزَانَي 'You know.'
ٌةَزَانَي 'You know.'
ٌةَزَانَي 'You know Kurdish.'
ٌةَزَانَي 'You know Kurdish well.'
However, certain classes of words normally receive sentence stress, while others usually do not. For example, nouns and adjectives usually are stressed, while verbs are not, as

\[\text{؟ستا موردیسی ءؤکم} \quad \text{"We will now have a review."}\]

\[\text{مین موردیسی ءستا لە پروژەی دەرەپەکەی} \quad \text{"I am an engineer and am now working on the Derbend Khan Project."}\]

\[\text{کوردی بەش ءەزەنی} \quad \text{"You know Kurdish well."}\]

\[\text{یەتوانەم چاکتێری بکەم} \quad \text{"I can make it even better."}\]

a. Nouns do not receive sentence stress in the following cases:

1) with ەەمەی... 'each, every' as ەەمەی ڕۆژەک، ەەمەی دەرەکەک، ەەمەی پەیەکەک.

2) after numerals, as

\[\text{یەک پەیەک} \quad \text{"one man"}\]

\[\text{دە رۆژ} \quad \text{"10 days"}\]

\[\text{بێست لەپەرەک} \quad \text{"20 pages"}\]

Compare: a) دە ۆسمەک 'two Saturdays'

b) دەوەسمەک 'Monday'

3) after modifying interrogatives:

\[\text{kام ۆیەکەک} \quad \text{"Which word?"}\]

\[\text{kام پەیەک} \quad \text{"What man?"}\]

\[\text{چەک پەیەک ەکەک} \quad \text{"How many men came?"}\]

\[\text{چەمەتەمەک} \quad \text{"What restaurant?"}\]

Adjectives are usually not stressed when they come immediately after ژۆڕ, as

\[\text{بەشە ەوەت ژۆڕ باشە} \quad \text{ژۆڕ تەژەیەوە ژەمەکەه} \]

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b. The following classes of words generally receive sentence stress:

1) Interrogatives

kéy hati bó ŋere
'When did you come here?'
 żyw kéx kéyé
'Who is that girl?'

ków évé ŋénu
'How do you write dergá?'

nawí čié
'What's his name?'

bás-í čí ŋeka
'What does it tell about?'

ćeńe čéńe
'How much is that dagger?'

bo kán la bţčin?
'Where shall we go?'

boći ŋétewé břøy.
'Why do you want to go?'

But, with sentence stress on verb this last item becomes

boći ŋétewé břøy?
'Why - do you want to go?'

2) Negatives

Negative words and negative prefixes are generally stressed, as:

źezańin but min nźezańin 'I don't know.'

hěli zęgrím but hělí nźęgrím 'I won't carry it.'

dergá bĩnuse but dergá měnuš 'Don't write 'derga'.'

3) Demonstratives: ŋón...e 'this, ŋów...e 'that.
The two elements of these demonstratives envelope the modified noun; primary stress normally falls on the initial segment (ŋon- or ŋów-), with secondary stress also occurring later, as:

źómšeqame 'this street'
Special emphasis may be obtained by putting the primary stress on the second segment of these demonstratives, with secondary stress on the first segment, as:

\[ \text{\`em\`eqam\`e} \quad \text{'this street'} \]
\[ \text{\`ewpyaw\`e} \quad \text{'that man'} \]

This same alternation occurs also with a noun which has the iza\-a -\'e plus a definite adjective, as:

a. \[ \text{\`em\`eqam\`etaz\`eye} \quad \text{'This new street'} \]
b. \[ \text{\`em\`eqam\`etaz\`ey\'e} \quad \text{'This new street!'} \]
c. \[ \text{\`em\`eqam\`e taz\`eye} \quad \text{'This street is new.'} \]
d. \[ \text{\`em\`eqam\`e taz\`ey\'e} \quad \text{'This street is new!'} \]

That is, if the schwa /\'e/ between the noun and the adjective is unstressed (a. and b. above), it is iza\-a, but if it is stressed (c. and d. above) it is second element of the demonstrative \`em...\'e or \`ew...\'e. More examples:

\[ \text{\`empyaw\`e} \quad \text{'This man.'} \]
\[ \text{\`empyaw\`e} \quad \text{'This man!'} \]
\[ \text{\`em\`e py\`aw\'e} \quad \text{'This is a man'} \]
\[ \text{\`empyaw\`ewe} \quad \text{'It's this man.'} \]
\[ \text{\`empyaw\`ezir\`ek\'e} \quad \text{'This smart man.'} \]
\[ \text{\`empyaw\`ezir\`ek\'e} \quad \text{'This smart man!'} \]
\[ \text{\`empyaw\`e zir\`ek\'e} \quad \text{'This man is smart.'} \]
\[ \text{\`empyaw\`e zir\`ek\'e} \quad \text{'This man is smart!'} \]
c. Special cases:

(a) wá with sentence stress = 'thus, so, in this fashion'

wá without sentence stress = (immediacy of action), as

wá děrs ʷəxwenîm  'I study this way.'
wá děrs ʷəxwenîm  'I'm studying right now.'
wá hâtîm  'I came like this.'
wá hâtîm  'Here I come!' or 'I am coming.'

(b) When sentence stress falls on a word with the definite article suffix -ęática, it is this suffix that is stressed, as in:

pyawęké hat.  'The man came!'

ụtelek-i bás lá-i metremské hëye.  'There's a good hotel next to the restaurant.'

bazaręké lë kwëye  'Where is the market place?'

řefiqošké lë kwëye  'Where is your friend?'

wábzanîm ćemá ụtelekọye  'I believe this is the hotel.'

ké hat. pyawęké.  'Who came?'  'The man.'

dersekόman teŵawbu.  'Our lesson is finished.'

(c) Before Copula Suffix. There is a general tendency for a strongly pronounced stress to fall on the syllable before the suffix for 'is': Ce /Vye, as:

ćemšeqame  but  čemšeqəm̃meye

(d) Vocative. As noted earlier, on p.136, lexical stress usually comes at the end of the word. When a word is used in direct address, however, the word is stressed on the first syllable of the word. Compare:
a. ké hat. pyawéke  
   'Who came?' 'The man.'

b. pyawake  
   'You, fellow!' 'My husband!'

a. ʁemə ʁeqmői-ʁi bráme.  
   'This is my brother Ahmed.'

b. ʁeqmeĩ! ʁeʁe la-ʁi  
   ʁeʁe dáníše.  
   'Ahmed! Come and sit with us.'

a. mamwesta kóy ʁet.  
   'When is the teacher coming?'

b. ʔóʔ baʁ mamwesta.  
   mamwesta pîrsyârekêm  
   heye.  
   'Good morning, Teacher.'  
   'I have a question, teacher.'

(e) Prepositions are generally unstressed, except for bo  
'to, for' which tends to receive sentence stress.

ʁeqmiiʃeyə leser tætekë  
   ʁusrawe.  
   'This word is written on the  
   blackboard.'

ʁeqmeĩ le kwéye.  
   'Where is Ahmed?'

ʔesta le boɣáye.  
   'He's now in Baghdad.'

hóz ʁeqem bčim  
   bo bazar.  
   'I'd like to go to the ba- 
   zaar.'

Note however, the phrase bo málewe, in which the noun  
rather than the preposition receives primary stress, as

čuyn bo málewe  
   'They went home.'
2. The Noun: Definition and Number

A. The Indefinite Noun.

1. The Kurdish noun in its bare form ("the singular form of the noun"), e.g., pyaw, may have singular or plural meaning, as 'a man; some men', or a generalized or generic meaning, as 'man, (all) men, mankind.' As a rule, the meaning is non-specific; it can be a reference to one or more unspecified items, or to all the items of its class in general. Thus, ʁemæwæ legæl pyaw qæ bæmr may be translated as "I want to talk to a man", "I want to talk to some men", or "I want to talk to men". In an unambiguous context, on the other hand, the bare noun may have a specific referent, as in: bæ bærn bæ bazar. 'Let's go to the market.' ʁestæ ʁæçim bæ ʁutel. 'I'm going to the hotel now.'

Compare the following:

1) Q. ʁutel-ì bæš lækæ hæye. "Where is there a good hotel?" or "Where are there any good hotels?"

A¹: ʁutel-ì bæš lay bazaxæ ke hæye. "There are some good hotels next to the bazaar."

A²: ʁutelæx-ì bæš lay bazaxæ ke hæye. "There is a good hotel next to the bazaar".

2) ʁutel-ì ʁəmærikæ bæšæ. "American hotels are good". or: "The American Hotel is good."

The stem form of the noun is also used after numerals, as dû pyaw 'two men', dû ræç '10 days', and after certain words as ʁænd 'how many?': ʁænd pyaw 'How many men?' It is unstressed in these instances.


While the uninflected noun may be either singular or plural indefinite in meaning, it is unambiguously singular indefinite when it receives the indefinite suffix -ek (after vowels, -yek).

bazær 'a bazaar, bazaars' - bazærek 'a bazaar'

After words in -æ, an optional form may be used: ʁæræzæwæk or ʁæræzæyæk 'a desire'.

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This suffix is regularly unstressed. However, monosyllabic words of the type CiC, as žin, kič, šit 'thing' may, when the word does not have primary sentence stress, lose the vowel i with the suffixing of -ek, with this suffix receiving secondary stress, as žěk-i jwán, 'a beautiful woman', kěek-i jwán, 'a pretty girl', štěk-i bášē, 'it's a good thing'.

The indefinite suffix is usually translated by the English indefinite article 'a, an', but is also occasionally rendered by the numeral 'one': pyāwek 'a man; one man'. In the meaning of 'one man', pyāwek is not as strong as yāk pyaw, which gives more emphasis to the numeral, so giving more the force of "(just) one man".

3. čěnd...-ek, či...-ek, řemí...-ek

The noun with Ček / Vyek is regularly used after certain items, such as čěnd 'a few, several'; čěnd pyāwek 'a few men'; či- 'what?, which?': či-pyawek 'what man?' and řemí: řemí pyawek 'every man'. In these instances the noun is unstressed.

4. Cān / Vyān: Indefinite Plural

Some nouns may receive the plural suffix -ān (after words ending in -a, -e, and -o, the suffix is -yān) which specifies unambiguously that the noun refers to more than one item, although it is still indefinite. The following classes of nouns may be pluralized in this way:

a. Nouns referring to people:
   pyaw    pyawān    'men'
   kič     kičān    'girls'
   bīrā    bīrayān 'brothers'

b. Nouns referring to time periods:
   řož    řožān    'days, by day, in the daytime'
   šew    šewān    'nights, night's, by night'
   sal    salān    'in the past years'
   hawín hawinān 'summers, in the summertime'
c. Miscellaneous:

- mal  malán       'houses'
- dukán dukánán  'shops'
- de      dehát     'villages'
- bay     bayát      'gardens'
- gewzé   gewzewát  'greens'

In section 1 it was stated that the noun in its singular form, e.g., pyaw, may be singular or plural in meaning, "a man", "some men", "men", but in any case is indefinite or unspecified. The plural form of group (a) nouns above, as pyawán, can only be plural in meaning "men"; moreover, it is also indefinite, but it is not as indefinite as pyaw. Compare:

A. pyáw hat       'A man came', or 'Some men came.'
B. pyawán hatín   'Some men came.'

In each case, the identity of the men is unspecified. The implication in the first sentence, however, is that the arrival of any men at all was unexpected by the speaker, while in the second example the speaker apparently was expecting some people and feels a bit less in the dark as to their identity, although he still refers to them in an indefinite sense.

For the time expressions in group (b) above, the plural form refers to that period of time in general, and not to any particular occasion or date specifically. Thus, gewán 'nights', can be translated as 'night's, by night, at nighttime', or any other expression that refers to nighttime or nights as opposed to daytime, etc.

The members of group (c) exhibit no discernible pattern, and must simply be memorized as such. Such plurals will henceforth be given in the buildups as they occur, as:

- mal  (malán)     'house'

By the same token, new nouns will be translated only in the singular, but it is to be understood automatically that, according to the context, the noun may be translated singular or plural indefinite or as a generic term. Thus,

- xænjér       'dagger'
means that xənjór may be translated as 'a dagger, some daggers, daggers', etc., as the situation demands.

B. The Definite Noun.

1. Cəké/Cké : Definite Singular

All the preceding forms are indefinite in form and meaning. It is however, possible to make a noun definite by adding some form of the suffix -əké to it, as:

Consonants: 1 pyaw - pyawké 'the man'
            2 bazár - bazareké 'the market'

Vowels: -a 3 dərgá - dərgaké 'the door'
         -e 4 gve - gweké 'the ear'
         -o 5 tepte - tepteké 'the board'
         -i 6 jo - joké 'the barley'
         -u 7 yari - yareké 'the game, play'

 abuses - abešké 'the oak, the acorn'

The first two nouns end in consonants, and take -əké in its full form: Cəké. The other nouns all end in vowels, and for the most part take -ké: Vké, where V=a, e, o, and u. The vowels i and u require special mention: the -i combines with -əké to form -əké. (yari-yareké). The vowel -u shows two different patterns of behavior, depending on the length of the word: (a) in monosyllables the full form is retained: -uské (ru - řuské); (b) in polysyllables, the -u combines with -əké to form -oké (xanú - xanóké 'the house'; xarezi - xarezoké); however, words of three syllables may also take the full form -uské for emphasis: xarəzuské.

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2. Cékán/Vkán : Definite Plural

The definite suffix Céká/Vká denotes that the noun is singular in meaning and that its referent is definite, or previously specified.

Any definite noun may be made plural by adding -án to -ek-: -ekán, e.g., :
pyaw 'a man', 'men' - pyaweká 'the man' - pyawekán 'the men'
bazár 'bazaar' - bazáreká 'the bazaar' - bazárekán 'the bazaars'

3. The noun with demonstratives.

Further, the demonstrative expressions:
öm...è 'this' and öw...è 'that' as in ömpyawanò 'this man'
and ömpyawanò 'that man' show that the noun is singular and definite in meaning.

Note: After words ending in vowels, the forms are öm...ë and öw...ë, as ömdergayë, 'this door'; ömbirayë 'that brother', and after -u are öm...ë and öw...ë, as bëri 'oak' - ömberûwë 'that oak'.

All nouns occurring with a demonstrative are singular and definite, as just stated above. To be plural they must also have the plural suffix -án, as:
ömpyawanò 'this man' - ömpyawanò 'these men'
öwbazaranò 'this bazaar' - öwbazaranò 'those bazaars'.

The following forms occur after vowels:

derë - ömdergayë - ömdergayanè -á  
ge - ömgveyë - ömgveyanè -é = V -yán
ho - ömhoyë - ömhoyanè -ó

textë - ömtëxtayë - ömtëxtanè -ë+án = -án
yarí - ꞌámyariyè - ꞌámyaryanè or ꞌá +án = ꞌyán
ámyariyánè (emphatic)

yarañú - ꞌémpárezuñè - ꞌémpárezyanè or ꞌú +án = ꞌwán
ámpárezuñane (emphatic)

Note that in this case all nouns, whether they refer to humans or not, must take the suffix -án to show plural number.

C. Summary.

The bare noun stem is indefinite in meaning, and may be either singular or plural in number. It may receive the indefinite suffix -ék which limits it to indefinite singular, and certain nouns (people, time periods) may receive the plural suffix -án which limits them to indefinite plural.

Any noun may receive the definite suffix -éké 'the' or a demonstrative ꞌém...é 'this' and ꞌëw...é 'that', which make the noun definite and singular in meaning. Combining one of these with -án makes the noun definite plural.

<table>
<thead>
<tr>
<th>Rational and Time Nouns</th>
<th>Other nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indefinite</strong></td>
<td></td>
</tr>
<tr>
<td>Sing.: ꞌyaw</td>
<td>bazár</td>
</tr>
<tr>
<td>{ ꞌyáwek}</td>
<td>{ bazárek}</td>
</tr>
<tr>
<td>a man</td>
<td>a bazaar</td>
</tr>
<tr>
<td>Plur.: ꞌyawán</td>
<td>bazár</td>
</tr>
<tr>
<td>{ (some) men}</td>
<td>(some) bazaars</td>
</tr>
<tr>
<td>Generic: ꞌyaw</td>
<td>bazár</td>
</tr>
<tr>
<td>men, man(kind)</td>
<td>(all) bazaars</td>
</tr>
<tr>
<td>Definite</td>
<td>pyaweké</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
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<tr>
<td>Plur.</td>
<td>pyawekán</td>
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<tr>
<td>Sing.</td>
<td>ʔempyawè</td>
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<td>Plur.</td>
<td>ʔempyawane</td>
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</tbody>
</table>
3. The Verb: Present Tense, Indicative Mood

A. Inflections.

We have seen verbs such as:

\[
\begin{align*}
\text{mín} & \quad \text{to} & \quad \text{'émé} & \quad \text{'ékrín} \\
\text{pēxwením} & \quad \text{pēxweníst} & \quad \text{pēxwenín} \\
\text{pēnusím} & \quad \text{pēnusít} & \quad \text{pēnusín} \\
\text{pētwaním} & \quad \text{pētwaníst} & \quad \text{pētwanín}
\end{align*}
\]

It is apparent that the suffix -́im is attached to the stem to indicate mín ("first person singular"); -́t is added for to (second person singular), and -́ín is added for 'émé 'we'.

\[
\begin{align*}
\text{mín} & \quad -́im \\
\text{to} & \quad -́t \\
\text{'émé} & \quad -́ín
\end{align*}
\]

Note further that the stems involved all end in consonants: 'ékř-, pēxwen-, pēnus-, pētwan-.

Now note the following verbs:

\[
\begin{align*}
\text{mín} & \quad \text{pēkám} & \quad \text{to} & \quad \text{pēkáyt} & \quad \text{'émé} & \quad \text{pēkáyn} & \quad \text{pēké-} \\
\text{pēlóm} & \quad \text{pēléyt} & \quad \text{pēléyn} & \quad \text{pēlé-} \\
\text{pēxóm} & \quad \text{pēxóyt} & \quad \text{pēxóyn} & \quad \text{pēxó-}
\end{align*}
\]

The suffixes for these verb stems which all end in vowels are:

\[
\begin{align*}
\text{mín} & \quad -́m \\
\text{to} & \quad -́yt \\
\text{'émé} & \quad -́yn
\end{align*}
\]
Thus, these are two related sets of person-number suffixes, one set following consonants and the other occurring after vowels. They can be referred to by the following formulas, in which C means "any consonant" and V means "any vowel":

\[
\begin{align*}
\text{mīn} & : \text{Cǐm/Vm} \\
\text{to} & : \text{Cǐt/Vyt} \\
\text{zemē} & : \text{Cǐn/Vyn}
\end{align*}
\]

In written Kurdish the suffix for to is often written with the -t. In spoken Kurdish, however, this -t is generally omitted, although it may optionally be pronounced. We symbolize this type of occurrence by writing this "omissible -t" in brackets: to = Cǐ[t]/Vyt[t]. If the verb has a suffix, as -ēwe, -ē, etc., the -t must be written and pronounced, as čī ēzoxytēwe 'What will you drink?' ke ēcīte mēktōb? 'When are you going to school?'

Following is a listing of most of the verbs you have encountered so far, given in the forms for mīn, to, and zemē. Group a. lists stems ending in consonants and group b. lists vowel stems. Group c. lists verbs with preverbal (see B. below). And group d. lists verbs which take in addition the suffix -ēwe, which is suffixed to -it/yt for the second person singular form.

<table>
<thead>
<tr>
<th>mīn</th>
<th>to</th>
<th>zemē</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Consonant Stems:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ēbinīm</td>
<td>ēbinīt</td>
<td>ēbinīn</td>
<td>-bin-</td>
<td>'see'</td>
</tr>
<tr>
<td>ēbīm</td>
<td>ēbit</td>
<td>ēbīn</td>
<td>-b-</td>
<td>'will be'</td>
</tr>
<tr>
<td>ērīm</td>
<td>ērīt</td>
<td>ērīn</td>
<td>-ē-</td>
<td>'go'</td>
</tr>
<tr>
<td>ērkīm</td>
<td>ērkīt</td>
<td>ērkīn</td>
<td>-kī-</td>
<td>'buy'</td>
</tr>
<tr>
<td>ēzanīm</td>
<td>ēzanīt</td>
<td>ēzanīn</td>
<td>-zan-</td>
<td>'know'</td>
</tr>
<tr>
<td>ēxwenīm</td>
<td>ēxwenīt</td>
<td>ēxwenīn</td>
<td>-xwen-</td>
<td>'read'</td>
</tr>
<tr>
<td>ēnusīm</td>
<td>ēnusīt</td>
<td>ēnusīn</td>
<td>-nus-</td>
<td>'write'</td>
</tr>
<tr>
<td>min</td>
<td>to</td>
<td>semé</td>
<td>Stem</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>ṣetwaním</td>
<td>ṣetwanít</td>
<td>ṣetwanín</td>
<td>-twan-</td>
<td>'be able'</td>
</tr>
<tr>
<td>ṣeḇrím</td>
<td>ṣeḇřít</td>
<td>ṣeḇríń</td>
<td>-bř-</td>
<td>'cut'</td>
</tr>
<tr>
<td>ṣefroším</td>
<td>ṣefrošít</td>
<td>ṣefrošín</td>
<td>-froš-</td>
<td>'sell'</td>
</tr>
</tbody>
</table>

### b. Vowel Stems:

| ṣexóm | ṣexóyt | ṣexóyn | -xó- | 'eat' |
| ṣekám | ṣekáyt | ṣekáyn | -ké- | 'do, make' |
| ṣelém | ṣeléyt | ṣeléyn | -lé- | 'say' |
| ṣielém | ṣieláyt | ṣieláyn | -iš- | 'give' |

---- | ---- | ---- | ---- | 

'say' (honorific, not used in first person)

### c. With Preverbal:

| hálōegrím | hálōegrít | hälōegrin | -gr- | 'pick up, carry' |
| wérōegrím | wérōegrít | wērōegrin | -gr- | 'take' |
| gwàoegrím | gwàoegrít | gwēoegrin | -gr- | 'listen' |
| férōebím | férōebít | fērōebin | -b- | 'learn' |
| dāvéniśim | dāvénišit | dāvénišin | -niś- | 'sit down' |
| dāvexém | dāvexóyt | dāvexóyn | -xe- | 'close' |

### d. Vowel Stem + -ěwe:

| ṣexómewe | ṣexóytewe | ṣexóynewe | -xó-ěwe | 'drink' |
| ṣekémewe | ṣekáytewe | ṣekáynewe | -ké-ěwe | 'open' |
| ṣelémewe | ṣeléytewe | ṣeléynewe | -lé-ěwe | 'repeat' |
| ṣielémewe | ṣieláytewe | ṣieláynewe | -iš-ěwe | 'give back' |
The stress in verbs falls on the last syllable, with two exceptions: (a) the preverbal is regularly stressed rather than the verb form itself; and (b) the suffix -êwe is not stressed.

B. Verbal Phrases: Preverbs, Postverbs and Preverbs.

Groups a and b list simple verbs alone; c and d, however, show extra elements which are used with the verb to provide its full meaning; these correspond, e.g., to the English verb 'take' and the verbal phrases built on it: 'take in, take out, take to, take after, take charge of, take exception to,' etc.; in both languages the meanings of these phrases can be literal or figurative. In Kurdish these elements may precede the verb ("preverbs") or follow it ("postverbs"). Preverbs include nouns, as in gêvê ûakım 'I listen'; adjectives, e.g., ûamadê ûakom 'I prepare'; prepositions and adverbs; and preverbs, as hêl ûakım 'I pick up.' Preverbs are a small group of adverbs that are used only in verbal phrases: da 'down', hêl 'up', ûe 'to', te 'into', and wayt 'from' have occurred so far.

There are three postverbs: the adverbial suffix êwe 'back; again', as ûelêmêwe 'I say again, I repeat'; the preposition (more properly, "postposition") ûo 'to (a place)', as ûelêmê bazár 'I'm going to the bazaar', equivalent to ûelêmê bo bazár; and ûe 'to' (indirect object), as ûetême 'I give it to you.'

C. Direct Object.

If the direct object of the verb is a pronoun, it is normally expressed by a pronominal suffix inserted before the present tense stem, as ûetbinêm, ûotandinêm 'I'll see you'; ûeme we binarêm bo ûemorikê 'I want to send it to America.' However, if there is a preverbal, the pronoun object is suffixed to it, as hêlê ûakım 'I pick it up'; ûay xê 'close it!'; ûâki ûêka 'he cleans it.'

D. Uses of the Present Tense.

You have seen sentences like the following:

a. ûestâ ûoçim ûo ûutel "I'm going to the hotel now".
At present I am working on the Derbendi Khan project.

I'll see you this evening.
I'll take this one.
Then we'll go to the bazaar.
What will you drink?
What are you going to have?
Today we will read lesson two.
After every lesson we will have a review.
I'll see you tomorrow.

This man sells daggers.
What is this place called?
How do you write "door"?

Who knows?
I don't know why.
I thank you.
I'd like to buy a dagger.
I can help you.

From these sentences it can be observed that the present tense has three or four primary meanings from the point of view of translation into English. Those in group (a) show present progressive meaning -- an action taking place, in progress at the time. These correspond to the "he is (going) now" construction of English. Group (b) shows future action, corresponding to the 'ill ("will or shall") or the is going to (go) of.
English: "he'll go (later)", "he's going to go (later)". Group (c) denotes a habitual or customary action, one which is repeated again and again as a customary action. English denotes this by using the simple present tense: "he goes (every day)". The last group, (d) is a group of somewhat ambiguous status. The meaning fits that of group (a), but the English translation is in terms of the simple present tense as in group (c). This is an idiosyncrasy of English, which says "I know your name" but not "I am knowing your name".

Thus, the present tense of Kurdish can be translated three different ways into English, depending entirely on the context, as:

Progressive: Q. či ڕەکەد 'What are you doing?'
A. dōrs ڕەکەد 'I am studying.'

Future: (sībeyne) dōrs ڕەکەد 'I'll study (tomorrow)'
'I'm going to study (tomorrow)'
'I'm studying (tomorrow)'

Habitual: (homī ḫožek) dōrs ڕەکەد 'I study (every day)'

When a new verb is presented in your lessons for the first time, it will henceforth be translated by only the English present tense. However, you should realize that any of the above translations is possible, and choose the one demanded by the context.

Finally, it should be noted that all these forms have in common the aspect prefix ڕە-, which is the sign of the indicative mood.

E. Summary. The Present tense can be diagrammed as follows:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ṭe-</td>
<td>-bin-</td>
<td>-im</td>
<td>I see</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bī-</td>
<td>-xo-</td>
<td>-m</td>
<td>I eat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ṅā</td>
<td>-zan-</td>
<td>-im</td>
<td>I don't know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ṭe-</td>
<td>-xo-</td>
<td>-m-</td>
<td>ṭe</td>
<td></td>
<td>I drink</td>
<td></td>
</tr>
<tr>
<td>ṭe-</td>
<td>-t-</td>
<td>-bin-</td>
<td>-im</td>
<td></td>
<td>I see you</td>
<td></td>
</tr>
<tr>
<td>ṭe-</td>
<td>-t-</td>
<td>-de-</td>
<td>-yn-</td>
<td></td>
<td>we give it</td>
<td>to you</td>
</tr>
<tr>
<td>ṭe-</td>
<td>-y-</td>
<td>-ke-</td>
<td>-m-</td>
<td>ṭe</td>
<td>I open it</td>
<td></td>
</tr>
<tr>
<td>ḥez</td>
<td>ṭe-</td>
<td>-ke-</td>
<td>-y</td>
<td></td>
<td>you like</td>
<td></td>
</tr>
<tr>
<td>hóljan</td>
<td>ṭe-</td>
<td>-gr-</td>
<td>-im</td>
<td></td>
<td>I take them</td>
<td></td>
</tr>
</tbody>
</table>
4. The Verb: Present Tense, Subjunctive Mood.

A. Inflections.

As stated earlier, the ئ- prefix of the present tense of the verb indicates that the verb is in the indicative mood. By changing this prefix to ب-، we get the subjunctive mood, as in:

بە بەچین بۆ بازار. 'Let's go to the bazaar.'

بەز ئەکەم بەچەم بۆ ئەمەریکا بەکەوەنەم. 'I'd like to go to America to study.'

ئەمەوە ئەنجەرەک بەکریم. 'I want to buy a dagger.'

ئەوانەم یارەسەت بەس. 'I can help you.'

مەن ئەمائەم بۆت بەکەم. 'I am ready to help you.'

ئەبە کەردی فەربەم. 'I must learn Kurdish.'

The person-number inflectional suffixes are the same for both the indicative and the subjunctive; the only difference in the two forms is in the choice of prefix، ئ- or ب-:

<table>
<thead>
<tr>
<th>Indicative</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ئەشین</td>
<td>بەچین</td>
</tr>
<tr>
<td>ئەشەم</td>
<td>بەچەم</td>
</tr>
<tr>
<td>ئەکریم</td>
<td>بەکریم</td>
</tr>
<tr>
<td>ئەیەم [ئەدام]</td>
<td>بەم [بەدام]</td>
</tr>
<tr>
<td>فەڕ ئەبەم</td>
<td>فەڕ بەم [فەڕبەبەم]</td>
</tr>
</tbody>
</table>

The prefix ب- is often omitted in speech and frequently in written Kurdish as well.

Following is a listing of most of the verbs you have had so far، given in the subjunctive forms ئەمەن، to and ئەمە.
<table>
<thead>
<tr>
<th>mën</th>
<th>to</th>
<th>wémé</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. bëbinêm</td>
<td>bëbinî[t]</td>
<td>bëbinin</td>
</tr>
<tr>
<td>[bî]bîm</td>
<td>[bî]bi[t]</td>
<td>[bî]bin</td>
</tr>
<tr>
<td>bëčîm</td>
<td>bëčî[t]</td>
<td>bëčîn</td>
</tr>
<tr>
<td>bëkřîm</td>
<td>bëkřî[t]</td>
<td>bëkřîn</td>
</tr>
<tr>
<td>bìzâniüm</td>
<td>bìzâni[t]</td>
<td>bìzâniün</td>
</tr>
<tr>
<td>bìxwëniüm</td>
<td>bìxwëni[t]</td>
<td>bìxwëniün</td>
</tr>
<tr>
<td>bìnûsiüm</td>
<td>bìnûsi[t]</td>
<td>bìnûsiün</td>
</tr>
<tr>
<td>bìtwânîm</td>
<td>bìtwâni[t]</td>
<td>bìtwanîn</td>
</tr>
<tr>
<td>bìbřîm</td>
<td>bìbřî[t]</td>
<td>bìbřîn</td>
</tr>
<tr>
<td>bìfrošîm</td>
<td>bìfrošî[t]</td>
<td>bìfrošîn</td>
</tr>
<tr>
<td>b. bìxôm</td>
<td>bìxoy[t]</td>
<td>bìxoyn</td>
</tr>
<tr>
<td>bìken</td>
<td>bìkoyn[t]</td>
<td>bìkoyn</td>
</tr>
<tr>
<td>bìleem</td>
<td>bìley[t]</td>
<td>bìleyn</td>
</tr>
<tr>
<td>bùem [bùdëm]</td>
<td>bùey[t] [bùdey[t]</td>
<td>bùeyn [bùdeyn]</td>
</tr>
<tr>
<td>c. hël[bî]grim</td>
<td>hël[bî]gri[t]</td>
<td>hël[bî]gríin</td>
</tr>
<tr>
<td>dâ[bî]nišim</td>
<td>dâ[bî]niši[t]</td>
<td>dâ[bî]nišin</td>
</tr>
</tbody>
</table>

| d. bìxômëwe | bìxômëwe | bìxômëwe | drink' |
| bìkëmëwe   | bìkëmëwe | bìkëmëwe | 'open' |
The stress in most cases falls on the bî- prefix of the subjunctive, if the verb is pronounced alone. However, in sentences, (1) the stress often appears on other words, (2) the bî- prefix is often omitted from some verbs, and (3) the i of bî- is sometimes omitted, as bôyây bëñi for bëñi[t], "in order for you to see", and bâñ bë bë in for bëcîn.

B. Dependent Usage. The subjunctive is used after

Particles: bá 'let, let's'

Verbs: bëzëkëñ 'I (would) like'
ômëvé 'I want'
ôtvanîm 'I can'
ôbë 'it is necessary that, must'

Adjective: ëmadë 'ready (to)'

It can be stated as a rule that verbs following the above items occur in the subjunctive. Thus, the subjunctive here is a "dependent" form, depending on some previous item for its occurrence. More items will be added to this list as you go on to advanced lessons. They will be identified in the build-up as follows:

ômëvé (foll. by subjunct.) 'I want'

This means that if any form of this verb is followed by a dependent or complementary verb, that verb is subjunctive, as:
ôtëwë bîći 'you want to go'
ôtëwë bîcîm 'you want me to go'
C. Independent Usage.

1. In Questions:

You have seen such sentences as kóy murajé’sé bkøyén. "When shall we review?" Answer: paš hémú dersek murajé’sé ṭekeyén. "We will have a review after each lesson."

kámyan héljúrím [hélbúrím] "Which one shall I take?"
bo kám la bíčin "Which way shall we go?"

In these sentences the subjunctive form occurs independently of any of the items listed in 1. above. This is called the independent usage of the subjunctive. Note further that the sentences are all questions, and that the verbs are translated with "Shall we..." "Shall I..." That is, when the subjunctive occurs in independent usage in a question, it is translated "Shall we..." "Shall I..." and is most likely a request for approval or a statement of opinion or intention. Note the contrast between murajé’sé bkøyén and murajé’sé ṭekeyén in the first two sentences: the subjunctive asks for an opinion or intention, while the indicative states the answer as a fact. It is also possible to say kóy murajé’sé ṭekeyén, "When do we review?" where the indicative form shows that there is no question about whether we will review or not, but when we will review. In "key murajé’sé bkøyén" it has not necessarily been established yet that we are going to be having a review. Thus, it can perhaps be stated that the subjunctive in independent usage in a question is used to establish whether or not a given activity should take place, while the indicative in a question requests information on the assumption that such activity is or will be taking place.

2. In Statements.

The above sentences are examples of the independent usage of the subjunctive in questions. Now observe the following examples of the independent use of the subjunctive in statements:

a. be sér beyt. "Welcome". (lit., 'May you come with blessings').

b. sélámé sári. (Response to čáki škur) (lit., 'May you be safe')

c. wábzaním. 'I believe, as far as I know' (lit., 'If I know thus, if I know this correctly')

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Subjunctive forms in the independent usage in statements may be translated by "may you...", "may he...", etc. (sentences 1) and 2) or by "if" (sentence 3), depending on the context. The first of these is a wish or hope, and corresponds to English expressions such as "may the best man win", "may he always be safe", "God bless you", etc.

D. The Prefix bì-

The prefix bì- is a combination of the subjunctive prefix bì- plus a form -i- "him, her, it" (direct object). Thus:

bìk̥īm 'that I buy'
bìk̥īm 'that I buy it'
q̄ebè bìfrošì 'you must sell'
q̄ebè bìfrošì 'you must sell it'

This form for third person singular occurs also in the sentence: fìrmu hélìgre 'Please take it'. Other examples are:

hóli q̄egrim 'I'll take (or carry) it.'
sìbọye wÈri q̄egrim 'We'll take it up tomorrow.'

E. Summary:

The subjunctive is a verb form with the prefix bì-. It has two functions: (1) dependent usage, wherein the subjunctive occurs automatically after such words as hàz̄èk̄om, q̄ebè, etc., and (2) independent usage, where the subjunctive requests approval if used in questions and when used in statements generally expresses a wish or hope or, perhaps, "if". The prefix bì- is the subjunctive prefix bì- plus the direct object pronoun -i- 'him, her, it'.

When subjunctive forms are introduced in the build-up, they are conventionally translated with "that", as "that you go", "that we eat". This is merely to help identify the form as subjunctive, and you should render it into proper English according to the context.
Lesson VI

A. Basic Sentences

dérs-i šešém

Sixth Lesson
serdán le yané-i fermanberán

A Visit to the Officials' Club

šew

night
séw baš

good evening

b. 1. šéw baš dara.

