

The background of the cover is a deep red color with a dynamic, abstract pattern of light rays. These rays originate from a central point on the left side and fan out towards the right, creating a sense of movement and energy. The rays vary in intensity, with some appearing as bright, glowing lines and others as softer, more diffused areas of light.

**TURKISH GRAMMAR**  
**UPDATED ACADEMIC EDITION**

**2013**

**YÜKSEL GÖKNEL**





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**FOREWORD**

*The Turkish Grammar book that you have just started reading is quite different from the grammar books that you read in schools. This kind of Grammar is known as traditional grammar. The main difference of a traditional grammar and that of a transformational one is that the first one describes a natural language as a static object, but the second one describes both the parts of the language engine and how it runs. This is like learning about a motionless car. There is something lacking in this description. It is the dynamics of the parts of a car that runs a hundred and twenty kilometers an hour.*

*Traditional grammars describe only the physical appearance of a language; they do not mind what goes on behind the curtain. The mind of a human being works like the engine of a sports car. It arranges and chooses words matching one another, transforms simple sentence units to use in different parts of sentences, and recollects morphemes and phonemes to be produced by the human speech organs. All these activities are simultaneously carried out by the human mind.*

*Another point that the traditional grammarians generally miss is that they write the grammar of a certain language to teach it to those who have been learning it from the time when they were born up to the time when they discover something called grammar. This is like teaching a language to professional speakers.*

*Then, what is the use of a grammar? I believe most people were acquainted with it when they started learning a foreign language. Therefore, a grammar written for those who are trying to learn a second language is very useful both in teaching and learning a second language.*

*I started teaching English as a second language in 1952, a long time ago. Years passed and one day I found myself as a postgraduate Fulbright student at the University of Texas at Austin in 1960. Although I studied there for only a short period, I learnt enough from Prof. Archibald A. Hill and Dr. De Camp to stimulate me to learn more about Linguistics.*

*After I came back to Turkey, it was difficult to find books on linguistics in booksellers in Istanbul. Thanks to The American Library in Istanbul, I was able to borrow the books that attracted my attention.*

*In those books, I discovered Noam Chomsky, whose name I had not heard during my stay in the U.S.A.*

*I must confess that I am indebted to the scholars and the library above in writing this Turkish Grammar.*

*I am also grateful to my son Dr. Özgür Göknel who encouraged me to write this book and to Vivatinell Warwick U.K., which sponsored to publish it.*

**YÜKSEL GÖKNEL**







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## LOGICAL, MORPHEMIC, AND ORAL SEQUENCING

Noam Chomsky and Steven Pinker in their books assert that the human mind has an inborn logical ability which separates a body of thought (a sentence) into two parts to produce sentences. A person thinks logically that a sentence should be about **something** or **someone**, and uses them as **subjects**, and uses all the information given about the subjects as **predicates**.

Chomsky calls them **Nominal Phrase** and **Verbal Phrase**, in short "**NP + VP**". Additionally, the predicate part (VP) is also logically separated into two parts as a **verb**, and an **object** 'V + NP'. These logical storages are empty before one starts learning his/her native language. When someone starts hearing the sounds of his language, he loads these sounds with meaning, and inserts them into these empty logical storages. Arranging these storages in succession is also learned while someone is being exposed to his native language. Therefore, the order of the logical storages change from language to language. These logical storages, and their learned succession are called the **logical sequence** of a sentence. The so called storages are also flexible enough to hold the shortest and the longest language units.

The word **verb "V"** covers a **verb root**, a **verb stem**, or a verb **frame**, and all the **inflectional suffixes** attached to them such as "ed", "ing", "s", and **auxiliary verbs** such as "must", "may", "might", "can", "could", etc. preceded by them. The verbs together with these inflectional suffixes and auxiliary verbs constitute a **verb composition concept** and called a verb "**V**".

All **subjects** and **objects**, whether long or short, are **Nominal Phrases**. If a verb is **intransitive**, it does not need an object (NP), so the predicate part has only a **verb**, and some adverbs or adverbials. The predicates that have "be" verbs are also considered **Verbal Phrases**.

The sentences described above are of three kinds:

1. A **subject**, a **transitive verb**, and an **object**: Jack killed a mouse.

<u>subj</u>	<u>V</u>	<u>obj (NP)</u>
NP		VP

2. A **subject** and an **intransitive verb**: Jack sleeps.

<u>subj</u>	<u>V</u>
NP	VP

3. A **subject** and a "**be**" **complement**: Jack is brave.

<u>subj</u>	<u>V</u>
NP	VP



Although these logical storages are inborn, their sequencing is learned through the experiences of an individual. Therefore, the sequencing of the **subject** and **predicate**, and that of the **subject**, **verb**, and **object** change from language to language. For instance in English:

I            am coming.  
 Subj (NP)        pred (VP)

(There are no personal suffixes attached to verbs in English.)

In Turkish: Geliyor – um (*ge\*li\*yo\*rum*)  
                             V            subj (NP)

In Turkish, a personal concept is expressed by a personal suffix either attached to a verb at the end of a sentence, or expressed by both a pronoun in the beginning and a suffix at the end of a sentence. Using personal suffixes attached to the ends of the Turkish sentences (except for the third person singular) is a grammatical necessity.

Furthermore, the **subject**, **verb**, and **object** sequence of the English language differs in Turkish as **subject** (pronoun), **object**, **verb**, **subject** (suffix); or **object**, **verb**, **subject** (suffix):

English: We    are picking    flowers.  
                             subj (pron)        V                              obj

Turkish 1: Biz    çiçek    topluyor-uz. = We are picking flowers.  
                             subj (pron)        obj        V-subj (suffix)

Turkish 2: Çiçek topluyor-uz. = We are picking flowers.  
                             obj        V-subj (suffix)

The reason why there may be two identical alternative sentences in Turkish is that one should compulsorily use a **personal suffix** attached to the verb in a sentence, but if he wants to emphasize the subject, he could also use a **pronoun** in the beginning of a sentence as well as a **personal suffix** representing the **pronoun** at the end.

If we use a sentence **without** a personal suffix, the sentence becomes ungrammatical although it is understandable:

- \*Ben yarın Ankara'ya gidiyor. (ungrammatical)
- (Ben) yarın Ankara'ya gidiyor-um. (grammatical) (“Ben” could be ignored.)
- \*Ben seni-i seviyor. (ungrammatical)
- (Ben) seni-i veviyor-um. (grammatical) (“Ben” could be ignored.)

As a general syllabication rule in Turkish, the **single underlined consonants** of the words or allomorphs detach from their syllables, and attach to the **first vowels** of the following morphemes as in the examples above. This



Jack saw Mary among the crowd.

who                      whom                      where

Jack bought some flowers for his mother.

who                                      what                                      for whom

Jack was coming from school.

who                                      from where

The parts that are not underlined in the sentences above are verbs. If someone wants to ask about these verbs he says, "What did Jack do?", and for the underlined parts he says, "From where was Jack coming?", "Where was Jack coming from?", "Whom did Jack see?", etc.

Consequently, it is possible to say that a person fills the subject and predicate logical storages using interrogative instruments.

As in all natural languages, the Turkish language production system governs three groups of sequences. **The first** sequence is the **logical sequence** which governs the basic network of a sentence in which all sentences take form.

**The second** sequence is the **morphemic sequence** which arranges the sequence of the morphemes, and allomorphs in the Turkish words.

The third sequence is the **oral or phonological sequence**, which arranges the syllables and the overall harmony of the words in a sentence.

## THE TURKISH GRAMMAR

After the above short survey of the universal Transformational Generative Grammar (with some interpretations of my own), we can begin with the sound system of The Turkish language.

Turkish has 29 letters in its alphabet. Some of these letters / o, u, a, ı / and / ö, ü, e, i / are **vowels** (ünlüler), and the others / b, c, ç, d, f, g, ğ, h, j, k, l, m, n, p, r, s, ş, t, v, y, z / are **consonants** (ünsüzler).

All the letters above represent **phonemes**, that is why they are shown between "/" signs. Phonemics is not interested in detailed phonetic differences. Some of the vowels / ı, ö, ü / do not exist in English. They are pronounced: /ı/ as in English "again"; /ö/ as in German "schön"; and /ü/ as in German "hütte" respectively.

Among the consonants, there are the / ç, ş, ğ / phonemes, which are pronounced as "ch" as in "church", "sh" as in "fish"; and to produce the /ğ/

phoneme, which does not exist in English, first produce /g/ phoneme, and make it longer by letting your breath pass between your tongue and the hard palate of your mouth while **vibrating** your vocal cords.

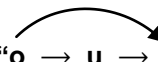
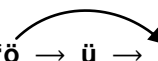
## THE TURKISH VOWEL AND CONSONANT HARMONY

Turkish is said to be an agglutinative language, which means that suffixes are attached to word roots or stems one following the other in a sequence to arrange words. To understand how these suffix chains are arranged, one should understand the **vowel** and **consonant** harmony rules of the Turkish language before one begins to attach suffixes to roots or stems, and to the suffixes following them.

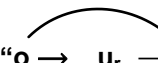
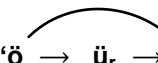
### THE VOWEL HARMONY SEQUENCE

A Turkish speaker follows two certain harmony chains to produce a vowel harmony sequence:

1. The **hard vowel** harmony chain. 2. The **thin vowel** harmony chain.

1. The hard (back) vowel harmony chain is “**o** → **u** → **a** ⇄ **i**”  

2. The thin (front) vowel harmony chain is “**ö** → **ü** → **e** ⇄ **i**”  


In both chains, the first vowels /o/ and /ö/ never repeat themselves. The other vowels can be repeated as many times as necessary. The arrow (→) points to the vowel that will follow the previous one. The arrows (⇄), pointing to both directions, show that /i/ may follow /e/, or /e/ may follow /i/. In the hard vowel harmony chain, /a/ and /ı/ do the same. Furthermore, besides the arrows, the letters “r” are put under repeatable vowels to complete our diagrams:

1. The hard (back) vowel harmony chain: “**o** → **u<sub>r</sub>** → **a<sub>r</sub>** ⇄ **ı<sub>r</sub>**”  

2. The thin (front) vowel harmony chain: “**ö** → **ü<sub>r</sub>** → **e<sub>r</sub>** ⇄ **i<sub>r</sub>**”  


As one could see, the two diagrams look exactly like one another. All the words in the Turkish language follow either **the first** or **the second** harmony sequences. The words borrowed from other languages do not follow these sequences as expected, but the suffixes that attach to them follow the **vowels of the last syllables** of such words. Consequently, one could build

up **meaningless** chains made up of only **vowels** following the two vowel chains:

“o\*u\*u\*a\*i\*a”, “o\*a\*i\*a”, “ü\*ü\*e\*e\*i”, “ö\*e\*i\*e”, “ö\*ü\*ü\*ü”, “o\*a”

For instance:

“kom\*şu\*ya” (o\*u\*a); “kom\*şu\*lar\*dan” (o\*u\*a\*a); “ge\*le\*cek\*ler” (e\*e\*e\*e);  
 “o\*luş\*tur\*duk\*la\*rı\*mız\*dan” (o\*u\*u\*a\*i\*a); “u\*nu\*ta\*lım” (u\*u\*a\*i);  
 “o\*ku\*la” (o\*u\*a); “ten\*ce\*re\*ye” (e\*e\*e\*e); “ka\*ça\*ma\*ya\*cak” (a\*a\*a\*a)

One could make up Turkish meaningless vowel chains as many as one wishes using the above vowel chains. I advise those who are interested in learning Turkish to make up vowel chains like the chains above, and repeat them loudly again and again. In doing so, they can memorize the Turkish vowel harmony sequences easily and soundly as they learn a piece of music. When they repeat them, they may even feel and sound as if they were speaking Turkish.

As it has already been stated, borrowed words do not follow the vowel harmony sequences, but the **last syllables** of such words are attached to suffixes in accordance with the vowel and consonant harmony rules:

patates-le<sub>r</sub>-i (pa\*ta\*tes\*le\*r) “the potatoes”; televizyon-u (te\*le\*viz\*yo\*nu) “the television”; mandalina-/y/ı (man\*da\*li\*na\*y) “the tangerine”; sigara-/y/ı (si\*ga\*ra\*y) “the cigarette”.

The /y/ phonemes used above are glides (semivowels) (consonants) inserted between two vowels to help them to pass the voice from one vowel to the following one smoothly and harmoniously. They do not carry meaning.

One more thing to add to the explanation above is that the words that are formed of two separate words do not follow the above vowel harmony sequences:

kahverengi (kahve + rengi) “**brown**”; buzdolabı (buz + dolabı) “**refrigerator**”; bilgisayar (bilgi + sayar) “**computer**”; tavanarası (tavan + arası) “**attic**”.

Besides the vowel harmony rules above, there are three more essential vowel rules to consider:

1. The verbs **ending** with **vowels drop** these vowels when they attach to the allomorphs of [İ.YOR]. These vowels are **double** underlined. Besides the double underlined vowels, there are some **consonants** that are single un-

derlined which show that they **detach** from their syllables and **attach** to the first vowels of the following allomorphs to produce new syllables.

Bekle-i.yor → (*bek\*li\*yor*); başla-ı.yor → (*baş\*lı\*yor*); anla-ı.yor → (*an\*lı\*yor*); gizle-i.yor → (*giz\*li\*yor*); oku-u.yor → (*o\*ku\*yor*); atla-ı.yor → (*at\*lı\*yor*); ye-i.yor → (*yi\*yor*); gözle-ü.yor → (*göz\*lü\*yor*); gizle-i.yor → (*giz\*li\*yor*)

Gel-i.yor-um → (*ge\*li\*yo\*rum*); yüz-ü.yor-uz → (*yü\*zü\*yo\*ruz*); iç-er-im → (*i\*çe\*rim*); yaz-a.cağ-ım → (*ya\*za\*ca\*ğım*); yakalan-a.cağ-ız → (*ya\*ka\*la\*na\*ca\*ğız*); gül-er-im → (*gü\*le\*rim*); korğ-ar-ız → (*kor\*ka\*rız*)

2. When the **last syllables** of the nouns (including the infinitives), the verbs, and the inflectional morphemes end with **vowels**, and the first vowels of the following allomorphs start with the same vowels, these two vowels **combine** and are articulated as a single vowel. For example, when the last vowel of the word “anne” and the first vowel of the allomorph “em” happen to be articulated together, they **combine** and are articulated as a single vowel: “anne-em” → (an\***nem**):

anne-en → (an\***nen**); tarla-am → (tar\***lam**); araba-an.ız → (a\*ra\*ba\***nız**); kafa-an → (ka\***fan**); git-ti-in → (git\***tin**); bekle-di-ik → (bek\*le\***dik**); gül-dü-ük → (gül\***dük**); yakala-dı-ım → (ya\*ka\*la\***dım**); git-me-em → (git\***mem**); çalış-ma-am → (ça\*lış\***mam**); temizle-en-mek → (te\*miz\*len\***mek**); Dinle-er mi-sin? → (din\***ler** / mi\***sin**); ol-sa-am → (ol\***sam**), bil-se-em (bil\***sem**)

If the last vowel of a word and the first vowel of an allomorph happen to be different, these two vowels are generally linked by the /y/ glides:

oku-ma-/y/ız → (o\*ku\***ma**\*yız); gel-me-/y/iz → (gel\***me**\*yiz); tava-/y/a → (ta\*va\***ya**);

## THE CONSONANT HARMONY SEQUENCE

Consonants are grouped into two subdivisions:

**voiced consonants:** / b, c, d, g, ğ, j, y, l, m, n, r, v, z /

**unvoiced consonants:** / ç, f, k, p, s, ş, t /

The **voiced consonants** are the phonemes that are produced by vibrating the vocal cords while the breath is passing through the throat. To understand the voiced and unvoiced difference, first produce the /v/ phoneme, which vibrates the vocal cords in your throat, and then, without changing the position of your teeth and lips, produce the same sound without vibrating the vocal cords to produce the unvoiced /f/ phoneme. In doing this, you feel no vibration in your throat. The consonants that vibrate the vocal cords are named **voiced consonants**; the **unvoiced consonants** do **not vibrate**

them. By the way, one should keep in mind that all **vowels** and **voiced consonants** vibrate the vocal cords. The **vowels** and **the voiced consonants**, which vibrate the vocal cords, are called **vocals**. Only **the unvoiced consonants** do not vibrate them. In Turkish, the **voiced** consonants are called "**yumuşak (sedalı) ünsüzler**", and the **unvoiced** consonants are called "**sert ünsüzler**".

The /p/, /ç/, /k/, /t/ unvoiced consonants change into their voiced counterparts /b/, /c/, /ğ/, /d/ when they detach from their syllables and attach to the first vowels of the [i, ı, ü, u], or [e, a] allomorphs:

**/p/ changes into /b/:** kitap-ı, kitap-a (ki\*ta\***bi**, ki\*ta\***ba**), sebep-i, sebep-e (se\*be\***bi**, se\*be\***be**), kebab-ı, kebab-a (ke\*ba\***bi**, ke\*ba\***ba**), çorap-ı, çorap-a (ço\*ra\***bi**, ço\*ra\***ba**), dolap-ı (do\*la\***bi**, do\*la\***ba**), şarap-ı, şarap-a (şa\*ra\***bi**, şa\*ra\***ba**), hesap-ı, hesap-a (he\*sa\***bi**, he\*sa\***ba**).

**/ç/ changes into /c/:** ağaç-ı, ağaç-a (a\*ğ**a**\***ci**, a\*ğ**a**\***ca**), sayaç-ı, sayaç-a (sa\*ya\***ci**, sa\*ya\***ca**), amaç-ı, amaç-a (a\*ma\***ci**, a\*ma\***ca**), ayraç-ı, ayraç-a (ay\*ra\***ci**, ay\*ra\***ca**), demeç-i, demeç-e (de\*me\***ci**, de\*me\***ce**).

**/k/ changes into /ğ/:** sokak-ı, sokak-a (so\*ka\***ğı**, so\*ka\***ğa**), tabak-ı, tabak-a (ta\*ba\***ğı**, ta\*ba\***ğa**), kürek-i, kürek-e (kü\*re\***ğı**, kü\*re\***ğe**), bebek-i, bebek-e (be\*be\***ğı**, be\*be\***ğe**), köpek-i, köpek-e (kö\*pe\***ğı**, kö\*pe\***ğe**), ayak-ı, ayak-a (a\*ya\***ğı**, a\*ya\***ğa**), bardak-ı, bardak-a (bar\*da\***ğı**, bar\*da\***ğa**).

**/t/ changes into /d/:** adet-i, adet-e (a\*de\***dı**, a\*de\***de**), kanat-ı, kanat-a (ka\*na\***dı**, ka\*na\***da**), umut-u, umut-a (u\*mu\***du**, u\*mu\***da**), yoğurt-u, yoğurt-a (yo\*ğur\***du**, yo\*ğur\***da**). As an exception: sepet-i, sepet-e (se\*pe\***tı**, se\*pe\***te**), nöbet-i, nöbet-e (nö\*be\***tı**, nö\*be\***te**).

When the nouns or pronouns ending with /p, t, k, ç/ consonants detach from their syllables and attach to the first vowels of the [in, in, ün, un] allomorphs, their last consonants /p, t, k, ç/ change into their voiced counterparts /b, d, ğ, c/ respectively.

kitap-ın (ki\*ta\***bin**), sebep-in (se\*be\***bin**), kebab-ın (ke\*ba\***bin**), çorap-ın (ço\*ra\***bin**), ağaç-ın (a\*ğ**a**\***cin**), amaç-ın (a\*ma\***cin**), sokak-ın (so\*ka\***ğın**), kürek-in (kü\*re\***ğın**), bebek-in (be\*be\***ğın**), ayak-ın (a\*ya\***ğın**), kanat-ın (ka\*na\***dın**), yoğurt-un (yo\*ğur\***dun**).

**Some /t/ phonemes, however, do not change:**

**hayat** (ha\*ya\***tı**), (ha\*ya\***ta**), (ha\*ya\***tin**); **sanat** (san\*a\***tı**), (san\*a\***ta**), (san\*a\***tin**); **sıfat** (si\*fa\***tı**), (si\*fa\***ta**), (si\*fa\***tin**); **saat** (sa\*a\***tı**), (sa\*a\***te**), (sa\*a\***tin**); **sepet** (se\*pe\***tı**), (se\*pe\***te**), (se\*pe\***tin**); **gölet** (gö\*le\***tı**), (gö\*le\***te**), (gö\*le\***tin**); **demet** (de\*me\***tı**), (de\*me\***te**), (de\*me\***tin**).

The **monosyllabic noun roots** ending with unvoiced consonants do not change when they get the [İ], [E], [DE], [DEN] and the **personal** morphemes:

**ek** (eki, eke, ekte, ekten, ekin); **sap** (sapı, sapa, sapta, saptan, sapın); **ip** (ipi, ipe, ipte, ipten, ipin); **hap** (hapı, hapa, hapta, haptan, hapın); **tüp** (tüpü, tüpe, tüpte, tüpten, tüpün); **top** (topu, topa, topta, toptan, topun); **saç** (saçı, saça, saçta, saçtan, saçın); **iç** (içi, içe, içte, içten, için); **göç** (göçü, göçe, göçte, göçten, göçün); **maç** (maçı, maça, maçta, maçtan, maçın); **kök** (kökü, köke, kökte, kökten, kökün); **ok** (oku, oka, okta, oktan, okun ); **yük** (yükü, yüke, yükte, yükten, yükün); **kürk** (kürkü, kürke, kürkte, kürkün); **Türk** (Türk'ü, Türk'e, Türk'te, Türk'ten, Türk'ün); **at** (atı, ata, atta, attan, atın); **et** (eti, ete, ette, etten, etin); **süt** (sütü, süte, sütte, süttten, sütün); **ot** (otu, ota, otta, ottan, otun); **kart** (kartı, karta, kartta, karttan, kartın).

However, the final consonants of some monosyllabic nouns **do change** when they are attached only to [i, ı, ü, u], [e, a] and [in, in, ün, un] allomorphs. They **do not change** when they are attached to the allomorphs of the morphemes of [DE] and [DEN]:

**but** (budu, buda, budun, butta, buttan); **dip** (dibi, dibe, dibin, dipte, dipten); **çok** (çoğu, çoğa, çoğun, çokta, çoktan); **gök** (göğü, göğe, göğün, gökte, gökten); **kap** (kabı, kaba, kabın, kapta, kaptan); **uç** (ucu, uca, ucun, uçta, uçtan); **yurt** (yurdu, yurda, yurdun, yurtta, yurttan); **kurt** (kurdu, kurda, kurdun, kurtta, kurttan); **tat** (tadı, tada, tadın, tatta, tattan).

When [İ] or [E] morphemes come after the nouns ending with **vowels**, the /y/ linking semivowels (glides) are inserted between these two vowels to provide a harmonious link:

**Testi** (tes<sup>\*</sup>ti<sup>\*</sup>/y/i, tes<sup>\*</sup>ti<sup>\*</sup>/y/e); **araba** (a<sup>\*</sup>ra<sup>\*</sup>ba<sup>\*</sup>/y/i, a<sup>\*</sup>ra<sup>\*</sup>ba<sup>\*</sup>/y/a); **tarla** (tar<sup>\*</sup>la<sup>\*</sup>/y/i, tar<sup>\*</sup>la<sup>\*</sup>/y/a); **salata** (sa<sup>\*</sup>la<sup>\*</sup>ta<sup>\*</sup>/y/i, sa<sup>\*</sup>la<sup>\*</sup>ta<sup>\*</sup>/y/a); **martı** (mar<sup>\*</sup>ti<sup>\*</sup>/y/i, mar<sup>\*</sup>ti<sup>\*</sup>/y/a); **tava** (ta<sup>\*</sup>va<sup>\*</sup>/y/i, ta<sup>\*</sup>va<sup>\*</sup>/y/a); **teneke** (te<sup>\*</sup>ne<sup>\*</sup>ke<sup>\*</sup>/y/i, te<sup>\*</sup>ne<sup>\*</sup>ke<sup>\*</sup>/y/e); **makara** (ma<sup>\*</sup>ka<sup>\*</sup>ra<sup>\*</sup>/y/i, ma<sup>\*</sup>ka<sup>\*</sup>ra<sup>\*</sup>/y/a); **kundura** (kun<sup>\*</sup>du<sup>\*</sup>ra<sup>\*</sup>/y/i, kun<sup>\*</sup>du<sup>\*</sup>ra<sup>\*</sup>/y/a); **kafa** (ka<sup>\*</sup>fa<sup>\*</sup>/y/i, ka<sup>\*</sup>fa<sup>\*</sup>/y/a); **su** (su<sup>\*</sup>/y/u, su<sup>\*</sup>/y/a).

When the nouns ending with **vowels** are attached to the possessor personal allomorphs of [İN], [in, in, ün, un], which are used in the “**possessor**” parts of the noun compounds, the /n/ glides are inserted between the two vowels such as:

araba-/n/in → (a<sup>\*</sup>ra<sup>\*</sup>ba<sup>\*</sup>nin)  
 testi-/n/in → (tes<sup>\*</sup>ti<sup>\*</sup>nin)  
 ordu-/n/un → (or<sup>\*</sup>du<sup>\*</sup>nun)  
 öykü-/n/ün → (öy<sup>\*</sup>kü<sup>\*</sup>nün)



sergi-/n/in → (ser\**gi*\**nin*)  
 kafa-/n/in → (ka\**fa*\**nin*)  
 makara-/n/in → (ma\**ka*\**ra*\**nin*)  
 martı-/n/in → (mar\**tı*\**nin*)

However, when pronouns are used in the **possessor** position, they are suffixed with the [im, in, un, im, in, in] allomorphs:

**ben-im** (be\**nim*), **sen-in** (se\**nin*), **o/n/-un** (o\*/*n/un*), **biz-im** (bi\**zim*), **siz-in** (si\**zin*), **o/n/-lağ-in** (o/n/\**la*\**rın*)

Note: The single underlined consonants in the examples above show the consonants that **detach** from their syllables, and **attach** to the first vowels of the following allomorphs while the syllabication process is going on.

Exception: **su** (su\**y/un*). Example: (a\**ra*\**ba*\**yn/in* / hı\**zi*), (su\**y/un* / hı\**zi*)

## MORPHEMES AND THEIR ALLOMORPHS

Morphemes are defined as the smallest meaningful language units in languages. For instance, the word “**um\*brel\*la**” has three syllables. None of these three syllables are significant units on their own; they have sense only when they are heard or articulated **together**. So, these three syllables form a single shortest meaningful unit together, and consequently, **umbrella** is both a **morpheme** and a **word**. Such **words** are called **free morphemes**.

However, although the suffixes are also the smallest meaningful units, they do not convey any sense unless they are attached to roots or stems. Such morphemes are called **bound morphemes**.

All the words have roots or stems like “open”, “soft-**en**”, “clean”, “beauty”, “success”, “book”, etc. Some morphemes (suffixes or prefixes) are attached to these roots or stems. For instance, “open-**ed**”, “clean-**ed**”, “success-**ful**”, “beauti-**ful**”, “whiten-**ed**”, “teach-**er**”, “**ir**-respons-**ible**”, “**un**-count-**able**”, “**un**-necessari-**ly**”, “go-**ing**”, etc. Look at page **409** for **roots**, **stems** and **verb frames**.

As one could see, there are two kinds of suffixes and prefixes in the given examples above. Some of these morphemes change **the meaning** and **the part of speech** they belong with when they are attached to different roots or stems. Some others, however, **add certain inflectional meanings** to **verb** and **noun** roots or stems such as tense, voice, person, mood, number, direction or state without changing their **root** or **stem** meanings.

A morpheme that **changes** the meaning of a root or stem is called a **derivational morpheme** (yapım eki); the other one, which does not change

the meaning of a root or stem, is called an **inflectional morpheme** (çekim eki). Both the **derivational** and **inflectional morphemes** are **bound morphemes**.

Some bound morphemes (suffixes in Turkish) have different pronunciation variants that bear the same meaning as the morphemes. For instance, in English, when the plural [S] morpheme is attached to the noun “book”, it is pronounced as /s/; in “boy-s” as /z/; and in “box-es” as /iz/. As they are the different pronunciation variants of the same morpheme [S], they are named as the **allomorphs** of the **morpheme [S]**.

There are a lot more allomorphs in Turkish than there are in English. This is because **bound morphemes** go through some vowel and consonant changes according to the vowel and consonant rules of the Turkish language when they are attached to roots or stems and to one another, and this process causes different allomorphs to arise. All the allomorphs of a certain morpheme carry **the same** meaning vocalizing differently, and therefore they do not change the meaning of the morphemes because The Turkish sound system functions independently of the Turkish morphemic system.

## THE DERIVATIONAL MORPHEMES AND THEIR ALLOMORPHS

### Anlamlı Yapım Ekleri Ve Onların Altbiçimbirimleri

Derivational morphemes (suffixes) are bound morphemes that change the **lexical** meaning or **the part of speech** of a word used in a sentence:

#### MORPHEMES ATTACHED TO **NOUNS** TO PRODUCE **NOUNS**

[Cİ] allomorphs: ♪ [ci, cı, cü, cu, çı, çu, çü, çü]

When the nouns ending with **vocals** (vowels or voiced consonants) are attached to the morpheme [Cİ], the /i/ vowel in this morpheme changes into /i, ı, ü, u/ in accordance with the vowel harmony rules. However, if a noun ends with an **unvoiced** consonant, the /c/ voiced consonants also change into the /ç/ unvoiced consonants in agreement with the consonant harmony rules:

**peynir-ci** (cheese seller), **posta-cı** (postman), **üzüm-cü** (grapes seller), **turşu-cu** (pickles seller), **sepet-çi** (basket maker), **balık-çı** (fisherman), **süt-çü** (milkman), **ok-çu** (archer), **aş-çı** (cook), **kale-ci** (goal-keeper), **kahve-ci** (coffee seller), **saat-çi** (watch repairer or seller), **mobilya-cı** (furniture seller), **kaçak-çı** (smuggler), **musluk-çu** (plumber), **yaban-cı** (foreigner), **çiçek-çi** (florist), **yol-cu** (traveler), **sanat-çı** (artist), **göz-cü** (watch, watchman), **söz-cü** (spokesman), **politika-cı** (politician), **milliyet-çi** (nationalist), **diş-çi** (dentist), **kira-cı** (tenant), **şarkı-cı** (singer), **börek-çi** (someone who sells pies), **boya-cı** (painter), **demir-ci** (blacksmith), **halter-ci** (weight lifter).

[LİK] allomorphs: ʃ [lik, lık, lük, luk]

**meyve-lik** (a bowl where fruit is kept), **kitap-lik** (bookcase), **göz-lük** (eye-glasses), **odun-luk** (a place where firewood is kept), **ağız-lık** (cigarette holder), **kulak-lik** (headphones), **çaydan-lik** (tea pot), **mezar-lik** (graveyard), **şeker-lik** (a bowl in which candies are kept), **çokevli-lik** (polygamy), **tuz-luk** (saltshaker), **çocuk-luk** (childhood), **maskara-lik** (farce, foolery), **soytarı-lik** (clowning), **dost-luk** (friendship), **düşman-lık** (enmity), **gece-lik** (pajamas, nightgown), **ön-lük** (apron), **güven-lik** (safety), **anne-lik** (motherhood), **evlat-lik** (adopted child), **kahraman-lik** (heroism).

[Cİ-LİK] allomorphs: ʃ [ci.lik, cı.lık, cü.lük, cu.luk, çi.lik, çı.lık, çü.lük, çu.luk]

**av-cı.lık** (hunting), **meyve-ci.lik** (selling fruit), **ön-cü.lük** (leadership), **yol-cu-luk** (traveling), **aş-çı.lık** (cooking), **fal-cı.lık** (fortune telling), **tefe-ci.lik** (usury), **çiçek-çi.lik** (selling flowers), **çif-çi.lik** (farming), **hava-cı.lık** (aviation), **balık-çı.lık** (fishing), **kaçak-çı.lık** (smuggling), **çöp-çü.lük** (scavenge)

[CİK] allomorphs: ʃ [cik, cık, cük, Cuk, çik, çık, çük, çuk] (diminutive)

**ev-cik** (small house), **kapı-cık** (small door), **köprü-cük** (small bridge), **kutu-cuk** (small box), **eşek-çik** (small donkey), **ağaç-çık** (small tree), **kadın-cık** (little woman), **tosun-cuk** (big and healthy newborn baby).

[CE.ĞİZ] allomorphs: ʃ [ce.ğiz, ca.ğız, çe.ğiz, ça.ğız] (innocence)

**kedi-ceğiz** (innocent cat), **kız-cağız** (innocent girl), **hayvan-cağız** (innocent animal), **köpek-çeğiz** (innocent dog), **kuş-çağız** (innocent bird).

[CE] allomorphs: ʃ [ce, ca, çe, ça]

**İngiliz-ce** (English), **Alman-ca** (German), **Türk-çe** (Turkish), **Rus-ça** (Russian), **İspanyol-ca** (Spanish), **Japon-ca** (Japanese), **Çin-ce** (Chinese), **Arap-ça** (Arabic), **Fransız-ca** (French), **İtalyan-ca** (Italian), **Rum-ca** (Greek).

#### MORPHEMES ATTACHED TO NOUNS TO PRODUCE ADJECTIVES

[CİL] allomorphs: ʃ [cil, cıl, cül, cul, çil, çıl, çül, çul]

**ev-cil** (domestic), **insan-cıl** (humane), **ben-cil** (selfish), **ot-çul** (herbivorous)

[Lİ] allomorphs: ʃ [li, lı, lü, lu]

**ev-li** (married), **çocuk-lu** (with children), **şemsiye-li** (with an umbrella), **bahçe-li ev** (house with a garden), **şiyah ceket-li adam** (the man in a black coat), **kırmızı-li kadın** (the woman in red), **görgü-lü** (having good manners, polite), **çiçek-li ağaç** (a tree in blossom), **yağmur-lu** (rainy), **kar-li** (snowy), **sis-li** (foggy, misty), **güneş-li** (sunny), **bulut-lu** (cloudy), **tuz-lu** (salty), **at-li** (man on horseback), **istek-li** (willing), **becerik-li** (skillful), **çamur-lu** (muddy), **hesap-lı** (economical), **saygı-lı** (respectful), **suç-lu** (criminal), **hata:-lı** (faulty), **tat-lı** (sweet), **mayo-lu** (in a bathing suit), **süt-lü** (with milk, milky), **paha-lı** (expensive), **taş kafa-lı** (stone headed), **Adana-lı** (from Adana), **sürek-li** (continuous), **hiddet-li** (outrageous), **kıl-lı** (hairy), **bilinç-li** (intentional, conscious), **zarar-lı** (harmful), **tehlike-li** (dangerous), **şüphe-li** (suspicious, suspect), **yer-li** (native), **iki bacak-lı** (two legged), **kanat-lı** (winged), **kaygı-lı** (anxious), **umut-lu** (hopeful), **gerek-li** (necessary), **yetenek-li** (talented), **bağım-lı** (addicted, dependent), **silah-lı** (armed), **renk-li** (colored), **kâr-lı** (profitable), **zehir-li** (poisonous), **denge-li** (balanced), **neşe-li** (joyful), **kusur-lu** (faulty), **gürültü-lü** (noisy), **değer-li** (precious), **gerek-li** (necessary), **düşünce-li** (thoughtful), **yürek-li** (brave), **ayrıntı-lı** (detailed, in detail), **sorum-lu** (responsible), **mantık-lı** (rational), **güç-lü** (strong), **örtü-lü** (covered), **his-li** (sensitive), **hırs-lı** (ambitious), **hız-lı** (fast), **tertip-li** (tidy), **tuz-lu** (salty), **buz-lu** (icy), **çamur-lu** (muddy), **kir-li** (dirty), **pasak-lı** (untidy), **kor-kulu** (frightening, scary), **hak-lı** (right, fair), **kasit-lı** (intentional), **hesap-lı** (economical), **meme-li** (mammal), **tecrübe-li**, **deneyim-li** (experienced), **falso-lu** (erroneous), **kasvet-li** (gloomy, doleful), **kuşku-lu** (dubious, suspicious), **onur-lu**, **gurur-lu** (proud), **dayanık-lı** (durable), **dikkat-li** (careful), **becerik-li** (skillful), **yama-lı** (patchy), **dokunak-lı** (pungent), **görev-li** (on duty), **yarar-lı** (useful), **karar-lı** (firm, determined), **görkem-li** (magnificent), **şatafat-lı** (pompous), **akıl-lı** (intelligent), **rahmet-li** (deceased), **yaş-lı** (aged) **dert-li** (in trouble, miserable), **şeker-li** (sweet), **su-lu** (saucy), **fayda-lı** (useful), **gizem-li** (mysterious), **korku-lu** (frightening, horrifying), **duygu-lu** (emotional, sensitive), **heyecan-lı** (exciting, nervous), **tertip-li** (tidy), **ileri görüş-lü** (foreseeing), **huzur-lu** (peaceful), **keyif-li** (cheerful), **yetki-li** (authorized), **bağlantı-lı** (related, agglutinative), **boya-lı** (painted), **cila-lı** (*ci\*lä:\*li*) (finished, varnished), **cilt-li** (hardback), **yay-lı** (with springs), **ayrıntı-lı** (detailed, in detail), **ölçü-lü** (restrained), **güç-lü** (strong), **tür-lü tür-lü** (all sorts of), **besbel-li** (obvious), **isabet-li** (*i\*sa:\*bet\*li*) (right, to the purpose), **geçer-li** (valid), **başarı-lı** (successful), **inanç-lı** (believer), **direnç-li** (resistive), **kanıt-lı** (proven, supported by evidence), **yün-lü** (woollen), **pamuk-lu** (cotton), **ateş-li** (fiery, zealous), **çizgi-li** (lined, striped), **yıldız-lı** (starry, starlit), **boya-lı** (painted), **kıyma-lı börek** (mince pie), **güneş-li** (sunny), **toz-lu** (dusty), **ağaç-lı** (wooded), **çiçek-li** (flowered), **desen-li** (patterned, figured), **yaldız-lı** (gilded), **süs-lü** (ornamented), **kıymet-li** (precious, valuable), **kuy-**

**ruk-lu** (tailed), **zahmet-li** (difficult, hard), **temkin-li** (cautious).

[**SİZ**] allomorphs: ♪ [siz, siz, süz, suz]

**korku-suz** (fearless), **istek-siz** (unwilling), **yağmur-suz** (rainless), **ağaç-sız** (treeless), **defo-suz** (flawless), **uyku-suz** (sleepless), **bilinç-siz** (unconscious), **karar-sız** (hesitant), **sorum-suz** (irresponsible), **dikkat-siz** (careless), **amaç-sız** (aimless), **kalp-siz** (heartless), **yürek-siz** (timid), **neşe-siz** (neş\*e\*siz) (sad), **ümit-siz**, **umut-suz** (desperate, hopeless), **taban-sız** (timid), **saygı-sız** (disrespectful), **mantık-sız** (irrational), **temel-siz** (unsound, baseless), **renk-siz** (colorless), **gerek-siz** (unnecessary), **bağım-sız** (independent), **perva:-sız** (reckless), **kafa-sız** (stupid), **sevgi-siz** (loveless), **terbiye-siz** (impolite, rude), **görgü-süz** (impolite), **becerik-siz** (incompetent), **imkân-sız** (impossible), **değer-siz** (worthless), **ses-siz** (silent), **şeker-siz** (without sugar), **gerek-siz** (unnecessary), **düşünce-siz** (thoughtless), **sorum-suz** (irresponsible), **mesnet-siz** (baseless), **tasa-sız** (carefree), **ahlâk-sız** (immoral), **yüz-süz** (impudent), **huy-suz** (perverse), **akıl-sız** (foolish), **dayanak-sız** (baseless), **dayanık-sız** (not durable), **duygu-suz** (senseless), **kusur-suz** (faultless), **ta:lih-siz** (unfortunate), **kıymet-siz** (worthless), **tehlike-siz** (safe), **tat-sız** (tasteless), **haya-sız** (shameless, impudent), **tertip-siz** (untidy), **yarar-sız** (useless), **tutar-sız**. (inconsistent), **amaç-sız** (aim-less), **değer-siz** (worthless), **zarar-sız** (harmless), **koku-suz** (odorless), **neden-siz** (causeless), **acıma-sız** (merciless), **taraf-sız** (impartial), **yetenek-siz** (incompetent), **suç-suz** (innocent), **denge-siz** (unbalanced), **keyif-siz** (low-spirited), **kaygı-sız** (indifferent), **tasa-sız** (carefree), **deneyim-siz** (inexperienced), **kuşku-suz** (without doubt), **uygun-suz** (inappropriate), **surat-sız** (sour faced), **denge-siz** (unbalanced), **kontrol-suz** (uncontrolled), **kıymet-siz** (worthless), **anlam-sız** (insignificant, non-sense), **eğitim-siz** (uneducated), **bilgi-siz** (ignorant), **inanç-sız** (faithless), **huzur-suz** (fidgety), **annes-siz** (motherless), **leke-siz** (stainless), **kaygı-sız** (without anxiety), **denge-siz** (unbalanced), **uyum-suz** (unharmonious).

[**SEL**] allomorphs: ♪ [sel, sal]

**bilim-sel** (scientific), **evren-sel** (universal), **deney-sel** (experimental, empirical), **yüzey-sel** (superficial), **duygu-sal** (emotional, sensational), **sanat-sal** (artistic), **yapı-sal** (structural), **gelenek-sel** (traditional), **düşün-sel** (mental), **tarih-sel** (historical), **tarihî** (historic), **kavram-sal** (conceptual), **kimya-sal** (chemical), **fizik-sel** (physical), **anıt-sal** (monumental), **yaşam-sal** (vital), **din-sel** (religious), **ulus-sal** (u\*lu\*s<sup>al</sup>) (national), **çevre-sel** (environmental), **kalıt-sal** (hereditary), **onur-sal** (honorary), **bitki-sel** (herbal), **hayvan-sal**

(zoological), **tarım-sal** (agricultural), **us-sal** (*us\*sal*) (mental, rational), **tanrı-sal** (divine, celestial), **yörünge-sel** (orbital), **kurum-sal** (institutional, corpo-rate), **kamu-sal** (public), **küre-sel** (global, spherical), **kır-sal** (rural), **örgüt-sel** (organizational), **toplum-sal** (social, common), **belge-sel** (documental), **kurgu-sal** (fictional), **ruh-sal** (psychological), **beden-sel** (corporal), **birey-sel** (individual), **algı-sal** (perceptual), **sayı-sal** (numerical, digital), **simge-sel** (symbolic).

MORPHEMES ATTACHED TO **ADJECTIVES** TO PRODUCE **NOUNS**

[**LİK**] allomorphs: ♪ [**lik, lık, lük, luk**]

**iyi-lik** (favor), **sıcak-lık** (temperature), **özgür-lük** (freedom), **uzun-luk** (length), **geniş-lik** (width), **güzel-lik** (beauty), **çirkin-lik** (ugliness), **dürüst-lük** (honesty), **aptal-lık** (stupidity), **sessiz-lik** (silence), **evli-lik** (marriage), **bayağı-lık** (meanness), **iyimser-lik** (optimism), **kötümser-lik** (pessimism), **uşak-lık** (servitude), **yalnız-lık** (loneliness), **misafirseven-lik** (hospitality), **kahraman-lık** (heroism), **vatanseven-lik** (patriotism), **kaba-lık** (rudeness), **duygusal-lık** (sensitivity), **dost-luk** (friendship), **kepaze-lik** (scandal), **üretken-lik** (productivity), **küresel-lik** (globalism), **aşağılık kompleksi** (inferiority complex), **arsız-lik** (impudence), **geveze-lik** (chattering), **düşüncesiz-lik** (inconsiderateness), **mutsuz-luk** (unhappiness), **aç-lık** (hunger, starvation), **güç-lük** (difficulty), **saydam-lık** (transparency), **utangaç-lık** (shyness), **uzak-lık** (distance), **yakın-lık** (closeness, sympathy), **küstah-lık** (insolence), **kurak-lık** (drought), **ürkek-lik** (shyness), **sersem-lik** (dizziness), **hovarda-lık** (debauchery), **alışkan-lık** (addiction), **yüksek-lik** (height), **derin-lik** (depth), **kırmızı-lık** (redness), **kötü-lük** (wickedness, evil), **kurnaz-lık** (craftiness), **dürüst-lük** (honesty), **karamsar-lık** (moodiness), **kolay-lık** (ease, facility), **tembel-lik** (lazyness), **kira-lık** (*ki\*ra:\*lık*) (to let, for hire) **özel-lik** (speciality), **özgün-lük** (originality, genuineness), **kararsız-lik** (hesitation, uncertainty, instability, inconsistency), **bol-luk** (abundance), **sürekli-lik** (continuity), **kararlı-lık** (determination), **avare-lik** (*a:\*va:\*re\*lik*) (idleness), **yüzeysel-lik** (shallowness, superficiality), **kıt-lık** (famine), **sarkıntı-lık** (molestation), **kibar-lık** (kindness, politeness), **dayanıklı-lık** (durability), **boş-luk** (emptiness), **yok-luk** (poverty, absence, nonexistence), **yaşlı-lık** (agedness), **sorumlu-luk** (responsibility), **sorumsuz-luk** (irresponsibility), **gayretkeş-lik** (zeal), **vurdumduymaz-lık** (callousness), **tutarsız-lık** (inconsistency), **deli-lik** (madness), **bilgisiz-lik** (**cahil-lik**) (ignorance), **benzer-lik** (resemblance), **karamsar-lık** (moodiness), **güzel-lik** (beauty), **kızgın-lık** (anger), **bağışık-lık** (immunity), **düşman-lık** (enmity, hostility), **budala-lık**, **ahmak-lık** (stupidity, idiocy)

MORPHEMES ATTACHED TO **VERBS** TO PRODUCE **NOUNS**

In agreement with the oral sequence of the Turkish sound system, the last **consonants** of the last syllables of the verbs **detach** from their syllables, and **attach** to the **first vowels** of the following derivational allomorphs while forming new syllables. These consonants are single underlined:

[İ] allomorphs: ♪ [i, ı, ü, u]

**diz-i** (*di\*zi*) (string, chain, serial, sequence), **yaz-ı** (*ya\*zi*) (script, text), **ölç-ü** (*öl\*çü*) (measurement, size), **koş-u** (*ko\*şu*) (run), **duy-u** (*du\*yu*) (sense), **gez-i** (*ge\*zi*) (trip), **aç-ı** (*a\*çı*) (angle), **yap-ı** (*ya\*pi*) (building), **tak-ı** (*ta\*ki*) (jewelry, jewels), **dürt-ü** (*dür\*tü*) (stimulus), **tart-ı** (*tar\*tı*) (scales), **art-ı** (*ar\*tı*) (plus), **başar-ı** (*ba\*şarı*) (success), **kor-k-u** (*kor\*ku*) (fear), **sor-u** (*so\*ru*) (question), **ört-ü** (*ör\*tü*) (any cloth covering), **çat-ı** (*ça\*tı*) (framework), **yet-i** (*ye\*ti*) (mental power, faculty), **yat-ı** (*ya\*tı*) (overnight stay), **öl-ü** (*ö\*lü*), (corpse), **göm-ü** (*gö\*mü*) (treasure), **kok-u** (*ko-ku*) (scent, smell, aroma, perfume), **böl-ü** (*bö\*lü*) (slash mark), **dinlet-i** (concert), **güldür-ü** (comedy) **doğ-u** (*do\*ğ-u*) (east), **bat-ı** (*ba\*tı*) (west), **çarp-ı** (cross, times), **böl-ü** (*bö\*lü*)

[İM] allomorphs: ♪ [im, ım, üm, um, em, am]

**seç-im** (*se\*çim*) (election), **al-ım** (*a\*lım*) (purchase), **öl-üm** (*ö\*lüm*) (death), **yık-ım** (*yi\*kım*) (disaster, demolition), **yuğ-um** (*yu\*dum*) (gulp), **ek-im** (*e\*kım*) (October), **ak-ım** (*a\*kım*) (current), **üret-im** (*ü\*retim*) (production), **geliş-im** (*ge\*lişim*) (improvement), **karış-im** (*ka\*rışım*) (mixture), **dönüş-üm** (*dö\*nüşüm*) (transformation), **çek-im** (*çe\*kim*) (attraction), **geril-im** (*ge\*ri\*lim*) (tension), **tasar-ım** (*ta\*sa\*rim*) (plan, design), **kavra-am** (*kav\*ram*) (concept), **denkle-em** (*denk\*lem*) (equation), **ekle-em** (*ek\*lem*) (joint), **tüket-im** (*tü\*ke\*tim*) (consumption), **yaklaş-im** (*yak\*la\*şım*) (approach), **benzeş-im** (*ben\*ze\*şim*) (similarity, resemblance), **iletiş-im** (*i\*le\*ti\*şim*) (communication), **bilgiş-im** (*bi\*li\*şim*) (informatics), **delyl-im** (*de\*yim*) (expression, idiom), **say-ım** (*sa\*yım*) (census), **giy-im** (*gi\*yim*) (clothing), **çöz-üm** (*çö\*züm*) (solution), **kıy-ım** (*ki\*yım*) (massacre), **açıl-ım** (*a\*çı\*lım*) (expansion), **yatır-ım** (*ya\*tı\*rim*) (investment), **al-ım, sat-ım** (*a\*lım, sa\*tım*) (buying and selling, trade, commerce), **giy-im** (*gi\*yim*) (attire), **salk-ım** (*sal\*kım*) (bunch), **bir salkım üzüm** (a bunch of grapes), **uy-um** (*u\*yum*) (accordance). **dön-em** (*dö\*nem*) (period), **yaşa-am** (*ya\*şam*) (life), **anla-am** (*an\*lam*) (meaning), **devin-im** (*de\*vi\*nim*) (movement), **dene-ly/im** (*de\*ne\*yim*) (experience), **gözle-em** (*göz\*lem*) (observation), **söyle-em** (*söy\*lem*) (expression), **geç-im** (*ge\*çim*) (living), **çiz-im** (*çi\*zim*) (drawing, design), **çal-ım** (*ça\*lım*) (feint), **al-ım** (*a\*lım*) (purchase), **sür-üm** (sale), **yatır-ım** (*ya\*tı\*rim*) (investment), **yalıt-ım** (*ya\*lı\*tim*) (insulation).

When the **identical vowels** written in **bold face** follow one another, they **combine** and are pronounced as **single vowels**; and the single underlined consonants detach from their syllables, and attach to the first vowels of the following allomorphs in agreement with the oral sequence of the Turkish sound system.

[**İK**] allomorphs: ♪ [ik, ık, ük, uk, ek, ak]

del-ik (*de\*lik*) (hole), art-ık (*ar\*tık*) (left over), öksür-ük (*ök\*sü\*rük*) (cough)  
**tükür-ük** (*tü\*kü\*rük*) (spit, saliva), aksır-ık (*ak\*sı\*rık*) (sneeze), **bulaş-ık**  
*(bu\*la\*şık)* (dirty dishes), kayna-ak (*kay\*nak*) (source, spring, origin), belle-  
**ek** (*bel\*lek*) (memory), tara-ak (*ta\*rak*) (comb), yama-ak (*ya\*mak*) (appren-  
 tice), döşe-ek (*dö\*şek*) (mattress), kapa-ak (*ka\*pak*) (lid), **eş-ik** (*e\*şik*)  
 (threshold), dene-ek (*de\*nek*) (experimental subject, object, or animal),  
 tekerle-ek (*te\*ker\*lek*) (wheel), **kay-ık** (*ka\*yık*) (boat), **bat-ık** (*ba\*tık*)  
 (submerged), **çiz-ik** (*çi\*zik*) (scratch), çatla-ak (*çat\*lak*) (crack)

[**EK**] allomorphs: ♪ [ek, ak]

**Tapın-ak** (*ta\*rı\*nak*) (temple), **kay-ak** (*ka\*yak*) (ski), **saç-ak** (*sa\*çak*)  
 (fringe), **uç-ak** (*u\*çak*) (airplane), **yağ-ak** (*ya\*tak*) (bed), **kaç-ak** (*ka\*çak*)  
 (escaped), **dayan-ak** (*da\*ya\*nak*) (support), **kes-ek** (*ke\*sek*) (a lump of  
 earth), **ölç-ek** (*öl\*çek*) (scale), **ben-ek** (*be\*nek*) (spot), **dön-ek** (*dö\*nek*)  
 (someone whom you cannot trust, incredulous), **yan-ak** (*ya\*nak*) (cheek),  
**düzen-ek** (*dü\*ze\*nek*) (mechanism), gevşe-ek (loose), kayna-ak (source)

[**Gİ**] allomorphs: ♪ [gi, gı, gü, gu, ki, kı, kü, ku]

**sev-gi** (love, affection); **çal-gı** (music instrument); **sür-gü** (bolt); **sor-gu**  
 (interrogation); **bas-kı** (pressure); **as-kı** (hanger); **ör-gü** (knitting); **gör-gü**  
 (good manners); **dol-gu** (filling); **ver-gi** (tax); **et-ki** (impression); **sar-gı** (ban-  
 dage); **ser-gi** (exhibition); **ez-gi** (melody); **say-gı** (respect); **yanıl-gı** (mis-  
 take); **vur-gu** (accent, stress); **kur-gu** (abstract thought, speculation); **yer-gi**  
 (satire); **der-gi** (periodical, magazine); **yar-gı** (judgment); **yaz-gı** (fate,  
 destiny); **ol-gu** (fact); **duy-gu** (sensation); **iç-ki** (alcoholic beverage, drink);  
**at-kı** (scarf); **et-ki** (impression, stimulus); **kat-kı** (aid, help, additive); **gör-gü**  
 (experience, good manners); **kork-ku** (fright) (The double underlined "**k**"  
 drops.); **yet-ki** (authority); **coş-ku** (excitement); **tep-ki** (response,  
 reaction); **al-gı** (perception); **sal-gı** (secretion); **kes-ki** (chisel); **tut-ku**  
 (ambition, passion); **sez-gi** (intuition); **çiz-gi** (line); **diz-gi** (composition,  
 string); **bit-ki** (plant); **bul-gu** (discovery, finding).

[**EÇ**] allomorphs: ♪ [eç, aç]



sür-eç (*sü\*reç*) (process, procedure), tık-aç (*ti\*kaç*) (plug, wag, stoppage), deme-eç (*de\*meç*) (statement), sark-aç (*sar\*kaç*) (pendulum), ayır-aç (*ay\*raç*) (bracket)

[EY] allomorphs: ♪ [ey, ay]

dene-ey (*de\*ney*) (experiment), yap-ay (*ya\*pay*) (artificial), ol-ay (*o\*lay*) (event), düş-ey (*dü\*şey*) (vertical), yat-ay (*ya\*tay*) (horizontal), yüz-ey (*yü\*zey*) (surface), uza-ay (*u\*zay*) (space).

[İ.Cİ] allomorphs: ♪ [i.ci, ı.ci, ü.cü, u.cu]

Dinle-/y/i.ci (*din\*le\*yi\*ci*) (listener), sat-ı.ci (*sa\*tı\*ci*) (seller), yüz-ü.cü (*yü\*zü\*cü*) (swimmer), koş-u.cu (*ko\*şu\*cu*) (runner), böl-ü.cü (*bö\*lü\*cü*) (separatist), tara-/y/i.ci (*ta\*ra\*yi\*ci*) (scanner), al-ı.ci (*a\*lı\*ci*) (receiver), bak-ı.ci (*ba\*kı\*ci*) (companion), bebek bakıcısı (baby sitter), tuğ-u.cu (*tu\*tu\*cu*) (conservative), kal-ı.ci (*ka\*lı\*ci*) (lasting, durable) (adj), yaz-ı.ci (*ya\*zı\*ci*) (printer), doyum-u.cu (*do\*yu\*ru\*cu*) (satisfactory) (adj), inandır-ı.ci (*i\*nan\*dı\*rı\*ci*) (persuasive) (adj), öldür-ü.cü (*öl\*dü\*rü\*cü*) (adj) (deadly, fatal). If a **verb ends with vowel**, and the allomorph **starts with a different vowel**, the /y/ glide is inserted between these vowels by the oral sequence.

[E.CEK] allomorphs: ♪ [e.cek, a.cak]

sil-e.cek (*si\*le\*cek*) (wiper), gel-e.cek (*ge\*le\*cek*) (future), aç-a.cak (*a\*ça\*cak*) (opener), çek-e.cek (*çe\*ke\*cek*) (shoehorn), yak-a.cak (*ya\*ka\*cak*) (fuel).

[MEK] allomorphs: ♪ [mek, mak]

ye-mek (meal), çak-mak (lighter), ek-mek (bread), kay-mak (cream)

[ME] allomorphs: ♪ [me, ma]

dondur-ma (ice cream), dol-ma (green peppers, eggplants or marrows stuffed with mince, rice, etc.), kavur-ma (fried pieces of meat), haşla-ma (boiled meat), dene-me (essay), döv-me (tattoo), as-ma (vine), kaz-ma (pickaxe), aydınlan-ma (enlightenment). kıy-ma (*kıy\*ma*) (minced meat), in-me (*in\*me*) (stroke), bas-ma (*bas\*ma*) (printed cloth), yüz-me (*yüz\*me*)

[İK] allomorphs: ♪ [ik, ık, ük, uk, ek, ak]

keş-ik (*ke\*sik*) (cut), çık-ık (*çı\*kık*) (dislocated joint), yar-ık (*ya\*rik*) (slash), çiz-ik (*çi\*zik*) (scratch), çürü-ük (*çü\*rük*) (decay), sar-ık (*sa\*rik*) (turban), kaz-ık (*ka\*zık*) (stake, unreasonably expensive), yırt-ık (*yır\*tık*) (tear), del-

ik (*de\*lik*) (hole) ele-ek (*e\*lek*) (sieve), ada-ak (*a\*dak*) (oblation), kay-ak (*ka\*yak*) (ski).

[CE] allomorphs: ♪ [ce, ca]

düşün-ce (*dü\*şün\*ce*) (thought), eğlen-ce (*eğ\*len\*ce*) (entertainment), bil-me-ce (*bil\*me\*ce*) (riddle, word puzzle), düzme-ce (*düz\*me\*ce*) (lie, fake), çekme-ce (*çek\*me\*ce*) (drawer), gülme-ce (*gül\*me\*ce*) (comedy)

[İN.Tİ] allomorphs: ♪ [in.ti, in.tı, ün.tü, un.tu, en.ti, an.tı]

ak-in.tı (*a\*kın\*tı*) (current), al-in.tı (*a\*lin\*tı*) (quotation), bağla-an.tı (*bağ\*lan\*tı*) (connection, link), bekle-en.ti (*bek\*len\*ti*) (expectation), bula-an.tı (*bu\*lan\*tı*) (qualm), bul-un.tu (*bu\*lun\*tu*), (antique), çarp-in.tı (*çar\*pin\*tı*) (palpitation), çık-in.tı (*çı\*kın\*tı*) (bulge) çök-ün.tü (*çö\*kün\*tü*) (collapse), dök-ün.tü (*dö\*kün\*tü*) (rubbish, rash), ekle-en.ti (*ek\*len\*ti*) (addition), es-in.ti (*e\*sin\*ti*) (breeze), gez-in.ti (*ge\*zin\*ti*) (tour, walk), gir-in.ti (*gi\*rin\*ti*) (dent), gör-ün.tü (*gö\*rün\*tü*) (image), il-in.ti (*i\*lin\*ti*) (relation), kal-in.tı (*ka\*lin\*tı*) (remnant), kaşı-in.tı (*ka\*şın\*tı*) (itching), kaz-in.tı (*ka\*zın\*tı*) (scrapings), keş-in.ti (*ke\*sin\*ti*) (subtraction, stoppage, interruption), kır-in.tı (*ki\*rin\*tı*) (crumb), kur-un.tu (*ku\*run\*tu*) (unfounded suspicion), rastla-an.tı (*ras\*lan\*tı*) (coincidence), salla-an.tı (*sal\*lan\*tı*) (quake), sık-in.tı (*si\*kın\*tı*) (boredom), sız-in.tı (*si\*zın\*tı*) (leakage), tak-in.tı (*ta\*kın\*tı*) (fixation, obsession), söyle-en.ti (*söy\*len\*ti*) (rumor), topla-an.tı (*top\*lan\*tı*) (meeting), sapla-an.tı (*sap\*lan\*tı*) (obsession), bağla-an.tı (connection, link).

[İŞ] allomorphs: ♪ [iş, ış, üş, uş]

ak-ış (*a\*kış*) (fluency), al-ış ver-ış (*a\*lış / ve\*riş*) (shopping), anla-ly/ış (*an\*la\*yış*) (understanding, sympathy), bak-ış (*ba\*kış*) (look, looking) , at-ış (*a\*tış*) (gunfire, throw, round), bekle-ly/ış (*bek\*le\*yış*) (waiting), benze-ly/ış (*ben\*ze\*yış*) (resemblance), bul-uş (*bu\*luş*) (discovery), çık-ış (*çı\*kış*) (exit, outlet), çök-üş (*çö\*küş*) (collapse, fall), davran-ış (*dav\*ra\*niş*) (behavior), diren-ış (*di\*re\*niş*) (resistance, disobedience), diril-ış (*di\*ri\*liš*) (resurrection, revival), dizil-ış (*di\*zi\*liš*) (sequence), dokun-uş (*do\*ku\*nuş*) (touch), dön-üş (*dö\*nüş*) (return), dur-uş (*du\*ruş*) (position), düş-üş (*dü\*şüş*) (decline, downfall), gel-ış (*ge\*liš*) (arrival, coming), gir-ış (*gi\*riş*) (entry, entrance), git-ış (*gi\*dış*) (going, departure), görün-üş (*gö\*rü\*nüş*) (appearance), gör-üş (*gö\*rüş*) (view, opinion), gör-üş birliği (*gö\*rüş / bir\*li\*ği*) (agreement, consensus), haykır-ış (*hay\*kı\*riş*) (scream), kaç-ış (*ka\*çış*) (escape), kapan-ış (*ka\*pa\*niş*) (closing, closure), kurtul-uş (*kur\*tu\*luş*) (liberation), kurul-uş (*ku\*ru\*luş*) (foundation), sat-ış (*sa\*tış*) (sale), sür-üş (*sü\*rüş*) (drive, driving), tüken-ış (*tü\*ke\*niş*) (exhaustion),

**yakar-ış** (*ya\*ka\*riş*) (appeal), **yalvar-ış** (*yal\*va\*riş*) (beseeching), **yüksel-ış** (*yük\*se\*liş*) (rise, growth), **yürü-ly/üş** (*yü\*rü\*yüş*) (walk)

MORPHEMES ATTACHED TO VERBS TO PRODUCE ADJECTIVES

[İ.Cİ] allomorphs: ♪ [i.ci, ı.ci, ü.cü, u.cu]

**del-i.ci** (*de\*li\*ci*) (piercing), **kal-ı.ci** (*ka\*lı\*ci*) (lasting), **sars-ı.ci** (*sar\*sı\*ci*) (shocking), **yarat-ı.ci** (*ya\*ra\*tı\*ci*) (creative), **buluş-ı.ci** (*bu\*la\*şı\*ci*) (contagious), **şaşırt-ı.ci** (*şa\*şır\*tı\*ci*) (confusing), **yak-ı.ci** (*ya\*kı\*ci*) (burning), **öğüt-ü.cü** (*ö\*ğü\*tü\*cü*) (grinding), **tazele-ly/i.ci** (*ta\*ze\*le\*yi\*ci*) (refreshing), **it-i.ci** (*i\*ti\*ci*) (repulsive), **alda-tı.ci** (*al\*da\*tı\*ci*) (deceptive), **üz-ü.cü** (*ü\*zü\*cü*) (saddening), **doğur-u.cu** (*do\*yu\*ru\*cu*) (satisfying), **geç-ici** (*ge\*çi\*ci*) (temporary), **ez-i.ci** **çoğunluk** (overwhelming majority), **sık-ı.ci** (*sı\*kı\*ci*) (boring), **yık-ı.ci** (*yı\*kı\*ci*) (destructive, devastating), **koru-ly/u.cu** (*ko\*ru\*yu\*cu*) (protective), **kır-ı.ci** (*kı\*rı\*ci*) (injurious, unkind), **yan-ı.ci** (*ya\*ni\*ci*) (inflammable), **üz-ü.cü** (painful).

[İK] allomorphs: ♪ [ik, ık, ök, uk, ek, ak]

**aç-ık** (*a\*çık*) (open), **kır-ık** (*kı\*rik*) (broken), **bat-ık** (*ba\*tık*) (sunken), **göç-ük** (*gö\*çük*) (collapsed), **del-ik** (*de\*lik*) (pierced, hole), **ez-ik** (*e\*zik*) (mashed), **eğ-ik** (*e\*ğik*) (bent), **çürü-ük** (*çü\*rük*) (decayed), **art-ık** (*ar\*tık*) (left over), **kaç-ık** (*ka\*çık*) (silly), **çatla-ak** (*çat\*lak*) (crack), **kaç-ak** (*ka\*çak*) (escaped) **çek-ik** (*çe\*kik*) (slanting), **çık-ık** (*çı\*kık*) (dislocated), **ürk-ek** (*ür\*kek*) (timid, shy), **kork-ak** (*kor\*kak*) (coward(ly)), **gevşe-ek** (*gev\*şek*) (loose)

Note: The last syllables are stressed.

[KİN] allomorphs: ♪ [gin, gın, gün, gun, kin, kın, kün, kun]

**seç-kin** (*seç\*kin*) (exclusive, choice), **kes-kin** (sharp), **şaş-kin** (astonished), **iliş-kin** (concerning, connected), **sus-kun** (silent), **piş-kin** (well done, impudent), **et-kin** (functional), **ger-gin** (tight), **az-gın** (fierce), **düz-gün** (smooth), **ol-gun** (ripe, mature), **sol-gun** (faded), **yay-gın** (common), **bit-kin** (discouraged, depressed, exhausted), **yor-gun** (tired), **bas-kin** (unexpected attack (noun), dominant), **küs-kün** (offended), **geç-kin** (overripe), **dur-gun** (stagnant), **dol-gun** (plump), **öz-gün** (original), **say-gın** (honorable), **yay-gın** (common, widespread), **kız-gın** (angry), **bez-gin** (wretched), **uy-gun** (suitable, convenient), **üz-gün** (sorry), **et-kin** (effective), **yat-kin** (inclined to do)

[İR] allomorphs: ♪ [er, ar]

**çal-ar saat** (*ça\*lar*) (alarm clock), **ak-ar su** (running water), **gül-er yüz** (smiling face), **koş-ar adım** (running pace), **uyu-ur gez-er** (sleep walker).

[EN] allomorphs: ♪ [en, an]

**koş-an** (ko\*şan) (running), **sol-an** (so\*lan) (fading), **çalış-an** (ça\*lı\*şan) (working), **yürü-ly/en** (yü\*rü\*yen) (walking), **konuş-an** (ko\*nu\*şan) (talking), **dilimle-ly/en** (di\*lim\*le\*yen) (slicing), **kes-en** (ke\*sen) (cutting), **öpüş-en** (ö\*pü\*şen) (kissing), **bekle-ly/en** (bek\*le\*yen) (waiting), **art-an** (ar\*tan) (increasing), **geliş-en** (ge\*li\*şen) (developing), **dön-en** (dö\*nen) (turning, circling), **gülümse-ly/en** (gü\*lüm\*se\*yen) (smiling), **bağla-ly/an** (bağ\*la\*yan) (tying, connecting), **bitme-ly/en** (bit\*me\*yen) (unending)

Note: The morpheme above and its allomorphs are also used in transforming simple sentences into “**determiner+noun**” compounds. Therefore, they are also **inflectional suffixes**.

[MIŞ] allomorphs: ♪ [miş, mış, müs, muş]

**sol-muş** (faded), **değiş-miş** (changed), **karış-mış** (mixed), **beyazlaş-mış** (whitened), **bağlan-mış** (tied, connected), **ertelen-miş** (postponed), **kızartıl-mış** (fried), **tasarlan-mış** (planned), **yıkan-mış** (washed), **geliştiril-miş** (improved), **düğüm-len-miş** (knotted), **aydınlan-mış** (enlightened), **zorlan-mış** (forced), **boşan-mış** (divorced), **unutul-muş** (forgotten), **örül-müş** (knitted), **kızarmış** (fried, reddened), **ürettil-miş** (produced), **bayıl-mış**, (fainted), **unutulma-mış** (unforgotten), **kayna-mış** (boiled), **don-muş** (frozen), **geliş-miş** (developed), **değiş-miş** (modified), **kokuş-muş** (foul).

Note: The allomorphs of the morpheme [MIŞ] are stressed. This morpheme is also used as an inflectional morpheme.

[SEL] allomorphs: ♪ [sel, sal]

**gör-sel** (visual), **uy-sal** (complaisant), **düşün-sel** (mental), **işit-sel** (audial)

#### MORPHEMES ATTACHED TO NOUNS TO PRODUCE VERBS

[LE] allomorphs: ♪ [le, la]

**el-le** (el\*le) (touch), **bağ-la** (bağ\*la) (tie), **baş-la** (baş\*la) (beğın, start), **teker-le** (te\*ker\*le) (roll), **göz-le** (göz\*le) (observe), **kutu-la** (ku\*tu\*la) (put in boxes), **damga-la** (dam\*ga\*la) (stamp), **tuz-la** (tuz\*la) (salt), **leke-le** (le\*ke\*le) (stain), **tekme-le** (tek\*me\*le) (kick), **sür-gü-le** (sür\*gü\*le) (bolt), **düzen-le** (dü\*zen\*le) (arrange), **yağ-la** (yağ\*la) (lubricate, oil), **taş-la** (taş\*la) (throw stones), **yel-le** (yel\*le) (fan), **denge-le** (den\*ge\*le) (balance), **sergi-le** (ser\*gi\*le) (exhibit), **bağış-la** (forgive), **su-la** (water), **kaşık-la** (spoon into greedily), **kazık-la** (cheat), **yargı-la** (judge), **kalbur-la** (sift), **ilaç-la** (apply pesticide), **ak-la** (acquit), **köstek-le** (hamper), **bes-le** (feed), **algı-la** (detect), **fırça-la** (brush up), **orta-la** (centre), **ezber-le** (memorize), **uygu-la** (apply),

**ağır-la** (show hospitality), **av-la** (hunt), **bağ-la** (tie, connect), **suç-la** (condemn), **yol-la** (send), **ateş-le** (fire), **belge-le** (certify), **kilit-le** (lock), **ter-le** (perspire), **çimdik-le** (pinch), **göz-le** (observe), **fiş-le** (blacklist someone), **iş-le** (work), **çaba-la** (strive). **ek-le** (add), **yük-le** (load), **iz-le** (follow), **giz-le** (hide), **ezber-le** (memorize), **mühür-le** (seal), **yargı-la** (judge), **sıra-la** (put in order), **gür-le** (thunder, roll), **çın-la** (ring), **ot-la** (graze), **kol-la** (watch, protect), **sol-la** (overtake), **oy-la** (vote), **omuz-la** (shoulder), **hiza-la** (*hi\*za:\*la*) (align), **parça-la** (tear up), **gaga-la** (peck), **düz-le** (flatten), **giz-le** (hide)

#### MORPHEMES ATTACHED TO ADJECTIVES TO PRODUCE VERBS

[İR] allomorphs: ♪ [ir, ır, er, ar]

deli-ir (*de\*lir*) (get mad), sarı-ar (*sa\*rar*) (turn yellow), kara-ar (*ka\*rar*) (blacken, darken, or get dark), mor-ar (*mo\*rar*) (get, turn purple)

[LEŞ] allomorphs: ♪ [leş, laş]

**güzel-leş** (get beautiful), **sık-laş** (get oftener, get tighter), **ağır-laş** (get heavier), **sağır-laş** (get deaf), **derin-leş** (deepen, get deeper), **kaba-laş** (get ruder), **yeşil-leş**, **yeşil-len** (turn green). Some adjectives like “**kırmızı**” may be either “**kırmızı-laş**” or “**kızır**” (get or turn red). “**Kısa**” becomes “**kısal**” (get shorter). “**Uzun**” becomes “**uza**” (get longer).

Examples: **Günler kısalıyor**. Days are getting shorter. **Günler uzuyor**. (\*not uzuyor”) Days are getting longer.

In Turkish, “make something + adjective” “Make it shorter.” is expressed in an **adjective + morpheme** mixture which is too long to analyze in detail. Some examples may explain them easily:

**Uzun** → **uzat** (*u\*zat*) “Onu uzat.” (Make it longer.); **kısa** → **kısalt** (*ki\*salt*) “Onu kısalt.” (Make it shorter.); **büyük** → **büyüt** (*bü\*yüt*) “Onu büyüt.” (Make it larger.); **Küçük** → **küçült** (*kü\*çült*) “Onu küçült.” (Make it smaller.); **kara** → **karart** (*ka\*rart*) “Onu karart.” (Make it darker.); **derin** → **derinleştir** (*de\*rin\*-leş\*tir*) “Onu derinleştir.” (Make it deeper.)

“I made him work”, “I had him work”, “I had the work done” and “I got him to do the work” types of sentences will be explained in the following chapters.

#### THE INFLECTIONAL MORPHEMES AND THEIR ALLOMORPHS

Inflectional morphemes and their allomorphs are the suffixes in Turkish attached to nouns, pronouns, nominal phrases, verbs, and verb frames

signalling change in such grammatical functions as tense, voice, mood, person, number, etc.

The inflectional morphemes that are attached to **nouns**, **pronouns**, and **nominal phrases** are the following:

[i] allomorphs: ɨ [i, ɨ, ü, u]

1. These allomorphs are attached to the pronouns, common nouns, proper nouns, and nominal phrases when they are used as **objects** in sentences:

O ben-i gör-dü. O sen-i gör-dü. O o/n/u gör-dü. O biz-i gör-dü.  
           obj                                  obj                                  obj                                  obj

O siz-i gör-dü. O o/n/-lar-ı gör-dü.  
           obj                                  obj

In English: He saw me. He saw you. He saw him. He saw us. He saw them.  
                                   obj                                  obj                                  obj                                  obj                                  obj

Note: The single underlined consonants at the ends of the pronouns "ben-i", "sen-i", "biz-i", "siz-i", "o/n/-lar-ı" detach from their syllables and attach to the first vowels of the following morphemes in speech such as (be\**nî*), (se\**nî*), (bi\**zî*), (si\**zî*), (on\**la\*rı*). The /n/ consonant in (o\*/n/u) is a glide produced by the oral system of the Turkish language to maintain the harmonic sequence of the language.

The **proper** nouns in Turkish, contrary to English, have to be attached by one of the "i, ɨ, ü, u" allomorphs in accordance with the Turkish vowel harmony rules when they are used as **objects**:

Ahmet Ayşe-y/i gör-dü. Fatma Hasan-ı bul-du. Öğretmen Ahmet-i yakala-dı.  
                                   object                                  object                                  object

In English: Ahmet saw Ayşe. Fatma found Hasan. The teacher caught Ahmet.  
                                   object                                  object                                  object

Note: The /y/ glide (semivowel), which is a product of the Turkish sound system, is inserted between two vowels to provide a harmonious linkage.

As a general rule, when a definite noun, pronoun, or a nominal phrase is used in the object position in a sentence, one of the [i, ɨ, ü, u] allomorphs is compulsorily attached to them. If the **common nouns** are not definite, they may be preceded by some indefinite determiners as the ones in English:

Ahmet Hasan-ı gördü. Ahmet ben-i gördü. Ahmet tavşan-ı gördü.  
                                   definite obj                                  definite obj                                  definite obj

Ahmet saw Hasan. Ahmet saw me. Ahmet saw the rabbit.  
                                   definite obj                                  definite obj                                  definite obj

Ahmet (bir) araba aldı. Ahmet kitap okuyor.  
                                   indefinite obj                                  indefinite obj

Ahmet bought a car. Ahmet is reading a book.  
indefinite obj indefinite obj

Ahmet kitab okumaz. Ahmet does not read books.  
any book any books  
indefinite obj indefinite obj

**[E]** allomorphs: ♪ [e, a]

When these allomorphs attach to nouns, pronouns, or nominal phrases (nominals), they signify the direction of an action, and change these nominals into adverbial phrases. These adverbial phrases are generally called adverbials. For instance:

Ayşe martı-lar-a bakıyor. Ayşe is looking at the seagulls.  
adverbial prepositional phrase  
adverbial

Biz deniz-e bakıyoruz. We are looking at the sea.  
adverbial adverbial

Fatma biz-e bakıyor. Fatma is looking at us.  
adverbial adverbial

**[DE]** allomorphs: ♪ [de, da, te, ta]

These allomorphs signify the place, the state of a pronoun, or a noun by changing their function into an adverbial:

Ahmet ev-de. Ahmet is at home. Postacı kapı-da. The postman is at the door.  
adverbial adverbial adverbial adverbial

Ayşe masa-da otur-u.yor. Ayşe is sitting at the table. Her şey aklım-da.  
adverbial adverbial adverbial

Evrything is in my mind. Jane mutfak-ta. Jane is in the kitchen.  
adverbial adverbial adverbial

Kitap-ın ben-de. Your book is with me. Onun baş-ı dert-te. He is in trouble.  
adverbial adverbial adverbial adverbial

When the [de, da, te, ta] suffixes attach to nouns, pronouns or nominal phrases they function as adverbials in sentences. The same adverbials in English are structurally prepositional phrases functioning as adverbials.

**[DEN]** allomorphs: ♪ [den, dan, ten, tan]

When one of the allomorphs of the [DEN] morpheme is attached to a noun, a pronoun or a nominal phrases, it signifies the starting point of an action, and changes the function of the nominal into an adverbial:

Ayşe okul-dan geliyor. Ayşe is coming from school.  
adverbial (prep phrs) adverbial

Öğretmen pencere-den bakıyor. The teacher is looking out of the window.

adverbial

(prep phrs) adverbial

Ahmet Amerika-dan döndü. Ahmet came back from The U.S.A.

adverbial

(prep phrs) adverbial

On-dan yirmi-lye kadar say. Count from ten to twenty.

adverbial adverbial postp

adverbial adverbial

## NOMINAL PHRASES

It is considered that the mind has a logical system which manages three rational storages to fill to produce a sentence. These storages are out of order before someone is born. When he begins learning his native language, these orderless storages are arranged in a sequence according to one's native language. For an English speaking person his logical sequence is "subject + verb + object", but for a Turkish spaking person this sequence is "(subject) + object + verb-personal suffix". For instance:

English sequence: I love you.

subj verb object

Turkish sequence: (Ben) sen-i seviyor-um.

subj object verb+personal suffix

In Turkish, using "ben", "sen", "o", "biz", "siz", "onlar" pronouns at the beginning of a sentence is optional. These pronouns are only used when they are stressed. However, using the personal suffixes representing these pronouns at the ends of the sentences is a grammatical rule. Therefore, these **pronouns** are showed in parentheses.

However, although the third person singular has the **pronoun** "o", which means "he", "she", or "it", the sentences containing this pronoun **does not need** a **personal suffix** representing "o" pronoun. A sentence **without** a personal suffix at the end of a sentence means that the sentence is **the third person singular**. For instance the followig two Turkish sentences are identical:

(O) sen-i seviyor. He, she, or it loves you.

Sen-i seviyor. He, she, or it loves you.

Although the sentenes given above are all simple sentences, the human mind uses the same flexible **subject, verb, object** storages to produce all the sentences in a language whether they are long or short.

**1a:** All **pronouns** can be used as **subjects** such as: "ben", "sen", "o", "biz", "siz", "o/n/-lar". (I, you, he, she, it, we, you, they)



**1b:** All **pronouns** can be used as **objects** such as "ben-i", "sen-i", "o-/n/u", "biz-i", "siz-i", "o/n/-lar-" (me, you, him, her, it, us, you, them)

**2a:** All **proper nouns** can be used as **subjects** such as: Ahmet, Hasan, Jack, Ayşe, Mary. (English: (Ahmet, Hasan, Jack, Ayşe, Mary.)

**2b:** All **proper nouns** can be used as **objects** such as: Ahmet-i, Hasan-ı, Jak-i, Ayşe-/y/i, Mary-/y/i. (English: Ahmet, Hasan, Jack, Ayşe, Mary.):

Ahmet **Hasan-ı** gördü. Ahmet saw **Hasan**. Hasan **Ahmet-i** buldu. Hasan found **Ahmet**.

**3a:** All **common nouns** can be used as **subjects** such as:

Turkish: **Zil** çalıyor. **Martılar** uçuyor. **Güneş** doğu-dan doğar. **Polis** hırsız-ı yakaladı. English: **The bell** is ringing. **The seagulls** are flying. **The sun** rises in the east. **The police** caught the thief.

As it is seen, when the **common nouns** are used as **subjects** in Turkish, they are considered **defined** and used **without** definite articles. In English, however, they are all used with the **definite article "the"**.

If indefinite nouns are used as **subjects**, or **objects**, they are used like indefinite nouns in English:.

**'Bir adam** sen-i kapı-da bekliyor. **A man** is waiting for you at the door.

**Bazı kuşlar** sonbahar-da güney-e göç ederler. **Some birds** migrate to south in autumn.

Bahçede **bir saat** buldum. I found **a watch** in the garden.

Ayşe **bir kompozisyon** yazıyor. Ayş is writing **a composition**.

All **infinitives**, which are **nominals**, are of four kinds:

**4a:** The verbs that are suffixed by ♪ [mek, mak] allomorphs.

**4b:** The verbs that are suffixed by ♪ [me, ma] allomorphs.

**4c:** The verbs that are suffixed by ♪ [iş, iş, üş, uş, eş, aş] allomorphs.

**4d:** The verbs that are suffixed by ♪ [dik, dik, dük, duk, tik, tık, tük, tuk].

**4aa:** The [mek, mak] infinitives can be used as **subjects** in the sentences using "be" (is, are, was were, etc) verbs:

**Bekle-mek** sıkıcıdır. **Waiting** is boring, **Yürü-mek** sağlıklıdır. **Walking** is healthful. **Bütün gün televizyon izle-mek** zaman kaybıdır. **Watching** television all day long is a waste of time.

**4ab:** The ♪ [mek, mak] infinitives can be used as the objects of the verb "iste":

Jack Türkçe **öğren-mek** istiyor. Jack wants **to learn** Turkish.

Fatma **balık kızart-mak** istemiyor. Fatma doesn't want to fry fish.

**Uyu-mak** istiyorum. I want to sleep.

**4ac:** The [**mek, mak**] infinitives can be used before the postposition "**için**":

Herkes ben-i **gör-mek için** ayağa kalktı. Everybody stood up **to see** me.

Öğretmen ben-i daha iyi **gör-mek için** gözlüklerini taktı. The teacher put on her glasses to see me better.

Bir spor araba **al-mak için** para biriktiriyor. She is saving money **to buy** a sports car.

Sen-i **ikna et-mek için** ne yapmalıyım? What should I do **to convince** you?

**4ba:** The [**me, ma**] infinitives can be used in **noun** compounds as **subjects**:

Mary-n/in ağla-ma-s/ hepimiz-i üzdü. Mary's crying made us sorry.

(noun compound) subj (NP)    obj (NP)    verb

subject (NP)                    predicate (VP)

Ahmet'in oku-l-a geç gel-me-s/i öğretmen-i kızdırdı.

(noun compound) subject (NP)    object (NP)    verb

subject (NP)                    predicate (VP)

Ahmet's coming to school late made the teacher angry.

**4bb:** The [**me, me**] infinitives can be used in noun compounds as **objects**:

(Ben-im) baba-am (ben-im) futbol oyna-ma-am-ı istemiyor.

(noun compound) subj            (noun compound-i) object            |

NP                                    NP                                    verb

VP

Definite noun compounds in Turkish are suffixed by **possessor personal allomorphs** both at the **possessor** and the **possessed** parts of a noun compound. As these two possessor personal allomorphs bear the same meaning, the **possessor pronouns** in the possessor parts of a noun compound could be ignored because the allomorphs attached to the possessed parts bear the same meaning as the allomorphs attached to the possessor parts of a compound. Namely, "baba-am" means, "ben-im baba-am", and "futbol oyna-ma-am" means, "ben-im futbol oyna-ma-am". The sentence above is generally said and written as follows:

Baba-am futbol oynama-am-ı istemiyor.

noun comp subj    noun compound obj            |

NP                                    NP                                    verb

VP

(Biz) maç-in bit-me-s/i-n/i bekledik. We waited until the match ended.

subj    (noun compound) obj-n/i    verb

NP                                    VP

**4ca:** The ♪ [ış, ış, üş, uş, es, aş] infinitives can be used in noun compounds in a limited number in certain expressions:

(Ben-im) dön-üş-üm muhteşem olacak. My return will be spectacular.

<u>noun compound (subj)</u>	<u>adjective</u>	<u>verb (be)</u>
subject (NP)		predicate (VP)

Oyuncular maç-in bit-iş düdüğü-n/ü bekledi.

<u>subject</u>	<u>noun compound-n/ü</u>	
NP	object (NP)	verb
	(predicate) VP	

The players waited until the final whistle of the match.

**4da:** The ♪ [dik, dık, dük, duk, tik, tık, tük, tuk] infinitives can be used in noun compounds:

"(ben-im) git-tik-im", "(sen-in) git-tik-in", "(o-n/un) git-tik-i", "(biz-im) git-tik-im-iz", "(siz-in) git-tik-in-iz", "o/n/-lar-in git-tik-i". (be\*nim / git\*ti\*ğim), (se\*nin / git\*ti\*ğın), (o\*nun / git\*ti\*ği), "(ben-im) gör-dük-üm", "(sen-in) gör-dük-ün". "(biz-im / gör-dük-ümüz)", etc.

The noun compounds above can be used as **objects**:

(Ben) (o-n/un) işit-tik-i-n/i sanmıyorum. I don't think that he heard.

<u>subj</u>	<u>noun compound-i-n/i</u>	
NP	(object) NP	verb
	(predicate ) VP	

The same noun compounds can also be used as **determiners**:

Ben-im gör-dük-üm araba beyazdı. The car that I saw was white.

<u>(noun compound)</u>	<u>noun</u>		<u>determined determiner</u>	<u>verb</u>
determiner	determined		subject	predicate
<u>subject</u>	<u>predicate</u>		NP	VP
NP	VP			

Detailed examples are given in the transformational section.

## ADVERBS AND ADVERBIALS

A number of adverbs and adverbials may additionally take place in a logical simple sentence. These adverbs or adverbials give further information about the time, place, reason, manner, frequency, purpose, etc. of an **action** or **being**. For instance:

Ahmet her zaman okul-a geç gelir, Ahmet always comes to school late.

<u>subj</u>	<u>adverbial</u>	<u>adverbial</u>	<u>adverb</u>	<u>verb</u>	<u>adverbial</u>	<u>adv</u>
NP	(predicate) VP			NP	(predicate) VP	



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these structures stay loaded with the same meaning in different inflectional (grammatical) patterns. Consider the following:

1. The birds were flying. ∪ the birds that were flying  
           NP          VP                        NP
2. The birds were flying. ∪ that the birds were flying  
           NP          VP                        NP
3. Birds eat insects. ∪ the birds that eat insects  
           NP          VP                        NP.
4. Birds eat insects. ∪ that birds eat insects  
           NP          VP                        NP
5. Birds eat insects. ∪ the insects that the birds eat  
           NP          VP                        NP
6. Roses are beautiful. ∪ the roses that are beautiful ∪ the beautiful roses  
           NP          VP                        NP
7. Roses are beautiful. ∪ that roses are beautiful  
           NP          VP                        NP

The human mind can insert the nominalized phrases above into the "NP" segment of the phrase structure rules. The "VP" segment contains either an intransitive verb "Vi", which does not need an object, or a transitive verb "Vt" that needs a "NP" (an object). Therefore, a "NP + VP" base sentence producing logical pattern may be rewritten either as "NP + Vi" or "NP + Vt + NP" for an English speaking person. However, a person speaking Turkish uses a different sequence "NP + NP + Vt" in the "VP" segment of the "NP + VP" basic sentence-producing pattern. Moreover, adverbs and adverbials should also be included in a Verbal Phrase (predicate) because their function is to add some significant concepts to verbs.

The following example sentences show how transformed nominalized sentences above are used as nominal phrases in the "NP + VP" logical pattern:

1. I saw the birds that were flying above my head  
           NP   V                        NP                        adverbial  
   VP
2. My boss said that the birds were flying in my head.  
           NP   V                        NP                        adverbial  
   VP
3. The birds that eat insects are useful.  
                         NP                        VP
4. Everybody knows that birds eat insects.  
           NP   V                        NP  
   VP
5. The insects that the birds eat are harmful.  
                         NP                        VP



Jane is dancing **on the table**:

“On the table” is a **prepositional phrase**. Its **form** (structure) is **prepositional**, but its **function** is **adverbial** because it shows where the verb “dancing” is taking place.

**The books on the table** are mine:

In this sentence, “on the table” is also a prepositional phrase, but its **function** is **determiner** because it answers the question “Which books?”, so it is a **determiner** implied by the determiner “**the**”.

Jack is running **to school**:

“**To school**” is structurally a **prepositional phrase**, but its **function** is **adverbial** because it shows the **direction** of the action “running”.

I read **the books that I borrowed from the library**:

In this sentence, “that I borrowed from the library” is a language unit that **defines** “the books”, and therefore it is a **determiner**. However, when we consider “**the books that I borrowed from a library**”, we see that it **functions** in a sentence as a **noun**. Therefore, it is a **Nominal Phrase** transformed from the simple sentence “*I borrowed some books from the library*”. When we use the transformed phrase above as an object, we get the sentence: “I read the books that I borrowed from the library”. By the way, it is necessary to remember that all subjects and objects are **nouns** whether they contain only one word such as (**you**), two words (**the book, Jack’s book**), or more than two words (**the books on the table, or the books that I borrowed and read**). Such nominal phrases are infinite. For instance, “**the fish that Jack caught that Mr. Brown cleaned that Mrs. Brown fried that Jane ate...**” is a **nominal phrase** treated in a sentence as a **single noun**.

Besides the Nominal Phrase above, there is another language unit called “**noun compound**”, which may be made up of two or more nouns such as “**the lights of the street**”, “**the traffic lights**”, or “**the color of the walls of my room**”. Such compounds whether they are made up of two or more nouns (infinite), are treated as single nouns (Nominal Phrases) in sentences.



In Turkish, the [E], [DE], [DEN] and [LE] morphemes (in fact their allomorphs ♪ [e,a], [de, da, te, ta], [den, dan, ten, tan], [le, la]) are attached to nouns, pronouns or infinitives. When these nouns, pronouns, or infinitives are used without these allomorphs, they may be used as subjects, or objects in sen-

tences. These nouns are **structurally** and **syntactically** nouns. However, when these nouns, pronouns or infinitives are attached to the allomorphs above, they are structurally “noun-e”, “noun-de”, “noun-den” and “noun-le” units (In Turkish, ismin “e”, “de” and “den” hali), which syntactically function as **adverbs** and called **adverbials** in sentences:

<u>Ben</u>	<u>bir kitap</u>	<u>aldım.</u>		<u>I</u>	<u>bought</u>	<u>a book</u>
subj	det + noun		subj		det + noun	
NP	(obj) NP	verb	NP	verb	object	
	VP			VP		

In the sentence above, “**Ben**” and “**kitap**” are structurally and syntactically **nouns**. In the following sentences, however, the noun roots attached to [E], [DE], [DEN], or [LE] morphemes undertake the role of adverbs in sentences. **Adverbial** means a word or words that function as an **adverb**.

<u>Jack</u>	<u>okul-a</u>	<u>gitti.</u>	<u>Jack</u>	<u>went</u>	<u>to</u>	<u>school.</u>
noun	noun-[E]	V	noun	V	prep + noun	
subj	adverbial				prep phrase	
					adverbial	

<u>Jack</u>	<u>okul - da -</u>	<u>dir.</u>	<u>Jack</u>	<u>is</u>	<u>at</u>	<u>school.</u>
noun	noun - [DE]	V	noun	V	prep + noun	
subj	adverbial		subj		prep phrase	
					adverbial	

<u>Jack</u>	<u>okul - dan</u>	<u>ev - e</u>	<u>otobüs - le</u>	<u>geldi.</u>
noun	noun - [DEN]	noun-[E]	noun - [LE]	V
subj	adverbial	adverbial	adverbial	

<u>Jack</u>	<u>came</u>	<u>home</u>	<u>from</u>	<u>school</u>	<u>by</u>	<u>bus</u>
noun	V	noun	prep + noun	prep + noun	prep + noun	
subj		adverb	prep phrase	prep phrase	prep phrase	
			adverbial	adverbial	adverbial	

The other transformed nouns and adverbs could be found in the transformation section.

## USING ADJECTIVES AS ADVERBS

Nearly all **adjectives** in Turkish can be used as **adverbs** without changing their forms. For instance:

O **iyi** bir kızdır. (adjective) She is a **good** girl. (adjective)

O **iyi** yüzer. (adverb) She swims **well**. (adverb)

Bu **yavaş** bir arabadır. (adjective) This is a **slow** car. (adjective)

Bu araba **yavaş** gider. (adverb) This car goes **slowly**. (adverb)



O **güzel** bir kızdır. (adjective) She is a **beautiful** girl. (adjective)

O **güzel** şarkı söyler. (adverb) She sings **beautifully (well)**. (adverb)

As it is seen in the examples above, no “**ly**” kind of suffix is attached to Turkish adjectives when they are used adverbially. However, when it is necessary to stress the adverbs, they may be repeated:

O **yavaş yavaş** yürüyor. He is walking **slowly**.

Biz **hızlı hızlı** yürüdük. We walked **quickly**.

Onlar **tenbel tenbel** oturuyorlar. They are sitting **lazily**.

**Arsız arsız** sırıtıyordu. He was grinning **impudently**.

**Güzel güzel** oynayın. Play like good children. Don't be mischievous.

Onları **sık sık** ziyaret ettim. I visited them **frequently**.

**Kara kara** düşünüyordu. He was thinking **hopelessly**.

**Derin derin** düşündü. He thought **deeply**.

Likewise, some words produced out of imitated sounds are repeated and used in Turkish sentences as adverbials of manner, which do not exist in English. Some of these expressions and their meanings are given in the following sentences:

**Şakır şakır** yağmur yağ-ı.yor.

(şa\***kır** / şa\***kır** / yağ \***mur** / ya\***ğ**\***ı**\***yor** ~)

It is raining **cats and dogs**. (heavily)

**Mışıl mışıl** uyu-u.yor.

(mı\***şıl** / mı\***şıl** / u\***yu**\***yor** ~)

She is sleeping **soundly**.

Bebek **tıpış tıpış** yürü-ü.yor.

(be\***bek** / tı\***pış** / tı\***pış** / yü\***rü**\***yor** ~)

The baby is **toddling**.

**Kıkır kıkır** gül-ü.yor.

(k<sup>i</sup>\***kır** / k<sup>i</sup>\***kır** / gü\***lü**\***yor** ~)

She is **giggl**ing.

**Kara kara** düşün-ü.yor-du.

(ka\***ra** / ka\***ra** / dü\***şü**\***nü**\***yor**\***du** ~)

He was thinking **gloomily**.

Adamlar **harıl harıl** çalış-ı.yor-lar-dı.

(a\*dam\*lar / ha\***rı**l / ha\***rı**l / ça\*lı\***ş**ı\*yor\*lar\*dı ~)

The men were working **like hell**.

Boğaz Köprüsü'nün ışıkları geceleyin **ışıl ışıl** ışılda-ar.

(bo\*ğaz / köp\*rü\*sü\*nün / ı\*şık\*la\*rı / ge\***ce**\*le\***y**in / ı\***şıl** / ı\***şıl** / ı\***şıl**\*dar ~)

The lights of the Bosphorus Bridge **glitter** at night.

Beni **şapır şupur** öp-me-/s/i/n/-den hoşlan-**ma**-ı.yor-um.

(be\*ni / şa\***pur** / şu\***pur** / öp\*me\***sin**\*den / hoş\***lan**\*mı\*yo\*rum ~)

I don't like her kissing me **noisily**.

Televizyon seyret-er-ken boyuna **çıtır çıtır** patates cipsi **ye**-i.yor.

(te\*le\*viz\*yon / sey\*re\*der\*ken / **bo**\*yu\*na / pa\*ta\*tes / cip\*si / yi\*yor ~)

She is always **crunching** potato chips while watching television.

Dün eve dön-er-ken **sırlı sıklam** ol-du-um.

(dün / e\*ve / dö\*ner\*ken / sı\***rlı** / sık\***lam** / ol\*dum ~)

I got **wet through** (soaked) while I was coming back home yesterday.

Bu sabah kalktığımda **lapa lapa** kar yağ-ı.yor-du.

(dün / sa\*bah / kalk\*ti\*ğım\*da / lâ\***pa** / lâ\***pa** / **kar** / ya\*ğ\*ı\*yor\*du ~)

When I woke up this morning, it was snowing **in large flakes**.

Hâlâ **horul horul** uyu-u.yor.

(ha:\*lâ: / ho\***ru**l / ho\***ru**l / u\*yu\***yo**r ~)

He is still sleeping **like a top** (snoring loudly)..

Kuşlar **civil civil** öt-üş-ü.yor-du.

(kuş\*lar / cı\***vil** / cı\***vil** / ö\*tü\*şü\***yo**r\*du ~)

The birds were **twittering**.

**Hapır hupur** **ye**-i.yor-du.

(ha\***pir** / hu\***pur** / yi\***yo**r\*du ~)

He was eating **greedily**.

**Takır takır** Türkçe konuş-u.yor.

(tak\***kır** / ta\***kır** / **türk**\*çe / ko\*nu\*şu\***yo**r ~)

He speaks Turkish **fluently**. He is speaking Turkish **fluently**.

Hırsız **sinsi sinsi** oda-**am**-a gir-di.

(hır\*sız / sin\***si** / sin\***si** / o\*da\***ma** / gir\*di ~)

The thief **sneaked** into my room.

İşler **tıkır tıkır** yürü-ü.yor-du.

(iş\*ler / tı\*kır / tı\*kır / yü\*rü\*yor\*du~)

Everything was going on perfectly (like clockwork).

## THE INFLECTIONAL MORPHEMES

### Çekim Ekleri

#### THE DEFINING [İ] MORPHEME AND ITS ALLOMORPHS:

♪ [i, ı, ü, u]

This morpheme functions in Turkish like the definite article “**the**” in English, but it is only used when the noun is in the **object** position in a sentence:

Avcı tavşan-ı gördü. The hunter saw **the** rabbit.

As it is seen in the English sentence above, both “hunter” and “rabbit” have definite articles preceding them. Yet, in the Turkish sentence, only the word “tavşan” has a defining morpheme attached to it. This example shows us that the defining [İ] morpheme can only be used when the definite **common** nouns, **proper** nouns, or **pronouns** are in the **object** position. When a noun is in the **subject** position, although it is defined, **it does not need** a defining morpheme [İ] attached to it.

When the **nouns**, **pronouns**, or **noun compounds** ending with **consonants** attach to the allomorphs of [i, ı, ü, u], their last consonants detach from their syllables, and attach to the allomorphs of the phoneme [İ]:

**ben-i** (be\**nî*) (me); **sen-i** (se\**nî*) (you); **o-n/ı** (o\**nu*) (him, her, it); **biz-i** (bi\**zî*) (us); **siz-i** (si\**zî*) (you); **o/n/la-ı** (on\**la\*ri*) (them); **ek-i** (e\**kî*) (the suffix); **yük-ü** (yü\**kü*) (the load); **at-ı** (a\**tı*) (the horse); **ip-i** (i\**pî*) (the rope); **çek-i** (çe\**kî*) (the check); **iç-i** (i\**çî*) (the inside); **Hasan-ı** (ha\**sa\*ni*); **ot-u** (o\**tu*) (the grass); **kök-ü** (kö\**kü*) (the root); **göç-ü** (gö\**çü*) (the migration); **süt-ü** (sü\**tü*) (the milk); **aşk-ı** (aş\**ka*) (the love); **Jack-i** (ce\**kî*); **üst-ü** (üs\**tü*) (the upper side).

However, if the nouns end with **vowels**, they need the /y/ glides to attach to the allomorphs [i, ı, ü, u] to provide a harmonious link between the **vowels**: araba-/y/ı, kahve-/y/ı, Londra-/y/ı, Amerika-/y/ı, Ayşe-/y/ı, ordu-/y/u.

Additionally, the /p, t, ç, k/ consonants change to /b, d, c, ğ, or g/ voiced consonants when they detach from their syllables and attach to the [i, ı, ü, u] allomorphs:

**kap-ı** (ka\**bı*) (the cover); **gök-ü** (gö\**ğü*) (the sky); **der-t-i** (der\**dî*) (the trouble); **den-k-i** (den\**gî*) (the equal); **ren-k-i** (ren\**gî*) (the color); **ta-t-ı** (ta\**dî*) (the taste), but **ak-ı-l-ı** (ak\**lı*) (the wisdom), **şek-il-i** (şek\**lı*) (the shape)

If the polysyllabic nouns end with /p/, /t/, /k/, or /ç/ consonants, these unvoiced consonants change into their voiced allophones **ɸ** /b/, /d/, /ğ/, or /c/ respectively when they take the [i, ı, ü, u] allomorphs. These allomorphs are also used attached to the third person **possessed nouns**:

**çorap-ı** (ço\*ra\***ɸı**) (the sock, his sock); **şarap-ı** (şa\*ra\***ɸı**) (the wine, his wine); **dolap-ı** (do\*la\***ɸı**) (the cupboard, her cupboard); **tarak-ı** (ta\*ra\***ğı**) (the comb, her comb); **eşek-i** (e\*şe\***ğı**) (the donkey, his donkey); **ekmek-i** (ek\*me\***ğı**) (the bread, his bread); **yüzük-ü** (yü\*zü\***ğü**) (the ring, her ring); **terlik-i** (ter\*li\***ğı**) (the slipper, her slipper); **tüfek-i** (tü\*fe\***ğı**) (the gun, his gun); **köpek-i** (kö\*pe\***ğı**) (the dog, her dog); **bebek-i** (be\*be\***ğı**) (the baby, her baby); **yemek-i** (ye\*me\***ğı**) (the meal, his meal); **kabak-ı** (ka\*ba\***ğı**) (the marrow); **gözlük-ü** (göz\*lü\***ğü**) (the eyeglasses); **parmak-ı** (par\*ma\***ğı**) (the finger); **çiçek-i** (çi\*çe\***ğı**) (the flower); **böcek-i** (bö\*ce\***ğı**) (the insect); **yasak-ı** (ya\*sa\***ğı**) (the prohibition); **küllük-ü** (kül\*lü\***ğü**) (the ashtray); **bacak-ı** (ba\*ca\***ğı**) (the leg); **bıçak-ı** (bı\*ça\***ğı**) (the knife); **bardak-ı** (bar\*da\***ğı**) (the glass); **delik-i** (de\*li\***ğı**) (the hole); **çak-mak-ı** (çak\*ma\***ğı**) (the lighter); **ağaç-ı** (a\*ğa\***cı**) (the tree); **büyüteç-i** (bü\*yü\*te\***cı**) (the magnifier); **dönemeç-i** (dö\*ne\*me\***cı**) (the corner); **yoğurt-u** (yo\*gur\***du**) (the yogurt)

The polysyllabic nouns that end with the /t/ consonants **do not change** when they are suffixed by the allomorphs of the morpheme [İ]:

**saat-i** (sa\*a\***tı**) (the watch or his watch); **sepet-i** (se\*pe\***tı**) (the basket or his basket); **demet-i** (de\*me\***tı**) (the bunch or his bunch); **kasket-i** (kas\*ke\***tı**) (the cap or his cap); **surat-ı** (su\*ra\***tı**) (the face or his face).

The polysyllabic nouns that end with **consonants** take the allomorphs of [İ] following the vowel harmony rules:

**Okul-u** (o\*ku\***lu**) (the school or his school); **tavan-ı** (ta\*va\***nı**) (the ceiling or its ceiling); **orman-ı** (or\*ma\***nı**) (the forest or his forest); **kalem-i** (ka\*le\***mı**); **defter-i** (def\*te\***rı**) (the notebook or his notebook); **pantolon-u** (pan\*to\*lo\***nu**) (the trousers or his trousers).

The polysyllabic nouns that end with **vowels** take the /y/ glides together with the allomorphs of the morpheme [İ] to maintain the harmonious link between the last vowels:

**araba-/y/ı** (a\*ra\*ba\***yı**) (the car); **pencere-/y/i** (pen\*ce\*re\***yı**) (the window); **kahve-/y/i** (kah\*ve\***yı**) (the coffee); **testi-/y/i** (tes\*ti\***yı**) (the jug); **fare-/y/i** (fa:\*re\***yı**) (the mouse); **kedi-/y/i** (ke\*di\***yı**) (the cat); **torba-/y/ı** (tor\*ba\***yı**)

(the sack); **elma-/y/ı** (el\*ma\*yı) (the apple); **kasaba-/y/ı** (ka\*sa\*ba\*yı) (the town); **öykü-/y/ü** (öy\*kü\*yü) (the story); **salata-/y/ı** (sa\*la\*ta\*yı) (the salad); **martı-/y/ı** (mar\*tı\*yı) (the seagull); **süpürge-/y/i** (sü\*pür\*ge\*yi) (the broom); **su-/y/u** (su\*yu) (the water); **sene-/y/i** (se\*ne\*yi) (the year); **halı-/y/ı** (ha\*lı\*yı) (the carpet); **kamera-/y/ı** (ka\*me\*ra\*yı) (the camera); **havlu-/y/u** (hav\*lu\*yu) (the towel); **duygu-/y/u** (duy\*gu\*yu) (the feeling); **duyu-/y/u** (du\*yu\*yu) (the sense); **poğaç-/y/ı** (po\*ğaç\*yı) (a kind of pastry).

Note: When the third person possessed allomorphs [i, ı, ü, u] are attached to the nouns ending with consonants, they take one of these allomorphs, but when they end with vowels, they take the same allomorphs together with the glide /s/: “onun okuı-u”, “onun masaı-ı”, “onun kuşu”, “onun yükü”; “onun giysi-/s/i”, “onun hala-/s/i”, “onun kale-/s/i”, “onun köşe-/s/i”, “onun çene-/s/i”.

When the pronouns are considered, however, Turkish and English objective pronouns act differently from one another. In English, the pronouns: “me”, “you”, “him”, “her”, “it”, “us”, “them”, and proper nouns: “Jack”, “Mary” and “Mehmet” are never used with defining or non-defining articles, but in Turkish, contrary to English, both pronouns such as “ben-i”, “sen-i”, “o-/n/u”, “biz-i”, “siz-i”, “o/n/-lar-ı”, and proper nouns such as “Jack-i”, “Ahmet-i”, “Mary’-y/i” are all used with the allomorphs of [ı] attached to them when they are used in the **object** position. Common nouns, however, can be used with non-defining articles, such as; “Ben dün bahçede **bir** tavşan gördüm” “I saw **a** rabbit in the garden yesterday.”

Turkish pronouns “ben”, “sen”, “o”, “biz”, “siz”, “onlar”; proper nouns, such as “Jack”, “George”, “Ahmet”, “Mehmet”; and common nouns “avcı”, “balık”, “avcılar”, “balıklar”, “çocuk”, “çocuklar” are never used with defining [ı, ı, ü, u] allomorphs when they are **in the subject position**. However, in English, the common nouns such as “the hunter”, “the hunters”, “the boy”, “the boys”, etc.” can all be used with definite articles when they are in the subject position. The indefinite articles like “bir” (a, an) and “bazı” (some) are used as they are used in English. For instance: “**Bir** avcı ormanda **bir** tavşan gördü.” “**A** hunter saw **a** rabbit in the forest.” Compare the following sentences:

**O ben-i** gördü. She saw **me**.

Ben **onlar-ı** gördüm. I saw **them**.

Biz **Jack’-i** gördük. We saw **Jack**.

**Avcı tavşan-ı** gördü. **The** hunter saw **the** rabbit.

Çocuklar **geldi**. The children **have arrived**.

The indefinite articles, such as the ones in the following examples, “**bir** avcı”, “**tüm** avcılar”, “**bazı** avcılar” are the equivalents of “**a** hunter”, “**all** hunters”, “**some** hunters” respectively. “Avcılar-dan **bazı-lar-ı**”, “**bazı-ım-ız**”, “**bazı-lar-ım-ız**”, “**bazı-lar-ın-ız**”, “**bazı-lar-ı**” are the equivalents of “**some of the hunters**”, “**some of us**”, “**some of you**” and “**some of them**”.

As in all suffixes, one of the  $\text{ɯ}$  [i, ı, ü, u] allomorphs are attached to **definite nouns** or **pronouns** following the vowel harmony rules when they are in the **object** position:

**ev-i** (e\**v*) (the house); **eğ-i** (e\**t*) (the meat); **arşlan-ı** (ars\**la\*ni*) (the lion); **okul-u** (o\**ku\*lu*) (the school); **telefon-u** (te\**le\*fo\*nu*) (the telephone); **televizyon-u** (te\**le\*viz\*yo\*nu*) (the television); **ben-i** (be\**n*) (me); **sen-i** (se\**n*) (you); **o-/n/u** (o\**nu*) (him, her, it); **biz-i** (bi\**z*) (us); **siz-i** (si\**z*) (you); **o/n/lar-ı** (on\**la\*ri*) (them); **tüm avcılar-ı** (*tüm / av\*ci\*la\*ri*) (**all the hunters**); **bazı-lar-ım-ız** (*ba:\*zi\*la\*ri\*mi\*ız*) (**some of us**); **bazı-lar-ım-ız-ı** (*ba:\*zi\*la\*ri\*mi\*zi*) (**some of us**); **hep-ım-ız** (*he\*pi\*mi\*ız*) (**all of us**); **hep-ım-ız-ı** (*he\*pi\*mi\*zi*) (**all of us**); **hep-in-iz** (*he\*pi\*ni\*iz*) (**all of you**); **hep-in-iz-i** (*he\*pi\*ni\*zi*) (**all of you**); **bazı-lar-ı** (*ba:\*zi\*la\*ri*) (**some of them**); **bazı-lar-ı/n/ı** (*ba:\*zi\*la\*ri\*ni*) (**some of them**); **kim-i** (ki\**m*) (whom).

If noticed, some English expressions are identical when they are in the subject or in the object position, but in Turkish they are different:

**Some of us** did not understand the lesson. **Bazılarımız** dersi anlamadı.

The teacher wanted to see **some of us**. Öğretmen **bazılarımız-ı** görmek istedi.

**All of us** were eager to go to the concert. **Hepimiz** konsere gitmeye istekliydik.

The teacher punished **all of us**. Öğretmen **hepimiz-i** cezalandırdı.

Consider and compare the Turkish sentences with the English ones:

**Bazı öğrenci-ler dün okul-a gel-me-di.**

(*ba:\*zi / öğ\*ren\*ci\*ler / dün / o\*ku\*la / gel\*me\*di* ~)

Some students didn't come to school yesterday.

**Öğrenci-ler-den bazı-lar-ı dün okul-a gel-me-di.**

(*öğ\*ren\*ci\*ler\*den / ba:\*zi\*la\*ri / dün / o\*ku\*la / gel\*me\*di* ~)

Some of the students didn't come to school yesterday.

**Öğretmen öğrenci-ler-den bazı-lar-ı/n/ı gör-mek iste-di.**

(*öğ\*ret\*men ~ / öğ\*ren\*ci\*ler\*den / ba:\*zi\*la\*ri\*ni / gör\*mek / iste\*di* ~)

The teacher wanted to see *some of the* students.

**Öğretmen, bazı-lar-ı-m-iz-i görmek istedi.**

(öğ\*re<sup>t</sup>men~ / ba.\*zi\*la\*rı\*mi\*ızı / gör\*mek / is\*te\*di ~)

The teacher wanted to see *some of us*.

Note: The (~) sign shows a **sustained juncture** (duraklama aralığı) in a sentence. The syllables printed in **bold face** show the **primarily stressed** syllables, and the syllables printed in *italics* show the **secondarily stressed** ones. The weak or unstressed syllables are showed in normal letters. The **primarily stressed** syllables are far more important for the learners of Turkish. Therefore, they may ignore the *secondarily* stressed syllables until they reach an **advanced level**. Another point that the readers should consider is that, in this book, while the **morphemes** are showed written in capital letters in square brackets like “[DEN]”, the **allomorphs** of the same **morpheme** are written in small letters in square brackets such as [den, dan, ten, tan]”.

If a noun root or stem or an infinitive ends with a **vowel**, the /y/ glide is inserted between the vowel and the allomorphs of the morpheme [İ] to maintain the harmonious link between the successive vowels:

**araba-ly/ı** (a\*ra\*ba\*yı), **testi-i** (tes\*ti\*yi), **türkü-ly/ü** (tür\*kü\*yü), **uç-ma-ly/ı** (uç\*ma\*yı), **bekle-me-ly/ı** (bek\*le\*me\*yı), **sev-il-me-ly/ı** (se\*vil\*me\*yı), **ağla-ma-ly/ı** (ağ\*la\*ma\*yı), **anlaş-ma-ly/ı** (an\*laş\*ma\*yı), **tart-ıl-ma-ly/ı** (tar\*ıl\*ma\*yı)

If a noun root or stem ends with /k/, it changes into its voiced counterpart /ğ/ when it is attached to one of the allomorphs of the morpheme [İ]:

**tüfek-i** (tü\*fe\*ği) (the gun); **köpek-i** (kö\*pe\*ği) (the dog); **bebek-i** (be\*be\*ği) (the baby); **eşek-i** (e\*şe\*ği) (the donkey); **yemek-i** (ye\*me\*ği) (the meal); **kabak-ı** (ka\*ba\*ğı) (the marrow); **gözlük-ü** (göz\*lü\*ğü) (the eyeglasses); **parmak-ı** (par\*ma\*ğı) (the finger); **çiçek-i** (çi\*çe\*ği) (the flower); **böcek-i** (bö\*ce\*ği) (the insect); **yasak-ı** (ya\*sa\*ğı) (the prohibition); **tarak-ı** (ta\*ra\*ğı) (the comb); **ekmek-i** (ek\*me\*ği) (the bread); **küllük-ü** (kül\*lü\*ğü) (the ash-tray); **bacak-ı** (ba\*ca\*ğı) (the leg); **bıçak-ı** (bı\*ça\*ğı) (the knife); **bardak-ı** (bar\*da\*ğı) (the glass); **delik-i** (de\*li\*ği) (the hole); **çakmak-ı** (çak\*ma\*ğı) (the lighter); **yüzük-ü** (yü\*zü\*ğü) (the ring); **kaşık-ı** (ka\*şı\*ğı) (the spoon); **çocuk-u** (ço\*cu\*ğu) (the child)

The noun roots or stems ending with /p, t, k, ç/ unvoiced consonants also change into their voiced counterparts /b, d, ğ, c/ respectively:

**kebab-ı** (ke\*ba\*bi) (the kebab); **kasap-ı** (ka\*sa\*bi) (the butcher); **ağaç-ı** (a\*ğā\*cı) (the tree); **öğüt-ü** (ö\*ğü\*dü) (the advice); **çorap-ı** (ço\*ra\*bi) (the

sock); **sebeğ-i** (se\*be\*bî) (the reason); **derğ-i** (der\*đî) (the trouble); **sokak-ı** (so\*ka\*ğı) (the street); **uzak-ı** (u\*za\*ğı) (the distance); **ayak-ı** (a\*ya\*ğı) (the foot). When the words above and below are not thought important, the last syllables of these words are *secondarily* stressed.

However, most nouns ending with /t/ unvoiced consonants **do not change**:

**saat-i** (sa\*a\*tî) (the watch); **sanat-ı** (san\*a\*tî) (the art); **hayat-ı** (ha\*ya:tî) (the life); **demet-i** (de\*me\*tî) (the bunch); **kabahat-i** (ka\*ba\*ha\*tî) (the fault); **sepet-i** (se\*pe\*tî) (the basket).

Although some **borrowed words** do not follow the Turkish harmony rules, the allomorphs of morphemes attach to their **last syllables** in accordance with the usual harmony rules:

**kanun-u** (ka:\*nu:\*nu); **ruhum-u** (ru:\*hu\*mu); **usul-ü** (u\*sü:lü); **vicdan-ı** (vic\*da:\*nı); **ahbab-ı** (ah\*ba:\*bı); **kitap-ı** (ki\*ta\*bı); **kaza-lyı** (ka\*za:\*yı).

THE [LE], [LE.YİN] and [E], [DE], [DEN] INFLECTIONAL MORPHEMES ATTACHED TO **NOUNS** TO PRODUCE **ADVERBIALS**

“**ile**” **postposition** (English **preposition**) is generally shortened and attached to **nouns** as [le, la] inflectional allomorphs to produce **adverbials** in Turkish. The equivalents of these adverbials are represented by some prepositions used before nouns or [ly] suffixes attached to adjectives in English. The examples are as follows:

[LE] allomorphs: ♪ [le, la]

**ben-im-le** (be\*nim\*le) (with me), **sen-in-le** (se\*nin\*le) (with you), **o-n/un-la** (o\*nun\*la) (with him, with her, with it), **biz-im-le** (bi\*zim\*le) (with us), **siz-in-le** (si\*zin\*le) (with you), **o/n-lar-la** (on\*lar\*la) (with them), **uçak-la** (u\*çak\*la) (by airplane), **otobüs-le** (o\*tö\*büs\*le) (by bus), **saygıyl-la** (say\*gıy\*la) (with respect), **hiddet-le** (hid\*det\*le) (in rage), **sopa/yl-la** (so\*pay\*la) (with a stick), **at-la** (at\*la) (on horseback), **acele/yl-le** (a\*ce\*ley\*le) (in a hurry), **dikkat-le** (dik\*kat\*le) (carefully, with care), (sa\*bır\*la) (patiently, with patience), **inat-la** (obstinately), **korku/yl-la** (kor\*kuy\*la) (fearfully), **iştah-la** (greedily), **hız-la** (quickly), **kaygı/yl-la** (kay\*gıy\*la) (with anxiety), **gurur-la** (proudly), **acı/yl-la** (painfully, in pain), **cesa:ret-le** (bravely), **neşe/yl-le** (neş\*ey\*le) (cheerfully), **Jack-le** (with Jack), **kılıç-la** (with a sword), **güçlük-le** (with difficulty), **kolaylık-la** (easily), **yanlışlık-la** (by mistake), **mürekkep-le** (in ink), **kurşun kalem-le** (in pencil), **bir kurşun kalem-le** (with a pencil), **genellik-le** (generally), **dürüstlük-le** (honestly), **kolaylık-la** (easily, with ease), **istek-le** (willingly), **hışım-la** (furiously, angrily), **özen-le** (careful-ly), **özlem-**



**le** (longingly), **tören-le** (with ceremony), **el-le** (*el\*le*) (manually), **istek-le** (ambitiously, eagerly), **para/yl-la** (*pa\*ray\*la*) (in cash), **çek-le** (*çek\*le*) (by cheque), **sabır-la** (*sa\*bır\*la*), **inat-la** (*i\*nat\*la*) (obstinately)

O sinema-/y/a be<sub>n</sub>-im-le git-ti.  
(o / si\*ne\*ma\*ya / be\*nim\*le / git\*ti ~)  
Sh went to the cinema with me.

Ahmet kompozisyon-u dikkat-le yaz-dı.  
(ah\*met / kom\*po\*zis\*yo\*nu / dik\*kat\*le / yaz\*dı ~)  
Ahmet wrote the composition carefully.

The stresses are on the syllables preceding the [**le, la**] allomorphs.

[**LE.YİN**]: This morpheme has no allomorphs.

**sabah-le.yin** (in the morning), **öğle-le.yin** (*öğ\*le\*yin*) (at noon), **akşam-le.yin** (*ak\*şam\*le\*yin*) (in the evening), **gece-le.yin** (*ge\*ce\*le\*yin*) (at night).

## [E], [DE], [DEN] AND [LE] MORPHEMES

The [**E**], [**DE**], [**DEN**], and [**LE**] morphemes are attached to **nouns**, **pronouns**, **infinitives** and “**noun compounds**”. The English equivalents of these morphemes are different **prepositions**, but sometimes no prepositions are used as those in the following examples. When the ♪ [e, a], [de, da, te, ta], [den, dan, ten, tan], and the [le, la] allomorphs of the morphemes above attach to nouns, pronouns, infinitives and noun compounds, they turn them into **adverbials**. The **pronouns** that take the allomorphs of the morphemes above are as follows:

ben → ba<sub>n</sub>-a (ba\*na), ben-de (ben\*de), ben-den (ben\*den), be<sub>n</sub>-im-le (be\*nim\*le)  
sen → sa<sub>n</sub>-a (sa\*na), sen-de (sen\*de), sen-den (sen\*den), se<sub>n</sub>-in-le (se\*nin\*le)  
o → o-/n/a (o\*na), o/n/-da (on\*da), o/n/-dan (on\*dan), o-/n/un-la (o\*nun\*la)  
biz → bi<sub>z</sub>-e (bi\*ze), biz-de (biz\*de), biz-den (biz\*den), bi<sub>z</sub>-im-le (bi\*zim\*le)  
siz → si<sub>z</sub>-e (si\*ze), siz-de (siz\*de), siz-den (siz\*den), si<sub>z</sub>-in-le (si\*zın\*le)  
onlar → o/n/-lar-a (on\*lar\*ra), o/n/-lar-da (on\*lar\*da), onlar-dan (on\*lar\*dan), onlar-la

The **infinitives** that take the allomorphs of the morphemes above are as follows:

**bekle-mek** → bekle-mek-e (*This form is not used; “bekle-me/yl-e” (bek\*le\*me\*ye) is used instead.*), bekle-mek-te (bek\*le\*mek\*te), bekle-mek-ten (bek\*le\*mek\*ten), çalış-mak-tan (ça\*lış\*mak\*tan), bekle-mek-le (bek\*le\*mek\*le)

**bekle-me** → *bekle-me-/s/i/n/e* (*bek\*le\*me\*si\*ne*), *bekle-me-/s/i/n-de* (*bek\*le\*me\*sin\*de*), *bekle-me-/s/i/n/-den* (*bek\*le\*me\*sin\*den*). These are the **possessed** parts of the noun compounds, such as:

**(Ben)** onun bekle-me-/s/i/n/e alışkırım. I am accustomed to his waiting.

NP	<u>noun compound + e</u>	V
	adverbial	

**(Ben)** onun bekle-me-/s/i/n/-den bıktım. I am tired of his waiting.

NP	<u>noun compound - den</u>	V
	adverbial	

The following **interrogative adverbs** which ask for the **adverbials**, and the **adverbials themselves** are some of the **fundamental** language concepts in all natural languages:

**Nere-lye?** (*ne~re\*ye~*) (Where?); **Nere-lye gitti?** (*ne~re\*ye / git\*ti~*) (Where did he go?); **Okul-a** (To school.); **Nere-de?** (Where?); **O nere-de?** (Where is he?); **Okul-da.** (In school.); **Nere-den?** (From where?); **O nereden geli-yor?** (Where is he coming from?); **Okul-dan.** (From school.); **Neden bıkt-ın?** (What are you tired of?) (I am tired of waiting.); **Kim-le?** (*kim~le*) (with whom?) **Sinema-ly/a kim-le gittin?** (With whom did you go to the cinema?); **Ne/yl-le?** (*ney~le~*) (How?) **Ankara-ly/a ne/yl-le gittin?** (How did you go to Ankara?) (By train.)

As it is seen in the examples above, the [E], [DE], [DEN] and [LE] morphemes **follow nouns** contrary to English **prepositions**. Therefore, they are called **postpositional allomorphs** as all the suffixes of the Turkish language.

Some language learners might not know the difference between “**form**” and “**function**” in a grammar. For instance, “to school”, “until Sunday”, “at night”, “at the table” expressions are structurally **prepositional phrases** in English. In other words, their forms are prepositional. However, when we consider what role they play in a sentence, we can see that their function in a sentence is either **adverbial** or **determinative**:

They are playing in the garden. The boys in the garden.

adverbial	determinative
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Okul-a gitti. “noun - [a]” (noun-morpheme) (İsmin [E] hali)

adverbial	adverbial (zarf öbeği)
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He went to school. “to + noun” (preposition + noun) (prepositional phrase)

prepositional phrs	adverbial
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[E] allomorphs: ♪ [e, a]

The English equivalents of this morpheme are generally "to" or "at", but they may differ according to the different verbs of the English language. When Turkish nouns ending with **vowels** are attached to the [e, a] allomorphs, they take the /y/ glides, but when the **compounds** ending with vowels are suffixed with them, they take the /n/ glides to maintain the harmony of the vowel link.

However, there is an important fact to keep in mind that while some English verbs are **transitive**, which take direct objects; the equivalents of the same verbs in Turkish are **intransitive**, which may be supported by adverbs and adverbials. Such verbs are explained in parentheses:

Jack okul-a git-ti. ("Git" is intransitive.)

(jack / o\*ku\***la** / git\*ti ~)

Jack went **to** school.

Ahmet ev-e gel-di. ("Gel" is intransitive, (e\***ve**) is an adverbial.)

(ah\*met / e\***ve** / gel\*di ~)

Ahmet came home. (No preposition is used because "home" is an adverb here.)

Onu biz-e ver. ("Ver" is transitive, "onu" is its object, "biz-e" is an adverbial.)

(o\*nu / bi\***ze** / ver ~)

Give it **to** us.

Onu bana ver. ("Onu" is the object of "ver", "bana" is an adverbial.)

(o\*nu / ba\***na** / ver ~) (As an exception, instead of \*(ben-e), "**bana**" is used.) Give it **to** me.

Onu bura-/y/a getir. (o\*nu / bu\***ra**\*ya / ge\*tir ~) ("Bura" is a noun.)

("Getir" is transitive, "onu" is its object, "bura-/y/a" is an adverbial.)

Bring it here. ("Here" is an adverb in English.)

Onu bahçe-/y/e götür. (o\*nu / bah\***ç**e\***ye** / gö\*tür ~)

("Götür" is transitive, "onu" is its object, "bahçeye" is an adverbial.)

Take it **to** the garden.

Onu ora-/y/a götür. ("Ora" is a noun in Turkish,)

(o\*nu / o\***ra**\*ya / gö\*tür ~) ("Ora-/y/a" is an adverbial.)

Take it there. ("There" is an adverb in English, so no preposition is needed.)

O-/n/u bana getir. (o\*nu / ba\*na / ge\*tir ~) (“Getir” is transitive, “o-/n/u” is its object, “bana” is an adverbial.)

Bring it **to** me. (“Bring” is transitive, “it” is its object, and “to me” is a prepositional phrase used as an adverbial.)

O/n/-lar okul-a koş-tu-lar.

(on\*lar / o\*ku\*la / koş\*tu\*lar ~)

They ran **to** school.

Ahmet vazo-/y/u masa-/y/a koy-du.

subj obj adverbial V

(ah\*met / va\*zo\*yu / ma\*sa\*ya / koy\*du ~)

Ahmet put the vase **on** the table.

