Modern Uyghur Grammar (Morphology)
Translated by Anne Lee
Hämit Tömür was born in 1931, in the village of Karighuja in the centre of the Turpan Basin. After attending primary and lower middle school in Urumqi and Bariköl, he studied at the Xinjiang Provincial Language School.

In 1952, after studying at the Xinjiang Provincial Cadre School for five months, Hämit Tömür was appointed to a post at this school, where he worked until November 1954. From here he transferred to the former Central Nationalities Institute (now University) in Beijing, where, until 1992, he taught the Uyghur language to students in higher education.

Between 1979 and 1984, this now famous linguist was assistant professor in the Faculty of Minority Languages and, from 1984 to 1990 he was deputy head of the Institute. He then transferred to the Committee for the Language and Writing Professions of the Nationalities of Xinjiang Uyghur Autonomous Region, carrying out research there until his retirement in 1997.

Hämit Tömür not only studied modern Uyghur, but also Chagatai. Together with Abdureov Polat, he produced a textbook of the Chagatai language. In addition, he transcribed and translated a number of ancient works, including the world famous ‘Baburnama’. With Mirsultan Osmanov, he published an article entitled, ‘Our views on the Chagatai Language’, which received a first-class award of excellence. In addition, he worked with Li Xiang to compile ‘A Persian Language Primer’.

Besides writing many stories and translating the dialogue of a number of films, Hämit Tömür also translated the legendary novel, ‘Robinson Crusoe’ into the Uyghur language.
Anne Lee was born in 1945, in the city of Portsmouth on the south coast of England. She attended primary schools in Portsmouth, Fleetwood, Aberdeen, Torquay and Bristol, and secondary schools in Bristol and Congleton. After leaving school she entered Crewe Teachers' Training College, where she studied art and English literature, in addition to the history and practice of education.

Ms Lee taught for five years in a nursery class attached to Bradford Moor Infant School in the north of England, then, in 1975 she went with her family to Afghanistan, where she studied the Afghan dialect of Persian and also a little of the Uzbek language. During her last year in Afghanistan she taught nursery and first grade classes in the International School in Kabul. It was in Afghanistan that Ms Lee's interest in Central Asian peoples and languages was first awakened, although, from the age of eleven, when she was taught the Greek alphabet by a friend of her father's, she had had a deep interest in language.

Back in her homeland Ms Lee continued to study the Uzbek language on her own and, for a short while, also attended classes in modern Turkish. She was employed for a number of years as a supply teacher in Sheffield and Rotherham, teaching mainly physically or mentally handicapped children in special schools, but in 1994 she entered the University of Sheffield as a mature student and gained a first class honours BA degree in English Language and Medieval Literature. During the first two years of her university course Ms Lee also studied classical Hebrew and, on graduating, she worked at the university for a year as a research student on the staff of 'The Dictionary of Classical Hebrew'.

In August 1998 Ms Lee went to Xi'an in China's Shaanxi Province to teach English at the then Petroleum Institute (now Xi'an Petroleum University), and during her year of teaching there she applied to study the Uyghur language at Kashgar Pedagogical Institute. On being accepted, she moved to Kashgar in August 1999.

Since completing her work on the translation of Hämít Tömür's 'Modern Uyghur Grammar (Morphology)', she has been working on producing a comprehensive English-Uyghur dictionary, not only for those speakers of English who wish to study the Uyghur language, but also for Uyghur speakers who wish to improve their English.
Modern Uyghur Grammar
(Morphology)

by
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The Author's Foreword

From 1955 until the present day, I have been continuously teaching Modern Uyghur Language to students majoring in Uyghur Language and Literature at the Central Nationalities Institute. Before 1966 I taught Uyghur to Chinese students who had no previous knowledge of the language and after 1972 I taught Uyghur to Uyghur students majoring in the Uyghur language. Then, from 1980, I taught modern Uyghur to post-graduate research students and supervised their theses. This book has been produced on the basis of material accumulated during the course of those years and research carried out due to lesson requirements.

In this volume, which is devoted to Modern Uyghur Morphology, present-day Uyghur language is brought into action to fully introduce grammatical phenomena which appear in real words; to systematically categorize them according to their characteristics; to explain more extensively their grammatical meaning and the situations in which they are used and, as a result, to reveal more fully the morphological forms which actually exist in modern Uyghur and the rich variety of their grammatical concepts. In this connection it has been felt appropriate to explain differently certain grammatical units which have been discussed in Uyghur grammar books produced prior to this one, and to institute certain grammatical units which have not been mentioned in those books. Because one's knowledge is limited, it is, of course, not possible to say that new views put forward in this book are absolutely correct. The basic purpose here is simply to put forward a scheme that is worthy of research, concerning language facts and how they are analysed and described according to modern Uyghur grammar, in order to deepen research related to modern Uyghur grammar.
At this point I first of all wish to express my wholehearted gratitude to my colleagues at the Uyghur Language and Literature Teaching and Research Section of the Central Nationalities Institute; several of the viewpoints in this book have been supported, or supplemented, by the absorption of their valuable opinions. I also wish to express my sincere thanks to Ibrahim Muti’i, who gave important academic suggestions to support several of the viewpoints.

During the compilation of this book I have consulted works on modern Uyghur grammar published in our own country and in the Soviet Union, and have been especially benefited by ‘Modern Uyghur’, compiled by Ämir Nājīp and published in Moscow, and ‘Modern Uyghur’, compiled by the department of Uyghur Studies at the Kazakh S.S.R. Academy of Sciences and published in Alma Ata. Here I wish to extend my gratitude to the authors of these works.

The Author
March 1987, Beijing.

The Translator’s Foreword

This work was basically translated in preparation for grammar classes during the second and third semesters of my period of studying the Uyghur language at Kashgar Pedagogical Institute. Entering it into the computer was begun only after the bulk of the translation had been completed, and checking the finer nuances of meaning in the examples took up many more hours of class time and private research.

Where necessary, alterations have been made to the spelling to bring it into line with the 1997 edition of the "A Dictionary of the Spelling and Pronunciation of Modern Literary Uyghur". In some instances changes have also been made to the text itself, generally with an accompanying footnote, but, in the case of minor alterations such as printing errors, or other errors of an accidental nature, no annotation has been added.

The author wished to have his name transliterated as Hāmit Töümür, rather than Khāmit Töümür, although elsewhere I have used ‘kh’ to transliterate the guttural ‘خ’, equivalent to the Scottish pronunciation of ‘ch’ in 'loch'.

I wish to express my grateful thanks to Muhābbāt, my grammar teacher; my teacher Aliyā, whose knowledge of English was of inestimable help in checking the translation of the text and all the example sentences; Munāwwār and Tursungūl, who taught and encouraged me and assisted me with their explanations; and Allan Thornborough, a fellow-student, from whose notes I gained a great deal of help. Thanks must also go to Mutällip, who taught me grammar during my first semester at the Institute and who sought permission for me to study half-time, so that I could devote more time to this and other academic projects.
Last but not least, I must say how grateful I am to Hâmit Tömrü himself for granting permission for this work to be published, and to Professor Litip Tohti of the Beijing Minorities University for the time he spent in a final proof reading and correction of the text, as well as for the helpful suggestions they both made.

I trust this translation will be of use to you in the study of Uyghur grammar.

Anne Lee
Kashgar, September 2002

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Grammar consists of the laws of language construction and includes two sets of rules — those of word inflection and of word and sentence combination. For example, in Uyghur, nouns to which the suffix ‘ئىلاو’ has not been added are reckoned to be the singular form of the noun and express one type of object or one object, while nouns to which the suffix ‘ئىلاو’ has been added are reckoned to be the plural form of the noun and indicate a number of, or all the objects of one kind; nouns to which the suffix ‘ئىلاو’ has been added are reckoned to be the possessive case form of the noun and indicate an object which is the possessor of another object, while nouns to which the suffix ‘ئىلاو’ has been added are reckoned to be the accusative case form of the noun and indicate an object which is the recipient of a certain action; verbs to which the suffix ‘ئىلاو’ has been added are counted as the 3rd person predicate form of the verb's simple past tense direct indicative mood and indicate that the action expressed by that verb has been carried out by the 3rd person and that the speaker has direct information about the matter; and so on. Rules such as this, which relate to the various forms of a word, are considered to be the inflectional rules of Uyghur words. In the Uyghur language, when words are combined with each other, the word which acts as a qualifier comes in front of the word which is qualified (e.g. چوڭ شهر — a large city); a word which indicates the predicatee makes the word which occurs in the role of the predicate dependent on itself in person

1 I have coined the term 'predicatee' to signify that which is predicated, i.e. the subject of the sentence.
and number and usually comes before it (e.g. ميكن كاديم — I came), and so on. Rules of this kind are considered to be the word and sentence combination rules of Uyghur words.

Grammar is an essential factor of language. Language is composed of three factors — the sounds of language, vocabulary, and grammar. These three factors are closely bound together in a mutually dependent way and cannot be separated from one another. The sounds of language are the external form of language. Vocabulary and Grammar are only able to exist by means of the sounds of language. In turn, it is only on the grounds of vocabulary and grammar that the sounds of language are language sounds and are able to be distinguished from other sounds. Vocabulary is the building material of language. Just as it is impossible to construct a building without building materials, in the same way it is impossible for language to exist without vocabulary. However, vocabulary alone cannot constitute language, because it is not possible to express a clear idea by means of individual words, or words put together haphazardly. For example, in Uyghur, if the words 'توخوم' and 'بيچئال' are spoken separately, or grouped together in their original form, no clear idea can be expressed by the individual concepts. They can only express an idea when they are organized according to the rules of Uyghur grammar in the forms:

We study in our capital Beijing.

We are studying in our capital Beijing.

In short, grammar possesses the characteristic of orderly, intelligible language.

One of the most important characteristics of grammar is that its rules are abstract (universal). Any grammatical rule is intended not just for the inflection of some specific word or the combination of some specific words or sentences, but for the inflection of any word of a certain type, or the combination of any word (or sentence) of a certain type with any other word (or sentence) of a certain type. For example, the rule of making the plural form of an Uyghur word by adding to it the suffix 'لار' (or 'لشر'), is intended not just for some specific word, but for every word belonging to the noun type (e.g. — children, — lessons, — mountains, — flowers, — lights, — cities, — villages); the rule which states that a qualifier comes before the word which it qualifies does not only apply to the method of joining some specific word with another specific word, but to the method of joining every word belonging to the noun type with every word which qualifies it (e.g. ميكن كاديم — my pen, بئي دورس — new lesson, گولنگه ناشناک — prosperous Xinjiang). From the point of view of specific meaning, it is possible to construct innumerable sentences from several tens of thousands of Uyghur words but, from the point of view of grammar, those words only amount to a very limited number of types.

Another characteristic of grammar is that its rules are systematic. Grammar is not simply the sum of the rules of word inflection plus those of word or sentence combination, but a complete system produced by the combination of those rules in specific relationship according to their various levels of meaning and analysis.

In Uyghur for instance, on the one hand, the rules governing the inflection of words are differentiated into types and levels according to their mutual relationships and produce word classification systems which possess various inflectional characteristics; yet again, these word classes, joined to word classes which do not possess inflectional characteristics and to word classes which are not used independently, produce the Uyghur morphological system. On the other hand, the rules of word or sentence combination are divided into several types which are contingent upon each other and produce the syntax system of the Uyghur language; consequently, the complete Uyghur grammatical system is produced by the very close, interdependent union of the morphological and syntactical systems.
Another important characteristic of grammar is that it possesses a quality of stability. Grammatical structure has come into existence over the ages and has taken root deeply in the language, therefore its alteration is also due to the slow changing of the basic vocabulary. Of course, with the passing of time, change also occurs in the grammatical structure. It keeps gradually improving, perfecting and correcting its own rules and being continually enriched by new rules. However, the principles of grammatical structure continue to be preserved for a very long time. The fact that the sentences:

(After hearing this I could not sleep all night.)

from the surviving writings of Orkhun-Yenisey, written in the VIII Century, and:

(It is better to be the calf’s head than the ox’s foot.)

from the XI Century 'Dictionary of Turkic Languages' تورکلى تسىلار دۇئوئى، are intelligible to us, as long as a caption is given to the individual words, indicates that the basic grammatical rules of modern Uyghur had been formed even in those periods, and that not only have they basically not changed up to the present day, but that they continue to make a productive contribution.

The term ‘grammar’ is also used in the sense of the science which studies the rules of word inflection, word formation and sentence construction — Grammatical Science. For example, if we say, ‘Grammar is an important part of linguistics,’ the word ‘grammar’ here means the science which studies the rules of word inflection, word formation and sentence construction, i.e. Grammatical Science.

Grammar books, whichever language they are written about, also come under the category of grammatical science. For example, if we say, ‘This Uyghur grammar was compiled at the Nationalities Institute,’ the term ‘Uyghur grammar’ here means grammatical science concerning the rules of Uyghur word inflection, word formation and sentence construction. The grammatical system of a language is something which has an objective existence, this is, of course, of only one kind, but the grammar books written about language may be of various kinds. These grammar books themselves differ from each other in the degree to which they accurately reflect the grammatical system of the targeted language, which exists as an objective reality.

§2 Lexical Meaning and Grammatical Meaning

Each word in a sentence usually has two kinds of meaning — a lexical meaning and a grammatical meaning. When we talk of lexical meaning we imply the concrete meaning which is exclusive to that word alone, and when we talk of grammatical meaning we imply an abstract meaning arrived at by way of a specific inflection rule, or combination rule, which is common to one class of words in that language. For example, if we take the two words of the Uyghur sentence تۇۋۇلغۇچلاۋار كەلدى (The students arrived), each of these two words, on the one hand, expresses a concrete meaning which differs from that of any other word; these are their lexical meanings. On the other hand, ‘plural’, ‘nominative case’ and ‘subject’ are the abstract meanings of the word تۇۋۇلغۇچلاۋار ‘كەلدى’, and it has gained these meanings according to the inflection and combination rules which are common to nouns in the Uyghur language. Similarly, ‘active voice’, ‘positive’, ‘direct indicative mood’, ‘simple past tense’, ‘3rd person’ and ‘predicate’ are the abstract meanings of the word تۇۋۇلغۇچلاۋار ‘كەلدى’ and it has gained these meanings according to the inflection and combination rules which are common to verbs in the Uyghur language. These are the grammatical meanings of these two words. Lexical meaning is exclusive to each respective word alone, but grammatical meaning is common to any word which is inflected or combined according to a specific rule. For example, the words (to the dormitory), (to the classroom), (at the dormitory), (in the classroom), (for the school).
(to the park/orchard), 'بازار' (to the market), 'بیرون' (to the village), 'كتاب' (in|to the book), 'دفتر' (in|to the notebook), etc., differ from each other with respect to lexical meaning; their concrete meanings are completely separate, but their grammatical meaning is exactly the same, because they have all been inflected according to one rule.

§3 Grammatical Form

That which indicates the specific inflection or combination rule of words, i.e., the outward sign which represents the specific grammatical meaning, is called grammatical form. For example, if we take the two words of the sentence 'توفیقجو-چنلر كمالدی', given in the above example, the 'plural' meaning of the word 'توفیقجو-چنلر' has been shown by the suffix 'ـلر' having been added to it; its 'nominative case' meaning has been shown by no other case suffixes having been added to it (Ø [zero] marker); its 'subject' meaning has been shown by the fact that it occurs in the nominative case and that it makes the predicative dependent on itself with respect to person, and comes in front of the predicative. The 'active voice' meaning of the word 'کمالدی' has been shown by no other voice suffixes having been added to it (Ø marker); its 'direct indicative mood' and 'simple past tense' meanings have been shown by the suffix 'ـدی' having been added to it; its 3rd person meaning has been shown by no other person suffixes having been added to it (Ø marker), and its 'predicate' meaning has been shown by the fact that it corresponds to its predicatee with respect to person, and comes after it. These outward signs are counted as grammatical form. At this point it is necessary to say that, while the addition of a suffix to a word is reckoned as being an outward sign (grammatical form), similarly, the non-addition of that suffix (Ø marker) is also reckoned to be a kind of outward sign (grammatical form), because, in the inflection rules of words, while the addition of a certain suffix is an inflection rule, in a comparable way, the non-addition of that suffix is also an inflection rule. For example, in Uyghur, the addition of the suffix 'ـلر' to nouns is a type of rule by which the plural meaning of the noun is shown. In a comparable way, the non-addition of 'ـلر' is also a type of rule by which the singular meaning of the noun is shown.

Every grammatical meaning is shown by a specific grammatical form. Meaning which is not shown by grammatical form cannot be considered to be grammatical meaning.

It is possible to show grammatical form in various ways. Several of the most common ones in every language are as follows:

1. The addition of affixes. The overwhelming majority of grammatical forms in Uyghur are shown by means of adding affixes. For example, the case forms and ownership-dependent forms of the noun.

2. Word order. A method which holds an important position in the Chinese language is making word order a grammatical form. For example, the two sentences 'مۇرىشى تە (I know him), and 'تە رەشى مۇ (he knows me) are only differentiated by their different word order. In the Uyghur language also, some grammatical forms are shown by word order. For example: certain modifiers and adverbial modifiers (جەرەپە دىپ - write beautifully).

3. The use of function words. This method also stands in an important position in Chinese. The majority of grammatical forms which are shown by case suffixes in Uyghur are expressed by means of function words in Chinese. For example, 'بە شە (كتابى — book [accusative form]), 'زە xuexiao (مەكەشى — at school), 'خىآننۇ (ئاپامىسا) — to the masses). Several grammatical forms are also shown by means of function words in Uyghur. For example, certain state-tense forms of the verb (ئاپامىسا [N.B. now written as كەلەكەن] — I had), aspect forms (ئەپەپەپ — to finish writing), and the interrogative forms of some verbs (ئەپەپەپ — Did you come?, ئەپەپەپ — Is it you!?).

4. Repetition. Certain grammatical forms are also made by means of repetition. For example, the repeated form of Uyghur adjectives
5. Changing of sounds. In some languages grammatical forms are made by means of changing the root sounds of a word. For example, in Arabic, while the singular form of the word ‘كتاب’ (book) is ‘كتاب’, the plural form is ‘كتب’.

6. Changing of the root. In certain languages one may come across a situation in which a word is exclusive to only one specific grammatical form, and another word is used for its other grammatical form. For example, in Russian, the word /словарь/ is used for the singular form of the word ‘словарь’ (person) and the word /лучи/ is used for the plural form (людей — people). [N.B. The same is also true of this example in English.]

7. Intonation. Certain grammatical forms are also expressed by means of intonation. For example, certain interrogative sentences in Uyghur (ئۆرتۇديلەن ئەگەر ئەمەنە ئارامەن؟ — Shall I go too?/Have I to go too?).

§4 Grammatical Category

The classification of units constituting the inflection rules of words, and the rules of word and sentence combination, are called grammatical category. For example, in Uyghur, the concepts of singular and plural are expressed by means of the inflection of nouns (e.g. كتاب [book], كتابار [books], يىلى [child], كتابى [children]); this is one kind of word-inflection rule and is called ‘The Number Category’. By means of inflection, nouns show that the object indicated by themselves belongs to another object (e.g. كتابى [my book], كتابى — your book, كتابى — his book); this is another kind of inflection rule and is called ‘The Ownership-Dependent Category’. By means of inflection, nouns can also express various relationships with other words in the sentence (e.g. كتابى [book], كتابى — the book’s, كتابى — to the book, كتابى book [accusative form]); this is yet another kind of word-inflection rule and is called ‘The Case Category’. In Uyghur, by means of placing some words in front of a noun, the subordination of those words to the noun is indicated; this is one kind of word combination rule and is called ‘The Qualifier Category’.

Although, within some grammatical categories, there are certain points of difference between the smaller constituent categories, the main categories are nevertheless produced by the relationship of a unity of opposites of those small grammatical categories which, in some respect, belong to one type. For example, the number category of Uyghur nouns has been produced by the relationship of a unity of opposites — the singular category and the plural category; the case category has also been produced by the relationship of a unity of opposites — many different case categories; some grammatical categories consist of only one kind of unit, for example, each of the Uyghur categories of ‘subject’, ‘predicate’, ‘grammatical object’ and ‘adverbial modifier’, consist of only one type of unit.

The question of grammatical category is the central question of grammatical scholarship. Grammatical scholarship only distinguishes clearly the type of units which constitute language structure. It will only be able to accurately reflect the grammatical system which exists as an objective reality when the relationship of the unity of opposites and the relationship of levels of units of this type are correctly explained.

In order to correctly distinguish the grammatical categories of a language, it is necessary to pay special attention to the following several points.

1. Every grammatical category consists of the unity of grammatical meaning and grammatical form, but the relationship of grammatical form with grammatical meaning cannot always be one to one. In this respect, situations like the following may be encountered:

   1) It is possible for one grammatical form to express several grammatical meanings and belong to several grammatical cate-

   2 In this case it would be more appropriate to say: a unity of ‘unlikes’.
5) One grammatical meaning may, in context, have different implications. For example, in Uyghur, while in one place the concept of singleness, expressed by means of the singular form of the noun, indicates one type of object (e.g. - ۇيىز - قاتاش قورالي. - The train is a means of transport), in another place it indicates a particular object belonging to one type (e.g. - مەن مۇئۇش ۇيىزدا كەلدىم - I came on this train). This is a phenomenon of the multi-sense grammatical form and should not be confused with the above mentioned phenomenon of homomorphous grammatical forms. Homomorphous grammatical forms express completely different grammatical meanings. Multi-sense grammatical forms express several concepts which are related to one grammatical meaning.

2. Grammatical category is not equivalent to logical category. The question of grammatical category is related to the law of language structure, whereas the question of logical category is related to the law of thinking, and although every grammatical category is, on the whole, based on the logical category, the two are nevertheless not the same, because first of all, the logical category is not necessarily expressed as a grammatical category in absolutely every language. For example, the concept of gender difference in people and things (the logical category concerned with gender) is expressed as a grammatical category in Russian, but in Chinese and Uyghur, rather than being expressed as a grammatical category, when found to be necessary, it is expressed lexically. The concept concerning the person of people (the logical category concerned with person) is expressed as a grammatical category in Uyghur (ئوئەئى - كەلدىم - I came, كەلدىلە - you came, كەلدىلە - he came), but in Chinese it is expressed lexically, rather than as a grammatical category (wǒ lái le - I came, nǐ lái le - you came, tā lái le - he came).

3 Because the 3rd person personal pronoun ‘ئى’ is used for both male and female, I have chosen to translate it as ‘he’ (except in cases where this is obviously inappropriate), rather than using the unwieldy ‘he/she’ form.
came. Secondly, logical category and grammatical category cannot be matched from the point of view of meaning. For example, the grammatical concept expressed by the singular form of nouns in Uyghur is completely different from the logical concept concerned with the singleness of persons and things. The concept of singleness as a logical concept applies to only one specific object, but the concept of singleness as a grammatical concept in Uyghur, besides applying to just one specific object, also applies to objects of one type and, in addition, it also applies to a number of things indicated by a definite numeral. In Russian, although it is possible for the concepts of masculine gender and feminine gender as a grammatical concept to basically be at one with the biological concept of masculine and feminine gender in nouns which indicate living creatures (a logical concept) (e.g. /mat(j) — mother [feminine gender], /atjets/ — father [masculine gender], /petu/ — cock [masculine gender], /kurits/ — hen [feminine gender]), it is nevertheless impossible for there to be a logical basis in nouns which indicate inanimate objects. Why does the noun /knigə/ (book) go into the feminine category and the noun /slevar(j)/ (dictionary) into the masculine category? Why does the noun /karəndal/ (pencil) go into the masculine category and the noun /rutəkə/ (handle) into the feminine category? It is not possible to give a logical reason for this. In some nouns, the grammatical concept of gender and the biological concept of gender are even opposed. For example, the noun /ribjonoʃ/ (baby) goes into the masculine category grammatically but, in fact, it is applied to both boy babies and girl babies.

In short, grammatical category is not the same thing as logical category. Therefore, in grammatical research, we should never attempt to make grammatical category agree with logical category, because such an attempt would inevitably cause the objectively existent grammatical categories of language to be misrepresented.

3. It is simply not possible for the grammatical categories of one language to be exactly the same as the grammatical categories of another language (basically one from a non-cognate language). Each language is distinguished from other languages by unique grammatical categories. The disparity of grammatical category in different languages is apparent in the following two respects:

1) There may be grammatical categories in one language which do not exist in another language. For example, in Uyghur the noun has an ownership-dependent category, but in Chinese there is no such grammatical category. In Chinese there is a ‘complementary’ (تولولقى خىلەئي) category, but Uyghur does not have such a category. Russian has a gender category, but such a category does not exist in Chinese and Uyghur.

2) Grammatical categories which are common to different languages differ in content. For example, verbs have a voice category in both Uyghur and Russian, but categories like the causative voice and mutual voice in Uyghur do not appear in Russian. Both Uyghur and Russian have a case category, but the components of the Uyghur case category are not the same as those of the Russian case category. In addition, the meanings of cases which exist in both cannot be entirely the same as each other. For example, the possessive case in Russian, as well as expressing relationship, sometimes indicates the object of an action (e.g. /tenиje ɡəzjet pol(ʃ)əznə/ — Reading newspapers is beneficial). Nouns qualified with numerals other than one, are required to be in the possessive case (e.g. /zdjes dva ќurnalə/ — Here are two magazines.), but the possessive case in Uyghur basically indicates a possessive relationship.

To sum up, every language possesses unique grammatical categories. Therefore, it is essential in grammatical research to resolutely avoid imposing the grammatical categories of one language on the grammatical categories of another language in just the same way.
§5 Morphology and Syntax

Grammar is divided into two sections — morphology and syntax. Morphology researches the grammatical types of words (word classes/parts of speech)\(^4\) and the inflection rules of words (the grammatical forms of words). Strictly speaking, the object of morphology is limited only to the above and does not include the rules of word formation. However, in a number of languages, particularly Uyghur, the formation of new words is just the same as the formation of grammatical forms, because it is basically carried out by means of adding affixes to a word; in addition, because every new word which is formed is intimately related to a class of words, the rules of word formation are usually introduced into morphology. When morphology also includes the rules of word formation it takes on a wider meaning. Syntax researches methods of organizing words and producing phrases and clauses from them. It also researches clause types and ways of organizing them to produce complex sentences.

Morphology and syntax are closely bound together, being contingent upon one another. For example, in Uyghur, a nominative case noun (morphological category) occurs in a sentence primarily as the subject (syntactical category). The predicate is expressed by means of the predicate forms of the verb. An accusative case noun (morphological category) occurs in a sentence as the grammatical object (syntactical category), and the grammatical object is expressed by means of an accusative case noun.

\(^4\) I prefer to use the term ‘word class’ rather than ‘part of speech’, as, in syntax, a sentence may be classified as ‘the smallest part of speech’, i.e. the smallest element of language used in coherent speech.

§6 Morphemes

The smallest segments of meaning in a language, which cannot be broken down into other meaningful segments, are called morphemes. For example, in Uyghur, if we take the word ‘تکشچەلارە’ (to the workers), it is possible for us break it down into four parts — ‘تکش’ — and each of these segments represents a specific meaning. ‘تکش’ indicates a specific matter, ‘چە’ indicates the meaning of someone who deals with a certain matter, ‘لار’ indicates a plural meaning, and ‘ە’ indicates a movement or sign which is intended for a certain target. These meaningful segments cannot be broken down into other meaningful segments, therefore, each of these four segments is called a morpheme.

Some morphemes can stand on their own and indicate a specific meaning; such morphemes are called independent morphemes. Of the above four morphemes, the morpheme ‘تکش’ (work, matter) is an independent morpheme. Some morphemes only occur and are able to indicate a specific meaning when added to words (independent morphemes). Such morphemes are said to be auxiliary morphemes. Of the above four morphemes, the morphemes, ‘چە’, ‘لار’, and ‘ە’ are auxiliary morphemes (usually just called ‘suffixes’).

Auxiliary morphemes are further divided into two types according to their role — word-formation morphemes and word-inflection morphemes.

Affixes which, when added to a word, make a new word, are called word-formation morphemes (usually called word-formation affixes). For example, in Uyghur, if the morpheme ‘چە’ is added to the morpheme ‘تکش’, a new word — ‘تکشچە’ (worker) — is produced. If added to the word ‘تەمۆر’ (iron), the new word ‘تەمۆرچە’ (blacksmith) is produced. If the morpheme ‘لە’ is added to the word ‘دەمەن’ (tree), a new word — ‘دەمەنلە’ (forest) — is produced. If added to the word ‘خۆش’ (happy), the new word ‘خۆشالە’ (happy) is produced.
(happiness) is produced. Morphemes like 'چەي' (happy) and 'لاک/آچەي' are word-formation morphemes.

Morphemes which, when added to a word, add to it various grammatical meanings rather than changing its lexical meaning, are called word-inflection morphemes. For example, in Uyghur, if the morpheme 'لاک' is added to the noun 'تەشچى' (worker), it does not change the lexical meaning of the noun 'تەشچى', but adds to it a plural meaning, and if the morpheme 'غا' is added to the noun 'تەشچى', it does not change the lexical meaning of the noun 'تەشچى', but adds to it a dative case meaning. Morphemes like 'لاک' and 'غا' are word-inflection morphemes.

Some word-inflection morphemes are unmarked (or ø-marked). This is the same problem as the problem of grammatical forms being unmarked and we have discussed this above. Some word-inflection morphemes represent several morphemes at the same time, and express several grammatical meanings. Some word-inflection morphemes represent different morphemes in different places, and some word-inflection morphemes are synonymous, while certain word-inflection morphemes are multi-sense. These problems are the same as the problem concerning the relationship of grammatical form and grammatical meaning which we have discussed fully above.

§7 Words

The smallest single-standling unit of language which expresses a concept, and is formed as a body that is indivisible as to meaning and sound, is called a word. For example, if we take the Uyghur words 'تەومەنيك' (railway), 'تەومەنيك' (glasses) and 'تەومەنيك' (glove [in Northern Xinjiang; the Kashgar term for glove is 'بەلەي']) are made up of two words, these two words have nevertheless become one body as to meaning and sound and express only one concept, therefore each of these is considered to be one word.

§8 Phrases

A language unit which is produced by syntactically combining two or more independent words, and, in comparison with the words, indicates a complex concept rather than one specific idea, is called a phrase. For example, if we take the Uyghur expressions, 'تەئرەنەک' (Tursun's father), 'شەھەرەتەك' (to enter the city/town), 'تەئرەنەک' (to write beautifully) and 'تەئرەنەک' (to study diligently), they have been produced by syntactically combining two words, and none of them indicates specific ideas, but rather, a complex concept. These are considered to be Uyghur language phrases.

Phrases are made complex by combining a word with a phrase or a phrase with a phrase. As phrases become more complicated, the concepts which they express also become more complex.

e.g.:

(a bright, spacious classroom)

(miracles wrought by the hard-working Chinese people)
§9 Sentences

The language unit which indicates the speaker’s specific ideas is called the sentence. A sentence is usually produced by combining two or more words or phrases. In some circumstances it is also possible for a single word to express a specific idea and to act as a sentence. In every sentence there is a modal concept which expresses the specific attitude of the speaker. For example:

We must complete the task.
Let us unite to establish a powerful nation!

'Are you attending today’s meeting?'
'Yes, I am (attending).

Compound sentences, which express even more complex and even more complete ideas, may be produced by joining two or more simple sentences in specific ways.

§10 Sentence Components

When words and phrases are classified according to their function in the sentence or phrase they are called sentence components. For example, words or phrases which perform the function of the predicatee in the sentence are called ‘the subject’, and words or phrases which perform the function of the predicator are called ‘the predicate’. Words which are dependent on nouns are called ‘qualifiers’.

§11 Word Classes (Parts of Speech)

When the words of a language are classified according to their meaning and grammatical characteristics, they are called word classes. For example, in Uyghur, words which indicate an object and are inflected according to number, ownership-dependent and case categories, are allocated to one class and are called ‘nouns’ (e.g. كتاب — book, تعدادم — person, سیاست — policy/politics, خوشحالی — happiness, باران — rain...); words which indicate the action of an object and are inflected according to such grammatical categories as voice, mood, state-tense and person, are allocated to another class and are called ‘verbs’ (e.g. نوم — write, شل — work, تولید — sit, تولید — eat, باز — split, شادلا — be happy); words which indicate the quality of an object and can occur directly as qualifiers of nouns are allocated to yet another category and called ‘adjectives’ (e.g. قرمز — red, ارتفاع — tall, عمیق — deep, شمع — round, انسان — human).
Chapter 2
CHARACTERISTICS OF UYGHUR MORPHOLOGY

§1 Word Structure

Components of the Uyghur lexicon are classified, according to structure, into root words, derivative words, fixed words, compound words, paired words and abbreviations.