Good evening, Dara.

2. šéw baš bab.

Good evening, Bob.

dará

háti[t]
you came (sg.)
háti bó ʔerè

you came here
kéy hati

when did you come?

d. 3. kéy hati bó ʔerè.

When did you come here?

tózek

a little, some

tózeka

it is a little

b. 4. tózeka.

Just a while ago.

ʔfmšew

tonight
kwé?

where? what place?
bó kwe?

where to?
bó kwé bǐčin?

where shall we go?

b. 5. ʔfmšew bo kwé bǐčin?

Where shall we go tonight?

d. 6. ház ʔeky bo kwé bǐčin.

Where would you like for us to go?
b. 7. mîn názanîm. I don't know.

niyâz
niyâzîm
wâye
niyâzîm wâye (fol. by subj.)
niyâzîm wâye bîchîn
niyâzîm wâye bîchîn bó yanê
fermanbîr
fermanberân
yanê-i fermanberân
niyâzîm wâye bîchîn bó yane-i fermanberân
bó rewey (fol. by subj.)
bîbini[t]
bo rewey bbini [bîbini[t]
bo rewey yanê bîbini

b. 8. nîyâzîm wâye bîchîn bó yane-i fermanberân bó rewey yanê bbini. I intend for us to go to the Officials Club for you to see the club.

b. 9. yane le kweye? Where is the Club?

zîr dur nîye
muteserîf
mâl-i muteserîf
mâl-i muteserîfe

it is not too far away
governor (head of a Liwa)
the governor's house
it is the governor's house
lány mal-i mutēserífə it is near the governor's house
əwetá láy mal-i mutēserífə it is over there, by the governor's house
d. 10. zór dur niye, əwetá láy mal-i mutēserífə.
It is not very far away, it is over there, by the Governor's house.

b. 11. bāše bā bīčln.
Good, let's go.

žůrewe inside
bā bīčine žůrewe let's go in
əmēta here it is
əmēta yanə here is the Club
d. 12. əmēta yanə; bā bčine žůrewe. Here is the club, let's go in.

yanęye k a club
yanęye-i gəwré a large club
yanęye-i gəwré heye there is a large club
yanęye-i gəwrētan heye you (pl.) have a large club

b. 13. yanęye-k xošu gəwrētan heye. You have a nice, large club.

də[bɨ]niśin that we sit down.
d. 14. le kwé əzə kəs əkəy daniśin? Where would you like for us to sit?

b. 15. ərəzú-i xóte. Wherever you like.

hawz pond; pool
lány həwəzekə near the pond
d. 16. hez ḥekeyt láy ḥewzéké
danišin

If you like, we can sit near the pond.

b. 17. zór baše.

Very good.

fenīk
cool
fenīke
it is cool
zór fenīke
it is quite cool
ẓem yanēye zór fenīke
this club is quite cool
hawin
summer
hawinān
summers, in the summertime

d. 18. hawinān ẓem yanēye zór
fenīke.
in the summers this club is very cool.

ké
who?
kéye
who is he?

b. 19. ḥaw kuṛa kéye?

Who is that boy?

řeffiq
friend
řeffiqme
he is my friend
ẓemę řeffiqme
this is my friend
ẓemę̄ [ẓemé̄] [ẓeméd]
Ahmed
ẓemę̄-i řeffiqme
he is my friend Ahmed
d. 20. ẓemę ẓemę̄-i řeffiqme.

This is my friend Ahmed.

zęme
we
lāy ẓemę
near us
lây ۆemmë danișe
were láy ۆemmë danișe
sit with us
come sit with us
Ahmed! Come sit with us.
d. 21. ۆhmeï. were láy ۆemmë
danișe.
hâtîm
wahâtîm
I came, I have come
I'm coming, here I come
O. K., I am coming. Good evening.
a. 22. bâșe, wahâtîm. šew baš.
bûradór
şem bûradère
bûnasi[t]
an acquaintance, friend
this friend
that you know, be acquainted with
Ahmed! I would like you to meet this friend.
d. 23. ۆhmeï! hêz ۆekem ۆem
bûradère bûnasi.
b. 24. mîn nàwîm bâbe.
My name is Bob.
a. 25. mîniš nàwîm ۆhmeïše.
And my name is Ahmed.
xîlim
xîlim-i kwê
people; inhabitant(s)
people of what place? inhabitant of what place?
xîlim-i kwêy[t]
where are you from? (sg.)
Where are you from, Sir?
b. 27. mîn xîlim-i ۆemërikâm.
I am an American.
a. 28. bə xér bey. Welcome.

b. 29. selamétbi. Thank you.

tinúme I am thirsty
zór tinumé I am very thirsty
mín zór tinumé I am very thirsty
perdákx a glass, glasses
perdákxeq ṭaw a glass of water
perdákxeq ṭaw bíxomewé that I drink a glass of water
hész ṭeqem perdákxeq ṭaw bíxomewé I'd like to drink a glass of water

d. 30. be ŋafí zór tinumé, hész I am really quite thirsty and I'd ṭeqem perdákxeq ṭaw bíxomewé like to have a glass of water.

qawé coffee
qawéyek a (cup of) coffee
qawéyek ṣeqomewé I'll drink a cup of coffee

b. 31. mín qawéyek ṣeqomewé. I'll have a coffee.

bírsíme I am hungry

a. 32. mín bírsíme. I am hungry.

bxoyt that you eat (sg.)

d.33 ėtewé či bxoy? What do you want to eat?

kəbbáb kabob
kəbbáb ṣeqom I eat kabob
a. 34. wábzanìm këbâb òëxom.  I believe I'll have some kabob.

bërsité  you are hungry
bërsîn nìye? [bërsîtnìye]  aren't you hungry?
tô bërsîn nìye? [bërsîtnìye]  aren't you hungry?

b. 36. wábzanìm mìniš këbâb bìxóm baše  I think that I should also have

këbâb òëxom.

a. 38. wábzanìm këbâb čaktîrîn xwardîne lere.  I believe that kabob is the best

xwardîn  food; dish
xwardîñe  it is food
čaktîrîn xwardîñe  it is the best dish
čaktîrîn xwardîñe lere  it is the best food in this place

d. 35. bâbì ṭëy tô bërsîn nìye? Well Bob, aren't you hungry?

bìxóm  that I eat
bìxóm baše  if I eat it will be well

a. 37. zôr čake. këwatá mìniš këbâb òëxom. Very good; then I'll eat kabob too.

këwatá  then; since this is the case
këwatá mìniš këbâb òëxom  then I too will eat kabob

d. 37. zôr čake. këwatá mìniš  Very good; then I'll eat kabob too.

këbâb òëxom.

xwardîn  food; dish
xwardîñe  it is food
čaktîrîn xwardîñe  it is the best dish
čaktîrîn xwardîñe lere  it is the best food in this place

bì lezët  delicious
bì lezëte  it is delicious
rêm këbabë zôr bì lezëte  this kabob is very delicious
b. 39. be ḍastī ṭem kəbabə zór
be ležóte. Indeed, this kabob is quite
delicious.

be taybetī specially; especially
lém jega xośe

Especially in this pleasant place
d. 40. be taybetī lém jega xošə.

dīrgəbu it was/has become late
wābzaniṃ dīrgəbu I believe it has become late
bīröyn that we go
bá bīroyyn let's go

d. 41. wābzaniṃ dīrgəbu, bá
bīroyyn. I believe it's getting late;

let's go.

b. 42. fərmu bá bīroyyn. Alright, let's go.

vumēd hope
vumēd ʔekəm (fol.by subj.) I hope
beyanɨ́ (beyanyàn) morning
sībəyne beyanɨ́ tomorrow morning
sībəyne beyanɨ́ bītbinɨ́m that I see you (sg.) tomorrow
morning

I hope I see you tomorrow morning.
d. 43. vumēd ʔekəm sībəyne beyanɨ́ bītbinɨ́m.

čawərē ʔekəm I wait for, expect
čawərētan ʔekəm I wait for you (pl.)
bayanî čawerétan ʔekem  
I'll be expecting (to see) you in the morning

lē ʔuteleké čawerétan ʔekem  
I'll wait for you in the hotel

b. 44. bayanî le ʔuteleké čawerétan ʔekem.  
I'll wait for you tomorrow morning at the hotel.

d. 45. bāše, járe xwà hafîz.  
O. K., Good-bye for now.

b. 46. xwà hafîz.  
Good bye.
Sentence Resumé - Kurdish

1. ŋew baş dara.
2. ŋew baş bab.
3. kéy hati bó ñere.
4. ñêzeke.
5. vimméw bó kwé bêčin?
6. héz ñêkey bó kwé bêčin.
7. mín názanim.
8. niyázîm waye bêčin bó yanê-i fêrmanberán bó ñewey yanê bbini.
9. yanê le kwéye?
10. zôr dur njêye, ñewetá láy mal-i muteserîfe.
11. bâše bá bêčin.
12. ñemetá yanê, bá bêine žûrewa.
13. yanêyek-i xôşu gewrêtan hêye.
14. le kwé hez ñêkey danišin?
15. varezú-i xôte.
16. hez ñêkeyt láy hewzekê danišin.
17. zôr baše.
18. hawinán ñêm yanêye zôr fenîke.
19. ñêw kuře kéye?
20. ñêmê ñehmê'y-i ñefîqme.
21. ñêhme'y. wero láy ñêmê dâniše.
22. bâše, wahâtîm. ŋew baš.
23. ñêhme'y! héz ñekem ñêm bêradêro bînasi.
24. mín nêwîm bâbe.
25. mínîş nêwîm ñehmê'yë.
26. käke tó xelq-i kwéy.
27. mín xelq-i ñemrikám.
28. be xér bey.
29. selámébbi.
30. be ñastí zór tinúme, hëz ñekem ñerdäxek ràw bìxomewè.
31. mín qawéyek ñexomewè.
32. mín bìrsìme.
33. ñetewè cí bxoy?
34. wábbaním këbab ñexom.
35. báb! ñey tó bìrsin njye?
36. wábbaním mnìniš këbab bìxom baše.
37. zór čakè. kéwata mnìniš këbab ñexom.
38. wábbaním këbab ñaktiríñ xwardíñe lere.
39. be ñastí rêm këbabè zór be lezéte.
40. be taybeti lém jaga xoše.
41. wábbaním dìréñbu, bá bìřoyñ.
42. fërmu bá bìřoyñ.
43. runmèd ñekem sìbëyne beyani bìtbiním.
44. beyani le rutelekan ñawerètan ñekem.
45. báše, járe xwà hafiz.
46. xwà hafiz.
1. Good evening, Dara.
2. Good evening, Bob.
3. When did you come here?
4. Just a while ago.
5. Where shall we go tonight?
6. Where would you like for us to go?
7. I don't know.
8. I intend for us to go the Officials Club for you to see the club.
9. Where is the Club?
10. It is not very far away; it is over there, by the Governor's house.
11. Good, let's go.
12. Here is the club; let's go in.
13. You have a nice, large club.
14. Where would you like for us to sit?
15. Wherever you like.
16. If you like, we can sit near the pond.
17. Very good.
18. In summer this club is very cool.
19. Who is that boy?
20. This is my friend Ahmed.
22. O.K., I am coming. Good evening.
23. Ahmed! I would like you to meet a friend.
24. My name is Bob.
25. And my name is Ahmed.
26. Where are you from, Sir?
27. I am an American.
28. Welcome.
29. Thank you.
30. I am really quite thirsty and I'd like to have a glass of water.
31. I'll have a coffee.
32. I am hungry.
33. What do you want to eat?
34. I believe I'll have some kabob.
35. Well Bob, aren't you hungry?
36. I think that I should also have some kabob.
37. Very good, then I'll eat kabob, too.
38. I believe that kabob is the best dish here.
39. Indeed, this kabob is quite delicious.
40. Especially in this nice place.
41. I believe it's getting late, let's go.
42. Alright, let's go.
43. I hope I see you tomorrow morning.
44. I'll wait for you tomorrow morning at the hotel.
45. O.K., Good-bye for now.
46. Good-bye.
**B. Additional Vocabulary**

**Nouns**

- jwán  
  Jwan (P.N. - female)
- behár  
  Spring
- hawín  
  Summer
- payíz  
  Autumn
- zístán  
  Winter
- beyaní  
  morning
- niworó  
  noon
- rásír  
  afternoon
- deçiqé  
  minute
- ṣif ᵗ kîrdín  
  to work; work(ing)

**Adjectives**

- pîčúk  
  small
- xošewíst  
  beloved; dear

**Verbs**

- bipîrsf[t]  
  that you ask (sg.)
- yem  
  I come

**Particles**

- dwéne  
  yesterday
- dúṣibey  
  the day after tomorrow
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>dwaí</td>
<td>later; after that</td>
</tr>
<tr>
<td>řewé</td>
<td>tonight</td>
</tr>
<tr>
<td>be tenhá</td>
<td>alone</td>
</tr>
<tr>
<td>níw</td>
<td>half</td>
</tr>
<tr>
<td>Countries</td>
<td></td>
</tr>
<tr>
<td>kenedá</td>
<td>Canada</td>
</tr>
<tr>
<td>řusyá</td>
<td>Russia</td>
</tr>
<tr>
<td>řelemanyá</td>
<td>Germany</td>
</tr>
<tr>
<td>suryá</td>
<td>Syria</td>
</tr>
<tr>
<td>turkiyá</td>
<td>Turkey</td>
</tr>
</tbody>
</table>
C. Notes.

1. Pronominal Suffixes.

In addition to the personal pronouns min 'I', to 'you', ŋaw 'he/she/it', etc., Kurdish has a set of affixes which correspond to the independent pronouns. They occur attached to all parts of speech, and may be suffixed, prefixed, or infixed. We have

nawîm 'my name' ŋefiqêkôm 'my friend'
nawît 'your name' ŋefiqêkôt 'your friend'
nâwî 'his name' mewây 'its meaning'
kîtebêkántar 'your books'
kâmâyân 'which of them?'

The pronominal suffixes are given below:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cîm/Vm</td>
<td>-man</td>
</tr>
<tr>
<td>Cît/Vt</td>
<td>-tan</td>
</tr>
<tr>
<td>Ci/Vy</td>
<td>-yan</td>
</tr>
</tbody>
</table>

Although we have not yet seen the first person plural form -man, it is obvious that the plural is formed from the singular by the addition of the plural suffix -an, so we have supplied the missing form to complete the picture. A complete paradigm follows:

After Consonant: naw | After Vowel: ŋefiqêkô

nawîm 'my name' ŋefiqêkôm 'my friend'
nawît 'your name' ŋefiqêkôt 'your friend'
nâwî 'his name' ŋefiqêkôy 'his friend'
nâwman 'our name' ŋefiqêkôman 'our friend'
Note that the pronominal suffixes are unstressed.

The pronominal suffixes have the same meanings as the corresponding independent pronouns; i.e., mīn and -im both mean 'I'. However, their functions are quite different; the suffixes are the forms normally used. Thus, if an independent pronoun is used, special emphasis accrues. Compare the following pairs:

nāwīm 'my name' - nāw-ī mīn 'my name'
ēzanīm 'I know' - mīn ēzanīm 'I know'
bót 'for you' - bo tó 'for you'

Let us now look at the ways in which the pronominal affixes are used.

a. With Nouns. Suffixed to nouns, the pronominal suffixes show possession. As a rule, the possessed noun must have the definite suffix: ktebekēm 'my book'; xēnjērkētan 'your dagger'. Exceptions are most kinship terms plus a few miscellaneous nouns as -nā 'name', mal 'house', nyāx 'intention', etc.

b. With hēbū 'to exist'. In pīrsyārēkēm hēye 'I have a question' the structure is Noun + Pron. Suff. + a form of hēbū. Hēye 'there is' is present tense; hēbu 'there was' is past tense; and nīye 'there isn't' and nēbu 'there was not' are the respective negative forms. Other examples:

xēnjērk-ī bāṣīt hēye? 'Do you have any good daggers?'
yābūyērk-ī gawṛātan hēye. 'You have a large club.'
pīrsyārīm hēbu. 'I had some questions.'
mutel-ī zōrān nīye. 'They don't have many hotels.'

c. tinnīmē. Related to the usage under b. are the expressions tinnīmē 'I'm thirsty' and bīrsīmē 'I'm hungry.' tinn 'thirst' and bīrsī 'hunger' are nouns, -n- is the pronominal suffix, and -ē is the copula 'is'; thus the expression means literally 'I have thirst.' The pronominal affix is changed according to the subject:
tinúme  'I'm thirsty'  tinúmanye  'we are thirsty'
tiníté  'you're thirsty'  tinítane  'you are thirsty'
tinúyáti  'he’s thirsty'  tinúyanye  'they are thirsty'

Note that in the third person singular the copula suffix -e 'is' is replaced by -eti; this happens whenever the copula suffix follows the pron. suff. -y. The negative is tinuńfye, tinuńfye, etc.

d. Prepositions. The pronominal suffix on a preposition is the object of that preposition:

bášbu hati lególma  'It's good you came with me' ('with' = legel...a)

hóc rišekítbu mín rayadóm bot bkom. 'I'm ready to help you in any way I can.'

rém xəŋjeřèt bo ŋiye. 'What do you want with this dagger?'

e. The Preposed Object. The last sentence in paragraph d. above needs comment. The -t on rámxaŋjerö is the object of bo, so that the literal meaning is "What is this dagger for you?" It is a general rule that when a pronominal suffix is the object of a preposition, it is placed on the first word in its own clause after the subject of that clause; this rule does not apply if the preposition follows the verb as in the first example above. The pron. suff. placed on a prior word in the clause rather than on its own preposition is called a preposed object. Other examples:

dergám bo bkomowə.  'Open the door for me.'

qawém bo rámadəkə.  'Prepare some coffee for me.'

gwé la mamwəsta rəgrîm  'I'm listening to the teacher' and

gwéy le rəgrîm.  'I'm listening to him' (le is the form of le when its object does not follow it)

f. Verbs. Pronominal affixes inserted before the present stem of the verb denote direct object:

rəwarzə rəbbirîm  'I'll see you this evening.'

səbyənə rəəmbirîm  'I'll see you tomorrow.'
The full paradigm follows with ṣənase 'he knows (s.o.)':

- ṣənəsə 'he knows me'
- ṣənəsənəsə 'he knows us'
- ṣənəsə 'he knows you'
- ṣənəsənəsə 'he knows you'
- ṣəyənəsə 'he knows him/her'
- ṣəyənəsə 'he knows them'

In case of a verbal phrase the object is suffixed to the pre-verbal (see page 154):

- zər tešəkkərət sekm 'I thank you very much.'
- həlyən segrəm. 'I'll take them.'
- le əuteleke əwarətən sekm. 'I'll wait for you at the hotel.'
- fermu həli gre. 'Please take it.'

The verb ṣəməwé is unique: the pronominal affix is inserted between the aspect prefix ṣə- and the stem -əwé(t) to denote the subject; the pron. affix is prepended to the first word in its clause:

- ṣəməwé binekim bo ŋəfίqəkim 'I want to send it to a friend of mine.'
- ṣəməwé binekim bo ŋəfίqəkim 'I want this dagger.'

The other forms of the present tense are ṣətəwé, ṣəyəwé, ṣəmənəwé, ṣətənəwé, and ṣəyənəwé.

In the sentence dənāsənt ədəyəne 'We'll give you a dinar.' the verb is ədəyən 'we give' with the suffixed preposition -ə 'to'. By the rule in section d. above its object -t is prepended to the noun preceding it. Other forms of the verb are ... ədəmə 'I give to...' and ... ədətə 'he gives to...'.

g. The reflexive xo takes the pronominal suffixes: xom 'myself', xo t 'yourself', xo y 'himself', etc. The two major uses of this reflexive are (1) reflexive pronoun, as

-xōtən əraməkən 'Get yourselves ready.'

and (2) emphatic pronoun, as

-ərazə-i xo tə 'as you wish' (= ərazu-i təya 'it is your desire')
χόμ ᾠζαζήμ

'I (myself) know.'

As a matter of fact, this use of the reflexive is quite common, so that in formulas like the first example above any idea of emphasis is dissipated.

h. Interrogatives and indefinite particles. With these the pronominal affixes have partitive meaning:

κάμγαμ

'which of them? which one(s) (out of the lot)?'

χέχγαŋ

'none of them'

σώμιμαŋ

'all of us'

i. Note 1. When both the pronominal suffix and the suffix -ις 'also' (see p. 121) are added to the same word, -ις precedes the pron. suffix:

χόζίτ ραμάδε κέ.

'You get ready too.'

βίζίσην ρίφερ τίνςιμεν ρίγε.

'I'm not hungry, and I'm not thirsty either.'

λέζλίσγαŋ

'with them also'

j. Note 2. The pron. suff. -ίτ is often assimilated to -ίν before ρίφε 'is not', as βίζίσην ρίφέρ = βίζίστ ρίφε; ρίζίσην ρίφ = ρίζίστ ρίφ; etc.

2. Izafa. (Ref: pp. 75, 121)

The basic function of izafa -ί- is to show modification, as in κεψίζερ-ί βάς 'good daggers'. Izafa also is used to show apposition, as in ραχίμαδ-ί Ρέλίσιί 'Ahmad who is my friend' = 'my friend Ahmad'. Other examples: δάρα-ί βράμ 'my brother Dara'; ηεράλ-ί μαμζεστά 'Jamal the teacher'.

3. Word Order.

The clause in Kurdish is made up essentially of the following elements in the following order:

ρίνα μαμζεζάκε (Intro.) Subject. λέ ρίψι (modifier) δόρς object ρέες verb.
The modifier of a verb of motion follows the verb:

\[ \text{bà pékewe bčin bo bazár.} \]

Interrogatives may serve any syntactic function. In English they normally all come first in the sentence, but in Kurdish they take the normal position for their particular syntactic function, wherever it might come in the clause:

Subject: \text{ke mərnay əzəne? 'Who knows what it means?'}

Direct Object: \text{ətewe či bxoy 'What do you want to eat?'}

Obj. of Preverbal: \text{čawere-i ké əxkey? 'Whom are you waiting for?'}

Obj. of Prep: \text{ču bo kwé? 'Where did he go?'}

Predicate: \text{yanə le kwéys? 'Where is the Club?'}

4. "To Go".

We have now seen two verbs meaning 'to go'. \text{əčǐm (infinitive čun)} means 'I go (to do something)' while \text{ərôm (infinitive ʃoyštīn)} means 'I go, go away, leave (a place)'.
D. Exercises

1. Round Drill:

   Model:   Q. kéy hati bo serde
            A. tőzeko.

            sé sal
            bíst deqiqé
            heftéyék
            niw Sarát
            dú řoz
            čeg secratek
            mánek
            dú hefte
            řozék
            dú Sarat

2. Substitution Drill:

   Model:   vîmšew bo kwe bîčin.

   vîmro
   vësta
   vînja
dwař
sîbeyne
dûsîtoj
šemmó
yekšemmó
3. Substitution Drill:

Model: nīyāzīm waye bīchīn bō yane.

mālewe
bāx-i gēstī
rūtelekē
mekteb
šeqām-i kawē
sinemā
čayxanē
derbāγ-i xān
qīš kārdīn
qām šare xoše
qew baxe gēwrēye
qerān
qamerikā

4. Substitution Drill:

Model: bā bčine žūrewē.
5. Substitution Drill:

Model: ba bīčin bō ṭewey bhibinin.

bīkřin
bīfrošin
bīxoum
bīxoumēwe
bībřin
bīkeymēwe
bīleymēwe
bīkoum
bīnusin

6. Substitution Drill:

Model: ṭemstā yaneke.

mektōb
7. Substitution Drill:

Model: yanéyek-i gewrétan hêye

jwan
pičük
xoš
baš
čak
dur
kon
tazé
berz
jwantîr
gewretír
baštír

8. Substitution Drill:
Model: hawinán ʾám yanēye zér xoše.

ẓistán
behár
payīz
beyaní
niweró (niwerwán)
ʾósír
ʾewaré
źew
řož

9. Substitution Drill:
Model: ʾōme ʾeḥmeɪ-i refiqme

kerím-i kuř
dará-i bîrader
jwán-i kič
pexšán-i žīn
jorj-i mamwestá
perixán-i xošewíst
 relí- qutabí
 ʾehméi-i bîrá

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10. Substitution Drill:

Model: hawinân ʁəm yaneye zôr fenĩkẽ.

xoš
jwan
piř
jwantîr
baš
baštîr
čaktîr

11. Substitution Drill:

Model: weře lay ʁemẽ danišẽ.

nán bĩxo
qaweyẽk bĩxorẽwẽ
goranĩ bỹlẽ
dérs ferbe
dérs bỹlerẽwẽ
kîtẽb bĩfrošẽ
golom bĩkre
gwẽ bỹgre
ʁəm wišeye bĩnuse

12. Substitution Drill:

Model: ʁəstâ hatîm.

ʁɪmro
dwẽne
beyani
reware
šewé
šemmé
jumro
be tenhá
lo dwây to
niweró

13. Substitution Drill:

Model: 

hez əkeleton əm biradere bynasi.

əm kitobe bixweni
əm kebabe bixoy
əm wišeye bynasi
əm goranlye byley
əm malë byبني
əm xenjère bıkri
lêro danishi
bâš gwebigri
sàr-i bax-i gištî bîey
kurdi čák ferbi
terebi bâš bîzani

14. Round Drill:

Model: Q. xelq-i kwéy.
A. \( \text{mín xélq-ī} \) \( \text{remrikám} \)

\( \text{remwîlatè} \)
\( \text{beyâ} \)
\( \text{suleymanî} \)
\( \text{suryâ} \)
\( \text{turkiyâ} \)
\( \text{kenedá} \)
\( \text{řusyâ} \)
\( \text{elemanyâ} \)
\( \text{reré} \)
\( \text{remšaré} \)

A. \( \text{mín xélq-ī} \) \( \text{rirâqîm} \)

\( \text{lubnân} \)
\( \text{lendén} \)
\( \text{rerán} \)
\( \text{kercûk} \)
\( \text{hewlér} \)
\( \text{pakistán} \)
\( \text{kurdustán} \)
\( \text{mešigén} \)

15. Substitution Drill:

Model: \( \text{zetewe čí bxoy[t]} \)

\( \text{bkøy} \)
16. Round Drill:

Model: O. ṭətɛwɛ چی ɓxoṣy

A. ɬɛmɛwe kəbəb ɓiχom

Answer the questions formed in drill No. 15, in the way shown in the model above.

17. Substitution Drill:

Model: Zər چاکه, kewata mıniš kəbab ɬəxom.

qawé ɬəxomɛwe
pərdəxek ɜaw ɬəxomɛwe
nän ɬəkɪʃm
pyasé ɬəxom
dərs ɬəxwenɪm
gorɔni ɬələm

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yem

yemé ferayebím

yem xonjeré helayegri

sér-i tó yem

18. Word Formation Drill: Izafa of definite nouns -e-

Model: a. jegá 'place' yemjegayé 'this' yémjega jwané 'this pretty place'

gwe
dé
ré
yané
qawé
čayxané
qsé
rewaré
boyá
ča
dergá
mešá
sinemá
niweró
ho
do 'do' (a sour milk drink)

Model: b. xarëzú 'desire' xemarëzuwe 'this xemarëzuwe jwané 'this good desire'

řu

mu

pelú

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Model: c. gorani 'song' ñemgoraniyé ñemgoraniye jwané 'this pretty song'

i+yè beyaní ñeraní ñzemóní yarí qutabi yarmóti

Drill:
niwré gorani
ñimlá twe 'slice'; 'ply'
do hají 'pilgrim'
murajere bořú 'oak'; 'acorn'
jegá ñemné
ñemerekí me 'female'
sinémá tu 'mulberry'
wíšé

19. Substitution Drill:
Model: züméd ñekêm sibêyne beyaní bítbinüüm.

bítanbinüüm
bibinüüm

čawerít bïkëm
čawerétan bïkëm
čaweréy bïkëm
sărît bîem
sărțan bîem
sări bîem

yarmêtî bîem
yarmêtîtan bîem
yarmêtî bîem

memnûnît rekem
memnûntan rekem
memnûni rekem


Model: mîn: ężanîm - názanîm 'I know' - 'I don't know'
to: ężanî[t] - názanî[t] 'you know' - 'you don't know'
emê: ężanîn - názanîn 'we know' - 'we don't know'

Give the affirmative and negative of the following verbs for the three pronouns above:

Example: ężêbinîm - nábinîm; ężêbinî - nábinî; ężêbinîn - nábinîn
ężêkim
 Jazeera
 Jazeera
 Jazeera
 Jazeera
 Jazeera
 Jazeera
 Jazeera
 Jazeera
 Jazeera
 Jazeera
21. COMPOSITION

A. Boy
1. What is your name?
2. What do you do here?
3. How many lessons do you have every day?
4. Well then, when do you review?
5. I learned Kurdish in school in the United States. And where did you learn (it)?
6. No, I am an Iraqi.
7. Would you like to go to Iran?
8. I intend to go to Iraq this summer, because I'll finish school after three more months.
9. I'm going to work.
10. Would you like to go for a walk?
11. Let's go together. I'm thirsty too and would like to have a cup of coffee.

B. Girl
1. My name is...
2. I study Kurdi.
3. We have one lesson every two days.
4. We review every day answering the questions. Where did you learn Kurdish?
5. I learned Kurdish here. But it seems that you are an American.
6. I am from Iran.
7. I think I will go to Iran after three years; and you?
8. Very good, and what are you going to do in Baghdad?
10. No, I want to go to that restaurant because I am thirsty and hungry.
11. O.K., let's go, but we should speak in Kurdish.
Lesson VII

A. Basic Sentences

джарис-и гэвәм
бас-и китебек

Seventh Lesson
Talk about a Book

b. 1. кэй кэгтис бо әәрә.

When did you come here?

пэш
лымәкәш
тожек лымәкәш

before
before now
a short time ago

d. 2. тожек лымәкәш хатим.

I came a little while ago.

пыасым кырд
тожек пыасым кырд
хөлсәм
хөв
ле хөв хольсәм
зу
зу ле хөв хольсәм

I strolled, went for a stroll
I went for a little stroll
I stood up; I woke up
sleep
I got up; I woke up
early
I woke up early

b. 3. әәмро зу хөв хольсаму
тожек пыасым кырд.

I woke up early today, and went strolling for a while.

чүү[t]

you went (sg.)

d. 4. бо көв чүү

Where did you go?

китебханә
китебханә-и курдустән
чүү
чүү бо китебханә-и курдустән

book shop
the Kurdistan Bookshop
I went
I went to the Kurdistan Bookshop
dwał

dwał čum bê kîtebxanê-i kurdustán

afterwards
then I went to the Kurdistan Bookshop

b. 5. têzek pyasêm kîrd, dwał čum bê kîtebxanê-i kurdustán

I had a short walk and then went to
the Kurdistan Bookshop.

kîrî[t]
you bought (sg.)
kîtebî[t] kîrî
you bought books
hič
any
hič kîtebî[t] kîrî?
did you purchase any books?

d. 6. hič kîtebî kîrî?
Did you purchase any books?

kîtebîm kîrî
I bought a book/some books
yêk kîtebîm kîrî
I bought one book

b. 7. bêle, tenhâ yêk kîtebîm kîrî. Yes, I bought only one book.

bas
discussion; information
bás ûeka[t]
he/it deals with, treats of,
bäs-i čî
tells about, relates
bäs-i čî ûeka[t]?
information about what?

d. 8. ûew kîtebe bäs-i čî ûeka
What is that book about?

mežû
history
mežû-i kurdustán
the history of Kurdistan
bäs-i mežû-i kurdustán ûeka[t]
it deals with the history of Kurdistan

b. 9. wâbzanîm bäs-i mežû-i kurdustán ûeka.
I believe it is about the history of
Kurdistan.
nusèr [nuserán] writer, author
nusèreké the writer
nusèrekéy its author, the author of it
náw-i nusèrekéy the name of its writer
náw-i nusèrekéy čiye? what is the name of its author?
d. 10. żezaní náw-i nusèrekéy čiye? Do you know what the author's name is?

zaná learned; Zana (P.N.-male)
náwi his name
náwi zanáye His name is Zana
nusèrkéy náwi zanáye The name of its author is Zana
b. 11. wábzaním nusèrekéy náwi zanáye. I believe the author's name is Zana.

kítèbek-i zór baš a very good book
‘ebé kítèbek-i zór bažbe It must be a very good book.
d. 12. kewátá ‘ebé kítèbek-i zór bažbe. Then it must be a very good book.

b. 13. bočí wá ‘eley. Why do you say so?

nusèrek a writer
nusèrek-i čake He is a good writer
zaná nusèrek-i zór čake Zana is a very good writer
mamwesta zaná nusèrek-i zór čake Mr. Zana is a very good writer
‘ezaním mamwesta zaná nusèrek-i zór čake I know that Mr. Zana is

a very good writer
d. 14. čuŋke ʔezaným mamwesta zana nusërek-i zór čake. Because I know that Mr. Zana is a very good writer.

xélg-i kwéye Where is he from?

b. 15. mamwesta zana xélg-i kwéye? Where is Mr. Zana from?

d. 16. mamwesta zana xélg-i rémšaréye. Mr. Zana is from this city.

řít thing
čaktirin řít the best thing
ʔewéye it is that; that's it
čaktirin řít ʔewéye That is the best thing
čaktirin řít lém kîtebê That is the best thing
ʔewéye in this book
nexše map
nexšéye a map
nexšéyek a map of urdistan
nexšéyek-i kurdustán in it
tya It is in it
tyáye There's a map of Kurdistan in it.

b. 17. čaktirin řít lém kîtebê The best thing about this book is that
ʔewéye, nexšéyek-i it contains a map of Kurdistan.
kurdustán-i tyáye.

tyábu there was in it
básek a piece of information, a news item
básek-1 wa
básek-1 wá-1 tyabu
řožname-1 žín
řožname-1 žín
le řožname-1 žín
výmro le řožname-1 žín
básek-1 wá-1 tyabu

That's right, there was such a news item in Zhin today.

pišán veja[t]
[píšán veđa[t]]
pišáni veja[t]
[píšáni veđa[t]]
řegá
votom[o]bíl
řegá-1 votombíl
šemenefér [šemendefér]
řegá-1 šemenefér
řegá-1 votombílu šemenefér
řegá-1 votombílu šemenefér
heye
herčí
herčí řegá-1 votombílu šemenefér heye pišáni veja
herčí řegá-1 votombílu šemenefér lom viłaté- heye pišáni veja-

he/she/it shows (trans.)
he shows it
road
car, auto
highways, car roads
train
railroad
highways and railroads
There are highways and railroads
whatever
It shows whatever highways and railroads there are
It shows whatever highways and railroads there are in this country
b. 19. ۆ٨٠ ە٨ز٢ ە٨رچ١ ٨٠٢ ە٨گ٣٨-٣ ە٨ز٢ ە٨ل٣ ە٨٢٣ ە٨ک٣٠ ە٨٢٣. This map shows all the highways and railroads that there are in this country.

tyá nusrawe
stårádë
ståx
dol
ståxudól
gırđ
ståxu dólugu rîrd
naw-î şáru déw şáxu
dólugu gîrd

it has been written in it
cities and villages
mountain
valley
mountains and valleys
hill
mountains, valleys and hills
the names of cities, villages, mountains, valleys and hills

d. 20. wabzanîm naw-î hercî şáru déw I believe it contains the names of all
ståxu dólugu rûbár heyê the cities, villages, mountains, valleys,
tyá nusrawe.
hills, and rivers (that there are).

b. 21. bêle rûste. Yes, that is right.

dănê
danêyek lêm kîtebe

one piece, one copy, item, etc.
a copy of this book

d. 22. wabzanîm míniş ûbe danêyek I believe I also should buy a copy
lêm kîtebe bûkûm. of this book.

b. 23. xarezû-i xôte As you wish.