(Sen) o-/n/u masa-/n/in üst-ü-/n/e koy.

subj obj noun comp-/n/e V  
adverbial phrase

(o\*nu / ma\*sa\***nl**in / üs\*tü\*ne / koy~) Put it on the table

Fare (sen-in) yatak-ın-ın alt-ı-/n/a sakla-an-dı.

NP chain noun compound-/n/a V  
adverbial phrase

(fa:\*re / ya\*ta\*ğ**l**\*n**in** / al\*tı\*na / sak\*lan\*dı ~)

The mouse hid under your bed. (reflexive)

Jack kız-lar-a bak-ı.yor. (“kızlar-a” is an adverbial.)

(jack / kız\*la\***ra** / ba\*kı\*yor ~)

Jack is looking at the girls.

(Biz) siz-e yardım et-me-/y/e karar ver-di-ik.

NP adverbial adverbial V

(si\*ze / yar\***dim** / et\*me\*ye / ka\*rar / ver\*dik ~)

We decided to help you. (“To help” is a prep phrase used as an adverbial.)

Jack'le George otobüs durağı-/n/a koş-tu-lar. (“Koş” is intransitive, “otobüs durağı” is a noun compound, “otobüs durağı-/n/a” is an adverbial.)

(**jack**\*le / george~/ o\*to\***büs** / du\*ra\*ğ**l**\*na / koş\*tu\*lar ~)

Jack and George ran **to** the bus stop.

Öğretmen bana bak-tı. (“Bak” is intransitive, “bana” is an adverbial.)

(öğ\*ret\*men / ba\***na** / bak\*tı ~)

The teacher looked **at** me. (“At me” is a prep phrs used as an adverbial.)

Jack top-u bana at-tı.

(jack~ / to\*pu / ba\*na / at\*tı ~)

("At" is transitive, "topu" is its object, and "bana" is an adverbial.)

Jack threw the ball **to** me. ("To me" is an adverbial.)

Jack kedi-/y/e bir taş at-tı. ("Kedi-ye" is an adverbial.)

(jack / ke\*di\*ye / bir / taş / at\*tı ~)

Jack threw a stone **at** the cat. ("At the cat" is a prepositional phrase functioning as an adverbial.)

Jack, Mary'-/n/in kedi-/s/i-/n/e bir taş at-tı.

noun comp-/n/e

adverbial phrase

(jack~ / mary\*nin / ke\*dı\*si\*ne / bir / taş / at\*tı ~)

Jack threw a stone **at** Mary's cat.

Öğretmen biz-e kız-dı. ("biz-e" is an adverbial.)

(öğ\*ret\*men / bi\*ze / kız\*dı ~)

The teacher got angry **with** us.

O bana âşık. ("**Bana**" is used instead of "\*ben-e": adverbial.)

(o / ba\*na / a:\*şık ~)

She is in love **with** me.

Biz Allah'a inan-ır-ız.

(biz / al\*la:\*ha / i\*na\*nı\*rız ~)

We believe **in** God.

Sana güven-i.yor-um.

(sa\*na / gü\*ve\*ni\*yo\*rum ~) I trust you.

("sana" is used instead of "\*sen-e".)

O bana akıl ver-di. (o / ba\*na / a\*kıl / ver\*di~)

He advised me.

("Vermek" is a transitive verb, "akıl" is its object, "bana" is an adverbial.)

O bana cevap ver-me-di. (In this sentence "cevap" is the object of "vermek".)

(o / ba\*na / ce\*vap / ver\*me\*di ~)

He didn't answer me. ("Answer" is transitive) He didn't reply to me. ("Reply" is intransitive.)

Biz şehir-e yaklaş-tı-ık. ("Yaklaş" is intransitive in Turkish.) ("Şehre" is an adverbial.)

(biz / şeh\*re / yak\*laş\*tık ~)

We approached the city.

("Approach" is transitive, so it does not need a preposition.)

Düşman bi-e saldır-dı. (“Saldır” is an intransitive verb.)

(düş\*man / bi\*ze / sal\*dır\*dı ~)

The enemy attacked us. (“Attack” is transitive; so no preposition is needed.)

O/n/-lar dağ-a tırman-dı-lar. (“Tırman” is intransitive in Turkish.)

(on\*lar / da\*ğa / tır\*man\*dı\*lar ~)

They climbed the mountain. (“Climb” is transitive in English.)

Bir avukat-a danış. (“Danış” is intransitive in Turkish.) (“Avukat-a” is an adverbial.)

(bir / a\*vu\*ka\*ta / da\*nış ~)

Consult a lawyer. (“Consult” is transitive in English.)

İş-i tamamlama-y/a karar ver-di-ler. (“Tamamlama-y/a” is an adverbial.)

(i\*şi / ta\*mam\*la\*ma\*ya / ka\*rar / ver\*di\*ler ~)

They decided **to** complete the work.

Deniz-e dal-dı.

(de\*ni\*ze / dal\*dı ~)

He dived **into** the sea.

Onu bana açıkla.

(o\*nu / ba\*na / a\*çık\*la ~)

Explain it **to** me.

Onu bana tasvir et. (liaison)

(o\*nu / ba\*na / tas\*vi:\*ret ~)

Describe it **to** me.

Ben oğlum-a yüz-me öğret-ti-im. (ben / oğ\*lu\*ma / yüz\*me / öğ\*ret\*tim~)

(“Öğret” is transitive, “yüz-me” is its object, “oğlum-a” is an adverbial.)

I taught my son to swim. (“Teach” is transitive in English.)

O beñ-i tekmele-di.

(be\*ni / tek\*me\*le\*di ~)

He kicked me.

Köpek küçük kız-a saldır-dı.

(kö\*pek / kü\*çük / kı\*za / sal\*dır\*dı ~)

The dog rushed **at** the little girl. (“kız-a” is an adverbial.)

Köpek, küçük kız-ın bacak-ı/nı ısır-dı.

(kö\*pek~ / kü\*çük / kı\*zın / ba\*ca\*ğ\*ını / ı\*sır\*dı ~)

The dog bit the little girl’s leg.

Avcı kaplan-a ateş et-ti.

(av\*cı / kap\*la\*na / a\*teş / et\*ti ~)

The hunter shot **at** the tiger. (Both "ateş etmek" and "shoot" are intransitive.)

Avcı kaplan-ı vur-du.

(av\*cı / kap\*la\*nı / vur\*du ~)

The hunter shot the tiger. (Both English and Turkish verbs are transitive.)

Annem bana bağır-dı (beni azarladı).

(an\*nem / ba\*na / ba\*ğır\*dı ~) ("Bağırmak" is intransitive.)

Mother shouted **at** me.

Babam bana, "Dikkatli ol!" diye bağır-dı.

(ba\*bam / ba\*na / dik\*kat\*li / ol~ / di\*ye / ba\*ğır\*dı ~)

"Be careful!" father shouted **to** me.

Trafik Polis-i sürücü-leş-e dur-ma-laş-ı için işaret etti. (Turkish is intransitive.)

(trafik / po\*li\*si / sü\*rü\*cü\*leş\*re / dur\*ma\*laş\*ı / i\*çin / i\*şar\*ret / et\*ti ~)

The traffic police officer signaled the drivers to stop. (English is transitive.)

Çocuk-lar koş-ma-/y/a başla-dı.

(ço\*cuk\*lar / koş\*ma\*ya / baş\*la\*dı ~)

The children started running (to run).

O biz-e dün telefon et-ti. (Turkish is intransitive.)

(o / bi\*ze / dün / te\*le\*fon / et\*ti ~)

He telephoned us yesterday. (English is transitive.)

Jack bana kız-dı.

(jack / ba\*na / kız\*dı ~)

Jack got angry with me.

O bana gül-dü. (Gülerek benimle alay etti.)

(o / ba\*na / gül\*dü ~)

She laughed **at** me.

Sana katıl-ı.yor-um.

(sa\*na / ka\*tı\*lı\*yo\*rum ~)

I agree **with** you.

O/n/-lar dokuz-da ey-e var-dı-lar.

(on\*lar / sa\*at / do\*kuz\*da / e\*ve / var\*dı\*lar ~)

They arrived home at nine. (No preposition)

O/n/-lar, zaman-ın-da uçak alan-ı/n/a var-dı-lar.

(on\*lar ~ / za\*ma:\*nın\*da / u\*çak / a\*la\*nı\*na / var\*dı\*lar ~)

They arrived **at** the airport in time.

Erken kalk-ma-/y/a alışkın-ım.

(er\*ken / kalk\*ma\*ya / a\*lış\*kı\*nım ~)

I am accustomed **to** getting up early.

Çocuklar-ı/n/a düşkün-dür.

(çö\*cuk\*la\*rı\*na / düş\*kün\*dür ~)

She is fond **of** her children. (“Çocuklar-ı” is the second part of a noun compound: “kendi çocuklar-ı”.)

Everest Tepe-/s/i-/n/e tırman-ma-/y/a karar verdiler.

(e\*ve\*rest / te\*pe\*si\*ne / tır\*man\*ma\*ya / ka\*rar / ver\*di\*ler ~)

They decided to climb Mount Everest.

Sigara iç-me-em-e itiraz eğ-er mi-sin?

(si\*ga\*ra / iç\*me\*me / i:\*tı\*ra:z / e\*der / mi\*sin ~)

Do you object **to** my smoking?

Para-/n/ı gereksiz şey-ler-e harca-ma.

(pa\*ra\*nı / ge\*rek\*siz / şey\*le\*re / har\*ca\*ma ~)

Don't spend your money **on** unnecessary things.

Cumhuriyetçiler-e oy ver-di.

(cum\*hu:\*ri\*yet\*çi\*le\*re / oy / ver\*di ~)

He voted for the Republicans.

Kaza-/y/ı yaya-/n/in üst-ü-/n/e at-tı.

(ka\*za:\*yı~ / ya\*ya\*nın / üs\*tü\*ne / at\*tı ~)

He blamed the accident **on** the pedestrian.

Bir öğrenci ödev-i-n/e odaklan-ma.lı-dır.

(bir / öğ\*ren\*ci / ö\*de\*vi\*ne / o\*dak\*lan\*ma\*lı\*dır ~)

A student should concentrate **on** his homework.

Tüm para-/s/ı-/n/ı araba-/s/ı/-n/a harcar.

(**tüm** / pa\*ra\*sı\*nı ~ / a\*ra\*ba\*sı\*na / har\*car ~)

He spends all his money **on** his car. (In this sentence, “arabası” is the second part of a compound: “kendi arabası”.)

Tüm sürücü-ler trafik-te yoğun karbon diyoksit gaz-ı-/n/a ma:ruz kal-ır-lar.

All drivers are exposed to dense carbon monoxide smoke in heavy traffic.

Note: The /n/, and /y/ phonemes used in the examples above are **glides**.



The *noun compounds* in the above sentences are all written in **italics**. When the nouns, pronouns and infinitives above are attached to [e, a] allomorphs, they form **adverbials** that generally show or imply the **direction** of a verb.

Note: The glides "/s/, /n/, /y/, and /ş/" are the produce of the sound system of the Turkish language. They do not carry meaning. Therefore, in this book, they are showed between slash signs "/ /", which are not used in normal writing.

[DE] allomorphs: ♪ [de, da, te, ta]

The English equivalents of these allomorphs are "in", "at" or "on". However, different prepositions may be used in English in place of the [DE] morpheme of the Turkish language. However, if a [Kİ] morpheme, which has no allomorphs, is attached to [DE] morpheme, these two produce **determiners**:

Jack **okul-da**. (adverbial)

(jack / o \*kul\***da** ~)

Jack is **at** (in) school.

**Okul-da-ki** çocuk-lar-ı gör-ü.yor mu-sun?

determiner

Can you see the boys in the school?

determiner phrase

Kardeş-im ev-de.

(kar\*de\*şim / ev\***de** ~)

My brother is **at** home.

Mary masa-da otur-u.yor.

(mary / ma\*sa\***da** / o\*tu\*ru\*yor ~)

Mary is sitting **at** the table

Mr. Brown hastane-de.

(mis\*tr / brown / has\*ta:\*ne\***de** ~)

Mr. Brown is **in** hospital. (He is there to be cured.)

Mrs. Brown koca-/s/ı-/n/ı gör-mek için hastane-/y/e git-ti.

(mi\*sis / brawn / ko\*ca\*si\***nı** / gör\***mek** / i\*çin / has\*ta:\*ne\***ye** / git\*ti ~)

Mrs. Brown went to **the** hospital to see her husband.

Sen-in kitap-ın ben-de.

(se\*nin / ki\*ta\***bin** / ben\***de** ~)

Your book is with me.

Postacı kapı-da.

(pos\*ta\*cı / ka\*pi\***da** ~)

The mail carrier is **at** the door.

**Kapı-da-ki** postacı-/y/ı tanı-ı.yor mu-sun?

(ka\*pi\***da\*ki** / pos\*ta\*cı\*yı / ta\***nı**\*yor / mu\*sun ~)

Do you know the mail carrier **at** the door?

O-/n/un baş-ı dert-te.  
(o\*nun / ba\*şı / dert\*te ~)  
He is **in** trouble.

Jack bura-da  
(jack / bur\*da ~)  
Jack is here. (No preposition.)

O/n/-lar ora-da (or\*da) değil-ler.  
(on\*lar / or\*da / de\*ğil\*ler ~)  
They are not there. (No preposition.)

Ben on yıldır İstanbul-da otur-u.yor-um.  
(ben / **on** / yıl\*dır / is\*tan\*bul\*da / o\*tu\*ru\*yo\*rum ~)  
I have been living **in** İstanbul for ten years.

Kitap-lar masa-da. (ki*tap*lar / ma*sa*da ~) The books are <b>on</b> the table.	<u>Masa-da-ki</u> kitap-lar sen-in mi? (ma*sa*da*ki / ki*tap*lar / se*nin / mi ~) Are the books on the table yours?
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Kalem-ler kutu-da. (ka*lem*ler / ku*tu*da ~) The pencils are <b>in</b> the box.	<u>Kutu-da-ki</u> kalem-ler kim-in? (ku*tu*da*ki / ka*lem*ler / ki*min ~) Whose are the pencils <b>in</b> the box?
---	--

Papağan kafes-te. (pa*pa*ğan / ka*fes*te ~) The parrot is <b>in</b> the cage.	<u>Kafes-te-ki</u> papağan rengarenk. (ka*fes*te*ki / pa*pa*ğan / ren*ga*renk ~) The parrot in the cage is colorful.
---	--

O hapis-te.  
(o / ha\*pis\*te ~)  
He is **in** jail.

Fiyat-ta uzlaş-tı-ık (anlaştık).  
(fi\*yat\*ta / uz\*laş\*tık ~)  
We agreed **on** the price.

Kızlar, yabancı dil öğren-mek-te erkek çocuk-lar-dan daha yetenekli-dir-ler.  
(kız\*lar~ / ya\*ban\*cı / dil / öğ\*ren\*mek\*te ~ / er\*kek / ço\*cuk\*lar\*dan / da\*ha / ye\*te\*nek\*li\*dir\*ler ~) (infinitive-[DE])  
Girls are more talented than boys **at** learning foreign languages,

Hızlı sür-mek-te ısrar et-ti.  
(hız\*lı / sür\*mek\*te / ısrar\*ret\*ti ~) (infinitive-[DE])  
He insisted **on** driving fast.

Ev-den (saat) sekiz-de ayrıl-dı-ım.  
 (ev\*den / se\*kiz\*de / ay\*rıl\*dım ~)  
 I left home at eight (o'clock).

Okul-un kapı-/s//n/-da buluş-a|-ım.  
 (o\*ku\*lun / ka\*prı\*ın\*da / bu\*lu\*şa\*lım ~) (noun compound-[DE])  
 Let's meet at the door of the school.

[DEN] allomorphs: ♪ [den, dan, ten, tan]

These allomorphs generally show the starting point of a noun or an infinitive. They are expressed in various prepositions in English. The **compounds** ending with **vowels** take /n/ glides when they attach to the allomorphs of the morpheme [DEN]:

Jack okul-dan ev-e gel-di.  
 (jack / o\*ku\*l\*dan / e\*ve / gel\*di ~)  
 Jack came home **from** school.

Dün kütüphane-den birkaç kitap al-dı-ım.  
 (dün / kü\*tü\*pa:\*ne\*den / bir\*kaç / ki\*tap / al\*dım ~)  
 I borrowed several books **from** the library yesterday.

Okul kütüphane-/s//n/-den birkaç kitap aldım.  
 (o\*ku\*l / kü\*tü\*pa:\*ne\*sin\*den ~ / bir\*kaç / ki\*tap / al\*dım ~)  
 I borrowed several books from the school library. (noun compound-[DEN])

Geç kal-dık-ım için o/n/-dan özür dile-di-ım.  
 (geç / kal\*dı\*ğım / i\*çin ~ / on\*dan / ö\*zür / di\*le\*dım ~)  
 I apologized **to** her for being late.

Çoğu kadın-lar fare-den kork-ar.  
 (ço\*ğu / ka\*dın\*lar / fa:\*re\*den / kor\*kar ~)  
 Most women are afraid **of** mice.

Oğlum-un tembellik-i/n/-den rahatsız-ım.  
 (oğ\*lu\*mun / tem\*bel\*li\*ğın\*den / ra\*hat\*sızım ~)  
 I am annoyed **at** my son's laziness. (noun compound-[DEN])

Bizim şirket-in sorun-lar-ı/n/-dan haber-in yok mu?  
 (bi\*zim / şir\*ke\*tin / so\*run\*la\*rın\*dan / ha\*be\*rin / yok / mu ~)  
 Aren't you aware **of** the problems of our company?

Bir öğretmen, öğrenci-ler-i/n/in soru-lar-ı/n/-dan bı-k-ma-ma.lı-dır.  
 (bir / öğ\*ret\*men / öğ\*ren\*ci\*le\*ri\*nin / so\*ru\*la\*rın\*dan / **bık\*ma\*ma\*lı\*dır**)  
 A teacher shouldn't be tired **of** his students' questions. (noun comp-[DEN])

Onlar sabah-tan akşam-a kadar çalış-tı-lar.  
 (on\*lar / sa\*bah\*tan / ak\*şa\*ma / ka\*dar / ça\*lış\*tı\*lar ~)  
 They worked **from** morning **until** night.

Su, hidrojen-le oksijen-den oluş-muş-tur.  
 (su~ / hid\*ro\*jen\*le / ok\*si\*jen\*den / o\*luş\*muş\*tur ~)  
 Water is composed **of** oxygen and hydrogen.

Bu heykel mermer-den yap-ıl-mış-tır.  
 (bu / hey\*kel / mer\*mer\*den / ya\*pıl\*mış\*tır ~)  
 This statue is made **of** marble.

Yoğurt süt-ten yap-ıl-ır.  
 (yoğ\*urt / süt\*ten / ya\*pi\*lır ~)  
 Yogurt is made **from** milk.

Hapishane-den iki mahkûm kaç-tı.  
 (ha\*pi\*sa\*ne\*den / i\*ki / mah\*kûm / kaç\*tı ~)  
 Two prisoners escaped **from** prison

Yanlışlık yap-mak-tan kaçın-ma-an gerek.  
 (yan\*lış\*lık / yap\*mak\*tan / ka\*çın\*man / ge\*rek ~)  
 You should avoid making mistakes. (infinitive-[DEN])

Kendin-den utan-ma.lı-sın.  
 (ken\*din\*den / u\*tan\*ma\*lı\*sın ~)  
 You must be ashamed **of** yourself.

O ben-den özür dile-di.  
 (o / ben\*den / ö\*zür / di\*le\*di ~)  
 He apologized **to** me.

Onlar-dan yardım iste-mek zorunda-/y/ız.  
 (on\*lar\*dan / yar\*dım / is\*te\*me\*k / zo\*run\*da\*yız ~)  
 We have to ask them for help.

Ekonomi-den anla-ma-am. (Turkish is intransitive.)  
 (e\*ko\*no\*mi\*den / an\*la\***mam** ~)  
 I don't understand economics. (English is transitive.)

Yalan söyle-mek-ten utan-ma-ı.yor mu-sun?  
 (ya\*lan / söy\*le\*mek\*ten / u\*tan\*mi\*yor / mu\*sun ~)  
 Aren't you ashamed of telling lies? (infinitive-[DEN])

Gramer kitap-la-ı oku-mak-tan bı-k-tı-ım.  
 (gra\*mer / ki\*tap\*la\*rı / o\*ku\*mak\*tan / bı-k\*tım ~)  
 I'm tired of reading grammar books. (infinitive-[DEN])

## “POSSESSOR + POSSESSED” NOUN COMPOUNDS

### İsim Tamlamaları

All noun compounds function as **nominal phrases (NP)** in sentences. These compounds play a considerable part in transforming Turkish simple sentences to be used in Phrase Structures. Therefore, they have to be considered before going on with further explanations. Although these compounds are called noun compounds, they naturally cover **pronouns** and **infinitives**, as well. A noun compound is composed of two parts: the “**possessor**” (tamlayan), and the “**possessed**” (tamlanan) parts. When a **pronoun** is used in the **possessor** part of a compound, its **possessor personal allomorphs** change according to the vowel and consonant harmony rules of the Turkish language as follows:

## DEFINITE NOUN COMPOUNDS

### Belirtili İsim Tamlamaları

**Possessor Personal Suffixes** Attached to the **Possessor Parts** of the **Compounds**:

**ben-im** (be\**nim*) (my), **sen-in** (se\**nin*) (your), **o-/n/un** (o\**nun*) (his, her, its), **biz-im** (bi\**zim*) (our), **siz-in** (si\**zin*) (your), **onlar-ın** (on\**ların*) (their), **oku-lun** (o\**ku\*lun*), **sandalye-/n/in** (san\**dal\*ye\*nin*), **görüşme-/n/in**(gö\**rüş\*me\*nin*)

Note: Although all the words that are used in the **possessor** parts of the noun compounds function as **determiners**, they are called "possessor adjectives" in traditional grammars.

As it is seen in the examples above, the **possessor personal** morphemes following the personal pronouns are **ben-im**, **sen-in**, **o-/n/un**, **biz-im**, **siz-in**, **onlar-ın**. If a **noun** is used in place of the third person **singular pronoun**, the allomorphs of the **possessed** nouns change according to the vowel rules. When these pronouns, common nouns, or proper nouns **end with consonants**, they take these suffixes, but if they **end with vowels**, they

need the /n/ glides to attach to the same **possessor personal** morphemes to produce possessor determiners.

be<sub>n</sub>-**im** (be\**nim*), se<sub>n</sub>-**in** (se\**nin*), o-**n/un** (o\**nun*), bi<sub>z</sub>-**im** (bi\**zim*), si<sub>z</sub>-**in** (si\**zin*), on.lar-**ın** (on\**la\*rin*), oku<sub>l</sub>-**un** (o\**ku\*lun*), örtü-**n/ün** (ör\**tü\*nün*), çalış-**ma-/n/ın** (ça\**lış\*ma\*nın*), yüksel-**me-/n/in** (yük\**sel\*me\*nin*)

All pronouns, common nouns, proper nouns, and infinitives can be used in the **possessor** parts of the noun compounds:

**be<sub>n</sub>-im** oku<sub>l</sub>-um; **oku<sub>l</sub>-un** kapı-/s/ı; **Ali-/n/in** çanta-/s/ı; **çalış-ma-/n/ın** sonuç-u  
pronoun common N proper N infinitive

All common nouns, infinitives, and transformed nominalized sentences can be used in the **possessed** parts of the noun compounds, such as:

be<sub>n</sub>-im **oku<sub>l</sub>-um** Ahmet'-in **gel-me-/s/i** Ayşe-/n/in **gülüş-ü** be<sub>n</sub>-im **git-tik-im**  
common N infinitive infinitive infinitive

The transformed nominalized sentences are used as **subjects** and **objects**, but the last “**noun + infinitive**” compound (be<sub>n</sub>-im **git-tik-im**) can be used both as subjects, objects, and as **determiners** in sentences:

**Onun çalış-tık-ı-/n/ı biliyorum.** **onun çalış-tık-ı şirket**  
nominalized phrs (obj) V nominalized phrs (det) noun  
I know **that he works.** **the company where he works**  
nominalized sent (obj) D noun nominalized sent (det)

### Possessor Personal Suffixes Attached to the Possessed Parts of the Compounds:

(ben): ♪ [im, ım, üm, um, em, am]: (be<sub>n</sub>-im sepe<sub>t</sub>-**im**), (be<sub>n</sub>-im baba-**am**)

When the nouns end with **consonants**, these consonants detach from their syllables, and attach to the first vowels of the allomorphs following them, but when they end **with vowels**, they combine with the first vowels of the identical vowels of the following allomorphs, which are showed in bold face.

(ben): ♪ [im, ım, üm, um, em, am]:

be<sub>n</sub>-im sepe<sub>t</sub>-**im** (be\**nim* / se\**pe\*tim*); be<sub>n</sub>-im oku<sub>l</sub>-**um** (be\**nim* / o\**ku\*lum*);  
be<sub>n</sub>-im araba-**am** (be\**nim* / a\**ra\*bam*); be<sub>n</sub>-im baba-**am** (ba\**bam*); be<sub>n</sub>-im  
gül-me-**em** (be\**nim* /gü\**l\*mem*); be<sub>n</sub>-im başla-ma-**am** (baş\**la\*mam*); be<sub>n</sub>-im  
turşu-**um** (be\**nim* / tur\**şum*); be<sub>n</sub>-im çene-**em** (be\**nim* / çe\**nem*)

(sen): ♪ [in, ın, ün, un, en, an]:

sen-in defter-in (se\***nin** / def\*te\***rin**), sen-in mesele-en (me\*se\***len**), sen-in kutu-un (ku\***tun**), sen-in tarla-an (tar\***lan**), sen-in ey-in (e\***vin**), sen-in göz-le<sub>r</sub>-in (se\***nin** / göz\*le\***rin**), sen-in yüz-me-en (se\***nin** / yüz\***men**)

**(o)**, or a proper noun, or a common noun): ♪ [i, ı, ü, u]:

In the possessor part of a noun compound, either "o", or a "noun", or an "infinitive" can be used. The possessor personal allomorphs attached to both the possessor and the **possessed** parts of the compounds are as follows:

<u>possessor</u>	<u>possessed</u>	<u>example</u>
...C-[in, ın, ün, un];	...C-[i, ı, ü, u]	Jack-in oku <u>l</u> -u
...C-[in, ın, ün, un]	...V-[/s/i, /s/ı, /s/ü, /s/u]	Jack-in araba-s/ <b>i</b>
...V-[/n/in, /n/ın, /n/ün, /n/un]	...C-[i, ı, ü, u]	perde-n/ <b>in</b> kumaş-ı
...V-[/n/in, /n/ın, /n/ün, /n/un]	...V-[/s/i, /s/ı, /s/ü, /s/u]	Ayşe-n/ <b>in</b> anne-s/ <b>i</b>

In the table above, "...C" represents a noun ending with a **consonant**; "...V" represents a noun or a pronoun ending with a **vowel**.

In the examples below, the identical **vowels** that **combine** are written in bold face, and the **consonants** that **detach** from their syllables and **attach** to the first vowels of the following morphemes are **single underlined**.

o-n/un kalem-i (o\***nun** / ka\*le\***mi**); köy-ün deli-s/**i** (kö\***yün** / de\*li\***si**); ey-in kedi-s/**i** (e\***vin** / ke\*di\***si**); cümle-n/in son-u (cüm\*le\***nin** / so\***nu**); okul-un şarkı-s/**ı** (o\*ku\***lun** / şar\*kı\***si**); deli-n/in gül-me-s/**i** (de\*li\***nin** / gül\*me\***si**); çalış-ma-n/in sonuç-u (ça\*lış\***ma\*nnin** / so\***nu\*cu**); ağla-ma-n/in neden-i (ağ\*la\***ma\*nnin** / ne\*de\***ni**); kız-ın güzel.li<sub>k</sub>-i (kı\***zin** / gü\*zel\*li\***ği**)

**(biz)**: ♪ [**im**-iz, **ım**-ız, **üm**-üz, **um**-uz, **em**-iz, **am**-ız]:

biz-im okul-**um**-uz (bi\***zim** / o\*ku\*lu\***muz**); biz-im tencere-**em**-iz (bi\***zim** / ten\*ce\*re\***miz**); biz-im baba-**am**-ız (bi\***zim** / ba\*ba\***mız**); biz-im köy-**üm**-üz (bi\***zim** / kö\*yü\***müz**); biz-im sorun-**um**-uz (so\*ru\***nu\*muz**), biz-im bahçe-**em**-iz (bah\*çe\***miz**), biz-im anlaş-ma-**am**-ız (an\*laş\***ma\*mız**).

**(siz)**: ♪ [**in**-iz, **ın**-ız, **ün**-üz, **un**-uz, **en**-iz, **an**-ız]:

siz-in davul-**un**-uz (si\***zin** / da\*vu\*lu\***nuz**); siz-in araba-**an**-ız (a\*ra\*ba\***nız**); siz-in kız-**ın**-ız (kı\*zi\***nız**); siz-in kafa-**an**.ız (ka\*fa\***nız**), siz-in bahçe-**en**-iz (si\***zin** / bah\*çe\***niz**); siz-in torba-**an**-ız (tor\*ba\***nız**); siz-in konuş-ma-**an**-ız (ko\*nuş\***ma\*nız**).

**(onlar)**: ♪ [i, ı, ü, u] or ([ler-i, lar-ı]):

o/n-lar-ın okul-u (on\*la\***rin** / o\*ku\*lu); o/n-lar-ın çiçek-le<sub>r</sub>-i (on\*la\***rin** /

çi\*çek\*le\*ri); onlar<sub>-</sub>ın konuş-ma-lar<sub>-</sub>ı (on\*la\***rin** / ko\*nuş\*ma\*la\*ri); o/n/-lar<sub>-</sub>ın anne-/s/i (on\*la\***rin** / an\*ne\*s/i); o/n/-lar<sub>-</sub>ın kedi-/s/i (on\*la\***rin** / ke\*di\*s/i)

(ben<sub>-</sub>im) **defter-im** (be\***nim** / def\*te\*rim) (my notebook)  
 (ben<sub>-</sub>im) **baş-ım** (ba\***şim**) (my head)  
 (ben<sub>-</sub>im) **göz-üm** (gö\***züm**) (my eye)  
 (ben<sub>-</sub>im) **sakal-ım** (sa\*ka\***lim**) (my beard)  
 (ben<sub>-</sub>im) **soru-um** (so\*ru\***num**) (my problem)  
 (ben<sub>-</sub>im) **kuş-um** (ku\***şum**) (my bird)  
 Jack'in **okul-u** (ce\***kin** / o\*ku\*lu) (Jack's school)

Since a personal possessor morpheme in the **possessed part** of a compound is enough to help someone understand the **possessor pronoun** in the **possessor part** of a compound, the parts in the brackets above may be ignored unless they are **intentionally** stressed. One can say (ki\***ta**\***bim**) in place of (be\***nim** / ki\***ta**\***bim**). If only the possessed part of the compound is used, the stress is on "**bim**". If both parts are used, the stress is on "**nim**".

If a **possessed noun** in a compound ends with a **vowel**, and the first **vowel** of a personal possessor morpheme starts with the **same** vowel, these two identical vowels **combine**, and are verbalized as a single vowel:

ben<sub>-</sub>im araba-am (be\***ni**\*ma\*ra\***bam**); (a\*ra\***bam**) (my car) liaison  
 ben<sub>-</sub>im mesele-em (be\***nim** / me\*se\***lem**); (me\*se\***lem**) (my problem)  
 ben<sub>-</sub>im tarla-am (be\***nim** / tar\***lam**); (tar\***lam**) (my field)  
 ben<sub>-</sub>im kafa-am (be\***nim** / ka\***fam**); (ka\***fam**) (my head)  
 ben<sub>-</sub>im sandalye-em (be\***nim** / san\*dal\***yem**); (san\*dal\***yem**) (my chair)  
 ben<sub>-</sub>im pipo-**um** (be\***nim** / pi\***pom**); (pi\***pom**) (my pipe) (The "**u**" drops.)  
 ben<sub>-</sub>im karı-ım (be\***nim** / ka\***rim**); (ka\***rim**) (my wife)  
 ben<sub>-</sub>im deri-im (be\***nim** / de\***rim**); (de\***rim**) (my skin)  
 ben<sub>-</sub>im su-/y/um (be\***nim** / su\***yum**); (su\***yum**) (my water)  
 ben<sub>-</sub>im anne-em (be\***ni**\*man\*nem); (an\***nem**) (my mother) (liaison)

If the **possessed noun** of a compound ends with the **unvoiced** /p/, /k/, /ç/, or /t/ consonants, they change into their counterpart voiced consonants /b/, /ğ/, /c/, or /d/ respectively:

**Bebek-im** (be\*be\***ğim**) (my baby) (The /k/ changes into /ğ/)  
**Köpek-im** (kö\*pe\***ğim**) (my dog) (The /k/ changes into /ğ/)  
**Çorap-ım** (ço\*ra\***bım**) (my sock) (The /p/ changes into /b/)  
**Araç-ım** (a\*ra\***cım**) (my vehicle) (The /ç/ changes into /c/)



**Dert-im** (der\**dim*) (my trouble) (The /t/ changes into /d/)

All the **monosyllabic** roots, and most words ending with /t/ do not change their last consonants when they are suffixed:

**aṭ-im** (a\**tım*) (my horse); **süt-üm** (sü\**tüm*) (my milk); **kürk-üm** (kür\**küm*) (my fur); **ip-im** (i\**pım*) (my rope); **saç-ım** (sa\**çım*) (my hair); **hap-im** (ha\**pım*) (my pill); **sepet-im** (se\**pe\*tım*) (my basket); **saat-im** (sa\**a\*tım*) (my watch); **demeṭ-im** (de\**me\*tım*) (my bunch); **kürk-ün** (kür\**kün*) (your fur); **at-lar-ım-ız** (at\**la\*rı\*ımız*) (our horses).

When “**senin**” is used in the **possessor position**, the **possessed nouns** are suffixed with [in, in, ün, un, en, an] possessor personal allomorphs:

deft̄er-in (def\**te\*rin*) (your notebook)  
baṣ-in (ba\**şın*) (your head)  
göz-ler-in (göz\**le\*rin*) (your eyes)  
tuz-un (tu\**zun*) (your salt)  
baba-an (ba\**ban*) (your father)  
sandalye-en (san\**dal\*yen*) (your chair)

If possessed nouns end with **vowels** or /p, t, k, ç/ unvoiced consonants, they undergo the same changes as they do in the examples above:

köpek-in (kö\**pe\*ğın*), çorap-in (ço\**ra\*bin*), gömleṭ-in (göm\**le\*ğın*), bıçak-in (bi\**ça\*ğın*); but süt-ün (sü\**tün*), sepet-in (se\**pe\*tın*), araba-an (a\**ra\*ban*)

The third person possessed nouns are suffixed with [i, ı, ü, u] allomorphs:

ey-i (e\**vı*), okul-u (o\**ku\*lu*), kaleṃ-i (ka\**le\*mi*), cekeṭ-i (ce\**ke\*ti*), düğün-ü (dü\**ğü\*nü*), göz-ü (gö\**zü*), baṣ-ı (ba\**şı*), kaṣ-ı (ka\**şı*), oğul-u (oğ\**lu*)

When a third person **possessed noun** ends with a **vowel**, it takes an /s/ glide when it is attached to a possessor personal suffix:

araba-/s/ı (a\**ra\*ba\*sı*) (his car); bahçe-/s/i (bah\**çe\*sı*) (his garden); tarla-/s/ı (tar\**la\*sı*) (his farm); halı-/s/ı (ha\**lı\*sı*) (his carpet); leke-/s/i (le\**ke\*sı*) (its stain); öfke-/s/i (öf\**ke\*sı*) (his rage); kapı-/s/ı (ka\**pı\*sı*) (his door); gaga-/s/ı (ga\**ga\*sı*) (its beak); anne-/s/i (an\**ne\*sı*); baba-/s/ı (ba\**ba\*sı*); çeşme-/s/i (çeş\**me\*sı*) (its tap); yama-/s/ı (ya\**ma\*sı*) (its patch); gel-me-/s/i (gel\**me\*sı*) (his coming)

If the possessor adjectives are used together with the possessed parts of the compounds, the possessor adjectives become dominant and the stress goes onto the possessor adjectives:

**Onun arabası** (o\*nun / a\*ra\*ba\*sı); **onun bahçesi** (o\*nun / bah\*çe\*sı)

The /p, t, k, ç / unvoiced consonants change into their **voiced** counterparts /b, d, ğ, c / respectively as in the examples below. This consonant change does not change the meaning of words.

o-/n/un corap-ı (o\*nun / ço\*ra\*bi) (his sock); o-/n/un dolap-ı (o\*nun / do\*la\*bi) (his cupboard); o-/n/un amaç-ı (o\*nun / a\*ma\*cı) (his goal); onun sokağ-ı (o\*nun / so\*ka\*ğı) (his street); onun kapağ-ı, (o\*nun / ka\*pa\*ğı) (its lid); onun bacağı-ı (o\*nun / ba\*ca\*ğı) (his leg); onun ip-i (o\*nun / i\*pi); onun süt-ü (o\*nun / sü\*tü)

A **noun** (or an infinitive) in a possessor position is used just like a third person possessor pronoun. When a noun in the possessor position ends with a vowel, it needs an /n/ glide to attached to ⫞ [in, in, ün, un] allomorphs. As the third person singular pronoun is “o”, which has only one vowel, it also needs the same /n/ glide to be attached to [un] allomorph. **Interrogative possessors** can also be used in the possessor parts of the compounds:

**o-/n/un kapı-/sı** (o\*nun / ka\*pi\*sı) (its door); **oda-/n/in kapı-/sı** (o\*da\*nın / ka\*pi\*sı) (the door of the room); **o-/n/un yakıt-ı** (o\*nun / ya\*ki\*ti) (its fuel); **araba-/n/in yakıt-ı** (a\*ra\*ba\*nın / ya\*ki\*ti) (the fuel of the car); **okul-un otobüs-ü** (o\*ku\*lun / o\*to\*bü\*sü) (the bus of the school); **bahçe-/n/in kapı-/sı** (bah\*çe\*nin / ka\*pi\*sı) (the gate of the garden); **Kim-in tarla-/sı?** (ki\*min / tar\*la\*sı) **çiftçi-/n/in tarla-/sı** (çift\*çi\*nin / tar\*la\*sı) (the farm of the farmer); **Nere-/n/in halı-/sı?** (ne\*re\*nin / ha\*lı\*sı); **oda-/n/in halı-/sı** (o\*da\*nın / ha\*lı\*sı) (the carpet of the room); **Kim-in karı-/sı?** (ki\*min / ka\*rı\*sı); **Jack'in karı-/sı**. (ja\*kin / ka\*rı\*sı) (Jack's wife); **yürü-me-/n/in yarar-ı** (yü\*rü\*me\*nin / ya\*ra\*rı) (the benefit of walking); **Ne-/y/in renk-i?** (ne\*yin / ren\*gi) **şarap-in renk-i** (şa\*ra\*bin / ren\*gi) (the color of the wine); **çiçek-in güzellik-i** (çi\*çe\*ğın / gü\*zel\*li\*ği) (the beauty of the flower)

When the **noun compounds** ending with **vowels** are suffixed by the allomorphs of the [İ], [E], [DE], or [DEN] morphemes, they take the /n/ glides:

Jack, Mary'-n/in köpek-i-/n/i ısır-dı.  
(jack ~ / me\*ri\*nin / kö\*pe\*ğini / ı\*sır\*dı ~)  
Jack bit Mary's dog.

Jack, Mary'/n/in köpek-i-/n/e bir taş at-tı.  
(jack~ / mary\*nin / kö\*pe\*ğine / bir / taş / at\*tı ~)  
Jack threw a stone at Mary's dog.

Köpek, Mary'/n/in bahçe-/s/i/n/-de.  
 (kö\*pek~ / **mary**\*nin / bah\*çe\**sin*\*de ~)  
 The dog is in Mary's garden.

Ben, Mary'/n/in okulu/n/-dan gel-i.yor-um.  
 (ben / **mary**\*nin / o\*ku\*lun\*dan / ge\*li\*yo\*rum ~)  
 I'm coming from Mary's school.

**The inflectional plural allomorphs [ler, lar]** are attached to noun roots or stems first, and then the other allomorphs follow:

çocuk-la<sub>r</sub>-ı<sub>m</sub> (ço\*cuk\**la*\***rim**), okul-la<sub>r</sub>-ı<sub>m</sub>-ı<sub>z</sub> (o\*kul\**la*\***ri**\***miz**), çiçek-le<sub>r</sub>-i  
 (çi\*çek\**le*\***ri**), araba-la<sub>r</sub>-ı<sub>n</sub>-ı<sub>z</sub> (a\*ra\*ba\**la*\***ri**\***niz**), komşu-la<sub>r</sub>-ı<sub>m</sub>-ı<sub>z</sub> (kom\*şu\**la*\***ri**\***miz**), saat-le<sub>r</sub>-i<sub>m</sub> (sa\*at\**le*\***rim**), sepet-le<sub>r</sub>-i<sub>n</sub>-ı<sub>z</sub> (se\*pet\**le*\***ri**\***niz**)

The personal allomorphs below are attached to the plural allomorphs above:

(ben-im) kitap-la<sub>r</sub>-ı<sub>m</sub> (ki\*tap\**la*\***rim**) (my books); (sen-in) çiçek-le<sub>r</sub>-i<sub>n</sub> (çi\*çek\**le*\***rin**) (your flowers); (biz-im) oyuncak-la<sub>r</sub>-ı<sub>m</sub>-ı<sub>z</sub> (o\*yun\*cak\**la*\***ri**\***miz**) (our toys).

As the **possessor pronouns** in the compounds are generally ignored, only the **possessed parts** of the compounds are used. When the possessor parts are used together with the possessed parts of a compound, the possessor parts are stressed. However, when only the possessed parts are used, the **stress** goes onto the **possessed** part:

"ben-im kitapla<sub>r</sub>-ı<sub>m</sub>" (be\***nim** / ki\*tap\**la*\***rim**); → "kitapla<sub>r</sub>-ı<sub>m</sub>" (ki\*tap\**la*\***rim**)

Kitap-la<sub>r</sub>-ı<sub>m</sub> (ki\*tap\**la*\***rim**) (my books); kedi-le<sub>r</sub>-i<sub>m</sub>-ı<sub>z</sub> (ke\*dî\**le*\***ri**\***miz**) (our cats); köpek-le<sub>r</sub>-i (kö\*pek\**le*\***ri**) (his dogs); sepet-le<sub>r</sub>-i<sub>m</sub>-ı<sub>z</sub> (se\*pet\**le*\***ri**\***miz**) (our baskets); dost-la<sub>r</sub>-ı<sub>m</sub> (dost\**la*\***rim**) (my friends); soru-la<sub>r</sub>-ı<sub>m</sub> (so\*ru\**la*\***rim**) (my questions); sorun-la<sub>r</sub>-ı<sub>m</sub>-ı<sub>z</sub> (so\*run\**la*\***ri**\***miz**) (our problems); kafa-am (ka\***fam**) (my head); pencere-em (pen\*ce\***rem**) (my window); kafa-an (ka\***fan**) (your head); kafa-/s/ı (ka\*fa\***slı**) (his head); oku<sub>l</sub>-u (o\*ku\***lu**) (his school); giysi-/s/i (giy\*si\***sî**) (her dress); araba-an.ı<sub>z</sub> (a\*ra\*ba\***nız**) (your car); kapı-ı<sub>n</sub>-ı<sub>z</sub> (ka\*pi\***nız**) (your door); yüz-ü-ü<sub>n</sub>-üz (yü\*zü\***nüz**) (your face).

Contrary to the English intonation, in a Turkish "**adjective + noun**" compound, the stressed syllable is on the adjective, not on the noun. In Turkish: sarı gül (sa\***rı** / g<sub>ü</sub>l); in English: "yellow rose" (ye\***low** / **rose**).

When the **first, the second or the third person plural possessor pronouns** are used in the **possessor part** of a noun compound such as

“**bizim**”, “**sizin**”, and “**onların**”, both the singular and the plural possessed nouns can be used in the possessed part of a noun compound:

**bizim arabamız**, or **bizim arabalarımız**; **sizin kediniz**, or **sizin kedileriniz**; **onların odası**, or **onların odaları**; **bizim evimiz**, or **bizim evlerimiz**.

## INDEFINITE NOUN COMPOUNDS

### Belirtisiz İsim Tamlamaları

The “**possessor + possessed**” compounds described above are all **definite**. When “odanın kapısı” is said, it means “**the** door of **the** room”. However, when we say “kapı zil-i” instead of “kapı-n/ın zil-i”, we mean “door bell”, where “door” is **indefinite**. The indefinite Turkish noun compounds are structurally different from the English indefinite noun compounds. For instance, in the Turkish compounds, the allomorphs of [İ] are attached to the second parts of the compounds, such as “okul çanta-**/s/ı**”, but in English, only two nouns are used as “**school bag**”. When the **possessed** parts end with **consonants**, they take the allomorphs of [İ], but when they end with **vowels**, they take the /s/ glides together with the allomorphs of [İ]. The indefinite **interrogative possessors** can also be used in the possessor parts of these compounds:

Here are some examples of the **indefinite noun compounds**:

Ne çanta-**/s/ı**? (**ne** / çan\*ta\*sı); Okul çanta-**/s/ı** (o\***kul** / çan\*ta\*sı) (school bag); Ne soru-laṛ-ı? (**ne** / so\*ru\*la\*rı); Sınav soru-laṛ-ı (sı\***nav** / so\*ru\*la\*rı) (examination questions); öğrenci kavga-**/s/ı** (öğ\*ren\*ci / kav\*ga\*sı) (student fight); otomobil yarış-ı (o\*to\*mo\***bil** / ya\*rı\*şı) (car race); insan hak-laṛ-ı (in\***san** / hak\*la\*rı) (human rights); Ne reçel-i? elma reçel-i (el\***ma** / re\*çe\*li) (apple jam); Ne kaza-**/s/ı**? (**ne** / ka\*za\*sı); araba kaza-**/s/ı** (a\*ra\***ba** / ka\*za\*sı) (car accident); kalem kutu-su (ka\***lem** / ku\*tu\*su) (pencil box); kış bahçe-**/s/i** (**kış** / bah\*çe\*sı) (winter garden); işsizlik soruṅ-u (iş\*siz\***lik** / so\*ru\*nu) (unemployment problem); yaz eğlence-**/s/i** (**yaz** / eḡ\*len\*ce\*sı) (summer entertainment); güneş gözlük-leṛ-i (gü\***neş** / göz\*lük\*le\*ri) (sunglasses); patates salata-**/s/ı** (pa\*ta\***tes** / sa\*la\*ta\*sı) (potato salad); hava kirlilik-i (ha\***va** / kir\*li\*li\*ḡi) (air pollution); baş ağrı-**/s/ı** (**ba**\*şaḡ\*rı\*sı) (headache); it dalaş-ı (**it** / da\*la\*şı) (dog fight); mürekkep leke-si (mü\*rek\***kep** / le\*ke\*sı) (ink stain)

## NOUN COMPOUNDS WITHOUT SUFFIXES

### Takisiz Tamlama

There are some other noun compounds that are made up of **two nouns**:

**tahta kutu** (tah\**ta* / ku\**tu*) (wooden box); **altın bilezik** (al\**tin* / bi\**le*\**zik*) (golden bracelet); **porcelain fincan** (por\**se*\**len* / fin\**can*) (china cup); **demir kapı** (de\**mir* / ka\**pi*) (iron door); **taş bina** (*taş* / bi\**na*:) (stone building); **plastik oyuncak** (plas\**tik* / o\**yun*\**cak*) (plastic toy); **bakır tel** (ba\**kır* / tel) (copper wire); **mermer heykel** (mer\**mer* / hey\**kel*) (marble statue); **kız arkadaş** (*ki*\**zar*\**ka*\**daş*) (girl friend); **erkek arkadaş** (er\**ke*\**kar*\**ka*\**daş*) (boy friend); **gümüş para** (gü\**müş* / pa\**ra*) (silver coin); **tahta köprü** (tah\**ta* / köp\**rü*) (wooden bridge); **Beyaz Saray** (be\**yaz* / sa\**ray*) (The White House).

The **pronouns** used in the **possessor** position of the noun compounds are also used in place of “mine”, “yours”, “his”, “hers”, “ours”, “theirs” and “Jack’s” as in the following:

- Bu kitap benim.** This book is mine.  
**Şu ayakkabılar onun.** Those shoes are hers.  
**Bu araba Jack’in.** This car is Jack’s.  
**Şu gömlek senin.** That shirt is yours.  
**Şu şeyler onların.** Those things are theirs.  
**Bu yanlışlar bizim.** These mistakes are ours.

This similarity could be seen in the following two sentences:

Bu **benim** kitabım. This is my book. Bu kitap **benim**. This book is mine.

Bu **senin** araban. This is your car. Bu araba **senin**. This car is yours.

Sometimes the [**Kİ**] morpheme, which does not follow the vowel harmony rules and consequently has no allomorphs, is attached to “benim”, “senin”, “o-nun”, “Jack’in” possessor pronouns. This morpheme generally means “this one among others”:

Bu çanta benim-ki.  
 (bu / çan\**ta* / be\**nim*\**ki* ~)  
 This bag is mine (among others).

Şu koltuk sizin-ki.  
 (şu / kol\**tuk* / si\**zin*\**ki* ~)  
 This seat is yours (among others).

Bu masa Jack’in-ki. This table is Jack’s (among others).  
 Bu araba Oğuz’un-ki. This car is Oğuz’s (among others).

The first parts of the noun compounds are syntactically **determiners**. For instance, in the expressions, “the car”, “this car”, “all cars”, and “my car”; “the”, “this”, “all”, and “my” have determining functions. Therefore, one cannot put “a”, “an”, “the”, or “some” before these words, such as \*“the this car”, \*“the all cars”, \*“a my car”.

The possessor parts of the definite noun compounds are words like “the” and “some”; therefore, in English, people say “the gate of the garden”, but in Turkish, people say “bahçe-/n/in kapı-/s/ı”, where “bahçe-/n/in” is a determiner, so we can formulate “bahçe-/n/in kapı-/s/ı” as “**D + N**”.

## “NOUN + INFINITIVE” COMPOUNDS

### “İsim + Mastar” Tamlamaları

The **infinitives**, as they are nouns, are also used in the “**possessor + possessed**” compounds. All noun compounds are of several kinds:

“**pronoun + noun**” → o/n/un araba-/s/ı (his car)

“**noun + noun**” → oda-/n/in kapı-/s/ı (the door of the room)

“**pronoun + infinitive**” → o/n/un anla-ma-/s/ı (his understanding), o/n/un oku-l-a geç gel-me-/s/ı (his coming to school late)

“**infinitive + noun**” → gecik-me-/n/in ceza-/s/ı (the punishment of being late)

“**infinitive+infinitive**” → öde-me-/n/in gecik-me-/s/ı (the delay of the payment)

Some examples are as follows:

ben-im git-me-em (my going); o-/n/un bakış-ı (her looking); siz-in git-tik-in-iz (*git<sup>t</sup>ti<sup>g</sup>i<sup>niz</sup>*) (that you went); biz-im buluş-ma-am-ız (our meeting); biz-im çalış-ma-am-ız-ın sonuç-u (*bi<sup>z</sup>im / ça<sup>l</sup>ış<sup>m</sup>a<sup>m</sup>ızın / so<sup>nu</sup>cu*) (the result of our working); işsizlik-in art-ma-/s/ı (*iş<sup>sizlik</sup> / art<sup>ma</sup>sı*) (the increase of the unemployment); oku-l-a geç kal-ma-/n/in sonuç-u (*o<sup>ku</sup>la / geç / kal<sup>ma</sup>nın / so<sup>nu</sup>cu*) (the result of coming to school late).

In the compounds above, the **identical vowels combine**, and the single underlined consonants **detach** from their syllables and **attach** to the first vowels of the following morphemes while the oral system of the Turkish language is reorganizing the morphemes in harmony with the Turkish sound system.

The parallelism between the above compounds and those of the following ones are obvious:

ben-im tencere-em, onun baş-ı, siz-in bile-tin-iz, ben-im ev-im

As it is seen, the infinitives are nouns that are produced from verb roots, stems and frames by adding [me, ma], [ış, ış, üş, uş], and [dik, dık, dük, duk, tik, tık, tük, tuk] allomorphs. These infinitives, except the [mek, mak] infinitives that are used in the possessor parts, are used in noun compounds in sentences as Nominal Phrases such as:

ben-im gül-me-em, sen-in gül-üş-ün, o-/n/un ağla-dık-ı (ağ\*la\*dı\*ğı), biz-im bekle-me-em-iz, Ahmet-in çalış-ma-ma-/s/ı, onların gel-me-me-/s/i, çocuğun bul-un-ma-/s/ı, biz-im bul-uş-ma-am-ız, araba-/n/in çağ-in-ma-/s/ı...

It is possible in Turkish to produce **chain noun compounds** by lengthening the compounds above as far as **the word that ends the chain** because all natural languages are infinitely productive within the framework of the “NP + VP” innate logical sentence pattern:

**gençler-in spor yap-ma-/s/ı** → possessor + possessed

**yapma-/s/ı-/n/in önem-i** → possessor + possessed

**önem-i-/n/in anla-şıl-ma-/s/ı** → possessor + possessed

**gerek-ir.** → VP

**Gençler-in spor yapma-/s/ı-/n/in önem-i-/n/in anla-şıl-ma-/s/ı gerek-ir.**

NP

VP

(genç\*le\*rin / spor / yap\*ma\*sı\*nın / ö\*ne\*mi\*nin / an\*la\*şıl\*ma\*sı / ge\*re\*kir)

It is necessary to understand the importance of the youngsters' playing sports.

## PREPOSITIONS (ENG) and POSTPOSITIONS (TURK) (edatlar)

The English prepositions “on”, “in”, “under”, “near”, “behind”, “in front of” are all **nouns** in Turkish: **üst** (on), **alt** (under), **yakın** (near), **iç** (in), **arka** (behind, back), **ön** (front) ...

As all the words above can be attached to the allomorphs of the morphemes [İ], [E], [DE] and [DEN], they are nouns. Besides these morphemes, the allomorphs of [İ], which are also the allomorphs of the possessed morpheme [İ], can be attached to the above nouns to form the **possessed parts** of noun compounds:

Masa-/n/in üst-ü (ma\*sa\*ni\*nüs\*tü) (the upper side of the table) (liaison)

Kutu-/n/un iç-i (ku\*tu\*nu\*ni\*çi) (the inside of the box) (liaison)

Karyola-/n/in alt-ı (kar\*yo\*la\*ni\*nal\*tı) (the underside of the bed) (liaison)

Sandalye-/n/in arka-/s/ı (san\*dal\*ye\*ni\*nar\*ka\*ı/s/ı) (the back of the chair)

The two parts of the compounds above can also be separately said:

(ma\*sa\*nin / üs\*tü), (ku\*tu\*nun / i\*çi), (kar\*yo\*la\*nin / al\*tı), (san\*dal\*ye\*nin / ar\*ka\*sı).

When the above compounds are used as **objects**, they take the allomorphs of the defining [İ] morpheme linked by the /n/ glides:

**Masa-n/in üst-ü-n/ü** temizledi-im. (ma\*sa\*nin / üs\*tü\*nü / te\*miz\*le\*dim ~)  
I cleaned **the surface of the table**.

In the sentence above, the first /ü/ is the personal possessed allomorph; the second /ü/ is the defining morpheme, and the /n/ phonemes are the glides linking the successive /a/ /ı/, and /ü/ /ü/ vowels. In such compounds, either of the stressable syllables of the possessor or the possessed parts of a compound can be stressed. The dominant word syllables are symbolized in **bold face**, and the secondarily stressed syllables are showed in *italics*. The weakly stressed syllables are printed in regular type. See how the meanings of the sentences change when the primarily stressed words change in the following sentences:

(ma\*sa\*nin / üs\*tü\*nü / te\*miz\*le\*dim ~)  
I have cleaned the upper side of the **table**, not the upper side of any other furniture.

(ma\*sa\*nin / üs\*tü\*nü / te\*miz\*le\*dim ~)  
I have cleaned the **upper side** of the table, not the underside or the legs of it.

(ma\*sa\*nin / üs\*tü\*nü / te\*miz\*le\*dim ~)  
I have **cleaned** the upper side of the table, so I have done my work.

## PRIMARY STRESS, SECONDARY STRESS, AND INTONATION

The syllables printed in **bold face** in the sentences above are **primarily** stressed syllables. The secondarily stressed syllables of the words are slightly heard in speech, which are printed in *italics*. The final syllables of all positive and negative **sentences** have **junctions** that have slightly rising and sharply falling syllables showed by rising and falling arrows (~).

When the **words** of the Turkish language are considered independently, not in sentences, we can see that each word can have only one **primarily** stressed syllable. For instance:



(o\*to\*mo\***bil**), (ça\*lı\***ş**ı\*yor\*lar\*dı), (ke\***d**ı), (do\*ku\*zun\***cu**), (ka\*ran\***lık**)  
 (öğ\*ret\***men**), (san\***dal**\*ye), (ki\***raz**), (**gel**\*mi\*ye\*cek\*ler), (an\*la\***dim**),  
 (an\***la**\*mi\*yo\*rum), (ka\*za\*na\***ca**\*ğ**ız**), (de\*mok\*ra\*tik\*leş\*ti\*re\***ce**\*ğ**iz**),  
 (**kork**\*ma\*ma\*lı\***sın**), (kah\***ve**\*ren\***gi**), (**kas**\*ka\*tı), (**dü**\*pe\*düz), (ye\***n**ı).

If a whole sentence is considered, however, we can hear that there may be one or more primarily stressed words in a sentence. The *secondarily* stressed syllables of the words are fixed and they are nearly always combined to the suffixes following them. The last syllables of the words in sentences, which are secondarily stressed, have slightly rising and falling intonations that imply the hearer the end of a word and the expectation of a following one.

(ba\***bam**~ / ge\***çen** / haf\*ta~ / bur\*sa\*da / de\*ğ**il**\*dı ~)

In the sentence above, the word (ba\***bam**) is the subject of the sentence. If we think none of the words is important or dominant in this sentence, we use only a secondary stress on the “**bam**” syllable with a rising intonation implying that another word will be following it such as “*biiir*~, i\**kiii*~, **üç**~”

If we put a primary stress on the syllable (ba\***bam**), the sentence means, especially “**my father**” was not in Bursa”; someone else might have been there. As a rule, if the subject of a sentence is rather far from the verb, a comma is generally put after the subject in a text, but in speech a *secondary stress with a rising sustained intonation* (~) is applied to the same word.

If the second syllable “**çen**” of the word (ge\***çen**) is primarily stressed, the sentence means “**only last week**”, not weeks ago.

If the stressable syllable “**bur**” is primarily stressed in the word (bur\*sa\*da), the sentence means “My father was not in **Bursa** last week, but perhaps he was somewhere else.

When the stressable syllable \***ğil**\* of the word (de\*ğ**il**\*dı) is thought dominant, the sentence means, “You are mistaken; he was not there”.

(1). In general, the “first syllables” of all words are **weakly** stressed, and printed in regular type. The syllables following the first weakly stressed syllables are all *secondarily stressed* and printed in *italics*. The syllables in all **verb compositions** are all *secondarily* stressed. However, in some geographical names the primarily stressed syllables may be on the first or the second syllable. In general, **the last secondarily stressed syllables** of all words may be **primarily** stressed, except for the ones in the **verb compositions** where the **primarily stressed** syllables **change** in different tenses,

and they are all **fixed**. All the primarily stressed syllables are showed **in bold** face in verb compositions in this book:

1. (çeş\**me*); (tes\**tî*); (şe\**ker*); (ço\**cuk*); (te\**pe*); (ar\**mut*); (ka\**sap*); (yü\**rek*), (pat\**lı\*can*), (ar\**ka\*daş*), (te\**ker\*lek*), (yu\**var\*lak*), (is\**lak*)

2. (çeş\***me**); (tes\***tî**); (şe\***ker**); (ço\***cuk**); (te\***pe**); (ar\***mut**); (ka\***sap**); (yü\***rek**), (pat\***lı\*can**), (ar\***ka\*daş**), (te\***ker\*lek**), (yu\***var\*lak**), (is\***lak**)

The last syllables in the above words are *secondarily* or **primarily** stressed, and they are printed in *italics*. When the **derivational** or **inflectional** morphemes are suffixed to these words, these morphemes are also *secondarily* stressed together with the *secondarily* stressed syllables of the words:

3. (çeş\**me\*yî*), (çeş\**me\*ye*), (çeş\**me\*de*), (çeş\**me\*den*), (çeş\**me\*nin*), (çeş\**me\*sî*), (çeş\**me\*sî\*nin*), (çeş\**me\*sin\*de*), (çeş\**me\*sin\*den*), (çeş\**me\*le\*rin\*den*), (pat\**lı\*ca\*ni*), (ar\**ka\*da\*şın\*dan*), (te\**ker\*lek\*le\*ri*)

If the words in the above sentences are thought dominant, the last syllables of them are **primarily** stressed:

2. (çeş\***me\*yî**); (çeş\***me\*ye**); (çeş\***me\*de**); (çeş\***me\*den**); (çeş\***me\*sî\*nin**); (çeş\***me\*sin\*de**); (çeş\***me\*sin\*den**); (çeş\***me\*le\*rin\*den**), (ar\***ka\*da\*şın\*dan**)

If a word is **monosyllabic**, this syllable is naturally the **last syllable**, so it is *secondarily* stressed if it is not thought dominant. Nevertheless, if it is attached to an allomorph, it may be divided into two syllables if the following morpheme starts with a vowel. If the following morpheme starts with a consonant, this morpheme may be *secondarily* or *primarily* stressed:

3. (kuş), (ku\**şu*), (ku\**şa*), (kuş\**ta*), (kuş\**tan*); (taş), (ta\**şı*), (ta\**şa*), (taş\**ta*), (taş\**tan*); (sen), (se\**ni*), (sa\**na*), (se\**nin*), (sen\**de*), (sen\**den*), (ben\**den*)

If these words are thought dominant, the last syllables are **primarily** stressed:

(**kuş**), (ku\***şu**), (ku\***şa**), (kuş\***ta**), (ku\***şun**), (kuş\***tan**), (ku\***şum**)  
(**ben**), (be\***nî**), (ba\***na**), (ben\***de**), (ben\***den**), (be\***nim**), (o\***nun**)

When some monosyllabic words are suffixed with [i] or [e] morphemes, these words are divided into two syllables, the second of which is *secondarily* stressed:

biz-i (bi\**zî*), biz-e (bi\**ze*); ders-i (der\**sî*), ders-e (der\**se*); kış-ı (kî\**şı*) (kî\**şa*); muz-u (mu\**zu*), (mu\**za*); kız-ı (kî\**zî*), (kî\**za*); ben-i (be\**nî*), (ba\**na*); sen-i (se\**nî*), (sa\**na*); taş-ı (ta\**şı*), taş-a (ta\**şa*); baş-ı (ba\**şı*); eş-i (e\**şî*), eş-e (e\**şe*). If the last *secondarily* stressed syllables are thought dominant, they may be **primarily** stressed: (bi\***zî**), (bi\***ze**), (be\***nî**), (ba\***na**), (se\***nî**), (sa\***na**).

Considering the complicated explanations above, we have demonstrated nearly all the syllables in sentences between parentheses so that the learners might see the primarily and secondarily stressed syllables in sentences.

By the way, a learner should keep in mind that these are only **example** sentences, and consequently, the **primarily** stressed syllables may change according to a speaker's preference in a sentence:

(ba\**bam*~ / ge\**çen* / haf\**ta*~ / bur\**sa*\**da*~ / de\**ğil*\**di* ~)

In the sentence above, there may be one or more secondarily stressed syllables in each word printed in *italics*. The last syllables of the above words can be **primarily** stressed in proportion to the main concern of a speaker. He can use a primary stress on one, two, or more words in a sentence. If he wishes, he may leave all the words in a sentence without primarily stressed. In short, we can say that the primarily stressed syllables completely depend on the speaker's choice. However, the secondarily stressed syllables of the words in a sentence do not depend on the speaker's choice; they are nearly always fixed. The words whose all syllables are secondarily stressed are the **verb compositions**. **Only one** of these syllables in a verb composition can be **primarily** stressed. To overcome this difficulty, nearly all the syllabication, stress and intonation of the example sentences are given in parentheses in this book.

In these example sentences, the words are separated by slashes (/). The internal open junctures implying very short pauses with a rising sustained intonation after subjects, objects, or adverbs, etc., are showed by tildes (~). The junctures symbolizing slightly rising and sharply falling terminal stops of the indicative sentences are showed by rising and falling arrows (↗) in this book. The interrogative sentences containing question words like "nereye?", "niçin?", "nasıl?", etc. are illustrated by rising (↗) arrows, but the interrogative sentences, whose answers are "yes" or "no", also have falling terminal junctures in their last syllables. Therefore, they are also showed by rising and falling arrows (↗). However, if a speaker wants to express **astonishment**, these terminal junctures (↗) may change into rising (↗) arrows:

(ba\**zı* / kız\**lar* / ne\**hir*\**de* / yü\**zü*\**yor* ↗)

Some girls are swimming in the river.

(None of the words in this sentence is primarily stressed.)

(ba\**zı* / kız\**lar* ~ / ne\**hir*\***de** / yü\**zü*\**yor* ↗)

They are swimming in the river, not in the sea or in a lake.

(**sa**:\**de*\**ce* / kız\***lar** / de\**niz*\**de* / yü\**zü*\**yor* ↗)

Only the girls are swimming in the sea.

(de\*niz\*de / kız\*lar~/ mı / yü\*zü\*yor~)

Are the **girls** swimming in the sea? (surprise!)

(ço\*cuk\*lar~/ ne~\*re\*de / oy\*nu\*yor\*lar~)

Where are the children playing?

(The question word “nerede” (where) is used.)

The stress and the intonation of some compounds are as follows:

**Sandalye-/n/in arka-/s/i-/n/i** kırdı.

(san\*dal\*ye\*nin / ar\*ka\*sı\*ni / kır\*dı ~)

He broke **the back of the chair**.

When the allomorphs of the [E], [DE], [DEN] and [LE] morphemes are attached to the above compounds, these compounds become **adverbial phrases** (zarf öbekleri):

**(Sen) (sen-in) çamur-lu ayakkabı-lar-ın-la halı-/n/in üst-ü-/n/e bas-ma.**

NP noun compound-la (adverbial) noun comp-e (adverbial) V

(ça\*mur\*lu / a\*yak\*ka\*bi\*la\*rin\*la~/ ha\*lı\*nı\*nüs\*tü\*ne / bas\*ma ~)

(You) don't step **on the carpet** with your muddy shoes.

NP V prep phrs (adverbial) prep phrs (adverbial)  
VP

Dün küçük bir çocuk *çukur-un iç-i-/n/e* düştü.

(dün / kü\*çük / bir / ço\*cuk~/ çu\*ku\*run / i\*çi\*ne / düş\*tü~)

Yesterday a little boy fell **into the ditch**.

Top *karyola-/n/in alt-ı-/n/a* git-ti.

(top / kar\*yo\*la\*nın / al\*tı\*na / git\*ti~)

The ball went **under the bed**.

*Masa-/n/in üst-ü-/n/-de* dans-et-ti. (liaison)

(ma\*sa\*nın / üs\*tün\*de / dan\*set\*ti ~)

She danced **on the table**.

Kedi, *karyola-/n/in alt-ı/n/-da* uyu-u.yor. (The /u/ drops.)

(ke\*di~/ kar\*yo\*la\*nın / al\*tı\*da / u\*yu\*yor ~)

The cat is sleeping **under the bed**.

Çocuklar, *ağaçlar-ın alt-ı/n/-da* oyna-u.yor.lar. (The /a/ drops.)

(ço\*cuk\*lar~/ a\*ğaç\*la\*rin / al\*tı\*da / oy\*nu\*yor\*lar ~)

The children are playing **under the trees**.



tencere-/n/in (ten\*ce\*re\*nin); gece-/n/in (ge\*ce\*nin); masa-/n/in (ma\*sa\*nin); kapı-/n/in (ka\*pi\*nin); süngü-/n/ün (sün\*gü\*nün); görgü-/n/ün (gör\*gü\*nün); kutu-/n/un (ku\*tu\*nun); soru-/n/un (so\*ru\*nun); fare-/n/in (fa\*re\*nin); testi-/n/in (tes\*ti\*nin); vazo-/n/un (va\*zo\*nun), çalış-ma-/n/in (ça\*lış\*ma\*nin)

When the “**possessed**” part of a compound ends with a **consonant**, it takes one of the allomorphs of [i, ı, ü, u] according to the vowel harmony rules; but if it ends with a **vowel**, it takes one of the same allomorphs together with the glide /s/:

Words ending with **consonants**:

**ıç-i** (i\*ç*ı*), **ip-i** (i\*pi), **sap-ı** (sa\*pi), **alt-ı** (al\*tı), **üst-ü** (üs\*tü), **öküz-ü** (ö\*kü\*zü), **okul-u**, **torunu**, **at-ı**, **kusur-u**, **şeker-i**, **sepet-i**, **çay-ı**, **nefret-i**, **duman-ı**, **hayran-ı**, **kurban-ı**, **tavan-ı**, **tavşan-ı**, **rapor-u**, **teker-i**, **saman-ı**, **zaman-ı**, **kümeş-i**, **motor-u**, **ot-u** (o\*tu)

Words ending with **vowels**:

Sevgi-/s/i, tencere-/s/i, atkı-/s/ı, baskı-/s/ı, süngü-/s/ü, görgü-/s/ü korku-/s/u, koku-/s/u, kuşku-/s/u, içki-/s/i, öfke-/s/i, tatlı-/s/ı, yavru-/s/u, kuzu-/s/u, denge-/s/i, uyku-/s/u, duygu-/s/u, oda-/s/ı, tapu-/s/u, boya-/s/ı, foya-/s/ı, dosya-/s/ı, çalış-ma-/s/ı, but exceptionally (su-/y/u)

When the **possessor** and the **possessed** parts are used together, the compounds become as follows:

**dil-in uç-u** (di\*lin / u\*cu) (the tip of the tongue); **hamal-in şaka-/s/ı** (the joke of the porter); **sakal-in boy-u** (the length of the beard); **kapı-/n/in sürgü-/s/ü** (the bolt of the door); **masa-/n/in alt-ı** (the underside of the table); **öküz-ün boynuz-lar-ı** (the horns of the ox); **gece-/n/in karanlık-ı** (ka\*ran\*lı\*ğ*ı*) (the darkness of the night); **gül-ün koku-/s/u** (the smell of the rose); **dolap-in iç-i** (do\*la\*bın / i\*ç*ı*) (inside the cupboard); **sorun-un önem-i** (the importan of the problem); **tartışma-/n/in sonuç-u** (tar\*tış\*ma\*nin / so\*nu\*cu) (the result of the discussion); **kedi-/n/in korku-/s/u** (the fright of the cat).

Generally, the last syllables of the compounds are stressed. However, when needed, the last syllables of the **possessor parts** of the compounds can also be stressed.

As all of the examples above are the third person singular, the possessor adjectives should also be included in the examples above:

ben-im kedi-im (be\***nim** / ke\***dim**) (my cat); ben-im uyku-um (be\***nim** / uy\***kum**); (my sleep); ben-im okul-um (be\***nim** / o\***ku\*lum**) (my school) ben-im kaygı-ım (kay\***gim**) (my anxiety); ben-im deneyim-im (de\***ne\*yi\*mim**) (my experience); ben-im arzu-um (ar\***zum**) (my wish); ben-im baba-am (ba\***bam**) (my father); ben-im kusur-um (ku\***su\*rum**) (my fault)

sen-in amca-an (se\***nin** / am\***can**) (your uncle); sen-in ev-in (se\***nin** / e\***vin**) (your house); sen-in kız-in (kı\***zin**) (your daughter); sen-in rüya-an (rü\***yan**) (your dream); sen-in pantolon-un (pan\***to\*lo\*nun**) (your trousers); sen-in karar-ın (ka\***ra:rin**) (your decision); sen-in yardım-ın (your help); sen-in konuşma-an (se\***nin** / ko\***nuş\*man**) (your talk); sen-in kulak-lağ-ın (ku\***lak\*la\*rin**) (your ears); sen-in sabır-in (sab\***rin**) (your patience); sen-in cesaret-in (ce\***sa:re\*tin**) (your courage); sen-in güzellik-in (gü\***zel\*li\*gin**) (your beauty); sen-in anne-en (an\***nen**) (your mother); sen-in para-an (pa\***ran**) (your money).

o-/n/un renk-i (o\***nun** / ren\***gi**) (its color); o-/n/un cesaret-i (ce\***sa:re\*ti**) (his courage); o-/n/un araba-/s/ı (his car); o-/n/un koku-/s/u (its smell); o-/n/un yetenek-i (ye\***te\*ne\*gi**) (his ability); o-/n/un gel-me-/s/i (his coming); o-/n/un gül-üş-ü (o\***nun** / gü\***lü\*şü**) (her way of smiling).

biz-im ev-im-iz (bi\***zim** / e\***vi\*miz**) (our house); biz-im kitap-lağ-ım-ız (ki\***tap\*la\*ri\*miz**) (our books); biz-im ülke-em-iz (ül\***ke\*miz**) (our country); biz-im hürriyet-im-iz (hür\***ri\*ye\*ti\*miz**) (our freedom); biz-im çıkar-lağ-ım-ız (çı\***kar\*la\*ri\*miz**) (our interests); biz-im mülk-üm-üz (mül\***kü\*müz**) (our property); biz-im çocuk-lağ-ım-ız (ço\***cuk\*la\*ri\*miz**) (our children).

siz-in arzu-un-uz (si\***zin** / ar\***zu\*nuz**) (your wish); siz-in okul-un-uz (o\***ku\*lu\*nuz**) (your school); siz-in bahçe-en-iz (bah\***çe\*niz**) (your garden); siz-in kader-in-iz (ka\***de\*ri\*niz**) (your destiny); siz-in gel-me-en-iz (your coming); siz-in kahkaha-an-ız (your laughter); siz-in proje-en-iz (pro\***je\*niz**) (your project), siz-in başla-ma-an-ız (your starting)

onlağ-in araba-/s/ı (on\***la\*rin** / a\***ra\*ba\*sı**) (their car); onlağ-in ev-i (on\***la\*rin** / e\***vi**) (their house); onlağ-in çocuk-lağ-ı (ço\***cuk\*la\*ri**) (their children); onlağ-in oyuncak-lağ-ı (o\***yun\*cak\*la\*ri**) (their toys); onlağ-in yiyecek-i (yi\***ye\*ce\*gi**) (their food); onlağ-in at-lağ-ı (at\***la\*ri**) (their horses); onlağ-in yüzme havuz-u (yüz\***me** / ha\***vu\*zu**) (their swimming pool); onlağ-in güç-ü (gü\***cü**) (their power); onlağ-in şaka-/s/ı (şa\***ka\*sı**) (their joke); onlağ-in arzu-/s/u (ar\***zu:su**) (their wish); onlağ-in zarar-ı (za\***ra:ri**) (their harm, or loss); onlağ-in savunma-/s/ı (sa\***vun\*ma\*sı**) (their defense); onlağ-in istek-i (is\***te\*gi**) (their wish); onlağ-in kor-ku-/s/u (kor\***ku\*su**) (their fright).

The sentences containing the examples above, and their English equivalents are in the examples below:

Vazo **masa-n/in üst-ünl-de.**

(va\*zo / ma\*sa\*nın / üs\*tün\*de ~)

The vase is **on the table.**

Vazo-/y/u **masa-n/in üst-ü-nle** koy.

(va\*zo\*yu~ / ma\*sa\*nın / üs\*tü\*ne / koy ~)

Put the vase **on the table.**

Vazo-/y/u **masa-dan** al.

(va\*zo\*yu~ / ma\*sa\*dan / al ~)

Take the vase **from the table.**

Kedi **masa-n/in alt-ıl-nl-da.**

(ke\*di ~ / ma\*sa\*nın / al\*tın\*da ~)

(ke\*di~/ **ma\*sa\*ni\*na**\*tın\*da ~) (liaison)

The cat is **under the table.**

Top **masa-n/in alt-ı-nla** git-ti.

(top / ma\*sa\*nın / al\*tı\*na / git\*ti ~)

The ball went **under the table.**

Vazo-/y/u **kutu-n/un iç-i-nle** koy-du.

(va\*zo\*yu / ku\*tu\*nun / içi\*ne / koy\*du ~)

He put the vase **into the box.**

Tren **tünel-in iç-il-nl-den** geç-i.yor. (Tren tünel-den geçiyor.)

(tren / tü\*ne\*lin / için\*den / geçi\*yor ~) (tren / tü\*nel\*den / geçi\*yor ~)

The train is going **through the tunnel.**

Ahmet **deniz-e** atla-dı.

(ah\*met / de\*ni\*ze / at\*la\*dı ~)

Ahmet jumped **into the sea.**

Ben **mikroskop-la** bak-tı-ım.

(ben ~ / mik\*ros\*kop\*la / bak\*tım ~)

I looked **through the microscope.**

Uçak **bulut-lar-in üst-ünl-de.**

(u\*çak~ / bu\*lu\*la\*rin / üs\*tün\*de ~)

The plane is **above the clouds.**



**Masa-/n/in üst-ü-/n/ü** temizle-di.

(ma\*sa\*nın / üs\*tü\*nü / te\*miz\*le\*di ~)

She cleaned **the surface of the table**.

Jack, **Mary ile Jane'in ara-/sı/n/da** otur-u.yor.

(**Jack** ~/ me:\*rı / i\*le / cey\*nin / a\*ra\*sın\*da / o\*tu\*ru\*yor ~)

Jack is sitting **between Mary and Jane**.

Gözlük-leğ-im **ayna-/n/in ön-ü/n/de**.

(göz\*lük\*le\*rim / ay\*na\*nın / ön\*nün\*de ~)

My glasses are **in front of the mirror**.

Hoparlörler **perde-/n/in arka-/sı/n/da**.

(ho\*par\*lör\*ler / per\*de\*nin / ar\*ka\*sın\*da ~)

The loudspeakers are **behind the curtain**.

Note: The /n/, /s/ and /y/ glides above are showed between slashes, and the noun compounds are printed in *italics in bold face*.

The Turkish equivalents of the English **adverbial particles** are used as follows in Turkish:

"The cat went **out**." "Kedi **dışarı** (dışarı-/y/a) çıktı." (ke\*di / dı\*şa\*rı / çık\*tı~)

"The children came **in**." "Çocuklar **içeri** (içeri-/y/e) (i\*çe\*rı) geldi (girdi)."

"Look **down**." "**Aşağı** (aşağı-/y/a) bak." (a\*şa\*ğı / bak ~)

"Look **up**." "**Yukarı** (yukarı-/y/a) bak." (yu\*ka\*rı / bak ~)

As it is seen, the words "**dışarı**", "**içeri**", "**aşağı**", "**yukarı**", which are nouns, can also be used as "**dışarı-/y/a**", "**içeri-/y/e**", "**aşağı-/y/a**". In Turkish, when nouns are suffixed with [e, a] allomorphs, they become **adverbials** such as "ev-e", "oku|-a", "çarşı-/y/a", "içeri-ye", "dışarı-ya"

All the noun compounds above are printed in *italics*. If they are considered together with the [E], [DE], [DEN] and [LE] morphemes, they become (function) as **adverbials** (zarf öbekleri) in sentences.

## [E], [DE], [DEN] MORPHEMES + POSTPOSITIONS

The postpositions and the [E], [DE] and [DEN] morphemes follow nouns and noun compounds in Turkish contrary to English prepositions that precede nouns. In Turkish, when these morphemes and postpositions follow nouns and noun compounds they produce adverbials or postpositional phrases that function in sentences as either determiners (adjectival phrases) or adverbial phrases. In the following example sentences, the functions of these language units are showed below the lines to clarify their functions. As some of

the postpositions follow nouns and noun compounds that end with certain morphemes, we have to approach them one by one.

**adverbials:** [E], [DE] and [DEN]

Jack okul-da. Jack is at school.  
 adverbial (prep phrs) adverbial

Jack okul-a gitti. Jack went to school.  
 adverbial (prep phrs) adverbial

Jack deniz-e düştü. Jack fell into the sea.  
 adverbial (prep phrs) adverbial

Biz bulutlar-a baktık. We looked at the clouds.  
 adverbial (prep phrs) adverbial

Jack okul-dan geldi. Jack came from school.  
 adverbial (prep phrs) adverbial

Top masa-/n/in alt-/n/a gitti. The ball went under the table.  
noun compound -/n/[a] prep phrs  
 adverbial adverbial

Köpek çit-in üst-ü/n/-den atladı. The dog jumped over the fence.  
noun comp - /n/[den] prep phrs  
 adverbial adverbial

Tren tünel-den geçiyor. The train is going through the tunnel.  
 adverbial (prep phrs) adverbial

Jack anahtar delik-i/n/-den bakıyor. Jack is looking through the key hole.  
noun compound - /n/[den] prep phrs  
 adverbial adverbial

Büyük kamyon köprü-/n/ün alt-/n/-dan geçemedi.  
noun compound - /n/[den]  
 adverbial

The huge lorry could not pass under the bridge.  
prep phrs  
 adverbial

Dolap-in iç-i/n/e bak. Look into the cupboard. (do \*la\***bin** / i\*çi\*ne)  
noun compound - /n/[e] (prep phrs)  
 adverbial adverbial

In the examples above, the underlined English parts of the sentences are structurally **prepositional phrases**, but they are syntactically **adverbials** as they are in the Turkish sentences.

**başka, gayrı:** noun or noun compound-[den, dan, ten, tan] + başka (determiner)

Sen-den başka kimse ben-i anlayamaz.  
 determiner noun NP V  
 NP VP

(sen\*den / baş\*ka / **kim**\*se / be\*ni / an\*la\***ya**\*maz ~)

No one can understand me but you (except you).

**beri:** noun or noun compound-[den, dan, ten, tan] + beri (adverbial phrase)

(Ben) sabah-tan beri çalışıyorum.

NP postp adverbial phrs V  
VP

I have been working since morning.

(Ben) sen-i (ben-im) ilk gör-dük-üm-den beri seviyorum.

NP NP (noun comp) nominal phrs postp V  
postpositional adverbial phrs of time

(se\*ni / **ilk** / gör\*dü\*ğüm\*den / be\*ri / se\***vi**\*yo\*rum ~)

I have been in love with you since I saw you first.

**boyunca:** noun + boyunca (adverbial phrase)

(Biz) nehir boyunca yürüdük.

NP postp adverbial phrs V  
VP

(ne\***hir** / bo\*yun\*ca / yü\*rü\*dük ~) We walked along the river.

**bu yana:** noun or noun compound-[den, dan, ten, tan] + bu yana (adverbial phrase)

Fiyat-lar geçen ay-dan bu yana yükseliyor.

NP postp adverbial phrs V  
VP

(fi\*yat\*lar / ge\***çen** / ay\*dan / bu / ya\***na** / yük\*se\*li\*yor ~)

The prices have been going up since last month.

Ayak-ı-/n/ı incit-tik-i/n/-den bu yana Jack okul-a gidemiyor

noun comp-den postp NP adverbial V  
postpositional adverbial phrase

(a\*ya\*ğl\***nı** / in\*cit\*ti\*ğ**in**\*den / **bu** / ya\*na~ / cek / o\*ku\*la / gi\***de**\*mi\*yor~)

Jack hasn't been able to go to school since he injured his foot.

**dair:** noun or noun compound-[e, a] + dair (adjectival)

(Ben) geçen hafta dinazor-lar-a dair bir makale okudum.

NP adverbial prep phrs adjectival noun V  
NP

(ge\*çen / haf\*ta / di\*na\*zor\*la\***ra** / da:\*ir / bir / ki\*tap / o\*ku\*dum ~)

I read an article about dinosaurs last week.

**dek, kadar:** noun or noun comp-[e,a] + dek (kadar) (adverbial phrase)

(Ben) sabah-a dek uyu-/y/a.ma-dı-ım.

NP postp adv phrs V  
VP

(sa\*ba\*ha / dek / u\*yu\*ya\*ma\*dım ~)

I couldn't sleep until morning.

Koca-/s/-n/in ev-e dön-me-/s/i-/n/e dek kaynana-/s/ı/y/-la tartıştı

nominal phrs (noun comp)-/n/e postp adverbial V  
postpositional adverbial phrase of time

(ko\*ca\*sı\*nın / e\*ve / dön\*me\*sı\*ne / dek~ / kay\*na\*na\*sıy\*la / tar\*tış\*tı ~)

She had a row with her mother in law until her husband came back home.

**diye:** sentence + diye (postp adverbial phrase)

(O) ev-de-dir diye kapı-/y/ı çaldım.

nominal sent postp NP V  
postp adverbial phrase

(ev\*de\*dir / di\*ye / ka\*pı\*yı / çal\*dım ~)

I knocked at the door thinking that he was at home.

Ayşe telefon et-er diye (ben) ev-den ayrılmadım.

sentence used as a NP postp NP adverbial V  
postpositional adverbial phrase sentence

(ay\*şe / te\*le\*fon / e\*der / di\*ye / ev\*den / ay\*rıl\*ma\*dım ~)

I didn't leave home hoping that Ayşe might telephone.

**dışarı:** noun - [den, dan, ten, tan] + dışarı (adverb)

(O), para-/y/ı öde-me-den lokanta-dan (dışarı) çıktı.

NP infinitive- den | | |  
adverbial adverbial adverb V  
VP

(pa\*ra\*yı / ö\*de\*me\*den / lo\*kan\*ta\*dan / çık\*tı ~)

He left the restauraunt without paying.

Dışarı çık! (dı\*şa\*rı / çık ~)

order

Go out!

**doğru:** noun or noun comp-[e, a] + doğru (adverbial)

(Biz) ada-/y/a doğru kürek çektik.

NP adverbial phrase V

We rowed towards the island.

Baba-am-in ev-e gel-me-/s/i-/n/e doğru anne-em sofr-a-/y/ı hazırladı.

noun compound-/n/e postp NP NP V  
postpositional adverbial phrase

(ba\*ba\**min* / gel\*me\*si\**ne* / dođ\**ru*~ / an\**nem* / sof\**ra*\**yı* / ha\**zır*\**la*\**dı* ~)  
Mother laid the table about the time father came back home.

**dolayı:** noun or noun comp-[den, dan, ten, tan] + dolayı (postp adv phrs)

Yođun trafik-ten dolayı okul-a ge kaldım.

adj + noun-den postp adverbial V  
postp adverbial phrs

(yo\*đun / tra\*fik\*ten / do\*la\*yı / o\*ku\*la / ge / kal\*dım ~)

I was late for school because of the heavy traffic.

(Ben-im) okul-a ge gel-me-em-den dolayı müdür ben-i cezalandırdı.

possessor adverbial adv possessed -den | NP NP V  
noun compound-den postp  
postpositional adverbial phrase of cause

(o\*ku\*la / ge / gel\*mem\*den / do\*la\*yı~ / mü\*dür / be\*ni / ce\*za:\*lan\*dır\*dır~)

The principal punished me because of my coming to school late.

**gee:** noun-[ı, ı, ü, u] + noun + gee (adverbial phrse)

(Ben) saat dokuz-u beş gee hava alan-ı-/n/a vardım.

NP adverbial phrase adverbial V

(sa\*at / do\*ku\*zu / beş / ge\*e~ / ha\*va / a\*la\*ni\*na / var\*dım ~)

I got to the airport at five minutes past nine.

**geri:** noun-[den, dan, ten, tan] + geri

Annem süpermarket-ten (geri) döndü.

NP adverbial adv V

(an\*nem / sü\*per\*mar\*ket\*ten / dön\*dü ~)

Mother came back from the supermarket.

**gibi:** noun + gibi (adjectival)

(Onlar) biz-im ev-in ön-ü-/n/e kule gibi bir bina diyorlar.

NP chain noun comp -/n/e noun postp NP V  
adverbial phrs adjectival

(bi\*zim / e\*vin / ön\*ü\*ne~ / ku\*le / gi\*bi / bir / bi\*na: / di\*ki\*yor\*lar ~)

They are erecting a buiding like a tower in front of our house.

(Sen) bir centilmen gibi davranmalısın.

NP postp adverbial phrs V

(bir / cen\*til\*men / gi\*bi / dav\*ran\*ma\*lı\*sın ~)

You should behave like a gentleman.

**göre:** noun or noun comp-[e, a] + göre (adverbial)

Kız kardeş-im-e göre kadın-lar erkek-ler-den (daha) yeteneklidir.

noun-e postp NP adverbial phrs adv V  
postp adverbial phrs adverbial phrs of comparison

(kız / kar\*de\*şi\*me / gö\*re~ / ka\*dın\*lar / er\*kek\*ler\*den / da\*ha / ye\*te\*nek\*li\*dir ~)

According to my sister, women are more talented than men.

Bana göre o çok iyimser.

postp adv phrs NP intens pred adj

(ba\*na / gö\*re / o / çok / i\*yim\*ser ~)

In my opinion, she is very optimistic.

**hakkında:** noun + hakkında (adjectival)

Jack futbol hakkında bir kompozisyon yazıyor.

NP noun + postp NP V  
adjectival

(cek / fut\*bol / hak\*kın\*da / bir / kom\*po\*zis\*yon / ya\*zı\*yor ~)

Jack is writing a composition about football.

**halde:** verb-[dik-i, dik-ı, dük-ü, duk-u] + halde (infin-[İ] + halde (adverbial))

Biz-im voleybol takım-ı(mız) çok iyi oynadık-ı halde maç-ı kazan-a.ma-dı.

chain noun compound noun (infinitive) postp NP V  
NP postp phrase of contrast

(bi\*zim / vo\*ley\*bol / ta\*kı\*mi\*mız~ / i\*yi / oy\*na\*dı\*ğ-ı / hal\*de / ma\*çı / ka\*za\*na\*ma\*dı~)

Although our volleyball team played well, they couldn't win the game.

**içeri:** içeri-(/y/e) + V (adverb)

İçeri gir. (i\*çe\*ri / gir ~) Come in.

Çocuk-lar içeri gir-di. (ço\*cuk\*lar / i\*çe\*ri / gir\*di ~) The boys came in.

**için:** beñ-im, señ-in, o-/n/un + için; verb-[mek, mak] + için

Baba-am beñ-im için bir bilgisayar al-dı.

NP postp phrase NP V  
adverbial

(ba\*bam / be\*nim / i\*çin / bir / bil\*gi\*sa\*yar / al\*dı ~)

My father bought a computer for me.

Herkes kraliçe-/y/i gör-mek için ayağa kalk-tı.

NP infinitive postp V  
postp adverbial phrs

(her\*kes~ / k-ı\*ra\*li\*çe\*yi / gör\*mek / i\*çin / a\*ya\*ğ-a / kalk\*tı ~)

Everybody stood up to see the queen.

**kadar:** noun + kadar (adjectival); noun-[e, a] kadar (adverbial)

Dev kadar bir adam gökgürültüsü gibi gürle-di.

noun	postp	D + noun	noun	postp	
adjectival		noun	postp adverbial phrs		V
NP			VP		

(*dev / ka\*dar / bir / a\*dam~ / gök\*gü\*rül\*tü\*sü / gi\*bi / gür\*le\*di* ~)

A man as big as a giant roared like thunder.

**kala:** noun-[e, a] + noun + kala (adverbial)

Maç dokuz-a çeyrek kala başla-dı.

NP	noun comp	postp	V
postp adverbial phrase			

(*maç~ / do\*ku\*za / çey\*rek / ka\*la / baş\*la\*dı* ~)

The game started at a quarter to nine.

**karşı:** noun or noun comp-[e, a] (adverbial)

Biz onlar-ın teklif-i-n/e karşı-y/ız.

NP	noun compound -[E]	postp phrs.
adverbial phrs		prep predicate
VP		

(*biz / on\*la\*rın / tek\*li:\*fi\*ne / kar\*şı\*yız* ~) We are against their proposal.

**karşın:** noun comp-[e,a] + karşın (adverbial)

(Biz) (Biz-im) çalış-ma-am-ız-a karşın başar-a.ma-dı-ık.

NP	noun compound-a	postp	V
postp adverbial phrase of contrast			

(*ça\*lış\*ma\*mi\*za / kar\*şın / ba\*şa\*ra\*ma\*dık* ~)

We couldn't succeed in spite of our working.

**nazaran:** noun or noun comp-[e,a] + nazaran (adverbial)

Sen öteki kız-la-r-a nazaran daha güzel-sin.

NP	nominal phrs-a	postp	adverb	adjective
postp adverb phrs of comparison			predicate VP	

(*sen / ö\*te\*ki / kız\*la\*ra / na\*za\*ran / da\*ha / gü\*zel\*sin* ~)

You are more beautiful compared to other girls.

**nedeniyle, yüzünden:** noun compound + nedeniyle (adverbial)

öğrenci-ler-in çok-u yoğun kar yağış-ı nedeniyle okul-a geç gel-di.

noun compound	adj	noun comp	adverbial	adverbial adv	
NP	postpositional adverbial phrase of cause			V	
VP					

(yo\*ğun / kar / ya\*ğl\*şl / ne\*de\*niy\*le / öğ\*ren\*ci\*le\*rin / ço\*ğul / o\*ku\*la / geç / gel\*di ~)

Most of the students came to school late because of the heavy snow fall.

**önce, evvel:** noun or infinitive)-[den, dan, ten, tan] + önce (adverbial)

(Ben) yat-ma-dan önce (ben-im) ev ödev-im-i bitir-miş-ti-im.

NP inf (noun)-[DEN] postp noun compound-i V  
postp adverbial phrase NP

(yat\*ma\*dan / ön\*ce / e\*vö\*de\*vi\*mi / bi\*tir\*miş\*tim ~) (liaison)

I had finished my homework before I went to bed.

**rağmen:** noun or noun comp-[e, a] + rağmen

(Biz) yorğun olma-am-ız-a rağmen çalış-ma-/y/a devam et-me.li-/y/iz.

NP noun compound-[a] postp adverbial V  
postpositional adverbial phrase

(yor\*ğun / ol\*ma\*mi\*za / rağ\*men~ / ça\*lış\*ma\*ya / de\*vam / et\*me\*li\*yiz ~)

We have to go on working although we are tired.

**sürece:** noun comp + sürece (adverbial)

(sen-in) çalış-tık-ın sürece (sen) başar-a.bil-ir-sin.

noun compound postp NP V  
postpositional adverbial phrs

(ça\*lış\*tı\*ğın / sü\*re\*ce / ba\*şa\*ra\*bi\*li\*r\*sin ~)

You can succeed as long as you work.

**üzere:** [mak, mak] infinitive + üzere (adverbial)

Misafir-ler gel-mek üzere.

NP infinitive postp  
postp predicate

(mi\*sa:\*fir\*ler / gel\*mek / ü\*ze\*re ~)

The visitors are about to arrive.

## THE INFLECTIONAL MORPHEMES ATTACHED TO VERBS

### Fiillere Eklenen Çekim Ekleri

**Time** and **personal** inflectional morphemes are attached to **nouns**, **noun compounds**, **adjectives**, **prepositional phrases**, and **verbs**.

The grammar term “**noun**” includes “**proper nouns**” such as: “Jack”, “Mehmet”, “İstanbul”, “Germany”, “English”; “**common nouns**” such as: “book”, “table”, “school”, “television”, and “**abstract nouns**” such as: “poverty”, “laughter”, “happiness”, “kindness”, “bravery”, “curiosity”, etc.



**Pronouns** are also considered as **nouns** because they occupy the places of nouns, and act as nouns in sentences.

**Adjectives** are words like “good”, “clever”, “hardworking”, “wealthy”, “attractive”, etc.

**A prepositional phrase** in English is a group of words that begins with a **preposition** and ends either with a **noun** (a pronoun, or a gerund), or a **nominal phrase**: “On the table”, “at the table”, “in the box”, “at ten o’clock”, “at school”, “at the door”, “behind the curtain”, “in front of the mirror”, “next to the station”, “above the clouds”, “under the table”, “until morning”, “since Sunday”, and “before buying” are all **prepositional phrases**.

In Turkish, however, the equivalents of these prepositions are the [E], [DE], [DEN], and [LE] morphemes, which follow nouns attached to them. When compared, English prepositions are prepositional (they are used **before** nouns) in the sentence order, but in Turkish, the [İ], [E], [DE], [DEN], and [LE] morphemes are **postpositional** because they **follow** nouns attached to them.

The first category of **time morphemes** are used attached to **nouns, adjectives, adverbials** or **prepositional phrases**, to which ♪ [dir, dir, dür, dur, tir, tir, tür, tur] (present); ♪ [di, di, dü, du ti, ti, tü, tu] (past), ♪ [miş, miş, müş, muş] (rumor, inference) morphemes are attached. The “olacak” word is separately used to convey the meaning of “will be”.

The ♪ [dir, dir, dür, dur, tir, tir, tür, tur] allomorphs are not normally used in Simple Present Tenses, but when they are used, they add different concepts to such sentences. These sentences will be explained in the following paragraphs.

The equivalents of these morphemes in English are “is”, “are”, “was”, “were”, “has been”, “have been”, “will be”, “will have been”, “had been” and “going to be” verb compositions.

## THE SIMPLE PRESENT “BE”

The **personal** allomorphs used with verb “be” are as follows:

(ben): ♪ [im, im, üm, um]; (sen): ♪ [sin, sın, sün, sun]; (o): [Ø]; (biz): ♪ [iz, iz, üz, uz]; (siz): ♪ [sın-iz, sın-iz, sün-üz, sun-uz]; (on.lar): ♪ [Ø (ler, lar)]

1. **Nouns:** **Ben bir öğretmen-im.** (öğ\*ret\*me\*nim) I am a teacher. **Sen bir doktor-sun.** (dok\*tor\*sun) You are a doctor. **O bir doktor.** (dok\*tor) She is a doctor. **Biz doktor-uz.** (dok\*to\*ruz) We are doctors. **Siz bir öğretmen-sin-iz.** (siz / öğ\*ret\*men\*si\*niz) You are a teacher. **Onlar asker.** (on\*lar / as\*ker) They are soldiers.
2. **Adjective:** **Ben tembel-im.** (tem\*be\*lim) I am lazy. **Sen çalışkan-sın.** (ça\*lış\*kan\*sın) You are hardworking. **O mutlu(dur).** (o / mut\*lu) She is happy. **Biz iyi-ly/iz.** (biz / i\*yi\*yiz) We are all right. **Yorgun-sun-uz.** (yor\*gun\*su\*nuz) You are tired. **Onlar istek-siz.** They are unwilling.
3. **Prepositional phrase:** The allomorphs [de, da, te, ta] are expressed in English in the prepositions of “in”, “at” or “on”. For example:

**ev-de** (at home); **okul-da** (at school, in school); **masa-da** (on the table, at the table); **kapı-da** (at the door); **kutu-da** (in the box); **bahçe-de** (in the garden); **hastane-de** (in hospital, in the hospital); **uçak-ta** (on the plane).

The other [e, a] and [den, dan, ten, tan] allomorphs are not used with the verb “be”; they are used together with **action verbs** like “go”, “come”, “wait”, “sleep”, etc.

When the expressions above end with **vowels**, they are linked to the personal allomorphs by the **/y/ glides**:

**Postacı kapı-da.** The postman is at the door. **Onlar şimdi uçak-ta.** They are on the plane now. **Ben kapı-da-ly/ım.** I am at the door. **Sen akıllı-sın.** You are clever. **O mutfak-ta.** She is in the kitchen. **Biz haklı-ly/ız.** We are right. **Siz güzel-sin-iz.** You are beautiful. **Onlar çirkin.** They are ugly.

The same [E], [DE] and [DEN] morphemes are also used attached to “ön”, “arka”, “yan”, “üst”, “karşı”, “sol”, “sağ”, “alt”, “bitişik” nouns, such as “ön-e”, “arka-ly/a”, “yan-a”, “üst-e”, “karşı-ly/a”, “yukarı-ly/a”, “ön-de”, “arka-da”, “yan-da”, “alt-ta”, “üst-te”, “karşı-da”, “sağ-da”, “sol-da”, “bitişik-te”, “ön-den”, “arka-dan”, “yan-dan”, “üst-ten”, “karşı-dan”, “sağ-dan”, “yakın-dan”.

These words are all **nouns** when they are without suffixes; if they were not, the [E], [DE] and [DEN] morphemes would not be attached to them. When they are together with these suffixes, they function as **adverbials** in sentences.

Consequently, as these words are all nouns, they are also used in **noun compounds** like the simple noun compounds such as “oda-/n/in kapı-/s/ı”; “perde-/n/in arka-/s/ı”; “ayna-/n/in ön-ü”; “vazo-/n/un yan-ı”; “yatak-in alt-ı” (ya\*ta\*ğın / al\*tı); “bakkal-ın bitişik-i” (bak\*ka\*lın / bi\*ti\*şi\*ği); “koltuk-un sağ-ı” (kol\*tu\*ğın / sa\*ğı); “bakkal-ın karşı-/s/ı”; “ev-in arka-/s/ı”.

When the above [E], [DE] and [DEN] morphemes are attached to the **noun compounds** above, they take the **/n/ glides**. The compounds below are underlined. Compare and consider the following sentences:

Kedi perde-/n/in arka-/s/ı/n/-da. (per\*de\*nin / ar\*ka\*sı)

NP noun compound - /n/da  
(adverbial predicate) VP

(ke\*di / per\*de\*nin / ar\*ka\*sın\*da ~).

The cat is **behind the curtain**.

Gözlük-le<sub>r</sub>-im ayna-/n/in ön-ü/n/-de. (ay\*na\*nin / ö\*nü)

(göz\*lük\*le\*rim / ay\*na\*nin / ö\*nün\*de ~)

My glasses are **in front of the mirror**.

Terlikler-in karyola-/n/in alt-ı/n/-da. (kar\*yo\*la\*nin / al\*tı)

(ter\*lik\*le\*rin / kar\*yo\*la\*nin / al\*tın\*da ~)

Your slippers are under the bed.

Be<sub>n</sub>-im ev-im bakkal-ın bitişik-i/n/-de. (bak\*ka\*lin / bi\*ti\*şi\*ğ*î*)

(be\*nim / e\*vim / bak\*ka\*lin / bi\*ti\*şi\*ğin\*de ~)

My house is next to the grocer.

Se<sub>n</sub>-in dükkân-ın bakkal-ın karşı-/s/ı/n/-da. (bak\*ka\*lin / kar\*şı\*sı)

(se\*nin / dük\*kâ\*nın / bak\*ka\*lin / kar\*şı\*sın\*da ~)

Your shop is opposite (to) the grocer.

İstasyon sol-da.

(is\*tas\*yon / sol\*da ~)

The station is on the left.

İstasyon, bakkal-ın sol-u/n/-da. (bak\*ka\*lin / so\*lu)

(is\*tas\*yon / bak\*ka\*lin / so\*lun\*da ~)

The station is on the left of the grocer.

Karı-ım ev-de.

(ka\*rım / ev\*de ~)

My wife is at home.

Ben, postane-/n/in ön-ü/n/-de-/y/im. (pos\*ta\*ne\*nin / ö\*nü)

(ben / pos\*ta\*ne\*nin / ö\*nün\*de\*yim ~)

I am in front of the post office.

In the sentences above, there are **no time morphemes** attached to the words “arkasında”, “önünde”, “karşısında”, “evde”, etc. The **absence** of these

time morphemes in the sentences above imply that the time is **present**. The other [E] and [DEN] morphemes are attached to **action** verbs.

**The “yes-no” interrogative sentences in The Simple Present “be”:**

(Ben) ♪ [mi-/y/im?, mı-/y/ım?, mü-/y/üm?, mu-/y/um?]

(Sen) ♪ [mi-sin?, mı-sın?, mü-sün?, mu-sun?]

(O) ♪ [mi?, mı?, mü?, mu?]

(Biz) ♪ [mi-/y/iz?, mı-/y/iz?, mü-/y/üz, mu-/y/uz]

(Siz) ♪ [mi-sin-iz?, mı-sın-ız?, mü-sün-üz?, mu-sun-uz?]

(Onlar) ♪ [(ler) mi?, (lar) mı?]

(Sen) ev-de mi-sin?

(ev\***de** ~/ mi\***sin** ~)

Are you at home?

(Siz) iyi mi-sin-iz?

(i\***yi** ~/ mi\***si**\*niz ~)

Are you all right?

(Ben) deli mi-/y/im?

(ben / de\***li** ~/ mi\***yim** ~)

Am I crazy?

Hazır değil mi-/y/iz?

(ha\*zır / de\***ğil** ~/ mi\***yiz** ~) Aren't we ready?

When one of the allomorphs of the [DİR] morpheme attaches to the last words of one of the sentences above, the sentences mean either “**perhaps**” or “**I am sure**”. This difference of meaning can be heard in speech.

When a syllable printed in bold face is stressed, the sentence means, “I am sure”, when it is not, it means “perhaps”. The allomorphs of this morpheme are [dir, dir, dür, dur, tir, tır, tür, tur]:

(ka\*rı\*mev\*de\***dir** ~) (perhaps); (ka\*rım / ev\***de**\***dir** ~) (I am sure)

“**Bura**”, “**şura**”, “**ora**”, “**bu**”, “**şu**”, “**o**” could all be used as nouns. When these nouns are attached to the allomorphs of the [E], [DE], and [DEN] morphemes, they become **adverbials**; but if they are attached to the allomorphs of the phoneme [İ], they can be used in the **object** position in sentences:

O bura-da (bur\***da**).

pred adverbial

(o / bur\***da** ~)

He is here. (“Here” is a predicate adverb.)

Ben bura-da-/y/ım  
 (ben / bur\***da**\*yım ~)  
 I am here.

Kedi şura-da (şur\***da**).  
 (ke\***di** / şur\***da** ~) or (ke\***di** / **şur**\***da** ~)  
 The cat is there.

Onlar ora-da (or\***da**).  
 (on\***lar** / or\***da** ~) or (on\***lar** / **or**\***da** ~)  
 They are there.

Onlar bura-dan (burdan) git-ti-ler.  
 (on\***lar** / bur\***dan** / git\***ti**\***ler** ~)  
 They left here.

Bura-dan (burdan) ayrıl-ma.  
 (bur\***dan** / ay\***ril**\***ma** ~)  
 Don't leave here.

Onlar ora-dan ayrıl-ı-yor-lar.  
 (on\***lar** / or\***dan** / ay\***ri**\***li**\***yor**\***lar** ~)  
 They are leaving there.

Ben bura-/y/ı hiç gör-me-di-im.  
 (ben / bu\***ra**\***yı** / hiç / **gör**\***me**\***dim** ~)  
 I have never seen here.  
 ("Burayı" is the object of the sentence.)

Ben bu-/n/u anla-ma-dı-ım.  
 nominal (obj)  
 (ben / bu\***nu** / an\***la**\***ma**\***dım** ~)  
 I didn't understand this.

Ben bu/n/-lar-ı anla-ma-dı-ım.  
 (ben / bun\***la**\***rı** / an\***la**\***ma**\***dım** ~)  
 I didn't understand these.

The same [DEN] morpheme can be used after "bu" and "o" preceded by the adverbs "böyle", "önce" and "sonra" to form postpositional phrases, which function as **adverbials**:

“**bu/n/-dan böyle**” (bun \***dan** / böy\***le**) (from now on); “**bu/n/-dan sonra**” (bun \***dan** / son\***ra**) (after this); (bun \***dan** / ön\***ce**) (before this)

When the nouns, adjectives or adverbials ending with **vowels** attach to the [de, da, te, ta] allomorphs, they take /y/ glides when they attach to the first person singular and plural personal allomorphs:

**Ben iyi-/y/im.** I am all right. **Ben bura-da-/y/im.** I am here.

**Biz iyi-/y/iz.** We are all right. **Biz evde-/y/iz.** We are at home.

However, the nouns and adjectives ending with **consonants do not** need the /y/ glides when they are suffixed with personal allomorphs. Besides, the final consonants of the preceding words detach from their syllables, and attach to the first vowels of the following morphemes, which are showed by single underlines:

**Ben öğretmen-im.** (ben / öğ\***ret**\***me**\***nim** ~) I am a teacher.

**Ben tembel-im.** (ben / tem\***be**\***lim** ~) I am lazy.

**Biz çalışkan-ız.** (biz / ça\***lı**\***şka**\***nız** ~) We are hardworking.

The **personal allomorphs** used in this tense are as follows:

(ben)	♪	[im, ım, üm, um,]
(sen)	♪	[sin, sın, sün, sun]
(o)	♪	[Ø]
(biz)	♪	[iz, ız, üz, uz]
(siz)	♪	[s <u>in</u> -iz, s <u>ın</u> -ız, s <u>ün</u> -üz, s <u>un</u> -uz]
(onlar)	♪	[Ø] ([ler, lar])

Ben (bir) öğretmen-im.

(ben / bi\***r**öğ\***ret**\***me**\***nim** ~) (liaison)

I am a teacher.

Sen (bir) doktor-sun.

(sen / bir / dok\***tor**\***sun** ~)

You are a doctor.

O (bir) mimar.

(o / bir / mi: \***mar** ~)

She is an architect.

The /i:/ in the last example shows that the /i:/ vowel is lengthened, and the hyphen (-) is used to separate morphemes, not syllables. The syllables are separated by asterisks (\*). However, dots are used when inflectional or derivational morphemes having two or more syllables such as [ME.Lİ], [E.BİL], [E.CEK] are separated.

Biz öğretmen-iz.

(biz / öğ\*ret\*me\*niz ~) or (bi\*zöğ\*ret\*me\*niz ~) (liaison)

We are teachers.

Siz-ler öğretmen-sin-iz.

(siz\*ler ~ / öğ\*ret\*men\*si\*niz ~) or (siz\*le\*röğ\*ret\*men\*si\*niz ~) (liaison)

You are teachers.

Onlar öğretmen.

(on\*lar / öğ\*ret\*men ~) or (on\*la\*röğ\*ret\*men ~) (liaison)

They are teachers.

Ben iyi-/y/im.

(ben / i\*yi\*yim ~) or (be\*ni\*yi\*yim ~) (liaison)

I am allright.

(The /y/ glide is inserted between the two successive /i/ vowels.)

Ben ev-de-/y/im.

(ben / ev\*de\*yim ~) or (be\*nev\*de\*yim ~) (liaison)

I am at home.

(The /y/ is a glide inserted between /e/ and /i/ vowels.)

Onlar tiyatro-da.

(on\*lar / ti\*yat\*ro\*da ~)

They are at the theater.

Biz İstanbul'-da-/y/ız.

(biz / is\*tan\*bul\*da\*yız ~) or (bi\*zis\*tan\*bul\*da\*yız ~) (liaison)

We are in İstanbul.

Note: "Liaison" means connecting two or more **words** by detaching the last consonant of a word from its syllable and attaching it to the first vowel of the following word while articulating. Although this consonant transposition helps to improve the fluency of the oral communication, it is not showed in writing.

The /y/ glides in the sentences above are used to link the **successive vowels** /i/ and /i/ in "iyi-/y/im", /e/ and /i/ in "ev-de-/y/im", and /a/ and /i/ in "İstanbul-da-/y/ız" harmoniously.

The **Present Tense** verb composition of the Turkish language above is also used to express **The Present Perfect Tense** concept of the English language.

In languages, **tense** and **time** are different notions. **Tense** is **the physical structure** of a **verb composition**, but **time** is an abstract concept produced by the human intellect. In other words, one can use the same verb composition to express two different time concepts. For instance, English people say, "I have been here for an hour", but Turkish people say, "I am here for an hour". This shows us that Turkish people use The Simple Present verb form of the verb "be" both for the Simple Present and for the Present Perfect tenses of the English language. Compare and consider the following sentences:

(Ben) şimdi **ev-de-ly/im**.

(ben / şim\*di / ev\*de\*yim ~)

I am at home now.

(Ben) iki saat-tir **ev-de-ly/im**.

(ben / i\*ki / sa\*at\*tir / ev\*de\*yim ~)

I have been at home for two hours.

(Ben) saat sekiz-den beri **ev-de-ly/im**.

(ben / sa\*at / se\*kiz\*den / be\*ri / ev\*de\*yim ~)

I have been at home since eight o'clock.

Ayşe on sene-dir **öğretmen**.

(ay\*şe / on / se\*ne\*dir / öğ\*ret\*men ~)

Ayşe has been a teacher for ten years.

(Ben) iki saat-tir **bur(a)-da-ly/im**.

(ben / i\*ki / sa\*at\*tir / bur\*da\*yım ~)

I have been here for two hours.

As it is seen in the sentences above, **two** different concepts of **time** of the English language are expressed in only **one** verb composition in Turkish.

“**Şimdi**”, “**iki saattir**” and “**saat sekizden beri**” expressions are enough to convey the difference of time.

The **personal pronouns** in the sentences above are **optional elements** because they can be understood from **the personal** morphemes attached to the verbs of the sentences. However, when the third person singular or plu-



ral pronouns are used in place of proper nouns, one cannot understand whom those pronouns stand in for. For example, when I say, "I went to Ankara" you do not need to ask, "Who went to Ankara?"

However, when I say, "She went to Ankara" you immediately ask who she is. Therefore, in the sentence, "Ankara'ya gitti", the zero morpheme [Ø], which stands for "o", does not clearly express who the real person is being talked about. However, if the name of the real person has already been mentioned, the personal pronoun "o" can naturally be used.

To change the above sentences into the **negative** form, the word "**değil**" is used together with personal morphemes:

**"değil-im", "değil-sin", "değil", "değil-iz", "değil-sin-iz", "değil-(ler)"**

Ben doktor değil-im.

(ben / dok\*tor / de\*ğil\*lim ~)

I am not a doctor.

Çocuk-lar ev-de değil. (liaison)

(Liaisons can only be used in speech; they cannot be used in writing.)

(ço\*cuk\*lar\*ev\*de / de\*ğil ~)

The children are not at home.

Bazı çocuk-lar bahçe-de değil.

(ba\*zı / ço\*cuk\*lar / bah\*çe\*de / de\*ğil ~)

Some boys are not in the garden.

Biz Ankara'da değil-iz.

(biz / an\*ka\*ra\*da / de\*ğil\*liz ~)

We are not in Ankara.

Siz istek-li değil-sin-iz.

(siz / is\*tek\*li / de\*ğil\*si\*niz ~)

You are not willing.

When one of the allomorphs [dir, dır, dür, dur, tir, tır, tür, tur] of the morpheme [**DİR**] is used, the sentence gains either the concepts of "**perhaps**" or "**I am sure**":

(ço\*cuk\*lar / ev\*de\*dir ~) (perhaps)

(ço\*cuk\*lar / ev\*de\*dir ~) (I'm sure)

Bütün kız-lar güzel-dir.

(bü\*tün / kız\*lar / gü\*zel\*dir ~)

I'm sure all girls are beautiful. (certainty)

Bütün kız-lar güzel mi-(dir)?

(bü\*tün / kız\*lar/ gü\*zel / mi\*dir ~)

Are all girls beautiful? (What is your opinion?)

Bütün kız-lar güzel değil mi?

(bü\*tün / kız\*lar/ gü\*zel / de\*ğil / mi ~)

Aren't all girls beautiful?

Sen öğretmen değil mi-sin?

(sen / öğ\*ret\*men / de\*ğil / mi\*sin ~)

Aren't you a teacher?

O (bir) öğretmen değil.

(o / öğ\*ret\*men / de\*ğil ~)

She is **not** a teacher. (certainty)

O bir öğretmen değil-dir.

(o / bir / öğ\*ret\*men / de\*ğil\*dir ~)

Perhaps, she is not a teacher. (uncertainty)

**Kocam yorgun.** My husband is tired.

**Kocam yorgun değil.** (de\*ğil ~) My husband is not tired.

**Kocam yorgun-dur.** (Kocam yorgun olabilir.) (possibility)

Perhaps my husband is tired, or he may be tired.

Ahmet ev-de değil-dir.

(ah\*met / ev\*de / de\*ğil\*dir ~)

I guess Ahmet is not at home. (uncertainty)

Sanırım o, o kadar aptal değil-dir.

(sa\*nrırım / o~ / o / ka\*dar / ap\*tal / de\*ğil\*dir ~)

I guess that he is not so stupid.

## THE PRESENT MODALS WITH THE VERB “BE”

**must be:** (ol-ma.lı) (certainty)

When “**ol-ma.lı**” is used after nouns, adjectives, adverbials or postpositional phrases, it means “**must be**”:

Koca-am yorgun ol-ma.lı.

(ko\*cam / yor\***gun** / ol\*ma\*lı ~)

My husband must be tired. (I am sure he is tired.)

Bu araba pahalı ol-ma.lı.

(bu / a\*ra\*ba / pa\***ha\*lı** / ol\*ma\*lı ~)

This car must be expensive. (I am sure it is expensive.)

(Sen) yorgun ol-ma.lı-sın.

(yor\***gun** / ol\*ma\*lı\*sın ~)

You must be tired. (I am sure you are tired.)

(Biz) saat sekiz-de okul-da ol-ma.lı-/y/ız.

(sa\*at / se\*kiz\*de / o\*kul\***da** / ol\*ma\*lı\*yız ~)

We must be at school at eight. (obligation)

Zaman-ı/n/-da hazır ol-ma.lı-sın.

(za\*ma:\*nın\*da / ha\***zır** / ol\*ma\*lı\*sın ~)

You must be ready in time. (obligation)

Onlar cahil ol-ma.lı.

(on\*lar / ca:\***hil** / ol\*ma\*lı ~)

They must be ignorant. (I am sure that they are ignorant.)

Şaka yap-ı.yor ol-ma.lı-sın.

(şa\***ka** / ya\*pi\*yor / ol\*ma\*lı\*sın ~)

You must be joking. (certainty)

Ben deli ol-ma.lı-/y/ım!

(ben / de\***li** / ol\*ma\*lı\*yım ~)

I must be crazy. I am certain that I am crazy.

Onlar-a yardım et-me.li mi-/y/iz?

(on\*la\*ra / yar\***dim** / et\*me\*li / mi\*yiz~)

Must we help them? (advice)

Teklif-i kabul et-me.li mi-/y/iz?

(tek\*li:\*fi / ka\***bu:l** / et\*me\*li / mi-yiz?)

Must we accept the proposal? (advice)

As one can see, both the concepts of obligation and certainty can be expressed by using the same modal sentence structure. This proves that the semantic reasoning chooses the most **suitable** and **available** sentence patterns in its store to express one of these two different concepts in a sentence.

**can't be:** (oĭ-a.maz) (impossibility)

To change the “**ol-ma.lı**” sentences into the negative form, (**ben**) “oĭ-a.maz-am” (o\***la**\*mam), (**sen**) “oĭ-a.maz-sın” (o\***la**\*maz\**sın*), (**o**) “oĭ-a.maz” (o\***la**\*-maz), (**biz**) “oĭ-a.ma-/y/ız” (o\***la**\*ma\*yız), (**siz**) “oĭ-a.maz-sın-ız” (o\***la**\*maz\*-sı\*nız), (**onlar**) “oĭ-a.maz-(lar)” (o\***la**\*maz\*lar) words are separately used. The double underlined “z” in “oĭ-a-maz-am” drops, and the remaining “**a-a**” vowels combine, and the single underlined consonants detach from their syl-lables and attach to the first vowels of the following allomorphs:

Kocam yorgun oĭ-a.maz.  
(ko\*cam / yor\*gun / o\***la**\*maz ~)  
My husband can't be tired. (impossibility)

Çocuk-lar bahçe-de ol-ma.lı.  
(ço\*cuk\*lar / bah\*çe\*de / ol\*ma\*lı ~)  
The children must be in the garden. (I am sure they are.)

Çocuk-lar bahçe-de oĭ-a.maz.  
(ço\*cuk\*lar / bah\*çe\*de / o\***la**\*maz ~)  
The children can't be in the garden. (impossibility)

Film ilginç ol-ma.lı.  
(film / il\***ginç** / ol\*ma\*lı ~)  
The film must be interesting. (certainty)

O film ilginç oĭ-a.maz.  
(o / film / il\***ginç** / o\***la**\*maz ~)  
That film can't be interesting. (impossibility)

Ben tembel oĭ-a.maz-am.  
(ben / tem\*bel / o\***la**\*mam ~)  
I can't be lazy. (impossibility)

Biz o saat-te okul-da ol-a.maz mı-/y/ız?  
(biz / o/sa\*at\*te / o\*kul\*da / o\***la**\*maz / mı-/y/ız ~)  
Can't we be at school at that hour. (Is it impossible?)

Onlar haklı oĭ-a.maz mı?  
(on\*lar / hak\*lı / o\***la**\*maz\*(lar) ~)  
Can't they be right. (Is it impossible?)

(Sen) saat dokuz-da büro-da oĭ-a.maz mı-sın?  
(sen / sa\*at / do\*kuz\*da / bü\*ro\*da / o\***la**\*maz / mı\*sın ~)  
Can't you be at the office at nine? (Isn't it possible?)

O bir geri zekâ-lı ol-a.maz.

(o / bir / ge\*ri / ze\*kâ:\*l / o\*la\*maz ~)

She can't be a fool.

**may be:** ol-a.bil-ir (o\*la\*bi\*li~) (possibility)

When “**ol-a.bil-ir**” (o\*la\*bi\*li~) is used after a noun, an adjective, or a **noun-[DE]** adverbial, it means “**may be**”. The [ir] allomorph conveys the present concept, which has no allomorphs as a result of the [e.bil, a.bil] allomorphs preceding it. The [e.bil] allomorph can also be used with the verb “**et**”:

Çocuk-lar bahçe-de ol-a.bil-ir.

(ço\*cuk\*lar / bah\*çe\*de / o\*la\*bi\*li~)

The children may be in the garden. (possibility)

Bu çiçek demet-i siz-in için ol-a.bil-ir mi?

(bu / çi\*çek / de\*me\*ti~ / si\*zin / i\*çin / o\*la\*bi\*li~ / mi ~)

Can this bunch of flowers be for you. (Is it possible?)

Konser ilginç ol-a.bil-ir.

(kon\*ser / il\*ginç / o\*la\*bi\*li~)

The concert may be interesting. (possibility)

Kedi, kapı-/n/ın arka-/s/ı/n/-da ol-a.bil-ir.

(ke\*di / ka\*rı\*nın / ar\*ka\*sın\*da / o\*la\*bi\*li~)

The cat may be behind the door. (possibility)

Uçak bulut-lar-ın üzeri/n/-de ol-a.bil-ir.

(u\*çak / bu\*lut\*lar\*ın / ü\*ze\*rin\*de / o\*la\*bi\*li~)

The plane may be above the clouds. (possibility)

(Ben) mutsuz ol-a.bil-ir-im.

(mut\*suz / o\*la\*bi\*li\*rim ~)

I may be unhappy. (possibility)

Sen inatçı ol-a.bil-ir-sin.

(sen / i\*nat\*çı / o\*la\*bi\*li\*rin ~)

You may be obstinate. (possibility)

Biz yanlış-mış ol-a.maz mı-/y/ız?

(biz / ya\*nl\*mış / o\*la\*~\*maz / mı-yız ~)

Can't we be mistaken? (Isn't it possible?)

Saat dokuz-da büro-da ol-a.bil-ir mi-sin?  
 (sa\*at / do\*kuz\*da / bü\*ro\*da / o\*la\*bi\***lir** ~ / mi\***sin** ~)  
 Can you be at the office at 9? (Is it possible for you?)

Saat on-da bana telefon et-e.bil-ir mi-sin?  
 (sa\*at / on\*da / ba\*na / te\*le\*fon / e\*de\*bi\***lir** ~ / mi\***sin** ~)  
 Can you ring me up at 10? (request)

Bu mektup-u şimdi daktilo et-e.bil-ir mi-sin-iz?  
 (bu / mek\*tu:\*bu / **şim**\*di / dak\*ti\*lo / e\*de\*bi\***lir** ~ / mi\*si\*niz ~)  
 Can you type this letter now? (request)

**may not be:** ol-ma-/y/a.bil-ir (ol\*ma\*ya\*bi\***lir**);

To put the above sentences into the negative possibility form, (**ben**) “ol-ma-/y/a.bil-ir-im” (ol\*ma\*ya\*bi\***lirim**), (**sen**) “ol-ma-/y/a.bil-ir-sin” (ol\*ma\*ya\*bi\***lirsin**), (**o**) “ol-ma-/y/a.bil-ir” (ol\*ma\*ya\*bi\***lir**), (**biz**) “ol-ma-/y/a.bil-ir-iz” (ol\*ma\*ya\*bi\***liriz**), (**siz**) “ol-ma-/y/a.bil-ir-sin-iz” (ol\*ma\*ya\*bi\***lirsiniz**), (**onlar**) “ol-ma-/y/a.bil-ir-ler” (ol\*ma\*ya\*bi\***lirler**), and “et-me-/y/e.bil-ir-ler” (et\*me\*ye\*bi\***lirler**) words are separately used:

Sen haklı ol-ma-/y/a.bil-ir-sin.  
 (sen / hak\*lı / ol\*ma\*ya\*bi\***lirsin** ~)  
 You may not be right. (negative possibility)

Sen haklı ol-a.maz-sın.  
 (sen / hak\*lı / o\*la\*maz\***sın** ~)  
 You can't be right. (impossibility)

Yarın hava iyi ol-a.bil-ir mi?  
 (ya\*rın / ha\*va / i\*yi / o\*la\*bi\***lir** ~ / mi ~)  
 Is it likely to be fine tomorrow?

Yarın hava iyi ol-ma-/y/a.bil-ir.  
 (ya\*rın / ha\*va / i\*yi / ol\*ma\*ya\*bi\***lir** ~)  
 It may not be fine tomorrow. (negative possibility)

Biz yarın İstanbul'-da ol-ma-/y/a.bil-ir-iz.  
 (biz / ya\*rın / is\***tan**\*bul\*da / ol\*ma\*ya\*bi\***liriz** ~)  
 We may not be in İstanbul tomorrow. (negative possibility)

Onlar biz-e yardım et-me-/y/e.bil-ir-ler.  
 (on\*lar / bi\*ze / yar\*dım / et\*me\*ye\*bi\***lirler** ~)  
 They may not help us.

## THE INTERROGATIVE SENTENCES WHOSE ANSWERS ARE "YES" OR "NO"

The words that change positive and negative sentences into "yes-no" interrogative sentences differ from one tense to another. Therefore, they are given as follows:

### Simple Present:

(Ben) ♪ [mi-/y/im?, mı-/y/ım?, mü-/y/üm?, mu-/y/um?]

(Sen) ♪ [mi-sin?, mı-sın?, mü-sün?, mu-sun?]

(O) ♪ [mi?, mı?, mü?, mu?]

(Biz) ♪ [mi-/y/iz?, mı-/y/ız?, mü-/y/üz, mu-/y/uz]

(Siz) ♪ [mi-sin-iz?, mı-sın-ız?, mü-sün-üz?, mu-sun-uz?]

