

# **Kurdish Basic Course**

## **Dialect of Sulaimania, Iraq**

By  
**Jamal Jalal Abdulla**  
and  
**Ernest N. McCarus**

**Ann Arbor**  
**The University of Michigan Press**

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## PREFACE

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

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

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

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

Ann Arbor, Michigan  
August 31, 1966

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



## INTRODUCTION

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

1. Jamal Jalal Abdulla and Ernest N. McCarus, Kurdish Basic Course. (Dialect of Sulaimania, Iraq), University of Michigan Press, 1967.
2. Jamal Jalal Abdulla and Ernest N. McCarus, Kurdish Readers. Vol. I, Newspaper Kurdish. University of Michigan Press, 1967.
3. Jamal Jalal Abdulla and Ernest N. McCarus, Kurdish Readers. Vol II, Kurdish Essays, University of Michigan Press, 1967.
4. Jamal Jalal Abdulla and Ernest N. McCarus, Kurdish Readers. Vol. III, Kurdish Short Stories, University of Michigan Press, 1967.
5. Ernest N. McCarus, A Kurdish-English Dictionary (Dialect of Sulaimania, Iraq), University of Michigan Press, 1967.

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

\* \* \*

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

These parts will now be more fully described.

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

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

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

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

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

E. N. M.

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**Part I**

**PRONUNCIATION**



KURDISH BASIC COURSE:

PRONUNCIATION

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

CONSONANTS

	bi-labial	labio-dental	dental	velar-ized alveolar	alveo-palatal	velar	post-velar	pharyn-geal	glottal
Stops vl vd	p b		t d		č j	k g	q		ʔ
Fricatives vl vd		f v	s z	s z	š ž		x ɣ	h ʕ	h
Nasals	m		n			ŋ			
Later-als			l	l					
Flaps, Trills					r ṛ				
Semi-consonants					y	w			

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

The symbols č š ž and ŋ are perhaps unfamiliar ones, but they represent consonants common to both English and Kurdish:

- č = ch in church: čon 'how?'
- š = sh in shoe: baš 'good'
- ž = s in pleasure: čož 'day'
- ŋ = ng in sing: maŋ 'month'

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

- l 'clear l' as in English leap: gul 'leper'
- l 'dark l' as in English peal: gul 'rose'
- r flapped r as in Spanish pero: brin 'wound'
- ř trilled r as in Spanish perro: břin 'cut'
- s velarized s = Arabic šād شād : sed '100'
- q vl post-velar stop = Arabic qāf ق : qse 'talk'
- x vl post-velar fricative = ch in German ach  
(= Arabic xā? خ ): xənjér 'dagger'
- γ vd post-velar fricative = Arabic γayn غ : bəγá 'Baghdad'
- ħ vl faucalized pharyngeal fricative = Arabic ħā? ح : ħewt '7'
- ʕ vd faucalized pharyngeal fricative = Arabic sayn ع :  
seréb 'Arab'
- ʔ glottal stop = syllable initials in English oh-oh! (= Arabic hamza ء )  
nə? 'no'

Of the consonants, v and s are very limited in their occurrence; they probably do not occur in more than a few dozen words each, although these particular words may themselves be very common, as ħewwé '17' and sal 'year'.

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

## VOWELS

Symbol	Phonetic value	Approximately like underlined vowel in English	Example
i	[i:]	<u>bead</u>	žin 'life'
ɪ	[ɪ]	<u>bit</u>	wərzíš 'sports'
ĩ	[+]	nurses <u>es</u>	mĩn 'I'
u	[u:]	<u>moon</u>	dur 'far'
ʊ	[ʊ]	<u>foot</u>	kuř 'boy'
e	[e^:]	<u>day</u>	ʔemə 'we'
ə	[ə, ɛ]	<u>butt</u> , <u>bed</u>	ʔəw 'he', héyə 'there is'
o	[o:]	<u>goad</u>	řož 'day'
a	[a:]	<u>pod</u>	ʔasmán 'sky'

The vowels i, u, e, o and a are long vowels; that is, they take roughly twice as much time in their production as do the short vowels. Unlike their English equivalents they are pure vowels with no offglide: the vowel in Kurdish žin is [i:] or [ii] while the vowel in English 'bead' is [iy]. Similarly Kurdish u, e, o lack the offglide found in their English analogs, uw, ('shoe'), ey ('they') and ow ('go'). The vowels ɪ and ʊ are very much like their English counterparts. Kurdish ə is like English u in 'butt' when (a) it occurs before w, as ʔəw 'he', ʔəwə 'that'; (b) before y in the same syllable, as in ʔəy 'well!', ʔəyká 'he does it'. When it occurs before i or before y not in the same syllable it is pronounced [ɛ], like the vowel in English 'bed'; e.g., gəyandĩn 'to convey', asudeĩ 'comfort'. Otherwise, ə is pronounced someplace in between [ə] and [ɛ] and [æ] (the vowel in English 'hat'), as in ʔəsp 'horse', gərm 'hot'. Kurdish ĩ is a high back or high central unrounded vowel [ĩ] or [ɨ]: žĩn 'woman', gĩrtĩn 'to take'.

The vowels ɪ and ʊ do not occur at the end of a word, and ĩ does so only under special circumstances: déstĩ = déstĩt 'your hand'. The long vowels are shortened when they occur unstressed at the end of a word, as háti 'you came', bəlku 'perhaps'. The vowel i is replaced by ɪ when followed by y, as čĩ? 'what?' but čĩyə? 'what is it?'

The unrounded vowel *ĩ* becomes rounded adjacent to *w*, so that *wĩtĩn* and *wutĩn* 'to say' both represent the same pronunciation. The vowel *ĩ* is normally not pronounced when unstressed, unless a "non-permissible" consonant cluster would result. Thus, *šit* 'things', *štek-i xóše* 'that's nice!'; *žin* 'woman', *žnekém* 'my wife', *sínif* 'class', *sinf-i kurdí* 'Kurdish class.' Further, *bírá* 'brother' is pronounced *brá*, but spelled with *ĩ* which takes stress as a vocative: *bíra*. Similarly, *u* is sometimes dropped when unstressed, e.g. *sulemaní* = *slemaní* 'Sulaimania' and *durúst* or *drúst* *ʔeka* 'he constructs.'

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

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

#### Pronunciation Drill 1. *l* and *ɫ*

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

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

<i>gul</i>	'leper'	<i>gəl</i>	'nation'
<i>gɫ</i>	'rose'	<i>gɫ</i>	'groins'

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

<i>kelán</i>	'scabbard'	<i>dílek</i>	'a captive'
<i>kelán</i>	'to plough'	<i>dílek</i>	'a heart'

This contrast does not occur at the beginning of words, where only l occurs, lew 'lip', la 'side'. These l's are called in Kurdish lam-i zəʁíf 'thin l' and lam-i qəléw 'fat l' (=l̄).

PRONUNCIATION DRILL #1:            l   -   l̄

A.	<u>l</u>	<u>l̄</u>	
haste	pə <u>l</u> é	pə <u>l̄</u> é	stain, spot
scabbard	ke <u>l</u> án	ke <u>l̄</u> án	ploughing, to plough
plan, scheme	pi <u>l</u> án	ʔə <u>l̄</u> én	they say
sideways	l̄əb <u>l</u> á	b <u>l̄</u> á	calamity
endeavor	təq <u>l</u> é	q <u>l̄</u> á	bastion, fort
rung (of ladder)	p <u>l</u> ə	p <u>l̄</u> aw	pilaf
skull	ke <u>l</u> é	ke <u>l̄</u> əšér	rooster
skull	ke <u>l</u> é	bə <u>l̄</u> ə <u>l̄</u> á	loose
nation	g <u>l</u>	g <u>l̄</u>	groins
leper	gu <u>l</u>	gu <u>l̄</u>	rose
kohl	ki <u>l</u>	gi <u>l̄</u>	clods, clumps of earth
lame, cripple	paš <u>l</u>	paš <u>l̄</u>	part of cloak or gown beneath the knees
opportunity	he <u>l</u>	he <u>l̄</u> girtín	to pick up
wire	t <u>l</u>	ta <u>l̄</u>	bitter
class	po <u>l</u>	ko <u>l̄</u>	a load, shoulder
elephant	fi <u>l</u>	fe <u>l̄</u>	a trick
tombstone	ke <u>l</u>	ka <u>l̄</u>	light(in color); raw (food)
lame, limping	š <u>l</u>	sa <u>l̄</u>	year

(water-) birds	mə <u>l</u>	komə <u>l</u>	group, society
		dī <u>l</u>	heart
		de <u>l</u>	bitch
captive	dil	do <u>l</u>	valley, dale
		da <u>l</u>	crow

B. Compare:

dílĭm həyə	'I have some captives'
dī <u>l</u> ĭm həyə	'I have a heart'
gúli	'You are a leper'
gú <u>l</u> i	'You are a rose' (i.e., a wonderful person)

C. Pronounce the following:

jəmál, ʔələmaní, sal, səlamət, mal, maləkán,  
 labelá, ʔəlém, gul, betél, kəllə, wəlláhi,  
 géle kəs, ləgèl jəmál



Pronunciation Drill 2: r - ř

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

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

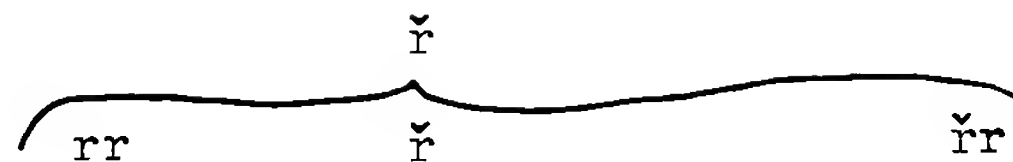
The Kurdish verb can be made passive by giving it the "passive morpheme" -r-, as ʔezané 'he knows' but ʔezanré 'he is known.' If the verb stem ends in r, this will give two r's, which will then be pronounced like ř, as ʔeneré 'he sends' - ʔenerré 'he is sent' = ʔeneřé in pronunciation. Thus, the consonant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

PRONUNCIATION DRILL #2: r - ř

A.	<u>r</u>	<u>ř</u>	
wound	brin	břin	to cut
brother	bírá	bířá	was cut
it has been done	kráwe	kířáwe	it has been bought
take some!	bére	béře	release it!
it is a donkey	kére	kéře	he is deaf
to become loose and fall (seeds, petals, etc.)	werín	weřín	to bark
it is getting loose	ʔeweré	ʔewěře	he is barking
we are wildly crazy	hárin	hařín	to grind
it is milk	šíre	šiře	screaming

(name of a tribe)	gorán	gořán	to change
pillow	serín	sīřín	to rub off
it is a radish	túre	túře	he is morose
he is virile	nére	neře	yelling
throat	gerú	keřú	mold
you are a brooding hen	kíri	kīří	he bought it
he tore it	dírí	dīři	you are very virile
lamp, lantern	čirá	pīčřá	was broken (rope, string)
(a kind of pastry)	bīrmé	pīřmé	fluttering of the lips (usually horses); to whiffle
stomach, belly	wīrg	wīřk	temper tantrum
donkey	ker	keř	deaf
only	her	teř	wet
old	pir	pīř	full
milk; sword	šir	šīř	tattered
knowing	fer	deř	line
load	bar	bař	fledgeling; bar

B. r



- |    |        |         |       |         |
|----|--------|---------|-------|---------|
| 1. | ʔeneré | ʔenerré | neře  |         |
| 2. | nére   | nerrábu | neře  |         |
| 3. | ʔekré  |         | ʔekře | ʔekīřré |
| 4. | ʔebré  |         | ʔebře | ʔebiřré |

- |    |                          |                    |                       |                  |
|----|--------------------------|--------------------|-----------------------|------------------|
| 1. | he sends                 | he will<br>be sent | (forceful)<br>yelling | -                |
| 2. | he is a male             | he was sent        | (forceful)<br>yelling | -                |
| 3. | it can be done           | -                  | he buys               | it can be bought |
| 4. | it will be<br>taken away | -                  | he cuts               | it can be cut    |

Pronunciation Drill 3: k

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

To summarize, k is palatalized (symbolized k<sup>y</sup>) only in the following contexts: ke, ki, kɪ, kwe, kwi, ky. Thus, the k in čak 'good' is plain velar; it becomes palatalized with the addition of any of the following suffixes: -i 'you are', -ek 'a', -yan 'they.'

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

PRONUNCIATION DRILL #3: k

A.	[k]	[k <sup>y</sup> ]	
1. <u>e - e</u>	<u>kə</u>	<u>ke</u>	
When	k <u>ə</u>	ke	'Who?'
When?	k <u>əy</u>	ke	Who?
When is it?	k <u>éy</u> ə	k <u>éy</u> ə	Who is it?
It is the tea.	čak <u>éy</u> ə	tək <u>éy</u> ə	It is a mosque.
It is a bouquet.	č <u>əp</u> kə	č <u>əp</u> kə	one bouquet
It is a quarter (of town).	g <u>əř</u> əkə	g <u>əř</u> əkə	a quarter (of town)
It is a loom.	x <u>əř</u> əkə	x <u>əř</u> əkə	a loom
one by one	y <u>ək</u> éyəkə	y <u>ək</u> éyəkə	It is one

She is a bride.	búke	búke	a bride
It is one.	yóke	yóke	one, someone
He falls.	ʔekəwé	lə kéwə	Who from?
When did he come?	kéy hat	ké hat	Who came?
When is the exam?	ʔimtihán kéyē	ʔém kuřě kéyē	Who is this boy?
This is the tea.	ʔəmé čakéyē	ʔémə təkéyē	This is a mosque.
bouquets of flowers	čəpkə gúl	čəpkə gúl	bouquet of flowers
this quarter	ʔém gəřəkè	gəřəkək-i xóš	a pleasant quarter

2. a - e

	<u>ka</u>	<u>ke</u>	
hay	ka	ke	'Who?'
scabbard, sheath	kalán	kelán	scabbard, sheath
elder brother (title of respect)	kak	kek	cake
Which one?	kam	kem	pus
light (in color)	ka <sub>l</sub>	kel	grave-stone

3. ĩ - i

	<u>kĩ</u>	<u>ki</u>	
hairy	tukín	mumkín	possible
dirty	čilkín	mumkín	possible
This boy is hairy.	ʔém kyřě tukíne	ʔém ʔĩšě mumkíne	This work is possible (to be done).
This man is dirty.	ʔəm pyəwə čilkíne	ʔém ʔĩšě mumkíne	This work is possible.

4. <u>ī - i</u>	<u>kī</u>	<u>ki</u>	
I am well.	čákīm	čáki[t]	You are well.
They are well.	čákīn	čákin	We are well.
girl	kīč	kiž	girl
digging (noun)	kīnó	kinó	malice
They are clean.	pákīn	pákin	We are clean.
They are small.	pīčúkīn	pīčúkin	We are small.

5. <u>wa - we</u>	<u>kwa</u>	<u>kwe</u>	
Where is it?	kwa	kwe	Where?
complaint	šekwá	ʔeskwé	ladle
Where is the boy?	kwá kuřěke	lə kwé danišin	Where shall we sit?
Don't complain.	šekwa méke	ʔemé ʔeskwéye	This is a ladle.

6. <u>∅ - i</u>	<u>k</u>	<u>ki</u>	
a market	bazárek	bazárek-i báš	a good market
a house	mále <sub>k</sub>	mále <sub>k</sub> -i tazé	a new house
a valley	dó <sub>l</sub> ek	dó <sub>l</sub> ek-i jwán	a beautiful valley
a mountain	šáxek	šáxek-i bérz	a high mountain
girl	kīč	kīček-i jwan	a beautiful girl
loom(s)	xerék	xerék-i héye	He has a loom (or looms).

7. <u>ø - y</u>	<u>k</u>	<u>ky</u>	
shop	dukán	hərdúkyan	both of them
the sons	kuřəkán	kúřekyan	one of their sons
these brides	ʔəmbukanə	búkyan di	they saw a bride
the knives	čəqokán	čəqóyekyan	They have a knife.
boar (male)	yəkané	həyə yékekyan	one of them
with the friends	ləgəl bīradərekán	ləgəl bīradérekya	with a friend of his

B. č [kʸ]

It is China	čínə	kínə	malice
he will go to	ʔəčéte	-kétə	who + you
a fold, bend, turn	péček	pékek	a glass of liquor
anything, whatever	hərčí	hərki	Herki (tribe)
This is China.	ʔéme čínə	kínə baž níyə	Malice is not good.
He goes home.	ʔəčéte małəwə	ləgəl kétə	Whom are you talking to?
There is a turn here.	péček həyə ləre.	pékek bixorəwə	Have a shot (of liquor).
Whatever is in Arbil is all-right.	hərčí lə həwlér be baše.	hərki lə həwlér ʔəžin	The Herki Tribes live in Arbil.

C. Drills

	a	b	c	d	e	
1. Model:	<u>buk</u>	<u>búke</u>	<u>bukəkə</u>	<u>búkek</u>	<u>búkekə</u>	<u>búkek-i</u> jwán
	kak					
	kek					

přčúk

řunák

gəřók

čarók

čəpík 'bouquet'

dayk

bawk

2. Pronounce the following:

lə kwéyə, ʔəkeším, kəlwán, kwər, tukín, mumkín,  
kwərəwarí, cakí, kəwt, kew, búkə, kelgó, ʔəmərikí,  
kerd, kwexá, búkəkè, búkek



Pronunciation Drill 4: g

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

PRONUNCIATION DRILL #4: g

A. [g] - [gʲ]

1. e - e                    gə                    ge

leper	gəř	geř	crippled; lame
to return, come back	gəřanəwé	geřanəwé	to relate, tell
It is a suit.	bérge	bérgek	a suit
He is a bey.	bége	bégek	a bey
It is a dog.	sége	ségek	a dog
people; nation	gel	gel	stupid; doltish

ʔém sege gére  
This dog is leprous.

ʔém kuře gére  
This boy is lame.

ʔém bergém kīřī  
I bought this suit.

bérgekīm kīri  
I bought the suit.

ʔéme ʔəli bége  
This is Ali Bey.

bégek hat  
A bey came.

ʔém sege jwáne  
This dog is pretty.

ségek-i jwane  
It is a pretty dog.

gél-i kurd  
Kurdish nation

ʔém kuře géle  
This boy is stupid.

2. i - i

	<u>gĩ</u>	<u>gi</u>	
flame	gĩř	gir	tight-fisted
Take it!	hélgĩre	hélgira	It was taken away.
felt	bergín	bérg-i nwé	new suit
sullen	gĩřž	gíže	sound of the simmering of water, sound pro- duced such
large-bellied person	wĩrgín	wĩrg-i gėwre	a large belly

ʔém gĩře síre  
This flame is red.

ʔem pyawe gire  
This man is tight-fisted.

kĩtebəkə hélgĩre  
Pick up the book.

kĩtebəké hélgira  
The book was picked up.

ʔémpaywe bergín ʔəkře  
This man is buying felt.

ʔémpyawe berg-i nwe ʔəkře  
This man is buying a new  
suit.

gĩřž mébe  
Don't be morose.

ʔém gizəgizè číyè?  
What is this mumbling?

ʔeme wĩrgĩne  
This person is fat (has a  
pot belly).

wĩrg-i gėwre bař niye  
A pot belly is not good.

bakè gĩvé-i yə[t]  
The wind is whistling.

xoy gir kird  
He is puffing himself up.

3. wa, o - we

you mean to say...	gwáye	gwéye	It is an ear.
Mt. Goyzha	goyžé	gwéze	They are nuts.
witness	gwahí	gwét le radyóbu?	Did you hear the radio?

B.	<u>/j/</u>	<u>/gy/</u>	
Then, therefore	ja	gya	grass
separate; different	jya	gya	grass
figs	hənjír	hergíz	never
they are different	jyan	gyan	soul
instead of you	lə jyát-i to	bə gyán-i to	by your soul
pretty	jwan	gwe	ear
Jew	juləkó	gwelák	face

bə jya daʔənišin  
We sit separately .

gya zóre lere  
There is lots of grass  
here.

ʔəmanə gyán  
These are separate.

wíti gyán  
He said, "Dear."

lə gyát-i tó ʔəčim  
I'll go instead of you.

bə gyán-i tó ʔəčim  
By your soul I'll go.

C. Pronounce the following:

bərgəkó; bérgekə; ja, gya, jya; gwem lə gwež kəwt;  
bə gyán-i tó; gwelák-i jwan; ləgəl bəgek hat; gwem lə  
gwéž kəwt.

Pronunciation Drill 5:                   γ

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

PRONUNCIATION DRILL #5:                   γ

A.

	<u>g</u>	<u>γ</u>	
cattle	garán	γar	gallop
game	gamé	γem	grief
dust	gerd	γeríb	stranger; foreigner
crippled	geř	γer	except
glittering	geř	γeř	cheating
pretext	geř	γerb	the West
bite	gez	γeznedár	treasurer
a lot of	gélek	γelét	mistake, error
care, heed	ʔagá	ʔayá	agha
he doesn't arrive	nága	bínayá	foundation
your dog	şegəkát	seyłét	distressed
he understands	téʔega	tiyəké	the dagger
dog	şeg	şay	not broken

B.	<u>x</u>	<u>γ</u>	
uncle	xal̄	γar	gallop
grief	xəm	γəm	grief
dates	xurmá	γumár	fog; dust
house	xanú	γunčó	rose-bud
good (n.)	xer	γer	except
bad	xrap	γerb	the West
It is a garden.	báxə	bəγá	Baghdad
oh!	ʔax	ʔaγá	ahga
the garden	baxəkó	baγəkó	the garden
mountain	šax	šay	not broken
garden	bax	baγ	garden
a glass	pərdáx	pərday	a glass
stuffed cabbage leaves	yəpráx	qonáy	stage (of a journey)

Pronunciation Drill 6:     h

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

PRONUNCIATION DRILL #6:

A.	h	<u>h</u>	
ʔ (glottal stop)	həmzé	<u>h</u> əmzé	Hamza (name)
corridor (in a house)	həywán	<u>h</u> əywán	animal
multi-	hémé	<u>h</u> émé	Muhammad
thus	hərwá	<u>h</u> əl <u>w</u> á	halvah; candy
each, every	həmú	<u>h</u> émá <u>l</u>	porter
Arbil	həwlér	<u>h</u> əwt	seven
sober	hušyár	<u>h</u> uštír	camel
he came	hat	<u>h</u> aji	pilgrim (to Mecca)
hope	hiwá	<u>h</u> izb	party (politics)
the reason	boké	hoqé	huqqa (2.8 pounds)
opportunity	həl	<u>h</u> al	state, condition
thousand	həzár	<u>h</u> əzʔeka	he wants
engineer	muhəndís	muhə <u>h</u> ém	Muharam (name of month)

important	muhím	řehím	Rahim (name)
he permits	ʔehelé	ʔehelené	he neighs
sin	gumáh	siftáh	first sale (of the day)
B.			
	x	h	
dream	xəw	həwt	seven
maternal uncle	xal	hal	state, con- dition
land, soil	xak	həq	right (n.)
the sister	xuškeké	huštír	camel
that cloud	ʔəwhəwré	ʔəwhəwzé	that pool
don't pull!	méxe	məhkém	strong, solid
sorrow	dax	siftáh	first sale (of the day)
stuffed cabbage leaves	yəpráx	fətáh	Fattah (name)

C. Pronounce the following:

həwl ʔədəm, həwt, həz nákem, həlwá, xuškekét, təzbíh,  
 həzár hizb, behár, zəhmét, həq, ʔəhməd, ʔaxudáx,  
 háji baba, miħemméd, xúle, xwa hafíz

Pronunciation Drill 7:           ʔ / ʕ

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

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

PRONUNCIATION DRILL #7:

A.	ʔ	B.	ʕ
ʔax	oh! alas!	ʕáyb	shame
ʔagá	care, heed	ʕóbə	abaya
ʔayá	agha	ʕentiqó	antique
ʔasmán	sky	ʕisé	Jesus
ʔamánj	target, goal	ʕiseí	Christian
ʔislám	Islam	ʕurf	common custom
ʔemarát	emirate	ʕadét	custom, tradition
ʔitír	then	ʕalém	world, people
ʔəʔawsé	it becomes swollen	ʕəmɾ	age (years)
néʔəhat	he wasn't com- ing	séʕi	studying hard



némʔezani	I didn't know (that)	səʔát	hour; clock
bəʔiší	unemployment	məʔná	meaning
ʔémʔišanè	these activities	təʔlíq	comment(ary)
ʔaxíruʔoxír	towards the end of	məʔásš	salary
qurʔán	the Koran	məʔqúl	reasonable
təʔríx	date; history	məʔdén	metal
məʔmúr	civil servant	yaʔní	it means; i.e.
tkáʔəkəm	I beg of you	mətʔém	restaurant
néʔ	no!	murajəʔé	review

C.

ʔ

ʔ

earth

ʔərz

ʔərz

earth

peace

ʔaští

ʔásti

his place

D. Pronounce the following:

məʔmúr məʔnəy číyəʔ mətʔəm-i ʔayá; ʔesta səʔát číyəʔ

səʔi zor néʔəkírd; murajəʔə məʔqúl níyə.

Pronunciation Drill 8:

q

Kurdish q is a post-velar or uvular stop produced by touching the back of the tongue to the uvula. Unlike k, its position of articulation is not affected by the following vowel. The word xé<sub>l</sub>iq 'people' also is commonly pronounced xé<sub>l</sub>ik.

PRONUNCIATION DRILL #8:

A.	k	q	
straw	ka	qa	ha!
time	kat	qat	story
slough	kaž	qaz	goose
electricity	karəbá	qarəmán	hero
barn	kawán	qawé	coffee
gloomy	kĩz	qĩž	hair (of head)
boy	kuř	quř	mud
slice	kut	qutu	box
When did he send it?	kéy nardi	qəy náka	It doesn't matter.
waist	kəmér	qumár	gambling
stain	laké	laqé	a kick
to shake	šikanín	šəqám	road, street
mixture	teké <sub>l</sub>	təqé <sub>l</sub>	a stitch
clean	pak	paqlé	broad beans
to kick	təkán	təqán	to burst
weapon	ček	čəq	stick

lamb	šək	šəq	a kick
straight	řek	řeq	hard
bride	buk	buq	bugle, horn
people	xə́l̩k	xə́l̩q	people

B. Pronounce the following:

qəlá, kíláš, čəqó, čəqél̩, qurʔán, qurbán, bərqiyé,  
qəy náka, snuqek-i pák, be taqétim, fərq-i níyə, lam-i  
qəléw, to xəl̩q-i kwéy? řəfiqəkét kéyə?



**Part II**

**SPOKEN KURDISH**



Lesson I

A. Basic Sentences

dərs-i yekém

First Lesson

le suləymaní

In Sulaimaniya

řóž

day

báš

good

řóž baš

good morning or good  
afternoon

b. 1. řóž baš. (F)

Good morning!

d. 2. řóž baš. (R)

Good morning!

mín

I

ʔəmerikí

American

ʔəmerikím

I am an American

mín ʔəmerikím

I am an American

náw

name

náwim

my name

bábe

He/it is Bob.

nawim bábe

My name is Bob.

b. 3. mín ʔəmerikím. náwim  
bábe.

I'm an American. My name  
is Bob.

xér

well-being, blessings

béyt

that you come (sg.)

bə xér beyt. (F)

Welcome!

dará

Dara (P.N.)

daráyə

he/it is Dara

nawim daráyə

My name is Dara.

- d 4. m̀iniš nawim daráye.  
be xér beyt. m̀iniš  
nawim daráye.
- And my name is Dara.  
Welcome! My name is Dara.
- metɕém restaurant  
metɕémek a restaurant  
čimɕɕemek what restaurant?  
lerəwe from here  
nizík near  
nizíke he/it is near  
lerəwe nizíke he/it is near here
- b 5. čimɕɕemek lerəwe  
nizíke?  
What restaurant is near  
here? (=Where's the  
closest restaurant?)
- wá bzanim I believe, I guess, as  
far as I know  
sirwán Sirwan (name of a river)  
metɕəm-i sirwán The Sirwan Restaurant  
zór very  
bašə he/it is very good  
zór bašə it is very good  
zór bašəw nizíke It is very good, and it's  
close-by.
- wà bzanim zór bašəw  
nizíke I believe it's very good,  
and it's close-by.  
metɕəm-i sirwán zór  
bašəw nizíke. The Sirwan Restaurant is  
very good, and it's  
close-by.
- d 6. wà bzanim metɕəm-i  
sirwán zór bašəw  
nizíke. I believe the Sirwan  
Restaurant is very good,  
and it's close-by.



	lə kwé	where? in what place?
	lə kwéyø	Where is it?
b: 7.	mətʂəm-i sirwàn lə kwéyø.	Where is the Sirwan Restaurant?
	ʔəwətá	there it is
	là-i	beside, next to
	bazár	market, bazaar
	bazareké	the market
	là-i bazareké	next to the market
	là-i bazarakéyø	It is by the market.
d: 8.	ʔəwətà la-i bazarekéyø.	There it is, by the market.
	ʔéy	well, well then
	ʔutél	hotel
	ʔutèl-i bás	good hotel
	héyø	there is, there are
	lə kwé høyø	where is there . . . ?
b: 9.	ʔəy ʔutel-i bás lə kwé høyø.	Well now, where is there a good hotel?
	ʔutélek	a hotel
	ʔutélek-i bás	a good hotel
	ʔutélek-i bás høyø	There is a good hotel.
	mətʂəméké	the restaurant
	la-i mətʂəméké	next to the restaurant
d: 10.	ʔutélek-i bás la-i mətʂəméké høyø.	There is a good hotel next to the restaurant.
	məmnún	obliged, grateful
	təšəkkúr	thanks
	ʔəkém	I do; I make
	təšəkkúr ʔəkəm	I thank

	məmnún, tešekkúr ʔekem.(F)	Much obliged, thank you.
	xwá	God
	ḥafíz	protector, preserver
	xwá ḥafiz	goodbye
b:	11. məmnún, tešekkúr ʔekem.	Much obliged, thank you.
	xwá ḥafiz. (F)	Goodbye.
d:	12. xwá ḥafiz.	Goodbye. (R)

Sentence Resumé -- Kurdish

b:	1. řož baš.
d:	2. řož baš.
b:	3. mīn ʔemerikím. nāwīm bābe.
d:	4. be xér beyt. mīniš nāwīm daráye.
b:	5. číməṣəmek lerəwe nízike?
d:	6. wà bzaniṃ məṣəṃ-i sirwán zór bašew nízike.
b:	7. məṣəṃ-i sirwàn le kwéye.
d:	8. ʔewetà la-i bazarekéye.
b:	9. ʔey ʔutel-i bāš le kwé heye.
d:	10. ʔutélek-i bāš la-i məṣəṃeké heye.
b:	11. məmnún, tešekkúr ʔekem. xwá ḥafiz.
d:	12. xwá ḥafiz.

B. Additional Vocabulary

Nationalities, etc.

ʔiraqí	Iraqi
ʔeraní	Iranian
lɔbnaní	Lebanese
ʔərməní	Armenian
hīndí	Indian
surí	Syrian
ʔələmaní	German
kərkukí	Kirkukite
həwlerí	Arbilite

Personal Names

jəmə́l	Jamal (male)
fuʔá́d	Fuad (male)
daná	Dana (male)
kərí́m	Kerim (male)
pəxšán	Pakhshan (female)
pərixán	Perikhan (female)

Nouns

pyáw	man
nán	bread

(Nouns)

mektéb	school
kúr	boy
žín	woman; wife
dár	piece of wood; tree
xenjér	dagger
mál	house
dukán	shop
řubár	river
řáw	water
mínál	child
šéw	night

C. Notes

1. The Copula Suffix.

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

a. bab 'Bob'	-	bábə 'It is Bob.'
nížík 'near'	-	nížíkə 'It is near.'
báš 'good'	-	báše 'It is good.'
le kwé? 'where?'	-	le kwéye? 'Where is it?'
la-i bazaréké 'by the bazaar'	-	la-i bazarekéye 'It is next to the bazaar'

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

b. řamerikí 'American'	-	řamerikím 'I am an American'
------------------------	---	---------------------------------

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

Other examples:

le suləymaním. 'I am in Sulaimaniya.'  
le kwém. 'Where am I?'  
ʔəwətám. 'There I am!' 'Here I am!'  
la-i bazarekém. 'I am next to the bazaar.'  
la-i mətʔeməkém. 'I am next to the hotel.'

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

## 2. The Indefinite Article.

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

mətʔém	-	mətʔém <u>ek</u>	'a restaurant'
ʔutél	-	ʔuté <u>lek</u>	'a hotel'

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

## 3. čí--ek.

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

čímətʔemək? 'What restaurant?'

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

čúʔutelek? 'what hotel?'

Other examples:

čířozek? 'what day?'  
číbazarek? 'what bazaar?'

#### 4. The Definite Article.

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

bazár	-	bazarekéké	'the bazaar'
mətrém	-	mətrémekéké	'the restaurant'

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

#### 5. Formulas.

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

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

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

řóž baš (F) and (R) 'Good morning' 'Good afternoon'  
(used from early morning until late afternoon)

be xér beyt (F) 'Welcome' (used by host, or anyone  
acting in capacity of host in a general sense)

məmnún }  
təšekkúr əkəm } (F) 'Thank you'

məmnún (R) 'You're welcome' Usually no response is  
given in the meaning of "you're welcome."

xwá hafiz (F) and (R) 'Goodbye'

## 6. Kurdish Intonation.

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

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

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

- a. róz baš                      Good morning.
- b. mín ʔəmərikím                      I'm an American.
- c. mətə̀m-i sirwàn ləkwəye.      Where's the Sirwan Restaurant?

Generally speaking, in English a stressed syllable in an utterance has high pitch, while an unstressed syllable has mid pitch, unless it comes at the end of a sentence, where it is low pitch. In Kurdish, a primary stress takes high pitch, but a secondary stress generally takes mid pitch; since this latter is contrary to English practice, it makes for confusion for the unwary English-speaking student.

In both languages, intonation normally falls to a low at the end of statements. Note that even for questions that have an interrogative word, as *le kwé* 'where?' and *çi--ek* 'what?', the intonation likewise falls to low at the end of the utterance. A period (.) will be used in the transcription of sentences to indicate a fall to low pitch. With short utterances in the build-ups, when no punctuation is provided, an intonation falling to low is to be understood. When the speaker pauses before finishing the sentence he intends to say (that is, has a "tentative pause"), his intonation does not drop to low, but remains at high if the last syllable before the pause is a stressed one, or falls to mid if that pre-pause syllable (or syllables) is unstressed. Compare:

<u>mín, nàwim daráye.</u>	'My name is Dara.'
<u>mírís, nàwim daráye.</u>	'My name is Dara.'

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

<u>memmún tēsekírəkem</u>	<u>Much obliged, thank you.</u>
---------------------------	---------------------------------

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

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

#### D. Exercises

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

Model: mìn ʔəməríkím

ʔiraqí

ʔeraní

híndí

ex: mìn ʔiraqím; 'I am an Iraqi.'

ʔermeńí  
lubnaní  
surí

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

Model: nawim bábe.

tám            'Tom'    nawim táme;    'My name is Tom.'  
jóřj  
janét  
jemál  
fu ʔád  
pəxšán  
pərixán  
daná  
kerím  
dará

3. Model: mətsém                    'restaurant'  
          mətsəm-i bás            '(some) good restaurant'

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

bazár                    ex: bazàr-i bás; 'good bazaar'  
ʔutél  
pyáw  
nán  
məktéb  
kúř  
žín  
dár  
xənjér



4. Model: mətsəm-i bāš lə kwé hɛyɛ.

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

bazár            ex: bazar-i bāš lə kwé hɛyɛ? 'Where  
mál                            is there a good market?'  
nán  
ʔutél  
mektéb  
dár  
kúr  
xənjér

5. Model: ʔutél 'hotel' - ʔutélek 'a hotel'

Substitute for the noun in the model the following:

bazár            ex: bazárek 'a bazaar'  
mətsém  
pyáw  
nán  
žín  
ʔutél  
mektéb  
dukán

6. Model: ʔutélek-i bāš lay mətsəméké hɛyɛ.

Substitute for the noun in the model the following:

bazár            ex: bazárek-i bāš lay mətsəméké hɛyɛ.  
mətsém                            'There is a good market near the  
mektéb                            restaurant.'  
dukán  
mál  
dár

7. Model: čímətsəmek - 'what restaurant?'

Substitute the following items for the noun in the model:

bazár	ex: číbazarek
pyáw	
nán	
žin	
dár	
dukán	
xenjér	
kúř	
utél	

8. Model: čímets̄emek lerewē nizíke  
 'What restaurant is near here?'

Substitute for met̄ém the following words and translate:

bazár	ex: číbazarek lerewē nizíke
mektéb	
mál	
dukán	
dár	
utél	

9. Model: wá bzanīm met̄ém-i sirwàn zór bašew nizíke.  
 Substitute for the underlined portion the following:

bazàr-i sirwán	ex: wá bzanīm bazar-i sirwàn
utèl-i sirwán	zór, etc.
mektèb-i sirwán	
řubàr-i sirwán	
řaw-i sirwán	
dàr-i sirwán	
dukàn-i sirwán	

10. Model: met̄ém - met̄emeké

Substitute for met̄ém the following and translate:

bazár	ex: bazareké 'the bazaar'
mektéb	

ɔutél  
pyáw  
žín  
kúr  
dár  
mínál  
řóž  
šéw  
nán

11. Model: metɔeməkè le kwéye

Substitute for metɔém the following and translate:

bazár	ex: bazarekè le kwéye?
ɔutél	'Where is the bazaar?'
žín	
dár	
mektéb	
kúr	
pyáw	
zenjér	
řubár	
mínál	

12. Model: Q. metɔeməkè le kwéye

A. ɔewetà lay bazarekéye

One student asks the question of his neighbor who responds with answer. The latter student then asks his other neighbor the question with bazár instead of metɔém, and so around the room using the remaining words in the list.

metɔém  
bazár  
ɔutél  
mektéb  
dár

řubár

mál

13. Respond to the following in Kurdish with appropriate formulas:

řóř bař

mín eiraqím

xwá hafiz

14. Sentence Resumé -- English

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

Bob

Dara

- |   |   |
|---|---|
| 1. Good morning!                                    | 2. Good morning!  |
| 3. I'm an <u>American</u> . My name is <u>Bob</u> . | 4. And my name is <u>Dara</u> .   |
| 5. What's the <u>closest restaurant</u> ?           | 6. I believe the <u>Sirwan Restaurant</u> is very good, and it's closeby. |
| 7. Where is the <u>Sirwan Restaurant</u> ?          | 8. There it is, by the <u>market</u> .                                    |
| 9. Well now, where is there a good <u>hotel</u> ?   | 10. There is a good <u>hotel</u> by the <u>restaurant</u> .               |
| 11. Much obliged, thank you. Goodbye.               | 12. Goodbye.  |

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

Lesson II

A. Basic Sentences

	dérs-i duwém	Second Lesson
	<u>le sínif</u>	<u>In Class</u>
	mamwestá	teacher
b:	1. róz baš mámwesta.	Good morning, Teacher.
m:	2. róz baš bàb.	Good morning, Bob.
	čón	how?
	čóni [čónit]	How are you? (sg.)
	čák	good, well
	čáki [čákít]	you are well
	čóni, čáki?	How are you? Are you well?
	škúr	Thanks (to God)
	čáki škur?	You are all right, I hope?
b:	3. čóni, čáki škur? (F)	How are you? You are well, I hope.
	čákim	I am well.
	səlamét	safety
	səlamétbi [səlamétbit]	May you be safe, God save you.
	(R)	
	tó	you (sg.)
	tó čoni	How are <u>you</u> ?
m:	4. čákim, səlamétbi, ʔey tó čoni.	I am well, thank you. And how are you?
b:	5. čákim səlamètbi.	Fine, thank you.
	ʔímro	today
	dərs-i duwém	second lesson
	ʔəxwenín	we read, we'll read
	dérs-i duwém ʔəxwenín	We'll read Lesson Two.

ɔ̀imro dɛrs-i duwém	We'll read Lesson Two
ɔ̀exwenin.	today.
kítéb	book
kítebékán	the books
kítebékántan	your books
bkénéwe	open! (plur.)
kítebékantan bkénéwe	Open your books!
tká	request, entreaty
tká ɔ̀ekem (F)	I request; please
tká ɔ̀ekem kítebékantan	Please open your books.
bkénéwe.	

m: 6.	ɔ̀imro dɛrs-i duwém	We'll study Lesson Two
	ɔ̀exwenin, tká ɔ̀ekem	today. Please open
	kítebékantan bkénéwe.	your books.

	lapěřé	page
	lapěřéyek	a page
b: 7.	čílapeřèyek?	What page?
	yék	one
	lapěře yék	Page One.
	ɔ̀está	now
	ɔ̀exwénmewe	I read
	lapěře yék ɔ̀exwenmewe	I read page one.
	ɔ̀està mìn lapěře yék	I'll now read page one.
	ɔ̀exwenmewe.	
	ɔ̀ewé	you (pl.)
	ɔ̀ewés	you also
	le dwá-i	after
	le dwà-i mìn	after me
	déŋ	voice
	bérz	high
	dəŋ-i berz	high voice
	bə déŋ-i bérz	in a loud voice

- |    |                                  |                                       |
|----|----------------------------------|---------------------------------------|
|    | bíxwennəwə                       | Read it again! Read it back!          |
|    | bə dɛŋ-i bɛ̀rz bixwennəwə.       | Read it in a loud voice!              |
|    | ʔewə̀š lɛdwa-i mɪ́n bə           | You also read it after                |
|    | dɛŋ-i bɛ̀rz bíxwennəwə.          | me in a loud voice.                   |
| m: | 8. lapɛ̀rɛ yék.                  | Page One.                             |
|    | ʔestá mɪ́n lapɛ̀rɛ yék           | I'll now read the first               |
|    | ʔexwenməwə ʔewə̀š lɛ             | page, and you read it                 |
|    | dwá-i mɪ́n, bə dɛŋ-i             | after me in a loud                    |
|    | bɛ̀rz bíxwennəwə.                | voice.                                |
|    | yəkéyəkə                         | one by one                            |
|    | yán                              | or                                    |
|    | həmú                             | all                                   |
|    | jár                              | time                                  |
|    | bə yék jar                       | at the same time                      |
|    | həmu bə yék jar                  | all at the same time,<br>all together |
| b: | 9. yəkéyəkə yan həmu bə          | One by one, or all at the             |
|    | yék jar?                         | same time?                            |
|    | bí <u>l</u> enəwə                | Repeat it! (pl.)                      |
|    | lɛ dwa-i mɪ́n bí <u>l</u> enəwə. | Repeat it after me.                   |
| m: | 10. həmu bə yék jar lɛdwá-i      | Repeat it after me, all at            |
|    | mɪ́n bí <u>l</u> enəwə.          | the same time.                        |
|    | tégəyštím                        | I understood                          |
|    | tenégəyštím                      | I didn't understand                   |
|    | tenégəyštím mamwəsta             | I don't understand,<br>teacher.       |
|    | bí <u>l</u> erəwə                | Repeat it! (sg.)                      |
| b: | 11. tenégəyštím mamwəsta.        | I don't understand, sir,              |
|    | tka ʔəkəm bí <u>l</u> erəwə.     | say it again.                         |

	ʔə <u>l</u> ém	I say
	tégeyʂti [tégeyʂtit]	you understood (sg.)
m: 12.	ʔə <u>l</u> em lədwa-i mɿn bí <u>l</u> enəwe. . tègéyʂti?	I said repeat it after me. Do you understand?
	bé <u>l</u> e	yes
b: 13.	bé <u>l</u> e. tšəkkúr ʔəkem.	Yes. Thank you.
	wéře	come
m: 14.	wéře bo ʔeré.	Come here!
b: 15.	bé <u>l</u> e.	Yes, sir.
	wiśé	word
	ʔəmwiśeyé	this word
	lesér	on, on top of
	texté	board, black-board
	ləsər texté	on the black-board
	bínuse	write! (sg.)
	ləsər texté bínuse	Write on the black- board!
	ʔəmwiśeyé ləsər texté bínuse	Write this word on the blackboard!
	qə <u>l</u> ém	pencil
	bínuse qə <u>l</u> ém.	Write "pencil".
m: 16.	ʔəmwiśeyè ləsər texté bínuse: bínuse qə <u>l</u> ém.	Write this word on the board: Write "pencil".
	nusím	I wrote
b: 17.	nusím.	I have written it.
	bínusĩn	Write! (pl.)
m: 18.	ʔəwèš bínusĩn qə <u>l</u> ém.	You others write "pencil" too.



	nusíman	We wrote it.
b: 19.	nusíman.	We wrote it.
	ké	who?
	ʔezané [ʔezanét]	he knows
	ké ʔezane	Who knows?
	məɳná	meaning
	məɳná-i ʔəmwišəyé	the meaning of this
	čí	word
	číye	what?
	məɳná-i ʔémwišəyé	What is it?
	číye.	What is the meaning of
		this word is?
m: 20.	ké ʔezane məɳná-i ʔəm	Who knows what the meaning
	wišəyé číye.	of this word is?
	kám	which?
b: 21.	kám wišəyé	What word?
m: 22.	ʔəmwišəyé	<u>This</u> word.
b: 23.	názanim	I don't know.
	ʔezaním	I know.
	mín ʔezaním	<u>I</u> know.
	deftér	notebook
	deftére	it is a notebook
	məɳnáy	its meaning
	məɳnáy deftére.	It means "notebook."
d: 24.	mín ʔezaním. məɳnáy	<u>I</u> know. It means
	deftére.	"notebook."
	sbéyne	tomorrow
	wérʔegrin	we take
	dérs werʔegrin	we take a lesson

sbeyne dèrs werʒegrin	we'll take a lesson
sbeyne dèrs-i duwém	tomorrow
werʒegrin.	we'll take the second
welám	lesson tomorrow
ʒedeynewe	reply
welám ʒedeynewe.	we give back
píršyár	we answer (in reply),
píršyarekán	we answer back
welám-i píršyarekán	question
ʒedeynewe	the questions
welám-i píršyarekán-i	we answer the questions
dèrs-i yekém ʒedeynewe.	we'll answer the questions
sbeyne dèrs-i duwém	of Lesson One.
wèrʒegrinu welám-i	Tomorrow we will take
píršyarekán-i dèrs-i	the second lesson and
yekém ʒedeynewe.	answer the questions
ʒımlá	of Lesson One.
ʒımlá ʒekəyn	dictation
řóžek	we have dictation
hemú řóžek	a day
hemú řóžek ʒımlá ʒekəyn	every day
leməwdwa	we will have dictation
le sínřif	every day from now on.
le sínřif ʒımlá ʒekəyn	in class
xótan	we will have dictation
ʒamadé	in class
ʒamadé ken [bíken]	yourselves
xotan ʒamadé ken	ready, prepared
xotan ʒamadé ken; hemù	prepare! make ready!
řóžek le sínřif ʒımlá	Prepare yourselves! Get
ʒekəyn	ready!
	Prepare yourselves; we
	will have dictation
	in class every day.

- m: 25. sbeyne dèrs-i duwém  
wèrʔəgrinu wə̀lám-i  
pĩrsyarekàn-i dèrs-i  
yekém ʔədəynəwe. xótan  
ʔamadé ken. ləməwdwa  
həmú řožek ʔımlá ʔəkəyn.
- kéy  
muraʔəʔé  
muraʔəʔé bkeyn
- b: 26. kéy muraʔəʔè bkeyn.
- páš  
dèrsek  
həmú dèrsek  
paš həmú dèrsek  
muraʔəʔé ʔəkəyn
- m: 27. paš həmú dèrsek muraʔəʔé  
ʔəkəyn.
- pĩrsyárek  
pĩrsyárek heyə  
pĩrsyárekĩm heyə.  
dèrgá  
ʔənusí [ʔənusít]  
čón ʔənusi
- b: 28. mámwesta pĩrsyárekĩm heyə. I  
dèrgá čón ʔənusit.
- texteké  
ləsər texteké  
nusráwə  
ləsər textekè nusráwə.
- Tomorrow we will take up  
Lesson Two and do the  
exercises of Lesson One.  
Be prepared: from now  
on we will have dictation  
every day.
- when?  
review  
that we review  
When shall we have a review?
- after  
a lesson  
every lesson  
after every lesson  
we review  
We'll have a review after  
every lesson.
- a question  
there is a question  
I have a question.  
door  
you write (sg.)  
How do you write?  
I have a question, sir; how  
do you write 'door'?
- the black-board  
on the black-board  
it has been written  
It is written on the  
black-board.

- |    |     |  |  |
|----|-----|--|--|
| m: | 29. | ṛewetà lesser texteké<br>nusrawe.  | It is written there on<br>the black-board.   |
|    |     | wéxīt, wéxt<br>tewáwbu<br>wexīt tewáwbu.   | time<br>it has ended; it has<br>come to an end<br>time is up; time is<br>finished                        |
|    |     | ṛebinīm<br>ṛetanbinīm<br>sbéyne ṛetanbinīm<br>wexīt tewáwbu. sbéyne<br>ṛetanbinīm. | I see<br>I (will) see you (pl.)<br>I (will) see you<br>tomorrow.<br>Time's up. I'll see<br>you tomorrow. |
| m: | 30. | wábzanīm wexīt tewáwbu,<br>sbéyne ṛetanbinīm. xwá<br>ḥafīz.                        | I believe time is over.<br>I'll see you tomorrow.<br>Goodbye.  |
| b: | 31. | xwá ḥafīz.   | Goodbye.   |

Sentence Resume -- Kurdish

- |    |     |  |
|----|-----|--|
| b: | 1.  | róz baš mamwesta.  |
| m: | 2.  | róz baš bàb.   |
| b: | 3.  | čóni, čáki škur?   |
| m: | 4.  | čákīm, selamètbi, ṛey tó čoni.   |
| b: | 5.  | čákīm selamètbi.   |
| m: | 6.  | ṛimro ders-i duwém ṛexwenìn, tká ṛekem kitebekantan<br>bkénewe.                              |
| b: | 7.  | čílapeřèyek?   |
| m: | 8.  | lapere yék. ṛestá mìn laperè yék ṛexwenmewe ṛewès<br>le dwá-i mìn, be deŋ-i bèrz bíxwennewe. |
| b: | 9.  | yekéyeko yan hemu be yék jar?  |
| m: | 10. | hemù be yék jar ledwá-i mìn bílenewe.  |
| b: | 11. | tenégeyštīm mamwesta. tka ṛekem bílerewe.  |
| m: | 12. | ṛelem ledwa-i mìn bílenewe. tégéyšti?  |
| b: | 13. | béle. tešekkúr ṛekem.  |

- m: 14. wèře bo ʔeré.  
 b: 15. béle.  
 m: 16. ʔemwışeyè læser texté bînuse: bînuse qelém.  
 b: 17. nusím.  
 m: 18. ʔewèř bînusîn qelém.  
 b: 19. nusíman.  
 m: 20. ké ʔezane məɳná-i ʔemwışeyè číyø.  
 b: 21. kàm wışeyé.  
 m: 22. ʔemwışeyé.  
 b: 23. názanım.  
 d: 24. mîn ʔezanım. məɳnay dəftére.  
 m: 25. sbeyne dèrs-i duwém wèrʔegrinu wəlám-i pîrsyarekân-i  
 dèrs-i yəkém ʔədəynəwø. xótan ʔamadé kən.  
 ləməwdwa həmu řožek ʔımlá ʔəkəyn.  
 b: 26. káy murajəɳè bkəyn.  
 m: 27. pař həmu dərsek murajəɳé ʔəkəyn.  
 b: 28. mámwəsta pîrsyárekim həyø. dergá čón ʔenusi.  
 m: 29. ʔewətà læser textéké nusrawø.  
 m: 30. wábzanım wəxıt təwáwbu, sbéyne ʔetanbınım. xwá  
 hafız.  
 b: 31. xwá hafız.

B. wışè-i tazé -- Additional Vocabulary

Nouns

dér	line	penjéré	window
ʔemdeřané	these lines	penjerekán	the windows
jumlé	sentence	dərgakán	the doors
ʔemjumleyé	this sentence	yarí	play, game
dəfterekán	the notebooks	kurdí	Kurdish (lang.)
tebařır	chalk	řusí	Russian (lang.)

## Numbers

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

## Verbs

çížekem [çís çekem]	I work
telefon çekem	I telephone, make a phone call
dáxe [dábixə]	close! (sg.)
dáxen [dábixən]	close! (pl.)
bixwénin	read! (pl.)

## C. Notes

### 1. Style.

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

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

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

spoken Kurdish, formal forms are given in brackets after the conversational ones, as:

čóni [čónit]

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

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

The differences in style noted in this lesson include (a) omission in conversational style of the suffix -t 'you' which normally occurs in formal style, e.g., čóni [čónit]; (b) substitution for the same suffix the form -ī, as selaméibi [selamétbit]; and (c) omission of the prefix bí- from imperative and subjunctive verb forms, as ʔamadéken [ʔamadébiken].

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

čák : čákīm 'I am well.' Suffix: -īm.

Other examples are: básīm 'I am well'. jemálīm 'I am Jamal.'

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

čón? : čóni [čónit] 'How are you?'

čák : čáki[t]? 'Are you well?'

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

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

4. Vocative forms.

Note that nouns are usually stressed on one of the last syllables of the word, as jemál, pīrsyár, mamwestá, texté. However, when a noun is used in direct address, stress

falls on the first syllable, as:

mamwestáye 'He is a teacher.' - mámwesta 'O teacher!'  
jemále 'It is Jamal.' - jémal. 'Jamal!'

This use of the noun is called vocative.

#### 5. The plural definite of nouns.

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

dersekán 'the lesson'; kĭtebekán 'the books';  
tætekán 'the blackboards'; dæfterekán 'the  
notebooks'; dærgakán 'the doors'.

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

wéře bo ʔutèl 'Come to the hotel.'  
wéře bo metɕem 'Come to the restaurant.'  
mamwestá čóne 'How is the teacher?'

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

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

#### 6. The Imperative form of the verb.

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

bĭnúse 'write!' (sg.)  
bĭnusĭn 'write!' (pl.)



wherein the suffix -e denotes singular number and -in denotes plural. Thus bixwénin 'read!' is plural, with a corresponding singular form bixwéne.

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

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

dá[bǐ]xə            'close!' (sg.)  
dá[bǐ]xə̃            'close!' (pl.)

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

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

bixwénin 'read!' (pl.) and  
bixwennewe 'read it again! read it back  
(to me)!' (pl.)

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

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

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

For convenience' sake we can express these two forms as Cewe/Vrewe, which is read "The suffix -ewe is used after any consonant (C) or -rewe is used after any vowel (V)."

c. The beginning of the imperative form of the verb also deserves attention. The prefix bí- is the sign of the imperative form, as bínúse, bíxwénín, etc. If it is followed by only a single consonant, the vowel -i- is often omitted, as in kítebékántan bkenəwə; bínúse or bnúse, without change in meaning. And quite often the entire prefix is omitted, also without change in meaning, as xotan ʔamadéken, which has a more formal equivalent xotan ʔamadé bíken. Thus, the simple imperative form is introduced by bí-, b-, or no prefix at all.

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

bíxwenəwə 'read it again'; cf.

bíxwénín 'read'

bílenəwə 'say it again!'; cf.

bíléəwə 'say again!'

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

'him, her, it'.

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

#### D. Exercises

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

Student A: čóni dara, čáki?

Student B: čákím, selamétbi. ʔəy tó  
čoni?