ôshîn nîye [ôshîn nîye] you have no work; you have
nothing to do

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d. 24. ṛeger ānestá ṝišën niye ṛēwa pékewे ṛečin bó kītebxankanė. If you don't have anything to do now, then we'll go together to the bookshop.

b. 25. zér baŋe, mündi ṛemewe řožnaneyek bīkřim. Very good, I also want to buy a newspaper.

zu
ba zú bȳčin
mumkfn
mumkfnē
mumkfnē mumwesta zanā bbinin [bbiebina] it is possible that we'll see Mr. Zana.
lewē
lewē bbinin
mumkfnē mumwesta zanā lewē bbinin

d. 26. ba zú bčin čuŋke mumkfnē ānestá mumwesta zanā lewē bbinin. Let's go right away, because it is quite possible that we'll see Mr. Zana there now.

b. 27. fērmu, bēlam wābzanŷm ānesta diřeŋe. Let's go, but I think it is (too) late now.

d. 28. bōči seŋat čēŋe? Why, what time is it?

niw half
yantzēw niw eleven and a half
b. 29. ẓesta se'āī yanżów niwe.  It's half past eleven now.

čarók  
čaréke  
yanżów čarók  
yanżów čaréke  
se'āī yanżów čaréke  
la-i mǐn  

d. 30. la-i mǐn se'āī yanżów čaréke.  It's a quarter past eleven by my watch.

deqiqe, deyaqqe  
dé deqiqe  
bè dé deyaqqe [bè dé deqiqe]  
wegyyn  
bè dé deyaqqe wegyyn  

b. 31. wegyen zu bǐčin bè dé  
deyaqqe wegyyn.  

If we go right away, we'll get there in ten minutes.

d. 32. bāše bā bǐčin.  

Good, let's go.
Sentence Resumé - Kurdish

1. káy hati bô xêrê?
2. ûmêzê ëmêwêş hatîm.
3. ûmrê zû lê xêw hêlsamu tôzêk pîysêm kîrû.
4. bo kwê çuy?
5. tôzêk pîysêm kîrû, dwaçî çum bî kîtebxânê-i kûrûstân.
6. hîç kîtebî kîrî?
7. bêle, tênhê yêk kîtebîm kîrî.
8. yêw kîtebê bês-i çî yêka?
9. wâbzanîm bês-i meşû-i kûrûstân yêka.
10. xezanî naws-i nusêrêkê dîyê?
11. wâbzanîm nusêrêkê nûwî xanîyê.
12. kûwata yêbê kîtebek-i zûr baçbe.
13. boçî wî yêley.
14. çunêkê xezanîm mamwêsta xanî nusêrek-i zûr çako.
15. mamwêsta zana xêlq-i kwêyê?
16. mamwêsta zana xêlq-i xêmêxêyê.
17. çaktîrên ûît lêm kîtebê xêmêyê, nexêyêkî kûrûstânî tyâyê.
18. xezêkêyê, ûmrê lê ûxêname-i ûîn bûsêkî wà-i tyabû.
19. ûm nexêyêyê herçî xêgâ-i votomobilu xêmêxêfêr lêm wîlatê xêyê pîşînî xêyên.
20. wâbzanîm naws-i herçî xûrû dêw êxû doûî gîrdû xûbûr xêyê tyû nusrawê.
21. bêle xûstê.
22. wâbzanîm miniş yêbê danêyêk lêm kîtebê bîkîrîm.
23. xerazû-i xîto.
24. xêgêr xestà xûxên nîyê yêwê pêkewê xêxên bû kîtebxanêkê.
25. zór baše, míniš ʔemewę řoźnamęyek bỳkřım.
26. ba zú bčin čunke munkíñe ʔestá mamwesta zana lòngé bbinin.
27. férmu, bemam wábzaním ʔesta dírége.
28. ťoći ʔerat čége?
29. ʔestá ʔerá yanzéw niwe.
30. la-ı mín ʔerá yanzéw čareke.
31. ʔegor zú bčin bë dé deyeqqe ʔegoyn.
32. básé bá bčin.
1. When did you get here?
2. I came a little while ago.
3. I woke up early today, and went for a short stroll.
4. Where did you go?
5. I had a short walk and then went to the Kurdistan Bookshop.
6. Did you purchase any books?
7. Yes, I bought only one book.
8. What is that book about?
9. I believe it is about the history of Kurdistan.
10. Do you know the name of the author?
11. I believe the author's name is Zana.
12. Then it must be a very good book.
13. Why do you say so?
14. Because I know that Mr. Zana is a very good writer.
15. Where is Mr. Zana from?
16. Mr. Zana is from this city.
17. The best thing about this book is that it contains a map of Kurdistan.
18. That's right, there was such a news item in Zhin today.
19. This map shows all the highways and railroads that there are in this country.
20. I believe it contains the names of all the cities, villages, mountains, valleys, hills, and rivers (that there are).
21. Yes, that is right.

22. I believe I also should buy a copy of this book.

23. As you wish.

24. If you don't have anything to do now, then we'll go together to the bookshop.

25. Very good, I also want to buy a newspaper.

26. Let's go right away, because it is quite possible that we'll see Mr. Zana there now.

27. Let's go, but I think it is late now.

28. Why, what time is it?

29. It's half past eleven now.

30. It's a quarter past eleven by my watch.

31. If we go right away, we'll get there in ten minutes.

32. Good, let's go.
B. **Additional Vocabulary**

**Nouns**

řož  
pyaw  
žčn  
kuř  
kč  
mæhmí  
barán  
řešól  
šáru dáx  
šáru dé  
řu  
řun níye [řut níye]  

**Adjectives**

tazé  

**Verbs**

bǐkemewe  
ðoxwené[t]  
ðensusé[t]  
ðebiné[t]  
ðezané[t]  
ðobřé[t]  

sun  
husband; servant  
wife  
son  
daughter  
Mahmoud (P.N. - male)  
Baran (P.N. - male)  
Reshol (P.N. - male)  
mountains  
towns and villages  
face  
you are shy, bashful  
new, newly, just now  
that I open  
he reads  
he writes  
he sees  
he knows  
he cuts
\( \text{rēbē}[t] \)
he becomes, will be

\( \text{rēfrośē}[t] \)
he sells

\( \text{rēkřé}[t] \)
he buys

\( \text{rēčë}[t] \)
he goes

\( \text{rētwańō}[t] \) (+ subjunctive)
he can, is able to

\( \text{hēlōege}[t] \)
he carries

\( \text{dāzeńiśe}[t] \)
he sits down

\( \text{tē rēgyō}[t] \)
you (do) understand (sg.)

\( \text{bīnuse} \)
write! (imperative sg.)

\( \text{mēnōuse} \)
don't write! (imperative sg.)

\( \text{cākīm kīrd} \)
I improved (it)

\( \text{jwantīrīm kīrd} \)
I beautified (it), made it more beautiful

\( \text{xōēśim kīrd} \)
I made (it) pleasant

\( \text{zōrīm kīrd} \)
I increased (it)

\( \text{be əezōtīm kīrd} \)
I made (it) delicious

\( \text{fērīn kīrd} \)
I taught him

\( \text{fēr-i əerēbīm kīrd} \)
I taught him Arabic
Supplementary Dialog:

serat čéye

serat čéye?

serat šénu níye.

seratekém rostáwe, la-i mīn
rostá sera [serat] pēnu čaráke.

ĕtiršim seratekét le dwáye.

né, seratekém dáyma [díaima]
le pēse.

la-i mīn será [serat]
šénu bist deyiqéye.

dey běčin bò báx-i gištê.

čarák-x-itîr.

jâre bá seratekem čá[k]ken.
rostá serat čéye bò tawâwî.

la-i mīn rosta čarák-x-
roî[t] bò hêwt.

vey la-i tô čëne Ṝêhmeï.

la-i mīn bîstu pênj
deyiqé-i rénu bò hêwt.
bâše, tešekúrtan rekêm.

What Time Is It?

What time is it?

It is half past six.

My watch has stopped. It is now
a quarter past five by my watch.

I am afraid your watch is slow.

No, my watch is always fast.

It is twenty minutes past six
by me.

When shall we go to the Public
Garden?

In another quarter of an hour.

Just let me set my watch first.

Exactly what time is it now?

By my watch it's now a quarter
to seven.

And what time do you have, Ahmed?

It is twenty-five minutes to
seven by me.

O.K. I thank you (p1).
C. Notes.

1. Verbs: Present Tense, Third Person Singular (Ref. 76ff., 151-7).

In Lesson 3 (see Ref.) verbs are classified as having either a consonant stem, as ʼezaːnim, ʼeʃusim, ʼeʃim; or a vowel stem, as ʼeʃom, ʼeʃam, ʼeʃem ʃeremy. Of these, stems ending in -ə and -ɛ take the inflectional suffix -a(t) for the third singular present tense, and all others take -ə(t):

ʼezaːnét "he knows" ʼeʃət "he makes"
ʼeʃusét "he writes" ʼeʃəwət "he eats"
ʼeʃət "he goes"
ʼeʃət "he says"
ʃeremyət "he says" (honorific)

Notice that when inflections beginning with vowels are added to vowel stems, changes take place:

ə + a = a : ʼeʃəm - ʼeʃət; ʼedəm - ʼedət
o + a/o = wa/wə: ʼeʃəm - ʼeʃəwət; ʃeremy - ʃeremyət
ɛ + e = e : ʼeləm - ʼelət

Thus we can say that verbs whose stems end in -ə or -ɛ have a special stem in the third person singular which has no vowel: -kə and -kə, -lə- and -lə- as illustrated above.

2. Present Tense: Negative Imperative (Ref. pp. 56-8).

The negative imperative is identified by the prefix mə-, which replaces the affirmative imperative prefix bi-; the other aspects of the imperative verb remain unchanged. Thus:

biʃə:"write!" məbiʃə:"don't write!"
biʃəsin:"write!" (pl.)məbiʃəsin:"don't write!" (pl.)
biʃəse:"write it!" məbiʃəse:"don't write it!"
3. The Preterite Tense.

a. Most of the verb forms that have occurred so far have been in the present tense; there are several past tenses, however, and a number of preterite tense forms have now been learned. This section deals with the forms and uses of the preterite tense.

All verbs in the present tense undergo the same conjugation (except the copula [p. 96] and 万象 [p. 131]). In the past tenses, however, there are two inflectional systems, one for intransitive and the other for transitive verbs. (Transitive verbs can take a direct object and be made passive, intransitives cannot.) Let us first look at intransitive verbs in the preterite tense.

b. Intransitive verbs. We have had the following forms of the singular in the preterite so far:

<table>
<thead>
<tr>
<th>Consonant Stems</th>
<th>Vowel Stems</th>
<th>:Cons/Vow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>měn: hátim</td>
<td>fér bum</td>
<td>čím hól sam: -im/-m</td>
</tr>
<tr>
<td>to: hátí</td>
<td>fér buyt</td>
<td>ěiy : -i(t)/-y(t)</td>
</tr>
<tr>
<td>ąw:</td>
<td>báš bi</td>
<td>: -ʃ</td>
</tr>
</tbody>
</table>

Thus: hól 'say 'you got up' and hól sa 'he got up'; hátu čú 'He came and went.'

c. Transitive Verbs; the Preposed Subject. Transitive verbs are interesting. First, they use the pronominal suffixes of 8.1.1 (p. 170) for subject inflections: kirtím 'I made (it)', kirtít 'you made (it)', kirti 'he made (it)'. Secondly, this subject suffix is preposed to the first expression in its clause, with the exception of the subject itself. Examples:

ryasém kíři. 'I took a walk (ryasé).'
hič kímbit kíři? 'Did you buy any books?'
yék kímbím kíři. 'I bought one book.'

Remarks: The forms kirti and kíři are the past stems of these verbs; yék kímb is one expression -- that is, a word with modifier -- and so the pronominal suffix is suffixed to the entire phrase.
Additional examples of the preposed subject:

xom xəŋjereki bāšim kīrī. 'I bought a good dagger.'
čīt kīrd ləwē. 'What did you do there?'
bōči ʁəmwīʃeyt leser əxtəsəkē nusi. 'Why did you write these words on the blackboard?'
čāyan xwardewə. 'They drank tea.'

d. Negation. Preterite verbs are negated by nē-. Intransitives simply prefix it to the verb, as

te gōyštīm 'I understand'
tə nəgəyštīm 'I don't understand'

Transitive verbs insert the inflectional suffix after nē-, as

nusīm 'I wrote it'
nəmpusı 'I didn't write it.'
pyasəm nēkīrd 'I didn't take a walk.'

e. Uses. The preterite tense denotes one completed action. Since most completed actions have already taken place the preterite will probably most often refer to past time, but this is not necessarily always true. In the sentences

dwēne pyasəm kīrd 'I took a walk yesterday.'
əmro pyasəm kīrd 'I took a walk today.'

one act was performed in each case, one in past time - yesterday - and one in present time - today.

There are other instances where the preterite has present meaning. After unstressed wa the preterite tense is equivalent to a present progressive: wa hātīm 'I'm coming!' Also, after the relative kə 'when' the preterite may have either past or present meaning, as kə gōyštīm 'When I arrive.' (or 'When I arrived.') Further, the preterite can be used for a future action which the speaker is certain will take place. For example, a Kurd in Iraq, on recording some Kurdish songs on tape, was told dēŋit ou bo ñemeriKa! Finally, it is interesting to
compare the equivalent expressions to gáyštím and "I understand." English presents this as, perhaps, a condition existing at present, while Kurdish expresses it as an act which has taken place.

4. Style. (Ref. p. 54; 74)

In Lesson 2 a conversational as opposed to a literary style of Kurdish was described. On page 55 it was pointed out that in conversational style -i is often substituted for the suffix -t. We have now seen further instances of this particular feature which permit us to say that the pronominal suffix -it/-t may be replaced by i in most positions, as

\[ \text{ rewăró baş } = \text{ rewärót baş } \\
\text{ kîtêbi } = \text{ kîtêbit } \\
\text{ seratêkî } = \text{ seratêkêt } \\
\text{ nàwî } = \text{ nàwit 'your name'} \]

In addition to this pronominal suffix, the consonant d is also replaced by ı in conversational style in certain words, in particular forms of the verb "to give" and personal names, as

\[ \text{ ûiém } = \text{ ûedêm } \\
\text{ bîm } = \text{ bîdêm } \\
\text{ ûiá } = \text{ ûedá } \\
\text{ ûêmêî } = \text{ ûêmêd } \\
\text{ qaîr } = \text{ qadîr 'Qadir'} \]

It is interesting to note that normally the vowel ı never occurs (1) adjacent to another vowel or (2) at the end of the word. When this rule is broken, one can be sure that substitution of i for t or d has taken place.
D. **Exercises**

1. **Round Drill:**

   **Model:**

   A. kóy hαti bó ?erè
   
   B. tòzèk lèmèwpeš hatìm.

   řóžek
   šéwek
   sèrátèk
   dì sèrat
   máqek
   sálèk
   dé řóž
   yanzè řóž
   sè maŋ
   dwanzè sèrat

2. **Substitution Drill:**

   **Model:**

   zí le xew hèlsam.

   dìréŋ
   řestá
   tazè
   dwaĩ
   sèrat yèk
   sèrat sè
   sèrat cwaːru nìw
   sèrat řéšu čarák
serat dúw dé deiqê
serat dwanzêw bist deiqê
niwerô
rêsîr
rewarê
beyanî
paž niwerô
legel ŋôż

3. Substitution Drill:

Model: tôzek pyasêm kîrê. 'I took a short walk.'

bás-i meţû-i beyá 'I discussed the history of Baghêd.'
viş 'I worked a bit.'
fer-i kêrebê 'I learned a little Arabic.'
čak 'I improved it a bit.'
qişe 'I talked a while.'
jwantîr 'I made it a bit prettier still.'
xoş 'I improveè it a little.'
zor 'I increased it somewhat.'
be lexêt 'I made it a bit more delicious.'

4. Round Drill:

Model: Q. bo kwê çuy.

A. čûm bo kîtebxanê-i kurdustân

metvêm

217
bazár
rubár
šax
de
šeqám
mektób
gîrd
bax

5. Round Drill:

Model:  A.  hîč kîtebî kîřî?
B.  tenhâ yêk kîtebîm kîřî.

xonjér
nam
qawê
qolêm
perdákx
gul
štît (= štît, štîm)
mal
deftér

6. Round Drill:

Model:  Q.  Ñêw kîtebe bâs-i čî ʔèka.
A.  Ñêw kîtebê bas-i mežî-i kurdustân ʔèka.

`emêriká

218
nuserekán
kurd
čerőb
šľr
dáru dírèxt
šáru dé
žínu pyáw
měhmí
wilat-i romeříká
šaxekán-i ćerő
báx-i giští
žíñ-i ťém wilatè
xélq-i beyá
fermanberán-i ćirág

7. Substitution Drill:

Model: wábzaným nusereký náwi zanáye

pyaw       dará
žín        pexšán
kuř        mehmí (= mehmíwe)
kíc         jwan
bírá       romeří
mamwestá    korím
muteserff    řešól
qutabí      barán
mínál       zaná
de          batás
8. Substitution Drill:

Model: kewatá ʁeːbe kîtebek-i zór baːbe.

kuʁ
pyaw
žîn
ʁɛfîq
ʃar
wîlât
qutabî
ĉäyxané
yané
la
qîːse
bax

9. Substitution Drill:

Model: a. boːʃ ʁáʃeːley

ʁeqeːy
ʁeqeːy
tɛʁeqeːy
ʁezanî
ʁeqwenî
ʁenusî
ʁeqîrî
ʁeqermîy
ʁeqîlîytaweq
10. Substitution Drill:
Model: herči řegá-i rotombílu řomonọfòr heye pišáni řeřa.
šáru dé
šárxu dáx
řubár
gird
šár-i gěwré
dol
bax
dárudířéxt
řeqám
wřlát

11. Substitution Drill:
Model: řerečer višin nřye heča pékewe rečin.
ders
nusín
welám
pírsyár
12. Substitution Drill:
Model:  míniš ḍëbe danèyek bûkřim.

dërsekání'm təwáw bïkem
lëwë dáníšim
dérs-i mežú bîxwenëm
sér-i nuserekë bïem
bîčimè kîtebxanekë
pišâni bïem
dîrëžtîri bïkem
bîkemèwe
ĉaworëy bkom
nâwim-i tyâ bînusim

13. Substitution Drill:
Model:  ba zû bëin, ćunke mumkfne zana lëwë bbinîn.

vestâ
sîbëyne
dûsbëy
dwaf
14. Substitution Drill:

Model: wabzaním dīrēye.

zu (= zuwe)
be lēzēt
nīzik
gīrān
dur
fēnīyk
kon
čak
tōzek
dīrēž
tazē
gēwrē

15. Substitution Drill:

Model: čaktīrin šīt əweye nexšēye-k-i tyaye.

ders
jwalē
16. Substitution Drill:

Model: seřat čwáre "It is 4:00"

dúwe
yanzóye
yanzów dú deqiye ye
yanzów pënj deqiye ye
dwanzów bistu së deqiye ye
hówtu hówt deqiye ye
dwanzów dwanzóye
déw čaréke
déw níwe
yéku yék deqiye ye
1:00
1:01
2:00
2:05
3:10
4:15
5:20
6:21
7:25
8:29
9:30
10:15
11:00
12:30

17. Substitution Drill:

Model: şerât čarēkek-i rewe[t] bô yanze. "It is 10:45."

çwardê deqişe
syanzê deqişe
dê deqişe
bîstu nê deqişe
bîst deqişe
nozdê deqişe
heţđê deqişe
panzê deqişe
dû deqişe
pênj deqişe
şerât 1:31
2:35
18. Drill: Telling time.

Model: sere yéku niwe.

3:40
4:45
5:50
6:55
7:42
8:56
9:45
10:30
11:50
12:00

1:15
2:10
3:45
8:55
11:08
4:30
10:17
12:58
5:50
9:34
7:22
6:40

A.

a. Consonant Stem

\[ C + \varepsilon[t] = C\varepsilon[t] \]

Ex: \(-xwen-\)

\(\varepsilonxwen\varepsilon[t]\)

\(\varepsilonnus\varepsilon[t]\)
\(\varepsilonbin\varepsilon[t]\)
\(\varepsilonzan\varepsilon[t]\)
\(\varepsilonb\varepsilon[t]\)
\(\varepsilonb\varepsilon[t]\)
\(\varepsilonb\varepsilon[t]\)
\(\varepsilonfro\varepsilon[t]\)
\(\varepsilonk\varepsilon[t]\)
\(\varepsilonck\varepsilon[t]\)
\(\varepsilon\varepsilon[t]\)
\(\varepsilontwan\varepsilon[t]\)
\(h\varepsilon\varepsilongr\varepsilon[t]\)
\(d\varepsilon\varepsilonni\varepsilon[t]\)

b. Stems in \(-e-\)

\[ Ce + a[t] = C\dot{a}[t] \]

Ex: \(-ke-\)

\(\varepsilonk\varepsilon[t]\)
\(\varepsilon\varepsilon\varepsilon[t] \quad [\varepsilond\varepsilon\varepsilon]\)
\(d\varepsilon\varepsilonx\varepsilon[a][t]\)

B. Drill: Change the following verbs from first person to third person.

Model: mamwesta zana b\varepsilon \varepsilonnuse.

A. Model: bínuse

a. Ce

bixwene
bizane
bíbíne
bypírse
welám býe
sér býe

b. VØ

bílé
[by]kó
bíxó
dá[by]xó
c. Vrawe
   bälrewe
   bikerewe
   bixorewe
   bierewe
   welâm bîerewe
   sér bïerewe

B. Drill.

Model: dârs-i ñëñem bînuse

Ex: ræxwenî - bîxwene
    ræzanî
    ræléytewê
    ræbinî
    rækéytewê
    ræpîrsî
    ræléyt
    ræléyt
    rámadé rækey
    čaktîr rækey


Model: dârs-i ñëñem bînuse 'Write Lesson 6!'

dârs-i ñëñem mânuše 'Don't write Lesson 6!'
Repeat drill 20 in the negative.
22. COMPOSITION

Man

1. Good evening; how are you?
2. When did you come here?
3. Welcome to this city.
4. My wife went to the market with the children to buy bread.
5. Well then, let's go home after a while in order that you see her.
6. Then come tomorrow morning.
7. Fine, then we'll expect you tomorrow evening.
8. Good-bye.

Woman

1. I am very well, thank you.
2. Yesterday morning, at ten.
3. Thank you. Where is your wife?
4. Indeed, I'd like very much to see her.
5. I can't, because I want to go to the movies with a friend of mine tonight.
6. No, tomorrow evening.
7. O.K. I believe I have to say good-bye now.
8. Good-bye. I'll see you tomorrow at six o'clock.
Lesson VIII

A. Basic Sentences

dérs-i hëštâm
bás-i rëhméy buiraderekání

selámüreleyk

b. 1. selámüreleyk.

?eleykum
don you (pl.) (Arabic)

musselâm.

buy[t]
you were (sg.)

3. le kwé buy

Where have you been?

bum

I was

4. le mál-i ñehméy bum.

I was at Ahmed's house.

lewé

there, in that place.

čít kërd

What did you do (sg.)

5. čít kërd lewé.

What did you do there?

bawík
father

dayík
mother

bávkú dayík
father and mother

xušík (xuškán)
sister

xúšku bërá
sister(s) and brother(s)

báwkú dayku xúšku bërakání
his father, mother, sister(s) and brother(s)
čaw
kewt
čáwim kewt be...
cáwim kewt be báwku
dáyku xošku bïrakâni
nânim xward
6. nânim xwardu čáwim kewt be
báwku dáyku xošku bïrakâni.
ču
ču bo kwé?
7. ŋëy ŋëhmë fëy bo kwe

bïrâdér (bïrâderân)
čëŋ bïrâdërek
čëŋ bïrâdërekì
lëgel čëŋ bïrâdërekya
lëgel čëŋ bïrâdërekya
ču bo bazâr
8. wâbzanîm lëgel čëŋ
bïrâdërekya ču bo bazâr.

čun (+subjunctive=purpose) they went
9. čun ŋi bken?
They went to do what?

10. čun ŋît bëkîn. They went to buy some things.

yën they come
They don't come here

Aren't they coming here?

They'll come after a bit.

They too

they like

they too like

that they go

that they go with us

They too would like to go with us.

Because they also would like to go with us to the Public Garden.

Yes, they'll be coming after a while, because they also would like to go with us to the Public Garden.

until, till

until they come

that we wait for them

We must wait for them.

We must wait for them here.

We should wait for them here until they come.

Then we should wait for them here until they come.
kwa

14. Ṝey ṣelfi kwa?

where is he/she/it?

15. Ṛell ta ṣestá leróbu bólam tózek lóməwpeʃ Ṝu bo málewe nán bìxwa.

He was here until just now, but he went home to eat only a while ago.

16. Ṝew witi leró nán Ṙoxom.

He said he'd eat here.

234
hélsaw řbyšt

dwaí hélsaw řbyšt

hélsaw řbyšt belam witi sé-se-rat-itír ṭegeřémowë
čáyeki xwardewë
tenha čáyeki xwardewë

he stood up and went away
Later (afterwards) he got up and left.
He got up and went away, but he said he'd be back in three hours.
He drank a cup of tea
He only drank a cup of tea.

17. tenha čáyeki xwardewë, dwaí hél-saw řbyšt, belam witi sé se-rat-itír ṭegeřémowë.

He only drank a cup of tea and then left, but he said he'd be back in three hours.

bet [bëbet]

legèl ńév kuřanë
mumkïne legeł ńév kuřanë bet ñ

that he came with those boys
It is possible he'll come with those boys.
Therefore it is possible he will come with those boys.

18. keWatë mumkïne legeł ńév kuřanë bet.

19. ńév kuřanë xèlq-ì kwën?

Where are they from?
Where are those boys from?

hëmiyan
xèlq-ì rém wïlatë
xèlq-ì rém wïlatën
hëmiyan xèlq-ì rém wïlatën

all of them
the people of this country
they are from this country
they are all from this country
they want
question
some questions

șeyanewë (fol. by subj.)
suvål
čëy suvålek
čen sūválekít lè bken

woyanewé čen sūválekít lè bken

əməriká

le babet əmərikáwe

woyanewé čen sūválekít lè bken le babet əmərikáwe

that they ask you questions

They want to ask you some questions.

America

about America

They want to ask you some questions about America.

20. hemiyan əelq-i tém wılaten, They are all from this country,

belam wo yanewé čen sūválekít but they want to ask you some

le bken le babet əmərikáwe. questions about America.

21. boçi wo yanewé bičin bā Why, do they want to go to

əməriká?

America?

bičwenín

woyanewé lewé bičwenín

woyanewé bičin lewé bičwenín

that they study

they want to study there

they want to go to study there

22. wábzaným wo yanewé bičin I believe they want to go to

lewé bičwenín.

study there.

teəgém

I understand

watəteəgém

so I understand; as far as I know.

woyewé[t] (fol. by subj.)

he wants

əhmáiš wo yewé

Ahmed also wants

bičé[t]

that he go

23. watəteəgém əhmáiš wo yewé I understand that Ahmed also

bičé bó əməriká. wants to go to America.
he likes

Yes, he would like very much to go to America.

money
there is no money
I don't have any money
he says
He says, "I have no money"

But he says he doesn't have the money to go.

His father is very rich.

that he succeed
if he succeeds this year
Then if he succeeds this year, he'll go to the United States.

he succeeds
I believe he will succeed
clever, intelligent
he is intelligent
zör zirekë
se gì
se gì seka[t]
se gì zör seka[t]
zör zirekëw se gì zör seka[t]

he is very intelligent
he is very clever and
works very hard

he studies
he studies hard, he
works very hard

he is very clever and
works very hard

28. wábzaním dórëče, ñuŋke zör
zirekëw se gì zör seka. I believe he will succeed
because he's very intelli-
gent and studies very hard.

wábzaním

I know so

29. míniš wábzaným. I think so too.

hátìñ
wáteñogem hátìñ
dëñédë̀
dañëñéñ
gwém
gwém le dëñédë̀ñe

they came
I believe they have come.
noise
it is a noise
my ear(s)
I hear some noises.

30. gwém le dëñédë̀ñe. I hear a noise. I believe
wáteñogem hátìñ. they have come.

rówan
rówanë́n

they
it is them

31 béle rówanë́n. Yes, it is them.
1. selâmê selêyêk.
2. û selêyêkumusselâm.
3. le kwê buy.
4. le málx-î rehmêî bum.
5. cîf kîrû lewê.
6. nûnim xwardu čêmîm kwêt be bâwku dîyku xûsku bîrakání.
7. ûy rehmêî ču bo kwê.
8. wâbzanîm legel çên bîradêrêkya ču bo bazár.
9. čun cî bken?
10. čun sît bîkêîn.
11. ûy náyên bo xere?
12. bêle, tozek-itîr yen, čûnke ûwaniş héz xekên legel xeme bîçîn bo baxî-î giştî.
13. kewata ûbe lerê çaweréyan bîkêyn tê yên.
14. ûy selî kwa?
15. xelî ta xestá lerêbu bêlam tozek lêmewpeş ču bo mâlewê nûn bîxwa.
16. xêm wîti lerê nûn rexom.
17. tenha čayeki xwardewê, dwaî hól saw Foyşt, belam wîti sé seratî tîr xegêremêwe.
18. kewata mumkîne legel xêm kuɾûne beît.
19. xêm kuɾûne xelq-î kwên?
20. hemîyan xela-î xêm wîlatên, belam xeyanewê čên su xûalekît le bken le babet xemîrikêwe.
21. boçi xeyanewê bîçîn bo xemîrikê?
22. wâbzanîm xeyanewê bîçîn lewê bîxwenîn.
23. wáteúgem rehméřiš reyewe biche bó zëmerika.
24. bële zór hez rëkat biche bó zëmerika.
25. belam rële parem nỳe bëčim.
26. bawki zór dewlemëne.
27. kewata rëger rémsal darëre rëczë bo zëmerika.
28. wábaným darëcë, čṳŋke zór zirekëw sëri zór rëka.
29. mìnìs wátezaným.
30. gwém le dëñódenë. wáteúgem hátiñ.
31. bële rëwanëñ.
1. Greetings.
3. Where have you been?
4. I was at Ahmed's house.
5. What did you do there?
6. I dined and saw his father, mother, sister and brother.
7. When where did Ahmed go?
8. I believe he went to the market with some of his friends.
9. They went to do what? (What did they go for?)
10. They went to buy some things.
11. Aren't they coming here?
12. Yes, they'll be coming after a while, because they also would like to go with us to the Public Garden.
13. Then we should wait for them here until they come.
14. Where is Ali?
15. Ali was here until just now, but he went home to eat only a while ago.
16. He said he'd eat here.
17. He only drank a cup of tea and then left, but he said he'd be back in three hours.
18. Therefore it is possible that he will come with those boys.
19. Where are those boys from?
20. They are all from this country, but they want to ask you some questions about America.
21. Why, do they want to go to America?
22. I believe they want to go to study there.
23. I understand that Ahmed also wants to go to America.
24. Yes, he would like very much to go to America.
25. But he says that he doesn't have the money to go.
26. His father is very rich.
27. Then if he succeeds this year, he will go to the U.S.
28. I believe he will succeed because he is very intelligent and works very hard.
29. I think so too.
30. I hear some noise. I believe they have come.
31. Yes, it is them.
B. Additional Vocabulary

Nouns

goyžé  Goizha (name of a mountain in Sulaimania Liwa)
řesí́m  picture; portrait
xúške  (title of respect for females of one's own generation)
kírás  dress; shirt
jeridé  newspaper
merhebá le kírdín  to greet (usually informal)
čáw le kírdín  to imitate
řožbás le kírdín  to greet
tká le kírdín  to request of
pírsyár le kírdín  to ask of (someone)
héz le kírdín  to love
zedéb  literature
zewrupá  Europe
řazá  Aza (P.N. - male)
serí  schoolwork, homework
xál  uncle (maternal)
mám  uncle (paternal)
férensá  France
mísir  Egypt

Adjectives

kurt  short
celéw  fat
feqír  poor
verbs

bîrîm I cut (it)
zanîm I learned, found out
binîm I saw (it)
frôştîm I sold (it)
dânîşt he sat down
kîrî he bought (it)
dêrsî xwend he read a lesson, he studied
yarî kîrd he played
goranî wît he sang
gwêy gişt he listened
fêrî kurdî bu he learned Kurdish
selamî kîrd he greeted
wêmîm I sleep, I'll sleep
wepîrsîm I ask
bîrîyîrîyan na [bîrîyîrîyan da] they decided

Prepositions

la-i tô with you, at your place, wherever you are

Demonstratives

wêman these
C. Notes.

1. Verb Conjugation. Third Person Plural Inflection (Ref. p. 76; 96)

   a. Present Tense. The third person plural subject suffix for verbs in the present tense is -in/-ən, examples of which follow below; note that this is also the copula suffix for this person (cf. p. 96):

   Consonant Stems: bəin, bıkin, bıxwenin, əwənən

   Vowel Stems: əikan, bıken, näyən; kwən, xelq-ı əwənənlatən

   The verb wistən 'to want' uses the pronominal suffixes for subject inflection (see p. 181): əyənəwe 'they want'.

   b. Preterite Tense. The same inflections serve for the third person plural of intransitive verbs in the preterite tense:

   Consonant Stem: hátin 'they came'

   Vowel Stem: ərain 'they went'

2. Verbal Phrases: Direct Object Indicated by Word Order

   The direct object of the verb precedes the verb: kurdı əyənən. The same rule applies to all verbal phrases that consist of adjective + verb or preverb + verb, e.g., šeqaməkan rən əikan 'They are widening the streets' bə xənjerəkan wər grın 'Let's take the daggers.'

   If the direct object is a pronoun, the pronominal affix is inserted before the stem of the single verb, but suffixed to the adjective or the preverb of the verbal phrase, as:

   əyənən. 'I know it.'

   pənyən əikan. 'They are widening them.'

   bə wəryan bıgrın. 'Let's take them.'
D. **Exercises**

1. **Substitution Drill:**

   **Model:**
   
   le mál⁻¹ ẓehmáyi bum.  
   
   dukán mehmi  
   bax gisťí  
   flatt béyá  
   sfniːf : sinfi:- yeʃk  
   yané fermanderán  
   şax goyže  
   čayxaneke kérím  
   mektéb sanewí  
   šeqám kawé  
   šar ditróyít

   **Round Drill:**
   
   A. q- le kwé buy?
   B. a- le mál⁻¹ ẓehmáyi bum.  
   q- ṣey to le kwé buy?
   C. a- le dukán⁻¹ mehmi bum.

2. **Substitution Drill:**

   **Model:**  
   čít kyré lewe.  
   
   nusf  
   kíří  
   bíří
zani
binî
frôšt
xward
wît
xwardewê
gwê le bu

3. Round Drill:
Model: Q. čît kîrd lewe.
       A. nânîm xward lewe.

Answer all the questions formed in drill No. 2 in a way similar to the model shown above.

4. Substitution Drill:
Model: čàwîm be bàwki kewt.

dâyki
xôşki
birakêy
to
kîtebekê
rémsmek-i jwân
dû pyawu sé žîn
mamwesta barân
xôşke pexšân
kâk relî
5. Substitution Drill:

Model: \( \text{leqel} \ \text{čəŋ} \ \text{bəradərekəya} \ \text{ču} \ \text{bə bəzar} \)

řoyšt
hat
dánšt
kĩřĩ
dẽrˈsi xwend
nání xward
yarí kĩrd
goraní wít
gwəy girt
fɜɭ-ɬ kʊrdi bu

6. Substitution Drill:

Model: \( \text{čun} \ \text{čif} \ \text{bkoŋ} \)

čaworē tán
yarí
-suˈdalyən le
čâki
viʃ
pyəsə
qe
qəə y leqel
kəbəb dʁust
viʃeke təwəw

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7. Substitution Drill:

Model: ओवानिश हे़्े रॅकेन लेगेल जेमे बिचिन.

