FOREWORD

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

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

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

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

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

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

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

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

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

YÜKSEL GÖKNEL
## CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>3</td>
</tr>
<tr>
<td>Contents</td>
<td>9</td>
</tr>
<tr>
<td>Logical, Morphemic, and Oral Sequencing</td>
<td>15</td>
</tr>
<tr>
<td>The Turkish Grammar</td>
<td>18</td>
</tr>
<tr>
<td>The Turkish Vowel and Consonant Harmony</td>
<td>19</td>
</tr>
<tr>
<td>The Vowel Harmony Sequence</td>
<td>19</td>
</tr>
<tr>
<td>The Consonant Harmony</td>
<td>21</td>
</tr>
<tr>
<td>Morphemes and Their Allomorphs</td>
<td>24</td>
</tr>
<tr>
<td>Derivational Morphemes and Their Allomorphs</td>
<td>25</td>
</tr>
<tr>
<td>Morphemes Attached to Nouns to Produce Nouns</td>
<td>25</td>
</tr>
<tr>
<td>Morphemes Attached to Nouns to Produce Adjectives</td>
<td>26</td>
</tr>
<tr>
<td>Morphemes Attached to Adjectives to Produce Nouns</td>
<td>29</td>
</tr>
<tr>
<td>Morphemes Attached to Verbs to Produce Nouns</td>
<td>30</td>
</tr>
<tr>
<td>Morphemes Attached to Verbs to Produce Adjectives</td>
<td>34</td>
</tr>
<tr>
<td>Morphemes Attached to Nouns to Produce Verbs</td>
<td>35</td>
</tr>
<tr>
<td>Morphemes Attached to Adjectives to Produce Verbs</td>
<td>36</td>
</tr>
<tr>
<td>Inflectional Morphemes and Their Allomorphs</td>
<td>36</td>
</tr>
<tr>
<td>Nominal Phrases</td>
<td>39</td>
</tr>
<tr>
<td>Adverbs and Adverbials</td>
<td>42</td>
</tr>
<tr>
<td>The Transformational Activity of the Logic</td>
<td>43</td>
</tr>
<tr>
<td>Form and Function in Languages</td>
<td>45</td>
</tr>
<tr>
<td>Using Adjectives as Adverbs</td>
<td>47</td>
</tr>
<tr>
<td>The Inflectional Morphemes</td>
<td>49</td>
</tr>
<tr>
<td>The Defining [I] Morpheme and Its Allomorphs [i, i, ü, u]</td>
<td>50</td>
</tr>
<tr>
<td>The [LE], [LE.YIN] and [E], [DE], [DEN] Inflectional Morphemes</td>
<td>55</td>
</tr>
<tr>
<td>[LE] allomorphs: [le, la]</td>
<td>55</td>
</tr>
<tr>
<td>[LE.YIN]:</td>
<td>56</td>
</tr>
<tr>
<td>[E], [DE], [DEN] and [LE] Morphemes</td>
<td>56</td>
</tr>
<tr>
<td>[E] allomorphs: [e, a]</td>
<td>58</td>
</tr>
<tr>
<td>[DE] allomorphs: [de, da, te, ta]</td>
<td>64</td>
</tr>
<tr>
<td>[DEN] allomorphs: [den, dan, ten, tan]</td>
<td>66</td>
</tr>
<tr>
<td>“Possessor + Possessed” Noun Compounds (İsim Tamlamaları)</td>
<td>68</td>
</tr>
<tr>
<td>Definite Noun Compounds (Belirtili İsim Tamlamaları)</td>
<td>68</td>
</tr>
<tr>
<td>Indefinite Noun Compounds (Belirtisiz İsim Tamlamaları)</td>
<td>75</td>
</tr>
<tr>
<td>Noun Compounds Without Suffixes (Takıslı Tamlamalar)</td>
<td>75</td>
</tr>
<tr>
<td>Noun + Infinitive Compounds (İsim Mastar Tamlamaları)</td>
<td>77</td>
</tr>
<tr>
<td>Prepositions and Postpositions (Edatlar or İlgeçler)</td>
<td>78</td>
</tr>
<tr>
<td>Primary Stress, Secondary Stress, and Intonation</td>
<td>79</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>[E], [DE], [DEN] Morphemes + Postpositions</td>
<td>88</td>
</tr>
<tr>
<td>The Inflectional Morphemes Attached to Verbs</td>
<td>95</td>
</tr>
<tr>
<td>The Simple Present “be”</td>
<td>96</td>
</tr>
<tr>
<td>The Present Modals with Verb “be”</td>
<td>105</td>
</tr>
<tr>
<td>must be</td>
<td>105</td>
</tr>
<tr>
<td>can’t be</td>
<td>107</td>
</tr>
<tr>
<td>may be</td>
<td>108</td>
</tr>
<tr>
<td>may not be</td>
<td>109</td>
</tr>
<tr>
<td>The Interrogative Sentences Whose answers are “Yes” or “No”</td>
<td>110</td>
</tr>
<tr>
<td>have to be, should be, ought to be, needn’t be</td>
<td>112</td>
</tr>
<tr>
<td>have to be (zorundayım)</td>
<td>112</td>
</tr>
<tr>
<td>needn’t be (gerek yok)</td>
<td>113</td>
</tr>
<tr>
<td>The Simple Past Verb “be”</td>
<td>114</td>
</tr>
<tr>
<td>Interrogative Words</td>
<td>117</td>
</tr>
<tr>
<td>[MIŞ] (Rumor, Inference) (söylenti, anlam çıkarma)</td>
<td>121</td>
</tr>
<tr>
<td>The Future Form of “be” (will be)</td>
<td>123</td>
</tr>
<tr>
<td>“there is”, “there are”; “have, (have got)”</td>
<td>123</td>
</tr>
<tr>
<td>there used to be, there used to have</td>
<td>125</td>
</tr>
<tr>
<td>there must (may) be, there can’t be, there is going to be</td>
<td>125</td>
</tr>
<tr>
<td>Imperatives and Wishes</td>
<td>125</td>
</tr>
<tr>
<td>Wish</td>
<td>128</td>
</tr>
<tr>
<td>The Simple Present Tense (Geniş Zaman)</td>
<td>130</td>
</tr>
<tr>
<td>The Verbs Ending with Vowels or Consonants</td>
<td>134</td>
</tr>
<tr>
<td>Some Nouns Used Together With “et”, “yap”, “işle” to Produce Verbs</td>
<td>135</td>
</tr>
<tr>
<td>The Negative Form of The Simple Present Tense</td>
<td>137</td>
</tr>
<tr>
<td>The Simple Present Positive Question</td>
<td>139</td>
</tr>
<tr>
<td>The Simple Present Negative Question</td>
<td>140</td>
</tr>
<tr>
<td>The Question Words Used in the Simple Present Tense</td>
<td>142</td>
</tr>
<tr>
<td>The Present Continuous and the Present Perfect Continuous</td>
<td>144</td>
</tr>
<tr>
<td>The Verbs That Are Not Used in the Simple Present in Turkish</td>
<td>149</td>
</tr>
<tr>
<td>Turkish Verb Frames (Türkçede Fiil Çatıları)</td>
<td>151</td>
</tr>
<tr>
<td>Transitive and Intransitive Verb Frames</td>
<td>151</td>
</tr>
<tr>
<td>Reflexive Verb Frames</td>
<td>151</td>
</tr>
<tr>
<td>The Passive Transformation of the Intransitive Verb Frames</td>
<td>153</td>
</tr>
<tr>
<td>Reciprocal Verb Frames (İşteş Fiil Çatıları)</td>
<td>154</td>
</tr>
<tr>
<td>Both Transitively and Intransitively Used English Verbs</td>
<td>156</td>
</tr>
<tr>
<td>The Simple Past and the Present Perfect</td>
<td>162</td>
</tr>
<tr>
<td>Miş'lı Past Tense (Rumor and Inference) (Miş'lı Geçmiş)</td>
<td>170</td>
</tr>
<tr>
<td>The Simple Future and “be going to”</td>
<td>174</td>
</tr>
<tr>
<td>The Past Continuous Tense</td>
<td>177</td>
</tr>
<tr>
<td>The Past Perfect Continuous Tense</td>
<td>181</td>
</tr>
<tr>
<td>Was (were) going to</td>
<td>181</td>
</tr>
<tr>
<td>used to</td>
<td>182</td>
</tr>
<tr>
<td>The Rumor Forms of The Simple and The Continuous Tenses</td>
<td>184</td>
</tr>
<tr>
<td>The Past Perfect Tense</td>
<td>185</td>
</tr>
<tr>
<td>The Future Continuous Tense</td>
<td>186</td>
</tr>
<tr>
<td>The Future Perfect Tense</td>
<td>187</td>
</tr>
<tr>
<td>Infinitives (Mastarar)</td>
<td>188</td>
</tr>
<tr>
<td>The [mek, mak] Infinitives</td>
<td>188</td>
</tr>
<tr>
<td>The [me, ma] Infinitives</td>
<td>188</td>
</tr>
<tr>
<td>The [iş, iş, üş, uş] Infinitives</td>
<td>188</td>
</tr>
<tr>
<td>The [dik, dik, dük, duk, tik, tik, tük, tuk] Infinitives</td>
<td>188</td>
</tr>
<tr>
<td>Where and How the Infinitives Are Used</td>
<td>190</td>
</tr>
<tr>
<td>1.(a) The [mek, mak] Infinitives Used as Subject</td>
<td>190</td>
</tr>
<tr>
<td>1.(b) The [mak, mak] Infinitives Used before Postpositions</td>
<td>190</td>
</tr>
<tr>
<td>1.(c) The [mek, mak] Infinitives Used as Objects of “iste”</td>
<td>192</td>
</tr>
<tr>
<td>1.(d) The [mek, mak] Infinitives Used Attached to [DEN] Morph.</td>
<td>192</td>
</tr>
<tr>
<td>2.(a) The [me, ma] Infinitives Used Attached to Noun Compounds</td>
<td>193</td>
</tr>
<tr>
<td>2.(b) “noun+infinitive”-[ı], and “V-[me-/y/i], V-[ma]-/y/i]</td>
<td>195</td>
</tr>
<tr>
<td>2.(c) “noun+infinitive”-[e, a]</td>
<td>199</td>
</tr>
<tr>
<td>2.(d) “noun+infinitive” Compounds Followed by [den, dan]</td>
<td>199</td>
</tr>
<tr>
<td>3.(a) “noun+infinitive”-[ı], [E], [DE], [DEN]</td>
<td>200</td>
</tr>
<tr>
<td>4.(a) possessor noun+ V-[dik, dik, dük, duk, tik, tik, tük, tuk]</td>
<td>201</td>
</tr>
<tr>
<td>The Passive Infinitive</td>
<td>202</td>
</tr>
<tr>
<td>Modals</td>
<td>204</td>
</tr>
<tr>
<td>Present Modals</td>
<td>204</td>
</tr>
<tr>
<td>can, may [ebil, abil]</td>
<td>204</td>
</tr>
<tr>
<td>must [meli, malı]</td>
<td>208</td>
</tr>
<tr>
<td>have to (zorunda)</td>
<td>210</td>
</tr>
<tr>
<td>needn’t (don’t have to)</td>
<td>211</td>
</tr>
<tr>
<td>should (ought to)</td>
<td>212</td>
</tr>
<tr>
<td>Past Modals</td>
<td>214</td>
</tr>
<tr>
<td>Could</td>
<td>214</td>
</tr>
<tr>
<td>was (were) able to</td>
<td>215</td>
</tr>
<tr>
<td>would, could (polite request)</td>
<td>216</td>
</tr>
<tr>
<td>Perfect Modals</td>
<td>217</td>
</tr>
<tr>
<td>must have</td>
<td>217</td>
</tr>
<tr>
<td>can’t (couldn’t) have</td>
<td>219</td>
</tr>
<tr>
<td>应该拥有 (ought to have)</td>
<td>220</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>可能拥有</td>
<td>221</td>
</tr>
<tr>
<td>可能拥有</td>
<td>222</td>
</tr>
<tr>
<td>不需要拥有</td>
<td>222</td>
</tr>
<tr>
<td>不需要拥有</td>
<td>223</td>
</tr>
<tr>
<td>Transformations (English)</td>
<td>224</td>
</tr>
<tr>
<td>The Nominalization of the Simple English Sentences</td>
<td>224</td>
</tr>
<tr>
<td>The Transformation of the Simple Sentences into Determiners</td>
<td>229</td>
</tr>
<tr>
<td>The Productivity of the Natural Languages</td>
<td>231</td>
</tr>
<tr>
<td>The Transformed Simple Sentences Used as Adverbial Clauses</td>
<td>233</td>
</tr>
<tr>
<td>Turkish Sentence Nominalizations</td>
<td>235</td>
</tr>
<tr>
<td>Turkish Simple Sentence Nominalization</td>
<td>238</td>
</tr>
<tr>
<td>Transformed Nominal Phrases</td>
<td>239</td>
</tr>
<tr>
<td>The infinitives with [me, ma]:</td>
<td>240</td>
</tr>
<tr>
<td>The infinitives with [dik, dik, dük, duk, tik, tik, tük, tuk]:</td>
<td>241</td>
</tr>
<tr>
<td>Simple Sentence Nominalization 1: V - [DIK] - [pers] - ([I])</td>
<td>241</td>
</tr>
<tr>
<td>The Simple Future Tense: “V-[ecek, acak]-[pers]-[I]”</td>
<td>242</td>
</tr>
<tr>
<td>The Past Perfect: “V-[miş, mış, müş, muş] + ol-[duk]-[pers]-[I]”</td>
<td>243</td>
</tr>
<tr>
<td>The Future Perfect “V-[miş, mış, müş, muş] + ol-[duk]-[pers]-[I]”</td>
<td>243</td>
</tr>
<tr>
<td>Simple Sentences with the Verb root “ol” (be)</td>
<td>243</td>
</tr>
<tr>
<td>Chain Noun Compounds</td>
<td>244</td>
</tr>
<tr>
<td>2. V- [DIK]- [pers]-([I])</td>
<td>247</td>
</tr>
<tr>
<td>V-[MIŞ] + ol-[duk]-[pers]-([I])</td>
<td>250</td>
</tr>
<tr>
<td>Nominalized Sentences Containing “question words”</td>
<td>250</td>
</tr>
<tr>
<td>Turkish “Determiner + Determined” Compounds</td>
<td>253</td>
</tr>
<tr>
<td>Simple Sentences and Transformed Nominal Phrases</td>
<td>258</td>
</tr>
<tr>
<td>The Passive Transformation and the Passive Verb Frames</td>
<td>260</td>
</tr>
<tr>
<td>The Verb Frames</td>
<td>263</td>
</tr>
<tr>
<td>The Structural Composition of the Causative Verb Frames</td>
<td>264</td>
</tr>
<tr>
<td>A Short List of Verb Frames</td>
<td>265</td>
</tr>
<tr>
<td>The Order of Morphemes</td>
<td>271</td>
</tr>
<tr>
<td>Causative Verb Frame Examples</td>
<td>272</td>
</tr>
<tr>
<td>The Passive Causative</td>
<td>273</td>
</tr>
<tr>
<td>Syllabication</td>
<td>273</td>
</tr>
<tr>
<td>Dividing the Verb Compositions into Syllables</td>
<td>282</td>
</tr>
<tr>
<td>The Rumor Forms of the Simple Present, Continuous and Future Tenses</td>
<td>294</td>
</tr>
<tr>
<td>Negative Verb Compositions</td>
<td>297</td>
</tr>
<tr>
<td>Some Example Sentences of the Verb Frames</td>
<td>298</td>
</tr>
<tr>
<td>Adverbial Clauses (Postpositional Adverbial Phrases)</td>
<td>343</td>
</tr>
<tr>
<td>Category</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Time</td>
<td>343</td>
</tr>
<tr>
<td>before</td>
<td>343</td>
</tr>
<tr>
<td>after</td>
<td>348</td>
</tr>
<tr>
<td>when and while</td>
<td>349</td>
</tr>
<tr>
<td>while</td>
<td>352</td>
</tr>
<tr>
<td>as soon as</td>
<td>355</td>
</tr>
<tr>
<td>until</td>
<td>356</td>
</tr>
<tr>
<td>“by” and “by the time”</td>
<td>359</td>
</tr>
<tr>
<td>since</td>
<td>360</td>
</tr>
<tr>
<td>Cause or Reason</td>
<td>362</td>
</tr>
<tr>
<td>Contrast (Rağmen)</td>
<td>364</td>
</tr>
<tr>
<td>Purpose</td>
<td>366</td>
</tr>
<tr>
<td>Place</td>
<td>370</td>
</tr>
<tr>
<td>Manner</td>
<td>371</td>
</tr>
<tr>
<td>as</td>
<td>371</td>
</tr>
<tr>
<td>as if (as though)</td>
<td>372</td>
</tr>
<tr>
<td>Result</td>
<td>374</td>
</tr>
<tr>
<td>so … that     such … that</td>
<td>375</td>
</tr>
<tr>
<td>o kadar + adjective + noun-time + ki</td>
<td>376</td>
</tr>
<tr>
<td>“too + adjective + to + V + için” and “adjective + enough + to + Verb”</td>
<td>376</td>
</tr>
<tr>
<td>Degree</td>
<td>378</td>
</tr>
<tr>
<td>Comparative Degree</td>
<td>378</td>
</tr>
<tr>
<td>Superlative Degree</td>
<td>380</td>
</tr>
<tr>
<td>Positive or Negative Equality</td>
<td>381</td>
</tr>
<tr>
<td>Parallel Proportion (Koşut Uyum)</td>
<td>382</td>
</tr>
<tr>
<td>Wish</td>
<td>383</td>
</tr>
<tr>
<td>wish + would</td>
<td>383</td>
</tr>
<tr>
<td>wish + past subjunctive</td>
<td>384</td>
</tr>
<tr>
<td>wish + past perfect or perfect modal</td>
<td>385</td>
</tr>
<tr>
<td>Conditional Sentences</td>
<td>386</td>
</tr>
<tr>
<td>Present Real Supposition</td>
<td>386</td>
</tr>
<tr>
<td>Present Unreal (contrary to fact) Supposition</td>
<td>389</td>
</tr>
<tr>
<td>Past Real Supposition</td>
<td>390</td>
</tr>
<tr>
<td>Past Unreal (contrary to fact) Supposition</td>
<td>391</td>
</tr>
<tr>
<td>Orders and Requests</td>
<td>393</td>
</tr>
<tr>
<td>Plain Orders and Requests</td>
<td>393</td>
</tr>
<tr>
<td>Polite Requests</td>
<td>394</td>
</tr>
<tr>
<td>Polite Refusals</td>
<td>395</td>
</tr>
<tr>
<td>Offers</td>
<td>395</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>{ V + [IP] }</td>
<td>396</td>
</tr>
<tr>
<td>Question Tags ( değil mi?)</td>
<td>397</td>
</tr>
<tr>
<td>So do I (Neither do I)</td>
<td>398</td>
</tr>
<tr>
<td>Conjunctions and Transitional Phrases</td>
<td>399</td>
</tr>
<tr>
<td>Intensifiers</td>
<td>406</td>
</tr>
<tr>
<td>Reported Speech</td>
<td>410</td>
</tr>
<tr>
<td>Roots, Stems and Verb Frames</td>
<td>411</td>
</tr>
<tr>
<td>Rational Sequencing</td>
<td>413</td>
</tr>
<tr>
<td>Morphemic Sequencing</td>
<td>421</td>
</tr>
<tr>
<td>The Inflectional Allomorphs Attached to Nouns and Nominal Phrases</td>
<td>421</td>
</tr>
<tr>
<td>The Inflectional Allomorphs Attached to Action Verbs</td>
<td>423</td>
</tr>
<tr>
<td>Dual Inflectional Allomorphs Attached to Verb Roots, Stems and Frames</td>
<td>424</td>
</tr>
<tr>
<td>The Inflectional Allomorphs Attached to &quot;be&quot; (ol) Verbs</td>
<td>425</td>
</tr>
<tr>
<td>Modal Auxiliary Verbs</td>
<td>426</td>
</tr>
<tr>
<td>Oral Harmonic Sequencing</td>
<td>428</td>
</tr>
<tr>
<td>Morphemic and Oral Sequences</td>
<td>431</td>
</tr>
<tr>
<td>Symbols and Abbreviations</td>
<td>434</td>
</tr>
<tr>
<td>References</td>
<td>435</td>
</tr>
</tbody>
</table>
Noam Chomsky and Steven Pinker in their books assert that the human mind has an inborn logical ability which separates a body of thought (a sentence) into two parts to produce sentences. A person thinks logically that a sentence should be about something or someone, and uses them as subjects, and uses all the information given about the subjects as predicates.

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

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

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

The sentences described above are of three kinds:

1. A subject, a transitive verb, and an object: Jack killed a mouse.
   \[\begin{array}{ccc}
   \text{subj} & \text{V} & \text{obj (NP)} \\
   \text{NP} & \text{VP} \\
   \end{array}\]

2. A subject and an intransitive verb: Jack sleeps.
   \[\begin{array}{ccc}
   \text{subj} & \text{V} \\
   \text{NP} & \text{VP} \\
   \end{array}\]

3. A subject and a "be" complement: Jack is brave.
   \[\begin{array}{ccc}
   \text{subj} & \text{V} \\
   \text{NP} & \text{VP} \\
   \end{array}\]
Although these logical storages are inborn, their sequencing is learned through the experiences of an individual. Therefore, the sequencing of the subject and predicate, and that of the subject, verb, and object change from language to language. For instance in English:

\[
\begin{array}{c}
\text{I} \\
\text{Subj (NP)}
\end{array}
\begin{array}{c}
\text{am coming.} \\
\text{pred (VP)}
\end{array}
\]

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

In Turkish: \( \text{Geliyor} \quad \text{um} \quad (\text{ge}^\text{li}yo^\text{r}u^\text{m}) \)

\[
\begin{array}{c}
\text{V} \\
\text{subj (NP)}
\end{array}
\]

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

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

English: \( \text{We are picking flowers.} \)

\[
\begin{array}{c}
\text{subj (pron)} \\
\text{V} \\
\text{obj}
\end{array}
\]

Turkish 1: \( \text{Biz çiçek topluyor-uz.} \quad \text{= We are picking flowers.} \)

\[
\begin{array}{c}
\text{subj (pron)} \\
\text{obj} \\
\text{V-subj (suffix)}
\end{array}
\]

Turkish 2: \( \text{Çiçek topluyor-uz.} \quad \text{= We are picking flowers.} \)

\[
\begin{array}{c}
\text{obj} \\
\text{V-subj (suffix)}
\end{array}
\]

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

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

*\( \text{Ben yarın Ankara'ya gidiyor.} \quad \text{(ungrammatical)} \)

(Ben) yarın Ankara'ya gidiyor-\text{um.} \quad \text{(grammatical)} \quad \text{("Ben" could be ignored.)}

*\( \text{Ben sen-i seviyor.} \quad \text{(ungrammatical)} \)

(Ben) sen-i seviyor-\text{um.} \quad \text{(grammatical)} \quad \text{("Ben" could be ignored.)}

As a general syllabication rule in Turkish, the single underlined consonants of the words or allomorphs detach from their syllables, and attach to the first vowels of the following morphemes as in the examples above. This
operation of the oral sequence of the Turkish language reorganizes the morphemic sequence to produce harmonic syllable sequences. The lines that are put under the consonants are not used in writing.

One could estimate that there exist empty inborn logical subject-predicate, and subject-verb-object storages in one's mind ready to be filled with the learned sequences of phonemes and morphemes in a newborn baby. A newborn baby hears the sounds of his/her native language, learns which sounds convey which words and morphemes. He/she also hears the sequences of subject-predicate, and subject-verb-object, and the syllables of his/her native language. All these sounds and information gather in its memory, and are inserted into the inborn storages to produce sensible sentences.

All human beings are born eager to learn. Learning his/her language is an inherent instinct in everybody, which Steven Pinker calls it "Language Instinct". Children do not know what a subject, or an object is, but as soon as they learn the interrogative concepts "who?", "what?", "when?", "where?", "why?", "how?", etc., they start asking questions. In all languages, question words ask for the essential parts of a sentence such as "subject", "object", and “adverbs of time, place, reason”, etc. So, he logically knows that “who” and “what” asks for the subject, and “whom” and “what” asks for the object, and he also understands that all the answers to the questions “who”, and “what” are subjects, and “whom”, and “what” are the objects. For instance:

**Jack**  found a watch.
  who  what

**Jack’s sister** found a watch.
  who  what

The boy who was walking along the street found a watch.
  who  what

The boy who was walking along the street found the watch that I lost.
  who  what

**Jack**  saw a rabbit in the garden yesterday.
  who  what  where  when

The house that Jack built collapsed suddenly last night.
  what  how  when

**Jack**  found a watch while he was walking down the street.
  who  what  when

**Jack**  passed his examination with difficulty because he was lazy.
  who  what  how  why
Jack saw Mary among the crowd.

Jack bought some flowers for his mother.

Jack was coming from school.

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

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

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

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

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

THE TURKISH GRAMMAR

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

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

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

Among the consonants, there are the / ç, ş, ğ / phonemes, which are pronounced as “ch” as in “church”, “sh” as in “fish”; and to produce the /ğ/
phoneme, which does not exist in English, first produce /g/ phoneme, and make it longer by letting your breath pass between your tongue and the hard palate of your mouth while **vibrating** your vocal cords.

### THE TURKISH VOWEL AND CONSONANT HARMONY

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

#### THE VOWEL HARMONY SEQUENCE

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

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

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

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

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

1. **The hard (back) vowel harmony chain**: “**o** → **u** → **a**, "i"r”

2. **The thin (front) vowel harmony chain**: “**ö** → **ü** → **e**, "i"r”

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

“o*u*a*ı*a*ı”, “o*a*ı*a”, “ü*ü*e*e*i”, “ö*e*i*e”, "ö*ü*ü*ü", "o*a"

For instance:

“kom*şu*ya” (o*u*a); “kom*şu*lar*dan” (o*u*a*a); “ge*le*cek*ler” (e*e*e*e); “o*lış*tur*duk*la*rı*mız*dan” (o*u*u*a*i*i*a); “u*nu*İla*lim” (u*u*a*i); “o*ku*la” (o*u*a); “ten*ce*re*ye” (e*e*e*e); “ka*ça*ma*ya*çak” (a*a*a*a*a)

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

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

patates-le-ı (pa*tates*le*ri) “the potatoes”; televizyon-u (te*le*viz*yo*nu) “the television”; mandalina-/y/i (man*da*lı*na*yı) “the tangerine”; sigara-/y/i (si*ga*ra*yı) “the cigarette”.

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

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

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

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

1. The verbs ending with **vowels drop** these vowels when they attach to the allomorphs of [İ.YOR]. These vowels are **double** underlined. Besides the double underlined vowels, there are some **consonants** that are single un-
derlined which show that they detach from their syllables and attach to the first vowels of the following allomorphs to produce new syllables.

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

Gel-i.yor-um → (ge*li*yor*rum); yüz-ü.yor-uz → (yü*zü*yor*ruz); iç-er-im → (i*çe*rim);
yaz-a.cağ-im → (ya*za*ca*ğızim); yakalan-a.cağ-ız → (ya*ka*la*na*ca*ğızı);
gül-er-im → (gü*le*rim); kork-ar-ız → (kor*ka*riz)

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

anne-en → (an*nen); tarla-am → (tar*lam); arab-aan.ız → (a*ra*ba*ńız);
kafa-an → (ka*fan); git-ti-in → (git*tin); bekle-di-ık → (bek*le*dık);
gül-dük → (gü*lük); yakala-di-im → (ya*ka*la*dim); git-me-em → (git*mem);
çalış-ma-am → (ça*lis*mam); temizle-en-mek → (te*miz*len*mek);
Dinle-er mi-sin? → (din*ler / mi*sin); ol-sa-am → (ol*sa*mam), bil-se-em (bil*sem)

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

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

THE CONSONANT HARMONY SEQUENCE

Consonants are grouped into two subdivisions:

voiced consonants: / b, c, d, g, ğ, j, y, l, m, n, r, v, z /
unvoiced consonants: / ç, f, k, p, s, ş, t /

The voiced consonants are the phonemes that are produced by vibrating the vocal cords while the breath is passing through the throat. To understand the voiced and unvoiced difference, first produce the /v/ phoneme, which vibrates the vocal cords in your throat, and then, without changing the position of your teeth and lips, produce the same sound without vibrating the vocal cords to produce the unvoiced /f/ phoneme. In doing this, you feel no vibration in your throat. The consonants that vibrate the vocal cords are named voiced consonants; the unvoiced consonants do not vibrate.
them. By the way, one should keep in mind that all **vowels** and **voiced consonants** vibrate the vocal cords. The **vowels** and the **voiced consonants**, which vibrate the vocal cords, are called **vocals**. Only the **unvoiced consonants** do not vibrate them. In Turkish, the **voiced** consonants are called "**yumuşak (sedalı) ünsüzler**", and the **unvoiced** consonants are called "**sert ünsüzler**".

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

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

/ç/ changes into /çl/: ağacı-ı, ağacı-a (a*ğa*ci, a*ğa*ca), sayaç-ı, sayaç-a (sa*ya*ci, sa*ya*ca), amaç-ı, amaç-a (a*ma*ci, a*ma*ca), ayaç-ı, ayaç-a (ay*ra*ci, ay*ra*ca), demeç-ı, demeç-e (de*me*ci, de*me*ce).

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

/t/ changes into /d/: aden-ı, aden-e (a*de*di, a*de*de), kanaat-ı, kanaat-a (ka*na*di, ka*na*da), umut-u, umut-a (u*mu:*du, u*mu:*da), yoğurt-u, yoğurt-a (yo*gur*du, yo*gur*da). As an exception: sepet-ı, sepet-e (se*pe*ti, se*pe*te), nöbet-i, nöbet-e (nö*be*ti, nö*be*te).

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

kitap-in (ki*ta*bin), sebep-in (se*be*bin), kebaş-in (ke*ba*bin), çorap-in (ço*ra*bin), ağac-in (a*ğa*cin), amaç-in (a*ma*cin), soframak (so*ka*ğın), kürek-in (kü*re*ğin), bebek-in (be*be*ğin), ayak-in (a*ya*ğın), kanaat-in (ka*na*dın), yoğurtun (yo*gur*dun).

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

hayat (ha*ya:*ti), (ha*ya:*ta), (ha*ya:*tin); sanat (san*a*ti), (san*a*ta), (san*a*tın); sıfat (si*fa*ti), (si*fa*ta), (si*fa*tin); saat (sa*a*ti), (sa*a*te), sa*a*tın); sepet (se*pe*ti), (se*pe*te), (se*pe*tin); gölet (gö*le*ti), (gö*le*tın); demet (de*me*ti), (de*me*te), (de*me*tın).
The monosyllabic noun roots ending with unvoiced consonants do not change when they get the [İ], [E], [DE], [DEN] and the personal morphemes:

| ek (eki, eke, ekte, ekten, ekin); sap (sapi, sapa, sapta, saptan, sapin); ip (ipi, ipe, ipte, ipten, ipin); hap (hapi, hapa, hapta, haptan, hapin); tüp (tüpu, tüpe, tüpten, tüpün); top (topu, topa, topta, topun); sac (saçi, saça, sacta, saçtan, saçın); iç (ici, içe, içte, içten, için); göç (göçü, göçe, göçten, göçün); mac (maçi, maça, maçta, maçtan, maçın); kök (kökü, köke, kökte, kökten, kökün); ok (oku, oka, okta, oktan, okun ); yük (yükü, yüke, yükte, yükün); kur (kürkü, kürke, kürkte, kürkün); Türk (Türk’ü, Türk’e, Türk’ten, Türk’ün); at (ati, ata, atta, attan, atın); et (eti, ete, ette, etten, etin); süt (sütü, süte, sütte, sütten, sütün); ot (otu, ota, otta, ottan, otun); kart (kartı, karta, kartta, karttan, kartın). |

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

| but (budu, buda, budun, butta, buttan); dip (dibi, dibe, dibin, dipte, dipten); çok (çogu, çoga, çogun, çokta, çoktan); gök (gögü, göge, gögün, gökte, göktan); kap (kabi, kaba, kabın, kaptan); uç (ucu, uca, ucun, uçta, uçtan); yurt (yurdu, yurda, yurdun, yurta, yurttan); kurt (kurdu, kurda, kurdun, kurtta, kurttan); tat (tadi, tada, tadin, tatta, tattan). |

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

| Testi (test*ti*/y/i, test*ti*/y/e); araba (a*ra*ba*/y/i, a*ra*ba*/y/a); tarla (tar*-la*/y/i, tar*-la*/y/a); salata (sa*la*ta*/y/i, sa*la*ta*/y/a); marti (mar*ti*/y/i, mar*ti*/y/a); tava (ta*va*/y/i, ta*va*/y/a); teneke (te*ne*ke*/y/i, te*ne*ke*/y/e); makara (ma*ka*ra*/y/i, ma*ka*ra*/y/a); kundura (ku*n*du*ra*/y/i, ku*n*du*ra*/y/a); kafa (ka*fa*/y/i, ka*fa*/y/a); su (su*/y/u, su*/y/a). |

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

| araba/-n/in → (a*ra*ba*nın) | testi/-n/in → (tes*ti*nın) | ordu/-n/un → (or*du*nun) | öykü/-n/ün → (öy*kü*nün) |
However, when pronouns are used in the possessor position, they are suffixed with the [im, in, un, im, in, ın] allomorphs:

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

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

Exception: **su** (su*/y/un). Example: (a*ra*ba*niin / hı*zı), (su*/y/un / hı*zı)

**MORPHEMES AND THEIR ALLOMORPHS**

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

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


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

A morpheme that changes the meaning of a root or stem is called a derivational morpheme (yapım eki); the other one, which does not change
the meaning of a root or stem, is called an inflectional morpheme (çekim eki). Both the derivational and inflectional morphemes are bound morphemes.

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

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

THE DERIVATIONAL MORPHEMES AND THEIR ALLOMORPHS
Anlamlı Yapım Ekleri Ve Onların Altbiçimbirimleri

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

MORPHEMES ATTACHED TO NOUNS TO PRODUCE NOUNS

[Cİ] allomorphs: ♪ [ci, cı, cü, cu, či, čı, čü, ču]

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

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

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

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

av-ci.lik (hunting), meyve-ci.lik (selling fruit), ön-cü.lik (leadership), yol-çu.lik (traveling), aş-ç.lik (cooking), fal-ci.lik (fortune telling), tefe-ci.lik (dowry), çiçek-çi.lik (selling flowers), çift-çi.lik (farming), hava-çi.lik (aviation), balık-ç.lik (fishing), kaçaç-ç.lik (smuggling), çöp-çü.lik (scavenge)

CİK allomorphs: ♫ [cik, cık, cük, cuk, çık, çık, çük, çuk] (diminutive)

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

CE.ĞIZ allomorphs: ♫ [ce.ğiz, ca.ğiz, çe.ğiz, ça.ğiz] (innocence)

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

CE allomorphs: ♫ [ce, ca, çe, ça]

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

MORPHEMES ATTACHED TO NOUNS TO PRODUCE ADJECTIVES

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

ev-cıl (domestic), insan-cıl (humane), ben-cıl (selfish), ot-cul (herbivorous)

LİL allomorphs: ♫ [li, lı, lü, lu]
ev-li (married), çocuk-lu (with children), şemsiye-li (with an umbrella), bahçe-li ev (house with a garden), siyah ceket-li adam (the man in a black coat), kırmızı-lı kadın (the woman in red), görgü-lü (having good manners, polite), çiçek-li ağaç (a tree in blossom), yağmur-lu (rainy), karlı (snowy), sis-li (foggy, misty), güneş-li (sunny), bulut-lu (cloudy), tuz-lu (salty), at-lı (man on horseback), istek-lı (willing), becerik-lı (skillful), çamur-lu (muddy), hesap-lı (economical), saygılı-lı (respectful), suç-lu (criminal), hatası-lı (faulty), tatlı (sweet), mayo-lu (in a bathing suit), süt-lü (with milk, milky), paha (expensive), taş kafa-lı (stone headed), Adana-lı (from Adana), sürek-lı (continuous), hiddet-lı (outrageous), kıl-lı (hairly), bilinç-lı (intentional, conscious), zarar-lı (harmful), tehlike-lı (dangerous), şüphelı (suspicious, suspect), yer-lı (native), iki bacak-lı (two legged), kanat-lı (winged), kaygılı (anxious), umut-lu (hopeful), gerek-lı (necessary), yetenek-lı (talented), bağim-lı (addicted, dependent), silahlı (armed), renk-lı (colored), kâr-lı (profitable), zehir-lı (poisonous), denge-lı (balanced), neşeli (joyful), kusur-lı (faulty), gürültülü-lı (noisy), değer-lı (precious), gerek-lı (necessary), düşünceli-lı (thoughtful), yürek-lı (brave), ayrıntılı-lı (detailed, in detail), sorumlulu (responsible), mantık-lı (rational), güç-lü (strong), örtülü (covered), his-lı (sensitive), hırs-lı (ambitious), hız-lı (fast), tertip-lı (tidy), tuz-lu (salty), buz-lu (icy), çamur-lu (muddy), kır-lı (dirty), pasak-lı (untidy), korku-lu (frightening, scary), hakkılı (right, fair), kasıtlı (intentional), hesap-lı (economical), meme-lı (mammal), tecrübeli-lı, deneyim-lı (experienced), falso-lu (erroneous), kasvet-lı (gloomy, doleful), kuşku-lu (dubious, suspicious), onur-lu, gurur-lu (proud), dayanık-lı (durable), dikkat-lı (careful), becerik-lı (skillful), yama-lı (patchy), dokunak-lı (pungent), görev-lı (on duty), yarar-lı (useful), karar-lı (firm, determined), görkem-lı (magnificent), şatafatlı (pompous), akıl-lı (intelligent), rahmetlili (deceased), yaşlı (aged) dert-lı (in trouble, miserable), şeker-lı (sweet), su-lu (saucy), faydalı (useful), gizemlili (mysterious), korkulu (frightening, horrifying), duygu-lu (emotional, sensitive), heyecanlı (exciting, nervous), tertip-lı (tidy), ileri görünüş-lü (foreseeing), huzur-lu (peaceful), keyif-lı (cheerful), yetki-lı (authorized), bağlanlı-lı (related, agglutinative), boya-lı (painted), cila-lı (ci-lâ:*lı) (finished, varnished), cilt-lı (hardback), yay-lı (with springs), ayrıntılı-lı (detailed, in detail), ölçülü (restrained), güç-lü (strong), tür-lü tür-lü (all sorts of), besbel-lı (obvious), isabet-lı (*ısa:*bet*lı) (right, to the purpose), geçer-lı (valid), başarılı-lı (successful), inanç-lı (believer), direnç-lı (resistiive), kanıt-lı (proven, supported by evidence),ÂN-İ (woollen), pamuk-lu (cotton), atası-lı (fiery, zealous), çizgi-lı (lined, striped), yıldız-lı (starry, starlit), boya-lı (painted), kıyma-lı börek (mince pie), güneş-lı (sunny), toz-lu (dusty), ağac-lı (wooded), çiçek-lı (flowered), desen-lı (patterned, figured), yaldız-lı (gilded), süs-lü (ornamented), kıymet-lı (precious, valuable), kuy-
rük-lü (tailed), zahmet-li (difficult, hard), temkin-li (cautious).

[SİZ] allomorphs: ₦ [siz, siz, süz, suz]

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

[SEL] allomorphs: ₣ [sel, sal]

bilim-sel (scientific), evren-sel (universal), deney-sel (experimental, empirical), yüzyel-sel (superficial), duygu-sal (emotional, sensational), sanat-sal (artistic), yapi-sal (structural), geleneck-sel (traditional), düşün-sel (mental), tarih-sel (historical), tarihí (historic), kavram-sal (conceptual), kimya-sal (chemical), fizik-sel (physical), anit-sal (monumental), yaşam-sal (vital), din-sel (religious), uluğ-sal (u*lu*sal) (national), çevre-sal (environmental), kalıt-sal (hereditary), onur-sal (honorary), bitki-sel (herbal), hayvan-sal
(zoological), tarım-sal (agricultural), us-sal (us*sal) (mental, rational), tanrı-sal (divine, celestial), yörünge-sel (orbital), kurum-sal (institutional, corporate), kamu-sal (public), küre-sel (global, spherical), kir-sal (rural), örgüt-sel (organizational), toplum-sal (social, common), belge-sel (documental), kurgu-sal (fictional), ruh-sal (psychological), beden-sel (corporal), birey-sel (individual), algı-sal (perceptual), sayı-sal (numerical, digital), simge-sel (symbolic).

MORPHEMES ATTACHED TO ADJECTIVES TO PRODUCE NOUNS

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

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

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

İ allomorphs: ♫ [i, i, ü, u]

DİZ-i (diz'i) (string, chain, serial, sequence), YAZ-i (ya'zi) (script, text), ÖLÇ-ü (ölçü) (measurement, size), KOŞ-u (ko'su) (run), DUY-u (du'yu) (sense), GEZ-i (ge'zi) (trip), AÇ-i (a'ci) (angle), YAP-i (ya'pi) (building), TAK-i (ta'ki) (jewelry, jewels), DÜRT-ü (dür'tü) (stimulus), TAR-t (tar'ti) (scales), ART-i (ar'ti) (plus), Başar-ı (ba'sa'tı) (success), KORK-u (kor'ku) (fear), SOR-u (so'ru) (question), ÖR-ü (ör'tü) (any cloth covering), ÇAT-t (ça'ti) (framework), YET-i (ye'ti) (mental power, faculty), YAŞ-t (ya'tı) (overnight stay), ÖL-ü (ölü), GÖM-ü (gö'mü) (treasure), KÖK-u (ko'ku) (scent, smell, aroma, perfume), BÖL-ü (bölü) (slash mark), DINLE-t (concert), GÜLDÜR-ü (comedy) DOĞ-u (do'gu) (east), BAT-t (ba'ti) (west), ÇARP-t (cross, times), BÖL-ü (bölü) (north)

İM allomorphs: ♫ [im, im, üm, um, em, am]

SEÇ-im (se'çim) (election), AL-im (a'im) (purchase), ÖL-üM (ölüM) (death), YIK-im (yik'im) (disaster, demolition), YUŞ-UM (yu'sum) (gulp), EK-im (e'kim) (October), AK-im (a'kim) (current), ÜRET-im (ü'retim) (production), GELEŞ-im (gel'eşim) (improvement), KARŞ-im (ka'rsim) (mixture), DÖNÜŞ-UM (dönüŞüm) (transformation), ÇEK-im (çe'kim) (attraction), GELIR-im (ge'ririm) (tension), TASAR-im (ta'sarım) (plan, design), KAVRA-am (kavra'am) (concept), DENLE-em (denle'em) (equation), EKLE-em (ekle'em) (joint), TÜKEŞ-im (tük'eşim) (consumption), YAKLAS-im (yak'laşım) (approach), BENZEŞ-im (benzeşim) (similarity, resemblance), İLETİŞ-im (ilet'işim) (communication), BILIŞ-im (bi'lişim) (informatics), DE-Y-im (de'yim) (expression, idiom), SAY-im (sa'yim) (census), GIY-im (gi'yim) (clothing), ÇÖZ-UM (ço'züm) (solution), KIY-im (ki'yim) (massacre), AÇ-IM (a'çim) (expansion), YATIR-im (ya'tirım) (investment), AL-im, SAT-im (sa'tım) (buying and selling, trade, commerce), GIY-im (gi'yim) (attire), SALK-im (salk'im) (bunch), bir salım üzüm (a bunch of grapes), UY-UM (uyum) (acquaintance), DÖN-em (dönem) (period), YAŞ-aM (ya'sam) (life), AN-laM (an'lam) (meaning), DEVIN-im (de'vinim) (movement), DENE-Y-im (de'neyim) (experience), GöZ-em (göz'em) (observation), Söyle-em (soy'leM) (expression), GEÇ-im (ge'çim) (living), ÇIZ-im (çi'zim) (drawing, design), ÇAL-im (ça'lim) (feint), AL-im (a'lim) (purchase), SÜR-UM (sale), YATIR-im (ya'tirım) (investment), YALIT-im (ya'li'tım) (insulation).
When the **identical vowels** written in **bold face** follow one another, they **combine** and are pronounced as **single vowels**; and the single underlined consonants detach from their syllables, and attach to the first vowels of the following allomorphs in agreement with the oral sequence of the Turkish sound system.

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

del-ık (deˈlik) (hole), arı-ık (arˈtik) (left over), öksür-ük (ökˈsũˈrůk) (cough), tükür-ük (tüˈkũˈrůk) (spit, saliva), aksır-ık (akˈsrnˈk) (sneeze), bułaq-ık (buˈlaˈʃik) (dirty dishes), kayna-ak (kayˈnək) (source, spring, origin), belle-ek (belˈleːk) (memory), tara-ak (taˈɾak) (comb), yama-ak (yaˈmək) (apprentice), döșe-ek (döˈʃeːk) (mattress), kapa-ak (kaˈpək) (lid), es-ık (eˈʃik) (threshold), dene-ek (deˈneːk) (experimental subject, object, or animal), tekerle-ek (teˈkerˈleːk) (wheel), kay-ık (kaˈyũk) (boat), bat-ık (baˈtʃik) (submerged), çiğ-ık (çiˈzɨk) (scratch), çatla-ak (çaˈtʃalak) (crack)

**[EK]** allomorphs: ♫ [ek, ak]

Tapın-ak (taˈpriˈnək) (temple), kay-ak (kaˈyak) (ski), saç-ak (saˈçaːk) (fringe), uç-ak (uˈçaːk) (airplane), yat-ak (yaˈtak) (bed), kaç-ak (kaˈçaːk) (escaped), dayan-ak (daˈyənək) (support), kes-ek (keˈseːk) (a lump of earth), ölçe-ek (ölˈçeːk) (scale), ben-ek (beˈneːk) (spot), dön-ek (dóˈneːk) (someone whom you cannot trust, incredulous), yan-ak (yaˈnək) (cheek), düzen-ek (düˈzeˈneːk) (mechanism), gevş-e-ek (loose), kayna-ak (source)

**[Ğı]** allomorphs: ♫ [gi, gi, gü, gu, ki, ki, kü, ku]

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

**[EÇ]** allomorphs: ♫ [eç, aç]
sür-eç (sür°reç) (process, procedure), tık-aç (ti°kaç) (plug, wag, stoppage),
dene-eç (de°meç) (statement), sark-aç (sar°kaç) (pendulum), ayır-aç
(ay°raç) (bracket)

[EY] allomorphs: ♫ [ey, ay]
dene-ey (de°ney) (experiment), yap-ay (ya°pay) (artificial), ol-ay (o°lay)
(event), düş-ey (dü°sey) (vertical), yat-ay (ya°tay) (horizontal), yüz-ey
(yü°zeý) (surface), uza-ay (u°zay) (space).

[I.Cİ] allomorphs: ♫ [i.ci, i.ci, ü.cü, u.cu]

Dinle-/yi.ci (din°le*yi°ci) (listener), sa tat-i.ci (sa°tit°ci) (seller), yüz-ü.cü
(yü°zu°cü) (swimmer), ko ş-u.cu (ko°шу°cu) (runner), bö l-ü.cü (bö°lü°cü
(separatist), tara-/yi.ci (ta°ra*yi°ci) (scanner), a l-i.ci (a°li°ci) (receiver),
ba k-i.ci (ba°ki°ci) (companion), bebek bakıcısı (baby sitter), tu tü-u.cu
(tu°tu°cu) (conservative), ka l-i.ci (ka°li°ci) (lasting, durable) (adj), yaz-i.ci
(ya°zi°ci) (printer), doyr u-cu (do°yu°ru°cu) (satisfactory) (adj), inandır-i.ci
(i°nan°di°r°ci) (persuasive) (adj), öldür-ü.cü (öl°dür°lü°cü) (adj) (deadly,
fatal). If a verb ends with vowel, and the allomorph starts with a different
vowel, the /y/ glide is inserted between these vowels by the oral sequence.

[E.CEK] allomorphs: ♫ [e.cek, a.cak]
si l-e.cek (si°le°cek) (wiper), gel-e.cek (ge°le°cek) (future), aç-a.cak
(a°ça°cak) (opener), çek-e.cek (çe°ke°cek) (shoehorn), yak-a.cak
(ya°ka°cak) (fuel).

[MEK] allomorphs: ♫ [mek, mak]
ye-mek (meal), çak-mak (lighter), ek-mek (bread), kay-mak (cream)

[ME] allomorphs: ♫ [me, ma]
dondur-ma (ice cream), dol-ma (green peppers, eggplants or marrows
stuffed with mince, rice, etc.), kavur-ma (fried pieces of meat), hasla-ma
(boiled meat), dene-me (essay), döv-me (tattoo), as-ma (vine), kaz-ma
(pickax), aydınlan-ma (enlightenment). kıy-ma (kiy°ma) (minced meat), in-
me (in°me) (stroke), bas-ma (bas°ma) (printed cloth), yüz-me (yüz°me)

[IK] allomorphs: ♫ [ik, ik, ük, uk, ek, ak]
keş-ik (ke°sik) (cut), çlı-kık (çli°kik) (dislocated joint), ya r-ık (ya°rik)
(slash), çiz-ık (çiz°zik) (scratch), geçir-ükk (çüz°yük) (decay), sar-ık (sa°rik)
turban), kaz-ık (ka°zik) (stake, unreasonably expensive), yırt-ık (yirt°tik)
tear), del-
ik (de*lik) (hole) ele-ek (e*lek) (sieve), ada-ak (a*dak) (oblation), kay-ak (ka*yak) (ski).

[CE] allomorphs: ♫ [ce, ca]

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


ak-in.ti (a*kin*ti) (current), al-in.ti (a*lin*ti) (quotation), bağıla-an.ti (bağ*lan*ti) (connection, link), bekle-en.ti (bek*len*ti) (expectation), bula-an.ti (bu*lan*ti) (qualm), bu*lu.un.tu (bu*lu*n*ti), (antique), çarp-in.ti (car*pin*ti) (palpitation), çik-in.ti (çi*kin*ti) (bulge) çök-ün.tü (gö*ün*tü) (collapse), dok-ün.tü (dö*kün*tü) (rubbish, rash), ekle-en.ti (ek*len*ti) (addition), eğ-in.ti (e*sin*ti) (breeze), gez-in.ti (ge*zin*ti) (tour, walk), gir-in.ti (gi*rin*ti) (dent), gör-ün.tü (gö*rün*tü) (image), il-in.ti (i*lın*ti) (relation), kal-in.ti (ka*lin*ti) (crumb), kur-un.tu (ku*run*ti) (unfounded suspicion), rastla-an.ti (ras*lan*ti) (coincidence), salla-an.ti (sal*lan*ti) (quake), sık-in.ti (si*kin*ti) (boredom), siz-in.ti (si*zin*ti) (obstruction), soyle-en.ti (soy*len*ti) (rumor), topla-an.ti (top*lan*ti) (meeting), sapla-an.ti (sap*lan*ti) (obsession), bağla-an.ti (connection, link).

[İŞ] allomorphs: ♫ [iş, is, üş, uş]

ak-ış (a*uş) (fluency), al-ış ver-ış (a*lıs / ve*rış) (shopping), anla-lyaış (an*la*yış) (understanding, sympathy), bak-ış (ba*kuş) (look, looking), at-ış (a*tış), (gunfire, throw, round), bekle-lyaış (bek*le*yış) (waiting), benze-lyaış (ben*ze*yış) (resemblance), bul-uş (bu*luş) (discovery), cık-ış (çi*kuş) (exit, outlet), çök-uş (çi*kuş) (collapse, fall), davranış-ış (da*v*ra*niş) (behavior), direnç-ış (di*re*niş) (resistance, disobedience), diril-ış (di*ri*liş) (resurrection, revival), dizil-ış (di*zil*iş) (sequence), dokun-uş (do*ku*nuş) (touch), dön-üş (dö*nüss) (return), duş-uş (du*ruş) (position), düş-üş (dü*şüş) (decline, downfall), gel-ış (ge*lış) (arrival, coming), gir-ış (gi*rış) (entry, entrance), git-ış (gi*dış) (going, departure), görün-üş (gö*rün*nüss) (appearance), gör-üş (gö*rüş) (view, opinion), gör-üş birlığı (gö*rüş / bir*li*ği) (agreement, consensus), haykı-ış (hay*kı*niş) (scream), kaç-ış (ka*çiş) (escape), kapan-ış (ka*pa*niş) (closing, closure), kurtul-uş (kur*tu*luş) (liberation), kurul-uş (ku*ru*luş) (foundation), sat-ış (sa*tış) (sale), sür-üş (sü*rüş) (drive, driving), tüken-ış (tü*ke*niş) (exhaustion).
yakar-ış (ya*ka*riş) (appeal), yalvar-ış (yal'va*riş) (beseeching), yüksel-ışı (yük*se*liş) (rise, growth), yürü-/yüş (yü*rü*yüş) (walk)

MORPHEMES ATTACHED TO VERBS TO PRODUCE ADJECTIVES

[İ.Cı] allomorphs: ₪ [i.cı, i.ći, ü.cü, u.çi]

del-i.çi (de*li*çi) (piercing), kal-i.çi (ka*li*çi) (lasting), sarş-i.çi (sar*și*çi) (shocking), yaraş-i.çi (ya*rși*çi) (creative), bulas-i.çi (bu*la*și*çi) (contagious), şaşırt-i.çi (şa*şır*ți*çi) (confusing), yak-i.çi (ya*kı*çi) (burning), öğüt-ü.çü (ö*gü*tü*çü) (grinding), tazele-/y/i.çi (ta*ze*le*yi*çi) (refreshing), iit-i.çi (i*ti*çi) (repulsive), aldat-i.çi (al*da*ți*çi) (deceptive), üz-ü.çü (üzü*çü) (saddening), doyur-u.çu (do*yu*ru*çu) (satisfying), geç-ici (ge*çi*çi) (temporary), ez-i.çi çoğunluk (overwhelming majority), sık-i.çi (si*kı*çi) (boring), yık-i.çi (yı*kı*çi) (destructive, devastating), koru-/y/u.çu (ko*rü*-yu*çü) (protective), kiır-i.çi (kı*ri*çi) (injurious, unkind), yan-i.çi (ya*ni*çi) (inflammable), üz-ü.çü (painful).

[İK] allomorphs: ₪ [ik, ik, ük, uk, ek, ak]

aç-ık (a*çık) (open), kiır-ık (ki*lık) (broken), bat-ık (ba*tık) (sunken), göç-ük (gö*çük) (collapsed), del-ık (de*lık) (pierced, hole), ez-ık (e*zik) (mashed), eğ-ık (e*ğık) (bent), çürü-ük (çü*rük) (decayed), art-ık (ar*tık) (left over), kaç-ık (ka*çık) (silly), çatla-ak (çat*laक) (crack), kaç-ak (ka*çak) (escaped), çek-ık (çe*ık) (slanting), çık-ık (çi*ık) (dislocated), ürık-ek (ür*keक) (timid, shy), kork-ak (kor*kaक) (cowardly), gevşe-ek (gev*şek) (loose)

Note: The last syllables are stressed.

[Kın] allomorphs: ₪ [gin, gin, gün, gun, kin, kin, kün, kun]

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

[Ir] allomorphs: ₪ [er, ar]

çal-ar saat (ça*laɾ) (alarm clock), ak-ar su (running water), gülers yüz (smiling face), koş-ar adım (running pace), uyuru-gez-er (sleep walker).
**[EN]** allomorphs: ♫ [en, an]

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

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

**[MİŞ]** allomorphs: ♫ [miş, müş, muş]

doğ-*muş (faded), değiş-*miş (changed), karış-*miş (mixed), beyazlaş-*miş (whitened), bağlan-*miş (tied, connected), ertelen-*miş (postponed), kizar*til-*miş (fried), tasarlan-*miş (planned), yıkan-*miş (washed), geliştiril-*miş (improved), düşün-len-*miş (knotted), aydınlan-*miş (enlightened), zorlan-*miş (forced), boşan-*miş (divorced), unutul-*muş (forgotten), orül-*muş (knitted), kizar-*miş (fried, reddened), üretil-*miş (produced), bayil-*miş (fainted), unutulma-*miş (unforgotten), kayna-*miş (boiled), don-*muş (frozen), geliş-*miş (developed), değiş-*miş (modified), koku*muş (foul).

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

**[SEL]** allomorphs: ♫ [sel, sal]

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

**MORPHEMES ATTACHED TO NOUNS TO PRODUCE VERBS**

**[LE]** allomorphs: ♫ [le, la]

el-le (el*le) (touch), bağ-*la (bağ*la) (tie), baş-*la (baş*la) (beğin, start), te-*ker-*le (te*ker*le) (roll), göz-*le (göz*le) (observe), kutu-*la (ku*tu*la) (put in boxes), damga-*la (da*ga*la) (stamp), tuz-*la (tuz*la) (salt), leke-*le (le*ke-*le) (stain), tekme-*le (tek*me*le) (kick), sür-*gü-*le (sür*gü*le) (bolt), düzey-*le (düz*le) (arrange), yağ-*la (yağ*la) (lubricate, oil), taş-*la (taş*la) (throw stones), yel-*le (yel*le) (fan), denge-*le (den*ge*le) (balance), sergi-*le (ser*gi*le) (exhibit), bağ-*la (forgive), su-*la (water), kaşık-*la (spoon into greedily), kazık-*la (cheat), yarg-*la (judge), kalbur-*la (sift), ilaç-*la (apply pesticide), ak-*la (acquit), köstek-*le (hamper), bes-*le (feed), algi-*la (detect), firça-*la (brush up), orta-*la (centre), ezber-*le (memorize), uygu-*la (apply),
ağır-la (show hospitality), av-la (hunt), bağ-la (tie, connect), suç-la (con- demn), yol-la (send), ates-le (fire), belge-le (certify), kilit-le (lock), ter-le (perspire), çimdik-le (pinch), göz-le (observe), fiş-le (blacklist someone), iş-le (work), çaba-la (strive). ek-le (add), yük-le (load), iz-le (follow), giz-le (hide), ezber-le (memorize), mühür-le (seal), yargı-la (judge), sira-la (put in order), gür-le (thunder, roll), çın-la (ring), ot-la (graze), kol-la (watch, protect), sol-la (overtake), oy-la (vote), omuz-la (shoulder), hıza-la (hi*za:*la) (align), parça-la (tear up), gaga-la (peck), düz-le (flatten), giz-le (hide)

MORPHEMES ATTACHED TO ADJECTIVES TO PRODUCE VERBS

[İR] allomorphs: ♪ [ir, ir, er, ar]

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

[LEŞ] allomorphs: ♪ [leş, laş]

güzel-leş (get beautiful), sık-laş (get oftener, get tighter), ağırlaş (get heavier), sağırlaş (get deaf), derin-leş (deepen, get deeper), kaba-laş (get ruder), yeşil-leş, yeşil-len (turn green). Some adjectives like “kırımzi” may be either “kırımılaş” or “kızar” (get or turn red). “Kısa” becomes “kısal” (get shorter). “Uzun” becomes “usaha” (get longer).

Examples: Günler kısalıyor. Days are getting shorter. Günler uzuyor. (“not uzayor”) Days are getting longer.

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

Uzun → uzat (u*ızat) “Onu uzat.” (Make it longer.); kısa → kısalt (kı*salt) “Onu kısalt.” (Make it shorter.); büyük → büyüt (bü*yüt) “Onu büyüt.” (Make it larger.); Kücük → küçült (kü*çült) “Onu küçült.” (Make it smaller.); kara → karart (ka*art) “Onu karart.” (Make it darker.); derin → derinleştir (de*rin*leş*tir) “Onu derinleştir.” (Make it deeper.)

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

THE INFLECTIONAL MORPHEMES AND THEIR ALLOMORPHS

Inflectional morphemes and their allomorphs are the suffixes in Turkish attached to nouns, pronouns, nominal phrases, verbs, and verb frames
signalling change in such grammatical functions as tense, voice, mood, person, number, etc.

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

[İ] allomorphs: ♫ [i, ı, ü, u]

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


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

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

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


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

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

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

Ahmet saw Hasan. Ahmet saw me. Ahmet saw the rabbit.
Ahmet (bir) araba aldı. Ahmet kitap okuyor.
Ahmet bought a car. Ahmet is reading a book.

Ahmet kitap okumaz. Ahmet does not read books.

[E] allomorphs: ♫ [e, a]

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

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

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

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

[DE] allomorphs: ♫ [de, da, te, ta]

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

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

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

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

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

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

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

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

Ayşe okul-dan geliyor. Ayşe is coming from school.
The teacher is looking out of the window.

Ahmet came back from The U.S.A.

Count from ten to twenty.

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

English sequence:  
I love you.

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

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

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

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

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

1a: All pronouns can be used as subjects such as: "ben", "sen", "o", "biz", "siz", "o/n/-lar". (I, you, he, she, it, we, you, they)
1b: All pronouns can be used as objects such as "ben-i", "sen-i", "o-/n/u", "biz-i", "siz-i", "o/n-/lar-i" (me, you, him, her, it, us, you, them)

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

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


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


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

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

'Bir adam sen-i kapı-da bekliyor. A man is waiting for you at the door. Bazı kuşlar sonbahar-da güney-e göç ederler. Some birds migrate to south in autumn.

Bahçede bir saat buldum. I found a watch in the garden. Ayşe bir kompozisyon yazıyor. Ayş is writing a composition.

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

4a: The verbs that are suffixed by ♫ [mek, mak] allomorphs.
4b: The verbs that are suffixed by ♫ [me, ma] allomorphs.
4c: The verbs that are suffixed by ♫ [iş, iş, üş, uş, eş, aş] allomorphs.
4d: The verbs that are suffixed by ♫ [dik, dik, dük, duk, tık, tik, tük, tuk].

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

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

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

40
Jack Türkçe öğrenmek istiyor. Jack wants to learn Turkish.
Fatma balık kızart-mak istemiyor. Fatma doesn't want to fry fish.
Uyu-mak istiyorum. I want to sleep.

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

H erkes ben-i görmek için ayağa kalktı. Everybody stood up to see me. Öğretmen ben-i daha iyi görmek için gözlüklerini taktı. The teacher put on her glasses to see me better. Bir spor araba al-mak için para biriktiriyor. She is saving money to buy a sports car. Sen-i ikna etmek için ne yapmalıım? What should I do to convince you?

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

Mary-in ağla-mak-si hepiniz-i üzdü. Mary's crying made us sorry.

Ahmet'in okul-a geç gel-mek-si öğretmen-i kızdırdı.

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

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

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

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

Baba-am futbol oynama-am-i istemiyor.

(Biz) mac-in bit-me-si/n/i bekledik. We waited until the match ended.
4ca: The ♫ [ış, ış, üş, uş, es, aş] infinitives can be used in noun compounds in a limited number in certain expressions:

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

noun compound (subj) adjective verb (be)

subject (NP) predicate (VP)

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

subject noun compound-/-n/ü |

| NP object (NP) verb |

(predicate) VP

The players waited until the final whistle of the match.

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

“(ben-im) git-tik-im”, “(sen-in) git-tik-in”, “(o-/n/un) git-tik-i”, “(biz-im git-tik-im-
iz”, “(siz-in) git-tik-in-iz”, “o/n-/lar-in git-tik-i”. (be*nim / git*ti*ğim), (se*nin /

git*ti*ğin), (o*nun / git*ti*ği), “(ben-im) gör-dük-üm”, “(sen-in) gör-dük-ün”.

“(biz-im / gör-dük-üm-üz)”, etc.

The noun compounds above can be used as objects:

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

subj noun compound-i-/n/i |

| NP (object) NP verb |

(predicate) VP

The same noun compounds can also be used as determiners:

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

(noun compound) noun | determined | verb

| subject determined noun | subject predicate |

| NP | NP | VP |

Detailed examples are given in the transformational section.

**ADVERBS AND ADVERBIALS**

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

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

subj adverbial adverbial adverbial verb adverbial adv

| NP (predicate) VP | NP (predicate) VP |
The girls entered the class cheerfully.

The girls entered the class cheerfully.

Fatma saw a skeleton when she opened the door.

Fatma saw a skeleton when she opened the door.

THE TRANSFORMATIONAL ACTIVITY OF THE LOGIC

The human mind can logically transform a simple sentence into a learned nominal phrase, an adverbal phrase or clause in order to insert them in the "subject + predicate", or "subject + verb + object" storages in which all sentences take form.

Thought and language are mental faculties that are independent of one another, but they act interdependently. One stores morphemes, which are the only language units loaded with meaning, into his memory out of sequence. However, when the time comes to produce a sentence, the mind searches through its memory to find the most suitable morphemes matching his sets of thought, and organizes them in a sequence.

He divides his thought into two logical parts called subject and predicate (Nominal Phrase "NP", and Verbal Phrase "VP"). To understand how these two logical parts are expressed in sign language, let us take an imaginary journey to the long past to fancy how our ancestors used "NP + VP" basic sentence producing device.

As human beings did not know how to communicate in words on those days, perhaps one of them pointed to some birds, and imitated a bird fluttering its wings trying to mean "Birds fly" or "The birds are flying".

In the above imaginary sentences, there are two main parts,"birds", and "fly" (subject and predicate), which Chomsky calls them "NP + VP". From then on, throughout centuries, human beings have been busy inserting what they want to say into these two basic sentence components.

The human intellect is so skillful that it can logically transform simple sentences into learned nominal phrases to fit them into the "NP" segment of the "NP + VP" sentence-producing pattern. It manages this activity in such a way that although their forms are transformed into different structures,
these structures stay loaded with the same meaning in different inflectional (grammatical) patterns. Consider the following:

1. The birds were flying. ✧ the birds that were flying
   \[\text{NP} \quad \text{VP} \quad \text{NP} \]
2. The birds were flying. ✧ that the birds were flying
   \[\text{NP} \quad \text{VP} \quad \text{NP} \]
3. Birds eat insects. ✧ the birds that eat insects
   \[\text{NP} \quad \text{VP} \quad \text{NP} \]
4. Birds eat insects. ✧ that birds eat insects
   \[\text{NP} \quad \text{VP} \quad \text{NP} \]
5. Birds eat insects. ✧ the insects that the birds eat
   \[\text{NP} \quad \text{VP} \quad \text{NP} \]
6. Roses are beautiful. ✧ the roses that are beautiful ✧ the beautiful roses
   \[\text{NP} \quad \text{VP} \quad \text{NP} \]
7. Roses are beautiful. ✧ that roses are beautiful
   \[\text{NP} \quad \text{VP} \quad \text{NP} \]

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

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

1. I saw the birds that were flying above my head
   \[\text{NP} \quad \text{V} \quad \text{NP} \quad \text{NP} \quad \text{adverbial} \quad \text{VP} \]
2. My boss said that the birds were flying in my head.
   \[\text{NP} \quad \text{V} \quad \text{NP} \quad \text{NP} \quad \text{adverbial} \quad \text{VP} \]
3. The birds that eat insects are useful.
   \[\text{NP} \quad \text{VP} \quad \text{VP} \]
4. Everybody knows that birds eat insects.
   \[\text{NP} \quad \text{V} \quad \text{NP} \quad \text{VP} \quad \text{VP} \]
5. The insects that the birds eat are harmful.
   \[\text{NP} \quad \text{VP} \quad \text{VP} \]
6. The roses that are beautiful smell sweet.

\[
\begin{array}{l}
\text{NP} \quad \text{VP} \\
\text{The beautiful roses smell sweet.}
\end{array}
\]

7. Everybody thinks that roses are beautiful.

\[
\begin{array}{l}
\text{NP} \quad \text{V} \quad \text{NP}
\end{array}
\]

In general, as soon as thought is materialized in morphemes in a language, they are separated into words, and placed into the linear logical phrase structure sequence. While this process is going on, the phonological rules of the language simultaneously divide the words into syllables and harmonize them in agreement with the general sound system of the language.

The logical, morphemic, and oral (phonological) sequences behave independently of one another in coordination to produce sentences.

A morpheme that changes the meaning of a root or stem is called a derivational morpheme (yapım eki); the other one, which does not change the meaning of a stem, is called an inflectional morpheme (çekim eki). Both the derivational and inflectional morphemes are bound morphemes.

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

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

**FORM AND FUNCTION IN LANGUAGES**

Form and function are different notions in languages. Form is the physical structure of a language unit, but function is the syntactic role of the same unit in a sentence.

We can see this difference between the two notions in the following English and Turkish sentences:
Jane is dancing on the table:

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

The books on the table are mine:

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

Jack is running to school:

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

I read the books that I borrowed from the library:

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

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

✫✫✫

In Turkish, the [E], [DE], [DEN] and [LE] morphemes (in fact their allomorphs ✫ [e,a], [de, da, te, ta], [den, dan, ten, tan], [le, la]) are attached to nouns, pronouns or infinitives. When these nouns, pronouns, or infinitives are used without these allomorphs, they may be used as subjects, or objects in sen-
tences. These nouns are **structurally** and **syntactically** nouns. However, when these nouns, pronouns or infinitives are attached to the allomorphs above, they are structurally “noun-e”, “noun-de”, “noun-den” and “noun-le” units (In Turkish, ismin “e”, “de” and “den” hali), which syntactically function as **adverbs** and called **adverbials** in sentences:

```
Ben bir kitap aldım. I bought a book
```

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

```
Jack okul-a gitti. Jack went to school.
```

```
Jack okul - da - dir. Jack is at school.
```

```
```

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

### USING ADJECTIVES AS ADVERBS

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

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

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

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

Bu araba **yavaş** gider. (adverb) This car goes **slowly**. (adverb)
O güzel bir kızdır. (adjective) She is a beautiful girl. (adjective)
O güzel şarkı söyler. (adverb) She sings beautifully (well). (adverb)

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

O yavaş yavaş yürüyor.  He is walking slowly.
Biz hızlı hızlı yürüdük.  We walked quickly.
Onlar tenbel tembel oturuyorlar.  They are sitting lazily.
Arsız arszı sırtıyordu.  He was grinning impudently.
Güzel güzel oynayın.  Play like good children. Don’t be mischievous.
Onları sık sık ziyaret ettim.  I visited them frequently.
Kara kara düşünüyordu.  He was thinking hopelessly.
Derin derin düşündü.  He thought deeply.

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

Şakır şakır yağmur yağ-ı.yor.
(şa*kır / şa*kır / yağ*mur / ya*ği*yor ↵)
It is raining cats and dogs. (heavily)

Mışıl mışıl uyu-u.yor.
(mi*şil / mi*şil / u*yu*yor ↵)
She is sleeping soundly.

Bebek tipişi tipiş yürü-ü.yor.
(be*bek / ti*piş / ti*piş / yü*rü*yor ↵)
The baby is toddling.

Kıkır kıkır gül-ü.yor.
(ki*kır / ki*kır / gü*lü*yor ↵)
She is giggling.

Kara kara düşün-ü.yor-du.
(ka*ra / ka*ra / dü*şü*nü*yor*du ↵)
He was thinking gloomily.
The men were working like hell.

The lights of the Bosphorus Bridge glitter at night.

I don’t like her kissing me noisily.

She is always crunching potato chips while watching television.

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

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

The birds were twittering.

He was eating greedily.

He speaks Turkish fluently. He is speaking Turkish fluently.

The thief sneak ed into my room.
İşler tıklar tıklar yüreğin yor-du.
(ış*ler / tı*ker / tı*ker / yũrũ*yor*du*)

Everything was going on perfectly (like clockwork).

**THE INFINCTIONAL MORPHEMES**

**Çekim Ekleri**

**THE DEFINING [ı] MORPHEME AND ITS ALLOMORPHS:**

aña [i, i, ü, u]

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

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

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

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

ben-i (be ‘nĩ) (me); sen-i (se ‘nĩ) (you); o-/n/u (o *nu) (him, her, it); biz-i (bī ‘zi) (us); siz-i (si ‘zĩ) (you); o/n/la-r-i (on *la ‘ri) (them); ek-i (e *kĩ) (the suffix); yük-ü (yũ ‘kũ) (the load); at-i (a ‘tĩ) (the horse); ig-i (i ‘pĩ) (the rope); çek-i (če ‘kĩ) (the check); iç-i (i ‘çĩ) (the inside); Hasan-ı (ha ‘sa ‘nĩ); ot-ũ (o ‘tu) (the grass); kök-ũ (kö ‘kũ) (the root); göğ-ũ (gō ‘çũ) (the migration); süt-ũ (sũ ‘tũ) (the milk); aşk-ı (as ‘kĩ) (the love); Jack-ı (ce ‘kĩ); üst-ũ (üs ‘tũ) (the upper side).

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

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

kag-i (ka ‘bĩ) (the cover); gok-ü (gō ‘ğũ) (the sky); der-i (der ‘dí) (the trouble); denk-i (den ‘gũ) (the equal); renk-i (ren ‘gĩ) (the color); tať-ı (ta ‘dí): (the taste), but ağił-ı (ak ‘lı) (the wisdom), şekli-i (šek ‘lı) (the shape)
If the polysyllabic nouns end with /pl/, /tl/, /kl/, or /ç/ consonants, these unvoiced consonants change into their voiced allophones /b/, /d/, /g/, or /ç/ respectively when they take the [i, ı, ü, u] allomorphs. These allomorphs are also used attached to the third person possessed nouns:

çorap-i (çor*ra*bı) (the sock, his sock); şarap-i (şa*ra*bı) (the wine, his wine); dolap-i (do*la*bı) (the cupboard, her cupboard); tarak-i (ta*rą*ği) (the comb, her comb); eşek-i (e*şe*ği) (the donkey, his donkey); ekmek-i (ek*me*ği) (the bread, his bread); yüzük-ü (yü*zü*ği) (the ring, her ring); terlik-i (ter*li*ği) (the slipper, her slipper); tüfek-i (tü*fe*ği) (the gun, his gun); köpek-i (kö*pe*ği) (the dog, her dog); bebek-i (be*be*ği) (the baby, her baby); yemek-i (ye*me*ği) (the meal, his meal); kabak-i (ka*ba*ği) (the marrow); gözlük-ü (göz*❧ü*ği) (the eyeglasses); parmak-i (par*ma*ği) (the finger); çiçek-i (çi*çe*ği) (the flower); böcek-i (bö*ce*ği) (the insect); yasağ-i (ya*sa*ği) (the prohibition); küllük-ü (kü*liqu*ği) (the ashtray); bacak-i (ba*ca*ği) (the leg); biçak-i (bi*ça*ği) (the knife); bardak-i (bar*dą*ği) (the glass); delik-i (de*li*ği) (the hole); çak-mak-i (çak*ma*ği) (the lighter); ağac-i (a*ga*çı) (the tree); büyütmeç-i (bü*yü*te*çı) (the magnifier); dönemeç-i (dön*me*çı) (the corner); yoğurdu (yo*gur*du) (the yogurt)

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

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

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

Okul-u (o*ku*lı) (the school or his school); tavani (ta*va*ni) (the ceiling or its ceiling); orman-i (or*ma*nı) (the forest or his forest); kalem-i (ka*le*mı); defter-i (def*te*rı) (the notebook or his notebook); pantolon-u (pan*to*lon-u) (the trousers or his trousers);

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

araba-lyi (a*ra*ba*yı) (the car); pencere-/y/i (pen*ce*re*yı) (the window); kahve-/y/i (kah*ve*yı) (the coffee); testi-/y/i (tes*ti*yı) (the jug); fare-/y/i (fa:*re*yı) (the mouse); kedi-/y/i (ke*di*yı) (the cat); torba-/y/i (tor*ba*yı)
(the sack); **elma-ı/yi** (el*ma*yi) (the apple); **kasaba-ı/yı** (ka*satba*yı) (the town); **öykü-ı/yü** (öy*kü*yü) (the story); **salata-ı/yı** (sa*la*ta*yı) (the salad); **martı-ı/yı** (mar*tı*yı) (the seagull); **süpürge-ı/yı** (sü*pür*ge*yı) (the broom); **su-ı/yu** (su*yu) (the water); **sene-ı/yı** (se*ne*yı) (the year); **hali-ı/yı** (ha*li*yı) (the carpet); **kamera-ı/yı** (ka*me*ra*yı) (the camera); **havlu-ı/yı** (hav*lu*yı) (the towel); **duyu-ı/yu** (du*yu*yu) (the feeling); **duyu-ı/yu** (du*yu*yu) (the sense); **poğaça-ı/yı** (po*ğa*ça*yı) (a kind of pastry).

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

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

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

O **ben-i** gördü.  She saw me.
Ben **onlar-i** gördüm.  I saw them.
Biz **Jack-i** gördük.  We saw Jack.
**Avcı tavşan-i** gördü.  The hunter saw the rabbit.
Çocuklar **geldi**.  The children have arrived.
The indefinite articles, such as the ones in the following examples, “bir avci”, “tüm avcılar”, “bazi avcılar” are the equivalents of “a hunter”, “all hunters”, “some hunters” respectively. “Avcılar-dan bazi-lar-ı”, “bazi-im-ız”, “bazi-lar-im-ız”, “bazi-lar-in-ız”, “bazi-lar-ı” are the equivalents of “some of the hunters”, “some of us”, “some of you” and “some of them”.

As in all suffixes, one of the ₣ [i, i, ü, u] allomorphs are attached to definite nouns or pronouns following the vowel harmony rules when they are in the object position:

ev-i (e*vi) (the house); et-i (e*ti) (the meat); arslan-i (ars*la*nı) (the lion); okul-u (o*ku*lu) (the school); telefon-u (te*le*fo*nu) (the telephone); televizyon-u (te*le*viz*yo*nu) (the television); ben-i (be*nı) (me); sen-i (se*nı) (you); o-/n/u (o*nu) (him, her, it); biz-i (bi*zı) (us); siz-i (si*zı) (you); o/n-/lar-ı (on*la*nı) (them); tüm avcılıɾ-ı (tüm / av*ci*la*nı) (all the hunters); bazı-lar-im-ız (ba:*zi*la*nı*mi*zı) (some of us); bazı-lar-im-ız-ı (ba:*zi*la*nı*mi*zi) (some of us); hep-im-ız (he*pi*miz) (all of us); hep-im-ız-ı (he*pi*mi*zi) (all of us); hep-im-in-ı (he*pi*ni*zı) (all of you); hep-im-in-ı (he*pi*ni*zi) (all of you); bazı-lar-ı (ba:*zi*la*nı) (some of them); bazı-lar-ı-in/ı (ba:*zi*-la*nı*ni) (some of them); kim-i (ki*mı) (whom).

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

**Some of us** did not understand the lesson. **Bazılarımız** dersi anlamadı.
The teacher wanted to see **some of us**. Öğretmen bazılarımız-ı görmek istedi. **All of us** were eager to go to the concert. **Hepimiz** konserine gitmeye istekliydi.
The teacher punished **all of us**. Öğretmen hepimiz-i cezalandırdı.

Consider and compare the Turkish sentences with the English ones:

**Bazı öğrenci-ler dün okul-a gel-me-di.**
(ba:*zi / oğ*ren*ci*ler / dün / o*ku*la / gel*me*di (~))
Some students didn’t come to school yesterday.

**Öğrenci-ler-den bazı-lar-ı dün okul-a gel-me-di.**
(oğ*ren*ci*ler*den / ba:*zi*la*nı / dün / o*ku*la / gel*me*di (~))
Some of the students didn’t come to school yesterday.

**Öğretmen öğrenci-ler-den bazı-lar-ı-in/ı gör-mek iste-di.**
(oğ*ret*men ~ / oğ*ren*ci*ler*den / ba:*zi*la*nı*ni / gör*mek / is*te*di (~))
The teacher wanted to see some of the **students**.
Note: The (~) sign shows a sustained juncture (duraklama aralığı) in a sentence. The syllables printed in bold face show the primarily stressed syllables, and the syllables printed in italics show the secondarily stressed ones. Te weak or unstressed syllables are showed in normal letters. The primarily stressed syllables are far more important for the learners of Turkish. Therefore, they may ignore the secondarily stressed syllables until they reach an advanced level. Another point that the readers should consider is that, in this book, while the morphemes are showed written in capital letters in square brackets like “[DEN]”, the allomorphs of the same morpheme are written in small letters in square brackets such as ḟ [den, dan, ten, tan].

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

araba-/y/ı (a*ra*ba*ţi), testi-i (tes*ti*yı), türkü-/y/ü (tür*kü*yü), uç-ma-/y/ı (uç*ma*yı), bekle-me-/y/ı (bek*le*me*yı), sev-il-me-/y/ı (sev*il*me*yı), ağlama-/y/ı (ağ*la*ma*yı), anlaş-ma-/y/ı (an*la*ş*ma*yı), tarılt-ma-/y/ı (tar*til*ma*yı)

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

tüfek-i (tü*fe*ği) (the gun); köpek-i (kö*pe*ği) (the dog); bebek-i (be*be*ği) (the baby); eşek-i (e*şe*ği) (the donkey); yemek-i (ye*me*ği) (the meal); kabağı (ka*ba*ğı) (the marrow); gözük-ü (göz*lük*ü) (the eyeglasses); parmak-i (par*ma*ği) (the finger); çiçek-i (çi*çe*ği) (the flower); böcek-i (bö*ce*ği) (the insect); yasak-i (ya*sak*ği) (the prohibition); taraf-i (tar*a*ği) (the comb); ekmek-i (ek*me*ği) (the bread); küllük-ü (küllük*ü) (the ashtray); bacak-i (ba*ca*ği) (the leg); biçak-i (bi*ca*ği) (the knife); bardak-i (bar*da*ği) (the glass); delik-i (de*lik*ği) (the hole); çakmak-i (çak*ma*ği) (the lighter); yüzük-ü (yü*zük*ü) (the ring); kaşık-i (ka*şi*ği) (the spoon); çocuk-u (ço*cu*ğu) (the child)

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

kebap-i (ke*ba*bi) (the kebab); kasap-i (ka*sa*bi) (the butcher); ağac-i (a*ğa*çı) (the tree); ögüttü (ö*ğu*tü) (the advice); corap-i (ço*ra*bi) (the
sock); sebep-i (se*be*bi) (the reason); derî-i (der*di) (the trouble); sokak-i (so*ka*ği) (the street); uzak-i (u*za*ği) (the distance); ayak-i (a*ya*ği) (the foot). When the words above and below are not thought important, the last syllables of these words are secondarily stressed.

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

saat-i (sa*a*ti) (the watch); sanaṭ-i (san*a*ti) (the art); hayaṭ-i (ha*yâ:*ti) (the life); demeṭ-i (de*me*ti) (the bunch); kabahat-i (ka*ba*ha*ti) (the fault); sepeṭ-i (se*pe*ti) (the basket).

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

kanun-u (ka*nû:*nu); ruhum-u (ru:*hu*mu); usul-ü (u*su:*lü); vicdan-ı (vic*da:*ni); ahbap-ı (ah*ba:*bi); kitap-ı (ki*ta*bi); kaza/-y/i (ka*za:*yi).

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

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

[LE] allomorphs:  

be-n-im-le (be*nim*le) (with me), sen-in-le (se*nin*le) (with you), o/-in/un-la (o*nun*la) (with him, with her, with it), bizi-im-le (bi*zim*le) (with us), siz-in-le (si*zin*le) (with you), o/n/-lar-la (on*lar*la) (with them), uçak-la (u*çak*la) (by airplane), otobüs-le (o*to*büs*le) (by bus), saygı/y/-la (say*gy*la) (with respect), hiddet-le (hid*det*le) (in rage), sopay/-la (so*pay*la) (with a stick), at-la (at*la) (on horseback), acelé/-y/-le (acelé*ley*le) (in a hurry), dikkat-le (dik*kat*le) (carefully, with care), sa*bir*la (patiently, with patience), inat-la (obstinately), korku/y/-la (kör*ku*la) (fearfully), istah-la (greedily), hiz-la (quickly), keygî/y/-la (key*gy*la) (with anxiety), gurur-la (proudly), acî/y/-la (painfully, in pain), cesaret-le (bravely), neşe/-y/-le (neş*ey*le) (cheerfully), Jack’-le (with Jack), kılıç-la (with a sword), güçlük-le (with difficulty), kolaylık-la (easily), yanlışlık-la (by mistake), mürekkep-le (in ink), kuruş kalem-le (in pencil), bir kuruş kalem-le (with a pencil), genellik-le (generally), dürüstlük-le (honestly), kolaylık-la (easily, with ease), istek-le (willingly), hisim-la (furioulsy, angrily), ozen-le (carefully), özlem-
le (longingly), tören-le (with ceremony), el-le (el*le) (manually), istek-le (ambitiously, eagerly), para/y/-la (pa*ray*la) (in cash), çek-le (çek*le) (by cheque), sabır-la (sa*br*la), inat-la (i*nat*la) (obstinately)

O sinema-/y/a ben-im-le git-ti.
(o si*ne*ma*ya / be *nim*le / git*ti ḳ)
Sh went to the cinema with me.

Ahmet compozisyon-u dikkat-le yaz-dı.
(ah*met / kom*po*zi*si*yon*u / yaz*di ḳ)
Ahmet wrote the composition carefully.

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

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

sabah-le.yin (in the morning), öğle-le.yin (oğ*le*yin) (at noon), akşam-le.yin (ak*sa*mar*le*yin) (in the evening), gece-le.yin (ge*ce*le*yin) (at night).

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

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

ben → ba*na, ben-de (ben*de), ben-den (ben*den), ben-im-le (be*nim*le)

sen → sa*na, sen-de (sen*de), sen-den (sen*den), sen-in-le (se*nin*le)

o → o/-na (o*na), o/n/-da (on*da), o/n/-dan (on*dan), o/-n/un-la (o*nun*la)

biz → bizi*ze, biz-de (biz*de), biz-den (biz*den), biz-im-le (bi*zim*le)

siz → siz-ze (si*ze), siz-de (siz*de), siz-den (siz*den), siz-in-le (si*zin*le)

onlar → o/n/-lar-a (on*la*ra), o/n/-lar-da (on*lar*da), onlar-dan (on*lar*dan), onlar-la

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

bekle-mek → beklemek-e (This form is not used; “bekle-me/y/-e” (bek*le*-me*ye) is used insted.), bekle-mek-te (bek*le*mek*te), bekle-mek-ten (bek*le*mek*ten), çalış-mak-tan (ça*lish*mak*tan), bekle-mek-le (bek*le*mek*le)
bekle-me → bekleme-/s/i/-n/e (bek*le*me*si*ne), bekleme-/s/i/n/-de (bek*-le*me*sin*de), bekleme-/s/i/n/-den (bek*le*me*sin*den). These are the possessed parts of the noun compounds, such as:

(Ben) onun bekleme-/s/i/-n/e alışkınım. I am accustomed to his waiting.

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

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

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

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

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

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

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

He went to school. “to + noun” (preposition + noun) (prepositional phrase)
[E] allomorphs: ♫ [e, a]

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

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

Jack oku-la git-ti. ("Git" is intransitive.)
(jack / o*ku*la / git*ti ~)
Jack went to school.

Ahmet e-v-e gel-di. ("Gel" is intransitive, (e*ve) is an adverbial.)
(ah*met / e*ve / gel*di ~)
Ahmet came home. (No preposition is used because "home" is an adverb here.)

Onu biz-e ver. ("Ver" is transitive, "onu" is its object, "biz-e" is an adverbial.)
(o*nu / bi*ze / ver ~)
Give it to us.

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

Onu bura-/y/a getir. (o*nu / bu*ra*ya / ge*tir ~) ("Bura" is a noun.)
("Getir" is transitive, "onu" is its object, "bura-/y/a" is an adverbial.)
Bring it here. ("Here" is an adverb in English.)

Onu bahçe-/y/e götür. (o*nu / bah*çe*ye / gö*tür ~)
("Götür" is transitive, "onu" is its object, "bahçeye" is an adverbial.)
Take it to the garden.

Onu ora-/y/a götür. ("Ora" is a noun in Turkish.)
(o*nu / o*ra*ya / gö*tü*r ~) ("Ora-/y/a" is an adverbial.)
Take it there. ("There" is an adverb in English, so no preposition is needed.)
O-/n/u bana getir. (o*nu / ba*na / ge*tir ∼) (“Getir” is transitive, “o-/n/u” is its object, “bana” is an adverbial.)
Bring it to me. (“Bring” is transitive, “it” is its object, and “to me” is a prepositional phrase used as an adverbial.)

O/n/-lar okul-a koş-tu-lar.
(on*lar / o*ku*la / koş*tu*lar ∼)
They ran to school.

Ahmet vazo-/y/u masa-/y/a koy-du.
subj obj adverbial V
(ah*met / va*zo*yu / ma*sa*ya / koy*du ∼)
Ahmet put the vase on the table.

(Sen) o-/n/u masa-/n/in üst-ü-/n/e koy.
subj obj noun comp-/n/e adverbial phrase
(o*nu / ma*sa*niin / üs*tü*ne / koy ∼)
Put it on the table.

Fare (sen-in) yatak-in-in alt-i-/n/a sakla-an-di.
NP chain noun compound-/n/a V
(adverbial phrase)
(fa: *re / ya*ta*ğı* nin / al*ti*na / sak*lan*di ∼)
The mouse hid under your bed. (reflexive)

Jack kiz-lar-a bak-i.yor. (“kizlar-a” is an adverbial.)
(jack / kiz*la*ra / ba*ki*yor ∼)
Jack is looking at the girls.

(Biz) siz-e yardım et-me-/y/e karar ver-di-ik.
NP adverbial adverbial V
(si*ze / yer *dim / et*me*ye / ka*rar / ver*dik ∼)
We decided to help you. (“To help” is a prep phrase used as an adverbial.)

Jack’le George otobüs duraği-/n/a koş-tu-lar. (“Koş” is intransitive, “otobüs duraği” is a noun compound, “otobüs duraği-/n/a” is an adverbial.)
(jack’le / george~ / o*to*büs / du*ra*ğı*na / koş*tu*lar ∼)
Jack and George ran to the bus stop.

Öğretmen bana bak-ti. (“Bak” is intransitive, “bana” is an adverbial.)
(ög*ret*men / ba*na / bak*ti ∼)
The teacher looked at me. (“At me” is a prep phrs used as an adverbial.)
Jack threw the ball to me. ("To me" is an adverbial.)

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

Jack threw a stone at Mary's cat.

The teacher got angry with us.

We believe in God.

I trust you.

He advised me.

He didn't answer me.

We approached the city.

("Approach" is transitive, so it does not need a preposition.)
Düşman biz-e saldı-dı. ("Saldır" is an intransitive verb.)
(düş*man / bi*ze / sal*dir*di ~)
The enemy attacked us. ("Attack" is transitive; so no preposition is needed.)

O/n/-lar dağ-a tırman-dı-lar. ("Tırman" is intransitive in Turkish.)
(on*lar / da*ğa / tir*man*di*lar ~)
They climbed the mountain. ("Climb" is transitive in English.)

Bir avukat-a danış-a. ("Danış" is intransitive in Turkish.)
(bir / a*vuç*ta / da*nış ~)
Consult a lawyer. ("Consult" is transitive in English.)

İş-i tamamla-ma-/y/a karar ver-dı-ler. ("Tamamla-ma-/y/a" is an adverbial.)
(i*şi / ta*mam*la*ma*ya / ka*rar / ver*di*ler ~)
They decided to complete the work.

Deniz-e dal-dı.
(de*nize / dal*di ~)
He dived into the sea.

Onu bana açıkla.
(o*nu / ba*na / a*çık*la ~)
Explain it to me.

Onu bana tasvir et. (liaison)
(o*nu / ba*na / tas*vı:*ret ~)
Describe it to me.

Ben oğlum-a yüz-me öğret-ti-im. (ben / oğ*lum*ma / yüz*me / öğ*ret*tim~)
("Öğret" is transitive, "yüz-me" is its object, "oğlum-a" is an adverbial.)
I taught my son to swim. ("Teach" is transitive in English.)

O ben-i tekmele-di.
(be*ni / tek*me*le*di ~)
He kicked me.

Köpek küçük kız-a saldı-dı.
(kö*pek / küçük / k*i*za / sal*dir*di ~)
The dog rushed at the little girl. ("kız-a" is an adverbial.)

Köpek, küçük kız-in bacak-i-/n/i ısır-dı.
(kö*pek~ / küçük / k*i*zin / ba*ca*ği*nı / i*si*rdı ~)
The dog bit the little girl's leg.
Avcı kaplan-a ateş et-ti.
(av*ci / kap*la*na / a*tes / etti ~)
The hunter shot at the tiger. (Both "ateş etmek" and "shoot" are intransitive.)

Avcı kaplan-ı vur-du.
(av*ci / kap*la*ni / vur*du ~)
The hunter shot the tiger. (Both English and Turkish verbs are transitive.

Annem bana bağır-dı (beni azarladı).
(an*nem / ba*na / ba*gir*di ~) ("Bağırmak" is intransitive.)
Mother shouted at me.

Babam bana, "Dikkatli ol!" diye bağır-dı.
(ba*bam / ba*na / dik*kat*li / ol~ / di*ye / ba*gir*di ~)
"Be careful!" father shouted to me.

Trafik Polis-i sürücü-le r-e dur-ma-la-ri için işaret etti. (Turkish is intransitive.)
(tra*fi*k / po*li*si / sü*rü*çü*le*re / dur*ma*la*ri / i*çin / i*şan:ret ~ / etti ~)
The traffic police officer signaled the drivers to stop. (English is transitive.)

Çocuk-lar koş-ma-y/a başla-dı.
(ço*çuk*lar / koş*ma*ya / baş*la*di ~)
The children started running (to run).

O biz-e dön telefon et-ti. (Turkish is intransitive.)
(o / bi*ze / dön / te*le*fon ~ / etti ~)
He telephoned us yesterday. (English is transitive.)

Jack bana kız-dı.
(jack / ba*na / kız*di ~)
Jack got angry with me.

O bana Gül-dü. (Gülerek benimle alay etti.)
(o / ba*na / gül*du ~)
She laughed at me.

Sana katı!-1.yor-um.
(sa*na / ka*ti*li*yo*rum ~)
I agree with you.

O/n/-lar dokuz-da ey-e var-di-lar.
(on*lar / sa*at / do*kuz*da / e*ve / var*di*lar ~)
They arrived home at nine. (No preposition)
O/n/-lar, zaman-ın-da uçak alan-ı/-n/a var-di-lar.  
(on*lar ~/ za*ma:*nin*da / u*çak / a*la*ni*na / var*di*lar ~/)  
They arrived at the airport in time.

Erken kalk-ma/-y/a alışkı-n-im.  
(er*ken / kalk*ma*ya / a*liş*ki*nim ~/)  
I am accustomed to getting up early.

Çocukla-rı/-n/a düşkün-dür.  
(ço*cuk*la*na / düş*ku*n*dür ~/)  
She is fond of her children. (“Çocuklar-ı” is the second part of a noun compound: “kendi çocuklar-ı”.)

Everest Tepe/-s/i/-n/e tirman-ma/-y/a karar verdiler.  
(e*ve*rest / te*pe*si*ne / tr*man*ma*ya / ka*rar / ver*di*ler ~/)  
They decided to climb Mount Everest.

Sigara iç-me-em-e itiraz e-t-er mi-sin?  
(si*ga*ra / iç*me*me / i:*ti*ra:z / e*der / mi*sin ~/)  
Do you object to my smoking?

Para/-n/i gereksiz şey-le-r-e harca-ma.  
(pa*ra*nı / ge*rek*siz / şey*le*re / har*ca*ma ~/)  
Don't spend your money on unnecessary things.

Cumhuriyetçiler-e oy ver-di.  
(cum*hu:*ri*yet*çi*le*re / oy / ver*di ~/)  
He voted for the Republicans.

Kaza/-y/i yaya/-n/in üst-ü/-n/e at-ti.  
(ka*zalı ~/ ya*ya*ni / üst*ü*ne / at*ti ~/)  
He blamed the accident on the pedestrian.

Bir öğrenci ödye-v-i/-n/e odaklan-ma.ı-dir.  
(bir / öğ*ren*ci / ö*de*vi*né / o*dak*lan*ma*li*dir ~/)  
A student should concentrate on his homework.

Tüm para/-s/i/-n/i araba/-s/i/-n/a harcar.  
(tüm / pa*ra*sı*ni ~/ a*ra*ba*si*na / har*ca ~/)  
He spends all his money on his car. (In this sentence, “arabası” is the second part of a compound: “kendi arabası”.)

Tüm sürücü-ler trafik-te yoğun karbon diyoksis gaz-i/-n/a ma:ruz ka-ı-r-lar.  
All drivers are exposed to dense carbon monoxide smoke in heavy traffic.

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

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

[DE] allomorphs: ♫ [de, da, te, ta]

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

**Jack okul-da.** (adverbial)  
*Jack / o*"kul*"da ∼*)
Jack is at (in) school.

Kardeş-im ev-de.  
(kar*de*şim / ev*de ∼*)
My brother is at home.

Mary masa-da otur-u.yor.  
(mary / ma*sa*da / o*tu*ru*yor ∼*)
Mary is sitting at the table.

Mr. Brown hastane-de.  
(mis*tr / brown / has*ta*ne*de ∼*)
Mr. Brown is in hospital. (He is there to be cured.)

Mrs. Brown koca-/s/ı-/n/i gör-mek iç-in hastane-/y/e git-ti.  
(mi*sis / brawn / ko*ca*si*ni / gör*mek / i*çin / has*ta*ne*ye / git*ti ∼*)
Mrs. Brown went to the hospital to see her husband.

Sen*in kitap-*in ben-de.  
(se*nin / ki*ta*bin / ben*de ∼*)
Your book is with me.

Postaći kapi-da.  
(pos*ta*ci / ka*pr*da ∼*)
The mail carrier is at the door.