Student A: selamétbi.

báb	daná
jón	kerím
pəxšán	janét
pərixán	dara

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

Model: ʔimro dərs-i duwém ʔəxwenin.

yekém	ʔərmení
seyém	řusí
ʔəlemani	kurdí
híndí	duwém

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

Model: tká ʔekəm kítebekántan bkənewe.

deftér	penjərekán
defterekántan	tələfón
dərgá	ʔís

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

Model: ʔestá mĩn lapərə yék ʔəxwenĩm.

dú	həwt
sé	hěšt
čwár	nó
pénj	dé
šěš	yék

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

Model: ɔwɛ́š lɛ dʷa-i mɪ́n bɛ dɛŋ-i bɛ̀rz bɪ́xwennɔwɛ.

yɛkɛ́yɛkɛ	dú jar
hemu bɛ yɛ́k jar	hɛ́wt jar
yɛ́k jar	bɛ dɛŋ-i nɪ́zɪ́m

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

Model: tenéɣɛ́yštɪ́m mámwɛ́sta, tká ɔkɛ́m bɪ́lɛrɔwɛ.

bɪ́xwɛnɔrɔwɛ	lɛsɛr dɛftɛrɛkɛ́ bɪ́nɛsɛ
bɪ́nɛsɛ	lɛsɛr ɔɛmtɛxtɛyɛ́ bɪ́nɛsɛ
wɛrɛ bɔ ɔerɛ́	

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

Model: ɔlɛ́m lɛ dʷa-i mɪ́n bɪ́lɛrɔwɛ.

bɪ́xwɛnɔrɔwɛ	lɛsɛr dɛftɛrɛkɛ́ bɪ́nɛsɛ
bɪ́nɛsɛ	lɛsɛr ɔɛmtɛxtɛyɛ́ bɪ́nɛsɛ
wɛrɛ bɔ ɔerɛ́	

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

Model: wɛrɛ bɔ ɔerɛ́

ɔutɛ́l	maɭɛkɛ́
ɔutɛ́lɛkɛ́	mɛktɛ́b
mɛtɛ́ɛm	bazár
mɛtsɛ́mɛkɛ	sɪ́nɪ́f

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

	A	B	C
Model:	<u>kítéb</u> 'book'	<u>kítebəkán</u> 'the books'	<u>kítebəkántan</u> 'your books'
	kůř		
	žín		
	xenjér		
	deftér		
	dérs		
	sínif		
	nán		
	mál		
	telefón		
	dér		

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

	A	B
Model:	<u>wišé</u>	ʔem <u>wišeyé</u>
	jumlé	
	dərgá	
	texté	
	lapěřé	
	məɲná	
	ʔimlá	
	mɯrajəɲé	
	ʔəmerikí	
	ʔeraní	
	mamwestá	
	qsé	

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

Model: ké ʔezanet məɲà-i ʔəmwiseyé číyə

qsé	yarí
lapəřé	ʔimlá
jumlé	mamwestá

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

Model: məɲày deftére

xənjér	dár
žín	pyáw
qelém	wéxt
kítéb	deř

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

Model: sbéyne dərs-i duwém wərsəgrin

dərs-i yekém	pĩrsyarekán
dərs-i seyém	ʔəmjuŋleyé
lapəře yék	ʔəmdərsé
lapəře dú	ʔəmdəřané
lapəře sé	

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

Model: lə dwa-i mĩn bĩxwennəwə

bĩxwene	bíléréwə
bĩxwenĩn	bílénəwə
bĩnuse	bíkéréwə
bĩnusĩn	bíkénəwə

15. Change the singular imperative forms below to the plural:

Examples: bínúse - bínúsín; dáxe - dáxen

Consonant stems:

Vowel stems:

bínuse

daxe

bíxwéne

wére

bíxwene

ʔamadéke

bíxwenewə

bílerəwe

bkérewə

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

Model: hemú řožek le s`nif ʔımlá ʔəkeyn

dérs ʔəxwenin

kurdí ʔəxwenin

kurdí ʔenusin

qsé ʔəkeyn

murajəʔé ʔəkeyn

ʔís ʔəkeyn

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

Model: ʔəwetà lesər təxtəké nusrawə

dəftəreké

ʔəmkitebé

ʔəmdəftəré

ʔəmlapəřeyé

kitebaké

təxté

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

A. káy murajəʔé bkəyn.

B. paš hemú dərsek murajəʔé ʔəkeyn.

B. káy ʔımlà bkəyn.

C. paš hemú dərsek ʔımlá ʔəkeyn.

ﺗﯩﻤﻼ	qsé
telefón	yarí
nán	ﺗﯩﺲ
pîrsyâr	mura jêrê

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

Model: mámwesta pîrsyârekîm heyê.

kîtéb	dar
xenjêr	dukân
qelém	telefón
ﺗﯩﺲ	pîrsyâr

20. Sentence Resumé -- English

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

Bob	Teacher
1. Good morning, Teacher.	2. Good morning, Bob.
3. How are you? You are well, I hope.	4. I am well, thank you. And how are you?
5. Fine, thank you.	6. We'll study Lesson Two today; please open your books.
7. What page?	8. Page One. I'll now read the first page and you read it after me in a loud voice.
9. One by one, or all, at the same time?	10. Repeat it after me, all at the same time.
11. I don't understand, sir, say it again.	12. I said repeat it after me. Do you understand?



- |  |  |
|--|--|
| 13. Yes. Thank you.                                  | 14. Come here!   |
| 15. Yes, sir.  | 16. Write this word on the board: write "pencil".  |
| 17. I have written it.                               | 18. You others write "pencil" too.   |
| 19. We wrote it.                                     | 20. Who knows what the meaning of this word is?  |
| 21. What word?                                       | 22. <u>This</u> word.  |
| 23. I don't know.                                    |  |
| 24. <u>I</u> know. It means "Notebook." (Dara)       | 25. Tomorrow we will take up Lesson Two and do the exercises of Lesson One. Be prepared: from now on we will have dictation every day. |
| 26. When shall we have a review?                     | 27. We'll have a review after every lesson.  |
| 28. I have a question, sir; how do you write 'door'? | 29. It is written there on the black-board.  |
|  | 30. I believe time is over. I'll see you tomorrow. Goodbye.  |
| 31. Goodbye.   |  |

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

Lesson III

A. Basic Sentences

dérs-i seyém

Third Lesson

Getting Acquainted

- b: 1. řóz baš dara. Good morning, Dara  
řóz baš bab. Good morning, Bob.
- fěrmu please! (polite invitation)  
dáníše [dábñišə] sit down! (sg.)  
dáníšñ [dábñišñ] sit down! (pl.)  
fěrmu dáníše. Please (come and) sit down.
- d: 2. řóz baš bab. fěrmu Good morning, Bob. Please  
dáníše. sit down.
- řástídewe [rásít ʔewet] you want the truth, if  
hézekem [héz ʔekem] I want; I like; I would like  
bíčím that I go  
hézekem bíčím I'd like to go  
řástídewe hézekem If you want the truth, I'd like to  
řástídewe hézekem If you want the truth,  
bíčím I'd really like to go  
bó to  
bo bazár to market  
hézekem bíčím bo bazár I'd like to go to the market  
tózek a little, a little bit
- b: 3. řástídewe hézekem tòzek As a matter of fact, I  
bíčím bo bazár. would like to go to the market a bit.

	zú	early
	zúwə	it is early
	jare zúwə	it is still early
	tòzek dáníšə	sit down a little
	pékəwə	together
	ʔəčín	we go; we'll go
	pékəwə ʔəčín	we will go together
	ʔínja	then
	ʔínja pékəwə ʔəčín	we will then go together
	ʔínja pékəwə ʔəčín bo bazár	we will then go together to the market
d:	4. jare zúwə, tòzek dáníšə ʔínja pékəwə ʔəčín bo bazár.	It is still early, sit down a little and then we'll go together to the market.
b:	5. bášə.	O.K.
	bá	let's
	qsé	talk; talking; speaking
	bkéyn	that we do, that we make
	qsé bkéyn	that we speak or talk
	bà qsé bkéyn	let's talk
	dáníšə ba qsé bkéyn	sit down and let's talk
d:	6. dáníšə ba tòzek qsé bkéyn.	Sit down and let's talk a little.
	bèle bášə	O.K., very well.
b:	7. bèle bášə.	Very good.
	čí?	what?
	ʔəxóytəwə	you drink, you will drink
d:	8. čí ʔəxoytəwə?	What will you drink?

	čá	tea
	čáyek	a tea, a cup of tea
	ʔáw	water
	tozek ʔáw	a little bit of water
	čáyeku ʔáw	a tea and water
b:	9. čáyeku tòzek ʔáw.	A cup of tea and some water.
d:	10. báše	O.K.
	jegá	place
	ʔəmjegayé	this place
	ʔə́lén	they say
	číy pe ʔəlen	what do they call it?
b:	11. ʔəmjegaye číy pe ʔə́len.	What do they call <u>this</u> place?
	ʔəmé	this
	čayxané	tea-shop
	péy ʔə́len	they call it; it is called
	čayxanéy pe ʔə́len.	It's called a tea shop
	ʔəmé čayxanéy pe ʔə́len.	This is called a tea shop.
	pĩrsyárek bkəm	that I ask a question
	pĩrsyárekĩt le bkəm	that I ask a question of you
	ʔəməwé	I want.
	ʔəməwé pĩrsyárekĩt le bkəm.	I want to ask you a question.
d:	12. ʔəmə čayxanéy pey ʔə́len. ʔəməwé pĩrsyarekĩt le bkəm.	This is called a tea shop. I want to ask you a question.
b:	13. férmu.	Go ahead, please.
	férbuy [fərbuyt]	you learned (it)
	lə kwé ferbuy	where did you learn it?
	kurdí	Kurdish

	kurdi lə kwé fèrbuy	where did you learn
	bìzanîm	Kurdish?
	hezəkem bìzanîm	that I know
d: 14.	hezəkem bìzanîm kurdi	I would like to know
	lə kwé ferbuy.	I'd like to know where
		you learned Kurdish.
	lé	in, at
	ʔameriká	America
	lə ʔameriká	in America
	mektéb	school
	lə mektéb	in school
	fərbum	I learned
	lə mektéb ferbum	I learned in school
b: 15.	lə ʔameriká lə mektéb	I learned it in school in
	ferbum.	America.
	ćóne?	how is it?
	leré	in this place; here
	leréy [leréyt]	you are here
d: 16.	ʔey ćóne leréy?	Well then, how is it that
		you are here?
	muhendís	engineer
	muhendísîm	I am an engineer
	mîn muhendísîm	I am an engineer
	pîrožé	project
	dərbèŋ-i xán [dərbènd-i	Derbendi Khan (place
	xán]	name)
	prožə-i dərbèŋ-i xán	the Derbendi Khan project
	ʔestà lə prožə-i dərbèŋ-i	I am at present working
	xán ʔižəkem	on the Derbendi Khan
	ćíyə	project
	ʔîšit	what is it?
		your work

	ʔiʂit číye?	What is your work?
	tò ʔiʂit číye	What is your work?
	ʔey tó ʔiʂit číye	And what is your work?
b: 17.	mín muhendísímu ʔestà le prože-i derbèn-i xán ʔiʂ ʔekəm. ʔey tó ʔiʂit číye.	I am an engineer and at present am working on the Derbendi Khan project; and what do you do?
	hésta	yet; still
	qutabí	student
	qutabím	I am a student
	hésta qutabím	I am still a student
	pénj	five
	sanəwí	secondary
	pènj-i sanəwí	fifth secondary
	pól	class, grade
	pol-i pènj-i sanəwí	fifth grade of secondary (school)
	le pol-i pènj-i sanəwím	I am in the fifth grade of secondary school.
	mín hésta qutabím, le pol-i pènj-i sanəwím.	I am still a student in the fifth grade of secondary school
	ṣál	year
	ṣálek	a year
	ṣálek-itír	another year; next year
	ḥéz ʔekəm ṣálek-itír bičím	I'd like to go next year that I study
	bxwéním	
	zór ḥéz ʔekəm ṣálek-itír bičím bo ʔameriká bxwením	I'd very much like to go to America next year to study.
	bélam	but
	bəlam zór ḥéz ʔekəm ṣálek-itír bičím bo ʔameriká bxwením.	But I'd very much like to go to America next year to study.

- d: 18. mîn héšta qutabîm, lê pol-i I'm still a student in  
 pênj-i sanewîm. belam, the fifth grade of  
 zór hez çekem salek-itîr secondary school, but  
 biçîm bo çemêriká I'd very much like to  
 bxwenîm. go to America next year  
 to study.
- çetwanîm I can, am able  
 yarmetî help; assistance  
 yarmetî biçem [yarmetî that I give help, I help  
 biçem]  
 yarmetît biçem that I help you  
 [yarmetît biçem]  
 çetwanîm yarmetît biçem I can help you
- b: 19. zór başe, mîn çetwanîm Very good; I can help you.  
 yarmetît biçem.
- çebîm I'll be  
 memnûn çebîm I'll be obliged
- d: 20. zór memnûn çebîm. I'll be much obliged.
- jâre meantime, meanwhile
- b: 21. jâre ba biçîn bo bazâr. But let us now go to the  
 market.
- d: 22. bâşe bá biçîn. Good, let's go.

Sentence Resume -- Kurdish

- b: 1. řóz baš dara. řóz baš bab.  
 d: 2. řóz baš bab. fermu danişe.  
 b: 3. řástîdewe hezekem tîzek biçîm bo bazâr.  
 d: 4. jare zûwe, tîzek danişe çinja pékewe çecin bo bazâr.  
 b: 5. bâşe.  
 d: 6. danişe ba tîzek qsé bkên.

- b: 7. bèle báse.  
d: 8. čí ʔexoytewə?  
b: 9. čáyeku tòzek ʔáw.  
d: 10. báse.  
b: 11. ʔemjegaye číy pe ʔelen.  
d: 12. ʔemé čayxanáy pey ʔelen. ʔemewé píršyarekit le bkem.  
b: 13. férmu.  
d: 14. həzekem bízaniṁ kurdi le kwé ferbuy.  
b: 15. le ʔemeriká le məktéb ferbum.  
d: 16. ʔey čóne lerəy?  
b: 17. mīn muhendísīmu ʔestà le prože-i derbəŋ-xán ʔiš  
ʔekem. ʔey tó ʔišit čiyə.  
d: 18. mīn héšta qutabīm, le pənĵ-i sanewīm. belam zór  
həz ʔekem ʔalək-itīr bīcīm bo ʔemeriká bxwenīm.  
b: 19. zór baše, mīn ʔetwanīm yarmetīt bīem.  
d: 20. zór memnun ʔebīm.  
b: 21. jàre ba bīčin bo bazár.  
d: 22. báse bá bīčin.

## B. Additional Vocabulary

### Nouns:

málewe	home
seʔát	hour; watch, clock
yané	club
ʔŋlizí, ʔīŋglizí	English (language)
ʔímšew	this evening
ʔewarəyek-itīr	some other evening.

### Verbs:

bíkřin	that we buy
bīxwenin	that we read/study
bdéynəwe, bīdəynəwe	that we give (back)
bnúsin, bīnusin	that we write



Verbs (cont.)

bkem, bikem	that I give
ferbim	that I learn
sér biem [sér bidem]	that I visit, pay a visit
hewl biem [hewl bidem]	that I try, attempt
ʔexóyn	we eat
nán ʔexoyn	we eat bread; we eat [a meal]
ʔexóynewe	we eat again; we drink
ʔexómewe	I drink
ʔekém	I do, make
ʔenusím	I write
ʔekřím	I buy
ʔebřím	I cut
ʔekéy[t]	you (sg.) do/make
ʔeléy[t]	you (sg.) say
ʔefermíy[t]	you (sg.) say [polite]
ʔenusí[t]	you write
ʔexwení[t]	you read
ʔekří[t]	you buy
ʔebří[t]	you cut
řázekéy [řást ʔekéy]	you are right (sg.)

Prepositions:

bé kurdí	in Kurdish
bé ʔnglizí	in English
bé ʔeləmaní	in German
bé ʔerəbí	in Arabic
le málewe	at home
le hīndīstán	in India

### C. Notes

#### 1. Style (Ref: p. 54).

In Lesson II certain characteristics of informal as opposed to formal style were taken up, as omission of -t 'you', or substitution of -i- for it and the omission of the verbal prefix bi-. In this lesson we see two more common features of informal style: (1) omission of the glottal stop ʔ from the beginning of verbs, as h́ezekem = [h́ezʔekem] 'I like', and; (2) the change of -t- 'you' to -d- when it precedes such a verb which has lost its glottal stop, as ŕastidewe = [ŕastit ʔewe] 'you want the truth'. Voiceless sibilants, as -š also become voiced before an elided glottal stop, as ŕizekem = [ŕis ʔekem] 'work'. Likewise, the cluster -st in [ŕast ʔekeyt] 'you are right' becomes -z as in ŕazekey.

#### 2. ʔem...yə 'this'.

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

ʔemwišeyé 'this word' (wišé)

ʔemjgayé 'this place' (jegá)

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

ʔemwišeyé 'this word'

ʔémwišeyè 'this word'

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

#### 3. Cu/Vw 'and'.

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

wér ʔegrinu...

čáyeku tozek ʔáw

and -w after vowels, as

zór bášew mǐzíkə.

#### 4. Izafa.

There have occurred a number of phrases, such as *mətcəm-i sirwán*, 'The Sirwan Restaurant'; *ʔutèlek-i bás* 'a good hotel'; *məcná-i ʔəmwišeyé* 'the meaning of this word'; and *dərs-í duwém* 'the third lesson' in which the words are linked together by -i and the second element generally modifies the first. This linking vowel is called "izafa" (called *ʔizafé* in Kurdish grammar), and the words linked together by izafa are called an "izafa construction."

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

<u>Nucleus</u>	-	<u>Izafa</u>	-	<u>Modifier</u>	
dərs		-i		yəkém	'The first lesson'
ʔutèl		-i		báš	'a good hotel'
ʔutèlek		-i		báš	'a good hotel'
dərs		-i		duwém	'the second lesson'
dəŋ		-i		bérz	'a loud voice'

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

mətcəm	-i	sirwán	'the Sirwan Restaurant'
məcná	-i	ʔəmwišeyé	'the meaning of this word'
welám	-i	pírsyarekán	'answers to the questions'
pírsarekán	-i	dərs-i yəkém	'the exercises of lesson one'
prožè	-i	dərbəŋ-i xan	'The Derbendi Khan Project'

Or a pronoun, as

lə dwa	-i	mín	'after me'
--------	----	-----	------------



In ʔexením 'I read' the full suffix occurs; the addition to it, however, of -əwə brings about the loss of -i-, giving ʔexwénməwə 'I read again'.

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

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

Consonant Stems:

ʔemé ʔexwenín  
wérʔegrin  
ʔečín

Vowel Stems:

ʔemé ʔekéyn  
ʔexóyn  
ʔedéyn  
ʔedéynəwə

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

Consonant Stems:

to ʔexwení [ʔexwenit]  
ʔenusí[t]  
ʔekří[t]

Vowel Stems:

to ʔekéy [ʔekéyt]  
ʔeley[t]  
ʔefermúy[t]  
ʔexóytəwə

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

d. The following verbs recapitulate the inflections presented here:

Consonant Stem:

ʔenusím 'I write'  
ʔenusín 'we write'  
ʔenusí[t] 'you write'  
(sg.)

Vowel Stem:

ʔekém 'I do'  
ʔekéyn 'we do'  
ʔekéy[t] 'you do'

All of the examples cited in this section except *názanım* begin with *ʔe-*: This prefix is the sign of the indicative mood of the present tense (as opposed to the imperative mood, for example) which is signaled by *bı-*; see Lesson II, page 58 ). This prefix implies that the action of the verb is incomplete in aspect (i.e., type of action), and means anything but one single completed action. Thus, the indicative can be translated into English in various ways, depending on the context, as

ćí ʔexoytewe paş hemú dərsek.	'What <u>do</u> you <u>drink</u> after each lesson.' (habitual action)
ʔestá ćí ʔexoytewe.	'What <u>are</u> you <u>drinking</u> now.' (action in progress)
sbeyne ćí ʔexoytewe.	'What <u>will</u> you <u>drink</u> (or <u>are you going to drink</u> ) tomorrow. (future action)

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

Finally, the negative prefix *ná-* replaces the aspect prefix *ʔe-* in the indicative mood, as

ʔezanım	-	názanım	'I don't know'
ʔezanın	-	názanın	'we don't know'
ʔezaní	-	názani	'you don't know'

#### D. Exercises

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

Model: wışé	ʔemwışeyé	'this word'
jegá	dərgá	ćayxané
lapəřé	jumlé	prožé

texté	penjéré	qutabí
məsná	yarí	čá
murajesá	qse	yané

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

Model: héz ʔekəm bičim bó bazár

mektéb	ʔiráq
metsem	dərbəŋ-i xán
ʔutél	suleymaní
čayxané	dukan
ʔəmeriká	málewə
	yané

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

Model: tòzek daniše ʔinja pékəwə ʔečin bo bazár

nán ʔəxoyn	telefón ʔəkeyn
čá ʔəxoynəwə	bə dən-i bérz ʔəmdərsé
qsé ʔəkeyn	ʔəxwenin
dérs ʔəxwenin	kitebekán wəʔəgrin
dərs-i duwém ʔənusin	ʔís ʔəkeyn
wəlam-i pirsyarekán	seát ʔəkřin
ʔədeynəwə	

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

pékəwə	hemí řožek	paš sínif
ʔestá	ʔimro	bə kurdí
lə dwa-i mamwəstá	ʔimšew	bə ʔŋlizí
yekéyeko	hemù bə yék jar	bə ʔələmaní
ʔəmjaré	sbéyne	bə ʔerebí
zór		

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

Model: ba qsé bkeyn

pékewé bčín bo mēkteb	ʔemlapereyé bnusin
ʔís bkeyn	bčín bo čayxané
nán bíkřin	telefon bkeyn
bčín bo beṙá	be kurdí qse bkeyn
dərs-i seyém bixwenin	murajəʔé bkeyn
welam-i ʔempirsyaré	nán bxoyn
bdeynewe	čá bxoynewe
ʔemdərsé bnusin	bčín bo málewé

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

<u>A</u>	<u>B</u>
Model: čí <u>ʔexoytewé</u>	čá <u>ʔexomewé</u>
ʔekéy	ʔís ʔekem
ʔeléy[t]	ʔemé ʔeləm
ʔefermúy[t]	ʔeləm maɾnà-i ʔeme číye
ʔenusí[t]	náwim ʔenusím
ʔexwení[t]	dərs ʔexwením
ʔexwenitewé	ʔémderse ʔerwenmewé
ʔekří[t]	səʔát ʔekřím
ʔebří[t]	nán ʔebřím

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

Example: 1. čí ʔexoytewé  
2. čá ʔexomewé



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

Model: A. ʔə,è číy pe ʔəlen  
 B. ʔeme čayxanéy pe ʔəlen

penjeré	dərgá
ju <u>mlé</u>	ʔim <u>lá</u>
wi <u>šé</u>	čá
texté	yarí (yarí+y = yarí)
píro <u>žé</u>	yarmetí (i+t = i)

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

Model: to kurdi le kwé ferbuyt

ʔerebí	kurdí
ʔɳlizí	řusí
ʔemqseyé	yarí
ʔim <u>lá</u>	ʔem <u>ří</u> šé
híndí	ʔemdersé

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

Model: kurdi le mektéb ferbum

ʔerebí le ʔeráq	kurdi le hewlèr
ʔɳlizí le mektéb	řusí le mektéb
ʔemqseyé le	yarí le má <u>le</u> wé
má <u>le</u> wé	ʔem <u>ří</u> šé le bazár
ʔim <u>l</u> à le siníf	ʔemdersé le mektéb
híndi le	
híndistán	

11. One student will ask one of the questions from drill 9, and the next student will respond with the corresponding answer in drill 10.

Model: Q. to kurdì le kwé ferbuyt  
 A. kurdì le maktéb ferbum

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

Model: mìn muhendisim

mamwestá	amerikí	le suleymaní
pyáw	eréb	le utél
žín	leré	le maktéb
dará	jenét	le pòl-i čwàr-i
kúrd	le hĩndĩstán	sanewí

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

<u>A</u>	<u>B</u>	<u>C</u>
Model: <u>sál</u> 'year'	<u>sále</u> k 'a year'	<u>sale</u> k-itĩr 'one more year, another year, next year'
řoř		'another day, some other day'
šew		
seát		'next hour, an hour from now'
pyáw		
žín		
kúr		
mál		
bazár		
pól		
maktéb		
řís		
sínif	sínfek	

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

Model: h̄ez ʔekem salek-itír bičim bo ʔameriká

ʔestá	ʔímro
paš dú <u>sa</u>	paš dé řož
sbéyne	paš sé maᅇ
hemu <u>sa</u> lek	paš yék seʔat
ʔímšew	le dwa-i tó

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

Model: h̄ez ʔekem sàlek-itír bičim bo ʔameriká

řožek-itír bičim bo maktéb  
tozek-itír bičim bo čayxané  
šewek-itír bičim bo yané  
seʔatek-itír bičim bo bazár  
tozek-itír bičim bo málewe  
salek-itír bičim bo kerkúk  
šewek-itír bičim bo čayxané

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

Model: h̄ez ʔekem salek-itír bičim bo ʔameriká  
bixwenim

dérs bixwenim  
dérs biem  
be ʔinglizi qsé bkem  
yarí bkem  
yarmetít biem  
ʔinglizi ferbim  
ʔís bkem

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

Model: mîn ʔetwanîm yarmetît biem

ʔemdersé bîxwenîm  
 leré danišîm  
 bičîm bo suleymanî  
 ʔîš bîkəm  
 telefón bîkəm  
 dersekán amade bîkəm  
 weḷam-i pîrsyarekán biem  
 bičîm bo bazár  
 kurdî bîxwenîm  
 yarî bîkəm  
 be kurdî qse bkem  
 ʔemʔîšé ferbîm

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

<u>Nuclei</u>	<u>Modifiers</u>
metʔém	ʔemerikí
mektéb -i	báš
ʔutél	čák
pyáw	nîzík
řubár	

Example: metʔemek-i bás, metʔemek-í ʔemerikí, etc.

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

Example: ʔezanîm - mîn ʔezanîn, to ʔezaní, ʔeme ʔezanín.

- |            |           |
|------------|-----------|
| a. ʔenusîm | b. ʔeḷeyt |
| ʔetwanîm   | wérʔegrin |
| ʔekřîm     | řázekey   |

ʔexwením	ʔedéynewe
ʔexwénmewə	ʔexóyn
memnún ʔebím	ʔekrít
ʔižekem	ʔexoynewe
təšekkúr ʔekem	ʔexwenít
ʔexómewə	čí ʔexoytewə

20. Verb Drill -- negative. Repeat the preceding drill changing all the verbs to the negative.

Example: ʔezaním - mîn nâzaním, to  
nâzani, ʔeme nâzanin.

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

- | <u>Bob</u>  | <u>Dara</u>  |
|---|--|
| 1. Good morning, Dara.  | Good morning, Bob.   |
|   | 2. Good morning, Bob.<br>Please sit down.  |
| 3. As a matter of fact,<br>I would like to go to<br>the market a bit. | 4. It is still early, sit<br>down a little and then<br>we'll go together to the<br>market. |
| 5. O.K.   | 6. Sit down and let's talk<br>a little.  |
| 7. Very good.   | 8. What will you drink?  |
| 9. A cup of tea and<br>some water.                                    | 10. O.K.   |
| 11. What do they call<br><u>this place?</u>                           | 12. This is called a tea<br>show. I want to ask<br>you a question.                         |
| 13. Go ahead, please.   | 14. I'd like to know where<br>you learned Kurdish.   |
| 15. I learned it in<br>school in America.                             | 16. Well then, how is it<br>that you are here?   |

17. I am an engineer and at present am working on the Derbendi Khan project; and what do you do?
18. I'm still a student in the fifty grade of secondary school, but I'd very much like to go to America next year to study.
19. Very good, I can help you.
20. I'll be much obliged.
21. But let us now go to the market.
22. Good, let's go.

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

Lesson IV

A. Basic Sentences

ders-i čwarém

Fourth Lesson

lə bazár

At the Market

b: 1. bazarekè lə kwéye.

Where is the market?

dúr

far

níye

it is not

dur níye

it is not far away

zòr dur níye

it is not very far away

ʔegéyn

we arrive

ʔestá ʔegəyn

we will soon arrive

ʔəwətá, zòr dur níye,

There it is, it isn't  
very far away; we  
will soon be there.

ʔestá ʔegəyn.

bíkři [bíkřit]

that you buy (sg.)

šít

thing

ʔətəwé [ʔətewét]

you want (sg.)

ʔətəwe šít bíkři

you want to buy  
something

bóci

why?

bòci ʔətəwe šít bíkři

Why? do you want to  
buy something?

d: 2. ʔəwətá, zòr dur níye,

There it is, it is not

ʔestá ʔegəyn. bòci

very far; we will soon

ʔətəwe šít bíkři?

be there. Why, do you  
want to buy something?

xənjér

dagger

bíkřim

that I buy

xənjérek bíkřim

that I buy a dagger

béle, həz ʔəkəm xənjérek

Yes, I'd like to buy

bíkřim.

a dagger.

	čúŋke	because
	ʔelén	they say
	xenjèr-i ʔeré	the daggers of this
	čákĭn	place
	xenjèr-i ʔere zór	they are good
	čakĭn.	the daggers of this
	čùŋke ʔelén xenjèr-i	place are very good.
	ʔere zór čakĭn.	Because they say that
		the daggers of this
		place are very good.
b:	3. béle, h̄ez ʔekem xenjerek	Yes, I'd like to buy a
	bĭkrĭm, čùŋke ʔelén	dagger, because they say
	xenjèr-i ʔere zór čakĭn.	that the daggers here
		are very good.
	baštĭr	better
	baštĭre	he/it is better
	le hemú baštĭre	it is better than all, is
		best of all
	le hemú xenjerek baštĭre	it is better than all
		other daggers
	kurdustán	Kurdistan
	xenjèr-i kurdustán	daggers of Kurdistan
	xenjèr-i kurdustán le	The daggers of Kurdistan
	hemú xenjerek baštĭre.	are better than any
		other daggers.
	ʔezané [ʔezanét]	he/she knows
	kés	person
	hemú kèsek	everyone
	hemú kèsek ʔezane	everyone knows
	wábzanĭm hemú kèsek	I believe everyone
	ʔezane	knows
	ké	that (conj.)
	řáste	it is true
d:	4. řáste, wábzanĭm hemú kèsek	That is right, I believe
	ʔezane kè xenjèr-i kurdustán	everyone knows that the
	le hemú xenjerek baštĭre.	daggers of Kurdistan are
		better than any other
		daggers.



	ʔəfrošé [ʔəfrošet]	he sells
	xənjér ʔəfroše	he sells daggers
	ʔəmpyawè xənjér ʔəfroše	this man sells daggers
b:	5. wèrè bá bčín bo ʔeré. wábzaním ʔəmpyawè xənjér ʔəfroše.	Come, let's go to this place. I believe this man sells daggers.
	káke	Sir (vocative); title of respect for older brother or friend.
	xənjér-i básit həye	you have good daggers
d:	6. kàke xənjèr-i básit həye?	Do you have good daggers, Sir?
p:	7. bé <u>l</u> e, férmu.	Yes, please have a look.
	jwán	pretty, beautiful
	jwáne	it is pretty
	zór jwane	it is very pretty
b:	8. ʔémxənjèrè zór jwane.	This dagger is very pretty.
	bíkři [bíkřit]	that you (sg.) buy it
d:	9. ʔətewé bíkři?	Do you want to buy it?
	bíkřim	that I buy it
b:	10. bé <u>l</u> e <u>h</u> éz ʔəkəm bíkřim.	Yes, I'd like to buy it.
	čéŋ [čénd]	how much? how many?
	čéŋə [čéndə]	how big is it? how many are they?
	be čéŋə	how much is it? what does it cost?
d:	11. káke ʔəmxənjèrè be čéŋə.	How much is this dagger, Sir?

	dinár	dinar (Iraqi monetary unit)
	be dú dinar	for two dinars
p: 12.	be dú dinare.	It is two dinars.
	gírán	expensive
	gíráne	it is expensive
	ʔewé	that
	ʔewé gíráne	that is expensive
	ʔewè zór gírane	that is very expensive
	yéni	it means
	yéni čì	What does it mean?
d: 13.	yéni čì, ʔewè zór gírane.	What do you mean? that is too expensive.
	čaktír	better
	čaktírín	the best
	čaktírìn xenjér	the best dagger
	čaktírìn xenjére	it is the best dagger
p: 14.	káke ʔemè čaktírìn xenjére.	But this is the best dagger, my friend.
	dinárek	a dinar
	ʔedéyn	we give
	dinárek ʔedəyn	we give a dinar
	dinárekīt ʔedəyne	we give you (sg.) a dinar
b: 15.	báše, dinárekīt ʔedəyne.	O.K., we'll give you one dinar.
	hélgrə	carry! take! (sg.)
	héligrə	take it!
p: 16.	báše, fèrmu héligrə.	Very well, please help yourself to it.

- |        |  |  |
|--------|--|--|
|        | hélgírím   | that I take  |
|        | kámyan   | which one of them?   |
| b: 17. | kámyan hèlgírím.   | Which one of these shall I take?   |
|        | ʔarezu   | intention, choice  |
|        | xót  | yourself   |
|        | ʔarezu-i xót   | your choice  |
|        | ʔarezu-i xóte  | it is your (own) choice  |
|        | hérdukyan  | both of them   |
|        | bášín  | they are good  |
|        | hérdukyan bášín  | both of them are good  |
| d: 18. | ʔarezu-i xóte, hérdukyan bášín.                              | As you wish, they are both good.   |
|        | hélʔegrím  | I take   |
| b: 19. | báše, ʔomé hèlʔegrím.  | O.K., I'll take this one.  |
|        | řastí  | truth  |
|        | běřastí  | in truth, really, as a matter of fact  |
|        | xenjèrek-i báše  | it is a good dagger  |
|        | bě řastí xenjèrek-i báše                                     | in fact, it is a good dagger   |
|        | bó čí  | for what? why?   |
|        | xenjèřit bočíye  | What do you want a dagger for?   |
|        | to xenjèřit bočíye   | What do you want a dagger for?   |
| d: 20. | bě řastí xenjèrek-i báše, bèlam názaním tò xenjèřit bó číye. | As a matter of fact, it is a good dagger, but I don't know what you want a dagger for. |

	ʔəmewé [ʔəmewét]	I want
	bínerĩm	that I send it
	ʔəmewe bínerĩm	I want to send it
	řefíq	friend
	řefíqe	a friend
	řefíqekĩm	a friend of mine
	bò řefíqekĩm	to/for a friend of mine
b: 21.	ʔəmewe bínerĩm bo řefíqekĩm.	I want to send it to a friend of mine.
	řefiqekét	your friend (=that friend of yours)
d: 22.	řefiqekèt le kwéyø.	Where is your friend?
b: 23.	le ʔəmèrikáyø.	He is in America.
	ʔəmə ʔutelekéyø	this is the hotel
d: 24.	wàbzaniĩm ʔəmə ʔutelekéyø.	I believe this is the hotel.
	těšekkùrìdekem [těšekkùrìt ʔekem]	I thank you
	zór těšekkùrìdekem	I thank you very much
	bážbu	it was good
	hátì [hátit]	you came (sg.)
	bážbu hati	it was good that you came
	be řastì bážbu hati	indeed, it was very good that you came
	løgél	with
	løgélma	with me
	bážbu hati løgélma	it was good that you came with me
	bážbu hati løgèlma	it was good you came
	bo bazár	with me to the bazaar
	be řastì bážbu hati	indeed it was good that
	løgèlma bo bazár	you came with me to the market

- |        |                            |                                   |
|--------|----------------------------|-----------------------------------|
|        | ʔəginá                     | otherwise                         |
|        | mémʔətwani                 | I wasn't able (to),<br>I couldn't |
|        | ʔəgina némʔətwani          | otherwise I wouldn't              |
|        | ʔémxənjərəjwané            | have been able to                 |
|        | ʔəgina némʔətwani ʔəm      | this beautiful dagger             |
|        | xənjərəjwané bīkrīm        | otherwise, I wouldn't             |
|        |                            | have been able to buy             |
|        |                            | this beautiful dagger.            |
| b: 25. | zór tēšekkùrīdekəm. bə     | Thank you very much. It           |
|        | řastì bážbu hati ləgə̀lma  | was really good you came          |
|        | bo bazár, ʔəginà           | with me to the market;            |
|        | némʔətwani ʔémxənjərəjwanè | otherwise I wouldn't              |
|        | bīkrīm.                    | have been able to buy             |
|        |                            | this pretty dagger.               |
|        | héc                        | any                               |
|        | hèč ʔíšek                  | any work, job, task               |
|        | hèč ʔíšekitbu              | any work that you may             |
|        | bót                        | have                              |
|        | bót bīkəm                  | for you                           |
|        | ʔamadém bot bīkəm          | that I do (it) for you            |
|        |                            | I am ready to do (it)             |
|        |                            | for you                           |
| d: 26. | məmnún. hèč ʔíšekitbu,     | You're welcome. I am              |
|        | mín ʔamadém bót bīkəm.     | ready to help you in              |
|        |                            | anything that you may             |
|        |                            | have to do.                       |
|        | ʔəčím                      | I go                              |
|        | ʔestà ʔəčím bo ʔutél       | I'm going now to the              |
|        | ʔətbíním                   | hotel                             |
|        | ʔewaré                     | I see you (sg.)                   |
|        | ʔewaré ʔətbíním            | evening                           |
|        |                            | I'll see you this evening         |
| b: 27. | tēšekkúr ʔəkəm. ʔestà      | Thank you. I'll go now to         |
|        | ʔəčím bo ʔutél, bə̀lam     | the hotel, but I'll be            |
|        | ʔewaré ʔətbíním.           | seeing you in the                 |
|        |                            | evening.                          |

	járe	for the time being
	jare xwá hafiz	goodbye for now
	kewatá	then, in that case
	kewatà jare xwá hafiz	then, goodbye for now
d:	28. báše, kewatà jare xwá hafiz.	O.K., then, goodbye for now.
b:	29. xwá hafiz	So long.

Sentence Resumé -- Kurdish

- b: 1. bazarekè le kwéye.
- d: 2. ewetá, zór dur níye restá wegeyn. bòci wetewe šit bikri?
- b: 3. béle, héz ekem xenjerek bikrim, çunke welen xenjêr-i werê zór çakin.
- d: 4. ráste, wabzanim hemú kesek wezane ke xenjêr-i kurdostán le hemú xenjerek bastire.
- b: 5. wêre bá bçin bo werê. wabzanim wempyawê xenjêr weroşe.
- d: 6. kake xenjêr-i başit héye?
- p: 7. béle, fermu.
- b: 8. emxenjêrê zór jwane.
- d: 9. wetewé bikri?
- b: 10. béle héz ekem bikrim.
- d: 11. kake emxenjêrê be çêne.
- p: 12. be dú dinare.
- d: 13. yéni çî, wê zór girane.
- p: 14. kake wemé çaktirin xenjêre.
- b: 15. báše, dinarekit weđeyne.
- p: 16. báše, fermu heligre.
- b: 17. kamyán helgirim.
- d: 18. warezu-i xôte, herdukyan bašin.
- b: 19. báše, wemé helwegrim.

- d: 20. be řastí xenjèrek-i báše, bèlam názanim tò  
xenjèrit bo číyø.
- b: 21. ʔəməwe bìnèrim bo řefíqekim.
- d: 22. řefiqekèt le kwéyø.
- b: 23. le ʔəmerikáyø.
- d: 24. wàbzanim ʔəmə ʔutelekéyø.
- b: 25. zór tšèkkùrídèkəm. be řastì bážbu hati legèlma  
bo bazár, ʔəginà némʔətwani ʔəmxenjèrèjwanè  
bìkrim.
- d: 26. məmnún. hèč řísekítbu, mìn ʔamadém bòt bìkəm.
- b: 27. tšèkkúr ʔèkəm. ʔestà ʔèčim bo ʔutél, bèlam  
ʔewaré ʔətbinim.
- d: 28. báše, kəwatà jare xwá hafiz.
- b: 29. xwá hafiz.

## B. Additional Vocabulary

### Numerals:

yanzé	eleven	bistu pénj	twenty-five
dwanzé	twelve	bistu šés	twenty-six
syanzé	thirteen	bistu h́éwt	twenty-seven
čwardé	fourteen	bistu hést	twenty-eight
panzé	fifteen	bist nó	twenty-nine
šanzé	sixteen	sí	thirty
h́evvé [hevdé]	seventeen	siw yék	thirty-one
hèždé	eighteen	číl	forty
nozdé	nineteen	penjá	fifty
bíst	twenty		
bistu yék	twenty-one		
bistu dú	twenty-two		
bistu sé	twenty-three		
bistu čwár	twenty-four		

Nouns:

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

Adjectives:

xóš	pleasant; delicious; good
tewáw	complete; accurate
řást	correct; truthful
pán	wide; broad
ʔasán	simple; easy

Verbs:

ʔetwanín; ʔeméʔetwanin	we can; we can do this
ʔetbinín	we see you (sg.)
ʔamadé ʔəbin	we will be ready
dérs ʔəleynewe	we teach
sèr-i ʔeré bĭeyn [bĭdeyn]	that we visit this place
bĭlemowe	that I repeat; that I teach
goraní bĭleyn	that we sing (a song)
bízani	that you know it (sg.)
bĭneri	that you send it (sg.)
bĭbini	that you see it (sg.)
bĭkey	that you do it (sg.)

C. Notes

1. Copula Suffix: Cĭn (Ref: 35; 55).

a. In the sentence, xənǰèr-i ʔerè zór čakĭn, 'The daggers here are very good', čakĭn means '(they)are good' and consists of čak plus the third person plural suffix -ĭn. Other examples are básĭn, 'they are good'; nĭzĭkĭn 'they are close by'; deřtérĭn 'they are notebooks.'



b. The basic text illustrates that the bare noun may be singular or plural in meaning depending on the context. Accordingly, it may equally take a singular or plural verb. Compare the sentence in the preceding paragraph with the following sentences also taken from this lesson: *xenjêr-i kurdustân le hemî xenjerek bastîre*, where the bare noun *xenjêr* meaning "daggers" takes the singular suffix *-e*.

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

2. *ʔem...é* (this) (Ref: 74 ).

The envelope *ʔem...yé* occurs with words ending in vowels, the form for words ending in consonants is *ʔem...é*, as in

<i>ʔempyawé</i>	'this man'
<i>ʔemxenjéré</i>	'this dagger'
<i>ʔemdêrsé</i>	'this lesson'

3. Possession. Compare the two sentences

*ʔemêwe bînerîm bo řefîqekîm.* 'I want to send it to  
a friend of mine.'

*řefîqekêt le kwéye.* 'where is your friend?'

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

*řefîqekîm* 'a friend of mine'

*řefîqekém* 'my friend', 'the aforementioned friend  
of mine'

*xenjêrekît* 'a dagger of yours'

*xenjerekât* 'your dagger'

*xenjerekánît* 'your daggers'

There are two notable exceptions to this construction: the word *náw* 'name' does not take an article, as *náwim* 'my name', *náwit* 'your name'; and kinship terms such as those for "mother" and "father" likewise do not take the article, as *báwkim* 'my father'.

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

*mín:* a. ʔezaním 'I know'

b. hézekem bízaním 'I'd like to know'

a: *ʔemé* helʔegrím 'I'll take this one.'

b. *kámyan* helgrím [helbígrím]. 'Which one shall I take?'

a. *tešekkúrekem*. 'Thank you.'

*tó:* b. *ʔamadém* bòtbíkem. 'I'm ready to do it for you.'

a. *čí* ʔekři 'What are you going to buy?'

b. *ʔetewe* šít bíkři? 'Do you want to buy something?'

*ʔemé:*

a. *paš* *hemí* *dersek* *murajəsé* ʔeken. 'We'll have a review after every lesson.'

b. *kéy* *murajəsé* bkeyn? 'When shall we have a review?'

	Indicative	Subjunctive
<i>mín</i>	<i>ʔekém</i>	<i>bíkem</i>
<i>tó</i>	<i>ʔekeyt</i>	<i>bíkeyt</i>
<i>ʔemé</i>	<i>ʔekéyn</i>	<i>bíkəyn</i>

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

*mín:*

a. *hez ʔekem xenjérek bíkřim.* 'I'd like to buy a dagger.'

b. *hezʔekem bikřim.* 'I'd like to buy it.'

*tó:*

a. *ʔetewe šit bíkři?* 'Do you want to buy some things?'

b. *ʔetewe bíkři?* 'Do you want to buy it?'

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

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

a. after certain verbs:

*hezʔekem bíčim bo bazár.* 'I'd like to go to the bazaar.'

*hezʔekem bíčim bo ʔemeriká bxwenim.* 'I'd like to go to the States to study.'

*hezekem bikřim.* 'I'd like to buy it.'

*ʔetwanim yarmetit bídem* 'I can help you.'

*ʔetewe šit bíkři?* 'Do you want to buy something?'

*ʔemewe binerim bo řefíqekim.* 'I want to send it to a friend of mine.'

b. after certain particles:

bá tòzek qsé bkeyn. 'Let's talk a little.'

bá bíčín bo bazár. 'Let's go to the bazaar.'

c. after certain adjectives;

ʔamadém bòt bíkəm. 'I'm ready to do for you (whatever needs to be done).'

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

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

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

a. in questions:

kéy mʔrajəcé bkeyn? 'When shall we have a review?'

kámyan həlgírím 'Which one shall I take?'

čí bkəm 'What shall I do?'

b. in statements:

bə xér bəyt 'Welcome!' (Lit., 'may you come with well-being')

səlamətbi 'May you be safe.'

wá bzaním 'I believe' (Lit., [if] I know thus')

In questions the subjunctive in independent function requests approval, an opinion, etc., and is usually translated in English with "Shall I....?", "Shall we....?" etc.

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

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

bíkřim 'that I buy'

#### D. Exercises

##### 1. Substitution Drill:

Model: bazarekè le kwéye.

dřkán	dəftér
mál	gúl
nán	rutél
kūr	xənjér
žín	mínál
kítéb	řubár
mektéb	pyáv

##### 2. Substitution Drill:

Model: zor dur níye.

nízík	řást
bás	jwán
gəwré	baštír
čák	gəwretír
zór	jwantír
təwáv	níziktír
nízim	durtír

3. Substitution Drill:

Model: ʔesta ʔegéyn

ʔečin bo mektéb	ʔəmjumləy ʔeļeynewe
leser texté ʔemusín	ʔetbinín
nán ʔekřín	məna-i ʔəmwišeyé
čá ʔexoynewe	ʔezanin
ʔəmdersé ʔeļeynewe	dərs-i seyém wərʔegrin
ʔís ʔekeyn	yarmetí ʔədəyn
nán ʔexoyñ	ʔemé ʔexwenin
ʔetwanìn wəlam-i	ʔamadé ʔəbin
ʔəmpirwýarané bídəynewe	

4. Word Formation Drill: (Suffixes)

A	B	C
<u>čák</u> 'good'	<u>čaktír</u> 'better'	<u>čaktírín</u> 'best'
báš		
gəwré		
bérz		
dúr		
zór		
nízík		
gírán		
řást		
məmnún		
ʔamadé		
təwáw		
nízim		
jwán		
xóš		

5. Substitution Drill:

Model: wèrè ba bĉin bo ʔeré

dérs bĉnusin	xenjér bĉkrin
ʔemlapereyé bĉxwenin	kĉtebekán bĉfrošin
ʔís bĉkeyn	goraní bĉleyn
ser-i ʔeré bĉeyn	ders-i kurdí bĉleynewe
nán bĉxoyn	malek-itĉr bĉbinin
ĉá bĉxoynewe	dár bĉbrin
telefon bĉkeyn	leré danĉsin
ʔemjumleyé ferbin	

6. Substitution Drill:

Model: xenjèr-i bašĉt héye?

ĉà-i ĉák	textè-i řást
kĉtèb-i jwán	ĉà-i baštĉr
qelèm-i bás	kĉtèb-i xoštĉr
deftèr-i ĉák	gũl-i jwantĉr
dinàr-i zór	qelèm-i baštĉr
jegà-i nĉzík	deftèr-i ĉaktĉr
dàr-i gĉrán	jegà-i nĉziktĉr
ʔutèl-i bás	dàr-i gewretĉr
kayèz-i pán	kayèz-i pantĉr

7. Substitution Drill:

Model: ʔempyawè xenjér ʔefroše[t]

qelém	kĉtéb
serát	ĉá
nán	kayéz
ʔáw	deftér
dár	texté
gũl	tebašĉr

8. Substitution Drill:

Model: ʔetewé bikři?

bífroši	bíxoytəwə
bízani	bíneri
bíbři	bíley
bíxweni	bíbini
bínusi	bíkey
bíxoy	

9. Substitution Drill:

Model: béle, héz ʔekəm bikřim

bífrošim	bíxoməwə
bízanim	bínerim
bíbřim	bílem
bíxwenim	bíbinim
bínusim	bíkəm
bíxom	

10. Round Drill: Use word lists of Drills 8 and 9.

A. ʔetewé bikři?

B. béle, héz ʔekəm bikřim.

11. Substitution Drill:

Model: ʔəmxenjerè be čéŋe

deftér	serát
təbašír	čá
tələfón	texté
ʔís	dərgá
mál	jegá
gúl	qelém
kayéz	



12. Substitution Drill:

Model: ʔemxənjərə be dú dinarə  
yék panzé  
dé šanzé  
yanzé həvvé  
dwanzé həždé  
syanzé nozdé  
čwardé bíst

13. Round Drill: Use word lists of Drills 11 and 12.

Model: ʔemxənjərə be čéŋe.  
ʔemxənjərə be dú dinarə.

14. Substitution Drill:

Model: ʔewə zór gírane  
jwán dúr  
čaktír təwáw  
ʔasán nízim  
bérz xós  
nizík rást

15. Substitution Drill:

Model: dinárekít Drill:  
xənjér čá  
dérš kaʔéz  
nán wəlam  
ʔíš pyáw  
kítéb gúl

16. Substitution Drill:

Model: be řastí názaním ʔem xənjéřet bo čıye.  
qelém ʔíš  
kítéb telefón  
deftér nusín

řefíq	xwendín
žín	dinár
kur	mektéb
kíč	pírsyár
pyaw	

17. Substitution Drill:

Model: ɤewe čaktirin čayxanéye

bás	gírán
gewré	jwán
bérz	xós
dúr	nízim
nízík	

18. Substitution Drill:

Model: ɤeme le hemù xenjèrek baštíre.

mál	mektéb
báy	kítéb
kíč	kayéz
seát	kúr
šeqám	

19. Substitution Drill:

Model: xenjer-i kurdustàn hemú xenjèrek baštíre

čák	gewré
jwán	gírán

20. Substitution Drill:

Model: xenjer-i kurdustàn le hemú xenjèrek baštíre

wílát	žín
nán	mektéb
bazár	řubár
šéw	gúl
řóz	kúr

21. Substitution Drill:

Model: kámyan hèlgírĭm

bĭnusĭm	bĭlemewe
bĭxom	bĭkem
bĭxomewe	bĭem
bĭkrĭm	bĭbrĭm
fĕrbĭm	bĭfrošĭm
bĭxwenĭm	

22. Substitution Drill:

Model: ʔarezu-i xóte, hérdukyan bašin

hersekyan	hernóyan
hércwaryan	herdéyan
hérpenjyan	hemíyan
hérsešyan	hérdukyan
hérhewtyan	hérsekyan
hérheštyan	

23. Substitution Drill:

Model: ʔarezu-i xóte, hérdukyan bašin

čák	đúr
jwán	ʔasán
xóš	tewáw
řást	nĭzík
pán	

24. Substitution Drill:

Model: báše, ʔemé helʔegrĭm

ʔebřĭm	ʔelém
ʔenusĭm	ʔexómewe
ʔekřĭm	ʔexóm
ʔetwanĭm	wérʔegrĭm
ʔezanĭm	fĕrʔebĭm
ʔexwenĭm	dáʔexem
ʔefrošĭm	ʔekémewe

25. Substitution Drill:

Model: ʔeməwə bìnərīm bo řefíqekīm

bìkřīm bo řefíqekīm	le mətřém bixom
bíbřīm bo bawkīm	le čayxeneké bixoməwə
le məktéb bībinīm	hélībigrīm
leşer texté bīnusīm	lére dānišīm
ləm kītebé bīxwenīm	bīčīm bó yané
bífrošīm	

26. Substitution Drill:

Model: řefiqəkèt le kwéye.

žín	dár
kúr	telefón
mínál	kítéb
mál	musín
dřkán	dínár
kíč	pyáw
ʔís	welám
məktéb	báwk
qelém	

27. Round Drill: Use nouns of Drill 26 for the underlined portion.

Model:

Q. řefiqəkèt le kwéye.  
 A. řefiqəkəm le ʔəmerikáye.

28. Substitution Drill:

Model: bázbu hati ləgélma. ʔəgina némətwani

<u>ʔəmxənjərè bīkřīm</u>	kurdí ferbīm
ʔəmdərsé bīnusīm	telefón bīkəm
ʔəmjumləyé bīxwenīm	nán bīkřīm
welám-i ʔəmpīrsyaré	sər-i ʔəmpyawé bīəm
bīdeməwə	čá bīxoməwə
ʔís bīkəm	qsé bkəm

29. Substitution Drill:

Model: be rasti bázbu

čák

xóš

jwán

řást

tewáw

zór

gírán

baštír

čaktír

gewré

nízík

jwantír

xoštír

rasttír

gírantír

30. Resumé -- English

Bob

1. Where is the market?

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

5. Come, let's go to this place. I believe this man sells daggers.

8. This dagger is very pretty.

10. Yes, I'd like to buy it.

Dara

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

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

6. Do you have good daggers, Sir?

7. Yes, please have a look. (p. responds)

9. Do you want to buy it?

11. How much is this dagger, Sir?

12. It is two dinars. (p. responds)

- |  |   |
|--|---|
| 13. What do you mean?<br>That is too expensive.  | 14. But this is the best<br>dagger, my friend.<br>(p. responds)                                     |
| 15. O.K., we'll give you<br>one dinar.   | 16. Very well, please help<br>yourself to it.<br>(p. responds)                                      |
| 17. Which one of these<br>shall I take?  | 18. As you wish, they are<br>both good.   |
| 19. O.K., I'll take this<br>one.   | 20. As a matter of fact, it<br>is a good dagger, but<br>I don't know what you<br>want a dagger for. |
| 21. I want to send it to<br>a friend of mine.  | 22. Where is your friend?   |
| 23. He is in America.  | 24. I believe this is the<br>hotel.   |
| 25. Thank you very much.<br>It was really good<br>you came with me to<br>the market; otherwise<br>I wouldn't have been<br>able to buy this<br>pretty dagger. | 26. You're welcome. I am<br>ready to help you in<br>anything that you may<br>have to do.            |
| 27. Thank you. I'll go<br>now to the hotel, but<br>I'll be seeing you in<br>the evening.   | 28. O.K., then goodbye<br>for now.  |
| 29. So long.   |   |

31. Free Conversation.

Lesson V

A. Basic Sentences

dərs-i penjém

Fifth Lesson

pyasè le naw šára

A Stroll about Town

ɤewaré

evening

ɤewaréí [ɤewarét]

your evening (sg.)

b: 1. ɤewaréí baš dára. (F)

Good evening, Dara.

d: 2. ɤewaréí baš. (R)

Good evening.

b: 3. čóni.

How are you?

d: 4. čakim, selaméibi.  
fərmu dánišə.

I am well thank you;  
sit down please.

pyasé

walk; stroll

pyasé bkəm

that I walk

ɤeməwé pyasé bkəm

I want to go for a  
stroll.

hez nákem

I don't like

dánišim [dábinišim]

that I sit down

hez nákem danišim

I don't care to sit  
down.

hez nákem danišim čũŋkə

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

ɤeməwə tòzek pyasé

bkəm.

b: 5. be rastì hez nákem  
danišim čũŋkə ɤeməwə  
tòzek pyasé bkəm.

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

járe

for the time being,  
first, just

d: 6. jare tozek dánišə, ɤinja  
pékəwə ɤəčin bo pyasè.

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

	dáʔenišin	we sit down
	ʔegeréynewe	we return, come back
	ʔegereynewe dáʔenišin	we'll come back and sit down
	dwaí	afterwards
	dwaì ʔegereynewe dáʔenišin	We'll come back and sit down afterwards.
	weře pyasé bkeyn	Come let's take a stroll
	tóš	you too (sg.)
	hèzʔekeyt tóš weře pyasé bkeyn dwaì ʔegereynewe dáʔenišin.	If you like, you come for a stroll too and then we'll come back and sit down.
	dirén	late
	dirén ʔebet	it will be late, it will get late
	ʔéger	if
	ʔeger dánišim dirén ʔebe[t]	If I sit down it will get late.
b:	7. ʔeger dánišim diréy ʔebe. hèz ʔekeyt tóš weře pyasé bkeyn, dwaì ʔegereynewe dáʔenišin.	If I sit down, I'll be late. If you like, you come for a stroll too and when we come back we can then sit down.
	míniš	I too
	míniš hèz ʔekem pyasé bkem.	I'd like to take a stroll, too.
d:	8. báse ba bícin; míniš hèz ʔekem tózek pyase bkem.	Fine, let's go; I too would like to go for a short walk.
	lá	side
	kám la	what side?
	bo kám la	to which side? in what direction?
b:	9. bo kám la bícin?	Which way shall we go?



	šeqám	street
	kawé	Kawa (a Kurdish hero)
	šeqam-i kawé	Kawa street
d:	10. ba bičín bo šeqám-i kawé.	Let's go to Kawa Street.
b:	11. zór baše, férmu.	Very good, let us go.
	pišánit bîdēm	that I show you
	šeqám-i kawét pišán	that I show you Kawa
	bîdēm	street
	ʔezaní [ʔezanít]	you know (sg.)
	ʔezaní bòči	do you know why?
d:	12. ʔezaní bòči hēz ʔekēm	Do you know why I'd like
	šeqam-i kawèt pišán	to show you Kawa
	bîdēm.	street?
b:	13. néʔ. bočí.	No. Why?
	jwáne	it is beautiful
	pán	wide
	páne	it is wide
	pánew jwáne	it is wide and
	tazé	beautiful
	tazéyew pánew jwáne	new; fresh
	zór tazeyew pánew jwáne	it is new, wide and
	ʔemšeqamè zór tazeyew	beautiful
	pánew jwáne.	it is very new, wide
d:	14. čúnke ʔemšeqamè zór	and beautiful
	tazeyew pánew jwáne.	This street is very new,
		wide and beautiful.
	ʔebé [ʔebét](fol.by subj.)	it is necessary, must
	bé [bíbet]	that he/it be
	ʔebé šeqám-i kawé be	it must be Kawa Street
b:	15. ʔomé ʔebe šeqám-i kawé be.	<u>This</u> must be Kawa Street.

