Kurdish Basic Course
Dialect of Sulaimania, Iraq

By
Jamal Jalal Abdulla
and
Ernest N. McCarus

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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.

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

Ann Arbor, Michigan
August 31, 1966
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>labial</th>
<th>labio-dental</th>
<th>dental</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><strong>Stops</strong></td>
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<td></td>
<td>č</td>
<td>k</td>
<td>q</td>
<td>?</td>
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<tr>
<td>vd</td>
<td>b</td>
<td>d</td>
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<td>j</td>
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<tr>
<td><strong>Fricatives</strong></td>
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<td>s</td>
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<td>š</td>
<td>x</td>
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<td>vd</td>
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<td><strong>Nasals</strong></td>
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<td><strong>Laterals</strong></td>
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<td>l̚</td>
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<td><strong>Flaps, Trills</strong></td>
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<td></td>
<td></td>
<td></td>
<td>r</td>
<td>ř</td>
<td></td>
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<tr>
<td><strong>Semi-consonants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>y</td>
<td>w</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', gunahbâr 'sinful'. Kurdish w is umlauted before e, i and i, giving [u] like the ŋ in French cuire. That is, it becomes a high fronted rounded semivowel. Examples: wəran 'ruin'; nāwi 'his name'; wistin 'to want'.
The symbols č, š, ž and ў 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'
ž = s in pleasure: čož 'day'
ў = 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 1 and ٓ:

1 'clear l' as in English leap: gul 'leper'
ٓ 'dark l' as in English peal: gul 'rose'
ɾ flapped r as in Spanish pero: brin 'wound'
ɾ trilled r as in Spanish perro: brin 'cut'
ș velarized s = Arabic ٰث : ٰث '100'
q vl post-velar stop = Arabic qaf ج : qe 'talk'
x vl post-velar fricative = ch in German ach

(= Arabic خ : خ ) : xonjor 'dagger'
γ vd post-velar fricative = Arabic γαμ ج : bγά 'Baghdad'
ٔ vl faucalized pharyngeal fricative = Arabic 俨 ج : bγ '17'
ٗ vd faucalized pharyngeal fricative = Arabic ِγ ج :

ٓ glottal stop = syllable initials in English oh-oh! (= Arabic hamza ح ) ئ : ئ 'no'

Of the consonants, v and ў 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 ٰس '17' and ٰس 'year'.

The consonants may be pronounced double (or long), as ٰس 'it hurts' but ٰس 'it hurts him'; ٰس 'skull'; ٰس 'jam'.

4
VOWELS

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Phonetic value</th>
<th>Approximately like underlined vowel in English</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>[i:]</td>
<td>[i:]</td>
<td>bead</td>
</tr>
<tr>
<td>i</td>
<td>[i]</td>
<td>[i:]</td>
<td>bit</td>
</tr>
<tr>
<td>i</td>
<td>[+]</td>
<td>[i]</td>
<td>nurses</td>
</tr>
<tr>
<td>u</td>
<td>[u:]</td>
<td>[u:]</td>
<td>moon</td>
</tr>
<tr>
<td>u</td>
<td>[u]</td>
<td>[u:]</td>
<td>foot</td>
</tr>
<tr>
<td>e</td>
<td>[e:]</td>
<td>[e:]</td>
<td>day</td>
</tr>
<tr>
<td>e</td>
<td>[e, ε]</td>
<td>[e]</td>
<td>butt, bed</td>
</tr>
<tr>
<td>o</td>
<td>[o:]</td>
<td>[o:]</td>
<td>goad</td>
</tr>
<tr>
<td>a</td>
<td>[a:]</td>
<td>[a:]</td>
<td>pod</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 žin is [i:] 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 u are very much like their English counterparts. Kurdish e is like English u in 'butt' when (a) it occurs before v, as ėw 'he', ėwê 'that'; (b) before y in the same syllable, as in ėy 'well!', ėyká '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., ėyandin 'to convey', ėsmid 'comfort'. Otherwise, o is pronounced someplace in between [ɛ] and [æ] and [œ] (the vowel in English 'hat'), as in ėesp 'horse', ėerm 'hot'. Kurdish i is a high back or high central unrounded vowel [i] or [ɪ]: žin 'woman', gīrin 'to take'.

The vowels i and u do not occur at the end of a word, and i does so only under special circumstances: dēstī = dēstīt 'your hand'. The long vowels are shortened when they occur unstressed at the end of a word, as ḥāti 'you came', bēlkū 'perhaps'. The vowel i is replaced by i when followed by y, as čî? 'what?' but čîyē? 'what is it?'
The unrounded vowel \( i \) becomes rounded adjacent to \( w \), so that \( witi \) and \( witi \) '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', \( šteki \) 'that is nice!', \( žini \) 'woman', \( Žněkem \) 'my wife', \( sini \) 'class', \( šinie kurd \) 'Kurdish class.' Further, \( bira \) 'brother' is pronounced \( brä \), but spelled with \( i \) which takes stress as a vocative: \( bira. \) Similarly, \( u \) is sometimes dropped when unstressed, e.g. \( suleman \) = \( sleman \) 'Sulaimania' and \( durist \) or \( drist \) '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 \( ništim \) (or \( ništim \) 'I slept' (cf. \( nišim \) 'I sleep', where only \( u \) occurs because there is only one consonant following it) and \( nišm\) (or \( nišm \) '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 \( ŋ \)

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 \( ŋ \), 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 \( ŋ \); or try to start a word with a dark \( ŋ \), 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:

\[
\begin{align*}
gul & \quad 'leper' \\
gul & \quad 'rose'
\end{align*}
\]

\[
\begin{align*}
gel & \quad 'nation' \\
gel & \quad 'groins'
\end{align*}
\]

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

\[
\begin{align*}
kélare & \quad 'scabbard' \\
kélare & \quad 'to plough'
\end{align*}
\]

\[
\begin{align*}
dilak & \quad 'a captive' \\
dilak & \quad 'a heart'
\end{align*}
\]
This contrast does not occur at the beginning of words, where only 1 occurs: lew 'lip', la 'side'. These 1's are called in Kurdish lam-i zørîf 'thin 1' and lam-i qelów 'fat 1' (=l).

**PRONUNCIATION DRILL #1:**  \( \begin{array}{lll} \\
A. & 1 & l \\
\hline 
\text{haste} & \text{pélé} & \text{pélé} & \text{stain, spot} \\
\text{scabbard} & \text{kélán} & \text{kélán} & \text{ploughing, to plough} \\
\text{plan, scheme} & \text{pélén} & \text{pélén} & \text{they say} \\
\text{sideways} & \text{bélá} & \text{bélá} & \text{calamity} \\
\text{endeavor} & \text{qélá} & \text{qélá} & \text{bastion, fort} \\
\text{rung (of ladder)} & \text{plaw} & \text{plaw} & \text{pilaf} \\
\text{skull} & \text{kélén} & \text{kélén} & \text{rooster} \\
\text{skull} & \text{bélén} & \text{bélén} & \text{loose} \\
\text{nation} & \text{gél} & \text{gél} & \text{groins} \\
\text{leper} & \text{gul} & \text{gul} & \text{rose} \\
\text{kohl} & \text{gil} & \text{gil} & \text{clods, clumps of earth} \\
\text{lame, cripple} & \text{pašél} & \text{pašél} & \text{part of cloak or gown beneath the knees} \\
\text{opportunity} & \text{hél} & \text{hél girtín} & \text{to pick up} \\
\text{wire} & \text{tal} & \text{tal} & \text{bitter} \\
\text{class} & \text{kol} & \text{kol} & \text{a load, shoulder} \\
\text{elephant} & \text{fél} & \text{fél} & \text{a trick} \\
\text{tombstone} & \text{kél} & \text{kél} & \text{light (in color); raw (food)} \\
\text{lame, limping} & \text{sal} & \text{sal} & \text{year} \\
\end{array} \)
(water-) birds  məl  koməl  group, society

captive  dil  {dəl  del  heart
dol  dal  valley, dale

dilim haya  'I have some captives'
dilim haya  'I have a heart'
guli  'You are a leper'
guli  'You are a rose' (i.e., a wonderful person)

C. Pronounce the following:
jemal, wəlemən, sal, salamat, mal, malekan,
labela, wəlem, gul, betel, kelle, wəllahi,
gole kas, logel jemal
English and Kurdish r's are quite different in pronunciation. English r is in reality the vowel [ʊ] (the ʊ 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 ɬ in "water" in normal American speech.) The consonant ř is a trill, a rapid succession of flaps.

Of these two consonants - r and ř - 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" -r-, as ḳǎzânî 'he knows' but ḳàzânê 'he is known.' If the verb stem ends in r, this will give two r's, which will then be pronounced like ř, as ḳànêrê 'he sends' - ḳânêrê 'he is sent' = ḳànêrê in pronunciation. Thus, the consonant ř can be spelled ř, rr, or řr (or r at the beginning of a word); this is illustrated in Part B of this drill.

PRONUNCIATION DRILL #2:  r - ř

A.  ř  ř

wound  brin  bën  to cut
brother  běn  bēn  was cut
it has been done  krâve  kîrâve  it has been bought
take some!  bâre  bērē  release it!
it is a donkey  kâre  kērē  he is deaf
to become loose and fall (seeds, petals, etc.)  wērin  wērē  to bark
it is getting loose  wēwērē  wēwařē  he is barking
we are wildly crazy  hârin  hârē  to grind
it is milk  ŕirē  širē  screaming
(name of a tribe) gorán gorán to change
pillow serín siřín to rub off
it is a radish tíře tíře he is morose
he is virile něře něře yelling
throat gerí keří mold
you are a brooding hen kíři kíří he bought it
he tore it díři díři you are very virile
lamp, lantern čirá pilčřá was broken (rope, string)
(a kind of pastry) bírmé pilčmé fluttering of the lips
(stomach, belly) wírg wířk temper tantrum
donkey ker keř deaf
only her teř wet
old pir píř full
milk; sword šir šíř tattered
knowing fer doř line
load bar bař fledgeling; bar

B. r

| 1. į̣eré | į̣erré | į̣eré |
| 2. něře | něrrабu | něře |
| 3. į̣ekřé | į̣ekřé | į̣ekřřé |
| 4. į̣ebré | į̣ebré | į̣ěbřřé |
1. he sends  he will (forceful) -
    be sent  yelling

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

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

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

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 unlauted 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 pekek 'a glass of liquor' and pecek 'a turning, a fold' sound the same.

To summarize, k is palatalized (symbolized kY) only in the following contexts: ke, ki, ki, kwe, kwi, 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', -eča 'a', -yan 'they.'

Part A contrasts plain and palatalized k; Part B contrasts palatalized k and č.

PRONUNCIATION DRILL #3:  

A.  

1. ø - ø  

When  
ke  
'Who?'
When?  
ke  
Who?
When is it?  
ke  
Who is it?
It is the tea.  
čakëye  
It is a mosque.
It is a bouquet.  
čëpke  
one bouquet
It is a quarter (of town).  
cheške  
a quarter (of town)
It is a loom.  
čërkë  
a loom
one by one  
yëčeyëke  
It is one
She is a bride. buke buke a bride
It is one. yeke yeke one, someone
He falls. kekewe le kewe Who from?
When did he come? key hat ke hat Who came?
When is the exam? nemtekeya nem tekeya Who is this boy?
This is the exam. nem tekeya This is a mosque.
This is the teak. cakaye cakaye bouquet of flowers
bouquets of flowers cepke gül cepke gül a pleasant quarter
this quarter nem gerekemerekeki xos

2. a - e

hay ka ke 'Who?'
scabbard, sheath kalan kelan scabbard, sheath
cake

elder brother (title kek kek of respect)
Which one? kem pus

light (in color) kal kel grave-stone

3. i - i

hairy tukinin mumkin possible
dirty chilkin mumkin possible
This boy is hairy. nem kure nem re This work is possible
tukine mumkin (to be done).

This man is dirty. nem pyawem nem re This work is possible.
chilkin mumkin
4. I - i

<table>
<thead>
<tr>
<th>English</th>
<th>Tnx</th>
<th>Tnx</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am well.</td>
<td>čákim</td>
<td>čáki[t]</td>
</tr>
<tr>
<td>They are well.</td>
<td>čákin</td>
<td>čákin</td>
</tr>
<tr>
<td>girl</td>
<td>kíč</td>
<td>kíž</td>
</tr>
<tr>
<td>digging (noun)</td>
<td>kiné</td>
<td>kiné</td>
</tr>
<tr>
<td>They are clean.</td>
<td>pákín</td>
<td>pákín</td>
</tr>
<tr>
<td>They are small.</td>
<td>píčúkín</td>
<td>píčúkin</td>
</tr>
</tbody>
</table>

You are well.
We are well.
girl
malice
We are clean.
We are small.

5. wa - we

<table>
<thead>
<tr>
<th>English</th>
<th>Tnx</th>
<th>Tnx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is it?</td>
<td>kwa</td>
<td>kwe</td>
</tr>
<tr>
<td>complaint</td>
<td>šekwá</td>
<td>šeskwé</td>
</tr>
<tr>
<td>Where is the boy?</td>
<td>kwá kuře</td>
<td>le kwé danšin</td>
</tr>
<tr>
<td>Don't complain.</td>
<td>šekwa móke</td>
<td>šemé šeskwéye</td>
</tr>
<tr>
<td>Where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ladle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where shall we sit?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is a ladle.

6. Ø - i

<table>
<thead>
<tr>
<th>English</th>
<th>Tnx</th>
<th>Tnx</th>
</tr>
</thead>
<tbody>
<tr>
<td>a market</td>
<td>bazárek</td>
<td>bazárek-i báš</td>
</tr>
<tr>
<td>a house</td>
<td>málek</td>
<td>málek-i tazé</td>
</tr>
<tr>
<td>a valley</td>
<td>dólék</td>
<td>dólék-i jwán</td>
</tr>
<tr>
<td>a mountain</td>
<td>šázek</td>
<td>šázek-i bérz</td>
</tr>
<tr>
<td>girl</td>
<td>kíč</td>
<td>kíček-i jwan</td>
</tr>
<tr>
<td>loom(s)</td>
<td>xarók</td>
<td>xarók-i hýye</td>
</tr>
</tbody>
</table>

a good market
a new house
a beautiful valley
a high mountain
a beautiful girl
He has a loom (or looms).
### 7. \( \phi - y \)  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>dukán</td>
<td>herdúkyan</td>
<td>both of them</td>
<td></td>
</tr>
<tr>
<td>the sons</td>
<td>kuřekán</td>
<td>kúřekyan</td>
<td>one of their sons</td>
<td></td>
</tr>
<tr>
<td>these brides</td>
<td>rěmbukanē</td>
<td>bûkyan di</td>
<td>they saw a bride</td>
<td></td>
</tr>
<tr>
<td>the knives</td>
<td>čeqokán</td>
<td>čeqóyekyan</td>
<td>They have a knife.</td>
<td></td>
</tr>
<tr>
<td>boar (male)</td>
<td>yeqané</td>
<td>yeqekyan</td>
<td>one of them</td>
<td></td>
</tr>
<tr>
<td>with the friends</td>
<td>legel bıraderekán</td>
<td>legel bıraderekya</td>
<td>with a friend of his</td>
<td></td>
</tr>
</tbody>
</table>

### B. č  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is China</td>
<td>číne</td>
<td>kíne</td>
<td>malice</td>
<td></td>
</tr>
<tr>
<td>he will go to</td>
<td>rěčete</td>
<td>-kête</td>
<td>who + you</td>
<td></td>
</tr>
<tr>
<td>a fold, bend, turn</td>
<td>pécek</td>
<td>pécek</td>
<td>a glass of liquor</td>
<td></td>
</tr>
<tr>
<td>anything, whatever</td>
<td>herčí</td>
<td>herkí</td>
<td>Herki (tribe)</td>
<td></td>
</tr>
<tr>
<td>This is China.</td>
<td>rěme číne</td>
<td>kíne baž nyе</td>
<td>Malice is not good.</td>
<td></td>
</tr>
<tr>
<td>He goes home.</td>
<td>rěčete malewe</td>
<td>legel kéte</td>
<td>Whom are you talking to?</td>
<td></td>
</tr>
<tr>
<td>There is a turn here.</td>
<td>pécek heye lere.</td>
<td>pécek bıxorewe</td>
<td>Have a shot (of liquor).</td>
<td></td>
</tr>
<tr>
<td>Whatever is in Arbil is all-right.</td>
<td>herčí le hewlérs be baše.</td>
<td>herkí le hewlér rěžin</td>
<td>The Herki Tribes live in Arbil.</td>
<td></td>
</tr>
</tbody>
</table>

### C. Drills

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Model:</td>
<td>buk buke bukeké bukek bukeke bukek-i jwán</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kak kek</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
pičúk
řunák
gëřëk
čarëk
čëpík 'bouquet'
dayk
bawk

2. Pronounce the following:
la kwéye, ʁekeším, kəlwán, kwer, tukín, mumkín,
kwerəwarí, cakí, kəwt, kew, búke, kelgë, vəmərikí,
kerd, kwexá, búkekë, búkek
Kurdish g is like Kurdish k: it is palatalized when it is immediately followed by 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. [g] - [gy]

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

gēr  
geřanewê  
bérgê  
bége  
ségê  
gêl

crippled; lame  
to relate, tell  
a suit  
a bey  
a dog  
stupid; doltish

vēm sége gére  
This dog is leprous.

vēm bērgēm kīrī  
I bought this suit.

vēm ëlî bēge  
This is Ali Bey.

vēm sége jwāne  
This dog is pretty.

gēl-i kurd  
Kurdish nation

vēm kuṛē gére  
This boy is lame.

bērgekim kīrī  
I bought the suit.

bēgek hat  
A bey came.

ségêk-i jwāne  
It is a pretty dog.

vēm kuṛē géle  
This boy is stupid.
2. .AdapterView  

flame  
Take it!  
felt  
sullen  
large-bellied person  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>gir</td>
<td>gir</td>
<td>gir</td>
</tr>
<tr>
<td>ħolgira</td>
<td>ħolgira</td>
<td>hēlgira</td>
</tr>
<tr>
<td>berginiz</td>
<td>berginiz</td>
<td>bērg-i nwē</td>
</tr>
<tr>
<td>girž</td>
<td>girž</td>
<td>gīzē</td>
</tr>
<tr>
<td>wīrginiz</td>
<td>wīrginiz</td>
<td>wīrg-i gōwre</td>
</tr>
</tbody>
</table>

- This flame is red.  
- Pick up the book.  
- This man is buying felt.  
- Don't be morose.  
- This person is fat (has a pot belly).  
- The wind is whistling.

3.  AdapterView  

you mean to say...  
Mt. Goyzha  

<table>
<thead>
<tr>
<th>3. AdapterView</th>
<th>3. AdapterView</th>
<th>3. AdapterView</th>
</tr>
</thead>
<tbody>
<tr>
<td>gwāye</td>
<td>gwāye</td>
<td>gwāye</td>
</tr>
<tr>
<td>goyžē</td>
<td>goyžē</td>
<td>goyžē</td>
</tr>
<tr>
<td>gwahî</td>
<td>gwahî</td>
<td>gwahî</td>
</tr>
<tr>
<td>gwāt le radyōbu?</td>
<td>gwāt le radyōbu?</td>
<td>gwāt le radyōbu?</td>
</tr>
</tbody>
</table>

- 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>henjír</td>
</tr>
<tr>
<td>they are different</td>
<td>jyan</td>
</tr>
<tr>
<td>instead of you</td>
<td>le jyát-i to</td>
</tr>
<tr>
<td>pretty</td>
<td>jwan</td>
</tr>
<tr>
<td>Jew</td>
<td>juleké</td>
</tr>
</tbody>
</table>

bé jya da-rénišin  
We sit separately.

erémane gyán  
These are separate.

le gyát-i to rëčim  
I'll go instead of you.

C. Pronounce the following:

bergekó; bérgëke; ja, gya, jya; gwem le gwézh këwt;
be gyán-i tò; gwelák-i jwan; legel bégek hat; gwém le gwézh këwt.
Pronunciation Drill 5: γ

The consonant γ, called γέν in Kurdish is a voiced velar fricative. The easiest way to pronounce it is to gargle (without water). It contrasts with the stop g (γ 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 γ may occur without changing the meaning, as bax or bay 'garden'; pardâx or pardâγ 'a glass'.

PRONUNCIATION DRILL #5: γ

A.

cattle          γarán         yar       gallop
game             γemê         γem       grief
dust             γerd         γerîb     stranger;
crippled         γeγ            γer       except
glittering      γeş           γeş       cheating
pretext          γeγ            γerb      the West
bite             γez           γeznedâr  treasurer
a lot of         γéleγ         γelât     mistake, error
care, heed       γagâ           γagâ      agha
he doesn't arrive γâga           bînayâ     foundation
your dog         γegegâkât     seylêt     distressed
he understands   têveγa         tîyêkê     the dagger
dog              γeg           γag        not broken
B.

<table>
<thead>
<tr>
<th>English</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>uncle</td>
<td>xal</td>
<td>γar</td>
</tr>
<tr>
<td>grief</td>
<td>xem</td>
<td>γem</td>
</tr>
<tr>
<td>dates</td>
<td>xurmá</td>
<td>γumár</td>
</tr>
<tr>
<td>house</td>
<td>xanú</td>
<td>γanúče</td>
</tr>
<tr>
<td>good (n.)</td>
<td>xer</td>
<td>γer</td>
</tr>
<tr>
<td>bad</td>
<td>xrap</td>
<td>γerb</td>
</tr>
<tr>
<td>It is a garden.</td>
<td>baxe</td>
<td>βeyá</td>
</tr>
<tr>
<td>oh!</td>
<td>bax</td>
<td>βayá</td>
</tr>
<tr>
<td>the garden</td>
<td>baxékó</td>
<td>bayéké</td>
</tr>
<tr>
<td>mountain</td>
<td>šax</td>
<td>šay</td>
</tr>
<tr>
<td>garden</td>
<td>bax</td>
<td>bay</td>
</tr>
<tr>
<td>a glass</td>
<td>perdáx</td>
<td>perdag</td>
</tr>
<tr>
<td>stuffed cabbage</td>
<td>yεpráx</td>
<td>qonáy</td>
</tr>
<tr>
<td>leaves</td>
<td></td>
<td>stage (of a journey)</td>
</tr>
</tbody>
</table>

It is a garden.

The garden

Not broken

A glass

Stage (of a journey)
Pronunciation Drill 6:  

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

**PRONUNCIATION DRILL #6:**

<table>
<thead>
<tr>
<th>A.</th>
<th>h</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʔ (glottal stop)</td>
<td>homzé</td>
<td>ḥomzé</td>
</tr>
<tr>
<td>corridor (in a house)</td>
<td>hoywán</td>
<td>hoywán</td>
</tr>
<tr>
<td>multi-</td>
<td>hemé</td>
<td>ħemé</td>
</tr>
<tr>
<td>thus</td>
<td>herwá</td>
<td>ħelwá</td>
</tr>
<tr>
<td>each, every</td>
<td>hemí</td>
<td>ħemál</td>
</tr>
<tr>
<td>Arbil</td>
<td>həwlér</td>
<td>ħəwl</td>
</tr>
<tr>
<td>sober</td>
<td>hušyár</td>
<td>huštir</td>
</tr>
<tr>
<td>he came</td>
<td>hat</td>
<td>ḫaji</td>
</tr>
<tr>
<td>hope</td>
<td>hiwá</td>
<td>ḥizb</td>
</tr>
<tr>
<td>the reason</td>
<td>boké</td>
<td>hoqé</td>
</tr>
<tr>
<td>opportunity</td>
<td>hel</td>
<td>ḫal</td>
</tr>
<tr>
<td>thousand</td>
<td>hezár</td>
<td>ḫezwəka</td>
</tr>
<tr>
<td>engineer</td>
<td>muhəndős</td>
<td>muhərəm</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
<td>Meaning</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>important</td>
<td>مهتم (muhîm)</td>
<td>important</td>
</tr>
<tr>
<td>he permits</td>
<td>يهله (rahîm)</td>
<td>Rahim (name)</td>
</tr>
<tr>
<td>sin</td>
<td>جنّ (gumâh)</td>
<td>he permits</td>
</tr>
<tr>
<td></td>
<td>بعض (rahele)</td>
<td>he neighs</td>
</tr>
<tr>
<td></td>
<td>مال (siftâh)</td>
<td>first sale (of the day)</td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ب (h)</td>
<td>seven</td>
</tr>
<tr>
<td>dream</td>
<td>خو (xew)</td>
<td>seven</td>
</tr>
<tr>
<td>maternal uncle</td>
<td>خال (xal)</td>
<td>state, condition</td>
</tr>
<tr>
<td>land, soil</td>
<td>خاك (xak)</td>
<td>right (n.)</td>
</tr>
<tr>
<td>the sister</td>
<td>خوتسکه (kuškê)</td>
<td>camel</td>
</tr>
<tr>
<td>that cloud</td>
<td>خوهدوزه (wâhawzê)</td>
<td>that pool</td>
</tr>
<tr>
<td>don't pull!</td>
<td>مەخە (mêxê)</td>
<td>strong, solid</td>
</tr>
<tr>
<td>sorrow</td>
<td>دەخ (dax)</td>
<td>first sale (of the day)</td>
</tr>
<tr>
<td>stuffed cabbage leaves</td>
<td>يەپرک (yêprâx)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>چەتا (fêtâh)</td>
<td>Fattah (name)</td>
</tr>
</tbody>
</table>

C. Pronounce the following:

- کەوەی، کەوەت، کەوەخ، کەوە، کەوەخکەت، کەوەخ، کەوەخزب، کەوەخ، کەوەخەدە، کەوەخداخ، کەوەخبا، کەوەخەمەەد، کەوەخەلە، کەوەخەفیز
Pronunciation Drill 7:  / Ⓕ

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

Glottal stop / contrasts with the consonant (called in Kurdish). 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 phraynx near the tonsils) are tensed up (as happens when one gags) and the [a] comes out a growl, as it were. Both / and  may occur in all positions of the word, although they are rare at the end of the word. Some words show a fluctuation between / and  as  or  'earth' and 'sky', rarely . Since contrastive pairs are rare, Part A lists examples of glottal stop; Part B, of ; and Part C presents a few contrastive pairs.

PRONUNCIATION DRILL #7:

<table>
<thead>
<tr>
<th>A.</th>
<th></th>
<th>B.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/ax</td>
<td>oh! alas!</td>
<td>/сьб</td>
<td>shame</td>
</tr>
<tr>
<td>/ага</td>
<td>care, heed</td>
<td>/соб</td>
<td>abaya</td>
</tr>
<tr>
<td>/ага</td>
<td>agha</td>
<td>/онтиго</td>
<td>antique</td>
</tr>
<tr>
<td>/асман</td>
<td>sky</td>
<td>/исо</td>
<td>Jesus</td>
</tr>
<tr>
<td>/аманп</td>
<td>target, goal</td>
<td>/исп</td>
<td>Christian</td>
</tr>
<tr>
<td>/ислам</td>
<td>Islam</td>
<td>/сурф</td>
<td>common custom</td>
</tr>
<tr>
<td>/дамарп</td>
<td>emirate</td>
<td>/дадт</td>
<td>custom, tradition</td>
</tr>
<tr>
<td>/итир</td>
<td>then</td>
<td>/салам</td>
<td>world, people</td>
</tr>
<tr>
<td>/амасеп</td>
<td>it becomes swollen</td>
<td>/сэмр</td>
<td>age (years)</td>
</tr>
<tr>
<td>/энэшат</td>
<td>he wasn't coming</td>
<td>/сэви</td>
<td>studying hard</td>
</tr>
</tbody>
</table>
I didn't know (that)

unemployment

these activities towards the end of

the Koran date; history civil servant I beg of you no!

civil servant

I beg of you

no!

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

the Koran
date; history
civil servant

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date; history
civ...
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 xǝliq 'people' also is commonly pronounced xǝlîk.

PRONUNCIATION DRILL #8:

<table>
<thead>
<tr>
<th>A.</th>
<th>k</th>
<th>q</th>
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</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>karēbá</td>
<td>qaremán</td>
</tr>
<tr>
<td>barn</td>
<td>kawán</td>
<td>qawé</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>këy nardi</td>
<td>qey náka</td>
</tr>
<tr>
<td>waist</td>
<td>këmr</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>tekél</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>ček</td>
<td>čeq</td>
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<tr>
<td>English</td>
<td>Arabic</td>
<td>English</td>
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<tr>
<td>----------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>lamb</td>
<td>šek</td>
<td>šeq</td>
</tr>
<tr>
<td>straight</td>
<td>řek</td>
<td>řeq</td>
</tr>
<tr>
<td>bride</td>
<td>buk</td>
<td>buq</td>
</tr>
<tr>
<td>people</td>
<td>xólîk</td>
<td>xólîq</td>
</tr>
</tbody>
</table>

B. Pronounce the following:

qelá, kîlâš, čeqó, čeqól, qurzán, qurbán, bërqiyé, qey nákä, smuqek-i pák, be taqêtîm, fërq-i nîyê, lam-i qelów, to xelä-i kwêy? řefiqekât kéyê?
Part II

SPOKEN KURDISH
Lesson I

A. Basic Sentences

dûrs-i yekêm

le sulaymaní

rôz
bâs
rôz baş

b. 1. tôz baš. (F)
d. 2. tôz baš. (R)

mîn
sumerikî
sumerikîm
mîn sumerikîm
nâw
nâwîm
bâbe
nawîm bâbe

b. 3. mîn sumerikîm. nâwîm bâbe.

xûr
bêyt
be xûr bêyt. (F)

darê
darâye
nawîm darâye

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.
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?)

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.
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.
There it is, by the market.
well, well then
hotel
good hotel
there is, there are
where is there . . . ?
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, teşekkûr ıstekem. (F) Much obliged, thank you.

xwá God

 haﬁz protector, preserver

xwá haﬁz goodbye

b: 11. memnûn, teşekkûr ıstekem. Much obliged, thank you.

xwá haﬁz. (F) Goodbye.

d: 12. xwá haﬁz. Goodbye. (R)

Sentence Resumé -- Kurdish

b: 1. rôž baš.

d: 2. rôž baš.

b: 3. mîn ımerikîm. nîwîm bâbê.

d: 4. be xêr bêyt. mînîs nîwîm darâyê.

b: 5. cîmetêmêk lerêve nîzîke?

d: 6. wà bzanîm metêm-i sirwân zîr başew nîzîke.

b: 7. metêm-i sirwan le kwêye.

d: 8. rewêta la-i bazarekêye.

b: 9. rêy ûtel-i bâş le kwê heye.

d: 10. ûtelêk-i bâş la-î metêmêkê heye.

b: 11. memnûn, teşekkûr ıstekem. xwá haﬁz.

d: 12. xwá haﬁz.

B. Additional Vocabulary

Nationalities, etc. Personal Names

îraqi Iraqi jêmâl Jamal (male)
îranî Iranian fuväd Fuad (male)
lûbnanî Lebanese danä Dana (male)
lûrmênî Armenian kerîm Kerim (male)
hîndî Indian pëxsân Pakhshan (female)
sûrî Syrian perixân Perikhan (female)
îlemanî German Nouns

kerkukî Kirkukite pyâw man

hewlerî Arbilite nán bread
(Nouns)

mektéb  school
kür  boy
žin  woman; wife
dár  piece of wood; tree
xenjér  dagger
mál  house
dükán  shop
rubár  river
ɔw  water
mínál  child
šéw  night

C. Notes

1. The Copula Suffix.

Notice in the following sentences the Kurdish equivalents of English "is" and "am":

a. bab 'Bob'  -  bábə 'It is Bob.'
nizık 'near'  -  niziké 'It is near.'
báš 'good'  -  bášə 'It is good.'

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

The unstressed suffix -ə 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. əmerikí 'American'  -  əmerikím '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 sulaymanîm. 'I am in Sulaimaniya.'
le kwêm. 'Where am I?'
晟wetâm. 'There I am!' 'Here I am!'
la-i bazarekêm. 'I am next to the bazaar.'
la-i meteômekêm. '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

metêm - meteêmek 'a restaurant'
putel - putelek '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

čimeteêmek? '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 y, the interrogative prefix is čy-, as

čyutelek? 'what hotel?'

Other examples:
čirozek? 'what day?'
čibazarek? 'what bazaar?'

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4. The Definite Article.

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

\[
\begin{align*}
\text{bazar} & \quad - \quad \text{bazarek} & \quad \text{'the bazaar'} \\
\text{metem} & \quad - \quad \text{metemek} & \quad \text{'the restaurant'}
\end{align*}
\]

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:

\[
\begin{align*}
\text{roz bas} & \quad \text{(F)} \quad \text{and} \quad \text{(R)} \quad \text{'Good morning' \ 'Good afternoon'} \\
& \quad \text{(used from early morning until late afternoon)} \\
\text{be xer beyt} & \quad \text{(F)} \quad \text{'Welcome'} \quad \text{(used by host, or anyone acting in capacity of host in a general sense)} \\
\text{memnun} & \quad \text{\{ (F) 'Thank you' } \\
\text{tesekkur \ sekem} & \quad \text{\}} \\
\text{memnun} & \quad \text{(R) 'You're welcome'} \quad \text{Usually no response is given in the meaning of 'you're welcome.'} \\
xwá \text{\ hafiz} & \quad \text{(F) and (R) 'Goodbye'}
\end{align*}
\]

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, exclamations, 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. rozbas Good morning.

b. min zamari am I'm an American.

c. matem-i sirwan lojwe. 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:

\[
\begin{align*}
\text{mín, náwím daɾáve.} & \quad \text{My name is Dara.} \\
\text{mūris, náwím daɾáve.} & \quad \text{My name is Dara.}
\end{align*}
\]

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

\[
\text{memm\(\text{n}\) tešekkūʁ\(\text{n}\)ekem} \quad \text{Much obriged, 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: mín čemérikím
\begin{align*}
\text{šíraqi} & \quad \text{ex: mín šíraqím; 'I am an Iraqi.'} \\
\text{šerání} \\
\text{hindí}
\end{align*}
2. Substitute for the underlined portion of the model sentence the words in the list below and translate.

Model: nawīm bābe.

Tom nawīm tāme; 'My name is Tom.'

jórj
janēt
jemāl
fuwād
pexšān
perixān
danā
kerīm
darā

3. Model: metrām 'restaurant'

metrām-i bāš 'some) good restaurant'

Substitute for the noun above in the model phrase the following list of nouns and translate:

bazār ex: bazār-i bāš; 'good bazaar'
ụtēl
pyāw
nān
mektēb
kūr
žīn
dār
xenjēr

Substitute for the underlined portion of the model phrase the following nouns and translate:

bazar
māl
nān
utēl
mektēb
dār
kūr
xenjēr

ex: bazar-i bāš le kwé heye? 'Where is there a good market?'

5. Model: utēl 'hotel' - utēlek 'a hotel'

Substitute for the noun in the model the following:

bazar
metrem
pyāw
nān
žīn
utēl
mektēb
dūkān

ex: bazārek 'a bazaar'


Substitute for the noun in the model the following:

bazar
mektēb
dukān
māl
dār

ex: bazārek-i bāš lay metremeké heye.

'mThere is a good market near the restaurant.'

7. Model: čīmetremek - 'what restaurant?'

Substitute the following items for the noun in the model:


8. Model: čićentar mektēb lerewē nizēke
'What restaurant is near here?'
Substitute for metēm the following words and translate:

bazār ex: čićbazarek mektēb
māl dukān dār

Substitute for the underlined portion the following:

bazār-i sirwān mektēb-i sirwān
 unsustainable
rubār-i sirwān
ätzlich
dār-i sirwān dukān-i sirwān

10. Model: metēm - metēmekē
Substitute for metēm the following and translate:

bazār ex: bazarek 'the bazaar' mektēb
11. Model: metremekè le kwéye
Substitute for metrem the following and translate:

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

12. Model: Q. metremekè le kwéye
A. ñewetà 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 metrem, and so around the room using the remaining words in the list.

metrem
bazár
nutél
mektéb
dár
13. Respond to the following in Kurdish with appropriate formulas:

řóž baş
mîn xîraqîm
xwá ḥafîz

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 closeby.
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.
A. Basic Sentences

dörs-i duwém

le síníf

mamwestá

b: 1. rõz bās māmwesta.
m: 2. rõz bās bāb.

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

škúr
čákí škur?

b: 3. čóni, čáki škur? (P)

čákím
selamét
selamétbi [selamétbit] (R)
tó

m: 4. čákím, selamétbi, réy
tó čóni

b: 5. čákím selamètbi.

Today

ders-i duwém

we read, we'll read

ders-i duwém wexwenín

We'll read Lesson Two.

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

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

What page?

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
bíxwennewewe
be déŋ-i bèrz bíxwennewewe.
ñeweś ledwá'-i mín be
déŋ-i bèrz bíxwennewewe.

m: 8. laperè yék.
ñesta mín laperè yék
ñewennewe ñeweś le
dwá'-i mín, be déŋ-i
bèrz bíxwennewewe.

yekéyeke
yán
hemú
jár
be yék jar
hemú be yék jar

b: 9. yekéyeke yan hemu be
yék jar?

bílenewewe
le dwa'-i mín bílenewewe.

m: 10. hemú be yék jar ledwá'-i
mín bílenewewe.

tégeyštim
tenégeyštim
tenégeyštim mamwesta
bílerewewe

b: 11. tégeyštim mamwesta.
tka ñekem bílerewewe.

Read it again! Read it back!
Read it in a loud voice!
You also read it after me in a loud voice.

Page One.
I'll now read the first page, and you read it after me in a loud voice.

one by one
or
all
time
at the same time
all at the same time, all together

One by one, or all at the same time?

Repeat it! (pl.)
Repeat it after me.
Repeat it after me, all at the same time.

I understood
I didn't understand
I don't understand, teacher.
Repeat it! (sg.)

I don't understand, sir, say it again.

47
I say you understood (sg.)

m: 12. ละเอม ล้อดว่า-ิ มิน บิlegenowe. I said repeat it after me. ต่กยี้ฐิ?

Do you understand?


Come here!

Come here!

WRITE! (sg.)

Write! (pl.)

You others write "pencil" too.
nusíman

b: 19. nusíman.

We wrote it.
We wrote it.

ké
vëzane [vëzaneť]
ké vëzane
mënná
mënná-i vëmwïseyé
ći
ćiye
mënná-i vëmwïseyé
ćiye.

m: 20. ké vëzane mënná-i vë
wišeyé cïye.

Who knows what the meaning of this word is?

kàm

b: 21. kàm wišeyé

Who knows? Who knows?

m: 22. vëmwïseyé

meaning

b: 23. názanim

the meaning of this word

m: 20. ké vëzane mënná-i vë
wišeyé cïye.

What is it? What is it?

kám

b: 21. kàm wišeyé

What is the meaning of this word?

m: 22. vëmwïseyé

which?

b: 23. názanim

Who knows what the meaning of this word is?

m: 22. vëmwïseyé

I don't know.

b: 23. názanim

I know.

m: 20. ké vëzane mënná-i vë
wišeyé cïye.

I know.

b: 23. názanim

notebook

m: 20. ké vëzane mënná-i vë
wišeyé cïye.

it is a notebook

b: 23. názanim

its meaning

m: 20. ké vëzane mënná-i vë
wišeyé cïye.

It means "notebook."

b: 23. názanim

I know. It means

m: 20. ké vëzane mënná-i vë
wišeyé cïye.

tomorrow

b: 23. názanim

we take

m: 20. ké vëzane mënná-i vë
wišeyé cïye.

we take a lesson

sbéyne

wërëgrin

dérs wërëgrin
we'll take a lesson tomorrow
we'll take the second lesson tomorrow
reply
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 yourselves! Get ready!
Prepare yourselves; we will have dictation in class every day.
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 shall we have a review?

We'll have a review after every lesson.

I have a question, sir; how do you write 'door'?

It is written on the black-board.
m: 29. ŋewetà leser textekte
It is written there on
nusrawe.
the black-board.

wéxit, wéxt
tewáwbu
time
wexít tewáwbu.
it has ended; it has
time is up; time is
	ëtëbinim
finished
ëtëtanbiním
I see
sbëyne ñëtëtanbiním
I (will) see you (pl.)
wexít tewáwbu. sbëyne
Time's up. I'll see
ëtëtanbiním.
you tomorrow.

m: 30. wábzáním wexít tewáwbu,
I believe time is over.

sbëyne ñëtëtanbiním. xwá
I'll see you tomorrow.

hafìz.

b: 31. xwá hafìz.
Goodbye.

Sentence Resume — Kurdish

b: 1. rôz baš mamwesta.
m: 2. rôz baš bab.

b: 3. čóni, čáki škur?
m: 4. čákîm, selamëtbi, ژey tó čonì.

b: 5. čákîm selamëtbi.

m: 6. ñimro ders-i duwêm ñoxwenîn, tká ñekem ñitebekantân
bêñewê.

b: 7. čîlaperêyek?

m: 8. lape rê yék. ñestà mîñ lape rê yék ñoxwenmêwê ñewèôs
la dwâ-i mîñ, be ñeg-i bêrz bìxwennewê.

b: 9. yekêyêke yan hemû be yêk jar?
m: 10. hemû be yêk jar leéwà-i mîñ bìlênewê.

b: 11. tenêyêştîm mamwesta. têka ñekem bîlerewê.

m: 12. ñelem leéwà-i mîñ bìlênewê. têgêşti?

b: 13. bêle. teşekkûr ñekem.
m: 14. wèrè bo òeré.
b: 15. bèle.
m: 16. òemwišeyè lesè tektè bìnuse: bìnuse qelèm.
b: 17. nusím.
m: 18. òewèsh bìnusiñ qelèm.
b: 19. musîman.
m: 20. ké òezane mënà-ì òemwišeyè ñìye.
b: 21. kàm wišeyè.
m: 22. òemwišeyè.
b: 23. nàzanìm.
d: 24. mín òezanìù. mèñnay dëfèrè.
m: 25. sbèyne dèrs-i duwèm wèrèegrinu wèlàm-ì pïrsyàrekàñ-i
dèrs-i yèkèm ñèdèynèwè. xòtàn ñamadè kèn.
lemeòdwà hêmù ñòçèk ñìmôt ñèkèyn.
b: 26. kèy murajèrè bkeyn.
m: 27. pàsh hêmù dersek murajèrè ñèkèyn.
b: 28. mâmwesta pïrsyàrekìm hêye. dèrga çòn ðènусì.
m: 29. ñewòtà leser tektèkè nusrawè.
m: 30. wàbzanïm wëxtì tewàwwbu, sbèyne ñètanbinïm. xwà
ñâflìz.
b: 31. xwà ñâfiëz.