1. Root words

Root words consist of only one morpheme. For example:

- mountain: تاغ (tagh)
- person: نادوم (nadam)
- run: پۈتۈر (putur)
- five: بەش (besh)
- for: ئۈچەن (uqchin)

2. Derivative words

Derivative words are made by adding word-formation affixes to root words. For example:

- worker: چەپچەپ (chepchep)
- strong: كۈچۈک (kuchuk)
- revolutionary: ئىكىئەن (ikien)
- flower-bed: گۆڭار (gongar)
- work: ئەش (eş)
- become young/be rejuvenated/revive: چۈشۈر (chushur)

The majority of Uyghur affixes are suffixes and are added to the end of the word. However, a few prefixes which play a role in word formation are also used and are added to the front of the word. They have basically been assimilated from Persian. For example:

- pitiful: بەچەر (betcher)

In Uyghur, it is possible for various word-formation suffixes to be added separately, or one after the other, to produce various derivative words. Words belonging to such a group, formed on the basis of one root word, are called 'common-root words' and the root word which is basic to them is called a 'word root'. For example:

ئوش -> ئوشچى -> ئوشچانچى -> ئوشچانچانچى
ئوشس -> ئوشسه -> ئوشتەك ئوشچههمچى -> ئوشچههمچەتك
ئوشس -> ئوشسچى -> ئوشسچارس -> ئوشسچارسچى
ئوشس -> ئوشسچى -> ئوشسچارس -> ئوشسچارسچى

3. Fixed words

In Uyghur, some lexical units have been produced through certain words or phrases having become set in a fixed grammatical form. These may be called 'fixed words'. For example:

- Akhumum (respectful form of address for a religious leader or judge/affectionate term for a young boy): ئاخونوم
- in comparison (with)/according to/judging by: قاراپانا
- always/persistently: ئەھ دەب
- in spite of that/having said that: دەبەنچە پەرستەن
- daily (adv): ەوەدەپەن تەنەرەن
- anew/all over again: پەرەپەن تەنەرەن
- Setiwaldi (name [ml]): سەتیوەلدى
- Tiliwaldi (name [ml]): تەلیوەلدى
- Khudabardi (name [ml]): خەدەبەردى

hopeless (بەتە + قەڵە) ناچەمسە (ئاـ + تەمسە)
badly-behaved (بەتە + قەڵە) بهتەسە (بەتە + ئەمسە)
sure enough (ئەرە + ئەزە) دەمەسە (ئەرە + ئەزە)
4. **Compound words** (بیرونکشی سازگار)

Compound words are lexical units which are produced as a result of two words combining in a dependent-subordinating or subject-predicate relationship, and becoming an indivisible body in sound and meaning. For example:

- owl  هورامگوش
- spring  هورامگوش
- (the) East  هورامگوش
- ostrich  هورامگوش
- pay attention  هورامگوش
- obey/comply with  هورامگوش

Because a characteristic of compound words is that they cannot be split up, with the passing of time it has been possible for some of them to undergo phonetic changes and become root words. In our language, such words as the following are of this type:

- hip  یانیا (یان + باش)
- today  یا کن (یا + کن)
- bracelet  بدلزونک (بدلک + وُرزُک)
- eighty  سه کس (سه کر + تون)

5. **Paired words** (دوجب سازگار)

Paired words are lexical units produced by the pairing up of two coordinate elements. According to their structure, paired words may be further divided into the following types:

a) **Paired words produced by pairing up two words which are related in some way.** Paired words of this type express a new lexical meaning produced by the blending of the meanings of the two words. For example:

- summer and winter (= throughout the year, all year long)  قش - یاژ
- pen and paper (= study equipment/writing materials)  دفتر - قلم
- today or tomorrow (= in the next few days)  بیرون - قلم
- trials and difficulties (= various hardships)  جابه - میشوقت

There are several types of relationship between such components:

**Synonymous relationship.** For example:

- inexhaustible/boundless
- mercy and loving-kindness
- sadness and sorrow
- hopes and wishes

**Same type’ relationship.** For example:

- study tools/writing implements
- all kinds of melons
- cold and hungry
- bedding
- gunpowder

**Relationship of opposites.** For example:

- upside down
- black and white
- high and low/bumpy
- today or tomorrow/in the next few days
- comings and goings/social contact (among neighbours)

b) **Paired words produced by the repetition of a word.** For example:

- beating  طور - ثور
- crowded  پاس - پاس
- fleeing  قاج - قاج

**c) Paired words produced by pairing with a word which is not used on its own.** The part of these paired words that is not used on its own serves to extend the range of meaning of the word with which it has been paired. For example:

- children and their mother  بیایا - چاقا
- cooking and eating utensils  قافچ - قموچ
- bad health/ill health  ناغرفق - سلام
- fragmentary/in bits and pieces  بارچ - پورات
- clothing  کیس - کیچک
- fruits and nuts  مبیه - چوبه
- scrap iron  نومر - تسمک
d) Paired words produced by pairing a rhyming component, beginning with the sound “ء/ бо/پ” or “م/ من”, with a word, basically a noun. The rhyming component of these words serves to widen the range of meaning of the word with which it has been paired. e.g.:
- various kinds of bread
- tea (like drinks) and snacks
- all kinds of books
- all the rooms in the house/the whole house
- various domestic animals
- the grounds/yard
- various vehicles
- desks and other classroom furniture

e) Paired words produced by pairing two components, neither of which is used separately. For example:
- bumpy/up and down
- topsy-turvy/higgledy-piggledy
- low murmuring of private conversation
- intimate/as thick as thieves

6. Abbreviations and Acronyms (قسنطرتلمو سؤز)
Words that are formed by taking a sound (in writing, a letter), or a syllable, from the beginning of each component of phrases which indicate the title of things are called abbreviations or acronyms. There are still not many such words in Uyghur. For example:
- Xinjiang Uyghur Autonomous Region
- Public Security
- Regional Committee

§2 Word Classes (Parts of Speech) (سوز نؤرگومي)
Uyghur word classes may be illustrated by the following chart (p. 33):
Uyghur words are divided into twelve word classes on the basis of their meaning, their inflectional peculiarities, and the specifics of their combination with other words. These are: nouns, adjectives, numerals, measure words, adverbs, pronouns, verbs, imitative words, postpositions, conjunctions, particles and exclamations. Because the first eight of these are able to occur as sentence elements on their own, they are called ‘independent words’ (ئۇيغۇرچە ىۇغۇرچە). Because the following three — postpositions, conjunctions and particles — are added to other independent words and express a grammatical, or auxiliary meaning, or merely serve to link words or sentences, they are called ‘function words’ (ئۇيغۇرچە ىۇغۇرچە). Exclamations, which stand between independent words and function words, are a special word class. Because independent words, apart from verbs, possess several other common characteristics, they are called ‘substantive words’ (ئۇيغۇرچە ىۇغۇرچە).

§3 Morphological Forms of Words

(Uyghur: ئۇيغۇرچە مېرىلىكلىك شەکلىرى)

Uyghur is a language extremely rich in morphological forms. The morphological forms of the word are formed by adding inflectional suffixes or joining special function words to the word. Rather than changing the lexical meaning of a word, the various morphological suffixes of that word add to it various relational meanings (grammatical meanings), or change its grammatical capacity.

1. Among Uyghur word classes, the verb class is considered to be the richest in morphological forms. By means of inflection, Uyghur verbs produce the following morphological forms:

   Voice forms which are seen in the verb stem. For example:
   - بېزېش - پازدام
   - بېزېدەر - ىاراي
   - بېزېدا - ىازغودىكەم
   - بېزېدا - ىازغودىكەم

   Negative/Positive forms. For example:
   - بېزېما - بېزې - بېزېدەر - ىاراي - بېزېدا - ىازغودىكەم

   Various mood forms which are seen in the predicate forms of the verb. For example:

   State/Tense forms. For example:
   - پازماقەمەن - پازمىدەن - پازەمەن - پازىدەن - پازەپەزەكەم
   - پازماقەمەن - پازمىدەن - پازەمەن - پازىدەن - پازەپەزەكەم

   Person forms. For example:
   - پازەمەن - پازىدەن - پازىدەر - پازىرەن
   - بېزېدا - بېزېدەر - بېزېدا - بېزېدەر

   Various substantive word forms of the verb which function as adjectives, nouns and adverbs. For example:
   - بېزەپەزەكەم - بېزەپەزەكەم - بېزەپەزەكەم
   - بېزەپەزەكەم - بېزەپەزەكەم - بېزەپەزەكەم

   Participles:
   - بېزەپەزەكەم - بېزەپەزەكەم - بېزەپەزەكەم

   Verbal Nouns/Gerunds:
   - بېزەپەزەكەم - بېزەپەزەكەم - بېزەپەزەكەم

   Adverbials:
   - بېزەپەزەكەم - بېزەپەزەكەم - بېزەپەزەكەم

   In a sentence, Uyghur verbs can embody several morphological forms at the same time and express several grammatical meanings.
For example, if we take the verb form:

I wasn’t able to get them to meet.

it expresses eight grammatical meanings — mutual voice, causative voice, abilitative aspect, negativity, direct indicative mood, simple past tense, 1st person, singular.

2. Uyghur nouns are also a modifiable word class. By means of inflection, Uyghur nouns produce the following morphological forms:

**Singular and plural forms.** For example:

house — houses/room — rooms

**Ownership-dependent forms.** For example:

my house
your house (singular ordinary form)
your house (polite form)
our house
your house (plural ordinary form)
his house/their house

**All kinds of case forms.** For example:

house (nominative case)
of the house (genitive/possessive case)
to the house (dative case)
the house (accusative case)
in the house (locative case)
from the house (ablative case)
like a house (similitude case)
(in/of) the house (locative-qualitative case)
as far as the house (limitative case)
the same size as a house (equivalence case)

Combined with function words called ‘postpositions’ (ئىپتىلەشە). Uyghur nouns also produce noun-postposition constructions. These constructions are actually counted as the analytic case forms of the noun. For example:

Concerning the house
via the house/by means of the house
for the house
with the house
throughout the house
such as the house
like the house
pertaining to the house

When Uyghur nouns join a sentence, they may embody several morphological forms and express several grammatical meanings at the same time. For example, if we take the nominal form:

my children’s

it expresses five grammatical meanings — plural, ownership-dependent, 1st person, singular, possessive case.

3. In Uyghur, whole numerals from one to ten, the respective whole numerals at every tenth step in the double digits (i.e. 20, 30, 40, 50, 60, 70, 80, 90) and large numerals, such as ‘(a) hundred’ (ئەزى), ‘(a) thousand’ (سەكەشە), ‘(a) million’ (سەكەشە), are considered to be simple numerals and are expressed by specific single words. Apart from these, whole numerals are considered to be complex numerals and are produced by adding numerals with fewer digits to numerals with a larger number of digits. For example:

eleven
eighty five
a hundred and five

or, by numerals with fewer digits multiplying numerals with a larger number of digits. For example:

two hundred and five thousand
thirteen thousand
seventeen million
In Uyghur, only simple numerals of three or more digits are multiplied in this way. For example:
- two hundred
- five thousand
- four hundred thousand
- thirteen million

The original forms (i.e. with respect to meaning and morphological form) of Uyghur simple and complex numerals are considered to be cardinal numerals and, by means of their inflection, varieties of numerals such as the following are formed:

**Approximate Numerals** (مؤلجه. سان). For example:
- round about ten
- about one thousand
- approximately one thousand
- five to ten/between five and ten
- ten or so

**Ordinal Numerals** (ن. ن. سان). For example:
- first
- twelfth

**Fractions/Fractional Numerals** (ک. سان). For example:
- a quarter (1/4)
- twenty hundredths (20/100)
- nought point two (0-2)

**Distributive Numerals** (ت. سان). For example:
- one each/singly, one at a time
- five or six each/in groups of five or six/
- in five or six places

**Adverbial Numerals** (ر. سان)
- in thousands
- in ones and twos/in ones or twos

‘Number of Persons’ Numerals (ک. سان). For example:
- someone
- (the) five of us/you/them

4. By inflection, adjectives which are able to strengthen or weaken meaning in Uyghur (adjectives of degree) produce the following forms:

**Original [Positive] Degree** (ئ. د. دنرجه). For example:
- common, simple
- short

**Decreasing Degree** (ک. ب. د. دنرجه). For example:
- rather common, a bit simple
- somewhat short

**Emphatic Degree** (ئ. د. دنرجه). For example:
- really common, absolutely simple
- really short

**Endearing Degree** (ئ. ر. د. دنرجه). For example:
- delightfully simple
- beautifully short

**Comparative Degree** (ئ. د. دنرجه). For example:
- more common than, simpler than
- shorter than

5. Pronouns are a class of words which act as substitutes for nouns, adjectives and numerals and occur in place of those words. Whichever word class Uyghur pronouns replace, they are basically inflected in the same way as that word class and produce morphological forms which are the same as the morphological forms of that word class.
6. By means of the combination of Substantive Words with the auxiliary verbs ‘بۇل’ (بۇل) ‘قىلى’ (قىلى) in their role as complete copulas, the verbal forms of those words are produced and are used in just the same way as ordinary verbs. For example:

- to be a garden: باغ قىلى
- to be beautiful: جەرەلبۇق قىلى
- to be like this: مەندەق قىلى
- to be a person: کەچە قىلى
- to be fifteen (in number): ئۇئەش قىلى
- to make (up to) fifteen: ئۇئەش قىلى

§4 The Usage of Multi-Variant Suffixes

The overwhelming majority of Uyghur word-formation and word-inflection suffixes have two or more forms. For example, while the plural nominal suffix occurs in one place in the form ‘ئەلى’ (ئەلى) – books), in another place it occurs as ‘ئەلى’ (ئەلى) – notebooks). The nominal locative case suffix occurs in one place in the form ‘ئەلى’ (ئەلى) – at the market), in another place in the form ‘ئەلى’ (ئەلى) – at home), in another place in the form ‘ئەلى’ (ئەلى) – in the book) and in yet another place in the form ‘ئەلى’ (ئەلى) – at school). Such differing forms of a suffix are called ‘variants’ (ئەلى). When showing multi-variant suffixes we place the symbol ‘/’ between them. For example, we show the nominal plural suffix in the form ‘ئەلى/ئەلى’ and the locative case suffix in the form ‘ئەلى/ئەلى’.

The law of phonetic harmonization (ئەلى) in Uyghur has given rise to multi-variant suffixes, and the different variants of one suffix are added so as to harmonize with the phonetic characteristics of the particular stem to which the suffix is added. The circumstances applying to the harmonization of variants with stems are as follows:

1. Of variants like ‘سە/سە’, which differ with respect to the voicedness (resonance) or voicelessness of the first sound, the suffixes beginning with a voiced sound are combined with stems which end in a voiced sound (i.e. a vowel or a voiced consonant), and those beginning with a voiceless sound are combined with stems which end in a voiceless sound (i.e. a voiceless consonant). For example:

- from/out of paper: قەۋەز / قەۋەز / قەۋەز / قەۋەز
- from outside: تالا / تالا / تالا / تالا
- from our hand: قولجەز / قولجەز / قولجەز / قولجەز
- from the horse: ئات / ئات / ئات / ئات
- (some) of the food: ئەش / ئەش / ئەش / ئەش
- from study: ئۆڭەش / ئۆڭەش / ئۆڭەش / ئۆڭەش

2. Variants like ‘سە/سە’, which differ with respect to the tongue position of the constituent vowel, are combined so as to correspond to the tongue position of the vowel in the final syllable of the stem (i.e. a suffix containing a front vowel is matched to a final syllable containing a front vowel and a suffix containing a back vowel is matched to a final syllable containing a back vowel). For example:

- if he writes: چاز + سە - چاز سە
- if he comes: كەل + سە - كەل سە
- if he sits: قولۆر + سە - قولۆر سە
- if he seeks: كۆزە + سە - كۆزە سە

3. Of variants like ‘سە/سە’, which differ in beginning or not beginning with a vowel, the form which begins with a vowel is combined with stems which end in a consonant, and the form which begins with a consonant is combined with stems which end in a vowel. For example:

- All vowels are voiced or resonant.

The voiced consonants are: ب، چ، د، ئ، غ، ڭ، ئې، م، ن، ت، ئۈ، ئە، ه.

The unvoiced consonants are: پ، ت، چ، ە، ق، ك، ئە، ئۈ، ئە، ە، ئې، ئۈ.
his pen
their square
his stature
the good one/the best thing

4. Of variants like 'بیلار', which differ in beginning or not beginning with a vowel and in the tongue position of the vowel, the form without a vowel is combined with stems ending in a vowel, and the forms with a vowel are combined with stems ending in a consonant so as to correspond to the tongue position of the vowel in the final syllable of the stem. For example:

- let me speak
- let me look
- let me sit down
- let me return
- let me come
- let me persuade (him)

5. Variants like 'بیلار', which differ in beginning with a voiced or voiceless consonant and in the tongue position of the constituent vowel are, on the one hand combined so as to correspond with the voicedness or voicelessness of the final sound of the stem and, on the other hand, to correspond with the tongue position of the vowel in the final syllable of the stem. For example:

- written/he wrote
- read/he read
- taught/he taught
- hung up/
- come/he came
- run/he ran
- made/he made
- finished/he finished

6. Variants like 'بیلار', which differ both with respect to the tongue position and the lip shape (i.e. whether rounded or unrounded) of the constituent vowel, are combined so as to harmonize with the vowel in the final syllable of the stem and to correspond with its tongue position and lip shape. For example:

- a native of Kuchar
- a native of Hotan
- a native of Qumul
- a native of Bฎgur

7. Of variants like 'بیلار', which differ in beginning or not beginning with a vowel, and in the tongue position and lip shape of the initial vowel, the form beginning with a consonant is combined with stems ending in a vowel, the form beginning with a non-labialized (unrounded) vowel is combined with stems which end in a consonant so as to harmonize with a non-labialized vowel in the final syllable, and the forms which begin with a labialized (rounded) vowel are combined with stems which end in a consonant so as to harmonize with a labialized vowel in the final syllable. For example:

- your child
- your needle
- your magazine
- your notebook
- your study(ing)
- your pliers
- your day/life
- your bridge

8. Variants like 'بیلار', which differ with respect to the voicedness or unvoicedness of the initial consonant, and in regard to both the tongue position and lip shape of the constituent vowel, are combined so as to correspond with the voicedness or voicelessness of the final sound of the stem, and to correspond with the tongue position and lip shape of the vowel in the final syllable of the stem. For example:
you played
you came
you spoke
you arrived
you studied
you sat down
you understood
you sent
you saw
you agreed (on)
you waited for

N.B. When a suffix is combined with certain words, a situation arises in which another element is added between the stem and the suffix. We will deal with this in the relevant place (See Chapter 3 Nouns, §4, p. 53).

§1 A Definition of Nouns

Nouns are the word class which indicate the names of objects. The word ‘object’ (شيء) is a grammatical term, here used in a wide sense to include everything that constitutes an answer to the questions ‘who?’ (كم?), ‘what?’ (نامه?) or ‘where?’ (قهیره?). For example:

**Who?** (كم؟)
- teacher
- soldier
- Ayshâm

**What?** (نامه؟)
- horse/name
- beetle
- water
- wheat
- house
- storm
- lightning
- battle
- theory
- government
- laughter
- happiness

**Where?** (قهیره؟)
- Asia
- Beijing

- doctor
- جهادی
- تایش

- camel
- stone
- tree
- table
- courtyard
- rain
- flood
- steam
- policy
- game
- attack
- heroism

- دوختور
- ته خانم

- دومور
- ته هم
- يامور
- تاش

- جوزا
- مدينة
- هوا
- تاشمن

- جهاد
- جهاد
- جهاد
- جهاد

- ستاد
- ستاد
- ستاد
- ستاد

- نیرویی
- نیرویی
- حوزه
- حوزه

- سیاست
- سیاست
- سیاست
- سیاست

- فارس
- فارس
- فارس
- فارس

- اورومقی
- اورومقی
- اورومقی
- اورومقی
§2 Common Nouns and Proper Nouns

According to their semantic characteristics, Uyghur nouns are divided into two types — common nouns and proper nouns.

Nouns which indicate a common name for one type of object, or one kind of abstract concept, are called common nouns. For example, the noun ‘تاغ’ (mountain) is common to all mountains, the noun ‘شادمر’ (person) is common to all people and the noun ‘شرم’ (city) is common to all cities. Each of the nouns ‘تاغ’, ‘شرم’ (theory), ‘شادمر’ (policy/politics) and ‘داشمار’ (democracy) indicates one kind of abstract concept. All nouns of these types are common nouns. Common nouns account for the major part of the language’s nouns.

Special names which serve to differentiate objects of one type from each other are called proper nouns. For example, the noun ‘ئيپىشان’ (Tianshan) is the name of a mountain and by means of that name the mountain is differentiated from other mountains; the noun ‘فخمەت’ is a person’s name and by means of that name the person is differentiated from other people; the noun ‘ئۆزومەچ’ is the name of a city and by means of that name the city is differentiated from other cities, and so on. Special names of this type are proper nouns.

A great many proper nouns have been produced by specializing common nouns or words from other word classes and using them as proper nouns. For example, the personal names (proper names) ‘بىەھار’ (Bahar) and ‘بولەئ’ (Polat) have been adopted and specialized from the common nouns ‘بىەھار’ (spring) and ‘پەئەئ’ (steel), and the personal names (proper names) ‘ئادەم’, ‘ئادەل’ (Adil) and ‘ئەرکەن’, ‘ئەرکەن’ (Arkin) have been adopted from the adjectives ‘ئادەس’ (just) and ‘ئەرکەن’ (free). The magazine or brigade title ‘ئالەغە’ (Algha/Forward) has been adopted and specialized from the adverb ‘ئالەغە’ (forward). These proper nouns are homonyms of those common nouns, adjectives and adverbs.

§3 The Number Category of Nouns

The number category of nouns is the grammatical category which indicates the relationship that exists between the object expressed by the noun and its number. When Uyghur nouns go into a sentence they either occur in the singular form, which indicates a singular concept, or in the plural form, which indicates a plural concept, as required.

The singular and plural forms of a noun are marked by adding or not adding the suffix ‘تار’ (singular) or ‘تەر’ (plural) to the noun. The singular form of nouns that have not been adopted and specialized without adding these suffixes is called the base form. For example:

<table>
<thead>
<tr>
<th>singular form</th>
<th>plural form</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>كتاب</td>
</tr>
<tr>
<td>paper</td>
<td>قەھەز</td>
</tr>
<tr>
<td>child</td>
<td>پەھەز Reasons</td>
</tr>
<tr>
<td>city</td>
<td>شەھەر</td>
</tr>
</tbody>
</table>

2. The singular form of the noun is used as follows:

1) It indicates one type of object. For example:
   *ئات تەلەسەکەلە، چەئە تەلەسەکەلەچەک. (Ma’alak) (proverb)*
   see how it rides, if you buy a horse see how it sounds.
   A horse is a means of transport.
   A train is a means of transport.
   A student admission (intake) plan was formulated.

2) It indicates a specific one, or a specific pair, of objects of one type, or one specific occasion.7 For example:
   *ئەرکەن دەرسەکەلەمەئە تەلەسەکەلەچەک (پروەئەچ) (proverb)*
   This horse is very good.
   His eyes are very keen.

7 Singular nouns of this type are preceded by a personal pronoun or a demonstrative adjective.
3. The plural form of nouns is used as follows:

1) The plural form of nouns which indicate a countable object, indicates all, or a certain group, of one type of thing. For example:

- thirty students (تعداد تعداد) بر تعداد فویت تعداد
- a flock of sheep (تعداد تعداد) بر تعداد فویت تعداد
- a household of people (تعداد تعداد) بر تعداد فویت تعداد

2) The plural form of nouns which indicate an uncountable object indicates all kinds of that object, or many occasions, or being in many places. For example:

- quietness/peace (تعداد تعداد) بر تعداد فویت تعداد
- communism (تعداد تعداد) بر تعداد فویت تعداد

3) A number of objects qualified by a numeral, or numeral-measure word phrase, are expressed in singular form. For example:

- fifty horses (تعداد تعداد) بر تعداد فویت تعداد
- thirty students (تعداد تعداد) بر تعداد فویت تعداد
- a household of people (تعداد تعداد) بر تعداد فویت تعداد

4) Some abstract nouns are only ever used in singular form, e.g.:

- quietness/peace (تعداد تعداد) بر تعداد فویت تعداد
- communism (تعداد تعداد) بر تعداد فویت تعداد

Since Sabir returned from Dajey, our thoughts have been on that mountain, and those snow waters. (Käyyum Turdi)
At that time I was about twenty years old.
I think they've reached somewhere around Lanzhou now.
6) When nouns are strung together in an equal relationship, pluralization of the final one has a universalizing effect. For example:

From our class Kasim, Turdi and Akhmät attended today's meeting.
I made a circuit of Aksu, Kuchar, Kashgar, Yarkand and Hotan.
7) In the following situations, the plural suffix serves in word formation (or derivation):
(a) When added to the word 'year' qualified by single-word ordinal numerals between 10 and 90, the plural suffix forms the name of a time which expresses ten years within that numeral series (i.e. the name of a decade). For example:

- (the decade of) the thirties
- (the decade of) the fifties
- (the decade of) the eighties
(b) When added to numerals such as one, ten, a hundred, a thousand, ten thousand, a million, the plural suffix forms nouns which express the names of the numerical places of the digits. e.g.:

- (the) ones
- (the) hundreds
- (the) ten thousands
- (the) millions

§4 The Ownership-Dependent Category of the Noun

1. The ownership-dependent category of the noun is the grammatical category which indicates that the object expressed by the noun is dependent on (or belongs to) a certain (other) object. In Uyghur, this category is expressed by the ownership-dependent forms that are made by adding the noun's ownership-dependent suffixes.

The ownership-dependent forms of Uyghur nouns are divided into three persons: 1st person, 2nd person and 3rd person, in accordance with the personal status of the subordinator. The 1st person differs with respect to number, being divided into singular and plural; the 2nd person first of all differs with respect to type of address and is divided into three types:

<table>
<thead>
<tr>
<th>Ordinary type</th>
<th>Refined (Polite) type</th>
<th>Respectful type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ئادەم تۆر</td>
<td>سەپەھە تۆر</td>
<td>ئۆرەمەت تۇری</td>
</tr>
</tbody>
</table>

---

* This merely serves to emphasize that a number of people/places, etc., are involved, and does not imply that other people, etc. are included.

* By 'place' is meant the position of the digits which make up a numeral, i.e. whether they occupy 'the ones' column, 'the tens' column, 'the hundreds' column, etc.
Of these, the ordinary type is further divided into singular and plural, the refined type is only used in the singular and the respectful type is the same for both singular and plural; nor does the 3rd person differ according to number. The various Ownership-dependent forms of the noun and the circumstances of their formation may be seen in the following chart.

<table>
<thead>
<tr>
<th>Type</th>
<th>Suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st person</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>singular type</td>
<td>// -م//-م</td>
<td>بالان، قلمه، قولي، قولي، كوزمي</td>
</tr>
<tr>
<td>ordinary type</td>
<td>// -م//-م</td>
<td>قولاوم، كوزمي</td>
</tr>
<tr>
<td>plural type</td>
<td>// -م//-م</td>
<td>بالمزم، قلمه، قولي، قولي، كوزمي</td>
</tr>
<tr>
<td>respectful type</td>
<td>// -م//-م</td>
<td>قولاوم، كوزمي</td>
</tr>
<tr>
<td><strong>2nd person</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>singular ordinary type</td>
<td>// -ل/ // -ل/</td>
<td>بالان، قلمه، قولي، قولي، كوزمي</td>
</tr>
<tr>
<td>ordinary type</td>
<td>// -ل/ // -ل/</td>
<td>قولاوم، كوزمي</td>
</tr>
<tr>
<td>refined type</td>
<td>// -م/ // -م/</td>
<td>بالان، قلمه، قولي، قولي، كوزمي</td>
</tr>
<tr>
<td>respectful type</td>
<td>// -م/ // -م/</td>
<td>قولاوم، كوزمي</td>
</tr>
<tr>
<td><strong>3rd person</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>singular &amp; plural respectful type</td>
<td>// -ي// -ي</td>
<td>بالان، قلمه، قولي، قولي، كوزمي</td>
</tr>
</tbody>
</table>

When ownership-dependent suffixes are joined to certain nouns from which the final consonant has been omitted (although they originally ended in a consonant), (for example, the words "سو" and "ماتا"), and to nouns such as "باگیو" and "پولو", in which the last syllable ends in a vowel which is pronounced rather long, a ‘ی’ sound occurs at the end of the noun and then variants of the ownership-dependent suffix which are joined to nouns that end in a consonant are added. For example:

- سو + ی + -وم ← سویوم
- ماتا + ی + -لک ← ماتبک
- باگیو + ی + -مگژ ← باگیوبگژ
- پولو + ی + -لک ← پولیوبک

2. The ownership-dependent category of the noun is expressed on the basis of the noun’s number category; in other words, nouns which go into the ownership-dependent form retain their own singular or plural mode. For example:

<table>
<thead>
<tr>
<th>Singular ownership-dependent form</th>
<th>Plural ownership-dependent form</th>
</tr>
</thead>
<tbody>
<tr>
<td>my pen</td>
<td>my pens</td>
</tr>
<tr>
<td>our pen</td>
<td>our pens</td>
</tr>
<tr>
<td>your (sg. ordinary) pen</td>
<td>your (sg. ord.) pens</td>
</tr>
<tr>
<td>your (pl. ordinary) pen</td>
<td>your (pl. ord.) pens</td>
</tr>
<tr>
<td>your (sg. refined) pen</td>
<td>your (sg. refin.) pens</td>
</tr>
<tr>
<td>his/their pen</td>
<td>his/their pens</td>
</tr>
</tbody>
</table>

3. The ownership-dependent forms of the noun are used in the following ways:

When a personal suffix is added to the word "سو" the back vowel changes to the front vowel, ی, and the vowel of the suffix is also fronted. This is probably due to the influence of the interposed -ی.
1) Nouns which are qualified by personal pronouns in the possessive case go into the ownership-dependent form which agrees in person and number with that pronoun. For example:

- my book
- our book
- your (sg. ordinary) book
- your (pl. ordinary) book
- your (sg. refined) book
- your (sg. and pl. respectful) book
- his (their) book

2) Nouns which are qualified by nouns in the possessive case, or having the nature of the possessive case, go into the 3rd person ownership-dependent form. For example:

- Kasim’s older brother
- the school gate
- the top of the desk
- a cinema ticket
- a painting exhibition
- the Tarim River

3) The Uyghur language often uses subject-predicate compounds which qualify a certain object by the mark\(^\text{11}\) of yet another object that is in an ownership-dependent relationship with that object. Nouns which act as the subject in this kind of compound component are always in the ownership-dependent case, but they have no possessive case qualifiers. For example:

| جۇئۇچۇ چۈک، بايالىمىكى مۇئۇ، ىيىھالىمىكى كۈۋ بەر مەملەكەت. | جۇئۇچۇ چۈک، بايالىمىكى مۇئۇ، ىيىھالىمىكى كۈۋ بەر مەملەکەت. |
| China is a country whose area is great, whose resources are abundant, and whose population is large. |

| مەن قابەلەپتەم تۆۋەندەن، تەجربەم بۇق بەر تادەم. | مەن قابەلەپتەم تۆۋەندەن، تەجربەم بۇق بەر تادەم. |
| I am a person of little ability and no experience. |

\(^{11}\) i.e. the ownership-dependent suffix 'ي'.

4) In some grammar books the ownership-dependent category of the noun is called ‘the noun’s person category’ (تﯚسىمنلەك كەلەشى) and in other grammar books it is called ‘the possessive case of the noun’ (تﯚسىمنلەك كەلەشى). In our opinion, it is not appropriate to call this category ‘the person category of the noun’, because, although the concept of person is expressed in this category, it is only related to the person of the ‘possessor’ (ئﯚمىرىكىچى) and does not play a role in changing the person of the [ownership-dependent] noun. Even nouns to which 2nd and 3rd person suffixes have been added are still in the status of 3rd person. For example:

- My older brother came.
- Your older brother came.
- His older brother came.

It is also not really appropriate to call this category ‘the possessive case of the noun’, since in such a case, the distinguishing name ‘possessive’ (ئﯚسىملەك) will be the same as the distinguishing name of the ‘possessive case’, (ئﯚسىملەك كەلەشى) but, while a noun in the possessive case indicates the possessor, a noun in the ownership-dependent form indicates the possessed object (ئﯚسىملەك كەلەشى). Therefore it is better to use different distinguishing names for these two.

§5 The Case Category of the Noun

1. The case category of the noun indicates the syntactical relationship which exists between the noun and other words, and is the grammatical category which determines the function of the noun in the sentence or phrase.

The circumstances surrounding the formation of these case forms is shown in the chart on the following page (p. 56).