	<p>ʔeme šeqàm-i kawéye  čón  čónit zani  čónit zani ʔemè šeqàm-i  kawéye.</p>	<p>this is Kawa Street  how?  how did you know? (sg.)  How did you know that  this is Kawa  Street?</p>
d: 16.	<p>béle. čónit zani ʔemè  seqàm-i kawéye.</p>	<p>Yes. How did you know  that this is Kawa  Street?</p>
	<p>dyáre  tazé dyare  ʔemšeqamé tazé dyare</p>	<p>it seems, it appears  it appears to be new  this street seems to  be new</p>
b: 17.	<p>čunke ʔemšeqamè tazé  dyare.</p>	<p>Because this street  looks new.</p>
	<p>šár  lèmšaré  tazetírín  ʔeme tazetírín šeqáme  lèmšarè  ʔezaní, ʔeme tazetírín  šeqáme lèmšarè</p>	<p>city, town  in this city  the newest  this is the newest  street in this  city  You know, this is the  newest street in  this town.</p>
	<p>dírěž  dírěže  pán  páne  pánew dírěže  ʔewe  ʔewěš  legél ʔeweša [legél  ʔewešda]  legél ʔeweša ʔemšeqamé  zór pánew dírěže</p>	<p>long  it is long  wide  it is wide  it is wide and long  that (thing)  that too, that also  in addition to that  also  In addition to that,  this street is quite  wide and long.</p>

	řázekey [řást ʔekeyt]	you tell the truth, you are right
d: 18.	řázekey, legél ʔeweša ʔemšeqamé zór pànew dírèže. ʔezaní, ʔeme tazetìrìn šeqámè lèmsare.	You are right; also, this street is very wide and long. You know, this is the newest street in this town.
	wá šeqam-i wà šeqam-i tazè-i wá šeqam-i tazè-i wa hèye šeqam-i tazè-i wa héye lèmsarè	thus, so, like this; of this kind street like this new street like this there are new streets of this kind there are new streets like this in this town
b: 19.	čén šeqam-i tazè-i wa héye lèmsarè.	How many new streets are there like this in this town?
	tenhá tenhà ʔemšeqamé tenhà ʔemšeqametazéyè heyè sál ʔímsal ʔekré[t] drústʔekret ʔímsal drúst ʔekret ʔímsal dú šeqam drúst ʔekret ʔímsal dú šeqàmè-i tazé drúst ʔekret	only only this street there is only this new street year this year it is/will be made it is/will be constructed it will be constructed this year two streets will be constructed this year two new streets will be constructed this year

- d: 20. ʔesta tenhà ʔemšeqametazəyé  
 heyə; belam ʔimsal dú  
 šeqàm-i tazə-itír drùst  
 ʔəkret.
- gewré  
 dukan-i gewré  
 dukan-i gewrèw tazè  
 dukan-i gewrèw tazè-i  
 zór  
 dukàn-i gewrèw tazè-i zór  
 heyə  
 lesèr ʔemseqamé  
 dukàn-i gewrèw tazè-i  
 zór heyə lesèr  
 ʔemšeqamé  
 dérʔekewe[t]  
 wá derʔekewe[t]
- b: 21. wá derʔekewe dukàn-i  
 gewrèw tazè-i zór heyə  
 lesèr ʔemšeqamé.
- báx [baɣ]  
 ʔəwbaxé  
 ʔəwbaxəgewreyé  
 giští  
 bax-i giští  
 bax-i gištíye
- d: 22. ʔəwbaxəgewreyé bax-i  
 gištíye.
- b: 23. wá derʔekewe, baxek-i  
 zór gewrew jwáne.
- Now there is only this  
 new street, but this  
 year two other new  
 streets will be  
 constructed.
- large  
 large shops  
 new and large shops  
 many new and large  
 shops  
 there are many new  
 and large shops  
 on this street  
 there are many new and  
 large shops on this  
 streets  
 it appears; it seems  
 it so appears  
 It seems that there are  
 many large and new  
 shops on this  
 street.
- garden  
 that garden  
 that large garden  
 the public (noun)  
 the Public Garden  
 it is the Public Garden  
 That large garden is the  
 Public Garden.  
 It seems that it is a  
 very large and  
 beautiful garden.

	pĩř (le)	full (of)
	pĩře	it is full
	dár	trees
	dĩréxt	trees (in general)
	dáru dĩréxt	all kinds of trees
	pĩře le dáru dĩréxt	it is full of trees
	dáru dĩréxtu gúl	trees and flowers
	béle, baxek-i zór jwane	Yes, it is very beautiful.
d: 24.	béle, baxek-i zór jwanew pĩře le dárũ dĩréxtu gúl.	Yes, it is a very beautiful garden and it is full of all kinds of trees and flowers.
	řetwaní[t]	you can
	řeger řetwaní[t]	if you can
	sér řeĩeyn [sér ředeyn]	we pay a visit
	pèkewè sérřeĩeyn	we will pay a visit together
	řeware pèkewè sérřeĩeyn	we will pay a visit together in the evening
	řeware pèkewè sérřeĩeyn	we'll visit it together in the evening
b: 25.	řeger řetwaní, řeware pèkewè sériřeĩeyn.	If you can, we will pay it a visit this evening.
d: 26.	sèr-i kwé ředeyn.	What place are we visiting?
	řelém	I say
b: 27.	řelém, řeger héz řekeyt řeware sèr-i bàx-i gĩští řeĩeyn.	I mean, if you like the idea, we will visit the Public Garden this evening.
d: 28.	zór baře.	Very good.

Sentence Resume -- Kurdish

- b: 1. ʔewaréi baš dára.  
d: 2. ʔewaréi baš.  
b: 3. čóni.  
d: 4. čakim, selaméibi. fermu daniše.  
b: 5. be řastì hez nákem danišim čünke ʔemewe tózek pyasé bkem.  
d: 6. jare tozek daniše, ʔinja pékewe ʔečin bo pyasè.  
b: 7. ʔeger danišim dîreŋ ʔebe. hez ʔekeyt tós weře pyasé bkewn, dwai ʔegereynewe dáʔenišin.  
d: 8. báše ba bičin, míniš hez ʔekem tózek pyase bkem.  
b: 9. bo kám la bičin?  
d: 10. ba bičin bo šeqàm-i kawé.  
b: 11. zór baše, férmu.  
d: 12. ʔezaní boči hez ʔekem šeqam-i kawèt pišan bídem.  
b: 13. né?. bočí.  
d: 14. čünke ʔemšeqamè zór tazeyew pánew jwáne.  
b: 15. ʔemé ʔebe šeqàm-i kawé be.  
d: 16. béle. čónit zani ʔemè šeqàm-i kawéye.  
b: 17. čünke ʔemšeqamè tazé dyare.  
d: 18. řázekey, legél ʔeweša ʔemšeqamé zór pánew dîrèze. ʔezaní ʔeme tazetîrîn šeqáme lèmsare.  
b: 19. čeŋ šeqam-i taze-i wa héye lèmsarè.  
d: 20. ʔesta tehnà ʔemšeqametazeyé heyè; belam ʔimsal dú šeqàm-i taze-itîr drùst ʔekret.  
b: 21. wá derʔekewe dukàn-i gèwrèw tazè-i zór heyè lesèr ʔemšeqamé.  
d: 22. ʔewbaxegewreyé bax-i gištíye.  
b: 23. wá derʔekewe, baxek-i zór gewrew jwáne.  
d: 24. béle, baxek-i zór jwanew piře le dâru dîrèxtu gúl.  
b: 25. ʔeger ʔetwaní, ʔeware pékewe séri ʔeïeyn.  
d: 26. sèr-i kwé ʔedeyn.

b: 27. ʔelém, ʔeger héz ʔekeyt ʔeware sèr-i bàx-i giští  
ʔeïeyn.

d: 28. zór baše.

## B. Additional Vocabulary

### Numerals:

penjaw yék	fifty-one	nəwéi [newéd, newét]	ninety
penjaw dú	fifty-two	séi, səd [set]	one hundred
šéšt	sixty	hétid	etcetera, and so forth
heftá	seventy	sèdu yék, dú, hétid	hundred and one, two, etc.
heštá	eighty		

### Days of the week:

šəmmé	Saturday	čwaršəmmé	Wednesday
yekšəmmé	Sunday	penjšəmmé	Thursday
dušəmmé	Monday	jumé	Friday
sešəmmé	Tuesday		

### Nouns:

žúr	room	gwé	ear
báx [bax]	garden	dé (pl., dehát)	village
giští	the public, all the people	ře	road; path; highway
mú	hair (of animals)	řu	face; facet
		sinemá	cinema, the movies

### Adjectives:

řást	straight	durudréž	very large, very big
kón	old (for things)		

Verbs:

xóš ʔekre[t]	it is/will be made more pleasant
báš ʔekre[t]	it is/will be improved
pán ʔekre[t]	it is/will be widened
dírěž ʔekre[t]	it is/will be lengthened
jwán ʔekre[t]	it is/will be embellished, beautified
řást ʔekre[t]	it is/will be corrected, straightened
təwáw ʔekre[t]	it is/will be completed
zór ʔekre[t]	it is/will be increased (in quantity)
gewré ʔekre[t]	it is/will be enlarged
čák ʔekre[t]	it is/will be repaired, improved
gírán ʔekre[t]	it is/will be made more expensive
ʔasán ʔekre[t]	it is/will be simplified
məmnún ʔekre[t]	he is/will be pleased, gratified
xoštír ʔekre[t]	it is/will be made even better
pantír ʔekre[t]	it is/will be made even wider
dírežtír ʔekre[t]	it is/will be made even longer
jwantír ʔekre[t]	it is/will be made even more beautiful
gewretír ʔekre[t]	it is/will be made even larger

C. Notes

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

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

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

jegá 'place'	-	jegaké 'the place'
dé 'village'	-	deké 'the village'
texté 'board'	-	təxtəké 'the board'



If the word ends in *-i*, the situation is more complicated: the final *-i* disappears and the suffix has the form *-eké*, as

yará 'play, game' - yareké 'the game'

ʔəmerikí 'American' - ʔəmerikeké 'the American'

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

ʔarazú 'choice' - ʔarazueké 'the choice'

or (2), especially in monosyllables, *-u* and *-eké* combine to form *-oké*, as

mú '(animal) hair' - moké 'the hair'

## 2. The Suffix *-iš* 'also'.

The two forms of the suffix *Ciš/Vš* are exemplified by the words *mīnīš* 'I also' and *tós* 'you also'. Basically the suffix means 'also, too'; as *mīnīš ʔəzanīm* 'I know too.' In some contexts, however, where an opposition between two parties is involved *-iš* often means 'on the other hand', 'for (his, my, etc.) part', as *nawīm bábe*. 'My name is Bob.' *mīnīš nawīm daráye* '(as for me) my name is Dara.'

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

Lesson III defines and describes *izafa -i-* used with indefinite nouns, as *xənjər-i bás*, *šəqám-i wa*; in this lesson we see that *izafa* has the form *-ə-* when it occurs with a definite noun, as in *ʔəmšəqamətazeyé* 'this new street.' (*ʔəm...yə* 'this'; *šəqám* 'street'; *taza* 'new'; *-ə-* *izafa*).

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

šəqamətazeké 'the new street'

šəqamətazekán 'the new streets'

More examples:

ɔ̀mdukanəgewrɛ́yé 'this big shop'  
dukanəgewrɛ́ké 'the big shop'  
ɔ̀wbaxəgewrɛ́yé 'that big garden'  
baxəgewrɛ́ké 'the big garden'

D. Exercises

1. Word formation: the Definite Suffix -əké.

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

-a + -ké čá  
lá  
mɛɔ́ná  
ɔ̀imlá  
dɛrgá  
mamwɛstá

Model -e gwé 'ear' gweké 'the ear' gwekán 'the ears'

-e + -ké dé  
řé  
mé  
twé

Model -e texté 'black board' texteké 'the black board' textekán 'the black boards'

-e + -ké pırožé  
qsé  
lapɛřé  
murajɛɔ́é  
cayxané            penjɛré  
yané                wıšé  
ıumlé                pyasé

Model -u ʔarazú 'choice' ʔarazùeké 'the choice' ʔarazùekán 'the choices'

-u+ -eké tú  
 ǎú  
 bǎǎú  
 fú  
 pelú

Model -í yarí 'play' yareké 'the play' yarekán 'the plays'

-i+ -eké  
=eké yarmetí  
 ʔeraní  
 ʔermení  
 surí  
 ʔiraqí  
 qutabí  
 goraní  
 ǎrastí

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

- |           |             |              |
|-----------|-------------|--------------|
| 1. jegá   | 6. yarmetí  | 11. dé       |
| 2. gwé    | 7. ʔeləmaní | 12. mamwestá |
| 3. yarí   | 8. ǎú       | 13. goraní   |
| 4. ʔarazú | 9. čá       | 14. tú       |
| 5. texté  | 10. čayxané | 15. jumlé    |

2. Substitution Drill:

Model: ʔəməwe pyasé bkəm

nán bikřim	məɳná-i ʔəmwišeyé bīzanim
nán bixom	ləgəl to qsé bkəm
čá bixoməwə	bīčim bo máləwe
dérs binusim	bīčim bo xinemá
xənjérek bikřim	bīčim bo bəγ-i gīstí

lapeře yók bixwenim  
welam-i ʔempirsyaré  
bidemewe  
ʔemkitebé bifrošim

sèr-i mamwəstá bidem  
telefón bikem

3. Substitution Drill:

a- Model: jare tòzek dánišə

bínuse

bixwene

bixorewe

bizane

bike

bibrə

bikře

bifrošə

férbe

hélbigrə

b- Model: jare tòzek dánišin

bínusin

bixwenin

bixonewe

bizanin

biken

bibrin

bikřin

bifrošin

férbin

hélbigrin

5. Substitution Drill:

Model: ʔinja pékəwe ʔəčin

ʔəxóyn

ʔəxwenín

ʔəzanín

ʔənusín

ʔəkrín

ʔətwanín

férʔəbin

wérʔəgrin

gwéʔəgrin

héliʔəgrin

5. Verb formation drill:

a-	<u>mín</u>	<u>tó</u> 'to you'	<u>ʔemé</u> 'we'
	ʔečím	ʔečít	ʔečín
	ʔekřím	ʔekřít	ʔekřín
	ʔezaním	ʔezanít	ʔezanín
	ʔexwením	ʔexwenít	ʔexwenín
	ʔenusím	ʔenusít	ʔenusín
	ʔetwaním	ʔetwanít	ʔetwanín
	ʔebřím	ʔebřít	ʔebřín
	ʔexóm	ʔeróyt	ʔexóyn
	ʔekém	ʔekéyt	ʔekéyn
	ʔelém	ʔeléyt	ʔeléyn
	ʔexómewə	ʔexóytwə	ʔexóynewə
	ʔelémewə	ʔeléytwə	ʔeléyewə
	xedémewə	ʔedéytwəw	ʔedéynewə
	hélʔegrím	hélʔegrit	hélʔegrin
	wérʔegrím	wérʔegrit	wérʔegrin
	gwéʔegrím	gwéʔegrit	gwéʔegrin
	férʔəbím	férʔəbit	férʔəbin
	dáʔeniším	dáʔenišít	dáʔenišín

b- Repeat the verbs above in the negative.

Example: mín náčím, to náči, ʔemə náčin.

6. Word formation drill:

<u>mín</u>		<u>míniš</u>		
pyáw		Example:	pyáwiš	'men also'
kúr	šəqám	xwendin	kúrd	kərim
kíč	məktəb	nusín	bĩrín	
žín	bazár	dér	dár	
kítəb	sál	ʔíš	pəxšán	
qelém	řefíq	ʔutél	jemál	
nán	welám	ʔerəb	jenét	

b- <u>tó</u> 'you'	<u>tóš</u> 'you also'
ʔewé	Example: ʔewéš 'you also'
beyá	dergá
čá	ʔímro
xwá	híndí
jegá	ʔemwišeyé
qsé	ʔemminalé
ʔímlá	ʔewaré

c- Mixed up:	
mín	kítebəkán
tó	kítebəkántan
ʔeré	meɾná
qelém	muhendís
píršyarekán	goraní
kítéb	ʔemgoraniyé
kítebəké	báy
kítebəkét	ʔembayané

7. Substitution Drill:

Model: héz ʔekeyt pyasé bkeyt 'Would you like to go for a walk?'

bínusit	
bíbinit	bixoyt
bíčit	bíleyt
bíkřit	dánišit
bixwanit	férbit
bízanit	beyt

8. Substitution Drill:

Model: bo kám la bíčín

jegá	dukán
mál	čayxané
mektéb	ʔutél

metsem	řubár
dérs	řís
sínif	pírožé
žúr	báy

9. Substitution Drill:

Model: řezanì bóci héz řekem bíčim bo řewšeqamé

xenjér bïkrim	bítbinim
dérs bixwenim	ser-i mektéb bïem
řemwišeyé bïzanim	dár bïbrim
řemkitebé bïfrošim	telefón bïkem
kordí ferbim	řemdersé bïzanim
tozek dánišim	

10. Substitution Drill:

Model: čúnke řemšeqamè zór tazeyéw pánew jwáne

čák	berztír
bérz	rasttír
nízim	durtír
řást	baštír
dúr	níziktír
jwantír	nízík
čaktír	

11. Substitution Drill:

Model: řemè řebe kawé be

jemál	řuteleké
jenét	dinareké
kerím	bayeké
tám	kayezeké
minaləké	bazár
kuřeké	mektéb
kíčeké	metsem
žinəké	

12. Substitution Drill:

Model: ɾemè ɾebe šeqàm-i kawé be  
dukán            ɾís            kák            kayéz  
mál              dɛŋ            gúl  
bazár            žín            wɛlám  
mektéb          kúr            mĩnál  
sɛát             kíč            nusĩn  
dinár            pyáw          tɛlefón  
řefíq            ɾutél          báɾ

13. Round Drill: Use word list of drill 12.

Model: 1. ɾeme ɾebe šeqàm-i kawé be.  
2. béle, ɾeme šeqam-i kaweyé.

14. Substitution Drill:

Model: ɾemé tazɛtirĩn šeqáme lɛmšare  
xós              jwán  
nĩzík            dĩrɛž  
řást             kón  
pán              bás  
čák              dúr

15. Substitution Drill:

Model: čɛŋ šeqam-i tazè-i wa hɛye lɛmšare  
nĩzík            jwán  
xóš              dĩrɛž  
řást             kón  
pán              bás  
čák              dúr

16. Substitution Drill:

Model: tɛnhà dú šeqam-i tazè-i hɛye lɛmšare.  
čwár            panzé  
bíst            šanzé



bístu penj	ḥevvé
yanzé	heždé
dwanzé	nozde
syanzé	sí
čwardé	

17. Word formation drill:

<u>A</u>	<u>B</u>	<u>C</u>
šeqám 'street'	ʔəmšeqamé 'this street'	ʔəmšeqametazeyé 'this new street'
deftér		
kitéb		
qelém	šés	ʔutél
mál	číl	xenjér
dár	kaγéz	
gíl	wilát	
yék	báy	
čwár	řefíq	
pénj	nán	

18. Substitution Drill:

Model: tenhà ʔəmšeqametazeyè héye

malə gəwre	kaγeze dīrež
kítebe taze	baγe dur
kuře baš	nane xoš
ʔutele čak	metɕeme nīzik
šeqame řast	deftere jwan
qeləmə čak	xenjere kon

19. Substitution Drill:

Model: ʔímsal drust ʔəkret

xós	čák
báš	gírán
pán	məmnún

dĭrĕž	xoštĭr
jwán	pantĭr
řást	dĭrežtĭr
tewáw	jwantĭr
zór	gewretĭr
gewré	ʔasán

20. Substitution Drill.

Model: ʔimsaḷ dú šeqam-i taze-itĭr drust ʔekret

pán	jwán
dĭrĕž	čák
xóš	řást
báš	nĭzík

21. Substitution Drill:

Model: dukan-i gewrəw taze-i zór heyə lere

pánu dĭrĕž	dĭrĕžu pán
dúru nĭzík	gewrəw xóš
bášu xóš	čáku bás
tazéw čák	nĭzĭku čák
jwánu pán	zóru dúr

22. Substitution Drill:

Model: wá derʔekewet bayek-i zór gewrəw jwáne

čák	jwán
xóš	čák
báš	xóš
nĭzík	báš
pán	nĭzík
dĭrĕž	pán
dúr	dĭrĕž
tewáw	dúr
jwán	tewáw

23. Substitution Drill:

Model: p̄ire le dáru díréxt

žín pyáw  
kúr kíč  
dukán bazár  
mál báy  
metsám ʔutél  
deftér kítéb  
qelém kayéz  
mektéb mamwestá  
surí lubnaní  
řefíq bírá

24. Substitution Drill:

Model: ser-i kwé ʔeieyn

baγ-i gĩští	čayxané
šeqam-i kawé	dərbeŋ-i xán
ʔutel-i sirwán	pərixán
mał-i mamwestá	jega-i tazé
mektəb-i sanewí	bəyá

25. Resumé -- English

Bob

Dara

- |   |  |
|---|--|
| 1. Good evening, Dara.  | 2. Good evening.   |
| 3. How are you?   | 4. I am well thank you;<br>sit down please.  |
| 5. As a matter of fact, I<br>don't want to sit down<br>because I want to take<br>a little stroll. | 6. Just sit down a little<br>first, and then we<br>will go for a stroll<br>together. |

7. If I sit down, I'll be late. If you like, you come for a stroll too and when we come back we can then sit down.
8. Fine, let's go; I too would like to go for a short walk.
9. Which way shall we go?
10. Let's go to Kawa Street.
11. Very good, let us go.
12. Do you know why I'd like to show you Kawa Street?
13. No. Why?
14. Because this street is very new and wide and beautiful.
15. This must be Kawa Street.
16. Yes. How did you know that this is Kawa Street?
17. Because this street looks new.
18. You are right; also, this street is very wide and long. You know, this is the newest street in this town.
19. How many streets are there like this in this town?
20. Now there is only this new street, but this year two other new streets will be constructed.
21. It seems that there are many large and new shops on this street.
22. That large garden is the Public Garden.
23. It seems that it is a very large and beautiful garden.
24. Yes, it is a very beautiful garden and it is full of all kinds of trees and flowers.
25. If you can, we will pay it a visit this evening.
26. What place are we visiting?
27. I mean, if you like the idea, we will visit the Public Garden this evening.
28. Very good.

REVIEW: LESSONS 1 to 5

(muraǰeǰé le dǎrs-i yékewe ta penj)

- b. 1. řož baš.  
d. 2. řož baš. čóni? čáki šukùr?  
b. 3. selamétbi.  
d. 4. wáderǰekewe dǎrs-i kurdí ǰaxweni.  
b. 5. béle; be řastì kurdi bás ferbum, čunke ǰestá ǰetwaním hemú jumlayek bixwením.  
d. 6. zór čakè, ǰeger hemú řožek kurdì bixweni baštiriš ferǰebi.  
b. 7. ǰezani řož-i šemmé ǰečím bo dǎrbènǰ-i xán.  
d. 8. čón! تنها ǰimro lere ǰebi?  
b. 9. béle, تنها ǰimro lere ǰebím. belam jare héz ǰekem ser-i mekteb-i sanewí biem.  
d. 10. jare ba tozek lëmčayxanəyə dáníšin ǰinja dwaì pékewe ǰečin bo mektéb.  
b. 11. fǎrmu ba dáníšin.  
d. 12. ǰeger náçit bo jegayek-itír hǎzǰekem ǰimšew pékewe le yane nán bixoyñ.  
b. 13. tenégəyštím, tkà ǰekem bílerewe.  
d. 14. ǰelém ǰeger hǎz ǰekəy ǰimšew pékewe ǰečin bo yane nán ǰexoyñ.  
b. 15. básə, məmnúnış ǰebím.  
d. 16. zór čakè; mĩn tozek-itír ǰečím bo málewe, belam ǰewarè ser-i ǰuteləké ǰedem ǰinja pékewe ǰečin bo yané.  
b. 17. jàre mĩn ǰebe bičím bo mektéb.  
d. 18. bo čí ǰetəwé bičit bo mektéb.  
b. 19. hǎz ǰekem mamwesta jórj bibiním.

- d. 20. bočí wa nákeyt; ʔewe mamwesta jòrj leréye.
- b. 21. řož baš mámwesta.
- j. 22. řož baš bab; bážbu hati, ʔeger ʔarezú ʔekeyt ʔestá  
ʔečin kítebekán ʔekřin.
- b. 23. fěrmu ba bíčín ěezʔekem ʔímro kítebekàn bíkřím  
čũŋke sbéyne ʔečím bo derbeŋ-i xán.
- j. 24. ěez ʔekey číkítebek bíkřit.
- b. 25. čẽŋ kítebek-i kurdi-báš ʔekřím.
- j. 26. zór čake.
- d. 27. wábzaním mĩn ʔebe bílem xwà ěafíz čũŋke ʔebe  
ʔestà bíčím bo málewe, bełam ʔewaré le  
ʔuteleké ʔetbĩním.
- b. 28. báše. xwá ěafiz.
- d. 29. xwà ěafíz.

COMPOSITION (Written or Oral)

A. Shopkeeper

1. Good morning. Come in.
2. Yes. There they are.
3. It is three dinars.
4. Yes, this one also is very good and it is not very expensive.
5. As you wish, both are new and good.
6. Are you studying Kurdish?
7. Very good. Where is your friend?
8. Shall I send this to your friend in Baghdad?
9. Where do you work? ("Where is your work?")
10. What do you teach?
11. Goodbye.

B. Customer

1. Good morning. Do you have Kurdish books?
2. This seems to be a good book. How much is it?
3. Oh, that's very expensive. Are there other books?
4. Which one shall I buy?
5. Good, I'll take this one. Please write the name of this book in English.
6. No, I want to send this to a friend in Baghdad.
7. Next to the Baghdad Hotel. I don't know the name of the street.
8. Yes, please. Thank you very much. He is a teacher at the new school project. The name of the school is written here.
9. I work in Kirkuk. I am a teacher too, but I am now visiting the Derbendi Khan project.
10. I teach English. Goodbye.

## LESSONS 1-5: GRAMMATICAL SUMMARY

### 1. Stress

#### A. Lexical Stress

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

gəwré

bazár

mamwəstá

bélam

čáki                    'you are well' but    čakí                    'goodness'

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

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

mamwəstá	'teachers'
mamwəstám	'I am a teacher.'
mamwəstáyek	'a teacher'
mamwəstáye	'He is a teacher.'
mamwəstáy	'You are a teacher.'
cóni?    čakí? <u>but</u> čakí	'How are you? Are you O.K.?' <u>but</u> 'goodness'



jwání but jwaní

'you are pretty' but  
'beauty'

The suffixes -əké, -án and -əkán do take the stress, however:

mamwestaké	'the teacher'
mamwestayán	'some teachers'
mamwestakán	'the teachers'
mamwestakéye	'It's the teacher.'
mamwestakéman	'our teacher'

## B. Sentence Stress

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

báš	<u>but</u>	řož baš
tazéye	<u>but</u>	zór tazéye
ʔəzaním	<u>but</u>	mín ʔəzaním

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

2. In the following sentence: bà tòzek qsé bkəyᵐ 'Let's talk a little.' qsé has primary stress and bkəyᵐ has tertiary stress. The words bà and tòzek are stressed but not as loudly as qsé, and are perceptibly louder than bkəyᵐ. They are said to have secondary stress, and are accordingly marked with a grave accent

Thus, words in a sentence may receive a loud stress ("primary stress"), a medium loud stress ("secondary stress") or a weak stress ("tertiary stress"). In order to be understood properly you should make an effort to hear these three levels of stress and to imitate them faithfully. More examples:

- |     |                   |                                       |
|-----|-------------------|---------------------------------------|
| 1a. | ʔémšəqamè         | 'this street'                         |
| 1b. | ʔəmšəqamé         | ' <u>this</u> street! (with emphasis) |
| 2.  | nàw-i číyè        | 'What's his name?'                    |
| 3.  | kéy hati bò ʔere. | 'When did you come here?'             |

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

It is important to point out that even syllables with so-called "weak" or tertiary stress are only relatively weaker than primary stress, and that in any case each syllable is pronounced crisply and distinctly, without letting the vowel slur into an indistinct quality. This is quite different from English, where unstressed vowels tend to become [ə], as cómposition [a] but compóse [ə]; expíre [a<sup>1</sup>] but expíration [ə].

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

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

- |                             |                                  |
|-----------------------------|----------------------------------|
| ʔezaní.                     | 'You know.'                      |
| <u>tó</u> ʔezani.           | ' <u>You</u> know.'              |
| to <u>kurdí</u> ʔezani.     | 'You know <u>Kurdish</u> .'      |
| to kurdí <u>báš</u> ʔezani. | 'You know Kurdish <u>well</u> .' |

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

ʔesta murajəʔé ʔəkəyn	'We will now have a review.'
mīn muhəndísmu ʔestá lə prožé-i dərbéŋ-i xán ʔíš ʔəkəm.	'I am an engineer and am now working on the Derbend Khan Project.'
kurdi báš ʔəzani	'You know Kurdish well.'
ʔətwanīm čaktíri bkəm	'I can make it even better.'

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

1) with hēmí...-ek 'each, every' as hēmí řožek, hēmí dərsek, hēmí pyawek.

2) after numerals, as

yék pyaw	'one man'
dé řož	'10 days'
bíst lapəřə	'20 pages'

Compare: a) dú šəmmə 'two Saturdays'

b) dušəmmé 'Monday'

3) after modifying interrogatives:

kám wíšəye	'Which word?'
kám pyaw	'What man?'
čéŋ pyaw hat	'How many men came?'
čímətsəmek	'What restaurant?'

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

báše but zór baše                      zór tazəyəw gəwrəyə

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

1) Interrogatives

<u>kéy</u> hati bò ʔere	'When did you come here?'
ʔutél-i sirwàn lə <u>kwéye</u>	'Where is the Hotel Sirwan?'
ʔəw kǐčə <u>kéye</u>	'Who is that girl?'
dərgá <u>čón</u> ʔenusi	'How do you write dergá?'
nawi <u>číye</u>	'What's his name?'
bàs-i <u>čí</u> ʔəka	'What does it tell about?'
ʔéwxənjerə bə <u>čéŋə</u>	'How much is that dagger?'
bo <u>kám</u> la bíčín?	'Where shall we go?'
bočí ʔətəwè břoy.	'Why do you want to go?'

But, with sentence stress on verb this last item becomes

boči ʔətəwé břoy?	'Why - do you want to go?'
-------------------	----------------------------

2) Negatives

Negative words and negative prefixes are generally stressed, as:

ʔəzaním	<u>but</u>	mǐn názaním	'I don't know.'
héli ʔegrím	but	həli nágrím	'I won't carry it.'
dərgá bínušə	but	dərgà ménušə	'Don't write 'derga'.'

3) Demonstratives: ʔém...ə 'this, ʔéw...ə 'that. The two elements of these demonstratives envelope the modified noun; primary stress normally falls on the initial segment (ʔem- or ʔəw-), with secondary stress also occurring later, as: ʔémšəqàmə 'this street'

ʔémšəqamè	'this street'
ʔéwpyawè	'that man'

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

ʔèṁšəqamé	' <u>This</u> <u>street</u> !'
ʔèwpyawé	' <u>That</u> <u>man</u> !'

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

a. ʔémšəqamətazəyə	'This new street'
b. ʔèṁšəqamətazəyé	' <u>This</u> new street!'
c. ʔémšəqamè tazəyə	'This street is new.'
d. ʔèṁšəqamé tazəyə	' <u>This</u> street is new!'

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

ʔémpyawè	'This man.'
ʔèmpyawé	' <u>This</u> man!'
ʔəmé pyáwə	'This is a man'
ʔèmpyawéyé	'It's this man.'
ʔémpyawəzirəkə	'This smart man.'
ʔèmpyawəzirəké	' <u>This</u> smart man!'
ʔémpyawè zirəkə	'This man is smart.'
ʔèmpyawé zirəkə	' <u>This</u> man is smart!'

c. Special cases:

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

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

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

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

pyawəké hat.	'The man came!'
ʔutèlek-i bás lá-i mætʔeməké həyə.	'There's a good hotel next to the restaurant.'
bazarekə læ kwéye	'Where is the market place?'
řefiqəkət læ kwéye	'Where is your friend?'
wábzanim ʔəmá ʔutelekéye	'I believe this is the hotel.'
ké hat. pyawəké.	'Who came?' 'The man.'
darsəkəman təwáwbu.	'Our lesson is finished.'

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

ʔəmšəqəmə                      but                      ʔəmšəqaméye

(d) Vocative. As noted earlier, on p.136, lexical stress usually comes at the end of the word. When a word is used in direct address, however, the word is stressed on the first syllable of the word. Compare:

- a. ké hat. pyawəké 'Who came?' 'The man.'
- b. pyáwəkə 'You, fellow!' 'My husband!'
- a. ʔəmə ʔəhméi-i bráme. 'This is my brother Ahmed.'
- b. ʔéhméi! wére la-i 'Ahmed! Come and sit with  
ʔemə dáníše. us.'
- a. mamwəsta káy yet. 'When is the teacher coming?'
- b. řóž baš māmwəsta. 'Good morning, Teacher.'  
máməsta pīrsyárekim 'I have a question, teacher.'  
heyə.

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

- ʔémwīšəyè ləsər təxtəké 'This word is written on the  
nusrəwə. blackboard.'
- ʔəhmèi lə kwéyè. 'Where is Ahmed?'
- ʔesta lə bəyáye. 'He's now in Baghdad.'
- héz ʔəkəm bčim 'I'd like to go to the ba-  
b́o bazar. zaar.'

Note however, the phrase b́o máləwə, in which the noun rather than the preposition receives primary stress, as

- čuyñ b́o máləwə 'They went home.'

## 2. The Noun: Definition and Number

### A. The Indefinite Noun.

1. The Kurdish noun in its bare form ("the singular form of the noun"), e.g., pyaw, may have singular or plural meaning, as 'a man; some men', or a generalized or generic meaning, as 'man, (all) men, mankind.' As a rule, the meaning is non-specific: it can be a reference to one or more unspecified items, or to all the items of its class in general. Thus, ?emewê ləgəl pyaw qə bkəm may be translated as "I want to talk to a man", "I want to talk to some men", or "I want to talk to men". In an unambiguous context, on the other hand, the bare noun may have a specific referent, as in: bá bčín bə bazar . 'Let's go to the market.' ?esta ?əčím bə ?utel. 'I'm going to the hotel now.'

Compare the following:

- 1) Q. ?utél-i bás ləkwe həyə. "Where is there a good hotel?"  
or "Where are there any good hotels?"  
A<sup>1</sup>: ?utél-i bás lay bazareké həyə. "There are some good hotels next to the bazaar."  
A<sup>2</sup>: ?utélek-i bás lay bazareké həyə. "There is a good hotel next to the bazaar".
- 2) ?utél-i ?əmeriká básə. "American hotels are good".  
or: "The American Hotel is good."

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

### 2. Cek/Vyek : Indefinite Singular.

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

bazár 'a bazaar, bazaars' - bazárek 'a bazaar'

After words in -u, an optional form may be used:  
?arezúwek or ?arezúyek 'a desire'.



This suffix is regularly unstressed. However, monosyllabic words of the type CĭC, as žĭn, kĭč, šĭt 'thing' may, when the word does not have primary sentence stress, lose the vowel ĭ with the suffixing of -ek, with this suffix receiving secondary stress, as žnèk-i jwán, 'a beautiful woman', kčèk-i jwán, 'a pretty girl', štèk-i bášə, 'it's a good thing'.

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

### 3. čénd...-ek, čí-...-ek, həmú...-ek

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

### 4. Cán/Vyán : Indefinite Plural

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

#### a. Nouns referring to people:

pyaw	pyawán	'men'
kĭč	kĭčán	'girls'
bĭrá	bĭrayán	'brothers'

#### b. Nouns referring to time periods:

řož	řožán	'days, by day, in the daytime'
šəw	šəwán	'nights, night's, by night'
sal	salán	'in the past years'
hawín	hawínán	'summers, in the summertime'

c. Miscellaneous:

ma <sub>l</sub>	ma <sub>l</sub> án	'houses'
dukán	dukanán	'shops'
de	dehát	'villages'
bay	bayát	'gardens'
şawzé	şawzewát	'greens'

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

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

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

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

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

ma<sub>l</sub> (ma<sub>l</sub>án)       'house'

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

xenjér                         'dagger'

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

## B. The Definite Noun.

### 1. Cəké/Ckéké : Definite Singular

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

Consonants:	1	pyaw	-	pyaw <u>əkéké</u>	'the man'
	2	bazár	-	bazar <u>əkéké</u>	'the market'
Vowels: -a	3	dərgá	-	dərga <u>keké</u>	'the door'
-e	4	gwe	-	gwe <u>keké</u>	'the ear'
-ə	5	təxtə	-	təxtə <u>keké</u>	'the board'
-o	6	jo	-	jo <u>keké</u>	'the barley'
-i	7	yarí	-	yare <u>keké</u>	'the game, play'
-u	8a	řu	-	řu <u>əkéké</u>	'the face'
	b	běřú	-	běřo <u>keké</u>	'the oak, the acorn'
	c	ʔarəzú-		ʔarəzok <u>keké</u> or ʔarəzu <u>əkéké</u> (emphatic)	'the choice'

The first two nouns end in consonants, and take -əkéké in its full form: Cəkéké. The other nouns all end in vowels, and for the most part take -kéké: Vkéké, where V=a, e, ə, and o. The vowels i and u require special mention: the -i combines with -əkéké to form -ekéké. (yari-yarekéké). The vowel -u shows two different patterns of behavior, depending on the length of the word: (a) in monosyllables the full form is retained: -uəkéké (řu - řuəkéké); (b) in polysyllables, the -u combines with -əkéké to form -okéké (xanú - xanokéké 'the house'; ʔarəzú - ʔarəzokéké); however, words of three syllables may also take the full form -uəkéké for emphasis: ʔarəzuəkéké.

## 2. Cəkán/Vkán : Definite Plural

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

Any definite noun may be made plural by adding -án to -ək-: -əkán, e.g., :

pyaw 'a man', 'men' - pyawəké 'the man' - pyawəkán 'the men'

bazár 'bazaars' - bazaréké 'the bazaar' - bazarékán 'the bazaars'

## 3. The noun with demonstratives.

Further, the demonstrative expressions:

ʔém...è 'this' and ʔéw...è 'that' as in ʔémpyawè 'this man'

and ʔéwp yawè 'that man' show that the noun is singular and definite in meaning.

Note: After words ending in vowels, the forms are ʔém...yè and ʔéw...yè, as ʔémdərgayè, 'this door'; ʔéwbírayè 'that brother', and after -u are ʔém...wè and ʔéw...wè, as bəřú 'oak' - ʔémbəřuwè 'that oak'.

All nouns occurring with a demonstrative are singular and definite, as just stated above. To be plural they must also have the plural suffix -án, as:

ʔémpyawè 'this man' - ʔémpyawánè 'these men'

ʔéwbazarè 'this bazaar' - ʔéwbazaránè 'those bazaars'.

The following forms occur after vowels:

<u>derǎ</u>	-	ʔé <u>mdərgayè</u>	-	ʔé <u>mdərgayanè</u>	-á	} = V -yán
<u>gwe</u>	-	ʔé <u>mgweyè</u>	-	ʔé <u>mgweyanè</u>	-é	
<u>ho</u>	-	ʔé <u>mhoyè</u>	-	ʔé <u>mhoyanè</u>	-ó	
<u>texté</u>	-	ʔé <u>mtexteyè</u>	-	ʔé <u>mtextanè</u>	-e+án = -án	

<u>varí</u>	-	ʔémyariyè	-	ʔémyaryanè or ʔémyariyanè (emphatic)	-í+án = -yán
<u>ʔarəzí</u>	-	ʔémʔarəzuwè	-	ʔémʔarəzwanè or ʔémʔarəzuanè (emphatic)	-ú+án = -wán

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

### C. Summary.

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

Any noun may receive the definite suffix -əké 'the' or a demonstrative ʔém...è 'this' and ʔéw...è 'that', which make the noun definite and singular in meaning. Combining one of these with -án makes the noun definite plural.

	<u>Rational and Time Nouns</u>	<u>Other nouns</u>
	<u>Indefinite</u>	
Sing.:	pyaw } pyáwek }	bazár } bazárek }
	a man	a bazaar
Plur.:	pyaw } pyawán }	bazár } -- }
	(some) men	(some) bazaars
Generic:	pyaw	bazár
	men, man(kind)	(all) bazaars

	<u>Definite</u>			
Sing.:	pyawəké	the man	bazareké	the bazaar
Plur.:	pyawəkán	the men	bazarekán	the bazaars
Sing.:	ʔémpyawè	this man	ʔémbazarè	this bazaar
Plur.:	ʔémpyawanè	these men	ʔémbazaranè	these bazaars

3. The Verb: Present Tense, Indicative Mood

A. Inflections.

We have seen verbs such as:

mĩn	ʔəkřím	to	ʔəkřít	ʔemé	ʔəkřín
	ʔəxwením		ʔəxwenít	'we'	ʔəxwenín
	ʔənusím		ʔənusít		ʔənusín
	ʔətwaním		ʔətwanít		ʔətwanín

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

mĩn	--	-ím
to	--	-ít
ʔemé	--	-ín

Note further that the stems involved all end in consonants: ʔəkř-, ʔəxwen-, ʔənus-, ʔətwan-.

Now note the following verbs:

mĩn	ʔəkém	to	ʔəkéyt	ʔemé	ʔəkéyn	Stem: ʔəké-
	ʔəlém		ʔəléyt		ʔəléyn	ʔəlé-
	ʔəxóm		ʔəxóyt		ʔəxóyn	ʔəxó-

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

mĩn	--	-m
to	--	-yt
ʔemé	--	-yn

Thus, these are two related sets of person-number suffixes, one set following consonants and the other occurring after vowels. They can be referred to by the following formulas, in which C means "any consonant" and V means "any vowel":

mín : Cím/Vm  
to : Cít/Vyt  
ʔemé : Cín/Vyn

In written Kurdish the suffix for to is often written with the -t. In spoken Kurdish, however, this -t is generally omitted, although it may optionally be pronounced. We symbolize this type of occurrence by writing this "omissible -t" in brackets: to = Ci[t]/Vy[t]. If the verb has a suffix, as -əwə, -ə, etc., the -t must be written and pronounced, as čí ʔəxoytəwə 'What will you drink?' key ʔəcite məktéb? 'When are you going to school?'

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

<u>mín</u>	<u>to</u>	<u>ʔemé</u>	<u>Stem</u>	
a. Consonant Stems:				
ʔəbiním	ʔəbinít	ʔəbinín	-bin-	'see'
ʔəbím	ʔəbít	ʔəbín	-b-	'will be'
ʔəčím	ʔəčít	ʔəčín	-č-	'go'
ʔəkřím	ʔəkřít	ʔəkřín	-kř-	'buy'
ʔəzaním	ʔəzanít	ʔəzanín	-zan-	'know'
ʔəxwením	ʔəxwenít	ʔəxwenín	-xwen-	'read'
ʔənusím	ʔənusít	ʔənusín	-nus-	'write'



<u>mīn</u>	<u>to</u>	<u>ʔemó</u>	<u>Stem</u>	
ʔətwaním	ʔətwanít	ʔətwanín	-twan-	'be able'
ʔəbřím	ʔəbřít	ʔəbřín	-bř-	'cut'
ʔəfroším	ʔəfrošít	ʔəfrošín	-froš-	'sell'

b. Vowel Stems:

ʔəxóm	ʔəxóyt	ʔəxóyn	-xó-	'eat'
ʔəkém	ʔəkéyt	ʔəkéyn	-ké-	'do, make'
ʔəlé̄m	ʔəlé̄yt	ʔəlé̄yn	-lé̄-	'say'
ʔəiém	ʔəiéyt	ʔəiéyn	-ié-	'give'
-----	ʔəfermúyt	-----		'say' (honorific, not used in first person)

c. With Preverbal:

hél̄ʔəgrím	hél̄ʔəgrít	hél̄ʔəgrín	-gr-	'pick up, carry'
wérʔəgrím	wérʔəgrít	wérʔəgrín	-gr-	'take'
gwéʔəgrím	gwéʔəgrít	gwéʔəgrín	-gr-	'listen'
férʔəbím	férʔəbit	férʔəbin	-b-	'learn'
dáʔəniším	dáʔənišít	dáʔənišín	-niš-	'sit down'
dáʔəxəm	dáʔəxəyt	dáʔəxəyn	-xə-	'close'

d. Vowel Stem + -əwə:

ʔəxóməwə	ʔəxóytəwə	ʔəxóynəwə	-xó--əwə	'drink'
ʔəkéməwə	ʔəkéytəwə	ʔəkéynəwə	-ké--əwə	'open'
ʔəlé̄məwə	ʔəlé̄ytəwə	ʔəlé̄ynəwə	-lé̄--əwə	'repeat'
ʔədéməwə	ʔəiéytəwə	ʔəiéynəwə	-dė--əwə	'give back'

The stress in verbs falls on the last syllable, with two exceptions: (a) the preverbal is regularly stressed rather than the verb form itself; and (b) the suffix -əwə is not stressed.

#### B. Verbal Phrases: Preverbals, Postverbals and Preverbs.

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

There are three postverbals: the adverbial suffix -əwə 'back; again', as ʔələməwə 'I say again, I repeat'; the preposition (more properly, "postposition") -ə 'to (a place)', as ʔəcme bazār 'I'm going to the bazaar', equivalent to ʔəcim bo bazār; and -e 'to' (indirect object), as ʔətdəme 'I give it to you.'

#### C. Direct Object.

If the direct object of the verb is a pronoun, it is normally expressed by a pronominal suffix inserted before the present tense stem, as ʔətbinim, ʔətanbinim 'I'll see you'; ʔəməwe bīnerim bo ʔəmeriká 'I want to send it to America.' However, if there is a preverbal, the pronoun object is suffixed to it, as həli ʔəgrīm 'I pick it up'; dáy xə 'close it!'; páki ʔəka 'he cleans it.'

#### D. Uses of the Present Tense.

You have seen sentences like the following:

- a. ʔestá ʔəcim bó ʔutel            "I'm going to the hotel now".

ʔestá læ prožə-i dərbəŋ-i xan ʔiš ʔəkəm	"At present <u>I am work-</u> <u>ing</u> on the <u>Derbendī</u> <u>Khan project.</u> "
b. ʔewaré ʔətbinīm	" <u>I'll see</u> you this evening."
ʔəmó hólʔəgrīm	" <u>I'll take</u> this one."
ʔínja pékəwə ʔəčīn bó bazar	" <u>Then we'll go</u> to the ba- zaar."
čí ʔəxoytəwə	" <u>What will you drink?</u> " "What <u>are you going to have?</u> "
ʔímro dárs-i duwém ʔəxwenín	"Today <u>we will read</u> lesson two."
paš həmú dərsek murajəʔá ʔəkəyn	"After every lesson <u>we will</u> <u>have a review.</u> "
sībénye ʔətanbīnīm	" <u>I'll see you</u> tomorrow."
c. ʔəmpyawé xənjér ʔəfroše	"This man <u>sells</u> daggers."
ʔémjegayə čí peʔəlen	"What <u>is</u> this place <u>called?</u> "
dərgá čón ʔənusi	"How <u>do you write</u> "door"?"
d. ké ʔəzane	"Who <u>knows?</u> "
názanīm bóči	" <u>I don't know</u> why."
təšəkkúr ʔəkəm	" <u>I thank</u> you."
həz ʔəkəm xənjérek bīkrīm	" <u>I'd like</u> to buy a dagger."
ʔətwanīm yarmətít bīəm	"I <u>can</u> help you."

From these sentences it can be observed that the present tense has three or four primary meanings from the point of view of translation into English. Those in group (a) show present progressive meaning -- an action taking place, in progress at the time. These correspond to the "he is (go)ing (now)" construction of English. Group (b) shows future action, corresponding to the 'll ("will or shall") or the is going to (go) of

English: "he'll go (later)", "he's going to go (later)". Group (c) denotes a habitual or customary action, one which is repeated again and again as a customary action. English denotes this by using the simple present tense: "he goes (every day)". The last group, (d) is a group of somewhat ambiguous status. The meaning fits that of group (a), but the English translation is in terms of the simple present tense as in group (c). This is an idiosyncrasy of English, which says "I know your name" but not "I am knowing your name".

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

Progressive:	Q. čí ʔəkəyt	'What are you doing?'
	A. dérs ʔəxwenim	'I am studying.'
Future:	(sibéyme) dérs ʔəxwenim	'I'll study (tomorrow)' 'I'm going to study (tomorrow)' 'I'm studying (tomorrow)'
Habitual:	(həmú řožek) dérs ʔəxwenim	'I study (every day)'

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

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

E. Summary. The Present tense can be diagrammed as follows:

Preverbal (+D.O.)	Aspect -Mood	Direct Object	Stem	Pers.-Num. Suffix	Post- verbal	Meaning
	ʔə-		-bin-	-ĩm		I see
	bĩ-		-xo-	-m		that I eat
	ná		-zan-	-ĩm		I don't know
	ʔə-		-xo-	-m-	-əwə	I drink
	ʔə-	-t-	-bin-	-ĩm		I see you
	ʔə-	-t-	-də-	-yn-	-e	we give it to you
	ʔə-	-y-	-kə-	-m-	-əwə	I open it
həz	ʔə-		-kə-	-y		you like
həlyan	ʔə-		-gr-	-ĩm		I take them

#### 4. The Verb: Present Tense, Subjunctive Mood.

##### A. Inflections.

As stated earlier, the  $\text{ʔə-}$  prefix of the present tense of the verb indicates that the verb is in the indicative mood. By changing this prefix to  $\text{bĩ-}$ , we get the subjunctive mood, as in:

bá <u>bĩcin</u> bó bazar.	'Let's go to the bazaar.'
héz $\text{ʔəkəm}$ <u>bĩcĩm</u> bó $\text{ʔəmerika}$ <u>bixwenĩm</u> .	'I'd like to go to America to study.'
$\text{ʔəməwé}$ xən <u>jérek bĩkrĩm</u> .	'I want to buy a dagger.'
$\text{ʔətwanĩm}$ yarmətít <u>bĩəm</u> .	'I can help you.'
mĩn $\text{ʔamadém}$ bót <u>bĩkəm</u> .	'I am ready to help you.'
$\text{ʔəbé}$ kurdí <u>ferbĩm</u> .	'I must learn Kurdish.'

The person-number inflectional suffixes are the same for both the indicative and the subjunctive; the only difference in the two forms is in the choice of prefix,  $\text{ʔə-}$  or  $\text{bĩ-}$  :

Indicative		Subjunctive
$\text{ʔəčín}$	:	bĩčín
$\text{ʔəčĩm}$	:	bĩčĩm
$\text{ʔəkřĩm}$	:	bĩkřĩm
$\text{ʔəĩém}$ [ $\text{ʔədém}$ ]	:	bĩém [ $\text{bĩdəm}$ ]
fér $\text{ʔəbĩm}$	:	fér bĩm [ $\text{ferbĩbĩm}$ ]

The prefix  $\text{bĩ-}$  is often omitted in speech and frequently in written Kurdish as well.

Following is a listing of most of the verbs you have had so far, given in the subjunctive forms for mĩn, to and ʔemé.

	<u>mīn</u>	<u>to</u>	<u>ʔemé</u>	
a.	bībinīm	bībini[t]	bībinin	'see'
	[bī]bīm	[bī]bi[t]	[bī]bin	'be'
	bīčīm	bīči[t]	bīčin	'go'
	bīkřīm	bīkři[t]	bīkřin	'buy'
	bīzānīm	bīzāni[t]	bīzānín	'know'
	bīxwénīm	bīxwéni[t]	bīxwénin	'read'
	bīnúsīm	bīnúsi[t]	bīnúsín	'write'
	bītwanīm	bītwani[t]	bītwanin	'be able'
	bībřīm	bībři[t]	bībřin	'cut'
	bīfrošīm	bīfroši[t]	bīfrošin	'sell'
b.	bīxom	bīxoy[t]	bīxoyn	'eat'
	bīkəm	bīkəy[t]	bīkəyn	'do, make'
	bīlēm	bīlēy[t]	bīlēyn	'say'
	bīēm [bīdəm]	bīēy[t] [bīdəyt]	bīēyn [bīdəyn]	'give'
c.	hél[bī]grīm	hél[bī]gri[t]	hél[bī]grin	'pick up, carry'
	wér[bī]grīm	wér[bī]gri[t]	wér[bī]grin	'take'
	gwé[bī]grīm	gwé[bī]gri[t]	gwé[bī]grin	'listen'
	fér[bī]bīm	fér[bī]bi[t]	fer[bī]bin	'learn'
	dá[bī]nišīm	dá[bī]niši[t]	dá[bī]nišin	'sit down'
	dá[bī]xəm	dá[bī]xəy[t]	dá[bī]xəyn	'close'
d.	bīxóməwə	bīxóytəwə	bīxóynəwə	'drink'
	bīkéməwə	bīkéytəwə	bīkéynəwə	'open'

bīlónəwə	bīléytəwə	bīléynəwə	'repeat'
bídéməwə	bídéytəwə	bídéynəwə	'give back'

The stress in most cases falls on the bī- prefix of the subjunctive, if the verb is pronounced alone. However, in sentences, (1) the stress often appears on other words, (2) the bī- prefix is often omitted from some verbs, and (3) the ĭ of bī- is sometimes omitted, as boʔəwəy bbini for bibini[t], "in order for you to see", and bášə há bcin for bícin.

B. Dependent Usage. The subjunctive is used after

Particles:	bá	'let, let's'
Verbs:	hézʔəkəm	'I (would) like'
	ʔəməwé	'I want'
	ʔətwaním	'I can'
	ʔəbé	'it is necessary that, must'
Adjective:	ʔamadé	'ready (to)'

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

ʔəməwé (foll. by subjunct.) 'I want'

This means that if any form of this verb is followed by a dependent or complementary verb, that verb is subjunctive, as:

ʔətəwé bíči	'you want to go'
ʔətəwé bíčím	'you want me to go'



## C. Independent Usage.

### 1. In Questions:

You have seen such sentences as *kéy murajə́sə́ bkəyn*. "When shall we review?" Answer: *paš hemí dərsek murajə́sə́ ?əkəyn*. "We will have a review after each lesson."

*kámyan hólǵı́rim [hólbı́grım]* "Which one shall I take?"

*bo kám la bı́çin* "Which way shall we go?"

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

### 2. In Statements.

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

- a. *bə sér beyt*. "Welcome". (lit., 'May you come with blessings').
- b. *səlamətbi*. (Response to *čáki škur*) (lit., 'May you be safe')
- c. *wábzanım*. 'I believe, as far as I know' (lit., 'If I know thus, if I know this correctly')

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

#### D. The Prefix bí-

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

bíkřim	'that I buy'
bíkřim	'that I buy it'
ʔəbé bífroši	'you must sell'
ʔəbé bífroši	'you must sell it'

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

héli ʔəgrim	'I'll take (or carry) it.'
sībénye wéri ʔəgrin	'We'll take it up tomorrow.'

#### E. Summary:

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

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

Lesson VI

A. Basic Sentences

dérs-i šěšém

serdán le yané-i fermanberán

šew

séw baš

b. 1. šéw baš dara.

a  
b

d. 2. šéw baš bab.

a  
r  
a

hāti[t]

hàti bó ʔerè

kéy hati

d. 3. kéy hati bò ʔerè.

tózek

tózekə

b. 4. tózekə.

ʔfmšew

kwé?

bó kwe?

bó kwé bīčín?

b. 5. ʔfmšew bo kwé bīčín?

d. 6. héz ʔəkəy bo kwé bīčín.

Sixth Lesson

A Visit to the Officials' Club

night

good evening

Good evening, Dara.

Good evening, Bob.

you came (sg.)

you came here

when did you come?

When did you come here?

a little, some

it is a little

Just a while ago.

tonight

where? what place?

where to?

where shall we go?

Where shall we go tonight?

Where would you like for us to go?

b. 7. mīn nāzanīm.

I don't know.

nīyáz	intention; inclination
nīyázīm	my intention
wáyə	it is like this; it is so
nīyázīm wáyə (fol. by subj.)	my intention is like this
nīyázīm wayə bīčīn	I intend that we go
nīyázīm wáyə bīčīn bó yanə	I intend that we go to the club
fərmānbér	(government) official
fərmānberán	officials
yané-i fərmānberán	the Officials' Club
nīyázīm wayə bīčīn bó yanə-i fərmānberán	I intend that we go to the Officials Club
bó ʔəwéy (fol. by subj.)	in order that, so that
bībīni[t]	that you see (sg.)
bó ʔəwéy bbīni [bībīnit]	in order that you see, in order for you to see
bó ʔəwəy yané bībīni	in order for you to see the club

d. 8. nīyázīm wayə bīčīn bó yanə-i fərmānberán bó ʔəwəy yané bbīni. I intend for us to go to the Officials Club for you to see the club.

b. 9. yanə lə kwéyə?

Where is the Club?

zór dur nīyə	it is not too far away
mutəsəríf	governor (head of a Liwa)
mál-i mutəsəríf	the governor's house
mál-i mutəsərífə	it is the governor's house

láy mal-i mutəsərífə it is near the governor's house

ʔewetá láy mal-i mutəsərífə it is over there, by the  
governor's house

d. 10. zór dur níyè, ʔewetá láy It is not very far away, it is over  
mal-i mutəsərífə. there, by the Governor's house.

b. 11. bášə bá bīčīn. Good, let's go.