B. wësè-i tæzè — Additional Vocabulary

Nouns

déř  line
òemɗeʳàñè  these lines
jumlé  sentence
òemjumleyè  this sentence
defterèkàn  the notebooks
tebasír  chalk

penjèrè  window
penjèrekàn  the windows
dèrgakàn  the doors
yarì  play, game
kurdì  Kurdish (lang.)
ðùsì  Russian (lang.)
Numbers

<table>
<thead>
<tr>
<th>Yek</th>
<th>One</th>
<th>Šos</th>
<th>Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dú</td>
<td>Two</td>
<td>Héwt</td>
<td>Seven</td>
</tr>
<tr>
<td>Sé</td>
<td>Three</td>
<td>Hést</td>
<td>Eight</td>
</tr>
<tr>
<td>Čwr</td>
<td>Four</td>
<td>Nó</td>
<td>Nine</td>
</tr>
<tr>
<td>Penj</td>
<td>Five</td>
<td>Dé</td>
<td>Ten</td>
</tr>
</tbody>
</table>

Verbs

<table>
<thead>
<tr>
<th>Šížekem</th>
<th>I work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Télefón</td>
<td>I telephone, make a phone call</td>
</tr>
<tr>
<td>Dáxe</td>
<td>close! (sg.)</td>
</tr>
<tr>
<td>Dáxen</td>
<td>close! (pl.)</td>
</tr>
<tr>
<td>Bixwenin</td>
<td>read! (pl.)</td>
</tr>
</tbody>
</table>

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:

conì [conit]

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

Two forms separated by commas, as wéxit, 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., conì [conit];
(b) substitution for the same suffix the form -i, as selamè'bi [selamèbit]; and (c) omission of the prefix bi- from imperative and subjunctive verb forms, as ñamadëken [ñamadëbiken].

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:

čák : čákim 'I am well.' Suffix: -ím.

Other examples are: básìm 'I am well'. ñemálìm 'I am Jamal.'

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

conì : coni [conit] 'How are you?'
čák : čákit 'Are you well?'

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

3. conì means 'How are you?' When to 'you' is added giving to conì?, the subject is in reality expressed twice, and as such receives special emphasis. Note further that to receives the stress, to the exclusion of conì. 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 ñemál, pírsyrì, manwëstà, textë. However, when a noun is used in direct address, stress
falls on the first syllable, as:

- mamwestáye 'He is a teacher.' - mámwesta 'O teacher!'
- jemále '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 -eké added to a noun makes it definite singular, as ders 'lesson', derséké 'the lesson'. The suffix -ekán (i.e., -eké + -án) makes it definite plural, as:

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

As mentioned above, the suffix -eké 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:

- wére bo utel 'Come to the hotel.'
- wére bo metrem 'Come to the restaurant.'
- mamwestá cóne 'How is the teacher?'

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

- wére bo utelséké 'Come to the hotel (not the restaurant).'!
- mamwestaké cóne '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

- bínüs 'write!' (sg.)
- bínusín 'write!' (pl.)
wherein the suffix -e denotes singular number and -in denotes plural. Thus bixwenin 'read!' is plural, with a corresponding singular form bixwenė.

The element common to the two imperative forms of a verb is called the imperative stem. Thus the imperative stem for binúše - binúsin is binus-, and for bixwëne - bixwënín it is bixwen-. Stems are written with hyphens to show that they are not pronounced alone, but need affixes to make them complete words.

bínús- and bixwën- end in consonants, and are called consonant stems. Vowel stems are exemplified by

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

Here, the imperative stem is dáxe- (or dabïxe- 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 amaděken 'prepare!' (pl.- transitive) which has a corresponding singular form amadëke.

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

bixwënin 'read!' (pl.) and
bíxwënenewe 'read it again! read it back (to me)!' (pl.)

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

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

bíle 'say it' (sg.) - bílerëwe 'say it again!'
bílen 'say it' (pl.) - bílenëwe 'say it again!'

For convenience' sake we can express these two forms as Cewe/Vrewë, which is read "The suffix -ewe is used after any consonant (C) or -rewë 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 binüse, bixwenin, etc. If it is followed by only a single consonant, the vowel -i- is often omitted, as in kitebekantan bkenewe; binüse or bmuüse, without change in meaning. And quite often the entire prefix is omitted, also without change in meaning, as xotan Xamadéken, which has a more formal equivalent xotan Xamade biken. 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

bixwennewe 'read it again'; cf.
bixwénin 'read'
bilenewe 'say it again!'; cf.
bülenewe '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, čákl?

Student B: čákím, sèlamétbi. Rey to čoni?

Student A: sèlamétbi.
bab       daná
jón       kerim
peřšán   jánét
perixán   dara

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


yekóm       Ṝermení
seyóm       ğusí
colemaní     kurdí
hindí        duwém

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

Model: tká Ṝekem kïtebekântan bkenewë.

dëftér     penjërekân
dafterekântan    telefon
dergá        ğiš

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

Model: ñestá mûn lapere yék Ṝexwenim.

dú          hówt
se          hëšt
ćwår        nó
pënż         dë
sëš          yék
5. Substitute for the underlined part of the model sentence the words listed below:

Model: əwèš le dwa-i mūn be dəŋ-i bèrz bíxwennew.  

yəkéyske  dú jar  
hiμu be yék jar  hëwt jar  
yék jar  be dəŋ-i nizím

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

Model: tenegeystim mámwesta, tká əkem bílerew.  

bíxwenerew  lesör deftereké bínuse  
bínuse  lesör əmtexteyé bînuse  
were bo ərêé

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

Model: əlelm le dwà-i mūn bílerew.  

bíxwenerew  lesör deftereké bínuse  
bínuse  lesör əmtexteyé bînuse  
were bo ərêé

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

Model: were bo ərêé  

əutél  maleké  
əutéléké  mektéb  
metęm  bazár  
metsemekte  sínifié
9. Word Formation Drill. Repeat the following words with the suffixes as in the model:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model: kitéb 'book'</td>
<td>kitebekán 'the books'</td>
<td>kitebekántan 'your books'</td>
</tr>
<tr>
<td>kûr</td>
<td>żîn</td>
<td></td>
</tr>
<tr>
<td>xenjér</td>
<td>deftér</td>
<td></td>
</tr>
<tr>
<td>dérs</td>
<td>sînîf</td>
<td></td>
</tr>
<tr>
<td>nán</td>
<td>mal</td>
<td></td>
</tr>
<tr>
<td>teléfono</td>
<td>déř</td>
<td></td>
</tr>
</tbody>
</table>

10. Word Formation Drill. Repeat the following words with şem...yé as in the model:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model: wîşé</td>
<td>şemwîşeyé</td>
</tr>
<tr>
<td>jumlé</td>
<td>dergá</td>
</tr>
<tr>
<td>texté</td>
<td>laperé</td>
</tr>
<tr>
<td>meñá</td>
<td>şimlá</td>
</tr>
<tr>
<td>murajëvé</td>
<td>şemeriłó́kí</td>
</tr>
<tr>
<td>şeraní</td>
<td>mamwestâ</td>
</tr>
<tr>
<td>qşé</td>
<td></td>
</tr>
</tbody>
</table>
11. Substitute for the underlined part of the model sentence the words listed below:

Model: ké ʔezanet mərnà-í ʔemmwiseyé číye
qse yarí
laperé yimlá
jumlé mamwestá

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

Model: mərnà deftère
xenjér dár
źin pyáw
qelém wéxt
kítéb der

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

Model: sbeyne dërs-í duwém wëregrin
dërs-í yekém përsyarekán
dërs-í seyém ʔemjumleyé
laperé yék ʔemdersé
laperé dú ʔemdeňané
laperé sé

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

Model: le dwa-í mën bïxwennewa
bïxwene bilérewé
bïxwenën bïlénewé
bïnuse bïkérewé
bïnusën bïkénewé
15. Change the singular imperative forms below to the plural:

Examples: bínúse - bínúsín; dáxe - dáxen

Consonant stems:
- bínuse
- bixwéné
- bixwene
- bixwenewe

Vowel stems:
- daxé
- ýamadéke
- bílerewe
- bkerewe

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

Model: hemí řrožek le sinif ýimlå ñëkeyn
dërs xeñwenin kürdî xeñwenin
kürdî ñënusin qse ñëkeyn
murajëcë ñëkeyn ñïš ñëkeyn

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

Model: řewetå leser texteké nusrawe
deftereké ñëmkïtebë
ñëmdefterë ñëmlapëreyë
kïtebekë texë

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 murajëcë bkeyn.
B. pas hemí dërsek murajëcë ñëkeyn.
C. pas hemí dërsek ýimlå ñëkeyn.
19. Substitute for the underlined part of the model sentence the words listed below:

Model: mámwesta pîrsyârekîm heye.

kîteb dar
xenjîr dukán
qelêm telefon
pîrsyár murajeşê

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?
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

b: 1. řoz baš dara.
   řoz baš bab.

   Good morning, Dara
   Good morning, Bob.

d: 2. řoz baš bab. ferma
danišê.

   please! (polite invitation)
sit down! (sg.)
sit down! (pl.)
Please (come and)
sit down.

b: 3. řastidewe hezekem tozek
   bičim bo bazár.

   you want the truth, if
   I want; I like; I would like
   that I go
   I'd like to go
   If you want the truth,
   I'd really like to go
   to
   to market
   I'd like to go to the market
   a little, a little bit
   As a matter of fact, I
   would like to go to the market a bit.
zu
zuwe
jare zuwe
tòzek dàniše
pékewe
ześín
pékewe ızécin
źínja
źínja pékewe ızécin
źínja pékewe ızécin bo bazár

d: 4. jare zuwe, tòzek dàniše
źínja pékewe ızécin bo bazár.

b: 5. báše.

bá
qsé
bkéyn
qsé bkéyn
bà qsé bkéyn
dàniše ba qsé bkéyn

d: 6. dàniše ba tòzek qsé bkéyn.

bèle báše

b: 7. bèle báše.

ći?
ızexóytewe

d: 8. cì ızexóytewe?

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
cáyek
ʔáw
tozek ʔáw
cáyeku ʔáw

b: 9. čáyeku tozek ʔáw.
d: 10. básē

jeğá
 âmjegaye
 âłên
čiy pe âłen

b: 11. âmjegaye čiy pe âłen.

demé
čayxané
pěy âłen
čayxanéy pe âłen.
demé čayxanéy pe âłen.

pîrsyârek bkom
pîrsyârekît le bkom
demwe
demwe pîrsyârekît le bkom.

d: 12. demâ čayxanéy pey âłen.
demwe pîrsyarekit le bkom.

b: 13. fěrmû.

férbuy [férbuyl]
le kwé ferbuy
kûrdî

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
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
where did you learn Kurdish? that I know
I would like to know
I'd like to know where you learned Kurdish.
in, at
America
in America
school
in school
I learned
I learned in school
I learned it in school in America.

how is it?
in this place; here
you are here
Well then, how is it that you are here?

engineer
I am an engineer
I am an engineer
project
Derbendi Khan (place name)
the Derbendi Khan project
I am at present working on the Derbendi Khan project
what is it?
your work
What is your work?
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.
d: 18. mîn hêsta qutabîm, le polî I'm still a student in
pênjî sanêmîm. belâm the fifth grade of
zôr hêz rekem salek-itîr secondary school, but
bîcîm bo rêmêrikî
bxwenîm.

raştînîm I'd very much like to
yarmeti go to America next year
yarmetî biêm [yarmetî to study]
bîdem]
yarmetît biêm
[yarmetît bîdem]
yetwânîm yarmetît biêm
I can help you

b: 19. zôr bâşe, mîn reştînîm Very good; I can help you.
yarmetît biêm.

rebîm
memrûn rebîm
I'll be
I'll be obliged

d: 20. zôr memrûn rebîm.
I'll be much obliged.

jare
meantime, meanwhile

b: 21. jare bâ biçîn bo bazâr. But let us now go to the
d: 22. bâşê bâ biçîn. market.

Good, let's go.

Sentence Resume -- Kurdish

b: 1. rôz bâs dara. rôz bâs bab.

d: 2. rôz bâs bab. fermu dániše.

b: 3. râstîdêwê hezekem tözêk bîcîm bo bazâr.

d: 4. jare zuwe, tözêk dániše rinja pêkewê reçîn bo bazâr.

b: 5. bâsê.

d: 6. dániše ba tözêk qse bkeyn.
b: 7. bèle básè.
d: 8. čí òexoytewe?
b: 9. čáyeku tózek rágw.
d: 10. básè.
b: 11. òemjegaye číy pe òelen.
d: 12. òemé čáyxnéy pey òelen. òemewé pírsyarekit le b'kem.
b: 13. férmu.
d: 14. òezekem bîzanîm kurdi le kwê ferbuy.
b: 15. le òemerikâ le maktêb ferbum.
d: 16. òey cóne lerey?
b: 17. mín mühendîsimu òestà le prožê-i derbêng-xán âîs òêkem. òey tó ûisit cîye.
d: 18. mín hésta qutâbîm, le pènj-i sanèwim. bêlam zór òezekekem salek-itîr bîcîm bo òemerikâ bâwenîm.
b: 19. zór básè, mín òetwanîm yarmêtît bîm.
d: 20. zór memmûn uebîm.
b: 21. járe ba bîcîn bo bazár.
d: 22. básè bá bîcîn.

B. Additional Vocabulary

Nouns:

málewe
seût
yanê
ênlizî, ënglizî
ûmshew
êwaréyek-itîr

home
hour; watch, clock
club
English (language)
this evening
some other evening.

Verbs:

bîkêtîn
bîxwenin
bdôngewê, bîdôngewê
bnûsin, bînumin

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

bkem, bikem
ferbim
sér biem [sér bidem]
hewl biem [hewl bidem]
ρexóyn
nán ρexoyn
ρexóynewe
ρexómewe
ρekém
ρenusím
ρekrím
ρebrím
ρekéy[t]
ρeléy[t]
ρexermíy[t]
ρenusí[t]
ρexwení[t]
ρekrí[t]
ρebrí[t]
řázekey [řást ρekeyt]

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 ϡ̄lizí
be ϡ̄lemaní
be ϡ̄rebí
le málewe
le hǐndístán

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 from the beginning of verbs, as ḥeζekem = [hoz^ekem] 'I like', and; (2) the change of -t- 'you' to -d- when it precedes such a verb which has lost its glottal stop, as rastidewe = [rastit ^ewe] 'you want the truth'. Voiceless sibilants, as -š also become voiced before an elided glottal stop, as mjekem = [mis ^ekem] 'work'. Likewise, the cluster -st in [rást ^ekyt] 'you are right' becomes -z as in rázke{k}y.

2. ëm...ye 'this'.

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

ùmwišeyë 'this word' (wišé)
ùmjegayë 'this place' (jegá)

The expression ëm...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

ùmwišeyë 'this word'
ùmwišeyë 'this word'

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

3. ëu/ñw 'and'.

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

wér òegrinu...
çáyeku tozek náw
and -w after vowels, as

zór bāšew mûzîke.

4. Izafa.

There have occurred a number of phrases, such as

mêzêm-i sirwan, 'The Sirwan Restaurant'; ûtèlek-i bâş 'a good hotel'; mûnâ-i ûmûswîseyê 'the meaning of this word'; and dêrs-î duwêm '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 ûzafê 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-î 'after', a compound preposition. The modifier may be an adjective, as

<table>
<thead>
<tr>
<th>Nucleus - Izafa - Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>dêrs -i yêkêm 'The first lesson'</td>
</tr>
<tr>
<td>ûtêl -i bâş 'a good hotel'</td>
</tr>
<tr>
<td>ûtèlek -i bâş 'a good hotel'</td>
</tr>
<tr>
<td>dêrs -i duwêm 'the second lesson'</td>
</tr>
<tr>
<td>dêğ -i bêrz 'a loud voice'</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Nucleus - Izafa - Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>mêtêm -i sirwân 'the Sirwan Restaurant'</td>
</tr>
<tr>
<td>mûnâ -i ûmûswîseyê 'the meaning of this word'</td>
</tr>
<tr>
<td>wełâm -i pîrsyarekân 'answers to the questions'</td>
</tr>
<tr>
<td>pîrsarekân -i ders-i yêkêm 'the exercises of lesson one'</td>
</tr>
<tr>
<td>proûê -i derbeğ-i xan 'The Derbendi Khan Project'</td>
</tr>
</tbody>
</table>

Or a pronoun, as

le dwa -i min 'after me'
or a numeral, as
pol -i penj 'grade five, the fifth grade'
or, finally, a particle, as
šalēk -i tir 'another year; next year'

Izafa links 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

![Diagram]

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 ṣanusi'm</td>
<td>min ṣekem</td>
</tr>
<tr>
<td>ṣezan'i'm</td>
<td>ṣexonémwe</td>
</tr>
<tr>
<td>názan'i'm</td>
<td></td>
</tr>
<tr>
<td>ṣek'r'i'm</td>
<td></td>
</tr>
<tr>
<td>ṣexwen'i'm</td>
<td></td>
</tr>
<tr>
<td>ṣexwenmémwe</td>
<td></td>
</tr>
</tbody>
</table>

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In `exenim 'I read' the full suffix occurs; the addition to it, however, of -ewe brings about the loss of -i-, giving `exwenmewe 'I read again'.

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

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

Consonant Stems:  
Vowel Stems:  

| emé `exwenín | emé `ekényn |
| wé `egrín | `exóyn |
| `exéín | `edéyn |
| `exóynwe |

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

Consonant Stems:  
Vowel Stems:  

to `exwení [`exwenít] to `ekéy [`ekéyt]  
`enusít[t] `elemít[t]  
`ekrí[t] `efermít[t]  
`exóytewé  

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

d. The following verbs recapitulate the inflections presented here:

Consonant Stem:  
Vowel Stem:  

| `enusím 'I write' | `ekém 'I do' |
| `enusín 'we write' | `ekéyn 'we do' |
| `enusít[t] 'you write' | `ekéy[t] 'you do' (sg.) |
All of the examples cited in this section except názanič begin with ŋe-. 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

čí ęęxoytewe paš hémí 'What do you drink after each lesson?'
dersek. (habitual action)

łestá čí ęęxoytewe. 'What are you drinking now?'
(action in progress)

słeyne čí ęęxoytewe. '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 ŋe- in the indicative mood, as

ęęzanič - názanič 'I don't know'
ęęzaniń - názanin 'we don't know'
ęęzani - názani 'you don't know'

D. Exercises

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

Model: wišé ęęmwîşeyé 'this word'
jegá dergá čayxané
lapeřé jumlé prožé

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

Model: héz ṭekem bičim bô bazár
mektéb  ṭiráq
metvém  derbej-i xán
ṭutél  suleymaní
čayxané  dukán
ṭeméríká  málewé
yané

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

Model: tozek dániše ṭinja pékewe ṭečin bo bazár
nán ṭexoyn  telefon ṭekeyn
čá ṭexoynewe  be ḏeŋ-i bérz ṭêmdersé
qsé ṭekeyn  ṭexwení
dęrs ṭexwenin  kitébekán wɛrowɛrin
dęrs-i duwêm ṭemusin  ṭiš ṭekeyn
weļàm-i pîrsyarekán  seqát ṭekřin
Bethemnewe

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

pékewe  hemí ṭožek  paš sínîf
ṭeštā  ṭîmrô  be kurdî
le dwa-i mamwestá  ṭîmşew  be qulizî
yekeyeyeke  hemû be yék jar  be ṭeîlêmaní
ṭemjaré  sbêýne  be ṭerebî
zór
5. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: ba qse bkeyn

pékewe bčin bo makteb  → emlapereyé bnusin
řís bkeyn          → bčin bo čayxané
nán bίkřin        → televón bkeyn
bčin bo beyá    → be kurdy qse bkeyn
ders-i seym bixwenin → murajesé bkeyn
welam-i ċempirsyaré → nán bxoyn
bděyněwé            → čá bxoyněwě
čmðdersé bnusin      → bčin bo málewě

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

A          B

Model: čí ċexoytěwě      čá ċexomewě
řekóy       → řís řekem
řelóy[t]    → řémé řelém
řeformíy[t] → řelem marńa-i řeme číye
řenusí[t]   → náwim řenusim
řexwení[t] → děrs řexwenim
řexwenitéwě → čmdersé řerwenmewě
řekří[t]    → seřát řekřim
řebří[t]     → nán řebřim

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. čí ċexoytěwě
                2. čá ċexomewě
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. ḍe,े číy pe ṭelēn
   B. ḍeṃe ḍayxanέy pe ṭelēn

   penjeré dergá
   jumlé ṭimlá
   wīšé čá
   texté yarí (yarí+y = yarí)
   pīrožé yarmetí (i+t = i)

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

Model: to kurdí le kwé ferbuṣt

   ñerebí kurdí
   ņlizí řusí
   ñemqseyé yarí
   ŋimlá ṭemqíšé
   ŋindí ṭemdersé

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

Model: kurdí le mektéb ferbum

   ñerebí le ñeráq kurdí le hewlér
   ņlizí le mektéb řusí le mektéb
   ñemqseyé le yarí le málewé
   málewé ṭemqíšé le bazar
   ŋimlá le sínif ṭemdersé le mektéb
   ŋindí le
   ŋindistán
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 kûrdî le kwé ferbuyt
   A. kûrdî le mektêb ferbum

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

Model: mîn muhendişim
   mamwestâ  vâmerikî  le suleymanî
   pyâw     vêrêb       le zûtêl
   žîn       lerê        le mektêb
   darâ      jenêt       le pîl-i ôwêr-i
   kûrd      le hîndîstân sanewî

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

   A  B  C
Model: sâl 'year' sâlek 'a sâlek-itîr 'one more year' 'an-
       other year, next year'
   ţoţ
   sêw
   sêrât
   pyâw
   žîn
   kûr
   mûl
   bazâr
   pîl
   mektêb
   ŗîş
   sînîf  sînfek
14. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: ḥez ẓekem ẓalek-itîr bičîm bo ẓemêriká

- ġestâ giatan
- pas dú sal pas dé rož
- sbêyne pas sé maŋ
- hemu sâlek pas yêk seât
- ẓîmsêw le dwa-i tó

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

Model: ḥez ẓekem sàlek-itîr bičîm bo ẓemêriká

- ẓozek-itîr bičîm bo mektêb
- tozek-itîr bičîm bo ẓayxané
- ẓawek-itîr bičîm bo yané
- ẓeâtek-itîr bičîm bo bazár
- tozek-itîr bičîm bo mâglewe
- ẓalek-itîr bičîm bo kerkûk
- ẓawek-itîr bičîm bo ẓayxané

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

Model: ḥez ẓekem sâlek-itîr bičîm bo ẓemêriká

- bîxwenîm
dérs bîxwenîm
dérs biem
be ẓînglizî qse bêm
yari bêm
yarmêtît biem
(sound)
保密
17. Substitution Drill. Substitute for the underlined portion of the model sentence the words listed below:

Model: min yëtwanîm yarmetît bîem

yenidëse bixwenîm
leré danišîm
biçiîm bo suleymanî
fîs bîkem
téléfon bîkem
dersekan amade bîkem
wełam-i pîrsyarekîn bîem
biçiîm bo bazár
kurdî bixwenîm
yarî bîkem
be kurdî qse bîkem
yemîsî fërbîm

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

<table>
<thead>
<tr>
<th>Nuclei</th>
<th>Modifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>metrêm</td>
<td>ëmerikî</td>
</tr>
<tr>
<td>mektêb -i</td>
<td>bås</td>
</tr>
<tr>
<td>yutêl</td>
<td>çák</td>
</tr>
<tr>
<td>pyañw</td>
<td>nizîk</td>
</tr>
<tr>
<td>řubår</td>
<td></td>
</tr>
</tbody>
</table>

Example: metrêmek-i bås, mektêbek-î ëmerikî, etc.

19. Verb Drill.-- conjugation. Give the min, to and ëmê forms of the following verbs:

Example: ëzânîm - min ëzânîn, to ëzânî, ëme ëzânîn.

a. ëkusîm         b. ëleyt
ëtwanîm          wërwegrîn
ëekrîm           řâzekey
20. Verb Drill -- negative. Repeat the preceding drill changing all the verbs to the negative.

Example: veedor 'm - mën nazaninh, to năzani, ęme năzanin.

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. Good morning, Bob.</td>
<td></td>
</tr>
<tr>
<td>2. Good morning, Bob. Please sit down.</td>
<td></td>
</tr>
<tr>
<td>3. As a matter of fact, I would like to go to the market a bit.</td>
<td>It is still early, sit down a little and then we'll go together to the market.</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

da: 1. bazarekè le kwéye.

Where is the market?

dúr
nìye
dur nìye
zòr dur nìye
régéyn
vèstá rògeyn
vèwétá, zòr dur nìye,
vèstá rògeyn.
bikri [bìkrì]
šit
vètewé [vètewè]
vètewe šít bìkri
bòci
bòci vètewe šít bikri

d: 2. vèwétá, zòr dur nìye,
vèstá rògeyn. bòci
vètewe šít bikri?

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

xenjèr
bíkrim
xenjérek bikrim
béle, ñez vëkem xenjérek bikrim.

dagger
that I buy
that I buy a dagger
Yes, I'd like to buy a dagger.
3. bèle, hèz ñêkem xënjeraldhùn.
  bûkrim, ñûngke ñëlen xënjeraldhùn yëre zór ñëken.  
  Yes, I'd like to buy a dagger, because they say that the daggers here are very good.

bàstír
  better
baštère
  he/it is better
le hemú ñaštìre
  it is better than all, is best of all
le hemú xënjeraldhùn ñaštìre
  it is better than all other daggers

kurdustán
  Kurdistan
xënjeraldhùn kurdustán
  daggers of Kurdistan
xënjeraldhùn le hemú xënjeraldhùn ñaštìre.
  The daggers of Kurdistan are better than any other daggers.

ñëzàne [ñëzanët]
  he/she knows
kës
  person
hemú kësek
  everyone
hemú kësek ñëzàne
  everyone knows
wàbzënim hemú kësek ñëzàne
  I believe everyone knows
kë
  that (conj.)
řâste
  it is true
d:  4. řâste, wàbzënim hemú kësek ñëzàne ke xënjeraldhùn kurdustán le hemú xënjeraldhùn ñaštìre.
  That is right, I believe everyone knows that the daggers of Kurdistan are better than any other daggers.
b: 5. wèrè bá bčin bo ñerè. 
Come, let's go to this place. I believe this man sells daggers.

wábzaním ñempyawè xenjér ñefroše.

káke

Sir (vocative); title of respect for older brother or friend.

xenjér-i báṣit heye

you have good daggers

d: 6. káke xenjèr-i báṣit héye? 
Do you have good daggers, Sir?

p: 7. béle, férmu.

Yes, please have a look.

jwán

pretty, beautiful

jwáne

it is pretty

zór jwane

it is very pretty

b: 8. ñémxenjèrè zór jwane.

This dagger is very pretty.

bíkři [bíkřit]

that you (sg.) buy it

b: 9. ñetewé bìkři?

Do you want to buy it?

bíkřím

that I buy it

b: 10. béle héz ěkem bìkřím.

Yes, I'd like to buy it.

čěŋ [čénd]

how much? how many?

čěne [čénde]

how big is it? how many are they?

be čěne

how much is it? what does it cost?

d: 11. káke ñemxenjèrè be čěne. 
How much is this dagger, Sir?
dinár
be dú dinar
dinar (Iraqi monetary unit)
for two dinars
It is two dinars.
p: 12. be dú dinare.

be du dinar
girán
giráne
 Gowé
 Gowé giráne
 Gowé zór girane
yéñi
yéñi čl
girane

d: 13. yéñi čl, Gowé zór
girane.

That is expensive
It is expensive
Giran
giran©
9©
9©
9©
9©
What do you mean? that is
too expensive.

What does it mean?
That is expensive
That is very expensive
It means
Better
That is

caktír
čaktírin
čaktírin xejér
čaktírin xejéré

caktír
čaktírin
čaktírin xejér
čaktírin xejéré

Better
The best
The best dagger
It is the best dagger

But this is the best
dagger, my friend.

p: 14. kake Gowé čaktírin
xejéré.

Gowan
Gowan
Gowan
Gowan
We give
We give a dinar
We give you (sg.) a
dinar

O.K., we'll give you one
dinar.

b: 15. básê, dinárekit Gowan

Base, a dinar
We give
We give you (sg.) a
dinar

Carry! take! (sg.)
Take it!

hélgre
hélgre

Very well, please help
yourself to it.

p: 16. básê, fèrmu hélgre.

0.K., we'll give you one
dinar.

Carry! take! (sg.)
Take it!

Very well, please help
yourself to it.

90
b: 17. kamyan helgirim.

d: 18. xarezu-i xot, herdukyan ba'xin.

b: 19. ba'se, reme helhegrim.

d: 20. be ra'sti xenjerek-i bashe, be'lam nazanim to xenjerit bo'c'ye.

that I take which one of them?
Which one of these shall I take?

intention, choice

Which one of these shall I take?

yourself
your choice

as you wish, they are both good

it is your (own) choice
both of them

As you wish, they are both good

both of them are good

As you wish, they are both good

I take

O.K., I'll take this one.

truth

As a matter of fact, it is a good dagger

in truth, really, as a matter of fact
it is a good dagger

as a matter of fact, it is a good dagger

in fact, it is a good dagger

for what? why?

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 want a dagger for.
I want that I send it
I want to send it
friend
a friend
a friend of mine
to/for 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
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.
járe for the time being
jare xwá ḥafiz goodbye for now
kewatá then, in that case
kewatâ jare xwá ḥafiz then, goodbye for now
d: 28. báșe, kewatá jare xwá ḥafiz O.K., then, goodbye for now.
b: 29. xwá ḥafiz So long.

Sentence Resumé -- Kurdish

b: 1. bazarekê le kwêye.
d: 2. rewetá, zör dur nîye ûestá ûeqeyn. boçi rewetewê šît bikre? 
b: 3. béle, héz ûekem xenjerê bikrîm, čûrke ûelen xenjêr-i ûere zör çakín.
d: 4. rêste, wâbzanim hemû kesek ûezane ke xenjêr-i kurdustân le hemû xejerek bašire.
b: 5. wêre bá bçin bo ûere. wâbzanim ûempyawê xenjêr ûefrûse.
d: 6. kâke xenjêr-i ûebût hêye?
p: 7. béle, férmû.
b: 8. ûêmnenjerê zör jwane.
d: 9. rewetewê bikrî?
b: 10. béle héz ûekem bikrîm.
d: 11. kâke ûêmnenjerê be čêne.
p: 12. be dú dinare.
d: 13. yênî-čî, ûewê zör girane.
p: 14. kâke ûêmê çaktîrin xejere.
b: 15. báșe, dinarekit ûedeyne.
b: 17. kamyen hêlgîrim.
d: 18. xarezu-i xîte, hérdukyan basîn.
b: 19. báșe, ûêmê hêlêgegrim.
20. be řastí xenjèrek-i báše, bèlam názanim tò xenjèrít bo číye.

21. xëmawë bïnërim bo řefíqëkim.

22. řefíqëket le kwëye.

23. le xëmerikáye.

24. wàbzanim xëme xuteleléyë.

25. zór tešëkkörëdekom. be řastl bážbu hati legèlma bo bazár, xëginà némëtwanì xëmxenjerejwanë bikrìm.

26. memmùn. hèč nìšekitàbu, mìn xamadèm bòt bikem.

27. tešëkkör rèkom. xëstà xëčìm bo xutél, bèlam xëwaré xëtbinìm.

28. báše, këwatà jare xwá hafiz.

29. xwá hafiz.

B. Additional Vocabulary

Numerals:

yanzé  eleven  bistu pënìj  twenty-five

dwanzé  twelve  bistu šëš  twenty-six

syanzé  thirteen  bistu hëwt  twenty-seven

ćwardé  fourteen  bistu hëst  twenty-eight

panzé  fifteen  bistu nó  twenty-nine

šanzé  sixteen  sì  thirty

șëvvè [hevdé]  seventeen  siw yék  thirty-one

heždé  eighteen  čîl  forty

nozdé  nineteen  penjà  fifty

bíst  twenty

bistu yék  twenty-one

bistu dú  twenty-two

bistu sé  twenty-three

bistu ñwàr  twenty-four
Nouns:

báwk  father
kíc  girl; daughter
kayéz  paper; sheet of paper
nusín  to write, writing; writings
xwendín  to read, reading
goraní  song; singing
wilát  country (the territory of a nation)
báy  garden

Adjectives:
xóš  pleasant;
delicious; good
téwáw  complete; accurate
rást  correct; truthful
pán  wide; broad
ásán  simple; easy

Verbs:

xetwanín; xetobentwanin  we can; we can do this
xetbinín  we see you (sg.)
hamadé xebin  we will be ready
dérs xeleynewe  we teach
sèr-1 xéró bîeyn [bideyn]  that we visit this place
bilemewe  that I repeat; that I teach
goraní bileyn  that we sing (a song)
bízani  that you know it (sg.)
bíneri  that you send it (sg.)
bíbini  that you see it (sg.)
bíkey  that you do it (sg.)

C. Notes

1. Copula Suffix: Cîn (Ref: 35; 55).

   a. In the sentence, xonjer-i xerô zor cakin, 'The daggers here are very good', cakin means '(they)are good' and consists of cak plus the third person plural suffix -în. Other examples are básîn, 'they are good'; nizîkin 'they are close by'; déftérîn '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: xenjêr-i kurdûstân le hâmî xenjerek bastû, where the bare noun xenjêr 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 more as individual items. In either case, the English translation is the same.

2. ʔem...ê (this) (Ref. 74).

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

ʔempyawê 'this man'
ʔemxenjèrê 'this dagger'
ʔemdorsê 'this lesson'

3. Possession. Compare the two sentences

ʔemôwe binerîm bo řefîqekîm. 'I want to send it to a friend of mine.'
řefîqekêt 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 mîn: -îm after consonants and -m after vowels (* Cîm/Vm), and for tô: Cît/Vt. The article may be definite (-êkê) or indefinite (-ek), with a corresponding difference in meaning:

řefîqekîm 'a friend of mine'
řefîqekêm 'my friend', 'the aforementioned friend of mine'
xenjerekît 'a dagger of yours'
xenjerekêt 'your dagger'
xenjerekânît '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 báwkim '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 ḥe-, while the subjunctive takes the prefix bi-. Compare the indicative and subjunctive forms for the following verbs:

mín:  a. ḥezaním 'I know'
     b. ḥezekem bizaním 'I'd like to know'

a: ḥémé helqegrîm 'I'll take this one.'
     b. kámyan helqegrîm [helbîgîrîm]. 'Which one shall I take?'

a. tešekkûrekom. 'Thank you.'
     b. ḥamadêm bôtbîkem. 'I'm ready to do it for you.'

tô:
     a. čî ḥekrî 'What are you going to buy?'
     b. ḥetewe sît bîkîrî? Do you want to buy something?'

zemé:
     a. pas hemî dersek murajexê rekên. 'We'll have a review after every lesson.'
     b. köy murajexê bkeym? 'When shall we have a review?'

<table>
<thead>
<tr>
<th></th>
<th>Indicative</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>mín</td>
<td>ḥekêm</td>
<td>bîkêm</td>
</tr>
<tr>
<td>tô</td>
<td>ḥekêyt</td>
<td>bîkêyt</td>
</tr>
<tr>
<td>zemé</td>
<td>ḥekéyn</td>
<td>bîkéyn</td>
</tr>
</tbody>
</table>
This bi- is like the imperative prefix bi- (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 bi- which includes a third singular direct object, as

mín:

a. ḥez ḍekem xenjérek bīkrim. 'I'd like to buy a dagger.'
b. ḥez ḍekem bīkrim. 'I'd like to buy it.'

tó:

a. ṭetewe šīt bīkri? 'Do you want to buy some things?'
b. ṭetewe bīkri? '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 ḍekem bīcīm bo bazār. 'I'd like to go to the bazaar.'

ḥez ḍekem bīcīm bo ẓemerkā bxwenīm. 'I'd like to go to the States to study.'

ḥez ḍekem bīkrim. 'I'd like to buy it.'

ẓetwānim yarmetit bīdem 'I can help you.'

ẓetewe šīt bīkri? 'Do you want to buy something?'

ẓemewe bīnerīm bo ṭefīqekīm. 'I want to send it to a friend of mine.'
b. after certain particles:

bá tózek qse bkeyn. 'Let's talk a little.'
bá bícin bo bazár. 'Let's go to the bazaar.'

c. after certain adjectives;

'amadém bôt 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 build-ups 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 murajéx bkeyn? 'When shall we have a review?'
kamyán hélğürim 'Which one shall I take?'
či b kem 'What shall I do?'

b. in statements:

be xér beyt 'Welcome!' (Lit., 'may you come with well-being')
sełametbi 'May you be safe.'
wá 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

bűkřim  'that I buy'

D. Exercises

1. Substitution Drill:

Model: bazarekè le kwéye.

dukán    defter
mál      gùl
nán      ñutél
kúr      xenjéř
žín      mínál
kitéb    řubár
mektéb  pyáw

2. Substitution Drill:

Model: zor dur níye.

nìzík    řást
bás      jwán
gewré    baštír
câk      gewretír
zór       jwantír
tewáw    nìziktír
nìzíìm  durtír
3. Substitution Drill:
Model: resta ?égéyn

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>čák 'good'</td>
<td>čaktír 'better'</td>
<td>čaktírín 'best'</td>
</tr>
<tr>
<td>bás</td>
<td>gewré</td>
<td></td>
</tr>
<tr>
<td>bérz</td>
<td>dúr</td>
<td></td>
</tr>
<tr>
<td>zór</td>
<td>nízik</td>
<td></td>
</tr>
<tr>
<td>gírán</td>
<td>řást</td>
<td></td>
</tr>
<tr>
<td>memnún</td>
<td>ñamadé</td>
<td></td>
</tr>
<tr>
<td>têwáw</td>
<td>níźim</td>
<td></td>
</tr>
<tr>
<td>jwán</td>
<td>xošs</td>
<td></td>
</tr>
</tbody>
</table>

4. Word Formation Drill: (Suffixes)
5. Substitution Drill:
Model: wère ba bčın bo ʔèrè

dérs bínusin
ʔemlapeʔeyé bixwenin
žís bikeyn
ser-i ʔèrè bìeyn
nán bixoyn
čá bixocynewe
telefón bikeyn
ʔemjumleye ferbin

6. Substitution Drill:
Model: xenjèr-i basìt héye?

cá-i cák
kîtèb-i jwán
gelèm-i bás
deftèr-i cák
dinàr-i zór
jegà-i nizík
dár-i gíran
xutèl-i bás
kayèz-i pán
cá-i bastìr
kîtèb-i xoštìr
gûl-i jwtìr
qelèm-i bastìr
deftèr-i caktìr
jegà-i niziktìr
dár-i gewretìr
kayèz-i pantìr

7. Substitution Drill:
Model: ʔempyawè xenjèr ʔefrošè[t]
gelèm
serát
nán
žáw
dár
gûl
kîtèb
čá
kayèz
deftèr
textè
tebasìr
8. Substitution Drill:
Model: /bitewé bikři?

bífroši  bíxoytewe
bízani  bínéri
bíbři  bíley
bíxweni  bíbini
bínusi  bíkey
bíxoy

9. Substitution Drill:
Model: béle, hěz ńekem bikřím

bífrošim  bíxomewe
bízanim  bínérim
bíbřim  bílem
bíxwenim  bíbinim
bínusim  bíkem
bíxom


A. ńetewé bikři?
B. béle, hěz ńekem bikřím.

11. Substitution Drill:
Model: ńemxenjerè be čéne

deftér  sevát
tebasír  čá
telefon  texté
ős  dergá
mál  jegá
gůlı  qelém
kayéz
12. Substitution Drill:
Model: ñemxenjerè be dú dinare
    yék                  panzé
    dé                  šanzé
    yanzé               ḫevvé
    dwanzé              ḫezdé
    syanzé              nozdé
    čwardé              bíst

Model: ñemxenjerè be čene.
    ñemxenjerè be dú dinare.

14. Substitution Drill:
Model: ñewe zór girane
    jwán                  dúr
    čaktër               tewáw
    ṣasán               nizim
    bérz               xós
    nizik               řást

15. Substitution Drill:
Model: dinárekīt Drill:
    xenjér          čá
    dérs              kayéz
    nán              welám
    ṭīš              pyáw
    kitéd              gül

16. Substitution Drill:
Model: be řastí názáním ñem xenjéret bo čiye.
    qelém          viš
    kitéd          telefon
    deftér          nusín
řefíq xwendín
žin dinár
kur mektéb
kič pîrsyár
pyaw

17. Substitution Drill:
Model: *7©w© caktirin cayxaneye
bās girān
gewré jwán
bērz xōs
dūr nīzīm
nīzík

18. Substitution Drill:
Model: *791110 19 ħeniu xenjerek bastīre.
mál mektéb
bāy kitēb
kič kayéz
sērāt kūr
šeqām

19. Substitution Drill:
Model: xenjer-i kurdustān ħemî xenjerek bastīre
čák gewré
jwān girān

20. Substitution Drill:
Model: xenjer-i kurdustān le hemî xenjerek bastīre
wîlāt žin
nān mektéb
bazār řubār
šēw gûl
řōz kûr
21. Substitution Drill:

Model: kamyan hélgréim

<table>
<thead>
<tr>
<th>bínusím</th>
<th>bílemewë</th>
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</thead>
<tbody>
<tr>
<td>bíxom</td>
<td>bíkem</td>
</tr>
<tr>
<td>bíxomewë</td>
<td>bíem</td>
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<tr>
<td>bíkrüm</td>
<td>bíbřím</td>
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<tr>
<td>férbím</td>
<td>bífrosím</td>
</tr>
<tr>
<td>bífwením</td>
<td></td>
</tr>
</tbody>
</table>

22. Substitution Drill:

Model: xarëzu-i xótë, hérdukyan bašin

<table>
<thead>
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<th>hersekyan</th>
<th>hernóyan</th>
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</thead>
<tbody>
<tr>
<td>hérčwaryan</td>
<td>herdéyan</td>
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<td>hérpenjyan</td>
<td>hemíyan</td>
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<tr>
<td>héršæšyan</td>
<td>hérdukyan</td>
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<td>hérsekyan</td>
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23. Substitution Drill:

Model: xarëzu-i xótë, hérdukyan bašin

<table>
<thead>
<tr>
<th>čák</th>
<th>dûr</th>
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<tbody>
<tr>
<td>jwán</td>
<td>ḏasán</td>
</tr>
<tr>
<td>xős</td>
<td>ṭe媵aw</td>
</tr>
<tr>
<td>řást</td>
<td>nížík</td>
</tr>
<tr>
<td>pán</td>
<td></td>
</tr>
</tbody>
</table>

24. Substitution Drill:

Model: báše, xemé helgréim

<table>
<thead>
<tr>
<th>xebřím</th>
<th>xelém</th>
</tr>
</thead>
<tbody>
<tr>
<td>xenusím</td>
<td>xexómewë</td>
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<tr>
<td>xekřím</td>
<td>xexóm</td>
</tr>
<tr>
<td>xetwaní́m</td>
<td>xeràgréim</td>
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<tr>
<td>xezaní́m</td>
<td>férxebím</td>
</tr>
<tr>
<td>xexwení́m</td>
<td>dàxexem</td>
</tr>
<tr>
<td>xefrosí́m</td>
<td>xekémewë</td>
</tr>
</tbody>
</table>
25. Substitution Drill:
Model: "><emewe</em> bînerîm bo řeřİqekîm
bîkîrîm bo reřîqekîm le meňîm bîxom
bîbîrîm bo bawîkîm le čayxeneke bîxomewe
le mektêb bîbinîm hêlibîgrîm
leser textê bînusîm lére dânişîm
lem kîtebê bîxwenîm bîcîm bî yanê
bîfroşîm

26. Substitution Drill:
Model: ичесilet le kwêye.
žîn dâr
kûr telefôn
mînâl kitêb
mâl nusîn
dykân dinâr
kîc pyâw
ящих welâm
mektêb bîawk
qelêm

27. Round Drill: Use nouns of Drill 26 for the underlined portion.
Model:
Q. řeřîqekît le kwêye.
A. řeřîqekêm le ćemêrikâye.