Kapi-da-ki postaci-/y/i tan*iz-1.yor mu-sun?  
(ka*pr*da*ki / pos*ta*ci*yi / ta*nı*yor / mu*sun ∼*)
Do you know the mail carrier at the door?
O/-n/un baş-ı dert-te.
(o\*nun / ba\*și / dert\*te ~)
He is in trouble.

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

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

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

(ki\*tap\*lar / ma\*sa\*da ~)
(The books are on the table. Are the books on the table yours?)

Kalem-ler kutu-da.  Kutu-da-ki kalem-ler kim-in?
(ka\*lem\*ler / ku\*tu\*da ~)
(The pencils are in the box. Whose are the pencils in the box?)

(pa\*pa*ğan / ka\*fes\*te ~)
(The parrot is in the cage. The parrot in the cage is colorful.)

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

Fiyat-ta uzlaş-ti-ık (anlaştık).
(fi\*yat\*ta / uzla\*ştik ~)
We agreed on the price.

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

Hızlı sür-mek-te işrar et-ti.
(hız\*li / sür\*mek\*te / is\*ra\*:ret\*ti ~) (infinitive-[DE])
He insisted on driving fast.
Ev-den (saat) sekiz-de ayır-dım.
(ev*den / se*kiz*de / ay*ril*dim ⇝)
I left home at eight (o’clock).

Okul-un kapı-sı/ni/-da bulu-al-im.
(o*ku*lun / ka*pi*sin*da / bu*lu*şa*lim ⇝) (noun compound-[DE])
Let’s meet at the door of the school.

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

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

Jack okul-dan ev-e gel-di.
(jack / o*kul*dan / e*ve / gel*di ⇝)
Jack came home **from** school.

Dün kütüphane-den birkaç kitap al-di-im.
(dün / kü*tü*pa:*ne*den / bir*kaç / ki*tap / al*dim ⇝)
I borrowed several books **from** the library yesterday.

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

Geç kal-dık-im için o/n/-dan özür dile-di-im.
(geç / kal*di*ği/tim / i*çin ~/ on*dan / ö*zür / di*le*dim ⇝)
I apologized **to** her for being late.

Çoğu kadın-lar fare-den kork-ar.
(co*ğu / ka*din*lar / fa:* re*den / kor*kar ⇝)
Most women are afraid of mice.

Oğlum-un tembelliği-i/n/-den rahatsız-im.
(oğ*lu*mun / tem*bel*li*ği/n/ ra*hat*si*zim ⇝)
I am annoyed **at** my son's laziness. (noun compound-[DEN])

Bizim şirketi-in sorun-lar-i/n/-dan haber-in yok mu?
(bi*zim / şir*ke*tin / so*run*la*rin*dan / ha*be*rin / yok / mu ⇝)
Aren’t you aware of the problems of our company?
Bir öğretmen, öğrenci-ler-i-/nin/soru-lar-i/nin-dan bık-ma-ma-li-dır.
(bir / öğ*ret*men / öğ*ren*ci*le*r/i*nin / so*ru*la*nin*dan / bik*ma*ma*li*dir)
A teacher shouldn't be tired of his students' questions. (noun comp-[DEN])

Onlar sabah-tan akşa-ma kadar çalış-tılar.
(on*lar / sa*bah*tan / ak*şar*ma / ka*dar / ça*lıș*ti*lar ~)
They worked from morning until night.

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

Bu heykel mermer-den yap-il-miş-tır.
(bu / hey*kel / mer*mer*den / ya*pi*l*miş*tir ~)
This statue is made of marble.

Yoğurt süt-ten yap-il-ı-tr.
(yo*ğurt / süt*ten / ya*pi*l*ır ~)
Yogurt is made from milk.

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

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

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

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

Onlar-dan yardım iste-mek zorun-da/yız.
(on*lar*dan / yar*di*m / iste*mek / zo*run*da*yız ~)
We have to ask them for help.

Ekonomi-den anla-*ma*. (Turkish is intransitive.)
(e*ko*no*mı*den / an*la*mam ~)
I don't understand economics. (English is transitive.)
Yalan söylemek-ten utanma-yor musun?
(ya*lan / söy*le*mek*ten / u*tan*mu*yor / mu*sun ~)
Aren’t you ashamed of telling lies? (infinitive-[DEN])

Gramer kitap-ları okumaktan bık-tım. 
(gra*mer / ki*tap*la*rı / o*ku*mak*tan / bik*tım ~)
I’m tired of reading grammar books. (infinitive-[DEN])

“POSSESSOR + POSSESSED” NOUN COMPOUNDS
İsim Tamlamaları

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

**DEFINITE NOUN COMPOUNDS**
Belirtili İsim Tamlamaları

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

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

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

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

ben-im (be*nim), sen-in (se*nin), o-/n/un (o*nun), biz-im (bi*zim), siz-in (si*zin), on.lar-in (on*la*rin), okul-un (o*ku*lun), ortü-/n/ün (ör*tü*nün), çalış-ma/-n/in (ça*liş*ma*nun), yüksel-me/-n/in (yük*sel*me*nin)

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

<table>
<thead>
<tr>
<th>ben-im</th>
<th>okul-um; okul-un kapi-/s/i; Ali-/n/in çanta-/s/i; çalis-ma-/n/in sonuç-u</th>
</tr>
</thead>
<tbody>
<tr>
<td>pronoun</td>
<td>common N</td>
</tr>
<tr>
<td></td>
<td>proper N</td>
</tr>
<tr>
<td></td>
<td>infinitive</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ben-im</th>
<th>okul-um</th>
<th>Ahmet*-in gel-me-/s/i Ayşe-/n/in gülüş-ü ben-im git-tik-im</th>
</tr>
</thead>
<tbody>
<tr>
<td>common N</td>
<td>infinitive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>infinitive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>infinitive</td>
<td></td>
</tr>
</tbody>
</table>

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

Onun çalış-tik-1/-n/i biliyorum. onun çalış-tik-1 şirket
nominalized phrs (obj) V nominalized phrs (det) noun
I know that he works. the company where he works
nominalized sent (obj) D noun nominalized sent (det)

**Posessor Personal Suffixes Attached to the Possessed Parts of the Compounds:**

(ben): [im, im, üm, um, em, am]: (ben-im sepe*t-im), (ben-im baba-am)

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

(ben): [im, im, üm, um, em, am]:

ben-im sepe*t-im (be*nim / se*pe*tim); ben-im okul-um (be*nim / o*ku*lum); ben-im araba-am (be*nim / a*ra*bam); ben-im baba-am (ba*bam); ben-im gül-me-em (be*nim /gül*mem); ben-im başla-ma-am (ba*la*mam); ben-im türlü-um (be*nim / tú*sum); ben-im çene-em (be*nim / çe*nem)

(sen): [in, in, ün, un, en, an]:

69
sen-in defter-in (se*nin / def*te*rin), sen-in mesele-en (me*se*len), sen-in kutu-un (ku*tun), sen-in tarla-an (tar*lan), sen-in ev-in (e*vin), sen-in göz-le-rin (se*nin / göz*le*rin), sen-in yüz-me-en (se*nin / yüz*men)

(o), or a proper noun, or a common noun: ⚡ [i, i, ü, u]:

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

<table>
<thead>
<tr>
<th>possessor</th>
<th>possessed</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>...C-[in, in, ün, un];</td>
<td>...C-[i, u, u]</td>
<td>Jack-in okul-u</td>
</tr>
<tr>
<td>...C-[in, in, ün, un]</td>
<td>...V-[/s/i, /s/i, /s/ü, /s/u]</td>
<td>Jack-in araba-/s/i</td>
</tr>
<tr>
<td>...V-[in/in, in/in, /ün, /n/un]</td>
<td>...C-[i, i, ü, u]</td>
<td>perde-/n/in kumaş-ı</td>
</tr>
<tr>
<td>...V-[in/in, in/in, /ün, /n/un]</td>
<td>...V-[/s/i, /s/i, /s/ü, /s/u]</td>
<td>Ayşe-/n/in anne-/s/i</td>
</tr>
</tbody>
</table>

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

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

o-/n/un kalem-i (o*nun / ka*le*mî); köy-ün deli-/s/i (kö*yün / de*lîisi); ev-in kedi-/s/i (e*vin / ke*dîisi); cümle-/n/in son-u (cû*mle*nîn / so*nû); okul-un şarkı-/s/i (o*ku*lun / şar*ki*si); deli-/n/in gül-/s/i (de*lî*nîn / gül*me*si); çalış-ma-/n/in konuş-u (ça*lîs*ma*nîn / so*nu*cu); ağla-/a/n/in neden-i (aḡ*ma*nîn / ne*de*nî); kız-in güzel.lîk-i (kî*zîn / gü*zel*lî*ği)

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

biz-im okul-*um-*uz (bi*zim / o*ku*lum*ûz); biz-im tencere-em-*iz (bi*zim / ten*ce*remîz); biz-im baba-am-*iz (bi*zim / ba*ba*mîz); biz-im köy-*üm-*üz (bi*zim / kö*yü*mûz); biz-im sorun-*um-*uz (so*ru*nu*mûz), biz-im bahçe-em-*iz (bah*çe*mîz), biz-im anlaş-*ma-am-*iz (an*la*ma*mîz).

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

siz-in davul-*un-*uz (si*zin / da*vul*ûz); siz-in araba-an-*iz (a*ra*ba*niz); siz-in kiz-*i*n-*iz (ki*zî*nîz); siz-in kafa-an-*iz (ka*fa*nîz); siz-in bahçe-en-*iz (si*zîn / bah*çe*nîz); siz-in torba-an-*iz (tor*ba*nîz); siz-in konuş-*ma-an-*iz (ko*nûsu*ma*nîz).

(onlar): ⚡ [i, ü, u] or ([ler-i, lar-i]):

o/n/-lar-in okul-u (on*la*rin / o*ku*lû); o/n/-lar-in çiçek-ler-i (on*la*rin /
çî*çek*le*ri*); onlar-ın konuş-ma-la-r-1 (on*la*rin / ko*nuş*ma*la*ri*); o/n/-lar-ın anne-/s/i (on*la*rin / an*ne*s/i); o/n/-lar-ın kedi-/s/i (on*la*rin / ke*dil*s/i)

(ben-im) **defter-im** (be*nim / def*te*rim) (my notebook)
(ben-im) **baş-im** (ba*şim) (my head)
(ben-im) **göz-üm** (gö*züm) (my eye)
(ben-im) **sakall-ım** (sa*ka*lım) (my beard)
(ben-im) **sorun-um** (so*ru*num) (my problem)
(ben-im) **kuş-um** (ku*şum) (my bird)
Jack’in **okul-u** (ce*kin / o*ku*lulu) (Jack’s school)

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

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

ben-im **ara**-am (be*nı*ma*ra*bam); (a*ra*bam) (my car) liaison
ben-im **mesele**-em (be*nim / me*se*lem); (me*se*lem) (my problem)
ben-im **tarla**-am (be*nim / tar*lam); (tar*lam) (my field)
ben-im **ka**a-am (be*nim / ka*lam); (ka*łam) (my head)
ben-im **sandalye**-em (be*nim / san*dal*lem); (san*dal*lem) (my chair)
ben-im **pipo**-um (be*nim / pi*pom); (pi*pom) (my pipe) (The “u” drops.)
ben-im **karı**-ım (be*nim / ka*rim); (ka*rim) (my wife)
ben-im **deri**-im (be*nim / de*rrim); (de*rrim) (my skin)
ben-im **su**-/y/um (be*nim / su*yum); (su*yum) (my water)
ben-im **anne**-em (be*nı*man*ne*m); (an*nem) (my mother) (liaison)

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

**Bebek-im** (be*be*ğım) (my baby) (The /k/ changes into /ğ/)
**Köpek-im** (kö*pe*ğım) (my dog) (The /k/ changes into /ğ/)
**Çorap-im** (ço*ra*bim) (my sock) (The /p/ changes into /b/)
**Araç-im** (a*ra*cim) (my vehicle) (The /ç/ changes into /ç/)

71
Der-$im$ (der $*dim$) (my trouble) (The /$t$/ changes into /$d$/)

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

at-$im$ (a $*tim$) (my horse); süt-$üm$ (sü $*tüm$) (my milk); kürk-$üm$ (kür $*küm$) (my fur); ip-$im$ (i $*pim$) (my rope); saç-$im$ (sa $*çim$) (my hair); hap-$im$ (ha $*pim$) (my pill); sepet-$im$ (se $*pe^*tim$) (my basket); saat-$im$ (sa $*a^*tim$) (my watch); demet-$im$ (de $*me^*tim$) (my bunch); kürk-$ün$ (kür $*kün$) (your fur); at-lar-$im$-iz (at $*la^*n^*miz$) (our horses).

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

defter-$in$ (def $*te^*rin$) (your notebook)
baş-$in$ (ba $*şin$) (your head)
göz-$ler$-$in$ (göz $*le^*rin$) (your eyes)
tuz-$un$ (tu $*zun$) (your salt)
baba-$an$ (ba $*ban$) (your father)
sandalye-$en$ (san $*da^*lyen$) (your chair)

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

köpek-$in$ (kö $*pe^*ğin$), çorap-$in$ (ço $*ra^*bin$), gömlek-$in$ (göm $*le^*ğin$), biçak-$in$ (bi $*ça^*ğin$); but süt-$ün$ (sü $*tün$), sepet-$in$ (se $*pe^*tin$), arab-$ə$-$an$ (a $*ra^*ban$)

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

ev-$i$ (e $*vî$), okul-$u$ (o $*ku^*lu$), kalem-$i$ (ka $*le^*mi$), ceke-$t$-$i$ (ce $*ke^*ti$), düğün-$ü$ (dü $*ğü^*nü$), göz-$ü$ (gö $*zu$), baş-$ı$ (ba $*şi$), kaş-$ı$ (ka $*şî$), oğul-$u$ (oğ $*lu$)

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

araba-/s$/i$ (a $*ra^*ba^*si$) (his car); bahçe-/s$/i$ (bah $*çe^*si$) (his garden); tarla-/s$/i$ (tar $*la^*si$) (his farm); halı-/s$/i$ (ha $*li^*si$) (his carpet); leke-/s$/i$ (le $*ke^*si$) (its stain); öfke-/s$/i$ (öf $*ke^*si$) (his rage); kapi-/s$/i$ (ka $*pi^*si$) (his door); gaga-/s$/i$ (ga $*ga^*si$) (its beak); anne-/s$/i$ (an $*ne^*si$); baba-/s$/i$ (ba $*ba^*si$); çeşme-/s$/i$ (çe $*me^*si$) (its tap); yama-/s$/i$ (ya $*ma^*si$) (its patch); gelme-/s$/i$ (gel $*me^*si$) (his coming)

If the possessor adjectives are used together with the possessed parts of the compounds, the possessor adjectives become dominant and the stress goes onto the possessor adjectives:
Onun arabası (o*nun / a*ra*ba*si); onun bahçesi (o*nun / bah*çe*si)

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

o-/n/un corap-ı (o*nun / ço*ra*bi) (his sock); o-/n/un dolap-ı (o*nun / do*la*bi) (his cupboard); o-/n/un amaç-ı (o*nun / a*ma*ci) (his goal); onun sokak-ı (o*nun / so*ka*ği) (his street); onun kapak-ı, (o*nun / ka* pa*ği) (its lid); onun bacak-ı (o*nun / ba*ca*ği) (his leg); onun i piè (o*nun / i*pi); onun süt-ü (o*nun / sü*tü)

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

o-/n/un kâപ-ı/si (o*nun / ka*pi*si) (its door); oda-/n/in kâپ-ı/si (o*da*nun / ka*pi*si) (the door of the room); o-/n/un yâkiť-i (o*nun / ya*ki*ti) (its fuel); arabâ-/n/in yâkiť-i (a*ra*ba*nin / ya*ki*ti) (the fuel of the car); okuľ-un otobüs-ü (o*ku*lun / o*to*bü*sü) (the bus of the school); bahçe-/n/in kâپ-ı/si (bah*çe*nin / ka*pi*si) (the gate of the garden); Kim-in tarla-/si? (ki*min / tar*la*si?) çiftçi-/n/in tarla-/si? (çift*çi*nin / tar*la*si?) (the farm of the farmer); Nere-/n/in halî-/si? (ne*re*nin / ha*li*si?) oda-/n/in halî-/si? (o*da*nun / ha*li*si?) (the carpet of the room); Kim-in kan-/si? (ki*min / ka*n*si) (Jack’s wife); yürü-me-/n/in yarâ-ı (yü*rü*me*nin / ya*ra*ni) (the benefit of walking); Ne-/y/in renk-ı? (ne*yin / re*nin) (the color of the wine); çiçek-in güzellik-i (çi*çe*ğin / gü*ze*lï*ği) (the beauty of the flower)

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

Jack, Mary’-/n/in köpek-i-/n/i isir-dî.
(jack~ / me*rî*ni / kö*pe*ği*ni / i*sîr*dî ~) 
Jack bit Mary’s dog.

Jack, Mary’/n/in köpek-i-/n/e bir taş at-tî.
(jack~ / mary*nin / kö*pe*ği*ne / bir / taş / at*tî ~) 
Jack threw a stone at Mary’s dog.
Köpek, Mary’nin bahçe-si’nin-de.  
(kö*pek~ / mary*nin / bahçe*sin*de ~)  
The dog is in Mary’s garden.

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

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

çocuk-lar-im (ço*cuk*la*rım), okul-lar-im-iz (o*ku*l+la*n+ımız), çiçek-lar-i (çi*çek*le*rı), arabal-lar-in-iz (a*ra*ba*la*n+ımız), komşu-lar-im-iz (kom*şu*-la*n+ımiz), saat-lar-im (sa*at*le*rım), sepet-lar-in-iz (se*pet*le*rı+ımız)

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

(ben-im) kitap-lar-im (ki*tap*la*rım) (my books); (sen-in) çiçek-lar-in (çi*çe+ke*le*rı+ın) (your flowers); (biz-im) oyuncak-lar-im-iz (o*yun+cak*la*n+ımız) (our toys)

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

"ben-im kitaplar-im" (be*nim / ki*tap*la*rım); → "kitaplar-im (ki+tap*la*rım)"

Kitap-lar-im (ki+tap*la*rım) (my books); kedi-lar-im-iz (ke*di*le*rı+ımız) (our cats); köpek-lar-i (kö*pek*le*rı) (his dogs); sepet-lar-im-iz (se*pet*le*rı+ımız) (our baskets); dost-lar-im (dost*la*rım) (my friends); soru-lar-im (so*ru*-la*rım) (my questions); sorun-lar-im-iz (so*run+la+n+ımız) (our problems); kafa-am (ka*fam) (my head); pencere-em (pen*ce*rem) (my window); kafa-an (ka*fan) (your head); kafa/-s/i (ka*fa*l+s/i) (his head); okul-u (o*ku*l+u) (his school); giys-i-s/i (giy+s/i+s/i) (her dress); araba-an-iz (a*ra*ba+n+ı+ız) (your car); kapı-in-iz (ka*pi*nı+ız) (your door); yüz-ü-ün-üz (yü+zü*nü+ız) (your face).

Contrary to the English intonation, in a Turkish “adjective + noun” compound, the stressed syllable is on the adjective, not on the noun. In Turkish: sari güý (sa*ri / güý); in English: "yellow rose" (ye*low / ro*se).

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

Here are some examples of the indefinite noun compounds:

Ne çanta-/s/i? (ne~ / çan*tas/si~); Okul çanta-/s/i (o*kul / çan*ta*sı) (school bag); Ne soru-lar-i? (ne~ / so*rular~); Sınav soru-lar-i (si*navs / so*rular~) (examination questions); Öğrenci kavg-a-/s/i (öğ*ren*cis / kavg*ga*sı) (student fight); Otomobil yarış-ı (o*to*mobs / ya*ri*si) (car race); İnsan hak-la*r-ı (in*san / hak*la*rı) (human rights); Ne reçel-i? Elma reçel-i (el*ma / re*çel*li) (apple jam); Ne kaza-s/i? (ne~ / ka*za*sı~); Araba kaza-s/i (a*ra*ba / ka*za*sı) (car accident); kaleml kutu-su (ka:llem / ku*tu*s) (pencil box); Kiş bahçe-/s/i (kiş / bah*ce*sı) (winter garden); İşsizlik sorun-u (i*şizlik / sız*ru*n) (unemployment problem); yaz eğlence-/s/i (yaz / e*gençe*si) (summer entertainment); Güneş gözlık-ler-i (günes* / göz*lük*lerı) (sunglasses); Patates salata-/s/i (pa*ta*tes / sa*la*ta*sı) (potato salad); hava kirliliği (ha*va / kir*liliği) (air pollution); Baş ağrı-/s/i (baş*ağrı*sı) (headache); It dalaş-ı (it / da*la*şi) (dog fight); mümrek kep leke-si (mü*rek*kep / le*ke*s) (ink stain)

NOUN COMPOUNDS WITHOUT SUFFIXES

Takılsız Tamlama

There are some other noun compounds that are made up of two nouns:
The pronouns used in the possessor position of the noun compounds are also used in place of “mine”, “yours”, “his”, “hers”, “ours”, ” theirs” and “Jack’s” as in the following:

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

This similarity could be seen in the following two sentences:
Bu benim kitabım. This is my book. Bu kitap benim. This book is mine.
Bu senin araban. This is your car. Bu araba senin. This car is yours.

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

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

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

Bu masa Jack’in-ki. This table is Jack’s (among others).
Bu araba Oğuz’un-ki. This car is Oğuz’s (among others).
The first parts of the noun compounds are syntactically determiners. For instance, in the expressions, “the car”, “this car”, “all cars”, and “my car”; “the”, “this”, “all”, and “my” have determining functions. Therefore, one cannot put “a”, “an”, “the”, or “some” before these words, such as “*the this car”, “*the all cars”, “*a my car”.

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

**“NOUN + INFINITIVE” COMPOUNDS**

“İsim + Mastar” Tamlamaları

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

- “pronoun + noun” → o/n/un arab-ı/a/s (his car)
- “noun + noun” → oda/-n/in kapı/-s/i (the door of the room)
- “pronoun + infinitive” → o/n/un anla-/m/a/s/i (his understanding), o/n/un oku/-l/a geç/-m/e/s/i (his coming to school late)
- “infinitive + noun” → gecek-me/-n/in ceza/-s/i (the punishment of being late)
- “infinitive+infinitive” → öde-me/-n/in gecek-me/-s/i (the delay of the payment)

Some examples are as follows:

ben-im git-me-em (my going); o/-n/un bakış-ı (her looking); sız-in git-tik-in-iz (git*tı*ği*niz) (that you went); biz-im buluș-ma-am-iz (our meeting); biz-im çalış-ma-am-iz-in sonuç-u (bi*zim / ça*liş*ma*mi*zin / so*nu*cu) (the result of our working); işsizlik-in art-ma/-s/i (iş*siz*li*ğin / art*ma*si) (the increase of the unemployment); okul-a geç kal-ma/-n/in sonuç-u (o*ku*la / geç / kal*ma*nin / so*nu*cu) (the result of coming to school late).

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

The parallelism between the above compounds and those of the following ones are obvious:
ben-im tencere-em, onun baş-ı, siz-in bilet-in-iz, ben-im ev-im

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

ben-im güл-me-em, sen-in güл-üş-ün, o-/n/un ağla-dık-ı (ağ*la*di*ği), biz-im bekle-me-em-ız, Ahmeť-in çalım-a-ma-/s/i, onla-r-in gel-me-me-/s/i, çocu-k-un bul-un-ma-/s/i, biz-im bul-uş-ma-am-ız, araba-/n/in çalış-ma-/s/i…

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

gençler-in spor yap-ma-/s/i → possessor + possessed
yapma-/s/i-/n/in önem-i → possessor + possessed
önem-i-/n/in anla-sıl-ma-/s/i → possessor + possessed
gerek-ir. → VP

Gençler-in spor yapma-/s/i-/n/in önem-i-/n/in anla-sıl-ma-/s/i gerek-ir.

(genç*le*rin / spor / yap*ma*si*nin / örne*mi*nin / an*la*sıl*ma*si / ge*re*kir)

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

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

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

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

Masa-/n/in üst-ü (ma*sa*ni*nüss*tü) (the upper side of the table) (liaison)
Kutu-/n/un iç-ı (ku*tu*nu*ni*ği) (the inside of the box) (liaison)
Karyola-/n/in alt-ı (kar*yo*la*ni*nal*ti) (the underside of the bed) (liaison)
Sandalye-/n/in arka-/s/i (san*dal*ye*ni*nar*ka*si/si) (the back of the chair)
The two parts of the compounds above can also be separately said:

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

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

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

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

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

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

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

**PRIMARY STRESS, SECONDARY STRESS, AND INTONATION**

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

When the **words** of the Turkish language are considered independently, not in sentences, we can see that each word can have only one **primarily** stressed syllable. For instance:
If a whole sentence is considered, however, we can hear that there may be one or more primarily stressed words in a sentence. The secondarily stressed syllables of the words are fixed and they are nearly always combined to the suffixes following them. The last syllables of the words in sentences, which are secondarily stressed, have slightly rising and falling intonations that imply the hearer the end of a word and the expectation of a following one.

(\textit{ba*bam! / ge*çen / haf*ta! / bur*sa*da / de*ğil*di !})

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

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

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

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

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

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

1. (çeş*me*); (tes*ti*); (şes*ker*); (ço*cuk*); (te*pe*); (ar*mut*); (ka*sap*); (yü*rek*); (pat*li*can*); (ar*ka*das*); (te*ker*lek*); (yu*var*la*), (ıs*lak*)

2. (çeş*me*); (tes*ti*); (şes*ker*); (ço*cuk*); (te*pe*); (ar*mut*); (ka*sap*); (yü*rek*); (pat*li*can*); (ar*ka*das*); (te*ker*lek*); (yu*var*la*), (ıs*lak*)

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

3. (çeş*me*yi*), (çeş*me*ye*), (çeş*me*de*), (çeş*me*den*), (çeş*me*nin*), (çeş*me*sí*), (çeş*me*si*nin*), (çeş*me*sin*de*), (çeş*me*sin*den*), (çeş*me*-le*rin*den*), (pat*li*ca*ni*), (ar*ka*da*şın*dan*), (te*ker*lek*le*ri*)

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

2. (çeş*me*yi*); (çeş*me*ye*); (çeş*me*de*); (çeş*me*den*); (çeş*me*si*nin*); (çeş*me*sin*de*); (çeş*me*sin*den*); (ar*ka*da*şın*dan*)

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

3. (kuş*), (ku*şu*), (ku*şَا*), (kuş*ta*), (kuş*tan*); (taş*), (ta*şi*), (ta*şa*), (taş*ta*), (taş*tan*); (sen*), (se*nī*), (sa*na*), (se*nī*), (sen*de*), (sen*den*), (ben*den*)

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

(kuş*), (ku*şu*), (ku*şَا*), (kuş*ta*), (kuş*tan*), (kuş*şum*) (ben*), (be*nī*), (ba*na*), (ben*de*), (ben*den*), (be*nīm*), (o*nun*)

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

biz-i (bi*zi*), biz-e (bi*ze*); ders-i (der*si*), ders-e (der*se*); kiş-i (ki*şi*) (ki*şَا*); muz-u (mu*zu*), (mu*za*); kız-i (ki*zi*), (ki*za*); ben-i (be*nī*), (ba*na*); sen-i (se*nī*), (sa*na*); taş-i (ta*şi*); taş-a (ta*şَا*); baş-i (ba*şi*), eş-i (e*şi*), eş-e (e*şe*). If the last secondarily stressed syllables are thought dominant, they may be **primarily** stressed: (bi*zi*), (bi*ze*), (be*nī*), (ba*na*), (se*nī*), (sa*na*).
Considering the complicated explanations above, we have demonstrated nearly all the syllables in sentences between parentheses so that the learners might see the primarily and secondarily stressed syllables in sentences.

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

\[(ba^{*}bam~/~ge^{*}çen~/~hafta~/~bur*sa*da~/~de*ğil*di~\sim)\]

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

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

\[(ba^{*}zi / kiz*lar / ne*hir*de / yü*zü*yor \sim)\]
Some girls are swimming in the river.
(No of the words in this sentence is primarily stressed.)

\[(ba^{*}zi / kiz*lar \~ / ne*hir*de / yü*zü*yor \sim)\]
They are swimming in the river, not in the sea or in a lake.

\[(sa:de*ce / kiz*lar / de*niz*de / yü*zü*yor \sim)\]
Only the girls are swimming in the sea.
Are the girls swimming in the sea? (surprise!)

Where are the children playing?
(The question word “nerede” (where) is used.)

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

**Sandalye/-n/in arka/-s/-i/-n/ı** kırdı.
(san*dal*ye*nin / ar*ka*si*ni / kir*di)
He broke the back of the chair.

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

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

Dün küçük bir çocuk çık-ı/-n/e düştü.
(Yesterday a little boy fell into the ditch.)

The ball went under the bed.

She danced on the table.

The cat is sleeping under the bed.

The children are playing under the trees.
Anahtar delik-i ni/-den bak-ma.  
(a*nah*?ar / de*l*??in*-den / bak*ma ~)

Don’t look through the key hole.

Bu masa-/ni/ in üst-ü/ni/-den atla-/y/a.bil-ir mi.sin?  
(bu / ma* sa* nin / üs*tün*den / at*la*ya*bi*lir ~ / mi*sin ~)

Can you jump over this table?

Koca-/si/-ni/ in homurdan-ma-/si/ni/-den nefret et-er.  
(ko*ca* si* nin / ho*mur* dan* ma* sin* dan / nef*ret / e* der ~)

She hates her husband’s grumbling.

The allomorphs of [i] are J [i, ı, ü, u]; of [E] are J [e, a]; of [DE] are J [de, da, te, ta], of [DEN] are J [den, dan, ten, tan], and of [LE] are J [le, la]. The allomorphs of [ı] follow nouns, pronouns, noun compounds, adjective compounds and nominalized sentences when they are used in the object position. The other four morphemes [E], [DE], [DEN], and [LE] follow the same units to produce adverbials. Consider the following sentences:

NP noun compound - /ni/-den  V NP noun compound - /ni/-da  V
  adverbial                      adverbial

(Ben) masa-/li/-ni/ in üst-ü/-ni/-ü temizle-di-im. I cleaned the upper side of the table.  
NP noun compound (obj) NP V NP V noun compound (obj) NP

(Biz) kutu/-ni/ in iç-i/-ni/i bo?alt-t?i-k. We emptied inside the box.  
NP noun comp (obj) NP V NP V (obj) NP

The [ü] and [ı] are the allomorphs of the defining morpheme [ı].

When the possessor part of a compound ends with a consonant, it takes one of the [in, in, ün, un] allomorphs in agreement with the vowel harmony rules; but when it ends with a vowel, it takes one of the same allomorphs together with the glide /n/. Additionally, the single underlined consonants detach from their syllables, and attach to the first vowels of the following allomorphs if they start with vowels.

Words ending with consonants:

Şeker-in (še*ke*rin), dil-in (di*lín), hamal-in (ha*ma*lín), sakal-in (sa*ka*lín), gü?-ün (gü*lün), öküz-ün (ö*kü*zün), oku?-un (o*ku*lún), somun-un (so*mu*nun), armu?-un (ar*mu*dun), kitap-in (ki*ta*bin), soka?-in (so*ka?*gin), et-ın (e*tín), sü?-ün (sü*tün), dert-in (der*din)

Words ending with vowels:

84
When the “possessed” part of a compound ends with a consonant, it takes one of the allomorphs of [i, i, ü, u] according to the vowel harmony rules; but if it ends with a vowel, it takes one of the same allomorphs together with the glide /s/:

Words ending with consonants:

iç-i (içi), ip-i (ipi), sap-i (sapi), alt-i (altı), üst-ü (üste), öküz-ü (öküzu), okul-u, torunu-u, alt-u, kusur-u, şekil-i, sepet-i, çay-ı, nefret-i, duman-i, hayran-i, kurban-i, tavan-i, tavşan-i, rapor-u, teker-i, saman-i, zaman-i, kümes-i, motor-u, oț-u (otu)

Words ending with vowels:

Sevgi-/s/i, tencere-/s/i, atki-/s/i, baskı-/s/i, süngü-/s/ü, görgü-/s/ü korku-/s/u, koku-/s/u, kuşku-/s/u, içki-/s/i, öfke-/s/i, tatlı-/s/i, yavru-/s/u, kuzu-/s/u, denge-/s/i, uyku-/s/u, duygus-/s/u, oda-/s/i, tabu-/s/u, boya-/s/i, foya-/s/i, dosya-/s/i, çalış-ma-/s/i, but exceptionally (-su/yu)

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

dil-in uç-u (dilin / ucu) (the tip of the tongue); hamal-in şaka-/s/i (the joke of the porter); sakal-in boy-u (the length of the beard); kapi-/in sürgü/s/i (the bolt of the door); masa-/in alt-i (the underside of the table); öküz-ün boynuz-lar-i (the horns of the ox); gece-/in karanlık-i (karanlık-i) (the darkness of the night); güllün koku-/s/u (the smell of the rose); dolap-in iç-i (dolapın içi) (inside the cupboard); sorun-un önem-i (the important of the problem); tartışma-/in sonuçu-u (tartışma-/in sonuçu-u) (the result of the discussion); kedi-/in korku-/s/u (the fright of the cat).

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

As all of the examples above are the third person singular, the possessor adjectives should also be included in the examples above:
ben-im kedi-im (be *nim / ke *dim) (my cat); ben-im uyku-um (be *nim / uy *-kum); (my sleep); ben-im okul-um (be *nim / o *ku*lum) (my school) ben-im kaygı-im (kay *gim) (my anxiety); ben-im deneyim-im (de *ne*yi *nim) (my experience); ben-im arzu-um (ar *zum) (my wish); ben-im baba-am (ba *bam) (my father); ben-im kusur-um (ku *su*rum) (my fault)

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

o-/n/un renk-i (o *nun / ren *gi) (its color); o-/n/un cesaret-i (ce *sa:*re *ti) (his courage); o-/n/un arab-a /sl (his car); o-/n/un koku-/s/u (its smell); o-/n/un yeteneği-i (ye *te *ne *ği) (his ability); o-/n/un gelme-/s/i (his coming); o-/n/un gül-uş-ü (o *nun / gü *lü *şü) (her way of smiling).

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

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

onlar-in arab-a /sl (on *la *rin / a *ra *ba *si) (their car); onlar-in ev-i (on *la *rin / e *vî) (their house); onlar-in çocuk-lar-i (ço *cuk *la *ri) (their children); onlar-in oyuncaq-lar-i (o *yun *caq *la *ri) (their toys); onlar-in yiyecek-i (yi *ye *ce *ği) (their food); onlar-in at-lar-i (at *la *ri) (their horses); onlar-in yüzme havuz-u (yüz *me / ha *vu *zu) (their swimming pool); onlar-in güç-ü (gü *cü) (their power); onlar-in şaka /sl (şa *ka *si) (their joke); onlar-in arzu- / s/u (ar *zu *sû) (their wish); onlar-in zaraç-ı (za *ra *ç) (their harm, or loss); onlar-in savunma- /sl (sa *vun *ma *si) (their defense); onlar-in istek-i (is *te *ği) (their wish); onlar-in kor-kü / s/u (kör *ku *sû) (their fright).
The sentences containing the examples above, and their English equivalents are in the examples below:

Vazo **masa/-n/ in üst-ü/n/-de.**  
(va*zo / ma*sa*inn / üs*tün*de ↷)
The vase is on the table.

Vazo/-y/u **masa/-n/ in üst-ü/-n/e koy.**  
(va*zo*yu / ma*sa*inn / üs*tü*ne / koy ↷)
Put the vase on the table.

Vazo/-y/u **masa-dan al.**  
(va*zo*yu / ma*sa*dan / al ↷)
Take the vase from the table.

Kedi **masa/-n/ in alt-ı/n/-da.**  
(ke*di ~ / ma*sa*inn / al*tin*da ↷)
(ke*di ~ / ma*sa*ni*nal*tin*da ↷) (liaison)
The cat is under the table.

Top **masa/-n/ in alt-ı/-n/a git-ti.**  
(top / ma*sa*inn / al*ti*na / git*ti ↷)
The ball went under the table.

Vazo/-y/u **kutu/-n/un iç-i/n/e koy-du.**  
(va*zo*yu / ku*tu*nun / i*çi*ne / koy*du ↷)
He put the vase into the box.

Tren **tünel-in iç-i/n/-den** geç-i.yor. (Tren tünel-den geçiyor.)  
(tren / tü*ne*l*in / i*çin*den / ge*çi*yor ↷) (tren / tü*nel*den / ge*çi*yor ↷)
The train is going through the tunnel.

Ahmet **deniz-e atla-di.**  
(ah*met / de*niz-e / at*la*di ↷)
Ahmet jumped into the sea.

Ben **mikroskop-la bak-ti-im.**  
(ben ~ / mik*ros*kop*la / bak*ti-im ↷)
I looked through the microscope.

Uçak **bulut-lar-in üst-ü/n/-de.**  
(u*çak~ / bu*lut*la*rin / üs*tün*de ↷)
The plane is above the clouds.
Masa-/n/in üst-ü-/n/ü temizle-di. (ma*sa*nin / üs*tü*nü / te*miz*le*di) She cleaned the surface of the table.

Jack, Mary ile Jane’in ara-/s/ı/n/-da otur-u.yor. (Jack ~/ me*:ri / i*le / ce*y*nin / a*ra*sn*da / o*tu*ru*yor) Jack is sitting between Mary and Jane.

Gözฤด-ler-im ayna-/n/in ön-ü/n/-de. (göz*lük*le*rim / ay*na*nin / ö*nün*de) My glasses are in front of the mirror.

Hoparlörler perde-/n/in arka-/s/ı/n/-da. (ho*par*lör*ler / per*de*nin / ar*ka*sn*da) The loudspeakers are behind the curtain.

Note: The /n/, /s/ and /y/ glides above are showed between slashes, and the noun compounds are printed in italics in bold face.

The Turkish equivalents of the English adverbial particles are used as follows in Turkish:

"The cat went out." "Kedi dışarı (dışarı-/y/a) çıktı." (ke*di / di*sa*ri / çı*ktör) "The children came in." "Çocuklar içeri (içeri-/y/e) (i*ce*ri) geldi (girdi)." "Look down." "Aşağı (aşağı-/y/a) bak." (a*sa*ği / bak) "Look up." "Yukarı (yukarı-/y/a) bak." (yu*ka*ri / bak)

As it is seen, the words "dışarı", "içeri", "aşağı", "yukarı", which are nouns, can also be used as "dışarı-/y/a", "içeri-/y/e", "aşağı-/y/a". In Turkish, when nouns are suffixed with [e, a] allomorphs, they become adverbials such as "ēv-e", "okul-a", "çarşî-/y/a", "içeri-ye", "dışarı-ya"

All the noun compounds above are printed in italics. If they are considered together with the [E], [DE], [DEN] and [LE] morphemes, they become (function) as adverbials (zarf öbekleri) in sentences.

[E], [DE], [DEN] MORPHEMES + POSTPOSITIONS

The postpositions and the [E], [DE] and [DEN] morphemes follow nouns and noun compounds in Turkish contrary to English prepositions that precede nouns. In Turkish, when these morphemes and postpositions follow nouns and noun compounds they produce adverbials or postpositional phrases that function in sentences as either determiners (adjectival phrases) or adverbial phrases. In the following example sentences, the functions of these language units are shown below the lines to clarify their functions. As some of
the postpositions follow nouns and noun compounds that end with certain morphemes, we have to approach them one by one.

**adverbials:** [E], [DE] and [DEN]

Jack **okul-da.** Jack is at school.

Jack **okul-a** gitti. Jack went to school.

Jack deniz-e düştü. Jack fell into the sea.

Biz bulutlar-a baktık. We looked at the clouds.

Jack **okul-dan** geldi. Jack came from school.

Top masanın altına gitti. The ball went under the table.

Köpek citin üstüne atladı. The dog jumped over the fence.

Tren tünelinden geçiyor. The train is going through the tunnel.

Jack anahtardan delik-i/den bakıyor. Jack is looking through the key hole.

Büyük kamyon köprüün altından geçemedi. The huge lorry could not pass under the bridge.

Dolapın içinden bak. Look into the cupboard. (do *la*bin / i*ç*ine)

In the examples above, the underlined English parts of the sentences are structurally **prepositional phrases**, but they are syntactically **adverbials** as they are in the Turkish sentences.

**başka, gayrî:** noun or noun compound-[den, dan, ten, tan] + başka (determiner)

Sen-den başka kimse ben-i anlayamaz.
No one can understand me but you (except you).

**beri:** noun or noun compound-[den, dan, ten, tan] + beri (adverbial phrase)

(Ben) **sabah-tan beri** çalışıyorum.

I have been working since morning.

(Ben) **sen-i** (ben-im) ilk gör-dük-üm-den beri seviyorum.

I have been in love with you since I saw you first.

**boyunca:** noun + boyunca (adverbial phrase)

(Biz) **nehir boyunca** yürüdük.

We walked along the river.

**bu yana:** noun or noun compound-[den, dan, ten, tan] + bu yana (adverbi-

**Fiyat-lar** geçen ay-dan bu yana yükseliyor.

The prices have been going up since last month.

**Ayak-i-/n/i incit-tik-i/n/-den** bu yana **Jack okul-a gidemiyor**

Jack hasn’t been able to go to school since he injured his foot.

**dair:** noun or noun compoundd-[e, a] + dair (adjectival)

(Ben) **geçen hafta dinazor-lar-a dair** bir makale okudum.

I read an article about dinosaurs last week.
I couldn't sleep until morning.

She had a row with her mother in law until her husband came back home.

I knocked at the door thinking that he was at home.

I didn't leave home hoping that Ayşe might telephone.

He left the restaurant without paying.

Go out!

We rowed towards the island.

Baba-am-in ev-e gel-me-/s/i/-n/e doğru anne-em sofra-/y/i hazırladi.
Mother laid the table about the time father came back home.

**dolayı:** noun or noun comp-[den. dan, ten, tan] + dolayı (postp adv phrs)

Yoğun trafik-ten dolayı okul-a geç kaldım.
(adj + noun-den postp adverbial V postp adverbial phrs)
(yoğun / tra*vik*ten / do*la*yi / o*ku*la / geç / kal*dim ~)
I was late for school because of the heavy traffic.

(Ben-im) okul-a geç gel-me-em-den dolayı müdür ben-i cezalandırıldı.
(posseor adverbial adv possessed -den | NP NP V)
(noun compound-den postp postpositional adverbial phrase of cause)
(o*ku*la / geç / gel*mem*den / do*la*yi~ / mü*dür / be*ni / ce*za:*lan*dir*dir~)
The principal punished me because of my coming to school late.

geçe: noun-[i, ı, ü, u] + noun + geçe (adverbial phrase)

(Ben) saat dokuz-u beş geçe hava alan-i/-n/a vardım.
(NP adverbial adv V)
(sa*at / do*ku*zu / beş / ge*ce~ / ha*va / a*la*ni*na / var*dim ~)
I got to the airport at five minutes past nine.

geri: noun-[den, dan, ten, tan] + geri

Annem süpermarket-ten (geri) döndü.
(NP adverbial adv V)
(an*nem / sü*per*mar ket*ten / dön*du ~)
Mother came back from the supermarket.

gibi: noun + gibi (adjectival)

(Onlar) biz-im ev-in ön-ü/-n/e kule gibi bir bina dikiyorlar.
(NP chain noun comp -*n/e noun posp NP V)
(bi*zim / e*vin / ö*nü*ne~ / ku*le / gi*bi / bir / bi*na: / di*ki*yor*lar ~)
They are erecting a buiding like a tower in front of our house.

(Sen) bir centilmen gibi davranışsalın.
(NP postp adverbial phrs V)
(bir / cen*til*men / gi*bi / dav*ran*ma*li*sin ~)
You should behave like a gentleman.
göre: noun or noun comp-[e, a] + göre (adverbial)

Kız kardeşim'e göre kadın-lar erkek-ler-den (daha) yeteneklidir.

According to my sister, women are more talented than men.

Bana göre o çok iyimser.

In my opinion, she is very optimistic.

hakkında: noun + hakkında (adjectival)

Jack futbol hakkında bir kompozisyon yazıyor.

Jack is writing a composition about football.

halde: verb-[dik, dik, dük, duk]+ halde (infin-[i] + halde (adverbial)

Although our volleyball team played well, they couldn't win the game.

İçeri: içeri-([i/y/e]) + V (adverb)

İçeri gir. (i*çe*ri / gir) Come in.

Çocuk-lar içeri gir-di. (ço*çuk*lar / i*çe*ri / gir*di) The boys came in.

için: ben-im, sen-in, o-/n/un + için; verb-[mek, mak] + için

Baba-am ben-im için bir bilgisayar al-dı.

My father bought a computer for me.
Everybody stood up to see the queen.

**kadar:** noun + kadar (adjectival); noun-[e, a] kadar (adverbial)

Dev kadar bir adam gökgürültüsü gibi gürle-di.

A man as big as a giant roared like thunder.

**kala:** noun-[e, a] + noun + kala (adverbial)

Maç doku z a çeyrek kala başla-di.

The game started at a quarter to nine.

**karşın:** noun or noun comp-[e, a] + karşın (adverbial)

(Biz) (Biz-im) çalış-ma-am-ız-a karşın başar-a ma-di-ık.

We couldn't succeed in spite of our working.

**nazaran:** noun or noun comp-[e,a] + nazaran (adverbial)

Sen öteki kız-lar-a nazaran daha güzel-sin.

You are more beautiful compared to other girls.

**nenediyle, yüzünden:** noun compound + nenediyle (adverbial)

öğrenci-ler-in çok-u yoğun kar yaşış-i nenediyle okul-a geç gel-di.
Most of the students came to school late because of the heavy snow fall.

önce, evvel: noun or infinitive-[den, dan, ten, tan] + önce (adverbial)

(Ben) yat-ma-dan önce (ben-im) ev ödev-im-i bitir-miş-ti-im.

rağmen: noun or noun comp-[e, a] + rağmen

(Biz) yorgun olma-am-ız-a rağmen şalış-ma-/y/a devam et-me.li-/y/iz.

sürece: noun comp + sürece (adverbial)

üzere: [mak, mak] infinitive + üzere (adverbial)

THE INFICTIONAL MORPHEMES ATTACHED TO VERBS
Fiillere Eklenen Çekim Ekleri

Time and personal inflectional morphemes are attached to nouns, noun compounds, adjectives, prepositional phrases, and verbs.

The grammar term “noun” includes “proper nouns” such as: “Jack”, “Mehmet”, “İstanbul”, “Germany”, “English”; “common nouns” such as: “book”, “table”, “school”, “television”, and “abstract nouns” such as: “poverty”, “laughter”, “happiness”, “kindness”, “bravery”, “curiosity”, etc.
Pronouns are also considered as nouns because they occupy the places of nouns, and act as nouns in sentences.

Adjectives are words like “good”, “clever”, “hardworking”, “wealthy”, “attractive”, etc.

A prepositional phrase in English is a group of words that begins with a preposition and ends either with a noun (a pronoun, or a gerund), or a nominal phrase: “On the table”, “at the table”, “in the box”, “at ten o’clock”, “at school”, “at the door”, “behind the curtain”, “in front of the mirror”, “next to the station”, “above the clouds”, “under the table”, “until morning”, “since Sunday”, and “before buying” are all prepositional phrases.

In Turkish, however, the equivalents of these prepositions are the [E], [DE], [DEN], and [LE] morphemes, which follow nouns attached to them. When compared, English prepositions are prepositional (they are used before nouns) in the sentence order, but in Turkish, the [İ], [E], [DE], [DEN], and [LE] morphemes are postpositional because they follow nouns attached to them.

The first category of time morphemes are used attached to nouns, adjectives, adverbials or prepositional phrases, to which ♫ [dir, dir, dür, dur, tir, tir, tür, tur] (present); ♫ [di, di, dü, di, ti, ti, tü, tu] (past), ♫ [mış, mış, müş, muş] (rumor, inference) morphemes are attached. The “olacak” word is separately used to convey the meaning of “will be”.

The ♫ [dir, dir, dür, dur, tir, tir, tür, tur] allomorphs are not normally used in Simple Present Tenses, but when they are used, they add different concepts to such sentences. These sentences will be explained in the following paragraphs.

The equivalents of these morphemes in English are “is”, “are”, “was”, “were”, “has been”, “have been”, “will be”, “will have been”, “had been” and “going to be” verb compositions.

THE SIMPLE PRESENT “BE”

The personal allomorphs used with verb “be” are as follows:

(ben): ♫ [im, im, üm, um]; (sen): ♫ [sin, sin, sin, sun]; (o): [ø]; (biz): ♫ [iz, iz, üz, uz]; (siz): ♫ [sin-iz, sin-iz, sun-üz, sun-uz]; (on.lar): ♫ [ø (ler, lar)]
1. **Nouns:** Ben bir öğretmen-im. (öğretmen-ım) I am a teacher. Sen bir doktor-sun. (doktor-sun) You are a doctor. O bir doktor. (doktor) She is a doctor. Biz doktor-uz. (doktor-üz) We are doctors. Siz bir öğretmen-sin-iz. (öğretmen-siniz) You are a teacher. Onlar asker. (asker) They are soldiers.

2. **Adjective:** Ben tembel-im. (tembel-im) I am lazy. Sen çalışan-sin. (çağlayan-ı) You are hardworking. O mutlu-dur. (mutlu-lu) She is happy. Biz iyi-/yınız. (iyi-/yiniz) We are all right. Yorgun-sun-uz. (yorgun-su-nuz) You are tired. Onlar istek-siz. They are unwilling.

3. **Prepositional phrase:** The allomorphs [de, da, te, ta] are expressed in English in the prepositions of “in”, “at” or “on”. For example: ev-de (at home); okul-da (at school, in school); masa-da (on the table, at the table); kapı-da (at the door); kutu-da (in the box); bahçe-de (in the garden); hastane-de (in hospital, in the hospital); uçak-ta (on the plane).

The other [e, a] and [den, dan, ten, tan] allomorphs are not used with the verb “be”; they are used together with action verbs like “go”, “come”, “wait”, “sleep”, etc.

When the expressions above end with vowels, they are linked to the personal allomorphs by the /y/ glides:

Postaci kapı-da. The postman is at the door. Onlar şimdi uçak-ta. They are on the plane now. Ben kapı-da-lým. I am at the door. Sen akilli-sin. You are clever. O mutafak-ta. She is in the kitchen. Biz hakli-/yız. We are right. Siz güzel-sin-iz. You are beautiful. Onlar çirkin. They are ugly.


These words are all nouns when they are without suffixes; if they were not, the [E], [DE] and [DEN] morphemes would not be attached to them. When they are together with these suffixes, they function as adverbials in sentences.

Consequently, as these words are all nouns, they are also used in noun compounds like the simple noun compounds such as “oda-ln/ln kapı-/s/i”; “perde-/n/ln arka-/s/i”; “ayna-/n/ln ön-ü”; “vazö-/n/ln yan-ı”; “yatağ-ın alt-ı” (yat-ın / alt-ın); “bakkal-ın bitişik-i” (bakal-ın / bitişik-i); “koltuk-ın sağ-ı” (kol-ın / sağ-ı); “bakkal-ın karsi-/s/i”; “ev-ın arka-/s/i”.

97
When the above [E], [DE] and [DEN] morphemes are attached to the noun compounds above, they take the /n/ glides. The compounds below are underlined. Compare and consider the following sentences:

Kedi perde/-n/in arka-/s/i/n/-da. (per* de*nin / ar*ka*si)
NP  noun compound - /n/da
VP  (ke*di / per*de*nin / ar*ka*si*da ~).

The cat is behind the curtain.

Gözük-le-rım ayna-/n/in önü-/n/-de. (ay*na*nin / ö*nü)
(gözük*le*rim / ay*na*nin / ö*nü*de ~)
My glasses are in front of the mirror.

Terlikler-in karyola-/n/in altı-/n/-da. (kar*yo*la*nin / al*ti)
(ter*lik*le*rim / kar*yo*la*nin / al*ti*de ~)
Your slippers are under the bed.

Ben-im ev-im bakkal-in bitişik-i-/n/-de. (bak*ka*lın / bi*ti*ş*ği)
(be*nim / e*vim / bak*ka*lın / bi*ti*ş*gün*de ~)
My house is next to the grocer.

Sen-in dükkân-in bakkal-in karşısında-/s/i/n/-da. (bak*ka*lın / kar*şi*si)
(se*nin / dük*ka*nin / bak*ka*lın / kar*şi*sin*da ~)
Your shop is opposite (to) the grocer.

İstasyon sol-da.
(is*tas*yon / sol*da ~)
The station is on the left.

İstasyon, bakkal-in sol-u/n/-da. (bak*ka*lın / so*lû)
(is*tas*yon / bak*ka*lın / so*lun*da ~)
The station is on the left of the grocer.

Kari-im ev-de.
(kar*rim / ev*de ~)
My wife is at home.

Ben, postane-/n/in önü-/n/-de-/y/îm. (pos*ta*ne*nin / ö*nü)
(ben / pos*ta*ne*nin / ö*nün*de*yim ~)
I am in front of the post office.

In the sentences above, there are no time morphemes attached to the words “arkasında”, “önünde”, “karşısında”, “evde”, etc. The absence of these
time morphemes in the sentences above imply that the time is **present**. The other [E] and [DEN] morphemes are attached to **action** verbs.

**The “yes-no” interrogative sentences in The Simple Present “be”**:

(Ben) 🎇 [mi-/y/ım?, mi-/y/ım?, mü-/y/üm?, mu-/y/um?]
(Sen) 🎇 [mi-sin?, mi-sin?, mü-sün?, mu-sun?]
(O) 🎇 [mi?, mi?, mü?, mu?]
(Biz) 🎇 [mi-/y/ız?, mi-/y/ız?, mü-/y/üz, mu-/y/uz]
(Siz) 🎇 [mi-siŋ-ız?, mi-siŋ-ız?, mü-sün-üz?, mu-suň-uz?]
(Onlar) 🎇 [(ler) mi?, (lar) mı?]

(Sen) ev-de mi-sin?
(ev*de ~/ mi*sin ~)
Are you at home?

(Siz) iyi mi-sın-ız?
(i‘yi ~/ mi*si*niz ~)
Are you all right?

(Ben) deli mi-/y/im?
(ben / de*li ~/ mi*yim ~)
Am I crazy?

Hazır değil mi-/y/iz?
(ha*zır / de*ğil ~/ mi*yız ~) Aren’t we ready?

When one of the allomorphs of the [DIR] morpheme attaches to the last words of one of the sentences above, the sentences mean either “**perhaps**” or "I am sure". This difference of meaning can be heard in speech.

When a syllable printed in bold face is stressed, the sentence means, “I am sure”, when it is not, it means "perhaps". The allomorphs of this morpheme are [dir, dir, dür, dur, tir, tır, tür, tur]:

(ka*n*mev*de*dir ~) (perhaps); (ka*rim / ev*de*dir ~) (I am sure)

"Bura", "şura", "ora", “bu”, “su”, “o” could all be used as nouns. When these nouns are attached to the allomorphs of the [E], [DE], and [DEN] morphemes, they become **adverbials**; but if they are attached to the allomorphs of the phoneme [I], they can be used in the **object** position in sentences:

O bura-da (bur*da).

pred adverbial
(o / bur *da~)

He is here. ("Here" is a predicate adverb.)
Ben bura-da-/y/ım
(ben / bur*da*yım ~)
I am here.

Kedi şura-da (şur*da).
(ke*di / şur*da ~) or (ke*di / şur*da ~)
The cat is there.

Onlar ora-da (or*da).
(on*lar / or*da ~) or (on*lar / or*da ~)
They are there.

Onlar bura-dan (burdan) git-ti-ler.
(on*lar / bur*dan / git*ti*ler ~)
They left here.

Bura-dan (burdan) ayrıl-ma.
(bur*dan / ay*ril*ma ~)
Don't leave here.

Onlar ora-dan ayrıl-ı.yor-ler.
(on*lar / or*dan / ay*ril*ı*yor*ler ~)
They are leaving there.

Ben bura-/y/ı hiç gör-me-di-im.
(ben / bu*ra*yı / hiç / gör*me*dim ~)
I have never seen here.
("Burayı" is the object of the sentence.)

Ben bu-/n/u anla-ma-di-im.
(nominal (obj))
(ben / bu*nu / an*la*ma*dim ~)
I didn't understand this.

Ben bu/n/-lar-ı anla-ma-di-im.
(ben / bu*n/la*ri / an*la*ma*dim ~)
I didn't understand these.

The same [DEN] morpheme can be used after “bu” and “o” preceded by the
advers “böyle”, “önce” and “sonra” to form postpositional phrases, which function as **adverbials**: 
“bu/n/-dan böyle” (bun*dan / böy*le) (from now on); “bu/n/-dan sonra” (bun*dan / son*ra) (after this); (bun*dan / ön*ce) (before this)

When the nouns, adjectives or adverbials ending with vowels attach to the [de, da, te, ta] allomorphs, they take /y/ glides when they attach to the first person singular and plural personal allomorphs:

Ben iyi-/y/ım. I am all right. Ben bura-da-/y/ım. I am here.
Biz iyi-/y/iz. We are all right. Biz evde-/y/iz. We are at home.

However, the nouns and adjectives ending with consonants do not need the /y/ glides when they are suffixed with personal allomorphs. Besides, the final consonants of the preceding words detach from their syllables, and attach to the first vowels of the following morphemes, which are showed by single underlines:

Ben öğretnen-im. (ben / öğ*ret*me*nim ~) I am a teacher.
Ben tembej-im. (ben / tem*be*lim ~) I am lazy.
Biz çalışkan-iz. (biz / çal*ış*ka*niz ~) We are hardworking.

The personal allomorphs used in this tense are as follows:

(ben) ♪ [im, im, üm, um,]
(sen) ♪ [sin, sin, sün, sun]
(o) ♪ [Ø]
(biz) ♪ [iz, ız, üz, uz]
(siz) ♪ [sin-iz, sin-ız, sün-üz, sun-uız]
(onlar) ♪ [Ø] ([ler, lar])

Ben (bir) öğretnen-im.
(ben / bi*röğ*ret*me*nim ~) (liaison)
I am a teacher.

Sen (bir) doktor-sun.
(sen / bir / dok*tor*sun ~)
You are a doctor.

O (bir) mimar.
(o / bir / mi:*mar ~)
She is an architect.
The /i:/ in the last example shows that the /i:/ vowel is lengthened, and the hyphen (-) is used to separate morphemes, not syllables. The syllables are separated by asterisks (*). However, dots are used when inflectional or derivational morphemes having two or more syllables such as [ME.Lİ], [E.BİL], [E.CEK] are separated.

Biz öğretmen-iz.  
(biz / ög*ret*me*niz ~) or (bi*zög*ret*me*niz ~) (liaison)  
We are teachers.

Siz-ler öğretmen-sın-iz.  
(siz*ler ~/ ög*ret*me*n*sıniz ~) or (siz*le*röög*ret*me*n*sıniz ~) (liaison)  
You are teachers.

Onlar öğretmen.  
(on*lar / ög*ret*me*n ~) or (on*la*röög*ret*me*n ~) (liaison)  
They are teachers.

Ben iyi-/y/ım.  
(ben / i*yi*yıım ~) or (be*ni*yı*yıım ~) (liaison)  
I am all right.  
(The /y/ glide is inserted between the two successive /i/ vowels.)

Ben ev-de-/y/ım.  
(ben / ev*de*yıım ~) or (be*nev*de*yıım ~) (liaison)  
I am at home.  
(The /y/ is a glide inserted between /e/ and /i/ vowels.)

Onlar tiyatro-da.  
(on*lar / ti*yat*ro*da ~)  
They are at the theater.

Biz İstanbul-da-/y/ız.  
(biz / is*tan*bul*da*yıız ~) or (bi*zis*tan*bul*da*yıız ~) (liaison)  
We are in Istanbul.

Note: "Liaison" means connecting two or more words by detaching the last consonant of a word from its syllable and attaching it to the first vowel of the following word while articulating. Although this consonant transposition helps to improve the fluency of the oral communication, it is not showed in writing.

The /y/ glides in the sentences above are used to link the successive vowels /i/ and /i/ in "iyi-/y/ım", /e/ and /i/ in "ev-de-/y/ıım", and /a/ and /i/ in "İstanbul-da-/y/ıız" harmoniously.
The Present Tense verb composition of the Turkish language above is also used to express The Present Perfect Tense concept of the English language.

In languages, tense and time are different notions. Tense is the physical structure of a verb composition, but time is an abstract concept produced by the human intellect. In other words, one can use the same verb composition to express two different time concepts. For instance, English people say, "I have been here for an hour", but Turkish people say, "I am here for an hour". This shows us that Turkish people use The Simple Present verb form of the verb "be" both for the Simple Present and for the Present Perfect tenses of the English language. Compare and consider the following sentences:

(Ben) şimdi ev-de-/y/im. 
(\textit{ben} / şim\textasciitilde{\textasciicircum}/ ev\textasciitilde{\textasciicircum}/de\textasciitilde{\textasciicircum}/yim \textasciitilde{\textasciicircum})
I am at home now.

(Ben) iki saat-tir ev-de-/y/im. 
(\textit{ben} / i\textasciitilde{\textasciicircum}/ki / sa\textasciitilde{\textasciicircum}/at\textasciitilde{\textasciicircum}/tir / ev\textasciitilde{\textasciicircum}/de\textasciitilde{\textasciicircum}/yim \textasciitilde{\textasciicircum})
I have been at home for two hours.

(Ben) saat sekiz-den beri ev-de-/y/im. 
(\textit{ben} / sa\textasciitilde{\textasciicircum}/at / se\textasciitilde{\textasciicircum}/kiz\textasciitilde{\textasciicircum}/den / be\textasciitilde{\textasciicircum}/ri / ev\textasciitilde{\textasciicircum}/de\textasciitilde{\textasciicircum}/yim \textasciitilde{\textasciicircum})
I have been at home since eight o’clock.

Ayşe on sene-dir öğretmen. 
(ay\textasciitilde{\textasciicircum}/še / on / se\textasciitilde{\textasciicircum}/ne\textasciitilde{\textasciicircum}/dir / öğret\textasciitilde{\textasciicircum}/men \textasciitilde{\textasciicircum})
Ayşe has been a teacher for ten years.

(Ben) iki saat-tir bur(a)-da-/y/ım. 
(\textit{ben} / i\textasciitilde{\textasciicircum}/ki / sa\textasciitilde{\textasciicircum}/at\textasciitilde{\textasciicircum}/tir / bur\textasciitilde{\textasciicircum}/da\textasciitilde{\textasciicircum}/yim \textasciitilde{\textasciicircum})
I have been here for two hours.

As it is seen in the sentences above, two different concepts of time of the English language are expressed in only one verb composition in Turkish.

“Şimdi”, “iki saat-tir” and “saat sekizden beri” expressions are enough to convey the difference of time.

The personal pronouns in the sentences above are optional elements because they can be understood from the personal morphemes attached to the verbs of the sentences. However, when the third person singular or plu-
ral pronouns are used in place of proper nouns, one cannot understand whom those pronouns stand in for. For example, when I say, “I went to Ankara” you do not need to ask, “Who went to Ankara?”

However, when I say, “She went to Ankara” you immediately ask who she is. Therefore, in the sentence, “Ankara’ya gitti”, the zero morpheme [Ø], which stands for “o”, does not clearly express who the real person is being talked about. However, if the name of the real person has already been mentioned, the personal pronoun “o” can naturally be used.

To change the above sentences into the **negative** form, the word “değil” is used together with personal morphemes:

**“değil-im”, “değil-sin”, “değil”, “değil-iz”, “değil-sin-iz”, ”değil-(ler)”**

Ben doktor değil-im.
\( (ben / dok*tor / de*ği*lim \sim) \)

I am not a doctor.

Çocuk-lar ev-de değil.  \( (liaison) \)
\( (ço*cuk*lar / ev*de / de*ği \sim) \)

The children are not at home.

Bazı çocuk-lar bahçe-de değil.
\( (ba*zi / ço*cuk*lar / bahçe*de / de*ği \sim) \)

Some boys are not in the garden.

Biz Ankara-da değil-iz.
\( (biz / an*ka*ra*da / de*ği*liz \sim) \)

We are not in Ankara.

Siz istek-li değil-sin-iz.
\( (siz / is*tek*li / de*ği*lsiniz \sim) \)

You are not willing.

When one of the allomorphs [dir, dir, dür, dur, tir, tir, tür, tur] of the morpheme [DİR] is used, the sentence gains either the concepts of **“perhaps”** or **“I am sure”**:  
\( (ço*cuk*lar / ev*de*dir \sim) \)  **(perhaps)**
\( (ço*cuk*lar / ev*de*dir \sim) \)  **(I’m sure)**
Bütün kız-ลar güzel-dir.
(bü* tüń / kiz* lar / gü* zel* dir ∼)
I'm sure all girls are beautiful. (certainty)

Bütün kız-ลar güzel mi-(dir)?
(bü* tüń / kiz* lar / gü* zel / mi* dir ∼)
Are all girls beautiful? (What is your opinion?)

Bütün kız-лar güzel değil mi?
(bü* tüń / kiz* lar / gü* zel / de* ğil / mi ∼)
Aren't all girls beautiful?

Sen öğretmen değil mi-sin?
(sen / öğ* ret* men / de* ğil / mi* sin ∼)
Aren't you a teacher?

O (bir) öğretmen değil.
(o / öğ* ret* men / de* ğil ∼)
She is not a teacher. (certainty)

O bir öğretmen değil-dir.
(o / bir / öğ* ret* men / de* ğil* dir ∼)
Perhaps, she is not a teacher. (uncertainty)

Kocam yorgun. My husband is tired.
Kocam yorgun değil. (de* ğil ∼) My husband is not tired.
Kocam yorgun-дur. (Kocam yorgun olabilir.) (possibility)
Perhaps my husband is tired, or he may be tired.

Ahmet ev-de değil-dir.
(ah* met / ev* de / de* ğil* dir ∼)
I guess Ahmet is not at home. (uncertainty)

Sanırım o, o kadar aptal değil-dir.
(sa* ni* rim / o ∼ / o / ka* dar / ap* tal / de* ğil* dir ∼)
I guess that he is not so stupid.

THE PRESENT MODALS WITH THE VERB “BE”

must be: (ol-mа.lı) (certainty)

When “ol-mа.lı” is used after nouns, adjectives, adverbials or postpositional phrases, it means “must be”: 
Koca-am yorgun ol-ma.li. 
(ko*cam / yor*gun / ol*ma*li ~)
My husband must be tired. (I am sure he is tired.)

Bu araba pahalı ol-ma.li. 
(bu / a*ra*ba / pa*ha*li / ol*ma*li ~)
This car must be expensive. (I am sure it is expensive.)

(Sen) yorgun ol-ma.li-sın. 
(yor*gun / ol*ma*li*sin ~)
You must be tired. (I am sure you are tired.)

(Biz) saat sekiz-de okul-da ol-ma.li-y/iz. 
(sa*t / se*kiz*de / o*kul*da / ol*ma*li*yiz ~)
We must be at school at eight. (obligation)

Zaman-ı/n/-da hazır ol-ma.li-sın. 
(za*ma:*nin*da / ha*zur / ol*mali*sin ~)
You must be ready in time. (obligation)

Onlar cahil ol-ma.li. 
(on*lar / ca:*hil / ol*ma*li ~)
They must be ignorant. (I am sure that they are ignorant.)

Şaka yap-ı.yor ol-ma.li-sın. 
(sha*ka / ya*pi*yor / ol*ma*li*sin ~)
You must be joking. (certainty)

Ben deli ol-ma.li-/y/ım! 
(ben / de*li / ol*ma*li*yim ~)
I must be crazy. I am certain that I am crazy.

Onlar-a yardım et-me.li mi-/y/iz? 
(on*la*ra / yar*dim / et*me*li / mi*yiz~)
Must we help them? (advice)

Teklif-i kabul et-me.li mi-/y/iz? 
(tek*li:*fi / ka*bu:i / et*me*li / mi-yiz?)
Must we accept the proposal? (advice)

As one can see, both the concepts of obligation and certainty can be expressed by using the same modal sentence structure. This proves that the semantic reasoning chooses the most suitable and available sentence patterns in its store to express one of these two different concepts in a sentence.
can’t be: (ol-a.maz) (impossibility)

To change the “ol-ma.lı” sentences into the negative form, (ben) “ol-a.maz-am” (o*la*mam), (sen) “ol-a.maz-sın” (o*la*maz*sin), (o) “ol-a.maz” (o*la*-maz), (biz) “ol-a.ma-/y/iz” (o*la*ma*yız), (siz) “ol-a.maz-sın-ız” (o*la*maz*-sın*ız), (onlar) “ol-a.maz-(lar)” (o*la*maz*lar) words are separately used. The double underlined “z” in “ol-a-maz-am” drops, and the remaining “a-a” vowels combine, and the single underlined consonants detach from their syllables and attach to the first vowels of the following allomorphs:

Kocam yorgun ol-a.maz.
(ko*cam / yor*gun / o*la*maz ʃ)
My husband can’t be tired. (impossibility)

Çocuk-lar bahçe-de ol-ma.lı.
(ço*cuk*lar / bahçe*de / ol*ma*lı ʃ)
The children must be in the garden. (I am sure they are.)

Çocuk-lar bahçe-de ol-a.maz.
(ço*cuk*lar / bahçe*de / o*la*maz ʃ)
The children can’t be in the garden. (impossibility)

Film ilginç ol-ma.lı.
(film / il*ginç / ol*ma*lı ʃ)
The film must be interesting. (certainty)

O film ilginç ol-a.maz.
(o / film / il*ginç / o*la*maz ʃ)
That film can’t be interesting. (impossibility)

Ben tembel ol-a.maz-am.
(ben / tem*bel / o*la*mam ʃ)
I can’t be lazy. (impossibility)

Biz o saat-te okul-da ol-a.maz mı-/y/iz?
(biz / o / saat*te / o*kul*da / o*la*maz / mı-/y/iz ʃ)
Can’t we be at school at that hour. (Is it impossible?)

Onlar haklı ol-a.maz mı?
(on*lar / hak*lı / o*la*maz*(lar) ʃ)
Can’t they be right. (Is it impossible?)

(Sen) saat dokuz-da büro-da ol-a.maz mı-sın?
(sen / saat / do*kuz*da / büro*da / o*la*maz / mı*sin ʃ)
Can’t you be at the office at nine? (Isn’t it possible?)
O bir geri zekâ-lı ol-a.maz.
( o / bir / ge*ri / ze*kâ:li / o*la*maz ↝)
She can't be a fool.

**may be:** ol-a.bil-ir (o*la*bi*lir) (possibility)

When “ol-a.bil-ir” (o*la*bi*lir) is used after a noun, an adjective, or a noun-[DE] adverbial, it means “may be”. The [ir] allomorph conveys the present concept, which has no allomorphs as a result of the [e.bil, a.bil] allomorphs preceding it. The [e.bil] allomorph can also be used with the verb “et”:

Çocuk-lar bahçe-de ol-a.bil-ir.
(ço*cuk*lar / bah*çe*de / o*la*bi*lir ↝)
The children may be in the garden. (possibility)

Bu çiçek demet-i siz-in için ol-a.bil-ir mi?
(bu / çi*çek / de*me*ti~ /si*zin / i*çin / o*la*bi*lir~ / mi ↝)
Can this bunch of flowers be for you. (Is it possible?)

Konser ilginç ol-a.bil-ir.
(kon*ser / il*gınç / o*la*bi*lir ↝)
The concert may be interesting. (possibility)

Kedi, kapı-/n/in arka-/s/i/n/-da ol-a.bil-ir.
(ke*di / ka*prü*nin / ar*ka*sin*da / o*la*bi*lir ↝)
The cat may be behind the door. (possibility)

Uçak bulut-lar-ın üzeri/n/-de ol-a.bil-ir.
(u*çak / bu*lut*la*rin / ü*ze*rin*de / o*la*bi*lir ↝)
The plane may be above the clouds. (possibility)

(Ben) mutsuz ol-a.bil-ir-im.
(mut*suz / o*la*bi*lir-im ↝)
I may be unhappy. (possibility)

Sen inatçı ol-a.bil-ir-sin.
(sen / i*nat*çi / o*la*bi*lir*sin ↝)
You may be obstinate. (possibility)

Biz yanılı-miş ol-a.maz mı-/y/iz?
(biz / ya*nil*mış / o*la*~maz / mi-yiz ↝)
Can't we be mistaken? (Isn't it possible?)
They may not help us.
(We may not be in İstanbul tomorrow. (negative possibility)

Bu mektup-u şimdi daktılo et-e.bil-ir mi-sınız?
(bu / mek*tu:*bu / şim*di / dak*ti*lo / e*de*bili*rim / mi*si*niz ~)
Can you type this letter now? (request)

may not be: ol-ma/-y/a.bil-ir (ol*ma*ya*bi*lir);

To put the above sentences into the negative possibility form, (ben) “ol-ma/-y/a.bil-ir-im” (ol*ma*ya*bi*lir*rim), (sen) “ol-ma/-y/a.bil-ir-sin” (ol*ma*ya*bi*lir*sin), (o) “ol-ma/-y/a.bil-ir” (ol*ma*ya*bi*lir), (biz) “ol-ma/-y/a.bil-ir-iz” (ol*ma*ya*bi*lir*iz), (siz) “ol-ma/-y/a.bil-ir-sin-iz” (ol*ma*ya*bi*lir*si*niz), (onlar) “ol-ma/-y/a.bil-ir-ler” (ol*ma*ya*bi*lir*ler), and “et-me/-y/e.bil-ir-ler” (et*me*- ye*bi*lir*ler) words are separately used:

Sen haklı ol-ma/-y/a.bil-ir-sin.
(sen / hak*li / ol*ma*ya*bi*lir*sin ~)
You may not be right. (negative possibility)

Sen haklı ol-a.maz-sin.
(sen / hak*li / o*la*maz*sin ~)
You can’t be right. (impossibility)

Yarın hava iyi ol-a.bil-ir mi?
(yar*rin / ha* va / i*yi / o*la*bili*rim / mi ~)
Is it likely to be fine tomorrow?

Yarın hava iyi ol-ma/-y/a.bil-ir.
(yar*rin / ha* va / i*yi / ol*ma*ya*bi*lir ~)
It may not be fine tomorrow. (negative possibility)

Biz yarın İstanbul’-da ol-ma/-y/a.bil-ir-iz.
(biz / yar*rin / is*tan*bul*da / ol*ma*ya*bi*lir*iz ~)
We may not be in İstanbul tomorrow. (negative possibility)

Onlar biz-e yardım et-me/-y/e.bil-ir-ler.
(on*lar / bi*ze / yar*dim / et*me*ye*bi*lir*ler ~)
They may not help us.
THE INTERROGATIVE SENTENCES WHOSE ANSWERS ARE "YES" OR "NO"

The words that change positive and negative sentences into "yes-no" interrogative sentences differ from one tense to another. Therefore, they are given as follows:

Simple Present:

(Ben) $\mathcal{\dot{C}}$ [mi-/-y/ım?, mı-/-y/ım?, mú-/y/üm?, mu-/y/um?]
(Sen) $\mathcal{\dot{C}}$ [mi-sın?, mı-sın?, mü-sün?, mu-sun?]
(O) $\mathcal{\dot{C}}$ [mı?, mı?, mü?, mu?]
(Biz) $\mathcal{\dot{C}}$ [mi-/y/ız?, mı-/yız?, mü-/y/üz, mu-/y/uz]
(Siz) $\mathcal{\dot{C}}$ [mi-şi-nız?, mı-şi-n iz?, mü-sünün-üz?, mu-sün-uz?]
(Onlar) $\mathcal{\dot{C}}$ [(ler) mi?, (lar) mı?]

mu? Yüz-er mi-/y/ız? Ge-ir mi-şi-nız?, Otur-ur mu-sün-uz?

Simple Past:

(Ben) $\mathcal{\dot{C}}$[mi, mı, mü, mu], (Sen) $\mathcal{\dot{C}}$[mi, mı, mü, mu], (O) $\mathcal{\dot{C}}$[mi, mı, mü, mu].
(Biz) $\mathcal{\dot{C}}$[mi, mı, mü, mu], (Siz) $\mathcal{\dot{C}}$[mi, mı, mü, mu], (Onlar) $\mathcal{\dot{C}}$[mi, mı, mü, mu]


Simple Future:

The same [Mı] structure is used as in the Simple Present: For instance:

Ge{l.e.cek mi-/y/ım? Al-a.cak mı-sın? Sa{t-a.cak mı? Bekle-/y/e.cek mi-/y/ız?
Bıtić-e.cek mı-şi-nız? Aç-a.cak mı-şi-n iz?- Hatırla-/y/a.cak-lar mı?

Present Continuous:

The same [Mı] structure is used as in the Simple Present. For instance:

Gül-ü.yor mu-/y/um? Sa{t-i.yor mu-sun? Anla-i.yor mu? Bekle-i.yor mu-sün-uz?
Kal-i.yor mu-/y/ız? Uyu-u.yor-lar mı? Çalış-ma-i.yor mu-/y/ız? Gel-me-i.yor-lar mı?

Past Continuous:

(Ben) [mu/y-/du-un], (Sen) [mu/y-du-un], [(O) [mu/y-/du], (Biz) [mu/y-/du-uk],
(Siz) [mu/y-/du-un-uz], (Onlar) [mu/y-/du-lar] or [mi/y-/di]. For instance:

Gül-ü.yor mu/y-/du-un? Çalış-i.yor mu/y-/du-un? Sa{t-i.yor mu/y-/du? Gez-
i.yor mu/y-/du-uk? Bekl-e-i.yor mu/y-/du-un-uz? Çalış-s-i.yor-lar mi/y-/di?
Future Continuous:

The same [Mİ] structure is used as in the Simple Present. For instance:


The same [Mİ] structures are used as in the Simple Present. For instance:


Past Perfect:

(Ben) ♫ [mi/y/-di-im, mi/y/-di-im, mü/y/-dü-üm, mu/y/-du-um]
(Sen) ♫ [mi/y/-di-in, mi/y/-di-in, mü/y/-dü-ün, mu/y/-du-un]
(O) ♫ [mi/y/-di, mi/y/-di, mü/y/-dü, mu/y/-du]
(Biz) ♫ [mi/y/-di-ık, mi/y/-di-ık, mü/y/-dü-ück, mu/y/-du-uk]
(Siz) ♫ [mi/y/-di-ın-ız, mi/y/-di-ın-ız, mü/y/-dü-ün-üz, mu/y/-du-un-uz]
(Onlar) ♫ [mi/y/-di-ler, mi/y/-di-ler, mü/y/-dü-ler, mu/y/-du-ler]

For instance:


Must [me.li, ma.li]; Can [e.bil-ir, a.bil-ir], Can’t [e.mez, a.maz]

The same [Mİ] structures are used as in the Simple Present. For instance:


Perfect Modals:

The same [Mİ] structures are used in the Past Perfect:


Note: The single underlined consonants detach from their syllables and attach to the following vowels. The consecutive vowels written in bold face combine.
“must be, have to be, should be (ought to be), needn’t be”

"must be" (noun, nominal, adj or adverbial) + ol-[me.li, ma.li]-pers

Yorgun ol-ma.li-sın.
yor*gun / ol*ma*li*sin ~)  
You must be tired. (I am sure you are tired.)

ya*rin / sa*at / do*kuz*da / o*kul*da / ol*ma*li*sin ~)  
You must be at school at nine.  (I want you to be at school at 9.) (obligation)

sa*at / do*kuz*da / bur*da / ol*ma*ma*li*sin ~)  
You mustn’t be here at nine.  (I don’t want you to be here at nine.) (obligation)

sa*at / do*kuz*da / o*kul*da / ol*ma*li*yım ~)  
I must be at school at nine. (internal obligation)

I can’t be at school at nine. (impossibility)

“have to be” (ol-mak + zorun-da-[/y/ım, -sın, -Ø, -/y/ız, -sın-ız, -lar])

Saat dokuz-da okul-da ol-mak zorunda-/y/ım.  I have to be at school at nine.

(sa*at / do*kuz*da~/ o*kul*da / ol*mak / zo*run*da*yım~)
(They want me to be at school at nine. (This is the rule.) (external obligation)

Öğrenci-ler çalışkan ol-mak zorunda.
(oğ*ren*ci*ler ~/ ça*liş*kan / ol*mak / zo*run*da~)
Students have to be hardworking. (This is their duty.) (external obligation)

(Ben) saat dokuz-da okul-da ol-mak zorunda değil-im.
(ben~/ sa*at / do*kuz*da / o*kul*da / ol*mak / zo*run*da / de*ğil*im~)
I don’t have to be (or “needn’t be”) at school at nine tomorrow. (absence of external obligation)

Saat dokuz-da okul-da ol-mak zorunda mı-/y/ız?
(sa*at / do*kuz*da / o*kul*da / ol*mak / zo*run*da / mı*yız ~)
Do we have to be at school at nine?
I have to learn these new words. (external obligation)

"needn’t be" (noun compound - [e, a] + gerek yok)

I needn’t be at school at nine. I don’t have to be at school at nine.

Note: The last [a] is one of the allomorphs of the morpheme [E]. (lack of external obligation)

I needn’t be at the office tomorrow afternoon.  I don’t have to be…

You needn’t be angry. (Sen-in) bâğr-m*a-an-a gerek yok; sağır değil.im.

You needn’t shout; I am not deaf.

Note: The noun compounds in the sentences above are all underlined.
THE SIMPLE PAST VERB “BE”

The past morpheme of [DIR] is [DI], which has eight allomorphs [di, di, dü, du, ti, ti, tū, tu]. These allomorphs are naturally followed by personal allomorphs:

(ben) \( \rightarrow \) [im, im, üm, um]
(sen) \( \rightarrow \) [in, in, ün, un]
(o) \( \rightarrow \) [Ø]
(biz) \( \rightarrow \) [ik, ik, ük, uk]
(siz) \( \rightarrow \) [in-iz, in-iz, ün-üz, un-üz]
(onlar) \( \rightarrow \) [Ø] [ler, lar]

Note: There are two kinds of first person plural personal morphemes “[İZ] and [İK]” attached to time morphemes in Turkish. The time morphemes ending with consonants attach to the \( \mathbb{J} \)[iz, iz, üz, uz] allomorphs such as “git-er-iz”, “kal-ır-iz”, “öksür-ür-üz”, “gel-i.yor-uz”, etc. However, when the past allomorphs \( \mathbb{J} \)[di, di, dü, du, ti, ti, tū, tu], which end with vowels, attach to the personal allomorphs, the first personal plural allomorphs \( \mathbb{J} \)[ik, ik, ük, uk] are used. As the last phonemes of the \( \mathbb{J} \)[di, di, dü, du, ti, ti, tū, tu], and the first phonemes of the [ik, ik, ük, uk] are vowels, the vowels of the past allomorphs coinciding with the vowels of the [ik, ik, ük, uk] allomorphs combine and are verbalized as a single vowel such as: gel-di-ik (gel*-dik), gör-dü-ük (gör*-dük), yen-di-ik (yen*-dik), anla-di-ık (an*la* dik), öl-dü-ük (öl*-dük).

As the condition allomorphs [se] and [sa] also end with vowels, they take the [ek] and [ak] personal allomorphs, such as: çalış-sa-ak (ça*liş*sak), yürü-se-ek (yü*rü*sek), anla-ş-sa-ak (an*laş*sak), bekle-se-ek (bek*le*sek), konuş-sa-ak (ko*nuş*sak), başla-sa-ak (baş*la*sak), dinle-se-ek, ezberle-se-ek

Note: The glides "/n/, /s/, /š/ and /y/" are the consonants (semivowels) produced by the phonological system of the Turkish language. These semivowels do not carry meaning. They only help to harmonize the speech production. Therefore, they are showed between slashes in the sentences in this book. Thee slashes are not used in ordinary writing.

Follow the example sentences:

Dün hasta/y/-di-im.
(dün / has *tay*dim •)
I was ill yesterday.
(The /y/ is a glide.)
Siz dün sinema-da/y/-di-ın-iz.
(siz / dün / si*ne*ma*day*di*niz ~)
You were at the cinema yesterday. (The /y/ is a glide.)

Oyun ilginç-ti.
(o*yun / il*ginç*ti ~)
The play was interesting.

Biz hazır-di-ık.
(biz / ha*zir*dık ~)
We were ready.

Onlar zengin-di-ler.
(on*lar / zen*gin*di*ler ~)
They were wealthy.

To put the above sentences into the negative form, “değil-di-im”, “değil-di-ın”, “değil-di”, “değil-di-ık”, “değil-di-ın-iz”, “değil-ler-di” words are separately added to the sentences:

Dün hasta değil-di-im.
(dün / has*ta / de*gil*dim ~)
I wasn’t ill yesterday.

Siz dün okul-da değil-di-ın-iz.
(siz / dün / o*kul*da / de*gil*di*niz ~)
You weren’t at school yesterday.

Dün hava güzel değil-di.
(dün / ha*va / gü*zel / de*gil*di ~)
It wasn’t fine yesterday.

Biz geçen hafta Bursa’-da değil-di-ık.
(biz / ge*çen / ha*f*ta ~ / bur*sa*da / de*gil* dik ~)
We weren’t in Bursa last week.

Onlar birkaç yıl önce varlık-lı değil-ler-di.
(on*lar / bir*kaç / yıl / ön*ce / var*lık*lı / de*gil*ler*di ~)
They weren’t wealthy a few years ago.

The following words are used to put the above example sentences into the positive question form:

(ben) : ♩ “mi/y/-di-im”, “mi/y/-di-im”, “mü/y/-dü-üm”, “mu/y/-du-um”
(sen) : ♩ “mi/y/-di-in”, “mi/y/-di-in”, “mü/y/-dü-un”, “mu/y/-du-un”
(o) : ♩“ mi/y/-di”, “mi/y/-di”, “mü/y/-dü”, “mu/y/-du”
The identical vowels that follow one another combine and are verbalized as single vowels: i-i → i; i-i → i; ü-ü → ü; u-u → u; e-e → e; a-a → a

Although these words follow the vowel harmony rule patterns when they are articulated and written, they are considered to be words, and so they are separately written. The /y/ consonants used above are all glides.

Dün hasta mı/y/-di-ın?
(dün / has *ta / miy*dın ~)
Were you ill yesterday?

Maç sıkıcı mı/y/-di?
(maç / si*ki*ci / miy*di ~)
Was the match boring?

Çocuk lar mutlu mu/y/-du-(lar)?
(ço*cuk*lar / mut*lu / muy*du*lar ~)
Were the children happy?

Sorular zor mu/y/-du?
(so*ru*lar / zor / muy*du ~)
Were the questions difficult?

Onlar zengin mi/y/-di-(ler)?
(on*lar / zen *gin / miy*di*ler ~)
Were they wealthy?

Mutlu mu/y/-du-un?
(mut *lu / muy*dun ~)
Were you happy?

The [mi, mi, mü, mu] question allomorphs can also be used after the primarily stressed words:

(dün ~ mü / has*tay*dın ~); (so*ru*lar ~ mi / zor*du ~); (so*ru*lar / zor* muy*du ~)

In order to form negative questions, “değil” and the above “mi/y/-di-im”, “mi/y/-di-in”, “mi/y/-di”, “mi/y/-di-ik”, “mi/y/-di-in-iz”, “mi/y/-di-ler” words are separately used:
Dün okul-da değil mi/y/-di-in?
(dün / o*ku*da / de*ğil / miy*di~)
Weren't you at school yesterday?

Maç heyecanlı değil mi/y/-di?
(maç / he*ye*ca*n*li / de*ğil / miy*di~)
Wasn't the match exciting?

Manzara güzel değil mi/y/-di?
(man*za*ra / gü*zel / de*ğil / miy*di~)
Wasn't the scenery beautiful?

Arkadaş-la*r-*ın toplantı-da değil-ler mi/y/-di, or de-ğil mi/y/-di-ler?

Konser pahalı değil mi/y/-di?
(kon*ser / pa*ha*li / de*ğil / miy*di~)
Wasn't the concert expensive?

Sen ev-de değil mi/y/-di-in?
(sen / ev*de / de*ğil / miy*di\~)
Weren't you at home?

Jack doğum gün-ü parti-/s/i/n/-de değil mi/y/-di?
(jack / do*ğum / gü*nü / par*ti*sin*de / de*ğil~ / miy*di~) (surprise)
Wasn't Jack at the birthday party?

The Turkish Past form of "be" is also used in place of the Past Perfect "be" "had been" of the English language. Compare the following:

Baba-am öl-dükünkün-de ben yirmi beş yıl-dir öğretmen-di-im.
(ba*bam / öl*dükün*de ~ / ben / yir*mi / beş / yıl*dir / öğret*men*dim ~)
I had been a teacher for twenty five years when my father died.

İkinci Dünya Savaşı son-a er-diğ-in-de ben yedi yıl-dir öğrenci/y/-di-im.
(i*kin*ci / dön*ya: / sa*va*şlı / so*na / er*di*ğin*de~ / ben / ye*di / yıl*dir / öğrenci*dim ~)
I had been a student for seven years when the Second World War ended.

**INTERROGATIVE WORDS**

There are two kinds of interrogative words in Turkish: Simple interrogative words like "kim?" (who?), "neler?" (what?), "nasılsın?" (how?), "niciarın?" (why?), and the simple interrogative words that are followed by some inflectional morphemes such as "kim-sin?" (who?), "kim-im?" (who?), "kim-iz?" (who?),
"kim-i?" (whom?), "kim-e?" (to whom?), "kim-den?" (from whom?), "kim-le?" (with whom?), "kim-de?" (?), "kim-in?" (whose?), "ne/y/-le?" (how?), (with what instrument?), "ne-den? (why?), "nere/-y/e?" (where?), "nere-de? (where?), "nere-den?" (from where?). For instance:


The interrogative sentences having the question words above are pronounced with a rising intonation (↝) both at the end of the interrogative sentences, and after the people or things that the question words are inquiring.

Sen kim-sin?
(sen / kim↝ sin↝)
Who are you?

Ben Jack-im.
(ben / Ja* kim↝)
I'm Jack.

Sen-in mesle-k-in ne?
(se* nin / mes*le*ğin↝ / ne↝)
What are you? What is your profession?

Ben öğrenci-/y/im.
(ben / öğ*ren*ci*yim↝)
I am a student.

Anneniz nasıl?
(an*ne*niz↝ / na*sil↝)
How is your mother?

Çoğ ki*yi, teşekkür et-er.im. (liaison)
(ço*ki*yi↝ / te*şek*kü*re*de*rim↝)
She is quite well, thank you.
İstanbul'da hava nasıl?
(is*тан*бул*да / ha*ва* / na*сил~)
What is the weather like in İstanbul?

Yağmur-lu.
(yağ *мур*лу ~)
Rainy.

Kız kardeşi-in-in ad-ı ne? (liaison)
(kız / kar*деш*и*ни*на*ді ~ / ne~)
What is your sister's name?

Onun ad-ı Jane. (liaison)
(o*ну*на*ді / Jane ~)
Her name is Jane.

Bu çiçek-ler kim için? (liaison)
(bu / çи*чек*лер / ки~ ми*чин~)
Who are these flowers for?

Onlar annem için.
(on*lar / ан*нем / и*чин ~)
They are for my mother.

Vazo ne-/y/in üst-ü/n/-de?
(va*зо / ne*ын~ / üs*tün*де~)
What is the vase on?

Köpek ne-/y/in arka-/s/i/n/-da?
(kö*пек / ne*ын~ / ar*ка*син*да~)
What is the dog behind? (The /y/, /s/. and /n/ are glides.)

Dün sen kim-le/y/-di-in?
(dün / sen / кым~ле*дин~)
Who were you with yesterday?

Ne zaman-dan beri бурга-da-sın?
(ne ~/ za*мэн*дан / be*ри / бур*да*син~)
Since when have you been here?

Ne kadar zaman-dir бу(a)да-sın?
(ne ~/ ka*дар / za*мэн*дир / бур*да*син~)
How long have you been here?
Hangi kitap sen-in?
mania / kl*tap /se*nin~)
Which book is yours?

Hangi-/s/i sen-in?
(mania / se*nin~)
Which is yours?

Hangi-/s/i daha hesaplı?
(mania / da*ha / he*sap*l~)
Which is more economical?

Kedi ne-/y/in alto/l/n/-da?
(ke*di / ne*yin~ / al*tn*da~)
What is the cat under?

Çiçek-ler ne-/y/in iç-i/n/-de/y/-di?
(çi*çek*ler / ne*yin~ / iç*in*dey*di~)
What were the flowers in?

Hangi-/s/i-/n/i tercih et-er-sin?
(mania / gi*si*ni / ter*cih / e*der*sin~)
Which do you prefer?

Nere-de-sin?
(ner~de*sin~)
Where are you?

Okul-un nasıl?
(o*ku*lun~ / na*sl~)
What is your school like?

Araba-an ne renk?
(a*ra*ban / ne~ / renk~)
What color is your car?

Hangi kitap daha iyi?
(mania / ki*tap / da*ha / i*yi~)
Which book is better?

Kim-le beraber-sin?
(kim~ le / be*ra:*ber*sin~)
Who are you with?
Jack niçin ev-de değil?
(Jack / niçin / ev-de / de-değil)
Why isn't jack at home?

İstanbul'da ne kadar kalma-/y/i pilanlag-1.yor-sun?
(is-tanbul*da / ne-yi / ka*dar / kal*ma*yi / piľan*li*yor*sun~)
How long do you plan to stay in İstanbul?

Hangi-im-iz daha yakışıklı-/y/ız?
(han-gizi-miz / da*ha / ya*ki*şik*li*yıriz~)
Which one of us is more handsome?

Ankara-/y/a niçin git-ti-in?
(an-ka*ra*ya / niçin / git*tin~)
Why did you go to Ankara?

[MİŞ] (RUMOR, INERENCE) (SÖYLENTİ, ANLAM ÇIKARMA)

This morpheme gives the predicates the meaning of rumor or inference. It has four allomorphs ♦ [miş,miş,müş, muş], and the usual personal allo-
morphs follow them:

O bir mimar-miş.
(o / bir / mi*:mar*miş~)
They say (I have heard) that he is (was) an architect.

Mahkûm suçsuz-muş.
(mahkûm / suç*suz*muş~)
They say (I have been informed) that the prisoner is (was) innocent.

O tembel-miş.
(o / tem*:bel*miş~)
People say that he is (was) lazy.

Okul-da/y/-miş.
(o*ku*da/y/*miş~)
They say that he is (was) at school.

O bir casus-muş.
(o / bir / ca*:sus*muş~)
They say that he is (was) a spy.

Ben tembel-miş-im.
(ben / tem*:bel*mi*şim~)
They say that I am (was) lazy.
Ben tembel mi/y/-miş-im?
(ben / tem *bel ~ / miy*mi*şim ~)
Do they say that I am (was) lazy?

Seğ-in kız-lar-in yaramaz mi/y/-miş?
(se’nin / kiz*la*rin / ya *ra*maz / miy*miş ~)
Do they say that your daughters are (were) naughty?

Siz okul-da/y/-miş-siş-iz.
(siz / o*kul*day*miş*sı*nız ~)
They say that you were at school.

In the sentences above, the **origin**, and the **time** of the rumor is either unknown, unimportant or concealed. As “who says” is unknown or unimportant, such sentences can also be used in **reported speech**:

**Sinav-lar-i/-n/i geç-miş.** They say that he has passed his examinations.
**Araba/-s/-ı sałat-ımiş.** They said (I heard) that his car had been sold.
**Toplantı ertelen-miş.** They say (I have heard) that the meeting has been postponed.

“**Kim-miş?”, “nere-de/y/-miş?”, “nere-de/y/-miş-sin?”, “ne/y/-miş?”, “nasıl-miş”, “kaça/y/-miş” question words are naturally used in these sentences:

O ne/y/-miş?
(o / ney ~miş ~)
What do they say he (is) was?

Mimar-miş.
(mi:*mar*miş ~)
They say that he is an architect.

Ben ne/y/-miş-im?
(ben / ney ~ mi*şim ~)
What do they say I am?

Tembel-miş-sin.
(tem *bel*miş*sin ~)
They say you are (were) lazy.

Kim-in kız-lar-i yaramaz-miş?
(ki *min ~ / kiz*la*ri / ya *ra*maz*miş ~)
Whose daughters do they say are (were) naughty?
Jack nere-de/-miş?
(Jack / ner~ dey*miş~)
Where do they say Jack is (was)?

Kim haklı/-miş?
(kim ~ / hak*ly*miş ~)
Who do they (you) say is (was) right?

Fatma nere-dey-miş?
(fat*ma / ne~re*dey*miş ~)
Where do they say Fatma was?

**THE FUTURE FORM OF “BE”: “WILL BE”**

The future form of the verb “be” is “ol-[a.cak]-pers” in Turkish:

Yarın hava güneş-li ol-a.cak.
(ya*rın / ha*va / gü*neş*li / o*la*cak ~)
It will be sunny tomorrow.

Bir gün zengin ol-a.cak-sın.
(bir / gün / zen*gin / o*la*cak*sın ~)
You will be wealthy some day.

Yarın okul-da ol-ma/-y/a.cağ-im.
(ya*rın / o*kul*da / ol*ma*ya*ca*ğim ~) (ol*miy*cam)
I won’t be at school tomorrow.

Saat sekiz-de hazır ol-a.cak mı-sın (ol-ur mu-sun)?
(sa*at / se*kiz*de / ha*zir / o*lur / mu*sun ~)
Will you be ready at eight o’clock tomorrow? (request)

Saat kaç-ta hazır ol-a.cak-sin? (liaison)
(sa*at / kaç*ta ~/ ha*zı*ro*la*cak*sin~)
What time will you be ready?

As the verb root is always “ol”, only the [a.cak] allomorph is used. The other [ecek] allomorph is used with action verbs: “ge-l-e.cek”, “ka-l-a.cak”.