(Onlar) ♪ [(ler) mi?, (lar) mı?]

**For instance:** Koş-ar mı-/y/ım? Koş-ar mı-sın? Koş-ar mı? Koş-ar mı-/y/ız? Koş-ar mı-sın-ız? Koşar-lar mı? Bekle-er mi-/y/im? Bekle-er mi-sin? Ol-ur mu? Yüz-er mi-/y/iz? Gel-ir mi-sin-iz?, Otur-ur mu-sun-uz?

### Simple Past:

(Ben) ♪ [mi, mı, mü, mu], (Sen) ♪ [mi, mı, mü, mu]. (O) ♪ [mi, mı, mü, mu].

(Biz) ♪ [mi, mı, mü, mu], (Siz) ♪ [mi, mı, mü, mu], (Onlar) ♪ [mi, mı, mü, mu]

**For instance:** Seç-ti-im mi? Al-dı-ım mı? Gör-dü-üm mü? Bul-du-um mu? Kız-dı-ın mı? İç-ti-in mi?, Sür-dü-ün mü? Oku-du-un mu? Al-ma-dı mı? Gez-me-di-ik mi? Kaç-tı-ık mı? Ölç-tü-ük mü? Gör-dü-ün-üz mü? Ol-du-un-uz mu?

### Simple Future:

The same [Mİ] structure is used as in the **Simple Present:** **For instance:**

Gelecek mi-/y/im? Al-a.cak mı-sın? Sat-a.cak mı? Bekle-/y/e.cak mi-/y/iz? Bitir-e.cak mi-sin-iz? Aç-a.cak mı-sın-ız? Hatırla-/y/a.cak-lar mı?

### Present Continuous:

The same [Mİ] structure is used as in the **Simple Present.** For instance:

Gül-ü.yor mu-/y/um? Sat-ı.yor mu-sun? Anla-ı.yor mu? Bekle-i.yor mu-sun-uz? Kağ-ı.yor mu-/y/uz? Uyu-u.yor-lar mı? Çalış-ma-ı.yor mu-/y/uz? Gel-me-i.yor-lar mı?

### Past Continuous:

(Ben) [mu/y/-du-um], (Sen) [mu/y/du-un], [(O) [mu/y/-du], (Biz) [mu/y/-du-uk], (Siz) [mu/y/-du-un-uz], (Onlar) [mu/y/-du-lar] or [mı/y/-dı]. For instance:

Gül-ü.yor mu/y/-du-um? Çalış-ı.yor mu/y/-du-un? Sat-ı.yor mu/y/-du? Gezi-yor mu/y/-du-uk? Bekle-i.yor mu/y/-du-un-uz? Çalış-ı.yor-lar mı/y/-dı?

### Future Continuous:

The same [Mİ] structure is used as in the **Simple Present**. For instance:

Bekle-i.yor ol-a.cak mı-/y/ım? Çalış-ı-yor ol-a.cak mı-sın? Yüz-ü.yor ol-a.cak mı? Dengele-i.yor ol-a.cak mı-/y/ız? Bak-ı.yor ol-a.cak mı-sın-ız? Temizle-i.yor ol-a.cak-lar mı?

### The [miş, miş, müş, muş] Rumor Form:

The same [Mİ] structure is used as in the **Simple Present**. For instance:

Anla-mış mı-/y/ım? Bitir-miş mi-sin? Kaç-mış mı? Öğren-miş mi-/y/ız? Tart-mış mı-sın-ız? Kaç-mış-lar mı? Yenil-miş-ler mi?

### Past Perfect:

(Ben) ♪ [mi/y/-di-im, mı/y/-dı-ım, mü/y/-dü-üm, mu/y/-du-um]

(Sen) ♪ [mi/y/-di-in, mı/y/-dı-ın, mü/y/-dü-ün, mu/y/-du-un]

(O) ♪ [mi/y/-di, mı/y/-dı, mü/y/-dü, mu/y/-du]

(Biz) ♪ [mi/y/-di-ik, mı/y/-dı-ık, mü/y/-dü-ük, mu/y/-du-uk]

(Siz) ♪ [mi/y/-di-in-iz, mı/y/-dı-ın-ız, mü/y/-dü-ün-üz, mu/y/-du-un-uz]

(Onlar) ♪ [mi/y/-di-ler, mı/y/-dı-lar, mü/y/-dü-ler, mu/y/-du-lar]

For instance:

Oku-muş mu/y/-du-um? Gör-müş mü/y/-dü-ün? al-mış mı/y/-dı? At-mış mı/y/-dı-ık? Başla-mış mı/y/-dı-ın-ız? or Başla-mış-lar mı/y/-dı?

### Must [me.li, ma.lı]; Can [e.bil-ir, a.bil-ir], Can't [e.mez, a.maz]

The same [Mİ] structures are used as in the **Simple Present**. For instance:

Bekle-me.li mi-/y/ım? Git-me.li mi-sin? Bit-me.li mi? Başla-ma.lı mı-/y/ız? Tartış-ma.lı mı-sın-ız? Ertele-me.li-ler mi? Yıka-ma.lı-lar mı? İç-me.li mi?

Git-e.bil-ir mi-/y/ım? Sat-a.bil-ir mi-sin? Başla-/y/a.bil-ir mi? Bitir-e.bil-ir mi-/y/ız? Anlaş-a.bil-ir mi-sin-iz? Yetiş-e.bil-ir-ler mi? Anla-/y/a.bil-ir-ler mi? ol-a.bil-ir mi?

Başar-a.maz mı-/y/ım? Unut-a.maz mı-sın? Gel-e.mez mi? Yetiş-e.mez mi-/y/ız? Sor-a.maz mı-sın-ız? Durdur-a.maz-lar mı? Evlen-e.mez-ler mi? ol-a.maz mı?

### Perfect Modals:

The same [Mİ] structures are used as in the **Past Perfect**:

Bitir-me.li mi/y/-di-im? Başla-/y/a.bil-ir mi/y/-di-ik? Başar-a.maz mı/y/-dı-ık? Bitirme-em-iz gerekle-ir mi/y/-di? Cezalandır-ıl-a.bil-ir mi/y/-di-ik? Bitir-e.mez mi/y/-di-ler? Anlaş-a.maz mı/y/-dı-ık? Gücen-e.bil-ir mi/y/-di-ler?

Note: The single underlined consonants detach from their syllables and attach to the following vowels. The consecutive vowels written in **bold face combine**.



**“must be, have to be, should be (ought to be), needn’t be”**

**"must be"** (noun, nominal, adj or adverbial) + ol-[me.li, ma.li]-pers)

Yorgun ol-ma.li-sın.

(yor\***gun** / ol\*ma\*lı\*sın ~)

You must be tired. (I am sure you are tired.)

Yarın saat dokuz-da okul-da ol-ma.li-sın.

(ya\***rin** / sa\*at / do\*kuz\*da / o\*kul\***da** / ol\*ma\*lı\*sın ~)

You must be at school at nine.

(I want you to be at school at 9.) (obligation)

Sen saat dokuz-da bura-da ol-ma-ma.li-sın.

(sa\*at / do\*kuz\*da / bur\*da / ol\*ma\*ma\*lı\*sın ~)

You mustn't be here at nine.

(I don't want you to be here at nine.) (obligation)

Saat dokuz-da okul-da ol-ma.li-/y/ım.

(sa\*at / do\*kuz\*da / o\*kul\***da** / ol\*ma\*lı\*yım ~)

I must be at school at nine. (internal obligation)

(I want to be at school at nine.)

Ben saat dokuz-da okul-da ol-a.ma-am.

(sa\*at / do\*kuz\*da / o\*kul\*da / o\***la**\*mam ~)

I can't be at school at nine. (impossibility)

**“have to be”** (ol-mak + zorun-da-[/y/ım, -sın, -Ø, -/y/ız, -sın-ız, -lar])

Saat dokuz-da okul-da ol-mak zorunda-/y/ım. I have to be at school at nine.

infinitive

infinitive

(sa\*at / do\*kuz\*da~ / o\*kul\***da** / ol\***mak** / zo\*run\*da\*yım~)

(They want me to be at school at nine. (This is the rule.) (external obligation)

Öğrenci-ler çalışkan ol-mak zorunda.

(öğ\*ren\*ciler ~ / ça\*lış\***kan** / ol\***mak** / zo\*run\*da ~)

Students have to be hardworking. (This is their duty.) (external obligation)

(Ben) saat dokuz-da okul-da ol-mak zorunda değil-im.

(ben~ / sa\*at / do\*kuz\*da / o\*kul\***da** / ol\***mak** / zo\*run\*da / de\*ğ*il*\*lim ~)

I don't have to be (or “needn't be”) at school at nine tomorrow. (absence of external obligation)

Saat dokuz-da okul-da ol-mak zorunda mı-/y/ız?

(sa\*at / do\*kuz\*da / o\*kul\***da** / ol\***mak** / zo\*run\*da / mı\*yız ~)

Do we have to be at school at nine?

Bu yeni sözcük-ler-i öğren-mek zorunda-/y/ım.

(bu / ye\*ni / söz\*cük\*le\*ri / öğ\*ren\***mek** / zo\*run\*da\*yım ~)

I have to learn these new words. (external obligation)

“**needn’t be**” (noun compound - [e, a] + gerek yok )

Ben okul-da olur-um. ∪ “ben-im okul-da ol-ma-am”

simple sentence

noun compound

(Ben-im) saat dokuz-da okul-da ol-ma-am-a gerek yok.

noun compound-a

(be\*nim / sa\*at / do\*kuz\*da / o\*kul\***da** / ol\*ma\*ma / ge\*rek / **yok** ~)

I needn’t be at school at nine. I don’t have to be at school at nine.

Note: The last [a] is one of the allomorphs of the morpheme [E]. (lack of external obligation)

(Ben-im) yarın öğleden sonra büro-da ol-ma-am-a gerek yok.

(be\*nim / ya\*rın / öğ\*le\*den / son\*ra / bü\*ro\***da** / ol\*ma\*ma / ge\*rek / **yok** ~)

I needn’t be at the office tomorrow afternoon. I don’t have to be...

(Siz-in) hazır ol-ma-an-ız gerek-i.yor.

(ha\*zır / ol\*ma\*nız / ge\*re\*ki\*yor ~)

You have to be ready. You should be ready. You ought to be ready.

(external obligation)

(Onun) kaygılan-ma-s/ı-n/a gerek yok.

(o\*nun / kay\*gı\*lan\*ma\*sı\*na / ge\*rek / **yok** ~)

She needn’t be anxious.

(Biz-im) yeni bir araba al-ma-am-ız-a gerek yok.

noun compound-a

adverbial phrase

(ye\*ni / bir / a\*ra\*ba / al\*ma\*mi\*za / ge\*rek / **yok** ~)

We needn’t buy a new car.

(Sen-in) kız-ma-an-a gerek yok.

(kız\*ma\*na / ge\*rek / **yok** ~)

You needn’t be angry.

(Sen-in) bağır-ma-an-a gerek yok; sağır değil.im.

(ba\*ğır\*ma\*na / ge\*rek / **yok** ~) (sa\*ğır / de\*ğil\*lim ~)

You needn’t shout; I am not deaf.

Note: The **noun compounds** in the sentences above are all underlined.

## THE SIMPLE PAST VERB “BE”

The past morpheme of [DİR] is [Dİ], which has eight allomorphs [di, dı, dü, du, ti, tı, tü, tu]. These allomorphs are naturally followed by **personal** allomorphs:

- (ben) : ♪ [im, ım, üm, um]  
 (sen) : ♪ [in, ın, ün, un]  
 (o) : [Ø]  
 (biz) : ♪ [ik, ık, ök, uk]  
 (siz) : ♪ [in-iz, ın-ız, ün-üz, un-uz]  
 (onlar) : [Ø] ♪ [ler, lar]

Note: **There** are two kinds of **first person plural personal morphemes** "[İZ] and [İK]" attached to time morphemes in Turkish. The time morphemes ending with **consonants** attach to the ♪[iz, ız, üz, uz] allomorphs such as "gıt-e<sub>r</sub>-iz", "ka<sub>r</sub>-ı<sub>r</sub>-ız", "öksü<sub>r</sub>-ü<sub>r</sub>-üz", "gel-i.yo<sub>r</sub>-uz", etc. However, when the past allomorphs ♪[di, dı, dü, du, ti, tı, tü, tu], which end with **vowels**, attach to the personal allomorphs, the first person plural allomorphs ♪[ik, ık, ök, uk] are used. As the last phonemes of the ♪[di, dı, dü, du, ti, tı, tü, tu], and the first phonemes of the [ik, ık, ök, uk] are vowels, the vowels of the past allomorphs coinciding with the vowels of the [ik, ık, ök, uk] allomorphs **combine** and are verbalized as a **single vowel** such as: gel-di-ik (*gel\***dik***), gör-dü-ök (*gör\***dük***), yen-di-ik (*yen\***dik***), anla-dı-ık (*an\***la\*dik***), öl-dü-ök (*öl\***dük***).

As the condition allomorphs [se] and [sa] also end with vowels, they take the [ek] and [ak] personal allomorphs, such as: çalış-sa-ak (*ça\***laş\*sak***), yürü-se-ek (*yü\***rü\*sek***), anlaş-sa-ak (*an\***laş\*sak***), bekle-se-ek (*bek\***le\*sek***), konuş-sa-ak (*ko\***nuş\*sak***), başla-sa-ak (*baş\***la\*sak***), dinle-se-ek, ezberle-se-ek

Note: The glides "/n/, /s/, /ş/ and /y/" are the consonants (semivowels) produced by the phonological system of the Turkish language. These semivowels do not carry meaning. They only help to harmonize the speech production. Therefore, they are showed between slashes in the sentences in this book. Thee slashes are not used in ordinary writing.

Follow the example sentences:

Dün hasta/y/-dım.  
 (dün / has\***tay\*dim** ~)  
 I was ill yesterday.  
 (The /y/ is a glide.)

Siz dün sinema-da/y/-**di-İN**-iz.

(siz / dün / si\***ne**\*ma\*day\*di\*niz ~)

You were at the cinema yesterday. (The /y/ is a glide.)

Oyun ilginç-ti.

(o\*yun / il\***ginç**\*ti ~)

The play was interesting.

Biz hazır-**di-İK**.

(biz / ha\***zır**\*dik ~)

We were ready.

Onlar zengin-di-ler.

(on\*lar / zen\***gin**\*di\*ler ~)

They were wealthy.

To put the above sentences into the **negative** form, “değil-di-im”, “değil-di-in”, “değil-di”, “değil-di-ik”, “değil-di-İN-iz”, “değil-ler-di” words are separately added to the sentences:

Dün hasta değil-di-im.

(dün / has\*ta / de\***ğil**\*dim ~)

I wasn't ill yesterday.

Siz dün okul-da değil-di-İN-iz.

(siz / dün / o\*kul\*da / de\***ğil**\*di\*niz ~)

You weren't at school yesterday.

Dün hava güzel değil-di.

(dün / ha\*va / gü\*zel / de\***ğil**\*di ~)

It wasn't fine yesterday.

Biz geçen hafta Bursa'-da değil-di-ik.

(biz / ge\*çen / haf\*ta ~ / **bur**\*sa\*da / de\***ğil**\*dik ~)

We weren't in Bursa last week.

Onlar birkaç yıl önce varlık-lı değil-ler-di.

(on\*lar / bir\*kaç / yıl / ön\*ce / var\*lık\*lı / de\***ğil**\*ler\*di ~)

They weren't wealthy a few years ago.

The following words are used to put the above example sentences into the **positive question** form:

(ben) : ♪ “mi/y/-di-im”, “mı/y/-dı-ım”, “mü/y/-dü-üm”, “mu/y/-du-um”

(sen) : ♪ “mi/y/-di-in”, “mı/y/-dı-ın”, “mü/y/-dü-ün”, “mu/y/-du-un”

(o) : ♪ “mi/y/-di”, “mı/y/-dı”, “mü/y/-dü”, “mu/y/-du”

(**biz**) : ♪ “mi/y/-di-ik”, “mı/y/-dɨ-ik”, “mü/y/-dü-ük”, “mu/y/-du-uk”

(**siz**) : ♪ “mi/y/-di-in-iz”, “mı/y/-dɨ-in-ız”, “mü/y/-dü-ün-üz”, “mu/y/-du-un-uz”.

(**onlar**) : ♪ “mi/y/-di-ler”, “mı/y/-dɨ-lar”, “mü/y/-dü-ler”, “mu/y/-du-lar”

The identical vowels that follow one another **combine** and are **verbalized** as single vowels: **i-i** → **i**; **ı-ı** → **ı**; **ü-ü** → **ü**; **u-u** → **u**; **e-e** → **e**; **a-a** → **a**

Although these words follow the vowel harmony rule patterns when they are articulated and written, they are considered to be words, and so they are separately written. The /y/ consonants used above are all **glides**.

Dün hasta mı/y/-dɨ-in?

(*dün* / has\***ta** / *mıy\*dɨn* ↷)

Were you ill yesterday?

Maç sıkıcı mı/y/-dɨ?

(*maç* / sı\*kı\*cı / *mıy\*dɨ* ↷)

Was the match boring?

Çocuk-lar mutlu mu/y/-du-(lar)?

(çö\*cuk\*lar / mut\***lu** / *muy\*du\*lar* ↷)

Were the children happy?

Sorular zor mu/y/-du?

(so\*ru\*lar / **zor** / *muy\*du* ↷)

Were the questions difficult?

Onlar zengin mi/y/-di-(ler)?

(on\*lar / zen\***gin** / *mıy\*di\*ler* ↷)

Were they wealthy?

Mutlu mu/y/-du-un?

(mut\***lu** / *muy\*dun* ↷)

Were you happy?

The [**mi**, **mı**, **mü**, **mu**] question allomorphs can also be used after the **primarily stressed** words:

(*dün*↷*mü* / has\*tay\*dɨn↷); (so\*ru\*lar↷*mı* / zor\*du↷); (so\*ru\*lar / **zor\***-*muy\*du* ↷)

In order to form negative questions, “değil” and the above “mi/y/-di-im”, “mi/y/-di-in”, “mi/y/-di”, “mi/y/-di-ik”, “mi/y/-di-in-iz”, “mi/y/-di-ler” words are separately used:

Dün okul-da değil mi/y/-di-in?  
 (dün / o\*ku\*da / de\*ğil / miy\*din ~)  
 Weren't you at school yesterday?

Maç heyecanlı değil mi/y/-di?  
 (maç / he\*ye\*can\*lı / de\*ğil / miy\*di ~)  
 Wasn't the match exciting?

Manzara güzel değil mi/y/-di?  
 (man\*za\*ra / gü\*zel / de\*ğil / miy\*di ~)  
 Wasn't the scenery beautiful?

Arkadaş-laṙ-in toplantı-da değil-ler mi/y/-di, or de-ğil mi/y/-di-ler?

Konser pahalı değil mi/y/-di?  
 (kon\*ser / pa\*ha\*lı / de\*ğil / miy\*di ~)  
 Wasn't the concert expensive?

Sen ev-de değil mi/y/-di-in?  
 (sen / ev\*de / de\*ğil / miy\*din ~)  
 Weren't you at home?

Jack doğum gün-ü parti-/s/i/n/-de değil mi/y/-di?  
 (jack / do\*ğum / gü\*nü / par\*ti\*sin\*de / de\*ğil~ / miy\*di~) (surprise)  
 Wasn't Jack at the birthday party?

The Turkish Past form of “**be**” is also used in place of the Past Perfect “**be**” “**had been**” of the English language. Compare the following:

Baba-am öl-dük-ün-de ben yirmi beş yıl-dır öğretmen-di-im.  
 (ba\*bam / öl\*dü\*ğün\*de ~ / ben / yir\*mi / beş / yıl\*dır / öğ\*ret\*men\*dim ~)  
 I had been a teacher for twenty five years when my father died.

İkinci Dünya Savaşı son-a er-diğ-in-de ben yedi yıl-dır öğrenci/y/-di-im.  
 (i\*kin\*ci / dün\*ya: / sa\*va\*şı / so\*na / er\*di\*ğin\*de~ / ben / ye\*di / yıl\*dır / öğ\*ren\*ci\*y\*dim ~)  
 I had been a student for seven years when the Second World War ended.

## INTERROGATIVE WORDS

There are two kinds of interrogative words in Turkish: **Simple interrogative words** like "kim?" (who?), "ne?" (what?), "nasıl?" (how?), "niçin?" (why?), and **the simple interrogative words that are followed by** some inflectional morphemes such as "kim-sin?" (who?), "kim-im?" (who?), "kim-iz?" (who?),

"kim-i?" (whom?), "kim-e?" (to whom?), "kim-den?" (from whom?), "kim-le?" (with whom?), "kim-de?" (?), "kim-in?" (whose?), "ne/y/-le?" (how?), (with what instrument?), "ne-den?" (why?), "nere-/y/e?" (where?), "nere-de?" (where?), "nere-den?" (from where?). For instance:

(Sen) kim-sin? *Who are you?* Bu soru-/y/a kim cevap vermek iste-i.yor? *Who wants to answer this question?* O ne de-di? *What did he say?* Ne gör-dü-ün? *What did you see?* Nasıl anla-dı-ın? *How did you understand?* Oraya nasıl git-ti-in? *How did you go there?* Kim-i gör-dü-ün? *Whom (who) did you see?* Oraya kim-le git-ti-in? *With whom did you go there?* Nere-den gel-i.yor-sun? *Where are you coming from?* Nere-/y/e git-i.yor-sun? *Where are you going?* Nere-de otur-u.yor-sun? *Where do you live?* Ne-den sus-u.yor-sun? *Why are you keeping quiet?* Bu araba kim-in? *Whose is this car?* O kim-miş? *Who do they say he is?*

The interrogative sentences having the question words above are pronounced with a rising intonation (↗) both at the end of the interrogative sentences, and after the people or things that the question words are inquiring.

Sen kim-sin?  
(sen / **kim** ↗ sin ↗)  
Who **are** you?

Ben Jack'im.  
(ben / **Ja**\* kim ↗)  
I'm Jack.

Sen-in meslek-in ne?  
(se\*nin / mes\*le\***ğ**in ↗ / ne ↗)  
What are you? What is your profession?

Ben öğrenci-/y/im.  
(ben / öğ\*ren\***ci**\*yim ↗)  
I am a student.

Anneniz nasıl?  
(an\*ne\***niz** ↗ / na\*sıl ↗)  
How is your mother?

Çok iyi, teşekkür et-er-im. (liaison)  
(**ç**o\*ki\*yi ↗ / te\*şek\*kü\*re\*de\*rim ↗)  
She is quite well, thank you.

İstanbul'da hava nasıl?

(is\***tan**\*bu\***da** / ha\***va** / na\*sı)~)

What is the weather like in İstanbul?

Yağmur-lu.

(yağ\***mur**\***lu**)~)

Rainy.

Kız kardeş-in-in ad-ı ne? (liaison)

(kız / kar\*de\***ş**\*ni\***na**\*dı~ / ne~)

What is your sister's name?

Onun ad-ı Jane. (liaison)

(o\*nı\***na**\*dı / **Jane**)~)

Her name is Jane.

Bu çiçek-ler kim için? (liaison)

(bu / çi\***ç**ek\*ler / **ki**~mi\*çin~)

Who are these flowers for?

Onlar annem için.

(on\*lar / an\***nem** / i\*çin~)

They are for my mother.

Vazo ne-/y/in üst-ü/n/-de?

(va\*zo / ne\***yin**~ / üs\*tün\*de~)

What is the vase on?

Köpek ne-/y/in arka-/s/ı/n/-da?

(kö\*pek / ne\***yin**~ / ar\*ka\*sın\*da~)

What is the dog behind? (The /y/, /s/. and /n/ are glides.)

Dün sen kim-le/y/-di-in?

(dün / sen / **kim**~ley\***din**~)

Who were you with yesterday?

Ne zaman-dan beri bura-da-sın?

(**ne**~ / za\*man\*dan / be\*ri / bur\*da\*sın~)

Since when have you been here?

Ne kadar zaman-dır bur(a)da-sın?

(**ne**~ / ka\*dar / za\*man\*dır / bur\*da\*sın~)

How long have you been here?



Hangi kitap sen-in?

(*han~gi / ki\*tap / se\*nin~*)

Which book is yours?

Hangi-/s/i sen-in?

(*han~gi\*si / se\*nin~*)

Which is yours?

Hangi-/s/i daha hesaplı?

(*han~gi\*si / da\*ha / he\*sap\*lı~*)

Which is more economical?

Kedi ne-/y/in alt-ı/n/-da?

(*ke\*di / ne\*yin~ / al\*tın\*da~*)

What is the cat under?

Çiçek-ler ne-/y/in iç-i/n/-de/y/-di?

(*çi\*çek\*ler / ne\*yin~ / i\*çin\*dey\*di~*)

What were the flowers in?

Hangi-/s/i-/n/i tercih et-er-sin?

(*han~gi\*si\*ni / ter\*cih / e\*der\*sim~*)

Which do you prefer?

Nere-de-sin?

(*ner~de\*sim~*)

Where are you?

Okul-un nasıl?

(*o\*ku\*lun~ / na\*sıl~*)

What is your school like?

Araba-an ne renk?

(*a\*ra\*ban / ne~/ renk~*)

What color is your car?

Hangi kitap daha iyi?

(*han~gi / ki\*tap / da\*ha / i\*yi~*)

Which book is better?

Kim-le beraber-sin?

(*kim~le / be\*ra:\*ber\*sim~*)

Who are you with?

Jack niçin ev-de değil?

(*Jack / ni~çin / ev\*de / de\*ğil~*)

Why isn't jack at home?

İstanbul'da ne kadar kalma-/y/ı pılanla-ı.yor-sun?

(*is\*tan\*bul\*da / ne~ / ka\*dar / kal\*ma\*yı / pi\*ân\*lı\*yor\*sun~*)

How long do you plan to stay in İstanbul?

Hangi-im-iz daha yakışıklı-/y/ız?

(*han~gi\*miz / da\*ha / ya\*kı\*şık\*lı\*yız~*)

Which one of us is more handsome?

Ankara-/y/a niçin git-ti-in?

(*an\*ka\*ra\*ya / ni~çin / git\*tin ~*)

Why did you go to Ankara?

## [MİŞ] (RUMOR, INFERENCE) (SÖYLENTİ, ANLAM ÇIKARMA)

This morpheme gives the predicates the meaning of rumor or inference. It has four allomorphs ♪ [miş, miş, müş, muş], and the usual personal allomorphs follow them:

O bir mimar-miş.

(*o / bir / mi:\*mar\*miş ~*)

They say (I have heard) that he is (was) an architect.

Mahkûm suçsuz-muş.

(*mah\*kûm / suç\*suz\*muş ~*)

They say (I have been informed) that the prisoner is (was) innocent.

O tembel-miş.

(*o / tem\*bel\*miş ~*)

People say that he is (was) lazy.

Okul-da/y/-miş.

(*o\*kul\*da/y/\*miş ~*)

They say that he is (was) at school.

O bir casus-muş.

(*o / bir / ca:\*sus\*muş ~*)

They say that he is (was) a spy.

Ben tembel-miş-im.

(*ben / tem\*bel\*mi\*şim ~*)

They say that I am (was) lazy.

Ben tembel mi/y/-miş-im?

(ben / tem \*bel / miy\*mi\*şim ~)

Do they say that I am (was) lazy?

Sen-in kız-laṛ-in yaramaz mı/y/-miş?

(se\*nin / kız\*la\*rın~ / ya\*ra\*maz / miy\*miş ~)

Do they say that your daughters are (were) naughty?

Siz okul-da/y/-miş-sin-iz.

(siz / o\*kul\*day\*miş\*si\*niz ~)

They say that you were at school.

In the sentences above, the **origin**, and the **time** of the rumor is either unknown, unimportant or concealed. As “who says” is unknown or unimportant, such sentences can also be used in **reported speech**:

**Sınav-laṛ-ı/n/ı geç-miş.** They say that he has passed his examinations.

**Araba-s/ı sat-ıl-mış.** They said (I heard) that his car had been sold.

**Toplantı ertelen-miş.** They say (I have heard) that the meeting has been postponed.

“**Kim-miş?**”, “**nere-de/y/-miş?**”, “**nere-de/y/-miş-sin?**”, “**ne/y/-miş?**”, “**nasıl-mış?**”, “**kaçay/-miş?**” question words are naturally used in these sentences:

O ne/y/-miş?

(o / ney / miş ~)

What do they say he (is) was?

Mimar-miş.

(mi:\*mar\*miş ~)

They say that he is an architect.

Ben ne/y/-miş-im?

(ben / ney / mişim ~)

What do they say I am?

Tembel-miş-sin.

(tem \*bel\*miş\*sin ~)

They say you are (were) lazy.

Kim-in kız-laṛ-ı yaramaz-mış?

(ki\*min / kız\*la\*rı / ya\*ra\*maz\*miş ~)

Whose daughters do they say are (were) naughty?

Jack nere-de/y/-miş?

(*Jack / ner~ dey\*miş~*)

Where do they say Jack is (was)?

Kim haklı/y/-miş?

(*kim~ / hak\*lıy\*miş~*)

Who do they (you) say is (was) right?

Fatma nere-dey-miş?

(*fat\*ma / ne~re\*dey\*miş~*)

Where do they say Fatma was?

## THE FUTURE FORM OF “BE”: “WILL BE”

The future form of the verb “be” is “**ol-[a.cak]-pers**” in Turkish:

Yarın hava güneş-li ol-a.cak.

(*ya\*rın / ha\*va / gü\*neş\*li / o\*la\*cak~*)

It will be sunny tomorrow.

Bir gün zengin ol-a.cak-sın.

(*bir / gün / zen\*gin / o\*la\*cak\*sın~*)

You will be wealthy some day.

Yarın okul-da ol-ma-/y/a.cak-ım.

(*ya\*rın / o\*kul\*da / ol\*ma\*ya\*ca\*ğım~*) (*ol\*mıy\*cam*)

I won't be at school tomorrow.

Saat sekiz-de hazır ol-a.cak mı-sın (ol-ur mu-sun)?

(*sa\*at / se\*kiz\*de / ha\*zır / o\*lur / mu\*sun~*)

Will you be ready at eight o'clock tomorrow? (request)

Saat kaç-ta hazır ol-a.cak-sın? (liaison)

(*sa\*at / kaç\*ta~ / ha\*zı\*ro\*la\*cak\*sın~*)

What time will you be ready?

As the verb root is always “ol”, only the [a.cak] allomorph is used. The other [ecek] allomorph is used with action verbs: “gelecek”, “kal-a.cak”.

## “THERE IS”, “THERE ARE”; “HAVE”, “HAVE GOT”

### Var & Yok

The equivalents of the above expressions in Turkish are “-de var”, “-da var”, and “ben-im, sen-in, o-/n/un var”. Consider the following sentences:

Garaj-da bir araba var. (liaison)  
 (ga\*raj\*da / bi\*ra\*ra\*ba / var ~)  
 There is a car in the garage. (exist)

Garaj-da (ben-im) sadece bir araba-am var.  
noun compound  
 (ga\*raj\*da / sa:\*de\*ce / bir / a\*ra\*bam / var ~)  
 I have (got) only one car in the garage. (possess)

Uçak-ta on yolcu var.  
 (u\*çak\*ta / on / yol\*cu / var ~)  
 There are ten passengers on the plane. (exist)

(Ben-im) iki kız-ım var.  
noun compound  
 (be\*nim / i\*ki / kı\*zım / var ~)  
 I've (got) two daughters. (possess)

(Sen-in) kaç erkek kardeş-in var?  
noun compound  
 (se\*nin~/ kaç ~ / er\*kek / kar\*de\*şin / var ~)  
 How many brothers have you?

(Sen-in) kaç para-an var?  
noun compound  
 (se\*nin / kaç ~ / pa\*ran / var ~)  
 How much money have you got? (possess)

The **negative** of “**var**” is “**yok**”:

Garaj-da hiç araba yok.  
 (ga\*raj\*da / hiç / a\*ra\*ba / yok ~)  
 There aren't any cars in the garage. (not exist)

(Ben-im) araba-am yok.  
noun compound  
 (be\*nim / a\*ra\*bam / yok ~)  
 I haven't got a car. (not possess)

The **past form** of the above expression is “**var-dı**”; “there was”, “had got”:

Garaj-da sadece bir araba var-dı.  
 (ga\*raj\*da / sa:\*de\*ce / bir / a\*ra\*ba / var\*dı ~)  
 There was only one car in the garage. (exist)

(Ben-im) çok para-am var-dı. I had (got) a lot of money. (possess)  
noun compound  
 Uçak-ta on yolcu var-dı. There were ten passengers on the plane. (exist)

The **negative** form of “var-dı” is “**yok-tu**”: “there wasn’t”, “didn’t have”:

Yirmi sene önce (ben-im) çok para-am yok-tu.

noun compound

I didn’t have much money twenty years ago. (not possess)

Mutfak-ta bir masa yok-tu.

(mut\**fak*\*ta / bir / ma\*sa / **yok**\*tu ~)

There wasn’t a table in the kitchen. (not exist)

Duvar-lar-da hiç resim yok-tu.

(du\**var*\*lar\*da / **hiç** / re\*sim / **yok**\*tu ~)

There weren’t any pictures on the walls. (not exist) There were no pictures...

Onun hiç çocuku yok-tu.

(o\*nun / **hiç** / ço\*cu\*ğu / **yok**\*tu ~)

He didn’t have any children. (not possess) He had no children.

Garaj-da hiç araba var mı/y/-dı?

(ga\*raj\*da / hiç / a\*ra\*ba / **var**~ / mı/y/\*dı ~)

Were there any cars in the garage?

## THERE USED TO BE, AND USED TO HAVE

The Turkish equivalent of “**there used to be**” and “**used to have**” is also “**var-dı**”:

Köşe-de bir postane var-dı.

(kö\*şe\*de / bir / pos\*ta:\*ne / var\*dı ~)

There used to be a post office on the corner. (existed in the past, not now)

Sınıf-lar-da çok öğrenci var-dı.

(sı\*nıf\*lar\*da / **çok** / öğ\*ren\*ci / var\*dı ~)

There used to be a lot of students in classes. (existed in the past, not now)

(Ben-im) çok para-am var-dı

noun compound

(be\*nim / **çok** / pa\*ram / var\*dı ~) I used to have a lot of money.

## THERE MUST (MAY) (SHOULD) BE, THERE CAN’T BE, THERE IS GOING TO BE, THERE WILL BE

“**Ol-ma.lı**” (ol\*ma\*lı) (there must be); “**ol-a.maz**” (o\*la\*maz) (there can’t be); “**ol-a.cak**” (o\*la\*cak) (there is going to be, there will be); “**ol-a.bil-ir**” (o\*la\*bi\*ir) (there may be); “**ol-ma-ıslı gereğ-ir**” (ol\*ma\*sı / ge\*re\*kir) (there should be) expressions should also be included in the above sentence types:

İleri-de bir kaza ol-ma.lı.

(i\*ler\*de / bir / ka\*za: / ol\*ma\*lı ~)

There must be an accident ahead.

Bir yanlış anla-ma ol-ma.lı.

(bir / yan\*lış / an\*la\*ma / ol\*ma\*lı ~)

There must be a misunderstanding.

Bu mektup-ta bir yanlışlık ol-a.bil-ir mi?

(bu / mek\*tup\*ta / bir / yan\*lış\*lık / o\*la\*bi\*lır ~ / mi ~)

Can there be a mistake in this letter?

Kavga çık-a.cak (ol-a.cak).

(kav\*ga / çı\*ka\*cak ~)

There is going to be a fight.

Bir hava saldırı-/s/ı ol-a.bil-ir mi?

(bir / ha\*va / sal\*dı\*rı\*sı / o\*la\*bi\*lır ~ / mi ~)

Is there going to be an air raid?

Bu mektup-ta bazı yanlış-lar ol-a.bil-ir.

(bu / mek\*tup\*ta~ / ba:\*zı / yan\*lış\*lar / o\*la\*bi\*lır ~)

There may be some mistakes in this letter.

Bura-da bir trafik polis-i ol-ma-/s/ı gerek-mez mi?

(bur\*da / bir / tra\*fik / po\*li\*si / ol\*ma\*sı / ge\*rek\*mez / mi ~)

Shouldn't there be a traffic police officer here?

## IMPERATIVES AND WISHES

Direct orders are given to a second person by using a verb root, a verb stem or a verb frame without using any suffixes, such as "Bura-/y/a **gel.**" (**Come** here.); "Kuş-la-r-a **bak.**" (**Look** at the birds.); "Süt-ün-ü **iç.**" (**Drink** your milk.); "Pencere-den **bak.**" (**Look** out of the window.); "Bir fincan kahve **buyur!**" (**Have** a cup of coffee!); "Eğlen-me-en-e **bak!**" (eğ\*len\*me\*ne / bak) (**Have** a nice time!) (Enjoy yourself!).

One cannot usually give orders to himself or herself, so there is not a first person order form. Orders are given to the second person as a rule. However, an order may also be given to the third person indirectly. A speaker gives orders to the second person to be transferred to a third person. The last syllable of an imperative sentence is primarily stressed and dropped sharply, which is symbolized with a falling arrow (~):

Git-sin.

(*git\***sin*** ~)

Tell him to go; let him go.

Araba-**am**-ı yıka-sın.

(*a\*ra\*ba\***mı** / yı\*ka\***sin*** ~)

Tell him to wash my car.

Gürültü-/y/ü kes-sin-ler!

(*gü\*rül\*tü\*yü / kes\***sin\*ler*** ~)

Tell them to stop making a noise!

The orders that are given with the verb "ol" and "et" (be) are widely used in both English and Turkish. In such sentences the **primarily** stressed syllables are the **last syllables** of the **adjectives** and **adverbials**:

Sabır-lı ol!

(*sa\***bir\*li** / ol* ~)

Be patient!

Dikkat et! (Dikkat-li ol!) (liaison)

(*dik\***ka\*tet*** ~) (*dik\***kat\*li** / ol* ~)

Be careful!

Hemen hazır ol!

(***he\*men** / ha\***zır** / ol* ~)

Be ready soon!

Hemen hazır ol-sun-lar!

(***he\*men** / ha\***zır** / ol\***sun\*lar*** ~)

Tell them to be ready soon!

**Negative orders** are given by attaching [**me, ma**] allomorphs to verb roots, stems or frames:

Pencere-den sark-ma!

(*pen\*ce\*re\*den / **sark\*ma*** ~)

Don't lean out of the window!

Cadde-/y/i koş-a.rak geç-me!

(*cad\*de\*yi / ko\***ş**a\***rak** / **geç\*me*** ~)

Don't run across the street!



Geç kal-ma!  
(geç / **kal**\*ma ~)  
Don't be late!

Işık-lar-ı kapat-ma-/y/ı unut-ma!  
(i\*şık\*la\*rı / ka\*pat\*ma\*yı / u\***nut**\*ma ~)  
Don't forget to turn off the lights!

Sabır-sız ol-ma! (liaison)  
(sa\*bır\*si\***zol**\*ma ~)  
Don't be impatient!

Çanta-a<sub>n</sub>-ı çal-dır-ma!  
(çan\*ta\***nı** / çal\***dır**\*ma ~)  
Be careful not to have your handbag stolen!

The [**me, ma**] negation allomorphs are added to verb roots, stems and frames followed by the third person personal allomorphs [**sin, sın**] to change the verb composition into the **negative** form:

Bura-/y/a gel-me-sin.  
(bu\*ra\*ya / **gel**\*me\***sin** ~)  
Tell him not to come here. "Don't let him come here."

For the third person plural [**ler, lar**] allomorphs are added to the negative verbs such as: "**Gel-me-sin-ler**" (**gel**\*me\***sin**\***ler**~), "**Başla-ma-sın-lar**" (**baş**\***la**\***ma**\***sin**\***lar**~).

## WISH (İstek)

To turn a verb root, stem or frame into the **wish** mood, ʃ [e, a] and the **personal allomorphs** are added:

**A<sub>l</sub>-a-/y/ım.** (a\*la\***yım** ~) Let me take.

**Bağ-a-/y/ım!** (ba\*ka\***yım** ~) Let me see! (Let me have a look!)

**Git-e-/y/ım.** (gi\*de\***yım** ~) Let me go.

All the verb roots used above end with **consonants**, but when they end with **vowels**, the /y/ glides are inserted between their last vowels and the ʃ [e, a] allomorphs:

**Bekle-lye-/y/ım.** (bek\*le\*ye\***yım** ~) or (bek\*li\*ye\***yım** ~) Let me wait.

However, in speech, the “/yle” syllable attached to “**bekle**” drops, and the word becomes (*bek\*le\*yim* ~).

Bekle-/y/e-/y/im. (*bek\*le\*yim* ~) Let me wait.

Ertele-/y/e-/y/im. (*er\*te\*le\*yim* ~) Let me postpone.

Anla-/y/a-/y/im. (*an\*la\*yim* ~) Let me understand

For the first person plural, [li-im], or [lı-ım] personal allomorphs are used after the [e, a] allomorphs:

Ağ-a-lı-ım. (*a\*la\*lim* ~) Let us take (buy).

Seç-e-li-im. (*se\*çe\*lim* ~) Let us choose.

Başla-/y/a-/ı-ım. (*baş\*la\*ya\*lim* ~) Let us begin.

Oku-/y/a-/ı-ım. (*o\*ku\*ya\*lim* ~) Let us read.

Bekle-/y/e-/li-im. (*bek\*le\*ye\*lim* ~) Let us wait.

The verb roots, stems or frames above ending with **vowels**, such as “**başla**”, “**oku**”, and “**bekle**” are attached to the [e, a] wish allomorphs with the /y/ glides.

Sometimes “gidem”, “olam”, “gidesin”, “olasın”, “gide”, “ola” words are heard in prayers and curses, such as “**Cehennem-e gide-sin!**” (Go to Hell!), “**Tutuğun altın ola!**” (I wish what you hold be gold!)

To make the verbs negative, the [me, ma] allomorphs are added as usual:

“**Bekle-me-/y/e-lim**” (*bek\*le\*me\*ye\*lim* ~) (Let us not wait.); “**Git-me-/y/e-lim**” (*git\*me\*ye\*lim* ~) Let us not go.

When the **question forms** of the wish mood are used, the wish form **changes into an offer**:

Televizyonu aç-a-/y/ım mı?  
(*te\*le\*viz\*yo\*nu / a\*ça\*yim* ~ / *mı* ~)  
Shall I turn the TV on?

If the sentence above ends with a rising intonation (~), (*te\*le\*viz\*yo\*nu / a\*ça\*yim / mı* ~), the sentence means, “I didn’t understand you well; please repeat what you said.”

Bu sözcük-le $\bar{r}$ -i tahta-/y/a yaz-a-/y/ım mı?  
(*bu / söz\*cük\*le\*ri / tah\*ta\*ya / ya\*za\*yim* ~ / *mı* ~)  
Shall I write these words on the blackboard?

Bir restoran-da akşam yemek-i ye-/y/e-li-im mi?  
 (bir / res\*to\*ran\*da / ak\*şam / ye\*me\*ği / yi\*ye\*lim ~ / mi ~)  
 Shall we have dinner at a restaurant?

Sana bir fincan kahve yap-a-/y/ım mı?  
 (sa\*na / bir / fin\*can / kah\*ve / ya\*pa\*yım ~ / mı ~)  
 Shall I make you a cup of coffee?

Çiçek-ler-i sula-/y/ım mı?  
 (çi\*çek\*le\*ri / su\*la\*yım ~ / mı ~)  
 Shall I water the flowers?

## THE SIMPLE PRESENT TENSE

### Geniş Zaman

The Turkish Simple Present Tense is generally used like the English Simple Present Tense only with some exceptions. They will be dealt with after the general explanations. The **time morpheme** of this tense is [İR], which has the allomorphs of ♪ [ir, ır, ür, ur, er, ar]. These allomorphs are followed by the **personal allomorphs** as usual:

(Ben) : ♪ [im, ım, üm, um]  
 (Sen) : ♪ [sin, sın, sün, sun]  
 (O) : ♪ [Ø] morpheme. (No personal allomorphs are attached.)  
 (Biz) : ♪ [iz, ız, üz, uz]  
 (Siz) : ♪ [sın-iz, sın-ız, sün-üz, sun-uz]  
 (Onlar) : ♪ [ler, lar]

When the verb roots, stems or frames ending with **vowels** are attached to the simple present tense allomorphs above, the first vowels of the simple present tense allomorphs **coincide** with the last vowels of the verbs, and therefore they **combine** and are **verbalized as a single vowel**. However, when they end with consonants, these consonants detach from their syllables and attach to the first vowels of the following time allomorphs:

Bekle-er-im (**be**k\***le**\*rim); başla-ar-ım (**ba**ş\***la**\*rım); yürü-ür-üm (**yü**\***rü**\*rüm);  
 koru-ur-um (**ko**\***ru**\*rum); bekle-er-sin (**be**k\***le**\*r\***sin**); başla-ar (**ba**ş\***lar**); **ye-er**  
 (**yer**); bekle-er-iz (**be**k\***le**\*r\***iz**); başla-ar-sın-ız (**ba**ş\***lar**\*sı\***nız**); yürü-ür-ler  
 (**yü**\***rü**\*r\***ler**); uç-ar (**u**\***ç**\*ar); ge-z-er (**ge**\***z**\*er); ge-l-ir (**ge**\***lir**); sat-ar (**sa**\***tar**)

The coinciding vowels above written in **bold face** combine. The transplanted consonants are single underlined. This verb composition is formed as follows:

(Ben) yüz-er-im. (*yü\*ze\*rim* ∼) I swim.

(Ben) bekle-er-im. (*bek\*le\*rim* ∼) I wait.

(Ben) anla-ar-ım. (*an\*la\*rim* ∼) I understand.

(Ben) al-ır-ım. (*a\*lı\*rim* ∼) I take or buy.

(Ben) götür-ür-üm. (*gö\*tü\*rü\*rüm* ∼) I take ... to.

(Ben) otur-ur-um. (*o\*tu\*ru\*rum* ∼) I sit.

(Ben) seç-er-im. (*se\*çe\*rim* ∼) I choose.

(Ben) kaç-ar-ım. (*ka\*ça\*rim* ∼) I run away.

(Ben) seç-İL-İR-im (*şe\*çi\*lı\*rim* ∼) I am elected, chosen. (passive)

(Sen) yüz-er-sin. (*yü\*zer\*sin* ∼) You swim.

(Sen) al-ır-sin. (*a\*lır\*sin* ∼) You take, you buy.

(Sen) götür-ür-sün. (*gö\*tü\*rür\*sün* ∼) You take ... to

(Sen) anla-ar-sin. (*an\*lar\*sin* ∼) You understand.

(Sen) otur-ur-sun. (*o\*tu\*rur\*sun* ∼) You sit.

(Sen) yakala-ar-sin. (*ya\*ka\*lar\*sin* ∼) You catch.

(Sen) sat-ar-sin. (*sa\*tar\*sin* ∼) You sell.

(Sen) seç-İL-ir-sin. (*se\*çi\*lır\*sin* ∼) You are elected, chosen. (passive)

The "he", "she", and "it" pronouns are all expressed in "o" pronoun in Turkish:

(O) yüz-er. (*yü\*zer* ∼) He swims.

(O) al-ır. (*a\*lır* ∼) He takes. He buys.

(O) götür-ür. (*gö\*tü\*rür* ∼) He takes ... to.

(O) otur-ur. (*o\*tu\*rur* ∼) He sits.

(O) bak-ar. (*ba\*kar* ∼) He looks.

(O) bekle-er. (*bek\*ler* ∼) He (or "she and it") waits.

(O) gör-ül-ür. (*gö\*rü\*lür* ∼) It is seen. (passive)

(O) ye-er. (*yer*) He eats.

(Biz) yüz-er-iz. (*yü\*ze\*riz* ∼) We swim.

(Biz) al-ır-ız. (*a\*lırız* ∼) We take or buy.

(Biz) götür-ür-üz. (*gö\*tü\*rürüz* ∼) We take ... to.

(Biz) otur-ur-uz. (o\***tu**\***ru**\***ruz** ∼) We sit.

(Biz) bekle-er-iz. (bek\***le**\***riz** ∼) We wait.

(Biz) başla-ar-ız. (baş\***la**\***rız** ∼) We start.

(Biz) yen-İL-İR-iz. (ye\***ni**\***liriz** ∼) We are beaten, defeated. (passive)

(Siz) yüz-er-sin-iz. (yü\***zer**\***siniz** ∼) You swim.

(Siz) al-ır-sın-ız. (a\***lir**\***siniz** ∼) You take or buy.

(Siz) götür-ür-sün-üz. (gö\***tü**\***rür**\***sünüz** ∼) You take ... to

(Siz) otur-ur-sun-uz. (o\***tu**\***ru**\***sunuz** ∼) You sit.

(Siz) oku-ur-sun-uz. (o\***ku**\***sunuz** ∼) You read.

(Siz) uç-ar-sın-ız. (u\***çar**\***siniz** ∼) You fly.

(Siz) anla-aş-ır-sın-ız. (an\***la**\***şır**\***siniz** ∼) You reach an agreement. (reciprocal)

(Onlar) yüz-er-ler. (yü\***zer**\***ler** ∼) They swim.

(Onlar) al-ır-lar. (a\***lir**\***lar** ∼) They take or buy.

(Onlar) sakla-ar-lar. (sak\***lar**\***lar** ∼) They hide.

(Onlar) götür-ür-ler. (gö\***tü**\***rür**\***ler** ∼) They take ... to

(Onlar) otur-ur-lar. (o\***tu**\***ru**\***lar** ∼) They sit.

(onlar) yürü-ür-ler. (yü\***rür**\***ler** ∼) They walk.

(onlar) kaç-ar-lar. (ka\***çar**\***lar** ∼) They run away.

(Onlar) anla-aş-ır-lar. (an\***la**\***şır**\***lar** ∼) They reach an agreement. (reciprocal)

(Onlar) bekle-er-ler. (bek\***ler**\***ler** ∼) They wait.

The verbs that are used in this and in the following tenses are of two kinds: **Transitive verbs**, and **intransitive verbs**. Transitive verbs need **objects**, which may be **pronouns**, **nouns**, or **noun compounds**, but Intransitive verbs do not need them. They are preceded by **adverbs**, or **nouns** attached to [E], [DE], [DEN], or [LE] morphemes, which function as **adverbials**.

Kız-ım saat dokuz-da okul-a git-er.

subj                      adverbial                      adverbial                      intr verb

(ki\***zim** / sa\***at** / do\***kuz**\***da** / o\***ku**\***la** / gi\***der** ∼).

My daughter goes to school at nine. (intransitive)

Ben genellik-le yedi-de kalk-ar-ım.

subj                      adverbial                      adverbial                      intr verb

(ben / ge\***nel**\***lik**\***le** / ye\***di**\***de** / kal\***ka**\***rım** ∼)

I generally get up at 7. (intransitive)

Kardeş-im her sabah oda-/s/ı-/n/ı tertiple-er.  
 subj            adverbial            object            transitive verb  
 (kar\*de\*şim / her / sa\*bah / o\*da\*sı\*nı / ter\*tip\*ler ~)  
 My sister tidies her room every morning. (transitive)

In Turkish, the order of a “VP” is different from that of an English “VP”. In English, its order is “VP → V + NP”, but in Turkish, the order is “VP → NP + V”. For instance:

<u>Ben</u>	<u>elma</u>	<u>sev-er-im.</u>		<u>I</u>	<u>like</u>	<u>apples</u>
NP	NP	V		NP	V	NP
	VP			VP		

(Ben)	<u>kitap</u>	<u>oku-ur-um.</u>		<u>I</u>	<u>read</u>	<u>books.</u>
NP	NP	V		NP	V	NP
	VP			VP		

As it is noticed, in the Turkish sentences above, the words “**elma**” and “**kitap**” are not in plural form as they are used in their English equivalents. This is because, if a common noun represents all of its own kind and covers all books or apples, these nouns do not need plural allomorphs “[ler] or [lar]” attached to them when they are used in the **object** or **subject** position. For instance:

Benim kızım **kitap** okumaz. My daughter doesn’t read **books**.  
 Halbuki, **kitap** faydalıdır. **Books** are useful, however.

Gömlək-ler-im-i **ben** ütölə-er-im. I iron my shirts.

In the last example above, the pronoun “**ben**” is not in the beginning of the sentence, which is its usual position. It is used after the object to **emphasize** the subject, and it is stressed in speech. In English, which is done with “**myself**”. This sort of sequence is possible in Turkish by putting “**kendim**” after “ben”. However, if someone says, “Gömləklerimi ben **kendim** ütülerim”, you may think that he is boasting about his abilities.

The “subject + object + verb” order of the same sentence, “Ben gömlək-ler-im-i (göm\*lek\*le\*ri\*mi) ütülerim” can also change places in poetry and literature. For instance, although, “Ütülerim ben gömləklerimi.”, “Ütülerim gömləklerimi ben.”, and “Gömləklerimi ütülerim ben.” kinds of sentences are quite understandable and acceptable in Turkish, such sentences are generally used in poetry to rhyme a poem.

## THE VERBS ENDING WITH VOWELS OR CONSONANTS

When the verbs ending with **vowels** attach to The Simple Present Tense allomorphs [ir, ır, ür, ur, er, ar], the last vowels of the verbs and the first vowels of the allomorphs **coincide** and **combine**. The verbs ending with **consonants** are single underlined>. They detach from their syllables, and attach to the first vowels of the following allomorphs if they start with vowels.

- Ütüle-er-im. (ü\*tü\***le**\*rim ~) I iron.  
 Ertele-er-iz. (er\*te\***le**\*riz ~) We postpone.  
 Yakala-ar-lar. (ya\*ka\***lar**\*lar ~) They catch.  
 Ara-ar-ız. (a\***ra**\*rıız ~) We search, look for.  
 Uyu-ur-uz. (u\***yu**\*ruz ~) We sleep.  
 Yürü-ür-üz. (yü\***rü**\*rüz ~) We walk.  
 Tara-ar-ım. (ta\***ra**\*rım ~) I comb.  
 Besle-er-im. (bes\***le**\*rim ~) I feed.  
 Oku-ur-uz. (o\***ku**\*ruz ~) We read.  
 Anla-ar-sın-ız. (an\***lar**\*sı\*nız ~) You understand.  
 Uyu-ur-uz. (u\***yu**\*ruz ~) We sleep.  
 Kurula-ar-ız. (ku\*ru\***la**\*rıız ~) We dry.  
 Yürü-ür-üz. (yü\***rü**\*rüz) We walk.  
 Bekle-en-ir-iz. (bek\***le**\*ni\*riz ~) We are waited.

- Uç-ar-ız. (u\***ça**\*rıız) We fly.  
 Yen-er-iz. (ye\***ne**\*riz) We defeat.  
 Gez-er-iz. (ge\***ze**\*riz) We walk round.  
 Bak-ar-sın-ız. (ba\***kar**\*sı\*nız) You look.  
 İt-er-im. (i\***te**\*rim) I push.  
 Yak-ar-sın-ız. (ya\***kar**\*sı\*nız) You burn.  
 İç-er. (i\***çer**) He drinks.  
 Taş-ar. (ta\***şar**) It boils over. It overflows.  
 Seç-er-iz. (se\***çe**\*riz) We choose.  
 Şiş-er. (şi\***şer**) It swells.  
 Git-er-iz. (gi\***de**\*riz) We go.

- Anlaş-ır-ız. (an\*la\***şır**\*rıız ~) We reach an agreement.  
 Gül-üş-ür-ler. (gü\*lü\***şür**\*ler ~) They laugh all together.  
 Kaynaş-ır-ız. (kay\*na\***şır**\*rıız ~) We become friendly at once.  
 İnsanlar düşün-ür. (in\*san\*lar / dü\*şü\***nür** ~) Human beings think.  
 Çalış-an başar-ır. (ça\*lı\*şan / ba\*şar\***rır** ~) Those who work succeed.

SOME NOUNS USED TOGETHER WITH “ET”, “YAP”,  
“İŞLE”, “OL”, “AL” VERBS TO PRODUCE VERBS

In Turkish, some **noun roots** (which are generally borrowed words) are used together with the verbs “et”, “ol”, “yap”, “al” or “işle” to produce verbs:

**et:**

**alay et** (*a\*la\*yeṭ*) (make fun of), **affet** (*af\*feṭ*) (forgive), **armağan et** (*ar\*ma\*ga\*neṭ*) (present as a gift), **baş et** (*ba\*şeṭ*) (manage, cope with), **beraat et** (*be\*ra\*a\*teṭ*) (be acquitted), **beyan et** (*be\*ya:\*neṭ*) (declare), **buyur et** (*bu\*yu\*reṭ*) (invite someone to), **daveṭ et** (*da:\*ve\*teṭ*) (invite), **dahil et** (*da.\*hi\*leṭ*) (include something in), **daktilo et** (*dak\*ti\*lo / et*) (type), **danş et** (*dan\*seṭ*) (dance), **deli et** (*de\*li / et*) (make someone mad), **derṭ et** (*der\*deṭ*) (occupy oneself with problems), **devam et** (*de\*va:\*meṭ*) (continue), **dikkat et** (*dik\*ka\*teṭ*) (pay attention to, be careful), **dua et** (*du\*a: / et*) (pray, say one's prayers), **elde et** (*el\*de / et*) (obtain), **gayreṭ et** (*gay\*re\*teṭ*) (try hard, do one's best), **göç et** (*gö\*çet*) (migrate), **haberdar et** (*ha\*ber\*da:\*reṭ*) (inform someone), **hakareṭ et** (*ha\*ka:\*re\*teṭ*) (insult), **hapset** (*hap\*seṭ*) (put in prison, imprison), **harekeṭ et** (*ha\*re\*ke\*teṭ*) (act, behave, start), **hata et** (*ha\*ta: / et*) (make a mistake), **hayâl et** (*ha\*yâ:\*leṭ*) (dream, imagine, picture in one's mind), **hazmet** (*haz\*meṭ*) (digest), **hizmet et** (*hiz\*me\*teṭ*) (serve, assist), **idare et** (*i\*da:\*re\* / et*) (manage, control), **iftira et** (*if\*ti\*ra: / et*) (slander), **ihaneṭ et** (*i\*ha:\*ne\*teṭ*) (betray), **ikram et** (*ik\*ra:\*meṭ*) (offer someone to eat or drink something), **ihlâl et** (*ih\*lâ:\*leṭ*) (violate), **ikna et** (*ik\*na: / et*) (convince, persuade), **ihraç et** (*ih\*ra:\*cet*) (export, expel), **ikaz et** (*i\*ka:\*zet*) (warn), **Imza et** (*im\*za: / et*) (sign), **imâl et** (*i:\*mâ:\*leṭ*) (manufacture), **intihar et** (*in\*ti\*ha:\*reṭ*) (commit suicide), **iptal et** (*ip\*ta:\*leṭ*) (cancel), **isabeṭ et** (*i\*sa:\*be\*teṭ*) (hit the mark), **israf et** (*is\*ra:\*feṭ*) (vaste), **istifa et** (*is\*ti\*fa: / et*) (resign), **istifade et** (*is\*ti\*fa:\*de / et*) (benefit from), **istirahat et** (*is\*ti\*ra\*ha\*teṭ*) (have a rest), **itaat et** (*i\*ta:\*a\*teṭ*) (obey), **ithâl et** (*it\*hâ:\*leṭ*) (import), **itiraf et** (*i:\*ti\*ra:\*feṭ*) (confess), **iyi et** (*i\*yi / et*) (cure, do the right thing), **iyilik et** (*i\*yi\*li\*ket*) (do a favor), **kabalık et** (*ka\*ba\*li\*ket*) (be rude), **kabul et** (*ka\*bu:\*leṭ*) (accept), **kâr et** (*kâ:\*reṭ*) (profit from), **kavga et** (*kav\*ga / et*) (fight, quarrel), **kontrol et** (*kon\*tro\*leṭ*) (check), **koordine et** (*ko\*or\*di\*ne / et*) (coordinate), **küfür et** (*küf\*reṭ*) (swear), **mecbur et** (*mec\*bu:\*reṭ*) (oblige), **meşgul et** (*meş\*gu:\*leṭ*) (occupy someone), **memnun et** (*mem\*nu:\*neṭ*) (make someone happy), **muhafaza et** (*mu\*ha:\*fa\*za / et*) (keep, preserve), **mutlu et** (*mut\*lu / et*) (make happy), **nefreṭ et** (*nef\*re\*teṭ*) (hate), **niyet et** (*ni\*ye\*teṭ*) (intend), **önderlik et** (*ön\*der\*li\*ket*) (lead), **razi et** (*ra:\*zi / et*) (persuade), **sabret** (*sab\*reṭ*) (be patient), **sakaṭ et** (*sa\*ka\*teṭ*)



(make physically disabled), **seyret** (*sey\*ret*) (watch, observe), **sohbet et** (*soh\*be\*tet*) (chat, talk), **söz et** (*sö\*zet*) (talk about), **tamir et** (*ta:\*mi:\*ret*) (repair, mend, fix), **tahsil et** (*tah\*si:\*tet*) (be educated), **takip et** (*ta:\*ki:\*bet*) (follow), **taklit et** (*tak\*li:\*det*) (imitate), **rahatsız et** (*ra\*hat\*sı\*zet*) (disturb), **tasarruf et** (*ta\*sar\*ru\*fet*) (economize on), **tasvir et** (*tas\*vi:\*ret*) (describe), **tavsiye et** (*tav\*si\*ye / et*) (recommend), **tedavi et** (*te\*da:\*vi: / et*) (cure), **teklif et** (*tek\*li:\*fet*) (offer), **telefon et** (*te\*le\*fo\*net*) (telephone, make a telephone call, ring up), **tembellik et** (*tem\*bel\*li\*ket*) (act or behave lazily), **tembih et** (*tem\*bi:\*het*) (warn), **tekraret** (*tek\*ra:\*ret*) (repeat), **tenkit et** (*ten\*ki:\*det*) (criticize), **tercih et** (*ter\*ci:\*het*) (prefer), **terk et** (*ter\*ket*) (abandon, leave, desert), **tesadüf et** (*te\*sa:\*dü\*fet*) (meet by chance, come across), **teslim et** (*tes\*li:\*met*) (deliver, hand over), **teşebbüs et** (*te\*şeb\*bü\*set*) (make an attempt), **teşekkür et** (*te\*şek\*kü\*ret*) (thank), **teşvik et** (*teş\*vi:\*ket*) (encourage).

When the above "et" verbs are attached to the allomorphs of [ER], [İ.YOR], [E.CEK], which all begin with vowels, the /t/ consonants change into the voiced /d/; but when they are attached to the allomorphs of [Dİ] and [MİŞ], which begin with consonants, they **do not change**. For example:

**acele eder, acele ediyor, acele edecek, acele etti, acele etmiş, teklif etti, teklif etmiş, istifa etti, istifa etmiş, tercüme etti, tercüme etmiş.**

If the [me] negation allomorph is used, the stress goes onto the verb "et":

**alay etme** (*a\*lay / et\*me*) (*a\*la\*yet\*me*), **affet me** (*af\*fet\*me*), **armağan etme** (*ar\*ma\*ğa\*net\*me*), **yardım etme** (*yar\*dı\*met\*me*), **terk etme** (*ter\*ket\*me*).

## yap:

**alışveriş yap** (do shopping), **arama yap** (carry out a search), **büyü yap** (cast a spell on someone), **çay yap, kahve yap** (make tea or coffee), **cümle yap** (make a sentence), **elinden geleni yap** (do your best), **ev işi yap** (do housework), **giriş yap** (enter), **hazırlık yap** (get ready), **hesap yap** (calculate), **iş yap** (do work, do business with), **işbirliği yap** (work together), **iyilik yap** (do a favour), **kaza: yap** (have an accident), **konuşma yap** (make a speech), **makyaj yap** (do one's make up), **ödev yap** (do homework), **rejim yap** (go on a diet), **şaka yap** (make a joke), **tatil yap** (have a holiday, vacation), **tica:ret yap** (trade), **toplantı yap** (hold a meeting), **yanlışlık yap** (make a mistake), **yatak yap** (make the bed), **yemek yap** (cook, do the cooking), **yorum yap** (comment on something).

The other verbs that are used together with nouns are "ol", "işle", and "kaydet". Their examples are as follows:

**ol:**

**abone ol** (a\*bo\*ne / ol) (subscribe to), **destek ol** (des\*te\*kol) (support, back up), **gerçek ol** (ger\*çe\*kol) (come true) **kayıt ol** (kay\*dol) (enroll), **razı ol** (ra:\*zı / ol) (be willing to, consent to), **sahip ol** (sa:\*hi\*bol) (possess), **şahit ol** (şa:\*hi\*tol) (witness), **şehit ol** (şe\*hi\*dol) (die while fighting for Islam or his country), **teslim ol** (tes\*li:\*mol) (surrender to), **üye ol** (ü\*ye / ol) (be a member), **dürüst ol** (dü\*rüs\*tol) (be honest to), **kahrolmak** (be depressed)

**“işle”, “kaydet”, “sağla”:**

**başarı sağla** (succeed), **cinayet işle** (commit a murder) **günaha gir** (gü\*na:\*ha / gir) (commit a sin), **ilerleme kaydet** (make a progress), **suç işle** (commit a crime), **ün kazan** (be famous), **yarışa gir** (take part in a race)

**THE NEGATIVE FORM OF THE SIMPLE PRESENT TENSE**

The vowels and consonants used in the negative form of this tense undergo some changes. The composition of this tense is as follows:

In the **first person singular**, a verb root, stem or a verb frame is used first, and then the negation allomorphs either [mez] or [maz] are attached to the verbs, and they are followed by the personal allomorphs: “gel-me<sub>z</sub>-em”.

Although this verb configuration is acceptable in some Turkish dialects, in modern Turkish, the /z/ phonemes drop. When this happens, the remaining “e-e” and “a-a” identical vowels **combine**, and the verb chain becomes “gel-mem”, “dön-mem”, “uyu-mam”, etc.

- Gel-me<sub>z</sub>-em. (gel\*mem ~) I don't come.  
 Oku-maz-am. (o\*ku\*mam ~) I don't read.  
 Çalış-maz-am. (ça\*lış\*mam ~) I don't work.  
 Yürü-me<sub>z</sub>-em. (yü\*rü\*mem ~) I don't walk.  
 Konuş-maz-am. (ko\*nuş\*mam ~) I don't speak.  
 Tartış-maz-am. (tar\*tış\*mam ~) I don't discuss.  
 Ütüle-me<sub>z</sub>-em. (ütü\*le\*mem ~) I don't iron.  
 Yaz-maz-am. (yaz\*mam ~) I don't write.  
 Yen-il-me<sub>z</sub>-em. (ye\*nil\*mem ~) I am not defeated (beaten). (passive)

In the **second person singular**, one of the [mez] or [maz] allomorphs is used after the verb, which is followed by one of the personal allomorphs ♪ [sin, sın, sün, sun]:

- Gel-mez-sin. (*gel\*mez\*sin* ∼) You don't come.  
 Çalış-maz-sin. (*ça\*lış\*maz\*sin* ∼) You don't work.  
 Oku-maz-sin. (*o\*ku\*maz\*sin* ∼) You don't read.  
 Konuş-maz-sin. (*ko\*nuş\*maz\*sin* ∼) You don't speak.  
 Atla-maz-sin. (*at\*la\*maz\*sin* ∼) You don't jump.  
 Ağla-maz-sin. (*ağ\*la\*maz\*sin* ∼) You don't cry.  
 Kaç-ın-maz-sin. (*ka\*çın\*maz\*sin* ∼) You don't avoid. (reflexive)

As **the third person singular** takes a [Ø] zero personal morpheme, only the **negation** allomorphs ♪ [**mez, maz**] are used:

- Çalış-maz. (*ça\*lış\*maz* ∼) He doesn't work.  
 Oku-maz. (*o\*ku\*maz* ∼) He doesn't read.  
 Yaz-maz. (*yaz\*maz* ∼) He doesn't write.  
 Gör-mez. (*gör\*mez* ∼) He doesn't see.  
 Anla-maz. (*an\*la\*maz* ∼) He doesn't understand.  
 Gül-mez. (*gül\*mez* ∼) He doesn't laugh.  
 Ye-mez. (*ye\*mez* ∼) He doesn't eat.  
 İç-mez. (*iç\*mez* ∼) He doesn't drink.  
 Uyu-maz. (*u\*yu\*maz* ∼) He doesn't sleep.  
 Kaç-ın-maz. (*ka\*çın\*maz* ∼) He doesn't avoid. (reflexive)

The negative form of **the first person plural** takes [**me, ma**] negation allomorphs followed by [*y/iz, /y/iz*] personal allomorphs:

- Taşı-ma-/y/iz. (*ta\*şı\*ma\*yız* ∼) We don't carry.  
 Aç-ma-/y/iz. (*aç\*ma\*yız* ∼) We don't open.  
 Ağla-ma-/y/iz. (*ağ\*la\*ma\*yız* ∼) We don't cry.  
 Düzenle-me-/y/iz. (*dü\*zen\*le\*me\*yız* ∼) We don't arrange.  
 Kaç-ma-/y/iz. (*kaç\*ma\*yız* ∼) We don't escape.  
 Kaç-ın-ma-/y/iz. (*ka\*çın\*ma\*yız* ∼) We don't avoid. (reflexive)  
 Ertele-me-/y/iz. (*er\*te\*le\*me\*yız* ∼) We don't postpone.  
 İç-me-/y/iz. (*iç\*me\*yız* ∼) We don't drink.  
 Öv-ün-me-/y/iz. (*öv\*vün\*me\*yız* ∼) We don't boast. (reflexive)

The **negative form** of the **second person plural** takes [**mez, maz**] allomorphs according to the vowel harmony rules:

- Gel-mez-sin-iz. (*gel\*mez\*si\*niz* ∼) You don't come.  
 Oku-maz-sin-iz. (*o\*ku\*maz\*si\*niz* ∼) You don't read.  
 Çalış-maz-sin-iz. (*ça\*lış\*maz\*si\*niz* ∼) You don't work.  
 Taşı-maz-sin-iz. (*ta\*şı\*maz\*si\*niz* ∼) You don't carry.

Seyret-mez-sin-iz. (*sey\*ret\*mez\*si\*niz* ~) You don't watch.  
 Ara-maz-sin-iz. (*a\*ra\*maz\*si\*niz* ~) You don't search.  
 Seç-il-mez-sin-iz. (*se\*çil\*mez\*si\*niz* ~) You are not elected. (passive)

**The third person plural** form takes [**mez, maz**] negation allomorphs followed by [**ler, lar**] personal allomorphs:

Gel-mez-ler. (*gel\*mez\*ler* ~) They don't come.  
 Kal-maz-lar. (*kal\*maz\*lar* ~) They don't stay.  
 Dinle-mez-ler. (*din\*le\*mez\*ler* ~) They don't listen.  
 Konuş-maz-lar. (*ko\*nuş\*maz\*lar* ~) They don't speak.  
 Uç-uş-maz-lar. (*u\*çuş\*maz\*lar* ~) They don't fly about. (reciprocal)  
 Yürü-mez-ler. (*yü\*rü\*mez\*ler* ~) They don't walk.  
 Ağla-maz-lar. (*ağ\*la\*maz\*lar* ~) They don't cry.  
 Ertele-mez-ler. (*er\*te\*le\*mez\*ler* ~) They don't postpone.  
 Kız-maz-lar. (*kız\*maz\*lar* ~) They don't get angry.  
 Çek-in-mez-ler. (*çe\*kin\*mez\*ler* ~) They don't avoid. (Turkish is reflexive.)

## THE SIMPLE PRESENT POSITIVE QUESTION

**In all of the positive and negative question forms of this tense, the [mi, mı, mü, mu] question allomorphs are separately used followed by personal allomorphs:**

(ben) : ♪ “mi-/y/im?, mı-/y/ım?, mü-/y/üm?, mu-/y/um?”  
 (sen) : ♪ “mi-sin?, mı-sın?, mü-sün?, mu-sun?”  
 (o) : ♪ “mi?, mı?, mü?, mu?”  
 (biz) : ♪ “mi-/y/iz?, mı-/y/ız?, mü-/y/üz?, mu-/y/uz?”  
 (siz) : ♪ “mi-sin-iz?, mı-sın-ız?, mü-sün-üz?, mu-sun-uz?”  
 (onlar) : ♪ “ler mi?, lar mı?”

The /y/ phonemes above are all glides. Although these words follow the vowel harmony rules, they are considered words, and therefore, they are **separately** written:

Bekle-er mi-/y/im? (*bek\*ler / mi\*yim* ~) Do I wait?  
 Öksür-ür mü-/y/üm? (*ök\*sü\*rür / mü\*yüm* ~) Do I cough?  
 Bekle-er mi-sin? (*bek\*ler / mi\*sin* ~) Do you wait?  
 Ge-lir mi? (*ge\*lir / mi* ~) Does he come?  
 Gi-tir mi-/y/iz? (*gi\*der / mi\*yiz* ~) Do we go?  
 Yüz-er mi-sin-iz? (*yü\*zer / mi\*si\*niz* ~) Do you swim?

Anla-**ar**-lar mı? (*an\*lar\*lar / mı* ~) Do they understand?

Taşı-**ır**-lar mı? (*ta\*şır\*lar / mı* ~) Do they carry?

### THE SIMPLE PRESENT NEGATIVE QUESTION

To form a Simple Present negative question verb composition, [**mez, maz**] negation allomorphs are used after the verb roots, stems or frames; and then ♪ [mi-/y/im?, mı-/y/im?, mü-/y/üm?, mu-/y/um?], [mi-sin?, mı-sın?, mü-sün?, mu-sun?], [mi?, mı?, mü?, mu?], [mi-/y/iz?, mı-/y/iz?, mü-/y/üz?, mu-/y/uz?], [mi-sın-iz?, mı-sın-iz?, mü-sün-üz?, mu-sun-uz?] or [ler mi?, lar-mı?] words are separately written. Although the following two sentences are structurally The Simple Present Tense, they generally express **reproach**.

Sana yardım et-me<sub>z</sub> mi-/y/im? (İstersin de yardım etmez miyim?)

(*sa\*na / yar\*dım / et\*mez / mi\*yim* ~)

Don't I help you? (Won't I help you "if you ask me"?)

Be<sub>n</sub>-im-le çalış-maz mı-sın?

(*be\*nim\*le / ça\*lış\*maz / mı\*sın* ~)

Don't you work with me? (Won't you work with me "if I ask you"?)

Although the sentences above are structurally Simple Present (Geniş Zaman), Turkish people generally prefer using (Şimdiki Zaman) The Present Continuous English Tense verb composition in place of the Turkish sentences above:

Sana hep yardım et-me-i.yor mu-/y/um?

(The /e/ drops, and the /m/ detaches and attaches to the /i/ vowel.)

(*sa\*na / hep / yar\*dım / et\*mi\*yor / mu\*yum* ~)

Am I not always helping you? (complaint)

Gün boyunca çalış-ma-ı.yor mu-sun?

(*gün / bo\*yun\*ca~ / ça\*lış\*mi\*yor / mu\*sun* ~)

Don't you work all day long? Aren't you working all day long?

Klasik müzik sev-me-i.yor mu-sun?

(*klâ\*sık / mü\*zık~/sev\*mi\*yor / mu\*sun* ~)

Don't you like classical music?

Kardeş-in senin-le oyna-ma-ı.yor mu?

(*kar\*de\*şin / se\*nin\*le~/oy\*na\*mi\*yor / mu* ~)

Doesn't your sister play with you?

As it is seen, The Turkish Present Continuous verb formation is used more frequently than the usual Simple Present Tense. Compare the following sentences:

Her gün ırmakta yüz-ü.yor-um or yüz-er-im.

(her / gün / ır\***mak**\*ta / yü\*zü\*yo\*rum ~)

I swim in the river everyday.

Eş-im İngilizce öğret-i.yor.

(e\*şim / in\*gi\***liz**\*ce / öğ\*re\*ti\*yor ~)

My wife teaches English.

Patates püresi sev-me-i.yor-um or sevmem.

(pa\*ta\*tes / pü\*re\*si / **sev**\*mi\*yo\*rum ~)

I don't like mashed potatoes.

Öğretmen-ler yaramaz çocuk-lar-dan hoşlan-maz(lar).

(öğ\*ret\*men\*ler / ya\*ra\*maz / ço\*cuk\*lar\*dan / hoş\*lan\***maz** ~)

Teachers don't like naughty children.

Bazen bir lokanta-da akşam yemek-i ye-i.yor-uz, or ye-iz.

Sometimes we have dinner at a restaurant.

Pop müzik sey-i.yor mu-sun?

(pop / mü\*zik / se\*vi\*yor / mu\*sun ~)

Do you like pop-music?

Okul-a (her gün) yürü-/y/e.rek mi gi-ti.yor-sun?

(o\*ku\*la / yü\*rü\***ye**\*rek / mi / gi\*di\*yor\*sun ~)

Do you walk to school (every day)?

The position of the question word ♪ [**mi, mı, mü, mu**] can be changed and put after an important and stressed word in an interrogative sentence:

Okul-a otobüs-le mi gi-ti.yor-sun?

(o\*ku\*la / o\*to\***büs**\*le / mi / gi\*di\*yor\*sun ~)

Do you go to school by **bus**?

Otobüs-le okul-a mı gi-ti.yor-sun)?

(o\*to\***büs**\*le / o\*ku\***la** / mı / gi\*di\*yor\*sun ~)

Do you go to **school** by bus?

Okul-a otobüs-le gi-ti.yor mu-sun?

(o\*ku\*la / o\*to\***büs**\*le / gi\***di**\*yor / mu\*sun ~)

Do you **go** to school by bus?

However, when the (Geniş Zaman) The Simple Present Tense question form is used, the sentence changes into an **offer**:

Okul-a otobüs-le git-er mi-sin?  
 (o\*ku\*la / o\*to\*büs\*le / gi\*der~ / mi\*sin ~)  
 How about going to school by bus? (offer)

Ben-im-le sinema-/y/a git-er mi-sin?  
 (be\*nim\*le / si\*ne\*ma\*/y/a / gi\*der~ / mi\*sin ~)  
 How about going to the cinema with me? (offer)

## THE QUESTION WORDS USED IN THE SIMPLE PRESENT TENSE

The question words “**kim?**” (who?); “**kim-i?**” (*ki\*mi*) (whom?); “**nasıl?**” (how?); “**nere-de, nere-/y/e?**” (*ne\*re\*/y/e*) (where?); “**kim-in?**” (*ki\*min*) (whose?); “**ne sıklık-ta?**” (how often?); “**ne zaman?**” (when?); “**saat kaç-ta?**” (what time?); “**niçin?**”, “**ne-den?**” (why?); “**ne çeşit?**” (what kind of?) can be used in this tense as they are used in the other tenses. The inflectional morphemes attached to these interrogative words are the defining allomorph [i] in “**kim-i?**”, the allomorphs of the morpheme [DE] in “**nere-de?**”, “**ne sıklık-ta?**”, “**kaç-ta?**”; the possessor allomorph [in] in “**kim-in?**”, “**ne-/y/in?**”, the [DEN] morpheme in “**kim-den?**”, “**ne-den?**” and “**nere-den?**”, and [LE] morpheme “**kim-le?**”, “**ne/y/-le?**”.

In order to make up Turkish sentences containing one of the interrogative words above, one can put one of these words in a **positive or negative sentence** without changing its order. In other words, one can use such interrogative words in Turkish positive or negative sentences without changing their positive or negative sentence structures.

**Bürona nasıl git-i.yor-sun?** Bürona .... gidiyorsun.  
 (bü\*ro\*na / na~sıl / gi\*di\*yor\*sun~)  
 (not “\*nasıl gidiyor musun”) How do you go to your office? **Otobüsle.** By bus.

**Nerde İngilizce öğre-ti.yor-sun?**  
 (ner~de / in\*gi\*liz\*ce / öğ\*re\*ti\*yor\*sun~)  
 Where do you teach English? or “Where are you teaching English?”

“Nerde İngilizce öğretirsin?” is an offer. It means, “Where do you want to teach English?”

**Bu soru-/y/a kim cevap vermek iste-i.yor?**  
 (bu / so\*ru\*ya~ / kim~ / ce\*vap / ver\*mek / is\*ti\*yor~)  
 Who wants to answer this question?

**Tiyatro-/y/a ne sıklık-ta git-i.yor-sun?**  
 (ti\*yat\*ro\*ya / ne~ / sık\*lık\*ta / gi\*di\*yor\*sun~)  
 How often do you go the theatre?

**Her sabah saat kaç-ta kalk-ı.yor-sun?**

( her / sa\**bah* / sa\**at* / kaç\**ta* / kal\**ki*\**yor*\**sun*)

What time do you get up every morning?

In traditional Turkish grammars, some consonants such as /m/, /n/, /k/, /z/, are considered personal allomorphs, which are inconsistent with the rest of the bound morphemes and syllables of the Turkish language. The Turkish bound morphemes, and their allomorphs are all made up of at least “one **vowel**” such as [İ]; “consonant + **vowel**” such as [Dİ]; “**vowel** + consonant” such as [İL], [İM], [İN], [İK] or [İZ]; “**vowel** + consonant + consonant” such as “art”, “ört”; “consonant + **vowel** + consonant” such as [MİŞ], or “consonant + **vowel** + consonant + consonant” such as “tirt”, “dirt”, “dirt”, “türt”, or they are made of two syllables such as, [i.yor], [me.li], [e.cek], [a.maz], There are no bound morphemes in Turkish **without vowels**. However, some of these vowels **drop** and they are ignored in speech and writing, or when they coincide, they combine, and are verbalized as **single vowels**.

To shorten these syllable structures, the first letters of them can be used as “**v**”, “**c.v**”, “**v.c**”, “**v.c.c**”, “**c.v.c**” or “**c.v.c.c**”. The only exception to this rule is the [T] morpheme used in the causative verb frames as in (ge\*tirt), (al\*dirt)”. All Turkish morphemes and syllables are formed of one of these six syllable types. In short, there are no morphemes in Turkish **without vowels**, but the phonological system **drops** or **combines** some of them while rearranging the syllables of the morphemes to maintain the Turkish syllabification sequence.

One important rule to add to the explanations above is that **the morphemes** and **syllables** in Turkish **do not follow a parallel pattern**. While the words are divided into syllables, the morphemes comply with the **syllable rules** of the Turkish language. For instance, the last consonants of some words or morphemes detach from their syllables, and attach to the first vowels of the following morphemes, such as:

kuş-u (ku\**şu*), ben-i (be\**ni*), oda-am-a (o\**da*\**ma*), defter-im (def\**te*\**rim*), tarla-am (tar\**lam*), gör-ül-mek (gö\**rül*\**mek*), keş-iş-mek (ke\**siş*\**mek*), etc.

Furthermore, The Simple Present Tense allomorphs are [ir, ır, ür, ur, er, ar] such as in: “**ge**l-ir” (ge\**lir*), “**a**l-ır” (a\**lir*), “**gö**r-ür” (gö\**rür*), “**ot**ur-ur” (o\**tu*\**rur*) “**aç**-ar” (a\**çar*), bekle-er (bek\**ler*), yakala-ar (ya\**ka*\**lar*).

The Simple Present Tense allomorphs above attach to the verbs ending with **consonants**. However, if the verbs end with **vowels**, **the first vowels** of the Simple Present Tense allomorphs coincide with **the last** vowels of the verbs, combine, and are vocalized as single vowels:



Bekle-er (*bek\*ler*), incele-er (*in\*ce\*ler*), hazırla-ar (*ha\*zır\*lar*), yakala-ar (*ya\*ka\*lar*), yürü-ür (*yü\*rür*), uyu-ur (*u\*yur*), yakala-ar-ım (*ya\*ka\*la\*ırım*)

Likewise, **when** the personal allomorphs  $\text{[im, ım, üm, um]}$ ,  $\text{[in, ın, ün, un]}$ ,  $\text{[ik, ık, ök, uk]}$ ,  $\text{[in-iz, ın-iz, ün-üz, un-uz]}$  follow the Simple Past Tense allomorphs  $\text{[di, dı, dü, du, ti, tı, tü, tu]}$ , their **vowels** coincide and combine, and verbalize as single vowels. For instance:

Gel-di-im (*gel\*dim*), al-dı-ım (*al\*dım*), gör-dü-üm (*gör\*düm*), otur-du-um (*o\*tur\*dum*), bekle-di-in (*bek\*le\*din*), konuş-tu-un (*ko\*nuş\*tun*), öpüş-tü-ün (*ö\*püş\*tün*), bekle-di-ik (*bek\*le\*dik*), otur-du-uk (*o\*tur\*duk*), konuş-tu-un-uz (*konuş\*tu\*nuz*), kaç-tı-ın-ız (*kaç\*tı\*nız*).

## THE PRESENT CONTINUOUS AND THE PRESENT PERFECT CONTINUOUS TENSES

The Present Continuous (Şimdiki Zaman) time morpheme is **[İ.YOR]**, which has four allomorphs:  $\text{[i.yor, ı.yor, ü.yor, u.yor]}$ . When these allomorphs are attached to the verbs ending with **consonants**, these consonants detach from their syllables and attach to the following **[İ.YOR]** allomorphs. These consonants are single underlined. However, when they are attached to the verb roots, stems or frames ending with **vowels**, the **end vowels** of these verbs **drop**, so the allomorphs of the **[İ.YOR]** morpheme follow the vowels that **precede** the **dropped** vowels. The dropped vowels are double underlined.

Note: The vowels that are said “**dropped**” are the vowels that are overlooked by the Turkish language sound system while the previous vowels are being linked to the following ones. This is because it is not harmonious for the Turkish-speaking people to pronounce two vowels attached to one another, so they either skip one of them, or combine them or link them with glides.

The verb roots, stems or frames ending with **consonants**:

gel-i.yor (e→i) (*ge\*li\*yor*), bak-ı.yor (a→ı) (*ba\*kı\*yor*), otur-u.yor (u→u) (*o\*tu\*ru\*yor*), öksür-ü.yor (ü→ü) (*ök\*sü\*rü\*yor*), yanış-ı.yor (a→ı) (*ya\*na\*ş\*ı\*yor*), bekleş-i.yor (e→i) (*bek\*le\*ş\*i\*yor*), bekle-n-i.yor-lar (e→i) (*bek\*le\*ni\*yor\*lar*), ar-ı.yor (a→ı) (*ar\*tı\*yor*), it-i.yor (i→i) (*i\*ti\*yor*)

The verb roots, stems or frames ending with **vowels**:

bekle-i.yor (e→i) (*bek\*li\*yor*), ertele-i.yor (e→i) (*er\*te\*li\*yor*), yürü-ü.yor (ü→ü) (*yü\*rü\*yor*), atla-ı.yor (a→ı) (*at\*lı\*yor*), çalkala-ı.yor (a→ı) (*çal\**

*ka\*li\*yor*), *akla-ı.yor* (a→ı) (*ak\*li\*yor*), *dengele-i.yor* (e→i) (*den\*ge\*li\*yor*), *oku-u.yor* (o→u) (*o\*ku\*yor*), *taşı-ı.yor* (a→ı) (*ta\*şı\*yor*), *oyna-u.yor* (o→u) (*oy\*nu\*yor*).

The last vowels of the verbs above are double underlined. When these last vowels **drop**, the first vowels of the [İ.YOR] morpheme follow **the vowels** preceding the **dropped** vowels. The single underlined **consonants** preceding the dropped vowels detach from their syllables and attach to the **first** vowels of the [İ.YOR] allomorphs.

### **bekliyor, erteliyor, yürüyor, atlıyor, çalkalıyor, akıyor, dengeliyor**

When one of the allomorphs of the morpheme [İ.YOR] is attached to the **negation** allomorphs [me] or [ma], these negation allomorphs also drop their **last vowels**, and the [İ.YOR] morpheme follow the vowels preceding the dropped vowels according to the vowel harmony of the Turkish language:

*gel-me-i.yor* (e→i) (*gel\*mi\*yor*), *oku-ma-u.yor* (u→u) (*o\*ku\*mu\*yor*), *bekle-me-i.yor* (e→i) (*bek\*le\*mi\*yor*), *çalış-ma-ı.yor* (ı→ı) (*ça\*lış\*mi\*yor*), *gül-me-ü.yor* (ü→ü) (*gül\*mü\*yor*), *ertele-me-i.yor* (e→i) (*er\*te\*le\*mi\*yor*).

The [İ.YOR] morpheme is composed of two syllables: “i\*yor”. The second syllable of this morpheme “yor” never follows the vowel harmony rules, and consequently, **the personal** morphemes that follow them do not have different allomorphs:

*gel-i.yor-um*, *başla-ı.yor-sun*, *koş-u.yor*, *gez-i.yor-uz*, *çalış-ı.yor-sun-uz*, *gül-ü.yor-lar*, *bekle-i.yor*, *anla-ı.yor*, *kovala-ı.yor*, *besle-i.yor*

As a rule, the last consonants of the verbs detach from their syllables, and attach to the first vowels of the following morphemes. However, when the /p, t, ç, k/ unvoiced consonants detach from their syllables and attach to the following morphemes, they also change into their voiced forms /b, d, c, ğ/.

**The Present Continuous and The Present Perfect Continuous** tenses of the English language are both expressed in **şimdiki zaman** (The Present Continuous Tense) in Turkish. Compare the following sentences:

O **gel-i.yor.** (e → i)

(*ge\*li\*yor* ~)

He is coming. (now or later)

O bir mektup **yaz-ı.yor.** (a→ı)

(o / bir / mek\*tup / ya\*zi\*yor ~)

He is writing a letter. (now)

O bir saat-tir bir mektup **yaz-ı.yor.** (a→ı)  
 (o / **bir** / sa\*at\*tir / bir / mek\*tup / ya\*zi\*yor ~)  
 He has been writing a letter for an hour.

Jack bahçe-de **oyna-u.yor.** (o→u)  
 (Jack / bah\*çe\***de** / oy\*nu\*yor ~)  
 Jack is playing in the garden. (The /a/ drops, and the /n/ attaches to /u/.)

**Jack** sabah-tan beri bahçe-de **oyna-u.yor.** (o→u)  
 (Jack / sa\*bah\*tan / be\*ri / bah\*çe\***de** / oy\*nu\*yor ~)  
 Jack has been playing in the garden since morning.

Mehmet bahçe-de koş-u.yor. (o→u)  
 (meh\*met / bah\*çe\***de** / ko\*şu\*yor ~)  
 Mehmet is running in the garden. (now)

Mary nehir-de yüz-ü.yor. (ü→ü)  
 (ma\*ri / ne\*hir\***de** / yü\*zü\*yor ~)  
 Mary is swimming in the river. (now)

Okul-un ön-ü/n/-de bekle-eş-i.yor-uz. (e→i)  
 (o\*ku\***lun** / ö\*nün\*de / bek\*le\*şi\*yo\*ruz ~)  
 We are waiting together in front of the school. (reciprocal)

Jack boyuna televizyon seyret-i.yor. (e→i)  
 (Jack ~ / **bo**\*yu\*na / te\*le\*viz\***yon** / sey\*re\*di\*yor ~)  
 Jack is always watching television. (complaint)

(Ben) televizyon seyret-i.yor-um. (e→i)  
 (ben / te\*le\*viz\***yon** / sey\*re\*di\*yo\*rum ~)  
 I am watching television.

The single underlined consonants detach from their syllables, and attach to the first vowels of the following morphemes during syllabication. Moreover, the /p, t, ç, k/ single underlined unvoiced consonants both detach from their syllables and attach to the first vowels of the following morphemes, and change into their voiced counterparts /b, d, c, ğ/.

(Biz) bahçe-de **oyna-u.yor-uz.** (o→u)  
 (biz / bah\*çe\***de** / oy\*nu\*yo\*ruz ~)  
 We are playing in the garden.

(Siz) Türkçe öğren-i.yor mu-sun-uz? (e→i)  
 (siz / Türk\*çe / öğ\*re\***ni**\*yor / mu\*su\*nuz ~)  
 We are learning Turkish. (now)

(Biz) *üç aydır* Türkçe öğren-i.yor-uz. (e→i) (liaison)

(biz / *ü\*çay\*dır / türk\*çe / öğ\*re\*ni\*yo\*ruz* ~)

We have been learning Turkish for three months.

Martı-lar gökyüz-ü/n/-de uç-u.yor-lar. (u→u)

(mar\*tı\*lar / gök\*yü\*zün\*de / u\*çu\*yor\*lar

The seagulls are flying in the sky. (now)

Onlar sen-i bek-le-i.yor-lar. (e→) (The /e/ drops, and the /l/ attaches to /i/.)

(on\*lar / se\*ni / bek\*li\*yor\*lar

They are waiting for you. (now)

(Biz) öğle yemek-i ye-i.yor-uz. (e→i) (The /e/ drops, and the /y/ attaches to /i/.)

(biz / öğ\*le / ye\* me\*ği / yi\*yo\*ruz

We are having lunch. (now)

Öğrenci-ler saat sekiz-den beri öğretmen-ler-i/n/i bek-le-i.yor-lar.

The students have been waiting for their teacher since eight.

*Ne kadar zaman-dır* televizyon seyret-i.yor-sun? (e→i)

(ne ~ / ka\*dar / za\*man\*dır / te\*le\*viz\*yon / sey\*re\*di\*yor\*sun

How long have you been watching television?

Günler uza-u.yor. (u→u) (liaison)

(gün\*le\*ru\*zu\*yor

Days are getting longer.

Oğlum ev ödev-i/n/i yap-ı.yor. (a→) (liaison)

(oğ\*lum / e\*vö\*de\*vi\*ni / ya\*pi\*yor

My son is doing his homework.

Üç saattir çalış-ı.yor-um. (ı→ı)

(üç / sa\*at\*tir / ça\*lı\*şı\*yo\*rum

I have been studying for three hours.

Bir saat-tir sen-i bek-le-i.yor-um. (e→i)

(bir / sa\*at\*tir / se\*ni / bek\*li\*yo\*rum

I have been waiting for you for an hour.

Sabah-tan beri ne yap-ı.yor-sun? (a→ı)

(sa\*bah\*tan / be\*ri / ne ~ / ya\*pi\*yor\*sun

What have you been doing since morning?

Şimdi ne yap-ı.yor-sun? (a→ı)

(şim ~ di / ne / ya\*pi\*yor\*sun

What are you doing now?

The morpheme [**DİR**] can also be used after The Present Continuous Tense (Şimdiki Zaman) in Turkish to express estimation:

Jack ne yap-ı.yor? (a→ı)

(jack / **ne** / ya\*pi\*yor)

What is Jack doing?

Ders çalış-ı.yor-dur. (ı→ı)

(**ders** / ça\*lı\*şı\*yor\*dur)

I think (guess) he is studying.

The **near future concept** can also be expressed in the Present Continuous Tense (Şimdiki Zaman) in Turkish as it is done in English:

Uçak biraz-dan havalan-ı.yor. (a→)

(u\*çak / bi\*raz\*dan / ha\*va\*la\*ni\*yor)

The plane is taking off soon.

Misafir-ler yarın gel-i.yor-lar. (e→ı)

(mi\*sa:\*fir\*ler / ya\*rın / ge\*li\*yor\*lar)

The visitors are coming tomorrow.

Misafirler biraz-dan gel-i.yor mu? (e→ı)

(mi\*sa:\*fir\*ler / bi\*raz\*dan / ge\*li\*yor / mu)

Are the visitors coming soon?

Yarın Londra'y/a git-i.yor-uz. (ı→ı)

(ya\*rın / Lon\*dra\*ya / gi\*di\*yo\*ruz)

We are going to London tomorrow.

Birazdan çık-ı.yor mu-/y/uz? (ı→ı)

(bi\*raz\*dan / çı\*kı\*yor / mu\*yuz)

Are we leaving soon?

Yarın yeni bir araba satın al-ı.yor-um. (a→ı) (liaison)

(ya\*rın / ye\*ni / bi\*ra\*ra\*ba / sa\*tı\*na\*lı\*yo\*rum)

I'm going to buy a new car tomorrow.

Yarın taşın-ı.yor mu-sun-uz? (ı→ı)

(ya\*rın / ta\*şın\*ı\*yor / mu\*su\*nuz)

Are you moving tomorrow. (reflexive)

Yarın sigara-/y/ı bırak-ı.yor-um. (a→)

(ya\*rın / si\*ga\*ra\*yı / bı\*ra\*kı\*yo\*rum)

I am going to stop smoking tomorrow.

## THE VERBS THAT ARE NOT USED IN SIMPLE TENSES IN TURKISH

Some verbs that **are not normally used** in continuous tenses in English are **especially** used in **continuous tenses** in Turkish, and strange to say, these verbs are **not** generally used in simple tenses.

These verbs are as follows:

**adore, appreciate, believe, care, desire, forgive, hate, hear, know, like, love, mean, mind, miss, recall, refuse, remember, see, smell, seem, think, trust, understand, want, wish.**

Consider and compare the following sentences:

Señ-i affeṭ-i.yoṛ-um.

(se\*ni / af\*fe\*di\*yo\*rum ~)

I forgive you. (The /t/ changes into /d/.)

Señ-i sev-i.yoṛ-um.

(se\*ni / se\*vi\*yo\*rum ~)

I love you.

Beñ-i sev-i.yor mu-sun?

(be\*ni / se\*vi~\*yor / mu\*sun ~)

Do you love me?

Sana tap-i.yoṛ-um.

(sa\*na / ta\*pi\*yo\*rum ~)

I adore you.

Hepiniz-i hatırla-i.yoṛ-um.

(he\*pi\*ni\*zi / ha\*tır\*lı\*yo\*rum ~)

I remember all of you.

Beñ-i hatırla-i.yor mu-sun-uz?

(be\*ni / ha\*tır\*lı~\*yor / mu\*sunuz ~)

Do you remember me?

Hepiniz-e güven-i.yoṛ-um.

(he\*pi\*ni\*ze / gü\*ve\*ni\*yo\*rum ~)

I trust all of you.

Bana güven-me-i.yor mu-sun?

(ba\*na / gü\*ven~\*mi\*yor / mu\*sun ~)

Don't you trust me?

Siz-i anla-i.yoṛ-um.

(si\*zi / an\*lı\*yo\*rum ~)

I understand you.

Siz beñ-i anla-i.yor mu-sun-uz?

(siz / be\*ni / an\*lı~\*yor / mu\*sunuz ~)

Do you understand me?

Siz-i an.la.ma-i.yoṛ-um.

(si\*zi / an\*la\*mi\*yo\*rum ~)

I don't understand you.

Beñ-i anla.ma-i.yor mu-sun-uz?

(be\*ni / an\*la~\*mi\*yor / mu\*sunuz ~)

Don't you understand me?

Bir fincan kahve iste-i.yor-um.  
(bir / fin\*can / kah\*ve / is\*ti\*yo\*rum ~)  
I want a cup of coffee.

Gramer kitap-la-rı-ı oku-mak-tan nefret e-t-i.yor-um. (liaison)  
(gra\*mer / ki\*tap\*la\*rı / o\*ku\*mak\*tan / nef\*re\*te\*di\*yo\*rum ~)  
I hate reading grammar books.

Ben-i özle-ü.yor mu-sun?  
(be\*ni / öz\*lü ~\*yor / mu\*sun ~)  
Do you miss me?

Sana inan-ma-ı.yor-um.  
(sa\*na / i\*nan\*mi\*yo\*rum ~)  
I don't believe you.

Hiçbir şey işit-me-i.yor-um.  
(hiç\*bir / şey / i\*şit\*mi\*yo\*rum ~)  
I don't hear anything.

Umursa-ma-ı.yor-um. Umur-um-da değil. (Bana ne?)  
(u\*mur\*sa\*mi\*yo\*rum ~) (u\*mu\*rum\*da / de\*ğil ~) (ba\*na / ne ~)  
I don't care.

Bu proje uygulan-a-bil-ir gör-ün-ü.yor.  
(bu / pro\*je / uy\*gu\*la\*na\*bi\*lır / gö\*rü\*nü\*yor ~)  
This project seems (looks) (sounds) feasible.

Siz-i takdir e-t-i.yor-um. (liaison)  
(si\*zi / tak\*di:\*re\*di\*yo\*rum ~)  
I appreciate you.

The verbs that are given above can be used in **The Simple Present Tense** (Geniş Zaman) in **conditional sentences**:

Tekrar geç kal-ma-ma-/y/a söz ver-ir-se-en sen-i affet-er-im.  
(tek\*rar / geç / kal\*ma\*ma\*ya / söz / ve\*rir\*sen~/ se\*ni / af\*fe\*de\*rim ~)  
If you promise not to be late again, I will forgive you.

Bana yeni bir araba al-ır-sa-an sen-i daha çok sev-er-im.  
(ba\*na / ye\*ni / bir / a\*ra\*ba / a\*lır\*san~/ se\*ni / da\*ha / çok / se\*ve\*rim ~)  
If you buy me a new car, I will love you more.

## TURKISH VERB FRAMES

The suffixes (the inflectional allomorphs) that form Turkish **verb frames** make them indivisible units, and so they are used as verb **stems**. The other suffixes, such as: **negation**, **time** and **personal** allomorphs follow them in succession. There are five kinds of verb frames:

**Transitive verb frames** (geçişli fiil çatıları), **intransitive verb frames** (geçişsiz fiil çatıları), **passive verb frames** (edilgen fiil çatılar), **reflexive verb frames** (dönüşlü fiil çatıları), and **reciprocal verb frames** (işteş fiil çatıları).

### TRANSITIVE AND INTRANSITIVE VERB FRAMES

**Transitive verb frames** are the verbs that take **direct objects**:

Annem her hafta ev-i temizler. Mother cleans the house every week.  
subj adverbial obj tran verb subj tran verb obj adverbial phrs

Ahmet bir hikâye kitab-ı okuyor. Ahmet is reading a story book.  
subj obj tran.verb subj tran verb obj

Ben her sabah odam-ı tertiplerim. I tidy my room every morning.  
subj adverbial obj tran verb subj tran verb obj adverbial phrs

**Intransitive verb frames** do not take objects:

Ben bazen nehir-de yüzerim. I sometimes swim in the river.  
subj adverb adverbial intr verb adverbial intr verb adverbial

Oğlum gün-de sekiz saat uyur. My son sleeps eight hours a day.  
subj adverbial adverbial intr verb subj intr verb adverbial

Oğlum okul-a her sabah otobüs-le gider.  
subj adverbial adverbial adverbial intr verb

My son goes to school by bus every morning.  
subj intr verb adverbial adverbial adverbial

### REFLEXIVE VERB FRAMES (DÖNÜŞLÜ FİİL ÇATILARI)

A **reflexive verb frame** is a verb whose action in a sentence has its effect on a person or thing that **does** the action. The most commonly used inflectional suffix that turns verb roots and stems into reflexive verbs is [İN], which has six allomorphs: ♪ [in, in, ün, un, en, an]. The other one, which has only a few examples in Turkish, is [İL], which has four allomorphs ♪ [il, il, ül, ul],



such as “Gömleğime çay dök-ül-dü”, “Deniz çek-il-di”. As a rule the identical “a-a”, “e-e”, “i-i”...vowels combine, and the single underlined consonants /n/ detach from their syllables and attach to the following vowels.

Oğlum yıka-an-ı.yor.

(oğ\**lum* / yı\**ka*\****nı***\**yor* ~)

My son is having a bath. (He is washing himself.)

Ayşe tara-an-ı.yor. Ayşe tara-an-ı.yor mu? (ay\**şe* / ta\**ra*\****nı***\**yor* / mu ~)

(ay\**şe* / ta\**ra*\****nı***\**yor* ~)

The meaning is “Ayşe is combing herself (her hair)”.

Başım kaşı-ın-ı.yor.

(ba\****şım*** / ka\**şı*\****nı***\**yor* ~)

My head is itching.

Kedi masa-/n/ın alt-ı/n/-da kaşı-ın-ı.yor.

(ke\**di* / ma\**sa*\****nın*** / al\**tın*\**da* / ka\**şı*\****nı***\**yor* ~)

The cat is scratching under the table.

Yazı sil-in-di. (Turkish is reflexive.)

(ya\**zı* / si\**lin*\****di*** ~)

The writing has been erased. (English is passive.)

Öy-ün-ü.yor.

(ö\**vü*\****nü***\**yor* ~)

He is boasting or praising himself.

Ayşe saç-ı-/n/ı tara-ı.yor. (Transitive.)

(ay\**şe* ~ / sa\**çı*\****nı*** / ta\**rı*\**yor* ~)

Ayşe is combing her hair. (The double underlined /a/ drops.) (transitive)

Dükân-lar saat yedi-de kapa-an-ır.

(dük\**kân*\**lar* / sa\**at* / ye\**di*\****de*** / ka\**pa*\**nır* ~)

Shops close at seven o'clock. (They close themselves.)

Ayşe kapı-/n/ın arka-/s/ı/-/n/a sakla-an-ı.yor.

(ay\**şe* / ka\**pı*\****nın*** / ar\**ka*\**sı*\**na* / sak\**la*\****nı***\**yor* ~)

Ayşe is hiding behind the door. (She is hiding herself.)

Yer sarş-ı-ı.yor.

(***yer*** / sar\**sı*\****lı***\**yor* ~)

The ground is shaking. (It is shaking itself.)

Üz-ül-e.cek-sin.

(ü\*zü\*le\*cek\*sin ~)

You will be sorry.

The allomorphs that are used to form reflexive verbs are also used with verbs when they are transformed into the passive voice. As these allomorphs sometimes cause confusion, one should be careful when one defines them:

Kara gör-ün-dü.

(ka\*ra / gö\*rün\*dü ~) (reflexive)

The land has showed itself.

Kara gör-ül-dü.

(ka\*ra / gö\*rül\*dü ~) (passive)

The land has been seen by someone.

## THE PASSIVE TRANSFORMATION OF THE INTRANSITIVE VERB FRAMES

Some Turkish **intransitive verbs** can also be transformed into the **passive forms** without being put into the passive voice. While these verbs are being shaped, the **passive transformation allomorphs** are attached to these verb roots or stems. In doing this, the verbs ending with **vowels** and the **/L/** phonemes attach to the ♪ [in, in, ün, un, en, an] allomorphs; the others ending with **consonants** attach to the ♪ [il, il, ül, ul] allomorphs. Although this form does not exist in English, it is expressed in a different sentence structure, which does not exist in Turkish. Consider the following:

Deniz-de yüz-ül-ür. (de\*niz\*de / yü\*zü\*lür ~)

"It is possible (natural) to swim in the sea", or "The sea is a place where one can naturally swim." (passive shaped intransitive)

İş-e saat sekiz-de başla-an-ır.

(i\*şe / sa\*at / se\*kiz\*de / baş\*la\*nır ~)

It is a rule to start work at eight. (passive shaped intransitive)

Pazar günleri dinlen-il-ir.

(pa\*zar / gün\*le\*ri / din\*le\*ni\*lır ~)

It is customary to have a rest on Sundays. (passive shaped intransitive)

Böyle güneş-li bir gün-de piknik-e git-il-ir.

(böyle / gü\*neş\*li / bir / gün\*de~/ pik\*ni\*ğē / gi\*di\*lır ~)

It is advisable (natural) to go for a picnic on such a sunny day.  
(passive shaped intransitive)

Güzel-e bak-ıl-ır. Güzel-e bak-ıl-maz mı? Isn't it natural to look at the ...?  
 (gü\*ze\*le / ba\*kı\*lır ~) (gü\*ze\*le / ba\*kıl\*maz ~ / mı ~)  
 It is natural to look at the beautiful. (passive shaped intransitive)

Pazartesi gün-le-ri erken kalk-ıl-ır.  
 (pa\*zar\*te\*si / gün\*le\*ri / er\*ken / kal\*kı\*lır ~)  
 It is a rule to get up early on Mondays.  
 (passive shaped intransitive)

To use the **negative** forms of the above sentences, [**mez, maz**] allomorphs are used after the **verbs**:

Böyle bir gürültü-de uyu-un-maz. Böyle bir gürültü-de uyu-un-ur mu?  
 böy\*le / bir / gü\*rül\*tü\*de ~ / u\*yun\*maz ~) (u\*yu\*nur ~ / mu ~)  
 It is impossible to sleep in such a noise. (passive shaped intransitive)

Bu sokak-ta yürü-ün-mez.  
 (bu / so\*kak\*ta / yü\*rün\*mez ~)  
 It is impossible to walk in this street. (passive shaped intransitive)

Onun laf-ı-/n/a bak-ıl-maz.  
 (o\*nun / lâ\*fi\*na / ba\*kıl\*maz ~)  
 It is natural (advisable) not to mind what he says. (passive shaped intr.)

Bu otel-de kal-ın-maz.  
 (bu / o\*tel\*de / ka\*lın\*maz ~)  
 It is impossible to stay in this hotel. (passive shaped intransitive)

Onun akli-/n/a uy-ul-maz.  
 (o\*nun / ak\*lı\*na / u\*yul\*maz ~)  
 It is inadvisable to follow his advice. (passive shaped intransitive)

Bu göl-de yüz-ül-ür mü?  
 (bu / göl\*de / yü\*zü\*lür ~ / mü ~)  
 Is it possible to swim in this lake? (passive shaped intransitive)

İngiltere'ye tren-le gi-t-il-mez mi?  
 (in\*gil\*te\*re\*ye / tren\*le / gi\*dil\*mez ~ / mi ~)  
 Isn't it possible to go to England by train?

## RECIPROCAL VERB FRAMES (İŞTEŞ FİİL ÇATILARI)

1. A **reciprocal** verb expresses an action which is exchanged between two or more people. The reciprocal morpheme is [**iş**], which has ♪ [**iş, ış, üş, uş, eş, aş**] allomorphs. When the verbs end with vowels, and the allomorphs

start with the same vowels, these two vowels **coincide** and **combine** and are verbalized as a single vowel:

Onlar bak-ış-ı.yor-lar.                      Onlar bak-ış-ma-ı.yor-lar mı?  
 (on\*lar / ba\*ki\***ş**i\*yor\*lar ~)      (on\*lar / ba\***kış** ~\*mı\*yor\*lar / mı ~)  
 They are looking at each other.    Aren' they looking at each other?

Kucakla-aş-ı.yor-lar.  
 (ku\*cak\*la\***ş**i\*yor\*lar ~)  
 They are hugging (each other).

Tokala-aş-ı.yor-lar.  
 (to\*ka\*la\***ş**i\*yor\*lar ~)  
 They are shaking hands.

Döy-üş-ü.yor-lar.  
 (dö\*vü\***ş**ü\*yor\*lar ~)  
 They are fighting. (They are beating each other.)

Öp-üş-ü.yor-lar-dı                      Onlar öp-üş-me-ü.yor-lar mı/y/-dı?  
 (ö\*pü\***ş**ü\*yor\*lar\*dı~)      (on\*lar / ö\***püş** ~\*mü\*yor\*lar / mıy\*dı ~)  
 They were kissing.                      Weren't they kissing?

Onlar Pazar gün-le<sup>r</sup>-i gör-üş-ür-ler.  
 (on\*lar / pa\***zar** / gün\*le\*ri / gö\*rü\*şür\*ler ~)  
 They meet and talk on Sundays.

**2.** Some verbs that are attached to **reciprocal** allomorphs convey the concept of “**(all) together**”:

Haber-i duy-un.ca ba<sup>ğ</sup>ır-ı<sup>ş</sup>-tı-lar.  
 (ha\*be\*ri / **du**\*yun\*ca~/ ba\***ğ**i\*riş\*ti\*lar ~) or (ba<sup>ğ</sup>\*riş\*ti\*lar)  
 They shouted all together when they heard the news.

Polis-i gör-ün.ce kaç-ı<sup>ş</sup>-tı-lar.  
 (po\*li\*si / gö\*rün\***ce** / ka\*çış\*ti\*lar ~)  
 They ran away all together when they saw the police-officer.

Çocuklar futbol takım-la<sup>r</sup>-ı hakkında tart-ı<sup>ş</sup>-ı.yor-lar.  
 (ço\*cuk\*lar / fut\***bol** / ta\*kım\*la\*rı / hak\*kın\*da / tar\*ti\*ş*i*\*yor\*lar ~)  
 The boys are discussing about their football teams.

Bazı çocuk-lar kapı-da bekle-eş-i.yor-lar.  
 (**ba**\*zı / ço\*cuk\*lar / ka\***pı**\*da / bek\*le\*ş*i*\*yor\*lar ~)  
 Some children are waiting together at the door.

3. Some other verbs that are attached to the allomorphs above convey the idea of “**about**”:

Kuş-lar gökyüzü/n/-de uç-uş-u.yor-du.  
(kuş\*lar / gök\*yü\*zün\*de / u\*çu\*şu\*yor\*du ~)  
The birds were flying about in the sky.

Çocuk-lar bahçe-de koş-uş-u.yor-lar.  
(ço\*cuk\*lar / bah\*çe\*de / ko\*şu\*şu\*yor\*lar ~)  
The children are running about in the garden.

Ördek-ler havuz-da yüz-üş-ü.yor-lar.  
(ör\*dek\*ler / ha\*vuz\*da / yü\*zü\*şü\*yor\*lar ~)  
The ducks are swimming about in the pool.

## BOTH TRANSITIVELY AND INTRANSITIVELY USED ENGLISH VERBS (The Ambitransitive English Verbs)

Some English verbs are both transitive and intransitive. There are few verbs used in this fashion in Turkish. Therefore, those who are studying English or Turkish as a second language face some difficulties in learning them. In the following list, you can find frequently used English verbs that are used both transitively and intransitively. The Turkish equivalents of such verbs and how their allomorphs change are given in the examples below.

As it has already been noted, the **identical vowels** that follow each other **combine**, and the single underlined consonants **detach** from their syllables and **attach** to the first vowels of the following allomorphs during the syllabication process:

Yumurta-lar kayna-ı.yor.  
(yu\*mur\*ta\*lar / kay\*ni\*yor ~)  
The eggs are **boiling**. (The Turkish and the English verbs are intransitive.)

Fatma yumurta kaynaat-ı.yor.  
(fat\*ma / yu\*mur\*ta / kay\*na\*ti\*yor ~)  
Fatma is **boiling** eggs. (transitive)

In the first Turkish sentence above, the intransitive verb “**kayna**” has changed into “**kaynat**” transitive verb frame to take the object “yumurta”. However, the English verb “boil” has not changed. This shows us that the English verb “boil” can be used both transitively and intransitively. In the following sentences, the explanations in parentheses are about the Turkish

sentences. However, when necessary, both Turkish and English verbs are explained in parentheses:

Ateş yan-ı.yor.

(a\*teş / ya\*ni\*yor ~)

The fire is burning. (intr.)

Ateş parmaklarını yak-ar.

(a\*teş / par\*mak\*la\*rı\*ni / ya\*kar ~)

Fire burns your fingers. (tran.)

Dükkân-lar saat yedi-de kapa-an-ır.

(dük\*kân\*lar / sa\*at / ye\*di\*de / ka\*pa\*nır ~)

Shops close at seven. (reflexive) (They close themselves.)

Onlar dükkân-la-ı yedi-de kapa-at-ır-lar.

(on\*lar / dük\*kân\*la\*rı / sa\*at / ye\*di\*de / ka\*pa\*tır\*lar ~)

They close the shops at seven. (tran.)

Dükkân-lar saat yedi-de kapa-at-ıl-ır.

(dük\*kân\*lar / sa\*at / ye\*di\*de / ka\*pa\*tılır ~)

The shops are closed at seven. (passive)

Renk-ler sonbahar-da deęiş-ir.

(renk\*ler / son\*ba\*har\*da / de\*ęi\*şir ~)

The colors change in the autumn. (intr)

(O) giysi-le-ı-/n/i deęiş-tir-i.yor.

(o ~/ giy\*si\*le\*ri\*ni / de\*ęi\*şti\*ri\*yor ~)

He is changing his clothes. (tran.)

Şimdi mutfak-ta yemek piş-ir-i.yor.

(şim\*di / mut\*fak\*ta / ye\*mek / pi\*şir-i\*yor ~)

She is cooking in the kitchen now. (Turkish tran.) (English intr.)

O, balık piş-ir-i.yor.

(o / ba\*lık / pi\*şir-i\*yor ~)

She is cooking fish. (tran.)

Yemek piş-ti.

(ye\*mek / pi\*şti ~)

The meal has cooked. (intr)

Meyve-ler olgun-laş-ın.ca ağaç-lar-dan düş-er.  
 (mey\*ve\*ler / ol\*gun\*la\*şın\*ca / a\*ğaç\*lar\*dan / düş\*er ~)  
 Fruits drop from trees when they ripen. (intr.)

Kalem-i/n/i düş-ür-dü.  
 (ka\*le\*mi\*ni / düş\*ür\*dü ~)  
 She dropped her pencil. (tran.)

Bazı nehir-ler yaz-ın kuru-ur.  
 (ba\*zı / ne\*hir\*ler / ya\*zın / ku\*rur ~)  
 Some rivers dry up in the summer. (intr.)

El-leḡ-i/n/i beḡ-im havlu-um-la kuru-la-ma.  
 (el\*le\*ri\*ni / be\*nim / hav\*lum\*la / ku\*ru\*la\*ma ~)  
 Don't dry your hands on my towel. (tran.)

Savaş son-a er-di.  
 (sa\*vaş / so\*na / er\*di ~)  
 The war ended. (intr.)

Savaş-ı son-a er-dir-di-ler.  
 (sa\*vaş\*ı / so\*na / er\*dir\*di\*ler ~)  
 They ended the war. (tran.)

Bir bomba patla-dı.  
 (bir / **bom**\*ba / pat\*la\*dı ~), or (bir / bom\***ba** / pat\*la\*dı ~)  
 A bomb exploded. (intr.)

Onlar bir bomba patla-at-tı-lar.  
 (on\*lar / bir / **bom**\*ba / pat\*lat\*tı\*lar ~)  
 They exploded a bomb. (tran.)

İnekler tarla-da besle-eḡ-i.yor-lar.  
 (i\*nek\*ler / tar\*la\*da / bes\*le\*ni\*yor\*lar ~)  
 The cows are feeding (grazing) in the field. (reflexive)

Köpek-im-i her sabah besle-eḡ-im.  
 (kö\*pe\*ğ\*mi / **her** / sa\*bah / bes\*le\*rim ~)  
 I feed my dog every morning. (tran.)

Sokak-lar kış-ın çamur-la dol-ar.  
 (so\*kak\*lar / kış\*ın / ça\***mur**\*la / do\*lar ~)  
 The streets fill up with mud in winter.(intr.)

Kalemim-i siyah mürekkep-le dol-dur.  
 (ka\*le\*mi\*mi / si\***yah** / mü\*rek\*kep\*le / dol\*dur ~)  
 Fill my pen with black ink. (tran.)

İş henüz bit-me-di.  
 (iş / he\*nüz / **bit**\*me\*di ~)  
 The work hasn't finished yet. (intr.)

İş-im-i henüz bit-ir-me-di-im.  
 (i\*ş\*mi / he\*nüz / bi\*tir\*me\*dim ~)  
 I haven't finished my work yet. (tran.)

Kuş-lar hava-da uç-ar.  
 (kuş\*lar / ha\*va\***da** / u\*çar ~)  
 Birds fly in the sky. (intr.)

Çocuk-lar uçurtma uç-ur-u.yor-lar.  
 (ço\*cuk\*lar / u\*çurt\***ma** / u\*çu\*ru\*yor\*lar ~)  
 The boys are flying kites. (tran.)

Patates-ler kızar-ı.yor.  
 (pa\*ta\*tes\*ler / kı\*za\***rı**\*yor ~)  
 The potatoes are frying. (intr.)

O, balık kızıa-ar-ı.yor.  
 (o~ / ba\***lık** / kı\*zar\***tı**\*yor ~)  
 She is frying fish. (tran.)

Pamuk Adana'da yetiş-ir.  
 (pa\*muk / a\***da**\*na\*da / ye\*ti\*şir ~)  
 Cotton grows in Adana. (intr.)

Adana'da pamuk yetiş-tir-ir-ler.  
 (a\*da\*na\*da / pa\***muk** / ye\*tiş\***tirir**\*ler ~)  
 They grow cotton in Adana. (tran.)

Kapı-/n/ın arka-/s/ı-/n/a sakla-a-ı.yor.  
 (ka\*pi\*nın / ar\*ka\*sı\*na / sak\***la**\*nı\*yor ~)  
 He is hiding behind the door. (reflexive) (He is hiding himself.)

Mektup-lar-ı-/n/ı sakla-ar.  
 (mek\*tup\***la**\*rı\*nı / sak\***lar** ~)  
 She hides her letters. (tran.)



Zorluk-lar-ım-ız art-ı.yor.  
 (zor\**luk*\**la*\**rı*\**mız* / ar\**tı*\**yor* ~)  
 Our difficulties are increasing. (intr.)

Hız-ın-ı art-ır.ma.  
 (hı\**zı*\**nı* / ar\**tır*\**ma* ~)  
 Don't increase your speed. (tran.)

Çiçek-ler sabah-le.yin aç-ar.  
 (çi\**çek*\**ler* / sa\**bah*\**le*\**yin* / a\**çar* ~)  
 Flowers open in the morning. (intr.)

Sabah-le.yin pencere-le<sub>ri</sub>-i aç-ar-ız.  
 (sa\**bah*\**le*\**yin* / pen\**ce*\**re*\**le*\**ri* / a\**ça*\**rız* ~)  
 We open the windows in the morning. (tran.) (The verb "**aç**" is used both transitively and intransitively in Turkish as it is used in English.)

At-lar yarış-ı.yor.  
 (at\**lar* / ya\**rı*\**şı*\**yor* ~)  
 The horses are racing. (intr.)

At-la<sub>rı</sub>-ı yarış-tır-ı.yor-lar.  
 (at\**la*\**rı* / ya\**rış*\**tı*\**rı*\**yor*\**lar* ~)  
 They are racing the horses. (tran.)

Elma-lar sıcak hava-da olgun-laş-ır.  
 (el\**ma*\**lar* / sı\**cak* / ha\**va*\**da* / ol\**gun*\**la*\**şır* ~)  
 Apples ripen in warm weather. (intr.)

Note: "Ol" is a **verb root**, "ol-gun" is an **adjective stem**, "ol-gun-laş" is an **intransitive verb frame**, "ol-gun-laş-tır" is a **transitive verb frame**.

Sıcak hava elma-la<sub>rı</sub>-ı olgun-laş-tır-ır.  
 (sı\**cak* / ha\**va* / el\**ma*\**la*\**rı* / ol\**gun*\**la*\**ş*\**tı*\**rır* ~)  
 Warm weather ripens the apples. (tran.)

Zil çal-ı.yor.  
 (zil / ç*a*\**lı*\**yor* ~)  
 The bell is ringing. (intr.)

Zil-i çal.  
 (zi\**li* / ç*al* ~)  
 Ring the bell. (tran.)

(Both "çal " and "ring" verbs are used both transitively and intransitively in Turkish and English.)

Bazen kaya-lar tepe-ler-den aşığı yuvarlan-ır.

(**ba**:\*zen / ka\*ya\*lar ~ / te\*pe\*ler\*den / a\*şağı / yu\*var\*la\*nır ~)

Sometimes rocks roll down the hills. (reflexive)

Bazı kimse-ler tepe-den aşığı kaya-la-ı yuvarla-ı.yor-lar.

(**ba**:\*zı / kim\*se\*ler~ / te\*pe\*den / a\*şağı / ka\*ya\*la\*ı / yu\*var\*lı\*yor\*lar ~)

Some people are rolling rocks down the hill. (tran.)

Bazı kız-lar nehir-de yüz-ü.yor.

(**ba**:\*zı / kız\*lar / ne\*hir\*de / yü\*zü\*yor ~)

Some girls are swimming in the river. (intr.)

Çocuk-lar model kayak-la-ı/n/ı yüzdür-ü.yor.

(ço\*cuk\*lar / mo\*del / ka\*yık\*la\*rı\*nı / yüz\*dü\*rü\*yor\*lar ~)

The children are sailing their modal boats. (tran.)

Yer sarsıl-ı.yor.

(**yer** / sar\*sı\*lı\*yor ~)

The ground is shaking. (reflexive)

İlaç-ı iç-me-den önce şişe-/y/i çalkala (sars).

(i\*la\*cı / iç\*me\*den / ön\*ce / şi\*şe\*yi / çal\*ka\*la ~)

Shake the bottle before taking the medicine. (tran.)

İkinci Dünya Savaşı/n/-da birçok gemi bat-tı.

(i\*kin\*ci / dün\*ya: / sa\*vaşın\*da / bir\*çok / ge\*mi / bat\*tı ~)

A lot of ships sank during The Second World War. (intr.)

İkinci Dünya Savaşı/n/-da birçok gemi batır-dı-lar.

(i\*kin\*ci / dün\*ya: / sa\*vaşın\*da~ / bir\*çok / ge\*mi / ba\*tır\*dı\*lar ~)

They sank a lot of ships during The Second World War. (tran.)

Gömleğ-im-e çay dökül-dü.

(göm\*leğ*im*\*me~ / çay / dö\*kül\*dü ~)

Tea spilled on my shirt. (reflexive)

Seyhan Nehri Akdeniz-e dökül-ür.

(**sey**\*han / neh\*ri / ak\*de\*ni\*ze / dö\*kü\*lür ~)

The Seyhan River pours into the Mediterranean Sea. (reflexive)

Limonata-/y/ı yer-e dök-tü-üm.

(li\*mo\*na\*ta\*yı / ye\*re / dö\*kütüm ~)

I have spilled (spilt) the lemonade on the floor. (tran.)

Araba-lar dur-du.

(a\*ra\*ba\*lar / dur\***du** ~)

The cars stopped. (intr.)

Polis araba-lar-ı durdur-du

(po\*lis / a\*ra\*ba\*la\*rı / dur\*dur\***du** ~)

The police officer stopped the cars. (tran.)

Tekerlek-ler dön-ü.yor.

(te\*ker\*lek\*ler / dö\*nü\*yor ~)

The wheels are turning. (intr.)

Motor tekerlek-le-ri döndür-ür.

(mo\*tor / te\*ker\*lek\*le\*ri / dön\*dü\*rür ~)

The engine turns the wheels. (tran.)

Parmağ-ı/n/a bir iğne bat-tı.

(par\*ma\*ğ\*ı\*na / bir / iğ\*ne / bat\*tı ~)

A needle stuck in her finger. (intr.)

Parmağ-ı/n/a bir iğne batır-dı.

(par\*ma\*ğ\*ı\*na / bir / iğ\*ne / ba\*tır\*dı ~)

She stuck a needle into her finger. (tran.)

Bu pul iyi yapış-ma-ı.yor.

(bu / pul / i\*yi / ya\***piş**\*mı\*yor ~)

This stamp doesn't stick well. (intr.)

Mektup-un üst-ü-n/e bir pul yapıştır.

(mek\*tu:\*bun / üst\*tü\*ne / bir / **pul** / ya\***piş**\*tır ~)

Stick a stamp on the letter. (tran.)