28. Substitution Drill:
Model: bâzbu hâtî legîlma. ćegina nîmešetwani
"emxenjerê bîkîrîm kurdfî ferbîm
"emdërsê bînusîm telefon bîkem
"emjumleyê bîxwenîm nân bîkîrîm
welâm-i ćempîrsyarê ser-i ćempyawê bîm
bîdemewe čâ bîxomewe
ящ bîkem qse bîkem
29. Substitution Drill:
Model: be rasti bazbu

<table>
<thead>
<tr>
<th>čák</th>
<th>čaktíř</th>
</tr>
</thead>
<tbody>
<tr>
<td>xóš</td>
<td>gewré</td>
</tr>
<tr>
<td>jwán</td>
<td>nízik</td>
</tr>
<tr>
<td>řást</td>
<td>jwantíř</td>
</tr>
<tr>
<td>tewáw</td>
<td>xoštíř</td>
</tr>
<tr>
<td>zór</td>
<td>rasttíř</td>
</tr>
<tr>
<td>girán</td>
<td>girantíř</td>
</tr>
<tr>
<td>bastíř</td>
<td></td>
</tr>
</tbody>
</table>

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>7. Yes, please have a look. (p. responds)</td>
<td>8. This dagger is very pretty.</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

pyasè le naw šára

Rewaré
Rewaréi [rewarét]

b: 1. Rewaréi baš dára. (F)

d: 2. Rewaréi baš. (R)

b: 3. ĉóni.

d: 4. Çákîm, selaméîbi.

fermu dáníše.

pyasé
pyasé bkem

emewé pyasé bkem

hez nákem
dáníšîm [dábišîm]

hez nákem danišim

hez nákem danišim ñungke
emewé tøzek pyasé
bkem.

b: 5. be rastî hez nákem
danišîm ñungke emewé
tøzek pyasé bkem.

járe

d: 6. jare tozek dáníše, ŋinja
pékewe ñečin bo pyasè.

Fifth Lesson

A Stroll about Town

evening

your evening (sg.)

Good evening, Dara.

Good evening.

How are you?

I am well thank you;
sit down please.

walk; stroll

that I walk

I want to go for a stroll.

I don't like

that I sit down

I don't care to sit down.

I don't want to sit down, because I want to take a little stroll.

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

for the time being,

first, just

Just sit down a little first, and then we will go for a stroll together.
dávenišin
vegerénynewe
vegerénynewe dávenišin
daǐ

daǐ vege rénynewe dávenišin

weře pyasë bkeyn
tōś
hezhekeyt tōś weře pyasë
bkeyn daǐ vege rénynewe
dávenišin.
dirēn
dirēn ṣebet
veger
veger dānisišim dirēn
ṣebet[t]

b: 7. veger dānisišim dirēn ṣebe[t]. If I sit down, I'll be
lāte. If you like, you come for a stroll too and
when we come back we can then sit down.

mīnis

mīnis hez ṣekem pyasë
bkeyn.

d: 8. bāse ba biciṇ; mīnis ḥez
ṣekem tōzek pyase bkeyn.

lá
kām la
go kām la

b: 9. bo kām la biciṇ? Which way shall we go?

We sit down
we return, come back
we'll come back and
sit down afterwards

We'll come back and
sit down afterwards.

Come let's take a
stroll
you too (sg.)

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

late

it will be late, it
will get late

if

If I sit down it will
get late.

I too

I'd like to take a
stroll, too.

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

side
what side?
to which side? in what
direction?
Let's go to Kawa Street.

Very good, let us go.

Let's go to Kawa Street.

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

No. Why?

This street is very new, wide and beautiful.

Because this street is very new and wide and beautiful.

It must be Kawa Street.

This must be Kawa Street.
d: 16. bèle. cónít zani ñëmè seqàm-i kawëye.

b: 17. čunque ñemseqamë taze dyare.

this is Kawa Street
how?
how did you know? (sg.)

Do 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
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.
räzekey [rást ʔekeyt] you tell the truth, you are right

d: 18. räzekey, legél ʔeweša
rämsėqamé zór pànew
díreže. ʔezanî, ʔeme
tazetîrin ṣeqâme lèmsare.
you are right; also,
this street is very wide and long. You know, this is the newest street in this town.

wá

ṣoseqam-i wà
ṣoseqam-i taze-i wá
ṣoseqam-i taze-i wa ḡève
ṣoseqam-i taze-i wa ḡève lemsarè

b: 19. čen ṣeqam-i taze-i wa
hèye lemsarè.

How many new streets are there like this in this town?

tenhá

tenhà řemšeqamé

tenhà řemšeqametazeyé

heye

ɣal

óriošal

ʔekré[t]
drústʔekret

óriošal drúst ŋekret

óriošal dú ŋeqam drúst

ŋekret

óriošal dú ŋeqame-i taze

drúst ŋekret

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

There are many new and large shops on this street.

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

That large garden is the Public Garden.
pîr (le)
pîrë
dâr
dîrëxt
dâru dîrëxt
pîrë le dâru dîrëxt
dâru dîrëxtu gûl
bêle, baxek-i zór jwane

d: 24. bêle, baxek-i zór jwanew
pîrë le dâru dîrëxtu
gûl.

b: 25. ñegër nêtwanî[t]
ñegër nêtwanî[t]
sêr ñeìeyn [sêr ñeìeyn]
pêkewe sêr-ñeìeyn
ñeware pêkewe sêr-ñeìeyn
ñeware pêkewe sêr-ñeìeyn
If you can, we will pay a visit
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

b: 26. sêr-i kwê ñeìeyn.

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

b: 28. ñeìém

d: 28. zór baše.

Yes, it is full of trees
Yes, it is a very beauti-

ful garden and it is full of all kinds of
trees and flowers.

Yes, it is very beauti-

ful.

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

What place are we visiting?

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

Very good.
Sentence Resume -- Kurdish

b: 1. Ḟewarêî baş dûra.

d: 2. Ḟewarêî baş.

b: 3. čôni.

d: 4. čâkîm, selamêibi. ûrmû dânîše.

b: 5. be źeştî Ḟez nûkêm dànîșim čûŋke ûmêwê tûzek pyasê bêkm.

d: 6. jare tozek dànîše, Ḟinya pêkewê tečin bo pyasê.

b: 7. Ûger dànîșim dîrêq tebe. Ḟez ûkeyt tôş weûe pyasê bêyên, dwâi ûgerêyênêwe dàwênišin.

d: 8. báse ba bûçin, mûniş Ḟez tekem tûzek pyasê bêym.

b: 9. bo kâm la bûçin?

d: 10. ba bûçin bo ûseqâm-i kawê.

b: 11. zûr bâse, ûrmû.

d: 12. Ûezanî bûçî Ḟez tekem ûseqâm-i kawêt pišân bûdem.

b: 13. né. bûçî.

d: 14. čûŋke ûmêşeqâmê zûr tazeêyêw pânêw jwânê.

b: 15. ûmê tebe ûseqâm-i kawê be.

d: 16. bûle. čûnişt zani ûmê ûseqâm-i kawêye.

b: 17. čûŋke ûmêşeqâmê taze dyare.

d: 18. Őzêkey, legêl ûweşa ûmêşeqâmê zûr pânêw dîrêze. Ûezanî ûme tazêtîrîn ûseqâmê lêmşare.

b: 19. čêng ûseqâm-i taze-i wa héye lêmşare.

d: 20. Ûesta tehnê ûmêşeqamêtazeêyê heye; belam âmsal dù ûseqâm-i taze-itir dûrüş ûekret.

b: 21. wâ dërzêkewê dûkân-i gewrêw taze-i zûr heye lêsê ûmêşeqâmê.

d: 22. Ûewbaxegewreýê bêx-i giştîye.

b: 23. wâ dërzêkewê, bâxek-i zûr gewrêw jwânê.

d: 24. bûle, baxek-i zûr jwanêw pûre le dâru dîrêxtu gûl.

b: 25. Ûger ûetwanî, ûware pêkewê sêriêlêyên.

d: 26. sêr-i kwê ûdeyên.
B. Additional Vocabulary

Numerals:

<table>
<thead>
<tr>
<th>In Wolof</th>
<th>In English</th>
</tr>
</thead>
<tbody>
<tr>
<td>penjaw yék</td>
<td>fifty-one</td>
</tr>
<tr>
<td>penjaw dú</td>
<td>fifty-two</td>
</tr>
<tr>
<td>šést</td>
<td>sixty</td>
</tr>
<tr>
<td>ḥeftá</td>
<td>seventy</td>
</tr>
<tr>
<td>heštá</td>
<td>eighty</td>
</tr>
<tr>
<td>newéi[newéd, newét]</td>
<td>ninety</td>
</tr>
<tr>
<td>sëd, sëd [set]</td>
<td>one hundred</td>
</tr>
<tr>
<td>hétid</td>
<td>etcetera, and so forth</td>
</tr>
<tr>
<td>gëdu yék, dú, hétid</td>
<td>hundred and one, two, etc.</td>
</tr>
</tbody>
</table>

Days of the week:

<table>
<thead>
<tr>
<th>In Wolof</th>
<th>In English</th>
</tr>
</thead>
<tbody>
<tr>
<td>šemmé</td>
<td>Saturday</td>
</tr>
<tr>
<td>yeḳšemmé</td>
<td>Sunday</td>
</tr>
<tr>
<td>dušemmé</td>
<td>Monday</td>
</tr>
<tr>
<td>sešemmé</td>
<td>Tuesday</td>
</tr>
<tr>
<td>čwaršemmé</td>
<td>Wednesday</td>
</tr>
<tr>
<td>penjšemmé</td>
<td>Thursday</td>
</tr>
<tr>
<td>jumré</td>
<td>Friday</td>
</tr>
</tbody>
</table>

Nouns:

<table>
<thead>
<tr>
<th>In Wolof</th>
<th>In English</th>
</tr>
</thead>
<tbody>
<tr>
<td>žúr</td>
<td>room</td>
</tr>
<tr>
<td>báx [bay]</td>
<td>garden</td>
</tr>
<tr>
<td>gištì</td>
<td>the public, all the people</td>
</tr>
<tr>
<td>mí</td>
<td>hair (of animals)</td>
</tr>
<tr>
<td>gwé</td>
<td>ear</td>
</tr>
<tr>
<td>dé (pl., dehát)</td>
<td>village</td>
</tr>
<tr>
<td>ré</td>
<td>road, path, highway</td>
</tr>
<tr>
<td>ru</td>
<td>face, facet</td>
</tr>
<tr>
<td>sinemá</td>
<td>cinema, the movies</td>
</tr>
</tbody>
</table>

Adjectives:

<table>
<thead>
<tr>
<th>In Wolof</th>
<th>In English</th>
</tr>
</thead>
<tbody>
<tr>
<td>řást</td>
<td>straight</td>
</tr>
<tr>
<td>kón</td>
<td>old (for things)</td>
</tr>
<tr>
<td>durudréž</td>
<td>very large, very big</td>
</tr>
</tbody>
</table>
Verbs:

- xóš 'ekre[t] - it is/will be made more pleasant
- báš 'ekre[t] - it is/will be improved
- pán 'ekre[t] - it is/will be widened
- diřez 'ekre[t] - it is/will be lengthened
- jwan 'ekre[t] - it is/will be embellished, beautified
- řást 'ekre[t] - it is/will be corrected, straightened
- tawáw 'ekre[t] - it is/will be completed
- zór 'ekre[t] - it is/will be increased (in quantity)
- gewró 'ekre[t] - it is/will be enlarged
- čák 'ekre[t] - it is/will be repaired, improved
- ďirán 'ekre[t] - it is/will be made more expensive
- ďasán 'ekre[t] - it is/will be simplified
- mommún 'ekre[t] - he is/will be pleased, gratified
- xóstír 'ekre[t] - it is/will be made even better
- pantír 'ekre[t] - it is/will be made even wider
- diřežtír 'ekre[t] - it is/will be made even longer
- jwantír 'ekre[t] - it is/will be made even more beautiful
- gewretír 'ekre[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 -eké, as

yarí 'play, game' - yareké 'the game'

äméríkí 'American' - äméríkeké 'the American'

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

arázú 'choice' - árazúeké 'the choice'
or (2), especially in monosyllables, -u and -eké combine to form -oké, as

mú '(animal) hair' - moké 'the hair'

2. The Suffix -is 'also'.

The two forms of the suffix Cis/Vs are exemplified by the words mínis 'I also' and tós 'you also'. Basically the suffix means 'also, too'; as mínis -ezanim 'I know too.' In some contexts, however, where an opposition between two parties is involved -is often means 'on the other hand', 'for (his, my, etc.) part', as náwim bábe. 'My name is Bob.' mínis náwim dárâyé '(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-i bās, seqám-i wa; in this lesson we see that izafa has the form -e- when it occurs with a definite noun, as in ýemseqamétazëye 'this new street.' (ýem...ye 'this'; seqám 'street'; taza 'new'; -e- izafa).

A noun is "definite" if it includes the envelope ýem...é 'this' or ñew...é 'that', as in the previous example, or if it and its following modifying adjective have the definite suffix -eké, as

seqamétazeké 'the new street'

seqamétazekán 'the new streets'
More examples:

- 'èmdukanegwreyé 'this big shop'
- dukanegwreké 'the big shop'
- 'èwba xegwreyé 'that big garden'
- baxegwreké 'the big garden'

D. Exercises


Model [-a] jegá 'place' jegaké 'the place' jegakán 'the places'

\[-a + -ké\]

čá
lá
me-rná
imlá
dergá
mamwestá

Model [-e] gwe 'ear' gweké 'the ear' gwekán 'the ears'

\[-e + -ké\]

dé
ré
mé
twé

Model [-o] texté 'black' textéké 'the black' textékán 'the black boards'

\[-o + -ké\]

pirožé
qsé
lapeřé
murajéré
cayxané
penjéré
yané
wišé
nymlé
pyasé
Model: ərazú 'choice' ərazùèké 'the choice' ərazùèkán 'the choices'

-u+ -eké
tú
řú
beŋú
fú
pelú

Model: yarí 'play' yareké 'the play' yarekán 'the plays'

-i+ -eké
zeké
yarmetí
̣yermaní
̣yermaní
surí
iriqí
qutabí
goraní
̣řastí

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

1. jegá 6. yarmetí 11. dé
2. gwé 7. ̣yelémanì 12. mamwestá
3. yarí 8. ņú 13. goraní
4. ərazú 9. čá 14. ŋú
5. texté 10. čayxané 15. jumlé

2. Substitution Drill:

Model: əmemwe pyasé bkəm

nán bikrím  mehná-i əmemwêseyê bîzanîm
nán bìxom  legel to qse bkəm
čá bìxomêwe  bîcîm bo màlêwe
dérs bînosîm  bîcîm bo xinemá
xenjérek bikrím  bîcîm bo bây-i gîstî
3. Substitution Drill:

a- Model: jare tòzek dànìsè

bínuse
bìxwène
bìxòrewè bìkìrè
bìzànè bìfìròsè
bìkè fèrbè
bìbìrè hèlbìgrè

b- Model: jare tòzek dànìsìn

bínusìn
bìxwènìn
bìxònewè bìkìrìn
bìzànìn bìfìròsìn
bìken fèrbìn
bìbrìn hèlbìgrìn

5. Substitution Drill:

Model: ̀ìnìja pèkèwe ̀ẹ̀cin

̀ẹ̀xóyn
̀ẹ̀xwènìn
̀ẹ̀zànìn
̀ẹ̀nusìn
̀ẹ̀kìrìn
̀ẹ̀twanìn
fèrètbìn gòwèègrìn
wèrèègrìn hèlìègrìn
5. Verb formation drill:

a-  

<table>
<thead>
<tr>
<th>verb</th>
<th>negative verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>min</td>
<td>tó  'to you'</td>
</tr>
<tr>
<td>mecım</td>
<td>mecít</td>
</tr>
<tr>
<td>melrim</td>
<td>mekrít</td>
</tr>
<tr>
<td>mezanım</td>
<td>mezanít</td>
</tr>
<tr>
<td>mexwenım</td>
<td>mexwenít</td>
</tr>
<tr>
<td>menusım</td>
<td>menusít</td>
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<tr>
<td>metwanım</td>
<td>metwanít</td>
</tr>
<tr>
<td>meb ámb</td>
<td>mebrít</td>
</tr>
<tr>
<td>mexóm</td>
<td>meeróyt</td>
</tr>
<tr>
<td>mekém</td>
<td>meekóyt</td>
</tr>
<tr>
<td>melém</td>
<td>me éléyt</td>
</tr>
<tr>
<td>meexómelew</td>
<td>meexóytewé</td>
</tr>
<tr>
<td>melémelew</td>
<td>me éléytewé</td>
</tr>
<tr>
<td>xedémewé</td>
<td>xedéytewew</td>
</tr>
<tr>
<td>héllegrim</td>
<td>héllegrít</td>
</tr>
<tr>
<td>wérlegrim</td>
<td>wérlegrít</td>
</tr>
<tr>
<td>gwélegraf</td>
<td>gwélegrít</td>
</tr>
<tr>
<td>férsebím</td>
<td>férsebit</td>
</tr>
<tr>
<td>dávenísim</td>
<td>dávenísit</td>
</tr>
</tbody>
</table>

b- Repeat the verbs above in the negative.
Example: min nácım, to nácí, temé nácín.

6. Word formation drill:

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>min</td>
<td>míniš</td>
</tr>
<tr>
<td>pyáw</td>
<td>Example: pyáwis 'men also'</td>
</tr>
<tr>
<td>kúr</td>
<td>seqám</td>
</tr>
<tr>
<td>kic</td>
<td>mektéb</td>
</tr>
<tr>
<td>zin</td>
<td>bazár</td>
</tr>
<tr>
<td>ktéb</td>
<td>sál</td>
</tr>
<tr>
<td>qelém</td>
<td>refíq</td>
</tr>
<tr>
<td>nán</td>
<td>welám</td>
</tr>
</tbody>
</table>

125
b-  tó 'you'   tós 'you also'
  ṣewé  Example: ṣewés 'you also'
  beyá  dergá
  čá   .GetInstance
  xwá  hindí
  jegá  çemwišeyé
  qsé  çemmínalé
  ṭimlá  ṣewaré

c-  Mixed up:
  mín  kitebekán
  tó  kitebekántan
  ṣeré  mehná
  qelém  muhendís
  þirroyakán  goraní
  kitéb  çemgoraniyé
  kitebeké  báy
  kitebekét  çembayané

7. Substitution Drill:
   Model: ḥēz  ṣekeyt pyasé bkeyt 'Would you like to go for a walk?'
   bínusit
   bıbinit  bixoyt
   bıčit  bıleyt
   bıkřit  dānisišt
   bixwanit  férbit
   bızanit  beyt

8. Substitution Drill:
   Model: bo kám la bıčin
   jegá  dukán
   mál  čayxané
   mektéb  tıtél
9. Substitution Drill:
Model: ژیزنل بئیه ژیکم بیچیم بو ژیمسپامه
xئنرج بیکریم بیتهنیم
dئس بیخونم سری مکتوب بیم
ژئمیشیے بیزانیم دار بیبرم
ژئمکیتیب بیفرنسیم تلفن بیکم
kوردی بیفیم ژئمدرسی بیزانیم
tوژک دانیشیم

10. Substitution Drill:
Model: چئیکو ژئمیسپامه زر ژئسیپیو پانسیی جوانه
کیک بیزئیر
بئرژ بیزئیر
نیزیم بیزئیر
رئس بیزئیر
دئر بیزئیر
ژواتئیر
کیئکتئیر

11. Substitution Drill:
Model: ژئمئ بئیه کاوئ بئ
ژئمئل بیتیئئکئ
ژئنئئه دینارئکئ
کئریم بیئیکئ
تئم بیئیئکئ
ژئئنئئئکئ بیزئیر
ژئکرکئ بیئمئئکئ
ekیچکئ مکتوب
ژئینئکئ مترئم
12. Substitution Drill:
Model: demè debe seqàm-i kawé be
    dukán  rís  kák  kayéz
    nál  déŋ  gúl
    bazár  zín  welám
    mektéb  kúr  mìnál
    sevát  kíc  nusín
    dinár  pyáw  telefon
    refíq  ñutél  bây

Model: 1. demè debe seqàm-i kawé be.
    2. béle, demè seqàm-i kawéyé.

14. Substitution Drill:
Model: demé tazetirìn seqáme lèmsare
    xós  jwán
    nizífk  dîrêz
    rást  kón
    pán  bas
    cák  dûr

15. Substitution Drill:
Model: déŋ seqam-i tazè-i wa hève lèmsare
    nizífk  jwán
    xós  dîrêz
    rást  kón
    pán  bas
    cák  dûr

16. Substitution Drill:
Model: tenhà dú seqam-i tazè-i hève lèmsare.
    ñwâr  panzé
    bíst  ñanzé
17. Word formation drill:

\[
\begin{array}{ccc}
\text{A} & \text{B} & \text{C} \\
\text{šeqám} & \text{òmšeqamé} & \text{òmšeqametazeyé} \\
\text{'street'} & \text{'this street'} & \text{'new street'}
\end{array}
\]

deftér
kitéb
qelém
mál
dár
gül
yák
cwár
pénj

18. Substitution Drill:

Model: tenhà òmšeqametazeyé héye

małe gewre                   kayeze diřež
kitébe taze                 baye dur
kuše baš                    nane xoš
yutele čak                  metešme nizik
šeqame řast                 deftere jwan
qeleme čak                  xenjere kon

19. Substitution Drill:

Model: žímsal drust žekret

xós                     čák
bása                   girán
pán                    memnún
20. Substitution Drill:
Model: ʁimṣal dū šeqam-i taze-ṭīr drūst ẓekret

pān           jwān
dīrēz         čāk
xōṣ           rāst
bāṣ           nīzīk

21. Substitution Drill:
Model: dukan-i gewrēw taze-i zōr heye lere

pānu dīrēz   dīrēzu pān
dūru nīzīk   gewrēw xōṣ
bāṣu xōṣ     čāku bāṣ
tazēw čāk    nīzīku čāk
jwānu pān    zōru dūr

22. Substitution Drill:
Model: wā der-ṣekewet baɣek-i zōr gewrēw jwāne

čāk   jwān
xōṣ   čāk
bāṣ   xōṣ
nīzīk bāṣ
pān   nīzīk
dīrēz pān
dūr   dīrēz
tewāw dūr
jwān  tewāw
23. **Substitution Drill:**

Model: *pîrê le dârû dîrêxît*

- ţîn pyâw
- kûr kîç
- dukân bazâr
- mâl bây
- metrâm rútël
- dsêfêr kîtêb
- qelêm kayêz
- mektêb mamwestà
dûrî lubnani
- rîfîq bîrâ

24. **Substitution Drill:**

Model: *ser-i kwê réjên*

- bây-i gîštî  càxanê
dêseqâm-i kawê  dêrbeq-i xân
- rútel-i sirwân  perixân
- mâl-i mamwestà  jêga-i tazê
- mektêb-i sanewî  bêyâ

25. **Resumé -- English**

<table>
<thead>
<tr>
<th>Bob</th>
<th>Dara</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good evening, Dara.</td>
<td>2. Good evening.</td>
</tr>
<tr>
<td>3. How are you?</td>
<td>4. I am well thank you; sit down please.</td>
</tr>
<tr>
<td>5. As a matter of fact, I don't want to sit down because I want to take a little stroll.</td>
<td>6. Just sit down a little first, and then we will go for a stroll together.</td>
</tr>
</tbody>
</table>
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.
Review: Lessons 1 to 5

(murajevé le ders-i yékewe ta penj)

b. 1. řóž baš.
d. 2. řóž baš. čóni? čáki šukur?
b. 3. selamétbi.
d. 4. wáderékekewe ders-i kurdí wëxweni.
b. 5. bêle; bo ľastli kurdí báš ferbum, čuŋke əlestá əetwanim hemú jumleyek bixwenim.
d. 6. zór čake, œegér hemú řozék kurdí bixweni bəstiriš ferəebi.
b. 7. əezani řoz-i šemné ŋezim bo derbèn-i xán.
d. 8. čón! tenha ŋimro lere əebi?
b. 9. bêle, tenha ŋimro lere ŋebım. bəlam jare ḥez ŋekem ser-i mektêb-i sanêwë biem.
d. 10. jare ba têzek ləmcayxanëye dânişin ŋinja dwal pékewe ŋezin bo mektêb.
b. 11. fērму ba dânişin.
d. 12. œegér nācit bo jegayek-itîr ŋezekem ŋimšew pékewe le yane nán bixoyñ.
b. 13. tenégeystim, tkà ŋekem bîlerewe.
d. 14. əelém œegér ḥez œekey ŋimšew pékewe ŋezin bo yane nán ŋezoyñ.
b. 15. básë, memmùniš ŋebìm.
d. 16. zór čake, mîn tozek-itîr ŋezim bo mâlëwe, bəlam ŋëwarë ser-i jutelékê ŋedem ŋinja pékewe ŋezin bo yanë.
b. 17. jare mîn ŋebe bîčim bo mektêb.
d. 18. bočî ŋetewë bîcit bo mektêb.
b. 19. ḥez ŋekem mamwesta jûrj bîbinim.
d. 20. bočî wa nákeyt; xwe mêmwesta jôrj lerêye.

b. 21. rôz baş mêmwesta.

j. 22. rôz baş bab; bêžbu hati, vêger xarezû xêkeyt xestà xecîn kîtebekân xekrin.

b. 23. fêrmu ba biçîn xêz xêkem xîmro kîtebekân bîkrim çûnke sbêyê xecîm bo derbêg-i xân.

j. 24. xêz xêkey çîkîtebek bîkrit.

b. 25. xên kîtebak-i kurdî-baş xekrim.

j. 26. zîr çake.

d. 27. wîbdzanîm min xêbe bîleêm xwà xafîz çûnke xebê xestà biçîm bo mâlewê, bêlam xewarê le xutelekê xetbînim.

b. 28. báše. xwà xafîz.

d. 29. xwà xafîz.
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:

gewré
bazár
mamwéstá
bólám
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, xonjór, mamwéstá, muraįsgé. The most important exception is verbs in the past tenses, where the inflexional suffix is not stressed: háťin 'they came' but háti- 'to come' (a noun). Most suffixes added to nouns are unstressed, as:

mamwéstá 'teachers'
mamwéstám 'I am a teacher'
mamwéstáyék 'a teacher'
mamwéstáye 'He is a teacher.'
mamwéstáy 'You are a teacher.'
cóni? čáki? but čakí 'How are you? Are you O.K.? but 'goodness'
The suffixes -éké, -án and -ékán do take the stress, however:

mamwéstaké                       'the teacher'
mamwéstayán                      'some teachers'
mamwéstakán                      'the teachers'
mamwéstakéye                      'It's the teacher.'
mamwéstakéman                     'our teacher'

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:

báš            but            řóž baš

tazéye            but            zór tazéye

ţezaním          but            mín ţezaním

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 bkeyn 'Let's talk a little.' qso has primary stress and bkeyn has tertiary stress. The words bà and tòzek are stressed but not as loudly as qso, and are perceptibly louder than bkeyn. 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. ʔámš eqamê  
    'this street'

1b. ʔámš eqamê  
    'this street! (with emphasis)

2. ʔaw-ʔi ğfya  
    'What's his name?'

3. kîy hatî bò ðerê.  
    '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 ð âmêrikê, mûrâjêkê, xûnîjêkê, 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 [a] as composition [æ] 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:

ʔezanî.  
    'You know.'

tê ʔezanî.  
    'You know.'

to kurdî ʔezanî.  
    'You know Kurdish.'

to kurdî bâş ʔezanî.  
    '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

\[ \text{festamurajew } \text{zekem} \quad \text{"We will now have a review."} \]

\[ \text{min muhendismi faresta } \text{le prozo-i derbey-i xan zis zekem.} \quad \text{"I am an engineer and am now working on the Derbend Khan Project."} \]

\[ \text{kurdi bas ezaani} \quad \text{"You know Kurdish well."} \]

\[ \text{zetwanim caktiri bkem} \quad \text{"I can make it even better."} \]

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

1) with hemi...ek 'each, every' as hemi rozek, hemi dersak, hemi pyawek.

2) after numerals, as

\[ \text{yek pyaw} \quad \text{"one man"} \]
\[ \text{de roz} \quad \text{"10 days"} \]
\[ \text{bist lapere} \quad \text{"20 pages"} \]

Compare: a) du uemme \quad \text{"two Saturdays"}
\[ \text{b) du uemme} \quad \text{"Monday"} \]

3) after modifying interrogatives:

\[ \text{kam wišeye} \quad \text{"Which word?"} \]
\[ \text{kam pyaw} \quad \text{"What man?"} \]
\[ \text{co pyaw hat} \quad \text{"How many men came?"} \]
\[ \text{ciememek} \quad \text{"What restaurant?"} \]

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

\[ \text{basa but zor baše } \quad \text{zor tazeyew gewrye} \]
b. The following classes of words generally receive sentence stress:

1) Interrogatives

kéy hati bò ñere  'When did you come here?'
putél-i sirwàn le kwéye 'Where is the Hotel Sirwan?'
ñèw kïče kéyë  'Who is that girl?'
dërðá çón ñenusi  'How do you write dërðá ?'
nawi ñïye  'What's his name?'
bàs-i ñi ñeka  'What does it tell about?'
ñëxñëjere be čëne  'How much is that dagger?'
bo kám la bïčin?  'Where shall we go?'
boçi ñëtëwe bëroy.  'Why do you want to go?'

But, with sentence stress on verb this last item becomes

boçi ñëtëwe bëroy?  'Why - do you want to go?'

2) Negatives

Negative words and negative prefixes are generally stressed, as:

ñëzãraníñ but min názãraníñ  'I don't know.'
ñëli ñëgõrín but ñëli nágõrín  'I won't carry it.'
dërðá bënuñë but dërðá mënûñë  'Don't write 'dërðá'. '

3) Demonstratives: ñem...ë 'this, ñëw...ë 'that.

The two elements of these demonstratives envelope the modified noun; primary stress normally falls on the initial segment (ñem- or ñëw-), with secondary stress also occurring later, as:

ñëmõsõqâme '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:

\[
\begin{align*}
\text{This street} & \quad \text{"This street!"} \\
\text{That man} & \quad \text{"That man!"}
\end{align*}
\]

This same alternation occurs also with a noun which has the izafa -ə plus a definite adjective, as:

\[
\begin{align*}
\text{This new street} & \quad \text{"This new street!"} \\
\text{This new street} & \quad \text{"This new street!"} \\
\text{This street is new.} & \quad \text{"This street is new!"} \\
\text{This street is new!} & \quad \text{"This street is new!"}
\end{align*}
\]

That is, if the schwa /ə/ between the noun and the adjective is unstressed (a. and b. above), it is izafa, but if it is stressed (c. and d. above) it is second element of the demonstrative əm...ə or əw...ə. More examples:

\[
\begin{align*}
\text{This man.} & \quad \text{"This man."} \\
\text{This man!} & \quad \text{"This man!"} \\
\text{This is a man} & \quad \text{"This is a man"} \\
\text{It's this man.} & \quad \text{"It's this man."} \\
\text{This smart man.} & \quad \text{"This smart man."} \\
\text{This smart man!} & \quad \text{"This smart man!"} \\
\text{This man is smart.} & \quad \text{"This man is smart."} \\
\text{This man is smart!} & \quad \text{"This man is smart!"}
\end{align*}
\]
c. Special cases:

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

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

wa ders əؤxwenim 'I study this way.'
wa ders əؤxwenim 'I'm studying right now.'
wá hatim 'I came like this.'
wá hátim 'Here I come!' or 'I am coming.'

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

pyawoké hat. 'The man came!'
ʁutelek-i báš lá-i metremeké ʰeyə. 'There's a good hotel next to the restaurant.'
bazaroké le kwéye 'Where is the market place?'
ʁefiqoké le kwéye 'Where is your friend?'
wábzanim əmé ʁutelekénye 'I believe this is the hotel.'
ké hat. pyawoké. 'Who came?' 'The man.'
dersekéman tewáwbu. '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 /Vyə, as:

ʁəmşeqame but ʁəmşeqamvoye

(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. pyawéke 'You, fellow!' 'My husband!'

a. ?éme ?éhmœi-i brámœ. 'This is my brother Ahmed.'
b. ?éhmœi! wére la-i ?éme dáníše. 'Ahmed! Come and sit with us.'

a. mamwésta kóy yêt. 'When is the teacher coming?'
b. řóž baš mamwésta. mámwesta pírsyárekím heye. 'Good morning, Teacher.' 'I have a question, teacher.'

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

vómóśè lese' texteké nusrawe. 'This word is written on the blackboard.'

?éhmœi le kwéye. 'Where is Ahmed?'

?ésta le boýáye. 'He's now in Baghdad.'

ház ?ekem bēim bó bazar. 'I'd like to go to the bazaar.'

Note however, the phrase bó máléwe, in which the noun rather than the preposition receives primary stress, as

čuyn bó máléwe '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, 

\[ \text{vomâl pyaw qes bke} \] 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: bâ bôin bô bazar. 'Let's go to the market.' 

Compare the following:

1) \[ \text{qutel-i bês lêkwe heye.} \] "Where is there a good hotel?" or "Where are there any good hotels?"

A1: \[ \text{qutel-i bês lay bazarsê heye.} \] "There are some good hotels next to the bazaar."

A2: \[ \text{qutelek-i bês lay bazarsê heye.} \] "There is a good hotel next to the bazaar."

2) \[ \text{qutel-i ûmediêk bâse.} \] "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', dô rozh '10 days', and after certain words as čend 'how many?': \[ \text{čend pyaw 'How many men?'} \] 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, -ysk).

bazar 'a bazaar, bazaars' - bazarsêk 'a bazaar'

After words in -u, an optional form may be used: \[ \text{zarazúwek or zarazíyek 'a desire'.} \]
This suffix is regularly unstressed. However, monosyllabic words of the type CIC, as żín, kić, sit '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 żěk-i jwán, 'a beautiful woman', kćek-i jwán, 'a pretty girl', štěk-i báše, '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': pyawek 'a man; one man'. In the meaning of 'one man', pyawek is not as strong as yěk pyaw, which gives more emphasis to the numeral, so giving more the force of "(just) one man".

3. čěnd...-ek, čí...-ek, hěmű...-ek

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

4. Cán/Vyán: Indefinite Plural

Some nouns may receive the plural suffix -án (after words ending in -a, -e, and -o, the suffix is -ýán) 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      pyawán  'men'
   kić      kićán  'girls'
   bírá      bírayán  'brothers'

b. Nouns referring to time periods:
   řož      řožán  'days, by day, in the daytime'
   šow      šowán  'nights, night's, by night'
   sal      salán  'in the past years'
   hawín    hawínán  'summers, in the summertime'
c. Miscellaneous:

<table>
<thead>
<tr>
<th>noun</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mal</td>
<td>malán</td>
</tr>
<tr>
<td>dukán</td>
<td>dukanán</td>
</tr>
<tr>
<td>de</td>
<td>dehát</td>
</tr>
<tr>
<td>bay</td>
<td>bayát</td>
</tr>
<tr>
<td>gəwzé</td>
<td>gəwzəwát</td>
</tr>
</tbody>
</table>

'houses'  
'shops'  
'villages'  
'gardens'  
'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. pyaw hat  
'B a man came', or 'Some men came.'

B. pyawán hatin  
'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, sowán '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:

<table>
<thead>
<tr>
<th>noun</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mal</td>
<td>malán</td>
</tr>
</tbody>
</table>

'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,

xənjér  
'dagger'
means that xənjər may be translated as 'a dagger, some daggers, daggers', etc., as the situation demands.

B. The Definite Noun.

1. Cəkə/Ćkə : 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 -əkə to it, as:

Consonants: 1 pyaw - pyawəkə 'the man'
2 bazár - bazarekə 'the market'

Vowels: -a 3 dergə - dergakə 'the door'
-e 4 gve - gvekə 'the ear'
-e 5 texte - textekə 'the board'
-o 6 jo - jokə 'the barley'
-i 7 yarí - yarekə 'the game, play'
-u 8a ŋu - ŋukə 'the face'
 1 b beří - beřokə 'the oak, the acorn'
 2 c ərəzú- ərəzokə or 'the choice'
 3 ərəzusəkə (emphatic)

The first two nouns end in consonants, and take -əkə in its full form: Cəkə. The other nouns all end in vowels, and for the most part take -kə: Vkə, where V=a, e, a, and o. The vowels i and u require special mention: the -i combines with -əkə to form -ekə. (yarí-yarəkə). The vowel -u shows two different patterns of behavior, depending on the length of the word: (a) in monosyllables the full form is retained: -uəkə (ŋu - ŋukə); (b) in polysyllables, the -u combines with -əkə to form -əkə (χaŋu - χanokə 'the house'; ərəzú - ərəzokə); however, words of three syllables may also take the full form -usəkə for emphasis: ərəzusəkə.
2. **Cəkán/Vkán** : Definite Plural

The definite suffix Cəká/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 -ək-:

- pyaw 'a man', 'men' - pyawəkə 'the man' - pyawəkən 'the men'
- bazər 'bazaar' - bazərəkə 'the bazaar' - bazərəkən 'the bazaars'

3. The noun with demonstratives.

Further, the demonstrative expressions:

*ʔam*...ə 'this' and *ʔaw*...ə 'that' as in *ʔəmpyəwə 'this man' and *ʔəmpyəwə 'that man' show that the noun is singular and definite in meaning.

Note: After words ending in vowels, the forms are *ʔəm*...yə and *ʔaw*...yə, as *ʔəmdərgəyə, 'this door'; *ʔənbırayə, 'that brother', and after -u are *ʔəm*...və and *ʔaw*...və, as *beɾu 'oak' - *ʔəmbəɾəuə '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:

*ʔəmpyəwə 'this man' - *ʔəmpyəwarə 'these men'

*ʔəwbəzarə 'this bazaar' - *ʔəwbəzarənə 'those bazaars'.

The following forms occur after vowels:

<table>
<thead>
<tr>
<th>derə</th>
<th>*ʔəmdərgəyə</th>
<th>*ʔəmdərgəyanə</th>
<th>-á</th>
</tr>
</thead>
<tbody>
<tr>
<td>gwe</td>
<td>*ʔəmgweyə</td>
<td>*ʔəmgweyanə</td>
<td>-é</td>
</tr>
<tr>
<td>ho</td>
<td>*ʔəmhoyə</td>
<td>*ʔəmhoyənə</td>
<td>-ó</td>
</tr>
<tr>
<td>textə</td>
<td>*ʔəmtəxtəyə</td>
<td>*ʔəmtəxtəyanə</td>
<td>-ə+án = -án</td>
</tr>
</tbody>
</table>

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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 -ák 'the' or a demonstrative ?ém...e 'this' and ?éw...e 'that', which make the noun definite and singular in meaning. Combining one of these with -án makes the noun definite plural.

Rational and Time Nouns Other nouns

<table>
<thead>
<tr>
<th>Indefinite</th>
<th>Generic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing.:</td>
<td>Plur.:</td>
</tr>
<tr>
<td><strong>pyaw</strong></td>
<td><strong>pyawán</strong></td>
</tr>
<tr>
<td>a man</td>
<td>(some) men</td>
</tr>
<tr>
<td><strong>pyáwék</strong></td>
<td><strong>pyáwán</strong></td>
</tr>
<tr>
<td>a bazaar</td>
<td>--</td>
</tr>
<tr>
<td>bazár</td>
<td>(some) bazaars</td>
</tr>
<tr>
<td>bazárek</td>
<td>--</td>
</tr>
<tr>
<td>bazárek</td>
<td>(all) bazaars</td>
</tr>
<tr>
<td>bazár</td>
<td></td>
</tr>
<tr>
<td>bazár</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Definite</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing.:</td>
<td><em>pyawëkë</em></td>
<td><em>the</em></td>
<td><em>bazarëkë</em></td>
<td><em>the</em></td>
</tr>
<tr>
<td>Plur.:</td>
<td><em>pyawëkán</em></td>
<td><em>the</em></td>
<td><em>bazarëkán</em></td>
<td><em>the</em></td>
</tr>
<tr>
<td>Sing.:</td>
<td><em>tëmpyawë</em></td>
<td><em>this</em></td>
<td><em>tëmbazarë</em></td>
<td><em>this</em></td>
</tr>
<tr>
<td>Plur.:</td>
<td><em>tëmpyawanë</em></td>
<td><em>these</em></td>
<td><em>tëmbazaranë</em></td>
<td><em>these</em></td>
</tr>
</tbody>
</table>

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3. The Verb: Present Tense, Indicative Mood

A. Inflections.

We have seen verbs such as:

<table>
<thead>
<tr>
<th>Stem</th>
<th>Inflection</th>
<th>Inflection</th>
<th>Inflection</th>
<th>Inflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>min</td>
<td>?ekřim</td>
<td>to ?ekřít</td>
<td>?emé</td>
<td>?ekřín</td>
</tr>
<tr>
<td>?exwením</td>
<td>?exwenít</td>
<td>?exwenín</td>
<td></td>
<td></td>
</tr>
<tr>
<td>?enusím</td>
<td>?enusít</td>
<td>?enusín</td>
<td></td>
<td></td>
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<tr>
<td>?etwaním</td>
<td>?etwanít</td>
<td>?etwanín</td>
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</tbody>
</table>

It is apparent that the suffix -ím is attached to the stem to indicate min ("first person singular"); -it is added for to (second person singular), and -ín is added for ?emé 'we'.