**“THERE IS”, “THERE ARE”; “HAVE”, “HAVE GOT”**

Var & Yok

The equivalents of the above expressions in Turkish are “-de var”, “-da var”, and “ben-im, sen-in, o-/n/un var”. Consider the following sentences:
Garaj-da bir araba var. (liaison)
(ga*raj*da / bi*ra*ba / var~)
There is a car in the garage. (exist)

Garaj-da (ben-im) sadece bir araba-am var.
noun compound
(ga*raj*da / sa:*de*ce / bir / a*ra*bam / var~)
I have (got) only one car in the garage. (possess)

Uçak-ta on yolcu var.
(u*çak*ta / on / yol*cu / var~)
There are ten passengers on the plane. (exist)

(Ben-im) iki kız-im var.
noun compound
(be*nim / i*ki / ki*zim / var~)
I've (got) two daughters. (possess)

(Sen-in) kaç erkek kardeş-in var?
noun compound
(se*nin~/ kaç~/ er*kek / kar*de*şin / var~)
How many brothers have you?

(Sen-in) kaç para-an var?
noun compound
(se*nin / kaç~/ pa*ran / var~)
How much money have you got? (possess)

The negative of “var” is “yok”: 

Garaj-da hiç araba yok.
(ga*raj*da / hiç / a*ra*ba / yok~)
There aren't any cars in the garage. (not exist)

(Ben-im) araba-am yok.
noun compound
(be*nim / a*ra*bam / yok~)
I haven't got a car. (not possess)

The past form of the above expression is “var-di”; “there was”, “had got”:

Garaj-da sadece bir araba var-di.
(ga*raj*da / sa:*de*ce / bir / a*ra*ba / var*di~)
There was only one car in the garage. (exist)

(Ben-im) çok para-am var-di. I had (got) a lot of money. (possess)

noun compound
Uçak-ta on yolcu var-di. There were ten passengers on the plane. (exist)
The negative form of “var-di” is “yok-tu”: “there wasn’t”, “didn’t have”:

Yirmi sene önce (ben-im) çok [para-am] yok-tu.

noun compound

I didn’t have much money twenty years ago. (not possess)

Mutfak-ta bir masa yok-tu.

(mut* fak*ta / bir / ma*sa / yok*tu ~)

There wasn’t a table in the kitchen. (not exist)

Duvar-lar-da hiç resim yok-tu.

(du*var*lar*da / hic / re*sim / yok*tu ~)

There weren’t any pictures on the walls. (not exist) There were no pictures...

Onun hiç çocuk-u yok-tu.

(o*nun / hic / ço*cu*ğu / yok*tu ~)

He didn’t have any children. (not possess) He had no children.

Garaj-da hiç araba var mı/y/dı?

(ga*raj*da / hic / a*ra*ba / var* ~ / mi/y/*dı ~)

Were there any cars in the garage?

THERE USED TO BE, AND USED TO HAVE

The Turkish equivalent of “there used to be” and "used to have" is also “var-di”:

Köşe-de bir postane var-di.

(kö*şe*de / bir / pos*ta:*ne / var*di ~)

There used to be a post office on the corner. (existed in the past, not now)

Sınıf-lar-da çok öğrenci var-di.

(si*nif*lar*da / çok / öğ*ren*ci / var*di ~)

There used to be a lot of students in classes. (existed in the past, not now)

(Ben-im) çok [para-am] var-di

noun compound

(be*nim / çok / pa*ram / var*di ~) I used to have a lot of money.

THERE MUST (MAY) (SHOULD) BE, THERE CAN’T BE, THERE IS GOING TO BE, THERE WILL BE

“Ol-ma-li” (ol*ma*li) (there must be); “ol-a.maz” (o*la*maz) (there can’t be);
“ol-a.cak” (o*la*cak) (there is going to be, there will be); “ol-a.bil-ir” (o*la*-bi*lir) (there may be); “ol-ma-si gerek-ir” (ol*ma*si / ge*re*kir) (there should be) expressions should also be included in the above sentence types:
İleri-de bir kaza ol-ma lié.

(‘ler dé / bí / ka ‘za: / ol‘ma* lié ↘)

There must be an accident ahead.

Bir yanlış anla*ma ol*ma lié.

(bí / yan *ı*ş / an’la*ma / ol’ma* lié ↘)

There must be a misunderstanding.

Bu mektup-ta bir yanlışlık ol-a*bi*rlí mi?

(bu / mek’tup’ta / bí / yan*lı*ş*lik / o*la*bi*lı*rlí / mi ↘)

Can there be a mistake in this letter?

Kavga çı*ka*ca (ol-a.cak).

(kav*ga / ci*ka*cak ↘)

There is going to be a fight.

Bir hava saldırı/sı ol*a*rlí mi?

(bí / ha*va / sa*ldı*rsı / o*la*bi*lı*rlí ↘ / mi ↘)

Is there going to be an air raid?

Bu mektup-ta bazı yanlış-lar ol-a*bi*rlí.

(bu / mek’tup’ta*rlí / ba*:zi / yan*lı*ş*lar / o*la*bi*lı*rlí ↘)

There may be some mistakes in this letter.

Bura-da bir trafik poliş-i ol-ma-/s/ı gerek-mez mi?

(bur*da / bí / tra*fık / po*lı*si / ol’ma*si / ge*rek*me*ız / mi ↘)

Shouldn’t there be a traffic police officer here?

**IMPERATIVES AND WISHES**

Direct orders are given to a second person by using a verb root, a verb stem or a verb frame without using any suffixes, such as ”Bura/-y/a gel.” (Come here.); ”Kuş-ıar-a bak.” (Look at the birds.); ”Süt-ün-ü iç.” (Drink your milk.); ”Pencere-den bak.” (Look out of the window.); ”Bir fincan kahve buyur!” (Have a cup of coffee!); ”Eğlen-me-en-e bak!” (eğ*len*me*ne / bak) (Have a nice time!) (Enjoy yourself!).

One cannot usually give orders to himself or herself, so there is not a first person order form. Orders are given to the second person as a rule. However, an order may also be given to the third person indirectly. A speaker gives orders to the second person to be transferred to a third person. The last syllable of an imperative sentence is primarily stressed and dropped sharply, which is symbolized with a falling arrow ( ↘):
Git-sin.
\( (\text{git}^{\text{sin}} \sim) \)
Tell him to go; let him go.

Araba-am-ı yıka-sin.
\( (\text{a}^{\text{ra}}\text{ba}^{\text{mi}} / \text{y}^{\text{ka}}\text{sin} \sim) \)
Tell him to wash my car.

Gürültü-/yü kes-sin-ler!
\( (\text{gü}^{\text{rül}}\text{tü}^{\text{yü}} / \text{kes}^{\text{sin}}^{\text{ler}} \sim) \)
Tell them to stop making a noise!

The orders that are given with the verb "ol" and "et" (be) are widely used in both English and Turkish. In such sentences the primarily stressed syllables are the **last syllables** of the **adjectives** and **adverbials**:

**Negative orders** are given by attaching [me, ma] allomorphs to verb roots, stems or frames:

Pencere-den sark-ma!
\( (\text{pen}^{\text{ce}}^{\text{re}}\text{den} / \text{sark}^{\text{ma}} \sim) \)
Don't lean out of the window!

Cadde-/y/i koş-a.rak geç-me!
\( (\text{cad}^{\text{de}}^{\text{yi}} / \text{ko}^{\text{ş}}\text{a}^{\text{rak}} / \text{geç}^{\text{me}} \sim) \)
Don't run across the street!
Geç kal-ma!
(geç / kal*ma ~)
Don't be late!

Işık-lar-ı kapat-ma-ı/yı unut-ma!
(ı*şi*k*la*ri / ka*pat*ma*yı / u*nut*ma ~)
Don't forget to turn off the lights!

Sabır-sız ol-ma! (liaison)
(sa*bir*si*zo*lm*ma ~)
Don't be impatient!

Çanta-an-ı çal-dir-ma!
(can*ta*ni / çal*dir*ma ~)
Be careful not to have your handbag stolen!

The [me, ma] negation allomorphs are added to verb roots, stems and frames followed by the third person personal allomorphs [sin, sın] to change the verb composition into the negative form:

Bura-/ya gel-me-sin.
(bu*ra*ya / gel*me*sin ~)
Tell him not to come here. "Don't let him come here."

For the third person plural [ler, lar] allomorphs are added to the negative verbs such as: "Gel-me-sin-ler" (gel*me*sin*ler ~), "Başla-ma-sin-lar" (baş*la*ma*sin*lar ~).

**WISH (İstek)**

To turn a verb root, stem or frame into the wish mood, ♦ [e, a] and the personal allomorphs are added:

Al-a-/y/ım. (a*la*yıım ~) Let me take.
Bağ-a-/y/ım! (ba*ka*yım ~) Let me see! (Let me have a look!)
Git-e-/y/ım. (gi*de*yıım ~) Let me go.

All the verb roots used above end with consonants, but when they end with vowels, the /y/ glides are inserted between their last vowels and the ♦ [e, a] allomorphs:

Bekle-/y/e-/y/ım. (bek*le*yıe*yıım ~) or (bek*li*yıe*yıım ~) Let me wait.
However, in speech, the “/y/e” syllable attached to “bekle” drops, and the word becomes (bek*le*yim ~).

Bekle-/y/e-/y/im. (bek*le*yim ~) Let me wait.
Ertele-/y/e-/y/im. (er*te*le*yim ~) Let me postpone.
Anla-/y/a-/y/im. (an*la*yim ~) Let me understand

For the first person plural, [l-i-m], or [l-i-im] personal allomorphs are used after the [e, a] allomorphs:

Al-a-li-im. (a*la*lim ~) Let us take (buy).
Sec-e-li-im. (se*çe*lim ~) Let us choose.
Başla-/y/a-li-im. (baş*la*ya*lim ~) Let us begin.
Oku-/y/a-li-im. (o*ku*ya*lim ~) Let us read.
Bekle-/y/e-li-im. (bek*le*ye*lim ~) Let us wait.

The verb roots, stems or frames above ending with vowels, such as “başla”, “oku”, and “bekle” are attached to the [e, a] wish allomorphs with the /y/ glides.

Sometimes "gidem", "olam", "gidesin","olasın","gide","ola" words are heard in prayers and curses, such as "Cehennem-e gide-sin!" (Go to Hell!), "Tut-tuğun altın ola!" (I wish what you hold be gold!)

To make the verbs negative, the [me, ma] allomorphs are added as usual:

"Bekle-me-/y/e-lim" (bek*le*me*ye*lim~) (Let us not wait.); "Git-me-/y/e-lim" (git*me*ye*lim~) Let us not go.

When the question forms of the wish mood are used, the wish form changes into an offer:

Televizyon-u aç-a-/y/im mı?
(te*le*viz*yo*nu / a*ç**a*yim~ / mı ~)
Shall I turn the TV on?

If the sentence above ends with a rising intonation (~), (te*le*viz*yo*nu / a*ç**a*yim / mı~), the sentence means, “I didn’t understand you well; please repeat what you said.”

Bu sözcük-le-r-i tahta-/y/a yaz-a-/y/im mı?
(bu / söz*cük*le*ri / tah*ta**a ya / ya*za*yim~ / mı ~)
Shall I write these words on the blackboard?
Bir restoran-da akşam yemeği yiem mi?
(bir / res*təran*da / ak*şam / ye*me*ği / yi*ye*lim~/ mi ~)
Shall we have dinner at a restaurant?

Sana bir fincan kahve yap-a/yım mı?
(sa*na / bir / fin*can / kah*ve / ya*pa*yim~/ mi ~)
Shall I make you a cup of coffee?

Çiçekler-i sula/yım mı?
(çi*çek*ler-i sula*yım~/ mi ~)
Shall I water the flowers?

THE SIMPLE PRESENT TENSE
Geniş Zaman

The Turkish Simple Present Tense is generally used like the English Simple Present Tense only with some exceptions. They will be dealt with after the general explanations. The time morpheme of this tense is [IR], which has the allomorphs of ♫ [ır, ır, ür, ur, er, ar]. These allomorphs are followed by the personal allomorphs as usual:

(Ben) : ♫ [ım, ım, üm, um]
(Sen) : ♫ [sin, sin, süн, sun]
(O) : ♫ [Ø] morpheme. (No personal allomorphs are attached.)
(Biz) : ♫ [ız, ız, üz, uz]
(Siz) : ♫ [sin-ız, sin-ız, süн-üz, sun-uş]
(Onlar) : ♫ [ler, lar]

When the verb roots, stems or frames ending with vowels are attached to the simple present tense allomorphs above, the first vowels of the simple present tense allomorphs coincide with the last vowels of the verbs, and therefore they combine and are verbalized as a single vowel. However, when they end with consonants, these consonants detach from their syllables and attach to the first vowels of the following time allomorphs:

Bekle-er-im (bek*le*rim); başla-ar-im (baş*la*rim); yürü-ür-üm (yü*rü*rü*m);
koru-ur-um (ko*ru*rum); bekle-er-sin (bek*ler*sin); başla-ar (baş*lar); ye-er (yer);
becle-er-iz (bek*le*riz); başla-ar-sın-ız (baş*lar*sı*nız); yürü-ür-ler (yü*rür*ler);
uç-ar (u*çar); gez-er (ge*zer); gel-ir (ge*liɾ); sat-ar (sa*tar)

The coinciding vowels above written in bold face combine. The transplaced consonants are single underlined. This verb composition is formed as follows:
(Ben) yüz-er-im. (yı‡zer-im) I swim.

(Ben) bekle-er-im. (bekler-im) I wait.

(Ben) anla-ar-im. (anlar-im) I understand.

(Ben) al-ir-im. (alir-im) I take or buy.

(Ben) götür-ür-üm. (götürürüm) I take to.

(Ben) otur-ur-um. (otururum) I sit.

(Ben) seç-er-im. (secer-im) I choose.

(Ben) kaç-ar-im. (kaçar-im) I run away.

(Ben) seç-il-ir-im (seçili-rim) I am elected, chosen. (passive)

(Sen) yüz-er-sin. (yer-sin) You swim.

(Sen) al-ır-sin. (alır-sin) You take, you buy.

(Sen) götür-ür-sün. (götürürün) You take to.

(Sen) anla-ar-sın. (anlar-sın) You understand.

(Sen) otur-ur-sun. (otururun) You sit.

(Sen) yakala-ar-sın. (yakalar-sın) You catch.

(Sen) sat-ır-sın. (satar-sın) You sell.

(Sen) seç-il-ır-sın. (seçili-rsin) You are elected, chosen. (passive)

The "he", "she", and "it" pronouns are all expressed in "o" pronoun in Turkish:

(O) yüz-er. (yüzer) He swims.

(O) al-ır. (alır) He takes. He buys.

(O) götür-ür. (götürür) He takes to.

(O) otur-ur. (oturur) He sits.

(O) bak-ır. (bakır) He looks.

(O) bekle-er. (bekler) He (or "she and it") waits.

(O) gör-ül-ür. (görlür) It is seen. (passive)

(O) ye-er. (yer) He eats.

(Biz) yüz-er-iz. (yüzeriz) We swim.

(Biz) al-ır-iz. (aliriz) We take or buy.

(Biz) götür-ür-üz. (götürürüz) We take to.
(Biz) otur-ur-uz. (o*tu*ru*ruz ‹) We sit.
(Biz) bekle-er-iz. (bek*le*riz ‹) We wait.
(Biz) başla-ar-iz. (baş*la*nz ‹) We start.
(Biz) yen-il-ir-iz. (ye*ni*li*riz ‹) We are beaten, defeated. (passive)

(Siz) yüz-er-sin-iz. (yü*zer*si*niz ‹) You swim.
(Siz) al-ir-sin-iz. (a*li*r*si*niz ‹) You take or buy.
(Siz) götür-ür-sün-üz. (gö*tü*rür*sünüz ‹) You take ... to
(Siz) otur-ur-sun-uz. (o*tu*ru*su*nuz ‹) You sit.
(Siz) oku-ur-sun-uz. (o*kur*su*nuz ‹) You read.
(Siz) uç-ar-sin-iz. (uç*ar*si*niz ‹) You fly.
(Siz) anla-as-ir-sin-iz. (an*la*şi*r*si*niz ‹) You reach an agreement. (reciprocal)

(Onlar) yüz-er-ler. (yü*zer*ler ‹) They swim.
(Onlar) al-ir-lar. (a*li*r*lar ‹) They take or buy.
(Onlar) sakla-ar-lar. (sak*lar*lar ‹) They hide.
(Onlar) götür-ür-ler. (gö*tü*rür*ler ‹) They take ... to
(Onlar) otur-ur-lar. (o*tu*ru*lar ‹) They sit.
(onlar) yüzü-ür-ler. (yü*zür*ler ‹) They walk.
(onlar) kaç-ar-lar. (ka*çar*lar ‹) They run away.
(Onlar) anla-as-lar. (an*la*şi*lar ‹) They reach an agreement. (reciprocal)
(Onlar) bekle-er-ler. (bek*ler*ler ‹) They wait.

The verbs that are used in this and in the following tenses are of two kinds: Transitive verbs, and intransitive verbs. Transitive verbs need objects, which may be pronouns, nouns, or noun compounds, but Intransitive verbs do not need them. They are preceded by adverbs, or nouns attached to [E], [DE], [DEN], or [LE] morphemes, which function as adverbials.

Kız-ım  saat dokuz-da  okul-a  git-er.
 sub j adverbial  adverbial  intr verb
(kt*zim / sa*atz / do*kuz*da / o*ku*la / gi*der ‹).  
My daughter goes to school at nine. (intransitive)

Ben  genellik-le  yedi-de  kalk-ar-im.
 sub j adverbial  adverbial  intr verb
(ben / ge*nel*li*k*le / ye*di*de / kal*ka*rim ‹)
I generally get up at 7. (intransitive)
In Turkish, the order of a “VP” is different from that of an English “VP”. In English, its order is “VP → V + NP”, but in Turkish, the order is “VP → NP + V”. For instance:

<table>
<thead>
<tr>
<th>Ben</th>
<th>elma</th>
<th>sev-er-im.</th>
<th>I like apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>NP</td>
<td>NP</td>
<td>V</td>
<td>NP</td>
</tr>
<tr>
<td>VP</td>
<td>VP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Ben) kitap  oku-ur-um.  I read books.

As it is noticed, in the Turkish sentences above, the words “elma” and “kitap” are not in plural form as they are used in their English equivalents. This is because, if a common noun represents all of its own kind and covers all books or apples, these nouns do not need plural allomorphs “[ler] or [lar]” attached to them when they are used in the object or subject position. For instance:

Benim kızım kitap okumaz. My daughter doesn’t read books.

Halbuki, kitap faydalıdır. Books are useful, however.


In the last example above, the pronoun “ben” is not in the beginning of the sentence, which is its usual position. It is used after the object to emphasize the subject, and it is stressed in speech in English, which is done with “myself”. This sort of sequence is possible in Turkish by putting “kendim” after “ben”. However, if someone says, “Gömleklerimi ben kendim ütülerim”, you may think that he is boasting about his abilities.

The “subject + object + verb” order of the same sentence, “Ben gömlek-ler-im-i (göm-lek-le*ri*mi) ütülerim” can also change places in poetry and literature. For instance, although, “Ütülerim ben gömleklerimi.”, “Ütülerim gömleklerimi ben.”, and “Gömleklerimi ütülerim ben.” kinds of sentences are quite understandable and acceptable in Turkish, such sentences are generally used in poetry to rhyme a poem.
THE VERBS ENDING WITH VOEWLS OR CONSONANTS

When the verbs ending with vowels attach to The Simple Present Tense allomorphs [ır, ir, ür, ur, er, ar], the last vowels of the verbs and the first vowels of the allomorphs coincide and combine. The verbs ending with consonants are single underlined. They detach from their syllables, and attach to the first vowels of the following allomorphs if they start with vowels.

Ütülé-er-im. (ütü*le*rim) I iron.
Ertélé-er-ız. (er*te*le*riz) We postpone.
Yakala-ar-ızar. (ya*ka*lar*lar) They catch.
Ara-ar-ız. (a*ra*riz) We search, look for.
Uyu-ur-ız. (u*yu*ruz) We sleep.
Yürü-ür-ız. (yü*rü*rüz) We walk.
Tarar-ar-im. (tara*rim) I comb.
Besle-er-im. (bes*le*rim) I feed.
Oku-ur-ız. (oku*ruz) We read.
Anlas-ar-sın-ızar. (an*lar*si*riz) You understand.
Uyu-ur-ız. (u*yu*ruz) We sleep.
Kurula-ar-ız. (ku*ru*la*riz) We dry.
Yürü-ür-ız. (yü*rü*rüz) We walk.
Bekle-en-ır-ızar. (bek*le*ni*riz) We are waited.

Uc-ar-ız. (u*ca*riz) We fly.
Yen-er-ız. (yen*er) We defeat.
Gez-er-ız. (ge*ze*riz) We walk round.
Bağ-ar-sın-ızar. (ba*kar*si*niz) You look.
İt-er-im. (i*te*rim) I push.
Yak-ar-sın-ızar. (ya*kar*si*niz) You burn.
İç-er. (i*çer) He drinks.
Taş-ar. (ta*şar) It boils over. It overflows.
Seç-er-ız. (se*çe*riz) We choose.
Şiş-er. (şi*şer) It swells.
Gül-er-ız. (gül*er) We go.

Anlas-ar-ızar. (an*la*şi*niz) We reach an agreement.
Gül-üş-ür-ler. (gül*üş*ür*ler) They laugh all togetger.
Kaynas-ar-ızar. (kaya*na*şi*niz) We become friendly at once.
İnsanlar düşünür. (in*san*lar / dü*şü*nür) Human beings think.
Çalış-an başarılı. (ça*li*san / ba*şa*rı) Those who work succeed.
SOME NOUNS USED TOGETHER WITH “ET”, “YAP”, “İŞLE”, “OL”, “AL” VERBS TO PRODUCE VERBS

In Turkish, some noun roots (which are generally borrowed words) are used together with the verbs “et”, “ol”, “yap”, “al” or “işle” to produce verbs:

**et:**

alay et (a*la*yet) (make fun of), affet (af*fe*t) (forgive), armağan et (ar*ma*-ga*net) (present as a gift), baş et (ba*șet) (manage, cope with), beraat et (be*ra*a*tet) (be acquitted), beyan et (be*ya:*net) (declare), buyur et (bu*-yu*ret) (invite someone to), daveş et (da:*ve*tet) (invite), dahiş et (da:*hi*le*t) (include something in), daktilo et (dak*tı*lo / et) (type), dans et (dan*-set) (dance), deli et (de*li / et) (make someone mad), dert et (der*det) (occupy oneself with problems), devam et (de*va:*met) (continue), dikkaş et (dik*ka*te*t) (pay attention to, be careful), dua et (du*a / et) (pray, say one’s prayers), elde et (el*de / et) (obtain), gayreş et (gay*re*tet) (try hard, do one’s best), göç et (gö*çet) (migrate), haberdar et (ha*ber*da:*re*t) (inform someone), hakareş et (ha*ka:*re*net) (insult), hapset (hap*set) (put in prison, imprison), hareket et (ha*re*ke*te*t) (act, behave, start), hasta et (ha*ta:/ et) (make a mistake), hayal et (hay*al*et) (dream, imagine, picture in one’s mind), hazmet (haz*met) (digest), hizmet et (hiz*me*net) (serve, assist), idare et (i*da:*re / et) (manage, control), iftira et (i*fi:*ra / et) (slander), ihanet et (i*ha:*ne*te*t) (betray), ikram et (ik*ra:*net) (offer someone to eat or drink something), ıhlal et (ih*lâ:*net) (violate), ıkna et (i*ka:/net) (warn), imza et (im*za:/ et) (sign), imâl et (i*mâ:*le*t) (manufacture), intihar et (i*ni*ha:*re*t) (commit suicide), iptal et (i*pa:*te*t) (cancel), isabet et (i*sa:*be*te*t) (hit the mark), israf et (i*sa:*ra*fe*t) (waste), istifa et (i*si*fa:/ et) (resign), istifade et (i*st*fa:*de / et) (benefit from), istirahat et (i*si*ra*ha*te*t) (have a rest), itaat et (i*ta*a*te*t) (obey), ithâl et (i*thâ:*le*t) (import), itirâf et (i*ti*ra*fe*t) (confess), iyî et (i*yi / et) (cure, do the right thing), iyiliğ et (i*yi*li*ke*t) (do a favor), kabalik et (ka*ba*li*ket) (be rude, kabul et (ka*bu*le*t) (accept), kâr et (ka*r*et) (profit from), kavga et (ka*v*ga /et) (fight, quarrel), kontrol et (kon*tro*le*t) (check), koordine et (ko*or*di*ne / et) (coordinate), küfür et (küf*ret) (swear), mecbur et (me*cbur*et) (oblige), meşgul et (me*şg*ul*et) (occupy someone), memnun et (mem*nun*net) (make someone happy), muhafaza et (mu*haf*za / et) (keep, preserve), mutlu et (mu*tlu / et) (make happy), nefret et (nef*re*te*t) (hate), niyet et (ni*ye*te*t) (intend), önderlik et (ön*er*li*ket) (lead), razı et (ra:*zi / et) (persuade), sabret (sa*re*tet) (be patient), saka*et (sa*ka*et)
(make physically disabled), **seyret** (sey*ret*) (watch, observe), **sohbet** et (soh*be*net) (chat, talk), **söz** et (sö*zet) (talk about), **tamir** et (ta:*mi:*ret) (repair, mend, fix), **tahsil** et (tah*si:*let) (be educated), **takip** et (ta:*ki:*ret) (follow), **taklit** et (tak*li:*det) (imitate), **rahatsız** et (ra*hat*si*zet) (disturb), **tasarruf** et (ta*sar*ru*net) (economize on), **tavsiye** et (tas*vi:*ret) (describe), **tavsiye** et (tav*s*ye / et) (recommend), **tedavi** et (te*da:*vi: / et) (cure), **teklif** et (tek*li:*net) (offer), **telefon** et (te*le*fo*net) (telephone, make a telephone call, ring up), **tembellik** et (tem*bel*li*net) (act or behave lazily), **tembih** et (tem*bi:*net) (warn), **tekrare** et (tek*ra:*net) (repeat), **tenkit** et (ten*ki:*det) (criticize), **tercih** et (ter*ci:*net) (prefer), **terk** et (ter*ket) (abandon, leave, desert), **tesadüf** et (te*sa:*dü*net) (meet by chance, come across), **teslim** et (tes*li:*net) (deliver, hand over), **teşebbüs** et (te*şeb*bü*set) (make an attempt), **teşekkür** et (te*şek*kü*net) (thank), **teşvik** et (te*şvi:*net) (encourage).

When the above "et" verbs are attached to the allomorphs of [ER], [I.YOR], [E.CEK], which all begin with vowels, the /t/ consonants change into the voiceless /[E.CEK]/, which all begin with consonants, they do not change. For example:

acele eder, acele ediyor, acele edecek, acele etti, acele etmiş, teklif etti, teklif etmiş, istifa etti, istifa etmiş, tercume etti, tercüme etmiş.

If the [me] negation allomorph is used, the stress goes onto the verb “et”:

alay etme (a*lay / et*me) (a*la*yet*me), **affet** me (af* fet*me), **armağan** etme (ar*ma*ga*net*me), **yardım** etme (yar*di*net*me), **terk** etme (ter*- ket*me).

**yap:**

alışveriş yap (do shopping), **arama** yap (carry out a search), **büyük** yap (cast a spell on someone), **çay** yap, **kahve** yap (make tea or coffee), **cümle** yap (make a sentence), **elinden geleni** yap (do your best), **ev işi** yap (do housework), **giriş** yap (enter), **hazırlık** yap (get ready), **hesap** yap (calculate), **iş** yap (do work, do business with), **işbiriliği** yap (work together), **iyilik** yap (do a favour), **kaza:** yap (have an accident), **konuşma** yap (make a speech), **makyaj** yap (do one’s make up), **ödev** yap (do homework), **rejim** yap (go on a diet), **şaka** yap (make a joke), **tatil** yap (have a holiday, vacation), **tica:ret** yap (trade), **toplantı** yap (hold a meeting), **yansılık** yap (make a mistake), **yatak** yap (make the bed), **yemek** yap (cook, do the cooking), **yorum** yap (comment on something).

The other verbs that are used together with nouns are “ol”, “işle”, and “kaydet”. Their examples are as follows:
The vowels and consonants used in the negative form of this tense undergo some changes. The composition of this tense is as follows:

In the first person singular, a verb root, stem or a verb frame is used first, and then the negation allomorphs either [mez] or [maz] are attached to the verbs, and they are followed by the personal allomorphs: “gel-mez-em”.

Although this verb configuration is acceptable in some Turkish dialects, in modern Turkish, the /z/ phonemes drop. When this happens, the remaining “e-e” and “a-a” identical vowels combine, and the verb chain becomes “gel-mem”, ”dön-mem”, ”uyu-mam”, etc.

In the second person singular, one of the [mez] or [maz] allomorphs is used after the verb, which is followed by one of the personal allomorphs Ş [sin, sin, sün, sun]:

In the first person singular, the /z/ phonemes drop. When this happens, the remaining “e-e” and “a-a” identical vowels combine, and the verb chain becomes “gel-mem”, ”dön-mem”, ”uyu-mam”, etc.

In the second person singular, one of the [mez] or [maz] allomorphs is used after the verb, which is followed by one of the personal allomorphs Ş [sin, sin, sün, sun]:

137
As the third person singular takes a [Ø] zero personal morpheme, only the negation allomorphs ♫ [mez, maz] are used:

Çalış-maz. (ça*lış*maz ~) He doesn’t work.
Oku-maz. (o*ku*maz ~) He doesn’t read.
Yaz-maz. (yaz*maz ~) He doesn’t write.
Gör-mez. (gör*mez ~) He doesn’t see.
Anla-maz. (an*la*maz ~) He doesn’t understand.
Gül-mez. (gül*mez ~) He doesn’t laugh.
Ye-mez. (ye*mez ~) He doesn’t eat.
İç-mez. (iç*mez ~) He doesn’t drink.
Uyu-maz. (u*yu*maz ~) He doesn’t sleep.
Kaç-in-maz. (ka*çin*maz ~) He doesn’t avoid. (reflexive)

The negative form of the first person plural takes [me, ma] negation allomorphs followed by [/y/iz, /y/ız] personal allomorphs:

Taşı-ma-/y/ız. (ta*şı*ma*yiz ~) We don’t carry.
Aç-ma-/y/ız. (aç*ma*yiz ~) We don’t open.
Ağla-ma-/y/ız. (ağ*la*ma*yiz ~) We don’t cry.
Düzenle-me-/y/ız. (dü*zen*le*me*yiz ~) We don’t arrange.
Kaç-ma-/y/ız. (ka*ç*ma*yiz ~) We don’t escape.
Kaç-in-ma-/y/ız. (ka*çin*ma*yiz ~) We don’t avoid. (reflexive)
Ertele-me-/y/ız. (er*te*le*me*yiz ~) We don’t postpone.
İç-me-/y/ız. (iç*me*yiz ~) We don’t drink.
Öv-ün-me-/y/ız. (ö*vün*me*yiz ~) We don’t boast. (reflexive)

The negative form of the second person plural takes [mez, maz] allomorphs according to the vowel harmony rules:

Gel-mez-si*niz. (gel*mez*si*niz ~) You don’t come.
Oku-maz-si*niz. (o*ku*maz*si*niz ~) You don’t read.
Çalış-maz-si*niz. (ça*lış*maz*si*niz ~) You don’t work.
Taşı-maz-si*niz. (ta*ş*ma*si*niz ~) You don’t carry.
You don’t watch. (seyret mez siniz) 

You don’t search. (aramaz sinsiz) 

You are not elected. (passive) (secil mez sinsiz)

The third person plural form takes [mez, maz] negation allomorphs followed by [ler, lar] personal allomorphs:

Gel-mez ler. (gel mez ler) They don’t come. 
Kal-maz-lar. (kal maz lar) They don’t stay. 
Dinle-mez-ler. (din le mez ler) They don’t listen. 
Konus-maz-lar. (ko nu* maz lar) They don’t speak. 
Ug-u* r-

Çek-in mez ler. (ce kin mez ler) They don’t avoid. (Turkish is reflexive.) 

THE SIMPLE PRESENT POSITIVE QUESTION

In all of the positive and negative question forms of this tense, the [mi, mi, mü, mu] question allomorphs are separately used followed by personal allomorphs:

(ben)  "mi-/y/ im?, mi-/y/ im?, mü-/y/ üm?, mu-/y/ um?"  
(sen)  "mi-sin?, mi-sin?, mü-sün?, mu-sun?"  
(o)  "mi?, mi?, mü?, mu?"  
(biz)  "mi-/y/ iz?, mi-/y/ iz?, mü-/y/ üz?, mu-/y/ uz?"  
(siz)  "mi-sin-iz?, mi-sin-iz?, mü-sün-üz?, mu-sun-uz?"  
(onlar)  "ler mi?, lar mi?"

The /y/ phonemes above are all glides. Although these words follow the vowel harmony rules, they are considered words, and therefore, they are separately written:

Bekle-er mi-/y/ im?  (bek ler / mi*y im) Do I wait? 
Öksü-ür mü-/y/ üm?  (ök s ü rür / mü y üm) Do I cough? 
Bekle-er mi-sin?  (bek ler / mi* sin) Do you wait? 
Gel-ir mi?  (ge* lir / mi) Does he come? 
Gî* r mi-/y/ iz?  (gi* der / mi* yiz) Do we go? 
Yü* r mi-sin-iz?  (yü* zer / mi* sin iz) Do you swim?
Anla-ar-lar mı?  (an*lar*lar / mı ~) Do they understand?
Taşı-r-lar mı?  (ta*şır*lar* / mı ~) Do they carry?

THE SIMPLE PRESENT NEGATIVE QUESTION

To form a Simple Present negative question verb composition, [mez, maz] negation allomorphs are used after the verb roots, stems or frames; and then ↷ [mi-/y/im?, mi-/y/ım?, mü-/y/üm?, mu-/y/um?], [mi-sin?, mi-sın?, mü-sün?, mu-sun?], [mi?, mi?, mü?, mu?], [mi-/y/iz?, mi-/y/ız?, mü-/y/üz?, mu-/y/üz?], [mi-sin-iz?, mi-sın-iz?, mü-sün-üz?, mu-suṅ-üz?] or [ler mi?, lar-mi?] words are separately written. Although the following two sentences are structurally The Simple Present Tense, they generally express reproach.

Sana yardım et-mez mi-/y/im? (İstersin de yardım etmez miyim?)
Don’t I help you?  (Won’t I help you “if you ask me”?)

Ben-im-le çalış-maz mı-sın?
Don’t you work with me?  (Won’t you work with me “if I ask you?”)

Although the sentences above are structurally Simple Present (Geniş Zaman), Turkish people generally prefer using (Şimdiki Zaman) The Present Continuous English Tense verb composition in place of the Turkish sentences above:

Sana hep yardım et-me-i.yor mu-/y/um?
Am I not always helping you? (complaint)

Gün boyunca çalış-ma-i.yor mu-sun?
Don’t you work all day long? Aren’t you working all day long?

Klasik müzik sev-me-i.yor mu-sun?
Don’t you like classical music?

Kardeş-in senin-le oyna-ma-i.yor mu?
Doesn’t your sister play with you?

As it is seen, The Turkish Present Continuous verb formation is used more frequently than the usual Simple Present Tense. Compare the following sentences:
Her gün ırmakta yüz-ü.yor-um or yüz-er-im.  
(her / gün / ırmak*ta / yüz*zü*yo*rum)  
I swim in the river everyday.

Eş-im İngilizce öğre-t-i.yor.  
(e*şim / in*gi*liz*ce / öğ*re*ti*yor)  
My wife teaches English.

Patates püresi sev-me-i.yor-um or sevmem.  
(pa*tates / pü*re*si / sev*mi*yo*rum)  
I don't like mashed potatoes.

Öğretmen-ler yaramaz çocuk-lar-dan hoşlan-maz(lar).  
(öğ*ret*men*ler / ya*ra*maz / ço*cuk*lar*dan / hoş*lan*maz)  
Teachers don't like naughty children.

Bazen bir lokanta-da akşam yeme-zi.yor-um, or yer-iz.  
Sometimes we have dinner at a restaurant.

Pop müzik sev-i.yor mu-sun?  
(pop / mü*zik / se*vi*yor / mu*sun)  
Do you like pop-music?

Okul-a (her gün) yürü/-ye.rek mi gi-t-i.yor-sun?  
(o*ku*la / yür*rü*ye*rek / mi / gi*di*yor*sun)  
Do you walk to school (every day)?

The position of the question word ♦ [mi, mı, mü, mu] can be changed and put after an important and stressed word in an interrogative sentence:

Okul-a otobüs-le mi gi-t-i.yor-sun?  
(o*ku*la / o*to*büs*le / mi / gi*di*yor*sun)  
Do you go to school by bus?

Otobüs-le okul-a mı gi-t-i.yor-sun)?  
(o*to*büs*le / o*ku*la / mi / gi*di*yor*sun)  
Do you go to school by bus?

Okul-a otobüs-le gi-t-i.yor mu-sun?  
(o*ku*la / o*to*büs*le / gi*di*yor / mu*sun)  
Do you go to school by bus?

However, when the (Geniş Zaman) The Simple Present Tense question form is used, the sentence changes into an offer:
Oku-la otobüs-le git-er mi-sin?
(o*ku*la / o*to*büs*le / gi*der~/mi*si*n~)
How about going to school by bus? (offer)

Ben-im-le sinema-/y/a git-er mi-sin?
(be*nim*le / si*ne*ma*/y/a / gi*der~/mi*si*n~)
How about going to the cinema with me? (offer)

THE QUESTION WORDS USED IN THE SIMPLE PRESENT TENSE

The question words “kim?” (who?); “kim-i?” (ki*mî) (whom?); “nasıl?” (how?); “nere-de, nere-/y/e?” (ne*re*/y/e) (where?); “kim-in?” (ki*min) (whose?); “ne sıklık-ta?” (how often?); “ne zaman?” (when?); “saat kaç-ta?” (what time?); “niçin?”, “ne-den?” (why?); “ne çeşit?” (what kind of?) can be used in this tense as they are used in the other tenses. The inflectional morphemes attached to these interrogative words are the defining allomorph [i] in “kim-i?”, the allomorphs of the morpheme [DE] in “nere-de?”, “ne sıklık-ta?”, “kaç-ta?”, the possessor allomorph [in] in “kim-in?”, “ne-/y/in?”, the [DEN] morpheme in “kim-den?”, “ne-den?” and “nere-den?”, and [LE] morpheme “kim-le?”, “ne/y/-le?”.

In order to make up Turkish sentences containing one of the interrogative words above, one can put one of these words in a positive or negative sentence without changing its order. In other words, one can use such interrogative words in Turkish positive or negative sentences without changing their positive or negative sentence structures.

Bürona nasıl git-i.yor-sun? Bürona …. gidiyorsun.
(bü*ro*na / na~/sil / gi*di*yor*sun~)
(not “*nasil gidiyor musun”) How do you go to your office? Otobüsle. By bus.

Nerde İngilizce öğret-i.yor-sun?
(ner~/de / İn*gi*лиз*ce / ög*re*ti*yor*sun~)
Where do you teach English? or "Where are you teaching English?"

“Nerde İngilizce öğretirsin?” is an offer. It means, “Where do you want to teach English?”

Bu soru-/y/a kim cevap vermek iste-i.yor?
(bu / so*ru*ya~/kim~/ce*vap / ver*mek / is*ti*yor~)
Who wants to answer this question?

Tiyatro-/y/a ne sıklık-ta git-i.yor-sun?
(ti*yat*ro*ya / ne~/sık*lık*ta / gi*di*yor*sun~)
How often do you go the theatre?
Her sabah saat kaç-ta kalk-ta.yor-sun?
( her / sa*bah / sa*at / ka*t*ta~ / kal*ki*yor*sun~)
What time do you get up every morning?

In traditional Turkish grammars, some consonants such as /m/, /n/, /k/, /z/, are considered personal allomorphs, which are inconsistent with the rest of the bound morphemes and syllables of the Turkish language. The Turkish bound morphemes, and their allomorphs are all made up of at least one vowel such as “[i]”; “consonant + vowel” such as [Dı]; “vowel + consonant” such as [İL], [İM], [İN], [İK] or [İZ]; “vowel + consonant + consonant” such as “art”, “ört”; “consonant + vowel + consonant” such as [MiŞ], or “consonant + vowel + consonant + consonant” such as “tirt”, “dirt”, “dirt”, “türt”, or they are made of two syllables such as, [i.yor], [me.li], [e.cek], [a.maz], There are no bound morphemes in Turkish without vowels. However, some of these vowels drop and they are ignored in speech and writing, or when they coincide, they combine, and are verbalized as single vowels.

To shorten these syllable structures, the first letters of them can be used as “v”, “c.v”, “v.c.c”, “c.v.c” or “c.v.c.c”. The only exception to this rule is the [T] morpheme used in the causative verb frames as in (ge*tirt), (al*-dirt)”. All Turkish morphemes and syllables are formed of one of these six syllable types. In short, there are no morphemes in Turkish without vowels, but the phonological system drops or combines some of them while rearranging the syllables of the morphemes to maintain the Turkish syllabication sequence.

One important rule to add to the explanations above is that the morphemes and syllables in Turkish do not follow a parallel pattern. While the words are divided into syllables, the morphemes comply with the syllable rules of the Turkish language. For instance, the last consonants of some words or morphemes detach from their syllables, and attach to the first vowels of the following morphemes, such as:

kuş-u (ku*şu), ben-i (be*nı), oda-am-a (o*da*ma), defter-im (def*te*rım), tarla-am (tar*lam), gör-ül-mek (gö*rül*mek), keş-iş-mek (ke*şiş*mek), etc.

Furthermore, The Simple Present Tense allomorphs are Дж [ir, ĭr, ür, ur, er, ar] such as in: “gel-*ir” (ge*îr), “al-*ir” (a*îr), “gör-*ür” (gö*rür), “otur-*ur” (o*-tu*rur) “ag-*ar” (a*çar), bekle-*er (bek*le*er), yakala-*ar (ya*ka*lar).

The Simple Present Tense allomorphs above attach to the verbs ending with consonants. However, if the verbs end with vowels, the first vowels of the Simple Present Tense allomorphs coincide with the last vowels of the verbs, combine, and are verbalized as single vowels:

143
Bekle-er (bek**ler**), incele-er (in**ce**ler**), hazırra-ar (ha**zir**lar**), yakala-ar (ya**ka**lar**), yürü-ür (yü**rür**), uyur-ur (u**yur**), yakala-ar-im (ya**ka**la**r**im**)

Likewise, when the personal allomorphs [i, im, üm, um], [in, in, ün, un], [ik, ik, ük, uk], [in-iz, in-iz, ün-üz, un-uz] follow the Simple Past Tense allomorphs [i, di, dü, du, ti, ti, tü, tu] to the previous vowels, their vowels coincide and combine, and verbalize as single vowels. For instance:

Gel-di-im (gel**d**im), al-di-im (al**d**im), gör-dü-üm (gör**du**m), otur-du-um (o**tur**d**um**), bekle-di-in (bekle**d**in), konuş-tu-un (ko**nuş**tun), öpüş-tü-ün (ö**püş**tün), bekle-di-ik (bekle**d**ik), otur-du-uk (o**tur**d**uk**), konuş-tu-un-uz (konuş**tu**nuz), kaç-ti-in-iz (kaç**ti**niz).

THE PRESENT CONTINUOUS AND THE PRESENT PERFECT CONTINUOUS TENSES

The Present Continuous (Şimdiki Zaman) time morpheme is [İ.YOR], which has four allomorphs: [i, iy, üy, uy]. When these allomorphs are attached to the verbs ending with consonants, these consonants detach from their syllables and attach to the following [İ.YOR] allomorphs. These consonants are single underlined. However, when they are attached to the verb roots, stems or frames ending with vowels, the end vowels of these verbs drop, so the allomorphs of the [İ.YOR] morpheme follow the vowels that precede the dropped vowels. The dropped vowels are double underlined.

Note: The vowels that are said “dropped” are the vowels that are overlooked by the Turkish language sound system while the previous vowels are being linked to the following ones. This is because it is not harmonious for the Turkish-speaking people to pronounce two vowels attached to one another, so they either skip one of them, or combine them or link them with glides.

The verb roots, stems or frames ending with consonants:

gel-i.yor (e→i) (ge**li**yor), bak-i.yor (a→i) (ba**ki**yor), otur-u.yor (u→u) (o**tur**u**yor**), öksür-u.yor (ü→ü) (öksür**rü**yor), yanaş-i.yor (a→i) (ya**na**ş**ü**yor), bekles-i.yor (e→i) (bekle**şi**yor), beklen-i.yor-lar (e→i) (bekle**ni**yor**lar**), art-i.yor (a→i) (ar**t**i**yor**), it-i.yor (i→i) (i**ti**yor)

The verb roots, stems or frames ending with vowels:

bekle-i.yor (e→i) (bekle**li**yor), ertele-i.yor (e→i) (er**te**li**yor**), yürü-ü.yor (ü→ü) (yü**rü**yor), atl-ı.yor (a→i) (at**lı**yor), çalkal-ı.yor (a→i) (ça**l**ı**yor**).
ka*li*yor, aklâ-1.yor (a→i) (ak*li*yor), dengele-i.yor (e→i) (den*ge*li*yor),
oku-u.yor (o→u) (o*ku*yor), taşı-1.yor (a→i) (ta*şi*yor), oyna-u.yor (o→u) (oy*nu*yor).

The last vowels of the verbs above are double underlined. When these last vowels drop, the first vowels of the [İ.YOR] morpheme follow the vowels preceding the dropped vowels. The single underlined consonants preceding the dropped vowels detach from their syllables and attach to the first vowels of the [İ.YOR] allomorphs.

bekliyor, erteliyor, yürüyor, atlıyor, çalkalıyör, aklıyor, dengeliyor

When one of the allomorphs of the morpheme [İ.YOR] is attached to the negation allomorphs ¬ [me] or [ma], these negation allomorphs also drop their last vowels, and the [İ.YOR] morpheme follow the vowels preceding the dropped vowels according to the vowel harmony of the Turkish language:

gel-me-i.yor (e→i) (gel*mi*yor), oku-ma-u.yor (u→u) (o*ku*mu*yor), bekle-
me-i.yor (e→i) (bek*le*mi*yor), çalış-mâ-1.yor (i→i) (ça*iş*mi*yor), gül-me-
ü.yor (ü→ü) (gül*mü*yor), ertele-me-i.yor (e→i) (er*te*le*mi*yor).

The [İ.YOR] morpheme is composed of two syllables: “i”yor”. The second syllable of this morpheme “yor” never follows the vowel harmony rules, and consequently, the personal morphemes that follow them do not have different allomorphs:

gel-i.yor-um, başla-1.yor-sun, koş-u.yor, gez-i.yor-uz, çalış-1.yor-sun-uz, gül-ü.yor-lar, bekle-i.yor, anla-1.yor, kovala-1.yor, besle-i.yor

As a rule, the last consonants of the verbs detach from their syllables, and attach to the first vowels of the following morphemes. However, when the /p, t, ç, k/ unvoiced consonants detach from their syllables and attach to the following morphemes, they also change into their voiced forms /b, d, c, ğ/.

The Present Continuous and The Present Perfect Continuous tenses of the English language are both expressed in şimdiki zaman (The Present Continuous Tense) in Turkish. Compare the following sentences:

O gel-i.yor. (e → i)
(ge*lî*yor ~)
He is coming. (now or later)

O bir mektup yaz-1.yor. (a→i)
(o / bir / mek*tup / ya*zi*yor ~)
He is writing a letter. (now)
O bir saat-tir bir mektup yaz-ı.yor. (a→ı)
(o / bir / sa*at*tir / bir / mek*tup / ya*zi*yor .textView)
He has been writing a letter for an hour.

Jack bahçe-de oyna-u.yor. (o→u)
(Jack / bah*çe*de / oy*nu*yor  textView)
Jack is playing in the garden. (The /a/ drops, and the /n/ attaches to /u/.)

Jack sabah-tan beri bahçe-de oyna-u.yor. (o→u)
(Jack / sa*bah*tan / be*ri / bah*çe *de / oy*nu*yor  textView)
Jack has been playing in the garden since morning.

Mehmet bahçe-de koş-u.yor. (o→u)
(meh*met / bah*çe*de / ko*şu *yor  textView)
Mehmet is running in the garden. (now)

Mary nehir-de yü-üz-yor. (ü→ü)
(ma*ri / ne*hir*de / yü*zü*yor  textView)
Mary is swimming in the river. (now)

Okul-un ön-ü/n-/de bekle-es-i.yor-uz. (e→i)
(o*ku*lun / ö*nün*de / bek*le*şi*yo*ruz  textView)
We are waiting together in front of the school. (reciprocal)

Jack boyuna televizyon seyre-ň-i.yor. (e→i)
(Jack ~ / bo*yu*na / te*le*viz*yom / sey*re*di*yor  textView)
Jack is always watching television. (complaint)

(Ben) televizyon seyre-ň-i.yor-um. (e→i)
(ben / te*le*viz*yom / sey*re*di*yo*rum  textView)
I am watching television.

The single underlined consonants detach from their syllables, and attach to
the first vowels of the following morphemes during syllabication. Moreover,
the /p, t, ç, k/ single underlined unvoiced consonants both detach from their
syllables and attach to the first vowels of the following morphemes, and
change into their voiced counterparts /b, d, c, ğ/.

(Biz) bahçe-de oyna-u.yor-uz. (o→u)
(biz / bah*çe*de / oy*nu*yo*ruz  textView)
We are playing in the garden.

(Siz) Türkçe öğren-i.yor mu-sun-uz? (e→i)
(siz / Türk*çe / öğ*re*n̄i*yor / mu*su*nuz  textView)
We are learning Turkish. (now)
We have been learning Turkish for three months.

The seagulls are flying in the sky. (now)

They are waiting for you.

We are having lunch. (now)

The students have been waiting for their teacher since eight.

How long have you been watching television?

Days are getting longer.

My son is doing his homework.

I have been studying for three hours.

I have been waiting for you for an hour.

What have you been doing since morning?

What are you doing now?
The morpheme [DİR] can also be used after The Present Continuous Tense (Şimdiki Zaman) in Turkish to express estimation:

Jack ne yap-ı.yor? (a→ı)

(jack / ne~ / ya*pı*yor~)

What is Jack doing?

Ders çalı-ş-ı.yor-dur. (ı→ı)

ders / ça*li*şi*yor*dur~)

I think (guess) he is studying.

The near future concept can also be expressed in the Present Continuous Tense (Şimdiki Zaman) in Turkish as it is done in English:

Uçak biraz-dan havala-n-ı.yor. (a→)

(u*çak / bi*raz*dan / ha*va*la*ni*yor ~)

The plane is taking off soon.

Misafir-ler yarın gel-ı.yor-lar. (e→i)

(mi*sa:*fir*ler / ya*rin / ge*li*yor*lar~)

The visitors are coming tomorrow.

Misafirler biraz-dan gel-ı.yor mu? (e→i)

(mi*sa:*fir*ler / bi*raz*dan / ge*li~*yor / mu~)

Are the visitors coming soon?

Yarın Londra’y/a gi-ş-ı.yor-uz. (i→i)

(ya*rin / Lon*dra*ya / gi*di*yo*ruz ~)

We are going to London tomorrow.

Birazdan çı-k-ı.yor mu-/y/uz? (ı→ı)

(bi*raz*dan / çi*ki~*yor / mu*yuz ~)

Are we leaving soon?

Yarın yeni bir araba satı-n-ı.yor-um. (a→ı) (liaison)

(ya*rin / ye*ni / bi *ra*ra*ba / sa*ti*na*li*yo*rum ~)

I’m going to buy a new car tomorrow.

Yarın taşın-ı.yor mu-su-n-uz? (ı→ı)

(ya*rin / ta*şi*ni~*yor / mu*su*nuz ~)

Are you moving tomorrow. (reflexive)

Yarın sigara-/y/ı birak-ı.yor-um. (a→)

(ya*rin / si*ga*ra*yı / bi*ra*ki*yo*rum ~)

I am going to stop smoking tomorrow.
THE VERBS THAT ARE NOT USED IN SIMPLE TENSES IN TURKISH

Some verbs that are not normally used in continuous tenses in English are especially used in continuous tenses in Turkish, and strange to say, these verbs are not generally used in simple tenses.

These verbs are as follows:

adore, appreciate, believe, care, desire, forgive, hate, hear, know, like, love, mean, mind, miss, recall, refuse, remember, see, smell, seem, think, trust, understand, want, wish.

Consider and compare the following sentences:

Sen-i affet-i.yor-um.
(se*ni / af*fe*di*yo*rum ∼)
I forgive you. (The /t/ changes into /d/.)

Sen-i sev-i.yor-um.
(se*ni / se*vi*yo*rum ∼)
I love you.

Sana tap-i.yor-um.
(sa*na / ta*pi*yo*rum ∼)
I adore you.

Hepiniz-i hatırala-i.yor-um.
(he*pi*ni*zi / ha*tir*li*yo*rum ∼)
I remember all of you.

Hepiniz-e güvên-i.yor-um.
(he*pi*ni*ze / gü*ve*ni*yo*rum ∼)
I trust all of you.

Siz-i anla-i.yor-um.
(st*zi / an*li*yo*rum ∼)
I understand you.

Siz-i an.la-ma-i.yor-um.
(st*zi / an*la*mi*yo*rum ∼)
I don’t understand you.

Ben-i sev-i.yor mu-sun?
(be*ni / se*vi~*yor / mu*sun ∼)
Do you love me?

Ben-i hatırala-i.yor mu-suń-uz?
(be*ni / ha*tir*li~*yor / mu*su*nuz ∼)
Do you remember me?

Bana güvên-me-i.yor mu-sun?
(ba*na / gü*ven~*mi*yor / mu*sun ∼)
Don’t you trust me?

Siz ben-i anla-i.yor mu-suń-uz?
(siz / be*ni / an*li~*yor / mu*su*nuz ∼)
Do you understand me?

Ben-i anla-ma-i.yor mu-suń-uz?
(be*ni / an*la~*mi*yor / mu*su*nuz ∼)
Don’t you understand me?
Bir fincan kahve iste-i.yor-um.
(bir / fin*can / kah*ve / is*ti*yo*rum ~)
I want a cup of coffee.

Gramer kitap-lar-i oku-mak-tan nefret et i.yor-um. (liaison)
(gramer / ki*tap*la*ri / o*ku*mak*tan / nef*re*te*di*yo*rum ~)
I hate reading grammar books.

Ben-i özle-yor mu-sun?
(be*ni / öz*lü*yor / mu*sun ~)
Do you miss me?

Sana inan-ma-i.yor-um.
(sa*na / i*nan*mi*yo*rum ~)
I don’t believe you.

Hiçbir şey işit-me-i.yor-um.
(hiç*bir / şey / i*şit*mi*yo*rum ~)
I don’t hear anything.

Umursa-ma-i.yor-um. Umur-um-da değil. (Bana ne?)
(u*mur*sa*mi*yo*rum~) (u*mu*rum*da / de*ğil ~) (ba*na / ne ~)
I don’t care.

Bu proje uygulan-a.bil-ir gör-ün-ü.yor.
(bu / pro*je / uy*gu*la*na*bi*li*r / gö*rü*nü*yor ~)
This project seems (looks) (sounds) feasible.

Siz-i takdir et-i.yor-um. (liaison)
(si*zi / tak*di:*re*di*yo*rum ~)
I appreciate you.

The verbs that are given above can be used in The Simple Present Tense
(Geniş Zaman) in conditional sentences:

Tekrar geç kal-ma-ma-/y/a söz ver-ir-se-en sen-i affe-t-er-im.
(tek*rar / geç / kal*ma*ma*ya / söz / ve*rir*sen~ / se*ni / af*te*de*rim ~)
If you promise not to be late again, I will forgive you.

Bana yeni bir araba al-ir-sa-an sen-i daha çok sev-er-im.
(ba*na / ye*ni / bir / a*ra*ba / a*lur*san ~/ se*ni / da*ha / çok / se*ve*rim ~)
If you buy me a new car, I will love you more.
TURKISH VERB FRAMES

The suffixes (the infectional allomorphs) that form Turkish verb frames make them indivisible units, and so they are used as verb stems. The other suffixes, such as: negation, time and personal allomorphs follow them in succession. There are five kinds of verb frames:

Transitive verb frames (geçişli fiil çatıları), intransitive verb frames (ge-çișsiz fiil çatıları), passive verb frames (edilgen fiil çatılar), reflexive verb frames (dönüşlü fiil çatıları), and reciprocal verb frames (işteş fiil çatıları).

TRANSITIVE AND INTRANSITIVE VERB FRAMES

Transitive verb frames are the verbs that take direct objects:

Annem her hafta ev-i temizler. Mother cleans the house every week.

Ahmet bir hikâye kitab-i okuyor. Ahmet is reading a story book.

Ben her sabah odam-ı tertiplerim. I tidy my room every morning.

Intransitive verb frames do not take objects:

Ben bazen nehir-de yüzerim. I sometimes swim in the river.

Oğlum gün-de sekiz saat uyur. My son sleeps eight hours a day.

Oğlum okul-a her sabah otobüs-le gider. My son goes to school by bus every morning.

REFLEXIVE VERB FRAMES (DÖNÜSLÜ FIIL ÇATILARI)

A reflexive verb frame is a verb whose action in a sentence has its effect on a person or thing that does the action. The most commonly used inflectional suffix that turns verb roots and stems into reflexive verbs is [IN], which has six allomorphs: ♫ [in, in, ün, un, en, an]. The other one, which has only a few examples in Turkish, is [IL], which has four allomorphs ♫ [il, il, ül, ul],
such as “Gömlegeime çay dök-ül-dü”, “Deniz çek-ı-di”. As a rule the identical “a-a”, “e-e”, “i-i”…vowels combine, and the single underlined consonants /n/ detach from their syllables and attach to the following vowels.

Oğlum yıka-an-ı.yor.
(oğ*ulum / yı*ka*ni*yor ~)
My son is having a bath. (He is washing himself.)

Ayşe tara-an-ı.yor. Ayşe tara-an-ı.yor mu? (ay*še / ta*ra*ni~*yor / mu ~)
(ay*še / ta*ra*ni*yor ~)
The meaning is “Ayşe is combing herself (her hair)”.

Başım kaş-ı-n-ı.yor.
(ba*şim / ka*şi*ni*yor ~)
My head is itching.

Kedi masa-/n/ın alt-ı/n/-da kaş-ı-n-ı.yor.
(ke*di / ma*sa*nin / al*tin*da / ka*şi*ni*yor ~)
The cat is scratching under the table.

Yazı sılin-di. (Turkish is reflexive.)
(ya*zi / si*lin*di ~)
The writing has been erased. (English is passive.)

Öv-ün-ü.yor.
(ö*vü*nü*yor ~)
He is boasting or praising himself.

Ayşe saç-ı-/n/ı tara-ı.yor. (Transitive.)
(ay*še ~/ sa*çi*/n/i / ta*ri*yor ~)
Ayşe is combing her hair. (The double underlined /a/ drops.) (transitive)

Dükkân-lar saat yedi-de kapa-an-ır.
(dük*kân*lar / sa*at / ye*di*de / ka*pa*ni*r ~)
Shops close at seven o’clock. (They close themselves.)

Ayşe kapı-/n/ın arka-/s/i/-/n/a sakla-an-ı.yor.
(ay*še / ka*pi*nin / ar*ka*si*na / sak*la*ni*yor ~)
Ayşe is hiding behind the door. (She is hiding herself.)

Yer sars-ı/-ı.yor.
(yer / sar*si*li*yor ~)
The ground is shaking. (It is shaking itself.)
Üz-üll-e.cek-sin.
(ü*zu*le*cek*sin ～)
You will be sorry.

The allomorphs that are used to form reflexive verbs are also used with verbs when they are transformed into the passive voice. As these allomorphs sometimes cause confusion, one should be careful when one defines them:

Kara gör-ün-du.
(ka*ra / gö*rün*du ～) (reflexive)
The land has showed itself.

Kara gör-ül-du.
(ka*ra / gö*rül*du ～) (passive)
The land has been seen by someone.

**THE PASSIVE TRANSFORMATION OF THE INTRANSITIVE VERB FRAMES**

Some Turkish intransitive verbs can also be transformed into the passive forms without being put into the passive voice. While these verbs are being shaped, the passive transformation allomorphs are attached to these verb roots or stems. In doing this, the verbs ending with vowels and the /L/ phonemes attach to the [in, in, ün, un, en, an] allomorphs; the others ending with consonants attach to the [il, ıl, ül, ul] allomorphs. Although this form does not exist in English, it is expressed in a different sentence structure, which does not exist in Turkish. Consider the following:

Deniz-de yüz-ül-ür.
(de*niz*de / yü*zü*lür ～)
"It is possible (natural) to swim in the sea", or "The sea is a place where one can naturally swim." (passive shaped intransitive)

İş-e saat sekiz-de başla-an-ir.
(i*şe / sa*at / se*kiz*de / baş*la*nir ～)
It is a rule to start work at eight. (passive shaped intransitive)

Pazar günleri dinle-nil-ir.
(pa*zar / gün*le*ri / din*le*ni*lir ～)
It is customary to have a rest on Sundays. (passive shaped intransitive)

Böyle güneş-li bir gün-de piknik-e git-il-ir.
(böy*le / gü*neg*li / bir / gün*de/−/ pik*ni*ğe / gi*di*lir ～)
It is advisable (natural) to go for a picnic on such a sunny day. (passive shaped intransitive)
Güzel-e bak-il-ir. Güzel-e bak-il-maz mı? Isn't it natural to look at the ...?

(gü*ze*le / ba*ki*lır ~) (gü*ze*le / ba*ki*lmaz ~ / mı ~)
It is natural to look at the beautiful. (passive shaped intransitive)

Pazartesi gün-ler-i erken kalk-il-ir.

(pa*zar*te*si / gün*le*ri / er*ken / kal*ki*lır ~)
It is a rule to get up early on Mondays. (passive shaped intransitive)

To use the negative forms of the above sentences, [mez, maz] allomorphs are used after the verbs:

Böyle bir gürültü-de uyu-un-maz. Böyle bir gürültü-de uyu-un-ur mu?
böy*le / bir / gü*rül*tü*de ~ / u*yu*n*mez ~) (u*yu*nur* ~ / mu ~)
It is impossible to sleep in such a noise. (passive shaped intransitive)

Bu sokak-ta yürüm-ün-mez.
(bu / so*kak*ta / yü*rün*mez ~)
It is impossible to walk in this street. (passive shaped intransitive)

Onun laf-i-n/a bak-il-maz.
(o*nun / là*fi*na / ba*ki*lmaz ~)
It is natural (advisable) not to mind what he says. (passive shaped intr.)

Bu otel-de kal-in-maz.
(bu / o*tel*de / ka*lin*mez ~)
It is impossible to stay in this hotel. (passive shaped intransitive)

Onun akl-i-n/a uy-ul-maz.
(o*nun /ak*li*na / u*yul*mez ~)
It is inadvisable to follow his advice. (passive shaped intransitive)

Bu göl-de yüz-ul-ür mü?
(bu / göl*de / yü*zü*lür ~ / mü ~)
Is it possible to swim in this lake? (passive shaped intransitive)

İngiltere'ye tren-le gi†-il-mez mı?
(in*gi†*te*re*ye / tren*le / gi†*diil*mez ~ / mi ~)
Isn't it possible to go to England by train?

RECIPROCAL VERB FRAMES (İSTEŞ FİİL ÇATILARI)

1. A reciprocal verb expresses an action which is exchanged between two or more people. The reciprocal morpheme is [İŞ], which has ♦ [ış, ış, üs, uş, eş, aş] allomorphs. When the verbs end with vowels, and the allomorphs

start with the same vowels, these two vowels 

**coincide** and **combine** and are verbalized as a single vowel:

Onlar bak-ış-1.yor-lar.  
(onˈlar / baˈkɯ̝ˈsiʃˈyorˈlar ː)  
They are looking at each other.  Aren' they looking at each other?

Kucakla-aş-1.yor-lar.  
(kuˈcakˈlaˈşiʃˈyorˈlar ː)  
They are hugging (each other).

Tokal-aş-1.yor-lar.  
(toˈkaˈlaˈşiʃˈyorˈlar ː)  
They are shaking hands.

Döv-üş-ü.yor-lar.  
(döˈvɯ̝ˈuşˈyorˈlar ː)  
They are fighting. (They are beating each other.)

Öp-üş-ü.yor-lar-di  
(öˈpɯ̝ˈuşˈyorˈlarˈdiː)  
They were kissing.  Weren't they kissing?

Onlar Pazar gün-le r-i gö-Rüş-ür-ler.  
(onˈlar / paˈzar / günˈleˈɾi / göˈrũˈśürˈler ː)  
They meet and talk on Sundays.

2. Some verbs that are attached to **reciprocal** allomorphs convey the concept of “**(all) together**”:

Haber-i duy-un.ca bağır-ış-ti-lar.  
(haˈbeɾˈɾi / duˈyu)nˈcaˈ / baˈɡɯ̝ɾiˈɾɯ̝ʃˈtiˈlar ː)  
They shouted all together when they heard the news.

Polis-i gör-ün.ce kaç-ış-ti-lar.  
(poˈlisˈɾi / göˈɾũnˈɾɾɾi / kaˈɾɯ̝ʃˈtiˈlar ː)  
They ran away all together when they saw the police-officer.

Çocuklar futbol takım-la-r-i hakkında tarteş-1.yor-lar.  
(çoˈcukˈlar / futˈbɔl / taˈkimˈlaˈɾi / hakˈɾũˈɾɾeˈɾarˈlar ː)  
The boys are discussing about their football teams.

Bazı çocuk-lar kapi-da bekle-es-1.yor-lar.  
(baˈзи / çoˈcukˈlar / kaˈpɾiˈda / bekˈleˈɾɾɾiˈyorˈlar ː)  
Some children are waiting together at the door.
3. Some other verbs that are attached to the allomorphs above convey the idea of “about”:

Kuş-lar gökyüzü/-de uç-uş-u.yor-du.
(Kuʃ*lar / gök*yü*zün*de / u’çu*şu*yor*du ~)
The birds were flying about in the sky.

Çocuk-lar bahçe-de koş-uş-u.yor-lar.
(ço*cuk*lar / bah*çe*de / ko*şu*şu*yor*lar ~)
The children are running about in the garden.

(ör*dek*ler / ha*vuz*da / yü*zü*şü*yor*lar ~)
The ducks are swimming about in the pool.

**BOTH TRANSITIVELY AND INTRANSLITIVELY USED ENGLISH VERBS**
(The Ambitransitive English Verbs)

Some English verbs are both transitive and intransitive. There are few verbs used in this fashion in Turkish. Therefore, those who are studying English or Turkish as a second language face some difficulties in learning them. In the following list, you can find frequently used English verbs that are used both transitively and intransitively. The Turkish equivalents of such verbs and how their allomorphs change are given in the examples below.

As it has already been noted, the identical vowels that follow each other combine, and the single underlined consonants detach from their syllables and attach to the first vowels of the following allomorphs during the syllabication process:

Yumurta-lar kayna-t.yor.
(yu*mur*ta*lar / kay*ni*yor ~)
The eggs are boiling. (The Turkish and the English verbs are intransitive.)

Fatma yumurta kayna-at-t.yor.
(fat*ma / yu*mur*ta / kay*na*ti*yor ~)
Fatma is boiling eggs. (transitive)

In the first Turkish sentence above, the intransitive verb “kayna” has changed into “kaynat” transitive verb frame to take the object “yumurta”. However, the English verb “boil” has not changed. This shows us that the English verb “boil” can be used both transitively and intransitively. In the following sentences, the explanations in parentheses are about the Turkish
sentences. However, when necessary, both Turkish and English verbs are explained in parentheses:

Ateş yan-iyor.
\((a^*teş / ya^*n*iyor \sim)\)
The fire is burning. (intr.)

Ateş parmaklarını yak-ar.
\((a^*teş / par^*ma*k*la*ri^*ni / ya^*kar \sim)\)
Fire burns your fingers. (tran.)

Dükkân-lar saat yedi-de kap-a-an-ir.
\((dük*kân*lar / sa*at / ye^*di^*de / ka^*pa*n*ir \sim)\)
Shops close at seven. (reflexive) (They close themselves.)

Onlar dükkân-lar-ı yedi-de kapa-at-ır-lar.
\((on^*lar / dük*kân*la*rı / sa*at / ye^*di^*de / ka^*pa*ti*r*lar \sim)\)
They close the shops at seven. (tran.)

Dükkân-lar saat yedi-de kapa-at-il-ir.
\((dük*kân*lar / sa*at / ye^*di^*de / ka^*pa*ti*l*ir \sim)\)
The shops are closed at seven. (passive)

Renk-ler sonbahar-da değiş-ir.
\((renk^*ler / son^*ba*har*da / de*ği*şir \sim)\)
The colors change in the autumn. (intr)

\((O) \ giysi-ler-i/n/i \ değiş-tir-i.yor.\)
\((o \sim/ \ giy^*s*i*le*ri^*ni / de*ği*ş*ti*r*ni*yor \sim)\)
He is changing his clothes. (tran.)

Şimdi mutfak-ta yemek piş-ir-i.yor.
\((şim*di / mut^*fak*ta / ye^*mek / pi*şi*r*i*yor \sim)\)
She is cooking in the kitchen now. (Turkish tran.) (English intr.)

O, balık piş-ir-i.yor.
\((o / ba^*lik / pi*şi*r*i*yor \sim)\)
She is cooking fish. (tran.)

Yemek piş-ti.
\((ye^*mek / piş*ti \sim)\)
The meal has cooked. (intr)
Meyve-ler olgun-laş-in.ca ağaç-ler-dan düş-er.
(mey*ve*ler / ol*gun*la*şin*ca / a*ğaç*ler*dan / dü*şer ↝)
Fruits drop from trees when they ripen. (intr.)

Kalem-i/n/i düş-ür-du.
(ka*le*mi*nı / dü*şür*du ↝)
She dropped her pencil. (tran.)

Bazı nehir-ler yaz-in kurur.
(ba*zi / ne*hir*ler / ya*zın / ku*rur ↝)
Some rivers dry up in the summer. (intr.)

El-ler-i/n/i beş-im havlu-um-la kuru-la-ma.
(el*le*ri*ni / be*nim / hav*lum*la / ku*ra*la*ma ↝)
Don’t dry your hands on my towel. (tran.)

Savaş soñ-a er-di.
(sa*vash / so*na / er*di ↝)
The war ended. (intr.)

Savaş-ı soñ-a er-dir-di-ler.
(sa*vashi / so*na / er*dir*di*ler ↝)
They ended the war. (tran.)

Bir bomba patla-di.
(bir / bom*ba / pat*la*di ↝), or (bir / bom*ba / pat*la*di ↝)
A bomb exploded. (intr.)

Onlar bir bomba patla-at-tı-ler.
(on*lar / bir / bom*ba / pat*la*til*ar ↝)
They exploded a bomb. (tran.)

İnekler tarla-da besle-en-i.yor-lar.
(i*neker*ler / tar*la*da / bes*le*ni*yor*lar ↝)
The cows are feeding (grazing) in the field. (reflexive)

Köpek-im-i her sabah besle-er-im.
(kö*pe*ği*mi / her / sa*bah / bes*le*rim ↝)
I feed my dog every morning. (tran.)

Sokak-lar kıș-in çamur-la dol-ar.
(so*kak*lar / ki*şin / ça*mur*la / do*lar ↝)
The streets fill up with mud in winter.(intr.)
Kalem-im-i siyah mürekkep-le dol-dur.
(kay*le*mi*siyah/mürekkep*le/doldur ~)
Fill my pen with black ink. (tran.)

İş henüz bit-di.
(iş/bit*ham ~)
The work hasn’t finished yet. (intr.)

İş-im-i henüz bit-ir-me-di-im.
(iş/bit*hamme*dim ~)
I haven’t finished my work yet. (tran.)

Kuş-lar hava-da uç-ar.
(kuşlar/hava/uç ~)
Birds fly in the sky. (intr.)

Çocuk-lar uçurtma uç-u-yor-lar.
(coçuklar/uçurtma/uçuyor ~)
The boys are flying kites. (tran.)

Patates-ler kızar-i.yor.
(patatesler/kizariyor ~)
The potatoes are frying. (intr.)

O, balık kızar-1.yor.
(o/balık/kizariyor ~)
She is frying fish. (tran.)

Pamuk Adana’da yetiş-ir.
(pamuk/Adana/yetis ~)
Cotton grows in Adana. (intr.)

Adana’da pamuk yetiş-tir-ler.
(Adana/pamuk/yetis-tir ~)
They grow cotton in Adana. (tran.)

Kapı-nın arka/sı/na sakla-an-i.yor.
(kapi/arka/si/na/saklanyor ~)
He is hiding behind the door. (reflexive) (He is hiding himself.)

Mektup-lar-i-i/ni sakla-ar.
(Mektuplar/i/i/i/sakla ~)
She hides her letters. (tran.)
Our difficulties are increasing. (intr.)

Don't increase your speed. (tran.)

Flowers open in the morning. (intr.)

We open the windows in the morning. (tran.) (The verb "aç" is used both transitively and intransitively in Turkish as it is used in English.)

The horses are racing. (intr.)

They are racing the horses. (tran.)

Apples ripen in warm weather. (intr.)

Note: "Ol" is a verb root, "ol-gun" is an adjective stem, "ol-gun-laş" is an intransitive verb frame, "ol-gun-laş-tir" is a transitive verb frame.

Warm weather ripens the apples. (tran.)

The bell is ringing. (intr.)

Ring the bell. (tran.)
(Both "çal " and "ring" verbs are used both transitively and intransitively in Turkish and English.)

Bazen kaya-lar tepe-ler-den aşağı yuvarlanır.

Sometimes rocks roll down the hills. (reflexive)

Bazı kimse-ler tepe-den aşağı kaya-ları yuvarlıyor.
Some people are rolling rocks down the hill. (tran.)

Çocuk-lar model kayık-ları yüzüyor.
The children are sailing their modal boats. (tran.)

Yer sarsılır-yor.
The ground is shaking. (reflexive)

İlaç-ı iç-me-den önce şişe-/yı çalkala (sars).
Shake the bottle before taking the medicine. (tran.)

İkinci Dünya Savaşı-/da birçok gemi bat-tı.
A lot of ships sank during The Second World War. (intr.)

İkinci Dünya Savaşı-/da birçok gemi batır-dı-lar.
They sank a lot of ships during The Second World War. (tran.)

Gömlek-im-e çay dökül-dü.
Tea spilled on my shirt. (reflexive)

Seyhan Nehri Akdeniz-e dökül-ür.
The Seyhan River pours into the Mediterranean Sea. (reflexive)

Limonata-/yı yer-e dök-tü-üm.
I have spilled (spilt) the lemonade on the floor. (tran.)
Araba-lar dur-du.
(a*ra*ba*lar / dur*du ~)
The cars stopped. (intr.)

Polis araba-lar-ı durdur-du
(po*lis / a*ra*ba*la*rı / dur*dur*du ~)
The police officer stopped the cars. (tran.)

Tekerlek-ler dön-ü.yor.
(te*ker*le*kler / dön*nü*yor ~)
The wheels are turning. (intr.)

Motor tekerlek-ler-i dönür-ür.
(mo*tor / te*ker*le*k*le*ri / dön*dür*rür ~)
The engine turns the wheels. (tran.)

Parmağın/a bir iğne bat-tı.
(par*ma*ğı*na / bir / iğ*ne / bat*tı ~)
A needle stuck in her finger. (intr.)

Parmağın/a bir iğne batır-dı.
(par*ma*ğı*na / bir / iğ*ne / ba*tır*di ~)
She stuck a needle into her finger. (tran.)

Bu pul iyi yapış-ma-yor.
(bu / pul / i*yi / ya*pış*ma*yor ~)
This stamp doesn’t stick well. (intr.)

Mektup-un üst-ü-/n/e bir pul yapıştır.
(mek*tu*bun / üst*tü*ne / bir / pul / ya*pış*tır ~)
Stick a stamp on the letter. (tran.)

THE SIMPLE PAST AND THE PRESENT PERFECT
(DİLİ Geçmiş Zaman)

Both The Simple Past and The Present Perfect tenses are expressed in “Di’ili Geçmiş Zaman” in Turkish. In other words, the Turkish “Di’ili Geçmiş Zaman” covers these two English tenses. The time morpheme of this tense is [DIL], which has eight allomorphs: ♦ [di, di, dü, du, ti, ti, tü, tü]. One of these allomorphs is used attached to verb roots, stems or verb frames in accordance with the Turkish vowel and consonant harmony rules. The verbs ending with
vowels and voiced consonants are followed by the allomorphs written in bold face; and the verbs followed by unvoiced consonants are written in regular type. The personal allomorphs are as follows:

- **Ben** → *[im, im, üm, um]*
- **Sen** → *[in, in, ün, un]*
- **O** → *[Ø]*
- **Biz** → *[ik, ik, ük, uk]*
- **Siz** → *[in-iz, in-ız, ün-üz, un-uz]*
- **Onlar** → *[Ø] or *[ler, lar]*

Naturally, as all the allomorphs of the [Dİ] morpheme *[di, di, dü, du, ti, ti, tū, tu]* end with vowels, and the personal allomorphs *["im, im, üm, um"; "in, in, ün, un"; "ik, ik, ük, uk"; "in-iz, in-ız, ün-üz, un-uz"] start with vowels, the first vowels of the personal allomorphs coincide with the allomorphs of the morpheme [Dİ] and combine such as in "di-im (dim)", "di-im" (dim), "dü-üm" (düm), "du-um" (dum), "ti-im (tım)", "ti-im" (tım), "tū-üm" (tüm), "tu-um" (tum); "di-in" (dǐn), "ti-in" (tìn), "ti-ik" (tìk), "di-in-iz" (dǐ*niz), "ti-in-iz" (tì*niz).

(Ben) iki saat önce iş-im-i bitir-di-im.
*(Ben) i*şi*mi* / bi*tir*dim ↞*I finished my work two hours ago.*

(Ben) iş-im-i bitir-di-im.
*(Ben) i*şi*mi* / bi*tir*dim ↞*I have finished my work. (My work is ready now.)*

Onlar geçen hafta sinema-/y/a git-ti.
*(On*lar / ge*çen / ha*ta / si*ne*ma*ya / git*ti ↞)*
They went to the cinema last week.

Onlar sinema-/y/a git-ti.
*(On*lar / si*ne*ma*ya / git*ti ↞)*
They have gone to the cinema.
*(They are at the cinema or on the way to the cinema.)*

O kitap-ı geçen sene oku-du-um.
*(o / ki*ta*bi / ge*çen / se*ne / o*ku*dum ↞)*
I read that book last year.
Kıta pı oku dú-um.
(ki*ta*bi / o*ku*dum ~)
I have read the book. (I have finished reading it.)
(Siz) biz-e inan-ma-di-in-iz.
(siz / bi*ze / i*nan*ma*di*niz ~)
You didn't believe us.

Bulaşık-lar yıka-an-dı bile.
(bu*la*şık*lar / yı*kan*di / bi*le ~)
The dishes have already been washed. (The dishes are clean now.) (passive)

negative:

The negation allomorphs ♫ [me, ma] are put after verb roots, stems or verb frames, and then they are followed by the ♫ [di, di] time allomorphs, which are followed by the personal allomorphs respectively. The other time allomorphs that are used in positive forms ♫ [dü, du, ti, tü, tu] are not used here as a result of the ♫ [me, ma] negation allomorphs:

Fatma’-/y/i pazar-dan beri gör-me-di-im.
(fat*ma*yi / pa*zar*dan / be*ri / gör*me*dim ~)
I haven't seen Fatma since Sunday.

Fatma’-/y/i bir hafta-dır gör-me-di-im.
(fat*ma*yi / bir / hafta*dir / gör*me*dim ~)
I haven’t seen Fatma for a week.

Fatma’-/y/i geçen hafta gör-me-di-im. (liaison)
(fat*ma*yi / ge*çen*hafta / gör*me*dim ~)
I didn’t see Fatma last week.

Daha ev ödev-im-i yap-ma-di-im. (liaison)
(da*ha / ev*ödev*im/i / yap*ma*dim ~)
I haven't done my homework yet.

Dün bu oda-/y/i temizle-me-di-ler.
(dün / bu / o*da*yi / te*miz*le*me*di*ler ~)
They didn't clean this room yesterday.

Bu oda-/y/i üç gün-dür temizle-me-di-ler.
(bu / o*da*yi / üç / gün*dür / te*miz*le*me*di*ler ~)
They haven't cleaned this room for three days
positive question:

The question allomorphs ♫ [mi, mi, mû, mu], which are separately written, are used either after the verbs, or they may be used after the stressed words in sentences:

Ahmet mi okul-a otobüs-le git-ti?
(has Ahmet gone to school by bus?)

Ahmet okul-a otobüs-le mi git-ti?
(has Ahmet gone to school by bus?)

Ahmet otobüs-le okul-a mı git-ti?
(has Ahmet gone to school?)

Ahmet okul-a git-ti mi?
(has Ahmet gone to school?)

If the last syllable in a sentence is used with a rising intonation (↝), the sentence means, “I am surprised to hear it”, or “I could not hear you well”. If it is used with a falling intonation (↷), the question is a “yes-no” question.

Mektuplar-ı at-tı-in mı?
(Has you posted the letters?)

Pazar günü futbol maç-ı/-n/a git-ti-in mı?
(Did you go to the football match on Sunday?)
Pazar günü futbol maç-ı/a mı git-ti-in?
(paz*ar / gü*nü / fut*bol / ma*çı*na*i / gi*ti*n ~) (I am surprised.)
Did you go to the football match on Sunday?

Köpek-i yıka-di-in-iz mı?
(kö*pe*ği / yı*ka*di*niz ~ / mi ~)
Have you washed the dog?

Araba/yı/i mı yıka-di-in-iz?
(a*ra*ba*yı*ni / mi / yı*ka*di*niz ~) (I am surprised.)
Have you washed the car? (I didn't want you to wash the car; you should have washed the dog instead.)

Çiçek.ler-i sula-di-in mı?
(çi*çek*le*ri / su*la*din ~ / mi ~)
Have you watered the flowers?

Patates-ler-i soy-du-un mı?
(pa*ta*tes*le*ri / soy*du*n ~ / mu ~)
Have you peeled the potatoes?

In the negative question form, the ♦ [me, ma] allomorphs are attached to the verbs first, and then the ♦ [di, di] time allomorphs (the others are not used as a result of the ♦ [me, ma] allomorphs) are used, and finally, the above-mentioned personal allomorphs follow them. The ♦ [mi, mi] question words (or allomorphs) are separately written. They are words because they are separately written; they are allomorphs because they follow the vowel harmony rules:

Pazar gün-ü futbol oyna-ma-di-in-iz mı?
(paz*ar / gü*nü / fut*bol / oya*na*i*ma*di*niz / mi ~)
Didn’t you play football on Sunday? (negative question)

Ahmet daha ev-e gel-me-di mi?
(ah*met / da*ha / e*ve / gel*me*di / mi ~)
Hasn’t Ahmet come home yet?

Aynı yanlış-lış-ı tekrar yap-ma-di-in mı?
(ay*ni / yan*liş*i*ği / tek*rar / yap*ma*di*niz / mi ~)
Haven’t you made the same mistake again?

The verb “git” and the same “di’li” past tense are also used in place of “have (has) been to”: 

166
Ben birkaç kez Londra’/y/a git-ti-im.  
(ben / bir*kaç / kez / lon*dra*ya / git*tim ↝) 
I have been to London several times.

Ben hiç Tokyo’/-y/a git-me-di-im.  
(ben / hiç / tok*yo*ya / git*me*dim ↝) 
I have never been to Tokyo.

Sen hiç Pariș’/-e git-ti-in mi?  
(sen / hiç / pa*ri*se / git*thin ↝ / mi ↝) 
Have you ever been to Paris?

Bugün nere/-y/e git-ti-in?  
(bu / gün / ne~re*ye / git*tim~) 
Where have you been today?

In Turkish, The Simple Present is also used in place of “have (has) had”:

Bu araba-/y/a ben beş yıl-dır sahip-im.  
( bu / a*ra*ba*ya / ben / beş / yıl*dir / sa:*hi*bim ↝) 
I have had this car for five years.

Bu araba-/y/a ne kadar zaman-dır sahip-sin?  
(bu / a*ra*ba*ya / ne~ / ka*dar / za*man*dir / sa:*hip*sin~) 
How long have you had this car?

All the question words can be used in the “di’li” past tenses as they are used in others, but in doing this, the sentence order should be taken into account. In English, after the question words, the question order of a sentence is kept in question form, but in Turkish, when the question words are used, the rest of the sentence is not in question form:

“Ne zaman Ankara’ya gittin?” In this sentence, the underlined part of the sentence is not a question. However, in the English sentence “When did you go to Ankara?”, the underlined part of the sentence is a question. This rule is applied to all interrogative sentences containing question words in Turkish.

Onu dün gördün. Onu ne zaman gördün?

As it is seen in the sentences above, the verbs “gördün” do not change although the second sentence is a question. This shows us that when some-
one uses a question word in a Turkish sentence, the sentence is automatically changes into an interrogative sentence concept without the word order being changed.

O-/n/u ne zaman gör-dü-ün?
(o*nu / ne~/ / za*man / gör*dün~)

When did you see her?

Sen-i kim gör-dü?
(se*ni / kim~ / gör*dü~)

Who saw you?

When the question word “who” asking for the subject is used, the sentence order in English is the same as it is in Turkish.

Sen kim-i gör-dü-ün?
(sen / ki*mi~ / gör*dün~)

Whom (who) did you see?
(The [i] in "kim-i" is the defining allomorph, so “kim-i” asks for the object.)

Onlar toplantı-/y/i niçin ertele-di-ler?
(on*lar / top*lan*ti*yı / ni~*çin / er*te*le*di*ler~)

Why did they postpone the meeting?

Bu kahve-/y/i kim yap-tı?
( bu / kah*ve*yı / kim ~ / yap*ti~)

Who has made this coffee?

Nici*n patates-le*r-i soy-ma-di-in?
(ni~*çin / pa*ta*tes*le*ri / soy*ma*di*in~)

Why haven’t you peeled the potatoes?

Kim-in araba-/s/i-/n/i ödünç al-di-in?
(ki*mi*n~ / a*ra*ba*si*ni / ö*dünç / al*di*in~)

Whose car did you borrow?

Onlar nerde bu-luș-tu-lar?
(on*lar / ner~*de / bu*luş*tu*lar~)

Where did they meet?

Amerika’-da ne kadar kal-dı-in?
(a*me*rı ka*da / ne~/ / ka*dar / kal*dın~)

How long did you stay in The U.S.A.?
Anne-en-le baba-an-ı ne sıklik-ta ziyaret et-ti-in?
(an*nen*le / ba*ba*ni / ne~/ / sik*lik*ta / zi*ya:*ret / et*tin~)
How often did you visit your parents?
Ne de-di-in?
(ne~/ / de*dim~)
What did you say?

If noticed, when the question words are taken out of all the Turkish interrogative sentences, the remaining parts are good grammatical positive or negative sentences. For instance:

Onu ne zaman gördün? Onu gördün.
Onlar toplantıyı niçin ertelediler? Onlar toplantıyı ertelediler.

Likewise, one can also produce interrogative sentences by inserting question words in all Turkish positive or negative sentences:

Onlar toplantıyı ertelediler. Onlar toplantıyı niçin ertelediler?
Sen İstanbul’a gideceksin. Sen İstanbul’a nasıl gideceksin?
Onu gördün. Onu nerede gördün?
Bu kitabı satın alacaksın. Bu kitabı ne zaman satın alacaksın?
Londra’ya gittin. Londra’ya kaç kez gittin?.
Bizi ziyaret etmedin. Bizi niçin ziyaret etmedin?

The places of the interrogative words are changeable in Turkish, but this characteristic of the Turkish language does not exist in English:

Niçin onlar maç ertelediler? (ni~/~*çin / on*lar / ma*çi / er*te*le*di*ler~)
Onlar niçin maç ertelediler? (on*lar / ni~/~*çin / ma*çi / er*te*le*di*ler~)
Onlar maç niçin ertelediler? (on*lar / ma*çi / ni~/~*çin / er*te*le*di*ler~)
Onlar maç ertelediler. Niçin? (on*lar / ma*çi / er*te*le*di*ler~) (ni~/~*çin~)

There is only one English equivalent of the above first three Turkish interrogative sentences: Why did they postpone the meeting?

The ♫ “mi, mi, mü, mu” question words can also be put into the positive or negative sentences without changing the sentence order as the other question words:

Onlar toplantıyı ertele-di-ler.
Onlar mı toplantıyi ertelediler?
Onlar toplantıyi mı ertelediler?
Onlar toplantıyi erteledi mi?
Onlar toplantıyı ertele-me-di-ler.

Onlar mı toplantıyi ertelediler?
Onlar toplantıı mı ertelediler?
Onlar toplantıı erteledi mi?
The [Mİ] morpheme can also be used accordingly in all other Turkish sentences.

"MİŞ’Lİ” PAST TENSE (Miş’lı Geçmiş)
(Rumor, Inference)

This tense does not exist in English. The concept of this tense is inferred from the context in which it is used. The inference allomorphs of this tense are ♫ [miş,miş,müş, muş], which are followed by the personal morphemes: (ben) ♫ [im, im, üm, um]; (sen) ♫ [sin, sin, sân, sun]; (o) [Ø]; (biz) ♫ [iz, iz, üz, uz]; (siz) ♫ [sun-iz, sun-iz, mümkün, sun-üz, sun-uz]; (onlar) [Ø] or ♫ [ler, lar]). Compare the Turkish with the English sentences to understand the difference:

O git-miş. “They say (that) he has gone” or “I am surprised to see (hear) that he has gone”. They say (that) he went. I think (that) he has gone. He says (that) he has gone. Somebody says (that) he has gone. He is said to have gone. All these English sentences are expressed in the Turkish sentence “O gitmiş”. In such sentences the origin and the time of the rumor is unknown, but inferred:

Sen sınay-ı geç-miş-sin. People say that you have passed the examination.
İş-i/n/-den kov-muş. People say, or he himself says that they (have) fired him.
İş-i/n/-den kov-ul-muş. (ko*vul*muş) They say that he has been fired, or was fired. (He himself says (that) he has been fired, or was fired.)

When one of the ♫ [dir, dir, dür, dur, tir, tir, tür, tur] allomorphs is attached to one of the allomorphs of [Mİ], the verb composition gains the meaning of “possibility” or “certainty“. Consider the following:

Bu film-i gör-müş-sün-dür.
(bu / fil*mi / gör*muş*sün*dür ↝)
You are likely to have seen this film. (possibility)
You must have seen this film. (certainty)
Zil çal-miş-tir.
\((zil / çal^{*}\text{mis}*tir ~)\)
The bell must (may) have rung. (possibility or certainty)
Anne-em ev-den çık-miş-tir bile.
\((an^{*}\text{nem} / ev^{*}\text{den} / çıkmiş*tir / bi*le ~)\)
Mother must have already left home. (certainty)

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Yeni ders-i öğren-miş-sin-iz-dir.
\((yenî / ders* / öğren*mış*si*niz*dır ~)\)
You may or must have learned the new lesson.

Ben-i anla-miş-sin-dir.
\((be^{*}\text{ni} / an^{*}\text{la*mış}*si*n*dir ~)\)
You must (may) have understood me.

Ben-i anla-miş ol-ma.li-sin.
\((be^{*}\text{ni} / an^{*}\text{la*mış} / ol*ma*li*sin ~)\)
You must have understood me.

Otocbus geç kal-miş ol-ma.li.
\((otocbus / geç / kal*mış / ol*ma*li ~)\)
The bus must have been late.

Program-i iptal et-miş-ler-dir.
\((pror*ama*mi / iptal / et*mış*ler*dir ~)\)
They must (may) have canceled the program.

Onu yanlış anla-miş-im-dir.
\((o*nu / yanlış* / anla*mış*im*dir ~)\)
I must (may) have misunderstood it.

Onu gör-me-miş-sin-dir.
\((o*nu / gör*me*mış*si*n*dir ~)\)
You may not have seen him.

Onu gör-müş ol-a.maz-sin.
\((o*nu / gör*müş / o*la*maz*si*n ~)\)
You can't have seen her.

Yılan-i öldür-miş-ler-dir.
\((yil*ani / öldür*müş*ler*dir ~)\)
They must have killed the snake.
İş-i/n/-den kovul-muş-tur.
(i*şin*den / ko*vul*muş*tur ~)
He must (may) have been fired.

**negative:**

After the verb roots, stems or frames, one of the ♫ [me, ma] negative allomorphs is used; and then only the ♫ [miş,miş] allomorphs follow them according to the vowel harmony rules, and finally the personal allomorphs are added:

O, çalış-ma-/y/a başla-ma-miş bile.
(o~/ ça*lış* ma*/y/a / baş*la*ma*mış ~ / bi*le ~)
They say he hasn’t started working yet. (astonishment and complaint)

Sen sınav-ı geç-me-miş-sin.
(sen / si*na*vi / geç*me*mış*sin ~)
They say you didn’t pass, or haven’t passed the examination.

Oğlun dün okul-a git-me-miş.
(oğ*lun / dün / o*ku*la / git*me*mış ~)
They say, or I heard that your son didn’t go to school yesterday.

Mektup-u at-ma-miş.
(mek*tu*bu / at*ma*mış ~)
I heard that he hadn't posted the letter.

Teklif-i kabul et-ma-miş-ler.
(tek*i:fi / ka*bû:l / et*me*mış*ler ~)
I heard that they hadn’t accepted the proposal.

Ben-im oğul-um dün okul-a git-me-miş.
(be*nim / oğ*lum / dün / o*ku*la / git*me*mış ~)
I heard that my son didn’t go to school yesterday.

This type of verb structure is also used to express **surprise:**

Kedi papağan-im-ı ye-miş!
(ke*di / pa*pâ*ga*ni*mi / ye*mış~)
The cat has eaten up my parrot! (astonishment and anger)

Kek yan-miş!
(kek / yan*miş~)
The cake has been burned (burnt)! (astonishment)

**positive question:**
In positive questions, ♫ [mi-/y/ım, mi-/y/ım, mü-/y/üm, mu-/y/um]; [mi-sin, mi-sın, mü-sün, mu-sun]; [mi, mi, mü, mu]; [mi-/y/ız, mi-/y/ız, mü-/y/üz, mu-/y/uz]; [mi-sin-ız, mi-sın-ız, mü-sün-üz, mu-sun-uz] and [ler mi, lar mi] words are separately used in accordance with the harmony rules:

Oğlun dün maç-a git-miş mi?

Tell me whether your son went to the football match yesterday.

Kapı-/y/i kilit-le-miş mi-/y/ım?

Tell me whether I have locked the door.

(Ye*nil*miş*ler mi!)

Have they been beaten! (astonishment)

Arab-a-am tamir e*til-miş mi?

Do they say (have you heard) that my car has been repaired? (passive)

negative question:

In negative questions, the ♫ [me, ma] negation allomorphs are attached to verb roots, stems or frames:

Kapı-/y/i kilit-le-me-miş ler mi?!

Didn't they lock the door? (I'm shocked to hear that.)

Be*ni gör-me-miş mi?

Does he say that he didn't see me? (I can't believe!) (Incredible!)

Ev öde*vi ni yap-ma-miş mı?

Does he say that he hasn't done his homework? (anger and astonishment)

Daha kalk-ma-miş mı?

Do you say that he hasn't got up yet? (How lazy he is!)

Oğlun Türkçe bil-me-i.yor mu/y/-muş?
Do you say that your son doesn’t know Turkish? (I am surprised to hear that.)

Ben-i tan-ma-i.yor mu/y/-muş? Hayret bir şey!

Does he say that he doesn’t know me? Unbelievable! Ridiculous!

**THE SIMPLE FUTURE AND BE GOING TO**

*Gelecek Zaman*

The two different English time concepts above are expressed in [*e.cek*, *a.cak*] time allomorphs in Turkish. The personal allomorphs follow these two time allomorphs as usual such as:

*(ben) [im, im]; (sen) [sin, sin]; (o) [Ø]; (biz) [iz, ìz]; (siz) [sin-iz, sin-îz]; (onlar) [Ø] or [ler, lar] in Turkish.*

The same concepts can also be expressed in The Present Continuous Tense (Şimdiki Zaman), as well. Consider the following:

*Yeni bir araba satın a-la-çak-iz.

(ye*ni / bir / a*ra*ba / sa*tin / a*la*ca*ğız ~)

We are going to buy a new car. We will by a new car.*

*Bir gün ben-i anla-ya/cak-sin.

(bir / gün / be*ni / an*la*ya*cak*si*~)

You will understand me some day.

(The /y/ glide is inserted between the successive /a/ vowels.)*

*Param o*l-un.ca sana yardım e-t-er-im.

(pa*ram / o*lun*ca ~/ sa*na / ya*r*dim / e*de*rim ~)

I will help you when I have enough money.

(The /t/ consonant changes into the voiced /d/.) (promise)*

*Param olunca sana yardım e-t-e.cek-im.

(pa*ram / o*lun*ca ~/ sa*na / ya*r*dim / e*de*ce*ğım ~)

I will certainly help you when I have enough money. (strong promise)*

The underlined /t/ and /k/ unvoiced consonants above change into the voiced /d/ and /ğ/ consonants respectively.