žúřewə inside

bá bīčīnə žúřewə let's go in

ʔéməta here it is

ʔəmətá yanè here is the Club

d. 12. ʔəmətá yanè; bá bīčīnə žúřewə. Here is the club, let's go in.

yanéyek a club

yanéyek-i gəwré a large club

yanéyek-i gəwré həyè there is a large club

yanéyek-i gəwrétan həyè you (pl.) have a large club

b. 13. yanéyek-i xóšū gəwrétan həyè. You have a nice, large club.

dá[bī]nišin that we sit down.

d. 14. lə kwé həz ʔəkəy danišin? Where would you like for us to sit?

b. 15. ʔarezú-i xóte. Wherever you like.

həwz pond; pool

láy həwzəké near the pond

d. 16.	<u>h</u> ez ʔəkəyt láy <u>h</u> əwzəké danišin	If you like, we can sit near the pond.
b. 17.	zór baše.	Very good.
	fenīk	cool
	fenīkə	it is cool
	zór fenīkə	it is quite cool
	ʔém yanəyə zór fenīkə	this club is quite cool
	hawín	summer
	hawinán	summers, in the summertime
d. 18.	hawinán ʔém yanəyə zór fenīkə.	In the summers this club is very cool.
	ké	who?
	kéye	who is he?
b. 19.	ʔəw kuřə kéye?	Who is that boy?
	řefíq	friend
	řefíqmə	he is my friend
	ʔəmə řefíqmə	this is my friend
	ʔəhmási [ʔəhmásd]	Ahmed
	ʔəhmási-i řefíqmə	he is my friend Ahmed
d. 20.	ʔəmə ʔəhmási-i řefíqmə.	This is my friend Ahmed.
	ʔémə	we
	láy ʔemə	near us

- |        |  |  |
|--------|--|--|
|        | láy ʔemè daniše                                    | sit with us  |
|        | wəře láy ʔemè daniše                               | come sit with us                                   |
| d. 21. | ʔé <u>h</u> məi. wəře láy ʔemè<br>dániše.          | Ahmed! Come sit with us.                           |
|        | hátim  | I came, I have come                                |
|        | wahátim  | I'm coming, here I come                            |
| a. 22. | báše, wahátim. šéw baš.                            | O. K., I am coming. Good evening.                  |
|        | bīradér  | an acquaintance, friend                            |
|        | ʔəm bīradèrə                                       | this friend  |
|        | bīnasi[t]  | that you know, be acquainted with                  |
| d. 23. | ʔé <u>h</u> məi! hèz ʔəkem ʔém<br>bīradèrə bīnasi. | Ahmed! I would like you to meet this<br>friend.    |
| b. 24. | mīn nàwīm bábe.                                    | My name is Bob.                                    |
| a. 25. | mīniš nàwīm ʔə <u>h</u> méie.                      | And my name is Ahmed.                              |
|        | xé <u>l</u> iq                                     | people; inhabitant(s)                              |
|        | xé <u>l</u> q-i kwé                                | people of what place? inhabitant<br>of what place? |
|        | xé <u>l</u> q-i kwéy[t]                            | where are you from? (sg.)                          |
| a. 26. | káke tó xé <u>l</u> q-i kwéy.                      | Where are you from, Sir?                           |
| b. 27. | mīn xé <u>l</u> q-i ʔəmərikám.                     | I am an American.                                  |

a. 28. bə xér bey. Welcome.

b. 29. səlamətbi. Thank you.

tinúmə	I am thirsty
zór tinumə	I am very thirsty
mīn zór tinumə	I am very thirsty
perdáx	a glass, glasses
perdáxek ʔáw	a glass of water
perdáxek ʔáw bīxoməwə	that I drink a glass of water
héz ʔəkəm perdáxek ʔáw bīxoməwə.	I'd like to drink a glass of water

d. 30. bə řastí zór tinumə, héz I am really quite thirsty and I'd  
ʔəkəm perdáxek ʔáw bīxoməxə. like to have a glass of water.

qawé	coffee
qawéyek	a (cup of) coffee
qawéyek ʔəxoməwə	I'll drink a cup of coffee

b. 31. mīn qawéyek ʔəxoməwə. I'll have a coffee.

bīrsíme	I am hungry
---------	-------------

a. 32. mīn bīrsíme. I am hungry.

bxoyt	that you eat (sg.)
-------	--------------------

d.33 ʔətəwə čí bxoy? What do you want to eat?

kəbáb	kabob
kəbáb ʔəxom	I eat kabob



- a. 34. wábzaniṁ kəbáb ʔəxom. I believe I'll have some kabob.
- bīrsíte you are hungry  
 bīrsín nfiye? [bīrsitnfiyə] aren't you hungry?  
 tó bīrsin nfiye? [bīrsitnfiyə] aren't you hungry?
- d. 35. báb! ʔey tó bīrsin nfiye? Well Bob, aren't you hungry?
- bīxóm that I eat  
 bīxóm baše if I eat it will be well
- b. 36. wábzaniṁ mīniš kəbáb bīxom I think that I should also have  
 baše. some kabob.
- kəwatá then; since this is the case  
 kəwatá mīniš kəbáb ʔəxom then I too will eat kabob
- d. 37. zór čake. kəwatá mīniš Very good; then I'll eat kabob too.  
 kəbab ʔəxom.
- xwardín food; dish  
 xwardíne it is food  
 čaktirín xwardíne it is the best dish  
 čaktirín xwardíne lere it is the best food in this place
- a. 38. wábzaniṁ kəbab čaktirín I believe that kabob is the best  
 xwardíne lere. dish here.
- bə ləzət delicious  
 bə ləzəte it is delicious  
 ʔəm kəbabə zór bə ləzəte this kabob is very delicious

- b. 39. be řastí ʔém kebabè zór  
be læzéte. Indeed, this kabob is quite  
delicious.
- be taybetí specially; especially  
lém jega xòšè in this pleasant place
- d. 40. be taybetí lém jega xošè. Especially in this nice place.
- dírəŋbu it was/has become late  
wábzanim dírəŋbu I believe it has become late  
bīřóyn that we go  
bá bīřoyn let's go
- d. 41. wábzanim dírəŋbu, bá I believe it's getting late;  
bīřoyn. let's go.
- b. 42. fərmu bá bīřoyn. Alright, let's go.
- ʔuméd hope  
ʔuméd ʔəkəm (fol.by subj.) I hope  
bəyaní (bəyanyán) morning  
sībəyne bəyaní tomorrow morning  
sībəyne bəyani bītbinim that I see you (sg.) tomorrow  
morning
- d. 43. ʔuméd ʔəkəm sībəyne bəyani I hope I see you tomorrow morning.  
bītbinim.
- čaweré ʔəkəm I wait for, expect  
čawerétan ʔəkəm I wait for you (pl.)

bəyaní čawerétan ʔekem

I'll be expecting (to see)  
you in the morning

lè ʔuteleké čawerétan ʔekem

I'll wait for you in the hotel

b. 44. bəyanì lə ʔuteleké čawerètan ʔekem. I'll wait for you tomorrow morning  
at the hotel.

d. 45. báše, járe xwà hafiz.

O. K., Good-bye for now.

b. 46. xwá hafiz.

Good bye.

Sentence Resumé - Kurdish

1. šew baš dara.
2. šew baš bab.
3. key hati bə ʔere.
4. tōzeke.
5. ʔimšew bo kwé bičîn?
6. héz ʔekey bo kwé bičîn.
7. mîn nāzanîm.
8. niyāzîm wayə bičîn bə yanə-i fermanberān bə ʔewey yané bbini.
9. yanə lə kwéye?
10. zór dur niye, ʔewetá láy mal-i mteserife.
11. báše bá bičîn.
12. ʔemetá yanè, bá bčine žúrewə.
13. yanéyek-i xóšu gewrétan hēye.
14. lə kwé héz ʔekey danišin?
15. ʔarezú-i xóte.
16. héz ʔekeyt láy həwzəké danišin.
17. zór baše.
18. hawinān ʔém yanèye zór f'enîke.
19. ʔəw kuřə kéye?
20. ʔeme ʔehmáï-i řefiqme.
21. ʔéhmeï. were láy ʔemè daniše.
22. báše, wahátîm. šew baš.
23. ʔéhmeï! héz ʔekem ʔém biradère bînasi.
24. mîn nāwîm bābe.
25. mîniš nāwîm ʔehméïe.

26. káke tó xəlq-i kwéy.
27. mīn xəlq-i ʔəməríkám.
28. be xér bey.
29. səlamətbi.
30. be řastí zór tinumə, h̄ez ʔəkəm pərdáxek ʔáw bixoməwə.
31. mīn qawéyek ʔəxoməwə.
32. mīn bīrsímə.
33. ʔətəwe čí bxoy?
34. wábzanīm kəbáb ʔəxom.
35. báb! ʔəy tó bīrsin nfyə?
36. wábzanīm mīniš kəbáb bixom baše.
37. zór čakə. kəwatá mīniš kəbab ʔəxom.
38. wábzanīm kəbab čaktīrín xwardīne lerə.
39. be řastí ʔəm kəbabə zór be ləzəte.
40. be taybetí lém jəga xošə.
41. wábzanīm dīrəŋbu, bá bīřoyŋ.
42. férmu bá bīřoyŋ.
43. ʔuméd ʔəkəm sībəyne bəyani bītbinīm.
44. bəyanī lə ʔuteləkə čawerətan ʔəkəm.
45. báše, járe xwà hafīz.
46. xwá hafīz.

Sentence Resumé - English

1. Good evening, Dara.
2. Good evening, Bob.
3. When did you come here?
4. Just a while ago.
5. Where shall we go tonight?
6. Where would you like for us to go?
7. I don't know.
8. I intend for us to go the Officials Club for you to see the club.
9. Where is the Club?
10. It is not very far away; it is over there, by the Governor's house.
11. Good, let's go.
12. Here is the club; let's go in.
13. You have a nice, large club.
14. Where would you like for us to sit?
15. Wherever you like.
16. If you like, we can sit near the pond.
17. Very good.
18. In summer this club is very cool.
19. Who is that boy?
20. This is my friend Ahmed.
21. Ahmed! Come sit with us.
22. O.K ., I am coming. Good evening.
23. Ahmed! I would like you to meet a friend.
24. My name is Bob.
25. And my name is Ahmed.

26. Where are you from, Sir?
27. I am an American.
28. Welcome.
29. Thank you.
30. I am really quite thirsty and I'd like to have a glass of water.
31. I'll have a coffee.
32. I am hungry.
33. What do you want to eat?
34. I believe I'll have some kabob.
35. Well Bob, aren't you hungry?
36. I think that I should also have some kabob.
37. Very good, then I'll eat kabob, too.
38. I believe that kabob is the best dish here.
39. Indeed, this kabob is quite delicious.
40. Especially in this nice place.
41. I believe it's getting late, let's go.
42. Alright, let's go.
43. I hope I see you tomorrow morning.
44. I'll wait for you tomorrow morning at the hotel.
45. O. K ., Good-bye for now.
46. Good-bye.

B. Additional Vocabulary

Nouns

jwán	Jwan (P.N. - female)
behár	Spring
hawín	Summer
payíz	Autumn
zistán	Winter
beyaní	morning
niweró	noon
ésir	afternoon
deqiqé	minute
ʔíš kirdín	to work; work(ing)

Adjectives

píčúk	small
xošewíst	beloved; dear

Verbs

bipirsí[t]	that you ask (sg.)
yem	I come

Particles

dwéne	yesterday
dúsibey	the day after tomorrow



dwaí	later; after that
šewé	tonight
bə tənhá	alone
níw	half

Countries

kənədə	Canada
řusyá	Russia
ʔələmanyá	Germany
suryá	Syria
turkiyá	Turkey

### C. Notes.

#### 1. Pronominal Suffixes.

In addition to the personal pronouns mîn 'I', to 'you', 'ew 'he/she/it', etc., Kurdish has a set of affixes which correspond to the independent pronouns. They occur attached to all parts of speech, and may be suffixed, prefixed, or infixes. We have

náwim	'my name'	řefiqekém	'my friend'
náwit	'your name'	řefiqekét	'your friend'
náwi	'his name'	məsnáy	'its meaning'
kitebəkántan	'your books'		
kámyan	'which of them?'		

The pronominal suffixes are given below:

Singular	Plural
Cim/Vm	-man
Cit/Vt	-tan
Ci/Vy	-yan

Although we have not yet seen the first person plural form -man, it is obvious that the plural is formed from the singular by the addition of the plural suffix -an, so we have supplied the missing form to complete the picture. A complete paradigm follows:

After Consonant: náw		After Vowel: řefiqeké	
náwim	'my name'	řefiqekém	'my friend'
náwit	'your name'	řefiqekét	'your friend'
náwi	'his name'	řefiqekéy	'his friend'
náwman	'our name'	řefiqekéman	'our friend'

náwtan	'your name'	řefiqékétan	'your friend'
náwyan	'their name'	řefiqékéyan	'their friend'

Note that the pronominal suffixes are unstressed.

The pronominal suffixes have the same meanings as the corresponding independent pronouns; i.e., mīn and -īm both mean 'I'. However, their functions are quite different; the suffixes are the forms normally used. Thus, if an independent pronoun is used, special emphasis accrues. Compare the following pairs:

náwīm	'my name'	-	nàw-i mīn	' <u>my</u> name'
ʔəzanīm	'I know'	-	mīn ʔəzanīm	' <u>I</u> know'
bót	'for you'	-	bo tó	'for <u>you</u> '

Let us now look at the ways in which the pronominal affixes are used.

a. With Nouns. Suffixed to nouns, the pronominal suffixes show possession. As a rule, the possessed noun must have the definite suffix: ktebékém 'my book'; xənjərekétan 'your dagger'. Exceptions are most kinship terms plus a few miscellaneous nouns as naw 'name', mal 'house', niyáz 'intention', etc.

b. With həbún 'to exist'. In pīrsyárekīm həyə 'I have a question' the structure is Noun + Pron. Suff. + a form of həbún. həyə 'there is' is present tense; həbu 'there was' is past tense; and niyə 'there is not' and nəbu 'there was not' are the respective negative forms. Other examples:

xənjər-i bášit həyə?	'Do you have any good daggers?'
yanəyek-i gəwrétan həyə.	'You have a large club.'
pīrsyárīm həbu.	'I had some questions.'
ʔutel-i zóryan niyə.	'They don't have many hotels.'

c. tinúme . Related to the usage under b. are the expressions tinúme 'I'm thirsty' and bīrsíme 'I'm hungry.' tinú 'thirst' and bīrsí 'hunger' are nouns, -m- is the pronominal suffix, and -ə is the copula 'is'; thus the expression means literally 'I have thirst.' The pronominal affix is changed according to the subject:

tinúme	'I'm thirsty'	tinúmane	'we are thirsty'
tinúte	'you're thirsty'	tinútane	'you are thirsty'
tinúy <sup>ti</sup>	'he's thirsty'	tinúyane	'they are thirsty'

Note that in the third person singular the copula suffix -ə 'is' is replaced by -eti; this happens whenever the copula suffix follows the pron. suff. -y. The negative is tinummíyè, tinutíyè, etc.

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

bášbu hati legél<sub>1</sub>ma 'It's good you came with me' ('with' = legél...a)

héc ʔišekítbu mīn ʔamadém bot bkəm. 'I'm ready to help you in any way I can.'

ʔém xənjerèt bo číyè. 'What do you want with this dagger?'

e. The Preposed Object. The last sentence in paragraph d. above needs comment. The -t on ʔémxənjerè is the object of bo, so that the literal meaning is "What is this dagger for you?" It is a general rule that when a pronominal suffix is the object of a preposition, it is placed on the first word in its own clause after the subject of that clause; this rule does not apply if the preposition follows the verb as in the first example above. The pron. suff. placed on a prior word in the clause rather than on its own preposition is called a preposed object. Other examples:

dərgám bō bkənəwə. 'Open the door for me.'

qawém bo ʔamadèkè. 'Prepare some coffee for me.'

gwé le mamwəsta ʔəgrīm  
and

gwéy le ʔəgrīm. 'I'm listening to him' (le is the form of le when its object does not follow it)

f. Verbs. Pronominal affixes inserted before the present stem of the verb denote direct object:

ʔewaré ʔəṭbinīm 'I'll see you this evening.'

sbéy<sub>ne</sub> ʔətanbinīm 'I'll see you tomorrow.'

ʔeməwe bīnerīm bo řefíqekīm 'I want to send it to a friend of mine.'

The full paradigm follows with ʔənase 'he knows (s.o.)':

ʔemasé	'he knows me'	ʔamannasé	'he knows us'
ʔetnasé	'he knows you'	ʔetannasé	'he knows you'
ʔeynasé	'he knows him/ her'	ʔeyannasé	'he knows them'

In case of a verbal phrase the object is suffixed to the pre-verbal (see page 154):

zór tēšekkúrit ʔəkəm	'I thank <u>you</u> very much.'
hól <sup>u</sup> yan ʔəgrīm.	'I'll take <u>them</u> .'
le ʔuteleke čawerétan ʔəkəm.	'I'll wait for <u>you</u> at the hotel.'
fərmu hól <sup>i</sup> grə.	'Please take it.'

The verb ʔeməwé is unique: the pronominal affix is inserted between the aspect prefix ʔə- and the stem -əwé(t) to denote the subject; the pron. affix is preposed to the first word in its clause:

ʔeməwe bīnerīm bo řefíqekīm	'I want to send it to a friend of mine.'
ʔəmxənjerəm ʔəwe	'I want this dagger.'

The other forms of the present tense are ʔətəwé, ʔeyəwé, ʔəmanəwé, ʔətanəwé, and ʔəyanəwé.

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

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

xótan ʔamamékan	'Get yourselves ready.'
-----------------	-------------------------

and (2) emphatic pronoun, as

ʔarəz <sup>u</sup> -i xóte	'as you wish' (= ʔarəzu-i tóye 'it is your desire')
----------------------------	---

xóm ʔezanīm

'I (myself) know.'

As a matter of fact, this use of the reflexive is quite common, so that in formulas like the first example above any idea of emphasis is dissipated.

h. Interrogatives and indefinite particles. With these the pronominal affixes have partitive meaning:

kámyam

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

híčyan

'none of them'

hemíman

'all of us'

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

xóšit ʔamadè ke.

'You get ready too.'

bīrsim níyew tinúšim níyew.

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

legélišyan

'with them also'

j. Note 2. The pron. suff. -it is often assimilated to -in before níyew 'is not', as bīrsin níyew = bīrsit níyew; ʔišin níyew = ʔišit níyew; etc.

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

The basic function of izafa -i- is to show modification, as in xenjēr-i baš 'good daggers'. Izafa also is used to show apposition, as in ʔehmed-i řefiqim 'Ahmad who is my friend' = 'my friend Ahmad'. Other examples: dara-i bram 'my brother Dara'; jemāl-i mamwestá 'Jamal the teacher'.

## 3. Word Order.

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

ʔinja mamwestaké  
(Introd.) Subject.

le smif  
(modifier)

dérs  
object

ʔewene.  
verb.

The modifier of a verb of motion follows the verb:

bà pékəwə bčir bo bazár.  
verb (modifier)

Interrogatives may serve any syntactic function. In English they normally all come first in the sentence, but in Kurdish they take the normal position for their particular syntactic function, wherever it might come in the clause:

Subject: ke məsnay ʔəzane ? 'Who knows what it means?'

Direct Object: ʔətəwə čí bxoy 'What do you want to eat?'

Obj. of Preverbal: čawere-i ké ʔəkəy ? 'Whom are you waiting for?'

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

Predicate: yanè lə kwéyə? 'Where is the Club?'

#### 4. "To Go".

We have now seen two verbs meaning 'to go'. ʔəčím (infinitive čun) means 'I go (to do something)' while ʔəřóm (infinitive řoyštín) means 'I go, go away, leave (a place)'.

D. Exercises

1. Round Drill:

Model: Q. káy hati bo ʔerè

A. tózekè.

sé sal

bíst dəqiqè

heftáyek

niw səʔát

dú řož

čəŋ səʔatek

máŋek

dú hefte

řóžek

dú səʔat

2. Substitution Drill:

Model: ʔímšew bo kwe bĩčín.

ʔímro

ʔésta

ʔínja

dwaí

síbéyne

dúsíbəy

šəmmə

yəkšəmmə



ʒumsé  
beyaní  
niweró  
ʒésir  
ʒewaré  
tózek-itír  
seʒátek-itír

### 3. Substitution Drill:

Model:           nīyázim waye bíčín bó yane.

málewe  
báx-i giští  
ʒuteleké  
mektéb  
šeqám-i kawé  
sinemá  
čayxané  
dərbéŋ-i xán  
ʒíš kirdín  
ʒém šare xòše  
ʒéw baxe gewrèye  
ʒerán  
ʒemèriká

### 4. Substitution Drill:

Model:           bá bčìne žúrewe.

máləwə  
bazár  
mæktéb  
sfniif  
báx-i giští  
čayxanəké  
mál-i mutəsəríf  
dukán-i ʔəhméi  
həwlér  
ʔére

5. Substitution Drill:

Model: bá bičín bó ʔəwəy bībinin.

bíkřin  
bífrošin  
bíxoyñ  
bíxoyñəwə  
bībřin  
bíkeyñəwə  
bíleyñəwə  
bíkeyñ  
bínusin

6. Substitution Drill:

Model: ʔəmətá yanəke.

mæktéb

qəlém

čayxané

ʔutél

báx

žín

pyaw

řubár

pīr ožé

kūr

jumlé

wišé

mamwə stá

mál

## 7. Substitution Drill:

Model:           yanéyek-i gəwrétan həyə

jwan

píčúk

xoš

baš

čak

dur

kon

tazé

bərz

jwantír

gəwretír

baštír

8. Substitution Drill:

Model:            hawinán ?ém yanəyə zór xoše.

zīstán

bəhár

payíz

bəyaní

niwəró (niwərwán)

ʕésír

?ewaré

šəw

řóž

9. Substitution Drill:

Model:            ?emə ?ehməi-i refiqmə

kərí-m-i    kuř

dará-i      bīradər

jwán-i      kič

pəxšán-i    žin

jorj-i      ~~man~~westá

perixán-i   xošewíst

ʕelí-        qutabí

?ehməi-i    bīrá

10. Substitution Drill:

Model:           hawinán ʔém yanəye zór fenikə.

xoš

jwan

pīř

jwantīr

baš

baštīr

čaktīr

11. Substitution Drill:

Model:           wəře lay ʔemé daniše.

nán bīxo

qawéyek bīxorəwə

goraní bīle

dérs ferbə

dérs bīlerəwə

kitéb bīfroše

qəlém bīkre

gwé bīgre

ʔém wīšəye bīnuse

12. Substitution Drill:

Model:           ʔestá hatim.

ʔimro

dwéne

ʔfmsal  
 beyaní  
 ʔewaré  
 šəwé  
 šemmé  
 jumʔé  
 bæ tənhá  
 le dwáy to  
 niweró

13. Substitution Drill:

Model:            hez ʔəkəm ʔém bīradèrè bīnasi.

ʔém kītèbè bīxweni  
 ʔém kəbàbè bīxoy  
 ʔém wīšəyè bīnasi  
 ʔém goraniyè bīley  
 ʔém malè bībini  
 ʔém xənjèrè bīkři  
 leré daniši  
 bás gwebīgri  
 sér-i bax-i giští bīey  
 kurdí čak ferbi  
 ʔərəbí bás bīzani

14. Round Drill:

Model:            Q.    xélq-i kwéy.

A<sup>1</sup> mīn xólq-i ʔemərikám

ʔemwīlatè

bəyá

suleymaní

suryá

turkiyá

kənedá

řusyá

ʔeləmanyá

ʔeré

ʔəmšaré

A<sup>2</sup> mīn xólq-i ʔiráqim

lubnán

londén

ʔerán

kərkúk

həwlér

pakīstán

kurdustán

məšigón

15. Substitution Drill:

Model: ʔətəwe čí bxoy[t]

bkey

bīley  
bxoytəwə  
bībini  
bīxweni  
bīnusi  
bīpīrsi  
bīkři  
bīfroši  
həlgīri  
bīzani  
bībři

16. Round Drill:

Model:        Q.     ʔətəwə čí bxoy  
                  A.     ʔəməwə kəbáb bīxom

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

17. Substitution Drill:

Model:        zór čake, kəwatá mīniš kəbab ʔəxom.

qawé ʔəxoməwə  
pərdáxek ʔáw ʔəxoməwə  
nán ʔəkřim  
pyasé ʔəkəm  
dárs ʔəxwenim  
goraní ʔələm



yem

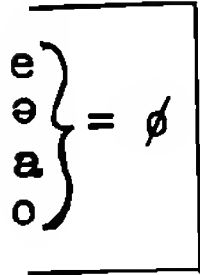
ʔemé ferʔebim

ʔəm xenjeré helʔegrīm

sér-i tó ʔeïem

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

Model: a. jegá 'place' ʔəmjegayó 'this place' 'ʔémjega jwanè 'this pretty place'



gwe

de

ře

yané

qawé

čayxané

qsé

ʔewaré

bəɣá

ča

dərgá

məɣná

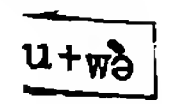
sinəmá

niwəró

ho

do 'do' (a sour milk drink)

Model: b. ʔarezú 'desire' ʔəmʔarezuwé 'this desire' ʔəmʔarezuwe jwanè 'this food desire'



řu

mu

pelú

Model: c. goraní 'song'    ʔəmgoraniyé    ʔémgoraniyə jwanè 'this pretty song'

i+yè    beyaní  
           ʔeraní  
           ʔerməní  
           yarí  
           qutabí  
           yarmətí

Drill:

niwəró	goraní
ʔimlá	twe 'slice'; 'ply'
do	<u>hají</u> 'pilgrim'
muraǰəʔé	bəřú 'oak'; 'acorn'
jegá	šəmmé
ʔəmerikí	me 'female'
sinəmá	tu 'mulberry'
wīšé	

19. Substitution Drill:

Model:            ʔuméd ʔəkəm sībóyne beyaní bītbinim.

bītanbinim

bibinim

čawəřét bīkəm

čawəřétan bīkəm

čawəřéy bīkəm

sérĭt bĭem  
sértan bĭem  
séri bĭem

yarmətĭt bĭem  
yarmətĭtan bĭem  
yarmətĭ bĭem

məmmúnĭt ʔekəm  
məmmúntan ʔekəm  
məmmúni ʔekəm

20. Word Formation: Negative Verbs (Present Indicative).

Model: mĭn: ʔezanĭm - názanĭm 'I know' - 'I don't know'  
to : ʔezanĭ[t] - názanĭ[t] 'you know' - 'you don't know'  
ʔemé: ʔezanĭn - názanĭn 'we know' - 'we don't know'

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

Example: ʔəbinĭm - nábinĭm; ʔəbinĭ - nábinĭ; ʔəbinĭn - nábinĭn  
ʔəčĭm  
ʔəkém  
ʔətwanĭm  
ʔəlém  
ʔəxóm  
ʔəxóməwə  
ʔəĭéməwə

hél'əgrîm - həl'nágrîm

wér'əgrîm

gwé'əgrîm

fér'əbîm

dá'ənišîm

dá'əxəm

## 21. COMPOSITION

### A. Boy

1. What is your name?
2. What do you do here?
3. How many lessons do you have every day?
4. Well then, when do you review?
5. I learned Kurdish in school in the United States. And where did you learn (it)?
6. No, I am an Iraqi.
7. Would you like to go to Iran?
8. I intend to go to Iraq this summer, because I'll finish school after three more months.
9. I'm going to work.
10. Would you like to go for a walk?
11. Let's go together. I'm thirsty too and would like to have a cup of coffee.

### B. Girl

1. My name is...
2. I study Kurdish.
3. We have one lesson every two days.
4. We review every day answering the questions. Where did you learn Kurdish?
5. I learned Kurdish here. But it seems that you are an American.
6. I am from Iran.
7. I think I will go to Iran after three years; and you?
8. Very good, and what are you going to do in Baghdad?
9. Very good.
10. No, I want to go to that restaurant because I am thirsty and hungry.
11. O.K., let's go, but we should speak in Kurdish.

Lesson VII

A. Basic Sentences

dérs-i həwtəm

Seventh Lesson

bás-i kitébek

Talk about a Book

b. 1. káy hati bə ʔerə.

When did you come here?

a  
b

péš

before

léməwpeš

before now

tòzek léməwpeš

a short time ago

d. 2. tòzek léməwpeš hatim.

I came a little while ago.

a  
r  
a

pyasém kird

I strolled, went for a stroll

tózek pyasém kird

I went for a little stroll

həlsam

I stood up; I woke up

xəw

sleep

lə xəw həlsam

I got up; I woke up

zú

early

zú lə xəw həlsam

I woke up early

b. 3. ʔimro zú xəw həlsamu

I woke up early today, and went

tózek pyasém kird.

strolling for a while.

čuy[t]

you went (sg.)

d. 4. bo kwé čuy

Where did you go?

kitebxané

book shop

kitebxané-i kurdustán

the Kurdistan Bookshop

čum

I went

čum bə kitebxané-i kurdustán

I went to the Kurdistan Bookshop

- |       |   |  |
|-------|---|--|
|       | dwaí  | afterwards   |
|       | dwaí čum bò kītebxané-i<br>kurdustán                    | then I went to the Kurdistan<br>Bookshop                       |
| b. 5. | tòzek pyasém kīrd, dwaí čum<br>bò kītebxané-i kurdustán | I had a short walk and then went to<br>the Kurdistan Bookshop. |
|       | kīří[t]   | you bought (sg.)   |
|       | kītebī[t] kīři  | you bought books   |
|       | hič   | any  |
|       | hič kītebī[t] kīři?                                     | did you purchase any books?                                    |
| d. 6. | hič kītebī kīři?  | Did you purchase any books?                                    |
|       | kītebīm kīři  | I bought a book/some books                                     |
|       | yék kītebīm kīři  | I bought one book  |
| b. 7. | béle, tənha yék kītebīm kīři.                           | Yes, I bought only one book.                                   |
|       | bas   | discussion; information  |
|       | bás ʔeka[t]   | he/it deals with, treats of,<br>tells about, relates           |
|       | bàs-i čí  | information about what?  |
|       | bàs-i čí ʔeka[t]?                                       | What does it deal with?  |
| d. 8. | ʔéw kītebe bəs-i čí ʔeka                                | What is that book about?                                       |
|       | mežú  | history  |
|       | mežú-i kurdustán  | the history of Kurdistan                                       |
|       | bás-i mežú-i kurdustán<br>ʔeka[t]                       | it deals with the history of<br>Kurdistan                      |
| b. 9. | wábzanīm bás-i mežú-i<br>kurdustán ʔeka.                | I believe it is about the history of<br>Kurdistan.             |

nusér [nuserán]	writer, author
nusèrəké	the writer
nuserəkáy	its author, the author of it
náw-i nusèrəkáy	the name of its writer
nàw-i nusèrəkày číyè?	what is the name of its author?

d. 10. ʔezaní naw-i nusèrəkáy číyè? Do you know what the author's name is?

zaná	learned; Zana (P.N.-male)
náwi	his name
náwi zanáyè	His name is Zana
nuserəkáy náwi zanáyè	The name of its author is Zana

b. 11. wábzaním nusèrəkáy náwi zanáyè. I believe the author's name is Zana.

kítèbek-i zór baš	a very good book
ʔebé kítèbek-i zór bažbe	It must be a very good book.

d. 12. kəwatá ʔebe kítèbek-i zór bažbe. Then it must be a very good book.

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

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

d. 14. čuŋke ʔəzaním mamwəsta                      Because I know that Mr. Zana is  
 zaná nusérek-i zór čake.                              a very good writer.

xəlq-i kwéye    Where is he from?

b. 15. mamwəsta zana xəlq-i kwéye?                      Where is Mr. Zana from?

d. 16. mamwəsta zana xəlq-i                              Mr. Zana is from this city.  
 ʔémšaréye.

šít    thing

čaktirin šít    the best thing

ʔəwéye    it is that; that's it

čaktirin šít ʔəwéye                                      That is the best thing

čaktirin šít lém kitebè                                  That is the best thing  
 ʔəwéye    in this book

nəxšé     map

nəxšéyek    a map

nəxšéyek-i kurdustán                                   a map of urdistan

tya    in it

tyáye     It is in it

nəxšéyek-i kurdustán-i tyáye                        There's a map of Kurdistan in it.

b. 17. čaktirin šít lém kitebè                              The best thing about this book is that  
 ʔəwéye, nəxšéyek-i                                      it contains a map of Kurdistan.  
 kurdustán-i tyáye.

tyábu     there was in it

básek     a piece of information, a news  
 item



básek-i wa	a piece of news like this
básek-i wá-i tyabu	There was such a news item in it
řožnamé	newspaper, paper
žin	life; Zhin (P.N.-newspaper)
řožname-i žín	the newspaper Zhin
le řožnamé-i žín	in (the newspaper) Zhin
ʔimro le řožname-i žín básek-i wá-i tyabu	there was such a piece of news in Zhin today
d. 18. řázekey, ʔimro le řožname-i žín básek-i wá-i tyabu.	That's right, there was such a news item in Zhin today.
pišán ʔəia[t] [pišán ʔeda[t]]	he/she/it shows (trans.)
pišáni ʔəia[t] [pišáni ʔeda[t]]	he shows it
řegá	road
ʔotom[o]bíl	car, auto
řegá-i ʔotombíl	highways, car roads
šemənefér [šeməndefér]	train
řegá-i šemənefér	railroad
řegá-i ʔotombílu šemənefér	highways and railroads
řegá-i ʔotombílu šemənefér heyə	There are highways and railroads
herčí	whatever
herčí řegá-i ʔotombílu šemənefér heyə pišáni ʔəia	It shows whatever highways and railroads there are
herčí řegá-i ʔotombílu šemənefér ləm wílaté heyə pišáni ʔəia	It shows whatever highways and railroads there are in this country

- b. 19. ʔém naxšeyè herčí řegá-i ʔotomobílu šemənefér ləm wīlaté heyə pišáni ʔəia. This map shows all the highways and railroads that there are in this country.
- tyá nusrawe it has been written in it  
šárudé cities and villages  
šax mountain  
dol valley  
šáxudól mountains and valleys  
gird hill  
šáxu dólú gird mountains, valleys and hills  
nàw-i šáru déw šáxu dólú gird the names of cities, villages, mountains, valleys and hills
- d. 20. wábzanīm nàw-i herčí šáru déw I believe it contains the names of all šáxu dólú girdu řubár heyə the cities, villages, mountains, valleys, tyá nusrawe. hills, and rivers (that there are).
- b. 21. bəle řáste. Yes, that is right.
- dané one piece, one copy, item, etc.  
danéyek ləm kītebe a copy of this book
- d. 22. wábzanīm mīniš ʔəbe danéyek I believe I also should buy a copy ləm kītebe bikřim. of this book.
- b. 23. ʔarezu-i xóte As you wish.
- ʔišin nfyə [ʔišit nfyə] you have no work; you have nothing to do

d. 24. ʔeɣer ʔestá ʔíšín nìye ʔəwa If you don't have anything to do now,  
pékəwə ʔəčín bó kítebxanəkè. then we'll go together to the bookshop

b. 25. zór baše, míniš ʔəməwe Very good, I also want to buy a  
řožnaméyek bíkřim. newspaper.

zu	soon; early
ba zú bíčín	let's go soon
mumkín	possible; probable
mumkíne	it is possible
mumkíne mamwəsta zaná bbinin [bíbinin]	it is possible that we'll see Mr. Zana.
ləwé	there; in that place
ləwé bbinin	that we see there
mumkíne mamwəsta zaná ləwé bbinin	It is possible that we'll see Mr. Zana there.

d. 26. ba zú bčín čuŋkə mumkíne Let's go right away, because it is  
ʔestá mamwəsta zaná ləwé quite possible that we'll see Mr.  
bbinin. Zana there now.

b. 27. férmu, bəlam wábzanim ʔesta Let's go, but I think it is (too)  
dírəŋe. late now.

d. 28. bðči səcat čéŋe? Why, what time is it?

niw	half
yanzéw niw	eleven and a half

yanzów niwe	it's eleven and a half
seʔát [seʔáï]	o'clock

b. 29. ʔesta seʔàï yanzów niwe. It's half past eleven now.

čarék	quarter
čaréke	it is a quarter
yanzów čarek	eleven and a quarter
yanzów čareke	it's eleven and a quarter
seʔàï yanzów čareke	it's a quarter past eleven
la-i mìn	by me

d. 30. la-i mìn seʔàï yanzów čareke. It's a quarter past eleven by my watch.

dəqiqé, dəyəqqé	minute(s)
dé dəqiqə	ten minutes
bə dé dəyəqqə [bə dé dəqiqə]	in ten minutes
ʔəgéyn	we arrive
bə dé dəyəqqə ʔəgeyn	we'll arrive in ten minutes

b. 31. ʔəger zú bīčín bə dé dəyəqqə ʔəgeyn. If we go right away, we'll get there in ten minutes.

d. 32. bášə bá bīčín. Good, let's go.

Sentence Resumé - Kurdish

1. káy hati bó ʔerè?
2. tòzek lémowpeš hatim.
3. ʔimro zú le xèw hêlsamu tózek pyasém kird.
4. bo kwé čuy?
5. tòzek pyasém kird, dwaí čum bó kîtebxané-i kurdustán.
6. hîč kîtebî kîří?
7. bále, tenhà yék kîtebim kîři.
8. ʔéw kîtebe bàs-i čí ʔeka?
9. wábzanim bàs-i mežú-i kurdustán ʔeka.
10. ʔezaní naw-i nuserekey čiyè?
11. wábzanim nuserekéy náwi zanáyè.
12. kəwatá ʔəbe kîtebek-i zór bažbe.
13. bočí wá ʔeley.
14. čuŋke ʔezanim mamwəsta zaná nuserek-i zór čakè.
15. mamwəsta zana xəlq-i kwéyè?
16. mamwəsta zana xəlq-i ʔémšarèyè.
17. čaktirin šít lém kîtebè ʔewéyè, nexšéyek-i kurdustán-i tyáyè.
18. řázekəy, ʔimro le řožnamə-i žín básek-i wá-i tyabu.
19. ʔém nexšeyè herčí řegá-i ʔotomobílu šemənefér ləm wílaté həyè pišáni ʔəia.
20. wábzanim naw-i herčí šáru déw šáxu dólu gírdu řubár həyè tyá nusrawè.
21. bále řáste.
22. wábzanim míniš ʔəbe danéyek ləm kîtebe bîkřim.
23. ʔarəzú-i xóte.
24. ʔəger ʔestá ʔiřin niyè ʔəwa pékəwə ʔəčin bó kîtebxanəkè.

25. zór baše, m<sup>í</sup>niš ʔəməwe řožnaméyek b<sup>í</sup>křim.
26. ba zú bčín čuŋkə mumkíne ʔestá mamwəsta zaná ləwé bbinin.
27. f<sup>é</sup>rmu, b<sup>ə</sup>lam wábzanim ʔesta d<sup>í</sup>rəŋə.
28. b<sup>ò</sup>či s<sup>ə</sup>vat č<sup>é</sup>ŋə?
29. ʔesta s<sup>ə</sup>ʔà yanzéw niwə.
30. la-i m<sup>ì</sup>n s<sup>ə</sup>ʔá yanzéw čareke.
31. ʔəgər zú b<sup>í</sup>čín bə d<sup>é</sup> dəy<sup>ə</sup>qqə ʔegəyn.
32. báše bá b<sup>í</sup>čín.

Sentence Resumé - English

1. When did you get here?
2. I came a little while ago.
3. I woke up early today, and went for a short stroll.
4. Where did you go?
5. I had a short walk and then went to the Kurdistan Bookshop.
6. Did you purchase any books?
7. Yes, I bought only one book.
8. What is that book about?
9. I believe it is about the history of Kurdistan.
10. Do you know the name of the author?
11. I believe the author's name is Zana.
12. Then it must be a very good book.
13. Why do you say so?
14. Because I know that Mr. Zana is a very good writer.
15. Where is Mr. Zana from?
16. Mr. Zana is from this city.
17. The best thing about this book is that it contains a map of Kurdistan.
18. That's right, there was such a news item in Zhin today.
19. This map shows all the highways and railroads that there are in this country.
20. I believe it contains the names of all the cities, villages, mountains, valleys, hills, and rivers (that there are).

21. Yes, that is right.
22. I believe I also should buy a copy of this book.
23. As you wish.
24. If you don't have anything to do now, then we'll go together to the bookshop.
25. Very good, I also want to buy a newspaper.
26. Let's go right away, because it is quite possible that we'll see Mr. Zana there now.
27. Let's go, but I think it is late now.
28. Why, what time is it?
29. It's half past eleven now.
30. It's a quarter past eleven by my watch.
31. If we go right away, we'll get there in ten minutes.
32. Good, let's go.



B. Additional Vocabulary

Nouns

řož	sun
pyaw	husband; servant
žin	wife
kuř	son
kĩč	daughter
məhmú	Mahmoud (P.N. - male)
barán	Baran (P.N. - male)
řešól	Reshol (P.N. - male)
šáxu dáx	mountains
šáru dé	towns and villages
řu	face
řun níyø [řut níyø]	you are shy, bashful

Adjectives

tazé	new, newly, just now
------	----------------------

Verbs

bíkəməwə	that I open
ʔəxwené[t]	he reads
ʔənušé[t]	he writes
ʔəbiné[t]	he sees
ʔəzané[t]	he knows
ʔəbřé[t]	he cuts

ʔəbé[t]	he becomes, will be
ʔəfrošé[t]	he sells
ʔəkřé[t]	he buys
ʔəčé[t]	he goes
ʔətwané[t] (+ subjunctive)	he can, is able to
hélʔəgre[t]	he carries
dáʔəniše[t]	he sits down
té ʔəgey[t]	you (do) understand (sg.)
bínuse	write! (imperative sg.)
ménuse	don't write! (imperative sg.)
cákim kird	I improved (it)
jwantírīm kird	I beautified (it), made it more beautiful
xóšim kird	I made (it) pleasant
zórīm kird	I increased (it)
be lezétīm kird	I made (it) delicious
férīm kird	I taught him
fer-i serébīm kird	I taught him Arabic

Supplementary Dialog:

sərat čéŋe

<sup>1</sup>sə̀rat čéŋe?

<sup>2</sup>sərat šéšu níwe.

<sup>1</sup>səratekém westáwe, la-i mìn  
westá səra [sərat] pénju čaréke.

<sup>2</sup>ətirsim səratekét le dwáye.

<sup>1</sup>né?, səatekém dáyma [dáʔima]  
le péše.

<sup>3</sup>la-i mìn səsá [sərat]  
šéšu bíst deyríqəye.

<sup>1</sup>kəy bíčin bó bəx-i gíští.

<sup>2</sup>čarékek-itír.

<sup>1</sup>jəre bá səatekém čá[k]kəm.  
westá sərat čéŋe bə tewawì.

<sup>2</sup>la-i mìn wəsta čarékek-i  
wəwə[t] bó həwt.

<sup>1</sup>wəy la-i tó čəŋe wəhməi.

<sup>3</sup>la-i mìn bístu pénj  
deyríqə-i wəwə bó həwt.

<sup>1</sup>báše. təšekúrtan wəkəm.

What Time Is It?

What time is it?

It is half past six.

My watch has stopped. It is now  
a quarter past five by my watch.

I am afraid your watch is slow.

No, my watch is always fast.

It is twenty minutes past six  
by me.

When shall we go to the Public  
Garden?

In another quarter of an hour.

Just let me set my watch first.  
Exactly what time is it now?

By my watch it's now a quarter  
to seven.

And what time do you have, Ahmed?

It is twenty-five minutes to  
seven by me.

O.K. I thank you (pl).

C. Notes.

1. Verbs: Present Tense, Third Person Singular (Ref. 76ff., 151-7).

In Lesson 3 (see Ref.) verbs are classified as having either a consonant stem, as *ʔəzanim*, *ʔənusim*, *ʔəčim*; or a vowel stem, as *ʔəxóm*, *ʔəkém*, *ʔələm* *ʔəfermíy*. Of these, stems ending in -o and -ə take the inflectional suffix -a(t) for the third singular present tense, and all others take -e(t):

<i>ʔəzanét</i>	'he knows'	<i>ʔəkát</i>	'he makes'
<i>ʔənusét</i>	'he writes'	<i>ʔəxwát</i>	'he eats'
<i>ʔəčét</i>	'he goes'		
<i>ʔələt</i>	'he says'		
<i>ʔəfermwét</i>	'he says' (honorific)		

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

$\text{ə} + \text{a} = \text{a}$	:	<i>ʔəkém</i> - <i>ʔəkát</i> ; <i>ʔədém</i> - <i>ʔədát</i>
$\text{o} + \text{a/o} = \text{wa/we}$	:	<i>ʔəxóm</i> - <i>ʔəxwát</i> ; <i>ʔəfermíy</i> - <i>ʔəfermwét</i>
$\text{e} + \text{e} = \text{e}$	:	<i>ʔələm</i> - <i>ʔələt</i>

Thus we can say that verbs whose stems end in -ə or -e have a special stem in the third person singular which has no vowel: -kə- and -k-, -lə- and -l- as illustrated above.

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

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

<i>bínise</i>	'write!'	<i>ménuse</i>	'don't write!'
<i>bínisín</i>	'write!' (pl.)	<i>ménusín</i>	'don't write!' (pl.)
<i>bínuse</i>	'write it!'	<i>méynuse</i>	'don't write it!'

### 3. The Preterite Tense.

a. Most of the verb forms that have occurred so far have been in the present tense; there are several past tenses, however, and a number of preterite tense forms have now been learned. This section deals with the forms and uses of the preterite tense.

All verbs in the present tense undergo the same conjugation (except the copula [p. 96] and *ʔəməwé* [p. 181]). In the past tenses, however, there are two inflectional systems, one for intransitive and the other for transitive verbs. (Transitive verbs can take a direct object and be made passive, intransitives cannot.) Let us first look at intransitive verbs in the preterite tense.

b. Intransitive verbs. We have had the following forms of the singular in the preterite so far:

	Consonant Stems	Vowel Stems	:Cons/Vow.
m̄n:	<u>hátim</u> te <u>négyšt̄im</u>	fér <u>bum</u> <u>čúm</u> <u>hél</u> <u>sa</u>	: -im/-m
to :	<u>hāti</u> te <u>gyšti</u>	fér <u>buyt</u> <u>čúy</u>	: -i(t)/-y(t)
ʔəw:		báš <u>bu</u>	: -#

Thus: *hél sa* 'you got up' and *hél sa* 'he got up'; *hātu čú* 'He came and went.'

c. Transitive Verbs; the Preposed Subject. Transitive verbs are interesting. First, they use the pronominal suffixes of 6.C.1 (p. 178) for subject inflections: *kird̄im* 'I made (it)', *kird̄it* 'you made (it)', *kird̄i* 'he made (it)'. Secondly, this subject suffix is preposed to the first expression in its clause, with the exception of the subject itself. Examples:

<i>pyasém kird̄.</i>	'I took a walk (pyasé).'
<i>hič k̄iteb̄it k̄iři?</i>	'Did you buy any books?'
<i>yék k̄iteb̄im k̄iři.</i>	'I bought one book.'

Remarks: The forms *kird̄* and *k̄iři* are the past stems of these verbs; *yék k̄iteb̄* is one expression -- that is, a word with modifier -- and so the pronominal suffix is suffixed to the entire phrase.

Additional examples of the preposed subject:

xom xənjerək-i bášim kīři.	' <u>I</u> bought a good dagger.'
čít kird ləwè.	'What did you do there?'
bóci ʔəmwišeyet ləser textéké nusi.	'Why did you write these words on the blackboard?'
čáyan xwardəwe.	'They drank tea.'

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

te géyštīm	'I understand'
te négəyštīm	'I don't understand'

Transitive verbs insert the inflectional suffix after né-, as

nusím	'I wrote it.'
némusi	'I didn't write it.'
pyasém nékird	'I didn't take a walk.'

e. Uses. The preterite tense denotes one completed action. Since most completed actions have already taken place the preterite will probably most often refer to past time, but this is not necessarily always true. In the sentences

dwéne pyasém kird	'I took a walk yesterday.'
ʔimro pyasém kird	'I took a walk today.'

one act was performed in each case, one in past time - yesterday - and one in present time - today.

There are other instances where the preterite has present meaning. After unstressed wa the preterite tense is equivalent to a present progressive: wa hátīm 'I'm coming!' Also, after the relative ke 'when' the preterite may have either past or present meaning, as ke géyštīm 'When I arrive.' (or 'When I arrived.') Further, the preterite can be used for a future action which the speaker is certain will take place. For example, a Kurd in Iraq, on recording some Kurdish songs on tape, was told déñit ču bo ʔəmərīka! Finally, it is interesting to

compare the equivalent expressions *te gáyštīm* and "I understand." English presents this as, perhaps, a condition existing at present, while Kurdish expresses it as an act which has taken place.

#### 4. Style. (Ref. p. 54; 74)

In Lesson 2 a conversational as opposed to a literary style of Kurdish was described. On page 55 it was pointed out that in conversational style *-ĩ* is often substituted for the suffix *-t*. We have now seen further instances of this particular feature which permit us to say that the pronominal suffix *-ĩt/-t* may be replaced by *ĩ* in most positions, as

<i>ʔewarėĩ bař</i>	=	<i>ʔewarėt bař</i>
<i>kĩtėbĩ</i>	=	<i>kĩtėbĩt</i>
<i>səʔatekėĩ</i>	=	<i>səʔatekėt</i>
<i>náwĩ</i>	=	<i>náwĩt</i> 'your name'

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

<i>ʔėĩém</i>	=	<i>ʔėdém</i>
<i>bĩém</i>	=	<i>bĩdém</i>
<i>ʔėĩá</i>	=	<i>ʔėdá</i>
<i>ʔėħméĩ</i>	=	<i>ʔėħméđ</i>
<i>qaĩr</i>	=	<i>qadıř</i> 'Qadir'

It is interesting to note that normally the vowel *ĩ* never occurs (1) adjacent to another vowel or (2) at the end of the word. When this rule is broken, one can be sure that substitution of *ĩ* for *t* or *d* has taken place.

D. Exercises

1. Round Drill:

Model:           A . kóy hati bó ʔerè  
                  B . tòzek léməwpeš hatim.

řóžek

šéwek

səʔátek

dú səʔat

máŋek

sálek

dé řož

yanzé řož

sé maŋ

dwanzé səʔat

2. Substitution Drill:

Model:           zú lə xəw həlsam.

dírəŋ

ʔestá

tazé

dwaí

səʔat yék

səʔat sé

səʔat cwáru níw

səʔat šéšu čarék



s̄əʕat dúw dé dəyɪqə  
 s̄əʕat dwanzəw bíst dəyɪqə  
 niwəró  
 ʕés̄ir  
 ʕewaré  
 bəyaní  
 paž niwəró  
 legel řóž

3. Substitution Drill:

Model: tózek <u>pyasém</u> kird.	'I took a short walk.'
bás-i mežú-i bəyá	'I discussed the history of Baghdad.'
ʔiš	'I worked a bit.'
fer-i ʕərəbí	'I learned a little Arabic.'
čak	'I improved it a bit.'
q̄isó	'I talked a while.'
jwantír	'I made it a bit prettier still.'
xoš	'I improved it a little.'
zor	'I increased it somewhat.'
be ləzét	'I made it a bit more delicious.'

4. Round Drill:

Model:	Q.	bo kwé čuy.
	A.	čúm bo <u>kitebxanó</u> -i kurdustán

məʕsém

ʔutél

bazár  
řubár  
šax  
de  
šeqám  
mektéb  
gird  
bax

5. Round Drill:

- Model: A. hič kítébī kīři?  
B. tenhà yék kitebīm kīři.

xenjér  
nan  
qawó  
qelóm  
perdáx  
gul  
šit (= štit, štim)  
mal  
deftér

6. Round Drill:

- Model: Q. ?éw kītebe bás-i čí ?eka.  
A. ?éw kītebe bas-i mežú-i kurdustán ?eka.

?emeriká

nusərekán  
 kurd  
 ʕərəb  
 šíʕir  
 dāru dīrəxt  
 šāru dé  
 žīnu pyáw  
 məhmí  
 wīlat-i ʔəmeriká  
 šaxəkán-i ʔeré  
 bāx-i gīští  
 žīn-i ʔém wīlatə  
 xólq-i bəyá  
 fərmanbərán-i ʕiráq

7. Substitution Drill:

Model: wábzaniṃ nusərekéy náwi zanáye

pyaw	dará
žin	pəxšán
kuř	məhmí (= məhmíwə)
kīč	jwan
bīrá	ʔəhméi
məmwəstá	kəríṃ
mʊtəseríf	řəšól
qutabí	barán
minál	zaná
de	batás

8. Substitution Drill:

Model:                    kəwatá ʔəbè kītebek-i zór bažbe.

kuř

pyaw

žīn

řefíq

šar

wīlát

qutabí

čayxané

yané

la

qīsé

bax

9. Substitution Drill:

Model:            a.    bočí wá ʔəley

ʔəkóy

ʔəxóy

téʔəgəy

ʔəzaní

ʔəxwení

ʔənusí

ʔəpīrsí

ʔəfermíy

ʔəléytəwə

dáʔeniši  
gwéʔagri  
hóli ʔagri

Repeat in negative:

Model: b. boči wa náley.

10. Substitution Drill:

Model: herči řegá-i ʔotombílu šemenefér heye pišáni ʔeĩa.

šáru dé  
šáxu dáx  
řubár  
gird  
šár-i gəwré  
dol  
bax  
dárudĩréxt  
šəqám  
wīlát

11. Substitution Drill:

Model: ʔəgèr ʔišín nfyə ʔəwa pékəwə ʔəčin.

dərs  
nusín  
wəlám  
pĩrsyár

xwəndín  
qse  
jegá  
mura.je.é  
řu  
otombíl

12. Substitution Drill:

Model: mĩniš ʔebe danəyek bíkřim.

dərsekánim towáw bíkem  
lewé dáníšim  
dárs-i mežú bíxwenim  
sér-i nusəreké biem  
bíčimə kītebxanəkə  
pišáni biem  
direžtīri bíkem  
bíkeməwe  
čaweréy bkem  
návīm-i tyá bīnusīm

13. Substitution Drill:

Model: ba zú bčín, čuŋke mʊmkíne zana lewé bbinin.

ʔestá  
sībóyne  
dusbóy  
dwaí

sevat dé  
sevâtek-itîr  
sevîr  
niweró  
šewé  
tózek-itîr

14. Substitution Drill:

Model: wabzanîm dîréne.

zu (= zuwe)

be lezét

nîzík

gîrán

dur

fénîk

kon

čak

tózek

dîréž

tazé

gəwré

15. Substitution Drill:

Model: čaktîrîn šit ʔəwəyə nəxšéyek-i tyayə.

dərs

jumlé

gul  
rutél  
mætɾém  
yané  
řubár  
čayxanó  
dukán  
texté  
mal  
mĩnál  
teləfón

16. Substitution Drill:

Model:           sərat čwáre           " It is 4:00"

dúwe

yanzéye

yanzėw dú dəqiqəye

yanzėw pėnj dəqiqəye

dwanzėw bĩstu sé dəqiqəye

hėwtu hėwt dəqiqəye

dwanzėw dwanzėye

dėw čarėke

dėw níwe

yėku yėk dəqiqəye

1:00

1:01



2:00  
2:05  
3:10  
4:15  
5:20  
6:21  
7:25  
8:29  
9:30  
10:15  
11:00  
12:30

17. Substitution Drill:

Model:        səʁat čarékék-i ʔəwe[t] bó yanze.        "It is 10:45."

čwardé dəqiqə

syanzé dəqiqə

dé dəqiqə

bístu nó dəqiqə

bíst dəqiqə

nozdé dəqiqə

həždé dəqiqə

panzé dəqiqə

dú dəqiqə

pénj dəqiqə

səʁát 1:31

2:35

3:40  
4:45  
5:50  
6:55  
7:42  
8:56  
9:45  
10:30  
11:50  
12:00

18. Drill: Telling time.  
Model: sɛɛ́ yáku níwə.

1:15  
2:10  
3:45  
8:55  
11:08  
4:30  
10:17  
12:58  
5:50  
9:34  
7:22  
6:40

19. Word Formation: Verbs 3rd. person singular.

A.

a. Consonant Stem

$C + \acute{e}[t] = C\acute{e}[t]$

Ex: -xwen- :  $\text{?exwen}\acute{e}[t]$

$\text{?enus}\acute{e}[t]$

$\text{?ebin}\acute{e}[t]$

$\text{?ezan}\acute{e}[t]$

$\text{?ebř}\acute{e}[t]$

$\text{?eb}\acute{e}[t]$

$\text{?efroř}\acute{e}[t]$

$\text{?ekř}\acute{e}[t]$

$\text{?eč}\acute{e}[t]$

$\text{?etwan}\acute{e}[t]$

$\text{hél}\text{?egr}\acute{e}[t]$

$\text{da}\text{?eniř}\acute{e}[t]$

b. Stems in -e-

$C\text{e} + a[t] = C\acute{a}[t]$

Ex: -ke- :  $\text{?ek}\acute{a}[t]$

$\text{?eř}\acute{a}[t]$  [ $\text{?ed}\acute{a}[t]$ ]

$\text{d}\acute{a}\text{?exa}[t]$

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

Model: mamwesta zana báš ?enuse.

mīn ʔəxwením  
 ʔəbiním  
 ʔəzaním  
 kítéb ʔəfrošim  
 dérs ʔəïem  
 xèlq pišán ʔəïem  
 qīsé ʔəkem  
 gwé ʔəgrim  
 ʔəbim  
 kítéb ʔəkřim

20. Word Formation: Imperative - singular.

A. Model: bīnuse

a. Cə      bixwene  
             bizane  
             bibine  
             bipirse  
             wəlám biə  
             sér biə

b. Vø      bīlé  
             [bī]kés  
             bixó  
             dá[bī]xə

c. Vrøwø            bīlérøwø  
                              .        bīkérøwø  
    bīxórøwø  
    bīérøwø  
    wølám bīerøwø  
    sér bīerøwø

B. Drill.

Model: dørs-i šəšəm bīnuse

Ex: ʔəxwení - bīxwene

ʔəzaní

ʔəléytøwø

ʔəbiní

ʔəkéytøwø

ʔəpīrsí

ʔəléyt

ʔamadé ʔəkey

čaktír ʔəkey

21. Word Formation: Negative Imperative.

Model: dørs-i šəšəm bīnuse 'Write Lesson 6!'

dørs-i šəšəm ménuse 'Don't write Lesson 6!'

Repeat drill 20 in the negative.