## THE SIMPLE PAST AND THE PRESENT PERFECT (Dİ'li Geçmiş Zaman)

Both The Simple Past and The Present Perfect tenses are expressed in “Di’li Geçmiş Zaman” in Turkish. In other words, the Turkish “Di’li Geçmiş Zaman” covers these two English tenses. The time morpheme of this tense is [Dİ], which has eight allomorphs: ♪ [dī, dı, dü, du, ti, tı, tü, tu]. One of these allomorphs is used attached to verb roots, stems or verb frames in accordance with the Turkish vowel and consonant harmony rules. The verbs ending with

**vowels** and **voiced consonants** are followed by the allomorphs written in **bold face**; and the verbs followed by **unvoiced consonants** are written in regular type. The personal allomorphs are as follows:

ben	→	♪ [im, ım, üm, um]
sen	→	♪ [in, ın, ün, un]
o	→	[Ø]
biz	→	♪ [ik, ık, ök, uk]
siz	→	♪ [i <sub>n</sub> -iz, ı <sub>n</sub> -ız, ü <sub>n</sub> -üz, u <sub>n</sub> -uz]
onlar	→	[Ø] or ♪ [ler, lar]

Naturally, as all the allomorphs of the [Dİ] morpheme ♪ [dī, dı, dū, du, tī, tı, tū, tu] end with vowels, and the personal allomorphs ♪ ["im, ım, üm, um"; "in, ın, ün, un"; "ik, ık, ök, uk"; "i<sub>n</sub>-iz, ı<sub>n</sub>-ız, ü<sub>n</sub>-üz, u<sub>n</sub>-uz"] start with vowels, the first vowels of the personal allomorphs coincide with the allomorphs of the morpheme [Dİ] and combine such as in "dī-im (*dīm*)", "dı-ım" (*dım*), "dū-üm" (*dūm*), "du-um" (*dum*), "tī-im" (*tīm*), "tı-ım" (*tım*), "tū-üm" (*tūm*), "tu-um" (*tum*); "dī-in" (*dīn*), "tī-in" (*tīn*), "tī-ik" (*tīk*), "dī-i<sub>n</sub>-iz" (*dī<sup>niz</sup>*), "tī-i<sub>n</sub>-iz" (*tī<sup>niz</sup>*).

(Ben) iki saat önce iş-im-i bitir-di-im.  
(ben / i\***ki** / sa\*at / ön\*ce / i\***şi**\*mi / bi\*tir\***dim** ~)  
I finished my work two hours ago.

(Ben) iş-im-i bitir-di-im.  
(ben / i\***şi**\*mi / bi\*tir\***dim** ~)  
I have finished my work. (My work is ready now.)

Onlar geçen hafta sinema-/y/a git-ti.  
(on\*lar / ge\***çen** / haf\*ta / si\*ne\*ma\*ya / git\*ti ~)  
They went to the cinema last week.

Onlar sinema-/y/a git-ti.  
(on\*lar / si\*ne\*ma\***ya** / git\*ti ~)  
They have gone to the cinema.  
(They are at the cinema or on the way to the cinema.)

O kitap-ı geçen sene oku-du-um.  
(o / ki\*ta\***bi** / ge\***çen** / se\*ne / o\*ku\*dum ~)  
I read that book last year.

Kitap-ı oku.**du-um**.

(ki\*ta\*bı / o\*ku\***du**m ~)

I have read the book. (I have finished reading it.)

(Siz) biz-e inan-ma-dı-**ın**-ız.

(siz / bi\*ze / i\***nan**\*ma\*dı\*nız ~)

You didn't believe us.

Bulaşık-lar yıka-**an**-dı bile.

(bu\*la\*şık\*lar / yı\*ka\***an**\*dı / bi\*le ~)

The dishes have already been washed. (The dishes are clean now.) (passive)

### negative:

The **negation** allomorphs ♪ [me, ma] are put after verb roots, stems or verb frames, and then they are followed by the ♪ [di, dı] **time** allomorphs, which are followed by the **personal** allomorphs respectively. The other time allomorphs that are used in positive forms ♪ [dü, du, ti, tı, tü, tu] are not used here as a result of the ♪ [me, ma] negation allomorphs:

Fatma'-/y/ı pazar-dan beri gör-me-di-im.

(fat\*ma\*yı / pa\*zar\***dan** / be\*ri / **gör**\*me\**dim* ~)

I haven't seen Fatma since Sunday.

Fatma'-/y/ı bir hafta-dır gör-me-di-im.

(fat\*ma\*yı / **bir** / haf\*ta\*dır / **gör**\*me\**dim* ~)

I haven't seen Fatma for a week.

Fatma'-/y/ı geçen hafta gör-me-di-im. (liaison)

(fat\*ma\*yı / ge\*çe\*naf\*ta / **gör**\*me\**dim* ~)

I didn't see Fatma last week.

Daha ev ödev-**im**-i yap-ma-dı-ım. (liaison)

(da\*ha / e\*vö\*de\*vi\*mi / **yap**\*ma\**dım* ~)

I haven't done my homework yet.

Dün bu oda-/y/ı temizle-me-di-ler.

(dün / bu / o\*da\*yı / te\*miz\***le**\*me\**di*\*ler ~)

They didn't clean this room yesterday.

Bu oda-/y/ı üç gün-dür temizle-me-di-ler.

(bu / o\*da\*yı / **üç** / gün\*dür / te\*miz\***le**\*me\**di*\*ler ~)

They haven't cleaned this room for three days

Geçen hafta futbol oyna-ma-dı-ık.

(ge\***çen** / haf\*ta / fut\*bol / oy\***na**\*ma\*dık ~)

We didn't play football last week.

Kayıp çocuk daha bu!-un-ma-dı.

(ka\*yıp / ço\*cuk / da\*ha / bu\***lun**\*ma\*dı ~)

The lost child hasn't been found yet. (passive)

### positive question:

The question allomorphs **mi** [mi, mı, mü, mu], which are separately written, are used either after the verbs, or they may be used after the **stressed** words in sentences:

Ahmet mi oku!-a otobüs-le git-ti?

(ah\***met**~ / mi / o\*ku\*la / o\*to\*büs\*le / git\*ti ~)

Has **Ahmet** gone to school by bus?

Ahmet oku!-a otobüs-le mi git-ti?

(ah\*met / o\*ku\*la~ / o\*to\***büs**~le / mi / git\*ti ~)

Has Ahmet gone to school by **bus**?

Ahmet otobüs-le oku!-a mı git-ti?

(ah\*met / o\*to\*büs\*le~ / o\*ku\***la**~ / mı / git\*ti ~)

Has Ahmet gone to **school** by bus?

Ahmet oku!-a git-ti mi?

(ah\*met / o\*ku\*la / git\***ti** / mi ~)

Has Ahmet **gone** to school? (All of the sentences are “yes-no” questions.)

If the last syllable in a sentence is used with a rising intonation (~), the sentence means, “I am surprised to hear it”, or “I could not hear you well”. If it is used with a falling intonation (˘), the question is a “yes-no” question.

Mektuplar-ı at-tı-ın mı?

(mek\*tup\*la\*rı / at\***tin**~ / mı ~)

Have you posted the letters?

Pazar günü futbol maç-ı/n/a git-ti-in mi?

(pa\*zar / gü\*nü / fut\*bol / ma\*ç\***ina** / git\***tin**~ / mi ~)

Did you go to the football match on Sunday?

Pazar günü futbol ma $\check{c}$ -ı-/n/a mı git-ti-in?

(pa\*zar / g $\ddot{u}$ \*n $\ddot{u}$  / fut\*bol / ma\* $\check{c}$ i\*na $\check{v}$  / mı / git\*tin $\check{v}$ ) (I am surprised.)

Did you go to the football match on Sunday?

Köpek-i yıka-dı-ın-ız mı?

(kö\*pe\* $\check{g}$ i / yı\*ka\*dı\*nız $\check{v}$  / mı  $\check{v}$ )

Have you washed the dog?

Araba-/y/ı mı yıka-dı-ın-ız?

(a\*ra\*ba\* $\check{y}$ i $\check{v}$  / mı / yı\*ka\*dı\*nız $\check{v}$ ) (I am surprised.)

Have you washed the **car**? (I didn't want you to wash the car; you should have washed the dog instead.)

Çiçek.ler-i sula-dı-ın mı?

( $\check{c}$ i\* $\check{c}$ ek\*le\*ri / su\*la\*dın $\check{v}$  / mı  $\check{v}$ )

Have you watered the flowers?

Patates.ler-i soy-du-un mu?

(pa\*ta\*tes\*le\*ri / soy\*dun $\check{v}$  / mu  $\check{v}$ )

Have you peeled the potatoes?

In the **negative question form**, the  $\check{v}$  [me, ma] allomorphs are attached to the verbs first, and then the  $\check{v}$  [di, di] time allomorphs (the others are not used as a result of the  $\check{v}$  [me, ma] allomorphs) are used, and finally, the above-mentioned personal allomorphs follow them. The  $\check{v}$  [mi, mi] question words (or allomorphs) are separately written. They are **words** because they are **separately** written; they are **allomorphs** because they follow the vowel harmony rules:

Pazar gün-ü futbol oyna-ma-dı-ın-ız mı?

(pa\*zar / g $\ddot{u}$ \*n $\ddot{u}$  / fut\*bol / oy\*na $\check{v}$ \*ma\*dı\*nız / mı  $\check{v}$ )

Didn't you play football on Sunday? (negative question)

Ahmet daha ev-e gel-me-di mi?

(ah\*met / da\*ha / e\*ve / gel $\check{v}$ \*me\*di / mi  $\check{v}$ )

Hasn't Ahmet come home yet?

Aynı yanlış-lık-ı tekrar yap-ma-dı-ın mı?

(ay\*nı / yan\*lış\*lı\* $\check{g}$ i / tek\*rar / yap $\check{v}$ \*ma\*dın / mı  $\check{v}$ )

Haven't you made the same mistake again?

The verb "git" and the same "di'li" **past tense** are also used in place of "have (has) been to":

Ben birkaç kez Londra'y/a git-ti-im.

(ben / bir\*kaç / kez / lon\*dra\*ya / git\*tim ~)

I have been to London several times.

Ben hiç Tokyo'y/a git-me-di-im.

(ben / hiç / tok\*yo\*ya / git\*me\*dim ~)

I have never been to Tokyo.

Sen hiç Paris'e git-ti-in mi?

(sen / hiç / pa\*rı\*se / git\*tin ~ / mi ~)

Have you ever been to Paris?

Bugün nere-y/e git-ti-in?

(bu / gün / ne~re\*ye / git\*tin~)

Where have you been today?

In Turkish, **The Simple Present** is also used in place of “**have (has) had**”:

Bu araba-y/a ben beş yıl-dır sahip-im.

(bu / a\*ra\*ba\*ya / ben / beş / yıl\*dır / sa:\*hi\*bim ~)

I have had this car for five years.

Bu araba-y/a ne kadar zaman-dır sahip-sin?

(bu / a\*ra\*ba\*ya / ne~ / ka\*dar / za\*man\*dır / sa:\*hip\*sin~)

How long have you had this car?

All the **question words** can be used in the “**di’li**” **past** tenses as they are used in others, but in doing this, the sentence order should be taken into account. In English, after the question words, **the question order** of a sentence is kept in question form, but in Turkish, when the **question words** are used, the rest of the sentence is **not in question** form:

“**Ne zaman Ankara’ya gittin?**” In this sentence, the underlined part of the sentence is **not a question**. However, in the English sentence “When did you go to Ankara?”, the underlined part of the sentence is **a question**. This rule is applied to all interrogative sentences containing **question words** in Turkish.

Onu **dün** gördün. Onu **ne zaman** gördün?

As it is seen in the sentences above, the verbs “gördün” do not change although the second sentence is a question. This shows us that when some-



one uses a **question word** in a Turkish sentence, the sentence is automatically changes into an interrogative sentence concept without the word order being changed.

O-/n/u ne zaman gör-dü-ün?

(o\*nu / **ne** / za\*man / gör\*dün)

When did you see her?

Sen-i kim gör-dü?

(se\*ni / **kim** / gör\*dü)

Who saw you?

When the question word “who” asking for the subject is used, the sentence order in English is the same as it is in Turkish.

Sen kim-i gör-dü-ün?

(sen / ki\***mi** / gör\*dün)

Whom (who) did you see?

(The [i] in "kim-i" is the defining allomorph, so “kim-i” asks for the object.)

Onlar toplantı-/y/ı niçin ertele-di-ler?

(on\*lar / top\*lan\*tı\*yı / **ni** / er\*te\*le\*di\*ler)

Why did they postpone the meeting?

Bu kahve-/y/i kim yap-tı?

( bu / kah\*ve\*yi / **kim** / yap\*tı)

Who has made this coffee?

Niçin patates-ler-i soy-ma-dı-ın?

(**ni** / için / pa\*ta\*tes\*le\*ri / **soy**\*ma\*dın)

Why haven't you peeled the potatoes?

Kim-in araba-/s/ı-/n/ı ödünç al-dı-ın?

(ki\***min** / a\*ra\*ba\*sı\*nı / ö\*dünç / al\*dın)

Whose car did you borrow?

Onlar nerde bul-uş-tu-lar?

(on\*lar / **ner** / de / bu\*luş\*tu\*lar)

Where did they meet?

Amerika'-da ne kadar kal-dı-ın?

(a\*me\*ri\*ka\*da / **ne** / ka\*dar / kal\*dın)

How long did you stay in The U.S.A.?

Anne-en-le baba-an-ı ne sıklık-ta ziyaret et-ti-in?

(an\*nen\*le / ba\*ba\*nı / ne~ / sık\*lık\*ta / zi\*ya:\*ret / et\*tin~)

How often did you visit your parents?

Ne de-di-in?

(ne~ / de\*din~)

What did you say?

If noticed, when the question words are taken out of all the Turkish interrogative sentences, the remaining parts **are good grammatical positive or negative** sentences. For instance:

**Onu ne zaman gördün? Onu gördün.**

**Onlar toplantıyı niçin ertelediler? Onlar toplantıyı ertelediler.**

Likewise, one can also produce interrogative sentences by inserting **question words** in all Turkish **positive** or **negative sentences**:

**Onlar toplantıyı ertelediler. Onlar toplantıyı niçin ertelediler?**

**Sen İstanbul'a gideceksin. Sen İstanbul'a nasıl gideceksin?**

**Onu gördün. Onu nerede gördün?**

**Bu kitabı satın alacaksın. Bu kitabı ne zaman satın alacaksın?**

**Londra'ya gittin. Londra'ya kaç kez gittin?.**

**Bizi ziyaret etmedin. Bizi niçin ziyaret etmedin?**

The places of the interrogative words are changeable in Turkish, but this characteristic of the Turkish language does not exist in English:

**Niçin** onlar maçı ertelediler? (ni~çin / on\*lar / ma\*çı / er\*te\*le\*di\*ler~)

Onlar **niçin** maçı ertelediler? (on\*lar / ni~çin / ma\*çı / er\*te\*le\*di\*ler~)

Onlar maçı **niçin** ertelediler? (on\*lar / ma\*çı / ni~çin / er\*te\*le\*di\*ler~)

Onlar maçı ertelediler. **Niçin?** (on\*lar / ma\*çı / er\*te\*le\*di\*ler~) (ni~çin~)

There is only one English equivalent of the above first **three** Turkish interrogative sentences: **Why** did they postpone the meeting?

The ♪ “**mi, mı, mü, mu**” question words can also be put into the positive or negative sentences without changing the sentence order as the other question words:

**Onlar toplantıyı ertele-di-ler.**

Onlar **mı** toplantıyı ertelediler?

Onlar toplantıyı **mı** ertelediler?

Onlar toplantıyı ertelediler **mi**?

**Onlar toplantıyı ertele-me-di-ler.**

Onlar **mı** toplantıyı ertelemediler?

Onlar toplantıyı **mı** ertelemediler?

Onlar toplantıyı ertelemediler **mi**?

The [Mİ] morpheme can also be used accordingly in all other Turkish sentences.

### “MİŞ’Lİ” PAST TENSE (Miş’li Geçmiş) (Rumor, Inference)

This tense does not exist in English. The concept of this tense is inferred from the context in which it is used. The inference allomorphs of this tense are ♪ [miş, miş, müş, muş], which are followed by the personal morphemes: (ben) ♪ [im, ım, üm, um]; (sen) ♪ [sin, sın, sün, sun]; (o) [Ø]; (biz) ♪ [iz, ız, üz, uz]; (siz) ♪ [sın-iz, sını-ız, sün-üz, sun-uz]; (onlar) [Ø] or ♪ [ler, lar]). Compare the Turkish with the English sentences to understand the difference:

**O git-miş.** “They say (that) he has gone” or “I am surprised to see (hear) that he has gone”. They say (that) he went. I think (that) he has gone. He says (that) he has gone. Somebody says (that) he has gone. He is said to have gone. All these English sentences are expressed in the Turkish sentence “**O gitmiş**”. In such sentences **the origin and the time of the rumor is unknown**, but **inferred**:

**Sen sınav-ı geç-miş-sin.** People say that you have passed the examination.

**İş-i/n/-den kov-muş.** People say, or he himself says that they (have) fired him.

**İş-i/n/-den kov-ul-muş.** (*ko\*vul\*muş*) They say that he has been fired, or was fired. (He himself says (that) he has been fired, or was fired.)

When one of the ♪ [dir, dir, dür, dur, tir, tır, tür, tur] allomorphs is attached to one of the allomorphs of [MİŞ], the verb composition gains the meaning of “**possibility**” or “**certainty** “. Consider the following:

Bu film-i gör-müş-sün-dür.

(*bu / fil\*mi / gör\*müş\*sün\*dür* ~)

You are likely to have seen this film. (possibility)

You must have seen this film. (certainty)

Zil çal-mış-tır.

(zil / çal\***miş**\*tır ~)

The bell must (may) have rung. (possibility or certainty)

Anne-em ev-den çık-mış-tir bile.

(an\*nem / ev\*den / çık\***miş**\*tır / bi\*le ~)

Mother must have already left home. (certainty)

Yeni ders-i öğren-miş-sin-iz-dir.

(ye\*ni / der\*si / öğ\*ren\***miş**\*sini\*dir ~)

You may or must have learned the new lesson.

Ben-i anla-mış-sin-dir.

(be\*ni / an\*la\***miş**\*sini\*dir ~)

You must (may) have understood me.

Ben-i anla-mış ol-ma.lı-sın.

(be\*ni / an\*la\***miş** / ol\*ma\*lı\*sın ~)

You must have understood me.

Otobüs geç kal-mış ol-ma.lı.

(o\*to\*büs / **geç** / kal\*miş / ol\*ma\*lı ~)

The bus must have been late.

Program-ı iptal et-miş-ler-dir.

(prog\*ra\*mi / ip\***ta:l** / et\*miş\*ler\*dir ~)

They must (may) have canceled the program..

Onu yanlış anla-mış-ım-dir.

(o\*nu / yan\***lış** / an\*la\***mış**\*ım\*dir ~)

I must (may) have misunderstood it.

Onu gör-me-miş-sin-dir.

(o\*nu / **gör**\*me\*miş\*sini\*dir ~)

You may not have seen him.

Onu gör-müş ol-a.maz-sın.

(o\*nu / gör\*müş / o\*la\*maz\*sın ~)

You can't have seen her.

Yılan-ı öldür-müş-ler-dir.

(yıl\*la\*nı / öldür\*müş\*ler\*dir ~)

They must have killed the snake.

İş-i/n/-den kovul-muş-tur.

(i\*şin\*den / ko\*vul\***muş**\*tur ~)

He must (may) have been fired.

**negative:**

After the verb roots, stems or frames, one of the ♪ [me, ma] negation allomorphs is used; and then only the ♪ [miş, miş] allomorphs follow them according to the vowel harmony rules, and finally the personal allomorphs are added:

O, çalış-ma-/y/a başla-ma-mış bile.

(o~ / ça\*lış\*ma\*/y/a / baş\***la**\*ma\*miş ~ / bi\*le ~)

They say he hasn't started working yet. (astonishment and complaint)

Sen sınav-ı geç-me-miş-sin.

(sen / sı\*na\*vı / **geç**\*me\*miş\*sin ~)

They say you didn't pass, or haven't passed the examination.

Oğlun dün okul-a git-me-miş.

(oğ\***lun** / dün / o\*ku\***la** / **git**\*me\*miş ~)

They say, or I heard that your son didn't go to school yesterday.

Mektup-u at-ma-miş.

(mek\***tu**\*bu / **at**\*ma\*miş ~)

I heard that he hadn't posted the letter.

Teklif-i kabul et-me-miş-ler.

(tek\***li**:\*fi / ka\*bû:l / **et**\*me\*miş\*ler ~)

I heard that they hadn't accepted the proposal.

Ben-im oğul-um dün okul-a git-me-miş.

(be\*nim / oğ\***lum** / dün / o\*ku\***la** / **git**\*me\*miş ~)

I heard that my son didn't go to school yesterday.

This type of verb structure is also used to express **surprise**:

Kedi papağan-ım-ı ye-miş!

(ke\***di** / pa\*pa\*ğ**a**\*nı\***mi** / ye\*miş~)

The cat has eaten up my parrot! (astonishment and anger)

Kek yan-mış!

(kek / yan\***miş**~)

The cake has been burned (burnt)! (astonishment)

**positive question:**

In positive questions, **♪** [mi-/y/im, mı-/y/ım, mü-/y/üm, mu-/y/um]; [mi-sin, mı-sın, mü-sün, mu-sun]; [mi, mı, mü, mu]; [mi-/y/iz, mı-/y/ız, mü-/y/üz, mu-/y/uz]; [mi-sın-iz, mı-sın-ız, mü-sün-üz, mu-sun-uz] and [ler mi, lar mı] words are separately used in accordance with the harmony rules:

Oğlun dün maç-a git-miş mi?

(oğ\**lun* / dün / ma\**ça* / git\**miş* / mi ~)

Tell me whether your son went to the football match yesterday.

Kapı-/y/ı kilit-le-miş mi-/y/im?

(ka\**pı\*yı* / ki\**lit\*le\*miş* / mı\**yim* ~)

Tell me whether I have locked the door.

(The /y/ glides are inserted between the successive vowels.)

Yeñ-il-miş-ler mi!

(ye\**nil\*miş\*ler* ~ / mi ~)

Have they been beaten! (astonishment)

Araba-am tamir et-il-miş mi?

(a\**ra\*bam* / ta:\**mir* / e\**dil\*miş* / mi ~)

Do they say (have you heard) that my car has been repaired? (passive)

### negative question:

In negative questions, the **♪** [me, ma] negation allomorphs are attached to verb roots, stems or frames:

Kapı-/y/ı kilit-le-me-miş-ler mi?!

(ka\**pı\*yı* / ki\**lit\*le~\*me\*miş\*ler* / mi ~)

Didn't they lock the door? (I'm shocked to hear that.)

Beñ-i gör-me-miş mi?

(be\**ni* / **gör** ~\**me\*miş* / mi ~)

Does he say that he didn't see me? (I can't believe!) (Incredible!)

Ev ödey-i-/n/i yap-ma-mış mı?

(ev / ö\**de\*vi\*ni~* / **yap** ~\**ma\*miş* / mı ~)

Does he say that he hasn't done his homework? (anger and astonishment)

Daha kalk-ma-mış mı?

(da\**ha* / **kalk** ~\**ma\*miş* / mı ~) (surprise)

Do you say that he hasn't got up yet? (How lazy he is!)

Oğlun Türkçe bil-me-i.yor mu/y/-muş?

(oğ\**lun* / türk\**çe* / *bil*~\**mi*\**yor* / *muy*\**muş*~)

Do you say that your son doesn't know Turkish? (I am surprised to hear that.)

Ben-i tanı-*mā*-i.yor mu/y/-muş? Hayret bir şey!

(be\**ni* / ta\**nī*~\**mī*\**yor* / *muy*\**muş*~) (hay\**ret* / bi\**şey*~)

Does he say that he doesn't know me? Unbelievable! Ridiculous!

## THE SIMPLE FUTURE AND BE GOING TO

### Gelecek Zaman

The two different English time concepts above are expressed in [**e.cek**, **a.cak**] time allomorphs in Turkish. The personal allomorphs follow these two time allomorphs as usual such as:

(**ben**) ♪ [im, ım]; (**sen**) ♪ [sin, sın]; (**o**) [Ø]; (**biz**) ♪ [iz, ız]; (**siz**) ♪ [sın-iz, sını-ız]; (**onlar**) [Ø] or ♪ [ler, lar] in Turkish.

The same concepts can also be expressed in The Present Continuous Tense (Şimdiki Zaman), as well. Consider the following:

Yeni bir araba satın al-a.cak-ız.

(ye\**nī* / bir / a\**ra*\**ba* / sa\**tın* / a\**la*\**ca*\**ğız* ~)

We are going to buy a new car. We will buy a new car.

Bir gün ben-i anla-/y/a.cak-sın.

(bir / *gün* / be\**nī* / an\**la*\**ya*\**cak*\**sın* ~)

You will understand me some day.

(The /y/ glide is inserted between the successive /a/ vowels.)

Param ol-un.ca sana yardım et-er-im.

(pa\**ram* / o\**lun*\**ca* ~ / sa\**na* / yar\**dım* / e\**de*\**rim* ~)

I will help you when I have enough money.

(The /t/ consonant changes into the voiced /d/.) (promise)

Param olunca sana yardım et-e.cek-im.

(pa\**ram* / o\**lun*\**ca* ~ / sa\**na* / yar\**dım* / e\**de*\**ce*\**ğim* ~)

I will certainly help you when I have enough money. (strong promise)

The underlined /t/ and /k/ unvoiced consonants above change into the voiced /d/ and /ğ/ consonants respectively.

Bazı hayvan-lar bir gün yok ol-a.cak. (liaison)

(*ba*\**zı* / hay\**van*\**lar* / bir / *gün* / *yo*\**ko*\**la*\**cak* ~) (liaison)

Some animals will be extinct some day.

(Kapı-/y/ı) ben aç-ar-ım. (liaison)

(ka\**pı*\*y/ı / be\**nâ*\*ç*a*\*rım ~)

I'll open (the door).

(One can use this form as soon as one hears the doorbell.)

(Telefon-a) ben cevap ver-ir-im.

(te\**le*\*fo\**na* / ben / ce\**vap* / ve\**ri*\*rım ~)

I'll answer (the phone).

(This expression is used as soon as one hears the telephone ring.)

Mr. Brown yarın üniversite-de bir konferans ver-e.cek. (ve\**re*\*cek)

Mr. Brown is going to give a lecture at the university tomorrow.

### negative:

The negation allomorphs of this tense are **me** [me] or [ma], which are followed by **e.cek** or [a.cak] allomorphs. When "me-/y/e.cek" or "ma-/y/a.cak" allomorphs follow one another, the successive /e/ or /a/ vowels are linked by the /y/ glides to maintain the harmonious link between these vowels:

Toplantı-/y/a git-me-/y/e.cek-im.

(top\**lan*\*tı\*ya / **git**\*me\*ye\*ce\**ğim* ~), or impolitely, (**git**\*miy\*cem~)

I won't go to the meeting. (refusal).

The /y/ glide is inserted between the successive /e/ vowels, and the unvoiced consonant /k/ changes into the voiced form /ğ/.

Onlar-ın teklif-i-/n/i kabul et-me-/y/e.cek-iz.

(on\**la*\*rın / tek\**li*\*:fi\**ni* / ka\**bûl* / **et**\*me\*ye\*ce\**ğiz* ~)

We won't accept their proposal.

(The /n/ and /y/ are the glides inserted between the successive /i/ and /e/ vowels. The /k/ unvoiced consonant in "ecek" changes into the voiced /ğ/.)

Yağmur yağ-ma-/y/a.cak.

(yağ\**mur* / **yağ**\*ma\*ya\*cak ~)

It is not going to rain.

(The /y/ glide is inserted between the successive /a/ vowels.)

### positive question:



In positive questions, “**mi-/y/im**”, “**mi-sin**”, “**mi**”, “**mi-/y/iz**”, “**mi-sin-iz**”, “**(ler)mi**” or their allomorphs are separately used:

Bu mektup-lar-ı daktilo e<sub>t</sub>-e.cek mi-sin?

(bu / mek\*tup\*la\*rı / dak\*ti\*lo / e\*de\*cek<sup>↗</sup> / mi\*sin ↘)

Are you going to type these letters?

Yarın gi<sub>t</sub>-e.cek mi-sin?, or “Yarın gi<sub>t</sub>-i.yor mu-sun?”

(ya\*rın / gi\*de\*cek / mi\*sin ↘) (ya\*rın / gi\*di\*yor / mu\*sun ↘)

Are you leaving tomorrow? (The /t/ changes into /d/.)

Onlar bi<sub>z</sub>-i ziyaret e<sub>t</sub>-e.cek-ler mi?

(on\*lar / bi\*zi / zi\*ya:\*ret / e\*de\*cek\*ler<sup>↗</sup> / mi ↘)

Are they going to visit us?

In **polite** requests, **geniş zaman** (The Simple Present Tense) is used in Turkish in place of The Simple Future Tense (will) of the English language:

Bu mektup-lar-ı be<sub>n</sub>-im için lütfen daktilo e<sub>t</sub>-er mi-sin?

(bu / mek\*tup\*la\*rı / be\*nim / i\*çin / lüt\*fen / dak\*ti\*lo / e\*der<sup>↗</sup> / mi\*sin ↘)

Will you please type these letters for me? (polite request)

Lütfen be<sub>n</sub>-im için bir fincan kahve yap-ar mı-sın?

(lüt\*fen / be\*nim / i\*çin / bir / fin\*can / kah\*ve / ya\*par<sup>↗</sup> / mı\*sın ↘)

Will you please make a cup of coffee for me? (polite request)

### negative question:

In the negative question form, ♪ [me] or [ma] negation allomorphs follow the verb roots, stems or frames:

Bi<sub>z</sub>-im-le gel-me-/y/e.cek mi-sin?

(bi\*zim\*le / gel<sup>↗</sup>\*me\*ye\*cek / mi\*sin ↘)

Won't you come with us?

(The /y/ glide links the successive /e/ vowels.)

When the **question words** are involved, “mi-/y/im”, “mi-sin”, etc. are **not** used:

Saat kaç-ta ey-e dö<sub>n</sub>-e.cek-sin?

(sa\*at / kaç\*ta<sup>↗</sup> / e\*ve / dö\*ne\*cek\*sin ↘)

What time will you come back home?

Yarın nere-/yle gi<sub>t</sub>-i.yor-sun?

(ya\*rın / ne<sup>↗</sup>re\*ye / gi\*di\*yor\*sun ↘)

Where are you going tomorrow? (The /t/ changes into /d/.)

Yarın hava **nasıl** ol-a.cak?

(ya\*rın / ha\*va / **na** ~ sil / o\*la\*cak~)

What is the weather going to be like tomorrow?

Soru-**um**-a **kim** cevap ver-e.cek?

(so\*ru\*ma / **kim** ~/ ce\*vap / ve\*re\*cek~)

Who is going to answer my question?

Soru-**um**-a sen **mi** cevap ver-e.cek-sin?

(so\*ru\*ma / **sen** ~/ mi / ce\*vap / ve\*re\*cek\*sin ~)

Are **you** going to answer my question?

(If this question is asked with a rising (~) intonation, it becomes sarcastic.)

Toplantı-/y/ı **nere-de** yap.a.cak.lar?

(top\*lan\*tı\*yı / **ne**~\*re\*de / ya\*pa\*cak\*lar~)

Where are they going to hold the meeting?

Bu **kim-in** kitap-ı?

(bu / ki\***min** ~/ ki\*ta\*bı~)

Whose book is this? (The /p/ transplaces, and changes into the voiced /b/.)

Size **nasıl** yardım et-e.bil-ir-im?

(si\*ze / **na**~\*sil / yar\*dim / e\*de\*bi\*li\*rim~)

How can I help you? (The /t/ changes into /d/, and all the single underlined consonants detach and attach to the first vowels of the following morphemes.)

## THE PAST CONTINUOUS TENSE

### Şimdiki Zaman'ın Hikâyesi

This tense is used like The Past Continuous Tense of the English Language. The time morpheme of this tense is a combination of [İ.YOR] morpheme followed by the [Dİ] morpheme, which are followed by the usual **personal** allomorphs. The allomorphs of these morphemes are simultaneously chosen by the phonological component in accordance with the Turkish harmony rules as usual.

The allomorphs of [İ.YOR] are ♪ [i.yor, ı.yor, ü.yor, u.yor] as they are in The Present Continuous Tense. As all the allomorphs of [İ.YOR] morpheme end with “**yor**” syllables, only the [du] allomorph of the morpheme [Dİ] is used after the allomorphs of [İ.YOR]. For instance:

**i.yor-du, ı.yor-du, ü.yor-du, u.yor-du.**

Although the personal morphemes are [İM], [İN], [Ø], [İK], [İN.İZ], and [LER.Dİ], only their allomorphs [um], [un], [Ø], [uk], [un-uz] and [lar-dı] are used due to the [du] past time allomorph. As the vowels of the [du] allomorphs **coincide** with the vowels of the personal allomorphs, they **combine** and are verbalized as **single vowels**:

(**ben**) [du-um] (*dum*); (**sen**) [du-un] (*dun*); (**o**) [du] (*du*); (**biz**) [du-uk] (*duk*); (**siz**) [du-un-uz] (*du\*nuz*); (**onlar**) [du] (*du*) or [lar-dı] (*lar\*dı*).

As all these allomorphs are attached to [i.yor-du] allomorphs, they become “i.yor-du-um”, “i.yor-du-un”, “i.yor-du”, “i.yor-du-uk”, “i.yor-du-un-uz”, “i.yor-lar-dı”:

Ankara’-/y/a gi<sub>ı</sub>-i.yor-du-um.

(*an\*ka\*ra\*ya / gi\*di\*yor\*dum* ~)

I was going to Ankara.

Onlar bi<sub>z</sub>-e yardım e<sub>ı</sub>-i.yor-lar-dı.

(*on\*lar / bi\*ze / yar\*dim / e\*di\*yor\*lar\*dı* ~)

They were helping us.

Sen televizyon seyret<sub>ı</sub>-i.yor-du-un.

(*sen / te\*le\*viz\*yon / sey\*re\*di\*yor\*dun* ~)

You were watching television.

Arkadaş-la<sub>r</sub>-ı<sub>m</sub>-ı<sub>z</sub>-ı ara<sub>ı</sub>-ı.yor-du-uk.

(*ar\*ka\*daş\*la\*rı\*mi\*zi / a\*rı\*yor\*duk* ~)

We were looking for our friends.

Ben bir problem çö<sub>z</sub>-ü.yor-du-um.

(*ben / bir / prob\*lem / çö\*zü\*yor\*dum* ~)

I was solving a problem.

Biz onlar-ı bek<sub>le</sub>-i.yor-du-uk.

(*biz / on\*la\*rı / bek\*li\*yor\*duk* ~)

We were waiting for them.

O be<sub>n</sub>-i sev<sub>i</sub>-i.yor-du.

(*o / be\*ni / se\*vi\*yor\*du* ~)

She was in love with me.

Öğrenci-ler öğ<sub>re</sub>tmen-le<sub>r</sub>-i-/n/i dikkat-le din<sub>le</sub>-i.yor-lar-dı.

(*öğ\*ren\*ci\*ler / öğ\*ret\*men\*le\*ri\*ni / dik\*kat\*le / din\*li\*yor\*lar\*dı* ~)

The students were listening to their teacher carefully.

(The double underlined /e/ drops and the /l/ attaches to /i/.)

Uy-u.yor-du-**uk**. (The /y/ drops, the /y/ attaches to /u/, and the /u-u/ combine.) (*u\***yu**\*yor\*duk* ~)

We were sleeping.

**negative:**

Although the negation allomorphs of this tense are **me** [me] and **ma**, their **last vowels drop** when they are attached to the allomorphs of [I.YOR]:

Gel-me-i.yor-lar-di. (The /e/ drops, and the /m/ attaches to /i/.)

(*gel\***mi**\*yor\*lar\*di* ~)

They were not coming.

Onlar-ı bekle-me-i.yor-du-**uk**.

(*on\***la**\*rı / bek\***le**\*mi\*yor\*duk* ~)

We were not waiting for them.

O ben-i sev-me-i.yor-du.

(*o / be\***ni** / sev\***mi**\*yor\*du* ~)

She wasn't in love with me.

O ben-i anla-ma-ı.yor-du. (O beni anlamadı.)

(*o / be\***ni** / an\***la**\*mi\*yor\*du* ~)

She didn't understand me.

Ben uyu-ma-u.yor-du-**um**.

(*ben / u\***yu**\*mu\*yor\*dum* ~)

I wasn't sleeping.

**positive question:**

The question allomorphs of this tense are [mi, m<sub>i</sub>, mü, mu]. Each one of these allomorphs may be separately used after any **stressed** word in a sentence:

Ahmet okul-a otobüs-le **mi** git-i.yor-du?

(*ah\*met / o\*ku\***la** / o\*to\***büs**\*le\*mi / gi\*di\*yor\*du* ~)

Was Ahmet going to school by **bus**?

Ahmet otobüsle okul-a **m<sub>i</sub>** git-i.yor-du?

(*ah\*met / o\*to\***büs**\*le / o\*ku\***la**\*m<sub>i</sub> / gi\*di\*yor\*du* ~)

Was Ahmet going to **school** by bus?

Ahmet okul-a otobüs-le git-i.yor mu/y/-du?

(*ah\*met / o\*ku\***la** / o\*to\***büs**\*le / gi\***di**\*yor / mu/y/-du* ~)

Was Ahmet going to school by bus?

(Siz) uyu-u.yor mu/y/-**du-un**-uz?

(u\**y*u~\**y*or~ / mu<sup>y</sup>\**d*u\**n*uz ~)

Were you sleeping?

(Biz) çalış-ı.yor mu/y/**du-uk**?

(ç*a*\**l*ı\**ş*ı~\**y*or / mu<sup>y</sup>\**d*uk ~)

Were we working?

When the **verb** is stressed, the question allomorph **[mu]** attaches to **[du]** followed by the **personal** allomorphs:

"Gidiyor mu/y/-**du-um**?" "Bekliyor mu/y/-**dun**?" "Çalışıyor mu/y/-**du**" "Uyuyor mu/y/-**du-uk**?" "Koşuyor mu/y/-**du-un**-uz?" "Gülüyorlar mı/y/-**dı**?"

### negative question :

The **[me, ma]** negation allomorphs are used in negative questions as usual:

Onlar otobüs-le git-me-i.yor mu/y/-**du-lar**?

(on\**l*ar / o\**t*o\**b*üs\**l*e / **git**\**m*i\**y*or / mu<sup>y</sup>\**d*u\**l*ar ~)

Weren't they going by bus?

The double underlined /e/ drops, the /m/ attaches to /i/ and the /y/ glide is inserted between **[mu]** and **[du]**. Instead of "Gitmiyor muydular?", "Gitmiyorlar mıydı?" is often heard.

When the **question words** are involved, the [mi, mı, mü, mu] allomorphs are **not used**, and the verbs are in positive form:

Ne yap-ı.yor-**du-un**?

(**ne**~ / *y*a\**p*i\**y*or\**d*un~)

What were you doing?

Sana kim yardım et-i.yor-**du**?

(sa\**n*a / **kim**~ / *y*a\**d*ım / e\**d*i\**y*or\**d*u~)

Who was helping you? (The /t/ changes into the voiced /d/.)

Nere-/y/e git-i.yor-**du-un**?

(**ne**~*r*e\**y*e / *g*i\**d*i\**y*or\**d*un~)

Where were you going?

The /t/ changes into the voiced /d/, and the /u-u/ vowels combine.

Cadde-de bir kadın niçin koş-u.yor-**du**?

(cad\**d*e\**d*e / bir / ka\**d*ın / **ni**~*ç*in / ko\**ş*u\**y*or\**d*u~)

Why was a woman running along the street?

The intonation patterns of the Turkish and English interrogative sentences are different when the question words are involved. In the Turkish sentences, the stress is on the **question words**, but in English, the stress is on the **verbs**: (*ne*↗*\*re*\**ye* / *gi*\**di*\**yor*\**sun* ↘); (*where* / *are* / *you* / **go**↗*wing* ↘)

## THE PAST PERFECT CONTINUOUS TENSE

### Şimdiki Zaman'ın Hikâyesi

The **past continuous** verb structure of the Turkish language is also used in place of the **Past Perfect Continuous Tense** of the English language. Consider and compare the following sentences:

Ahmet gel-diğ-i/n/-de ben onu bir saat-tir otobüs durağ-ı/n/-da bekle-i.yor-du-um.  
(ah\*met / gel\*di\*ğın\*de~/ ben / o\*nu / i\*ki / sa\*at\*tir / o\*to\*büs / du\*ra\*ğın\*da / bek\*li\*yor\*dum↘)  
I had been waiting for Ahmet at the bus stop for an hour when he arrived.

Sınav son-a er-diğ-i/n/-de iki saattir soru-lağ-a cevap ver-me-/y/e çalış-ı.yor-du-um. I had been trying to answer the questions for two hours when the exam ended.

Işıklar sön-dük-ün-de iki saat-tir ev ödev-im-i yap-ı.yor-du-um.  
(i\*şık\*lar / sön\*dü\*ğün\*de~/ i\*ki / sa\*at\*tir / ev / ö\*de\*vi\*mi / ya\*pi\*yor\*dum↘)  
When the lights went off, I had been doing my homework for two hours.

Otobüs durağ-ı/n/-da bekle-i.yor-du-um.  
(o\*to\*büs / du\*ra\*ğın\*da / bek\*li\*yor\*dum↘)  
I was waiting at the bus stop. (Past Continuous)

Otobüs durağ-ı/n/-da iki saat-tir bekle-i.yor-du-um.  
(o\*to\*büs / du\*ra\*ğın\*da / i\*ki / sa\*at\*tir / bek\*li\*yor\*dum↘)  
I had been waiting at the bus stop **for two hours**. (Past Perfect Continuous)

Sabah-le.yin kalk-tık-ım-da saat-ler-dir yağmur yağ-ı.yor-du.  
(sa\*bah\*le\*yin / kalk\*tı\*ğım\*da / sa\*at\*ler\*dir / yağ\*mur / ya\*ğ\*ı\*yor\*du↘)  
It had been raining for hours when I got up in the morning.

As it is seen in the examples above, only The Past Continuous Tense is used in Turkish to express both The Past Continuous and The Past Perfect continuous Tenses of the English language.

## WAS (WERE) GOING TO

### Gelecek Zaman'ın Hikâyesi

This tense expresses an action that was going to be done in the past, but was interrupted for some reason. The same tense exists in the English language, as well.

To form this tense in Turkish, the ♪ [e.cək] or [a.cak] allomorphs are attached to verb roots, stems or frames first, and then they are followed by ♪ [ti, tı] past allomorphs, and finally personal allomorphs (**ben**) ♪ [im, ım]; (**sen**) ♪ [in, ın]; (**o**) [Ø]; (**biz**) ♪ [ik, ık]; (**siz**) ♪ [in-iz, ın-ız]; (onlar) ♪ [ler-di, lar-dı] are added:

Ev ödey.ım-i yap-a.cak-tı-ım, ama birden elektrik-ler sön-dü.

(ev / ö\*de\*vi\*mi / ya\*pa\*cak\*tım / a\*ma ~ / bir\*den / e\*lek\*trik\*ler / sön\*dü ~)

I was going to do my homework, but suddenly the lights went out.

Tam öğretmen-in soru-/s/u-/n/a cevap ver-e.cək-ti-im, ama zil çaldı.

(tam / öğ\*ret\*me\*nin / so\*ru\*su\*na / ce\*vap / ve\*re\*cək\*tım / a\*ma ~ / zil / çal\*dı ~)

I was just going to answer the teacher's question, but the bell rang.

Tam uyku-/y/a dağ-a.cak-tı-ım, telefon çal-dı.

(tam / uy\*ku\*ya / da\*la\*cak\*tım ~ / te\*le\*fon / çal\*dı ~)

Just as I was going to sleep, the telephone rang.

This tense is also used in **conditional unreal past tenses** in Turkish:

Bilet bul-sa/y/-dı-ım, tiyatro-/y/a giğ-e.cək-ti-im.

(bi\*let / bul\*say\*dım ~ / ti\*ya\*ro\*/y/a / gi\*de\*cək\*tım ~)

If I had found a ticket, I would have gone to the theatre.

Öğretmen ben-i kopya çek-er-ken yakala-ma-sa/y/-dı, tüm soru-lağ-a cevap ver-e.cək-ti-im.

I would have answered all the questions if the teacher hadn't caught me cheating.

## USED TO

### Geniş Zaman'ın Hikâyesi

The equivalent of the expression of “used to” is used in Turkish as it is used in English. To form this expression, the simple present tense allomorphs of [İR], ♪ [ir, ır, ür, ur, er, ar], are used followed by ♪ [di, dı, dü, du] past allomorphs; and finally, (ben) ♪ [im, ım, üm, um]; (sen) ♪ [in, ın, ün, un]; (o) [Ø]; (biz) ♪ [ik, ık, ük, uk]; (siz) ♪ [in-iz, ın-ız, ün-üz, un-uz]; (onlar) ♪ [ler-di, lar-dı] personal allomorphs are added. The identical “i-i”, “ı-ı”, “ü-ü”, “u-u” vowels **combine** and are verbalized as single vowels:

Onsekiz yaş-ım-da/y/-ken futbol oyna-ar-dı-ım.

(**on**\*se\*kiz / ya\*şım\*day\*ken / fut\*bol / oy\***nar**\*dım ~)

I used to play football when I was eighteen.

Biz her akşam televizyon seyret-er-di-ik.

(biz / **her** / ak\*şam / te\*le\*viz\***yon** / sey\*re\*der\*dik~)

We used to watch television every evening.

### negative:

The negation allomorph, which is used without the /z/ consonant for the first person in The Simple Present Tense (Geniş Zaman) negative, is used with the phoneme /z/ in negative “used to” tenses, such as “git-mez”, “oku-maz”. After this, the allomorphs of the morpheme [Dİ] and the personal allomorphs follow:

Genç-ken basketbol oyna-maz-dı-ım.

(**genç**\*ken / bas\*ket\*bol / oy\*na\***maz**\*dım ~)

I didn't use(d) to play basketball when I was young.

Okul-a otobüs-le git-mez-di-ik.

(o\*ku\*la / o\*to\***büs**\*le / git\***mez**\*dik ~)

We didn't use(d) to go to school by bus.

Babam gözlük-ler-i/n/i tak-ma-am-a izin ver-mez-di.

(ba\*bam / göz\*lük\*le\*ri\*ni / tak\*ma\*ma / i\*zin / ver\***mez**\*di ~)

My father didn't use(d) to let me wear his eyeglasses.

### positive question:

To produce a positive question, one of the Simple Present Tense allomorphs is attached to a verb root, stem or frame, and then, as a separate word, one of the question allomorphs ɺ [mi, mı, mü, mu], and one of the Simple Past Tense allomorphs ɺ [di, dı, dü, du] is linked to the question allomorphs by the /y/ glide, and finally a suitable personal allomorph follows them:

Siz her gün İngilizce çalış-ır mı/y/-dı-ın-ız?, or (çalışıyor muydunuz?)

(siz / **her**\*gün / in\*g\*liz\*ce / ça\*lı\***şır**~ / mıy\*dı\*nız ~)

Did you use(d) to study English every day?

(The /y/ glide is inserted between [mı] and [dı].)

Mutfak-ta anne-en-e her gün yardım et-er mi/y/-di-in?

(mut\*fak\*ta / an\*ne\*ne / **her** / gün / yar\*dım / e\***der**~ / miy\*din ~)

Did you use to help your mother in the kitchen every day?



Sen genç-ken kız-lar futbol oyna-ar mı/y/-dı?

(sen / **genç**\*ken / kız\*lar / fut\*bol / oy\*nar~ / mı/y/\*dı ~)

Did girls use to play football when you were young?

This verbal composition is also used in **conditional** sentences:

Sen-in yeř-in-de ol-sa-am baba-am-ın öğüt-ü-/n/ü dinle-er-di-im.

(se\*nin / ye\*rin\*de / ol\*sam / ba\*ba\*mın / ö\*ğüt\*dü\*nü / din\*ler\*dim ~)

If I were you, I would listen to my father's advice. (advice)

Jack burda ol-sa biz-e yardım et-er-di.

(Jack / bur\*da / ol\*sa~ / bi\*ze / yar\*dım / e\*der\*di ~)

If Jack were here, he would help us.

## THE RUMOR FORMS OF THE SIMPLE AND THE CONTINUOUS TENSES

The rumor forms of **The Simple Present**, **The Present Continuous**, **The Simple Future**, and the **modals** such as **must**, **mustn't**, **can**, **can't**, and double rumor forms are also possible in Turkish. To form these tenses, one of the allomorphs of **The Simple Present Tense** ♪ [ir, ır, ür, ur, er, ar], the allomorphs of **The Present Continuous** ♪ [i.yor, ı.yor, ü.yor, u.yor], **The Simple Future** ♪ [e.cek, a.cak], and the **modal morphemes** ♪ [me.li, ma.lı], ♪ [e.bil, a.bil], and their negative forms, an additional rumor suffixes ♪ [miş, miş, müş, muş] can be attached to verb roots, stems or frames. Then they are followed by personal allomorphs:

(ben) ♪ [im, ım, üm, um]; (sen) ♪ [sin, sın, sün, sun]; (o) [Ø]; (biz) ♪ [iz, iz, üz, uz]; (siz) ♪ [sin-iz, sın-ız, sün-üz, sun-uz]; (onlar) ♪ [ler, lar]:

Çalış-ır-mış-ım. (ça\*lı\*şır\*mi\*şım~) They say that I work..

Çalış-maz-mış-ım. (ça\*lı\*şmaz\*mi\*şım~) They say that I don't work.

Çalış-ır mı/y/-miş-im? (ça\*lı\*şır~ / mıy\*mi\*şım~) Do they say that I work?

Çalış-maz mı/y/-miş-im? (ça\*lı\*şmaz~ / mıy\*mi\*şım~) Do they say that I don't work?

Gül-er-miş-sin-iz. (gü\*ler\*miş\*si\*niz~) They say that you laugh.

Gül-mez-miş-sin-iz. (gü\*mez\*miş\*si\*niz~) They say that you don't laugh.

Gül-er-miş mi-sin-iz? (gü\*ler~miş / mi\*si\*niz~) Do they say that you laugh?

Gül-mez-miş mi-sin-iz? (gü\*mez~miş / mi\*si\*niz~) Do they say that you don't laugh?

Sat-ı.yor-muş-um. (sa\*tı\*yor\*mu\*şum~) They say that I am selling.

Sat-ma-ı.yor-muş-um. (sat\*mi\*yor\*mu\*şum~) They say that I am not selling.

Sat-ı.yor mu/y/-muş-um? (sa\*tı~yor / muy\*mu\*şum~) Do they say that I am selling?

Sat-ma-ı.yor mu/y/-muş-um? (sat\*mi~yor / muy\*mu\*şum~) ... that I am not selling?

Git-e.cek-miş-iz. (gi\*de\*cek\*mi\*şiz~) They say that we will go.

Git-me-/y/e.cek-miş-iz. (**git**\*me\*ye\*cek\*mi\*şiz.↷) They say that we will not go.  
 Git-e.cek mi/y/-miş-iz? (**gi**\*de\*cek↷ / **miy**\*mi\*şiz↷) Do they say that we will go?  
 Git-me-/y/e.cek mi/y/-miş-iz? (**git**↷\*me\*ye\*cek / **miy**\*mi\*şiz↷) ... that we will not go?  
 In all ♪ [miş, miş, müş, muş] sentences the **origin** and the **time** of the rumor are either **unknown** or **unimportant**.

Bekle-me.li/y/-miş-im. (**bek**\*le\*me\*liy\*mi\*şim↷) They say that I must wait.  
 Bekle-me-me.li/y/-miş-im. (**bek**\*le\*me\*me\*liy\*mi\*şim↷) They say that I mustn't ...  
 Bekle-me.li mi/y/-miş-im? (**bek**\*le\*me\*li / **miy**\*mi\*şim↷) Do they say that I must...  
 Bekle-me-me.li mi/y/-miş-im? (**bek**\*le\*me\*me\*li / **miy**\*mi\*şim↷) .. I mustn't wait?

Bitir-e.bi[-ir-miş-im. (**bi**\*ti\*re\*bi\***lir**\*mi\*şim↷) They say that I can finish.  
 Bitir-e.mez-miş-sin. (**bi**\*ti\*re\*mez\*miş\*sin) They say that you can't finish.  
 Bitir-e.mez / mi/y/-miş-im? (**bi**\*ti\*re\*mez / **miy**\*mi\*şim↷) Do they say I can't finish?  
 Çalış-a.maz-lar mı/y/-miş? (**ça**\*lı\***ş**a\*maz\*lar / **miy**\*miş↷) ...that they can't work?

Jack bir Rus kız-ı-/n/ı mı sey-i.yor-muş?  
 (**jack**~ / bir / **rus** / kızı\***ni**↷ / mı / se\*vi\*yor\* **muş**↷) (surprise)  
 Do they say that Jack is (was) in love with a Russian girl?

Bütün kızlar Jack'e aşık-miş-miş.  
 (**bü**\*tün / kız\*lar / ja\***ke** / a:\***şik**\*miş\*miş↷)  
 Jack says (or I have heard) that all girls are in love with him, which is unbelievable.  
 "Miş miş", "miş miş", "müş müş", "muş muş" express unbelievable rumor.

Ben-i tanı-ma-ı.yor mu/y/-muş? Daha neler!  
 (**be**\*ni / ta\***ni**\*mi\*yor / muy\*muş↷) (**da**\***ha** / ne\*ler↷)  
 Does he (she) say that he (she) doesn't know me? Ridiculous!

Jack bekâr değil mi/y/-miş?  
 (**jack** / be\*kâr / de\***ğil** / mi/y/\*miş↷)  
 Have you heard that Jack isn't bachelor?

Patron bugün çok meşgul müş.  
 (**pat**\*ron / bu\***gün** / **çok** / meş\*gul\*muş↷)  
 They say that the boss is very busy today.

## THE PAST PERFECT TENSE

### Miş'li Geçmiş'in Hikâyesi

This tense is generally used in complex sentences. To form this tense, one of the allomorphs of ♪ [miş, miş, müş, or muş] is used after a verb root, stem or frame, then one of the ♪ [ti, tı, tü, tu] past allomorphs is added, and finally they are followed by one of the personal allomorphs.

The personal allomorphs used in this tense are: (**ben**) ♪ [im, ım, üm, um]; (**sen**) ♪ [in, in, ün, un]; (**o**) [Ø]; (**biz**) ♪ [ik, ık, ök, uk]; (**siz**) ♪ [in-iz, in-iz, ün-üz, un-uz]; (**onlar**) [Ø] or ♪ [ler-di, lar-dı]. All these suffixes follow the vowel

and consonant harmony rules while they are being suffixed. As the last vowels of the past allomorphs and the first vowels of the personal allomorphs coincide, they combine and are vocalized as single vowels:

Yat-ma-dan önce ev ödey-in-i bitir-miş mi/y/-di-in?

(*ya\*ma\*dan / ön\*ce ~ / ev / ö\*de\*vi\*ni / bi\*tir\*miş / miy\*din ~*)

Had you finished your homework before you went to bed?

Misafir-ler gel-me-den önce akşam yemek-im-iz-i ye-miş-ti-ik.

(*mi\*sa:\*fir\*ler / gel\*me\*den / ön\*ce / ak\*şam / ye\*me\*ğ\*mi\*zi / ye\*miş\*tik ~*)

We had eaten our lunch before the visitors arrived.

Birisi baba-am-a telefon et-tik-i/n/-de baba-am ev-den yeni çık-mış-tı.

(*bi\*ri\*si / ba\*ba\*ma / te\*le\*fon / et\*ti\*ğ\*in\*de~ / ba\*bam / ev\*den / ye\*ni / çık\*mış\*tı ~*)

When somebody telephoned my father, he had just left home.

(Ben-im) hava alan-ı/-n/a var-dık-ım-da uçak havalan-mış-tı bile

noun + infinitive compound - [da]

sentence

adverbial phrs of time

When I arrived at the airport, the plane had already taken off.

(O) (ben-im) hangi ülke-ler-e git-tik-im-i öğren-mek iste-di.

NP (noun compound) (object of "öğrenmek") inf V

NP

He wanted to know which countries I had been to.

Daha önce (kendi-/s/i-/n/in) ben-im-le karşılaş-mış ol-duğ-u-/n/u söyle-di.

(*da\*ha / ön\*ce / be\*nim\*le / kar\*şı\*laş\*mış / ol\*du\*ğ\*u\*nu / söy\*le\*di ~*)

He said that he had met me before.

The /k/ phonemes in **♩** [dik, dık, dük, duk] change into the voiced /ğ/ phonemes.

## THE FUTURE CONTINUOUS TENSE

This tense expresses an action going on at a certain time in the future. To compose this tense, one of the progressive allomorphs **♩** [*i.yor, ı.yor, ü.yor, or u.yor*] is attached to verb roots, stems or frames first, and then, as a separate word, the verb "ol" is used attached to [**a.cak**] allomorph, which is followed by one of the **personal** allomorphs:

Yarın saat sekiz-de sen-i bek.le-i.yor ol-a.cak-ım.

(*ya\*rın / sa\*at / se\*kiz\*de / se\*ni / bek\*li\*yor / o\*la\*ca\*ğ\*ım ~*)

I will be waiting for you at eight o'clock tomorrow.

The double underlined /e/ drops, and the /k/ in “olacak” changes into its voiced form /ğ/, and the single underlined consonants detach from their syllables, and attach to the first vowels of the first syllables of the following inflectional morphemes.

Yarın bu saat-te çalış-ı.yor ol-a.cak-ım.

(ya\*rın / bu / sa\*at\*te / ça\*lı\*şı\*yor / o\*la\*ca\*ğım ~)

I will be working at this hour tomorrow. (The /k/ changes into /ğ/.)

Yarın bu saat-te ne yap-ı.yor ol-a.cak-sın?

(ya\*rın / bu / sa\*at\*te / ne~ / ya\*pı\*yor / o\*la\*cak\*sın ~)

What will you be doing at this hour tomorrow?

The **same** verb composition above can also be used in Turkish when **The Future Perfect Continuous Tense** verb expression is needed:

Gelecek yıl bu zaman bir yıldır Türkçe öğren-i.yor ol-a.cak-ım.

(ge\*le\*cek / yıl / bu / za\*man ~/ bir / yıldır / türk\*çe / öğ\*re\*ni\*yor / o\*la\*ca\*ğım ~)

I will have been studying Turkish for a year by this time next year.

Misafir-ler gel-diğ-in-de eş-im üç saat-tir mutfak-ta yemek pişir-i.yor ol-a.cak.

My wife will have been cooking in the kitchen for three hours by the time the visitors arrive.

## THE FUTURE PERFECT TENSE (miş ol-acak)

Both in English and Turkish, this tense expresses an action that will have been finished before a certain time in the future. To form this tense, one of the ♪ [miş, miş, müş, or muş] allomorphs is attached to a verb root, stem or frame, and then, as a separate word, one of the ♪ [e.cek or a.cak] allomorphs is attached to the “ol” verb root, and finally the verb composition is ended with one of the **personal allomorphs**:

Saat beş-te iş-im-i bitir-miş ol-a.cak-ım.

(sa\*at / beş\*te / i\*ş\*mi / bi\*tir\*miş / o\*la\*ca\*ğım ~)

I will have finished my work by five o'clock.

(The underlined /k/ is replaced by its voiced form /ğ/.)

Televizyon-da benim favori program-ım başladığ-ın/-da ev ödev-im-i yapmış ol-a.cak-ım.

I will have done my homework by the time my favorite program starts on TV.

(Sen) hava alan-ı/-n/a var-dığ-ın/-da uçak havalan-mış ol-a.cak.

(sen / ha\*va / a\*la\*ni\*na / var\*dı\*ğın\*da / u\*çak / ha\*va\*lan\*mış / o\*la\*cak~)

The plane will have taken off by the time you arrive at the airport.

## INFINITIVES (MASTARLAR)

In Turkish, the grammar term **infinitive** (matar) covers both the **gerunds** and the **infinitives** of the English language. Therefore, we will talk about only **infinitives**. All infinitives are **nouns** made up of **verb roots**, **verb stems** or **verb frames**. All infinitives are **timeless**.

There are four kinds of infinitives in Turkish:

1. The ♪ [mek, mak] allomorphs attached to **verb roots**, **stems** or **frames**:

**oku-mak** (reading, to read); **yüz-mek** (swimming, to swim); **yardım et-mek** (helping, to help); **konuş-mak** (talking, to talk); **temizle-mek** (cleaning, to clean); **oyna-mak** (playing, to play); **tart-mak**; **tartıl-mak** (*tar\*tıl\*mak*); **tartış-mak** (*tar\*tış\*mak*); **kaç-mak**; **kaçın-mak** (*ka\*çın\*mak*); **kaçış-mak** (*ka\*çış\*mak*); **sürt-mek**; **sürtül-mek** (*sür\*tül\*mek*); **sürtün-mek** (*sür\*tün\*mek*); **sürtüş-mek** (*sür\*tüş\*mek*); **döv-mek**; **dövül-mek** (*dö\*vül\*mek*); **döyün-mek** (*dö\*vün\*mek*); **döyüş-mek**; **çek-mek**; **çekil-mek**; **çekin-mek**; **çekiş-mek**; **at-mak**; **atıl-mak**; **atış-mak**; **sev-mek**; **seyil-mek**; **seyin-mek**; **seyiş-mek**; **değ-mek**; **değil-mek**; **değil-mek**.

2. The ♪ [me, ma] allomorphs attached to **verb roots**, **stems** and **frames**:

**git-me** (going, to go); **gel-me** (coming, to come); **çalış-ma** (working, to work); **eleştir-me** (criticizing, to criticize); **anla-ma** (understanding, to understand); **ezberle-me** (memorizing, to memorize); **tart-ma**, **tartıl-ma** (*tar\*tıl\*ma*), **tartış-ma** (*tar\*tış\*ma*); **gör-me**, **görül-me** (*gö\*rül\*me*), **görün-me** (*gö\*rün\*me*), **görüş-me**; **kaç-ma**; **kaçın-ma**; **kaçış-ma**.

3. The ♪ [iş, iş, üş, uş, eş, aş] allomorphs attached to **verb roots** or **stems**:

**gülüş** (*gü\*lüş*) (way of smiling); **bakış** (*ba\*kış*) (way of looking); **anlayış** (*an\*la\*yış*) (ability of understanding), **geliş** (*ge\*liš*) (way of coming); **davranış** (*dav\*ra\*nuş*) (way of behaving).

4. The ♪ [dik, dık, dük, duk, tik, tık, tük, tuk] allomorphs attached to **verb roots**, **stems** and **frames**:

**yüz-dük**, **gel-dik**, **oku-duk**, **temizle-dik**, **bekle-dik**, **çalış-tık**; **soy-un-duk** (*so\*yun\*duk*), **anla-aş-tık** (*an\*laş\*tık*), **keş-iş-tik**, **sev-il-dik**, **yüz-leş-tik**, **bek-le-eş-tik**, **tartış-tık**.

The **Nr. 4** infinitives are used in **transforming sentences** into “**possessor + possessed**” (**noun + infinitive**) compounds such as: “**be<sub>n</sub>-im gör-dük-üm**” (be \*nim / gör\*dü\*ğüm); “**Hasan’ın ça-lış-tık-ı**” (ha \*sa \*nın / ça \*lı ş \*tı \*ğ ı); “**bi z-im bekle-eş-tik-im-iz**” (bi \*zim / bek \*le ş \*tı \*ğ ı \*miz).

In the examples above, the [dik, dık, dük, duk, tik, tık, tük, tuk ] allomorphs are not the allomorphs used in "Futbol oyna-dı-ık." For instance, when the sentence "O futbol oynuyor" is transformed into a nominal phrase (**noun + infinitive** compound), it becomes "onun futbol oyna-dık-ı". This transformed phrase can be used as the object of "görüyorum". "Onun futbol oyna-dık-ı/n/ı (oynuyor olduğunu) görüyorum." In this sentence, the allomorph [dık] does not convey a past time concept. This infinitive does not convey a time concept as the other infinitives. Consequently, "oynuyor", "oynar", "oynardı", "oynadı", "oynuyordu" tenses are all transformed into a “**noun + infinitive**” compound as "oyna-dık-ı" (oy\*na\*dı\*ğ ı):

O futbol oynuyor. ∪ “**onun futbol oynadığı**”

O futbol oynar. ∪ “**onun futbol oynadığı**”

O futbol oynadı. ∪ “**onun futbol oynadığı**”

O futbol oynuyordu. ∪ “**onun futbol oynadığı**”

When all the four sentences above are transformed and nominalized, they can be used in the following sentences as objects:

Onun **futbol oyna-dık-ı/n/ı** görüyorum. I can see that he is playing football.

Onun her gün **futbol oyna-dık-ı/n/ı** biliyorum. I know that he plays football every

day. Onun dün **futbol oyna-dık-ı/n/ı** gördüm. I saw that he was playing football yesterday.

These examples clearly prove that the [DİK] morpheme is not the past time [Dİ] morpheme. It is a morpheme attached to a verb to produce an **infinitive**:

“**Onun araba-/y/ı çaldık-ı**” is a “**noun + infinitive**” compound like “onun araba-/y/ı çal-ma-/s/ı”.

Generally speaking, "be<sub>n</sub>-im al-ma-am", "be<sub>n</sub>-im al-ış-ım", "be<sub>n</sub>-im al-dık-ım" expressions are all “**possessor + possessed**” noun compounds like "be<sub>n</sub>-im kapı-ım". The "V-[mek, mak]" infinitives are timeless as the other infinitives are, but they are not used in compounds. For instance “onun git-mek-i” is **not used** in Turkish; the “V-[me, ma]” infinitives are used instead.

Note: You can find further explanations in the article written by **Eser Erguvanlı Taylan**, Boğaziçi Üniversitesi, (Türkçe'de Tümce Yapısına Sahip Tümleş Yantümceleri)

## WHERE AND HOW THE INFINITIVES ARE USED

**1 (a).** The [mek, mak] infinitives can be used in the **subject** position in a sentence. They are timeless and have no personal possessor morphemes attached to them.

**Yüz-mek** sağlık için yararlıdır.

(yüz\***mek** ~ / sağ\*lık / i\*çin / ya\*rar\*lı\*dır ~)

**Swimming** is good for health.

**Sigara iç-mek** zararlıdır.

(si\*ga\*ra / iç\***mek** ~ / za\*rar\*lı\*dır ~)

**Smoking** is harmful.

Günde sekiz saat **uyu-mak** sağlıklı bir kişi için yeterlidir.

(gün\*de / se\*kiz / sa\*at / u\*yu\***mak**~ / sağ\*lık\*lı / bir / ki\*şi / i\*çin / ye\*ter\*li\*dır~)

**Sleeping** eight hours a day is enough for a healthy person. It is enough for..

Bütün gün televizyon **seyret-mek** zaman kaybıdır.

(bü\*tün / gün / te\*le\*viz\***yon** / sey\*ret\***mek** / za\***man** / kay\*bi\*dır ~)

**Watching** television all day long is a waste of time.

Onu **ikna et-mek** kolaydır.

(o\*nu / ik\***na** : / et\***mek** / ko\*lay\*dır ~)

**To convince** him is easy. It is easy **to convince** him. He is easy **to convince**

**1 (b).**The same [mek, mak] infinitives are used before “**yerine**” and “**için**” postpositions:

Bahçede **çalış-mak yerine** tenis oynadık.

infinitive (noun) \_\_\_\_\_ postp

postp phrs (adverbial)

(bah\*çe\***de** / ça\*lış\***mak** / ye\*ri\***ne**~ / te\*nis / oy\*na\*dık ~)

We played tennis **instead of working** in the garden. (“Yerine” is a postposition.)

Televizyon **seyret-mek yerine** iş-i yap.

(te\*le\*viz\***yon** / sey\*ret\***mek** / ye\*ri\***ne** / i\*şi\***ni** / yap ~)

Do your work **instead of watching** television.

Okul-a **git-mek yerine** sinema-/y/a **git-ti-ler**

(o\*ku\***la** / git\*mek / ye\*ri\*ne~/ si\***ne**\*ma\*ya / git\*ti\*ler ~)

They went to the cinema instead of going to school.

The same [**mek, mak**] allomorphs are also used before “**için**” postpositions to express **purpose**:

Ey ödev-**im-i tamamlamak için** sabah-le.yin erken kalk-tı-**ım**. (liaison)

(e\*vö\*de\*vi\*mi / ta\*mam\*la\***mak** / i\*çin~/ sa\*bah\*le\*yin / er\***ken** / kalk\*tım ~)

I got up early **to complete** my homework.

Yepyeni bir araba **al-mak için** para biriktir-i.yor-uz.

(**yep**\*ye\*ni / bir / a\*ra\*ba / al\***mak** / i\*çin / pa\***ra** / bi\*rik\*ti\*ri\*yo\*ruz ~)

We are saving money **to buy** a brand new car.

Onlar-ı **gör-mek için** pencere-den bak-tı-**ım**.

(on\*la\*rı / gör\***mek** / i\*çin ~/ pen\*ce\*re\*den / bak\*tım ~)

I looked out of the window **to see** them.

Onu **bitir-mek için** zaman-a ihtiyaç-**ım-ız** var.

(o\*nu / bi\*tir\***mek** / i\*çin ~/ za\***ma**.\*na / ih\*ti\*ya:\*cı\*mız / var ~)

We need time **to finish** it.

Cumhurbaşkanı-/n/ı **gör-mek için** herkes ayak-a kalk-tı, (a\*ya\*ğ(a)

Everybody stood up **to see** the president.

Yabancı dil **öğren-mek için** çok çalış-mak zorunda-sın.

(ya\*ban\*cı / dil / öğ\*ren\***mek** / i\*çin~/ **çok** / ça\*lış\***mak** / zo\*run\*da\*sın ~)

You have to study hard **to learn** a foreign language.

Ben-i **anla-mak için** dikkat-le dinle.

(be\*ni / an\*la\***mak** / i\*çin ~/ dik\***kat**\*le / din\*le ~)

Listen carefully **to understand** me.

İsian-**ma-mak için** şemsiye-/s/i-/n/i al-dı. (negative infinitive)

(is\*lan\***ma**\*mak / i\*çin / şem\*si\*ye\*si\***ni** / al\*dı ~)

She took her umbrella **not to get** wet.

Beni daha iyi **gör-mek için** gözlük-le-**i-/n/i** tak-tı.

(be\*ni / da\***ha** / i\*yi / gör\***mek** / i\*çin / göz\*lük\*le\*ri\***ni** / tak\*tı ~)

She put her glasses on **to see** me better.

Biz-e **yardım et-mek için** (et-mek-te) israr et-ti. (liaison)

(bi\*ze / yar\*dım / et\***mek** / i\*çin / is\***ra**.\*r / et\*ti ~) (is\***ra**.\*ret\*ti)

He insisted **on helping** us.



Otobüs-e **yetiş-mek için** koş-tu-uk.

(o\*to\*bü\*se / ye\*tiş\*mek / i\*çin / koş\*tuk~)

We ran **to catch** the bus.

**1 (c).** The infinitives with ♪ [**mek, mak**] are used as objects of the verb “**iste**” and the adverbial “**zoru/n/-da**” (“want, wish” and “have to”)

Türkçe **öğren-mek** iste-i.yor-um.

(türk\*çe / öğ\*ren\*mek / is\*ti\*yo\*rum ~)

I want **to learn** Turkish.

Türkçe **öğren-mek** zoru/n/-da-/yım.

(türk\*çe / öğ\*ren\*mek / zo\*run\*da\*yım ~)

I have **to learn** Turkish.

Bulaşık-la-ı **yıka-mak** iste-me-i.yor-um.

(bu\*la\*şık\*la\*rı / yı\*ka\*mak / is\*te\*mi\*yo\*rum ~)

I don't want **to wash** the dishes.

Bu kitabı **oku-mak** iste-i.yor mu-sun? (İster misin?)

(bu / ki\*ta\*bı / o\*ku\*mak / is\*ti\*yor / mu\*sun ~)

Do you want **to read** this book?

Canım oku-a **git-mek** iste-me-i.yor.

(ca\*nım / o\*ku\*la / git\*mek / is\*te\*mi\*yor ~)

I don't feel **like going** to school.

**1 (d).** The ♪ [**mek, mak**] allomorphs attached to [**ten, tan**] allomorphs:

The ♪ [**mek, mak**] allomorphs can also be used attached to ♪ [ten, tan] allomorphs as all nouns can. The other two allomorphs of the phoneme [**DEN**] are not used here because the ♪ [mek, mak] allomorphs end with **unvoiced consonants**:

**Yanlış-lık yap-mak-tan** kaçın-ma.lı-sın.

(yan\*lış\*lık / yap\*mak\*tan / ka\*çın\*ma\*lı\*sın ~)

You must **avoid making** mistakes.

Gece-le.yin yalnız **dışarı çık-mak-tan** kork-ar-ım.

(ge\*ce\*le\*yin / yal\*nız / dı\*şa\*rı / çık\*mak\*tan / kor\*ka\*rım ~)

I am afraid **of going out** alone at night.

Tüm kadınlar **yaşlan-mak-tan** kork-ar.

(*tüm / ka\*dın\*lar / yaş\*lan\*mak\*tan / kor\*kar* ~)

All women are afraid **of growing old**.

Bütün gün evde **otur-mak-tan** bı-k-tı-ım (sıkıldım).

(*büt\*tün / gün / ev\*de / o\*tur\*mak\*tan / bı\*k\*tım* ~)

I am tired (bored) **of staying** at home all day long.

**Yalan söyle-mek-ten** utan-ma-ı.yor musun?

(*ya\*lan / söy\*le\*mek\*ten / u\*tan\*mı\*yor / mu\*sun* ~)

Aren't you ashamed **of telling lies**?

**Üzül-mek-ten** kendim-i al-a.ma-ı.yor-um.

(*ü\*zül\*mek\*ten / ken\*di\*mi / a\*la\*mı\*yo\*rum* ~)

I can't help **being sorry**.

**Bekle-mek-ten** nefet et-er-im.

(*bek\*le\*mek\*ten / nef\*ret / e\*de\*rim* ~)

I hate **waiting**.

Çoğu öğrenciler ey ödey-i **yap-mak-tan** hoşlan-maz.

(*ço\*ğu / öğ\*ren\*ci\*ler ~ / e\*vö\*de\*vi / yap\*mak\*tan / hoş\*lan\*maz* ~)

Most students dislike **doing** homework.

Pervasız-ca araba **sür-mek-ten** kaçın-ma.lı-sın.

(*per\*va:\*sız\*ca / a\*ra\*ba / sür\*mek\*ten / ka\*çın\*ma\*lı\*sın* ~)

You must avoid **driving** recklessly.

**Gül-mek-ten** kendim-i al-a.ma-dı-ım.

(*gül\*mek\*ten / ken\*di\*mi / a\*la\*ma\*dım* ~)

I couldn't help **laughing**.

Kızkardeş-im ey iş-i **yap-mak-tan** nefret et-er. (liaison)

(*kız\*kar\*de\*şim / e\*vi\*şi / yap\*mak\*tan / nef\*ret / e\*der* ~)

My sister hates doing housework.

**Aldat-ıl-mak-tan** nefret et-er-im.

(*a\*da\*tıl\*mak\*tan / nef\*ret / e\*de\*rim* ~)

I hate **being cheated**. (passive infinitive)

Yardım **iste-mek-ten** çekin-me.

(*yar\*dım / is\*te\*mek\*ten / çe\*kin\*me* ~)

Don't avoid **asking for** help.

Tavla **oyna-mak-tan** söz et-ti-ik. (liaison)

(*tav\*la / oy\*na\*mak\*tan / sö\*zet\*tik*)

We talked **about playing** backgammon.

**2 (a).** The ♪ [me, ma] infinitives are used in the second part of the “**possessor + possessed**” noun compounds. They are timeless, but they have **possessor personal** allomorps attached to them. Compare the following:

Kitap-in kapak-ı (ki\*ta**\*bin** / ka\*pa\***\*ğı**) (the cover of the book)

ben-im pencere**-em** (be\***\*nim** / pen\*ce\***\*rem**) (my window)

ben-im git-me-em (be\***\*nim** / git\***\*mem**) (my going, me to go)

noun + inf compound

(Sen-in) gerçek-i söyle-me-**en**-i iste-i.yor-um.

(se\*nin~ / ger\*çe\***\*ğ**i / söy\*le\*me\*ni / is\*ti\*yo\*rum)

I want you to tell the truth.

“**senin gerçeği söylemen**” is a transformed nominalized sentence:

(Sen) gerçeği söylersin. ∪ “(sen-in) gerçek-i söyle-me-en”

(Sen) gerçeği söylüyorsun ∪ “(sen-in) gerçek-i söyle-me-en”

(Sen) gerçeği söyledin. ∪ “(senin) gerçeği söylemen”

(Sen) gerçeği söyledin. ∪ “(senin) gerçeği söylemen”

(Sen) gerçeği söyleyeceksin. ∪ “(sen-in) gerçek-i söyle-/y/e.cek ol-ma-an”

(Sen) gerçeği söylemiştin. ∪ “(sen-in) gerçek-i söyle-miş ol-ma-an”

As the **pronouns with the possessor personal allomorps**, and the **possessor allomorps** attached to the second parts of a noun compound mean the **same person**, the **pronouns** in the possessor parts can be ignored.

(ben-“im”) git-me-“em”, (ben-“im”) al-ma-“am”, (ben-“im”) bekle-me-“em”

(sen-“in”) git-me-“en”, (sen-“in”) al-ma-“an”, (sen-“in”) bekle-me-“en”

(o-“n/un”) git-me-“/s/ı”, (o-“n/un”) al-ma-“/s/ı”, (o-“n/un”) bekle-me-“/s/ı”

(biz-“im”) git-me-“em-iz”, (biz-“im”) al-ma-“am-ız”, (biz-“im”) bekle-me-“em-iz”

(siz-“in”) git-me-“en-iz”, (siz-“in”) al-ma-“an-ız”, (siz-“in”) bekle-me-“en-iz”

(on.lar-“ın”) git-me-“/s/ı”, (onlar-“ın”) al-ma-“/s/ı”, (onlar-“ın”) bekle-me-“/s/ı”

All the **identical “e-e”, “a-a”** vowels combine, and the **single underlined** syllables detach from their syllables and attach to the first vowels of the following allomorps.

Note: In the first line above, all the **pronouns together with the “im”, “em”, “am” and “em”** possessor personal allomorps mean “**my**”. In the following lines, the allomorps in inverted comas mean “**your**”, “**his**”, “**her**”, “**its**”, “**our**”, “**your**”, and “**their**”.

As the possessor personal allomorphs used in the **possessed** parts of a compound are enough to express the possessor adjectives (ben-im, sen-in, etc.), these possessor adjectives **may be ignored** unless they are thought to be necessary to attract the listener’s attention.

Since the compounds like “ben-im söyle-me-em” are noun compounds, they are nominal phrases, and so the [i, ı], [e, a], [de, da], [den, dan] and [le, la] suffixes can be attached to the **infinitive parts** of the compounds:

“söyle-me-en-i”, “söyle-me-en-e”, “söyle-me-en-de”, “söyle-me-en-den”, “söyle-me-en-le”

Baba-am (ben-im) daha çok çalış-ma-am-ı iste-i.yor. (is\*ti\*yor)

NP noun + infinitive comp (obj) NP V

My father wants me to study harder.

A final rule to add to the previous explanations is that in Turkish certain verbs need certain morphemes such as [İ], [E], [DE], [DEN] or [LE] attached to nouns or pronouns. The allomorphs of these morphemes can also be attached to **infinitives**, or “**noun + infinitive**” (or “**infinitive + noun**”) compounds, which might be named as **syntactic nouns** or **nominal phrases**.

**2 (b).** The verbs that take “**noun + nfnitive**” compounds as **objects**:

“**noun + infinitive**” - [İ]

Yağmur, (biz-im) zaman-ın-da tiyatro-/y/a git-me-em-iz-i engelledi.

NP possessor adverbial adverbial possessed V  
noun + infinitive compound (object) NP

(yağ\**mur* / bi\*zim / za\*ma:nın\***da** / ti\*yat\*ro\*ya / git\*me\*mi\*zi / en\*gel\*le\*di ~)

The rain prevented us from going to the theatre in time.

NP V NP prep phrs prep phrs prep phrs  
adverbial adverbial adverbial

(Ben) (sen-in) böyle davran-ma-an-ı anla-ma-ı.yor-um. (dav\*ran\*ma\*ni)

NP possessor adverb possessed V  
noun + inf compound (obj) NP

I don’t understand your behaving like that.

(Ben) (o/n/-dan) (Ben-im) siyah pantolon-um-u (o-/n/un) ütüle-me-/s/i-/n/i rica ettim.

NP adverbial possessor possessed possessor possessed V  
noun comp + [İ] (obj of “ütüle”) noun comp + [İ] (obj of “rica et”)  
NP NP  
chain noun compound

The mental development of this last sentence contains two simple sentences:

1. *O ben-im siyah pantolonum-u ütölesin.* 2. *Ben ondan bu-/n/u rica ettim.*

The first simple sentence is transformed and nominalized as “**onun benim siyah pantolonumu ütölemesi**”, and then it is embedded and used in place of the object “**bu-/n/u**” in the second sentence:

(Ben) **o/n/-dan (benim) siyah pantolon-um-u (onun) ütöle-me-/s/i-/n/i** rica etti-im.

(si\*yah / pan\*to\*lo\*nu\*mu / ü\*tü\*le\*me\*/s/i\*/n/i / ri\*ca: / et\*tim ~)

I asked her to iron my black trousers.

“Ben”, “benim” and “onun” words are optional because they are understood from the suffixes in “etti-**im**”, “pantolon-**um**” and “ütöle-me-**si/i**”

(Ben) **Mary’/n/in piyano çal-ma-/s/i-/n/i seyrettim.**

NP	<u>possessor</u>	N (obj of “çal”)	<u>possessed</u>	
		NP		V
				VP

(ma\*ri\*nin / pi\*ya\*no / çal\*ma\*sı\*nı / sey\*ret\*tim ~)

I watched **Mary playing** the piano.

(The /n/, /s/ and /n/ glides are respectively used.)

(Ben) (**Sen-in**) **ev-e dön-me-en-i bekle-i.yor-um.** (e\*ve / dön\*me\*ni)

NP	<u>possessor</u>	adv	<u>possessed</u>	
		noun compound (object)	NP	V
				VP

I am waiting for **your coming back** home.

**O/n/un konuş-ma-/s/i-/n/i anla-ma-ı.yor-um.**

(o\*nun / ko\*nuş\*ma\*sı\*nı / an\*la\*mi\*yo\*rum ~)

I don’t understand his way of speaking.

(The /n/, /s/ and /n/ glides are respectively used.)

(Sen) (Beñ-im) sana kahve getir-me-em-i iste-er mi-sin?

(sa\*na / kah\*ve / ge\*tir\*me\*mi / is\*ter / mi\*sin ~)

Would you like me to serve you coffee?

(Beñ-im) onun-la evlen-me-em imkân-sız.

<u>possessor</u>	<u>adverbial</u>	<u>possessed</u>	V
	noun compound (subject)		

(o\*nun\*la / ev\*len\*mem / im\*kân\*sız ~)

It is impossible for me **to marry** her. (“Benim” is optional.)

(Ben) onu, (**o-nun**) bize **yardım et-me-/s/i** için ikna et-ti-im. (ik\*na: / et\*tim)  
 subj obj noun + inf comp (object of "için") postp. V  
 postpositional phrase of purpose

I convinced **him to help** us

In the sentence above, the **/s/** is a glide; "onun" is not necessary, it is put there to show the reader the deleted "possessor" part of the compound.

Mektubu (**ben-im**) tekrar **yaz-ma-am-ı** rica etti.

He asked me to write the letter again. ("benim" is optional)

**Tüm erkekler tüm kadın-lar-ın güzel gör-ün-me-/s/i-/n/i iste-er.**

(**tüm** / er\*kek\*ler / **tüm** / ka\*dın\*la\*rın / gü\*z~~el~~ / gö\*rün\*me\*si\*ni / is\*ter ~)

All men want all women to look beautiful.

In the sentences above, "bizim gitmemiz", "senin davranman", "onun ütülmesi", "beklemenin faydası", "Mary'nin piyano çalması", "(senin) eve dönmen", "(benim) getirmem", "onun konuşması", "(benim) evlenmem", "onun yardım etmesi", and "tüm kadınların güzel görünmesi" are all "**noun + infinitive**" compounds that have been transformed from the simple sentences by the transformational component in order to be used in phrase structure patterns. The transformational component performs this mental activity to shape and use the simple sentences in phrase structure patterns. As the aim of this activity of the mind is to build up infinite oral sentences out of simple sentences, it may be reasonable to call such phrases as "**syntactic**", which means that such oral nominal phrases have been built up for syntactic purposes.

As important information, we have to assert that all the allomorphs used in transforming simple sentences are **inflectional allomorphs** because these allomorphs help simple sentences to be used in longer sentences without changing their simple sentence concepts.

In the following lines the *simple sentences* are printed in *italics*, and the transformed "**noun + infinitive**" compounds are printed in **bold face**, which have been produced for syntactic purposes. By the way, it is necessary to remember that the meaning of an oral sentence is always hidden in the simple sentence underlying an oral sentence. Listeners and readers can understand an oral sequence so long as they realize the morphemic sequence underlying the oral sequence.

Read the *simple sentences*, and the "**syntactic nominal phrases**" produced by the transformational rules of the Turkish language:

*Biz tiyatroya gidecektik.* ∪ "bizim tiyatroya gidecek ol-ma-am-ız"

*Sen böyle davranıyorsun.* ∪ "senin böyle davran-ma-an, davran-dık-ın"

(O) *siyah pantolonumu ütülesin.* ∪ “siyah pantolonumu ütülemesi, ütülediği”

*Mary piyano çalıyordu.* ∪ “Mary’nin piyano çal-ma-/s/ı, çal-dık-ı”

*Sen eve dön-dü-ün.* ∪ “senin eve dön-me-en, dön-dük-ün”

*O konuşur.* ∪ “onun konuş-ma-/s/ı, konuş-tuk-u”

*Ben kahve getiririm.* ∪ “benim kahve getir-me-em, getirdik-im”

*Ben onunla evlenirim.* ∪ “benim onunla evlen-me-em, evlen-dik-im”

*O bize yardım eder.* ∪ “onun bize yardım et-me-si, et-tik-i”

*Ben mektubu tekrar yazayım.* ∪ “benim mektubu tekrar yaz-ma-am”

*Ben bir mektup yazmıştım.* ∪ “benim mektup yaz-mış ol-ma-am”

As it is seen in the noun compounds above, when sentences are transformed and nominalized, they lose their time concepts like all infinitives. The “benim”, “senin” parts of the compounds may be ignored, and so, only “tiyattroya gitmemiz” or “mektubu tekrar yazmam” can be used as noun compounds without the possessor adjectives.

**Bekle-me-/n/in fayda-/s/ı** yok. It is no use waiting.

(Literally: "There is not the use of waiting") (“beklemenin faydası” is an “**in-finitive + noun**” compound used as the **subject** of the sentence.

**(Sen) (ben-im) şemsiye-em-i** geri **getir-me-/y/i** unut-ma.

(şem\*sı\*ye\*mi / ge\*ri / ge\*tir\*me\*yi / u\*nut\*ma ∩)

Don’t forget to bring my umbrella back.

In the example above, the /y/ glide is used between the /e/ phoneme and the [i] defining allomorph. The “sen” and “benim” words can naturally be ignored.

Biz-im takım **kazan-ma-/y/ı** haket-ti.

(bi\*zim / ta\*kım / ka\*zan\*ma\*yı / ha\*ket\*ti ∩)

Our team deserved **to win**.

Eski araba-am-ız-ı **sat-ma-/y/ı** ertele-di-ik.

(es\*ki / a\*ra\*ba\*mi\*zı / sat\*ma\*yı / er\*te\*le\*dik ∩)

We postponed selling our old car.

“Arabamız-ı” is the object of “satmak”; “eski arabamızı satma/y/ı” is the object of “ertelemek”.

**Yüz-me-/y/i** bana baba-**am** öğre-ti.

(yüz\*me\*yi / ba\*na / ba\*bam / öğ\*ret\*ti ~)

My father taught me (how) **to swim**.

(O) biz-im-le Bursa'ya **git-me-/y/i** kabu| et-ti. (liaison)

(bi\*zim\*le / bur\*sa\*ya / git\*me\*yi / ka\*bu:\*let\*ti ~)

He agreed **to go** to Bursa with us.

Hırsız kasa-/y/ı **aç-ma-/y/ı** dene-di.

(hır\*sız / ka\*sa\*yı / aç\*ma\*yı / de\*ne\*di ~)

The thief tried opening the safe.

Yeni bir araba **al-ma-/y/ı** düşün-ü.yor-uz.

(ye\*ni / bir / a\*ra\*ba / al\*ma\*yı / dü\*şü\*nü\*yo\*ruz ~)

We are considering buying a new car.

Note: The infinitives above are all printed in bold face.

**2 (c).** The verbs that need “**noun + infinitive**” compounds followed by [e], or [a] allomorphs:

Baba-am, (ben-im) futbol maç-ı-/n/a git-me-em-e izin ver-di. (git\*me\*me)

NP noun + infinitive compound - [e] (adverbial phrs) V

My father allowed **me to go** to the football match.

Babam, kızkardes-im-in gece yalnız sinema-/y/a git-me-/s/i-/n/e kızdı.

NP possessor adv adv adverbial possessed V

noun + infinitive compound + [e] = adverbial phrs

My father got angry about **my sister's going** to the cinema alone at night.

Babam, araba-/s/ı-/n/ı (ben-im) kullan-ma-**am**-a hiç izin ver-me-i.yor.

(ba\*bam / a\*ra\*ba\*sı\*ni / kul\*lan\*ma\*ma / hiç / i\*zin / ver\*mi\*yor ~)

My father is never allowing **me to use** his car. (Complaint) (“Benim” is optional.)

Babam (benim) balık tut-ma-/y/a **git-me-em**-e itiraz et-ti (karşı durdu).

(ba\*bam~ / ba\*lık / tut\*ma\*ya / git\*me\*me / i:\*ti\*ra:z / et\*ti ~)

My father objected to my going fishing. (“benim” is optional)

**2 (d).** “**noun + infinitive**” compounds can also be followed by [den, dan]:

Anne-em ben-im ev-e geç gel-me-em-den hoşlan-ma-ı.yor.

NP possessor adv adv possessed V

noun + infinitive comp - [den]

adverbial phrs

My mother dislikes my (me) coming home late.



There are two basic simple sentences in the oral sentence above:

1. *Ben eve geç geliyorum.*
2. *Annem bundan hoşlanmıyor.*

Sentence **Nr.1** is transformed and nominalized as "**benim eve geç gelmem**". When this transformed-nominal phrase is put in the place of "bundan" in the second sentence, the new synonymous sentence "Annem **benim eve geç gelmem-den** hoşlanmıyor" oral sentence structure is produced. In this transformed phrase, "**ev-e**" is an adverbial, and "**geç**" is an adverb modifying the infinitive "**gel-me**". "**Ben-im ev-e geç gel-mem**" is a noun compound (nominal phrase). If the allomorph [den] is attached to this nominal phrase, it turns it into an adverbial phrase modifying "**hoşlanmıyor**".

**(Ben) onun her şey-i anla-ma-/s/ı/n/-dan korkuyorum.**  
 NP possessor obj of "anla" possessed V  
noun + infinitive compound  
nominal phrase-[DEN]  
 adverbial phrs

I am afraid **of her understanding** everything. (The /s/ and /n/ glides are used.)

### The [me, ma] infinitives attached to [e or a] allomorphs: "V- [me/y/e, ma/y/a]

**(Ben) klasik müzik dinle-me-/y/e düşünüm.**  
 NP NP infinitive-[e] V  
 adverbial phrs

I am fond of **listening** to classical music.

**İş-im-i tamamla-ma-/y/a** çalışıyorum.  
 (i\*şɪ\*mi / ta\*mam\*la\*ma\*ya / ça\*lı\*şɪ\*yo\*rum ~)  
 I am trying **to complete** my work.

**Der-et-me-/y/e** değmez. (liaison)  
 (der\*det\*me\*ye / değ\*mez ~)  
 It is not worth **troubling about**.

**Çalış-ma-/y/a** devam etti.  
 (ça\*lış\*ma\*ya / de\*va:\*met\*ti ~)  
 He went on (continued) **working**.

Yağmur **yağ-ma-/y/a** başladı.  
 (yağ\*mur / yağ\*ma\*ya / baş\*la\*dı ~)  
 It began **to rain (raining)**.

**3 (a).** The third kind of “**noun + infinitive**” compounds are made by adding [iş, iş, üş, uş] allomorphs to verb roots, stems or frames such as: “ben-im gül-üş-üm”, “sen-in bak-ış-ın”, which means “my way of smiling”, “your way of looking” etc. When these compounds take [İ], [E], [DE] or [DEN] morphemes, they become adverbials:

(O) (ben-im) gül-üş-üm-e (gü \*I\*şü \*me) hayran-dır.  
She adores **my way of smiling**.

(Ben) (sen-in) bana bak-ış-ın-ı (ba \*kI\*şI \*nı) özle-di-im.  
I missed **your way of looking** at me.

(O) (ben-im) gitar çal-ış-ım-ı (ça \*I\*şI \*mı) sev-er.  
He likes **my way of playing** the guitar.

(Onlar) (ben-im) ev-e dön-üş-üm-den mutlu ol-du-lar.  
They became happy **about my coming back** home.

(“ben”. “sen”, “o”, “benim”, “senin” and “onların” words above are all optional because these words are represented by personal possessor allomorphs.)

**4 (a).** The following “**noun + infinitive**” compound is widely used in transforming simple sentences into “**syntactic nominal phrases**” or “**determiners**”. The following example shows how a simple sentence is transformed into a “**noun + infinitive**” compound, and then how it is used as a **syntactic nominal phrase** in a sentence:

**possessor noun + V - [dik, dık, dük, duk, tik, tık, tük, tuk] -  
[personal possessor]**

**(ben-im) yüz-dük-üm**  
possessor possessed

Ben denizde yüzüyordum. ∪ “**(benim) denizde yüz-dük-üm**”  
sentence nominal phrase

**(O) (ben-im) deniz-de yüz-dük-üm-ü gör-dü.** (yüz\*dü\*ğü\*mü)  
NP NP V  
VP

He saw that I was swimming in the sea.  
NP V NP  
VP

Note: In the sentence above, the /k/ phoneme changes into the voiced /ğ/, and the last [ü] is the determiner that defines the **nominal phrase** “benim denizde yüzdük-üm”.

The same “**noun + infinitive**” compound can also be used as a **determiner**:

*Ben okula gidiyorum.* ∪ ben-im git-tik-im okul  
 determiner + noun  
 nominal phrs

benim gittiğim okul the school that I go to  
 nominal phrs nominal phrs

Benim gittiğim okul çok kalabalık. The school that I go to is very crowded.  
 NP (subj) VP NP (subj) VP

The **possessed parts** of the “**noun + infinitive**” compounds are also used as **objects of postpositions** (English “prepositions”):

(Ben-im) her zaman okula geç geldiğimiz için İngilizce öğretmenim beni azarladı.  
 noun infinitive comp (object of “için”) + postp NP (subj) NP (obj) V  
 postpositional adverbial phrase of cause

My English teacher shouted at me because of my always coming to school late.  
 sentence (NP + VP) prep nominal phrs (object of “because of”)  
 prepositional adverbial phrase of cause

A final note that should be added to the above explanations is that as the infinitives are made up of verbs, they can take **objects** like **verbs** when they are **transitive**, but if they are **intransitive**, they can take only **adverbs** or **adverbials**. The sentences that contain **infinitives** are produced as follows:

1. *O beni beklesin.* ∪ “**o-n/un ben-i bekle-me-/s/i**”
2. *Ben bu-n/u istiyorum.*

If the first nominalized phrase is used in the place of “*bunu*” in the second sentence, we produce the following sentence containing a noun compound:

(Ben) (o-n/un) ben-i bekle-me-/s/i-n/i iste-i.yor-um.

(be \*ni / bek \*le \*me \*si \*ni / is \*ti \*yo \*rum ∩)

I want him to wait for me.

## THE PASSIVE INFINITIVE

Only the transitive verbs can be put into the passive voice in English, but in Turkish, both transitive and intransitive verbs can be changed into the passive form. Therefore, the passive making allomorphs can be attached to all kinds of verb roots, stems or frames. If the passive making allomorphs are attached to transitive verbs, these verbs are put into the passive voice, but if the intransitive ones are put into the passive form, only their forms are changed; they **are not put** into the passive voice. For instance, if “*Bu hapisneden kaç-ıl-maz*” sentence is said, it can be literally written in English as “\*This prison can’t be escaped”, which means, “It is impossible to escape from this prison”. In this book, such verbs are called “**passive shaped intransitive verbs**”.

The passive making allomorphs are as follows:

1. The verbs ending with both **vowels**, and /L/ and /r/ phonemes are put into the passive form by using [in, ın, ün, un, en, an] passive making allomorphs such as “bekle-en”, “dene-en”, “baş-la-an”, “yakala-an”, “yürü-ün”, “doku-un”, “oku-un”, “a-l-in”, “çal-in”, “ge-l-in”, “de-l-in”, “koru-un”.

2. The verbs ending with **consonants** take [il, ıl, ül, ul] passive making allomorphs such as “çek-il”, “seç-il”, “geç-il”, “sür-ül”, “gör-ül”. When some of these verbs take [in, ın, ün, un, en, an] allomorphs, they also become **reflexive** verbs such as “çek-in”, “geç-in”, “sür-ün”, “gör-ün”, “besle-en”, “yala-an”..

All the verb frames above can take [me, ma] or [mek, mak] allomorphs to be used as infinitives:

başla-an-ma(k), topla-an-ma(k), besle-en-me(k), temizle-en-me(k), ekle-en-me(k), yürü-ün-me(k), doku-un-ma(k) (weave), oku-un-ma(k), oyala-an-ma(k), geç-il-me(k), geç-in-me(k), sür-ül-me(k), sür-ün-me(k), gör-ül-me(k), gör-ün-me(k), bak-ıl-ma(k), bak-ın-ma(k), aç-ıl-ma(k), seç-il-me(k), yeñ-il-me(k), ed-il-me(k), ed-in-me(k), tap-ıl-ma(k), tap-ın-ma(k), yap-ıl-ma(k), uyl-ul-ma(k), konuş-ul-ma(k), sür-ül-me(k), sür-ün-me(k).

The identical vowels above combine, and the single underlined consonants detach from their syllablers and attach to the first vowels of the following inflectional morphemes.

Consider the following:

Kendi-/s/i/y/-le **alay et-il-me-/s/i/n/-den** nefret et-er.  
(ken\*di\*si\*y\*le / a\*lay / e\*dil\*me\*sin\*den / nef\*ret / e\*der ~)  
She hates **being made fun of** her.

In the sentence above, the /t/ is replaced by the voiced /d/; and the /s/ and /n/ consonants are used as glides.

Kendi-/s/i-n/e kaba **davran-ıl-ma-/s/i/n/-dan** hoşlan-maz.  
(ken\*di\*si\*ne / ka\*ba / dav\*ra\*nil\*ma\*sin\*dan / hoş\*lan\*maz ~)  
She dislikes **being** rudely **treated**.

Takım-ı-/n/in **yen-il-me-/s/i/n/-den** nefret eder.  
(ta\*ki\*mi\*nın / ye\*nil\*me\*sin\*den / nef\*ret / e\*der ~)  
He hates his team **being beaten**.

Bütün kadın-lar kendi-le<sub>r</sub>-i/-n/e yumuşak **davran-ıl-ma-/s/ı/n/-dan** hoşlan-ır.  
(bü\*tün / ka\*dın\*lar ~ / ken\*di\*le\*ri\*ne / yu\*muşak / dav\*ra\*nıl\*ma\*sın\*dan / hoş\*la\*nır ~) All women like **being** tenderly **treated**.

Rahatsız et-il-mek iste-me-i.yor-um.

(ra\*hat\*sız / e\*dil\*mek / is\*te\*mi\*yo\*rum ~)

I don't want to be disturbed. (The /t/ changes into the voiced /d/ consonant.)

Herkes kendi-/s/i-/n/e eşit davran-ıl-ma-/s/ı/-n/ı iste-er.

(her\*kes / ken\*di\*si\*ne / e\*şit / dav\*ra\*nıl\*ma\*sı\*nı / is\*ter ~)

Everybody wants to be equally treated.

Bu cümle-ler dikkat-le oku-un-ma.lı-dır.

(bu / cüm\*le\*ler / dik\*kat\*le / o\*kun\*ma\*lı\*dır ~)

These sentences should be carefully read.

## MODALS

### PRESENT MODALS

While English modals are made of auxiliary verbs, Turkish modals are made either of **morphemes**, or of **words**, or of **both**. They convey nearly the same concepts as they do in English. Therefore, instead of giving detailed boring explanations of the Turkish modals, we prefer giving English equivalents of them, which we think, might be more useful. Moreover, the English sentences given as the equivalents of the Turkish modals can be considered more satisfactory and precise than detailed English explanations of them, which may lead to misunderstanding.

#### (can) (may) ♪ [e.bil, a.bil]

The ♪ [e.bil, a.bil] allomorphs convey **ability**, **possibility** or **permission** as “can” do in English. To form the Simple Present Tense concept of this modal morpheme, one of its allomorphs “[e.bil] or [a.bil]” is attached to a verb followed only by [ir] Simple Present Tense time allomorph. The other Simple Present Tense allomorphs are not used after [e.bil] or [a-bil] allomorphs due to the vowel harmony rules. The time allomorphs are naturally followed by suitable personal (suffixes) allomorphs:

Yemek piş-ir-e.bil-ir-im.

(ye\*mek / pi\*şire\*bi\*li\*rim ~)

I can cook. (ability)

Bilgisayar-ım-ı kullan-a.bil-ir-sin.

(bil\*gi\*sa\*ya\*rı\*ımı / kul\*la\*na\*bi\*li\*rsin ~)

You can (may) use my computer. (permission)

Bazı soru-lar zor ol-a.bil-ir.

(ba\*zi / so\*ru\*lar / zor / o\*la\*bi\*li~)~

Some questions may be difficult. (possibility)

Siz-e yardım et-e.bil-ir-iz.

(si\*ze / yar\*dım / e\*de\*bi\*li~ri~)~

We can help you. (ability, possibility) (The /t/ changes into /d/.)

Dışarı çık-a.bil-ir-sin.

(dı\*şa\*rı / çı\*ka\*bi\*li~ri~sin ~)

You can go out. (permission)

To change the ♪ [e.bil, a.bil] allomorphs into the **negative** concept, ♪ [e.mez, a.maz] allomorphs are used in place of them with some phoneme removals and changes. They convey the concepts of **inability, impossibility** or **prohibition**:

Piyano çal-a.maz-am.

(pi\*ya\*no / ça\*la\*ma~)~

I can't play the piano. (inability)

(The double underlined /z/ drops and the identical "a-a" vowels combine .)

Bu küçük harf-le-ri göz-lük-süz gör-e.mez-em.

(bu / kü\*çük / harf\*le\*ri / göz\*lük\*süz / gö\*re\*me~)~

I can't see these small letters without glasses. (inability)

Bekle-/y/e.mez-em.

(bek\*le\*ye\*me~)~

I can't wait. (impossibility and inability)

In the sentences above, the /y/ glide is put between the successive /e/ vowels. (impossibility)

Bu leke sabun-la temiz-le-en-e.mez.

(bu / le\*ke / sa\*bun\*la / te\*miz\*le\*ne~me~)~

This stain can't be cleaned with soap. (impossibility) (passive)

Bura-da bekle-/y/e.mez-sin.

(bur\*da / bek\*le\*ye\*me~ri~sin ~)

You can't wait here. (prohibition)

Bakteri-ler çıplak göz-le gör-ül-e.mez.

(bak\*te\*ri~ler / çıp\*lak / göz\*le / gö\*rü\*le~me~)~

Germs can't be seen with the naked eye. (impossibility, passive)

Yarın sen-i gör-e.mez-em.

(ya\*rın / se\*ni / gö\*re\*mem ~)

I can't see you tomorrow. (impossibility)

Ev-de ol-a.maz.

(ev\*de / o\*la\*maz ~)

He can't be at home. (impossibility)

Çocuk-lar bahçe-de oyna-u.yor ol-a.maz.

(ço\*cuk\*lar / bah\*çe\*de / oy\*nu\*yor / o\*la\*maz ~)

The children can't be playing in the garden. (impossibility)

The same [**e.bil**] modal concept can also be used with The Present Continuous [**İ.YOR**] morpheme. In order to form this modal composition, [**e.bil**] or [**a.bil**] allomorphs are attached to verbs followed by the [**i.yor**] and the **personal** allomorphs:

Kara tahta-/y/ı gör-e.bil-i.yor-um. Tahtayı görüyorum.

(ka\*ra / tah\*tay/ı / gö\*re\*bi\*li\*yo\*rum ~)

I can see the blackboard. (ability)

**The Simple Present Tense** of this modal form does not express **ability**. If it is used, it expresses **possibility**:

Sen-i yarın gör-e.bil-ir-im.

(se\*ni / ya\*rın / gö\*re\*bi\*li\*rim ~)

I can see you tomorrow. (possibility)

Kenar-a çekil-ir-se-en karatahta-/y/ı gör-e.bil-ir-im.

(ke\*na\*ra / çe\*ki\*li\*sen~ / ka\*ra\*tah\*tay/ı / gö\*re\*bi\*li\*rim ~)

If you move aside, I can see the blackboard. (possibility)

In the negative forms of The Present Continuous modal tenses, the [**e.me**] or [**a.ma**] negation allomorphs are used followed by the [**i.yor**, **ı.yor**] progressive allomorphs, and naturally suitable personal allomorphs are attached to them:

Sen-i an-la-/y/a.ma-ı.yor-um.

(se\*ni / an\*la\*ya\*mi\*yo\*rum ~)

I can't understand you.

The /y/ glide is placed between the successive /a/ vowels. (inability) ("Seni anlayamam" is impossible here. It can be used in conditional sentences):

Daha yüksek ses-le konuş-maz-sa-an sen-i anla./y/a.ma-am.  
 (da\*ha / yük\*sek / ses\*le / ko\*nuş\*maz\*san / se\*ni / an\*la\*ya\*mam ~)  
 I can't understand you unless you speak louder.

Sen-i işit-e.me-i.yor-um.  
 (se\*ni / i\*şit\*te\*mi\*yo\*rum ~)  
 I can't hear you.  
 (The double underlined /e/ drops as it is in "şimdi zaman".) (inability)  
 Bek.le-/y/e.me-i.yor-um.  
 (bek\*le\*ye\*mi\*yo\*rum ~)  
 I can't wait. (inability)

Bek-le-/y/e.me-em.  
 (bek\*le\*ye\*mem ~)  
 I can't wait. It is impossible for me to wait. (impossibility)

Sen-i gör-e.me-i.yor-um.  
 (se\*ni / gö\*re\*mi\*yo\*rum ~)  
 I can't see you. (inability)

Söy.le-dik-leğ-in anla-şıl-ma-ı.yor.  
 (söy\*le\*dik\*le\*rin / an\*la\*şıl\*mi\*yor ~)  
 What you are saying isn't understood.

The [e.bil, a.bil] modal allomorphs, followed by the allomorphs of the morpheme [İ.YOR], are used attached to verbs in question forms, and finally "mu-/y/um, mu-sun, mu, mu-/y/uz, mu-sun-uz, lar mı, etc" are separately added:

Gözlük-süz televizyon seyret-e.bil-i.yor mu-sun-uz?  
 (göz\*lük\*süz / te\*le\*viz\*yon / sey\*re\*de\*bi\*li~yor / mu\*su\*nuz ~)  
 Can you watch television without glasses?  
 (The /t/ changes into /d/.) (ability)

When the intention of **request** is involved, The Simple Present Tense allomorphs of [İR] are used after [e.bil or a.bil] allomorphs, and finally, "mi-/yim?", "mi-sin?", "mi?", "mi-/y/iz?", "mi-sin-iz?", "ler mi?" question words are separately written.

Bana yardım et-e.bil-ir mi-sin-iz?  
 (ba\*na / yar\*dım / e\*de\*bi\*li~r / mi\*si\*niz ~)  
 Can you help me? (request)



Siz-e yardım et-e.bil-ir mi-/y/im?  
 (si\*ze / yar\*dım / e\*de\*bi\***lir** ~ / mi\*yim ~)  
 Can I help you? (request)

Ben-i gör-mek için yarın büro-um-a gel-e.bil-ir mi-sin(iz)?  
 (be\*ni / gör\*me<sup>k</sup> / i\*çin~ / **ya**\*rın / bü\*ro\*ma / ge\*le\*bi\***lir**~ / mi\*sin ~)  
 Can (could) you come to my office to see me tomorrow? (request)  
 The Turkish equivalents of “**wh**” question words of English can also be used with [**e.bil**], [**a.bil**] allomorphs:

Bu soru-/y/a kim cevap ver-e.bil-ir?  
 (bu / so\*ru\*ya / **kim** ~ / ce\*vap / ve\*re\*bi\***lir** ~)  
 Who can answer this question? (ability)

Nere-de öğle yemek-i ye-/y/e.bil-ir-iz?  
 (**ner**~de / öğ\*le / ye\*me\*ğ*i* / yi\*ye\*bi\*li\***riz**~)  
 Where can we have lunch? (possibility)  
 (“Nerede öğle yemeği yiyebiliyoruz?” is not used in Turkish.)

Nasıl başa-r-a.bil-ir-im?  
 (**na** ~sıl / ba\*ş\*a\*ra\*bi\*li\***rim**~)  
 How can I succeed?

### must 🎵 [me.li, ma.lı]

This morpheme has two allomorphs; [**me.li**] and [**ma.lı**], which can be attached to verb roots, stems or frames followed by personal suffixes. When it is used with the verb “**be**”, it conveys the concepts of **certainty** or **probability**, but when it is used with **action verbs** like “go”, “write”, “do”, “help”, etc., it implies **obligation imposed by the speaker**:

Sınav-lar-da başarı-lı ol-mak için daha çok çalış-ma.lı-sın.  
 (sı\*nav\*lar\*da / ba\*ş\*a\*rı\*lı / ol\*mak / i\*çin / **çok** / ça\*lış\*ma\*lı\*sın ~)  
 You must study hard to succeed in the examinations.  
 (strong advice or obligation imposed by the speaker.)

Anne-en-e ev iş-leř-i/n/-de yardım et-me.li-sin.  
 (an\*ne\*ne / **ev** / iş\*le\*rin\*de / yar\*dım / et\*me\*li\*sın ~)  
 You must help your mother with the housework.  
 (obligation imposed by the speaker or strong advice.)

Ev ödev<sub>-im</sub>-i bitirmek için geç vakte kadar otur<sub>-ma</sub>-lı/-y/ım. (liaison)  
 (e\*vö\*de\*vi\*mi / bi\*tir\*meğ / i\*çin / geç / vak\*te / ka\*dar / o\*tur\*ma\*lı\*ı/y/ım) ~  
 I must sit up late to finish my homework. (internal obligation)

Sürücü<sub>-ler</sub> trafik kural<sub>-lar</sub>-ı/-n/a uy<sub>-ma</sub>-lı/-dır.  
 (sü\*rü\*cü\*ler / tra\*fik / ku\*ral\*la\*rı\*na / uy\*ma\*lı\*dır) ~  
 Drivers must obey the traffic rules. (obligation)

Yorgun ol<sub>-ma</sub>-lı/-sın.  
 (yor\*gun / ol\*ma\*lı\*sın) ~  
 You must be tired. (very probability or certainty)  
 Sabah<sub>-le</sub>.yin erken kalk<sub>-ıl</sub>-ma<sub>-lı</sub>.  
 (sa\*bah\*le\*yin / er\*ken / kal\*kıl\*ma\*lı) ~  
 It is necessary to get up early in the morning. (passive shaped intransitive)

Önem<sub>-li</sub> evrak<sub>-lar</sub> kasa<sub>-da</sub> saklan<sub>-ma</sub>-lı.  
 (ö\*nem\*li / ev\*rak\*lar / ka\*sa\*da / sak\*lan\*ma\*lı) ~  
 Important documents must be kept in a safe. (It is necessary to keep...)

Anne<sub>-en</sub> öfke<sub>-li</sub> ol<sub>-ma</sub>-lı.  
 (an\*nen / öf\*ke\*li / ol\*ma\*lı) ~  
 Your mother must be angry. (very probability or certainty)

Matematik sıkıcı ol<sub>-malı</sub>.  
 (ma\*te\*ma\*tik / sı\*kı\*cı / ol\*ma\*lı) ~  
 Mathematics must be boring.

The **negative** form of [me.li, ma.lı] is [me-me.li, ma-ma.lı] (must not), which conveys the concept of **prohibition**:

Ben<sub>-im</sub>-le böyle konuş<sub>-ma</sub>-ma<sub>-lı</sub>-sın. Benimle böyle konuş<sub>-a</sub>-maz<sub>-sın</sub>.  
 (be\*nim\*le / böy\*le / ko\*nuş\*ma\*ma\*lı\*sın) ~  
 You mustn't (can't) talk to me like that. (prohibition)

Kız kardeş<sub>-in</sub>-in ödev yap<sub>-ma</sub>-sı/-n/ı engel<sub>-le</sub>-me<sub>-me</sub>-li<sub>-sin</sub>.  
 (kız / kar\*de\*şi\*nin / ö\*dev / yap\*ma\*sı\*nı / en\*gel\*le\*me\*me\*li\*sin) ~  
 You mustn't prevent your sister from doing her homework. (prohibition)

Bir öğrenci televizyon izle<sub>-y</sub>/e.rek zaman<sub>-ı</sub>-n/ı boşa harca<sub>-ma</sub>-ma<sub>-lı</sub>-dır.  
 (bir / öğ\*ren\*ci ~ / te\*le\*viz\*yon / iz\*le\*ye\*rek ~ / za\*ma\*anı\*nı / bo\*şa / har\*ca\*ma\*ma\*lı\*dır) ~  
 A student mustn't waste time watching television.

Another **negative** form of [ol-ma.lı] (must be) is “ol-a.maz” (can't be). This form is used with the verbs \*be” in sentences. Consider the following:

Oğlum sinema-da ol-a.maz; okul-da ol-ma.lı.

(oğ\*lum / si\*ne\*ma\*da / o\*la\*maz ~ / o\*ku\*da / ol\*ma\*lı ~)

My son can't be at the cinema; he must be at school. (impossibility; certainty)

Matematik ilginç ol-a.maz; sıkıcı ol-ma.lı.

(ma\*te\*ma\*tik / il\*ginç / o\*la\*maz ~ / sı\*kı\*cı / ol\*ma\*lı ~)

Mathematics can't be interesting; it must be boring. (impossibility; certainty)

Mehmet hasta ol-a.maz; rol yap-ı.yor ol-ma.lı.

(meh\*met / has\*ta / o\*la\*maz ~ / rol / ya\*pi\*yor / ol\*ma\*lı ~)

Mehmet can't be ill; he must be pretending. (impossibility; certainty)

Jack ders çalış-ı.yor ol-a.maz, futbol oyn-a.u.yor ol-ma.lı

(jack / ders / ça\*lı\*şı\*yor / o\*la\*maz~) (fut\*bol / oy\*nu\*yor / ol\*ma\*lı ~)

Jack can't be studying; he must be playing football.

Kardeş-in ciddi ol-a.maz; şaka yap-ı.yor ol-ma.lı.

(kar\*de\*şin / cid\*di: / o\*la\*maz ~ / şa\*ka / ya\*pi\*yor / ol\*ma\*lı ~)

Your brother can't be serious; he must be joking.

Bu hediye be-nim için ol-a.maz; siz-in için ol-ma.lı.

(bu / he\*d\*ye / be\*nim / i\*çin / o\*la\*maz ~ / si\*zın / i\*çin / ol\*ma\*lı ~)

This present can't be for me; it must be for you.

Ciddî ol-a.maz; rol yap-ı.yor ol-a.maz mı?

(cid\*di: / o\*la\*maz ~ / rol / ya\*pi\*yor / o\*la\*maz / mı ~)

He can't be serious. Can't he be pretending?

Bu portre gerçek ol-a.maz; kopya ol-ma.lı.

(bu / por\*tre / ger\*çek / o\*la\*maz ~ / kop\*ya / ol\*ma\*lı ~)

This portrait can't be genuine; it must be a reproduction.

### have to (verb-[mek, mak] + zorunda-pers)

This modal form expresses **obligation imposed by an external authority or circumstances**:

İş-e gitmek için her sabah saat altı-da kalk-mak zorunda-/y/ım.

(i\*şe / git\*mek / i\*çin~ / her / sa\*bah~ / sa\*at / al\*tı\*da / kalk\*mak / zo\*run\*da\*yım ~) I have **to get up** at six o'clock every morning to go to work.

(The /y/ glide is inserted between **la/** and /i/ vowels.) (external obligation)

Patron-la konuş-ur-ken dikkatli ol-mak zorunda-sın.

(pat\*ron\*la / ko\*nu\*şur\*ken~/ dik\*kat\*li / ol\*mak / zo\*run\*da\*sın ~)

You have **to be careful** when you are talking to the boss.  
(external obligation)

Bu yazı dikkat-le yaz-ıl-mak zorunda.  
(*bu / ya\*zı ~ / dik\*kat\*le / ya\*zıl\*mak / zo\*run\*da* ~)  
This text has **to be** carefully written.  
(passive; external obligation)

Oda-am-ı tertiple-mek zorunda-/y/ım.  
(*o\*da\* mı / ter\*tip\*le\* mek / zo\*run\*da\*/y/ım* ~)  
I have to tidy my room.  
(external obligation)  
Bu cümle-le-r-i öğren-mek zorunda mı-/y/ım?  
(*bu / cüm\*le\*le\*ri / öğ\*ren\*mek* ~ / *zo\*run\*da / mı\*yım* ~)  
Do I have **to learn** these sentences?

**“needn’t” or “don’t (doesn’t) have to” “zorunda değil”**

Lack of necessity **“needn’t” or “don’t (doesn’t) have to”** is expressed in Turkish with a negation allomorph “[**me**, or **ma**]” attached to a verb root, stem or a frame such as, “git-me”, “yaz-ma”, “satın al-ma”, “çalış-ma”, “te-mizle-en-me”, and then one of the [**e.bil**, or **a.bil**] allomorphs is attached to the preceding [**me**, **ma**] negation allomorphs. After the [**e.bil** or **a.bil**] allomorphs, The Simple Present Tense allomorph [**ir**] is used, and finally personal allomorphs are added:

Okul-a git-me-/y/e.bil-ir-im.  
(*o\*ku\*la / git\*me\*ye\*bi\*li\*rim* ~)  
I needn’t (don’t have to) go to school. (lack of necessity)

Şimdi başla-ma-/y/a.bil-ir-iz.  
(*şim\*di / baş\*la\*ma\*ya\*bi\*li\*riz* ~)  
We needn’t (don’t have to) start now. (lack of necessity)

Sabah-le.yin erken kalk-ma-/y/a.bil-ir-im.  
(*sa\*bah\*le\*yin~ / er\*ken / kalk\*ma\*ya\*bi\*li\*rim* ~)  
I needn’t get up early in the morning. (lack of necessity)

Bugün büro temizle-en-me-/y/e.bil-ir.  
(*bu / gün / bü\*ro / te\*miz\*len\*me\*ye\*bi\*li\*ir* ~)  
The office needn’t be cleaned today. (passive)

“**Gitmesem de olur**”, “**başlamasak da olur**”, “**kalkmasam da olur**”, “**kalkmama gerek yok**”, “**gelmene gerek yok**” expressions can also be used as alternatives to the sentences above:

Sabah-le.yin erken kalk-ma-sa-am da olur.

(sa\*bah\*le\*yin / er\*ken / **kalk\*ma\*sam** / da / o\*lur ~)

I needn't get up early in the morning. (lack of necessity)

When a question is asked with [**me.li, ma.lı**], the answer to this question may be as follows:

“Konsere git-me.li mi-/y/im?” “Git-me-se-en de olur.” “Git-me-/y/e.bi-ir-sin.”  
“Must I go to the concert?” “No, you needn't.”

“**should**” or “**ought to**” (gerekir) (advice)

In order to compose this modal concept, one of the personal allomorphs is attached to the **possessed part** of a “**noun + infinitive**” compound. In the second parts of this compound, the second type of infinitives are used, which are made by attaching [**me, or ma**] allomorphs to verb roots, stems or frames such as: “git-me”, “bekle-me”, “beklen-me”, “satin al-ma”, “satin alın-ma”, “ezberle-me”, “ezberlen-me”, “süpürül-me”, etc.

The **personal** allomorphs attached to the infinitive parts of the “**noun + infinitive**” compounds are in the following list:

( <b>ben-im</b> )	♪ [em, am]]	(bekle-me-em) (koş-ma-am)
( <b>sen-in</b> )	♪ [en, an]	(bekle-me-en) (koş-ma-an)
( <b>o-/n/un</b> )	♪ [/s/i, /s/ı]	(bekle-me-si) (koş-ma-sı)
( <b>biz-im</b> )	♪ [em-iz, am-ız]	(bekle-me-em-iz) (koş-ma-am-ız)
( <b>siz-in</b> )	♪ [en-iz, an-ız]	(bekle-me-en-iz) (koş-ma-an-ız)
( <b>onlar-in</b> )	♪ [/s/i, /s/ı] or [leri, ları]	(bekle-me-si) (koş-ma-sı)

Finally, after the above “**pronoun + infinitive**” compounds “**gerekir**” is used as a separate word:

(Sen-in) daha çok çalış-ma-an gerek-ir.

(se\*nin / da\*ha / çok / ça\*lış\*man / ge\*re\*kir ~)

You should (ought to) study harder. (advice)

“Senin” is optional, “senin çalışman” is a “noun + infinitive” compound, and “daha çok” is an adverbial.

**Öğrencilerin yeni kelimeleri ezberle-me-/s/i (ezberle-me-ler-i) gerekir.**

(noun compound) (subj) NP

V

The students should memorize the new words.



Çocuklar ev-de ol-a.bil-ir mi?  
 (ço\*cuk\*lar / ev\*de / o\*la\*bi\***lir** / mi ~)  
 Can the children be at home?

Haklı ol-a.bil-ir-sin.  
 (hak\*lı / o\*la\*bi\***lir**\*sin ~)  
 You may (can) be right.

Haklı ol-a.maz mı-/y/ım?  
 (hak\*lı / o\***la**\*maz / mi\*yim ~)  
 Can't I be right?  
 Bekle-i.yor ol-a.maz-lar mı?  
 (bek\*li\*yor / o\***la**\*maz\*lar / mı ~)  
 Can't they be waiting?

Tercüme yanlış ol-a.bil-ir.  
 (ter\*cü\*me / yan\***lış** / o\*la\*bi\***lir** ~)  
 The translation may be incorrect.

## PAST MODALS

### Could

“**Could**” expresses **ability in the past**. To express the same concept in Turkish, “**V- [e.bil, a.bil]-[i.yor]-[du]-[pers]**” verb composition should be used:

Yedi yaş-ım-da/y/-ken yüz-e.bil-i.yor-du-um.  
 (ye\***di** / ya\*şım\*day\*ken / yü\*ze\*bi\***li**\*yor\*dum ~)  
 I could swim when I was seven years old. (ability in the past)

Ahmet oku-a git-me-den önce oku-/y/up yaz-a.bil-i.yor-du.  
 (ah\*met / o\*ku\*la / **git**\*me\*den / ön\*ce~ / o\*ku\*yup / ya\*za\*bi\***li**\*yor\*du ~)  
 Ahmet could read and write before he went to school.

The **negative** form of this modal is “**V-[e.me, a.ma]-[i.YOR]-[du]-[pers]**”, which expresses both the negative of “**could**” and “**was able to**”:

Ben oku-a git-me-den önce oku-/y/up yaz-a.ma-ı.yor-du-um.  
 (ben / o\*ku\*la / **git**\*me\*den / ön\*ce~ / o\*ku\*yup / ya\*za\*mi\*yor\*dum ~)  
 I couldn't read and write before I went to school.

İş-im-i bitir-e.me-di-im.  
 (i\*ş*ı*\*mi / bi\*ti\***re**\*me\*dim ~)  
 I couldn't finish my work.  
 (I wasn't able to finish my work.)

Yeni ders-i anla-/y/a.bil-di-in mi?

(ye\***ni** / der\***si** / an\***la**\*ya\***bil**\***din** / mi~)

Were you able to understand the new lesson?

Güçlük-leṛ-i aṣ-a.bil-di-in-iz mi?

(güç\***lük**\*le\***ri** / a\***ṣa**\***bil**\***di**\***niz**~ / mi~)

Were you able to overcome the difficulties?

Tasarı-/y/ı bitir-e-bil-di-in-iz mi?

(ta\***sa**\*rı\*yı / bi\***ti**\*re\***bil**\***di**\***niz**~ / mi~)

Were you able to finish the project?

**was (were) able to** (V- ♪ [me-/y/i, ma-/y/i] başardım)

When a **past success** is implied, the verb “**başar**” is used in Turkish in place of the “**was able to**”, the “**succeeded in**”, or the “**managed to**” expressions of the English language:

Sınav-da iyi bir not al-ma-/y/ı başa-r-dı-ım.

(sı\*nav\***da** / i\***yi** / bir / not / al\***ma**\*yı / ba\***ṣar**\***dim**~)

I was able to get a good grade in the examination.

(I succeeded in getting a good grade.) (I managed to get a good grade.)

Bizim takım, misafir takım-ı yen-me-/y/i başa-r-dı.

(bi\***zim** / ta\***kım**~ / mi\***sa**\***fir** / ta\***kı**\*mı / yen\***me**\*yı / ba\***ṣar**\***dı**~)

Our team succeeded in beating the visiting team.

(The /y/ glide is inserted between /e/ and /i/.)

İṣ-in-i bitir-me-/y/i başa-r-dı-in mi? or “İṣ-in-i bitir-e.bil-di-in mi?”

(i\***ṣi**\*ni / bi\***ti**\*re\***bil**\***din** / mi~)

Were you able to complete your work?

(The /y/ glide is used between [me] and [i].)

As an alternative to the above sentence types, “**V-[e-bil, a-bil]-[di]-[pers]**” verb composition can be used:

En son-u/n/-da (en nihayet) iṣ-im-i bitir-e.bil-di-im.

(**en** / so\***nun**\*da / i\***ṣi**\*mi / bi\***ti**\*re\***bil**\***dim**~)

I was able to finish my work at last.