*Bazı hayvan-lar bir gün yok o*l-a.cak. (liaison)

(*ba*:zi / hay*van*lar / bir / gün / yo*ko*la*cak ~) (liaison)*

Some animals will be extinct some day.
I’ll open (the door). (One can use this form as soon as one hears the doorbell.)

I’ll answer (the phone). (This expression is used as soon as one hears the telephone ring.)

Mr. Brown is going to give a lecture at the university tomorrow.

The negation allomorphs of this tense are ♦ [me] or [ma], which are followed by ♦ [e.cek] or [a.cak] allomorphs. When "me-/y/e.cek" or "ma-/y/a.cak" allomorphs follow one another, the successive /e/ or /a/ vowels are linked by the /y/ glides to maintain the harmonious link between these vowels:

The /y/ glide is inserted between the successive /e/ vowels, and the unvoiced consonant /k/ changes into the voiced form /ğ/.

We won’t accept their proposal.

Yağmur yağ-ma-/y/a.cak. (yağ* mur / yağ* ma* ya*cak) 

It is not going to rain. (The /y/ glide is inserted between the successive /a/ vowels.)
In positive questions, “mi-/y/im”, “mi-sin”, “mi”, “mi-/y/iz”, “mi-sin-iz”, “(ler)mi” or their allomorphs are separately used:

Bu mektup-la rı daktilo e t-e.cek mi-sin?  
Are you going to type these letters?  
(\text{bu/ mektup-la rı / daktilo e t-e.cek / mi-sin})

Yarın git-e.cek mi-sin?, or “Yarın git-i.yor mu-sun?”  
Are you leaving tomorrow?  
(\text{yarın / gi*de*cek / mi-sin})

Onlar biz-i ziyaret e t-e.cek ler mi?  
Are they going to visit us?  
(\text{onlar / biz / ziyaret / e t-e.cek ler / mi})

In polite requests, \text{geniş zaman} (The Simple Present Tense) is used in Turkish in place of The Simple Future Tense (will) of the English language:

Bu mektup-la rı bu-n-im için lütfen daktilo e t-er mi-sin?  
Will you please type these letters for me?  
(\text{bu / mektup-la rı / bu-n-im / için / lütfen / daktilo / e*der / mi-sin})

Lütfen be-n-im için bir fincan kahve yap-ar mi-sin?  
Will you please make a cup of coffee for me?  
(\text{lütfen / be-n-im / için / bir / fincan / kahve / yap-ar / mi-sin})

negative question:

In the negative question form, \text{Ş} [me] or [ma] negation allomorphs follow the verb roots, stems or frames:

Biz-im-le gel-me-/y/e.cek mi-sin?  
Won’t you come with us?  
(\text{bi-zim-le / gel-*me*y*e.cek / mi-sin})

Saat kaç-ta ev-e dön-e.cek-sin?  
What time will you come back home?  
(sa*at / kaç-ta / e*ve / dön-e.cek-sin)

Yarın nere-/y/e gi-i.yor-sun?  
Where are you going tomorrow?  
(\text{yarın / nere-* / yor-sun})
Yarın hava nasıl ol-a.cak?
(ya*rın / ha*və / na ~/ sil / o*la*cak ~/)
What is the weather going to be like tomorrow?
Soru-um-a kim cevap ver-e.cek?
(so*ru*ma / ki%m ~/ ce*vap / ve*re*cek ~/)
Who is going to answer my question?
Soru-um-a sen mi cevap ver-e.cek-sin?
(so*ru*ma / sen ~/ mi / ce*vap / ve*re*cek*sin ~/)
Are you going to answer my question?
(If this question is asked with a rising (~) intonation, it becomes sarcastic.)
Toplanti-/y/i nere-de yap-a.cak.lar?
(top*lan*ti*yı / ne~/re*de / ya*pa*cak*lar ~/)
Where are they going to hold the meeting?
Bu ki%min kitap-ı?
(bu / ki*min ~/ ki*ta*bi~/)
Whose book is this? (The /p/ transplaces, and changes into the voiced /b/.)
Size nasıl yardım et-e.bil-i-r-im?
(si*ze / na~/sil / ya*r*dim / e*de*bi*i*rim ~/)
How can I help you? (The /t/ changes into /d/, and all the single underlined consonants detach and attach to the first vowels of the following morphemes.)

THE PAST CONTINUOUS TENSE
Şimdiki Zaman’ın Hikâyesi

This tense is used like The Past Continuous Tense of the English Language. The time morpheme of this tense is a combination of [İ.YOR] morpheme followed by the [Dİ] morpheme, which are followed by the usual personal allomorphs. The allomorphs of these morphemes are simultaneously chosen by the phonological component in accordance with the Turkish harmony rules as usual.

The allomorphs of [İ.YOR] are ↝ [i.yor, i.yor, ü.yor, u.yor] as they are in The Present Continuous Tense. As all the allomorphs of [İ.YOR] morpheme end with “yor” syllables, only the [du] allomorph of the morpheme [Dİ] is used after the allomorphs of [İ.YOR]. For instance:

i.yor-du, i.yor-du, ü.yor-du, u.yor-du.
Although the personal morphemes are [İM], [İN], [Ø], [İK], [İN.İZ], and [LER.İ], only their allomorphs [um], [un], [Ø], [uk], [un-uz] and [ler-dı] are used due to the [du] past time allomorph. As the vowels of the [du] allomorphs coincide with the vowels of the personal allomorphs, they combine and are verbalized as single vowels:

(ben) [du-um] (dum); (sen) [du-un] (dun); (o) [du] (du); (biz) [du-uk] (duk);
(siz) [du-un-üz] (du'nuz); (onlar) [du] (du) or [lar-dı] (lar*di).

As all these allomorphs are attached to [i.yor-du] allomorphs, they become “i.yor-du-um”, “i.yor-du-un”, “i.yor-du”, “i.yor-du-uk”, “i.yor-du-un-üz”, “i.yor-lar-di”:

Ankara'-/y/a git-i.yor-du-um.
(an*ka*ra*ya / gi*di*yor*dum ≈)
I was going to Ankara.

Onlar biz-e yardım et-i.yor-lar-dı.
(on*lar / bi*ze / yar*dim / e*di*yor*lar*di ≈)
They were helping us.

Sen televizyon seyre-t-i.yor-du-un.
(sen / te*le*vi*zon / sey*re*di*yor*dun ≈)
You were watching television.

Arkadaş-lar-im-iz-ı ara-i.yor-du-uk.
(ar*ka*da*ş*la*ri*mi*zi / a*ri*yor*duk ≈)
We were looking for our friends.

Ben bir problem çöz-ü.yor-du-um.
(ben / bir / prob*lem / çöz*ü*yor*dum ≈)
I was solving a problem.

Biz onlar-i bekle-i.yor-du-uk.
(biz / on*lar* / bek*le*yor*duk ≈)
We were waiting for them.

O ben-i sev-i.yor-du.
(o / be*nı / se*vi*yor*du ≈)
She was in love with me.

Öğrenci-ler öğretmen-ler-i-/n/i dikkat-le dinle-i.yor-lar-di.
(öğ*ren*ci*ler / öğret*men*le*ri*ni / dik*te*le / din*li*yor*lar*di ≈)
The students were listening to their teacher carefully.
(The double underlined /e/ drops and the /l/ attaches to /i/.)
Uyu-u.yor-du-uk. (The /u/ drops, the /y/ attaches to /u/, and the /u-u/ combine.) (u*yu*yor*duk ∼)
We were sleeping.

negative:

Although the negation allomorphs of this tense are / me / and / ma /, their last vowels drop when they are attached to the allomorphs of [ı.YOR]:

Gel-me-i.yor-lar-di. (The /e/ drops, and the /m/ attaches to /i/.)
(ge*lmi*yor*lar*di ∼)
They were not coming.

Onlar-ı bekle-me-i.yor-du-uk.
(on*la*n / bek*le*mi*yor*duk ∼)
We were not waiting for them.

O ben-i sev-me-i.yor-du.
(o / be*ni / sev*mi*yor*du ∼)
She wasn’t in love with me.

O ben-i anla-ma-i.yor-du. (O beni anlamadı.)
(o / be*ni / an*la*mi*yor*du ∼)
She didn’t understand me.

Ben uyu-ma-u.yor-du-um.
(ben / u*yu*mu*yor*dum ∼)
I wasn’t sleeping.

positive question:

The question allomorphs of this tense are [mi, mı, mü, mu]. Each one of these allomorphs may be separately used after any stressed word in a sentence:

Ahmet okul-a otobüs-le mi git-i.yor-du?
(ah*met / o*ku*la / o*to*büs~le*mi / gi*di*yor*du ∼)
Was Ahmet going to school by bus?

Ahmet otobüsle okul-a mı git-i.yor-du?
(ah*met / o*to*büs*le / o*ku*la~mi / gi*di*yor*du ∼)
Was Ahmet going to school by bus?
(Siz) uyu-u.yor mu/y/-du-un-uz?

\( u'yu^\sim\sim'reyor / muy*du*nuz \sim \)

Were you sleeping?

(Biz) çalış-i.yor mu/y/du-uk?

\( çal'ı*şr\sim'yor / muy*duk \sim \)

Were we working?

When the verb is stressed, the question allomorph [mu] attaches to [du] followed by the personal allomorphs:

"Gidiyor mu/y/-du-um?" "Bekliyor mu/y/-dun?" "Çalışıyor mu/y/-du-uk?" "Koşuyor mu/y/-du-un-uz?" "Gülüyorlar mi/y/-dį?"

negative question:

The [me, ma] negation allomorphs are used in negative questions as usual:

Onlar otobüs-le git-me-i.yor mu/y/-du-lar?

\( on*lar / o*to*büs*le / git*mi*yor / muy*du*lar \sim \)

Weren't they going by bus?

The double underlined /ğ/ drops, the /m/ attaches to /i/ and the /y/ glide is inserted between [mu] and [du]. Instead of “Gitmiyor muydular?”, “Gitmiyor-lar mıdı?” is often heard.

When the question words are involved, the [mi, mį, mű, mu] allomorphs are not used, and the verbs are in positive form:

Ne yap-ı.yor-du-un?

\( ne^\sim / ya*pr*yor*du*n \sim \)

What were you doing?

Sana kim yardım et-i.yor-du?

\( sa*na / kim ^\sim / yar*dim / e*di*yor*du \sim \)

Who was helping you? (The /į/ changes into the voiced /d/.)

Nere/-y/e git-i.yor-du-un?

\( ne^\sim re*ye / gi*di*yor*du*n \sim \)

Where were you going?

The /ť/ changes into the voiced /d/, and the /u-u/ vowels combine.

Cadde-de bir kadın niçin koş-u.yor-du?

\( cad*de*de / bir / ka*din / ni^*çin / ko*şu*yor*du \sim \)

Why was a woman running along the street?
The intonation patterns of the Turkish and English interrogative sentences are different when the question words are involved. In the Turkish sentences, the stress is on the question words, but in English, the stress is on the verbs: (ne→re*ye / gi*di*yor*sun ~); (where / are / you / go~wing ~)

THE PAST PERFECT CONTINUOUS TENSE
Şimdiki Zaman'ın Hikâyesi

The past continuous verb structure of the Turkish language is also used in place of the Past Perfect Continuous Tense of the English language. Consider and compare the following sentences:

Ahmet gel-dik-i/n/-de ben onu bir saat-tir otobüs durak-i/n/-da bekle-i.yor-du-um. (ah*met / gel*di*ğin*de~ ben / o*nu / i*ki / sa*at*tir / o*to*büs / du*ra*ğin*da / bek*li*yor*du-um~)
I had been waiting for Ahmet at the bus stop for an hour when he arrived.

Sınav son-a er-dik-i/n/-de iki saattir soru-la cevap ver-me-/y/e çalı*ş-i.yor-du-um. I had been trying to answer the questions for two hours when the exam ended.

Işıklar sön-dük-ün-de iki saat-tir ev ödev-im-i yap-ı.yor-du-um. (ı*şık*lar / sön*dü*ğün*de~ / i*ki / sa*at*tir / ev / ö*de*vi*mi / ya*pi*yor*du-um~)
When the lights went off, I had been doing my homework for two hours.

Otocabüs durak-i/n/-da bekle-i.yor-du-um. (o*to*büs / du*ra*ğin*da / bék*li*yor*du-um~)
I was waiting at the bus stop. (Past Continuous)

Otocabüs durak-i/n/-da iki saat-tir bekle-i.yor-du-um. (o*to*büs / du*ra*ğin*da / i*ki / sa*at*tir / bék*li*yor*du-um~)
I had been waiting at the bus stop for two hours. (Past Perfect Continuous)

Sabah-le.yin kalk-tik-im-da saat-ler-dir yağmur yağ-ı.yor-du. (sa*bah*le*yin / kalk*tik*ğim*da / sa*at*ler*dir / yağ*mur / ya*ğı*yor*du~)
It had been raining for hours when I got up in the morning.

As it is seen in the examples above, only The Past Continuous Tense is used in Turkish to express both The Past Continuous and The Past Perfect continuous Tenses of the English language.

WAS (WERE) GOING TO
Gelecek Zaman'ın Hikâyesi
This tense expresses an action that was going to be done in the past, but was interrupted for some reason. The same tense exists in the English language, as well.

To form this tense in Turkish, the [e.cek] or [a.cak] allomorphs are attached to verb roots, stems or frames first, and then they are followed by [ti, ti] past allomorphs, and finally personal allomorphs (ben) [im, im]; (sen) [in, in]; (o) [Ø]; (biz) [ik, ik]; (siz) [in-iz, in-iz]; (onlar) [ler-di, lar-di] are added:


I was going to do my homework, but suddenly the lights went out.

Tam öğretmen-in soru-/s/u-/n/a cevap ver-e.cek-ti-im, ama zil çal-dı.

I was just going to answer the teacher’s question, but the bell rang.

Tam uyku-/y/a dal-a.cak-ti-im, telefon çal-di.

Just as I was going to sleep, the telephone rang.

This tense is also used in conditional unreal past tenses in Turkish:

Bilet bul-sa/y-/di-im, tiyatro-/y/a git-e.cek-ti-im.

If I had found a ticket, I would have gone to the theatre.

Öğretmen ben-i kopya çek-er-ken yakala-ma-sa/y-/di, tüm soru-la-r-a cevap ver-e.cek-ti-im.

I would have answered all the questions if the teacher hadn’t caught me cheating.

**USED TO**
Geniş Zaman’ın Hikâyesi

The equivalent of the expression of “used to” is used in Turkish as it is used in English. To form this expression, the simple present tense allomorphs of [IR], [ir, ir, ür, ur, er, ar], are used followed by [di, di, dü, du] past allomorphs; and finally, (ben) [im, im, üm, um]; (sen) [in, in, ün, un]; (o) [Ø]; (biz) [ik, ik, ük, uk]; (siz) [in-iz, in-iz, ün-üz, ün-uz]; (onlar) [ler-di, lar-di] personal allomorphs are added. The identical “i-i”, “i-i”, “ü-ü”, “u-u” vowels combine and are verbalized as single vowels.
Onsekiz yaş-ımda/y/-ken futbol oyna-ar-di-im.

(On*se*kiz / ya*şım*day*ken / fut*bol / oy*nar*dim ↞)

I used to play football when I was eighteen.

Biz her akşam televizyon seyre-r-dı-i-k.

(biz / her / ak*şam / te*le*viz*yon / sey*re*der*dik ↞)

We used to watch television every evening.

categorize positive:

The negation allomorph, which is used without the /z/ consonant for the first person in The Simple Present Tense (Geniş Zaman) negative, is used with the phoneme /z/ in negative “used to” tenses, such as “git-mez”, “oku-maz”.

After this, the allomorphs of the morpheme [DI] and the personal allomorphs follow:

Genç-ken basketbol oyna-maz-di-im.

(genç*ken / bas*ket*bol / oy*na*maz*dim ↞)

I didn’t use(d) to play basketball when I was young.

Okul-a otobüs-le git-mez-di-ik.

(o*ku*la / o*to*büs*le / git*mez*di ↞)

We didn’t use(d) to go to school by bus.

Babam gözlük-le-r-i-/n/i tak-ma-am-a izin ver-mez-di.

(ba*bam / göz*lük*le*ri*ni / tak*ma*ma / i*zin / ver*mez*di ↞)

My father didn’t use(d) to let me wear his eyeglasses.

categorize positive question:

To produce a positive question, one of the Simple Present Tense allomorphs is attached to a verb root, stem or frame, and then, as a separate word, one of the question allomorphs [m] [mi, mı, mü, mu], and one of the Simple Past Tense allomorphs [d] [di, dı, dü, du] is linked to the question allomorphs by the /y/ glide, and finally a suitable personal allomorph follows them:

Siz her gün İngilizce çalışma-r mi/y/-di-niz?, or (calışıyor muydunuz?)

(siz / her*gün / in*gi*liz*ce / ça*lı*şir* ↞ / mi*y*di*niz ↞)

Did you use(d) to study English every day?

(The /y/ glide is inserted between [mi] and [di].)

Mutfak-ta anne-en-e her gün yardım et-er mi/y/-di-in?

(mut*fak*ta / an*ne*ne / her / gün / yar*dim / e*der* ↞ / mi*y*dim ↞)

Did you use to help your mother in the kitchen every day?
Sen genç-ken kız-lar futbol oyna-ar mı/y/-di?

Did girls use to play football when you were young?

This verbal composition is also used in **conditional** sentences:

Se’nin / ye’nin* de / ol* sam / ba* ba* min / ö* gü* dü* mü / din* le*r* di*~

If I were you, I would listen to my father’s advice. (advice)

Jack burda ol-sa biz-e yardım et-er-di.

If Jack were here, he would help us.

**THE RUMOR FORMS OF THE SIMPLE AND THE CONTINUOUS TENSES**

The rumor forms of The Simple Present, The Present Continuous, The Simple Future, and the modals such as must, mustn’t, can, can’t, and double rumor forms are also possible in Turkish. To form these tenses, one of the allomorphs of The Simple Present Tense ♦ [ir, ir, ür, ur, er, ar], the allomorphs of The Present Continuous ♦ [i.yor, i.yor, ü.yor, u.yor], The Simple Future ♦ [e.cek, a.cak], and the modal morphemes ♦ [me.li, ma.li], ♦ [e.bil, a.bil], and their negative forms, an additional rumor suffixes ♦ [mi*ş, mi*ş, mü*ş, mu*ş] can be attached to verb roots, stems or frames. Then they are followed by personal allomorphs:

(ben) ♦ [im, im, üm, um]; (sen) ♦ [sin, sin, sün, sun]; (o) [Ø]; (biz) ♦ [iz, iz, üz, uz]; (siz) ♦ [sin-iz, sin-iz, sün-üz, sun-uz]; (onlar) ♦ [ler,lar]:

Çalış-ir-miş-im. (ça*li* şir*mi*şim~) They say that I work.
Çalış-maz-miş-im. (ça*li* şir*ma*z*mi*şim~) They say that I don't work.
Çalış-ir mi/y-miş-im? (ça*li* şir*~ / mi/y*mi*şim~) Do they say that I work?
Çalış-maz mi/y-miş-im? (ça*li* şir*ma*z~ / mi/y*mi*şim~) Do they say that I don't work?

Gül-er-miş-sin-iz. (gü*ler*mi*ş*si*niz~) They say that you laugh.
Gül-mez-miş-sin-iz. (gü*mez*mi*ş*si*niz~) They say that you don't laugh.
Gül-er-miş mi-şin-iz? (gü*ler~*mi*ş / mi*ş*si*niz~) Do they say that you laugh?
Gül-mez-miş mi-şin-iz? (gü*mez~*mi*ş / mi*ş*si*niz~) Do they say that you don't laugh?

Sat-ı.yor-muş-um. (sa*tr*yor*mu*ş*um~) They say that I am selling.
Sat-ma*tr*yor-muş-um. (sat*mi*yor*mu*ş*um~) They say that I am not selling.
Sat-ı.yor mi/y-муş-um? (sa*tr~*yor / muy*mu*ş*um~) Do they say that I am selling?
Sat-ma*tr*yor mi/y-муş-um? (sat*mi~*yor / muy*mu*ş*um~) ... that I am not selling?

**Gi* de*cek-miş-iz. (gi* de*cek*mi*şiz~) They say that we will go.**
The personal allomorphs used in this tense are: (ben) [im, im, üm, um]; (sen) [in, in, ün, un]; (o) [Ø]; (biz) [ik, ik, ük, uk]; (siz) [in-iz, in-iz, ünüz, un-uz]; (onlar) [Ø] or [ler-di, lar-di]. All these suffixes follow the vowel
and consonant harmony rules while they are being suffixed. As the last vowels of the past allomorphs and the first vowels of the personal allomorphs coincide, they combine and are vocalized as single vowels: Yat-ma-dan önce ev ödev-in-i bitir-miş mi/y-di-in?
(yat* ma* dan / ön* ce ~/ ev / ö* de* vi* ni / bi* tir* mi* ş / miy* din ~)

Had you finished your homework before you went to bed?

Misafir-ler gel-me-den önce akşam yeme-k-i lazım ye-miş-ti-ik.
(mi* sa:* fi*r* ler / gel* me* den / ön* ce / ak* şam / ye* me* gi* mi* zi / ye* mi* ş* tik ~)

We had eaten our lunch before the visitors arrived.

Birisi ba-ba*-a telefon et-tik-i/n-de ba-ba*-a ev-den yeni çık-miş-ti.
(bi* ri* si / ba* ba* ma / te* le* fon / et* ti* gi*n* de~/ ba* ba* m / ev* den / ye* ni / çık* mi* ş* ti ~)

When somebody telephoned my father, he had just left home.

(Ben-im) hava alan-i/n/a var-dik-im-da uçak havalan-miş-ti bile

noun + infinitive compound - [da]

When I arrived at the airport, the plane had already taken off.

(O) (ben-im) hangi ülke-* ler-e git-tik-im-i öğrenmek iste-di.

NP (noun compound) (object of "öğrenmek") inf V

He wanted to know which countries I had been to.

Daha önce (kendi-/s/i-/n/in) ben-im-le karşilaş-miş ol-duk-u/n/u söyle-di.
(da* ha / ön* ce / be* nim* le / kar* şi* la* ş* miş / ol* du* ğu* nu / söy* le* di ~)

He said that he had met me before.

The /k/ phonemes in ♫ [dik, dik, dük, duk] change into the voiced /ğ/ phonemes.

THE FUTURE CONTINUOUS TENSE

This tense expresses an action going on at a certain time in the future. To compose this tense, one of the progressive allomorphs ♫ [i.yor, i.yor, ü.yor, or u.yor] is attached to verb roots, stems or frames first, and then, as a separate word, the verb "ol" is used attached to [a.cak] allomorph, which is followed by one of the personal allomorphs:

Yarın saat sekiz-de sen-i bek.le-i.yor ol-a.cak-im.
(ya* rin / sa* at / se* kiz* de / se* ni / bek* li* yor / o* la* ca* ğim ~)

I will be waiting for you at eight o’clock tomorrow.
The double underlined /ğ/ drops, and the /k/ in “olacak” changes into its voiced form /ğ/, and the single underlined consonants detach from their syllables, and attach to the first vowels of the first syllables of the following inflectional morphemes.

Yarın bu saat-te çalış-iyor ol-a.cak-im.
(ya*rin / bu / sa*at*te / ça*li*şî*yor / o*la*ca*ğîm ↷)
I will be working at this hour tomorrow. (The /k/ changes into /ğ/.)

Yarın bu saat-te ne yap-iyor ol-a.cak-sin?
(ya*rin / bu / sa*at*te / ne* / ya*pi*yor / o*la*cak*sin ↷)
What will you be doing at this hour tomorrow?

The same verb composition above can also be used in Turkish when The Future Perfect Continuous Tense verb expression is needed:

Gel-e.cek yıl bu zaman bir yıl-dir Türkçe öğren-i.yor ol-a.cak-im.
(ge*le*cek / yıl / bu / za*man ~/ bir / yıl*dir / türk*çe / ôg*re*ni*yor / o*la*cak*ğim ↷)
I will have been studying Turkish for a year by this time next year.

Misafir-ler gel-dik-in-de eş-im üç saat-tir mutfak-ta yemek pişir-i.yor ol-a.cak.
My wife will have been cooking in the kitchen for three hours by the time the visitors arrive.

THE FUTURE PERFECT TENSE
(miş ol-acak)

Both in English and Turkish, this tense expresses an action that will have been finished before a certain time in the future. To form this tense, one of the ♪ [miş,miş,müş, or muş] allomorphs is attached to a verb root, stem or frame, and then, as a separate word, one of the ♪ [e.cek or a.cak] allomorphs is attached to the “ol” verb root, and finally the verb composition is ended with one of the personal allomorphs:

(sa*at / beş*te / i*şî*mi / bi*tir*miş / o*la*cak*ğîm ↷)
I will have finished my work by five o’clock.
(The underlined /k/ is replaced by its voiced form /ğ/.)

I will have done my homework by the time my favorite program starts on TV.
(Sen) hava alan-i-/n/a var-dik-in-da uçak havalan-miş ol-a.cak.
The plane will have taken off by the time you arrive at the airport.

**INFINITIVES** (MASTARLAR)

In Turkish, the grammar term *infinitive* (mastar) covers both the *gerunds* and the *infinitives* of the English language. Therefore, we will talk about only infinitives. All infinitives are *nouns* made up of *verb roots*, *verb stems* or *verb frames*. All infinitives are *timless*.

There are four kinds of infinitives in Turkish:

1. The ♦️ [mek, mak] allomorphs attached to *verb roots*, *stems* or *frames*:

   - oku-mak (reading, to read); **yüz-mek** (swimming, to swim); **yardım et-mek** (helping, to help); **konuş-mak** (talking, to talk); **temizle-mek** (cleaning, to clean); **oyna-mak** (playing, to play); **tart-mak**; **tart-ıll-mak** (tar*til*mak); **tart-ıll-mak** (tar*til*mak); **kaç-mak**; **kaç-in-mak** (ka*cın*mak); **kaç-ış-mak** (ka*ğı*ış*mak); **sürt-mek**; **sürt-ül-mek** (sür*tül*me*ğ*); **sürt-ün-mek** (sür*tün*-mek); **sürt-üş-mek** (sür*tüş*me*ğ*); **döv-mek**; **döv-ül-mek** (dö*vül*me*ğ*); **döv-ün-mek** (dö*vün*me*ğ*); **çek-mek**; **çek-ül-mek**; **çek-ün-mek**; **çek-ış-mek**; **sev-mek**; **sev-ıll-mek**; **sev-ın-mek**; **sev-ış-mek**; **değ-mek**; **değ-ın-mek**; **değ-ıll-mek**.

2. The ♦️ [me, ma] allomorphs attached to *verb roots*, *stems* and *frames*:

   - **git-me** (going, to go); **gel-me** (coming, to come); **çalış-ma** (working, to work); **eleştir-me** (criticizing, to criticize); **anla-ma** (understanding, to understand); **ezberle-me** (memorizing, to memorize); **tart-ma**; **tart-ıll-ma** (tar*til*ma); **tart-ıll-ma** (tar*til*ma); **tart-ıll-ma** (tar*til*ma); **gör-me**; **gör-ül-me** (gö*rül*me*ğ*); **gör-ün-me** (gö*rün*me*ğ*); **gör-üş-me**; **kaç-ma**; **kaç-ma**; **kaç-ış-ma**.

3. The ♦️ [iş, iş, üş, us, eş, aş] allomorphs attached to *verb roots* or *stems*:

   - **gül-üş** (gü*lüş) (way of smiling); **bak-ış** (ba’kış) (way of looking); **anla-lyış** (an*la*yış) (ability of understanding); **gel-ış** (ge*lış) (way of) coming; **dav-raň-ış** (dav*ra*nuş) (way of behaving).

4. The ♦️ [dik, dik, du, duk, tik, tik, tük, tuk] allomorphs attached to *verb roots*, *stems* and *frames*:

   - **yüz-dük**, gel-dik, oku-du, temizle-dik, bekle-dik, çalış-tik; **soy-un-du** (so*yun*du), anla-aş-tik (an*aş*ti), keş-ış-tik, **sev-il-dik**, yüz-leş-tik, bek-le-es-tik, **tart-ış-tik**.
The Nr. 4 infinitives are used in transforming sentences into “possessor + possessed” (noun + infinitive) compounds such as: “beň-im gör-dük-üm” (be*nim / gör*dü*ğüm); “Hasan’ın ça-liş-tik-i” (ha*sa*nın / ça*lış*ti-*ği); “biz-im bekle-eş-tik-im-iz” (bi*zim / bekle*leş*ti*ği*miž).

In the examples above, the ❁ [dik, dik, dük, duk, tik, tik, tük, tuk ] allomorphs are not the allomorphs used in "Futbol oyna-di-ik." For instance, when the sentence "O futbol oynuyor" is transformed into a nominal phrase (noun + infinitive compound), it becomes "onun futbol oyna-dık-i". This transformed phrase can be used as the object of "görüyorum". "Onun futbol oyna-dık-i/n/i (oynuyor olduğunu) görüyorum." In this sentence, the allomorph [dik] does not convey a past time concept. This infinitive does not convey a time concept as the other infinitives. Consequently, "oynuyor", “oynar”, “oynadı”, “oynadı”, “oynuyordu” tenses are all transformed into a “noun + infinitive” compound as "oyna-dık-i" (oy*na*di*ği):

O futbol oynuyor. ✈ “onun futbol oynadığı”

O futbol oynar. ✈ “onun futbol oynadığı”

O futbol oynadı. ✈ “onun futbol oynadığı”

O futbol oynuyordu. ✈ “onun futbol oynadığı”

When all the four sentences above are transformed and nominalized, they can be used in the following sentences as objects:

Onun futbol oyna-dık-i/n/i görüyorum. I can see that he is playing football.
Onun gün futbol oyna-dık-i/n/i biliyorum. I know that he plays football every day. Onun dün futbol oyna-dık-i/n/i gördüm. I saw that he was playing football yesterday.

These examples clearly prove that the [DİK] morpheme is not the past time [Dİ] morpheme. It is a morpheme attached to a verb to produce an infinitive:

“Onun araba-/y/ı çaldık-i” is a “noun + infinitive” compound like “onun araba-/y/ı çal-ma-/s/i”.

Generally speaking, "beň-im al-ma-am", "beň-im al-ıs-ım", "beň-im al-dık-ım" expressions are all “possessor + possessed” noun compounds like “beň-im kapı-ım”. The "V-[mek, mak]" infinitives are timeless as the other infinitives are, but they are not used in compounds. For instance **“onun git-mek-i” is not used in Turkish; the “V-[me, ma]” infinitives are used instead.  

189
WHERE AND HOW THE INFINITIVES ARE USED

1 (a). The [mek, mak] infinitives can be used in the subject position in a sentence. They are timeless and have no personal possessor morphemes attached to them.

Yüz-mek sağlık için yararlı-dır.  
(yüz* mek ~/ sağ*lık / i*çin / ya*rar*lı*dır)  
Swimming is good for health.

Sigara iç-mek zararlı-dır.  
(sı*ga*ra / iç*mek ~/ za*rar*lı*dır)  
Smoking is harmful.

Günde sekiz saat uyumak sağlıklı bir kişi için yeterlidir.  
(gün*de / se*kiz / sa*at / u*yu*mak~/ sağ*lık*lı / bir / ki*şi / i*çin / ye*ter*lı*dır~)  
Sleeping eight hours a day is enough for a healthy person. It is enough for.

Bütün gün televizyon seyretmek zaman kaybıdır.  
(bütün / gün / te*le*viz*yon / sey*ret*mek / za*man / kay*br*dir~)  
Watching television all day long is a waste of time.

Onu ikna etmek kolaydır.  
(o*nu / ik*na: / et*mek / ko*lay*dir~)  
To convince him is easy. It is easy to convince him. He is easy to convince

1 (b). The same [mek, mak] infinitives are used before “yerine” and “için” postpositions:

Bahçede çalıș-mek yerine tenis oyna-di-ık.  
infinitive (noun) __________ postp  
postp phrs (adverbial)  
(bah*çe*de / ça*lıs*mak / ye*ri*ne~/ te*nis / oy*na* dik)  
We played tennis instead of working in the garden. ("Yerine" is a postposition.)

Televizyon seyret-mek yerine iş-in-i yap.  
(te*le*viz*yon / sey*ret*mek / ye*ri*ne / i*şi*ni / yap)  
Do your work instead of watching television.
He insisted that she put her glasses on.

They went to the cinema instead of going to school.

The same [mek, mak] allomorphs are also used before “için” postpositions to express purpose:

Ev ödev-i tamamla-mak için sabah-le yin erken kalk-t-i-im. (liaison)
(e*vo*de*vi*mi / ta*mam*la*ma* / i*çin~ / sa*bah*le*yin / er*ken / kalk*tim ~)
I got up early to complete my homework.

Yepyeni bir araba al-mak için para biriktir-i.yor-uz.
(yep*ye*ni / bir / a*ra*ba / al*mak / i*çin / pa*ra / bi*rik*ti*ri*yo*ruz ~)
We are saving money to buy a brand new car.

Onlar-i gör-mek için pencere-den bak-t-i-im.
(on*la*ni / gör*me* / i*çin~ / pen*ce*den / bak*tim ~)
I looked out of the window to see them.

Onu bitir-mek için zaman-a ihtiyaç-ı-im-ız var.
(*nu / bi*ti*r*me* / i*çin~ / za*ma*~na / ih*ti*ya:*ci*mız / var ~)
We need time to finish it.

Cumhurbaşkanı-/n/i gör-mek için herkes ayak-a kalk-ti, (a*ya*ğa)
Everybody stood up to see the president.

Yabancı dil öğren-mek için çok çalış-mak zorunda-sın.
(ya*ban*ci / dil / ög*ren*mek / i*çin~ / çok / ça*lös*mak / zo*run*da*sın ~)
You have to study hard to learn a foreign language.

Ben-i anla-mak için dikkat-le dinle.
(be*ni / an*la*ma* / i*çin~ / dik*kat*le / din*le ~)
Listen carefully to understand me.

İslan-ma*mak için şemsiye-/s/i-/n/i al-d1. (negative infinitive)
(is*lan*ma*mak / i*çin / şem*si*ye*si*ni / al*d1 ~)
She took her umbrella not to get wet.

Beni daha iyi gör-mek için gözlük-le-r-i-/n/i tak-ti.
(be*ni / da*ha / i*yi / gör*mek / i*çin / göz*lük*le*ri*ni / tak*ti ~)
She put her glasses on to see me better.

Biz-e yardım et-mek için (et-mek-te) israr et-ti. (liaison)
(bi*ze / yar*dim / et*me* / i*çin / is*ra:r / et*ti ~) (is*ra:*ra*r*ti)
He insisted on helping us.
We ran to catch the bus.

1 (c). The infinitives with ♫ [mek, mak] are used as objects of the verb "iste" and the adverbial "zoru/n/-da" ("want, wish" and "have to")

Türkçe öğrenmek iste-i.yor-um.
(türkçe / öğ*ren*mek / is*ti*yo*rum ~)
I want to learn Turkish.

Türkçe öğrenmek zoru/n/-da/yı*lm.
(türkçe / öğ*ren*mek / zo*run*da*yım ~)
I have to learn Turkish.

Bulaşık-la*rı yıka*mak iste-me-i.yor-um.
(bu*la*şık*la*rı / yı*ka*mak / is*te*mi*yo*rum ~)
I don’t want to wash the dishes.

Bu kitabı oku*mak iste-i.yor mu-sun? (İster misin?)
(bu / ki*ta*bi / o*ku*mak / is*ti*yor / mu*sun ~)
Do you want to read this book?

Canım oku-l-a git-mek iste-me-i.yor.
(ca*nim / o*ku*la / git*mek / is*te*mi*yor ~)
I don’t feel like going to school.

1 (d). The ♫ [mek, mak] allomorphs attached to [ten, tan] allomorphs:

The ♫ [mek, mak] allomorphs can also be used attached to ♫ [ten, tan] allomorphs as all nouns can. The other two allomorphs of the phoneme [DEN] are not used here because the ♫ [mek, mak] allomorphs end with unvoiced consonants:

Yanlış-lık yap-mak-tan kaçın-ma*li*şın.
(yan*lis*lik / yap*mak*tan / ka*çın*ma*li*şın ~)
You must avoid making mistakes.

Gece-le.yin yalnız dışan çık-mak-tan kor*ç-ar-im.
(ge*ce*le*yin / yal*nuz / di*şə*ři / çık*mak*tan / kor*ka*rim ~)
I am afraid of going out alone at night.
Tüm kadınlar yaşlan-mak-tan kork-ar.
(tüm / ka*din*lar / yaş*lan*mak*tan / kör*kar ~)
All women are afraid of growing old.
Bütün gün evde otur-mak-tan bıktı-im (sıkıldım).
(bü*tün / gün / ev*de / o*tur*mak*tan / bıktım ~)
I am tired (bored) of staying at home all day long.

Yalan söylemek-ten utan-ma*iyor musun?
(ya*lan / söy*le*mek*ten / utan*mi*yor / mu*sun ~)
Aren't you ashamed of telling lies?

Üzül-mek-ten kendim-i al-a*ma*iyor-um.
(ü*zül*mek*ten / ken*di*mi / a*la*mi*yo*rum ~)
I can't help being sorry.

Beklemek-ten neftet et*er-im.
(bek*le*mek*ten / nef*ret / e*de*rim ~)
I hate waiting.

Çoğu öğrenciler ev*de*yap-mak-tan hoşlan-maz.
(co*ğu / öz*ren*ci*ler ~ / e*vö*de*vi / yap*mak*tan / hoş*lan*ma*z ~)
Most students dislike doing homework.

Pervasız-ca araba sür-mek-ten kaçıma*lı*sın.
(per*va:*siz*ca / a*ra*ba / sür*mek*ten / ka*çın*ma*lı*sin ~)
You must avoid driving recklessly.

Gül-mek-ten kendim-i al-a*ma-di*ım.
(gül*mek*ten / ken*di*mi / a*la*ma*dim ~)
I couldn't help laughing.

Kızkardeş-im ev*iş-i yap-mak-tan nefret et*er- (liaison)
(kız*kar*de*şi/m / e*v*i*şi / yap*mak*tan / nef*ret / e*der ~)
My sister hates doing housework.

Aldat-il-mak-tan nefret et*er-im.
(a*ld*at*il*mak*tan / nef*ret / e*de*rim ~)
I hate being cheated. (passive infinitive)

Yardım iste-mek-ten çekin-me.
(yar*dim / is*te*mek*ten / çe*kin*me ~)
Don't avoid asking for help.
Tavla oyna-mak-tan söz et-ti-ik. (liaison)
(tav*ta / oy*na*mak*tan / sö*zet*tik~)
We talked about playing backgammon.
2 (a). The J [me, ma] infinitives are used in the second part of the “possessor + possessed” noun compounds. They are timeless, but they have possessor personal allomorphs attached to them. Compare the following:

Kitap-in kapak-ı (ki*ta*bin / ka*pa*ği) (the cover of the book)
ben-im pencere-em (be*nim / pen*ce*rem) (my window)
ben-im git-me-em (be*nim / git*mem) (my going, me to go)

nouns + inf compound

(Sen-in) gerçeği söyle-me-en-i iste-i.yor-um.
(se*nin~ / ger*ce*ği / söy*le*ni / is*ti*yo*rum~)
I want you to tell the truth.

“senin gerçeği söylemen” is a transformed nominalized sentence:

(Sen) gerçeği söylerisin. ⇔ “(sen-in) gerçeği söyle-me-en”
(Sen) gerçeği söylüyorsun ⇔ “(sen-in) gerçeği söyle-me-en”
(Sen) gerçeği söyledin. ⇔ “(senin) gerçeği söylemen”
(Sen) gerçeği söylerdin. ⇔ “(senin) gerçeği söylemen”
(Sen) gerçeği söleyeceksin. ⇔ “(sen-in) gerçeği söyle-y/e.cek ol-ma-an”
(Sen) gerçeği söylemiştin. ⇔ "(sen-in) gerçeğ-i söyle-miş ol-ma-an"

As the pronouns with the possessor personal allomorphs, and the possessor allomorphs attached to the second parts of a noun compound mean the same person, the pronouns in the possessor parts can be ignored.

(ben-*im~) git-me-*em”, (ben-*im~) al-ma-*am”, (ben-*im~) bekle-me-*em”

(sen-*in~) git-me-*en”, (sen-*in~) al-ma-*an”, (sen-*in~) bekle-me-*en”

(o-*n/un”) git-me-*/s/i”, (o-*n/un”) al-ma-*/s/i”, (o-*n/un”) bekle-me-*/s/i”

(biz-*im~) git-me-*en-iz”, (biz-*im~) al-ma-*am-iz”, (biz-*im~) bekle-me-*en-iz”

(siz-*in~) git-me-*en-iz”, (siz-*in~) al-ma-*an-iz”, (siz-*in~) bekle-me-*en-iz”

(ön.lar-*in~) git-me-*/s/i”, (ön.lar-*in~) al-ma-*/s/i”, (ön.lar-*in~) bekle-me-*/s/i”

All the identical “e-e”, “a-a” vowels combine, and the single underlined syllables detach from their syllables and attach to the first vowels of the following allomorphs.

Note: In the first line above, all the pronouns together with the “im”, “em”, “am” and “em” possessor personal allomorphs mean “my”. In the following lines, the allomorphs in inverted commas mean “your”, “his”, “her”, “its”, “our”, “your”, and “their”.

194
As the possessor personal allomorphs used in the possessed parts of a compound are enough to express the possessor adjectives (ben-im, sen-in, etc.), these possessor adjectives may be ignored unless they are thought to be necessary to attract the listener’s attention.

Since the compounds like “ben-im söyle-me-em” are noun compounds, they are nominal phrases, and so the [i, l], [e, a], [de, da], [den, dan] and [le, la] suffixes can be attached to the infinitive parts of the compounds:

“söyle-me-en-i”, “söyle-me-en-e”, “söyle-me-en-de”, “söyle-me-en-den”, “söyle-me-en-le”

Baba-am (ben-im) daha çok çalış-ma-am-i iste-i.yor. (is*tı*yor)
My father wants me to study harder.

A final rule to add to the previous explanations is that in Turkish certain verbs need certain morphemes such as [İ], [E], [DE], [DEN] or [LE] attached to nouns or pronouns. The allomorphs of these morphemes can also be attached to infinitives, or “noun + infinitive” (or “infinitive + noun”) compounds, which might be named as syntactic nouns or nominal phrases.

2 (b). The verbs that take “noun + infinitive” compounds as objects:

“noun + infinitive” - [İ]

Yağmur, (biz-im) zaman-in-da tiyatro-/y/a git-me-em-i-z-i engelledi.
The rain prevented us from going to the theatre in time.

(Ben) (sen-in) böyle davran-ma-an-i anla-ma-i.yor-um. (dav*ran*ma*ni)
I don’t understand your behaving like that.

(Ben) (o/n/-dan) (Ben-im) siyah pantolon-um-u (o/-n/un) ütule-me-/s/i/-n/i rica ettim.

195
The mental development of this last sentence contains two simple sentences:


The first simple sentence is transformed and nominalized as "onun benim siyah pantolonumu ütülemesi", and then it is embedded and used in place of the object "bu-/n/u" in the second sentence:

(Ben) *o/n/-dan (benim) siyah pantolon-u (onun) ütü-le/-s/i/-n/i rica etti-im.*

(siyah pantolonum-u ütülemesi)

I asked her to iron my black trousers.

"Ben", "benim" and "onun" words are optional because they are understood from the suffixes in "etti-/im/", "pantolon-un" and "ütü-le/-me/-s/i".

(Paragraphe 1)

(Mary'/n/in) *piyano çal-ma/-s/i/-n/i seyrettim.*

(Sen-in) *ev-e dön-me-en-i bekle-i yor-um.*

O/n/un konuş-ma/-s/i/-n/i anla-ma-i yor-um.

(sa*na / kah*ve / ge*tir*me*mi / is*ter / mi*sin ~)

Would you like me to serve you coffee?

(Ben-im) *onun-la evlen-me-em imkân-siz.*

(onun-la evlen-me-em imkân-siz)

It is impossible for me to marry her. ("Benim" is optional.)
I convinced **him to help** us

In the sentence above, the /s/ is a glide; “onun” is not necessary, it is put there to show the reader the deleted "possessor" part of the compound.

Mektubu (**ben-im**) tekrar **yaz-ma-am-ı** rica etti.
He asked me to write the letter again. (“**benim**” is optional)

**Tüm erkekler tüm kadın-la-rın güzel görün-mesi/n/i iste-er.**

All men want all women to look beautiful.

In the sentences above, “**bizim gitmemiz**, “**senin davranman**”, “**onun ütulemesi**”, “**beklemenin faydasi**”, “**Mary’nin piyano çalması**”, “**(senin) eve dönmen**”, “**(benim) getirmem**”, “**onun konuşması**”, “**(benim) evlenmem**”, “**onun yardım etmesi**”, and “**tüm kadınların güzel görünmesi**” are all **“noun + infinitive”** compounds that have been transformed from the simple sentences by the transformational component in order to be used in phrase structure patterns. The transformational component performs this mental activity to shape and use the simple sentences in phrase structure patterns. As the aim of this activity of the mind is to build up infinite oral sentences out of simple sentences, it may be reasonable to call such phrases as **“syntactic”**, which means that such oral nominal phrases have been built up for syntactic purposes.

As important information, we have to assert that all the allomorphs used in transforming simple sentences are **inflectional allomorphs** because these allomorphs help simple sentences to be used in longer sentences without changing their simple sentence concepts.

In the following lines the **simple sentences** are printed in **italics**, and the transformed **“noun + infinitive”** compounds are printed in **bold face**, which have been produced for syntactic purposes. By the way, it is necessary to remember that the meaning of an oral sentence is always hidden in the simple sentence underlying an oral sentence. Listeners and readers can understand an oral sequence so long as they realize the morphemic sequence underlying the oral sequence.

Read the **simple sentences**, and the **“syntactic nominal phrases”** produced by the transformational rules of the Turkish language:

**Biz tiyatroya gidecektik. ⊔ “bizim tiyatroya gidecek ol-ma-am-ız”**

**Sen böyle davranışsun. ⊔ “senin böyle davran-ma-an, davran-dik-in”**
(O) siyah pantolonumu ütülesin. ⇨ “siyah pantolonumu ütülemesi, ütülediği”

Mary piyano çalıyordu. ⇨ “Mary’nin piyano çal-ma-/s/i, çal-dık-ı”

Sen eve dön-dü-ün. ⇨ “senin eve dön-me-en, dön-dük-ün”

O konuştur. ⇨ “onun konuş-ma-/s/i, konuş-tuķ-u”

Ben kahve getiririm. ⇨ “benim kahve getir-me-em, getirdik-im”

Ben onunla evlenirim. ⇨ “benim onunla evlen-me-em, evlen-dık-im”

O bize yardım eder. ⇨ “onun bize yardım et-me-si, et-tik-i”

Ben mektubu tekrar yazayım. ⇨ “benim mektubu tekrar yaz-ma-am”

Ben bir mektup yazmıştım. ⇨ “benim mektup yaz-mış ol-ma-am”

As it is seen in the noun compounds above, when sentences are transformed and nominalized, they lose their time concepts like all infinitives. The “benim”, “senin” parts of the compounds may be ignored, and so, only “tiyattroya gitmemiz” or “mektubu tekrar yazmam” can be used as noun compounds without the possessor adjectives.

Bekle-me-/n/in fayda-/s/ı yok. It is no use waiting.
(Literally: “There is not the use of waiting”) (“beklemenin faydası” is an “infinitive + noun” compound used as the subject of the sentence.

(Sen) (ben-im) şemsiye-em-i geri getir-me-/y/i unut-ma.
(şem*si*yem* / ge*ri / ge*tir*me*yi / u*nut*ma ↷)
Don’t forget to bring my umbrella back.

In the example above, the /y/ glide is used between the /e/ phoneme and the [i] defining allomorph. The “sen” and “benim” words can naturally be ignored.

Biz-im takım kazan-ma-/y/i haket-ti.
(bi*zim / ta*kım / ka*zan*ma*yı / ha*ket*ti ↷)
Our team deserved to win.

Eski arabamız-ı ertz-ı sat-ma-/y/i ertele-di-ik.
(es*ki / a*ra*ba*mi*zi / sat*ma*yı / er*le*di-ik ↷)
We postponed selling our old car.

“Arabamız-ı” is the object of “satmak”; “eski arabamızı satma/y/i” is the object of “ertelemek”.

198
Yüz-me-/yi bana baba-am öğret-ti.
(yüz*me*yi / ba*na / ba*bam / öğ*ret*ti ~)
My father taught me (how) to swim.

(O) biz-im-le Bursa’ya git-me-/yi kabul et-ti. (liaison)
(bi*zim*le / bur*sa*ya / git*me*yi / ka*bu:*let*ti ~)
He agreed to go to Bursa with us.

Hırsız kasa-/yi aç-ma-/yi dene-dı.
(hır*sa*yi / aç*ma*yi / de*ne*di ~)
The thief tried opening the safe.

Yeni bir araba al-ma-/yi düşün-ü.yor-uz.
(ye*ni / bir / a*ra*ba / a*lma*yi / dü*şün*ü*yo*ruz ~)
We are considering buying a new car.

Note: The infinitives above are all printed in bold face.

2 (c). The verbs that need “noun + infinitive” compounds followed by [e], or [a] allomorphs:

Baba-am, (ben-im) futbol maç-i-/n/a git-me-em-e izin ver-di. (git*me*me)
NP noun + infinitive compound - [e] (adverbial phrs) V
My father allowed me to go to the football match.

Babam, kızkardeş-im-in gece yalnız sinema-/y/a git-me-si-/n/e kızdı.
NP possessor adv adv possessed V
noun + infinitive compound + [e] = adverbial phrs
My father got angry about my sister’s going to the cinema alone at night.

Babam, araba-/si-/n/i (ben-im) kullan-ma-am-a hiç izin ver-me-i.yor.
(ba*bam / a*ra*ba*si*ni / kul*lan*ma*ma / hiç / i*zin / ver*mi*yor ~)
My father is never allowing me to use his car. (Complaint) (“Benim” is optional.)

Babam (benim) balık tut-ma-/y/a git-me-em-e itiraz et-ti (karşığı durdu).
(ba*bam ~ / ba*lık / tut*ma*ya / git*me*me / i:*ti*ra:z / et*ti ~)
My father objected to my going fishing. (“benim” is optional)

2 (d). “noun + infinitive” compounds can also be followed by [den, dan]:

Anne-em ben-im ev-e geç gel-me-em-den hoşlan-ma-i.yor.
NP possessor adv adv possessed V
noun + infinitive comp - [den] adverbial phrs
My mother dislikes my (me) coming home late.
There are two basic simple sentences in the oral sentence above:

1. *Ben eve geç geliyorum.*
2. *Annem bundan hoşlanmıyor.*

Sentence Nr. 1 is transformed and nominalized as "*benim eve geç gelmem*". When this transformed-nominal phrase is put in the place of "bundan" in the second sentence, the new synonymous sentence "*Annem benim eve geç gelmem-den hoşlanmıyor*" oral sentence structure is produced. In this transformed phrase, *"ev-e"* is an adverbial, and *"geç"* is an adverb modifying the infinitive "*gel-me*". "*Ben-im ev-e geç gel-mem*" is a noun compound (nominal phrase). If the allomorph [den] is attached to this nominal phrase, it turns it into an adverbial phrase modifying "*hoşlanıyor*".

(Ben) **onun** her şey-i **anla-ma-/s/i/n/-dan** korkuyorum.

NP possessor obj of "anla" possessed noun + infinitive compound nominal phrase-[DEN] adverbial phrs

I am afraid of *her understanding* everything. (The /s/ and /n/ glides are used.)

The [me, ma] infinitives attached to [e or a] allomorphs:

"*V-* [me/y/e, ma/y/a]"

(Ben) **klasik müzik** **dinle-me/-y/e** düşkünüm.

NP NP infinitive-[e] V adverbial phrs

I am fond of *listening* to classical music.

İş-im-i tamamla-ma-/y/a çalışıyorum.

(i*ş*i*mi / ta*mam*la*ma*y/a / ça*li*ş*i*yo*rum ◀)
I am trying to *complete* my work.

Der-t-et-me/-y/e değişmez. (liaison)

(*der*t*et*me*ye / de*ğ*mez ◀)
It is not worth *troubling about*.

Çalış-ma-/y/a devam etti.

(ça*li*ş*ma*ya / de *va:**met*ti ◀)
He went on (continued) *working*.

Yağmur **yağ-ma/-y/a** başladı.

(yağ *mur / yağ*ma*ya / baş*la*di ◀)
It began to *rain* (raining).
3 (a). The third kind of “noun + infinitive” compounds are made by adding [iş, iş, üş, uş] allomorphs to verb roots, stems or frames such as: “ben-im gül-üş-üm”, “sen-in bak-iş-in”, which means “my way of smiling”, “your way of looking” etc. When these compounds take [İ], [E], [DE] or [DEN] morphemes, they become adverbials:

(O) (ben-im) gül-üş-üm-e (gül*lü*şü*me) hayran-dır.
She adores my way of smiling.

(Ben) (sen-in) bana bak-iş-in-ı (ba*ki*şi*ni) özle-di-im.
I missed your way of looking at me.

(O) (ben-im) gitar ça-lı-şı-mı (ça*lı*şi*mı) sev-er.
He likes my way of playing the guitar.

They became happy about my coming back home.

(“ben”, “sen”, “o”, “benim”, “senin” and “onların” words above are all optional because these words are represented by personal possessor allomorphs.)

4 (a). The following “noun + infinitive” compound is widely used in transforming simple sentences into “syntactic nominal phrases” or "determiners". The following example shows how a simple sentence is transformed into a “noun + infinitive” compound, and then how it is used as a syntactic nominal phrase in a sentence:

possessor noun + V - [dik, dik, dük, duk, tik, tik, tük, tuk] - [personal possessor]

(ben-im) yüz-dük-üm
possessor possessed

Ben denizde yüzük-yordum. ☺ “(benim) denizde yüz-dük-üm”
sentence nominal phrase

(NP (O) (ben-im) deniz-de yüz-dük-üm-ü gör-dü. (yüz*dü*gü*mü)
NP VP

He saw that I was swimming in the sea.
NP VP NP

Note: In the sentence above, the /k/ phoneme changes into the voiced /ğ/, and the last [ü] is the determiner that defines the nominal phrase “benim denizde yüzdük-üm”.

The same “noun + infinitive” compound can also be used as a determiner:
**Ben** okula gidiyorum.  

**ben-im** git-tik-im **okul**  

**determiner** + **noun**  

**nominal phrs**

**benim gittiğim okul**  

**the school** that **I go to**  

**nominal phrs**

**Benim gittiğim okul çok kalabalık.** *The school that I go to is very crowded.*

The **possessed parts** of the “**noun + infinitive**” compounds are also used as **objects of postpositions** (English “prepositions”):

**(Ben-im) her zaman okula geç geldik-im için İngilizce öğretmenim beni azarladı.**

**noun infinitive comp (object of “için”) + postp**

**NP (subj) VP NP (subj) VP**  

**postpositional adverbial phrase of cause**

My English teacher shouted at me because of my always coming to school late.

A final note that should be added to the above explanations is that as the infinitives are made up of verbs, they can take **objects** like **verbs** when they are **transitive**, but if they are **intransitive**, they can take only **adverbs** or **adverbials**. The sentences that contain **infinitives** are produced as follows:

1. **O beni beklesin.** “o-*/n/ un **ben-i bekle-me-/s/i**”
2. **Ben bu-*/n/u istiyorum.**

If the first nominalized phrase is used in the place of “**bunu**” in the second sentence, we produce the following sentence containing a noun compound:

**(Ben) (o-/n/un) **ben-i bekle-me-/s/i-/n/i iste-i.yor-um.**  

(*ni / bek *le*me*si*ni / is*ti*yo*rum ~)

I want him to wait for me.

**THE PASSIVE INFINITIVE**

Only the transitive verbs can be put into the passive voice in English, but in Turkish, both transitive and intransitive verbs can be changed into the passive form. Therefore, the passive making allomorphs can be attached to all kinds of verb roots, stems or frames. If the passive making allomorphs are attached to transitive verbs, these verbs are put into the passive voice, but if the intransitive ones are put into the passive form, only their forms are changed; they are **not put** into the passive voice. For instance, if “**Bu hapishaneden kaç-il-maz**” sentence is said, it can be literally written in English as **“This prison can’t be escaped”**, which means, “It is impossible to escape from this prison”. In this book, such verbs are called **“passive shaped intransitive verbs”**.
The passive making allomorphs are as follows:


2. The verbs ending with **consonants** take [il, il, ül, ul] passive making allomorphs such as “çeğ-il”, “sec-ül”, “geç-ül”, “sür-ül”, “gör-ül”. When some of these verbs take [in, in, ün, un, en, an] allomorphs, they also become reflexive verbs such as “çeğ-in”, “geç-in”, “sür-ün”, “gör-ün”, “besle-en”, “yala-an”.

All the verb frames above can take [me, ma] or [mek, mak] allomorphs to be used as infinitives:

başla-an-ma(k), topla-an-ma(k), besle-en-meca(k), temizle-en-meca(k), ekle-en-meca(k), yürüü-ün-meca(k), doku-un-ma(k) (weave), oku-un-ma(k), oyalal-an-ma(k), geç-il-meca(k), geç-in-meca(k), sür-ul-meca(k), sür-ün-meca(k), gör-ul-meca(k), gör-ün-meca(k), bağ-il-ma(k), bağ-in-ma(k), aç-il-ma(k), sec-il-meca(k), yen-il-meca(k), ed-il-meca(k), ed-in-meca(k), tap-ıl-ma(k), tap-in-meca(k), yap-ıl-ma(k), uy-ul-ma(k), konuş-ul-ma(k), sür-ul-ma(k), sür-ün-meca(k).

The identical vowels above combine, and the single underlined consonants detach from their syllablers and attach to the first vowels of the following inflectional morphemes.

Consider the following:

Kendi-/s/i/y/-le alay et-il-me-s/i/n/-den nefret et-er.
(ken*di*siy*le / a*lay / e*dil*me*sin*den / nef*ret / e*der ṣ). She hates being made fun of her.

In the sentence above, the /t/ is replaced by the voiced /d/; and the /s/ and /n/ consonants are used as glides.

Kendi-/s/i-/n/e kaba davran-il-ma-/s/i/n/-dan hoşlan-maz.
(ken*di*si*ne / ka*ba / dav*ra*nil*ma*sin*dan / hoş*lan*maz ṣ) She dislikes being rudely treated.

Takım-t-/n/in yen-il-me-s/i/n/-den nefret eder.
(ta*ki*m*mn / ye*nit*me*sin*den / nef*ret / e*der ṣ) He hates his team being beaten.
All women like being tenderly treated.

I don't want to be disturbed.

Everybody wants to be equally treated.

These sentences should be carefully read.

**MODALS**

**PRESENT MODALS**

While English modals are made of auxiliary verbs, Turkish modals are made either of morphemes, or of words, or of both. They convey nearly the same concepts as they do in English. Therefore, instead of giving detailed boring explanations of the Turkish modals, we prefer giving English equivalents of them, which we think, might be more useful. Moreover, the English sentences given as the equivalents of the Turkish modals can be considered more satisfactory and precise than detailed English explanations of them, which may lead to misunderstanding.

*(can) (may) ♫ [e.bil, a.bil]*

The ♫ [e.bil, a.bil] allomorphs convey ability, possibility or permission as “can” do in English. To form the Simple Present Tense concept of this modal morpheme, one of its allomorphs "[e.bil] or [a.bil]" is attached to a verb followed only by [ir] Simple Present Tense time allomorph. The other Simple Present Tense allomorphs are not used after [e.bil] or [a-bil] allomorphs due to the vowel harmony rules. The time allomorphs are naturally followed by suitable personal (suffixes) allomorphs:

Yemek piş-ir-e.bil-ir-im.
(ye*mek / pi*şi*re*bi*li*rim ~)
I can cook. (ability)

Bilgisayar-im-1 kullan-a.bil-ir-sin.
(bil*gi*sa*ya*n*mi / kul*la*na*bi*li*rim *sin ~)
You can (may) use my computer. (permission)
Bazı soru-
lar zor o-\l-a.\bil-\ir.
\( \text{ba}^{132}z^{132}/ \text{so}^{132}\text{ru}^{132}\text{lar} / \text{zor} / \text{o}^{132}\text{la}^{132}\text{bi}^{132}\text{li}^{132}\text{r}^{132} \)
Some questions may be difficult. (possibility)

Siz-e yardım et-e.\bil-\ir-iz.
\( \text{si}^{132}\text{ze} / \text{yar}^{132}\text{dim} / \text{e}^{132}\text{de}^{132}\text{bi}^{132}\text{li}^{132}\text{r}^{132}\text{iz} \)
We can help you. (ability, possibility) (The /t/ changes into /d/.)

Dışarı çı-
l-\ir-sin.
\( \text{di}^{132}\text{şa}^{132}\text{rı} / \text{çı}^{132}\text{ka}^{132}\text{bi}^{132}\text{ll}^{132}\text{e}^{132}\text{r}^{132}\text{sin} \)
You can go out. (permission)

To change the ♫ \{e.\bil, a.\bil\} allomorphs into the negative concept, ♫ \{e.\mez, a.ma\} allomorphs are used in place of them with some phoneme removals and changes. They convey the concepts of inability, impossibility or prohibition:

Piyano ça-
l-a.\mez-am.
\( \text{pi}^{132}\text{ya}^{132}\text{no} / \text{ça}^{132}\text{la}^{132}\text{mam} \)
I can’t play the piano. (inability)
(The double underlined /z/ drops and the identical “a-a” vowels combine .)

Bu küçük harf-ler-i gözлок-süz gör-e.\mez-em.
\( \text{bu} / \text{kü}^{132}\text{çük} / \text{harf}^{132}\text{le}^{132}\text{ri} / \text{göz}^{132}\text{lük}^{132}\text{süz} / \text{gö}^{132}\text{re}^{132}\text{mem} \)
I can’t see these small letters without glasses. (inability)

Bekle-/\text{y/e}^{132}\text{.me}^{132}\text{e}^{132}\text{m}.
\( \text{bek}^{132}\text{le}^{132}\text{ye}^{132}\text{mem} \)
I can’t wait. (impossibility and inability)

In the sentences above, the /y/ glide is put between the successive /e/ vowels. (impossibility)

Bu leke sabun-la temiz-le-en-e.\mez.
\( \text{bu} / \text{le}^{132}\text{ke} / \text{sabun}^{132}\text{la} / \text{temiz}^{132}\text{le}^{132}\text{ne}^{132}\text{me}^{132}\text{z} \)
This stain can’t be cleaned with soap. (impossibility) (passive)

Bakteri-ler čiplak göz-le gör-ül-e.\mez.
\( \text{bak}^{132}\text{te}^{132}\text{r}^{132}\text{ler} / \text{čip}^{132}\text{lak} / \text{göz}^{132}\text{le} / \text{go}^{132}\text{r}^{132}\text{ü}^{132}\text{le}^{132}\text{me}^{132}\text{z} \)
Germs can’t be seen with the naked eye. (impossibility, passive)
Yarın sen-i gör-e.mez-em.

(ya*rin / se*ni / gö*re*mem ~)

I can’t see you tomorrow. (impossibility)

Ev-de oł-a.maz.

(ev*de / o*la*maz ~)

He can’t be at home. (impossibility)

Çocuk-lar bahçe-de oyna-u.yor oł-a.maz.

(ço*cuk*lar / bah*çe*de / oy*nu*yor / o*la*maz ~)

The children can’t be playing in the garden. (impossibility)

The same [e.bil] modal concept can also be used with The Present Continuous [İ.YOR] morpheme. In order to form this modal composition, [e.bil] or [a.bil] allomorphs are attached to verbs followed by the [i.yor] and the personal allomorphs:

Kara tahta-/y/i gör-e.bil-i.yor-um. Tahtayı görüyorum.

(ka*ra / tah*ta*yi / gö*re*bi*li*yo*rum ~)

I can see the blackboard. (ability)

**The Simple Present Tense** of this modal form does not express ability. If it is used, it expresses possibility:

Sen-i yarın gör-e.bil-ir-im.

(se*ni / ya*rin / gö*re*bi*li*rim ~)

I can see you tomorrow. (possibility)

Kenar-a çekil-ir-se-en karatahta-/y/i gör-e.bil-ir-im.

(ke*na*ra / çe*ki*li*r*sen~ / ka*ra*tah*ta*yi / gö*re*bi*li*rim ~)

If you move aside, I can see the blackboard. (possibility)

In the negative forms of The Present Continuous modal tenses, the [e.me] or [a.ma] negation allomorphs are used followed by the [i.yor, i.yor] progressive allomorphs, and naturally suitable personal allomorphs are attached to them:

Sen-i an.la-/y/a.mä-i.yor-um.

(se*ni / an*la*ya*mi*yo*rum ~)

I can’t understand you.

The /y/ glide is placed between the successive /a/ vowels. (inability) (“Seni anlayamam” is impossible here. It can be used in conditional sentences):
Daha yüksek ses-le konuş-maz-sa-an sen-i anla./y/a.mam.
(da*'ha / yÜk*sek / ses*le / ko*nuş*maz*san / se*ni / an*la*ya*mam ↵)
I can't understand you unless you speak louder.

Sen-i işit-e.me-i.yor-um.
(se*ni / i*şi*te*mi*yo*rum ↵)
I can't hear you.
(The double underlined /e/ drops as it is in “şimdi zaman”. (inability)

Bek-le-/y/e.me-em.
(bek*le*ye*mem ↵)
I can’t wait. (impossibility)

Söy.le-dik-ler-in anla-şil-ma-i.yor.
(söy*le*dik*le*rin / an*la*şil*mi*yor ↵)
What you are saying isn’t understood.

The [e.bil, a.bil] modal allomorphs, followed by the allomorphs of the morpheme [i.YOR], are used attached to verbs in question forms, and finally “mu-/y/um, mu-sun, mu, mu-/y/uz, mu-su̱n-uz, lar mi, etc” are separately added:

Gözük-süz televizyon seyre-ş.e.bil-i.yor mu-su̱n-uz?
(göz*lük*süz / te*le*viz*yon / sey*re*de*bi*lı*yo*r / mu*su*nuz ↵)
Can you watch television without glasses?
(The /t/ changes into /d/.) (ability)

When the intention of request is involved, The Simple Present Tense allomorphs of [iR] are used after [e.bil or a.bil] allomorphs, and finally, “mi-/yim?”, “mi-sin?”, “mi?”, “mi-/y/iz?”, “mi-sin-iz?”, “ler mi?” question words are separately written.

Bana yardım et-e.bil-ir mi-sin-iz?
(ba*na / yar*dim / e*de*bi*lir ↵ / mi*si*niz ↵)
Can you help me? (request)
Can I help you? (request)

Can you come to my office to see me tomorrow? (request)

The Turkish equivalents of "wh" question words of English can also be used with [e.bil], [a.bil] allomorphs:

Bu soru-/ya kim cevap ver-e.bil-ir? (bu / so*ru*ya / kim ~ / ce*vap / ve*re*bil~)
Who can answer this question? (ability)

Nere-de öğle yemeği yiyebiliyoruz? ("Nerede öğle yemeği yiyebilir mi?" is not used in Turkish.)

Where can we have lunch? (possibility)

Nasıl başar-a.bil-ir-im? (na ~*sil / ba*şar*bi*l~)
How can I succeed?

must ♫ [me.li, ma.li]

This morpheme has two allomorphs; [me.li] and [ma.li], which can be attached to verb roots, stems or frames followed by personal suffixes. When it is used with the verb "be", it conveys the concepts of certainty or probability, but when it is used with action verbs like “go”, “write”, “do”, “help”, etc., it implies obligation imposed by the speaker:

Yołu must study hard to succeed in the examinations. (strong advice or obligation imposed by the speaker.)

You must help your mother with the housework. (obligation imposed by the speaker or strong advice.)
I must sit up late to finish my homework. (internal obligation)

Drivers must obey the traffic rules. (obligation)

You must be tired. (very probability or certainty)

It is necessary to get up early in the morning. (passive shaped intransitive)

Important documents must be kept in a safe. (It is necessary to keep…)

Your mother must be angry. (very probability or certainty)

Mathematics must be boring.

The negative form of [me.li, ma.li] is [me-me.li, ma-ma.li] (must not), which conveys the concept of prohibition:

A student mustn't waste time watching television.

Another negative form of [ol-ma.li] (must be) is “ol-a.maz” (can’t be). This form is used with the verbs “be” in sentences. Consider the following:
Oğlum sinema-da o-l-a.maz; okul-da o-l-ma.lı.
(oğlum / si*ne*ma*da / o*la*maz ~ / o*kul*da / o*l*ma*li ~ )
My son can’t be at the cinema; he must be at school. (impossibility; certainty)

Matematik ilginç o-l-a.maz; sıkıcı o-l-ma.lı.
(ma*te*ma*tk / il*ginç / o*la*maz ~ / si*ki*ci / o*l*ma*li ~)
Mathematics can’t be interesting; it must be boring. (impossibility; certainty)

Mehmet hasta o-l-a.maz; rol ya-pı*yor ol-ma.lı.
(meh*met / has*ta / o*la*maz ~ / rol / ya*pi*yor / o*l*ma*li ~)
Mehmet can’t be ill; he must be pretending. (impossibility; certainty)

Jack ders çalı-sı*yor o-l-a.maz, futbol o-yun-u.yor ol-ma.lı.
(jack / ders / ça*lı*sı*yor / o*la*maz ~ / fut*bol / o*yu*nu*yor / o*l*ma*li ~)
Jack can’t be studying; he must be playing football.

Kardeş-in ciddi o-l-a.maz; şaka ya-pı*yor ol-ma.lı.
(kar*de*şin / cid*di: / o*la*maz ~ / şa*ka / ya*pi*yor / o*l*ma*li ~)
Your brother can’t be serious; he must be joking.

Bu hediye be-n-im için o-l-a.maz; siz-in için o-l-ma.lı.
(bu / he*di*ye / be*nim / i*çin / o*la*maz ~ / si*zin / i*çin / o*l*ma*li ~)
This present can’t be for me; it must be for you.

Ciddi o-l-a.maz; rol ya-pı.yor o-l-a.maz mı?
(cid*di: / o*la*maz ~ / rol / ya*pi*yor / o*la*maz / mi ~)
He can’t be serious. Can’t he be pretending?

Bu portre gerçek o-l-a.maz; kopya o-l-ma.lı.
(bu / por*tre / ger*çek / o*la*maz ~ / kop*ya / o*l*ma*li ~)
This portrait can’t be genuine; it must be a reproduction.

**have to** (verb-[mek, mak] + zorunda-pers)

This modal form expresses **obligation imposed by an external authority or circumstances**:  

İş-e gitmek için her sabah saat altı-da kalk-mak zorunda-/y/ım.
(i*şe / git*mek / i*çin~ / her / sa*bah~ / sa*at / al*ti*da / kalk*mak / zo*run*-da*yım ~ ) I have to get up at six o’clock every morning to go to work.
(The /y/ glide is inserted between /a/ and /i/ vowels.) (external obligation)

Patron-la konuş.ur-ken dikkatli ol-mak zorunda-sin.
(patron*la / ko*nu*ş*ken~/ dik*kat*li / o*l*mak / zo*run*da*sı~n ~)
You have **to be careful** when you are talking to the boss.
(external obligation)

Bu yazı dikkat-le yaz-ıl-mak zorunda.

This text has **to be** carefully written.
(passive; external obligation)

I have to tidy my room.
(external obligation)

Bu cümle-le ri öğren-mek zorunda mı/yım?
(çağırma; zorunluluk)

Do I have **to learn** these sentences?

Lack of necessity **“neendn’t” or “don’t (doesn’t) have to” “zorunda değil”**

Oda-am-ı tertiple-mek zorunda-/y/ım.

Do I have **to learn** these sentences?

The office needn’t be cleaned today. (passive)
“Getmesem de olur”, “başlamasak da olur”, “kalkmasam da olur”, "kalkmama gerek yok”, "gelmene gerek yok" expressions can also be used as alternatives to the sentences above:

Sabah-le.yin erken kalk-ma-sa-am da olur.  
(sa*bah*le*yin / er*ken / kalk*ma*saam / da / o*lur ↷)
I needn't get up early in the morning. (lack of necessity)

When a question is asked with [me.li, ma.li], the answer to this question may be as follows:

“Konsere git-me.li mi/y/im?” “Git-me-/y/e.bil-ir-sin.” “Must I go to the concert?” “No, you needn’t.”
“should” or “ought to” (gerekir) (advice)

In order to compose this modal concept, one of the personal allomorphs is attached to the possessed part of a “noun + infinitive” compound. In the second parts of this compound, the second type of infinitives are used, which are made by attaching [me, or ma] allomorphs to verb roots, stems or frames such as: “git-me”, “bekle-me”, “beklen-me”, “satin al-ma”, “satin alin-ma”, “ezberle-me”, “ezberlen-me”, “süpürül-me”, etc.

The personal allomorphs attached to the infinitive parts of the “noun + infinitive” compounds are in the following list:

| (ben-im)  | ♪ [em, am] | (bekle-me-em) (koş-ma-am) |
| (señ-in)  | ♪ [en, an] | (bekle-me-en) (koş-ma-an) |
| (o-/n/un) | ♪ [/s/i, /s/i] | (bekle-me-si) (koş-ma-si) |
| (biz-im)  | ♪ [em-iz, am-iz] | (bekle-me-em-iz) (koş-ma-am-iz) |
| (siz-in)  | ♪ [en-iz, an-iz] | (bekle-me-en-iz) (koş-ma-an-iz) |
| (onlar-in) | ♪ [/s/i, /s/i] or [leri, lari] | (bekle-me-si) (koş-ma-si) |

Finally, after the above “pronoun + infinitive” compounds “gerekir” is used as a separate word:

(Sen-in) daha çok çalış-ma-an gerek-ir.  
(se*nin / da*ha / çok / ça*lış*man / ge*re*kir ↷)
You should (ought to) study harder. (advice)

“Senin” is optional, “senin çalış-man” is a “noun + infinitive” compound, and “daha çok” is an adverbial.

Öğrencilerin yeni kelimeleri ezberle-me-/s/i (ezberle-me-ler-i) gerekir.  
(noun compound) (subj) NP V
The students should memorize the new words.
(The /s/ glide is used between /e/ and /i/.) (advice)

**Sen-in** baba-a-/n/in öğüt-ü/-nü (sen-in) iyi düşün-me-en gerekir.  
chain noun comp obj of "düşünmek" noun comp subj V NP  
(ba*ba* nin / ö*ğü* dü*nü / i*yi / dü*şün*men / ge*re*kir ~)  
You should think well about your father’s advice.

Sınav sonuç-la-ı/-n/in bekl-e-en-me-si gerek-ir.  
(sı*nav / so*nuç*la*nin / bek*len*me*si / ge*re*kir ~)  
The examination results should be waited. (passive)

To make a negative advice, the [me] or [ma] negation allomorphs are inserted between verb roots, stems or frames and the [me, ma] infinitive allomorphs:

(Sen-in) çok para harca-ma-ma-an gerek-ir.  
(se*nin / çok / pa*ra / har*ca*ma*man / ge*re*kir ~)  
You shouldn’t spend much money. (advice)

Bir baba-/n/in çocuk-la-ı/-n/i ihmâl et-me-me-si/i gerek-ir.  
(bir / ba*ba* nin / ço*cuk*la*ri*ni / ih*ma*:l / et*me*me*si / ge*re*kir ~)  
A father shouldn’t neglect his children.

Vergi ödeme-/n/in ertele-en-me-me-si/i gerek-ir.  
(ver*gi / ö*de*me*nin / er*te*len*me*me*si / ge*re*kir ~)  
Paying tax shouldn’t be postponed. (advice) (passive)

In the sentence above, the /n/ glide is used between the first "e, i", and the /s/ glide is used between the last "e and i".

“May” and “can” are both expressed in ♫ [e.bil, a.bil] allomorphs in Turkish. Therefore, they can be used with the question tag “mi” in questions. Compare the following sentences:

Haber doğru ol-a.bil-ir.  
(ha*ber / doğ*ru / o*la*bili*rir ~)  
The news may (can) be true.

Haber doğru ol-a.bil-ir mi?  
(ha*ber / doğ*ru / o*la*bili*rir ~ / mi ~)  
Can the news be true?

Çocuk-lar ev-de ol-a.bil-ir.  
(co*cuk*lar / ev*de / o*la*bili*rir ~)  
The children may (can) be at home.
Can the children be at home?

Can they be waiting?

The translation may be incorrect.

Ahmet could read and write before he went to school.

I couldn't read and write before I went to school.

I couldn't finish my work.

**PAST MODALS**

**Could**

"Could" expresses ability in the past. To express the same concept in Turkish, "V-♫[e.bil, a.bil]-[i.yor]-[du]-[pers]" verb composition should be used:

Ye*di* / ya*şim* / day*ken / yü*ze*bi*li*yor*du*um.

I could swim when I was seven years old. (ability in the past)

Ahmet could read and write before he went to school.

I couldn't read and write before I went to school.

The negative form of this modal is "V-[e.me, a.ma]-[İ.YOR]-[du]-[pers]", which expresses both the negative of "could" and "was able to":

Ben oku*l-a git-me-den önceoku-*y/up yaz-a.bil-i.yor-du*um.

I couldn't read and write before I went to school.

I couldn't finish my work.

(I wasn't able to finish my work.)
Yeni ders-i anla-/y/a.bil-di-in mi?
(ye*nı / de*r*sı / an*la*ya*bil*di*n / mi~)
Were you able to understand the new lesson?

Güçlük-ler-i as-a.bil-di-in-iz mi?
(güc*ül*ke*rı / a*şa*bil*di*niz~ / mi~)
Were you able to overcome the difficulties?

Tasarı-/y/ı biti-re-bil-di-in-iz mi?
(ta*sa*ri*yı / bı*te*bil*di*niz~ / mi~)
Were you able to finish the project?

was (were) able to (V-[me-/y/i, ma-/y/i] başardım)

When a past success is implied, the verb “başar” is used in Turkish in place of the “was able to”, the “succeeded in”, or the “managed to” expressions of the English language:

Sınav-da iyi bir not al-/y/i başarı-di-m.
(si*nava*da / i*yi / bir / not / al*ma*yı / ba*şar*dim~)
I was able to get a good grade in the examination.
(I succeeded in getting a good grade.) (I managed to get a good grade.)

Bizim takım, misafir takım-ı yen-me-/y/i başarı-di.
(bi*zım / ta*ki-mı / mi*sa:*fır / ta*ki*mi / yen*me*yı / ba*şar*di ~)
Our team succeeded in beating the visiting team.
(The /y/ glide is inserted between /e/ and /i/.)

İş-in-i bitir-me-/y/i başarı-di-in mı? or “İş-in-i bitir-e.bil-di-in mi?”
(i*şi*ni / bi*ti*re*bil*di*n / mi ~)
Were you able to complete your work?
(The /y/ glide is used between [me] and [i].)

As an alternative to the above sentence types, “V-[e-bil, a-bil]-[di]-[pers]” verb composition can be used:

En son-u/n/-da (en nihayet) iş-im-i bitir-e.bil-di-im.
(en / so*nun*da / i*şi*mi / bi*ti*re*bil*di*dim ~)
I was able to finish my work at last.

“V - [e.me, a.ma] - [di, di] - [pers]” verb composition can be used in place of "couldn't", “wasn't able to” or “didn't succeed in”:

Maç-ı kazan-a.ma-di-ık.
(ma*çı / ka*zan*ma*diık ~)
We couldn't win the match.
I couldn’t solve this problem.

As “could” is used in English conditional clauses, so can “V-[E-BiL]-[ir]-[di]-[pers]” verb composition be used in Turkish conditional sentences:

We could go for a picnic if the weather were (was) better.

Would or could (polite request)

“V-[IR]-[Mi]/y-[Di]-[pers]” verb composition is used to express a polite request in Turkish:

In fact, this sort of request is the second part of a conditional sentence:

Would you listen to me for a second?

Would you have a cup of tea with me?

Would you help me to carry my suitcase?
In the last example above, the /t/ in “et” changes into /d/, and the /y/ glide is inserted between [mi] and [di].

If someone wishes to be politer, he can add the [E.BİL] and [İR] morphemes to the verb composition above:

Bēn-i bir saniye dinle-/y/e.bil-ir mi/y/-di-i-niz?

If someone wishes to be politer, he can add the [E.BİL] and [İR] morphemes to the verb composition above:

Bēn-i bir saniye dinle-/y/e.bil-ir mi/y/-di-i-niz?

Could you listen to me for a second please?

The [İR] Simple Present, and [Dİ] Simple Past Tense morphemes are also used together in Turkish conditional sentences:

Bura-da ol-sa biz-e yardım ēt-di.

If he were here, he would help us.

(The /t/ changes into the /d/ voiced consonant.)

Sēn-i yer-in-de ol-sa-am bu eski araba-/y/i sa-t-ar-di-im.

If I were you, I would sell this old car. (advice)

Öğretmen sēn-i gör-se/y/-di kız-ar-di.

If the teacher saw you, he would be angry.

PERFECT MODALS

must have “V - ♩ [miş,miş,müş,muş] + [ol-ma.lı]-[pers]”

This perfect modal verb composition conveys a past concept of certainty.

Consider the following:

Görey-i/-n/i bitir-miş ol-ma.lı.

He must have finished his duty. (I am sure he (has) finished it.)

Ev-den ayrılmış ol-ma.lı. (liaison)

He must have left home. (I am sure he has left home.)

Uçak in-miş ol-ma.lı. (liaison)

The plane must have landed. (I am sure it has landed.)
You must have understood me.
(I am sure you (have) understood me.)

I must have seen her somewhere.
(I am sure I saw her somewhere.)

Both certainty and possibility concepts can also be conveyed by “V-[MİŞ]-[DIR]” verb composition:

Görey-i-ni bitir-miş-tir.

He must (may) have finished his duty.

Ev-den ayrıl-miş-tir.

He must (may) have left home.

Haber-i duy-muş mu-dur?

Is he likely to have heard the news?

Haber-i duy-ma-miş-tir.

He can’t (couldn’t) have heard the news.

Haber duy-ul-ma-miş-tir.

The news may not have been heard. (passive)

Bu saat-te yat-miş-tir bile.

He must have already gone to bed at this hour.

Yağmur dur-muş mu-dur?

It it likely to have stopped raining?

The same verb composition may be used in conditional sentences, as well:
Pariş’e git-ti/y/-se, Eyfel Kulesi’-n/i gör-müş-tür.<br>({pa’rî se / git’tîy*se~ / ey’*fel / ku*le’sî’ni / gör’*mûs*tür ~})<br>If he went to Paris, he must have seen the Eiffel Tower.

Bir yanlışlık yap-ti/y/-sa özür dile-miş-tir.<br>({bi r / yan’*lîş*lik / yap’tîy*sa~ / ö’*zûr / di’le*mûs*tir ~})<br>If he made a mistake, he must have apologized.

Note: “git-ti/y/-se” means “if he went”, but “git-se/y/-di” means “if he had gone”:

Pariş’e git-se/y/-di Eyfel Kulesi’-n/i gör-ür-dü.<br>({pa’rî se / git’sey’di~/ / ey’*fel / ku*le*sî’ni / gô’*rûr*dü ~})<br>If he had gone to Paris, he would have seen the Eiffel Tower.<br>(He didn’t go, and he didn’t see.)

Yeter-in.ce çalis-sa/y/-di kötü bir al-maz-di.<br>({ye’tê rin’*ce / ça’*lîş*say’di~ / kô*tû / bi r / not / al’*maz*di ~})<br>If he had studied hard enough, he wouldn’t have got a poor mark.<br>(He didn’t study, so he got a poor mark.)

Oyun-u seyret-se/y/-di-in hoş-un-a git-er-di.<br>({o*yu’nu / sey*ret sey*din ~ / ho’*su’na / gi*der*di ~})<br>If you had watched the play, you would have enjoyed it.

**can’t have “V - ♪ [miş, mış,muş, muş] + ol - [a.maz] - [pers]”**

The verb chain above is used to form a verb composition to convey past impossibility. In doing this, when [a.maz] negation allomorph is attached to the first person personal allomorph [am], the /z/ consonant drops, the /a-a/ vowels combine and are verbalized as a single vowel:

Gör-muş ol-a.maz-am. (gör’muş / o’la’mam ~)
Gör-muş ol-a.maz-sîn. (gör’muş / o’la*maz*si’n ~)
Gör-muş ol-a.maz. (gör’muş / o’la*maz ~)
Gör-muş ol-a.maz-lîz. (gör’muş / o’la*ma*ylîz ~)
Gör-muş ol-a.maz-sîn-lîz. (gör’muş / o’la*maz*si’nîz ~)
Gör-muş ol-a.maz-lar. (gör’muş / o’la*maz*lar ~)

Example sentences:

O-/n/u yanlış anla-mış ol-a.maz-am.<br>({o’nu / yan’*lîs’ / an’la*mîs / o’la*mam ~})
I can't (couldn't) have misunderstood it.

Isn't he likely to have misunderstood you?

He can't (couldn't) have heard you.

He can't (couldn't) have had a flat tire.

You can't (couldn't) have answered all the questions.

Isn't Fenerbahçe likely to have been beaten?

should have (ought to have) “noun + infinitive + gerek-ir-di”

This perfect modal composition is used to express a past obligation or expectation that was not carried out:

(Sen-in) ev ödev-iş-i yap-ma-an gerek-ir-di.

You should (ought to) have done your homework. (But you didn’t.)

You should have saved more money to buy this car. (But you didn’t.)

I should have been more careful in the examination. (But I wasn’t.)

Shouldn't you have telephoned me yesterday? (Why didn't you telephone?)
Ödev_i_n-i yap_ma-an gerek-mez mi/y/-di?
(ö*de*vi*ni / yap*man / ge*rek*mez / miy*di ~)
Shouldn't you have done your homework?
(You haven't done your homework. Why?)

To change the above modal composition into the negative form, the ♦ [me] or [ma] negation allomorphs are put after the verb roots, stems or frames, and then the ♦ [me] or [ma] infinitive allomorphs follow them preceding the personal allomorphs:

(Sen-in) ekmek al-ma-ma-an gerek-ir-di.
noun + infinitive compound
(se*nin / ek*mek / al*ma*man / ge*re*kir*di ~)
You shouldn't (needn't) have bought bread. (But you did.) (advice)
(Sen-in), kız kardeș-in-e bağır-ma-an gerek-ir-di.
(kız / kar*de*ş*i/ne / ba*ğır*ma*man / ge*re*kir*di ~)
You shouldn't have shouted at your sister. (But you did.) (advice)

(O-/n/un) yalan söyle-me-me/-s/i gerek-ir-di.
(o*nun / ya*lan / söy*le*me*me*si / ge*re*kir*di ~)
He shouldn't have told a lie. (But he did.)

Mehmet’in sınav-da kopya çek-me-me/-s/i gerek-ir-di.
(meh*me*din / si*nav*da / kop*ya / çek*me*me*si / ge*re*kir*di ~)
Mehmet shouldn't have cheated in the examination. (But he did.)

may have “V - ♦ [miṣ, miṣ, müṣ, muṣ] + ol-a.bil-ir- [pers]”

This modal adds possibility to verb roots, stems and frames:

Dışarı çık-miş ol-a.bil-ir.
(di*şa*rı / çık*miṣ / o*la*bil*ir ~)
He may have gone out. (Perhaps he has gone out.)

Dışarı çık-miş-tır.
(di*şa*rı / çık*miṣ*tır ~)
He must have gone out. (I'm sure he has gone out.)

Otomuş-ü kaçır-miş ol-a.bil-ir.
(o*to*bü*sü / ka*çır*miṣ / o*la*bil*ir ~)
He may have missed the bus. (Perhaps he has missed it.)

Otomuş-ü kaçır-miş ol-a.bil-ir mı?
(o*to*bü*sü / ka*çır*miṣ / o*la*bil*ir / mi ~)
Is he likely to have missed the bus?
Sen-i yanlış anla-mış ol-a-bil-ir.
(se*ni / yan*Işan*la*mi*şo*la*bi*li*ri~) (liaison)
She may have misunderstood you. (Perhaps she misunderstood you.)

Büro temizle-en-miş ol-a-bil-ir.
(bü*ro / te*miz*le*miş / o*la*bi*li*ri~)
The office may have been cleaned. (Perhaps it has been cleaned.)

Haber-i işit-miş ol-a-bil-ir-ler mi?
(ha*be*ri / i*şi*temis / o*la*bi*li*ri*ler / mi~)
Are they likely to have heard the news?

Vazo-/yu kedi kır-miş ol-a-bil-ir mi?
(va*zo*yu / ke*di / kır*mis / o*la*bi*li*ri~)
Is the cat likely to have broken the vase?

Bir anlaşma-/y/a var-miş ol-a-bil-ir-ler.
(bir / an*laş*ma*ya / var*mis / o*la*bi*li*ri*ler~)
They may have reached an agreement.

might have "V-♫[e.bil, a.bil]-[ir]-[di]-[pers]"

Kaza geçir-e.bil-ir-di-ik.
(ka*za: / ge*çi*re*bi*li*ri*di~)
We might have had an accident. (It was probable, but we didn’t.)

Pencere-/y/i kır-a.bil-ir-di-in.
(pen*ce*ri*yi / kır*a*bi*li*ri*di~)
You might have broken the window.
(It was probable, but you didn’t.)

Maç kaybe-t-il-e.bil-ir-di.
(maç / kay*be*di*ile*bi*li*ri*di~)
The match might have been lost. (It was probable, but it wasn’t lost.)
(The /t/ changes into /d/.) (passive)

Ön-ü/n-/de-ki araba-/y/a çarp-a.bil-ir-di-in.
(o*nün*de*ki / a*ra*ba*ya / çarp*a*bi*li*ri*di~)
You might have hit the car in front of you. (But you didn’t hit it.)

Ön-ü/n-/de-ki araba-/y/a carp-ma-/y/a.bil-ir-di-in.
(o*nün*de*ki / a*ra*ba*ya / çarp*ma*ya*bi*li*ri*di~)
You might not have hit the car in front of you. (But you hit it.)

needn’t have “noun + infinitive-♫[e, a] + gerek yoktu”
This modal composition is used to express **absence of obligation** or **necessity**. The noun compounds used in the following sentences are showed between inverted commas.

“Ayşē’-/n/ in acele et-me-/s/i”-/n/e gerek yok-tu.
noun + infinitive comp - [E] (adverbial)
(ay*ğe* nin / a*ce*le / et*me*si*ne / ge*rek / yok*tu ↞)
Ayşe needn’t have hurried. (But she did.)

“(Sen-ı) bütün soru-lar-a cevap ver-me-en”-e gerek yok-tu.
(bü*tu*n / so*ru*la*ra / ce*vap / ver*me*ne / ge*rek / yok*tu ↞)
You needn’t have answered all the questions. (But you did.)

“(Onlar-ın) maç-ı ertele-me-ler-i”-/n/e gerek yok-tu.
(on*la*rn / ma*çi / er*te*le*me*ri*ne / ge*rek / yok*tu ↞)
They needn’t have postponed the match. (But they did.)

“(Siз-in) çiçek-ler-i sula-ma-an-ız”-a gerek yoktu.
(çi*çek*le*ri / su*la*ma*ni*za / ge*rek / yok*tu ↞)
You needn’t have watered the flowers. (But you did.)

“(Sen-in) üç çift ayakkabı al-ma-anı”-a gerek yoktu.
(üç / çift / a*yak*ka*bi / al*ma*na / ge*rek / yok*tu ↞)
You needn’t have bought three pairs of shoes.

Note: “git-me-se de olurdu”, “sula-ma-sa-lar da olurdu” sentence types can also be used as alternatives to the sentences above. The noun compounds in the sentences **above** and **below** are all showed between inverted commas.

**didn’t need to** “noun + infinitive - ♫ [e, a] + gerek kalmadı”

This form of modal is used to express **unfulfilled necessity** in the past:

“(Ben-im) uzun zaman bekle-me-em”-e gerek kal-ma-dı.
noun + infinitive comp-[e] (adverbial)
(u*zun / za*man / bek*le*me*me / ge*rek / kal*ma*di ↞)
I didn’t need to wait for a long time.

“(Biz-im) okul-a yürü-/y/e.rek git-me-em-ız”-e gerek kal-ma-dı.
(o*ku*la / yü*rü*ye*rek / git*me*mi*ze / ge*rek / kal*ma*di ↞)
We didn’t need to walk to school.

“Çiçek-ler-in sula-an-ma-/s/i”-/n/a gerek kal-ma-dı.
(çi*çek*le*rin / su*lan*ma*si*na / ge*rek / kal*ma*di ↞)
The flowers didn’t need to be watered. (passive infinitive)
(The /s/ and /n/ glides are used after [ma] and [i] allomorphs respectively.)

“(Biz-im) bir araba kirala-mam-iz”-a gerek kal-ma-dı.
(bir / a* ra*ba / ki* ra:*la*ma*mi*za / ge* rek / kal*ma*di ~)
We didn’t need to hire a car.

“Toplanti yap-ma-am-iz”-a gerek kal-ma-dı.
(top*lan*ti / yap*ma*mi*za / ge*rek / kal*ma*di ~)
We didn’t need to hold a meeting.

“Yardım iste-me-em-iz”-e gerek kal-ma-dı.
(yar*dim / is*te*me*mi*ze / ge*rek / kal*ma*di ~)
We didn’t need to ask for help.

“(Biz-im) bekle-me-em-iz”-e gerek kal-ma-dı ~)
(bek*le*me*mi*ze / ge*rek / kal*ma*di ~)
We didn’t need to wait.

TRANSFORMATIONS (ENGLISH)

The transformational activity of the mind has two interactive functions. One of these functions is to recall the morphemes of his native language matching his set of thought before producing a simple sentence using the innate logical structures, and the other one is to transform the same simple sentence into a Nominal Phrase to use it in the same “NP + VP” logical sentence-producing pattern to produce a longer sentence.

One of the language activities of the mind is to recall the morphemes stored up in its memory to express one’s sets of thought in a target language. During this mental activity the mind finds the most reasonable and available ones to fit into the “NP + VP” innate sentence producing system.

Besides the innate sentence producing system (NP + VP), the memory of a human being possesses the phonemes, the syllabication and the transformational rules of his native language that have been stored up in his memory including some basic speculative concepts generalized in the question words in languages such as the English interrogative words "who", “whom”, “what”, “where”, “when”, “how”, “why”, "whose", “for whom”, “from whom”, “from where”, “to whom”，“by whom”, “since when” and “until what time", etc. One, or some of these inquisitive thoughts, or the answers to them, may also be chosen by the mind of a person to be reflected into a projected oral sentence.

The simple sentences that are printed in italics in this book are presumed to possess these fundamental free morphemes (words) as well as all the
bound morphemes (derivational and inflectional) of a language. These morphemes are illustrated with detailed tree diagrams in transformational grammars. As it is inconvenient and unnecessary to show all the sentences in tree diagrams in this book, we prefer taking simple sentences as a starting point. The aim of this book is not to teach Transformational Generative Grammar, but to put it into practice by using it as a new grammar approach.

THE NOMINALIZATION OF THE SIMPLE ENGLISH SENTENCES

If a speaker or writer wants to express him in longer sentences, he transforms the simple sentences that are also produced by the innate logical function of the language-producing system of the mind into syntactic nominal phrases to be used in the same "NP+VP" logical sentence pattern. By operating this function of the language-producing system, a speaker or writer can transform the simple sentences, which are the shortest “NP+VP” sentences, into longer sentences shaped and fitted into the same “NP+VP” logical sentence-producing system. Sentences may be infinitely long within the framework of the “NP+VP” logical sentence-producing system.

However, there is another important fact to keep in mind that when the logical system builds a simple sentence, it can simultaneously and interactively transform it into a nominal phrase, and can use it as a nominal phrase in the same logical pattern as a subject or an object. The simple sentence building, and building sentences containing transformed phrases, function one within the other interactively while someone is building sentences.

For instance, “Jack likes pop music” is a simple sentence. If someone wants to use this sentence as an object in a sentence, he spontaneously transforms it into a nominal phrase “that jack likes pop music”, and uses it as an object in the sentence as “I know that Jack likes pop music”.

“Some boys are swimming in the lake” is a simple sentence. If we want to produce a syntactic nominal phrase out of this sentence, we can produce “the boys (who are) swimming in the lake” to be used in any part of a “NP + VP” logical pattern where any noun or a pronoun can be used. For instance:

**The boys (who are) swimming in the lake** are my sons.

You can see the boys (who are) swimming in the lake.

The explanations above are grammatical explanations, but thought acts more inclusively while producing a sentence. When somebody has an item
of thought, such as "article" in his mind, he may have had two simple sentence alternatives in store in his mind to convey his thought to his listener or reader. It may be a sentence that he uttered before such as "I read an article in a newspaper". If he has uttered this sentence before, he goes on conveying his thought by saying that "It was interesting". If he did not utter the same sentence, but he already has it in store in his mind (in his memory), he transforms the same sentence into a “noun + determiner” compound such as, "an article, which I read in the newspaper", and completes his sentence saying that "An article, which I read in the newspaper, was interesting.

On the other side, the person who has heard what the speaker said may go on saying, "Yes, I saw it", or "Yes, I saw the article that you read in the newspaper". This shows us that the logic transforms the simple sentences into nominal phrases so that they may be used as subjects or objects in the “NP+VP” sentence pattern.

In English, however, some transformations are also carried out within a simple sentence itself to change it into the question form such as, “You like pop music” ⊃ “Do you like pop music?”; “You haven't done your homework” ⊃ “Haven't you done your homework?”