- min -- -ím
- to -- -ít
- ?emé -- -ín

Note further that the stems involved all end in consonants: ?ekř-, ?exwen-, ?enus-, ?etwan-.

Now note the following verbs:

<table>
<thead>
<tr>
<th>Stem:</th>
<th>Stem:</th>
<th>Stem:</th>
<th>Stem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>min</td>
<td>?ekóm</td>
<td>to ?ekóyt</td>
<td>?emé</td>
</tr>
<tr>
<td>?elóm</td>
<td>?elóyt</td>
<td>?eléyn</td>
<td>?elé-</td>
</tr>
<tr>
<td>?exóm</td>
<td>?exóyt</td>
<td>?exóyn</td>
<td>?exó-</td>
</tr>
</tbody>
</table>

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

- min -- -m
- to -- -yt
- ?emé -- -yn
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":

\[
\begin{align*}
\text{mën} & : \ C\text{ım}/V\text{m} \\
\text{to} & : \ C\text{ıt}/V\text{yt} \\
\text{əzəm̩é} & : \ C\text{ın}/V\text{yn}
\end{align*}
\]

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 = Ci[t]/Vy[t]. If the verb has a suffix, as -əvê,-ə, etc., the -t must be written and pronounced, as čî əxorxwetewed 'What will you drink?' kəy əxcite məktəb? '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 mën, to, and əzəm̩é. Group a. lists stems ending in consonants and group b. lists vowel stems. Group c. lists verbs with preverbals (see B. below). And group d. lists verbs which take in addition the suffix -əwać, which is suffixed to -it/yt for the second person singular form.

<table>
<thead>
<tr>
<th>mën</th>
<th>to</th>
<th>əzəm̩é</th>
<th>Stem</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Consonant Stems:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>əbənim</td>
<td>əbin̩ît</td>
<td>əbin̩în</td>
<td>-bin̩-</td>
<td>'see'</td>
</tr>
<tr>
<td>əbîm</td>
<td>əbît</td>
<td>əbîn</td>
<td>-b-</td>
<td>'will be'</td>
</tr>
<tr>
<td>əčîm</td>
<td>əčît</td>
<td>əčîn</td>
<td>-č-</td>
<td>'go'</td>
</tr>
<tr>
<td>əkərîm</td>
<td>əkərît</td>
<td>əkərîn</td>
<td>-kər̩-</td>
<td>'buy'</td>
</tr>
<tr>
<td>əzanîm</td>
<td>əzanît</td>
<td>əzanîn</td>
<td>-zən̩-</td>
<td>'know'</td>
</tr>
<tr>
<td>əxwenîm</td>
<td>əxwenît</td>
<td>əxwenîn</td>
<td>-xwen̩-</td>
<td>'read'</td>
</tr>
<tr>
<td>ənusîm</td>
<td>ənusît</td>
<td>ənusîn</td>
<td>-nus̩-</td>
<td>'write'</td>
</tr>
<tr>
<td>Vowel Stems:</td>
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</tr>
<tr>
<td><strong>stem</strong></td>
<td><strong>-twan</strong></td>
<td>'be able'</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>stem</strong></td>
<td><strong>-bř</strong></td>
<td>'cut'</td>
<td></td>
<td></td>
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<tr>
<td><strong>stem</strong></td>
<td><strong>-froš</strong></td>
<td>'sell'</td>
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</table>

<table>
<thead>
<tr>
<th>Vowel Stems:</th>
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<tbody>
<tr>
<td><strong>stem</strong></td>
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<td><strong>stem</strong></td>
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<td><strong>stem</strong></td>
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<tr>
<td><strong>stem</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vowel Stem + -əwe:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>stem</strong></td>
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<tr>
<td><strong>stem</strong></td>
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<tr>
<td><strong>stem</strong></td>
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<tr>
<td><strong>stem</strong></td>
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</tbody>
</table>
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 -əwa is not stressed.

B. Verbal Phrases: Preverbals, Postverbals 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 ("preverbals") or follow it ("postverbals"). Preverbals include nouns, as in gwê əə grim 'I listen'; adjectives, e.g., əə madâ əə kem 'I prepare'; prepositions and adverbs; and preverbs, as hâl əə grim 'I pick up.' Preverbs are a small group of adverbs that are used only in verbal phrases: da 'down', hâl 'up', de 'to', te 'into', and wâr 'from' have occurred so far.

There are three postverbals: the adverbial suffix -əwa 'back; again', as əə lemâwa 'I say again, I repeat'; the preposition (more properly, "postposition") -ə 'to (a place)', as əə cêma bazár 'I'm going to the bazaar', equivalent to əə din əə bazár; and -e 'to' (indirect object), as əə tême '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 əə têbinim, əə tanbinim 'I'll see you'; əə mewê bînerim bo əə merikâ 'I want to send it to America.' However, if there is a preverbal, the pronoun object is suffixed to it, as hâli əə grim 'I pick it up'; dîy xe 'close it!'; əxêki əə ka 'he cleans it.'

D. Uses of the Present Tense.

You have seen sentences like the following:

a. əə stá əə cîm bó əutel  "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 (go)ing (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. چی ەکەیە "What are you doing?"
A. دەرە ەکەوەئ "I am studying."

Future: (سیبەینە) دەرە ەکەوەئ "I'll study (tomorrow)"
"I'm going to study (tomorrow)"
"I'm studying (tomorrow)"

Hatibual: (هەمی روژەک) دەرە ەکەوەئ "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 ئو-، which is the sign of the indicative mood.

E. Summary. The Present tense can be diagrammed as follows:
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>?e-</td>
<td></td>
<td>-bin-</td>
<td>-im</td>
<td></td>
<td></td>
<td>I see</td>
</tr>
<tr>
<td>bī-</td>
<td></td>
<td>-xo-</td>
<td>-m</td>
<td></td>
<td></td>
<td>that I eat</td>
</tr>
<tr>
<td>ná</td>
<td></td>
<td>-zan-</td>
<td>-im</td>
<td></td>
<td>-ewa</td>
<td>I don't know</td>
</tr>
<tr>
<td>?e-</td>
<td></td>
<td>-xo-</td>
<td>-m</td>
<td>-ewa</td>
<td></td>
<td>I drink</td>
</tr>
<tr>
<td>?e-</td>
<td>-t-</td>
<td>-bin-</td>
<td>-im</td>
<td>-ewa</td>
<td></td>
<td>I see you</td>
</tr>
<tr>
<td>?e-</td>
<td>-t-</td>
<td>-dē-</td>
<td>-yn-</td>
<td>-e</td>
<td></td>
<td>we give it to you</td>
</tr>
<tr>
<td>?e-</td>
<td>-y-</td>
<td>-kē-</td>
<td>-m</td>
<td>-ewa</td>
<td></td>
<td>I open it</td>
</tr>
<tr>
<td>hēz</td>
<td>?e-</td>
<td>-kē-</td>
<td>-y</td>
<td></td>
<td></td>
<td>you like</td>
</tr>
<tr>
<td>hālyan</td>
<td>?e-</td>
<td>-gr-</td>
<td>-im</td>
<td></td>
<td></td>
<td>I take them</td>
</tr>
</tbody>
</table>
4. The Verb: Present Tense, Subjunctive Mood.

A. Inflections.

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

- bá bičin bó bazar. 'Let's go to the bazaar.'
- ḥéz əekəm bičim bó 'I'd like to go to America
- əemərika bixwenim. to study.'
- əemewé əenjərek bıkri. 'I want to buy a dagger.'
- əetwanim yarmət bïem. 'I can help you.'
- mín əamadəm bot bïkem. 'I am ready to help you.'
- əebé kurdí ferbïm. '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, ə- or bi-:

<table>
<thead>
<tr>
<th>Indicative</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>əəčin</td>
<td>bičin</td>
</tr>
<tr>
<td>əəčim</td>
<td>bičim</td>
</tr>
<tr>
<td>əekrîm</td>
<td>bikri</td>
</tr>
<tr>
<td>əəiəm [əədəm]</td>
<td>biəm [bídəm]</td>
</tr>
<tr>
<td>fér əəbïm</td>
<td>fér bïm [ferbïbïm]</td>
</tr>
</tbody>
</table>

The prefix bi- 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 for mín, to and əemə.
<table>
<thead>
<tr>
<th>mīn</th>
<th>to</th>
<th>əmə</th>
</tr>
</thead>
</table>
| a. bībīnīm | bībīni[t] | bībinin | 'see'  
| [bī]bīm    | [bī]bi[t]   | [bī]bin       | 'be'    
| bīčīm     | bīči[t]   | bīčin      | 'go'    
| bīkṛīm    | bīkṛi[t]   | bīkṛin       | 'buy'    
| bīzānīm   | bīzāni[t]   | bīzānin       | 'know'   
| bīxwēnīm  | bīxwēni[t]   | bīxwēnin       | 'read'   
| bīnūsīm   | bīnūsi[t]   | bīnūsin       | 'write'   
| bītwaṇīm  | bītwaṇi[t]   | bītwaṇin       | 'be able'   
| bībṛīm    | bībṛi[t]   | bībṛin       | 'cut'    
| bīfrośīm  | bīfrośi[t]   | bīfrośin       | 'sell'    
| b. bīxom    | bīxoy[t]   | bīxoyn       | 'eat'    
| bīken     | bīkoy[t]   | bīkøyyn       | 'do, make'   
| bīlem     | bīley[t]   | bīleyyn       | 'say'    
| bīem [bīdēṃ] | bīey[t] [bīdeyt] | bīeyn [bīdeyn] | 'give'    
| c. hō[t][bī]grīm  | hō[t][bī]grī[t] | hō[t][bī]grīn | 'pick up, carry'    
| wēr[bī]grīm | wēr[bī]grī[t] | wēr[bī]grīn | 'take'    
| fēr[bī]bīm | fēr[bī]bi[t] | fēr[bī]bin | 'learn'    
| dā[bī]xēm | dā[bī]xēy[t] | dā[bī]xēyn | 'close'    
| d. bīxōməwe | bīxōytəwe | bīxōynəwe | drink'    
| bīkēməwe | bīkēytəwe | bīkēynəwe | 'open'    |
The stress in most cases falls on the bi- prefix of the subjunctive, if the verb is pronounced alone. However, in sentences, (1) the stress often appears on other words, (2) the bi- prefix is often omitted from some verbs, and (3) the i of bi- is sometimes omitted, as bojowoy bbin for bbin[t], "in order for you to see", and báse bá bbin for bičin.

B. Dependent Usage. The subjunctive is used after

Particles:    bá    'let, let's'
Verbs:        ḫezekem    'I (would) like'
              ṣemewé    'I want'
              ṣetwanîm    'I can'
              ṣebé    'it is necessary that, must'
Adjective:   ṣamadé    '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:

ṣemewó (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:

ṣetewé biči    'you want to go'
ṣetewé bičîm    'you want me to go'
C. Independent Usage.

1. In Questions:

You have seen such sentences as kāy murājesē bkeyn. "When shall we review?" Answer: paš hemū dersek murājesē ṭekeyn. "We will have a review after each lesson."

kāmyan hēlgīrim [hēlbīgrim] "Which one shall I take?"

bo kām la bīcin "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 murājesē bkeyn and murājesē ṭekeyn 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 kāy murājesē ṭekeyn, "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 "kāy murājesē bkeyn" it has not necessarily been established yet that we are going to have 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 sār beyt. "Welcome." (lit., 'May you come with blessings').

b. salamāthbi. (Response to čāki ŕkur) (lit., 'May you be safe')

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

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

\[ \text{bikrim} \quad \text{bikrim} \quad \text{bifrosi} \quad \text{bifrosi} \]

\[ \text{that I buy} \quad \text{that I buy it} \quad \text{you must sell} \quad \text{you must sell it} \]

This form for third person singular occurs also in the sentence: \text{fomu holigro 'Please take it'}. Other examples are:

\[ \text{holi zogrim} \quad \text{holy ne wari zogrin} \]

\[ \text{I'll take (or carry) it.'} \quad \text{We'll take it up tomorrow.'} \]

E. Summary:

The subjunctive is a verb form with the prefix bi-. It has two functions: (1) dependent usage, wherein the subjunctive occurs automatically after such words as hâzvèkəm, zəbə, 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 bi- is the subjunctive prefix bi- 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

serdán le yané-i fermanberán

štew

štew baš

b. 1. štew baš dara.

ab
dara

štati[t]

štati bó šera

štěy šati

d. 3. štěy šati bó šera.

štew

tštewka

tštewkě

b. 4. tštewkě.

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

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štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?

štew

kwé?

štewkó?

štewkó bo štewké běčin?

b. 5. štewkó bo štewké běčin?
b. 7. mīn nāzanīm. I don't know.

niyāż
niyāżīm
wāyē
niyāżīm wāyē (fol. by subj.)
niyāżīm wāyē bīčīn
niyāżīm wāyē bīčīn bō yanē
fermanbīr
fermanberān
yanē-i ferManberān
niyāżīm wāyē bīčīn bō yanē-i ferManberān
bō ṭēwēy (fol. by subj.)
bibini[t]
bō ṭēwēy bbini [bibinit]
bō ṭēwēy yanē bbini

b. 9. yane le kwēyē? Where is the Club?

zōr dur nyē
muteserīf
māl-i muteserīf
māl-i muteserīfē

intention; inclination
my intention
it is like this; it is so
my intention is like this
I intend that we go
I intend that we go to the club
(government) official
officials
the Officials' Club
I intend that we go to the Officials Club
in order that, so that
that you see (sg.)
in order that you see,
in order for you to see
in order for you to see the club
I intend for us to go to the Officials Club

Where is the Club?

it is not too far away
governor (head of a Liwa)
the governor's house
it is the governor's house
It is near the governor's house.

It is over there, by the governor's house.

It is not very far away, it is over there, by the Governor's house.

Good, let's go.

Inside.

Let's go in.

Here it is.

Here is the Club.

Here is the club, let's go in.

A club.

A large club.

There is a large club.

You (pl.) have a large club.

You have a nice, large club.

That we sit down.

Where would you like for us to sit?

Wherever you like.

Pond; pool.

Near the pond.
d. 16. hez ʔekeyt láy ʔawzéké
   danišin
   If you like, we can sit near the pond.

b. 17. zór baše.
   Very good.

       feník
       feníke
       zór feníke
       ʔem yanëye zór feníke
       hawín
       hawínán
       In the summers this club is very cool.

d. 18. hawínán ʔem yanëye zór
       feníke.

       ké
       kéye

b. 19. ʔew kuře kéye?
       Who is that boy?

       ŝefiq
       ŝefiqme
       ʔeme ŝefiqme
       ʔehmej [ʔehmód]
       ʔehmej-i ŝefiqme
       This is my friend Ahmed.

d. 20. ʔeme ʔehmej-i ŝefiqme.
       We
       láy ʔeme
       near us
lāy ṭemê daniše  
were lāy ṭemê daniše
sit with us
come sit with us
Ahmed! Come sit with us.
d. 21. ṭehmeû. were lāy ṭemê
dâniše.

hâtîm
wahâtîm
I came, I have come
I'm coming, here I come
a. 22. bâše, wahâtîm. ūw bâše.
O. K., I am coming. Good evening.

bîradör
ţem bîradère
bînasi[t]
an acquaintance, friend
this friend
that you know, be acquainted with
Ahmed! I would like you to meet this friend.
d. 23. ṭehmeû! ḥêz ūekem ūm
bîradère bînasi.

b. 24. min nāwîm bâbe.
My name is Bob.

a. 25. mîniš nāwîm ūehmêîe.
And my name is Ahmed.

xôleq
people; inhabitant(s)
xôleq-i kwê
people of what place? inhabitant
of what place?
xôleq-i kwêy[t]
where are you from? (sg.)

a. 26. kâke tó xôleq-i kwêy.
Where are you from, Sir?

b. 27. min xôleq-i ūemerîkâm.
I am an American.
Welcome.

Thank you.

I am thirsty
I am very thirsty
I am very thirsty
a glass, glasses
a glass of water
that I drink a glass of water
I'd like to drink a glass of water

I am really quite thirsty and I'd like to have a glass of water.

coffee
a (cup of) coffee
I'll drink a cup of coffee

I'll have a coffee.

I am hungry

that you eat (sg.)

What do you want to eat?

I eat kabob
a. 34. wąbzanǐm kėbāb әәxom. I believe I'll have some kabob.

bįrsite 
you are hungry

bįrsin nfyә? [bįrsitnfyә] aren't you hungry?
tą bįrsin nfyә? [bįrsitnfyә] aren't you hungry?

bįxōm 
that I eat

bįxōm baše 
if I eat it will be well

b. 36. wąbzanǐm műniš kėbāb bįxom baše. I think that I should also have some kabob.

kewatą 
then; since this is the case

kewata mņiš kėbāb әәxom 
then I too will eat kabob

d. 37. zör čake. kewata mņiš kėbāb әәxom. Very good; then I'll eat kabob too.

xwardiňn 
food; dish

xwardiňe 
it is food

čaktirin xwardiňe 
it is the best dish

čaktirin xwardiňe lere 
it is the best food in this place

a. 38. wąbzanǐm kėbāb čaktirin xwardiňe lere. I believe that kabob is the best dish here.

be lezėt 
delicious

be lezėte 
it is delicious

zam kėbәbә zör be lezėte this kabob is very delicious
b. 39. be ɾastʃ ɪm ko bab ə zɔɾ 
be leʒəte.

Indeed, this kabob is quite delicious.

be taybetʃ
lɛm jɛɡə xoʃə

specially; especially
in this pleasant place

d. 40. be taybetʃ lɛm jɛɡə xoʃə.

Especially in this nice place.

dɪɾɛŋbu
wàbzanɪm dɪɾɛŋbu
bɪɾõyn
bá bɪɾoyn

it was/has become late
I believe it has become late
that we go
let's go

d. 41. wàbzanɪm dɪɾɛŋbu, bá
bɪɾoyn.

I believe it's getting late;
let's go.

b. 42. fəɾmɪ bá bɪɾoyn.

Alright, let's go.

ʁʊmed
ʁʊmed ɾəkəm (fol.by subj.)
bəyanɪ (bəyanən)
sìbêyne bəyanɪ
sìbêyne bəyanɪ bîtbinɪm

hope
I hope
morning
tomorrow morning
that I see you (sg.) tomorrow morning

d. 43. ʁʊmed ɾəkəm sìbêyne bəyanɪ
bîtbinɪm.

I hope I see you tomorrow morning.

čawɛɾɛ ɾəkəm
čawɛɾɛtən ɾəkəm

I wait for, expect
I wait for you (pl.)
beyanî čawerêtan vêkem  I'll be expecting (to see)
you in the morning

le utelekê čawerêtan vêkem  I'll wait for you in the hotel

b. 44. beyanî le utelekê čawerêtan  I'll wait for you tomorrow morning
vêkem.  at the hotel.

d. 45. bâšê, járe xwâ hafîz.  O. K., Good-bye for now.

b. 46. xwâ hafîz.  Good bye.
Sentence Resumé - Kurdish

1. Ḟew baş dara.
2. Ḟew baş bab.
3. kény hati bo 粑粑.
4. tózeke.
5. ûmšew bo kwë bêçiñ?
6. hêz rekey bo kwë bêçiñ.
7. ûn nêzanîm.
8. niyâzîm waye bêçiñ bo yana-i fêrmanberan bó ûewey yanê bbinî.
9. yana le kwéye?
10. zór dur niye, ûewetá láy mal-i mutesorîfe.
11. bâše bâ bêçiñ.
12. ûemetá yanê, bâ bûne ûirewe.
13. yanéyek-i xoño gewrêtan ûêye.
14. le kwê hêz rekey danişin?
15. ûarezû-i xoûe.
16. hêz rekeyt láy hewzekê danişin.
17. zór bâše.
18. hawinán ûêm yanêye zór ûenêye.
19. ûêm kuçe kéye?
20. ûêm ûehmêî-i ûefiqué.
21. ûehmêî. ûere láy ûêmê dânişê.
22. bâše, wahâtîm. ûêm bâş.
23. ûehmêî! hêz ûekem ûêm bûradêre bînasi.
24. ûn nûwîm bâbê.
25. mùniš nûwîm ûehmêîê.
26. کاکه تُ شَلگ-ی کوْی.
27. مِن شَلگ-ی ربماکام.
28. بَه خِر بَی.
29. صلامة تَب.
30. بَه رَستی زِر تینم، هَب تِکم پِردَاخک رَّبُو بِیخومَه.
31. مِن چَوَهْیک چَوَهْمَه.
32. مِن بِیرسَیه.
33. چَتَوه چِی بَخْوی؟
34. واْبَزَانِیم کَبَب بَخَوم.
35. بَب! چَی تُ بیرسَن نَیه؟
36. واْبَزَانِیم مِینیش کَبَب بیخوم باشه.
37. زِر چَکه. کَواَتَا مِینیش کَبَب چَوَه.
38. واْبَزَانِیم کَبَب چَکتِیرْین یمْارِدیْن لَرَه.
39. بَه رَستی چِم کِبَبْه زِر بَ لِزَِتَه.
40. بَه تَاْیبَتی لَم یِجا یَوَشَه.
41. واْبَزَانِیم یِیرِنٰبُو، بَ بِیِروْن.
42. فَرْمَو بَ بِیِروْن.
43. نَِمْد تِکم سَیْبِئْین بَئَانی بِیتَبِینُم.
44. بَئَانی لَم نَِتَلِکَ کَوْهَرَّاْتَان تِکم.
45. بَاْسَه، یَارِ یِخ وَا یِهْفیذ.
46. یِخ وَا یِهْفیذ.
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
behár
hawín
payíz
žístán
beyaní
niwaró
vésýr
deqiçe
vīš kīrdín

Jwan (P.N. – female)
Spring
Summer
Autumn
Winter
morning
noon
afternoon
minute
to work; work(ing)

Adjectives

pičúk
xošewíst

small
beloved; dear

Verbs

tipirsfí[t]
yam

that you ask (sg.)
I come

Particles

dwéne
dúsýbboy

yesterday
the day after tomorrow
dwaí
šewé
be tønhå
nìw

later; after that
tonight
alone
half

Countries
kønedá
řusyá
řolømanyá
suryá
turkiyá

Canada
Russia
Germany
Syria
Turkey
C. Notes.

1. Pronominal Suffixes.

In addition to the personal pronouns min 'I', to 'you', *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

<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 *-YNAM*, 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: řefiqêkê
---|---
| nîwîm | 'my name' | řefiqêkêm 'my friend' |
| nîwît | 'your name' | řefiqêkêt 'your friend' |
| nîwi | 'his name' | řefiqêkôy 'his friend' |
| nîwman | 'our name' | řefiqêkêman 'our friend' |
The pronominal suffixes have the same meanings as the corresponding independent pronouns; i.e., ْمِنِ and ْيِمِ 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:

- ْمِنِ 'my name' - ْنَاَمِ ْيِمِ 'my name'
- ْيِئْزِانِ 'I know' - ْمِنِ ْيِئْزِانِ 'I know'
- ْبُوِتِ 'for you' - ْبَوُتُ '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: ْكَتْبَكَمُ 'my book'; ْخِنْجَرُكَتَنُ 'your dagger'. Exceptions are most kinship terms plus a few miscellaneous nouns as ْنَامُ 'name', ْمَالُ 'house', ْنَيْزِائُ 'intention', etc.

b. With ْهَبُنُ 'to exist'. In ْفِيِرْسُياَرِكِمُ ْهَيَّهُ 'I have a question' the structure is Noun + Pron. Suff. + a form of ْهَبُنُ. ْهَيَّهُ 'there is' is present tense; ْهَبُعُ 'there was' is past tense; and ْنَفَيْهُ 'there is not' and ْنَبُعُ 'there was not' are the respective negative forms. Other examples:

- ْخِنْجَرُ-ْيِ بَاسِتُ ْهَيَّهُ. 'Do you have any good daggers?'
- ْيَكِيْرُ-ْيِ ْجَوْرَاتَنُ ْهَيَّهُ. 'You have a large club.'
- ْفِيِرْسُيْرِمُ ْهَبُعُ. 'I had some questions.'
- ْنَطُوُلُ-ْيِ زَوْرَانُ ْنَفَيْهُ. 'They don't have many hotels.'

c. ْتَيْنِمَهُ. Related to the usage under b. are the expressions ْتَيْنِمَهُ 'I'm thirsty' and ْبِيْرُسَمَهُ 'I'm hungry.' ْتَيْنُ 'thirst' and ْبِيْرُسِ 'hunger' are nouns, ْئِمِ is the pronominal suffix, and ْئِ 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'  

tinúte 'you're thirsty'  

tinúyáti 'he's 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 tinumñfy, tinutmñfy, etc.

d. Prepositions. The pronominal suffix on a preposition is the object of that preposition:

bášbu hati lagöłma 'It's good you came with me' ('with' = lagol...a)

hōč riblyktbu mën samadém bot bke. 'I'm ready to help you in any way I can.'

*bám xerjéřet bo šiye. 'What do you want with this dagger?'

e. The Preposed Object. The last sentence in paragraph d. above needs comment. The "t on bámxe-xerjéře 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 bō bke. 'I'm preparing the door for me.'

qawém bō amaděke. 'Prepare some coffee for me.'

gwé le mamwēsta rēgrīm  
'I'm listening to the teacher' and

gwéy le rēgrīm. '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:

żewarē rēbiriñ  
'I'll see you this evening.'

shéyri sebañbiriñ  
'I'll see you tomorrow.'
The full paradigm follows with əənəse 'he knows (s.o.)':

- əənəsə 'he knows me'
- əəmənəsə 'he knows us'
- əətənəsə 'he knows you'
- əətənəsə 'he knows you'
- əəyənəsə 'he knows him/
  her
- əəyənəsə 'he knows them'

In case of a verbal phrase the object is suffixed to the pre-

The verb əəmənəwə is unique: the pronominal affix is inserted 

between the aspect prefix ə- and the stem -ənəwə(t) to denote the 

subject; the pron. affix is preposed to the first word in its 

clause:

- əəmənəwə bınerim bo əəfıqekım 'I want to send it to a friend 
  of mine.'
- əəmənəwə əəmənəwə əəmənəwə 'I want this dagger.'

The other forms of the present tense are əətənəwə, əəyənəwə, əəmənəwə, 
əətənəwə, and əəyənəwə.

In the sentence dinərəkɨt əədəyən 'We’ll give you a dinar.' 
the verb is əədəyən 'we give' with the suffixed preposition -ə 'to'. 
By the rule in section d. above its object -t is preposed to the 
noun preceding it. Other forms of the verb are ... əədəmə 'I give 
to...’ and ... əədətə 'he gives to...'.

g. The reflexive xo takes the pronominal suffixes: xom 'my-
self', xot 'yourself', xoq 'himself', etc. The two major uses of 
this reflexive are (1) reflexive pronoun, as

- Xotan xoaməkəə 'Get yourselves ready.'

and (2) emphatic pronoun, as

- xorezə-i xoq 'as you wish' (= xorezu-i tōye 
  'it is your desire')
&om 玫瑰

'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:

kamyam

'hich of them? which one(s)
(out of the lot)'

hīčyān

'none of them'

hēmīman

'all of us'

i. Note 1. When both the pronominal suffix and the suffix -iš 'also' (see p. 121) are added to the same word, -iš precedes the pron. suffix:

xōsīt ṭamāde ke.

'You get ready too.'

bīrsīm ṅyēw tinīšīm ȵiyē.

'I'm not hungry, and I'm not thirsty either.'

lēgōlišyan

'with them also'

j. Note 2. The pron. suff. -it is often assimilated to -in before ȵyē 'is not', as bīrsīn ȵyē = bīrsīt ȵyē; Ṱišīn ȵyē = Ṱišīt ȵyē; etc.

2. Izafa. (Ref: pp. 75, 121)

The basic function of izafa -i- is to show modification, as in ṭenjor-i baš 'good daggers'. Izafa also is used to show apposition, as in ẓahmad-i ṭeffqīm 'Ahmad who is my friend' = 'my friend Ahmad'. Other examples: dara-i bram'my brother Dara'; jemal-i mamwastā 'Jamal the teacher'.

3. Word Order.

The clause in Kurdish is made up essentially of the following elements in the following order:

[Introd.] Subject. (modifier) Object Verb.
The modifier of a verb of motion follows the verb:

\[
\text{bà pékewè bčin bo bazár.}
\]

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: ke méñay ñezane ? 'Who knows what it means?'

Direct Object: ñætæwe cí bxoy 'What do you want to eat?'

Obj. of Preverbal: cawore-i kë ñekøy ? 'Whom are you waiting for?'

Obj. of Prep: çu bo kwé ? 'Where did he go?'

Predicate: yanë le kwéys? 'Where is the Club?'

4. "To Go".

We have now seen two verbs meaning 'to go'. ñæčim (infinitive çun) means 'I go (to do something)' while ñæčom (infinitive ñoyštín) means 'I go, go away, leave (a place)'.
D. Exercises

1. Round Drill:

Model: Q. kéy hati bo ?erë
A. tózeke.

sé sal
bíst deqiqë
heftéyek
niw seqát
dú řož
čeg seqatek
máqek
dú hofte
řožek
dú seqat

2. Substitution Drill:

Model: ?ímšew bo kwe bǐčin.

?ímrbo
?ésta
?íńja
dwaí
sībeyne
dúsítboý
šemná
yekšemná
3. Substitution Drill:
Model: niýázım waye bëčin bó yane.

málewe
báx-i giští
yuteléké
mektób
šeqám-i kawé
simemá
čayxané
derbóq-i xán
řiš kërdín
řém šare xoše
řew baxe gewréye
źerán
źemeriká

4. Substitution Drill:
Model: bá bčîne žúrewé.
5. Substitution Drill:
Model: bá bīčin bō ?evey bībinin.

bīkīn
bīfrošīn
bīxoyn
bīxoynēwē
bībīn
bīkēynēwē
bīleynēwē
bīkēyn
bīnusīn

6. Substitution Drill:
Model: ḫemētā yanēkē.

mektōb
7. Substitution Drill:

Model: yanéyek-i gewrétan hêye

jwan
pičúk
xoš
baš
čak
dur
kon
tazé
berz
jwantír
gewretüň
baştüň

8. Substitution Drill:
Model: hawinän ęm yanëye zór xoše.

zistán
behär
payız
beyanî
niwerî (niwerwán)
šêsîr
šewarê
šëw
řöž

9. Substitution Drill:
Model: ǝse ǝehmeû-ı refigme

kerîm-ı kuṛ
darâ-ı birader
jwân-ı kîč
pexşan-ı zîn
jorj-ı manwestá
perixân-ı xošewíst
self- qutabî
ǝehmeû-ı birá
10. Substitution Drill:

Model: hawinán ẓêm yaneye zɔr feniḳe.

xoş
jwan
pîr
jwantîr
baș
baștîr
čaktîr

11. Substitution Drill:

Model: weře lay ẓemé daniše.

nån bîxo
gaweyek bîxorewe
goranî bîle
dérs ferbe
dérs bîlerewe
kitêb bîfroše
qelêm bîkre
gwê bigre
ẓêm wişeye bînuse

12. Substitution Drill:

Model: ẓestá hatîm.

ẓîmro
dwéne
13. Substitution Drill:

Model: hez ʔekem ʔeM biradāre bīnasi.

ʔeM kītēbe bīxweni
ʔeM kebābe bīxoy
ʔeM wīšēye bīnasi
ʔeM goranlye bīley
ʔeM malē bībini
ʔeM xenjāre bīkṛi
lerē danishi
bāš gwebīgri
sār-ī bāx-ī gištī bīey
kurdi čāk ferbi
terebi bāš bīzani

14. Round Drill:

Model: Q. xelq-ī kwēy.
A1: 

\[ \text{مین خلقو--ی زمیرکام} \]

\[ \text{زمیلاته} \]
\[ \text{بیماد} \]
\[ \text{suleymanی} \]
\[ \text{suryا} \]
\[ \text{turkiyا} \]
\[ \text{kenedد} \]
\[ \text{روسیا} \]
\[ \text{یهلمانی} \]
\[ \text{یرد} \]
\[ \text{زمیسارد} \]

A2: 

\[ \text{مین خلقو--ی سیراکیم} \]

\[ \text{lubمان} \]
\[ \text{لندن} \]
\[ \text{یرد} \]
\[ \text{کردک} \]
\[ \text{هولر} \]
\[ \text{پکیستان} \]
\[ \text{kurdustان} \]
\[ \text{میشیجان} \]

15. Substitution Drill:

Model: 

\[ \text{زتیمی خیابی} \]

bkey

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16. Round Drill:

Model:  Q. ḥәtәwә ʧ一次性 bxoy

A. ḥәtemәʒ keבәb bәxәm

Answer the questions formed in drill No. 15. in the way shown in the model above.

17. Substitution Drill:

Model:  zәr ʧәke, kewәtә ʍиnиә keבәb ʍәxәm.

qәwә ʍәxәmәmә

pәrdәәәнәk ṭәw ʍәxәmәmә

rәn ʍәkәʢиm

pҮаsә ʍәkәm

dәrs ʍәxәmәnиm

gәrәnи ʍәlәm
18. Word Formation Drill: Izafa of definite nouns -ə-

Model: a. jəgə 'place' əməjəgəyə 'this place' əməjəgə jwənə 'this pretty place'

gwe
de
ře
yanə
qawə
čayxanə
qsə
rewərə
boɣə
ca
dergə
mosənə
siṃəmə
niwerə
ho
do 'do' (a sour milk drink)

Model: b. ərazu 'desire' əmərazuəwə 'this desire' əmərazuəwə jwənə 'this good desire'

ru
mu
pelə
Model: c. goranî 'song' ûmgoraniyê ûmgoraniya jwanê 'this pretty song'

beyânî
êrânî
êrênênî
yari
qutabî
yarmêtî

Drill:
niwerô
twe 'slice'; 'ply'
do
hojî 'pilgrim'
murajêrô boîî 'oak'; 'acorn'
jegâ
ñemnikî
me 'female'
sinémâ
tu 'mulberry'
wîêê

19. Substitution Drill:
Model: żumêd rekem sîbêye beyânî bitbinîm.

bitbanînîm
bibînîm

cawêt bîkem
cawêtan bîkem
cawêrey bîkem

Model: 

min: ّئزانىم - نّزانىم 'I know' - 'I don't know'

to: ّئزانى[t] - نّزانى[t] 'you know' - 'you don't know'

همى: ّئزانىن - نّزانىن 'we know' - 'we don't know'

Give the affirmative and negative of the following verbs for the three pronouns above:

Example: ّئبىنىم - نبىنىم, ّئبىنى - نبىنى, ّئبىنىن - نبىنین

ّئبىم

ّئبهكم

ّئبىنىم

ّئبىلهم

ّئبىكم

ّئبىم

ّئبىم

ّئبىم

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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 Kurdish.
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

b. 1. käy hati bò rare.
   a   b
   pé₃
   lém₇we₃₇
   tôzek lém₇we₃₇

d. 2. tôzek lém₇we₃₇ hatim.
   a   a
   pyas₇₇ kird
   tôzek pyas₇₇ kird
   hél₇sm
   x₇w
   le x₇w hél₇sm
   zú
   zú le x₇w hél₇sm

b. 3. t₇mro zú x₇w hél₇smu
   tôzek pyas₇₇ kird.

d. 4. bo kwé čuy

b. When did you come here?
   a  b
   before
   before now
   a short time ago

d. I came a little while ago.
   a  a
   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. Where did you go?

kïteb₇xané
kïteb₇xané-i kurd₇st₇n
čum
čum bo kïteb₇xané-i kurd₇st₇n

book shop
the Kurdistan Bookshop
I went
I went to the Kurdistan Bookshop
I had a short walk and then went to the Kurdistan Bookshop.

**you bought (sg.)**

**you bought books**

**any**

**did you purchase any books?**

**Did you purchase any books?**

**I bought a book/some books**

**I bought one book**

Yes, I bought only one book.

**discussion; information**

**he/it deals with, treats of, tells about, relates**

**information about what?**

**What does it deal with?**

**What is that book about?**

**history**

**the history of Kurdistan**

**it deals with the history of Kurdistan**

I believe it is about the history of Kurdistan.
d. 10. ṣezaní nawi nuserekey 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
nuserekey náwi zanáye The name of its author is Zana

b. 11. wábzaním nuserekey náwi zanáye. I believe the author's name is Zana.

kítébek-i zór baš a very good book
ṣebe kítébek-i zór bažbe It must be a very good book.

b. 12. kewatá ṣebe kítébek-i zór bažbe. Then it must be a very good book.

b. 13. bočí wá ṣeley. Why do you say so?

nusérek a writer
nusérek-i čáke He is a good writer
zaná nusérek-i zór čáke Zana is a very good writer
mammwesta zaná nusérek-i zór čáke Mr. Zana is a very good writer
wáwzání mammwesta zaná nusérek-i zór čáke I know that Mr. Zana is

Because I know that Mr. Zana is a very good writer.

Where is he from?

Where is Mr. Zana from?

Mr. Zana is from this city.

The best thing about this book is that it contains a map of Kurdistan.

There was in it a piece of information, a news item.
d. 18. řázekey, řmro le řožname-i žin básek-i wá-i tyabu. That's right, there was such a news item in Zhin today.

pišán ʔeĩa[t] [pišán ʔeda[t]]
he/she/it shows (trans.)

pišání ʔeĩa[t] [pišání ʔeda[t]]
he shows it

řegá
road

řitom[o]bíl
car, auto

řegá-i řotombíl
highways, car roads

šemeneʃér [šemeneʃér]
train

řegá-i šemeneʃér
railroad

řegá-i řotombílu šemeneʃér
highways and railroads

řegá-i řotombílu šemeneʃér
There are highways and railroads

heye
whatever

heřći

heřći řegá-i řotombílu šemeneʃér heye pišání ʔeĩa
It shows whatever highways and railroads there are

heřći řegá-i řotombílu šemeneʃér šemeneʃér lêm wilaté-
It shows whatever highways and railroads there are in this country

heye pišání ʔeĩa—
This map shows all the highways and railroads that there are in this country.

It has been written in it cities and villages, mountains, valleys and hills, the names of cities, villages, mountains, valleys, hills, and rivers (that there are).

Yes, that is right.

I believe I also should buy a copy of this book.

As you wish.
d. 24. əeger əestá əišín níye əewá
pékəwe əočin bó kîtebxanəkə.
If you don’t have anything to do now,
then we’ll go together to the bookshop

b. 25. zór baše, mínìš əemewe
řožnamýeyk bìkřím.
Very good, I also want to buy a
newspaper.

zu
soon; early
ba zú bîčin
let’s go soon
mumkfn
possible; probable
mumkφne
it is possible
mumkφne mamwesta zaná
bbinin [bibinin]
it is possible that we’ll see
zhá
there; in that place
 lawé
that we see there
lawé bbinin
mumkφne mamwesta zaná
lawé bbinin
It is possible that we’ll
see Mr. Zana there.

d. 26. ba zú bčin ćuŋke mumkφne
řeestá mamwesta zaná lawé
bbinin.
Let’s go right away, because it is
quite possible that we’ll see Mr.
Zana there now.

b. 27. fërmu, bolam wábzaným řeestá
dířěŋe.
Let’s go, but I think it is (too)
late now.

d. 28. bōči serát čéŋe?
Why, what time is it?
niw
half
yanzéw niw
eleven and a half
yanzów niwa  it's eleven and a half o'clock
se'át [səˈäʔ]  

b. 29. uesta se'āʔ yanzów niwa.  It's half past eleven now.

čarék  quarter
čarékə  it is a quarter
yanzów čarék  eleven and a quarter
yanzów čarėk  it's eleven and a quarter
se'āʔ yanzów čarék  it's a quarter past eleven
la-i mín  by me

d. 30. ła-i mín se'āʔ yanzów čarékə.  It's a quarter past eleven by my watch.

deqqé, deyeqqé  minute(s)
dé deqqé  ten minutes
be dé deyeqqé [be dé deqqé]  in ten minutes
vegeyn  we arrive
be dé deyeqqé vegeyn  we'll arrive in ten minutes

b. 31. vegey zur bīčin be dé  If we go right away, we'll get there
deyeqqé vegeyn.  in ten minutes.

d. 32. bāše bá bīčin.  Good, let's go.
Sentence Resumé - Kurdish

1. kêy hâtê bê ûrê?
2. tôzek lêmêwpeş hatîm.
3. êmrê zu lê xêm hejsamu tôzek pyasêm kîrd.
4. bo kwê çuy?
5. tôzek pyasêm kîrd, dwaî çûm bê kîvezên-i kurdîstân.
6. hîç kîtebi kîrî?
7. bêle, tênê hê yêk kîtebîm kîrî.
8. vêw kîtebe bê-sî çî vêka?
9. wîbzanîm bê-sî meêû-i kurdîstân vêka.
10. vêzanî naw-i nûsêrekey ûrye?
11. wîbzanîm nûsêrekêy nûwi zanáye.
12. kowata ûbe kîtebek-i zûr bâzbe.
13. boçî wà ûeley.
14. çünkê vêzanîm mâmwesta zana nûsêrek-i zûr çakê.
15. mâmwesta zana xêlq-i kûye?
16. mâmwesta zana xêlq-i rêmênêye.
17. çaktîrin êît lêm kîtebê ûwêye, neşîyek-i kurdîstân-i tyûye.
18. rûzêkev, êmrê lê rûzname-i zîn bâseki wà-i tyabû.
19. rêm neşîyê hêrcî rêgê-i rûmobilû sêmenêfer lêm wîlatê heye pişâni ûêya.
20. wîbzanîm naw-i hêrcî şûru dêw şàxu dûlu gîrdu ῤûbûr heye tyû nûsrawê.
21. bêle rûste.
22. wîbzanîm mînîs ûbe daneyek lêm kîtebe bûkûm.
23. xarêzû-i xoîto.
24. xegê xestà ûîşîn nîye ûewa pekewê ûeçin bê kîtebxanêkê.
25. zór baše, míniš ወመወ የጋስጆች ይቻስ ያስጠጥ.
26. ba zú bčin čuŋke mumkiñe የዕስፋ ማለስ ከ።እ ያስጠጥ ያስጠጥ.
27. férmi, belam wábzanĩm የዕስፋ ደሮጠ.
28. bŉči se³át če³e?
29. ᇃክስ የዕስፋ የአንወው ይከው.
30. la-i mĩn se³á የአንወው ዋርዕጠ.
31. ዝሠግ የግ የائف ያስድ የፋየሮ የፋየሮ.
32. bȁše bâ 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  
sun
pyaw  
husband; servant
žin  
wife
kuř  
son
kīč  
daughter
mahmí  
Mahmoud (P.N. - male)
barán  
Baran (P.N. - male)
řešól  
Reshol (P.N. - male)
šárxu dáx  
mountains
šáru dé  
towns and villages
řu  
face
řun níye [řut níye]  
you are shy, bashful

Adjectives

tazé  
new, newly, just now

Verbs

bíkemewe  
that I open
rəxwené[t]  
he reads
rənusé[t]  
he writes
rəbiné[t]  
he sees
rəzané[t]  
he knows
rəbřé[t]  
he cuts
he becomes, will be
he sells
he buys
he goes
he can, is able to
he carries
he sits down
you (do) understand (sg.)
write! (imperative sg.)
don't write! (imperative sg.)
I improved (it)
I beautified (it), made it more beautiful
I made (it) pleasant
I increased (it)
I made (it) delicious
I taught him
I taught him Arabic
Supplementary Dialog:

**serat čéye**

**1serat čéye?**

**2serat šébu niwe.**

**1seratekém restáwe, la-i min**

**restá sera [serat] pénju čaréke.**

**2etirsim seratekét le dwäye.**

**1nő, seratekém dáyma [dárima]**

**le péše.**

**2la-i min será [serat]**

**šébu bíst deyiqéye.**

**1ký é bıčin bó bax-i gišti.**

**2čarékek-itír.**

**1jare bá seratekem čál[k]kém.**

**restá serat čéye ba tewawi.**

**2la-i min restá čarékek-i**

**3ew'[t] bó hówt.**

**1rey la-i tó čéye rëhmei.**

**3la-i min bístu pénj**

**deyiqé-i zëwa bó hówt.**

**1báše. tešekúrtan zekem.**

**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 (pl).**
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 ə́éẓəňi̯m, ə́ḛňu̇ṣ̑i̯m, ə́ḛc̣i̯m; or a vowel stem, as ə́ḛx̣o̱m, ə́ḛḳóm, ə́ḛḷ̌ḛm ə̰ḛf̣̌ḛṛ̌ṃ̌ẉ̌ḛṭ. Of these, stems ending in -ə̱ and -ə̱ take the inflectional suffix -ə(t) for the third singular present tense, and all others take -ə(t):

   ə́ḛẓəňḛt ‘he knows’ ə́ḛḳə́t ‘he makes’
   ə́ḛňu̇ṣ̑ḛt ‘he writes’ ə́ḛx̣ə̱ẉ̌ə́t ‘he eats’
   ə́ḛx̣e̱t ‘he goes’
   ə́ḛḷ̌ḛt ‘he says’
   ə̰ḛf̣̌ḛṛ̌ṃ̌ẉ̌ḛt ‘he says’ (honorific)

   Notice that when inflections beginning with vowels are added to vowel stems, changes take place:

   ə̱ + a = a : ə̰x̣ə̱m - ə̰x̣ə̱ə́t; ə̰e̱ḍ̌m - ə̰e̱ḍ̌ə́t
   ə̱ + a/ə̱ = ə̰ẉ̌a/ə̱ẉ̌e ; ə̰x̣ə̱m - ə̰x̣ə̱ẉ̌ə́t; ə̰ḛf̣̌ḛṛ̌ṃ̌ẉ̌ḛt - ə̰ḛf̣̌ḛṛ̌ṃ̌ẉ̌ḛt
   e + e = e : ə̰ḷ̌ḛm - ə̰ḷ̌ḛt

   Thus we can say that verbs whose stems end in -ə̱ or -ə̱ have a special stem in the third person singular which has no vowel: -kə̱ and -ḳ, -ə̱ḷ̌ and -ə̱ḷ as illustrated above.