?ेमान
kuँण
kuँकान
?
?
?
minalान
minalेकान
pyawान
pyawेकान
bawkeकान
daykeकान
kiचान
kiचेकान
biraderान

8. Substitution Drill:

Model: जेबे ले्रे चावरेयन बिकेयन ता येन.

leवे
le मालेवे
le bazार
le जुरेवे
le जयखाने
le बार
le सिनेमा
le nútél
la-i tó
la-i ṭeṭmòi
la-i ḥeṭzeké
leser giyrdeké
leser ṭaweké
leser šaxeké

9. Substitution Drill:

Model: kwá kɪtebəkəm

kuɾ
kɨč
nan
qələm
deftór
xənʃər
ʃətəmbil
kɪrás
ɾəffəq
jeridé
bɪrə
* báwk
* dáyk
* xoʃk

* These forms do not take -oke when showing possession.
Round Drill:
A. q- kwá kïtebekêm?
B. a- ñewetá kïtebekê
   q- ñey kuřekêm kwa?
C. a- ñewetá kuřekeî

10. Substitution Drill:
   Model: ñelf ta ñestá lerêbu.
   ñîmro
dwêne
sevat dé
sevatek lemêwpeš
beyanî
niwerô
ñósîr
ñewarô
dwai niwerô
dwai ñósîr

11. Substitution Drill:
   Model: ñêw wîti leré nán ñexom.
   ñawi nišîm
   ñèbîm
gwè ñegrîm
ñenuîm
ñáw ñexomêwe
qawē ʔekriːm
ʔexweniːm
ʔenusiːm
ʔepiɾsiːm
ʔetbiːniːm

12. Substitution Drill:
Model: ʰélsaw royyt bəlaŋ witi sē səθaːti-tiːr ʔəɡəɾəmwə.
nání xward
čáy xwardəwe
gwéy ɡiɾt
kîtebəkəy xwend
dersekəy nusı
tõzek dəɲiːt
xənjeɾeke kিɾi
sələmi kıɾd
hat
qəlemeɾkəy həlgiɾt
čəki kıɾd

13. Substitution Drill:
Model: kewata muŋkiːne leɡel ʔəw kuɾanə bet.
ʔəwən
ʔəman
ʔəmə
pyawekən
14. Substitution Drill:

Model: rzęyanewę suvalékit le bken

solámek
merhebáyek
čaw
řožbáž
tka
pirsyárek
hez

15. Substitution Drill:

Model: ręyanewę čęŋ suvalékit le bken le babet ęmöríkawayę

ęwrupý
turkiyá
mezę-i ęmöríká
ɂedę́-i ęmwiyalatę
męną-i ęm jumláne
mezę-i řusý
16. Substitution Drill: Make additional changes as necessary.

Model:

贬 kušàne xɛlq-i kwen.

贬 kuře
贬 wpyawé
to
mín
贬 w
贬 wàwan

17. Substitution Drill:

Model:

boči ə̄yànwé bĩčín bo ə̄mríká?

hóz ə̄ken
ə̄rəzú ə̄ken
niyázyan heye
ə̄médýan heye
hëwl ə̄den
ə̄bë
čawëré ə̄ken
biráýaryan da
ə̄twanín
mümfnë
18. Substitution Drill:
Model: \[\text{wáte} \varphi \text{gem } \text{ñehm'é} \text{ñi} \text{ñ } \text{ñeyewe bâ} \text{çे } \text{bô } \text{ñemérikâ} .\]

\[\text{kerím} \]
\[\text{ñazá} \]
\[\text{daná} \]
\[\text{dará} \]
\[\text{pexsán} \]
\[\text{perixán} \]
\[\text{jemál} \]
\[\text{fu} \text{ñád} \]
\[\text{ñélí} \]
\[\text{JORJ} \]

19. Substitution Drill:
Model: \[\text{ñélí } \text{ñele } \text{parém niye}.\]

\[\text{nan} \]
\[\text{jël} \]
\[\text{kítéb} \]
\[\text{deftér} \]
\[\text{ñimtihán} \]
\[\text{ñers} \]
\[\text{qelém} \]
\[\text{bawík (bawk-)} \]
\[\text{býra} \]
\[\text{kayéz} \]
\[\text{suñál} \]

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20. Substitution Drill:

Model: bəwki zər dewleməxe

feqîr
čak
baš
pyaw-i čák
pyaw-i bâš
dîrêz
kurt
qalêm
zirêk
xoşewfst

21. Word Formation Drill:

Model:

a. bawîk bâwkîm bâwkît bawki bâwkman bâwktan bâwkyan
dayf k
xušîk
xal
mam
naw

b. bîrâ bîrakêm bîrakêt bîrakêy bîrakêman bîrakétan bîrakêyan
kîtêb
qelêm
kuř
křč
řefíq
sevát

22. Substitution Drill:
Model:   A. ṭegər ṭfmsal dërče ṭečê bo ṭemērika.
          viráq
          lubnán
          turkyá
          ṭerán
          nyuyórk
          beyá
          řusyá
          ṭelemanyá
          ěrensá
          míšir

B. Repeat the drill above, changing the
various sentences to agree with the various pronouns.
Example:   mín ṭegər ṭfmsal děrčim ṭečim bo ṭemērika.

23. Substitution Drill:
Model:   wábzaním dërvečê čuye zór ziereke.
           večê
           ṭeyzané
           féř ṭebe
24. COMPOSITION

1. It is very good that you came. Let's go to the bookshop.

2. I want to buy only one book.

3. I believe it is not very expensive.

4. Yes. It is about Kurdish poetry.

5. You know, Kurdish is easy.

6. This is the bookshop, let's go in.

7. Let's buy it and go to the club.

1. Why do you want to go to the bookshop. Do you want to buy books.

2. O.K., let's go. Do you know how much it costs?

3. Do you know what it is about?

4. Why, do you know how to read Kurdish poetry?

5. For me ("in my opinion") English is easier, but you are right, Kurdish is easy too.

6. I believe this is the book you want to buy. ("this is the book you want to buy it.

7. Very good, I also want to go to the Club, because I want to see my friend there.
Lesson IX

A. Basic Sentences

dârs-i noém
bôbo qutabêkân

?êwê
?êwê qutabin

Ninth Lesson
Bob and the Students
you (pl)
you are students

1. ?êwê qutabin le sînf-i
pênj-i sanewin. le
suleymanî ?exwenîn.

You are students in the
fifth class of secondary
school. You are studying
in Sulaimania.

?etanêwê (foll. by subj.)
you want (pl)

?etanewê bîcîn bô
?amêriká bîxwenîn

you want to go to
America to study

pâš ?êwê

after that

pâš ?êwê-i (fol. by subj.)

after (conj.)

pâš ?êwê-i dêr[bî]cîn

after you succeed

pâš ?êwê-i ?îmsal_
dêr[bî]cîn

after you have suc-
ceeded this year

pâš ?êwê-i ?îmsal_
dêr[bî]cîn le mektéb

after you have succeeded
in school this year

2. ?etanewê bîcîn bo ?amêriká
bîxwenîn, pâš ?êwê-i ?îmsal_
dêrêcîn le mektêb.

You want to go to America
to study after you have
succeeded in school this
year.

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zimán

zimán-i ƞlizí

zimán-i ƞlizítan xwendíwe

eweo hémítan zimán-i ƞlizítan xwendíwe

běłam nébe tozek baštīr feribín

3. eweo hémítan zimán-i ƞlizítan xwendíwe běłam nébe tozek baštīr feribín. You have all studied English, but you should learn it a little better.

labórəwə

xərfík

xərfík[bʊ́]bǐn (foll. by subj.) that you (pl) get busy, start working on

ləwéstəwə

ləwéstəwə xərıkbǐn that you (pl) get busy on it as of now

labórəwə ləwéstəwə xərıkbǐn that you therefore get busy on it as of now
lebêrêwê əbe levestâwê for this reason you should
xérîkbin bastîr feribin get busy learning it better

boçewê-i (fol. by subj.) as of now.

nébinîn that you (pl) not see

zêhmêt difficulty, trouble

zêhmênen nébinîn that you not encounter

[zêhmêt nébinîn] difficulty

hfêzêhmênen nébinîn that you not encounter

[hfê zêhmêt nébinîn] any difficulty

4. lebêrêwê əbe levestâwê
xérîkbin bastîr feribin
boçewê-i lewe hfê zêhmênen
nébinîn. Therefore you should get busy

wûrtanêegrîn learning English better as of now

be əsanî so that you won't encounter any

easily difficulty there.

be əsanî wûrtanêegrîn they will accept you easily

kulliyê college

kulliyêkân the colleges

kulliyêkân be əsanî the colleges will

wertanêegrîn accept you easily
If you know English well, the colleges will accept you easily.

zehmét — difficult, troublesome
zehmên nfyê [zehmét nfyê] — it is not difficult
înlizî zehmên nfyê — English is not hard
zîmîn-i înlizî — the English language is not hard
zehmên nfyê — that you (pl) learn it
férî[bî]bîn — period of time
mawê — a period of time
mawêyek — a little, few
kêm — a little time, a short time
mawêyek-i kém — in a short time
be mawêyek-i kém — you can learn it in a short time
vetwanîn be mawêyek-i kém feribîn — well, thoroughly
be baštî
6. žīmān-i 𝑤ィlizi zehmān ्nfy bo ᵃewē; ᵃetwanėn be mawēyek-ị kém be baṣī feribīn.

hemītan  all of you (pl)
kōrdīn  you (pl) are Kurds

7. ᵃewē hemītan kōrdīn.  You are all Kurds.

rumēd  hope
rumēd hēye (fol. by sub.)  there is hope
rumēdtan hēye  you (pl) have hopes
rumēdištan hēye  you also have hopes
xīzmēt  service
xīzmēt bīken  that you (pl) serve
wilatekētan  your (pl) country
xīzmēt-i wilatekētan bīken  that you serve your country
rumēdištan hēye xīzmēt-i  you also hope to serve
wilatekētan bīken  your country
geranėwē  to return, come back
geranėwētan  your (pl) coming back
dwayne geranowatan

dwayne geranowatan
le amriká

after your return

You also hope to serve your country after you have returned from America.

8. numedihan bayel xizmet-i wilatekatan biken dwayne geranowatan le amriká.

gonj (gonjan)
gonj-i am'sare
gonj-i am sarón

youth, young person
the youths of this city
you are the youth of this city

9. weve gonj-i am'sarón.

You are the youth of this city.

howl
bién [bidón]
howl bién
webe howl bién
peškewtin
bo peškewtin
webe howl bién
bo peškewtin
bıláw

endeavor
that you (pl) give
that you (pl) endeavor
you should endeavor
progress
for progress, in order to progress
you (pl) should work hard
in order to progress
scattered
bîlîw kîrdîn  to scatter, spread
zanyarî  knowledge
bîlîw kîrdîn-i zanyarî  spreading knowledge
bo bîlîw kîrdîn-i zanyarî  in order to spread knowledge

10. ñëbe hîwî bîen bo pës kewtînu, You should try hard to progress
bo bîlîw kîrdîn-i zanyarî. and spread knowledge.

jamiçé  university
jamiçekán  the universities
yéke le jamiçekán  one of the universities
le yéke le jamiçekán-i  in one of the American
ìemèrikà  universities
bîxwene  that he study
kimyá  chemistry
ñëyewe kimyá bîxwene  he wants to study chemistry
ñëyewe kimyá bîxwene le yéke le jamiçekán-i  He wants to study chemistry
ìemèrikà.  at one of the American

ñell- reffiqtan  your friend Ali
ñell- reffiqtan ñëyewe  your friend Ali wants to
kimyá bîxwene  study chemistry
Your friend Ali wants to study chemistry at one of the American universities.

physics

that he study physics

decision; resolution

he has resolved, decided

he has decided to study physics.

But Dara has decided to study physics.

my friend

you (pl) are my friends

You are all my friends.

you'll go study in my country

it pleases me

it pleases me very much

that you are going
14. mën zôr pem xôše ke réewé réčin
le wïlatekë-i mîn
 réexwenën.

It pleases me very much that you are going to go and study in my country.

15. bawkîmu dâykîm le šar-i
nyuyôrk rézîn.

My father and mother live in New York City.

16. nyuyôrk gewrestîrînu xoştîrîn
šârë le ñemerikà.

New York is the biggest and most pleasant city in America.

mîlyôn

million

mîlyône

it is a million

dé mîlyone

it is ten million

nîzikôy

about, approximately

nîzikôy dé mîlyone

it is about ten million

267
žiimaré  
number

daništwan  
inhabitants

daništwan-i ʒemšărè  
the inhabitants of this city

ʒiimarè-i daništwan-i ʒemšare  
the number of the inhabitants of this large city

gewreyè nyzikèy dé mìlyone.  
large city is about ten million.

dàwênîše[t]  
he resides

le dîтроyt dàwênîše[t]  
he resides in Detroit

18. bìrakém le dîтроyt  
My brother resides in Detroit.
dàwênîše[t].

hefte  
week

ʒemhefteyè  
this week

kayéz  
letter

kayézek ənusîm  
I write a letter

ʒemhefteyè kayézek ənusîm bo bawkim  
I'll write a letter to my father this week

yarmetîtan bìa [bìdat]  
that he help you

boâwwôy yarmetîtan bìa[t]  
so that he might help you
ke

géyštîn

ke géyštîn

géyštne əemeriká

ke géyštne əemeriká

boşewey yarmetîtan bïa

ke géyštne əemeriká

at the time that

you (pl) arrived

when you arrive

you arrived in America

when you arrive in America

in order for him to help you

when you arrive in America

I'll write a letter to my father

this week so that he may help you

when you get to America

from here

America is very far from here.

ship

by ship

that you (pl) go there by boat

airplane

by airplane

either by ship or by plane
yā be papōr yā be teyare that you go there either by
bīčīn bō ṭewe  boat or by airplane

21. kewatā ṭewe yā be papōr yā be So you should go there either by
teyare bīčīn bō ṭewe.  boat or by plane.

xerā quick, fast
xeratīr quicker, faster
xeratīre it is faster
xoštīrew xeratīre it is more pleasant and faster
teyare xoštīrew xeratīre airplanes are more pleasant
and faster
herzān cheap; inexpensive
herzantīre it is cheaper
papoř herzantīre Ships are less expensive.
be papoř herzantīre It is less expensive by
šīr.

22. wābzānim be papoř herzantīre, I believe it is cheaper by boat,
but it is more pleasant and fas-
ter by plane.
bēlam teyare xoštīrew xeratīre.

be teyare hatīm came by plane
be teyare hatīm bō šīraq came to Iraq by plane
šanţé se'at 16 hours

šanţé se'átì bi'ird it took sixteen hours

le nyuyórkewo from New York

le nyuyórkewo bo beyà from New York to Baghdad

tenhà šanţé se'átì bi'ird it took only sixteen hours

le nyuyórkewo bo beyà. from New York to Baghdad

23. mìn be tèyaré hatîm bo 'iraq. I came to Iraq by plane. It

tenhà šanţé se'átì bi'ird le only took sixteen hours from

nyuyórkewo bo beyà. New York to Baghdad.

regořemewo I return; I go back

regořemewo bo yèmèrikà I go back to America

24. salek-it'ir míniš regogremewo Next year I'm going back to

bo yèmèrikà. America too.

lewé there; in that place

25. lewé re'tànbinim. I'll see you there.

pewist necessary

pewíst (fol. by sub.) it is necessary

kayéz bînusîn that you write letters

kayézîm bo bînusîn that you write me letters
pewfste kayezim
bb binusin
geystin
geystne rewé
ke geystne rewé
it is necessary that you
write me, correspond with me
you arrived
you arrived there
when you have arrived there

26. pewfste kayezim bo binusin
ke geystne rewé.
You must write me when you
get there.

?edréz
?edresékántan
?edresékántan býzaným
hez ?ekem ?edresékántan
býzaným
address
your addresses
that I know your addresses
I'd like to know your
addresses

boowewy binusým
in order that I write

boowewy kayéz binusým
in order that I write letters

boowewy kayéztan
in order that I write

bb binusým
you (letters)

boowewy miniš kayéztan
in order that I may write

bb binusým
you too
27. Because I'd like to know your addresses so I can write you too.

First

the first year

that you encounter a little difficulty

it is possible

It is possible that you will encounter a little difficulty.

It is possible that you'll encounter some difficulty the first year.

studying is done in English

in America

since studying is done in

English in America

28. Since studying is done in English in America, you might have some difficulty the first year.
29. bəlam dəwa yəmə əzən əbe[t]. But it'll be easy afterwards.

asən əbe[t] it will be easy
dəwa yəmə əzən əbe[t] it will be easy afterwards

29. bəlam dəwa yəmə əzən əbe[t]. But it'll be easy afterwards.

gumən doubt

gumən nfiye there is no doubt

gumənim nfiye I have no doubt

muwəffeq successful

muwəffeq əbihin you'll be successful

gumənim nfiye muwəffeq I have no doubt you will be successful

əbihin

dərs xwendin to study, studying

xerik-i dərs xwendin that you (pl) busy yourselves

bîn with studying

héwîl bîn that you (pl) strive, do your best

əger héwîl bîn if you strive hard

əger héwîl bîn u xerik-i if you work hard and keep
dərs xwendin bîn busy at your studies

30. gumənim nfiye muwəffeq əbihin I have no doubt you will succeed

əger héwîl bîn u xerik-i if you work hard and apply your-
dərs xwendinbîn. selves to your studies.
Sentence Resumé - Kurdish

1. ژێوە ژوتاوێن لە سێنف-ی پەنج-ی سانەوە بان. لە سەڵەمانی ژەخەوەیە.

2. ژاوەئەوە بیچە بۆ ئەمەریکا بیەوەیەن، پاە ئەوە-ی ێفەسە دەرچەن لە مەکتەب.

3. ژێوە هەمیتان زەیمان-ی روژێیەن تەوەندیە بەڵام ژێوە ێتوەک ئەستیر ژەریەن.

4. لەبەرەوە ژێوە لەیەستاوە خەرێکبەن ئەستیر ژەریەن بۆ ئەوەیە لەوە ەیۆ ئەوەمەن ژێبینە.

5. ئەگەڕ روژێیە بەش بیژارەی، کەلییەکەن بە ژاسەیەن وەرتن-ژەریەن.

6. زەیمان-ی روژێیە ژەمەن ێفە بۆ ژێوە ئەوەئەن بە مەوەیەکەی کەم بە ژەسی ژەریەن.

7. ژێوە هەمیتان کەردێن.

8. ژۆمەدادیەن ەێڵە خەزمەت-ی ویڵەتەکەن بەکەن دەوە ژەرەنەوە-تەن لە ئەمەریکا.

9. ژێوە ژەنج-ی ژەمەسەرەن.

10. ژێوە لەوە بیەن بۆ پەش کەوتنەوە، بۆ بیڵاو کەردێن-ی زانیاری.

11. ژەل- ژەفیقەن ئەوەیە لە مێرێیە بەیەوە ڵە یەکە لە ژامیکەن-ی ئەمەریکا.

12. بەڵام دارە بیەوەیە دەوە فیزیە بیەوەیە.

13. ژێوە هەمیتان بیرادەر-ی مینەن.

14. مەن ژور پەم یۆشە کە ژێوە ئەچین لە ویڵەتەکە-ی مین ژەخەوەیەن.

15. بەوکەیە دەوەکەم لە شەر-ی ئەوەیەرک ئەژین.

16. ئەوەیەرک ژەوەسەتیەنە خەوەیەن شەرە لە ئەمەریکا.
17. źımărè-i daništwañ-i ŏemšarę gëwreyè nizikèy dë mìlyonè.
18. birakém le dîtròyt daxeniše[t].
19. ŏemhefèyè kayézek ṭënuṣim bo bëwèy bozëwëy yarmëfìtân bīdà ke gëyštne ŋemerìkà.
20. ŋemerìka zôr dure lerewè.
21. kewatà òëbe yà bo pàpòr yà bo teyarè bičìn bo òëme.
22. wàbzanìm bo pàpòh herzantìre, bèlam teyarë xoştîrëw xeratìre.
23. mìn bo teyarè hatìm bò çiraq. teûhà saŋzè seràti bîrd le nyuyòrkëwè bo beyà.
24. galek-itìr mìniš iwaŋëmëwë bo ŋemerìkà.
25. ñewé ŋetànbinìm.
26. pewfìste kayézim bo bînuṣin ke gëyštne òëmé.
27. ñûŋke ñëz ñëkëm ñëdresèkàntan bîzanìm bozëwëy mìniš kayëztàn bò bînuṣim.
28. ñëbërëwëy xwendën bo zìmàñ-i xirizñìfe le ŋemerìkà, ñegëhëye ñëwël sàl tozek zeûmët bîbinìn.
29. bèlam dìwy òëme rasàn òëbe.
30. gumàñim ñìye muveffèq òëbìn òeger hëwì bënu xerìk-i dërs xwendìnìbnìn.
Sentence Resumé - English

1. You are students in the fifth class of secondary school. You are studying in Sulaimania.

2. You want to go to America to study after you have succeeded in school this year.

3. You have all studied English, but you should learn it a little better.

4. Therefore you should get busy learning English better as of now so that you won't encounter any difficulty there.

5. If you know English well, the colleges will accept you easily.

6. The English language is not hard for you; you can learn it well in a short time.

7. You are all Kurds.

8. You also hope to serve your country after you have returned from America.

9. You are the youth of this city.

10. You should try hard to progress and spread knowledge.

11. Your friend Ali wants to study chemistry at one of the American universities.

12. But Dara has decided to study physics.

13. You are all my friends.

14. It pleases me very much that you are going to go and study in my country.

15. My father and mother live in New York City.
16. New York is the biggest and most pleasant city in America.
17. The number of inhabitants in this large city is about ten million.
18. My brother resides in Detroit.
19. I'll write a letter to my father this week so that he may help you when you get to America.
20. America is very far from here.
21. So you should go there either by boat or by plane.
22. I believe it is cheaper by boat, but it is more pleasant and faster by plane.
23. I came to Iraq by plane. It only took sixteen hours from New York to Baghdad.
24. Next year I'm going back to America too.
25. I'll see you there.
26. You must write me when you get there.
27. Because I'd like to know your addresses so I can write you too.
28. Since studying is done in English in America, you might have some difficulty the first year.
29. But it'll be easy afterwards.
30. I have no doubt you will succeed if you work hard and apply yourselves to your studies.
B. Additional Vocabulary

Nouns

tarán          Tehran
hindīstān     India

Adjectives

naxōš          unpleasant
selamēt        safe
C. Notes.

1. The Infinitive

The Kurdish infinitive is identified by the suffix -în/-î on the past stem of the verb, as

- xwendîn 'to read; to study'
- dêrs xwendîn 'to study'
- pak kîrdîn 'to clean'
- peş kewtîn 'to advance; progress'
- bîlaw kîrdîn 'to spread s.th.'
- sor dán 'to visit'
- hatîn 'to come'
- cûn 'to go'
- gerañewê 'to return'

The removal of the infinitive suffix gives the past stem, e.g., xwend, kîrd, kewt, hat, cû, gera. Note that stress distinguishes the forms hatîn 'they came' and hatîn 'to come'.

The infinitive is a noun, and is used as such. In this lesson it is used as object of preposition:

- dway gerañewotan 'after your return'
- bo peşkewtîn 'for progress'
- bo bîlawkîrdîn-i zanyarî 'for the spread of knowledge'

as subject of clause:

- xwendîn be yûliziya 'Studying is (done) in English.'

or joined by izafa as a modifier:

- xerîk-i dêrsxwendîn 'busy studying'

The English translation will vary, depending on the context; it may be an infinitive, e.g., "to study," a gerund, e.g., "studying," or an ordinary noun, e.g., "studies."

The inflectional suffix for second person plural for all verbs (except wistin 'to want': see below) in the present tense, and for intransitive verbs in the past tenses, is the same as for the third person plural: -inin/-in. In this lesson we have the following examples for the present tense:

Consonant stems: ʔebín, b bíín, bin; ʔexwenín, bixwenín; ʔešín, bíčín, čín; bibínín, ʔebínín; ʔetwanín; bízanín; bírusín; kúrdín.
Vowel stems: bín = bíden; qutabín

Kurdish 'you want' is ʔetanewé; the form ʔebínín is negative subjunctive. The prefix ʔe- being used in the present tense to signal this form.

In the preterite tense we have the form geyštín, which is geyštín 'you arrived' plus the postverbal preposition 'to'. The verb shows the same inflectional suffix as in the present. Two other examples of the preterite tense are:

hátín 'you came' čún 'you went'


a. Inflections. The present tense is formed by the aspect prefix ʔe- plus the present stem plus the inflectional suffixes: the suffixes vary slightly depending on whether the stem ends in a consonant or vowel. An illustration of each stem type follows:

Consonant stem: ʔebíním ʔebínín
- bin- 'to see' ʔebínít ʔebínín
\[ \text{ğebinet} \] ʔebínín
Vowel stem: ʔekám ʔekáyım
- ko- 'to do' ʔeká𝐲t ʔekán
\[ \text{ğekát} \] ʔekên

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Remarks: The -t of the second and third persons singular is omissible, unless the verb receives a suffix (e.g., -aye, -e, -e). The second and third person plural forms are identical. All verbs take the same inflections, with a choice existing, however, for the third person singular: stems in -e and -e take the suffix -at, while all others take -at; -e changes to -we before -at and -e, and -e is lost before -at.

Four verbs require special note: the verb 'at, 'to come' has an irregular present stem -we- (also spelled -ye-), and does not take the aspect prefix -e-; thus, ye'I come', yea 'they come'. The subjunctive form is hem 'that I come', etc.

wistin 'to want' is inflected with the pronominal affixes inserted (infixed) before the stem: weyabet, wetyat, weyabet, etc. Subjunctive: bimwet, etc.

bin 'to be' is suffixed to its predicate to mean 'is/am/are': cakin, cakit, cake, etc. The third singular suffix -e 'is' is replaced by -eti after the third person singular pron. suff. -y: yam 'He is a man.' but yamati 'He is his man.' (i.e., servant). This verb has an alternate stem -b-, as in yebim 'I will be', yebit, yebit, etc.; this stem denotes future as opposed to present time. It is also used for the subjunctive: bibim, 'that I be', etc. The independent forms are hem 'I exist, I am', het, heyet, hem, hem, hem.

habin 'to have' is the verb bin 'to be' plus he-; but inflected with pronominal suffixes (preposited), as xarjrin haya 'I have daggers.'; xee xarjrin bibe 'I must have daggers.' Subjunctive is hemb, etc. The independent forms are hono 'I have', hede, heyeti, heman, hede, hayan.

b. Negation. The present tense has three negative prefixes: -a- for the indicative, -e- for the subjunctive, and me- for the imperative (for which see p 212).

The negative forms of the verbs occurring earlier in this section are xabin 'I don't see', xaken 'I don't make'; nayan 'I don't come'; weyabet 'I don't want'; yin 'I am not' (nit, nity, nay, nil, nin); xabin 'I will not be'; and nina 'I don't have' (nita, nityati, nimena, nitane, nityana).

c. The Direct Object, if pronominal, is inserted before the stem, as wexon 'I eat it', nayxom 'I don't eat it'.

The simple verb can be expanded upon by suffixes ("post-verbals": see p. 154.), as -aye 'back, again', -e 'to' (a place) and -e 'to' (indirect object); or by preverbals which include
nouns, adjectives, prepositions, and certain adverbs. (See pp. 154, 181).

d. Uses. The present tense shows habitual action, as
hemí ṭežek dërs ṭëxwenîm 'I study every day'; progressive action, as
či ṭëxoy? 'What are you eating?' and future action, as
šérmê ṭëčim bô mëktêb. 'I'll be going to school tomorrow.' : See Grammatical Summary 3, pp. 154 ff.


In Lesson 8, C. 2 it was pointed out that simple verbs and
verbal phrases consisting of adjective or preverb plus verb in-
dicate their direct objects by word order. Verbal phrases con-
sisting of noun plus verb, however, link their direct objects
by izafa to the noun, as

bás-i kurdustán ṭëka. 'It discusses Kurdistan.'
sèr-i yané ṭëdeyn. 'We'll visit the Club.'
ḫîzmét-i wîlatektân ṭëken. 'You are serving your country.'
čûn bîlîw-i zanyarî bkeyn? 'How can we spread knowledge?'
dwène le ṭutelêkê čêwerê-i
brakétman kîrd. 'We waited for your brother
yesterday at the hotel.'

The pronominal object is suffixed to the noun in the
present tense (the construction in past tenses will be dealt
with later), as

čêstá básî ṭëka. 'He's discussing it now.'
sîbêyo sêryan ṭëdeym. 'We'll visit them tomorrow.'
bîlîwî mîke. 'Don't let it become wide-
spread.'
D. Exerixses

1. Substitution Drill:

Model:  ḍewə qutabin le sulaymanı ḍewenin.

mín
tó
 ámb
 ámban
 ámbtan
 ámbkan
 ámbman
 ámbništ
 ámbraderekánim

2. Substitution Drill:

Model:  ḍetanewé bičin bo ḍemerika biywenin.

 ámbnewé
 ámbnewé
 ámbmanewé
 ámbhéz ámbken
 ámbunfne ámbu
 ámbwengjan ámbyanewé
 ámbyrýman ámbwe
 ámbyrýri ámbwe
 ámbhéz ámbken

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3. Substitution Drill:

Model: ꞌew ꞌemátan zìmàn-i ꞌnlizítan xwendíwe.

ꞌemá
qutabekán
mamwéstakán
pyawékán
ꞌewé
mín (omit hemí)
tó
ꞌew
ꞌew kìičè

4. Substitution Drill:

Model: ꞌebe fěribìn

xerík...bìn
čák...bỳken
báşı...bỳkém
sér...bỳdém
pišán...bỳdém
pírsyár...lè bỳkém
suvál...lè bỳkém
selám...lè bỳkém
róžbáš...lè bỳkém
5. Substitution Drill:

Model:  ṭọyanewé zehmén nébinín

čawéré biken
dérs bixwenin
nán bixon
yarí biken
pyasé biken
gísé biken
pišáni biden
dergá bikenewé

6. Repeat the following sentences, changing the underlined portion of each to all persons and numbers.

a. be ṭasaní wértan ṣegrín.

Example: be ṭasaní wérím ṣegrín. 'They will take me readily'

b. ṭegér ṭiŋlizi bás bizonín, kulliyekán be ṭasaní wartan ṣegrín.

7. Substitution Drill: Make all other necessary changes.

Model:  zimán-i ṭiŋlizí zehmén nfyé bojewé; ṭetwanín bás feribín

mín
tó
ọzw
ọmkuřé
8. Substitution Drill:

Model:  
(rewē) rumédīștan heye xīzmêt-i wīlatedekōtan bīkōn.

(mën) = rumédīšīm heye xīzmêt-i wīlatekēm bīkēm.

tō)

(rewē)

(remē)

(rewan)

(xōt) = rumédīšt heye xīzmêt-i wīlatedē-i xōt bīkeyt.

(xōm)

(xōy)

(xōtan)

(xōman)

(xōyan)

qutabekān

9. Substitution Drill:

a. Model:  
rewē gēnj-i remšarēn.

wīlāt

māl
jegá
qiráq
kemriká
turkiyá
šár

b. Repeat the above sentences with all the other personal pronouns.

  e.g.: min gën-i kemšarém.

10. Substitution Drill:

   Model: dara bियारि dawe fizyā bixwene.

   min
tó
qew
qemé
hemítan
qewé
hemítan
qéwan
hemíyan
qémgenjanè

11. Substitution Drill:

   Model: humítan biraḍér-i minín

   qew
qemé
12. Substitution Drill:

Model:  žimare-i daništwan-i ꞌemšare nizikey de mîlyone.

�éwwilatè
Šàr-i nyuyörk
Šàr-i wašïnton
kônyo
ņeràn
wïlatekém
-  šarekém
šareké

13. Substitution Drill:

Model:  bïrákém le dîtroyt dawëniše, bèlam bawkim leré ɔəzi.

mín  bïrákém
tó  bawkit
-  dàyki
bïräkôt  bïrákém
14. Substitution Drill:
Model: (rewé) bo rewé yarmátan bësà ke gëyštne ñemrikà
(mín)
(tó)
(rewé)
(rewé)
(rewé)
(rewé)
ñembiraderanè
řefiqekáním
hemítan

15. Substitution Drill: Change the underlined portion in accordance with all the pronouns.
Model: kewatá ụbë be papó ụbe teyàre bëšin bo rewè.

16. Substitution Drill:
Model: mábzanìm be pàpà ñerzántíre.
xóš
bàš
gìràn
xerá
naxóš
əsən
selamét
zəhmət
čák

17. Substitution Drill:

Model: tenhá šanżé sevat-i bỳrd le nyuyórkewe bo beya.

dîtreyt
wášintosh
tokyó
sanfransiskó
mešigén
teksás
lendén
parís
romá
tarán

18. Substitution Drill:

a. Change the names of the countries in the following sentence.

Model: xwendín be zımàn-i ʁɪgliziye le ʁəmeriká.

ʁełəmənì
ʁərebì
kurdì
řufsì
b. Repeat the model sentence above in the negative.

Ex.: xwend'ín be z'mán-i rînlizî nyê le û ûsemêrikà.

19. Substitution Drill:

Model: xurmanîm nyê muwêenna rebin reger hówl bûden.
muwêenna rebin
pêş rôkewit
çák rebe
dérreñîn
dérreñîn
reñîm
físêrêbîm
físêrêbit
caktûr rebit
bây rebit

durki
farsî
farsî
farsî
farsî
hindî

20. Substitution Drill:
a. Model: xerîk-î ders xwendînbîn
serî kûrdîn
hêwldân
qiîš kûrdîn
kayeç nusîn
gîse kûrdîn

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xizmet kirdin
bilaw kird-i zanyar
pesh kewtin

b. Repeat the above drill changing the verb into past tense as in the example given below.

Ex.: xerik-i ders xwendinbun "They were busy studying."


<table>
<thead>
<tr>
<th>Model</th>
<th>xeme baš əxwenin</th>
<th>xeweš baš əxwenin</th>
</tr>
</thead>
<tbody>
<tr>
<td>xeme: Cin</td>
<td>əenusin</td>
<td>əenusin</td>
</tr>
<tr>
<td>xewe: Cin</td>
<td>əezanin</td>
<td>əefrōšin</td>
</tr>
<tr>
<td></td>
<td>əebín</td>
<td>əebínin</td>
</tr>
<tr>
<td></td>
<td>dávənišin</td>
<td>gwégegrin</td>
</tr>
<tr>
<td></td>
<td>əpëršin</td>
<td>əetwanišin</td>
</tr>
<tr>
<td></td>
<td>əečin</td>
<td>əečin</td>
</tr>
</tbody>
</table>

| xeme: Vyn | əeşoyn | əeşon |
| xewe: Vn | əekéyn | əekén |
| | əeléyn |
22. COMPOSITION

1. Good morning.

2. I am an American, my name is Tom.

3. I want to go to the Sirwan Hotel. Could you tell me [pam biley] where it is?

4. Where is Kawa Street?

5. The Sirwan Hotel must be a very good hotel.

6. Where can I buy a map of this city?

7. Thank you very much.

1. Good morning.

2. Welcome to our Country.

3. Yes. The Sirwan Hotel is on Kawa Street.

4. It is the second street from here.

5. Yes, it is the best and the largest hotel in this town.

6. I think there are maps in that bookshop.

7. You're welcome.
Lesson X

A. Basic Sentences

dürs-ı dé

Tenth Lesson

seyrán

A Picnic.

řože [řóžek]
one day

řože le řožán

one day, once

bīryárman na [bīryárman
da] (fol. by subj.)

we decided

bīčin bō seyrán

that we go on a picnic

bīryárman na bīčin bō

we decided to go on a picnic

seyrán

1. řože le řožán bīryárman na

One day we decided to go on

bīčin bō seyrán.

a picnic.

řožekéy

its day; that day

xōžbu

it was pleasant, nice

2. řožekéy zór xōžbu.