“**V - [e.me, a.ma] - [di, dı] - [pers]**” verb composition can be used in place of “couldn’t”, “wasn’t able to” or “didn’t succeed in”:

Maç-ı kazan-a.ma-dı-ık.

(ma\***çı** / ka\***za**\***na**\***ma**\***dık**~)

We couldn’t win the match.



Bu problem-i çö<sub>z</sub>-e.me-di-im.

(bu / prob\*le\*mi / çö\*ze\*me\*dim ~)

I couldn't solve this problem.

As “could” is used in English conditional clauses, so can “**V-[E-BiL]-[ir]-[di]-[pers]**” verb composition be used in Turkish conditional sentences:

Yeter-in.ce vaktim ol-sa sana şimdi yardım et-e.bi<sub>l</sub>-ir-di-im.

(ye\*te\*rin\*ce / vak\*tim / ol\*sa~ / şim\*di / sa\*na / yar\*dım / e\*de\*bi\*lır\*dim~)

If I had enough time, I could help you now.

(The /t/ in “et” changes into the voiced /d/.)

Hava daha iyi ol.sa piknik-e gi<sub>t</sub>-e.bi<sub>l</sub>-ir-di-ik.

(ha\*va / da\*ha / i\*yi / ol\*sa~ / pik\*nıĝe / gi\*de\*bi\*lır\*dik~)

We could go for a picnic if the weather were (was) better.

### Would or could (polite request)

“**V-[İR]-[Mİ]/y/-[Dİ]-[pers]**” verb composition is used to express a polite request in Turkish:

In this verb composition, “**V**” symbolizes a **verb root**, a **stem** or a **frame**. [**İR**] is a morpheme that includes all the allomorphs of the Simple Present Tense ♪ [ir, ır, ür, ur, er, ar]. [**Mİ**] includes all **interrogative** allomorphs ♪ [mi, mı, mü, mu]. [**Dİ**] represents the **simple past tense** allomorphs ♪ [di, dı, dü, du]; and [**pers**] symbolizes all the **personal allomorphs**. Consider the following sentences:

Bir saniye be<sub>n</sub>-i din-le-er mi/y/-di-i<sub>n</sub>-iz?

(bir / sa:\*ni\*ye / be\*ni / din\*ler ~ / miy\*di\*niz ~)

Would you listen to me for a second?

In fact, this sort of request is the second part of a conditional sentence:

Rica et-se-em, bir saniye be<sub>n</sub>-i dinle-er mi/y/-di-i<sub>n</sub>-iz?

(ri\*ca: / et\*sem~ / bir / sa:\*ni\*ye / be\*ni / din\*ler ~ / miy\*di\*niz ~)

Would you listen to me for a second if I asked?

Be<sub>n</sub>-im-le bir fincan çay iç-er mi/y/-di-i<sub>n</sub>-iz?

Would you have a cup of tea with me?

Bavul-um-u taşı-ma-am-a yardım et-er mi/y/-di-i<sub>n</sub>-iz?

(ba\*vu\*lu\*mu / ta\*şı\*ma\*ma / yar\*dım / e\*der ~ / miy\*di\*niz ~)

Would you help me to carry my suitcase?

In the last example above, the /t/ in “et” changes into /d/, and the /y/ glide is inserted between [mi] and [di].

If someone wishes to be politer, he can add the [E.BİL] and [İR] morphemes to the verb composition above:

Ben-i bir saniye dinle-/y/e.bil-ir mi/y/-**di-i**-niz?  
 (be\**ni* / bir / sa:\**ni*\*ye / din\**le*\*ye\***bi\**lir*** ~ / miy\**di*\*niz ~)  
 Could you listen to me for a second please?

The [İR] Simple Present, and [Dİ] Simple Past Tense morphemes are also used together in Turkish conditional sentences:

Bura-da ol-sa biz-e yardım et-er-di.  
 (bur\***da** / ol\*sa~ / bi\*ze / yar\**dim* / e\***der**\**di* ~)  
 If he were here, he would help us.  
 (The /t/ changes into the /d/ voiced consonant.)

Sen-in yer-in-de ol-sa-**am** bu eski araba-/y/ı sat-ar-dı-**ım**.  
 (se\**nin* / ye\**rin*\***de** / ol\*sam~ / bu / es\***ki** / a\**ra*\*ba\**yı* / sa\***tar**\**dim* ~)  
 If I were you, I would sell this old car. (advice)

Öğretmen sen-i gör-se/y/-di kız-ar-dı.  
 (öğ\**ret*\**men* / se\**ni* / gör\***sey**\**di* / kı\***zar**\**dı* ~)  
 If the teacher saw you, he would be angry.

## PERFECT MODALS

**must have** “V - ♪ [miş, miş, müş, muş] + [ol-ma.lı]-[pers]”

This perfect modal verb composition conveys a past concept of **certainty**.

Consider the following:

Göre-i-/n/i bitir-miş ol-ma.lı.  
 (gö\**re*\**vi*\**ni* / bi\**tir*\***miş** / ol\**ma*\**lı* ~)  
 He must have finished his duty. (I am sure he (has) finished it.)

Ev-den ayrıl-mış ol-ma.lı. (liaison)  
 (ev\**den* / ay\**rıl*\***miş** / ol\**ma*\**lı* ~)  
 He must have left home. (I am sure he has left home.)

Uçak in-miş ol-ma.lı. (liaison)  
 (u\**çak* / in\***miş** / ol\**ma*\**lı* ~)  
 The plane must have landed. (I am sure it has landed. )

Ben-i anla-mış ol-ma.lı-sın. (liaison)

(be\*ni / an\*la\***mi**\*şol\*ma\*lı\*sın ~)

You must have understood me.

(I am sure you (have) understood me.)

O-/n/u bir yer-de gör-müş ol-ma.lı-/y/ım. (liaison)

(o\*nu / bir / yer\*de / gör\***mü**\*şol\*ma\*lı\*yım ~)

I must have seen her somewhere.

(I am sure I saw her somewhere.)

Both **certainty** and **possibility** concepts can also be conveyed by “**V-[MIŞ]-[DİR]**” verb composition:

Görev-i/n/i bitir-miş-tir.

(gö\*re\*vi\*ni / bi\*tir\***miş**\*tir ~)

He must (may) have finished his duty.

Ev-den ayrıl-mış-tır.

(ev\*den / ay\*ril\***miş**\*tır ~)

He must (may) have left home.

Haber-i duy-muş mu-dur?

(ha\*be\*ri / duy\***muş** / mu\*dur ~)

Is he likely to have heard the news?

Haber-i duy-ma-mış-tır.

(ha\*be\*ri / **duy**\*ma\***miş**\*tır ~)

He can't (couldn't) have heard the news.

Haber duy-ul-ma-mış-tır.

(ha\*ber / du\***yul**\*ma\***miş**\*tır ~)

The news may not have been heard. (passive)

Bu saat-te yat-mış-tır bile.

(bu / sa\*at\***te** / yat\***miş**\*tır / bi\*le ~)

He must have already gone to bed at this hour.

Yağmur dur-muş mu-dur?

(yağ\***mur** / dur\***muş** / mu\*dur ~)

Is it likely to have stopped raining?

The same verb composition may be used in conditional sentences, as well:

Paris'e git-ti/y/-se, Eysel Kulesi'-/n/i gör-müş-tür.  
 (pa\*rı\*se / git\*tiy\*se~ / ey\*fel / ku\*le\*si\*ni / gör\*müş\*tür ~)  
 If he went to Paris, he must have seen the Eiffel Tower.

Bir yanlışlık yap-tı/y/-sa özür dile-miş-tir.  
 (bir / yan\*lış\*lık / yap\*ty\*sa~ / ö\*zür / di\*le\*miş\*tir ~)  
 If he made a mistake, he must have apologized.

Note: “**git-ti/y/-se**” means “if he went”, but “**git-se/y/-di**” means “if he had gone”:

Paris'e git-se/y/-di Eysel Kulesi'-/n/i gör-ür-dü.  
 (pa\*rı\*se / git\*sey\*di ~ / ey\*fel / ku\*le\*si\*ni / gö\*rür\*dü ~)  
 If he had gone to Paris, he would have seen the Eiffel Tower.  
 (He didn't go, and he didn't see.)

Yeter-in.ce çalış-sa/y/-dı kötü bir not al-maz-dı.  
 (ye\*te\*rin\*ce / ça\*lış\*say\*dı~ / kö\*tü / bir / not / al\*maz\*dı ~)  
 If he had studied hard enough, he wouldn't have got a poor mark.  
 (He didn't study, so he got a poor mark.)

Oyun-u seyret-se/y/-di-in hoş-un-a git-er-di.  
 (o\*yu\*nu / sey\*ret\*sey\*din ~ / hoş\*una / git\*der\*di ~)  
 If you had watched the play, you would have enjoyed it.

**can't have “V - ♪ [miş, miş, müş, muş] + ol - [a.maz] - [pers]”**

The verb chain above is used to form a verb composition to convey **past impossibility**. In doing this, when [a.maz] negation allomorph is attached to the first person personal allomorph [am], the /z/ consonant drops, the /a-a/ vowels combine and are verbalized as a single vowel:

- Gör-müş ol-a.maz-am. (gör\*müş / o\*la\*mam ~)
- Gör-müş ol-a.maz-sın. (gör\*müş / o\*la\*maz\*sın ~)
- Gör-müş ol-a.maz. (gör\*müş / o\*la\*maz ~)
- Gör-müş ol-a.ma-/y/ız. (gör\*müş / o\*la\*ma\*yız ~)
- Gör-müş ol-a.maz-sın-ız. (gör\*müş / o\*la\*maz\*sı\*nız ~)
- Gör-müş ol-a.maz-lar. (gör\*müş / o\*la\*maz\*lar ~)

Example sentences:

O-/n/u yanlış anla-mış ol-a.maz-am.  
 (o\*nu / yan\*lış / an\*la\*miş / o\*la\*mam ~)

(o\*nu / yan\*lı\*şan\*la\*mi\*şo\*la\*mam ~) (liason)

I can't (couldn't) have misunderstood it.

Sen-i yanlış anla-mış ol-a.maz mı?

(se\*ni / yan\*lış / an\*la\*miş / o\*la\*maz / mı ~)

Isn't he likely to have misunderstood you?

Sen-i işit-miş ol-a.maz.

(se\*ni / i\*şit\*miş / o\*la\*maz ~)

(se\*ni / i\*şit\*mi\*şo\*la\*maz ~) (liaison)

He can't (couldn't) have heard you.

Lastık-i patla-mış ol-a.maz.

(las\*tı\*ğı / pat\*la\*miş / o\*la\*maz ~)

He can't (couldn't) have had a flat tire.

Tüm soru-laṙ-a cevap ver-miş ol-a.maz-sın.

(tüm / so\*ru\*la\*ra / ce\*vap / ver\*miş / o\*la\*maz\*sın ~)

You can't (couldn't) have answered all the questions.

Fenerbahçe yen-il-miş ol-a.maz mı?

(fe\*ner\*bah\*çe / ye\*nil\*miş / o\*la\*maz / mı ~)

Isn't Fenerbahçe likely to have been beaten?

### **should have (ought to have) “noun + infinitive + gerek-ir-di”**

This perfect modal composition is used to express a past obligation or expectation **that was not carried out**:

#### **(Sen-in) ev ödev-in-i yap-ma-an gerek-ir-di.**

noun + infinitive compound

(ev / ö\*de\*vi\*ni / yap\*man / ge\*re\*kir\*di ~)

You should (ought to) have done your homework. (But you didn't.)

Bu araba-/y/ı satın al-mak için (sen-in) daha çok para biriktir-me-en gerek-ir-di.

(bu / a\*ra\*ba\*yı / sa\*tın / al\*mak / i\*çin~ / da\*ha / çok / pa\*ra / bi\*rik\*tir\*men / ge\*re\*kir\*di ~)

You should have saved more money to buy this car. (But you didn't.)

Sınav-da (ben-im) daha dikkat-li ol-ma-am gerek-ir-di.

(sı\*nav\*da / da\*ha / dik\*kat\*li / ol\*mam / ge\*re\*kir\*di ~)

I should have been more careful in the examination. (But I wasn't.)

(Sen-in) dün bana telefon et-me-en gerek-mez mi/y/-di?

(dün / ba\*na / te\*le\*fon / et\*men / ge\*rek\*mez / mi\*y\*di ~)

Shouldn't you have telephoned me yesterday? (Why didn't you telephone?)

Ödev.in-i yap.ma-an gerek-mez mi/y/-di?  
 (ö\*de\*vi\*ni / yap\*man / ge\*rek\*mez / miy\*di ~)  
 Shouldn't you have done your homework?  
 (You haven't done your homework. Why?)

To change the above modal composition into the **negative** form, the ♪ [me] or [ma] **negation** allomorphs are put after the verb roots, stems or frames, and then the ♪ [me] or [ma] **infinitive** allomorphs follow them preceding the personal allomorphs:

(Sen-in) ekmek al-ma-ma-an gerek-ir-di.

noun + infinitive compound

(se\*nin / ek\*mek / al\*ma\*man / ge\*re\*kir\*di ~)

You shouldn't (needn't) have bought bread. (But you did.) (advice)

(Sen-in), kız kardeş-in-e bağır-ma-ma-an gerek-ir-di.

(kız / kar\*de\*şi\*ne / ba\*ğır\*ma\*man / ge\*re\*kir\*di ~)

You shouldn't have shouted at your sister. (But you did.) (advice)

(O-/n/un) yalan söyle-me-me-/s/i gerek-ir-di.

(o\*nun / ya\*lan / söy\*le\*me\*me\*si / ge\*re\*kir\*di ~)

He shouldn't have told a lie. (But he did.)

Mehmet'in sınav-da kopya çek-me-me-/s/i gerek-ir-di.

(meh\*me\*din / sı\*nav\*da / kop\*ya / çek\*me\*me\*si / ge\*re\*kir\*di ~)

Mehmet shouldn't have cheated in the examination. (But he did.)

### may have “V - ♪ [miş, miş, müş, muş] + ol-a.bil-ir- [pers]”

This modal adds **possibility** to verb roots, stems and frames:

Dışarı çık-mış ol-a.bil-ir.

(dı\*şa\*rı / çık\*miş / o\*la\*bi\*ilir ~)

He may have gone out. (Perhaps he has gone out.)

Dışarı çık-mış-tır.

(dı\*şa\*rı / çık\*miş\*tır ~)

He must have gone out. (I'm sure he has gone out.)

Otobüs-ü kaçır-mış ol-a.bil-ir.

(o\*to\*bü\*sü / ka\*çır\*miş / o\*la\*bi\*ilir ~)

He may have missed the bus. (Perhaps he has missed it.)

Otobüs-ü kaçır-mış ol-a.bil-ir mi?

(o\*to\*bü\*sü / ka\*çır\*miş / o\*la\*bi\*ilir / mi ~)

Is he likely to have missed the bus?

Sen-i yanlış anla-mış ol-a.bil-ir.

(se\*ni / yan\*lı\*şan\*la\*mi\*şo\*la\*bi\*lır ~) (liaison)

She may have misunderstood you. (Perhaps she misunderstood you.)

Büro temizle-en-miş ol-a.bil-ir.

(bü\*ro / te\*miz\*len\*miş / o\*la\*bi\*lır ~)

The office may have been cleaned. (Perhaps it has been cleaned.)

Haber-i işit-miş ol-a.bil-ir-ler mi?

(ha\*be\*ri / i\*şit\*miş / o\*la\*bi\*lır\*ler / mi ~)

Are they likely to have heard the news?

Vazo-/y/u kedi kır-mış ol-a.bil-ir mi?

(va\*zo\*yu / ke\*di / kır\*miş / o\*la\*bi\*lır / mi ~)

Is the cat likely to have broken the vase?

Bir anlaşma-/y/a var-mış ol-a.bil-ir-ler.

(bir / an\*laş\*ma\*ya / var\*miş / o\*la\*bi\*lır\*ler ~)

They may have reached an agreement.

### might have “V- ♪ [e.bil, a.bil]-[ir]-[di]-[pers]”

Kaza geçir-e.bil-ir-di-ik.

(ka\*za: / ge\*çi\*re\*bi\*lır\*di\*ik ~)

We might have had an accident. (It was probable, but we didn't.)

Pencere-/y/i kır-a.bil-ir-di-in.

(pen\*ce\*re\*yi / kır\*a\*bi\*lır\*di\*in ~)

You might have broken the window.

(It was probable, but you didn't.)

Maç kaybet-il-e.bil-ir-di.

(maç / kay\*be\*di\*le\*bi\*lır\*di ~)

The match might have been lost. (It was probable, but it wasn't lost.)

(The /t/ changes into /d/.) (passive)

Ön-ü/n/-de-ki araba-/y/a çarp-a.bil-ir-di-in.

(ö\*nün\*de\*ki / a\*ra\*ba\*ya / çarp\*a\*bi\*lır\*di\*in ~)

You might have hit the car in front of you. (But you didn't hit it.)

Ön-ü/n/-de-ki araba-/y/a carp-ma-/y/a.bil-ir-di-in.

(ö\*nün\*de\*ki / a\*ra\*ba\*ya / carp\*ma\*ya\*bi\*lır\*di\*in ~)

You might not have hit the car in front of you. (But you hit it.)

### needn't have “noun + infinitive- ♪ [e, a] + gerek yoktu”

This modal composition is used to express **absence of obligation** or **necessity**. The noun compounds used in the following sentences are showed between inverted commas.

“Ayşe’-n/in acele et-me-/s/i’-n/e gerek yok-tu.

noun + infinitive comp - [E] (adverbial)

(ay\*şe\*nin / a\*ce\*le / et\*me\*sine / ge\*rek / **yok**\*tu ~)

Ayşe needn’t have hurried. (But she did.)

“(Sen-in) bütün soru-lar-a cevap ver-me-en”-e gerek yok-tu.

(bü\*tün / so\*ru\*la\*ra / ce\*vap / ver\*me\*ne / ge\*rek / **yok**\*tu ~)

You needn’t have answered all the questions. (But you did.)

“(Onlar-in) maç-ı ertele-me-ler-i”-n/e gerek yoktu.

(on\*la\*rin / ma\*çı / er\*te\*le\*me\*le\*ri\*ne / ge\*rek / **yok**\*tu ~)

They needn’t have postponed the match. (But they did.)

“(Siz-in) çiçek-ler-i sula-ma-an.ız”-a gerek yoktu.

(çi\*çek\*le\*ri / su\*la\*ma\*nı\*za / ge\*rek / **yok**\*tu ~)

You needn’t have watered the flowers. (But you did.)

“(Sen-in) üç çift ayakkabı al-ma-an”-a gerek yoktu.

(üç / çift / a\*yak\*ka\*bı / al\*ma\*na / ge\*rek / **yok**\*tu ~)

You needn’t have bought three pairs of shoes.

Note: “git-me-se de olurdu”, “sula-ma-sa-lar da olurdu” sentence types can also be used as alternatives to the sentences above. The noun compounds in the sentences **above** and **below** are all showed between inverted commas.

### didn’t need to “noun + infinitive - ♪ [e, a] + gerek kalmadı”

This form of modal is used to express **unfulfilled necessity** in the past:

“(Ben-im) uzun zaman bekle-me-em”-e gerek kal-ma-dı.

noun + infinitive comp -[e] (adverbial)

(u\*zun / za\*man / bek\*le\*me\*me / ge\*rek / **kal**\*ma\*dı ~)

I didn’t need to wait for a long time.

“(Biz-im) okul-a yürü-/y/e.rek git-me-em-iz”-e gerek kal-ma-dı.

(o\*ku\*la / yü\*rü\*ye\*rek / git\*me\*mi\*ze / ge\*rek / **kal**\*ma\*dı ~)

We didn’t need to walk to school.

“Çiçek-ler-in sula-an-ma-/s/i”-n/a gerek kal-ma-dı.

(çi\*çek\*le\*rin / su\*lan\*ma\*sı\*na / ge\*rek / **kal**\*ma\*dı ~)



The flowers didn't need to be watered. (passive infinitive)  
(The /s/ and /n/ glides are used after [ma] and [ɪ] allomorphs respectively.)

“(Bi $\bar{z}$ -im) bir araba kirala-**ma-am-iz**”-a gerek kal-ma-dı.  
(bir / a\*ra\*ba / kɪ\*ra:\*la\*ma\*mi\*za / ge\*rek / **kal\*ma\*dı** ∼)  
We didn't need to hire a car.

“Toplantı yap-**ma-am-iz**”-a gerek kal-ma-dı.  
(top\*lan\*tı / yap\*ma\*mi\*za / ge\*rek / **kal\*ma\*dı** ∼)  
We didn't need to hold a meeting.

“Yardım iste-**me-em-iz**”-e gerek kal-ma-dı.  
(yar\*dım / is\*te\*me\*mi\*ze / ge\*rek / **kal\*ma\*dı** ∼)  
We didn't need to ask for help.

“(Bi $\bar{z}$ -im) bekle-**me-em-iz**”-e gerek kal-ma-dı ∼  
(bek\*le\*me\*mi\*ze / ge\*rek / **kal\*ma\*dı** ∼)  
We didn't need to wait.

## TRANSFORMATIONS (ENGLISH)

The transformational activity of the mind has two interactive functions. One of these functions is to recall the morphemes of his native language matching *his set of thought* before producing a simple sentence using the innate logical structures, and the other one is to transform **the same** simple sentence into a **Nominal Phrase** to use it in **the same** “NP + VP” logical sentence-producing pattern to produce a longer sentence.

One of the language activities of the mind is to recall the morphemes stored up in its memory fitting to express one's sets of thought in a target language. During this mental activity the mind finds the most reasonable and available ones to fit into the “**NP + VP**” innate sentence producing system.

Besides the innate sentence producing system (NP + VP), the memory of a human being possesses the phonemes, the syllabication and the transformational rules of his native language that have been stored up in his memory including some basic **speculative** concepts generalized in the question words in languages such as the English interrogative words “who”, “whom”, “what”, “where”, “when”, “how”, “why”, “whose”, “for whom”, “from whom”, “from where”, “to whom”, “by whom”, “since when” and “until what time”, etc. One, or some of these **inquisitive thoughts**, or **the answers to them**, may also be chosen by the mind of a person to be reflected into a projected oral sentence.

The simple sentences that are printed in *italics* in this book are presumed to possess these fundamental free morphemes (words) as well as all the

bound morphemes (derivational and inflectional) of a language. These morphemes are illustrated with detailed tree diagrams in transformational grammars. As it is inconvenient and unnecessary to show all the sentences in tree diagrams in this book, we prefer taking **simple sentences** as a **starting point**. The aim of this book is not to teach Transformational Generative Grammar, but to put it into practice by using it as a new grammar approach.

### THE NOMINALIZATION OF THE SIMPLE ENGLISH SENTENCES

If a speaker or writer wants to express him in longer sentences, he transforms **the simple sentences** that are also produced by the innate logical function of the language-producing system of the mind into syntactic **nominal phrases** to be used in the **same "NP+VP"** logical sentence pattern. By operating this function of the language-producing system, a speaker or writer can transform the simple sentences, which are the shortest "NP+VP" sentences, into longer sentences shaped and fitted into the same "NP+VP" logical sentence-producing system. Sentences may be infinitely long within the framework of the "NP+VP" logical sentence-producing system.

However, there is another important fact to keep in mind that when the logical system builds a simple sentence, it can simultaneously and interactively transform it **into a nominal phrase**, and can use it as a nominal phrase in **the same** logical pattern as a **subject** or an **object**. The simple sentence building, and building sentences containing transformed phrases, function one within the other interactively while someone is building sentences.

For instance, "Jack likes pop music" is a simple sentence. If someone wants to use this sentence as an object in a sentence, he spontaneously transforms it into a nominal phrase "that jack likes pop music", and uses it as an object in the sentence as "I know that Jack likes pop music".

"Some boys are swimming in the lake" is a simple sentence. If we want to produce a syntactic nominal phrase out of this sentence, we can produce "the boys (who are) swimming in the lake" to be used in any part of a "NP + VP" logical pattern where any noun or a pronoun can be used. For instance:

**The boys (who are) swimming in the lake are my sons.**

NP (subject)

VP

**You can see the boys (who are) swimming in the lake.**

NP

V

NP (object of "see")

The explanations above are grammatical explanations, but thought acts more inclusively while producing a sentence. When somebody has an item

of thought, such as "**article**" in his mind, he may have had **two simple sentence** alternatives in store in his mind to convey his thought to his listener or reader. It may be a sentence that he uttered before such as "I read an article in a newspaper". If he has uttered this sentence before, he goes on conveying his thought by saying that "It was interesting". If he did not utter the same sentence, but he already has it in store in his mind (in his memory), he transforms the same sentence into a "**noun + determiner**" compound such as, "an article, which I read in the newspaper", and completes his sentence saying that "An article, which I read in the newspaper, was interesting.

On the other side, the person who has heard what the speaker said may go on saying, "Yes, I saw it", or "Yes, I saw the article that you read in the newspaper". This shows us that the logic transforms the simple sentences into nominal phrases so that they may be used as subjects or objects in the "NP+VP" sentence pattern.

In English, however, some transformations are also carried out within a simple sentence itself to change it into the question form such as, "You like pop music" ∪ "Do you like pop music?"; "You haven't done your homework" ∪ "Haven't you done your homework?"

A passive transformation may also be carried out within a simple sentence so as **the object** to be used as if it were **the subject** of a sentence. It is also possible to transform the interrogative and passive simple sentences into Nominal Phrases:

*Have you done your homework?* ∪ "**whether I have done my homework**"

Mother wants to know **whether I have done my homework.**

NP (obj)

*Thieves stole a necklace.* ∪ "**A necklace was stolen by some thieves**"

∪ "**the necklace that was stolen by the thieves**"

**The necklace that was stolen by the thieves** hasn't been found yet.

NP (subj)

Transformational, phonological, and syllabication rules are specific for every language, which means that all languages have their own transformational, phonological, and syllabication rules. Without knowing these rules, one cannot produce sentences. To sum up, we can say that the semantic, the transformational, and the phonological rules in one's mind act in close coordination differently in different languages to produce sentences.

Therefore, the same process in Turkish differs as follows:

"**Ben gazetede bir makale okudum.**" "**O ilginçti.**"

**(Ben-im) gazete-de oku-duğ-um makale ilginç-ti.**

noun + infinitive compound (determiner) noun

VP

NP

The sentences that contain only one **finite verb** (simple sentences) can be transformed into nominal phrases (noun compounds) to be used in the "NP + VP" sentence producing pattern as **subjects**, **objects**, and as **objects of prepositions**. Consider the following:

Jane went to the supermarket by bus to buy some toys for her children last week.

who V where (adverbial) how (adverbial) why (adverbial) for whom (adverbial) when (adverbial)

The question words **under the lines** and **the answers to them on the lines** are the basic conceptual elements of thought of simple sentences in languages. Therefore, I avoid using the term "kernel sentence" in this book. For instance, when you hear the word "*went*", you want to find answers in your mind to the questions "who?" and "where?" because only the word "went" does not convey satisfactory information. If you hear the sentence "Jane went to the supermarket", your mind accepts it as a reasonable and satisfactory sentence. Additionally, when the simple sentences are nominalized in Turkish, they are nominalized together with the adverbials that they contain.

The interrogative words are "who", "whom", "where", "to whom", "for whom", "when", "how", "why", "which", "whose", "how long", "from where", "from whom", "by whom", etc. These **question words** and/or **the answers to them** are the essential elements of a **simple sentence**. For instance, "Did Jane go?" does not make sense if it is not preceded by some other sentences. However, "Where did Jane go?" is a complete sentence as it is "Jane went to the supermarket."

The entire simple example sentence above can be **nominalized** only by putting "**that**" in the beginning of the sentence in English, and leaving the rest of the sentence **unchanged**:

⊂ "**that** Jane went to the supermarket by bus to buy some toys for her children in the morning" is a transformed, nominalized and vocalized sentence because it can occupy the place of any "NP" in "S → NP + VP" basic sentence-producing system.

The same sentence can also be **nominalized** by starting the sentence with the above-mentioned **question words**, and **omitting** the underlined **phrases above them**. The following sentences are all transformed nominalized sentences (nominal phrases):

- who:** ⊂ "**who** went to the supermarket"
- where:** ⊂ "**where** Jane went"
- how:** ⊂ "**how** Jane went to the supermarket"

- why:**                 ↺   “**why** Jane went to the supermarket”  
**for whom:**         ↺   “**for whom** Jane wanted to buy toys”  
**when:**              ↺   “**when** Jane went to the supermarket”

As it is seen, **the nominalized sentences** (nominal phrases) beginning with **question words** are **not** in the **interrogative form**. They are transformed, and nominalized oral phrases ready to occupy the places of **nouns** or **pronouns** that can be used as **subjects**, or **objects of verbs** as all nouns and pronouns can.

I know it.     **What do I know?**  
S         V         obj

I know that Jane went to the supermarket by bus to buy some toys for her children.  
NP   V    NP (obj of "know")  
   VP

- I know **who went to the supermarket.** (nominal phrase)  
I know **where Jane went.** (nominal phrase)  
I know **how Jane went to the supermarket.** (nominal phrase)  
I know **why Jane went to the supermarket.** (nominal phrase)  
I know **for whom Jane wanted to buy toys.** (nominal phrase)  
I know **when Jane went to the supermarket.** (nominal phrase)  
I know **what Jane did.** (nominal phrase)

The parts that are printed in **bold face** in the sentences above are all used as the **objects** of the verb “**know**”. The same **nominal phrases** can also be used as the **objects** of the following verbs:

**know, guess, ask, tell, remember, say**, and the like ...

- I guess **(that) she went to the supermarket.**  
He asked me **when Jane went to the supermarket.**  
She says **(that) Jane went to the supermarket.**  
They ask me **how Jane went to the supermarket.**  
Do you remember **when Jane went to the supermarket?**

The parts of the sentences that are printed in **bold face** above are **nominal phrases**, and all of them are used as **objects**.

When someone talks about the **verb**, he says:

- I can guess **what Jane did yesterday,**  
I don't know **whether Jane went to the supermarket or not.**

The same nominal phrases can also be used as **subjects**:

**Who went to the supermarket** is a mystery.

nominal phrase (subject)

**When Jane went to the supermarket** is unknown.

nominal phrase (subject)

**How Jane went to the supermarket** is not important.

nominal phrase (subject)

The same nominal phrases can be used as **the objects of some prepositions**, as well:

It depends on **what Jane says.**

object of "on"

I am bored of **what you are talking about.**

object of "of"

It reminds me of **how we went to Bursa.**

object of "of"

I was surprised at (by) **what he said to me.**

object of "at"

The **interrogative simple sentences** can also be **nominalized**:

Have you done your work? ∪ **"whether I have done my work"**

Mother asks me **whether I have done my work.**

NP (object)

Why didn't you come to the party? ∪ **"why I didn't come to the party"**

Jane wonders **why I didn't come to the party.**

NP (object)

Where am I? ∪ **"where I am"**

You can't guess **where I am.**

NP (object)

What am I interested in? ∪ **"what I am interested in"**

You can't guess **what I am interested in.**

NP (object)

What is Jack doing? ∪ **"what Jack is doing"**

Mother wants to know **what Jack is doing.**

Are you ready? **"if I am ready"**

Mother asks me **if I am ready.**

## THE TRANSFORMATION OF THE SIMPLE SENTENCES INTO DETERMINERS

A simple sentences can be transformed into a determiner in order to determine one of the **nouns** in the same simple sentence. These nouns, together with the transformed phrases, create “**noun + determiner**” compounds in order to be used as **nominal phrases** in sentences. These compounds are structurally **compounds** but syntactically **nominal phrases**. When needed, these nominal phrases are used as **subjects, objects, or objects of prepositions**, and as **predicates** in sentences.

All noun compounds, and “determined + determiner” compounds are structural units that have been transformed from simple sentences into Nominal Phrases to be used in “NP + VP” logical pattern. This operation is performed by the mind while producing sentences. To sum up, we can say that the first aim of transforming simple sentences is to **restructure** and **fit** them into **syntactic nominal phrases** to be used in “NP + VP” sentence pattern.

First, let us see how a simple sentence transforms into a “**noun + determiner**” compound:

Some girls were picking flowers in the garden.

N                          N                          N

To determine the underlined “girls”, “**the girls that (who)**” is put in the beginning of the sentence, and the rest of it is added to it without being changed: ∪ “**the girls** who were picking flowers in the garden” is constructionally a “noun + determiner” compound, but syntactically it is a **syntactic nominal phrase** that can be used as a **subject** or an **object** in a sentence:

The girls who were picking flowers in the garden were my students.

D      N    D    predicate (VP)  
synt nominal phrase (subject) (NP)

The same simple sentence can also be transformed so as the noun “**flowers**” could be determined by the rest of the sentence. To carry out this transformation activity, “**the flowers that (which)**” is used as the **head** of the transformed phrase, and the rest of the sentence is left **unchanged**.

In this way, the transformed phrase ∪ “**the flowers that the girls were picking in the garden**” can be used in “**NP+VP**” logical sentence pattern as a “**NP**”. Incidentally, it is necessary to say that all the suffixes used in transforming sentences into nominal phrases in Turkish are **inflectional**.

The flowers that the girls were picking in the garden were beautiful.

D                  N    D    predicate (VP)  
NP

I saw the flowers that the girls were picking in the fields.

NP      V    NP

The same process above can also be initiated to determine the noun “**garden**”:

∪ “the garden in which (where) the girls were picking flowers”  
 D N D  
 NP

The garden in which the girls were picking flowers was not in good condition.  
 syntactic nominal phrase (NP) predicate (VP)

The same transformed phrases can be used in other parts of different sentences, as well:

I don't know the girls who were picking flowers in the garden.  
 NP V NP  
 VP

A woman was chasing the girls who were picking flowers in the garden.  
 NP (subj) V NP  
 VP (predicate)

The simple sentences with verbs “**be**” and “**have (got)**” are transformed as follows:

The roses were red ∪ the roses that were red ∪ the red roses  
 sentence transformed phrase transformed phrase

I picked the roses that were red I picked the red roses  
 NP NP

There are some books on the table. ∪ “the books that are on the table”  
 sentence nominal phrase

I want to borrow the books (that are) on the table.  
 NP V NP (obj of “want”) NP (obj of the infinitive)

The books (that are) on the table are mine  
 nominal phrase (subject) (predicate) VP

I have got a car. ∪ the car that I have got ∪ my car  
 sentence NP (synt nominal phrs) NP(synt nominal phrs)

The car that I have got is a second-hand car. My car is a second-hand car.  
 NP VP NP VP

## THE PRODUCTIVITY OF THE NATURAL LANGUAGES

All natural languages are infinitely productive so long as the sentences are kept within the framework of the Phrase Structure Rules:  $S \rightarrow NP + VP$ .

Consider the following simple sentences:



*The girls were picking flowers **in the garden.*** ∪

*The girls were playing **in the garden.*** ∪

*The girls were singing **in the garden.*** ∪

In the three sentences above, “the girls” and “in the garden” expressions are repeated. To avoid repeating them, a speaker or writer can delete the repeated four words, and use the necessary others in his speech or writing:

**The girls were picking flowers, singing, and playing in the garden.**

These simple sentences can also be transformed so as “**the girls**” should be determined by the rest of the sentence, and by doing so, the following oral sentence is produced.

The girls who were picking flowers, playing and singing in the garden were happy.

NP

VP

Now, consider the following four simple sentences:

1. *Jack caught a fish.* ∪

2. *Mr. Brown cleaned it.* ∪

3. *Mary fried it.* ∪

4. *Jane ate it.* ∪

To transform and combine these four thoughts in a complex (syntactic) sentence, we **begin with the last one**, and delete the repeated understandable others:

**Jane ate the fish that Mary fried that Mr. Brown cleaned that Jack caught.**

NP

V

noun

successive determiners

NP

Contrary to the above sentence production, if we start with the first simple sentence, the complex sentence will become as follows:

**Jack caught the fish that Mr. Brown cleaned that Mary fried that Jane ate.**

If you try to understand the sentence above, it sounds funny, doesn't it? How can Jack catch the fish that Jane ate? A fish cannot be caught after it has been eaten.

This example shows us that while producing complex sentences out of simple sentences, one should be careful about the sequence of the determiners.

Furthermore, only the words “**that jack caught that Mr. Brown cleaned that Mary fried that Jane ate**” do not make sense without the words “**the fish**”, which complete the chain of determiners as a “NP” although the words “the fish” are in the beginning of the sentence. Therefore, one can say that all natural languages may be infinitely long as long as they are approved by the Phrase Structure rules, and so long as the human **short-term** memory can tolerate them.

An example from a Turkish sentence may clarify the above explanation:

“**Jack’in yakaladığı, Mr. Brown’in temizlediği, Mary’nin pişirdiği (?)**” sequence of words do not make sense without the word “**balık**”, which is the final word of the “NP” in Turkish. Moreover, to complete this **nominal phrase**, a person has to add a **verbal phrase** to produce a grammatically well-formed acceptable sentence:

**The fish that Jack caught that Mary fried that Jane ate was delicious.**

NP

VP

To sum up, we can say that whether sentences are infinitely long or short, they end up in “NP + VP” inborn logical sentence-producing system.

A final point to add to the explanations above is that the final word in Turkish is at the end of a “NP”, but in English, it is in the beginning. The reason why we begin organizing the logical simple sentences beginning with the last simple sentence and going on to the first one in English is that the mind organizes the transformed phrases starting with **the last one** and going to **the first**. However, in Turkish, this process is just the opposite; the mind does not start with the last sentence, it starts with **the first one**, and goes on to **the last** because the final word “**balık**”, which binds the nominal phrase, is at **the end** of the “NP”.

## TRANSFORMED SIMPLE SENTENCES USED AS ADVERBIAL CLAUSES

When one wants to transform a simple sentence into an **adverbial concept** such as **time, place, manner, degree, cause, contrast, purpose, comparison, result, or condition**, he chooses a suitable word (subordinating conjunction) to put it before a simple sentence in English. When this is done, these simple sentences are mentally transformed into **adverbial clauses** (concepts) that can be used in a “NP + VP” sentence producing rational pattern. The **subordinating conjunctions** that are chosen to convert the simple sentences into adverbial clauses in English are as follows:

**TIME**                      when, while, before, after, as soon as, until, since, just as, . . .

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PLACE	where, wherever
MANNER	as, how
DEGREE	as... as, not so ...as, the ... the, so long as, as long as
COMPARISON	“adj (adv)-[ER] + than” or “more + adj (adv) + than”
CAUSE	because, as, since, for
CONTRAST	although, even though, even if, no matter how (who, when)
PURPOSE	so that, in order that, in case, lest
RESULT	so, so ... that
CONDITION:	if, unless

TIME

when:	Jane was beautiful <b>when she was a baby.</b>
while:	It began to rain <b>while I was watering the flowers.</b>
before:	Mary wants to buy a car <b>before she gets old.</b>
after:	I'll do these exercises <b>after I go home.</b>
as soon as:	The students stood up <b>as soon as the teacher arrived.</b>
until:	I'll stay here <b>until you promise to marry me.</b>
by the time:	I'll have finished my work <b>by the time the visitors arrive.</b>
just as:	The postman knocked at the door <b>just as I was leaving home.</b>
since:	I have been waiting here <b>since you telephoned me.</b>

PLACE

where:	Put my dictionary back <b>where you found it.</b>
wherever:	I will remember you <b>wherever I go.</b>

MANNER

as:	You can do it <b>as you wish.</b>
-----	-----------------------------------

DEGREE

as ... as:	You should study <b>as hard as you can.</b>
not so... as:	You are not so careful <b>as you ought to be.</b>
the ... the:	<b>The easier they rise, the harder they fall.</b>
so ... as:	You can stay here <b>so long as you keep quite.</b>

COMPARISON

- than:** The bus arrived earli-**er than we expected.**  
Turkish is **more complicated than** English.  
Mary studies hard-**er than her brother.**

CAUSE

- because:** I can't help you now **because I'm busy watching television.**  
**as:** **As I'm busy doing my homework,** I can't help you right now.  
**since:** **Since you are not interested in watching football,** we'd better go fishing.  
**for:** Mary can't drive, **for she is only a baby.**  
She is not ready yet, **for she is stil doing her make up.**

CONTRAST or CONCESSION

- although:** **Although she studied hard,** she couldn't succeed in the examination  
I have to go on working **although I am madly in love with you.**  
**even if:** We can't get to the bus stop in time **even if we hurry.**  
**while:** **While some people are poor,** others are wealthy.

PURPOSE

- so that:** They ran to the bus stop **so that they shouldn't miss the bus.**  
**in case:** Take an umbrella **in case it rains.**  
Ring the bell **in case of fire.**

RESULT

- so... that:** The book was **so boring that I was able to read only a few pages.**  
**such... that:** The children were making **such a lot of noise that I had to leave home.**  
**so:** He didn't study hard, **so he failed.**

CONDITION

- if :** **If you don't understand,** please ask me.

**If you were a fish**, a cat would eat you.

**If you had passed the examination**, I would have bought you a new car.

**unless:** She won't speak to you **unless you apologize to her.**

Don't sign the document **unless you read it carefully.**

## TURKISH SENTENCE NOMINALIZATIONS

A simple sentence, which contains only **one finite verb**, and **adverbs or adverbials**, can be transformed into various transformed phrases by following certain rules in both English and Turkish. First, it is necessary to say that there are no clauses in Turkish (except the conditional clauses) as those of the English language; there are "noun + infinitive" and "determiner + determined" compounds, instead. Let us first consider the following Turkish simple sentence:

Ayşe çocuklarına bazı oyuncaklar almak için sabahleyin otobüsle süpermarkete gitti.  
 kim? kime? niçin? ne zaman? nasıl? nereye? ne yaptı?

When the whole sentence above is transformed into a **syntactic nominal phrase** (structurally into a **noun compound**), it results in as follows:

∪ "Ayşe'n/in çocuk-lar-ı/n/a bazı oyuncak-lar al-mak için sabah-le.yin otobüs-le supermarket-e "git-me-/s/i" or "git-tik-i". (*git\*ti\*ğİ*)

As you notice, only the words "**Ayşe'nin**" and "**git-me-/s/i**" or "**git-tik-i**" are different from "**Ayşe**" and "**gitti**". The English equivalent of this transformed nominal phrase is the transformed nominal clause "that Ayşe went to the supermarket by bus to buy some toys for her children in the morning". In English, only the word "**that**" is put in the beginning of the transformed nominal clause and the rest of the sentence is left unchanged.

When "**Ayşe'n/in git-me-/s/i**" compound is considered, this transformation reminds us of the "possessor + possessed" noun compounds like "Ayşe'n/in çanta-/s/i", "okuġ-un kapı-/s/i", or "Ayşe'n/in amca-/s/i". These are structurally "**noun + infinitive**" compounds, but syntactically they are **nominal phrases**. A syntactic noun is a transformed simple sentence (nominal phrase) that can be used in any part of a sentence where nouns and pronouns can. These nouns and pronouns are the words like "book", "table", "I", "he", "him", "it" and "them". The units that are used between "**Ayşe'nin**" and "**gitmesi**", such as "çocuklarına", "bazı oyuncaklar almak için", "sabahleyin", "otobüsle",

"supermarkete" are all **adverbials** which are the answers to the basic interrogative adverbial concepts of "for whom", "why", "how", "where", "when".

Compare and consider the following sentences:

**(Ben) cevab-ı bil-i.yor.um. I know the answer.**  
 subject object V S V object

**(Ben) Ayşe'nin okul-a git-tik-i-n/i bil-i.yor.um. I know that Ayşe went to school.**  
 NP NP (obj) V NP V NP (obj)  
 VP VP

In the sentence above, "**Ayşe'nin okula git-tik-i**" is structurally a "**noun+infinitive**" compound, but syntactically it is a "**syntactic nominal phrase**" because it is a transformed simple sentence nominalized so as to be used in the "NP+VP" logical pattern as a "NP". (A "VP" may contain a "V" and a "NP"). The phoneme changes in the above sentence are as follows: The /k/ changes into its voiced form /ğ/, the first [i] is the personal possessor allomorph [i], the /n/ is a glide, and the second [i] is the defining allomorph.

These syntactic phrases can occupy the places of both **nouns** and **determiners** in sentences:

**"Ayşe'nin okula gittik-i" biliniyor. That Ayşe goes to school is known.**  
 NP (noun compound) passive V NP (synt nominal phrs) (passive) V

**"Ayşe'nin gittik-i" okul "the school that Ayşe goes to"**  
 determiner + noun D N D  
 NP (synt nominal phrs) NP (synt nominal phrs)

**"Ayşe'nin gittiği + okul"** is a "**determiner + noun**" compound, but when both parts of this compound is considered, it is a "**syntactic nominal phrase**". In short, it is a "**NP**".

The reason why there are two different "**possessed**" infinitives in the end of the transformed phrases is that either "**git-tik-i**" or "**git-me-/s/i**" is used in accordance with the **existence** or **nonexistence** (absence) of the **question words** or **the answers to them** in the transformed phrases. In short, the compounds **without question words** can only be used when the compounds that have infinitives are used as the **subject** of a sentence.

Some of the most frequently used question words that can be used in noun compounds are "kim-in?", "kim-i?", "kim-e?", "kim-de?", "kim-den?", "kim-le?", "kim için?", "ne zaman?", "nasıl?", "nere-/y/i?", "nere-/y/e?", "nere-de?", "ner(e)-den?", "niçin?", "neden?", "ne kadar?", "kaç para?", "ne?", "ne/y/-le?", "ne-/y/in iç-i/n/-den?", "(alt-ı/n/-dan)", "kim-in arka-/s/ı/n/-dan?", etc.

Consider the following:

Ayşe'nin süpermarkete otobüsle git-me-si beni ilgilendirmez.

synt nominal phrs (noun compound) (**subject**) NP NP(obj) V

In the sentence above, no **question words** are used, and the noun compound is used as a **subject**.

Kim'in süpermarkete git-tik-i ben-i ilgilendirmez. (\*"Kimin gitmesi" is not used.)  
(The question word "**kim-in**" is added.)

Ayşe'nin/in süpermarkete niçin git-tik-i (*git\*\*ti\*ğ'i*) ben-i ilgilendirmez.  
(The question word "**niçin**" is added.)

Ayşe'nin/in kim-e oyuncak al-mak için süpermarkete git-tik-i ben-i ilgilendirmez.  
(The question word "**kim-e**" is added.)

Kim-in, niçin, ne zaman, ne/y/-le, nere-/y/e, nasıl git-tik-i ben-i ilgilendirmez.  
(Successive **question words** are added.)

**When the answers to the above questions** are put into the sentences, the  
♫ [tik, tık, tük, tuk] allomorphs are also used in noun compounds:

(Sen) Ayşe'nin/in her hafta bir futbol maç-ı-n/a git-tik-i-n/i biliyor musun?

NP(subj) NP (obj) V

Do you know that Ayşe goes **to a football match every week?**

However, if a transformed noun compound is used as the **subject** of a sentence, a "**noun + V- ♫ [me-/s/i, ma-/s/ı]**" noun compound is used:

Jack'in basketbol oyna-ma-/s/ı bizi ilgilendirmez.

NP (subj) NP(obj) V

That Jack plays basketball doesn't concern us.

NP (subj) V NP(obj)

## TURKISH SIMPLE SENTENCE NOMINALIZATIONS

As has been noted, there are no clauses in Turkish as those of the clauses in English. When English simple sentences are nominalized, (transformed into noun clauses) they do not lose their time concepts. On the contrary, when the Turkish simple sentences are nominalized, they are transformed into "**possessor + possessed**" noun compounds that result in **losing their time concepts** that they had before being transformed. The time concepts that they do not convey can be inferred from the time morphemes attached to the finite verbs used at the ends of the Verbal Phrases.

Nominalizing English simple sentences are easier than nominalizing the Turkish simple sentences:

I know (that) Jack likes pop music. I guess (that) she loves me.  
 synt nominal phrs (object) synt nominal phrs (object)

(Ben) Jack'in pop müzik sev-dik-i-n/i biliyorum.  
 NP NP (obj) V  
 VP

(Ben) onun beni sev-dik-i-n/i tahmin ediyorum. I guess that she loves me.  
 NP NP V  
 VP

When the Turkish simple sentences are nominalized, they are logically transformed into **noun compounds**, and used as **Nominal Phrases** in sentences. Although "(that) Jack likes pop music", and "(that) she loves me" subordinate English noun clauses do not look like physically transformed phrases, they can be considered as syntactically and mentally transformed phrases when they are used as Nominal Phrases.

"The Present Continuous", "The Past Continuous", "The Simple Present", "The Simple Past", "The Present Perfect", "The Present Perfect Continuous" and "Used To" tenses can all be transformed into noun clauses.

## TRANSFORMED NOMINAL PHRASES

When simple sentences are nominalized in Turkish, they are transformed into noun compounds containing infinitives. Possessor personal allomorphs are attached to both parts of the possessor and the possessed parts of these timeless compounds. Although all infinitives are timeless, the [mek, mak] infinitives are both timeless and devoid of possessor allomorphs; therefore they are not used in noun compounds. **There are two personal possessor allomorphs attached to both the possessor and the possessed parts of a noun compound representing the same person:**

In English there is only one possessor morpheme: the ['s], which is generally used attached to proper nouns such as "jack's", "Ahmet's", and common nouns such as "the boy's", "the woman's". This possessor morpheme is not attached to personal pronouns such as "\*I's", "\*you's", "\*he's", "\*we's", "they's". There are different words in English to express them: English speaking people use "my", instead of "\*I's", "your", instead of "\*you's", "our" instead of "\*we's", etc.

However in Turkish, people use allomorphs like the English possessor allomorph [s] like ["'s] attached to personal pronouns like "\*ben's" = "ben-im", "\*sen's" = "sen-in". In short, possessor personal allomorphs representing all



personal possessor allomorphs are attached to both parts of a noun compound following the vowel harmony:

- ben-im çalış-ma-am: “**ben-im**” and “**am**” both mean “**my**”.  
 sen-in çalış-ma-an: “**sen-in**” and “**an**” both mean “**your**”.  
 o/n/un çalış-ma-/s/ı: “**o-/n/un**” and “**/s/ı**” both mean “**his, her, its**”.  
 biz-im çalış-ma-am-ız: “**biz-im**” and “**am-ız**” both mean “**our**”.  
 siz-in çalış-ma-an-ız: “**siz-in**” and “**an-ız**” both mean “**your**”.  
 o/n/-lar-in çalış-ma-lar-ı: “**o/n/lar-in**” and “**lar-ı**” both mean “**their**”.

Although the personal possessor allomorphs attached to **personal pronouns** do not change, (do not have different allomorphs), the allomorphs attached to possessed parts of the compounds change following the harmony rules:

ben-im gül-me-em, ben-im çalış-ma-am, ben-im ey-im, ben-im at-ım, ben-im gül-üm, ben-im uyku-um. The allomorphs “em”, “am”, “im”, “ım”, “üm”, “um” in the possessed parts of the compounds all mean “**my**”.

sen-in gül-me-en, sen-in çalış-ma-an, sen-in ey-in, sen-in at-ın, sen-in gül-ün, sen-in uyku-un. The allomorphs “en”, “an”, “in”, “ın”, “ün”, “un” in the possessed parts of the compounds all mean “**your**”.

o-/n/un gül-me-/s/i, o-/n/un çalış-ma-/s/ı, o-/n/un ey-i, o-/n/un at-ı, o-/n/un gül-ü, o-/n/un uyku-/s/u. The ♪ “ı”, “i”, “ü”, “u” allomorphs all mean “**his, her, or its**”. The /n/ and /s/ phonemes are glides used between vowels.

biz-im gül-me-em-iz, biz-im çalış-ma-am-ız, biz-im ey-im-iz, biz-im at-ım-ız, biz-im türkü-üm-üz, biz-im okul-um-uz. The “em-iz”, “am-ız”, “im-iz”, “ım-ız”, “üm-üz”, “um-uz” all mean “**our**”.

siz-in gül-me-en-iz, siz-in başla-ma-an-ız, siz-in ey-in-iz, siz-in at-ın-ız, siz-in türkü-ün-üz, siz-in okul-un-uz. The “en-iz”, “an-ız”, “in-iz”, “ın-ız”, “ün-üz”, “un-uz” all mean “**your**”.

onlar-in bekle-me-/s/i, onlar-in başla-ma-/s/ı, onlar-in ey-i, onlar-in baş-ı, onlar-in türkü-ü-/s/ü, onlar-in uyku-u./s/u. onlar-in okul-u. The ♪ “ı”, “i”, “ü”, “u” all mean “**their**”. However, if the possessor pronouns are not used, “lar-ı”, “lar-ı” are used in place of ♪ [ı, i, ü, u] possessor personal allomorphs.

As a rule, the /n/ glides are used between the vowels used in the **possessor** parts, and the /s/ glides are used between the vowels in the **possessed** parts of the noun compounds. The **coinciding vowels combine**, and the **underlined consonants detach** from their syllables and **attach** to the following vowels as usual.

Therefore, “çalışma-am” means “benim çalışma-am” (my working), “çalışma-lar-ı” means “onların çalışma-lar-ı” (their working), etc.

The other noun infinitive compounds are the same as the compounds above:

çalış-tık-ım = ben-im çalış-tık-ım (be\*nim / ça\*lış\*tı\*ğım)

çalış-tık-in = sen-in çalış-tık-in (se\*nin / ça\*lış\*tı\*ğın)

gel-iş-im = ben-im gel-iş-im (be\*nim / ge\*li\*şim)

gel-iş-in = sen-in gel-iş-in (se\*nin / ge\*li\*şin)

Consequently, when the simple sentences are transformed into nominal phrases, they become timeless noun compounds, and lose the time concepts that they had before being transformed. However, the simple sentences with the [e.cek. a.cak] or [miş, mış, müş, muş] allomorphs keep their time concepts. Follow the example sentences:

### The infinitives with ♪ [me, ma]:

(Ben) balık tut-ar-ım. (Simple Present) ∪ “ben-im balık tut-ma-am”

(Ben) balık tut-u.yor-um. (Present Continuous) ∪ “ben-im balık tut-ma-am”

(Ben) balık tut-u.yor-du-um. (Past Continuous) ∪ “ben-im balık tut-ma-am”

(Ben) balık tut-ar-dı-ım. (used to) ∪ “ben-im balık tut-ma-am”

(Ben) iki saat-tir balık tut-u.yor-um. ∪ “ben-im iki saat-tir balık tut-ma-am”

(Ben) balık tut-a.cak-ım. (Simple Future) ∪ “ben-im balık tut-a.cak ol-ma-am”

(Ben) balık tut-muş-tu-um. (Past Perfect) ∪ “ben-im balık tut-muş ol-ma-am”

### The infinitives with ♪ [dik, dık, dük, duk, tik, tık, tük, tuk]:

(Ben) balık tut-ar-ım. (Simple Present) ∪ “ben-im balık tut-tuk-um”

(Ben) balık tut-u.yor-um. (Present Continuous) ∪ “ben-im balık tut-tuk-um”

(Ben) balık tut-u.yor-du-um. (Past continuous) ∪ “ben-im balık tut-tuk-um”

(Ben) balık tut-ar-dı-ım. (used to) ∪ “ben-im balık tut-tuk-um”

(Ben) iki saat-tir balık tut-u.yor-um. ∪ “ben-im iki saat-tir balık tut-tuk-um”

(Ben) balık tut-a.cak-ım. (Simple Future) ∪ “ben-im balık tut-a.cak-ım”

(Ben) balık tut-muş-tu-um. (Past Perfect) ∪ “ben-im balık tut-muş ol-duk-um”

In the examples above, the single underlined consonants detach from their syllables and attach to the first vowels of the following morphemes, and if the “e-e”, “a-a”, “i-i”, “ı-ı”, “ü-ü”, “u-u” identical vowels follow one another, they **combine** and **verbalize** as single vowels “e”, “a”, “i”, “ı”, “ü”, “u” according to the harmony rule. Besides, the /k/ unvoiced consonants change into their voiced counterpart /ğ/ when they detach from their syllables and attach to the first vowels of the following morphemes.

As the two parts of the noun compounds have personal possessor suffixes (allomorphs) loaded with the same meaning, only the possessed parts of the compounds can be used without the possessor parts (possessor adjectives).

For instance:

In the sentence, “(Ben-im) baba-am (ben-im) çalış-ma-am-ı istiyor”, “baba-am” means, “ben-im baba-am”, and “çalış-ma-am” means, “ben-im çalış-ma-am”. Therefore, the “ben-im” parts are generally omitted unless they are emphasized: Baba-am çalış-ma-am-ı istiyor. (ba\*bam / ça\*lış\*ma\* mı / is\*ti\*yor).

## SIMPLE SENTENCE NOMINALIZATION

### 1: V-[DİK]-[pers]-(İ)

(Ben) dün bir balık tut-tu-um. ∪ “ben-im dün bir balık tut-tuğ-um”

“Ben-im dün bir balık tuttuğ-um” (be\*nim / dün / bir / ba\*lık / tut\*tu\*ğum) is structurally a noun compound like “ben-im okul-um”. The only difference in this compound is that the **possessed** part of the compound is an **infinitive**. This noun compound can occupy any place of a noun or pronoun in a sentence.

Annem (ben-im) bir balık tuttuğum-u gördü. My mother saw that I caught a fish.  
 (subj) NP (noun compound obj) NP V NP V NP  
 VP VP

The [u] allomorph is one of the allomorphs of the defining [İ] morpheme.

(Ben-im) bir balık tuttuğum kocaman bir yalandır. That I caught a fish is a big lie.  
 (subject) NP (predicate) VP (subj) NP VP  
 (be\*nim / bir / ba\*lık / tut\*tu\*ğum ~ / ko\*ca\*man / bir / ya\*lan\*dır ~)

The nominalization of the rest of the above tenses result in the same “**noun + infinitive**” compounds because all infinitives are timeless:

The “**noun + infinitive**” compounds (syntactic nominal phrases) above can be used in the following sentences:

Herkes ben-im balık tut-tuğ-um-u bil-ir. Everybody knows that I catch fish  
 NP NP (obj) V NP V NP  
 VP VP

(Sen) balık tut-tuğ-um-u görmüyor musun? Don't you see that I am catching fish?  
 NP NP V NP V NP  
 VP VP

(Ben-im) baba-am gel-in.ce (ben-im) balık tut-tuğ-um-u gör-dü.

(ba\*bam / ge\*lin\*ce ~ / ba\*lık / tut\*tu\*ğ\*mu / gör\*dü ~)

When my father came, he saw that I was catching fish.

Her gün (ben-im) balık tut-tuğ-um-u bil-i.yor-sun.  
 (her / gün / ba\*lık / tut\*tu\*ğ\*mu / bi\*li\*yor\*sun ~)  
 You know that I catch fish every day.

İki saat-tir (ben-im) balık tut-tuğ-um-u baba-am-a söyle-me.  
 (i\*ki / sa\*at\*tir / ba\*lık / tut\*tu\*ğ\*mu / ba\*ba\*ma / söy\*le\*me ~)  
 Don't tell my father that I have been catching fish for two hours.

The other three tenses are transformed as follows:

**The Simple Future Tense: “V - ♪ [e.cek, a.cak] - [pers] - (İİ)”**

Yarın onu satın al-a.cak-ım. ∪ “yarın onu satın alacağım”

(No structural change is done as it is in the English nominalized phrases.)

**(Sen) (Ben-im) yarın onu satın al-a.cak-ım-ı bil-i.yor-sun.**  
 NP (noun compound) (object) NP V  
 (ya\*рін / o\*nu / sa\*tu\*na\*la\*ca\*ğ\*ı\*mi / bi\*li\*yor\*sun ~) (liaison)  
You know (that) I will buy it tomorrow.  
 NP V (noun clause) (obj) NP

Ne zaman bitir-e.cek-im? ∪ “ne zaman bitireceğim” (no structural change)

**(Ben) (Ben-im) onu ne zaman bitir-e.cek-im-i tahmin edemem.**  
 NP (noun compound) (object) NP V  
I can't guess when I will finish it.  
 NP V (noun clause) (object) NP

**(Benim) onu ne zaman bitir-ecek-im kesin değil.**  
 (noun compound) (subject) NP VP  
When I will finish it is not certain.  
 (noun clause) (subj) NP VP

The (ben) and (benim) parts of the above compounds are optional. They are not used unless they are **intentionally** stressed.

**The Past Perfect: V - [miş, miş, müş, muş] + ol - [duk]-[pers]-((İİ))**

(Ben) eve gel-miş-ti-im. ∪ “(ben-im) eve gel-miş ol-duğ-um”

**(O) (Benim) eve gel-miş ol-duğ-um-u bil-i.yor-du.**  
 NP (noun compound) (obj) NP V  
He knew that I had come home.  
 NP V (coun clause) (obj) NP

**The Future Perfect: V - ♪ [miş, miş, müş, muş] + ol - [a.cak] - [pers]- ((İİ))**

(Ben) onu ne zaman bitir-miş ol-a.cak-ım?

∪ “(ben-im) onu ne zaman bitir-miş ol-acak-ım” (No structural change.)

Ben bile (ben-im) onu ne zaman bitir-miş ol-a.cak-ım-ı bilmiyorum.

NP	<u>possessor</u>	NP	<u>adverbial</u>	<u>possessed</u>			
		(noun compound)		(object of “bilmiyorum) NP			
							V
							VP

Even I don't know when I'll have finished it. (“Bile” is an intensifier.)

NP	V		(noun clause)	(obj)	NP
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The examples of some frequently used tense nominalizations are as follows:

### SIMPLE SENTENCES WITH THE VERB ROOT “OL” (BE)

One should use the following verb composition to nominalize a simple sentence that has a **noun**, an **adjective**, a **prepositional phrase** or a **noun-[DE]** followed by [Ø], [DİR], [Dİ], [MİŞ] inflectional morphemes used in a “VP” (predicate).

“a noun, an adjective, a prep phrase, or a noun-[DE] + ol-[duk]-[pers]-([İ])

In this composition, as the verb stem is always “ol”, the allomorphs of the morpheme of [DİK] are always [duk], and the **personal** allomorphs, and the defining [İ] morpheme follow the vowel harmony rules. When “ol-up ol-ma-dık-ı” expression is used, the allomorphs in the chain also change according to the harmony rules:

(Señ-in) anne-en evde(dir). ∪ “(señ-in) anne-en-in ev-de ol-duk-u”

Your mother is at home. ∪ “that your mother is at home”

Ben (señ-in) anne-/n/in ev-de ol-duk-u-/n/u tahmin ediyorum.

NP	<u>chain noun compound-/n/u</u>	(obj)	NP				
							V
							VP

I guess that your mother is at home.

NP	V		NP
			VP

### CHAIN NOUN COMPOUNDS

There is a **chain noun compound** in the nominalized sentence above. Therefore, an example from the English language may be helpful to understand such noun compounds better:

“the cover of the book of your mother” “anne-en-in kitap-ı-/n/in kapak-ı”

The first part of this chain is “señ-in anne-en”, which is a “**noun + noun**” compound. To lengthen this compound to a chain, “(señ-in) anne-en” com-



Ben onu hatırlıyorum. I remember her.  
 NP NP V NP V NP

Ben sen-in anne-in-i hatırlıyorum. I remember your mother.  
 NP (noun comp) (obj) NP V NP V (obj) NP

Ben (sen-in) anne-en-in gülüs-ü-/n/ü hatırlıyorum.  
 NP (chain noun comp) (obj) NP V

I remember the smile of your mother.  
 NP V (chain noun comp) (obj) NP

(Ben) (sen-in) anne-en-in ev-de ol-duk-u-/n/u biliyorum.  
 NP (chain noun comp) (obj) NP V

I know that your mother is at home.  
 NP V (noun clause) (obj) NP

The underlined parts of the last two sentences are **chain noun compounds** that act as **syntactic nominal phrases** in sentences. In the last Turkish sentence, the /k/ consonant changes into the /ğ/ voiced consonant, and the /n/ glide link the last two vowels.

Sen doktor-sun. ∪ “sen-in doktor ol-duk-un” (*ol\*du\*ğun*)  
 sentence NP

Herkes (sen-in) doktor ol-duk-un-u biliyor. Everybody knows that you are a doctor.  
 NP NP (obj) V NP (subj) V NP (obj)

The [u] allomorph in the sentence above is the defining [İ] morpheme.

Bütün kızlar güzeldir. ∪ “bütün kızlar-ın güzel ol-duk-u-” (*ol\*du\*ğu*)  
 sentence NP

All girls are beautiful. ∪ “that all girls are beautiful”  
 sentence NP

(Ben) bütün kız-lar-ın güzel ol-duk-u-/n/u düşün-ü.yor-um.  
 NP NP (obj) V

(*bü\*tün / kız\*la\*rın / gü\*zel / ol\*du\*ğu\*nu / dü\*şü\*nü\*yo\*rum* ∪)

I think that all girls are beautiful.  
 NP V NP (obj)

1. (O) (beṅ-im) kalem-im-i iste-di. (ka\*le\*mi\*mi / is\*te\*di ∪)
2. (O) (beṅ-im) bekle-me-em-i iste-di. (bek\*le\*me\*mi / is\*te\*di ∪)
3. (O) (beṅ-im) gel-iş-im-i gözle-di. (ge\*li\*şi\*mi / göz\*le\*di ∪)
4. (O) (beṅ-im) gel-dik-im-i gör-me-di. (ge\*di\*ği\*mi / gör\*me\*di ∪)
5. (O) (beṅ-im) ağla-dık-im-i ıñıt-me-di. (ağ\*la\*dı\*ğı\*mi / i\*şit\*me\*di ∪)

As has already been stated, the single underlined consonants detach from their syllables and attach to the first vowels of the following allomorphs.

Sen bir güreşçi-sin. ∪ “sen-in bir güreşçi ol-duk-un” (ol\*du\*ğun)  
 sentence NP

You are a wrestler. ∪ “that you are a wrestler”  
 sentence NP

Sen-in bir güreşçi olduk-un önemli değil.  
 NP (subj) VP (predicate)

That you are a wrestler is not important. (It is not important that...  
 NP (subj) VP (predicate)

**Çocuklar hazır mı?** Are the children ready?

Çocuklar hazır mı? ∪ “çocuklar-in hazır ol-up ol-ma-dık-ı” (ol\*ma\*dı\*ğı)  
 sentence NP

Are the children ready? ∪ “whether the children are ready”  
 sentence NP

When someone hesitates over whether the verb is positive or negative, “**olup olmadığı**” positive and negative successive **infinitives** (ol-duk-u-/n/u ya da ol-ma-dık-ı-/n/ı) are used as “whether” is used in English:

(Ben) çocuklar-in hazır olup ol-ma-dık-ı-/n/ı bilmiyor-um.  
 NP NP (obj) V

(ben~ / ço\*cuk\*la\*rın / ha\*zır / o\*lup / ol\*ma\*dı\*ğ\*ı\*nı / bil\*mi\*yo\*rum ∩)

I don't know whether the children are ready (or not).  
 NP V NP (obj)

Kardeş-im nere-de? ∪ “kardeş-im-in nere-de ol-duk-u” (ol\*du\*ğun)

Where is my sister? ∪ “where my sister is”

**Kardeşimin nerede olduğu-/n/u bilmiyorum.** I don't know where my sister is.

Ben kim-im? ∪ “ben-im kim ol-duk-um” (be\*nim / kim / ol\*du\*ğum)

Who am I? ∪ “who I am”

(Sen) (ben-im) kim ol-duk-um-u tahmin edebilir misin?  
 NP NP (obj) V

Can you guess who I am?  
 NP V NP

The simple sentences containing verbs other than “be” are also nominalized using “**possessor + possessed**” noun compounds. As there are no clauses in Turkish, they lose their time concepts as usual when simple sentences are transformed into noun compounds. However, some others keep them when they are nominalized. The tenses that result in the same transformed nominal phrases are as follows:

(Ben) ev-i temizle-er-im. ∪ “(benim) ev-i temizle-dik-im-(i)” (Simple Present)



(Ben) *ev-i temizle-i.yor-um.* ∪ “(benim) *ev-i temizle-dik-im-(i)*” (Present continuous or Present Perfect Continuous)

(Ben) *ev-i temizle-di-im.* ∪ “(benim) *ev-i temizle-dik-im-(i)*” (Simple Past or Present Perfect)

(Ben) *ev-i temizle-i.yor-du-um.* ∪ “(benim) *ev-i temizle-dik-im-(i)*” (Past Continuous or Past Perfect Continuous)

(Ben) *ev-i temizle-er-di-im.* ∪ “(benim) *ev-i temizle-dik-im-(i)*” (Used to)

As one could understand, all the five different tenses (simple sentences) are transformed and nominalized using the same transformational composition:

The verb composition above covers only the morphemes, therefore the allomorphs of these morphemes are given as follows:

## 2. V- ♪ [dik, dık, dük, duk, tik, tık, tük, tuk]-[pers]-([İ])

All the /k/ phonemes change into /ğ/, except when they are preceded by [ler, lar]. The **personal possessed** allomorphs that are attached to the nouns and infinitives are as follows:

(**ben-im**): ♪ [im, ım, üm, um, em, am]; (**sen-in**): ♪ [in, ın, ün, un en, an]; (**o-/n/un**): ♪ [i, ı, ü, u]; (**biz-im**): ♪ [im-iz, ım-ız, ün-üz, um-uz, em-iz, am-ız]; (**siz-in**): ♪ [in-iz, ın-ız, ün-üz, un-uz, en-iz, an-ız]; (**onlar-in**): ♪ [i, ı, ü, u] or ♪ [ler-i, lar-ı]. Example: "ben-im git-tik-im", "onlar-ın gör-dük-ü"

The defining [İ] morpheme has naturally four allomorphs ♪ [i, ı, ü, u]. Only one of them is used following the harmony and syllable rules when a nominalized phrase is used in the **object** position:

(Ben) *her gün ev-i temizle-er-im.* ∪ “(ben-im) her gün *ev-i temizle-dik-im*”

(Sen) *(ben-im) her gün ev-i temizle-dik-im-i bil-i.yor-sun.*

NP (obj) NP V

You know that I clean the house everyday.

NP V (noun clause) (object) NP

(The last [i] is the defining [i] allomorph.)

*Çocuk-lar bahçe-de oyna-u.yor-du.* ∪ “çocuk-lar-ın bahçe-de oyna-dık-ı”

(Ben) *çocuk-lar-ın bahçe-de oyna-dık-ı/n/ı gör-dü-üm.*

NP NP VP

I saw that the children were playing in the garden.

NP V NP

VP

(Ben) (ben-im) ev ödev-im-i yap-ı.yor-um. ∪ “**ev ödev-im-i yap-tık-ım**”

**(Sen) (ben-im) ev ödev-im-i yap-tık-ım-ı gör-ü.yor-sun.**

NP

NP (obj)

V

You can see that I am doing my homework.

**Seyahat ettiğini biliyorum.** = “I know that he travels”; “I know that he is traveling”; “I know that he has traveled”; “I know that he has been traveling”; “I know that he traveled”; “I know that he used to travel”.

As it is seen, all the six English sentences above are expressed in the same transformed Turkish nominal phrase. To avoid this time ambiguity, suitable **adverbs of time** should be added to the Turkish transformed phrases to make the meaning clearer. This is necessary because after the simple sentences are transformed and nominalized, they become “**noun + infinitive**” compounds. Like all infinitives, these compounds are **timeless**.

**Şu anda seyahat et-tik-i-n/i biliyorum.** I know that he is (you are) traveling right now.

To avoid the above second ambiguity, either “senin” or “onun” possessor determiners (possessive adjectives) should be added to the above sentence:

Senin (or onun) **şu anda seyahat ettiğini** biliyorum.

Onun **her yıl seyahat ettiğini** biliyorum.

I know that he travels every year.

Onun **bütün yıl boyunca seyahat ettiğini** biliyorum.

I know that he travels all the year round.

Senin **geçen yıl seyahat ettiğini** biliyorum.

I know that you were traveling last year.

Senin **geçen sene boyunca seyahat ettiğini** biliyorum.

I know that you were always traveling last year.

When “**boyuna**” or “**habire**” adverbs are added to continuous tenses, they imply that the speaker is **complaining** about something:

Karım *durmaksızın* fiyat-lar-dan *yakın-ı.yor.*

(ka\*rım / dur\***mak**\*sı\*zın / fi\*yat\*lar\*dan / ya\*kı\*nı\*yor ∪)

My wife is always complaining about the prices.

Sen *boyuna* televizyon *seyređ-i.yor-sun.*

(sen / **bo**\*yu\*na / te\*le\*viz\***yon** / sey\*re\*đi\*yor\*sun ∪)

You are always watching television.

The “**seyahat ettiğin**” nominal phrase above can naturally be used in the subject position, as well:

*Sen her sene seyahat et-er-sin.* ∪ “**senin her sene seyahat ettiğin or etmen**”

Sen-in her sene seyahat et-tik-in meşhur-dur.

NP (subj)

VP (predicate)

That you travel every year is well known.

Or "It is well-known that you travel every year."

**The Simple Future Tense** allomorphs **cek** [e.cek, a.cak] are kept when such sentences are nominalized:

(Ben) yarın eski araba-am-ı sat-a.cak-ım. ∪ “ben-im yarın eski araba-am-ı sat-a.cak-ım”

sentence

NP

(Benim) yarın eski araba-am-ı sat.a.cak-ım kesin değil. (*sa\*ta\*ca\*ğım*)

NP (subj)

VP (predicate)

I will sell my old car tomorrow. ∪ “that I will sell my old car tomorrow”

sentence

NP (noun clause)

That I will sell my old car tomorrow is not certain. (It is not certain that...

NP (subj) (noun clause)

VP (predicate)

(Sen) (ben-im) yarın eski araba-am-ı sat-a.cak-ım-ı bil-me-i.yor mu-sun?

NP

NP (obj)

V

(*sen / be\*nim / ya\*rın / es\*ki / a\*ra\*ba\* mı / sa\*ta\*ca\*ğım / bil↗ mi\*yor / mu\*sun↗*) (astonishment)

Don't you know that I will sell my old car tomorrow?

(The /k/ consonants used in the “satacak” verbs change into the voiced /ğ/.)

In The Past Perfect Tense, [MİŞ] and [Dİ] morphemes are used one after the other. When the same tense is nominalized, the [MİŞ] morpheme is attached to the verb root, stem or frame, then the “ol” verb root is used attached to the [duk] allomorph, which is followed by a personal suffix.

**V - [miş, miş, müş, muş] + ol - [duk] - [pers] - ([İ])**

(Ben) ev-i temizle-miş-ti-im. ∪ “(ben-im) ev-i temizle-miş ol-duk-um”

sentence

NP

Dün (sen) (ben-im) ev-i temizle-miş ol-duk-um-u gör-dü-ün.

adv

NP

NP (obj)

V

(*dün / e\*vi / te\*miz\*le\*miş / ol\*du\*ğum / gör\*dün ↗*)

You saw that I had cleaned the house.

NP V

NP (obj)

(Sen) (ben-im) ev-i temizle-miş ol-duk-um-u gör-ü.yor-sun.

NP

NP (obj)

V

(*e\*vi / te\*miz\*le\*miş / ol\*du\*ğum / gö\*rü\*yor\*sun ↗*)

You (can) see that I have cleaned the house.

NP V NP (obj)

All nominal phrases can be used in the "NP + VP" = "NP + NP + V" syntactic pattern as Nominal Phrases.

### NOMINALIZED PHRASES CONTAINING "QUESTION WORDS"

**niçin** (why), **nere-de** (where), **kim** (who), **kim-i** (whom), **kim-e** (to whom), **kim-den** (from whom), **kim-in** (whose), **ne** (what), **kim-le** (with whom), **ne kadar süre** (how long), **nasıl** (how) question words and the like are used **between the possessor and the possessed parts of the noun compounds** when sentences are nominalized:

*Sen niçin bekliyorsun?* ∪ "sen-in niçin bekle-dik-in"  
*Why are you waiting?* ∪ "why you are waitig"

(Ben) (sen-in) niçin bekle-dik-in-i bi-l-i.yor-um.  
 NP (noun compound) (obj) NP V  
 VP

(se\*nin / ni\*çin / bek\*le\*dı\*ğı\*ni / bi\*li\*yo\*rum ∼) I know why you are waiting.

(Ben) (Sen-in) nere-de bekle-dik-in-i gör-dü-üm.  
 NP NP (obj) V

(ner\*de / bek\*le\*di\*ğı\*ni / gör\*düm ∼)

I saw where you were waiting.  
 NP V NP (obj)

(Ben) (sen-in) kim-e gül-dük-ün-ü anla-dı-im.  
 NP NP (obj) V

I understood who you were laughing at.  
 NP V NP (obj)

(Sen) Jack'in kim-i sev-dik-i-n/i bi-l-i.yor mu-sun?  
 (jac\*kin / ki\*mi / sev\*di\*ğı\*ni / bi\*li\*yor / mu\*sun ∼)  
 Do you know **who** Jack is in love with?

(Ben) (o-n/un) **ne** söyle-dik-i-n/i hatırla-ma-ı.yor-um.  
 (o\*nun / ne / söy\*le\*di\*ğı\*ni / ha\*tır\*la\*mi\*yo\*rum ∼)  
 I don't remember **what** he said.

(Sen) (ben-im) sana **niçin** kız-dık-ım-ı bi-l-i.yor mu-sun?  
 (sa\*na / ni\*çin / kız\*di\*ğı\*mi / bi\*li\*yor / mu\*sun ∼)  
 Do you know **why** I am angry with you?

(Ben-im) sen-i **ne kadar** özle-dik-im-i tahmin et-e.mez-sin.  
 (se\*ni / ne / ka\*dar / öz\*le\*di\*ğı\*mi / tah\*min / e\*de\*mez\*sin ∼)

You can't guess **how much** I miss you.

(Sen) (sen-in) **ne** öğren-mek iste-dik-in-i bana açıkla.

(**ne** / öğ\*ren\*mek / is\*te\*di\*ği\*ni / ba\*na / a\*çık\*la ~)

Explain to me **what** you want to learn.

(Sen) (sen-in) **ne kadar süre** bekle-dik-in-i bana söyle.

(**ne** / ka\*dar / sü\*re / bek\*le\*di\*ği\*ni / ba\*na / söy\*le ~)

Tell me **how long** you have been waiting.

(Ben) (o-/n/un) **niçin** ağla-dık-ı-/n/ı bil-me-i.yor.um.

(o\*nun / **ni**\*çin / ağ\*la\*dı\*ğ\*ı\*ni / **bil**\*mi\*yo\*rum ~)

I don't know **why** she is crying.

(Sen-in) **ne** satın al-dık-ın-ı gör-dü-üm. (liaison)

(se\*nin / **ne** / sa\*tı\*na\*ldı\*ğ\*ı\*ni / gör\*düm ~)

I saw **what** you bought.

All the transformed and nominalized phrases above are used in the **object** position, and the /k/ unvoiced consonants in **đ** [dik, dik, dük, duk, tik, tık, tük, tuk] allomorphs change into the /ğ/ voiced consonants. The last allomorphs are the defining allomorphs. All the words in brackets above are optional, and may be **ignored** unless they are intentionally emphasized. The following nominalized phrases are used in the **subject** position:

(O-/n/un) **nasıl** zengin ol-duk-u bir sır-dır.

NP (subj)

VP

(o\*nun / **na**\*sıl / zen\*gin / ol\*du\*ğ\*ı / bir / **sır**\*dır ~)

How he became rich is a mystery.

NP (subj)

VP

(Ben-im) **ne** düşün-dük-üm sen-i ilgilendir-mez.

NP (subj)

NP

V

(be\*nim / **ne** / dü\*şün\*dü\*ğ\*üm / se\*ni / il\*gi\*len\*dir\*mez ~)

What I am thinking about doesn't concern you.

NP (subj)

V

NP

Soru-lar-ın niçin bu kadar zor ol-duk-u öğretmen tarafından açıklan-ma-lı-/y/di.

NP (subj)

postp phrase (adverbial)

V (passive)

(The reason) why the questions were so difficult should have been explained by the teacher.

(Sen-in) dolap-ta gör-dük-ün bir iskelet ol-a.maz.

NP (noun compound) (subj)

VP (predicate)

(do\*lap\*ta / gör\*dü\*ğün / bir / is\*ke\*let / o\*la\*maz ~)

What you saw in the cupboard can't be a skeleton.

NP (subj)

VP (predicate)

(On-lar-ın) ne iste-dik-ler-i an-la-şıl-a.ma-dı.

NP (subj)

VP (passive)

(on\*la\*rın / ne / is\*te\*dik\*le\*ri / an\*la\*şıl\*la\*ma\*dı ~)

(The /k/ does **not** change.)

What they wanted couldn't be understood.

NP (subj)

VP (passive)

(O/n/un) tüm ye-dik-i sadece beş sandöviç-ti.

NP (subj)

VP (predicate)

(o\*nun / tüm / ye\*di\*ği ~ / sa:\*de\*ce / beş / san\*dö\*viç\*ti ~)

All he ate was only five sandwiches.

(O/n/un) kim ol-duk-u polis tarafından araştır-ıl-ı.yor.

NP (subj)

(postp phrase) (adv)

V (passive)

(o\*nun / kim / ol\*du\*ğu / po\*lis / ta\*ra\*fın\*dan / a\*raş\*tı\*rı\*lı\*yor ~)

Who he is is being investigated by the police.

NP

V (passive)

adverbial

(Sen-in) ara-dık-ın (şey) çekmece-/n/in iç-i/n/-de.

(a\*ra\*dı\*ğın~/ çek\*me\*ce\*nin / i\*çin\*de ~)

What you are looking for is in the drawer.

Banka-/y/ı kim-in soy-duk-u hâlâ bir sır.

(ban\*ka\*yı / ki\*min / soy\*du\*ğu / ha:\*lâ: / bir / sır ~):

Who robbed the bank is still a mystery.

Fatma-/n/in niçin ağla-dık-ı-/n/ı bi-l-i.yor mu-sun?

(fat\*ma\*nın / ni\*çin / ağ\*la\*dı\*ğın/ı / bi\*li\*yor / mu\*sun ~)

Do you know why Fatma is crying?

## TURKISH “DETERMINER + DETERMINED” COMPOUNDS

After having given a short description of the “**possessor + possessed**” transformation of the simple English sentences, we can go on with the parallel “**determiner + determined**” or (determiner + noun) Turkish simple sentence transformations:

Kızlar tarlalarda çiçek topluyor. The girls are picking flowers in the fields.

noun 1

noun 2

noun 3

1

3

2

1. ∪ “tarlalar-da çiçek topla-y/an kızlar” “the girls who are picking flowers in the fields”

determiner

determined

1

2. ∪ “kızlar-ın çiçek topla-dık-ı tarlalar” “the fields where the girls are picking flowers”

determiner

determined

2

3. ∪ “kızlar-ın tarlalar-da topla-dık-ı çiçekler” “the flowers that the girls are picking in the fields”

We can **derive the following rules** from the transformed nominal phrases above:

1. When someone intends to determine the **subject** of a simple sentence, he transforms the sentence into a “**determiner + noun**” compound by using “**V - ɺ [en, an] + noun**” composition. This composition is a “**nominal phrase**” that can be used in the “NP + VP” logical sentence pattern. If a verb ends with a **consonant**, it takes one of these allomorphs such as "konuş-an" (*ko\*nu\*şan*), "aç-an" (*a\*çan*), "bek-leş-en" (*bek\*le\*şen*).

However, if a verb ends with a **vowel**, it needs the /y/ glide to link the verb to one of the following ɺ [en] or [an] allomorphs: "bekle-/y/en", "oku-/y/an", "başla-/y/an.

This transformational rule can be applied to the verbs in **The Simple Present, The Simple Past, The Present Continuous, The Past Continuous Tenses** and (Şimdiki Zamanın Hikâyesi) “**used to**”. However, the verbs in The Simple Future and The Past Perfect Tenses keep their forms when the verb “ol” is used:

*Kızlar yarın tarlalarda çiçek topla-/y/a.cak-lar.* ∪ “yarın tarlalarda çiçek topla-/y/a.cak ol-an kızlar” (*o\*lan*)

*Kızlar tarlalarda çiçek topla-mış-tı.* ∪ “tarlalarda çiçek topla-mış ol-an kızlar”

Consequently, “Kızlar bahçede koşar”, “Kızlar bahçede koştu”, “Kızlar bahçede koşuyor”, “Kızlar bahçede koşuyordu”, and “Kızlar bahçede koşardı” simple sentences are all transformed into the “**determiner + noun**” structure as “**bahçede koşan kızlar**”. As has already been noted, none of the **time** concepts in these tenses (except The Simple Future and The Past Perfect) is carried into the transformed Turkish nominal phrases.

2. and 3. When one wants to determine one of the nouns, other than the subject, he has to use “**V - ɺ [dik, dık, dük, duk, tik, tık, tük, tuk] - ɺ [i, ı, ü, u] - [possessor pers] + noun**” structure. In this transformation, the unvoiced /k/ consonants change into the voiced /ğ/ consonants, except when they are followed by ɺ [ler, lar] plural allomorphs such as “**topla-dık-lar-ı**”, “**yürü-dük-leğ-i**”, “**oku-duk-lar-ı**”, “**çek-tik-leğ-i**”, where the /k/ consonants **do not change**.

As in the examples above, none of the tenses carry their time concepts into the transformed nominal phrases. The time concepts of such nominal phrases are inferred from **the time allomorphs of the finite verbs**.

1. İki kız mutfakta patates soyuyor. ∪ “mutfakta patates soy-an iki kız”





VP

As an exception, the sentences in **The Simple Future** and **The Past Perfect Tenses** are transformed as follows:

(Ben) bir problem çözecek-im. ∪ “(ben-im) çözecek-im problem”  
 sentence determiner determined

I will solve a problem. ∪ “the problem that I will solve”  
 sentence determined determiner

(Benim) çözeceğim problem çok zor. The problem that I will solve is very difficult.  
 NP (subj) VP (NP) (subj) VP

(Ben) bir problem çözmüş-tü-üm. ∪ “(ben-im) çözmüş ol-duk-um problem”  
 I had solved a problem. ∪ “the problem that I had solved”

Çözmüş olduğum problem çok zordu.  
 NP (subj) VP

The problem that I had solved was very difficult.  
 NP (subj) VP

Some examples of the “determiner + determined” sentence transformations are as follows:

O dün bir mektup yaz-dı. ∪ “onun dün yaz-dık-ı mektup” = NP  
 determiner determined

Onun dün yazdığı mektup kayboldu.  
 NP VP

The letter that she wrote yesterday has been lost.  
 NP VP

Annem her gün ev-i tertiple-er. ∪ “anne-em-in her gün tertiple-dik-i ev”

Annemin her gün tertiplelediği ev karmakarışık.  
 NP (subj) VP (predicate)

(an\*ne\*min / her / gün / ter\*tip\*le\*di\*ği / ev~ / kar\*ma\*ka\*rı\*şık ∼)

The house, which my mother tidies every day, is in a mess.  
 NP (subj) VP (predicate)

Çocuk-lar havuz-da model kayık-lar yüzdür-ü.yor-du. ∪

“çocuk-lar-ın havuz-da yüz-dür-dük-ü model kayık-lar” = NP

Çocukların havuzda yüzdürdüğü model kayıklar el yapımıydı.  
 NP (subj) VP (predicate)

(ço\*cuk\*la\*rın / ha\*vuz\*da / yüz\*dür\*dü\*ğü / mo\*del / ka\*yık\*lar~ / el / ya\*pi\*mıy\*dı ∼)

The modal boats that the children were sailing on the pond were handmade.  
 NP (subj) VP (predicate)

Parmağ-ım-a bir iğne bat-tı. ∪ “parmağ-ım-a bat-an iğne”

Parmağıma batan iğne küçücük-tü.

(NP) (subj) VP (predicate)

The needle that stuck in my finger was very small.

(NP) (subj) VP (predicate)

*Bir problem çöz-me-/y/e çalış-ı.yor-dum.* ∪ "çöz-me-/y/e çalış-tık-ım problem"

Çözmeye çalıştığım problem çok güçlü

(NP) (subj) VP (pred)

(çöz\*me\*ye / ça\*lış\*tı\*ğım / prob\*lem / **çok** / güç\*tü ∼)

The problem that I was trying to solve was very difficult.

(NP) (subj) VP (predicate)

*Dün çiçek-ler-in hepsi-n/l sula-di-ım.* ∪ "dün sula-dık-ım çiçek-ler-in hepsi"

sentence NP (chain noun comp)

Dün suladığım çiçeklerin hepsi soldu

NP (subj) VP

(**dün** / su\*la\*dı\*ğım / çi\*çek\*le\*rin / **hep**\*si / sol\*du ∼)

All the flowers that I watered yesterday have faded.

NP (subj) VP

*Geçen hafta bana bir cep telefon-u al-di-ın.* ∪ "geçen hafta bana al-dık-ın cep telefon-u"

(Ben) (sen-in) geçen hafta bana aldığın cep telefon-u-n/u kaybet-ti-ım.

NP (subj) NP (obj) V

(ge\*çen / haf\*ta / ba\*na / al\*dı\*ğın / **cep** / te\*le\*fo\*nu\*nu / **kay**\*bet\*tim ∼)

I have lost the mobile telephone that you bought me last week.

*Amca-am patates yetiştir-i.yor.* ∪ "amca-am-ın yetiştir-dik-i patates-ler"

Amcamın yetiştirdiği patatesler en üst kalitedir.

(NP) (subj) VP (predicate)

The potatoes that my uncle grows are of top quality.

When a simple sentence having a future tense is transformed, the [e.cek, a.cak] allomorphs do not change:

*Prof. Brown yarın üniversite-de bir konuşma yap-a.cak .* ∪

"**yarın Prof. Brown'ın üniversite-de yap-a.cak-ı konuşma**"

**Yarın Prof. Brown'ın üniversitede yapacağı konuşma-/y/ı dinle-mek isti-yor musun?**

Do you want to listen to the lecture that Prof. Brown is going to give at the university tomorrow?

When someone wants to transform a simple sentence into a determiner that determines the **subject**, he begins the transformed phrase with the subject of the simple sentence using the above-mentioned **Nr.1** kind of transformational rule:

***Martı-lar** gökyüzü-n/-de uçuş-u.yor-lar.* ∪ "gökyüzü-n/-de uçuş-an **martı-lar**"

Gökyüzünde uçuşan martılar harikaydı.

(NP) (subj) VP (predicate)

(gök\*yü\*zün\*de / u\*çu\*şan / mar\*tı\*lar ~ / ha:\*ri\*kay\*dı~)

The seagulls that were flying about in the sky were fantastic.

(NP) (subj) VP (predicate)

Öğrenci-ler saat sekiz-den beri öğretmen-ler-i-/n/i bekle-i.yor-lar. ∪

“saat sekiz-den beri öğretmen-ler-i-/n/i bekle-/y/en **öğrenci-ler**”

Saat sekizden beri öğretmenlerini bekle/y/en öğrenciler sabırsızlanıyor.

NP (subject) VP (predicate)

The students who have been waiting for their teachers for an hour are being impatient.

NP (subject) VP

**Kedi masa-/n/ın alt-ı/n/-da kaşın-ı.yor.** ∪ “masa-/n/ın alt-ı/n/-da kaşın-an **kedi**”

Masanın altında kaşınan kedi senin mi ?

(NP) (subj) VP (predicate)

(ma\*sā\*nın / al\*tın\*da / ka\*şı\*nan / ke\*di / se\*nin / mi ~)

Is the cat (that is) scratching under the table yours?

(NP) (subj) VP

**Renk-ler sonbahar-da deęiş-ir.** ∪ “sonbahar-da deęiş-en **renkler**”

Sonbahar-da deęiş-en renkler herkes-i büyü-er.

(son\*ba\*har\*da / de\*ęi\*şen / renk\*ler / her\*ke\*si / bü\*yü\*ler ~)

The colors that change in the autumn fascinate everybody.

**Çiçek-ler sabah-le.yin aç-ar.** ∪ ”sabahleyin aç-an **çiçek-ler**”

Sabahleyin açan çiçekler hoş kokar.

(sa\*bah\*le\*yin / a\*çan / çi\*çek\*ler / hoş / ko\*kar ~)

The flowers that open in the morning smell sweet.

Öğrenci-ler öğretmen-ler-i-/n/i dikkat-le dinle-i.yor-lar-dı .

∪ ”öğretmen-ler-i-/n/i dikkat-le dinle-/y/en öğrenci-ler”

Öğretmen-ler-i-/n/i dikkat-le dinle-/y/en öğrenci-ler mutlu görün-ü.yor-lar-dı.

The students who were listening to their teacher carefully were looking happy.

## SIMPLE SENTENCES AND TRANSFORMED NOMINAL PHRASES

There is an important difference between a **simple sentence** and a **transformed syntactic nominal phrase** in Turkish. The words in a simple sentence may take different positions. The meanings of the following sentences are much less the same if the word stress and intonation are not taken into account:

Ben dün bahçede bir saat buldum.

Bir saat buldum dün bahçede ben.

Bir saat buldum bahçede dün ben.

Buldum dün bahçede bir saat ben.

Bahçede buldum ben dün bir saat.  
Buldum bahçede bir saat dün ben.

Although the first sentence is considered the valid grammatical order of the sentence, the other five are also understandable, but they are generally used in Turkish poetry to help rhyming. The only inseparable grammatical unit in these sentences is "bir saat", which is a "D + N" unit. However, when the same sentence is nominalized, the **possessed** part of the compound is always at the end of the **nominalized** phrase; the other words may change places:

- ⊆ "ben-im dün bahçe-de bir saat bulduğum" (noun compound)
- ⊆ "dün ben-im bahçe-de bir saat bulduğum" (noun compound)
- ⊆ "bahçe-de dün ben-im bir saat bulduğum" (noun compound)
- ⊆ "bahçe-de ben-im dün bir saat bulduğum" (noun compound)

When the same sentence is transformed into the "**determiner+determined**" compound, the transformed phrases may change as follows:

- ⊆ "ben-im dün bahçe-de bulduğum saat" (determiner + determined)
- ⊆ "bahçe-de ben-im dün bulduğum saat" (determiner + determined)
- ⊆ "dün ben-im bahçe-de bulduğum saat" (determiner + determined)
- ⊆ "ben-im bahçe-de dün bulduğum saat" (determiner + determined)

As one can notice, the indefinite determiner "bir" is not used in the above transformed phrases because the word "bulduğum" becomes a definite determiner that determines the noun "saat", which proves that "benim dün bahçede bulduğum" and the following three are determiners. In the transformed phrases above, the last syllables before the words "bulduğum" are primarily stressed which shows the importance given to these words. If the second noun "bahçe" is determined, the transformed phrase becomes as follows:

- ⊆ "ben-im dün iç-i/n/-de (bir) saat bulduğum bahçe" (determiner +determined)
- ⊆ "ç-i/n/-de ben-im dün (bir) saat bulduğum bahçe" (determiner + determined)
- ⊆ "dün ben-im ç-i/n/-de (bir) saat bulduğum bahçe" (determiner + determined)
- ⊆ "ben-im iç-i/n/-de dün (bir) saat bulduğum bahçe" (determiner + determined)

We can give the following table to sum up the above transformational rules:

- |                     |  |
|---------------------|--|
| 1. "benim gitmem"   | noun + infinitive = noun comp= syntactic noun = NP       |
| 2. "benim gidişim"  | noun + infinitive = noun comp= syntactic noun = NP       |
| 3. "benim gittiğim" | noun + infinitive = noun comp = syntactic noun = NP      |
| 4. "benim gittiğim" | noun + infinitive = determiner+noun = syntactic noun= NP |

5. "benim gideceğim" noun + infinitive = noun comp = synt noun = NP
6. "benim gideceğim" noun + infinitive = determiner + noun = synt noun = NP
7. "benim gitmiş olduğum" noun + infinitive = noun comp = synt noun = NP
8. "benim gitmiş olduğum" noun + infinitive = determiner + noun = synt noun = NP
9. "benim gitmiş olacağım" noun + infinitive = noun comp = synt noun = NP
10. "benim gitmiş olacağım" noun + infinitive = determiner + noun = synt noun = NP

In the examples above, only the first person is given; the other persons might have been given accordingly, which would not change the result. Nr.1 and Nr.2 compounds can only be used as noun compounds such as "**Benim** oraya **gitemem** olanaksız." or "**Benim gidişim**-i bekliyor"

Nr. 3 and 4; 5 and 6; 7 and 8; and 9 and 10 are used both as noun compounds and as determiners such as: "**Benim gittiğim**-i gördü." (syntactic nominal phrase). However, "**Benim gittiğim** okul" is structurally a "determiner + noun" compound, but syntactically it is a nominal phrase. Therefore, these noun compounds are used both as **noun compounds** and as determiners. As in all infinitives, the infinitive parts of these compounds may have one or more adverbials preceding to supply them with "time", "place", "reason", etc:

**Benim** geçen hafta bir futbol maçı seyretmek için Bursa'ya **gitle-em** kararını kızdırdı.  
 possessor adverbial. postpositonl adverbial phrs adverbial possessed

My going to Bursa last week to watch a football match made my wife mad.

(**Ben-im**) geçen hafta bir çift ayakkabı almak için **gittiğim** dükkân çok kalabalıktı.  
 possessor adverbial adverbial of reason possessed noun VP (predicate)  
 determiner determined

NP

The shop where I went to buy a pair of shoes last week was very crowded.

**Benim ....gittiğim**-i gördün. = noun compound (object) = nominal phrase  
 noun compound

**Benim..... gittiğim** + **okul** = determiner + noun = nominal phrase  
 determiner determined

Okula **koşan** + **çocuk** = determiner + noun = nominal phrase  
 determiner + determined

## THE PASSIVE TRANSFORMATION AND THE PASSIVE VERB FRAMES

A speaker or writer generally prefers a passive sentence when he does not know the actual doer of an action, or when, for some reason, he does not

want to mention it, or if he thinks it is unimportant, or if he begins his sentence with the object. This type of transformation is carried out within a simple sentence itself. It is not done to be used as a “NP“ in the “NP + VP” sentence producing system. However, if necessary, a **passive simple sentence** can also be transformed to be used as a nominal phrase:

*Somebody stole a necklace.* ∪ **"A necklace was stolen."** (passive sentence)

**A necklace was stolen.** ∪ **the necklace that was stolen"** (nominalized phrase)

**"the necklace that was stolen"** ∪ **“the stolen necklace”** (nominalized phrase)

The necklace that was stolen hasn't been found yet.

The stolen necklace hasn't been found yet.

To perform a passive transformation, the object of a sentence is used as if it were the real subject (**mentally it is the object**) of the sentence, and a passive making allomorph is attached to it. These allomorphs are as follows:

When a verb ends with a **consonant (V<sup>c</sup>)**, one of the ♪ [il, ıl, ül, ul] allomorphs is attached to it before the time and personal allomorphs:

**“object + V<sup>c</sup> - ♪ [il, ıl, ül, ul] - ([NEG]) - [time] - [pers]”**

Üç kahve fincan-ı kır-ıl-dı.

object                      passive verb  
VP

(*üç / kah\*ve / fin\*ca\*nı / kır\*ıl\*dı* ∼)

Three coffee cups have been broken.

object                      passive verb  
NP                                      V  
VP

Davetiye-ler baş-ıl-ı-yor.

(*da:\*ve\*ti\*ye\*ler / baş\*ıl\*ı\*yor* ∼)

The invitations are being printed.

Şimdi ne yap-ıl-a-bil-ir?

(*şim\*di / ne ∼ / ya\*pi\*la\*bi\*lır* ∼)

What can be done now?

Dün ne yap-ıl-dı?

(*dün / ne ∼ / ya\*pıl\*dı* ∼)

What was done yesterday?

Her şey bitir-il-di bile.

(*her\*şey / bi\*tir\*ıl\*di / bile* ∼)

Everything has already been finished.

Burada tütün satıl-maz.

(bu\*ra\*da / tü\*tün / sa\*tıl\***maz** ~)

Tobacco is not sold here.

(Ben) aldatıl-dı-ım.

(al\*da\*tıl\***dım** ~)

I have been cheated.

(Siz-in) araba-an.ız onarıl-dı.

(a\*ra\*ba\*nız / o\*na\*rıl\***dı** ~)

Your car has been repaired.

Nehir kenar-ı/n/-da büyük bir ev yap-ıl-ı.yor.

(ne\*hir / ke\*na\*rın\*da / bü\***yük** / bir / ev / ya\*pi\*lı\*yor ~)

A large house is being built by the river.

(Sen) cezalandır-ıl-a.bil-ir-sin.

(ce\*za:\*lan\*dı\*rı\*la\*bi\***lir**\*sin ~)

You may be punished.

Bahçe henüz süpür-ül-me-di.

(bah\*çe / he\*nüz / sü\*pü\***rül**\*me\*di ~)

The garden hasn't been swept yet.

Mikroplar çıplak göz-le gör-ül-e-mez.

(mik\*rop\*lar / çıp\***lak** / göz\*le / gö\*rü\***le**\*mez ~)

Germs can't be seen with the naked eye.

Bu pis yüzme havuz-u/n/-da yüz-ül-me-z.

(bu / **pis** / yüz\*me / ha\*vu\*zun\*da / yü\*zül\***mez** ~)

It is impossible to swim in this dirty swimming pool.

(passive shaped intransitive)

(Ben-im) saat-im bahçe-de bul-un-du.

(sa\*a\*tim / bah\*çe\***de** / bu\***lun**\*du ~)

My watch has been found in the garden.

Bu kasa matkap-la del-in-e-mez.

(bu / ka\*sa / mat\*kap\*la / de\***li**\***ne**\*mez ~)

This safe can't be drilled.

Pazar gün-ler-i okul-a gel-in-me-z.

(pa\*zar / gün\*le\*ri / o\*ku\*la / ge\***lin**\***mez** ~)

It is a general rule that students do not come to school on Sundays.

(passive shaped intransitive)

Akıl supermarket-ten satın al-ın-maz.  
(a\*kıl / sü\*per\*mar\*ket\*ten / a\*lın\*maz ~)  
Wisdom can't be bought from a supermarket.

The verbs **ending with vowels (V<sup>v</sup>)** are put into the passive form by using the following verb composition. In this composition, as the last vowels and the first vowels of the passive making allomorphs are **identical**, they combine and are used as single vowels:

**“V<sup>v</sup>- 𐪀 [in, ın, ün, un, en, an]-(neg)-[time]-[pers]”**

Bu gömlek sadece ılık su-da yıka-an-ır.  
(bu / göm\*lek / sa:\*de\*ce / ı\*lık / su\*da / yı\*ka\*nır ~)  
This shirt is washed only in lukewarm water.

Duvar-lar beyaz-a boya-an-ı.yor.  
(du\*var\*lar / be\*ya\*za / bo\*ya\*nı\*yor ~)  
The walls are being painted white.  
Hırsız yakala-an-dı.  
(hır\*sız / ya\*ka\*lan\*dı ~)  
The thief has been caught.

Ben-im oda-am yarın temizle-en-e.cek.  
(be\*nim / o\*dam / ya\*rın / te\*miz\*le\*ne\*cek ~)  
My room is going to be cleaned tomorrow.

Maç ertele-en-me-di.  
(maç / er\*te\*len\*me\*di ~)  
The match hasn't been postponed.

Bu yük ben-im kamyon-um-da taşı-ın-a-maz.  
(bu / yük / be\*nim / kam\*yo\*num\*da / ta\*şı\*na\*maz ~)  
This load can't be carried in my lorry.

As an exception to the above rule, the verb "anla" is put into the passive form with [şıl]: **"Anla-şıl-dı"** (an\*la\*şıl\*dı) is used in place of **"anla-an-dı"**.

## THE VERB FRAMES

A list of frequently used verbs, and their **intransitive, transitive, causative, passive, reflexive** and **reciprocal** forms, which are called **“verb frames”**, is given in the following list. While using **reflexive** and **reciprocal** verb frames, one should be careful because these two forms may have meanings different from the verb roots or stems that they are attached to. For instance,



although “**anla**” means “**understand**”, “**anlaş**” means “**reach an agreement**”. Therefore, one should consult a dictionary before using them.

Some of the most frequently used verb frames whose meanings are different from their root or stem meanings are as follows:

**aldirmek**: care, care about; **alışmak**: get used to; **atışmak**: have a row with; **bozulmak**: deteriorate, embarrass; **bozuşmak**: break up, fall out with; **buluşmak**: meet with someone; **çatlatmak**: make somebody jealous; **çözünmek**: dissolve; **dalaşmak**: fight; **dayanışmak**: act in solidarity with; **dönüşmek**: transform; **dövünmek**: beat one’s chest; **durulmak**: calm down, settle down; **geçinmek**: get on well with, make a living; **geliştirmek**: improve, develop; **gerinmek**: stretch; **kaçınmak**: avoid; **kaçırmak**: miss, abduct, frighten away, hijack, go out of one’s mind; **kapışmak**: fall out with; **kayırmak**: bestow a privilege on; **kesişmek**: intersect; **kestirmek**: dose, have a short nap, estimate; **kırışmak**: become wrinkled; **korunmak**: protect oneself; **örtüşmek**: coincide, correspond to, match up with; **söylenmek**: grumble; **söyleşmek**: chat; **sürünmek**: creep, live a dog’s life; **şaşırmak**: be confused, be mixed up; **şişinmek**: boast; **tartışmak**: argue, discuss, dispute; **uydurmak**: fabricate, feign; **karışmak**: put one’s nose into something.

The suffixes (inflectional allomorphs) used in producing verb frames are the first suffixes to be attached to verb roots or stems; the others such as the “**negation**”, “**time**” and “**personal**” suffixes follow them.

### The Structural Composition of the Causative Verb Frames

All the **monosyllabic** verb roots, and **all the other** ones ending with /t/ phonemes take ʃ [dir, dır, dür, dur, tir, tır, tür, tur] inflectional allomorphs to change them into the **causative** verb frame.

Examples of **monosyllabic** verbs:

al-**dır**, at-tır, boz-**dur**, bul-**dur**, çal-**dır**, çarp-tır, çek-tır, çöz-**dür**, del-**dir**, döv-**dür**, ger-**dir**, kap-tır, kes,tır, kır-**dır**, kur-**dur**, ört-tür, öv-**dür**, soy-**dur**, et-tır, üz-**dür**, yak-tır, yap-tır, yaz-**dır**, sat-tır, at-tır, tat-tır, aç-tır, yak-tır, yırt-tır

Examples of the **polysyllabic** (two or more syllables) verbs ending with /t/:

işit-tır, işlet-tır, oturt-tır, kapat-tır, kızart-tır, patlat-tır, sarkıt-tır, yaşat-tır, yükselt-tır, tüket-tır, tanıt-tır, boyat-tır, arat-tır, yıkat-tır, ayıklat-tır.

All the **polysyllabic verbs** ending with /r/ take /t/ phonemes:

Example: yapıştır → yapış-tırt; güldür → gül-dürt

art<sup>ı</sup>tirt, bi\*tirt, ge\*tirt, at\*tirt, çalış\*tirt, çı\*kart, dal\*dirt, deęiş\*tirt, do\*ęurt, dol\*durt, dön\*dürt, dur\*durt, dü\*şürt, ge\*çirt, ge\*tirt, geliř\*tirt, ger\*dirt, gez\*dirt, gül\*dürt, ı\*sirt, it\*tirt, ka\*çirt, kan\*dirt, karřılař\*tirt, ka\*yirt, kaz\*dirt, konuř\*turt, ko\*part, koř\*turt, o\*nart, öl\*dürt, pi\*řirt, sinirlen\*dirt, sus\*turt, sü\*pürt, ři\*řirt, ta\*řirt, uy\*durt, yarıř\*tirt, yapıř\*tirt, ya\*tirt, ye\*dirt, yüz\*dürt

The last syllables of the above causative forms are all four-phoneme syllables such as **tirt, tirt, türt, turt, dürt, durt**, etc. When the **polysyllabic verbs** ending with **vowels** are attached to **♪** [it, it, üt, ut, et, at] allomorphs, the last vowels of the verb roots or stems, and those of the coinciding first vowels of the allomorphs combine and are verbalized as single vowels.

boya-at (*bo\*ya<sup>t</sup>*), büyü-üt (*bü\*yü<sup>t</sup>*), çatla-at (*çat\*la<sup>t</sup>*), daya-at (*da\*ya<sup>t</sup>*), yürü-üt (*yü\*rü<sup>t</sup>*), dene-et (*de\*ne<sup>t</sup>*), denetle-et (*de\*ne<sup>t</sup>\*le<sup>t</sup>*), dinle-et (*din\*le<sup>t</sup>*), ertele-et (*er\*te\*le<sup>t</sup>*), fırçala-at (*fır\*ça\*la<sup>t</sup>*), hatırla-at (*ha\*tır\*la<sup>t</sup>*), hazırla-at (*ha\*zır\*la<sup>t</sup>*), kovala-at (*ko\*va\*la<sup>t</sup>*), kaşı-it (*ka\*şı<sup>t</sup>*), kokla-at (*kok\*la<sup>t</sup>*), kuru-ut (*ku\*rut*), ona-at (*o\*na<sup>t</sup>*), sakla-at (*sak\*la<sup>t</sup>*), sorgula-at (*sor\*gu\*la<sup>t</sup>*), söyle-et (*söy\*le<sup>t</sup>*), tara-at (*ta\*ra<sup>t</sup>*), taşı-it (*ta\*şı<sup>t</sup>*), temizle-et (*te\*miz\*le<sup>t</sup>*), uyu-ut (*u\*yut*), ütüle-et (*ü\*tü\*le<sup>t</sup>*), bekle-et (*bek\*le<sup>t</sup>*), sürü-üt (*sü\*rü<sup>t</sup>*), yürü-üt (*yü\*rü<sup>t</sup>*)

### A SHORT LIST OF VERB FRAMES

INTRANSITIVE	TRANSITIVE	CAUSATIVE	PASSIVE	REFLEXIVE	RECIPROCAL
aç	aç	açtır	açıl	açıl	
ak	akıt	akıttır	akıtıl		
	al	aldır	alın	alın	
	anla		anlaşıl		anlaş
	anlat	anlattır	anlatıl		
	ara	arat	aran		
art	artır	artırt	artiril		
	as	astır	asıl		
	aşır	aşırt	aşırıl		
	ayıkla	ayıklad	ayıklan		
	at	attır	atıl		atış
atla	atlat	atlattır	atlatıl		
az	azdır	azdırt	azdırıl		
bak		baktır	bakıl	bakın	bakış
	bas	bastır	basıl		
bat	batır	batırt	batırıl		
başla	başlat	başlattır	başlatıl	başlan	
bayıl	bayıl	bayılt	bayıltil		
bekle	bekle	beklet	beklen		bekleş

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	beklet	beklettir	bekletil		
	besle	beslet	beslen	beslen	
	biç	biçtir	biçil		
	bil	bildir	bilin		
bin		bindir	binil		
bit	bitir	bitirt	bitiril		
bık	bıktır	bıktirt	bıkıl		
	boz	bozdur	bozul	bozul	bozuş
	böl	böldür	bölün	bölün	bölüş
	bul	buldur	bulun		buluş
	bük	büktür	bükül		
cay	caydır	caydirt	cayıl		
coş	coştur	coşturt			
çal	çal	çaldır	çalın		
çalış	çalış(tır)	çalıştirt	çalıştırıl		
çarp	çarptır	çarptirt	çarpıl		çarpış
çatla	çatlat	çatlattır	çatlatıl		
	çek	çektir	çekil	çekin	çekiş
	çiz	çizdir	çizil		
<b>INTRANSTIVE</b>	<b>TRANSITIVE</b>	<b>CAUSATIVE</b>	<b>PASSIVE</b>	<b>REFLEXIVE</b>	<b>RECIPROCAL</b>
	çırp	çırptır	çırpıl	çırpın	
çök	çökert	çökerttir	çökertil		
	çöz	çözdür	çözül	çözün	çözüş
dal	daldır	daldirt	daldırıl		dalaş
	daya	dayat	dayatıl		
dayan			dayanıl		dayanış
damla	damlat	damlattır	damlatıl		
	de	dedirt	denil		
değ	değdir	değdirt	değil		
	değın		değınıl		
değiş	değiştir	değiştirt	değiştiril		değiş
	del	deldir	delin		
	dene	denet	denen		
	denetle	denetlet	denetlen		
	dengele	dengelet	dengelen		
	dik	diktir	dikil		
	dinle	dinlet	dinlen		
	dışla	dışlat	dışlan		
doğ	doğur	doğurt	doğurul		
	doku	dokut	dokun		
dol	doldur	doldurt	doldurul		doluş

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don	dondur	dondurt	dondurul		
doym	doymur	doymurt	doymurul		
	dök	döktür	dökül	dökün	
dön	döndür	döndürt	döndürül		dönüş
dön	döndür	döndürt	dönül		
	duy	duyurt	duyurul		
	dürt	dürttür	dürtül		dürtüş
düş	düşür	düşürt	düşürül		
düşün	düşün	düşündürt	düşünül		
	ekle	eklet	eklen		
	elle	ellet	ellen		elleş
	engelle	engellet	engellen		
	ertele	ertelet	ertelen		
es	estir	estirt	estiril		
	eşitle	eşitlet	eşitlen		
esne	esnet	esnet	esnetil	esnen	esneş
	et	ettir	edil		
	ez	ezdir	ezil		
<b>INTRANSITIVE</b>	<b>TRANSITIVE</b>	<b>CAUSATIVE</b>	<b>PASSIVE</b>	<b>REFLEXIVE</b>	<b>RECIPROCAL</b>
	fırlat	fırlattır	fırlatıl		
geç	geç	geçir	geçil	geçin	
	ger	gerdir	geril	gerin	
gel	getir	getirt	getiril		
gez	gez	gezdirt	gezdiril	gezin	
	göster	göstert	gösteril		
gir			giril		giriş
git			gidil		
	giy		giyil	giyin	
	gör		görül	görün	görüş
	göster	göstert	gösteril		
gül	güldür	güldürt	gülün		gülüş
	haşla	haşlat	haşlan		
	hatırla	hatırlat	hatırlan		
	hazırla	hazırlat	hazırlan	hazırlan	
	hesapla	hesaplat	hesaplan		hesaplaş
	iç	içir	içil		
in	indir	indirt	indiril		
ısır	ısır	ısırt	ısıril		
	ıslat	ıslattır	ıslatıl	ıslan	
	işit	işittir	işitil		

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işle	işlet	işlettir	işletil		
	inkâr et	inkâr ettir	inkâr edil		
	it	ittir	itil		itiş
	izle	izlet	izlen		
kaç	kaçır	kaçırt	kaçırıl	kaçın	kaçış
kal			kalin		
kan	kandır	kandırt	kandırıl		
	kap	kaptır	kapıl		kapış
	kapat	kapattır	kapatıl	kapan	
	kapla	kaplat	kaplan		
	karala	karalat	karalan		
karış	karıştır	karıştırt	karışıl		
karşılaş	karşılaştır	karşılaştırt	karşılaştırıl		
	kas	kastır	kasıl	kasıl	
	kaşı	kaşıt	kaşın	kaşın	
	kat	kattır			
	kaydet	kaydettir	yaydedil		
	kayır	kayırt	kay(i)rıl		
<b>INTRANSITIVE</b>	<b>TRANSITIVE</b>	<b>CAUSATIVE</b>	<b>PASSIVE</b>	<b>REFLEXIVE</b>	<b>RECIPROCAL</b>
	kaz	kazdır	kazıl		
	kes	kestir	kesil		kesiş
	kır	kırdır	kırıl		kırış
	kıy	kıydır	kıyıl		
	kız	kızdır	kızıl		kızış
kızart	kızart	kızarttır	kızartıl		
kok	kokla	koklat	koklan		koklaş
kon	kondur	kondurt	kondurul		
konuş	konuştur	konuşturt	konuşul		
kop	kopar	kopart	koparıl		
kork	korkut	korkut	korkutul		
	koru	korut	korun	korun	
koş		koştur	koşul		koşuş
	koy	koydur	koyul		
	kur	kurdur	kurul		
kuru	kurut	kuruttur	kurutul		
	kurula	kurulat	kurulan	kurulan	
kus	kustur	kusturt	kusul		
küs	küstür	küstürt	küsül		küsüş
kuru	kurut	kuruttur	kurutul		
	kurula	kurulat	kurulan	kurulan	
	lekele	lekelet	lekelen		

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oku	oku	okuttur	okun		
	onar	onart	onarıl		
otur	oturt	oturttur	oturul		oturuş
	oy	oydur	oyul		
	oyala	oyalat		oyalan	
oyna	oyna	oynat	oynan		oynaş
	ölç	ölçtür	ölçül		ölçüş
	öde	ödet	öden		ödeş
öl	öldür	öldürt	öldürül	ölün	
	öp	öptür	öpül		öpüş
	ör	ördür	örül		
	ört	örttür	örtül	örtün	örtüş
öt	öttür	öttürt			ötüş
	öv	övdür	övül	övün	
patla	patlat	patlattır	patlatıl		
piş	pişir	pişirt	pişiril		
	san		sanıl		
	sakla	saklat	saklan	saklan	
<b>INTRANSITIVE</b>	<b>TRANSITIVE</b>	<b>CAUSATIVE</b>	<b>PASSIVE</b>	<b>REFLEXIVE</b>	<b>RECIPROCAL</b>
sap	saptır	saptırt	saptırıl		
	sar	sardır	sarıl	sarın	
sark	sarkıt	sarkıt(tır)	sarkıtıl		
	sars	sarstır	sarsıl	sarsıl	
	sat	sattır	satıl		
	say	saydır	sayıl		sayış
	seç	seçtir	seçil		
	sev	sevdır	sevil	sevin	seviş
	seyret	seyrettir	seyredil		
	sez	sezdir	sezil		
sığ	sığdır	sığdırt	sığıl	sığın	sığış
	sık	sıktır	sıkıl	sıkın	sıkış
sız	sızdır	sızdırt	sızdırıl		
	sil	sildir	silin		
sin	sindir	sindirt	sindiril		
soğu	soğut	soğuttur	soğutul		
sol	soldur	soldurt	soldurul		
	sor	sordurt	sorul		
	sorgula	sorgulat	sorgulan		
	soy	soydur	soyul	soyun	
	sök	söktür	sökül		

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sön	söndür	söndürt	söndürül		
söv		sövdür			sövüş
	söyle	söylet	söylen	söylen	söyleş
	sun		sunul		
sus	sustur	susturt	susturul		susuş
	sürt	sürttür	sürtül	sürtün	sürtüş
	süsle	süslet	süslen	süslen	
	süz	süzdür	süzül		
şaş	şaşırt	şaşırttır	şaşırtıl	şaşır	
şiş	şişir	şişirt	şişiril	şişin	
	tak	taktır	takıl	takin	takış
	tara	tarat	taran	taran	
taş	taşır	taşirt	taşırıl		
	taşı	taşıt	taşın	taşın	
	tat	tattır			
	temizle	temizlet	temizlen	temizlen	
	tercih et	tercih ettir	tercih edil		
	tut	tuttur	tutul		tutuş
<b>INTRANSITIVE</b>	<b>TRANSITIVE</b>	<b>CAUSATIVE</b>	<b>PASSIVE</b>	<b>REFLEXIVE</b>	<b>RECIPROCAL</b>
uç	uçur	uçurt	uçurul		uçuş
	um		umul		
	unut	unuttur	unutul		
uy	uydur	uydurt	uydurul		uyuş
	uyar	uyart	uyarıl		
	uygula	uygulat	uygulan		
uyu	uyut	uyuttur	uyutul	uyun	
uza	uzat	uzattır	uzatıl	uzan	
	üfle	üflet	üflen		
	ütüle	ütület	ütülen		
	üz	üzdür	üzül		
	ver	verdir	veril		
	vur	vurdur	vurul		vuruş
yağ	yağdır	yağdirt			
	yakala	yakalat	yakalan		
yan	yak	yaktır	yakıl	yakın	
yaşa	yaşat	yaşattır	yaşatıl	yaşan	
	yaz	yazdır	yazdırıl		yazış
	yedir	yedirt	yediril		
	yen		yenil		yeniş
yerleş	yerleştir	yerleştirt	yerleşil		

yetiř	yetiřtir	yetiřtirt	yetiřil		
	yıę	yıędir	yıęil		
	yıka	yıkata	yıkan	yıkan	
	yıldır	yıldırt	yıldırıl		
	yırt	yırttır	yırtıl	yırtın	
	yut	yuttur	yutul		
	yor		yorul	yorul	
yüksel	yükselt	yükselttir	yükselttil		
yürü	yürüt	yürüttür	yürütül	yürün	
yüz	yüzdür	yüzdürt	yüzül		yüzüş

## THE ORDER OF MORPHEMES

Negative	Time	Question	Personal	Question
[ME]	[İR]	[Mİ]	[İM]	[Mİ]
	[Dİ]		[SİN]	
	[İ.YOR]		[Ø]	
	[MİŞ]		[İZ], [İK]	
	[E.CEK]		[Sİ.NİZ]	
	[İR-Dİ]		[Ø] [LER]	
	[İ.YOR-DU]			
	[E.CEK-Tİ]			
	[MİŞ-Tİ]			
	[Dİ/Y/-Dİ]			

### Personal Allomorphs:

- (ben) : ♪ [im, ım, üm, um, em, am]  
 (sen) : ♪ [sin, sın, sün, sun], [in, ın, ün, un, en, an]  
 (o) : ♪ [Ø]  
 (biz) : ♪ [iz, ız, üz, uz], [ik, ık, ök, uk]  
 (siz) : ♪ [sın-iz, sın-ız, sün-üz, sun-uz], [in-iz, in-ız, ün-üz, un-uz]  
 (onlar) : ♪ [Ø], [ler, lar]



**Time Allomorphs:**

Simple Present :	♪	[ir, ır, ür, ur, er, ar]
Simple Past :	♪	[ <b>di, dı, dü, du</b> , ti, tı, tü, tu]
Present Continuous:	♪	[i.yor, ı.yor, ü.yor, u.yor]
Rumor :	♪	[miş, mış, müş, muş]
Simple Future: :	♪	[e.cek, a.cak]
Used To :	♪	[ir-di, ır-dı, ür-dü, ur-du, er-di, ar-dı]
Past Continuous:	♪	[i.yor-du, ı.yor-du, ü.yor-du, u.yor-du]
Was Going To :	♪	[e.cek-ti, a.cak-tı]
Past Perfect :	♪	[miş-ti, mış-tı, müş-tü, muş-tu] *([di/y-di, dı/y-dı, dü/y-dü, du/y-du, ti/y-di, tı/y-dı, tü/y-dü, tu/y-du])

Note: There are two question columns in the table above because the order of question allomorphs change in some tenses. For example:

gel-ir **mi**-y/im?; gel-di-im **mi**?; bekle-i.yor mu/y/-**du-un**?; çalış-**ma**-ı.yor mu/y/-**du-un**?

Although [**miş-ti**] and [**di/y-di**] past perfect forms are identical in meaning, the [**di/y-di**] form is not frequently heard.

The **Verb frames** are **units** in themselves like the verb roots or stems that must be used first when arranging verb compositions. The other morphemes follow them in succession such as:

**gül** → gül-dü, gül-ü.yor, gül-e.cek, gül-müş-tü, gül-me.li-/y/miş, gül-se-/y/miş  
**güldür** → güldür-dü, güldür-ü.yor, güldür-e.cek, güldür-müş, güldür-me-me-liy-miş, güldür-me-se/y/-miş, güldür-e.bil-ir-miş-miş, güldür-ül-e.cek-ler-miş  
**gülüş** → gülüş-tü-ler, gülüş-e.cek-ler, gülüş-ü.yor-lar, gülüş-me-sin-ler

The infinitive allomorphs ♪ [mek, mak] and [me, ma] can be added to all the **verb roots, stems** and **verb frames**:

**gül**-me(k), **güldür**-me(k), **gülüş**-me(k), **gülün**-me(k), **sev**-me(k), **sevdire**-me(k), **sevin**-me(k), **seviş**-me(k), **kes**-me(k), **kestir**-me(k), **kesil**-me(k), **kesiş**-me(k), **tart**-ma(k), **tartıl**-ma(k), **tartış**-ma(k), **tarttır**-ma(k), **aç**-ma(k),

**açıl**-ma(k), **açtır**-ma(k), **benze**-me(k), **benzet**-me(k), **benzeş**-me(k), **benzetil**-me(k), **kok**-ma(k), **kokla**-ma(k), **kokuş**-ma(k), **yüzleş**-me(k)

## CAUSATIVE VERB FRAME EXAMPLES

We use a causative verb frame when we do not carry out the action ourselves, but we are responsible for the action being done:

*Ahmet'e arabamı yıkamasını söyledim; o da yıkadı.*

∪ "Ahmet'e araba-am-ı yıka-tı-ım

I made Ahmet wash my car. I had Ahmet wash my car.

I got Ahmet to wash my car.

*I asked someone to wash my car. ∪ Araba-am-ı yıka-tı-ım.*

I had my car washed. (The **doer** of the verb is not mentioned.)

As it is seen in the two sentences above, the two Turkish verb compositions are identical: "**yıkattım**". However, in the first sentence, the **doer** of the verb "wash" is mentioned, but in the second one, it is not. In English, when the **doer** of the **verb** is mentioned "make **somebody** do something", or the alternative ones above are used, but when the **doer** of the action is **not** mentioned, a different sentence type "have something **done**" is used.

## THE PASSIVE CAUSATIVE

The passive causative frames are frequently used in both English and Turkish:

Onlar bana kapı-y/ı aç-tır-dı-lar.

(on\*lar / ba\*na / ka\*pi\***yı** / aç\*tı\*r\*dı\*lar ∼)

They made me open the door. (causative)

Kapı kim-e aç-tır-ıl-dı?

(ka\*pi / ki\***me** / aç\*tı\*rıl\*dı ∼)

Who was made to open the door?

(passive causative)

Kapı bana aç-tır-ıl-dı.

(ka\*pi / ba\***na** / aç\*tı\*rıl\*dı ∼)

I was made to open the door.

Hırsız kasa-/y/ı bana aç-tır-dı.

(hır\*sız / ka\*sa\*yı / ba\***na** / aç\*tı\*r\*dı ∼)

The thief made me open the safe. (causative)

Kasa kim-e aç-tır-ıl-dı?

(ka\*sa / ki\***me** / aç\*tı\*rıl\*dı ∼)

Kasa bana aç-tır-ıl-dı.

(ka\*sa / ba\***na** / aç\*tı\*rıl\*dı ∼)

Who was made to open the safe? I was made to open the safe.  
(passive causative)

**Double causative** forms are rarely used in Turkish, therefore they are not put in the **verb frames list** above:

Araba-am-ı yıkat-tirt-ti-im.