## 22. COMPOSITION

### Man

1. Good evening; how are you?
2. When did you come here?
3. Welcome to this city.
4. My wife went to the market with the children to buy bread.
5. Well then, let's go home after a while in order that you see her.
6. Then come tomorrow morning.
7. Fine, then we'll expect you tomorrow evening.
8. Good-bye.

### Woman

1. I am very well, thank you.
2. Yesterday morning, at ten.
3. Thank you. Where is your wife?
4. Indeed, I'd like very much to see her.
5. I can't, because I want to go to the movies with a friend of mine tonight.
6. No, tomorrow evening.
7. O.K. I believe I have to say good-bye now.
8. Good-bye. I'll see you tomorrow at six o'clock.

Lesson VIII

A. Basic Sentences

dérs-i hæštém

Eighth Lesson

bás-i ʔəhméïu bīradərekáni

Conversation About Ahmed  
and his Friends

səlámʔəlélyk

peace be on you (sg.;Ar.)

b. 1. səlámʔəlélyk.  
a  
b

Greetings.

ʔəlélykum

on you (pl.) (Arabic)

d. 2. ʔəlélykumussəlám.  
a  
r  
a

Greetings (in response).

buy[t]

you were (sg.)

3. lə kwé buy

Where have you been?

bum

I was

4. lə mál-i ʔəhméï bum.

I was at Ahmed's house.

lewé

there, in that place,

čít kīrd

What did you do(sg.)

5. čít kīrd lewè.

What did you do there?

bawík

father

dayík

mother

bàwku dayík

father and mother

xušík (xuškán)

sister

xúšku bīrá

sister(s) and brother(s)

bàwku dáyku xúšku bīrakáni

his father, mother,  
sister(s) and brother(s)

- |   |   |
|---|---|
| čaw   | eye   |
| kəwt  | it fell   |
| čawim kəwt bə...  | my eyes fell on..., I caught sight of, saw                |
| čawim kəwt bə bāwku dáyku xúšku bīrakáni                  | I saw his father, mother, sister and brother.             |
| nánim xward   | I ate [food], dined                                       |
| 6. nánim xwardu čawim kəwt bə bāwku dáyku xúšku bīrakáni. | I dined and saw his father, mother, sister and brother.   |
| ču  | he went   |
| ču bo kwé?  | Where did he go to?                                       |
| 7. ʔəy ʔəhméi ču bo kwe                                   | Then where did Ahmed go?                                  |
| bīradér (bīradərán)                                       | friend (friends)  |
| čəŋ bīradérek   | some friends  |
| čəŋ bīradéreki  | some friends of his                                       |
| ləgəl čəŋ bīradérekyā                                     | with some of his friends                                  |
| ləgəl čəŋ bīradérekyā ču bo bazār                         | He went to the market with some of his friends.           |
| 8. wábzanim ləgəl čəŋ bīradèrekya ču bo bazār.            | I believe he went to the market with some of his friends. |
| čun (+subjunctive=purpose)                                | they went   |
| 9. čun čí bken?   | They went to do what?                                     |
| 10. čun šít bīkřin.                                       | They went to buy some things.                             |
| yən   | they come   |



- |     |   |   |
|-----|---|---|
|     | náyən   | they don't come   |
|     | náyən bə ʔerə   | They don't come here  |
| 11. | ʔəy náyən bə ʔerə?  | Aren't they coming here?  |
|     | tozek-itír yən  | They'll come after a bit.   |
|     | ʔəwan   | they  |
|     | ʔəwaniš   | they too  |
|     | <u>héz</u> ʔəkən (fol. by subj.)  | they like   |
|     | ʔəwaniš <u>héz</u> ʔəkən  | they too like   |
|     | bíčĭn   | that they go  |
|     | ləgəl ʔemé bíčĭn  | that they go with us  |
|     | ʔəwaniš <u>héz</u> ʔəkən  | They too would like to  |
|     | ləgəl ʔemé bíčĭn  | go with us.   |
|     | čúnke ʔəwaniš héz ʔəkən<br>ləgəl ʔemə bíčĭn bo<br>báx-í gĭštì.                              | Because they also would<br>like to go with us to<br>the Public Garden.  |
| 12. | béle, tozek-itír yən, čúnke<br>ʔəwaniš <u>héz</u> ʔəkən ləgəl<br>ʔemə bíčĭn bə báx-i gĭštì. | Yes, they'll be coming after<br>a while, because they also<br>would like to go with us<br>to the Public Garden. |
|     | ta  | until, till   |
|     | ta yén  | until they come   |
|     | čawərəyan bíkəyn  | that we wait for them   |
|     | ʔəbe čawərəyan bíkəyn   | We must wait for them.  |
|     | ʔəbe leré čawərəyan bíkəyn  | We must wait for them here.   |
|     | ʔəbe leré čawərəyan bíkəyn<br>tà yén.   | We should wait for them<br>here until they come.  |
| 13. | kəwatá ʔəbe leré čawərəyan<br>bíkəyn tà yén.  | Then we should wait for them<br>here until they come.   |

	kwa	where is he/she/it?
14.	ʔey ʔelí kwa?	Where is Ali?
	ču bò <u>má</u> lewe	He went home
	ču bò <u>má</u> lewe nán bixwa[t]	He went home to eat.
	bé <u>l</u> am tózek léməwpeš ču bo <u>má</u> lewe nán bixwa[t]	But he went home a while ago to eat.
	tà ʔestá	until now, up to now
	tà ʔestá lerèbu	He was here until now.
15.	ʔelì ta ʔestá lerébu <u>bé</u> lam tózek léməwpeš ču bo <u>má</u> lewe nán bixwa.	Ali was here until just now, but he went home to eat only a while ago.
	ʔəw	he/she/it
	wìti	he said
	ʔəw wìti	<u>he</u> said
	leré nán ʔəxom	I eat here
	wìti leré nán ʔəxom	He said, "I'll eat here".
16.	ʔəw wìti leré nán ʔəxom.	He said he'd eat here.
	ʔəgəřéməwe	I return, go/come back
	sé səʔat-itír ʔəgəřéməwe	I'll come back after three hours.
	wìti sé səʔat-itír ʔəgəřéməwe	He said, "I'll come back after three hours".
	bé <u>l</u> am wìti sé səʔat-itír ʔəgəřéməwe	But he said he'd come back after three hours.
	řoyšt	he left, went away
	<u>hél</u> sa	he got up, he stood up

hélsaw řóyšt

he stood up and went away

dwaí hélsaw řòyšt

Later (afterwards) he  
got up and left.

hélsaw řòyšt, belam witi  
sé-səcat-itír ʔəgəřéməwə

He got up and went away,  
but he said he'd be  
back in three hours.

čáyeki xwardəwə

He drank a cup of tea

tenha čáyeki xwardəwə

He only drank a cup of tea.

17. tenha čáyeki xwardəwə, dwaí  
hélsaw řòyšt, belam witi sé  
səcat-itír ʔəgəřéməwə.

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

bet [bíbet]

that he come

légèl ʔəw kuřanè

with those boys

mumkíne légèl ʔəw  
kuřanè bet

It is possible he'll  
come with those boys.

18. kəwata mumkíne légèl ʔəw  
kuřanè bet.

Therefore it is possible he  
will come with those boys.

xəlq-i kwén?

Where are they from?

19 ʔəw kuřanè xəlq-i kwén?

Where are those boys from?

hemíyan

all of them

xəlq-i ʔəm wīlatè

the people of this country

xəlq-i ʔəm wīlatèn

they are from this country

hemíyan xəlq-i ʔəm wīlatèn

they are all from this country

ʔəyanəwé (fol. by subj.)

they want

suʔál

question

čèŋ suʔálek

some questions

- |     |   |  |
|-----|---|--|
|     | čəŋ suʔálekīt lè bken   | that they ask you questions  |
|     | ʔəyanəwé čəŋ suʔálekī[t]<br>lè bken   | They want to ask you some<br>questions.  |
|     | ʔəməriká  | America  |
|     | lə babet ʔəmərikáwə   | about America  |
|     | ʔəyanəwə čəŋ suʔálekīt<br>lə bken lə babet ʔəmərikáwə                                       | They want to ask you some<br>questions about America.  |
| 20. | həmúyan xəlq-i ʔém wŷlatèn,<br>bəlam ʔəyanəwə čəŋ suʔálekīt<br>lə bken lə babet ʔəmərikáwə. | They are all from this country,<br>but they want to ask you some<br>questions about America. |
| 21. | boči ʔəyanəwé biččin bə<br>ʔəməriká?  | Why, do they want to go to<br>America?   |
|     | bixwénin  | that they study  |
|     | ʔəyanəwé ləwé bixwenin  | they want to study there   |
|     | ʔəyanəwə biččin ləwé<br>bixwenin  | they want to go to study<br>there  |
| 22. | wábzanim ʔəyanəwə biččin<br>ləwé bixwenin.  | I believe they want to go to<br>study there.   |
|     | teʔəgəm   | I understand   |
|     | wáteʔəgəm   | so I understand; as far<br>as I know.  |
|     | ʔəyewé[t] (fol. by subj.)   | he wants   |
|     | ʔəhméiis ʔəyewə   | Ahmed also wants   |
|     | biččé[t]  | that he go   |
| 23. | wáteʔəgəm ʔəhméiis ʔəyewə<br>bičče bó ʔəmərikà.   | I understand that Ahmed also<br>wants to go to America.                                      |

- héz ʔeka[t] (fol. by subj.) he likes  
 24. bèle zór héz ʔekat biče bó Yes, he would like very much  
 ʔamerika. to go to America.
- paré money  
 pare níye there is no money  
 parém níye I don't have any money  
 ʔelé[t] he says  
 ʔele parém níye He says, "I have no money"
25. belam ʔele parém níye bičim. But he says he doesn't have  
 the money to go.
- dewleménj [dewleménd] rich  
 dewleméne he is rich  
 bawki his father  
 bawki dewleméne His father is rich
26. bawki zór dewleméne. His father is very rich.
- dérče [derbičét] that he succeed  
 ʔeger ʔímsal derče if he succeeds this year
27. kawatá ʔeger ʔímsal derče Then if he succeeds this year,  
 ʔeče bo ʔamerika. he'll go to the United States.
- dérʔeče[t] he succeeds  
 wábzanim derʔeče I believe he will succeed  
 zirék clever, intelligent  
 ziréke he is intelligent

	zór zireke	he is very intelligent
	sə́í	studying (noun); school-work, homework
	sə́í ʔəka[t]	he studies
	sə́i zór ʔəka[t]	he studies hard, he works very hard
	zór zirekew sə́i zór ʔəka[t]	he is very clever and works very hard
28.	wábzaniṁ dérwə́če, čuŋkə zór zirekew sə́i zór ʔəka.	I believe he will succeed because he's very intelligent and studies very hard.
	wáʔəzanṁ	I know so
29.	míniš wáʔəzanṁ.	I think so too.
	hátin	they came
	wáteʔəgem hátin	I believe they have come.
	deŋedéŋ	noise
	dèŋedéŋə	it is a noise
	gwém	my ear(s)
	gwém lə deŋedéŋə	I hear some noises.
30.	gwém lə dèŋedéŋə. wáteʔəgem hátin.	I hear a noise. I believe they have come.
	ʔéwan	they
	ʔéwanṁ	it is them
31	bé <u>l</u> e ʔéwanṁ.	Yes, it is them.

Sentence Resumé - Kurdish

1. selámúseláyk.
2. ?eláykumusselám.
3. le kwé buy.
4. le mál-i ?ehméi bum.
5. čít kird lewè.
6. nánim xwardu čáwim kəwt be bawku dáyku xúšku bîrakáni.
7. ?ey ?ehméi ču bo kwè.
8. wábzanim legel čəŋ bîradèrekya ču bo bazár.
9. čun čí bken?
10. čun sít bîkřin.
11. ?ey náyən bə ?erə?
12. béle, tozek-itír yən, čŋke ?əwaniš héz ?əken legel ?eme bîčîn bə bax-i gištî.
13. kəwatá ?əbe leré čaweréyan bîkəyn tà yén.
14. ?ey ?elí kwa?
15. ?elî ta ?está lerébu bélam tózek léməpəš ču bo málewe nán bixwa.
16. ?əw wîti leré nán ?əxom.
17. tenha čáyeki xwardəwe, dwaí həlsaw řoyšt, bəlam wîti sé sərat-i tîr ?əgeřeməwe.
18. kəwata mumkíne legel ?əw kuřanè bet.
19. ?əw kuřanè xəlq-i kwén?
20. hémíyan xəla-i ?ém wīlatèn, bəlam ?əyanəwe čəŋ su?álekīt le bken le babət ?əmerikáwe.
21. boči ?əyanəwé bîčîn bə ?əmeriká?
22. wábzanim ?əyanəwe bîčîn lewé bixwenîn.

23. wáteʔegem ʔəhmáíiř ʔeyewè bíče bó ʔemerikà.
24. bèle zór hez ʔekat bíče bó ʔemerika.
25. belam ʔele parem níye bíčim.
26. bawki zór dewlemeŋe.
27. kewatá ʔeger ʔímsall dérče ʔečé bo ʔemerika.
28. wábzanim dérʔeče, čuŋke zór zirekew seʔi zór ʔeka.
29. mĩniř wáʔezanim.
30. gwém le dèŋedéŋe. wáteʔegem hátin.
31. bóle ʔéwanin.



Sentence Resumé - English

1. Greetings.
2. Greetings (in response).
3. Where have you been?
4. I was at Ahmed's house.
5. What did you do there?
6. I dined and saw his father, mother, sister and brother.
7. When where did Ahmed go?
8. I believe he went to the market with some of his friends.
9. They went to do what? (What did they go for?)
10. They went to buy some things.
11. Aren't they coming here?
12. Yes, they'll be coming after a while, because they also would like to go with us to the Public Garden.
13. Then we should wait for them here until they come.
14. Where is Ali?
15. Ali was here until just now, but he went home to eat only a while ago.
16. He said he'd eat here.
17. He only drank a cup of tea and then left, but he said he'd be back in three hours.
18. Therefore it is possible that he will come with those boys.
19. Where are those boys from?
20. They are all from this country, but they want to ask you some questions about America.
21. Why, do they want to go to America?

22. I believe they want to go to study there.
23. I understand that Ahmed also wants to go to America.
24. Yes, he would like very much to go to America.
25. But he says that he doesn't have the money to go.
26. His father is very rich.
27. Then if he succeeds this year, he will go to the U.S.
28. I believe he will succeed because he is very intelligent and works very hard.
29. I think so too.
30. I hear some noise. I believe they have come.
31. Yes, it is them.

B. Additional Vocabulary

Nouns

goyžé	Goizha (name of a mountain in Sulaimania Liwa)
řesím	picture; portrait
xúške	(title of respect for females of one's own generation)
kírás	dress; shirt
jeridé	newspaper
mərḥebá le kirdin	to greet (usually informal)
čáw le kirdin	to imitate
řožbáš le kirdin	to greet
tká le kirdin	to request of
pĩrsyár le kirdin	to ask of (someone)
héz le kirdin	to love
ʔedéb	literature
ʔewrupá	Europe
ʔazá	Aza (P.N. - male)
səʕí	schoolwork, homework
xál	uncle (maternal)
mám	uncle (paternal)
fərənsá	France
míʕir	Egypt

Adjectives

kurt	short
qəl <sub>é</sub> w	fat
fəqír	poor

verbs

bîrím	I cut (it)
zaním	I learned, found out
biním	I saw (it)
fróštîm	I sold (it)
dáništ	he sat down
kîrî	he bought (it)
dêrsî xwend	he read a lesson, he studied
yarî kird	he played
goranî wîr	he sang
gwéy gîrt	he listened
fêr-i kurdî bu	he learned Kurdish
selâmi kird	he greeted
ʔenúm	I sleep, I'll sleep
ʔepîrsîm	I ask
bîryáryan na [bîryáryan da]	they decided

Prepositions

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

Demonstratives

ʔéman	these
-------	-------

C. Notes.

1. Verb Conjugation. Third Person Plural Inflection (Ref. p. 76; 96)

a. Present Tense. The third person plural subject suffix for verbs in the present tense is -ĩn/-ŋ, examples of which follow below; note that this is also the copula suffix for this person (cf. p. 96):

Consonant Stems: bčĩn, bĩkřĩn, bĩxwenĩn, ʔəwánĩn

Vowel Stems: ʔəkén, biken, náyen; kwén, xélq-i ʔəwwĩlatèn

The verb wistĩn 'to want' uses the pronominal suffixes for subject inflection (see p. 181): ʔəyanəwe 'they want'.

b. Preterite Tense. The same inflections serve for the third person plural of intransitive verbs in the preterite tense:

Consonant Stem: hátĩn 'they came'

Vowel Stem: čún 'they went'

2. Verbal Phrases: Direct Object Indicated by Word Order

The direct object of the verb precedes the verb: kurdí ʔəzanĩm. The same rule applies to all verbal phrases that consist of adjective + verb or preverb + verb, e.g., šeqaməkàn pán ʔəkən 'They are widening the streets' bá xənjərekàn wér grin 'Let's take the daggers.'

If the direct object is a pronoun, the pronominal affix is inserted before the stem of the single verb, but suffixed to the adjective or the preverb of the verbal phrase, as:

ʔəyzanĩm. 'I know it.'

pányan ʔəkən. 'They are widening them.'

bá wéryan bĩgrin. 'Let's take them.'

D. Exercises

1. Substitution Drill;

Model: le mál-i ʔehméi bum.

	dukán	məhmí
	bax	gīští
	ʔutél	beʔá
sfnif	: snif-	yek
	yanó	fermanberán
	šax	goyžé
čayxaneké		kerím
məktéb		sanewí
šeqám		kawé
šar		dītróyit

Round Drill;

A. q- le kwé buy?

B. a- le mál-i ʔehméi bum.

q- ʔey to le kwé buy?

C. a- le dukán-i məhmí bum.

2. Substitution Drill;

Model: čít kird lewe.

nusí

kīří

bīří

zaní  
biní  
fřošt  
xward  
wīt  
xwárdewə  
gwé le bu

3. Round Drill:

Model:       Q.    čít kird ləwe.  
              A.    nánim xward ləwe.

Answer all the questions formed in drill No. 2 in a way similar to the model shown above.

4. Substitution Drill:

Model:               čawim bə báwki kəwt.

dáyki  
xúški  
birakóy  
to  
kītebekó  
řósmek-i jwán  
dú pyawu sé žin  
mamwəsta barán  
xúške pexšán  
kák selí

5. Substitution Drill,

Model:            ləgəl čəŋ bīradérekya ču bə bazar

řoyšt

hat

dáništ

kīří

dérsi xwend

náni xward

yarí kīrd

goraní wit

gwéy girt

fér-i kurdí bu

6. Substitution Drill,

Model:            čun čí bkən

čawerétan

yarí

suʔályan le

čáki

ʔišt

pyasé

qse

qséy ləgəl

kəbáb drust

ʔišeke tewáw



7. Substitution Drill:

Model:                    ʔéwaniš hèz ʔəken legəl ʔémə biččin.

ʔéman

kuřán

kuřəkán

žinán

žinekán

minalán

minaləkán

pyawán

pyawəkán

bawkekán

daykekán

kičán

kičekán

biraderán

8. Substitution Drill:

Model:                    ʔəbe lerè čaweréyan bikeyn tá yèn.

ləwé

lə málewe

lə bazár

lə žúrewe

lə čayxané

lə bák

lə sinemá

le ʔutél  
 la-i tó  
 la-i ʔəhméï  
 la-i hewzéké  
 leser gīrdeké  
 leser ʔaweké  
 leser šaxeké

9. Substitution Drill:

Model: kwá kītebekəm

kuř

kīč

nan

qelém

deftér

xənjér

ʔotombíl

kīrás

řefíq

jeridés

bīrá

\* báwk

\* dáyk

\* xúšk

\* These forms do not take -əkə when showing possession.

Round Drill:

- A. q- kwá kītebəkəm?  
B. a- ʔewətá kītebəkēi  
q- ʔey kuřekém kwa?  
C. a- ʔewətá kuřekēi

10. Substitution Drill:

Model: ʔəlí ta ʔestá lerèbu.

ʔfmro

dwéne

seʔat dé

seʔátek ləməwpeš

bəyaní

niweró

ʔésīr

ʔewaró

dwai niweró

dwai ʔésīr

11. Substitution Drill:

Model: ʔèw wīti leré nán ʔəxom.

dáʔənišim

ʔəbīm

gwé ʔegrīm

ʔənúm

ʔáw ʔəxoməwe

qawé ʔekřím

ʔexwením

ʔenusím

ʔepīrsím

ʔetbiním

12. Substitution Drill:

Model: hólsaw royšt bēlam wīti sé seʔati-tīr ʔegeřéməwə.

náni xward

čáy xwardəwə

gwéy gīrt

kītebəkáy xwend

dersekáy nusi

tózek dánīšt

xənjéreki kīři

selámi kīrd

hat

qəleməkáy hólgīrt

čáki kīrd

13. Substitution Drill:

Model: kewata mwmkíne legel ʔéw kuřanə bet.

ʔéwan

ʔéman

ʔemə

pyawəkán

žinekán  
mīnalokán  
kuřekán  
mamwestakán  
kīčekán  
ʔéw xəlqàne  
ʔéw qutabyàne

14. Substitution Drill:

Model: ʔeyanəwe suʔalékīt le bkən

səlámek  
mər<sub>h</sub>əbáyek  
čaw  
řožbáš  
tka  
pīrsyárek  
hez

15. Substitution Drill:

Model: ʔeyanəwe čəŋ suʔalékīt le bkən le babet ʔemərikáwe

ʔəwrupá  
turkiyá  
mežú-i ʔeməriká  
ʔədób-i ʔémwīlatè  
məʔná-i ʔém jumlàne  
mežú-i řusyá

mamwestá

pīrožeké

sinemá

16. Substitution Drill: Make additional changes as necessary.

Model: ʔew kuřane xəlq-i kwen.

ʔew kuře

ʔewpyawé

to

mīn

ʔew

ʔéwan

17. Substitution Drill:

Model: boči ʔeyanewé bīčīn bo ʔeməriká?

héz ʔəken

ʔarezú ʔəken

niyázyan həye

ʔumédyan həye

həwl ʔeden

ʔəbé

čawərə ʔəken

bīryáryan da

ʔətwanīn

momkíne

18. Substitution Drill:

Model: wáteʔəgem ʔəhméiis ʔəyəwe bíče bó ʔəmerikà.

kerím

ʔazá

daná

dará

pəxšán

pərixán

jəmə́l

fuʔád

ʕəlí

jorj

19. Substitution Drill:

Model: ʕəli ʔəle parém niyə.

nan

jíl

kítéb

dəftór

ʔimtihán

dərs

qəlém

bawík (bawk-)

bīra

kaʔéz

suʔál

seří

ʔuméd

20. Substitution Drill:

Model:           bàwki zór dewlemeŋe

feqír

čak

baš

pyáw-i čak

pyáw-i baš

dīréž

kurt

qeléw

zirék

xošewíst

21. Word Formation Drill:

Model:

a. bawík      bawkim    bawkit    bawki    bawkman    bawktan    bawkyan

dayfk

xušík

xall

mam

naw

b. bīrá      bīrakém    bīrakét    bīrakéy    bīrakéman    bīrakétan    bīrakéyan

kītéb

qelém



kuř

kīč

řefíq

səʻát

22. Substitution Drill:

Model: A. ʔəgər ʔfmsal dərcə ʔəčè bo ʔəmərika.

ʔiráq

lɔbnán

turkyá

ʔerán

nyuyórk

bəyá

řusyá

ʔəlemanyá

fərensá

mí sɪr

B. Repeat the drill above, changing the various sentences to agree with the various pronouns.

Example: mɪn -- ʔəgər ʔfmsal dərcim ʔəčim bo ʔəmərika.

23. Substitution Drill:

Model: wábzanim dərʔəčé čuŋkə zór zirekə.

ʔəčé

ʔəyzané

fér ʔəbe

té ʔega  
 drústi ʔeka  
 welámi ʔedatewe  
 ʔeynuse  
 ʔeyxwené  
 čaktíri ʔeka  
 ʔetwané bíxwene

#### 24. COMPOSITION

- |   |   |
|---|---|
| 1. It is very good that you came. Let's go to the bookshop. | 1. Why do you want to go to the bookshop. Do you want to buy books.                     |
| 2. I want to buy only one book.                             | 2. O.K., let's go. Do you know how much it costs?                                       |
| 3. I believe it is not very expensive.                      | 3. Do you know what it is about?  |
| 4. Yes. It is about Kurdish poetry.                         | 4. Why, do you know how to read Kurdish poetry?   |
| 5. You know, Kurdish is easy.                               | 5. For me ("in my opinion") English is easier, but you are right, Kurdish is easy too.  |
| 6. This is the bookshop, let's go in.                       | 6. I believe this is the book you want to buy. ("this is the book you want to buy it.") |
| 7. Let's buy it and go to the club.                         | 7. Very good, I also want to go to the Club, because I want to see my friend there.     |

A. Basic Sentences

dərs-i noém

Ninth Lesson

bóbu qutabekán

Bob and the Students

ʔewé

you (pl)

ʔewè qutabín

you are students

1. ʔewè qutabín lə sɪnf-i  
pénj-i sanəwìn. lə  
suləymaní ʔəxwenìn.

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

ʔetanəwé (foll. by subj.)

you want (pl)

ʔetanəwè biččín bə

you want to go to

ʔəməriká bixwenìn

America to study

páš ʔəwə

after that

páš ʔəwé-i (fol. by subj.)

after (conj.)

páš ʔəwè-i dər[bī]ččín

after you succeed

páš ʔəwè-i ʔímsal

after you have suc-

dər[bī]ččín

ceeded this year

páš ʔəwè-i ʔímsal

after you have succeeded

dər[bī]ččín lə məktəb

in school this year

2. ʔetanəwè biččín bə ʔəməriká  
bixwenìn, paš ʔəwə-i ʔímsal  
dərččín lə məktəb.

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

zīmán	language
zīmàn-i ʔɲlizí	the English language
zīmàn-i ʔɲlizítan xwendïwə	you have studied the English language
ʔewə hémítan zīmàn-i ʔɲlizítan xwendïwə	you have all studied the the English language
bə́lam ʔəbe tozək baštír feribîn	but you should learn it a little better

3. ʔewə hémítan zīmàn-i                    You have all studied English,  
 ʔɲlizítan xwendïwə bə́lam                but you should learn it a  
 ʔəbe tozek baštír feribîn.                little better.

ləbérʔəwə	for this reason, therefore
xərík	busy at, engaged in
xərík[bï]bîn (foll. by subj.)	that you (pl) get busy, start working on
ləʔestáwə	from now, as of now
ləʔestáwə xəríkbin	that you (pl) get busy on it as of now
ləbèrʔəwə ləʔestáwə xəríkbin	that you therefore get busy on it as of now

ləbərʔəwə ʔəbe ləʔestáwə  
xərɪkbɪn baštír feribɪn

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

boʔəwə-i (fol. by subj.)

in order that

nébinɪn

that you (pl) not see

zəhmət

difficulty, trouble

zəhmən nébinɪn

that you not encounter

[zəhmət nébinɪn]

difficulty

híč zəhmən nébinɪn

that you not encounter

[híč zəhmət nébinɪn]

any difficulty

4. ləbərʔəwə ʔəbe ləʔestáwə  
xərɪkbɪn baštír feribɪn  
boʔəwə-i ləwə híč zəhmən  
nébinɪn.

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

wértanʔəgrɪn

they take you (pl)

bə ʔasaní

easily

bə ʔasaní wértanʔəgrɪn

they will accept you easily

kulliyé

college

kulliyəkán

the colleges

kulliyəkán bə ʔasaní

the colleges will

wértanʔəgrɪn

accept you easily

	ʔèger ʔıqlizi báš bızanın	if you know English well
5.	ʔèger ʔıqlizi báš bızanın, kulliyekán be ʔasanı wértanʔegrın.	If you know English well, the colleges will accept you easily.
	zəhmət	difficult, troublesome
	zəhmən nıye [zəhmət nıye]	it is not difficult
	ʔıqlizi zəhmən nıye	English is not hard
	zımən-i ʔıqlizı zəhmən nıye	the English language is not hard
	féri[bı]bın	that you (pl) learn it
	mawé	period of time
	mawéyek	a period of time
	kém	a little, few
	mawèyek-i kém	a little time, a short time
	bə mawèyek-i kém	in a short time
	ʔətwanın bə mawèyek-i kém feribın	you can learn it in a short time
	bə başı	well, thoroughly

6. zīmān-i ʔiŋlizi zehmèn nfyə The English language is not hard  
 bo ʔewə; ʔetwanîn be for you; you can learn it well  
 mawèyek-i kém be bašî in a short time.  
 feribîn.

hemûtan

all of you (pl)

kûrdîn

you (pl) are Kurds

7. ʔewə hemûtan kurdîn.

You are all Kurds.

ʔuméd

hope

ʔuméd heyə (fol. by sub.)

there is hope

ʔumédtan heyə

you (pl) have hopes

ʔumédiştan heyè

you also have hopes

xîzmét

service

xîzmét biken

that you (pl) serve

wîlatekétan

your (pl) country

xîzmét-i wîlatekétan biken

that you serve your country

ʔumédiştan heyè xîzmét-i

you also hope to serve

wîlatekétan biken

your country

geranewé

to return, come back

geranewétan

your (pl) coming back

dwáy geranewétan	after your return
dwáy geranewétan le ʔeməriká	after you have returned from America
8. ʔumédišťtan heyè xizmét-i wīlatekétan bīkən dwáy geranewétan le ʔeməriká.	You also hope to serve your country after you have returned from America.
génj (genján)	youth, young person
gènj-i ʔémšarè	the youths of this city
gènj-i ʔəm sarén	you are the youth of this city
9. ʔewe gènj-i ʔəmšarén.	You are the youth of this city.
həw <u>l</u>	endeavor
bīén [bīdén]	that you (pl) give
həw <u>l</u> bīen	that you (pl) endeavor
ʔəbe həw <u>l</u> bīen	you should endeavor
peškəwtín	progress
bo peškəwtín	for progress, in order to progress
ʔəbe həw <u>l</u> bīen bo peškəwtín	you (pl) should work hard in order to progress
bī <u>l</u> áw	scattered



bīlāw kirdīn

to scatter, spread

zanyarí

knowledge

bīlāw kirdīn-i zanyarí

spreading knowledge

bo bīlāw kirdīn-i zanyarí

in order to spread knowledge

10. ʔəbe h́owl b́ien bo p̀ěš kəwt́inu, You should try hard to progress  
b̀ò bīlāw kirdīn-i zanyarí. and spread knowledge.

jamíʔé

university

jamíʔəkán

the universities

yéke lə jamíʔəkán

one of the universities

lə yéke lə jamíʔəkán-i

in one of the American

ʔəməriká

universities

b́ixwene

that he study

kimyá

chemistry

ʔəyəwe kimyá b́ixwene

he wants to study chemistry

ʔəyəwe kimyá b́ixwene lə

He wants to study chemistry

yéke lə jamíʔəkán-i

at one of the American

ʔəməriká.

universities.

ʔəll- rəfíqtan

your friend Ali

ʔəll- rəfíqtan ʔəyəwe

your friend Ali wants to

kimyá b́ixwene

study chemistry

11. ʕəli- řefíqtan ʔeyəwe kimyá Your friend Ali wants to study  
 bixwene le yéke le chemistry at one of the American  
 jamisəkan-i ʔəmeriká. universities.

fizyá physics

fizyá bixwene that he study physics

bířyár decision; resolution

bířyári dawə he has resolved, decided

bířyári dawə fizyá bixwene he has decided to study  
 physics.

12. bəlam dara bířyári dawə fizyá But Dara has decided to study  
 bixwene. physics.

bīradər-i mīn my friend

bīradər-i mīnīn you (pl) are my friends

13. ʔewe hemítan bīradər-i mīnīn. You are all my friends.

ʔewe ʔəčīn le wīlatekə-i you'll go study in  
 mīn ʔəxwenīn my country

pəm xóšə it pleases me

zór pem xòšə it pleases me very much

kə ʔəčīn that you are going

pəm xóše kə ʔewe ʔečín  
lə wílatekè-i mǐn  
ʔəxwenín

it pleases me very much  
that you will go and  
study in my country

14. mǐn zór pem xóše kə ʔewe  
ʔečín lə wílatekè-i mǐn  
ʔəxwenín.

It pleases me very much that  
you are going to go and study  
in my country.

ʔežín

they live

nyuyórk

New York

lə šàr-i nyuyórk

in New York City

lə šàr-i nyuyórk ʔežín

they live in New York City

15. báwkĩmu dáykĩm lə šàr-i  
nyuyórk ʔežín.

My father and mother live in  
New York City.

16. nyuyórk gewrətĩrĩnu xoštĩrĩn  
šáre lə ʔəmeriká.

New York is the biggest and  
most pleasant city in America.

mĩlyón

million

mĩlyónə

it is a million

dé mĩlyonə

it is ten million

nĩzikéy

about, approximately

nĩzikéy dé mĩlyonə

it is about ten million

žimaré	number
daništwan	inhabitants
daništwan-i ʔémšarè	the inhabitants of this city
žimarè-i daništwan-i ʔémšarè gewreyè	the number of the inhabitants of this large city
17. žimarè-i daništwan-i ʔémšarè gewreyè nìzikèy dé mīlyonè.	The number of inhabitants in this large city is about ten million.
dàʔeniše[t]	he resides
lè dītróyt dàʔeniše[t]	he resides in Detroit
18. bīrakém lè dītróyt dàʔeniše[t].	My brother resides in Detroit.
<u>hefté</u>	week
ʔém <u>heftéyè</u>	this week
kaγéz	letter
kaγézek ʔenusim	I write a letter
ʔém <u>heftéyè</u> kaγézek ʔenusim bo báwkim	I'll write a letter to my father this week
yarmetitan bīa [bīdat]	that he help you
boʔewéy yarmetitan bīa[t]	so that he might help you

ke

at the time that

gəyšt̩n

you (pl) arrived

ke gəyšt̩n

when you arrive

gəyšt̩ne ʔəməriká

you arrived in America

ke gəyšt̩ne ʔəməriká

when you arrive in America

boʔəwəy yarmətítan b̩a

in order for him to help you

ke gəyšt̩ne ʔəməriká

when you arrive in America

19. ʔémhəftəyè kaʔézek ʔenusim

I'll write a letter to my father

bo báwkim boʔəwəy yarmətítan

this week so that he may help you

b̩a ke gəyšt̩ne ʔəməriká.

when you get to America

leréwə

from here

20. ʔəmərika zór dure lerəwə.

America is very far from here.

papóř

ship

bə papóř

by ship

bə papóř biččin b̩ə ʔəwe

that you (pl) go there by  
boat

teyaré

airplane

bə teyaré

by airplane

yá bə papòř yá bə teyarè

either by ship or by plane

yá be papòř yá be teyarè            that you go there either by  
bìčìn bò ʔewe                            boat or by airplane

21. kawatá ʔebe yá be papòř yá be    So you should go there either by  
teyarè bìčìn bò ʔewe.                    boat or by plane.

xerá    quick, fast

xeratír                                        quicker, faster

xeratíre                                      it is faster

xoštírew xeratíre                          it is more pleasant and faster

teyare xoštírew xeratíre                  airplanes are more pleasant  
and faster

herzán                                        cheap; inexpensive

herzantíre                                    it is cheaper

papoř herzantíre                            Ships are less expensive.

be papoř herzantíre                        It is less expensive by  
ship.

22. wábzanim be papoř herzantíre,    I believe it is cheaper by boat,  
bèlam teyare xoštírew                    but it is more pleasant and fas-  
xeratíre.                                    ter by plane.

be teyaré hatim                            came by plane

be teyaré hatim bò ʔiraq                  came to Iraq by plane

šanzé sɛʁət

16 hours

šanzé sɛʁəti bīrd

it took sixteen hours

lə nyuyórkəwə

from New York

lə nyuyórkəwə bo beɣà

from New York to Baghdad

tənhà šanzé sɛʁəti bīrd

it took only sixteen hours

lə nyuyórkəwə bo beɣà.

from New York to Baghdad

23. mīn bə tɛyaré hatīm bó ʁiraq. I came to Iraq by plane. It  
tənhà šanzé sɛʁəti bīrd lə only took sixteen hours from  
nyuyórkəwə bo beɣà. New York to Baghdad.

ʔəgeřéməwə

I return; I go back

ʔəgeřéməwə bə ʔəməríká

I go back to America

24. salek-itīr mīniš ʔəgeřéməwə Next year I'm going back to  
bo ʔəməríká. America too.

ləwé

there; in that place

25. ləwé ʔətənbīnim. I'll see you there.

pewíst

necessary

pewíste (fol. by sub.)

it is necessary

kaɣéz bīnusīn

that you write letters

kaɣézīm bə bīnusīn

that you write me letters

pewíste kayézim

it is necessary that you

bò bīnusin

write me, correspond with me

gáyštīn

you arrived

gəyštne ʔewé

you arrived there

ke gəyštne ʔewé

when you have arrived there

26. pewíste kayézim bo bīnusin  
ke gəyštne ʔewé.

You must write me when you  
get there.

ʔədrés

address

ʔədrəsəkántan

your addresses

ʔədrəsəkántan bīzanīm

that I know your addresses

hèz ʔəkəm ʔədrəsəkántan  
bīzanīm

I'd like to know your  
addresses

boʔəwèy bīnusim

in order that I write

boʔəwèy kayéz bīnusim

in order that I write letters

boʔəwèy kayéztan

in order that I write

bò bīnusim

you (letters)

boʔəwèy mīniš kayéztan

in order that I may write

bò bīnusim

you too



27. čuykə h́ezəkəm ʔadrəsəkántan Because I'd like to know  
 b́izaním boʔəwéy ḿiniš your addresses so I can  
 kayəztan b̀ò b́inusím. write you too.
- ʔəwwél first
- ʔəwwél sál the first year
- tozek zəhmét b́ibinín that you encounter a little  
 difficulty
- rəŋhéye (fol. by subj.) it is possible
- rəŋhéye tozek It is possible that you will  
 zəhmét b́ibinín. encounter a little difficulty.
- rəŋhéye ʔəwwèl sál It is possible that you'll  
 tozek zəhmét b́ibinín. encounter some difficulty the  
 first year.
- xwendín bə zímàn-i studying is done in English  
 ʔŋlizíye le ʔəməriká in America
- ləbərʔəwéy xwendín bə since studying is done in  
 zímàn-i ʔŋlizíye le ʔəməriká English in America
28. ləbərʔəwéy xwendín bə Since studying is done in English  
 zímàn-i ʔŋlizíye le in America, you might have some  
 ʔəməriká, řəŋhéye ʔəwwèl difficulty the first year.  
sál tozek zəhmét b́ibinín.

	ʔasán ʔebe[t]	it will be easy
	dwày ʔewé ʔasán ʔebe[t]	it will be easy afterwards
29.	bèlam dwày ʔewé ʔasán ʔebe.	But it'll be easy afterwards.
	gumán	doubt
	gumàn niye	there is no doubt
	gumànim niye	I have no doubt
	muwəfféq	successful
	muwəfféq ʔebīn	you'll be successful
	gumànim niye muwəfféq ʔebīn	I have no doubt you will be successful
	dərs xwendīn	to study, studying
	xerik-i dərs xwendīn bīn	that you (pl) busy yourselves with studying
	həw <u>l</u> bīen	that you(pl) strive, do your best
	ʔeger həw <u>l</u> bīen	if you strive hard
	ʔeger həw <u>l</u> bīenu xerik-i dərs xwendīn bīn	if you work hard and keep busy at your studies
30.	gumànim niye muwəfféq ʔebīn ʔeger həw <u>l</u> bīenu xerik-i dərs xwendīnbīn.	I have no doubt you will succeed if you work hard and apply your- selves to your studies.

Sentence Resumé - Kurdish

1. ?ewè qutabîn le sînf-i pênj-i sanewîn. le sulaymanî ?exwenîn.
2. ?etanewè biçîn bo ?emëriká bixwênîn, páš ?ewè-i ?ímsal dârcîn le maktêb.
3. ?ewê hemûtan zimân-i ?nglizîtan xwendîwê bêlam ?êbe tozek baštîr feribîn.
4. lêbêr?ewê ?êbe lê?estáwê xerîkbîn baštîr feribîn bo?ewêy lêwê híç zêhmên nébinîn.
5. ?êger ?inglizi bás bizanîn, kulliyekán bê ?asanî wêrtan-?egrîn.
6. zimân-i ?inglizi zêhmên nîyê bo ?ewê; ?etwanîn bê mawêyek-i kém bê baší feribîn.
7. ?ewê hemûtan kurdîn.
8. ?umédiştan heyê xîzmét-i wîlatekétan bîkên dwáy geřanewê-tan le ?emëriká.
9. ?ewê gènj-i ?emšarén.
10. ?êbe héwlî biên bo pêš kewtînu, bê biláw kirdîn-i zanyarî.
11. ?elî- řefîqtan ?eyewê kimyá bixwene le yêke le jami?ekân-i ?emëriká.
12. bêlam dara bîřyári dawê fizyá bixwene.
13. ?ewê hemûtan biradêr-i mînin.
14. mîn zór pem xóşe kê ?ewê ?êçîn le wîlatekê-i mîn ?exwenîn.
15. bawkîmu dáykim le šâr-i nyuyórk ?êžin.
16. nyuyórk gewrêtirînu xoštîrîn šáre le ?emëriká.

17. žimarè-i daništwan-i vémšarè gəwreyè nizikèy dé milyone.
18. birakém læ ditróyt dàvəniše[t].
19. vémhəftəyè kayézek vənusim bo bawkim bovəwəy yarmətitan bida kə gəyštne vəmèriká.
20. vəmèrika zór dure lerəwə.
21. kəwatá vəbe yá bə papòř yá bə təyarè bičín bə vəwə.
22. wábzanim bə papòř herzantíre, bəlam təyarə xoštírew xəratíre.
23. mīn bə təyaré hatim bó viraq. tənha šanzé səvəti bīrd læ nyuyórkəwə bo bəyà.
24. salek-itir mīniš vəgəřeməwə bo vəmèriká.
25. ləwé vətənbīnim.
26. pəwíste kayézim bo bīnusīn kə gəyštne vəwé.
27. čúnkə héz vəkəm vədresəkántan bīzanim bovəwəy mīniš kayəztan bə bīnusim.
28. ləbərəwəy xwendín bə zimən-i vīglizíyè læ vəmèriká, řənhéyè vəwwəl sál tozek zəhmət bībīn.
29. bəlam dwáy vəwə vāsán vəbe.
30. gumānim níyè muwəffəq vəbīn vəgər həwl bīənu xərīk-i dərs xwendīnbīn.

Sentence Resumé - English

1. You are students in the fifth class of secondary school.  
You are studying in Sulaimania.
2. You want to go to America to study after you have succeeded in school this year.
3. You have all studied English, but you should learn it a little better.
4. Therefore you should get busy learning English better as of now so that you won't encounter any difficulty there.
5. If you know English well, the colleges will accept you easily.
6. The English language is not hard for you; you can learn it well in a short time.
7. You are all Kurds.
8. You also hope to serve your country after you have returned from America.
9. You are the youth of this city.
10. You should try hard to progress and spread knowledge.
11. Your friend Ali wants to study chemistry at one of the American universities.
12. But Dara has decided to study physics.
13. You are all my friends.
14. It pleases me very much that you are going to go and study in my country.
15. My father and mother live in New York City.

16. New York is the biggest and most pleasant city in America.
17. The number of inhabitants in this large city is about ten million.
18. My brother resides in Detroit.
19. I'll write a letter to my father this week so that he may help you when you get to America.
20. America is very far from here.
21. So you should go there either by boat or by plane.
22. I believe it is cheaper by boat, but it is more pleasant and faster by plane.
23. I came to Iraq by plane. It only took sixteen hours from New York to Baghdad.
24. Next year I'm going back to America too.
25. I'll see you there.
26. You must write me when you get there.
27. Because I'd like to know your addresses so I can write you too.
28. Since studying is done in English in America, you might have some difficulty the first year.
29. But it'll be easy afterwards.
30. I have no doubt you will succeed if you work hard and apply yourselves to your studies.

B. Additional Vocabulary

Nouns

tarán

Tehran

hīndīstán

India

Adjectives

naxóš

unpleasant

selamét

safe

C. Notes.

1. The Infinitive

The Kurdish infinitive is identified by the suffix *-în/-n* on the past stem of the verb, as

xwendîn	'to read; to study'
dêrs xwendîn	'to study'
pak kirdîn	'to clean'
peş kewtîn	'to advance; progress'
bîlaw kirdîn	'to spread s.th.'
ser dan	'to visit'
hatîn	'to come'
çûn	'to go'
geranewê	'to return'

The removal of the infinitive suffix gives the past stem, e.g., *xwend*, *kird*, *kewt*, *hat*, *çu*, *gera*. Note that stress distinguishes the forms *hâtîn* 'they came' and *hatîn* 'to come'.

The infinitive is a noun, and is used as such. In this lesson it is used as object of preposition:

dway geranewêtan	'after your return'
bo peşkewtîn	'for progress'
bo bîlawkirdîn-i zanyarî	'for the spread of knowledge'

as subject of clause:

xwendîn be ʔnlizîye	'Studying is (done) in English.'
---------------------	----------------------------------

or joined by izafa as a modifier:

xerîk-i dêrsxwendîn	'busy studying'
---------------------	-----------------

The English translation will vary, depending on the context; it may be an infinitive, e.g., "to study," a gerund, e.g., "studying," or an ordinary noun, e.g., "studies."



2. Verb Inflection: Second Person Plural (Ref. Present, pp. 151-157; Preterite, pp. 213-215).

The inflectional suffix for second person plural for all verbs (except *wistîn* 'to want': see below) in the present tense, and for intransitive verbs in the past tenses, is the same as for the third person plural: *-în/-n*. In this lesson we have the following examples for the present tense:

Consonant stems: *ʔəbîn*, *bîbîn*, *bîn*; *ʔəxwenîn*, *bîxwenîn*; *ʔəçîn*, *bîçîn*, *çîn*; *bîbinîn*, *nəbinîn*; *ʔətwanîn*; *bîzanîn*; *bînusîn*; *kûrdîn*.

Vowel stems: *bîen* = *bîden*; *qutabîn*

Kurdish 'you want' is *ʔətanəwé*; the form *nəbinîn* is negative subjunctive. The prefix *nə-* being used in the present tense to signal this form.

In the preterite tense we have the form *gəyştne*, which is *gəyştîn* 'you arrived' plus the postverbal preposition 'to'. The verb shows the same inflectional suffix as in the present. Two other examples of the preterite tense are:

*hâtîn* 'you came'                      *çûn* 'you went'

3. Conjugation of Present Tense - Resumé (Ref. pp. 151-157).

a. Inflections. The present tense is formed by the aspect prefix *ʔə-* plus the present stem plus the inflectional suffixes: the suffixes vary slightly depending on whether the stem ends in a consonant or vowel. An illustration of each stem type follows:

Consonant stem:	<i>ʔəbinîm</i>	<i>ʔəbinîn</i>
<i>-bin-</i> 'to see'	<i>ʔəbinît</i>	<i>ʔəbinîn</i>
	<i>ʔəbinet</i>	<i>ʔəbinîn</i>
Vowel stem:	<i>ʔəkém</i>	<i>ʔəkéyn</i>
<i>-ke-</i> 'to do'	<i>ʔəkéyt</i>	<i>ʔəkén</i>
	<i>ʔekát</i>	<i>ʔəkən</i>

Remarks: The -t of the second and third persons singular is omissible, unless the verb receives a suffix (e.g., -əwə, -ə, -e). The second and third person plural forms are identical. All verbs take the same inflections, with a choice existing, however, for the third person singular: stems in -o- and -ə- take the suffix -at, while all others take -et; -o- changes to -w- before -at and -et, and -ə- is lost before -at.

Four verbs require special note: the verb *hatín* 'to come' has an irregular present stem -ye- (also spelled -yə-), and does not take the aspect prefix *ʔə-*; thus, *yem* 'I come', *yen* 'they come'. The subjunctive form is *hem* 'that I come', etc.

*wistín* 'to want' is inflected with the pronominal affixes inserted (infixes) before the stem: *ʔəməwét*, *ʔətewet*, *ʔəyewét*, etc. Subjunctive: *bimewet*, etc.

*bún* 'to be' is suffixed to its predicate to mean 'is/am/are': *čákim*, *čákit*, *čáke*, etc. The third singular suffix -ə 'is' is replaced by -eti after the third person singular pron. suff. -y: *pyáwə* 'He is a man.' but *pyáwyeti* 'He is his man.' (i.e., servant). This verb has an alternate stem -b-, as in *ʔəbim* 'I will be', *ʔəbít*, *ʔəbát*, etc.; this stem denotes future as opposed to present time. It is also used for the subjunctive: *bibim*, 'that I be', etc. The independent forms are *hem* 'I exist, I am', *həyt*, *həyə*, *həyn*, *hən*, *hən*.

*həbún* 'to have' is the verb *bún* 'to be' plus *hə-*, but inflected with pronominal suffixes (preposed), as *xənjérim həyə* 'I have daggers.'; *ʔəbe xənjérim bíbe* 'I must have daggers.' Subjunctive is *həmbet*, etc. The independent forms are *həmə* 'I have', *həte*, *həyeti*, *həmanə*, *hətane*, *həyane*.

b. Negation. The present tense has three negative prefixes: *ná-* for the indicative, *né-* for the subjunctive, and *mé-* for the imperative (for which see p 212).

The negative forms of the verbs occurring earlier in this section are *nábinim* 'I don't see'; *nákəm* 'I don't make'; *náyem* 'I don't come'; *námewet* 'I don't want'; *nim* 'I am not' (*nit*, *níye*, *nin*, *nin*, *nin*); *nábim* 'I will not be'; and *nime* 'I don't have' (*níte*, *níyeti*, *nimanə*, *nítane*, *níyane*).

c. The Direct Object, if pronominal, is inserted before the stem, as *ʔəyxóm* 'I eat it', *náyxom* 'I don't eat it'.

The simple verb can be expanded upon by suffixes ("post-verbals": see p. 154.), as -əwə 'back, again', -ə 'to' (a place) and -e 'to' (indirect object); or by preverbals which include

nouns, adjectives, prepositions, and certain adverbs. (See pp. 154, 181).

d. Uses. The present tense shows habitual action, as *hemî rozek ders rexwenim* 'I study every day'; progressive action, as *çî rexoy?* 'What are you eating?' and future action, as *sbéyme rexçim bò mektêb.* 'I'll be going to school tomorrow.' : See Grammatical Summary 3, pp. 154 ff.

#### 4. Verbal Phrases: Direct Object Indicated by *izafa* (Ref. p. 245).

In Lesson 8, C. 2 it was pointed out that simple verbs and verbal phrases consisting of adjective or preverb plus verb indicate their direct objects by word order. Verbal phrases consisting of noun plus verb, however, link their direct objects by *izafa* to the noun, as

<i>bàs-i kurdustán</i> rēka.	'It discusses Kurdistan.'
<i>sêr-i yané</i> rēdeym.	'We'll visit the Club.'
<i>xizmét-i wîlatékétan</i> rēkên.	'You are serving your country.'
<i>çón bîlâw-i zanyarî</i> bkēym?	'How can we spread knowledge?'
<i>dwéne le</i> rûteléké çewerê-i <i>brakétman</i> kird.	'We waited for your brother yesterday at the hotel.'

The pronominal object is suffixed to the noun in the present tense (the construction in past tenses will be dealt with later), as

<i>restá bási</i> rēka.	'He's discussing it now.'
<i>sîbéymê seryan</i> rēdeym.	'We'll visit them tomorrow.'
<i>bîlâwi</i> mékê.	'Don't let it become wide-spread.'

D. Exercises

1. Substitution Drill:

Model: ʔewè qutabín le suləymaní ʔexwenin.

mín

tó

ʔéw

ʔemé

ʔéwan

hemútan

ʔémkuřanè

hemúman

míniš

bīraderekánim

2. Substitution Drill:

Model: ʔetanəwé biččin bo ʔeməriká bixwenin.

ʔeməwé

ʔeyəwé

ʔəmanəwé

ʔewè héz ʔəken

mumkfnə ʔemè

ʔéwgenjanè ʔəyanəwé

bīřyáрман dàwə

bīřyári dàwə

héz ʔəkəm

nīyázi həyə

3. Substitution Drill:

Model:                    ʔewə həmútan zīmàn-i ʔɣlizítan xwendîwə.

ʔemá

qutabekán

mamwəstakán

pyawəkán

ʔewé

mín (omit həmú)

tó

ʔéw

ʔéw kičə

4. Substitution Drill:

Model:                    ʔəbe féribin

xərík...bîn

čák...biken

báš...bikəm

sér...bîdəm

pišán...bîdəm

pîrsyár...lè bkəm

suʔál...lè bkəm

səlám...lè bkəm

róžbáš...lè bkəm

5. Substitution Drill;

Model:                    ʔeyanəwə zəhmèn nébinīn

čaweré bīkən

dérs bīxwenīn

nán bīxon

yarí bīkən

pyasé bīkən

qīsé bīkən

pišáni bīden

dərgá bīkənəwə

6. Repeat the following sentences, changing the underlined portion of each to all persons and numbers.

a.     be ʔasaní wértan ʔegrīn.

Example:   be ʔasaní wérīmʔegrīn. 'They will take me readily'

b.     ʔəgər ʔıqlızı báš bīzanīn, kulliyəkán be

ʔasaní wertanʔegrīn.

7. Substitution Drill; Make all other necessary changes.

Model:   zīmàn-i ʔıqlızı zəhmèn nıye boʔewə; ʔətwanīn báš  
feribīn

mín

tó

ʔéw

ʔémkuřè



jegá  
ʔiráq  
ʔeməriká  
turkiyá  
šár

b. Repeat the above sentences with all the other personal pronouns;

e.g.: mīn gènj-i ʔəmšarém.

10. Substitution Drill:

Model: dara bīřyári dawə fizyá bīxwene.

mīn  
tó  
ʔéw  
ʔemé  
hemútan  
ʔewé  
hemútan  
ʔéwan  
hemúyan  
ʔémgenjanè

11. Substitution Drill:

Model: humútan bīradèr-i mīnin

ʔéw  
ʔemé



ʔéwan  
ʔémkĩčè  
ʔéwžĩnanè  
xóm  
xóman  
ʔəlí  
kərím  
ʔadíl

12. Substitution Drill:

Model: žimarè-i daništwan-i ʔémšarè nìzikèy dé mìlyonè.

ʔéwwīlatè  
šàr-i nyuyórk  
šàr-i wášinton  
kónyo  
ʔerán  
wīlatékém  
šarekém  
šareké

13. Substitution Drill:

Model: bīrakém lə dītróyt daʔeniše, bèlam báwkim leré ʔəži.

mín	bīrakém
tó	báwkīt
ʔehméi	dáyki
bīrakót	bīrakém

ʔemé	ʔewé
ʔewé	ʔemé
ʔéwan	ʔewé
kuřekán	kīčekán

14. Substitution Drill:

Model: (ʔewé) boʔewéy yarmetítan bīea ke gèyštne ʔameriká  
(mín)  
(tó)  
(ʔéw)  
(ʔemé)  
(ʔewé)  
(ʔéwan)  
ʔémbīraderanè  
řefiqekánim  
hemítan

15. Substitution Drill: Change the underlined portion in  
accordance with all the pronouns.

Model: kewatá ʔebe yá be papoř yá be tøyàre bīčīn bò ʔewe.

16. Substitution Drill:

Model: wábzanīm be papór herzantīre.

xóš  
báš  
gīrán  
xerá

naxóš  
ʔasán  
səlamət  
zəhmət  
čák

17. Substitution Drill:

Model: tenhá šaŋzə səʔat-i bīrd lə nyuyórkəwə bo beʔa.

dītróyt  
wášīnton  
tokyó  
sanfransískó  
məšigén  
teksás  
ləndén  
parís  
romá  
tarán

18. Substitution Drill:

a. Change the names of the countries in the following sentence.

Model: xwendīn be zīmàn-i ʔiŋlizíyə lə ʔəməríká.

ʔələmaní  
ʔərəbi  
kurdí  
řusí

turkí  
farsí  
fərənsí  
hındí

b. Repeat the model sentence above in the negative.

Ex.: xwendîñ bə zîmàn-i ʔınglizi niye le ʔəmerikà.

19. Substitution Drill:

Model: fumanîm miye muwəffəq ʔəbîn ʔəgər həwl bîden.

muwəffəq ʔəbîm

péš ʔəkəwit

čák ʔəbe

dérʔəčîn

dérʔəčîn

ʔəčím

férʔəbîm

férʔəbit

čaktîr ʔəbit

báš ʔəbit

20. Substitution Drill:

a. Model: xərîk-i dərs xwendîñbîn

səsi kirdîñ

həwldán

ʔiš kirdîñ

kayəz nusîn

qisë kirdîñ

xizmət kirdin

bilaw kirdn-î zanyarî

pêş kewtin

- b. Repeat the above drill changing the verb into past tense as in the example given below.

Ex.: xerik-i ders xwendinbun 'They were busy studying.'