It was very nice that day.

hěwir

clouds

něbu

there was/were not

əsmán

sky

be əasmáněwe

in the sky

be əasmáněwe něbu

there weren't any in the sky

hěwir be əasmáněwe něbu

there were no clouds in the sky

barán

rain

tírs

fear

tírs-ı baran něbu

there was no fear of rain

tírs-ı baranman něbu

We had no fear of rain.
3. hêwir be ñasmanowê nóbu. têrs-i barànman nóbu. There were no clouds in the sky. We weren't afraid of rain.

ôrz
sôwz
dêmôzbu
ôrz sêmôzbu
hêmûy
ôrz hêmûy sêmôzbu
hôbu
ôl-i jwân le hêmû
jêgyek hôbu.

earth; land
green
it was green
the land was green
all of it
the land was all green
there was/were
There were pretty flowers everywhere.

4. òrz hêmûy sêmôzbu, ôl-i jwân le hêmû
jêgyek hôbu. The land was all green and there
were pretty flowers everywhere.

kurtî
bêkurtî
tôr
têrû xôş
behêrek-i têrû xôşbu
shortness
in short, in brief
damp; wet
wet and pleasant
It was a wet and pleasant
spring

5. bêkurtî behêrek-i têrû xôşbu. In brief, it was a wet and pleasant
spring

6. òmô ñwâr kês buyn. We were four persons.

swâr
swâr-buyn
swâr-i jûtumbîl buyn
swâr-i jûtumbîlek buyn
rider
we rode, we mounted
we got into cars
we got into a car
sêrêginár
çûyn bo sêrêginár
7. swâr-i yûtumbîlek buynu çûyn bo sêrêginár.

hilâk
tâ hilâk buyn
yarîman kîrd
yarîman kîrd tâ hilâk buyn
melê
melêman kîrd
lewê melêman kîrd

8. lewê melêman kîrdu yarîman kîrd tâ hilâk buyn.
nânman xward
sêrât dwanjê nânman xward
bû
bû be sêrât dwanjê
ke bû be sêrât dwanjê

9. ke bû be sêrât dwanjê
nânman xward.

wisrahêt
wisrafêtman kîrd
dwâî

Serchinar (a park near Sul.)
we went to Serchinar
We got into a car and went to Serchinar.
tired
we got tired; we became tired.
until we got tired
we played
we played until we got tired
swimming (noun)
we swam, took a swim
we swam there
We swam and played there until we got tired.
we ate, dined
we ate at twelve o'clock
it became
it became 12 o'clock
when it became 12:00
When it was twelve o'clock we ate.
rest, break
we rested, had a rest
afterwards
10. dwañ ʔisrahétman kïrd.  Then we had a rest.

taqím  group; set
taqímek  a group; one set
taqímek-itír  another group; another set
taqímek-itír hatín bo ʔewé another group came there

11. niweFo taqímek-itír hatín  Another group came there
    bo ʔewé.  at noon.

čáyan xwardewe  they drank tea
leqel ʔemë čáyan xwardewe  they drank tea with us
meléyan kïrd  they swam, took a swim
ʔewáníš meléyan kïrd  they too swam

12. ʔewáníš meléyan kïrdu leqel  They too took a swim and drank
      ʔemë čáyan xwardewe.  tea with us.

pékewe yaríman kïrd  we played together

13. pëš ʔewe pékewe yaríman kïrd. After that we played together.

xóżman řabward  we had a pleasant time;
we spent the time pleasantly
xóżman řabward tə ʔewaré  we had a pleasant time until
evening

14. be řastí xóżman řabward  We really had a nice time up
tə ʔewaré.  until evening.

gořáynewe  we came back; we returned
be vutumbilsekémon  we came back in our car

gořáynewe
six in the evening
six o'clock in the evening
We returned in our car at six o'clock in the evening.

The car was new.

The car was Ahmed's.

His father had recently bought it for him.

inside the town
we arrived
we arrived at the city, we got into the city
one quarter hour
in a quarter of an hour
I believe we arrived in town
in a quarter of an hour.
hilák
zór hilakbuyn
yariman kirdibu
REWENÉ [REWENDÉ]

20. REWENÉ yariman kirdibu zór hilakbuyn.

xóy
mål-i xóy
cu bo mål-i xóy
heryseké
heryseké cu bo mål-i xóy.
laberbewé

21. laberbewé heryseké cu bo mål-i xóy.

tá beyani
nústím
nústím tá beyani
mín zór baš nustím tá beyani

22. réwšewé mín zór baš nustím tá beyani.

bír
le bírme
réwseyranè
réwseyranèm le bírè.

tired
we were very tired
we had played
that much, so much

We had played so much that we were very tired.

himself
his own house
he went to his own house.
each one, everyone
Everyone went to his own house that is why; consequently

That is why everyone went to his own house.

until morning
I slept
I slept until morning
I slept very well until morning

That night I slept very well until morning.

thought; memory
it is in my mind; I remember it
I remember that picnic.
xoší

tá vesťa xoší-
veyseyranêm le bire.

pleasure
I still remember the
pleasure of that picnic.

23. be řasti tá vesťa xoší-
veyseyranêm le bire.

To tell the truth, I still
recall the pleasure of
that picnic.

veyseyranexoše

that pleasant picnic

bás-i veyseyranexoše
wekeyn

we talk about that
pleasant picnic

estâš

even now

kê biraderekânîm webinîm
whenever I see my friends

24. estâš kê biraderekânîm
webinîm bâs-i veyseyranexoše
wekeyn.

Even now, whenever I see
my friends we talk about
that pleasant picnic.

bîricekeyn

we think; we recall

rožân

days

rožân-i mektêb

school days

bir-i rožân-i mektêb
wekeyn

25. bir-i rožân-i mektêbu xwendîn
We recall our school days
wekeyn.

kön

old

refig-i kön

old friend(s)

26. bâs-i refig-i kön wekeyn.

We talk about our old
friends.
qisë-i xôš
qisë-i xôš-i
mammwestakân

27. bäs-i qisë-i xôš-i
mammwestankânanmê nêkêyn.

bîr
vêwbirexošanê
hergfîz
nâcînewe
le bir nâcînewe
hergfîz le bir nâcînewe

28. be ŋastî vêwbirexošanê
hergfîz le bir nâcînewe.

pleasant conversation
the pleasantry of the
teachers

We talk about the pleasantry of our teachers.

recollect(s)
those pleasant recollections
never
they do not go back
they will not be forgotten
they will never be forgotten

Indeed, those beautiful memories can never be forgotten.
1. ṛe aşe le ṛožān bišyārmān na bičin bo seyrān.
2. ṛožekēv zōr xožbu.
3. hēwir be ṛasmānēwē nébu, têrs-i barānman nébu.
4. vérz hemēy séwzbu, gûl-i jwān le hemē jegayek hēbu.
5. bekurtî, behârek-i tēru xožbu.
6. wemē čwār kēs buyn.
7. swār-i ṛutumbîleq buynu čūyın bo serčînār.
8. lewê melēman kîrdu yarîman kîrd tā hilak buyn.
9. ke bû be serâ tawzę nânman xward.
10. dwâi ṛisrahêdman kîrd.
11. niwē fo taqîmek-itîr hatîn bo ṛewê.
12. ṛewâniš melêyän kîrdu legel wemē čâyan xwardewê.
13. pâš ṛewê pêkewê yarîman kîrd.
14. be ōrstî xožman ŋabward tā ṛewarê.
15. serâ têş-i ṛewarê be ṛutumbîlekêman gešaynewê.
16. ṛutumbîlekê tazêbu.
17. ṛutumbîlekê hi wêhmêî bu.
18. bawkî tazê bôy kîrîbu.
19. wâbzanîm be čârêk serâtek goyştine nêw šâr.
20. ṛewênê yarîman kîrdîbu zōr hilakbuyn.
21. leberewê heryekê cu bo mâl-i xôy.
22. ṛewêwe mîn zōr baš nustîm tâ bêyani.
23. be ōrstî tā ōstā xošî-_tDewseyranêm le bîrê.
24. ōstāš kê bîraderêkânîm ōbinîm bâş-i ďewseyranê-xošê ďekeyn.
25. bîr-i rožan-i mektêbu xwendîn ďekeyn.
26. bâş-i ōrîq-i kôn ďekeyn.
27. bâş-i qîsê-xoşî-Ďewîhêkânînman ďekeyn.
28. be ōrstî ďewbire$$x$$ošanê hêrîz le bir nâçnewê.
1. One day we decided to go on a picnic.
2. It was very nice that day.
3. There were no clouds in the sky. We were not afraid that it would rain.
4. The land was all green and there were pretty flowers everywhere.
5. In brief, it was a wet and pleasant spring.
6. We were four persons.
7. We got into a car and went to Serchinar.
8. We swam and played there until we got tired.
9. When it was twelve o'clock we ate.
10. Then we had a rest.
11. Another group came there at noon.
12. They too took a swim and drank tea with us.
13. After that we played together.
14. We really had a nice time up until evening.
15. We returned in our car at six o'clock in the evening.
16. The car was new.
17. The car was Ahmed's.
18. His father had recently bought it for him.
19. I believe we arrived in town in a quarter of an hour.
20. We had played so much that we were very tired.
21. That is why everyone went to his own house.
22. That night I slept very well until morning.
23. To tell the truth, I still recall the pleasure of that picnic.
24. Even now, whenever I see my friends we talk about that pleasant picnic.
25. We recall our school days and studies.
26. We talk about our old friends.
27. We talk about the pleasantry of our teachers.
28. Indeed, those beautiful recollections can never be forgotten.

B. Additional Vocabulary

Nouns

fésil — season
téyr — bird
mān — noon
helsán — to get up, to stand up
royštín — to go away, to get to move
hatín — to come, coming
mustín — to sleep, sleeping
daništín — to sit, sitting
řabwardín — to spend the time, spending the
hiwá — aspiration (P.N. - male)
guzidé — selected (P.N. - female)

Adjectives

razá — brave
C. Notes.

1. Intransitive Verbs: Preterite Tense.

   The inflection for first person plural of intransitive verbs in the preterite tense is -"in/-"yn, exemplified in this lesson by

   Consonant stem:  g"y"stin  'we arrived'

   Vowel stem:  b"yn  'we were; we became'

   We now have the complete conjugation of intransitive verbs in the preterite tense; in the following illustrative paradigms, h"atin is a consonant stem and "yn, a vowel stem:

   Stem:  h"at-  "u-  Inflection
   m"in  h"atin "un -"in/-"yn
   to  h"atit "uyt -"it/-"yt
   s"ew  hat "u  #/#
   s"em"o  h"atin "uym -"in/-"yn
   s"ew"o  h"atin "un -"in/-"un
   s"ew"an  h"atin "un -"in/-"un

   Remarks: The inflectional suffixes are not stressed. Thus, h"atin = 'they came', h"atin = 'to come'. The suffixes for s"ew"o and s"ew"an are identical. The lack of any suffix at all (#) denotes third person singular. Finally, these intransitive suffixes are identical with the copula suffixes except for the third person singular.

   Any verb that uses these suffixes in the past tenses for subject inflection is an intransitive verb. Thus, kawn 'he fell' is intransitive, while xw"ardi 'he ate' is transitive.

2. Past Tenses: Objects of Prepositions (Ref. preposed subj., p. 213).

   This discussion deals with the objects of prepositions occurring with transitive verbs in the past tenses. In this
lesson we have the sentence:

báwki tazé bôy kîribu.  'His father had recently bought it for him.'

kîribu is past perfect tense 'had bought'; preterite is kîrî 'he bought'. Now consider these variations on this theme:

bôy kîrî.  'He bought it for him.'
bôy kîrin.  'He bought it for me.'
bôyan kîrîn.  'They bought it for me.'
bôyan kîrin.  'They bought it for us.'
bôm kîrit.  'I bought it for you.'

According to previous discussions, the preposed subject is expressed by a pronominal suffix attached to a prior word, in this case the preposition bo. Thus, -y, -yan, -m indicate the subject. In such a case the object of the preposition is expressed as a suffix on the verb; note, however, that this object of the preposition is the intransitive verb inflection suffixed to the transitive verb. This shows up more clearly on consonant stems:

pem wîtit nea.  'I said 'No' to you.'
čît ne wîtin?  'What did you say to me?'
çaykyan kabâbi bo kîrîn.  'Their mother made Kabob for them.'
kayezekîn bo nardi.  'I sent you a letter.'
bé bâwki wît...  'He said to his father...'
pay wît...  'He said to him...'

This construction occurs in all past tenses:

pem táyît.  'I gave it to you.' (preterite)
ôjînê pem reâyît.  'Otherwise I would have given it to you.' (imperfect)
pem tábuyît.  'I had given it to you.' (past perfect)
Note: if the prepositional phrase follows the verb (and so receives special emphasis), the above rules do not hold:

\[ \text{pēt wítím} \]
'You said to me'

but: \[ wítím pēt \]
'I said to you.'


a. We have seen that with some verbal phrases the direct object is identified by its position before the verb and with others, by izafa. The remaining means of introducing a direct object is with a preposition, as in

\[ \text{čawím be báwki kewt.} \]
'I saw his father.'

\[ \text{suwál le mamwéstá rekəym.} \]
'We're asking the teacher some questions.'

\[ \text{gwé le mamwéstá nəgrīm} \]
'I'll listen to the teacher.'

\[ \text{gwém le mamwéstá gīr.} \]
'I listened to the teacher.'

When the direct object is a substantive (which includes independent pronouns such as mīn, to) the same rules apply for both the present and the past tenses, as in the examples above. When the direct object is a pronominal suffix, however, the present tense follows one set of rules and the past tenses another.

b. In the present tense, when the direct object of a prepositional verbal phrase is a pronominal suffix, two things happen: (1) the suffix is preposed to, in general, the first word or phrase in the clause which is not the subject; and (2) the prepositions le 'from' and be in the meaning of 'to' are replaced respectively by le and pe. (All other prepositions, e.g., bo, legól, be meaning 'in', etc. do not change.) It can be said that le and be are used only when a substantive (noun, independent pronoun, adjective, etc.) follows it; otherwise le and pe are used. Compare:

\[ \text{wemewe čeŋ suválek le jwañ} \]
\[ \text{bkem.} \]
'I want to ask Jwan a few questions.'

\[ \text{wemewe čeŋ suválekīt le} \]
\[ \text{bkem.} \]
'I want to ask you some questions.'
be tó əelem: názaním.
pat əelem štek-i và nfyə.
šayxanéy pe əelem.
kayézim bo binuse.
pe m xoše.
əreím pe xoše.
gvéy le əegrím.
bo daráy gwe le əegrím.
gweti bo le əegrím.

'To you I say, "I don't know."'
'I tell you there is no such thing.'
'They call it a teahouse.'
(Lit., "they say to it...")
'Write me a letter.'
'I like it.'
'I like it here.' (Lit.,
"Here is pleasant to me.")
'I listen to him.'
'I listen to him for Dara.'
'I listen to him (-i...le)
for you (-t...bo).' c. In the various past tenses, three things take place:
(1) the subject inflection is preposed to the first word or
word-group in the clause; (2) the object of the preposition is
expressed as an intransitive verbal suffix on the stem of the
transitive verb, as explained above in section C.2 of this
lesson (pp. 306 ff.); and (3) the prepositions le and be, if
occurring, are replaced by le and pe respectively, as in the
present tense (see para. b above). The following pairs of
sentences contrast the construction with a preposition and a
substantive (which includes the independent pronouns) and a
preposition and a pronominal object:

1.a. suválekím le to kírd.
    b. suválekím le kírdit.

2.a. gvéyan le zemé kírd.
    b. gvéyan le kírdin.

3.a. bo daráy gwe le n'amwestakán gírt.
    b. bo daráy gwe le gírtin.

'I asked you a question.'
'I asked you a question.'
'They listened to us.'
'They listened to us.'
'He listened to the teachers for Dara.'
'He listened to them for Dara.'
4. Ile birme. This expression, which means literally "It is in my mind." is rendered in English "I remember it." The pronominal suffix is prepended to an earlier word in the clause, including the subject itself: ✱aw²eyratem ile bire. 'I remember that picnic.' The negative of this is ile bir chemash, as ile birim chemame 'I have forgotten it.'
D. Exercises

1. Substitution Drill:

Model: řože le řožán bīryárman na bīčin bo seyrán.

šéwe
sále
kūře kurekán
žīne
mamwestáye
sé mínal
taqìmek kíc
čen pyáwek
qutabiye
čen qutabiye

2. Substitution Drill:

Model: řožkéy zór xožbu

šéw
sál
 rewé
fësël
beyaní
behár
hawín
zístán
payfz
3. Substitution Drill:

a. Model:  \underline{hèwir be \underline{rasmànewe nébu.}}

teyaré
téyr
\underline{ræsteré}
màŋ
hèwir

b.  \underline{hèwir le \underline{rasmànd[a nébu.}}

pyàw řár
\underline{žín màl}
kíć məktéb
qutabí sínif
kitéb kirtebxané
kès baxeké
nán \underline{màl}
pexšán žureké

4. Substitution Drill:

a. Model:  \underline{gùl-i jwán le hæmù jegayek hèbu.}

kuř-i bàš
mamwestà-i ċák
kitèb-i tazé
pyàw-i \underline{razá}
xwardîn-i belezê
ğênj-i zirêk
şîr-i jwân
raphic-i bás
kitêb-i mezû

b. Change the sentences in (a.) to the negative;
Example:  gôl-i jwân le hîc jégayek nóbu.

5. Substitution Drill;
Model: (êmê) swar-i sûtumbilekê buynu çuyên bo serê'ınar.
(mîn)
(tô)
(ôw)
(ôwê)
(ôwan)
ôwku rê
hemûman
kiçêkân
hemûtan
ômê

6. Substitution Drill;
Model: (ômê) lewe melêman kîrdû yarîman kîrd tâ hilakbuyn.
(ôwê)
(ôwan)
(mîn)
7. (a) Change the following sentence for all persons and numbers and then (b) repeat it in the present tense.

Model: ke bù be seràt dwaŋzé nánman xward.

Example: a. ke bù be seràt dwaŋzé náním xward.
b. ke bù be seràt dwaŋzé nán əxom.

"When it is 12:00 I'll eat."

8. Substitution Drill:

a. Use the correct form of the infinitives listed below in place of the underlined portion of the sentence.

Model: Ⲫ startPosition kird. (Inf. = 旄srahét kirdín)

mélé kirdín
čá xwardnewe
nan xwardín
qìse kirdín
holsán
řoyštín
hatín
mustín
dərs xwendín
b. Repeat the sentences above for first person and third person singular.
Example: dwafi ḥisrahétim kird.
           dwafi ḥisrahéti kird.

9. Substitution Drill:

   Model: (ʔemé) xóžman ḋabward tā ḥewaré.

   (mín)
   (tó)
   (ʔów)
   (tòw ʔów)
   (ʔemé)
   (ʔewé)
   (ʔéwan)
   ḡemíman
   qutabekán

10. Substitution Drill:


   mín
   tó
   ʔów
   pyawéké
   ṣehmáy-i ŋafíqim
   žínokém
   ḍemé
   ḍewé
   ḍéwan
   ké
b. Change the sentences above to the present as shown in the model below:

a) ṭutumbilekè hi əhmői bu.

b) ṭutumbilekè hi əhmőie [əhmőde]

11. Substitution Drill:

Model: bawki tazé bọy kiriбу.

Example: mĩn tazé böm kiriбу.
"I had recently bought it for him."

mĩn
tó
pɛw
pɛmɛ
pɛwɛ
pɛwan
xâli
mâmi
xôman
dâyku bawki

12. Substitution Drill: Use the substitution items of the preceding drill.

Model: ọwọŋé yarîma kîrdîbu zôr hilakbuyn.

Example: ọwọŋé yarîm kîrdîbu zôr hilakbum.

13. Substitution Drill:

Model: heryekè ču bo mâl-i xóy.

hemî kesek
muteserifekè
14. Substitution Drill:

Model: 

мин зор баң нустім та бейани.

реме
тө
рөвө
рөв
рөвөн
бирөкөм
рөфікөкөні
ремитан
мөңалекөкөнім
дәйкі

15. Substitution Drill:

Model: 

tа рөстә xoші- рөвсейранөм лө бирө.

рөвдөрө
нәві
16. Word Formation:

a. Model:  

<table>
<thead>
<tr>
<th>xőē</th>
<th>xőē</th>
<th>xőē</th>
</tr>
</thead>
</table>

hilāk  
jwān  
bāš  
řāst  
čāk  
řestā  
šār  
qelēw  
řefīq  
řīmtihān  
jēridē  
řewrupā  
lerē  

b. Repeat the above in the negative.

Example:  

| xoš | xožnfye | xoš nébu |
17. Substitution Drill:

a. Model: 

ke darâm bini selámi lè ṭëkëm.

"When I see Dara, I'll say 'Hello' to him."

bírakót

xuškekreý

bawk-i zaná

bíraderekán

žíni-xálím

hiwá

guzidó

nusëreké

b. Repeat the above drill with the following sentence:

Model: 

ke darâ ṭëbiním selámi lè ṭëkëm.

"Whenever I see Dara, I say 'Hello' to him."

18. Substitution Drill:

a. Model: 

qësó

bás

šët

wëšë

kitéb

daništín

rabwardín

seyrán
b. Change the sentences in (a) to the 3rd person singular:

Example: ñéwbirexošë hergíz le bir náçetëwe.

19. Word Formation: Give the negative forms of the following:

Model: ñéčnéwe 'they go back' náčnéwe 'they don't go back'
ñéčméwe
ñéčim
ñéčit
ñéčé
ñéxóm
ñéróm
héz ñekem
qíse ñekem
bás ñekem
dáñenišim
wèrègrím
hówl ñedem
hézi le ñekem
qíséy lægal ñekem
básyan ñekem
wèrtan ñegrín
hówli bo ñêtake

20. Word Formation:

A

bír-i xóš

B

ñéwbirexošanë
qāsē-i jwān
bās-i xōš
ţeflq-i čāk
biradēr-i bāš
jaddē-i ţåst
kītēb-i gwērē
zīman-i xōš
kēbāb-i belezēt
ţāx-i bērż
jīl-i kōn

21. COMPOSITION

1. Greetings.

2. Where were you?

3. What did you do there?

4. Who'd you see there?

5. Is your uncle at Karim's now?

6. They went to do what?

7. But I don't intend to go there.

8. I'm going to visit my friend Hama Tawfiq for a cup of tea, and then I will go home and eat.

1. Greetings. (Response)

2. I was at Karim's store.

3. I bought a few things.

4. I saw my uncle Rashol.

5. No, he went to the Public Garden with some friends.

6. They went for a stroll. They said they will wait for you there.

7. Oh? What are you going to do now?

8. Why are you going to visit Hama Tawfiq? He is very busy these days getting ready to go to America to study.
9. I know. I want to ask him some questions about studying in America.

10. Very well. And if you see my uncle at the Public Garden, tell him hello for me.

9. I see. Tell him hello for me. I'm going to the Public Garden, but I will be seeing him this evening.

10. O.K. Goodbye. I'll see you tomorrow.
Lesson XI

A. Basic Sentences

dères-i yağzehám
bäsi konгрè-i mamwestayán

govár

dérêçe[t]

Kurdish magazines and newspapers
Kurdish magazines and newspapers are published in this country.

1. čenj govärî roşnamê-i kurdî dérêçe lem wïlåte

How many Kurdish magazines and newspapers are published in this country?

čwär pênj
čwär pênj govar

four or five
four or five magazines

šëš hëwt

six or seven

šëš hëw[t] roşnamê

six or seven papers
2. čwär pënîj govāru šes hôew řožnamê.

žîn

rolnamî-i žîn

rolnamêyek-i žînim kirî

vîmro rolnamêyek-i žînim kirî

bâs

bâs-i xoş

bâs-i xoş-i tyábu

vîmro rolnamêyek-i žînim kirî, zôr bâs-i xoş-i tyábu

lewânê

vewóbu

kongrê

kongrêyek vëgrîn

mamwestayan-i kûrd

Four or five magazines and six or seven papers.

life

the newspaper Žhin

I bought a copy of Žhin today.

news, news items

interesting news

there were some interesting news items in it

I bought a copy of Žhin today and it has many interesting news items

from those

it was that

congress, conference

they hold a conference

the Kurdish teachers will
kongrýek رزگرین

yok[e][k] lewanê rewêbu

mamwestayàn-i kûrd

kongrýek رزگرین

paytêxt

komár

komâr-i siráq

paytêxt-i komâr-i siráq

le beyá [le beydá]

le beyá

kongrýek رزگرین le

paytêxt-i komâr-i

siráq le beyá.

zîmân-i kurdî

bás-i zîmân-i kurdî

Resûn

3. Yîmro rožnamîyek-i zînim
kiřî, zûr bîs-i xodî-i
 tyábu. yêkêk lewanê
rewêbu mamwestayàn-i
kûrd kongrýek رزگرین

hold a conference

One of these was that the
Kurdish teachers will hold
a conference

capital

republic

the Republic of Iraq

the capital of the Republic
of Iraq

in Baghdad

they'll hold a conference
in the Capital of the Re-
public of Iraq, in Baghdad.

the Kurdish language

they (will) discuss the
Kurdish language

Today, I bought a copy of
Zhin and it had many inter-
esting news items. One of
them was that the Kurdish
teachers will hold a con-
conference in the capital of the Iraqi Republic, in Baghdad, to discuss the Kurdish language.

it is thus, it is like this

yes, it is so

this is the third conference

sort, kind

of this kind

it is, will be held

this is the third conference

of this kind to be held

clear, obvious

the thing which is obvious, what is obvious is that...

that they strive

service

people, nation
'ebe têbîkoştîn bô xîzmet-i gelêkêyan

'ewê-i raşkîrâyê, mamwestayân-i kûrd 'ebe têbîkoştîn bô xîzmet-i gelêkêyan

Yes, that is right, this is the third conference of its kind to be held. But what is clear is that Kurdish teachers should strive to serve their people.

jihân

le hêmî jihan[d]a

be taybetî lêm wilatatêda

hér

têgêyštî

their people

they must strive to serve their people

the obvious thing is that the Kurdish teachers must strive to serve their people

in the entire world, all over the world

especially in these countries

only

learned, educated
tēgyştokàn
be zorî
tēqēkošîn bo xîzmèt-i
wîlîtu gêlu zîmanekêyân
the learned ones
mostly, for the most part
they strive for the service
of their country, people
and language.

5. wâbizanîm lê hêmî jihànaw
bêtaybetî lêm wîlatañêda,
hîr mamwêstända yûta-
byênu têgyştokàn be
zorî têqēkošîn bo
xîzmèt-i wîlîtu gêlu
zîmanekêyân.
I believe in all the world,
and especially in these
countries, it is only the
teachers, students and the
educated who, for the most
part, strive to serve their
country, people and language.

hawbêşi şekên
they participate

hawbêşi şekên lêm
kongreyêda
they participate in this
conference

6. čêy mamwêsta lêm šarêwe
hawbêşi şekên lêm
kongreyê?
How many teachers from this
city will participate in this
conference?

bistûme
I have heard it

wêku bistûme
as I have heard it

hîr
every


representative

he sends a representative

every school sends a representative

as I have heard every school will send a representative

number

he arrives at, reaches

the number of the representatives will reach forty.

According to what I have heard, every school will send one representative; thus the number of the representatives from this city will reach forty.

they don't participate

they don't participate in this conference

I say, aren't Arab teachers taking part in this conference?
léwan from them
bán kirawin they have been invited
zór kèsii léwan bán kirawin many of them have also been invited
gwéṣegrín they listen
hawbeší bken that they participate
bé ṭéwey hawbeší bken without their participating
hèr dávieniʃéni gwé ṭéegrín they only sit and listen

9. bèle. zór kèsii léwan bán Yes. A lot of them have been kirawin, bèlam réwan hèr invited, but they will only dávieniʃéni gwéṣegrín bè ṭéwey sit and learn without parti-
hawbeší bken le qisé kirdına, cipating in the discussion.
sérėk head, leader
neqabé trade union
sérėk-i neqabé-i the head of the teachers'
mamwestayán union
večet bo tewkongréyé he will go to the conference

10. wábzaním sérėk-i I imagine the head of the neqabé-i mamwestayán Teachers' Union will go to neče bo tewkongréyé that congress.
wezír  minister
serèk wezirán prime minister
wewel řóž the first day
kírdnewé to open
kírdnewè-i kongré to open the conference
wečet bo kírdnewè-i he goes to open the conference
kongré
pár last year
witár a speech
dúru díréž lengthy
jwár beautiful
witarek-i dúru dírežu He gave a lengthy and
dírežu
jwání xwendewé elegant speech.

11. béle, serekweziráníš Yes, the prime minister is
wewel řóž weč bo also going on the first day
kírdnewe-i kongreké to open the conference. Last
pár witarek-i dúru year he gave a lengthy and
dírežu jwání xwendewé elegant speech.
gitugó discussions
There won't be any discussion.

Then there won't be any discussions the first day?

belief

I don't believe

I don't believe so.

like, as

as you know

he continues, lasts

How many days does it last?

As far as you know, how many days will this convention last?

I don't know how many days it will last this year

last year it lasted one week

I don't know how many days it will last this year, but last year it lasted a week.
I desired, wished
that I could, that I was able to
I wish I could, I wish that I were able to
I wish I could go to Baghdad
I have some questions
about, in regard to
concerning the Kurdish language
I have some questions about the Kurdish language.
for as long as you are here; as long as you are here now
the meaning of some words
Let me ask you the meaning of some words.
eye
I have seen them
I have seen them in the
peyan kewtuwe newspaper today.

ba meena-i dey wiše yakit Let me ask you the meaning
lebpirsim ke Ệmro le of some words which I have
roţnameke čawim peyan seen in the paper today.

kewtuwe.

16. ḫezim ʃekir bimtwanyaye I wish I could go to Baghdad,
bičim bo berya čurke dey because I have some questions
piɾsyarekim heye lebaray about the Kurdish language.
ziʃan-i kurdǝwe. ʃeʃan But, as long as you are here
heta to lareyt ba meena-i now, let me ask you the meaning
dey wiše yakit lebpirsim of some words that I came across
ke Ệmro le roţnameke in the paper today.
čawim peyan kewtuwe.

17. welu či? Such as what?

ʃemhuriyet republic

balyoz ambassador

17. welu ʃemhuriyet balyoz. Such as ʃemhuriyet and balyoz.

be kurdı in Kurdish

yeɾni it means

yeɾni komár It means "republic".

be kurdı ʃemhuriyet In Kurdish ʃemhuriyet means
yeɾni komár "republic".
balyoz yěrni sefir

balyoz means "ambassador".

vemane zôr yasānīn

these are very easy

19. vemane zôr yasānīn. be

These are quite easy. komar

kurdī jemhuriyêt yěrni

means "republic" and balyoz

komāru balyoz yěrni

means "ambassador" in Kurdish.

sefir.

supás

thanks

supásit ṛekem

I thank you

zôr supásit ṛekem

I thank you very much

lémèwdwâ

from now on

maná

meaning

lêt ṛepîrsîm

I'll ask of you

̀ęger mana-i wîṣeylekîm

if/when I want the meaning of

wîst

a word

̀ęger mana-i wîṣeylekîm

When I want the meaning of a

wîst lêt ṛepîrsîm.

word, I will ask you.

lémèwdwa ̀ęger mana-i

From now on, if I want the

wêseylekîm wîst lêt

meaning of a word, I'll ask

𝒛𝒆পিӫڪîm.

you.

20. zôr supásit ṛekem. lé-
mèwdwa ̀ęger mana-i

Thank you very much. From now on, when I want the meaning of
wĩşeyekim wfst lėt əpirsim.
a word, I'll ask you.

xizmêt
service

yarmêtí
help

bo həmí yarmêtîyek
for all help, for every kind of help

bo həmí yarmêtîyeku xizmêtêk
for every help and service

21. mɨn ramedɛm bo həmí
yarmêtîyeku xizmêtêk.
I am ready to render any kind of help or service.

xóžbi (formula)
may you be happy or safe

22. xóžbi.
Thank you.
Sentence Resumé - Kurdish

1. čéy govâru rožnamê-i kurdi dêrêeche bem wîlatê?
2. čwâr penj govâru şeş û Hew rožnamê.
3. vîmro rožnamêyek-i zînîm kişî, zîr bâs-î xoş-î tyâbu. yêek le wanê rewêbu mamwestayân-i kûrd kongrêyek xëgin le paytêxî komarî iraq le beya, bâs-î zîman-i kurdi xêkên.
4. bêle wâyê, tênê seyêm kongrêye ke bem.batêwê xegire. rewê-î xakirêyê, mamwestayân-i kûrd tênê bêbe tebiyoştîn bo xizmet-i gêlekêyan.
5. wîbzaniyîn le hemî jîhânaw betaybetî bem wîlatanêda, hêr mamwestayânun qutabyân un tegeyêtoxan bê zorî tênêkoştîn bo xizmet-i wîlatu gêlu zîmanekêyan.
6. čey mamwesta bem sharêwê hawbêshi xêken lêm kongrêye?
7. weku bistûme, hêr maktoûbek nwenérek tênere. leber rewê zîmarê-î nwenérân bem sharê xegato ciîl.
8. xîy mamwestayân-î xerêb hawbêshi nêken lêm kongrêye?
9. bêle. zîr kêsîs lewan bâyê kirawin, bêlam rewên hên dâwêniştînî gwêxegirin bê rewêy hawbêshi bêken le qise kirdîna.
10. wîbzaniyîm serêk-î xeqabê-î mamwestayân xeçê bo xewkongrêye.
11. bêle, serek veziranişt rewêwel rêjê xece bo kirdnewê-i kongrékî. pêr wîtarek-i dûrû dîrêzû jwânî xwendêwê.
12. kewata rewêwel rêjê hîc giftûgô nûkra?
13. bîrwa nákem.
14. Wêku ûezani vêmkongreyê čêy rož dewam ûeka?
15. Ûzani me ngal čêy rož dewam ûekat, bêlam par ûeftéyek dewami kîrd.
17. Wêku čî?
18. Wêku jëmhuriyêt îtu balýôz.
22. Xôžbi.
1. How many Kurdish magazines and newspapers are published in this country?

2. Four or five magazines and six or seven papers.

3. Today I bought a copy of Zhin and it had many interesting news items. One of them was that the Kurdish teachers will hold a conference in the capital of the Iraqi Republic, in Baghdad, to discuss the Kurdish language.

4. Yes, that is right, this is the third conference of its kind to be held. But what is clear is that Kurdish teachers should strive to serve their people.

5. I believe in all the world, and especially in these countries, it is only the teachers, students and the educated who, for the most part, strive to serve their country, people and language.

6. How many teachers from this city will participate in this conference?

7. According to what I have heard, every school will send one representative, thus the number of the representatives will reach forty.

8. I say, aren't Arab teachers taking part in this conference?

9. Yes. A lot of them have been invited, but they will only sit and listen, without participating in the dis-
10. I imagine the head of the Teachers' Union will go to that congress.

11. Yes, the prime minister is also going on the first day to open the conference. Last year he delivered a lengthy and elegant speech.

12. Then there won't be any discussions the first day?

13. I don't believe so.

14. As far as you know how long will this convention last?

15. I don't know how long it will last this year, but last year it lasted a week.

16. I wish I could go to Baghdad, because I have some questions about the Kurdish language. But, as long as you are here now, let me ask you the meaning of some words that I came across in today's paper.

17. Such as what?

18. Such as jemhuriyet and balyoz.

19. These are quite easy. Jemhuriyet means "Republic" and balyoz means "ambassador" in Kurdish.

20. Thank you very much. From now on, when I want the meaning of a word, I'll ask you.

21. I am ready to render any kind of help or service.

22. Thank you.
B. Additional Vocabulary

Nouns

širwán  (P.N. - male)
exwendewár  educated person; learned
pyawčák  good man or men; sensible men
jeridečí  journalist
dīnyá  world
mejellé  magazine
sėrmá  cold (noun)
germa  heat (noun)
kobunewé  meeting (noun)
heryeké  everyone

Demonstratives

žém  this
žów  that
žóman  these
žówan  those
lóman (lə + žem)  from this
lów (lə + žew)  from that
lóman (lə + žeman)  from these
lówan (lə + žewan)  from those
Verbs

dər kîrdîn  
to dismiss

xorîk kîrdîn bê  
to keep (someone) busy at

Phrases

lêmvîzikê  
in this vicinity

lêm nîzikanêda  
in the next few days
C. Notes.