2. Present Tense: Negative Imperative (Ref. pp. 56-8).

   The negative imperative is identified by the prefix mə́- which replaces the affirmative imperative prefix bi-; the other aspects of the imperative verb remain unchanged. Thus:

   bɪ́ňi̯ṣ̑e ‘write!’ mə́ňu̇ṣ̑e ‘don’t write!’
   bɪ́ňi̯ṣ̑i̯n ‘write!’ (pl.) mə́ňu̇ṣ̑i̯n ‘don’t write!’ (pl.)
   bɪ́ňu̇ṣ̑e ‘write it!’ mə́ňu̇ṣ̑e ‘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 ṣemōw [p. 181]). 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>mír: hátīm te négeystīm</td>
<td>fér bum čīm hāl sam: -im/-m</td>
<td></td>
</tr>
<tr>
<td>to : háti te geystī</td>
<td>fér buyt čīy : -i(t)/-y(t)</td>
<td></td>
</tr>
<tr>
<td>now:</td>
<td>bás bi : -y</td>
<td></td>
</tr>
</tbody>
</table>

Thus: hāl say 'you got up' and hāl sa 'he got up'; hátu čī 'He came and went.'

c. Transitive Verbs; the Preposed Subject. Transitive verbs are interesting. First, they use the pronominal suffixes of 6.C.1 (p. 172) for subject inflections: kirīm 'I made (it)', kirīt 'you made (it)', kirī 'he made (it)'. Secondly, this subject suffix is preposed to the first expression in its clause, with the exception of the subject itself. Examples:

nyasām kirī. 'I took a walk (nyasā).'
hičkitabīt kirī? 'Did you buy any books?'
yēk kitabīm kirī. 'I bought one book.'

Remarks: The forms kirī and kirī are the past stems of those verbs; yēk kitab 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 xænjærek-i básim kiri. 'I bought a good dagger.'
čít kírd lewè. 'What did you do there?'
bócî ʁæmwišæyet lesser textæké nusi. 'Why did you write these words on the blackboard?'
čáyan xwardæwe. 'They drank tea.'

d. Negation. Preterite verbs are negated by nó-. Intransitives simply prefix it to the verb, as

te géyštîm 'I understand'
te négéyštîm 'I don't understand'

Transitive verbs insert the inflectional suffix after nó-, as

nusîm 'I wrote it'
némrusi 'I didn't write it.'
pyasém někîrd '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

dwéne pyasém kîrd 'I took a walk yesterday.'
źimro pyasém kîrd '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 hátîm 'I'm coming!' Also, after the relative ke 'when' the preterite may have either past or present meaning, as ke géyštîm '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 dëñît õu bo ñemërikâ! Finally, it is interesting to
compare the equivalent expressions te gavyštım 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 -š 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 -št/-š may be replaced by š in most positions, as

REWARŠI baš = REWARŠT baš
KITÉBŠI = KITÉBIT
S̱RATESKÉI = S̱RATESKŠT
NÁWI = NÁWŠ 'your name'

In addition to this pronominal suffix, the consonant d is also replaced by š in conversational style in certain words, in particular forms of the verb "to give" and personal names, as

QEím = QEDÉM
QIÉM = QIDÉM
QEÉA = QEDÁ
QEHMÉI = QEHMÉD
QAÉR = QADIR 'Qadir'

It is interesting to note that normally the vowel š 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 š for t or d has taken place.
D. Exercises

1. Round Drill:

   Model: 
   
   A. kéy hati bó ṭerè
   B. ṭbzek lémèwpeš hatím.

   ūfèżek
   ñéweg
   ñéràtek
   dí ñerat
   máqek
   sálék
   ñé ṭož
   yanže ṭož
   së mág
   dwanzé ñerat

2. Substitution Drill:

   Model: 
   
   zú le xew hèlsam.

   dîrèŋ
   ñésta
   tazé
   dwàf
   ñerat yék
   ñerat së
   ñerat çoårú nîv
   ñerat ñëshu čarék
sərat dúw dú deyiqe
sərat dwanzów bíst deyiqe
niweró
rəsir
rewaré
bəyaní
paž niweró
legel ŋož

3. Substitution Drill:

Model: tózek pyasém kîrd. 'I took a short walk.'

bás-i mežú-i beγá 'I discussed the history of Baghdad.'
viš 'I worked a bit.'
fer-i ɛerëbi 'I learned a little Arabic.'
čak 'I improved it a bit.'
qişé 'I talked a while.'
jwantîr 'I made it a bit prettier still.'
xoš 'I improved it a little.'
zor 'I increased it somewhat.'
be lezatég 'I made it a bit more delicious.'

4. Round Drill:

Model: Q. bo kwé čuy.

A. čûm bo kîtebxané-i kurdustân

mětvêm

217
bazár
řubár
šax
de
šeqám
mektób
gird
bax

5. Round Drill:
Model: A. hic kîtebî kîrî?
       B. tennâ yék kîtebîm kîrî.

xonjér
nam
qawê
qelêm
perdák
gul
šît (= šît, šîm)
mal
defîr

6. Round Drill:
Model: Q. ûw kîtebê bâs-i čî reka.
       A. ûw kîtebê bas-i meşî-i kurdustân reka.

ameriká
nuserokán
kur'd
ver'ob
šif'ir
dáru diréxt
šáru de
žínu pyaw
mehmí
wilat-i cemriká
šaxekán-i veré
báx-i giští
žín-i kém wilaté
xolq-i beyá
fermanberán-i iráq

7. Substitution Drill:

Model: wábzání m nuserokéy náwi zanáyé

pyaw dará
žín pesšán
kuř mehmí (= mehmíwe)
kíč jwan
bírá cemrói
mamwestá kerím
muteserff řešól
qutabí barán
mínál zaná
de batás
8. Substitution Drill:

Model: kewatá ṭebê kîtebek-i zôr baţbe.

kuř
pyaw
žîn
řefîq
šar
wîlât
qutabî
čayxanê
yanê
la
qîsê
bax

9. Substitution Drill:

Model: a. bočî wá reley

rêkêy
rêxôy
têxegêy
rêzanî
rêxwenî
rênusî
rêpîrsî
rêfêrmîy
rêlêytesê

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10. Substitution Drill:
Model: 

11. Substitution Drill:
Model:
12. Substitution Drill:
Model: míniš ñë¿be danëye bûkëürûm.

dürsökänûm towàw bûkëm
lewë dûnišûm
dûrs-i mêçû bûxwenûm
sûr-i nusekë bûm
bûçîme ñîtêbxanskë
pišàni bûm
dûrežtíri bûkëm
bûkëmëwe
cawêçë bûkëm
nàwîm-i tyà bûñusûm

13. Substitution Drill:
Model: ba zû bëçû, çûçêkë mûmkëne zana lëwë bûnin.

vestà
sîbêyne
dûsbêy
dwaf
14. Substitution Drill:
Model: wabzanîm dîrêyê.
zu (= zuwe)
be lezêt
nîzîk
gîrîn
dur
fênîk
kon
čak	
tôzek
dîrêz
tazê
gewrê

ders
jumalê
16. Substitution Drill:
Model:  së rat čwārē  "it is 4:00"

dūwe
yanzέye
yanzéw dû deqiqeye
yanzéw pénj deqiqeye
dwanzéw bístu sê deqiqeye
hōwtu hōwt deqiqeye

dwanzéw dwanzéye
déw čaréke
déw niwe
yëku yëk deqiqeye
1:00
1:01
<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
</tr>
<tr>
<td>2:05</td>
</tr>
<tr>
<td>3:10</td>
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<td>4:15</td>
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<td>5:20</td>
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<td>6:21</td>
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<td>7:25</td>
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<td>8:29</td>
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<td>9:30</td>
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<tr>
<td>10:15</td>
</tr>
<tr>
<td>11:00</td>
</tr>
<tr>
<td>12:30</td>
</tr>
</tbody>
</table>

17. Substitution Drill:

Model: \text{serät čarékek-i реев[т] bó yanze.}  "It is 10:45."

čwardé deqiqe
syanzé deqiqe
dé deqiqe
bístu nő deqiqe
bíst deqiqe
nozdé deqiqe
heždé deqiqe
panzé deqiqe
dú deqiqe
pénj deqiqe

\text{serät 1:31}
\text{2:35}
18. Drill: Telling time.
Model: se'yóku níwé.

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
6:50
Word Formation: Verbs 3rd. person singular.

A.

a. Consonant Stem

\[ C + \text{é}[t] = \text{Cé}[t] \]

Example:

- \text{xwen-} : \text{æxwené}[t]
  - \text{ænuse}[t]
  - \text{æbiné}[t]
  - \text{æzané}[t]
  - \text{æbřě}[t]
  - \text{æbě}[t]
  - \text{æfrošě}[t]
  - \text{ækřě}[t]
  - \text{æčě}[t]
  - \text{ætwané}[t]
  - \text{h₁ægré}[t]
  - \text{daæenišé}[t]

b. Stems in \text{-e-}

\[ C + \text{a}[t] = \text{Cá}[t] \]

Example:

- \text{ke-} : \text{æká}[t]
  - \text{æyá}[t] \quad [\text{ædát}]
  - \text{dáæxa}[t]

B. Drill: Change the following verbs from first person to third person.

Model: \text{mamwesta zana bāš ænuse.}

A. Model:  

<table>
<thead>
<tr>
<th>bínuse</th>
</tr>
</thead>
</table>

a. C̣e  

<table>
<thead>
<tr>
<th>bìxwene</th>
</tr>
</thead>
<tbody>
<tr>
<td>bïzane</td>
</tr>
<tr>
<td>bïbine</td>
</tr>
<tr>
<td>bïpïrsë</td>
</tr>
<tr>
<td>Ñelâm bïñ</td>
</tr>
<tr>
<td>sër bïñ</td>
</tr>
</tbody>
</table>

b. Vɑ  

<table>
<thead>
<tr>
<th>bï[ ]lé</th>
</tr>
</thead>
<tbody>
<tr>
<td>[bï]kë</td>
</tr>
<tr>
<td>bïxô</td>
</tr>
<tr>
<td>dâ[bï]xë</td>
</tr>
</tbody>
</table>
c. Vrewa ḇi̱lé̱rewa
  ḇi̱ḵé̱rewa
  ḇi̱x̱ó̱rewa
  ḇi̱ré̱rewa
  w̱ə̱ḻá̱m̱ ḇi̱re̱rewa
  s̱éṟ ḇi̱re̱rewa

B. Drill.
Model: dérs-i šešem ḇíṉu̱se
Ex: ṭe̱x̱w̱e̱ṉi̱ - ḇi̱x̱w̱e̱ṉe
  ṭe̱ẕa̱ṉi
  ṭe̱ḻé̱y̱ṯe̱w̱e
  ṭe̱ḇi̱ṉi
  ṭe̱ḵé̱y̱ṯe̱w̱e
  ṭe̱p̱i̱ṟs̱i
  ṭe̱ḻé̱y̱t
  ṭe̱m̱a̱ḏé̱ ṭe̱ḵe̱y
  ča̱ḵṯí̱ṟ ṭe̱ḵe̱y

Model: dérs-i šešem ḇíṉu̱se 'Write Lesson 6!'
dérs-i šešem m̱e̱ṉu̱se '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 heštém
bás-i rehmé[yu biraderekání

selámüceléyk

b. 1. selámüceléyk.

béléykum

d. 2. béléykumüsselám.

buy[t]

3. le kwé buy

bum

4. le mál-i rehmé[bum.

lewé

čít kírd

5. čít kírd lewé.

Greetings.

on you (pl.) (Arabic)

Greetings (in response).

you were (sg.)

Where have you been?

I was

I was at Ahmed's house.

there, in that place,

What did you do(sg.)

What did you do there?

father

mother

father and mother

sister

sister(s) and brother(s)

his father, mother,
sister(s) and brother(s)
Čaw
kewt
čawim kewt be...
čawim kewt be bawku
dayku xusku birakani
nanim xward

6. nanim xwardu čawim kewt be
bawku dayku xusku birakani.

Ču
ču bo kwe?

7. ğey ğehmeči ču bo kwe

Biradër (bíradérán)
čen biraderek
čen biradereki
legel čen biraderekiya
legel čen biraderekiya
ču bo bazár

8. wabzaním legel čen
biraderekiya ču bo bazár.

Čun (+subjunctive=purpose) they went

9. čun či bken?

They went to do what?

10. čun šít býkräń.

They went to buy some things.

Yen

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.
where is he/she/it?

14. ṭey ḋelī kwa?
   Where is Ali?
   He went home
   He went home to eat.
   But he went home a while ago to eat.
   until now, up to now
   He was here until now.

15. ṭell ta ḋestā lerèbu bólam
   Ali was here until just now,
   but he went home to eat
   only a while ago.
   ñew
   wíti
   ñew wíti
   leré nán ʔəxom
   wíti leré nán ʔəxom
   He said, "I'll eat here".

16. ñew wíti leré nán ʔəxom.
   He said he'd eat here.
   I return, go/come back
   I'll come back after three hours.
   But he said he'd come back after three hours.
   He left, went away
   he got up, he stood up
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.
He only drank a cup of tea and then left, but he said he'd be back in three hours.

bet [bíbet]
that he come
with those boys
It is possible he'll come with those boys.
Therefore it is possible he will come with those boys.

xëlq-i kwén?
Where are they from?
Where are those boys from?

hemíyan
all of them
the people of this country
they are from this country
they are all from this country
they want
question
some questions
that they ask you questions

They want to ask you some questions.

America

They want to ask you some questions about America.

They are all from this country, but they want to ask you some questions about America.

Why, do they want to go to America?

I believe they want to go to study there.

I understand

so I understand; as far as I know.

he wants

Ahmed also wants

that he go

I understand that Ahmed also 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"

the money to go.

His father is very rich.

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
zór zireké
seéf
seéf seka[t]
seéi zór seka[t]
zór zirekew seéi zór seka[t]

he is very intelligent
studying (noun); schoolwork, homework
he studies
he studies hard, he works very hard
he is very clever and works very hard

28. wábzáním dóréče, čuŋke zór zirekew seéi zór seka. I believe he will succeed because he's very intelligent and studies very hard.

wábzáním
29. míniš wábzáníym. I know so

hátýn
wáteŋem hátýn
deŋádeŋ
déŋádeŋe
gwém
gwém le deŋádeŋe

they came
I believe they have come.
noise
it is a noise
my ear(s)
I hear some noises.

30. gwém le deŋádeŋe. I hear a noise. I believe they have come.
wáteŋem hátýn.

réwan
réwanýn

they
it is them

31. béle réwanýn. Yes, it is them.
Sentence Resumé - Kurdish

1. selâmê selêyk.
2. ûelêykumusselâm.
3. le kwê buy.
4. le mál-i ûehmûl .bûm.
5. cîft kîrd lewê.
6. nânîm xwardu čâwîn kewt be bâwku dáyku xûšku bîrakání.
7. ûy ûehmûl ču bo kwê.
8. wâbzanîm legêl čen bîradêrekya ču bo bazár.
9. çun čî bken?
10. çun sıt bîkêrîn.
11. ûy nâyên bô xêre?
12. bêle, tozek-itîr yen, čûnke ûzwaniş héz ûekên legêl ûemê bîçîn bô bax-i giştî.
13. kewata ûebê lerê çaweréyan bîkeyn tà yên.
14. ûy ûelî kwa?
15. ûelî ta ûestá lerêbu bêlam tózek lêmewpeş ču bo málewê nân bîxwa.
16. ûw wîti lerê nân ûexom.
17. tenha čáyêki xwardêwe, dwài hólsaw Foyšt, bêlam wîti sé seçat-i tír ûegêremêwe.
18. kewata mumkîne legêl ûw kufranê bet.
19. ûw kufranê xelq-i kwên?
20. hemîyan xela-i ûém wilatên, bêlam ûeyanewe čen suválekrä le bken le babêt ûemêrikawê.
21. boçi ûeyanêwe bîçîn bô ûemêrikà?
22. wâbzanîm ûeyanewe bîçîn lewê bîxwenîn.
23. wátegéemm zéhméyiš zeyewë bëče bò zëmerika.
24. béle zór hez zekat bëče bò zëmerika.
25. belam zélé parem nfyë bëčîm.
26. bawki zór dëwlemëné.
27. kewatá zéger zímsal dërče zëché bò zëmerika.
28. wábzanîm dërëče, ñuçke zór zirkëw sem zór zëka.
29. mínîs wátezânîm.
30. gwëm le dëndëné. wátegéemm hâtëm.
31. béle zëwanën.
Greetings.

Greetings (in response).

Where have you been?

I was at Ahmed's house.

What did you do there?

I dined and saw his father, mother, sister and brother.

When did Ahmed go?

I believe he went to the market with some of his friends.

They went to do what? (What did they go for?)

They went to buy some things.

Aren't they coming here?

Yes, they'll be coming after a while, because they also would like to go with us to the Public Garden.

Then we should wait for them here until they come.

Where is Ali?

Ali was here until just now, but he went home to eat only a while ago.

He said he'd eat here.

He only drank a cup of tea and then left, but he said he'd be back in three hours.

Therefore it is possible that he will come with those boys.

Where are those boys from?

They are all from this country, but they want to ask you some questions about America.

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>goyżé</td>
<td>Goizha (name of a mountain in Sulaimania Liwa)</td>
</tr>
<tr>
<td>řesím</td>
<td>picture; portrait</td>
</tr>
<tr>
<td>xúške</td>
<td>(title of respect for females of one's own generation)</td>
</tr>
<tr>
<td>kírás</td>
<td>dress; shirt</td>
</tr>
<tr>
<td>jeridé</td>
<td>newspaper</td>
</tr>
<tr>
<td>merhebá le kírdín</td>
<td>to greet (usually informal)</td>
</tr>
<tr>
<td>čáw le kírdín</td>
<td>to imitate</td>
</tr>
<tr>
<td>řožbáš le kírdín</td>
<td>to greet</td>
</tr>
<tr>
<td>tká le kírdín</td>
<td>to request of</td>
</tr>
<tr>
<td>pírsyar le kírdín</td>
<td>to ask of (someone)</td>
</tr>
<tr>
<td>héz le kírdín</td>
<td>to love</td>
</tr>
<tr>
<td>ředéb</td>
<td>literature</td>
</tr>
<tr>
<td>řewrupá</td>
<td>Europe</td>
</tr>
<tr>
<td>řazá</td>
<td>Aza (P.N. - male)</td>
</tr>
<tr>
<td>seří</td>
<td>schoolwork, homework</td>
</tr>
<tr>
<td>xál</td>
<td>uncle (maternal)</td>
</tr>
<tr>
<td>mám</td>
<td>uncle (paternal)</td>
</tr>
<tr>
<td>ferensá</td>
<td>France</td>
</tr>
<tr>
<td>míśir</td>
<td>Egypt</td>
</tr>
</tbody>
</table>

### Adjectives

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>kurt</td>
<td>short</td>
</tr>
<tr>
<td>ċeléw</td>
<td>fat</td>
</tr>
<tr>
<td>faqír</td>
<td>poor</td>
</tr>
</tbody>
</table>
verbs

bîrîm  I cut (it)
zanîm I learned, found out
binîm I saw (it)
frûştîm I sold (it)
dûnîşt he sat down
kîrî he bought (it)
dûrsî xwend he read a lesson, he studied
yari kîrd he played
goranî wît he sang
gwêy giirt he listened
fër-i kurdî bu he learned Kurdish
selâmi kîrd he greeted
wênûm I sleep, I'll sleep
wepîrsîm I ask
birîyûran na [birîyûran da] they decided

Prepositions

la-i tó with you, at your place, wherever you are

Demonstratives

êman 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/-n, examples of which follow below; note that this is also the copula suffix for this person (cf. p. 96):
   
   Consonant Stems: bčin, bɪkɪn, bɪxweɪn, ᱇wánɪn
   Vowel Stems: ᱇̱ṯan, ḇḵen, ṉy̱en; kw̱n, x̱ḻq-i ᱇̱mw̱ḻaṯen
   
The verb wistin 'to want' uses the pronominal suffixes for subject inflection (see p. 181): ᱇̱y̱a̱ṉw̱e 'they want'.

   b. Preterite Tense. The same inflections serve for the third person plural of intransitive verbs in the preterite tense:
   
   Consonant Stem: hátɪn 'they came'
   Vowel Stem: ᱇̱n 'they went'

2. Verbal Phrases: Direct Object Indicated by Word Order

   The direct object of the verb precedes the verb: kûrdî ǝ́zanyîn. The same rule applies to all verbal phrases that consist of adjective + verb or preverb + verb, e.g., šeqanêkân rán ǝ̱ḵen 'They are widening the streets' bá xênjarêkân wêr grin '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:

   ǝ́zanyîn. 'I know it.'
   ná̱nyâ̱n ǝ̱ḵen. 'They are widening them.'
   bá wê̱rî̱n bígî̱n. 'Let's take them.'

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D. Exercises

1. Substitution Drill:

Model:  le mál-i ẓehmíyì bum.

bátín ẓehmí
bax ẓiští
bútel bayá
sfnif  :  sf - yek
yané fermañberáñ
šax gcyţé
čayxaneké kerím
mektób sanewí
šeqám kawé
šar ditróyît

Round Drill:
A. q- le kwé buy?
B. a- le mál-i ẓehmíyì bum.
q- ẓey to le kwé buy?
C. a- le dukán-ı mehmí bum.

2. Substitution Drill:

Model:  čít kîrd lewe.

nusî
kîrî
bîrî
3. Round Drill:
Model: Q. čít kīrd lewe.
A. nānīm xward lewe.
Answer all the questions formed in drill No. 2 in a way similar to the model shown above.

4. Substitution Drill:
Model: čāwīm be báwki kewt.
dāyki
xōški
bīrakéy
to
kītebeké
řōsmek-ī jwān
dū pyawu sē žīn
mamwēsta barān
xōške pexšān
kāk relf
5. Substitution Drill:

Model: legel čəŋ bəradərekya  ču bə bazar

řoyšt
hat
dáníšt
kি́ří
dэраи xwend
нăнä xward
yarî kýrd
goranî wît
gwëy gîrt
fёр-i kوردî bu

6. Substitution Drill:

Model: čүн ʧî bкен

čawořëtan
yarî
surälyan le
čäki
Ӄiš
pyasé
qse
qséy legel
këbab drust
Ӄišëke towaw
7. Substitution Drill:

Model:  \( \text{?éwaniš hêz ŋeken legel ?éme bîčín.} \)

\( ?éman \)
\( kuřán \)
\( kuřekán \)
\( žînán \)
\( žînekán \)
\( mînalán \)
\( mînalëkán \)
\( pyawán \)
\( pyawekán \)
\( bawkekán \)
\( daykekán \)
\( kîčán \)
\( kîčekán \)
\( biraderán \)

8. Substitution Drill:

Model:  \( \text{?ëbe lerè čaweréyan bîkeyn tâ yèn.} \)

\( \text{lewé} \)
\( \text{le mâlëwe} \)
\( \text{le bazár} \)
\( \text{le žîrewé} \)
\( \text{le čayxané} \)
\( \text{le bâx} \)
\( \text{le sinemá} \)
le zutéll
la-i tó
la-i ñehmóí
la-i hewzeke
lesser girdeké
lesser saweké
lesser šaxeké

9. Substitution Drill:
Model: kwá kîtebekóì

kuř
kîč
nan
qelém
deftér
xonjér
opotombíl
 kirás
řoffq
 jerídé
bîrá
* báwk
* dáyk
* xôšk

* These forms do not take -oke when showing possession.
Round Drill:
A. q- kwá kýtebekém?
B. a- ʁewetá kýtebekey
  q- ʁey kuřēkám kwa?
C. a- ʁewetá kuřekey

10. Substitution Drill:
Model: ʁelf ta ʁestá lerēbu.

ʁfəmo
dwēne
seřat dé
seřatek lemewpeš
beyanĩ
niweró
ɔsĩr
ʁewaré
dwai niweró
dwai ɔsĩr

11. Substitution Drill:
Model: ʁew wïti leré nán ʁexom.

dáʁenišim
ʁebĩm
gwé ʁegrĩm
ʁenũm
ʁaw ʁexomẽwe
12. Substitution Drill:

**Model:**

hejsaw royšt bēlam wīti se sēratī-tīr ṭegeřmew.

nāni xward
čāy xwardewe
gwēy girt
kītebekōy xwend
dersekōy nusi
tōzek dānīšt
xenjēreki kīři
sēlāmi kīrd
hat
qēlemekōy hēlgīrt
čāki kīrd

13. Substitution Drill:

**Model:**

kewata mumkīne legel ṭōw kuřanē bet.

ṓwan
ṓman
ṱemō
pyawekān
14. Substitution Drill:

Model:  gameObject substitute le bken

 selámek
 mérhebáyek
 čaw
 čožbáš
 tka
 pírsyárek
 hez

15. Substitution Drill:

Model:  gameObject change substitute le bken le babet  americán

 eworkpá
 turkiyá
 mežú-i  americán
 şedeb-i  kemwêlatè
 mevwá-i  kém jumlàne
 mežú-i  rûsyá
16. Substitution Drill: Make additional changes as necessary.

Model: ^©w kurana xelq-i kwen.

©w kuře
©ewpyawé
to
mën
©ew
©éwan

17. Substitution Drill:

Model: boçi ©eyanewé bîčin bo ©emriká?

héz ©eken
ärezi ©eken
niydzyan høyë
umédyan høyë
hówl ©eden
©èbë
çaawë ©eken
biyáryyan da
©etwanën
mumkëne
18. Substitution Drill:

Model:  wáte'egem rhéméiš ñeyewe biche bó ñemerikà.

kerím
ñazá
daná
dará
pexšán
perixán
jemál
fu'ád
ñeli
jorj

19. Substitution Drill:

Model:  ñeli ñele parém niye.

nan
jîl
kitëb
defër
nimtimhân
ders
qelêm
bawîk (bawk-)
bîra
kayëz
su'âl
255
20. Substitution Drill:
Model: bəwki ʃər ʃəwlemənə

feeqfr
čak
baʃ
pyaw-i čak
pyaw-i baʃ
dirəz
kurt
qeləw
ziɾəə
xoʃewfəst

21. Word Formation Drill:
Model:

a. bawık  bawkim  bawkit  bawki  bawkman  bawktan  bawkyan
dayfk
xuʃik
xal-
mam
naw

b. bɨɾə  bɨɾakəm  bɨɾakət  bɨɾakəy  bɨɾakəman  bɨɾakətan  bɨɾakəyan
kɨtēb
qələm
22. Substitution Drill:
Model: A. َءَبَرُ َيْمِسَل دُرِّصَ َءَصَّ بَو َءَمِرِيْكَ.

*قَرَّ َلَبْنَانَ َتُرْكِيْ َرَأْنَ َنْيَوْرِكَ ْبَّيْرَ َرُسَيْرَ َثِلْمِانْيَ َفَرَّنْسَ ْمِسِرَ

B. Repeat the drill above, changing the various sentences to agree with the various pronouns.
Example: مَنّ --َءَبَرُ َيْمِسَل دُرِّصَّيْم َءَصَّيْم بَو َءَمِرِيْكَ.

23. Substitution Drill:
Model: َءَبَزَانْيَم دُرَءَصَّيْم َكَيْكَيْكَة زُر زِيْرِكَ.

*ءَخَيْ َءْيَزَانَيْ َفَيْرَ ْءَبَيْ 257
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.")

7. Very good, I also want to go to the Club, because I want to see my friend there.
Lesson IX

A. Basic Sentences

dārs-i noēm
bōbu qutab-e-kān

?ewē
?ewē qutabīn

1. ?ewē qutabīn le sīnf-i
pënj-i sanwīn. le
sulaymānī ʿəxwenīn.

You are students in the
fifth class of secondary
school. You are studying
in Sulaimanīa.

?ətanewē (foll. by subj.)
you want (pl)

?ətanewē bīčīn bō
?amērikā bīxwēnīn

pās ʿewē

pās ʿewē-i (fol. by subj.)
after (conj.)

pās ʿewē-i dē[rē]čīn
paš ʿewē-i ʿīmsal-
dē[rē]čīn

paš ʿewē-i ʿīmsal-
dē[rē]čīn le mēktēb

You want to go to America
to study after you have
succeeded in school this
year.

2. ?ətanewē bīčīn bo ʿamērikā
bīxwēnīn, paš ʿewē-i ʿīmsal-
dē[rē]čīn le mēktēb.

You want to go to America
to study after you have
succeeded in school this
year.

Ninth Lesson
Bob and the Students
you (pl)
you are students
zīmān language

zīmān-i ƞlizī the English language

zīmān-i ƞlizītan you have studied the

xwendīwe English language

wewa hēmītan zīmān-i you have all studied the

ƞlizītan xwendīwe the English language

bēlam ǝbe tozek but you should learn

baštīr feribin it a little better

3. wewa hēmītan zīmān-i You have all studied English,

ƞlizītan xwendīwe bēlam but you should learn it a

ǝbe tozek baštīr feribin. little better.

lābōrōwē for this reason, therefore

xəřīk busy at, engaged in

xəřīk[bbc]bīn (foll. by subj.) that you (pl) get busy,

that you (pl) get busy,

start working on

lō̆rēstāwe from now, as of now

lō̆rēstāwe xərikbēn that you (pl) get busy

on it as of now

lō̆rōrōwē lō̆rēstāwe that you therefore get busy

on it as of now

xərikbēn
for this reason you should get busy learning it better as of now.

in order that

that you (pl) not see
difficulty, trouble

that you not encounter
difficulty

that you not encounter
any difficulty

Therefore you should get busy learning English better as of now so that you won't encounter any difficulty there.

they take you (pl)
easily

they will accept you easily
college

the colleges

the colleges will accept you easily
If you know English well, the colleges will accept you easily.

If you know English well, the colleges will accept you easily.

If you know English well, the colleges will accept you easily.

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If you know English well, the colleges will accept you easily.

If you know English well, the colleges will accept you easily.
6. zîmân-i ٰینلیزن ۲هٰم نفیز bo ًئوے; ٰئتوانین be mawêyek-i kém be bašî feribîn.

hemîtan all of you (pl)
kûrdîn you (pl) are Kurds

7. ٰئوے hemîtan kûrdîn. You are all Kurds.

ٰعمّد hope
ٰعمّد ٰہیه (fol. by sub.) there is hope
ٰعمّدتان ٰہیه you (pl) have hopes
ٰعمّدیشتن ٰهیه you also have hopes
xîzmêt service
xîzmêt bîken that you (pl) serve
wîlatekétan your (pl) country
xîzmêt-i wîlatekétan bîken that you serve your country
ٰعمّدتان ٰهیه xîzmêt-i you also hope to serve
wîlatekétan bîken your country
gēranêwê to return, come back
gēranêwêtan your (pl) coming back
8. ṭumédištán hëyë xīzmét-i
wiłatekštán bikën dwáy
géranewéstan le ṭeméríká.
You also hope to serve your
country after you have returned
from America.

gën (genján)
youth, young person

gën-jí ṭemšarë
the youths of this city

gën-jí ṭem sarën
you are the youth of this city

9. ṭewe gën-jí ṭemšarën.
You are the youth of this city.

hówl
endeavor

bîën [bídën]
that you (pl) give

hówl bîën
that you (pl) endeavor

ATABASE hówl bîën
you should endeavor

peškwétín
progress

bo peškwétín
for progress, in order to progress

 DATABASE hówl bîën
you (pl) should work hard

bo peškwétín
in order to progress

bîlái
scattered
bîlâw kirdin

to scatter, spread

zanyari

knowledge

bîlâw kirdin-i zanyari

spreading knowledge

bo bîlâw kirdin-i zanyari

in order to spread knowledge

10. ȅbe hówl bîen bo pëš kewtînu, You should try hard to progress bô bîlâw kirdin-i zanyari. and spread knowledge.

jamisë

university

jamisëkân

the universities

yêke le jamisëkân

one of the universities

le yêke le jamisëkân-i

in one of the American

ämërikâ

universities

bîxwene

that he study

kimyá

chemistry

?):yewe kimyá bîxwene

he wants to study chemistry

?):yewe kimyá bîxwene le yêke le jamisëkân-i

He wants to study chemistry at one of the American

ämërikâ.

sêli- refîqtan

your friend Ali

sêli- refîqtan ?:yewe kimyá bîxwene

your friend Ali wants to study chemistry
11. ṭeell- ūrefīqtan ṭeyewe kimyā bīxwene le yēke le jamīčekān-i ămerikā. Your friend Ali wants to study chemistry at one of the American universities.

fizyā  physics
fizyā bīxwene  that he study physics
bīfyyār  decision; resolution
bīfyyāri dawe  he has resolved, decided
bīfyyāri dawe fizyā bīxwene  he has decided to study physics.

12. bēlam dara bīfyyāri dawe fizyā bīxwene. But Dara has decided to study physics.

bīradder-i mīn  my friend
bīradder-i mīnīn  you (pl) are my friends

13. ṭewo hemītan bīradder-i mīnīn. You are all my friends.

ṭewo ṭečīn le wilatekē-i mīn ṭexwenēn you'll go study in my country
pēm xošē  it pleases me
zōr pēm xošē  it pleases me very much
ke ṭečīn  that you are going
It pleases me very much that you are going to go and study in my country.

They live in New York City.

My father and mother live in New York City.

New York is the biggest and most pleasant city in America.

It is a million.

It is ten million.

About, approximately.

It is about ten million.
The number of inhabitants in this large city is about ten million.

My brother resides in Detroit.
ke at the time that
géystín you (pl) arrived
ke géystín when you arrive
géystne SUMERIKÁ you arrived in America
ke géystne SUMERIKÁ when you arrive in America
bo?ewey yarmatítan bĩa in order for him to help you
ke géystne SUMERIKÁ when you arrive in America
19. KEMHEFTÈYÈ KAYÉZÈK KENUSÍM I'll write a letter to my father
bo bawkim bo?ewey yarmatítan this week so that he may help you
bĩa ke géystne SUMERIKÁ. when you get to America
leréwe from here
20. SUMERIKÁ ZÔR DURE LERÉWE. America is very far from here.
papóř ship
be papóř by ship
be papóř bïcîn bû ñewe that you (pl) go there by boat
teyaré airplane
be teyaré by airplane
yá be papóř yá be teyaré either by ship or by plane
that you go there either by boat or by airplane.

21. So you should go there either by boat or by plane.

quick, fast

quicker, faster

it is faster

it is more pleasant and faster

airplanes are more pleasant and faster

cheap; inexpensive

it is cheaper

Ships are less expensive.

It is less expensive by ship.

22. I believe it is cheaper by boat, but it is more pleasant and faster by plane.

came by plane

came to Iraq by plane
it took sixteen hours from New York to Baghdad

I came to Iraq by plane. It only took sixteen hours from New York to Baghdad.

I return; I go back

I go back to America

Next year I'm going back to America too.

there; in that place

I'll see you there.

necessary

it is necessary

that you write letters

that you write me letters
it is necessary that you
correspond with me

You must write me when you
get there.

drés

drésékántan

drésékántan býaním

I'd like to know your
addresses

in order that I write

in order that I write letters

in order that I may write

you too

You arrived
You arrived there

when you have arrived there

in order that I write

you (letters)
27. Because I'd like to know your addresses so I can write you too.

first

Because I'd like to know your addresses so I can write you too.

the first year

Because I'd like to know your addresses so I can write you too.

It is possible that you will encounter a little difficulty.

It is possible that you'll encounter some difficulty the first year.

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, you might have some difficulty the first year.

Since studying is done in English in America, you might have some difficulty the first year.
29. "bblam dway ṭewe ṭasán ṭobe. But it'll be easy afterwards.

gumân

gumân nfyê

gumânîm nfyê

muweffêq

muweffêq ṭebîn

gumânîm nfyê muweffêq ṭebîn

dêrs xwendîn

 xeřk-i dêrs xwendîn bîn

hêwl bîen

reqer hêwl bîen

reqer hêwl bîenu xeřk-i dêrs xwendîn bîn.

30. gumânîm nfyê muweffêq ṭebîn. I have no doubt you will succeed

reqer hêwl bîenu xeřk-i dêrs xwendîn bîn. if you work hard and apply yourselves to your studies.
Sentence Resumé – Kurdish

1. Hewew qutabin le sinfi-penj-i sanewin. le sulaymani xewwenin.

2. Gotanewê bîçin bo ûmerîka bixwênin, pâş ûewê-i îmsal dérçin le mekteb.

3. Hewew hemîtan zîman-i xulizîtan xwendîwe belam webe tozek bastîr feribin.

4. Lêberêwe ûebê lepestâwe xerîkbin bastîr feribin bo ûewey lewe hêç zêmên nêbinên.

5. Ëeger xulizî bas bizarin, kulliyekan be zasanî wîrtan-xeğrin.

6. Zîmanî xulizî zêhmên nîye bo ûewê; ûetwanin be maweyek-i kêm be bâşî feribin.


8. XumêDISTAN heyê xizmêt-i wîlatekêtan biken dwray gêranewê-tan le ûemerîkà.


10. Ùewê hêwî bîen bo pêş kweitînu, bû bîlâw kirdîn-i zanyari.

11. Ëelli- ñefîqtan ûewêwe kimyà bixwene le yêke le jamîcekân-i ûemerîkà.


13. Ùewê hemîtan biradêr-i minîn.

14. Min zîr pom xoşê ke ûewê ûeçîn le wîlatekê-i min xewwenin.

15. Bâwkîmu dakyîm le şar-i nyuyórk ûezîn.

17. زمارة-ي دانيستوان-ي زمارة بعدرية تنبيقين در مليون.

18. بيراكيم لي دينرية دافنيشتس.

19. مهمهطفه ينوك زمانيم بو بانكيم بوهويي ياربيتان بناد كا هويطن زمانيرك.

20. زمانيرا زور داره أيلو.

21. كواتا يب يب بهدري يب بهزاره بوده بو يب.

22. وابزينيم بهدرين هزناره، بيلام هزاره نوستير بونرافي.

23. من بهزاره هايم بو كر. تنها شانز سرتاي بيرد لد نويوركويي بو بيا.

24. ساك-يتر مينيس يغضرونبو بو زمانيرا.

25. لوهي زتانرينيم.

26. ديفست كرايزييم بو بيرسنين كا هويطن يب.

27. دنجمه هيز يكيم يدرسنكانتان بيزانيم بوهويي ميني ينوكهزايتان بو بيرسنين.

28. هابيرهويي دوين بو زيمان-ي يجليزييي له زمانيرا، أدهيقه يهويي سال توكي زغمات بيينين.

29. بيلام دويس يب زساني يب.

30. جمانيم نيا منويفن بلاين يفار دنوي بوين ستيرك-ي دارس دوينبین.
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

hīndīstān  
India

Adjectives

naxōš  
unpleasant

selamēt  
safe
C. Notes.

1. The Infinitive

The Kurdish infinitive is identified by the suffix -\textit{\textit{in}}/-\textit{\textit{n}} on the past stem of the verb, as

\begin{itemize}
  \item xwendin \textit{to read; to study'}
  \item dors xwendin \textit{to study'}
  \item pak kirdin \textit{to clean'}
  \item pes kowtine \textit{to advance; progress'}
  \item bilaw kirdin \textit{to spread s.th.'}
  \item ser dan \textit{to visit'}
  \item hatin \textit{to come'}
  \item cun \textit{to go'}
  \item gera\textit{newe} \textit{to return'}
\end{itemize}

The removal of the infinitive suffix gives the past stem, e.g., xwend, kird, kewt, hat, cu, gera. Note that stress distinguishes the forms hatin 'they came' and hatin 'to come'.