21. Word Formation: Verbs - second person plural.

Model:           ?émə bəš ?əxwenin           ?ewéš bəš ?əxwenin

?émə: Cin                   ?ənusin                   ?ənusin

?ewé: Cın                   ?əzanin  
                              ?əfróšin  
                              ?əbin  
                              ?əbinin  
                              dā?ənišin  
                              gwé?əgrin  
                              ?əpīrsin  
                              ?ətwanin  
                              ?əčín

?émə: Vyn                   ?əxóyn                   ?əxón

?ewé: Vn                   ?əkéyn                   ?əkén

?əléyn

ʔəxóynewe

ʔəléynewe

dáʔəxəyn

ʔəkéynewe

ʔəřóyn

sérʔəïeyn

pišán ʔəïeyn

## 22. COMPOSITION

- |   |  |
|---|--|
| 1. Good morning.  | 1. Good morning.   |
| 2. I am an American, my name is Tom.  | 2. Welcome to our Country.                                 |
| 3. I want to go to the Sirwan Hotel. Could you tell me [pəm bīley] where it is? | 3. Yes. The Sirwan Hotel is on Kawa Street.                |
| 4. Where is Kawa Street?  | 4. It is the second street from here.                      |
| 5. The Sirwan Hotel must be a very good hotel.                                  | 5. Yes, it is the best and the largest hotel in this town. |
| 6. Where can I buy a map of this city?  | 6. I think there are maps in that bookshop.                |
| 7. Thank you very much.   | 7. You're welcome.   |

A. Basic Sentences

dərs-i dé

Tenth Lesson

seyrán

A Picnic.

řóže [řóžek]

one day

řòže le řožán

one day, once

bĩryárman na [bĩryárman  
da] (fol. by subj.)

we decided

bĩčin bò seyrán

that we go on a picnic

bĩryármanna bĩčin bò  
seyrán

we decided to go on a picnic

1. řòže le řožán bĩryárman na  
bĩčin bò seyrán.

One day we decided to go on  
a picnic.

řožekéy

its day; that day

xóžbu

it was pleasant, nice

2. řožekèy zór xožbu.

It was very nice that day.

hèwĩr

clouds

nébu

there was/were not

ʔasmán

sky

bè ʔasmánəwə

in the sky

bè ʔasmànəwə nébu

there weren't any in the sky

hèwĩr bè ʔasmànəwə nébu

there were no clouds in the  
sky

barán

rain

tĩrs

fear

tĩrs-i baran nébu

there was no fear of rain

tĩrs-i baranman nébu

We had no fear of rain.

3. hèwìr bə ʔasmànewə nébu. There were no clouds in the sky.  
tìrs-i barànman nébu. We weren't afraid of rain.

ʔérz	earth; land
<u>séwz</u>	green
<u>séwz</u> bu	it was green
ʔèrz <u>séwz</u> bu	the land was green
həmúy	all of it
ʔerz həmùy <u>séwz</u> bu	the land was all green
hébu	there was/were
gùl-i jwán le həmí jegayek hébu.	There were pretty flowers everywhere.

4. ʔerz həmùy séwzbu, gùl-i jwán The land was all green and there  
le həmù jegayek hèbu. were pretty flowers everywhere.

kurtí	shortness
bəkurtí	in short, in brief
těř	damp; wet
těřu xóř	wet and pleasant
behàrek-i těřu xóřbu	It was a wet and pleasant spring

5. bəkurtí behàrek-i těřu In brief, it was a wet and  
xóřbu. pleasant spring

6. ʔeme čwár kès buyn. We were four persons.

swár	rider
swárbuyn	we rode, we mounted
swàr-i ʔutumbíl buyn	we got into cars
swàr-i ʔutumbílek buyn	we got into a car



	sərcĭnár	Serchinar (a park near Sul.)
	čúyn bo sərcĭnár	we went to Serchinar
7.	swàr-i ʔutumbílek buynu čúyn bò sərcĭnár.	We got into a car and went to Serchinar.
	hilák	tired
	hilákbuyn	we got tired; we became tired.
	tá hilàkbuyn	until we got tired
	yaríman kird	we played
	yaríman kird tá hilàk buyn	we played until we got tired
	mələ	swimming (noun)
	mələman kird	we swam, took a swim
	lewè mələman kird	we swam there
8.	lewè mələman kirdu yaríman kird tá hilàk buyn.	We swam and played there until we got tired.
	nánman xward	we ate, dined
	səʕàt dwaŋzə nánman xward	we ate at twelve o'clock
	bú	it became
	bù be səʕàt dwaŋzə	it became 12 o'clock
	kə bù be səʕàt dwaŋzə	when it became 12:00
9.	kə bú be səʕàt dwaŋzə nánman xward.	When it was twelve o'clock we ate.
	ʔisrahét	rest, break
	ʔisrahétman kird	we rested, had a rest
	dwaí	afterwards

10. dwaí ʔisrahétman kird. Then we had a rest.
- taqím group; set
- taqímek a group; one set
- taqímek-itír another group; another set
- taqímek-itír hatin bo ʔewé another group came there
11. niweřo taqímek-itír hatin Another group came there  
bo ʔewè. at noon.
- čáyan xwardewè they drank tea
- legel ʔemè čáyan xwardewè they drank tea with us
- méléyan kird they swam, took a swim
- ʔewániř mëlèyan kird they too swam
12. ʔewániř mëlèyan kirdu legel They too took a swim and drank  
ʔemè čáyan xwardewè. tea with us.
- pékewè yariman kird we played together
13. paš ʔewè pékewè yariman kird. After that we played together.
- xóžman řabward we had a pleasant time;  
we spent the time pleasantly
- xóžman řabward tà ʔewaré we had a pleasant time until  
evening
14. be řastí xóžman řabward We really had a nice time up  
tà ʔewaré. until evening.
- geřáynewè we came back; we returned
- be ʔutumbilékéman we came back in our car  
geřáynewè

- šéš-i ʔewarè  
 seʔat šéš-i ʔewarè  
 15. seʔat šéš-i ʔewarè be  
 ʔutumbilekéman geʔaynewe.  
 six in the evening  
 six o'clock in the evening  
 We returned in our car at six  
 o'clock in the evening.
- tazébu  
 16. ʔutumbileké tazèbu.  
 it was new  
 The car was new.
- hi  
 hi ʔehméi bu  
 17. ʔutumbileké hi ʔehméi bu.  
 belonging to  
 it was Ahmed's; it be-  
 longed to Ahmed  
 The car was Ahmed's.
- bóy kīribu  
 báwki bōy bīribu  
 tazé  
 18. bāwki tazé bōy kīribu.  
 he had bought it for him  
 his father had bought it  
 for him  
 newly, recently  
 His father had recently  
 bought it for him.
- nàw šár  
 géyštín  
 geýštine nàw šár  
 čarèk seʔátek  
 be čarèk seʔátek  
 19. wábzanīm be čarèk seʔátek  
 geýštine nàw šár.  
 inside the town  
 we arrived  
 we arrived at the city,  
 we got into the city  
 one quarter hour  
 in a quarter of an hour  
 I believe we arrived in town  
 in a quarter of an hour.

	hilák	tired
	zór hilakbuyn	we were very tired
	yaríman kirdibu	we had played
	ʔewené [ʔewendé]	that much, so much
20.	ʔewené yaríman kirdibu zór hilakbuyn.	We had played so much that we were very tired.
	xóy	himself
	màl-i xóy	his own house
	ču bo màl-i xóy	he went to his 'own house.
	heryéké	each one, everyone
	heryéké ču bo màl-i xóy.	Everyone went to his own house
	leberʔewé	that is why; consequently
21.	leberʔewè heryékè ču bo màl-i xóy.	That is why everyone went to his own house.
	tá beyani	until morning
	nústim	I slept
	nústim tá beyani	I slept until morning
	mín zór baš nustim tá beyani	I slept very well until morning
22.	ʔéwšewè mín zór baš nustim tá beyani.	That night I slept very well until morning.
	bír	thought; memory
	le bírmə	it is in my mind; I remem- ber it
	ʔéwseyranè	
	ʔéwseyranəm le bírə.	I remember that picnic.

- |     |  |   |
|-----|--|---|
|     | xoší   | pleasure  |
|     | tá ʔestà xoší-<br>ʔəwseyranəm lə bíre.                             | I still remember the<br>pleasure of that picnic.                              |
| 23. | be řastì tá ʔestà xoší-<br>ʔəwseyranəm lə bíre.                    | To tell the truth, I still<br>recall the pleasure of<br>that picnic.          |
|     | ʔəwseyranəxošə   | that pleasant picnic  |
|     | bàs-i ʔəwseyranəxošə<br>ʔəkeyn                                     | we talk about that<br>pleasant picnic   |
|     | ʔestáš   | even now  |
|     | kè biraderəkánim ʔəbinim   | whenever I see my friends   |
| 24. | ʔestáš kè biraderəkánim<br>ʔəbinim bəs-i ʔəwseyranəxošə<br>ʔəkeyn. | Even now, whenever I see<br>my friends we talk about<br>that pleasant picnic. |
|     | bírʔəkeyn  | we think; we recall   |
|     | řožán  | days  |
|     | řožàn-i məktéb   | school days   |
|     | bír-i řožàn-i məktéb<br>ʔəkeyn                                     | we recall our school days   |
| 25. | bír-i řožàn-i məktébu xwendín<br>ʔəkeyn.                           | We recall our school days   |
|     | kón  | old   |
|     | řefìq-i kón  | old friend(s)   |
| 26. | bàs-i řefìq-i kón ʔəkeyn.  | We talk about our old<br>friends.   |

	qisè-i xóš	pleasant conversation
	qisè-i xòš-i mamwəstakán	the pleasantries of the teachers
27.	bàs-i qisè-i xòš-i mamwəstankánman ʔekeyn.	We talk about the pleasan- tries of our teachers.
	bír	recollection(s)
	ʔéwbirexošanè	those pleasant recollections
	hergíz	never
	náčnəwə	they do not go back
	le bír náčnəwə	they will not be forgotten
	hergíz le bír náčnəwə	they will never be forgotten
28.	bə řastí ʔéwbirexošanè hergíz le bír náčnəwə.	Indeed, those beautiful mem- ories can never be forgotten.

1. řože le řožán bĩřyármán na bĩčín bò seyrán.
2. řožekèy zór xožbu.
3. hewir be ʔasmànəwə nébu. tĩrs-i barànmán nébu.
4. ʔérz hemùy séwzbu, gùl-i jwán le hemù jegayek hèbu.
5. bəkurtí, behàrek-i tèřu xóžbu.
6. ʔeme čwár kès buyn.
7. swár-i ʔutumbílek buynu čúyn bò sərčĩnár.
8. ləwè meléman kĩrdu yaríman kird tá hilàk buyn.
9. kə bú be sərət dwaŋzé nànmán xward.
10. dwaí ʔisrahétmán kird.
11. niwèřo taqĩmek-itĩr hatĩn bo ʔewè.
12. ʔewáníš melèyan kĩrdu ləgəl ʔemè čáyan xwardəwə.
13. pàš ʔewə pékəwə yaríman kird.
14. be řastí xóžmán řabward tà ʔewaré.
15. sərət šésš-i ʔewarè be ʔutumbilékéman geřaynəwə.
16. ʔutumbiléké tazèbu.
17. ʔutumbiléké hi ʔəhméĩ bu.
18. bəwki tazé bøy kĩřibu.
19. wábzanĩm be čarèk sərátèk geřštine nàw šár.
20. ʔewené yaríman kirdıbu zór hilakbuyn.
21. ləberʔewè heryəkè ču bo màl-i xóy.
22. ʔéwšewè mĩn zór baš nüstĩm tá beyani.
23. be řastĩ tá ʔestà xoší-ʔewseyranèm le bíre.
24. ʔestáš kè bĩradèrèkánĩm ʔəbinĩm bàs-i ʔéwseyrane-xošè ʔəkəyn.
25. bĩr-i řožàn-i məkτέbu xwendĩn ʔəkəyn.
26. bàs-i řefĩq-i kón ʔəkəyn.
27. bàs-i qĩsè-i xòš-i mamwəstakánmán ʔəkəyn.
28. be řastí ʔéwbirexošanè hergĩz le bir náčnəwə.

### Sentence Resumé - English

1. One day we decided to go on a picnic.
2. It was very nice that day.
3. There were no clouds in the sky. We were not afraid that it would rain.
4. The land was all green and there were pretty flowers everywhere.
5. In brief, it was a wet and pleasant spring.
6. We were four persons.
7. We got into a car and went to Serchinar.
8. We swam and played there until we got tired.
9. When it was twelve o'clock we ate.
10. Then we had a rest.
11. Another group came there at noon.
12. They too took a swim and drank tea with us.
13. After that we played together.
14. We really had a nice time up until evening.
15. We returned in our car at six o'clock in the evening.
16. The car was new.
17. The car was Ahmed's.
18. His father had recently bought it for him.
19. I believe we arrived in town in a quarter of an hour.
20. We had played so much that we were very tired.
21. That is why everyone went to his own house.
22. That night I slept very well until morning.
23. To tell the truth, I still recall the pleasure of that picnic.
24. Even now, whenever I see my friends we talk about that pleasant picnic.



25. We recall our school days and studies.
26. We talk about our old friends.
27. We talk about the pleasantries of our teachers.
28. Indeed, those beautiful recollections can never be forgotten.

B. Additional Vocabulary

Nouns

fésil	season
téyr	bird
maḡ	noon
helsán	to get up, to stand up
royštín	to go away, to get to move
hatín	to come, coming
nustín	to sleep, sleeping
daništín	to sit, sitting
řabwardín	to spend the time, spending the
hiwá	aspiration (P.N. - male)
guzidé	selected (P.N. - female)

Adjectives

ʔazá	brave
------	-------

## C. Notes.

### 1. Intransitive Verbs: Preterite Tense.

The inflection for first person plural of intransitive verbs in the preterite tense is -in/-yn, exemplified in this lesson by

Consonant stem:	góyštín	'we arrived'
Vowel stem:	búyn	'we were; we became'

We now have the complete conjugation of intransitive verbs in the preterite tense; in the following illustrative paradigms, háťín is a consonant stem and čún, a vowel stem:

Stem:	hát-	čú-	Inflection
mín	hátím	čúm	-ím / -m
to	hátit	čuyt	-it / -yt
ʔew	hat	ču	# / #
ʔemé	hátin	čuyñ	-in / -yn
ʔewé	hátín	čun	-ín / -n
ʔewán	hátín	čun	-ín / -n

Remarks: The inflectional suffixes are not stressed. Thus, háťín = 'they came', háťín = 'to come'. The suffixes for ʔewé and ʔewán are identical. The lack of any suffix at all (#) denotes third person singular. Finally, these intransitive suffixes are identical with the copula suffixes except for the third person singular.

Any verb that uses these suffixes in the past tenses for subject inflection is an intransitive verb. Thus, kəwt 'he fell' is intransitive, while xwárdi 'he ate' is transitive.

### 2. Past Tenses: Objects of Prepositions (Ref. preposed subj., p. 213).

This discussion deals with the objects of prepositions occurring with transitive verbs in the past tenses. In this

lesson we have the sentence:

bàwki tazé b̀oy kīřibu.

'His father had recently bought it for him.'

kīřibu is past perfect tense 'had bought'; preterite is kīří 'he bought'. Now consider these variations on this theme:

b̀oy kīři.

'He bought it for him.'

b̀oy kīřim.

'He bought it for me.'

b̀oyan kīřim.

'They bought it for me.'

b̀oyan kīřin.

'They bought it for us.'

b̀óm kīřit.

'I bought it for you.'

According to previous discussions, the preposed subject is expressed by a pronominal suffix attached to a prior word, in this case the preposition bo. Thus, -y, -yan, -m indicate the subject. In such a case the object of the preposition is expressed as a suffix on the verb; note, however, that this object of the preposition is the intransitive verb inflection suffixed to the transitive verb. This shows up more clearly on consonant stems:

peṃ wítit neʔ.

'I said 'No' to you.'

čít pe wítimʔ

'What did you say to me?'

dáykyan kebábi bo kīřin.

'Their mother made Kabob for them.'

kayézekim bo nardi.

'I sent you a letter.'

bə b̀awki wít...

'He said to his father...'

pey wít...

'He said to him...'

This construction occurs in all past tenses:

peṃ dáyt.

'I gave it to you.' (preterite)

ʔəgina peṃ ʔedáyt.

'Otherwise I would have given it to you.' (imperfect)

peṃ dábyyt.

'I had given it to you.' (past perfect)

Note: if the prepositional phrase follows the verb (and so receives special emphasis), the above rules do not hold:

pèt wítim	'You said to me'
but: wítim pèt	'I said to <u>you</u> .'

3. Verbal Phrases: Direct Object Indicated by Prepositions (Ref. pp. 245, 283).

a. We have seen that with some verbal phrases the direct object is identified by its position before the verb and with others, by izafa. The remaining means of introducing a direct object is with a preposition, as in

čáwim bə bákwi kəwt.	'I saw his father.'
suʔál lə mamwestá ʔəkəyɪ.	'We're asking the teacher some questions.'
gwé lə mamwestá ʔəgrim	'I'll listen to the teacher.'
gwém lə mamwestá girt.	'I listened to the teacher.'

When the direct object is a substantive (which includes independent pronouns such as mín, to) the same rules apply for both the present and the past tenses, as in the examples above. When the direct object is a pronominal suffix, however, the present tense follows one set of rules and the past tenses another.

b. In the present tense, when the direct object of a prepositional verbal phrase is a pronominal suffix, two things happen: (1) the suffix is preposed to, in general, the first word or phrase in the clause which is not the subject; and (2) the prepositions lə'from' and bə in the meaning of 'to' are replaced respectively by le and pe. (All other prepositions, e.g., bə, ləgél, bə meaning 'in', etc. do not change.) It can be said that lə and bə are used only when a substantive (noun, independent pronoun, adjective, etc.) follows it; otherwise le and pe are used. Compare:

ʔəməwe čəŋ suʔálek <u>lə jwán</u> bkəm.	'I want to ask Jwan a few questions.'
ʔəməwe čəŋ suʔálek <u>it le</u> bkəm.	'I want to ask you some questions.'

<u>bə</u> tó ʔə <u>lem</u> : názanĩm.	'To you I say, "I don't know."'
<u>pet</u> ʔə <u>lem</u> štek-i wà níyè.	'I tell you there is no such thing.'
čayxanáy <u>pe</u> ʔə <u>len</u> .	'They call it a teahouse.' (Lit., "they say to it...")
kayézĩm <u>bo</u> bĩnuse.	'Write me a letter.'
pem xóšè.	'I like it.'
ʔerém pe xošè.	'I like it here.' (Lit., "Here is pleasant to me.")
gwéy le ʔegrĩm.	'I listen to him.'
bo daráy gwe lè ʔegrĩm.	'I listen to him for Dara.'
gweti bo le ʔegrĩm.	'I listen to him (-i...le) for you (-t-...bo).'

c. In the various past tenses, three things take place: (1) the subject inflection is preposed to the first word or word-group in the clause; (2) the object of the preposition is expressed as an intransitive verbal suffix on the stem of the transitive verb, as explained above in section C.2 of this lesson (pp. 306 ff.); and (3) the prepositions *le* and *bə*, if occurring, are replaced by *le* and *pe* respectively, as in the present tense (see para. b above). The following pairs of sentences contrast the construction with a preposition and a substantive (which includes the independent pronouns) and a preposition and a pronominal object:

1.a. suʔálekĩm le to kĩrd.	'I asked <u>you</u> a question.'
b. suʔálekĩm lè kĩrdit.	'I asked you a question.'
2.a. gwéyan le ʔemé kĩrd.	'They listened to <u>us</u> .'
b. gwéyan lè kĩrdin.	'They listened to us.'
3.a. bo daráy gwe le mamwestakán gĩrt.	'He listened to the teachers for Dara.'
b. bo daráy gwe lè gĩrtĩn.	'He listened to them for Dara.'

h.a. selámyan lə fuʔád kird. 'They greeted Fuad.'

b. selámyan lə kird. 'They greeted him.'

d. Now, finally, reconsider the first sentence in this section: čáwim bə bákki kəwt. Since kəwtin 'to fall' is an intransitive verb, this expression does not follow the above rules for transitive clauses. Thus, 'I saw him' is čáwim pey kəwt, and 'I saw them' is čáwim peyan kəwt.

4. lə bírmə . This expression, which means literally "It is in my mind." is rendered in English "I remember it." The pronominal suffix is preposed to an earlier word in the clause, including the subject itself: ?əwseyranəm lə bírə . 'I remember that picnic.' The negative of this is lə bir čunəwé, as lə bírim čuəwə 'I have forgotten it'.

D. Exercises

1. Substitution Drill:

Model:                    řòže le řožán bīryárman na bičin bo seyrán.

šéwe

sále

kúře      kurekán

žine

mamwestáye

sé mīnal

taqimek kíc

čəŋ pyáwek

qutabíye

čəŋ qutabíye

2. Substitution Drill:

Model:                    řožəkèy zór xožbu

šéw

sál

ʔewaró

fésil

beyaní

bəhár

hawín

zīstán

payfz

řož

3. Substitution Drill:

a. Model: hèwīr bə ʔasmànewə nébu.

teyaré

téyr

ʔəsteré

máŋ

hówīr

b. hèwīr lə ʔasmàn[d]a nébu.

pyáw      šár

žín      mál

kíc      məktéb

qutabí      sínif

kítéb      kítebxané

kés      baxəké

nán      mál

pəxšán      žureké

4. Substitution Drill:

a. Model: gūl-i jwán lə həmə jegayek həbu.

kūr-i bás

mamwəstà-i čak

kītèb-i tazé

pyàw-i ʔazá



xwardin-i beləzət  
 gənj-i zirək  
 şar-i jwán  
 řefiq-i bás  
 kitèb-i mežú

b. Change the sentences in (a.) to the negative:

Example: gúl-i jwán le híč jegayek nébu.

5. Substitution Drill:

Model: (ʔemə) swàr-i ʔutumbiləkə buynu čuyñ bo  
 sərčinar.

(mín)

(tó)

(ʔéw)

(ʔewé)

(ʔéwan)

ʔéwkuřè

həmúman

kíčəkán

həmútan

ʔemé

6. Substitution Drill:

Model: (ʔemé) lewe mələman kirdu yaríman kird tá  
 hilakbuyn.

(ʔewé)

(ʔéwan)

(mín)

(tó)  
 (ʔéw)  
 mīnutó  
 kuřekán  
 pyáwek  
 bīraderekánman  
 sé kəs

7. (a) Change the following sentence for all persons and numbers and then (b) repeat it in the present tense.

Model: kə bú bə səsət dwaŋzé nánman xward.

Example: a. kə bù bə səsət dwaŋzé nánim xward.

b. kə bù bə səsət dwaŋzé nán ʔəxom.

"When it is 12:00 'll eat."

8. Substitution Drill:

- a. Use the correct form of the infinitives listed below in place of the underlined portion of the sentence.

Model: ʔisrahétman kird. (Inf. = ʔisrahèt kirdín)

mélé kirdín

čá xwardnəwè

nan xwardín

qīsə kirdín

həlsán

řoyštín

hatín

nustín

dərs xwendín

- b. Repeat the sentences above for first person and third person singular.

Example:                   dwaí ʔisrahétim kird.

                              dwaí ʔisrahéti kird.

9. Substitution Drill:

Model:                   (ʔemé) xóžman řabward tà ʔewaré.

(mín)

(tó)

(ʔéw)

(tòw ʔéw)

(ʔemé)

(ʔewé)

(ʔéwan)

hemíman

qutabekán

10. Substitution Drill:

a. Model:                   ʔutumbileké hi ʔəhméi bu.

mín

tó

ʔéw

pyaweké

ʔəhmèi-i řefiqim

žinekém

ʔemé

ʔewé

ʔéwan

ké

b. Change the sentences above to the present as shown in the model below:

a)  $\text{ʔutumbiləké hi ʔəhméï bu.}$

b)  $\text{ʔutumbiləké hi ʔəhméïə [ʔəhméde]}$

11. Substitution Drill:

Model:  $\text{báwki tazé b̀oy k̄ir̄ibu.}$

Example:  $\text{m̄in tazé b̀om k̄ir̄ibu.}$

"I had recently bought it for him."

m̄in

tó

ʔéw

ʔemé

ʔewé

ʔéwan

xáli

mámi

xóman

d̀ayku báwki

12. Substitution Drill: Use the substitution items of the preceding drill.

Model:  $\text{ʔəwəŋé yar̄iman k̄ird̄ibu zór hilakbuyn.}$

Example:  $\text{ʔəwəŋé yar̄im k̄ird̄ibu zór hilakbum.}$

13. Substitution Drill:

Model:  $\text{həryəkè ču bo m̀al-i xóy.}$

həmí kəsek

m̄təsərifəké

mīn  
tó  
ʔéw  
ʔemé  
hemíman  
ʔewé  
hemítan  
ʔéwan  
hemíyan

14. Substitution Drill:

Model: mīn zór baš nustim tá beyani.

ʔemé  
tó  
ʔewé  
ʔéw  
ʔéwan  
birakém  
řefiqəkáni  
hemítan  
mīnaləkánim  
dáyki

15. Substitution Drill:

Model: tá ʔestà xoší- ʔewseyranèm le bíre.

ʔéwdersè  
náwi

ʔedreséké  
 ʔéwšewè  
 wílátxošekèm  
 ʔéwkičəjwanè  
 ʔèwřožəxošanè  
 ʔéwgoraniyè  
 dará  
 seyranéké-i sərčínár

16. Word Formation:

a. Model:            xóš            xóše            xóžbu

hilák

jwán

báš

řást

čák

ʔestá

šár

qəléw

řefíq

ʔımtihán

jəridé

ʔewrupá

leró

b. Repeat the above in the negative.

Example:            xoš            xožníyè            xoš nébu

17. Substitution Drill:

a. Model:

kə darám bini səlámi lè ʔəkəm.

"When I see Dara, I'll say 'Hello' to him."

bīrakét

xuškəkóy

bawk-i zaná

bīradərekán

žin-i xálīm

hiwá

guzidé

nuserəké

b. Repeat the above drill with the following sentence:

Model:

kə dará ʔəbinim səlámi lè ʔəkəm.

"Whenever I see Dara, I say 'Hello' to him."

18. Substitution Drill:

a. Model:

ʔéwbiroxošanè hərgíz lə bir náčnəwə.

qīsó

bás

šit

wišó

kítéb

daništín

řabwardín

səyrán

b. Change the sentences in (a) to the 3rd person singular:

Example: ʔéwbirexošè hargíz le bir náčetəwə.

19. Word Formation: Give the negative forms of the following:

Model: ʔəčnəwə 'they go back'      náčnəwə  
'they don't go back'

ʔəčməwə

ʔəčím

ʔəčít

ʔəčé

ʔəxóm

ʔəřóm

héz ʔəkəm

qĩsə ʔəkəm

bás ʔəkəm

dáʔənišim

wəʔəgrim

həwl ʔədəm

həzi lè ʔəkəm

qĩséy ləgəl ʔəkəm

básyan ʔəkəm

wértan ʔəgrin

həwli bo ʔəĩa

20. Word Formation:

A

B

bir-i xós

ʔéwbirexošanə



qīsè-i jwán  
 bàs-i xóš  
 řefḷiq-i čak  
 bīradèr-i bás  
 jaddè-i řást  
 kītèb-i gəwré  
 zīman-i xóš  
 kebāb-i bəlezát  
 šàx-i bérz  
 jīl-i kón

## 21. COMPOSITION

- |   |  |
|---|--|
| 1. Greetings.   | 1. Greetings. (Response)   |
| 2. Where were you?  | 2. I was at Karim's store.   |
| 3. What did you do there?   | 3. I bought a few things.  |
| 4. Who'd you see there?   | 4. I saw my uncle Rashol.  |
| 5. Is your uncle at Karim's now?  | 5. No, he went to the Public Garden with some friends.   |
| 6. They went to do what?  | 6. They went for a stroll. They said they will wait for you there.   |
| 7. But I don't intend to go there.  | 7. Oh? What are you going to do now?   |
| 8. I'm going to visit my friend <u>Hama Tawfiq</u> for a cup of tea, and then I will go home and eat. | 8. Why are you going to visit <u>Hama Tawfiq</u> ? He is very busy these days getting ready to go to America to study. |

9. I know. I want to ask him some questions about studying in America.
10. Very well. And if you see my uncle at the Public Garden, tell him hello for me.

9. I see. Tell him hello for me. I'm going to the Public Garden, but I will be seeing him this evening.
10. O.K. Goodbye. I'll see you tomorrow.

Lesson XI

A. Basic Sentences

dêrs-i yanzehém

Eleventh Lesson

bàs-i kongrè-i mamwestayán

Talk about the Teachers'  
Conference

govár

magazine

dérʔeče[t]

it comes out; it is published

gováru řožnamé-i kurdí

Kurdish magazines and newspapers

gováru řožnamè-i kurdì

Kurdish magazines and newspapers are published in this country.

dérʔeče ləm wīlatè

1. čéŋ govàru řožnamè-i  
kurdì dérʔeče ləm  
wīlatè?

How many Kurdish magazines and newspapers are published in this country?

čwàr pénj

four or five

čwàr pénj govar

four or five magazines

šèš h́éwt

six or seven

šèš h́éw[t] řožnamè

six or seven papers

2. çwàr pénj gováru šes héhw řožnamè.	Four or five magazines and six or seven papers.
žín	life
řožnamè-i žín	the newspaper Zhin
řožnamèyek-i žínim kiři	I bought a copy of Zhin.
ʔimro řožnamèyek-i žínim kiři	I bought a copy of Zhin today.
bás	news, news items
bàs-i xóš	interesting news
bàs-i xòš-i tyábu	there were some interesting news items in it
ʔimro řožnamèyek-i žínim kiři, zór bas-i xòš-i tyábu	I bought a copy of Zhin today and it has many in- teresting news items
lewáné	from those
ʔewébu	it was that
koᅇgré	congress, conference
koᅇgréyek ʔegrin	they hold a conference
mamwəstayàn-i kúrd	the Kurdish teachers will

kongréyek ʔəgrîn	hold a conference
yéke[k] ləwanè ʔəwèbu mamwəstayàn-i kúrd kongréyek ʔəgrîn	One of these was that the Kurdish teachers will hold a conference
paytéxt	capital
komár	republic
komàr-i ʕiráq	the Republic of Iraq
paytèxt-i komàr-i ʕiráq	the capital of the Republic of Iraq
lè bəyá [lè bəydá]	in Baghdad
kongréyek ʔəgrîn lè paytèxt-i komàr-i ʕiráq lè bəyá.	they'll hold a conference in the Capital of the Re- public of Iraq, in Baghdad.
zìmàn-i kurdí	the Kurdish language
bàs-i zìmàn-i kurdí ʔəkən	they (will) discuss the Kurdish language
3. ʔimro řožnamèyek-i žinim kiri, zór bàs-i xòš-i tyábu. yékek ləwanè ʔəwèbu mamwəstayàn-i kúrd kongréyek ʔəgrîn	Today, I bought a copy of Zhin and it had many inter- esting news items. One of them was that the Kurdish teachers will hold a con-

lê paytêxt-i komâr-i  
‘iraq lê bəḡá, bās-i  
zīmān-i kurdí ʔəkən.

ference in the capital of the  
Iraqi Republic, in Baghdad,  
to discuss the Kurdish lan-  
guage.

wáye

it is thus, it is like this

bèle wáye

yes, it is so

ʔəmè seyèm koḡrəye

this is the third confer-  
ence

babét

sort, kind

lēm babetéwə

of this kind

ʔəḡiré[t]

it is, will be held

ʔəmè seyèm koḡrəye kə

this is the third conference

lēm babetéwə ʔəḡire[t]

of this kind to be held

ʔaškírá

clear, obvious

ʔəwè-i ʔaškíráyə

the thing which is obvious,  
what is obvious is that...

tébikošîn

that they strive

xīzmét

service

ḡél

people, nation

gələkəyan

their people

ʔəbe tēbikošīn bō xizmət-i  
gələkəyan

they must strive to serve  
their people

ʔəwə-i ʔaškīrāyə,  
mamwəstayān-i kúrd ʔəbe  
tēbikošīn bō xizmət-i  
gələkəyan

the obvious thing is that  
the Kurdish teachers must  
strive to serve their  
people

4. bēle wāyə, ʔəmə seyəm  
koŋgréyə kə ləm babətəwə  
ʔəgire. ʔəwə-i ʔaškīrāyə,  
mamwəstayān-i kúrd ʔəbe  
tēbikošīn bō xizmət-i  
gələkəyan.

Yes, that is right, this is  
the third conference of its  
kind to be held. But what is  
clear is that Kurdish teachers  
should strive to serve their  
people.

jihán

world

lə həmú jihan[d]a

in the entire world, all  
over the world

bə taybetí ləm wīlatanèda

especially in these  
countries

hér

only

təgəyštú

learned, educated

təgəyštókán	the learned ones
bə zorí	mostly, for the most part
téʔəkošin bo xizmèt-i wīlātu gél <u>u</u> zīmanəkéyan	they strive for the service of their country, people and language
5. wábzanīm lə həmú jihānaw bətaybətí ləm wīlātánéda, hér mamwəstayānu quta- byānu təgəyštókán bə zorí təʔəkošin bo xizmèt-i wīlātu gél <u>u</u> zīmanəkéyan.	I believe in all the world, and especially in these countries, it is only the teachers, students and the educated who, for the most part, strive to serve their country, people and language.
hawbəší ʔəkən	they participate
hawbəší ʔəkən ləm koŋgrəyéda	they participate in this conference
6. čəŋ mamwəsta ləm šarəwə hawbəší ʔəkən ləm koŋgrəyə?	How many teachers from this city will participate in this conference?
bistúmə	I have heard it
wəku bistúmə	as I have heard it
hér	every



nwenór	representative
nwenórek ʔenere[t]	he sends a representative
hér mæktèbek nwenórek ʔenere[t]	every school sends a re- presentative
wèku bistúme, hér mæktè- bek nwenórek ʔenere[t]	as I have heard every school will send a representative
žimaró	number
ʔegáte	he arrives at, reaches
žimarè-i nwenèrán ʔegate číl.	the number of the repre- sentatives will reach forty.
7. wèku bistúme, hér mæktèbek nwenórek ʔenere. lèbèr ʔawé žimarè-i nwenèrán lèm šaré ʔegate číl.	According to what I have heard, every school will send one re- presentative; thus the number of the representatives from this city will reach forty.
hawbèšì náken	they don't participate
hawbèšì náken lèm kongrèyè	they don't participate in this conference
8. ʔéy mamwèstayàn-i ʔeréb hawbèšì náken lèm kongrèyè?	I say, aren't Arab teachers taking part in this con- ference?

léwan	from them
báŋ kīrawīn	they have been invited
zór kèsiš ləwan báŋ kīrawīn	many of them have also been invited
gwéʔegrīn	they listen
hawbēšī bkən	that they participate
bé ʔəwəy hawbēšī bkən	without their participating
hər dáʔənišīnu gwé ʔegrīn	they only sit and listen

9. béle. zór kèsiš ləwan báŋ kīrawīn, bəlam ʔəwan hərə dáʔənišīnu gwéʔegrīn bəʔəwəy hawbēšī bkən lə qīse kirdīna. Yes. A lot of them have been invited, but they will only sit and learn without participating in the discussion.

sərék	head, leader
nəqabé	trade union
sərék-i nəqabè-i mamwəstayán	the head of the teachers' union
ʔəčət bo ʔəwkoŋgrəyé	he will go to the conference

10. wábzanīm sərék-i  
nəqabè-i mamwəstayán  
ʔəče bo ʔəwkoŋgrəyé. I imagine the head of the Teachers' Union will go to that congress.

wézír	minister
sèrèk wèzirán	prime minister
ʔəwwə̀l ʔóž	the first day
kirdnəwé	to open
kirdnəwè-i kongré	to open the conference
ʔəçet bo kirdnəwè-i kongré	he goes to open the con- ference
pár	last year
wítár	a speech
dúru dírèž	lengthy
jwán	beautiful
witàrek-i dùru dírèžu jwáni xwendəwə.	He gave a lengthy and elegant speech.
11. béle, sèrək̀wèzirániš ʔəwwə̀l ʔóž ʔəçet bo kirdnəwè-i kongrəké. pár wítarek-i dùru dírèžu jwáni xwendəwə.	Yes, the prime minister is also going on the first day to open the conference. Last year he gave a lengthy and elegant speech.
giftugó	discussions

- hìč giftugò nákre[t]                    There won't be any discussion.
12. kewatá ʔəwvəl řož hìč            Then there won't be any dis-  
giftugò nákre?                    cussions the first day?
- bĩřwá    belief
- bĩřwa nákem                                I don't believe
13. bĩřwa nákem.                        I don't believe so.
- wéku    like, as
- wéku ʔəzani[t]                            as you know
- dəwám ʔəka[t]                            he continues, lasts
- čéŋ řož dəwam ʔəka[t]                How many days does it last?
14. wèku ʔəzani ʔémkongreyè        As far as you know, how many  
čéŋ řož dəwam ʔəka?                days will this convention  
last?
- názanim ʔimsal čéŋ                    I don't know how many days  
řož dəwám ʔəka[t]                    it will last this year
- par həftéyek dəwàmi kird            last year it lasted one week
15. názanim ʔimsal čéŋ řož            I don't know how many days it  
dəwam ʔekat, bəlam pàr            will last this year, but last  
həftéyek dəwàmi kird.            year it lasted a week.

hézim ʔekird

I desired, wished

bîmtwanyaye

that I could, that I was able  
to

hézim ʔekird

I wish I could, I wish that

bîmtwanyaye

I were able to

hézim ʔekird bîmtwanyaye  
- biçim bo beya

I wish I could go to Baghdad

çêṅ pîrsyârekim heyê

I have some questions

le barêy

about, in regard to

lebarêy zimân-i kurdêwê

concerning the Kurdish lan-  
guage

çêṅ pîrsayârekim heyê le  
barêy zimân-i kurdêwê

I have some questions about  
the Kurdish language.

hetà tó lerêyt

for as long as you are here;  
as long as you are here now

məsna-i çêṅ wişseyek

the meaning of some words

bà məsna-i çêṅ

Let me ask you the meaning  
of some words.

wişseyekit lebpîrsim.

çaw

eye

çawim péyan kəwtuwê

I have seen them

ʔimro le řożnamekê çawim

I have seen them in the

- pèyan kəwtuwə newspaper today.
- bà mənna-i čəŋ wiššeyekit Let me ask you the meaning  
 lèbpîrsim ke ʔfmro lə of some words which I have  
 řožnaməkè čáwim pèyan seen in the paper today.  
 kəwtuwə.
16. hëzim ʔekird bîmtwanyayə I wish I could go to Baghdad,  
 bičim bo beğà čunke čəŋ because I have some questions  
 pîrsyárekim heyə ləbarəy about the Kurdish language.  
 zimàn-i kurdéwə. bəlan But, as long as you are here  
 heta tó lereyt ba mənna-i now, let me ask you the meaning  
 čəŋ wiššeyekit lèbpîrsim of some words that I came across  
 ke ʔfmro lə řožnaməkè in the paper today.  
 čáwim pèyan kəwtuwə.
17. wəku čí? Such as what?
- jəmhuriyét republic
- balyóz ambassador
18. wəku jəmhuriyétu balyóz. Such as jəmhuriyét and balyóz.
- bə kurdí in Kurdish
- yəsni it means
- yəsni komár It means "republic".
- bə kurdì jəmhuriyét In Kurdish jəmhuriyét means  
 yəsni komár "republic".

balyòz yəni səfír	<u>balyóz</u> means "ambassador".
ʔəmanə zór ʔasànîn	these are very easy
19. ʔəmanə zór ʔasànîn. bə	These are quite easy. <u>komar</u>
kurdî jəmhuriyət yəni	means "republic" and <u>balyoz</u>
komáru balyóz yəni	means "ambassador" in Kurdish.
səfír.	
supás	thanks
supásit ʔəkəm	I thank you
zòr supásit ʔəkəm	I thank you very much
léməwdwà	from now on
maná	meaning
lét ʔəpîrsîm	I'll ask of you
ʔəgər mana-i wişeyekîm	if/when I want the meaning of
wîst	a word
ʔəgər mana-i wişeyekîm	When I want the meaning of a
wîst lét ʔəpîrsîm.	word, I will ask you.
léməwdwa ʔəgər mana-i	From now on, if I want the
wəşeyekîm wîst lét	meaning of a word, I'll ask
ʔəpîrsîm.	you.
20. zòr supásit ʔəkəm. lé-	Thank you very much. From now
məwdwa ʔəgər mana-i	on, when I want the meaning of

wišəyekim wıst lét ʔəpırsım.	a word, I'll ask you.
xızmət	service
yarmətí	help
bo həmú yarmətíyek	for all help, for every kind of help
bo həmú yarmətíyeku xızmətek	for every help and service
21. mın ʔamədəm bo həmú yarmətíyeku xızmətek.	I am ready to render any kind of help or service.
xóžbi (formula)	may you be happy or safe
22. xóžbi.	Thank you.



Sentence Resumé - Kurdish

1. čéŋ govàru řožnamè-i kurdî dérʔəče ləm wīlatè?
2. čwàr pénj govàru šəš hēw řožnamè.
3. ʔimro řožnamèyek-i žínim kiři, zór bàs-i xòš-i tyábu.  
yékek ləwanè ʔəwèbu mamwəstayàn-i kúrd koŋgréyek ʔəgrîn  
lə paytəxt-i komàri siraq lə bəyá, bàs-i zīmàn-i kurdí  
ʔəkən.
4. bèle wáyə, ʔemə seyəm koŋgréyè kə ləm babətəwə ʔəgire.  
ʔəwè-i ʔaškíráyə, mamwəstayàn-i kúrd ʔəbe tébikošîn bə  
xizmət-i gələkéyan.
5. wábzanim lə həmú jihənanaw bətaybətí ləm wīlatanèda, hér  
mamwəstayànu qutabyànu tegəyštokàn bə zorí teʔəkošîn bo  
xizmət-i wīlátu gəlu zimanəkéyan.
6. čéŋ mamwəsta ləm šarəwə hawbəši ʔəkən ləm koŋgrəyè?
7. wəku bistúmə, hér məktəbek nwenérek ʔenere. ləbər  
ʔəwé žimarè-i nwenərán ləm šaré ʔəgate číl.
8. ʔéy mamwəstayàn-i ʔərəb hawbəši nàkən ləm koŋgrəyè?
9. béle. zór kəsiš ləwanə bán kirawin, bèlam ʔəwan hər  
dáʔənišinu gwéʔəgrîn bəʔəwəy hawbəši bken lə qise  
kirdína.
10. wábzanim sərək-i nəqabè-i mamwəstayàn ʔəče bo ʔəwkoŋgrəyè.
11. béle, sərək wəzirániš ʔəwwəl řóž ʔəce bo kirdnəwè-i  
koŋgréké. pár wītarek-i dūru dīréžu jwáni xwendəwə.
12. kəwatá ʔəwwəl řóž hič giftugó nàkre?
13. biřwa nàkem.

14. wèku ʔezani ʔémkongreyè čén řož dèwam ʔeka?
15. názanim ʔimsal čén řož dèwam ʔekat, bèlam pàr høftéyek dèwami kird.
16. hèzim ʔekird bímwanayə bičim bo beya čunke čèn pirsyárekim høye lebarèy zimàn-i kurdéwe. bèlam høta tó lerəyt ba məsnà-i čèn wišéyekit lèbpirsim ke ʔimro le řožnamekè čawim pèyan kəwtuwə.
17. wèku čí?
18. wèku jəmhuriyétu balyóz.
19. ʔəmanə zór ʔasànin. bə kurdì jəmhuriyét yəni komáru balyóz yəni səfír.
20. zór supásit ʔekem. léməwdwa ʔəger mana-i wišéyekim wíst lét ʔepirsim.
21. mìn ʔamədəm bo həmí yarmətíyeku xizmétek.
22. xóžbi.

Sentence Resumé - English

1. How many Kurdish magazines and newspapers are published in this country?
2. Four or five magazines and six or seven papers.
3. Today I bought a copy of Zhin and it had many interesting news items. One of them was that the Kurdish teachers will hold a conference in the capital of the Iraqi Republic, in Baghdad, to discuss the Kurdish language.
4. Yes, that is right, this is the third conference of its kind to be held. But what is clear is that Kurdish teachers should strive to serve their people.
5. I believe in all the world, and especially in these countries, it is only the teachers, students and the educated who, for the most part, strive to serve their country, people and language.
6. How many teachers from this city will participate in this conference?
7. According to what I have heard, every school will send one representative, thus the number of the representatives will reach forty.
8. I say, aren't Arab teachers taking part in this conference?
9. Yes. A lot of them have been invited, but they will only sit and listen, without participating in the dis-

cussion.

10. I imagine the head of the Teachers' Union will go to that congress.
11. Yes, the prime minister is also going on the first day to open the conference. Last year he delivered a lengthy and elegant speech.
12. Then there son't be any discussions the first day?
13. I don't believe so.
14. As far as you know how long will this convention last?
15. I don't know how long it will last this year, but last year it lasted a week.
16. I wish I could go to Baghdad, because I have some questions about the Kurdish language. But, as long as you are here now, let me ask you the meaning of some words that I came across in today's paper.
17. Such as what?
18. Such as jəmhuriyét and balyóz.
19. These are quite easy. jəmhuriyét means "republic" and balyóz means "ambassador" in Kurdish.
20. Thank you very much. From now on, when I want the meaning of a word, I'll ask you.
21. I am ready to render any kind of help or service.
22. Thank you.

B. Additional Vocabulary

Nouns

širwán	(P.N. - male)
xwendəwár	educated person; learned
pyawčák	good man or men; sensible men
jeridečǐ	journalist
dǐnyá	world
məjellé	magazine
sərmá	cold (noun)
gərmá	heat (noun)
kobunəwé	meeting (noun)
həryəké	everyone

Demonstratives

ʔém	this
ʔéw	that
ʔəman	these
ʔəwan	those
lém (lə + ʔəm)	from this
léw (lə + ʔəw)	from that
léman (lə + ʔəman)	from these
léwan (lə + ʔəwan)	from those

Verbs

dər kirdín

to dismiss

xərik kirdín bə

to keep (someone) busy at

Phrases

lémizikè

in this vicinity

lém nizikanèda

in the next few days

C. Notes.

1. The Present Perfect Tense. The Participle.

The present perfect tense is based on the participle, which in turn is derived by suffixing -ú (after vowels -w) on the past stem, as

te geyštín	'to understand' --
tegeyštú	'understanding; learned'
da ništín	'to sit down; to reside' --
daništú	'sitting; resident'
dán	'to give' --
dáv	'having given'

To the participle is added the inflectional suffix: the pronominal suffixes for transitive verbs, and the copula suffixes for intransitive verbs. The transitive verbs then receive also the 3rd person singular copula suffix -ə. Thus:

Transitive:

bistúme	'I have heard'
bistúte	'you have heard'
bistúyeti	'he has heard'
bistúmane	'we have heard'
bistútane	'you have heard'
bistúyane	'they have heard'

Intransitive:

hatúm	'I have come'
hatúyt	'you have come'
hatúwe	'he has come'
hatúyn	'we have come'
hatún	'you have come'
hatún	'they have come'

Note in the third person singular of transitive verbs that the copula suffix after -y- is -eti.

The resultant form after preposing the pronominal suffix is bistuwe, as in

hemútan ʔnglizítan xwenduwe.	'You have all studied English.'
---------------------------------	---------------------------------

bĩryári dawē...

'He has decided to...'

The present perfect tense denotes a single completed action whose results still exist in present time; it refers more to a condition than an act. This is in contrast to the preterite tense, that denotes a single completed action with no continuation necessarily implied. Compare:

dá nĩštĩm	'I sat down'	-	dá nĩstũm	'I'm seated'
hat	'he came'	-	hatũwē	'he's here now'
bĩstĩm	'I heard it'	-	bĩstũmē	'I've heard it'
bũ bē mamwēstá	'He became a teacher.'	-	bũwē bē mamwēstá	'He has become a teacher (and still is).'

## 2. The Past Perfect Tense.

The past perfect tense is formed by suffixing the form -ĩbu- to the past stem, and then attaching the inflectional suffixes to that: pronominal suffixes for transitive verbs and the intransitive suffixes for the others. Paradigms:

kĩrdĩbum	'I had done it'	hátĩbum	'I had come'
kĩrdĩbut		hátĩbuyt	
kĩrdĩbuy		hátĩbu	
kĩrdĩbuman		hátĩbuyan	
kĩrdĩbutan		hátĩbutan	
kĩrdĩbuyan		hátĩbuyan	

Like the English past perfect, this tense denotes a single action completed before another subsequent action in past time.

báwki bōy kĩřĩbu

'His father had bought it for him.'

ʔewēŋé yarĩman kĩrdĩbu  
zór hilakbuyan.

'We had played so much that we got very tired.'



### 3. Style: Arabic loan words.

Kurdish has a large number of words borrowed from Arabic, much as English has borrowed many words from Latin and French. These words are fully assimilated into Kurdish and are a part of everyday language. In the literary language, however, very often words based on Iranian roots are used, so producing Kurdish - Arabic doublets, as *supás* and *təšekkúr* 'thanks'; *pĩrsyár* and *suʔál* 'question'; *welám* and *jewáb* 'answer'. The educated Kurd is at least bilingual--he knows Arabic and Kurdish, and probably English as well. Thus it is natural to explain Kurdish words, as *balýóz* and *komár*, in Arabic: *səfír* and *jəmhuriyét*. This constitutes a further stylistic difference between written and spoken Kurdish, the latter showing a greater percentage of Arabic loan words.

D. Exercises

1. Substitution Drill:

Model: čwar penj govar dərʔəče ləm šarə.

du sé

penj šés

šes həwt

həwt həšt

həšt nó

čwardə paŋzə

bis[t] sí

si číl

səi səiupənja

2. Substitution Drill:

a. Model: (mín) ʔímro řožnamèyek-i žínim kĩři.

(tó)

(ʔéw)

(ʔemé)

(ʔewé)

(ʔéwan)

bĩradérékəm

kurdekán

mamwəstakét

hórdukyan

širwán

- b. Change the model sentence to the present and then use it with the list of words given in "a" above:

Example:                   ʔímro řožnamèyek-i žín ʔekĩřim.

3. Substitution Drill:

Model:                   yéke ləwanè ʔəwèbu mamwestayàn-i kúrd  
koŋgréyek ʔegrĩn

qutabí

génj

pyáw

žín

xwendəwár

tegeyštú

pyawčák

muhendiséké

jeridečí

nusér

4. Substitution Drill:

Model:                   ʔəmè seyèm koŋgréye ke ləm babətəwe ʔegire.

yék

dú

čwár

pénj

dé

dwanžé

panžé

bistupénj

čilu čwár

5. Substitution Drill:

Model:                    ʔewe-i ʔaškíráye, mamwestayàn-i kúrd  
                         ʔebe tébikošín bo xízmət-i gələkéyan.

ʔemé

ʔéwan

ʔéw

tó

xəlìq

həmúman

həryəké

pyáw

nusərán

daništwan-i ʔémwílatè

6. Substitution Drill:

Model:                    lə həmí jihan[d]a hərə mamwestayáne be  
                         zori xízmət-i gələkéyan ʔəkən.

wílátek

jegáyek

ʔiráq

ʔəməríká

koŋyó

šár

dīnyá

7. Word Formation Drill:

Model:                    1                    2                    3

wīlát            lém wīlatè            lém wīlatanèda

šár

mál

čayxanó

jegá

jaddé

nizík

dérs

šáx

jeridó

báx

šəqám

8. Substitution Drill:

Model:                    čəŋ mamwəsta ləm šarəwə hawbəšl ʔəken lém  
koŋgrəyə?

wīlát

məktəb

komár

jegá

qutabxanó

kulliyó

jamió

9. Word Formation: The Infinitive.

Remove the infinitive suffix from the following infinitives, and give the ʔéw and ʔéwan forms.

Example:

xwardín	'to eat'	-	xwárdi	'he ate';
	xwárdyan			'they ate'
hatín	'to come'	-	hat	'he came';
	hátin			'they came'
nustín			'to sleep'	
hatín			'to come'	
zanín			'to know, come to know'	
xwendín			'to read, to study'	
wítín			'to say'	
daništín			'to sit down'	
mæle kirdín			'to swim'	
geřanewé			'to return'	
kĩřín			'to buy'	
čún			'to go'	

10. Word Formation: The Present Perfect Verbal Phrase.

- a. Add to the past stems of the following transitive verbs the suffix -úme.

Example: bistín 'to hear' - bistúme 'I have heard'

zanín  
xwardín  
xwendín  
nusín  
kirdín  
wítín  
girtín

froštín

binín

twanín

- b. Substitution Drill: Vary the present perfect forms of the verbs in "a" above for all the pronouns.

Example: xwardúte, zanyúte, etc.;  
xwardwéti, zaníweti, etc.;  
xwardúmane, zaníwmane, etc.;  
xwardútane, zaníwtane, etc.;  
xwardúyane, zaníwyane, etc.

11. Substitution Drill:

- a. Model: wəku bistúme hár məktəbek nwenérek ʔənere[t].

zanín

xwendín

nusín

witín

binín

- b. Use the above sentence with all the other personal pronouns.

Example: wəku bistúte, hár məktəbek nwenérek ʔənere[t].

12. Substitution Drill:

Model: čəŋ govàr-i kurdî dérʔəče lém wilatè.

řožnamé

jəridé

kítéb  
məjəllé  
məjəlléw govár  
rožnaméw jəridé  
gováru kítéb

13. Substitution Drill:

Model: zór kèsiš ləwan báŋ kīrawīn.

xīzmét

bás

fér

bīláw

dér

xərík

14. Substitution Drill:

Model: kəwata ʔəwwəl řož híč gīftugo nákre.

qīsé

bás

ʔíš

dīrúst

čák

səyrán



15. Substitution Drill:

- a. Repeat the following sentence with all persons and numbers:

biřwa nákem.

- b. Then repeat it in the past:

biřwám kird.

16. Substitution Drill:

- a. Model: wəku ʔezani ʔémkongreyè čəŋ řož dəwám ʔəka?

ʔíř

ʔimtihán

dórs

bás

gúl

řegá

fésil

sərmá

gərmá

kobunəwé

- b. Answer the questions formed in "a".

17. Substitution Drill:

Model: čəŋ pirsyárekim həyə ləbarey ziman-i kurdéwə.

ʔıŋlizí

řusí  
ʔələmaní  
ʔeraní  
ʔərməní  
turkí  
fərənsí  
hīndí  
číní

18. Substitution Drill: Change the following sentence for all the pronouns.

a. hézīm ʔəkīrd bīmtwanyaye bīčīm.

Example: hézīt ʔəkīrd bīttwanyaye bīčī.

b. Repeat the same drill, using each of the following in place of bīmtwanyaye.

Example: hézīm ʔəkīrd bīmzanyaye. 'I wish I had known it'.

bīmzanyaye  
bīmkīrdaye  
bīmbinyaye  
bīmgīrtaye  
bīmpīrsyaye.

19. Substitution Drill:

a. Change the underlined portion of the sentence to agree with the pronouns listed below:

(mín) čáwīm peyan kəwtuwə.

(tó)

(ʔéw)  
(ʔemé)  
(ʔewé)  
(ʔéwan)

- b. Change the underlined portion of the sentence to agree with the pronouns.

(ʔéwan) čáwim peyan kəwtuwə.

(tó)  
(ʔéw)  
(ʔemé)  
(ʔewé)  
(ʔəwán)

20. Substitution Drill: Change the model sentence to agree with the expressions in parentheses.

Model: (lə tó) bà məsna-i čəŋ wišéyekit lé bípīrsim.  
'Let me ask you the meaning of a few words.'

(ləw)  
(lə ʔewé)  
(léwan)  
(léw kuřanè)  
(lém kuřè)  
(lém pyawanè)  
(lə həmútan)  
(lə həmúyan)

21. Substitution Drill:

ʕeɣer mana-i wišeyékim wɪst lét ʔepĩrsim.

létan

léyan

léy

lém

léw

léman

léwan

le kuřekán

le bĩraderekém

le mamwestakánĩm

léw kičè

lém kuřè

22. COMPOSITION

Today, I and my friend have decided to go visit my uncle. He lives in a place only 20 miles away from this city.

I believe it will not rain tomorrow, and because my friend has a new car, we are going to drive there. I imagine we will spend the time there until 6 o'clock in the evening because my uncle wants us to be there until we have dinner in one of the restaurants.

I hope we will have a pleasant time there.

Vocabulary:

baran ʔebare[t]

'it rains'

A. Basic Sentences

dərs-i dwaŋzə

Twelfth Lesson

wirdəbás

Chatting

mər<sub>h</sub>əba

hello

dwéne

yesterday

lə dwénewə

since yesterday

ʔəwə lə kwé buy[t]

Hey! Where were you?

a. 1. mər<sub>h</sub>əbá; ʔəwə lə dwénewə lə  
kwé buy?

Hello! Where have you been  
since yesterday?

mər<sub>h</sub>əba sər čáw

hello (in response)

gəřáməwə (gəřánəwé)

I returned, went/came  
back

gəřáməwə bo ʔuteleké

I returned to the hotel

dwaí gəřáməwə bo ʔuteleké

then I returned to the  
hotel

dwéne tózek čùm bo bazar

I went to the market

for a while yesterday

b. 2. mər<sub>h</sub>əba sər čáw. dwéne  
tózek čùm bo bazar; dwaí  
gəřáməwə bo ʔutelekè.

Hello! I went to the  
market for a while yes-  
terday, and then returned  
to the hotel.

dérewə

outside

3. ʔey čón nèhatite derewe.

Well then, how is it  
that you did not come  
out?

tá

fever

tám hebu

I had a fever

tášim hebu

I also had a fever

sér

head

ʔeyěšá (yěšan)

it was hurting,  
aching

sérim ʔeyěša

my head was aching

taqét

energy

be taqét

sluggish

be taqétbum

I was sluggish

be tagétbumu sérim ʔeyěša

I was sluggish and  
had a headache

řástit ʔewe

you want the truth;  
to tell you the truth

4. řástit ʔewe tózek be taqét  
bumu sérim ʔeyěša; wábzanim  
tášim hebu.

To tell you the truth  
I was feeling a bit  
sluggish and my head  
was aching; I believe  
I had a fever too.

duktór (variant: duxtór)

physician, doctor

5. ʔèy néčuy bo duktór?