(a\*ra\*ba\*mi / yı\*kat\*tirt\***tim** ~)

I asked someone to have my car washed. (double causative)

## SYLLABICATION

As it is explained in the article "**Cognitive Psychology and Cognitive Neuroscience / Memory and Language**, [wikibooks.org/wiki/](http://wikibooks.org/wiki/)", *the memory is divided into three parts: **Sensory memory**, **Short-term memory**, and **Long-term memory**. Sensory memory holds information for milliseconds and is separated into two components. The **iconic** memory is responsible for visual information, whereas **auditory** information is processed in the **echoic** memory.*

To sum up, one can say that the morphemes, the phonemes, and the syllables of a language are carried into a human mind through his auditory system, and they are stored up in the **echoic** memory. Therefore, it is true to say that they are learned through the experiences of an individual.

A human being hears the syllables of a language, and stores them in his memory as he stores a melody or the voice of a friend. He does not mind how these syllables are formed. He keeps them as they are in his memory.

On the other hand, when a second language learner is trying to learn a second language, he has to learn how the syllables are formed and separated from one another if he is not exposed to a foreign language long enough.

The syllabication rules of the inflectional morphemes (or their allomorphs) which are attached to **nouns**, **adjectives** or **verbs** are as follows:

**Rule Nr.1:** If the last syllables of the words or morphemes end with **consonants**, these consonants detach from their syllables, and attach to the first **vowels** of the following morphemes if the first syllables of the following morphemes start with vowels. The consonants that detach from their syllables, and attach to the following morphemes are **single underlined** in this book:

okul-a → (o\*ku\*la); ev-e → (e\*ve); ev-i → (e\*vi); okul-u → (o\*ku\*lu);  
üzüm-ü → (ü\*zü\*mü); suç-u → (su\*çu); esmer-i → (es\*me\*ri); ça-lışkan-ı  
→ (ça\*lış\*ka\*nı); güzel-i → (gü\*ze\*li); kitap-lar-ı → (ki\*tap\*la\*rı); tören-e →  
(tö\*re\*ne); gel-i.yor-um → (ge\*li\*yo\*rum); bitir-i.yor-uz → (bi\*ti\*ri\*yo\*ruz);

gülüş-ü.yor-uz → (gü\**l*ü\*şü\*yo\**ru*z); otur-u.yor-um → (o\**tu*\*ru\*yo\**rum*);  
çal-ın-ır → (ça\**l*\*nır); keş-ıl-ir → (ke\**si*\*lir)

**Rule Nr.2:** If the last syllables of the words or morphemes end with **vowels**, and the first syllables of the following morphemes start with “e”, “a”, “i”, “ı”, “ü”, “u” vowels, these two vowels are linked to one another by the /y/ glides:

dere-/y/e → (de\**re*\*ye); dere-/y/i → (de\**re*\*yî); köprü-/y/e → (köp\**rü*\*ye);  
deve-/y/e → (de\**ve*\*ye); deve-/y/i → (de\**ve*\*yî); iyi-/y/i → (i\**yi*\*yî); iyi-/y/e  
→ (i\**yi*\*ye); çalışma-/y/ı → (ça\**l*ış\*ma\*yı); öğrenme-/y/i → (öğ\**ren*\*me\*yî);  
öğrenme-/y/e → (öğ\**ren*\*me\*ye); okuma-/y/a → (o\**ku*\*ma\*ya); türkü-/y/ü  
→ (tür\**kü*\*yü); uyku-/y/u → (uy\**ku*\*yu).

**Rule Nr.3:** As the phonological system of the Turkish language chooses the **personal** allomorphs identical with the last vowels of the ♪ [dî, dı, dü, du, tî, tı, tü, tu] allomorphs, the first vowels of the ♪ [im, ım, üm, um; in, ın, ün, un; ik, ık, ök, uk; in-iz, ın-ız, ün-üz. un-uz] personal allomorphs happen to be identical, and therefore they combine to form “c.v.c” syllables:

Git-ti-im → (git\**tîm*); gör-dü-üm → (gör\**düm*); sor-du-un-uz → (sor\**du\*nuz*)

**Rule Nr.4:** When the ♪ [de, da, te, ta] allomorphs attach to the ♪ [se, sa] allomorphs, these two allomorphs are linked by the /y/ glides following the vowel and consonant rules:

ev-de/y/-se-ek → (ev\**dey*\*sek); okul-da/y/-sa → (o\**kul*\*day\*sa); iş-te/y/-se-  
en-iz → (iş\**tey*\*se\*niz); tarla-da/y/-sa → (tar\**la*\*day\*sa); uyku-da/y/-sa →  
(uy\**ku*\*day\*sa), sıkıntı-da/y/-sa (sık\**kın*\*tı\*day\*sa)

**Rule Nr.5:** If the last syllables of the words end with **vowels**, the ♪ [le, la] allomorphs attach to them with the /y/ glides, but if they end with **consonants**, the /y/ glides are not used:

istek-le → (is\**tek*\*le); ısrar-la → (is\**rar*\*la); el-le → (el\*le); süt-le →  
(süt\*le); benim-le → (be\**nim*\*le); bilen-le → (bi\**len*\*le); at-la → (at\*la); ip-  
le → (ip\*le); uçak-la → (u\**çak*\*la); istek-le → (is\**tek*\*le); şeker-le →  
(şe\**ker*\*le); bisiklet-le → (bi\**sik*\*let\*le), istek-le → (is\**tek*\*le)

araba/y/-la → (a\**ra*\*bay\*la), öfke/y/-le → (öf\**key*\*le), besmele/y/-le →  
(bes\**me*\*ley\*le), sopa/y/-la → (so\**pay*\*la), para/y/-la → (pa\**ray*\*la),  
tencere/y/-le → (ten\**ce*\*rey\*le), kaçma/y/-la → (kaç\**may*\*la), koşma/y/-la  
→ (koş\**may*\*la),

**Rule Nr.6:** The personal possessor allomorphs that are attached to the possessor and the possessed parts of the noun compounds are as follows:

ben-im oku-l-um (be \***nim** / o \*ku \*lum), ben-im ev-im (be \***nim** / e \*vim)

As it is seen in the examples above, the last consonants of the pronouns "ben", and the last consonants of "oku" and "ev" detach from their syllables, and attach to the following personal allomorphs [im, ım, üm, um, em, am]" to produce "c.v.c" syllables. Although both the possessor and the possessed parts of the noun compounds end with "c.v.c" syllables, the **possessed** parts of the third person singular and plural noun compounds end without personal allomorphs:

sen-in ma-l-in (se \***nin** / ma \*lin), sen-in sürüş-ün (se \***nin** / sü \*rüş \*ün)  
o-/n/un oku-l-u (o \***nun** / o \*ku \*lu), o-/n/un bisiklet-i (o \***nun** / bi \*sik \*le \*ti)  
biz-im kardeş-im-iz (bi \***zim** / kar \*de \*şi \*miz), biz-im ev-im-iz (bi \***zim** / e \*vi \*miz)  
siz-in ev-in-iz (si \*zin / e \*vi \*niz), siz-in süs-ün-üz (si \***zin** / sü \*sü \*nüz)  
onlar-in otobüs-ü (on \*la \*rin / o \*to \*bü \*sü), onlar-in baş-ı (on \*la \*rin / ba \*şı)

In the examples above, all the nouns end with consonants. However, if they end with vowels, the coinciding vowels combine:

Ben-im araba-am (be \***nim** / a \*ra \*bam), sen-in anne-en (se \***nin** / an \*nen),  
o-/n/un baba-/s/ı (o \***nun** / ba \*ba \*sı), biz-im tarla-am-ız (bi \***zim** / tar \*la \*mız),  
siz-in git-me-en-iz (si \***zin** / git \*me \*niz), onlar-in gel-me-/s/ı (on \*la \*rin / gel \*me \*sı)

One can use "nouns" or "infinitives" in the place of the pronoun "o" in noun compounds following the same syllabication rules:

oku-l-un duvar-ı → (o \*ku \*lun / du \*va \*rı),  
duvar-in renk-i → (du \*va \*rin / ren \*gi),  
araba-/n/in alt-ı → (a \*ra \*ba \*nin / al \*tı),  
kuş-un kanta-ı → (ku \*şun / ka \*na \*dı),  
oku-l-un bah.çe-/s/ı → (o \*ku \*lun / bah \*çe \*sı),  
ayşe-/n/in araba-/s/ı → (ay \*şe \*nin / a \*ra \*ba \*sı),  
göz-ün renk-i → (gö \*zün / ren \*gi)  
yürü-me-/n/in yarar-ı → (yü \*rü \*me \*nin / ya \*ra \*rı)  
arşlan-in kükre-me-/s/ı → (ars \*la \*nin / kük \*re \*me \*sı)  
vazo-/n/un kır-ıl-ma-/s/ı → (va \*zo \*nun / kır \*ıl \*ma \*sı)  
çalışma-/n/in dur-ma-/s/ı → (ça \*lış \*ma \*nin / dur \*ma \*sı)

As it is seen in the noun compounds above, when the **possessor** nouns ending with vowels attach to the possessor allomorphs whose first pho-



When the last syllable of a word or a morpheme ends with a consonant, this consonant detaches from its syllable and attaches to the first vowel of the following allomorph. All the free and bound morphemes ending with consonants may detach their last consonants and attach them to the first vowels of the following allomorphs. This process can be checked while reading the underlined consonants in the example sentences in this book.

The inflectional morphemes, especially those in the verb compositions, may follow one another in succession detaching the last consonant and attaching them to the first vowels of the following morphemes such as:

Tuğ-u-a.bi-i.yoğ-u. → (tu\*tu\*na\*bi\*li\*yo\*ruz)

Bitir-e.me-i.yoğ-um. → (bi\*ti\*re\*mi\*yo\*rum)

One can easily detach the single underlined consonants from their morphemes and attach them to the following vowels if one follows the single underlined consonants in the example sentences. The morphemes given below are either **derivational** or **inflectional**. The **inflectional** allomorphs which have **only one vowel** are as follows:

♪ [i, ı, ü, u]: (inflectional)

ben-i (be\*ni), adam-ı (a\*da\*mi), çatal-ı (ça\*ta\*li), yük-ü (yü\*kü), toz-u (to\*zu), gelmem-i (gel\*me\*mi), konuşmam-ı (ko\*uş\*ma\*mi), sorun-u (so\*ru\*nu), soğan-ı (so\*ğa\*ni), koruyan-ı (ko\*ru\*ya\*ni), dökülen-i (dö\*kü\*le\*ni), son-u (so\*nu), sepet-i (se\*pe\*ti), okul-u (o\*ku\*lu), alt-ı (al\*ti), yüz-ü (yü\*zü)

♪ [e, a]: (inflectional)

ey-e (e\*ve), biz-e (bi\*ze), akşam-a (ak\*şa\*ma), üzüm-e (ü\*zü\*me), tavan-a (ta\*va\*na), güzel-e (gü\*ze\*le), kum-a (ku\*ma), laf-a (la\*fa), suç-a (su\*ça) kıç-a (kı\*şa), ön-e (ö\*ne), beş-e (be\*şe), uyuyan-a (u\*yu\*ya\*na), küsen-e (kü\*se\*ne), gelmeyen-e (gel\*me\*ye\*ne), baş-a (ba\*şa), yüz-e (yü\*ze)

**The allomorphs containing a vowel and a consonant:**

♪ [im, ım, üm, um]: (derivational)

seç-im (se\*çim), yaz-ım (ya\*zım), çöz-üm (çö\*züm), kur-um (ku\*rum), say-ım (sa\*yım), al-ım (a\*lım), sat-ım (sa\*tım), dür-üm (dü\*rüm), yoğ-um (yo\*rum)

♪ [ik, ık, ök, uk]: (derivational)

del-ik (de\*lik), aç-ık (a\*çık), çök-ük (çö\*kük), uç-uk (u\*çuk), kır-ık (kı\*rık), yırt-ık (yır\*tık), ay-ık (a\*yık), at-ık (a\*tık), sök-ük (sö\*kük), bur-uk (bu\*ruk)

♪ [ek, ak]: (derivational)

Tapın-ak (*ta\*rı\***nak***), bin-ek (*bi\***nek***), dayan-ak (*da\*ya\***nak***), dur-ak (*du\***rak***), uç-ak (*u\***çak***), kaç-ak (*ka\***çak***), baş-ak (*ba\***şak***), yuı-ak (*yu\***tak***)

♪ [iş, ış, üş, uş]: (inflectional)

geı-iş (*ge\***liş***), al-ış (*a\***lış***), gül-üş (*gü\***lüş***), otur-uş (*o\***tu\*ruş***), dur-uş (*du\***ruş***), haykır-ış (*hay\***kı\*riş***), gör-üş (*gö\***rüş***), bul-uş (*bu\***luş***), kaç-ış (*ka\***çış***), in-iş (*i\***niş***), çık-ış (*çı\***kış***), var-ış (*va\***riş***), öp-üş (*ö\***püş***), uç-uş (*u\***çuş***), yalvar-ış (*yal\***va\*riş***), uyan-ış (*u\***ya\*niş***), çek-ış (*çe\***kış***), bit-iş (*bi\***tüş***)

♪ [ir, ır, ür, ur, er, ar]: (inflectional or derivational)

bil-ir (*bi\***lir***), al-ır (*a\***lır***), gör-ür (*gö\***rür***), otur-ur (*o\***tu\*rur***), çekin-ir (*çe\***ki\*nir***), bakın-ır (*ba\***kı\*nır***), giyin-ir (*gi\***yi\*nir***), avlan-ır (*av\***la\*nır***), göç-er (*gö\***çer***), ak-ar (*a\***kar***), yaz-ar (*ya\***zar***), oku-ur (*o\***kur***), boz-ar (*bo\***zar***), gül-er (*gü\***ler***), sat-ar (*sa\***tar***), yak-ar (*ya\***kar***), ek-er (*e\***ker***), çek-er (*çe\***ker***), süz-er (*sü\***zer***)

♪ [in, in, ün, un]: (inflectional)

gez-in-i.yor (*ge\***zi\*ni\*yor***), çek-in-i.yor (*çe\***ki\*ni\*yor***), al-in-ır (*a\***lı\*nır***), döv-ün-e.cek (*dö\***vü\*ne\*cek***), tut-un-a.bil-i.yor (*tu\***tu\*na\*bi\*li\*yor***), sil-in-e.bil-ir (*si\***li\*ne\*bi\*lir***), bul-un-a.bil-ir (*bu\***lu\*na\*bi\*lir***), bil-in-ir (*bi\***li\*nir***)

♪ [il, il, ül, ul]: (inflectional)

sev-il-ir-im (*se\***vi\*li\*rim***), bak-ıl-ır-ım (*ba\***kı\*lı\*ırım***), ölç-ül-ür-üm (*öl\***çü\*lü\*rüm***), tak-ıl-ır (*ta\***kı\*lır***), yuı-ul-a.maz (*yu\***tu\*la\*maz***), gör-ül-e.cek (*gö\***rü\*le\*cek***)

**The allomorphs starting with a vowel having two syllables:**

♪ [e.cek, a.cak]: (derivational or inflectional)

sil-e.cek (*si\***le\*cek***), aç-a.cak (*a\***ça\*cak***), yak-a.cak (*ya\***ka\*cak***), çek-e.cek (*çe\***ke\*cek***), geı-e.cek (*ge\***le\*cek***), bat-a.cak (*ba\***ta\*cak***), uç-a.cak (*u\***ça\*cak***), gör-e.cek (*gö\***re\*cek***), ol-a.cak (*o\***la\*cak***), düş-e.cek (*dü\***şe\*cek***)

♪ [in.ti, in.tı, ün.tü, un.tu, en.ti, an.tı] (derivational)

gir-in.ti (*gi\***rin\*ti***), çal-in.tı (*ça\***lın\*tı***), gör-ün.tü (*gö\***rün\*tü***), al-in.tı (*a\***lın\*tı***), gez-in.ti (*ge\***zin\*ti***), çık-in.tı (*çı\***kın\*tı***), çırp-in.tı (*çır\***pın\*tı***), çarp-in.tı (*çar\***pın\*tı***), es-in.ti (*e\***sin\*ti***), kuı-un.tu (*ku\***run\*tu***), il-in.ti (*i\***lin\*ti***), üz-ün.tü (*ü\***zün\*tü***), keş-in.ti (*ke\***sin\*ti***), sız-in.tı (*sı\***zın\*tı***), kaş-in.tı (*ka\***şın\*tı***), bekle-en.ti (*bek\***len\*ti***), salla-an.tı (*sal\***lan\*tı***), bagla-an.tı (*bağ\***lan\*tı***).

♪ [i.yor, ı.yor, ü.yor, u.yor]; (inflectional)

geı-i.yor (*ge\***li\*yor***), al-ı.yor (*a\***lı\*yor***), gör-ü.yor (*gö\***rü\*yor***), sun-u.yor (*su\***nu\*yor***), ol-u.yor (*o\***lu\*yor***), başla-ı.yor (*baş\***lı\*yor***), anla-ı.yor (*an\***lı\*yor***), yuı-u.yor (*yu\***tu\*yor***), kazaı-ı.yor (*ka\***za\*ni\*yor***), bekle-i.yor (*bek\***li\*yor***), ku-



ruğ-u.yor (*ku\*ru\***tu**\*yor*), taranı-ı.yor (*ta\*ra\***nı**\*yor*), benzeş-i.yor (*ben\*ze\***ş**i\*  
yor*), sırtıı-ı.yor (*si\*ri\***tı**\*yor*), başlat-ı.yor (*baş\*la\***tı**\*yor*), çekin-i.yor (*çe\*ki\*  
ni\*yor*), taşını-ı.yor (*ta\*şı\***nı**\*yor*), beklenı-i.yor (*bek\*le\***nı**\*yor*), sezil-i.yor (*se\*  
zi\***li**\*yor*), kurulu-u.yor (*ku\*ru\***lu**\*yor*), özlenı-i.yor (*öz\*le\***nı**\*yor*), uyu-u.yor (*u\***yu**\*yor*)

♪ [e.bil, a.bil]: (inflectional)

başara-bil-ir (*ba\*şa\*ra\***bi**\***lir***), bitire-bil-ir (*bi\*ti\*re\***bi**\***lir***), ola-bil-ir (*o\*la\***bi**\*  
lir*), konuş-a.bil-i.yor (*ko\*nu\*şa\***bi**\***li**\*yor*), tartışa-bil-ir-iz (*tar\*tı\*şa\***bi**\***li**\*  
riz*), ba-şara-bil-i.yor (*ba\*şa\*ra\***bi**\***li**\*yor*), gele-bil-ir-ler (*ge\*le\***bi**\***lir**\***ler***), başla-  
/y/a-bil-ir-sin (*baş\*la\*ya\***bi**\***lir**\*sin*), uyu-/y/a.bil-ir-im (*u\*yu\*ya\***bi**\***li**\*rim*)

♪ [e.rek, a.rak]: (inflectional)

göre-rek (*gö\*re\*rek*), koş-a.rak (*ko\*şa\*rak*), düşün-e.rek (*dü\*şü\*ne\*rek*), buluşa-rak (*bu\*lu\*şa\*rak*), yüze-rek (*yü\*ze\*rek*), anla-/y/a.rak (*an\*la\*ya\*rak*)

♪ [ir-ken, ır-ken, ür-ken, ur-ken, er-ken, ar-ken]: (inflectional)

gelir-ken (*ge\***lir**\*ken*), alır-ken (*a\***lir**\*ken*), otur-ur-ken (*o\*tu\***rur**\*ken*), öksür-  
ür-ken (*ök\*sü\*rür\*ken*), koş-ar-ken (*ko\*şar\*ken*), uyuu-ur-ken (*u\***yur**\*ken*),  
başlaar-ken (*baş\*lar\*ken*)

♪ [in.ce, in.ca, ün.ce, un.ca]: (inflectional)

gelin-ce (*ge\*lin\*ce*), bakın-ca (*ba\*kın\*ca*), düşün-ün.ce (*dü\*şü\*nün\*ce*),  
durun-ca (*du\*run\*ca*), çalış-ın.ca (*ça\*lı\*şın\*ca*), başla-/y/ın.ca (*baş\*la\***yın**\*ca*)

If two **identical vowels** happen to be vocalized together, they **combine** and are vocalized as a **single vowel**:

♪ [ir, ır, ür, ur, er, ar]: (inflectional)

Gel-ir (*ge\***lir***), alı-r (*a\***lir***), otur-ur (*o\*tu\***rur***), bekleer (*bek\***ler***), anlaar (*an\***lar***), yürüür (*yü\***rür***), okuur (*o\***kur***), taşıır (*ta\***şır***), erteleer (*er\*te\***ler***), uyuur (*u\***yur***), yeer (*ye*), büyüür (*bü\***yür***).

When a verb ending **with a vowel** happens to attach to one of the allomorphs of the morpheme [İ.YOR], the last vowel of the **verb drop**:

♪ [i.yor, ı.yor, ü.yor, u.yor,]: (inflectional)

beklei-yor (*bek\***li**\*yor*), yei-yor (*yi\***y**\*yor*), başlaa-ı.yor (*baş\***lı**\***y**\*  
yor*), büyüü-ü.yor (*bü\***yü**\***y**\*  
yor*), yürüü-ü.yor (*yü\***rü**\***y**\*  
yor*), uyu-u.yor (*u\***yu**\***y**\*  
yor*), anlaa-ı.yor (*an\***lı**\***y**\*  
yor*), beslei-yor (*bes\***li**\***y**\*  
yor*), katlaa-ı.yor-um (*kat\***lı**\***y**\*  
rum*), kuru-u.yor (*ku\***ru**\***y**\*  
yor*), enselei-ı.yor-uz (*en\*se\***li**\***y**\*  
ruz*), gevelee-i.yor (*ge\*ve\***li**\***y**\*  
yor*)

♪ [di, dı, dü, du, ti, tı, tü, tu]: (inflectional)

When one of the allomorphs of the past morpheme [Dİ] attaches to one of the personal allomorphs ♪ [im, ım, üm, um], [in, ın, ün, un], [ik, ık, ük, uk], [in-iz, ın-ız, ün-üz, un-uz], these vowels coincide, combine, and are verbalized as single vowels:

gel-di-im (gel\***dim**), anla-dı-ın (an\***la\**din***), gör-dü-ük (gör\***dük**), yürü-dü-ük (yü\*rü\***dük**), oku-du-uk (o\*ku\***duk**), uyu-du-un-uz (u\*yu\*du\***nuz**), öl-dü-ün-üz (öl\*dü\***nüz**), anla-ş-tı-ın-ız (an\***laş\**ti\*nız***), saklan-dı-ık (sak\***lan\**dık***)

When the nouns ending with vowels attach to ♪ [i, ı, ü, u] or [e, a] allomorphs, they are linked to one another by the /y/ glides:

Araba-/y/ı (a\*ra\*ba\***yi**), araba-/y/a (a\*ra\*ba\***ya**), dere-/y/i (de\*re\***yi**), dere-/y/e (de\*re\***ye**), kuzu-/y/u (ku\*zu\***yu**), kuzu-/y/a (ku\*zu\***ya**), su-/y/u (su\***yu**), su-/y/a (su\***ya**), dana-/y/ı (da\*na\***yi**), dana-/y/a (da\*na\***ya**), pencere-/y/i (pen\*ce\*re\***yi**), pencere-/y/e (pen\*ce\*re\***ye**)

If the **verbs** end with **vowels**, the [e.rek, a.rak] or [in.ce, ın.ca, ün.ce, un.ca] allomorphs attach to them with the /y/ glides:

anla-/y/a.rak (an\***la\**ya*\*rak**), bekle-/y/e.rek (bek\***le\**ye*\*rek**), uyu-/y/a.rak (u\*yu\***ya**\*rak), yürü-/y/e.rek (yü\*rü\***ye**\*rek), havla-/y/a.rak (hav\***la\**ya*\*rak**)  
oku-/y/un.ca (o\*ku\***yun**\*ca), üşü-/y/ün.ce (ü\*şü\***yün**\*ce), atla-/y/ın.ca (at\***la\**yın*\*ca**), kuru-/y/un.ca (ku\*ru\***yun**\*ca), ye-/y/in.ce (ye\***yın**\*ce)

When the ♪ [de, da, te, ta] allomorphs happen to be pronounced together with the personal allomorphs, the /y/ glides help them to join:

ev-de-/y/im (ev\***de**\*yim), okul-da-sın (o\*ku**l\**da*\*sın**), büro-da-/y/ız (bü\*ro\***da**\*yız), sıkıntı-da-/y/ız (sı\***kın\**ti*\**da*\*yız**), bekle-mek-te-ler (bek\***le**\*mek\*te\***ler**), uyku-da-sın-ız (uy\*ku\***da**\*sı\*nız)

The /n/ and /s/ glides are used in the noun compounds when a third person pronoun or nouns (including infinitives) are involved:

ben-im araba-am (be\***nim** / a\*ra\***bam**), sen-in araba-an (se\***nin** / a\*ra\***ban**), biz-im araba-am-ız (bi\***zim** / a\*ra\***bamız**)

o-/n/un araba-/s/ı (o\***nun** / a\*ra\***ba\*sı**), o-/n/un ayna-/s/ı (o\***nun** / ay\***na\*sı**)

araba-/n/in kapı-/s/ı (a\*ra\***ba\*nın** / ka\***pı\*sı**)

deli-/n/in gül-me-/s/i (de\***li\*nin** / gül\***me**\*s*i*)

Mustafa-/n/in gel-me-/s/i (mus\***ta\*fa\*nın** / gel\***me**\*s*i*)

kuyu-/n/un su-/y/u (ku\*yu\***nun** / su\***yu**) ("su-/y/u" is an exception.)

karga-/n/ın gül-me-/s/i (kar\*ga\*nın / gül\*me\*si)

araba-/n/ın boya-/s/ı (a\*ra\*ba\*nın / bo\*ya\*si)

Look at page 65 for **noun compounds**.

When the **noun compounds** are suffixed by the  $\text{ɯ}$  [i, ı, ü, u], the [e, a], the [de, da, te, ta] or the [den, dan, ten, tan] allomorphs, these compounds are linked to these allomorphs by the /n/ glides:

O-/n/un gel-me-/s/i-/n/i bekle-i.yor-um. (o\*nun / gel\*me\*si\*ni / bek\*li\*yo\*rum)  
noun compound

O-/n/un oda-/s/ı-/n/a git. (o\*nun / o\*da\*si\*na / git $\text{̃}$ )  
noun compound

Kedi kapı-/n/ın arka-/s/ı/n/-da. (ke\*di / ka\*rı\*nın / ar\*ka\*sın\*da $\text{̃}$ )  
noun compound

O-/n/un bağır-ma-/s/ı/n/-dan kork-ma-am. (o\*nun / ba\*ğır\*ma\*sın\*dan / kork\*mam $\text{̃}$ )  
noun compound

O-/n/un çalış-tık-ı/n/-dan emin-im. (o\*nun / ça\*lış\*tı\*ğın\*dan / e\*mi:nim $\text{̃}$ )  
noun compound

Dropping a vowel, inserting the /y/, /n/, /s/ or /ş/ glides between two vowels, changing the /p/, /t/, /ç/ or /k/ unvoiced consonants to the /b/, /d/, /c/ or /ğ/ voiced consonants, detaching consonants from the last syllables and attaching them to the first vowels of the following morphemes, and creating different allomorphs from the morphemes are all the function of the phonological system of the Turkish language. **These activities of the phonological system do not damage the intelligibility of the morphemes.**

## DIVIDING THE VERB COMPOSITIONS INTO SYLLABLES AND THE PRIMARILY STRESSED SYLLABLES

**The Simple Present Tense positive verb "be":**

Although all the verb compositions in Turkish end with personal allomorphs such as  $\text{ɯ}$  "im, ım, üm, um"; "sin, sın, sün, sun"; "in, ın, ün, un"; "Ø", "iz, ız, üz, uz"; "ik, ık, ök, uk"; "sın-iz, sın-ız, sün-üz, sun-uz"; "in-iz, in-ız, ün-üz, un-uz"; and "Ø", or "ler, lar", these allomorphs, as a syllable rule, have to turn into "c.v.c" (consonant . vowel . consonant) syllables in Turkish except for the third person singular and plural, whose personal suffixes are (Ø) morphemes. If these allomorphs are made up of "c.v.c" syllables, they do not need to borrow any consonants to form "c.v.c" syllables. However, the allomorphs that are formed of "v.c" syllables need another "c" to form a "c.v.c" syllable. Either in order to fill this consonant deficiency, the "v.c" allomorphs

borrow the last consonants of the preceding syllables, or if the preceding syllables end with vowels, they fill up this gap with the /y/ glides.

Although these are the rules, however, the native speakers do not learn them intentionally. They only hear people speaking around, and memorize them unconsciously and effortlessly as they memorize a piece of melody.

Consider how the last syllables form in the following examples:

Öğretmen-im → (öğ\*ret\***me**\*nim). Şaşkın-ım → (şaş\***kr**\*nım). Girişken-iz → (gi\*riş\***ke**\*niz). Duygusal-ız → (duy\*gu\***sa**\*lız). Ben-im → (**be**\*nim).

Ev-de-lyim → (ev\***de**\*yim). Haklı-/yım → (hak\***lı**\*yım). İyi-/yiz → (i\***yi**\*yiz). Sevinçli-/yım → (se\*viç\***li**\*yım). Sokakta-/yım → (so\*kak\***ta**\*yım)

Bekle-er-im → (bek\***le**\*rim). Tartış-ır-ım → (tar\*tı\***şı**\*rım). Güven-ir-im → (gü\*ve\***ni**\*rim). Destekle-er-im → (des\*tek\***le**\*rim), unu-ur-um → (u\*nu\***tu**\*rum)

Okul-da-sın → (o\*kul\***da**\*sın). Güzel-sin → (gü\***zel**\*sin). İyi-sin. → (i\***yi**\*sin)  
Toplantı-da-sın-ız → (top\*lan\*tı\***da**\*sı\*nız). Bitir-ir-sin-iz → (bi\*ti\***rir**\*si\*niz).  
Temizle-er-sin → (te\*miz\***ler**\*sin). Yaz-ar-sın → (ya\***zar**\*sın). Koş-ar-sın → (ko\***şar**\*sın). Çalış-ır-sın-ız. → (ça\*lı\***şır**\*sı\*nız). Gül-er-sin-iz → (gü\***ler**\*si\*niz).

No personal allomorphs are used for the third person singular:

Okul-da (o\*kul\***da**). Bahçe-de (bah\*çe\***de**). Ev-de (ev\***de**). Sokak-ta (so\*kak\***ta**). Giğ-er (gi\***der**). Geğ-ir (ge\***lir**). Anla-ar (an\***lar**). Koş-ar (ko\***şar**). Üzü-ür (ü\*zü\***ür**).

For the third person **plural** no personal allomorphs are used if a personal pronoun is used in the beginning of a sentence. However, if a **personal pronoun** is **not** used, the [ler, lar] plural allomorphs are used instead:

**Onlar** her gün okul-a giğ-er. Her gün okul-a giğ-er-**ler**.

**Onlar** sıkıntı-da. Sıkıntı-da-**lar**.

The primarily stressed syllables in the verb compositions using the verb "be" are the syllables preceding the syllables that contain personal allomorphs:

(ev\***de**\*yim ~) I am at home.

(i\***yi**\*yim) I am all right.

(şaş\***kr**\*nım) I am confused.

(kız\***gı**\*nım) I am angry.

(*ög\*ret\*me\*nim*) I am a teacher.

(*a\*kıl\*lı\*sın*) You are clever.

(*hak\*lı\*sın*) You are right.

(*bu\*na\*lım\*da\*sın*) You are in depression.

(*i-yî*) He is alright. (No personal allomorph is used.)

(*uy\*ku\*da*) He is asleep. (No personal allomorph is used.)

(*ma\*sa\*da*) It is on the table. He is at the table.

(*hak\*lı\*yız*) We are right.

(*o\*kul\*da\*yız*) We are at school.

(*ha\*zır\*sı\*nız*) You are ready.

(*gü\*zel\*si\*niz*) You are beautiful.

(*ev\*de\*ler*) They are at home.

(*i\*yî\*ler*) They are alright.

(*sı\*kın\*tı\*da\*lar*) They are in trouble.

### The Simple Present Positive Action Verbs: "verb-[ir, ır, ür, ur, er, ar]-pers"

In The Simple Present action verb compositions, the primary stresses are on the syllables **preceding the last syllables** containing the personal morphemes. However, as the third person singular verbs do not need personal morphemes, the last syllables are stressed as in the examples. While dividing this verb composition into syllables, a Turkish speaker detaches the last consonant of a verb root, a stem or a frame, and attaches it to one of the following *ɺ* [ir, ır, ür, ur, er, ar] allomorphs. Then, if the personal allomorph is formed of a "v.c" syllable, he detaches the /r/ phoneme from the [İR] morpheme and attaches it to the "v.c" syllable to form a "c.v.c" syllable. If the last syllable is formed of a "c.v.c" syllable, it stays the same. All the last syllables of the verb compositions in this tense are formed of "c.v.c" syllables, and all of the syllables in the verb compositions are secondarily stressed. If necessary, only a **specivic syllable** can be primarily stressed.

Consider the examples carefully:

Ge<sub>l</sub>-ir<sub>-</sub>im. → (*ge\*lı\*rim*), İ<sub>ç</sub>-er<sub>-</sub>im. → (*i\*çe\*rim*), Tu<sub>t</sub>-ar<sub>-</sub>ım. → (*tu\*ta\*rim*)

Ka<sub>ç</sub>-ar<sub>-</sub>sın. → (*ka\*çar\*sın*), İ<sub>ç</sub>-er<sub>-</sub>sın. → (*i\*çer\*sın*), Tu<sub>t</sub>-ar<sub>-</sub>sın. → (*tu\*tar\*sın*)

Ge<sub>l</sub>-ir. → (*ge\*lır*), İ<sub>ç</sub>-er. → (*i\*çer*), Tu<sub>t</sub>-ar. → (*tu\*tar*), A<sub>t</sub>-ar → (*a\*tar*)

Ge<sub>l</sub>-ir<sub>-</sub>iz. → (*ge\*lı\*rız*), İ<sub>ç</sub>-er<sub>-</sub>iz. (*i\*çe\*rız*), Tu<sub>t</sub>-ar<sub>-</sub>ız (*tu\*ta\*rız*), A<sub>t</sub>-ar<sub>-</sub>ız. (*a\*ta\*rız*)

Gel-ir-sin-iz. → (ge\***lir**\*si\*niz), İç-er-sin-iz. (i\***çer**\*si\*niz), Al-ır-sın-ız. (a\***lir**\*sı\*nız)  
 Gel-ir-ler. → (ge\***lir**\***ler**), İç-er-ler. → (i\***çer**\***ler**), Koş-ar-lar. → (ko\***şar**\***lar**)

However, if the verb roots, stems or frames end with **vowels**, the first vowels of the ♪ [ir, ır, ür, ur, er, ar] allomorphs coincide with them and combine:

Bekle-er-im. → (bek\***le**\*rim), Uyu-ur-um. → (u\***yu**\*rum) ("c.v.c" syllable)  
 Bekle-er-sin. → (bek\***ler**\*sin), Uyu-ur-sun → (u\***zur**\*sun) (c.v.c" syllable)  
 Bekle-er. → (bek\***ler**), Uyu-ur. → (u\***zur**), Ye-er → (**yer**)  
 Bekle-er-iz. → (bek\***le**\*riz), Uyu-ur-uz. → (u\***yu**\*ruz), (c.v.c" syllable)  
 Bekle-er-sin-iz. → (bek\***ler**\*si\*niz), Uyu-ur-sun-uz. → (u\***zur**\*su\*nuz) ("c.v.c")  
 Bekle-er-ler. → (bek\***ler**\***ler**), Uyu-ur-lar → (u\***zur**\***lar**) ("c.v.c" syllable)

The English equivalents of such sentences are as follows:

Bekle-er-im. → (bek\***le**\*rim) I wait. (\*c.v.c" syllable)  
 Dengele-er-im. → (den\*ge\***le**\*rim) I balance. (\*c.v.c\* syllable)  
 Yür-ür-sün. → (yü\***rür**\*sün) You walk. (\*c.v.c\* syllable]  
 Anla-ar-sın. → (an\***lar**\*sın) You understand. (\*c.v.c\* syllable)  
 Uç-ar. → (u\***çar**) It flies. (\*c.v.c\* syllable)  
 Ye-er → (**yer**) He eats. (\*c.v.c\* syllable)  
 Anla-ar. (an\***lar**) He understands. (\*c.v.c\* syllable)  
 Atla-ar-ız → (at\***la**\*rıız) We jump. (\*c.v.c\* syllable)  
 Tartış-ır-ız. → (tar\***tı**\***şır**\*rıız) We discuss. ("c.v.c\* syllable)  
 Taşı-ır-sın-ız → (ta\***şır**\*sı\*nız) You carry. (\*c.v.c\* syllable)  
 Bekle-er-sin-iz. → (bek\***ler**\*si\*niz) You wait. (\*c.v.c\* syllable)  
 Anla-ar-lar. → (an\***lar**\***lar**) They understand. (\*c.v.c\* syllable)  
 Gül-er-ler. → (gü\***ler**\***ler**) They laugh. (\*c.v.c\* syllable)

### The Simple Past Tense Positive:

In The Simple Past Tenses containing verb "be", the last syllables of the nouns, adjectives, or adverbials are stressed. However, if they are formed of "c.v" syllables, they are turned into "c.v.c" syllables by adding /y/ glides as in the examples. The past **allomorphs** are ♪ [di, dı, dü, du, ti, tı, tû, tu], and the **personal allomorphs** are (**ben**) ♪ [im, ım, üm, um], (**sen**) ♪ [in, ın, ün, un], (**o**) [Ø], (**biz**) ♪ [ik, ık, ök, uk], (**siz**) ♪ [in-iz, ın-ız, ün-üz, un-uz], or

(**onlar**) Ø or **ɯ** [ler,lar]. When the past allomorphs and the personal allomorphs attach to one another, the **last vowels** of the morpheme [Dİ], and the **first vowels** of the personal allomorphs happen to be identical. As it is impossible to verbalize two vowels together in Turkish, these vowels combine and are verbalized as single vowels. The final syllables of this verb composition are "c.v.c" syllables, except for the third person singular:

Yorgun-**du-um**. → (yor\***gun**\**dum*). Hazır-**dı-ın**. → (ha\***zır**\**din*)  
Ev-de/y/-**di-ik**. → (ev\***de/y**\**dik*), İnatçı/y/-**dı-ın**,-. → (i\***nat**\***çiy**\**dı'nız*)

(ev\***de/y**\**dim*) I was at home. (\*c.v.c\*)  
(yor\***gun**\**dum*) I was tired. (\*c.v.c\*)  
(öf\***ke**\***li/y**\**din*) You were angry. (\*c.v.c\*)  
(a:\***şık**\**tın*) You were in love. (\*c.v.c\*)  
(i\***nat**\***çiy**\**dı*) She was obstinate. (\*c.v\*)  
(uy\***ku**\***da/y**\**dı*) He was asleep. (\*c.v\*)  
(ö\***nem**\***li/y**\**dı*) It was important. (\*c.v\*)  
(ev\***de/y**\**dik*) We were at home. (\*c.v.c\*)  
(meş\***gul**\**dük*) We were busy. (\*c.v.c\*)  
(sı\***kın**\***tı**\***da/y**\**dı*\***lar**) or (sı\***kın**\***tı**\***da**\***lar**\**dı*) They were in trouble. (\*c.v.c\*)  
(i\***yi/y**\**dim*) I was all right. (\*c.v.c\*)  
(**an**\***ka**\***ra**\***da/y**\**dı*\***lar**) They were in Ankara. (\*c.v.c\*)  
(ha\***va** / yağ\***mur**\***lu/y**\**du*) It was rainy. (\*c.v\*)  
(ha\***va** / kar\***lı/y**\**dı*) It was snowy. (\*c.v\*)  
(ku\***sur**\***lu/y**\**du*\***lar**) They were faulty. (\*c.v.c\*)

If an action verb is used in the simple past tense, the primary stress is on the **last** syllable:

Çalış-tı-ım. → (çal\***lı**ş\***tım**), Çalış-tı-ın. → (çal\***lı**ş\***tın**), Çalış-tı. → (çal\***lı**ş\***tı**)  
Çalış-tı-ık. → (çal\***lı**ş\***tık**), Çalış-tı-ın-ız. → (çal\***lı**ş\***tı**\***nız**), Çalış\***tı**\***lar**. → (çal\***lı**ş\***tı**\***lar**)

Başar-dı-ım. → (ba\***şar**\***dım**) I succeeded.  
Ertele-di-im. → (er\***te**\***le**\***dım**) I postponed.  
Bekle-di-in. (bek\***le**\***din**) You waited.  
Gör-dü-ün. → (gör\***dün**) You saw.  
Git-ti. → (git\***tı**) He went away. (\*c.v\*)

Anla-dı. → (an\**la*\***dı**) He understood. (\*c.v\*)

Başar-dı-ık. → (ba\**şar*\***dık**) We succeeded.

Gülüş-tü-ük. → (gü\**lüş*\***tük**) We laughed together.

Anla-dı-ıñ-ız. → (an\**la*\***dı**\**nız*) You understood.

Kaç-tı-ıñ-ız. → (kaç\**tı*\***nız**) You ran away.

Bekle-di-ler. → (bek\**le*\***di**\**ler*) They waited.

Gül-dü-ler. → (gül\**dü*\***ler**) They laughed.

Onar-dı-ım. → (o\**nar*\***dım**) I repaired.

Boyat-tı-ım. → (bo\**yat*\***tım**) I had it painted.

Anlaş-tı-ık. → (an\**laş*\***tık**) We agreed.

### The Present Continuous Tense Positive: "Verb- [İ.YOR]-pers"

While dividing this verb composition into syllables, the verbal (oral) sequence detaches the final **consonant** of the **verb root, stem** or **frame** from the last syllable, and attaches it to the first vowel (i, ı, ü, u) of the [İ\*YOR] morpheme to produce a "c.v" syllable, which is **stressed** in this verb composition, and it detaches the /r/ consonant of the "yoı" syllable, and attaches it to the personal allomorphs "um" or "uz" to produce the "rum" or "ruz" syllables. However, if the personal allomorphs are "sun" or "sunñ-uz", they do not need a change because they end with "c.v.c" syllables. As the third person singular verb compositions do not take personal allomorphs, they end up with the "yor" syllables. The third person plural verb compositions may end with "ler" or "lar" syllables if no personal pronouns are used in their sentences.

If the verb roots, stems or frames end with **vowels** in these verb compositions, these vowels **drop** as usual. Consider the following examples carefully:

Gör-ü.yor-um. → (gö\***rü**\*yo\*rum), Taşı-ı.yor-um. → (ta\***şı**\*yo\*rum)

Çiz-i.yor-um. → (çi\***zi**\*yo\*rum), Bayıı-ı.yor-um. → (ba\***yı**\**ı*\*yo\*rum)

Çöz-ü.yor-sun. → (çö\***zü**\*yor\*sun), Anlaı-ı.yor-sun. → (an\***ı**\*yor\*sun)

Kork-u.yor. → (kor\***ku**\*yor), Bek.le-ı.yor. → (bek\***li**\*yor), San-ı.yor.

Gel-ı.yor-lar. → (ge\***li**\*yor\*lar), Düşün-ü.yor-lar. → (dü\***şü**\***nü**\*yor\*lar)

All words, whether they are roots or produced by the derivational allomorphs, have their own syllables produced by the general syllabication rules of the Turkish sound system. The verb roots, stems and frames have their



own syllables. Only the last consonants of their last syllables detach from their syllables and attach to the first vowels of the following morphemes, and what is more, the last consonants of all the inflectional morphemes used in the verb compositions may detach and attach in succession. One can see how this consonant transposition takes place by following the single underlined consonants in the examples.

Gel-i.yor-um. → (ge\*l\*yo\*rum), Aç-i.yor-uz. → (a\*ç\*yo\*ruz)

Bitir-i.yor-um. → (bi\*t\*ri\*yo\*rum), Anlat-i.yor-uz. → (an\*l\*a\*t\*i\*yo\*ruz)

Hazırlan-i.yor-uz. → (ha\*z\*ırla\*n\*i\*yo\*ruz), Aldatıl-i.yor-uz. → (al\*d\*a\*t\*ı\*l\*i\*yo\*ruz)

Demokratik-leş-i.yor-uz. → (de\*mok\*ra\*tik\*le\*ş\*i\*yo\*ruz)

Anlaş-i.yor-uz. → (an\*l\*a\*ş\*i\*yo\*ruz), Uyu-u.yor-uz → (u\*y\*u\*yo\*ruz)

The consonants that detach from the syllables and attach to the following syllables above are single underlined. The double underlines show the dropped vowels. Be careful of the single underlined consonants before the double underlined dropped vowels because they may be very short such as: "le"

Bekle-i.yor-um. → (bek\*l\*i\*yo\*rum) I am waiting.

Anlal-i.yor-um. → (an\*l\*i\*yo\*rum) I understand.

Tertiple-i.yor-um. → (ter\*t\*ip\*l\*i\*yo\*rum) I am tidying.

Temizle-i.yor-sun. → (te\*miz\*l\*i\*yo\*r\*sun) You are cleaning.

Anlal-i.yor-sun. → (an\*l\*i\*yo\*r\*sun) You understand.

Çalış-i.yor-sun. → (ça\*l\*ı\*ş\*i\*yo\*r\*sun) You are working.

Desteklen-i.yor-sun. → (des\*tek\*le\*n\*i\*yo\*r\*sun) You are being supported.

Düşün-ü.yor. → (dü\*şü\*n\*i\*yo)r) She is thinking.

Gel-me-i.yor. → (gel\*m\*i\*yo)r) She is not coming.

Temizlen-i.yor. → (te\*miz\*le\*n\*i\*yo)r) It is being cleaned.

Boya-u.yor-uz. → (bo\*y\*u\*yo\*ruz) We are painting.

Anla-ma-i.yor-uz. → (an\*l\*a\*m\*i\*yo\*ruz) We do not understand.

Öl-ü.yor-uz. → (ö\*l\*ü\*yo\*ruz) We are dying.

Taşı-i.yor-sun-uz. → (ta\*ş\*i\*yo\*r\*su\*nuz) You are carrying.

Taşın-i.yor-sun-uz. → (ta\*ş\*ı\*n\*i\*yo\*r\*su\*nuz) You are moving.

Koş-u.yor-sun-uz. → (ko\*ş\*u\*yo\*r\*su\*nuz) You are running.

Uç-ma-u.yor-lar. → (uç\*m\*u\*yo\*r\*lar) They are not flying.

Kaç-i.yor-lar. → (ka\*ç\*i\*yo\*r\*lar) They are escaping. They are running away.

Gel-me-i.yor-lar mı? (**gel**\*mi\***yor**\*lar / mı ↷) Aren't they coming?

### The Simple Future Tense Positive:

The **last** syllables of the nouns, adjectives, or adverbials are primarily stressed in the sentences using The Simple Future "be" verb compositions:

Follow the examples:

- (o\*kul\***da** / o\*la\*ca\***ğım**) I will be at school. (adverbial)  
 (dik\*kat\***lı** / o\*la\*ca\***ğım**) I will be careful. (adjective)  
 (ha\***zır** / o\*la\*ca\*k\***sın**) You will be ready. (adjective)  
 (dü\***rüst** / o\*la\*ca\*k\***sın**) You will be honest. (adjective)  
 (ter\*tip\***li** / o\*la\*ca\*k) He will be tidy. (adjective)  
 (ko\*nuş\***kan** / o\*la\*ca\*k) She will be talkative. (adjective)  
 (mut\***lu** / o\*la\*ca\***ğız**) We will be happy. (adjective)  
 (ka\*rar\***lı** / o\*la\*ca\***ğız**) We will be determined. (adjective)  
 (is\*tek\***li** / o\*la\*ca\*k\***lar**) They will be willing. (adjective)  
 (dok\***tor** / o\*la\*ca\***ğım**) I will be a doctor. (noun)  
 (bah\*çe\***de** / o\*la\*ca\*k\***lar**) They will be in the garden. (adverbial)

If this verb composition contains an action verb such as "go", "write", "clean", etc., its last consonant detaches from its syllable, and attaches to the first vowel of the following allomorphs ♪ "e.cek" or "a.cak", and the last consonants of the "cek" or "cak" syllables detach from them, and attach to the "v.c" personal allomorphs to produce "c.v.c" syllables while the /k/ phonemes change in real-time into their voiced form /ğ/ consonants. The primarily stressed syllables are on "ce, ca" or "cek, cak". The consonants that change their positions between successive syllables are single underlined:

- Gel-e.cek-im. → (ge\*le\***ce**\*ğım), Konuş-a.cak-ız. → (ko\*nu\*şa\*ca\*ğız)  
 Sey-e.cek-sin. → (se\*ve\***cek**\*sın), Gör-e.cek-sin. → (gö\*re\***cek**\*sın)  
 Suş-a.cak. → (su\*sa\***ca**k), Kırıl-a.cak. → (kı\*rı\*la\***ca**k), Unut-a.cak.  
 Başar-a.cak-ız. → (ba\*şa\*ra\*ca\*ğız), Unut-a.cak-ız. → (u\*nu\*ta\*ca\*ğız)  
 Düşün-e.cek-sin-iz → (dü\*şü\*ne\***cek**\*si\*niz), Gül-e.cek-sin-iz. (gü\*le\***cek**\*si\*niz)  
 Koş-a.cak-lar → (ko\*şa\*ca\*k\***lar**), Giğ-e.cek\*ler. → (gi\*de\*cek\***ler**)

The verbs that end with vowels are attached to "e.cek" or "a.cak" allomorphs by the /y/ glides to harmonize the link between the successive vowels:

Anla-/y/a.cak-ım. → (an\*la\*ya\*ca\*ğım), Uyu-/y/a.cak-ım. (u\*yu\*ya\*ca\*ğım)  
 Ara-/y/a.cak-sın. → (a\*ra\*ya\*cak\*sın), Bekle-/y/e.cek. → (bek\*le\*ye\*cek)  
 Başla-/y/a.cak-ız. → (baş\*la\*ya\*ca\*ğız), Anla-/y/a.cak-sınız. (an\*la\*ya\*cak\*sı\*nız)  
 Koru-/y/a.cak-lar. → (ko\*ru\*ya\*cak\*lar), Dinle-/y/e.cek-ler. → (din\*le\*ye\*cek\*ler)

Çalış-a.cak-ım. → (ça\*lı\*şa\*ca\*ğım) I will study or work.  
 Bekle-/y/e.cek-im. → (bek\*le\*ye\*ce\*ğim) I will wait.  
 Anla-/y/a.cak-sın. → (an\*la\*ya\*cak\*sın) You will understand.  
 Başar-a.cak-sın. → (ba\*şa\*ra\*cak\*sın) You will succeed.  
 Düşün-e.cek. → (dü\*şü\*ne\*cek) She will think.  
 Unut-a.cak. → (u\*nu\*ta\*cak) She will forget.  
 Kazan-a.cak-ız. → (ka\*za\*na\*ca\*ğız) We will win.  
 Sat-a.cak-ız. (sa\*ta\*ca\*ğız) We will sell.  
 Üzül-e.cek-ler. → (üz\*ü\*le\*cek\*ler) They will be sorry.  
 Delir-e.cek-ler. → (de\*li\*re\*cek\*ler) They will go mad.

### The Rumor Form Positive:

If a verb "be" is used in this verb composition, the last syllables of the nouns, the adjectives, or the adverbials preceding the "miş, miş, müş, muş" allomorphs are primarily stressed. To supply the "v.c" personal morpheme with an initial /c/ consonant, the last consonant /ş/ of the [MIŞ] morpheme detaches, and attaches to the "v.c" syllable to complete the "c.v.c" personal syllable. If the nouns, adjectives, or adverbials end with vowels, they take the /y/ glides:

Tembel-miş-im. → (tem\*bel\*mi\*şim), Doktor-muş-um. → (dok\*tor\*mu\*şum)  
 Ev-de/y/-miş-im. → (ev\*dey\*mi\*şim), Hasta/y/-miş-im. → (has\*tay\*mi\*şim),  
 Sıkıntı-da/y/-miş-im. → (sı\*kın\*tı\*day\*mi\*şim), Ben-miş-im. (ben\*mi\*şim)  
 Çarşı-da/y/-miş-sın. → (çar\*şı\*day\*mi\*şsın), Bekâr-miş. → (be\*kâr\*miş)  
 Toplantı-da/y/-miş-iz. → (top\*lan\*tı\*day\*mi\*şiz), İyi/y/-miş-ler (i\*yiy\*miş\*ler)  
 Öfkeli/y/-miş. → (öf\*ke\*liy\*miş), İstanbul.lu/y/-muş. → (is\*tan\*bul\*lu\*y\*muş)

The Simple Present, The Present Continuous, The Simple Future tenses, and some modal forms can also be used with the [miş, miş, müş, muş] allomorphs:

Yanıl-mış-ım. (ya\*nıl\*mi\*şim) I think I was mistaken.  
 (i\*şim\*den / ko\*vul\*mu\*şum) They say that I have been dismissed.  
 (a\*ra\*ba\*nı / sat\*miş\*sın) They say that you (have) sold your car.  
 (i\*şi\*ni / ta\*mam\*la\*miş\*sın) They say that you have completed your work.

(çıl\*dır\***mış**) They say that she got crazy.

(ba\*yıl\***mış**) They say that she fainted.

(bi\*zim / ta\*kım / ye\*nil\***mış**) They say that our team (was) has been defeated.

(ka\*çın\***mı**\*şız) They say that we avoided.

(al\*dan\***mı**\*şız) They say that we were cheated.

(u\*nut\*muş\***lar**) They say that they have forgotten.

(an\*la\***mış**\***lar**) They say that they understood.

(**türk**\*çe / öğ\*re\*ni\*yor\*muş) They say that she is learning Turkish.

(**türk**\*çe / bi\*li\*yor\*muş) They say that she knows Turkish.

(lon\*dra\*ya / gi\*de\*cek\***mış**) They say that she will go to London.

(**türk**\*çe / öğ\*ren\*me\*liy\***mi**\*şim) They say that I should learn Turkish.

(ça\*lış\***ma**\***lıy**\***mi**\*şim) They say that I should work.

(ko\*vula\*bi\***lir**\***mış**\*sin) They say that you may be dismissed.

(fut\*bol / oy\*na\***ya**\*maz\***mi**\*şim) They say that I can't play football

(top\*lan\*tı\*ya / **git**\*me\*me\*liy\***mi**\*şiz) They say that we shouldn't go to the meeting.

(ar\*tık / fut\*bol / oy\*na\***ya**\*bi\***lir**\***mi**\*şim) They say that I can play football from now on.

### The Past Perfect Tense Positive:

Only the action verbs are used in this tense. As in the other verb compositions, the last syllables are always "c.v.c" syllables. However, as there are no personal allomorphs that stand for the third person singular, only the [MİŞ] and the [Dİ] morphemes are used. The personal allomorphs are the allomorphs that are used in The Simple Past Tense. In this tense, the allomorphs of the [MİŞ] morpheme are always primarily stressed:

Gör-müş-tü-üm. → (gör\***müş**\*tüm), Anla-mış-tı-ım. → (an\***la**\***mış**\*tım)

Gör-müş-tü-ün. → (gör\***müş**\*tün), Sakla-mış-tı-ın. → (sak\***la**\***mış**\*tın)

Git-miş-ti. → (git\***miş**\*ti), Anla-mış-tı. → (an\***la**\***mış**\*tı), Ol-muş-tu. (ol\***muş**\*tu)

Bitir-miş-ti-ik. → (bi\*tir\***miş**\*tik), Temizle-miş-ti-ik. → (te\*miz\*le\***miş**\*tik)

Dur-muş-tu-uñ-uz. → (dur\***muş**\*tu\*nuz), Evlen-miş-ti-in-iz. (ev\*len\***miş**\*ti\*niz)

Uyu-muş-lar-dı. → (u\*yu\*muş\***lar**\*dı), Bekle-miş-ler-di. → (bek\*le\***miş**\*ler\*dı)

İş-im-i yap-mış-tı-ım. → (i\*şi\***mi** / yap\***mış**\*tım) I had done my work.

Ev-den çık-mış-tı-ım. → (ev\*den / çık\***mış**\*tım) I had left home.

Uyku-/y/a dal-mış-tı-ın. → (uy\*ku\***ya** / dal\***mış**\*tın) You had fallen asleep.

(*ev / ö\*de\*vi\*ni / yap\*miş\*tın*) You had done your homework.

(*e\*vi / ter\*tip\*le\*miş\*ti*) She had tidied the house.

Ben-i anla-mış-tı. → (*be\*ni / an\*la\*miş\*ti*) She had understood me.

(*top\*lan\*ti\*yı / er\*te\*le\*miş\*tık*) We had postponed the meeting.

(*i\*ş\*i\*mi\*zi / ta\*mam\*la\*miş\*tık*) We had completed our work.

(*bi\*ze / te\*le\*fon / et\*miş\*ti\*niz*) You had telephoned us.

Ev-den ayrıl-mış-tı-ın-ız. → (*ev\*den / ay\*rıl\*miş\*ti\*nız*) You had left home.

(*ev\*den / ay\*rıl\*miş\*lar\*dı*) They had left home.

(*is\*tas\*yo\*na / var\*miş\*lar\*dı*) They had got to the station.

### The Past Continuous Tense Positive:

The [du] allomorph of The Simple Past Tense attaches to the preceding morpheme [I.YOR], and then the personal allomorphs "um, un, Ø, uk, uñ-uz, lar.dı" are used attached to the "du" allomorph. When these personal allomorphs attach to the "du" allomorphs, the last vowel of the "du" allomorph and the first vowels of the personal allomorphs happen to be identical vowels, and combine to prevent the two "u" vowels from being successively vocalized:

Oku-l-a gi-t-i.yor-du-um. → (*o\*ku\*la / gi\*di\*yor\*dum*) I was going to school.

(*te\*le\*viz\*yon / sey\*re\*di\*yor\*dum*) I was watching television.

Çalış-ı.yor-du-um. → (*ça\*lı\*ş\*ı\*yor\*dum*) I was working.

(*o\*da\*ni / ter\*tip\*li\*yor\*dun*) You were tidying your room.

Uyu-u.yor-du-un. → (*u\*yu\*yor\*dun*) You were sleeping.

Bana bak-ı.yor-du. → (*ba\*na / ba\*kı\*yor\*du*) He was looking at me.

(*o\*kul\*dan / ge\*li\*yor\*du*) She was coming from school.

Yemek ye-i.yor-du-uk. → (*ye\*mek / yi\*yor\*duk*) We were having lunch.

(*o\*to\*büs / du\*ra\*ğ\*ı\*na / ko\*şu\*yor\*duk*) We were running to the bus stop.

Düşün-ü.yor-du-uk. → (*dü\*şü\*nü\*yor\*duk*) We were thinking.

(*bas\*ket\*bol / oy\*nu\*yor\*du\*nuz*) You were playing basketball.

Çalış-ı.yor-du-uñ-uz. → (*ça\*lı\*ş\*ı\*yor\*du\*nuz*) You were working.

(*kuş\*la\*ra / ba\*kı\*yor\*du\*nuz*) You were looking at the birds.

(*du\*var\*la\*rı / bo\*yu\*yor\*lar\*dı*) They were painting the walls.

Tartış-ı.yor-lar-dı. → (*tar\*tı\*ş\*ı\*yor\*lar\*dı*) They were discussing.

Uyu-u.yor-lar-di. → (u\***yu**\*yor\*lar\*di) They were sleeping.

Tartış-ı.yor-du-uk. → (tar\***tı**\*şı\*yor\*duk) We were discussing.

### Was Going To Positive: "verb - [E.CEK] - [Dİ] - pers"

If the verb roots, stems or frames end with consonants when composing this verb composition, the **ɟ** [e.cek] or [a.cak] allomorphs attach to these verbs whose last consonants detach and attach to the /e/ or /a/ vowels of the **ɟ** [e.cek] or [a.cak] allomorphs, but if they end with vowels, the /y/ glides are inserted between the last vowels of the verbs and the **ɟ** [e.cak] or [a.cak] allomorphs. And then, the [ti] or [tɪ] allomorphs attach to these allomorphs which are followed by the personal allomorphs: (ben) **ɟ** [im, ɪm], (sen) **ɟ** [in, ɪn], (o) "Ø", (biz) **ɟ** [ik, ɪk], (siz) **ɟ** [iɲ-iz, ɪɲ-iz], (onlar) **ɟ** [ler\*di, lar\*dı], whose first vowels combine with the last vowels of the [ti], [tɪ] allomorphs:

Geç-e.cak-ti-im. → (ge\*le\***cek**\*tim), Bitir-e.cak-ti-im. → (bi\*ti\*re\***cek**\*tim)

Bul-a.cak-tı-im. → (bu\*la\***cak**\*tım), Topla-/y/a.cak-tı-im. → (top\*la\*ya\***cak**\*tım),

Uyu-/y/a.cak-tı-im. → (u\*yu\*ya\***cak**\*tım), Tara-/y/a.cak-tı-im. → (ta\*ra\*ya\***cak**\*tım)

Gül-e.cak-ti-in. → (gü\*le\***cek**\*tin), Anla-/y/a.cak-tı-in. → (an\*la\*ya\***cak**\*tın)

Geç-e.cak-ti. → (ge\*le\***cek**\*ti), Uyu-/y/a.cak-tı. → (u\*yu\*ya\***cak**\*tı)

Geç-e.cak-ti-ik. → (ge\*le\***cek**\*tik), Uyu-/y/a.cak-tı-ık. → (u\*yu\*ya\***cak**\*tık)

Geç-e.cak-ti-in-iz. → (ge\*le\***cek**\*ti\*niz), Başla-/y/a.cak-tı-ınız. → (baş\*la\*ya\***cak**\*tınız)

Geç-e.cak-ler-di. → (ge\*le\***cek**\*ler\*di), Başla-/y/a.cak-lar-di. → (baş\*la\*ya\***cak**\*lar\*di)

Kaç-a.cak-tı-im. → (ka\*ça\***cak**\*tım) I was going to escape.

(ö\*de\*vi\*mi / ya\*pa\***cak**\*tım) I was going to do my homework.

Bayıl-a.cak-tı-im. → (ba\*yı\*la\***cak**\*tım) I was going to faint.

Kaç-a.cak-tı-in. → (ka\*ça\***cak**\*tın) You were going to escape.

(a\*ra\*ba\*yı / yı\*ka\*ya\***cak**\*tın ~) You said (promised) that you would wash the car, but you didn't. (complaint)

(ba\*na / yar\***dım** / e\*de\*cek\*tin ~) You promised to help me, but you didn't.

Ben-i öldür-e.cak-ti. → (be\*ni / öl\*dü\*re\***cek**\*ti) He was going to kill me.

(ma\*ri / mo\*bil\*ya\*nın / to\*zu\*nu / a\*la\***cak**\*tı ~) Mary said that she would dust the furniture, but she didn't.

(pik\*ni\***ğe** / gi\*de\*cek\*tik ~) We were going to have a picnic, but...

(ye\*ni / bir / a\*ra\***ba** / a\*la\***cak**\*tık ~) We were going to buy a new car, but...

(za\*ma:\*nin\***da** / ge\*le\*cek\*ti\*niz~) You said that you would come on time, but you didn't. (complaint)

(top\*lan\*ti\*ya / ge\*le\***cek**\*ti\*niz~) You said that you would come to the party. Why didn't you come?

(ev\*le\*ri\*ni / sa\*ta\*cak\***lar**\*dı~) They were going to sell their house, but...

(kur\*ta\*rı\*la\*cak\***lar**\*dı~) They were going to be rescued, but...

(bi\*ti\*re\***cek**\*tim ~) I was going to finish, but...

**"Used To" positive containing a verb "be" or "have":**

İki araba-am var-dı. → (i\*ki / a\*ra\*bam / var\*dı) I used to have two cars.

Çok para-an var-dı. → (**çok** / pa\*ran / var\*dı) You used to have a lot of money.

Çok arkadaş-ı var-dı. (**çok** / ar\*ka\*da\*şı / var\*dı) He used to have a lot of friends.

(bur\*da / bir / hey\*kel / var\*dı) There used to be a statue here.

**"Used To" containing action verbs:**

Kalk-ar-dı-ım. → (kal\***kar**\*dım) I used to get up.

Çalış-ır-dı-ın. → (ça\*lı\***şır**\*dın) You used to work.

Oyna-ar-dı. → (oy\***nar**\*dı) He used to play.

Koş-ar-dı-ık. → (ko\***şar**\*dık) We used to run.

Gül-er-di-İN-iz. → (gü\***ler**\*di\*niz) You used to laugh.

Geç-ir-ler-di. → (ge\***lir**\*ler\*di) They used to come.

(sa\***bah**\*le\*yin / er\***ken** / kal\*kar\*dım)

I used to get up early in the morning.

(es\*ki\*den / **çok** / ça\*lı\***şır**\*dın)

You used to work hard in the past.

(**fut**\*bol / oy\***nar**\*dı) He used to play football.

(o\*ku\*la / yü\*rü\***ye**\*rek / gi\*der\*dik) We used to walk to school.

(bü\*tün / gün / mut\***fak**\*ta / ye\***mek** / ya\*par\*di\*niz)

You used to cook in the kitchen all day long.

(bü\*tün / gün / bah\***çe**\*de / oy\***nar**\*lar\*dı)

They used to play in the garden all day long.

**The Rumor Forms of the Simple Present, the Present Continuous, and the Simple Future Tenses**

The verb compositions containing these tenses and the allomorphs of the [MİŞ] morpheme are as follows.

Anla-ar-miş-im. → (*an\*lar\*mi\*şim*) They say that I understand.

Anla-ar-miş-sin. → (*an\*lar\*miş\*şin*) They say that you understand.

Anla-ar-miş. → (*an\*lar\*miş*) They say that he understands.

Anla-ar-miş-iz. → (*an\*lar\*mi\*şiz*) They say that we understand.

Anla-ar-miş-sin-iz. → (*an\*lar\*miş\*şiniz*) They say that you understand.

Anla-ar-lar-miş. → (*an\*lar\*lar\*miş*) They say that they understand.

Çalış-ı.yor-muş-um. → (*ça\*lı\*şı\*yor\*mu\*şum*) They say that I am working.

Bil-i.yor-muş-sun. → (*bi\*li\*yor\*muş\*sun*) They say that you know.

Din.İ-e.i.yor-muş. → (*din\*li\*yor\*muş*) They say that he is listening.

Bekle-i.yor-muş-uz. → (*bek\*li\*yor\*mu\*şuz*) They say that we are waiting.

Bekle-i.yor-muş-sun-uz. → (*bek\*li\*yor\*muş\*sunuz*) They say that you are waiting.

Uyu-u.yor-lar-miş. → (*u\*yu\*yor\*lar\*miş*) They say that they are sleeping.

Bitir-e.cek-miş-im. → (*bi\*ti\*re\*cek\*mi\*şim*) They say that I will finish.

Sev-e.cek-miş-sin. → (*se\*ve\*cek\*miş\*şin*) They say that you will like.

Gele-e.cek-miş. → (*ge\*le\*cek\*miş*) They say that he will come.

Gül-e.cek-miş-iz. → (*gü\*le\*cek\*mi\*şiz*) They say that we will laugh.

Bekle-/y/e.cek-miş-sin-iz → (*bek\*le\*ye\*cek\*miş\*şiniz*) They say that you will wait.

Gele-e.cek-ler-miş. → (*ge\*le\*cek\*ler\*miş*) They say that they will come.

While reading the sentences above, one should remember that the concept of the [MİŞ] morpheme is ambiguous because the origin and the time of the rumor are either unknown or concealed. Therefore, the English sentences given above might also be written as follows:

Gör-müş-üm. → (*gör\*mü\*şüm*) They say that I saw. They said that I had seen. Everybody says that I saw. I remembered that I had seen, etc.

The [MİŞ] morpheme can also be used followed by [ME.Lİ], [E.BİL], and [E.MEZ] morphemes:



Git-me.li/y/-miş-im. → (git\*me\***liy**\*mi\*şim) They say that I must go.

Git-e.biğ-ir-miş-im. → (gi\*de\*bi\***lir**\*mi\*şim) They say that I can go.

Git-e.mez-miş-im. → (gi\*de\*mez\*mi\*şim) They say that I can't go.

**Can and may: [E.BİL]**

Sat-a.biğ-ir-im. → (sa\*ta\*bi\***lir**\*rim) I can (may) sell.

Çık-a.biğ-ir-sin. → (çı\*ka\*bi\***lir**\*sin) You can (may) go out.

Yardım et-e.biğ-ir. → (yar\*dım / e\*de\*bi\***lir**) He can (may) help.

Onu bul-a.biğ-ir-iz. → (o\*nu / bu\*la\*bi\***lir**\*riz) We can (may) find it.

Gör-e.biğ-ir-sin-iz. → (gö\*re\*bi\***lir**\*si\*niz) You (can) may see.

Anla-/y/a.biğ-ir-ler. → (an\*la\*ya\*bi\***lir**\*ler) They can (may) understand.

**Must: [ME.Lİ]**

Acele et-me.li-/y/ım. → (a\*ce\***le** / et\*me\*li\*yım) I must hurry up.

Büro-um-a git-me.li-/y/ım. → (bü\*ro\***ma** / git\*me\*li\*y/ım) I must go to my office.

Çalış-ma.lı-sin. → (ça\*lış\***ma**\*lı\*sın) You must work.

Sus-ma.lı. → (sus\***ma**\*lı) She must stop talking.

Konuş-ma.lı-/y/ız. → (ko\*nuş\***ma**\*lı\*y/ız) We must talk.

Ertele-me.li-sin-iz. → (er\*te\*le\*me\***li**\*si\*niz) You must postpone.

Anla-ma.lı-lar. → (an\*la\***ma**\*lı\*lar) They must understand.

**Must have: [MİŞ] ol-malı**

Unut-muş ol-ma.lı-/y/ım. → (u\*nut\***muş** / ol\*ma\*lı\*yım) I must have forgotten.

Gör-müş ol-ma.lı-sin. → (gör\***müş** / ol\*ma\*lı\*sın) You must have seen her.

Ev-den çık-mış ol-ma.lı. → (çık\***mış** / ol\*ma\*lı) She must have left home.

Yak-mış ol-ma.lı-/y/ız. → (yak\***mış** / ol\*ma\*lı\*yız) We must have burned it.

Bitir-miş ol-ma.lı-sin-iz. → (bi\*tir\***mış** / ol\*ma\*lı\*si\*niz) You must have finished.

Kaç-mış ol-ma.lı-lar. → (kaç\***mış** / ol\*ma\*lı\*lar) They must have escaped.

**Can't have: [MİŞ] ol-a.maz**

O-/n/u gör-müş ol-a.maz-am. → (o\*nu / gör\***müş** / o\***la**\*mam) I can't have seen her.

(bir / yan\*lış\*lık / yap\***mış** / o\***la**\*maz\*sın) You can't have made a mistake.

Yat-mış ol-a.maz → (yat\***mış** / o\***la**\*maz) He can't have gone to bed.

Yanlış anla-mış ol-a.ma-/y/ız. → (yan\*lış / an\*la\*mış / o\*la\*ma\*yız)

We can't have misunderstood.

Bitir-miş ol-a.maz-sı-ıñ-ız → (bi\*tir\*mış / o\*la\*maz\*sı\*nız)

You can't have finished.

(ka\*za: / ge\*çir\*mış / o\*la\*maz\*lar~) They can't have had an accident.

**Should have: gerek-ir-di** (ge\*re\*kir\*di)

(sa\*at / se\*kiz\*de~ / bü\*ro\*da / ol\*mam / ge\*re\*kir\*di)

I should have been at the office at eight.

(ter\*bi\*ye\*li / dav\*ran\*man / ge\*re\*kir\*di)

You should have behaved politely.

(da\*ha / sa.\*kin / ol\*ma\*sı / ge\*re\*kir\*di)

He should have been calmer.

(da\*ha / dik\*kat\*li / ça\*lış\*ma\*mız / ge\*re\*kir\*di)

We should have worked more carefully.

(bi\*zi / an\*la\*ma\*la\*rı / ge\*re\*kir\*di) They should have understood us.

**May have: ol-a.bi-ir-[pers]** (o\*la\*bi\*li\*rim)

(ka\*prı\*yı / a\*çık / bi\*rak\*mış / o\*la\*bi\*li\*rim)

I may have left the door open.

(geç / kal\*mış / o\*la\*bi\*li\*si\*niz)

You may have been late.

(kâ\*bus / gör\*müş / o\*la\*bi\*li\*ri)

She may have had a nightmare.

**Needn't have:**

Kız-ma-am-a gerek yok-tu.

(kız\*ma\*ma / ge\*rek / yok\*tu)

I needn't have got angry.

Cevap ver-me-en-e gerek yok-tu.

(ce\*vap / ver\*me\*ne / ge\*rek / yok\*tu).

You needn't have answered.

Bugün bitir-me-/s/i-/n/e gerek yok-tu.  
 (bu / gün / bi\*tir\*me\*si\*ne / ge\*rek / yok\*tu)  
 She needn't have finished it today.

## NEGATIVE VERB COMPOSITIONS

In the negative verb compositions, the **last syllables** of the verb roots, stems, or frames **preceding the [me, ma]** negation allomorphs are primarily stressed. However, in The Simple Present Tense, the primary stress is on the **negation** allomorph:

- Git-me<sub>z</sub>-em. → (git\***mem**), Anla-maz-am. → (an\***la**\*mam)
- Git-me<sub>z</sub>-sin. → (git\***mez**\*sin), Anla-maz-sın. → (an\***la**\*maz\***sin**)
- Git-me<sub>z</sub>. → (git\***mez**), Anla-maz. → (an\***la**\*maz)
- Git.me-/y/iz. → (git\***me**\*yiz), Anla-ma-/y/ız. → (an\***la**\*ma\*yiz)
- Git-me<sub>z</sub>-sin-iz. → (git\***mez**\*si\*niz), Anla-maz-sın-ız. → (an\***la**\*maz\*si\*niz)
- Git-me<sub>z</sub>-ler. → (git\***mez**\***ler**), Anla-maz-lar. → (an\***la**\*maz\***lar**)
- Git-me-di-im. → (git\***me**\*dim), Anla-ma-dı-im. → (an\***la**\*ma\*dim)
- Git-me-di-in. → (git\***me**\*din), Anla-ma-dı-in. → (an\***la**\*ma\*din)
- Git-me-di. → (git\***me**\*di), Anla-ma-dı. → (an\***la**\*ma\*di)
- Git-me-di-ik. → (git\***me**\*dik), Anla-ma-dı-ik. → (an\***la**\*ma\*dik)
- Git-me-di-in-iz. → (git\***me**\*di\*niz), Anla-ma-dı-in-iz. → (an\***la**\*ma\*di\*niz)
- Git-me-di-ler. → (git\***me**\*di\*ler), Anla-ma-dı-lar. → (an\***la**\*ma\*di\*lar)
- Git-me-i.yor-um. → (git\***mi**\*yo\*rum), (an\***la**\*mi\*yo\*rum)
- Gel-me-/y/e.cek-im. → (gel\***me**\*ye\*ce\*ğim), ko\***nuş**\*ma\*ya\*ca\*ğim)
- Gel-me-i.yor-du-um. → (gel\***mi**\*yor\*dum), (ko\***nuş**\*mu\*yor\*dum)
- Gör-me-miş-im. → (gör\***me**\*mi\*şim), (an\***la**\*ma\*mi\*şim)
- Gör-me-miş-ti-im. → (gör\***me**\*miş\*tim), (an\***la**\*ma\*miş\*tim)
- Düş-me-me.li-/y/İM. → (düş\***me**\*me\*li\*yim), (u\***yu**\*ma\*ma\*lı\*yım)
- Gör-e.me-i.yor-um. → (gö\***re**\*mi\*yo\*rum), (an\***la**\***ya**\*mi\*yo\*rum)
- Git-me-/y/e.cek-ti-im. → (git\***me**\*ye\*cek\*tim), (baş\***la**\*ma\*ya\*cak\*tım)

## SOME EXAMPLE SENTENCES OF THE VERB FRAMES

It may be useful to give further explanations on word stress before giving some more example sentences on the verb frames. There are three kinds of stresses in Turkish: weak stress, *secondary* stress, and **primary** stress. If a syllable is printed in normal type, it is weakly stressed.

Turkish words generally have weak stress on the first syllables. The syllables following the weak syllables are all *secondarily* stressed, and when a word is thought important, the last *secondarily* stressed syllable is **primarily** stressed. If a root is monosyllabic, its single syllable is naturally the **last** syllable, so it is *secondarily* stressed. However, there may also be some other *secondarily* stressed syllables in the first syllables of some borrowed words.

If a speaker thinks that a word is important, he strengthens the last *secondarily* stressed syllable of a word to make it dominant in a sentence. This definition, however, differs in **verb compositions** because the **verb roots, stems or frames**, whether monosyllabic or polysyllabic, are suffixed by several inflectional morphemes. In verb compositions, **the verb roots, stems and frames**, and the following **syllables** are all **secondarily stressed**. Only **one** of these syllables in the verb compositions can be **primarily stressed, which does not depend on the speaker's choice**. Besides, some of the morphemes used in the verb compositions are formed of two or more syllables such as “*me.li*”, “*ma.li*”, “*e.cek*”, “*a.cak*”, “*e.bi.lir*”. Only the last syllables of such morphemes can be **primarily** stressed, except for “*e.mez*”, “*a.maz*”, which are **negation** allomorphs.

One can change the meaning of a sentence by changing a *secondary* stress at the end of a word (except the ones in a verb composition) into a **primary** stress:

(an\**nem* / de\**niz\*de* / yü\**zü\*yor* ~)

In the sentence above, each word has several *secondarily* stressed syllables that are printed in *italics*. The last *secondarily* stressed syllables in each word are not only *secondarily* stressed, but they also imply the hearer a suspended juncture as if another word is going to follow it.

The word roots and stems may have one or more syllables. If a word stem has only one syllable, it is naturally *secondarily* stressed. If it has two or more syllables, these syllables are *secondarily* stressed except for the first weak syllable. When the stems are suffixed with **inflectional** or **derivational** suffixes, these suffixes are also *secondarily* stressed together with the other *secondarily* stressed syllables. Consider the *secondarily* stressed syllables in the following words:

(ter\**lik*), (ter\**lik\*çi*), (ter\**lik\*çi\*lik*); (ba\**ba*), (ba\**ba\*sı*) (ba\**ba\*sı\*nın*), (ba\**ba\*sın\*dan*); (yü*z*), (yü\**zü*), (yü\**zü\*ne*), (yü\**zün\*de*), (yü\**zün\*den*)

However, when one wants to **primarily** stress one of these words, he can only primarily stress the **last** *secondarily* stressed syllable in a word such as:

(ter\***lik**), (ter\*lik\***çi**), (ter\*lik\*çi\***lik**); (ba\***ba**), (ba\*ba\***sı**), (ba\*ba\*sı\***nın**), (ba\*ba\*sın\***dan**); (**yüz**), (yü\*zü), (yü\*zü\***ne**), (yü\*zün\***de**), (yü\*zün\***den**)

Compare the following sentences:

(an\*nem / de\*niz\*de / yü\*zü\*yor ~) means, "My **mother** is swimming in the sea; not any other woman.

(an\*nem / de\*niz\***de** / yü\*zü\*yor ~) means, "My mother is swimming in **the sea**; not in a lake or a river.

(an\*nem / de\*niz\*de / yü\***zü**\*yor ~) means, "My mother is **swimming** in the sea; not sunbathing or chatting with her friends on the beach.

Another point to consider in a language is its intonation, which is the music of a language that influences its meaning significantly. To describe a piece of music using words is almost impossible. Therefore, listening to native speakers speaking it in their own native languages is of vital importance for students of languages. The longer one is exposed to a foreign language, the easier and more soundly, he can learn it.

In the following example sentences, some frequently used verb frames and their syllables are given in brackets. Most of the **primarily** stressable syllables are also printed in **bold face**, but this does not mean that the other important words in a sentence cannot be stressed. Any one of the words that is thought important in a sentence can be stressed accordingly. The open junctures (pauses) between words are showed by "/" slashes.

**aç:**

Çiçek-ler sabah-le.yin aç-ar.

(çi\*çek\*ler / sa\***bah**\*le\*yin / a\*çar ~)

The flowers open in the morning. (intransitive)

Jack kapı-/y/ı aç-tı.

(jack / ka\*pi\*yı / aç\***tı** ~)

Jack opened the door. (transitive)

Jack'e kapı-/y/ı aç-tır-dı-ım.

(ce\*ke / ka\*pi\*yı / aç\*tır\***dim** ~)

I made (had) Jack open the door. (causative)

Kapı-/y/ı aç-tır-dı-ım.

(ka\**pı*\*y/ı / aç\**tır*\***dim** ~)

I had the door opened. (causative)

Kapı bil-in-me-/y/en bir kişi tarafından aç-ıl-dı.

(ka\**pı* / bi\***lin**\*me\*yen / bir / ki\**şi* / ta\**ra*\**fın*\*dan / a\**çıl*\**dı* ~)

The door was opened by an unknown person. (passive)

Hava aç-ıl-dı (açtı).

(ha\**va* / a\**çıl*\***dı** ~)

The clouds scattered and the sun began to shine. (reflexive)

Kapı, Jack'e aç-tır-ıl-dı.

(ka\**pı* / cə\***ke** / aç\**tı*\**rıl*\**dı* ~)

Jack was made to open the door. (passive causative)

## al, alın

Kitap-ı al-dı-ım.

(ki\**ta*\**bı* / al\***dim** ~)

I have taken (received, bought) the book. (transitive)

Kitap-ı satın aldır-dı-ım.

(ki\**ta*\**bı* / sa\***tı** \*nal\**dır*\**dim* ~) (liaison)

I (have) had the book bought. (causative)

Kitap-ı satın al-dirt-tı-ım. (double causative)

(ki\**ta*\**bı* / sa\***tı**\*nal\**dır*(t)\**tım* ~) (liaison)

I asked someone to have the book bought. (double causative). "

Kitap satın al-ın-dı.

(ki\**ta*p / sa\**tı*\*na\***lın**\***dı** ~) (liaison)

The book has been bought. (passive)

Kitap-ı satın al-dır-dı-ım.

(ki\**ta*\**bı* / sa\***tın** / al\**dır*\**dim* ~)

I have had the book bought. (causative)

Aldır-ma!

(al\***dir**\**ma* ~)

Never mind! (an expression)

Elma-lar Ahmet'e al-dır-il-di.

(el\*ma\*lar / ah\*me\*te / al\*di\*ril\*di ~)

Ahmet was made to buy the apples. (passive causative)

Elma-lar-ı Ahmet'e al-dır-di.

(el\*ma\*la\*rı / ah\*me\*te / al\*dir\*di ~)

She had Ahmet buy the apples. (causative)

Bu elma-lar geçen hafta al-ın-di.

(bu / el\*ma\*lar~ / ge\*çen / haf\*ta / a\*lın\*di ~)

These apples were bought last week. (passive)

Bu elma-lar satın al-ma-/y/a değ-mez.

(bu / el\*ma\*lar / sa\*tın / al\*ma\*ya / değ\*mez ~)

These apples are not worth buying. (infinitive)

Yarın bana bir bilgisayar al-ın-ı.yor.

(ya\*rın / ba\*na~ / bir / bil\*gi\*sa\*yar / a\*lı\*ni\*yor ~)

A computer is going to be bought for me tomorrow.

(O), söz-le-ım-den al-ın-di.

(söz\*le\*rim\*den / a\*lın\*di ~)

She was offended by what I said. (reflexive)

### **anla:**

Jack ders-i anla-di.

(jack / der\*si / an\*la\*di ~)

Jack understood the lesson. (transitive)

Ders anla-şıl-di.

(ders / an\*la\*şıl\*di ~)

The lesson has been understood. (passive)

Onlar anlaş-tı-lar.

(on\*lar / an\*laş\*tı\*lar ~)

They (have) reached an agreement. (reciprocal)

### **anlat:**

Jack biz-e bir masal anlat-tı.

(jack / bi\*ze / bir / ma\*sa\*lan\*lat\*tı ~) (liaison)

Jack told us a story. (transitive)

Öğretmen masal-ı Ahmet'e anlat-tır-dı.

(ög\*ret\*men / ma\*sa\*lı~/ ah\*me\*te / an\*lat\*tır\*dı ~)

The teacher made (had) Ahmet tell the story. (causative)

Masalı anlat-tır-dı-ım.

(ma\*sa\*lı / an\*lat\*tır\*dım ~)

I had the story told. (causative)

Masal dün anlat-ıl-dı.

(ma\*sal / dün / an\*la\*tıl\*dı ~)

The story was told yesterday. (passive)

Masal Ahmet'e anlat-tır-ıl-dı.

(ma\*sal~/ ah\*me\*te / an\*lat\*tırıl\*dı ~)

Ahmet was made to tell the story. (passive causative)

Öğretmen bir konu anlat-ı.yor (öğretiyor).

(ög\*ret\*men / bir / ko\*nu / an\*la\*tı\*yor ~)

The teacher is teaching a subject. (transitive)

### **art:**

Hız art-tı.

(hız / art\*tı ~)

The speed increased. (intransitive)

Hız-ı artır-dı.

(hı\*zı / ar\*tır\*dı ~)

He increased the speed. (transitive)

Hız artır-ıl-dı.

(hız / ar\*tırıl\*dı ~)

The speed has been increased. (passive)

Ona hız-ı-nı ar-tırt-tı.

(o\*na / hı\*zı\*nlı / ar\*tırt\*tı ~)

He made him increase his speed. (causative)



Hız-ı artırt-tı.

(hı\***zı** / ar\*tırt\*tı ~)

He had the speed increased. (causative)

Hız Jack'e artırt-ıl-dı.

(hız / ja\***ke** / ar\*tırt\*ıl\*dı ~)

Jack was made to increase the speed. (passive causative)

### **başla:**

Oyun başla-dı.

(o\*yun / baş\***la**\*dı ~)

The game (has) started. (intransitive)

Hakem oyun-u başlat-tı.

(ha\*kem / o\*yu\*nu / baş\***lat**\*tı ~)

The referee started the game. (transitive)

Hakem oyun-u Ahmet'e başlat-tı.

(ha\*kem / o\*yu\*nu~ / ah\*me\***de** / baş\***lat**\*tı ~)

The referee made Ahmet start the game. (causative)

Oyun Ahmet'e başlat-ıl-dı.

(o\*yun / ah\*me\***de** / baş\***la**\*ıl\*dı ~)

Ahmet was made to start the game. (passive causative)

Oyun başlat-ıl-dı.

(o\*yun / baş\***la**\*ıl\*dı ~)

The game was started. (by someone) (passive)

Oyun-a başla-an-dı.

(o\*yu\*na / baş\***lan**\*dı ~)

The game was started. (passive shaped intransitive verb)

### **bat:**

İkinci Dünya Savaş-ı'n/da birçok gemi bat-tı.

(i\*kin\*ci / dün\*ya: / sa\*va\*şın\*da / bir\*çok / ge\***mi** / bat\*tı ~)

A lot of ships sank during The Second World War. (intransitive)

İkinci Dünya Savaşı'n/da çok gemi batır-dı-lar.

(i\*kin\*ci / dün\*ya: / sa\*va\*şın\*da / bir\*çok / ge\*mi / ba\*tır\*dı\*lar ~)

They sank a lot of ships during The Second World War. (transitive)

Savaş-ta birçok gemi batır-ıl-dı.

(sa\*vaş\*ta / bir\*çok / ge\*mi / ba\*tı\*rıl\*dı ~)

A lot of ships were sunk during the war. (passive)

(O), parmak-ı/n/a bir iğne batır-dı.

(par\*ma\*ğın\*a / bir / iğ\*ne / ba\*tır\*dı ~)

She stuck a needle into her finger. (transitive)

Parmak-ım-a iğne battı.

(par\*ma\*ğın\*a / iğ\*ne / bat\*tı ~)

A needle stuck into my finger. (intransitive)

### bul:

Yüzük-ü-/n/ü bul-du.

(yü\*zü\*ğünü / bul\*du ~)

She has found her ring. (transitive)

Yüzük-ü-/n/ü koca-/s/ı-/n/a bul-dur-du.

(yü\*zü\*ğünü / ko\*ca\*sı\*na / bul\*dur\*du ~)

She got her husband to find her ring. (causative)

Yüzük koca-/s/ı-/n/a bul-dur-ul-du.

(yü\*zük / ko\*ca\*sı\*na / bul\*du\*rul\*du ~)

Her husband was made to find the ring. (passive causative)

Yüzük-ü-/n/ü bul-dur-du.

(yü\*zü\*ğünü / bul\*dur\*du ~)

She had her ring found. (causative)

Yüzük-ü bul-un-du.

(yü\*zü\*ğü / bu\*lun\*du ~)

Her ring has been found. (passive)

### çal:

Birisi o-/n/un çanta-/s/ı-/n/ı çal-dı.  
 (bi\*ri\*si / o\*nun / çan\*ta\*sı\*ni / çal\*dı ~)  
 Somebody stole her handbag. (transitive)

Çanta-/s/ı-/n/ı çal-dır-dı.  
 (çan\*ta\*sı\*ni / çal\*dır\*dı ~)  
 She had her handbag stolen. (causative)

Geçen hafta onun çanta-/s/ı çal-ın-dı.  
 (ge\*çen / haf\*ta / o\*nun / çan\*ta\*sı / çal\*ın\*dı ~)  
 Her handbag was stolen last week. (passive)

Jack piyano çal-a.bil-ir.  
 (jack / pi\*ya\*no / çal\*la\*bi\*ilir ~)  
 Jack can play the piano. (transitive)

Hakem düdüğü-/n/ü çal-dı.  
 (ha\*kem / dü\*dü\*ğü\*nü / çal\*dı ~)  
 The referee blew his whistle. (transitive)

### çarp:

Top pencere-/y/e çarp-tı.  
 (top / pen\*ce\*re\*ye / çarp\*tı ~), or (top / pen\*ce\*re\*ye / carp\*tı ~)  
 The ball hit the window..  
 (Turkish intransitive; English transitive)

Kâlp-im sen-in için çarp-ı.yor.  
 (kâl\*bim / se\* nin / i\*çin / çarp\*ı\*yor ~)  
 My heart is beating for you. (intransitive)  
 Araba-/s/ı-/n/ı elektrik direği-/n/e çarp-tı.  
 (a\*ra\*ba\*sı\*ni / e\*lek\*trik / di\*re\*ğ\*ine / çarp\*tı ~)  
 She hit her car to a lamppost. (intransitive)

Kapı-/y/ı çarp-tı.  
 (ka\*pı\*yı / çarp\*tı ~)  
 He slammed the door. (transitive)

Kapı çarp-ıl-dı.  
 (ka\* pı / çarp\*ıl\*dı ~)  
 The door was slammed. (Passive)

İki kamyon çarp-ış-tı.

(i\*ki / kam \*yon / çar\*pış\*tı ~)

Two lorries collided. (reciprocal)

### **çalış:**

Almanya'da çalış-ı.yor.

(al\*man\*ya\*da / ça\*lış\*ı\*yor ~)

He is working in Germany. (intransitive)

Motor-u çalış-tır-a.ma-dı.

(mo\*t\*ru / ça\*lış\*tı\*ra\*ma\*dı ~)

He couldn't start the engine. (transitive)

Karı-/s/ı-/n/ı çalış-tır-ma-ı.yor.

(ka\*rı\*sı\*nı / ça\*lış\*tır\*mı\*yor ~)

He doesn't let his wife work. (causative)

Eskiden otomobil motor-lağ-ı el-le çalış-tır-ıl-ır-dı.

(es\*ki\*den~ / o\*t<sup>o</sup>\*mo\*bil / mo\*t<sup>o</sup>\*la\*ğ-ı~ / el\*le / ça\*lış\*tı\*rı\*lır\*dı ~)

In the past car engines used to be manually started. (passive)

Bu fabrika-da kask-sız çalış-ıl-maz.

(bu / fab\*rı\*ka\*da / kask\*sız / ça\*lı\*şıl\*maz ~)

It is forbidden (dangerous) to work without helmets in this factory.

(passive shaped intransitive verb)

### **çatla:**

Bardak çatla-dı.

(bar\*dak / çat\*la\*dı ~)

The glass (has) cracked. (intransitive)

Kaynar su bardağ-ı çatla-at-tı.

(kay\*nar / su / bar\*da\*ğ / çat\*la\*tı ~)

The boiling water cracked the glass. (transitive)

Bardak-ı sen çatla-at-tı-ın.

(bar\*da\*ğ / **sen** / çat\*lat\*tın ~)

You made the glass crack. (causative) (You cracked the glass.)

Bardak çatla-at-ıl-di.

(bar\*dak / çat\*la\*tl\***di** ~)

The glass was cracked. (passive)

## çek, çekin

Bu baca iyi çek-er.

(bu / ba\*ca / i\***yi** / çe\*ker ~)

This chimney draws well. (intransitive)

Anne-/s/i-/n/e çek-miş.

(an\*ne\*si\***ne** / çek\*miş ~)

She seems to have taken after her mother. (intransitive)

Araba-/y/ı iki at çek-i.yor-du.

(a\*ra\*ba\*yı / i\***ki** / at / çe\*ki\*yor\*du ~)

Two horses were pulling the cart. (transitive)

Kılıç-ı-/n/ı çek-ti.

(ki\*lı\*cı\***ni** / çek\*ti ~)

He drew his sword. (transitive)

(O) acı çek-i.yor.

(a\***ci** / çe\*ki\*yor ~)

He is suffering. (transitive)

Eskiden insan-lar kuyu-lar-dan su çek-er-di.

(es\*ki\*den / in\*san\*lar ~ / ku\*yu\*lar\***dan** / su / çe\*ker\*di ~)

People used to draw water from wells in the past. (transitive)

Teklif (ben-im) dikka-t-im-i çek-ti.

(tek\*lif / dik\*ka\*ti\***mi** / çek\*ti ~)

The proposal attracted my attention. (transitive)

Araba-**am** çek-il-di.

(a\*ra\***bam** / çe\*kil\*di~), or (a\*ra\*bam / çe\*kil\***di** ~)

My car has been towed away. (passive)

Araba-**am**-ı çek-tir-di-im.

(a\*ra\*ba\*mi / çek\*tir\*dim ~)

I had my car towed. (causative)

Bir diş-im-i çektir-di-im.

(bir / di\*şi\*mi / çek\*tir\*dim ~)

I had a tooth pulled out. (causative)

O çekin-i.yor.

(o / çe\*ki\*ni\*yor ~)

She is avoiding. (reflexive) (\*She is pulling herself)

Onlar çekiş-i.yor-lar.

(on\*lar / çe\*ki\*şi\*yor\*lar ~)

They are struggling with each other. (reciprocal)

Can çekiş-i.yor.

(can / çe\*ki\*şi\*yor ~)

He is in the death agony. (reciprocal)

### **çık:**

Ev-den çık-tı.

(ev\*den / çık\*tı ~)

He (has) left home. (intransitive)

Ceket-i-/n/i çıkar-dı.

(ce\*ke\*ti\*ni / çı\*kar\*dı ~)

He took off his coat. (transitive)

Şapka-**am**-ı çıkart-tı.

(şap\*ka\*mi / çı\*kart\*tı ~)

He made me take off my hat. (causative)

Dışarı çık-ar-ıl-dı.

(di\*şa\*rı / çı\*ka\*rıl\*dı ~)

He was taken out. (passive)

Boyuna sorun çıkar-ı.yor.

(bo\*yu\*na / so\*run / çı\*ka\*rı\*yor ~)

He is always creating problems. (transitive)

**çöz:**

Bir problem çö<sub>z</sub>-ü.yor.  
(bir / prob\***lem** / çö\*zü\*yor ~)  
He is solving a problem. (transitive)

Problem-i baba-/s/i-/n/a çö<sub>z</sub>-dür-dü.  
(prob\***le**\*mi / ba\*ba\*si\***na** / çö\*zür\*dü ~)  
She got her father to solve the problem. (causative)

Tüm sorun-la<sub>r</sub>-ı<sub>m</sub>-ı<sub>z</sub> çö<sub>z</sub>-ül-dü.  
(**tüm** / so\*run\*la\*rı\***mız** / çö\*zül\*dü ~)  
All our problems have been solved. (passive)

Bu düğüm-ü çö<sub>z</sub>-e.me-i.yor-um.  
(bu / dü\*ğü\***mü** / çö\***ze**\*mi\*yo\*rum ~)  
I can't untie this knot. (transitive)

**daya:**

Merdiven-i duvar-a daya-dı.  
(mer\***di**\*ve\***ni** / du\*va\***ra** / da\***ya**\*dı ~)  
He leaned the ladder against the wall. (transitive)

Merdiven-i duvar-a dayat-tı.  
(mer\***di**\*ve\***ni** / du\*va\***ra** / da\***yat**\*tı ~)  
He had the ladder leaned against the wall. (causative)

Merdiven duvar-a daya-an-dı.  
(mer\***di**\*ven / du\*va\***ra** / da\***yan**\*dı ~)  
The ladder has been leaned against the wall. (passive)

**dayan:**

Bu ayakkabı-lar daha çok daya-an-ır.  
(bu / a\***yak**\*ka\***br**\*lar ~ / da\***ha** / çok / da\***ya**\*nır ~)  
These shoes last longer. (intransitive)

Bu sıcak-a dayan-a.ma-ı.yor-um.  
(bu / sı\*ca\*ğ<sub>a</sub>~ / da\***ya**\***na**\*mi\*yo\*rum ~)  
I can't endure (tolerate) this warm weather. (intransitive)

**dal:**

Deniz-e dal-dı.

(de\*ni\*ze / dal\*dı ~)

He dived into the sea. (intransitive)

Eli-n/i su-/y/a dal-dır-dı.

(e\*li\*ni / su\*ya / dal\*dır\*dı ~)

He plunged his hand into the water. (transitive)

Onu deniz-e daldırt-tı.

(o\*nu / de\*ni\*ze / dal\*dırt\*tı ~)

He got him to dive into the sea. (causative)

**değiş:**

Sen-i son gör-dük-üm-den beri çok değiş-ti-in (değişmişsin).

(se\*ni / son / gör\*dü\*ğüm\*den / be\*ri / çok / de\*ğiş\*tin ~)

You have changed a lot since I last saw you. (intransitive)

Ey-e gel-in.ce giysi-ler-i-n/i değiş-tir-di.

(e\*ve / ge\*lin\*ce~ / giy\*si\*le\*ri\*ni / de\*ğiş\*tir\*di ~)

He changed his clothes when he came home. (transitive)

Eski lastik-ler-im-i değiş-tirt-i.yor-um.

(es\*ki / las\*tik\*le\*ri\*mi / de\*ğiş\*tir\*ti\*yo\*rum ~)

I am having my old tires changed. (causative)

Kirli masa örtü-s/ü değiş-tir-il-di.

(kir\*li / ma\*sa / ör\*tü\*sü / de\*ğiş\*ti\*ril\*di ~)

The dirty tablecloth has been changed. (passive)

Futbol kural-la-ı değiş-tir-il-e.cek.

(fut\*bol / ku\*ral\*la\*ı / de\*ğiş\*ti\*ri\*le\*cek ~)

The football rules are going to be changed. (passive)

**dinle:**

Söyle-diğ-im-i din-le.

(söy\*le\*di\*ğ\*mi / din\*le ~)

Listen to what I say. (Turkish transitive; English intransitive)



Bana, şarkı-/s/-/n/ı dinle-et-ti.

(ba\*na / şar\*ki\*sı\*ni / din\*let\*ti ~)

She got me to listen to her song. (causative)

### doğ:

Ben Adana'da doğ-du-um.

(ben / a\*da\*na\*da / doğ\*dum ~)

I was born in Adana. (Turkish intransitive, English passive)

Güneş altı-da doğ-du.

(gü\*neş / al\*tı\*da / doğ\*du ~)

The sun rose at six. (intransitive)

Geçen ay bir oğlan doğur-du.

(ge\*çen / ay / bir / oğ\*lan / do\*ğur\*du ~)

She gave birth to a son last month. (transitive)

Ay da doğu-dan doğ-ar.

(ay / da / do\*ğ\*du\*dan / do\*ğ\*ar ~)

The moon also rises in the east. (intransitive)

### dol:

Okul hemen çocuk-lar-la dol-du.

(o\*kul / he\*men / ço\*cuk\*lar\*la / dol\*du ~)

The school soon filled with children. (intransitive)

Sepet-i-n/i elma/y/-la doldur-du.

(se\*pet\*ti\*ni / el\*ma\*y\*la / dol\*dur\*du ~)

She filled her basket with apples. (transitive)

Sepet-i-n/i bana elma/y/-la dol-durt-tu.

(se\*pet\*ti\*ni / ba\*na / el\*ma\*y\*la / dol\*durt\*tu ~)

She made me fill her basket with apples. (causative)

(onun) sepet-i elma/y/-la dol-dur-ul-du.

(o\*nun / se\*pet\*ti / el\*ma\*y\*la / dol\*du\*rul\*du ~)

Her basket was filled with apples. (passive)

Sepet bana dol-dur-tul-ul-du.

(se\*pet / ba\*na / dol\*dur\*tul\*du ~)

I was made to fill the basket. (passive causative)

### dön:

Tekerlek-ler yavaş yavaş dön-ü.yor.  
 (te\*ke<sup>l</sup>r\*lek\*ler / ya\*vaş / ya\*vaş / dö\*nü\*yor ~)  
 The wheels are turning slowly. (intransitive)

Geri dön.  
 (ge\*ri / dön ~)  
 Turn back. (intransitive)

Sağ-a dön.  
 (sa\*ğa / dön ~) (normal): (sa\*ğa: ~ / dön ~) (military order)  
 Turn right. (intransitive)

Sonbahar-da yaprak-lar sarı-/y/a dön-er (sarı-ır).  
 (son\*ba\*har\*da / yap\*rak\*lar / sa\*rı\*ya / dö\*ner ~), or (sa\*ra\*ır ~)  
 Leaves turn yellow in the autumn. (intransitive)

Yüz-ü kızardı.  
 (yü\*zü / kı\*zar\*dı ~)  
 Her face turned red. She was ashamed. (intransitive)

Kasa-/yı aç-mak için anahtar-ı çevir-di (döndürdü).  
 (ka\*sa\*yı / aç\*mak / i\*çin / a\*nah\*ta\*rı / çe\*vir\*di ~)  
 He turned the key to open the safe. (transitive)

## düş:

Kalem-im yer-e düş-tü.  
 (ka\*le\*mim / ye\*re / düş\*tü ~)  
 My pen fell on the floor. (intransitive)

Kalem-im-i düşür-dü-üm.  
 (ka\*le\*mi\*mi / dü\*şür\*düm ~)  
 I dropped my pencil. (transitive)

Ben-i düşür-dü.  
 (be\*ni / dü\*şür\*dü ~)  
 He made me fall down. (causative)

Ağır bavu|-u-/n/u düşür-dü.  
 (a\*ğır / ba\*vu\*lu\*nu / dü\*şür\*dü ~)  
 He let his heavy bag fall. (transitive)

Düşür-ül-dü-üm.

(dü\*şü\*rül\*düm ~)

I was made to fall down. (passive causative)

### geç, geçin:

Araba-lar ön-üm-den geç-i.yor.

(a\*ra\*ba\*lar / ön\*üm\*den / geçi\*yor ~)

Cars are passing in front of me. (intransitive)

Sınav-ı geç-e.me-di-im.

(sı\*na\*vı / geç\*me\*dim ~)

I couldn't pass the exam. (transitive)

Onlar iyi geçin-i.yor-lar.

(on\*lar / iyi / geçi\*ni\*yor\*lar ~)

They are getting on well with each other. (reflexive)

Ön-üm-de.ki araba-/y/ı geç-ti-im.

(ön\*üm\*de\*ki / a\*ra\*ba\*yı / geç\*tim ~)

I overtook the car in front of me. (transitive)

### gör, gör-ün:

Yanlışlık-ı gör-me-di-im.

(yan\*lış\*lı\*ğı / gör\*me\*dim ~)

I didn't (notice) see the mistake. (transitive)

Yorgun gör-ün-ü.yor-sun.

(yor\*gun / görü\*nü\*yor\*sun ~)

You look tired. (reflexive)

Bu teklif ilginç gör-ün-ü.yor.

(bu / tek\*lif / il\*ginç / görü\*nü\*yor ~)

This proposal sounds (looks, seems) interesting. (reflexive)

İmkân-sız gör-ün-ü.yor.

(im\*kân\*sız / görü\*nü\*yor ~)

It seems (sounds) impossible. (reflexive)

### gül:

Bebek gül-ü.yor.

(be\**bek* / gü\**lü*\**yor* ~)

The baby is laughing. (intransitive)

O be<sub>n</sub>-i her zaman gül-dür-ür.

(o / be\**ni* / **her**\**za*\**man* / gül\*dü\*rür ~)

She always makes me laugh. (causative)

Gül-dür-ül-dü-üm.

(gül\*dü\*rül\*düm ~)

I was made to laugh. (passive causative)

Bu sorun-la<sub>r</sub>-a gül-ün-mez.

(bu / so\**run*\**la*\**ra* / gü\**lün*\**mez* ~)

It is not decent to laugh at such problems. (passive shaped intransitive)

Kız-lar bahçe-de gül-üş-ü.yor-lar-dı.

(kız\**lar* / bah\**çe*\**de* / gü\**lü*\**şü*\**yor*\**lar*\**dı* ~)

The girls were giggling in the garden. (reciprocal)

### hatırla:

Onun ismi-/n/i hatırla-ı.yor-um.

(o\*nun / is\**mi*\**ni* / ha\*tır\**lı*\**yo*\**rum* ~)

I remember her name. (transitive)

Karı-ım ışık-la<sub>r</sub>-ı kapat-ma-am-ı hatırlat-tı.

(ka\*rım / ı\**şık*\**la*\**rı* / ka\**pat*\**ma*\**mı* / ha\*tır\**lat*\**tı* ~)

My wife reminded me to turn the lights off. (transitive)

Bu eski fotoğraf bana büyükannem-i hatırlat-ı.yor.

(bu / es\**ki* / fo\*tog\**raf*~ / ba\**na* / bü\**yü*\**kan*\**ne*\**mi* / ha\*tır\**la*\**tı*\**yor* ~)

This old photograph reminds me of my grandmother. (transitive)

Bu zafer uzun süre hatırla-a<sub>n</sub>-a.cak.

(bu / za\**fer* / u\**zun* / sü\**re* / ha\*tır\**la*\**na*\**cak* ~)

This victory will be remembered for a long time. (passive)

### hazırla:

Annem öğle yemek-i-/n/i hazırla-dı.

(an\*nem / öğ\*le / ye\*me\*ğ\*ni / ha\*zır\*la\*dı ~)

Mother has prepared the lunch. (transitive)

Annem yemek-i bana hazırla-at-tı.

(an\*nem / ye\*me\*ğ\* / ba\*na / ha\*zır\*lat\*tı ~)

Mother made me prepare the lunch. (causative)

Yemek hazırla-an-dı.

(ye\*mek / ha\*zır\*lan\*dı ~)

The lunch has been prepared. (passive)

Hazırla-an-ı.yo\_r-um.

(ha\*zır\*la\*ni\*yo\*rum ~)

I am getting ready. (reflexive) (\*I am preparing myself.)

### İÇ:

Annem her sabah bir bardak çay iç-er.

(an\*nem / her / sa\*bah / bir / bar\*dak / çay / iç\*er ~)

Mother drinks a cup of tea every morning. (transitive)

Annem bana her sabah iki bardak süt iç-ir-ir.

(an\*nem / ba\*na / her / sa\*bah / i\*ki / bar\*dak / süt / iç\*ir\*ir ~)

Mother makes me drink two cups of milk every morning. (causative)

Bu su iç-il-ir.

(bu / su / iç\*il\*ir ~)

This water is drinkable. Literally (\*This water is drunk.) (passive)

### İŞİT:

İyi işit-e-bil-i.yor mu-sun?

(i\*yi / işi\*te\*bi\*li\*yor / mu\*sun ~)

Can you hear well? (intransitive)

Onun Londra'da oldu-ğ-u-/n/u işit-ti-im.

(o\*nun / Lon\*dra\*da / ol\*du\*ğ\*nu / işit\*ti\*im ~)

I heard that he is (was) in London. (transitive)

Onun yalan söyle-dik-i hiç işit-il-me-di.

(o\*nun / ya\*lan / söy\*le\*di\*ğ\* / hiç / işi\*til\*me\*di ~)

He has never been heard to tell a lie. (passive)

**ISIR:**

Havla-/y/an köpek ısır-maz.

(hav\*la\*yan / kö\*pek / ı\*sır\***maz** ~ )

A barking dog never bites. (intransitive) (a proverb)

Señ-in kopek-in dün bacak-ım-ı ısır-dı.

(se\*nin / kö\*pe\*ğın / dün / ba\*ca\*ğ**ı**\*mı / ı\*sır\*dı~)

Your dog bit my leg yesterday. (transitive)

Kuduz bir köpek tarafından ısır-ıl-dı.

(ku\*d**uz** / bir / kö\*pek / ta\*ra\*fin\***dan** / ı\*sı\*r**ıl**\*dı~)

She was bitten by a mad dog. (passive)

Ben-i kopek-i-/n/e ısırt-tı.

(be\***n**i / kö\*pe\*ğ**ı**\*ne / ı\*s**ırt**\*tı ~)

She made (let) her dog bite me. (causative)

**kaç:**

İki hükümlü hapis-ten kaç-tı.

(i\*ki / hü\*k**üm**\*lü / ha\***pis**\*ten / kaç\*tı ~)

Two prisoners (have) escaped from prison. (intransitive)

İki kişi beş yaş-ın-da bir çocuk-u kaçır-dı.

(i\*ki / ki\***şi** / beş / ya\*ş**ın**\*da / bir / ço\*cu\*ğ**u** / ka\*ç**ır**\*dı ~)

Two men kidnapped a five year old child. (transitive.)

Herkes genç kadın-ın kaçır-ıl-dık-ı-/n/ı düşün-ü.yor.

(**her**\*kes~ / gen**ç** / ka\*d**ı**\*nın / ka\*ç**ı**\*r**ıl**\*d**ı**\*ğ**ı**\*n**ı** / dü\*ş**ü**\*n**ü**\*yor ~)

Everybody thinks that the young woman has been abducted. (passive)

Çocuk-lar-ı bahçe-den kaçirt-tı.

(ço\*cuk\*la\*r**ı** / bah\*ç**e**\*den / ka\*ç**ırt**\*t**ı** ~)

He frightened the children away from the garden. (causative)

Görev-in-i yap-mak-tan kaç-ın-ma-ma.lı-sın.

(gö\*re\*vi\***n**i / yap\***mak**\*tan / ka\*ç**ın**\*ma\*ma\*lı\*s**ın** ~)

You shouldn't avoid doing your duty. (reflexive)

Herkes deęiş-ik yönler-e kaç-ış-tı.

(**her**\*kes / de\*ğ**i**\*ş**ik** / yön\*le\*re / ka\*ç**ış**\*t**ı** ~)

Everybody ran to different directions. (reciprocal)

Aklı-nı kaç-ır-dı.

(ak\**l*\*nı / ka\*çır\*dı ~)

He went mad. (idiomatic) (transitive)

**it:**

Ben-i kenar-a it-ti.

(be\*ni / ke\*na\*ra / it\*ti ~)

He pushed me aside. (transitive)

Kenar-a it-il-di-im.

(ke\*na\*ra / i\*til\*dim ~)

I was pushed aside. (passive)

Araba-/s/ı-/n/ı bana it-tir-di.

(a\*ra\*ba\*sı\*nı / ba\*na / it\*tir\*di ~)

She made me push her car. (causative)

İt-iş-i.yor-lar.

(i\*ti\*şiyor\*lar ~)

They are pushing each other. (reciprocal)

Ben-i kim it-ti?

(be\*ni / ki ~ mit\*ti ~) (liaison)

Who pushed me? (transitive)

**kandır:**

Adam ben-i kandır-dı.

(a\*dam / be\*ni / kan\*dır\*dı ~)

The man cheated me. (transitive)

Kandır-ıl-dı-ım.

(kan\*dır\*ıl\*dim ~)

I was cheated. (passive)

Ben-i kandır-ma-/y/a çalış-ma!

(be\*ni / kan\*dır\*ma\*ya / ça\*lış\*ma ~)

Don't try to deceive me! (transitive)

**kap:**

Küçük bir çocuk çanta-**am**-ı kap-tı.  
 (kü\*çük / bir / ço\*cuk / çan\*ta\*mı / kap\*tı ~)  
 A little boy snatched my handbag. (transitive)

Çanta-**am**-ı kap-tır-dı-ım.  
 (çan\*ta\*mı / kap\*tır\*dım ~)  
 I had my handbag snatched. (causative)

Çanta-**am** kap-ıl-dı.  
 (çan\*tam / ka\*pıl\*dı ~) (çan\*tam / kap\*ıl\*dı ~)  
 My handbag has been (was) snatched. (passive)

### **kapat:**

Kapı-/y/ı kapat-tı-ım.  
 (ka\*pr\*yı / ka\*pat\*tım ~)  
 I have closed the door. (transitive)

Kapı-/y/ı bana kapat-tır-dı.  
 (ka\*pr\*yı / ba\*na / ka\*pat\*tır\*dı ~)  
 She made me close the door. (causative)

Bahçe kapı-/s/ı hizmetçi tarafından kapat-ıl-dı.  
 (bah\*çe / ka\*pr\*sı / hiz\*met\*çi / ta\*ra\*fın\*dan / ka\*pa\*tıl\*dı ~)  
 The garden gate was closed by the servant. (passive)

Dükân-lar saat yedi-de kapa-an-ır.  
 (dük\*kân\*lar / sa\*at / ye\*di\*de / ka\*pa\*nır ~)  
 Shops close at seven p.m. (reflexive) (They close themselves.)

Genç kadın kapa-an-dı.  
 (genç / ka\*dın / ka\*pan\*dı ~)  
 The young woman veiled herself. (reflexive)

Hava kapa-an-dı.  
 (ha\*va / ka\*pan\*dı ~)  
 It has got cloudy. (reflexive)

### **karşılaş:**

Araba-/s/ı-/n/ı be-nim-ki/y/-le karşılaşt-ır-dı.  
 (a\*ra\*ba\*sı\*nı~ / be\*nim\*ki\*y/le / kar\*şı\*laş\*tır\*dı ~)  
 He compared his car with mine. (transitive)



Öğretmen bana İngilizce'/y/le Fransızca'/y/ı karşılaştırttı.  
(öğ\*re\*t\*men / ba\*na / in\*g\*liz\*cey\*le~ / fran\*sız\*ca\*yı / kar\*şı\*laş\*tırt\*tı ~)  
The teacher made me compare English to French. (causative)

Mutluluk-la üzüntü karşılaştı-ıl-a.maz.  
(mut\*lu\***luk**\*la / ü\*zün\*tü / kar\*şı\*laş\*tı\*rı\***la**\*maz ~)  
Happiness and sorrow can't be compared. (passive)

Onlar sokak-ta karşılaştı.  
(on\*lar / so\*kak\***ta** / kar\*şı\*laş\*tı ~)  
They came across in the street. (reciprocal)

### **kaşı:**

Baş-ı-/n/ı kaşı-dı.  
(ba\*şı\***nı** / ka\*şı\*dı ~)  
He scratched his head. (transitive)

Sırt-ı-/n/ı karı-/s/ı-/n/a kaşı-tı.  
(sır\*tı\*nı / ka\*rı\*sı\***na** / ka\*şıt\*tı ~)  
He got his wife to scratch his back. (causative)

Sırt-ım kaşı-ı-ı.yor.  
(sır\*tım / ka\*şı\*nı\*yor ~)  
My back is itching. (intransitive)

Köpek kaşı-ı-ı.yor.  
(kö\*pek / ka\*şı\*nı\*yor ~)  
The dog is scratching. (reflexive) (It is scratching itself.)

### **kır:**

Vazo-/y/u sen kır-dı-ın, değil mi?  
(va\*zo\*yu / **sen** / kır\*dın ~ / de\*ğil~ / mi ~)  
You broke the vase, didn't you? (transitive)

Vazo dün kır-ıl-dı.  
(va\*zo / **dün** / kır\*ıl\*dı ~)  
The vase was broken yesterday. (passive)

Sen be-ğ-i kır-dı-ın.  
(sen / be\*ni / kır\*dın ~)  
You hurt my feelings. You refused me. You broke my heart. (transitive)

Kâlp-im-i kır-dı-ın.

(kâl\*bi\***mi** / kır\*dın ~)

You broke my heart. (transitive)

Kır-ıl-dı-ım.

(kî\*ril\*d**im** ~)

I was hurt. (passive)

Tahta kutu-/y/u bana kır-dır-dı.

(tah\*ta / ku\*tu\*yu / ba\***na** / kır\*dır\*dı ~)

She made me break the wooden box. (causative)

### **kız:**

O bana kız-dı.

(o / ba\***na** / kız\*dı ~)

He got angry with me. (intransitive)

O be<sub>n</sub>-i kız-dır-dı.

(o / be\***ni** / kız\*dır\*dı ~)

He made me angry. (transitive.)

(O) kız-dır-ıl-dı.

(kız\*dı\*ril\*d**ı** ~)

He was made angry. He was irritated. (passive)

Bu-/n/a kız-ıl-maz.

(bu\***na** / kî\*zıl\***maz** ~)

This is not a matter to get angry. (passive shaped intransitive)

### **kızır:**

Balık-lar kızır-ı.yor.

(ba\*lık\*lar / kî\*za\***rı**\*yor ~)

The fish are frying. (intransitive)

Balık kızart-ı.yor.

(ba\*lık / kî\*zar\*tı\***yor** ~)

She is frying fish. (transitive)

Tüm balık-la<sub>r</sub>-ı bana kızart-tı.

(**tüm** / ba\*lık\*la\***rı** / ba\***na** / kî\*zar\*tı\* ~)

She made me fry all the fish. (causative)

Tüm balık-lar kızartıl-dı.

(**tüm** / ba\*lık\*lar / kı\*zar\*ıl\*dı ~)

All the fish have been fried. (passive)

Yüz-ü kızar-dı.

(yü\*zü / kı\*zar\*dı ~)

Her face reddened. She blushed with shame.(intransitive)

### **kok:**

Bu balık bayat kok-u.yor.

(bu / ba\*lık / ba\*yat / ko\*ku\*yor ~)

This fish smells stale. (intransitive)

Bu ekmek dilim-i sarımsak kok-u.yor.

(bu / ek\*mek / di\*li\*mi / sa\*rım\*sak / ko\*ku\*yor ~)

This slice of bread smells of garlic. (intransitive)

Her sabah gül-leğ-i-/n/i kokla-ar.

(her / sa\*bah / gül\*le\*ri\*ni / kok\*lar ~)

She smells her roses every morning. (transitive)

Bana yeni parfüm-ü-/n/ü koklat-tı.

(ba\*na / ye\*ni / par\*fü\*mü\*nü / kok\*lat\*tı ~)

She made me smell her new perfume. (causative)

Koklaş-ı.yor-lar.

(kok\*la\*ş\*ı\*yor\*lar ~)

They are smelling each other. (reciprocal)

Bu balık kok-muş.

(bu / ba\*lık / kok\*muş ~)

This fish smells (rotten). (intransitive) (astonishment)

### **konuş:**

Onun-la yarın konuş-a.cağ-ım.

(o\*nun\*la / ya\*rın / ko\*nu\*şa\*ca\*ğım ~)

I'll talk (speak) to him tomorrow. (intransitive)

Polis onu konuş-tur-a-bil-ir.

(po\*lis / o\*nu / ko\*nuş\*tu\*ra\*bi\*ilir ~)

The police can make him talk. (causative)

O, iki dil konuş-ur (konuş-u.yor)  
 (o / i\***ki** / dil / ko\*nu\***ş**ur ~)  
 She speaks two languages. (transitive)

Türkiye'de Türkçe konuş-ul-ur.  
 (**tür**\*ki\*ye\*de / **türk**\*çe / ko\*nu\***ş**u\***lur** ~)  
 Turkish is spoken in Turkey. (passive)

### **kop:**

İp kop-tu.  
 (ip / kop\***tu** ~)  
 The rope broke. (intransitive)

Ağaç-ın bir dal-ı/-n/ı kop-ar-dı.  
 (a\*ğ**a**\*cın / bir / da\***l**\*nı / ko\***par**\*dı ~)  
 He broke a branch off the tree. (transitive)

Ağaç-ın dal-lar-ı/-n/-dan bir-i/-n/i bana kopart-tı.  
 (a\*ğ**a**\*cın / dal\***la**\*rın\***dan** / bi\*r\***n**i ~ / ba\***na** / ko\***part**\*tı ~)  
 He made me break off one of the branches of the tree. (causative)

### **koş:**

Bazı çocuk-lar okul-a koş-u.yor.  
 (ba:\*zı / ç**o**\*cuk\*lar / o\*ku\***la** / ko\***ş**u\***yor** ~)  
 Some children are running to school. (intransitive)

At-ı/-n/ı d**ö**rt**n**al koş-tur-du.  
 (a\*tı\*nı / **d**ö**rt**\*nal / koş\***tur**\*du ~)  
 He made his horse run at a gallop. (causative)

At-ı d**ö**rt**n**al koş-tur-ul-du.  
 (a\*tı / **d**ö**rt**\*nal / koş\***tu**\***rul**\*du ~)  
 His horse was made to run at a gallop. (passive causative)

Çocuk-lar bahçe-de koş-uş-u.yor-lar.  
 (ç**o**\*cuk\*lar / bah\*ç**e**\*de / ko\***ş**u\***ş**u\***yor**\*lar ~)  
 The children are running about in the garden. (reciprocal)

Bu tarla-da koş-ul-maz.  
 (bu / tar\***la**\*da / ko\***ş**ul\***maz** ~)  
 It is impossible to run in this field. (passive shaped intransitive)

**kuru:**

Çiçek-le<sub>İ</sub>-im-den bazı-la<sub>İ</sub>-ı kuru-du.  
(çi\*çek\*le\*rim\*den / ba:\*zı\*la\*rı / ku\*ru\*du ~)  
Some of my flowers dried. (intransitive)

Ya<sub>Z</sub>-ın bazı nehir-ler kuru-ur.  
(ya\*zın / ba:\*zı / ne\*hir\*ler / ku\*rur ~)  
Some rivers dry up in summer. (intransitive)

Kızgın güneş çiçek-le<sub>İ</sub>-im-i kurut-tu.  
(kız\*gın / gü\*neş / çi\*çek\*le\*ri\*mi / ku\*rut\*tu ~)  
The hot sun dried my flowers. (transitive)

Saç-ı/n/ı bana kurut-tu.  
(sa\*çı\*ni / ba\*na / ku\*rut\*tu ~)  
She got me to dry her hair. (causative)

Islak ceket-in kuru<sub>T</sub>-ul-du.  
(is\*lak / ce\*ke\*tin / ku\*ru\*tul\*du ~)  
Your wet coat has been dried. (passive)

**oku:**

Osman'ın baba-/s/ı gazete-/s/i-/n/i o<sub>KU</sub>-u.yor.  
(os\*ma\*nın / ba\*ba\*sı / ga\*ze\*te\*si\*ni / o\*ku\*yor ~)  
Osman's father is reading his newspaper. (transitive)

Mektup-u bana okut-tu.  
(mek\*tu\*bu / ba\*na / o\*kut\*tu ~)  
He made (had) me read the letter. (causative)

Bütün hikâye bana oku<sub>T</sub>-ul-du.  
(bü\*tün / hi\*kâ:\*ye / ba\*na / o\*ku\*tul\*du ~)  
I was made to read all the story. (passive causative)

Şu ana kadar on sayfa oku-un-du.  
(şu / a:\*na / ka\*dar / on / say\*fa / o\*kun\*du ~)  
Ten pages have been read up to now. (passive)

**onar:**

Musluk-**çu** sız-an bir boru-/y/u onar-ı.yor.  
 (mus\**luk*\***çu** / sı\***zan** / bir / bo\**ru*\**yu* / o\**na*\**rı*\**yor* ∼)  
 The plumber is repairing (fixing) a leaking pipe. (transitive)

Bu sız-an boru-/y/u onart-ma.lı-sın.  
 (bu / sı\***zan** / bo\**ru*\**yu* / o\**nart*\**ma*\***lı**\**sın* ∼)  
 You must have this leaking pipe repaired. (causative)

Araba-**am** henüz onar-ıl-ma-dı.  
 (a\**ra*\**bam* / he\**nüz* / o\**na*\***rı**\**ma*\**dı* ∼)  
 My car hasn't been repaired yet. (passive)

Anne-**em** kırık vazo-/y/u bana onart-tı.  
 (an\**nem* / kı\***rik** / va\**zo*\**yu* / ba\***na** / o\**nart*\**tı* ∼)  
 Mother made me fix the broken vase. (causative)

**otur:**

Onlar bir bank-ta otur-u.yor-lar.  
 (on\**lar* / bir / bank\***ta** / o\**tu*\**ru*\**yor*\**lar* ∼)  
 They are sitting on a bench. (intransitive)

Küçük çocuk-u masa-/y/a oturt-tu.  
 (kü\**çük* / ço\**cu*\***ğu** / ma\**sa*\***ya** / o\**turt*\**tu* ∼)  
 He made (helped) the little boy sit on the table. (causative)

O, köşe-/y/e otur-tul-du.  
 (o~/ kö\***şe**\***ye** / o\**tur*\**tul*\**du* ∼)  
 He was made to sit in the corner. (passive causative).

Hâlâ otur-uş-u,yor-sun-uz.  
 (hâ:\***lâ**: / o\**tu*\**ru*\***şu**\**yor*\**su*\**nuz* ∼)  
 You are still sitting and doing nothing. (reciprocal) (complaint)

O, Kadıköy'de otur-u.yor.  
 (o~/ ka\***dı**\**köy*\**de* / o\**tu*\**ru*\**yor* ∼)  
 He lives in Kadıköy. (intransitive)

Bu ev-de otur-ul-maz.  
 (bu / ev\**de* / o\**tu*\**rul*\***maz** ∼)  
 It is impossible to live in this house. (passive shaped intransitive)

**oyna:**

Çocuk-lar bahçe-de basketbol oynaı-u.yor-lar.

(ço\*cuk\*lar / bah\*çe\*de / bas\*ket\***bol** / oy\*nu\*yor\*lar ~)

The children are playing basketball in the garden. (transitive)

Koç onu maçta oynat-ma-dı.

(koç / o\*nu / maç\*ta / oy\***nat**\*ma\*dı ~)

The coach didn't let him play in the match. (causative)

O maç-ta oynaı-ıl-ma-dı.

(o~ / maç\*ta / oy\*na\***ıl**\*ma\*dı ~)

He wasn't allowed to play in the match. (passive causative)

Onlar oyna-aş-ı.yor-lar.

(on\*lar / oy\*na\***ış**\*yor\*lar ~)

They are carrying on a love affair. (reciprocal)

Sahne-de oynaı-u.yor.