The infinitive is a noun, and is used as such. In this lesson it is used as object of preposition:

\begin{itemize}
  \item dway gera\textit{newetan} \textit{after your return'}
  \item bo peskowtine \textit{for progress'}
  \item bo bilaw\textit{kirdin-i zanyari} \textit{for the spread of knowledge'}
\end{itemize}

as subject of clause:

\begin{itemize}
  \item xwendin be \textit{\textit{nylizfa}} \textit{Studying is (done) in English'}
\end{itemize}

or joined by izafa as a modifier:

\begin{itemize}
  \item xorik-i dersxwendin \textit{busy studying'}
\end{itemize}

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: -ın/-n. In this lesson we have the following examples for the present tense:

Consonant stems: ębin', bibin', bin; ęxwenin', bixwenin'; ęčin', bibčin', čin; bibinin', ębinin'; ętwanin'; bızanin'; binusin'; kürdin'.

Vowel stems: ęčin = bıden; qutabin

Kurdish 'you want' is ęetanewé; the form ębinin is negative subjunctive. The prefix ę- being used in the present tense to signal this form.

In the preterite tense we have the form gęysṭnə, which is gęysṭin '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:

hátin    'you came'    čın    'you went'


a. Inflections. The present tense is formed by the aspect prefix ę- 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:
-bin-    'to see'

Vowel stem:
-ke-    'to do'

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Remarks: The -t of the second and third persons singular is omissible, unless the verb receives a suffix (e.g., -swe, -s, -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 -o- and -a- take the suffix-at, while all others take-et; -o- changes to -at before -at and -et, and -a- is lost before -at.

Four verbs require special note: the verb hatin' to come' has an irregular present stem -ye-(also spelled -ye-), and does not take the aspect prefix -e-; thus, yam'I come', yam '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: vemat, vemat, neyewat, etc. Subjunctive: bimewat, etc.

bin 'to be' is suffixed to its predicate to mean 'is/am/are': cakim, cakit, cake, etc. The third singular suffix -e 'is' is replaced by -eti after the third person singular pron. suff. -y: ryawe 'He is a man.' but ryawet 'He is his man.' (i.e., servant). This verb has an alternate stem -a-, as in sabim 'I will be', sabit, sabit, etc.; this stem denotes future as opposed to present time. It is also used for the subjunctive: babim, 'that I be', etc. The independent forms are hem 'I exist, I am', hayt, haye, heyn, heyn, heyn.

habin 'to have' is the verb bin 'to be' plus he-, but inflected with pronominal suffixes (prepended), as xeyjirim haye 'I have daggers.'; xibe xeyjirim xibe 'I must have daggers.' Subjunctive is hemset, etc. The independent forms are hano 'I have', hete, hayeti, haman, hante, haya.

b. Negation. The present tense has three negative prefixes: -a- for the indicative, -e- for the subjunctive, and -e- for the imperative (for which see p 212).

The negative forms of the verbs occurring earlier in this section are nabim 'I don't see'; nakam 'I don't make'; nayen 'I don't come'; vemat 'I don't want'; rim 'I am not' (-it, nite, rit, nit, rint); nabim 'I will not be'; and nime 'I don't have' (nite, nityeti, nimate, nitane, nitane).

The Direct Object, if pronominal, is inserted before the stem, as veyoxom 'I eat it', vayoxom 'I don't eat it'.

The simple verb can be expanded upon by suffixes ('post-verbals': see p. 154.), as -swe '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 
ha₇î řozek ders 'æxwenim 'I study every day'; progressive action, as 
æi ʊəxoy? 'What are you eating?' and future action, as 
šbæxe ϭæčim bɔ mɛktɛb. '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

bäs-i kurdustán ʊəka. 'It discusses Kurdistan.' 
sær-i yané ʊədeyn. 'We'll visit the Club.' 
xizmét-i wîlatékátan ʊəken. 'You are serving your country.' 
čón bîləw-i zanyari bəkəyən? 'How can we spread knowledge?' 
dwene lo ytutelêké çawære-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

qestá básí ʊəka. 'He's discussing it now.' 
sibéyən ʃorýan ʊədeyn. 'We'll visit them tomorrow.' 
bîləwî məke. 'Don't let it become wide-
spread.'
D. Exercises

1. Substitution Drill:
   Model: rewê qutabın le sulaymanî ṭexwenên.
   mín
tó
 rew
 remé
 réwan
 hemîtan
 rémkurânê
 hemîman
 míniş
 biraderekanîm

2. Substitution Drill:
   Model: rewê bîčin bo remerkâ bîxwenên.
   remewê
 rewô
 remanjewê
 rewê hêz rewên
 mumkîne remê
 rewêngjanê reyanewê
 biryârmân dâwe
 biryâri dâwe
 hêz rewên

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3. Substitution Drill:

Model:  

Rewe hemútan zìmàn-i wëlizitan xwendíwe.

Emá
qutabekán
mannwostakán
pyawekán
Rewe
mín (omit hemú)
tó
Rew
Rew k’éčè

4. Substitution Drill:

Model:  

Rewe fëribin

xorik...bìn
čák...býken
bàsh...býkém
sér...bídem
pišán...bídem
pìrsyár...lè bkém
suvál...lè bkém
selám...lè bkém
róžbàsh...lè bkém
5. Substitution Drill:

Model:  veyanwe zefmen nebinin
       çawere biken
ders bixwenin
nan bixon
yarif biken
pyase biken
gise biken
pishani biden
derga bikene}

6. Repeat the following sentences, changing the underlined portion of each to all persons and numbers.

a. be vasanif wortan vegrin.
Example: be vasanif wertimvegrin. 'They will take me readily'.

b. veger viglizi bas bizanin, kulliyeyan be
   vasanif wortanvegrin.

7. Substitution Drill: Make all other necessary changes.

Model:  zimn-i viglizi zehmen nyse boveve, vetwanin bas
        feribin
        min
        to
        vaw
        vamkuRe

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8. Substitution Drill:

Model: (game) umedistan xizmat-i wilatokotan bikom.

(min) = umedisim xizmat-i wilatokem bikem.

(to)

game

game

game

game

game

(xot) = umedisit xizmat-i wilateke-i xot bikeyt.

(xom)

(xoy)

(xotan)

(xoman)

(xoyan)

qutabekan

9. Substitution Drill:


wilat

mal
b. Repeat the above sentences with all the other personal pronouns.

    e.g.: min gën-i gënbarém.

10. Substitution Drill:

    Model: dara bi'yari dawe fizyä bixwene.

    mën
    tò
    réw
    rémë
    hemitan
    rewë
    hemitan
    réwan
    hemiyän
    rémgënjânë

11. Substitution Drill:

    Model: humitan biradër-i mënin

    réw
    rémë
12. Substitution Drill:

Model: ži̧marè-i danistwàn-i ŋamšarè nizikéy dé milyonë.

bëwwîlatè
šar-i nyuyôrk
šar-i wàshïnto
konyo
peràn
wilatëkèm
šarëkèm
šarëkò

13. Substitution Drill:

Model: bìrákèm le dìtroyt daveniše, bèlam bàwkìm lere ẹdzi.

mìn
 tô
  bìrákèm
 bāwkìt
dàyki
bìrákòt
 bìrákèm

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14. Substitution Drill:
Model: (γευμέ) boγευμέ γαρμτίταν bίσα ke gευς τη γα ομερικά (mίn)
(tό)
(γευμέ)
(γευμέ)
(γευμέ)
(γευμέ)
(γευμέ)
(γευμέ)
γέμιραδερανέ
gεφίσκακώ
nεμίταν

15. Substitution Drill: Change the underlined portion in
accordance with all the pronouns.
Model: kεωτά γεθε yά bε papό rύ bε τεγάρε bίčιn bό γευμέ.

16. Substitution Drill:
Model: mάβζανιμ bε papό hερζαντίγε.

χός
bάς
gίραν
xερά

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17. Substitution Drill:

Model: tenhá şarzé sevat-i biyrd le nyuyórkəwə bo beya.

ditroyt
wáshinton
tokyó
sanfransiskó
mεšigén
teksás
lendén
parfs
romá
tarán

18. Substitution Drill:

a. Change the names of the countries in the following sentence.

Model: xwendín be zimán-i vignizíye le vemeriā.

želemání
zerebi
kurdí
řusí
b. Repeat the model sentence above in the negative.

Ex.: xwendīn be zīmān-i ārulizā nīye le ūmerikā.

19. Substitution Drill:

Model: fumanīm nīye mweffeq əebīn əeger hēwī bīden.

mweffeq əebīm
pēs əekəwit
čák əee
dəreqēn
dəreqēn
əečīm
fəreqēm
fəreqēt
čaktīr əebīt
bās əebīt

20. Substitution Drill:

a. Model: xərik-ı ders xwendīnben

sərī kīrdīn
həwldān
qīš kīrdīn
kayez nusīn
qīse kīrdīn
b. Repeat the above drill changing the verb into past tense as in the example given below.

Ex.: xerik-i dors xwendínun 'They were busy studying.'


<table>
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<th>ʔéme</th>
<th>ʔewé</th>
</tr>
</thead>
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<td>ʔéme:</td>
<td>ğin</td>
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<tr>
<td>ãenusin</td>
<td>ãenusin</td>
<td></td>
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<tr>
<td>ʔewé:</td>
<td>ğin</td>
<td>ğin</td>
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<td>gwéegrin</td>
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<tr>
<td>ãečín</td>
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<table>
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<th>Vyn</th>
<th>ʔewé:</th>
<th>Vn</th>
</tr>
</thead>
<tbody>
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<tr>
<td>ãekén</td>
<td>ãekén</td>
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<tr>
<td>ãeléyn</td>
<td>ãeléyn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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

ders-i dé

seyrán

Tenth Lesson

A Picnic.

rőže [rőžek]

řože le rožán

bíryárman na [bíryárman da] (fol. by subj.)

bǐčin bô seyrán

bíryárman na bǐčin bô

seyrán

to go on a picnic

we decided

1. řože le rožán bíryárman na

bǐčin bô seyrán.

One day we decided to go on

a picnic.

řožekéy

its day; that day

xǒzbu

it was pleasant, nice

2. řožekéy zór xožbu.

It was very nice that day.

hěwir

clouds

něbu

there was/were not

əasmán

sky

be əasmánewe

in the sky

be əasmánewe něbu

there weren't any in the sky

hěwir be əasmánewe něbu

there were no clouds in the

sky

barán

rain

tîrs

fear

tîrs-i baran něbu

there was no fear of rain

tîrs-i baranman něbu

We had no fear of rain.

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3. həwir be ʔasmanewené něbu. tős-i baranman něbu.  
There were no clouds in the sky.  
We weren't afraid of rain.

wərz  
earth; land
səwz  
green
səwzbu  
it was green
wərz səwzbu  
the land was green
hemiy  
all of it
wərz hemiy səwzbu  
the land was all green
hóbu  
there was/were
gül-i jwán le hemi jėgayek hóbu.  
There were pretty flowers everywhere.

There were no clouds in the sky.
We weren't afraid of rain.

4. wərz hemiy səwzbu, gül-i jwán tle hemi jėgayek hóbu.  
The land was all green and there were pretty flowers everywhere.

kurtí  
shortness
bəkurtí  
in short, in brief
tőř  
damp; wet
təɾu xős  
wet and pleasant
bəharek-i təɾu xősbutu  
It was a wet and pleasant spring

In brief, it was a wet and pleasant spring.

We were four persons.

swář  
rider
swářbuyn  
we rode, we mounted
swář-i ʔutumbíl buyn  
we got into cars
swář-i ʔutumbílek buyn  
we got into a car
Serchinar (a park near Sul.)

we went to Serchinar

We got into a car and went to Serchinar.

We played until we got tired

we swam there

we swam and played there until we got tired.

we ate, dined

we ate at twelve o'clock

it became 12 o'clock

When it was twelve o'clock we ate.

rest, break

we rested, had a rest

afterwards
10. dwaí ʁisrahé̄tman kïrd. Then we had a rest.

taqi̮m

taqi̮mek

taqi̮mek-ití̄r

taqi̮mek-ití̄r hatĩn bo ʁewé another group came there

11. niweFo taq̣imek-ití̄r hatĩn Another group came there
bo ʁewé.
at noon.

čâyan xwardewe they drank tea
leqel ʁemê čâyan xwardewe they drank tea with us
meléyan kïrd they swam, took a swim
ʁewáníiñ meléyan kïrd they too swam

12. ʁewáníiñ meléyan kïrdu leqel They too took a swim and drank
ʁemê čâyan xwardewe tea with us.

peḳewe yarîman kïrd we played together

13. pâš ʁewë peḳewe yarîman kïrd. After that we played together.

xộẓman ʁabward we had a pleasant time;
we spent the time pleasantly

xộẓman ʁabward tâ ʁewaré we had a pleasant time until
evening

14. be ʁastí xộẓman ʁabward We really had a nice time up
tâ ʁewaré. until evening.

goräynëwe we came back; we returned

be yutumbilaké̄man we came back in our car
goräynëwe
15. se'at šéš-i rewarè be tutumbilekéman geřaymewè.

six in the evening
six o'clock in the evening
We returned in our car at six o'clock in the evening.

16. tutumbilekè tazèbu.

The car was new.

17. tutumbilekè hi rehmeš bu.

The car was Ahmed's.

18. bawki tazè bòy kirišbu.

His father had recently bought it for him.

19. wábzanišm be čarèk seřatek geŷšine nàw šár.

I believe we arrived in town in a quarter of an hour.
We had played so much that we were very tired.

Everyone went to his own house.

That night I slept very well until morning.

I remember that picnic.
xošī

tá ꠙestā xošī-
 Semaphore le bīre.
pleasure

I still remember the
pleasure of that picnic.

23. be řasti tá ꠙestā xošī-
 Semaphore le bīre.
To tell the truth, I still
recall the pleasure of
that picnic.

eńwseyranem ꠙestās
that pleasant picnic
dās-i ꠙewseyranem ꠙestās
talk about that
pleasant picnic

kē bīradeḵanīm ꠙebinīm
even now
whenever I see my friends

24. ꠙestās kē bīradeḵanīm
c a bīradeḵanīm ꠙebinīm
dās-i ꠙewseyranem ꠙestās
talk about that
pleasant picnic.

kē bīreḵeyn
even now, whenever I see
my friends we talk about
that pleasant picnic.

bīr-ḵeyn
c we think; we recall
dās

days

dās i mekteb
school days

25. bīr-ḵeyn dās i mekteb xuwindīn
We recall our school days

kōn
old

ḵefig-i kōn
old friend(s)

26. dās-i ḵefig-i kōn ḵeyn.

We talk about our old
friends.
qisê-i xôš
qisê-i xôš-i
mamwestakân

pleasant conversation
the pleasantries of the
teachers

27. bâs-i qisê-i xôš-i
mamwestankânman ɂekêyn.

We talk about the pleasan-
tries of our teachers.

bîr
néwbiyeroxošânê
hergîz
nâchnewe
le bîr nâchnewe
hergîz le bîr nâchnewe

recollection(s)
those pleasant recollections
never
they do not go back
they will not be forgotten
they will never be forgotten

Indeed, those beautiful mem-
ories can never be forgotten.

28. be ŋastî néwbiyeroxošânê
hergîz le bîr nâchnewe.
Sentence Resumé - Kurdish

1. Roje le rožan bêryarman na bêçin bô seyrân.
2. Rožekêv zôr xoţbu.
3. Hewîr be xasmânêwe nêbu. tîrs-i baranman nêbu.
4. Îrêx hemûy xewêzbu, gûl-i jwân le hemû jêgâyek hêbu.
5. Bekurtî, beharek-i têrû xoţbu.
7. Swar-i xutumîleku buynu cûyên bô serêînár.
8. Lêwê melêmân kîrdu yarîman kîrda tê hilak buyn.
9. Ke bû be serât dwanxê nânman xward.
10. Dwäî xisrahêîman kîrd.
12. Xewâniş melêyan kîrdu legel zemê câyên xwardewê.
13. Pâş xewê pêkewê yarîman kîrd.
15. Serât šeşê-i xewarê be xutumîlekêman geraynewê.
16. Xutumîlekê tazêbu.
17. Xutumîlekê hi xêmêmê bu.
19. Wabzanîm be çarêk serâtêk xevêstine nêw xar.
20. Xewênê yarîman kîrdîbu zôr hilakbuyn.
22. Xewêwe min zôr bâş nustîm tê beyanî.
23. Be ûrstî tê xêstê xoşi-xewseyranêm le bîre.
27. Bâs-i qîsê-i xoşî mamwêstakânîm xêkeyn.
28. Be ûrstî xewbirexosanê hergîz le bir nêçnewê.
One day we decided to go on a picnic.
It was very nice that day.
There were no clouds in the sky. We were not afraid that it would rain.
The land was all green and there were pretty flowers everywhere.
In brief, it was a wet and pleasant spring.
We were four persons.
We got into a car and went to Serchinar.
We swam and played there until we got tired.
When it was twelve o'clock we ate.
Then we had a rest.
Another group came there at noon.
They too took a swim and drank tea with us.
After that we played together.
We really had a nice time up until 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.
I believe we arrived in town in a quarter of an hour.
We had played so much that we were very tired.
That is why everyone went to his own house.
That night I slept very well until morning.
To tell the truth, I still recall the pleasure of that picnic.
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 pleasantries of our teachers.
28. Indeed, those beautiful recollections can never be forgotten.

B. Additional Vocabulary

Nouns

fósil  
season

téyr  
bird

maň  
noon

helsán  
to get up, to stand up

royštîn  
to go away, to get to move

hatîn  
to come, coming

mustîn  
to sleep, sleeping

daniştîn  
to sit, sitting

řabwardîn  
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: gayštin 'we arrived'
Vowel stem: buyn 'we were; we became'

We now have the complete conjugation of intransitive verbs in the preterite tense; in the following illustrative paradigms, hai in is a consonant stem and cu, a vowel stem:

<table>
<thead>
<tr>
<th>Stem:</th>
<th>hát-</th>
<th>cu-</th>
</tr>
</thead>
<tbody>
<tr>
<td>mÎn</td>
<td>hátÎm</td>
<td>cu'n</td>
</tr>
<tr>
<td>to</td>
<td>hátît</td>
<td>cuyt</td>
</tr>
<tr>
<td>ëemë</td>
<td>hat</td>
<td>cu</td>
</tr>
<tr>
<td>ëemë</td>
<td>hátîn</td>
<td>cuyn</td>
</tr>
<tr>
<td>ëemë</td>
<td>hátîn</td>
<td>cu'n</td>
</tr>
<tr>
<td>ëemë</td>
<td>hátîn</td>
<td>cu'n</td>
</tr>
</tbody>
</table>

Remarks: The inflectional suffixes are not stressed. Thus, hátin = 'they came', hátin = 'to come'. The suffixes for ëemë and ëemë 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, kawt 'he fell' is intransitive, while xwárdi '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:

barki tazé bòy kířibu. 'His father had recently bought it for him.'

kířibu is past perfect tense 'had bought'; preterite is kíři 'he bought'. Now consider these variations on this theme:

bóy kíři. 'He bought it for him.'
bóy kířin. 'He bought it for me.'
bóyan kířin. 'They bought it for me.'
bóyan kířin. 'They bought it for us.'
bóm kířit. '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 bö. 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 ví́tí təy. 'I said 'No' to you.'
čít ne ví́tí? 'What did you say to me?'
dáykyan kehábi bo kírdín. 'Their mother made Kabob for them.'
kayézekín bo nardi. 'I sent you a letter.'
bé báñki wí́t... 'He said to his father...'
pey wí́t... 'He said to him...'

This construction occurs in all past tenses:

pem táýt. 'I gave it to you.' (preterite)
veginá pem vezáýt. 'Otherwise I would have given it to you.' (imperfect)
pem táňuyt. 'I had given it to you.' (past perfect)

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

\[
\text{čáwím be báwki kowt.} & \quad \text{'I saw his father.'}
\]
\[
\text{suvál le mamwestá əkəyn.} & \quad \text{'We're asking the teacher some questions.'}
\]
\[
\text{gwe le mamwestá vəgrim} & \quad \text{'I'll listen to the teacher.'}
\]
\[
\text{gwémin le mamwestá girt.} & \quad \text{'I listened to the teacher.'}
\]

When the direct object is a substantive (which includes independent pronouns such as min, 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, lagal, 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:

\[
\text{žemwe čëŋ suválk le jwán} & \quad \text{'I want to ask Jwan a few questions.'}
\]
\[
\text{žemwe čëŋ suválkit le} & \quad \text{'I want to ask you some questions.'}
\]
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 lo 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. suválakín le to kîrd.
   b. suválakín le kîrdit.

2.a. gwéyan le zemó kîrd.
   b. gwéyan le kîrdin.

3.a. bo daráy gwe le namwestakán gîrt.
   b. bo daráy gwe le gîrtin.

'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.'
a. salámyan lə fuṣád kīrd. 'They greeted Fuad.'

b. salámyan lə kīrd. 'They greeted him.'

d. Now, finally, reconsider the first sentence in this section: čáwim bə báwki kəwt. Since kəwtin 'to fall' is an intransitive verb, this expression does not follow the above rules for transitive clauses. Thus, 'I saw him' is čáwim pey kəwt, and 'I saw them' is čáwim peyan kəwt.

4. lə birme. This expression, which means literally "It is in my mind." is rendered in English "I remember it." The pronominal suffix is preposed to an earlier word in the clause, including the subject itself: ʔəwəyəram lə bɪrə. 'I remember that picnic.' The negative of this is lə bîr čūnəwə, as lə bîrîm čūnəwə 'I have forgotten it'.
D. Exercises

1. Substitution Drill:

Model: ūfže le ūfozán birýárman na bíčin bo seyrán.

šéwe
sále
kuře kurekán
žine
mamwestáye
sé minal
taqîmek kíc
čen pyáwek
qutabíye
čen qutabíye

2. Substitution Drill:

Model: ūfozakéy zór xožbu

šów
sál
rewaré
fésïl
beyání
bêhár
hawín
zîstán
payfz
3. Substitution Drill:

a. Model: \( \text{hèwir be } \text{rasmànewe nébu}. \)

\( \text{teyaré} \)
\( \text{téyr} \)
\( \text{ťesteré} \)
\( \text{màq} \)
\( \text{hèwir} \)

b. \( \text{hèwir le } \text{rasmàn[da] nébu}. \)

\( \text{pyáw} \quad \text{šár} \)
\( \text{žín} \quad \text{màł} \)
\( \text{kíc} \quad \text{màktéb} \)
\( \text{qutabí} \quad \text{síníf} \)
\( \text{kítéb} \quad \text{kítexáné} \)
\( \text{kész} \quad \text{baxeke} \)
\( \text{nàn} \quad \text{màł} \)
\( \text{pexšán} \quad \text{žureké} \)

4. Substitution Drill:

a. Model: \( \text{gùl-i jwán le hëmù jegayek hëbu}. \)

\( \text{kùr-i bàš} \)
\( \text{mamwestà-i čák} \)
\( \text{kítèb-i tazé} \)
\( \text{pyáw-i razá} \)
xwardîn-i belezêt
gônj-i zirék
šâr-i jwân
řâfiq-i bâš
kûtêb-i mežû

b. Change the sentences in (a.) to the negative;
Example: gûl-i jwân le hîc jegayek nêbu.

5. Substitution Drill;
Model: (semb) swâr-i jutumbilekê buynu çuyû buynu bo
     serčinár.
     (mûn)
     (tû)
     (jîw)
     (jëwô)
     (jëwan)
     jëwkûrê
     hemûman
     kîchêkân
     hemûtan
     semê

6. Substitution Drill;
Model: (semb) lewe melêman kirdu yarîman kirîd tâ
     hilakbuyûn.
     (sembô)
     (jëwan)
     (mûn)
(tó)
(_rw)
mínutó
kuřekán
pyáwek
býraderekánman
sé kes

7. (a) Change the following sentence for all persons and numbers
and then (b) repeat it in the present tense.

Model:  ke bú be səvət dwaŋzé nánman xward.

Example:  a. ke bú be səvət dwaŋzé náním xward.
          b. ke bú be səvət dwaŋzé nán ṭexom.

"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:  ^israhëtman kyrđ.  (Inf. = ^israhët kyrđîn)

melé kyrđîn
čá xwardnewè
nan xwardîn
qûṣe kyrđîn
helsán
rôyštîn
hatîn
nustîn
dərs xwendîn
b. Repeat the sentences above for first person and third person singular.
Example: dwafi ʾisrahētīm kird.

dwafi ʾisrahēti kird.

9. Substitution Drill:
Model: (ʾemē) xōżman Fabward tə ʾewarē.
(min)
(tō)
(ʾēw)
(tōw ʾēw)
(ʾemē)
(ʾewē)
(ʾōwan)
hemīman
qutabekān

10. Substitution Drill:
a. Model: ʾutumbilekē hi ʾəhmāī bu.

mīn
tō
ʾēw
pyawokē
ʾəhmē-i ṛafīqīm
zhīnekēm
ʾemē
ʾewē
ʾōwan
kē
b. Change the sentences above to the present as shown in the model below:

a) ṭutumbilekē хи ʔe₄māi bu.
b) ṭutumbilekē хи ʔe₄māi [ʔemāde]

11. Substitution Drill:

Model: ɓawki tazé bɔy kīřibu.
Example: mën tazé bɔm kīřibu.
"I had recently bought it for him."

mën
tó
ेw
ेmē
ेwē
ेwan
xáli
māmi
xóman
daŋku ɓawki

12. Substitution Drill: Use the substitution items of the preceding drill.

Model: ेwēnē yarîm kīrdibû zɔr hilakbuyn.
Example: ेwēnē yarîm kīrdibû zɔr hilakbum.

13. Substitution Drill:

Model: herysē չu bo məl-i xoỹ.

hemi kesek
mutsarifekē
14. Substitution Drill:

Model:  

\[ \text{mín zór baş nustİM tá beyani.} \]

\[ \text{remé} \]
\[ \text{tó} \]
\[ \text{rewe} \]
\[ \text{rewe} \]
\[ \text{rew} \]
\[ \text{ówan} \]
\[ \text{birakém} \]
\[ \text{řefiqekání} \]
\[ \text{hemítan} \]
\[ \text{mínalekáním} \]
\[ \text{dáyki} \]

15. Substitution Drill:

Model:  

\[ \text{tá 'està xoší- řewseyraném le býre.} \]

\[ \text{řewdarsé} \]
\[ \text{náwi} \]
16. Word Formation:

a. Model: {\underline{x\text{o}š}} \underline{x\text{o}še} \underline{x\text{o}žbu}

hilák
jwán
báš
řást
čák
\text{\v{e}stá}
šár
qeléw
řefíq
\text{\v{e}mtihán}
jeridé
\text{\v{e}werupá}
leré

d. Repeat the above in the negative.

Example: \underline{xoš} \underline{xožnýe} \underline{xoš nábu}
17. Substitution Drill:


"When I see Dara, I'll say 'Hello' to him."

bīrakét
xuškekéy
bawk-i zana
bīraderekán
źin-i xālīm
hiwā
gužidé
nusereké

b. Repeat the above drill with the following sentence:

Model: ke dará əbiním selámi lè əkəm.

"Whenever I see Dara, I say 'Hello' to him."

18. Substitution Drill:

a. Model: ḍewbiroxošanè hērgiz lè bir nāčnewə.

qīsé
bās
šīt
wūšē
kīteb
daništín
řabwardín
seyrān
b. Change the sentences in (a) to the 3rd person singular:  
Example: ፎԥwiście ከርጉ.Marshal እ የር እርጉ.  

19. Word Formation: Give the negative forms of the following:  
Model: ይርኔው 'they go back' እኔው 'they don't go back'  

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ይርኔው</td>
<td>እኔው</td>
</tr>
<tr>
<td>ይርም</td>
<td>እኔም</td>
</tr>
<tr>
<td>ይርፍ</td>
<td>እኔፍ</td>
</tr>
<tr>
<td>ይርር</td>
<td>እኔር</td>
</tr>
<tr>
<td>ይሸም</td>
<td>እኔሸም</td>
</tr>
<tr>
<td>ይሸንም</td>
<td>እኔሸንም</td>
</tr>
<tr>
<td>ከአደኞ ይሸው</td>
<td>ከአደኞ እኔሸው</td>
</tr>
<tr>
<td>ከአደኞ ይሸም</td>
<td>ከአደኞ እኔሸም</td>
</tr>
<tr>
<td>ከአደኞ ይሸንም</td>
<td>ከአደኞ እኔሸንም</td>
</tr>
<tr>
<td>ከአደኞ እኔሸንም</td>
<td>ከአደኞ እኔሸንም</td>
</tr>
</tbody>
</table>

20. Word Formation:  

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ቤር- ይሸኳ</td>
<td>ይfbeኔና ጽምስ</td>
</tr>
</tbody>
</table>
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

d₂rs-i yarzəhâm

b₂s-i kongrè-i mamwəstayân

govár

dérəčə[t]

govårú rožnamè-i kurdí

govårú rožnamè-i kurdí
dérəčə lêm wîlatê

1. čen̠ govårú rožnamè-i kurdí dérəčə lêm wîlatê?

čwàr pänj

čwàr pänj govar

šëš hówt

šëš hów[t] rožnamè

Eleventh Lesson

Talk about the Teachers' Conference

magazine

it comes out; it is published

Kurdish magazines and newspapers

Kurdish magazines and newspapers are published in this country.

How many Kurdish magazines and newspapers are published in this country?

four or five

four or five magazines

six or seven

six or seven papers
2. čwàr pènìg govàru šès hèw rouchamè.

zhìn life

rouchamè-i zhìn the newspaper Zhin

rouchamèyek-i zhìmí kìri I bought a copy of Zhin.

vìmro rouchamèyek-i zhìmí kìri today.

bàs news, news items

bàs-i xòš interesting news

bàs-i xòš-i tyàbu there were some interesting news items in it

vìmro rouchamèyek-i zhìmí I bought a copy of Zhin today and it has many interesting news items

kìrí, zór bas-i xòš-i tyàbu from those

lewànè it was that

vèwàbu congress, conference

kongrè they hold a conference

kôngrèyek vègrèn the Kurdish teachers will
One of these was that the Kurdish teachers will hold a conference in the Capital of the Republic of Iraq, in Baghdad.

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 Baghdad.
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.
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.

in the entire world, all over the world

especially in these countries

only

learned, educated
the learned ones
mostly, for the most part
they strive for the service of their country, people and language.

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.

they participate
they participate in this conference

How many teachers from this city will participate in this conference?

I have heard it as I have heard it every
he 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
báŋ kírawín
zór kèsís léwan báŋ kírawín
gwéøegrín
hawbeší bken
bé ŋãewëy hawbeší bken
hër dàvenišìnu gwé øegrín

9. bële. zór kèsís léwan báŋ
dàvenišìnu gwéøegrín bëewëy
hawbeší bken le qise kirdìna.

sëřèk
neqabé
sëřèk-i neqabè-i
mamwëstayàn

10. wábzàrìm sëřèk-i
neqabè-i mamwëstayàn

I imagine the head of the Teachers' Union will go to that congress.
Wezír minister
serek wezirán prime minister
zewel řóž the first day
kirdnewé to open
kirdnewé-i kongré to open the conference
zęčet bo kirdnewé-i kongré he goes to open the conference
pár last year
witár a speech
dúru díréž lengthy
jwán beautiful
witarek-i dúru dířežu
jwání xwendewé He gave a lengthy and elegant speech.

11. Béla, serekweziráníš Yes, the prime minister is
zewel řóž řeča bo also going on the first day
Kirdnewé-i kongreké to open the conference. Last
pár witarek-i dúru year he gave a lengthy and
dířežu jwání xwendewé elegant speech.
giftugó discussions
There won't be any discussion.

Then there won't be any discussions the first day?

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

cconcerning 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

eye

I have seen them

I have seen them in the
Let me ask you the meaning of some words which I have seen in the paper today.

I wish I could go to Baghdad, because I have some questions about the Kurdish language. But, as long as you are here, I wish I could go to Baghdad, because I have some questions about the Kurdish language. But, as long as you are here, let me ask you the meaning of some words that I came across in the paper today.

Such as what?

jamhuriyat republic

balyoz ambassador

Such as jamhuriyat and balyoz.

In Kurdish it means "republic".

In Kurdish jamhuriyat means "republic".
balyoz yêçînî seîjî

balyoz means "ambassador".

kemalê zîr vassanîn

these are very easy.

19. kemalê zîr vassanîn. bê

kurdî jemhuriyêt yêçîni

komarî balyoz yêçîni

seîjî.

These are quite easy. komar

means "republic" and balyoz

means "ambassador" in Kurdish.

supâs

thanks

supâsit vêkem

I thank you

zîr supâsit vêkem

I thank you very much

lêmêwdwâ

from now on

manâ

meaning

lêt vêpîrîsim

I'll ask of you

vêgêr mana-i wişêyekîm

if/when I want the meaning of

wîst

a word

vêgêr mana-i wişêyekîm

When I want the meaning of a

wîst lêt vêpîrîsim.

word, I will ask you.

lêmêwdwâ vêgêr mana-i

From now on, if I want the

weşêyekîm wîst lêt

meaning of a word, I'll ask

vêpîrîsim.

you.

20. zîr supâsit vêkem. lêm-

mêwdwâ vêgêr mana-i

Thank you very much. From now

on, when I want the meaning of
a word, I'll ask you.

service

help

for all help, for every kind of help

for every help and service

I am ready to render any kind of help or service.

may you be happy or safe

Thank you.
Sentence Resumé - Kurdish

1. Şêy govarû şewâmê-i kûrdê derêcê lêm wîlatê?
2. Êvêr pênj govarû ûxê liñ wênî şewâmê.
   yêêek lewamê ûewê bu mamwestayân-i kûrd kongréyek zêgrîn
   le paytêtêx-komari ziraq le beyê, bûs-i zîman-i kûrdî
   zeqê.
4. Bêlê wîye, ûmê zêmê kongrêye ke lêm babêtêwê zegire.
   ûewê-i rîshêrêyê, mamwestayân-i kûrd ûbe tébykûsîn bî
   xizmet-i gelêkêyên.
5. Wîbzanîm le hemî jihanaw betaybetî lêm wîlatahêda, hêr
   mamwestayânûn qutabyûn tegeyêstokân bê zori teêkoûsin bô
   xizmet-i wîlátu gûlu zîmanekêyên.
6. Şêy mamwesta lêm şarêwê hawbeşi zeqê lêm kongrêye?
7. Wêku bistûme, hêr mektêbêk nwenerêk ûnere. lêber
   ûewê zîmarê-i nweneran lêm şarê zegate cil.
8. Òy mamwestayân-i ûrêb hawbeşi naxên lêm kongrêye?
9. Bêlê. zûr kêsîş lewam bûj kirawin, bêlam ûwan hêr
   dawênişînû gwêzêgrîn bêzêwey hawbeşi bêkên le qîsê
   kirdina.
10. Wîbzanîm sepêk-i neqabê-i mamwestayân ûcê bo ûewkongrêye.
11. Bêlê, sepêk weziraniş ûewelî rîz ûce bo kirdnewê-i
    kongrekê. pêr wîtarek-i dûrû dérêzû jwânî xwendêwê.
12. Kewatâ ûewelî rîz hîc giftugô nákre?

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14. وکی ژزئی ژمکوئوژزئیت ژسی ژروژ دژوام ژئکا؟
15. ژئژئیم ژیمژک ژسی ژروژ دژوام ژئکات، بژئلام پار ژھفژئیک دژوامی ژکیرد.
16. ژئژیم ژئکیرد بیمتوژیمایه بیژژیم بی بژئا ژچیکسی ژسی پیرسیارژکیم ژهیژلیمبارژی ژیژینم-یک ژکوردژوی. بژئلام ژهتا ژتی لرژیم بی ژمژنا-یک ژسی ژیژیسچیکیت ژلیبپژیرژیم ژک ژیمژروی ژلی ژروژژینمیکی ژچویم ژپژیم ژکوژنیم ژکوژتیمز.
17. وکی ژی؟
18. وکی ژیمژهړیژیمژتو بژلیژوی.
19. ژژمانا ژژرژژژرژمژیژین. بی ژکوردی ژیمژهړیژیمژت ژژینی ژکمژروی بژلیژوی ژژینی ژسچی.
20. ژژرژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژژِ
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 jemhuriyét and balyóz.

19. These are quite easy. jemhuriyét means "republic" and balyóz 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
sərmá cold (noun)
gərmá heat (noun)
kobunwé meeting (noun)
həryeké everyone

Demonstratives

tən this
təw that
təman these
təwan those
ləm (lə + təm) from this
ləw (lə + təw) from that
ləman (lə + təman) from these
ləwan (lə + təwan) from those
<table>
<thead>
<tr>
<th>Verbs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dør kîrdîn</td>
<td>to dismiss</td>
</tr>
<tr>
<td>xerîk kîrdîn bê</td>
<td>to keep (someone) busy at</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrases</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lêmênîzikê</td>
<td>in this vicinity</td>
</tr>
<tr>
<td>lêm nîzikanañêda</td>
<td>in the next few days</td>
</tr>
</tbody>
</table>
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

- te ñaʔšíń 'to understand' --
- teɡəyští 'understanding; learned'
- da ñištíń 'to sit down; to reside' --
- dańiští 'sitting; resident'
- dáñ 'to give' --
- dáw '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 -e. Thus:

**Transitive:**

- bistúme 'I have heard'
- bistítə 'you have heard'
- bistúyəti 'he has heard'
- bistúməne 'we have heard'
- bistítane 'you have heard'
- bistúyane 'they have heard'

**Intransitive:**

- hatúm 'I have come'
- hatúyt 'you have come'
- hatúwe 'he has come'
- hatúmn 'we have come'
- hatún 'you have come'
- hatún 'they have come'

Note in the third person singular of transitive verbs that the copula suffix after -y- is -ətī.

The resultant form after preposing the pronominal suffix is bistúwe, as in

- hemítan ñuqglizuťan xwenduwe. 'You have all studied English.'
bīryāri dawə... '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:

da nistim 'I sat down' - da nistum 'I'm seated'
hat 'he came' - hatūwe 'he's here now'
bistim 'I heard it' - bistumę 'I've heard it'
bū be mamwesta 'He became a teacher.' - būwe be mamwesta 'He has become a teacher (and still is).

2. The Past Perfect Tense.

The past perfect tense is formed by suffixing the form -lbu- 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:

kirdibum 'I had done it' - hātibum 'I had come'
kirdibut
kirdibuy
kirdibumant
kirdibutan
kirdibuyant

Like the English past perfect, this tense denotes a single action completed before another subsequent action in past time.
bawkī bōy kīribu 'His father had bought it for him.'
żewewe yarīma kirdibu '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 supás and tešekkür 'thanks'; pîrsyâr and suvâl 'question'; wotlâm and jêmâb 'answer'. The educated Kurd is at least bilingual—he knows Arabic and Kurdish, and probably English as well. Thus it is natural to explain Kurdish words, as balyoz and komár, in Arabic: safîr 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 dêrêçê lem šare.

   du sé
   penj šêš
   šêš hêwt
   hêwt hêšt
   hêšt nô
   čwarê paçzê
   bis[ł] sí
   si čîl
   seî sôüpenja

2. **Substitution Drill:**

   a. **Model:**  
   (mîn) çîmrî roçnamêyê-i žînîm kîrî.

   (tô)
   (çëw)
   (çêmô)
   (çëwê)
   (çëwan)
   bîradêrekem
   kurdekân
   mamwestakêt
   hêrûkîyan
   şirwân
b. Change the model sentence to the present and then use it with the list of words given in "a" above:

Example: ñimro řožnamêyek-i žín ʁektířim.

3. Substitution Drill:

Model: yêke lewanê řewêbu mamwestayân-i kýrd kongréyek řegrîn

qutabî
génj
pyáw
žín
xwendewár
tegeyštû
pyawčák
muhendisekî
jeridečî
nusér

4. Substitution Drill:

Model: řemê seyêm kongréye ke lem babetêwe řegire.

yêk
dú
čwár
pênj
dé
dwanzê
panzê
5. Substitution Drill:

Model:

\[ \text{wewei aškı́rāye, mamwestayān-i kūrd} \]
\[ \text{wēbe tēbikosın bo xızmēt-i ğeləkəyən.} \]

\[ \text{wemé} \]
\[ \text{wen} \]
\[ \text{wêw} \]
\[ \text{tō} \]
\[ \text{xəlīq} \]
\[ \text{hemimən} \]
\[ \text{heryeké} \]
\[ \text{pyaw} \]
\[ \text{nuserdın} \]
\[ \text{daniştwan-i əmwələtə} \]

6. Substitution Drill:

Model:

\[ \text{le hemi jihan[d]a hər mamwestayāne be} \]
\[ \text{zorı xızmēt-i ğeləkəyən zəken.} \]

\[ \text{wilatək} \]
\[ \text{jegəyək} \]
\[ \text{wirəq} \]
\[ \text{wəmerikə} \]
\[ \text{konəwō} \]
\[ \text{šar} \]
\[ \text{dinəwə} \]

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7. Word Formation Drill:

Model:

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td></td>
<td>wîlât</td>
<td>lêm wîlâtè</td>
<td>lêm wîlatañèda</td>
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<td>šár</td>
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<td>şeqán</td>
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8. Substitution Drill:

Model: čëñ mamwesta lêm šarèwe hawbešl ñeken lêm konjgrève?

<p>| | | | |</p>
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<td>maktéb</td>
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<td>jamivé</td>
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</table>

Remove the infinitive suffix from the following infinitives, and give the ṣaw and ṣawan forms.

Example: xwardín 'to eat' - xwárđi 'he ate'; xwárđyan 'they ate'; hatín 'to come' - hat 'he came'; háțín 'they came';

nustín 'to sleep'
hatín 'to come'
zanín 'to know, come to know'
xwendín 'to read, to study'
wítín 'to say'
daništín 'to sit down'
mele kîrdín 'to swim'
geńanewé 'to return'
kîřín 'to buy'
čún 'to go'


a. Add to the past stems of the following transitive verbs the suffix -úme.

Example: bistín 'to hear' - bistúme 'I have heard'

zanín
xwardín
xwendín
nusín
kîrdín
wítín
gîrtín
frostín
binín
twanín

b. Substitution Drill: Vary the present perfect forms of the verbs in "a" above for all the pronouns.

Example:

xwardúte, zanyíte, etc.;
xwardwéti, zaníweti, etc.;
xwardúmane, zaníwmane, etc.;
xwardútané, zaníwtané, etc.;
xwardúyané, zaníwyane, etc.

11. Substitution Drill:

a. Model: weku bistúme hér mektèbek nwenérek ṣenere[t].

zanín
xwendín
nusín
witín
binín

b. Use the above sentence with all the other personal pronouns.

Example: weku bistúte, hér mektèbek nwenérek ṣenere[t].