This category is expressed in the Uyghur language by means of case forms which are made by adding nominal case suffixes. The case of Uyghur nouns is divided into ten varieties:
<table>
<thead>
<tr>
<th>CASE NAME</th>
<th>CASE SUFFIXES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>nominative case</td>
<td>(nil)</td>
<td>square, book, house, lesson</td>
</tr>
<tr>
<td>possessive case</td>
<td>-ئنلک</td>
<td>میردان، کتاب، توی، دیرس</td>
</tr>
<tr>
<td>dative case</td>
<td>-غی/فاا، -گه/که</td>
<td>میردانگا، کتابفا، تویگه، دیرسکه</td>
</tr>
<tr>
<td>accusative case</td>
<td>-ئئی</td>
<td>میردانئی، کتابئی، توئئینی، دیرسئینی</td>
</tr>
<tr>
<td>locative case</td>
<td>-دب/تان، -تل/ته</td>
<td>میرداندا، کتابتا، تویده، دیرسته</td>
</tr>
<tr>
<td>ablative case</td>
<td>-دین/تن</td>
<td>میرداندس، کتابتس، تویدنس، دیرستس</td>
</tr>
<tr>
<td>locative-qualitative case</td>
<td>-دکی/تکی</td>
<td>میرداندکی، کتابتکی، تویدنکی، دیرستکی</td>
</tr>
<tr>
<td>limitative case</td>
<td>-قچه/فئجه، -گچه/کچه</td>
<td>میردانقچه، کتابفئجه، تویدنگچه، دیرستکچه</td>
</tr>
<tr>
<td>similitude case</td>
<td>-دهک/تکه</td>
<td>میرداندهک، کتابتکه، تویدندهک، دیرستتکه</td>
</tr>
<tr>
<td>equivalence case</td>
<td>-چلک/چه</td>
<td>میردانچلک، کتابچلک، تویدنچلک، دیرستچلک</td>
</tr>
</tbody>
</table>

2. The case category of the noun is always expressed on the basis of the noun’s number category, or on the basis of the number category and ownership-dependent category of the noun. For example:

- book: کتاب
- my book: کتابم
- of the book: کتابنک
- of my book: کتابمنک
- to the book: کتابفا
- to your book: کتابفا

3. The meaning and usage of each of the case forms of the noun is as follows:

**The Nominative Case** (باش کبیش)

1) The nominative case functions as the subject in a sentence or phrase, and indicates *that which is predicated*. For example:

- Spring arrived.
- Our homeland is flourishing.
- Time is valuable.
- This is the book that Kasim asked for.
2) The nominative case functions as a vocative in the sentence and indicates the target of address. For example:

Ākhmat, are you going to the movie? (My children, please pay attention. (My) children. I have something to say to you, please pay attention.

3) The nominative case functions as a qualifier and indicates another name for the qualified object. For example:

an Uyghur student
a lady doctor
a wooden (lit. wood) bed

4) In specific circumstances, the nominative case occurs as the predicate and indicates the type to which the subject belongs. e.g.:

I am a student.
Ākhmat is a worker.
This is a book.

The Possessive [Genitive] Case (نگولک کیشی)
The possessive case of the noun indicates the thing that possesses [makes dependent], and primarily serves as a qualifier, but may also sometimes serve as a predicate. When a noun in the possessive case serves as a qualifier, the qualified noun goes into the 3rd person ownership-dependent form. For example:

Tursun’s dictionary
my older brother’s coat
the soldier’s dream
the school gate/the gate of the school
the pan lid/the lid of the pan
Turpan grapes/the grapes of Turpan
Ākhmat’s master
This dictionary is the teacher’s. (predicate)

When the context is clear, it is possible to omit a noun that is qualified by a noun in the possessive case and to use the possessive case noun pronominally. When a noun in the possessive case is pronominialized, it also represents the word which it qualifies and is used in place of that noun. The methods by which a possessive noun is pronominialized are as follows:

When it takes the place of a qualified word in the nominative case, it may either be pronominialized directly, or by combining it with the suffix ‘كی’. For example:

مینک لوغتیم یاخشی مس، قاسمfrequency نام (قاسم فرکانی) یاخشی.

My dictionary is no good, (but) Kasim’s is (good). (Kasim’s = Kasim’s dictionary)

When it takes the place of a qualified word in a case other than the nominative case, it is pronominialized by being combined with the suffix ‘كی’. For example:

تیخمختی سومکسنی ثال، تورسونكدن قؤولوبی یوق.

Take Ākhmat’s bag,
Tursun’s has no lock. (Tursun’s = Tursun’s bag[s])

Instead of giving an answer to my question, he gave an answer to Tursun’s. (to Tursun’s = to Tursun’s question)

مینک ماقاله منهی بامنی، تورسونتکسند کایستی. (تورسونگکتی)

He didn’t print my article, he printed
Tursun’s. (Tursun’s [acc.] = Tursun’s article)

ئولار بئ تؤودنته مس، تورسونکدن. (تورسونگکتی)
They are not in this room, they are in Tursun’s.

(ين Tursun’s = in Tursun’s room)

ئولغتی تورسونگکدن یاخشی. (تورسونگکتی)
This dictionary is better than Tursun’s.

(than Tursun’s = than Tursun’s dictionary)

In English this noun is not in the possessive case, but the Uyghur requires a possessive construction.
Qualifiers which come in front of such closely bound noun phrases do not qualify the noun at the head of the phrase, but the whole phrase. For example:

the heroic Chinese people.

The Dative Case

Nouns in the dative case form are usually subordinate to verbs or verbal phrases and act as adverbial modifiers. They may also sometimes act as adverbial modifiers subordinate to some adjectives or specific adverbs.

When nouns in the dative case are subordinate to verbs and function as adverbial modifiers, they express the following meanings, according to the nature of the verb to which they are subordinate.

1) The dative case indicates the target of an action. For example:

We came to Beijing.

The students assembled on [lit. to] the playing field.

The teacher came into the classroom.

Sit on [to] this chair.

I put the book on [to] the table.

Did you send a letter to your younger brother/sister?

2) The dative case indicates the objective of the action expressed by certain intransitive verbs. For example:

We must trust in the people.

The students assembled at the playing field.

The teacher came into the classroom.

Sit on this chair.

I put the book on the table.

Did you send a letter to your younger brother/sister?

a) The students assembled on [lit. to] the playing field.

b) The teacher came into the classroom.

c) Sit on [to] this chair.

d) I put the book on [to] the table.

e) Did you send a letter to your younger brother/sister?

The Dative Case

Sometimes nouns in the form of the ‘nominative case’ indicate the thing that possesses, and act as a qualifier to nouns. They require the qualified word to go into the ownership-dependent form. We call such nouns nouns in the nature of the possessive case. Nouns in the nature of the possessive case generalize the relationship between the thing that possesses and that which is possessed (qualified), and serve to produce closely bound noun phrases. Because the terminological nature of these closely bound noun phrases is strong, they are generally used in place of one word. For example:

the Chinese people
the people’s government
the people’s representative assembly
the party constitution
lesson time
a production force
a Ghulja apple
a Kazakh sheep
the Tarim River

This dictionary isn’t as complete as Tursun’s.

(As Tursun’s = as Tursun’s dictionary)

The dictionary that’s in this bag isn’t yours, the dictionary that’s in Akhmat’s is yours. (That’s in Akhmat’s = that’s in Akhmat’s bag)

We walked from Akhmat’s house to Tursun’s. (To [as far as] Tursun’s = to [as far as] Tursun’s house)

Tursun’s height is the same as Tursun’s too.

(The same as Tursun’s = the same as Tursun’s height)

Sometimes nouns in the form of the ‘nominative case’ indicate the thing that possesses, and act as a qualifier to nouns. They require the qualified word to go into the ownership-dependent form. We call such nouns nouns in the nature of the possessive case. Nouns in the nature of the possessive case generalize the relationship between the thing that possesses and that which is possessed (qualified), and serve to produce closely bound noun phrases. Because the terminological nature of these closely bound noun phrases is strong, they are generally used in place of one word. For example:

the Chinese people
the people’s government
the people’s representative assembly
the party constitution
lesson time
a production force
a Ghulja apple
a Kazakh sheep
the Tarim River

Qualifiers which come in front of such closely bound noun phrases do not qualify the noun at the head of the phrase, but the whole phrase. For example:

the heroic Chinese people.

The Dative Case

Nouns in the dative case form are usually subordinate to verbs or verbal phrases and act as adverbial modifiers. They may also sometimes act as adverbial modifiers subordinate to some adjectives or specific adverbs.

When nouns in the dative case are subordinate to verbs and function as adverbial modifiers, they express the following meanings, according to the nature of the verb to which they are subordinate.

1) The dative case indicates the target of an action. For example:

We came to Beijing.

The students assembled on [lit. to] the playing field.

The teacher came into the classroom.

Sit on [to] this chair.

I put the book on [to] the table.

Did you send a letter to your younger brother/sister?

2) The dative case indicates the objective of the action expressed by certain intransitive verbs. For example:

We must trust in the people.
The dative case indicates the logical subject of verbs in the causative voice that are formed from transitive verbs. For example:

We got the teacher to tell a story.

The teacher got the students to write an essay.

Sometimes nouns in the ‘nominative case’ form are subordinate to transitive verbs and act as [grammatical] objects; they indicate the object which is the receiver of the action. For example:

The teacher got the teacher to tell a story.

My younger sister knitted me these socks.

Sometimes nouns in the nature of the accusative case. Nouns in the nature of the accusative case generalize the object which is the receiver of the action and make the relationship of the [grammatical] object and verb closer. As a result, [grammatical] object-verb phrases are produced which are used in place of a single verb. For example:

The Accusative Case (جَوْفِيسُمُ كِبْلَش)
to watch a film كنْو َ كُوْرَمك
to write a letter خِمْت ِبَازِمَا
to eat a meal دَمْ تَامَلَا
to have a rest دَوْكَاتِ تَأَلَْمَا
to listen to a lecture تَراْكُورَ هُ يِدَمَك

case

The Locative Case (نورُونْ كِبلْش) نُورُنْ كِبلْش

Nouns in the locative case form are mostly subordinate to verbs, and sometimes to adjectives, and act as adverbial modifiers. Sometimes they act as the predicate.

When nouns in the locative case are subordinate to verbs and act as adverbial modifiers, they express the following meanings.

1) Nouns in the locative case indicate the place in which an action occurs. For example:

A big meeting was held at the club today.
I also spoke at the meeting.

Akhmat is in the classroom reviewing a lesson.

2) Nouns in the locative case indicate the time at which an action occurs, or for which it lasts. For example:

The meeting will be held in the evening.
They will come at midday.
I will go there in the autumn.

This task will be finished in two days.

3) Nouns in the locative case indicate the circumstance or atmosphere in which the action occurs. For example:

The conversation was conducted in a warm and friendly atmosphere.
He found himself in a difficult situation.

4) Nouns in the locative case indicate the instrument of the action. For example:

The resumé should be filled in with a fountain pen or with a writing brush.
They came by aeroplane.

Nouns in the locative case which act as adverbial modifiers subordinate to an adjective indicate a place or field of activity. E.g.:

There is no film at school today.
Akhmat is good at translation.

He helps students who have difficulty in studying.

Nouns in the locative case which act as the predicate indicate the position or source of the subject. For example:

The book is on the desk.

Akhmat has your dictionary. [lit. Your dictionary is on Akhmat]

Wherever I may be, My heart is with you.

[The source of] work is in solidarity, [the source of] strength is in unity (or: Work comes from solidarity, strength from unity).

The Ablative Case (جُنُقْ كِبلْش) جُنُقْ كِبلْش

Nouns in the ablative case form are basically subordinate to verbs, and sometimes to certain adjectives and adverbs; they act as adverbial modifiers. They may also sometimes function as the predicate.

When nouns in the ablative case act as adverbial modifiers subordinate to verbs, they express the following meanings.

1) Nouns in the ablative case indicate the place of departure or point of separation of the subject or recipient of the action; or the object which is passed through. For example:

The word 'يوْق' is an adjective meaning 'absent'. In this case it is used predicatively.

14 cf. the English expression: ‘I don’t have any money on me.’
Nouns connected of the subject or recipient of the action. For example:

Our agricultural brigade’s lands start from this field.\(^\text{16}\)

A team of students will be organized.

6) Nouns in the ablative case indicate a generality of which one, or some, are related to the action. For example:

From among the model persons, Akhmāt spoke.

Three representatives from our school will attend the meeting.

I bought a Persian-Chinese dictionary. (i.e. Out of all the Chinese-Persian dictionaries I bought one.)

7) Nouns in the ablative case indicate the field covered by the action. For example:

He gives us classes in history.

He’ll speak on the international situation.

Tomorrow we’ll sit an exam in grammar.

8) Nouns in the ablative case indicate the reason for the action. For example:

He was at a loss what to do for joy.

I was unable to lift my head for embarrassment.

He gnashed his teeth in anger. (lit. His teeth gnashed from anger)

Nouns in the ablative case which act as adverbial modifiers that are subordinate to adjectives basically indicate non-equal measurements in a comparison. For example:

A child younger than Akhmāt came.

\(^{16}\) Since the verb in this sentence does not indicate a literal action, the explanation is not entirely appropriate to the example.
In situations in which the context is clear, it is possible to omit a word which is qualified by a noun in the locative-qualitative case and to use the noun in the locative-qualitative case pronominally. When a noun in the locative-qualitative case is pronominalized it also represents its own qualified word and may be inflected with other cases. For example:

This year grain production has increased by 15% compared to 1981 (to 1981 = to grain production in 1981).

A saddle, older than a horse, lower than a dog. (riddle) [answer: a saddle (or, figuratively, the heart of a sad person)]

Certain adjectives sometimes require nouns in the ablative case to act as adverbial modifiers. For example:

No-one else knows his whereabouts, apart from Äkhmät.

Their house is a long way from town.

Due to the requirement of certain adverbs, nouns in the ablative case act as adverbial modifiers subordinate to adverbs. For example:

from that day on (or: since that day)
from that word on (or: after that remark)
before Tursun
away from the door

The Locative-Qualitative Case (ثرورون - بهله كبلش)
Nouns in the form of the locative-qualitative case are qualifiers in the sentence and signify the locational or temporal mark of the qualified word. [The qualifier is not specific but general or universalized.] For example:

a garden flower (i.e. a flower that grows in gardens)

a building (i.e. a building that is in a city)

a heart matter (i.e. a matter that is in/on someone’s heart)

a book which Tursun has (i.e. a book which

is in Tursun’s possession [it may or may not be his])

a 1982 assignment (i.e. an assignment

which took place, or was to take place, in the year 1982)

a summer event (i.e. an event which occurs in summer)

The Limitative Case (چمه كبلش)
Nouns in the form of the limitative case basically act as adverbial modifiers which are subordinate to verbs in the sentence. They may sometimes act as the predicate.

When nouns in the form of the limitative case act as adverbial modifiers, they indicate the final point of a limit related to an action. For example:

He blushed right up to his ears.

Read from the first page to the third page inclusive.

This time I will go as far as Hotan.

He studied at Xinjiang University from ’54 to ’58.

When nouns in the form of the limitative case act as the predicate, they indicate the final limit of the subject. For example:

There is no equivalent ablative construction in English.
Our cleaning area is from here to (as far as) the second building.
The course term is from June till September (i.e. the beginning of September).

The Similitude Case (تۆغشاتما قەبەش) Nouns in the form of the similitude case act as qualifiers or adverbial modifiers in the sentence. When they act as qualifiers they represent that to which the qualified word is likened; when they act as adverbial modifiers they represent that to which an action or quality is likened. For example:

When the will is like steel it is possible to overcome mountain-like difficulties. [Cf. Where there’s a will, there’s a way.]

There is not even a place the size of a palm [lit. like a palm (of a hand)] that’s empty.

The weather became as hot as fire.

Sweat began to run from his body like water.

The ember-like [i.e. fiery] red tie always used to make her even more beautiful.

The Equivalence Case (تەگەلەشئومە قەبەش) Nouns in the form of the equivalence case act as qualifiers or adverbial modifiers in the sentence. When they act as qualifiers they represent that to which the qualified word is likened and when they act as adverbial modifiers they represent that to which an action or quality is likened, with respect to amount, measurement or level. For example:

There is not even a place the size of a palm that’s empty.

He drank as much medicine as there is tea in this glass, all in one go.

There are very few (tall) people as tall as you.

He’s also studied to the same level as Tursun.

I don’t have as many books as you.

4. The gerundal and participial forms of the verb are also inflected with cases; with whichever cases they are inflected they express several unique meanings. This will be discussed in Chapter 10, Substantive Forms of the Verb (پەشەکەکەرەوە سۆر شەگەنەری)  

5. In Uyghur grammar books, it is held that the case category of the noun is composed of six cases. The locative-qualitative case with the suffixes ‘-ت-’، ‘-تک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’، the similitude case with the suffixes ‘-ت-’، ‘-تک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’، the limitative case with the suffixes ‘-ت-’، ‘-تک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’، ‘-تەک-’. that we have introduced into the case category are not considered to be cases.\(^{18}\)

In our view, it is inappropriate not to regard them as cases because, firstly, these suffixes, just like the recognized case suffixes, indicate the relationship which exists between the nouns to which they are added and other words in the sentence; secondly, to

\(^{18}\) [Author’s footnote] Although Amir Najip considered the ‘-ت-، ‘-تک-’ suffix to be the similitude case, he did not introduce it into the case system, but made it a type on its own. (Amir Najip, Modern Uyghur, 1960, Moscow Russian Press.)
whichever forms of the noun the recognized case suffixes are added, these suffixes are also added to such forms of the noun and are consistently able to take their turn with other case suffixes. In other words, whether it be with respect to function or with respect to their ability to be attached, they belong to the same type as the other recognized case suffixes. Grammatical phenomena which belong to a single type with respect to function and attachability, must certainly be universalized into one category. This is an important principle in grammatical science. In several works these suffixes are introduced into the ranks of word-formation affixes. In our opinion, it is impossible to consider these suffixes as word-formation affixes because, firstly, if word-formation affixes are attached to a certain word, a new word is produced from it, for example, if the suffix 'چی -' is attached to the word 'تششی' (work), the new word 'تششجی' (worker) is produced. If the suffix 'لِنق' is added to the noun 'سامان' (straw), the new noun 'سامانلاق' (thatched cottage/shed) is produced; if it is added to the adjective 'تَنْسِقَانِ' (diligent/industrious) the new noun 'تَنْسِقَانِلاق' (diligence/industry) is produced. However, when the suffixes we are discussing are attached to a noun, a new word is not produced on the basis of that noun, but only the grammatical form of the noun changes. For example, if the suffix 'دکی -' is added to the noun 'فَوْحَز' (paper) so that it becomes 'فَوْحَزدکی' (paper [adj] /in paper), the lexical meaning of the word will not have changed and it will not have turned into another word, but rather, one kind of grammatical meaning is communicated on the basis of the lexical meaning of 'فَوْحَز'. Of course, it is also impossible to say that 'فَوْحَز' and 'فَوْحَزدکی' are different words in relation to 'فَوْحَز'. Secondly, word-formation affixes are not usually joined to the grammatical form of words, but to their lexical base. However, the suffixes which we are discussing are not only joined to the lexical base of nouns, but to the plural, ownership-dependent and plural ownership-dependent forms of nouns. For example:

If we reckon these suffixes to be word-formation affixes, it is necessary to count every one of the above as a new word. This is, of course, unreasonable. Thirdly, however productive word-formation suffixes may be, they cannot be added to all the words belonging to one class of words. For example, if we take the suffix 'چی -', which is one of the most productive suffixes in the Uyghur language, even that is limited to only one section of nouns; it is impossible to add it to such words as 'قُوْرُون' (heart), 'قَنَّ' (blood), 'بَغْر' (mouth), 'بَرُون' (nose) and 'کیشی' (eyelash), to produce such words as 'قُوْرُونچی', 'قَنَنچی', 'بَغْرچی', 'بَرُونچی' 'کیشیچی' and 'گریسکچی'; neither is it possible to add the suffix 'لِق' to people's names to make such new words as 'خُمْهَتْلک', 'نورسُنْلُوَق'. However, the suffixes which we are discussing can be added to virtually all words belonging to the noun class. In other words, the degree of abstraction of these suffixes is very high compared to that of word-formation suffixes.

To sum up, these suffixes are not word-formation suffixes; if they are put into the ranks of word-formation suffixes, then the boundary between word-inflection suffixes and word-formation suffixes will become blurred and grammatical research will encounter very serious difficulties.
§6 The Noun-Postposition Construction

1. Constructions like 'نورولقق' (for the people), 'دوس تورولقق' (through Äkhmat) and 'ستئب بويچه' (throughout the class), that are produced by the combination of nouns with function words which we will call ترکمک (postpositions), are called noun-postposition constructions. According to the principle by which a grammatical form of a word may also be constructed by means of function words, these constructions must definitely be counted as grammatical forms of the noun. Meaning-wise, these constructions alternate with case forms of the noun, that is to say, they express the relationship which exists between a noun and other words in the sentence in exactly the same way as case forms of the noun. Therefore, they should naturally be counted as the analytical case of the noun. However, in grammar books relating to the Uyghur language, constructions of this kind continue to be nonentities which exist neither in the morphological system, nor in the syntactical system. This is certainly unreasonable and, in order not to place these constructions outside the grammatical system, we have introduced them into the chapter on nouns, under the name noun-postposition constructions. In fact, these constructions are used as the analytical case of the noun.

2. Noun-postposition constructions in the Uyghur language are produced by means of the following postpositions:

بلعن تورولقق (بويچه)

(1) The postposition 'بلعن' Construction

In this construction the postposition 'بلعن' is coupled with a zero (O) case noun. This construction functions as an adverbial modifier in the sentence and expresses the following meanings:

1. The postposition 'بلعن' indicates the means by which the action is carried out. For example:

I went to Urumqi by train and (then) to Hotan by plane.

The Effendi entertained him with meat dumplings.

Matters do not develop by a smooth path, but by a winding one.

(2) The postposition 'بلعن' indicates the other party in an action which takes place through two-sided participation. For example:

I chatted with Tursun for two hours.

I am not acquainted with that comrade.

(3) When combined with abstract nouns, the postposition 'بلعن' indicates the kind of mental state in which the action is carried out. For example:

He carried out his own job with devotion/faithfully.

They welcomed us with joy.

He came in angrily. (He stormed in.)

By 'analytical' is meant the use of separate words instead of suffixed inflections.

19 (Author's footnote) The term ترکمک [postposition] was adopted from ترکمکه 'تارکمکه' compiled by the Kazakh S S R Academy of Sciences' Department of Uyghur Studies and printed in Almaty in 1966. In other grammar books these function words are called ترکمکه (postpositional auxiliaries). [The verb ترکمکه, from which this noun has been formed, means 'to be connected, coupled, or linked'.]
(4) The adverb 'بله' (together) and specific verbs and adjectives require a 'بله' construction to act as an adverbial modifier. For example:

I am going to go (together) with Akhmát.

He is the same age as Tursun. (lit. ... equal with Tursun).

In many situations the adverb 'بله' is omitted and the 'بله' construction itself expresses the concept of togetherness. e.g.:

I went there with Tursun.

2) The ‘تؤجحون’ Construction
In this construction the postposition ‘تؤجحون’ is coupled with a zero (Ø) case noun. This construction functions as an adverbial modifier in the sentence and indicates the object to which a certain action is devoted, or towards which a certain opinion is directed. For example:

We work for/on behalf of the people.

I bought this book for my younger brother.

3) The ‘تؤجرؤق’ Construction
In this construction the postposition ‘تؤجرؤق’ is coupled with a zero (Ø) case noun. This construction acts as an adverbial modifier in the sentence and indicates the content of a certain action or judgment. For example:

Today we had a discussion about the work plan.

I don’t have any other thoughts on the matter.

4) The ‘تؤقرلسق’ Construction
In this construction the postposition ‘تؤقرلسق’ is coupled with a zero (Ø) case noun. This construction functions as an adverbial modifier in the sentence and indicates the instrument or route of an action. For example:

I received the books that were sent by post.

They conversed through an interpreter.

We boarded the train that comes via Baotou.

Through this meeting the comrades have more or less reached a common understanding.

5) The ‘تؤبيجه’ Construction
In this construction the postposition ‘تؤبيجه’ is coupled with a zero (Ø) case noun. This construction acts as an adverbial modifier in the sentence and indicates the scope or style of the action. e.g.:

Today a big meeting of the entire school was held.

In this matter we are still looking at the business according to the centrally indicated method.

6) The ‘تؤلا’ Construction
In this construction the postposition ‘تؤلا’ is coupled with a zero (Ø) case noun. This construction acts as an adverbial modifier in the sentence and indicates position or the concept of ‘تؤلا’ (among). (It is basically only used in poetry.) For example:
In this construction the word 'قلم', in the role of a postposition, is coupled with a zero (0) case noun. In the sentence, this construction is used to represent the qualified object. For example:

Notebooks, pens, ink, etc. are sold in this shop.

We are going to big cities like Beijing and Shanghai.

Such stationery as notebooks, pens and ink are sold in this shop.

This construction may sometimes be pronounized to represent the qualified object. For example:

At that time he fought a decisive battle with Lin Biao, et al.

This is such a late time...

In this construction the word 'قلم', in the role of a postposition, is coupled with a zero (0) case noun. In the sentence, this construction is used to represent the qualified object. For example:

Five teachers from our department attended the meeting.

At that time he fought a decisive battle with Lin Biao, et al.

This is such a late time...

In this construction the word 'قلم', in the role of a postposition, is coupled with a zero (0) case noun. In the sentence, this construction is used to represent the qualified object. For example:

Five teachers from our department attended the meeting.

At that time he fought a decisive battle with Lin Biao, et al.

This is such a late time...
11) The 'تائشت/دائر' Construction
In this construction the postposition 'تائشت' or 'دائر' is coupled with a noun in the dative case. This construction functions as a qualifier in the sentence and indicates the range of content of the qualified object. For example:

بؤغونکی بیغمبا تؤغنیسکه تائشت (تائشر) مهسوله مؤزاکره فلسطینی.
Matters related to private study were discussed in today's meeting.

هیلهوئس وینهسکه دائر (دائر) یککره رین رهتلاد چیئمت.
I have sorted out the opinions related to product quality.

I can see روژجیدی کمسیکه تائشت (داری) کتابلارنی کورهلمهین.
I can see Russian books (i.e. books in Russian) related to profession.

12) The 'قدمر' Construction
In this construction the postposition 'قدمر' is coupled with a noun in the dative case. This construction acts as an adverbial modifier in the sentence and basically indicates the terminating time or point related to an action. For example:

31 - یلدیس 65 یبلقا قدمره توئنیزرا مهکته توئنیزوود.
From 1951 to 1956 I studied at middle school.

قشقهردن خوتنگه قدمر مبکواتود.
He is travelling from Kashgar to Hotan.

مین مؤهبه تتن بیردهگه قدمر همه تؤغنیسکه قدمره یاخشی کورهلمه.
I like all the teachers, from Muhábbát to Párida.

13) The 'قائشا' Construction
In this construction the postposition 'قائشا' is coupled with a noun in the dative case. This construction acts as an adverbial modifier in the sentence and indicates the object at which the action is aimed. For example:

توؤغنیسکه قائشا بمرئنچه یاخشی بکرلرنه بوهید.
The students gave several good ideas regarding the lesson.

14) The 'قاربغنادا' Construction
In this construction the word 'قاربغنادا', in the role of a postposition, is coupled with a noun in the dative case. This construction functions as an adverbial modifier in the sentence and indicates the object which is made a standard of comparison. For example:

لهیلته تؤغنیسکه قاربغنادا تؤغنیسکه تؤخمو مئاویس.
Tursun is even more suitable than Akhmat [In comparison with Akhmat Tursun is even more suitable].

روئس تنئی گراماتیکیسی تئنگلمز تئنئی گراماتیکیسکه قاربغنادا تئس.
Russian grammar is difficult compared to English grammar [Russian grammar is more difficult than English grammar].

15) The 'نسبهتنن' Construction
In this construction the word 'نسبهتنن', in the role of a postposition, is coupled with a noun in the dative case. This construction acts as an adverbial modifier in the sentence. It is sometimes used synonymously with the (a) 'قائشاتا' construction and sometimes synonymously with the (b) 'قائشاتا' construction. For example:

(ب) شؤگا تاداملنذک بسسؤم، تمهته؟ تؤبغنیسکه نسبهتنن (قائشا) بوسؤم،
(ب) Therefore, whether with regard to nature or with regard to society, people’s knowledge is also developing step by step from a low(er) stage to a high(er) one.

جمهسهیکه نسبهتنن (قائشا) بوسؤم، قهدمموقعومد تؤخمو باستوچهئسن.

(ب) نسبهتنن تؤخمو مئاویس.
Therefore, whether with regard to nature or with regard to society, people’s knowledge is also developing step by step from a low(er) stage to a high(er) one.

Tursun is even more suitable than Akhmat [In comparison with Akhmat Tursun is even more suitable].
16) The ' zarbas' Construction
In this construction the word ' zarba', in the role of a postposition, is coupled with a noun in the dative case. This construction acts as an adverbial modifier in the sentence and indicates that to which the action is appropriate. For example:

Everyone working according to his ability:

apportioning to everyone according to his labour. (i.e. From each according to his ability, to each according to his labour.

Fortunately (lit. according to my good fortune), my child’s health is good.

17) The ' nasaasem' Construction
In this construction the postposition ' nasaasem', or the word ' nasaasem' in the role of a postposition, is coupled with a noun in the dative case. This construction acts as an adverbial modifier in the sentence and indicates that which is the basis for a certain action. e.g.:

According to the study plan, the morphological portion of grammar will be taught this semester.

The plan will only be reliable if it has been formulated on the basis of real circumstances.

We did this job according to the instructions of higher authorities.

18) The ' tarbes' Construction
In this construction the word ' tarbe', in the role of a postposition, is coupled with a noun in the ablative case. This construction functions as an adverbial modifier in the sentence and indicates a certain boundary which is the starting point related to the action. e.g.:

Starting from this irrigation channel, everything on this side belongs to our county.

19) The ' bablyab' Construction
In this construction the word ' bablyab' in the role of a postposition is coupled with a noun in the ablative case. This construction acts as an adverbial modifier in the sentence and indicates a certain boundary of place or time which is the starting point related to the action or state [of the verb]. For example:

Starting from tomorrow, we will knock off (work) at six o’clock.

Starting from tomorrow, we will knock off (work) at six o’clock.

20) The ' tebsmarom' Construction
In this construction the postposition ' tebsmarom' is coupled with a noun in the ablative case. This construction functions as an adverbial modifier in the sentence and indicates a certain time which is the starting point related to the action. For example:

I have not been there/attempted to go there since 1978.
§7 Adverbialization of the Noun

(تاسمانک رسیدنیشانی)

1. Some nouns (mostly those indicating a certain place or time) become adverbs by being repeated and taking the affix ‘مؤ’ in between. These adverbs signify, ‘not excepting even one of the many objects of the type expressed by that noun’. For example:

- from street to street/street by street
- from house to house/house by house
- from door to door/from room to room/room by room
- from village to village/village by village
- from town to town/town by town
- from garden to garden
- from mountain to mountain
- word for word/word by word
- year by year/month by month/season by season
- week by week/season by season
- page by page/line by line

Some such adverbs may express slightly different meanings, e.g.:

- hand in hand/together/in unison/simultaneously
- face to face/to someone’s face, in somebody’s presence

2. When certain ‘time’ nouns occur with a particular qualifier, they are adverbialized directly and indicate the time of an action. For example:

at that time

Besides occurring with particular qualifiers, some ‘time’ nouns are adverbialized by further combining with the suffix ‘ت’. e.g.:

(on) that day
(on) the day when [he] came
in (the year) 1978

§8 Locational Nouns

(نورون - تفرد نیستند)

In Uyghur there is a group of nouns which indicate a certain aspect (side) of objects. These are called locational nouns (in some works they are called ‘پارده میئئ تاسمانک’ auxiliary nouns). For example:

top/upper side (the table top/the top of the table)

bottom/underneath ([the space] underneath the bed)

inside (the inside of the box)

exterior/outside (the outside of the house)

front (the front of the apartment block)

back/rear ([the space] behind the wall)

Because locational nouns indicate a certain aspect of objects, they are always used in the ownership-dependent form and are mostly qualified by possessive case nouns or pronouns. Locational nouns which occur in the ownership-dependent form, or qualified by nouns or pronouns in the possessive case, are inflected according to case, just like ordinary nouns, and occur as sentence elements. For example:

I feel really hot (lit. My inside is really hot).
All kinds of books were neatly lined up on (top of) the table.

They are cleaning the front of the building.

Memorize the new words at the end of the text.