1. The Present Perfect Tense. The Participle.

The present perfect tense is based on the participle, which in turn is derived by suffixing -ú (after vowels -w) on the past stem, as

tə gəyśtín
'to understand' --
təgəyśtů
'understanding; learned'
də nîstín
'to sit down; to reside' --
dənîstů
'sitting; resident'
dân
'to give' --
dâw
'having given'

To the participle is added the inflectional suffix: the pronominal suffixes for transitive verbs, and the copula suffixes for intransitive verbs. The transitive verbs then receive also the 3rd person singular copula suffix -ə. Thus:

<table>
<thead>
<tr>
<th>Transitive</th>
<th>Intransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>bistúmə 'I have heard'</td>
<td>hatúm 'I have come'</td>
</tr>
<tr>
<td>bistítə 'you have heard'</td>
<td>hatúyt 'you have come'</td>
</tr>
<tr>
<td>bistúyəti 'he has heard'</td>
<td>hatúwe 'he has come'</td>
</tr>
<tr>
<td>bistúməne 'we have heard'</td>
<td>hatúyn 'we have come'</td>
</tr>
<tr>
<td>bistítəne 'you have heard'</td>
<td>hatún 'you have come'</td>
</tr>
<tr>
<td>bistúyəne 'they have heard'</td>
<td>hatún 'they have come'</td>
</tr>
</tbody>
</table>

Note in the third person singular of transitive verbs that the copula suffix after -y- is -əti.

The resultant form after preposing the pronominal suffix is bistuwe, as in

hemítan núglizítan
You have all studied English.'

xwenduwe.
bíryári dawé... 'He has decided to...'

The present perfect tense denotes a single completed action whose results still exist in present time; it refers more to a condition than an act. This is in contrast to the preterite tense, that denotes a single completed action with no continuation necessarily implied. Compare:

dá nístim 'I sat down' - dá nístim 'I'm seated'
hat 'he came' - hatúwe 'he's here now'
bístim 'I heard it' - bistime 'I've heard it'
bú be mamwestá 'He became a teacher.' - búwe be mamwestá 'He has become a teacher (and still is).'</núaka 2. The Past Perfect Tense.

The past perfect tense is formed by suffixing the form -ábú- to the past stem, and then attaching the inflectional suffixes to that: pronominal suffixes for transitive verbs and the intransitive suffixes for the others. Paradigms:

kárdábúm 'I had done it' sátárdábúm 'I had come'
kárdábút kárdábuy kárdábúman kárdábutan kárdábuyán
hátábdábúm hátdábdábuy hátdábdábúman hátdábdábutan hátdábdábuyán

Like the English past perfect, this tense denotes a single action completed before another subsequent action in past time.

báwki bby kárdábú 'His father had bought it for him.'

zór hilakbuyín 'We had played so much that we got very tired.'
3. Style: Arabic loan words.

Kurdish has a large number of words borrowed from Arabic, much as English has borrowed many words from Latin and French. These words are fully assimilated into Kurdish and are a part of everyday language. In the literary language, however, very often words based on Iranian roots are used, so producing Kurdish - Arabic doublets, as surás and tešekkûr 'thanks'; pîrsyâr and surál 'question'; wëlám and jëwâb 'answer'. The educated Kurçe is at least bilingual—-he knows Arabic and Kurdish, and probably English as well. Thus it is natural to explain Kurdish words, as balyûq and komár, in Arabic: sœfîr and jemhuriyêt. This constitutes a further stylistic difference between written and spoken Kurdish, the latter showing a greater percentage of Arabic loan words.
D. Exercises

1. Substitution Drill:

Model: čwar pénj govar děrœče lem šare.

du sé
penj šéš
šeš hëwt
hëwt hëšt
hëšt nó
cwarde paŋzé
bis[t] sí
si číl
seï sëiupenja

2. Substitution Drill:

a. Model: (mín) římro řøznemøyak-i žínım kiri.

(tó)
(ʔéw)
(ʔemó)
(ʔæwó)
(ʔewan)
bỳradërëkem
kurdekán
mamwestaké̱t
hórdykyä̱n
širwán
b. Change the model sentence to the present and then use it with the list of words given in "a" above:

Example: 侵略者 我们反对 - 我们 仇恨他。

3. Substitution Drill:

Model: 侵略者, 我们反对, 他, 将, 侵犯, 我, 我们, 仇恨。

qutabí
génj
pyáw
žín
xwendewár
tegeyští
pyawčák
muhendiseké
jeridečí
nusér

4. Substitution Drill:

Model: 我们, 我们反对, 他, 将, 侵犯, 我, 我们, 仇恨。

yék
dú
čwár
pénj
dé
dwanzé
panzé
bistupénj
čílu čwár

5. Substitution Drill:

Model:  veve-i ṣaṣkíraráve, mamwestayàan-i kúrd vebe têbikošin bo xízmét-i ĝelékéyàn.

zemé
véwan
véw
tó
xélyq
hemíman
heryéké
pyáw
nuserán
daniştwan-i rémwilatè

6. Substitution Drill:

Model:  le hemí jiḥan(d)a hër mamwestayàne be zori xízmét-i ĝelékéyàn rëken.

wilátek
jegáyek
riráq
zemeriká
konyó
šár
dínyá

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7. Word Formation Drill:

Model: | 1 | 2 | 3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wîlât</td>
<td>lêm wîlâtè</td>
<td>lêm wîlatanèda</td>
</tr>
<tr>
<td>šár</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mál</td>
<td></td>
<td></td>
</tr>
<tr>
<td>çayxanè</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jegá</td>
<td></td>
<td></td>
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<tr>
<td>jaddé</td>
<td></td>
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</tr>
<tr>
<td>nîzik</td>
<td></td>
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</tr>
<tr>
<td>dérs</td>
<td></td>
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</tr>
<tr>
<td>šáx</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jeridé</td>
<td></td>
<td></td>
</tr>
<tr>
<td>báx</td>
<td></td>
<td></td>
</tr>
<tr>
<td>šeqán</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Substitution Drill:

Model: | čàŋ mamwesta lêm šàrèwe hawbešl ñeken lêm konğrèye? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wîlât</td>
<td></td>
</tr>
<tr>
<td>mektáb</td>
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<tr>
<td>jegá</td>
<td></td>
</tr>
<tr>
<td>gubtabxanè</td>
<td></td>
</tr>
<tr>
<td>kulliyé</td>
<td></td>
</tr>
<tr>
<td>jamîcè</td>
<td></td>
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</tbody>
</table>

Remove the infinitive suffix from the following infinitives, and give the ṭēw and ṭēwān forms.

Example:

\[ \text{xwardīn 'to eat'} - \text{xwārdi 'he ate'}; \]
\[ \quad \text{hatīn 'to come'} - \text{hat 'he came'}; \]
\[ \quad \text{nustīn 'to sleep'} \]
\[ \quad \text{hatīn 'to come'} \]
\[ \quad \text{zanīn 'to know, come to know'} \]
\[ \quad \text{xwendīn 'to read, to study'} \]
\[ \quad \text{wītīn 'to say'} \]
\[ \quad \text{daništīn 'to sit down'} \]
\[ \quad \text{mole kīrdīn 'to swim'} \]
\[ \quad \text{geṛanewē 'to return'} \]
\[ \quad \text{kīřīn 'to buy'} \]
\[ \quad \text{čūn 'to go'} \]


a. Add to the past stems of the following transitive verbs the suffix -ūmsa.

Example:

\[ \text{bistīn 'to hear'} - \text{bistūmsa 'I have heard'} \]
\[ \quad \text{zanīn} \]
\[ \quad \text{xwardīn} \]
\[ \quad \text{xwendīn} \]
\[ \quad \text{nusīn} \]
\[ \quad \text{kīrdīn} \]
\[ \quad \text{wītīn} \]
\[ \quad \text{giṛīn} \]
b. Substitution Drill: Vary the present perfect forms of the verbs in "a" above for all the pronouns.

Example: xwardúte, zanyúte, etc.;
xwardwéti, zaníweti, etc.;
xwardúmane, zaníwmane, etc.;
xwardútane, zaníwtane, etc.;
xwardúyane, zaníwyane, etc.

11. Substitution Drill:

a. Model: weku bistúme hér maktèbek nwénérek ənere[t].
   zanín
   xwendín
   nusín
   wítín
   binín

b. Use the above sentence with all the other personal pronouns.

Example: weku bistúte, hér maktèbek nwénérek ənere[t].

12. Substitution Drill:

Model: čeri govär-i kurdî dærêçe lêm wîlatê.

röžnamê
jerdê
kitéb
møjellé
møjelléw govár
rožnaméw jēridé
gováru kitéb

13. Substitution Drill:
Model: zór kəsiš lewan bān kîrawän.

xīzmét
bās
fér
bîlāw
dör
xərîk

14. Substitution Drill:
Model: kewata əəməl řož hîč giftugo nákre.

qîsé
bās
qîš
dîrûst
čák
seyrán
15. Substitution Drill:
   a. Repeat the following sentence with all persons and numbers:
      
      biřwa nákem.

   b. Then repeat it in the past:
      
      biřwám kird.

16. Substitution Drill:
   a. Model:  weku ręzani ręmkongreye čęŋ řož dewám ręka?
      
      víš
      řmthxán
dérs
bás
gůl
řegá
fèsil
sərmá
gərmá
kobunewé

   b. Answer the questions formed in "a".

17. Substitution Drill:
   Model:  čęŋ pỳrsyárskım hęye łybarəy zıman-ì kurdëwe.
          Čỳlizí
18. Substitution Drill: Change the following sentence for all the pronouns.
   a. ḫezīm ḥeqīrd bīmtwanyaye bīčīm.

      Example: ḫezīt ḥeqīrd bīttwanyaye bīčī.

   b. Repeat the same drill, using each of the following in
      place of bīmtwanyaye.
      Example: ḫezīm ḥeqīrd bīmzanyaye. 'I wish I had
               known it'.

               bīmzanyaye
               bīmkīrdaye
               bīmbinyaye
               bīmgīrtaye
               bīmpīrsyaye.

19. Substitution Drill:
   a. Change the underlined portion of the sentence to agree
      with the pronouns listed below:

      (mīn) čāwīm peyan kəwtuwe.

      (tō)
(čaw)
(čemé)
(čewé)
(čéwan)

b. Change the underlined portion of the sentence to agree with the pronouns.
(čéwan) čáwím peyan kewtwe.
(tó)
(čaw)
(čemé)
(čewé)
(čéwan)

20. Substitution Drill: Change the model sentence to agree with the expressions in parentheses.

Model: (lë tó) bá mëna-i čen wišéyekít lé bëpërsim. 'Let me ask you the meaning of a few words.'
(lëw)
(lë čewé)
(lëwan)
(lëw kuṟañë)
(lém kuṟë)
(lém pyawanë)
(lë hëmútan)
(lë hëmúyan)
21. Substitution Drill:

ровер мана-и вишеэким вист лён репирсим.

lётан
léyan
léy
lém
lёw
lёman
lёwan
lё курэкён
lё бирадерекём
lё мамвестакёним
lёw къёо
lём курё

22. COMPOSITION

Today, I and my friend have decided to go visit my uncle. He lives in a place only 20 miles away from this city.

I believe it will not rain tomorrow, and because my friend has a new car, we are going to drive there. I imagine we will spend the time there until 6 o'clock in the evening because my uncle wants us to be there until we have dinner in one of the restaurants.

I hope we will have a pleasant time there.

Vocabulary:

баран зэбар[т] 'it rains'
Lesson XII

A. Basic Sentences

dërs-i dwanžé

wirdebas

mërheba

dwéne

le dwénewe

rëwë le kwë buy[t]

Twelfth Lesson

Chatting

hello

yesterday

since yesterday

Hey! Where were you?

Hello! Where have you been since yesterday?

Hello! I went to the market for a while yesterday, and then returned to the hotel.

mërheba ser čáw

gerámëwe (geranëwe)

gerámëwe bo ruteleké

dwâi gerâmëwe bo ruteleké

dwéne tózek čüm bo bazar

mërheba ser čáw

hello (in response)

I returned, went/came back

I returned to the hotel

then I returned to the hotel

I went to the market for a while yesterday

b. 2. mërheba ser čáw. dwéne tózek čüm bo bazar; dwâi gerâmëwe bo ruteleké.

dérewë

outside
3. የዥየ ዯብነት የወላ የወላ.  
Well then, how is it that you did not come out?

 tá  
fever

tám ከወ የህ  
I had a fever

tášım ከወ የህ  
I also had a fever

sér  
head

የይወስል (የወስል)  
it was hurting, aching

sérím የወስል  
my head was aching

taqét  
energy

be taqét  
sluggish

be taqétbum  
I was sluggish

be taqétbumu sérím የወስል  
I was sluggish and had a headache

脒ስትት የወል  
you want the truth; to tell you the truth

4. ገጥስትት የወል ት𝑬 የወል  
To tell you the truth I was feeling a bit sluggish and my head was aching; I believe I had a fever too.
bumu sérím የወስል; ባብወንም  
I had a fever too.
tášım ከወ የህ.
duktór (variant: duxtór)  physician, doctor

5. ḥe'y ṅečuy bo duktór? Well, didn't you go to a doctor?

 Nimro zór bašim I am very well today

Wisrahetīm kīrd I rested

hēb pill, tablet

žān pain

žanesér headache

hēb-i žanesér headache pills

yekdū hēb-i žanesērīm I took one or two headache

xwardu wisrahetīm kīrd pills and rested.

be pēwistīm nēzani bīčim I did not think it was neces-

bo duktór sary to go to the doctor.

6. Ṉe'. be pēwistīm nēzani No. I didn't think it was neces-
bīčim bo duktór. tēnha yekdū sary to see a doctor. I only took
hēb-i žanesērīm xwardu one or two headache pills and
Wisrahetīm kīrd. Nimro zór rested. I am very well today.
bašim.

sērīm ṅeïayt [nœdayt] I was visiting you.

sērīm ṅeïayt le nuteleké I was visiting you at the
hotel.
ывают ле рутелекэ

нээш

нээшьбу[т]

нэмзани

нэмзани нээшьбу[т]

7. нэмзани нээшьбу. өединá
dwene hér sérîm өэяyt le 
rутелекэ.

8. selamôyi.

duktórek өenasîm (нàsin)

өэчine лáy

өэгәр өэзани hér be
taqëti өэчine лáy.

9. өэгәр өэзани égorie hér be
taqëti, duktórek өenasîm
өэчine лáy.

певистбум бе өисраэбт.

supâsidékm [supásìt реkem]
10. supás'dekem. vimro zór baším. wábanjím dwéne her hilákbumu pëwistbum be visrahét.

Thank you. I am quite well today. I believe I was only tired yesterday and needed rest.

řadyó

radio

gwét le řadyòbu?

Did you listen to the radio?

11. vimro gwét le řadyòbu?

Did you hear the news today?

12. bèle.

Yes.

večë[t] bo fërensë

he goes to France

serék

head, director

serek jemhuriyét

president

serek jemhuriyët-i ñemëriká

the President of America

serëtá

beginning

serëtá-i mañekè-itýr

the beginning of next month

le serëtá-i mañekè-itýr

at the beginning of next month.

le serëtá-i mañekè-itýr

At the beginning of next month, the U.S. President will go to France.

serek jemhuriyët-i ñemëriká

večë bo fërensë

bístëm (bistín)

I heard
I heard that at the beginning of next month, the U. S. President will go to France.

I hope (formula)

I hope it is true

something like this

I heard something like this

Yes, I have heard something of this sort; I hope it is true.

confidence, trust

I am of the opinion

prime minister

The prime ministers of the great countries (great powers)

benefit

beneficial

it is beneficial

It is something very beneficial.
kobunewè-i serek weziran-i
wilatogwerekán șìtek-i
zör be kélkè.

the meeting of the prime ministers of the great powers is something quite beneficial

15. mîn lew bîrwayêdam kobunewè-i serek weziran-i wîlate gerekán șìtek-i zör be kelke. I am of the opinion that meetings of the prime ministers of the great powers are very beneficial.

bîžin (žián) that they live
rəștí peace
be rəștí in peace
be rəștí pékewe bîžin that they live together in peace
jihán world
gél (gelán) people, nation (peoples)
gelan-i jihán the nations of the world
bovewey gelan-i jihán
be rəștí pékewe bîžin. In order that the nations of the world live together in peace
řegá way
bîdoznewe (dozinewé) that they find
legel yektîr with each other
ćųńke ńetwanǐn.giftugó
bkęń legel_yektír

because they can have
discussions with each
other

16. ŋáste, ćųńke ńetwanǐn
giftugó bken legel_yektíru
řegá bǐdozněwe bōxəwey
gelan-i jihán be raští
pékewe bţižin.

That is right, because they
can talk things over with
each other and find a way
for the nations of the world
to live together in peace.

änge [bǐden]

[te] bǐgen (gęyštǐn)

bəś leyektír bğiğer

that they help each other

that they understand

that they understand each
other well

17. legel rewěda

In addition to this, they
will be able to help each
other and understand each
other better.

yarmeti yektír bɨn [bǐden]

bǎś leyektír bğiğer

in addition to this also

that they help each other

that they understand each
other well

hércōnek be[t]

at my rate, in any case

kélki hęye

it has some advantage,
benefit

kelon taybeti-heye

it has a special advantage

sērek-i t olmuşikį

the American President.
herčóneke[t] ʒémkobunəweyə

kelk-i taybətɪ̈- həye bo
sərək-i ʒəmərəkɪ

karubár

karubarı jihán

le karubarı jihán šarezábe

Anyhow, this conference has a special advantage for the American president.

situation, condition

the world situation

that he become familiar with the world situation

18. herčóneke ʒémkobunəweyə

kelk-i taybətɪ̈- həye bo
sərək-i ʒəmərəkɪ, ʧuŋke

ʧɛw tazyɛew ᵐe:wʃe bəʃtɪ̈r

le karubarı jihán šarezábe.

At any rate, this meeting has a special advantage for the American president, because he is new and has to become more familiar with the world situation.

řázekey [ʃast ɾəkəyt]

sərək-i jəmhuriyət

buwe be sərək-i jəmhuriyət

tazé buwe be sərək-i jəmhuriyət

He has become president

He has recently become president

19. řázekey, ʃew tazé buwe be sərək-i jəmhuriyət.

You are right, he has just become president.
peşú
sərək-i peşú
hīzīb
jemhurí
hīzb-i jemhurí

The Republican Party

20. wābzanîm sərək-i peşú lə hīzb-i jemhuríbū.
I believe the former president was from the Republican Party.

dimuqratí
dēmiscratic
hīzb-i dimuqratí
The Democratic Party
lə hīzb-i dimuqratfye

He is from the Democratic Party

21. bēle, bēləm ŋəm lə hīzb-i dimuqratfye.
Yes, but this one is from the Democratic Party.

kəlkbéxš
beneficial

rumēdîm hēye ŋəmkobunəwyə
goal
kəlkbéxšəbe

I hope that this conference is going to be useful.

22. hərčonəkbe, rumēdîm hēye ŋəmkobunəwyə kəlkbéxšəbe.
In any event, I hope that this meeting will be advantageous.

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Sentence Resumé - Kurdish

1. məɾhəbā; ʃewe la dwênewe la kwé buy?
2. məɾhəba ser čāw. dwêne tózek čum bo bazar; dwal goɾamewê bo xutelêkê.
3. ñey čoɾ hêhatîte dêɾewê.
4. řâstît ñewê tózek be taqêt bumu sërim ñeeyeşa; wâbzanîm tâşîm hebu.
5. ñey nêçuy bo duktîr?
6. nêp. be pêwîstîm nézani bîçîm bo duktîr. tênha yekdû ʃeb-i ñaneşîrîm xwardu wîsrahêtîm kîrd. wîmro zôr baʃîm.
7. nêmzani nekoʃûy. ʃeginá dwene hêr sêrim ñeîay le xutelêkê.
8. selamêibi.
9. ñeger ñezani wîmroʃ her be taqêti, duktôrek wênasîm ñeçine láy.
10. supásidekêm. wîmro zôr baʃîm. wâbzanîm dwêne her hilâkbum wêwîstbum be wîsrahêt.
11. wîmro gwêt le radyôbu?
12. bêle.
13. bîstîm ke la sørêta-î manêkê-itîr sêrek jêmhirîyêt-i ñemerîkä ʃeçe bo fêrênse.
14. bêle šîtek-î wam bîst, ñaxwa řâstbe.
15. mín lew bîrwayêdam kobunewê-î sêrek wezîran-î wîlata gewrêkân šîtek-î zôr be kelke.
16. Ŧáste, .ordinal 1 ġetwanìn giftugó bkon lègèl yëktïrù řegá bidoznëwe boñëwe gelàñ-i jihàñ bë ăstì pëkëwe bìžìn.
17. lègèl řëwëšda ġëtwànìn yarmëlì yëktïr bënu bàs le yëktïr bìgen.
18. herőonekebo ñemkobunëweyë kelk-i taybetì- heye bo ñerëk-i ñemërikì, .ordinal 2 ġëw tazëyëw pewfëste baštìr le karëbar-i jihàñ ñarezbëbe.
19. Ŧázekey, .ordinal 1 ġëw tazë buwe be ñerëk-i jëmhurìyët.
20. wàbdzanìm ñerëk-i peñì le ñìzëb-i jëmhurìbu.
21. bëlë, ñèlam ñëm le ñìzëb-i dimuqrátìye.
22. herőonekebo, tûmëdîm heye ñemkobunëweyë kelkëbxëbe.
1. Hello! Where have you been since yesterday?
2. Hello! I went to the market for a while yesterday, and then I returned to the hotel.
3. Well then, how is it that you did not come out?
4. To tell you the truth I was feeling a bit sluggish and my head was aching; I believe I had a fever too.
5. Well, didn't you go to a doctor?
6. No. I didn't think it was necessary to see a doctor. I only took one or two headache pills and rested. I am very well today.
7. I didn't know you were sick. Otherwise I would certainly have visited you at the hotel yesterday.
8. Thank you.
9. If you think you are still indisposed today, I know a doctor that we can go and see.
10. Thank you. I am quite well today. I believe I was only tired yesterday and needed rest.
11. Did you hear the news today?
12. Yes.
13. I heard that at the beginning of next month, the U.S. President will go to France.
14. Yes, I have heard something of this sort; I hope it is true.
15. I am of the opinion that meetings of the prime minis-
ters of the great powers are very beneficial.

16. That is right, because they can talk things over with each other and find a way for the nations of the world to live together in peace.

17. In addition to that, they will be able to help each other and understand each other better.

18. At any rate, this meeting has a special advantage for the American president, because he is new and has to know the world situation better.

19. You are right, he has just become president.

20. I believe the former president was from the Republican Party.

21. Yes, but this one is from the Democratic Party.

22. In any event, I hope that this meeting will be advantageous.
B. **Additional Vocabulary**

**Phrases**

pére  
the day before yesterday

be hemíman  
one and all of us

émsèferè  
this journey; this trip

siyasekán  
the politicians

*víšít bo vèkèm  
I work for you

*víšit pe vèkèm  
I put you to work
C. Notes.

1. Verb Conjugation: Imperfect Tense

a. The imperfect tense is based on the past stem. It differs from the preterite tense in that it has the aspect prefix ḫ-, in intransitive verbs this is the only difference between the two tenses:

\[ \text{ḥālīm} \quad \text{'I came' (preterite)} \]
\[ ḫēḥālīm \quad \text{'I was coming' (imperfect)} \]

Transitive verbs show a second difference: in the imperfect the pronominal suffix—'that is, the subject inflection—is inserted before the stem:

\[ \text{kīrdīm} \quad \text{'I made' (preterite)} \]
\[ ḫēmkīrd \quad \text{'I was making' (imperfect)} \]
\[ ḫēsīm ḫēkīrd \quad \text{'I was wanting' (to do something)} \]

Complete paradigms follow:

<table>
<thead>
<tr>
<th>Transitive:</th>
<th>Intransitive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>mīn</td>
<td>ḫēmkīrd</td>
</tr>
<tr>
<td>to</td>
<td>ḫētkīrd</td>
</tr>
<tr>
<td>ḫēw</td>
<td>ḫēykīrd</td>
</tr>
<tr>
<td>ḫēmō</td>
<td>ḫēmānkīrd</td>
</tr>
<tr>
<td>ḫēwō</td>
<td>ḫētānkīrd</td>
</tr>
<tr>
<td>ḫēwār</td>
<td>ḫēyānkīrd</td>
</tr>
</tbody>
</table>

b. The imperfect tense is negated by ḫ-. It is prefixed to intransitives without change:

\[ ḫēḥāt \quad \text{'he was coming'} \]
\[ ḫēḥēḥāt \quad \text{'he wasn't coming'} \]
With transitives, ٔدو- receives the inflectional suffix:

emploi • 'I was able to'
emploi • 'I wasn't able to'

Note that اتهیم 'I can' is a transitive verb in Kurdish.

c. The function of the aspect prefix ٔدو- is to add to the verb the meaning of an uncompleted action or activity. Thus, the preterite denotes a single completed action, translatable by the English simple past, as ٔن 'he went' (on a particular occasion). The imperfect, on the other hand, denotes (1) an action in progress in the past, as ٔئ٣ 'he was going'; (2) a habitually repeated action in the past, as 'he used to go; he would go; he went' (every Friday); and (3) after ائ٣ 'otherwise' the imperfect is used to denote the result of an implied contrary-to-fact condition, as in باذ ٔن ائثما, ائ٣ اتهم اتهم البئر. 'It's good you came with me, otherwise I couldn't have bought it.' ائ٣ ائثما 'otherwise he wouldn't have gone.'


We have seen many instances of the present subjunctive (see ref. above). The past tenses also have subjunctive forms:

ماز ائک٣ر٢ اتهم اتهم ٔن اتهم. • 'I wish I could go.'
ک٢ ائهایه٢ ائهارک٢ اتهم. • 'Perhaps there were dances too.'

a. اتهم اتهم ٔن اتهم is preterite subjunctive, based on the past stem and characterized by the subjunctive prefix ٔن- and the subjunctive suffix ٔن-ایه: اتهم-ٔن-ایه. Since the verb is transitive, the inflection is in terms of the pronominal suffixes. Intransitive verbs are exemplified by اتهم اتهم اتهم, اتهم اتهم اتهم, etc.

b. The passive verb اتهم is perfect subjunctive. This form can be said to be formed from the past stem plus the subjunctive of اتهم 'to be'; this applies to both transitive and intransitive verbs, as

ک٢ ائی٢ 'that I might have eaten'
hátibím

'that I might have come'

c. Uses. For the most part, the past subjunctives are required by certain expressions as ōghaye, bólki 'perhaps', ḍegăr, ḍebe, etc. The absence of any of these implies 'if'. In general, the preterite subjunctive is used for condition contrary to fact, with the imperfect in the result clause; and the perfect subjunctive is used for probability:

 qedăr xer jerekbetman
nédaytayewe, čit ḍekeīrd?

'If we hadn't given you back your dagger, what would you have done?'

 ḍebe ḍoyštībe.

'He must have gone away.'

3. Adjectival and Adverbial Expressions.

The prepositions be 'with' and be 'without' frequently form phrases which are used as adjectives or adverbs, as

be kélk

'with benefit' = 'useful'

be kélk

'useless'

be taqêt

'without energy' = 'sluggish'

be quwêt

'with strength' = 'strong'

be quwêt

'weak'

As adverbs, the prepositions may receive the suffix -e:

be ḍasanī

'with ease' = 'easily'

be sardīwe

'with coldness' = 'coldly'

---

1There is also a past perfect subjunctive, not represented in these lessons, which shows different formations for transitives and intransitives:

bímuxwarđibwaye

'that I should have eaten'

hátibumayē

'that I should have come'
D. Exercises

1. Substitution Drill:

Model:  ṣe\_\_\_\_\_\_\_ le dwènewe le kwè buy?

ṣerat dé  
ṣerat čwáručarèk  
ṣerat šéšu nlw  
père  
boyani  
niweřó  
șewaré  
șewé  
pár  
dwéne

2. Substitution Drill:

Model:  (mín) dwène tòzèk čúm bo bazar, dwai  
geřamowe bo vuteleke

(tó)  
(șéw)  
(șemé)  
(șewé)  
(șéwan)  
(pyawekó)  
(heříman)  
(heřítan)  
(șemkuře)  
(mín u tó)

375
(tōw réwan)
(mín)

3. Substitution Drill:

a. Substitute the forms listed below for the underlined portion of the following sentence:

Model: néhatite derēwe.

néhatmē
néhatē
néhatine
néhatnē
néhatnē

b. Vary the sentence in (a) above with the following pronouns and nouns:

Model: (tō) néhatite derēwe.

(mín)
(tō)
(ʔēw)
(ʔemē)
(ʔēwē)
(ʔéwan)
(barān)
(guzidē)
(mīnu tō)
(hīčman)
(hīčtan)
c. Substitute the forms given below for the verb and then change the new sentences for the various personal pronouns.

Model: něhatîte děřewe.

čuýt
řóyštít

Example: něčuỳte děřewe, něčumë děřewe, etc.

4. Substitution Drill:

Model: (mín) tòzek be taqétbumu sèrìm əyeša.

(tó)
(ʔéw)
(mínu tó)
(tow ʔéw)
(kuřekém)
(pyawekántan)
(žínekányan)
(mínaleké)
(bírákém)
(dáykím)
(hemúman)
(mín)

5. Substitution Drill:

Model: be pəwistím nězani bţičìm bo duktór.

sérít lè bìdëm
sérì lè bìdëm
6. Substitution Drill:

Model: (mín) némzani ne khozi, végina dwene hér sérirmeyay.

(véw)
(vemé)
(véwan)
(bīrakóm)
(širwán)
(bawkím dákím)
(mīnu véw)
7. Substitution Drill:

Model:  ṭegeṛ ḍezani ḍer be taqóti, dukórek ṭenasím ṭečine láy

be taqóte
ṭá ḍeye
ṭáy ḍeye
sérıt ṭeyyeše
séri ṭeyyeše
čak nít
čak níye
baš nít
baš níye

8. Substitution Drill:

a. Model:  (to) ṭimro gmét le radyobu?

(mën)
(jemál)
(kérím)
(dáykím)
(ṭemé)
(ṭewé)
(ṭéwan)
(həmúman)
(xót)
(tó)

b. Using the model sentence in (a) above, change ŋadyó to the words listed above.

Example: ŋímrō gwét le mbınbu? 'Did you hear me today?'
毛泽ro gwét le āmälbu? 'Did you hear Jamal today?'

9. Substitution Drill:

Model: bìstım ke le sèretà-i maŋèkè-itír sèrek-i

jémhuriyet-i
remérika
œeće bo ferenbè.

sál
hawín
behår
payíf
zìstán
heftó

10. Substitution Drill:

Model: (mín) šiták-i wàm bìst.

(tó)
(ŋéw)
(ŋemé)
(ŋewé)
(ŋéwan)
(xóm)
(hemúman)
(əmú əw)
(əmané)
(əwané)
(əwan-itír)

11. Substitution Drill:

a. Model: yàxwa řástbe

báš
čák
wá
əw
təwáw
bešélk
zəhmét
žǎskirá

b. Repeat the above drill in the negative:

Example: yàxwa řastnébe

12. Substitution Drill:

Model: (əwən) ətəwanín řega b̀idoznəwe bəzwəy ʧəlání jīhán bə ɣəští pəkwə bižin.

(mín)
(tó)
(sərək-i əmərikí)
(bə həmúman)
(ṣemó)
(tow ṭéw)
(wilatəgəwrekán)
(wəzireshkán)
(hizbekán)
(gál)
(betənha tó)

13. Substitution Drill:
Model: ṭətwanan báš le yəktıf biγen.

héz ṭeken
umédyan heye
pefıste
laçımo
birıaryarannaʃe
ʔaɾezúyan heye
ʔeyanəwé
peyan xoʃe
niyázyan heye
umédyan waye

14. Substitution Drill:
Model: həɾdınekbe rəmkobunəwayə kəlk-i heye bo
sərək-i rəmərikı.

rəmgiftugoye
rəmgawpekwetıńe
rəmbaskırdıńe

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15. Substitution Drill: Change the sentence to agree with the pronouns and nouns given in the list:

Model: (ŋéw) ŋewiste baštír le karubár-i jihán šarežábe
(mín)
(tó)
(ŋéw)
(ŋemé)
(ŋewé)
(ŋéwan)
(serèk-i jemhuriyêt-i ŋemérıká)
(siyasekán)
(qutabyán)

16. Use the sentence below with all the personal pronouns:

Model: əew tazé buwo be serèk-i jemhuriyêt.

17. Answer the following questions:
1. ćen _hizyb heye le əmërika?
2. ə núi _hizbané čín?
3. serèk-i jemhuriyêt-i əmérıká le či _hizbeke?
4. boći əmko bune _ye kelk-i heye bo serèk-i əmérıká?
5. serèk-i pešu le či _hizbebu?
18. COMPOSITION

1. This morning I had a fever, but I took some aspirins and now I don't have any.

   * * *

2a. Say, where have you been?! I have been waiting for you since morning.

2b. Well, I had something to do (ג'ס) at the hotel, but I didn't think it necessary to phone you.

   * * *

3a. It appears that you are a bit sluggish today.

3b. Yes, I have a headache. My eye was hurting and I went to the doctor, but he said I only needed to rest. Otherwise I would certainly have gone to school today.

   * * *

4a. Have you heard the news? The Iraqi Prime Minister is going to visit King Hussein in Amman the first of the year. They want to talk things over and find a way to live together in peace.

4b. That should be a useful meeting.

4c. He has just become prime minister and must know the world situation better.

   * * *
Lesson XIII

A. Basic Sentences

dĕrs-i syanzęhôm
Thirteenth Lesson

jăžn-i čwardê-i têmmûz
The 14th of July Festival

fûdbôl
football, i.e., soccer,
not to be confused with
American football

saŋô
yard, ground

saŋô-i fûdbôl
football field

bérëw
towards

bérëw saŋô-i fûdbôl
they are going towards the
football field

xolîk = xölq
people

nomî xolîk
all the people

nomî xolîk bérëw saŋô-i
fûdbôl xolîk.
All the people are going
towards the football field.

ći heyo
what is there?

vîmîcotti heyo?
What's going on today?
1. ylimrö či høye ʔêm həmu  
exəke bérəw sañe-i  
fudból əcəin.  

temmiz  
čwarde-i temmiz  
šorîš  
šorîš-i čwarde-i temmiz  
piróz  
šorîš-i čwarde-i temmuz-i piróz  
yåd  
yåd-i se sañe  

What is going on today to make  
all these people go towards  
the football field?  

July  
the 14th of July  
revolution  
the July 14th revolution  
blessed  
the blessed July 14th Revolution  
memory, commemoration  
third anniversary  

2. ylimrö yåd-i se sañe-i  
šorîš-i čwarde-i  
temmuñ-i piróze.  

Today is the third anniversary of the July 14th Revolution.  

that we learn what there is, what is going on  
the meeting place  

bîzanin či høye  
jeğa-i kobuneweské
ba ṛeměš bičin Let's go too.

ba ṛeměš bičin bo jegā-i Let's also go to the kobunewéké bìzanin čí meeting place to see what heye is going on.

le bírim čubowe (le I had forgotten it.

bir čun)

mën her le bírim I had completely forgotten čubowe.
it.

vémrọ čwardē-i temmíze. Today is July the 14th.

3. řásekay, vémrọ čwardē-i That is right, today is the temmíze. mën her le 14th of July. I had for- bírim čubowe. ba ṛeměš gotten it completely. Let's bìčin bo jegā-i kobunewéké bizanin čí heye. also go to the meeting place to see what is going on.