12. Substitution Drill:

Model: čër govar-i kurdi déræče lém wìlátè.

řožnamé
jeridé
kîtéb
møjellé
møjelléw govár
rožnaméw jerkidé
gováru kîtéb

13. Substitution Drill:
Model: zór kəsiš lewan băn kîrawîn.

xîzmét
bás
fér
bîlâw
ôr
xerîk

14. Substitution Drill:

qîsê
bás
vîś
dîrûst
čák
seyrán
15. Substitution Drill:
   a. Repeat the following sentence with all persons and numbers:
       \[ \text{bifrwa nákem.} \]
   b. Then repeat it in the past:
       \[ \text{bifrwm kírd.} \]

16. Substitution Drill:
   a. Model: \[ \text{weku rëzani rëmkongreyè čëŋ řóž dewám řeka?} \]
       \[ \text{vís} \]
       \[ \text{vëmtihån} \]
       \[ \text{dërs} \]
       \[ \text{bás} \]
       \[ \text{gúl} \]
       \[ \text{řegá} \]
       \[ \text{fësil} \]
       \[ \text{sermá} \]
       \[ \text{germá} \]
       \[ \text{kobunewé} \]
   b. Answer the questions formed in "a".

17. Substitution Drill:
   Model: \[ \text{čëŋ përsyárêkûm hëye lebarey źîman-i kurdëwê.} \]
   \[ \text{pënlizî} \]
18. Substitution Drill: Change the following sentence for all the pronouns.

a. **hézîm ʁeqîrd bîmtwanyaye bîçi.**

Example: **hézît ʁeqîrd bîttwanyaye bîçi.**

b. Repeat the same drill, using each of the following in place of bîmtwanyaye.

Example: **hézîm ʁeqîrd bîmzanyaye.** 'I wish I had known it'.

bîmzanyaye
bîmkîrdaye
bîmbînyaye
bîmgîrtaye
bîmpîrsyaye.

19. Substitution Drill:

a. Change the underlined portion of the sentence to agree with the pronouns listed below:

   *(mîn) čâwîm peyan kēwṭūwā.*

   *(tô)*
b. Change the underlined portion of the sentence to agree with the pronouns.
(ọ́w) cáwím peyan kóyto lu.

(tó)
(ọ́w)
(ọ́mó)
(ọ́we)
(ọ́wán)

20. Substitution Drill: Change the model sentence to agree with the expressions in parentheses.
Model: (le tó) bà mèn-i čen wı́séyekít lé bìpírsíms.
'Let me ask you the meaning of a few words.'

(le ọ́w)
(le ọ́we)
(le ọ́wán)
(le wuřarè)
(le m kuře)
(le m pyawanè)
(le hımítan)
(le hımúyan)
21. Substitution Drill:

\[ \text{rōgor mana-i wīsēyēkīm wist lēt əpīrśīm.} \]

lētan
léyan
léy
lém
léw
léman
léwan
lē kūreqăn
lē biraderēkēm
lē mamwestakānmīn
léw kū Assange
lēm kūrē

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:

\[ \text{baran əbbaru[t]} \quad \text{'it rains'} \]
Lesson XII

A. Basic Sentences

dërs-i dwaŋzé
würdebas
mérheba
dwené
le dwenénewe
rovè le kwé buy[t]

Twelfth Lesson
Chatting
hello
yesterday
since yesterday
Hey! Where were you?

a. 1. mérhebá; röwo le dwenénewe le kwé buy?

Hello! Where have you been since yesterday?

mérheba ser čáw
geřámewe (geřanewé)
geřámewe bo ṭuteléké
dwaí geřámewe bo ṭuteléké
dwené tózek čùm bo bazar

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. mérheba ser čáw. dwenè
tózek čùm bo bazar; dwaí
gørámewe bo ṭutelékè.

Hello! I went to the market for a while yesterday, and then returned to the hotel.

dérewè
outside
3.  ey cón nèhatite dèrèwe.  

Well then, how is it that you did not come out?

tá  

fever

tám hēbu  

I had a fever

tášim hēbu  

I also had a fever

sér  

head

yeṣa (yeṣa)  

it was hurting, aching

sērim yeṣa  

my head was aching

taqét  

energy

be taqét  

sluggish

be taqétbum  

I was sluggish

be taqétbumu sērim yeṣa  

I was sluggish and had a headache

rāstît  

you want the truth; to tell you the truth

4.  rāstît  tòzek be taqét  

To tell you the truth

bumu sērim yeṣa; wābnənūm  

I was feeling a bit sluggish and my head was aching; I believe I had a fever too.

tášim hēbu.
5. ْيَهُ نَغْفِيْنَ بَو ذَكْرُ؟

Well, didn't you go to a doctor?

ْيَمَّرَ بَكَرُ بَزَىْ

I am very well today

ْيِرَاكْحُدُ وُكَرُ

I rested

تُرْبَ

pill, tablet

بَزَىْ

pain

ْيُنْسَْرَ

headache

ْيُنْسَْرُ

headache pills

ْيَمَّرُْ بَكَرُْ بَزَىْ بَيْكَ

I took one or two headache pills and rested.

بَكَرُْ بَيْكَْ

I did not think it was necessary to go to the doctor.

6. ْيَهُ. بَو ذَكْرُ بَيْكَْ بَو ذَكْرُ. تَنْحَا يَمَّرُ

No. I didn't think it was necessary to see a doctor. I only took

ْيُنْسَْرُْ بَيْكَْ بَكَرُْ

one or two headache pills and

ْيِرَاكْحُدُ وُكَرُ

rested. I am very well today.

ْيَمَّرَ بَكَرُ بَزَىْ

I was visiting you.

ْيَمَّرَ بَكَرُْ بَيْكَْ

I was visiting you at the

ْيُنْسَْرُْ وَاِلْقَتْلَكَ

hotel
Otherwise I would certainly have visited you at the hotel.

sick

you were sick

I didn't know, didn't find out

I didn't know you were sick

I didn't know you were sick. Otherwise I would certainly have visited you yesterday at the hotel.

Thank you.

I know a doctor.

we go and see him

if you think you are still indisposed, we'll go and see him

If you think you are still indisposed today, I know a doctor that we can go and see.

I needed rest.

I thank you.
10. supás'èdekəm. ə'imro zór baším. wábzání'm dwéne her hilákbumu pëwistbum be əísrahét. 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. ə'imro gwét le řadyòbu?

Did you hear the news today?

12. bële.

Yes.

əčə[t] bo fërensé

he goes to France

serék

head, director

serekjemhuriyët

president

serek jemhuriyët-i əmëriká

the President of America

seretá

beginning

seretà-i manëkè-itýr

the beginning of next month

le seretà-i manëkè-itýr

at the beginning of next month.

le seretà-i manëkè-itýr

At the beginning of next month, the U.S. President will go to France.

serek jemhuriyët-i əmëriká


əčə bo fërensè

bístím (bístín)

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.
the meeting of the prime ministers of the great powers is something quite beneficial

15. I am of the opinion that meetings of the prime ministers of the great powers are very beneficial.

that they live
peace
in peace
that they live together in peace
world
people, nation (peoples)
the nations of the world
In order that the nations of the world live together in peace
way
that they find
with each other
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.

at my rate, in any case
it has some advantage, benefit
it has a special advantage
the American President.
Anyhow, this conference has a special advantage for the American president. Situation, condition

The world situation

That he become familiar with the world situation

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.

You are right, he has just become president.

You are right, he has just become president.
I believe the former president was from the Republican Party.

He is from the Democratic Party.

I hope that this conference is going to be useful.

In any event, I hope that this meeting will be advantageous.
Sentence Resumé - Kurdish

1. mèrêbê; ûêwe le dwênewe le kwê buy?
2. mèrêbê sêr çaw. dwêne tôzek cûm bo bazar; dwai gořamêwe bo rûtelekê.
3. ûêy çôn nêhatîtê derêwe.
4. rastît ûêwe tôzek be taqêt bumû sêrîm ûêyesa; wâbzanîm tâşîm hebu.
5. ûêy nêçuuy bo dukîrê?
6. nêvo. be pêwîstîm nêzani biçîm bo dukîrê. tênya yekdü ʰêbî-î zanesûrîm xwardû ûisrîhêtîm kûrd. ûîmro zûr bâşîm.
7. nêmzani nêxûuy. ûêginû dwêne hûr sêrîm ûêîay le rûtelekê.
8. selamûbi.
9. ûêgêr ûezani ûîmros hûr be taqêti, dukîrêk ûenasîm ûêçîne ëy.
10. supâsidekêm. ûîmro zûr bâşîm. wâbzanîm dwêne hûr hilákbûm pêwîstîbûm ûûisrêhêt.
11. ûîmro gwêt le radyobû?
12. bêle.
13. bîstîm ke le sêretî-î manêkê-itîr sêrek jêmhûriyet-î ûemêrikî ûeçe bo ferênsê.
14. bêle ûîtêk-i wâm bîst, ûaxwa râstbe.
15. mûn lew bîrwayêdam kobunewê-î sêrek wêzîran-î wîlate gewrekân ûîtêk-i zûr be kelke.
16. \(\text{râste, cûnke wëtwanîn gëftugó bken lëgel yëktëru řegá bëdoznëwe booewëy gelân-i jihân be rastî pëkewe bîžin.}\)
17. \(\text{lëgel wëwësda wëtwanîn yarmëtë yëktër bënu bás le yëktër bïgen.}\)
18. \(\text{herçõnekbe ñëmkobunëweyë këlk-i taybeti- ñëwe bo serëk-i ñëmerikî, cûnke ñëw tazëyëw pewìste baštër le karubâr-i jihân ñarëzabe.}\)
19. \(\text{râzekëy, ñëw tazë buwe be serëk-i jëmhurîyet.}\)
20. \(\text{wëbzanëm serëk-i peșü le hîzb-i jëmhurîbu.}\)
21. \(\text{bële, bëlam ñëm le hîzb-i dimugratîye.}\)
22. \(\text{herçõnekbe, ñumëdîm ñëwe ñëmkobunëweyë këlkbëxësbe.}\)
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

père the day before yesterday
be hémúman one and all of us
 rémseferé this journey; this trip
siyasekán the politicians
úísit bo ùekem I work for you
úísit pe ùekem 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 "а-"; in intransitive verbs this is the only difference between the two tenses:

   \[ \text{\textit{\textit{h\text{á}t\text{im}}}} \quad \text{'I came' (preterite)} \]
   \[ \text{\textit{\textit{\text{a}h\text{á}t\text{im}}}} \quad \text{'I was coming' (imperfect)} \]

   Transitive verbs show a second difference: in the imperfect the pronominal suffix— that is, the subject inflection—is inserted before the stem:

   \[ \text{\textit{k\text{í}rd\text{im}} \quad \text{'I made' (preterite)} \]
   \[ \text{\textit{\text{a}m\text{k\text{í}rd}} \quad \text{'I was making' (imperfect)} \]
   \[ \text{\textit{\text{h\á}z\text{i}m \text{\text{a}k\text{í}rd}} \quad \text{'I was wanting' (to do something)} \]

   Complete paradigms follow:

   \[
   \begin{array}{lll}
   \text{Transitive:} & \text{Intransitive:} \\
   \text{m\text{ín}} & \text{\text{a}m\text{k\text{í}rd}} & \text{\text{a}h\text{á}t\text{im}} \\
   \text{t\text{o}} & \text{\text{a}tk\text{í}rd} & \text{\text{a}h\text{á}tit} \\
   \text{\text{a}w} & \text{\text{a}yk\text{í}rd} & \text{\text{a}h\text{á}} \\
   \text{\text{a}m\text{\text{o}}} & \text{\text{a}m\text{án\text{k\text{í}rd}}) & \text{\text{a}h\text{á}t\text{i}n} \\
   \text{\text{a}w\text{é}} & \text{\text{a}t\text{án\text{k\text{í}rd}}) & \text{\text{a}h\text{á}t\text{i}n} \\
   \text{\text{a}w\text{án}} & \text{\text{a}y\text{á}k\text{í}rd} & \text{\text{a}h\text{á}t\text{i}n} \\
   \end{array}
   \]

   b. The imperfect tense is negated by "\text{\text{a}h\text{á}}". It is prefixed to intransitives without change:

   \[ \text{\text{a}h\text{á}} \quad \text{'he was coming'} \]
   \[ \text{\text{a}h\text{á}t\text{\text{a}}} \quad \text{'he wasn't coming'} \]
With transitives, ဗ- receives the inflectional suffix:

ယမွစ်းကြား  'I was able to'
ယမွစ်းကြားကြား  'I wasn't able to'

Note that ယမွစ်းကြား  'I can' is a transitive verb in Kurdish.

c. The function of the aspect prefix ဗ- 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 ဗို္ 'he went' (on a particular occasion). The imperfect, on the other hand, denotes (1) an action in progress in the past, as ဗို္  'he was going'; (2) a habitually repeated action in the past, as 'he used to go; he went' (every Friday); and (3) after ဗို္ 'otherwise' the imperfect is used to denote the result of an implied contrary-to-fact condition, as in ဗို္  'It's good you came with me, otherwise I couldn't have bought it.' ဗို္  '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:

ယြွယ် ဗို္ကြက် ဗို္ကြက်  'I wish I could go.'

ယြွယ် ဗို္ကြက် ဗို္ကြက်  'Perhaps there were dances too.'

a. ဗို္ကြက် is preterite subjunctive, based on the past stem and characterized by the subjunctive prefix ဗ- and the subjunctive suffix -ကြက်: ဗ- ဗို္ကြက်-ကြက်. Since the verb is transitive, the inflection is in terms of the pronominal suffixes. Intransitive verbs are exemplified by ဗို္ကြက်, ဗို္ကြက်, etc.

b. The passive verb ဗို္ကြက် is perfect subjunctive. This form can be said to be formed from the past stem plus the subjunctive of ဗ- 'to be'; this applies to both transitive and intransitive verbs, as

ဗို္ကြက်  'that I might have eaten'
c. Uses. For the most part, the past subjunctives are required by certain expressions as ṭeqḥayə, bëlki 'perhaps', ṭəgər, ṭəbe, 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:

\[
\begin{align*}
\text{ṭəgər } & \text{xən jəreškətman} \\
\text{nédaytayəwe, čit } & \text{ʔəkird?} \\
\text{ʔəbe } & \text{ʔoyštǐbe.}
\end{align*}
\]

'If we hadn’t given you back your dagger, what would you have done?’

‘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

\[
\begin{align*}
\text{be } & \text{kəlk} & \text{‘with benefit’ = ‘useful’} \\
\text{be } & \text{kəlč} & \text{‘useless’} \\
\text{be } & \text{taqət} & \text{‘without energy’ = ‘sluggish’} \\
\text{be } & \text{quwət} & \text{‘with strength’ = ‘strong’} \\
\text{be } & \text{quwət} & \text{‘weak’}
\end{align*}
\]

As adverbs, the prepositions may receive the suffix -əwe:

\[
\begin{align*}
\text{be } & \text{ʔasənǐ} & \text{‘with ease’ = ‘easily’} \\
\text{be } & \text{sardǐwə} & \text{‘with coldness’ = ‘coldly’}
\end{align*}
\]

There is also a past perfect subjunctive, not represented in these lessons, which shows different formations for transitives and intransitives:

\[
\begin{align*}
\text{bǐmxwǎrdǐbwaye} & \text{‘that I should have eaten’} \\
\text{hátibumaye} & \text{‘that I should have come’}
\end{align*}
\]
D. Exercises

1. Substitution Drill:

Model:  

?ewe le dwène le kwé buy?

sérat dé
sérat čwáručarèk
sérat šéšu nìw
páre
beyani
niwèró
rewaré
šéwé
páre
dwéne

2. Substitution Drill:

Model:  

(mín) dwène tòzek čúm bo bazar, dwai
góramowe bo ruteleke

(tó)
(óew)
(óemé)
(óewé)
(óewan)
(pyawekó)
(hémúman)
(hémutan)
(óémkurè)
(mènu tó)
3. Substitution Drill:

a. Substitute the forms listed below for the underlined portion of the following sentence:

Model: néhatite ñerewe.

néhatme
néhatæ
néhatine
néhatne
néhatne

b. Vary the sentence in (a) above with the following pronouns and nouns:

Model: (tó) néhatite ñerewe.

(mín)
(tó)
(ʔew)
(ʔemé)
(ʔewó)
(ʔáwan)
(barán)
(guzidé)
(mínu tó)
(hičman)
(hičtan)
c. Substitute the forms given below for the verb and then change the new sentences for the various personal pronouns.

Model: néhatite dərəwe.

čuyt
řóyštit

Example: néčuyte dərəwe, néčumé dərəwe, etc.

4. Substitution Drill:

Model: (min) tozek be taqetbumu sērīm ʔọyeša.

(tó)
(ʔéw)
(minu tó)
(tow ʔéw)
(kuřekém)
(pyawekántan)
(žinekányan)
(minaleké)
(bīrakém)
(dāykīm)
(hemīman)
(min)

5. Substitution Drill:

Model: be pëwistīm nēzani bīčīm bo duktorm.

sērit lē bīdem
sēri lē bīdem
séryan lë bëdem
sértan lë bëdem
vémdërsë bëxwëniém
lére dànëšim
qësët legel bëkëm
qësëy legel bëkëm
qësétan legel bëkëm
qësëyan legel bëkëm
qësët pe bëkëm
qësi pe bëkëm
qëštan pe bëkëm
qëšyan pe bëkëm
qëšët bo bëkëm
qësi bo bëkëm
qëštan bo bëkëm
qëšyan bo bëkëm

6. Substitution Drill:

Model: (mín) némzani nəxɔ̀ibuy, əeginá dwéné hér sërímòëiay.

(ʁéw)
(ʁémé)
(ʁéwan)
(bërakêm)
(širwàn)
(bəwkïmu dâykïm)
(minu ʁéw)
(híčman)
(híčyan)
(kés)
(serekwëzirán)

7. Substitution Drill:

Model: regation ezani her be taqáti, duktórek enasim eçine láy  

be taqáte  
tát heye  
táy heye  
sérit yeše  
séri yeše  
čak nít  
čak niye  
baš nít  
baš niye

8. Substitution Drill:

a. Model:  (to) ñimro gwét le radyobu?

(mën)  
(jemál)  
(kërím)  
(dáykím)  
(remé)  
(rewé)  
(éwan)
b. Using the model sentence in (a) above, change ſadyó to the words listed above.

Example:

թիմրո գվետ ե մինբու? 'Did you hear me today?'
թիմրո գվետ ե ջամալբու? 'Did you hear Jamal today?'

9. Substitution Drill:

Model: бίստիմ կե ե սերետա-ի մանեկե-իտիր սերեկ-ի 

jēmhuriyet-i
tēmolikā
veče bo ferensè.

sál
hawín
behár
payíf
zīstán
hefté

10. Substitution Drill:

Model: (մին) ըիտեկ-ի վամ բիստ.

(tó)
(տում)
(տեմ)
(տևո)
(տյան)
(խոմ)
11. Substitution Drill:

a. Model: *yàxwa řástbe*

   bás
   čák
   wá
   rów
   təwəw
   bəkálk
   zəhmét
   ʔaškərə

b. Repeat the above drill in the negative:
Example: *yàxwa řastnébe*

12. Substitution Drill:

   Model: *(rəwən) rətwənɨn řega bɨdɔznəwe bəwəwəy ɬəlan-ɨ jihən be ʔaštɪ pəkəwə bɨzɪn.*

   *(mɨn)*
   *(tό)*
   *(serɛk-ɨ rəmərikɨ)*
   *(be həmuːman)*
13. Substitution Drill:
Model:  

(\texttt{etwanin b\textasciitilde{s} le yekt\textasciitilde{r} bi\textasciitilde{g}en})

(\texttt{h\textasciitilde{e}z \textasciitilde{e}ken})

(\texttt{um\textasciitilde{d}yan haye})

(\texttt{pe\textasciitilde{f}ste})

(\texttt{laz\textasciitilde{m}e})

(\texttt{b\textasciitilde{r}y\textasciitilde{a}ryannawe})

(\texttt{\textasciitilde{r}are\textasciitilde{d}\textasciitilde{y}an haye})

(\texttt{\textasciitilde{r}eyanaw\textasciitilde{xe}})

(\texttt{\textasciitilde{p}eyan xo\textasciitilde{xe}})

(\texttt{niy\textasciitilde{a}yan haye})

(\texttt{um\textasciitilde{d}yan waye})

14. Substitution Drill:
Model:  

(\texttt{h\textasciitilde{r}\textasciitilde{c}\textasciitilde{o}neke\textasciitilde{b}e \textasciitilde{\textasciitilde{r}em\textasciitilde{c}obunaw\textasciitilde{w}ey\textasciitilde{e} k\textasciitilde{\textasciitilde{k}}-i haye bo})

(\texttt{ser\textasciitilde{r}ek-i \textasciitilde{\textasciitilde{r}em\textasciitilde{r}ik\textasciitilde{i}}})

(\texttt{\textasciitilde{r}em\textasciitilde{g}iftugoye})

(\texttt{\textasciitilde{r}em\textasciitilde{c}awpekawt\textasciitilde{t}i\textasciitilde{n}e})

(\texttt{\textasciitilde{r}embask\textasciitilde{r}d\textasciitilde{i}n\textasciitilde{e}})
15. Substitution Drill: Change the sentence to agree with the pronouns and nouns given in the list:

Model: (?

(w) pewiste baštir le karubar-i jihan

(sarazabe)

(mîn)

(tô)

(?

(remâ)

(rewâ)

(rewan)

(serêk-i jemhuriyet-i remêrika)

(siyasêkân)

(qutabyân)

16. Use the sentence below with all the personal pronouns:

Model: 

( ?ew tazê buwe be serêk-i jemhuriyet.

17. Answer the following questions:

1. čen hizîb hayê le remêrika?

2. ñaw-i remhizbancîn?

3. serêk-i jemhuriyet-i remêrikà le čîhîzbeke?

4. bočî remkobunweyê kelk-i hayê bo serêk-i remêrikà?

5. serêk-i peçû le čîhîzbebu?
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 (؟یًا) 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

<table>
<thead>
<tr>
<th>Thirteenth Lesson</th>
<th>The 14th of July Festival</th>
</tr>
</thead>
<tbody>
<tr>
<td>dërs-i syanxêhêm</td>
<td>football, i.e., soccer,</td>
</tr>
<tr>
<td>jëzh-i čwardê-i temmîz</td>
<td>not to be confused with</td>
</tr>
<tr>
<td></td>
<td>American football</td>
</tr>
<tr>
<td>fûdból</td>
<td></td>
</tr>
<tr>
<td>sahê</td>
<td>yard, ground</td>
</tr>
<tr>
<td>sahê-i fûdból</td>
<td>football field</td>
</tr>
<tr>
<td>bërew</td>
<td>towards</td>
</tr>
<tr>
<td>bërew sahê-i fûdból</td>
<td>they are going towards</td>
</tr>
<tr>
<td></td>
<td>the football field</td>
</tr>
<tr>
<td>xɒlîk = xɒlǝq</td>
<td>people</td>
</tr>
<tr>
<td>homî xëlîk</td>
<td>all the people</td>
</tr>
<tr>
<td>homî xëlîk bërew sahê-i fûdból xêčîn.</td>
<td>All tho people are going</td>
</tr>
<tr>
<td></td>
<td>towards the football field.</td>
</tr>
<tr>
<td>cî haye</td>
<td>what is there?</td>
</tr>
<tr>
<td>šîmrô cî haye?</td>
<td>What's going on today?</td>
</tr>
</tbody>
</table>
1. What is going on today to make all these people go towards the football field?

temmiz

čwarde-i temmiz

šoríš

šoríš-i čwarde-i temmiz

piróz

šoríš-i čwarde-i temmuz-i piróz

yád

yád-i se sale

2. Today is the third anniversary of the July 14th Revolution.

bızanin či heye

that we learn what there is, what is going on

jegà-i kobuneweké

the meeting place
Let's go too.

Let's also go to the meeting place to see what is going on.

I had forgotten it.

I had completely forgotten it.

Today is July the 14th.

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.

Very well, let's go.

It was made, done

What was done?

Do you remember what was done?

Last year

You were here last year, do
či kīra? you remember what took place?

dábǐmezrenin (da mezrandin) that they establish
twanìyan (fol. by subj.) they were able to
twanìyan Ṛёмkomare they were able to establish
dábǐmezrenin this republic
qāremananè like heroes, heroically
supā army
gélu supā the people and the army
gélu supā twaniyan The people and the army were
gāremananè Ṛёмkomarè heroically able to establish
dábǐmezrenin this republic.

bās-i şorīşekèy kîrd. He spoke about the revolution.

6. wābzānim, mutāseřif I believe that the Mutassarif
gsèyeki kîrd bas-i şorī- gave a speech, discussing the
şekèy kîrdu čon gélu revolution and how the people
supa qāremananè twaniyan and the army were heroically
 RedirectToAction nghiệm  Ṛёмkomarè dábǐmezrenin. able to establish this repub-

hic-itiř? Any thing more?
7. hic-itīr? Was there anything else?

dunyā world
gelan-i dunyā the nations of the world
dostayetī friendship
rāyēwe (wistīn) (fol. by subjunct.) he wants
rāyēwe dostayetī legel He wants to make friends
hemū gelan-i dunyā with all the nations of
bikat. the world.
ḥikumēt government
ḥikumēt-i irāq the government of Iraq
birubawēr belief, principle
siyasi political
birubawēr-i siyasi political principles
bās-i birubawēr-i He spoke about the politi-
siyasi-ḥikumēt-i irāqi cal principles of the
kīrd. government of Iraq.

8. né? dwāi bās-i birubawēr-i siyasi-
ḥikumēt-i irāqi kīrd No. Afterwards he spoke
about the political prin-
ciples of the government of
ko čön ṛe ḣe ḳo ḳło ḳo ḳo per ḳo ḳo dostayeti
leqéle ḳo ḳo ḳo galan-i
dunyá bika.

holpørke

holpørke kirabe

9. ōpơŋheye dwai holpørkeš
kirabe.

igorani- xóš

witrá (wit‘in)

goraní- xóš witrà

leqéle ṛe ṛo[d]a

leqéle ṛe ṛo[da] goraní-
xóš witrà

holpørke kirá tā

rewarē

le beyanéwe

10. bāle, le beyanéwe

holpørke kirá tā rewarē.

leqéle ṛe ṛo[da] goraní-

Iraq and how it wants to be friends with all the nations of the world.

dancing (n.)

that dances should have been performed

Perhaps there were dances afterwards too.

nice songs

it was said

nice songs were sung

in addition to that also

In addition to that, nice songs were sung too.

there were dances until evening

from the morning

Yes, there was dancing from morning until evening. In addition, there were nice
xóš wîtra.

Kurdish dancing
to me Kurdish dancing is
very interesting

kind

it has many kinds

I understand it has many
kinds.

In my opinion, Kurdish dancing
is very pleasant; I under-
stand it has many varieties.

I only know of two kinds
of it.

dancing, to dance

more (with le 'than')

there are more than ten
kinds of dances

Yes, as I have heard, there
are more than ten different
kinds of dances, but I only know two of them.

Lebanese dancing

they resemble Lebanese dancing

very much.

it is just like ours

I have seen it

I have seen Lebanese dancing.

That's right. I have seen Lebanese dancing; it looks just like ours.

Listen!

music

military

it is military music
I hear military music

Listen! I hear military music.

This meeting

He comes

He comes from Kirkuk

He comes from Kirkuk for this meeting every year.

This is the military band

This is the military band.

It comes to this gathering every year from Kirkuk.

In this meeting

He takes part in, participates
qaʿīd commander; leader
firqē division (mil.)
qaʿīd-i firqē division commander
qaʿīd-i firqē bezdar the division commander takes part
zēbe[t]

17. kewata qaʿīd-i firqēš
  bezdar zēbe lēm
  kobunēweye.
  Then the division commander
takes part in this meeting,
too.

jēšin festival, feast, holiday
be bone-i ẓemježnēwe on the occasion of this
festival
witārek ẓexwenetewe he delivers a speech
(xwendnēwe)
ṯewiš witarek He also delivers a speech
ẓexwenēte we be bone-i on the occasion of this
ẓemježnēwe festival.
ḥazīr present; ready
ḥazīrbe[t] that he be present
lазīme (fol. by subj.) it is necessary
It is necessary that the division commander be present.

Yes, the division Commander has to be present, because he also delivers a speech on the occasion of this festival.

How many persons does it hold?

this large field

How many people does this big field hold?

20 thousand

it holds 20 thousand persons

it has been made

This field was recently constructed. I imagine it holds 20,000 people easily.
21. hër wëmsaheya heye lémšare?

Is this the only field in this town?

yari ñekre games are (being) played
yari- tyá ñekre games are played in it
yari- fudból-i tyá ñekre football is played in it
jär be jär occasionally, at times
jär be jär yari- occasionally football is played in it
fudból-i tyá ñekre

22. ne*, saheyej-itir heye. No, there is another one.
zór pîçuke jär be jär It is very small and football
yari- fudból-i tyá ñekre. is occasionally played there.

xerá quickly
bîröyn (royštin) that we go, walk
bà xerá bîröyn let us go quickly
dés[t] [bî]kewe that it be obtained

jegayek-i bâš a good place
jegayek-i bâšman dés kewe that we get a good place

23. ba xerá bîröyn bo ñewè-i Let's go quickly so we can
jegayek-i bâšman dés kewe find a good place.
Sentence Resumé - Kurdish

1. îmîrî do bi xûne ûm hemû xûle bërew sahe-i futbûl ûêçêin.
2. îmîrî yût-i ser sahe-i şorîş-i çwardê-i temmûz-i pirôzê.
3. ûràzêkî, îmîrî çwardê-i temmûze. mîn her le birîm çûbowê. ba ûmêş biçêin bo jegê-i kobunewekê bizanîn çî xûne.
4. fêrmû bá bêçin.
5. to pêr lerebuyt, bîrte çî kirä?
6. wâbzanim, mutêsêrêf qêyêkî kûrd bas-i şorîşêkêy kûrdu çôm gelu supa qarêmanane twaniyan ûmkomarê dáûbîmêzrenên.
7. hitîtîr?
8. nê. dwaî bas-i birubawêr-i siyasî- hîkumêt-i xirîqî kûrd ke çôm xewêwe dostayeti legêl hemî gelan-i dunyû bîka.
9. xênêye dwaî helperêkêsh kîrabe.
10. bêlê, le beyawêwe helperêkê kûra tê xeware. legêl xewêsa gorani- xûs wîtra.
11. helperêkê-i kûrdim la zôr xoşê; watanêgem zôr newri xûne.
12. bêlê, weku bistûme le dé newî zyatîr helperîn xêye, bêlêm mîn her dü newî xezanîm.
13. wâbzanim yekdû newryan her le helperîn-i lubnanî ûêçêin.
14. ſáste, ḥełpeřke-i lubnamin díwe, ḥer weku hi xóman waye.

15. gwé bǐgrɛ! gwɛm le mosiqa-i ḋeskɛrfye.

16. ṭéme bánd-i mosiqå-i ḋeskɛrfye, ḥemá ᱭalæk le kerkúkewo yɛt bo ᱨmkoobuneweyɛ.

17. kẽwata qaʁid-i firqës bešdar ʁebe lêm kobuneweye.

18. bółe, laźi’m qaʁid-i firqë ḋaxïrbe, čuŋke qewiš witàrek ᱥexwenetewo bo bone-i ᱨmježìnewo.

19. ᱨmsahajewrewe ɛŋ kês ʁegre?

20. ᱨmsahayë tazé drust kirawë. wábzaniṃ bo ᱨsanà bíst həzər kês ʁegre.

21. ḥer ᱨmsahayë heye lêmṣare?

22. nọ, saŋayek-itir heye. zór pičuke jár bo jár yari-fudböl-i tyå ʁekre.

23. ba xerá bǐɾoyon bo ʁewë-i jegayek-i bálṣan dès kewe.
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

<table>
<thead>
<tr>
<th>Kurdish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>šax-i goyže</td>
<td>Mt. Goyzha</td>
</tr>
<tr>
<td>será</td>
<td>city hall</td>
</tr>
<tr>
<td>qaremán (qaremanán)</td>
<td>hero</td>
</tr>
<tr>
<td>pašá (pašayán)</td>
<td>king</td>
</tr>
<tr>
<td>ništîmanî</td>
<td>national; patriotic</td>
</tr>
<tr>
<td>niwešew</td>
<td>midnight</td>
</tr>
<tr>
<td>newróz</td>
<td>Nawroz (a traditional Kurdish holiday celebrated on March 21) wedding; festivities</td>
</tr>
<tr>
<td>šaí</td>
<td></td>
</tr>
</tbody>
</table>

Adjectives

<table>
<thead>
<tr>
<th>Kurdish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>pyawané</td>
<td>manfully</td>
</tr>
<tr>
<td>kuřané</td>
<td>valiantly</td>
</tr>
<tr>
<td>šerané</td>
<td>like a lion</td>
</tr>
<tr>
<td>zanayancé</td>
<td>expertly</td>
</tr>
<tr>
<td>dimuqratyané</td>
<td>democratically</td>
</tr>
<tr>
<td>ṭazayancé</td>
<td>bravely</td>
</tr>
<tr>
<td>tarík</td>
<td>dark, dim (in ref. to daylight) Western</td>
</tr>
<tr>
<td>γerbí</td>
<td></td>
</tr>
</tbody>
</table>

Nouns

<table>
<thead>
<tr>
<th>Kurdish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>voliból</td>
<td>volleyball</td>
</tr>
<tr>
<td>baskıdból</td>
<td>basketball</td>
</tr>
</tbody>
</table>
C. **Notes.**

1. **Passive Voice.**

Various passive forms of kirdin 'to make' have occurred in these lessons:

<table>
<thead>
<tr>
<th>Drust</th>
<th>'it will be built'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pan</td>
<td>'it will be widened'</td>
</tr>
<tr>
<td>Hifc giftugo nakre?</td>
<td>'Won’t there be any discussions?'</td>
</tr>
<tr>
<td>Par či kira?</td>
<td>'What was done last year?'</td>
</tr>
<tr>
<td>Taze drust kirawé</td>
<td>'It has been (or: was) built recently.'</td>
</tr>
<tr>
<td>Bárj kírawín</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 ñakat 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 kirdin:

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preterite:</td>
<td>krá</td>
</tr>
<tr>
<td>Imperfect:</td>
<td>ñëkra</td>
</tr>
<tr>
<td>Pres. Perf.:</td>
<td>kirawé</td>
</tr>
<tr>
<td>Past Perf.:</td>
<td>krábu</td>
</tr>
</tbody>
</table>

The cluster kr- can also be written kir-.

The passive verb can be analyzed as follows:

```
Verb stem -r- e (present tense)
      -a  (past tenses)
```

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' əẹnasə - əẹnusré; nusrá  'it will be written';  
'it was written'

əẹnə - əẹnənré; zanrá

əẹtwanə - əẹtwanré; twanrá  'it can be done'

əẹkiriřé - əẹkiriřrét; kiriřá

əẹneré - əẹnerré; nerrá

əẹdát - əẹdré; drá

da əẹxa - dá əẹxré; dá xra

əẹkátewə - əẹkrétewə; kiráyewə
The following have irregular stems:

(1) based on the past stem:

\[
\text{wítí 'he said'} \quad \rightarrow \quad \text{wítre; witrá}
\]

(2) special passive stems:

\[
\text{gīrtn: -gir- vēgiré - girá 'it was held'}
\]
\[
\text{xwardn: -xur- vēxuré - xurá 'it was eaten'}
\]
\[
\text{xwardnawé: -xur- vēxurétwé - xurâyéwé 'it was drunk'}
\]

A passive infinitive is formed according to the rules for passive and for infinitive formation:

\[
\text{kiran 'to be made'}
\]
\[
\text{bixrán 'to be seen'}
\]
\[
\text{xurán 'to be eaten'}
\]

The passive voice signifies primarily that the subject of the verb is also the recipient of the action of that verb: vēbinrey 'you will be seen'. The passive may also have potential meaning, as vētwawré 'it is possible, it can be done'; vēnusré, thus, can mean either 'it is (will be) written' or 'it can be written'. More examples:

\[
\text{hérçekit pe vēlen vēzarre. 'Whatever they tell you will (can be) known.'}
\]
\[
\text{dérgaqé da vēxraw da vēxre. 'The door could not and can not be closed.'}
\]
\[
\text{vēmé vābe bizarre. 'This must not be known (=found out).'}
\]

2. Negation - Summary

a. The negative adverb is ná 'no'; náxer, a more emphatic form, is also heard.

For negating words, both ná- and ná- are used.

b. For nouns: ná- is generally used: vuméd 'hope' --
načár 'helpless'; načár 'helpless' [čaré 'remedy']. Infinitives, however, take na- as bun 'to be'; existence -- nebún 'not to be'; non-existence; notwanin 'inability, incapacity'.

c. Adjectives: usually na-, occasionally na-: náxoš 'sick'; nátiž 'dull' (tiž = 'sharp'); but náxoš 'unpleasant'.

d. Verbs: the Present Tense differs from the various past tenses in negation.

Present Tense: Indicative náčim 'I don't go'
                Subjunctive náčim 'if I don't go'
                Imperative móčo 'don't go'

The verbs bun and nebún are negated by ní-: níye, etc.

Past tenses: all negation is with na-:

Preterite: némxward náhatim
Imperfect: néméxward náhatim
Pres. Perf.: némxwarduwe náhatum
Past Perf.: némxwardibu náhatibum

Note that in the present tense, na- replaces na-, na- replaces bi-, and mó- replaces bi-. In the past tenses, however, na- replaces bi- (bimxward-némxward) but is added before na- (némxward - néméxward).

3. la-i míñ

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 míñ zór xoše 'In my opinion it's very nice; I think it's very nice.' In həlpeřke-i kurdím la zór 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:

\[ \text{helpærê-i kurdin la (zór) xoştîra.} \]

'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

- **pyáw** 'man' - **pyawana** 'manly; in a gentlemanly fashion'
- **qaremân** 'hero' - **qaramanana** 'like a hero, heroically'
- **kuŭ** 'boy, youth' - **kuńana** 'like a boy, young man; with the vigor of youth'
- **šér** 'lion' - **šerana** 'like a lion'

After vowels, the suffix has the form -vana, as

- **aza** 'brave' - **azavanä** 'bravely'
- **zana** 'learned' - **zayanä** 'in a scholarly fashion, expertly'

In the word dimuqratyanä 'democratically' the i of dimuqratí is replaced by y before -anê.
D. Exercises

1. Substitution Drill:
Model: ʃeñmheñuxelkə berew sahe-i fuðböl ʃeçin.

meketb-i sanewí
šax-i goyže
seröfnår
será
çayxaneké
şar
baxeké
şeqam-i kawé
k̩̉tebxanê-i sirwan
mål-i muteserîff

2. Substitution Drill:
Model: ʃimro yad-i se salé-i şorîš-i temmûz-i piróze.

dû
cwär
pênj
hëwt
dé
dwaqzé
panzé
tîst
sî
3. Substitution Drill:

a. Model:  

\[ \text{ba } \text{pemb } \text{bichin bo jega-i kobunewek } \text{bizanin} \]  
\[ \text{ci haye.} \]

\[ \text{min} \]
\[ \text{t0} \]
\[ \text{paw} \]
\[ \text{pem } \]
\[ \text{paw } \]
\[ \text{pawan } \]
\[ \text{kurk } \]
\[ \text{kurkem } \]
\[ \text{minalekan } \]
\[ \text{zinek } \]
\[ \text{xoman } \]
\[ \text{xoyan } \]

b. Repeat the drill in (a) above, changing the verb to the preterite indicative.

Example:  

\[ \text{pem } \text{chyn bo jega-i kobunewek } \text{bizanin} \]  
\[ \text{ci haye.} \]

'We also went to the meeting place to see what was going on.'

4. Substitution Drill:

a. Model:  

\[ \text{min le birim chubowo.} \]

\[ \text{t0} \]
\[ \text{paw} \]
\[ \text{pem } \]
\[ \text{sorx-i pe } \]

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b. Change the sentence above to the present and then use it with the list of words:

Example:  

\[ \text{mín her le bírí m ñečetewa.} \text{ "I will certainly forget it!"} \]

5. Substitution Drill:

a. Model: 

\[ \text{to bírte či kíra.} \]

\[ \text{mín} \]
\[ \text{ñéw} \]
\[ \text{ñemé} \]
\[ \text{ñewéš} \]
\[ \text{mamwëstayán-í séréb} \]
\[ \text{kìčekám} \]
\[ \text{kùrèkéy} \]
\[ \text{nwenèrekán} \]
\[ \text{hëmitan} \]
\[ \text{sërèk-í ñaqabé} \]

b. Word Formation:

\[
\begin{array}{|c|c|c|c|}
\hline
\text{Definitive} & \text{Pres. Act.} & \text{Pres. Pass.} & \text{Pret. Pass.} \\
\hline
\text{Model: kírdín} & \text{ñékát} & \text{ñèkrét} & \text{kírá} \\
\hline
\text{'}to do'} & \text{'}he does'} & \text{'}it will be done'} & \text{'}it was done'} \\
\text{xwendín} & \\
\hline
\end{array}
\]
c. Substitution Drill:

Use the preterite passive of the verbs in (b) above with the model sentence.

Model: to bîrte či kîra?

Example: to bîrte či xwenra? 'Do you remember what was studieć?'

d. Substitution Drill:

Use the present passive of the verbs in (b) above with the following sentence.

Model: to ेजâni či ेxkre?

Example: to ेजâni či ेxwenra? 'Do you know what will be studied?'

e. Substitution Drill:

Repeat the sentences in (d) above changing the subject of the verb.

Example: mîn ेजânim či ेxkre. 'I know what will be done.'
6. Substitution Drill:
Model: twaniyan qáremanane ṡémkomarë dábímëzrenën.

pyáw
kúř
šér
dimuqrati
ražá

7. Substitution Drill:


wilát
jemhuriyét
hikumét
hizib (hizb-)
qaremán
pašá
kobunewé
šorřš

b. Use the sentence above with all the personal pronouns.
Example: mín bās-i šorīšekéy kírd.

8. Substitution Drill:
Model: řeqheye dwái helpékés kírabe.

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Substitution Models

9. Substitution Drill:
Model: le gëgel rewëša gorani-xëš witra.
   bás
   čák
   tazé
   ništëmaní
   rérebí

10. Substitution Drill:
Model: le beyanéwe helpeřké kïra tá rewëre.
   résër
   řëw
   niweřó
   paš niweřó
   serat yëk
   serat čwár
   serat dwaŋzë
   rewëre
   rewëre
   niweřëw
11. Substitution Drill:

a. Model:  

helmørkë-i kurdim la zór xoše.

rerébi
rerání
hindí
číní
rusí
lubnání
iraqí
ëmeríkí

b. Change the model sentence above for all persons and numbers:

Example:  

helmørkë-i kurdit la zór xoše.  