§9 Noun Dependents

It is possible for nouns to subordinate to themselves, as qualifiers, such word classes as adjectives, numerals and measure words; some pronouns; the nominative, possessive, locative-qualitative, similitude and equivalence case forms of nouns, or words functioning as nouns; noun-postposition constructions produced by the combination of the noun with such postpositions as 'باقى', 'باقى', 'باقى', 'باقى', 'باقى', etc.; and participial (adjectival verb) forms. e.g.: a great people
five people
100 jing (half kilos) of flour
this book (is good)
a gold watch
Tursun's pen
the book which Kasim has
iron will/steel-like determination
a child like Kasim
such cities as Urumqi
relatives headed up by my father
matters related to private study
flourishing Xinjiang

§10 Noun-Formation Affixes

Affixes which Derive Nouns from Nouns

This is one of the oldest and most productive derivative suffixes in ۇيغۇر and plays roles such as the following:

1) Joined to one group of nouns, it forms nouns which indicate those engaged in the action or occupation related to the object expressed by the noun. For example:

<table>
<thead>
<tr>
<th>English</th>
<th>Uyghur</th>
</tr>
</thead>
<tbody>
<tr>
<td>woodcutter/wood-seller/woodworker/carpenter</td>
<td>چاغاقچى/چاغاقچى/چاغاقچى/چاغاقچى</td>
</tr>
<tr>
<td>worker</td>
<td>چىچى</td>
</tr>
<tr>
<td>fisherman</td>
<td>بېللەچى</td>
</tr>
<tr>
<td>herder</td>
<td>بېلىقاچى</td>
</tr>
<tr>
<td>shepherd</td>
<td>قىقىچى</td>
</tr>
<tr>
<td>tractor driver</td>
<td>تىراجڅى</td>
</tr>
<tr>
<td>reaper</td>
<td>تېرىماچى</td>
</tr>
<tr>
<td>soldier</td>
<td>جېكېچى</td>
</tr>
<tr>
<td>cobbler/shoe repairer</td>
<td>بېرىچى</td>
</tr>
<tr>
<td>plasterer</td>
<td>سەۋەقچى</td>
</tr>
<tr>
<td>revolutionary</td>
<td>تېرىماچى</td>
</tr>
<tr>
<td>educator/trainer</td>
<td>تېرىماچى</td>
</tr>
<tr>
<td>dyer/dye seller</td>
<td>بېرىچى</td>
</tr>
<tr>
<td>cultivator</td>
<td>تېرىماچى</td>
</tr>
</tbody>
</table>

2) When attached to some nouns, it forms nouns which indicate those who belong to a belief, school of thought, tendency, organization or group that is related to what that noun, or the object represented by that noun, expresses. For example:

<table>
<thead>
<tr>
<th>English</th>
<th>Uyghur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marxist</td>
<td>مارکسچى</td>
</tr>
<tr>
<td>revisionist</td>
<td>تىرجېچى</td>
</tr>
<tr>
<td>nationalist</td>
<td>مېلېتچى</td>
</tr>
<tr>
<td>individualist/selfish person</td>
<td>شېخېنىچى</td>
</tr>
<tr>
<td>collective farm member</td>
<td>کۈلىگېنىچى</td>
</tr>
<tr>
<td>Trotskyist/Trotskyite</td>
<td>تروتسکېچى</td>
</tr>
<tr>
<td>Stakhanovist/Stakhanovite (an exceptionally productive or zealous worker)</td>
<td>سئالخانېنىچى</td>
</tr>
</tbody>
</table>

مرکزیمچى
تىرجېچى
ميلېتچى
شەخەنىچى
گۈلىگېنىچى
تروتسکېچى
سەئالخانېنىچى
This is a very productive derivative suffix in Uyghur. When attached to nouns, it forms nouns which indicate people or things that possess an identity or commonality with all the objects expressed by that noun. For example:

- comrade, fellow traveller, husband [in Kashgar dialect]
- classmate
- schoolmate
- like-minded person
- sibling; fellow countryman
- close friend, bosom pal
- homophonous (word), (homophone)
- synonymous (word), (synonym)

This is one of the most productive derivative suffixes in the Uyghur language. The role of this suffix is as follows:

1) When attached to nouns indicating a person who is engaged in certain work, it forms nouns which express the occupation in which that person is engaged. For example:

- butchering
- weaving, spinning
- cooking
- cobbling, shoemaking or repairing
- dressmaking, tailoring

2) When attached to nouns indicating plants and substances, it forms nouns indicating a place where there are many of that type of plant, or where there is much of that type of substance. e.g.:

- arboratum, wood(s)
- pine forest
- reed bed, reed marsh
- melon field or patch

3) When attached to certain nouns which represent a person, it forms nouns which indicate a characteristic exclusive to that kind of person. For example:

- motherhood/motherliness
  (mostly used as an adjective — maternal/pistillate)
- childhood/childshiness
- childhood; naivety; youth, youthfulness
  youth, young manhood

4) When attached to certain nouns, it forms nouns which indicate a thing that is useful for, or prepared for the object expressed by the noun. For example:

- parasol, umbrella
- betrothal gift
- hand towel used when eating greasy food
- dress material
- coat material
- foodstuff or clothes for a religious festival;
  money given to children at such a festival
- raincoat

5) When attached to nouns which indicate a place name, it forms nouns which indicate a person who was born and grew up in the place expressed by that noun. For example:

- a Kashgarite/someone from Kashgar
- a Turpanite/someone from Turpan
- someone from BÜGR (Luntai)
- a Chinese
tiaploni
- mountain dweller
tasli yakub
- an African
- a European
- a French

This means that 'تابلاک' and 'تاشلاق' are, in fact, only used adjectively.
١- جلفقانـ/چیـ لک
This suffix has been produced by joining the suffix `چی` and the suffix اتالک`. When attached to certain nouns, it forms nouns which indicate a relationship on the basis of the concept expressed by that noun. For example:
- kinship (relations) تؤغقاتچی
- friendliness, friendship تؤلهچی
- partnership شرکچی
- relationship between man and wife/ marital relations لترخوئنچی

٢- چهـ
This is one of the most productive suffixes in the Uyghur language. When attached to nouns which indicate the name of a nationality, it forms nouns which indicate the language and script of that nationality. For example:
- The Uyghur language تؤگچه
- Kazakh قازاقچه
- Russian رویچه

There is another suffix in the Uyghur language which is homonymous with this. When attached to certain nouns, it forms nouns which indicate the smallness of the object expressed by that noun. For example:
- booklet, brochure, pamphlet کتابچه
- small notebook دویتچچه
- branch office, small department تؤلوچچه
- park, small garden or orchard باغچه

٣- خانـنا
This is an element which has been adapted from the Persian word `خانه`. In Uyghur, as in Persian, it is used both as a word باره [single digit, the ones column]; تؤغدايَنْسَلَك خانِسَي [He has his own room]; [a grain silo/place in which wheat is stored]) and as a word-formation suffix. This element is extremely productive as a word-formation suffix and continues to be added to nouns which have come from Arabic and Persian, and even from Chinese and other languages. It forms nouns which indicate the place where the object expressed by the original noun is kept, or a place connected with that object. For example:
- dovecot(e), pigeon loft كپمەخانە
- coal bunker, coalyard کۆمەرخانە
- guest house or room تەخانە
- office, workshop ئەچەخانە
- tea house چایخانە
- printing house باسەخانە
- embassy کۆنلەخانە
- a shop where laghman is made and sold (correctly لەگەنەخانە) بۇچخشانى

٤- شەئنـوسـ
This suffix has been assimilated from Persian and is used in the ranks of the productive suffixes in Uyghur. When attached to certain nouns, it forms nouns which indicate an expert who carries out scholarly research on the object expressed by the noun. e.g.:
- linguist تەلشەنۆس
- literary scholar تەدهبیئاشەنۆس
- a specialist in Uyghur culture, Uyghurologist ئۇيغۇروئقشئۆس
- pedologist, soil scientist تۆبەئاشۆس

٥- زارـ
This suffix has been assimilated from Persian and is used as a fairly productive suffix in Uyghur. When attached to nouns indicating the names of plants, it forms nouns which indicate a place where many plants of that type are grown. For example:
- flower bed گۆزار
- juniper plantation تارچژار
- pine forest زۆرمژار
- vineyard ئۇزۆرمژار
This fairly productive derivational suffix has been assimilated from Persian. When attached to certain nouns, it forms nouns that signify the vessel into which the object expressed by the noun is put. E.g.: canteen, water bottle, brazier, firepan, thermos flask, quiver, ashtray, candlestick, accumulator, storage battery.

This element has been assimilated from the noun in Persian, in the sense of 'letter', 'book'. In the Uyghur language it is basically used as a word-formation suffix. (Sometimes, especially in poems, situations are also encountered in which it is used on its own, in the sense of 'letter', e.g.: 'I wrote a letter and sent it to you, my affectionate sweetheart.') When attached to some nouns, this suffix forms nouns which signify a letter, document or book written about the object, or a matter concerning the object. For example:

- pledge, written promise
- certificate of merit, letter of appreciation
- certificate, credentials, permit
- war epic, war story
- almanac, yearbook
- pact, treaty
- declaration, petition, memorial, statement
- constitution, regulations

This suffix is basically attached to nouns which indicate the name of a nation and forms nouns indicating the territory (mostly a country) inhabited by that nation. For example:

- Japan  日本
- Germany   גרמניה
- Russia  רוסיה
- Indonesia  אינדונזיה
- Turkey  סוריה
- Bulgaria  בולגריה
- Nigeria  ניגנור
- Armenia  ארמניה
- Afghanistan  אפגניסטן
- Arabia  ערב
- Kazakhstan  קזחסטן
- graveyard  קבר

This suffix has been assimilated from Persian and is mostly attached to nouns indicating the name of a nation. It forms nouns which indicate the territory (mostly a country) inhabited by that nation. Sometimes it is attached to other individual nouns and forms nouns indicating a place where there are many of the objects expressed by that noun. For example:

- Afghanistan  アフガニスタン
- Arabia  عرب
- Kazakhstan  Қазақстан
- graveyard  قبر

This suffix has been assimilated from Persian and, when attached to certain nouns, it forms nouns which indicate a person who plays, rears, or is excessively devoted to the object expressed by that noun. For example:

- gambler  כופר
- pigeon fancier, pigeon raiser  ציפור
- fan, -lover  עיר
- bureaucrat, person concerned with producing paperwork  מנהל
- lover of card playing  כופר
- one who bases his life on what he reads rather than on reality  קצוץ
This suffix has been assimilated from Persian and, when attached to certain nouns, it forms nouns which indicate a person who eats and drinks, or eats and drinks to excess. For example:
- cannibal, man-eater [adj. cannibalistic, cruel]
- vampire, murderer [adj. bloodthirsty]
- one who accepts bribes
- loan shark, money lender
- tea addict
- beer drinker/beer swiller

This suffix has been assimilated from Persian and, when attached to certain nouns, it forms nouns which indicate the professional expert who works towards producing the object expressed by that noun. For example:
- architect, construction worker
- artist
- cotton grower

When added to certain nouns, it forms nouns which indicate one who assumes the object expressed by that noun. For example:
- employee, servant
- one who has committed a mistake
- criminal, guilty person, sinner
- criminal, guilty person
- defendant; person in charge, person responsible for

When attached to certain nouns, it forms nouns which indicate the possessor of the object expressed by that noun. For example:
- buff, devotee, fan

This suffix has been assimilated from Persian and is basically attached to nouns which have come from Arabic and Persian. It forms nouns which indicate the person who (or that which) possesses the object expressed by that noun. For example:
- official, person responsible for
- landlord, land owner
- property owner, proprietor
- animal, living being or creature
- man of wealth
- herd owner
- flag carrier, standard bearer

This suffix has been assimilated from Persian and, attached to nouns which mostly indicate the name of foodstuffs, it forms nouns which indicate the person who cooks that food (who does that job as a profession). For example:
- chef, cook
- one who makes (and/or sells) samsa [a baked meat pie]
- one who cooks (and/or sells) offal

This suffix has been assimilated from Persian and, when attached to certain nouns which have come from Arabic or Persian, it forms nouns which indicate the person whose profession is to produce something from, or who engages in, the object expressed by that noun. For example:
- businessman, merchant
- goldsmith, jeweller
- plaintiff, prosecutor
- gossip, telltale, rumour-monger

This suffix has been assimilated from Persian and, when attached to certain nouns, forms nouns which indicate someone who is engaged in an activity connected with, or who bears, the object expressed by that noun. For example:
- cart driver, carter
carter, one who keeps carts, horses, etc. for hire
profiteer, usurer
sedan bearer (or maker)
sufferer
labourer, toiler; sufferer

◊ -وهن (بیمن) —
This suffix has been assimilated from Persian and, when prefixed to specific nouns, it forms nouns which indicate a person who is a share in the whole of the object expressed by that noun. e.g.:
interlocutor
fellow sufferer

◊ -دوروق/دوزوق/توزوق —
When attached to specific nouns, this suffix forms nouns which indicate an article related to the object expressed by that noun. e.g.:
bridle, bit
girth (for holding saddle in place)
horse or ox yoke; fetters, shackles (literal & figurative)

◊ -دادرجلقه —
This suffix has been produced by the combination of the three suffixes -دادر, -دادر، and -دادر، and forms specific nouns which indicate the state of a person in a certain relationship. For example:
neighbourliness
guesthood, being a guest
friendship, friendly relations
caretaking, supervision, parental support or care

◊ -گمچلک —
This suffix has been produced by the combination of the three suffixes -گمچ، -چلک، and -چلک، and, when attached to specific nouns indicating persons, it forms nouns which indicate a characteristic specific to that person. For example:
humaneness, humanity, humanitarianism
elegance, gentility, refinement

place for sightseeing, playground, tourist spot
palace; God’s palace; one’s presence

◊ -هم —
This affix has been assimilated from Persian and, when prefixed to specific nouns, it forms nouns which indicate a person who is a sharer in the whole of the object expressed by that noun. e.g.:
interlocutor
fellow sufferer

◊ -سیمک —
This suffix has been assimilated from Persian and, when attached to specific nouns which have come from Arabic or Persian, it forms nouns which indicate someone who looks after, or manages, the object expressed by that noun. For example:
inkeeper

◊ -برزورش —
This suffix has been assimilated from Persian and, when attached to specific nouns indicating objects which are read, it forms nouns which indicate someone who is a reader of that object. For example:
reader

◊ -خان —
This suffix has been assimilated from Persian and, when attached to specific nouns, it forms nouns which indicate the place of the activity connected to the object expressed by that noun. For example:
place of rest, resting place
battlefield
This suffix has come into the language from, or via, Russian, together with words from the international scene. Words formed by means of this suffix indicate a belief, way, principle, etc., related to the person or object expressed by the original noun. For example:

- Marxism
- materialism
- democracy

This suffix has been produced by the combination of the suffixes -изм and when attached to certain adjectives it indicates the quality and the characterized state, situation or universality expressed by that adjective. For example:

- aridity, dryness
- dampness, humidity, moisture
- confusion, disorder, disturbance
- busyness
- inactivity, idleness, indolence, laziness, slothfulness; unemployment
- defect, shortcoming
- homelessness, wandering life
- everybody, majority
- minority

When attached to specific nouns, this suffix forms nouns which indicate the smallness of the object expressed by that noun, or a small thing related to that object. For example:

- small foal
- small bag or wallet

Affixes which Derive Nouns from Adjectives and Numerals

This is one of the most productive suffixes in the Uyghur language and, when attached to adjectives, forms nouns which indicate the name of the quality expressed by that adjective. For example:

- ardour, enthusiasm, fervour
- loftiness, nobility, sublimity
- bravery, heroism
- sensitivity

Sometimes, when attached to ordinal numerals, it forms nouns which indicate the name of a rank. For example:

- first place
- second place, runner-up position

Affixes which Derive Nouns from Verbs
scent, smell; feeling, perception, sense
safety pin; hook, knob
safety pin; hook, knob
catapult
safety pin; hook, knob; grip
laxative, purgative
smile, laughter

◊ -نچ/ -نچي/ -نچي/ -نچي/ -نچي-

This suffix is homomorphous with the agentive gerundal suffix of the verb and, in fact, has been divided off from that suffix. When attached to the verb stem, this suffix forms nouns which indicate someone who (or something which) is engaged in the action expressed by that verb. For example:

student
writer
qualifier
teacher
aviator, pilot
grammatical object
oppressor

◊ -وش/ -وش/ -وش/ -وش-

This suffix is homomorphous with the gerundal suffix of the same form and, in fact has been divided off from that suffix. When attached to the verb stem, suffixes of this type form nouns which indicate the name of the action expressed by that verb. For example:

cognition, knowledge, understanding
study
output, production
broadcast
cognition, recognition, knowledge, understanding

◊ -نچام/ -نچام-

This suffix is homomorphous with the gerundal suffix of the same form and, in fact, has been divided off from that suffix. When attached to the stem of certain verbs, it forms nouns which indicate the result, or the means, of the action expressed by that verb. e.g.:

food and drink
conundrum, riddle
smoke, laughter
cigarette lighter; lightning

◊ -نچام/ -نچام-

When attached to the stem of certain verbs, this suffix forms nouns which indicate the means of the action expressed by that verb. For example:

ruler, straight edge
index, key
grip, handle, knob
index, pointer, quota, report card, sign, signal, target
blackboard eraser, rubber (US eraser); [light] switch

◊ -نچام/ -نچام-

When attached to the stem of certain verbs, this suffix forms nouns which indicate the result, or the means, of the action expressed by that verb. For example:

draft, manuscript
building, construction
compound
memories, recollection(s)
association, society, union
procedure, provision, rule, stipulation
directions, directive, instructions, order
income, revenue
debit, expense, expenditure, outgoings
clothes, clothing, item of clothing
chapter; part, volume; bureau, department, division, office, section
effect, productivity, result  تأثير، فاعلية، نتائج
election, vote  انتخاب، تصويت
death  ميتة

ev  كفء

When attached to the stem of certain verbs, this suffix forms nouns which indicate the result of the action expressed by that verb. e.g.:

wildfire, prairie fire  نبتانتش، الطوفان، الغليان، الفيضان
mercerary, renegade, traitor, turncoat  تعافرا، شوهبي، شهير، حاصل، نافذ
spark, sparkle; swelling, tumour  دلة، حبوب، نوبات، مبطن

dregs, remainder, remains, residue, traces, vestiges  قشر، نظير، كون، مبنى، رتب

When attached to the stem of specific verbs, this suffix forms nouns which indicate the result, means, or place of the action expressed by that verb. For example:

mercerary, renegade, traitor, turncoat  تعافرا، شوهبي، شهير، حاصل، نافذ
inquiry, interrogation, question  استشاره، استطلاع، استجواب، استفسار
mainstay, pillar, prop, support  دعم، نمط، تأسيس
assignment, errand, homework  دفتر، مهمة، مشاريع

colour, dye, paint, pigment  لون، داية، رنقا، رنقا

When attached to the stem of certain verbs, this suffix forms nouns which indicate the result of the action expressed by that verb. For example:

mercerary, renegade, traitor, turncoat  تعافرا، شوهبي، شهير، حاصل، نافذ
collection, compilation, corpus  ملخص، تجميع
excerpt, extract, quotation  دفعة، رد، نسخ

When attached to the stem of specific verbs, this suffix forms nouns which indicate the result, or object of the action expressed by that verb. For example:

mercerary, renegade, traitor, turncoat  تعافرا، شوهبي، شهير، حاصل، نافذ
discard, remainder, remains, residue, traces, vestiges  قشر، نظير، كون، مبنى، رتب

When attached to the stem of specific verbs, this suffix forms nouns which indicate the final state or condition of the action expressed by that verb. For example:

mercerary, renegade, traitor, turncoat  تعافرا، شوهبي، شهير، حاصل، نافذ

When attached to the stem of specific verbs, this suffix forms nouns which indicate the result of the action expressed by that verb. For example:

collection, compilation, corpus  ملخص، تجميع
excerpt, extract, quotation  دفعة، رد، نسخ

When attached to the stem of specific verbs, this suffix forms nouns which indicate the result of the action expressed by that verb. For example:

mercerary, renegade, traitor, turncoat  تعافرا، شوهبي، شهير، حاصل، نافذ
discard, remainder, remains, residue, traces, vestiges  قشر، نظير، كون، مبنى، رتب

When attached to the stem of specific verbs, this suffix forms nouns which indicate the result of the action expressed by that verb. For example:

mercerary, renegade, traitor, turncoat  تعافرا، شوهبي، شهير، حاصل، نافذ
discard, remainder, remains, residue, traces, vestiges  قشر، نظير، كون، مبنى، رتب
When attached to the stem of specific verbs, this suffix forms nouns which indicate an object possessing a feature inclined towards the action expressed by that verb. For example:

- mire, mud, muddiness, slurry
- nettle
- sickle, scythe

When attached to the stem of certain verbs, this suffix forms nouns which indicate the means of the action expressed by that verb. For example:

- cloak, coat
- cushion, cotton-padded mattress

When attached to the stem of specific verbs, this suffix forms nouns indicating the subject of the action expressed by that verb. For example:

- mercenary, renegade, traitor, turncoat
- oiler of leather [clothes], oiler of machines, shoe black
- beggar
- guide, pioneer

When attached to the stem of specific verbs, this suffix forms nouns which indicate the abstract object of the action expressed by that verb. For example:

- mercenary, renegade, traitor, turncoat
- bitter experience, hard lot, suffering
- agony, distress, grief, misery, suffering
- bad type of behaviour

Chapter 4

ADJECTIVES

§1 A Definition of Adjectives

Adjectives are a group of words that indicate the quality of an object. Certain adjectives also indicate the quality of an action. The word 'quality' (بەلگە), as employed here, is a grammatical term which is used in a broad sense and includes:

- Colour (تەس-رەه) white
- green
- red
- قەدل

- Appearance/State (تۆق-ەلەمەت) high
- flourishing, prosperous, thriving
- hot
- wide
- کەڵەک

- Taste and Smell (تەم-پۆراق) bitter, sour
- salty
- fragrant

- Quality (سۆپێت-سەبا) good
- durable, enduring; long-suffering
- firm, tight, secure

- Character/Nature (خەراکتەر) honest, upright
- derogatory, negative, opposing
- revolutionary

\textsuperscript{21} In Uyghur many adjectives can also be used as adverbial modifiers.

\textsuperscript{24} The 'quality' referred to by this term relates to a distinctive attribute or characteristic.

\textsuperscript{25} The term 'quality' as used here implies the standard of something as measured against other things of a similar kind.
§2 Gradable and Non-gradable Adjectives

Uyghur Adjectives are divided into two types, according to meaning and grammatical characteristics:

a) Gradable Adjectives (Adjectives of Degree)

b) Non-gradable Adjectives (Adjectives Without Degree)

a) Some adjectives which possess the characteristic of *relativity*, with respect to meaning, are able to strengthen or weaken it by morphological or syntactical means. For example, if we take the adjective "bukgest", it indicates just one kind of relative quality, but if we put it into the "bukgest" form, or place such words as "bukgest-е", "bukgest-ин", or "bukgest-ин" in front of it, its meaning strengthens; or, if we put it into the "bukgest" form, or place such words as "bukgest-е" or "bukgest-е" in front of it, its meaning weakens. Adjectives of this kind, which possess the characteristic of relativity with respect to meaning, we call Gradable Adjectives (Adjectives of Degree). The following adjectives are all Gradable Adjectives:

<table>
<thead>
<tr>
<th>English</th>
<th>Uyghur</th>
</tr>
</thead>
<tbody>
<tr>
<td>healthy</td>
<td>ساپلام</td>
</tr>
<tr>
<td>hunchbacked</td>
<td>دوك</td>
</tr>
<tr>
<td>Mental/Spiritual Characteristics</td>
<td>Introverted</td>
</tr>
<tr>
<td></td>
<td>base, contemptible</td>
</tr>
<tr>
<td></td>
<td>false, untrue</td>
</tr>
<tr>
<td>All Kinds of Relationship Characteristics</td>
<td>far, distant</td>
</tr>
<tr>
<td></td>
<td>contemporary, present</td>
</tr>
<tr>
<td></td>
<td>essential, necessary</td>
</tr>
<tr>
<td></td>
<td>inner, internal</td>
</tr>
</tbody>
</table>

b) Some adjectives possess the characteristic of *absoluteness* with respect to meaning and it is impossible for them to strengthen or weaken their meaning by any means whatever. For example, if we take the adjective "はありません" (closed/shut; hopeless), from the phrase "نام денег" (a dead end/the end of one's tether), it indicates one kind of absolute quality; it is impossible for either strengthen or weaken it. Adjectives of this kind, which possess the characteristic of absoluteness of meaning, we call Non-gradable Adjectives (Adjectives Without Degree). The following adjectives are all Non-gradable Adjectives:

<table>
<thead>
<tr>
<th>English</th>
<th>Uyghur</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>قىژىل</td>
</tr>
<tr>
<td>beautiful, pretty</td>
<td>جىرەبلىق</td>
</tr>
<tr>
<td>wide</td>
<td>كىك</td>
</tr>
<tr>
<td>flourishing, prosperous</td>
<td>تەوانا</td>
</tr>
<tr>
<td>bitter, sour, hot (spicy)</td>
<td>تەچجە</td>
</tr>
<tr>
<td>durable; long-suffering</td>
<td>جەدەملە</td>
</tr>
<tr>
<td>healthy</td>
<td>ساپلام</td>
</tr>
<tr>
<td>languid, listless</td>
<td>تەژنەیەنگۆ</td>
</tr>
<tr>
<td>far, distant, remote</td>
<td>بەراق</td>
</tr>
<tr>
<td>fond, well disposed</td>
<td>تامراق</td>
</tr>
</tbody>
</table>

This difference in the meaning of adjectives is the reason for the difference in their grammatical characteristics.

In almost all Uyghur grammar books, adjectives are divided into two types:

- Positive [Original] Adjectives
- Relative Adjectives
Primary Adjectives are placed in the Positive Adjective type, but Derived Adjectives are placed in the Relative Adjective type. We do not find this method of classification appropriate because, firstly, other than showing special features of the structure of adjectives, this method of classification is unable to give help in understanding the grammatical characteristics of adjectives; secondly, there is absolutely no basis for calling derived adjectives ‘relative adjectives’ and, in many cases, this title even deviates from the semantic characteristics of the adjectives which are put into that class, since the majority of derived adjectives possess the characteristic of semantic absoluteness (see the above examples).

§3 The Category of Adjectival Degree

Adjectives of Degree/Gradable Adjectives produce the Degree Category by means of inflection. The Degree Category of adjectives is the grammatical category which indicates the difference in degree of the quality expressed by an adjective or the speaker’s subjective feeling about that quality. The degree category of adjectives is divided into four types:

1) Positive (Original) Degree
2) Decreasing Degree
3) Emphatic Degree
4) Endearing Degree

However, these types of degree category cannot just be consistently alternated in all gradable adjectives. Some gradable adjectives can belong to all four of these types, whereas others can only belong to two or three.

1) The Positive (Original) Degree

The original form of Gradable Adjectives represents the Positive Degree of adjectives. The Positive Degree of the adjective indicates the normal degree of the quality expressed by the adjective, e.g.:

He is a cheerful, energetic and amiable young man.

We elected students who are good in all three areas (i.e. morals, intelligence and physical prowess).

2) The Decreasing Degree

The Decreasing Degree form of the adjective is formed by attaching the suffix 'أر' (أر) to the stem of the adjective. For example:

- long — rather long, longish
- small — somewhat small, smallish
- cheerful, energetic — cheerfulish

The Decreasing Degree form of the adjective indicates a slight weakening of the degree of the quality expressed by that adjective as compared to the positive degree. For example:

A tall, rather thin young man came in.

These shoes are a bit small for me.

He speaks Chinese somewhat better than I do.

Sometimes the Decreasing Degree form of the adjective is not used to weaken the degree of the quality, but simply to soften the tone of what is said. For example:

This house is very small. Isn’t there one a bit bigger?

Please could you give me a little more help. In Uyghur grammar books this type of adjectival form is called the Comparative Degree and is explained as being used in comparison. In our view, it is not appropriate to name and explain this form of the adjective in this way, because this is not a form that is used specifically in comparison. In Uyghur, the Comparative Degree of adjectives is not expressed by morphological means, but by...
syntactical means and not only adjectives which have the ‘-راق’//-رماك’ suffix attached to them, but positive degree adjectives also, join this group. For example:

- harder than stone
- as hard as stone
- slightly taller than him
- taller than him

We therefore consider it appropriate to call this form of the adjective the **Decreasing Degree** form, according to the meaning which it expresses.

3) **The Emphatic Degree**

The Emphatic Degree form of the adjective is expressed by first of all pronouncing the first syllable with the sound ‘/ة//ة’ added to its constituent vowel, and then the whole adjective. For example:

- red — bright red
- clear, transparent — really clear, totally transparent
- quiet, still — completely silent, stock-still
- same — exactly the same, identical

Compared to the Positive Degree of the quality expressed by the adjective, the **Emphatic Degree** of the adjective indicates an even greater intensity. For example:

- جوٍ كثيرا خايف جوضهويستيكي ههمه مسله هووقُتَا باباراُرُمَر.
  All nations in the Chinese People’s Republic have **identical** rights.

- شُوْنُكُدُن غَتَبُارَمُن بُيْبُغُيُ بِر دُوْرُ باشَلاِنَدي.
  Since then a **completely new era** has begun.

The weather was clear and it was **absolutely still** in the creek.

**Often the Emphatic Degree** of the adjective does not express the real degree of the quality expressed by the adjective, but the speaker’s **feeling**. For example:

- هاوْتُوْهُقُ، ساْيَنْكُ تُجُيُ تِمِسْنجُ تُدُي.
  A **lovely little** colourful Hotan carpet, with a portrait of a tiger on the mountain top — **pure white** snow, on the mountain slopes— **deep green** pines, and below — **clear blue** ice. (Kayyum Turdi)

**Is it possible to read the newspaper in such a pitch-dark room?**

The **Emphatic Degree** of the adjective is not as productive as the **Decreasing Degree** of the adjective. Adjectives which go into this form are **basically limited to those which indicate color or outward appearance**.

In some Uyghur grammar books, compounds in which adverbs such as ‘خوبما’, ‘تَنْتَاْيْن’, ‘زمب’, ‘غلایت’, ‘نابایتی’, ‘تَخْمُسْ’, ‘تْهَاكْ’ are added in front of the adjective are also included in the ranks of the Emphatic Degree of the adjective. In our opinion it is inappropriate to do this, because the adding of Adverbs of Degree, such as the above, in front of adjectives is a normal syntactical occurrence, and it is not acceptable to include them in the ranks of morphological forms of the adjective.

4) **The Endearing Degree**

The Endearing Degree of the adjective is formed by attaching the suffix ‘- غَنْا/ة//ة’ // to the adjectival stem. For example:

- cool — delightfully **cool**
- cute, lovely — **adorable**, **lovely**, **winsome**
- good, decent, respectable — **fine, nice, splendid**
- clever, skilful — **good at a lot of things**

The Endearing Degree of the adjective indicates that the speaker is indicating the quality expressed by that adjective with a feeling of fondness, or intensification. In other words, the endearing degree of the adjective is entirely related to the speaker’s feeling, e.g.:

- تاْمَنْا يولوْأْس ٌسَوْتَنْي جوْشُوْرُلْغَمْنَ جَقْقُانْشَمْنَ أَرُ ٍخُوْتْمَن ٍغَلْمِمٍِٕٓٔ.
  - تارْتُلْغَانَدْيَإ. (قهْبَيْوًمُ تُرْدَيْ)
  - A **lovely little** colourful Hotan carpet, with a portrait of a tiger
printed on it, had been hung on the wall. (Käyyum Turdi)

— Yaq, — dedi ata, Biekke, yine, hambitul, biri yapta. (Qäfööm Törüdî)

'No,' said father, smiling winsomely. (Qäfööm Törüdî)

'To think,' indicated adjective. (Qäfööm Törüdî)

No, even with this little reservoir, nothing has been completed.

I was only able to do the few little things that needed to be done.

The Endearing Degree of the adjective is one of the most unproductive among the degree forms of the adjective and only a few adjectives go into this form.

§4 The Repeated Form of the Adjective

In Uyghur, quite a large number of Gradable Adjectives can occur in the Repeated Form. For example:

<table>
<thead>
<tr>
<th>English</th>
<th>Uyghur</th>
</tr>
</thead>
<tbody>
<tr>
<td>many little</td>
<td>كچچ-كچچ</td>
</tr>
<tr>
<td>clear and distinct</td>
<td>ثىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىي</td>
</tr>
</tbody>
</table>
| many long | تىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىىï¿½In English this would be counted as an adverbial, rather than an adjectival, usage.
certain universality. Their concrete meaning (what kind of thing or group of things they indicate) is known from the context or by means of a noun acting as a qualifier in the possessive case. e.g.: 

They took the desks into the classroom and arranged them, the new ones in front and the old ones behind.

Apart from as adjectives. which are generally dependent on nominalized or concrete meaning nouns, adjectives can take on the role of adverbs of degree and specific adjectives. For example:

- Footnote 23 (p.105).