4. férmu bá bčin. Very well, let's go.

kirá it was made, done

či kirā? what was done?

bírte či kirā? Do you remember what was done?

pár last year

5. to pár lerebuyt, bírte You were here last year, do
či kïra? you remember what took place?
dábımezrenin (da mezrandin)
that they establish
twanîyan (fol. by subj.) they were able to
twanîyan ñémkomare they were able to establish
dábımezrenin this republic
qâremananè like heroes, heroically
supá army
gëlu supá the people and the army
gëlu supá twaniyan The people and the army were
twaniyan ñemkomare heroically able to establish
qâremananè this republic.
dábımezrenin.

bâs-i ñörišekêy kîrd. He spoke about the revolution.

6. wâbzanîm, mutëserüf I believe that the Mutassarif
gâsöyeki kîrd bas-i ñöri-
šëkêy kîrdu čon galu gave a speech, discussing the
supa qâremananè twaniyan revolution and how the people
ñemkomare dábımezrenin and the army were heroically
able to establish this repub-
linc.

hič-itîr? Any thing more?
7. hîc-itîr? Was there anything else?

dunyâ world

gêlân-i dunyâ the nations of the world
dostayetî friendship

wêyêwê (wîstîn) (fol. by subjunct.) he wants

wêyêwê dostayetî legêl He wants to make friends

hemû gêlâni dunyâ with all the nations of

bîkat. the world.

hîkûmêt government

hîkûmêt-i wîrîq the government of Iraq

birubawêr belief, principle

siyâsî political

birubawêr-i siyâsî political principles

bâsî birubawêr-i He spoke about the political

siyâsî- hîkûmêt-i wîrîqi principles of the

gîrd. government of Iraq.

8. nê. dwâî bâsî biru-
bawêr-i siyâsî-
hîkûmêt-i wîrîqi gîrd No. Afterwards he spoke

about the political prin-
ciples of the government of
ke čón ñewéwe dostayéti
leggél hemi galan-i
dunyá bi ka.

holpeřké

holpeřké kirábe

dancing (n.)

that dances should have
been performed

9. řeqheye dwaì holpeřkéš
kirábe.

Perhaps there were dances
afterwards too.

goranì- xóš

nice songs

witrá (witìn)

it was said

goranì- xóš witrà

nice songs were sung

leggél ñewéš[da]

in addition to that also

leggél ñewéšda goranì-
xóš witrà

In addition to that, nice
songs were sung too.

holpeřké kirá tá
reware

there were dances until
evening

le beyanéwo

from the morning

10. bèle, le beyanéwo
holpéřké kirá tá reware.
leggél ñewéša goranì-

Yes, there was dancing from
morning until evening. In
addition, there were nice
xöš wîtra. songs too.

hêlêrêkê-i kurdi
Kurdish dancing

hêlêrêkê-i kurdîm la to me Kurdish dancing is
zîr xoše. very interesting

nêwî
kind

zîr nêwî hêye it has many kinds

wêzêgeom zîr nêwî I understand it has many
hêye. kinds.

11. hêlêrêkê-i kurdîm la In my opinion, Kurdish dancing
zîr xoše; wêzêgeom zîr is very pleasant; I under-
nêwî hêye. stand it has many varieties.

mîn hêr dû nêwî I only know of two kinds
êzânîm. of it.

hêlêrêîn
dancing, to dance

zyatîr

le dê nêwî zyatîr more (with le 'than')

hêlêrêîn hêye. there are more than ten

kinds of dances

12. bêlê, weku bistûme le Yes, as I have heard, there
dê nêwî zyatîr are more than ten different
helparin ha ye, bélam kinds of dances, but I only
mín hór dú nèwri
ezaním.

hélpréùn-i lubnání Lebanese dancing
le hélpréùn-i lubnání they resemble Lebanese
ečín. (lè...čun) dancing

13. wábzaním yekdú nèwryan I believe one or two of them
hèr le hélpréùn-i resemble Lebanese dancing
lubnání ečín. very much.

wéku hi xóman waye it is just like ours
díwme (dín = bínín) I have seen it

hélpréùkè-i lubnanim I have seen Lebanese dancing.
díwè

14. řáste, hélpréùkè-i That's right. I have seen
lubnanim díwè, hèr wèku Lebanese dancing; it looks
hi xóman waye. just like ours.

gwè bígro (gwe gírtín) Listen!
mosiqá music

vèskeři military

mosiqa-i veskeřfye it is military music
15. gwè bígrest! gwèm le mosiqa-i veskérfyë. 
I hear military music

vém kobunëwëyë
this meeting

yët (hatíín)
he comes

le kërükëwë yët
he comes from Kirkuk

hémú gälek le kërükëwë yët bo vém kobunëwëyë.
He comes from Kirkuk for this meeting every year.

bând
band, music band

bând-i mosiqa
music band

vémë band-i mosiqa-i veskérfyë
This is the military band

16. vémë bând-i mosiqa-i veskérfyë, hémú gälek le kërükëwë yët bo vém kobunëwëyë.
This is the military band. It comes to this gathering every year from Kirkuk.

lém kobunëwëyë
in this meeting

bešdár əbe[t]
he takes part in, participates

(bešdar bün le)
qa‘fd commander; leader
firqé division (mil.)
qa‘id-i firqé division commander
qa‘id-i firqé bešdár the division commander takes part
żebe[t]

17. kəwata qa‘id-i firqéš
bešdar žebe lóm Then the division commander
takes part in this meeting, too.
kobuneweyə.

jéśin festival, feast, holiday
be bone-i ŋeṃježnəwə on the occasion of this
festival

witàrek ŋexwenetəwə he delivers a speech
(xwendənewə)
węwiš witàrek He also delivers a speech
ŋexwenétəwə be bone-i on the occasion of this
ŋeṃježnəwə festival.

ḥazír present; ready
ḥazírbe[t] that he be present
lazîmə (fol. by subj.) it is necessary
lazîmê qavîd-i firqê hazîrbe.

It is necessary that the division commander be present.

18. bóle, lazîmê qavîd-i firqê hazîrbe, çünkê wêwîš wîtárêk wexwenê-têwe be bone-i wêmježnêwe.

Yes, the division Commander has to be present, because he also delivers a speech on the occasion of this festival.

wägrê[t] (gîrtîn)

it holds

çêg kês wägrê

How many persons does it hold?

wêmsahegewreyê
tôi large field

19. wêmsahegewreyê çêg kês wägrê?

How many people does this big field hold?

bîst hêzâr

20 thousand

bîst hêzâr kês wägrê
it holds 20 thousand persons

drûst kirawê

it has been made

20. wêmsahegewê tazê drûst kirawê, wabzanîm be wâsanî bîst hêzâr kês wägrê.

This field was recently constructed. I imagine it holds 20,000 people easily.
21. hēr rēmsaŋyē hēyē lēmšare? Is this the only field in this town?

yarí yēkre games are (being) played
yarī- tyā yēkre games are played in it
yarī- fudbōl-ī tyā yēkre football is played in it
jār bē jār occasionally, at times
jār bē jār yari-
fudbōl-ī tyā yēkre occasionally football is played in it

22. nē, saŋeyek-ītīr hēyē. No, there is another one.
zōr pičēke jār bē jār It is very small and football
yarī- fudbōl-ī tyā yēkre. is occasionally played there.

xerá quickly
bī̄royn (tōyštīn) that we go, walk
bā xerá bī̄royn let us go quickly
dēs[t] [bī]kēwe that it be obtained

jēḡayek-ī bāš a good place
jēḡayek-ī bāšman dēs kēwe that we get a good place

23. ba xerā bī̄royn bo rēwē-i Let's go quickly so we can jēḡayek-ī bāšman dēs kēwe find a good place.
Sentence Resumé - Kurdish

1. ximro či heye zêm hemu xelke bêrew sahe-i fudból xêcîn.
2. ximro yâd-i se sale-i šoriš-i čwardé-i temmuz-i pirôze.
3. râzêkîy, ximro čwardê-i temmuze. mîn her le bîrîm çubowe. ba remês bîçin bo jegâ-i kobunewekê bîzanin čî heye.
4. fêrmu bâ bçin.
5. to pár lerebuyt, bîrte či kirê?
6. wâbzamîm, mutesorîf qêyekî kîrd bas-i šorişêkêy kîrdû čon gelu supa qaremananê twaniyan xêmkomarê dábûmezrenîn.
7. hîc-itîr?
9. ŋeñhêye dwaî xelpeştê kîrabe.
10. bêle, le beyanêwe xelpeştê kîra tê ûeware. legel xewësa gorani- xôş witra.
11. xelpeşê-i kurdim la zôr xoşe; watewêgem zôr newri heye.
12. bêle, wêku bistûme le dê newr zyatîr xelpeştîn heye, bêlam mîn her dú newrî xevanîm.
13. wâbzamîm yekdû newryan her le xelpeştîn-i lubnanî xêcîn.
14. ŋástë, hêlpeño-ki lubnànim diwe, hër wëku hi xómà
wàye.
15. gwe bîgë! gwëm lë mosiqà-i ñeskërfiye.
16. ñëme bënd-i mosiqà-ì ñeskërfiye, hêmà gañëk le
kerkùkëwe yet bo ñémkobunëweyë.
17. këwata qàvid-i firqës bešdår ñëbe lëm kobunëweyë.
18. bële, lazùme qàvid-i firqë ñazîrbe, tûnce ñëwiš
witàrek ñexweneñëwe be bonë-i ñémjeñëwe.
19. ñëmsañëgewreyë čë¿ kës ñëgre?
20. ñëmsañëyë tazë drust kirawe. wàbzanim be ñasanì bist
hezar kës ñëgre.
21. hër ñëmsañëyë heyë lëmësare?
22. nò¿, sañëyëk-itîr heyë. zër pîçûke jár be jár yarì-
fudbôl-i tyá ñëkre.
23. ba xëra bîñoy bu ñëwë-ì jegàyëk-ì bësman ñës këwe.
Sentence Resumé - English

1. What is going on today to make all these people go towards the football field?

2. Today is the third anniversary of the July 14th Revolution.

3. That is right, today is the 14th of July. I had forgotten it completely. Let's also go to the meeting place to see what is going on.

4. Very well, let's go.

5. You were here last year, do you remember what took place?

6. I believe that the Mutassarif gave a speech, discussing the revolution and how the people and the army were heroically able to establish this republic.

7. Was there anything else?

8. No. Afterwards he spoke about the political principles of the government of Iraq and how it wants to be friends with all the nations of the world.

9. Perhaps there were dances afterwards too.

10. Yes, there was dancing from morning until evening. In addition, there were nice songs too.

11. In my opinion, Kurdish dancing is very pleasant; I understand it has many varieties.

12. Yes, as I have heard, there are more than ten different kinds of dances, but I only know two of them.
13. I believe one or two of them resemble Lebanese dancing very much.

14. That's right. I have seen Lebanese dancing; it looks like ours.

15. Listen! I hear military music.

16. This is the military band. It comes to this gathering every year from Kirkuk.

17. Then the division commander takes part in this meeting, too.

18. Yes, the division Commander has to be present, because he also delivers a speech on the occasion of this festival.

19. How many persons does this big field hold?

20. This field was recently constructed. I imagine it holds 20 thousand people easily.

21. Is this the only field in this town?

22. No, there is another one. It is very small and football is occasionally played there.

23. Let's go quickly so we can find a good place.
B. Additional Vocabulary

Nouns

šax-i goyžé  Mt. Goyzha
será  city hall
qaremán (qaremanán)  hero
pašá (pašayán)  king
ništīmaní  national; patriotic
niwešów  midnight
nawróz  Nawroz (a traditional Kurdish holiday celebrated on March 21) wedding; festivities
šaí

Adjectives

pyawané  manfully
kuřané  valiantly
šerané  like a lion
zanayané  expertly
dimuqratyané  democratically
razayané  bravely
tarík  dark, dim (in ref. to daylight) Western
γerbi

Nouns

voliból  volleyball
baskýdból  basketball
C. Notes.


Various passive forms of kirdí́n 'to make' have occurred in these lessons:

<table>
<thead>
<tr>
<th>Drust ʔækret</th>
<th>'it will be built'</th>
</tr>
</thead>
<tbody>
<tr>
<td>pan ʔækre</td>
<td>'it will be widened'</td>
</tr>
<tr>
<td>híc giftugo nákre?</td>
<td>'Won't there be any discussions?'</td>
</tr>
<tr>
<td>par čí kíra?</td>
<td>'What was done last year?'</td>
</tr>
<tr>
<td>taze drust kíráwe</td>
<td>'It has been (or: was) built recently.'</td>
</tr>
<tr>
<td>báŋ kírawíŋ</td>
<td>'They have been invited.'</td>
</tr>
</tbody>
</table>

These illustrate the formation of the passive: the passive stem is formed by suffixing -r- to the third person singular of the present tense (for ʔækát the stem is -k-, giving the passive stem -kr-); to this stem is added the vowel -e- for the present tense or -a- for the past tenses. Thus for kirdí́n:

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preterite: krá</td>
<td>'it was done'</td>
</tr>
<tr>
<td>Imperfect: ʔækra</td>
<td>'it was being done'</td>
</tr>
<tr>
<td>ʔe-k-r-e-t</td>
<td>'it will be done'</td>
</tr>
<tr>
<td>Pres. Perf.: kráwe</td>
<td>'it has been done'</td>
</tr>
<tr>
<td>Past Perf.: krábú</td>
<td>'it had been done'</td>
</tr>
</tbody>
</table>

The cluster kr- can also be written kír-.

The passive verb can be analyzed as follows:

Verb stem -r-

Only transitive verbs can be made passive; the inflections of the passive, however, are those of intransitive verbs. In all other respects passive verbs are conjugated in the various
tenses like verbs in the active voice. Illustrative paradigm:

Preterite Passive:  
binrám  'I was seen' 
binráyt  'you were seen' 
binrá  'he was seen' 
binráyn  'we were seen' 
binrán  'you were seen' 
binrán  'they were seen'

Perfect Passive  
báŋ kirawím  'I have been invited'
báŋ kirayt  
báŋ kirawe  
báŋ kirawín  
báŋ kirawín  
báŋ kirawín

It was stated above that the passive is built on the third person singular of the present tense. Examples:

'he writes' ẹnumá - ẹnumrá; ẹnumrá  'it will be written'; ẹnumré  'it was written'
ẹzará - ẹzará; ẹzará
ẹtwaré - ẹtwaré; ẹtwará  'it can be done'
ẹkiri - ẹkiri; ẹkiri
ẹnerá - ẹnerá; ẹnerá
ẹdát - ẹdá; ẹdá
dá ẹxá - dáfẹxé; ẹxá
ẹkátewé - ẹkátewé; ẹkátewé
The following have irregular stems:

(1) based on the past stem:

\[ \text{wítí 'he said'} - \text{wítiré; wítrá} \]

(2) special passive stems:

\[ \text{gíriré 'it was held'} \]
\[ \text{xuraré 'it was eaten'} \]
\[ \text{xuráyéwe 'it was drunk'} \]

A passive infinitive is formed according to the rules for passive and for infinitive formation:

\[ \text{kírán 'to be made'} \]
\[ \text{birán 'to be seen'} \]
\[ \text{xurán 'to be eaten'} \]

The passive voice signifies primarily that the subject of the verb is also the recipient of the action of that verb: \( \text{bíréré 'you will be seen'} \). The passive may also have potential meaning, as \( \text{twaréré 'it is possible, it can be done'} \); \( \text{musré, thus, can mean either 'it is (will be) written' or 'it can be written'} \). More examples:

\[ \text{herékit pe xel xelarme. 'Whatever they tell you will (can be) known.'} \]
\[ \text{dérká da xéxraw da xárxe. 'The door could not and can not be closed.'} \]
\[ \text{xaré xába bizarre. 'This must not be known (=found out).'} \]

2. Negation - Summary

a. The negative adverb is \( \text{né} 'no'; \text{náxer, a more emphatic form, is also heard.} \)

For negating words, both \( \text{né-} \) and \( \text{na-} \) are used.

b. For nouns: \( \text{na-} \) is generally used: \( \text{umaré 'hope'} \) --
nazumêd 'hopeless'; nêçár 'helpless'[çarê 'remedy']. Infinitives, however, take nê-, as bun 'to be'; existence -- nêbûn 'not to be'; non-existence; nêtwanîn 'inability, incapacity'.

c. Adjectives: usually nê-, occasionally nê-: nêxos 'sick'; nêtiç 'dull' (tiç = 'sharp'); but nêxos 'unpleasant'.

d. Verbs: the Present Tense differs from the various past tenses in negation.

Present Tense:        Indicative  nêçîm       'I don't go'
                     Subjunctive  nêçîm       'if I don't go'
                     Imperative  nêçî       'don't go'

The verbs bun and hebûn are negated by nî-: nifyê, etc.

Past tenses: all negation is with nê-:

Preterite: nêmxward  nêhatîm
Imperfect: nêmêxward  nêwêhatîm
Pres. Perf.: nêmxwarduwe  nêhatum
Past Perf.: nêmxwardîbu  nêhatîbum

Note that in the present tense, nê- replaces nê-, nê- replaces bî-, and nê- replaces bî-. In the past tenses, however, nê- replaces bî- (bîmxward-nêmxward) but is added before nê- (nêmxward-nêmxward).

3. la-i mín

The noun la means 'side'; however it is frequently used as a preposition with various meanings. A very common usage is in expressions such as la-i...(da) 'at the side of, beside'; bo la-i...(owe) 'to the place where...is, to...' (like French chez), etc.

A second common usage is la-i...'in the opinion of, in the view of...' as la-i mín zôr xoše 'In my opinion it's very nice; I think it's very nice.' In hêpêrêke-i kurdîm la zôr xoše 'I
like Kurdish dance very much." the object -m has been preposed to the first phrase in the clause; preference can be expressed by making the adjective comparative in form:

 helyêkê-i kurdin la (zór) xoštîra.

'I (much) prefer Kurdish dance.'

4. The suffix -anê

The suffix -anê may be added to nouns and adjectives to form adjectives with the general meaning of 'like, in the manner of', as

pyaw  'man' - pyawanê  'manly; in a gentlemanly fashion'
qaremân  'hero' - qaremanganê  'like a hero, heroically'
kuvê  'boy, youth' - kuvenê  'like a boy, young man; with the vigor of youth'
şêr  'lion' - şefranê  'like a lion'

After vowels, the suffix has the form -yanê, as

azâ  'brave'  azayânê  'bravely'
zarê  'learned'  zarayanê  'in a scholarly fashion, expertly'

In the word dimuqratyanê 'democratically' the i of dimuqrati is replaced by y before -anê.
D. Exercises

1. Substitution Drill:

Model: \( \text{šámhemu}xélkè \text{berew sahe-i fudból rečín.} \)

mekteb-i sanewí
šax-i goyžé
serčínár
será
čayxaneké
šar
baxeké
šeqàm-i kawé
kîtebxanè-i sirwán
màl-i muteseřff

2. Substitution Drill:

Model: \( \text{šîmrò yad-i se salé-i šorìš-i temmûz-i pîròze.} \)

dú
čwár
pën{j
hèwt
dé
dwañzé
pañzé
bîst
sî
3. Substitution Drill:

mìn
tó
váw
vëmé
tawé
wëwan
kuřëkë
kuřëkëm
mìnalëkàn
žìnekët
xòman
xóyan

b. Repeat the drill in (a) above, changing the verb to the preterite indicative.

Example: [emë́] čuyìn bo jegá-i kobunewëkë bìzanim čì haye.
'We also went to the meeting place to see what was going on.'

4. Substitution Drill:

tó
váw
vëmé
sorëk-i peñú
b. Change the sentence above to the present and then use it with the list of words:

Example:  

```
min her le birim re'tewa. "I will certainly forget it!"
```

5. Substitution Drill:

a. Model:  

```
to birte ci kira.
```

min

new

tewé

tewóš

mamwestayän-i jéreïb

kichi ké

kuĩkéjây

nwenerek créé

hemútan

sereik-i neqabé

b. Word Formation:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Model:</td>
<td>kirdin</td>
<td>rekát</td>
<td>rekét</td>
</tr>
<tr>
<td></td>
<td>'to do'</td>
<td>'he does'</td>
<td>'it will be done'</td>
</tr>
</tbody>
</table>

xwendin
nusín
zanín
froštín
binín
witín
girtín
gwe girtín
da xistín
kirdnówé

c. Substitution Drill:
Use the preterite passive of the verbs in (b) above with the model sentence.

Model: to bírte či kíra?

Example: to bírte či xwenra? 'Do you remember what was stúdieć?'

d. Substitution Drill:
Use the present passive of the verbs in (b) above with the following sentence.

Model: to ḥezání či ḥekre?

Example: to ḥezání či ḥexwenre? 'Do you know what will be studied?'

e. Substitution Drill:
Repeat the sentences in (d) above changing the subject of the verb.

Example: mìn ḥezáním či ḥekre. 'I know what will be done.'
6. Substitution Drill:

Model: twaniyan qáremánane rémkomaré dábhímezren'ín.

pyáw
kúř
šér
zaná
dimuqratí
razá

7. Substitution Drill:


wîlát
jemhuriyét
hîkumét
hîzîb (hîzb-)
qâremán
pašá
kobunewé
šorîš

b. Use the sentence above with all the personal pronouns:
Example: mín bas-ì šorîšekém kírd.

8. Substitution Drill:

Model: ḫenheyē dwái helperkés kirabe.
9. Substitution Drill:

**Model:** le gel Ṝewóša gorani- xóš wítra.

báš
čák
tazé
ništímaní
ʃeʃeʃí

10. Substitution Drill:

**Model:** le bëyanéwe helpeʃké kìra táb ñeʃaré.

vésír
šew
niweʃó
paʃ niweʃó
serat yék
serat čwár
serat dwanʃé
ñeʃaré
taríkbu
serat šeʃ
serat hëʃt
serat hëwò
niweʃéw

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11. Substitution Drill:

a. Model:  

\[
\text{hêlêrêkê} - i \text{ kurdîm} \text{ la zôr xoše}.
\]

\[
\text{\'erêbî}
\]

\[
\text{\'erani}
\]

\[
\text{hindî}
\]

\[
\text{\'çini}
\]

\[
\text{\'rusî}
\]

\[
\text{lubnanî}
\]

\[
\text{\'irâqî}
\]

\[
\text{\'emëriki}
\]

b. Change the model sentence above for all persons and numbers:

Example:  

\[
\text{hêlêrêkê} - i \text{ kurdî} \text{ la zôr xoše}.
\]

'In your opinion Kurdish dance is very nice.'

12. Substitution Drill:

Model: \[\text{wåbzanîm} \text{ yëkdû newêyan le hêlêrêsin} - i \text{ lubnanî \'eçîn}.\]

\[
\text{\'erêbî}
\]

\[
\text{\'erani}
\]

\[
\text{hindî}
\]

\[
\text{\'erêbî}
\]

\[
\text{xóman}
\]

\[
\text{\'ewê}
\]

13. Substitution Drill:

Example: \[\text{\'êmmûnû} \text{ le bawki \'eçê.}\]

'This child looks like his father.'

mûn tô \[\text{zêw} \text{ \'emê \'ewê \'èswan \'ëwkuè \'ëwdukîcê.}\]
14. Substitution Drill:

Model: helpeřke-i lubnanim diwe, hør weku hi xoman waye.

řewe
réwan
téman
témwilatè
kurdí
xělk-i těmšerè
wilatán
wewrupí

15. Word Formation: The Imperfect Tense

Conjugate the following intransitive verbs in the preter-ite and imperfect tenses.

Model: čú 'he went' tečú 'he was going, he used to go'

<table>
<thead>
<tr>
<th>Preterite</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>čúm</td>
<td>tečúm</td>
</tr>
<tr>
<td>čúyt</td>
<td>tečúyt</td>
</tr>
<tr>
<td>čú</td>
<td>tečú</td>
</tr>
<tr>
<td>čúyn</td>
<td>tečúyn</td>
</tr>
<tr>
<td>čún</td>
<td>tečún</td>
</tr>
</tbody>
</table>

hatín řoyštín nustín geřanewé daništín čún

16. Substitution Drill:

a. Model: (řéw) hěmí salek le kerkíkewê yet bo témkobunewøyè.
(tó)
(ţew)
(ţemé)
(ţewé)
(ţéwan)
(hemúman)
(hemíyan)
(xóm)
(xót)
(xóy)
(sorèkwèzirán)

b. Repeat drill (a) above in the imperfect tense.

Example: hemí salek le kêr ku kîwê wîhat bo – – rêm kobunêwe'yê.
'He used to come from Kirkuk to this meeting every year.'

17. Substitution Drill:

Model: wéwiš wîtarek wexwenêtewê be bône-i rêmježnéwe.

jéžîn
šorišeké
newróz
kobunêké
ježîn-i bêhár
šoriš-î piróz
damezrandîn-î komår-î sirâq
18. Substitution Drill:

Model: lazîme qa'îd-i fîrqê hazîrbe.

serêk-i xemîrikî
vêw
mîn
tô
hemîman
hemîtan
hemîyan
xêm
xôt
kîcêkêt

19. Substitution Drill:

Model: saheyek-itîr hêye, jar be jär yari-_[fudbôl-i]

- tyá ʔêkre.

valibôl
baskîdbôl
kobunewê
yari
helpeřkê
 săî

20. Substitution Drill:

Model: (ʔemê) ba xerä bîrøyyn bôwê-i jegayek-i

bâşman dêskêwê

(ʔewê)
I haven't gone out of doors since the day before yesterday. Yesterday I had a fever and also felt quite sluggish. I thought it necessary to go to the market for a while, but when I got back home I had a fever and also a headache. To tell you the truth, I thought I had better see a doctor. But a friend of mine came to visit me, and he told me "You should take some headache pills." I took three or four pills and rested. Today I am very well. If my fever comes back I know a good doctor that I can go and see.
Part III

WRITTEN KURDISH
THE KURDISH WRITING SYSTEM

The Kurdish alphabet has twenty-nine letters:

This alphabet is based on the Arabic-Persian writing system, with the following changes: (1) In principle, Kurdish uses only those letters which represent Kurdish consonants or vowels, so that the ظ ض ذ ش of Arabic are not part of the Kurdish alphabet. They are occasionally used, however, in obvious Arabic loan words, especially proper names, e.g., 

ممتئا 'Mustafa'. When these letters are used, they have the values ث = s; ظ ض ن = z; and ط = t. There is variation from one writer to another as to whether a given loan should be spelled as an Arabic or as a Kurdish word. Thus "Islam" is spelled اسلام by some and صل by others; مطعم 'restaurant' may be spelled in any of the following ways: مطعم or مطعم. The most recent tendency is to spell out the word in Kurdish style, like the last spelling given for مطعم. Note that the letter ج has, of course, the sound j as in Iraqi Arabic, and ی equals ی a.

(2) Kurdish has the additional letters د p, ئ c, ژ z, and گ g, which it shares with Persian, plus ی v.

These letters are used to represent the consonants and vowels of Kurdish as follows (combinatory forms are given in parenthesis; the others do not connect with following letters):
Various systems have been devised by Kurds in the attempt to achieve a phonemic alphabet. The following scheme illustrates the consensus of usage among those who use a differentiated script (with less common variants in parenthesis):

(Kurdish Script)

Asmán
bán
báolk
pén
Té
Jewn

'sky'
'plateau'
'father'
'foot'
'in it'
'beautiful'
| لَ | č ćon | 'how?' |
| حَوَت | h Ꞩhowt | 'seven' |
| خَالِ | x Ꞥxal | 'maternal uncle' |
| دَدَسُ | d Ꞥdast | 'hand' |
| رَثُرِب | r ꞕreré | 'here' |
| زِروُزٍ (رُوُز) | r Ꞥrož | 'day' |
| زِروُرُ | z Ꞥzor | 'very' |
| زِينُ | z Ꞥzin | 'life' |
| سَسَمِن | s Ꞥsin | 'saddle' |
| شَشِينُ | š Ꞥšin | 'blue' |
| صَسَدُ | s Ꞥsed | 'hundred' |
| عَشِبَة | o Ꞥøyb | 'shame' |
| غَرِبَة | y Ꞥyrb | 'the West' |
| فِرْمَع | f Ꞥféromu | 'please!' |
| مَروُبُ | v Ꞥmrov | 'man' |
| كَانْسِي | k Ꞥkari | 'spring' |
| كُورِيَ | c Ꞥgorc | 'wolf' |
| قَناَقُ | q Ꞥqač | 'leg' |
| لِسُلُكُ | l Ꞥlaw | 'lip' |
| لَسَمّ (لَمَّ) بَلْ | l Ꞥmal | 'house' |
| مَانُ | m Ꞥman | 'paternal uncle' |
| نِوَوُنِ | n Ꞥnuw | 'new' |
| مَانُغُ | j Ꞥmag | 'moon' |
| وَآ | w Ꞥwa | 'thus' |
Thus, diacritics have been added to the writing system to create more distinctions; also, existing letters are used in a new way: (a) the forms of $h$ are divided into consonantal $h$ and vocalic $e$, (b) a digraph $nee$ is used for the phoneme $y$; and (c) letters are doubled to represent vowels: $u = u$, $e = i$ or are marked with $i$: $o = o$, $e = e$. No system in common use represents the vowel $i$.

The representation of most vowels by letters makes Kurdish tend to be syllabic in form, as in $niye$, $kekol$.

The following lessons are of three types: (1) familiar material in new form—the basic sentences of the thirteenth lessons of Part II are now repeated in Kurdish script; (2) new material in Kurdish script—lessons 14–16 present new dialogs entirely in Kurdish script. While conversational in form, they
are semi-literary in their effect; and (3) a story in straight
literary style, with a glossary attached listing new vocabulary
in order of occurrence in the text. Thus, there is a transition
from straight colloquial Kurdish to narrative literary Kurdish.
A variety of orthographic tendencies is represented so that a
given word may be spelled in a variety of ways over the course
of Part III, reflecting actual usage. For example, "bu" may be
spelled برو or برو; مکتوب may show up مکتوب or مکتوب . This
should pose no serious problem for the student, since the con-
tent is familiar to him, but will prepare him for reading Kurdi-
sh publications. On completing Part III, the readers mentioned
in the Introduction to this book (p. v) are recommended to the
student for acquisition of vocabulary and to develop facility in
reading Kurdish prose of present-day Iraq.
دروسی یه کم

۱ - تازه باش.
۲ - تازه باش.
۳ - من تهمنیم. نام بوبه.
۴ - به خیر بپیت.
۵ - چ مه تعمدیک لیپه و نزیکه؟
۶ - وابزام مه تعمیم سیروان زور باشه و نزیکه.
۷ - مه تعمیم سیروان لک کسییه؟
۸ - چه ودات لا بازاره کمیه.
۹ - چه توتیلیسی باش لک کسی همیه.
۱۰ - توتیلیسی باش لای مه تعمیمه که همیه.
۱۱ - مه منون تشکر مه کم. خوارمانیه.
۱۲ - خوارمانیه.
1 - روز بیش ماموستا.
2 - روز بیش بحوب.
3 - جونسی چاکی شکر.
4 - چاکم سلامتی نه یک توری نه.
5 - چاکم سلامتی نه.
6 - طمع درسی دو هم به خویشتن.
7 - تکا تاکم کتیبه کانتان بکاده و.
8 - ج لایه و.
9 - لایه و.
10 - هدستا می لایه و یک اخویشنه وه لیهش له دوای من به ده نگی
11 - یه کی به ییان همده به یک جار؟
12 - همده به یک جار له دوای من بیلِشنه وه.
13 - تسه نگه بشتم ماموستا تا نگه به بیلییوه وه.
14 - تسه نگه له دوای من بیلییوه وه تی ک به بشت؟
15 - به گفتم.
16 - بهبود یافته بی‌پایانه هم و شیوه‌های سه‌تایی دختم به نویسنده.
17 - نوشته قدیمی.
18 - نویسنده.
19 - کسی از نویسندگان مینویسی سه و شیوه چی بده؟
20 - کسی و شیوه؟
21 - شیوه.
22 - ناژانم.
23 - من نویسنده، همان‌ندی دوستانه.
24 - سه‌تایی دووسه وهم و نگری را ولی، پر وریاره کانی دوست.
یک‌هم ودعویم.
25 - خواننده‌ها کنن، هم‌هادی وریکو لاه‌سنفر ایلا ره‌کنیم.
26 - کدی مراجعت بکین.
27 - پاش هم‌هادی وریکو مراجعت هم‌کنیم.
28 - ماهوستا پر وریاره که‌هی؟ ده‌گا رگا چون له‌نویست.
29 - به‌دوست لاه‌سنفر تخته‌که نوسراوه.
30 - وابزارد وخته وارو برو سه‌تایی نه‌تایینم، خواهان‌یز. 

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ده روز شیوه
یک کرائی ناسیون

1 - ژوز باش دارا
2 - ژوز باش بوب
3 - نرم سو دانیشه
4 - به خوا حمز آدم بچم ژوز بازار
5 - برتین باشه، بعلیم توزیک دانیشه تجا یلگوه و ژوز چین ژوز بازار
6 - با توزیک تسا بکین
7 - برتین باشه
8 - چی کم‌رفته وه؟
9 - چایه لیو توزیک تساو
10 - چیم گیلگی دی چی بین تعلیمین؟
11 - چه در دیاچانی بین تعلیمین
12 - کاکه توز کوردی له کوئی نری برید؟
13 - له جمیریکا له مکتب نری روم
14 - چه جدی له پیرهیت؟
16 - من هیچ‌چیز می‌دانم، لطفاً موقعی را بگویید.
17 - به‌خاطر جهت، چون‌که سال‌ها سه‌گانه شد.
18 - زیرا به‌خاطر تمامی، من به‌تنهایی، هرگز تعب‌تکین نمی‌باشم.
19 - زیرا همان‌طور.
20 - حصاری با پیشین، پول بازار.
21 - باش‌های پیشین.
لیسه‌ی بی‌زار

۱ - بی‌زار که له کویی‌ه؟

۲ - هم‌واطی، زور دور نی‌یه، بیستا چه‌گهی‌ن.

۳ - حوز شکم خانجریک بیکم.

۴ - به زانی، خانجری‌کردستان له همو خانجریک باشتوه.

۵ - ره‌رها با بچین بو چیزه و با بیزان بهم پیاوه خانجری چمن‌ریشی.

۶ - کاه خانجری باشت همیه؟

۷ - به‌لیسه، مام‌رسی‌و.

۸ - کاه دومن خانجره زور جوان‌녕‌نه.

۹ - چه‌ه وقتی بیک‌نری؟

۱۰ - به‌لیسه، حوز شکم بیک‌ن.

۱۱ - کاه‌ه۷ کاه دومن خانجره به چه‌نده؟

۱۲ - به دوور دیناره.

۱۳ - کاه‌ه به هم‌زور گرمانه.

۱۴ - کاه‌ه چمه‌همه چاکترین خانجره.

۱۵ - باشنه، دیناریکت هدیه‌نی.
۱۶ - فه برسمو هدله‌گکره.

۱۷ - کامیا هده‌گکم؟

۱۸ - ثاره زروی خوته، هیمروکیان باشند.

۱۹ - باشند، نهم هدل ته‌گکم.

۲۰ - به راسته نازانم نهم خنجه‌ری بو چینیه.

۲۱ - نهم مروی بینی‌زم بو به وی‌گیکم.

۲۲ - ره فیه‌کت لسم کوییه؟

۲۳ - لسم نهم ریکیاهم.

۲۴ - را بزایم نهم توریله‌کیه.

۲۵ - زور تشه‌کن توه‌کم، به راسته باش بو به زانتبیه‌گیا لته‌گلما بو.

۲۶ - نهم مونون، هچ لیشیک بوو، من تام‌دم بوت بکم.

۲۷ - تشه‌کن توه‌کم، نیستا نهم بو توی‌تیل، بهلام نیواره نوه‌تبیه.

۲۸ - باشند، خسوا حانیه‌یز.