A passive transformation may also be carried out within a simple sentence so as the object to be used as if it were the subject of a sentence. It is also possible to transform the interrogative and passive simple sentences into Nominal Phrases:

Have you done your homework? ⊃ “whether I have done my homework”
Mother wants to know whether I have done my homework.

Thieves stole a necklace. ⊃ "A necklace was stolen by some thieves"
⊃ "the necklace that was stolen by the thieves"

The necklace that was stolen by the thieves hasn't been found yet.

Transformational, phonological, and syllabication rules are specific for every language, which means that all languages have their own transformational, phonological, and syllabication rules. Without knowing these rules, one cannot produce sentences. To sum up, we can say that the semantic, the transformational, and the phonological rules in one’s mind act in close coordination differently in different languages to produce sentences.

Therefore, the same process in Turkish differs as follows:

"Ben gazetede bir makale okudum." "O ilginçti."
(Ben-im) gazete-de oku-duk-um makale ilginç-ti.

nound + infinitive compound (determiner) noun

VP
The sentences that contain only one finite verb (simple sentences) can be transformed into nominal phrases (noun compounds) to be used in the “NP + VP” sentence producing pattern as subjects, objects, and as objects of prepositions. Consider the following:

Jane went to the supermarket by bus to buy some toys for her children last week.

The question words under the lines and the answers to them on the lines are the basic conceptual elements of thought of simple sentences in languages. Therefore, I avoid using the term “kernel sentence” in this book. For instance, when you hear the word “went”, you want to find answers in your mind to the questions “who?” and “where?” because only the word “went” does not convey satisfactory information. If you hear the sentence “Jane went to the supermarket”, your mind accepts it as a reasonable and satisfactory sentence. Additionally, when the simple sentences are nominalized in Turkish, they are nominalized together with the adverbials that they contain.

The interrogative words are “who”, “whom”, “where”, “to whom”, “for whom”, “when”, “how”, “why”, “which”, “whose”, “how long”, “from where”, “from whom”, “by whom”, etc. These question words and/or the answers to them are the essential elements of a simple sentence. For instance, “Did Jane go?” does not make sense if it is not preceded by some other sentences. However, “Where did Jane go?” is a complete sentence as it is “Jane went to the supermarket.”

The entire simple example sentence above can be nominalized only by putting “that” in the beginning of the sentence in English, and leaving the rest of the sentence unchanged:

that Jane went to the supermarket by bus to buy some toys for her children in the morning.

The same sentence can also be nominalized by starting the sentence with the above-mentioned question words, and omitting the underlined phrases above them. The following sentences are all transformed nominalized sentences (nominal phrases):

who:  “who went to the supermarket”
where: “where Jane went”
how:  “how Jane went to the supermarket”
why: “why Jane went to the supermarket”
for whom: “for whom Jane wanted to buy toys”
when: “when Jane went to the supermarket”

As it is seen, the nominalized sentences (nominal phrases) beginning with question words are not in the interrogative form. They are transformed, and nominalized oral phrases ready to occupy the places of nouns or pronouns that can be used as subjects, or objects of verbs as all nouns and pronouns can.

I know it. What do I know?

I know that Jane went to the supermarket by bus to buy some toys for her children.

I know who went to the supermarket. (nominal phrase)
I know where Jane went. (nominal phrase)
I know how Jane went to the supermarket. (nominal phrase)
I know why Jane went to the supermarket. (nominal phrase)
I know for whom Jane wanted to buy toys. (nominal phrase)
I know when Jane went to the supermarket. (nominal phrase)
I know what Jane did. (nominal phrase)

The parts that are printed in bold face in the sentences above are all used as the objects of the verb “know”. The same nominal phrases can also be used as the objects of the following verbs:

know, guess, ask, tell, remember, say, and the like ...

I guess (that) she went to the supermarket.
He asked me when Jane went to the supermarket.
She says (that) Jane went to the supermarket.
They ask me how Jane went to the supermarket.
Do you remember when Jane went to the supermarket?

The parts of the sentences that are printed in bold face above are nominal phrases, and all of them are used as objects.

When someone talks about the verb, he says:

I can guess what Jane did yesterday,
I don’t know whether Jane went to the supermarket or not.
The same nominal phrases can also be used as **subjects**:

**Who went to the supermarket** is a mystery.
*nominal phrase (subject)*

**When Jane went to the supermarket** is unknown.
*nominal phrase (subject)*

**How Jane went to the supermarket** is not important.
*nominal phrase (subject)*

The same nominal phrases can be used as the **objects of some prepositions**, as well:

It depends on **what Jane says**.
*object of “on”*

I am bored of **what you are talking about**.
*object of “of”*

It reminds me of **how we went to Bursa**.
*object of “of”*

I was surprised at (by) **what he said to me**.
*object of “at”*

The **interrogative simple sentences** can also be nominalized:

Have you done your work? ॐ “whether I have done my work”
Mother asks me **whether I have done my work**.
*NP (object)*

Why didn’t you come to the party? ॐ “why I didn’t come to the party”
Jane wonders **why I didn’t come to the party**.
*NP (object)*

Where am I? ॐ “where I am”
You can’t guess **where I am**.
*NP (object)*

What am I interested in? ॐ “what I am interested in”
You can’t guess **what I am interested in**.
*NP (object)*

What is Jack doing? ॐ “what Jack is doing”
Mother wants to know **what Jack is doing**.

Are you ready? “if I am ready”
Mother asks me **if I am ready**.

**THE TRANSFORMATION OF THE SIMPLE SENTENCES INTO DETERMINERS**
A simple sentences can be transformed into a determiner in order to determine one of the nouns in the same simple sentence. These nouns, together with the transformed phrases, create “noun + determiner” compounds in order to be used as nominal phrases in sentences. These compounds are structurally compounds but syntactically nominal phrases. When needed, these nominal phrases are used as subjects, objects, or objects of prepositions, and as predicates in sentences.

All noun compounds, and “determined + determiner” compounds are structural units that have been transformed from simple sentences into Nominal Phrases to be used in “NP + VP” logical pattern. This operation is performed by the mind while producing sentences. To sum up, we can say that the first aim of transforming simple sentences is to restructure and fit them into syntactic nominal phrases to be used in “NP + VP” sentence pattern. First, let us see how a simple sentence transforms into a “noun + determiner” compound:

Some girls were picking flowers in the garden.

To determine the underlined “girls”, “the girls that (who)” is put in the beginning of the sentence, and the rest of it is added to it without being changed: ◆ “the girls who were picking flowers in the garden” is constructionally a “noun + determiner” compound, but syntactically it is a syntactic nominal phrase that can be used as a subject or an object in a sentence:

The girls who were picking flowers in the garden were my students.

The same simple sentence can also be transformed so as the noun “flowers” could be determined by the rest of the sentence. To carry out this transformation activity, “the flowers that (which)” is used as the head of the transformed phrase, and the rest of the sentence is left unchanged.

In this way, the transformed phrase ◆ “the flowers that the girls were picking in the garden” can be used in "NP+VP" logical sentence pattern as a “NP”. Incidentally, it is necessary to say that all the suffixes used in transforming sentences into nominal phrases in Turkish are inflectional.

I saw the flowers that the girls were picking in the fields.
The same process above can also be initiated to determine the noun “garden”:

铙 “the garden in which (where) the girls were picking flowers”

D                  N                  D

The garden in which the girls were picking flowers was not in good condition.

syntactic nominal phrase (NP)   predicate (VP)

The same transformed phrases can be used in other parts of different sentences, as well:

I don’t know the girls who were picking flowers in the garden.

I picked the roses that were red

There are some books on the table.

I want to borrow the books (that are) on the table.

I have got a car.

The product of the natural languages

All natural languages are infinitely productive so long as the sentences are kept within the framework of the Phrase Structure Rules: S → NP + VP.

Consider the following simple sentences:
The girls were picking flowers in the garden.

The girls were playing in the garden.

The girls were singing in the garden.

In the three sentences above, “the girls” and “in the garden” expressions are repeated. To avoid repeating them, a speaker or writer can delete the repeated four words, and use the necessary others in his speech or writing:

The girls were picking flowers, singing, and playing in the garden.

These simple sentences can also be transformed so as “the girls” should be determined by the rest of the sentence, and by doing so, the following oral sentence is produced.

The girls who were picking flowers, playing and singing in the garden were happy.

Now, consider the following four simple sentences:

1. Jack caught a fish.
2. Mr. Brown cleaned it.
3. Mary fried it.
4. Jane ate it.

To transform and combine these four thoughts in a complex (syntactic) sentence, we begin with the last one, and delete the repeated understandable others:

Jane ate the fish that Mary fried that Mr. Brown cleaned that Jack caught.

Contrary to the above sentence production, if we start with the first simple sentence, the complex sentence will become as follows:

Jack caught the fish that Mr. Brown cleaned that Mary fried that Jane ate.

If you try to understand the sentence above, it sounds funny, doesn’t it? How can Jack catch the fish that Jane ate? A fish cannot be caught after it has been eaten.

This example shows us that while producing complex sentences out of simple sentences, one should be careful about the sequence of the determiners.
Furthermore, only the words “that jack caught that Mr. Brown cleaned that Mary fried that Jane ate” do not make sense without the words “the fish”, which complete the chain of determiners as a “NP” although the words “the fish” are in the beginning of the sentence. Therefore, one can say that all natural languages may be infinitely long as long as they are approved by the Phrase Structure rules, and so long as the human short-term memory can tolerate them.

An example from a Turkish sentence may clarify the above explanation:

“Jack’in yakaladığı, Mr. Brown’ın temizlediği, Mary’nin pişirdiği (?)” sequence of words do not make sense without the word “balık”, which is the final word of the “NP” in Turkish. Moreover, to complete this nominal phrase, a person has to add a verbal phrase to produce a grammatically well-formed acceptable sentence: The fish that Jack caught that Mary fried that Jane ate was delicious.

To sum up, we can say that whether sentences are infinitely long or short, they end up in “NP + VP” in born logical sentence-producing system.

A final point to add to the explanations above is that the final word in Turkish is at the end of a “NP”, but in English, it is in the beginning. The reason why we begin organizing the logical simple sentences beginning with the last simple sentence and going on to the first one in English is that the mind organizes the transformed phrases starting with the last one and going to the first. However, in Turkish, this process is just the opposite; the mind does not start with the last sentence, it starts with the first, and goes on to the last because the final word “balık”, which binds the nominal phrase, is at the end of the “NP”.

**TRANSFORMED SIMPLE SENTENCES USED AS ADVERBIAL CLAUSES**

When one wants to transform a simple sentence into an adverbial concept such as time, place, manner, degree, cause, contrast, purpose, comparison, result, or condition, he chooses a suitable word (subordinating conjunction) to put it before a simple sentence in English. When this is done, these simple sentences are mentally transformed into adverbial clauses (concepts) that can be used in a "NP + VP" sentence producing rational pattern. The subordinating conjunctions that are chosen to convert the simple sentences into adverbial clauses in English are as follows:

**TIME** when, while, before, after, as soon as, until, since, just as, .
PLACE     where, wherever
MANNER    as, how
DEGREE    as... as, not so ... as, the ... the, so long as, as long as
COMPARISON “adj (adv)-[ER] + than” or “more + adj (adv) + than”
CAUSE     because, as, since, for
CONTRAST  although, even though, even if, no matter how (who, when)
PURPOSE   so that, in order that, in case, lest
RESULT    so, so ... that
CONDITION if, unless

TIME
when:     Jane was beautiful when she was a baby.
while:    It began to rain while I was watering the flowers.
before:   Mary wants to buy a car before she gets old.
after:    I’ll do these exercises after I go home.
as soon as: The students stood up as soon as the teacher arrived.
until:    I’ll stay here until you promise to marry me.
by the time: I’ll have finished my work by the time the visitors arrive.
just as:   The postman knocked at the door just as I was leaving home.
since:    I have been waiting here since you telephoned me.

PLACE
where:    Put my dictionary back where you found it.
wherever: I will remember you wherever I go.

MANNER
as:       You can do it as you wish.

DEGREE
as ... as: You should study as hard as you can.
not so... as: You are not so careful as you ought to be.
the ... the: The easier they rise, the harder they fall.
so ... as: You can stay here so long as you keep quite.
COMPARISON

than: The bus arrived earli-er than we expected.
Turkish is more complicated than English.
Mary studies hard-er than her brother.

CAUSE

because: I can’t help you now because I’m busy watching television.

as: As I’m busy doing my homework, I can’t help you right now.

since: Since you are not interested in watching football, we’d better go fishing.

for: Mary can’t drive, for she is only a baby.
She is not ready yet, for she is stil doing her make up.

CONTRAST or CONCESSION

although: Although she studied hard, she couldn’t succeed in the examination
I have to go on working although I am madly in love with you.

even if: We can’t get to the bus stop in time even if we hurry.

while: While some people are poor, others are wealthy.

PURPOSE

so that: They ran to the bus stop so that they shouldn’t miss the bus.

in case: Take an umbrella in case it rains.
Ring the bell in case of fire.

RESULT

so... that: The book was so boring that I was able to read only a few pages.

such... that: The children were making such a lot of noise that I had to leave home.

so: He didn’t study hard, so he failed.

CONDITION

if: If you don’t understand, please ask me.
If you were a fish, a cat would eat you.

If you had passed the examination, I would have bought you a new car.

unless: She won’t speak to you unless you apologize to her.

Don't sign the document unless you read it carefully.

TURKISH SENTENCE NOMINALIZATIONS

A simple sentence, which contains only one finite verb, and adverbs or adverbials, can be transformed into various transformed phrases by following certain rules in both English and Turkish. First, it is necessary to say that there are no clauses in Turkish (except the conditional clauses) as those of the English language; there are “noun + infinitive” and “determiner + determined” compounds, instead. Let us first consider the following Turkish simple sentence:

Ayşe çocuklarına bazı oyuncaklar almak için sabahleyin otobüsle süpermarkete gitti.


When the whole sentence above is transformed into a syntactic nominal phrase (structurally into a noun compound), it results in as follows:

“Ayşe’nin çocuk-lar-ı/-n/a bazı oyuncak-lar al-mak için sabah-le.yin otobüs-le super-marke-t-e ‘git-me-/s/i’ or ‘git-tık-i’. (git’ti’/ği)

As you notice, only the words “Ayşe’nin” and “git-me-/s/i” or “git-tık-i” are different from “Ayşe” and “gitti”. The English equivalent of this transformed nominal phrase is the transformed nominal clause “that Ayşe went to the supermarket by bus to buy some toys for her children in the morning”. In English, only the word “that” is put in the beginning of the transformed nominal clause and the rest of the sentence is left unchanged.

When “Ayşe’nin git-me-/s/i” compound is considered, this transformation reminds us of the “possessor + possessed” noun compounds like “Ayşe’nin/ın çanta-/s/i”, “oku-lun kapi-/s/i”, or “Ayşe’nin/ın amca-/s/i”. These are structurally “noun + infinitive” compounds, but syntactically they are nominal phrases. A syntactic noun is a transformed simple sentence (nominal phrase) that can be used in any part of a sentence where nouns and pronouns can. These nouns and pronouns are the words like “book”, “table”, “I”, “he”, “him”, “it” and “them”. The units that are used between ”Ayşe’nin” and ”gitmesi”, such as ”çocuklarına”, ”bazi oyuncaklar almak için”, ”sabahleyin”, ”otobüsle”,
"supermarkete" are all adverbials which are the answers to the basic interrogative adverbial concepts of “for whom”, “why”, “how”, “where”, “when”.

Compare and consider the following sentences:

(Ben) cevab-ı bil-i.yor.um. I know the answer.

(Ben) Ayşe’nin okul-a git-tik-i/-n/i bil-i.yor.um. I know that Ayşe went to school.

In the sentence above, “Ayşe’nin okula git-tik-i” is structurally a “noun+ infinitive” compound, but syntactically it is a “syntactic nominal phrase” because it is a transformed simple sentence nominalized so as to be used in the “NP+VP” logial pattern as a “NP”. (A “VP” may contain a “V” and a “NP”). The phoneme changes in the above sentence are as follows: The /k/ changes into its voiced form /ğ/, the first [i] is the personal possessor allomorph [i], the /n/ is a glide, and the second [i] is the defining allomorph.

These syntactic phrases can occupy the places of both nouns and determiners in sentences:

“Ayşe’nin okula gittik-i” biliniyor. That Ayşe goes to school is known.

“Ayşe’nin gittik-i” okul “the school that Ayşe goes to”

“Ayşe’nin gittiği + okul” is a “determiner + noun” compound, but when both parts of this compound is considered, it is a “syntactic nominal phrase”. In short, it is a “NP”.

The reason why there are two different “possessed” infinitives in the end of the transformed phrases is that either “git-tik-i” or “git-me-/s/i” is used in accordance with the existence or nonexistence (absence) of the question words or the answers to them in the transformed phrases. In short, the compounds without question words can only be used when the compounds that have infinitives are used as the subject of a sentence.

Some of the most frequently used question words that can be used in noun compounds are “kim-in?”, “kim-i?”, “kim-e?”, “kim-de?”, “kim-le?”, “kim için?”, “ne zaman?”, “nasil?”, “ner-e/-y/i?”, “ner-e/-y/e?”, “ner-e-de?”, “ner(e)-den?”, “niçin?”, “neden?”, “ne kadar?”, “kaç para?”, “ne?”, “ne/y/-le?”, “ne/-y/in iç-i/n/-den?”, (alt-i/n/-dan), “kim-in arka-/s/i/n/-dan?”, etc.
Consider the following:

**Ayşe’nin** süpermarkete otobüsle git-me-si beni ilgilendirmez.

In the sentence above, no question words are used, and the noun compound is used as a subject.

**Kim’in** süpermarket-e git-tik-i ben-i ilgilendirmez. (**“Kimin gitmesi” is not used.**)
(The question word “kim-in” is added.)

**Ayşe’nin** superintendent git-tik-i (git-*ti*ği) ben-i ilgilendirmez.
(The question word “niçin” is added.)

**Ayşe’nin** kim-e oyuncak al-tik-i (git-*ti*ği) ben-i ilgilendirmez.
(The question word “niçin” is added.)

**Kim-in, niçin, ne zaman, ne/ye-le, nere/-ye, nasıl git-tik-i** ben-i ilgilendirmez.
(Successive question words are added.)

When the answers to the above questions are put into the sentences, the ♫ [tik, tik, tük, tük] allomorphs are also used in noun compounds:

(Sen) **Ayşe’nin** her hafta bir futbol maç-i/-n/a git-tik-i/-n/i biliyor musun?

Do you know that Ayşe goes **to a football match every week**?

However, if a transformed noun compound is used as the subject of a sentence, a “noun + V- ♫ [me-/s/i, ma-/s/i]” noun compound is used:

**Jack’in** basketbol oyna-/*a/ bizi ilgilendirmez.

That Jack plays basketball **doesn’t concern us.**

TURKISH SIMPLE SENTENCE NOMINALIZATIONS

As has been noted, there are no clauses in Turkish as those of the clauses in English. When English simple sentences are nominalized, (transformed into noun clauses) they do not lose their time concepts. On the contrary, when the Turkish simple sentences are nominalized, they are transformed into “possessor + possessed” noun compounds that result in **losing their time concepts** that they had before being transformed. The time concepts that they do not convey can be inferred from the time morphemes attached to the finite verbs used at the ends of the Verbal Phrases.

Nominalizing English simple sentences are easier than nominalizing the Turkish simple sentences:
I know (that) Jack likes pop music. I guess (that) she loves me.

When the Turkish simple sentences are nominalized, they are logically transformed into noun compounds, and used as Nominal Phrases in sentences. Although "(that) Jack likes pop music", and "(that) she loves me" subordinate English noun clauses do not look like physically transformed phrases, they can be considered as syntactically and mentally transformed phrases when they are used as Nominal Phrases.

“The Present Continuous”, “The Past Continuous”, “The Simple Present”, “The Simple Past”, “The Present Perfect Continuous” and “Used To” tenses can all be transformed into noun clauses.

**TRANSFORMED NOMINAL PHRASES**

When simple sentences are nominalized in Turkish, they are transformed into noun compounds containing infinitives. Possessor personal allomorphs are attached to both parts of the possessor and the possessed parts of these timeless compounds. Although all infinitives are timeless, the [mek, mak] infinitives are both timeless and devoid of possessor allomorphs; therefore they are not used in noun compounds. **There are two personal possessor allomorphs attached to both the possessor and the possessed parts of a noun compound representing the same person:**

In English there is only one possessor morpheme: the [s], which is generally used attached to proper nouns such as “Jack’s”, “Ahmet’s”, and common nouns such as “the boy’s”, “the woman’s”. This possessor morpheme is not attached to personal pronouns such as “I’s” “you’s”, “he’s”, “we’s”, “they’s”. There are different words in English to express them: English speaking people use “my”, instead of “I’s”, “your”, instead of “you’s”, “our” instead of “we’s”, etc.

However in Turkish, people use allomorphs like the English possessor allomorph [s] like ["I’s] attached to personal pronouns like **“ben’s” = “ben-im”, “sen’s”= “sen-in”. In short, possessor personal allomorphs representing all
personal possessor allomorphs are attached to both parts of a noun compound following the vowel harmony:

- **ben-im çalış-ma-am**: “ben-im” and “am” both mean “**my**”.
- **sen-in çalış-ma-an**: “sen-in” and “an” both mean “**your**”.
- **o/n/un çalış-ma/sı**: “o-/n/un” and “/s/ı” both mean “**his, her, its**”.
- **biz-im çalış-ma-am-ız**: “biz-im” and “am-ız” both mean “**our**”.
- **siz-in çalış-ma-an-ız**: “siz-in” and “an-ız” both mean “**your**”.
- **o-/n/-lar-in çalış-ma-lar-ı**: “o/n/la-rı” and “lar-ı” both mean “**their**”.

Although the personal possessor allomorphs attached to *personal pronouns* do not change, (do not have different allomorphs), the allomorphs attached to possessed parts of the compounds change following the harmony rules:

- **ben-im güll-me-em, ben-im çalış-ma-am, ben-im ev-ım, ben-im at-ım, ben-im güll-üm, ben-im uyku-um**. The allomorphs “em”, “ım”, “ım”, “üm”, “um” in the possessed parts of the compounds all mean “**my**”.
- **sen-in güll-me-en, sen-in çalış-ma-an, sen-in ev-in, sen-in at-in, sen-in güll-ün, sen-in uyku-un**. The allomorphs “en”, “an”, “ın”, “ün”, “un” in the possessed parts of the compounds all mean “**your**”.
- **o-/n/un güll-me-/s/ı, o-/n/un çalış-ma-/s/ı, o/n/un ev-i, o-/n/un at-ı, o-/n/un güll-ü, o-/n/un uyku-/s/u**. The ♫ “i”, “ı”, “ü”, “u” allomorphs all mean “**his, her, or its**”. The /n/ and /s/ phonemes are glides used between vowels.

As a rule, the /n/ glides are used between the vowels used in the *possessor* parts, and the /s/ glides are used between the vowels in the *possessed* parts of the noun compounds. The *coinciding vowels combine*, and the *underlined consonants detach* from their syllables and *attach* to the following vowels as usual.
Therefore, “çalışma-am” means “benim çalışma-am” (my working), “çalışma-lar-i” means “onların çalışma-lar-lı” (their working), etc.

The other noun infinitive compounds are the same as the compounds above:

çalış-tık-im = ben-im çalışan-tık-im (be*nim / ça*lıṣ’tı*ğım)
calış-tık-in = sen-in çalışan-tık-in (se*nin / ça*lıṣ’tı*ğin)

gel-iş-im = ben-im gel-iş-im (be*nim / ge*lı*şım)
gel-iş-in = sen-in gel-iş-in (se*nin / ge*lı*şin)

Consequently, when the simple sentences are transformed into nominal phrases, they become timeless noun compounds, and lose the time concepts that they had before being transformed. However, the simple sentences with the [e.cek. a.cak] or [miş, mıș, müş, muş] allomorphs keep their time concepts. Follow the example sentences:

**The infinitives with ɔ [me, ma]:**

(Ben) balık tut-ar-im. (Simple Present) ⇐ “ben-im balık tut-ma-am”
(Ben) balık tut-u.yor-um. (Present Continuous) ⇐ “ben-im balık tut-ma-am”
(Ben) balık tut-u.yor-du-um. (Past Continuous) ⇐ “ben-im balık tut-ma-am”
(Ben) balık tut-ar-di-im. (used to) ⇐ “ben-im balık tut-ma-am”
(Ben) iki saat-tir balık tut-u.yor-um. ⇐ “ben-im iki-saat-tir balık tut-ma-am”
(Ben) balık tut-a.caḵ-im. (Simple Future) ⇐ “ben-im balık tut-a.caḵ ol-ma-am”
(Ben) balık tut-muş-tu-um. (Past Perfect) ⇐ “ben-im balık tut-muş ol-ma-am”

**The infinitives with ɔ [dik, dik, dük, duk, tik, tik, tük, tuḵ]:**

(Ben) balık tut-ar-im. (Simple Present) ⇐ “ben-im balık tut-tuḵ-um”
(Ben) balık tut-u.yor-um. (Present Continuous) ⇐ “ben-im balık tut-tuḵ-um”
(Ben) balık tut-u.yor-du-um. (Past continuous) ⇐ “ben-im balık tut-tuḵ-um”
(Ben) balık tut-ar-di-im. (used to) ⇐ “ben-im balık tut-tuḵ-um”
(Ben) iki saat-tir balık tut-u.yor-um. ⇐ “ben-im iki-saat-tir balık tut-tuḵ-um”
(Ben) balık tut-a.caḵ-im. (Simple Future) ⇐ “ben-im balık tut-a.caḵ-im”
(Ben) balık tut-muş-tu-um. (Past Perfect) ⇐ “ben-im balık tut-muş ol-duḵ-um”

In the examples above, the single underlined consonants detach from their syllables and attach to the first vowels of the following morphemes, and if the “e-e”, “a-a”, “i-i”, “ı-ı”, “ü-ü, “u-u” identical vowels follow one another, they combine and verbalize as single vowels “e”, “a”, “i”, “ı”, “ü”, “u” according to the harmony rule. Besides, the /k/ unvoiced consonants change into their voiced counterpart /g/ when they detach from their syllables and attach to the first vowels of the following morphemes.
As the two parts of the noun compounds have personal possessor suffixes (allomorphs) loaded with the same meaning, only the possessed parts of the compounds can be used without the possessor parts (possessor adjectives).

For instance:

In the sentence, "(Ben-im) baba-am (ben-im) çalış-ma-am-ı istiyor", “baba-am” means, “ben-im baba-am”, and “çalış-ma-am” means, “ben-im çalış-ma-am”. Therefore, the “ben-im” parts are generally omitted unless they are emphasized: Baba-am çalış-ma-am-ı istiyor. (ba*bam / ça*ış*ma*mi / is*ti*yor).

**SIMPLE SENTENCE NOMINALIZATION**

1: V-[DİK]-[pers]-(İ)

(Ben) dün bir balık tut-tu-um. ○ “ben-im dün bir balık tut-tu-um”

“Ben-im dün bir balık tut-tu-um” (be*nim / dün / bir / ba*ilk / tut*tu’ğum) is structurally a noun compound like “ben-im okul-um”. The only difference in this compound is that the possessed part of the compound is an infinitive. This noun compound can occupy any place of a noun or pronoun in a sentence.

Annem (ben-im) bir balık tuttuğum-u görüdü. My mother saw that I caught a fish.

The [u] allomorph is one of the allomorphs of the defining [İ] morpheme.

(Ben-im) bir balık tuttuğum kocaman bir yalandır. That I caught a fish is a big lie.

The nominalization of the rest of the above tenses result in the same “noun + infinitive” compounds because all infinitives are timeless:

The “noun + infinitive” compounds (syntactic nominal phrases) above can be used in the following sentences:

Herkes ben-im balık tut-tu-um-u bil-ir. Everybody knows that I catch fish

(Sen) balık tut-tu-um-u görmüyor musun? Don’t you see that I am catching fish?

When my father came, he saw that I was catching fish.
Her gün (ben-im) balık tut-tuk-um-u bi-l-i.yor-sun.
(her / gün / ba*lik / tut*tu*ğu*mu / bi*ll*yor*sun ~)
You know that I catch fish every day.

İki saat-tir (ben-im) balık tut-tuk-um-u baba-am-a söyle-me.
(i*ki / sa*at*tir / ba*lik / tut*tu*ğu*mu / ba*ba*ma / söy*le*me ~)
Don’t tell my father that I have been catching fish for two hours.

The other three tenses are transformed as follows:

**The Simple Future Tense:** “V - ♩ [e.cek, a.cak] - [pers] - ([İ])”

You know (that) I will buy it tomorrow.

**The Past Perfect:** V - [mış,miş,müş,muş] + ol - [duk]-[pers]-(İ])

He knew that I had come home.

**The Future Perfect:** V - ♩ [mış,miş,müş,muş] + ol - [a.cak] - [pers]-(İ])
(Ben) onu ne zaman bitir-miş ol-a.cak-im?

∪ “(ben-im) onu ne zaman bitir-miş ol-acak-im” (No structural change.)
Ben bile (ben-im) onu ne zaman bitir-miş ol-a.cak-im-i bilmiyorum.

Even I don’t know when I’ll have finished it. (“Bile” is an intensifier.)

The examples of some frequently used tense nominalizations are as follows:

SIMPLE SENTENCES WITH THE VERB ROOT “OL” (BE)

One should use the following verb composition to nominalize a simple sentence that has a noun, an adjective, a prepositional phrase or a noun-[DE] followed by [Ø], [DIR], [D], [MIŞ] inflectional morphemes used in a “VP” (predicate).

“a noun, an adjective, a prep phrase, or a noun-[DE] + ol-[duk]-[pers]-([İ])

In this composition, as the verb stem is always “ol”, the allomorphs of the morpheme of [DIK] are always [duk], and the personal allomorphs, and the defining [İ] morpheme follow the vowel harmony rules. When “ol-up ol-ma-dik-ı” expression is used, the allomorphs in the chain also change according to the harmony rules:

(Sen-in) anne-en evde(dir). ∪ “(sen-in) anne-en-in ev-de ol-duk-u”
Your mother is at home. ∪ “that your mother is at home”

Ben (sen-in) anne-/n/ in ev-de ol-duk-u-/n/u tahmin ediyorum.

I guess that your mother is at home.

CHAIN NOUN COMPOUNDS

There is a chain noun compound in the nominalized sentence above. Therefore, an example from the English language may be helpful to understand such noun compounds better:

“the cover of the book of your mother” “anne-en-in kitap-ı-/n/in kapak-ı”

The first part of this chain is “sen-in anne-en”, which is a “noun + noun” compound. To lengthen this compound to a chain, “(sen-in) anne-en” com-
pound is made the **possessor part** of another compound by attaching another [IN] morpheme to it: “(şen-in) anne-en-in”. Now, this chain becomes the **possessor part** of another noun “kapak-i”:

<table>
<thead>
<tr>
<th>sen-in</th>
<th>anne-en</th>
<th>= NP (one possessor and one possessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sen-in</td>
<td>anne-en</td>
<td>kitap-i = NP (two possessors and one possessed)</td>
</tr>
<tr>
<td>chain</td>
<td>possessors</td>
<td>possessed</td>
</tr>
<tr>
<td>sen-in</td>
<td>anne-en</td>
<td>kitap-i/-n/in kapak-i = NP (three possessors and one possessed)</td>
</tr>
<tr>
<td>chain</td>
<td>possessors</td>
<td>possessed</td>
</tr>
<tr>
<td>sen-in</td>
<td>anne-en</td>
<td>kitap-i/-n/in kapak-i/-n/in renk-i = NP (four possessors, and one possessed)</td>
</tr>
<tr>
<td>chain</td>
<td>possessors</td>
<td>possessed</td>
</tr>
</tbody>
</table>

“(sen-in) anne-en-in kitap-i/-n/in kapak-i/-n/in renk-i”

(se*nin* / an*ne*nin* / ki*ta*bi*nin* / ka*pa*ği*nin* / ren*ği ↷)

“the color of the cover of your mother’s book”

Although a “**noun + noun**” compound is a finite sequence, one can turn it into an infinite sequence by using successive **possessor** nouns. When we add a **possessed** noun to the end of the sequence, however, the sequence closes and becomes a Nominal Phrase. We can show this endless sequence with the following nonsense chain of possessors:

<table>
<thead>
<tr>
<th>şey-in</th>
<th>şey-i/-n/in şey-i/-n/in şey-i/-n/in şey-i/-n/inŞey-i/-n/in şey-i</th>
<th>N O M I N A L   P H R A S E</th>
</tr>
</thead>
<tbody>
<tr>
<td>possessor</td>
<td>infinite (determiners) possessors</td>
<td>possessed</td>
</tr>
<tr>
<td>final</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The last nonsense word “şey-i” ends the sequence and turns it into a “NP”.

The possessor sequences that are not put into Nominal Phrases are incomplete chains of words. For instance “that Jack built that Mary bought that Mr. Brown lived in” is an incomplete infinite sequence of determiners if “the house” is not put in the beginning of the sequence. When this is done, “the house that Jack built that Mary bought that Mr. Brown lived in” becomes a “NP” suitable to be used in “NP+VP” logical sentence-producing system.

In such English sequences, the noun that ends the infinite sequence of determiners is **in the beginning** of a NP contrary to a Turkish NP, where the final word is **at the end**.

As it is seen in the meaningless chain, the infinite chain is ended with “şey-i”. All noun compounds, whether they are made up of two, three, or even more parts (chain noun compounds), they syntactically function as one **single** phrase (NP) in sentences:
Ben onu hatırlıyorum. I remember her.


I remember the smile of your mother.

I know that your mother is at home.

The underlined parts of the last two sentences are chain noun compounds that act as syntactic nominal phrases in sentences. In the last Turkish sentence, the /k/ consonant changes into the /ğ/ voiced consonant, and the /n/ glide link the last two vowels.

Sen doktor-sun. “sen-in doktor ol-duk-un” (ol*du*ğun)

Herkes (sen-in) doktor ol-duk-un-u biliyor. Everybody knows that you are a doctor.

The [u] allomorph in the sentence above is the defining [ı] morpheme.

Bütün kızlar güzeldir. “bütün kızlar-in güzel ol-duk-u-” (ol*du*ğu)

All girls are beautiful. “that all girls are beautiful”

(Ben) bütün kızlar-in güzel ol-duk-u-/n/u düşün-ü.yor-u.m.

(bü*tün / kızlar-in / güzel / ol*du*ğu*nu / düşün-ü.yor*um)

I think that all girls are beautiful.

As has already been stated, the single underlined consonants detach from their syllables and attach to the first vowels of the following allomorphs.
Sen bir güreşçi-sin. çek “sen-in bir güreşçi ol-duk-un” (ol*du*ğun)

You are a wrestler. çek “that you are a wrestler”

Sen-in bir güreşçi oldu-kun önemli değil.

That you are a wrestler is not important. (It is not important that…)

Çocuklar hazır mı? çek Are the children ready?

Çocuklar hazır mı? çek “cocuklar-in hazır ol-up ol-ma-dık-i” (ol*ma*di*ği)

Are the children ready? çek "whether the children are ready"

When someone hesitates over whether the verb is positive or negative, “olup olmadığı” positive and negative successive infinitives (ol-duk-u/-n/u ya da ol-ma-dık-i/-n/i) are used as “whether” is used in English:

(Ben) çocuklar-in hazır olup ol-ma-dık-i/-n/i biliyor-um.

I don’t know whether the children are ready (or not).

Kardeş-im nere-de? çek “kardeş-im in nere-de ol-duk-u” (ol*du*ğu)

Where is my sister? çek “where my sister is”

Kardeşim nerede olduğu-/n/u biliyorum. I don’t know where my sister is.

Ben kim-im? çek “ben-im kim ol-duk-um” (be*nim / kim / ol*du*ğum)

Who am I? çek “who I am”

(Sen) (ben-im) kim ol-duk-um-u tahmin edebilir misin?

Can you guess who I am?

The simple sentences containing verbs other than “be” are also nominalized using “possessor + possessed” noun compounds. As there are no clauses in Turkish, they lose their time concepts as usual when simple sentences are transformed into noun compounds. However, some others keep them when they are nominalized. The tenses that result in the same transformed nominal phrases are as follows:

(Ben) ev-i temizle-er-im. çek “(benim) ev-i temizle-dık-im-(i)” (Simple Present)
(Ben) ev-i temizle-i.yor-um. ⇔ “(benim) ev-i temizle-dik-im-(i)” (Present continuous or Present Perfect Continuous)
(Ben) ev-i temizle-di-im. ⇔ “(benim) ev-i temizle-dik-im-(i)” (Simple Past or Present Perfect)
(Ben) ev-i temizle-i.yor-du-um. ⇔ “(benim) ev-i temizle-dik-im-(i)” (Past Continuous or Past Perfect Continuous)
(Ben) ev-i temizle-er-di-im. ⇔ “(benim) ev-i temizle-dik-im-(i)” (Used to)

As one could understand, all the five different tenses (simple sentences) are transformed and nominalized using the same transformational composition:

The verb composition above covers only the morphemes, therefore the allomorphs of these morphemes are given as follows:

2. V- ♫ [dik, dik, dük, duk, tik, tık, tük, tuk]-[pers]-([İ])

All the /k/ phonemes change into /ğ/, except when they are preceded by [ler, lar].

The personal possessed allomorphs that are attached to the nouns and infinitives are as follows:


The defining [İ] morpheme has naturally four allomorphs ♫ [i, i, ü, u]. Only one of them is used following the harmony and syllable rules when a nominalized phrase is used in the object position:

(Ben) her gün ev-i temizle-er-im. ⇔ “(ben-im) her gün ev-i temizle-dik-im”
(Sen) (ben-im) her gün ev-i temizle-dik-im-ı bil-i.yor-sun.

You know that I clean the house everyday.

(The last [i] is the defining [i] allomorph.)

Çocuk-lar bahçe-de oy-na-u.yor-du. ⇔ “çocuk-lar-in bahçe-de oy-na-dik-i”

(Ben) çocuk-lar-in bahçe-de oy-na-dik-i/-n/i gör-du-üêm.

I saw that the children were playing in the garden.
You can see that I am doing my homework.

Seyahat ettigini biliyorum. = “I know that he travels”; “I know that he is traveling”; “I know that he has traveled”; “I know that he has been traveling”; “I know that he traveled”; “I know that he used to travel”.

As it is seen, all the six English sentences above are expressed in the same transformed Turkish nominal phrase. To avoid this time ambiguity, suitable adverbs of time should be added to the Turkish transformed phrases to make the meaning clearer. This is necessary because after the simple sentences are transformed and nominalized, they become “noun + infinitive” compounds. Like all infinitives, these compounds are timeless.

Su anda seyahat et-tik-i/-n/i biliyorum. I know that he is (you are) traveling right now.
To avoid the above second ambiguity, either “senin” or “onun” possessor determiners (possessive adjectives) should be added to the above sentence:

Senin (or onun) su anda seyahat ettigini biliyorum.

Onun her yil seyahat ettigini biliyorum.
I know that he travels every year.

Onun bütün yil bounca seyahat ettigini biliyorum.
I know that he travels all the year round.

Senin geçen yil seyahat ettigini biliyorum.
I know that you were traveling last year.

Senin geçen sene boyuna seyahat ettigini biliyorum.
I know that you were always traveling last year.

When “boyuna” or “habire” adverbs are added to continuous tenses, they imply that the speaker is complaining about something:

Karim durmaksizin fiyat-lar-dan yakını-yor.
(karım / durmak*si*zin / fiyat*lar*dan / yakın*ni*yor ✐)
My wife is always complaining about the prices.

Sen boyuna televizyon seyret-i.yor-sun.
(sen / bo*yu*na / te*le*viz*yon / seyret*di*yor*sun ✐)
You are always watching television.
The “seyahat ettiğin” nominal phrase above can naturally be used in the subject position, as well:

*Sen her sene seyahat et-er-sin.* ○ “senin her sene seyahat ettiğin or etmen”

That you travel every year is well known.
Or "It is well-known that you travel every year."

**The Simple Future Tense** allomorphs ❋ [e.cek, a.cak] are kept when such sentences are nominalized:

*(Ben) yarın eski araba-am-ı sat-a.cak-im.* ○ "ben-im yarın eski araba-am-ı sat-a.cak-im”

I will sell my old car tomorrow. ○ “that I will sell my old car tomorrow”

That I will sell my old car tomorrow is not certain. (It is not certain that…

Don’t you know that I will sell my old car tomorrow?

(The /k/ consonants used in the "satacağ" verbs change into the voiced /ğ/.)

In The Past Perfect Tense, [MİŞ] and [Dİ] morphemes are used one after the other. When the same tense is nominalized, the [MİŞ] morpheme is attached to the verb root, stem or frame, then the “ol” verb root is used attached to the [duk] allomorph, which is followed by a personal suffix.

**V - [miş,miş,müş,muş] + ol - [duk] - [pers] - ([İ])**

*(Ben) ev-i temizle-miş-ti-im.* ○ “(ben-im) ev-i temizle-miş ol-duk-um”

You saw that I had cleaned the house.


You (can) see that I have cleaned the house.
All nominal phrases can be used in the "NP + VP" = "NP + NP + V" syntactic pattern as Nominal Phrases.

**NOMINALIZED PHRASES CONTAINING “QUESTION WORDS”**

niçin (why), nere-de (where), kim (who), kim-i (whom), kim-e (to whom),
kim-den (from whom), kim-in (whose), ne (what), kim-le (with whom),
nekadar süre (how long), nasıl (how) question words and the like are used
between the possessor and the possessed parts of the noun compounds
when sentences are nominalized:

Sen niçin bekliyorsun? ☑ “sen-in niçin bekle-dik-in”

Why are you waiting? ☑ “why you are waiting”

(Ben) (sen-in) niçin bekle-dik-in-i bil-i.yor.um.

(se* nin / ni*çin / bekle*di*ği*ni / bi*li*yo*rum ~) I know why you are waiting.

(Ben) (Sen-in) nere-de bekle-dik-in-i gör-dü-üm.

(ner*de / bekle*di*ği*ni / gör*düm ~)

I saw where you were waiting.

(Ben) (sen-in) kim-e gül-dük-ün-ü anla-di-im.

I understood who you were laughing at.

(Sen) Jack’in kim-i sev-dik-i/-n/i bil-i.yor mu-sun?
(jac*kin / ki*mi / sev*di*ği*ni / bi*li-yor / mu*sun ~)

Do you know who Jack is in love with?

(Ben) (o/-n/un) ne söyle-dik-i/-n/i hatırla-ma-i.yor.um.
(o*nun / ne / söy*le*di*ği*ni / ha*tir*la*mi*yo*rum ~)

I don’t remember what he said.

(Sen) (ben-im) sana niçin kiz-dik-im-i bil-i.yor mu-sun?
(sa*na / ni*çin / kiz*di*ği*mi / bi*li-yor / mu*sun ~)

Do you know why I am angry with you?

(Ben-im) sen-i ne kadar özle-dik-im-i tahmin et-e.mez-sin.
(se*ni / ne / ka*dar / öz*le*di*ği*mi / tah*min / e*de*mez*sin ~)
You can’t guess **how much** I miss you.

(Sen) (sen-in) ne öğren-mek iste-dik-in-i bana açıkla.
(ne / ög*ren*mek / is*te*di*ği*ni / ba*na / a*çık*la ✓)
Explain to me **what** you want to learn.

(Sen) (sen-in) ne kadar süre bekle-dik-in-i bana söyle.
(ne / ka*dar / sü*re / bek*le*ti*ği*ni / ba*na / söy*le ✓)
Tell me **how long** you have been waiting.

(Ben) (o/-/n/un) niçin ağla-dik-i-/n/i bil-mė-i.yor.um.
(o*nun / ni*çin / ağ*la*di*ği*ni / bil*mi*yo*rum ✓)
I don’t know **why** she is crying.

(Sen-in) ne satın al-dik-in-i gör-dü-üm. (liaison)
(se*nin / ne / sa*tın*di*ği*ni / gör*du*üm ✓)
I saw **what** you bought.

All the transformed and nominalized phrases above are used in the object position, and the /k/ unvoiced consonants in [dik, dik, dük, duk, tik, tik, tük, tuk] allomorphs change into the /ğ/ voiced consonants. The last allomorphs are the defining allomorphs. All the words in brackets above are optional, and may be ignored unless they are intentionally emphasized. The following nominalized phrases are used in the subject position:

(O/-/n/un) **nasıl** zengin ol-duk-u bir sır-dir.
(nasıl / zengin / ol*du*ği / bir / sır*dir ✓)
How he became rich **is a mystery.**

(Ben-im) **ne** düşün-dük-üm sen-i ilgilendir-mez.
(ne / düşün*di*ği / sen*ni / il*gi*len*dir*mez ✓)
What I am thinking about **doesn’t concern you.**

(Soru-lar-in) **niçin** bu kadar zor ol-duk-u öğretmen tarafından açıklan-ma-li/y/di.
(nicin / bu kadar zor / ol*du*ği / öğretmen / açıklan*ma* ✓)
(The reason) why the questions were so difficult should have been explained by the teacher.

(Sen-in) dolap-ta gör-dük-ün bir iskelet ol-a.maz.
(dolap*ta / gör*du*ği / bir / is*te*let / o*la*maz ✓)
What you saw in the cupboard can’t be a skeleton.

(On-lar-in) ne iste-dik-ler-i anla-şil-a ma-di.

(On*la*rrn / ne / is*te*dik*le*ri / an*la*şi*la*ma*di ~)

(The /k/ does not change.)

What they wanted couldn’t be understood.

(O-/n/un) tüm ye-dik-i sadece beş sandöviç-ti.

(o*nun / tüm / ye*di*ği ~/ sa:*de*ce / beş / san*dö*viç*ti ~)

All he ate was only five sandwiches.

(O-/n/un) kim ol-duk-u polis tarafından araştı-rı-l-ı.yor.

(o*nun / kim / ol*du*ğu / po*lis / ta*ra*fin*dan / a*ra*ş*ti*ri*l*ı*yor ~)

Who is being investigated by the police.

(Sen-in) ara-dık-in (şey) çekmece-/n/in iç-i-n/-de.

(a*ra*di*ğin ~/ çek*me*ce*nin / i*çin*de ~)

What you are looking for is in the drawer.

Banka-/y/i kim-in soy-duk-u hâlâ bir sır.

(ban*ka*yı / ki*min / soy*du*ğu / ha:*là : / bir / sır ~):

Who robbed the bank is still a mystery.

Fatma-/n/in niçin ağla-dık-i-/n/i bil-i.yor mu-sun?

(fat*ma*nın / ni*çin / ağ*la*di*ği*nı / bi*lì*yor / mu*sun ~)

Do you know why Fatma is crying?

**TURKISH “DETERMINER + DETERMINED” COMPOUNDS**

After having given a short description of the "possessor + possessed" transformation of the simple English sentences, we can go on with the parallel "determiner + determined" or (determiner + noun) Turkish simple sentence transformations:

Kızlar tarlalarda çiçek topluyor. The girls are picking flowers in the fields.

<table>
<thead>
<tr>
<th>noun 1</th>
<th>noun 2</th>
<th>noun 3</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
</table>

1. ◆ “tarlalar-da çiçek toplaya/an kızlar” “the girls who are picking flowers in the fields”

2. ◆ “kızlar-in çiçek toplada-dik-i tarlalar” “the fields where the girls are picking flowers”

3. ◆ “kızlar-in tarlalar-da toplada-dik-i çiçekler” “the flowers that the girls are picking in the fields”
We can derive the following rules from the transformed nominal phrases above:

1. When someone intends to determine the subject of a simple sentence, he transforms the sentence into a “determiner + noun” compound by using “V - ♫ [en, an] + noun” composition. This composition is a “nominal phrase” that can be used in the “NP + VP” logical sentence pattern. If a verb ends with a consonant, it takes one of these allomorphs such as "konuş-'an" (ko*nu*şan), “aç-an” (a*çan), "bek-le-şen" (bek*le*şen).

However, if a verb ends with a vowel, it needs the /y/ glide to link the verb to one of the following ♫ [en] or [an] allomorphs: “bekle/-y/en”, “oku/-y/an”, “başla/-y/an.

This transformational rule can be applied to the verbs in The Simple Present, The Simple Past, The Present Continuous, The Past Continuous Tenses and (Şimdiki Zamanın Hikâyesi) “used to”. However, the verbs in The Simple Future and The Past Perfect Tenses keep their forms when the verb “ol” is used:

*Kızlar yarın tarlalarda çiçek topla-/y/a.cak-lar. ✰ “yarın tarlalarda çiçek topla-/y/a.cak ol-an kızlar" (o*lan)*

*Kızlar tarlalarda çiçek topla-miş-ti. ✰ “tarlalarda çiçek topla-miş ol-an kızlar"*

Consequently, “Kızlar bahçede koşar”, “Kızlar bahçede koştu”, “Kızlar bahçede koşuyor”, “Kızlar bahçede koşuyordu”, and “Kızlar bahçede koşardı” simple sentences are all transformed into the “determiner + noun” structure as “bahçede koşan kızlar”. As has already been noted, none of the time concepts in these tenses (except The Simple Future and The Past Perfect) is carried into the transformed Turkish nominal phrases.

2. and 3. When one wants to determine one of the nouns, other than the subject, he has to use “V - ♫ [dik, dik, dük, duk, tik, tık, tük, tuk] - ♫ [i, i, ü, u] - [possessor pers] + noun” structure. In this transformation, the unvoiced /k/ consonants change into the voiced /ğ/ consonants, except when they are followed by ♫ [ler, lar] plural allomorphs such as "topla-dik-lar-i", “yürü-dük-leɾ-i”, “oku-duk-lar-i”, “cek-tik-leɾ-i”, where the /k/ consonants do not change.

As in the examples above, none of the tenses carry their time concepts into the transformed nominal phrases. The time concepts of such nominal phrases are inferred from the time allomorphs of the finite verbs.

1. İki kız mutfakta patates soyuyor. ✰ “mutfakta patates soy-an iki kız”
As all the “determiner + determined” (Turkish), or “determined + determiner” (English) compounds are **syntactic nominal phrases**, they can be used in the “NP + VP” basic sentence pattern as Nominal Phrases:

1. Mutfakta patates soy-an iki kız ben-im kızlar-im-dir. (so *yan) (subj) NP predicate VP
2. İki kız-in patates soy-duk-u mutfak çok geniş-tir. (soy *du*ğu) (subj) NP predicate VP
3. İki kız-in mutfakta soy-duk-u patates-ler çok kaliteli-dir. (soy *du*ğu) (subj) NP predicate VP
(Ben) mutfakta patates soy-an iki kız gör-du-üüm. NP (object) (NP) V

If the simple sentences from which the transformed phrases were in different tenses, except the future and the past perfect tenses, the result would also be the same transformed phrases above:

“Mutfakta iki kız patates soyar, soyuyor, soydu, soyuyordu, soyardı” are all transformed as “mutfakta patates soyan kızlar” or “kızların soyduğu patatesler”, or “kızların patates soyduğu mutfak”.

The English equivalents of the sentences above are as follows:

1. “the two girls that are peeling potatoes in the kitchen” determined (1) determiner
2. “the kitchen where the two girls are peeling potatoes” determined (3) determiner
3. “the potatoes that the girls are peeling in the kitchen” determined (2) determiner

As all the “determined + determiner” compounds are syntactic nominal phrases, they can be used in the “NP + VP” basic sentence pattern as Nominal Phrases:

The two girls that are peeling potatoes in the kitchen are my daughters.

The kitchen where the two girls are peeling potatoes is very large.

The potatoes that the girls are peeling in the kitchen are of good quality.

I saw the two girls that were peeling potatoes in the kitchen.
As an exception, the sentences in The Simple Future and The Past Perfect Tenses are transformed as follows:

**(Ben) bir problem çöz-e.cek-im.**  “(ben-im) çöz-e.cek-im”  problem

I will solve a problem.  “the problem that I will solve”

**(Benim) çöz-e.cek-im.**  “(ben-im) çöz-e.cek-im”  

I had solved a problem.  “the problem that I had solved”

Çözmüş olduğu problem çok zordu.  The problem that I had solved was very difficult.

Some examples of the “determiner + determined” sentence transformations are as follows:

O dün bir mektup yazdı.  “onun dün yaz-dı-ği mektup” = NP

Onun dün yazdığı mektup kaybetti.  The letter that she wrote yesterday has been lost.

Annem her gün e vitiple-ri.  “anne-em-in her gün tertiple-dı-ği ev”

The house, which my mother tidies every day, is in a mess.


The modal boats that the children were sailing on the pond were handmade.
Parmağıma batan iğne küçük-tü.  
The needle that stuck in my finger was very small.

Bir problem çöz-me-/y/e çalış-tık-im yor-dum. Ö “çöz-me-/y/e çalış-tık-im problem”  
Çözmeye çalıştığım problem çok güçtü  
The problem that I was trying to solve was very difficult.

Dün çiçek-ler-in hepsi-/n/l sula-dı-im. Ö “dün sula-dı-im çiçek-ler-in hepsi”  
Dün suladığım çiçeklerin hepsi soldu  
All the flowers that I watered yesterday have faded.

Amca-am patates yetiştir-i.yor. Ö “amca-am-in yetiştir-dı-k-i patates-ler”  
Amcamın yetiştirdiği patatesler en üst kalitedir.  
The potatoes that my uncle grows are of top quality.

When a simple sentence having a future tense is transformed, the [e.cek, a.cak] allomorphs do not change:

Prof. Brown yarın üniversite-de bir konuşma yap-a.cak . Ö  
“yarın Prof. Brown’in üniversite-de yap-a.cak-i konuşma”  
Yarın Prof. Brown’in üniversitede yapacağı konuşma-/y/i dinle-mek istiyor musun?  
Do you want to listen to the lecture that Prof. Brown is going to give at the university tomorrow?

When someone wants to transform a simple sentence into a determiner that determines the subject, he begins the transformed phrase with the subject of the simple sentence using the above-mentioned Nr.1 kind of transformational rule:

Marti-lar gökyüzü/n/-de uçuş-u.yor-lar. Ö “gökyüzü/n/-de uçuș-an marti-lar”
There is an important difference between a simple sentence and a transformed syntactic nominal phrase in Turkish. The words in a simple sentence may take different positions. The meanings of the following sentences are much less the same if the word stress and intonation are not taken into account:

Ben dün bahçede bir saat buldum.
Bir saat buldum dün bahçede ben.
Bir saat buldum bahçede dün ben.
Buldum dün bahçede bir saat ben.
Bahçede buldum ben dün bir saat.
Buldum bahçede bir saat dün ben.

Although the first sentence is considered the valid grammatical order of the sentence, the other five are also understandable, but they are generally used in Turkish poetry to help rhyming. The only inseparable grammatical unit in these sentences is "bir saat", which is a "D + N" unit. However, when the same sentence is nominalized, the possessed part of the compound is always at the end of the nominalized phrase; the other words may change places:

- "ben-im dün bahçe-de bir saat bulduğum" (noun compound)
- "dün ben-im bahçe-de bir saat bulduğum" (noun compound)
- "bahçe-de dün ben-im bir saat bulduğum" (noun compound)
- "bahçe-de ben-im dün bir saat bulduğum" (noun compound)

When the same sentence is transformed into the "determiner+determined" compound, the transformed phrases may change as follows:

- "ben-im dün bahçe-de bulduğum saat" (determiner + determined)
- "bahçe-de ben-im dün bulduğum saat" (determiner + determined)
- "dün ben-im bahçe-de bulduğum saat" (determiner + determined)
- "ben-im bahçe-de dün bulduğum saat" (determiner + determined)

As one can notice, the indefinite determiner "bir" is not used in the above transformed phrases because the word "bulduğum" becomes a definite determiner that determines the noun "saat", which proves that "benim dün bahçede bulduğum" and the following three are determiners. In the transformed phrases above, the last syllables before the words "bulduğum" are primarily stressed which shows the importance given to these words. If the second noun "bahçe" is determined, the transformed phrase becomes as follows:

- "ben-im dün iç-i/n/-de (bir) saat bulduğum bahçe" (determiner + determined)
- "iç-i/n/-de ben-im dün (bir) saat bulduğum bahçe" (determiner + determined)
- "dün ben-im iç-i/n/-de (bir) saat bulduğum bahçe" (determiner + determined)
- "ben-im iç-i/n/-de dün (bir) saat bulduğum bahçe" (determiner + determined)

We can give the following table to sum up the above transformational rules:

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<thead>
<tr>
<th></th>
<th>noun + infinitive</th>
<th>noun comp= syntactic noun</th>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>&quot;benim gittim&quot;</td>
<td>noun comp= syntactic noun</td>
<td>NP</td>
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<td>2</td>
<td>&quot;benim gidişim&quot;</td>
<td>noun comp= syntactic noun</td>
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<td>3</td>
<td>&quot;benim gittiğim&quot;</td>
<td>noun comp= syntactic noun</td>
<td>NP</td>
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<tr>
<td>4</td>
<td>&quot;benim gittiğim&quot;</td>
<td>noun comp= syntactic noun</td>
<td>NP</td>
</tr>
</tbody>
</table>
5. "benim gideceğim" noun + infinitive = noun comp = synt noun = NP
6. "benim gideceğim" noun + infinitive = determiner + noun = synt noun = NP
7. "benim gitmiş olduğum" noun + infinitive = noun comp = synt noun = NP
8. "benim gitmiş olduğunu" noun + infinitive = determiner + noun = synt noun = NP
9. "benim gitmiş olacağım" noun + infinitive = noun comp = synt noun = NP
10."benim gitmiş olacağım" noun + infinitive = determiner + noun = synt noun = NP

In the examples above, only the first person is given; the other persons might have been given accordingly, which would not change the result. Nr. 1 and Nr. 2 compounds can only be used as noun compounds such as "Benim oraya gitmem olanaksız." or “Benim gidişim-i bekliyor”

Nr. 3 and 4; 5 and 6; 7 and 8; and 9 and 10 are used both as noun compounds and as determiners such as: “Benim gittiğim-i gördün.” (syntactic nominal phrase). However, “Benim gittiğim okul" is structurally a “determiner + noun” compound, but syntactically it is a nominal phrase. Therefore, these noun compounds are used both as noun compounds and as determiners. As in all infinitives, the infinitive parts of these compounds may have one or more adverbials preceding to supply them with “time”, “place”, “reason”, etc:

Benim geçen hafta bir futbol maçı seyretmek için Bursa’ya gitme-em karımı kızdırdı.
possessor adverbial. postposition al verb phrase adverbial possessed
My going to Bursa last week to watch a football match made my wife mad.

(Ben-im) geçen hafta bir çift ayakkabı almak için gittiğim dükkan çok kalablıktı.
possessor adverbial adverbial of reason possessed noun VP (predicate)
determiner determined
The shop where I went to buy a pair of shoes last week was very crowded.

Benim…..gittiğim-i gördün. = noun compound (object) = nominal phrase
noun compound
Benim….. gittiğim + okul = determiner + noun = nominal phrase
determiner determined
Okula koşan + çocuk = determiner + noun = nominal phrase
determiner determined

THE PASSIVE TRANSFORMATION AND THE PASSİVE VERB FRAMES

A speaker or writer generally prefers a passive sentence when he does not know the actual doer of an action, or when, for some reason, he does not
want to mention it, or if he thinks it is unimportant, or if he begins his sentence with the object. This type of transformation is carried out within a simple sentence itself. It is not done to be used as a “NP” in the “NP + VP” sentence producing system. However, if necessary, a **passive simple sentence** can also be transformed to be used as a nominal phrase:

*Somebody stole a necklace.* ⇔ *"A necklace was stolen."* (passive sentence)  
*A necklace was stolen.* ⇔ *the necklace that was stolen*  
"*the necklace that was stolen*" ⇔ *“the stolen necklace”* (nominalized phrase)  
The necklace that was stolen hasn’t been found yet.  
The stolen necklace hasn’t been found yet.

To perform a passive transformation, the object of a sentence is used as if it were the real subject (mentally it is the object) of the sentence, and a passive making allomorph is attached to it. These allomorphs are as follows:

When a verb ends with a **consonant** (V<sup>c</sup>), one of the ♫ [i₁, i₁, ü₁, u₁] allomorphs is attached to it before the time and personal allomorphs:

“**object** + V<sup>c</sup> - ♫ [i₁, i₁, ü₁, u₁] - ([NEG]) - [time] - [pers]”

*Üç kahve fincan-ı kır-ıldı.*  
**object** passive verb  
[388x537]NP  
VP  
(üç / kah* / fin*ca*nı / kır*il*di ∼)

Three coffee cups have been broken.

*Davetiye-ler baş-ıldı.*  
(da:*ve*ti*ye*ler / baş*il*di yor ∼)

The invitations are being printed.

*Şimdi ne yap-ıldı?*  
(şim*di / ne ∼ / yap*il*di ∼)

What can be done now?

*Dün ne yap-ıldı?*  
(dün / ne ∼ / yap*il*di ∼)

What was done yesterday?

*Her şey bitir-ıldı bile.*  
(her*şey / biti*ril*di / bi*le ∼)

Everything has **already** been finished.
Burada tütün sat-il-maz.
(Bu*ra*da / tü*tün / sa*tıl*ma*z ∼) Tobacco is not sold here.

(Ben) alda-il-di-im.
(al*da*til*dim ∼) I have been cheated.

(Siz-in) araba-an*iz onar-il-di.
(a*ra*ba*ni*z / o*na*ri*l*di ∼) Your car has been repaired.

Nehir kenar-i-n/-da büyük bir ev yap-il-yor.
(ne*hir / ke*na*ri*na*da / bü*yük / bir / ev / ya*pi*l*yo*r ∼) A large house is being built by the river.

(Sen) cezalandır-il-a.bil-ir-sin.
(ce*za:*lan*di*rı*la*bi*lir*sin ∼) You may be punished.
Bahçe henüz süpür-ül-me-di.
(bah*çe / he*nüz / sü*pü*rü*l*me*di ∼) The garden hasn't been swept yet.

Mikroplar cıplak göz-le gör-ül-e-mez.
(mik*rop*lar / çıp*lak / göz*le / gö*rü*l*me*z ∼) Germs can't be seen with the naked eye.

Bu pis yüzme havuzu-u/n/-da yüz-ül-mez.
(bu / pis / yü*z*me / ha*vu*zun*da / yü*zül*me*z ∼) It is impossible to swim in this dirty swimming pool.
(passive shaped intransitive)

(Ben-im) saat-im bahçe-de bu-l-un-du.
(sa*a*ti*m / bah*çe*de / bu*lun*du ∼) My watch has been found in the garden.

Bu kasa matkap-la de-l-in-e-mez.
(bu / ka*sa / mat*kap*la / de*li*ne*me*z ∼) This safe can't be drilled.

Pazar gün-le-r-i okul-a gel-in-mez.
(pa*zar / gün*le*ri / o*ku*l*a / ge*lin*me*z ∼) It is a general rule that students do not come to school on Sundays.
(passive shaped intransitive)
Akıl supermarket-ten satın alın-maz.
(a*kil / sü*per*mar*ket*ten / a*lin*maz ▽)
Wisdom can't be bought from a supermarket.

The verbs **ending with vowels** (V*) are put into the passive form by using the following verb composition. In this composition, as the last vowels and the first vowels of the passive making allomorphs are **identical**, they combine and are used as single vowels:

“\(V^*\rightarrow [\text{in, in, ün, un, an}]\)-(neg)\-[time]\-[pers]”

Bu gömlek sadece ılık su-da yıka-an-ır.
(bu / göm*lek / sa:*de*ce / v*ilik / su*da / yi*ka*ni*rl ▽)
This shirt is washed only in lukewarm water.

Duvar-lar beyaz-a boya-an-i.yor.
(du*var*lar / be*ya*za / bo*ya*ni*yor ▽)
The walls are being painted white.

Hırsız yakala-an-dı.
(hır*sis / ya*ka*lan*di ▽)
The thief has been caught.

Ben-im oda-am yarın temizle-en-e.cek.
(be*nim / o*dam / ya*rın / te*miz*le*ne*cek ▽)
My room is going to be cleaned tomorrow.

Maç ertele-en-me-di.
(maç / er*te*len*me*di ▽)
The match hasn't been postponed.

Bu yük ben-im kamyon-um-da taştı-in-a-maz.
(bu / yük / be*nim / kam*yo*num*da / ta*þi*na*maz ▽)
This load can't be carried in my lorry.

As an exception to the above rule, the verb "anla" is put into the passive form with [şı]: "Anla-şıl-dı" (an*la*şıl*di) is used in place of **"anla-an-dı"**.

**THE VERB FRAMES**

A list of frequently used verbs, and their **intransitive**, **transitive**, **causative**, **passive**, **reflexive** and **reciprocal** forms, which are called “**verb frames**”, is given in the following list. While using **reflexive** and **reciprocal** verb frames, one should be careful because these two forms may have meanings different from the verb roots or stems that they are attached to. For instance,
although “anla” means “understand”, “anlaş” means “reach an agreement”. Therefore, one should consult a dictionary before using them.

Some of the most frequently used verb frames whose meanings are different from their root or stem meanings are as follows:

**aldirmak**: care, care about; **alışmak**: get used to; **atışmak**: have a row with; **bozulmak**: deteriorate, embarrass; **bozuşmak**: break up, fall out with; **buluşmak**: meet with someone; **çatlatmak**: make somebody jealous; **çözünmek**: dissolve; **dalaşmak**: fight; **dayanışmak**: act in solidarity with; **dönüşmek**: transform; **dövünmek**: beat one’s chest; **durulmak**: calm down, settle down; **geçinmek**: get on well with, make a living; **geliştirmek**: improve, develop; **gerinmek**: stretch; **kaçınmak**: avoid; **kaçırılmak**: miss, abduct, frighten away, hijack, go out of one’s mind; **kapışmak**: fall out with; **kayırmak**: bestow a privilege on; **kesişmek**: intersect; **kestirmek**: dose, have a short nap, estimate; **kırışmak**: become wrinkled; **korunmak**: protect oneself; **örtüşmek**: coincide, correspond to, match up with; **şüşinmek**: be confused, be mixed up; **söylemek**: chat; **sürünmek**: creep, live a dog’s life; **şaşırmak**: be confused, be mixed up; **tekstirmek**: argue, discuss, dispute; **uydurmak**: fabricate, feign; **karişmak**: put one’s nose into something.

The suffixes (inflectional allomorphs) used in producing verb frames are the first suffixes to be attached to verb roots or stems; the others such as the “negation”, “time” and “personal” suffixes follow them.

**The Structural Composition of the Causative Verb Frames**

All the monosyllabic verb roots, and all the other ones ending with /t/ phonemes take ♫ [dir, dör, dür, dur, tir, tür, tur] inflectional allomorphs to change them into the causative verb frame.

Examples of monosyllabic verbs:

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Examples of the polysyllabic (two or more syllables) verbs ending with /t/:

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All the polysyllabic verbs ending with /r/ take /t/ phonemes:

Example: yapıştır → yapış-tirt; güldür → güldürt

264
The last syllables of the above causative forms are all four-vowel syllables such as *tirt, *tirt, *türt, *dirt, *dirt, etc. When the polysyllabic verbs ending with vowels are attached to INTRANSITIVE forms, the last vowels of the verb roots or stems, and those of the coinciding first vowels of the allomorphs combine and are verbalized as single vowels.

<table>
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<tr>
<th>INTRANSITIVE</th>
<th>TRANSITIVE</th>
<th>CAUSATIVE</th>
<th>PASSIVE</th>
<th>REFLEXIVE</th>
<th>RECIPROCAL</th>
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A SHORT LIST OF VERB FRAMES
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**TRANSITIVE**

**CAUSATIVE**

**PASSIVE**

**REFLEXIVE**

**RECIPROCAL**

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| çok | çokert | çokerttir |
| çöz | çözdür | çözül |
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| daya | dayat | dayatıl |
| damla | damlat | damlatıl |
| de | dedirt | denil |
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| del | deldir | delin |
| dene | denet | denen |
| denetle | denetlet | denetlen |
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**INTRANSITIVE** | **TRANSITIVE** | **CAUSATIVE** | **PASSIVE** | **REFLEXIVE** | **RECIPROCAL**

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**THE ORDER OF MORPHEMES**

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<th>Question</th>
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**Personal Allomorphs:**

(ben) : ♪ [im, im, üm, um, em, am]
(sen) : ♪ [sin, sîn, sün, sun], [in, in, ün, un, en, an]
(o) : ♪ [Ø]
(biz) : ♪ [iz, ız, üz, uz], [ik, ik, ük, uk]
(siz) : ♪ [sin-ız, sîn-ız, sün-üz, sun-uz], [in-ız, in-ız, ün-üz, un-uz]
(onlar) : ♪ [Ø], [ler, lar]
Time Allomorphs:

Simple Present : ♪ [ıʃ, ır, ür, ur, er, ar]
Simple Past : ♪ [di, di, dü, du, ti, ti, tü, tu]
Present Continuous: ♪ [i.yor, i.yor, ü.yor, u.yor]
Rumor : ♪ [miş,miş, müş, muş]
Simple Future : ♪ [e.cek, a.cak]
Used To : ♪ [ir-di, ir-di, ür-du, ur-du, er-di, ar-di]
Past Continuous: ♪ [i.yor-du, i.yor-du, ü.yor-du, u.yor-du]
Was Going To : ♪ [e.cek-ti, a.cak-ti]

Note: There are two question columns in the table above because the order of question allomorphs change in some tenses. For example:

gel-iʃ mi-/y-im?; gel-di-im mi?; bekle-i.yor mu/y/-du-un?; çalış-ma-i.yor mu/y/-du-un?

Although [miş-ti] and [di/y/-di] past perfect forms are identical in meaning, the [di/y/-di] form is not frequently heard.

The Verb frames are units in themselves like the verb roots or stems that must be used first when arranging verb compositions. The other morphemes follow them in succession such as:

gül → güldü, güldü-yor, güldü-cek, güldü-üş-tü, güldü-me.li/-y/miş, güldü-se/-y/miş
gülŭṣ → güldŭş-dü, güldŭş-ü.yor, güldŭş-cek, güldŭş-muş, güldŭş-me-ley-miş, güldŭş-me-se/y/-miş, güldŭş-e.bil-ir-miş-miş, güldŭş-ül-e.cek-ler-miş
gülŭş → güldŭş-tü-ler, güldŭş-çek-ler, güldŭş-ű.yor-ler, güldŭş-me-sin-ler

The infinitive allomorphs ♪ [mek, mak] and [me, ma] can be added to all the verb roots, stems and verb frames:

gül-me(k), güldûr-me(k), güluş-me(k), gülûn-me(k), sev-me(k), sevdîr-me(k), sevin-me(k), seviş-me(k), kesiş-me(k), kestîr-me(k), kesiîl-me(k), kesiş-me(k), tarîl-me(k), tartîl-me(k), tartîr-me(k), aç-me(k),
açıl-ma(k), açtır-ma(k), benze-me(k), benzet-me(k), benzeş-me(k), benzetil-me(k), kok-ma(k), kokla-ma(k), kokuş-ma(k), yüzleş-me(k)

CAUSATIVE VERB FRAME EXAMPLES

We use a causative verb frame when we do not carry out the action ourselves, but we are responsible for the action being done:

Ahmet’e arabamı yıkamasını söyledi; o da yıkadı.

I said Ahmet to wash my car. He washed it.

I had Ahmet wash my car.

I asked someone to wash my car. I had my car washed. (The doer of the verb is not mentioned.)

As it is seen in the two sentences above, the two Turkish verb compositions are identical: “yıkattım”. However, in the first sentence, the doer of the verb “wash” is mentioned, but in the second one, it is not. In English, when the doer of the verb is mentioned “make somebody do something”, or the alternative ones above are used, but when the doer of the action is not mentioned, a different sentence type “have something done” is used.

THE PASSIVE CAUSATIVE

The passive causative frames are frequently used in both English and Turkish:

Onlar bana kapı-yı aç-tır-di-lar.
(On*lar / ba*na / ka*pı*yı / aç*tır*di*lar ~)
They made me open the door. (causative)

Kapı kim-e aç-tır-il-di?
(ka*pı / ki*me~ / aç*tı*rıl*di~)
Who was made to open the door?
(passive causative)

Kapı bana aç-tır-il-di.
(ka*pı / ba*na / aç*tı*rıl*di~)
I was made to open the door.

Hırsız kasa-ı/yı bana aç-tır-di.
(hır*sız / ka*sa*yı / ba*na / aç*tır*di~)
The thief made me open the safe. (causative)

Kasa kim-e aç-tır-il-di?
(ka*sa / ki*me~ / aç*tı*rıl*di~)
Who was made to open the safe?

Kasa bana aç-tır-il-di.
(ka*sa / ba*na / aç*tı*rıl*di~)
Who was made to open the safe? I was made to open the safe.
(passive causative)

**Double causative** forms are rarely used in Turkish, therefore they are not put in the verb frames list above:

Araba-ам-ı yıkat-tırt-tı-im.  
(a*ra*ba*mi / yı*kat*tırt*tım ⇝)
I asked someone to have my car washed.  (double causative)

**SYLLABICATION**

As it is explained in the article "Cognitive Psychology and Cognitive Neuroscience / Memory and Language, wikibooks.org/wiki/", the memory is divided into three parts: Sensory memory, Short-term memory, and Long-term memory. Sensory memory holds information for milliseconds and is separated into two components. The **iconic** memory is responsible for visual information, whereas **auditory** information is processed in the **echoic** memory.

To sum up, one can say that the morphemes, the phonemes, and the syllables of a language are carried into a human mind through his auditory system, and they are stored up in the **echoic** memory. Therefore, it is true to say that they are learned through the experiences of an individual.

A human being hears the syllables of a language, and stores them in his memory as he stores a melody or the voice of a friend. He does not mind how these syllables are formed. He keeps them as they are in his memory.

On the other hand, when a second language learner is trying to learn a second language, he has to learn how the syllables are formed and separated from one another if he is not exposed to a foreign language long enough.

The syllabication rules of the inflectional morphemes (or their allomorphs) which are attached to **nouns**, **adjectives** or **verbs** are as follows:

**Rule Nr.1:** If the last syllables of the words or morphemes end with **consonants**, these consonants detach from their syllables, and attach to the first **vowels** of the following morphemes if the first syllables of the following morphemes start with vowels. The consonants that detach from their syllables, and attach to the following morphemes are **single underlined** in this book:

okul-а → (о*ku*la);  
ev-e → (e*ve);  
ev-i → (e*vı);  
okul-u → (o*ku*lu);  
üzüm-ü → (ü*zu*mü);  
suc-u → (su*çu);  
esmer-i → (es*me*rı);  
ça-ışkan-ı → (ça*ış*ka*nı);  
güzel-i → (gü*ze*lı);  
kitap-lar-ı → (ki*tap*la*rı);  
tören-e → (tö*re*ne);  
gel-i.yor-*um → (ge*lı*yo*rum);  
bitir-i.yor-uz → (bi*ti*ri*yo*ruz);  

274
gülüş-ü.yor-uz → (gü*lü*şü*yo*ruz); otur-u.yor-um → (o*tu*ru*yo*rum);
ça-lın-ır → (ça*lr*nu); keş-il-ır → (ke*sl*lr)

Rule Nr.2: If the last syllables of the words or morphemes end with **vowels**, and the first syllables of the following morphemes start with “e”, “a”, “i”, “ı”, “ü”, “u” vowels, these two vowels are linked to one another by the /y/ glides:

dere-/y/e → (de*re*ye); dere-/y/i → (de*re*yî); köprü-/y/e → (kôp*rü*yê);
deve-/y/e → (de*ve*yê); deve-/y/i → (de*ve*yî); iyi-/y/e → (i*yî*yê);
iyi-/y/i → (i*yî*yî); çalışma-/y/i → (ça*liş*ma*yî);
öğrenme-/y/e → (oğ*ren*me*yê);
öğrenme-/y/i → (oğ*ren*me*yî);
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Rule Nr.3: As the phonological system of the Turkish language chooses the **personal** allomorphs identical with the last vowels of the jel [di, di, dü, du, ti, tı, tû, tu] allomorphs, the first vowels of the jel [im, im, üm, um; in, in, ün, un; ik, i̇k, ük; i̇n-iz, in-iz, ün-üz, ün-uz] personal allomorphs happen to be identical, and therefore they combine to form “c.v.c” syllables:

Git-ti-im → (git*tim); gör-dû-üm → (gör*дум); sor-du-un-uz → (sor*du*nuz)

Rule Nr.4: When the jel [de, da, te, ta] allomorphs attack to the jel [se, sa] allomorphs, these two allomorphs are linked by the /y/ glides following the vowel and consonant rules:

ev-de/y/-se-ek → (ev*dey*sek); okul-da/y/-sa → (o*kul*day*sa);
is-te/y/-sa-en-iz → (is*tey*se*niz);
tara-da/y/-sa → (tar*la*day*sa);
yukyu-da/y/-sa → (uy*ku*day*sa).

Rule Nr.5: If the last syllables of the words end with **vowels**, the jel [le, la] allomorphs attach to them with the /y/ glides, but if they end with **consonants**, the /y/ glides are not used:

istek-le → (is*tek*le); ışrar-la → (is*rar*la);
el-le → (el*le); süt-le → (süt*le);
benim-le → (be*nim*le);
bilen-le → (bi*len*le);
at-la → (at*la);
ile → (ip*le);
uçak-la → (uçak*la);
iste tease-le → (is*tek*le);
şekere-rle → (şeh*ker*le);
bisiklet-le → (bi*sik*let*le), istek-le → (is*tek*le)

araba/y/-la → (a*ra*bay*la), öfke/y/-le → (öf*key*le);
besmeley/-le → (bes*me*ley*le);
sopay/-la → (so*pay*la);
paral/-la → (pa*ray*la);
tencere/-y/-le → (ten*ce*rey*le);
kaçma/y/-la → (kaç*may*la);
koşma/y/-la → (koş*may*la).

Rule Nr.6: The personal possessor allomorphs that are attached to the possessor and the possessed parts of the noun compounds are as follows:

♫

275
beň-im okul-um (be*nim / o*ku*lum),  beň-im ev-im (be*nim / e*vim)

As it is seen in the examples above, the last consonants of the pronouns "beň", and the last consonants of "okul" and "ev" detach from their syllables, and attach to the following personal allomorphs. As "[im, im, üm, um, em, am]" to produce "c.v.c" syllables. Although both the possessor and the possessed parts of the noun compounds end with "c.v.c" syllables, the possessed parts of the third person singular and plural noun compounds end without personal allomorphs:

sen-in mal-in (se*nin / ma*lin), sen-in sürüş-ün (se*nin / sü*rü*şün)

o-/n/un okul-u (o*nun / o*ku*lú), o-/n/un bisiklet-i (o*nun / bi*sik*le*tí)
biz-im kardeş-im-iz (bi*zim / kar*de*şi*míz), biz-im ev-im-iz (bi*zim / e*vi*míz)
siz-in ev-in-iz (si*zin / e*vi*níz), sız-in süs-ün-üz (si*zin / sü*sü*nüz)
onlar-in otobüs-ü (on*la*rin / o*to*bü*sü), onlar-in baş-ı (on*la*rin / ba*şi)

In the examples above, all the nouns end with consonants. However, if they end with vowels, the coinciding vowels combine: Beň-im arabam (be*nim / a*ra*bam), sen-in anne-en (se*nin / an*nen), o-/n/un babas-/si (o*nun / ba*ba*si), biz-im tarla-am-iz (bi*zim / tar*la*míz), sız-in git-me-en-iz (si*zin / git*me*níz), onlar-in gel-me-/si (on*la*rin / gel*me*si)

One can use "nouns" or "infinitives" in the place of the pronoun "o" in noun compounds following the same syllabication rules:

okul-un duvar-i → (o*ku*lun / du*va*ri),
duvar-in renk-i → (du*va*rin / ren*gi),
araba-/n/in alt-i → (a*ra*ba*nin / al*tı),
kuş-un kanaat-i → (ku*şun / ka*na*di),
okul-un bah.çe-/si → (o*ku*lun / bah*çe*si),
ayşe-/n/in araba-/si → (ay*şe*nin / a*ra*ba*si),
göz-ün renk-i → (göz*zün / ren*gi)
yürü-me-/n/in yarağ-i → (yü*rü*me*nin / ya*ra:*ri)
arşan/-n/un kükre-me-/si → (ars*la*nin / kük*re*me*si)
vazo-/n/un kir-il-ma-/si → (va*zo*nun / ki*ril*ma*si)
çalışma-/n/in dur-ma-/si → (ça*liş*ma*nin / dur*ma*si)

As it is seen in the noun compounds above, when the possessor nouns ending with vowels attach to the possessor allomorphs whose first pho-
nemes are vowels, these two vowels are linked by the /n/ glides. On the other hand, when the **possessed** nouns ending with vowels attach to the possessed allomorphs, whose first phonemes are vowels, these two vowels are linked by the /s/ glides.

As it is possible to lengthen the noun compounds to produce infinite chains of noun compounds, it may be useful to see how they are divided into syllables:

ayşe-/n/ın kitap-/n/ın kapak-/n/ın renk-/i →
(ay*ş*e*n*in / ki*ta*bi*n*in / ka*pa*ği*n*in / ren*ği)

okul-un bahçe-/s/ı-/n/ın temizlen-me-/s/i →
(o*ku*lun / bah*çe*s*i*n*in / te*miz*len*me*s*i)

As the noun compounds whether they are formed of two or more parts are treated as nominal phrases, they may be attached to the [i, ı, ü, u], the [e, a], the [de, da, te, ta], the [den, dan, ten, tan] or the [le, la] allomorphs such as:

Ayşe-/n/ın arab-a-/s/-ı/gör-dü-ūn mü? Duvar-/n/ın boya-/s/-ı/a bak-t-i-ik.

Köpek kap-ı-/n/ın ön-ü-/n/-de uyuyordu. Ayşe-/n/ın pencere-/s/-i/-n/-den bak-t-i-im.

Ayşe-/n/ın arab-a-/s/-ı/y/-la geldi-ik. → (ay*ş*e*n*in / a*ra*ba*siy*la / gel*dik)

**The allomorphs starting with vowels:**

Each morpheme, bound or free, has its own meaning stored up in ones memory. However, if we want to teach them or see them separately, we can syllabize them artificially as (baş*la*a*bil*ir*iz), (ko*nuş*a*ma*i*yor*um). If one wishes, he can verbalize these two words as it is seen, but the Turkish syllabication system does not allow this sort of syllabication, and therefore, recomposes the morphemes keeping their meanings and forms while applying a different syllabication rhythm (code). In other words, the Turkish sound system recomposes morphemes in such a way that the syllables are articulated along with the morphemes in agreement with the general syllabication rules of the Turkish language so that they could be smoothly, fluently, and harmoniously articulated by the speech organs.

Although the recomposed syllables do not have meanings on their own, they still carry the meanings and the forms of the morphemes although their last consonants detach and attach to the following allomorphs, and even though a vowel drops or two identical vowels combine, or link to one another with glides.
When the last syllable of a word or a morpheme ends with a consonant, this consonant detaches from its syllable and attaches to the first vowel of the following allomorph. All the free and bound morphemes ending with consonants may detach their last consonants and attach them to the first vowels of the following allomorphs. This process can be checked while reading the underlined consonants in the example sentences in this book.

The inflectional morphemes, especially those in the verb compositions, may follow one another in succession detaching the last consonant and attaching them to the first vowels of the following morphemes such as:

Tuţ-un-a.bil-i.yor.uz. → (tu*tu*na*bi*li*yo*ruz)
Bitir-e.me-i.yor.um. → (bi*ti*re*mi*yo*rum)

One can easily detach the single underlined consonants from their morphemes and attach them to the following vowels if one follows the single underlined consonants in the example sentences. The morphemes given below are either derivational or inflectional. The inflectional allomorphs which have only one vowel are as follows:

\( \mathcal{J} \) [i, i, ü, u]: (inflectional)
beň-i (be*ni), adam-ı (a*da*mi), çatal-ı (ça*ta*li), yüksek-ü (yü*kü), toz-u (to*zu), gelmem-i (gel*me*mi), konuşam-ı (ko*u*sa*mi), sorun-u (so*ru*nu), soğan-ı (so*ga*ni), koruyan-ı (ko*ru*ya*ni), dökülen-i (dö*kü*le*ni), son-u (so*nu), sepeť-i (se*pe*ti), okul-u (o*ku*lu), alť-ı (al*ti), yüz-ü (yü*zü)

\( \mathcal{J} \) [e, a]: (inflectional)
ev-e (e*ve), biz-e (bi*ze), akşam-a (ak*şa*ma), üzüm-e (ü*zü*me), tavân-a (ta*va*na), güzel-e (gü*ze*le), kum-a (ku*ma), laf-ı (la*fa), suça (su*ça)
kış-a (kı*şa), ön-e (ö*ne), beş-e (be*şe), uyuyan-a (u*yu*ya*na), küsen-e (kü*se*ne), gelmeyen-e (gel*me*ye*ne), baş-a (ba*şa), yüz-e (yü*ze)

The allmorphs containing a vowel and a consonant:

\( \mathcal{J} \) [im, im, üm, um]: (derivational)
seç-im (se*çim), yaz-im (ya*zim), çözdüm (çö*züm), kuru-um (ku*rum), sav-im (sa*yim), al-im (a*lim), sat-im (sa*tim), dür-üm (dü*rüm), yor-um (yo*rum)

\( \mathcal{J} \) [ik, ik, ük, uk]: (derivational)
deli-k (de*lik), açık (a*çık), çökük (çö*kük), uç-uk (u*çuk), kır-ık (ki*rik), yirtık (yırt*ik), ay-ık (a*yık), alt-ık (a*tek), sökük (sö*kük), bur-uk (bu*rük)

\( \mathcal{J} \) [ek, ak]: (derivational)
Tapın-ak (ta*pr*nak), bin-ek (bi*nek), dayan-ak (da*ya*nak), dur-ak (du*råk), uç-ak (uç*çak), kaç-ak (ka*çak), baş-ak (ba*şak), yuţ-ak (yu*ta$k)

[şi, iş, üşi, uç]: (inflectional)

gel-iş (ge*lış), al-iş (a*lış), güül-iş (gü*lıüş), otur-uş (o*tu*ruş), dur-uş (du*ruş), haykı-iş (hay*kı*riş), gör-üş (gö*rüş), bul-uş (bu*luş), kaç-iş (ka*çış), in-iş (ı*niş), çık-iş (çı*kış), var-ış (va*riş), öp-üş (ö*puş), uç-uş (uç*uş), yarvar-ış (yal*va*riş), uyan-ış (uya*niş), çek-iş (će*kış), bit-iş (bi*tiş)

[ir, ĭr, ür, ur, er, ar]: (inflectional or derivational)

bil-ir (bi*lır), al-ır (a*lır), gör-ür (gö*rür), otur-ur (o*tu*rur), çekin-ir (će*kı*ni*r), bağılm-ır (ba*kı*ni*r), gıyın-ir (gi*yı*ni*r), avlan-ır (av*la*ni*r), göc-er (gö*çer), ak-ar (a*kar), yazi-ar (ya*zar), oku-ur (o*kur), boz-ar (bo*zar), güç-er (gü*len), sat-ar (sa*tar), yak-ar (ya*kar), ek-er (e*ker), çek-er (će*ker), süz-er (şi*zer)

[ın, in, ün, un]: (inflectional)

gez-in-i.yor (ge*zi*ni*yor), çek-in-i.yor (će*ki*ni*yor), al-in-ır (a*lı*ni*r), döyün-e.cek (dö*vü*ne*cek), tut-un-a. bil-i.yor (tu*tu*na*bi*li*yor), sil-in-e.bil-ır (si*li*ne*bi*li*r), bul-un-a.bil-ır (bu*lü*na*bi*li*r), bil-in-ır (bi*li*ni*r)

[il, ĭl, ül, ul]: (inflectional)

sey-il-ir-im (se*vı*li*rim), bak-ıl-ır-im (ba*kı*li*rim), ölç-ül-ür-üm (öl*çu*lı*rü*m) tak-ıl-ır (ta*ki*lır), yuţ-ul-a.maz (yu*tu*la*maz), gör-ül-e.cek (gö*rü*le*cek)

The allomorphs starting with a vowel having two syllables:

[a*e.cek, a*acak]: (derivational or inflectional)

sil-e.cek (si*le*cek), aç-a.cek (a*ça*acak), yak-a.cek (ya*ka*acak), çek-e.cek (će*ke*cek), gel-e.cek (ge*le*cek), baş-a.cek (ba*ta*acak), uç-a.cek (uç*ca*acak), gör-e.cek (gö*re*cek), ol-a.cek (o*la*acak), düş-e.cek (dü*şe*cek)

[in.tı, in.tı, ün.tı, un.tı, en.tı, an.tı]: (derivational)

gir-in.tı (gi*rın*tı), çal-in.tı (ca*lin*tı), gör-ün.tı (gö*rün*tı), al-in.tı (a*lin*tı), gez-in.tı (ge*zìn*tı), çı*kın*tı, çırp-in.tı (çir*pın*tı), çarp-in.tı (çar*pin*tı), eş-in.tı (e*sin*tı), kur-un.tı (ku*rın*tı), il-in.tı (i*lin*tı), üz-ün.tı (ü*zün*tı), keş-in.tı (keh*sin*tı), sıız-in.tı (sı*zi*ntı), kaş-in.tı (ka*sin*tı), bekle-en.tı (bek*len*tı), sala-an.tı (sall*an*tı), bagla-an.tı (ba*ğlan*tı).

[i.yor, i.yor, ü.yor, u.yor]: (inflectional)

gel-i.yor (ge*lı*yor), al-i.yor (a*lı*yor), gör-ü.yor (gö*rü*yor), suň-u.yor (su*nu*yor), ol-u.yor (o*lu*yor), baş-a.ı.yor (baş*li*yor), anlam-ı.yor (an*lı*yor), yuţ-u.yor (yu*tu*yor), kazan-ı.yor (ka*za*mi*yor), bekle-i.yor (bek*li*yor), ku-
ru*{t}u.yor (ku*ru*{t}u*yor), ta*ran*{n}i.yor (ta*{r}a*{n}i*yor), benze*{s}i*{y}or (ben*ze*{s}i*{y}or), sınt*{l}i.yor (si*{r}*{t}i*yor), başla*{t}i.yor (ba*{s}la*{t}i*yor), çe*kin*{e}yor (çe*kin*{e}yor), ta*ş*in*{t}i.yor (ta*ş*in*{t}i*yor), bek*le*{n}i.yor (bek*le*{n}i*yor), sez*il*{e}yor (sez*il*{e}yor), kur*lu*{u}.yor (ku*ru*lu*yor), özle*{n}i.yor (özle*{n}i*yor), uyu*{y}u.yor (u*yu*{y}u.yor)

\[\text{[e.bil, a.bil]}\]: (inflectional)
ba*ş*ar.a.bil*{r} (ba*ş*ar.a.bil*{r}), biti*re{b}.il*{r}, ol*{a}.a.bil*{r} (o*la*bi*{l}r), konuş.a.bil*{i}.yor (ko*nu*{a}.bi*{l}r*{b}or), tartis*a.bil*{i}.ir*{z} (tar*ti*{s}a*bi*{l}r*{b}or), baş*ar.a.bil*{i}.yor (ba*ş*ar.a.bi*{l}yor), gel*e.bil*{i}.r*{r} (ge*le*bi*{l}r*{l}er), başla*/ya.bil*{i}.sin (ba*ş*la*ya*bi*{l}r*{s}in), uyu/*y/a.bil*{i}.im (u*yu*ya*bi*{l}r*{i}m)

\[\text{[e.rek, a.rak]}\]: (inflectional)
gör*e.re*rek, ko*ş.a.rak (ko*ş*ra*{r}ak), düş*ün.e.re*rek (düş*ün*{e}re*rek), bulu*Ş.a.rak (bu*lu*şa*{r}ak), yu*̝e.re*rek (yu*Ze*re*rek), anla-*ya*ra*{r}ak

\[\text{[ir-ken, ir-ken, ür-ken, ur-ken, er-ken, ar-ken]}\]: (inflectional)
gel*ir*{r}ken (ge*li*{r}ken), al*ir.ken (a*ir*{r}ken), otu*ru*{r}ken (o*tu*ru*{r}ken), öksür*{r}ur*{r}ken (ök*si*{r}r*{r}ur*{r}ken), ko*ş*ar*{r}ken (ko*ş*ar*{r}ken), uyu*ur*{r}ken (u*yu*ur*{r}ken), başla-ar*{r}ken (ba*ş*la*ar*{r}ken)

\[\text{[in.ce, in.ca, ün.ce, un.ca]}\]: (inflectional)
gel*in.ce (ge*lin*ce), ba*kn.ca (ba*k*in*ca), düş*ün*ün.ce (düş*ün*nün*ce), dür*un.ca (du*run*ca), çalı*ş*in.ca (ça*li*şi*n*ca), başla-*y/in.ca (ba*ş*la*yın*ca)

If two identical vowels happen to be vocalized together, they combine and are vocalized as a single vowel:

\[\text{[ir, ir, ür, ur, er, ar]}\]: (inflectional)
Gel*ir (ge*li*{r}), a*li*{r} (a*li*{r}), otu*ru*{r} (o*tu*ru*{r}), bek*le*er (bek*le*er), anla-ar (an*la*ar), yü*ru*{r} (yü*ru*{r}), oku*ur (o*ku*ur), ta*şi*r (ta*şi*r), erti*le*er (erti*le*er), uyu*ur (u*yu*ur), ye*er (yer), büyü*ür (bü*yür).

When a verb ending with a vowel happens to attach to one of the allomorphs of the morpheme [i.YOR], the last vowel of the verb drop:

\[\text{[i.yor, i.yor, ü.yor, u.yor, ]}\]: (inflectional)
be*kl*{i}yor (bek*li*yor), ye*{i}.yor (yi*{y}or), baş*la*{l}yor (ba*ş*la*{l}yor), büyü*{u}.yor (bü*yu*{u}yor), yü*{r}ü*{y}or (yü*ȷ*rü*{r}yor), uyu*{u}.yor (u*yu*{y}or), anla*{i}.yor (an*li*{y}or), be*lesi*yor (be*li*{y}or), kat*la*{l}yor-um (kat*li*yo*rum), kuru*u*yor (ku*ru*yor), en*se*{li}yor-u*{z} (en*se*{li}yo*ruz), geve*{e}yor (ge*ve*{e}yor)
When one of the allomorphs of the past morpheme [Dı] attaches to one of the personal allomorphs \( \mathcal{J} \) [im, im, üm, um], [ın, in, ün, un], [ık, ik, ük, uk], [ın-ız, in-ız, ün-ız, un-ız], these vowels coincide, combine, and are verbalized as single vowels:

gel-dı-im (gel*dim), anla-dı-in (an*la*dim), gör-dü-ük (gör*dük), yürü-dü-ük (yü*rü*dük), oku-du-uk (o*ku*duk), uyu-du-ün-ız (u*yu*du*nuz), öl-dü-ün-ız (öl*dü*nüz), anlaš-tı-in-ız (an*laš*tı*niz), saklan-dı-ık (sak*lan*dık)

When the nouns ending with vowels attach to \( \mathcal{J} \) [i, i, ü, u] or [e, a] allomorphs, they are linked to one another by the /y/ glides:

Araba-/y/i (a*ra*ba*yı), araba-/y/a (a*ra*ba*ya), dere-/y/i (de*re*yı), dere-/y/e (de*re*ye), kuzu-/y/u (kuzu*zu*yu), kuzu-/y/a (kuzu*zu*ya), su-/y/u (su*yu), su-/y/a (su*ya), dana-/y/i (da*na*yı), dana-/y/a (da*na*ya), pencere-/y/i (pen*ce*re*yı), pencere-/y/e (pen*ce*re*ye)

If the verbs end with vowels, the [e.rek, a.rak] or [ın.ce, in.ca, ün.ca, un.ca] allomorphs attach to them with the /y/ glides:

anla-/y/a.rak (an*la*ya*rak), bekle-/y/e.rek (bek*le*ye*rek), uyu-/y/a.rak (u*yu*ya*rak), yürü-/y/e.rek (yü*rü*ye*rek), havla-/y/a.rak (hav*la*ya*rak) oku-/y/un.ca (o*ku*yun*ca), üşü-/y/ün.ce (üşü*yün*ce), atla-/y/in.ca (at*la*yün*ca), kuru-/y/un.ca (ku*ru*yun*ca), ye-/y/ın.ce (ye*yin*ce)

When the \( \mathcal{J} \) [de, da, te, ta] allomorphs happen to be pronounced together with the personal allomorphs, the /y/ glides help them to join:

ev-de-/y/im (ev*de*yım), okul-da-sın (o*ku*la*da*sin), büro-da-/y/iz (bü*ro*da*yız), sıkıntı-da-/y/iz (si*künti*da*yız), bekle-mek-te-ler (bek*le*mek*te*ler), uyu-da-sın-ız (uyu*ku*da*si*niz)

The /n/ and /s/ glides are used in the noun compounds when a third person pronoun or nouns (including infinitives) are involved:

ben-im araba-am (be*nim / a*ra*bam), sen-in araba-an (se*nin / a*ra*ban), biz-im araba-am-ız (bi*zim / a*ra*bamız)

o-/n/un araba-/s/i (o*nun / a*ra*ba*si), o-/n/un ayna-/s/i (o*nun / ay*na*si)

araba-/n/in kapı-/s/i (a*ra*ba*nin / ka*pı*si) deli-/n/in gul-me-/s/i (de*li*nin / gü*l*me*si) Mustafa-/n/in gel-me-/s/i (mus*ta*fa*nin / gel*me*si) kuyu-/n/un su-/y/u (ku*yu*nun / su*yu) ("su-/y/u" is an exception.)
Look at page 65 for noun compounds.