§8 Adjective Dependents

The circumstances in which adjectives subordinate other words are as follows:

1. Almost all Gradable Adjectives are able to subordinate to themselves, as adverbial modifiers, adverbs of degree and specific adjectives which can indicate degree. For example:

   - very hot
   - very funny
   - strongest
   - extremely moving
   - very clear
   - a little low
   - light green
   - deep red
   - very scarlet flowers
   - large house
   - necessary step
   - necessary thing

2. Almost all Gradable Adjectives are able to subordinate comparative degree adverbial modifiers which indicate the degree of the quality expressed by the adjective in proportion to the same kind of quality in another object. Such adverbial modifiers are expressed by words in the ablative, similitude and equivalence cases, or by nouns, or words functioning as nouns, combined with postpositions such as 'قارن' (compared to). For example:

   - He is older than Tursun.
   - Where will you find a book better than this?
   - Their dormitory is warmer than our dormitory.
   - This ground is as hard as stone.
   - I don’t have as many books with me as you do.
   - He is slightly shorter than Tursun.

3. In many cases, specific adjectives require dative, ablative or locative case nouns, or words functioning as nouns, to act as adverbial modifiers. For example:

   - to work well
   - to write beautifully

§7 The Role of the Adjective in the Sentence

Apart from when they act as a predicate in the form of a predicate, or are nominalized or take on the role of a noun and function as a noun, adjectives are generally dependent on the nouns with which they are combined and act as qualifiers. This is the grammatical characteristic which is most natural and most common to adjectives. It is possible for some Gradable Adjectives to be dependent on verbs and act as adverbial modifiers. For example:

   - good work, good job
   - scarlet flowers
   - religious matter
   - internal problem
   - tall building
   - non-existent matter
   - necessary thing

27 In English only adverbs or adverbial phrases can take on this role, but see footnote 23 (p.105).
Their house is close to the city.
He is fond of films.
This is an essential book for us.
Their factory is in a village far from the city.
He gave all the materials that he had at hand.

§9 Adjective-formation Affixes

Affixes which Derive Adjectives from Nouns

This is a suffix which is also extremely productive in the formation of adjectives from nouns and is used as follows:

1) When attached to nouns indicating time, it forms adjectives which indicate a characteristic related to the time expressed by that noun.
For example:
- summer (holiday)
- winter (clothes)
- midday (nap) [i.e. siesta]
- morning (meal) [i.e. breakfast]

2) When attached to certain nouns, it forms adjectives which express a characteristic giving rise to the object expressed by that noun.
For example:
- funny (thing)
- sad (news)
- moving (novel)

3) When attached to nouns indicating the name of an administrative district, it forms adjectives which communicate the notion of, ‘at the level of the district expressed by that noun’. For example:
- provincial (government)
- district (party committee)
- county (court, tribunal)
- prefectoral (office)
- regional (people’s congress)

4) When attached to certain nouns which indicate animals used for riding and certain means of transport, it forms adjectives indicating a special feature characterized by riding on that animal or in that vehicle.
For example:
- mounted, (riding) on horseback
- (riding) on a donkey
- (riding) on a bicycle
- (riding) in a car
- (riding) on a cart

28 A home with children is (like) a bazaar, a home without children is (like) a tomb.
This is an extremely productive suffix and when attached to nouns, it forms adjectives which imply a lack of, or an extremely small amount of, the object expressed by that noun. For example:

- illiterate, uneducated
- dry, without water
- boundless, endless, infinite, limitless
- expressionless, lifeless, spiritless; inanimate
- listless, lackadaisical, spiritless, without energy or vigour
- disadvantageous, unprofitable, useless
- childless, without children

Besides being a noun-formation suffix, when attached to certain nouns this suffix also forms adjectives which indicate a characteristic that tends towards the object expressed by that noun. For example:

- trouble-making, fault-finding
- joking, jesting; derisive, ridiculing
- boastful, bragging
- adventurous, daring, risk-taking, venturesome

When attached to certain nouns indicating the names of clothing, it forms adjectives implying that that clothing is being worn, e.g.:

- wearing a vest/T-shirt (i.e. without other clothing on top)
- wearing a sheepskin or fur coat
This suffix has been assimilated from Persian and, when attached to certain nouns, forms adjectives which indicate the characteristic of pursuing or worshipping the object expressed by that noun. For example:

- seeking fame
- power-hungry
- idolatrous, idol-worshipping
- Zoroastrian

This prefix has been assimilated from Persian and is basically attached to certain nouns which have entered the language from Arabic and Persian. It forms adjectives which imply the absence of the object expressed by that noun. For example:

- hopeless, without hope
- indefinite, uncertain, unlikely
- crippled, disabled, lame, maimed

This prefix has been assimilated from Persian and is basically attached to certain nouns which have entered the language from Arabic and Persian. It forms adjectives which indicate the concept of ‘bad/of poor quality/vulgar’ according to the object expressed by that noun. For example:

- tasteless, having a bad taste
- badly-behaved, bad-tempered
- evil-intentioned, evil-minded, ill-tempered, malicious
Affixes which Derive Adjectives from Verbs

When attached to the verb stem, this suffix forms adjectives which indicate the state that has been produced as a result of the action expressed by that verb. For example:

- aching, hurting, painful, sore
- closed, concealed, covered, hidden, shut
- broken, cut, split
- dead; dull; inflexible, rigid
- dry; empty, hollow
- piled up

When attached to the stem of certain verbs, this suffix forms adjectives which indicate a characteristic that has been produced as a result of the action expressed by that verb, or is appropriate to that action. For example:

- wall [lit. hanging] (clock)
- folding (bed)
- raised (house), (house) on stilts
- transferable (banner)
- affected, artificial, false (smile)

When attached to the stem of specific verbs, this suffix forms adjectives indicating a characteristic which tends towards the action expressed by that verb. For example:

- afraid of the cold, cold-blooded (i.e. feeling the cold), nesh
- always picking a fight, combative, pugnacious
- wetting the bed, who wets the bed (of a child)
- slippery (e.g. of a road)
- amiable, congenial, outgoing
- meddlesome
- sticky; nagging, pestering
- smiling, cheerful
- kicking, having a tendency to kick (of animals & children)
acute, incisive, keen, sharp, smart, trenchant
sensitive (of people); with a keen sense of smell (of animals)

When attached to the stem of certain verbal nouns ending in ‘ش’, this suffix forms adjectives indicating a characteristic applicable to, or related to, the action expressed by that verb. For example:

- delicious, good to eat, tasty (food)
- easy to ride, easily ridden (horse)
- comprehensible, intelligible obvious (matter)
- residential
- living, resident, situated, stationed (in)

Furthermore, when attached to the stem of certain participles (verbal adjectives) ending in ‘ما’, this suffix forms adjectives that indicate a characteristic which gives rise to the action expressed by that verb. For example:

- ample
- satisfactory, satisfying
- making happy, pleasing
- miserable, tragic

When attached to the stem of specific verbs, this suffix forms adjectives which indicate a characteristic that has carried out, or will carry out, the action expressed by that verb. For example:

- firm, incisive, resolute, sharp
- ardent, fervent
- downcast, low
- fixed, motionless, stable, static, unchanging

When attached to the stem of time or adverbs that point out relative position, this suffix forms adjectives which imply the time or position expressed by that adverb. For example:

- inner (room)
- later, next, subsequent
- contemporary, present
- nearby, nearer, nearest, over here
- far (off), further, over there

When attached to the end of numeral-measure word phrases, this suffix forms adjectives which indicate a characteristic related to that number or measure word. For example:

- a four ton (truck, machine)
- a one kilometre (jar)
- a five mu field (1 mu = 6.67 are = 667 sq. metres)
- a three month assignment
- a ten day journey (lit. distance)
- fifty households, families

[This village has fifty households.]
Affixes which Derive Adjectives from Adjectives

When attached to specific adjectives that denote colour, this suffix forms adjectives which indicate a paler [or less true] colour compared to that colour. For example:

- bluish, light blue, light green
- reddish
- pale yellow, yellowish
- off-white

This prefix forms adjectives that indicate the negation of specific adjectives assimilated from Arabic and Persian. For example:

- incorrect
- inappropriate
- amateur, inexperienced
- unknown

NUMERALS

<table>
<thead>
<tr>
<th>§1 A Definition of Numerals</th>
</tr>
</thead>
</table>
Numerals are the group of words which indicate the sum or sequence of objects, or their numeric symbol. Numerals serve as the answer to the questions:

- How many?
- What time do you have? What time does your watch say?
- How many?, how much?
- Which number?
- Which class are you in?
- How many?
- How many?, how much?

For example:

- one (1)
- five (5)
- eight (8)
- eleven (11)
- twenty (20)
- eighty two (82)
- one hundred and eighty six (186)

- a thousand (1000)
- a quarter (1/4)
- a thousandth (1/1000)
- around 100
- several thousand
- numerous/thousands
- fifth
- one thousand five hundred (1500)

I have chosen to use the word 'numeral', as opposed to 'number', to avoid any confusion with the grammatical number category which relates to the singular and plural forms of nouns, or words in the role of nouns.
§2 Simple Numerals and Complex Numerals

In Uyghur, numerals are divided into two types, according to their structure:

(a) Simple Numerals

(b) Complex Numerals

(a) Simple Numerals are expressed by just one word.32 The following simple numerals exist in Uyghur:

one (1) پر

sixty (60) تائتمم

twelve (12) تائتمم

eighty (80) سه کسەن

eight (8) سه کسەز

nine (9) توقفۆز

seven (7) پەش

down (100) ھەمەک

twenty (20) پەشگەرەم

thirty (30) توقفۆز

forty (40) قەرەق

fifty (50) ئەللەک

eysie (60) تائتمم

seventy (70) یە تائتمم

eighty (80) سە کسەن

ninety (90) توقفان

a hundred (100) یوز

a thousand (1,000) ئەمەک

a hundred thousand یوز سەھەمەک

a million (1,000,000) مەلیەرەت

a billion (US) (1,000,000,000) ئەمەک مەلیەرەت

Even though it is known that, from a historical standpoint, the numerals 'ئوکسەز' and 'ئوکسەز' were constructed of two words, in the forms 'ئوکسەز توقفان' and 'ئوکسەز توقفان', they have, nevertheless, now lost their dual word form. The word 'one' (پر) sometimes comes in front of the numerals 'ئوکسەز', 'ئوکسەز', 'ئوکسەز', 'ئوکسەز', 'ئوکسەز', and 'ئوکسەز', but the word 'ئوکسەز' does not appear in simple numerals.32 The numeral 'ئوکسەز' is normally counted as a simple numeral and is an exception to this rule. The author does not include it in his list of simple numerals, but he does use it in an example in point (3) of subsection 3 in the section on Approximate Numerals (p.132), where he explicitly makes reference to simple cardinal numerals. I have therefore included it in the list.

(b) Complex Numerals are produced by the combination of simple numerals or complex numerals in a particular relationship. Numerals are combined in the following relationships:

1) The Relationship of Addition

In this relationship, lower place numerals come after higher place numerals and their values are added together.33 For example:

<table>
<thead>
<tr>
<th>Simple Numerals</th>
<th>Complex Numerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>one (1) پر</td>
<td>پر + پر (1 + 1)</td>
</tr>
<tr>
<td>ten (10) پەش</td>
<td>پەش + پەش (10 + 10)</td>
</tr>
<tr>
<td>hundred (100) ئەمەک</td>
<td>ئەمەک + ئەمەک (100 + 100)</td>
</tr>
<tr>
<td>thousand (1,000) ئەمەک</td>
<td>ئەمەک + ئەمەک (1,000 + 1,000)</td>
</tr>
</tbody>
</table>

2) The Relationship of Multiplication

In this relationship, lower place numerals come before higher place numerals and multiply them. For example:

<table>
<thead>
<tr>
<th>Simple Numerals</th>
<th>Complex Numerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>one (1) پر</td>
<td>پر * پر (1 * 1)</td>
</tr>
<tr>
<td>ten (10) پەش</td>
<td>پەش * پەش (10 * 10)</td>
</tr>
<tr>
<td>hundred (100) ئەمەک</td>
<td>ئەمەک * ئەمەک (100 * 100)</td>
</tr>
<tr>
<td>thousand (1,000) ئەمەک</td>
<td>ئەمەک * ئەمەک (1,000 * 1,000)</td>
</tr>
</tbody>
</table>

In Uyghur, Complex Numerals are produced by the combination of at least two and at most around ten or even more simple numerals, according to the above relationships. For example:

seventeen (17) 17 پەش ئەمەک

two hundred and sixty (260) 260 پەش ئەمەک

33 In fact, the word 'ئوکسەز' is normally required in front of 'ئوکسەز' and 'ئوکسەز' when they are not preceded by any other numeral.

34 See footnote 9 on p.50.

35 The Uyghur term literally means, 'The Relationship of Multiplying and Being Multiplied'.
four hundred and ninety six (496)
three thousand four hundred and forty (3,440)
seven thousand six hundred and fifteen (7,615)
twelve thousand eight hundred and ninety three (12,893)
two hundred and
thirteen thousand, seven hundred and thirty four (13,734)
one million, five hundred and twelve thousand, eight hundred and fifty (1,512,850)

two million, three hundred and twenty five thousand, two hundred and fourteen (2,325,214)

§3 Morphological Types of Numerals

In Uyghur, numerals produce various grammatical types by means of inflection and reduplication. These consist of:

1. Cardinal Numerals
2. Approximate Numerals
3. Ordinal Numerals
4. Fractions
5. Allocational or Distributional Numerals
6. Adverbial Numerals
7. ‘Number of Persons’ Numerals
8. Pronominal Numerals

1. Cardinal Numerals

Cardinal Numerals are considered to be the original form of Simple and Complex Numerals. Cardinal Numerals indicate exact whole numbers and, in the sentence, they basically act as modifiers, or sometimes as the predicate. For example:

In our school there are three thousand students.

There are five continents and four oceans in the world.

Chickens and rabbit(s),
fifty, their feet one hundred and two. (Riddle)

In many cases, Cardinal Numerals are dependent on Measure Words and produce Numeral-Measure Word phrases. For example:

five jing/two and a half kilos (of meat)
a one hundred kilometre (journey)
one swallow (of water)
(to go) twice/two times
(to wait for) two hours

2. Approximate Numerals

Approximate numerals indicate an estimated number of objects. In Uyghur, Approximate Numerals are constructed in several ways and each expresses a particular approximate meaning.

1. One kind of Approximate Numeral is formed by the addition of the suffix -چە ‘or’ -چو ‘to Cardinal Numerals. This type of Approximate Numeral expresses an Approximate Numeral which may be slightly more or less than the Cardinal Numeral. For example:

approximately fifty people attended today’s meeting.

There are roughly two thousand students in our school.

2. Another type of Approximate Numeral is constructed by the pairing of two Cardinal Numerals. This kind of Approximate Numeral expresses an estimated numeral within the range of the two Cardinal Numerals. For example:

In writing, a hyphen is placed between the two numerals.
4) Several kinds of Approximate Numerals are constructed when Cardinal Numerals from the hundreds column, or above, occur in the dative case combined with the word ‘بیقت’ (‘تارتویق’ ‘کوب’ ‘نمجچه’). The construction with the word ‘بیقت’ indicates an approximate numeral that is slightly less than that numeral, while the construction combined with the word ‘تارتویق’ ‘کوب’ ‘نمجچه’ indicates an approximate numeral that is more than the cardinal numeral.38 For example:

 Nearly one thousand people attended the meeting.

This team has almost one hundred cattle and over a thousand sheep.

5) One type of Approximate Numeral is formed by attaching the suffix ‘لغان’ (i.e. 100-900) ‘لغان’ (i.e. 100,000-900,000) to Cardinal Numerals from the hundreds column or above, or to large approximate numerals that have been multiplied by the word ‘نمجچه’ (‘تارتویق’ ‘کوب’ ‘نمجچه’). This type of approximate numeral possesses a descriptive quality and signifies the speaker having added the sentiment, ‘so many!’, e.g.:

 This is a matter relevant to millions of people.

Hundreds of scientists have successfully graduated from this school.

Approximate Numerals basically function as qualifiers in the sentence. For example:

 - approximately fifty people
 - several students
 - eighty odd sheep
 - almost a thousand workers
 - more than ten vehicles
 - thousands of people

---

37 In English we do not speak of ‘tens’ objects; I have used the term ‘decade’ in its more general sense of ‘set or group of ten’.

38 (Author’s footnote) Here the words ‘تارتویق’ ‘کوب’ ‘بیقت’ play the role of function words.
It is also possible for some Approximate Numerals to act as a predicate. For example:

- Our team has more than a thousand sheep.

Furthermore, some Approximate Numerals are dependent on measure words and can produce numeral-measure word phrases. E.g.:

- several pounds of meat
- ten plus metres of cloth
- a several thousand kilometre journey
- to go five or six times

3. **Ordinal Numerals** (نهن تاب سان)

Ordinal Numerals are formed by adding the suffix to cardinal numerals and certain approximate numerals. They serve to indicate the order, sequence or rank of objects, or their numeric symbol. For example:

- first (1st)/number one
- second (2nd)/number two
- seventeenth (17th)/number seventeen
- seventh or eighth
- tenth or more

Ordinal Numerals basically function as qualifiers in the sentence. For example:

- We live on the seventh floor of building number seven.
- The second room on the right is our office.

The three main rules of discipline are as follows:

Firstly, to obey leadership in every action; Secondly, not to take even a needle and thread that belongs to the people; Thirdly, to hand over all spoils of war to the management of the public.

**Sometimes Ordinal Numerals also occur in the role of the predicate.** For example:

- My identity card number is 1278.

When linked with measure words that indicate the number of times an action occurs, Ordinal Numerals produce numeral-measure word phrases. For example:

- to see for the first time
- to go a second time

Ordinal Numerals sometimes combine with the suffix -دین ‘-den’ to become conjunctions and serve to link several matters that are connected to a single matter. For example:

- We are not finished, we have to continue with the next thing.

In Uyghur, the words ‘تۆئنچی’ (first), ‘تۆئنچی’ (middle [one]) and ‘تۆئنچی’ (youngest of several) serve to indicate order, but, of these, only the word ‘تۆئنچی’ is considered to be an ordinal numeral, synonymous with ‘تۆئنچی’. The words ‘تۆئنچی’ and ‘تۆئنچی’ do not express the concept of a definite numeral. ‘تۆئنچی’ expresses the sense of ‘which is in the middle’, while ‘تۆئنچی’ and ‘تۆئنچی’ express the sense of ‘last’. Therefore, they are considered to be adjectives.
4. Fractions

A Fraction indicates a part of a number which is smaller than one. Usually it is used to indicate a certain part of an object that constitutes a whole.

Fractions are composed of two Cardinal Numerals which express the Denominator (سورة (مئة (and the Numerator (سورة (ME (مئة (The Cardinal Numeral which expresses the Denominator comes first and is combined with the suffix -ة،ل،yy") then comes the Cardinal Numeral which expresses the Numerator. For example:

three quarters (3/4)
seven tenths (7/10)
a thousandth/one (one) thousandth (1/1000)
five hundredths (5/100)

If Fractions are combined with a Cardinal Numeral (Whole Numeral — the word ‘بوزن’ is added after the Cardinal Numeral and then the Fraction is pronounced. For example:

one and seven tenths (1 7/10)
two and a quarter (2 1/4)

When Fractions serve to express a numerical concept related to a certain object, rather than an abstract numerical concept, they do not usually become sentence components directly, but either join the sentence in the form of a Pronominal Numeral (ثامش) (Thalamash (Saman) (see Subsection 8 — Pronominal Numerals) or, by becoming dependent on the noun ‘قسم’ or ‘بوزن’, produce a noun phrase which subordinates to itself a possessive case noun or pronoun that expresses a whole. For example:

ِتوقحوجلاحارگان لۇغەت، لەکەدەوە دەبەیە، بەردەوەم قەڵەم مۆکاپەتەکان.

One dictionary, two notebooks and one pen were awarded to each of the top students.

ِتوقحوجلاحارگان دەمەنە، دەبەیە، دەبەیە، دەبەیە.

Every one of you is to prepare two notebooks each.

* Normally ‘a quarter’ is expressed by ‘بزرگان’، e.g.: ‘a quarter of a cake — توقحوجلاحارگان بەر پەراچەیی’. 

In Uyghur, there are also the words ‘بەڕم’ (half) and ‘چارەک’ (quarter) which indicate Non-whole Numerals (بەرچەیی (بەرچەیی (بەرچەیی (بەرچەیی. Of these, the word ‘بەڕم’ is extremely widely used in the sense of ‘one half’. With regard to syntactical characteristics, it is the same as Cardinal Numerals. As far as the word ‘چارەک’ is concerned, it only occurs combined with certain words of quantity. For example:

quarter of a century
quarter of an hour
quarter of a ton

5. Distributive Numerals

Distributive Numerals are formed by attaching the suffix ـە/ـه to Cardinal Numerals and certain Approximate Numerals. e.g.:

one each بەرەکن، three each بەرەکن
five each بەرەکن، a hundred each بەرەکن

Distributive Numerals may be subordinate to both nouns and verbs. When they are subordinate to nouns, they indicate that that many objects are connected with each one of a certain number of objects.

For example:

ئەملاچەرگار بەرەکن لەژەتە، لەکەدەوە دەبەیە، بەردەوەم قەڵەم مۆکاپەتەکان.

Girl students comprise one third of the students.

بەرزەکان بەرەکن قەڵەم پەژێنەن کەگەڵەوە.

Three quarters of us have come from the south.

بەو دەرەس بەرەکن دەرەس ئاڤەنسەکان پەژێنەن کەگەڵەوە.

This course accounts for two fifths of the class time.
Two each of these notebooks are to be given to every one of the students.

Line up in fives.

Distributive Numerals are also used in repeated form, or in the form of repeated Cardinal Numerals suffixed with "تير/تيرين". Such repeated Distributive Numerals are basically dependent on verbs and indicate that a certain number of objects are divided off successively, or distributed in a number of places, according to that numeral. For example:

كشلار تيککتیس-تيرين تارققشقا باشلدی.
The people began to disperse in twenties and threes.

یبگی تېڭوْځچرلا تيککتیس-تيرین تارتلتیندی دېلولاندو.
Twenty to thirty new students are arriving every day.

کشلار تيککتیس-تيرين توبهنپ موهاکمه قينشودونو.
People are discussing in groups of four or five.

In grammatical works about the Uyghur language there are various views on this type of numeral. Although this type of numeral is only briefly discussed in 'Modern Uyghur', compiled by Amir Najip and published in Moscow in 1960, it is nevertheless considered to be a grammatical type; in 'Modern Uyghur' compiled by the Uyghur Division of the Kazakh Academy of Sciences, this type of numeral has been combined with the type of numerals to which the suffix لاب- لاب/لاب to Cardinal Numerals and some Approximate Numerals. In several works, nothing is mentioned about this type of numeral.

This type of numeral is extremely widely used in Uyghur and, just as we have seen above, it communicates a unique grammatical meaning, therefore it must certainly take its place in the ranks of grammatical numeral types.

6. Adverbial Numerals

Adverbial Numerals are formed by attaching the suffix لاب- لاب/لاب to Cardinal Numerals and some Approximate Numerals. They are mostly used in repeated form or in the form of a small numeral paired with a larger one. For example:

- in thousands
- in hundreds
- in hundreds and thousands
- in fives or tens
- in ones or twos
- in groups of several tens each

Adverbial Numerals are basically dependent on verbs and indicate that a number of people are connected with a certain action in groups of approximately that number. For example:

زروایه تجلار مغلاب-مغلاب بېچچگا پخپلماقتا.
Visitors are flocking to Beijing in their thousands.

یبگی تېڭوْځچرلا بېگرملیمب-تېڭوْځچرلا دېلولاندی باشلدی.
The new students began to arrive in groups of twenty or thirty.

کشلار بېرلاب-تېککتیس تارققشقا باشلدی.
The people began to disperse in twos or threes.

In many works about the Uyghur language, this type of numeral is made out to be one type of Approximate Numeral. In our opinion, although this type of numeral represents an approximate meaning, it nevertheless differs syntactically from other Approximate Numerals. All other Approximate Numerals are directly dependent on nouns and can serve as qualifiers, but this type of numeral cannot make direct contact with a noun; it is always dependent on a verb, or on the whole sentence and serves as an adverbial modifier. Therefore it is not possible to amalgamate it with Approximate Numerals. As we said in the previous section, it is not possible to amalgamate it with Distributive Numerals either because, firstly, this type of numeral indicates the sense of an estimate, but Distributive Numerals which are formed on the basis of cardinal numerals express an exact numeral; secondly, this type of numeral is only dependent on verbs, but Distributive Numerals may also be dependent on nouns; thirdly, this type of numeral basically only has a connection with the actions of people, whereas Distributive Numerals have a relationship with the action of any kind of object.
In short, it is a little more appropriate to count these numerals as a separate type and to call them Adverbial Numerals.

7. ‘Number of Persons’ Numerals

‘Number of Persons’ Numerals are formed by attaching the suffix ‘ئىيىى’ to Cardinal Numerals and certain Approximate Numerals (when this suffix is attached to numerals which end in a vowel, the initial vowel of the suffix is dropped). For example:

- Someone: برھلمن
- Both: (of us/you/them) نککیلەن
- Ten: (of us/you/them) نچچەیەلەن
- Several: (of us/you/them) بر نچچەیەلەن

‘Number of persons’ Numerals possess the ability to represent that number of people and are used in place of a noun. However, it is not possible to use such numerals in every place where a certain number of persons is indicated. ‘Number of persons’ numerals are generally used in the following situations:

1) When it is not necessary to mention that the objects are people, but only essential to mention their number, ‘number of persons’ numerals are used in place of a noun. For example:

- In our opinion, these names do not convey the essence of this type of numeral, because its essential feature is not in the expression of its ‘assembled’ concept, but rather in that it indicates that number of people. Also, the fact that the numeral ‘one’ (بەر) can be included in this type of numeral, as ‘someone’ (بەرھلمان),

2) As an appositive clarifier after plural personal pronouns, it clarifies the plural personal pronoun numerically. For example:

- برھلمان تؤچگڵار
- نککیلەن تئوتسەر
- نچچەیەلەن تۆئچرەیەن
- بر نچچەیەلەن تۆئچرەیەن

3) It serves to universalize, by means of a numeral, several people who are pointed out by name. In this case the names of the people serve to qualify the ‘Number of Persons’ Numeral. For example:

- مەن، لە هەموەت، تۆرسەن، تۆردەی تۆئچەیەن تاڤاکسەدن.

The four of us — چوکتەم، تۆرەسەن، تۆردەی تۆئچەیەن تاڤاکسەدن.

In almost all Uyghur grammar books, this type of numeral is called an ‘Assembled Numeral’ (ئۆچەیەک سان), or a ‘Common Numeral’ (ئۆچەک سان). In our opinion, these names do not convey the essence of this type of numeral, because its essential feature is not in the expression of its ‘assembled’ concept, but rather in that it indicates that number of people. Also, the fact that the numeral ‘one’ (بەر) can be included in this type of numeral, as ‘someone’ (بەرھلمان),

Therefore it is more appropriate to call this type of numeral a ‘Number of Persons’ Numeral.

8. Pronominal Numerals

Pronominal Numerals are formed by attaching plural ownership-dependent suffixes of the noun to Cardinal, Approximate, Fractional and Ordinal Numerals. For example:

- پەنکەی: تۆچگڵار
- تئوتسەر: تۆئچرەیەن
- تۆئچرەیەن: تۆئچرەیەن

Pronominal Numerals are used in the following ways:

1) When they indicate a certain definite number of individual people, they play the same role as ‘number of persons’ numerals. For example:

- مەن، لە هەموەت، تۆرسەن، تۆردەی تۆئچەیەن تاڤاکسەدن.

Both those newcomers should attend the meeting too.

Are there any more tickets? These three didn’t receive a ticket.

2) As an appositive clarifier after plural personal pronouns, it clarifies the plural personal pronoun numerically. For example:

- پەنکەی: تئوتسەر
- تئوتسەر: تۆئچرەیەن
- تۆئچرەیەن: تۆئچرەیەن

The three of us will form a group, the four of you form a group, and let the five of them form a group.

(Author’s example) — Someone came looking for you today.
Are there any more tickets? These three did not receive a ticket.

The three of us will form a group.

The four of you form a group, and let the five of them form a group.

Three of us from our class do not have a dictionary. Do you both have a dictionary? Do the two of you have a dictionary?

2) The plural or sequential numeral represents one, or one part, of a certain universality. The universality represented by that Pronominal Numeral is known by the noun or pronoun that acts as a qualifier for it in the possessive case, but, when the context is clear, this kind of noun or pronoun may be omitted. For example:

We are four children, two of us are boys and two of us are girls.

One of us is a Uyghur and one an Uzbek.

Five of these books belong to the library and four to the teacher.

Two thirds of the students are from the south of Xinjiang.

They are big apples, two of them come to half a kilo.

The second on the right of those standing is our language teacher.

The first of these buildings is the teaching block, the second dormitories, and the third, the library.

Nothing is said about this type of numeral in Uyghur grammar books. Only Amir Najip, when discussing cardinal numbers, passes a remark on the nominalization of Cardinal Numerals by attaching ownership-dependent suffixes. In fact, especially in oral language, this type of numeral is used even more than the 'Number of Persons' Numeral explained above. Therefore, it is certainly necessary to count it as a separate type of numeral and to insert it in the ranks of grammatical numeral types.

§4 Special Uses of Numerals

1. The Direct Nominalization of Numerals

Sometimes, especially in mathematics, Uyghur Cardinal Numerals and Fractions serve to express abstract numeral concepts. In such cases they are directly nominalized, inflected according to case category, and perform the task of a noun in the sentence. e.g.:

Eight is an even number.

Five plus four equals nine. (5 + 4 = 9)

Eleven minus five equals six. (11 - 5 = 6)

A quarter plus a quarter equals a half. (1/4 + 1/4 = 1/2)

Ten divided by five equals two. (10 ÷ 5 = 2)

Ten divided by five equals two.

2. The Direct Pronominalization of Numerals

Cardinal Numerals and certain Approximate Numerals are sometimes directly pronominalized and act as grammatical objects in the accusative case. They indicate a portion (which is made clear by that numeral) of a certain type of object that is known from the context or expressed by a noun in the ablative case. For example:

1. Where did you buy this pen? I want to buy one too.
If you’re going to buy envelopes, please get me ten at the same time.
2. How much are apples a jing? Please weigh me five or six of them.

I’m going to buy one of these pens too.
Please give me ten envelopes and ten ten fen stamps.

3. Numerals Serving as Nouns of Time

In Uyghur, certain Cardinal Numerals become nouns, in specific contexts:

1) When Cardinal Numerals become predicates and serve to subordinate the words (with reference to that day of the month) or (with reference to that day of the week) they indicate an opinion about which day of the month, or which day of the week, it is. For example:

Today is the fifteenth (of the month).

Today is the twenty second of February.

Tomorrow will be Friday (the 5th [day of the week]) and the day after tomorrow will be Saturday (the sixth [day of the week]).

2) When Cardinal Numerals which take the ownership-dependent suffix subordinate the words (of the month) or (of the week), they indicate that sequential day of the month or week and are used synonymously with the expression (e.g.):

1) - نجي كون (بئین برینې كون) - بئینلا دئولئ باریبسمئر.
The first (the first day) of October is our national holiday.

2) - نئي توئینك (بئین برینې كون) قادئ.
This matter has been left until Tuesday (until the second day) of next week.

3) - نئي توئینك (بئین برینې كون) تئی جیلئدئو.
The meeting will be held on the fourth (on the fourth day) of the coming month.

3) Cardinal Numerals which follow the word (in Uyghur) indicate the name of a time that is reckoned according to the hour, and are inflected like nouns. For example:

The time’s five o’clock.

It’s five (minutes) past four o’clock.

4) Numerals Serving to Express Age

In the Uyghur language, Cardinal Numerals and certain Approximate Numerals in specific contexts, especially when dependent on the verbs (or), signify years of age according to that numeral. For example:
This year he has become fully twenty (years of age).

You’re grown up now, you’re over twenty.

Even though he has turned seventy, he works continuously.

His oldest child is about fifteen or sixteen.

That man is old too; he has turned eighty something.

In the annual examination he got 95 (%) for language, 98 (%) for mathematics and 100 (%) for politics.

If you give an answer like that I’ll give you 100 (%).

It’s not easy to get 100 (%) for every subject.

In the annual examination he got 95 (%) for language, 98 (%) for mathematics and 100 (%) for politics.

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8. Special Uses of the Numeral: (One)

In Uyghur, besides expressing a numeric concept, the numeral ' bers ' is used in the following special senses:

1) As a qualifier, it serves to accentuate the qualified object. e.g.: 

She's very skilled at kicking the shuttlecock; she kicked it a hundred and fifty times without letting it fall.

2) As a qualifier, it serves to point out a particular one of the type of object expressed by the qualified word. e.g.: 

This is an extremely complicated problem.

3) It indicates similarity/likeliness or togetherness. When it occurs in such senses it may fulfill the function of a qualifier, a predicate, or an adverbial modifier, in the sentence. For example:

We live (together) with them. (adverbial modifier)

We are both of one mind. (qualifier)

We both have the same opinion. (lit. The opinion of both of us is the same. (predicate)

4) In front of adjectives or verbs, it serves as an adverbial modifier and serves to intensify the meaning of the adjective or verb. e.g.: 

He's a really shy child.