(sah\*ne\*de / oy\*nu\*yor ~)

She is belly dancing on the stage. (intransitive)

Öğrenci-ler bir piyes oyna-ma-/y/a karar ver-di-ler.

(ög\*ren\*ci\*ler / bir / pi\*yes / oy\*na\*ma\***ya** / ka\*rar / ver\*di\*ler ~)

The students decided to perform a play. (transitive)

Bu saha-da futbol oyna-an-maz.

(bu / sa:\*ha\*da / fut\*bol / oy\*nan\***maz** ~)

Football can't be played on this field. (passive) Or, "It is impossible to play..."

## öl:

O, 1920'de öl-dü.

(o~ / bin / do\***kuz** / yüz / yir\*mi\***de** / öl\*dü ~)

He died in 1920. (intransitive)

Onu yanlış-lık-la öldür-dü.

(o\*nu / yan\*lış\***lık**\*la / öl\*dür\*dü ~)

He killed him by mistake. (transitive)

O-/n/u o-/n/a öldürt-tü.

(o\*nu~ / o\***na** / öl\*dürt\*tü ~)

She made him kill her. (causative)

O, ona öldürt-ül-dü.

(o~/ o\***na** / öl\*dür\*tü\*dü ~)

He was made to kill her. (passive causative)

Vatan için öl-ün-ür.

(va\*tan / i\*çin / ö\*lü\*nür ~)

One can sacrifice himself for his country. (reflexive)

**ört:**

Koltuk-lağ-ı toz-dan koru-mak için ört-tü.

(kol\*tuk\*la\*rı / toz\***dan** / ko\*ru\***mak** / i\*çin / ört\*tü ~)

She covered the armchairs to protect them from dust. (transitive)

Mobilya-/y/ı bana örttür-dü.

(mo\***bil**\*ya\*yı / ba\***na** / ört\*tür\*dü ~)

She made me cover the furniture. (causative)

Duvar-lar boy**a**-an-ma-dan önce bütün mobilya örtül-müş-tü.

(du\*var\*lar / bo\***yan**\*ma\***dan** / ön\*ce~/ bü\*tün / mo\***bil**\*ya / ört\*tül\*müş\*tü ~)

All the furniture had been covered before the walls were painted. (passive)

Beñ-i gör-ün.ce ört-ün-dü.

(be\*ni / **gö**\*rün\*ce / ört\*tün\*dü ~)

She put on her scarf when she saw me.

She covered her head with a scarf when she saw me. (reflexive)

**öt:**

Kuş-lağ öt-er. (liaison)

(kuş\*la\*rö\***ter** ~) (kuş\*lar / ö\***ter** ~) (intransitive)

Birds sing.

Hakem düdüğ-ü-/n/ü öt-tür-dü (çal\*dı).

(ha\*kem / dü\*dü\*ğü\*nü / çal\***dı** ~)

The referee blew his whistle. (transitive)

O güzel şarkı söyle-er.

(o / gü\***zel** / şar\***kı** / söy\*ler ~)

She sings beautifully. (Turkish transitive; English intransitive).

Düdüğ-üm-ü öt-türt-tü.

(dü\*dü\*ğü\*mü / öt\*türt\*tü ~)

He made (let) me blow my whistle. (causative)

Düdüğ çal-ın-dı.

(dü\*dük / çal\***ın**\***dı** ~)

The whistle has been blown. (passive)



Kuş-lar ötüş-ü.yor.

(kuş\*lar / ö\*tü\*şü\*yor ~)

The birds are singing. (reciprocal)

Horoz-lar öt-ü.yor.

(ho\*roz\*lar / ö\*tü\*yor ~)

The roosters are crowing. (intransitive)

### öv:

O ben-i öv-dü.

(o / be\*ni / öv\*dü ~)

He praised me. (transitive)

O, kız kardeş-i/n/i bana övdürt-tü.

(o~/ kız\*kar\*de\*şi\*ni / ba\*na / öv\*dürt\*tü ~)

He made me praise his sister. (causative)

O, kardeş-i tarafından çok öv-ül-ür.

(o~/ kız\*kar\*de\*şi / ta\*ra\*fin\*dan / çok / ö\*vü\*lür ~)

He is praised a lot by his sister. (passive)

Boyuna övün-ü.yor.

(o / bo\*yu\*na / ö\*vü\*nü\*yor ~)

He is always boasting. (reflexive) (He is praising himself.)

### patla:

Bir su boru-/s/u patla-dı ve ev su/y/-la dol-du.

(bir / su / bo\*ru\*su / pat\*la\*dı~/ ve / ev / suy\*la / dol\*du ~)

A water pipe burst, and the house filled with water. (intransitive)

Bir bomba patla-dı.

(bir / bom\*ba / pat\*la\*dı ~)

A bomb exploded. (intransitive)

Bir bomba patlat-tı-lar.

(bir / bom\*ba / pat\*lat\*tı\*lar ~)

They exploded a bomb. (transitive)

Bomba-/y/ı, ona patlattır-dı-lar.

(bom\*ba\*yı / o\*na / pat\*lat\*tır\*dı\*lar ~)

They made him explode the bomb. (causative)

Bomba ona patlattırıl-dı.

(bom\*ba / o\*na / pat\*lat\*ti\*rıl\*dı ~)

He was made to explode the bomb. (passive causative)

Bomba onun tarafından patlatıl-dı.

(bom\*ba / o\*nun / ta\*ra\*fin\*dan / pat\*la\*tıl\*dı ~)

The bomb was exploded by him. (passive)

### piş:

Yemek piş-i.yor.

(ye\*mek / pi\*ş\*i\*yor ~)

The meal is cooking. (intransitive)

Anne-em mutfak-ta yemek piş-ir-i.yor.

(an\*nem / mut\*fak\*ta / ye\*mek / pi\*ş\*i\*ri\*yor ~)

Mother is cooking in the kitchen. (Turkish transitive; English intransitive.)

Anne-em mutfak-ta bana yemek pişirt-ti.

(an\*nem~ / mut\*fak\*ta / ba\*na / ye\*mek / pi\*ş\*irt\*ti ~)

Mother made me cook in the kitchen. (causative)

Yemek pişir-il-i.yor.

(ye\*mek / pi\*ş\*i\*ri\*li\*yor ~) (ye\*mek / pi\*ş\*i\*ri\*li\*yor ~)

The meal is being cooked. (passive)

### sakla:

Çocuk, oyuncak-lar-ı-n/ı dolap-ın arka-s/ı-n/a sakla-dı.

(ço\*cuk ~ / o\*yun\*cak\*la\*rı\*nı / do\*la\*bın / ar\*ka\*sı\*na / sak\*la\*dı ~)

The boy hid his toys behind the cupboard. (transitive)

Jack, yırtık gömlük-i-n/i bana saklat-tı.

(jack~ / yırtık / göm\*le\*ği\*ni / ba\*na / sak\*lat\*tı ~)

Jack made me hide his torn shirt. (causative)

Çal-ın-mış mal-lar bir mağara-/y/a sakla-an-dı.

(ça\*lın\*mış / mal\*lar / bir / ma\*ğa\*ra\*ya / sak\*lan\*dı ~)

The stolen goods were hidden in a cave. (passive)

Kedi koltuk-un arka-s/ı-n/a sakla-an-dı.

(ke\*di / kol\*tu\*ğun / ar\*ka\*sı\*na / sak\*lan\*dı ~)

The cat hid behind the armchair. (reflexive) (It hid itself.)

**sark:**

Duvar-dan sark-tı.

(du\*var\***dan** / sark\***tı** ~)

He hung down the wall. (intransitive)

Sepet-i pencere-den sarkıt-tı.

(se\*pe\***ti** / pen\*ce\*re\***den** / sar\*kıt\***tı** ~)

He let the basket hang down the window.

(Turkish transitive, English causative)

Sepet-i bana pencere-den sarkıt-tır-dı.

(se\*pe\***ti** / ba\*na / pen\*ce\*re\***den** / sar\*kıt\***tır\*dı** ~)

He made me hang down the basket from the window. (causative)

Sepet pencere-den sarkıt-ıl-dı.

(se\*pe**t** / pen\*ce\*re\***den** / sar\*kı\***ıl\*dı** ~)

The basket was allowed to hang down the window. (passive)

**sars:**

Patla-ma yer-i sars-tı.

(pat\***la**\*ma / ye\***ri** / sars\***tı** ~)

The explosion shook the ground. (transitive)

Yer sarş-ıl-dı.

(**yer** / sar\***ıl\*dı** ~)

The ground was shaken. The ground shook.

(Turkish and English are both passive and reflexive.)

**sat:**

Eski araba-/s/ı-/n/ı sat-tı.

(es\*ki / a\*ra\*ba\***sı**\*nı / sat\***tı** ~)

He has sold his old car. (transitive)

Eski araba-/s/ı-/n/ı bana sattır-dı.

(es\*ki / a\*ra\*ba\***sı**\*nı / ba\***na** / sat\***tır\*dı** ~)

He made me sell his old car. (causative)

(Ben-im) eski araba-**am** sat-ıl-dı.

(es\*ki / a\*ra\***bam** / sa\***ıl\*dı** ~)

My old car has been sold. (passive)

**sev:**

Sen ben-i sev-me-i.yor-sun.  
(sen / be\*ni / **sev**\*mi\*yor\*sun ~)  
You don't love me. (transitive)

O bana kendi-/s/i-/n/i sev-dir-di.  
(o / ba\*na / ken\*di\*si\*ni / sev\*dir\***di** ~)  
She made me love her. (causative)

O herkes tarafından sey-il-ir.  
(o / **her**\*kes / ta\*ra\*fin\*dan / se\*vi\***lir** ~)  
She is loved by everybody. (passive)

Hep-im-iz sev-in-di-ik. Hepimiz mutlu olduk.  
(**he**\*pi\*miz / se\*vin\***dik** ~)  
We all became happy. (reflexive)

Onlar sey-iş-i.yor-lar.  
(on\*lar / se\*vi\***ş**i\*yor\*lar ~)  
They are in love with each other. (They are carrying on a love affair.) (reciprocal)

### seyret:

Boyuna televizyon seyret-i.yor.  
(**bo**\*yu\*na / te\*le\*viz\***yon** / sey\*re\***di**\*yor ~)  
She is always watching television. (transitive) (complaint)

Anne-**em** bana televizyon izlet-tir-me-i.yor.  
(an\*nem / ba\*na~ / te\*le\*viz\*yon / iz\*let\*tir\***mi**\*yor ~)  
Mother doesn't let me watch TV. (causative) (complaint)

Böyle televizyon program-lar-ı seyret-il-me-me.li.  
(böy\*le / te\*le\*viz\*yon / prog\*ram\*la\*rı / sey\*re\***dil**\*me\*me\*li ~)  
Such TV programs shouldn't be watched. (passive) (advice)

Böyle televizyon program-lar-ı çocuk-lar-a seyret-tir-il-me-me.li.  
(böy\*le / te\*le\*viz\*yon / prog\*ram\*la\*rı~ / ço\*cuk\*la\*ra / sey\*ret\***ti**\*ril\*me\*me\*li ~)  
Children shouldn't be allowed to watch such TV programs. (passive)

Bazı televizyon program-lar-ı seyret-me-/y/e (izlenmeye) değmez.  
(**ba**\*zı / te\*le\*viz\***yon** / prog\*ram\*la\*rı / sey\*ret\*me\*ye / değ\***mez** ~)  
Some TV programs are not worth watching.

### sinirlen:

Onun ne söyle-dik-i-/n/i işit-in.ce sinirlen-di-im.  
 (o\*nun / **ne** / söy\*le\*di\*ğ*i*\*ni / i\*şit-in\*ce / si\*nir\*len\*dim ~)  
 I got mad when I heard what he said. (intransitive)

Kız kardeş-im ben-i sinirlen-dir-di.  
 (kız\*kar\*de\*şim / be\*ni / si\*nir\*len\*dir\*di ~)  
 My sister made me mad (angry). (transitive)

Sinirlen-dir-il-di-im.  
 (si\*nir\*len\*di\*ril\*dim ~)  
 I was irritated. (passive)

### soğu:

Hava soğu-du.  
 (ha\*va / so\*ğu\*du ~)  
 It became (turned) cold. (intransitive)

İç-me-den önce limonata-an-ı soğut.  
 (iç\*me\*den / ön\*ce / li\*mo\*na\*ta\*nı / so\*ğut ~)  
 Cool your lemonade before you drink it. (transitive)

Soğu-du-um.  
 (so\*ğu\*dum ~)  
 I have lost my interest or desire. (intransitive)

### soy:

Patates soy-u.yor.  
 (pa\*ta\*tes / so\*yu\*yor ~)  
 She is peeling potatoes. (transitive)

Elma-lar soy-u|l-u.yor.  
 (el\*ma\*lar / so\*yu\*lu\*yor ~)  
 The apples are being peeled. ( passive)

Patates-ler-i hep bana soy-du|u.yor.  
 (pa\*ta\*tes\*le\*ri / hep / ba\*na / soy\*du\*ru\*yor ~)  
 She is always making me peel the potatoes. (causative) (complaint)

Banyo yap-tır-mak için bebek-i-/n/i soy-du.  
 (ban\*yo / yap\*tır\*mak / i\*çin / be\*be\*ğ*i*\*ni / soy\*du ~)  
 She undressed her baby to bath him. (transitive)

Dün gece bir banka soy-du-lar.  
 (dün / ge\*ce / bir / **ban**\*ka / soy\*du\*lar ~)  
 They robbed a bank last night. (transitive)

Dün gece bir banka soy-ul-du.  
 (dün / ge\*ce / bir / **ban**\*ka / so\*yul\*du ~)  
 A bank was robbed last night. (passive)

Soy-un-u.yor.  
 (so\*yu\*nu\*yor ~)  
 She is undressing. (She is undressing herself) (reflexive)

### söyle:

(O) bana bir şey söyle-me-di.  
 (ba\*na / bir / şey / söy\*le\*me\*di ~) (ba\*na / bi\*şey / söy\*le\*me\*di ~)  
 He didn't tell me anything. (transitive)

Ne iste-diğ-in-i bana söyle.  
 (ne / is\*te\*di\*ğ\*i\*ni / ba\*na / söy\*le ~)  
 Tell me what you want. (transitive)

Ona herşey-i söylet-ti-ler.  
 (o\*na / her\*şe\*yi / söy\*let\*ti\*ler ~)  
 They made him tell everything. (causative)

Böyle şey-ler söyle-en-mez.  
 (böy\*le / şey\*ler / söy\*len\*mez ~)  
 Such things are never mentioned. (passive)

O boyuna söyle-en-i.yor (homurdan-ı.yor).  
 (o / bo\*yu\*na / söy\*le\*ni\*yor ~)  
 He is always grumbling. (reflexive) (\*He is talking to himself.)

O-n/a, o-n/u tanı-dık-ı-n/ı söyle-di.  
 (o\*na ~ / o\*nu / ta\*nı\*dı\*ğ\*ı\*nı / söy\*le\*di ~)  
 He told him that he knew her. (transitive)

Polis ona herşey-i söylet-ti.  
 (po\*lis / o\*na / her\*şe\*yi / söy\*let\*ti ~)  
 The police made him tell everything. (causative)

Ona herşey söylet-il-di.  
 (o\*na / her\*şey / söy\*le\*til\*di ~)  
 He was made to tell everything. (passive causative)

Bana herşey söyle-en-di.

(ba\*na / her\*şey / söy\*len\*di ~)

I was told everything. (passive)

**sus:**

Sus-tu.

(sus\*tu ~)

He stopped talking or crying. (intransitive)

Öğretmen öğrenci-leṛ-i sus-tur-du.

(öğ\*ret\*men / öğ\*ren\*ci\*le\*ri / sus\*tur\*du ~)

The teacher made the students stop talking. (causative)

O sus-tuṛ-ul-du.

(o / sus\*tu\*ru\*du ~)

He was made to stop talking or crying. (passive causative)

Bu köpek havla-ma-dan duṛ-a.maz.

(bu / kö\*pek / hav\*la\*ma\*dan / du\*ra\*maz ~)

This dog can't stop barking.

Sus-ma-/y/a.cak-ım. Susmıycam.

(sus\*ma\*ya\*ca\*ğım ~) (sus\*mıy\*cam ~)

I won't stop talking. (refusal)

**süpür:**

Kuru yaprak-laṛ-ı bahçe-den süpür-dü-üm.

(ku\*ru / yap\*rak\*la\*ri / bah\*çe\*den / sü\*pür\*düm ~)

I have swept the dry leaves out of the garden. (transitive)

Anne-em bahçe-/y/i bana süpürt-tü.

(an\*nem / bah\*çe\*yi / ba\*na / sü\*pürt\*tü ~)

Mother made me sweep the garden. (causative)

Oturma oda-s/ı henüz süpür-ül-me-di.

(o\*tur\*ma / o\*da\*si / he\*nüz / sü\*pü\*rül\*me\*di ~)

The living room hasn't been swept yet. (passive)

**sür:**

O araba-/s/ı-/n/ı dikkat-li sür-er.  
 (o~ / a\*ra\*ba\*sı\*ni / dik\*kat\*li / sü\*rer ~)  
 She drives her car carefully. (transitive)

Ben tarla-am-ı sonbahar-da sür-dür-ür-üm.  
 (ben / tar\*la\*mi ~ / son\*ba\*har\*da / sür\*dü\*rü\*rüm ~)  
 I have my field ploughed in the autumn. (causative)

Tarla-lar kış-ın sür-ül-mez.  
 (tar\*la\*lar / kış\*ın / sür\*ül\*mez ~)  
 Fields aren't ploughed in winter. (passive)

### süsle:

Çocuklar Christmas için oturma oda-/s/ı-/n/ı süsle-di.  
 (ço\*cuk\*lar / kris\*mas / için / o\*tur\*ma / o\*da\*sı\*ni / süs\*le\*di ~)  
 The children decorated the sitting room for Christmas. (transitive)

Oda süsle-en-i.yor (dekore ediliyor).  
 (o\*da / süs\*le\*ni\*yor ~)  
 The room is being decorated. (passive)

Yeni ev-im-iz-i dekore et-tir-e.cek-iz.  
 (ye\*ni / e\*v\*mi\*zi / de\*ko\*re / et\*ti\*re\*ce\*ğiz ~)  
 We are going to have our new house decorated. (causative)

Süsle-en-i.yor.  
 (süs\*le\*ni\*yor ~)  
 She is putting on her best dress and doing her make-up. (reflexive)

### şaş:

Onun söyle-dik-i söz-e şaş-tı-ım.  
 (o\*nun / söy\*le\*di\*ği / söz / be\*ni / şaş\*tım ~)  
 I was astonished by what he said.  
 (Turkish is intransitive, English is passive.)

### şaşırt:

Söyle-dik-i söz be-ni şaşırt-tı.  
 (söy\*le\*di\*ği / söz / be\*ni / şa\*şırt\*tı ~)  
 What he said surprised me. (transitive)



Sınav-da sor-u-l-an soru-lar be $\bar{n}$ -i şaşır-tı.

(sı\*nav\***da** / so\*ru\*lan / so\*ru\*lar / be\*ni / şa\*şır\*tı ~)

The questions asked in the exam confused me. (transitive.)

Şaşır-tıl-dı-ım.

(şa\*şır\*tıl\*dım ~)

I was confused. (passive)

**tara:**

Saç-ı/n/ı tara-ı.yor.

(sa\*ç\***nı** / ta\*rı\*yor ~)

She is combing her hair. (transitive)

Saç-ı/n/ı anne-/s/i-/n/e tarat-tı.

(sa\*ç\***nı** / an\*ne\*si\***ne** / ta\*rat\*tı ~)

She got her mother to comb her hair. (causative)

Saç-ı tara-an-ı.yor.

(sa\*ç\***ı** / ta\*ra\***nı**\*yor ~)

Her hair is being combed. (passive)

Tara-an-ı.yor.

(ta\*ra\***nı**\*yor ~)

She is combing herself. (reflexive)

**tart:**

Yaşlı adam uyan-ır uyan-maz altın-la-ı/n/ı tart-tı.

(yaş\*lı / a\*dam / u\*ya\***nır** / u\*yan\*maz ~ / al\*tın\*la\***nı** / tart\*tı ~)

The old man weighed his gold coins as soon as he woke up.

Şunlar-ı tart-tır.

(şun\*la\***nı** / tart\*tır ~)

Have these things weighed.

Tart-ış-ı.yor-lar.

(tar\*tı\***şı**\*yor\*lar ~)

They are discussing. They are having a row. (reciprocal)

**taş:**

Nehir taş-tı.

(ne\***hir** / taş\***tı** ~)

The river overflowed. (intransitive)

Süt taş-tı.

(süt / taş\*tı ~)

The milk boiled over. (intransitive)

Süt-ü taş-ır-ma.

(sü\*tü / ta\*şır\*ma ~)

Don't let the milk boil over. (causative)

### taşı:

Bazı böcek-ler hastalık taşı-ır.

(ba\*zı / bö\*cek\*ler / has\*ta\*lık / ta\*şır ~)

Some insects carry disease. (transitive)

Bebek-i-/n/i bana taşı-tı.

(be\*be\*ğ\*ni / ba\*na / ta\*şıt\*tı ~)

She made me carry her baby. (causative)

Ağır yük-ler kamyon-la taşı-ın-ır.

(a\*ğır / yük\*ler / kam\*yon\*la / ta\*şınır ~)

Heavy loads are carried by lorries. (passive)

Taşı-ın-ı.yor-uz.

(ta\*şın\*ru\*uz ~)

We are moving house. (reflexive) (\*We are carrying ourselves.)

### temizle:

Anne-em buzdolabı-/n/ı temizle-i.yor.

(an\*nem / buz\*do\*la\*bı\*ni / te\*miz\*li\*yor ~)

Mother is cleaning the refrigerator. (transitive)

Anne-em ev-i temiz-let-e.cek.

(an\*nem / e\*vi / te\*miz\*le\*te\*cek ~)

Mother is going to have the house cleaned. (causative)

Sınıf temizle-en-i.yor.

(sı\*nıf / te\*miz\*le\*ni\*yor ~)

The classroom is being cleaned. (passive)

### tercih et:

Kızım, televizyon seyret-me-/y/i ödev yap-ma-/y/a tercih et-er.

(kı\*zım~ / te\*le\*viz\*yon / sey\*ret\*me\*yi ~ / ö\*dev / yap\*ma\*ya / ter\*ci:\*he\*der ~) (liaison)

My daughter prefers watching TV to doing her homework.

Genellik-le kalabalık şehirler-de küçük araba-lar tercih et-il-ir.  
 (ge\*ne<sup>l</sup>\*lik\*le~ / ka\*la\*ba\*lık / şe\*hir\*ler\*de~ / kü\*çük / a\*ra\*ba\*lar /  
 ter\*ci:\*he\*di\*li~) (liaison)  
 Compact cars are generally preferred in crowded cities. (passive)

**unut:**

Işık-lar-ı söndür-me-/y/i unut-ma.  
 (i\*şik\*la\*rı / sön\*dür\*me\*yi / u\*nut\*ma~)  
 Don't forget to turn off the lights. (transitive)

Mektup-u atma-/y/i unut-tu.  
 (mek\*tu\*bu / at\*ma\*yı / u\*nut\*tu~)  
 He forgot to post the letter. (transitive)

İlaç-ı-/n/ı al-dık-ı-/n/ı unut-tu.  
 (i\*la\*cı\*ni / al\*di\*ğ\*ni / u\*nut\*tu~)  
 He forgot taking his medicine. (transitive)

Mutlu gün-ler hiç unu-t-ul-maz.  
 (mut\*lu / gün\*ler / hiç / u\*nu\*tul\*maz~)  
 Happy days are never forgotten. (passive)

Bana onun doğum günü-/n/ü unut-tur-ma.  
 (ba\*na~ / o\*nun / do\*ğum / gü\*nü\*nü / u\*nut\*tur\*ma~)  
 Don't let me forget her birthday. (causative)

**uy:**

Bu ceket bana uy-ma-u.yor.  
 (bu / ce\*ket / ba\*na / uy\*mu\*yor~)  
 This coat doesn't fit (become) me. (transitive)

Gömlek-in sana iyi uy-u.yor (yakışıyor).  
 (göm\*le\*ğ\*in / sa\*na / i\*yi / u\*yu\*yor~)  
 Your shirt fits ( becomes) you well. (intransitive)

**uyu:**

Mışıl mışıl uyu-u.yor.  
 (mı\*şıl / mı\*şıl / u\*yu\*yor~)  
 She is sleeping soundly. (intransitive)

Bir saat-tir uyu-u.yor.

(*bir* / sa\*at\*tir / u\*yu\*yor ~)

He has been sleeping for an hour. (intransitive)

Bebek-i yarım saat önce uyut-tu-um.

(be\*be\*gi / ya\*rim / sa\*at / ön\*ce / u\*yut\*tum ~)

I had the baby sleep half an hour ago. (causative)

Bebek daha yeni uyut-ul-du.

(be\*bek / da\*ha / ye\*ni / u\*yu\*tul\*du ~)

The baby has just been made to sleep. (passive causative)

Bu gürültü-de uyu-un-maz.

(bu / gü\*rül\*tü\*de ~ / u\*yun\*maz ~)

It is impossible to sleep in such a noise. (passive shaped intransitive)

Saat 11'de uyu-du-um.

(sa\*at / on\*bir\*de / u\*yu\*dum ~)

I fell asleep at 11. (intransitive)

Daha uyu-ma-dı.

(da\*ha / u\*yu\*ma\*dı ~)

He hasn't fallen asleep yet.

### ütüle:

Pantolon-um-u ütüle-di-in mi?

(pan\*to\*lo\*nu\*mu / ü\*tü\*le\***din** / mi ~)

Have you ironed my trousers? (transitive)

Sabah-tan beri ütü yap-ı.yor.

(sa\*bah\*tan / be\*ri / ü\*tü / ya\*pı\*yor ~)

She has been ironing since morning. (Turkish is transitive, English is intransitive.)

Giysi-leṛ-i-n/i hep kızkardeṣ-i-n/e ütüleṛ-i.yor.

(giy\*s\*le\*ri\*ni / hep / **kız**\*kar\*de\*ṣi\*ne / ü\*tü\*le\*ti\*yor ~)

He is always making his sister iron his clothes. (causative) (complaint)

Gömler-leṛ-in ütüle-en-i.yor.

(göm\*lek\*le\***rin** / ü\*tü\*le\*ni\*yor ~)

Your shirts are being ironed. (passive)

### üz:

İşit-tik-im söz-ler ben-i üz-dü.

(i\*şit\*ti\*ğim / söz\*ler / be\*ni / üz\*dü ~)

What I heard made me sorry. (transitive)

Üz-ül-dü-üm.

(ü\*zül\*düm ~)

I felt sorry. (reflexive)

Üz-ül-me.

(ü\*zül\*me ~)

Don't worry. (Don't feel sorry.) (reflexive)

### **yakala:**

Kaleci top-u yakala-dı.

(ka\*le\*ci / to\*pu / ya\*ka\*la\*dı ~)

The goal-keeper caught the ball. (transitive)

Son-u/n/-da tavşan yakala-an-dı.

(so\*nun\*da / tav\*şan / ya\*ka\*lan\*dı ~)

The rabbit was caught at last. (passive)

Öğretmen ben-i kopya çek-er.ken yakala-dı.

(öğ\*ret\*men / be\*ni / kop\*ya / çe\*ker\*ken / ya\*ka\*la\*dı ~)

The teacher caught me cheating. (transitive)

Halk hırsız-ı polis-e yakalat-tı.

(halk~/ hır\*sı\*zi / po\*li\*se / ya\*ka\*lat\*tı ~)

The people had (helped) the police catch the thief. (causative)

### **yan:**

Kuru odun kolay yan-ar.

(ku\*ru / o\*dun / ko\*lay / ya\*nar ~)

Dry wood burns easily. (intransitive)

Mutfak-ta yemek pişir-ir-ken parmak-lar-ı/-n/ı yak-tı.

(mut\*fak\*ta / ye\*mek / pi\*şir\*rir\*ken~/ par\*mak\*la\*rı\*ni / yak\*tı ~)

She burnt her fingers while cooking in the kitchen (transitive)

Tepe-de bir ateş yak-tı-lar.

(te\*pe\*de / bir / a\*teş / yak\*tı\*lar ~)

They lit a fire on the hill. (transitive)

Anne-em mum-lağ-ı bana yaktır-dı.  
 (an\*nem / mum\*la\*rı / ba\*na / yak\*tır\*dı ~)  
 Mother had me light the candles. (causative)

Yak-ın-ı.yor.  
 (ya\*kı\*ni\*yor ~)  
 She is complaining. (reflexive)

### yapış:

Zarf-a pul yapış-tır-ma-/y/ı unut-tu-um.  
 (zarf\*fa / pul / ya\*piş\*tır\*ma\*yı / u\*nut\*tum ~)  
 I forgot to stick a stamp on the envelope. (transitive)

Bu pul yapış-ma-ı.yor.  
 (bu / pul / ya\*piş\*ma\*yor ~)  
 This stamp doesn't stick. (intransitive)

Anne-em bana yatak oda-am-in kapı-/s/ı-/n/a bir uyarı yapış-tırt-tı.  
 (an\*nem / ba\*na-/ ya\*tak / o\*da\*mın / ka\*pı\*sı\*na / bir / u\*ya\*rı / ya\*piş\*tırt\*tı ~)  
 Mother made me stick a notice on my bedroom door. (causative)

Duvar-lağ-a birşey yapış-tır-ıl-ma-sın.  
 (du\*var\*la\*ra / bir\*şey / ya\*piş\*tı\*ıl\*ma\*sın ~)  
 Nothing should be stuck on the walls. (passive)

### yat:

Saat 11'de yat-tı-ım.  
 (sa\*at / on\*bir\*de / yat\*tım ~)  
 I went to bed at 11 p.m. (intransitive)

Anne-leğ-i onlağ-ı saat 10'da yat-ır-ır.  
 (an\*ne\*le\*ri / on\*la\*rı / sa\*at / on\*da / ya\*tı\*rır ~)  
 Their mother makes them go to bed at 10 p.m. (causative)

Bebek-i yatak-ı-/n/a yatır-dı.  
 (be\*be\*ği / ya\*ta\*ğı\*na / ya\*tır\*dı ~)  
 She laid the baby in her bed. (transitive)

Onu gör-dük-üm-de, yer-de yat-ı.yor-du.  
 (o\*nu / gör\*dü\*ğüm\*de~ / yer\*de / ya\*tı\*yor\*du ~)  
 When I saw her, she was lying on the floor. (intransitive)

Yorgun-um. Yat-ma.lı-/y/ım.  
 (yor\***gu**\*num↷) (yat\*ma\***lı**\*yım ↷)  
 I am tired. I must lie down. (intransitive)

**yaz:**

Mary bir mektup yaz-ı.yor.  
 (**ma**\*ry / bir / mek\*tup / ya\*zı\*yor ↷)  
 Mary is writing a letter. (transitive)

Öğrertmen sınav-da biz-e bir kompozisyon yaz-dır-dı.  
 (öğ\*ret\*men / bi\*ze / sı\*nav\*da / bir / kom\*po\*zis\***yon** / yaz\*dır\*dı ↷)  
 The teacher made us write a composition in the examination. (causative)

Mektup yaz-ıl-dı bile.  
 (mek\*tup / ya\*zıl\***dı** / bi\*le ↷)  
 The letter has already been written. (passive)

**ye:**

Saat kaçta akşam yemek-i ye-er-sin-iz?  
 (sa\*at / kaç\***ta**↷ / ak\*şam / ye\*me\***ği** / yer\*si\*niz↷)  
 What time do you eat dinner? (transitive)

Bebek-i ye-dir-i.yor.  
 (be\*be\***ği** / ye\*di\*ri\*yor ↷)  
 She is feeding the baby. (transitive)

Bu hamburger yen-(il)-mez.  
 (bu / ham\*bur\*ger / yen\***mez** ↷)  
 This hamburger is not edible. (passive) (It can't be eaten.)

Akşam yemek-i yen-i.yor.  
 (ak\***şam** / ye\*me\***ği** / ye\*ni\*yor ↷)  
 Dinner is being eaten. (passive)

Anne-em bana iki tabak sebze ye-dir-di.  
 (an\*nem / ba\*na / i\***ki** / ta\*bak / seb\*ze / ye\*dir\*di ↷)  
 Mother made me eat two plates of vegetables. (causative)

**yıka:**

Kız kardeş-im bulaşık-lar-ı yıka-ı.yor.  
 (kız\*kar\*de\***şim** / bu\*la\***şık**\*la\***rı** / yı\*ka\*yor ↷)  
 My sister is washing the dishes. (transitive)

Annem küçük kardeş-im-e yemek-ten önce el-ler-i-n/i yıka-tır.

(an\*nem / kü\*çük / kar\*de\*şi\*me / ye\*mek\*ten / ön\*ce / el\*le\*ri\*ni / yı\*ka\*tır ~)

Mother makes my little brother wash his hands before lunch. (causative)

Araba yıka-an-ı.yor.

(a\*ra\*ba / yı\*ka\*ni\*yor ~)

The car is being washed. (passive)

Jack yıka-an-ı.yor. (Jack banyo yapıyor.)

(jack / yı\*ka\*ni\*yor ~)

Jack is having a bath. (reflexive)

### yor:

Bütün gün bahçe-de çalış-mak ben-i yor-du.

(bü\*tün / gün / bah\*çe\*de / ça\*lış\*mak / be\*ni / yor\*du ~)

Working in the garden all day long tired me. (transitive)

Yor-ul-du-um.

(yo\*rul\*dum ~)

I've got tired. (I feel tired.) (reflexive)

Sen-in saçma sapan soru-la-ın-dan bıktı-ım.

(se\*nin / saç\*ma / sa\*pan / so\*ru\*la\*ın\*dan / bıktı\*ım ~)

I am tired of your nonsense questions. (intransitive)

### yüksel:

Balon gök-te yüksel-i.yor.

(ba\*lon / gök\*te / yük\*se\*li\*yor ~)

The balloon is rising in the sky. (intransitive).

Şiddet-li yağmur-dan sonra nehir yüksel-di.

(şid\*det\*li / yağ\*mur\*dan / son\*ra / ne\*hir / yük\*sel\*di ~)

The river rose after the heavy rainfall. (intransitive)

Güneş doğu-dan doğ-ar ve batı-dan bat-ar.

(gü\*neş / do\*ğu\*dan / do\*ğar / ve / ba\*tı\*dan / ba\*tar ~)

The sun rises in the east, and sets in the west. (intransitive)

Soru-/y/a cevap ver-mek için el-i-n/i kaldırd-ı.

(so\*ru\*ya / ce\*vap / ver\*mek / i\*çin / e\*li\*ni / kal\*dır\*dı ~)

He raised his hand to answer the question. (transitive)



Genellik-le güneş doğ-ma-dan kalk-ar-ım.  
 (ge\*ne<sup>lik</sup>\*le / gü\*neş / **doğ**\*ma\***dan** / kal\*ka\*rım ~)  
 I usually rise before the sun rises.

**yürü:**

Ona rasla-dık-ım-da cadde-de yürü-ü.yor-du-um.  
 (o\*na / ras\*la\*di\*ğim\***da** / cad\*de\***de** / yü\*rü\***yor**\***dum** ~)  
 I was walking along the street when I met him. (intransitive)

Otobüs-e yetiş-mek için be<sup>n</sup>-i hız-la yürüt-tü.  
 (o\*to\*bü\***se** / ye\*tiş\***mek** / i\*çin / be\***ni** / **hız**\***la** / yü\*rüt\***tü** ~)  
 She made me walk fast to catch the bus. (causative)

Hızla yürüt-ül-dü-üm.  
 (**hız**\***la** / yü\*rü\*tül\***düm** ~)  
 I was made to walk fast. (passive causative)

Bu yolda yürü-ün-mez.  
 (bu / yol\***da** / yü\*rün\***mez** ~)  
 It is impossible to walk in this street. (passive shaped intransitive)

**yüz:**

Anne-em deniz-de yüz-ü.yor.  
 (an\***ne**m / de\*niz\***de** / yü\*zü\***yor** ~)  
 Mother is swimming in the sea. (intransitive)

Onlar göl-de model kayak-lar yüz-dür-ü.yor-lar.  
 (on\***lar** / göl\***de** / mo\***del** / ka\*yık\***lar** / yüz\*dü\*rü\***yor**\***lar** ~)  
 They are sailing model boats on the lake. (transitive)

Köpek-i-/n/i göl-de yüz-dür-dü.  
 (kö\*pe<sup>ğ</sup>\*i\***ni** / göl\***de** / yüz\*dür\*dü ~)  
 He made (let) his dog swim in the lake. (causative)

Fırtına var-ken deniz-de yüz-ül-mez.  
 (fır\***t**na / var\***ken** / de\*niz\***de** / yü\*zül\***mez** ~)  
 It is impossible to swim in the sea when there is a storm.  
 (passive shaped intransitive)

Sınav-lar-ı geç-mez-se-em baba-am deri-im-i yüz-e.cek.  
 (si\*nav\***lar**ı / geç\***mez**\*sem / ba\***am** / de\*ri\***mi** / yü\*ze\***cek**~)  
 My father will skin me if I don't pass the examinations.

## ADVERBIAL CLAUSES

### Postpositional Adverbial Phrases

In general, we can transform Turkish simple sentences into timeless **adverbial phrases** to furnish them with the concepts of **time, contrast, cause, purpose, result, manner, degree, and place**, etc. However, when we want to build up a conditional sentence, we attach either [se] or [sa] allomorphs to the ends of simple sentences to produce the only Turkish **conditional clauses**.

English adverbial clauses are structurally simple sentences that are connected to main clauses by **subordinating conjunctions**, which are characterized by some fundamental adverbial concepts mentioned above. On the other hand, Turkish simple sentences undergo some transformational changes before they are used as adverbial **phrases**. Therefore, we can say that the English adverbial clauses are structurally adverbial sentences (clauses) as they have finite verbs at the ends of all adverbial clauses.

### TIME

#### BEFORE

This time concept is expressed in “**V - ۞ [me-den] or [ma-dan] + önce**” in Turkish.

Ev ödey-im-i yap-tı-ım. Sonra oku-l-a gel-di-im.  
I did my homework. Then I came to school.

One can understand from these sentences that the time of the first sentence is before the time of the second one. To furnish the first English sentence with a previous time concept, The Past Perfect Tense may be used to convey this time difference, and the conjunction “**before**” is put in the beginning of the second sentence without its order (the simple sentence structure) being changed:

<b><u>I had done (or did) my homework</u></b>	<b><u>before</u></b>	<b><u>I came to school.</u></b>
sentence (NP + VP)	subordinating conj	sentence (NP + VP)
	adverbial clause	

Although the normal order of the English sentence is like the sentence above, the regular order of the Turkish sentence is “Before I came to school, I had done my homework”. If we think about how this sentence is produced,

we can find out that there are two simple sentences underlying it in our minds:

*Ben ev ödevimi yaptım. Ben okula geldim.*

In order to add a "before" time concept to the sentence "I came to school", only the word "before" is put in the beginning of the English sentence. However, in Turkish, to add the same concept "before (önce)" to the Turkish sentence, the sentence "Ben okula geldim + önce" is transformed into  $\cup$  "**ben oku $\bar{a}$  gel-me-den önce**", which is a **timeless** postpositional phrase.

*ben okula geldim + önce*  $\cup$  "**ben oku $\bar{a}$  gel-me-den önce**"

(Ben) oku $\bar{a}$  gel-me-den önce (ben) ev ödev-im-i yap-tı-ım.

subj	infinitive-den	postp		
NP	postpositional	adverbial phrs	(obj) NP	V
(predicate) VP				

*Ben eve gideceğim + önce*  $\cup$  "**ben ev-e git-me-den önce**"

(Ben) **ev-e git-me-den önce biraz meyve al-a.cağ-ım.**

subj	infinitive-den	postp		
NP	postp	adverbial phrase	(object) NP	V
VP				

*I will go home + before*  $\cup$  "**before I go home**"

I will buy some fruit before I go home.

NP	V	NP	adverbial clause
VP			

In the sentence above, the [me, ma] allomorphs are a cause of confusion in Turkish. They are considered either as the allomorphs of an infinitive morpheme  $\bar{a}$  [me, ma] or the allomorphs of the negation morpheme  $\bar{a}$  [me, ma]. Therefore, Turkish students tend to build up English sentences like "I had done my homework before I didn't come to school". This is because the syllable stress in speech is generally used on the verb root or stem (**gel $\bar{a}$ me $\bar{a}$ den**), not on the [den, dan] allomorphs, which misleads the learners of English. In fact, these are the infinitive allomorphs; if they were not, the [den, dan] allomorphs would not be attached to them.

The sentence order above may also change as follows:

(Ben) **ev ödev-im-i, oku $\bar{a}$  gel-me-den önce yap-mış-tı-ım.**

subj	obj	inf-[den]	+ postp	
NP	NP	postpositional phrs of time		V
VP				

(ben / e $\bar{a}$ vö $\bar{a}$ de $\bar{a}$ vi $\bar{a}$ mi-/ o $\bar{a}$ ku $\bar{a}$  / **gel $\bar{a}$ me $\bar{a}$ den** / ön $\bar{a}$ ce / yap $\bar{a}$ mış $\bar{a}$ tım  $\bar{a}$ )

This sentence order above is used when the **adverb of time** is stressed.

The adverbial clauses in English start with **subordinating conjunctions**, and both the main clauses and the subordinate clauses in such complex sentences have finite verbs, which mean that both clauses are structurally simple sentences. When a subordinating conjunction such as “before”, “after”, “since”, “although”, “until”, “when”, or “while”, etc. is placed before one of these sentences, these subordinating conjunctions transform them into adverbial clauses, which are furnished by the concepts of these conjunctions. On the contrary, when adverbial phrases are formed in Turkish, the simple sentences are transformed into **postpositional phrases** before they become **adverbials**.

If we think about how this sentence is produced, we can see that there is a simple sentence underlying the phrase "ben-im istasyon-a var-ma-am" such as in the following example:

(Ben) istasyona vardım + önce ∪ "ben-im istasyon-a var-ma-am"-dan + önce"  
 (Ben) istasyona vardım + önce ∪ "ben istasyona var-ma-dan + (önce)"

Ben-im istasyon-a var-ma-am-dan önce tren git-ti (git-miş-ti).  
 Ben istasyon-a var-ma-dan (önce) tren git-miş-ti.

Tren	(Ben-im) istasyon-a var-ma-am	- dan	önce	git-miş-ti
NP	<u>noun + infinitive comp</u>	-	[DEN] postp	
	<u>postpositional phrase of time</u>			V
	VP			

This sentence is like the English sentence, “The train had left before my arriving at the station”. In this sentence, “ben-im istasyon-a var-ma-am” is a “**noun + infinitive**” compound. “İstasyon-a” is an adverbial which is composed of a “noun-[E]”. “Ben-im istasyon-a var-ma-am” is a nominal phrase. As all nouns can be followed by [İ], [E], [DE], [DEN], and [LE] morphemes, this nominal phrase can be followed by a [dan] allomorph. “Önce” is a postposition used after a “noun-[DEN] such as: “öğle-den önce”, “okul-dan önce”, “sen-den ön-ce”, yemek-ten önce”, “sen gel-me-den önce”. Therefore, “ben-im istasyon-a var-ma-am-dan önce” is a “noun compound-dan + önce”, which is a **postpositional phrase** functioning as an adverbial of time.

istasyon-a var-ma-dan önce  
adverbial inf + [DEN] postp  
 postpositional phrase of time

Consider and compare the following sentences:

Ben istasyon-a var-ma-dan (önce) tren git-miş-ti.  
(ben / is\*tas\*yo\*na / **var**\*ma\*dan / ön\*ce / tren / git\*miş\*ti ~)  
Before I arrived at the station, the train had left.

Tren, ben istasyon-a var-ma-dan önce git-miş-ti.  
(tren~ / ben / is\*tas\*yo\*na / **var**\*ma\*dan / ön\*ce / git\*miş\*ti ~)  
The train had left before I arrived at the station.

Cevap ver-me-den (önce) düşün.  
(ce\*vap / **ver**\*me\*den / ön\*ce / dü\*şün ~) (ön\*ce) or (ön\*ce)  
Think before you answer.

Unut-ma-dan önce onu defter-im-e yaz-a.cak-ım.  
(u\***nut**\*ma\*dan / ön\*ce / o\*nu / def\*te\*ri\*me / ya\*za\*ca\*ğım ~)  
I will write it in my notebook before I forget it.

Büro-ün-a git-me-den önce traş ol-ma.lı-sın.  
(bü\*ro\*na / **git**\*me\*den / ön\*ce / traş / ol\*ma\*lı\*sın ~)  
You must shave before you go to your office.

Dışarı çık-ma-dan önce ceket-in-i giy.  
(dı\*şa\*rı / **çık**\*ma\*dan / ön\*ce / ce\*ke\*ti\*ni / giy ~)  
Put your coat on before you go out.

Kompozisyon-u-/n/u teslim et-me-den önce, baba-/s/ı yanlış-la-r-ı-/n/ı düzelt-miş-ti.  
(kom\*po\*zis\*yo\*nu\*nu / tes\*lim / et\*me\*den / ön\*ce~ / ba\*ba\*sı / yan\*lış\*la\*r-ı\* / dü\*zelt\*miş\*ti ~)  
Her father had corrected her mistakes before she handed in her composition.

İlaç-ı al-ma-dan önce şişe-/y/i iyi-(ce) calkala.  
(i\*la\*cı / **al**\*ma\*dan / ön\*ce~ / şi\*şe\*yi / i\*yi\*ce / çal\*ka\*la ~)  
Shake the bottle well before you take the medicine.

Cami-/y/e gir-me-den önce ayakkabı-la-r-ın-ı çıkar-ma.lı-sın.  
(ca:\*mi\*ye / **gir**\*me\*den / ön\*ce~ / a\*yak\*ka\*bi\*la\*r-ı\* / çı\*kar\*ma\*lı\*sın ~)  
You must take your shoes off before you enter the mosque.

Bazı öğrenci-ler zil çal-ma-dan (önce) sınıf-tan çık-tı-lar.  
(ba:\*zı / öğ\*ren\*ci\*ler~ / zil / **çal**\*ma\*dan / ön\*ce / sı\*nıf\*tan / çık\*tı\*lar ~)  
Some students (had) left the classroom before the bell rang.

İmzala-ma-dan önce onu dikkat-le oku.  
(im\*za:\*la\*ma\*dan / ön\*ce~ / o\*nu / dik\*kat\*le / o\*ku ~)  
Read it carefully before you sign it.

Yat-ma-dan önce ışık-lağ-ı söndür.  
 (yat\*ma\***dan** / ön\*ce / ı\*şık\*la\*rı / sön\*dür ~)  
 Turn the lights off before you go to bed.

Soğu-ma-dan (önce) çorba-an-ı iç.  
 (so\*ğu\*ma\***dan** / çor\*ba\***nı** / iç ~)  
 Eat up your soup before it gets cold.

Acık-ma-dan (önce) birşey ye-me.  
 (a\***cık**\*ma\***dan** / bi\*şey / ye\*me ~)  
 Don't eat anything before you are hungry.

Acık-ma-dan (acıkmaksızın) birşey ye-me.  
 (a\***cık**\*ma\***dan** / bi\*şey / ye\*me ~)  
 Don't eat anything without getting hungry.

Tiyatro-/y/a git-me-den (önce) piyeş-i oku-muş-tu-um.  
 (ti\*yat\*ro\*ya / **git**\*me\*den / ön\*ce / pi\*ye\*si / o\*ku\***muş**\*tum ~)  
 I had read the play before I went to the theatre.

Hava karar-ma-dan (önce) ev-e dön.  
 (ha\*va / ka\***rar**\*ma\***dan** / e\*ve / dön ~)  
 Come back home before it gets dark.

İkinci el bir araba-/y/ı satın al-ma-dan önce onu test et-me.li-sin.  
 (i\*kin\*ci / el / bir / a\*ra\*ba\*yı / sa\*tın / **al**\*ma\***dan** / ön\*ce / **test** / et\*me\*li\***sin** ~)  
 You must test a second-hand car before you buy it.

Oku-a git-me-den önce oku-/y/up yaz-a.bi-l-i.yor-du.  
 (o\*ku\*la / **git**\*me\*den / ön\*ce~ / o\*ku\*yup / ya\*za\*bi\***li**\*yor\*du ~)  
 He could read and write before he went to school.

Sev-diğ-im program televizyon-da başla-ma-dan önce ev-de ol-a.cağ-ım.  
 (sev\*di\*ğim / prog\*ram / te\*le\*viz\*yon\*da / baş\*la\*ma\***dan** / ön\*ce~ / ev\***de** / o\*la\*ca\*ğım ~)  
 I'll be home before my favorite program starts on TV.

Yemek-e gel-me-den önce el-leğ-in-i yıka-ma.lı-sın.  
 (ye\*me\*ğe / **gel**\*me\*den / ön\*ce / el\*le\*ri\*ni / yı\*ka\*ma\***lı**\*sın ~)  
 You must wash your hands before you come to dinner.

Çık-ma-dan önce kasiyer-e öde.  
 (**çık**\*ma\***dan** / ön\*ce / ka\*si\*ye\*re / ö\***de** ~)  
 Pay the cashier before you leave.



İstanbul'-dan ayrıl-dık-tan sonra sana bir mektup yaz-a.cak-ım.  
(is\***tan**\*bul\*dan / ay\*rıl\*dık\***tan** / son\*ra / sa\*na / bir / mek\***tup** /  
ya\*za\*ca\*ğım~) I will write you a letter after I leave (I have left) İstanbul.

Bir çift yeni ayakkabı al-dık-tan sonra ev-e git-ti.  
(bir / **çift** / ye\***ni** / a\*yak\*ka\*bı / al\*dık\***tan** / son\*ra ~ / e\***ve** / git\*ti~)  
She went home after she (had) bought a new pair of shoes.

Emekli ol-duk-tan sonra bir köy-de yaşa-ma-/y/a başla-dı.  
(e\*mek\*li / ol\*duk\***tan** / son\*ra ~ / bir / köy\***de** / ya\*şa\*ma\*ya / baş\*la\*dı~)  
He began to live in a village after he (had) retired.

Okul-dan ayrıl-dık-tan sonra ne yap-a.cak-sın?  
(o\*kuł\*dan / ay\*rıl\*dık\***tan** / son\*ra / **ne**~ / ya\*pa\*cak\*sın~)  
What will you do after you leave (have left) school?

Duş yap-tık-tan sonra yat-tı.  
(**duş** / yap\*tık\***tan** / son\*ra / yat\*tı~)  
He went to bed after he had (had) a shower.

Konser bit-tik-ten sonra bir restorañ-a git-e.lim.  
(kon\*ser / bit\*tik\***ten** / son\*ra / bir / res\*to\*ra\***na** / gi\*de\*lim~)  
Let's go to a restaurant after the concert is over.

## WHEN and WHILE

To transform a simple Turkish sentence into a “when” clause, “**V- [in.ce, in.ca, ün.ce, un.ca]**” adverbial phrase is used. The [IN.CE] morpheme is a suffix that is attached to verb roots, stems or frames to express the concept of “**when**” of the English language. Likewise, the [IR-KEN] morpheme, which has the allomorphs of [ir-ken, ır-ken, ür-ken, ur-ken, er-ken, ar-ken], is attached to verb stems and frames to expresses “**while**”. The [IN.CE] and [IR-KEN] morphemes correspond to the English words “when” and “while” respectively. In the following examples, the [IN.CE] and [IR-KEN] morphemes are attached to verbs that end with consonants:

### When

“ben oku-l-a gel-in.ce”  
“ben onu sat-ın.ca”  
“o gül-ün.ce”  
“sen ona konu-ğ-un.ca”  
“zil çal-ın.ca”  
“okul açıl-ın.ca”  
“elma-lar sat-ıl-ın.ca”

### while

“ben oku-l-a gel-ir-ken”  
“sen onu al-ır-ken”  
“sen öksür-ür-ken”  
“sen konu-ğ-ur-ken”  
“sen elma-lar-ı şeç-er-ken”  
“sen patates-le-ri soy-ar-ken”  
“biz bahçe-de gez-er-ken”





3. Okul-a git-tik-in-de öğretmen-in-i gör-ecek-sin.  
 (o\*ku\*la / git\*ti\*ğın\*de / öğ\*ret\*me\*ni\*ni / gö\*re\*cek\*sin ~)  
 You will see your teacher when you go to school.

When Turkish simple sentences are transformed into “when” adverbial phrases, they lose their time concepts as they do in “before” and “after” clauses. This time deficiency is fulfilled by the finite verbs at the ends of the sentences. Although, the inflectional allomorphs attached to verb roots, stems and frames are all secondarily stressed such as (gi\*der\*ken), (gi\*din\*ce), (git\*ti\*ğın\*de), (gi\*der\*sen), (git\*mem), (git\*mez\*sen), only one of them can be **primarily** stressed.

Follow the examples:

(Biz) çalış-ın.ca (biz) öğren-ir-iz.  
 (ça\*lı\*şın\*ca / öğ\*re\*ni\*riz ~)  
 We learn when we study.

(O) ben-i gör-ün.ce gülümse-di.  
 (be\*ni / gö\*rün\*ce / gü\*lüm\*se\*di ~)  
 She smiled when she saw me.

(Siz) susa-/y/ın.ca (siz) ne iç-er-sin-iz?  
 (su\*sa\*yın\*ca / ne ~ / i\*çer\*si\*niz~)  
 What do you drink when you are thirsty?

Öğretmen sınıf-a gir-in.ce bütün öğrenci-ler ayak-a kalk-ar.  
 (öğ\*ret\*men / sı\*nı\*fa / gi\*rin\*ce ~ / bü\*tün / öğ\*ren\*ci\*ler / a\*ya\*ğa / kal\*kar~)  
 All the students stand up when the teacher enters the classroom.

(Sen) haber-i işit-in.ce (sen) mutlu ol-a.cak-sın.  
 (ha\*be\*ri / i\*şi\*tin\*ce / mut\*lu / o\*la\*cak\*sın ~)  
 You will be happy when you hear the news.

(Sen) yabancı bir ülke-/y/e gittik-in zaman (gidince, gittiğinde) (sen) para-an-ı değiştir-me.li-sin. (ya\*ban\*cı / bir / ül\*ke\*ye / git\*ti\*ğın / za\*man~ / pa\*ra\*nı / de\*ğiş\*tir\*me\*li\*sin ~)  
 When you go to a foreign country, you must change your money.

(Ben) onu gör-dük-üm-de (o) kiraz ye-i.yor-du.  
 (o\*nu / gör\*dü\*ğüm\*de / ki\*raz / yi\*yor\*du ~)  
 She was eating cherries when I saw her.

(Sen) oku-ma-/y/ı bitir-in.ce lütfen (sen) (ben-im) kitap-ım-ı geri gönder.  
 (o\*ku\*ma\*yı / bi\*ti\*rin\*ce / lüt\*fen / ki\*ta\*bı\*mı / ge\*ri / gön\*der ~)  
 Please send my book back when you have finished reading it.

(Ben) yorgun ol-duk-um zaman (ben) bir fincan kahve iç-mek-ten zevk al-ır-ım. (yor\***gun** / ol\*du\*ğum / za\*man ~ / bir / fin\*can / kah\***ve** / iç\*mek\*ten / **zevk** / a\*lı\*ırım ~) I enjoy having a cup of coffee when I am tired.

(Ben) hazır ol-duk-um zaman (sen) (beñ-im) ne yap-ma-am-ı iste-i.yor-sun?  
(ha\***zır** / ol\*du\*ğum / za\*man~ / **ne**~ / yap\*ma\*mi / is\*ti\*yor\*sun~)  
What do you want me to do when I am ready?

Biz bir yanlış-lık yap-ın.ca (bizim) öğretmeñ-im-iz düzelt-ir.  
(biz / bir / yan\*lış\*lık / ya\*pın\*ca~ / öğ\*ret\*me\*ni\*miz / dü\*zel\*tir ~)  
When we make a mistake, our teacher corrects it.

(Ben-im) zamañ-ım ol-un.ca (ben) gel-ip señ-i gör-e.cek-im.  
(za\*ma:\*nım / o\*lun\*ca / ge\*lip / se\*ni / gö\*re\*ce\*ğim ~)  
I will come and see you when I have time.

Trafik ışık-lağ-ı kırmızı-/y/a dön-ün.ce dur-ma-lı-/y/iz.  
(tra\*fik / ı\*şık\*lağ-ı / kır\*mi\*zı\***ya** / dö\*nün\*ce / dur\*ma\*lı\*yız ~)  
We must stop when the traffic lights turn red.

Fatma gel-in.ce ders çalış-a.cağ-ız.  
(fat\*ma / ge\*lin\*ce / **ders** / ça\*lı\*şa\*ca\*ğız ~)  
We'll study when Fatma comes.

İstasyon-a var-ın.ca bileğ-in-i (satin) al-a.bil-ir-sin.  
(is\*tas\*yo\*na / va\***rın**\*ca / bi\*le\*ti\*ni / a\*la\*bi\***lir**\*sin ~)  
You can buy your ticket when you arrive at the station.

Note: The pronouns in parentheses are not generally used. They are put in the sentences above to make the meaning clearer for the learners.

## WHILE

In order to insert the **duration** concept of “while” into a transformed adverbial phrase, you should use the “**V-♪ [ir-ken, ır-ken, ür-ken, ur-ken, er-ken, ar-ken]**” duration allomorphs when **action verbs** are involved, such as “gel-ir-ken”, “git-er-ken”, “yaz-ar-ken”, “otur-ur-ken”, “bekleñ-ir-ken”. This morpheme is like the morpheme [I.YOR] whose second syllable never follows the vowel harmony rules. However, when you use “**adjectives**”, “**nouns**” or “**noun-[DE]**” **adverbials**, you should attach only “**ken**” morpheme to these words to convey both “**when**” and “**while**”.

Note: The /y/ glide is used when a word ends with a **vowel**; but when a word ends with a **consonant** only “**ken**” morpheme is attached to such words such as “ev-de/y/-ken”, “okul-da/y/-ken”, “boyalı/y/-ken”, “evli/y/-ken”, “be--kâr-ken”, “çocuk-ken”, “var-ken”, “kasap-ken”, “genç-ken”, “yaşlı/y/-ken”, “burada/y/-ken”, sokak-ta-/y/ken, etc.

The mental composition of "while" (duration) allomorphs are as follows:

*Jack okula gidiyordu + duration* ∪ “**Jack okul-a git-er-ken**” (*gi\*der\*ken*)

Jack okul-a git-er-ken bir kese altın para bul-du.

	adverbial	adverbial		
NP	adverbial	phrase of time	NP	V
VP				

*Jack was going to school + duration* ∪ “**while Jack was going to school**”

Jack found a purse of gold coins while he was going to school.

	V	NP	adverbial clause of time
NP			
VP			

Consider the example sentences below:

Oğul-um bahçe-de oyna-ar-ken eski bir para buldu. (The /u/ drops, and the /l/ attaches to /u/.) (oğ\*lum / bah\*çe\*de / oy\*nar\*ken ~ / es\*ki / bir / pa\*ra / bul\*du~)

My son found an old coin while he was playing in the garden.

Ben ev-de/y/-ken bütün ev iş-ler-i-/n/i kendim yap-ar-ım. (liaison)

(ben / ev\*dey\*ken ~ / bü\*tün / e\*viş\*le\*ri\*ni / ken\*dim / ya\*pa\*rim ~)

I do all the housework myself when I am at home.

Biz çocuk-ken televizyon seyret-e.me-i.yor-du-uk, çünkü televizyon daha keşfet-il-me-miş-ti.

(biz / ço\*cuk\*ken ~ / te\*le\*viz\*yon / sey\*re\*de\*mi\*yor\*duk ~ / çün\*kü ~ / te\*le\*viz\*yon / da\*ha / keş\*fe\*dil\*me\*miş\*ti ~)

We couldn't watch television when we were children because it hadn't been invented yet.

Ev ödey-in-i ben bura-da/y/-ken yap.

(ev / ö\*de\*vi\*ni / ben / bu\*ra\*day\*ken / yap ~)

Do your homework while (when) I am here.

Ben yeni sözcük-ler-i öğret-ir-ken Fatma pencere-den dışarı bak-ı.yor-du.

(ben / ye\*ni / söz\*cük\*le\*ri / öğ\*re\*tir\*ken ~ / fat\*ma / pen\*ce\*re\*den / dışa\*rı / ba\*kı\*yor\*du ~)

While I was teaching the new words, Fatma was looking out of the window.

Ben bura-da/y/-ken gürültü et-me.  
(ben / bu\*ra\***day**\*ken / gü\*rül\*tü / **et**\*me ~)  
Don't make a noise while (when) I am here.

Radyo dinle-er-ken ders çalış-a.bil-ir mi-sin?  
(rad\*yo / din\***ler**\*ken / ders / ça\*lı\*şa\*bi\***lir** ~ / mi\*sin ~)  
Can you study while (when) you are listening to the radio?

Kardeş-in-i ders çalış-ır-ken rahatsız et-me.  
(kar\*de\*şi\*ni / ders / ça\*lı\***şır**\*ken / ra\*hat\*sız / **et**\*me ~)  
Don't disturb your brother while (when) he is studying.

Ben dışarı-da/y/-ken kimse bana telefon et-ti mi?  
(ben / di\*şa\*rı\***day**\*ken / kim\*se / ba\*na / te\*le\*fon / **et**\*ti / mi ~)  
Did anyone telephone me when (while) I was out?

Fatma onsekiz yaş-ın-da/y/-ken çok güzel-di.  
(fat\*ma / **on**\*se\*kiz / ya\*şın\*day\*ken / **çok** / gü\*zel\*di ~)  
Fatma was very beautiful when she was eighteen.

Sen mutfak-ta meşgul-ken kedi bütün süt-ü iç-ti.  
(sen / mut\*fak\*ta / meş\***gul**\*ken~ / ke\*di / bü\*tün / sü\*tü / iç\*ti ~)  
The cat drank up all the milk when you were busy in the kitchen.

Onlar ırmak-ta yüz-er-ken biri-/s/i onlar-ın giysi-le-i-/n/i çal-dı.  
(on\*lar / ır\*mak\*ta / yü\***zer**\*ken~ / bi\*ri\*si / on\*la\*rın / giy\*si\*le\*ri\***ni** / çal\*dı ~)  
Somebody stole their clothes while (when) they were swimming in the river.

Zaman-ın var-ken ders-le-rin-i çalış.  
(za\*ma:\*nın / **var**\*ken ~ / ders\*le\*ri\***ni** / ça\*lış ~)  
Study your lessons while you have time.

Zaman-ın ol-un.ca araba-/y/ı yıka-/y/a.bil-ir-sin.  
(za\*ma:\*nın / o\***lun**\*ca ~ / a\*ra\*ba\*/y/ı / yı\*ka\*ya\*bi\***lir**\*sin ~)  
You can wash the car when you have time.

(Ben) koş-ar-ken düş-tü-üm.  
(ko\***şar**\*ken / düş\*tüm ~)  
I fell down while I was running.

Kız-ım-a bir hikâye anlat-ır-ken uyu-/y/a.kal-dı.  
(kı\*zi\*ma / bir / hi\*kâ:\***ye** / an\*la\*tır\*ken~ / u\*yu\***ya** / kal\*dı ~)  
My daughter fell asleep while I was telling her a story.

Merdiven-den aşağı in-er-ken dikkat-li ol.

(mer\*di\*ven\*den / a\*şa\*ğı / i\*ner\*ken ~ / dik\*kat\*lı / ol ~)

Be careful when you are walking down the stairs.

Ev ödev-in-i yap-ar-ken televizyon seyret-e.mez-sin.

(e\*vö\*de\*vi\*ni / ya\*par\*ken ~ / te\*le\*viz\*yon / sey\*re\*de\*mez\*sin ~)

You can't watch television while you are doing your homework. (prohibition)

## AS SOON AS

In order to express “as soon as” in Turkish, one should use a **positive** and **negative** verb composition of The Simple Present Tense following one another. The adverbial phrases that are built up with these verbal compounds are **timeless** and their function is **adverbial**:

Zil çaldı. ∪ “zil çal-ar çal-maz” (ça\*lar / çal\*maz)

Jack eve geldi. ∪ “Jack ey-e gel-ir gel-mez” (ge\*lır / gel\*mez)

Güneş doğacak. ∪ “güneş doğ-ar doğ-maz” (do\*ğar / doğ\*maz)

Mary beni gördü. ∪ “Mary ben-i gör-ür gör-mez” (gö\*rür / gör\*mez)

Mary odasına girdi. ∪ “Mary oda-/sı-/n/a gir-er gir-mez” (gi\*rer / gir\*mez)

As it is seen, the transformed phrases above are timeless and function as adverbial phrases of time:

Jack ey-e gel-ir gel-mez ödev-i/n/i yap-ma-/y/a başla-dı

Güneş doğ-ar doğ-maz yol-a koyul-a.cak-lar.

Mary ben-i gör-ür gör-mez kapı-/n/in arka-/sı-/n/a saklan-dı.

Mary oda-/sı-/n/a gir-er gir-mez bir iskelet-le karşılaş-tı.

Öğrenci-ler Zil çal-ar çal-maz bahçe-de oyna-mak için dışarı-/y/a çık-tı-lar.

subj			infinitive	postp		
NP	adv phrase of time	adverbial	postp	phrs of purpose	adverbial	V
(predicate) VP						

As soon as the bell rang, the students went out to play in the garden.

The places of adverbs and nouns are arranged in sentences in accordance with the importance given to these units. Therefore the following alternatives of the sentence above may also be produced as follows:

Öğrenciler, zil çalar çalmaz bahçede oynamak için dışarı çıktılar.

Öğrenciler, bahçede oynamak için zil çalar çalmaz dışarı çıktılar.

Zil çalar çalmaz, bahçede oynamak için öğrenciler dışarı çıktılar.

\*Dışarı çıktılar öğrenciler zil çalar çalmaz bahçede oynamak için.

The last sentence above is understandable, but a Turkish teacher may not accept it as a good sentence.

The main point in changing the places of the adverbial units above is that the nearer to the verb, the more important these units are. However, in doing this, the grammatical units should be kept intact. The grammatical units in the sentences above are as follows:

1. öğrenciler 2. zil çalar çalmaz 3. bahçede oynamak için 4. dışarı çıktılar.

Examples:

Yatak-ı-n/a **yağ-ar yat-maz** uyku-/y/a dal-dı.

(ya\*ta\*ğ<sup>ı</sup>\*na / ya\***tar** / yat\*maz / uy\*ku\*/**ya** / dal\*dı ~)

He fell asleep as soon as he went to bed.

Sokak-ta-ki çocuk-u **gör-ür gör-mez** fren-e bas-tı.

(so\*kak\*ta\*ki / ço\*cü\*ğ<sup>ü</sup> / gö\*rür / gör\*mez / fre\***ne** / bas\*tı ~)

He hit the brakes as soon as he saw the boy in the street.

Sen hazır **ol-ur ol-maz** dışarı çık-a.cak-ız.

(sen / ha\*zır / o\***lur** / ol\*maz~ / dı\*şa\***rı** / çı\*ka\*ca\*ğ<sup>ız</sup> ~)

We'll go out as soon as you are ready.

Avcı Kaplan-ı **gör-ür gör-mez** ateş et-ti.

(av\*cı / kap\*la\*nı / gö\*rür / gör\*mez / a\***teş** / et\*ti ~)

The hunter fired as soon as he saw the tiger.

Vaktin **ol-ur ol-maz** gel ben-i gör.

(vak\***tin** / o\***lur** / ol\*maz / gel / be\*ni / gör ~)

Come and see me as soon as you have time

Güneş **doğ-ar doğ-maz** yol-a koyul-du-lar.

(gü\*neş / do\*ğ<sup>ar</sup> / doğ\*maz / yo\***la** / ko\*yul\*du\*lar ~)

They set off as soon as the sun rose.

## UNTIL

When the nouns, such as “**sabah**”, “**yarın**”, “**saat altı**” is chosen, they are attached to the ♪ [e, a] allomorphs followed by the postposition “**kadar**”:

“**noun - ♪ [e, a] + kadar** (dek)

(Onlar) sabah-a kadar çalış-a.cak-lar. They will work until morning.

NP postp phrs of time

V

NP

V

prep phrs of time

VP

VP

Gece yarısı-/n/a kadar (dek) televizyon seyret-ti-ik.

(ge\*ce / ya\*rı\*sı\*na / ka\*dar / te\*le\*viz\*yon / sey\*ret\*tik ~)

We watched TV until midnight. (“Kadar” and “dek” are postpositions.)

Saat üç’e kadar ben-i bekle.

(sa\*at / ü\*çe / ka\*dar / be\*ni / bek\*le ~)

Wait for me until three o’clock.

Gelecek sene-/y/e kadar İngilizce çalış-ma-/y/a devam et-e.cek-im.

(ge\*le\*cek / se\*ne\*ye / ka\*dar / in\*g\*liz\*ce / ça\*lış\*ma\*ya / de\*va:m / e\*de\*ce\*ğim ~) I will go on studying English until next year.

If a simple sentence is chosen to be used as an adverb of time, “**V-♪ [e.ne, a.na] + kadar**” structure, which is a timeless adverbial phrase of time, is used to express “until” in Turkish. The logical development of "until" is as follows:

*Güneş doğdu + kadar* ∪ “**güneş doğ-a.na kadar**” (*do\*ğa\*na*)

**Güneş doğ-a.na kadar** tarlada çalıştılar.

*The sun rose + until* ∪ “until the sun rose”

**They worked in the field until the sun rose.**

*Güneş doğacak + kadar* ∪ “**güneş doğ-a.na kadar**”

**Güneş doğ-a.na kadar** tarlada çalış-a.cağ-ız. (*ça\*lı\*şa\*ca\*ğız*)

*The sun will rise + until* ∪ “until the sun rises”

**We will work in the field until the sun rises.**

**(Onlar) güneş doğ-a.na kadar tarla-da çalıştılar.**

NP	<u>adverbial</u>	<u>postp</u>		
	<u>postp adverbial phrs</u>	<u>adverbial</u>	<u>V</u>	
	VP			

They worked in the field until the sun rose

NP	<u>V</u>	<u>adv phrase</u>	<u>adverbial clause</u>
	VP		

(Sen) yarın-a kadar bekle. (You) wait till tomorrow.

NP	<u>noun -[E] + postp</u>		NP		<u>prep phrs of time</u>
	<u>postp phrs of time</u>	<u>V</u>		<u>V</u>	<u>adverbial</u>
	VP			VP	

As an alternative to the above adverbial phrase “**V- ♪ [in.ce-/y/e, in.ca-/y/a, ün.ce-/y/e, un.ca-/y/a] + kadar**” form can also be used:

Boya kuru-/y/un.ca-/y/a kadar (kuru-/y/a-/n/a kadar) duvar-lağ-a dokun-ma.

(bo\*ya / ku\*ru\*ya\*na / ka\*dar / du\*va\*la\*ra / do\*kun\*ma ~)

Don’t touch the walls until the paint dries.



Sen ev-e dön-e.ne kadar ders çalış-a.çak-ım-a söz ver-i.yor-um.  
(sen / e\*ve / dö\*ne\*ne / ka\*dar / ders / ça\*lı\*şa\*ca\*ğ\*ı\*ma / söz /  
ve\*ri\*yo\*rum ~)

I promise I will study until you come back home.

Hava karar-a.na kadar çocuk-lar bahçe-de oyna-dı-lar.  
(ha\*va / ka\*ra\*ra\*na / ka\*dar / ço\*cuk\*lar / bah\*çe\*de / oy\*na\*dı\*lar ~)  
The children played in the garden until it got dark.

(Sen) bir çiftlik-e gel-e.ne kadar bu patika-/y/ı izle.  
(bir / çift\*li\*ğ\*e / ge\*le\*ne / ka\*dar / bu / pa\*ti\*ka\*yı / iz\*le ~)  
Follow this path until you come to a farm.

Yardım gel-e.ne kadar bekle-mek zorunda kal-dı-lar.  
(yar\*dım / ge\*le\*ne / ka\*dar / bek\*le\*mek / zo\*run\*da / kal\*dı\*lar ~)  
They had to wait until the help came.

Öl-e.ne kadar savaş-tı-lar.  
(ö\*le\*ne / ka\*dar / sa\*vaş\*tı\*lar ~)  
They fought until they died.

Çağır-ıl-a.na kadar dışarı-da bekle.  
(çağ\*ır\*ıl\*na / ka\*dar / dı\*şar\*ı\*da / bek\*le ~)  
Wait outside till you are called. (passive)

Bir ada-/y/a gel-e.ne kadar kürek çek-ti-ler.  
(bir / a\*da\*y / ge\*le\*ne / ka\*dar / kü\*rek / çek\*ti\*ler ~)  
They rowed until they came to an island.

Yağmur dur-a.na kadar bir yer-e sığın-a.lım.  
(yağ\*mur / du\*ra\*na / ka\*dar / bir / ye\*re / sı\*ğın\*na\*lım ~)  
Let us shelter somewhere until it stops raining.

Onlar gel-e.ne kadar bir şey yap-a.ma-/y/ız.  
(on\*lar / ge\*le\*ne / ka\*dar / bir\*şey / ya\*pa\*ma\*yız ~)  
We can't do anything till they come.

Özür dile-/y/e.ne kadar sen-in-le konuş-ma-/y/a.çak-ım.  
(ö\*zür / di\*le\*ye\*ne / ka\*dar / se\*nin\*le / ko\*nuş\*ma\*yaca\*ğım ~)  
I won't speak with you until you apologize.

Saat kaç-a kadar burā-da bekle-me-em-i iste-i.yor-sun?  
(sa\*at / ka\*ça / ka\*dar / bur\*da / bek\*le\*me\*mi / is\*ti\*yor\*sun ~)  
Until what time do you want me to wait here?

(Sen) ben-i sev-diğ-in-i söyle-/y/e.ne kadar burā-da otur-a.cağ-ım.  
 (be\*ni / sev\*di\*ğ\*ni / söy\*le\*ye\*ne / ka\*dar / bur\*da / o\*tu\*ra\*ca\*ğım ~)  
 I am going to sit here until you tell me that you love me.

Señ-i öl-e.ne kadar sey-e.ceğ-ım.  
 (se\*ni / ö\*le\*ne / ka\*dar / se\*ve\*ce\*ğım ~)  
 I will love you till I die.

**BY and BY THE TIME**

“**By**” or “**by the time**” means “not later than” in English. This time concept is reflected into Turkish sentences by using The Future Perfect Tense, such as: “bitir-miş ol-a.cağ-lar”, “gel-miş ol-a.cak-lar”, etc., preceded by a “**noun-♪ [e, a] + kadar**”, or “**V-♪ [e.ne, a.na] + kadar**”, or “**V-♪ [in.ce-/y/e, in.ca-/y/a, ün.ce-/y/e, un.ca-/y/a] + kadar**” timeless adverbial phrases:

Study the following carefully:

(Ben) yarın-a kadar iş-im-i bitir-miş ol-a.cağ-ım.  
 NP postp phrs of time NP V  
 VP

I will have finished my work by tomorrow.  
 NP V NP prep phrs of time  
 VP

If a simple **sentence** is needed to be transformed, “**V -♪ [e.ne, a.na] + ka-dar**” structure is used in the adverbial phrase section of a sentence. The logical process of this transformation is as follows:

*Annem eve dönecek + o zamana kadar* ∪ “**annem ev-e dön-e.ne kadar**”

*Mother will come back home + by the time* ∪ “**by the time mother comes back home**”

(Ben) annem ev-e dön-e.ne kadar iş-im-i bitir-miş ol-a.cağ-ım.  
 NP postpositional phrase of time NP V  
 VP

(an\*nem / e\*ve / dö\*ne\*ne / ka\*dar~ / i\*şi\*mi / bi\*tir\*miş / o\*la\*ca\*ğım ~)

I will have finished my work by the time my mother comes back home.  
 | | prep phrs NP V adv adv  
 NP | | |  
 V NP adverbial clause of time  
 VP

“**Dön-ün.ce-/y/e kadar**” may also be used as an alternative to the above expression:

Biz stadyum-a var-in.ca-/y/a kadar maç bit-miş ol-a.cak.

(biz / stad\*yu\*ma / va\*rn\*ca\*ya / ka\*dar / maç / bit\*miş / o\*la\*cak ~)

The match will have been over by the time we get to the stadium.

Sen ey-e var-in.ca-/y/a kadar bütün pasta-y/ı yemiş ol-a.cak-lar.

(sen / e\*ve / va\*rn\*ca\*ya / ka\*dar~ / bü\*tün / pas\*ta\*yı / ye\*miş / o\*la\*cak\*lar~)

They will have eaten up all the cake by the time you arrive home.

## SINCE

If single **nouns** or “**determiner + noun**” compounds such as “**dokuz**”, “**sabah**”, “**öğle**”, “**dün**”, “**geçen hafta**”, “**geçen ay**”, “**geçen yıl**” are chosen to express, a “**noun- $\downarrow$ [den, dan] + beri**” or a “**possessor + possessed**”- $\downarrow$  [den, dan] + beri” postpositional phrase structure is used to express “since nine”, “since morning”, “since last year”, “since last summer”, or “since you went away” expressions. The word “**beri**” is a **postposition**. The function of these phrases is adverbial:

**(Ben) onu geçen hafta-dan beri gör-me-di-im.**

NP NP postp adverbial phrs of time V  
VP

I haven't seen her since last week.

NP V NP prep phrase of time  
VP

Saat dokuz-dan beri bekle-i.yor-um.

(sa\*at / do\*kuz\*dan / be\*ri / bek\*li\*yo\*rum ~)

I have been waiting since nine.

As “dokuz”, “sabah”. “öğlen”, etc. are nouns, a “**noun + infinitive**” - [DEN] + **beri**” can also be used in their places:

(Ben) seni gördüm + den beri ∪ “(ben-im) sen-i gör-dük-üm-den beri”

I saw you + since ∪ “since I saw you”

(ben-im) sen-i gördük-üm - den beri = since I saw you

noun compound - [DEN] + postp  
postpositional adverbial phrase of time

(Sen) (ben-im) sen-i gör-dük-üm-den beri birsey yapmadın

NP noun comp-den postp | |  
postp phrase of time NP V  
VP

You haven't done anything since I saw you.

NP                      V                      NP                      adverbial clause of time  
VP

Sen-i ilk gör-dük-üm-den beri sev-i.yor-um.

(se\*ni / **ilk** / gör\*dü\*ğüm\*den / be\*ri / se\*vi\*yo\*rum ~)

I have been in love with you since I saw you first.

(Sen-in) İstanbul'dan ayrıl-dık-ın-dan beri sen-den bir mektup al-ma-dı-ım.

(is\*tan\*bul\*dan / ay\*rı\*lı\*dı\*ğın\***dan** / be\*ri / sen\*den / bir / mek\*tup / **al\*ma\*dım** ~) I haven't received a letter from you since you left İstanbul.

(Ben) (sen-in) evden çık-tık-ın-dan beri birsey yap-ma-dı-ım.

(ev\*den / çık\*tı\*ğın\***dan** / be\*ri / bir / şey / **yap\*ma\*dım** ~)

I haven't done anything since you left home.

(Ben-im) sen-i son gör-dük-üm-den beri (sen) ne yap-ı.yor-sun?

(se\*ni / **son** / gör\*dü\*ğüm\*den / be\*ri / **ne** ~ / ya\*pı\*yor\*sun~)

What have you been doing since I saw you last?

**Kız-lar-dan bazı-lar-ı sınıf-a gir-dik-le-ri/n/-den beri gül-üş-üp konuş-u.yor-lar.**

(kız\*lar\*dan / **ba\*zi\*la\*rı** / sı\*nı\*fa / gir\*dik\*le\*rin\***den** / be\*ri / gül\*lü\*şüp / ko\*nu\*şu\*yor\*lar ~)

Some of the girls have been chatting and giggling since they came into the classroom.

Sen-(in) bura-/y/a gel-diğ-in-den beri ne kadar oldu? or

Sen bura-/y/a gel-e.li ne kadar ol-du?

(sen / **bu\*ra\*ya** / ge\*le\*li / **ne**~ / ka\*dar / ol\*du~)

How long is it (has it been) since you came here?

Biz-im komşu-n/un şu aptal kopek-i ben ev-e gel-diğ-im-den beri havla-ı.yor.

(bi\*zim / kom\*şu\*nun / şu / ap\***tal** / kö\*pe\*ğ-i ~ / ben / e\*ve / gel\*di\*ğim\***den** / be\*ri / hav\*lı\*yor~)

That stupid dog of our neighbor's has been barking since I came home.

Otobüs-ü kaçır-dık-ım-dan beri bur-a-da bekle-i.yor-um.

(o\*to\*bü\*sü / ka\*çır\*dı\*ğım\***dan** / be\*ri / **bur\*da** / bek\*li\*yo\*rum ~)

I have been waiting here since I missed the bus.

**Yağmur başla-dık-ı/n/-dan beri otobüs durak-ı/n/-da bekle-i.yor-um.**

(yağ\***mur** / baş\*la\*dı\*ğın\***da**\***dan** / be\*ri / o\*to\*büs / du\*ra\*ğın\***da** / bek\*li\*yo\*rum ~) I have been waiting at the bus stop since it started raining.

Köpek be<sub>n</sub>-i gör-dük-ün-den beri arka-am-dan gel-i.yor.

(kö\*pek / be\*ni / gör\*dü\*ğün\*den / be\*ri / ar\*kam\*dan / ge\*li\*yor ~)

The dog is following me since it saw me.

### CAUSE OR REASON

“As”, “since” or “because” subordinating conjunctions are used in English to express cause or reason. In Turkish, in place of “as” or “since”, “için” postposition is used. Since all postpositions follow nouns in Turkish, “için” can also follow a **noun**, a **pronoun**, an **infinitive**, or a “**noun + infinitive**” compound. All “**noun + infinitive**” and “**determiner + noun**” compounds are **syntactic nominal phrases**. Follow the simple sentences below:

Ben eve geç geldim + için ∪ “(be<sub>n</sub>-(im) ev-e geç gel-di<sub>k</sub>-im için”

I came home late + as ∪ “as I came home late”

As the (be<sub>n</sub>-im) parts in the noun compounds are generally ignored, only the **possessed** parts of the noun compounds are used as “gel-di<sub>k</sub>-im” and “geç gel-di<sub>k</sub>-im”. Since these parts are the possessed parts of the noun compounds, they are also “nouns”, and so, they can be followed by the postposition “için”:

**(onlar) (be<sub>n</sub>-im) oku<sub>l</sub>-a geç gel-di<sub>k</sub>-im için be<sub>n</sub>-i cezalandır-dı-lar.**

NP	<u>noun + inf compound</u>	+	<u>postp</u>		
	<u>postpositional phrase of cause</u>			NP	V
	VP				

Note: (Be<sub>n</sub>-im) and (onlar) are not generally used; they are put there so that the noun compounds should be well understood. The personal suffixes at the end of the verb compositions are enough to express the pronouns.

**(Be<sub>n</sub>-im) oku<sub>l</sub>-a geç gel-di<sub>k</sub>-im için = As I came to school late.**

<u>noun + inf compound</u>	+	<u>postp</u>	adverbial clause of cause
<u>postpositional phrase of cause</u>			

**be<sub>n</sub>-i cezalandır-dı-lar**    **they punished me**

sentence	sentence
----------	----------

Oku<sub>l</sub>-a geç gel-di<sub>k</sub>-im için be<sub>n</sub>-i cezalandır-dı-lar.

(o\*ku\*la / geç / gel\*di\*ğim / i\*çin~ / be\*ni / ce\*za:\*lan\*dır\*dı\*lar ~)

They punished me as I came to school late.

Soru-lar güç ol-du<sub>k</sub>-u için (onlar-ın) çok-u-/n/a cevap ver-e.me-di-im.

(so\*ru\*lar / güç / ol\*du\*ğu / i\*çin~ / ço\*ğu\*na / ce\*vap / ve\*re\*me\*dim ~)

As the questions were difficult, I couldn't answer most of them.

Çok yağmur yağ-dık-ı için stadyum-a zaman-ı/n/-da var-a.ma-dı-lar.  
(çok / yağ\***mur** / yağ\*dı\*ğ-ı / i\*çin~ / s\*tad\***yu**\*ma / za\***ma**.\*nın\*da /  
va\*ra\***ma**\*dı\*lar ~)

They couldn't get to the stadium in time as it was raining heavily.

(Ben-im) gözlük-üm-ü (ben-im) ev-de unut-tuk-um için öğretmen-in tahta-  
/y/a yaz-dık-lar-ı/n/ı gör-e.me-di-im.

(göz\***lü**\*ğü\*mü / ev\***de** / u\*nut\***tu**\*ğum / i\*çin~ / öğ\***ret**\*me\*nin / tah\***ta**\***ya** /  
yaz\*dık\***la**\*rı\*nı / gö\***re**\*me\*dim ~)

As I had left my glasses at home, I couldn't see what the teacher was writing on the board.

The two "benim" words above are put here to show the compounds clearly. They are not used in current speech, and "öğretmenin tahtaya yazdıkları" is a "**noun + infinitive**" compound.

Saat beş ol-duğ-u için çalış-ma-/y/ı bırak-sa-ak iyi ol-ur.

(sa\*at / **beş** / ol\*du\*ğ-u / i\*çin~ / ça\***lı**\*ş\*ma\***yı** / bı\***rak**\*sak / i\***yi** / o\***lur** ~)

As it is five, we had better stop working.

The conjunction "**çünkü**" is used in Turkish as "**because**" is used in English:

(O) yavaş yavaş yürü-ü.yor-du, çünkü ağır bir sepet taşı-ı.yor-du.

She was walking slowly because she was carrying a heavy basket.

Çok çalış-ma.lı-sın, çünkü yarın sınav-a gir-e.cek-sin.

You must study hard because you will have an examination tomorrow.

"**Yüzünden**", "**den dolayı**" or "**nedeniyle**" complex **postpositions** can be used in Turkish as "**because of**" preposition is used in English:

Şiddet-li yağmur yüz-ü/n/-den (neden-i/y/-le) maç-ı ertele-mek zor-u/n/-da

kal-dı-lar. (şid\***det**\***li** / yağ\***mur** / yü\*zün\*den~ / ma\*ç-ı / er\***te**\*le\***mek** /

zo\***run**\*da / kal\*dı\*lar ~) They had to postpone the match *because of* the heavy rainfall.

Yoğun trafik yüz-ü/n/-den (neden-i/y/-le) oku-l-a geç kal-dı-ım.

(yo\*ğ**un** / tra\***fik** / yü\*zün\*den~/ o\*ku\*la / **geç** / kal\***dim** ~)

I came to school late *because of* the heavy traffic.

Otobüs grev-i yüzünden (nedeniyle) ev-e yürü-/y/e.rek git-mek zorunda kal-

dı-ık. (o\***to**\***büs** / gre\***vi** / yü\*zün\*den~/ e\***ve** / yü\*rü\***ye**\*rek / git\***mek** /

zo\***run**\*da / kal\*dık ~) We had to walk home *because of* the bus strike.

Yüksek fiyat-lar yüzünden (nedeniyle) hiç birçey satın al-a.ma-dı-ım.

I couldn't buy anything *because of* the high prices.

Fatma güzel göz-ler-i *nedeni/y/-le* çekici-dir.

(fat\*ma / gü\*zel / göz\*le\*ri / ne\*de\*niy\*le / çe\*ki\*ci\*dir ~)

Fatma is attractive *because of* her beautiful eyes.

### CONTRAST (RAĞMEN, KARŞIN)

Noun compounds like “(ben-im) çalış-ma-am-a rağmen”, “(onun) git-me-/s/-/n/e rağmen” structures are used in Turkish in place of “**although + sentence**” in English. “Ben-im çalış-ma-am”, “señ-in gel-me-en”, “biz-im konuş-ma-am-ız” compounds are “noun + infinitive” compounds, whose second parts are made of infinitives. The ♪ [e, a] allomorphs are the allomorphs that are attached to **nouns, pronouns and noun compounds**, which help them to be used as adverbials in sentences. “Rağmen”, “karşın” or “neden-i/y/-le” are postpositions used after nouns attached either to [e], or [a] allomorphs:

(o) onu (kendi-/s/i-/n/in) çalış-ma-/s/ı-/n/a rağmen başar-a.ma-di  
 NP | noun + infinitive compound - / n / a postp |  
NP postpositional phrase of contrast V  
 VP

Note: The /s/ and /n/ are glides. "Kendisinin" and "o" are put here to help the learners understand the deleted parts of the compounds. They are not used in current Turkish because "kendisinin" and "o" can be understood from the personal allomorphs. The mental production of this sentence is as follows:

(O) çok çalıştı + rağmen ∪ “(kendi-/s/i-/n/in) çok çalışma-/s/ı-/n/a rağmen”  
 He studied hard + although ∪ “**although he studied hard**”

He couldn't succeed although he studied hard  
 NP V adverbial clause of contrast adv  
 VP

Ahmet (kendi-/s/i-/n/in) otomobil-i olma-/s/ı-/n/a rağmen okul-a otobüs-le gel-ir.  
 NP noun compound - /n/[a] postp | | |  
postpositional phrase of contrast adverbial adverbial V  
 VP

Although Ahmet has got a car, he comes to school by bus.

Yorgun ol-ma-am-a rağmen çalış-ma-/y/a devam et-me.li-/y/im. (liaison)  
 (yor\*gun / ol\*ma\*ma / rağ\*men~ / ça\*lış\*ma\*ya / de\*va:\*met\*me\*li\*yim ~)  
 I must go on working although I am tired.

İki kez oku-ma-am-a rağmen ders-i anla-/y/a.ma-di-ım.  
 (i\*ki / kez / o\*ku\*ma\*ma / rağ\*men~ / der\*si / an\*la\*ya\*ma\*dım ~)  
 I couldn't understand the lesson although I read twice.

Şişman ol-ma-/s/ı-/n/a rağmen hızlı koş-a.bil-i.yor.  
(şiş\***man** / ol\*ma\*sı\*na / rağ\*men~/ hız\*lı / ko\*şa\*bi\*li\*yor ~)  
Although he is fat, he can run fast.

(Biz-im) aynı otel-de kal-ma-am-ız-a rağmen birbirimiz-e rastla-ma-dı-ık.  
(ay\*nı / o\*tel\*de / kal\*ma\*mi\*za / rağ\*men~/ bir\*bi\*ri\*mi\*ze / rast\*la\*-ma\*dık~) Although we were staying in the same hotel, we didn't meet.

On yaş-ı/n/-da ol-ma-/s/ı-/n/a rağmen oku-/y/up yaz-a.ma-ı.yor.  
(on / ya\*şın\*da / ol\*ma\*sı\*na / rağ\*men~/ o\*ku\*yup / ya\*za\*mi\*yor ~)  
Although he is ten years old, he can't read and write.

Büyükanne-em (kendisinin) çok yaşlı ol-ma-/s/ı-/n/a rağmen ev iş-i-/n/i kendi-/s/i yap-ar. (bü\*yü\*kan\*nem / çok / yaş\*lı / ol\*ma\*sı\*na / rağ\*men~/ e\*vi\*şi\*-ni / ken\*dî\*si / ya\*par ~) (liaison)  
Although my grandmother is very old, she does her housework herself.

Yoksul ol-ma-lar-ı-/n/a rağmen mutlu-dur-lar.  
(yok\*sul / ol\*ma\*la\*rı\*na / rağ\*men~/ mut\*lu\*dur\*lar ~)  
Although they are poor, they are happy.

One can use a “**V - [DİK]-possessed personal morpheme + halde**” structure as an alternative to the above postpositional phrase of contrast:

Çok çalış-tık-ım halde başar-a.ma-dı-ım.  
(çok / ça\*lış\*ti\*ğım / hal\*de / ba\*şa\*ra\*ma\*dım ~)  
Although I studied hard, I couldn't succeed.

Gör-e.me-dik-i halde piyano çal-a.bil-i.yor-du.  
(gö\*re\*me\*di\*ği / hal\*de / pi\*ya\*no / ça\*la\*bi\*li\*yor\*du ~)  
Although he wasn't able to see, he could play the piano.

İyi gör-e.me-dik-i halde gözlük tak-mak iste-me-i.yor.  
(i\*yi / gö\*re\*me\*di\*ği / hal\*de~/ göz\*lük / tak\*mak / is\*te\*mi\*yor ~)  
Although he can't see well, he doesn't want to wear glasses.

“**Determiner + noun- ♪ [e, a] + rağmen**” can be used like “in spite of + determiner + noun” English prepositional phrase:

**(Biz) şiddet-li sağanak-a rağmen konser-e zaman-ın-da yetiş-ti-ik.**

NP	<u>determiner + noun - [E]</u>	<u>postp</u>			
	<u>postp phrase of contrast (adv)</u>	<u>adverbial</u>	<u>adverbial</u>	<u>adverbial</u>	<u>V</u>
					VP

We got to the concert on time in spite of the heavy rainfall.

				<u>prep</u>	<u>determiner</u>	<u>noun</u>
NP	<u>V</u>	<u>adverbial</u>	<u>adverbial</u>	<u>prep phrase of contrast</u>		
						VP



Tüm güçlük-le<sub>r</sub>-e rağmen dağ-ın doruk-u-/n/a tırman-a.bil-di-ler.  
(**tüm** / güç\*lük\*le\*re / rağ\*men~/ da\*ğın / do\*ru\*ğu\*na / tır\*ma\*na\*bil\*di\*ler ~)  
They were able to climb the peak of the mountain *in spite of all difficulties*.

Tüm kötü hava şart-la<sub>r</sub>-ı-/n/a rağmen pilot uçak-ı başarı-/y/la indir-di.  
The pilot landed the plane successfully *in spite of all the unfavorable weather conditions*.

Küçük göz-le<sub>r</sub>-i-/n/e rağmen yakışıklı-dır.  
(kü\*çük / göz\*le\*ri\*ne / rağ\*men~/ ya\*kı\*şık\*lı\*dır ~)  
He is handsome *in spite of his small eyes*.

Note: Some speakers and writers tend to use "**karşın**" in place of "**rağmen**" to avoid this borrowed word: "Küçük gözlerine karşın (rağmen) yakışıklıdır". **[Ken]** morpheme can also be used like "**while**" to express **contrast**:

Bazı kimse-ler zengin-ken diğer bazı-la<sub>r</sub>-ı yoksul-dur.  
(**ba**:\*zı / kim\*se\*ler / zen\*gin\*ken~/ di\*ğer / **ba**:\*zı\*la\*rı / yok\*sul\*dur ~)  
While some people are wealthy, some others are poor.

Karınca çalış-ır-ken, ağustos böcek-i zaman-ı-/n/ı şarkı söyle-/y/e.rek boşa harca-ar-di. While the ant was working, the cicada used to waste time singing.

Bazı kimseler çay-ı tercih et-er-ken, diğer bazı-la<sub>r</sub>-ı kahve-/y/i tercih eder.  
While some people prefer tea, some others prefer coffee.

Bazı öğrenci-ler öğren-mek için istek-li/y/-ken, diğer bazı-la<sub>r</sub>-ı ders-le<sub>r</sub>-e karşı kayıtsız-dır.  
While some students are eager to learn, some others are indifferent to lessons.

## PURPOSE

In order to compose an adverbial phrase of purpose, one should use a simple sentence containing "**wish mood**" (dilek kipi) without structurally changing it, and by doing so, the "wish" simple sentence becomes a **nominal phrase** to be used preceding the postposition "diye" to compose a "postpositional phrase of purpose":

<b>İçeri gir-e-/y/im.</b>	Let me go in.
<b>İçeri gir-e-sin.</b>	I wish you to go in
<b>İçeri gir-sin.</b>	Let him go in.
<b>İçeri gir-e-lim.</b>	Let us go in.
<b>İçeri gir-e-sin-iz.</b>	I wish you to go in.
<b>İçeri gir-sin-ler.</b>	Let them go in.

(O) İçeri-y/e gir-e-/y/im diye kapıyı açtı. He opened the door to let me go in.

NP	<u>sent (nominal phrs) + postp</u>			NP	<u>V</u>	NP	<u>adv phrs of purpose</u>
	<u>postp phrase of purpose</u>						
							VP
							VP

- |                                  |  |
|----------------------------------|--|
| <b>İçeri gir-e.bil-e-/y/im.</b>  | Let me be able to go in.                 |
| <b>İçeri gir-e.bil-e-sin.</b>    | I wish you to be able to go in.          |
| <b>İçeri gir-e.bil-sin.</b>      | I wish him to be able to go in.          |
| <b>İçeri gir-e.bil-e-lim.</b>    | Let us be able to go in.                 |
| <b>İçeri gir-e.bil-e-sin-iz.</b> | I wish you to be able to go in.          |
| <b>İçeri gir-e.bil-sin-ler.</b>  | I wish you to let them be able to go in. |

1. “**V -İ [e.bil, a.bil]-[e-/y/im, e-sin, sin, e-lim, e-sin-iz, sin-ler] + diye**”

2. “**V -İ [e-/y/im, a-/y/ım], [e-sin, a-sın], [sin, sın, sün, sun], [e-sin-iz, a-sın-ız], [sin-ler, sın-lar] + diye**”

Follow the examples:

(o) **(Ben) içeri gir-e-bil-e-/y/im diye kapı-y/ı aç-tı.**

NP	<u>sentence used as a noun</u>	<u>postp</u>		
	<u>postpositional phrase of purpose</u>		NP	V
				VP

He opened the door so that I could go in.

NP			
	<u>V</u>	NP	<u>adverbial clause of purpose</u>
			VP

Öğretmen be-ni daha iyi gör-e.bil-sin diye gözlük-ler-i-/n/i tak-tı.

(*öğ\*ret\*men / be\*ni / da\*ha / i\*yi / gö\*re\*bil\*sin / di\*ye~ / göz\*lük\*le\*ri\*ni / tak\*tı* ~) The teacher put on her glasses so that she could see me better.

Herkes gör-e.bil-sin diye onu daha büyük çiz.

(*her\*kes / gö\*re\*bil\*sin / di\*ye / o\*nu / da\*ha / bü\*yük / çiz* ~)

Draw it larger so that everybody can see it.

İçeri gir-sin diye kenar-a çekil-di-im.

(*i\*çe\*ri / gir\*sin / di\*ye ~ / ke\*na\*ra / çe\*kil\*dim* ~)

I stepped aside so that she might come in.

Kimse bu-l-a.ma-sın diye para-/s/ı-/n/ı dikkat-le sakla-dı.

(*kim\*se / bu\*la\*ma\*sın / di\*ye~ / pa\*ra\*sı\*ni / dik\*kat\*le / sak\*la\*dı* ~)

He hid his money carefully so that nobody could find it.

(In negatives, [e.me, a.ma] are used in place of [e-bil, a-bil])

Bir sözlük al-a.bil-sin diye ona biraz para ver-di-im.

(bir / söz\*lük / a\*la\*bil\***sin** / di\*ye~ / o\*na / bi\*raz / pa\*ra / ver\*dim ~)

I gave her some money so that she could buy a dictionary.

Ahmet, sınav-ı geç-e.bil-sin diye çok çalış-ı.yor.

(ah\*met ~ / sı\*na\*vı / ge\*çe\*bil\***sin** / di\*ye~ / **çok** / ça\*lı\*ş\*ı\*yor ~)

Ahmet is studying hard so that he can pass the examination.

Erken kalk-a.bil-sin diye o-/n/a bir çalar saat satın al-dı-ım. (liaison)

(er\***ken** / kal\*ka\*bil\***sin** / di\*ye~ / o\*na / bir / ça\*lar / sa\*at / sa\*tı\*nal\***dım** ~)

I bought an alarm clock for him so that he could get up early.

The postposition "**diye**" can also be used after some other **simple sentences** used as **nominal phrases** without being structurally changed. Consider the following:

**(Ben) (o) geç-e.cek diye bekle-di-im.**

NP	NP	V		
	sent nominal phrs +	postp		
	postp	adverb phrs of purpose	V	
	VP			

(ge\*le\***cek** / di\*ye / bek\*le\***dim**~)

I waited hoping that he would come.

Herkes anla-mış-tır diye sözüm-e devam et-ti-im. (liaison)

(**her**\*kes / an\*la\***mış**\*tır / di\*ye ~ / sö\*zü\*me / de\***va**:\*met\***tim** ~) (liaison)

I went on talking thinking that everybody must have understood me.

Ertesi gün pazar diye geç vakte kadar otur-du-uk.

(er\*te\*si / gün / pa\*zar / di\*ye / **geç** / vak\*te / ka\*dar / o\*tur\***duk** ~)

We sat up late knowing that the following day was Sunday.

Otobüs kalabalık diye bin-me-di-im.

(o\*to\*büs / ka\*la\*ba\***lık** / di\*ye / **bin**\*me\***dim** ~)

Seeing that the bus was crowded, I didn't get on.

Kedi dışarı çık-sın diye kapı-/y/ı aç-tı-ım.

I opened the door to let the cat go out.

(I opened the door so that the cat could go out.)

All the underlined parts of the sentences above are **sentences** that are used as "**nominal phrases**".

If the concept of ability is ignored, the [e.bil, a.bil] are omitted, and the se-

**cond type** of the above chain is used following the vowel and consonant harmony. The underlined parts of the sentences below are **sentences** that are used as “**nominal phrases**”:

Hiç yanlışlık yap-ma-sın diye onu dikkat-le yaz-dı.

sentence of “wish” (nominal phrs) postp sentence  
postpositional phrase of purpose

(hiç / yan\*lış\*lık / **yap\*ma\*sın** / di\*ye~ / o\*nu / dik\***kat**\*le / yaz\*dı ~)

He wrote it carefully so that he shouldn’t make a mistake.

Güzel gör-ün-sün diye yeni elbise-/s/i-/n/i giy-di.

(gü\***zel** / gö\*rün\*sün / di\*ye / ye\***ni** / el\*b\*se\*si\*ni / giy\*di ~)

She put her new dress on so that she might (should) look beautiful.

Kaç-ma-sın diye at-ım-ı bir ağaç-a bağla-dı-ım.

(**kaç**\*ma\*sın / di\*ye / a\*tı\*ımı / bir / a\*ğ**a**\*ca / bağ\*la\*dım ~)

I fastened my horse to a tree so that it shouldn’t escape.

Hiç parmak iz-i bırak-ma-sın diye hırsız eldiven tak-mış-tı.

(hiç / par\***mak** / i\*zi / bı\***rak**\*ma\*sın / di\*ye~/ hır\*sız / el\*d**i**\*ven / tak\*miş\*tı ~)

The thief wore gloves so that he shouldn’t leave any fingerprints.

İngilizce’mi uygula-/y/ım diye baba-am be-n-i İngiltere’/y/e götür-e.cek.

(in\***g**\*liz\*ce\*mi / uy\*gu\*la\*yım / di\*ye / ba\*bam / be\*ni / in\*gil\***te**\*re\*ye / gö\*tü\*re\*cek~)

My father will take me to London so that I could practice my English.

If the **subject** of the **main** clause, and that of the **adverbial phrase** are the **same**, an “**infinitive + için**” postpositional phrase can be used:

Güzel gör-ün-mek için yeni elbise-/s/i-/n/i giy-di.

(gü\***zel** / gö\*rün\*mek / i\* için / ye\***ni** / el\*b\*se\*si\*ni / giy\*di ~)

She put on her new dress *to look* beautiful.

Hırsız parmak iz-i bırak-ma-mak için eldiven tak-mış-tı.

(hır\*sız / par\***mak** / i\*zi / bı\***rak**\*ma\***mak** / i\* için / el\*d**i**\*ven / tak\*miş\*tı ~)

The thief wore gloves *not to leave* any fingerprints.

Sınav-ı-/n/ı geç-me<sub>k</sub> için Ahmet çok çalış-ı.yor. (liaison)

(sı\*na\*vi\*ni / geç\***me**\*ki\*çin~/ ah\*met / **çok** / ça\*lı\*şı\*yor ~)

Ahmet is studying hard *to pass* his examination.

Köpek-e at-ma<sub>k</sub> için yer-den bir taş aldı. (liaison)

(kö\*pe\*ğ**e** / at\*ma\*ki\*çin~/ yer\*den / bir / **ta**\*şal\*dı ~)

He picked up a stone *to throw* at the dog.

*İslan-ma-mak için şemsiye-em-i al-dı-ım.* (liaison)  
 (İs\*lan\*ma\*ma\*ki\*çin~ / şem\*sî\*ye\*mi / al\*dım ~)  
 I took my umbrella *not to get wet*.

*İngilizce-/s/i-/n/i ilerlet-mek için özel ders-ler al-ı.yor.*  
 She is taking private lessons *to improve* her English.

*Ben-i iyi (iyice) anla-mak için dikkat-le dinle.*  
 (be\*ni / i\*yi / an\*la\*mak / i\*çin / dik\*kat\*le / din\*le ~)  
 Listen to me carefully to understand me well.

*Bu kitap-ı anla-mak için dikkat-le oku.*  
 (bu / ki\*ta\*bı / an\*la\*mak / i\*çin / dik\*kat\*le / o\*ku ~)  
 Read carefully to understand this book.

## PLACE

To produce an adverbial concept of place in Turkish, one can use “istedik-in yer-e” (to the place where you wish), or “nere-/y/e istersen” (where you wish) expressions.

(Sen) istedik-in yer-e git-e.bil-ir-sin. You can go (to the place) where you wish.  
 NP determiner noun [-e] V NP V prep phrase determiner  
 adverbial adverbial clause of place

(Sen) kitap-ı (sen-in) bul-duk-un yer-e koy.  
 NP NP noun comp (deter) + noun-e V  
 postp adverbial phrase of place

(You) put the book (in the place) where you found it.  
 NP V NP prep phrs (adv) determiner  
 adverbial clause of place

*Nere-/y/e git-er-sen (git) İngilizce konuş-a.bil-en bir-i-/s/i-/n/i bul-a.bil-ir-sin.*  
 (ne\*re\*ye / gi\*der\*sen / git ~ / in\*gi\*liz\*ce / ko\*nu\*şa\*bi\*len / bi\*ri\*si\*ni / bu\*la\*bi\*lir\*sin ~)

You can find someone who can speak English wherever you go.

*Nasrettin Hoca eşek-i-/n/i kaybet-tik-i yer-de bul-du ve bu onu çok mutlu etti.*  
 Nasrettin Hoca found his donkey where he had lost it, which made him very happy.

*Beğen-dik-in (herhangi bir) yer-e otur-a.bil-ir-sin.*  
 (be\*ğen\*di\*ğın / ye\*re / o\*tu\*ra\*bi\*lir\*sin ~)  
 You can sit wherever you like.

Onu koy-duğ-un yer-i hatırla-ma-/y/a çalış.  
 (o\*nu / koy\*du\*ğun / ye\*ri / ha\*tır\*la\*ma\*ya / ça\*lış)  
 Try to remember where you put it.

## MANNER

To transform a simple English sentence into an adverbial clause of manner, the conjunction “as” is put in the beginning of a sentence. In Turkish, “gibi” postposition is used after a “noun + infinitive” compound:

### AS

The mental development of an adverbial phrase of manner is as follows:

*Ben sana döyledim + gibi* ∪ “**ben-im sana döyle-dik-im gibi**”  
*I told you + as* ∪ “**as I told you**”

**(Sen) onu, (ben-im) sana söyle-dik-im gibi yap.**

NP		noun compound	+	postp	
		postp adverbial phrase of manner			
VP					

(You) do it as I told you (to do).

NP	V	NP adverbial clause of manner
VP		

**(Ben) (ben-im) konuş-tuğ-um gibi yaz-ar-ım.** I write as I talk.

NP	postpositional phrase of manner.	V
VP		

(ko\*nuş\*tu\*ğum / gi\*bi / ya\*za\*ırım~)

**(Sen) onu (o-/n/un) ol-duğ-u gibi bırak.** Leave it as it is.

NP		noun compound	postp	
		postpositional phrs of manner		
VP				

Gel-dik-leḡ-i gibi giḡ-er-ler. (Mustafa Kemal Atatürk)

(gel\*dik\*le\*ri / gi\*bi ~ / gi\*der\*ler~)

They will go as they came.

(Biz) onu, (onun) biz-e söylen-dik-i gibi yap-tı-ık.

(o\*nu~ / bi\*ze / söy\*len\*di\*gi / gi\*bi / yap\*tık ~)

We did it as we had been told

The words in brackets above are used to make the meaning understandable for the learners. They are not necessary in current Turkish. For instance, instead of saying “(Sen) (ben-im) kardeş-im-i gör-dü-ün mü?” people say “Kardeş-im-i gör-dü-ün mü?” because the pronoun “Sen”, and the personal

allomorph “ün” both mean “sen”; and the “ben-im” and “im” both mean “my”. As “sen” and “ben-im” words are opinal elements, they may be ignored, and the current sence becomes “Kardeş-im-i gör-dü-ün mü?”.

Likewise, there are two personal possessor morphemes in all noun compounds such as [im] in “ben-im”, and [im] in “şeker-im”, both of which mean “my”. Therefore “ben-im” possessor adjective may be ignored, and only “şeker-im” word (my sugar) is used instead of “ben-im çeker-im”.

For instance:

"(Ben-im) okul-um" → (o\*kul\*um), "(sen-in) göz-le<sub>r</sub>-in" → (göz\*le\*rin)  
 "(e-ni/un) çanta-/s/ı" → (çanta-/s/ı), "(Biz-im) ev-im-iz" → (e\*vi\*miz)

However, if **nouns** are used in the **possessor** parts, they cannot be ignored:

"fiyat-la<sub>r</sub>-ın art-ma-/s/ı", "okul-un ön-ü", "Jack-in şaka-/s/ı", "a<sub>t</sub>-ın tekme-/s/ı"  
 Jack-in araba-/s/ı, sorun-la<sub>r</sub>-ın a<sub>ş</sub>-ıl-ma-/s/ı.

As it is seen in the examples above, if **possessor pronouns** are used in the possessor parts of the noun compounds, these possessor pronouns can be ignored. But If **nouns** are used in the possessor parts, they cannot be ignored because only the possessed parts of these compounds do not make sense.

**(Ben) gelecek hafta Ankara'ya gidiyor-um**

subi NP	subi NP
pronoun	suffix

In Turkish, it is **impossible** to use only the pronoun without using the personal suffix at the end of a sentence. One has to say either “**Ben** gelecek hafta Ankara'ya gidiyor-**um**”, or “ Gelecek hafta Ankara'ya gidiyor-**um**”. It is **incorrect** to say “\*Ben Ankara'ya gidiyor”, or “\*Ben Türkçe bilmiyor.”

**AS IF (AS THOUGH)**

“**V - [time]-<sub>ı</sub> [miş, miş, müş, muş] - (pers) + gibi**” verb structure is used to express “as if” in Turkish. The mental development of “as if” is as follows:

"Sen bir soru soracaksın" + gibi ∪ "sen bir soru sor-a.cak-mış-(sın) gibi"  
 "You are going to ask a question" + as if ∪ as if you are going to ask a question

**(Sen) bir soru sor-a.cak-mış-(sın) gibi görün-ü.yor-sun.**

NP	sentence used as a nominal phrase	postp	
	postpositional	adverbial	phrase of manner
			V
	VP		

(bir / so\*ru / so\*ra\*cak\*miş / gi\*bi / gö\*rü\*nü\*yor\*sun ~)

You look *as if you are going to ask a question*.  
(It seems that you are going to ask a question.)

Bana kız-mış (gibi) gör-ün-ü.yor-sun.  
(ba\*na / kız\***miş** / gör\*rü\*nü\*yor\*sun ~)

You look (sound) as if you are angry with me.  
(It seems that you are angry with me.)

Bu kumaş pamuk-tan yap-ıl-mış his-/s/i ver-i.yor.  
(bu / ku\*maş ~ / pa\*muk\***tan** / ya\*pıl\***mış** / his\*si / ve\*ri\*yor ~)

This material feels as if it is made of cotton.

Komşu-da bir-i-ler-i bir parti ver-i.yor-lar-mış gibi ses-ler gel-i.yor.  
(kom\*şu\*da / bi\*ri\*le\*ri / bir / par\***ti** / ve\*ri\*yor\*lar\***mış** / gi\*bi / ses\***ler** / ge\*li\*yor ~)

It sounds as if some people are giving a party next door.  
(I hear that the neighbors are giving a party.)

Bir şey yan-ı.yor-muş gibi bir koku al-ı.yor-um.  
(bi\*şey / ya\*ni\*yor\*muş / gi\*bi / bir / ko\*ku / a\*lı\*yo\*rum ~)

I smell as if something is burning. (Something is burning.)

The same “**miş gibi**” is also used for the **unreal past**, but in such sentences, “**nouns**”, “**determiner + noun**”, or “**sentences used as nominal phrases**” take part.

The mental development of such sentences may be as follows:

*Ben çocuk-um + gibi* ∪ “**ben çocuk-muş-um gibi**”  
*I am a child + as if* ∪ “**as if I were a child**”

**(Sen) (ben) bir çocuk-muş-um gibi ben-im-le konuş-ma.**

NP	<u>nominally used sentence + postp</u>		
	<u>postp adverbial phrase of manner</u>	<u>adverbial</u>	<u>V</u>
	VP		

Don't talk to me as if I were a child. (I am not a child.)

(Onun) koca-/s/ı/y/-miş-im gibi bana bağır-ı.yor.  
(ko\*ca\***siy**\*mı\*şım / gi\*bi / ba\*na / ba\*ğı\***ri**\*yor ~)

She shouts at me as if I were her husband. (I am not her husband.)

(Onun) hizmetçi-/s/i/y/-miş-im gibi bana emir ver-i.yor.  
(hiz\*met\*çi\***siy**\*mi\*şim / gi\*bi / ba\*na / e\***mir** / ve\*ri\*yor ~)

She orders me round as if I were her servant. (I am not her servant.)



Hiç bir şey ol-ma-mış gibi çalış-ma-/y/a devam et-ti. (liaison)  
 (*hiç* / bir / şey / *ol\*ma\*miş* / gi\*bi / çalış\*ma\*ya / de\*va:\* met\*ti ~)  
 He went on working as if nothing had happened.  
 (Something had happened, but he didn't mind.)

Çocuk-lar yap-a.cak-lar-ı bir şey yok-muş gibi bahçe-de oyna-u.yor-lar.  
 (ço\*cuk\*lar~ / ya\*pa\*cak\*la\*rı / bir / şey / *yok\*muş* / gi\*bi ~ / bah\*çe\*de /  
 oy\*nu\*yor\*lar ~)  
 The children are playing in the garden as if they had nothing to do.

Karım, (ben) bir supermen-miş-im gibi herşey-i (ben-im) yap-ma-am-ı iste-i.yor.  
 (ka\*rım ~ / bir / sü\*per\*men\*mişim / gi\*bi~ / her\*şe\*yi / be\*nim / yap\*ma\*mi / is\*ti\*yor ~)  
 My wife wants me to do everything as if I were a superman.  
 (I am not a superman.)

Salak-mış-ım gibi bana bak-ıp dur-ma.  
 (sa\*lak\*mişim / gi\*bi / ba\*na / ba\*kıp / dur\*ma ~)  
 Don't stare at me as if I were a fool. (I am not a fool.)

Bana (sen-in) köle-en-miş-im gibi davran-ma.  
 (ba\*na / kö\*len\*mişim / gi\*bi / dav\*ran\*ma ~)  
 Don't treat me as if I were your slave. (I am not your slave.)

## RESULT

In place of “so” or “therefore”, “**böyle-ce**”, “**bu yüzden**”, “**bu nedenle**”, “**bu sa:yede**”, or “**bu şekilde**” conjunctions may be used to supply a simple sentence with a result concept:

Sabah-le.yin erken kalktım, ve böyle-ce ev ödey-im-i bitir-e.bil-di-im.  
 (sa\*bah\*le\*yin / er\*ken / kalk\*tım ~ / ve / *böy\*le\*ce* / e\*vö\*de\*vi\*mi / bi\*ti\*re\*bil\*dim ~)  
 I got up early, and so I was able to finish my homework.

Çok aç-ım, bu yüzden üç sandöviç bile ye-/y/e.bil-ir-im.  
 I am very hungry; therefore, I can eat even three sandwiches.

Yağmur çok şiddet-li yağ-ı.yor-du, bu neden-le bir yer-e sığın-mak zorunda kal-dı-ık.  
 It was raining heavily; therefore, we had to shelter somewhere.

Güneş-li bir sabah-tı, bu yüz-den kır-da yürü-/y/üş-e çık-ma-/y/a karar ver-dik.  
 It was a sunny morning, so we decided to go for a walk in the country.



If an “**adjective**”, such as in “an **interesting** book”, is used as a predicate with the intensifier “**çok**” in a simple sentence, such as “kitap **çok** ilginçti”, this intensifier changes into “**o kadar**” adverbial implying that a main clause will be following the subordinate clause beginning with the “**ki**” conjunction:

**“o kadar + adjective + noun - [time] + ki”**

*Çok ilginç bir kitaptı.* ∪ “o kadar ilginç bir kitaptı”

**O kadar ilginç bir kitap-tı ki** onu bir gün-de bitir-di-im.

(o\*ka\*dar / il\*ğ<sup>in</sup>ç / bir / ki\*ta<sup>p</sup>\*tı / ki ~ / o\*nu / bir / gün\*de / bi\*tir\*dim ∩)

It was such an interesting book that I finished it in a day

*Arkadaşlarım çok hızlı koşuyordu.* ∪ “arkadaş-la<sup>r</sup>-ım o kadar hız-lı ko<sup>ş</sup>-u.yor-du”

**Arkadaş-la<sup>r</sup>-ım o kadar hız-lı ko<sup>ş</sup>-u.yor-du ki** onla<sup>r</sup>-a yeti<sup>ş</sup>-e.me-di-im.

My friends were running so fast that I couldn’t catch up with them.

**O kadar kalabalık bir otobüs-tü ki** bi<sup>n</sup>-e.me-di-im.

(o / ka\*dar / ka\*la\*ba\*lık / bir / o\*to\*büs\*tü / ki~ / bi\*ne\*me\*dim ∩)

It was such a crowded bus that I couldn’t get on.

**O kadar çok kitap-ı var-dı ki** hangi-/s/i-/n/i oku-/y/a.ca<sup>k</sup>-ı-/n/a karar ve<sup>r</sup>-e.me-i.yor-du.

(o / ka\*dar / çok / ki\*ta\*bl / var\*dı / ki~ / han\*gi\*si\*ni / o\*ku\*ya\*ca\*ğ<sup>ı</sup>\*na / ka\*rar / ve\*re\*mi\*yor\*du ∩)

He had such a lot of books that he couldn’t decide which to read.

**O kadar uzun saç-la<sup>r</sup>-ı var-dı ki** herkes onu kız sa<sup>n</sup>-ı.yor-du.

(o / ka\*dar / u\*zun / saç\*la\*r<sup>ı</sup> / var\*dı / ki ~ / her\*kes / o\*nu / kız / sa\*nl\*yor\*du ∩)

He had such long hair that everybody thought he was a girl.

**Öyle (o kadar) güç-lü bir rüzgâr var-dı ki** futbol oyna-/y/a.ma-dı-ık.

(öy\*le / güç\*lü / bir / rüz\*gâr / var\*dı / ki ~ / fut\*bol / oy\*nl\*ya\*ma\*dık ∩)

There was such a strong wind that we couldn’t play football.

**“too + adjective + to + V” and “adjective + enough + to + V”**

To form a Turkish chain that can be used in place of the above first pattern,

“**V - [mek, mak] + için + çok + adjective - [time] - [pers]**” structure is used:

**Ben basketbol oyna-mak için çok yaşlı-/y/ım.**

NP	noun	infinitive	postp		
	postp adverbial phrs of reason		intensifier		V
	VP				

I am too old to play basketball.

**Kızım araba sür-mek için** çok genç-ti.  
(kɪ \*zım~ / a \*ra \*ba / sür \*mek / i \*çin / **çok** / genç \*ti ~)  
My daughter was too young to drive.

Oğlum **araba sür-mek için çok yaşlı ol-duk-um-u** söyle-ü.yor.  
(oğ \*lum~ / a \*ra \*ba / sür \*mek / i \*çin / **çok** / yaş \*lı / ol \*du \*ğu \*mu /  
söy \*lü \*yor ~)  
My son says that I am too old to drive.

As an alternative to the sentences above “**oyna-/y/a.ma-/y/a.cak kadar**”,  
“**sür-e.me-/y/e.cek kadar**” expressions may also be used:

Hava **dışarı çık-a.ma-/y/a.cak kadar** soğuk.  
(ha \*va / dı \*şa \*rı / çı \*ka \*mı \*ya \*cak / ka \*dar / so \*ğuk ~)  
It is too cold to go out.

Sorular **cevap ver-i-l-e.me-/y/e.cek kadar** güç.  
(so \*ru \*lar / ce \*vap / ve \*ri \*le \*me \*ye \*cek / ka \*dar / **güç** ~)  
The questions are too difficult to answer.

Sen **ben-i anla-/y/a.ma-/y/a.cak kadar** genç-sin.  
(sen ~ / be \*ni / an \*lı \*ya \*mı \*ya \*cak / ka \*dar / **genç** \*sin ~)  
You are too young to understand me.

Bu araba **satın al-ın-a.ma-/y/a.cak kadar** eski. (liaison)  
(bu / a \*ra \*ba / sa \*tı \*na \*lı \*na \*ma \*ya \*cak / ka \*dar / es \*ki ~)  
This car is too old to be bought (to buy).

**Çalış-ma-/y/a devam et-e.me-/y/e.cek kadar** yorgun-um.  
(ça \*lı \*ş \*ma \*ya / de \*vam / e \*de \*me \*ye \*cek / ka \*dar / yor \*ğu \*num ~)  
I am too tired to go on working.

When the verb is positive, “**V - [e.cek, a.cak] + kadar + adjective (adverb) + V- [pers]**” composition is used in place of “**adjective + enough + V**” composition of the English language:

Soru-lar, **hep-/s/i-/n/e cevap ver-e.cek kadar** kolay-dı.  
(so \*ru \*lar~ / **hep** \*sı \*ne / ce \*vap / ve \*re \*cek / ka \*dar ~ / ko \*lay \*dı ~)  
The questions were easy enough to answer all of them.

Sen **herşey-i anla-/y/a.cak** yaş-ta-sın.  
(sen / **her** \*şe \*yi / an \*la \*ya \*cak / yaş \*ta \*sın ~)  
You are old enough to understand everything.

Oğlum, **basketbol oyna-/y/a.biļ-e.cek kadar** uzun boylu.  
 (oğ\*lum ~ / bas\*ket\*bol / oy\*na\*ya\*bi\*le\*cek / ka\*dar / u\*zun / boy\*lu ~)  
 My son is tall enough to play basketball.

Sen **bu cümle-leṛ-i anla-/y/a.biļ-e.cek kadar** akıllı-sın.  
 (sen~ / bu / cüm\*le\*le\*ri / an\*la\*ya\*bi\*le\*cek / ka\*dar / a\*kıl\*lı\*sın ~)  
 You are clever enough to understand these sentences.

## DEGREE

### COMPARATIVE DEGREE (COMPARISON OF INEQUALITY)

To compare something with another, at least **two nominals** should exist in a sentence. These nominals may be **nouns, pronouns, infinitives** or **noun compounds**. To add comparison to a sentence “**noun / noun - [den, dan, ten, tan] + daha (az) + adjective (adverb) + V**” structure is used.

Follow the example sentences:

**(Ben) sen-den (daha) yaşlı-/y/ım.** I am old-er than you.  
 NP comparative adverbial adj -V NP V compr adj conj pron  
 VP VP

**(Ben) sen-den (daha) hızlı kos-ar-ım.** I run fast-er than you.  
 NP comparative adverbial V NP V compr adv conj pron  
 VP VP

**Türkçe İngilizce-den (daha) karmaşık-tır.**  
 NP comparative adverbial adj-V  
 VP

Turkish is more complicated than English.  
 NP V adv adjective conj noun  
 VP

Besides nouns and pronouns, noun compounds and infinitives can be compared:

**Otobüsle seyahat etmek uçakla seyahat etmek-ten (daha) ucuz-dur.**  
 infinitive (noun) infinitive + [DEN] =comparative adverbial adj - V  
 NP VP

Traveling by bus is cheaper than traveling by air.

Beṇ-im araba-am seṇ-in araba-an-dan (daha) iyi.  
 (be\*nim / a\*ra\*bam~ / se\*nin / a\*ra\*ban\*dan / da\*ha / i\*yi ~)  
 My car is better than your car.

Beṇ-im taşı-dık-ım seṇ-in taşı-dık-ın-dan daha ağır-dı.  
 (be\*nim / ta\*şı\*dı\*ğım~ / se\*nin / ta\*şı\*dı\*ğın\*dan / da\*ha / a\*ğır\*dı ~)  
 What I carried was heavier than what you did.

Daha sağlık-lı gör-ün-ü.yor-sun.

(da\***ha** / sağ\*lık\*lı / gör\*ü\*nü\*yor\*sun ~)

You look healthier. (then you were before)

As the expression in parentheses is already in the minds of both the speaker and the listener, it is not generally put into words. (deletion)

(Sen) ben-den daha sağlık-lı gör-ün-ü.yor-sun.

(ben\*den / da\***ha** / sağ\*lık\*lı / gör\*ü\*nü\*yor\*sun ~)

You look healthier than I. (than I am healthy).

(Sen) bugün daha erken kalk-tı-ın.

(bu\*gün / da\***ha** / er\*ken / kalk\*tın ~)

You got up earlier today. (than before).

Kız kardeş-in sen-den daha çok çalış-ı.yor.

(kız\*kar\*de\*şin / sen\*den / da\***ha** / çok / ça\*lı\*ş\*ı\*yor ~)

Your sister works harder than you. (than you work).

Biz-im ürün-le-r-im-iz ithâl ürün-le-r-den daha ucuz-dur.

(bi\*zim / ü\*rün\*le\*ri\*miz~ / it\***hâ:l** / ü\*rün\*le\*r\*den / da\***ha** / u\*cuz\*dur ~)

Our products are cheaper than imported ones.

Bekle-dik-im-den daha çabuk öğren-i.yor-sun.

(bek\*le\*di\*ğim\*den / da\***ha** / ça\*buk / öğ\*re\*ni\*yor\*sun ~)

You are learning faster than I expected.

Sen gör-ün-dük-ün-den daha akıllı-sın.

(sen~ / gör\*ün\*dü\*ğün\*den / da\***ha** / a\*kıl\*lı\*sın ~)

You are cleverer than you look.

Film-i um-duğ-um-dan daha ilginç bul-du-um.

(fil\***mi** / um\*du\*ğum\*dan / da\***ha** / il\*ginç / bul\*dum ~)

I found the film more interesting than I expected.

Bu marka ayakkabı-lar öteki-le-r-den daha az dayanıklı-dır.