When the noun compounds are suffixed by the ♫ [i, ü, u], the [e, a], the [de, da, te, ta] or the [den, dan, ten, tan] allomorphs, these compounds are linked to these allomorphs by the /n/ glides:

- **O-n/un gel-me/-s/-i/-n/i bekle-i.yor. um.** (o*nun / gel*me*si*ni / bek*li*yo*rum)
  - noun compound
- **O-/n/un oda/-s/-i/-n/a git.** (o*nun / o*da*si*na / git*ve*
  - noun compound
- **Kedi kap/-n/in arka/-s/-i/-n/-da.** (ke*di / ka*pr*nin / ar*ka*sin*da*vo*
  - noun compound
- **O-/n/un ba*ğır-ma/-s/-i/-n/-dan kork-ma-am.** (o*nun / ba*ğır*ma*si*na*dan / kork*ma*am)
  - noun compound
- **O-/n/un ça*lış-tık/-i/-n/-dan emi*na*im.** (o*nun / ça*lısh*tı*ga*mn*da*vo*
  - noun compound

Dropping a vowel, inserting the /y/, /n/, /s/ or /ş/ glides between two vowels, changing the /p/, /t/, /ç/ or /k/ unvoiced consonants to the /b/, /d/, /c/ or /ğ/ voiced consonants, detaching consonants from the last syllables and attaching them to the first vowels of the following morphemes, and creating different allomorphs from the morphemes are all the function of the phonological system of the Turkish language. These activities of the phonological system do not damage the intelligibility of the morphemes.

**DIVIDING THE VERB COMPOSITIONS INTO SYLLABLES AND THE PRIMARILY STRESSED SYLLABLES**

The Simple Present Tense positive verb "be":

Although all the verb compositions in Turkish end with personal allomorphs such as ♫ "im, im, üm, um"; "sin, sin, sün, sun"; “in, in, ün, un”; "ğ", "iz, iz, üz, uz"; “ik, ik, ük, uk”; "sin-iz, sin-iz, sün-üz, sun-uz"; "ın-iz, in-iz, ün-üz, un-uz"; and "ğ", or "ler, lar", these allomorphs, as a syllable rule, have to turn into "c.v.c" (consonant . vowel . consonant) syllables in Turkish except for the third person singular and plural, whose personal suffixes are (ğ) morphemes. If these allomorphs are made up of "c.v.c" syllables, they do not need to borrow any consonants to form "c.v.c" syllables. However, the allomorphs that are formed of "v.c" syllables need another "c" to form a "c.v.c" syllable. Either in order to fill this consonant deficiency, the "v.c" allomorphs
borrow the last consonants of the preceding syllables, or if the preceding syllables end with vowels, they fill up this gap with the /y/ glides.

Although these are the rules, however, the native speakers do not learn them intentionally. They only hear people speaking around, and memorize them unconsciously and effortlessly as they memorize a piece of melody.

Consider how the last syllables form in the following examples:

**Öğretmen-im** → (oğ *ret*me*nim)*. Şaskı*n-im → (şas*ki*nim)*. Girişken-*iz* → (gi*riş*ke*niz)*. Duygusal-*iz* → (duy*gu*sa*liz)*. Ben-*im* → (be*nim)*.

Ev-de/-y/İM → (ev*de*yim)*. Hakl-/-y/iź* → (hak*li*yim)*. İyi/-y/İz* → (i*yi*-yı*z)*. Sevinçli/-y/İM → (se*viç*li*yim)*. Sokakta/-y/İM → (so*kak*ta*yı*m)*

Bekle-er-*im* → (bek*le*rim)*. Tartış-ir-*im* → (tar*tı*şı*rim)*. Güven-*r*ım* → (gü*ve*ni*rim)*. Destekle-er-*im* → (des*tek*le*rim)*, unu*tr-*um → (u*nu*tu*-rum)*

Okul-da-şin → (o*kul*da*sin)*. Gül*sel-*sin* → (gü*zel*sin)*. İyi-*sin* → (i*yı*sin)*

Toplanti-da-şin-*iz* → (top*lan*ti*da*si*niz)*. Bítır-ir-*sin-*iz* → (bi*tı*rır*si*niz)*. Temizle-*r*ın* → (te*miz*rı*ler*si*niz)*. Yazar-*sın* → (ya*zar*sin)*. Koş-*sarı *sin* → (ko*sar*sin)*. Çalış-*r*ın-*iz* → (ça*lı*şı*rlı*si*niz)*. Gül-*er-*sin-*iz* → (gü*ler*si*niz)*.

No personal allomorphs are used for the third person singular:

**Okul-*da** (o*kul*da)*. Bahçe-*de* (bah*çe*de)*. Ev-*de* (ev*de)*. Sokak-*ta* (so*kak*ta)*. Git-*er* (gi*der)*. Gel-*ir* (ge*lir)*. Anla-*ar* (an*lar)*. Koş-*ar* (ko*sar)*. Üzül-*ür* (ü*zü*lür)*.

For the third person **plural** no personal allomorphs are used if a personal pronoun is used in the beginning of a sentence. However, if a personal pronoun is not used, the [ler, lar] plural allomorphs are used instead:

**Onlar** her gün okul-*a git-*er*.* Her gün okul-*a git-*er-*ler*.

**Onlar** sıkınti-*da*.* Sıkınti-*da-*lar*.

The primarily stressed syllables in the verb compositions using the verb "be" are the syllables preceding the syllables that contain personal allomorphs:

(ev*de*yı*m ∨) I am at home.

(i*yı*yı*m) I am all right.

(şas*ki*nım) I am confused.

(kız*gi*nım) I am angry.
(oğ*ret*me*nim) I am a teacher.
(a*ki*l*i*sin) You are clever.
(hak*l*i*sin) You are right.
(bu*na*l*i*lim*da*sin) You are in depression.
(i-yi) He is allright. (No personal allomorph is used.)
(uy*ku*da) He is asleep. (No personal allomorph is used.)
(ma*sa*da) It is on the table. He is at the table.
(hak*l*i*yi*z) We are right.
(o*ku*l*da*yi*z) We are at school.
(ha*zir*si*niz) You are ready.
(gü*zel*si*niz) You are beautiful.
(ev*de*ler) They are at home.
(i*yi*ler) They are allright.
(sı*kın*ti*da*lar) They are in trouble.

The Simple Present Positive Action Verbs: "verb-[ir, ir, ür, ur, er, ar]-pers"

In The Simple Present action verb compositions, the primary stresses are on the syllables preceding the last syllables containing the personal morphemes. However, as the third person singular verbs do not need personal morphemes, the last syllables are stressed as in the examples. While dividing this verb composition into syllables, a Turkish speaker detaches the last consonant of a verb root, a stem or a frame, and attaches it to one of the following ♫ [ir, ir, ür, ur, er, ar] allomorphs. Then, if the personal allomorph is formed of a "v.c" syllable, he detaches the /r/ phoneme from the [İR] morpheme and attaches it to the "v.c" syllable to form a "c.v.c" syllable. If the last syllable is formed of a "c.v.c" syllable, it stays the same. All the last syllables of the verb compositions in this tense are formed of "c.v.c" syllables, and all of the syllables in the verb compositions are secondarily stressed. If necessary, only a specific syllable can be primarily stressed.

Consider the examples carefully:

Gel-*i*rim. → (ge*li*rim), Ýç-*e*rim. → (i*çe*rim), Tuţ-ar-*im. → (tu*ta*rim)
Kaç-ar-*sin. → (ka*ça*rsin), Ýç-er-*sin. → (i*çer*sin), Tuţ-ar-*sin. → (tu*ta*r*sin)
Gel-*i*r. → (ge*li*r), Ýç-*e*r. → (i*çe*r), Tuţ-ar-*r. → (tu*ta*r), Aţ-ar-*r. → (a*ta*r)
Gel-*i*r-*iz. → (ge*li*r-*iz), Ýç-*e*r-*iz. (i*çe*r-*iz), Tuţ-ar-*r-*iz (tu*ta*r-*iz), Aţ-ar-*r-*iz. (a*ta*r-*iz)
Geç-ir-sın-iz. → (ge*lır*si*niz), İç-er-sın-iz. (i*çer*si*niz), Al-ır-sın-ız. (a*lir*si*nız)
Geç-ır-ler. → (ge*lır*ler), İç-ır-ler. → (i*çer*ler), Koş-ar-lar. → (ko*sar*lar)

However, if the verb roots, stems or frames end with vowels, the first vowels of the *s [ir, ir, ür, ur, er,ər] allomorphs coincide with them and combine:

Bekle-er-im. → (bek*le*rim), Uyu-ur-um. → (u*yu*rum) (*c.v.c* syllable)
Bekle-er-sin. → (bek*ler*sin), Uyu-ur-sun → (u*yu*rusun) (*c.v.c* syllable)
Bekle-er. → (bek*ler), Uyu-ur. → (u*yu*r), Ye-er → (yer)
Bekle-ır-iz. → (bek*le*riz), Uyu-ur-uz. → (u*yu*ruz), (c.v.c* syllable)
Bekle-er-sın-iz.→(bek*ler*si*niz), Uyu-ur-sun-uz. → (u*yu*rus*nu) (*c.v.c*)
Bekle-ler-lar. → (bek*ler*ler), Uyu-ur-lar → (u*yu*lar) (*c.v.c* syllable)

The English equivalents of such sentences are as follows:

Bekle-er-im. → (bek*le*rim) I wait. (*c.v.c* syllable)
Dengele-er-im. → (den*ge*le*rim) I balanca. (*c.v.c* syllable)
Yürü-ür-sün. → (yü*rü*rü*sün) You walk. (*c.v.c* syllable)
Anla-ar-sın. → (an*lar*sin) You understand. (*c.v.c* syllable)
Uç-ar. → (u*çar) It flies. (*c.v.c* syllable)
Ye-er → (yer) He eats. (*c.v.c* syllable)
Anla-ar. (an*lar) He understands. (*c.v.c* syllable)
Atla-ar-ız → (at*la*riz) We jump. (*c.v.c* syllable)
Tartış-ır-ız. → (tar*tı*şi*riz) We discuss. (*c.v.c* syllable)
Taşi-ır-sın-ız. → (ta*şır*si*niz) You carry. (*c.v.c* syllable)
Bekle-er-sın-ız. → (bek*ler*si*niz) You wait. (*c.v.c* syllable)
Anla-ar-lar. → (an*lar*lar) They understand. (*c.v.c* syllable)
Gül-er-ler. → (gü*ler*ler) They laugh. (*c.v.c* syllable)

The Simple Past Tense Positive:

In The Simple Past Tenses containing verb "be", the last syllables of the nouns, adjectives, or adverbials are stressed. However, if they are formed of "c.v" syllables, they are turned into "c.v.c" syllables by adding /y/ glides as in the examples. The past allomorphs are *s [di, di, dü, du, ti, ti, tü, tu], and the personal allomorphs are (ben) *s [im, im, üm, um], (sen) *s [in, in, ün, un], (o) [ö], (biz) *s [ik, ik, ük, uk], (siz) *s [in-iz, in-iz, ün-üz, un-uz], or
(onlar) ø or ♫ [ler,lar]. When the past allomorphs and the personal allomorphs attach to one another, the last vowels of the morpheme [DI], and the first vowels of the personal allomorphs happen to be identical. As it is impossible to verbalize two vowels together in Turkish, these vowels combine and are verbalized as single vowels. The final syllables of this verb composition are "c.v.c" syllables, except for the third person singular:

Yorgun-du-um. → (yor*gun*dim). Hazır-di-ın. → (ha*zir*din)
Ev-de/y/-di-ık. → (ev*de/y/*/dik), İnatçılı/y/-di-ın-. → (i*natçılıy*/diniz)

(ev*de/y/*/dim) I was at home. (*c.v.c*)
(yor*gun*dim) I was tired. (*c.v.c*)
(öf*ke*li/y/*din) You were angry. (*c.v.c*)
(a:*şık*tin) You were in love. (*c.v.c*)
(i*nat*çılı/y/*diniz) She was obstinate. (*c.v*)
(uy*kd*ay/*/diniz) He was asleep. (*c.v*)
(ö*nem*li/y/*/diniz) It was important. (*c.v*)
(ev*de/y/*/dik) We were at home. (*c.v.c*)
(meş*gil*dik) We were busy. (*c.v.c*)
(si*kin*ti*da*y/*diniz) or (si*kin*ti*da*lar*y/*diniz) They were in trouble. (*c.v.c*)
(i*yi/y/*/diniz) I was all right. (*c.v.c*)
(an*ka*ra*da/y/*/diniz) They were in Ankara. (*c.v.c*)
(ha*va / yağ*mur*lu/y/*/diniz) It was rainy. (*c.v*)
(ha*va / kar*lu/y/*/diniz) It was snowy. (*c.v*)
(ku*sur*lu/y/*/dul*lar) They were faulty. (*c.v.c*)

If an action verb is used in the simple past tense, the primary stress is on the last syllable:

Çalış-ti-ım. → (ça*lış*tim), Çalış-ti-ın. → (ça*lış*tin), Çalış-ti. → (ça*lış*ti)
Çalış-ti-ık. → (ça*lış*tik), Çalış-ti-ın-iz.→(ça*lış*ti*niz), Çalış*ti*lar.→ (ça*lış*ti*lar)
Başar-di-ım. → (ba*şar*dim) I succeeded.
Ertele-di-ım. → (er*te*le*dim) I postponed.
Bekle-di-ın. (bek*le*din) You waited.
Gör-dü-ün. → (gör*dün) You saw.
Git-ti. → (git*ti) He went away. (*c.v*)
Anla-di. → (an*la*di) He understood. (*c.v*)
Başar-di-ık. → (ba*şar*dık) We succeeded.
Gülüş-tü-ük. → (gü*lüş*tük) We laughed together.
Anla-di-i-niz. → (an*la*di*niz) You understood.
Kaç-tı-i-niz. → (kaç*ti*niz) You ran away.
Bekle-di-ler. → (bek*le*di*ler) They waited.
Gül dü-ler. → (gül*dü*ler) They laughed.
O nar-i-m. → (o*nar*dım) I repaired.
Bo yat-i-m. → (bo*yat*ım) I had it painted.
Anlaş-tı-i-k. → (an*laş*tık) We agreed.

The Present Continuous Tense Positive: "Verb- [İ.YOR]-pers"

While dividing this verb composition into syllables, the verbal (oral) sequence detaches the final consonant of the verb root, stem or frame from the last syllable, and attaches it to the first vowel (i, i, ü, u) of the [İ*YOR] morpheme to produce a "c.v" syllable, which is stressed in this verb composition, and it detaches the /r/ consonant of the "yor" syllable, and attaches it to the personal allomorphs "um" or "uz" to produce the "rum" or "ruz" syllables. However, if the personal allomorphs are "sun" or "sun-uz", they do not need a change because they end with "c.v.c" syllables. As the third person singular verb compositions do not take personal allomorphs, they end up with the "yor" syllables. The third person plural verb compositions may end with "ler" or "lar" syllables if no personal pronouns are used in their sentences.

If the verb roots, stems or frames end with vowels in these verb compositions, these vowels drop as usual. Consider the following examples carefully:

Gör -ü.yor-um. → (gö*rü*yo*rum), Taşı-1.yor-um. → (ta*şı*yo*rum)
Çiz-i.yor-um. → (ći*zi*yo*rum), Bayı1-i.yor-um. → (ba*yı*lı*yo*rum)
Çöz-ü.yor-sun. → (çö*zu*yo*rum), Anla1-yor-sun. → (an*lı*yor*sun)
Kork-u.yor. → (kor*ku*yor), Bekle-i.yor. → (bek*lı*yor), San-1.yor.
Gele-i.yor-lar. → (ge*li*yor*lar), Düşün üz-yor-lar. → (dü*şü*nü*yor*lar)

All words, whether they are roots or produced by the derivational allomorphs, have their own syllables produced by the general syllabication rules of the Turkish sound system. The verb roots, stems and frames have their
own syllables. Only the last consonants of their last syllables detach from their syllables and attach to the first vowels of the following morphemes, and what is more, the last consonants of all the inflectional morphemes used in the verb compositions may detach and attach in succession. One can see how this consonant transposition takes place by following the single underlined consonants in the examples.

Gel-i.yor-um. → (ge*lî*yo*rum), Aç-i.yor-uz. → (a*çî*yo*ruz)
Bitir-i.yor-um. → (bi*tî*ri*yo*rum), Anla-t-i.yor-uz. → (an*la*ti*yo*ruz)
Hazırlan-i.yor-uz. → (ha*zir*la*ni*yo*ruz), Aldat-t-i.yor-uz. → (al*da*ti*li*yo*ruz)
Demokratik-leş-i.yor-uz. → (de*mok*ra*ti*ks*li*yo*ruz)
Anla-s-i.yor-uz. → (an*la*şi*yo*ruz), Uyu-u.yor-uz. → (u*yu*yo*ruz)

The consonants that detach from the syllables and attach to the following syllables above are single underlined. The double underlines show the dropped vowels. Be careful of the single underlined consonants before the double underlined dropped vowels because they may be very short such as: "lê"

Bekl-e-i.yor-um. → (bek*lî*yo*rum) I am waiting.
Anla-a-i.yor-um. → (an*lî*yo*rum) I understand.
Tertip-e-i.yor-um. → (ter*tîp*lî*yo*rum) I am tidying.
Temizle-e-i.yor-sun. → (te*miz*lî*yo*rum) You are cleaning.
Anla-a-i.yor-sun. → (an*lî*yo*sun) You understand.
Çalış-s-i.yor-sun. → (ça*li*ski*yo*sun) You are working.
Destekle-s-i.yor-sun. → (des*tek*le*ni*yo*sun) You are being supported.
Düşün-ü.yor. → (dû*şü*nü*yo) She is thinking.
Gel-me-e-i.yor. → (gel*mi*yo) She is not coming.
Temizle-s-i.yor. → (te*miz*le*ni*yo) It is being cleaned.
Boya-u.yor-uz. → (bo*yu*yo*ruz) We are painting.
Anla-ma-a-i.yor-uz. → (an*la*mi*yo*ruz) We do not understand.
Öl-ü.yor-uz. → (öl*ü*yo*ruz) We are dying.
Taş-e-s-i.yor-sun-uz. → (ta*şi*yo*sun) You are carrying.
Taşın-s-i.yor-sun-uz. → (ta*şi*nı*yo*sun) You are moving.
Koş-u.yor-sun-uz. → (ko*şi*su*yo*sun) You are running.
Uç-ma-a.u.yor-lar. → (uç*mu*yo*lar) They are not flying.
Kaç-i.yor-lar. → (ka*çî*yo*lar) They are escaping. They are running away.
Gel-mi.yor-lar mı? (gel*mi*yor*lar / mi ~) Aren't they coming?

The Simple Future Tense Positive:

The last syllables of the nouns, adjectives, or adverbials are primarily stressed in the sentences using The Simple Future "be" verb compositions:

Follow the examples:

(o *kul*da / o*la*ca*ğım) I will be at school. (adverbial)
(dik *kat*li / o*la*ca*ğım) I will be careful. (adjective)
(ha *zir / o*la*ca*ğın) You will be ready. (adjective)
(dü *rüst / o*la*ca*ğın) You will be honest. (adjective)
(ter *tip*li / o*la*cak*lar) He will be tidy. (adjective)
(ko *nuş*kan / o*la*cak) She will be talkative. (adjective)
(mut *lu / o*la*ca*ğız) We will be happy. (adjective)
(ka *rar*li / o*la*ca*ğız) We will be determined. (adjective)
(is *tek*li / o*la*cak*lar) They will be willing. (adjective)
(dok *tor / o*la*ca*ğım) I will be a doctor. (noun)
(bah *çe *de / o*la*cak*lar) They will be in the garden. (adverbial)

If this verb composition contains an action verb such as "go", "write", "clean", etc., its last consonant detaches from its syllable, and attaches to the first vowel of the following allomorphs ♫ "e.cek" or "a.cak", and the last consonants of the "cek" or "cak" syllables detach from them, and attach to the "v.c" personal allomorphs to produce "c.v.c" syllables while the /k/ phonemes change in real-time into their voiced form /ğ/ consonants. The primarily stressed syllables are on "ce, ca" or "cek, cak". The consonants that change their positions between successive syllables are single underlined:

Gel-e.cek-im. → (ge*l*e*ce*ğım), Konuş-a.cak-iz. → (ko*nu*şa*ca*ğiž)
Sey-e.cek-sin. → (se*ve*cek*sin), Gör-e.cek-sin. → (gö*re*cek*sin)
Suş-a.cak. → (su*sa*ca*kak), Kırı-l-a.cak. → (k*r*i*la*ca*kak), Unu-t-a.cak.
Başar-a.cak-iz. → (ba*şa*ra*ca*ğiž), Unu-t-a.cak-iz. → (u*nu*ta*ca*ğiž)
Düşün-e.cek-sın-iz. → (dü*şü*ne*cek*si*niz), Güm-e.cek-sın-iz. (güm*le*cek*si*niz)
Koş-a.cak-lar → (ko*şa*ca*kal*ar), Gi-te.cek*ler. → (gi*de*cek*ler)

The verbs that end with vowels are attached to "e.cek" or "a.cak" allomorphs by the /y/ glides to harmonize the link between the successive vowels:
Anla/-y/a.çak-im. → (an'*la*ya*ca*ğim), Uyu/-y/a.çak-im. (u*yu*ya*ca*ğim)
Ara/-y/a.çak-sin. → (a*ra*ya*ca*ğisin), Bekle/-y/e.cek. → (bek*le*ye*cek)
Başla/-y/a.çak-iz. → (ba*ş*la*ya*ca*ğız), Anla/-y/a.çak-sın.(an*la*ya*ca*ğ*si*riniz)
Koru/-y/a.çak-lar. → (ko*ru*ya*ca*ıklar), Dinle/-y/e.cek-ler. → (din*le*ye*cek*ler)

Çalış-a.çak-im. → (ça*lı*ş*a*ca*ğim) I will study or work.
Bekle/-y/e.cek-im. → (bek*le*ye*ce*ğim) I will wait.
Anla/-y/a.çak-sin. → (an*la*ya*ca*ğisin) You will understand.
Başar-a.çak-sin. → (ba*ş*a*ra*ca*ğisin) You will succeed.
Düşün-e.cek. → (dü*şü*ne*cek) She will think.
Unut-a.çak. → (u*nu*ta*ca*k) She will forget.
Kaza*na*ca*ğ*iz We will win.
Sa*t-ca*ga*ğiz We will sell.
Üzül-e.cek-ler. → (üzü*le*cek*ler) They will be sorry.
Delir-e.cek-ler. → (de*li*re*cek*ler) They will go mad.

The Rumor Form Positive:

If a verb "be" is used in this verb composition, the last syllables of the nouns, the adjectives, or the adverbials preceding the "miş, mış, müş, muş" allomorphs are primarily stressed. To supply the "v.c" personal morpheme with an initial /c/ consonant, the last consonant /ş/ of the [MIŞ] morpheme detaches, and attaches to the "c.v.c" syllable to complete the "c.v.c" personal syllable. If the nouns, adjectives, or adverbials end with vowels, they take the /y/ glides:

Tembel-miş-im. → (tem*bel*mi*şim), Doktor-muş-um. → (dok*tor*mu*şum)
Ev-de/y/-miş-im. → (ev*de*y*mi*şim), Hasta/y/-miş-im. → (has*ta*y*mi*şim), Sıkıntı-da/y/-miş-im. → (si*kin*tı*day*mi*şim), Ben-miş-im. (ben*mi*şim)
ÇarşI-da/y/-miş-sin. → (çar*şi*day*mi*şim), Be**kär-miş. → (be*kär*miş)
Toplanti-da/y/-miş-iz. → (top*lantı*da*y*mi*şim), Ėyi/y/-miş-ler (i*yi*miş*ler)
Öfkeli/y/-miş. → (öf*ke*li*y*miş), İstanbul.lu/y/-muş. → (is*tan*bül*luy*muş)

The Simple Present, The Present Continuous, The Simple Future tenses, and some modal forms can also be used with the [miş, mış,müş, muş] allomorphs:

Yanıl-miş-im. (ya*nıl*mi*şim) I think I was mistaken.
 (i*şi*m*den / ko*vul*mu*şum) They say that I have been dismissed.
 (a*ra*ba*ni / sat*miş*si*n) They say that you (have) sold your car.
 (i*şi*ni / ta*mam*la*miş*si*n) They say that you have completed your work.
They say that she got crazy.

They say that she fainted.

They say that our team (was) has been defeated.

They say that we avoided.

They say that we were cheated.

They say that they have forgotten.

They say that they understood.

They say that she is learning Turkish.

They say that she knows Turkish.

They say that she will go to London.

They say that I should learn Turkish.

They say that I should work.

They say that you may be dismissed.

They say that I can't play football

They say that we shouldn't go to the meeting.

They say that I can play football from now on.

The Past Perfect Tense Positive:

Only the action verbs are used in this tense. As in the other verb compositions, the last syllables are always "c.v.c" syllables. However, as there are no personal allomorphs that stand for the third person singular, only the [MIŞ] and the [DİL] morphemes are used. The personal allomorphs are the allomorphs that are used in The Simple Past Tense. In this tense, the allomorphs of the [MIŞ] morpheme are always primarily stressed:

Gör-müş-tü-üm. → (gör*müş*tüm), Anla-miş-ti-im. → (an*la*mış*tim)
Gör-müş-tü-ün. → (gör*müş*tün), Sakla-miş-ti-in. → (sak*la*mış*tim)
Git-miş-ti. → (git*mış*ti), Anla-miş-ti. → (an*la*mış*ti), Ol-muş-tu. (ol*muş*tu)
Bitir-miş-ti-ik. → (bi*tir*mış*ti), Temizle-miş-ti-ik. → (te*miz*le*mış*ti)
Dur-muş-tu-un-uz. → (dur*muş*tu*nuz), Evlen-miş-ti-in-iz. (ev*len*mış*ti*ni)
Uyu-muş-lar-di. → (uyu*muş*lar*di), Bekle-miş-lar-di. → (bek*le*miş*ler*di)

İş-im-i yap-miş-ti-im. → (işi*mi / yap*mış*tim) I had done my work.

Ev-den çık-miş-ti-im. → (ev*den / çık*mış*tim) I had left home.

Uykulu-y/a dal-miş-ti-in. → (uyku*y/a / dal*mış*tim) You had fallen asleep.
(ev / ö*de*vi*ni / yap*miş*ti) You had done your homework.
(evi / ter*tip*le*miş*ti) She had tidied the house.
Beni anla-miş-ti. → (be*ni / an*la*miş*ti) She had understood me.
(top*lan*ti*yi / er*te*le*miş*tik) We had postponed the meeting.
(i*şi*mi*zi / ta*mam*la*miş*tik) We had completed our work.
(bi*ze / te*le*fon / et*miş*ti*niz) You had telephoned us.
Evden ayrılı-miş-tın. → (ev*den / ay*rıl*miş*ti*niz) You had left home.
(O*ku*l*a gi*ytı*yor*du) I was going to school.
(Te*le*vi*yon / sey*re*di*yor*du) I was watching television.
(Ca*lı*ş*iyor*du) I was working.
(o*da*ni / ter*tip*li*yor*du) You were tidying your room.
Uyu*du*yor*du*nun. → (u*yu*yor*du*nun) You were sleeping.
Bana ba*ri*yor*du*nun. → (ba*na / ba*ki*yor*du*nun) He was looking at me.
(O*kul*dan / ge*li*yor*du*nun) She was coming from school.
Yemek ve*ni*yor*du*uk. → (ye*mek / yı*yor*du*uk) We were having lunch.
(O*to*büs / du*ra*ği*na / ko*şu*yor*du*uk) We were running to the bus stop.
Düşün*du*yor*du*nun. → (dü*şü*nü*yor*du*uk) We were thinking.
(bas*ket*bol / oy*nu*yor*du*nun) You were playing basketball.
Çalış*du*un*uz. → (ça*li*şı*yor*du*nun) You were working.
(kuş*la*ra / ba*ki*yor*du*nun) You were looking at the birds.
(du*var*la*ri / bo*yu*yor*lar*di*nuz) They were painting the walls.
(Tar*ti*şi*yor*lar*di) They were discussing.
Was Going To Positive: "verb - [E.CEK] - [DI] - pers"

If the verb roots, stems or frames end with consonants when composing this verb composition, the ❉ [e.cek] or [a.cak] allomorphs attach to these verbs whose last consonants detach and attach to the /e/ or /a/ vowels of the ❉ [e.cek] or [a.cak] allomorphs, but if they end with vowels, the /y/ glides are inserted between the last vowels of the verbs and the ❉ [e.cek] or [a.cak] allomorphs. And then, the [ti] or [tı] allomorphs attach to these allomorphs which are followed by the personal allomorphs: (ben) ❉ [im, im], (sen) ❉ [in, in], (o) "∅", (biz) ❉ [ik, ik], (siz) ❉ [ın-iz, ın-iz], (onlar) ❉ [ler*di, lar*di], whose first vowels combine with the last vowels of the [ti], [tı] allomorphs:

Gel-e.cek-ti-im. → (ge*le*cek*tim), Bitir-e.cek-ti-im. → (bi*ti*re*cek*tim)
Bu*l-a.cak-ti-im. → (bu*la*cak*tim), Topla-/ya.a.cak-ti-im. → (top*la*ya*cak*tim),
Uyu-/ya.a.cak-ti-im. → (u*yu*ya*cak*tim), Tara-/ya.a.cak-ti-im.→(ta*ra*ya*cak*tim)
Gü*l-e.cek-ti-in. → (gü*le*cek*tin), Anla-/ya.a.cak-ti-in. → (an*la*ya*cak*tin)
Gel-e.cek-ti. → (ge*le*cek*ti), Uyu-/ya.a.cak-ti. → (u*yu*ya*cak*ti)
Gel-e.cek-ti-ik. → (ge*le*cek*tik), Uyu-/ya.a.cak-ti-ik. → (u*yu*ya*cak*tk)
Gel-e.cek-ti-in-iz.→(ge*le*cek*ti*iniz), Başla-/ya.a.cak-ti-iniz.→(baş*la*ya*cak*ti*iniz)
Gel-e.cek-ler-di.→(ge*le*cek*ler*di), Başla-/ya.a.cak-lar-di.→(baş*la*ya*cak*lar*di)
Kağ-a.cak-ti-im. → (ka*ça*cak*tim) I was going to escape.
(o*de*vi*mi / ya*pa*cak*tim) I was going to do my homework.
Bayıl-a.cak-ti-im. → (ba*yi*la*cak*tim) I was going to faint.
Kağ-a.cak-ti-in. → (ka*ça*cak*tin) You were going to escape.
(a*ra*ba*yi / yi*ka*ya*cak*thin~) You said (promised) that you would wash the car, but you didn't. (complaint)
(ba*na / yar*dim / e*de*cak*tin~) You promised to help me, but you didn't.
Ben-i öldür-e.cek-ti. → (be*ni / öl*dü*re*cak*ti) He was going to kill me.
(ma*ri / mo*bil*ya*nin / to*zu*nu / a*la*cak*ti~) Mary said that she would dust the furniture, but she didn't.
(pik*ni*ğe / gi*de*cak*tik~) We were going to have a picnic, but...
(ye*ni / bir / a*ra*ba / a*la*cak*tik~) We were going to buy a new car, but...
(za*ma:*nin*da / ge*le*cek*ti*niz~) You said that you would come on time, but you didn't. (complaint)
(top*lan*ti*ya / ge*le*cek*ti*niz~) You said that you would come to the party. Why didn't you come?
(ev*le*ri*ni / sa*tar*lar*di~) They were going to sell their house, but…
(kur*ta*la*cak*lar*di~) They were going to be rescued, but…
(bl*tir*re*cektim ~) I was going to finish, but…

"Used To" positive containing a verb "be" or "have":
İki ara-ba-am var-di. → (i*ki / a*ra*bam / var*di) I used to have two cars.
Çok para-an var-di. → (çok / pa*ran / var*di) You used to have a lot of money.
Çok ar-kada*ş-i var-di. (çok / ar*ka*sa*ş / var*di) He used to have a lot of friends.
(bur*da / bir / hey*kel / var*di) There used to be a statue here.

"Used To" containing action verbs:
Kalk-ar-di-im. → (kal*kar*dim) I used to get up.
Ça*li*şır*din) You used to work.
Oya-na-ar-di. → (oy*nar*di) He used to play.
Ko*şar*dik) We used to run.
Güler-di*niz) You used to laugh.
Ge*ler-di) They used to come.

(sa*bah*le*yin / er*ken / kal*kar*dim)
I used to get up early in the morning.
(es*ki*den / çok / ça*li*şır*din)
You used to work hard in the past.

(fut*bol / oy*nar*di) He used to play football.
(o*ku*la / yu*rü*ye*rek / gi*der*dik) We used to walk to school.

(bü*tün / gün / mut*fak*ta / ye*mek / ya*par*di*niz)
You used to cook in the kitchen all day long.

(bü*tün / gün / bah*çe*de / oy*nar*lar*di)
They used to play in the garden all day long.
The Rumor Forms of the Simple Present, the Present Continuous, and the Simple Future Tenses

The verb compositions containing these tenses and the allomorphs of the [MİŞ] morpheme are as follows.

Anla-ar-miş-im. → (an'lar*miş*шим) They say that I understand.
Anla-ar-miş-sin. → (an'lar*miş*sin) They say that you understand.
Anla-ar-miş. → (an'lar*miş) They say that he understands.
Anla-ar-miş-iz. → (an'lar*miş*şiz) They say that we understand.
Anla-ar-miş-sin-iz. → (an'lar*miş*şi*niz) They say that you understand.
Anla-ar-lar-miş. → (an'lar*lar*miş) They say that they understand.

Çalış-i.yor-muş-um. → (ça*lı*ş*yor*mu*şum) They say that I am working.
Biş-i.yor-muş-sun. → (bi*li*yor*muş*sun) They say that you know.
Din-le-i.yor-muş. → (din*li*yor*muş) They say that he is listening.
Bekle-i.yor-muş-uz. → (bek*li*yor*mu*şuz) They say that we are waiting.
Bekle-i.yor-muş-sun-uz. → (bek*li*yor*muş*su*nuz) They say that you are waiting.
Uyu-u.yor-lar-miş. → (u*yu*yor*lar*miş) They say that they are sleeping.
Bitir-e.cek-miş-im. → (bi*tir*re*cek*miş*şim) They say that I will finish.
Sey-e.cek-miş-sin. → (se*ve*cek*miş*sin) They say that you will like.
Gele-e.cek-miş. → (ge*le*cek*miş) They say that he will come.
Gül-e.cek-miş-iz. → (gül*le*cek*miş*şiz) They say that we will laugh.
Bekle/-y/e.cek-miş-sin-iz → (bek*le*ye*cek*miş*şi*niz) They say that you will wait.
Gele-e.cek-ler-miş. → (ge*le*cek*ler*miş) They say that they will come.

While reading the sentences above, one should remember that the concept of the [MİŞ] morpheme is ambiguous because the origin and the time of the rumor are either unknown or concealed. Therefore, the English sentences given above might also be written as follows:

Gör-muş-üm. → (gör*mu*şüm) They say that I saw. They said that I had seen. Everybody says that I saw. I remembered that I had seen, etc.

The [MİŞ] morpheme can also be used followed by [ME.Lİ], [E.BİL], and [E.MEZ] morphemes.
Git-me.li/y/-miş-im. → (git*me*liy*mişim) They say that I must go.
Git-e.bil-ir-miş-im. → (gi*de*bi*lir*mişim) They say that I can go.
Git-e.mez-miş-im. → (gi*de*mez*mişim) They say that I can't go.

Can and may: [E.BİL]
Sať-a.bil-ir-im. → (sa*ta*bi*litim) I can (may) sell.
Çık-a.bil-ir-sin. → (çı*ka*bi*lir*sin) You can (may) go out.
Yardım et-e.bil-ir. → (yar*dim / e*de*bi*lir) He can (may) help.
Onu buď-a.bil-ir-iz. → (o*n*ru / bu*la*bi*litiriz) We can (may) find it.
Gör-e.bil-ir-sin-iz. → (gö*re*bi*lir*si*niz) You (can) may see.
Anla-/y/a.bil-ir-ler. → (an*la*ya*bi*lir*ler) They can (may) understand.

Must: [ME.Lİ]
Acele et-me.li-/y/ım. → (a*ce*le / et*me*li*yim) I must hurry up.
Büro-um-a git-me.li-/y/ım. → (bü*ro*ma / git*me*li*/y/ım) I must go to my office.
Çalış-ma.li-sin. → (çalış*ma*li*sin) You must work.
Sus-ma.li. → (sus*ma*li) She must stop talking.
Konus-ma.li-/y/iz. → (konus*ma*li*/y/iz) We must talk.
Ertele-me.li-sin-iz. → (er*te*le*me*li*si*niz) You must postpone.
Anla-ma.li-lar. → (an*la*ma*li*lar) They must understand.

Must have: [MİŞ] ol-mali
Unut-muş ol-ma.li-/y/ım. → (unut*muş / ol*ma*li*yim) I must have forgotten.
Gör-muş ol-ma.li-sin. → (gör*muş / ol*ma*li*sin) You must have seen her.
Ev-den çık-miş ol-ma.li. → (çık*miş / ol*ma*li) She must have left home.
Yak-miş ol-ma.li-/y/iz. → (yak*miş / ol*ma*li*yiz) We must have burned it.
Bitir-miş ol-ma.li-sin-iz. → (bitir*miş / ol*ma*li*niz) You must have finished.
Kaç-miş ol-ma.li-lar. → (kaç*miş / ol*ma*li*lar) They must have escaped.

Can't have: [MİŞ] ol-a.maz
O-/n/u gör-muş ol-a.maz-am. → (o*nu / gör*muş / o*la*mam) I can't have seen her.
(bir / yan*lis*lik / yap*miş / o*la*maz*sin) You can't have made a mistake.
Yat-miş ol-a.maz → (yat*miş / o*la*maz) He can't have gone to bed.
Yanlış anla-mış o-l-a-ma-/y/ı/ṣ. → (yan*lış / an*la*mış / o*la*ma*yıız)
We can't have misunderstood.

Bitir-mış o-l-a-maz-sı-nı-ız → (bi*tir*mış / o*la*maz*sı*nıız)
You can't have finished.
(ka*za: / ge*çir*mış / o*la*maz*lar) They can't have had an accident.

**Should have:** **gerek**-ir-di (ge*re*kir*di)

(sa*at / se*kiz*de-/ / bü*ro*da / ol*mam / ge*re*kir*di)
I should have been at the office at eight.
(ter*bi*ye*li / dav*rän*man / ge*re*kir*di)
You should have behaved politely.
(da*ha / sa:*kin / ol*ma*si / ge*re*kir*di)
He should have been calmer.
(da*ha / dik*kat*li / ça*Iiş*ma*mız / ge*re*kir*di)
We should have worked more carefully.
(bi*zi / an*la*ma*la*ri / ge*re*kir*di) They should have understood us.

**May have:** o-l-a-bil-[pers] (o*la*bi*li*rim)

(ka*pı*yı / a*çık / bi*rak*mış / o*la*bi*li*rim)
I may have left the door open.
(geç / kal*mış / o*la*bi*lir*si*nıız)
You may have been late.
(kâ*bus / gör*müş / o*la*bi*lir)
She may have had a nightmare.

**Needn't have:**

Kız-*ma-**am-a gerek yok-tu.
(kız*ma*ma / ge*rek / yok*tu)
I needn't have got angry.

Cevap ver-me-en-e gerek yok-tu.
(ce*vap / ver*me*ne / ge*rek / yok*tu).
You needn't have answered.
Bugün bitir-me-/s/i-/n/e gerek yok-tu.
(bu / gün / bi*tir*me*si*ne / ge*rek / yok*tu)
She needn't have finished it today.

NEGATIVE VERB COMPOSITIONS

In the negative verb compositions, the last syllables of the verb roots, stems, or frames preceding the [me, ma] negation allomorphs are primarily stressed. However, in The Simple Present Tense, the primary stress is on the negation allomorph:

Git-meز-em. → (git*mem), Anla-maز-am. → (an*la*ma*m)
Git-meز-sin. → (git*meز*sin), Anla-maز-sin. → (an*la*maز*sin)
Git-meز. → (git*meز), Anla-maز. → (an*la*maز)
Git.me-/y/из. → (git*me*из), Anla-ma-/y/из. → (an*la*ma*из)
Git-meز-sиn-из. → (git*meز*сиnиз), Anla-maз-sиn-из. → (an*la*maз*сиnиз)
Git-meز-ler. → (git*meز*ler), Anla-maз-ler. → (an*la*maз*ler)

Git-me-di-im. → (git*me-di*im), Anla-ma-di-im. → (an*la*ma-di*im)
Git-me-di-in. → (git*me-di*in), Anla-ma-di-in. → (an*la*ma-di*in)
Git-me-di. → (git*me-di), Anla-ma-di. → (an*la*ma-di)

Git-me-di-ик. → (git*me-di*ик), Anla-ma-di-ик. → (an*la*ma-di*ик)
Git-me-di-in-из. → (git*me-di*иниз), Anla-ma-di-ин-из. → (an*la*ma-di*иниз)

Gel-me-i.yor-du-um. → (gel*me*yor-du*um), (ko*nuș*mu*yor*du*um)

Gör-me-miş-im. → (gör*me*mis-im), (an*la*ma*mi*sim)

BASM*la*ma*ya*cek*tim)
It may be useful to give further explanations on word stress before giving some more example sentences on the verb frames. There are three kinds of stresses in Turkish: weak stress, secondary stress, and primary stress. If a syllable is printed in normal type, it is weakly stressed.

Turkish words generally have weak stress on the first syllables. The syllables following the weak syllables are all secondarily stressed, and when a word is thought important, the last secondarily stressed syllable is primarily stressed. If a root is monosyllabic, its single syllable is naturally the last syllable, so it is secondarily stressed. However, there may also be some other secondarily stressed syllables in the first syllables of some borrowed words.

If a speaker thinks that a word is important, he strengthens the last secondarily stressed syllable of a word to make it dominant in a sentence. This definition, however, differs in verb compositions because the verb roots, stems or frames, whether monosyllabic or polysyllabic, are suffixed by several inflectional morphemes. In verb compositions, the verb roots, stems and frames, and the following syllables are all secondarily stressed. Only one of these syllables in the verb compositions can be primarily stressed, which does not depend on the speaker's choice. Besides, some of the morphemes used in the verb compositions are formed of two or more syllables such as “me.lı”, “ma.lı”, “e.cek”, “a.cak”, “e.bi.lir”. Only the last syllables of such morphemes can be primarily stressed, except for "e.mez”, “a.maz”, which are negation allomorphs.

One can change the meaning of a sentence by changing a secondary stress at the end of a word (except the ones in a verb composition) into a primary stress:

\[(\text{an}^{*}\text{nem} / \text{de}^{*}\text{niz}^{*}\text{de} / \text{yü}^{*}\text{zü}^{*}\text{yor} \rightarrow)\]

In the sentence above, each word has several secondarily stressed syllables that are printed in italics. The last secondarily stressed syllables in each word are not only secondarily stressed, but they also imply the hearer a suspended juncture as if another word is going to follow it.

The word roots and stems may have one or more syllables. If a word stem has only one syllable, it is naturally secondarily stressed. If it has two or more syllables, these syllables are secondarily stressed except for the first weak syllable. When the stems are suffixed with inflectional or derivational suffixes, these suffixes are also secondarily stressed together with the other secondarily stressed syllables. Consider the secondarily stressed syllables in the following words:

\[(\text{ter}^{*}\text{lik}), (\text{ter}^{*}\text{lik}^{*}\text{çı}), (\text{ter}^{*}\text{lik}^{*}\text{çı}^{*}\text{lik}); (\text{ba}^{*}\text{ba}), (\text{ba}^{*}\text{ba}^{*}\text{si}), (\text{ba}^{*}\text{ba}^{*}\text{si}^{*}\text{nìn}), (\text{ba}^{*}\text{ba}^{*}\text{si}^{*}\text{dan}); (\text{yüz}), (\text{yü}^{*}\text{zü}), (\text{yü}^{*}\text{zü}^{*}\text{ne}), (\text{yü}^{*}\text{zün}^{*}\text{de}), (\text{yü}^{*}\text{zün}^{*}\text{den})\]
However, when one wants to **primarily** stress one of these words, he can only primarily stress the **last** **secondarily** stressed syllable in a word such as:

(ter* lik), (ter* lik* çi), (ter* lik* çi* lik); (ba* ba), (ba* ba* si), (ba* ba* si* nin), (ba* ba* sin* dan); (yüz), (yü* zü), (yü* zü* ne), (yü* zün* de), (yü* zün* den)

Compare the following sentences:

(an* nem / de* niz* de / yü* zü* yor ~) means, “**My mother** is swimming in the sea; not any other woman.

(an* nem / de* niz* de / yü* zü* yor ~) means, “**My mother** is swimming in the sea; not in a lake or a river.

(an* nem / de* niz* de / yü* zü* yor ~) means, “**My mother** is swimming in the sea; not sunbathing or chatting with her friends on the beach.

Another point to consider in a language is its intonation, which is the music of a language that influences its meaning significantly. To describe a piece of music using words is almost impossible. Therefore, listening to native speakers speaking it in their own native languages is of vital importance for students of languages. The longer one is exposed to a foreign language, the easier and more soundly, he can learn it.

In the following example sentences, some frequently used verb frames and their syllables are given in brackets. Most of the **primarily** stressable syllables are also printed in **bold face**, but this does not mean that the other important words in a sentence cannot be stressed. Any one of the words that is thought important in a sentence can be stressed accordingly. The open junc-
tures (pauses) between words are showed by “/” slashes.

**aç:**

Çiçek-ler sabah-le.yin aç-ar.
(çi* çek* ler / sa* bah* le* yin / aç* tar ~)
The flowers open in the morning. (intransitive)

Jack kapı-/y/ı aç-tı.
(jack / ka* pr* yı / aç* ti ~)
Jack opened the door. (transitive)

Jack’e kapı-/y/ı aç-tir-di-im.
(ce* ke / ka* pr* yı / aç* tur* di-im ~)
I made (had) Jack open the door. (causative)
Kapı-yı aç-tır-di-ım.
(ka*pı*yı / aç*tırd*dim 〜)
I had the door opened. (causative)

Kapı bil-in-me-/y/en bir kişi tarafından aç-ıldı.
(ka*pi / bi*lin*me*yen / bir / ki*şi / ta*ra*fin*dan / a*çıl*di 〜)
The door was opened by an unknown person. (passive)

Hava aç-ıldı (açtı).
(ha*va / a*çıl*dı 〜)
The clouds scattered and the sun began to shine. (reflexive)

Kapı, Jack’e aç-tır-ıl-di.
(ka*pi / ce*ke / aç*ti*ril*di 〜)
Jack was made to open the door. (passive causative)

al, alın

Kitap-ı al-dı-im.
(ki*ta*bi / al*dım 〜)
I have taken (received, bought) the book. (transitive)

Kitap-ı satın al-dır-di-im.
(ki*ta*bi / sa*tın *nal*dır*dım 〜) (liaison)
I (have) had the book bought. (causative)

Kitap-ı satın al-dir-tı-im. (double causative)
(ki*ta*bi / sa*ti*nal*dir(t)*tim 〜) (liaison)
I asked someone to have the book bought. (double causative). "

Kitap satın al-in-di.
(ki*tap / sa*ti*na*lin*di 〜) (liaison)
The book has been bought. (passive)

Kitap-ı satın al-dir-di-im.
(ki*ta*bi / sa*tun / al*dir*dım 〜)
I have had the book bought. (causative)

Aldır-ma!
(al*dir*ma 〜)
Never mind! (an expression)
Elma-lar Ahmeť’e al-dır-il-dı.
(e*l′ma*lar / ah*me*te / al′dir*il*di ŋ)
Ahmet was made to buy the apples. (passive causative)

Elma-lar-i Ahmeť’e al-dır-dı.
(e*l′ma*la*ri / ah*me*te / al′dir*di ŋ)
She had Ahmet buy the apples. (causative)

Bu elma-lar geçen hafta a-lın-dı.
(bu / e*l′ma*lar~ / ge*čen / hať*ta / a*lın*di ŋ)
These apples were bought last week. (passive)

Bu elma-lar satın a-lına değ-mež.
(bu / e*l′ma*lar / sa*tın / a*la*ya / deģ*mez ŋ)
These apples are not worth buying. (infinitive)

Yarın bana bir bilgisayar a-lın-yor.
(ya*rın / ba*na~ / bir / bi*l*gi*sa*yar / a*lıni*yor ŋ)
A computer is going to be bought for me tomorrow.

(O), söz-le-ri-den a-lın-dı.
(söz*le*ri*den / a*lın*di ŋ)
She was offended by what I said. (reflexive)

anla:

Jack ders-i anla-di.
(jack / der*si / an*la*di ŋ)
Jack understood the lesson. (transitive)

Ders anla-šıl-di.
(ders / an*la*šıl*di ŋ)
The lesson has been understood. (passive)

Onlar anla-ši-ti-lar.
(on*lar / an*la*ši*lar ŋ)
They (have) reached an agreement. (reciprocal)

anlat:
Jack biž-e bir maṣal anlat-ti.
(jack / bi*ze / bir / ma*sa*lan*lat*ti ∼) (liaison)
Jack told us a story. (transitive)

Öğretmen masal-ı Ahmeṭ’e anlat-tir-di.
(öğ*ret*men / ma*sa*li ~ ah*me*te / an*lat*tir*di ∼)
The teacher made (had) Ahmet tell the story. (causative)

Masalı anlat-tir-di-im.
(ma*sa*li / an*lat*tir*dim ∼)
I had the story told. (causative)

Masal dün anla-tıl-di.
(ma*sal / dün / an*la*tıl*di ∼)
The story was told yesterday. (passive)

Masal Ahmeṭ’e anlat-tır-il-di.
(ma*sal~/ ah*me*te / an*lat*ti*ril*di ∼)
Ahmet was made to tell the story. (passive causative)

Öğretmen bir konu anla-tı.yor (öğretiyor).
(öğ*ret*men / bir / ko*nu / an*la*ti*yor ∼)
The teacher is teaching a subject. (transitive)

art:

Hız art-ti.
(hız / art*tr ∼)
The speed increased. (intransitive)

Hız-ı artır-di.
(hi*zi / ar*tir*di ∼)
He increased the speed. (transitive)

Hız artır-il-di.
(hız / ar*ti*ril*di ∼)
The speed has been increased. (passive)

Ona hız-ı-nı ar-tirt-ti.
(o*na / hi*zı*ni / ar*tirt*ti ∼)
He made him increase his speed. (causative)
Hızı artırtı.
(hızı / artır*tı →)
He had the speed increased. (causative)

Hız Jack’e artır*tı-di.
(hız / jacke / artır*tı-di →)
Jack was made to increase the speed. (passive causative)

başla:

Oyun başla-di.
(oynu / baş*la*di →)
The game (has) started. (intransitive)

Hakem oyunu başlattı.
(hakem / oyunu / başlat*tı →)
The referee started the game. (transitive)

Hakem oyunu Ahmet’e başlattı.
(hakem / oyunu / ahmete / başlat*tı →)
The referee made Ahmet start the game. (causative)

Oyun Ahmet’e başla*til-di.
(oyun /ahmete / başla*til*di →)
Ahmet was made to start the game. (passive causative)

Oyun başla*til-di.
(oyun / başla*til*di →)
The game was started. (by someone) (passive)

bat:

İkinci Dünya Savaşı’nın da birçok gemi batdı.
(ikinci / dunya / savasi’nin / da / bircok / gemi / bat*di →)
A lot of ships sank during The Second World War. (intransitive)
İkinci Dünya Savaşı'/n/da çok gemi batır-dı-lar.

(ı'kin'ci / dün*ya: / sa*va*şın*da / bir*ço*k / ge*mi / ba*тир*di*lar ~)

They sank a lot of ships during The Second World War. (transitive)

Savaş-та birçok gemi batır-il-dı.

(sa*va*ş*ta / bir*ço*k / ge*mi / ba*ti*r*il*di ~)

A lot of ships were sunk during the war. (passive)

(O), parmağ-и-/н/а bir iğne batır-dı.

(par*ma*ğ*и*na / bir / iğ*ne / ba*tır*di ~)

She stuck a needle into her finger. (transitive)

Parmak-им-a iğne battı.

(par*ma*ğ*им * / iğ*ne / bat*ти ~)

A needle stuck into my finger. (intransitive)

bul:

Yüzük- uğ-н/у bul-du.

(yü*zü*ğü*nü / bul*du ~)

She has found her ring. (transitive)

Yüzük- uğ-н/у koca-/н-н/а bul-dur-du.

(yü*zü*ğü*nü / kо*ca*si*na / bul*dur*du ~)

She got her husband to find her ring. (causative)

Yüzük koca-/н-н/а bul-dur-ul-du.

(yü*zü* / kо*ca*si*na / bul*dur*ul*du ~)

Her husband was made to find the ring. (passive causative)

Yüzük- uğ-н/у bul-dur-du.

(yü*zü*ğü*nü / bul*dur*du ~)

She had her ring found. (causative)

Yüzük- uğ bul-un-du.

(yü*zü*ğü / bul*un*du ~)

Her ring has been found. (passive)

çal:
Birisi o-/n/un çanta-/s/i/-n/i çal-dı. 
(bi*r'i/si / o*nun / çan*ta*si*ni / çal*di ~) 
Somebody stole her handbag. (transitive)

Çanta-/s/i/-n/i çal-dir-dı. 
(çan*ta*si*ni / çal/dir*di ~) 
She had her handbag stolen. (causative)

Geçen hafta onun çanta-/s/i çal-in-dı. 
(ge*çen / haft*ta / o*nun / çan*ta*si / çal*in*di ~) 
Her handbag was stolen last week. (passive)

Jack piyano çal-a-bil-ir. 
(jack / pi*yano* / çal*bi*li ~) 
Jack can play the piano. (transitive)

Hakem dü dü/-n/ü çal-dı. 
(hakem / dü*dü*gü*nü / çal*di ~) 
The referee blew his whistle. (transitive)

çarp:

Top pencere-/y/e çarp-tı. 
(top / pen*ce*re*yi / çarp*ti ~), or (top / pen*ce*re*yye / carp*ti ~) 
The ball hit the window. 
(Turkish intransitive; English transitive)

Kâlp-im sen-in için çarp-1.yor. 
(kâl*çim / se*nin / i*çin / çar*pi*yor ~) 
My heart is beating for you. (intransitive)

Araba-/s/i/-n/i elektrik direk/i/-n/e çarp-tı. 
(a*ra*ba*si*ni / e*lek*trik / di*re*ği*ne / çarp*ti ~) 
She hit her car to a lamppost. (intransitive)

Kapı-/y/i çarp-tı. 
(ka*pi*yi / çarp*ti ~) 
He slammed the door. (transitive)

Kapı çarp-1-dı. 
(ka*pi / çar*pi*di ~) 
The door was slammed. (Passive)
İki kamyon çarpıştı.
(i*ki / kam*yon / çar*pış*ti ~)
Two lorries collided. (reciprocal)

çalış:

Almanya’da çalışıyor.
(al*man*ya*da / çali*ş*lor ~)
He is working in Germany. (intransitive)

Motor-u çalıştırıyor.
(mo*ru / çali*ş*tor ~ra*ma*di ~)
He couldn’t start the engine. (transitive)

Karı/sını çizdiriyor.
(kar*si*ni / çali*ş*tur*mi*yor ~)
He doesn’t let his wife work. (causative)

Eskiden otomobil motorlar-ı el-le çalıştırılırdı.
(es*ki*den ~ / o*mo*bil / mo*tor*la*ri*~ / el*le / çali*ş*tir*rl*ir*di ~)
In the past car engines used to be manually started. (passive)

Bu fabrika-da kask-siz çalışılırdı.
(bu / fab*ra*da / kask*siz / çali*ş*il*ma*z ~)
It is forbidden (dangerous) to work without helmets in this factory.
(passive shaped intransitive verb)

çatla:

Bardak çatladı.
(bar*dak / çat*la*di ~)
The glass (has) cracked. (intransitive)

Kaynar su bardağı çatlattı.
(kay*nar / su / bar*da*ği / çat*lat*ti ~)
The boiling water cracked the glass. (transitive)
Barda-ı sen çatl-a-t-t-i-n.
(bar*da*ği / sen / çat*lat*tin ~)
You made the glass crack. (causative) (You cracked the glass.)

Bardak çatl-a-t-il-di.
(bar*dak / çat*la*tıl*di ~)
The glass was cracked. (passive)

çek, çekin

Bu baca iyi çek-er.
(bu / ba*ca / i*yi / çe*ker ~)
This chimney draws well. (intransitive)

Anne-/s/i-/n/e çek-miş.
(an*ne*si*ne / çek*miş ~)
She seems to have taken after her mother. (intransitive)

Araba-/y/i iki at çek-i.yor-du.
(a*ra*ba*yı / i*ki / at / çe*ki*yor*du ~)
Two horses were pulling the cart. (transitive)

Kılıç-i/n/i çek-ti.
(ki*lı*cı*ni / çek*tı ~)
He drew his sword. (transitive)

(O) acı çek-i.yor.
(a*cı / çe*ki*yor ~)
He is suffering. (transitive)

Eskiden insan-lar kuyu-lar-dan su çek-er-di.
(es*ki*den / in*san*lar ~ / ku*yu*lar*dan / su / çe*ker*di ~)
People used to draw water from wells in the past. (transitive)

Teklif (ben-im) dikkat-im-i çek-ti.
(tek*li/ dik*ta*mi / çek*tı ~)
The proposal attracted my attention. (transitive)

Araba-am çek-il-di.
(a*ra*ba*am / çe*kil*di ~), or (a*ra*bam / çe*kil*di ~)
My car has been towed away. (passive)
Araba-am-ı çek-tir-di-im.
(a*ra*ba*mi / çek*tir*dim ~)
I had my car towed. (causative)

Bir diş-im-i çek-tir-di-im.
(bir / di*și*mi / çek*tir*dim ~)
I had a tooth pulled out. (causative)

O çekin-i.yor.
(o / çe*ki*ni*yor ~)
She is avoiding. (reflexive) (*She is pulling herself)

Onlar çekiş-i.yor-lar.
(on*lar / çe*ki*şi*yor*lar ~)
They are struggling with each other. (reciprocal)

Can çekiş-i.yor.
(can / çe*ki*şi*yor ~)
He is in the death agony. (reciprocal)

çık:

Ev-den çik-ti.
(ev*den / çik*ti ~)
He (has) left home. (intransitive)

Çekte-i-/ni çıkar-di.
(çe*ke*ti*ni / çi*kar*di ~)
He took off his coat. (transitive)

Şapka-am-ı çıkar-ti.
(şap*ka*mi / çi*kart*ti ~)
He made me take off my hat. (causative)

Dışarı çik-ar-il-di.
(di*şa*ri / çi*ka*rl*di ~)
He was taken out. (passive)

Boyuna sorun çıkar-ı.yor.
(bo*yu*na / so*run / çi*ka*rl*yor ~)
He is always creating problems. (transitive)
çöz:

Bir problem çöz-ü.yor.
(bir / prob *lem / çö*zü*yor ∼)
He is solving a problem. (transitive)

Problem-i baba-/s-ln/a çöz-dur-dü.
(prob*le*mi / ba*ba*si*na / çöz*dür*dü ∼)
She got her father to solve the problem. (causative)

Tüm sorun-la*r-iz çöz-ül-dü.
(tüm / sorun*la*r*mi / çö*zül*dü ∼)
All our problems have been solved. (passive)

Bu düğüm-ü çöz-e.me-i.yor-um.
(bu / dü*gü*mü / çö*ze*mi*yor*um ∼)
I can't untie this knot. (transitive)

daya:

Merdive-ni duvar-a daya-dı.
(mer*di*ve*ni / du*va*ra / da*ya*dı ∼)
He leaned the ladder against the wall. (transitive)

Merdive-ni duvar-a dayat-tı.
(mer*di*ve*ni / du*va*ra / da*yat*tı ∼)
He had the ladder leaned against the wall. (causative)

Merdiven duvar-a daya-an-dı.
(mer*di*ven / du*va*ra / da*yan*di ∼)
The ladder has been leaned against the wall. (passive)

dayan:
Bu ayakkabı-lar daha çok daya-an-ir.
(bu / ayakkabı-lar / da*ha / çok / da*yan*ir ∼)
These shoes last longer. (intransitive)

Bu sıcak-a dayan-a.mı-yor-um.
(bu / sıcak-a / dayan-a.mı-yor*um ∼)
I can't endure (tolerate) this warm weather. (intransitive)
**dal:**

Deniz-e dal-dı.
(de*ni*ze / dal*di ـ)
He dived into the sea. (intransitive)

El-i-/n/i su-/y/a dal-dir-dı.
(e*l*i ni/ su*ya / dal*dir*di ـ)
He plunged his hand into the water. (transitive)

Onu deniz-e daldırt-ti.
(o*nu / de*ni*ze / dal*dırt*ti ـ)
He got him to dive into the sea. (causative)

**değiş:**

Se*n-i son gör-dük-üm-den beri çok değiş-ti-in (değişmişsin).
(se*ni / son / gör*dük*üm*den / be*ri / çok / de*ğiş*tin ـ)
You have changed a lot since I last saw you. (intransitive)

Ev-e gel-in.ce giysi-ler-i-/n/i değiş-tir-di.
(e*ve / ge*lin*ce/ / giy*si*le*r*ni / de*ğiş*tir*di ـ)
He changed his clothes when he came home. (transitive)

(es*ki / lastik*ler*i/m*ni / de*ğiş*tir*ti*yo*rum ـ)
I am having my old tires changed. (causative)

Kirli masa örtü-/s/ü değiş-tir-il-di.
(kir*li / ma*s/ / ört*ül*su/ / de*ğiş*ti*ri*di ـ)
The dirty tablecloth has been changed. (passive)

Futbol kural-lar-ı değiş-tir-il-e.cek.
(fut*bol / ku*ral*ri / de*ğiş*ti*ri*le*cek ـ)
The football rules are going to be changed. (passive)

**dinle:**

Söyle-dik-im-i din-le.
(söy*le*di*gi*mi / din*le ـ)
Listen to what I say. (Turkish transitive; English intransitive)
Bana, şarkı-/şarkı-/şı-/şıni dinle-et-ti.  
(ba*na / şar*ki*/şıni / din*let*ti~)
She got me to listen to her song.  (causative)

doğ:

Ben Adana’da doğ-du-u-m.  
(ben / a*da*na*da / doğ*du~)
I was born in Adana.  (Turkish intransitive, English passive)

Güneş altı-da doğ-du.  
(gü*neş / al*ti*da / doğ*du~)
The sun rose at six.  (intransitive)

Geçen ay bir oğlan doğur-du.  
(ge*çen / ay / bir / oğ*lan / do*ğur*du~)
She gave birth to a son last month.  (transitive)

Ay da doğu-dan doğ-ar.  
(ay / da / do*ğu*dan / do*ğar~)
The moon also rises in the east. (intransitive)

dol:

Okul hemen çocuk-lar-la dol-du.  
(o*kal / he*men / ço*cuk*lar*la / dol*du~)
The school soon filled with children. (intransitive)

Sepet-i-\-n/i elma/y/-la doldur-du.  
(se*pè*ti*ni / el*\-\-may*la / dol*dur*du~)
She filled her basket with apples. (transitive)

Sepet-i-\-n/i bana elma/y/-la dol-durt-tu.  
(se*pè*ti*ni / ba*na / el*\-\-may*la / dol*durt*tu~)
She made me fill her basket with apples. (causative)

(onun) sepet-i elma/y/-la dol-dur-ul-du.  
(o*nun / se*pè*ti / el*\-\-may*la / dol*dur*ul*du~)
Her basked was filled with apples. (passive)
Sepet bana dol-durt-ul-du.  
(se*pèt / ba*na / dol*durt*ul*du~)
I was made to fill the basket. (passive causative)

dön:
Tekerlek-ler yavaş yavaş dön-ü.yor.
(te̱ker*lek*ler / ya*vaş / ya*vaş / dö*nü*yor ~)
The wheels are turning slowly. (intransitive)

Geri dön.
(ge*rı / dön ~)
Turn back. (intransitive)

Sağ-a dön.
(sa*ğa / dön ~ ) (normal): (sa*ğa: ~ / dön ~) (military order)
Turn right. (intransitive)

Sonbahar-da yaprak-ler sarı/y/a dön-er (sarar-ir).
(son*ba*har*da / yap*rak*lar / sa*ri*ya / dö*ner ~), or (sa*ra*rir ~)
Leaves turn yellow in the autumn. (intransitive)

Yüz-ü kızar-dı.
(yüz*zu / ki*zar*di ~)
Her face turned red. She was ashamed. (intransitive)

Kasa-/y/ aç-mak için anahtar-ı çevir-di (döndürdü).
(ka*sa*yı / aç*mak / i*çin / a*nah*ta*rı / çe*vir*di ~)
He turned the key to open the safe. (transitive)

düş:

Kalem-im yer-e düş-tü.
(ka*le*mim / ye*re / düş*tü ~)
My pen fell on the floor. (intransitive)

(ka*le*mi*mi / dü*şür*düm ~)
I dropped my pencil. (transitive)

Ben-i düşür-dü.
(be*nı / dü*şür*dü ~)
He made me fall down. (causative)

Ağır bavul-u-/n/u düşür-dü.
(a*ğır / ba*vul*nu / dü*şür*dü ~)
He let his heavy bag fall. (transitive)
Düşür-ül-dü-üm.
(dü*şü*rüldüm ~)
I was made to fall down. (passive causative)

gect, geçin:

Araba- lar ön-üm-den geçi-yor.
(a*ra*ba*lar / ön*üm*den / ge*çi*yor ~)
Cars are passing in front of me. (intransitive)

Sınav-ı geç-e.me-di-im.
(sına*vı / ge*çe*me*dim ~)
I couldn’t pass the exam. (transitive)

Onlar iyi geçin-i.yor-lar.
(on*lar / i*yı / ge*çi*nı*yor*lar ~)
They are getting on well with each other. (reflexive)

Ön-üm-de.ki araba/-y/ı geç-ti-im.
(ön*üm*de*ki / araba/-y/ı / geç*tim ~)
I overtook the car in front of me. (transitive)

gör, gör-ün:

Yanlışlık-ı gör-me-di-im.
(yan*lı*ş*lı*ği / gör*me*dim ~)
I didn’t (notice) see the mistake. (transitive)

Yorgun gör-ün-ü.yor-sun.
(yor*gun / gör*rü*nü*yor*sun ~)
You look tired. (reflexive)

Bu teklif ilginç gör-ün-ü.yor.
( bu / tek*lit / il*gınç / gör*rü*nü*yor ~)
This proposal sounds (looks, seems) interesting. (reflexive)

İmkân-siz gör-ün-ü.yor.
(ım*kânsiz / gör*rü*nü*yor ~)
It seems (sounds) impossible. (reflexive)
gül:
Bebek güldü-yor.
(be*be/ gü*lü*yor ~) 
The baby is laughing. (intransitive)

O ben-i her zaman güldürür.
(o / be*ni / her*za*man / gü*lü*dürür ~) 
She always makes me laugh. (causative)

Gül-dürül-düüm.
(gül*dü*rül*düüm ~) 
I was made to laugh. (passive causative)

Bu sorunlar-a güzellik-yorlar-dı.
(bu / so*run*la*ra / gü*li*şü*yor*lar*di ~) 
It is not decent to laugh at such problems. (passive shaped intransitive)

Kızlar bahçe-de güllüşü-yorlar-dı.
(kız*lar / bahçe*de / gü*lü*şü*yor*lar*dı ~) 
The girls were giggling in the garden. (reciprocal)

hatırla:

Onun ismi/-n/i hatırlatı-yor-um.
(o*nun / is*mi*ni / ha*tir*li*yo*rum ~) 
I remember her name. (transitive)

Kari-im ışık-lar-i kapat-ma-am-ı hatırlat-tı.
(ka*rim / i*şık*la*rı / ka*pat*ma*mi / ha*tir*lat*tı ~) 
My wife reminded me to turn the lights off. (transitive)

Bu eski fotograf bana büyükannem-i hatırlat-tı-yor.
(bu / es*ki / fo*tog*raf~ / ba*na / bü*yü*kañ*ne*mi / ha*tir*la*tı*yor ~) 
This old photograph reminds me of my grandmother. (transitive)

Bu zafer uzun süre hatırla-an-a.cak.
(bu / za*fer / u*zun / sü*re / ha*tir*la*na*cak ~) 
This victory will be remembered for a long time. (passive)

hazırla:
Annem öğle yemek-i/-n/i hazırla-dı.
(annem / öğele / yemek*ifi / ha*zi*rla*di ~)
Mother has prepared the lunch. (transitive)

Annem yemek-i bana hazırla-at-tı.
(annem / yemek*ifi / ba*na / ha*zi*rlat*ti ~)
Mother made me prepare the lunch. (causative)

Yemek hazırla-an-di.
(yemek / ha*zi*rla*ndi ~)
The lunch has been prepared. (passive)

Hazırla-an-l.yor-um.
(ha*zi*rla*ni*yor*um ~)
I am getting ready. (reflexive) (*I am preparing myself.)

iç:

Annem her sabah bir bardak çay iç-er.
(annem / her / sa*bah / bir / bar*dak / çay / iç*er ~)
Mother drinks a cup of tea every morning. (transitive)

Annem bana her sabah iki bardak süt iç-ir-ir.
(annem / ba*na / her / sa*bah / i*ki / bar*dak / süt / iç*ir ~)
Mother makes me drink two cups of milk every morning. (causative)

Bu su iç-il-ir.
(bu / su / iç*il ~)
This water is drinkable. Literally (*This water is drunk.) (passive)

işit:

İyi işit-e-bi-l-i.yor mu-sun?
(i*yi / işit*ebil*iyor / mu*sun ~)
Can you hear well? (intransitive)

Onun Londra’da oldukça u-/en/u işit-ti-im.
(onun / Lon*dra*da / o*du*ğu*nu / işit*tim ~)
I heard that he is (was) in London. (transitive)

Onun yalan söyle-dik-i hiç işit-il-me-di.
(onun / yal*an / söy*le*di*ği / hiç / işit*il*me*di ~)
He has never been heard to tell a lie. (passive)
**İsır:**

Havla-/y'an köpek ısır-maz.

\((hav^*\text{la}^*\text{yan} / kö^*\text{pek} / i^*\text{si}r^*\text{maz} \sim)\)

A barking dog never bites. (intransitive) (a proverb)

Sen-in köpek-in dün bacak-im-ı ısır-dı.

\((se^*\text{n}^*\text{i}n / kö^*\text{pe}^*\text{ği}^*\text{n}^* / dün / ba*ca*ği^*\text{m}^* / i^*\text{si}r^*\text{di}^*\sim)\)

Your dog bit my leg yesterday. (transitive)

Kuduz bir köpek tarafından ısır-il-dı.

\((ku^*\text{d}^*\text{u}^* / \text{bir} / kö^*\text{pek} / ta*ra*fi^*\text{n}^*\text{dan} / i^*\text{si}r^*\text{ni}^*\text{di}^*\sim)\)

She was bitten by a mad dog. (passive)

Ben-i köpek-i-/n/e ısır-ti.

\((be^*n^*i / kö^*\text{pe}^*\text{ği}^*\text{n}^* / i^*\text{si}r^*\text{ti}^* \sim)\)

She made (let) her dog bite me. (causative)

**Kaç:**

İki hükümlü hapis-ten kaç-tı.

\((i^*\text{k}^* / hü^*\text{küm}^*lü / ha^*\text{p}^*\text{i}^*\text{s}^*\text{ten} / kaÇ^*\text{ti}^* \sim)\)

Two prisoners (have) escaped from prison. (intransitive)

İki kişi beş yaş-in-da bir çocuk-u kaçır-dı.

\((i^*\text{k}^* / kî^*\text{s}^*\text{i}^* / beÇ / ya^*\text{ş}^*\text{in}^*\text{da} / \text{bir} / ço^*\text{cu}^*\text{gü}^* / kaÇ^*\text{ir}^*\text{di}^* \sim)\)

Two men kidnapped a five year old child. (transitive.)

Herkes genç kadın-in kaçır-il-dik-i-/n/i düşün-ü.yor.

\((\text{he}r^*\text{k}^*e^*s^* / \text{genç} / ka^*\text{di}^*\text{n}^*\text{i}n / ka^*\text{çi}^*\text{r}^*\text{i}^*\text{d}^*\text{i}^* / şu^*n^*\text{n}^*\text{ü}^*\text{y}^*\text{or}^* \sim)\)

Everybody thinks that the young woman has been abducted. (passive)

Çocuk-lar-ı bahçe-den kaçır-tı.

\((ço^*\text{cu}^*\text{k}^*la^*\text{r}^* / \text{bahçe}-\text{den} / kaÇ^*t^*\text{ı}^* \sim)\)

He frightened the children away from the garden. (causative)


\((gö^*\text{r}^*\text{e}^*\text{vi}^*\text{n}^* / yap^*\text{mak}^*\text{tan} / kaÇ^*\text{in}^*\text{ma}^*\text{ma}^*\text{li}^*\text{s}^*\text{ın}^* \sim)\)

You shouldn’t avoid doing your duty. (reflexive)

Herkes değiştir-ik yönler-e kaç-ış-ti.

\((\text{he}r^*\text{k}^*e^*s^* / de^*\text{ği}^*\text{ş}^*\text{ik} / yön^*\text{e}^*\text{r}^* / kaÇ^*iÇ^*t^*\text{ı}^* \sim)\)

Everybody ran to different directions. (reciprocal)
Aklı-nı kaç-ır-dı.
(ak*li*ńi / ka*çır*dı ~)
He went mad. (idiomatic) (transitive)

it:

Ben-i kena-a it-ti.
(be*ni / ke*na*ra / it*ti ~)
He pushed me aside. (transitive)

Kenar-a it-il-di-im.
(ke*na*ra / i*til*dim ~)
I was pushed aside. (passive)

Araba/-s/i/-n/i bana it-tir-di.
(a*ra*ba*si*ni / ba*na / it*tir*di ~)
She made me push her car. (causative)

İt-iş-i.yor-lar.
(i*ti*şi*yor*lar ~)
They are pushing each other. (reciprocal)

Ben-i kim it-ti?
(be*ni / ki~ mit*ti ~) (liaison)
Who pushed me? (transitive)

kandır:

Adam ben-i kandır-di.
(a*dam / be*ni / kan*dir*di ~)
The man cheated me. (transitive)

Kandır-il-di-im.
(kan*dir*il*dim ~)
I was cheated. (passive)

Ben-i kandır-ma-/y/a çalış-ma!
(be*ni / kan*dir*ma*ya / ça*liş*ma ~)
Don’t try to deceive me! (transitive)

kap:
Küçük bir çocuk çanta-am-ı kap-ti.
(kü*çük / bir / çö*cuk / çan*ta*mi / kap*ti ∼)
A little boy snatched my handbag. (transitive)

Çanta-am-ı kap-tir-di-im.
(çan*ta*mı / kap*tur*dim ∼)
I had my handbag snatched. (causative)

Çanta-am kap-il-di.
(çan*tam / ka*pil*di ∼) (çan*tam / kap*il*di ∼)
My handbag has been (was) snatched. (passive)

**kapat:**

Kapı/-y/i kapat-ti-im.
(ka*pı*yı / ka*pat*tim ∼)
I have closed the door. (transitive)

Kapı/-y/i bana kapat-tir-di.
(ka*pı*yı / ba*na / ka*pat*tir*di ∼)
She made me close the door. (causative)

Bahçe kapı-s/i hizmetçi tarafından kapat-il-di.
(bah*çe / ka*pı*si / hiz*met*çı / ta*ra*fin*dan / ka*pa*tıl*di ∼)
The garden gate was closed by the servant. (passive)

Dükkân-lar saat yedi-de kapa-an-ır.
(dük*kân*lar / sa*at / ye*di*de / ka*pa*nır ∼)
Shops close at seven p.m. (reflexive) (They close themselves.)

Genç kadın kapa-an-di.
(genç / ka*dın / ka*pan*di ∼)
The young woman veiled herself. (reflexive)

Hava kapa-an-di.
(ha*va / ka*pan*di ∼)
It has got cloudy. (reflexive)

**karşilaş:**

Araba-/s/-/n/i beş-im-ki/y/-le karşilaş-tir-di.
(a*ra*ba*si*ni~ / be*nim*kiy*le / kar*şi*la*ş*tir*di ∼)
He compared his car with mine. (transitive)
The teacher made me compare English to French. (causative)

Happiness and sorrow can't be compared. (passive)

They came across in the street. (reciprocal)

He scratched his head. (transitive)

He got his wife to scratch his back. (causative)

My back is itching. (intransitive)

The dog is scratching. (reflexive) (It is scratching itself.)

You broke the vase, didn't you? (transitive)

The vase was broken yesterday. (passive)

You hurt my feelings. You refused me. You broke my heart. (transitive)
Kâlpm-i kîr-dî-în.
(ka*bi*mi / kîr*dim ~)
You broke my heart. (transitive)

Kîr-il-dî-îm.
(kîr*îl*dim ~)
I was hurt. (passive)

Tahta kutu-y/u bana kîr-dî-dî.
(tah*ta / ku*tu*yu / ba*na / kîr*dir*dim ~)
She made me break the wooden box. (causative)

kîz:

O bana kîz-dî.
(o / ba*na / kîz*dim ~)
He got angry with me. (intransitive)

O ben-i kîz-dî-dî.
(o / be*ni / kîz*dir*dim ~)
He made me angry. (transitive.)

(O) kîz-dîr-il-dî.
(kîz*dir*il*dim ~)
He was made angry. He was irritated. (passive)

Bu-/n/a kîz-îl-maz.
(bu*na / kîz*il*maz ~)
This is not a matter to get angry. (passive shaped intransitive)

kîzar:

Balîk-lar kîzar-i.yor.
(ba*lik*lar / kîza*ri*yor ~)
The fish are frying. (intransitive)

Balîk kîzar-ti.yor.
(ba*lik / kîzar*ti*yor ~)
She is frying fish. (transitive)

Tüm balîk-la*ri bana kîzar-tî.
(tü*m / ba*lik*la*ri / ba*na / kîzar*ti*yor ~)
She made me fry all the fish. (causative)
Tüm balık-lar kızar-t-il-di.
(tüm / ba*lik*lar / ki*zar*til*di ∼)
All the fish have been fried. (passive)

Yüz-ü kızar-di.
(yū*zū / ki*zar*di ∼)
Her face reddened. She blushed with shame. (intransitive)

**Kok:**

Bu balık bayat kok-u.yor.
(bu / ba*lık / ba*yat / ko*ku*yor ∼)
This fish smells stale. (intransitive)

Bu ekmek dilim-i sarımsak kok-u.yor.
(bu / ek*mek / di*l*im*i / sa*rım*sa*k / ko*ku*yor ∼)
This slice of bread smells of garlic. (intransitive)

Her sabah gül-le-r-i/n/i kokla-ar.
(her / sa*bah / gül*le*ri*ni / kok*lar ∼)
She smells her roses every morning. (transitive)

Bana yeni parfüümü-/n/ü koklat-ti.
(ba*na / ye*ni / par*fü*mü*nü / kok*lat*ti ∼)
She made me smell her new perfume. (causative)

Koklaʃ-i.yor-lar.
(kok*la*ʃi*yor*lar ∼)
They are smelling each other. (reciprocal)

Bu balık kok-muʃ.
(bu / ba*lık / kok*muʃ ∼)
This fish smells (rotten). (intransitive) (astonishment)

**Konuş:**

Onun-la yarın konuş-a.cağ-im.
(o*num*la / ya*rin / ko*nuş*sa*ca*ğim ∼)
I’ll talk (speak) to him tomorrow. (intransitive)

Polis onu konuş-tür-a-bil-ir.
(po*lis / o*num / ko*nuş*tür*a*bi*lim ∼)
The police can make him talk. (causative)
She speaks two languages. (transitive)

Turkish is spoken in Turkey. (passive)

The rope broke.  (intransitive)

He broke a branch off the tree. (transitive)

He made me break off one of the branches of the tree. (causative)

Some children are running to school. (intransitive)

He made his horse run at a gallop.  (causative)

His horse was made to run at a gallop. (passive causative)

The children are running about in the garden.  (reciprocal)

It is impossible to run in this field.  (passive shaped intransitive)
kuru:


(çı*çek*le*rim*den / ba:*zi*la*ɾı / ku*ru*du ~)

Some of my flowers dried.  (intransitive)

Yaz-ın bazı nehir-ler kuru-ur.

(ya*zin / ba:*zi / ne*hir*ler / ku*rur ~)

Some rivers dry up in summer.  (intransitive)

Kızgın güneş çiçek-ler-im-i kurut-tu.

(kız*gin / gü*neş / çi*çek*le*ri*mi / ku*rut*tu ~)

The hot sun dried my flowers.  (transitive)

Saç-ı/-nı bana kurut-tu.

(sa*çi*ni / ba*na / ku*rut*tu ~)

She got me to dry her hair.  (causative)

İslak ceketi-in kuruţ-ul-du.

(is*lak / ce*ke*ti/nı / ku*ru*tul*du ~)

Your wet coat has been dried.  (passive)

oku:

Osman-ın baba-/s/i gazete-/s/i-/n/i oku-u.yor.

(os*ma*ın / ba*ba*si / ga*ze*te*si*ni / o*ku*yor ~)

Osman's father is reading his newspaper.  (transitive)

Mektup-u bana okut-tu.

(mek*tu*bu / ba*na / o*ku*tu ~)

He made (had) me read the letter.  (causative)

Bütün hikâye bana okuţ-ul-du.

(bü*tu*ın / hi*kâ:*ye / ba*na / o*ku*tul*du ~)

I was made to read all the story.  (passive causative)

Şu ana kadar on sayfa oku-un-du.

(şu / a:*na / ka*dar / on / say*fa / o*kun*du ~)

Ten pages have been read up to now.  (passive)
Musluk-çu sız-an bir boru-/y/u onar-ı.yor.
(mus*lu*k*çu / si*zan / bir / bo*ru*yu / o*na*ri*yor ~)
The plumber is repairing (fixing) a leaking pipe. (transitive)

Bu sız-an boru-/y/u onart-ma.li-sin.
(bu / si*zan / bo*ru*yu / o*nart*ma*li*sin ~)
You must have this leaking pipe repaired. (causative)

Araba-am henüz ona*ril-*ma-dı.
(a*ra*bam / he*nüz / o*na*ril*ma*di ~)
My car hasn't been repaired yet. (passive)

Anne-em kırık vazo-/y/u bana onart-tı.
(an*nem / ki*rık / va*zo*yu / ba*na / o*nart*ti ~)
Mother made me fix the broken vase. (causative)

**otur:**

Onlar bir bank-ta otu*ru*yor-lar.
(on*lar / bir / bank*ta / o*tu*ru*yor*lar ~)
They are sitting on a bench. (intransitive)

Küçük çocuk-u masa-/y/a oturt-tu.
(kü*çük / ço*cu*ğu / ma*sa*ya / o*turt*tu ~)
He made (helped) the little boy sit on the table. (causative)

O, köşe-/y/e otu*ru*şul-du.
(o~/ kö*şe*ye / o*tu*ru*şul*du ~)
He was made to sit in the corner. (passive causative).

Hâlâ otu*ru*şu*nuş uz.
(hâ:*lâ: / o*tu*ru*şu*yor*su*nuz ~)
You are still sitting and doing nothing. (reciprocal) (complaint)

O, Kadıköy’dede otu*r-yor.
(o ~/ ka*di*köy*de / o*tu*ru*yor ~)
He lives in Kadıköy. (intransitive)

Bu ev-de otu*ru*ul-maz.
(bu / ev*de / o*tu*ru*ul*maz ~)
It is impossible to live in this house. (passive shaped intransitive)

**oyna:**
Çocuk-lar bahçe-de basketbol oynanıyor-lar.
(ço*cuk*lər / bah*çe*de / bas*ketbol / oy*nu*yor*lar~)
The children are playing basketball in the garden.  (transitive)

Koç onu maçta oynamadı.
(koç / o*nu / ma*ç*ta / oy*nat*ma*dl~)
The coach didn't let him play in the match.  (causative)

O maç-ta oynamadı.
(o~ / ma*ç*ta / oy*na*til*ma*dl~)
He wasn't allowed to play in the match.  (passive causative)

Onlar oyna-asciiyor-lar.
(on*lar / oy*na*şi*yor*lar~)
They are carrying on a love affair.  (reciprocal)

Sahne-de oyna-yor.
(sah*ne*de / oy*nu*yor~)
She is belly dancing on the stage.  (intransitive)

Öğrenci-ler bir piyes oynamak yerine karar ver-diler.
(öğ*ren*ci*ler / bir / pi*yes / oy*na*ma*ya / ka*rar / ver*di*ler~)
The students decided to perform a play. (transitive)

Bu saha-da futbol oynamaz.
(bu / sa:*ha*da / fut*bol / oy*nan*maz~)
Football can't be played on this field. (passive) Or, “It is impossible to play…

ö̧̦ł:

O, 1920'de öldü.
(o~ / bin / do*kuz / yüz / yir*mi*de / öl*dü~)
He died in 1920. (intransitive)

Onu yanlışlıkla öldürdü.
(o*nu / yan*lis*lik*la / öl*dür*dü~)
He killed him by mistake.  (transitive)

O-/n/u o-/n/a öldür-tü.
(o*nu~ / o*na / öl*dür*tü~)
She made him kill her.  (causative)

O, ona öldürül-tül-dü.
(o~ / o*na / öl*dür*tül*dü~)
He was made to kill her. (passive causative)
Vatan için ölü-ün-ür.

(va*tan / i*çin / ö*lü*nür ▶)

One can sacrifice himself for his country. (reflexive)

ört:

Koltuk-la*i toz-dan koru-mak için ört-tü.

(kol*tuk*la*rı / toz*dan / ko*ru*mak / i*çin / ört*tü ▶)

She covered the armchairs to protect them from dust. (transitive)

Mobilya-/y/i bana örttü-dü.

(mo*bi*l*ya*yı / ba*na / ört*tür*dü ▶)

She made me cover the furniture. (causative)

Duvar-la*ran-ma-dan önce bütün mobilya örtül-müş-tü.

(du*var*lar / bo*yan*ma*dan / ön*ce~l bü*tün / mo*bi*l*ya / ört*tül*müş*tü ▶)

All the furniture had been covered before the walls were painted. (passive)

Beğ*i gör-ün.ce ört-ün-dü.

(beg*ni / gö*rün*ce / ört*tün*dü ▶)

She put on her scarf when she saw me.

She covered her head with a scarf when she saw me. (reflexive)

öt:

Kuş-la*rö*ter ▶)

(kuş*la*rö*ter ▶)

(Birds sing.

Hakem düdük-ü/-nü öt-tür-dü (çal*di).

(ha*kem / dü*dü*gü*nü / çal*di ▶)

The referee blew his whistle. (transitive)

O güzel şarkı söy-le-er.

(o / gü*zel / şar*ki / söy*ler ▶)

She sings beautifully. (Turkish transitive; English intransitive).

Düdük-üm-ü öt-tür-tü.

(dü*dü*gü*mü / öt*tür*tü ▶)

He made (let) me blow my whistle. (causative)

Düdük çal-in-dü.

(dü*dük / çal*in*di ▶)

The whistle has been blown. (passive)
Kuşlar ötüş-ü.yor.  
(kuş*lar / ö*tü*şü*yor ~)  
The birds are singing. (recipocal)

Horozlar öţi-ü.yor.  
(ho*roz*lar / ö*tü*yor ~)  
The roosters are crowing. (intransitive)

öv:

O ben-i öv-dü.  
(o / be *ni / öv*dü ~)  
He praised me. (transitive)

O, kız kardeşi-/in/i bana övdürt-tü.  
(o~/ kız*kar*de*şi*nı / ba*na / öv*dürt*tü ~)  
He made me praise his sister. (causative)

O, kardeş-i tarafından çok öv-ül-ür.  
(o~/ kız*kar*de*şi / ta*ra*fin*dan / çok / ö*vü*lür ~)  
He is praised a lot by his sister. (passive)

Boyuna övün-ü.yor.  
(o / bo*yu*na / ö*vü*nü*yor ~)  
He is always boasting. (reflexive) (He is praising himself.)

patla:

Bir su boru-/s/u patla-di ve ev su/y/-la dol-du.  
(bir / su / bo*ru*su / pat*la*di~/ ve / ev / suy*la / dol*du ~)  
A water pipe burst, and the house filled with water. (intransitive)

Bir bomba patla-di.  
(bir / bom*ba / pat*la*di ~)  
A bomb exploded. (intransitive)

Bir bomba patlat-ti-lar.  
(bir / bom*ba / pat*lat*ti*lar ~)  
They exploded a bomb. (transitive)

Bomba-/y/i, ona patlattir-di-lar.  
(bom*ba*yı / o*na / pat*lattir*di*lar ~)  
They made him explode the bomb. (causative)
Bomba ona patlattır-ıll-dı.
(bom*ba / o*na / pat*lat*ti*ril*di ∼)
He was made to explode the bomb. (passive causative)

Bomba onun tarafından patlattı-dı.
(bom*ba / o*nun / ta*ra*fin*dan / pat*la*til*di ∼)
The bomb was exploded by him. (passive)

piş:

Yemek piş-i-yor.
(ye*mek / pi*şi*yor ∼)
The meal is cooking. (intransitive)

Anne-em mutfak-ta yemek piş-i-yor.
(an*nem / mut*fak*ta / ye*mek / pi*şi*yor ∼)
Mother is cooking in the kitchen. (Turkish transitive; English intransitive.)

Anne-em mutfak-ta bana yemek pişirt-ti.
(an*nem~ / mut*fak*ta / ba*na / ye*mek / pi*şi*rt*ti ∼)
Mother made me cook in the kitchen. (causative)

Yemek pişir-il-i-yor.
(ye*mek / pi*şi*ri*li*yor ∼) (ye*mek / pi*şi*ri*li*yor ∼)
The meal is being cooked. (passive)

sakla:

Çocuk, oyuncak-lar-ı/-n/i dolap-in arka-/s/i/-n/a sakla-dı.
(co*cuk ~ / o*yun*ca*klar*in*si/na / do*la*bın / ar*ka*si*na / sak*la*di ∼)
The boy hid his toys behind the cupboard. (transitive)

Jack, yırtık gömlek-i/-n/i bana saklat-tı.
(jack~ / yı*richt / göm*le*ği*ni / ba*na / sak*lat*ti ∼)
Jack made me hide his torn shirt. (causative)

Çağ-in-miş mal-lar bir mağara-/y/a sakla-an-dı.
(ça*ln*mış / mal*lar / bir / ma*ğa*ra*ya / sak*lan*di ∼)
The stolen goods were hidden in a cave. (passive)

Kedi koltuk-un arka-/s/i/-n/a sakla-an-dı.
(ke*di / kol*tu*ğu*n / ar*ka*si*na / sak*lan*di ∼)
The cat hid behind the armchair. (reflexive) (It hid itself.)
sark:

Duvar-dan sark-ti.
(du*var*dan / sark*ti ~)
He hung down the wall. (intransitive)

Sepeherited pencere-den sarkit-ti.
(se*pe*tı / pen*ce*re*den / sar*kit*tı ~)
He let the basket hang down the window. (Turkish transitive, English causative)

Sepeherited bana pencere-den sarkit-tirdı.
(se*pe*tı / ba*na / pen*ce*re*den / sar*kit*tir*dı ~)
He made me hang down the basket from the window. (causative)

Sepet pencere-den sarkıt-il-dı.
(se*pet / pen*ce*re*den / sar*kit*tı*il*dı ~)
The basket was allowed to hang down the window. (passive)

sars:

Patla-ma yer-i sars-tı.
(pat*la*ma / ye*ri / sars*tı ~)
The explosion shook the ground. (transitive)

Yer sars-ı-l-dı.
(yer / sar*sil*dı ~)
The ground was shaken. The ground shook.
(Turkish and English are both passive and reflexive.)

sat:

Eski araba-/sı-/nı sat-tı.
(es*ki / a*ra*ba*si*nı / sat*tı ~)
He has sold his old car. (transitive)

Eski araba-/sı-/nı bana sattır-dı.
(es*ki / a*ra*ba*si*nı / ba*na / sat*tir*dı ~)
He made me sell his old car. (causative)

(Ben-im) eski araba-am sat-il-dı.
(es*ki / a*ra*bam / sa*til*dı ~)
My old car has been sold. (passive)

sev:
Sen ben-i sev-me-i.yor-sun.  
(sen / be*ni / sev*mi*yor*sun ~)
You don’t love me.  (transitive)

O bana kendi-/s/i-/n/i sev-dir-di.  
(o / ba*na / ken*di*si*ni / sev*dir*di ~)
She made me love her.  (causative)

O herkes tarafından sev-il-ir.  
(o / her*kes / ta*ra*fin*dan / se*v*i*liɾ ~)
She is loved by everybody.  (passive)

We all became happy.  (reflexive)

They are in love with each other.  (They are carrying on a love affair.)  (reciprocal)

seyret:

Boyuna televizyon seyre-ti.yor.  
(bo*yu*na / te*le*viz*yon / sey*re*di*yor ~)
She is always watching television.  (transitive)  (complaint)

Anne-em bana televizyon izlet-tir-me-i.yor.  
(an*nem / ba*na~/ / te*le*viz*yon / iz*let*tir*mi*yor ~)
Mother doesn’t let me watch TV.  (causative)  (complaint)

Such TV programs shouldn’t be watched.  (passive)  (advice)

Children shouldn’t be allowed to watch such TV programs.  (passive)

Some TV programs are not worth watching.
Onun ne söyle-dik-i-/n/i işit-in.ce sinirlen-di-im.
(o*nun / ne / söy*le*di*ği*ni / i*şi*tin*ce / si*nir*len*dim ~)
I got mad when I heard what he said. (intransitive)

Kız kardeği ben-i sinirlen-dir-di.
(kız*kar*de*şim / be*ni / si*nir*len*dir*di ~)
My sister made me mad (angry). (transitive)

Sinirlen-dir-il-di-im.
(si*nir*len*di*ril*dim ~)
I was irritated. (passive)

soğu:

Hava soğu-du.
(ha*va / so*ğu*du ~)
It became (turned) cold. (intransitive)

İç-me-den önce limonata-an-ı soğut.
(iç*me*den / ön*ce / li*mo*na*ta*ni / so*ğut ~)
Cool your lemonade before you drink it. (transitive)

Soğu-du-um.
(so*ğu*du ~)
I have lost my interest or desire. (intransitive)

soy:

Patates soy-u.yor.
(pa*ta*tes / so*yu*yor ~)
She is peeling potatoes. (transitive)

Elma-lar soy-ul-u.yor.
(el*ma*lar / so*yu*lu*yor ~)
The apples are being peeled. (passive)

Patates-le r-i hep bana soy-dur-u.yor.
(pa*ta*tes*le*ri / hep / ba*na / soy*du*ru*yor ~)
She is always making me peel the potatoes. (causative) (complaint)

Banyo yap-tir-mak için bebek-i-/n/i soy-du.
(ban*yo / yap*tir*mak / i*çin / be*be*ği*ni / soy*du ~)
She undressed her baby to bath him. (transitive)
Dün gece bir banka soy-du-lar.
(dün / ge*ce / bir / ban*ka / soy*du*lar*)
They robbed a bank last night. (transitive)

Dün gece bir banka soy-ul-du.
(dün / ge*ce / bir / ban*ka / so*yul*du*)
A bank was robbed last night. (passive)

Soy-un-u.yor.
(so*yu*nu*yor*)
She is undressing. (She is undressing herself) (reflexive)

söyle:

(O) bana bir şey söyle-me-di.
(ba*na / bir / şey / söy*le*me*di*) (ba*na / bi*şey / söy*le*me*di*)
He didn't tell me anything. (transitive)

Ne iste-dik-in-i bana söyle.
(ne / is*te*di*ği*ni / ba*na / söy*le*)
Tell me what you want. (transitive)

Ona herşey-i söyle-ti-ler.
(o*na / her*şey*yi / söy*let*ti*ler*)
They made him tell everything. (causative)

Böyle şey-ler söyle-en-mez.
(böy*le / şey*ler / söy*len*mez*)
Such things are never mentioned. (passive)

O boyuna söyle-en-i.yor (homurda-n-i.yor).
(o / bo*yu*na / söy*le*ni*yor*)
He is always grumbling. (reflexive) (*He is talking to himself.)

O-/n/a, o-/n/u tanı-dik-i-/n/i söyle-di.
(o*na ~ / o*nu / ta*nı*di*ği*ni / söy*le*di*)
He told him that he knew her. (transitive)

Polis ona herşey-i söyle-ti.
(po*lis / o*na / her*şey*yi / söy*let*ti*)
The police made him tell everything. (causative)

Ona herşey söyle-t-il-di.
(o*na / her*şey / söy*le*tıl*di*)
He was made to tell everything. (passive causative)
Bana herşey söyle-en-di.
(ba*na / her*şey / söy*len*di ~)
I was told everything. (passive)

sus:

Sus-tu.
(sus*tu ~)
He stopped talking or crying. (intransitive)

Öğretmen öğrenci-ler-i sus-tur-du.
(öğ*ret*men / öğ*ren*ci*le*ri / sus*tur*du ~)
The teacher made the students stop talking. (causative)

O sus-tur-ul-du.
(o / sus*tu*rul*du ~)
He was made to stop talking or crying. (passive causative)

Bu köpek havla-ma-dan dür-a.maz.
(bu / kö*pek / hav*la*ma*dan / dür*ma*z ~)
This dog can’t stop barking.