Well, didn't you go to a doctor?

ʔimro zór bašim

I am very well today

ʔisrahétim kird

I rested

héb

pill, tablet

žán

pain

žanésér

headache

hèb-i žanésér

headache pills

yekdú hèb-i žanésérim

I took one or two headache

xwardu ʔisrahétim kird

pills and rested.

be pèwistim nézani bičim

I did not think it was neces-

bo duktór

sary to go to the doctor.

6. néʔ. be pèwistim nézani  
bičim bo duktór. ténha yekdú  
hèb-i žanésérim xwardu  
ʔisrahétim kird. ʔimro zór  
bašim.

No. I didn't think it was neces-  
sary to see a doctor. I only took  
one or two headache pills and  
rested. I am very well today.

sérim ʔəiyat [ʔedayt]

I was visiting you.

sérim ʔəiyat le ʔuteleké

I was visiting you at the  
hotel

ʔəgina dwene hér sérĭm ʔəĭayt læ ʔuteleké	Otherwise I would certainly have visited you at the hotel
nəxóš	sick
nəxóžbuy[t]	you were sick
némzani	I didn't know, didn't find out
némzani nəxòšbuy[t]	I didn't know you were sick
7. némzani nəxòžbuy. ʔəginá dwene hér sérĭm ʔəĭay læ ʔuteleké.	I didn't know you were sick. Otherwise I would certainly have visited you yesterday at the hotel
8. səlaméĭbi.	Thank you.
duktórek ʔenasĭm (nasín)	I know a doctor.
ʔəčine láy	we go and see him
ʔəgèr ʔezaní hær be taqéti ʔəčine láy.	if you think you are still indisposed, we'll go and see him
9. ʔəgèr ʔezani ʔímroš hær be taqéti, duktórek ʔenasĭm ʔəčine láy.	If you think you are still indisposed today, I know a doctor that we can go and see.
pewístbum bæ ʔisrahèt.	I needed rest.
supásĭdekəm [supásit ʔəkəm]	I thank you.



10.	supásidekəm. ʔimro zór bašim. wábzanim dwéne her hilákbumu pèwistbum bə ʔisrahét.	Thank you. I am quite well today. I believe I was only tired yesterday and needed rest.
-----	--	---

řadyó

radio

gwét le řadyòbu?

Did you listen to the radio?

11. ʔimro gwét le řadyòbu?

Did you hear the news today?

12. béle.

Yes.

ʔəče[t] bo fərənsé

he goes to France

sərék

head; director

sərekjəmhuriyét

president

sərek jəmhuriyèt-i ʔəmeriká

the President of America

səretá

beginning

səretà-i maṇəkè-itír

the beginning of next  
month

le səretà-i maṇəkè-itír

at the beginning of  
next month.

le səretà-i maṇəkè-itír

At the beginning of next  
month, the U.S. President  
will go to France.

sərek jəmhuriyèt-i ʔəmeriká

ʔəče bo fərənsè

bístim (bistín)

I heard

13.	bìstĩm ke le seretà-i maṅekè- itĩr serək jemhuriyet-i ʔemeriká ʔəče bo ferensè.	I heard that at the beginning of next month, the U. S. President will go to France.
	yáxwa (with foll. subj.)	I hope (formula)
	yàxwa řástbe	I hope it is true
	šītèk-i wá	something like this
	šītèk-i wám bìst	I heard something like this
14.	béle šītèk-i wám bìst, yàxwa řástbe.	Yes, I have heard something of this sort; I hope it is true.
	bĩřwá	confidence, trust
	lew bĩřwayédam	I am of the opinion
	serəkwezirán	prime minister
	serəkwezirán-i wīlatəgəwrəkán	The prime ministers of the great countries (great powers)
	kélk	benefit
	bə kélk	beneficial
	bə kélkə	it is beneficial
	šītek-i zór bə kélkə.	It is something very beneficial.

kobunəwə-i serek wəzirən-i  
wīlatəgəwrekán šitek-i  
zór bə kəlke.

the meeting of the prime  
ministers of the great  
powers is something quite  
beneficial

15. mīn ləw bīrwayédam kobunəwə-i  
serek wəziran-i wīlate  
gəwrekán šitek-i zór bə kəlke.

I am of the opinion that  
meetings of the prime  
ministers of the great  
powers are very beneficial.

bīžin (žían)

that they live

ʔaští

peace

bə ʔaští

in peace

bə ʔaští pékəwə bīžin

that they live together in  
peace

jihán

world

gól (gəlán)

people, nation (peoples)

gələn-i jihán

the nations of the world

boʔəwəy gələn-i jihán

In order that the nations of

bə ʔaští pékəwə bīžin.

the world live together in  
peace

řegá

way

bīdoznəwə (dozinəwə)

that they find

ləgəl yəktír

with each other

čúnkə ʔətwanĭn gĭftugó  
bken ləgəl yektír

because they can have  
discussions with each  
other

16. řáste, ;cúnkə ʔətwanĭn  
gĭftugó bken ləgəl yektíru  
řegá bĭdoznəwə bəʔəwəy  
gəlàn-i jihán bə ʔaští  
pékəwə bĭžin.

That is right, because they  
can talk things over with  
each other and find a way  
for the nations of the world  
to live together in peace.

ləgəl ʔəwéda

in addition to this

ləgəl ʔəwéšda

in addition to this also

yarmətĭ yektír bĭən [bĭdən]

that they help each other

[té] bĭgen (gəyštĭn)

that they understand

báš leyektír bĭgen

that they understand each  
other well

17. ləgəl ʔəwéšda ʔətwanĭn  
yarmətĭ yektír bĭenu bás læ  
yektír bĭgen.

In addition to that, they  
will be able to help each  
other and understand each  
other better.

hərčónək be[t]

at my rate, in any case

kəlki həyə

it has some advantage,  
benefit

kèlk-i taybetí- həyə

it has a special advantage

sərek-i ʔəmerikí

the American President.

herčónekbe[t] ʔémkobunəwəyè  
kəlk-i taybetí- həyə bo  
sərək-i ʔəmerikí

karubár

karubar-i jihán

lə karubar-i jihán  
šarəzàbe

Anyhow, this conference  
has a special advantage  
for the American president.

situation, condition

the world situation

that he become familiar with  
the world situation

18. herčónekbe ʔémkobunəwəyè  
kəlk-i taybetí- həyə bo  
sərək-i ʔəmerikí, čunke  
ʔəw tazəyəw pəwístə baštír  
lə karubar-i jihán šarəzàbe.

At any rate, this meeting has  
a special advantage for the  
American president, because  
he is new and has to become  
more familiar with the world  
situation.

řázəkəy [řast ʔəkəyt]

sərək-i jəmhuriyét

búwə bə sərək-i jəmhurihét

tazé buwə bə sərək-i  
jəmhuriyét

ʔəw tazé buwə bə sərək-i  
jəmhuriyét.

you are right

president

he has become president

he has just become president

He has recently become  
president.

19. řázəkəy, ʔəw tazé buwə bə  
sərək-i jəmhuriyét.

You are right, he has just  
become president.

pešú	former
sərək-i pešú	the previous president
<u>h</u> ízib	party
jəmhurí	republican
<u>h</u> ìzb-i jəmhurí	The Republican Party
20. wábzaniṁ sərək-i pešú læ <u>h</u> ìzb-i jəmhuríbu.	I believe the former president was from the Republican Party.
dimuqratí	democratic
<u>h</u> ìzb-i dimuqratí	The Democratic Party
læ <u>h</u> ìzb-i dimuqratíyè	He is from the Democratic Party
21. bé <u>l</u> e, bè <u>l</u> am ʔém læ <u>h</u> ìzb-i dimuqratíyè.	Yes, but this one is from the Democratic Party.
<u>k</u> əlkbéxš	beneficial
ʔumédim həyè ʔémkobunəwəyè <u>k</u> əlkbéxšbe	I hope that this confer- ence is going to be useful.
22. herčónekbe, ʔumédim həyè ʔémkobunəwəyé <u>k</u> əlkbéxšbe.	In any event, I hope that this meeting will be ad- vantageous.

## Sentence Resumé - Kurdish

1. mērhēbá; ?əwə lə dwēnewə lə kwé buy?
2. mērhēba sər čáw. dwēne tózek čum bo bazar; dwaí geřámewə bo ?uteləkə.
3. ?əy čón nēhatitə dərəwə.
4. řástit ?əwə tózek be taqét bumu sérim ?əyəša; wábzanim tášim həbu.
5. ?əy néčuy bo duktór?
6. né?. be pēwistim nézani biçim bo duktór. ténha yekdú hēb-i žanəsérim xwardu ?israhétim kird. ?imro zór bašim.
7. némzani nexòšbuy. ?əginá dwene hér sérim ?əiay lə ?uteləké.
8. səlaméibi.
9. ?əgər ?əzani ?imroš hər be taqéti, duktórek ?enasim ?əčine láy.
10. supásidəkəm. ?imro zór bašim. wábzanim dwēne hər hilákbumu pēwistbum be ?israhét.
11. ?imro gwét lə radyòbu?
12. béle.
13. bīstīm kə lə sərətà-i maņəkè-itīr sərək jəmhuriyət-i ?əmèriká ?əče bo fèrensè.
14. béle šitek-i wàm bīst, yaxwa řástbe.
15. mīn ləw bīrwayédam kobunəwə-i sərək wəziran-i wīlatə gewrəkán šitek-i zór be kəlke.

16. řáste, čúnke ʔetwanin giftugó bken lægəl yektíru řegá  
bidoznəwə bə ʔəwəy gələn-i jihán bə ʔaští pəkəwə bižin.
17. lægəl ʔəwéšda ʔetwanin yarmətì yektír biənu bás læ  
yektír biğən.
18. herčónekbe ʔémkobunəwəyè kəl̥k-i taybetí- həyə bo sərək-i  
ʔəmerikí, čúnke ʔəw tazéyəw pewíste baštír læ karubar-i  
jihán šarəzàbe.
19. řázəkəy, ʔəw tazé buwə bə sərək-i jəmhuriyət.
20. wábzanim sərək-i pešú læ h̥izb-i jəmhuríbu.
21. bəle, bəlam ʔém læ h̥izb-i dimuqratíyə.
22. herčónekbe, ʔumédim həyə ʔémkobunəwəyé kəl̥kbəxšbe.



Sentence Resumé - English

1. Hello! Where have you been since yesterday?
2. Hello! I went to the market for a while yesterday, and then I returned to the hotel.
3. Well then, how is it that you did not come out?
4. To tell you the truth I was feeling a bit sluggish and my head was aching; I believe I had a fever too.
5. Well, didn't you go to a doctor?
6. No. I didn't think it was necessary to see a doctor. I only took one or two headache pills and rested. I am very well today.
7. I didn't know you were sick. Otherwise I would certainly have visited you at the hotel yesterday.
8. Thank you.
9. If you think you are still indisposed today, I know a doctor that we can go and see.
10. Thank you. I am quite well today. I believe I was only tired yesterday and needed rest.
11. Did you hear the news today?
12. Yes.
13. I heard that at the beginning of next month, the U.S. President will go to France.
14. Yes, I have heard something of this sort; I hope it is true.
15. I am of the opinion that meetings of the prime minis-

ters of the great powers are very beneficial.

16. That is right, because they can talk things over with each other and find a way for the nations of the world to live together in peace.
17. In addition to that, they will be able to help each other and understand each other better.
18. At any rate, this meeting has a special advantage for the American president, because he is new and has to know the world situation better.
19. You are right, he has just become president.
20. I believe the former president was from the Republican Party.
21. Yes, but this one is from the Democratic Party.
22. In any event, I hope that this meeting will be advantageous.

B. Additional Vocabulary

Phrases

pére

the day before yesterday

bə həmúman

one and all of us

ʔémseferè

this journey; this trip

síyasekán

the politicians

ʔíšit bo ʔəkem

I work for you

ʔíšit pe ʔəkem

I put you to work

C. Notes.

1. Verb Conjugation: Imperfect Tense

a. The imperfect tense is based on the past stem. It differs from the preterite tense in that it has the aspect prefix ʔə-; in intransitive verbs this is the only difference between the two tenses:

hátim	'I came' (preterite)
ʔəhátim	'I was coming' (imperfect)

Transitive verbs show a second difference: in the imperfect the pronominal suffix--that is, the subject inflection--is inserted before the stem:

kirdim	'I made' (preterite)
ʔémkird	'I was making' (imperfect)
hézim ʔəkird	'I was wanting' (to do something)

Complete paradigms follow:

	<u>Transitive:</u>	<u>Intransitive:</u>
mín	ʔémkird	ʔəhátim
to	ʔétkird	ʔəhátit
ʔew	ʔéykird	ʔəhát
ʔemé	ʔemánkird	ʔəhátin
ʔewé	ʔetánkird	ʔəhátin
ʔewán	ʔeyánkird	ʔəhátin

b. The imperfect tense is negated by né-. It is prefixed to intransitives without change:

ʔəhát	'he was coming'
néʔəhat	'he wasn't coming'

With transitives, né- receives the inflectional suffix:

ʔémtwani 'I was able to'

némʔetwani 'I wasn't able to'

Note that ʔetwanim 'I can' is a transitive verb in Kurdish.

c. The function of the aspect prefix ʔə- is to add to the verb the meaning of an uncompleted action or activity. Thus, the preterite denotes a single completed action, translatable by the English simple past, as ču 'he went' (on a particular occasion). The imperfect, on the other hand, denotes (1) an action in progress in the past, as ʔəčú 'he was going'; (2) a habitually repeated action in the past, as 'he used to go; he would go; he went' (every Friday); and (3) after ʔəginá 'otherwise' the imperfect is used to denote the result of an implied contrary-to-fact condition, as in bázbu hati legélma, ʔəginá némʔetwani bikřim. 'It's good you came with me, otherwise I couldn't have bought it.' ʔəginá néʔəču 'otherwise he wouldn't have gone.'

## 2. Past Subjunctive. (Ref. pp. 158-162).

We have seen many instances of the present subjunctive (see ref. above). The past tenses also have subjunctive forms:

hèzim ʔəkird bĩmtwanyaye 'I wish I could go.'  
bĩčim.

řəghəye həlpəřkəř křirabe. 'Perhaps there were dances too.'

a. bĩmtwanyaye is preterite subjunctive, based on the past stem and characterized by the subjunctive prefix bĩ- and the subjunctive suffix -aye: bĩ-m-twani-aye. Since the verb is transitive, the inflection is in terms of the pronominal suffixes. Intransitive verbs are exemplified by bĩhatmaye, bĩhatitaye, etc.

b. The passive verb křirabe is perfect subjunctive. This form can be said to be formed from the past stem plus the subjunctive of bĩn 'to be'; this applies to both transitive and intransitive verbs, as

xuárdibim 'that I might have eaten'

hátibim

'that I might have come'<sup>1</sup>

c. Uses. For the most part, the past subjunctives are required by certain expressions as řéñhøye, bélku 'perhaps', ?eger, ?ebe, etc. The absence of any of these implies 'if'. In general, the preterite subjunctive is used for condition contrary to fact, with the imperfect in the result clause; and the perfect subjunctive is used for probability:

?eger xenjerekétman  
nédaytayøwe, čít ?ekird?

'If we hadn't given you back  
your dagger, what would you  
have done?'

?ebe řoyštibe.

'He must have gone away.'

### 3. Adjectival and Adverbial Expressions.

The prepositions be 'with' and be 'without' frequently form phrases which are used as adjectives or adverbs, as

be kélk

'with benefit' = 'useful'

be kélk

'useless'

be taqét

'without energy' = 'sluggish'

be quwét

'with strength' = 'strong'

be quwét

'weak'

As adverbs, the prepositions may receive the suffix -øwe:

be ?asaní

'with ease' = 'easily'

be sardíøwe

'with coldness' = 'coldly'

---

<sup>1</sup>There is also a past perfect subjunctive, not represented in these lessons, which shows different formations for transitives and intransitives:

bimxwárdibwayø

'that I should have eaten'

hátibumayø

'that I should have come'

D. Exercises

1. Substitution Drill:

Model:                   ʔəwə lə dwènewə lə kwé buy?

səʔat dé

səʔat čwáručarèk

səʔat šéšú nīw

pére

bəyaní

niwəřó

ʔewaré

šəwé

pár

dwéne

2. Substitution Drill:

Model:                   (mín) dwène tòzek čúm bo bazar, dwaí

geřaməwə bo ʔuteleke

(tó)

(ʔéw)

(ʔemé)

(ʔewé)

(ʔéwan)

(pyawəké)

(həmúman)

(həmutan)

(ʔémkuřə)

(mīnu tó)

(tow ʔéwan)

(mín)

3. Substitution Drill:

- a. Substitute the forms listed below for the underlined portion of the following sentence:

Model:                    néhatite derəwə.

néhatmə

néhate

néhatine

néhatnə

néhatnə

- b. Vary the sentence in (a) above with the following pronouns and nouns:

Model:                    (tó) néhatite derəwə.

(mín)

(tó)

(ʔəw)

(ʔemé)

(ʔewó)

(ʔéwan)

(barán)

(guzidó)

(mĩnu tó)

(híčman)

(híčtan)



- c. Substitute the forms given below for the verb and then change the new sentences for the various personal pronouns.

Model: néhatite derəwə.

čuyt

řóyštit

Example: néčuyte derəwə, néčumə derəwə, etc.

4. Substitution Drill:

Model: (mín) tòzek be taqé**tbumu** sér**im** ʔəyəša.

(tó)

(ʔéw)

(mīnu tó)

(tow ʔéw)

(kuřəkém)

(pyawəkántan)

(žīnekányan)

(mīn**aléké**)

(bīrakém)

(dáy**kīm**)

(həmúman)

(mín)

5. Substitution Drill:

Model: bə pèwistīm nézani bīčīm bo duktór.

sérīt lè bīdəm

séri lè bīdəm

séryan lè bîdem  
 sértan lè bîdem  
 ʔémdərse bixwenim  
 lére dānīšim  
 qīsét ləgəl bîkəm  
 qīsáy ləgəl bîkəm  
 qīsétan ləgəl bîkəm  
 qīsəyan ləgəl bîkəm  
 ʔíšit pe bîkəm  
 ʔíši pe bîkəm  
 ʔíštan pe bîkəm  
 ʔíšyan pe bîkəm  
 ʔíšit bo bîkəm  
 ʔíši bo bîkəm  
 ʔíštan bo bîkəm  
 ʔíšyan bo bîkəm

## 6. Substitution Drill:

Model: (mín) némzani nəxòžbuy, ʔəginá dwene hér  
 sérīmʔəiay.

(ʔéw)

(ʔemé)

(ʔéwan)

(bīrakém)

(širwán)

(bawkīmu dáykim)

(mīnu ʔéw)

(híčman)  
(híčyan)  
(kés)  
(serəkwəzirán)

7. Substitution Drill:

Model:                   ʔəgèr ʔəzani hər be taqéti, duktórek  
                          ʔenasim ʔəčine láy

be taqéte  
tát heyə  
táy heyə  
sérít ʔeyəše  
séri ʔeyəše  
čak nít  
čak nfyə  
baš nít  
baš nfyə

8. Substitution Drill:

a. Model:                   (to) ʔímro gwét lə radyobu?

(mín)  
(jəmál)  
(kərím)  
(dáykim)  
(ʔemé)  
(ʔewé)  
(ʔéwan)



(həmúman)  
(ʔəmu ʔéw)  
(ʔəmané)  
(ʔəwané)  
(ʔəwan-itír)

11. Substitution Drill:

a. Model: yàxwa řástbe

báš

čák

wá

ʔéw

təwáw

bəkólk

zəhmét

ʔaškírá

b. Repeat the above drill in the negative:

Example: yàxwa řastnébe

12. Substitution Drill:

Model: (ʔéwan) ʔətwanín řega bidoznəwə boʔəwəy  
gəlán-i jihán bə ʔaští pékəwə  
bížin.

(mín)

(tó)

(sə̀rək-i ʔəmərikí)

(bə hə́múman)

(ʔemé)  
(tow ʔéw)  
(wīlatəgewrəkán)  
(wəzirekán)  
(hizbəkán)  
(gól)  
(bətənha tó)

13. Substitution Drill:

Model: ʔətwanin bás læ yəktír bīgen.

héz ʔəken

ʔumédyan həyə

pewíste

lazíme

bīryáryannawə

ʔarezúyan həyə

ʔəyanəwé

péyan xošə

niyázyan həyə

ʔumédyan wayə

14. Substitution Drill:

Model: hərčónəkbe ʔémkobunəwəyè kèlk-i həyə bo  
sərək-i ʔəmerikí.

ʔémgiftugoyè

ʔémčawpekəwtinè

ʔəmbaskirdinè

ʔémsəfərè

ʔémusinè

ʔémsərdanè

15. Substitution Drill; Change the sentence to agree with the pronouns and nouns given in the list:

Model: (ʔéw) pewiste baštír le karubàr-i jihán  
šarəzábə

(mín)

(tó)

(ʔéw)

(ʔemé)

(ʔewé)

(ʔéwan)

(sərək-i jəmhuriyət-i ʔəmeriká)

(siyasekán)

(qutabyán)

16. Use the sentence below with all the personal pronouns:

Model: ʔəw tazé buwə bə sərək-i jəmhuriyét.

17. Answer the following questions:

1. čéŋ hizib həyə le ʔəmerika?

2. naw-i ʔəmhizbanə čín?

3. sərək-i jəmhuriyət-i ʔəmerikà le číhizbekə?

4. bočí ʔəmkobunəwəyə kəlk-i həyə bo sərək-i ʔəmerikí?

5. sərək-i pešū le číhizbebu?

18. COMPOSITION

1. This morning I had a fever, but I took some aspirins and now I don't have any.

\* \* \*

- 2a. Say, where have you been?! I have been waiting for you since morning.

- 2b. Well, I had something to do (viš) at the hotel, but I didn't think it necessary to phone you.

\* \* \*

- 3a. It appears that you are a bit sluggish today.

- 3b. Yes, I have a headache. My eye was hurting and I went to the doctor, but he said I only needed to rest. Otherwise I would certainly have gone to school today.

\* \* \*

- 4a. Have you heard the news? The Iraqi Prime Minister is going to visit King Hussein in Amman the first of the year. They want to talk things over and find a way to live together in peace.

- 4b. That should be a useful meeting.

- 4c. He has just become prime minister and must know the world situation better.

\* \* \*



## Lesson XIII

### A. Basic Sentences

dərs-i syaŋzəhém

Thirteenth Lesson

jèžn-i čwardè-i təmmúz

The 14th of July Festival

fùdból

football, i.e., soccer,  
not to be confused with  
American football

saḥó

yard, ground

saḥə-i fùdból

football field

bərəw

towards

bərəw saḥə-i fùdból

they are going towards the  
football field

ʔəčín

xəl̩ik = xəl̩iq

people

həmí xəl̩ik

all the people

həmí xəl̩ik bərəw saḥə-i  
fùdból ʔəčín.

All the people are going  
towards the football field.

čí həyə

what is there?

ʔimřo čí həyə?

What's going on today?

1. ʔimřo čí həyə ʔém həmu  
xəlke bérəw saħə-i  
fudból ʔec̣in.      What is going on today to make  
all these people go towards  
the football field?

təmmúz

July

čwardə-i təmmúz

the 14th of July

šoriš

revolution

šoriš-i čwardé-i təmmúz

the July 14th revolution

piróz

blessed

šoriš-i čwardə-i

the blessed July 14th

təmmúz-i piróz

Revolution

yád

memory, commemoration

yàd-i se salé

third anniversary

2. ʔimro yàd-i se salə-i  
šoriš-i čwardé-i  
təmmuz-i piróze.

Today is the third anniver-  
sary of the July 14th Re-  
volution.

bizani čí həyə

that we learn what there  
is, what is going on

jegà-i kobunəwəké

the meeting place

- |   |  |
|---|--|
| ba ʔeməš bíčín  | Let's go too.  |
| ba ʔeməš bíčín bo jega-i<br>kobunəwəké bīzanin čí<br>heyə   | Let's also go to the<br>meeting place to see what<br>is going on.  |
| lə bířim čubowə (lə<br>bir čun)   | I had forgotten it.  |
| mīn hər lə bířim<br>čubowə.   | I had completely forgotten<br>it.  |
| ʔímro čwardə-i təmmúze.   | Today is July the 14th.  |
| 3. řázekəy, ʔímro čwardə-i<br>təmmúze. mīn hər lə<br>bířim čubowə. ba ʔeməš<br>bíčín bo jega-i kobunə-<br>wəké bīzanin čí heyə. | That is right, today is the<br>14th of July. I had for-<br>gotten it completely. Let's<br>also go to the meeting place<br>to see what is going on. |
| 4. fěrmu bá bčín.   | Very well, let's go.   |
| kīrá  | it was made, done  |
| čí kīra?  | what was done?   |
| bířtə čī kīra?  | Do you remember what was<br>done?  |
| pár   | last year  |
| 5. to pár lərəbuyt, bířtə   | You were here last year, do  |

çi kira?	you remember what took place?
dábîmezrenîn (da mezrandîn)	that they establish
twanîyan (fol. by subj.)	they were able to
twanîyan ?emkomarê dábîmezrenîn	they were able to establish this republic
qâremananê	like heroes, heroically
supá	army
gêlu supá	the people and the army
gêlu supá twanîyan qâremananê ?emkomarê dábîmezrenîn.	The people and the army were heroically able to establish this republic.
bâs-i šorišekêy kîrd.	He spoke about the revolution.
6. wâbzanim, muteserîf qsêyeki kîrd bas-i šorišekêy kîrdû çôn gêlu supâ qâremananê twanîyan ?emkomarê dábîmezrenîn.	I believe that the Mutassarif gave a speech, discussing the revolution and how the people and the army were heroically able to establish this republic.
hiç-itîr?	Any thing more?

7. hič-itír?

Was there anything else?

dunyá

world

gəlàn-i dunyá

the nations of the world

dostayətí

friendship

ʔéyøwe (wistín)  
(fol. by subjunct.)

he wants

ʔéyøwe dostayətì ləgəl

He wants to make friends

hemú gəlàn-i dunyá

with all the nations of

bìkat.

the world.

hükumét

government

hükumèt-i ʔiráq

the government of Iraq

bìrubawér

belief, principle

siyasí

political

birubawèr-i siyasí

political principles

bàs-i birubawèr-i

He spoke about the politi-

siyasí- hükumèt-i ʔiráqi

cal principles of the

kird.

government of Iraq.

8. né?. dwaí bàs-i biru-

No. Afterwards he spoke

bawèr-i siyasí-

about the political prin-

hükumèt-i ʔiráqi kird

ciples of the government of

kə čón ʔeyəwe dostayətí ləgèl hémí gəlan-i dumyá bika.	Iraq and how it wants to be friends with all the nations of the world.
həlpəřké	dancing (n.)
həlpəřké kīrəbe	that dances should have been performed
9. řəŋhəyə dwaí həlpəřkéš kīrabe.	Perhaps there were dances afterwards too.
goranì- xóš	nice songs
witrá (witín)	it was said
goranì- xóš witrà	nice songs were sung
ləgél ʔəwəš[d]a	in addition to that also
ləgél ʔəwəšda goranì- xóš witra	In addition to that, nice songs were sung too.
həlpəřké kīra tá ʔeware	there were dances until evening
lə bəyanéwə	from the morning
10. béle, lə bəyanéwə həlpəřké kīra tá ʔeware. ləgél ʔəwəša goranì-	Yes, there was dancing from morning until evening. In addition, there were nice

xóš witra.	songs too.
həlpəřkè-i kurdí	Kurdish dancing
həlpəřkè-i kurdím la zór xoše.	to me Kurdish dancing is very interesting
nəws	kind
zór nəwsi həyə	it has many kinds
wáteʔəgəm zór nəwsi həyə.	I understand it has many kinds.
11. həlpəřkè-i kurdím la zór xoše; wáteʔəgəm zór nəwsi həyə.	In my opinion, Kurdish dancing is very pleasant; I under- stand it has many varieties.
mín hər dú nəwsi ʔəzanim.	I only know of two kinds of it.
həlpəřín	dancing, to dance
zyatír	more (with lə 'than')
lə dé nəws zyatír həlpəřín həyə.	there are more than ten kinds of dances
12. bəle, wəku bistúmə lə dé nəws zyatír	Yes, as I have heard, there are more than ten different

həlpəřin həyə, bəlám	kinds of dances, but I only
mīn hēr dú nəwsi	know two of them.
ʔəzanīm.	
həlpəřin-i lubnaní	Lebanese dancing
lə həlpəřin-i lubnani	they resemble Lebanese
ʔəčīn. (lə...čun)	dancing
13. wábzanīm yekdú nəwsiyan	I believe one or two of them
hər lə həlpəřin-i	resemble Lebanese dancing
lubnaní ʔəčīn.	very much.
wéku hī xóman wayə	it is just like ours
díwmə (dín = binín)	I have seen it
həlpəřkè-i lubnanim	I have seen Lebanese dancing.
díwə	
14. řáste, həlpəřke-i	That's right. I have seen
lubnanim díwə, hēr wəku	Lebanese dancing; it looks
hi xóman wáyə.	just like ours.
gwé bigrə (gwe girtín)	Listen!
mosiqá	music
ʔəskəri	military
mosiqà-i ʔəskəriyə	it is military music



	gwè̄m lə mosiqà-i ʕəskəriyə	I hear military music
15.	gwé bigrə! gwè̄m lə mosiqà-i ʕəskəriyə.	Listen! I hear military music.
	ʔémkobunəwəyè	this meeting
	yət (hatín)	he comes
	lə kerkúkəwə yət	he comes from Kirkuk
	həmú salek lə kerkúkəwə yət bo ʔémkobunəwəyè.	He comes from Kirkuk for this meeting every year.
	bánd	band, music band
	bànd-i mosiqá	music band
	ʔéme band-i mosiqà-i ʕəskəriyə	This is the military band
16.	ʔéme bánd-i mosiqà-i ʕəskəriyə, həmú salek lə kerkúkəwə yət bo ʔémkobunəwəyè.	This is the military band. It comes to this gathering every year from Kirkuk.
	lém kobunəwəyè	in this meeting
	bəšdár ʔəbe[t] (bəšdar bún lə)	he takes part in, parti- cipates

qaʔíd	commander; leader
firqé	division (mil.)
qaʔíd-i firqé	division commander
qaʔíd-i firqé bəšdár ʔəbe[t]	the division commander takes part
17. kəwata qaʔíd-i firqéš bəšdar ʔəbe lém kobunəwəyə.	Then the division commander takes part in this meeting, too.
jéšín	festival, feast, holiday
bə bone-i ʔémjəžnèwə	on the occasion of this festival
witárek ʔəxwenetəwə (xwendnəwə)	he delivers a speech
ʔéwiš witarek ʔəxwenétəwə bə bone-i ʔémjəžnèwə	He also delivers a speech on the occasion of this festival.
hazír	present; ready
hazírbe[t]	that he be present
lazíme (fol. by subj.)	it is necessary

lazîmê qaʔid-i firqê  
hazîrbe.

It is necessary that the  
division commander be pres-  
ent.

18. bôle, lazîmê qaʔid-i  
firqê hazîrbe, çunke  
ʔéwiš witárek ʔaxwenê-  
tewê bê bone-i  
ʔémjəžnəwê.

Yes, the division Commander  
has to be present, because he  
also delivers a speech on the  
occasion of this festival.

ʔəgré[t] (girtín)

it holds

čéŋ kəs ʔəgrè

How many persons does it  
hold?

ʔémsaḥəgəwrəyè

this large field

19. ʔémsaḥəgəwrəyè čéŋ kəs  
ʔəgre?

How many people does this  
big field hold?

bíst həzar

20 thousand

bíst həzar kəs ʔəgre

it holds 20 thousand persons

drúst kirawê

it has been made

20. ʔémsaḥəyè tazé drust  
kirawê, wábzanîm bê  
ʔasanî bíst həzar kəs  
ʔəgre.

This field was recently con-  
structed. I imagine it holds  
20,000 people easily.

21. h̄er ʔ́émsaḥeyè h̄eyè                      Is this the only field in  
lémšarè?    this town?
- yarí ʔ́əkrè                                      games are (being) played
- yarì- tyá ʔ́əkre                                games are played in it
- yarì- fudbol̄-i tyá ʔ́əkre                    football is played in it
- jàr bə jár                                      occasionally, at times
- jàr bə jár yari-                              occasionally football is  
fudbòl̄-i tyá ʔ́əkre                                played in it
22. néʔ, saḥeyek-itír h̄eyè.                      No, there is another one.  
zór pičùkə jàr bə jár                              It is very small and football  
yarì- fudbòl̄-i tyá ʔ́əkre.                        is occasionally played there.
- xerá    quickly
- bířoyñ (řoyštín)                              that we go, walk
- bà xerá bířoyñ                                let us go quickly
- dés[t] [bī]kəwe                                that it be obtained
- jegàyek-i bás̄                                 a good place
- jegàyek-i bás̄man d̄es                        that we get a good place  
          kewe
23. ba xerá bířoyñ bo ʔ́əwè-i                      Let's go quickly so we can  
jegàyek-i bás̄man d̄es kewe.                      find a good place.

Sentence Resumé - Kurdish

1. ʔimro čí heyə ʔém həmu xəlke bérəw saħə-i fudból  
ʔəčîn.
2. ʔimro yəd-i se saħə-i šoriš-i čwardé-i təmmuz-i  
piróze.
3. řázəkəy, ʔimro čwardə-i təmmúze. mìn hər lə bîrim  
čubowə. ba ʔeməš bičîn bo jegà-i kobunəwəké bizanin  
čí heyə.
4. fərmu bá bčîn.
5. to pâr lerebuyt, bîrte čî kîra?
6. wábzanîm, mutəsəřif qsəyeki kird bas-i šorišekəy  
kîrdu čón gelu supa qərəmananə twaniyan ʔémkomarè  
dábiməzrenîn.
7. hič-itîr?
8. néʔ. dwaí bəs-i birubawər-i siyasî- ħikumat-i  
siráqi kird kə čón ʔeyəwe dostayətí ləgèl hemú  
gelan-i dunyá bîka.
9. řəñheyə dwaí həlpəřkéš kîrabe.
10. bəle, lə beyanéwə həlpəřké kîra tá ʔewarə. ləgəl  
ʔewəša goranî- xóš wîtra.
11. həlpəřkè-i kurdim la zór xošə; wáteʔəgəm zór nəwsi  
heyə.
12. bəle, wəku bistúmə lə dé nəwsi zyatiř həlpəřin həyə,  
bəlám mìn hər dú nəwsi ʔəzanîm.
13. wábzanîm yekdú nəwsiyan hər lə həlpəřin-i lubnaní ʔəčîn.

14. řáste, helpərke-i lubnanim díwə, hēr wəku hi xóman wáyə.
15. gwé bigrə! gwèm lə mosiqə-i ʔəskəriyə.
16. ʔéme bənd-i mosiqə-i ʔəskəriyə, həmú salek lə kerkúkəwə yet bo ʔəmkobunəwəyə.
17. kəwata qaʔid-i firqəš bəšdar ʔəbe lém kobunəwəyə.
18. béle, lazime qaʔid-i firqə hazirbe, čunke ʔéwiš witárek ʔəxwenətəwə bə bonə-i ʔəmježnəwə.
19. ʔəmsahəgəwreyə čəŋ kəs ʔəgre?
20. ʔəmsahəyə tazé drust kirawə. wəbzanim bə ʔasanì bíst hezar kəs ʔəgre.
21. hēr ʔəmsahəyə həyə lémšarə?
22. néʔ, sahəyək-itír həyə. zór pičūke jár bə jár yarì-fudbòl-i tyá ʔəkre.
23. ba xerá biřoyŋ bo ʔəwə-i jegəyək-i básman dəs kəwə.

## Sentence Resumé - English

1. What is going on today to make all these people go towards the football field?
2. Today is the third anniversary of the July 14th Revolution.
3. That is right, today is the 14th of July. I had forgotten it completely. Let's also go to the meeting place to see what is going on.
4. Very well, let's go.
5. You were here last year, do you remember what took place?
6. I believe that the Mutassarif gave a speech, discussing the revolution and how the people and the army were heroically able to establish this republic.
7. Was there anything else?
8. No. Afterwards he spoke about the political principles of the government of Iraq and how it wants to be friends with all the nations of the world.
9. Perhaps there were dances afterwards too.
10. Yes, there was dancing from morning until evening. In addition, there were nice songs too.
11. In my opinion, Kurdish dancing is very pleasant; I understand it has many varieties.
12. Yes, as I have heard, there are more than ten different kinds of dances, but I only know two of them.

13. I believe one or two of them resemble Lebanese dancing very much.
14. That's right. I have seen Lebanese dancing; it looks like ours.
15. Listen! I hear military music.
16. This is the military band. It comes to this gathering every year from Kirkuk.
17. Then the division commander takes part in this meeting, too.
18. Yes, the division Commander has to be present, because he also delivers a speech on the occasion of this festival.
19. How many persons does this big field hold?
20. This field was recently constructed. I imagine it holds 20 thousand people easily.
21. Is this the only field in this town?
22. No, there is another one. It is very small and football is occasionally played there.
23. Let's go quickly so we can find a good place.



B. Additional Vocabulary

Nouns

šax-i goyžé	Mt. Goyzha
será	city hall
qaremán (qaremanán)	hero
pašá (pašayán)	king
ništímaní	national; patriotic
niwešéw	midnight
nəwróz	Nawroz (a traditional Kurdish holiday cele- brated on March 21)
šai	wedding; festivities

Adjectives

pyawané	manfully
kuřané	valiantly
šerané	like a lion
zanayané	expertly
dimuqratyané	democratically
ʔazayané	bravely
tarík	dark, dim (in ref. to daylight)
ʔerbí	Western

Nouns

voliból	volleyball
baskĩdból	basketball

C. Notes.

1. Passive Voice.

Various passive forms of kirdin 'to make' have occurred in these lessons:

drust ʔekret	'it will be built'
pan ʔekre	'it will be widened'
híč giftugo nákre?	'Won't there be any discussions?'
par čí kīra?	'What was done last year?'
tazə drust kīráwə	'It has been (or: was) built recently.'
bán kīrawīn	'They have been invited.'

These illustrate the formation of the passive: the passive stem is formed by suffixing -r- to the third person singular of the present tense (for ʔekát the stem is -k-, giving the passive stem -kr-); to this stem is added the vowel -e- for the present tense or -a- for the past tenses. Thus for kirdin:

<u>Present Tense</u>	<u>Past Tenses</u>	
	Preterite: <u>krá</u>	'it was done'
	Imperfect: ʔek <u>ra</u>	'it was being done'
ʔe-k-r-e-t	Pres. Perf.: <u>kráwə</u>	'it has been done'
'it will be done'	Past Perf.: <u>krábu</u>	'it had been done'

The cluster kr- can also be written kīr-.

The passive verb can be analyzed as follows:

<u>Verb stem</u> - <u>r-</u>	<u>e</u>	(present tense)
	<u>a</u>	(past tenses)

Only transitive verbs can be made passive; the inflections of the passive, however, are those of intransitive verbs. In all other respects passive verbs are conjugated in the various

tenses like verbs in the active voice. Illustrative paradigm:

Preterite Passive:	binráṃ	'I was seen'
	binráyt	'you were seen'
	binrá	'he was seen'
	binráym	'we were seen'
	binrán	'you were seen'
	binrán	'they were seen'

Perfect Passive	báṅ kǐràwĩm	'I have been invited'
	báṅ kǐrayt	
	báṅ kǐrawe	
	báṅ kǐràwin	
	báṅ kǐràwĩn	
	báṅ kǐràwĩn	

It was stated above that the passive is built on the third person singular of the present tense. Examples:

'he writes'	ʔenusé	-	ʔenusré; nusrá	'it will be written'; 'it was written'
	ʔezané	-	ʔezanré; zanrá	
	ʔetwané	-	ʔetwanré; twanrá	'it can be done'
	ʔekǐřé	-	ʔekǐřrét; kǐřrá	
	ʔeneré	-	ʔenerré; nerrá	
	ʔedát	-	ʔedréré; drá	
	dá ʔexa	-	dá ʔexré; dá xra	
	ʔekátewə	-	ʔekrétewə; kǐráyewə	

The following have irregular stems:

(1) based on the past stem:

wítí 'he said' - ʔəwítre; wítrá

(2) special passive stems:

girtín: -gir- ʔəgiré - girá 'it was held'

xwardín: -xur- ʔəxuré - xurá 'it was eaten'

xwardnewé: -xur- ʔəxurétəwə - xuráyəwə 'it was drunk'

A passive infinitive is formed according to the rules for passive and for infinitive formation:

kírán 'to be made'

binrán 'to be seen'

xurán 'to be eaten'

The passive voice signifies primarily that the subject of the verb is also the recipient of the action of that verb:

ʔəbinréy 'you will be seen'. The passive may also have potential meaning, as ʔətwanré 'it is possible, it can be done'; ʔənusré, thus, can mean either 'it is (will be) written' or 'it can be written'. More examples:

hərčékīt pe ʔəlen ʔəzanre. 'Whatever they tell you will (can be) known.'

dərgaké da nəʔəxraw da naxre. 'The door could not and can not be closed.'

ʔəmé nəbe bīzanre. 'This must not be known (=found out).'

## 2. Negation - Summary

a. The negative adverb is nəʔ 'no'; nəxer, a more emphatic form, is also heard.

For negating words, both nə- and na- are used.

b. For nouns: na- is generally used: ʔuméd 'hope' --

naʔuméd 'hopeless'; načár 'helpless' [čaré 'remedy']. Infinitives, however, take nə-, as bun 'to be'; existence' -- nəbún 'not to be ;non-existence'; nətwanín 'inability, incapacity'.

c. Adjectives: usually nə-, occasionally na-: nəxoš 'sick'; nətiž 'dull' (tiž = 'sharp'); but náxoš 'unpleasant'.

d. Verbs: the Present Tense differs from the various past tenses in negation.

Present Tense:	Indicative	náčim	'I don't go'
	Subjunctive	něčim	'if I don't go'
	Imperative	měčo	'don't go'

The verbs bún and həbún are negated by ní-: níyə, etc.

Past tenses: all negation is with nə-:

Preterite:	némxward	nəhatim
Imperfect:	némʔəxward	nəʔəhatim
Pres. Perf.:	némxwarduwə	nəhatum
Past Perf.:	némxwardibū	nəhatibum

Note that in the present tense, ná- replaces ʔə-, nə- replaces bí-, and mé- replaces bī-. In the past tenses, however, nə- replaces bí- (bimxward-némxward) but is added before ʔə- (ʔémxward - némʔəxward).

### 3. la-i mīn

The noun la means 'side'; however it is frequently used as a preposition with various meanings. A very common usage is in expressions such as la-i...(da) 'at the side of, beside'; bo la-i...(əwə) 'to the place where...is, to...' (like French chez), etc.

A second common usage is la-i...'in the opinion of, in the view of...' as la-i mīn zór xošə 'In my opinion it's very nice; I think it's very nice.' In həlpərkə-i kurdim la zór xošə 'I

like Kurdish dance very much.' the object -m has been preposed to the first phrase in the clause; preference can be expressed by making the adjective comparative in form:

heḷpeṛkè-i kurdim la (zór) xoštîre.

'I (much) prefer Kurdish dance.'

#### 4. The suffix -ané

The suffix -ané may be added to nouns and adjectives to form adjectives with the general meaning of 'like, in the manner of', as

pyáw	'man'	-	pyawané	'manly; in a gentlemanly fashion'
qaremán	'hero'	-	qaremanané	'like a hero, heroically'
kuř	'boy, youth'	-	kuřané	'like a boy, young man; with the vigor of youth'
šér	'lion'	-	šerané	'like a lion'

After vowels, the suffix has the form -yané, as

ʔazá	'brave'	ʔazayané	'bravely'
zaná	'learned'	zanayané	'in a scholarly fashion, expertly'

In the word *dimuqratyané* 'democratically' the *i* of *dimuqratí* is replaced by *y* before -ané.

D. Exercises

1. Substitution Drill;

Model:                   ʔémhəmuxəlkè bərəw sahe-i fudból ʔečīn.

mektəb-i sanəwí

šax-i goyžé

sərčīnár

sərá

čayxanəké

šar

baxəké

šeqàm-i kawé

kītebxanè-i sirwán

màl-i muteseřff

2. Substitution Drill;

Model:                   ʔímro yad-i se salé-i šorīš-i temmüz-i  
piróze.

dú

čwár

pénj

héwt

dé

dwanžé

panžé

bíst

sí





ʔéwan  
 balyozeké  
 hémúman  
 qaʔid-i firqé

b. Change the sentence above to the present and then use it with the list of words:

Example: mín hær læ bířim ʔəčetəwə. "I will certainly forget it!"

5. Substitution Drill:

a. Model: to bírte či kīra.

mín  
 ʔéw  
 ʔemé  
 ʔewéš  
 mamwestayàn-i ʔeréb  
 kīčekém  
 kuřekéy  
 nwenərekán  
 hémútan  
 sərək-i nəqabé

b. Word Formation:

	Infinitive	Pres. Act.	Pres. Pass.	Pret. Pass.
Model:	<u>kirdín</u>	<u>ʔəkát</u>	<u>ʔəkrét</u>	<u>kirá</u>
	'to do'	'he does'	'it will be done'	'it was done'
	xwendín			

nusín  
 zanín  
 froštín  
 binín  
 wítín  
 girtín  
 gwe girtín  
 da xīstín  
 kirdnewé

c. Substitution Drill:

Use the preterite passive of the verbs in (b) above with the model sentence.

Model:                   to bírte čí kira?

Example:               to bírte čí xwenra? 'Do you remember  
what was studied?'

d. Substitution Drill:

Use the present passive of the verbs in (b) above with the following sentence.

Model:                   to ʔezani čí ʔekre?

Example:               to ʔezani čí ʔexwenre? 'Do you know what  
will be studied?'

e. Substitution Drill:

Repeat the sentences in (d) above changing the subject of the verb.

Example:               mīn ʔezanīm čí ʔekre. 'I know what will  
be done.'

6. Substitution Drill;

Model: twaniyan qáremanane ?émkomarè dábîmæzrenîn.

pyáw

kúř

šér

zaná

dimuqratí

?azá

7. Substitution Drill;

a. Model: mutəsəřff bäs-i šorišekéy kird.

wílát

jəmhuriyət

hikumét

hizīb (hizb-)

qarəmán

pašá

kobunəwé

šoriš

b. Use the sentence above with all the personal pronouns;

Example: min bas-i šorišekém kird.

8. Substitution Drill;

Model: řəñheyə dwaí helpərkéř kîrabe.

?eware

dwéne  
 pére  
heftè-i pešú  
 le kobunəwəké  
 le málewe  
 le seyranəké

9. Substitution Drill:

Model:                    legel əwəša gorani- xóš witra.

báš  
 čak  
 tazé  
 ništīmaní  
 ʕərəbí

10. Substitution Drill:

Model:                    le bəyanéwə helpəřké kīra tá əwarə.

ʕésīr	əwaré
šəw	bəyaní
niwəřó	ʕésir
paš niwəřó	taríkbu
səʕat yók	səʕat šésš
səʕat čwár	səʕat hést
səʕat dwanzé	səʕat <u>həwt</u>
əwarə	niwəšəw

11. Substitution Drill:

a. Model:                    helpərkè-i kurdīm la zór xoše.

ʕərəbí

ʔeraní

hındí

činí

řusí

lubnaní

ʕiraqí

ʔəmərikí

b. Change the model sentence above for all persons and numbers:

Example:                    helpərkè-i kurdīt la zór xoše.

'In your opinion Kurdish dance is very nice.'

12. Substitution Drill:

Model: wábzanīm yekdú nəwɣyan lə helpəřin-i lubanani ʔəčīn.

ʕərəbí

ʔeraní

hındí

γərbí

xóman

ʔewé

13. Substitution Drill:

Example:                    ʔəmminalə lə bāwki ʔəče.

'This child looks like his father.'

mín tó ʔéw ʔemé ʔewé ʔéwan ʔéwkuřè ʔéwdukičè.





18. Substitution Drill:

Model:                   lazîmê qaʔid-i firqê hazîrbe.

seròk-i ʔemerikí

ʔéw

mîn

tó

hemíman

hemítan

hemíyan

xóm

xót

kĩčekét

19. Substitution Drill:

Model:                   saheyek-itîr hoye, jár be jár yari-fudbòl-i  
                          - tyá ʔekre.

valiból

baskīdból

kobunewé

yarí

helpeřké

šaí

20. Substitution Drill:

Model:                   (ʔemé) ba xerá bîroyn boʔewè-i jegayek-i  
                          bášman dèskewè

(ʔewé)



(mín)

(tó)

(ʔéw)

(mĩnu ʔéw)

(tòw ʔéwan)

(taqmeké)

## 21. COMPOSITION

I haven't gone out of doors since the day before yesterday. Yesterday I had a fever and also felt quite sluggish. I thought it necessary to go to the market for a while, but when I got back home I had a fever and also a headache. To tell you the truth, I thought I had better see a doctor. But a friend of mine came to visit me, and he told me "You should take some headache pills." I took three or four pills and rested. Today I am very well. If my fever comes back I know a good doctor that I can go and see.



**Part III**

**WRITTEN KURDISH**



## THE KURDISH WRITING SYSTEM

The Kurdish alphabet has twenty-nine letters:

ا ب پ ت ج چ ح خ د ر ز ژ س ش ص ع غ ف  
ق ک گ ل م ن و ه ی

This alphabet is based on the Arabic-Persian writing system, with the following changes: (1) In principle, Kurdish uses only those letters which represent Kurdish consonants or vowels, so that the *ی ث ذ ظ ط* of Arabic are not part of the Kurdish alphabet. They are occasionally used, however, in obvious Arabic loan words, especially proper names, e.g.,

*مصطفى* mīstefá 'Mustafa'. When these letters are used, they have the values *ث = s*; *ذ = z*; and *ط = t*. There is variation from one writer to another as to whether a given loan should be spelled as an Arabic or as a Kurdish word. Thus *ʔislám* 'Islam' is spelled *اسلام* by some and *ئیسلام* by others; *mætsém* 'restaurant' may be spelled in any of the following ways: *مطعم*, *متعم* or *مەتعم*. The most recent tendency is to spell out the word in Kurdish style, like the last spelling given for *mætsém*. Note that the letter *ج* has, of course, the sound *j* as in Iraqi Arabic, and *آ* equals *ا* 'a.

(2) Kurdish has the additional letters *پ p*, *چ č*, *ژ ž*, and *گ g*, which it shares with Persian, plus *و v*.

These letters are used to represent the consonants and vowels of Kurdish as follows (combinatory forms are given in parenthesis; the others do not connect with following letters):

(صص)	ص	s	ء	ʔ
(عع)	ع	ʕ	ا	a
(غغ)	غ	ɣ	ب	b
(فف)	ف	f	پ	p
(ثث)	ث	v	ت	t
(قق)	ق	q	ج	j
(كك)	ك	k	چ	č
(گگ)	گ	g	ح	ħ
(لل)	ل	l, l̥	خ	x
(مم)	م	m	د	d
(نن)	ن	n	ر	r, ř
	و	w; u, u; o	ز	z
	ه	h	ژ	ž
	ه	e	س	s
(یی)	ی	y; i, i; e	ش	š

Various systems have been devised by Kurds in the attempt to achieve a phonemic alphabet. The following scheme illustrates the concensus of usage among those who use a differentiated script (with less common variants in parenthesis):

ءاسمان (آسان)	ء	ʔ	ʔasmán	'sky'
بان	ا	a	ban	'plateau'
باوك	ب	b	bawk	'father'
پئ	پ	p	pe	'foot'
تيا	ت	t	tya	'in it'
جوان	ج	j	jwan	'beautiful'

چون	چ	č	čon	'how?'
هوت	ح	h	hewt	'seven'
خال	خ	x	xal	'maternal uncle'
دهست	د	d	dəst	'hand'
ئيره	ر	r	reré	'here'
(رر) (روژ)	ژ	ř	řož	'day'
زور	ز	z	zor	'very'
ژين	ژ	ž	žin	'life'
سین	س	s	sin	'saddle'
شین	ش	š	šin	'blue'
صد	ص	s	səd	'hundred'
عیب	ع	ʕ	ʕeyb	'shame'
غرب	غ	ɣ	ɣərb	'the West'
فرمو	ف	f	férmu	'please!'
مروڤ	ف	v	mrov	'man'
کانسی	ك	k	kaní	'spring'
گورگ	گ	g	gurg	'wolf'
قاچ	ق	q	qač	'leg'
لیو	ل	l	lew	'lip'
(ل) مال	ل	l	mal	'house'
مام	م	m	man	'paternal uncle'
نوی	ن	n	nwe	'new'
مانگ	نگ	ŋ	maŋ	'moon'
وا	و	w	wa	'thus'

دوور	وو	u dur	'far'
كوژ	و	u kuř	'boy'
بو	ۆ	o bo	'for'
هات	ه	h hat	'he came'
دهفتەر	ه، هـ	e dəftér	'notebook'
یا	ی	y ya	'or'
(ی) ژین (ژین)	ی	i žin	'life'
ئینجا	ی	i ?ínja	'then'
دی	ئ	e de	'village'
من	-	ĩ mĩn	'I'

Thus, diacritics have been added to the writing system to create more distinctions; also, existing letters are used in a new way: (a) the forms of ه are divided into consonantal ه =h and vocalic ه، هـ =e; (b) a digraph ئ is used for the phoneme ŋ; and (c) letters are doubled to represent vowels: وو = u, یی = i or are marked with ˘: ۆ = o, ئ = e. No system in common use represents the vowel ĩ.

The representation of most vowels by letters makes Kurdish tend to be syllabic in form, as in نى يه níye, تى كەل tekél.

The following lessons are of three types: (1) familiar material in new form--the basic sentences of the thirteen lessons of Part II are now repeated in Kurdish script; (2) new material in Kurdish script--lessons 14 - 16 present new dialogs entirely in Kurdish script. While conversational in form, they



are semi-literary in their effect; and (3) a story in straight literary style, with a glossary attached listing new vocabulary in order of occurrence in the text. Thus, there is a transition from straight colloquial Kurdish to narrative literary Kurdish. A variety of orthographic tendencies is represented so that a given word may be spelled in a variety of ways over the course of Part III, reflecting actual usage. For example, bu may be spelled بو or بو ; maktéb may show up مکتب or مکتب . This should pose no serious problem for the student, since the content is familiar to him, but will prepare him for reading Kurdish publications. On completing Part III, the readers mentioned in the Introduction to this book (p. v) are recommended to the student for acquisition of vocabulary and to develop facility in reading Kurdish prose of present-day Iraq.

دەرسی یەكەم

لە گهیمانی

- ۱ - زۆر باش .
- ۲ - زۆر باش .
- ۳ - من ئەمریکیم . ناوم بوبە .
- ۴ - بە خێزبێت .
- ۵ - چ مەتعمێك لێزەوێ نزیكە ؟
- ۶ - وایزانم مەتعمی سیروان زور باشەو نزیكە .
- ۷ - مەتعمی سیروان لە كوێیە ؟
- ۸ - ئەوێ ئای بازارە كەیه .
- ۹ - ئەو ئوتیلی باش لە كوێ هەیه .
- ۱۰ - ئوتیلیكی باش لای مەتعمە كە هەیه .
- ۱۱ - مەمنون تەشەكرت ئەكەم . خوا حانیز .
- ۱۲ - خوا حانیز .

- ۱ - زۆژ باش ماموستا .
- ۲ - روژ باش بروب .
- ۳ - چونسی چاکسی شکر .
- ۴ - چاکم . سەلامەتیی . ئەی تو چۆنی .
- ۵ - چاکم سەلامەتیی .
- ۶ - ئەرو دەرسی دووھەم ئە خوینین .
- ۷ - تەکا ئەکەم کتیبە کانتان بکەنەو .
- ۸ - چ لاپەرە یەک .
- ۹ - لاپەرە یەک .
- ۱۰ - ئیستا من لاپەرە یەک ئە خوینەو . ایووش لە دوای من بە دەنگی بە رزبێخوینەو .
- ۱۱ - یەکە یەکە یان ھەموبە یەک جار ؟
- ۱۲ - ھەموبە یەک جار لە دوای من بیلینەو .
- ۱۳ - تێ نەگە یشتم ماموستا ، تەکا ئەکەم بیلیرەو .
- ۱۴ - ئەلیم لە دوای من بیلیرەو . تێگە یشتی ؟

- ۱۵ - به لئی .
- ۱۶ - بوب ! وەرە بۆایسره ئەم وشەیه لە سەر تەختە بنوسە .
- ۱۷ - بنوسە قەلەم .
- ۱۸ - نوسیم .
- ۱۹ - کئی ئەزانیت مەئناى ئەم وشەیه چىیه ؟
- ۲۰ - کام وشەیه ؟
- ۲۱ - ئەم وشەیه .
- ۲۲ - نازانم .
- ۲۳ - من ئەزانم، مەئناى دەفتەرە .
- ۲۴ - سبەینى دەرسى دووهەم وەر ئەگرینو ولامى پرسیارە کانى دەرسى یەكەم ئەدەینەوه .
- ۲۵ - خوتان ئامادە کەن، هەمو ژۆژیک لە سنف اِمالا ئەکەین .
- ۲۶ - کەى مراجعە بکەین .
- ۲۷ - پاش هەمو دەرسیک مراجعە ئەکەین .
- ۲۸ - ماموستا پرسیاریکم هەیه ؟ دەرگا چون ئەنوسیت .
- ۲۹ - ئەوه تا لەسەر تەختە کە نوسراوه .
- ۳۰ - وابزانم وەخت تەواو بوو سبەینى ئەتانبینم . خوا خانیز .