In fact, it denotes that the qualified person or thing is unknown, or unspecified.

5) When repeated, it functions as a conjunction. For example:

He had shouted really loudly, but they all just kept quiet.

First he looks that way, then he looks this way.

First I try to do it that way, then I try to do it this way; it just doesn't work at all.

6) When combined with other words, it plays a word-formation role. For example:

adverb         for a moment/momentarily

adjective      a bit, a little

pronoun        each one, everyone

§5 Numeral Dependents

Situations in which numerals subordinate other words to themselves are very rarely seen. It is only possible for specific adjectives and adverbs such as ' bers ' (exactly/fully), ' bers ' (exactly) and ' bers ' (less one/one less than), and specific phrases such as ' bers ', (almost/slightly less than) and ' bers ', (less two/two less than) to be dependent on numerals. e.g.: 

Bers ay daya/ga bers daya. (exactly)

Approximately one thousand people attended the meeting.

I counted; there are exactly ten.

There are exactly ten students in our class.

He arrived in forty nine days (lit. ... one less than fifty days).

' bers ' is also used adverbially, as in, ' bers ' — ' bers ' (exact) — ' bers '

Please wait a little.'
Chapter 6
MEASURE WORDS
(سقدار)

§1 A Definition of Measure Words
(مقدارنکه مفهومی)
Measure Words are the class of words which indicate a unit of calculation for objects and actions. The highlighted words in the following phrases are considered to be Measure Words:

five people
three fish
three jing of meat
one lump of sugar
five bales/bundles of goods
a hundred kilometre journey
ten kilograms of cotton

The following objects are Measure Words:

a pinch of flour
a handful of sunflower seeds
half a cup of water
a box of books
a trunkful of books

In Uyghur, things which have a fixed capacity, and nouns which indicate time, may occur as Measure Words. When nouns occur as Measure Words, they lose their uniquely nominal characteristics and acquire characteristics which are exclusive to Measure Words (rather than indicating the concept of an object, they indicate the concept of a measure and are inflected according to grammatical forms specific to Measure Words). Therefore, nouns of this kind which occur in the function of Measure Words are called role-shifted measure words. The following highlighted words are reckoned to be role-shifted Measure Words:

a box of books/a trunkful of books
a one-roomed house
two cups of (lit. dishes of) tea
a truckload of coal
2. Object Measure Words and Action Measure Words

Measure Words are classified, according to their meaning and combinatory faculty, as:

a) Object Measure Words
b) Action Measure Words

a) Object Measure Words. Measure Words which combine with nouns, and indicate a unit of calculation for objects, belong to the Object Measure Words. For example:
- two beams/girders
- a three-roomed house
- a suit of clothes
- two truckloads of coal
- five tonnes of wheat
- three sacks of flour
- twenty metres of cloth
- four litres of milk
- fifty kilograms of meat

b) Action Measure Words. Measure Words which combine with verbs, and indicate a unit of calculation for actions, belong to the Action Measure Words. For example:
- to go twice/two times
- to play three matches
- to talk for two hours
- to study for five years
- to rest for ten minutes

3. Counting Measure Words and Measuring Measure Words

According to their meaning, Object Measure Words are further divided into:

a) Counting Measure Words
b) Measuring Measure Words

a) Counting Measure Words. Measure Words which indicate the actual units of countable objects belong to the Counting Measure Words. There are not as many Counting Measure Words in Uyghur as in Chinese, because, in Uyghur, it is possible to express directly, by means of only a numeral, the quantity of a great many countable objects. For example:

- a/one river
- five mountains
- two aeroplanes

In Uyghur only a few Counting Measure Words are encountered, such as:

- تؤت تاث (indicating a ‘person’ unit) e.g.: two students
- تؤت تاح (indicating a unit for various articles and equipment) e.g.: one plate
- تؤت تله ثورودوق (indicating a unit for plants) e.g.: an apple tree
- تؤت تله ثالما (indicating a unit for elongated things and some fruits) e.g.: a beam/girder
- تؤت ثال لم (indicating a unit for flat things) e.g.: two books

b) Measuring Measure Words. Measure Words which combine with verbs, and indicate a unit of calculation for objects, belong to the Measuring Measure Words. For example:

- to work for five years
- to stay for four days
Furthermore, the Measure Words 'ئهبر' 'دابنه' and 'تبقين' 'ئارتوق' are not usually used, unless occasionally with stylistic significance.

b) Measuring Measure Words. Measure Words which indicate units for calculating measurement, other than units for calculating non-countable objects and the actual units of countable objects, belong to the measuring Measure Words. For example:

- a bucket of water
- a 100 km journey
- a box of matches
- a gallon/drum of oil
- a bag of flour
- a class of students
- a bottle of beer
- a carload of people
- five jing of meat
- a flock of sheep

§3 Grammatical Characteristics of Measure Words

1. Because Measure Words are a class of words which indicate units of calculation, they are usually combined with numerals and used in the form of Numeral-Measure Word phrases. Therefore, when we speak of the grammatical characteristics of Measure Words we are basically talking about the grammatical characteristics of Numeral-Measure Word phrases. Numeral-Measure Word phrases possess the following characteristics:

1) Numeral-Measure Word phrases — i) are produced by Cardinal Numerals and Approximate Numerals serving as qualifiers to Measure Words. ii) When Approximate Numerals formed by means of the suffix 'ئهبر' 'تبقين' or 'ئارتوق' and Distributive Numerals are combined with a Measure Word, the numeral suffix is transferred to the measure word; iii) when Approximate Numerals constructed by means of the words 'ئارتوق' 'تبقين' are combined with a measure word, the words 'ئارتوق' 'تبقين' are attached to the measure word. For example:

i) five lengths/pieces (of rope)  
   twenty mu (of land)  
   two jing (of meat)  
   (to go) twice/two times  
   several metres (of cloth)  
   two or three (trees)  

ii) approximately one dish (of water)  
    about two hundred grams (of fat)  
    (to stay for) about two months  
    (to write) one (article) each  
    (to go) two times each  

iii) more than two jing (of meat)  

It is also possible for certain Ordinal Numerals to qualify Measure Words and produce Numeral-Measure Word phrases. For example:

(to go) a second time  
the first showing (of a film)  

2) When Numeral-Measure Word phrases are dependent on nouns or noun phrases, they act as qualifiers in the sentence, and when dependent on verbs or verb phrases, they act as adverbial modifiers. For example:

- five lengths/pieces of rope  
- ten jing of sheep’s fat  
- two tins of red paint  
- to study for five years  
- to attend three times  

3) When a Numeral-Measure Word phrase is combined with the 3rd person ownership-dependent nominal suffix, it is pronominalized and functions as a noun representing a numerable portion (expressed by that Numeral-Measure Word phrase) of an object known from the context, or an object expressed by a noun acting
as a qualifier in the possessive case. For example:

جومى تۇت تۇننا كومۇر كەكەن، تۇنەسەسي سەن تەل، بەر تۇنەسەسي

There are four tonnes of coal altogether;

منە تالايى.
you take three tonnes of it and I’ll take one (tonne of it).

بۆ يایاچاردەن تەن تەپی قەرەبايى. بەش تەپی تەپەک. سەکەر تەپی قەرەباگە.

Ten of these pieces of timber are pine, five pieces are poplar and eight pieces are elm.

We will

بۆ یەرەنکە بەش مویسا یۆگەداي. بەش مویسا شەل تەپەمژ. یەکەر شەشە پەمشەکرگەم. plant wheat on five mu of this land and rice on five mu of it.

In Uyghur, when the cost of objects per measure unit is being talked about, the pronominalized form of the Numeral-Measure Word phrase, produced by combining that measure word with the numeral 'بر' (one), is used and, in many cases, the numeral 'بر' (one) is omitted and only the measure word itself occurs. For example:

بۆ تەخشەنیکە (بر) چەگەئە ێپۆئ؟

How much are these pears per jing?

بۆ رەخەنیکە (بر) مەبەری تەلەئە یۆمەن چەگەن.

This material is six yuan per metre.

How much are eggs apiece?

تۆخەنیکە (بر) دەتەسی قاتەچە ێپۆئ؟

2. Some measure words are adverbialized by the addition of the suffix -لەب/لەم، and act as adverbial modifiers, dependent on verbs. They indicate that the action expressed by the verb is carried out according to that measure. For example:

کەسەل جغەڵەکە كەدە نەرادپەب چەقمەدە (مەقەل)

Illness comes in pounds and goes out in ounces. (proverb)

The enemy دۆشمەن چەپىلاوەری تەوەلەم، چەپەر یەوەتەشە باشلەدە.

armies began to be wiped out by regiments and by divisions.

بەر شەهەرەدە یۆساقمەدە، بەزەده تەپەمژ چەپر چووشەنتە دەمەدە.

Even though we are in the same city, we are sometimes unable to see each other for months on end.

بۆ تەرەسە بەزە چوونی، مەشەنە کەچەپەر چووشەنتە دەوەکەمەدە.

We have a great deal of this stuff, even if you carry it away by the truckload, you won’t be able to get to the end of it.

In almost all Uyghur grammar books, Measure Words are not considered to be a word group, but, just as we have seen above, there are quite a few Measure Words in Uyghur. Whether semantically, or grammatically, they possess unique characteristics and are fully qualified to be a separate word group. If Measure Words are not distinguished as a word group in grammar, firstly, a situation arises in which a great many proper Measure Words such as: 'مەسەنیکە، سەر، کەلەوەرەم، چوونا' cannot be put into any word group, because they differ from nouns in not indicating an object and in not inflecting according to number, ownership-dependence and case; they differ from numerals in not indicating a specific number of objects; they differ from adjectives in being qualified by numerals and not inflecting according to degree; and it is even more impossible to put them into other word groups.

Secondly, it is impossible to give an explanation of the grammatical relationship of two nouns coming one after the other in such phrases as: 'بەر ماسەنا چەپر ' (a truckload of coal), 'مەکەکە ساندەوەکە گەنەب' (two trunkloads of books), 'بەر چووشەنتە دۆرا' (a spoonful of medicine), because, in Uyghur, nouns in the nominative case can only serve as qualifiers to nouns which express an object that, in some sense, belongs to the same type as themselves.

Thirdly, in such phrases as 'بەر چووشەنتەکە ماي ' (approximately one dish of oil), 'بەر خەتاچەدەك تەوەن ' (around a sackful of flour), 'بەر چووشەنتەکە قەرەما ' (to drink one spoonful each time), it is not possible to give the words "خەتاچەدەك" 'چووشەنتەک" 'قەرەما" an explanation which expresses approximate and distributive meanings rather than expressing the meanings of equivalence case, similitude case and ablative case. These problems can only be solved if a word group is divided off which consists solely of Measure Words.

The author also includes in this list the words 'چەپەر ' (a pinch) and 'چەپەر ' (a mouthful), but these are basically nouns and therefore belong to the role-shifted measure words.
Chapter 7
ADVERBS
(روئوش) 

§1 A Definition of Adverbs
(روئوشک معنی)
Adverbs are the group of words which indicate the action and circumstances related to the characteristic features of an object. When we say 'the action and circumstances connected to the characteristic features of an object', such things as the time, place, means, state and quality of an action, and the degree of the characteristic features of an object, are included. For example:

deliberately, intentionally
completely, extremely, really, too
this year
beforehand, in advance
just, just now
always, eternally, for ever
all (through the winter)
generally, on the whole
bravely/fearlessly/heroically
leisurely, light-heartedly
firmly, tightly

in three days time
at once, immediately
all summer (long)
just (now), in a little while
for the time being, temporarily
after, afterwards, later
always, eternally, forever
always, frequently, often

next year
last year
all winter (long)
just now
now
before, previously
always

§2 Classification of Adverbs According to Meaning
(روئوشک مهنگه چسبانگی)
Adverbs are divided into the following types according to their meaning:

1. **Adverbs of Time**
(روئوشک مهنگه چسبانگی)
today
the day after tomorrow

in three days time
at once, immediately
all summer (long)
just (now), in a little while
for the time being, temporarily
after, afterwards, later
always, eternally, forever
always, frequently, often

next year
last year
all winter (long)
just now
now
before, previously
always
Adverbs of Manner
(حالات مفعولية)
bravely, determinedly 
with a bang, with a clasp
with a flash, with a sparkle
like a farmer
in form or appearance, going through the motions
brutally, cruelly, ferociously, tenibly
deliberately, for a reason, intentionally, on purpose

1. Adverbs basically do not inflect. It is possible for a few adverbs to combine with the suffix -اًر/ءاراً/ءأر and to have a slightly weakened meaning. For example:

2. Adverbs function as adverbial modifiers in the sentence and are dependent on the verbs, adjectives and adverbs with which they are combined. For example:

3. Adverbs are able to subordinate to themselves specific adverbs of degree as adverbial modifiers. For example:

4. It is possible for certain adverbs to be nominalized and used in place of a noun. For example:

5. e.g. ‘I’ve put on a bit of weight.’
§4 Adverbialized Words and Phrases

(بندقان هایوئنلار کئچپریئی هدرکت فنکطؤد)

1. In the Uyghur language, situations are frequently encountered in which words from word classes other than Adverbs, especially certain grammatical forms of nouns, or certain syntactical noun compounds, are adverbialized. Although some such words and phrases are similar in form to other words or phrases (for example, nouns or noun phrases), nevertheless, in reality, they only function as adverbs; for example, although the phrase 'ئەمەن ئەناقت ' (every nation) and 'ئەمەن تادەم ' (every house), in reality it acts only as an adverb (always, constantly). Others occur in their own role in certain contexts and in an adverbial role in other contexts. For example, although the word 'کئچپریئ ' in the phrase 'قەشەهەر کئچپریئ ' (a Kashgar night) occurs in its own role indicating a 3rd person ownership-dependent meaning, in the sentence:

بەنداقە بەئەواختار کئچپریئی هەدرکتە فنکەوەد.

Such animals are active at night.

the word 'کئچپریئ ' is an adverb. We distinguish such words and phrases from proper adverbs and call them adverbialized words and phrases.

In Uyghur, numerous time words combined with the 3rd person ownership-dependent nominal suffix, or qualified by other words, function as adverbs. For example:

by day, in the daytime
by a winter's day
on a summer's day
daily, every day
yearly, every year
on a previous day, the previous day
last year, in the previous year

In Uyghur, there are also many repeated nouns with the infix 'ئو ' between them, that function as adverbs. Such nouns generally serve to indicate the sense of 'not excepting even one of the many things expressed by that noun'. For example:

from house to house, from door to door, room by room
from street to street, street by street
from yard to yard, yard by yard/from house to house
year by year, from year to year
month by month, from month to month
hour by hour

A few such adverbialized expressions have turned into adverbs entirely and, in some of them, phonetic changes have taken place. For example:

today
ahead, forward
suddenly, unexpectedly
anew, afresh, from the beginning/scratch
in unison, simultaneously

§5 Adverb-formation Suffixes

(بەئەواختار پەسەکەچی قەشوەمچئەر)

لەرەچە/لەرەچە — ◇

This suffix is attached to certain nouns and adjectives acting as nouns. It forms Adverbs which indicate that a particular action is carried out in a manner specific to the object expressed by that noun. For example:

in the same way as an older brother, like an older brother

humanely

in a brotherly way, in a comradely manner

heroically (a political term)

brutally, cruelly, ferociously, terribly

foolishly, stupidly

When attached to certain nouns, this suffix forms adverbs which indicate that a particular action is carried out in a similar way to
the action of the object expressed by that noun. For example:

(to crow) like a cock
(to swim) like a frog
(to bleat) like a goat

◊ — چنسگا/چنسگه —
When attached to certain nouns, this suffix forms Adverbs which indicate that a particular action is carried out in a manner that is specific to the object expressed by that noun. For example:

(to bind [something]) like a farmer
(to tie [someone/sth.] up) like a soldier
(to speak) like a storyteller

◊ — چی/چیم —
Apart from adverbializing Numerals and Measure Words (see Chapter 5, Numerals, and Chapter 6, Measure Words), this suffix, when attached to certain adjectives, also adverbializes them and, when attached to certain nouns or noun phrases, forms Adverbs which indicate that a particular action is carried out by means of the object expressed by that noun. For example:

(to produce) in large quantities
(to examine) in detail
(to hold) with both hands
(to flee) apace [lit. on four feet]

◊ — چنده —
When attached to certain Imitative Words, this suffix forms Adverbs indicating that a particular action is carried out in the way expressed

by that imitative word. (When this suffix is attached to an imitative word, the final sound of the imitative word is repeated). For example:

جغشده قلماق

to jump, to miss a beat (of the heart, from fear, anxiety, etc.)
(to sit) dejectedly
(to light up) with a flash
(to put [sth.] down) with a slam or a bang
[i.e. in anger]
(to get up) suddenly, (to stand up) with a start

◊ — ینی —
When attached to Adjectives which have been formed by the addition of the suffix 'لیاق/لیاق/لیاق/', to certain time nouns, this suffix forms Adverbs which indicate that time. For example:

in summer, in the summertime
in winter, in the wintertime
in spring, in the springtime
in autumn, in the autumn
every day
at noon, every noon in the evenings

◊ — ینیم —
This suffix has been assimilated from Arabic and, when attached to certain nouns which have entered the language from Arabic, it forms Adverbs which indicate that a particular action is carried out according to the concept expressed by that noun. For example:

apparently, in appearance, in form, ostensibly
according to content or meaning, meaningfully
deliberately, intentionally, on purpose
generally, on the whole
in reply, in response, in return
completely, entirely, fully

---

52 Note also the adverbialized forms 'کونللمب' (for days) and 'پبللاب' (for years/long-term).
53 I have chosen to use the term 'imitative word' rather than 'onomatopoeic word' for 'ئامد سر', because in Uyghur, such words may refer to feelings and to sensory perceptions other than sounds.
When attached to certain adverbs of time, this suffix forms Adverbs which indicate **the range of the time expressed by that adverb**. For example:

- briefly, for the time being, temporarily
- during the course of today, today
- during the course of this year, for this year, this year
- a bit later, in a moment, soon after

When attached to certain adverbs of time, this suffix forms Adverbs which indicate **the concept of the duration of the time expressed by that adverb**. For example:

- all through the winter, all winter long
- all summer, all through the summer, all summer long
- all night, all through the night, all night long

When attached to certain adjectives, this suffix adverbializes them and, when attached to certain nouns, forms Adverbs which indicate that a particular action is carried out in a manner that is specific to the type of person expressed by that noun. For example:

- fairly, unselfishly, willingly
- brutally, cruelly, ferociously
- bravely, heroically
- foolishly, stupidly
- victoriously
- in a friendly manner

---

54 I have added this suffix as it has not been included by the author.

---

Chapter 8

**PRONOUNS**

§1 A Definition of Pronouns

Pronouns are a class of words which take the place of nouns, adjectives, numerals, numeral-measure words, and adverbs, but instead of expressing explicitly the objects, or the quality, number or measure unit of the objects, or states connected with the action of the objects, they express them in some respect as a generalization. e.g., the pronoun 'من' (I) takes the place of a noun, but rather than indicating a specific person, it indicates any person who stands in the place of the speaker (the 1st person). The pronoun 'همة' (any, every, whichever) takes the place of an adjective, but rather than expressing a particular quality, it indicates every kind of quality, completely without exception. The pronoun 'همة' (all) takes the place of a numeral or numeral-measure word phrase, but it does not indicate a specific numeral or measure unit plus numeral. The pronoun 'همة' (whenever) takes the place of an adverb of time, but instead of indicating a particular time, it indicates any time within a certain range.

§2 Types of Pronoun

Pronouns are divided into the following seven types according to their meaning:

1. **Personal Pronouns** [See §4] e.g.:
   - I: بز
   - you (sg. ordinary): سمن
   - you (pl. ordinary): سلم
   - he, she: تو

---

I have added this suffix as it has not been included by the author.
2. **Demonstrative Pronouns** [See §5] e.g.:

- This: ىو
- That: تؤو
- That (... over there): تؤو

3. **Interrogative Pronouns** [See §6] e.g.:

- Who: كم
- What: ىنم

4. **Reflexive Pronouns** [See §7] e.g.:

- Myself: ىؤزم
- Yourself (sg. ordinary): تؤزم
- Ourselves: تؤزم

5. **Comprehensive Pronouns** [See §8] e.g.:

- All: همرك
- Everybody, everyone: همرك
- Always, at all times: بارلق

6. **Negative Pronouns** [See §9] e.g.:

- No one, anyone: ىچقم
- No kind of, any: ىچقاتاق
- Nothing, anything: ىچچيم

7. **Indefinite Pronouns** [See §10] e.g.:

- Someone (or other): كمدور
- Some ... or other, for some reason (or other): قانافئوز
- Something (or other): نبمدور
- Someone (or other): تللكم

---

### §3 Grammatical Properties of Pronouns

The distinguishing of Pronouns as a special word class has been based on common lexical and semantic characteristics such as the fact that they do not explicitly express the quality, number, or measure of objects, or the states related to the action of those objects, but they express a certain generalization. This word class, which consists of 'replacement words', does not possess grammatical properties that are common to all its constituent pronouns.

Basically, pronouns possess all, or some of, the grammatical properties of the word class from which the word comes that they are replacing. Some types of pronoun also express grammatical characteristics that are unique to pronouns belonging to that type.

Therefore, it is only possible to clarify the grammatical properties of pronouns by an explanation of each and every pronominal type, with reference to specific pronouns. When discussing the grammatical properties of specific pronouns, we designate pronouns which take the place of nouns as **Noun Pronouns**, pronouns which take the place of adjectives as **Adjective Pronouns**, pronouns which take the place of numerals or numeral-measure word phrases as **Numeral-Measure Word Pronouns**, and pronouns which take the place of adverbs as **Adverb Pronouns**.

### §4 Personal Pronouns

1. **Personal Pronouns express an object abstractly, from the standpoint of the speaker, the hearer, and the person or object spoken about**, therefore, firstly, they are divided into three persons:

   - ![1st person (speaker)](shaخش(سرژلوکچی))
   - ![2nd person (hearer)](shaخش(تاکلماغیچی))
   - ![3rd person (person or object spoken about)](shaخش(سرژلوکچی))

These are further differentiated with respect to number, being divided into **singular** and **plural**.

---

56 The root meaning of the word 'تاماش' is 'an exchange or replacement'.

57 The author states that it is only the 1st and 2nd person personal pronouns which are differentiated according to number, but, in fact, the 3rd person personal pronoun also has singular and plural forms, the plural being constructed in the regular way by the addition of the suffix 'لاً', whereas the 1st and 2nd person forms use different words for singular and plural (but see point 3, subsection 2 on page 173).
The 2nd person is divided into four types which differ with regard to the type of address:

a) Ordinary Type (singular and plural)

b) Refined (Polite) Type (only singular)

c) Respectful Type (singular and plural)

d) Disrespectful Type (only plural)

Of these, the Ordinary and Respectful Types are differentiated with respect to number, being divided into singular and plural. The Refined Type consists only of a singular form and the Disrespectful Type only of a plural form. Hence, personal pronouns include the following:

I 1st p. sg. pers. pr. (indicates the speaker)
we 1st p. pl. pers. pr. (indicates a group including the speaker)
you 2nd p. sg. ordinary personal pronoun (used in addressing the hearer in an ordinary way)
you 2nd p. sg. refined personal pronoun (used in addressing the hearer politely)
you 2nd p. sg. respectful pers. pr. (used in addressing the hearer respectfully)
you 2nd p. pl. ordinary pers. pr. (used in addressing two or more hearers, or a group of people including the hearer, in an ordinary way)
you 2nd p. pl. disrespectful pers. pr. (used in addressing two or more hearers, or a group including the hearer, in a disrespectful way)
you 2nd p. pl. respectful pers. pr. (used in addressing two or more hearers, or a group including the hearer, respectfully)

he/she/it 3rd p. sg. pers. pr. (indicates the person or thing being discussed)
they 3rd p. pl. pers. pr. (indicates two or more people or things that are being discussed)

It is possible to demonstrate the above types of Personal Pronouns according to the following chart:

<table>
<thead>
<tr>
<th>Uyghur Personal Pronouns</th>
<th>1st person</th>
<th>2nd person</th>
<th>3rd person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>singular</td>
<td>plural</td>
<td>singular</td>
</tr>
<tr>
<td></td>
<td>ordinary type</td>
<td>refined (polite) type</td>
<td>respectful type</td>
</tr>
<tr>
<td></td>
<td>respectful type</td>
<td>plural type</td>
<td></td>
</tr>
<tr>
<td></td>
<td>disrespectful type</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Uyghur, there are 1st person forms such as, ‘پیچر’ (your lowly servant) or ‘گومسلار’ (your humble servants), which are used as self-deprecatory designations, and ‘جاپابن’ which is used (sometimes in satire) in addressing a 2nd person in an especially respectful manner. These may also be counted as personal pronouns.
2. Personal Pronouns belong to the Noun Pronouns. They inflect according to case category and combine with postpositions, exactly like nouns. When the pronouns 'әйә', 'әмд', 'әмд' and 'әмд' are combined with certain case suffixes, certain phonetic changes occur. e.g.:

my (not мый) to you, for you (not мый)

When the pronoun 'әмд' combines with the postpositions 'әйә', 'әмд' and 'әмд', it takes the possessive case; when the pronouns 'әмд', 'әмд' and 'әмд' combine with those postpositions, they may either be in the nominative case or the possessive case. For example:

with him әмд бәлән for him әмд бәлән
with me мый бәлән/мый бәлән for me мый бәлән/мый бәлән
with you мый бәлән/мый бәлән for you мый бәлән/мый бәлән
with us мый бәлән/мый бәлән/мый бәлән for us мый бәлән/мый бәлән/мый бәлән
with you мый бәлән/мый бәлән/мый бәлән for you мый бәлән/мый бәлән/мый бәлән

Personal pronouns which have been inflected with case suffixes or combined with postpositions play the same role in the sentence as nouns inflected with the same cases or combined with the same postpositions. For example:

I am a worker, you are a student, and he is a white-collar worker. (nominative)

Ахмат is a close friend of mine. (possessive)

They did many helpful things for us. (nominative + dative)

Please go ahead, I'll guide you. (nominative + accusative)

Do you have a spare ticket (on you)? (locative)

I came one day later than him. (nominative + ablative)

Are these all the materials you have on you? (locative-qualitative)

3. Personal pronouns differ from nouns in the following features:

1) They do not inflect according to ownership-dependent category. This point is related to their lexical meaning.

2) Also, apart from in the 3rd person, they do not inflect according to number category, because their plural forms have become fixed as separate words (lexical units). The pronoun 'әмд' may also sometimes be encountered in the form 'әмд', but its meaning does not change.

3) They cannot take qualifiers.

4) When they act as the subject, they require the person, number and type of address [i.e. degree of politeness] of the verbs which act as their predicates to be the same as their own. (The details of this will be discussed in Chapter 11, §2, The Person Category [of the Finite Verb]). Also, when they act as qualifiers in the possessive case, they require the person, number, and type of address of the
nouns which they qualify to be the same as their own (This has been discussed in the subsection on The Possessive Case of the noun in Chapter 3, §5).

4. The sense of 1st and 2nd person personal pronouns which act as the subject is always known from the personal (finite) forms of the verbs which act as their predicates. Likewise, the sense of 1st and 2nd person personal pronouns which act as a qualifier is always known from the ownership-dependent form of the qualified noun. Therefore, 1st and 2nd person personal pronouns which act as the subject, or as a qualifier in the form of the possessive case, are only used in particularly emphatic circumstances; at other times they are omitted. For example:

- بؤکونگی یبغنغا سلهدر دن كم قاتنشندو؟
  'Which of you will attend today’s meeting?'

- I will attend.'

- ممن قاتنشمن.
  بؤگونگی یبغنغا بس قاتنشامیمز، بیگی توغوچچالار قاتنشندو.
  We won’t be attending today’s meeting, the new students will (attend).

أی سئنیتبنت سلمنک سئینیگلاز بوروق تیکن.

Your classroom is brighter than this one.

سینیگلاز بوروق یتخکن. لوغشتگنی کوروب پاکایچو.

How about letting me have a look at your dictionary.

In these sentences the subjects and qualifiers have not been especially emphasized, therefore, the pronouns 'ممن' and 'بؤکم' which act as subjects in the first two sentences, and the pronouns 'سلمنک' and 'سینیگلاز' which act as qualifiers in the second two sentences, have been omitted.

§5 Demonstrative Pronouns
(کورستنی تاماشالیری)

1. Demonstrative Pronouns express or clarify objects, or various qualities and states, by means of a sign, or by a method linked to the context. For example:

1) Who is this?

بؤکم؟

2) Our dormitory is in that apartment block.

بؤیغنغا بس یزوم قاتنشامیز.

3) We are also going to attend that meeting.

سینیقانداق باراساک، ممنمو سهنداق پارمه.

4) However you go, I’ll go like that too.

The pronoun 'یز' in sentence (1) serves to indicate a person pointed out by, and standing close to, the speaker; the pronoun 'یزوم' in sentence (2) serves to clarify an apartment block pointed out by and somewhat further from the speaker; the pronoun 'یزه' in sentence (3) serves to clarify by means of linking it to a sentence spoken previously; and the pronoun 'یزوم' in sentence (4) serves to indicate the quality of the action 'پارمهی', by linking it to the previous clause.

2. The following Demonstrative Pronouns are used in Uyghur:

◊ یز

(i) Firstly, this pronoun expresses, or clarifies, a nearby object indicated by the speaker, or that the hearer is also looking at, e.g.:
Secondly, it expresses, or clarifies, a previously mentioned object which is close to, or considered to be close to, the speaker, e.g.:

I bought this for myself and this for my younger brother.

I bought this book for myself and this dictionary for my younger brother.

This work was written 900 years ago.

(i) Firstly, this pronoun expresses, or clarifies, an object which has been pointed out by another person and is somewhat distant from the speaker. For example:

- Is this today’s newspaper?
- No, that’s an old one.
- Is this your book?
- No, that (book)’s not mine.

(ii) Secondly, it expresses, or clarifies, a previously mentioned object which is somewhat distant from the speaker, or which the speaker considers to be so. For example:

I bought another of those dictionaries; I’m going to give it to my younger brother.

Tursun has written an article; it (this article) will soon be published.
This pronoun has been produced by the combination of the particle ‘ Mana’ and the pronoun ‘Wu’, which have become merged by undergoing phonetic changes. It expresses, or singles out, a somewhat distant object which has been indicated by the speaker. For example:
I bought this one for myself and that one over there for my younger brother.

This pronoun sometimes also occurs in the form ‘Wu’, especially when it functions as a qualifier. For example:
You rotten old ideology is of no use in these times.’

This is another pronoun which has been produced by the combination of the particle ‘ Mana’ and the pronoun ‘Wu’, which have become merged by undergoing phonetic changes. Besides (i) being used in the same way as the pronoun ‘Wu’, it also expresses (ii) the sense of ‘the following’. For example:
(i) I bought this one for myself and this one for my younger brother.
(ii) Coupled with this dictionary for my younger brother.

We must pay attention to the following: 1) ...; 2) ...

---

This pronoun has been produced by the combination of the particle ‘ Mana’ and the pronoun ‘Wu’, which have become merged by undergoing phonetic changes. It expresses, or singles out, a somewhat distant object which has been indicated by the speaker. For example:
I bought this one for myself and that one over there for my younger brother.

Those that you can see standing over there in the distance are the No. 6 production team of this densely populated residential district. (Â. Hashim)

This pronoun sometimes also occurs in the form ‘Wu’, especially when it functions as a qualifier. For example:
Those over there are the residential district’s No. 6 production team.

Please bring that dictionary over there and let me have a look (at it).

The more the pronunciation of this pronoun is lengthened, the further away the indicated object is understood to be. For example:
That’s our home, that one over there is Ahmät’s family home and that one way over there is Tursun’s family home.
This pronoun has been produced by the combination of the particle 'مات' and the pronoun 'شئ' and by contraction resulting from phonetic change.

(i) Firstly, it expresses, or clarifies, affirmatively a nearby object which has been asked about or is being searched for. For example:

'Is this their house?'
'Yes, this is the very one.'

This pronoun is intended to refer to an object which has been asked about or is being searched for.

(ii) Secondly, it expresses or clarifies, in a particularly emphatic way, a nearby object which has been previously mentioned, or which the hearer is also looking at. For example:

The whole of this melon patch belongs to you, Bahar,' I used to say, 'you can choose to pick them for yourself.' (Z. Kadir)

This pronoun is used in N. Xinjiang. 'مشه' is used in Kashgar.

58 'ناش' is the form used in Kashgar.

59 This pronoun is used in N. Xinjiang. 'مشه' is used in Kashgar.
This pronoun has been produced by contracting the phrase 'تَمْشَئَ (that very place)' into a single word, and is still used in that sense. For example:

Are you still there? in that very place?

This pronoun is a contraction of the phrase 'مَنىء (this very place) and is still used in that sense. For example:

Please come right here, I've something to say to you.