(bu / mar\*ka / a\*yak\*ka\*blar~ / ö\*te\*ki\*le\*r\*den / da\***ha** / az / da\*ya\*nık\*lı\*dır ~)

This brand of shoes is less durable than those.

Ben-im araba-am sen-in-ki/n/-den daha az konforlu.

(be\*nim / a\*ra\*bam~ / se\*nin\*kin\*den / da\***ha** / az / kon\*for\*lu ~)

My car is less comfortable than yours.

Kendi-/s/i-/n/i herkes-ten daha akıllı san-ı.yor.  
 (ken\*di\*si\*ni~/ her\*kes\*ten / da\*ha / a\*kıl\*lı / sa\*ni\*yor ~)  
 She thinks herself to be cleverer than everybody.

Kız-lar erkek çocuk-lar-dan daha çalışkan-dır.  
 (kız\*lar ~ / er\*kek / ço\*cuk\*lar\*dan / da\*ha / ça\*lış\*kan\*dır ~)  
 Girls are more hardworking than boys.

Sen ben-den daha az akıllı değil-sin.  
 (sen~/ ben\*den / da\*ha / az / a\*kıl\*lı / de\*ğil\*sin ~)  
 You are not less clever than me. (I am).

Ucuz ürün-ler pahalı ürün-ler-den daha az dayanıklı-dır.  
 (u\*cuz / ü\*rün\*ler~/ pa\*ha\*lı / ü\*rün\*ler\*den / da\*ha / az / da\*ya\*nık\*lı\*dır ~)  
 Inexpensive products are less durable than the expensive ones.

### SUPERLATIVE DEGREE

The superlative degree of an adjective or an adverb is made by putting the intensifier adverb “**en**” before an **adjective** or an **adverb**:

Ben-im araba-am şehir-de-ki **en ekonomik** araba-dır.  
 (be\*nim / a\*ra\*bam~/ şe\*hir\*de\*ki / en / e\*ko\*no\*mik / a\*ra\*ba\*dır ~)  
 My car is *the most economical* car in town.

Fatma dünya'n/ın **en güzel** kadın-ıdır.  
 (fat\*ma ~ / dün\*ya:\*n/ın / en / gü\*zel / ka\*dı\*ni\*dır ~)  
 Fatma is *the most beautiful* woman of the world.

Çita dünya-da-ki **en hızlı** hayvan-dır.  
 (çi\*ta~/ dün\*ya:\*da\*ki / en / hız\*lı / hay\*van\*dır ~)  
 The cheetah is *the swiftest* animal in the world.

Çita **en hızlı** koş-ar.  
 (çi\*ta / en / hız\*lı / ko\*şar ~)  
 The cheetah runs *the swiftest*.

(Ben-im) karı-ım hep **en iyi**/s/i-/n/i seç-er.  
 (ka\*rım / hep / en / i\*yi\*si\*ni / se\*çer ~)  
 My wife always chooses *the best*.

Jack okul-da-ki **en yakışıklı** çocuk-tur.  
 (jack / o\*kul\*da\*ki / en / ya\*kı\*şık\*lı / ço\*cuk\*tur ~)  
 Jack is the most handsome boy in school.







Telefon-la *ne kadar* uzun konuş-ur-sa-an, *o kadar* fazla öde-mek zorunda kal-ır-sın. *The longer* you talk on the telephone, *the more* you will have to pay.

*Ne kadar* hesap-lı ol-ur-sa, *o kadar* iyi.  
(*ne* / *ka\*dar* / *he\*sap\*lı* / *o\*lur\*sa* ~ / *o* / *ka\*dar* / *i\*yi* ~)

The more economical, the better.

*Ne kadar* yetki, *o kadar* sorumlu-luk.  
(*ne* / *ka\*dar* / *yet\*ki*~ / *o* / *ka\*dar* / *so\*rum\*lu\*luk* ~)

The more authority, the more responsibility.

*Ne kadar* az yer-se-en, *o kadar* iyi.  
(*ne* / *ka\*dar* / *az* / *yer\*sen*~ / *o* / *ka\*dar* / *i\*yi* ~)

The less you eat, the better.

## WISH

### WISH + WOULD

The expression above is used when the speaker wishes something to happen, or when he is complaining about the present situation. "I wish" is generally translated into Turkish as "keşke", which may sometimes be misleading when it is used with "would". In Turkish, this sort of expression is called "dilek kipi", which means, "wish mood". The structure of this expression is as follows:

“**V-(*me, ma*)- *se, sa*- [pers]” or “**V - *e.bil, a.bil*- *se, sa*-[pers]”:****

Compare and consider the following sentences:

Şu adam çekiç gürültü-s/ü-n/ü bir durdur-sa!  
(*şu* / *a\*dam* / *çe\*kiç* / *gü\*rül\*tü\*sü\*nü* / *bir* / *dur\*dur\*sa*~)

I wish that man would stop hammering.

Biri-s/i şu televizyon-un seş-i-n/i bir kıs-sa!  
(*bi\*ri\*si* / *şu* / *te\*le\*viz\*yo\*nun* / *se\*si\*ni* / *bir* / *kıs\*sa*~)

I wish someone would turn down that TV.

Biri-s/i şu telefon-a cevap ver-se!  
(*bi\*ri\*si* / *şu* / *te\*le\*fo\*na* / *ce\*vap* / *ver\*se*~)

I wish someone would answer this telephone call.

Bir-i-n/iz bana yardım et-se, nasıl ol-ur?  
(*bi\*ri\*niz* / *ba\*na* / *yar\*dim* / *et\*se*~ / *na\*sıl* / *o\*lur*~)

I wish one of you would help me.

Şu sigara-/y/ı bir bırak-a.bil-se-em!  
 (şu / si\*ga\*ra\*yı / bir / bı\*ra\*ka\*bil\*sem~)  
 I wish I could stop smoking.

Araba-/y/ı bu kadar hız-lı sür-me-sen, ol-maz mı?  
 (a\*ra\*ba\*yı / bu / ka\*dar / hız\*lı / sür\*me\*sen / ol\*maz~ / mı ~)  
 I wish you wouldn't drive the car so fast.

İnsanlar keşke piknik-e git-in.ce etraf-a çöp at-ma-sa-lar.  
 (in\*san\*lar / keş\*ke / pik\*ni\*ğe / gi\*din\*ce / et\*ra:\*fa / çöp / at\*ma\*sa\*lar ~)  
 I wish people wouldn't throw litter all around when they go for a picnic.

İnşallah uçak geç kal-maz!  
 (in\*şal\*lah / u\*çak / geç / kal\*maz~)  
 I wish (hope) the plane wouldn't be late!

### WISH + PAST SUBJUNCTIVE

People use “wish” and “past tense” in English when they regret something at present. In place of “wish”, Turkish people use “keşke” and “V -J [se/y/-di], J[sal/y/-di]-[pers]” verb chain. This chain is also used when somebody is sorry about a past fact or event:

Keşke daha genç ol-sa-/y/dı-ım.  
 (keş\*ke~ / da\*ha / genç / ol\*say\*dım ~)  
 I wish I were younger. (But I am not young.)

Keşke sen-in yer-in-de ol-sa/y/-dı-ım.  
 (keş\*ke~/ se\*nin / ye\*rin\*de / ol\*say\*dım ~)  
 I wish I were you.

Keşke herşey o kadar kolay ol-sa/y/-dı.  
 (keş\*ke~/ her\*şey / o\*ka\*dar / ko\*lay / ol\*say\*dı ~)  
 I wish everything were (was) so easy. (They aren't so easy.)

Keşke bütün gün hava güneş-li ol-sa/y/-dı.  
 (keş\*ke~/ bü\*tün / gün / ha\*va / gü\*neş\*li / ol\*say\*dı ~)  
 I wish it were sunny all day long. (Unfortunately, it isn't.)

Jack daha yakışıklı ol-ma-/y/ı arzu et-er-di.  
 (jack / da\*ha / ya\*kı\*şık\*lı / ol\*ma\*yı / ar\*zu / e\*der\*di ~)  
 Jack wishes he were (was) more handsome. (But he isn't.)

İpek mas-mavi göz-ler-i ol-ma-/s/ı-/n/ı arzu et-er-di.  
 (i\*pek / mas\*ma:\*vi / göz\*le\*ri / ol\*ma\*sı\*nı / ar\*zu / e\*der\*di ~)  
 İpek wishes she had deep blue eyes.

Herkes zengin ol-ma-/y/ı arzu e<sub>t</sub>-er. (e\*der)  
Everybody wishes they were wealthy. (But they aren't.)

Keşke karı-ım bu kadar inat-çı ol-ma-sa.  
(keş\*ke~ / ka\*rim / bu / ka\*dar / i\*nat\*çı / ol\*ma\*sa ~)  
I wish my wife weren't (wasn't) so obstinate. (But she is.)

Keşke sana yardım e<sub>t</sub>-e.bil-se/y/-di-im.  
(keş\*ke / sa\*na / yar\*dım / e\*de\*bil\*sey\*dim ~)  
I wish I could help you. (Unfortunately I can't.)

Keşke yarın okul-a git-mek zorun-da ol-ma-sa/y/-di-ım.  
(keş\*ke / ya\*rın / o\*ku\*la / git\*mek / zo\*run\*da / ol\*ma\*say\*dim ~)  
I wish I wouldn't have to go to school tomorrow. (But I will have to go.)

Keşke bir spor araba-am ol-sa/y/-dı.  
(keş\*ke / bir / spor / a\*ra\*bam / ol\*say\*dı ~)  
I wish I had a sports car. (But I don't have.)

Daha büyük bir ev-im ol-ma-/s/ı-/n/ı arzu e<sub>t</sub>-er-di-im.  
(da\*ha / bü\*yük / bir / e\*vım / ol\*ma\*sı\*nı / ar\*zu / e\*der\*dim ~)  
I wished I had a larger house.

Yabancı bir dil öğren-mek keşke daha kolay ol-sa/y/-dı.  
(ya\*ban\*cı / bir / dil / öğ\*ren\*mek~ / keş\*ke / da\*ha / ko\*lay / ol\*say\*dı ~)  
I wish learning a second language were (was) easier.

Keşke öğretmen-ler daha dost davranış-lı ol-sa-lar-dı.  
(keş\*ke / öğ\*ret\*men\*ler / da\*ha / dost / dav\*ra\*nış\*lı / ol\*sa\*lar\*dı ~)  
I wish teachers were more friendly.

### WISH + PAST PERFECT OR PERFECT MODAL

In Turkish, the present, the future, and the past wish concepts are all reflected into sentences by using the previous verb chain. However, when somebody is sorry about a past fact or event, The Past Perfect Tense or a Perfect Modal is used in English:

Keşke geçen pazar konsere git-se/y/-di-im.  
(keş\*ke / ge\*çen / pa\*zar / kon\*se\*re / git\*sey\*dim ~)  
I wish I had gone to the concert last Sunday. (I wished, but I couldn't.)

Keşke dün soru-lar-a daha dikkatli cevap ver-se/y/-di-im.  
(keş\*ke / dün / so\*ru\*la\*ra / da\*ha / dik\*kat\*li / ce\*vap / ver\*sey\*dim ~)  
I wish I had answered the questions more carefully.  
(I regret to say that I didn't answer the questions carefully.)

Keşke o spor arabayı satın al-a-bil-se/y/-di-im.

(keş\*ke / o / spor / a\*ra\*ba\*yı / sa\*tı\*na\*la\*bil\*sey\*dim ~) (liaison)

I wish I could have bought that sports car.

Keşke dün maçı kazan-a.bil-se/y/-di-ik.

(keş\*ke / dün / ma\*çı / ka\*za\*na\*bil\*sey\*dik ~)

I wish we could have won the game.

Keşke onu geçen hafta bitir-e.bil-se/y/-di-im.

(keş\*ke / o\*nu / ge\*çen / haf\*ta / bi\*ti\*re\*bil\*sey\*dim ~)

I wish I could have finished it last week.

## CONDITIONAL SENTENCES

There are two parts in a conditional sentence: “**if clause**” and the “**main clause**”. In an “**if clause**”, the supposition is either **real** or **unreal**. These real and unreal suppositions in Turkish are also classified according to their times:

**1 (a): present real** supposition. **1(b): present unreal** supposition. **2 (a): past real** supposition. **2 (b): past unreal** supposition.

**1 (a):** If the supposition is **real** at **present**, “**V - [ir, ır, ür, ur, er, ar]-[se, sa]-[pers]**” verb composition is used in the **condition** part, and **The Simple Present** (Geniş Zaman) is used in the **result** part of a conditional sentence.

**1 (b):** If the supposition is **unreal** at **present**, “**V-[se,sa]-[pers]**” verb structure is used in the **condition** part, and “**used to**” (Geniş Zaman’ın Hikâyesi) is used in the **result** part of a conditional sentence.

**2 (a):** If the supposition is **real** in the **past**, “**V-[di/y/, dı/y/, dü/y/, du/y/, ti/y/, tı/y/, tü/y/, tu/y/]-[se, sa]-[pers]**” is used in the **condition** part, and “**V - [miş, miş, müş, muş]- [tir, tır, tür, tur]**” verb composition is used in the **result** part of a conditional sentence.

**2 (b):** If the supposition is **unreal** in the **past**, “**V - [se/y/, sa/y/]-[di, dı]-[pers]**” verb structure is used in the **condition** part, and “**used to**” (Şimdiki Zaman’ın Hikâyesi) is used in the **result** part of a conditional sentence.

### 1 (a): PRESENT REAL SUPPOSITION

In the “if” parts, and in the result parts of conditional sentences in Turkish, there may be two personal concepts. One of them is in the beginning as a pronoun, and the other one in the end as a personal allomorph such as:

“**Sen** çalış-ır-sa-an”, and “**sen** başar-ır-sın”

In the example above, there are two **pronouns** “sen” and “sen”, and two possessor personal **allomorphs** [an] and [sın], all of which mean “sen”.

**(Sen)** çalış-ır-sa-an / **(sen)** başar-ır-sın.

This conditional sentence is like the English sentence “If you work, you succeed”. In the first part, “sen” means “you”, the “[sa] allomorph means “if”. The [ır] allomorph is The Simple Present allomorph, and the [an] allomorph also means “sen”. In the result part of this conditional sentence, as in the condition part, there are two “you” concepts: “you” and [sın], which mean the same thing. Therefore, the personal **pronouns** in the beginnings of the two parts of a conditional sentence may be ignored unless they are intentionally stressed.

(~~Sen~~) çalış-ır-sa-an (~~sen~~) başar-ır-sın.

(ça\*lı\*şır\*san / ba\*şar\*rır\*sın ~ ) If you work, you succeed.

The same rule is applied to all conditional sentences in Turkish. **Clauses like English clauses are used only in conditional sentences in Turkish.**

Consider the following:

Ben çalış-ır-sa-am ben başar-ır-ım. (ça\*lı\*şır\*sam / ba\*şar\*rırım ~)

Sen çalış-ır-sa-an sen başar-ır-sın. (ça\*lı\*şır\*san / ba\*şar\*rır\*sın ~)

Ö çalış-ır-sa e başar-ır. (ça\*lı\*şır\*sa / ba\*şar\*rır ~)

Ahmet çalış-ır-sa Ahmet başar-ır. (ah\*met / ça\*lı\*şır\*sa / ba\*şar\*rır ~)

Biz çalış-ır-sa-ak biz başar-ır-ız. (ça\*lı\*şır\*sak / ba\*şar\*rırız ~)

Siz çalış-ır-sa-an.ız siz başar-ır-sın-ız. (ça\*lı\*şır\*sa\*nız / ba\*şar\*rır\*sı\*nız ~)

Olar çalış-ır-lar-sa onlar başar-ır-lar. (ça\*lı\*şır\*lar\*sa / ba\*şar\*rır\*lar ~)

However, the English equivalents of the conditional sentences above are as follows:

I will succeed if I work,

You will succeed if you work.

He will succeed if he works, etc.

Follow the examples:

(biz) yağmur yağ-ar-sa ev-de otur-ur-uz.

NP	adverb clause of cond	adverbial	V
	VP		

(yağ\*mur / ya\*ğar\*sa ~ / ev\*de / o\*tu\*ru\*ruz ~)

If it rains, we will stay at home. We will stay at home if it rains.

(Sen) çalış-ır-sa-an (sen) sınav-ı geç-er-/s/in.

(ça\*lı\*şır\*san ~ / sı\*na\*vı / ge\*çer\*sin ~)

If you study, you will pass the exam.

(Sen) çok çalış-ır-sa-an (sen) başa-r-a-bil-ir-sin.

(çok / ça\*lı\*şır\*san ~ / ba\*şa\*ra\*bi\*lır\*sin ~)

If you work hard, you can succeed.

(Sen) onu düşür-ür-se-en (o) kır-ıl-ır.

(o\*nu / dü\*şür\*rür\*sen ~ / kır\*ıl\*ır ~)

If you drop it, it will break.

(Sen) onu tekrar yap-ar-sa-an (sen) toka-tı yer-sin.

(o\*nu / tek\*rar / ya\*par\*san ~ / to\*ka\*tı / yer\*sin ~)

If you do that again, you'll be slapped.

(Sen) bulaşık-lar-ı yıka-ar-sa-an (ben) sana ev ödev-i/n/-de yardım et-er-im.

(bu\*la\*şık\*la\*rı / yı\*kar\*san ~ / sa\*na / ev / ö\*de\*vin\*de / yar\*dım /

e\*de\*rim ~) If you wash the dishes, I will help you with your homework.

(Sen) dikkat-li sür-er-se-en (sen) kaza yap-maz-sın.

(dik\*kat\*lı / sür\*er\*sen ~ / ka\*za: / yap\*maz\*sin ~)

If you drive carefully, you won't have an accident.

(Sen) hazır-sa-an (biz) dışarı çık-a-bil-ir-iz.

(ha\*zır\*san ~ / dışa\*rı / çı\*ka\*bi\*lır\*ız ~)

We can go out if you are ready.

(Sen) seyret-me-i.yor-sa-an (sen) televizyon-u kapat.

(sey\*ret\*mi\*yor\*san ~ / te\*le\*viz\*yo\*nu / ka\*pat ~)

Turn it off if you are not watching television.

(Onlar) gel-ir-ler-se (biz) memnun ol-ur-uz.

(on\*lar / ge\*lır\*ler\*se ~ / mem\*nun / ol\*ur\*uz ~)

We will be happy if they come.

(In the third person plural [se] and [ler] allomorphs change places.)

(Sen) bu düğme-/y/e baş-ar-sa-an asansör aşağı gel-ir.

(bu / düğ\*me\*ye / baş\*ar\*san ~ / a\*san\*sör / a\*şa\*ğı / ge\*lır ~)

If you press this button, the elevator will come down.

Öğretmen bana bak-ar-sa onun bana bir soru sor-a.cak-ı/n/ı tahmin et-er-im.

(ög\*ret\*men / ba\*na / baş\*ar\*sa ~ / o\*nun / ba\*na / bir / so\*ru / so\*ra\*ca\*~

ğı\*rı / tah\*min / e\*de\*rim ~)

If the teacher looks at me, I can guess that he is going to ask me a question.

Sokak-lar ıslak-sa dün gece yağmur yağ-mış-tır.

(so\*kak\*lar / ıslak\*sa ~/ dün / ge\*ce / yağ\***mur** / yağ\***mış\*tır** ~)

If the streets are wet, it must have rained last night.

(I'm sure it rained last night because the streets are wet.)

(Sen) (kendin-i) yorgun hisset-i.yor-sa-an, (sen) dün gece geç yat-mış-sın-dır.

(yor\***gun** / his\*se\*di\*yor\*san~ / dün / ge\*ce / **geç** / yat\***mış\*sın\*dır** ~)

If you feel tired, you must have gone to bed late last night.

(I am sure you went to bed late, that is why you are tired now.)

(Sen) biraz İngilizce bil-i.yor-sa-an, (sen) bu cümle-leğ-i anla-mış-sın-dır.

(bi\*raz / in\*gr\***liz**\*ce / bi\***li**\*yor\*san ~/ **bu** / cüm\*le\*le\*ri / an\*la\***mış\*sın\*dır** ~)

If you know some English, you must have understood these sentences.

In English, there are some conditional sentences whose **both parts are simple Present Tense**. These sentences are formed in Turkish as follows:

(Sen) buğ-u ısıt-ır-sa-an (o) su-/y/a dönüş-ür.

(bu\*zu / ısıt\***tır**\*san ~ / su\***ya** / dö\***nü**\*şür ~)

If you heat ice, it turns to water.

(Biz) aç-sa-ak (biz) birsey yeğ-iz.

(aç\***sak**~ / bir\***sey** / ye\***riz** ~)

If we are hungry, we eat something.

(Biz) youruğ-ur-sa-ak (biz) dinlen-ir-iz.

(yo\*ru\***lur**\*sak ~ / din\*le\***ni**\*riz ~)

If we get tired, we rest.

## 1 (b): PRESENT UNREAL (CONTRARY TO FACT) SUPPOSITION

In the present unreal supposition, the “**V - ı [se, sa] - [pers]**” verb chain is used in the condition part, and "used to" (şimdiki zaman'ın hikâyesi) is used in the second part of a conditional sentence:

(O) kapı-/y/ı (O) ev-de ol-sa aç-ar-dı.

	NP	adv clause of cond	V
NP	VP		

(o~/ ka\*pi\*yı / ev\***de** / ol\*sa ~ / a\*çar\*dı ~)

If he were at home, he would open the door. (He is not at home now.)

(Ben) cevap-ı bil-se-em (ben) sana söyle-er-di-im.

(ce\*va:\*bı / bil\***sem** ~/sa\*na / söy\***ler**\*dim ~)

If I knew the answer, I would tell you. (I don't know the answer.)



(Ben) sen-in yer-in-de ol-sa-am (ben) böyle davran-maz-dı-ım.  
(se\***nin** / ye\***rin**\*de / ol\*sam ~ / böy\***le** / dav\***ran**\*maz\*dım ~)  
If I were you, I wouldn't behave like that. (advice)

(Ben) (benim) yap-a.cak bir sürü iş-im ol-ma-sa (ben) sen-in-le dışarı çık-ar-dı-ım. (ya\***pa**\*cak / **bir**\*sü\*rü / i\***şim** / ol\***ma**\*sa ~ / se\***nin**\*le / dı\***şa**\*rı / çı\***kar**\*dım~) If I didn't have a lot of things to do, I would go out with you.  
(Sorry, I have a lot of things to do.)

(Ben) (sen-in) baba-an-in yer-i/n/-de ol-sa-am, (ben) (sen-in) araba kullan-ma-an-a izin ver-mez-di-im. (ba\***ba**\***nın** / ye\***rin**\*de / ol\*sam ~ / a\***ra**\***ba** / kul\***lan**\*ma\***na** / i\***zin** / ver\***mez**\*dim~) If I were your father, I wouldn't let you drive ~)

The **present unreal suppositions** can also be used to express future disappointment:

Yarın tatil ol-sa piknik-e git-er-di-ik.  
(ya\***rin** / ta\***til** / ol\***sa** ~ / pik\***ni**\***ğe** / gi\***der**\*dik ~)  
If tomorrow were a holiday, we would go for a picnic.

## 2 (a): PAST REAL SUPPOSITION

In the past real supposition, the “if clause” is supposed to be “**true**” and the main clause is based on this true supposition. The structure of this type if clause is “**V-İ** [**di/y/, dı/y/, dü/y/, du/y/, ti/y/, tı/y/, tü/y/, tu/y/**]-İ[**se, sa**] [**pers**]”. The main clause is in **The Simple Past** form:

Paris'e git-ti-y/se (o) Eyfel Kulesi'n/i gör-dü.  
adverb clause of cond NP NP (object) V

If we want to add certainty to the result part of the conditional sentence above, we use “verb-[miş, miş, müş, muş]-İ[tir, tır, tür, tur] verb composition:

Paris'e git-ti/y/-se, Eyfel Kulesi'n/i gör-müş-tür.  
(**pa**\***ri**\***se** / git\***tiy**\***se** ~ / **ey**\***fel** / ku\***le**\***si**\***ni** / gör\***müş**\***tür** ~)

If he went to Paris, he must have seen the Eiffel Tower.  
(I think he went to Paris, and certainly he saw The Eiffel Tower.)

Yeter-in.ce çok çalış-tı/y/-sa, baş-ar-mış-tır.  
(ye\***te**\***rin**\***ce** / ça\***lı**\***ş**\***tıy**\***sa** / ba\***ş**\***ar**\***mış**\***tır** ~)  
If he worked hard enough, he must have succeeded.  
(I believe he worked hard enough, and consequently he succeeded.)

Söyle-dik-leṛ-i doğru idi/y/-se, cezalandır-ıl-mış ol-a.maz.

(söy\*le\*dik\*le\*ri / dođ\*ru / i\*diy\*se ~ / ce\*za:\*lan\*dı\*rıl\*mış / o\*la\*maz ~)

If what he said was true, he can't have been punished.

Kafes-i açık bırak-tı/y/-sa-an, kuş uç-up git-miş-tir.

(ka\*fe\*si / a\*çık / bı\*rak\*tıy\*san ~ / kuş / u\*çup / git\*miş\*tir ~)

If you left the cage open, the bird must have flown away.

İş-i-n/i bitir-di/y/-se ev-e git-miş-tir.

(i\*ş\*i\*ni / bi\*tir\*diy\*se / e\*ve / git\*miş\*tir ~)

If he finished his work, he must have gone home.

O-n/un araba-/s/ı var-sa Bodrum-a git-miş-tir.

(a\*ra\*ba\*sı / var\*sa / bod\*du\*ma / git\*miş\*tir ~)

If he had a car, he must have gone to Bodrum.

## 2 (b): PAST UNREAL (CONTRARY TO FACT) SUPPOSITION

To form an unreal past supposition, “**V-[se/y/-di, sa/y/-dı]-[pers]**” verb chain is used in the if part of a conditional sentence, and the (Şimdiki Zaman'ın Hikâyesi) “**used to**” is used in the second part of it. Compare the following:

(Sen) kapı-/y/ı çaldık-ın-da (o) ev-de ol-sa/y/-dı (o) (kapı-/y/ı) aç-ar-dı.

adverbial clause of condition

NP

(obj) NP

V

(ka\*rı\*yı / çal\*dı\*ğın\*da / ev\*de / ol\*say\*dı ~ / a\*çar\*dı ~)

If he had been at home when you knocked at the door, he would have opened it. (He was not at home, so he didn't open the door.)

Yarın tatil ol-sa sinema-/y/a git-er-di-ik.

(ya\*rın / ta:\*til / ol\*sa ~ / si\*ne\*ma\*ya / gi\*der\*dik ~)

If tomorrow were a holiday, we would go to the cinema. (unreal)

Bugün tatil ol-sa sinema-/y/a git-er-di-ik.

(bu\*gün / ta:\*til / ol\*sa ~ / si\*ne\*ma\*ya / gi\*der\*dik ~)

If today were a holiday, we would go to the cinema. (unreal)

Dün tatil ol-sa/y/-dı sinema-/y/a git-er-di-ik.

(dün / ta:\*til / ol\*say\*dı ~ / si\*ne\*ma\*ya / gi\*der\*dik ~) (unreal)

If yesterday had been a holiday, we would have gone to the cinema.

(Yesterday was not a holiday, so we didn't go.)

Dün onu gör-se/y/-di-im, onunla konuş-ur-du-um.

(dün / o\*nu / gör\*sey\*dim / o\*nun\*la / ko\*nu\*şur\*dum ~)

If I had seen him yesterday, I would have talked to him.

(I didn't see him, so I didn't talk to him.)

Kafes-i açık bırak-ma-sa/y/-d<sub>1</sub>-in, kuş uç-up git-mez-di.

(ka\*fe\*si / a\*çık / b<sub>1</sub>\*rak\*ma\*say\*din ~ / kuş / u\*çup / git\*mez\*di ~)

If you hadn't left the cage open, the bird wouldn't have flown away.

(You left the cage open, so the bird flew away.)

Birkaç tane daha problem çöz-se/y/-d<sub>1</sub>-im, daha iyi bir not al-ır-d<sub>1</sub>-im.

(bir\*kaç / ta:\*ne / da\*ha / prob\*lem / çöz\*sey\*din~ / da\*ha / i\*yi / bir / not / a\*lır\*din ~)

If I had solved a few more problems, I would have got a better grade.

(I couldn't solve some more problems, and so I couldn't get a better grade.)

Çabucak dur-ma-sa/y/-d<sub>1</sub>-im, adam fena halde yara-lañ-a-bil-ir-di.

(ça\*bu\*cak / dur\*ma\*say\*din~ / a\*dam / fe\*na : / hal\*de / ya\*ra\*la-\*na\*bi\*lır\*di ~)

If I hadn't stopped suddenly, the man might have been badly injured.

Biz-im kaleci daha dikkat-li oyna-sa/y/-d<sub>1</sub>, maç-ı kaybet-mez-di-ik.

(bi\*zim / ka\*le\*ci ~ / da\*ha / dik\*kat\*li / oy\*na\*say\*di ~ / ma\*çı / kay\*bet\*mez\*dik ~)

If our goalkeeper had played more carefully, we wouldn't have lost the match. (I regret to say that we lost it.)

O araba o kadar pahalı ol-ma-sa/y/-d<sub>1</sub>, onu (satın) al-ır-d<sub>1</sub>-im.

(o / a\*ra\*ba / o / ka\*dar / pa\*ha\*lı / ol\*ma\*say\*di ~ / o\*nu / a\*lır\*din ~)

If that car hadn't been so expensive, I would have bought it.

İsviçre'de o kadar çok sağanak-a yakalan-ma-sa/y/-d<sub>1</sub>-ik, muhteşem manzara-n/in zevki-n/e var-ır-d<sub>1</sub>-ik.

(is\*viç\*re\*de / o / ka\*dar / çok / sa\*ğa\*na\*ğa / ya\*ka\*lan\*ma\*say\*dık ~ / muh\*te\*şem / man\*za\*ra\*nın / zev\*kı\*ne / va\*rır\*dik ~)

If we hadn't had so many thunderstorms in Switzerland, we would have enjoyed the wonderful scenery.

İste-se/y/-di gel-ir-di.

(is\*te\*sey\*di / ge\*lır\*di ~)

If he had wanted, he would have come.

Sometimes the "if" part of a conditional sentence may begin with an unreal past supposition, but the main clause ends with an unreal present tense:

Dün bitir-se/y/-d<sub>1</sub>-in, bugün onlar-ı postala-y/a-bil-ir/di-ik.

(dün / bi\*tir\*sey\*din~ / bu\*gün / on\*la\*rı / pos\*ta\*la\*ya\*bi\*lır\*dik ~)

If you had finished yesterday, we could post them today.

## ORDERS AND REQUESTS

The speech intention of a speaker is decided and shaped in his mind just before he begins speaking or writing something, and as he considers the feelings of the hearer, he chooses the most suitable sentences and intonation patterns to produce in his speech. The **intonation** of a speaker generally reflects his feelings and intentions much more than the words that he uses in his speech. Therefore, even a politest request sentence pattern may turn into a strict order if someone's intonation is not soft and tentative enough to persuade the hearer without injuring his or her feelings.

### PLAIN ORDERS AND REQUESTS

The numbers below start from the strictest order and go onto the softest and kindest request:

#### 1.

Kapı-/y/ı aç. (ka\***pr**\*y/ı / a**ç** ~) Open the door.

Televizyon-u kapat. (te\*le\*viz\*yo\*nu / ka\***pat** ~) Turn the TV off.

Söyle-diğ-im-i yap. (söy\*le\*di\*ğ*mi* / **yap** ~) Do what I tell you.

(Ben-im) bilgisayar-im-a dokunma.

(bil\*ğ*sa*\*ya\*ri\*ma / do\***kun**\*ma ~)

Don't touch my computer.

Ey-e geç gel-me.

(e\*ve / ge**ç** / **gel**\*me ~)

Don't come home late.

Kâlp-im-i kır-ma.

(kâl\*bi\*mi / **kır**\*ma ~)

Don't break my heart.

#### 2.

Lutfen kapı-/y/ı aç.

(**lut**\*fen / ka\*pr*y/ı* / a**ç** ~)

Open the door, please.

Lutfen televizyon-u kapat. Please turn the TV off.

Lutfen ben-i dinle. Listen to me, please.

Lutfen söyle-diğ-im-i dinle.

(**lut**\*fen / söy\*le\*di\*ğ*mi* / din\*le ~)

Listen to what I tell you, please.

**POLITE REQUESTS**

**3.**

Kapı-/y/ı aç, o<sub>1</sub>-ur mu?  
 ( ka\*pi\***yı** / aç~ / o\***lur**~ / mu ~ )  
 Open the door, will you?

Televizyon-u kapat, o<sub>1</sub>-ur mu?  
 (te\*le\*viz\*yo\*nu / ka\***pat**~ / o\***lur**~ / mu ~ )  
 Turn the TV off, will you?

Söyle-diğ-im-i yap, o<sub>1</sub>-ur mu?  
 (söy\*le\*di\*ğ*im*\*mi / **yap**~ / o\***lur**~ / mu ~ )  
 Do what I tell you, will you?

Ey-e geç gel-me, o<sub>1</sub>-ur mu ?  
 (e\*ve / geç / **gel**\*me~ / o\***lur**~ / mu ~ )  
 Don't come home late, will you?

**4.**

Lutfen kapı-/y/ı aç-ar mı-sın?  
 (lut\*fen / ka\*pi\***yı** / a\***çar**~ / mı\*sın ~ )  
 Will (would) you open the door, please?

Lutfen bana yardım et-er mi-sin?  
 (lut\*fen / ba\*na / yar\*dım / e\***der**~ / mı\*sın ~ )  
 Will (would) you help me, please?

Lutfen radyo-/y/ü kıs-ar mı-sın?  
 (lut\*fen / rad\*yo\*yu / kı\*sar~ / mı\*sın ~ )  
 Will (would) you turn down the radio, please?

Lutfen bana bir fincan kahve yap-ar mı-sın?  
 (lut\*fen / ba\*na / bir / fin\*can / kah\*ve / ya\***par**~ / mı\*sın ~ )  
 Will (would) you please make me a cup of coffee?

**5.**

Televizyon-u kapatma-am-in siz-ce bir sakınca-/s/ı var mı?  
 (te\*le\*viz\*yo\*nu / ka\*pat\*ma\***mın** / **siz**\*ce / bir / sa\*kın\*ca\*sı / **var**~ / mı ~ )  
 Do (would) you mind my turning the TV off?

Bir saat sonra (ben-im) gel-me-em-in siz-ce bir sakınca-/s/ı var mı?  
 (**bir** / sa\*at / son\*ra / gel\*me\***min** / **siz**\*ce / bir / sa\*kın\*ca\*sı / **var**~ / mı ~ )  
 Would you mind if I came two hours later? (somewhat formal)

Siz-i bir saat sonra ara-sa-am, ol-ur mu?

(si\*zi / **bir** / sa\*at / son\*ra / a\*ra\*sam / o\***lur**\*mu ~)

Would you mind if I called you two hours later? (somewhat formal)

6. (more friendly)

Hadi bana bir fincan kahve yap-ı.ver, ol-ur mu?

(**ha**\*di / ba\*na / bir / fin\*can / kah\***ve** / ya\*pi\*ver ~ / o\***lur**\*mu ~)

Just make me a cup of coffee, will you?

Şu televizyon-u kapat-ı.ver, ol-ur mu?

(şu / te\*le\*viz\*yo\*nu / ka\*pa\***tı**\*ver ~ / o\***lur**\*mu ~)

Just turn off the TV, will you?

Ben-im-le bir fincan kahve iç-i.ver, ol-ur mu?

(be\*nim\*le / bir / fin\*can / kah\***ve** / i\*ç*ı*\*ver / o\***lur**\*mu ~)

Just have a cup of coffee with me, will you?

## POLITE REFUSALS

To accept an offer or a request is easy. You may just say “**Evet, memnuniyet-le**” (e\*vet ~ / mem\*nu:\*ni\***yet**\*le~) (Yes, with pleasure); “**Bayıl-ır-ım**” (ba\*yı\***lı**\*rım ~) (Yes, I’d love to), or “**Elbet-te**” (el\***bet**\*te) (Certainly).

When you have to refuse a request or an offer, however, you have to be politer than ever in order not to offend the person who asks for permission:

Televizyon-u aç-a.bil-ir mi-/y/im? Can I turn on the TV?

Aç-ma-sa-an iyi ol-ur; çünkü bir iş mektup-u üzeri/n/-de odaklan-ma-/y/a çalış-ı.yor-um. (**aç**\*ma\*san / i\***yi** / o\***lur**~ / **çün**\*kü / bir / **iş** / mek\***tu**\*bu / ü\*ze\***rin**\*de / o\*dak\*lan\***ma**\***ya** / ça\***lı**\*ş*ı*\*yo\*rum ~)

You’d better not because I’m trying to concentrate on a business letter.

Oda-an.ız-ı şimdi temizle-/y/e.bil-ir mi-/y/im? Can I clean your room now?

Temizle-me-se-en (yapmasan) iyi ol-ur, çünkü bu oda-da yap-a.cak bir sürü iş-im var. I’d rather you didn’t because I have got a lot of things to do in this room.

İste-er-se-en maç-a git-e.li-im. Let’s go to the match, if you wish.

Korğ-ar-ım git-e.me-em; ev ödey-im-i bit-ir-mek zorunda-/y/ım.

I’m afraid I can’t because I have to finish my homework.

## OFFERS

To make an offer in Turkish “**V - [e.li, a.lı] - [pers]**” verb composition is used:

Konser\_e git\_e.li-im.  
 (kon\*se\*re / gi\*de\*lim ~)  
 Let's go to the concert.

Televizyon seyret\_e.li-im.  
 (te\*le\*viz\*yon / sey\*re\*de\*lim ~)  
 Let's watch television.

If someone wishes, he can put question tags after the above expressions:

Konser\_e git\_e.li-im mi, ne der-sin?  
 (kon\*se\*re / gi\*de\*lim ~ / mi ~ / ne ~ / der\*sim ~)  
 Let's go to the concert, shall we? Shall we go to the concert?

“V - ♪ [me-/y/e, ma-/y/a] + ne der-sin? verb chain can also be used as an alternative to the above expression. The ♪ [me, ma] allomorphs are the infinitive allomorphs:

Konser\_e git-me-/y/e ne der-sin?  
 (kon\*se\*re / git\*me\*ye / ne ~ / der\* sin ~)  
 What (how) about going to the concert?

Ev-de otur-up çalış-ma-/y/a ne der-sin?  
 (ev\*de / o\*tu\*rup / ça\*lış\*ma\*ya / ne ~ / der\*sin ~)  
 What (how) about staying at home and studying?

Futbol maç-ı-/n/a git-me-/ye ne der-sin?  
 (fut\*bol / ma\*çı\*na / git\*me\*ye / ne ~ / der\*sin ~)  
 How (what) about going to a football match?

Kır-da gez-me-/y/e ne der-sin?  
 (kır\*da / gez\*me\*ye / ne ~ / der\*sin ~)  
 How about walking about the country?

### V - ♪[ip, ıp, üp, up] (adverbial)

When two actions are carried out one after the other, the first verb stem is suffixed with one of the ♪ [ip, ıp, üp, up] allomorphs before the final verb composition is used in all tenses:

(Ben) otur-up düşün-dü-üm.  
 NP adverbial V  
 VP

(o\*tu\*rup / dü\*şün\*düm ~)  
 I sat down and thought.

Bekle-/y<sub>i</sub>p gör-e.cek-iz.  
(bek\*le\*y<sub>i</sub>p / gö\*re\*ce\*ğiz ~)  
We'll wait and see

Çalış-ıp başar-a.bil-ir-sin.  
(ça\*lı\*ş<sub>i</sub>p / ba\*şa\*ra\*bi\*lır\*<sub>i</sub>sin ~)  
You can work and succeed.

Çocuk-lar bahçe-de koş-up oyna-u.yor-lar-dı.  
(ço\*cuk\*lar / bah\*çe\*de / ko\*ş<sub>u</sub>p ~/ oy\*nu\*<sub>y</sub>or\*lar\*dı ~)  
The children were running and playing in the garden.

Hayalet-i gör-üp bayıl-dı.  
(ha\*ya:\*le\*ti / gö\*r<sub>ü</sub>p / ba\*yı\*lı\*dı ~)  
She saw the ghost, and fainted.

### QUESTION TAGS: (DEĞİL Mİ?)

“Değil mi?” is used in Turkish in place of all question tags of the English language:

Pop müzik sev-i.yor-sun, değil mi?  
(pop / mü\*zik / se\*vi\*<sub>y</sub>or\*sun ~/ de\*ğil ~ / mi ~)  
You like pop music, don't you?

Pop müzik sev-me-i.yor-sun, değil mi?  
(pop / mü\*zik / sev\*mi\*<sub>y</sub>or\*sun ~/ de\*ğil ~ / mi ~)  
You don't like pop music, do you?

Daha karar ver-me-di-in, değil mi?  
(da\*ha / ka\*rar / ver\*me\*<sub>i</sub>di ~/ de\*ğil ~ / mi ~)  
You haven't decided yet, have you?

Yorgun-sun, değil mi?  
(yor\*gun\*sun ~ / de\*ğil ~ / mi ~)  
You are tired, aren't you?

Konser-den memnun ol-du-un, değil mi?  
(kon\*ser\*den / mem\*nun / ol\*dun ~/ de\*ğil ~ / mi ~)  
You enjoyed the concert, didn't you?

Sigara iç-me-i.yor-sun, değil mi?  
(si\*ga\*ra / iç\*mi\*<sub>y</sub>or\*sun ~ / de\*ğil ~ / mi ~)  
You don't smoke, do you?



Yarın Ankara'y/a gi̇t-i.yor-sun, deęil mi?  
 (*ya\*rin / an\*ka\*ra\*ya / gi\*di\*yor\*sun ~ / de\*ęil ~ / mi ~*)  
 You are going to Ankara tomorrow, aren't you?

Türkçe bi̇l-i.yor-sun, deęil mi?  
 (*türk\*çe / bi\*li\*yor\*sun ~ / de\*ęil ~ / mi ~*)  
 You know Turkish, don't you?

Şaka yap-ı.yor-sun, deęil mi?  
 (*şa\*ka / ya\*rı\*yor\*sun ~ / de\*ęil ~ / mi ~*)  
 You are joking, aren't you?

Emin-/s/in, deęil mi?  
 (*e\*min\*sin / de\*ęil ~ / mi ~*)  
 You are sure, aren't you?

Öğrenci-sin, deęil mi?  
 (*ög\*ren\*ci\*sin / de\*ęil ~ / mi ~*)  
 You are a student, aren't you?

### (SO DO I) (NEITHER DO I) BEN DE, O DA, ANNEM DE...

In response to a positive or a negative statement, a listener may answer in agreement or disagreement using the words "so" or "neither" followed by an inverted sentence type in English. In Turkish, however, there is only one response pattern to use under such situations such as "**Ben de**", "**O da**", "**Ahmet de**", "**Annem de**", etc. Consider and compare the following sentences:

"Ben pop müzik sev-i.yor-um." "Ben de."  
 (*ben / pop / müzik / se\*vi\*yo\*rum ~*) (*ben / de ~*)  
 "I like pop music." "So do I." (I do, too.) (Me too.)

"Ben pop müzik sev-me-i.yor-um." "Ben de."  
 (*ben / pop / müzik / sev\*mi\*yo\*rum ~*) (*ben / de ~*)  
 "I don't like pop music." "Neither do I." (I don't, either.)

"Anne-em yemek yap-ma-/y/ı sev-me-i.yor." "Ben-im anne-em de."  
 "Mother doesn't like cooking." "Neither does my mother."

"Çok yorgun-um." "Ben de."  
 "I'm very tired." "So am I." (I am, too.)

"Baba-am bir jeep satın aldı." "Ben-im baba-am da."  
 "My father has bought a jeep." "So has my father."

"Sen deli-sin." "Sen de."

"You are crazy." "So are you." (You are, too.)

"Fatma güzel değil." "Kız kardeř-i de."

"Fatma isn't beautiful." "Neither is her sister."

"Yarın sabah erken kalkmak zorunda-/y/ım." "Ben de."

"I have to get up early tomorrow morning." "So do I."

"Muz-lar çok pahalı." "Elma-lar da."

"Bananas are very expensive." "So are the apples."

"Ben-im baba-am kel." "Ben-im baba-am da."

"My father is bald." "So is my father."

"Ben yalan-dan nefret et-er-im." "Ben de."

"I hate lying." "So do I."

## CONJUNCTIONS AND TRANSITIONAL PHRASES

Conjunctions are the words that join sentences, clauses or words. There are two kinds of conjunctions in English: **Coordinating conjunctions** and **subordinating conjunctions**. The coordinating conjunctions are words like "and", "but", "or", "for" or "yet". The subordinating conjunctions, however, are the words that are used preceding simple sentences to form syntactic adverbs (adverb clauses) in English, such as, "although", "until", "before", "after", "while", "when", etc., all of which have been explained in the previous chapters.

**Transitional** words and **phrases**, however, link sentences and paragraphs by carrying over a thought coherently from one sentence or paragraph to another.

Some of the most frequently used Turkish coordinating conjunctions and transitional adverbials and phrases are as follows:

**açıkçası:** *in plain words, in short, frankly speaking*

**Başının ağrıdığını ve evde bir sürü yapacak işi olduğunu söylüyor.**

**Açıkçası, bizimle gezmeye gitmek istemiyor.**

She says she has a headache and has so many things to do at home.

In plain words, she does not want to go for a walk with us.

**aksi takdirde, (yoksa):** *otherwise*

**Şu televizyonu kapat. Aksi takdirde (aksi halde) (yoksa), ne yapacağımı biliyorsun.**

Turn the TV off; otherwise (if not) you know what I'll do.

**aksine, bilakis:** *on the contrary*

**Ben televizyonda futbol seyretmeyi seviyorum. Aksine, oğlum maç seyretmekten nefret ediyor.**

I like watching football on television. On the contrary, my son hates watching football matches.

**ama:** *but, yet, still, really, truly*

**Akıllıdır ama biraz tembeldir.** She is clever, but rather lazy.

**ancak:** *but, however, yet*

**Çok güzel bir kız, ancak başarılı değil.**

She is a beautiful girl; yet, she is not successful.

**Jack Mary'e aşık. Ancak, Mary Jack'e aşık değil.**

Jack is in love with Mary. However, Mary is not in love with him.

**aslında :** *in fact*

**Mary ev işini kendisinin yaptığını söylüyor. Ama aslında, işin çoğunu kocası yapıyor.**

Mary says that she does the housework herself. In fact, her husband does most of the housework.

**aynı biçimde :** *likewise*

**Öteki sorulara aynı şekilde (biçimde) cevap verebilirsin.**

You can answer the other questions likewise.

**başka bir deyişle:** *in other words,*

**bilhassa:** *in particular, particularly, specifically, above all*

**bir yandan:** *on the one hand*

**bu amaçla:** *for this purpose*

**bu doğrultuda:** *accordingly*

**Öğretmen öğrencilere sessiz olmalarını söyledi, ve onlar da bu doğrultuda davrandılar.**

The teacher told the students to be quiet, and the students acted accordingly.

**bu durumda, öyleyse:** *in that case*

**Sabahleyin sana ev ödevinde yardım etmemi istiyorsun. Öyleyse yarın sabah daha erken kalk.**

You want me to help you with your homework in the morning. In that case, get up earlier tomorrow morning.

**bu sırada, bu arada:** *meanwhile*

**Sen mutfakta yemek yapmaya devam et. Bu arada ben de oturma odasında biraz kestireyim.**

You go on cooking in the kitchen. Meanwhile let me have a nap in the sitting room.

**bunun için:** *because of this, for this reason, therefore*

**Onun çok kez yalan söylediğini duydum. Bunun için ona artık inanmıyorum.** I have heard him tell lies so many times; for this reason, I don't believe him anymore.

**bunun yerine :** *instead*

**Adam bana cevap vermedi. Bunun yerine salakmışım gibi yüzüme baktı durdu.**

The man did not answer; instead, he stared at me as if I were a fool.

**bu yüzden:** *therefore, for that reason, so, that is why*

**Hindistan'a hiç gitmedim; bu yüzden sana akıl veremem.**

I have never been to India; therefore, I cannot advise you.

**Yürüyüşe çıkmak için sokağa çıktığımda yağmur yağmaya başladı. Bu yüzden, ben de sinemaya gitmeye karar verdim.**

When I left home to go for a walk, it began to rain, so I decided to go to the cinema.

**bu şartlar altında:** *under these circumstances (conditions)*

**Bu şartlar altında artık sizinle çalışamam.**

I can't work with you any more under these conditions.

**çünkü :** *because*

**Televizyonu kapatsan iyi olur, çünkü işime devam edemiyorum.**

You had better turn off the TV because I can't go on with my work.

**-den başk :** *except for*

**Sınıf, iki istekli öğrenciden başka (iki öğrenciyi saymazsak) boştu.**

The classroom was empty except for two eager students.

**diğer (başka) bir deyişle:** *in other words, to put it differently*

**Evde yemek yapacak kimse yok. Başka bir deyişle, ben yemek yapmak zorunda kalacağım.**

There is nobody to cook at home. In other words, I will have to cook.

**doğal olarak:** *naturally*

**Bu bölgedeki bazı göller kurudu. Bu yüzden, doğal olarak bazı kuşlar ülkenin değişik yörelerine göç edecekler.**

Some lakes dried up in this area. Some birds naturally will migrate to different parts of the country.

**-e nazaran :** *in comparison to (with), compared to (with)*

**Erkek çocuklar kızlar\_a (kız\*la\*ra) nazaran matematik-te daha iyidirler.**

Boys are better at mathematics compared to girls.

**en nihayet :** *after all*

**esasen:** *in fact, as a matter of fact*

**fakat:** *but, yet, however*

**Bütün yıl çalıştı fakat bir araba satın almak için yeterince para biriktiremedi.**

He worked hard all the year long, but he could not save enough money to buy a car.

**farzet ki, diyelim ki :** *supposing*

**Diyelim ki işsizim, benimle evlenir miydin?**

Supposing I was unemployed, would you marry me?

**garip belki ama :** *strange to say, strangely enough*

**Garip belki ama peri onu kurbağaya dönüştürdü.**

Strange to say, the fairy changed him into a frog.

**genel anlamda :** *generally speaking*

**genel hatları (çizgileri) ile :** *in general terms*

**genellikle:** *as a rule, on the whole, generally*

**gösterildiği gibi:** *as has been indicated, as has been noted*

**halbuki, oysa, ne var ki :** *whereas, but, however*

**Ben oturup kitap okumayı severim; oysa eşim seyahat etmeyi yeğler.**

I like sitting and reading books; whereas, my wife prefers traveling.

**hariç:** *excluding, except for, apart from*

**hatta, üstelik :** *even, moreover, besides, even more, furthermore*

**Kızım beş yıl önce evlendi; hatta (üstelik) iki oğlu bile var.**

My daughter got married five years ago; besides, she has two sons.

**hem ... hem (de):** *both .... and*

**Hem kadınlar hem erkekler ailelerini geçindirmek için çalışmalıdır.**

Both men and women must work to support their families.

**Hem Ahmet hem Mehmet aynı büroda çalışıyorlar.**

Both Ahmet and Mehmet work in the same office.

**Her şey göz önüne alındığı takdirde :** *all things considered*

**ile (le, la):** *and*

**Ahmet'le Mehmet aynı büroda çalışıyorlar.**

Ahmet and Mehmet work in the same office.

**ilk önce :** *to begin with, first of all*

**kâh ... kâh :** *sometimes ... sometimes*

**Kâh güleriz, kâh ağlarız acıklı kaderimize.**

Sometimes we laugh, sometimes we cry for our miserable faith.

**ki:** *that*

**Korkarım (ki) pastanı kedi yedi.**

I'm afraid (that) the cat has eaten up your cake.

**İnanırım (ki) haklısın.**

I believe (that) you are right.

**kısaca :** *in short, in brief, briefly*

**madem (ki):** *since, seeing that, considering that, as*

**Madem (ki) çok çalıştın, sınavı geçebilirsin.**

Seeing that you have studied hard, you can pass the exam.

**meğer:** *it seems that, apparently, to my surprise*

**Meğer evliymiş.**

It seemed that he was married.

**meselâ, örneğin:** *for example, for instance*

**Bazı hayvanlar insanlara sadıktır; örneğin, köpeklerle kediler.**

Some animals are loyal to human beings; for example cats and dogs.

**ne... ne (de):** *neither .... nor*

**Ne sen, ne ben Çince anlıyoruz**

Neither you nor I understand Chinese.

**Mutfakta ne domates ne soğan var.**

There are neither tomatoes nor onions in the kitchen.

**Onu ne gördüm, ne de onunla konuştum.**

I have neither seen nor talked to him.

**neyse:** *anyway, in any case, at any rate*

**Neyse, biz çalışmaya devam edelim.**

Anyway, let's go on working.

**o kadar ... ki:** *so + adj (adv) + that*

**Bu günlerde fiyatlar o kadar yüksek ki, kimse bir şey satın almak istemiyor.** Nowadays the prices are so high that nobody wants to buy anything.

**olsun ... olsun:** *whether ... or*

**Zengin olsun fakir olsun herkes kanuna uymak zorundadır.**

Whether rich or poor everybody has to obey laws.

**oysa:** *but, yet, however, whereas*

**Herşeyden bıktığını söylüyorsun. Oysa, ben inanıyorum ki sen bütün güçlüklerin üstesinden gelebilirsin.**

You say you are tired of everything, but I believe, you can overcome all difficulties.

**örneğin:** *for example, for instance*

**öte yandan:** *on the other hand*

**öyle bile olsa :** *even so*

**öyleyse:** *in that case, if so, then*

**Uykulu hissettiğini söylüyorsun. Öyleyse, git bir fincan kahve iç.**

You say you are feeling sleepy. If so, go and have a cup of coffee.

**özellikle, bilhassa:** *in particular, particularly*

**özetliyecek olursak:** *to sum up*

**sanki:** *as if*

**Habire bana emir verip duruyor; sanki benim patronum!**

He is always ordering me around as if he were my boss.

**sonra:** *then*

**Eve geldi, sonra mutfağa daldı ve yemek hazırlamaya başladı.**

She came home, then hurried into the kitchen, and started preparing dinner.

**sonuç olarak:** *as a result, as a consequence*

**sonuçta:** *in conclusion*

**üstelik:** *furthermore, in addition, what is more, even, besides, moreover*

**En kolay problemleri bile çözemiyor; üstelik kendini bir dâhî sanıyor.**

He can't solve even the simplest problems, besides he thinks he is a genius.

**şüphesiz ki:** *undoubtedly*

**tam aksine:** *in contrast*

**tam tersine:** *on the contrary*

**tüm bunlara rağmen:** *for all that*

**tümüyle:** *on the whole*

**ve:** *and*

**velhasıl:** *after all, in conclusion*

**ve saire:** *etc.*

**veya:** *or*

**ya ... ya (da):** *either... or*

**Ya beni dinle, ya da sınıfı terket.**

Either listen to me, or leave the classroom.

**yalnız:** *but, however, only*

**Seni affediyorum. Yalnız, bana bir daha yalan söylemeyeceğine söz ver.**

I will forgive you now, but promise me you will not tell any lies any more.



**yani:** *that is why, I mean, in other words, that is to say*

**Hastaymış gibi rol yapıyor; yani, okula gitmek istemiyor.**

He pretends as if he were ill; that is to say, he does not want to go to school.

**yeter ki:** *provided that, providing*

**Sana bir bisiklet alacağım; yeter ki sen sınavlarını geç.**

I will buy a bicycle for you, provided that you pass your examinations.

**yoksa:** *otherwise, or else, if not, or*

**Koş, yoksa otobüsü kaçıracağız.**

Run, or else we will miss the bus.

**zaten:** *anyway, in any case*

## INTENSIFIERS

Intensifiers are the adverbs that are used before adjectives or adverbs to **strengthen** or **weaken** their meanings. Besides these words, there are some prefixes, which are the only ones in Turkish that are attached to adjectives, nouns, and adverbs to strengthen their meanings:

Süt **çok** sıcak.

(süt / **çok** / sı\*cak ~)

The milk is **very** hot.

Sorular **biraz** güçtü.

(so\*ru\*lar / **bi**\*raz / **güç**\*tü ~)

The questions were **rather** difficult.

Sen **tamamen** haklısın.

(sen / ta\***ma**.\*men / hak\*lı\*sın ~)

You are **quite** right.

Bazı kelebekler **son derece** güzeldir.

(**ba**.\*zı / ke\*le\***be**\*ler / **son** / de\*re\***ce** / gü\*zel\*dir ~)

Some butterflies are **extremely** beautiful.

Öğrenciler sorulara **çok** dikkatli cevap verdiler.

(öğ\*ren\*ci\*ler / so\*ru\*la\*ra / **çok** / dik\*kat\*li / ce\*vap / ver\*di\*ler ~)

The students answered the questions **very** carefully.

Ev **oldukça** iyi.

(ev / ol\***duk**\*ça / i\*yi ~)

The house is pretty **good**.

Cevapların hepsi **tamamen** yanlış.

(ce\*vap\*la\*rın / hep\*si / ta\*ma:\*men / yan\*lış ~)

All the answers are **completely** wrong.

Burada sigara içmek **kesinlikle** yasaktır.

(bu\*ra\*da / si\*ga\*ra / iç\*mek~ / ke\*sin\*lik\*le / ya\*sak\*tır ~)

Smoking here is **strictly** forbidden.

O **ciddi bir şekilde** hasta.

(o / cid\*di: / bir / şe\*kil\*de / has\*ta ~)

He is **seriously** ill.

İyi bir iş bulmak onun için **yaşamsal derecede** önemlidir.

(i\*yi / bir / iş / bul\*mak~/ o\*nun / i\*çin / ya\*şam\*sal / de\*re\*ce\*de / ö\*nem\*liy\*di ~)

To find a good job was **vitally** important for him.

Yabancı bir dil öğrenmek **fevkalâde** zordur.

(ya\*ban\*cı / bir / dil / öğ\*ren\*mek~/ fev\*ka\*lâ:\*de / zor\*dur ~)

Learning a foreign language is **extremely** difficult.

Arabası **yepyeni**di.

(a\*ra\*ba\*sı / yep\*ye\*niy\*di ~)

His car was **brand** new.

Hava **buz gibi** soğuktu.

(ha\*va / buz / gi\*bi / so\*ğuk\*tu ~)

It was **icy** cold.

**Çok fena** başım ağrıyordu.

(çok / fe\*na: / ba\*şım / ağ\*rı\*yor\*du ~)

I had an **awful** headache.

Uyandığımda her yer **günlük güneşlikti**.

(u\*yan\*dı\*ğım\*da / her / yer / gün\*lük / gü\*neş\*lik\*ti ~)

When I woke up, it was **broad** daylight.

Annem bana **gıcır gıcır** bir elli dolar verdi.

(an\*nem / ba\*na / gı\*cır / gı\*cır / bir / el\*li / do\*lar / ver\*di ~)

Mother gave me a **crisp** new fifty-dollar bill.

Sorular **sürpriz bir şekilde** kolaydı.

(so\*ru\*lar / sürp\*riz / bir / şe\*kil\*de / ko\*lay\*dı ~)

The questions were **surprisingly** easy.

O beni **oldukça** düzenli ziyaret eder.

(be\*ni / ol\*duk\*ça / dü\*zen\*li / zi\*ya:\*ret / e\*der ~)

He visits me **quite** regularly.

Konser **gerçekten** iyiydi.

(kon\*ser / ger\*çek\*ten / i\*yiy\*di ~)

The concert was **really** good.

Bazı diller diğerleriyle karşılaştırıldığında **nispeten** daha karmaşıktır.

Some languages are **relatively** complicated when compared with others.

Bugün **biraz** yorgunum.

(bu / gün / bi\*raz / yor\*gu\*num ~)

I'm **a little** tired today.

**Tamamen** haklısın.

(ta\*ma:\*men / hak\*lı\*sın ~)

You're **absolutely (quite)** right.

**Fena halde** yorgunum.

(fe\*na: / hal\*de / yor\*gu\*num ~)

I'm **awfully** tired.

Bizim sorularımız sizin sorularınızdan **çok daha** güçtü.

(bi\*zim / so\*ru\*la\*rı\*mız / si\*zim / so\*ru\*la\*rı\*nız\*dan / çok / da\*ha / güç\*tü ~)

Our questions were **far** more difficult than yours.

Bugün **gerçekten** yorgunum.

(bu\*gün / ger\*çek\*ten / yor\*gu\*num ~)

I am **really** tired today.

Sana **deli gibi** aşığım.

(sa\*na / de\*li / gi\*bi / a:\*şı\*ğım ~)

I am **madly** in love with you.

Kışın bu dağa tırmanmak **fevkalâde** tehlikelidir.

(kışın / bu / da\*ğa / tır\*man\*mak / fev\*ka\*lâ:\*de / zor\*dur ~)

Climbing this mountain in winter is **extremely** dangerous.

**Oldukça** az öğrenci sınavı geçti.

(ol\*duk\*ça / az / öğ\*ren\*ci / sı\*na\*vı / geç\*ti ~)

**Quite** a few students passed the exam.

**Zerre kadar** ilgilenmiyorum.

(zer\*re / ka\*dar / il\*gi\*len\*mi\*yo\*rum ~)

I am not interested **in the least**.

Araba **tertemiz**di.

(a\*ra\*ba / ter\*te\*miz\*di ~)

The car was **spotlessly** clean.

Dosdoğru yürü.

(dos\*doğ\*ru / yü\*rü ~)

Walk **straight ahead**.

Yaşlı adamın **bembeyaz** sakalı vardı.

(yaş\*lı / a\*da\*mın / bem\*be\*yaz / sa\*ka\*lı / var\*dı ~)

The old man had **snow white** beard.

Mary'nin **masmavi** gözleri var.

(me\*ri\*nin / mas\*ma\*vi / göz\*le\*ri / var ~)

Mary has **deep** blue eyes.

Ev **tamtakır**dı.

(ev / tam\*ta\*kır\*dı ~)

The house was **absolutely** empty.

Onun evinde **sımsıcak** bir odası vardı.

(o\*nun / e\*vin\*de / sim\*sı\*cak / bir / o\*da\*sı / var\*dı ~)

She had a **cozy** room in her house.

Sorun **apaçık**.

(so\*run / a\*pa\*çık ~)

The problem is **obvious**. (beyond dispute, clear)

Sebzeler **taptaze**ydi.

(seb\*ze\*ler / tap\*ta\*zey\*di ~)

The vegetables were **as fresh as daisies**.

Korkudan **kaskatı** kesildiler.

(kor\*ku\*dan / kas\*ka\*tı / ke\*sil\*di\*ler ~)

They became **rigid** with fear.

Işıklar sönünce her yer **kapkaranlık** oldu.

(ı\*şık\*lar / sö\*nün\*ce / her\*yer / kap\*ka\*ran\*lık / ol\*du ~)

Everywhere became **pitch** dark when the lights went off.

Sen beni hiçe sayıyorsun.

(sen / be\*ni / hi\*çe / sa\*yı\*yor\*sun ~)

You **simply** ignore me.

Bunlar **apayrı** kavramlar.

(bun \*lar / a\*pay\*rı / kav\*ram\*lar ~)

These are **quite** different concepts.

Oda **karmakarışık**ti.

(o\*da / kar\*ma\*ka\*rı\*şık\*tı ~)

The room was **in a mess**.

Kuraklıkta tarlalar **kup**kuruydu.

(ku\*rak\*lık\*ta / tar\*la\*lar / kup\*ku\*ruy\*du ~)

During the draft (draught) the fields were **as dry as a bone**.

Onların amacı **besbelliydi**.

(on\*la\*rın / a\*ma\*cı / bes\*bel\*liy\*di ~)

Their aim was **obvious**.

Küçük kız **yapayalnızdı**.

(kü\*çük / kız / ya\*pa\*yal\*nız\*dı ~)

The little girl was **all alone**.

Senin güzel vazon **paramparça** oldu.

(se\*nin / gü\*zel / va\*zon / pa\*ram\*par\*ça / ol\*du ~)

Your beautiful vase has been **broken to pieces**.

Otobüs **tıklım tıklım** doluydu.

(o\*to\*büs / tık\*lım / tık\*lım / do\*luy\*du ~)

The bus was **overcrowded**.

Gözleri **masmaviydi**.

(göz\*le\*ri / mas\*ma\*vi\*yi\*di ~)

Her eyes were deep blue.

## REPORTED SPEECH

### İşitilen Sözün Başkasına İletilmesi

When a speaker or writer wants to report someone what he heard, he can use two sorts of structures both in English and in Turkish:

1: In English and Turkish, one can report what one heard without transforming it:

Mary said, "I dislike boring people."

NP V (sentence) NP (obj)

Mary, "Ben sıkıcı insan-lar-dan hoşlan-ma-am" de-di.

NP (sentence) NP (obj) V

"Do you enjoy making fun of me?" Jack said to Mary.  
 (sentence) NP NP V prep phrs (adv)

**Jack Mary'ye, "Ben-im-le alay etmek-ten zevk mi al-ı.yor-sun?" dedi.**  
 NP adverbial (sentence) NP (obj) V

"Come back home before it gets dark," Mary's father said to her.  
 (sentence) NP NP V adverbial

**Mary'nin baba-/s/ı Mary'ye, "Hava karar-ma-dan ev-e dön" dedi.**  
 NP adverbial (sentence) NP (obj) V  
 VP

2: In both English and Turkish, one can report what one heard by transforming it:

Mary said that she disliked boring people.  
 NP V noun clause NP  
 VP

**Mary sıkıcı insan-lar-dan hoşlan-ma-dık-ı/n/ı söyledi.**  
 NP (infinitive) NP (obj of "söyle") V  
 VP

Jack asked Mary if she enjoyed making fun of him.  
 NP V ind obj (noun clause) NP (obj of "ask")  
 VP

**Jack Mary'ye onunla alay etmek-ten zevk alıp al-ma-dık-ı/n/ı sor-du.**  
 NP adverbial adverbial (infinitive) NP (obj of "sor") V  
 VP

Jack asked Mary why she was crying.  
 NP V ind obj (noun clause) NP  
 VP

**Jack Mary'y/e niçin ağla-dık-ı/n/ı sor-du.**  
 NP adverbial (obj of "sor") NP V  
 VP

Mary's father warned her to come back home before it gets dark.  
 NP V NP prep phrs of reason adverbial clause of time  
 VP

**Mary'nin babası, hava karar-ma-dan ev-e dönmesi için Mary'yi uyar-dı.**  
 NP noun compound postp (obj) NP |  
 postpositional adverbial phrs of reason V  
 VP

## ROOTS, STEMS AND VERB FRAMES

The definition of the words above used in grammar books is not clear enough for the language learners. Therefore, they are explained as follows:

The **stem** is the **base** of a word without all the **inflectional** suffixes. However, the **root** is the **base** of a word whose both **derivational** and **inflectional suffixes are removed**. Both roots and stems are **bases**.

The following words are **verb roots**:

çek, yaklaş, başar, kok, çık, kayna, del, atla, uç, çiz, sev, gel, sür, ol...

The following words are **noun stems**: (verb root+derivational suffix = noun stem):

yaklaş-ım, başar-ı, kok-u, kayna-ak, del-ik, belle-ek, uç-ak, sev-gi, çal-gı.

"el", "baş", "yel", "bağ", "denge", "avuç", "leke", "yağ", "su" are **noun roots**.

**el-le, baş-la, yel-le, bağ-la, denge-le, avuç-la, leke-le, yağ-la, su-la** are all **verb root-derivational suffix**. Therefore they are **verb stems**.

**Rule 1:** All **verb roots** are **bases**. They can be suffixed by both **derivational** and **inflectional** allomorphs:

**yaklaş-ım** (verb root+derivational) = stem (approach) (noun)

**yaklaş-tı-ık** (verb root+inflectional+inflectional) = verb composition

When we attach a derivational allomorph to a **verb root**, we create a **stem**. So, a **verb root** and a **derivational allomorph** together is called a **stem**.

However, when we attach an **inflectional allomorph or allomorphs** to a **verb root** or to a **verb stem** we create a **verb composition**.

**Rule 2:** All **noun roots** are **bases**. They can be suffixed both by **derivational** and **inflectional** allomorphs:

**ev-li** (noun root+derivational) = stem (married)

**ev-i, ev-im** (noun root+inflectional) **ev-e, ev-de, ev-den** (noun root+inflectional=adverbial)

**Denge-le-/y/e.me-i.yor-um:** "**denge**" is a noun root, "**le**" is a derivational allomorph, "**denge-le**" is a **verb stem**. "**e.me**", "**i.yor**" and "**um**" are the inflectional allomorphs following the verb stem "**denge-le**". As the **roots** and **stems** are the **basic** elements of words, the term "**stem**" is sometimes used both for the "root" and "stem" in this book to avoid ambiguity.

When we attach **transitive, causative, passive, reflexive, or reciprocal** inflectional allomorphs to verb roots or stems, we create **verb frames**, which are used **before** the other inflectional allomorphs:

Bağla-an-ı.yor-uz: "**Bağ-la**" is a **verb stem**. "Bağ" is a root, "la" is a derivational suffix; "**an**" is a passive making inflectional allomorph, "ı.yor" and

"uz" are also inflectional allomorphs. "Bağ-lan-ı.yor-uz." (We are being connected) is both a **verb composition**, a **word**, and a **sentence**.

## RATIONAL SEQUENCING

The best way to see whether a proposal, a plan, or a theory is applicable is to put it into practice. Thinking that Chomsky's Transformational Generative theory is the best approach to describe the grammar of a language, I dared to write this Turkish Grammar.

Chomsky asserts that natural languages have two levels of representations, a deep logical structure, and a verbal structure, which function together with the vocal organs. The deep structure represents the logical production of a sentence in which thought is shaped and separated into two logical components called **subject** and **predicate** (NP + VP). The mind also separates the predicate (VP) into two components called **verb** and **object** (V + NP). If the verb is intransitive, it does not have an object, so the VP (predicate) is composed of only a verb, and adverbs and adverbials. The **sequencing** of these logical parts of a sentence is learned through the experiences of an individual because their sequencing changes from language to language. All these activities are rationally performed by the mind. The mind inserts these rational phrases into a sentence according to the learned sequence of an individual.

This shows us that **subject**, **verb**, and **object** components innately exist in a person's mind, but these components are arranged in a sequence by the mind appropriate to a learned sequence.

There exist three kinds of sentences in a language:

1. A subject, a transitive verb, and an object: Jack killed a mouse.

$$\begin{array}{ccc} \underline{S} & & \underline{V} \quad \underline{Obj} \\ NP & & VP \end{array}$$

2. A subject, and an intransitive verb: Jack sleeps.

$$\begin{array}{cc} \underline{S} & \underline{V} \\ NP & VP \end{array}$$

3. A subject and a "be" complement: Jack is brave.

$$\begin{array}{cc} \underline{S} & \underline{V} \\ NP & VP \end{array}$$

The language producing system of the mind uses two different systems to produce meaningful sentences. One of these systems is the inherent logical system of the mind called phrase structures symbolized with "NP + VP" (subject and predicate) initials in which thought, whether long or short, take form. For instance, "Birds fly" and "Birds eat insects" sentences are com-



posed of a Nominal Phrase and a Verbal Phrase, which are called "subject and predicate" (özne ve yüklem) in traditional grammars.

The **subject** is **what** or **whom** the sentence is about, and the **predicate** tells **everything** about the **subject**. The human mind arranges what it wants to express in these two sentence sections.

In the "**birds** fly", and "**birds** eat insects" sentences, there are two different functional elements "subject" and "object". **Subjects** and **objects** are **nominal phrases**. A nominal phrase may be a pronoun ("I", "me"), ("you", "you"), ("he, she, it", "him, her, it"), ("we", "us"), ("they", "them"). Their forms change according to where they are used in a sentence. If they are used as subjects they are "I, you, he, she, it, we, you, they", if they are used as objects, they are "me, you, him, her, it, us, you, them".

Proper nouns such as "Jack, Mary" may be used both as subjects and as objects without changing their forms in the subject or object positions in English: "Jack saw Mary", "Mary saw Jack".

In Turkish, however, **pronouns** change according to the places that they occupy in a sentence as they do in English. When they are used in the **subject** position they are "ben, sen, o, biz, siz, onlar", when they are used in the **object** position, they are "ben-i, sen-i, o-/n/u, biz-i, siz-i, onlar-ı". The single underlined consonants detach from their syllables and attach to the following vowels as usual when they are syllabled.

In Turkish, when the **proper nouns** are used in the subject position, they are used as they are used in English, but when they are used in the object position they take the ♪ [i, ı, ü, u] inflectional allomorphs as the pronouns do: Ahmet-i, Hasan-ı, Ayşe-/y/i, Özgür-ü. The single underlined consonants detach from their syllables and attach to the following vowels as usual.

All the noun compounds are nominal phrases. They can be used as both subjects and objects in sentences:

"Ben-im okul-um", "Ahmet-in araba-/s/ı", "okul-un otobüs-ü", "araba--/n/ın dur-ma-/s/ı", "yür-ü-/y/üş-ün bit-me-/s/i", "Ahmet-in araba-/s/ı-/n/ın çalın-ma-/s/ı", "ben-im okul-a geç git-me-em", "sen-in geç gel-dik-in" are structurally noun compounds but functionally nominal phrases.

The adjective compounds are also nominal phrases: "a blue bird", "the longest sentence", "an important decision".

Adjective clauses together with the nouns that they define are nominal phrases. "The children who are playing in the garden", "the things that you said", and "the girl whose mother you know" are all nominal phrases.

The noun clauses such as "that he dislikes onions", "what he said", "who he is", "where my brother is", and "whose these books are" are all nominal phrases.

All sentences whether they are simple or complex are organized by the brain to be placed in the "NP + VP" sentence producing system.

The most important function of the mind is its capability of transforming **simple sentences** into **nominal phrases** to insert them into the "NP + VP" sentence producing system. In other words, we can say that a set of thought is expressed in sentences either as "Birds fly" (a subject, and an intransitive verb), or "Birds eat insects" (a subject, a transitive verb, and an object). This system is purely logical (mental) just as the other functions of the brain. In the Turkish Grammar section of this book, one can see how all kinds of simple sentences (Turkish or English) are transformed into nominal phrases, and installed by the logical system into the "NP + VP" logical sentence pattern.

The second faculty is the **memory** of a human being in which all the morphemes of a language are stored. Besides the morphemes, the oral, the transformational, and syllabication rules of a target language are also stored up in one's memory. When human beings hear these morphemes and rules, they store them in their memories, and when necessary, they match them with their sets of thought to express what they think. At this point, the logical form of a simple sentence and the sets of thought compatible with the morphemes are converted to the phonetic forms of sentences through the phonological rules.

The transformations of the simple sentences are carried out by the mind through the transformational rules of a language. They are rule governed and learned by the people as the morphemes and phonemes are learned.

One fact to add to the explanations above is that the stresses used on some syllables carry meaning. Therefore, they are called suprasegmental morphemes. However, although the syllabication of words are learned, the syllables do not convey any meaning on their own because they are governed by the phonological rules of a specific language as the phonemes are.

The **allomorphs of the morphemes** are also produced by the phonological component of the brain. In other words, all allomorphs come into existence due to the phonological necessity. Although the allomorphs of a morpheme are different, they carry the same meaning as their morpheme.

The function of the mind that chooses morphemes matching sets of thought is called morphemizing. A morphemized oral English **simple** sentence is placed into the "NP + VP" innate basic sentence pattern as follows:

The boys were playing football in the school garden in the afternoon.  
 subject      inflected verb      object      adverbial of place      adverbial of time

However, if the same person knows Turkish, he arranges and places his morphemized set of thought into a different sentence pattern and words:

Çocuk-lar öğle-den sonra okul bahçe-/s/i/n/-de futbol oyna-u.yor-lar-di.  
 subject      adverbial of time      adverbial of place      object      inflected verb

The morphemized simple sentences above can be transformed into **nominal phrases** (nominalized) so that they could be used in the basic logical phrase structure pattern "NP + VP".

If you imagine a person who has no people living around and talking to each other, you should admit that he cannot learn a language, but as he innately has the ability of learning a language, and the ability of thinking, he will start learning a language when he is exposed to the phonemes and morphemes of a language. As soon as he learns some words and stores them in his memory, he begins to express his thoughts using several words instead of shouting, murmuring or crying when he wants to communicate with other people. This useful device is called language. All languages are learned skills. Nobody is born speaking a language, but all human beings are born with the faculty of learning a language, which possesses some fundamental common patterns upon which all natural languages are built.

Additionally, the mind possesses a number of speech intentions, which influence language production. The words and the intonation patterns that a speaker chooses to express him reveal his spiritual condition, as well. When we hear a person speak, we can guess whether he is angry, happy, nervous, bored, sad, and even whether he is kind, polite, rude, bossy, or affectionate.

Although all animals can hear people well, and store some words in their memories, they cannot systemize what they hear and use them as humans do.

The mind of a human being is capable of composing the set of thought written above in a linear logical structure, transforming them into the morphemes, words and some other specific rules of a target language, and producing vocalized sentences.

The capacity and the speed of operation of the mind are marvelous. It vocalizes a set of thought with the phonemes, the syllables and the morphemes of a language.

Moreover, we have to point out that expressing a set of thought goes through producing the phonemes, the syllables and the morphemes that carry meaning coming along with the sounds of a language. On the other hand, understanding a set of thought goes through hearing the phonemes, the syllables, and the morphemes of a language to realize the morphemes carrying information. We can understand a segment of speech so long as we realize the morphemes heard along with a phonetic utterance. A piece of utterance contains not only the phonemes and the syllables of a language, but it also contains the morphemes carrying information.

The phonemes and syllables do not convey meaning without morphemes. One can hear the phonemes and syllables of a foreign language, but may not understand anything if he is not aware of the meaning of the morphemes heard along with them. Only the morphemes carry meaning in languages. For instance, the meaningful units (morphemes) in the Turkish word "*çalışıyorduk*" are "**çalış**", "**ı.yor**", "**du**", "**uk**". However, none of the syllables in the same word "ça", "lı", "şı", "yor", "duk" conveys any meaning on their own if they are not vocalized or heard together. Although sometimes syllables and morphemes coincide, no syllables may be thought to be meaningful in this, and in all Turkish words. **When one hears or reads a word in Turkish, he spontaneously realizes the morphemes heard along with the phonemes and syllables, and understands them.**

If we disregard nouns, noun compounds, adjective compounds, adverbs and adverbials, we see that **verb compositions** in Turkish are **sentences** on their own. For instance, in the verb composition "uyuyordum", the syllables are "u\*yu\*yor\*dum". As it is seen, none of these syllables conveys any meaning. How then, do we understand what these syllables mean? We realize the morphemes heard along with this word such as "uyu-u.yor-**du**-**um**". In this word, "uyu" means "sleep", "u.yor" expresses the continuity of the action; "du" expresses that the action continued in the past, and the "um" morpheme expresses the doer of the action "ben". This word on the whole is a sentence; "Uyuyordum", which means, "I was sleeping".

On the other hand, a person who decides to build up this sentence, arranges these morphemes in a linear fashion in his mind such as "uyu-u.yor-**du**-**um**", and then vocalizes them dropping one of the identical vowels following one another and dividing the whole word into syllables to vocalize them in agreement with the Turkish sound system.

In conclusion, we can say that although morphemes are loaded with meaning, the phonemes and syllables do not carry meaning because they are the property of the sound system of a language. Syllabication converts a morphemic sequence into a syllabic, rhythmical, and phonetic sequence in agreement with the vowel and consonant harmony rules of the Turkish language to produce a fluent speech production. Therefore, morphemes should not be confused with syllables. This process is like converting a poem into a song.

Transformations are generally carried out by the mind for syntactic purposes. In other words, they are used to produce infinitely long oral or written sentences. A phonetic or a verbal **form** is the part of the communication system that is heard, or seen on printed matters.

The simple English sentence given below can be transformed into **oral nominal phrases** (nominalized) as follows:

*The boys were playing football in the school garden in the afternoon.* ∪

1. that the boys were playing football in the school garden in the afternoon
2. the boys that were playing football in the school garden in the afternoon
3. the football that the boys were playing in the school garden in the afternoon
4. the school garden in which the boys were playing football in the afternoon
5. the time when the boys were playing football in the school garden
6. who were playing football in the school garden in the afternoon
7. where the boys were playing football in the afternoon
8. why the boys were playing football in the school garden in the afternoon
9. what the boys were doing in the school garden in the afternoon
10. whether the boys were playing football in the school garden in the afternoon

All the transformed **oral nominal phrases** (clauses) above can be used as a "NP" in the "NP + VP" sentence producing system as follows:

1. I saw that the boys were playing football in the school garden in the afternoon.
2. The boys that were playing football in the school garden in the afternoon are my students.
3. The football that the boys were playing in the school garden was worth watching.

4. The school garden in which the boys were playing football was not suitable for playing football.
5. The time when the boys were playing football in the school garden made the principal mad.
6. Who were playing football in the school garden is still unknown.
7. I do not know where the boys were playing football.
8. Can you guess why the boys were playing football in the school garden?
9. Do you know what the boys were doing in the school garden?
10. I do not know whether the boys were playing football or not.

As it is obviously seen, the transformed English nominal phrases above do not undergo major changes when they are transformed. However, when we transform a Turkish simple sentence, we notice a striking difference between the transformational rules of these two languages.

The Turkish way of transforming a simple sentence into a nominalized phonetic phrase is different from that of the English language. To perform this mental transformation activity, a native speaker of Turkish should transform a basic simple sentence into a **noun compound** to construct a nominalized phonetic phrase. Some examples may clarify this striking difference:

*Çocuklar öğleden sonra okul bahçesinde futbol oynuyorlardı. ∪*

- 1a. çocuk-lar-ın öğle-den sonra okul bahçe-/s/i/n/-de futbol oyna-dık-lar-ı  
possessor possessed  
 NP (noun compound used as **object**)
- 1b. **Çocuk-lar-ın** öğleden sonra okul bahçesinde futbol **oyna-ma-/s/ı**  
possessor possessed  
 NP (noun compound used as **subject**)
2. **öğleden sonra** **okul bahçesinde** **futbol** **oyna-/y/an** **çocuklar**  
determiner determined  
 NP
3. **çocuk-lar-ın** **öğle-den sonra** **okul bahçesinde** **oyna-dık-lar-ı** **futbol**  
possessor adverbial adverbial possessed determined  
determiner determined  
 NP
4. **çocuklar-ın** **öğleden sonra** **futbol** **oyna-dık-lar-ı** **okul bahçesi**  
possessor adverbial object possessed determined  
determiner determined  
 NP
5. **çocuklar-ın** **okul bahçesinde** **futbol** **oyna-ma-lar-ı/n/in** **zaman-ı**  
possessor adverbial object possessor possessed  
 NP (chain noun compound)
6. **kim-ler-in** **okul bahçesinde** **öğleden sonra** **futbol** **oyna-dık-ı**  
possessor adverbial adverbial object possessed  
 NP

**7. çocuk-lar-ın öğleden sonra nerede futbol oynadığı**

possessor                      adverbial                      adverbial                      object                      possessed

NP

**8. çocuk-lar-ın öğleden sonra okul bahçesinde niçin futbol oynadıkları**

possessor                      adverbial                      adverbial                      adverbial                      obj                      possessed

NP

**9. çocuk-lar-ın öğleden sonra okul bahçesi-/n/de ne yaptıkları**

possessor                      adverbial                      adverbial                      obj                      possessed

NP

**10. çocuk-lar-ın öğleden sonra okul bahçesinde futbol oynayıp oynamadıkları**

possessor                      adverbial                      adverbial                      object                      possessed

NP

The Turkish nominalized phrases above can be used in the "NP + VP" phrase structure pattern as a "NP" as follows:

**1a. (Ben) çocuk-lar-ın öğleden sonra okul bahçesinde futbol oynadıkları-nı gördüm.**

NP (subj)

NP (object)

verb

**1b. Çocuk-lar-ın öğleden sonra okul bahçesinde futbol oynama-sı kimse-yi ilgilendirmez.**

**2. Öğleden sonra okul bahçesinde futbol oynayan çocuklar benim öğrencilerimdir.**

**3. Çocukların öğleden sonra okul bahçesinde oynadıkları futbol izlemeye değerdi.**

**4. Çocukların öğleden sonra futbol oynadıkları okul bahçesi futbol oynamaya uygun değildi.**

**5. Çocukların okul bahçesinde futbol oynamalarının zamanı okul müdürünü kızdırdı.**

**6. Kim-ler-in öğleden sonra okul bahçesinde futbol oynadığı hâlâ bilinmiyor.**

**7. Kimlerin öğleden sonra nerede futbol oynadığını bilmiyorum.**

**8. Çocukların öğleden sonra okul bahçesinde niçin futbol oynadıklarını tahmin edebilir misin?**

**9. Çocukların öğleden sonra okul bahçesinde ne yaptıklarını biliyor musun?**

**10. Çocukların öğleden sonra okul bahçesinde futbol oynayıp oynamadıklarını bilmiyorum.**

The nominalizations of the simple Turkish sentences seem more difficult than nominalizing the English ones. This difficulty arises when someone whose native language is different from Turkish begins learning Turkish as a second language because while he is trying to learn the transformational rules of a second language, the transformational rules of his/her native language always interfere with the rules of the second language.

Therefore, when teaching a second language, this difficulty should be taken into account by the second language teachers. While a child is learning his native tongue, however, he does not have to overcome such difficulty because transformational rules are learned through the experiences of a person.

There are a lot more inflectional morphemes in Turkish than there are in English. This is because some English modal verbs such as "may", "can", "must", "should", "have to", "will", etc. are all expressed in inflectional morphemes in Turkish such as "[ME.Lİ]", "[E.BİL]", "[E.CEK]", etc. Moreover, all Turkish verb **compositions** such as "çalış-ı.yor-um", and **noun compounds** such as "ben-im okul-um" always end with possessor **personal** allomorphs.

## MORPHEMIC SEQUENCING

Morphemes are defined as the smallest meaningful units that cannot be divided into smaller meaningful parts in a language. These morphemes are of two kinds; the **free morphemes** that carry meaning by themselves, the **bound morphemes** that can carry meaning only when they are attached to free morphemes. The bound morphemes are also two kinds: **derivational morphemes** and **inflectional morphemes**. When derivational morphemes attach to free morphemes they produce new words or change the part of speech that they belong. However, when the inflectional morphemes attach to free morphemes or words, they create changes in the function of these free morphemes or words in sentences. Turkish harmonic system produces allomorphs for both derivational and inflectional morphemes. A list of the derivational morphemes and their allomorphs can be seen at page 22.

The term "morpheme" represents the meaning of a word root or a suffix. All the suffixes of the Turkish language have alternative variants called "allomorphs" created by the Turkish harmonic system. Therefore, when articulating the allomorphs of these morphemes, they are vocalized according to the harmonic system of the Turkish language. The inflectional allomorphs attach to both **nouns** and **verbs** in Turkish:

## THE INFLECTIONAL ALLOMORPHS ATTACHED TO NOUNS AND NOMINAL PHRASES

In the following examples, the consonants that detach from their syllables and attach to the first vowels of the following allomorphs are single underlined such as /v/, /z/, /l/.

The /s/, /y/, /n/ and /ʃ/ glides are semivowels that help a vowel to pass to another vowel harmoniously. They are showed between slashes //.

Two identical vowels that combine and are verbalize as a single vowel are written in bold type: "i-i", "ı-ı", "ü-ü", "u-u", "e-e", "a-a".



The “p”, “t”, “ç”, “k” unvoiced consonants change into their voiced consonants “b”, “d”, “c”, “ğ” respectively when they detach from their syllables and attach to the first vowels of the following syllables.

♪ [i, ı, ü, u]

ey-i “the house”, arslan-ı “the lion”, göz-ü “the eye”, okul-u “the school”, öğrenci-/y/i “the student”, sorun-u “the problem”, uyku-/y/u “the sleep”, onun bize kızması-/n/ı “his getting angry with us”, oda-/n/ın kapı-/s/ı-/n/ı “the door of the room”, o-/n/un gel-dik-i-/n/i “that he came”

♪ [e, a]

ey-e “to the house”, ay-a “to the moon”, göz-e “to the eye”, at-a “to the horse”, oda-/y/a “to the room”, biz-e “to us”, onlar-a “to them”, o-/n/un anne-/s/i-/n/e “to his mother”.

♪ [de, da, te, ta]

ev-de “at home”, okul-da “in school”, sepet-te “in the basket”, sokak-ta “in the street”, sıkıntı-da “in trouble”, uçak-ta “on the plane”, bahçe-de “in the garden”

♪ [den, dan, ten, tan]

ev-den “from home”, okul-dan “from school”, uçak-tan “from the plane”, ben-den “from me”, otobüs-ten “from the bus”, tünel-den “through the tunnel”, mikroskop-tan “through the microscope”

♪ [le, la]

otobüs-le “by bus”, benim-le “with me”, balta/y/-la “with an axe”, acele/y/-le “hastily”, saygı/y/-la “with respect”, çekiç-le “with a hammer”, dikkat-le “carefully”, telaş-la “in a hurry”, istek-le “eagerly”, öfke/y/-le “angrily”

♪ [ler, lar]

sepet-ler “baskets”, kuş-lar “birds”, kitap-lar “books”, eşekler “donkeys”, balık-lar “fish”, çocuk-lar “children”, adam-lar “men”, kadın-lar “women”

The possessor personal allomorphs attached to both parts of the **possessor + possessed** noun compounds:

ben-im baba-am, sen-in anne-en, o-/n/un teyze-/s/i, Ahmet-in araba-/s/ı, okul-un kapı-/s/ı, biz-im ey-im-iz, siz-in okul-un-uz, onlar-ın bahçe-/s/i, Hasan-ın git-tik-i okul, Ayşe-/n/in okul-a geç gel-me-/s/i.

## THE INFLECTIONAL ALLOMORPHS ATTACHED TO ACTION VERBS

Most of the auxiliary verbs and some inflectional morphemes of the English language are all used as inflectional allomorphs in Turkish:

The ♪[ir, ır, ür, ur, er, ar] allomorphs indicate **the simple present**:

gel-ir-im, kal-ır-ım, yürü-ür-üm, otur-ur-um, bekle-er-im, bak-ar-ım  
 gel-ir-sin. kal-ır-sın, yürü-ür-sün, otur-ur-sun, bekle-er-sin, bak-ar-sın  
 gel-ir, kal-ır, yürü-ür, otur-ur, bekle-er, bak-ar  
 gel-ir-iz, kal-ır-ız, yürü-ür-üz, otur-ur-uz, bekle-er-iz, bak-ar-ız  
 gel-ir-sin-iz, kal-ır-sın-ız, yürü-ür-sün-üz, otur-ur-sun-uz, bekle-er-sin-iz, bak-ar-sın-ız  
 gel-ir-ler, kal-ır-lar, yürü-ür-ler, otur-ur-lar, bekle-er-ler, bak-ar-lar

The ♪ [di, dı, dü, du, ti, tı, tü, tu] indicate **the simple past**:

gel-di-im, kal-dı-ım, yürü-dü-üm, otur-du-um, iç-ti-im, sat-tı-ım, ölç-tü-üm  
 gel-di-in, kal-dı-ın, yürü-dü-ün, otur-du-un, iç-ti-in, sat-tı-ın, ölç-tü-ün  
 gel-di, kal-dı, yürü-dü, otur-du, iç-ti, sat-tı, ölç-tü, uç-tu, yat-tı, git-ti, bit-ti  
 gel-di-ik, kal-dı-ık, yürü-dü-ük, otur-du-uk, iç-ti-ik, sat-tı-ık, ölç-tü-ük  
 gel-di-in-iz, kal-dı-ın-ız, yürü-dü-ün-üz, otur-du-un-uz, iç-ti-in-iz, sat-tı-ın-ız,  
 gel-di-ler, kal-dı-lar, yürü-dü-ler, otur-du-lar, iç-ti-ler, sat-tı-lar, ölç-tü-ler,

The allomorphs ♪ [i.yor, ı.yor, ü.yor, u.yor] indicate **the present continuous**:

gel-i.yor-um, kal-ı.yor-um, yürü-ü.yor-um, otur-u.yor-um, bekle-i.yor-um  
 gel-i.yor-sun, kal-ı.yor-sun, yürü-ü.yor-sun, otur-u.yor-sun, bekle-i.yor-sun  
 gel-i.yor, kal-ı.yor, yürü-ü.yor, otur-u.yor, bekle-i.yor  
 gel-i.yor-uz, kal-ı.yor-uz, yürü-ü.yor-uz, otur-u.yor-uz, bekle-i.yor-uz  
 gel-i.yor-sun-uz, kal-ı.yor-sun-uz, yürü-ü.yor-sun-uz, bekle-i.yor-sun-uz  
 gel-i.yor-lar, kal-ı.yor-lar, yürü-ü.yor-lar, otur-u.yor-lar, bekle-i.yor-lar

The double underlined “e” and “ü” vowels drop, and the single underlined consonants preceding them attach to the first vowels of the following allomorphs.

The allomorphs ♪ [e.cek, a.cak] indicate **the simple future**:

gel-e.cek-im, kal-a.cak-ım, yürü-/y/e.cek-im, otur-a.cak-ım, başla-/y/a.cak-ım  
 gel-e.cek-sin, git-e.cek-sin, yürü-/y/e.cek-sin, otur-a.cak-sın, sat-a.cak-sın  
 gel-e.cek, kal-a.cak, yürü-/y/e.cek, otur-a.cak, başla-/y/a.cak, kaç-a.cak  
 gel-e.cek-iz, kal-a.cak-ız, yürü-/y/e.cek-iz, otur-a.cak-ız, git-e.cek-iz

gel-e.cek-sin-iz, git-e.cek-sin-iz, yürü-/y/e.cek-sin-iz, aç-a.cak-sin-iz, at-a.cak-sin-iz, gül-e.cek-sin-iz, taşın-a.cak-sin-iz, bekleş-e.cek-sin-iz  
git-e.cek-ler, at-a.cak-lar, unut-a.cak-lar, uyu-/y/a.cak-lar, unutul-a.cak-lar

When the single underlined /k/ unvoiced consonants in “cek”, “cak” detach from their syllables, they change into their counterpart voiced consonants /ğ/ when they attach to the first vowels of the following allomorphs such as “gel-e.cek-im” (ge\*le\*ce\*ğim). Although few /t/ consonants change into /d/, such as in “git-e.cek-im” (gi\*de\*ce\*ğim), “et-e.cek-im” (e\*de\*ce\*ğim), the others do not change.

The allomorphs **♪** [miş, miş, müş, muş] indicate **rumor**:

gel-miş-im, kal-miş-ım, yürü-müş-üm, otur-muş-um, başla-miş-ım  
gel-miş-sin, kal-miş-sın, yürü-müş-sün, otur-muş-sun, başla-miş-sın  
gel-miş, kal-miş, yürü-müş, otur-muş, başla-miş, düşün-müş, sat-miş  
gel-miş-iz, kal-miş-iz, yürü-müş-üz, otur-muş-uz, başla-miş-iz, kır-miş-iz  
gel-miş-sin-iz, kal-miş-sin-iz, yürü-müş-sün-üz, otur-muş-sun-uz  
gel-miş-ler, kal-miş-lar, yürü-müş-ler, otur-muş-lar, sevin-miş-ler

### Dual Inflectional Allomorphs Attached to Verb Roots, Stems or Frames

The allomorphs **♪** [ir-di, ır-dı, ür-dü, ur-du, er-di, ar-dı] indicate **“used to”**:

gel-ir-di-im, kal-ır-dı-ım, yürü-ür-dü-üm, ol-ur-du-um, gül-er-di-im  
gel-ir-di-in, kal-ır-dı-ın, yürü-ür-dü-ün, ol-ur-du-un, gül-er-di-in, aş-ar-dı-ın  
gel-ir-di, kal-ır-dı, yürü-ür-dü, otur-ur-du, gül-er-di, başla-ar-dı, gez-er-di  
gel-ir-di-ik, kal-ır-dı-ık, yürü-ür-dü-ük, otur-ur-du-uk, dinle-er-di-ik  
gel-ir-di-ın-iz, kal-ır-dı-ın-iz, yürü-ür-dü-ün-üz, otur-ur-du-ın-uz  
gel-ir-di-ler (gel-ir-ler-di), kal-ır-dı-lar (kal-ır-lar-dı), iç-er-di-ler (iç-er-ler-di)

The allomorphs **♪** [i.yor-du, ı.yor-du, ü.yor-du, u.yor-du] indicate **past continuous**:

gel-i.yor-du-um, kal-ı.yor-du-um, yürü-ü.yor-du-um, koklaa-u.yor-du-um  
gel-i.yor-du-un, kal-ı.yor-du-un, yürü-ü.yor-du-un, koklaa-u.yor-du-un  
gel-i.yor-du, kal-ı.yor-du, ağla-ı.yor-du, bekle-i.yor-du, uç-u.yor-du  
bak-ı.yor-du-uk, gül-ü.yor-du-uk, dene-i.yor-du-uk, anla-ı.yor-du-uk  
koş-u.yor-du-ın-uz, dengele-i.yor-du-ın-uz, başla-ı.yor-du-ın-uz  
çalış-ı.yor-lar-dı (çalış-ı.yor-du-lar), bekle-i.yor-lar-dı (bekle-i.yor-du-lar)

In the verb compositions above and below, the double underlined vowels drop, the single underlined consonants preceding them attach to the first

vowels of the following allomorphs, and the identical vowels printed in bold type comine.

The allomorphs **♫** [miş-ti, miş-tı, müş-tü, muş-tu] indicate **past perfect**:

gel-miş-ti-im, al-miş-tı-ım, bitir-miş-ti-im, anla-miş-tı-ım, bul-muş-tu-um  
anla-miş-ti-in, gör-müş-tü-ün, unut-muş-tu-un, sor-muş-tu-un, yap-miş-ti-in  
kaç-mış-tı, çık-mış-tı, acık-mış-tı, gönder-miş-ti, uyu-muş-tu, sakla-miş-ti  
unut-muş-tu-uk, sus-muş-tu-uk, hatırla-mış-tı-ık, güven-miş-ti-ik, al-miş-ti-ık  
yat-mış-ti-ın-ız, kork-muş-tu-un-uz, iste-miş-ti-ın-ız, dinlen-miş-ti-ın-ız  
başla-mış-lar-dı, unut-muş-lar-dı, gör-müş-ler-di, sevin-miş-ler-di, uç-muş-lar-dı

The allomorphs **♫** [e.cek-ti, a.cak-tı] indicate **future in the past** (was going to):

gele-e.cek-ti-im, bitir-e.cek-ti-im, sor-a.cak-tı-ım, bekle-/y/e.cek-ti-im  
gele-e.cek-ti-in, kaç-a.cak-tı-ın, sor-a.cak-tı-ın, anla-/y/a.cak-tı-ın  
gele-e.cek-ti, sat-a.cak-tı, dene-/y/e.cek-ti, kuru-/y/a.cak-tı, dur-a.cak-tı  
gele-e.cek-ti-ik, bitir-e.cek-ti-ik, sat-a.cak-tı-ık, yürü-/y/e.cek-ti-ik  
gele-e.cek-ti-ın-ız, aç-a.cak-tı-ın-ız, bekle-/y/e.cek-ti-ın-ız, sor-a.cak-tı-ın-ız  
gele-e.cek-ler-di, bul-a.cak-lar-dı, tara-/y/a.cak-lar-dı, uyu-/y/a.cak-lar-dı

### The Inflectional Allomorphs Attached To “be” (ol) Verbs

In Turkish, no time allomorphs are generally attached to nouns, nominal phrases, adjectives or adverbials with **♫** [de, da, te, ta] or [le, la] to indicate **simple present**. If one wants, he can attach one of the **♫** [dir, dir, dür, dur, tir, tır, tür, tur] allomorphs to express certainty or hesitation to nouns, pronouns, adjectives or adverbials. For instance, we generally say “Annem ev-de” instead of “Annem ev-de-dir”, which means either “Perhaps my mother is at home” or “My mother is certainly at home”:

No inflectional time allomorphs attach to nouns, pronouns, adjectives, and adverbials to indicate **simple present**:

(Ben) ev-de-/y/im. (Sen) çalışkan-sın. O daha çocuk (He is only a child).  
(Biz) okul-da-/y/izi (Siz) isteksiz-sin-iz. Onlar deneyimli. (Biz) bura-da-/y/-z.  
Top yuvarlak-tır. Sen çılgın-sın. Ahmet biz-de. Kalem-im sen-de mi?

(Ben) yorgun-um. Araba kapı-/n/ın ön-ü/n/-de. O-/n/un anne-/s/i öğretmen.  
(Ben) durak-ta-/y/im. (Biz) iyi-/y/iz. Onlar asker. (Siz) nere-de-sin-iz? (Siz)  
ev-de mi-sin-iz? Ben gerizekalı mı-/y/ım? Sen çok akıllı-sın. O haklı.

(Ben) yorgun-um. (Ben) okul-da-/y/ım. O bir öğrenci. O akıllı ben-im  
subj adjective subj adverbial subj noun subj pronoun  
 NP predicate VP NP predicate VP NP predicate VP NP predicate VP

The inflectional time allomorphs ♪ [di, dı, dü, du, ti, tı, tü, tu] are attached to **nouns, pronouns, adjectives,** and **adverbials** to indicate **simple past**.

O ben-di-im. Maç geyecanlı/y/-dı. O-/n/un çorap-lağ-ı masa-/n/ın üst-ü/n/-de/y/-di. Öğretmen-in göz-ü ben-de/y/-di. (Biz) hazır-dı-ık. O bir kahraman-dı. (Biz) üzgün-dü-ük. Ahmet sınav için hazırlıklı mı/y/-dı?

The inflectional allomorphs ♪ [miş, mış, müş, muş] indicate **rumor**:

(Ben) yeteneksiz-miş-im. (Sen) maç-ta/y/-mış-sın. O nere-de/y/-miş?  
 Fatma kapı-/n/ın ön-ü/n/-de/y/-miş. (Ben-im) anne-em ev-de değil-miş.  
 Oyun güzel-miş. Çorba sıcak-mış. Hasan biz-im-le/y/-miş.

The inflectional allomorphs [e.cek] or [a.cak] attach to the verb “ol” to indicate **simple future**:

Yarın hava güzel ol-a.cak. (Ben) yarın sekiz-de büro-da ol-a.cağ-ım. (Sen) saat kaç-ta ev-de ol-a.cak-sın? (Sen) adam ol-ma-/y/a.cak-sın!

Her şey sen-in iste-dik-in gibi ol-a.cak.  
subj noun compound postp |  
 NP adjectival phrase verb  
predicate  
 VP

The ♪ [miş, mış, müş, muş] allomorphs may also be attached to ♪ [e.cek, a.cak] allomorphs to convey rumor:

Hava yarın güzel ol-acak-mış. They say that it will be fine tomorrow.  
 Herkes hazır ol-a.cak-mış. They say that everybody will be ready.

## MODAL AUXILIARY VERBS

The English modal auxiliary verbs that indicate **ability, permission, probability, necessity, impossibility,** etc. are all expressed in various inflectional allomorphs in Turkish:

♪ [me.li, ma.lı]

The inflectional allomorphs ♪ [me.li, ma.lı] indicate **obligation imposed by the speaker** when they are used with action verbs, and they indicate **certainty** or **necessity** when they are used with the verbs “be”:

(Ben) sabah-le.yin erken kalk-ma.lı-/y/im. I must get up early in the morning.

<u>subj</u>				<u>subj</u>			
NP		<u>adverbial</u>	<u>adverb</u>	NP	<u>verb</u>	<u>adverb</u>	<u>adverbial</u>
		predicate VP				predicate VP	

Bu kız çılğın ol-ma.lı. This girl must be crazy. (I am certain that she is crazy.)

<u>subj</u>	<u>adjective</u>	<u>verb</u>	<u>subject</u>	<u>verb</u>	<u>adj</u>
NP	predicate VP		NP	predicate VP	

Hemen hazır ol-ma.lı-sın. You must be ready soon. (obligation)

Çok çalış-ma.lı-sın. You must work hard. (obligation)

If the verbs are negative when [me.li, ma.lı] allomorphs are used, they indicate **prohibition**:

Yalan söyle-me-me.li-sin. (ya\*lan / söy\*le\*me\*me\*li\*sin) You mustn't tell lies.

### ♪ [e.bil, a.bil]

The inflectional allomorphs [e.bil, a.bil] indicate **ability** and **permission**:

Mary piyano çal-a.bil-ir. Mary can play the piano. (ability)

Dışarı-/y/a çık-a.bil-ir-sin. You can (may) go out. (permission)

(Ben) siz-e yardım et-e.bil-ir mi-/y/im? Can I help you? (permission)

The **negative** forms of [e.bil, a.bil] allomorphs are [e.me(z), a.ma(z)] allomorphs, which indicate **impossibility**, **inability** or **prohibition**:

(ben) toplantı-/y/a gel-e.me-em. I can't come to the meeting. (impossibility)

Mary piyano çal-a.maz. Mary can't play the piano. (inability)

Bu saat-te dışarı-ya çık-a.maz-sın. You can't go out at this hour.(prohibition)

Fatma ev-de ol-a.maz. Fatma can't be at home. (impossibility)

The [miş, mış, müş, muş] allomorphs may also be attached to the [e.bil, a.bil], and [e.me(z), a.ma(z)] allomorphs to indicate rumor:

Ahmet biz-e yardım et-e.bil-ir-miş. They say that Ahmet can help us.

(O) toplantı-/y/a gel-e.mez-miş. They say that he can't come to the meeting.

The time inflectional modal allomorphs [di], [ir-di], [ir-miş] can follow the [e.bil, a.bil], [e.mez, a.maz], [me.li, ma.lı]. [me.me.li, ma.ma.lı] modal inflectional allomorphs:

### ♪ [e.bil-di, a.bil-di]

The [e.bil-di, a.bil-di] allomorphs indicate a **past success**:

(Biz) maç-ı kazan-a.bil-di-ik. We were able to win the match.

(Ben) başar-a.bil-di-im. I was able to succeed.

(Biz) başar a.ma-dı-ik. We couldn't succeed. (We weren't able to succeed.)

(Onlar) bitir-e.me-di-ler. Thy couldn't finish. (They weren't able to finish.)

♪ [e.biḷ-ir-di, a.biḷ-ir-di]

(Biz) maḡ-ı kazaḡ-a.biḷ.ir.di-ik. We could have won the match.

(Ben) başaḡ-a.bil-ir-di-im. I could have succeeded.

(Sen) bir kaza yap-a.biḷ-ir-di-in. You might have had an accident.

(biz) bir yanlışlık yap-a.biḷ-ir-di-ik. We might have made a mistake.

(Onlar) maḡ-ı ertele-/y/e.biḷ-ir-ler-di. They might have postponed the match.

(Biz) bir yanlışlık yap-a.biḷ-ir-miṡ-iz. He says that we might have made a mistake.

(O) biz-e kız-a.bil-ir-miṡ. He says that he might be angry with us.

♪ [e.me(z)-di, a.ma(z)-di]

(Biz) maḡ-ı kazaḡ-a.maz-dı-ık. It was impossible for us to win the match.

(Ben) iş-i bitir e.mez-di-im. I couldn't have finished the work.

♪ [me.li/y/-di, ma.lı/y/-dı]

(Biz) maḡ-ı kazaḡ-ma.lı/y/-dı-ık. We should have won the match.

(Sen) hızlı sür-me-me.li/y/-di-in. You shouldn't have driven fast.

(Onlar) maḡ-ı ertele-me-me.li/y/-di-ler.They shouldn't have postponed the match.

(Biz) çok soru sor-ma-ma.lı/y/-mıṡ-ız. He says that we shouldn't ask so many questions.

## ORAL HARMONIC SEQUENCING

An oral sequence is what we hear when we listen to others, and what we articulate when we want others to hear us. An oral sequence is composed of phonemes, syllables, and stresses. Both free and bound morphemes, which carry meaning, can only be articulated by the organs of speech, and heard through the ears. When we hear an oral sequence, we hear and understand the morphemes because these two sequences produce sentences together. All the words and allomorphs are composed by the oral sequence.

The major function of the oral sequence in Turkish is to divide words and morphemes into syllables so that the speech organs can articulate them easily and fluently. Besides, as Turkish is an agglutinative language, the Turkish oral sequence does more than this than the other languages:

1. All the vowels in the Turkish words are arranged in an order in agreement with the vowel harmony rules of the Turkish language. This vowel sequence is given in detail at page 16.

2. Turkish oral sequence produces allomorphs to maintain the vowel and consonant harmony sequence of all the bound morphemes, which are given in detail at pages 44, and 425.
3. If the words or allomorphs end with consonants, these consonants detach from their syllables and attach to the first vowels of the following allomorphs if these allomorphs start with vowels. This consonant replacement is carried out by the harmonic oral sequence when words and allomorphs attach to one another. In this book, the detached consonants are single underlined to show the readers that they detach from their syllables and attach to the first vowels of the following allomorphs when the syllables are recomposed by the harmonic sequence such as:

bitir-i.yoru-uz (*bi\*ti\*ri\*yo\*ruz*), okul-a koş-u.yor (*o\*ku\*la / ko\*şu\*yor*), ta-nış-a.cak-ız (*ta\*ni\*şa\*ca\*ğız*) (The /k/ unvoiced consonant changes to the voiced consonant /ğ/.)

4. When the **identical** vowels such as “**i-i**”, “**ı-ı**”, “**ü-ü**”, “**u-u**”, “**a-a**”, “**e-e**” have to attach to one another, they combine and verbalize as a single vowel. Such as “gel-d**i**-im” (*gel\***dim***), “al-d**ı**-ık” (*al\***dık***), “gül-d**ü**-ün-üz” (*gü**l**\*dü\***nüz***), “gel-e.me-d**i**-im” (*ge\***le**\*me\***dim***), “baba-**a**m” (*ba\***bam***), “anne-**e**m” (*an\***nem***), “ben-im gel-me-**e**m” (*be\***nim** / gel\***mem***), “sen-in konuş-ma-**a**n” (*se\***nin** / ko\***nuş**\***man***), “biz-im gülüş-me-**e**m-iz” (*bi\***zim** / gü\***lüş**\***me**\***miz***),. The combining identical vowels are showed in bold face.
5. The /s/, /y/, /n/ and /ş/ **glides**:

If nonidentical (sometimes identical) vowels have to attach to one another, one of the /s/, /y/, /n/, /ş/ glides is inserted between these two vowels to maintain a fluent link between the vowels. These glides attach to suffixes if they start with **vowels**, but if they start with **consonants**, the glides attach to nouns, pronouns or allomorph ending with **vowels**:

The suffixes starting with **vowels**:

deve-/y/**i**, araba-/y/**ı**, örtü-/y/**ü**, sürü-/y/**ü**, su-/y/**u**, de-/y/**im**, bitme-/y/**en**, anla-/y/**iş**, yürü-/y/**en**, dene-/y/**im**, yürü-/y/**üş**, dinle-/y/**ici**, dene-/y/**im**, gülümse-/y/**en**, oku-ma-/y/**ız**, al-ma-/y/**ız**.

The suffixes starting with **consonants**:

kaygı-/y/-**la**, neşe-/y/-**le**, acele-/y/-**le**, para-/y/-**la**, araba-/y/-**la**, küfe-/y/-**le**, çalış-ma-/y/-**la**, konuş-ma-/y/-**la** gel-se-/y/-**di**, anla-sa-/y/-**dı**, anla-dı/y/-**sa**, gör-dü/y/-**se**, konuş-tu/y/-**sa**, unut-tu/y/-**sa**, bitir-e.me-di/y/-**se**, ulaş-



a.ma-dı/y/-sa, ev-de/y/-se, sokak-ta/y/-sa, oldu/y/-sa, et-ti/y/-se, ol-sa/y/-dı, et-se/y/-di, yaşı-sa/y/di.

**The /n/ and /s/ glides:**

The /n/ glides are used in the **possessor** parts, and the /s/ glides are used in the **possessed** parts of the **noun compounds**. For instance:

o-n/un araba-s/ı, oda-n/ın kapı-s/ı, çalış-ma-n/ın bit-me-s/i, araba-n/ın çal-ın-ma-s/ı, martı-n/ın uç-ma-s/ı, deve-n/in çök-me-s/i, ayva-n/ın koku-s/u, kasaba-n/ın orta-s/ı, deve-n/in hendek atla-ma-s/ı.

All the first vowels of the suffixes above are printed in **bold face**.

**The /ş/ glides are used in distributional numerals:**

iki-ş/er, altı-ş/ar, yedi-ş/er

6. Some **vowels** in continuous tenses are dropped (overlooked) by the oral sequence. These vowels are double underlined (u), and the **consonants** that precede these vowels detach from their syllables and attach to the following allomorphs if they start with vowels. Such consonants are single underlined. For instance:

oku-u.yor-uz (o\*ku\*yo\*ruz), bekle-i.yor-du-uk (bek\*li\*yor\*duk)  
yaşa-ı.yor-uz (ya\*şı\*yo\*ruz), ye-i.yor-uz (yi\*yo\*ruz), uyu-u.yor-uz  
(u\*yu\*yo\*ruz), sakla-ı.yor-lar (sak\*lı\*yor\*lar), yürü.ü.yor-du-uk  
(yü\*rü\*yor\*duk), ütüle-ü.yor-du-um (ü\*tü\*lü\*yor\*dum), anla-ı.yor-sun  
(an\*lı\*yor\*sun), sulu-u.yor (su\*lu\*yor), yala-ı.yor (ya\*lı\*yor)

Gel-me-i.yor-uz (gel\*mi\*yo\*ruz), üşü-me-ü.yor-um (ü\*şü\*mü\*yo\*rum)  
Anla-ma-ı.yor-um (an\*la\*mi\*yo\*rum), sus-ma-u.yor-um (sus\*mu\*yo\*rum)  
Katıl-ma-ı.yor-um (ka\*tl\*mi\*yo\*rum), sat-ma-ı.yor-um (sat\*mi\*yo\*rum)  
Iste-me-i.yor-um (is\*te\*mi\*yo\*rum), kıpırda-ı/y/a-ma-ı.yor-um (kı\*pır\*da\*  
ya\*mi\*yo\*rum), anla-ı/y/a-ma-ı.yor-sun-uz (an\*la\*ya\*mi\*yor\*su\*nuz)

When the /p/, /t/, /ç/, /k/ unvoiced consonants detach from their syllables in order to attach the following allomorphs starting with vowels, change into their counterpart voiced consonants /b/, /d/, /c/, /ğ/ respectively. For instance:

/p/ changes into /b/:

kitab-ı, kitab-a, kitab-ım (ki\*ta\*bı, ki\*ta\*ba, ki\*ta\*bım), sebep-i, sebep-e,  
sebeb-im (se\*be\*bı, se\*be\*be, se\*be\*bım), kebab-ı, kebab-a, kebab-ın

(ke\*ba\*bı, ke\*ba\*ba, ke\*ba\*bın), çorap-ı, çorap-a, çorap-ın (ço\*ra\*bı, ço\*ra\*ba, ço\*ra\*bın), dolap-ı, dolap-a, dolap-ın (do\*la\*bı, do\*la\*ba, do\*la\*bın), şarap-ı, şarap-a, şarap-ın (şa\*ra\*bı, şa\*ra\*ba, şa\*ra\*bın), hesap-ı, hesap-a, hesap-ın (he\*sa\*bı, he\*sa\*ba, he\*sa\*bın).

/t/ changes into /d/:

adet-i, adet-e (a\*de\*di, a\*de\*de), kanat-ı, kanat-a, kanat-ın (ka\*na\*dı, ka\*na\*da, ka\*na\*dın), umut-u, umut-a, umut-un (u\*mu\*du, u\*mu\*da, u\*mu\*dun), yoğurt-ı, yoğurt-a, yoğurt-un (yo\*ğur\*du, yo\*ğur\*da, yo\*ğur\*dun). As an exception: sepet-i, sepet-e, sepet-ın (se\*pe\*ti, se\*pe\*te, se\*pe\*tin), nöbet-i, nöbet-e, nöbet-ın (nö\*be\*ti, nö\*be\*te, nö\*be\*tin)

/ç/ changes into /c/:

ağaç-ı, ağaç-a, ağaç-ın (a\*ğā\*cı, a\*ğā\*ca, a\*ğā\*cın), sayaç-ı, sayaç-a, sayaç-ın (sa\*ya\*cı, sa\*ya\*ca, sa\*ya\*cın), amaç-ı, amaç-a, amaç-ın (a\*ma\*cı, a\*ma\*ca, a\*ma\*cın), ayraç-ı, ayraç-a, ayraç-ın (ay\*ra\*cı, ay\*ra\*ca, ay\*ra\*cın), demeç-ı, demeç-e, demeç-ın (de\*me\*cı, de\*me\*ce, de\*me\*cın)

/k/ changes into /ğ/:

sokak-ı, sokak-a, sokak-ın (so\*ka\*ğı, so\*ka\*ğa, so\*ka\*ğın), tabak-ı, tabak-a, tabak-ın (ta\*ba\*ğı, ta\*ba\*ğa, ta\*ba\*ğın), kürek-i, kürek-e, kürek-ın (kü\*re\*ği, kü\*re\*ğe, kü\*re\*ğın), bebek-i, bebek-e, bebek-ın (be\*be\*ği, be\*be\*ğe, be\*be\*ğın), köpek-i, köpek-e, köpek-ın (kö\*pe\*ği, kö\*pe\*ğe, kö\*pe\*ğın), ayak-ı, ayak-a, ayak-ın (a\*ya\*ğı, a\*ya\*ğa, a\*ya\*ğın), bardak-ı, bardak-a, bardak-ın (bar\*da\*ğı, bar\*da\*ğa, bar\*da\*ğın), bak-tık-ım-ı (bak\*ti\*ği\*mi), sat-tık-ım-ı (sat\*ti\*ği\*mi), git-tik-i-n/ı (git\*ti\*ği\*ni)...

## MORPHEMIC AND ORAL SEQUENCES

In the following example sentences, the morphemes and their allomorphs are separated by hyphens to show the sequencing of the words. The words in a sentence are separated by slashes.

The first sentences below show the **morphemic** sequence of a sentence without being composed by the **oral** sequence of the Turkish harmonic system. The second sentence between parentheses shows the same sentence **recomposed** by the **oral sequence**. For instance:

(Ben) ev-e gi-i.yor-um. (morphemic sequence)

(ben / e\***ve** / gi\***dj**\*yo\*rum ~) (oral sequence)

Baba-am ben-i okul-a götür-e.c**ek**. (morphemic sequence)

(ba\***bam** / be\***ni** / o\***ku**\***la** / gö\*tü\***re**\***cek** ~) (oral sequence)

Ders-im-i çok çalış-ma.lı-mış-ım. (morphemic sequence))

(der\***si**\***mi** / **çok** / ça\***lı**\***ma**\***lı**/y/\***mi**\***şım** ~) (oral sequence)

Sen-i çok özle-ü.yor-um. (morphemic sequence)

(se\***ni** / **çok** / öz\***lü**\*yo\*rum ~) (oral sequence)

Ey-in kapı-ı-ı kilitle-e.me-di-im. (morphemic sequence)

(e\***vin** / ka\***pı**\***sı**/\***nı** / ki\***lit**\***le**\*/y/\***me**\***dim** ~) (oral sequence)

Oda-ı temizle-me-i.yor-lar. (morphemic sequence)

(o\***da**\*/y/ı / te\***miz**\***le**\***mi**\*yor\*lar ~) (oral sequence)

Hırsız-ın ne yön-e kaç-tık-ı-ı gör-dü-ün mü? (morphemic sequence)

(hır\***sı**\***zın** / **ne** / yö\***ne** / kaç\***tı**\***ğı**/\***nı** / gör\***dün** / mü ~) (oral sequence)

Martı-lar-ın uç-uş-u hep-im-iz-i büyüle-di. (morphemic sequence)

(mar\***tı**\***la**\***rın** / u\***çu**\***şu** / he\***pı**\***mi**\***zi** / bü\*yü\***le**\***di** ~) (oral sequence)

Koş-ar-sa-an otobüs-e yetiş-e.bil-ir-sin. (morphemic sequence)

(ko\***şar**\***san** / o\***to**\***bü**\***se** / ye\***tı**\***şe**\***bi**\***lir**\***sin** ~) (oral sequence)

Gör-üş-e.bil-ir-iz. (morphemic sequence)

(gö\***rü**\***şe**\***bi**\***lir**iz ~) (oral sequence)

Söz-üm-ü dinle-se-di-in sınav-ı kazan-ı-r-dı-ın. (morphemic sequence)

(sö\*zü\*mü / din\***le**\***se**ly/\***din** / sı\***na**\***vı** / ka\***za**\***nır**\***dın** ~) (oral sequence)

Vazo kır-ı-l-sa-dı anne-em üzül-ür-dü. (morphemic sequence)

(va\***zo** / kır\***ıl**\***sal**yl/\***dı** / an\***nem** / ü\*zü\***lür**\***dü** ~) (oral sequence)

Kaç-ar-sa-an köpek sen-i kovala-ar. (morphemic sequence)

(ka\***çar**\***san** / kö\***pek** / se\***ni** / ko\***va**\***lar** ~) (oral sequence)

Anla-a.ma-ı.yor-lar-mış. (morphemic sequence)

(an\***la**\***yla**\***mı**\*yor\*lar\***miş** ~) (oral sequence)

Araba-ın sat-ıl-dık-ı-ı bil-me-i.yor-du-um. (morphemic sequence)  
(a\*ra\*ba\*nın / sa\*tıl\*dı\*ğın / **bil**\*mi\*yor\*dum ~) (oral sequence)

Proje-i bitir-e.bil-e.cek mi-sin-iz? (morphemic sequence)  
(pro\*je\*/yi / bi\*tir\*re\*bi\*le\***cek** / mi\*si\*niz ~) (oral sequence)

Karar-ın-ı ver-di-in mi? (morphemic sequence)  
(ka\*ra:\*rı\*nı / ver\***din** / mi ~) (oral sequence)

Toplantı-a gel-e.me-i.yor-lar-mış. (morphemic sequence)  
(top\*lan\*tı\*/ya / ge\***le**\*mi\*yor\*lar \*miş ~) (oral sequence)

İş-i-i bitir-diğ-i-i söyle-ü.yor. (morphemic sequence)  
(i\*ş\*i\*/n/i / bi\*tir\*di\*ğ\*i\*/**ni** / söy\*lü\*yor ~) (oral sequence)

Sağ-in kim-e gül-dük-ü-ü anla-dı-ım. (morphemic sequence)  
(se\*nin / ki\***me** / gül\*dü\*ğü\*/nlü / an\*la\*dım ~) (oral sequence)

Çorba-an-ı suğu-ma-dan iç. (morphemic sequence)  
(çor\*ba\*nı / so\***ğ**\*ma\*dan / iç ~) (oral sequence)

Oglu-um her gün iki kilometre yürü-me-em-i söyle-ü.yor.  
(oğ\*lum / i\***ki** / ki\*lo\*met\*re / yü\*rü\*me\*mi / söy\*lü\*yor ~) (morphemic seq)

Hepiniz-e başarı-lar dile-i.yor-um. (morphemic sequence)  
(**he**\*pi\*ni\*ze / ba\*şa\*rı\***lar** / di\*li\*yo\*rum ~) (oral sequence)

## SYMBOLS AND ABBREVIATIONS

**Asterisks:** Asterisks (\*) are used to separate **syllables**: (*ça\*lı\*şı\*yor\*duk*)

**Brackets:** Brackets ( ) are used to show optional elements: (*ben-im*)

**Brackets:** Some brackets ( ) are used to give further explanation.

**Brackets:** Some other brackets are used to give alternative words, phrases, or sentences.

**Colon:** A colon (:) is used to show a long vowel: (*te\*da:\*vi:*)

**Dots:** Sometimes **dots** are used to divide the syllables of the allomorphs such as: "**i.yor**", "**e.cek**", "**e.bil**", "**me.li**", "**e.mez**", "**e.me**", etc.

**Hyphens:** Hyphens (-) are used to separate **morphemes** (*çalış-mış*)

**Double underlined vowels:** These vowels (u) show that they drop.

**Single underlined consonants:** These consonants show that they detach from their syllables, and attach to the first vowels of the following morphemes: *geḷ-i.yoḷ-um* (*ge\*lı\*yo\*rum*)

**Sign of transformation:** (∪) This sign shows that the previous simple sentence is transformed into the following syntactic form.

The **identical vowels** attaching one another such as "i-i", "ı-ı", "ü-ü", "u-u" "a-a", "e-e" **combine** and verbalize as single vowels "ı", "i", "ü", "u", "a", "e".

**[pers]** : Any one of the personal allomorphs ( im, ım, sin, sın, ik, ık, etc.) representing personal suffixes.

<b>adj</b>	:	adjective	<b>synt</b>	syntactic
<b>adv</b>	:	adverb or adverbial	<b>cond</b>	conditional
<b>comp</b>	:	compound	<b>VP</b>	Verbal Phrase
<b>compr</b>	:	<b>comparative</b>	<b>NP</b>	Nominal Phrase
<b>cond</b>	:	conditional	<b>pred</b>	predicate
<b>conj</b>	:	conjunction	<b>sent</b>	sentence
<b>D</b>	:	determiner	<b>det</b>	determiner
<b>inf</b>	:	infinitive	<b>V</b>	verb root ,stem, frame, or verb composition
<b>intens</b>	:	intensifier	<b>V<sup>c</sup></b>	a verb that ends with a <b>consonant</b>
<b>subj</b>	:	subject	<b>V<sup>v</sup></b>	a verb that ends with a <b>vowel</b>
<b>phrs</b>	:	phrase	<b>*c.v.c*</b>	<b>consonant. vowel. con-</b> <b>sonant</b>
<b>intr</b>	:	intransitive		
<b>tran</b>	:	transitive		
<b>obj</b>	:	object		
<b>pers</b>	:	personal allomorph		
<b>Vi</b>	:	intransitive verb		
<b>Vt</b>	:	transitive verb		
<b>prep</b>	:	preposition(al) (Eng )		
<b>postp</b>	:	postposition(al) (Turk)		
<b>pron</b>	:	pronoun		

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Language is a treasure owned by all human beings, which separates them from animals. This treasure is hidden in the minds of all people. Therefore, it is very difficult for the human mind to understand the activity of this complicated mechanism that the mind itself uses.

People only hear the sounds of a language or see the letters representing these sounds on printed matters.

Traditional grammarians take these sounds or letters as a criterion, which are the only substantial data for them, and develop their grammars accordingly.

Noam Chomsky and Steven Pinker asserted in their books that there is something lacking in traditional grammars. It is the inherent ability of the human intellect that produces languages.

In this book, I tried to describe the morphemic and oral sequences in Turkish as well as the mental sequences.

This Turkish Grammar is considerably different from the traditional grammars. Those who think that they know everything about the Turkish Grammar will find out all the secrets of the Turkish Grammar that they cannot find in traditional grammars.

YÜKSEL GÖKNEL