Sus-ma-/y/a.cağ-im. Susmıyacam.
(sus*ma*ya*ca*ğım ~) (sus*mıy*cam ~)
I won’t stop talking. (refusal)

süpür:

(ku*ru / yap*raɾ*laɾ*ɾi / bahçe*çe*den / süpür*dü*üm ~)
I have swept the dry leaves out of the garden. (transitive)

Anne-em bahçe-/y/i bana süpürt-tü.
(an*e*m / bahçe*çe*yi / ba*na / sü*pürt*tü ~)
Mother made me sweep the garden. (causative)

Oturma oda-/s/i henüz süpür-ül-me-di.
(o*taɾ*ma / o*da*sı / he*nüz / sü*pür*ül*me*di ~)
The living room hasn’t been swept yet. (passive)

sür:
O araba-/s/i/-n/ı dikkat-li sür-er.
(ö~ / a*ra*ba*si*ni / dik*kat*li / sü*rer ~)
She drives her car carefully. (transitive)

Ben tarla-am-ı sonbahar-da sür-dür-ür-üm.
(ben / tar*la*mi ~/ son*ba*ha*rd/ / sü*dür*ür*üm ~)
I have my field ploughed in the autumn. (causative)

Tarla-lar kış-in sür-ul-mez.
(tar*la*lar / ki*şin / sü*rül*mez ~)
Fields aren’t ploughed in winter. (passive)

süsle:

Çocuklar Christmas için oturma oda-/s/i/-n/ı süsle-di.
(co*cuk*lar / kris*mas / i*çin / o*ta*ms / o*da*si*ni / süs*le*di ~)
The children decorated the sitting room for Christmas. (transitive)

Oda süsle-en-i.yor (dekore ediliyor).
(o*da / süs*le*n*iyor ~)
The room is being decorated. (passive)

Yeni ev-im-iz-i dekore et-tir-e.cek-iz.
(ye*ni / e*vı*mi*zı / de*ko*re / et*ti*ce*ğız ~)
We are going to have our new house decorated. (causative)

Süsle-en-i.yor.
(süs*le*n*iyor ~)
She is putting on her best dress and doing her make-up. (reflexive)

şas:

Onun söyle-dık-i söz-e şas-tı-im.
(o*nun / söy*le*di*ği / sö*ze / şas*tim ~)
I was astonished by what he said.
(Turkish is intransitive, English is passive.)

şasırt:

Söyle-dık-i söz ben-i şasırt-tı.
(söy*le*di*ği / söz / be*ni / şa*ırt*tı ~)
What he said surprised me. (transitive)
The questions asked in the exam confused me. (transitive.)

I was confused. (passive)

She got her mother to comb her hair. (causative)

She is combing her hair. (transitive)

She is combing herself. (reflexive)

The old man weighed his gold coins as soon as he woke up.

Have these things weighed.

They are discussing. They are having a row. (reciprocal)

The river overflowed. (intransitive)
Süt taş-ti.
(süt / taş*ti)  
The milk boiled over. (intransitive)

Süt-ü taş-ir-ma.
(süt*ü / ta*şür*ma)  
Don't let the milk boil over. (causative)

taşı:

Bazı böcek-ler hastalık taşı-ir.
(ba*zi / bö*cek*ler / has*ta*lık / ta*şür)  
Some insects carry disease. (transitive)

Bebek-i/n/i bana taşıt-ti.
(be*bek*ği*ni / ba*na / ta*şıt*ti)  
She made me carry her baby. (causative)

Ağır yük-ler kamyon-la taş-tın-ir.
(a*ğır / yük*ler / kam*yon*la / ta*şi*nir)  
Heavy loads are carried by lorries. (passive)

Taş-tın-i.yor-uz.
(ta*şi*n*i.yo*ruz)  
We are moving house. (reflexive) (*We are carrying ourselves.)

temizle:

Anne-em buz dolab-ı/n/i temizle-i.yor.
(an*em / buz*do*la*bi*ni / te*miz*li*yor)  
Mother is cleaning the refrigerator. (transitive)

Anne-em ev-i temiz-le-t-e.cek.
(an*em / e*vi / te*miz*le*te*cek)  
Mother is going to have the house cleaned. (causative)

Sinif temizle-en-i.yor.
(si*nif / te*miz*le*ni*yor)  
The classroom is being cleaned. (passive)

tercih et:

Kızım, televizyon seyret-me-/y/i ödev yap-ma-/y/a tercih et-er.
(ki*zım / te*le*viz*yon / sey*ret*me*yi ~ / ö*dev / yap*ma*yə/a / ter*ci*heder)  
My daughter prefers watching TV to doing her homework.
Compact cars are generally preferred in crowded cities. (passive)

unut:

Işık-lar-ı söndür-me-/y/i unut-ma.
(i*şik*la*ר/ sön*dür*me*yi / u*unut*ma ~)
Don’t forget to turn off the lights. (transitive)

Mektup-u atma-/y/i unut-tu.
(mek*tu*bu / at*ma*yi / u*unut*tu ~)
He forgot to post the letter. (transitive)

İlaç-ı/-n/ı al-dık-ı/-n/i unut-tu.
(i*la*cı*ni / al*dık*ği*ni / u*unut*tu ~)
He forgot taking his medicine. (transitive)

Mutlu gün-ler hiç unu*tu*lmaz.
(mut*lu / gün*ler / hiç / u*unut*ul*ma ~)
Happy days are never forgotten. (passive)

Bana onun doğum günü-/n/ü unut-tur-ma.
(ba*na~ / o*nun / do*ğum / gü*nü*nü / u*unut*tur*ma ~)
Don’t let me forget her birthday. (causative)

uy:

Bu ceket bana uy-*ma*yor.
(bu / ce*ket / ba*na / uy*ma*yar ~)
This coat doesn’t fit (become) me. (transitive)

Gömlek-in sana iyi uy-*yor (yakışıyor).
(göm*le*eğin / sa*na / i*yi / u*yu*yor ~)
Your shirt fits (becomes) you well. (intransitive)

uyu:

Mişil mişil uyu*-u.yor.
(mi*şil / mi*şil / u*yu*yor ~)
She is sleeping soundly. (intransitive)
Bir saat-tir uyuyor.
*bir / sa*at*tir / u*yu*yor~
He has been sleeping for an hour.  (intransitive)

Bebek-i yarım saat önce uyutum.
*be*be*ği / ya*rm / sa*at / ön*ce / u*yu*tum~
I had the baby sleep half an hour ago.  (causative)

Bebek daha yeni uyudu.
*be*bek / da*ha / ye*ni / u*yu*tul*du~
The baby has just been made to sleep.  (passive causative)

Bu gürültü-de uyun-maz.
*bu / gü*rül*tü*de ~ / u*yun*maz~
It is impossible to sleep in such a noise.  (passive shaped intransitive)

Saat 11’de uyudu.
*sa*at / on*bir*de / u*yu*dum~
I fell asleep at 11.  (intransitive)

Daha uyuma-dı.
*da*ha / u*yu*ma*di~
He hasn’t fallen asleep yet.

ütüle:

Pantalon-um-u ütüle-di-in mi?
*pan*to*lö*nu*mu / ü*tü*le*din / mi~
Have you ironed my trousers?  (transitive)

Sabah-tan beri ütü yap-tı.yor.
*sa*bah*tan / be*ri / ü*tü / ya*prı*yor~
She has been ironing since morning.  (Turkish is transitive, English is intransitive.)

Giysi-le-r-i-/n/i hep kızkardeşi-/n/e ütüle-t-ı.yor.
*giy*sî*le*rî*ni / hep / kız*kar*de*şi*ne / ü*tü*le*ti*yor~
He is always making his sister iron his clothes.  (causative)  (complaint)

Gömlek-le-r-in ütüle-ên-i.yor.
*göm*lek*le*rin / ü*tü*le*ni*yor~
Your shirts are being ironed.  (passive)
İşit-tik-im söz-ler ben-i üz-dü.
(i*'şit*ti*'ğim / söz*ler / be*ni / üz*dü ~)
What I heard made me sorry. (transitive)

Üz-ül-dü-üm.
(ü*zül*düm ~)
I felt sorry. (reflexive)

Üz-ül-me.
(ü*zül*me ~)
Don’t worry. (Don’t feel sorry.) (reflexive)

yakala:

Kaleci to*p-u yakala-di.
(ka*le*ci / to*pu / ya*ka*la*di ~)
The goal-keeper caught the ball. (transitive)

Son-u/n/-da tavşan yakala-an-di.
(so*nun*da / tav*şan / ya*ka*lan*di ~)
The rabbit was caught at last. (passive)

Öğretmen ben-i kopya çek-er.ken yakala-di.
(öğ*ret*men / be*ni / kop*ya / çe*ker*ken / ya*ka*la*di ~)
The teacher caught me cheating. (transitive)

Halk hırsız-i polis-e yakalat-ti.
(halk~ / hırsı*z-i / po*lis-e / ya*ka*lat*ti ~)
The people had (helped) the police catch the thief. (causative)

yan:

Kuru odun kolay yan-ar.
(ku*r u / o*dun / ko*lay / ya*nar ~)
Dry wood burns easily. (intransitive)

Mutfak-ta yemek pişir-ir-ken parmak-lar-i/-n/i yak-ti.
(mut*a*k*ta / ye*mek / pi*şir*ken ~ / par*mak*la*n*i / yak*ti ~)
She burnt her fingers while cooking in the kitchen. (transitive)

Tepe-de bir ateş yak-ti-lar.
(te*pe*de / bir / a*teş / yak*ti*lar ~)
They lit a fire on the hill. (transitive)
Anne-em mum-lar-ı bana yaktırdı.
(an* nem / mum*la*rı / ba* na / yak* tir*di ∼)
Mother had me light the candles. (causative)

Yak-ın-i.yor.
(ya* ki*ni*yor ∼)
She is complaining. (reflexive)

yapış:

Zar-fa pem-pem-tir-ma-/y/-ı unut-tu-um.
(zar* fa / pem / pem*ış* tir* ma* yi / u* nut* tum ∼)
I forgot to stick a stamp on the envelope. (transitive)

Bu pem pem ma-ı.yor.
(bu / pem / pem*ış* mi*yor ∼)
This stamp doesn’t stick. (intransitive)

Anne-em bana yatak oda-am-in kapı-/s/-/n/a bir uyarı yapış-tirt-tı.
(an* nem / ba* na~ / ya* tak / o* da’ min / ka* pi* si* na / bir / u* ya* ri / pem*ış* tir* tı ∼)
Mother made me stick a notice on my bedroom door. (causative)

Duvar-la-ı birşey yapış-tır-il-ma-sın.
(du* var* la* ra / bir* şey / pem*ış* ti* rı* ma* sın ∼)
Nothing should be stuck on the walls. (passive)

yat:

Saat 11’de yat-tı-ım.
(sa* at / on* bir* de / yat* tim ∼)
I went to bed at 11 p.m. (intransitive)

Anne-ler-i onlar-ı saat 10’da yat-ır-ır.
(an* ne* le* ri / on* la* ri / sa* at / on* da / ya* ti* rı ∼)
Their mother makes them go to bed at 10 p.m. (causative)

Bebek-i yatak-i-/n/a yatırdı.
(be* be* ği / ya* ta* ği* na / ya* tir* di ∼)
She laid the baby in her bed. (transitive)

(o* nu / gör* dü* göm* de~ / yer* de / ya* ti* yor* du ∼)
When I saw her, she was lying on the floor. (intransitive)
Yorgun-um. Yat-ma-li/-yi/m.
(yor*gu*num~) (yat*ma*li*yi/m~)
I am tired. I must lie down.  (intransitive)

**yaz:**

Mary bir mektup yaz-I.yor.
(ma*ry / bir / mek*tup / ya*zil*yor~)
Mary is writing a letter. (transitive)

Öğrertmen sınav-da biz-e bir kompozisyon yaz-dir-di.
(ög*ret*men / bi*ze / si*nav*da / bir / kom*po*zis*yon / yaz*dir*di~)
The teacher made us write a composition in the examination.  (causative)

Mektup yaz-il-di bile.
(mek*tup / ya*zil*di / bi*le~)
The letter has already been written. (passive)

**ye:**

Saat kaça akşam yemeği yer-si*niz?
(sa*at / ka*ça*ta~/ ak*şam / ye*me*ği / yer*si*niz~)
What time do you eat dinner?  (transitive)

Bebek-i ye-dir-i.yor.
(be*be*ği / ye*di*ri*yor~)
She is feeding the baby. (transitive)

Bu hamburger yen-il-mez.
(bu / ham*bur*ger / yen*mez~)
This hamburger is not edible. (passive) (It can’t be eaten.)

Akşam yemek-i yen-i.yor.
(ak*şam / ye*me*ği / ye*ní*yor~)
Dinner is being eaten. (passive)

Anne-em bana iki tabak sebze ye-dir-di.
(an*em / ba*na / i*ki / ta*bak / seb*ze / ye*dir*di~)
Mother made me eat two plates of vegetables. (causative)

**yıkaka:**

Kız kardeşi bulaşık-lar-I yıkaka-I.yor.
(kız*kar*de*şi / bu*la*şık*la*ri / yi*ki*yor~)
My sister is washing the dishes. (transitive)
Annem küçük kardeş-ımız yemek-ten önce el-i/-n/i yıcağı-ır.
(an*nem / küçük / kardeş*de*şi*me / ye*mek*ten / ön*ce / el*le*ri*ni / yı*ka*тир ∼)
Mother makes my little brother wash his hands before lunch. (causative)

Araba yıka-an-i.yor.
(a*ra*ba / yı*ka*ni*yor ∼)
The car is being washed. (passive)

Jack yıka-an-i.yor. (Jack banyo yapıyor.)
(jack / yı*ka*ni*yor ∼)
Jack is having a bath. (reflexive)

yor:

Bütün gün bahçe-de çalış-mak ben-i yor-du.
(bütün / gün / bahçe*de / çalıș*mak / ben* / yor*du ∼)
Working in the garden all day long tired me. (transitive)

Yor-ul-du-um.
(yor*ül*dum ∼)
I've got tired. (I feel tired.) (reflexive)

(se*nin / saç*ma / sa*pan / so*rul*ar*in*dan / bık*tı*im ∼)
I am tired of your nonsense questions. (intransitive)

yüksel:

Balon gök-te yükselm-i.yor.
(ba*lon / gök*te / yüks*el*li*yor ∼)
The balloon is rising in the sky. (intransitive).

Şiddet-li yağmur-dan sonra nehir yükseldi.
(şid*det*li / yağ*mur*dan / sonra / ne*hir / yüks*el*di ∼)
The river rose after the heavy rainfall. (intransitive)

Günes doğu-dan doğ-ar ve batı-dan bat-ar.
(gü*neş / do*ğu*dan / do*ğar / ve / ba*tu*dan / ba*tar ∼)
The sun rises in the east, and sets in the west. (intransitive)

Soru-/y/a cevap ver-mek için el-i/n/i kaldı-dı.
(so*rul*y/a / ce*vap / ver*mek / i*çin / e*li*ni / kal*dir*di ∼)
He raised his hand to answer the question. (transitive)
Genellik-le güneş doğ-ma-dan kal-kar-im.
(ge-ne*lik*le / gü*nes / doğ*ma*dan / kal*ka*rim ~)
I usually rise before the sun rises.

yürü:

(o*na / ras*la*dı*çım*da / cad*de*de / yü*rü*yor*du*um ~)
I was walking along the street when I met him. (intransitive)

Otobüş-e yetiş-mek için be-ni hız-la yürü-tü.
(o*to*bü*se / ye*ti*ş*mek / i*çin / be*ni / hız*la / yü*rü*tü ~)
She made me walk fast to catch the bus. (causative)

Hızla yürü-tül-dü-üm.
(hız*la / yü*rü*tül*dü*üm ~)
I was made to walk fast. (passive causative)

Bu yolda yürü-ün-mez.
(bu / yol*da / yü*rü*nün*mez ~)
It is impossible to walk in this street. (passive shaped intransitive)

yüz:

Anne-em deniz-de yüz-üyor.
(an*nem / de*niz*de / yü*zü*yor ~)
Mother is swimming in the sea. (intransitive)

Onlar göl-de model kayık-lar yüz-dür-üyor-lar.
(on*lar / göl*de / mo*del / ka*yık*lar / yüz*dü*rü*yor*lar ~)
They are sailing model boats on the lake. (transitive)

Köpek-i-/ni göl-de yüz-dür-dü.
(kö*pe*ği*ni / göl*de / yüz*dür*dü ~)
He made (let) his dog swim in the lake. (causative)

Fırtına var-ken deniz-de yüz-ül-mez.
(fir*ti*na / var*ken / de*niz*de / yü*zül*mez ~)
It is impossible to swim in the sea when there is a storm. (passive shaped intransitive)

Sınav-lar-* geç-mez-se-em baba-am deri-im-i yüz-e.cek.
(sı*nav*la*ri / geç*mez*sem / ba*bam / de*ri*mi / yü*ze*cek ~)
My father will skin me if I don't pass the examinations.
ADVERBIAL CLAUSES

Postpositional Adverbial Phrases

In general, we can transform Turkish simple sentences into timeless adverbial phrases to furnish them with the concepts of time, contrast, cause, purpose, result, manner, degree, and place, etc. However, when we want to build up a conditional sentence, we attach either [se] or [sa] allomorphs to the ends of simple sentences to produce the only Turkish conditional clauses.

English adverbial clauses are structurally simple sentences that are connected to main clauses by subordinating conjunctions, which are characterized by some fundamental adverbial concepts mentioned above. On the other hand, Turkish simple sentences undergo some transformational changes before they are used as adverbial phrases. Therefore, we can say that the English adverbial clauses are structurally adverbial sentences (clauses) as they have finite verbs at the ends of all adverbial clauses.

TIME

BEFORE

This time concept is expressed in “V - ♫ [me-den] or [ma-dan] + önce” in Turkish.

I did my homework. Then I came to school.

One can understand from these sentences that the time of the first sentence is before the time of the second one. To furnish the first English sentence with a previous time concept, The Past Perfect Tense may be used to convey this time difference, and the conjunction “before” is put in the beginning of the second sentence without its order (the simple sentence structure) being changed:

I had done (or did) my homework before I came to school.

Although the normal order of the English sentence is like the sentence above, the regular order of the Turkish sentence is “Before I came to school, I had done my homework”. If we think about how this sentence is produced,
we can find out that there are two simple sentences underlying it in our minds:

Ben ev ödevimi yaptım. Ben okula geldim.

In order to add a "before" time concept to the sentence "I came to school", only the word "before" is put in the beginning of the English sentence. However, in Turkish, to add the same concept "before (önce)" to the Turkish sentence, the sentence "Ben okula geldim + önce" is transformed into "ben okul-a gel-me-den önce", which is a timeless postpositional phrase.

Ben okula geldim + önce UDIO "ben okul-a gel-me-den önce"

(Ben) okul-a gel-me-den önce (ben) ev ödev-im-i yap-tı-im.

(subj) infinitive-den | posp
NP | postpositional adverbial phrs (obj) NP V
(predicate) VP

Ben eve gideceğim + önce UDO "ben ev-e git-me-den önce"

(Ben) ev-e git-me-den önce biraz meyve al-a.ca-k-im.

(subj) infinitive-den | postp
NP | postp adverbial phrase (object) NP V
VP

I will go home + before UDO "before I go home"

I will buy some fruit before I go home.

NP | V | adverbial clause
VP

In the sentence above, the [me, ma] allomorphs are a cause of confusion in Turkish. They are considered either as the allomorphs of an infinitive morpheme ✽ [me, ma] or the allomorphs of the negation morpheme ✽ [me, ma]. Therefore, Turkish students tend to build up English sentences like "I had done my homework before I didn't come to school". This is because the syllable stress in speech is generally used on the verb root or stem (gel*me*den), not on the [den, dan] allomorphs, which misleads the learners of English. In fact, these are the infinitive allomorphs; if they were not, the [den, dan] allomorphs would not be attached to them.

The sentence order above may also change as follows:

(Ben) ev ödev-im-i, okul-a gel-me-den önce yap-mış-tı-im.

(subj) obj inf-[den] + postp
NP | NP | postpositional phrs of time V
VP

(ben / e*vö*de*vi*mi~ / o*ku*la / gel*me*den / ön*ce / yap*mış*tım ~)

This sentence order above is used when the adverb of time is stressed.
The adverbial clauses in English start with subordinating conjunctions, and both the main clauses and the subordinate clauses in such complex sentences have finite verbs, which mean that both clauses are structurally simple sentences. When a subordinating conjunction such as “before”, “after”, “since”, “although”, “until”, “when”, or “while”, etc. is placed before one of these sentences, these subordinating conjunctions transform them into adverbial clauses, which are furnished by the concepts of these conjunctions. On the contrary, when adverbial phrases are formed in Turkish, the simple sentences are transformed into postpositional phrases before they become adverbials.

If we think about how this sentence is produced, we can see that there is a simple sentence underlying the phrase “ben-im istasyon-a var-ma-am” such as in the following example:

(Ben) istasyona vardım + önce ∪ "ben-im istasyon-a var-ma-am"-dan + önce”
(Ben) istasyona vardım + önce ∪ "ben istasyona var-ma-dan + (önce)"

Ben-im istasyon-a var-ma-am-dan önce tren git-ti (git-miş-ti).
Ben istasyon-a var-ma-dan (önce) tren git-miş-ti.

Tren (Ben-im) istasyon-a var-ma-am - dan önce git-miş-ti

NP     noun + infinitive comp - [DEN] postp    |    postpositional phrase of time V

This sentence is like the English sentence, “The train had left before my arriving at the station”. In this sentence, “ben-im istasyon-a var-ma-am” is a “noun + infinitive” compound. “İstasyon-a” is an adverbial which is composed of a “noun-[E]”. “Ben-im istasyon-a var-ma-am” is a nominal phrase. As all nouns can be followed by [I], [E], [DE], [DEN], and [LE] morphemes, this nominal phrase can be followed by a [dan] allomorph. “Önce” is a postposition used after a “noun-[DEN] such as: “öğle-den önce”, “okul-dan önce”, “sen-den ön-ce”, yemek-ten önce”, “sen gel-me-den önce”. Therefore, “ben-im istasyon-a var-ma-am-dan önce” is a “noun compound-dan + önce”, which is a postpositional phrase functioning as an adverbial of time.

istasyon-a var-ma-dan önce

adverbial   inf + [DEN] postp
postpositional phrase of time

Consider and compare the following sentences:
Ben istasyon-a var-ma-dan (önce) tren git-miş-ti.

Before I arrived at the station, the train had left.

Tren, ben istasyon-a var-ma-dan önce git-miş-ti.

The train had left before I arrived at the station.

Cevap ver-me-den (önce) düşün.

Think before you answer.

Unut-ma-dan önce onu defter-im-e yaz-a.cak-im.

I will write it in my notebook before I forget it.

Büro-un-a git-me-den önce tras ol-ma.lı-sın.

You must shave before you go to your office.

Dışarı çık-ma-dan önce ceke-t-in-i giy.

Put your coat on before you go out.

Kompozisyon-u-/n/u teslim et-me-den önce, baba-/s/ı yanlış-lar-i-/n/i düzelt-miş-ti.

Her father had corrected her mistakes before she handed in her composition.

İlaç-ı al-ma-dan önce sişe-/y/i iy-i-(ce) calkala.

Shake the bottle well before you take the medicine.

Cami-/y/e gir-me-den önce ayakkabı-lar-i-n-i çıkar-ma.lı-sın.

You must take your shoes off before you enter the mosque.

Bazı öğrenci-ler zil çal-ma-dan (önce) sınıf-tan çık-ti-lar.

Some students (had) left the classroom before the bell rang.

İmzala-ma-dan önce onu dikkat-le oku.

Read it carefully before you sign it.
Yat-ma-dan önce ışık-lar-ı söndür.
(yat*ma*dan / ön*ce / ışık*la*ri / sön*dür ▽)
Turn the lights off before you go to bed.

Soğu-ma-dan (önce) çorba-an-ı iç.
(so*ğu*ma*dan / çor*ba*ni / iç ▽)
Eat up your soup before it gets cold.

Acık-ma-dan (önce) birşey ye-me.
(a*cık*ma*dan / bi*şey / ye*me ▽)
Don't eat anything before you are hungry.

Acık-ma-dan (acıkmak sizin) birşey ye-me.
(a*cık*ma*dan / bi*şey / ye*me ▽)
Don't eat anything without getting hungry.

Tiyatro-/y/a git-me-den (önce) piye-si oku-muş-tu-um.
(ti*yat*ro*ya / git*me*den / ön*ce / pi*ye*si / o*ku*muş*tum ▽)
I had read the play before I went to the theatre.

Hava karar-ma-dan (önce) ev-e dön.
(ha*va / ka*rar*ma*dan / e*ve / dön ▽)
Come back home before it gets dark.

İkinci el bir araba-/y/i satın al-ma-dan önce onu test et-me.li-sin.
(i*kin*ci / el / bir / a*ra*ba*yı / sa*tın / al*ma*dan / ön*ce / test / et*me*li*sin ▽)
You must test a second-hand car before you buy it.

Okul-a git-me-den önce oku-/y/up yaz-a.bi-l-i.yor-du.
(o*ku*la / git*me*den / ön*ce~ / o*ku*yup / ya*za*bi*li*yor*du ▽)
He could read and write before he went to school.

(sev*di*ğim / prog*ram / te*le*viz*yon*da / baş*la*ma*dan / ön*ce~ / ev*de / o*la*ca*ğim ▽)
I'll be home before my favorite program starts on TV.

Yemek-e gel-me-den önce el-le-r-in-i yıka-ma.li-sin.
(ye*me*ğe / gel*me*den / ön*ce / el*le*ri*ni / yı*ka*ma*li*sin ▽)
You must wash your hands before you come to dinner.

Çık-ma-dan önce kasiyer-e öde.
(çık*ma*dan / ön*ce / ka*si*ye*re / ö*de ▽)
Pay the cashier before you leave.
AFTER (SONRA)

To transform a simple sentence into a “sonra” phrase, one should use “V ~ [dik, dik, dük, duk, tik, tik, tük, tuk]-[ten, tan] + sonra” composition following the vowel and consonant harmony rules. “Sonra” is a postposition used after “noun-[DEN] + sonra” such as “okul-dan sonra”, “sen-den sonra”, “sen gel-dik-ten sonra”, which are all postpositional adverbial phrases. For example:

gel-dik-ten sonra, al-dik-ten sonra, oku-duk-ten sonra, seç-tik-ten son-
ra, pişir-dik-ten sonra, gör-ün-dük-ten sonra, bekle-eş-tik-ten son-
ra, anlaş-tik-ten sonra, piş-ir-il-dik-ten sonra, ben-den sonra, etc.

Note: The symbol “V” covers both the verb roots, stems, frames, and verbal compositions.

In the composition above, the ~ [dik, dik, dük, duk, tik, tik, tük, tuk] al-
omorphs produce infinitives that are attached to [den, dan, ten, tan] allo-
omorphs that are followed by the "sonra" postposition. This composition pro-
duce a timeless prepositional adverbial phrase whose time is inferred from
the time of the verbs at the ends of the sentences.

Like all infinitives, this composition does not convey a time concept. Its time
concept is inferred from the time concept of the finite verb that is used to-
gether with the postpositional adverbial phrase: Follow the examples:

(O) ev öde-i/-n/i yap-tik-tan sonra yattı.
NP obj of “yap” infinitive-[DEN] postp  | postp adverbial phrase of time V
VP
He went to bed after he had done (he did) his homework.

Çocuk-lar zil çal-dik-tan sonra futbol oyna-mak için dışarı-/y/a çı-
ka-çak
NP inf - [DEN] + postp infinitive postp  | postp adverb phrs of time postp adverb phrs of cause adverbial V
VP
The boys will go out to play football after the bell rings.

Bitir-dik-ten sonra kompozisyon-um-u teslim et-ti-im.
(bi*ti*ri*dik*ten / son*ra / kom*po*zi*s*yo*nu*mu / tes*li*mi / et*ti*im ~)
After I had finished my composition, I handed it in.

Onlar çık-tik-tan sonra çalış-ma-/y/a başla-di-im.
(on*lar / çık*tik*tan / son*ra / ça*la*ş*ma*ya / baş*la*dim ~)
I began to study after they (had) left.
İstanbul’-dan ayrıl-dik-tan sonra sana bir mektup yaz-a.cak-im.
(is* tan*bul* dan / ay*ril*dik* tan / son* ra / sa*na / bir / mek* tup / ya*za*ca*ğım~) I will write you a letter after I leave (I have left) İstanbul.

Bir çift yeni ayakkabı al-dik-tan sonra e-v-e git-ti.
(bir / çift / ye*ni / a*yak*ka*bi / al*dik* tan / son* ra ~ / e* ve / git*ti~)
She went home after she (had) bought a new pair of shoes.

Emekli ol-duk-tan sonra bir köy-de ya*sha-ma~/ya/a başla-dı.
(e*mek*li / ol*duk* tan / son* ra ~ / bir / köy* de / ya*şma*ya / baş*la*di~)
He began to live in a village after he (had) retired.

Okul-dan ayrıl-dik-tan sonra ne yap-a.cak-sın?
(o* kul* dan / ay*ril*dik* tan / son* ra / ne~/ ya*pa*ca*k*sin~)
What will you do after you leave (have left) school?

Duş yap-tık-tan sonra yat-tı.
(duş / yap*tık* tan / son* ra / yat*tı~)
He went to bed after he had (had) a shower.

Konser bit-tik-tan sonra bir restoran-a gi*de*lim.
(kon*ser / bit*tık*ten / son* ra / bir / res*to*ra*na / gi*de*lim~)
Let’s go to a restaurant after the concert is over.

WHEN and WHILE

To transform a simple Turkish sentence into a “when” clause, “[V- ?İN.CE, in.ca, ün.ca, un.ca]” adverbial phrase is used. The [İN.CE] morpheme is a suffix that is attached to verb roots, stems or frames to express the concept of “when” of the English language. Likewise, the [İR-KEN] morpheme, which has the allomorphs of [IR-KEN] morpheme, is attached to verb stems and frames to expresses “while”. The [İN.CE] and [İR-KEN] morphemes correspond to the English words “when” and “while” respectively. In the following examples, the [İN.CE] and [İR-KEN] morphemes are attached to verbs that end with consonants:

**When**

“ben oku*l-a gel*in.ce”
“ben onu sa*ṭ-in.ca”
“o gül*-ün.ce”
“sen ona dokun-un.ca”
“zil çal-in.ca”
“okul açıl-in.ca”
“elma-lar sa*ṭ-ıl-in.ca”

**while**

“ben oku*l-a gel*ir-ken”
“sen onu al-ir-ken”
“sen öksü*r-ken”
“sen konu*s-ur-ken”
“sen elma-lar-ı şek-er-ken”
“sen patates-ler-ı soy-ar-ken”
“biz bahçe-de gez-er-ken”
When the verbs end with *vowels*, however, the allomorphs of [İN.CE] are attached to these verbs by the /y/ glides. On the other hand, when the allomorphs of [İR-KEN] are attached to verbs ending with *vowels*, the coinciding *vowels “i-i”, “i-i”, “ü-ü”, “u-u”, “e-e”, “a-a” combine:*

<table>
<thead>
<tr>
<th>when</th>
<th>while</th>
</tr>
</thead>
<tbody>
<tr>
<td>“durak-ta bekle-/y/in.ce”</td>
<td>“sen durakta bekle-er-ken”</td>
</tr>
<tr>
<td>“ben onu anla-/y/in.ca”</td>
<td>“Ahmet horoz-u kovala-ar-ken”</td>
</tr>
<tr>
<td>“ben oku-ma-/y/a başla-/y/in.ca”</td>
<td>“Mary saçı-/n/i kurula-ar-ken”</td>
</tr>
<tr>
<td>“sen uyu-/y/un.ca”</td>
<td>“sen uyu-ur.ken”</td>
</tr>
</tbody>
</table>

Besides the [İN.CE] morpheme, there are two more adverbial alternatives that can convey the concept of “when”:


Okula *git-in.ce* öğretmenini göreceksin. (*gi*’*din*’ce)
Okula *git-tik-in zaman* öğretmenini göreceksin. (*gi*t*i’*ğin / za*man)
Okula *git-tik-in-de* öğretmenini göreceksin. (*gi*t*i’*ğin*’de)

The meaning of all the three sentences above is “You will see your teacher when you go to school”, and the expressions printed in bold face are the equivalents of the English coordinating conjunction “when”.

We can explain how this mental composition is transformed as follows:

_Sen onu göreceksin + zaman _“sen onu gör-ün.ce”, or “sen onu gör-dük-ün zaman”, or “sen onu gör-dük-ün-de”_

_O beni gördü + zaman _“o beni gör-ün.ce”, or “o beni gördük-ü zaman”, or “o beni gör-dük-ün-de” (gör*dü*’ğün*de).

You will see him + when _“when you see him”_

The basic English simple *future* sentence structure above transforms into The Simple Present vocalized adverbial clause.

1. (Sen) *okul-a git-in.ce* (senin) öğretmen-in-i gör-e.cek-sin.
   
   NP       adverbial of time (noun comp-i) NP       V
   
   (o*ku*’la / gi*’din*ce / öğ*ret*me*ni*ni / gö*re*cek*sin~)

   You will see your teacher when you go to school.

   
   (o*ku*’la / gi*t*i’ğin / za*man / öğ*ret*me*ni*ni / gö*re*cek*sin~)

   You will see your teacher when you go to school.
When Turkish simple sentences are transformed into “when” adverbial phrases, they lose their time concepts as they do in “before” and “after” clauses. This time deficiency is fulfilled by the finite verbs at the ends of the sentences. Although, the inflectional allomorphs attached to verb roots, stems and frames are all secondarily stressed such as (gi*der*ken), (gi*din*ce), (git*ti*ğin*de), (gi*der*sen), (git*mem), (git*mez*sen), only one of them can be primarily stressed.

Follow the examples:

(Biz) çalı*şın.ca (biz) öğre*ni*riz.  
(ca*li*şın.ca / öğ*re*ni*riz ∼)

We learn when we study.

(O) be*ni gö*rü*ncü *ce / gü*lüm*se*di  
(be*ni / gö*rü*ncü *ce / gü*lüm*se*di ∼)

She smiled when she saw me.

(Siz) susa-*y/in.ca (siz) ne iç-er-sin*iz?  
(su*sa*yin.ca / ne ∼ / i*çer*sı*niz ∼)

What do you drink when you are thirsty?

Öğretmen sınıf*a gir*in.ce bütün öğrenci-ler ayak-a kalk-ar.  
(öğ*ret*men / sı*ni*fa / gi*rin*ce =~ / bû*tûn / öğ*ren*ci*ler / a*ya*ğa / kal*kar ∼)

All the students stand up when the teacher enters the classroom.

(Sen) haber-i işit-in.ce (sen) mutlu o*la*cak*sin.  
(ha*be*ri / i*çit*tin*ce / mut*lu / o*la*cak*sin ∼)

You will be happy when you hear the news.

(Sen) yabancı bir ülke/-ye gitti*ğin zaman (gidince, gittiğinde) (sen) para-an* ∼

When you go to a foreign country, you must change your money.

(Ben) onu gör-dük-üm-de (o) kiraz ye-i.yor-du.  
(o*nu / gör*dü*ğüm*de / ki*raz / yi*yor*du ∼)

She was eating cherries when I saw her.

(Sen) oku-*ma*-yi / bitir-*in.ce lütfen (sen) (ben-im) kitap-*ın* ∼ geri gönder.  
(o*ku*ma*yi / bi*ti*rin*ce / lüt*fen / ki*ta*bı*mi / ge*ri / gön*der ∼)

Please send my book back when you have finished reading it.
(Ben) yorgun ol-duk-um zaman (ben) bir fincan kahve iç-mek-ten zevk al-ir-im. (yor*gun / ol*du*ğum / za*man ~/ bir / fin*can / kah*ve / iç*mek*ten / zevk / a*li*rim ~) I enjoy having a cup of coffee when I am tired.

(Ben) hazır ol-duk-um zaman (sen) (ben-im) ne yap-a-ma-mi is-ti-yor-sun? (ha*zır / ol*du*ğum / za*man~ / ne~/ yap*ma*mi / is*ti*yor*sun~) What do you want me to do when I am ready?

Biz bir yanlış-pın (ca (bizim) öğretme-ni miz düzel-tir.

(Biz / bir / yan*lıs*ık / ya*pın*ca~/ öğ*ret*me ni miz / dü*zel*tir ~) When we make a mistake, our teacher corrects it.

(Ben-im) zaman-im ol-un.ca (ben) gel-ip sen-i gör-e.cek-im.

(za*ma:*nim / o*lun*ca / ge*lip / se*ni / gö*re*ce*ğim ~) I will come and see you when I have time.

Trafik ışık-la-rı kırmızı-/y/a dön-üm.ce dur-ma-lı-/y/ız.

(traf*ik / i*şık*la*rı / kir*mi*zi*ya / dö*nün*ce / dur*ma*li*yı*ız ~) We must stop when the traffic lights turn red.

Fatma gel-in.ce ders çalıș-a.cak-ız.

(fat*ma / ge*lin*ce / ders / ça*li*ş-a*ca*ğız ~) We'll study when Fatma comes.

İstasyon-a var-in.ca bilet-in-i (satin) al-a.bil-ir-sin.

(is*tas*yo*na / va*rin*ca / bi*le*ti*ni / a*lä*bi*lir*sin ~) You can buy your ticket when you arrive at the station.

Note: The pronouns in parentheses are not generally used. They are put in the sentences above to make the meaning clearer for the learners.

WHILE

In order to insert the duration concept of “while” into a transformed adverbial phrase, you should use the “V♫-[ir*ken, ir*ken, ür*ken, ur*ken, er*ken, ar*ken]” duration allomorphs when action verbs are involved, such as “gel-ir-ken”, “git-er-ken”, “yaz-ar-ken”, “otur-ur-ken”, “beklen-ir-ken”. This morpheme is like the morpheme [İ.YOR] whose second syllable never follows the vowel harmony rules. However, when you use “adjectives”, “nouns” or “noun-[DE]” adverbials, you should attach only “ken” morpheme to these words to convey both “when” and “while”.

354
Note: The /y/ glide is used when a word ends with a vowel; but when a word ends with a **consonant** only “ken” morpheme is attached to such words such as “ev-de/y/-ken”, “okul-da/y/-ken”, “boyalı/y/-ken”, “evli/y/-ken”, “be--kär-ken”, “çoçuk-ken”, “var-ken”, “kasap-ken”, “genç-ken”, “yaşlı/y/-ken”, “bura- rada/y/-ken”, sokak-ta/-y/-ken, etc.

The mental composition of "while" (duration) allomorphs are as follows:

**Jack okula gidiyordu + duration ⊓ “Jack okul- a git-er-ken” (gi*der*ken)**

`Jack  okul-a  git-er-ken  bir  kese  altın  para  bul-du.`

`NP  adverbial  phrase  of  time  NP  V`

**Jack was going to school + duration ⊓ “while Jack was going to school”**

`Jack  found  a  purse  of  gold  coins  while  he  was  going  to  school,.`

`V  NP  adverbial  clause  of  time  NP  VP`

Consider the example sentences below:

Oğ̣ull-um bahçe-de oyna-ar-ken eski bir para buldu. (The /u/ drops, and the /l/ attaches to /u/.) (oğ* lum / bah*če*de / oy* nar*ken ~/ es* ki / bir / pa*ra / bul*du~)

My son found an old coin while he was playing in the garden.

Ben ev-de/y/-ken bütün ev-iş-ler-i/n/i kendim yap-ar-ım. (liaison)

(ben / ev*dey*ken ~/ bütün / e*viş*le*ri*ni / ken*dim / ya*pa*rim ~)

I do all the housework myself when I am at home.

Biz çocuk-ken televizyon seyre-t-e.m-e-i.yor-du-uk, çünkü televizyon daha keşfe-il-me-miş-ti.

(biz / ço* cuk*ken ~/ te*le*viz*yon / sey*re*de*mi*yor*duk ~ / çün*kü ~/ te*le*viz*yon / da*ha / keş*fe*dil*me*miş*ti ~)

We couldn't watch television when we were children because it hadn't been invented yet.

Ev öde-in-i ben bura-da/y/-ken yap.

(ev / ö*de*vi*ni / ben / bu*ra*day*ken / yap ~)

Do your homework while (when) I am here.

Ben yeni sözcük-le-r-i öğre-t-ir-ken Fatma pencere-den dışarı bağ-lı.yor-du.

(ben / ye*ni / söz*çük*le*ri / Öğ*re*tir*ken ~/ fat*ma / pen*ce*re*den / di*şa*ri / ba*kr*yor*du ~)

While I was teaching the new words, Fatma was looking out of the window.
Ben bura-da/y/-ken gürültü et-me.
(ben / bu*ra*day*ken / gü*rültü / et*me ~)
Don’t make a noise while (when) I am here.

Radyo dinle-er-ken ders çalış-a.bil-ir mi-sin?
(rad*yo / din*ler*ken / ders / ça*li*şir*ken / ra*hat*siz / et*me ~)
Can you study while (when) you are listening to the radio?

Kardeş-in-i ders çalış-ir-ken rahatsız et-me.
(kar*deşi*ni / ders / ça*lı*şir*ken / ra*hat*siz / et*me ~)
Don’t disturb your brother while (when) he is studying.

Ben dışarı-da/y/-ken kimse bana telefon et-ti mi?
(ben / di*şa*ri*day*ken / kim*se / ba*na / te*le*fon / et*ti / mi ~)
Did anyone telephone me when (while) I was out?

Fatma onsekiz yaş-in-da/y/-ken çok güzel-di.
(fat*ma / on*se*kiz / yaş*in*day*ken / çok / gü*zel*di ~)
Fatma was very beautiful when she was eighteen.

Onlar ırmak-ta yüz-er-ken biri-si onlar-ın giysi-ler-i-ni çal-dı.
(on*lar / ir*mak*ta / yüz*zer*ken ~ / bi*si / on*la*nin / giy*si*le*ri*ni / çal*di ~)
Somebody stole their clothes while (when) they were swimming in the river.

Zaman-in oj-un.ca arab-a/y/ı yıka-/y/a.bil-ir-sin.
(za*ma*nin / o*lun*ca / a*ra*ba/y/ı / yı*ka*ya*bi*lir*sin ~)
You can wash the car when you have time.

(Ki)z-im-a bir hikâye anla-ş-ir-ken uyuy-a/kal-di.
(ki*zi*ma / bir / hi*kâye*ye / an*la*şir*ken ~ / uyuy*a*ya / kal*di ~)
My daughter fell asleep while I was telling her a story.
Merdiven-den aşağı in-er-ken dikkat-li ol.

(mer*di*ven*den / a*ş*a*ği / i*ner*ken ~ / dik*kat*li / ol ~)

Be careful when you are walking down the stairs.

Ev ödev-in-i yap-ar-ken televizyon seyret-e mez-sin.

(e*vö*de*vi*ni / ya*par*ken ~ / te*le*viz*yon / sey*re*de*mez*sin ~)

You can't watch television while you are doing your homework. (prohibition)

AS SOON AS

In order to express “as soon as” in Turkish, one should use a positive and negative verb composition of The Simple Present Tense following one another. The adverbial phrases that are built up with these verbal compounds are timeless and their function is adverbial:

Zil çaldı. ◐ “zil çalar çalmaz” (ça*lar / çal*maz)

Jack eve geldi. ◐ “Jack ev-e gel-ir gel-me z” (ge*lir / gel*mez)

Güneş doğacak. ◐ “güneş do-ğ-ar do-ğ-maz” (do*ğar / doğ*maz)

Mary beni gördü. ◐ “Mary ben-i gör-ür gör-me z” (gö*rür / gö*rmez)

Mary odasına girdi. ◐ “Mary oda-/s/i-n/a gir-er gir-me z” (gi*rer / gir*mez)

As it is seen, the transformed phrases above are timeless and function as adverbial phrases of time:

Jack ev-e gel-ir gel-me z ödev-i-/n/i yap-ma-/y/a başla-di

Güneş do-ğ-ar do-ğ-maz yol-a koyul-a caak-lar.

Mary ben-i gör-ür gör-me z kapi-/n/i arka-/s/i-n/a saklan-di.

Mary oda-/s/i-n/a gir-er gir-me z bir iskelet-le karışlaş-ti.

Öğrenci-ler Zil çalar çalmaz bahçe-de oyna-mak için dişari-/y/a çık-ti-lar.

Öğrenciler, zil çalar çalmaz bahçede oynamak için dışarı çıktilar.

Öğrenciler, bahçede oynamak için zil çalar çalmaz dışarı çıktilar.

Zil çalar çalmaz, bahçede oynamak için öğrenciler dışarı çıktilar.

“Dışarı çıktilar öğrenciler zil çalar çalmaz bahçede oynamak için.
The last sentence above is understandable, but a Turkish teacher may not accept it as a good sentence.

The main point in changing the places of the adverbial units above is that the nearer to the verb, the more important these units are. However, in doing this, the grammatical units should be kept intact. The grammatical units in the sentences above are as follows:

1. öğrenciler 2. zil çalar çalmaz 3. bahçede oynamak için 4. dışarı çıktılar.

Examples:

Yatak-ı-/n/a yat-ar yat-maz uyku-/y/a dal-di.  
(ya*ta*ği*na / ya*tar / yat*maz / uy*ku*/ya / dal*di ~)  
He fell asleep as soon as he went to bed.

Sokak-ta-ki çocu-ku gör-ür gör-mez fre-n-e bas-tı.  
(so*kak*ta*ki / ço*cu*ğu / gö*rür / gö*rmez / fre*ne / bas*tı ~)  
He hit the brakes as soon as he saw the boy in the street.

Sen hazır 0l-ur ol-maz dışarı çı-k-a.cağ-ız.  
(sen / ha*zır / o*lur / ol*maz ~ / di*şar*ı / çi*ka*ca*ği*ız ~)  
We'll go out as soon as you are ready.

Avcı Kaplan-ı gör-ür gör-mez ateş et-ti.  
(av*çi / kap*la*ni / gö*rür / gö*rmez / a*teş / et*ti ~)  
The hunter fired as soon as he saw the tiger.

Vaktin 0l-ur ol-maz gel beň-i gör.  
(vak*ti / o*lur / o*l*maz / gel / be*ni / gö*r ~)  
Come and see me as soon as you have time

Güneş doğ-ar doğ-maz yol-a koyul-du-lar.  
(gü*nes / do*ğar / doğ*maz / yo*la / ko*yul*du*lär ~)  
They set off as soon as the sun rose.

UNTIL

When the nouns, such as “sabah”, “yarin”, “saat altı” is chosen, they are attached to the ♫ [e, a] allomorphs followed by the postposition “kadar”:

“noun - ♫ [e, a] + kadar (dek)

(Onlar) sabah-a kadar çalış-a cağ-lar.  
They will work until morning.

358
We watched TV until midnight. (“Kadar” and “dek” are postpositions.)

We will go on studying English until next year.

If a simple sentence is chosen to be used as an adverb of time, “V± [e..n.e, a..n.a] + kadar” structure, which is a timeless adverbial phrase of time, is used to express “until” in Turkish. The logical development of “until” is as follows:

Güneş doğdu + kadar “güneş doğ-a..n.a kadar” (do*ğa *na)
Güneş doğ-a..n.a kadar tarlada çalış-tılar.
The sun rose + until “until the sun rose”
They worked in the field until the sun rose.

Güneş doğacak + kadar “güneş doğ-a..n.a kadar”
Güneş doğ-a..n.a kadar tarlada çalış-a..cak-ız. (ça*li*şa*ca*ğız)
The sun will rise + until “until the sun rises”
We will work in the field until the sun rises.

As an alternative to the above adverbial phrase “V± [i..n.e/-y/e, i.n.ca/-y/a, ün..ce/-y/e, un.ca/-y/a] + kadar” form can also be used:

Boya kuru-/y/ün.ca/-y/a kadar (kuru/-y/a/-n/a kadar) duvar-lar-a dokun-ma.
(bo*ya / ku*ru*ya*na / ka*dar / du*var*la*ra / do*kun*ma ∼)  
Don’t touch the walls until the paint dries.

I promise I will study until you come back home.

Hava kara-ra-na kadar çocuk-lar bahçe-de oyna-di-lar.

The children played in the garden until it got dark.

(Sen) bir çiftli-ge-lene kadar bu patika-/y/-izle.

They had to wait until the help came.

Öl-e-ne kadar savaş-ti-lar.

They fought until they died.

Çağrı-lı-a-na kadar dışarı-da bekle.

Wait outside till you are called. (passive)

Bir ada-/ya-gel-e-ne kadar kürek çek-ti-ler.

They rowed until they came to an island.

Yağmur dur-a-na kadar bir yer-e işini-t me-k.

Let us shelter somewhere until it stops raining.

Onlar gel-e-ne kadar bir şey yap-a-ma-/y/-iz.

We can't do anything till they come.

Özür dile-y-e.ne kadar sen-in-le konuş-ma-/y/a.cağ-im.

I won't speak with you until you apologize.

Saat kaç-a kadar bur-a-da bekle-me-em-i iste-i.yor-sun?

Until what time do you want me to wait here?
(Sen) ben-i sev-dik-in-i söyle-/y/e.ne kadar burã-da otur-a.cak-im.
(be*ni / sev*di*ği*ni / söy*le*ye*ne / ka*dar / bur*da / o*tu*ra*ca*ğim ✓) I am going to sit here until you tell me that you love me.

Sen-i öl-e.ne kadar sev_e.cek-im.
(se*ni / ö*le*ne / ka*dar / se*ve*çe*ğim ✓) I will love you till I die.

**BY** and **BY THE TIME**

“**By**” or “**by the time**” means “not later than” in English. This time concept is reflected into Turkish sentences by using The Future Perfect Tense, such as: “bitir-miş ol-a.cak-im”, “gel-miş ol-a.cak-lar”, etc., preceded by a “noun-[e, a] + kadar”, or “V-[e.ne, a.na] + kadar”, or “V-[in.ce/-/y/e, in.ca/-/y/a, ün.ce/-/y/e, un.ca/-y/a] + kadar” timeless adverbial phrases:

Study the following carefully:

(Ben) yarãn-a kadar iş-im-i bitir-miş ol-a.cak-im.
(VP)
V | NP
| postp.phrs of time | NP
I will have finished my work by tomorrow.

If a simple sentence is needed to be transformed, “V -]- [e.ne, a.na] + kadar” structure is used in the adverbial phrase section of a sentence. The logical process of this transformation is as follows:

**Annem eve döncecek + o zamana kadar ✓ “annem ev-e dön-e.ne kadar”**

Mother will come back home + by the time ✓ “by the time mother comes back home”

(Ben) annem ev-e dön-e.ne kadar iş-im-i bitir-miş ol-a.cak-im.
(VP)
V | NP
| postpositional phrase of time | NP
I will have finished my work by the time my mother comes back home.

“Dön-ün.ce/-/y/e kadar” may also be used as an alternative to the above expression:

361
Biz stadyum-ą var-ın.ca-/y/a kadar maç bit-mış ol-a.cak. 
(biz / stav*yu*ma / va*rn*ca*ya / ka*dar / maç / bit*miş / o*la*cak ↘)
The match will have been over by the time we get to the stadium.

Sen ey-e var-ın.ca-/y/a kadar bütün pasta-y/ı yemiş ol-a.cak-lar. 
(sen / e*ve / va*rn*ca*ya / ka*dar~ / bü*tün / pas*ta*yı / ye*miş / o*la*cak*lар~)
They will have eaten up all the cake by the time you arrive home.

SINCE

If single nouns or “determiner + noun” compounds such as “dokuz”, sa-
bah”, “öğle”, “dün”, "geçen hafta", "geçen ay", "geçen yıl" are chosen
to express, a “noun-[den, dan] + beri” or a “possessor + possessed”-
[den, dan] + beri” postpositional phrase structure is used to express
“since nine”, “since morning”, “since last year”, “since last summer”, or “since
you went away” expressions. The word “beri” is a postposition. The func-
tion of these phrases is adverbial:

(Ben) onu geçen hafta-dan beri gör-me-di-im. 
NP NP postp adverbial phrs of time V
VP
I haven’t seen her since last week.

Saat dokuz-dan beri bekle-i.yor-um. 
(sa*at / do*kuz*dan / be*rı / bek*li*yо*rum ↘)
I have been waiting since nine.

As “dokuz”, “sabah”, “öğlen”, etc. are nouns, a “noun + infinitive" - [DEN] +
beri” can also be used in their places:

(Ben) seni gördüm + den beri ↘ "(ben-im) sen-i gör-dük-üm-den beri”
I saw you + since ↘ “since I saw you”

(ben-im) sen-i gördük-üm - den beri = since I saw you
noun compound - [DEN] + postp
postpositional adverbial phrase of time

(Sen) (ben-im) sen-i gör-dük-üm-den beri birsey yapmadın
NP noun comp-den postp | | postp phrase of time NP V
VP
Seni ilk gör-dük-üm-den beri sev-i.yor-um.
(se*ni / ilk / gör*dü*ğüm*den / be*ri / se*vi*yo*rum ~)
I have been in love with you since I saw you first.

(Sen-in) İstanbul’dan ayrıl-dık-in-dan beri sen-den bir mektup al-ma-di-im.
(is*tan*bü*dan / ay*rıl*di*ğin*dan / be*ri / sen*den / bir / mek*tup / al*ma*-dim ~) I haven’t received a letter from you since you left Istanbul.

(Ben) (sen-in) evden çık-tık-in-dan beri birse-yap-ma-di-im.
(ev*den / çık*tı*ğin*dan / be*ri / bir / şey / yap*ma*dim ~)
I haven’t done anything since you left home.

(Ben-im) sen-i son gör-dük-üm-den beri (sen) ne yap-ı.yor-sun?
(se’ni / son / gör*dü*ğüm*den / be*ri / ne ~ / ya*pri*yor*sun~)
What have you been doing since I saw you last?

(kız*lar*dan / ba*zı*la*rı / sı*ni*fa / gir*dik*le*rin*den / be*ri / gü*lü*şüp / ko*nu*su*yar*lar ~)
Some of the girls have been chatting and giggling since they came into the classroom.

Sen-(in) bura-/y/a gel-dik-in-den beri ne kadar oldu? or
Sen bura-/y/a gel-e.li ne kadar ol-du?
(sen / bu*rı*ya / ge*le*li / ne~ / ka*dar / ol*du~)
How long is it (has it been) since you came here?

Biz-im komşu-/n/un şu aptal kopek-i ben ev-e gel-dik-im-den beri havla-ı.yor.
(bi*zım / kom*şu*nun / şu / ap*tal / kö*pe*ği ~ / ben / e*ve / gel*di*ğim*den / be*ri / hav*lı*yor~)
That stupid dog of our neighbor’s has been barking since I came home.

Otomüs-ü kaçı-r-dık-im-dan beri bura-da bekle-i.yor-um.
(o*tö*bü*stä / ka*çır*di*ğim*dan / be*ri / bur*da / bekle*li*yo*rum ~)
I have been waiting here since I missed the bus.

Yağmur başla-dık-i/n-dan beri otobüs durak-i/n/-da bekle-i.yor-um.
(yağ*mur / baş*la*di*ğin*da*dan / be*ri / o*tö*büs / du*ra*ğin*da / bekle*li*-yo*rum ~) I have been waiting at the bus stop since it started raining.
CAUSE OR REASON

“As”, “since” or “because” subordinating conjunctions are used in English to express cause or reason. In Turkish, in place of “as” or “since”, “için” postposition is used. Since all postpositions follow nouns in Turkish, “için” can also follow a noun, a pronoun, an infinitive, or a “noun + infinitive” compound. All “noun + infinitive” and “determiner + noun” compounds are syntactic nominal phrases. Follow the simple sentences below:

Ben eve geç geldim + için “(ben-im) ev-e geç gel-dık-im için”
I came home late + as “as I came home late”

As the (ben-im) parts in the noun compounds are generally ignored, only the possessed parts of the noun compounds are used as “gel-dık-im” and “geç gel-dık-im”. Since these parts are the possessed parts of the noun compounds, they are also “nouns”, and so, they can be followed by the postposition “için”:

(onlar) (ben-im) okul-a geç gel-dık-im için ben-i cezalandır-di-lar.

Note: (Ben-im) and (onlar) are not generally used; they are put there so that the noun compounds should be well understood. The personal suffixes at the end of the verb compositions are enough to express the pronouns.

(Ben-im) okul-a geç gel-dık-im için = As I came to school late.

postpositional phrase of cause

(noun + inf compound + postp) adverbial clause of cause

sentence

OKU

hey punished me

They punished me as I came to school late.

Soru-lar güç ol-dük-u için (onlar-in) çok-u-/n/a cevap ver-e.me-di-im.

As the questions were difficult, I couldn’t answer most of them.
Çok yağmur yağ-dık-i için stadyum-a zaman-ı/n/-da var-a.ma-di-lar. (çok / yağ *mur / yağ*di*ği / i*çin~ / s*ta*dyu*ma / za*ma:*nin*da / va*ra*ma*di*lar ~)
They couldn't get to the stadium in time as it was raining heavily.

(Ben-im) gözlük-üm-ü (ben-im) ev-de unut-tuk-um için öğretmen-in tahta-y/a yaz-dik-lar-i/-n/i gör-e.me-di-im. (göz*lü*gü*mü / ev*de / u*nut*tu*ğum / i*çin~ / öğ*ret*me*nin / tah*ta*ya / yaz*di*la*r*ni / gö*re*me*dim ~)
As I had left my glasses at home, I couldn't see what the teacher was writing on the board.

The two "benim" words above are put here to show the compounds clearly. They are not used in current speech, and "öğretmenin tahtaya yazdıkları" is a "noun + infinitive" compound.

Saat beş ol-duk-u için çalı*ş-ma-/y/i bırak-sa-ak iyi ol-ur. (sa*at / beş / ol*du*ğu / i*çin~ / ça*lı*ş*ma*yı / bı*rak*sak / i*yı / o*lur ~)
As it is five, we had better stop working.

The conjunction “çünkü” is used in Turkish as “because” is used in English:

(O) yavaş yavaş yürürü. yor-du, çünkü ağır bir sepet taş-ı-yor-du.
She was walking slowly because she was carrying a heavy basket.

Çok çalı*ş-ma.lı-sın, çünkü yarın sınav-a gi*e.cek-sin.
You must study hard because you will have an examination tomorrow.

“Yüzünden”, “den dolaylı” or “nedenyle” complex postpositions can be used in Turkish as “because of” preposition is used in English:

Şiddet-li yağmur yüz-ü/n/-den (neden-i/y/-le) maç-ı ertele-mek zor-u/n/-da kal-di-lar. (şid*det*li / yağ*mur / yüzün*den~ / ma*çi / er*te*le*mek / zo*run*da / kal*di*lar ~) They had to postpone the match because of the heavy rainfall.

Yoğun trafik yüz-ü/n/-den (neden-i/y/-le) oku-lat-a geç kal-di-im.
(yo*ğun / tra*fik / yüzün*den~ / o*ku*la / geç / kal*dim ~)
I came to school late because of the heavy traffic.

Otomobil gre-y-i yüzünden (nedeniyle) ey-e yürü-/ye.rek git-mek zorunda kal-di-ik. (o*to*büs / gre*vi / yüzün*den~ / e*ve / yürü*ye*rek / git*mek / zo*run*da / kal*di* ~) We had to walk home because of the bus strike.

Yüksek fiyat-lar yüzünden (nedeniyle) hiç birçey satın al-a.ma-di-im.
I couldn’t buy anything because of the high prices.
Fatma güzel göz-le-r-i nedeni/y-le çekici-dir.
(fat*ma / gü*zel / göz*le*ri / ne*de*niy*le / çe*ki*dir~)
Fatma is attractive because of her beautiful eyes.

CONTRAST (RAĞMEN, KARŞIN)

Noun compounds like “(ben-im) çalış-ma-am-a rağmen”, “(onun) git-me-/s/i-/n/e rağmen” structures are used in Turkish in place of “although + sentence” in English. “Ben-im çalış-ma-am”, “sen-in gel-me-en”, “biz-im konuş-ma-am-iz” compounds are “noun + infinitive” compounds, whose second parts are made of infinitives. The [e, a] allomorphs are the allomorphs that are attached to nouns, pronouns and noun compounds, which help them to be used as adverbials in sentences. “Rağmen”, “karşın” or “neden-i/y/-le” are postpositions used after nouns attached either to [e], or [a] allomorphs:

(O) onu (kendi-/s/i-/n/in) çalış-ma-/s/i-/n/a rağmen başarılı ama
dı

Note: The /s/ and /n/ are glides. "Kendisinin" and "o" are put here to help the learners understand the deleted parts of the compounds. They are not used in current Turkish because "kendisinin" and "o" can be understood from the personal allomorphs. The mental production of this sentence is as follows:

(O) çok çalıştı + rağmen ⇔ “(kendi-/s/i-/n/in) çok çalışma-/s/i-/n/a rağmen" 
He studied hard + although ⇔ “although he studied hard”

He couldn’t succeed although he studied hard

Ahmet (kendi-/s/i-/n/in) otomobil-i olma-/s/i-/n/a rağmen okul-a otobüs-le gel-i-r.

Although Ahmet has got a car, he comes to school by bus.

Yorgun ol-ma-am-a rağmen çalış-ma-/y/a devam et-me.li-/y/üm.  (liaison)
(yor*gun / ol*ma*ma / rağ*men~/ / ça*liş*ma*ya / de*va:*met*me*li*y/üm~)
I must go on working although I am tired.

İki kez oku-ma-am-a rağmen ders-i anla-/y/a ma-di-im.
(i*ki / kez / o*ku*ma*ma / rağ*men~/ / der*si / an*la*ya*ma*dim~)
I couldn’t understand the lesson although I read twice.
Although he can’t see well, he doesn’t want to wear glasses.

Although he wasn’t able to see, he could play the piano.

Although I studied hard, I couldn’t succeed.

Although they are poor, they are happy.

Although we were staying in the same hotel, we didn’t meet.

Although they are very old, she does her housework herself.

Although he is ten years old, he can’t read and write.

Although he is fat, he can run fast.

Although I studied hard, I couldn’t succeed.

Although our grandmother is very old, she does her housework herself.

Although she is fat, he can run fast.

Although he can’t see well, he doesn’t want to wear glasses.
Tüm güçlük-*le rağmen* dağ-*ın doruk-*u/-n/a tirman-*a.bil-di-*ler.

They were able to climb the peak of the mountain *in spite of all difficulties.*

Tüm kötü hava şart-*la rağmen* pilot uçak-*ı başarı-*la indir-di.
The pilot landed the plane successfully *in spite of all the unfavorable weather conditions.*

Küçük göz-*le rağmen* yakışıklı-*dir.

He is handsome *in spite of his small eyes.*

Note: Some speakers and writers tend to use *"karşın"* in place of *"rağmen"* to avoid this borrowed word: *"Küçük gözlerine karşın (rağmen) yakışıklıdır".*

[Ken] morpheme can also be used like *"while"* to express contrast:

Bazı kimse-*ler zengin-*ken diğer bazı-*ları yoksul-*dur.

*While some people are wealthy, some others are poor.*

Karinca çalış-*ır-ken", ağustos böcek-*ı zaman-*ı/-n/ı şarkı söyle-*ye rek boşa harca-*ar-di. While the ant was working, the cicada used to waste time singing.

Bazı kimseler çay-*ı tercih et-*er-*ken, diğer bazılar-*ı kahve-*ı/ya tercih eder.

*While some people prefer tea, some others prefer coffee.*

Bazı öğrenci-*ler öğren-*mek için istek-*ı/-den, diğer bazılar-*ı ders-*ler-*e karşı kayıtsız-*dir.

*While some students are eager to learn, some others are indifferent to lessons.*

**PURPOSE**

In order to compose an adverbial phrase of purpose, one should use a simple sentence containing *"wish mood"* (dilek kipi) without structurally changing it, and by doing so, the *"wish"* simple sentence becomes a **nominal phrase** to be used preceding the postposition *"diye"* to compose a *"postpositional phrase of purpose":*

İçeri gir-e/-y/im. Let me go in.
İçeri gir-e-sin. I wish you to go in
İçeri gir-sin. Let him go in.
İçeri gir-e-lim. Let us go in.
İçeri gir-e-sin-iz. I wish you to go in.
İçeri gir-sin-ler. Let them go in.
He opened the door to let me go in.

İçeri gir-e-bil-e/y/im. Let me be able to go in.
İçeri gir-e-bil-e-sin. I wish you to be able to go in.
İçeri gir-e-bil-sin. I wish him to be able to go in.
İçeri gir-e-bil-e-lim. Let us be able to go in.
İçeri gir-e-bil-e-sin-iz. I wish you to be able to go in.
İçeri gir-e-bil-sin-ler. I wish you to let them be able to go in.

2. “V -♫ [e-/y/im, a-/y/im], [e-sin, a-sin], [sin, sin, sün, sun], [e-sin-iz, a-sin-iz], [sin-ler, sin-lar] + diye”

Follow the examples:

(0) (Ben) içeri -gir-e-bil-e/y/im diye kapıyı açtı. He opened the door so that I could go in.

(õ) içeri-/y/e gir-e-/y/im diye kapıyı açtı. He opened the door to let me go in.

Öğretmen be ni daha iyi göre bil-sin diye gözlük-le ri*ni l tak-tı. The teacher put on her glasses so that she could see me better.

Herkes gör-e.bil-sin diye onu daha büyük çiz. Draw it larger so that everybody can see it.

İçeri gir-sin diye kenar-a çekil-di-im. I stepped aside so that she might come in.

Kimse bu l a ma-sin diye para-/s/i-/n/i dikkat-le sakla-dı. He hid his money carefully so that nobody could find it.
Bir sözlük al-a.bil-sin diye ona biraz para ver-di-im.  
(bir / söz-lük / a’la*bil’sin / di*ye~ / o*na / bi*raz / pa*ra / ver*dim ~)
I gave her some money so that she could buy a dictionary.

Ahmet, sına vı ge-çe-bil-sin diye çok çalı-şıyor.  
(ah*met / sına/vı / ge*çe/bil’sin / di*ye~ / çok / çalı-şi*yor ~)
Ahmet is studying hard so that he can pass the examination.

Erken kalk-a.bil-sin diye o/-n/a bir çalar saat satın al-di-im.  
(er*ken / kalk*ka*bil*sin / di*ye~ / o*na / bir / ça*lar / sa*at / sa*tı*nal*dim ~)
I bought an alarm clock for him so that he could get up early.

The postposition ”diye” can also be used after some other simple sentences used as nominal phrases without being structurally changed. Consider the following:

(Ben) (o) gel-e.cek    diye   bekle-di-im.
NP      NP       V    |      |      |      |
sent nominal phrs + postp  |      |      |
postp adverb phrs of purpose V
VP
(gel*le*cek / di*ye / bekle*dim~)
I waited hoping that he would come.

Herkes anla-mış-tur diye sözüm-e devam et-ti-im.  
(her*kes / an*la*mış*tur / di*ye~ / o*na / bir / ça*lar / sa*at / sa*tı*nal*dim ~)  (liaison)
I went on talking thinking that everybody must have understood me.

Ertesi gün pazar diye geç vakte kadar otur-du-uk.  
(er*te*si / gün / pa*zar / di*ye / geç / vak*te / ka*dar / o*tur*duk ~)
We sat up late knowing that the following day was Sunday.

Otomobil kalabalık diye bin-me-di-im.  
(o*to*mbüs / ka*la*balık / di*ye / bin*me*dim ~)
Seeing that the bus was crowded, I didn't get on.

Kedi dışarı çık-sin diye kapı-/-y/i aç-tr-im.
I opened the door to let the cat go out.
(I opened the door so that the cat could go out.)

All the underlined parts of the sentences above are sentences that are used as “nominal phrases”.

If the concept of ability is ignored, the [e.bil, a.bil] are omitted, and the se-
cond type of the above chain is used following the vowel and consonant harmony. The underlined parts of the sentences below are sentences that are used as “nominal phrases”:

Hiç yanlışlık yap-ma-sın diye onu dikkat-le yaz-dı.

sentence of “wish” (nominal phrs) postp sentence
postpositional phrase of purpose
(hic / yanlislik / yap / ma / sin / di / ye / o / nu / dik / kat / le / yaz / di)

He wrote it carefully so that he shouldn’t make a mistake.

Güzel gör-ün-sün diye yeni elbise-/s/i-/n/i giy-dı.

(guzel / gor / run / sün / di / ye / ni / giy / di)

She put her new dress on so that she might (should) look beautiful.

Kaç-ma-sın diye at-im-ı bir ağac-a bağla-di-im.

(kac / ma / sin / di / ye / a / ti / mi / bir / ca / bag / la / dim)

I fastened my horse to a tree so that it shouldn’t escape.

Hiç parmak iz-i bırak-ma-sın diye hırsız eldiven tak-mış-tı.

(hic / par / mak / i / zı / bi / rak / ma / sin / di / ye / hir / sız / ven / tak / mis / ti)

The thief wore gloves so that he shouldn’t leave any fingerprints.

İngilizce’ni uygula-/y/ım diye baba-am ben-i İngiltere’/y/e götür-e.cek.

(in / ilz / ce / mi / uy / gu / la / yım / di / ye / ba / n / yi / in / ilz / te / re / ye / gő / tü / re / cek)

My father will take me to London so that I could practice my English.

If the subject of the main clause, and that of the adverbial phrase are the same, an “infinitive + için” postpositional phrase can be used:

Güzel gör-ün-mek için yeni elbise-/s/i-/n/i giy-dı.

(guzel / gor / run /mek / i / gin / di)

She put on her new dress to look beautiful.

Hırsız parmak iz-i bırak-ma-mak için eldiven tak-mış-tı.

(hir / sız / par / mak / i / zı / bi / rak / ma / mak / i / gin / ven / tak / mis / ti)

The thief wore gloves not to leave any fingerprints.

Sınav-ı-n/i geç-mek için Ahmet çok çalış-ı.yor. (liaison)

(sı / nav / vı / geç / me / ki / gin / a / met / çok / ca / li / yı / yor)

Ahmet is studying hard to pass his examination.

Köpek-e at-mak için yer-den bir taş aldı. (liaison)

(kö / pe / gê / at / ma / ki / gin / yer / den / bir / ta / şal / di)

He picked up a stone to throw at the dog.
İngilizce/si-/ni ilerlet-mek için özel ders-ler al-ı.yor.
She is taking private lessons to improve her English.

Beğendiğin (herhangi bir) yer-e otur-a.bil-ir-sin.
You can sit wherever you like.

Nasrettin Hoca eğik-i-/ni kaybet-tik-i yer-de bul-du ve bu onu çok mutlu etti.
Nasrettin Hoca found his donkey where he had lost it, which made him very happy.

İngilizce/si-/ni ilerlet-mek için özel ders-ler al-ı.yor.
She is taking private lessons to improve her English.

Beğendiğin (herhangi bir) yer-e otur-a.bil-ir-sin.
You can sit wherever you like.
Onu koy-du kê hanîl-la-ma-/ya çalîş. (ão nu / koy*du*ğun / ye*ri / ha*tıral*a*ma*yâ / ça*lîş)
Try to remember where you put it.

MANNER

To transform a simple English sentence into an adverbial clause of manner, the conjunction “as” is put in the beginning of a sentence. In Turkish, “gibi” postposition is used after a “noun + infinitive” compound:

AS

The mental development of an adverbial phrase of manner is as follows:

Ben sana döyledim + gibi ☐ “ben-im sana döyle-dik-im gibi”
I told you + as ☐ ”as I told you”

(Sen) onu, (ben-im) sana söyle-dik-im gibi yap.

(You) do it as I told you (to do).

(Ben) (ben-im) konuş-tuk-um gibi yaz-ar-im. I write as I talk.

(Sen) onu (o-/n/un) ol-duk-u gibi bırak. Leave it as it is.

The words in brackets above are used to make the meaning understandable for the learners. They are not necessary in current Turkish. For instance, instead of saying "(Sen) (ben-im) kardeş-im-i gör-dü-ûn mü?" people say "Kardeş-im-i gör-dü-ûn mü?" because the pronoun “Sen”, and the personal
allomorph “ün” both mean “sen”; and the "ben-im" and "im" both mean "my". As "sen" and "ben-im" words are opional elements, they may be ignored, and the current sentence becomes "Kardeş-im-i gör-dü-ün mü?".

Likewise, there are two personal possessor morphemes in all noun compounds such as [im] in "ben-im", and [im] in "şeker-im", both of which mean "my". Therefore “ben-im” possessor adjective may be ignored, and only “şeker-im” word (my sugar) is used instead of “ben-im çeker-im”.

For instance:

"(Ben-im) oku-l-um" → (o*kl*um), "(sen-in) göz-le-r-in" → (göz*le*rin)
"(e-/n-un) çanta-/s/i" → (çanta-/s/i), "(Biz-im) ev-im-iz" → (e*vi*miz)

However, if nouns are used in the possessor parts, they cannot be ignored:

"fiyat-la-r-in art-ma-/s/i", "okul-un ön-ü", "Jack-in şaka-/s/i", "at-ın tekme-/s/i" Jack-ın araba-/s/i, sorun-laר-ın aş-ıl-ma-/s/i.

As it is seen in the examples above, if possessor pronouns are used in the possessor parts of the noun compounds, these possessor pronouns can be ignored. But If nouns are used in the possessor parts, they cannot be ignored because only the possessed parts of these compounds do not make sense.

(Ben) gelecek hafta Ankara'ya gidiyor-um

(subject NP) (subject NP) (pronoun) (suffix)

In Turkish, it is impossible to use only the pronoun without using the personal suffix at the end of a sentence. One has to say either “Ben gelecek hafta Ankara'ya gidiyor-um”, or “Gelecek hafta Ankara'ya gidiyor-um”. It is incorrect to say “*Ben Ankara'ya gidiyor”, or “*Ben Türkçe bilmiyor.”

AS IF (AS THOUGH)

“V - [time]-♫ [miş, mish,muş, muş] - (pers) + gibi” verb structure is used to express “as if” in Turkish. The mental development of “as if” is as follows:

"Sen bir soru soracaksin" + gibi ⊇ "sen bir soru sor-a.cak-miş-(sin) gibi"
"You are going to ask a question” + as if ⊇ as if you are going to ask a question

(Sen) bir soru soɾ-a.cak-miş-(sin) gibi görüp-ü.yor-sun.

(subject NP) (sentence used as a nominal phrase) (postpositional adverbial phrase of manner) (V)

(bir / so*ru / so*ra*cak*miş / gi*bi / gö*rü*nü*yor*sun~)
You look *as if you are going to ask a question*.
(It seems that you are going to ask a question.)

Bana kız-miş (gibi) gör-ūn-ū.yor-sun.
(ba*na / kiz*miş / gö*rü*nü*yor*sun ~)
You look (sound) as if you are angry with me.
(It seems that you are angry with me.)

Bu kumaş pamuk-tan yap-Il-miş his-/s/i yer-i.yor.
(bu / ku*maş ~ / pa*muk*tan / ya*pil*miş / his*si / ve*ri*yor ~)
This material feels as if it is made of cotton.

Komşu-da bir-i-ler-i bir parti yer-lar-miş gibi ses-gel-i.yor.
(kom*şu*da / bi*ri*le*ri / bir / par*ti / ve*ri*yor*lar*miş / gi*bi / ses*ler / ge*li*yor ~)
It sounds as if some people are giving a party next door.
(I hear that the neighbors are giving a party.)

Bir şey ya-ni-yor-muş gibi bir koku al-ı.yor-um.
(bi*şey / ya*ni*yor*muş / gi*bi / bir / ko*ku / a*li*yor*um ~)
I smell as if something is burning. (Something is burning.)

The same “miş gibi” is also used for the *unreal past*, but in such sentences, “nouns”, “determiner + noun”, or “sentences used as nominal phrases” take part.

The mental development of such sentences may be as follows:

*Ben çocuk-um + gibi ↺ “ben çocuk-muş-um gibi”*
I am a child + as if ↺ “as if I were a child”

(Sen) (ben) bir çocuk-muş-um gibi ben-im-le konuş-ma.

| NP               | nominally used sentence + postp | | postp adverbial phrase of manner | | adverbial | V |
|------------------|---------------------------------|---|-------------------------------|---------|---|
| VP               | Don’t talk to me as if I were a child. (I am not a child.) |

(Onun) koca-/sl/i/y/-miş-im gibi bana bagi-r-i.yor.
(ko*ca*siy*müş-im / gi*bi / ba*na / ba*ğı*ri*yor ~)
She shouts at me as if I were her husband. (I am not her husband.)

(Onun) hizmetçi-/sl/i/y/-miş-im gibi bana emir ver-i.yor.
(hiz*met*çi*siy*müş-im / gi*bi / ba*na / e*mir / ve*ri*yor ~)
She orders me round as if I were her servant. (I am not her servant.)
Hiç bir şey ol-ma-mış gibi çalış-ma/-y/a devam et-ti. (liaison)
(hiç / bir / şey / ol*ma*mış / gi*bi / çalısl*ma*ya / de*vay:* met*ti*)
He went on working as if nothing had happened.
(Something had happened, but he didn’t mind.)

Çocuk-lar yap-a.cak-lar-ı bir şey yok-ça*ma* gibi bahçe-de oyna-u.yor-lar.
(co*cuk*lar~ / ya*pa*cak*la*n / bir / şey / yok*muș / gi*bi~ / bah*çe*de / oyu*nu*yor*lar~)
The children are playing in the garden as if they had nothing to do.

Karım, (ben) bir supermen-şim gibi herse*yi / be*nim / yap*ma*ma / is*tı*yor~)
My wife wants me to do everything as if I were a superman.
(I am not a superman.)

Sabah-le.yin erken kalk-tım, ve böyle-ce ev ödev-im-i bitir-e bil-di-im.
(sa*bah*le*yin / er*ken / kalk*tim~ / ve / böy*le*ce / e*vö*de*vi*mi / bi*ti*re*bi*dim~)
I got up early, and so I was able to finish my homework.

RESULT
In place of “so” or “therefore”, “böyle-ce”, “bu yüzden”, “bu nedenle”, “bu sa:yede”, or “bu şekilde” conjunctions may be used to supply a simple sentence with a result concept:

Çok aç*im, bu yüzden üç sandöviç bile ye/-y/e.bil-ir-im.
I am very hungry; therefore, I can eat even three sandwiches.

Yağmur çok şiddet-li yağ*-ı.yor-du, bu neden-le bir yer-e сигнал mak zorunda kal-di-ik.
It was raining heavily; therefore, we had to shelter somewhere.

Güneş-li bir sabah-tı, bu yüz-den kır-da yürü/-y/üş-e çık-ma-/y/a karar ver-dik.
It was a sunny morning, so we decided to go for a walk in the country.
Sağırım tren tehir-li, bu yüz-den bekle-mek zorunda-/yüz.
I think the train is late, so we have to wait.

The electricity went off; therefore, I couldn't do my homework.

Geç ol-u-yor, bu yüzden evи-/н/-и yap-a-ma-di.-di.
It's getting late, so we'd better go back home.

Kız kardeşi ev.Glide/н/-и yap-a-mа /
Your sister is doing her homework; therefore, you'd better turn off the TV.

**SO … THAT**  **SUCH … THAT**

Such result clauses are formed by an “О kadar + adjective (adverb) - [time] + ki + sentence” structure in Turkish as it is used in English. Consider the following:

Sorular  o kadar güç-tü ki sadece birkaç öğrenci cevap ver-e-bil-di

---

The questions were so difficult that only few students were able to answer.

Yük o kadar ağır-di ki, iki at bile araba-/ы/-и çek-e-me-di.
The load was so heavy that even two horses could not pull the cart.

O kadar hızlı konuş-ur ki onu anla-/ы/-и a.maz-sin.
She speaks so fast that you can’t understand her.

Otoğüs şoför-ü o kadar hızlı sür-ü.yor-du ki tüm yolcu-lar kork-tu.
The bus driver was driving so fast that all the passengers were frightened.

Sokak-lar o kadar kaygan ki kay-ıp düş-e-bil-ir-sin.
The streets are so slippery that you may slip and fall down.

Oda o kadar karanlık-ti ki birbir-ler-i/-н/-и gör-e-me-di-ler.
The room was so dark that they couldn’t see each other.
If an “adjective”, such as in “an interesting book”, is used as a predicate with the intensifier “çok” in a simple sentence, such as “kitap çok ilginçti”, this intensifier changes into “o kadar” adverbial implying that a main clause will be following the subordinate clause beginning with the “ki” conjunction:

“o kadar + adjective + noun - [time] + ki”

Çok ilginç bir kitaptı. ⇃ “o kadar ilginç bir kitaptı”
O kadar ilginç bir kitap-tı ki onu bir gün-de bitir-di-im.
(o *ka*dar / i*ğinç / bir / ki* tap*ti / ki ~ / o*nu / bir / gün*de / bi*tir*dim ~)
It was such an interesting book that I finished it in a day

Arkadaşlarım çok hızlı koşuyordu. ⇃ “arkaşa*lar*ım o kadar hız*lı ko*ş*u*yor-di*im”
Arkadaş-la*r*ım o kadar hız*lı ko*ş*u*yor*du ki onlar-a yetiş-e.me-di-*im.
My friends were running so fast that I couldn’t catch up with them.

O kadar kalabalık bir otobüs-tü ki bin-e.me-di-im.
(o / ka*dar / ka*la*ba*lik / bir / o*to*büs*tü / ki ~ / bi*ne*me*dim ~)
It was such a crowded bus that I couldn’t get on.

O kadar çok kitap-ı var-di ki hangi-/s/i/-i/n/a oku-/y/a.ca*k-i/-i/n/a karar ve*r-e.me-g-i.yor-du.
(o / ka*dar / çok / ki*ta*bı / var*di / ki ~ / han*gi*si*ni / o*ku*ya*ca*ğı*na / ka*rar / ve*re*mi*yor*du ~)
He had such a lot of books that he couldn’t decide which to read.

O kadar uzun saç-la*r*ı var-di ki herkes onu kız sa*nı*yor*du.
(o / ka*dar / u*zun / sa*ç*la*ri / var*di / ki ~ / her*kes / o*nu / kız / sa*ni*yor*du ~)
He had such long hair that everybody thought he was a girl.

Öyle (o kadar) güç-lü bir rüzgâr var-di ki futbol oyna-/y/a.ma-di-*lk.
(öy*le / güç*lü / bir / rüzgâr / var*di / ki ~ / fut*bol / oy*ni*ya*ma*di*lk ~)
There was such a strong wind that we couldn’t play football.

“too + adjective + to + V” and “adjective + enough + to + V”

To form a Turkish chain that can be used in place of the above first pattern, “V - [mek, mak] + için + çok + adjective - [time] - [pers] structure is used:

Ben basketbol oyna-mak için çok yaşlı-/y/im.

I am too old to play basketball.
Kızım araba sürmek için çok genç-ti.
(ki’zım ~ / a’ra*ba / sür*mek / i’cin / çok / genç*ti ~)
My daughter was too young to drive.

Oğlum araba sürmek için çok yaşlı ol-duk-um-u söyle-ü.yor.
(oğ’lum~ / a’ra*ba / sür*mek / i’cin / çok / yaş’lı / ol*du*ğu*mu / söyle*lü*yor~)
My son says that I am too old to drive.

As an alternative to the sentences above “oyna-/y/a.ma-/y/a.cak kadar”, “sür-e.me-/y/e.cek kadar” expressions may also be used:

Hava dışarı çık-a.ma-/y/a.cak kadar soğuk.
(ha’va / di’şa*ri / içi’ka*mi*ya*cak / ka*dar / so*ğuk ~)
It is too cold to go out.

Sorular cevap ver-il-e.me-/y/e.cek kadar güç.
(so’ru*lar / ce*vap / ve*ri*le*me*ye*cek / ka*dar / güç ~)
The questions are too difficult to answer.

Sen ben-i anla-/y/a.ma-/y/a.cak kadar genç-sin.
(sen ~ / be*nı / an*lı*ya*mi*ya*cak / ka*dar / genç*sin ~)
You are too young to understand me.

Bu araba satı-n a-tın-a.ma-/y/a.cak kadar eski. (liaison)
(bu / a*ra*ba / sa*tı*na*li*na*ma*ya*cak / ka*dar / es*ki ~)
This car is too old to be bought (to buy).

Çalış-ma-/y/a devam e-t-e.me-/y/e.cek kadar yorgun-um.
(ça’liş*ma*ya / de*vam / e*de*me*ye*cek / ka*dar / yor*gu*num ~)
I am too tired to go on working.

When the verb is positive, “V - [e.cek, a.cak] + kadar + adjective (adverb) + V- [pers]” composition is used in place of “adjective + enough + V” composition of the English language:

Soru-lar, hep-/s/i-/n/e cevap ve-r-e.cek kadar kolay-di.
(so’ru*lar~ / hep’si*ne / ce*vap / ve*re*cek / ka*dar ~ / ko’lay*di ~)
The questions were easy enough to answer all of them.

Sen herşey-i anla-/y/a.cak yaş-ta-sın.
(sen / her*şe*yı / an*la*ya*cak / yaş*ta*sin ~)
You are old enough to understand everything.
Oğlum, basketbol oyna-/y/a.bil-e.cek kadar uzun boylu.
(oğ*lim ~/ bas*ket*bol / oy*na*ya*bi*le*cek / ka*dar / u*zun / boy*lu ~)
My son is tall enough to play basketball.

Sen bu cümle-ler i anla-/y/a.bil-e.cek kadar akıllı-sın.
(sen~/ bu / cüm*le*le ri / an*la*ya*bi*le*cek / ka*dar / a*kil*li*sin ~)
You are clever enough to understand these sentences.

### DEGREE

#### COMPARATIVE DEGREE (COMPARISON OF INEQUALITY)

To compare something with another, at least two nominals should exist in a sentence. These nominals may be nouns, pronouns, infinitives or noun compounds. To add comparison to a sentence “noun / noun - [den, dan, ten, tan] + daha (az) + adjective (adverb) + V” structure is used.

Follow the example sentences:

**(Ben) sen-den (daha) yaşlı-/y/ım.**
(I am old-er than you.

**NP** comparative adverbial **adj - V**

**(Ben) sen-den (daha) hızlı kos-ar-im.**
(I run fast-er than you.

**NP** comparative adverbial **V**

**Türkçe İngilizce-den (daha) karmaşık-tur.**

**NP** comparative adverbial **adj - V**

**Turkish is more complicated than English.**

**NP** **V** adv adjective conj noun

Besides nouns and pronouns, noun compounds and infinitives can be compared:

**Otomobil seyahat etmek uçak seyahat etmek-ten (daha) ucuz-dur.**

**infinitive (noun) infinitive + [DEN] =comparative adverbial adj - V**

**NP** **V**

Traveling by bus is cheaper than traveling by air.

Ben-im araba-am sen-in araba-an-dan (daha) iyi.

(be *nim / a*ra*bam ~ / se *nin / a*ra*ban*dan / da*ha / i*yi ~)

My car is better than your car.


(be *nim / ta*și*di*ğım ~ / se *nin / ta*și*di*ğini*dan / da*ha / a*ğır*di ~)

What I carried was heavier than what you did.
Daha sağlık-ı gör-ünü.yor-sun.
(da**ha** / sağ*lik*li / gö*rü*nü*yor*sun ∼)
You look healthier. (then you were before)

As the expression in parentheses is already in the minds of both the speaker and the listener, it is not generally put into words. (deletion)

(Sen) ben-den daha sağlık-ı gör-ünü.yor-sun.
(ben*den / da**ha** / sağ*lik*li / gö*rü*nü*yor*sun ∼)
You look healthier than I. (than I am healthy).

(Sen) bugün daha erken kalk-tı.n.
(bu**gün / da**ha** / er*ken / kalk*tın ∼)
You got up earlier today. (than before).

Kız kardeş-in sen-den daha çok çalı*ş-iyor.
(kız*kar*de*şin / sen*den / da**ha** / çok / ça*li*ş*yor ∼)
Your sister works harder than you. (than you work).

Biz-im ürün-ler-im iz ithâl ürün-ler-den daha ucuz-dur.
(bi*zim / ü*rün*le*ri*miz / it*hä:l / ü*rün*ler*den / da**ha** / u*cuz*dur ∼)
Our products are cheaper than imported ones.

Bekle-düч-im-den daha çabuk öğren-i.yor-sun.
(bek*le*di*ğim*den / da**ha** / ca*buk / öğ*re*nı*yor*sun ∼)
You are learning faster than I expected.

Senجوز-ün-duš-ün-den daha akıllı-sın.
(sen~/ gö*rün*dü*gün*den / da**ha** / a*ki*lı*sın ∼)
You are cleverer than you look.

Film-i um-duš-um-dan daha ilginç bul-du*um.
(fil*mi / um*du*ğum*dan / da**ha** / il*ginç / bul*dum ∼)
I found the film more interesting than I expected.

(bu / mar*ka / a*yak*ka*bi*lar ~l ö*te*ki*ler*den / da**ha** / az / da*ya*nık*li*dir ~)
This brand of shoes is less durable than those.

Ben-im arab-ı am sen-in-ki/n/-den daha az konforlu.
(be*nim / a*ra*bam~/ se*nin*kin*den / da**ha** / az / kon*for*lu ∼)
My car is less comfortable than yours.
Kendi-/s/i-/n/i herkes-ten daha akıllı san-i.yor.
(ken*di*si*ni~ / her*kes*ten / da*ha / a*kil*li / sa*ni*yor ~)
She thinks herself to be cleverer than everybody.

Kız-lar erkek çocuk-lar-dan daha çalışkan-dır.
(kız*lar ~ / er*kek / ço*cuk*lar*dan / da*ha / ça*liş*kan*dir ~)
Girls are more hardworking than boys.

Sen ben-den daha az akıllı değil-sin.
(sen~ / ben*den / da*ha / az / a*kil*li / de*gil*sin ~)
You are not less clever then me. (I am).

(u*cuz / ü*rün*ler ~ / pa*ha*li / ü*rün*ler*den / da*ha / az / da*ya*nk*li*dir ~)
Inexpensive products are less durable than the expensive ones.

**SUPERLATIVE DEGREE**

The superlative degree of an adjective or an adverb is made by putting the intensifier adverb “en” before an adjective or an adverb:

Ben-im arab-a-am şehir-de-ki en ekonomik arab-a-dır.
(be*nim / a*ra*bam~ / şe*hir*de*ki / en / e*ko*no*mik / a*ra*ba*dir ~)
My car is the most economical car in town.

Fatma dünya’nın en güzel kadın-ı-dır.
(fat*ma ~ / dün*ya:*nın / en / gü*zel / ka*di*ni*dir ~)
Fatma is the most beautiful woman of the world.

Çita dünya-da-ki en hızlı hayvan-dır.
(çi*ta~ / dün*ya:*da*ki / en / hız*li / hay*van*dir ~)
The cheetah is the swiftest animal in the world.

Çita en hız-lı koş-ar.
(çi*ta / en / hız*li / ko*şar ~)
The cheetah runs the swiftest.

(Ben-im) kar-i-im hep en iyi-/s/i-/n/i seç-er.
(ka*rım / hep / en / i*yi*si*ni / se*çer ~)
My wife always chooses the best.

Jack okul-da-ki en yakışıklı çocuk-tur.
(jack / o*kul*da*ki / en / ya*ki*şik*li / ço*cuk*tur ~)
Jack is the most handsome boy in school.
January is the coldest month of the year in Turkey.

All **intensifiers** are **adverbs** that intensify or weaken adjectives or adverbs. To build up an adjectival or adverbial equality, “NP + NP + kadar + adverb (adjective) + V” chain is used. Consider the following sentences:

**Kari-im** çok hızlı yüz-e-bil-ir. **My wife can swim very fast.**

```
Kari-im // intens   Adv    hp     V
      NP         adv      V
      V
```

Bir kedi bir köpek kadar hızlı koş-a-bil-ir. **A cat can run as fast as a dog.**

```
Bir kedi / bir köpek kadar hızlı koş-a-bil-ir.
      NP       NP       postp  |    |  postp phrs of compr adv V

A cat can run as fast as a dog.
```

My wife can swim as fast as I can (swim).

As all noun compounds are nominal phrases “NP”, the last sentence above can be written as “NP + NP + kadar + adv + V”.

**Jack kız kardeşi kadar akıllı-dir.** **Jack is as clever as her sister is.**

```
Jack   名词成分 + postp  |    |  postp phrs of comparison V
      NP        noun comp + postp  |    |  postp phrs of comparison V

Jack is as clever as her sister is.
```

**Ben sen-in san-dık-in kadar akıllı değil-im. (san*di*ğin)** **I am not so (as) clever as you think.**

```
Ben   (noun comp) NP postp  |    |  postp adv phrs of comparison adj- V
      NP (noun comp)    NP postp  |    |  postp adv phrs of comparison adj- V

I am not so (as) clever as you think.
```

Bir Jeep kullan-mak normal bir araba kullan-mak kadar ekonomik değil. **Driving a Jeep is not as economical as driving an ordinary car.**

Bir masal kitap-ı oku-mak bir ansiklopedi oku-mak kadar öğretici değil-dir. **Reading a storybook is not as instructive as reading an encyclopedia.**

(Sen) soru-lar-a (sen-in) eß-in-den gel-dık-i kadar dikkatli cevap ver-me.li-sin. **You must answer the questions as carefully as you can. (gel-di-ğî)**
(a*ra*ba*ni~ / ba*ban / ka*dar / dik*kat*li / sür*me*li*sin ∼)
You must drive your car as carefully as your father does.

O bir katıř kadar (gibi) inatçı-dır. He is as obstinate as a mule.

Hava dün-kü (hava) kadar soğuk değil.
(ha*va~ / dün*Kü / ka*dar / so*ğuk / de*ğil ∼)
It is not as cold as it was yesterday.

Kız çocukları, erkek çocuklardan daha fazla anne ve babalarına düşkündür.
Daughters are more devoted to their parents than sons.

PARALLEL PROPORTION (KOŞUT UYUM)

A parallel proportion can be built up using the following sentence structure:

“ne + kadar + adverb (adjective) + V - ir, ir, ür, ur, er, ar, ] -ir [se, sa-pers]” “o + kadar + adverb (adjective) + V”

Compare and consider the following sentences:

(Sen) ne kadar erken kalk-ar-sa-an, o kadar iyi (dir)
(th) The earlier you get up, the better.

İnsan-lar ne kadar kolay yükse-lir-ler-se, o kadar kötü düş-er-ler.
(th) The easier they (the people) rise, the harder they fall.

Ne kadar çok çalış-ir-sa-an, o kadar iyi sonuç-lar aļ-ir-sın.
(th) The harder you work, the better results you (will) get.

Ne kadar erken yol-a çık-ar-lar-sa o kadar erken var-ir-ler.
(th) The earlier they leave, the sooner they will arrive.
Telefon-la ne kadar uzun konuşur-saan, o kadar fazla öde-mek zorunda kalır-sın. The longer you talk on the telephone, the more you will have to pay.

Ne kadar hesap-ı olur-sa, o kadar iyi.  
(ne / ka*dar / he*sap*lu / o*lur*sa ~ / o / ka*dar / i*yi ~) 
The more economical, the better.

Ne kadar yetki, o kadar sorumlu-luk.  
(ne / ka*dar / yet*ki~ / o / ka*dar / so*rum*lu*lu*k ~) 
The more authority, the more responsibility.

Ne kadar az yer-se-en, o kadar iyi.  
(ne / ka*dar / az / yer*sen~ / o / ka*dar / i*yi ~) 
The less you eat, the better.

**WISH**

**WISH + WOULD**

The expression above is used when the speaker wishes something to happen, or when he is complaining about the present situation. “I wish” is generally translated into Turkish as “keşke”, which may sometimes be misleading when it is used with “would”. In Turkish, this sort of expression is called “dilek kipi”, which means, “wish mood”. The structure of this expression is as follows:

“V-(♫[me, ma])-♫[se, sa]-[pers]” or “V-♫[e.bil, a.bil]-♫[se, sa]-[pers]”:

Compare and consider the following sentences:

Şu adam çekici gürültü-/sü-/nü bir durdur-sa!  
(şu / a*dam / çe*kic~ / gü*rül*tü*sü*nü / bir / dur*dur*sa~)  
I wish that man would stop hammering.

Biri-/si şu televizyon-un ses-i-/n/i bir kıs-sa!  
(bir*i*si / şu / te*le*viz*yo*nun / se*sı*nı / bir / kıs*sa~)  
I wish someone would turn down that TV.

Biri-/si şu telefon-a cevap ver-se!  
(bir*i*si / şu / te*le*fo*nı / ce*vap / ver*se~)  
I wish someone would answer this telephone call.

Bir-i-/n/iz bana yardım et-se, nasıl ol-ur?  
(bir*i*niz / ba*na / yar*dim / et*se~ / na~sil / o*lur~)  
I wish one of you would help me.

385
Şu sigara-/y/ı bir bırak-a.bil-se-em!
(şu / si*ga*ra*yı / bir / bi*ra*ka*bil*sem~)
I wish I could stop smoking.

Araba-/y/ı bu kadar hız-lı sür-me-sen, ol-maz mı?
(a*ra*ba*yı / bu / ka*dar / hız*lı / sür*me*sen / ol*maz~ / mı ~)
I wish you wouldn’t drive the car so fast.

İnsanlar keşke pikni-kе git-in.ce etra-fа çöp at-mа-sа-lаr.
(in*san*lar / keş*ke / pik*ni*ğе / gi*din*ce / et*ra:*fa / çöp / at*ma*sa*lar ~)
I wish people wouldn’t throw litter all around when they go for a picnic.

İnşallah uçak geç kal-maz!
(in*şal*lah / u*çak / geç / kal*maz~)
I wish (hope) the plane wouldn’t be late!