- ۱ - زۆر باش دارا .
- ۲ - زۆر باش بوب .
- ۳ - فرمىو دانىشە .
- ۴ - بە خوا ھەز ئەكەم بچم بۆ بازار .
- ۵ - بەلى باشە ، بەلام تۆزىك دانىشە ئنجا پىكە وہ ئەچىن بۆ بازار .
- ۶ - با تۆزىك قە بکەين .
- ۷ - بەلى باشە .
- ۸ - چى ئەخۆيتە وہ ؟
- ۹ - چايە کو تۆزىك ئاو .
- ۱۰ - ئەم جىگايە چى پى ئەلىن ؟
- ۱۱ - ئەمە چايخانە پى ئەلىن .
- ۱۲ - كاكە تۆكوردى لە كوى فير برويت ؟
- ۱۳ - لە ئەمريکا لە مەكتب فيربووم .
- ۱۴ - ئەى چۆنە لىرەيت ؟

- ۱۵ - من مهندس و ئىستا لى پروژەى دەرىندى خان لىش ئەكەم .
- ۱۶ - من ھىشتا قوتابىم، لى پۆلى پىنجى سانەويم .
- ۱۷ - بەلام ھەز ئەكەم سالىكى تر بچم بۇ ئەمريكىا بخوئىم .
- ۱۸ - زۆر باشە، من ئە توانم يارمە تىت بەم .
- ۱۹ - زۆر مەنۇن ئەبىم .
- ۲۰ - جارى با بچىن بۇ بازار .
- ۲۱ - باشە با بچىن .

- ۱ - بازاره كه له كوی یه ؟
- ۲ - ته وه تا ، زور دور نی یه ، ئیستا ته گهین .
- ۳ - چه ز ته كه م خه نجه ريك بكرم .
- ۴ - ته زانی ، خه نجه ری كوردستان له هه مو خه نجه ريك باشته .
- ۵ - وه ره با بچین بو ئیره . وا بزانه ته م پیاوه خه نجه ر ته فروشی .
- ۶ - كاكه خه نجه ری باشت هه یه ؟
- ۷ - به لسی ، فه رموو .
- ۸ - ته م خه نجه ره زور جوانه .
- ۹ - ته ته وی بیكری ؟
- ۱۰ - به لسی ، چه ز ته كه م بیكرم .
- ۱۱ - كاكه ته م خه نجه ره به چنده ؟
- ۱۲ - به دور دیناره .
- ۱۳ - كاكه ته وه زور گرانه .
- ۱۴ - كاكه ، ته مه چاكترین خه نجه ره .
- ۱۵ - باشه ، دیناریكت ته ده ینی .

- ۱۶ - فرموو هه لیگه .
- ۱۷ - کامیان هه لگرم ؟
- ۱۸ - ئاره زووی خوته ، ههردووکیان باشن .
- ۱۹ - باشه ، ئهه هه لگرم .
- ۲۰ - به راستی نازانم ئهه خه نجهرت بو چی به .
- ۲۱ - ئهه وی بینیرم بو ره فیکم .
- ۲۲ - ره فیکه کت له کوی به ؟
- ۲۳ - له ئهه ریکایه .
- ۲۴ - وا بزانه ئهه ئووتیله که به .
- ۲۵ - زور ته شه کرت ئهه کم ، به راستی باش بوو هاتی له گه لما بو بازار . ئهه گینا نهه ته توانی ئهه خه نجه ره جوانه بکرم .
- ۲۶ - مه منوون . هه چ ئیشیکت بوو ، من ئهه دهه بوت بکهه .
- ۲۷ - ته شه کرت ئهه کم . ئیستا ئهه چم بو ئوتیل . به لام ئیواره ئهه تبینم .
- ۲۸ - باشه ، خوا حافیز .
- ۲۹ - خوا حافیز .



- ۱ - ئیوارەت باش دارا .
- ۲ - ئیوارەت باش .
- ۳ - چوونی .
- ۴ - چاکم ، سەلامەت بی . فرموو دانیشه .
- ۵ - بە راستی ئەمەوی توزیک پیاڤه بکەم .
- ۶ - جاری توزیک دانیشه ، ئینجا پیکهوه ئەچین بو پیاڤه .
- ۷ - ئەگەر توش حەز ئەکەیت پیاڤه بکەیت ، ئەوا پیکهوه ئەچین .
- ۸ - باشه با بچین ؛ منیش حەز ئەکەم توزیک پیاڤه بکەم .
- ۹ - بو کام لا بچین ؟
- ۱۰ - با بچین بو شەقامی کاهه .
- ۱۱ - زور باشه ، فرموو .
- ۱۲ - ئەزانی بوچی حەز ئەکەم بو ئەوی پیاڤه بکەین .
- ۱۳ - نهه .
- ۱۴ - چونکه ئەم شەقامه زور تازەیه و پانه و جوانه .
- ۱۵ - ئەمە ئەبی شەقامی کاهه بی .

- ۱۶ - به لسی ؛ همه شقامی کاویه .
- ۱۷ - راست ئەکە ی ؛ ئەم شەقامە زور پانە و درێژە .
- ۱۸ - ئەمە تازەترین شەقامە لەم شارە .
- ۱۹ - چەند شەقامی تازە ی وا لەم شارە هەیە .
- ۲۰ - ئیستا تەنھا ئەم شەقامە تازە یە هەیە ؛ بەلام ئەمسال دوو شەقامی تازە ی تر دروست ئەکریت .
- ۲۱ - وا دەره ئەکە ویت دوکانی کە وەرە و تازە ی زور هەیە لەسەر ئەم شەقامە .
- ۲۲ - ئەو باخە کە وەرە یە باخی گشتی یە .
- ۲۳ - وا دەره ئەکە وی ، باخیکی زور گە وەرە و جوانە .
- ۲۴ - بە لسی ، پەرە لە دارو درەختو گول .
- ۲۵ - ئەگەر ئەتوانیت ، ئیوارە پیکەرە سەر ئەدەین .
- ۲۶ - سەری کسوی ئەدەین ؟
- ۲۷ - ئەلیم ، ئەگەر حەز ئەکەیت ئیوارە سەری باخی گشتی ئەدەین .
- ۲۸ - زور باشە .

مراجعة لـ دهرسى په كه وه تا پينج

- ۱ - روز باش .
- ۲ - روز باش . چونسى ؟ چاكسى شكر ؟
- ۳ - سلامت بى .
- ۴ - واده رته كه وى ته مـرو دهرسى كوردى ته خوینى .
- ۵ - به لى ؛ به راستى كوردى باس فیربوم . چونكه ئیستا ، ته توانم  
ته م جولانه بخوینم .
- ۶ - زور چاكه ، به لام ته بى هموو روژيك كوردى بخوینى . ئینجا  
باشتریش فیر ته بى .
- ۷ - ته زانسى ، روژى شه مه ته چم بو دهر به ندى خان .
- ۸ - چون ! تنهها ته مرو لیره ته بى ؟
- ۹ - به لى ، وا بزانه تنهها ته مرو لیره ته بى . به لام حهز ته كه م  
جارى سهرى مه كته ب بدهم .
- ۱۰ - جارى با توزيك له م چایخانه یه دا نیشین . ئینجا پیکه وه  
ته چین بو مکتب .
- ۱۱ - باشه فرمـوو با دا نیشین .
- ۱۲ - ته گهر حهز ته كه یت ئیمشه و پیکه وه له یانه نان ته خوین .

- ۱۳ - تی نه گه یشتم ، تکائه که م بیلیره وه .
- ۱۴ - ئەلیم ، ئیمشه و پیکه وه ئەچین بو یانه نان ئەخوین .
- ۱۵ - باشه ، من ئیواره له ئوتیله که ئەبم .
- ۱۶ - زور چاکه ؛ منیش ئەچم بو ماله وه . بهلام ئیواره سه ری ئوتیله که  
ئە دەم ئینجا پیکه وه ئەچین بو یانه .
- ۱۷ - جاری من ئەبسی بچم بو مکتب .
- ۱۸ - بوچی ئەتەوی بچیت بو مکتب .
- ۱۹ - حەز ئەکه م مامو ستا جورج ببینم .
- ۲۰ - ئەمە مامو ستا جورجە .
- ۲۱ - روژ باش مامو ستا .
- ۲۲ - روژ باش بوب ؛ ئەگەر ئاره زوو ئەکهیت ، ئیستا ئەچین کتیبه کان  
ئەکرین .
- ۲۳ - بەلسی فەرموو با بچین ؛ چونکه حەز ئەکه م کتیبه کان بخوینم  
له دەر بهندی خان .
- ۲۴ - حەز ئەکه ی چکتیبیک بکسرریت ؟
- ۲۵ - وابزانم چەند کتیبیکسی کوردی ئەکرم .
- ۲۶ - زور چاکه .

۲۷ - من ئەبى ئىستا بچم بو مالەوہ ، بەلام ئىوارہ ئەتینم  
لە ئوتیلەکہ .

۲۸ - باشە . خـوا حافـیز .

۲۹ - خـوا حافـیز .

- ۱ - شەو باش دارا .
- ۲ - شەو باش بـووب .
- ۳ - کە ی هاتـی بو ئـیرە .
- ۴ - توزیکـە .
- ۵ - ئەم شەو بو کو ی بچین ؟
- ۶ - حەز ئەکە ی بو کو ی بچین .
- ۷ - من نازانـم .
- ۸ - نیازم وایە بچین بو یانە ی فەرمانبەرەران بو ئەو ی یانە ببینی .
- ۹ - یانـە لـە کو ی یە ؟
- ۱۰ - زور دوور نی یە ، ئەو تـا لای مالی مۆتەسەرفـە .
- ۱۱ - باشـە با بچین .
- ۱۲ - ئەمە تا یانە ، با بچینە ژوورە وە .
- ۱۳ - یانە یکی خوشو کە وەرە تان هە یە .
- ۱۴ - لە کو ی حەز ئەکە ی دانیشین ؟
- ۱۵ - ئارە زووی خوتـە .



- ۳۲ - من برسیمه .
- ۳۳ - ته توی چی بخوی ؟
- ۳۴ - وا بزانه که باب ته خوم .
- ۳۵ - بوب ! ته ی تو برسیت نی یه ؟
- ۳۶ - وا بزانه منیش که باب بخوم باشه .
- ۳۷ - زور چاکه . که واتا منیش که باب ته خوم .
- ۳۸ - وا بزانه که باب چاکترین خوارده لیره .
- ۳۹ - به راستی ته که بابه زور به لهزه ته .
- ۴۰ - به تای به تی لسه جیگا خوشه .
- ۴۱ - وا بزانه دره نگ بوو ، با بروین .
- ۴۲ - فرمورو با بروین .
- ۴۳ - نومید ته که م سبه ینی به یانی بتینم .
- ۴۴ - به یانی له عوتیله که چاره ریتان ته که م .
- ۴۵ - باشه ، جاری خوا حافیز .
- ۴۶ - خوا حافیز .



- ۱ - كەي ھاتى بو ئىيرە .
- ۲ - توزىك لەمە وپپىش ھاتىم .
- ۳ - ئىمرو زوو لە ھەلسامو توزىك پىاسەم كرد .
- ۴ - بىو كىو چىووى .
- ۵ - توزىك پىاسەم كرد ، دواى چووم بو كىيىخانەى كوردستان .
- ۶ - ھىچ كىيىت كىرى ؟
- ۷ - بەلى ، تەنھا يەك كىيىم كىرى .
- ۸ - ئەو كىيىبە باسى چى ئەكا .
- ۹ - وا بزىانم باسى مېژووى كوردستان ئەكا .
- ۱۰ - ئەزانى ناوى نووسە رەكەى چى يە ؟
- ۱۱ - وا بزىانم نووسە رەكەى ناوى زانىيە .
- ۱۲ - كە وانا ئەبى كىيىكى زور باشى .
- ۱۳ - بوچى وا ئەلى .
- ۱۴ - چونكە ئەزانم ماموستانا زانا نووسە رىكى زور چاكە .
- ۱۵ - ماموستانا زانا خەلقى كىو يە ؟
- ۱۶ - ماموستانا زانا خەلقى ئەم شارە يە .

- ۱۷ - چاکترین شت له م کتیه شه وه یه ، نه خشه یه کی کوردستانی تیایه .
- ۱۸ - راست شه کی ، شه مرو له روژنامه ی ژین باسیکی وای تیابوو .
- ۱۹ - شه نه خشه یه هه رچی ریگای ئوتوموبیل و شه مه نه فه ر له م ولات شه هه یه پیشانی شه دا .
- ۲۰ - وایزانم ناوی هه رچی شارو دی و شاخ و دول و گرد و روبار هه یه تیایا نووسراوه .
- ۲۱ - به لسی راسته .
- ۲۲ - وایزانم منیش شه بی دانه یه ک له م کتیه بکرم .
- ۲۳ - ئاره زووی خوت شه .
- ۲۴ - شه گه ر ئیستا ئیشت نی یه شه وا پیکه وه شه چین بو کتیبخانه که .
- ۲۵ - زور باشه ، منیش شه مه وی روژنامه یه ک بکرم .
- ۲۶ - با زور بچین چونکه مه که ئیستا ماموه ستا زانا له وی ببینین .
- ۲۷ - فه رموو ، به لام وایزانم ئیستا دره نکه .
- ۲۸ - بوچی سه عات چه نده ؟
- ۲۹ - ئیستا سه عات یانزه و نییوه .
- ۳۰ - لای من سه عات یانزه و چاره که .
- ۳۱ - شه گه ر زور بچین به ده ده یقه شه گه یین .
- ۳۲ - باشه با بچین .

- ۱ - السلام مليك .
- ۲ - عليكم السلام .
- ۳ - له كوي بسوي ؟
- ۴ - له مالي احمد بسوم .
- ۵ - چيت كرد له وي ؟
- ۶ - نانم خواردو چاوم كهوت به باوكو دايكو خوشكو براگانسي .
- ۷ - ئه ي احمد چو بو كوي ؟
- ۸ - وا بزانه له گه ل چه ند براده ريكييا چو بو بازار .
- ۹ - چون چي بكن ؟
- ۱۰ - چون شت بكن .
- ۱۱ - ئه ي نايه ن بسو ئيره ؟
- ۱۲ - به لسي ، توزيكي تر يه ن ، چونكه ئه وانيش هه ز ئه كه ن له گه ل ئيمه بچن بسو باخي گشتي .
- ۱۳ - كه وانا ئه بي لسيره چاوه رييان بكه ين تا يه ن .

- ۱۴ - ئەي ئەسلى كىوا ؟
- ۱۵ - ئەلى تا ئىستا لىرە بو بەلام توزىك لەمە وپىش چىو  
بو مالمە وە نان بىخووا .
- ۱۶ - ئەو وتى لىرە نان ئەخوم .
- ۱۷ - تەنھا چايىكى خواردە وە ، دوايى ھەلسا و روش ، بەلام  
وتى سى سە طاسى تر ئەگە رىمە وە .
- ۱۸ - كە واتا مەكنە لەگەل ئەو كورانە بىت .
- ۱۹ - ئەو كورانە خەلقى كوئىن ؟
- ۲۰ - ھەمويان خەلقى ئەم ولاتەن ، بەلام ئەيانە وى چەند سوئالىكت  
لى بىلەن لى بابەت ئەمە رىكا وە .
- ۲۱ - بوچى ئەيانە وى بچن بو ئەمە رىكا ؟
- ۲۲ - وا بزائىم ئەيانە وى بچن لە وى بىخوئىن .
- ۲۳ - وا تى ئەگەم ئەحمە دىش ئەيە وى بچى بو ئەمە رىكا .
- ۲۴ - بەلى زور ھەز ئەكات بچى بو ئەمە رىكا .
- ۲۵ - بەلام ئەلى پارەم نى يە بچم .
- ۲۶ - باوكى زور دە ولە مە نىدە .
- ۲۷ - كە واتا ئەگەر ئەمسال دە رچى ئەچى بو ئەمە رىكا .

- ۲۸ - وایزانم دهر ته چی ، چونکه زور زیره که و سعی زور ته کا .
- ۲۹ - منیش وا ته زانم .
- ۳۰ - گویم له ده نکه ده نکه . وا تی ته که م هاتن .
- ۳۱ - به لسی ته وانسن .

- ۱ - ئىۋە قوتابىن لە سنى پىنجى ساندوين، لە سلىمانى ئە خوئىن .
- ۲ - ئە تانەوى بچن بۇ ئە مرىكا بخوئىن پاش ئە وەى ئىمسال دە رچن  
لە مەكتەب .
- ۳ - ئىۋە ھە موتان زمانى انگىزىتان خوئىندو، بە لام ئە بى توئىك  
باشتر فىرى بن .
- ۴ - لە بەر ئە وە ئە بى لە ئىستاو، خەرىك بن باشتر فىرى بن بـو  
ئە وەى لە وى ھىچ زحمت نە بىن .
- ۵ - ئە گەر انگىزى باش بزىنن كىھە كان بە ئاسانى وە رتان ئە گرن .
- ۶ - زمانى انگىزى زحمت نى يە بوئىۋە ئە توانن بە ماو، يە كى كەم بە باشى  
فىرى بن .
- ۷ - ايسو ھە موتان كوردن .
- ۸ - ئومىد ئىستان ھە يە خزمە تى ولاتە كە تان بكن دواى گە رانە وە تان  
لە ئە مرىكا .
- ۹ - ئىۋە گەنجى ئە م شارەن .
- ۱۰ - ئە بى ھە ول بە دن بو پىش كە وتن و بو بلاؤ كوردنى زانىارى .
- ۱۱ - طسى رە نىقتان ئە يە وى كىميا بخوئىن لە يە كى لە جامەھە كانى ئە مرىكا .

- ۱۲ - بسلام دارا بریاری داوه فیزیا بخوینئ .
- ۱۳ - ئیوه هه موستان براده ری منن .
- ۱۴ - من زور پیم خوشه که ئیوه ئه چن له ولاته که ی من ئه خوینن .
- ۱۵ - باوکم و دایکم له شاری نیویورک ئه ژین .
- ۱۶ - نیویورک گه وره ترین و خوشترین شاره له ئه مریکا .
- ۱۷ - ژماره ی دانشتوانی ئه م شاره گه وره یه نزیکه ی ده ملیونه .
- ۱۸ - براکم له دیترویت دا ئه نیشیت .
- ۱۹ - ئه م هفته یه کاغه زیك ئه نوسم بو باوکم بو ئه وه ی یارمه تیتان بدات که گه یشته ئه مریکا .
- ۲۰ - امریکا زور دوره لیره وه .
- ۲۱ - که وانا ئه بیت یا به ته یاره یا به پاپور بچن بو ئه وئ .
- ۲۲ - وابزانم به پاپور هه رزانتره به لام ته یاره خوشتره خیراتره .
- ۲۳ - من به ته یاره هاتم بو عیراق . تنها شانزه سه عاتی برد له نیویورک وه بو به غا .
- ۲۴ - سالیکی تر مینیش ئه گه ریڤه وه بو ئه مریکا .
- ۲۵ - له وئ ئه تانبینم .
- ۲۶ - پیویسته کاغه زم بو بنوسن که گه یشته ئه وئ .

- ۲۷ - چونکه حەز ئەكەم ئەدرەسەكانتان بزانم، بۆ ئەوەی مینش  
كاغەزتان بۆ بنوسم .
- ۲۸ - لەبەر ئەوەی خویندن بە زمانی انگلیزییە لە ئەمریکـا  
رەنگ هەیه ئەوە لـ ساڵ تـوزیک زحمەت ببینن .
- ۲۹ - بـلام دواى ئەو ئاسان ئەبێت .
- ۳۰ - گومانم نییە موفـق ئەبن، ئەگەر هەول بدەن و خەریکی  
دەرس خویندن بن .



- ۱ - رۆزی له رۆژان بزیارمان دا بچین بو سه ییران .
- ۲ - رۆژه که ی زۆر خوش بوو .
- ۳ - هه ور به ئاسمانه وه نه بوو . ترسی بارانمان نه بوو .
- ۴ - ئه رز هه موی سه وز بوو گۆلی جوان له هه مو جیگایه ک هه بوو .
- ۵ - به کورتی به هاریکی ته ژو خوش بوو .
- ۶ - لیمه چوار که س بووین .
- ۷ - سواری ئوتومبیلیک بووین و چووین بو سه رچنار .
- ۸ - له وی مه له مان کرد و یاریمان کرد تا هیلاک بووین .
- ۹ - که بوو به سه سات دوانزه نانمان خوارد .
- ۱۰ - دوایی اسراحه تان کرد .
- ۱۱ - نیوه رۆ تا تمیکی تر هاتن بو ئه وی .
- ۱۲ - ئه وانیش مه له یان کردو له گه ل لیمه چایان خوارده وه .
- ۱۳ - پاش ئه وه پێکه وه یاریمان کرد .
- ۱۴ - به راستی زور خوشمان رابوارد تا لیمه سوواره .
- ۱۵ - سه سات شه شی لیمه سوواره به ئوتومبیله که مان که راینه وه .

- ۱۶ - ئوتومبيل كە تازە بـوو .
- ۱۷ - ئوتومبيلە كە ھى احمد بـوو .
- ۱۸ - باركى تازە بۆى كـرى بـوو .
- ۱۹ - وابزانم بە چارەك سەعاتىك گە يىشتىنە ناوشار .
- ۲۰ - ئەوئندە يارىمان كرد بـوو زور ھىلاك بـووین .
- ۲۱ - لەبەر ئەو ھەرىە كە چـوو بو مالى خوى .
- ۲۲ - ئەو شەو ەن زۆر باش نوستم تا بەيانى .
- ۲۳ - بە راستى تا ايستىا خوشى ئەو سەيرانەم لە بىرە .
- ۲۴ - ايستاش كە برادەرە كانم ئەبىنم باسى ئەو سەيرانە خوشە ئەكەين .
- ۲۵ - بىرى روژانى مکتب و خويندن ئەكەين .
- ۲۶ - باسى رفىقى كۆن ئەكەين .
- ۲۷ - قسەى خوشى ماموستاكانمان ئەكەين .
- ۲۸ - بە راستى ئەو بىرە خوشانە ھە رگىز لە بىر ناچنەو ە .

- ۱ - چەند گوڤار و روژنامەي گوردى دەر ئەچى لەم ولاتە ؟
- ۲ - چوار پىنج گوڤار و شەش ھەوت روژنامە .
- ۳ - ئىمرو روژنامە يكي ژينم كرى زور باسى خوشى تيا بوو . يەكيك لە وانە ئەو ە بوو ماموھ ستايانى كورد كونگرەيەك ئەگرن لە پايتە خە تى گوڤارى عىراق . باسى زمانى كوردى ئەكەن .
- ۴ - بەلى واىە ئەمە سېھەم كونگرەيە كە لەم بابەتەو ئەگرىت . ئەو ەي ئاشكرايە ماموستايانى كورد ئەبى تى بكوشن بو خزمە تى گە لە كەيان .
- ۵ - وابزانم لە ھەمو جىھاندا و بەتايبە تى لەم ولاتانەدا ھەر ماموھ ستايان و قوتابيانو تى گە يشتوگان بە زورى تى ئە كوشن بو خزمە تى ولات و گەل و زمانە كەيان .
- ۶ - چەند ماموھ ستا لەم شارەو ە ھاوبەشى ئەكەن لەم كونگرەيە ؟
- ۷ - ەكو بىستومە ھەر مەكتەبيك نوينە ريك ئەنيرىت . لەبەر ئەو ە ژمارە ي نوينە ران لەم شارە ئەگاتە چەل .
- ۸ - ئەي ماموھ ستاى ەرەب ھاوبەشى ناكەن لەم كونگرەيە ؟
- ۹ - بەلى . زور كە سيش لەوان بانگ كراون بەلام ئەوان ھەر دا ئەنیشن و گوى ئەگرن بى ئەو ەي ھاوبەشى بکەن لە قسە كردندا .

- ۱۰ - وابزانم سه ره کی نه قابه ی ماموستایان شه چیت بو شه و کونگره یه .
- ۱۱ - به لئی سه ره ک وه زیرانش شه وه ل روز شه چیت بو کردنه وه ی کونگره که .  
پار و تاریکی دورودریژ و جوانی خوینده وه .
- ۱۲ - که وانا شه ول روز هیچ گتوگو ناکسريت؟
- ۱۳ - بروا ناکم .
- ۱۴ - وه کو شه زانی شه م کونگره یه چند روز ده وام شه کات؟
- ۱۵ - نازانم ئیمسال چند ده وام شه کات به لام پار هفته یه ک ده وامی کرد .
- ۱۶ - حه زم شه کرد بمتوانیا یه بچم بو به غذا چونکه چند پرسپاریکم هه یه له  
باره ی زمانی کوردی یه وه . به لام هه تا تو لیره ییت با مه غنای چند  
وشه یکت لئی بپرسم که ئیمرو له روزنامه که چاوم پئی یان که وتسه .
- ۱۷ - وه کو چی؟
- ۱۸ - وه کو کومار و بالیوز .
- ۱۹ - شه مانه زور ئامانن . کومار یعنی جمهوریه ت و بالیوز یعنی سه فیر به شه ره بی .
- ۲۰ - زور سو یاست شه کم . له مه ودوا شه گه ر مانای وشه یه کم ویست لئی شه پرسم .
- ۲۱ - من ئاماده م بو هه مو یارمه تی یه ک و خزمه تیک .
- ۲۲ - خوشیبی .

- ۱ - مەرحەبا، ئەو لە دۆینیۆ لە کوی بوی؟
- ۲ - مەرحەبا، شەرچا، دۆینی توزیک چووم بو بازار دواى گەرامەو  
بو ئوتیلە کە .
- ۳ - ئەى چون نە ھاتیتە دەره وە ؟
- ۴ - راست ئەوى توزیک بى تاقەت بووم و سەرم ئە یە شا وایزەنم  
تاشم ھە بـوو .
- ۵ - ئەى نە چوویت بو دوکتور؟
- ۶ - نە . بە پيوستەم نە زانی بچم بو دوکتور. تەھا یەك دوو ھەبى  
زانە سەرم خواردو اسراحتەم کرد . ئیمرو زور باشم .
- ۷ - نە مزانی نە خوشبووی . ئەگینا دۆینی ھەر سەرم ئە دایت لە ئوتیلە کە .
- ۸ - سەلامەت بىسى .
- ۹ - ئەگەر نە زانی ئیمروش ھەر بى تاقە تی دوکتوریک ئە ناسم ئە چینه لای .
- ۱۰ - سوپاست ئە کەم . ئیمرو زور باشم . وایزەنم دۆینی ھەر ھیلەك بـوووم  
پيوست بووم بە اسراحت .
- ۱۱ - ئیمرو گویت لە رادیۆبوو ؟
- ۱۲ - بە لـى .

- ۱۳ - بیستم که له سه ره تای مانگه که ی تر سه ره ک جمهوریه تی سه مریکا  
سه چیت بو سه ره نسا .
- ۱۴ - به لی ستنیکی وام بیست . یا خوا راست بی .
- ۱۵ - من له و بروایه دام کو بونه وه ی سه ره ک وه زیرانی ولاته گوره کان  
شتیکی زور به که لکه .
- ۱۶ - راسته ، چونکه سه توانن گفتوگو بکن له گل یه کتر وریکا  
بدوزنه وه بو سه وه ی گلانی جیهان به ناشتی پیکه وه بژین .
- ۱۷ - له گل سه وه شدا سه توانن یارمه تی یه کتر بده نو باش له یه کتر بکن .
- ۱۸ - هر چونیک بیت سه م کو بونه وه یه که لکی تایبه تی هه یه بو سه ره کی  
سه مریکی چونکه سه و تازه یه و پیویسته باشتر له کاروباری جیهان  
شاره زابسی .
- ۱۹ - راسته سه که یت سه و تازه بووه به سه ره کی جمهوریه ت .
- ۲۰ - وابزانم سه ره کی پیشو له حیزبی جمهوریه بوو ؟
- ۲۱ - به لی به لام سه م له حیزبی دیمقراطیه ( دیموقراتیه ) .
- ۲۲ - هر چونیک بیت من سومیدم هه یه سه م کو بونه وه یه که لکه  
به خواش بی .

- ۱ - ته موز چی ههیه ته م هه مو خه لکه به ره و ساحه ی فوتبول ته چن ؟
- ۲ - ته موز یادی سی ساله ی شورشی چواردهی ته موزی پیروزه .
- ۳ - راست ته که ی ، ته موز چواردهی ته موزه . من هه ر لسه بیرم چوبوه . با ئیمه ش بچین بو جیگای کوبونه وه که به بزانین چی ههیه .
- ۴ - فه رمو با بچین .
- ۵ - تو پار لیره بویت بیرته چی کرا ؟
- ۶ - وا بزانم متصرف قسه یه کی کرد باسی شورسه که ی کردو چون گه لو شپا قاره مانانه توانییان ته مکوماره دا بهیزرینن .
- ۷ - هیچی تهر ؟
- ۸ - نه . دواپی باسی بهیروباوه ری سیاسی حکومتی عیراقی کرد که چون ته یه وی دوستایه تی له گه ل هه مو گه لانی دنیا بکا .
- ۹ - ره نگ ههیه دواپی هه لپه رکیش کرابی .
- ۱۰ - به لسی ، له به یانیوه کرا تا ئیواره . له گه ل ته وه شا گورانسی خوش ووترا .

- ۱۱ - هه‌لپه‌رکی کوردیم لا زور خوشه ، وا تی ئەگم  
زور نه‌وعی هه‌یه .
- ۱۲ - به‌لی ، وه‌کو بیستومه له ده نه‌وع زیاتر  
هه‌لپه‌رین هه‌یه ، به‌لام من هه‌ر دو نه‌وعی  
ئەزانم .
- ۱۳ - وا بزانه‌م په‌کدو نه‌وعیان هه‌ر له هه‌لپه‌رینی  
لبنانی ئەچن .
- ۱۴ - راسته ، هه‌لپه‌رکی لبنايم دیوه ، هه‌ر وه‌کو هه‌ی  
خومان وایه .
- ۱۵ - گوی بگه‌هه‌ ! گویم له موسیقای عه‌سکه‌رییه .
- ۱۶ - ئەمه باندی موسیقای عه‌سکه‌رییه ، هه‌مو سالیك له  
که‌رکه‌وه یه‌ت به‌ر ئەمکه‌بونه‌وهیه .
- ۱۷ - که‌واتا قاعدی فرقه‌ش به‌شدار ئەبی له‌م که‌بونه‌وهیه .
- ۱۸ - به‌لی لازمه قاعدی فرقه‌ حازری چونکه ئەویش  
وو‌تاریك ئەخوینیته‌وه به‌ بونه‌ی ئەم جه‌ژنه‌وه .
- ۱۹ - ئەم ساحه‌گه‌وره‌یه چه‌ند که‌س ئەگری ؟
- ۲۰ - ئەم ساحه‌یه تازه دروست که‌راوه . وا بزانه‌م به‌ ئاسانی  
بیست هه‌زار که‌س ئەگری .



- ۲۱ - هەر ئەم ساحەيە ھەيە لەم شارە ؟
- ۲۲ - نە ، ساحەيە کي تر ھەيە ، زور پچوکە جار بە جار ياری فوتبولی تیا ئەکری .
- ۲۳ - با خیرا بروین بو ئەو ی جیگایە کي باشمان دەس کەوی .

ده رسي چوارده هم  
کۆمه لی یه ته وه یه کگرتوه کان

مه شغول

جگه ره

کیشان

ئه بینم له م رۆژانه دا زور مشغولسی  
و جگه ره زور ئه کیشیت .

هـ

وا لئ هاتن

رۆژی

پاکهت

واز لئ هینان

به راستی خوش نازانم هوی چی یه ،  
ئیسنا وام لئ هاتوه رۆژی یه ک  
پاکهت ئه کیشم به لام دواي امتحان  
ههول ئه ده م وازی لئ بینم .

که م کردنه وه

یه ک سه ر

ئه گه ر ئه ته وئ وازی لئ بینیت .  
وه کو من بکه ، ههول مه ده که می  
که یته وه به لام یه ک سه ر وازی لئ  
بینه .

هه ر ئه بیئ

ورده ورده

Lesson Fourteen  
The United Nations

busy

cigarette

to pull, draw; to smoke

1. I see you're very busy these days and you're smoking too much.

reason, cause

to come to be in such a state that...

every day, each day

pack, packet

to abandon, leave, give up

2. In fact I myself don't know the reason for it; now I've gotten so I smoke a pack a day; but after the exam I'm going to try to quit.

to decrease, cut down on

at once, immediately

3. If you want to give it up do as I have done; do not try to cut it down but give it up all at once.

it is necessary

gradually, little by little

## دوايي

زور زحمة ته، بروا ناکه م ئیستا بتوانم  
یه کسه ر وازی لئ ییښم، هه ر ئه بئ  
ورده ورده که می که مه وه و له دوايیدا  
وازی لئ ییښم .

جگه ره کیشان

سه یسر

جگه ره کیش

پیاوی جگه ره کیش

بوونه = بوون به

ژیر ده سته

توتن

جگه ره کیشان شتیکی زور سه یسه ،  
پیاوی جگه ره کیش وای لئ یه ت  
ئه بیته ژیر ده سته ی جگه ره و توتن .

نه جات بوون

رؤژ به رؤژ

راست ئه که یه ت ، نه جات بوونیش رؤژ  
به رؤژ گرانتر ئه بیست .

ماوه یه ک له مه و پیش

گوايا

ده رمان

دۆزینه وه

afterward

4. It is very difficult; I don't believe I can give it up now all at once. I should just cut it down gradually and then give it up.

smoking (n.)

strange; surprising

smoker

the person who smokes

to become

subservient, servile

tobacco

5. Smoking is a strange thing; the person who smokes usually becomes a slave to smoking and tobacco.

disentanglement, freeing

day after day

6. You are right, and freeing oneself becomes more difficult every day.

sometime ago

that (it is not certain)

medicine, drug

to find

ماوه يه ك له مه وپېش بېستم گوايا چه ند  
 دوكتوريك خه ريكن ده رمانيك بدوزنه وه  
 بو شه وه ي پيا و بتواني به ناساني واز  
 له جگه ره كيشان بيني .

منيش شتيگي وام بېستوه .

شه وكه سه ي

به ختيار

دل خوش

شه وكه سه ي واز له جگه ره كيشان  
 بيني زور به ختيار و دل خوشه .

پيروژ باييت لي كردن

دعوه ت

كه وازت له جگه ره كيشان هينا  
 پيروژ باييت لي شه كه م و دعوه تيكي  
 باشت بو شه كه م .

چاوه رواني كردن

به م زووانه

كه وانا شه بې ماوه يه كي باش  
 چاوه رواني به يت ، چونكه بروا ناكم  
 به م زووانه بتوانم وازي لي بېتم .

گوي دان (به)

گوي مه ده ري

بهر كردنه وه له

7. Sometime ago I heard that some doctors are trying to find a drug to enable people to give up smoking easily.

8. I have also heard something of this sort.

the person who

lucky, fortunate

happy

9. The one who gives up smoking is quite fortunate and happy.

to congratulate

invitation, (party)

10. When you give up smoking, I'll congratulate you and give you a party.

to wait

in the immediate future, in the next few days

11. Then you have to wait for an appreciable period of time, because I don't think I can quit it so soon.

to mind, pay attention to

don't pay attention; never mind

to think of, about

جاری  
 وتار  
 دهره وه  
 وه زیری دهره وه  
 گوی مه دهری • بو شه وه ی بیر له  
 جگه ره کیشان نه که یته وه ، جاری  
 با بچین بو مالی خو مان و گوی له  
 وتاره که ی وه زیری دهره وه بگرین •

وتار دان  
 که ی وتاره که عدات ؟

سه عات چوار

خیرا  
 مان  
 که واتا باخیرا بچین چونکه تنها  
 چه ند دقیقه یه کی ماره •

مهم  
 کومه ل  
 کومه لی نه ته وه یه گرتوه کان •  
 وه کو شه لین شه م وتاره ی زور مهمه  
 چونکه شه یه وی باسی کومه لی  
 نه ته وه یه گرتوه کان بکات •

for now, for the time being  
 speech

outside, abroad

minister of foreign affairs

12. Never mind. In order not to think about smoking, let's go home now and listen to the speech of the Minister of Foreign Affairs.

to deliver a speech

13. When is he speaking?

14. At four o'clock.

quickly

to remain, be left

15. Let's go quickly then, because there are only a few minutes left.

important

organization

United Nations Organization

16. As they say, this speech of his is very important, because he is going to speak about the U. N.

کابیرا

ئەبێ راستیی چونکە ئەو کابیرایە  
ماوەیەکی زۆر نوێنەری کۆماری عێراق  
بوو لەو کۆمەڵەدا .

person, man

17. It must be true because this man was the representative of the Republic of Iraq in that organization for a long time.

شارەزا لـ

ئیشوکار

خۆشی پیاویکی زیڕە ک وتی گە یشتو  
وبە ئەواوە تەتی شارەزایە لە  
ئیشوکاری ئەم کۆمەڵە .

familiar with, versed in

works, functions

18. He also is an intelligent and learned person, and very well versed in the activities of this organization.

من لەو برۆایەدام

من لەو برۆایەدام ئەم کۆمەڵە خزمەتییکی  
باشی کردووە تا ئێستای .

I am of the opinion

19. I am of the opinion that this organization has, until now, rendered many good services.

وایە

پچوک

سەر بە خۆیی

وەر گرتن

وایە . بە تاییبەتی خزمەتی ولاتە  
پچوکە کانی کردووە کە تازە سەر  
بە خویان وەر گرتووە .

it is so; that is right

small

independence

to obtain

20. That is right. It has especially been of service to the small countries which have recently received their independence.

لام وایە

بیرون

عالَم

I am of the opinion, to me

existence

world

## شہر

دوور خسته وه له

لام وایه بوونی ئەم کۆمه له زۆر  
پیویسته بو ئە وه ی عالم له شه ر  
دوور خاته وه .

war; fighting

to remove, keep...from s.th.

21. In my opinion the existence of this organization is quite necessary in order to keep the world away from war.

## کردنه وه

دهست پئ کردن

خیرا رادیو کب بکهره وه چونکه وابزانم  
ئه ونده ی نه ماوه دهست پئ بکات .

to open; to turn on (radio, etc.)

to start, begin (intrans.)

22. Turn the radio on quickly because I think he will start soon.

بوچی ساعات بوو به چند ؟

23. Why? What time is it?

سئ چوار دقیقه ی ماوه بو چوار .

24. It's three or four to four.

بەرسى پانزە ھەم  
مەكتەب و خویندن لە كوردستاندا

ئمتحان

دوینی چۆن بوویت لە ئمتحانا؟

سؤال = سوئال

لە بیر چوونەوه

جواب (جەواب)

ھەر

دەرەجە

باش بووم، تەها یەك سؤالم لە بیر  
چۆوه جوابی بدەمەوه، بەلام وابزانم  
ھەر دەرەجە یەكی باش وەر ئەگرم.

دەرسێك

دوان

لە ٠٠٠ دەر چوون

وەر گرتەوه

ئەگەر لە دەرسێكا یا دوان دەرەنە چی  
ئەتوانی سالیکی تر دەر سەكە وەر گرتەوه.

نظام = نزام

لە سەر ٠٠٠ رۆیشتن

نە، ئێمە لە سەر نظامی انگیزی  
ئە رۆین.

Lesson Fifteen  
Schools and Studying in Kurdistan

examination

1. How did you do on the exam yesterday?

question

to forget

answer

still

grade

2. I was good, only I forgot to answer one question, but I believe I'll still get a good grade.

a lesson; a subject

two of them, two

to succeed; to pass (an exam)

to take again

3. If you don't pass one or two subjects, can you take the subject again another year?

system

to follow, adhere to

4. No. We follow the English system.



يعنى چى ؟

5. What does that mean?

لاى ئيمه

in our country

به ش

part

۰۰۰ کردن به ۰۰۰ به سه وه

to divide...into...parts

سه ره تايى

primary

متوه سطره = متوه وه سطره

intermediate

پن و تن ۰۰۰

to call s.th. ...

دانشگا

university

مه كته ب لاي ئيمه بگراوه به چوار  
به شه وه ، په كه م مه كته بين سه ره تايى  
كه شش ساله دووه م متوسطه ،  
سيهه م تانه وي ، انجا كليه يا جامعه  
كه پيشى ئه لىن دانشگا .

6. Schools in our country are divided into four parts; the first is the primary school which is six years; secondly, the intermediate; thirdly, secondary school; then college or university, which is also called danişga.

تله به

student

له سنفيكه وه بو سنفيكى تر

from one class to another

كه واتا ئه بين تله به هه موو ساليك  
ده رچى له سنفيكه وه بو سنفيكى تر .

7. Then students must be promoted every year.

دوا

last, final

دوا سال

the final year

پله

stage, level

قورس

hard, difficult

به كه لورى

baccalaureate

به لى ، به لام له دوا سالى هه مو  
پله يه ك تله به ئه بين له ئمتحانيكى

8. Yes, but in the final year of every level students have to

گه وڙه و قورس ده رچي كه پڻ ي  
ٺه لڳين امتحاني به كه لسوري .

pass an important and hard  
exam called the baccalaureate  
exam.

چي ٺه پڻ

what will happen

ٺه ي ٺه گه ر ده ر نه چي ٺه پڻ .

9. Well, what will happen if he  
doesn't succeed.

مانه وه

to remain, stay behind

ٺه امتحان دان

to take an exam

ٺه و وخته ٺه پڻ ساليگي تر له و سنه  
بمبنيته وه و امتحانيگي تر بدات تا  
ده ر چي .

10. Then he has to remain in that  
class another year and take  
another exam so he can be  
promoted.

به لکـوـو

perhaps

به لکـو سالي دو وه مهش  
ده ر نه چو .

11. What if he doesn't succeed the  
second year?

ده ر کردن

to remove; to dismiss

مه کته بي ٺيواران

evening school

ٺه گه ر ده ر نه چو له مه کته ب ده ر  
ٺه کري، به لام ٺه توانيت يه ک سالي تر  
له مه کته بي ٺيواران بخوينت .

12. If he doesn't succeed he will  
be dismissed from school; but  
he can study one more year in  
night school.

سه يـر

strange, surprising

ٺه گه ر چي

even if, even though

ٺه يقا سوون له

to fail in (a course)

کـه ره تـيک

once, one time

به راستی ئەمە نظامێکی زۆر سه‌یره ،  
 لای ئێمە تەلەبە نامینیتەوه له چه‌ند  
 ده‌رسیکا چونکه ئەتوانیت ئەو ده‌رسانه  
 که ره‌ تیکی تر وه‌ رگریته‌وه و امتحانیان  
 تیا بداته‌وه .

کۆرسات

به کار هینان

ناجیح

وابزانم ئەمە پێی ئەوتری نظامی  
 کۆرسات که له هه‌ندی کليه به  
 کاریان هینا زوریش ناجیح بوو .

ئە ی بۆچی له قوتانجانە کانی‌تر  
 به‌کاری نا هیین ؟

به‌ته‌ واوه‌تسی

ئەبسی

وه‌ زاره‌ت

مه‌ عارف

پێی باشتره

به‌ته‌ واوه‌تسی نازانم . ئەبی وه‌ زاره‌تی  
 مه‌ عارف ئەم نظامی پێی باشتر  
 بسی .

پیت نه‌ وتم چه‌ند جامعه‌ لییره  
 هه‌یه .

حکومی

13. This is indeed a strange system.  
 In our country the student does  
 not remain in his class even if  
 he fails some subjects, because  
 he can take those subjects  
 again and take exams in them.

courses

to use, employ

successful

14. I believe it is called the  
 course system, which was used  
 in some colleges (in Iraq) and  
 was quite successful.

15. Well, why don't they implement  
 it in the other schools?

completely

it could be

ministry

education

it is better by him; it is  
 favored by him

16. I don't know for sure. It  
 could be that the Ministry of  
 Education favors this system.

17. You didn't tell me how many  
 universities there are here.

governmental, state

حکمه  
جامعه حکمه  
گروه  
دینی  
دانشگاه  
دو دانشگاه هیه، یه که  
جامعه ی بغدادیه، نه مه ش جامعه یه کی  
حکومیه، دووهدهم جامعه ی حکمه یه  
که گروه لیکه دینی نه مریکی دای  
دانشگاه

Hikma ("wisdom")  
Hikma University  
group, organization  
religious  
to establish

18. There are two universities now, the first is Baghdad University and this is a state university, the second is Hikma University which has been established by a religious American organization.

ره نگ هیه دوی سانه وی امتحانی  
به کسوری نه بی

19. Perhaps after the secondary school there are no government exams.

توانا  
له سه ر ... روشن  
پیوست ناکات به ...  
نه، چونکه نه و که سه ی له سانه وی  
ده رچی باش ناماده کراوه وتوانای  
هیه له سه ر خویندن بروا، له به ر  
نه وه پیوست به امتحانی بکسوری  
ناکات

ability  
to go on with, continue  
(doing s.th.)  
there is no need for...

20. No, because the person who passes the secondary level is well prepared and has the ability to continue in his studying. That is why there is no need for baccalaureate exams.

تی که یانندن  
مه کتب و خویندن  
زور سوپاست نه کهم که تیبت  
که یانم مه کتب و خویندن چونه  
له ولاته که ی خوتان

to explain s.th. to s.o.  
schools and education

21. Thank you very much for explaining to me how schools and education are in your country.

ئومىد ئەكەم تۆش رۇژىك باسى .  
مەكتەب وخوئىندىم بۇ بىكە ي لە ئەمريكا .

بە سەر چاۋ  
بە سەر چاۋ ، رۇژىكى تر بۇت باس  
ئەكەم .

22. I hope you too will one day  
tell me about schools and  
education in the United States.

at your service!

23. By all means! I'll tell you  
all about it some day.

ده رسی شانه ههم  
جه ژنی نه ورۆز

جه ژن

نه ورۆز

که ی جه ژنی نه ورۆزه .

مارت

حه فته یه کی تر

جه ژنی نه ورۆز رۆزی بیست ویه کی  
مارته ، یه عی حه فته یه کی تره .

جه ژ کردن

واتی ته گه م له م رۆزه دا هه م سوو  
گه لی عیراق جه ژن ته کا .

نه ته وه

سه ربه ستی

نه . ته مه جه ژنی نه ته وه ی  
کورده ، جه ژنی به هاره و جه ژنی  
سه ربه ستی .

وه کو ته لیت ته م جه ژنه جه ژنیکی  
زۆر گه وره یه .

زۆرداری

نه جات به سوون

سه نندن

Lesson Sixteen  
Nawroz Festival

festival, holiday

New Day, feast day

1. When is the Nawroz holiday?

March

next week, another week

2. The Nawroz holiday is on the 21st of March, that is, next week.

to celebrate a holiday

3. I believe the whole nation of Iraq celebrates on this day.

nation, people; progeny

freedom, liberty

4. No, this is the holiday of the Kurdish people, the feast day of Spring and of freedom.

5. As you say, this holiday is very important.

oppression, despotism,  
tyranny

to be rescued

to take, get

به لێ، چونکه نه ورۆز ئه و رۆژه به  
 كه نه ته وه ی كورد توانی له دهست  
 زۆرداری نه جاتی بێ و سه بهستی خۆی  
 بسینی .

زیاتر

روون كردنه وه

زۆر ممنون ئه بيم ئه گه ر بتوانی زیاتر  
 روونی كه یته بسروم .

پاشا

پیاو خراپ

زۆردار

ئه مه جه ژنیکی كۆنی كورده . وه كو  
 ئه لێن پاشایه ك بوو زۆر زۆردار  
 و پیاو خراپ بسوو .

ناوی ئه و پاشایه ئه زانی ؟

زوحاك

هه زار (هه زاران)

به هه زاران

كوستن ( - كوژ - )

ناوی ئه و پاشایه زوحاك بوو كه  
 به هه زاران گه نجی ولاتی كوردستانی  
 ئه كوشت ، كه سیش نه یته توانی  
 قسه بگات له بهر ئه وه ی نه كوژری .

6. Yes, because Nawroz is that day when the Kurdish people were able to free themselves from the grip of tyranny and obtain their freedom.

more, further

to clarify, throw light on

7. I'll be very grateful if you could explain it more for me.

king, monarch

blackguard, scoundrel

tyrant, despot, oppressor

8. This is an old Kurdish holiday. As the story goes, there was a king who was a great tyrant and a scoundrel.

9. Do you know the name of that king?

Zuhak (p.w. male)

thousand

by the thousands

to kill

10. The name of that king was Zuhak who used to kill the youth of Kurdistan by the thousands, and nobody was even able to speak for fear of being killed.

دواپسی

دواپسی چۆن نه جاتیان بوو لئی ؟

کابیرا

ئاسنگەر

کابرایه کی ئاسنگەر

کابرایه کی ئاسنگەر هه بوو ناوی کاوه بوو ،  
حه وت کوری هه بوو به لام شه شیان  
به دهستی ئه م پاشایه کوژرابوون .  
ئعجا روژیکیان پاشا ئه نیپریت به دواپ  
کوره که ی تریشی .

چون ، ئه ویش ئه کوژی ؟

چه کوش

چورنه سه ر

نه ، کاوه ی ئاسنگەر چه کوشه که ی  
خۆی هه لئه گری وه له گه ل هه سه رو  
خه لکی شاره که به شوژشیککی گه وره  
ئه چنه سه ر پاشا وکاوه به چه کوشه که ی  
خوی ئه یکوژی .

دهستی خۆش بێ

یا خوا دهستی خۆش بێ .

چه شن

به م چه شنه ولاته که له دهست  
زوژداری نه جاتی ئه بێ و خۆشی  
ئه که ویتته ولاته وه .

afterwards

11. How were they rescued from him afterwards?

a person, a man

blacksmith

a blacksmith

12. There was a blacksmith called Kawa who had several sons; but six of them had been killed by that king. One day the king sends after his other son too.

13. How now! Does he kill that one too?

hammer

to attack

14. No, Kawa, the blacksmith, takes his hammer and with all the people of the city, in a great revolution attack the king, and Kawa, with his own hammer, kills him.

Blessed be his hands.

15. God bless him!

kind, sort, manner, way

16. In this way the country is freed from the grip of tyranny and happiness spreads in the country.



که وانا ئەو رۆژه ی تیا کوژرا کرا  
به جه ژن .

17. Then the day the king was  
killed was made a holiday.

راسته ؛ یه عنی ئەم رۆژه رۆژی خویشی  
وسه ربه سستی نه ته وه ی کورد .

18. That is right, it means that  
this day is the day of pros-  
perity and freedom of the  
Kurdish people.

ئه ی تو وتت نه ورۆز جه ژنی  
به هاریشه .

19. Well, you said that Nawroz  
is the festival of Spring,  
too.

دهست پێ کردن  
به لێ ، چونکه به هاریش له و  
رۆژه دهست پێ ئەکات ، له بهر  
ئه وه نه ورۆز جه ژنی گول و خوشی  
به هاریشه .

to begin, start

20. Yes, because Spring also be-  
gins on that day; for this  
reason Nawroz is also the  
festival of flowers and the  
joy of Spring.

وه کول له قسه کانتا بووم ده ره که وی ،  
ئه مه جه ژنی سه ربه سستی و خوشی یه  
که گه لی کورد هه مورو سالیک  
ئه یکات .

21. As it seems to me from what  
you have said, this is a  
feast of freedom and happiness  
which the Kurdish people  
celebrate every year.

به لێ وایه .

22. Yes, that is right.

هه ر

always, ever

ژیان (ژی-)

to live

زۆر سوپاست ئەکه م که ئەم هه مورو  
شتانه تێ گه یانم ، ئومیدیشم هه یه  
که لی کورد هه ر به سه ربه سستی  
ببژی .

23. I thank you very much for teach-  
ing me all these things and I  
also hope that the Kurdish  
nation will always live in free-  
dom.

- ۱ حکایه تی کورت له سه ر  
مه لا مه زبووره
- ۲ روزیکیان مه لای مه زبووره میوانی هه بسوو . ژنه که ی پی ی
- ۳ وت که وا لازمه قاپو حاجات داوا بکات له دراوسیکان . مه لا  
مه زبووره زۆر شتومه کی چيستخانه ی کو کرده بهم نه وه چونکه  
شه خسیکی خوشه ویسته له هه بسوو لایه ک .
- ۴ له پاش نه وی که میوانیه که ی ته واو بسوو ، شتومه که کانی  
که رانه وه بو ساحه بی ، به لام له گه ل کلی حاجه تیکا شتیکی پچکۆله ی  
۵ وه کوو ئیستگان نارده وه . عالم ته عجوو بیان لی هات له ئیشی  
مه لا مه زبووره ، پئیان ووت : نه مه چی به مه لا !
- ۶ جه وایی دایه وه که نه مه ئیشی خواجه ته سادنی کورد  
که وا هه رچی شتیکی ته رز کردبوو له دراوسیکانی زیا وه  
۷ مندالیکسی پچکۆله ی لسی بووه . به تبعه تی حال  
دراوسیکان زۆریان پی خوش بوو وه هه زیان کرد که وا مه لا  
مه زبووره که ره تی تر داوای شتیان لسی بکات .

- ۸      بؤ که ره تسی دووهم مهلا میوانی به کی گه وره ی بوو .
- ۹      چوو بؤ لای دراسیکانی بو عینی تله ب . ثم جارہ  
خه لئق هه رچی یان هه بوو دایان به مهلا ، چونکه  
لئ یان مه طوو مه که شتوو مه که کانیاں شه زیته وه وه کوو که ره تسی  
را بوار دوو .
- ۱۰      مدتیکی زوری پی چوو ، مهلا شتوو مه که کانی نه نارده وه .  
له پاش دووسی مانگ له مهلا یان پرسى که چی به سهر
- ۱۱      شتوو مه که کانیکان ههات . مهلا به عاجزیه وه جه وایی دانه وه رجاتان  
لئ شه کم که وا ناویان مه هیئن .
- ۱۲      له پاش زور رجا لئ کردن ووتی مع الاسف شه کم که ره ته هه موویان  
مردن . کهس به روای به قسه ی مهلا نه کرد ، پی یان ووت ،  
مهلا پیای چاک به . مه عقول نی به که وا شه پی رۆحانه بمرن .
- ۱۳      مهلا به پی تکلیف جه وایی دانه وه که چون بی رۆح زاوی شه کات ؟

1	حکایه	hĭkayét 'story'
	کورت	kurt 'short'
	له سه‌ر	læsér 'about, concerning'
	مه‌لا مه‌زبووره	melá mæzbúre 'Mulla Nasr Al-Din', whose humorous anecdotes are found in all near Eastern cultures.
2	میرانی	miwaní 'banquet'
	لازم	lazím (foll. by subjunct.) 'necessary'
	قاپو حاجات	qapuĥaját 'dishes and (kitchen) necessities'
	داوا کردن	dawa kirdín 'to request' (from: lə)
	دراوسه‌ی	drawsé 'neighbor'
3	شتوو مه‌ک	štumék 'utensil'
	چێستخانه	čestxané 'kitchen'
	کو کردن	ko kirdín 'to collect'
	نه‌وع	nəwə 'way, manner'
	شه‌خس	šəxs 'person'
	خۆشه‌ویست	xošəwĭst 'beloved, dear'
	له‌هه‌موو لایه‌ک	lə həmú layək 'on all sides, everywhere'
۴	ئه‌وه	ʔəwé (used redundantly with kə when the latter introduces a clause which would otherwise be the object of a preposition): lə paš ʔəwə-i kə 'after' (conj.)
	ته‌واو	təwáw 'complete, completed; finished, over'
	گه‌رانه‌وه	geranəwé (gere-) 'to return s.th. to s.o.'
	ساحه‌ب	saĥéb 'owner'

	كل	kull	'each'
	پچكۆله	pīčkölé	'small, tiny'
	وه كوو	wéku	'like, such as'
	ئىستكان	ʔistkán	'glass, tumbler'
	ناردنه وه	nardnewé (ner-)	'to send s.th. back'
5	عالم	ʕalém	'people'
	ته عجبوب لى هاتن	təʕjúb le hatín	'to be surprised at'
6	جه واب دانه وه	jəwab danəwé	'to answer'
	خووا	xwa	'God'
	ته سادف كردن	təsadíf kírdín	'to happen (by chance)'
	هه رچی	herčí	'whatever, everything that'
	قه رز كردن	qerz kírdín	'to borrow'
	زیان	zyán (ze-)	'to reproduce'
	مندال	mǐndál	'child'
	لى بوون	le bún	'to be born'
7	به تبعه تی حال	be təbiʕət-i hál	'by the nature of things, naturally'
	پی خوش بوون	pe xoš bún	'to be pleasing to; to like'
	که ره ت	kerét	'time' (instance)
	عهین	ʕeyn-i...	'the same...'
	ته له پ	tələb	'request'
9	مه علوم	məʕlúm	'known; certain'
	زیانه وه	zyanəwé (ze-)	'to reproduce again'
	رابوردوو	řaburdú	'past, previous'
10	مدت	middét	'period of time; a while'
	پن چرون	pe čún	'to pass by, elapse' (time)

	به سر هاتن	bəser...hatín	'to happen to, befall'
11	عاجزی	ʕajzí	'saddness'
	رجا لی کردن	řja le kirdín	'to beg of s.o.'
	ناو هینان	naw henán	'to mention the name of...'
12	مع الاسف	məʕilʔəséf	'unfortunately'
	مردن	mirdín (mr-)	'to die'
	بروا به ... کردن	bīřwá bə...kirdín	'to believe s.th.'
	قسه	qsé	'talk; statement'
	مه عقول	məʕúl	'reasonable'
	بی روح	beróh	'inanimate (object)'
13	ته کلیف	təklíf	'formalities'
	زاوژی کردن	zawzè kirdín	'to reproduce'

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