'In your opinion Kurdish dance is very nice.'

12. Substitution Drill:

Model: wábzanim yekdú newyán le helmørín-i lubanání ñečín.

rerébi
rerání
hindí
rerébi
xómán
ñewé

13. Substitution Drill:

Example:  

zémmínàle le báwki ñeče.  

'This child looks like his father.'

mín tó rów ñémá ñewé rówan rówkùře rówdukle.  

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14. Substitution Drill:

Model:  helpērkē-i   lubnamīm dīwe, hēr wēku hi  xōman waye.

ḥewē  ḥewan  ḥewan  ḥewmilatē  khurdi  ḥelk-i  ḥemsērē  wilatān  ḥewrupi

15. Word Formation: The Imperfect Tense

Conjugate the following intransitive verbs in the preterite and imperfect tenses.

Model:   čū 'he went'  ḥečū 'he was going, he used to go'

<table>
<thead>
<tr>
<th>Preterite</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>čūm</td>
<td>ḥečūm</td>
</tr>
<tr>
<td>čūyt</td>
<td>ḥečūyt</td>
</tr>
<tr>
<td>čū</td>
<td>ḥečū</td>
</tr>
<tr>
<td>čūyn</td>
<td>ḥečūyn</td>
</tr>
<tr>
<td>čūn</td>
<td>ḥečūn</td>
</tr>
</tbody>
</table>

hatīn  ḥoyštīn  nustīn  geṟanewē  danīštīn  čūn

16. Substitution Drill:

a. Model:   (ṟew)  ḥemī salek le kērkīkewē yet bo  ṭemkobuneweyē.
(tó)
(zów)
(zemó)
(zewé)
(zéwan)
(hemúman)
(hemíyan)
(xóm)
(xót)
(xóy)
(serekwézirán)

b. Repeat drill (a) above in the imperfect tense.

Example: hemí salek le kerkukéwe zéhat bo -- zémkobuneweyé. 'He used to come from Kirkuk to this meeting every year.'

17. Substitution Drill:

Model: zwiš wítarek zexwenétewé be bone-i zémježnèwe.

jéžin
šorišeké
newróz
kobuneké
ježn-i behár
šoriš-i piróz
damézrandín-i
komár-i siráq
18. Substitution Drill:
Model: lazîme qa'īd-i firgê hazîrbe.
serêk-i ûmûrikî
vêw
mîn
tô
hemîman
hemîtan
hemîyan
xôm
xôt
kičekêt

19. Substitution Drill:
Model: saheyek-îtir hayê, jër be jër yari- fuđböl-i
-tyâ erekre.
valîböl
baskîdböl
kobunewê
yari
helpeřkê
şài

20. Substitution Drill:
Model: (?emê) ba xerà bîţoyn bozêwê-i jegayêk-i
bâşman dêskewê
(êrewê)
21. COMPOSITION

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 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 ة of Arabic are not part of the Kurdish alphabet. They are occasionally used, however, in obvious Arabic loan words, especially proper names, e.g., 

میستفا 'Mustafa'. When these letters are used, they have the values ی = s; ظ = z; and ی = 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 یسلام 'Islam' is spelled اسلام by some and یسلام by others; یمکان 'restaurant' may be spelled in any of the following ways: یمکان or یمکان. The most recent tendency is to spell out the word in Kurdish style, like the last spelling given for یمکان. 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 ی p, ی c, ی ż, and ی 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 concensus of usage among those who use a differentiated script (with less common variants in parenthesis):

<table>
<thead>
<tr>
<th>Kurdish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>س (س)</td>
<td>s, š, jw</td>
</tr>
<tr>
<td>ا (ا)</td>
<td>a, ū, ā, ū</td>
</tr>
<tr>
<td>ب (ب)</td>
<td>b, bärk</td>
</tr>
<tr>
<td>د (د)</td>
<td>d, pē</td>
</tr>
<tr>
<td>ت (ت)</td>
<td>t, tya</td>
</tr>
<tr>
<td>ج (ج)</td>
<td>j, jwan</td>
</tr>
</tbody>
</table>

Various systems have been devised by Kurds in the attempt
<table>
<thead>
<tr>
<th>Arabic</th>
<th>Romanized</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>حوت</td>
<td>howt</td>
<td>'seven'</td>
</tr>
<tr>
<td>خنال</td>
<td>xal</td>
<td>'maternal uncle'</td>
</tr>
<tr>
<td>دست</td>
<td>dest</td>
<td>'hand'</td>
</tr>
<tr>
<td>شهر</td>
<td>eré</td>
<td>'here'</td>
</tr>
<tr>
<td>زور</td>
<td>zor</td>
<td>'day'</td>
</tr>
<tr>
<td>زين</td>
<td>zin</td>
<td>'very'</td>
</tr>
<tr>
<td>سين</td>
<td>sin</td>
<td>'saddle'</td>
</tr>
<tr>
<td>شين</td>
<td>shin</td>
<td>'blue'</td>
</tr>
<tr>
<td>صد</td>
<td>sed</td>
<td>'hundred'</td>
</tr>
<tr>
<td>عيب</td>
<td>eyb</td>
<td>'shame'</td>
</tr>
<tr>
<td>غرب</td>
<td>erb</td>
<td>'the West'</td>
</tr>
<tr>
<td>نورم</td>
<td>ermu</td>
<td>'please!'</td>
</tr>
<tr>
<td>مروى</td>
<td>mrov</td>
<td>'man'</td>
</tr>
<tr>
<td>كاني</td>
<td>kani</td>
<td>'spring'</td>
</tr>
<tr>
<td>جوري</td>
<td>gurg</td>
<td>'wolf'</td>
</tr>
<tr>
<td>تاج</td>
<td>qač</td>
<td>'leg'</td>
</tr>
<tr>
<td>لب</td>
<td>law</td>
<td>'lip'</td>
</tr>
<tr>
<td>ل (م)</td>
<td>mal</td>
<td>'house'</td>
</tr>
<tr>
<td>مام</td>
<td>mam</td>
<td>'paternal uncle'</td>
</tr>
<tr>
<td>نو</td>
<td>nur</td>
<td>'new'</td>
</tr>
<tr>
<td>نام</td>
<td>mag</td>
<td>'moon'</td>
</tr>
<tr>
<td>وا</td>
<td>wa</td>
<td>'thus'</td>
</tr>
</tbody>
</table>
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 \( * \) are divided into consonantal \( h \) and vocalic \( e \); (b) a digraph \( \& \) is used for the phoneme \( \eta \); and (c) letters are doubled to represent vowels: \( \& = u \), \( \& = i \) or are marked with \( \& = o \), \( \& = e \). 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 \( \text{nîye, ñîye} \) \( \text{tekol} \).

The following lessons are of three types: (1) familiar material in new form—the basic sentences of the thirteen 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, بی may be spelled بی or بی; مکتِب may show up مکتِب or مکتِب. This should pose no serious problem for the student, since the content is familiar to him, but will prepare him for reading Kurdish 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.
لله سلامانی

۱ - نور باش.

۲ - نور باش.

۳ - من شمارمکم. نام بپه.

۴ - به خیر بپیت.

۵ - چ مه تعلمی لیزو و نزیک؟

۶ - وابزام مه تعیمی سیروان زور باشند نزیک.

۷ - مه تعیمی سیروان له کسی؟

۸ - له وتلا ی بازاره کمیه.

۹ - مه تویتیسی باش له کوی همه.

۱۰ - تویتیسی باش لای مه تمامکه همه.

۱۱ - مه منون تمهکرت نه کمک. خوا هانسیز.

۱۲ - خوا هانسیز.
روز دوازدهم

1 - درگیر کردن
2 - ورزش
3 - چونکه چاکی شکر
4 - چاکم سلامت بی 
5 - چاکم سلامت بی
6 - خویش همه خویش
7 - تیکت
8 - چ لایه ره یک
9 - لایه ره یک
10 - یستا هن لیاهه یک خویش به لیاهه یک
11 - لایه یک خویش به لیاهه یک
12 - لایه یک یک خویش به دوایه یک
13 - شامله است خویش ماموریت، تیکت بیلی‌پررنگ
14 - شامله است دوایه یک بیلی‌پررنگ یک چیزی؟
ب) به لمس.

۲- بوب/ رو به روی لمس و نوشته له سه تخته بنویسه.

۱۷- بسنده تعلیم.

۱۸- نوسین.

۱۹- کسی نوزادیت مهنتی لم و شفیه چی به؟

۲۰- کسان وشیه؟

۲۱- نم و شفیه.

۲۲- نازانستم.

۲۳- من نوزادیت، مهنتی دستشه.

۲۴- تبیین دورسی دروهم ور نگریگری و لاس پرسیار، کانی دورسی یه کسی سیده مکه.

۲۵- خوشان تمامه کن، همو توزیک له سنف ایلا دهکن.

۲۶- کدی مراجعه بکین.

۲۷- پاش همو ده سیک مراجعه مکا.

۲۸- ماموستای برسیاره همی؛ ده رگا چون پنوسیت.

۲۹- هموته آفسر تختیت كه نوسراوه.

۳۰- وابزان و میخا نسرا بو سهینی نویاریم، خنوا حانیز.
1 - زیور پاش دارا
2 - زیور پاش بوب
3 - فرمسودانیشه
4 - به خوا حمزه چادکم چچم بز بازار
5 - بهنا را بهبه، بعلام توزیعک دانیشه تنجا یکه و و چچین بز بازار
6 - با توزیعک قم یکمین
7 - بهنی باشه
8 - چچه چرا خویشه و؟
9 - چاپیدهو توزیعک ناداو
10 - چم جیگاش بچا پن گلبدین؟
11 - چمچا چاپیشینه پن گلبدین
12 - کاکسه چوز کوردی لمه کوه نیز نیز بزویت؟
13 - لمه چاپیپا همه مکب بزویموم
14 - دئی چچه لپیمیت؟
۱۵ - من مهندس و هیجا لی بهرودی ده ریندی خان لیش شوکم.
۱۶ - من هیچ توانایی لی یوزلی بین‌نگانه سانه وی.
۱۷ - به‌ویژه حمزه شهکم، سالی‌گی‌ترین به‌ویژه مهمی‌کا بخویم.
۱۸ - زرر باشد و نه توانایی یاری‌تیت بدهم.
۱۹ - زرر مسنون شهید.
۲۰ - جارئه با بچه‌های پژوازار.
۲۱ - پاشه‌با بچه‌ین.
درسی چوارم

لبه بازار

۱ - بازاره که له کوئی به؟

۲ - هیوانته، وزیر دور نیایه، نیستتا تازه کن.

۳ - حیز هوکم خنجه ریک بکم.

۴ - به زانسی، خنجه ری کوردستان له هم مه خنجه ریک باشتره.

۵ - رو به رو با بچین، بیشتره. وا بزامه هم پناه خنجه ریک نفره شی.

۶ - کاک خنجه ری باشت همیه؟

۷ - به لمسی، نرمیم.

۸ - هم خنجه ره وزیر جوانش.

۹ - چه توز بیکسته؟

۱۰ - به لمسی، حیز هوکم بیکسته.

۱۱ - کاکه هم خنجه ره به چنده؟

۱۲ - به دوو دیناره.

۱۳ - کاکه هیو وزیر گرانه.

۱۴ - کاکه، هم چاکترین خنجه ره.

۱۵ - باش هم دیناره کتیمینی.
16 - نحو مسعود هم لیکره.
17 - کامیان هم گرم؟
18 - تاره زوری خوتنه، هر دو کامیان باشن.
19 - باشند، هم هم گرم.
20 - به راست نازانم هم خنجرت بو چیه؟
21 - شمه ری ی بیننر، بو ره فیتیکم.
22 - ره فیتیکم لدا کوی یه؟
23 - لدا همه ریکایه.
24 - را بزنام همه گوتهکیده.
25 - زور تشه کریت یه کم، به راست باش بوو هاتی له گمایا بو.
26 - من مون، هچ چیشیک بوو، من فانده دم بوت بکم.
27 - تشه کریت یه کم، قیه یه قیم بو تو، بدلам شیوره غنیم.
28 - باشند، خسته ها کنیم.
29 - خسته ها کنیم. 
1 - نیروهایی باش دارا یا

2 - نیروهایی باش

3 - چینی

4 - چاکسم، سلامتی بی، فرمولو دانیشیه

5 - به راستی تغییری توزیع پیاسه بکار

6 - جاری توزیع دانیشه، گنیا پیکر همه بچه‌ها بپیاسه من

7 - مددجویان حوزه همهکننده پیاسه بکار می‌برند، گناه بچه‌ها بچه‌اند

8 - باش بچه‌ها که می‌خورند حوزه همهکننده پیاسه بکار می‌برند

9 - پیکر که بچه‌ها نیست؟

10 - با بچه‌ها بپیامی کنید

11 - زور باش، فرمولو

12 - هفزانی به‌چین حوزه توزیع بپیامی کنید

13 - نه

14 - چونکه همه تاجب زور تازه‌جو بپیامی کنید

15 - نه
12 - بله‌ی؛ شوقانی کاوویه.
17 - راست همکشی؛ شوقانی که راه پانو دریزه.
18 - شوقانی تسترین شقابه لهم شاره.
19 - هم شقابه تسترین شقابه لهم شاره.
20 - شوقانی تسترین شقابه لهم شاره.
21 - با دو روزه و یک روز دوکانی که راهی نازهی زور همیه لهسر شومنه.
22 - نور ناخه که راهی بخشی گستری به.
23 - با دو زوره به، با هنگکننی روز گوره و جوانه.
24 - با هنگکننی بر رو دارو درختی گدول.
25 - شوگر که نوانیت، شیوا پیکه و سره رهده.
26 - سری کسی بوده؟
27 - تالیم، شوگر حمزه همکش شیوانه سری بخشی گستن چه خدایین.
28 - زور بانسته.
مراجعات:

1 - روز پاکت.
2 - روز بیاش، چونی؟ چاکی؟ شکر؟
3 - سلام به‌بی.

4 - واده رهاگوی همسرو دوسری کوردی تهرانی.
5 - به‌بله، به راستی کوردی باس نیرم. چونه کیستا، تخت‌مو. نمک جولانه بخوین.
6 - زور چاکه، پلاه هم‌همو، روزیک کوردی بخوینی. تینجا باشتریش نیش‌هبهی.
7 - نوزانم‌ی، روزی شمه همچ بو دوم بهندی خان.
8 - چون ای‌تان‌ها تئمرو لیوه‌نه‌ی؟
9 - به‌بله، وا بیزان تئمها تئمرو لیوه‌نه‌هم. په‌لام جوز ته‌کم.
10 - جاری سدرو مکت‌بب بدم.
11 - جاری با توزیک لدم چاپی‌خانم‌ی دا نیشین. تینجا پیکره‌ه، هدیچین بو مکت‌بب.
12 - باش هدرو‌سو بو دا نیشین.
13 - تهگر حوز ته‌کیت پیشو بو کیهوه له یاهه نان تهخوین.

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۱۲ - تی نه کهیشت، هکانه کم بی‌بی‌رهه.

۱۴ - علی‌مهم، نیشون پیکر، هچین بو یاوه نان یخوین.

۱۵ - باشوا، من شواره، له هوتلده، که هی.

۱۶ - زور چاکه؛ منیش ته‌چم بوو ماله‌موه. به‌لام شواره، سه‌ری هوتلده.

۱۷ - جاری من موسی بچم بوو مکتوب.

۱۸ - بوچی همته، بچیت بوو مکتوب.

۱۹ - حوز هکرت ماموستا جورج چیپین.

۲۰ - همه ماموستا جورجه.

۲۱ - روز بانش ماموستا.

۲۲ - روز بانش بوو؛ نه‌گه‌گ تاره‌زوره هکرت، نیستا نه‌چین کته‌کانه کن.

۲۳ - به‌لسی نه‌نور بو با چنین؛ چونه‌ه حوز نه‌کرت، کته‌کان بوخوین له ده‌ره‌نده خان.

۲۴ - حوز نه‌که یچ کته‌پک، بک‌یرت؟

۲۵ - را پیژانه‌نه‌نه‌کته‌پک‌ک‌کوری‌نه‌که‌کم.

۲۶ - زور چاکه.
۲۷- من شما نیست پچم بچم مانده، بهلام نیوزارد تنستومن
اما همیشه گذراکه.

۲۸- باشه، خامو برخواست.

۲۹- خامو برخواست.
سردان له یانه فرمانیه‌ران

ده ری ششم

۱ - شمو باش دارا
۲ - شمو باش پی‌پی
۳ - کمی هاتی به کویه
۴ - توزیک
۵ - هم شمو به کویی چین؟
۶ - حمز نمکی به کوی چین
۷ - من نازانم
۸ - نیازم وایه چین به یانه فرمانیه‌ران به عموه یانه بیگینی
۹ - یانه به کویی یه؟
۱۰ - زور دورنی یه، ثروتاً لای مالی موتصرف
۱۱ - باش با چین
۱۲ - بیمار یانه، با چینه زوروزه
۱۳ - یانهیکی خوش‌تو چو مان همه
۱۴ - له کویی حمز نمکی دانشی؟
۱۵ - تاره زوری خوته
۱۷ - عزت حکمیت لای حذف که دانیشند.
۱۸ - زور باشند.
۱۹ - هاوینان که یا همانه زور نیشکه.
۲۰ - گو که کوره کی یه؟
۲۱ - بهم گمومدی رفتیا.
۲۲ - زعیدر، و هره، لای شیه دانیشند.
۲۳ - بهارند، و حمید احزم صمیم گام برده، ره بناست.
۲۴ - من نسانم بوبه.
۲۵ - میش نواه مهجر،
۲۶ - کاقه تو خالقی کوی.
۲۷ - من خالقی که، رگم.
۲۸ - به خیبر پین.
۲۹ - سلامتهای.
۳۰ - به رسته زور تینومه، حمید گیم یه، درخی، کار باخومه، و
۳۱ - من قارونیه، کم خومه، و
۲۲ - من برسیم.

۲۳ - گفته را چی بخندوی؟

۲۴ - را بزام کباب بهخورم.

۲۵ - بسی بیشتری توس بریست نی یه؟

۲۶ - را بزام منش کباب بهخورم باشم.

۲۷ - زور چاکه. که واتا منش کباب بهخورم.

۲۸ - را بزام کباب چاکرین خواردنه لیوه.

۲۹ - به راستی همدلی کبابی زور به لوزته.

۳۰ - به گاهی بندی له جیگا خوشه.

۳۱ - را بزام دردگذی، با بروین.

۳۲ - نورم‌سرو با بروین.

۳۳ - نوید نه کم، بله بیانی بهبنم.

۳۴ - به یانی به که توی واده که چاوه ریبان نه کمک.

۳۵ - باشید، جاری خنوا حانیمز.

۳۶ - خنوا حانیمز.
پاسی کیمیاک

۱ - کدی هاتی بو نیپر.
۲ - توژیک له بچه هاتم.
۳ - گیپر و زویل دو خو هملامو توژیک پیاسه کرد.
۴ - بو پیپه چپوری.
۵ - توژیک پیاسه کرد، دواین جویم بو کیپینها کوردستان.
۶ - هیچ کیپت کری؟
۷ - بعلی، تنه‌ینی یهک کیپی کری.
۸ - گیپو کیپه بایسی چی شکا.
۹ - وا پزاسی بایسی میتزوی کوردستان نکا.
۱۰ - کمزاسی ناونی نووسرکه چی یه؟
۱۱ - وا پزاسی نووسرکه ناونی زانیه.
۱۲ - کدواسا نهیی کیپیکی زور باشاری.
۱۳ - بیچی وا گولی?
۱۴ - چونگه کمزاسی ماموستا زانا نووسرکی زور چاکه.
۱۵ - ماموستا زانا خالقی کیپی؟
۱۶ - ماموستا زانا خالقی کمپ شاریه.
17 - چاکرین شت لعم کتیبه شودم، نخشنده کردستانی تعیه.
18 - راست عکسی، هم‌مر به روزنامه دوی بارکی، رای تایپسیو.
19 - هم‌خوشی هورچی، ریگی تیپسیویل، شماره نهاد رم ولاته.
20 - هم‌خوشی هورچی، شارودی، شاخ، دول و گردو روابه همیه.
21 - تیپا، نوپسیاو‌او.
22 - بیلی، راسته.
23 - وابسته، نمی‌نیایی، مه‌نیایی، لعم کتیبه بکرم.
24 - راه روزوی خوشه.
25 - اگر یست، می‌چشی، چنگ، هم‌مر روزنامه‌ی، بکرم.
26 - زور باشه، نمی‌نیایی، نمی‌بین، یست ماموستای لذهب، زاها نیایی بی‌شین.
27 - نم‌رود، بغلام وابست، یست درده.
28 - بچی سیمایت، چه‌نماد؟
29 - یست، سیمایت فانسیو و نسیوی.
30 - لا، من سیمایت فانسیو و چاره‌که.
31 - هم‌کنی، زور بچین به ده، دمی‌کن شکمی.
32 - باشه، بچین.
پاییز احمد برادر، راکانی

دوره هشتم

1 - السلام علیکم

2 - طلیک السلام

3 - له کی بیوی؟

4 - له مالی احمد بیوی؟

5 - چیه کرده لحوی؟

6 - نام خواردار، چاوم کیوه به باوکو دایکو خوشکو براکانی.

7 - گئه احمد جو بیو کیوی؟

8 - وا بزام لدیکل چندید برادر، ریکیا جو بیو بازار.

9 - چِنن چیه بکن؟

10 - چِنن شت بکیرن.

11 - گئه نألن بیو چیه؟

12 - بدلی، توژیکیتار یهن، چونکه تمانیش حمز نهکن لدیکل

13 - لیه بیچن بیو باخی چنگی.

14 - کویا همان لیه، چاوم ریزان بکین تا یهن.
14 - نهی مالی کیوا؟

15 - علی تا نیستا لیرهبو بهلام توزیک لامودیش چسو
بو مالیهو نان بخساوا

16 - نهی وتبی لیره نان تاخسوم.

17 - تهنها چاییگی خواردهو ، دوالی هرماو روشت ، بهلام
وتبی سی سعاتی ترو گرهیمدوه .

18 - کوارتا سکه لامدل نهی کورانه بیت .

19 - نهی کورانه خلقلئی کویین?

20 - هومویان خلقلئی هوم ولانتن ، بهلام نمایانه وی جنند سوالیکت
لی بلدن له بابیته تامه ریکاوه.

21 - بوچی نمایانه وی بیچن بو تامه ریکا؟

22 - وا بزایم نمایانه وی بیچن لموی بیخونین.

23 - وا تی لامگم تامه دیش نمایش نمیوه وی بیچن بو تامه ریکا.

24 - بیلئی زور جور هرگیز مهگنات بیچن بو تامه ریکا.

25 - بهلام تملی پارهمن تیبه بجی.

26 - بارکی زور دوعلمهد.

27 - کوارتا تامگم عمالل دورچین تمچی بو تامه ریکا.
28 - وابزانم دور تهران، چونکه زور زیادی کوب سعی زور کرده‌ام.
29 - منیش وا هدزام.
30 - گم‌نیم لد دنگددمگه و از گم‌گرم هاتن.
31 - به‌ست فوادین.
1 - نیویورکی‌ها به سوی پنجم ساندویچ، له سلیمان تن خویش.
2 - له تنوعی بیشتر آمریکا به خویش پاش شوید که می‌دانید دو رنگ

به‌اشتی نوری؟

۳ - نیویورک هوموتن زمانی انگلیستان خویندو، به‌لام کمیت توزیع

به‌اشتی نوری؟

۴ - له بلوه به‌نمایی له فستاوه خویده‌بر به‌اشتی نوری؟ به‌نمایی

به‌نمایی همیشه نعمین.

۵ - نگه‌دار انگلیزی باش به‌نیاکن کلیه‌تان به‌نیاکن ورتان نه‌گیر.

۶ - زمانی انگلیزی زمین نی به‌پنجمی هوشتن به‌نمایی‌کن کم به‌پنجم

نوری؟

۷ - نیویورک هوموتن کوردن.

۸ - گودیشتن همیشه خریدتی ولهمکتی بکن درای کرایه‌تان

له‌هم‌میدا.

۹ - نیویورک هم‌جنی قوم شاره.

۱۰ - له‌ی هوموتن نمی‌وری کمیا به‌خویشنه، له‌ینکی له‌ی جامعکان‌نه‌ریکا.

۱۱ - علی‌ی راشفتن نمی‌وری کمیا به‌خویشنه، له‌ینکی له‌ی جامعکان‌نه‌ریکا.
12 - بسلام دارا براتید و در قبال همه خوش بخوی.

13 - همه مهربان برادری مسن.

14 - من زور پیم خوشه که هدایت گمیش لچه ولانتکیتی ممن عمو مشیخت.

15 - باورک و دایم به شاری نیویورک چه وقی.

16 - نیویورک گوره ترین و خوشبختی شاره له همه مکان.

17 - دلاری دانشناهیه همه شاره گوره نزیکی ده میلیونه.

18 - براکم له دیترویت دا تعشیت.

19 - همه حفتهه کاغذ زناک همه نوست بزو باورک بزو همه زه وی بارمه تیمصان.

20 - امریکا زور دوره لیبرک.

21 - کرائیت گیتی با به تعیاره با به پاپور بچن بزو هوری.

22 - وابزان به پاپور هره راتنچو؛ به لام تعیاره خوشترو خیراتر.

23 - من به تعیاره هاتام بزو عراق.

24 - سالنکی ذرو میشی گوته ریته ووه بزو همه مکان.

25 - له ویت چه تابتن.

26 - پوریسته کاغذز بزو بنسون که گلیته گوی.

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27 - چونکه حمزه همه کم تعداد سکانتان بیانم، بزو تهوره می‌شن
کافه‌رتن به بنویم.

28 - بهر تهوره خویشتن به زمانی انگیزی به له همه‌رکا
رنگ همیه مهول سال توزیک زمحته بیینن.

29 - بلام دواي تهور غاسان نمی‌یت.

30 - گومنم نیه مونق عمبن، همه‌هیه مهول به‌دن و خوریکی
ده‌س خویشدن بن.
در مورد فارسی:

۱ - روزی به نیازان پریاموان دا بچین بوده‌اند.

۲ - روزیگی روز خوش‌بود.

۳ - همراه به کاسانده به بود. ترسی بارانان نه بود.

۴ - همراه همراه صورت بود. گولی جوان لَ همچون چیکاپ که بود.

۵ - به کورتی به هاریکی تهدید خوش بود.

۶ - لیمه چواد کس بودین.

۷ - سواری تختیکی بودین و چوادن بزو سرچنار.

۸ - لهدی مهدی‌ها کرد و باریمان کرد. ۶ هیلاک بودین.

۹ - که بود به سماوات دوانزه نامان خوارد.

۱۰ - دواین اسراهان نام کرد.

۱۱ - نیوی روز چوب‌پزی‌تر هاتن که شود.

۱۲ - هم ونیش مهدی‌ها کرد و لگد که لیمه کلیان خوارد.

۱۳ - پاش نه و پیشه باریمان کرد.

۱۴ - به راستی زور خوشمان رابود تا لیمه‌وارد.

۱۵ - سماوات شنی لیواده به تختیکی‌کمان گهراينة و
۱۶ - گوش می‌بلد که نازه بپرورد.
۱۷ - گوش می‌بلد هنی احمد بپرورد.
۱۸ - پارکی تئه بی‌قو کرده بپرورد.
۱۹ - واژنی به چاره‌ک سعاتهایی که پشتیه ناوشار.
۲۰ - هومنه، پارسیان کر بیو زور هللاک به‌وین.
۲۱ - لبه بر چهارم هر یکی چپ‌سوز به‌مالی خوی.
۲۲ - شهو شدید، من زور بیاش نویستم تا به‌یاد.
۲۳ - به راستی تا لیستی خوشی نیو سیرانه، له بیویه.
۲۴ - ایستیش که برادر، مهمان تمبین باسی نیو سیرانه خوش‌هبه‌کمین.
۲۵ - بیرو روزانی مکبر، خویندگان به‌کمین.
۲۶ - بایس ریتمی جشن‌هبه‌کمین.
۲۷ - تسمی حیثی، ماه‌بستانان به‌کمین.
۲۸ - به راستی نیو بیرو خوشانه همه رکیز له بیرو ناچبود.
پاسی کونگره ماموستایان

۱ - جهان کوکر و روزنامه گردی دور مهمی لم ولاته؟

۲ - جوار بینج کوکر و شهش حوت روزنامه.

۳ - میلی روزنامه یکی زیتون کری زور پاسی خوشی تابیوز. یهکیک له وانه

۴ - هنون برو ماموستایان کرید کونگرههان له بایته خه تی

کورامی عیراق باسی زمانی کوردی هایکن.

۵ - بدلی وایه نمه شههم کونگرههان که لم بابیدتی هنون تهکریت.

هنونی تاکراهاهان ماموستایان کرید همه تی یهکشن بو خزمه تی

گاهه کییان.

۶ - وابزام له هنون جیسنداندا و بهتیتی لم ولاته ها هور ماموستایان.

توتیبا رو تازه پیشکاران به توری تی له کوشن بو خزمه تی ولات و گامل

و زمانه کییان.

۷ - جهان ماموستا لم شاروه هاوی هشی تهکن لم کونگره یه؟

۸ - وکی بیستنوه هم مکبه میک نوینه ریک تهکریت. لبهبر هنون زناوه

نوینه ران لم شاروه کهگه چیل.

۹ - ئیبی ماموستای عردب هاوی هشی ناکن لم کونگره یه؟

۱۰ - بدلی - زور کمیش له یونان بانگ کرون بیلیم یوهان هر دا

هکشن و گی همگن پیت یوهانی هاوی هشی بکن له تسکریند.
10 - وابستگی به‌ردیکی نه قبیله‌ی ماهوستان‌یان شه‌دیت بو هد و گونگره‌ی.

11 - به‌ قربه‌که و هزیرانیش شهود روز شه‌دیت بو کردنه‌وه ی کونگره‌که.

12 - کواره‌هولّ روز هیچ گنگوگو ناک‌نیده‌ئی؟

13 - بروه ناک‌نام.

14 - وکو ثقائی تمام کونگره‌ی چهند روز دهوم شکات؟

15 - نازآن قیسال چهند دهوم شکات به‌لام پار حفته‌بله دهوم کرد.

16 - حومر شکرک به‌وثانیه‌ی بچم بو به‌هدقا چونه‌که چهند پرسیاریک همیه‌ی له

17 - گنگه و زمانی کرده‌ی یوهه ی به‌لام هدیه‌تا نزوت لیه‌رت با مقصا چهند

18 - گنگه ملی بحسره‌ی کد هژیرول له روج‌نامه‌که جام‌پینیان که ونشو.

19 - وکو چی؟

20 - وکو قول و بال‌زوژ.

21 - حمانه‌که زور تامان‌ی کمار جمنانیه‌ت و بال‌زوژ به ونیقیه به‌مدیر و

22 - زور سویاکت گنگه‌ی له‌ه‌رونه‌ت‌ه گنگر مانیه‌وه وشیوه‌که ویست‌لیت هم‌هرهم.

23 - من تاماده‌م بو هدوم یارمه‌نه‌یه له خنمه‌تیه.

24 - خوش‌نابین.
دوره بیاس

۱ - مرهبای شهروندی سایت مورد نظر به دویستیه، در کیه بود؟
۲ - مرهبای شهروندی، دویستیه چه چیزی جهت دور بارداری که راوه

پروتئینکه؟
۳ - می چون نه هاتیه دوره، و؟
۴ - راستن چه توزیع هر تهتمت بیوم، سرم به وی شا وابزام

تاهم هسه بسوو.
۵ - می چه جوییت بو دوکوتور؟
۶ - یه، به پیوستم نه زانی بچه بو دوکوتور، تبها یه اک دورو چاسبه

بیشه سرم خواردور، اسراهیه، کردر، تیموزور باشم.
۷ - نه میازنی نه خوشبیوری. شکرکا دویستیه هر سرم، هه دایت له توییلیکه.
۸ - سلامت بپیسی.
۹ - نگه چگونه زانی کیموزه هر تهته۷۷۷۷ دوکوتوریک چه نام چینه لای.
۱۰ - سیاست نه کم، تیموزور باشم، وابزام دویستیه هر هللاه بسوموج

پروپست بیوم به اسراهیه.
۱۱ - چگنر کوبیت له رادیپور؟
۱۲ - به لیکست.
13 - به‌چیه چه‌گونه‌ای تر سیاست‌های جمهوری‌های آمریکا

14 - به‌نونه تنها یک بیشتر، یا خسروا راستی؟

15 - من له دو برایه یاد کوبیووهای سیاست و وزیرانی ولاته گذوره کان

شچکاژور به کمالکاو

16 - راسته، چونکه به تواناکی گفتگو یکن له گکل یهکتر وریکا

بی‌پرندی به‌بیکه‌ی گلاینی جیهان به کشتی یهکده بی‌پرین.

17 - له‌گکل یه‌هولاکها تکنوان یارداکی یهکتر به‌بی‌بی‌پرین له یه‌کتر بگن.

18 - همه‌چه‌نکی‌ئیا کوبیووهای یه‌کی کنکی‌ئیا یه‌هیبه یو سراکی

جمهوری‌کا یه‌هونا یارداری و پیویسته باشتر له کاری‌باری جیهان

شماره رابیتس.

19 - راسته تکنکی‌کت به‌هو یازه یه‌بیوه به‌سیاکی جمهوری‌یه.

20 - وابنام سیاکی پیشو له جیزی جمهوری‌ی بیوه؟

21 - به‌نونه به‌لالم یه‌م له جیزی یارداری‌ه (دیپورتی‌ایه).

22 - همه‌چه‌نکی‌ئیا یه‌ءی‌تی‌ا یه‌هیبه یو کوبیووهای یه‌کینک

به خشک‌بی‌ه.
1 - فهم می‌چینیم همه همیشه همراه هم باهت همراه هم هم‌خوانی و هم‌جویی نمی‌توانیم نه؟

2 - فهم می‌پاییم سی سالی شورایی چواردهی تعموزی پیروزی و

3 - راست می‌کنیم، فهم چواردهی تعموزی من هم لازم ببینم چوپو چی بچین ببین جنگی کروپونه چو یکتا

4 - فهم شو یا بچین.

5 - سو یا بر لیبرپول چه شین که؟

6 - وا بیژن منصرف تسهیکی کرد باس شرمسکی

7 - چون چرخ رسته‌ها قاره‌مانه تنهاان به‌کمک‌می‌دارد

8 - چه رنگ باسی پسی پرپاوکی سیاسی حکومتی میراثی

9 - کرد که چون تهیه‌ی دوست‌مندی لگدژل هم گلابی

10 - چه رنگ همیشه دوایی هماهنگی کریمی

455
11 - همه‌ها کوچک‌تری لا زور خوش‌ه، یا تی عکس‌ه
زور نموده‌ه همه‌ه.

12 - باوخی، بسیار بی‌شموله لدم ده نمود زیاتر
همچنان همه‌ه، بلامان من هنر در نوشت‌ه
نوزانم.

13 - وا ببزنم یک‌درو نمودان هم لب همله‌رونی
لبنانی نمچین.

14 - راسته، همه‌ها رکی لبانان دیوه، هند وگو همی
خونام واوه.

15 - کوی یک‌که یک‌یوم لب موسیقای عسکریه.

16 - همه‌ها باندی موسیقای عسکریه، هم‌بوده‌ه لب
کویکه‌ه یک‌که به‌ه عسکریه‌ه.

17 - کم‌بنا تاندی نرتنی به‌داره عمی لیم کروینه‌هویه.

18 - بم‌یلی لازمه‌ه تاندی نرتنی حاربی صنفیه ناریش
وتارک به‌خونینیه، به‌بونه‌ه کهم جندنیه.

19 - چه‌مان که‌ه چه‌ند کهم که‌ه؟

20 - نام‌بی‌هویه تانه‌ه نرتنگ کراوه. وا ببزنم به تانی
بیست هزار کم‌که‌ه.
21 - چرا تم مانده همیه لرم گاره؟

22 - نه یک احیا که تمام همیه زور پچره گاز یا
جیب یاری فورتیسی تا تهکری.

23 - با خیال برای به دوری به نویجی جیگاه کی باشمان

دم 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
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

Smoking is a strange thing; the person who smokes usually becomes a slave to smoking and tobacco.

disentanglement, freeing
day after day

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.
person, man

17. It must be true because this man was the representative of the Republic of Iraq in that organization for a long time.

familiar with, versed in

works, functions

18. He also is an intelligent and learned person, and very well versed in the activities of this organization.

I am of the opinion

19. I am of the opinion that this organization has, until now, rendered many good services.

it is so; that is right

small

independence

to obtain

20. That is right. It has especially been of service to the small countries which have recently received their independence.

I am of the opinion, to me

existence

world
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.

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

1. When is the Nawroz holiday?
   - March
   - next week, another week

2. The Nawroz holiday is on the 21st of March, that is, next week.

3. I believe the whole nation of Iraq celebrates on this day.

4. No, this is the holiday of the Kurdish people, the feast day of Spring and of freedom.

5. As you say, this holiday is very important.
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?

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?

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.

15. God bless him!

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.

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.

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 کوترا لیست
ملا مهدی‌ بجوشچه

روزیکان ملا مهدی بجوشچه میوابانه همبسو. زندگی پیشی گرفت که وا لازمه تابو جهات دارا بکات لی دراویکان. ملا مهدی بجوشچه نرخ حکایتی خوش ویسته سره همو بجوشچه لی

گردن‌هه بو ساحیر پن بعلام لامک لله حاجیکان شتیکی پچکوله ی
وکوبِ نیستن نارده و یُ عالم تعموره‌بان لی هات له نیشی
ملا مهدی بجوشچه. پیمان ولت؛ نهمی بچه ملا اجولاپی دایره. که نهمی بچی خواهی تعادلی کرد
که وا همچین شتیکی تربرز کردو· لی دراویکان زیا و
مینالی‌که پچکوله لاست له. نیوش ی. به تعیمی حلال
دراویکان زریبان بن خوش بزو. و حمزایان کرد که وا ملا مهدی بجوشچه که حاظی تر داوری شتیان لاست بکات.
پیو کرده‌تی درووم مهال صوانتی یهکی گهوری بور.
چی‌جو بیلای دراسیگانی بو معین تعیمیه. تمام صارهٔ خلخله‌های جان هم‌گاه دیوان به مهال، چون‌که لیا مطّووعه که شموویه کانیان هم‌ریته و هم‌کوو کرده‌تی را بی‌واردیو.

۱۰ مدی‌کتی زوری پین جریون مهال شموویه کانیان نگنارده وو.

۱۱ له پاش دووسن‌مانگ له مهالیان پرستی که چی یه‌سقر شموویه کانیان هن‌ات. مهال به طاجیه ووه جهواپی داننده راجات.

۱۲ لیش نفکم که وا نانییان مهنه‌تین.

۱۳ له پاش زور رجا له کردن ووته مع ایسته نموکرد، پین‌هیان ووته.

۱۴ مهال یه‌ایی چال به یه غنیول نه‌یه که وا نمه پین رزه‌ان به‌مرن.

۱۵ مهال به‌پین تکیف جهواپی داننوه که چون پیرونه فرخ زاویه نمکات؟

سینگ
### VOCABULARY AND NOTES

<table>
<thead>
<tr>
<th>No.</th>
<th>Arabic</th>
<th>English</th>
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<tbody>
<tr>
<td>1</td>
<td>hikayet</td>
<td>'story'</td>
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<tr>
<td></td>
<td>kurt</td>
<td>'short'</td>
</tr>
<tr>
<td></td>
<td>loser</td>
<td>'about, concerning'</td>
</tr>
<tr>
<td></td>
<td>melá mezbúre</td>
<td>'Mulla Nasr Al-Din', whose humorous anecdotes are found in all near Eastern cultures.</td>
</tr>
<tr>
<td>2</td>
<td>miwání</td>
<td>'banquet'</td>
</tr>
<tr>
<td></td>
<td>lažim (foll. by subjunct.)</td>
<td>'necessary'</td>
</tr>
<tr>
<td></td>
<td>qapuğajat</td>
<td>'dishes and (kitchen) necessities'</td>
</tr>
<tr>
<td></td>
<td>dawa kirdín</td>
<td>'to request' (from: le)</td>
</tr>
<tr>
<td></td>
<td>drawse</td>
<td>'neighbor'</td>
</tr>
<tr>
<td>3</td>
<td>štumók</td>
<td>'utensil'</td>
</tr>
<tr>
<td></td>
<td>čestxané</td>
<td>'kitchen'</td>
</tr>
<tr>
<td></td>
<td>ko kirdín</td>
<td>'to collect'</td>
</tr>
<tr>
<td></td>
<td>nów</td>
<td>'way, manner'</td>
</tr>
<tr>
<td></td>
<td>šexs</td>
<td>'person'</td>
</tr>
<tr>
<td></td>
<td>xošewfíst</td>
<td>'beloved, dear'</td>
</tr>
<tr>
<td></td>
<td>le hemú layeč</td>
<td>'on all sides, everywhere'</td>
</tr>
<tr>
<td></td>
<td>wáwo</td>
<td>'complete, completed; finished, over'</td>
</tr>
<tr>
<td></td>
<td>ko wáwo</td>
<td>'to return s.th. to s.o.'</td>
</tr>
<tr>
<td></td>
<td>saheb</td>
<td>'owner'</td>
</tr>
</tbody>
</table>
kull 'each'
pškolé 'small, tiny'
wóku 'like, such as'
ristkán 'glass, tumbler'
nardnewé (ner-) 'to send s.th. back'
sálém 'people'
teséjúb le hatín 'to be surprised at'
jewab danewé 'to answer'
xwa 'God'
tesadif kirdín 'to happen (by chance)'
herčí 'whatever, everything that'
qerz kirdín 'to borrow'
zyán (ze-) 'to reproduce'
mündál 'child'
le bún 'to be born'
be tebiset-i hál 'by the nature of things, naturally'
pe xoš bún 'to be pleasing to; to like'
kerét 'time' (instance)
seyn-i... 'the same...'
teléb 'request'
mérálm 'known; certain'
zyanewé (ze-) 'to reproduce again'
rábduru 'past, previous'
middét 'period of time; a while'
pe čún 'to pass by, elapse' (time)
bosor...hatin 'to happen to, befall'
rajzi 'sadness'
řja le kirdin 'to beg of s.o.'
naw henán 'to mention the name of...'
məreləsəf 'unfortunately'
mirdin (mr-) 'to die'
birwá be...kirdin 'to believe s.th.'
qsé 'talk; statement'
məqul 'reasonable'
beron 'inanimate (object)'
teklif 'formalities'
zawze kirdin 'to reproduce'
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