۲۹ - خسوا حانیه‌یز.
دهرسی پینجم:

پاسخ له‌ناو شارا

۱ - نیویارهت باش دارا.

۲ - نیویارهت باش.

۳ - جوئنی.

۴ - چاکسم، سلامت بی. نورمو دانیشه.

۵ - به راستی فهمهوه توزیک پیاسه بکم.

۶ - پرای توزیک دانیشه، تینجا پیکوه عچین بو پیاسه.

۷ - نگیر توش حمزه مکیت پیاسه بکیت، ندو پیکوه عچین.

۸ - باشه با بچین؛ مینه حمزه مکیت توزیک پیاسه بکم.

۹ - مه کام لا بچین؟

۱۰ - با بچین بو شتاقی کاره.

۱۱ - زرر باشه، نورمو.

۱۲ - نورزاسی بوچین حمزه مکیت بو ندوی پیاسه بکدین.

۱۳ - ندو.

۱۴ - چونکه عموش قامل، زرر تازهوه پانیوه جوانسیه.

۱۵ - عمو عموی شنتامی کانوبی.
16 - به لمسی، شوق نیا کاریه
17 - راست افکادی؛ شوق شوقانه زور پانه، دریویه
18 - شوق تازه‌ترین شوقانه لحن شاره
19 - چند شوقانی تازه‌ی وا لحن شاره همیه
20 - یستی عربنا، شوقانه تازه‌ی همیه؛ بهلام عم‌سلال‌درو
شوقانی تازه‌ی تر درست مکریپت
21 - وا دو رمزه‌کویت دوکاتی کوره و تازه‌ی زور همیه لحسن
شوقانه
22 - نور بانه کوره‌ی بانکی گنچی یه
23 - وا دو رمزه‌کوی، بانکیکی زور کوره و جوانه
24 - به لمسی، پره لحن داور، درختی کول
25 - شگهر کم‌توانیت، شیوه‌ی پیکره و سرد که‌دین
26 - سهر کسی کی می‌توین؟
27 - کل‌سیم، شگهر حمزه شکیت شیوه‌ی سهر بانکی گنچی چه‌دین
28 - زور باشکوه
1 - روز بیاش.

2 - روز بیاش، چونکی، چاکسی شکر؟

3 - سلامه بیم.

4 - واده، رنهکوی شهرو در دنی کوردی، کوردی تنوینی.

5 - بدلی؛ به راستی، کوردی بغض نیروی. چونکی، کیستا، توندوام

6 - زور چاک، بالام، همه، هرمو، روزیک کوردی، بخشونی، تینجا

باشترین فیشره.

7 - هزارانی، روزی شمه همه، بو دو دربندی خان.

8 - چیون، اینهها، همرو، لیرو، همه؟

9 - بدلی، و پزام، دنها، همرو، لیرو، نهم. بهلام، جاری، همه

10 - جاری سودای مکتب بدم.

11 - جاری با توزیک لدم، چاپخانمی، دا نیشون، تینجا، پیکره

همچین بو مکتب.

12 - باش، نامرسو، با دا نیشون.

13 - تگور حوزن تکمکت، بیشه او پیکره، لیه ایه، نان، کیهوین.
۱۳ - تی نهگیشتر، نکات کم پیش‌تر و..."}

۱۴ - ملیم، نیکته پیکره، همچنین بو یانه نان عخوین.

۱۵ - باشکه، من شواره و له تویتل، هم.

۱۶ - زور چاکه؛ منیش همیک، بو مالهو، بهلام شیواوه همان تویتل، هم.

۱۷ - جاری من نهیسی، بو جیب بو مکتسب.

۱۸ - بوچین منتندی بچیت بو مکتسب.

۱۹ - حز و محل، ماموستا جورج بیینم.

۲۰ - همه ماموستا جورجه.

۲۱ - روز پاش ماموستا.

۲۲ - روز پاش بوب؛ نگیر کاره زور توکیت، هیستا نهچین کتیبه کان توکیمیرین.

۲۳ - به‌لی او روز بو بیجین، چونه حزم نه‌کرم کتیبه‌کان بخویم

۲۴ - حزم نه‌کرم چکتیبه‌کان یک‌دیریت؟

۲۵ - را بزامن، جهند کتیبه‌کان کوردی نه کرم.

۲۶ - زور چاکه.
۲۷ - من سبیل چیست به چی بو مالدیو، بهلام چیونه تختینم
لیتکتکه.

۲۸ - باشند خمسوا حانیش.

۲۹ - خمسوا حانیش.

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درس ششم

۱ - زمینه دارا

۲ - زمینه بخشی

۳ - کمی هواستان بو تجارب

۴ - توزیع

۵ - تعمیم بو کودک بچین؟

۶ - حمایت نمکی بو کودک بچین

۷ - من نازان

۸ - نیاز وایه بچین بو یانه نورهان بو یانه یادی بینی

۹ - یانه له کودکی؟

۱۰ - زمینه دو یا یه، هرمایه یا مالی موتورمه

۱۱ - باشمه با بچین

۱۲ - دمیته یانه، با بچینه تورمه و

۱۳ - یائشهکی خوشو کودکان همه

۱۴ - له کودک حمایت نمکی دانشین؟

۱۵ - ناره زوروی خوانه
16 - حمزه کویت لای حمزه که دانیشین.
17 - زور باشد.
18 - هاوینان هم یانه زور نیکه.
19 - چه کوره کی یه؟
20 - همه گمنده رفیقه.
21 - همی رهنه لای قمه دانیش.
22 - باشد وا هاتم شو باد.
23 - همیردی احیزه کمک که برادره پناست.
24 - من نکاردم بوبه.
25 - منش نآوم همهمه.
26 - کاکه تو خلاقی کنی.
27 - من خلاقی تو همه ریگم.
28 - به خبر بی.
29 - سلامتی.
30 - به راستی زور تینو مه، حمزه کویم به رذیخی کاو بتوموه.
31 - من گاویه ک تو خوموه.
۳۲ - من بررسیم.

۳۳ - شما دری چه بخشنم؟

۳۴ - را پزانم کباب تخم‌سیر.

۳۵ - بجربی‌ی او تدوی برپسیت نی یه؟

۳۶ - را پزانم منش کباب بخسوم باش‌ه.

۳۷ - زور چاکم، کوارت منس کباب تخم‌سیر.

۳۸ - را پزانم کباب چاکم‌ن خوارده لیته.

۳۹ - به راستی همکبابه زور به لوزته.

۴۰ - به تای بیستی لدم جیگا خوش‌ه.

۴۱ - را پزانم درون‌گرو، با بروین.

۴۲ - هرسرودی با بروین.

۴۳ - تومید تهکم سبیلی به‌مانسی به‌سین.

۴۴ - به‌یانی له نوته‌ته ک جاری ریتیان تهکم.

۴۵ - باشن، جاری خواهان‌هایی.

۴۶ - خواهان‌هایی.
1 - کدی هاتی بر کرده.
2 - توپیک لبه پیچه هاتی.
3 - نیکه نارا در خود هملاسی توپیک پاسیم کرده.
4 - بیش کوار قهوی.
5 - توپیک پاسیم کرده، دولای کورم بو کتیبه‌نامی کوردستان.
6 - هیچ کتیبه کچری؟
7 - بعلی، تنهای که یک کتیبه کچری.
8 - هر کتیبه پاسی چی نگذا.
9 - وا بزامی پاسی میتروی کوردستان نکجا.
10 - که زاده ناوی توسمان کی چی یه?
11 - وا بزامی توسمان کی ناوی زانیه.
12 - که فوا نهی کتیپیکی زور باقری.
13 - بچه‌ی وا گذتی.
14 - جونکه که زاده ماموتا زانا توسمانیکی زور پاکه.
15 - ماموتا زانا خلقی کندی یه؟
16 - ماموتا زانا خلقی هعم شاره یه.
17 - چاکرین شت لهم کیه شویده، نمایه‌های کوردستانی نخواهیم.
18 - راست تاکدی، تکمیل دهم و روشنامه زین باییکی را از تایبگو.
19 - تراکم مه‌های همرنده ریگی گریک و شه‌مندی در هم‌آمیزی.
20 - واپسین نام همرنده شار دیو شاخ و دژ و گردو روابه همیه تیپا نوربرواه.
21 - بهمنی راسته.
22 - واپسین مشن تا به لیک لدم کیه بکرم.
23 - داره زوری خوسته.
24 - هگر چیست نیست نیه سها و یکی‌ها عجیب به کیشان که.
25 - زور باشه، مشن دهم و روشنامه که بکرم.
26 - با زور بچین چونکه مربی چیست ماموستا زانا لدوی بینین.
27 - نه مرویه، بهام و ایزام چیست درنگه.
28 - بچی سمت چندن ده؟
29 - چیست سمت بانزو و نسیه.
30 - لاو من سمت بانزو و چاره که.
31 - هگمر زور بچین به مدعی دیقمه چگه.
32 - باشنه به بچین.
1 - السلام مليك.
2 - علیکم السلام.
3 - له کوی بیوی؟
4 - له مالی احمد بیو.
5 - چیه کارد لدوی؟
6 - نام خواردو چاوم کویته باوکو دایکو خوشگول براکانی.
7 - نهای احمد جو بو کوی؟
8 - وا پزام لدگال جهند برادو ریکیا جو بو بازار.
9 - چیون چیسی بکن؟
10 - چیون شت بکسرون.
11 - نعی نایهن بو ئیمه؟
12 - بدلسی، توزیکیتی تر یهنت، چونکه هورانیش حسی بهدن لدگال
ایه چین بو باخی گشتی.
13 - کوراتا تهیه چاوم ریمان بکنین تا یهنت.
14 - چونی مولی کسوا؟

15 - علی تا میتا لیره بیل هلال تویزیک لیدوموئه شو
بو طالوه هن نان بخستو.

16 - چوو وتش لیره نان مخسوو.

17 - تنها چائیکس خوارده و، دولپی هعلمو روشت، بیلام
وتش سی سمتشتی تر شگگریموه.

18 - کوارات سکه لدکل حوم کورانه بیت.

19 - حوم کورانه خمالشی کوین؟

20 - هدمویان خمالشی هم ولاتن، بیلام ثمیانوی قند سمایکت
لی بلدن لد باخت هومه ریکاوو.

21 - بچی ثمیانوی بچین بسو هومه ریکا؟

22 - وا پزان ثمیانوی بچین لدوي بخوین.

23 - وا تی مخکم همحمدوی ثمیوی بچین بسو هومه ریکا.

24 - بدلی زور حمز ثمکات بچین بسو هومه ریکا.

25 - بیلام تعلی پارم نییه بچم.

26 - باوکی زور دهولو مهندی.

27 - کوارات مکگ هوصل دومچی همچین بسو هومه ریکا.
۲۸ - واپزانم دور فرجى، چونکه زور زیره که سعی زور نکا.

۲۹ - منیش وا تهزان.

۳۰ - گویم له دهنگدنگا، وا تی نهگم هاتن.

۳۱ - به‌قره‌ی هوانم.
لومی تائیور، به سنفی پینجی ساندوین، له سایمیا ته خویی. 

۱. له مهکب.

۲. به نویلیته بچه به میکا بخویتن پاش ته وی میمال ده‌چین.

۳. نیوز هومویان زمانی انگلیزتان خویندوه، به‌لامی مهیب توزيك باشتر فریزی بن.

۴. له بر تره ویه له فیستووه خمریک بن باشتر فریزی بن بسو. 

۵. له‌ره له‌ره هیچ قهره نمی‌بین.

۶. نگکر انگلیزی باش برگینه گلیکان به مقایسه ورتن نه‌گزن.

۷. زمانی انگلیزی زمخت نی به بینیووه کم‌تن به میوله‌ی کم به باشی.

۸. له کم‌نیری بن.

۹. له‌ره هومویان کوردن.

۱۰. نوگیشتن همه وی‌بی‌ره و لاته‌کان بکن دوری گیرانهو ودیه.

۱۱. نیوز گنجه طهم شاه‌رن.

۱۲. به‌لام عویله بده، بور پیشه‌ی و بوریله‌ی کوردنی زانیاری.
12 - بسلام دارا بیرایی داره فیزیا بخوئین.

13 - تیمهمان براده‌ری من‌سن.

14 - من زور ییمه خوئه که تیمهمه توچینه ولانه‌کی ون تامختیون.

15 - باوک و دایم له شاره نیویورک ته دیزین.

16 - نیویورک گوده‌تربن و خوشتینه شاره له تیم‌مریکا.

17 - نیزمه دانش‌وینه ته شاره گوده‌نه‌زیکی ده ملیونه.

18 - برکم له دیترویت دا نیویورک.

19 - ته ده جفتیه کافه‌زیک ته نوکم بوز‌نیوکوهی ده یارمه‌تیم‌مان.

20 - امریکا زور دورو لهروه.

21 - کوئا تامیت وا به تیماره وا به پایپور بچن بو تاموی.

22 - وابزنم به پابورره رازانتوه؛ به‌الله تامیاره خوشترو خیزانتوه.

23 - من به تیماره هاشم بوش عیراق. تنها شانزه سهامی برد له نیویورک وه

24 - سال‌سیک ته مینیش ته‌چوه ریهود بو ته‌ی ماریکا.

25 - له ریتی ته تامین.

26 - پای پریست کافه‌نیم بوه بوهیمکه گیشه‌هنوئی.
27 - چونکه حمزه هم کم هم در کان آنان بیانم، بر حوهٔ می‌شی

کافه‌زتان بی‌پی بی‌پی.

28 - له‌هر تهوه خویشن‌دن به زمان اینگیزی به له میریکا

رنگ همهٔ همه‌ها می‌هل سال توزیع زحمت بیمان.

29 - پلام دوا یا تهوه عسان تعیین.

30 - گونام نیه مونیه بی‌پی، هغمر هم‌هل بدهن و خویکی

دوم س خویشن‌دن بن.
سی-سیکز

1. رژیم له رژیم یبدیاران دا بچین بوده سیران.

2. رژیم کی زمین خوش بوده.

3. هوره بو ناسانه و نه بوده. ترسی بارانان نه بوده.

4. هوره بو نوعی صورت بوده گولی جوان له همو جیگیاک له بوده.

5. به کورتی به هاریکی تیرو خوش بوده.

6. لیمه جوور کس بودین.

7. سواری چوتو میلک بودین و چوتو بوده سیر نار.

8. هرد مدلهان کرد و یاریانان کرد 5 هلیک بودین.

9. که بوده سهامان دواننده نانان خوارده.

10. دواین اساحه نان کرد.

11. نیووه رژیم تیفرکیتر هاته بو هور.

12. همه وانیش مدلهان کرد و لهگلد لیمه جلیان خوارده.

13. به نوین بو ییدکه و یاریانان کرد.

14. به راسته زور خوشان رابود تا لیمه.

15. سهامات شیش یی بوده به چوتو میلکان گراینوده.
۲۷ - به راستی، یو بیه، خوشانه به رگیز له بیه، خوانیته.

۲۶ - بیمار پنه، کیم، کی نهکی کیم،

۲۵ - بیمار رویانی مکتب و خوئیندن نهکی.

۲۴ - ایستاده که بردود، روکنکام، تهیمین، باس، خوشانه خوشانه نهکی.

۲۳ - به راستی تا لیستنی خوشانه بیه سیره، له بیه.

۲۲ - خو ده، شهبه من زوری باش، نوستن تا بهیاته.

۲۱ - خوب و همراه همه هما، چپو بو مالی خوی.

۲۰ - نه و همده، یاریمان کرد، بوی زور هیلاک، بویین.

۱۹ - واقع نام به چاره که سیما، گه یکشته، نازفار.

۱۸ - بارکی تازه بیوی کشیده بوی.

۱۷ - نتویمده گه همیشه بوی.

۱۶ - گوتونیل که تازه بوی.
دوست یانگی همی.

پاسی کونگره مامو ستاپاین

1 - چهند کلاه و روزنامه کورده دور نمی‌چینی لرم ولاته؟

2 - جوار بیننج کلاه و شوش حوت روزنامه.

3 - نوروز روزنامه یکی زینم کوره زرم باش خوشی تابیز، یه چیک له وانم

هموه بیوه مامو ستاپاین کورد کونگره یا لته تحکم له باشته خه تی

کوره قیراق - باشی زمانی کوره که چیشه.

4 - بدلین واپه نعمه چیمه کونگره که لرم باشمهم، تهگیریت.

هموه تاکتیکی مامو ستاپاین کوره نوبه لی تی بکوشن بو خزمتی

گله کیبان.

5 - وابزین له هموم جیباندا و بهتایه تی لرم ولاتهدنا هموم مامو ستاپاین و

نتیبیا رو تیگنه بیتچکان به زوری تی له کوشن بو خزمتی ولاته و گه‌مل

و زمانه کیبان.

6 - چهند مامو ستا له شاروه هاوبه‌شی ناگه‌ن لرم کونگره یه؟

7 - وکو به‌ستوه هم مکه‌نه یه رهیه ریک ته‌نه چیریت. له‌سره، هموم، زماره‌ی

نوینه‌رنه له شاره نه‌گه‌ن جهل.

8 - چهی مامو ستا اعراب هاوبه‌شی ناگه‌ن لرم کونگره‌یه؟

9 - به‌لین - زور کمیش له‌وان به‌حال کروان به‌حال همومهی چه‌من دا

تغمیش و گی ناگه‌نه که‌نه هواه‌شی بکهن له تسکن‌ندنا.
10 - وابستگی سه‌رنگی نهاده‌ای ماموت‌سازی شده چیت بو تا وکتوره‌ی ۰.

11 - به‌هیلی سه‌رنگ و هزی‌رانش شاهول روزه چیت بو کردن‌هی یه وکتوره‌که.

12 - بار و کثریک طور و وبر دریاچه و جوانی خویشده‌ه.

13 - که ویا ته‌وول ۰؟ عیان تاکست یک‌گو ناک‌آقت؟

14 - بردا ناکم.

15 - وکو نه‌زایی ستی کونگره‌ی چهند میز ده‌وام یک‌یک‌ات؟

16 - نازیم شب‌ص چهند ده‌وام یک‌یک‌ات به‌لام پار حامته‌که ده‌وام کرد.

17 - حرفی مه‌کرد به‌انتای‌یه بصم بو به‌فدایا یه‌ها یه‌ها یه‌ها به‌سیاریک هم‌هیه به

18 - چهار هزار تن‌که‌ی عربی یه‌وه. به‌لام هه‌ها نزاری به‌ولا یه‌هایا چه‌ن‌

19 - وشیکت له پیل‌ری که‌په‌مو له رژی‌نامه‌که چارام‌هیای که تشوه.

20 - وم‌کو چی‌ی؟

21 - وم‌کو کوم‌ار و بال‌پو‌ژ.

22 - یحیی‌نون کوم‌ار یعیان جمپوریته و بال‌پوژ یعیان سه‌فری به‌فریبه.

23 - زور سوباپست اعیام‌ه. له مه‌ودا فه‌گر مان‌ای وشیکت ویست لیت‌بی‌پوژ.

24 - من نیاماده‌م بو هم‌مو یاره‌تی یه‌ک و خونه‌تیک.
دوشنبه هفتم

۱ - همه جوابه، همواره دوستیم، از کجای بود؟
۲ - مرحبا، بخصوص، دوستان توزیک جومه بو بازار دواینگ کرده‌اند.

۳ - چون همیشه دوستها هست، بود؟
۴ - راستا شوی توزیک بین تاقیت بووم و سریع، همیشه با ییش و ییشانم.

۵ - چه یه جویه بو دوکتوژئور؟
۶ - یه، به پایستم، هم زانی بچم بو دوکتوژئور، تبها یک دولو جمهوری\nبنام سرم خواردو لسراهم کرد. تبریز زور پاشم.

۷ - همیشه هر سرم هم دايت له قوتلاده‌ه.
۸ - سلامت بی‌بی.

۹ - چگونه‌ها زانی کیپریش همین بی تاقیت تو دوکتوژئور، هم‌نام کیچینه‌ی لا.
۱۰ - سوپایست چه کم، چیپر زور پاشم، وایزام دواینگ همین هیلاک یک‌مو،
پایست بوم به اسراهم.

۱۱ - چیپر کویت له رادیپویو؟
۱۲ - بله.

۴۵۳
۱۲ - بیستم که له سوده‌ها ای منگه‌کی تر سوده‌ل جمهوریتی امپیریکا

۱۳ - به چیت بو فرور نسیاً.

۱۴ - بدلی دستیکی وام بیست‌یا خمش‌ها راست‌بین‌

۱۵ - من له برایه دام کوبونه‌ی سوده‌ل و هزارانی ولاته گوردنه کان

شیک‌کی زور به کلم‌ها.

۱۶ - راسته، جونه‌گه هه توانان گت‌گیسی یکهنه له گازل بهک تر و یکه

بدرسنه، بو غزوی گدن‌هی جیهان به کاسته چیکدو به‌زه.

۱۷ - له گازل بو به‌زه‌دا تام‌هانه یاره‌ی بهک بدهن دوم باش له یهک تر بگن.

۱۸ - هه چونی به‌تیم کوبونه‌ی بهک کلکی غیبتی همه‌ی بو سودره‌کی

جمهوریکی جونه‌ی دیزه‌ی و بسته‌ی باشنه له کاروباری جیهان

شیک‌هار زابی.

۱۹ - راسته، له‌که‌یت هه‌ی دیزه‌ی بو به سودره‌کی جمهوری‌یه.

۲۰ - واپزنه‌ی سودره‌کی بیشه‌ی له جیبی جمهوری‌یه بو؟

۲۱ - به چال له، هم‌له له جیبی دیموکراتیه (دیموکراتیه).

۲۲ - همه‌ی چونی بیشه‌ی همه‌ی همه‌ی کوبونوه‌ی به کامل‌ک

به خفق‌هار بین.
دوره سیاسی هم: جهانی
چوادی تمیوز

1 - همیشه چه همیشه هم همو خالکه بهره و ساحی فوتیل چه؟

2 - همیشه یادی سی سالی شویی شویی چوادی تمیوز پیروزه.

3 - راست نیکی، همیشه پیاره، تمیوزه من همو لاه

بیهم جویه، با بیشه بچین بیجو جیگی کوبنوه کبک

بیژیائین چی همه.

4 - همیشه با بچین.

5 - توا پار لیر بیته بیرته چی کدرا؟

6 - وا بیژیائی مصرف تنیکی کرد باس شویکی

کرد و چون گلگوش چا خارهتن اخوانخانه تمکثاماره

دی بیژیائین.

7 - هیچی تمیوز؟

8 - نه، دوایه باسی بیروباوه، سیاسی حکومتی مشیتی

کرد که چون تمیوز دوستیده تنها لگه همو گملان

دنیا پکا.

9 - رنگ همه دوایی هملبه کرکی کرکی.

10 - بلکه، له بیهایه، کراه بیهاره، لگه

ندونها کورانی خوش وش وشرا.
۱۱ - هدایت‌کردن کورده‌ی لا زور خوشه، وا تی کنگم‌ئی زور نویسم‌ئی همیه‌.

۱۲ - بیل‌ئایی، هکو، بیستوئه‌ئی لده، نویاسم دوع، دیب‌ئی هملپرین همیه‌ئی، بظلام من هرمز دو نویسم‌ئی نوزانم.

۱۳ - وا بژانم یکدی نویستان هرمز لبه هملپرینی لبیانئی پچین.

۱۴ - راسته، هدلپرکی لبیانئی دیووم، هرمز وکو، همک هم‌ئی خومن ولایه.

۱۵ - گوی بیکر، بیکر، لده مویسپای عسکریه‌ایه.

۱۶ - نمیه باندی مویسپای عسکریه‌ی، همو، گانیک لبه کورکوئه‌ی یکه، یکه دکورودوم‌ینه‌ی.

۱۷ - کمروات نوئده‌ئی نوتان، بذهدار عملی، لبه کوردونویه.

۱۸ - بیلی لازه، نوئده، نوئده‌ئی نوتان، حاربین، چونکه نوئیش، ووتاریک همکوئینه‌ه، به بونه‌ئی، هم که روئینویه.

۱۹ - چه، چه بندکه هرچه، چهند کس، کس چگره؟

۲۰ - بهم سایه‌ی نازه، دروست کوراه، وا بیزام به ثانای بیست هزار کس، کس چگره.
۲۱ - هم چم سماحیه همیه لیم شاره؟

۲۲ - نه، سماحیکی تر همیه، زور پچوده جار بوده

جار یاری نوتوبی تیا نکرده.

۲۳ - با خیالا بروین بپر نعومی جیگلیکی کمی باشمان

رفس کنیم.

سرخ
Lesson Fourteen
The United Nations

busy
cigarette
to pull, draw; to smoke

1. I see you're very busy these days and you're smoking too much.

reason, cause
to come to be in such a state that...
every day, each day
pack, packet
to abandon, leave, give up

2. In fact I myself don't know the reason for it; now I've gotten so I smoke a pack a day; but after the exam I'm going to try to quit.

to decrease, cut down on
at once, immediately

3. If you want to give it up do as I have done; do not try to cut it down but give it up all at once.

it is necessary
gradually, little by little
4. It is very difficult; I don't believe I can give it up now all at once. I should just cut it down gradually and then give it up.

smoking (n.)

strange; surprising

smoker

the person who smokes
to become

subservient, servile
tobacco

5. Smoking is a strange thing; the person who smokes usually becomes a slave to smoking and tobacco.

disentanglement, freeing
day after day

6. You are right, and freeing oneself becomes more difficult every day.

sometime ago

that (it is not certain)

medicine, drug
to find
7. Sometime ago I heard that some doctors are trying to find a drug to enable people to give up smoking easily.

8. I have also heard something of this sort.

the person who
lucky, fortunate
happy

9. The one who gives up smoking is quite fortunate and happy.

to congratulate
invitation, (party)

10. When you give up smoking, I'll congratulate you and give you a party.

to wait
in the immediate future, in the next few days

11. Then you have to wait for an appreciable period of time, because I don't think I can quit it so soon.

to mind, pay attention to
don't pay attention; never mind
to think of, about
for now, for the time being
speech
outside, abroad
minister of foreign affairs

12. Never mind. In order not to think about smoking, let's go home now and listen to the speech of the Minister of Foreign Affairs.

to deliver a speech

13. When is he speaking?

14. At four o'clock.

quickly
to remain, be left

15. Let's go quickly then, because there are only a few minutes left.

important
organization

United Nations Organization

16. As they say, this speech of his is very important, because he is going to speak about the U. N.
17. It must be true because this man was the representative of the Republic of Iraq in that organization for a long time.

18. He also is an intelligent and learned person, and very well versed in the activities of this organization.

19. I am of the opinion that this organization has, until now, rendered many good services.

20. That is right. It has especially been of service to the small countries which have recently received their independence.
21. In my opinion the existence of this organization is quite necessary in order to keep the world away from war.

22. Turn the radio on quickly because I think he will start soon.

23. Why? What time is it?

24. It's three or four to four.
Lesson Fifteen
Schools and Studying in Kurdistan

1. How did you do on the exam yesterday?

2. I was good, only I forgot to answer one question, but I believe I'll still get a good grade.

3. If you don't pass one or two subjects, can you take the subject again another year?

4. No. We follow the English system.
5. What does that mean?

in our country
part
to divide...into...parts
primary
intermediate
to call s.th. ...
university

6. Schools in our country are divided into four parts; the first is the primary school which is six years; secondly, the intermediate; thirdly, secondary school; then college or university, which is also called danišga.

student
from one class to another

7. Then students must be promoted every year.

last, final
the final year
stage, level
hard, difficult
baccalaureate

8. Yes, but in the final year of every level students have to
pass an important and hard exam called the baccalaureate exam.

what will happen

9. Well, what will happen if he doesn't succeed.

to remain, stay behind
to take an exam

10. Then he has to remain in that class another year and take another exam so he can be promoted.

perhaps

11. What if he doesn't succeed the second year?

to remove; to dismiss
evening school

12. If he doesn't succeed he will be dismissed from school; but he can study one more year in night school.

strange, surprising
even if, even though
to fail in (a course)

once, one time
13. This is indeed a strange system. In our country the student does not remain in his class even if he fails some subjects, because he can take those subjects again and take exams in them.

courses
to use, employ
successful

14. I believe it is called the course system, which was used in some colleges (in Iraq) and was quite successful.

15. Well, why don't they implement it in the other schools?

completely
it could be
ministry
education
it is better by him; it is favored by him

16. I don't know for sure. It could be that the Ministry of Education favors this system.

17. You didn't tell me how many universities there are here.

governmental, state
18. There are two universities now, the first is Baghdad University and this is a state university, the second is Hikma University which has been established by a religious American organization.

19. Perhaps after the secondary school there are no government exams.

20. No, because the person who passes the secondary level is well prepared and has the ability to continue in his studying. That is why there is no need for baccalaureate exams.

21. Thank you very much for explaining to me how schools and education are in your country.
22. I hope you too will one day tell me about schools and education in the United States.

at your service!

23. By all means! I'll tell you all about it some day.
Lesson Sixteen
Nawroz Festival

festival, holiday

New Day, feast day

1. When is the Nawroz holiday?

March

to celebrate a holiday

2. The Nawroz holiday is on the 21st of March, that is, next week.

national, people; progeny

freedom, liberty

3. I believe the whole nation of Iraq celebrates on this day.

Kurdish people, the feast day of Spring and of freedom.

4. No, this is the holiday of the

As you say, this holiday is very important.

oppression, despotism, tyranny

to be rescued
to take, get
6. Yes, because Nawroz is that day when the Kurdish people were able to free themselves from the grip of tyranny and obtain their freedom.

more, further
to clarify, throw light on

7. I'll be very grateful if you could explain it more for me.

king, monarch
blackguard, scoundrel
tyrant, despot, oppressor

8. This is an old Kurdish holiday. As the story goes, there was a king who was a great tyrant and a scoundrel.

9. Do you know the name of that king?

Zuhak (p.w. male)
thousand
by the thousands
to kill

10. The name of that king was Zuhak who used to kill the youth of Kurdistan by the thousands, and nobody was even able to speak for fear of being killed.
11. How were they rescued from him afterwards?

a person, a man
blacksmith
a blacksmith

12. There was a blacksmith called Kawa who had several sons; but six of them had been killed by that king. One day the king sends after his other son too.

13. How now! Does he kill that one too?

hammer
to attack

14. No, Kawa, the blacksmith, takes his hammer and with all the people of the city, in a great revolution attack the king, and Kawa, with his own hammer, kills him.

Blessed be his hands.

15. God bless him!

kind, sort, manner, way

16. In this way the country is freed from the grip of tyranny and happiness spreads in the country.
17. Then the day the king was killed was made a holiday.

18. That is right, it means that this day is the day of prosperity and freedom of the Kurdish people.

19. Well, you said that Nawroz is the festival of Spring, too.

to begin, start

20. Yes, because Spring also begins on that day; for this reason Nawroz is also the festival of flowers and the joy of Spring.

21. As it seems to me from what you have said, this is a feast of freedom and happiness which the Kurdish people celebrate every year.

22. Yes, that is right.

always, ever
to live

23. I thank you very much for teaching me all these things and I also hope that the Kurdish nation will always live in freedom.
حکایتی کوتراه قسمت
میده مژوبی‌ها

روزی‌هایان میده مژوبی‌ها به‌نوایی همبسرو ژن‌هایی پیوسته گرفت که لازمه تولید حیات دارا بکات له دراوی‌کان میده.

مژوبی‌ها شروع شووه‌گی کیسته‌می‌کنند که راوه بهم نووه‌ه بچوکه شده خیکه خوشه‌ریسته له همبسرو لاپه.

له باش تویی که میوه‌ه که تویاو بسرو، شووه‌گی که له‌که‌وه بو ساحه بی، بعلام لگمال کی حاجتی‌شا طی که چپکوله‌ی.

رهی‌که ناردوه چو، چهلم ته ماجراهان له هاتله پیش‌ه.

میده مژوبی‌ها، پیغام ویت شمعو چی به میده‌ی.

جمهای دایوه که شمعو چیش خوایه تماشایی کرد.

که و‌هاه‌ی میری شتیکه‌نوشته کردینو له دراوی‌کانی زیا و می‌ماند با معنی‌هی پیچکوله‌ی له‌تا نی‌ی پیوسته به تعمیر حیال دراوی‌کان زریبان بین خوشه‌بو و حمایاه‌نه کرد که وا می‌جاید.

میده مژوبی‌ها که ردوتی تر دارا ی‌شیکه لی‌پا بکات.
بزو کره تث درونم مهلا میوایی بهکی گوهوری بصورتی

چخو دژ الای دیسايناى بو همینی تعلیم. هم جاره
خلخل هرهچی یان همهبسو دایان به مهلا چونکه
لی بال مظومهوه که شترومه کاتان له ژیتهوه و هکووه کره تثی
را بسواردیوه.

مدتهکه زئری پین چخو مهلا شترومه کاتان نمکاردیوه.

له پاش دورو یه مانگ له مهلا یان پرسی که چنه به سه
شترومه کاتان یاسک مهلا به طجزیوه جواپی داندو رجاتان
لی عکوم که لا ناویان مهیتن.

له پاش زور رجا له کردن ووتشی مع الافسف گوم کهته هممویان
مردن، کدی به رواى به قشی مهلا نکردن، پیپن ووتش
مهم پیاوا جک به مهجوول نیی به که لا نمیش یک روحانی بسیرن.

مهم لا بهبی تکفیف جواپی داندو که جون پرِ قرخ زاوزی نمکات؟

سین
1. حكاية "hikayet 'story'
   كورت 'short'
   لمس "about, concerning"
   مالا مه زبوروه melá mezbúre 'Mulla Nasr Al-Din', whose humorous anecdotes are found in all near Eastern cultures.

2. میوانی 'banquet'
   lazím (foll. by subjunct.) 'necessary'
   غارن جاجات 'dishes and (kitchen) necessities'
   داوا کردن 'to request' (from: le)
   drawsé 'neighbor'

3. شتوک 'utensil'
   چیستخانه 'kitchen'
   کو کردن 'to collect'
   نوو 'way, manner'
   شخص 'person'
   خوش ویست 'beloved, dear'
   لە هەمی لە شکل ke 'after' (conj.)

ئەوە (used redundantly with ke when the latter introduces a clause which would otherwise be the object of a preposition):
ئەوە پەس ئەوە-ی کە 'after' (conj.)

تەوەو تەوەو 'complete, completed; finished, over'

گەرەوە (gerea-) 'to return s.th. to s.o.'

ساهەب 'owner'
kull 'each'
pčkoč 'small, tiny'
wóku 'like, such as'
ristkán 'glass, tumbler'
harâmèw (ner-) 'to send s.th. back'
salam 'people'
toṣjúb le haṭíŋ 'to be surprised at'
jewáb danèwé 'to answer'
xwa 'God'
tesadif kírdín 'to happen (by chance)'
herci 'whatever, everything that'
qerz kírdín 'to borrow'
zyán (ze-) 'to reproduce'
míndál 'child'
le bún 'to be born'
be teciréti hál 'by the nature of things, naturally'
pe xoš bún 'to be pleasing to; to like'
kérét 'time' (instance)
şoyn-i... 'the same...'
téléb 'request'
mélúm 'known; certain'
zyanèwé (ze-) 'to reproduce again'
řaburdú 'past, previous'
middét 'period of time; a while'
pe čún 'to pass by, elapse' (time)
bəṣər...ḥatīn 'to happen to, befall'
rajzī 'saddness'
ราว le kirdīn 'to beg of s.o.'
ناو hēnān 'to mention the name of...
مəqiləsəf 'unfortunately'
mirdīn (mə-) 'to die'
bīrwa bo...kirdīn 'to believe s.th.'
qṣē 'talk; statement'
məqūl 'reasonable'
berūn 'inanimate (object)'
teklīf 'formalities'
zawza kirdīn 'to reproduce'
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The asterisk * indicates references which include a general summary, usually listing all inflectonal forms and usage. Vocabulary items discussed in the Notes are also included.

Alphabet, 421ff.

-ane, 406.

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