3. Demonstrative Pronouns basically belong to the Noun Pronouns and possess the following characteristics:

1) They inflect according to number category and occur in singular and plural forms. For example:

this — these        that — those
that — those         this — these
this — these
that (over there) — those (over there)
this very — these very
that very — those very

2) They inflect according to case category. However, when singular Demonstrative Pronouns are combined with case suffixes, they only take possessive and accusative case suffixes directly. Before accepting the remaining case suffixes they first of all combine with the suffix 'بَنَلَكَ'.

For example:

This is mine. That is Äkhmat's.
That is good. Who is that?
What is the name of this?
What is inside that?
Yes, take that one.
Look at this.

This is better than that one over there, isn't it?
It’s in that very one.
Give this up./Abstain from this.
Give this up./Abstain from this.
Where is this one's medicine?
It’s difficult to find a dictionary like this one.
You write like this too!
Children like this are working in the fields.
Where did you work till then?
This is the very thing I’ve been looking for.

*Author’s footnote* We have not included the pronouns 'مَنىء' and 'تَمْشَئ' here, because they behave in exactly the same way as nouns.

60 'ماِيِه' is the form used in Kashgar.

61 (Author's footnote) We have not included the pronouns 'مَنىء', 'تَمْشَئ', 'مَنىء', 'تَمْشَئ', 'مَنىء', 'تَمْشَئ', 'مَنىء', 'تَمْشَئ', 'مَنىء', 'تَمْشَئ' here, because they behave in exactly the same way as nouns.
3) Certain old case forms of some Demonstrative Pronouns are used alongside the modern case forms. These old case forms are shown in the following chart:

<table>
<thead>
<tr>
<th>Case</th>
<th>Old Case Forms of Demonstrative Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>nominative</td>
<td>بَيْنَاءَ مُلْكِيَّةَ هُنَّاءَ مُلْكِيَّةَ هُنَّاءَ</td>
</tr>
<tr>
<td>dative</td>
<td>عَلَى مُلْكِيَّةَ هُنَّاءَ مُلْكِيَّةَ هُنَّاءَ</td>
</tr>
<tr>
<td>locative</td>
<td>مُلْكِيَّةَ هُنَّاءَ مُلْكِيَّةَ هُنَّاءَ</td>
</tr>
<tr>
<td>ablative</td>
<td>عَلَى مُلْكِيَّةَ هُنَّاءَ مُلْكِيَّةَ هُنَّاءَ</td>
</tr>
<tr>
<td>locative quali-</td>
<td>مُلْكِيَّةَ هُنَّاءَ مُلْكِيَّةَ هُنَّاءَ</td>
</tr>
<tr>
<td>limitative</td>
<td></td>
</tr>
<tr>
<td>similitude</td>
<td>كِيْنَكَ مُلْكِيَّةَ هُنَّاءَ مُلْكِيَّةَ هُنَّاءَ</td>
</tr>
<tr>
<td>equivalence</td>
<td>كِيْنَكَ مُلْكِيَّةَ هُنَّاءَ مُلْكِيَّةَ هُنَّاءَ</td>
</tr>
</tbody>
</table>

(i) The similitude and equivalence case forms of demonstrative pronouns are mostly used in place of the modern similitude and equivalence case forms, while the modern forms of these pronouns are used very little. For example:

It is necessary to pay attention to such conditions as these.

A ladle like this for a pot like that. (proverb) [i.e. For every wrongdoing there is a just punishment.]

Their house is not as big as that.

Effendi, will even such a big pan as that do? (Násirdin Effendi Anecdotes)

Do you keep someone waiting just like that?

We defended the property of our co-op as our own lives, in this way we were able to pile up grain.

I have another dictionary like the one you saw.

Where can so many people be accommodated?
As is the camel, so will its sores be. (The bigger the camel, the bigger its saddle sores.) (proverb)

(ii) When the forms 'shonjnqal' or 'monjnqal' are intensified, they may also occur as 'monjnqal'. For example:

Where can so many people be accommodated?

How did you climb up to such a high place?

Is there any need for such shouting.

(iii) The form 'monjnqal' is also used in the sense of 'like the following' (vii). For example:

Mussolini was unable to sleep; he had a dream; in the dream he saw something like this/...like the following:... (L. Mutällip)

He said to himself as follows: 'No, it simply isn’t possible to be like this'.

(iv) The forms 'shonjnqal' and 'monjnqal' also serve to intensify certain adjectives. For example:

Have you seen their garden? It’s so beautiful.

In the garden I see plane trees; on the mountain — pines,

Zhou Zungli comes before my eyes,

His radiant face so simple, so calm. (A. Khoja)

(v) — These are used in poetry in the same way as their modern dative case counterparts. For example:

Having hacked off the head of your enemy, do not let it remain in your hometown; To this the light of conscience in your heart invites you. (Nim Shehit)

My society has apportioned to you a task.

You must carry it out, pay attention to that. (Nim Shehit)

(vi) — Besides being used in poetry in the same way as its modern dative case counterpart, this pronoun is also widely used as a linking conjunction in compound cause-and-effect sentences.

e.g.:

He said: 'My mother also showed sympathy and at the same time Prayed for our safe journey.

Having shed tears, she became our supporter;

Whatever you say, for that I am prepared. (A. Ötkür)

(vii) — In poetry these are used, according to their sequence, to mean 'here' (thither), 'hither' (thither), or 'thither'.
Menn Baraismekin lazima, ya'ar kibere munden.

I wonder whether I'll go there, or my sweetheart will come here.

If a lover needs a lover, maybe he'll set out for here. (folk-song)

(viii) — This is used in poetry in the sense of (a) 'there' (who), or (b) 'at that time, then' (who). For example:

Kwal qawwala da yin da yar muktar, wani yin da yar muktar.

Chin tunsansikin, ina da yin da yar muktar. (Id. Shehit)

(a) Born on your wide bosom and raised there.
Landed there in the field of true humanity. (Id. Shehit)

(b) If then I were to meet those who had broken the bond of that tryst, what would they say if at that time I told them to their faces what they had said wrong. (T. Eliyuw)

(ix) — Firstly, these pronouns are used in poetry in the same way as their modern ablative case counterparts. For example:

Tuwade ya'aryi muktar da fahimun, wa da yin da yar muktar.

Fa za ta'limu bihuwa, za da yin da yar muktar. (Id. Shehit)

Sometimes, at home, I think they made speeches with these words, 'This is the blessing of girls and women,' I think they said. (Id. Shehit)

Tuwande ka'amada shaddun muktar da kwarshadi.

Kerim tala'da sa'awut malak, mirla' yi'ada ke. (Id. Shehit)

In prison, everything was different from that.
Kerim gained many, many lessons. (A. Ötkür)

Of these, those which occur in certain phrases indicating time are also widely used in oral language. For example:

after this
mo'addun (yakinda) kiyas = yakinda kiyas
mo'addun (yakinda) ta'awal = yakinda ta'awal

after that
mo'addun (yakinda) kiyas = yakinda kiyas

Tandun (yakinda) kiyas = yakinda kiyas

because of that/for that reason
shu'udun yindi da yar muktar

Secondly, they are used in poetry, in the sense of 'here, hence' (wai yin da yar muktar), 'from there, thence' (wai yin da yar muktar), according to their sequence. For example:

Beginning of Cairene, you'll be there.

When I go from here I may go to Cairo,' From there I may write again of what I long for.

From there you may receive the fragrance of your child,
I miss your flowers of every hue. (Id. Shehit)

(x) — These are basically used in poetry and, besides being used in the same way as their modern locative-qualitative case counterparts, they are also used in the sense of 'in/of this place', 'in of this place' (wai yin da yar muktar), according to their sequence. e.g.:

- Gower dawu ya'aryi yin da yar muktar da yin da yar muktar.

- Tuzungan Rafael da yin da yar muktar da yin da yar muktar.

They are as beautiful as a dense forest,
The countless oil derricks lined up there. (A. Ötkür)

(xi) — These are used, according to their sequence, in the sense of 'by then, in the meantime' (wai ya'anyin shafiqane), 'or until then, until now, up to that time' (wai ya'anyin shafiqake). For example:

- 'Tuhmmat kasa yi'adun kasa ya'ayin abin da yin da yar muktar, na'ayin shafiqake yin da yar muktar.

- When Akhmāt comes, start the meeting;

- I may have returned by then.

- Minku ya'anyin bar, dakuri ya'ayin yi'adun kasa yi'adun abin da yin da yar muktar.

- Tursun, who had been sitting there silently up to that time, suddenly lifted his head and said, 'I have an objection'.
4) Demonstrative Pronouns also occur in combination with certain postpositions, however, when combined in the singular with the postpositions 
'toğornuk', 'bölmen', and 'bölmen', the suffix 'toğornuk' is first of all 
attached to end of the pronouns. For example:

- with this: بوئنسک بولمن
- with that: بوئنسک بولمن
- with this: بوئنسک بولمن
- with that: بوئنسک بولمن
- with this: بوئنسک بولمن
- with that: بوئنسک بولمن
- with this very: بوئنسک بولمن
- with that very: بوئنسک بولمن

Demonstrative Pronouns combined with postpositions have the 
same grammatical meaning as noun-postposition constructions com-
bined with the same postpositions and play the same role in the 
sentence as they do. For example:

Boğornulqq, mën tognulq othuq, tariqat 'yäqoqalamış.'
I chatted with him about this for a long time.

Mën tognulq othuq, boğornulq othuq, belmen, tariqat 'yäqoqalamış.'
I spoke with him about that.

That pen won’t do, write with this one.
A lot of effort is needed for this.  
Boğornulq, k̢op 't̢urşuqgalıq k̢or.  
T̢e jurye, transliterasyon, òpule, boğornulq.  
Meetings were held to exchange experiences; 
by means of this everyone’s understanding was enhanced.

Compared to this one, that one is better.

5) Demonstrative Pronouns in the nominative case which act as 
qualifiers differ from nouns. Nouns can only act as nominative 
case qualifiers to nouns which express an object that belongs, in 
some respect, to the same type as the object expressed by themselves, 
or which expresses another name for the object expressed by them-
selves (For example: It is possible to say 'yägaq toğornuk', 'wood[en] house'),

There are certain restrictions. However, Demonstrative Pronouns are not subject to such 
restrictions. They can act as qualifiers in the nominative case to 
any noun. For example:

- this person: بوئنسک تادم
- that city: بوئنسک داھم
- this house: بوئنسک تادم
- that field over there: بوئنسک داھم
- this fire/this grass: بوئنسک تادم
- that book: بوئنسک داھم
- this mountain: بوئنسک تادم
- that lesson: بوئنسک داھم
- this heart: بوئنسک تادم
- that doctor: بوئنسک داھم
- this matter/problem: بوئنسک تادم
- that direction/side: بوئنسک داھم
- that letter: بوئنسک تادم
- that girl: بوئنسک تادم
- that meeting: بوئنسک تادم
- that county: بوئنسک تادم
- that river: بوئنسک تادم
- that storm: بوئنسک تادم
- this hill: بوئنسک تادم
- that field over there: بوئنسک تادم
- that very: بوئنسک تادم
- that very: بوئنسک تادم
- this very: بوئنسک تادم
- this very: بوئنسک تادم

Sometimes, when the particle 'mana' is inserted in front of the 
pronouns 'yo' and 'yor', and the particles 'mana', 'yor' or 'mana' in front of 
the pronoun 'yor', they intensify those pronouns even more. E.g.:

Mën boğornulq, k̢op 't̢urşuqgalıq k̢or.  
Meetings were held to exchange experiences; 
by means of this everyone’s understanding was enhanced.

These are the things I intend to say.  
That’s what I said.

§6 Interrogative Pronouns
(Sıtoral Taamashlari)

1. Interrogative Pronouns function as questions regarding the name, 
quality or number of objects, or the quality or time of an action. 
The following interrogative pronouns are used in Uyghur:
(i) 'What kind of book is this?'
   'It's a good book.'
(ii) 'How did you get into the house?'
   'I came in by the back door.'

Sometimes this pronoun serves as an exclamatory intensifier for adjectives. For example:

Look, how lovely this garden is!

How beautiful moonlit nights are in the fields!

Qa'ajun — (when) is a question about time. For example:

'When did you come?'
'I came yesterday.'

'When will your task be finished?'
'In a little while.'

This pronoun is also sometimes used in the sense of 'it's [been] quite a while, it's been a long time'

Qa'ajun (نه) (when) is a question about quantity. For example:

'How many people came?'
'15 people came.'

'What day of the month is it today?'
(lit. As regards the [day of the] month, how many is it today?)

'I'm late.'

Qa'ajun (نه) (which) is a question about a certain object belonging to a particular type. For example:

Qa'ajun (نه) (which) is a question about a certain object belonging to a particular type. For example:

'Teacher Tursun.'

Qa'ajun (نه) (which) is a question about a certain object belonging to a particular type. For example:

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'Teacher Tursun.'

Qa'ajun (نه) (which) is a question about a certain object belonging to a particular type. For example:

'Teacher Tursun.'
The quantity or number, e.g.:

Many years passed, let whoever can remember what happened in that time.

◊

(نچمچل) قاجنسلک (how much, how many) is a question about quantity or a certain measure. For example:

\[ \begin{align*}
\text{'How many people came?'} \\
\text{15 people came.'}
\end{align*} \]

How much oil does this container hold?’

\[ \begin{align*}
\text{'It holds five kilos of oil.'}
\end{align*} \]

How big is their house?’

\[ \begin{align*}
\text{'As big as this one.'}
\end{align*} \]

◊

(قەرەن) قەرەن (where) has been produced by contracting the old interrogative pronoun ‘قەرەن’ and the noun ‘بەرە’ into a single word, and is a question about direction or place. For example:

\[ \begin{align*}
\text{Where is the hottest place in Xinjiang?}
\end{align*} \]

Turpan is the hottest (place).

\[ \begin{align*}
\text{Where did you grow up?}
\end{align*} \]

I grew up in Urumqi.

◊

(نه) نه (where) has been produced as a result of joining the old interrogative pronoun ‘نه’ and the noun ‘بەرە’ to form ‘نەبەرە’, and then dropping the word ‘نە’. It is used in the same sense as the pronoun ‘قەرەن’. For example:

\[ \begin{align*}
\text{Where is the hottest place in Xinjiang?}
\end{align*} \]

Turpan is the hottest (place).

\[ \begin{align*}
\text{Where did you grow up?}
\end{align*} \]

I grew up in Urumqi.

◊

(نەبەرەن) نەبەرەن (where) has been produced by fixing the phrase ‘بەرە bەرە’ in the dative case and then contracting it into a single word. It is used in the sense of ‘why, for what reason’ (بەرە bەرە). For example:

\[ \begin{align*}
\text{Why didn't you go to the lesson?}
\end{align*} \]

\[ \begin{align*}
\text{Why are there only a few people today?}
\end{align*} \]

◊

(نه) نه (where) has been produced by combining the old interrogative pronoun ‘نه’ with the word ‘قەرەن’.

62 (Author's footnote) This pronoun is still used in poetry in the sense of 'بەرە' (what).

63 In Kashgar 'نه' is used in preference to 'قەرەن'.

64 The form 'نەبەرەن' is used in Northern Xinjiang.
Sometimes this pronoun is used in the sense of ‘it’s [been] a while, it’s [been] a long time’.

For example:

- When did you arrive?
- I arrived quite a while ago.

This pronoun [actually a pronominal phrase], has been produced by combining the old interrogative pronoun ‘ne’ with the noun ‘waqat’, and is used in the same sense as ‘ne kum’. For example:

- ‘AT what time did you arrive yesterday?’
- ‘I arrived at ten o’clock.’
- ‘AT what time did you arrive yesterday?’
- ‘I arrived at ten o’clock.’

This pronoun is used in literary works in the sense of ‘why’.

For example:

Why should a beauty not lie tossing in flirtatious sleep,
When her lover stands waiting, having opened the bright windows?!
(L. Mutallip)
What a tall building this is! m

How he’s changed now, hasn’t he?

My! What lovely singers these are! (Z. Kadir)

This pronoun has been divided off from the 3rd person ownership-dependent form of the pronoun ‘ئیم’ and is usually used in the sense of (a) ‘what part of [lit. it’s where]’ (ئیم) or, after nominalized participles, (b) ‘what’s this about … [lit. what kind of matter is this]’ (ئیم). For example:

(a) Because Pāhrat was young گوئی بچه نیستم. (م. کورنیر) himself, he said in a specially open-hearted way ‘Hey, are there any parts of it you don’t understand?’.’ (M. Kevir)

What part of it is bad?

What’s this about your not coming yesterday?

What’s this about your saying you didn’t know?

2. Due to the variety of grammatical characteristics of Interrogative Pronouns, they are considered to be the most typical type of pronoun. According to their grammatical characteristics, interrogative pronouns are divided into four types:

1) Noun Pronouns
2) Adjective Pronouns
3) Numerical Pronouns
4) Adverb Pronouns

The pronouns ئ، ی، ی، ی and ی and ی belong to the Noun Pronouns. They inflect according to the number and case categories of the noun and play the same role as

nouns in the sentence. For example:

Who attended the conference? مه جلسه که می‌شناسی؟
What other things/What else do you need? سایر چیزها یا نیازهای دیگری؟
Whom did you elect? کمند سایل ضدگلاری؟
What are you afraid of? نهمی‌ی خشونتی؟

Which places did you go to on your way here?

Where have you been?

Where did you go for a stroll?

Where did you go to on your way here?

Which way is north?

From when till when were you speaking?

At what time/When did you go to sleep?

The pronouns ی, ی and ی inflect according to ownership-dependent category (when the ownership-dependent suffix is added to ی, an ‘ی’ occurs at the end of the pronoun). For example:

What else are you short of?

What don’t we have? We have everything.

What relation is Turdi to him? یه شخصیت به کم که؟ [lit. Turdi is his what?] Is he his older brother?

I still don’t یه چیزی که نمی‌دانم. I still don’t

Where does it hurt? What part of you hurts?

The pronoun ی is basically not considered to inflect according to ownership-dependent category, except in specific places such as ی (Which one of you are you making a fool of?) and ی (Whom do I have apart from you?), The pronoun یا does not inflect either.

2) The pronouns ی, ی and ی belong to the Adjective Pronouns. They are directly dependent on nouns in the sentence and function as qualifiers. The pronouns ی and ی are
also dependent on verbs and adjectives and function as adverbial modifiers. For example:

What kind of books do you need?

What apartment block do you live in?

How did you come?

Which apartment block is this strange house?

The pronoun ‘may also sometimes occur combined with the decreasing degree adjectival suffix. For example:

How are things getting on?

What kinds of books are there?

Like adjectives, the pronoun ‘also combines with the 3rd person ownership-dependent nominal suffix and acquires the characteristics of a noun pronoun. It inflects according to case and functions as a noun in the sentence. For example:

‘Could I have a look at those shoes?’

‘What kind do you need, winter ones or summer ones?’

‘I’ve bought a bicycle.’

When combined with the nominal ownership-dependent suffix, the pronoun ‘acquires the characteristics of a personal pronoun. It inflects according to case and acts as a noun in the sentence, e.g.:

Which of us are going?

Which one of you is going?

Which of you don’t have dictionaries?

When forms of this kind act as qualifiers in the possessive case, the ownership-dependent form of the qualified noun is usually in the 3rd person singular. Only nouns qualified by a 2nd person form may sometimes be in the second person. For example:

Which one of our dictionaries will you take?

Which of you don’t have a dictionary?

Which of them don’t have a dictionary?

The pronouns ‘(نهجه) and ‘belong to the Numerical-Measure Word Pronouns. Of these, the pronoun ‘is a question relating to cardinal numerals and, besides acting directly as a qualifier, when combined with suffixes which form numerals such as ordinal numerals, distributive numerals, ‘number of persons’ numerals and pronominal numerals, it becomes a question relating to those kinds of numerals and plays the same role as those numerals in the sentence. For example:

How many people came?

What number apartment block are you in?

How many notebooks did they give to each of you?

How many (people) came?

How many of us are going?

How many of you did he invite?

How many of them weren’t there enough tickets for?

The pronoun ‘(نهجه) is a question relating to a numeral or a quantity and, besides acting directly as a qualifier or an adverbial modifier, when combined with the approximate numeral-formation suffix ‘ـهـ’ or the distributive numeral suffix ‘ـمن’ it is a question relating to approximate numerals or quantities, or distributive numerals or quantities, and acts as that kind of numeral.
or quantity in the sentence. For example:

How many people attended the meeting?

How big a crop did you harvest this year?

How long did you stay in Urumqi?

How long did they wait for you?

Approximately how big a crop did you harvest this year?

How much money came in for each Labour Day?

When combined with nominal ownership-dependent suffixes (mainly with the 3rd person ownership-dependent suffix), this pronoun acquires the characteristics of a Noun Pronoun. It then becomes a question relating to a part of a certain object, inflects according to case category, and functions as a noun in the sentence. For example:

How much of this money can I buy a book for?

4) The pronouns 'ئینابه, 'ئینانفسكه, 'ئینانفسكله, 'ئيناقا') belong to the adverb pronouns and act directly as adverbial modifiers in the sentence (see the previous examples). Of these, only the pronoun 'ئيناقا' may sometimes combine with a particular case suffix, or a certain postposition, and act as an adverbial modifier in the sentence. For example:

How long will it be before this problem is solved?

When will we start this job?

Since when have you been working at that place?

5) Although the pronoun 'ئینابه' belongs to the Noun Pronouns, it does not inflect fully according to case category and does not combine with postpositions. It mainly occurs in the nominative case as subject or predicate. For example:

Is there any part (of it) you don’t understand?

What’s this about your saying you’re not going?

6) It is rather difficult to say exactly which word class the pronoun 65 'ئینابه' possesses characteristics of. It is a special kind of interrogative pronoun which only acts as a predicate in the sentence. For example:

Where is Tursun?

Where’s my one? Where’s the one for me?

Where is it — your book?

§7 Reflexive Pronouns

1. The Reflexive Pronoun consists of the single word 'ئینابه', but it is always used in conjunction with the nominal ownership-dependent suffixes. Its forms, when combined with the ownership-dependent suffixes, are as shown in the chart on the following page.

Although the forms of the reflexive pronoun are combined with the ownership-dependent suffixes, they do not express the concept of dependence, they only match pronouns with nouns related to themselves in person, number and type of address (in the 2nd person). For example:

65 (Author's footnote) The pronoun 'ئینابه' which occurs in such places as: 'ئینابه' (Please, let me have a look.), 'ئینابه' (Well, let’s start the meeting.,) and 'ئینابه' (Well, how about letting him come!), is not considered to be a pronoun, but a particle.
The Reflexive Pronoun

<table>
<thead>
<tr>
<th>1st person</th>
<th>singular</th>
<th>you</th>
<th>yourselves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>توزوم</td>
<td>توزوم</td>
<td>توزوم</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd person</th>
<th>singular</th>
<th>you</th>
<th>yourselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>ordinary type</td>
<td>توزوم</td>
<td>توزوم</td>
<td>توزوم</td>
</tr>
<tr>
<td>refined (polite) type</td>
<td>توزومک</td>
<td>توزومک</td>
<td>توزومک</td>
</tr>
<tr>
<td>respectful type</td>
<td>سلی (توزومک)</td>
<td>سلی (توزومک)</td>
<td>سلی (توزومک)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd person</th>
<th>singular</th>
<th>you</th>
<th>yourselves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>توزوم</td>
<td>توزوم</td>
<td>توزوم</td>
</tr>
</tbody>
</table>

These forms of the Possessive Pronoun possess nominal characteristics and inflect fully according to case category or occur joined with postpositions. For example:

myself توزوم | ourselves توزوم کد
my توزومنک | our توزومنک
myself توزومک | ourselves توزومک کد

The function of Reflexive Pronouns in the sentence is exactly the same as the function of nouns in the sentence.

2. Reflexive Pronouns are used as follows:

1) If the target of a sentence is repeated in the same sentence [i.e. both words have the same referent], but constitutes another sentence element, it is expressed by a reflexive pronoun. In such cases, the reflexive pronoun acts as a different sentence element in the status of another word. For example:

I criticized myself.

Did you buy this jacket for yourself?

66 For example: 'I just wanted to come' (I just felt like asking).
He took us into his home.

2) When the activity or independence of the subject is emphasized, or it is necessary to repeat the subject in the same sentence, an appropriate form of the reflexive pronoun is used, together with the pronoun or noun which expresses that subject. Other sentence elements may sometimes come between the pronoun, or noun, which expresses the subject and the reflexive pronoun. For example:

No-one invited me, I came myself. ... I just came.

When the time is up, this lathe stops by itself.

Don’t (you) torment yourself.

We will solve this problem for ourselves.

Mashurakhun hadn’t even noticed himself that he had reached some far away place. (T. Samsak)

3) When distinguishing a certain thing from other things, or when specially accentuating it, a reflexive pronoun appropriate to the pronouns or nouns which express that object is used together with them. In such cases, the pronouns or nouns which express the object are in the possessive case (although sometimes the case suffix is omitted) and act as a qualifier to the reflexive pronoun. For example:

That man himself is the perpetrator of this affair.

It’s up to you (yourself).

After using the dictionary, return it to me.

This kind of material is produced in this very place (itself).

4) Reflexive pronouns such as themselves, each other, and one another which occur side by side, with one in the nominative case and the other in a different case, are sometimes contracted into the forms they- (...).e.g.: نبمحقا شوندانم همدب تؤزومني نهيسلدم.

I scolded myself for having acted like that.

The enemy of study is being satisfied with oneself.

Now we are also able to keep ourselves supplied with grain.

5) In most situations, 1st and 2nd person personal pronouns which are side by side with, or dependent on, a reflexive pronoun are omitted and, when the context is clear, 3rd person personal pronouns or nouns are also omitted. For example:

Did you come alone? [lit. (you) yourself ... ?]

Couldn’t you ask me? [lit. (my)self]

‘Does Äkhmät know about this matter?’

‘Try asking Äkhmät himself/Try asking him’

6) When 1st and 2nd person Reflexive Pronouns act as qualifiers in the possessive case, the qualified noun usually takes the 3rd person ownership-dependent suffix, but may also sometimes take an ownership-dependent suffix the same as that of the reflexive pronoun. For example:

These side-by-side and paired forms are emphatic.
7) A Reflexive Pronoun which acts as a qualifier in the possessive case is generally abbreviated and just used in the form 'my', but, in such cases, the noun must definitely take ownership-dependent suffixes which are the same as those of the full form of the reflexive pronoun. For example:

The happiness of my own home lies in the freedom of my hands and feet. (proverb)

A king may do as he pleases in his own palace.

You say your (own) opinion is correct and he says his (own) opinion is correct.

We base our reliance on our own ability.

§8 Comprehensive Pronouns

1. Comprehensive Pronouns indicate a certain number of things, or every kind of quantity, numeral, measure or time, being without exception [i.e. included]. The following comprehensive pronouns are used in Uyghur:

All the water is flowing in this direction.

Sometimes this pronoun may also occur in the sense of 'all kinds of' or 'any, any kind of, every'. For example:

الله يغفر لي ومالي (هفقاته) (خليموخلي) (هنقاناق) (هنقاناق). For example:

Now there are all kinds of goods in the bazaar.

Anybody can do such a small thing.

The pronoun 'ههمه' (all), occurs in place of the full quantity or measure of a certain number of objects. For example:

All the teachers and students in our school attended the meeting.

All the water is flowing in this direction.

(ii) Secondly, it indicates every part of an object. For example:

The news spread through the whole city in a flash.

The pronoun 'ههمه' (all), occurs in place of the full quantity or measure of a certain number of objects. e.g.:

All the teachers and students in our school attended the meeting.

All the water is flowing in this direction.

This is all the money I have.

This is all I have. This is all I possess.
In specific situations, the pronoun ‘بارچه’ is used synonymously with ‘بارچه‘ (all). For example:

All the teachers and students in our school attended the meeting.

All the birds are singing together.

On its own, or combined with the numeral ‘هم’ (each, every), the pronoun ‘هم‘ (each, every) indicates every one of a certain number of objects or, combined with ‘لكی‘ or a higher numeral, it indicates every unit of that number within a certain number of objects. For example:

Everybody should sit in their own place.

He has written an essay.

There should be one teacher to every five students.

Take this medicine once every four hours.

When this pronoun serves to indicate every one of certain units of time, it is usually linked directly with the words which express those time units (the numeral ‘هم‘ does not occur). For example:

every day هر روز
every year هر سال

‘هم‘ is not counted as a pronoun when it occurs in such places as:

He asked both of us.

There are excellent books in his house.

In the former sentence it is considered to be a particle, and in the latter, a special kind of adjective.

The pronoun ‘همکر’ (everybody, everyone) indicates every one of a certain number of people. For example:

Everyone is capable of this work.

This kind of opportunity does not keep coming to everybody.

The pronoun ‘همکر‘ occurs in the sense of ‘anything, any kind of action, everything’ (همکر (every single thing) or ‘everything’). For example:

He is capable of anything.68

This material is useful for everything.

The pronoun ‘همکر‘ (all kinds of, any, every kind of, every type of, whatever) indicates every one of all kinds of qualities.

Every person is capable of this work.

Attention must be paid to this matter in every kind of undertaking.

In this way we are ready to overcome all kinds of difficulties.

This pronoun may sometimes occur just in the form ‘هم‘. e.g.:

When I am faced with all kinds of disaster, I say it is my own bad luck. (song)

Attention must be paid to this matter in every kind of undertaking.

The pronoun ‘همکار‘ (each, every [one], each and every) serves to indicate every one of, and the total number of, a certain number

68 This sentence has both a negative and a positive connotation.
of objects. For example:

A representative from every one of our country’s minority nationalities also attended the meeting.

Our relations with the people of each and every country have become even closer.

◊ همراهان —

The pronoun `همراهان` (always, at all times) indicates time without exception. For example:

The door of our co-operative is always open to those who want to join.

Be ready to leave at all times.

◊ همراهچه —

The pronoun `همراهچه` (however, to whatever degree, no matter how) indicates degree without exception. For example:

No matter how heavy a thing may be, he can still lift it.

However bad I may be, I know you still remember me (lit. ... I believe I can still reach your thoughts).

In Uyghur, in addition to the above, such interrogative pronouns as `نە', `قاتانچە', `قەدەر', `ئە', `قاتانچە', `قەتە', `ئە', and `ئە', also function as comprehensive pronouns in certain situations and indicate any kind of estimated scope of a person, thing, quality.

numeral, quantity or time. For example:

We will elect whoever is best. We will elect whoever is best.

Take whatever you like.

You’ll find whatever kind of clothing you are looking for in this store.

I like whichever book you like.

However many years old you are, I am also that many years old.

I’ll come whenever you invite me.

I’ll go wherever you go.

2. According to their grammatical characteristics, Comprehensive Pronouns are divided into:

(1) Numerical-Measure Word Pronouns

(2) Adjective Pronouns

(3) Noun Pronouns

(4) Adverb Pronouns

1) The pronouns `همەمە', `بەرچە', `بەرلەسە', `پۆئئین'، `ەسەمە' belong to the Numerical-Measure Word Pronouns and serve directly as qualifiers. For example:

everybody/everyone everybody/everyone

all the people every nation(alty)

each and every the entire school (country

Sometimes the pronoun `ەسەمە' is directly nominalized and used like a noun, in the sense of `everybody/everyone' (`ەسەمە' تەدەم), `everything' (`ەسەمە' تەشە), or `every matter/everything' (`ەسەمە' تەرەوە).
When combined with the 1st and 2nd person plural, or the 3rd person ordinary, ownership-dependent suffixes of the noun, the pronouns ‘همهمه’ and ‘همهمه’ acquire the characteristics of Noun Pronouns and express respectively all and each one, of a certain number of objects, and act as nouns. For example:

All of us are going to attend this meeting.

All of them came.

This is a matter which concerns all of you.

He shook hands with all of us.

Each of you sit in your own seat.

When these forms serve as qualifiers in the possessive case, the ownership-dependent suffix of the qualified noun is, in most cases, the same as in the 3rd person. For example:

‘Don’t any of you have a dictionary?’

‘That’s right, none of us has a dictionary.’

When combined with the ownership-dependent suffixes of the noun, the pronoun ‘همهمه’ also acquires the characteristics of a Noun Pronoun. However, besides (a) the forms combined with these ownership-dependent suffixes being used in the same way as those forms of the pronoun ‘همهمه’, it is also used (b) on its own, in the sense of ‘everything [belonging to an individual person]’.

Give each of them their ticket.

However, nouns qualified by this form of the pronoun ‘همهمه’ may also sometimes combine with ownership-dependent suffixes which are the same as the suffix on the pronoun. For example:

‘Don’t any of you have a dictionary?’

‘That’s right, none of us has a dictionary.’

 Apparently none of them has a dictionary.

I’ve put each of your tickets on each of your desks.

 Apparently he’s put each of our tickets on each of our desks.

Give each of them their ticket.