WISH + PAST SUBJUNCTIVE

People use “wish” and “past tense” in English when they regret something at present. In place of “wish”, Turkish people use “keşke” and “V ~[se/y/-di], Ş[sa/y/-di]-[pers]” verb chain. This chain is also used when somebody is sorry about a past fact or event:

Keşke daha genç ol-sa/-y/dı-im.
(keş*ke~ / da*ha / genç / ol*say*dim ~)
I wish I were younger. (But I am not young.)

Keşke sen-in yer-in-de ol-sa/y/-dı-im.
(keş*ke~ / se*nin / ye*rin*de / ol*say*dim ~)
I wish I were you.

Keşke herşey o kadar kolay ol-sa/y/-dı.
(keş*ke~ / her*şey / o*ka*dar / ko*lay / ol*say*di ~)
I wish everything were (was) so easy. (They aren’t so easy.)

Keşke bütün gün hava güneş-li ol-sa/y/-dı.
(keş*ke~ / bü*tün / gün / ha*va / gü*neş*li / ol*say*di ~)
I wish it were sunny all day long. (Unfortunately, it isn’t.)

Jack daha yakışıklı ol-mа/-y/ı arzu et-er-di.
(jack / da*ha / ya*ki*şik*lı / ol*ma*yı / ar*zu / e*der*di ~)
Jack wishes he were (was) more handsome. (But he isn’t.)

İpek mas-mа vi göz-le*ri / ol*ma*si*ni / ar*zu / e*der*di ~)
İpek wishes she had deep blue eyes.
Herkes zengin ol-ma-/y/l arzu e-t-er. (e*der)
Everybody wishes they were wealthy. (But they aren't.)

Keşke kari-im bu kadar inat-çı ol-ma-sa.
(keş*ke~/ ka*rım / bu / ka*dar / i*nat*çı / ol*ma*sa ~)
I wish my wife weren't (wasn't) so obstinate. (But she is.)

Keşke sana yardım e-t-e bil-se/y/~r-di-im.
(keş*ke / sa*na / yar*dim / e*de*bil*sey*dim ~)
I wish I could help you. (Unfortunately I can't.)

Daha büyük bir ey-im ol-ma-/s/i-/n/l arzu e-t-er-di-im.
(da*ha / bü*yük / bir / e*vim / ol*ma*si*ni / ar*zu / e*der*dim ~)
I wished I had a larger house.

Yabancı bir dil öğren-mek keşke daha kolay ol-sa/y-di-~.
(ya*ban*çı / bir / dil / öğ*ren*mek~/ keş*ke / da*ha / ko*lay / ol*say*di ~)
I wish learning a second language were (was) easier.

Keşke öğretmen-len-ler daha dost davranış-li ol-sa-lar-di.
(keş*ke / öğ*ret*men*ler / da*ha / dost / dav*ra*nış*li / ol*sa*lar*di ~)
I wish teachers were more friendly.

**WISH + PAST PERFECT OR PERFECT MODAL**

In Turkish, the present, the future, and the past wish concepts are all reflected into sentences by using the previous verb chain. However, when somebody is sorry about a past fact or event, The Past Perfect Tense or a Perfect Modal is used in English:

Keşke geçen pazar konsere git-se/y-/di-im.
(keş*ke / ge*çen / pa*zar / kon*se*re / git*sey*dim ~)
I wish I had gone to the concert last Sunday. (I wished, but I couldn't.)

Keşke dün soru-lar-a daha dikkatli cevap ver-se/y-/di-im.
(keş*ke / dün / so*ru*la*ra / da*ha / dik*kat*li / ce*vap / ver*sey*dim ~)
I wish I had answered the questions more carefully.
(I regret to say that I didn't answer the questions carefully.)

387
CONDITIONAL SENTENCES

There are two parts in a conditional sentence: “if clause” and the “main clause”. In an “if clause”, the supposition is either real or unreal. These real and unreal suppositions in Turkish are also classified according to their times:

1 (a): present real supposition. 1(b): present unreal supposition. 2 (a): past real supposition. 2 (b): past unreal supposition.

1 (a): If the supposition is real at present, “V - ♫[ir, ir, ür, ur, er, ar]-♫[se, sa]-[pers]” verb composition is used in the condition part, and The Simple Present (Geniş Zaman) is used in the result part of a conditional sentence.

1 (b): If the supposition is unreal at present, “V-♫[se, sa]-[pers]” verb structure is used in the condition part, and “used to” (Geniş Zaman’ın Hikâyesi) is used in the result part of a conditional sentence.

2 (a): If the supposition is real in the past, “V-♫[di/y, di/y, du/y, du/y, ti/y, ti/y, tü/y, tu/y]-♫[se, sa]-[pers]” is used in the condition part, and “V - ♫ [miş,miş,muş,muş]-♫[tir, tir, tür, tur]” verb composition is used in the result part of a conditional sentence.

2 (b): If the supposition is unreal in the past, “V -♫[se/y, sa/y]-[di, di]-[pers]” verb structure is used in the condition part, and “used to” (Şimdiki Zaman’ın Hikâyesi) is used in the result part of a conditional sentence.

1 (a): PRESENT REAL SUPPOSITION

In the “if” parts, and in the result parts of conditional sentences in Turkish, there may be two personal concepts. One of them is in the beginning as a pronoun, and the other one in the end as a personal allomorph such as:
“Sen çalış-ir-sa-an”, and “sen başar-ir-sın”

In the example above, there are two pronouns “sen” and “sen”, and two possessor personal allomorphs [an] and [sın], all of which mean “sen”.

(Sen) çalış-ir-sa-an / (sen) başar-ir-sın.

This conditional sentence is like the English sentence “If you work, you succeed”. In the first part, “sen” means “you”, the “[sa] allomorph means “if”. The [ir] allomorph is The Simple Present allomorph, and the [an] allomorph also means “sen”. In the result part of this conditional sentence, as in the condition part, there are two “you” concepts: “you” and [sın], which mean the same thing. Therefore, the personal pronouns in the beginnings of the two parts of a conditional sentence may be ignored unless they are intentionally stressed.

(Sen) çalış-ir-sa-an (sen) başar-ir-sın.  
(ça*li*şır*sa / ba*şa*rır*sın ~ ) If you work, you succeed.

The same rule is applied to all conditional sentences in Turkish. Clauses like English clauses are used only in conditional sentences in Turkish.

Consider the following:

Ben çalış-ir-sa-am ben başar-ir-im. (ça*li*şır*sa / ba*şa*rır*im ~)  
Sen çalış-ir-sa-an sen başar-ir-sın. (ça*li*şır*sa / ba*şa*rır*sın ~)  
Ə çalış-ir-sa ə başar-ir. (ça*li*şır*sa / ba*şa*rır ~)  
Ahmet çalış-ir-sa Ahmet başar-ir. (ah*met / ça*li*şır*sa / ba*şa*rır ~)  
Biz çalış-ir-sa-ak biz başar-ir-ız. (ça*li*şır*sak / ba*şa*rır*ız ~)  
Siz çalış-ir-sa-an iz siz başar-ir-ın-iz. (ça*li*şır*sa*niz / ba*şa*rır*si*niz ~)  
Onlar çalış-ir-lar-sa onlar başar-ir-lar. (ça*li*şır*lar*sa / ba*şa*rır*lar ~)

However, the English equivalents of the conditional sentences above are as follows:

I will succeed if I work,  
You will succeed if you work.  
He will succeed if he works, etc.

Follow the examplas:

(biz) yağmur yağ-ar-sa ev-de otur-ur-uz.  
 NP VP  
| | adverb clause of cond | adverbial | V |  
(yağ*mur / ya*ğar*sa ~ / ev*de / o*tu*ru*ruz ~)

If it rains, we will stay at home. We will stay at home if it rains.
If you study, you will pass the exam.

If you work hard, you can succeed.

If you wash the dishes, I will help you with your homework.

We can go out if you are ready.

We will be happy if they come.

We will be happy if you don't have an accident.

If you drive carefully, you won't have an accident.

If you press this button, the elevator will come down.

If you drop it, it will break.

If you wash your hands, I will help you with your homework.

If you turn it off, it will break.

If you study, you will pass the exam.
Sokak-lar ıslak-sa dün gece yağmur yağ-mış-tır.
(sokak*lar / ıs*lak*sa ~ dün / ge*ce / yağ*mur / yağ*mış*şır ~)
If the streets are wet, it must have rained last night.
(I'm sure it rained last night because the streets are wet.)

(Sen) (kendin-i) yorgun hisset-i.yor-sa-an, (sen) dün gece geç yat-mış-sın-dir.
(yor*gun / his*se*di*yor*sa-an ~ / dün / ge*ce / geç / yat*mış*sin*şır ~)
If you feel tired, you must have gone to bed late last night.
(I am sure you went to bed late, that is why you are tired now.)

(Sen) biraz İngilizce bil-i.yor-sa-an, (sen) bu cümle ri anla-mış-sın-dir.
(bi*raz / in*gi*лиз*ce / bi*li*yor*sa-an ~ / bu / cüm*le*le*ri / an*la*mış*şir*şır ~)
If you know some English, you must have understood these sentences.

In English, there are some conditional sentences whose both parts are simple Present Tense. These sentences are formed in Turkish as follows:

(Sen) buz-u ısıt-ir-sa-an (o) su-/y/a dönüş-ür.
(bu*zu / i*si*şır*sa-an ~ / su*ya / dö*nü*şür ~)
If you heat ice, it turns to water.

(Biz) aç-sa-ak (biz)'sir eyer-iş.
(aç*sa-an ~ / bir*se*y / ye*riş ~)
If we are hungry, we eat something.

(Biz) yorur-lur-sa-ak (biz) dinlen-iş-iş.
(yor*ru*lur*sak ~ / din*le*ni*riş ~)
If we get tired, we rest.

### 1 (b): PRESENT UNREAL (CONTRARY TO FACT) SUPPOSITION

In the present unreal supposition, the “V - şimdiki zaman in hikâyesı” verb chain is used in the condition part, and “used to” (şimdiki zaman in hikâyesi) is used in the second part of a conditional sentence:

(O) kapı-/y/i (O) ev-de ol-sa aç-ar-di.
(o~ / ka*pı*ya / ev*de / ol*sa ~ / aç*ar*di ~)
If he were at home, he would open the door. (He is not at home now.)

(Ben) cevap-i bil-se-em (ben) sana söyle-er-di-im.
(ce*va:bi / bil*sem ~ / sa*na / söyle*er*di ~)
If I knew the answer, I would tell you. (I don't know the answer.)
The present unreal suppositions can also be used to express future disappointment:

Yarın tatil ol-sa pikni-ke gi-t-er-dik.
(ya*rin / ta:*till / ol*sa ~ / pik*ni*ğe / gi*der*dik ∼)
If tomorrow were a holiday, we would go for a picnic.

2 (a): PAST REAL SUPPOSITION

In the past real supposition, the “if clause” is supposed to be “true” and the main clause is based on this true supposition. The structure of this type if clause is “V-[dii/y, di/i/y, dü/i/y, du/i/y, ti/i/y, ti/y, tü/y, tu/y]-[se, sa]-[pers]”. The main clause is in The Simple Past form:

Paris’e git-ti/y/se (o) Eyfel Kulesi’n/i gör-dü.

If we want to add certainty to the result part of the conditional sentence above, we use “verb-[miş,miş,müş,muş]-[tir,tir,tür,tur] verb composition:

Pariş’e git-ti/y/-se, Eyfel Kulesi’n/i gör-müş-tür.
(pa*ri*se / git*tiy*se ~ / ey*fel / ku*le*si*ni / gör*müş*tür ∼)
If he went to Paris, he must have seen the Eiffel Tower.
(I think he went to Paris, and certainly he saw The Eiffel Tower.)

Yeter-in-ce çok çalış-ti/y/-sa, başar-miş-tir.
(ye*te*rin*ce / ça*iş*tiy*sa / ba*şar*müş*tir ∼)
If he worked hard enough, he must have succeeded.
(I believe he worked hard enough, and consequently he succeeded.)
To form an unreal past supposition, “V-[se/y/-di, sa/y/-di]-[pers]” verb chain is used in the if part of a conditional sentence, and the (Şimdiki Zaman’ı n Hikâyesi) “used to” is used in the second part of it. Compare the following:

(Sen) kapı-/y/i çaldık-in-da (o) ev-de ol-sa/y/-di (o) (kapı-/y/i) aç-ar-di.

(adverbial clause of condition) NP (obj) NP V

(kapı-/y/i) aç-ar-di.

If he finished his work, he must have gone home.

O-/n/un arabा-/sl/i var-sa Bodrum-a git-miş-tir.

(a*ra*ba*si / var*sa / bod*du*ma / git*mış*tir ~)

If he had a car, he must have gone to Bodrum.

2 (b): PAST UNREAL (CONTRARY TO FACT) SUPPOSITION

If he had been at home when you knocked at the door, he would have opened it. (He was not at home, so he didn’t open the door.)

Yann tatil ol-sa sinema-/y/a git-er-di-ık.

(ya*rın / ta:*til / ol*sa ~ / si*ne*ma*ya / gi*der*dik ~)

If tomorrow were a holiday, we would go to the cinema. (unreal)

Bugün tatil ol-sa sinema-/y/a git-er-di-ık.

(bu*gün / ta:*til / ol*sa ~ / si*ne*ma*ya / gi*der*dik ~)

If today were a holiday, we would go to the cinema. (unreal)

Dün tatil ol-sa/y/-di sinema-/y/a git-er-di-ık.

(dün / ta:*til / ol*sa*y/-di ~ / si*ne*ma*ya / gi*der*dik ~) (unreal)

If yesterday had been a holiday, we would have gone to the cinema. (Yesterday was not a holiday, so we didn’t go.)

Dün onu gör-se/y/-di-im, onunla konuş-ur-du-um.

(dün / o*nu / gör*sey*dim / o*nun*la / ko*nun*şur*dum ~)

If I had seen him yesterday, I would have talked to him.

(I didn’t see him, so I didn’t talk to him.)
Kafeş-i açık bırak-ma/sa/y/-di-in, kuş uç-up git-mez-di.

(ka*fe*si / a*çik / bi*rak*ma*say*dn ~ / kuş / u*çup / git*mez*di ~)

If you hadn’t left the cage open, the bird wouldn’t have flown away.
(You left the cage open, so the bird flew away.)

Birkaç tane daha problem çöz-se/y/-di-im, daha iyi bir al-*ir-di-im.

(bir*kaç / ta*ne / da*ha / prob*lem / ço*z*sey*dim~/ da*ha / i*yi / bir / not / a*lir*dim ~)

If I had solved a few more problems, I would have got a better grade.
(I couldn’t solve more problems, and so I couldn’t get a better grade.)

Çabucak dur-ma/sa/y/-di-im, adam fena halde yara-la/n, bi*lir-di.

(ça*bu*cak / dur*ma*say*dim~ / a*dam / fe*na: / hal*de / ya*ra*la-*na*bi*lir*di ~)

If I hadn’t stopped suddenly, the man might have been badly injured.

Biz-im kaleci daha dik*kat*li oyna-sa/y/-di, maç-ı kaybet-mez-di-ik.

(bi*zim / ka*le*ci ~/ da*ha / dik*kat*li / oy*na*say*di ~/ ma*çl~/ kay*bet*mez*di-ik ~)

If our goalkeeper had played more carefully, we wouldn’t have lost the match.
(I regret to say that we lost it.)

O araba o kadar pahalı ol-ma-sa/y/-di, onu (satın) al-ir-di-im.

(o / a*ra*ba / o / ka*dar / pa*ha*l~/ / ol*ma*say*di ~/ o*nu / a*lir*dim ~)

If that car hadn’t been so expensive, I would have bought it.

İsviçre’de o kadar çok sağanak-a yakalan-ma-sa/y/-di-ik, muhteşem manzara-/n/in zevki-/n/e var-ir-di-ik.

(is*viç*re*de / o / ka*dar / çok / sa*ğa*na*ğa / ya*ka*lan*ma*say*dık ~/ muh*te*şem / man*za*ra*nin / zev*ki*ne / va*rur*dık ~)

If we hadn’t had so many thunderstorms in Switzerland, we would have enjoyed the wonderful scenery.

İste-se/y/-di gel-*ir-di.

(is*te*sey*di / ge*lir*di ~)

If he had wanted, he would have come.

Sometimes the “if” part of a conditional sentence may begin with an unreal past supposition, but the main clause ends with an unreal present tense:

Dün bitir-se/y/-di-in, bugün onlar-ı postala-/y/a-bil-*ir/di-ik.

(dün / bi*tir*sey*din ~ / bu*gün / on*la*rı / pos*ta*la*ya*bi*lir*dık ~)

If you had finished yesterday, we could post them today.
ORDERS AND REQUESTS

The speech intention of a speaker is decided and shaped in his mind just before he begins speaking or writing something, and as he considers the feelings of the hearer, he chooses the most suitable sentences and intonation patterns to produce in his speech. The intonation of a speaker generally reflects his feelings and intentions much more than the words that he uses in his speech. Therefore, even a politest request sentence pattern may turn into a strict order if someone’s intonation is not soft and tentative enough to persuade the hearer without injuring his or her feelings.

PLAIN ORDERS AND REQUESTS

The numbers below start from the strictest order and go onto the softest and kindest request:

1. Kapı-yı aç. (ka*pı*yı / aç ↷) Open the door.
   Televizyon-u kapat. (te*le*vız*yo*nu / ka*pat ↷) Turn the TV off.
   Söyle-dık-im-i yap. (söy*le*di*ği*mi / yap ↷) Do what I tell you.
   (Ben-im) bilgisayar-im-a dokunma.
   (bil*sa*ya*rı*ma / do*kun*ma ↷) Don’t touch my computer.
   Ev-e geç gel-me.
   (e*ve / geç / gel*me ↷) Don’t come home late.
   Kâl-p-im-i kır-ma.
   (kâl*bi*mi / kır*ma ↷) Don’t break my heart.

2. Lutfen kapı-yı aç.
   (lut*fen / ka*pı*yı / aç ↷) Open the door, please.
   Lutfen televizyon-u kapat. Please turn the TV off.
   Lutfen ben-i dinle. Listen to me, please.
   Lutfen söyle-dik-im-i dinle.
   (lut*fen / söy*le*di*ği*mi / din*le ↷) Listen to what I tell you, please.
POLITE REQUESTS

3.
Kapı-/y/ı aç, ol-ur mu?
( ka*pri*yı / aç~ / o*lur~ / mu ~)
Open the door, will you?

Televizyon-u kapat, ol-ur mu?
(te*le*viz*yo*nu / ka*pat~ / o*lur~ / mu ~)
Turn the TV off, will you?

Söyle-dik-im-i yap, ol-ur mu?
(söy*le*di*ği*mi / yap~ / o*lur~ / mu ~)
Do what I tell you, will you?

Ev-e geç gel-me, ol-ur mu?
(e*ve / geç / gel*me~ / o*lur~ / mu ~)
Don’t come home late, will you?

4.
Lutfen kapı-/y/ı aç-ar mı-sın?
(lut*fen / ka*pri*yı / a*çar ~ / mi*sin ~)
Will (would) you open the door, please?

Lutfen bana yardım e-t-er mi-sın?
(lut*fen / ba*na / yar*dim / e*der ~ / mi*sin ~)
Will (would) you help me, please?

Lutfen radyo-/y/u kış-ar mı-sın?
(lut*fen / rad*yo*yu / ki*sar~ / mi*sin ~)
Will (would) you turn down the radio, please?

Lutfen bana bir fincan kahve yap-ar mı-sın?
(lut*fen / ba*na / bir / fin*can / kah*ve / ya*par~ / mi*sin ~)
Will (would) you please make me a cup of coffee?

5.
Televizyon-u kapatma-am-in siz-ce bir sakınca-/s/i var mı?
(te*le*viz*yo*nu / ka*pat*ma*min / siz*ce / bir / sa*kin*ca*si / var~ / mi ~)
Do (would) you mind my turning the TV off?

Bir saat sonra (ben-im) gel-me-em-in siz-ce bir sakınca-/s/i var mı?
(bir / sa*at / son*ra / gel*me*min / siz*ce / bir / sa*kin*ca*si / var ~ / mi ~)
Would you mind if I came two hours later? (somewhat formal)
Siz-i bir saat sonra ara-sa-am, ol.ur mu?
(si*zi / bir / sa*at / son*ra / a*ra*sam / o*lur~*mu ~)
Would you mind if I called you two hours later? (somewhat formal)

6. (more friendly)
Hadi bana bir fincan kahve yap-ı.ver, ol.ur mu?
(ha*di / ba*na / bir / fin*can / kah*ve / ya*pi*ver ~ / o*lur~ mu ~)
Just make me a cup of coffee, will you?

Şu televizyon-u kapa-t-ı.ver, ol.ur mu?
(şu / te*le*viz*yon~u / ka*pa*tr~ı*ver ~ / o*lur~ mu ~)
Just turn off the TV, will you?

Be-n-im-le bir fincan kahve iç-i.ver, ol.ur mu?
(be*ni*m*le / bir / fin*can / kah*ve / iç*ı*ver ~ / o*lur~ mu ~)
Jast have a cup of coffee with me, will you?

POLITE REFUSALS
To accept an offer or a request is easy. You may just say “Evet, mem-nuniyet-le” (e*vet ~ / mem*nu:*n*yet~le~) (Yes, with pleasure); “Bayı-l-ı-r-im” (ba*yı*l*im ~) (Yes, I’d love to), or “Elbet-te” (el*bet*te) (Certainly).

When you have to refuse a request or an offer, however, you have to be politer than ever in order not to offend the person who asks for permission:

Televizyon-u aç-a.bil-ır mi-/y/im? Can I turn on the TV?
Aç-ma-sa-an iyi ol.ur; çünkü bir iş mektu-ı.neri/ı-de odaklan-ma-/y/a çalış-t.a.yor-um. (aç*ma*san / i*yi / o*lur~ / çünk*kü / bir / i*ş / mek*tu*bu / üz*e*rin*de / o*dak*lan*ma*ya / çal*stu*şi*yo*rum ~)
You’d better not because I’m trying to concentrate on a business letter.

Oda-an.ız-ı şimdı temizle-/y/e.bil-ır mi-/y/im? Can I clean your room now?
Temizle-me-se-en (yapmasan) iyi ol.ur, çünkü bu oda-da yap-a.cak bir sürü iş-im var. I’d rather you didn’t because I have got a lot of things to do in this room.

İste-er-se-en maç-a git-e.li-im. Let’s go to the match, if you wish.
Korc-ar-im git-e.mee-em; ev ödev-im-i biştir-mek zorunda-/y/im.
I’m afraid I can’t because I have to finish my homework.

OFFERS
To make an offer in Turkish “V - A[e.li, a.li] - [pers]” verb composition is used:
Konser-e git-e.li-im.
(kon*se*re / gi*de*lim ~)
Let’s go to the concert.

Televizyon seyre-t-e.li-im.
(te*le*viz*yon / sey*re*de*lim ~)
Let’s watch television.

If someone wishes, he can put question tags after the above expressions:

Konser-e git-e.li-im mi, ne der-sin?
(kon*se*re / gi*de*lim ~ / mi ~/ ne~/ der*sin~)
Let’s go to the concert, shall we? Shall we go to the concert?

“V - ↝ [me-/y/e, ma-/y/a] + ne der-sin? verb chain can also be used as an alternative to the above expression. The ↝ [me, ma] allomorphs are the infinitive allomorphs:

Konser-e git-me-/y/e ne der-sin?
(kon*se*re / git*me*ye / ne~/ der* sin~)
What (how) about going to the concert?

Ev-de otu-r-up çalıș-ma-/y/a ne der-sin?
(ev*de / o*tu*rup / çalıș*ma*ya / ne~/ der*sin~)
What (how) about staying at home and studying?

Futbol maç-ı-/n/a git-me-/ye ne der-sin?
(fut*bol / ma*ç*na / git*me*ye / ne~/ der*sin~)
How (what) about going to a football match?

Kir-da gez-me-/y/e ne der-sin?
(kir*da / gez*me*ye / ne~/ der*sin~)
How about walking about the country?

V - ↝ [ip, ip, üp, up] (adverbial)

When two actions are carried out one after the other, the first verb stem is suffixed with one of the ↝ [ip, ip, üp, up] allomorphs before the final verb composition is used in all tenses:

(Ben) otu-r-up düşün-dü-üm.
NP adverbial V
VP (o*tu*rup / düşün*dü~) I sat down and thought.
We'll wait and see.Çalıș-ıp başar-a.bil-ir-sin.
You can work and succeed.

Çocuk-lar bahçe-de koş-up oyna-u.yor-lar-di.
The children were running and playing in the garden.

Hayale-gör-üp bayıl-di.
She saw the ghost, and fainted.

**QUESTION TAGS: (DEĞİL Mİ?)**

"Değil mi?" is used in Turkish in place of all question tags of the English language:

Pop müzik sev-i.yor-sun, değil mi?
(\textit{pop} / mü-zik / se-\textit{vi}yor*sun ː/ de-\textit{gig} / mi ː)
You like pop music, don't you?

Pop müzik sev-me-i.yor-sun, değil mi?
(\textit{pop} / mü-zik / se-\textit{v}meyor*sun ː/ de-\textit{gig} / mi ː)
You don't like pop music, do you?

Daha karar ver-me-di-in, değil mi?
(da*ha / ka*rar / ver-me*din ː/ de-\textit{gig} / mi ː)
You haven't decided yet, have you?

Yorgun-sun, değil mi?
(yor*gun*sun ː/ de-\textit{gig} / mi ː)
You are tired, aren't you?

Konser-den memnun ol-du-un, değil mi?
(kon*ser*den / mem*nu*n / ol*du*n ː/ de-\textit{gig} / mi ː)
You enjoyed the concert, didn’t you?

Sigara iç-me-i.yor-sun, değil mi?
(si*ga*ra / iç-me*yor*sun ː/ de-\textit{gig} / mi ː)
You don't smoke, do you?
Yarın Ankara’ya git-i.yor-sun, değil mi?
\((ya’rin / an’ka’ra’ya / gi’di’yor’sun \sim / de’ğil \sim / mi \sim )\)
You are going to Ankara tomorrow, aren’t you?

Türkçe bil-i.yor-sun, değil mi?
\((türk’çe / bi’li’yor’sun \sim / de’ğil \sim / mi \sim )\)
You know Turkish, don’t you?

Şaka yap-i.yor-sun, değil mi?
\((şa’ka / ya’pi’yor’sun \sim / de’ğil \sim / mi \sim )\)
You are joking, aren’t you?

Emin-/s/in, değil mi?
\((e’min’/sin / de’ğil \sim / mi \sim )\)
You are sure, aren’t you?

Öğrenci-sin, değil mi?
\((öğ’ren’ci’sin / de’ğil \sim / mi\sim )\)
You are a student, aren’t you?

**SO DO I (NEITHER DO I)** BEN DE, O DA, ANNEM DE...

In response to a positive or a negative statement, a listener may answer in agreement or disagreement using the words “so” or “neither” followed by an inverted sentence type in English. In Turkish, however, there is only one response pattern to use under such situations such as “Ben de”, “O da”, “Ahmet de”, “Annem de”, etc. Consider and compare the following sentences:

"Ben pop müzik sev-i.yor-um.”  "Ben de."
\((ben / pop / müzîk / se’vi’yor’um \sim) \quad \text{(ben / de \sim)}\)
"I like pop music.”  "So do I.”  (I do, too.) (Me too.)

"Ben pop müzik sev-me-i.yor-um.”  “Ben de."
\((ben / pop / müzîk / sev’mi’yor’um \sim) \quad \text{(ben / de \sim)}\)
"I don’t like pop music.”  "Neither do I.”  (I don’t, either.)

"Anne-em yemek yap-ma-/y/i sev-me-i.yor.”  “Ben-im anne-em de.”
"Mother doesn’t like cooking.”  "Neither does my mother.”

"Çok yorgun-um.”  “Ben de.”
"I’m very tired.”  "So am I.”  (I am, too.)

"Baba-am bir jeep satın aldı.”  "Ben-im baba-am da.”
"My father has bought a jeep.”  "So has my father.”
"Sen deli-sin." "Sen de."
"You are crazy." "So are you." (You are, too.)

"Fatma güzel değil." "Kız kardeşi de."
"Fatma isn't beautiful." "Neither is her sister."

"Yarın sabah erken kalkmak zorunda-/yıl." "Ben de."
"I have to get up early tomorrow morning." "So do I."

"Muz-lar çok pahalı." "Elma-lar da."
"Bananas are very expensive." "So are the apples."

"Ben-im bab-a-am kel." "Ben-im bab-a-am da."
"My father is bald." "So is my father."

"Ben yalan-dan nefret et-er-im." "Ben de."
"I hate lying." "So do I."

CONJUNCTIONS AND TRANSITIONAL PHRASES

Conjunctions are the words that join sentences, clauses or words. There are two kinds of conjunctions in English: Coordinating conjunctions and subordinating conjunctions. The coordinating conjunctions are words like "and", "but", "or", "for" or "yet". The subordinating conjunctions, however, are the words that are used preceding simple sentences to form syntactic adverbs (adverb clauses) in English, such as, "although", "until", "before", "after", "while", "when", etc., all of which have been explained in the previous chapters.

Transitional words and phrases, however, link sentences and paragraphs by carrying over a thought coherently from one sentence or paragraph to another.

Some of the most frequently used Turkish coordinating conjunctions and transitional adverbials and phrases are as follows:

多元化: in plain words, in short, frankly speaking

Başının ağrıdığını ve evde bir sürü yapacak işi olduğunu söylüyor. 
Açıklçası, bizimle gezmeye gitmek istemiyor.
She says she has a headache and has so many things to do at home.
In plain words, she does not want to go for a walk with us.

aksi takdirde, (yoksa): otherwise

Şu televizyonu kapat. Aksi takdirde (aksi halde) (yoksa), ne yapacağımı biliyorsun.
Turn the TV off; otherwise (if not) you know what I'll do.

**aksine, bilakis:** *on the contrary*

Ben televizyonda futbol seyretmeyi seviyorum. Aksine, öğlum maç seyretmekten nefret ediyor.
I like watching football on television. On the contrary, my son hates watching football matches.

**ama:** *but, yet, still, really, truly*

Akıllıdır ama biraz tembeldir. She is clever, but rather lazy.

**ancak:** *but, however, yet*

Çok güzel bir kız, ancak başarılı değil. She is a beautiful girl; yet, she is not successful.

Jack Mary’e aşık. Ancak, Mary Jack’e aşık değil. Jack is in love with Mary. However, Mary is not in love with him.

**aslında:** *in fact*

Mary ev işini kendisinin yaptığını söyüyor. Ama aslında, işin çoğunu kocası yapıyor. Mary says that she does the housework herself. In fact, her husband does most of the housework.

**aynı biçimde:** *likewise*

Öteki sorulara aynı şekilde (biçimde) cevap verebilirsin. You can answer the other questions likewise.

**başka bir deyişle:** *in other words,

**bilhassa:** *in particular, particularly, specifically, above all*

**bir yandan:** *on the one hand*

**bu amaçla:** *for this purpose*

**bu doğrultuda:** *accordingly*

Öğretmen öğrencilere sessiz olmalarını söyledi, ve onlar da bu doğrultuda davrandılar.
The teacher told the students to be quiet, and the students acted accordingly.

**bu durumda, öyleyse:** *in that case*
Sabahleyin sana ev ödevinde yardım etmemi istiyorsun. Öyleyse yarın sabah daha erken kalk.
You want me to help you with your homework in the morning. In that case, get up earlier tomorrow morning.

**bu sırada, bu arada:** meanwhile

Sen mutlaka yemek yapmaya devam et. Bu arada ben de oturma odasında biraz keşireyim.
You go on cooking in the kitchen. Meanwhile let me have a nap in the sitting room.

**bunun için:** because of this, for this reason, therefore

Onun çok kez yalan söylediğini duydum. Bunun için ona artık inanmıyorum.
I have heard him tell lies so many times; for this reason, I don’t believe him anymore.

**bunun yerine:** instead

Adam bana cevap vermedi. Bunun yerine salakmışım gibi yüzüme baktı durdu.
The man did not answer; instead, he stared at me as if I were a fool.

**bu yüzden:** therefore, for that reason, so, that is why

Hindistan’a hiç gitmedim; bu yüzden sana akıl veremem.
I have never been to India; therefore, I cannot advise you.

*Yürüyüşe çıkma* *çıkma* *soka* *çık* *yağ* *ya* *ya* *baș* *baș* *ba* 
*Yürüyüşe çıkma* *çıkma* *soka* *çık* *yağ* *ya* *ya* *baș* *baș* *ba* 

When I left home to go for a walk, it began to rain, so I decided to go to the cinema.

**bu şartlar altında:** under these circumstances (conditions)

Bu şartlar altında artık sizinle çalışamam.
I can’t work with you any more under these conditions.

**çünkü:** because

Televizyonu kapatsan iyi olur, çünkü işime devam edemiyorum. 
You had better turn off the TV because I can’t go on with my work.

**-den başk**: except for

Sınıf, iki istekli öğrenciden başka (iki öğrenciyi saymazsak) boştu. 
The classroom was empty except for two eager students.
diğer (başka) bir deyişle:  in other words, to put it differently

Evde yemek yapacak kimse yok. Başka bir deyişle, ben yemek yapmak zorunda kalacağım.
There is nobody to cook at home. In other words, I will have to cook.

doğal olarak:  naturally

Bu bölgedeki bazı göller kurudu. Bu yüzden, doğal olarak bazı kuşlar ülkenin değişik yörelerine göc edecekler.
Some lakes dried up in this area. Some birds naturally will migrate to different parts of the country.

-e nazaran:  in comparison to (with), compared to (with)

Erkek çocuklar kızlar-a (kız-la-ra) nazaran matematik-te daha iyidirler.
Boys are better at mathematics compared to girls.

en nihayet:  after all

esasen:  in fact, as a matter of fact

fakat:  but, yet, however

Bütün yıl çalıştı fakat bir araba satın almak için yeterince para biriktiremedi.
He worked hard all the year long, but he could not save enough money to buy a car.

farzet ki, diyelim ki:  supposing

Diyelim ki işsizim, benimle evlenir miydin?
Supposing I was unemployed, would you marry me?

garip belki ama:  strange to say, strangely enough

Garip belki ama peri onu kurbağa dönüştürdü.
Strange to say, the fairy changed him into a frog.

genel anlama:  generally speaking

genel hatları (çizgileri) ile:  in general terms

genellikle:  as a rule, on the whole, generally

gösterildiği gibi:  as has been indicated, as has been noted

halbuki, oysa, ne var ki:  whereas, but, however
Ben oturup kitap okumayı severim; oysa eşim seyahat etmeyi yeğler.
I like sitting and reading books; whereas, my wife prefers traveling.

hariç: excluding, except for, apart from

hatta, üstelik : even, moreover, besides, even more, furthermore

Kızım beş yıl önce evlendi; hatta (üstelik) iki oğlu bile var.
My daughter got married five years ago; besides, she has two sons.

hem … hem (de): both … and

Hem kadınlardı hem erkekler ailelerini geçindirmek için çalışmalardır.
Both men and women must work to support their families.

Hem Ahmet hem Mehmet aynı bürada çalışıyorlar.
Both Ahmet and Mehmet work in the same office.

Her şey göz önüne alındığını takdirde : all things considered
 ile (le, la): and

Ahmet’le Mehmet aynı bürada çalışıyorlar.
Ahmet and Mehmet work in the same office.

ilk önce : to begin with, first of all

kâh … kâh : sometimes … sometimes

Kâh güleriz, kâh ağlarız acıklı kaderimize.
Sometimes we laugh, sometimes we cry for our miserable faith.

ki: that

Korkarım (ki) pastanı kedi yedi.
I’m afraid (that) the cat has eaten up your cake.
İnanırım (ki) haklısın.
I believe (that) you are right.

kısaca : in short, in brief, briefly

madem (ki): since, seeing that, considering that, as

Madem (ki) çok çalıştın, sınavı geçebilirsin.
Seeing that you have studied hard, you can pass the exam.

meğer: it seems that, apparently, to my surprise

Meğer evliyımı.
It seemed that he was married.
meselâ, örneğin: for example, for instance

Bazı hayvanlar insanlara sadıktır; örneğin, köpeklerle kediler.
Some animals are loyal to human beings; for example cats and dogs.

ne... ne (de): neither .... nor

Ne sen, ne ben Çince anlıyoruz
Neither you nor I understand Chinese.

Mutfakta ne domates ne soğan var.
There are neither tomatoes nor onions in the kitchen.

Onu ne gördüm, ne de onuna konuştuım.
I have neither seen nor talked to him.

neyse: anyway, in any case, at any rate

Neyse, biz çalışmaya devam edelim.
Anyway, let’s go on working.

o kadar … ki: so + adj (adv) + that

Bu günlerde fiyatlar o kadar yüksek ki, kimse bir şey satın almak ister-miyor. Nowadays the prices are so high that nobody wants to buy anything.

olsun … olsun: whether … or

Zengin olsun fakir olsun herkes kanuna uymak zorundadır.
Whether rich or poor everybody has to obey laws.

oyşa: but, yet, however, whereas

Herşeyden bıktığını söylüyorsun. Oysa, ben inanıyorum ki sen bütün güçlüklerin üstesinden gelebilirsin.
You say you are tired of everything, but I believe, you can overcome all difficulties.

örneğin: for example, for instance

öte yandan: on the other hand

öyle bile olsa : even so

öyleyse: in that case, if so, then

Uykulu hissettiğini söylüyorsun. Öyleyse, git bir fincan kahve iç.
You say you are feeling sleepy. If so, go and have a cup of coffee.

özellikle, bilhassa: in particular, particularly
özetliyecık olursak: to sum up

sanki: as if

Habire bana emir verip duruyor; sanki benim patronum!
He is always ordering me around as if he were my boss.

sonra: then

Eve geldi, sonra mutfağa daldı ve yemek hazırlamaya başladı.
She came home, then hurried into the kitchen, and started preparing dinner.

sonuç olarak: as a result, as a consequence

sonucta: in conclusion

üstelik: furthermore, in addition, what is more, even, besides, moreover
En kolay problemleri bile çözemiyor; üstelik kendini bir dâhî sanıyor.
He can’t solve even the simplest problems, besides he thinks he is a genius.

şüphesiz ki: undoubtedly

tam aksine: in contrast

tam tersine: on the contrary

tüm bunlara rağmen: for all that

tümüyle: on the whole

ve: and

velhasil: after all, in conclusion

ve saire: etc.

veya: or

ya … ya (da): either… or

Ya beni dinle, ya da sınıfı terket.
Either listen to me, or leave the classroom.

yalınız: but, however, only

Seni affediyorum. Yalnız, bana bir daha yalan söylemeyeceğine söz ver.
I will forgive you now, but promise me you will not tell any lies any more.
**yani:** *that is why, I mean, in other words, that is to say*

Hastaymış gibi rol yapıyor; yani, okula gitmek istemiyor.
He pretends as if he were ill; that is to say, he does not want to go to school.

**yeter ki:** *provided that, providing*

Sana bir bisiklet alacağım; yeter ki sen sınavlarını geç.
I will buy a bicycle for you, provided that you pass your examinations.

**yoksa:** *otherwise, or else, if not, or*

Koş, yoksa otobüsü kaçıracağız.
Run, or else we will miss the bus.

**zaten:** *anyway, in any case*

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**INTENSIFIERS**

Intensifiers are the adverbs that are used before adjectives or adverbs to **strengthen** or **weaken** their meanings. Besides these words, there are some prefixes, which are the only ones in Turkish that are attached to adjectives, nouns, and adverbs to strengthen their meanings:

Süt çok sıcak.
(*süt / çok / sı*çak ∼)*

*The milk is very hot.*

Sorular biraz güçtü.
(*so*rular / bi*raz / gūç*tü ∼)*

*The questions were rather difficult.*

Sen tamamen haklisın.
(*sen / ta*ma:*men / hak*li*sin ∼)*

*You are quite right.*

Bazı kelebekler son derece güzeldir.
(*ba:*zi / ke*le*bek*ler / so*n / de*re*ce / gū*zel*dir ∼)*

*Some butterflies are extremely beautiful.*

Öğrenciler sorulara çok dikkatli cevap verdiler.
(*öğ*ren*ci*ler / so*rulara / çok / dik*kat*li / ce*vap / ver*di*ler ∼)*

*The students answered the questions very carefully.*

Ev oldukça iyi.
(*ev / ol*duk*ça / i*yi ∼)*

*The house is pretty good.*
Cevapların hepsi tamamen yanlış.  
(cevapların/hepsi/tamamen/yarış) 
All the answers are completely wrong.

Burada sigara içmek kesinlikle yasaktır.  
(bu da/si/ga ra/iç/mek/kesinlikle/yasaktır) 
Smoking here is strictly forbidden.

O ciddi bir şekilde hasta.  
(o/ciddi/bir/şekilde/hasta) 
He is seriously ill.

İyi bir iş bulmak onun için yaşamal derecede önemliydi.  
(iyi/bir/iş/bulmak/öne/mlde/önenliydi) 
To find a good job was vitally important for him.

Yabancı bir dil öğrenmek fazla zordur.  
(yabançı/bir/dil/öğrenmek/fazla/zordur) 
Learning a foreign language is extremely difficult.

Arabası yeniydi.  
(arabası/yeniydi) 
His car was brand new.

Hava buz gibi soğuktu.  
(hava/buz/gibi/soguktu) 
It was icy cold.

Çok fena başım ağrıyordu.  
(çok/fena/başım/ağrıyordu) 
I had an awful headache.

Uyandığında her yer günlük güneşliydi.  
(uyanı/günlik/güneşliydi) 
When I woke up, it was broad daylight.

Annem bana gıcır gıcır bir elli dolar verdi.  
(annem/bana/gicir/gicir/elli/dolar/verdi) 
Mother gave me a crisp new fifty-dollar bill.

Sorular sürpriz bir şekilde kolaydı.  
(surpriz/bir/şekilde/kolaydi) 
The questions were surprisingly easy.
O beni **oldukça** düzenli ziyaret eder.
He visits me **quite** regularly.

Konser **gerçekten** iyiydı.
The concert was **really** good.

Bazı diller diğerleriyle karşılaştırıldığında **nispeten** daha karmaşıktır.
*Some languages are* **relatively** **complicated when compared with others.**

Bugün **biraz** yorgunum.
**I'm a little** tired today.

Tamamen haklısın.
**You're absolutely (quite) right.**

Fena halde yorgunum.
**I'm awfully** tired.

Bizim sorularımız sizin sorularınızdan **çok daha** güçtü.
Our questions were **far more** difficult than yours.

Bugün **gerçekten** yorgunum.
**I am really** tired today.

Sana **deли gibi** aşılıım.
**I am madly** in love with you.

Kışın bu dağa tırmanmak **fevkalade** tehlikelidir.
**Climbing this mountain in winter is** extremely **dangerous.**

**Oldukça** az öğrenci sınavı geçti.
**Quite** a few students passed the exam.

**Zerre kadar** ilgilenmiyorum.
**I am not interested** **in the least.**
Araba temizdi.
(a*ra*ba / ter*temiz*di ↘)
The car was **spotlessly** clean.

**Dos** doğru yürÜ.
(dos*doğ*ru / yü*rü ↗)
Walk **straight ahead**.

Yaşlı adamın bem beyaz sakalı vardı.
(yaş*lı / a*da*min / bem*be*yaz / sa*ka*lı / var*dı ↗)
The old man had **snow white** beard.

Mary’nin mas mavı gözleri var.
(me*ri*nin / mas*ma*vi / göz*le*ri / var ↗)
Mary has **deep** blue eyes.

Ev tamtakırdı.
(ev / tam*ta*kırdı ↗)
The house was **absolutely** empty.

Onun evinde sim sıçak bir odası vardı.
(o*nun / e*vin*de / sim*sı*cak / bir / o*da*si / var*dı ↗)
She had a **cozy** room in her house.

Sorun apaçık.
(so*run / a*pa*çık ↗)
The problem is **obvious**. (beyond dispute, clear)

Sebzeler tap taze ydi.
(seb*ze*ler / tap*ta*zey*di ↗)
The vegetables were **as fresh as daisies**.

Korkudan kaskatı kesildiler.
(kor*ku*dan / kas*ka*tlı / ke*sil*di*ler ↗)
They became **rigid** with fear.

Işıklar sönünce her yer kap karanlık oldu.
(i*şık*lar / sö*nün*ce / her*yer / kap*ka*ran*lık / ol*du ↗)
Everywhere became **pitch** dark when the lights went off.

Sen beni hiççe sayıyorsun.
(sen / be*ni / hi*çe / sa*yı*yor*sun ↗)
You **simply** ignore me.
Bunlar apayrı kavramlar.
(bun*lar / a*pay*ri / kav*ram*lar ـ)
These are quite different concepts.

Oda kar*makar*iş*tiktı.
(o*da / ka*r*ma*ka*ri*ş*ti ـ)
The room was in a mess.

Kuraklıkta tar*lar kupkuruydu.
(ku*rak*lık*ta / tar*lar / kup*kuruy*du ـ)
During the draft (draught) the fields were as dry as a bone.

Onların amaci besbelliyd*.(on*lara*ni / a*ma*ci / bes*be*l*li*y*di ـ)
Their aim was obvious.

Küçük kız yap*al*ınızdı.
(kü*çük / kız / ya*p*al*ınız*di ـ)
The little girl was all alone.

Senin güzel vazon paramparça oldu.
(se*nin / gü*zel / va*zon / pa*ram*par*ça / ol*du ـ)
Your beautiful vase has been broken to pieces.

Oto*büs tık*lım tık*lım doluydu.
(o*to*büs / tık*lım / tık*lım / do*luy*du ـ)
The bus was overcrowded.

Gözleri masma*v*iy*di.
(göz*le*rı / mas*ma*vi*y*di ـ)
Her eyes were deep blue.

REPORTED SPEECH
İşitilen Sözün Başkasına İletilmesi

When a speaker or writer wants to report someone what he heard, he can use two sorts of structures both in English and in Turkish:

1: In English and Turkish, one can report what one heard without transforming it:

Mary said, “I dislike boring people."

Mary, “Ben sıkıcı insan-lar-dan hoşlan-ma-am” de-di.
“Do you enjoy making fun of me?” Jack said to Mary.

(Jack Mary'ye, “Ben-im-le alay etmek-ten zevk mi al-ı.yor-sun?” dedi.)

"Come back home before it gets dark," Mary's father said to her.

(Mary'nin baba-/s/ Mary'ye, "Hava karar-ma-dan ey-e dön" dedi.)

2: In both English and Turkish, one can report what one heard by transforming it:

Mary said that she disliked boring people.

(Mary sikicı insan-lar-dan hoşlan-ma-dık-ı-/n/ı söyledi.)

Jack asked Mary if she enjoyed making fun of him.

(Jack Mary'ye onunla alay etmek-ten zevk alıp al-ma-dık-ı-/n/ı sor-du.)

Jack asked Mary why she was crying.

(Jack Mary'/y/e niçin ağla-dık-ı-/n/ı sor-du.)

Mary's father warned her to come back home before it gets dark.

(Mary'nin babası, hava karar-ma-dan ev-e dönmesi için Mary'yi uyar-di.)

ROOTS, STEMS AND VERB FRAMES

The definition of the words above used in grammar books is not clear enough for the language learners. Therefore, they are explained as follows:
The stem is the base of a word without all the inflectional suffixes. However, the root is the base of a word whose both derivational and inflectional suffixes are removed. Both roots and stems are bases.

The following words are verb roots:
çek, yaklaş, başar, kok, çık, kayna, del, atla, uç, çiz, sev, gel, sür, ol...

The following words are noun stems: (verb root+derivational suffix = noun stem):
yaklaş-im, başar-1, kok-u, kayna-ak, del-ik, belle-ek, uç-ak, sev-gi, çal-gi.

"el", "baş", "yel", "bağ", "denge", "avuç", "leke", "yağ", "su" are noun roots.

el-le, baş-la, yel-le, bağı-la, denge-le, avuç-la, leke-le, yağ-la, su-la are all verb root-derivational suffix. Therefore they are verb stems.

Rule 1: All verb roots are bases. They can be suffixed by both derivational and inflectional allomorphs:
yaklaş-im (verb root+derivational) = stem (approach) (noun)
yaklaş-ti-ik (verb root+inflectional-derivational) = verb composition

When we attach a derivational allomorph to a verb root, we create a stem. So, a verb root and a derivational allomorph together is called a stem.

However, when we attach an inflectional allomorph or allomorphs to a verb root or to a verb stem we create a verb composition.

Rule 2: All noun roots are bases. They can be suffixed both by derivational and inflectional allomorphs:
ev-li (noun root+derivational) = stem (married)
ev-i, ev-im (noun root+inflectional) ev-e, ev-de, ev-den (noun root+inflectional=adverbial)

Denge-le/-y/e.me-i.yor-um: "denge" is a noun root, "le" is a derivational allomorph, "denge-le" is a verb stem. "e.me", "i.yor" and "um" are the inflectional allomorphs following the verb stem "denge-le". As the roots and stems are the basic elements of words, the term "stem" is sometimes used both for the "root" and "stem" in this book to avoid ambiguity.

When we attach transitive, causative, passive, reflexive, or reciprocal inflectional allomorphs to verb roots or stems, we create verb frames, which are used before the other inflectional allomorphs:
Bağla-an-i.yor-uz: "Bağ-la" is a verb stem. "Bağ" is a root, "la" is a derivtional suffix; "an" is a passive making inflectional allomorph, "i.yor" and
"uz" are also inflectional allomorphs. "Bağ-la-n-ı.yor-uz." (We are being connected) is both a verb composition, a word, and a sentence.

**RATIONAL SEQUENCING**

The best way to see whether a proposal, a plan, or a theory is applicable is to put it into practice. Thinking that Chomsky's Transformational Generative theory is the best approach to describe the grammar of a language, I dared to write this Turkish Grammar.

Chomsky asserts that natural languages have two levels of representations, a deep logical structure, and a verbal structure, which function together with the vocal organs. The deep structure represents the logical production of a sentence in which thought is shaped and separated into two logical components called subject and predicate (NP + VP). The mind also separates the predicate (VP) into two components called verb and object (V + NP). If the verb is intransitive, it does not have an object, so the VP (predicate) is composed of only a verb, and adverbs and adverbials. The sequencing of these logical parts of a sentence is learned through the experiences of an individual because their sequencing changes from language to language. All these activities are rationally performed by the mind. The mind inserts these rational phrases into a sentence according to the learned sequence of an individual.

This shows us that subject, verb, and object components innately exist in a person's mind, but these components are arranged in a sequence by the mind appropriate to a learned sequence.

There exist three kinds of sentences in a language:

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

   \[
   \begin{array}{c|c|c}
   S & V & Obj \\
   NP & VP \\
   \end{array}
   \]

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

   \[
   \begin{array}{c|c|c}
   S & V & VP \\
   NP & VP \\
   \end{array}
   \]

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

   \[
   \begin{array}{c|c|c}
   S & V & VP \\
   NP & VP \\
   \end{array}
   \]

The language producing system of the mind uses two different systems to produce meaningful sentences. One of these systems is the inherent logical system of the mind called phrase structures symbolized with "NP + VP" (subject and predicate) initials in which thought, whether long or short, take form. For instance, "Birds fly" and "Birds eat insects" sentences are com-
posed of a Nominal Phrase and a Verbal Phrase, which are called "subject and predicate" (özne ve yüklem) in traditional grammars.

The **subject** is **what** or **whom** the sentence is about, and the **predicate** tells **everything** about the **subject**. The human mind arranges what it wants to express in these two sentence sections.

In the "**birds fly**", and "**birds eat insects**" sentences, there are two different functional elements "**subject**" and "**object**". **Subjects** and **objects** are **nominal phrases**. A nominal phrase may be a pronoun ("I", "me"), ("you", "you"), ("he, she, it", "him, her, it"), ("we", "us"), ("they", "them"). Their forms change according to where they are used in a sentence. If they are used as subjects they are "I, you, he, she, it, we, you, they", if they are used as objects, they are "me, you, him, her, it, us, you, them".

Proper nouns such as "**Jack, Mary**" may be used both as subjects and as objects without changing their forms in the subject or object positions in English: "**Jack saw Mary**, "**Mary saw Jack**".

In Turkish, however, **pronouns** change according to the places that they occupy in a sentence as they do in English. When they are used in the **subject** position they are "**ben, sen, o, biz, siz, onlar**", when they are used in the **object** position, they are "**ben-i, sen-i, o-/n/u, biz-i, siz-i, onlar-i**". The single underlined consonants detach from their syllables and attach to the following vowels as usual when they are syllabled.

In Turkish, when the **proper nouns** are used in the subject position, they are used as they are used in English, but when they are used in the object position they take the ♀ [i, i, ü, u] inflectional allomorphs as the pronouns do: Ahmeť-i, Hasan-i, Ayše-y/i, Ö zgü r-ü. The single underlined consonants detach from their syllables and attach to the following vowels as usual.

All the noun compounds are nominal phrases. They can be used as both subjects and objects in sentences:


The adjective compounds are also nominal phrases: "**a blue bird**, "**the longest sentence**, "**an important decision**".

Adjective clauses together with the nouns that they define are nominal phrases. "The children who are playing in the garden", "the things that you said", and "the girl whose mother you know" are all nominal phrases.
The noun clauses such as "that he dislikes onions", "what he said", "who he is", "where my brother is", and "whose these books are" are all nominal phrases.

All sentences whether they are simple or complex are organized by the brain to be placed in the "NP + VP" sentence producing system.

The most important function of the mind is its capability of transforming simple sentences into nominal phrases to insert them into the "NP + VP" sentence producing system. In other words, we can say that a set of thought is expressed in sentences either as "Birds fly" (a subject, and an intransitive verb), or "Birds eat insects" (a subject, a transitive verb, and an object). This system is purely logical (mental) just as the other functions of the brain. In the Turkish Grammar section of this book, one can see how all kinds of simple sentences (Turkish or English) are transformed into nominal phrases, and installed by the logical system into the "NP + VP" logical sentence pattern.

The second faculty is the memory of a human being in which all the morphemes of a language are stored. Besides the morphemes, the oral, the transformational, and syllabication rules of a target language are also stored up in one's memory. When human beings hear these morphemes and rules, they store them in their memories, and when necessary, they match them with their sets of thought to express what they think. At this point, the logical form of a simple sentence and the sets of thought compatible with the morphemes are converted to the phonetic forms of sentences through the phonological rules.

The transformations of the simple sentences are carried out by the mind through the transformational rules of a language. They are rule governed and learned by the people as the morphemes and phonemes are learned.

One fact to add to the explanations above is that the stresses used on some syllables carry meaning. Therefore, they are called suprasegmental morphemes. However, although the syllabication of words are learned, the syllables do not convey any meaning on their own because they are governed by the phonological rules of a specific language as the phonemes are.

The allomorphs of the morphemes are also produced by the phonological component of the brain. In other words, all allomorphs come into existence due to the phonological necessity. Although the allomorphs of a morpheme are different, they carry the same meaning as their morpheme.
The function of the mind that chooses morphemes matching sets of thought is called morphemizing. A morphemized oral English simple sentence is placed into the "NP + VP" innate basic sentence pattern as follows:

\textbf{The boys} \textit{were playing football \emph{in the school garden in the afternoon}.} \\
subject \hspace{1cm} \textit{inflected verb} \hspace{1cm} object \hspace{1cm} adverbial of place \hspace{1cm} adverbial of time

However, if the same person knows Turkish, he arranges and places his morphemized set of thought into a different sentence pattern and words:

\textbf{Çocuk-lar} \textit{öğle-den sonra \emph{okul bahçe-/s/i/n/-de futbol oy-na-u.yor-lar-di}.} \\
subject \hspace{1cm} adverbial of time \hspace{1cm} adverbial of place \hspace{1cm} object \hspace{1cm} inflected verb

The morphemized simple sentences above can be transformed into nominal phrases (nominalized) so that they could be used in the basic logical phrase structure pattern “NP + VP”.

If you imagine a person who has no people living around and talking to each other, you should admit that he cannot learn a language, but as he innately has the ability of learning a language, and the ability of thinking, he will start learning a language when he is exposed to the phonemes and morphemes of a language. As soon as he learns some words and stores them in his memory, he begins to express his thoughts using several words instead of shouting, murmuring or crying when he wants to communicate with other people. This useful device is called language. All languages are learned skills. Nobody is born speaking a language, but all human beings are born with the faculty of learning a language, which possesses some fundamental common patterns upon which all natural languages are built.

Additionally, the mind possesses a number of speech intentions, which influence language production. The words and the intonation patterns that a speaker chooses to express him reveal his spiritual condition, as well. When we hear a person speak, we can guess whether he is angry, happy, nervous, bored, sad, and even whether he is kind, polite, rude, bossy, or affectionate.

Although all animals can hear people well, and store some words in their memories, they cannot systemize what they hear and use them as humans do.

The mind of a human being is capable of composing the set of thought written above in a linear logical structure, transforming them into the morphemes, words and some other specific rules of a target language, and producing vocalized sentences.
The capacity and the speed of operation of the mind are marvelous. It vocalizes a set of thought with the phonemes, the syllables and the morphemes of a language.

Moreover, we have to point out that expressing a set of thought goes through producing the phonemes, the syllables and the morphemes that carry meaning coming along with the sounds of a language. On the other hand, understanding a set of thought goes through hearing the phonemes, the syllables, and the morphemes of a language to realize the morphemes carrying information. We can understand a segment of speech so long as we realize the morphemes heard along with a phonetic utterance. A piece of utterance contains not only the phonemes and the syllables of a language, but it also contains the morphemes carrying information.

The phonemes and syllables do not convey meaning without morphemes. One can hear the phonemes and syllables of a foreign language, but may not understand anything if he is not aware of the meaning of the morphemes heard along with them. Only the morphemes carry meaning in languages. For instance, the meaningful units (morphemes) in the Turkish word "çalışıyordu" are "çalış", "i.yor", "du", "uk". However, none of the syllables in the same word "ça", "ı", "ş", "yor", "duk" conveys any meaning on their own if they are not vocalized or heard together. Although sometimes syllables and morphemes coincide, no syllables may be thought to be meaningful in this, and in all Turkish words. When one hears or reads a word in Turkish, he spontaneously realizes the morphemes heard along with the phonemes and syllables, and understands them.

If we disregard nouns, noun compounds, adjective compounds, adverbs and adverbials, we see that verb compositions in Turkish are sentences on their own. For instance, in the verb composition "uyuyordum", the syllables are "u*yu*yor*dum". As it is seen, none of these syllables conveys any meaning. How then, do we understand what these syllables mean? We realize the morphemes heard along with this word such as "uyu-u.yor-du-um". In this word, "uyu" means "sleep", "u.yor" expresses the continuity of the action; "du" expresses that the action continued in the past, and the "um" morpheme expresses the doer of the action "ben". This word on the whole is a sentence; "Uyuyordum", which means, "I was sleeping".

On the other hand, a person who decides to build up this sentence, arranges these morphemes in a linear fashion in his mind such as "uyu-u.yor-du-um", and then vocalizes them dropping one of the identical vowels following one another and dividing the whole word into syllables to vocalize them in agreement with the Turkish sound system.
In conclusion, we can say that although morphemes are loaded with meaning, the phonemes and syllables do not carry meaning because they are the property of the sound system of a language. Syllabication converts a morphemic sequence into a syllabic, rhythmical, and phonetic sequence in agreement with the vowel and consonant harmony rules of the Turkish language to produce a fluent speech production. Therefore, morphemes should not be confused with syllables. This process is like converting a poem into a song.

Transformations are generally carried out by the mind for syntactic purposes. In other words, they are used to produce infinitely long oral or written sentences. A phonetic or a verbal form is the part of the communication system that is heard, or seen on printed matters.

The simple English sentence given below can be transformed into oral nominal phrases (nominalized) as follows:

*The boys were playing football in the school garden in the afternoon.*

1. that the boys were playing football in the school garden in the afternoon
2. the boys that were playing football in the school garden in the afternoon
3. the football that the boys were playing in the school garden in the afternoon
4. the school garden in which the boys were playing football in the afternoon
5. the time when the boys were playing football in the school garden
6. who were playing football in the school garden in the afternoon
7. where the boys were playing football in the afternoon
8. why the boys were playing football in the school garden in the afternoon
9. what the boys were doing in the school garden in the afternoon
10. whether the boys were playing football in the school garden in the afternoon

All the transformed oral nominal phrases (clauses) above can be used as a "NP" in the "NP + VP" sentence producing system as follows:

1. I saw that the boys were playing football in the school garden in the afternoon.
2. The boys that were playing football in the school garden in the afternoon are my students.
3. The football that the boys were playing in the school garden was worth watching.
4. The school garden in which the boys were playing football was not suitable for playing football.
5. The time when the boys were playing football in the school garden made the principal mad.
6. Who were playing football in the school garden is still unknown.
7. I do not know where the boys were playing football.
8. Can you guess why the boys were playing football in the school garden?
9. Do you know what the boys were doing in the school garden?
10. I do not know whether the boys were playing football or not.

As it is obviously seen, the transformed English nominal phases above do not undergo major changes when they are transformed. However, when we transform a Turkish simple sentence, we notice a striking difference between the transformational rules of these two languages.

The Turkish way of transforming a simple sentence into a nominalized phonetic phrase is different from that of the English language. To perform this mental transformation activity, a native speaker of Turkish should transform a basic simple sentence into a noun compound to construct a nominalized phonetic phrase. Some examples may clarify this striking difference:

Çocuklar öğleden sonra okul bahçesinde futbol oynuyorlardı. ☞

1a. çocuk-lar-in öğle-den sonra okul bahçe-/s/i/n/-de futbol oyna-dık-lar-ı
    possessor possessed
    NP (noun compound used as object)
1b. Çocuk-lar-in öğleden sonra okul bahçesinde futbol oyna-ma-/s/i
    possessor possessed
    NP (noun compound used as subject)
2. öğleden sonra okul bahçesinde futbol oyna-/y/an çocuklar
    determiner determined
    NP
3. çocuk-lar-in öğle-den sonra okul bahçesinde oyna-dık-lar-ı futbol
    possessor adverbial adverbial possessed
    determiner determined
    NP
4. çocuklar-in öğleden sonra futbol oyna-dık-lar-ı okul bahçe
    possessor adverbial object possessed
    determiner determined
    NP
5. çocuklar-in okul bahçesinde futbol oyna-ma-/l-ar-/n/in zaman-ı
    possessor adverbial object possessor possessed
    NP (chain noun compound)
6. kim-l-er-in okul bahçesinde öğleden sonra futbol oyna-dık-ı
    possessor adverbial adverbial object possessed
    NP
7. 

esson sonra 

futbol 

(NP)

8. 

(NP)

9. 

(NP)

10. 

(NP)

The nominalized phrases above can be used in the "NP + VP" phrase structure pattern as a "NP" as follows:

1a. (Ben) 

(NP (subj)) 

verb

1b. 

(NP (object))

2. 

(NP)

3. 

(NP)

4. 

(NP)

5. 

(NP)

6. 

(NP)

7. 

(NP)

8. 

(NP)

9. 

(NP)

10. 

(NP)

The nominalizations of the simple Turkish sentences seem more difficult than nominalizing the English ones. This difficulty arises when someone whose native language is different from Turkish begins learning Turkish as a second language because while he is trying to learn the transformational rules of a second language, the transformational rules of his/her native language always interfere with the rules of the second language. Therefore, when teaching a second language, this difficulty should be taken into account by the second language teachers. While a child is learning his native tongue, however, he does not have to overcome such difficulty because transformational rules are learned through the experiences of a person.
There are a lot more inflectional morphemes in Turkish than there are in English. This is because some English modal verbs such as "may", "can", "must", "should", "have to", "will", etc. are all expressed in inflectional morphemes in Turkish such as "[ME.Lİ]", "[E.BİL]", "[E.CEK]", etc. Moreover, all Turkish verb compositions such as "çalış-ı.yor-um", and noun compounds such as "ben-im okul-um" always end with possessor personal allomorphs.

**MORPHEMIC SEQUENCING**

Morphemes are defined as the smallest meaningful units that cannot be divided into smaller meaningful parts in a language. These morphemes are of two kinds; the **free morphemes** that carry meaning by themselves, the **bound morphemes** that can carry meaning only when they are attached to free morphemes. The bound morphemes are also two kinds: **derivational morphemes** and **inflectional morphemes**. When derivational morphemes attach to free morphemes they produce new words or change the part of speech that they belong. However, when the inflectional morphemes attach to free morphemes or words, they create changes in the function of these free morphemes or words in sentences. Turkish harmonic system produces allomorphs for both derivational and inflectional morphemes. A list of the derivational morphemes and their allomorphs can be seen at page 22.

The term “morpheme” represents the meaning of a word root or a suffix. All the suffixes of the Turkish language have alternative variants called “allomorphs” created by the Turkish harmonic system. Therefore, when articulating the allomorphs of these morphemes, they are vocalized according to the harmonic system of the Turkish language. The inflectional allomorphs attach to both **nouns** and **verbs** in Turkish:

**THE INFLCTIONAL ALLOMORPHS ATTACHED TO NOUNS AND NOMINAL PHRASES**

In the following examples, the consonants that detach from their syllables and attach to the first vowels of the following allomorphs are single underlined such as /y/, /z/, /N/. The /s/, /y/, /n/ and /ş/ glides are semivowels that help a vowel to pass to another vowel harmoniously. They are showed between slashes / /.

Two identical vowels that combine and are verbalize as a single vowel are written in bold type: “i-i”, “i-i”, “ü-ü”, “u-u”, “e-e”, “a-a”.
The “p”, “t”, “ç”, “k” unvoiced consonants change into their voiced consonants “b”, “d”, “c”, “ğ” respectively when they detach from their syllables and attach to the first vowels of the following syllables.

♫ [i, i, ü, u]

ey-i “the house”, arslan-ı “the lion”, göz-ü “the eye”, okul-u “the school”, öğrenci-/y/i “the student”, sorun-u “the problem”, uyku-/y/u “the sleep”, onun bize kızması-/n/ı “his getting angry with us”, oda-/n/in kapı-/s/ı-/n/ı “the door of the room”, o-/n/un gel-diğa-i-/n/i “that he came”

♫ [e, a]

ey-e “to the house”, ay-a “to the moon”, göz-e “to the eye”, at-a “to the horse”, oda-/y/a “to the room”, biz-e “to us”, onlar-a “to them”, o-/n/un anne-/s/i-/n/e “to his mother”.

♫ [de, da, te, ta]


♫ [den, dan, ten, tan]

ev-den “from home”, okul-dan “from school”, uçak-tan “from the plane”, ben-den “from me”, otobüs-tan “from the bus”, tünel-den “through the tunnel”, mikroskop-tan “through the microscope”

♫ [le, la]


♫ [ler, lar]


The possessor personal allomorphs attached to both parts of the possessor + possessed noun compounds:

Most of the auxiliary verbs and some inflectional morphemes of the English language are all used as inflectional allomorphs in Turkish:

The ♫[ir, ı, ür, ur, er, ar] allomorphs indicate the simple present:

gel-ır-im, kal-ır-im, yürü-ü-r-üm, otur-ur-um, bekle-er-im, bak-ar-ırm

gel-ır-sın, kal-ır-sın, yürü-ür-sün, otur-ur-sun, bekle-er-sın, bak-ar-sın

gel-ır, kal-ır, yürü-ür, otur-ur, bekle-er, bak-ar


gel-ır-ler, kal-ır-lar, yürü-ür-ler, otur-ur-lar, bekle-er-ler, bak-ar-lar

The ♫ [di, di, dü, du, ti, ti, tü, tu] indicate the simple past:

gel-di-im, kal-di-im, yürü-dü-üm, otur-du-un, iç-ti-im, sat-ti-im, ölç-tü-üm


gel-di-lar, kal-di-lar, yürü-dü-ler, otur-du-lar, iç-ti-ler, sat-ti-ler, ölç-tü-ler,

The allomorphs ♫ [i.yor, ı.yor, ü.yor, u.yor] indicate the present continuous:

gel-i.yor-um, kal-i.yor-um, yürü-ü.yor-um, otur-u.yor-um, bekle-i.yor-um

gel-i.yor-sun, kal-i.yor-sun, yürü-ü.yor-sun, otur-u.yor-sun, bekle-i.yor-sun

gel-i.yor, kal-i.yor, yürü-ü.yor, otur-u.yor, bekle-i.yor

gel-i.yor-uz, kal-i.yor-uz, yürü-ü.yor-uz, otur-u.yor-ız, bekle-i.yor-uz

gel-i.yor-sun-uz, kal-i.yor-sun-uz, yürü-ü.yor-sun-uz, bekle-i.yor-sun-ız

gel-i.yor-lar, kal-i.yor-lar, yürü-ü.yor-lar, otur-u.yor-lar, bekle-i.yor-lar

The double underlined “e” and “ü” vowels drop, and the single underlined consonants preceding them attach to the first vowels of the following allomorphs.

The allomorphs ♫ [e.cek, a.cak] indicate the simple future:

gel-e.cek-im, kal-a.cak-im, yürü-/y/e.cek-im, otur-a.cak-im, başıla-/y/a.cak-im

gel-e.cek-sın, git-e.cek-sın, yürü-/y/e.cek-sın, otur-a.cak-sın, saṭ-a.cak-sın

gel-e.cek, kal-a.cak, yürü-/y/e.cek, otur-a.cak, başıla-/y/a.cak, kaça-cak

gel-e.cek-ız, kal-a.cak-ız, yürü-/y/e.cek-ız, otur-a.cak-ız, git-e.cek-ız

425
When the single underlined /k/ unvoiced consonants in “cek”, “cak” detach from their syllables, they change into their counterpart voiced consonants /ğ/ when they attach to the first vowels of the following allomorphs such as “gel-e.cek-im” (ge*le*ce*ğim). Although few /t/ consonants change into /d/, such as in “git-e.cek-im” (gi*de*ce*ğim), “et-e.cek-im” (e*de*ce*ğim), the others do not change.

The allomorphs ♪ [miş, miş, müş, muş] indicate rumor:

gel-miş-im, kal-miş-im, yürü-müş-üm, otur-muş-um, başla-miş-im
gel-miş-sın, kal-miş-sın, yürü-müş-sün, otur-muş-sun, başla-miş-sın
gel-miş, kal-miş, yürü-müş, otur-muş, başla-miş, düşün-müş, sat-miş
gel-miş-iz, kal-miş-iz, yürü-müş-üz, otur-muş-uz, başla-miş-iz, kır-miş-iz
gel-miş-sin-iz, kal-miş-sin-iz, yürü-müş-sün-üz, otur-muş-sun-uz
gel-miş-ler, kal-miş-ler, yürü-müş-ler, otur-muş-ler, sevin-miş-ler

Dual Inflectional Allomorphs Attached to Verb Roots, Stems or Frames

The allomorphs ♪ [ir-di, ir-di, ür-dü, ur-du, er-di, ar-di] indicate “used to”:

gel-ir-di-im, kal-ir-di-im, yürü-ür-dü-üm, oğur-du-un, güller-di-im
gel-ir-di-in, kal-ir-di-in, yürü-ür-dü-un, oğur-du-un, güller-di-in, aşar-di-in
gel-ir-di-ler (gel-ir-ler-di), kal-ir-di-ler (kal-ir-lar-di), iç-er-di-ler (iç-er-lar-di)

The allomorphs ♪ [i.yor-du, iyor-du, üyor-du, u.yor-du] indicate past continuous:

gel-i.yor-du-un, kal-i.yor-du-un, yürü-ü.yor-du-un, kokla-uyor-du-un
gel-i.yor-du-un, kal-i.yor-du-un, yürü-ü.yor-du-un, kokla-uyor-du-un
gel-i.yor-du, kal-i.yor-du, ağla-iyor-du, bekle-i.yor-du, uç-iyor-du
çalış-iyor-lar-di (çalış-iyor-lar-lar), bekle-iyor-lar-di (bekle-iyor-lar-lar)

In the verb compositions above and below, the double underlined vowels drop, the single underlined consonants preceding them attach to the first
vowels of the following allomorphs, and the identical vowels printed in bold type come in.

The allomorphs ♫ [miş-ti, mış-ti, müş-tü, muş-tu] indicate past perfect:

gel-miş-ti-im, al-miş-ti-im, bitir-miş-ti-im, anla-miş-ti-im, bul-muş-tu-um
anla-miş-ti-in, gör-müş-tü-ün, unut-muş-tu-un, sor-muş-tu-un, yap-miş-ti-in
kaç-miş-ti, çık-miş-ti, aç-k-miş-ti, gönder-miş-ti, uyumuuş-tu, sakla-miş-ti
unut-muş-tu-uk, sus-muş-tu-uk, hatırla-miş-ti-ık, güven-miş-ti-ık, al-miş-ti-ık

The allomorphs ♫ [e.cek-ti, a.cak-ti] indicate future in the past (was going to):

gel-e.cek-ti-im, bitir-e.cek-ti-im, sor-a.cak-ti-im, bekle-/y/e.cek-ti-im
gel-e.cek-ti-in, kaçı-a.cak-ti-in, sor-a.cak-ti-in, anla-/y/a.cak-ti-in
gel-e.cek-ti, sat-a.cak-ti, dene-/y/e.cek-ti, kuru-/y/a.cak-ti, dur-a.cak-ti
gel-e.cek-ti-ik, bitir-e.cek-ti-ik, sat-a.cak-ti-ik, yürü-/y/e.cek-ti-ik
gel-e.cek-lar-di, bul-a.cak-lar-di, tara-/y/a.cak-lar-di, uyuy-/y/a.cak-lar-di

The Inflectional Allomorphs Attached To “be” (ol) Verbs

In Turkish, no time allomorphs are generally attached to nouns, nominal phrases, adjectives or adverbials with ♫ [de, da, te, ta] or [le, la] to indicate simple present. If one wants, he can attach one of the ♫ [dir, dir, dür, dur, tir, tir, tür, tur] allomorphs to express certainty or hesitation to nouns, pronouns, adjectives or adverbials. For instance, we generally say “Annem ev-de” instead of “Annem ev-de-dir”, which means either “Perhaps my mother is at home” or “My mother is certainly at home”:

No inflectional time allomorphs attach to nouns, pronouns, adjectives, and adverbials to indicate simple present:

(Ben) ev-de-/y/i-im. (Sen) çalişkan-sin. O daha çocuk (He is only a child).
(Biz) okul-da-/y/i-zi (Siz) isteksziz-sın-iz. Onlar deneyimi. (Biz) bura-da-/y/-z.
Top yuvarlak-tir. Sen çilgin-sin. Ahmet biz-de. Kalem-im sen-de mi?

(Ben) yorgun-um. Araba kapı-/n/in ön-ü/n/-de. O-/n/ün anne-/s/i öğretmen.
(Ben) durak-ta-/y/i-im. (Biz) iyi-/y/i-iz. Önlar asker. (Siz) nere-de-sın-iz? (Siz)
The inflectional time allomorphs ♫ [di, dı, dü, du, ti, tü, tu] are attached to nouns, pronouns, adjectives, and adverbials to indicate simple past.

O ben-di-im. Maç geyecanlı/y-/dı. O-/n/un çorap-lar-/ı masada-/n/ün üstü-/n/-de/y-/dı. Öğretmen-in gözü ben-de/y-/dı. (Biz) hazır-di-ık. O bir kahraman-dı. (Biz) üzgün-dü-ük. Ahmet sınav için hazırlıklı mı/y-/dı?

The inflectional allomorphs ♫ [miş,miş, müş, muş] indicate rumor:


The inflectional allomorphs [e.cek] or [a.cak] attach to the verb “ol” to indicate simple future:

Yarın hava güzel ol-a.cak. (Ben) yarın sekiz-de büro-da ol-a.cak-im. (Sen) saat kaç-ta ev-de ol-a.cak-sın? (Sen) adam ol-ma-/y/a.cak-sın!

The ♫ [miş,miş, müş, muş] allomorphs may also be attached to ♫ [e.cek, a.cak] allomorphs to convey rumor:

Hava yarın güzel ol-a.cak-miş. They say that it will be fine tomorrow. Herkes hazır ol-a.cak-miş. They say that everybody will be ready.

MODAL AUXILIARY VERBS

The English modal auxiliary verbs that indicate ability, permission, probability, necessity, impossibility, etc. are all expressed in various inflectional allomorphs in Turkish:

♫ [me.li, ma.li]

The inflectional allomorphs ♫ [me.li, ma.li] indicate obligation imposed by the speaker when they are used with action verbs, and they indicate certainty or necessity when they are used with the verbs “be”:
(Ben) sabah-le.yin erken kalk-ma.lı-ı/y/ım. I must get up early in the morning.

Bu kız çılgın ol-ma.lı. This girl must be crazy. (I am certain that she is crazy.)

Hemen hazır ol-ma.lı-sın. You must be ready soon. (obligation)
Çok çalış-ma.lı-sın. You must work hard. (obligation)

If the verbs are negative when [me.li, ma.lı] allomorphs are used, they indicate prohibition:
Yalan söyle-me-me.li-sın. (ya*lan / söy*le*me*me*li*sin) You mustn’t tell lies.

♫ [e.bil, a.bil]

The inflectional allomorphs [e.bil, a.bil] indicate ability and permission:

Mary piyano çal-a.bil-ir. Mary can play the piano. (ability)
Dışarı-/y/a çıkma.bil-ir-sın. You can (may) go out. (permission)
(Ben) siz-e yardım et-e.bil-ir-mi-/y/ım? Can I help you? (permission)

The negative forms of [e.bil, a.bil] allomorphs are [e.me(z), a.ma(z)] allomorphs, which indicate impossibility, inability or prohibition:

(ben) toplantı-/y/a gel-e.me-em. I can’t come to the meeting. (impossibility)
Mary piyano çal-a.maz. Mary can’t play the piano. (inability)
Bu saat-te dışarı-ya çık-a.maz-sın. You can’t go out at this hour. (prohibition)
Fatma ev-de ol-a.maz. Fatma can’t be at home. (impossibility)

The [miş, míş, múş, múş] allomorphs may also be attached to the [e.bil, a.bil], and [e.me(z), a.ma(z)] allomorphs to indicate rumor:
Ahmet biz-e yardım et-e.bil-ir-miş. They say that Ahmet can help us.
(O) toplantı-/y/a gel-e.mez-miş. They say that he can’t come to the meeting.

The time inflectional modal allomorphs [di], [ir-di], [ir-miş] can follow the [e.bil, a.bil], [e.mez, a.maz], [me.li, ma.lli]. [me.me.li, ma.ma.lli] modal inflectional allomorphs:

♫ [e.bil-di, a.bil-di]

The [e.bil-di, a.bil-di] allomorphs indicate a past success:

(Biz) maç-ı kazan-a.bil-di-ık. We were able to win the match.
(Ben) başar-ır-a.bil-di-im. I was able to succeed.
(Biz) başar-ı a.ma-di-ık. We couldn’t succeed. (We weren’t able to succeed.)
(Onlar) bitir-e.me-di-ler. They couldn’t finish. (They weren’t able to finish.)

♫ [e.bi̇l̇-ir-di, a.bi̇l̇-ir-di]

(Biz) maç-ı kazan-a.bil̇-ir-di-ık. We could have won the match.
(Ben) başar-a.bil̇-ir-di-im. I could have succeeded.
(Sen) bir kaza yap-a.bil̇-ir-di-in. You might have had an accident.
(biz) bir yanlışlık yap-a.bil̇-ir-di-ık. We might have made a mistake.
(Onlar) maç-ı ertele-/y/e.bil̇-ir-ler-di. They might have postponed the match.
(Biz) bir yanlışlık yap-a.bil̇-ir-miş-iz. He says that we might have made a mistake.
(O) biz-e kız-a.bil̇-ir-miş. He says that he might be angry with us.

♫ [e.me(z)-di, a.ma(z)-di]

(Biz) maç-ı kazan-a.maz-di-ık. It was impossible for us to win the match.
(Ben) i̇ş-i bitir-e.mez-di-im. I couldn’t have finished the work.

♫ [me.li/y/-di, ma.li/y/-di]

(Bız) maç-ı kazan-ma.li/y/-di-ık. We should have won the match.
(Sen) hızlı sür-me.me.li/y/-di-in. You shouldn’t have driven fast.
(Onlar) maç-ı ertele-me.me.li/y/-di-ler. They shouldn’t have postponed the match.
(Biz) çok soru sor-ma-ma.li/y/-miş-iz. He says that we shouldn’t ask so many questions.

ORAL HARMONIC SEQUENCING

An oral sequence is what we hear when we listen to others, and what we articulate when we want others to hear us. An oral sequence is composed of phonemes, syllables, and stresses. Both free and bound morphemes, which carry meaning, can only be articulated by the organs of speech, and heard through the ears. When we hear an oral sequence, we hear and understand the morphemes because these two sequences produce sentences together. All the words and allomorphs are composed by the oral sequence.

The major function of the oral sequence in Turkish is to divide words and morphemes into syllables so that the speech organs can articulate them easily and fluently. Besides, as Turkish is an agglutinative language, the Turkish oral sequence does more than this then the other languages:

1. All the vowels in the Turkish words are arranged in an order in agreement with the vowel harmony rules of the Turkish language. This vowel sequence is given in detail at page 16.
2. Turkish oral sequence produces allomorphs to maintain the vowel and consonant harmony sequence of all the bound morphemes, which are given in detail at pages 44, and 425.

3. If the words or allomorphs end with consonants, these consonants detach from their syllables and attach to the first vowels of the following allomorphs if these allomorphs start with vowels. This consonant replacement is carried out by the harmonic oral sequence when words and allomorphs attach to one another. In this book, the detached consonants are single underlined to show the readers that they detach from their syllables and attach to the first vowels of the following allomorphs when the syllables are recomposed by the harmonic sequence such as:

\[\text{bitir-i.yor-uz (bi*ti*r*iyo*ruz), okul-a koş-u.yor (o*ku*la / ko*su*yor), tanış-a.cak-ız (ta*ni*şa*ca*ğız) (The /k/ unvoiced consonant changes to the voiced consonant /ğ/.)}\]

4. When the identical vowels such as “i-i”, “ı-ı”, “ü-ü”, “u-u”, “a-a”, “e-e” have to attach to one another, they combine and verbalize as a single vowel. Such as “gel-di-im” (gel*dim), “al-di-ık” (al*dık), “gül-dü-ün-üz” (gül*dü*nüz), “gel-e.me-di-im” (ge*le*me*dim), “baba-am” (ba*bam), “anne-em” (an*nem), “beş-im gel-me-em” (be*nim / gel*mem), “sen-in konuş-ma-an” (se*nin / ko*nuş*man), “biz-im güüş-me-em-ız” (bi*zim / gü*lüş*me*miz),. The combining identical vowels are showed in bold face.

5. The /ş/, /y/, /n/ and /ş/ glides:

If nonidentical (sometimes identical) vowels have to attach to one another, one of the /ş/, /y/, /n/, /ş/ glides is inserted between these two vowels to maintain a fluent link between the vowels. These glides attach to suffixes if they start with vowels, but if they start with consonants, the glides attach to nouns, pronouns or allomorph ending with vowels:

The suffixes starting with vowels:

deve-/y/i, araba-/y/ı, örtü-/y/ü, sürü-/y/u, su-/y/u, de-/y/im, bitme-/y/en, anla-/y/iş, yürü-/y/en, dene-/y/im, yürü-/y/üş, dinle-/y/i-ci, dene-/y/im, gü-lümse-/y/en, oku-ma-/y/ız, al-ma-/y/ız.

The suffixes starting with consonants:

kayıgi/y/-la, neşe/y/-le, acele/y/-le, para/y/-la, araba/y/-la, küfe/y/-le, çalısh-ma/y/-la, konuş-ma/y/-la gel-se/y/-di, anla-sa/y/-dı, anla-di/y/-sa, gör-du/y/-se, konuş-tu/y/-sa, unut-tu/y/-sa-am, bitir-e.me-di/y/-se, ulaş-
a ma-d/i/-sa, ev-de/-y/-se, sokak-ta/y/-sa, oldu/y/-sa, et-ti/y/-se, ol-sa/y/-
di, et-se/y/-di, yaşı-sa/y/di.

The /n/ and /s/ glides:

The /n/ glides are used in the possessor parts, and the /s/ glides are used in the possessed parts of the noun compounds. For instance:

o/-n/ün araba/-s/i, oda/-n/ın kapı/-s/i, çalış-ma/-n/ın bit-me/-s/i, araba-
/n/ın çal-in-ma/-s/i, martı/-n/ın uç-ma/-s/i, deve/-n/ın çök-me/-s/i, ayva-
/n/ın koku/-s/u, kasaba/-n/ın orta/-s/i, deve/-n/ın hendek atla-ma/-s/i.

All the first vowels of the suffixes above are printed in bold face.

The /ş/ glides are used in distributional numerals:

iki/-ş/er, altı/-ş/ar, yedi/-ş/er

6. Some vowels in continuous tenses are dropped (overlooked) by the oral sequence. These vowels are double underlined (â), and the consonants that precede these vowels detach from their syllables and attach to the following allomorphs if they start with vowels. Such consonants are single underlined. For instance:

oku-u.yor-uz (o*ku*yo*ruez), bekle-i.yor-du-uk (bek*li*yor*duk)
yasa-i.yor-uz (ya*şi*yo*ruez), ye-i.yor-uz (yi*yo*ruez), uyuy-u.yor-uz
(u*yu*yo*ruez), sakla-i.yor-lar (sak*l*i*yor*lar), yürü-ü.yor-du-uk
(yü*rü*yor*duk), üstüle-ü.yor-du-um (tü*tü*yor*dum), ala*i.yor-sun
(an*l*i*yor*sun), sulu-i.yor (su*l*i*yor), yala-i.yor (ya*l*i*yor)

Gel-me-i.yor-uz (gel*m*i*yo*ruez), üşü-me-ü.yor-um (ü*şü*mü*yo*rum)
Anla-ma-i.yor-um (an*la*m*i*yo*rum), sus-ma-u.yor-um (sus*mu*yo*rum)
Katil-ma-i.yor-um (ka*til*m*i*yo*rum), sat-ma-i.yor-um (sat*m*i*yo*rum)
Iste-me-i.yor-um (is*te*m*i*yo*rum), kıpırd-/ı/-ma-ma-i.yor-um (ki*pir*da*-ya*m*i*yo*rum), anla-/ı/-ma-ma-i.yor-sun-uz (an*la*y*a*m*i*yor*su*nuz)

When the /p/, /t/, /c/, /k/ unvoiced consonants detach from their syllables in order to attach the following allomorphs starting with vowels, change into their counterpart voiced consonants /b/, /d/, /ç/, /ğ/ respectively. For instance:

/p/ changes into /b/:

kitap-ı, kitap-a, kitap-im (ki*tap*bi, ki*tap*ba, ki*tap*bim), sebep-ı, sebep-e, sebep-im (se*be*bı, se*be*be, se*be*bım), kebap-ı, kebap-a, kebap-in
In the following example sentences, the morphemes and their allomorphs are separated by hyphens to show the sequencing of the words. The words in a sentence are separated by slashes.

The first sentences below show the morphemic sequence of a sentence without being composed by the oral sequence of the Turkish harmonic system. The second sentence between parentheses shows the same sentence recomposed by the oral sequence. For instance:

MORPHEMIC AND ORAL SEQUENCES

(turkish grammar updated academic edition 2013)

(ke*ba*bi, ke*ba*ba, ke*ba*bin), çorap-ı, çorap-a, çorap-in (ço*ra*bi, ço-ra*ba, ço*ra*bin), dolap-ı, dolap-a, dolap-in (do*la*bi, do*la*ba, do*la*bin), şarap-ı, şarap-a, şarap-in (şa*ra*bi, şa*ra*ba, şa*ra*bin), hesap-ı, hesap-a, hesap-in (he*sa*bi, he*sa*ba, he*sa*bin).

/t/ changes into /d/:

adeť-i, adeť-e (a*de*di, a*de*de), kanaň-ı, kanaň-a, kanaň-in (ka*na*di, ka*na*da, ka*na*din), umuň-u, umuň-a, umuň-un (u*mu:*du, u*mu:*da, u*mu:*dun), yoğurt-u, yoğurt-a, yoğurt-un (yo*ğur*du, yo*ğur*da, yo*ğur*dun). As an exception: sepeť-i, sepeť-e, sepeť-in (se*pe*ti, se*pe*te, se*pe*tin), nöbett-i, nöbett-e, nöbett-in (nö*be*ti, nö*be*te, nö*be*tin)

/ç/ changes into /ç/:

ağac-ı, ağac-a, ağac-in (a*ğa*ci, a*ğa*ca, a*ğa*cin), sayaç-ı, sayaç-a, sayaç-in (sa*ya*ci, sa*ya*ca, sa*ya*cin), amaç-ı, amaç-a, amaç-in (a*ma*ci, a*ma*ca, a*ma*cin), ayraç-ı, ayraç-a, ayraç-in (ay*ra*ci, ay*ra*ca, ay*ra*cin), demec-ı, demec-a, demec-in (de*me*ci, de*me*ce, de*me*cin)

/k/ changes into /ğ/:

sokak-ı, sokak-a, sokak-in (so*ka*ği, so*ka*ğa, so*ka*ğın), tabak-ı, tabak-a, tabak-in (ta*ba*ği, ta*ba*ğa, ta*ba*ğın), kürek-i, kürek-e, kürek-in (kü*re*ği, kü*re*ge, kü*re*ğin), bebeği, bebek-e, bebek-in (be*be*ği, be*be*ге, be*be*ğın), köpek-i, köpek-e, köpek-in (kö*pe*ği, kö*pe*ğe, kö*pe*ğin), ayak-ı, ayak-a, ayak-in (a*ya*ği, a*ya*ğa, a*ya*ğın), bardak-ı, bardak-a, bardak-in (ba*da*ği, ba*da*ğa, ba*da*ğın), bak-tik-im-ı (bak*ti*ği*mi), sat-tik-im-ı (sat*ti*ği*mi), git-tik-i-/n/l (git*ti*ği*nî)...

433
(Ben) ev-e git-i.yor-um. (morphemic sequence)
(ben / e* ve / gi*di*yo*rum ~) (oral sequence)

Baba-am ben-i okul-a götür-e.cek. (morphemic sequence)
(ba*bam / be* ni / o* ku* la / gö*tü*re*cek ~) (oral sequence)

Ders-im-i çok çalış-ma.li-miş-im. (morphemic sequence)
(der*si*mi / çok / ça*lıs*ma*li/yl*mi*şim ~) (oral sequence)

Se*n-i çok öz-lü.yor-um. (morphemic sequence)
(se*ni / çok / öz*lü*yo*rum ~) (oral sequence)

Ev-in kapı-ı kilitle-di.yed-i mi. (morphemic sequence)
(e*vin / ka*pin/si/n/i / ki*lit*le*/ye/e*dim ~) (oral sequence)

Oda-ı temizle-me-i.yor-lar. (morphemic sequence)
(o*da*li/y/te*miz*le*mi*yor*lar ~) (oral sequence)

Hırsız-in ne yön-e kaç-tık-ı-gör-dü-ün mü? (morphemic sequence)
(hır*si*zin / ne / yö*ne / kaç*ti*ği*/n/i / gör*dün / mü ~) (oral sequence)

Martı-lar-ın uç-uç-u hep-im-iz-i büyüle-di. (morphemic sequence)
(mar*ti*lar*in / u*çu*su / he*pi*mii/zi / bü*yü*le*di ~) (oral sequence)

Koş-ar-sa-an otobüs-e yetiş-e.bi-lir-sin. (morphemic sequence)
(ko*şar*san / o*to*bü*se / ye*ti*ş*e*bi*lir*sin ~) (oral sequence)

Gör-üş-e.bi-lir-iz. (morphemic sequence)
(gör*üş*e*bi*lir*iz ~) (oral sequence)

Söz-üm-ü dinle-se-di-in sınav-ı kazan-ir-di-in. (morphemic sequence)
(sö*zümü / din*le*se/yl*ldin / si*na*vi / ka*za*nir*din ~) (oral sequence)

Vazo kır-il-sa-di anne-em üzül-ür-dü. (morphemic sequence)
(va*zo / kir*il*sal*yl*ldi / an*nem / ü*zül*lür*du ~) (oral sequence)

Kaç-ar-sa-an köpek sen-i kovala-ar. (morphemic sequence)
(ka*çar*san / kò*pek / se*ni / ko*valar ~) (oral sequence)

Anla-a.ma-i.yor-lar-miş. (morphemic sequence)
(an*la*yl*ami*yor*lar*mis ~) (oral sequence)
Araba-ın sat-il-dik-ı-bil-me-i.yor-du-um. (morphemic sequence)
(a*ra*ba*min / sa*til*di*ği*ni / bi*l*mi*yor*du*m ↷) (oral sequence)

Proje-i bitir-e.bil-e.cek mi-sin-iz? (morphemic sequence)
(pro*je*y/i / bi*ti*re*bi*le*ce k / mi*si*niz ↷) (oral sequence)

Kara-ın-ı ver-di-in mi? (morphemic sequence)
(ka*ra:*ri*ni / ver*di*n / mi ↷) (oral sequence)

Toplantı-a gel-e.me-i.yor-lar-miş. (morphemic sequence)
(top*lan*ti*y/a / ge*le*mi*yor*lar *miş ↷) (oral sequence)

İş-ı bitir-dik-i-i söyl-e-ü.yor. (morphemic sequence)
(i*i*şi*ni/i / bi*ti*ri*di*ği*i*ni/i / söy*lü*yor ↷) (oral sequence)

Sa-n-ın kim-e şük-ü-şük anla-di-im. (morphemic sequence)
(se*nin / ki*me / şük*dük*şük*ni/nü / an*la*dim ↷) (oral sequence)

Çorba-anı suğu-ma-dan iç. (morphemic sequence)
(ço*ra*ni / so*şu*ma*dan / iç ↷) (oral sequence)

Oğlu-um her gün iki kilometre yürü-me-em-i söyl-e-ü.yor.
(oğ*üm / i*ki / ki*lo*met*re / yü*rü*me*mi / söy*lü*yor ↷) (morphemic seq)

Hepini-e başarı-lar dile-i.yor-um. (morphemic sequence)
(he*pı*ni*ze / ba*sa*ri*lar / di*lı*yo*rum ↷) (oral sequence)
SYMBOLS AND ABBREVIATIONS

Asterisks: Asterisks (*) are used to separate syllables: (çə*li*şə*'yor*duk)

Brackets: Brackets ( ) are used to show optional elements: (ben-im)

Brackets: Some other brackets are used to give alternative words, phrases, or sentences.

Colon: A colon (:) is used to show a long vowel: (te*da:*vi:)

Dots: Sometimes dots are used to divide the syllables of the allomorphs such as: "i.yor", e.cek", "e.bil", "me.li", "e.mez", "e.me", etc.

Hyphens: Hyphens (-) are used to separate morphemes (çalış-mış)

Double underlined vowels: These vowels (u) show that they drop.

Single underlined consonants: These consonants show that they detach from their syllables, and attach to the first vowels of the following morphemes: gel-i.yor-um (ge*li*yo*rum)

Sign of transformation: (Ø) This sign shows that the previous simple sentence is transformed into the following syntactic form.

The identical vowels attaching one another such as “i-i”, “i-i”, “ü-ü”, “u-u” “a-a”, “e-e” combine and verbalize as single vowels “i”, “i”, “ü”, “u”, “a”, “e”.

[pers] : Any one of the personal allomorphs (im, ım, sin,  sın, ik, ık, etc.) representing personal suffixes.

<table>
<thead>
<tr>
<th>abbr</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>adj</td>
<td>adjective</td>
</tr>
<tr>
<td>adv</td>
<td>adverb or adverbial</td>
</tr>
<tr>
<td>comp</td>
<td>compound</td>
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<tr>
<td>compr</td>
<td>comparative</td>
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<tr>
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<td>conditional</td>
</tr>
<tr>
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<td>D</td>
<td>determiner</td>
</tr>
<tr>
<td>inf</td>
<td>infinitive</td>
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<tr>
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<td>intensifier</td>
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<tr>
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<td>subject</td>
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<td>intransitive</td>
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<td>object</td>
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<tr>
<td>pers</td>
<td>personal allomorph</td>
</tr>
<tr>
<td>Vi</td>
<td>intransitive verb</td>
</tr>
<tr>
<td>Vt</td>
<td>transitive verb</td>
</tr>
<tr>
<td>prep</td>
<td>preposition(al) (Eng)</td>
</tr>
<tr>
<td>postp</td>
<td>postposition(al) (Turk)</td>
</tr>
<tr>
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<td>pronoun</td>
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<tr>
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</tr>
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<td>sentence</td>
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<tr>
<td>det</td>
<td>determiner</td>
</tr>
<tr>
<td>V</td>
<td>verb root, stem, frame, or verb composition</td>
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<td>Vc</td>
<td>a verb that ends with a consonant</td>
</tr>
<tr>
<td>Vv</td>
<td>a verb that ends with a vowel</td>
</tr>
<tr>
<td>“c.v.c”</td>
<td>consonant. vowel. consonant</td>
</tr>
</tbody>
</table>
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Language is a treasure owned by all human beings, which separates them from animals. This treasure is hidden in the minds of all people. Therefore, it is very difficult for the human mind to understand the activity of this complicated mechanism that the mind itself uses.

People only hear the sounds of a language or see the letters representing these sounds on printed matters.

Traditional grammarians take these sounds or letters as a criterion, which are the only substantial data for them, and develop their grammars accordingly.

Noam Chomsky and Steven Pinker asserted in their books that there is something lacking in traditional grammars. It is the inherent ability of the human intellect that produces languages.

In this book, I tried to describe the morphemic and oral sequences in Turkish as well as the mental sequences.

This Turkish Grammar is considerably different from the traditional grammars. Those who think that they know everything about the Turkish Grammar will find out all the secrets of the Turkish Grammar that they cannot find in traditional grammars.

YÜKSEL GÖKNE