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However, nouns qualified by this form of the pronoun ‘همهمه’ may also sometimes combine with ownership-dependent suffixes which are the same as the suffix on the pronoun. For example:

‘Don’t any of you have a dictionary?’

‘That’s right, none of us has a dictionary.’
He greeted all of us with a handshake.

Don’t any of you have a dictionary?
(b) I devote everything I possess to the homeland.

2) ‘The pronoun مرفقاتاات’ (every kind of, every type of, whichever, any, in whatever way) belongs to the Adjective Pronouns and is directly dependent on nouns. It serves as a qualifier. Sometimes it is dependent on verbs and acts as an adverbial modifier. e.g.: This is suitable for every type of work.

We will overcome every kind of difficulty.

However you travel, you won’t be able to get there today.

When combined with nominal ownership-dependent suffixes (in the 1st person it only combines with the plural form), this pronoun also acquires the characteristics of a Noun Pronoun and indicates any one of a certain number of objects. It is used in the same way as a noun. For example:

He is an expert at chess and will completely defeat any of us (...you).

He is able to play with any famous chess player.

3) The pronouns ‘همرفقاتاات’ (at whatever time, whenever) and ‘همرفقاتاات’ (however, no matter how) belong to the Adverb Pronouns and act as adverbial modifiers in the sentence. For example:

Whenever you come, I’ll be here.

No matter how far it is, I definitely want to go.

4) When interrogative pronouns function as Comprehensive Pronouns, they retain their own grammatical characteristics, as when used as Interrogative Pronouns, therefore they will not be discussed separately here.

§9 Negative Pronouns

1. Negative Pronouns are only used in negative sentences and indicate any of a certain number of objects or of various qualities, numerals, quantities or times. Uyghur negative pronouns consist of the word ‘همچنین’ and of compound words produced by combining interrogative pronouns and certain specific words with ‘همچنین’. These pronouns, and their meanings are as follows:

◊ همچنین
The pronoun ‘همچنین’ (any) occurs in the sense of ‘even one’ (بیضامو), or ‘any one’ (همرفقاتاات). For example:

There’s nobody here. / There isn’t anybody here.

It’s impossible to go in any direction.

◊ همچنین
The pronoun ‘همچنین’ (anybody, anyone) occurs in the sense of ‘any one person’ (همرفقاتاات پر تادم). For example:

Nobody came.

◊ همچنین
The pronoun ‘همچنین’ (anything) occurs in the sense of ‘any one thing’ (همرفقاتاات پرتنرسه). For example:

Nothing is lacking.

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71 Apart from when they occur on their own, in answer to a question, these pronouns have a positive meaning, because they always occur with a negative predicate. However, in translating into English, it is often more appropriate to use a negative pronoun with a positive verb. Even when standing alone, these pronouns must be understood as being a contracted form of a negative sentence. For example, in the dialogue: ‘Who came?’ ‘همچنین’ (No-one/Nobody), the reply is a contraction of ‘همچنین کلیم’ (No-one came).
The pronoun 'any' (any, any kind of) occurs in the sense of 'any one type of'. For example:

We’re not in any kind of difficulty.

The pronoun 'any' (any one) occurs in the sense of 'any one type of'. For example:

There’s not a single room empty.

This has never been attempted before.

The pronoun 'any' (any one) occurs in the sense of 'any one type of'. For example:

There are not so many people.

It’s not very far. It’s not so far.

The pronoun 'any' (any one) is synonymous with 'anything'. e.g.:

There’s not a single room empty.

The pronoun 'any' (any where) is the same as 'anywhere'. [but is not usually used in Kashgar. For example:

I didn’t go anywhere today / I haven’t been anywhere today.

2. According to their grammatical characteristics, it is possible to divide Negative Pronouns into:

(1) Noun Pronouns
(2) Adjective Pronouns
(3) Numeral-Measure Word Pronouns
(4) Adverb Pronouns

1) The pronouns 'any', 'any one', 'any where' belong to the Noun Pronouns. They inflect according to case category, combine with certain postpositions and function as a noun in the sentence. For example:

No-one came.

No-one has a dictionary.

Don’t mention it to anybody.

I didn’t see anybody.

I didn’t ask anybody.

I didn’t meet anybody.
Nothing was lost.
Nothing is settled.
I don't need anything.
He's not afraid of anything.
I didn't see any place.
I couldn't find it anywhere.

2) The pronouns ‘همچنین’ and ‘همچنان’ belong to the Adjective Pronouns. They are directly dependent on nouns and function as qualifiers. For example:

- anyone
- a single teacher
- anything, any matter
- anywhere, a single place
- anytime, at all
- anyone, a single person
- a single room
- any book, a single book
- a single lesson

When combined with the nominal ownership-dependent suffixes, the pronoun ‘همچنان’ acquires the properties of a Noun Pronoun and expresses any one of a certain type of object (in the 1st person it is only combined with the plural form). It functions as a noun in the sentence (It is mainly used in the 3rd person form). For example:

ئو شاهامئا تؤستا، (سلسملک) همچنانقلنا تکللهایمیس.  
He’s an expert at chess, none of you can equal him.

ئو شاهامئا تؤستا، (سلسملک) همچنینقلنکن قورقاود.  
He’s an expert at chess, he’s not afraid of any of you.

ئو شاهامئا تؤستا، (بنزملک) همچنانقلم تکللهایمیس.  
He’s an expert at chess, not one of us can equal him.

pronouns and acquire the properties of Noun Pronouns and indicate that not even one of a certain number of objects is excepted (in the 1st person they are only combined with the plural form). They function as nouns in the sentence. For example:

None of us is (are) going.

None of us has a dictionary.

I was unable to help any of you.
I didn’t see any of you.
He didn’t like any of them.
When these forms act as possessive case qualifiers, the ownership-dependent form of the noun is usually the same as in the 3rd person, but it may also be in the same person as the pronoun. e.g.:

- همچنانقلنکن (همچنانقلنک) لونگتنی (لونگتنک) یوپ؟ 
- هم، همچنانقلنکن (همچنانقلنک) لونگتنی (لونگتنک) یوپ.

‘Don’t any of you have dictionaries.
‘No, none of us has a dictionary.’

 Apparently none of them has a dictionary.

3) The pronoun ‘همچنان’ belongs to the Numeral-Measure Word Pronouns. It is directly dependent on nouns and acts (i) as a qualifier. It may also act directly as an adverbial modifier (ii) to adjectives and (iii) verbs. For example:

(i) (There wasn’t) much time. 
(There aren’t) many people

(ii) (He’s not) that tall. (It’s not) very high.

(iii) He apparently doesn’t know very much.

4) The pronoun ‘همچنان’ belongs to the Adverb Pronouns and acts as an adverbial modifier directly dependent on verbs, e.g.:

I will never forget it/him/her.

I have never been as happy as I am today.
§10 Indefinite Pronouns (ئيناقسەرەئ تاماشىلەری)

1. Indefinite Pronouns indicate a certain object, quality, numeral, quantity or time which is unclear to the speaker. In Uyghur, Indefinite Pronouns are formed in two ways — by attaching the suffix `ئەنە' to the end of Interrogative Pronouns, or by attaching the prefix `ئەنە ' to the beginning. These pronouns, and the meanings of each of them, are as follows:

◊ كەمەدۆر —

The pronoun `کەمەدۆر ' (somebody, someone, someone or other) indicates a person whose identity is unclear. In most cases it is followed by the word `بەری ' or other. For example:

کەمەدۆر بەری یولۆگەنە چەکەنە (ئەک یۆردەی)

Somebody from the far corner threw in a remark. (K. Turdi)

... کەمەدۆر بەری نەشکەنە چەکەنە (ئەک یۆردەی)

... Someone knocked on the door. (M. Polat)

... کەمەدۆر بەری دۆئلانتی گونا خەڵەق تەھاەکەنە جێڵبە، یەکەمەدۆرە ئاکەنە

... Someone played old folk tunes on the dutar and began to sing a sweet song.

◊ نەبەدنور —

The pronoun `نەبەدنور ' (something, something or other) indicates a thing of unknown identity. It may also be followed by the word `بەری ' or other. For example:

نەبەدنور بەری ئەوەیم تەنەکەنە یەکەمەدۆرە بەری گە�ەکەنەی.

Uncle Selim ... took something from the box (ئەکەمەدۆر یۆردەی)

bed near the door and hid it in his waistband. (Käyyyyum Turdi)

کەرەنە گەرەنە بەری بەرەدەکەنەدەکە یەکەنەی.

It was just as if something (or other) appeared before my eyes.

72 Although `ئەنە ' is the correct dictionary form of the suffix, it appears that it is very rarely used, even in written language.

◊ قانەدۆر —

The pronoun `قانەدۆر ' (some kind of, some ... or other) indicates an indefinite quality. The word `بەری ' almost always follows this pronoun. For example:

مەن خۆموتەت شەخەسەمەدە قانەدۆرە بەری قەڵەدەلەری سەزب

توەنەرەن 18 – 19 یاشەردەکە ەکاتب یەکەمەدۆرەبەری گەرەنەدەکەنە.

When I entered the team office, the secretary — (ئەک ەاەشەم)
a young man of around 18 or 19, who was sitting drawing charts of some kind — greeted me warmly. (A. Hashim)

مەهرەبان ئەڵەمەئەنە وەرەمە بەرامەبەری کەرەمە، شەکەمەدۆرە بەری ئەڵەمەئەنە.

قانەدۆرە بکەتاوە ئۆرۆئەتێپەوە (پ. چێڵبەن)

When Mehriban went into the dormitory looking for Alim, Alim

was engrossed in reading some book or other. (P. Jelil)

◊ قایەسەدۆر —

The pronoun `قایەسەدۆر ' (one or other of) occurs in the sense of 'being unclear as to which one'. (ئەکەسەرەئ شەکەنەکەئ ئەنەسەرەئ). It may also be followed by the word `بەری '. For example:

قایەسەدۆر بەری تەوەئەنە بەری تەدەم جەڵەپەرە ئاکەنە

Someone came out of one or other of the houses and opened the gate.

◊ قەجانەدۆر —

The pronoun `قەجانەدۆر ' (at some time or other) indicates an indefinite time. It may also be followed by the words `بەری قەجانەدە ' For example:

مەن یەکەمەدۆرەئەدە قەجانەدۆرە بەری قەلەدەنە.

I had seen this person at some time or other.

قەجانەدۆر بەری قەجانەدەمەن یەکەمەدۆرە بەرە بەرگەن.

At some time or other I had once been to that place.

◊ نەدەر/ئەندەر —

The pronouns `نەدەر ' and `ئەندەر ' (somewhere or other) indicate that the whereabouts of a place is unclear. They may also be followed by the words `بەری '. For example:
How strange! ... (꿀네를 볼게 르르신).
It seems to me that I’ve seen this face somewhere before ...
He’s gone somewhere or other.

The pronoun ‘some strange thing, some abnormal thing’

(i) They left the house saying something or other.
(ii) Strange things began to come into my mind.

Besides being used (i) synonymously with ‘some strange thought’ (some kind of, some ... or other), the pronoun ‘some strange thing’ also occurs in the sense of (ii) ‘strange abnormal’ (sensible). For example:

(i) He sensed that some kind of warm feeling had arisen which even he himself did not fully understand.
(ii) Strange thoughts began to come into my mind.

The pronoun ‘strange thing’ (some distant place or other) occurs in the sense of ‘some indefinite distant place’ e.g.:

Some stranger, some remote place.

... he also disappeared for a moment to some far-off place.

I think the poor fellow is now in some remote place or other.

2. According to their grammatical characteristics, Indefinite Pronouns are divided into Noun Pronouns, Adjective Pronouns and Adverb Pronouns.

(i) The pronouns ‘some strange thing, some remote place’ and ‘some terrestrial’ belong to the Noun Pronouns and inflect according to grammatical category or occur combined with postpositions (See the above examples).
When it is appropriate to attach suffixes to words which have been formed by combining with the suffixes 'دنور' and 'دهور', the suffixes come before 'دنور' or 'دهور'. For example:

some people or other

to somewhere (or other)

some things [accusative]

to some place or other

someone or other's

If such expressions as 'بر اتیاب', 'بر یکی', 'بر یکی از', 'بر یکی از افراد', 'بر یکی از موارد', 'بر یکی از اعمال', 'بر یکی از افراد' follow pronouns, suffixes may either be added to both the pronoun and the following expression, or just to the latter. For example:

someone or other's

from somewhere or other

The manner in which these pronouns combine with postpositions is similar to the above. For example:

with someone or other

about something or other

via somewhere or other

with someone or other

about something or other

via somewhere or other

The words 'بر یکی', 'بر یکی از' frequently occur after these forms. For example:

one or other of us

one or other of you

one or other of them

The method of combining these forms with case suffixes or postpositions is also the same as that of such pronouns as 'کمدور', 'کمدور' above.

The pronouns 'کمدور' and 'کمدور' belong to the Adverb Pronouns and are directly dependent on verbs. They act as adverbial modifiers. For example:

I remember going at some time or other. (فارسی) بارا باران پادسدا. (فارسی)

For some reason or other he didn’t come. (فارسی) کمالدایی.
Chapter 9
A GENERAL UNDERSTANDING OF VERBS
(بېشل توغروولوق چوءقنه)

§1 A Definition of Verbs
(بېشلسلک مەناستى)

Verbs are the word class which indicate the action of objects. Here the word 'همرىکت' (action) is a grammatical term which is used in a wide sense and includes all such notions as the actions, states, changes, expressions and feelings of an object. For example:

- to go: مەک (للەو) 73 to shout: ئۆرەتە
- to work: تەشکیت to clang, ring: چەرەگ卡车
- to write: چارەتە to respect: مەزەمتە
- to stand: توژ to kiss, love: سپە
- to sleep: ئۆتەخە to see: ئۆت
- to abate, lessen: ژۆتە to feel: توژ
- to become fat: سەرمە to flourish/prosper: گەولەن

§2 Verb Types
(بېشلسلک تۆرى)

1. Basic Verbs, Derived Verbs and Compound Verbs
(بېشلسلک تۆرى)

According to their structure, verbs are divided into three types:

1) Basic (or Root) Verbs
2) Derived Verbs
3) Compound Verbs

1) Verbs whose original stem cannot be broken down into meaningful parts [morphemes] belong to the Basic (or Root) Verbs. e.g.:

1 2 3 4 5
73 (Author’s footnote) In Uyghur, the stem of the verb is homonymous with the 2nd person singular imperative mood form of the verb. In writing, we indicate the verb stem by adding a hyphen to the end.

2) Verbs which are formed with the help of word-formation suffixes belong to the Derived Verbs. Uyghur Derived Verbs are formed with the help of the following suffixes:

(1) دەوەبە/لە — (دەوەبە/لە)

(i) Firstly, when attached to one group of nouns, this suffix generally forms verbs which indicate the sense of causing a certain object to possess, or turn into, the object expressed by that noun, or that a certain object turns into the object expressed by that noun. e.g.:
- to commend/praise: تەپەرەن + (دەوەبە/لە) (تەپەرەن + لە)
- to bring up, train: تەپەرەن + (دەوەبە/لە) (تەپەرەن + لە)
- to design, plan: دەوەبە + (دەوەبە/لە) (داوەبە + لە)
- to cure, treat: دەوەبە + (دەوەبە/لە) (داوەبە + لە)
- to be cold, freeze: دەوەبە + (دەوەبە/لە) (داوەبە + لە)

(ii) Secondly, when attached to nouns which indicate measuring implements, it forms verbs which indicate the sense of measuring according to that implement [or that unit of measurement]. e.g.:
- to weigh with scales, or a steelyard: ئەپەرەن (دەوەبە/لە) (دەوەبە/لە)
- to measure metrically: ئەپەرەن (دەوەبە/لە) (دەوەبە/لە)
- to measure by arm-spans: ئەپەرەن (دەوەبە/لە) (دەوەبە/لە)
- to measure with a dipper or ladle: ئەپەرەن (دەوەبە/لە) (دەوەبە/لە)

(iii) Thirdly, when attached to one group of adjectives, it forms verbs which indicate the sense of causing a certain object to possess the quality expressed by that adjective, or that a certain object acquires that quality. For example:
the quality expressed by that adjective. For example:
- to become weak, feel weak
- to become heavy
- to acquire

When attached to specific nouns or certain adjectives, this suffix forms verbs which indicate the sense of bringing a certain object or quality into existence, or causing it to appear or occur. e.g.:
- to count
- to name
- to play
- to disappear, get lost
- to arrange, repair, straighten, tidy

When attached to certain nouns, this suffix forms verbs which mean that the object expressed by that noun decreases, or is required. For example:
- to bleed profusely, lose blood
- to become fatigued, tire
- to doze off, fall asleep
- [due to lack of sleep]
- to long for a husband

When attached to certain adjectives or nouns, this suffix forms verbs indicating the sense of acquiring a certain quality or object. e.g.:
- to grow larger, intensify
- to abate, decrease, diminish, lessen
- to abate, decrease, lessen, weaken

This has a negative connotation and is used of divorced women who chase men in a desperate attempt to acquire another husband.

(2) 

(i) Firstly, when attached to one group of nouns, this suffix forms verbs indicating the sense of producing the object expressed by that noun, or generally occurring on the basis of that object. e.g.:
- to come to an end, finish
- to continue
- to become industrialized
- to chat, talk
- to greet each other

(ii) Secondly, when attached to one group of adjectives, it forms verbs which indicate the sense of acquiring the quality expressed by that adjective. For example:
- to become dark
- to become legal, be legalized
- to become heavy
- to be(come) rotten (only of people)

(3) 

(i) Firstly, when attached to one group of nouns, this suffix forms verbs which indicate the sense of possessing or acquiring the object expressed by that noun, or displaying that object. For example:
- to arm oneself, be armed
- to acquire a habit/become accustomed (to)
- to become angry
- to be inspired
- to be dejected/mournful/sad/sorrowful

(ii) Secondly, when attached to adjectives which express absence or lack, it forms verbs which indicate the sense of feeling or displaying
When attached to certain adjectives, this suffix forms verbs which indicate the sense of acquiring the quality expressed by that adjective. For example:

to become clean, turn white

When attached to certain verb stems, this suffix forms verbs which mean that the action expressed by that verb is carried out perfunctorily or with the minimum of effort, or that it is revised to a certain level. For example:

to do something in a slap-dash manner

to clean up, put in good order, straighten out

to arrange, straighten out, tidy up

to train (a plant by tying to a framework, cane, etc.)

When attached to specific nouns, this suffix forms verbs with various meanings. For example:

to carry out, complete, implement, perform

to look for, seek, trace

to appeal, call for, persuade, urge

to beat, pound, ram, tamp

In Uyghur, Imitative (Onomatopoeic) Words are used a great deal. The overwhelming majority of these Imitative Words can change into verbs with the help of suffixes. (This will be discussed in Chapter 14, Imitative Words, p. 459).
(13) It is also possible to consider **Voice Forms** (دهره مهاک)، apart from the original active voice (دهره مهاک) as **Derived Verbs** formed on the base of the verb (The circumstances relating to this will be introduced when speaking about voice categories of the verb — Chapter 12, *Stem Forms of the Verb*, §2 Voice Category, p.391.)

3) Verbs which have been **produced by two words becoming an inseparable whole, both phonetically and semantically, and expressing a single lexical meaning** belong to the **Compound Verbs**. e.g.:  

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to make, produce</td>
<td>تارماظ قلت</td>
</tr>
<tr>
<td>to greet, welcome</td>
<td>قارشي تئال</td>
</tr>
<tr>
<td>to destroy</td>
<td>قارشي تئر</td>
</tr>
<tr>
<td>to adopt a method, deal with, handle</td>
<td>تارماظ پملار</td>
</tr>
</tbody>
</table>

**2. Transitive and Intransitive Verbs**

According to whether or not they require a **Direct Object**, verbs are divided into two types:

a) **Transitive Verbs**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to play ball</td>
<td>توبيتي ظينا</td>
</tr>
<tr>
<td>to play on the field</td>
<td>توبيتي ظينا</td>
</tr>
<tr>
<td>to read a newspaper</td>
<td>قابريني ظوف</td>
</tr>
<tr>
<td>to study at school</td>
<td>قابريني ظوف</td>
</tr>
<tr>
<td>to do homework</td>
<td>تايشوروقني ظنشله</td>
</tr>
<tr>
<td>to work in a factory</td>
<td>تايشوروقني ظنشله</td>
</tr>
</tbody>
</table>

b) **Intransitive Verbs**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to ride a horse</td>
<td>تايشوروقني ظنشله</td>
</tr>
<tr>
<td>meidanu ظينا</td>
<td>تايشوروقني ظنشله</td>
</tr>
<tr>
<td>to follow</td>
<td>تايشوروقني ظنشله</td>
</tr>
</tbody>
</table>

**3. Dynamic Verbs and Static Verbs**

According to their **semantic properties**, Verbs are divided into two types:

a) **Dynamic verbs**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to write a letter</td>
<td>خاصتي یاز</td>
</tr>
<tr>
<td>to go, set out</td>
<td>كاپ</td>
</tr>
<tr>
<td>to read a book</td>
<td>کتابيئ ثوف</td>
</tr>
<tr>
<td>to run, spring into action</td>
<td>زاوليرم</td>
</tr>
<tr>
<td>to be arrogant, conceited, proud</td>
<td>مهغرژئلر</td>
</tr>
</tbody>
</table>

b) **Static verbs**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to play the dutar</td>
<td>دوتئني چال</td>
</tr>
<tr>
<td>to eat a meal</td>
<td>تامافني يه</td>
</tr>
<tr>
<td>to love one’s country</td>
<td>ومتئني سؤي</td>
</tr>
</tbody>
</table>

**The Direct Object of certain verbs may either be in the accusative case or the dative case.** For example:

- to ride a horse
  - قابريني ظوف |
  - تايشوروقني ظنشله |

I don’t understand what you said.

- to follow Akhmát
  - تايشوروقني ظنشله |

**Certain verbs may sometimes occur in a Transitive sense and sometimes in an Intransitive sense.** For example:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitive</td>
<td>Intransitive</td>
</tr>
<tr>
<td>to eat</td>
<td>تايشوروقني ظنشله</td>
</tr>
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</tr>
<tr>
<td>to love</td>
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**The Direct Object of certain verbs may either be in the accusative case or the dative case.** For example:

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  - تايشوروقني ظنشله |

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</tr>
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<td>to eat a meal</td>
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</tr>
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<td>to love</td>
<td>تايشوروقني ظنشله</td>
</tr>
<tr>
<td>to love country</td>
<td>تايشوروقني ظنشله</td>
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</tr>
</tbody>
</table>
Verbs are verbs which, on the basis of their lexical meaning, express the concept of a continuous aspect.

Uyghur Stative Verbs do not appear as a separate unit, but by certain Dynamic Verbs acting as Stative Verbs in specific circumstances. The occasions on which these dynamic verbs act as stative verbs may be distinguished by the context. For example, if we say, 'تخصمته كلاسه' (When Akhmat comes he will sit on this chair), here the coming into existence of the action of 'تولوندو' is expressed. Therefore, the verb 'تولوندو' is here reckoned to be a Dynamic Verb, but if we say, 'تهخصمته حازر ستینتا تولوندو' (Akhmat is sitting in the classroom), we express the existence of the action of 'تولوندو' as a continuous state which has come into existence. Therefore, the verb 'تولوندو' is here reckoned to be a Stative Verb.

In Uyghur, the verbs 'ئورتە' (to lie), 'ئورتەوە' (to stand) and 'ئوژ' (to go) function as Stative Verbs in specific circumstances.

4. Independent Verbs and Auxiliary Verbs

According to whether or not they occur on their own as sentence components, verbs are divided into two types:

a) Independent Verbs

بئرەدەلەکەي وە پەدەکە وە کەکەرە

b) Auxiliary Verbs

بەکەکەوەی وە ەپەکە وە ەکەرە

a) Verbs which can act as sentence components on their own are reckoned to be Independent Verbs. For example, in the sentence 'ئەچەم' (Akhmat came), the verb 'ئەچەم' (to come) acts as a predicate; in the sentence 'ئەچەم تەرەشکەرەم' (I study hard), the verb 'ئەچەم' (to strive, try hard) acts as an adverbial modifier; and in the

The concept of stative verbs as given here is very different from the concept of stative verbs in English, which exist as a separate category and include such verbs as: adore, be, doubt, lack, owe, seem, etc., which indicate states rather than actions.

According to 'The Concise Linguistic Dictionary' (1991), the verbs 'ئەچەم' and 'ئەخەم' may also function as stative verbs

expression 'ئەخەم' (prosperous Xinjiang), the verb 'ئەخەم' (to flourish, prosper) acts as a qualifier. These verbs are reckoned to be Independent Verbs. The overwhelming majority of Uyghur verbs belong to the Independent Verbs.

b) Verbs which cannot act as sentence components on their own, but indicate a grammatical meaning only when combined with other words, are reckoned to be Auxiliary Verbs. For example, in the sentence 'ئەخەم تەوەئەدە تەوەئەدە' (At that time I was in Urumqi), the verb 'ئەخەم' acts as the predicate together with the noun 'ئەخەدە' and serves to indicate such grammatical meanings as direct statement, past tense, 1st person singular; in the constructions 'ئادەم' (to be a human being) and 'ئەخەم قەل' (to make red), the verbs 'ئەخەم' and 'ئەخەم قەل' serve to bring the noun or adjective with which they are combined into the rank of verbs; and in the sentences 'ئەخەم' (the weather has become really hot) and 'ئەخەم تەوەئەدە' (the children are playing), the verbs 'ئەخەم' and 'ئەخەم قەل' combined with associative adverbial verb forms, serve to indicate such aspectual meanings as intensification, suddenness, and continuousness. The verbs 'ئەخەم' and 'ئەخەم قەل' are reckoned to be Auxiliary Verbs.

According to their function, Uyghur Auxiliary Verbs are divided into two types:

1) Aspect Auxiliaries

ئەخەم تەوەئەدە

2) Copulas or Linking Verbs

ئەخەم تەوەئەدە

1) Aspect Auxiliaries

Aspect Auxiliaries are basically added to associative adverbial forms of the verb to produce the verb’s aspectual stem forms. They include auxiliary verbs that indicate various aspectual concepts connected with the conditions under which the action is carried out.

Aspect Auxiliaries are basically a group of independent verbs which appear, in specific situations, by changing their lexical meaning or grammatical function and acting as Aspect Auxiliaries. In Uyghur, mainly the following verbs act as aspect auxiliaries:
As a result of certain aspect auxiliaries being merged with adverbials and undergoing phonetic change, several infixes that express a special aspectual concept have come into existence as follows:

This infix has been produced as a result of the aspect auxiliary 'نات' undergoing phonetic change after merging with the suffix of the associative adverbial. When attached to the verb stem, it indicates the aspectual concept of continuity. For example:

- The children are playing outside.

This infix has been produced as a result of the aspect auxiliary 'نات' undergoing phonetic change after merging with the suffix of the 'ت' adverbial. When attached to the verb stem, it indicates the aspectual concept of ability or possibility. For example:

- I can write in Uyghur.

This infix has been produced as a result of the aspect auxiliary 'نات' undergoing phonetic change after merging with the suffix of the 'ت' adverbial. When attached to the verb stem, it indicates the aspectual concept of non-restriction. For example:

- There's no need to carry on talking such drivel.

This infix has been produced as a result of the aspect auxiliary 'نات' undergoing phonetic change after merging with the suffix of the associative adverbial. When attached to the verb stem, it indicates the aspectual concept of intensification and incisiveness. For example:

- Well, come on let's down a glass of beer.

2) Copulas/Linking Verbs

Copulas include Auxiliary Verbs which, when added to substantive words and to non-finite verb forms, link them to grammatical categories which are specific to verbs. According to their function and form, Copulas may be divided into two types:

a) Complete Copulas
b) Incomplete Copulas

a) Complete copulas

(i) Firstly, when attached to substantive words, Complete Copulas construct verbal forms of those words, so enabling them to be linked to all or some of the grammatical categories of verbs. For example:

- to be (come) a teacher
- to be (come) beautiful
- to be (come) five in number
- to do one's military service

b) Incomplete copulas

- to manage to have a look
- to manage to have a look while he wasn't looking
- I managed to have a look
- I succeeded in having a look

This aspectual infix also gives the sense of doing something thoroughly, or completely, or all in one go.

It also expresses such meanings as 'managing to do' / 'finding time to do' / 'succeeding in doing'. For example: I managed to have a look while he wasn't looking / I succeeded in having a look / found time to have a look …
to do (something) well

to do (something) five times

(ii) Secondly, when attached to the participial form of the verb and certain gerundal (verbal noun) forms, they construct the state stem forms of the verb and thereby enable those forms to be linked with other grammatical categories of the verb. For example:

to appear to write, etc.
to be in the habit of writing, be able to write, etc.
to be writing, appear to be writing
to be going to write, intend to write
to make appear to have written
to enable to write
to feel as if (something) had been written/appear to have been writing
to look as if writing
to be ready to write, be about to write, etc.

In Uyghur, the following verbs function as Complete Copulas in specific circumstances:

hezsabla - كەك - تۈر - قىلت - پاسبان -

Of these, 'بول- ' and 'قىلت- ' are most often used in this role.

b) Incomplete Copulas

Instead of inflecting on the basis of a particular stem, Incomplete Copulas include Auxiliary Verbs which have become fixed in a specific grammatical form. Some of them have become like suffixes rather than verbs, because they do not have a related stem form.

(i) Firstly, when attached to substantive words, Incomplete Copulas construct various predicate forms characteristic of mood, tense

and person: negative forms: and judgment noun forms. e.g.:

I am a student.  تىپتەك تەكىرەدەك 
I was a student.  تىپتەك تەكىرەدەك
You are a student.  تىپتەك تەكىرەدەك
I've heard it's a long way.
It looks as if there won't be enough.
I didn't realize that it would be difficult to learn Uyghur.

(ii) Secondly, they play a part in constructing several State-Tense forms of the verb. For example:

I have written, I wrote  تىپتەك تەكىرەدەك
I had written  تىپتەك تەكىرەدەك
I intended to write, I'm going to write
he intends to write, he was going to write

Incomplete Copulas can be divided into seven types according to their grammatical function:

(1) Direct Judgment Copula
(2) Indirect Judgment Copula
(3) Hearsay Judgment Copula
(4) Subjective Assessment Judgment Copula
(5) Objective Assessment Judgment Copula
(6) Negative Judgment Copula

79 For example: When the teacher comes, look as if you’ve been writing. مەھەلتەم - كەك- تىپتەك تەكىرەدەك بول.

80 When an incomplete copula is attached to a noun it serves as its predicate and the resulting word form is known as a 'Copula Moore' (judgment noun), which is equivalent to an indicative (declarative) statement.

81 The 'Copula Moore' and 'Copula Moore' endings on the forms with dotted underlining are inseparable incomplete copula forms.
Gerundal (Verbal Noun)

Judgment Copula

Because the first five of these types are always linked to a person, they may be universally termed Personal Judgment Copulas (شخلسک هؤکوم باغلامچسری) and because the latter two types are not linked to a person, they may be termed Impersonal Judgment Copulas (شخسیز هؤکوم باغلامچسری). The forms of each type of Incomplete Copula are fully introduced below. As far as their usage is concerned, that will be explained in the relevant chapters.

(1) Direct Judgment Copula (واستنمز هؤکوم باغلامچسری)

This copula differs in tense and person and occurs in the following forms:

<table>
<thead>
<tr>
<th>Person</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Present Tense</td>
</tr>
<tr>
<td>1st person</td>
<td>sing. type</td>
</tr>
<tr>
<td></td>
<td>pl. type</td>
</tr>
<tr>
<td>2nd person</td>
<td>sing. ord.</td>
</tr>
<tr>
<td></td>
<td>sing. ref.</td>
</tr>
<tr>
<td></td>
<td>sg. respectful</td>
</tr>
<tr>
<td></td>
<td>pl. ord.</td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
</tr>
</tbody>
</table>

Although the gerundal judgment copula does not itself inflect according to person, it always takes ownership-dependent suffixes appropriate to the person of its possessor. See the examples in Chapter 13, §4, sub-section 2.

The forms of the Present Tense Direct Judgment Copula appear to be almost the same as the personal suffixes, but they are actually shortened types of the old direct judgment copula forms:

The respectful type present tense form of the 2nd person Direct Judgment Copula — ‘لا’ — is only used in the formation of State-Tense forms of the verb.

(2) Indirect Judgment Copula

This copula differs in person. It occurs in the following forms:

<table>
<thead>
<tr>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2nd person</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3rd person</td>
</tr>
</tbody>
</table>

Because of this, and the fact that they consistently alternate with their own past tense forms and other judgment copulas, and serve to express a grammatical meaning which is unique to present tense forms of the Direct Judgment Copula, they should still be counted as Auxiliary Verbs. N.B. The respectful type present tense form of the 2nd person Direct Judgment Copula — ‘لا’ — is only used in the formation of State-Tense forms of the verb.
To sum up, the Indirect Judgment Copula does not differ with regard to tense. Only the 3rd person past tense form — نکمه‌ندیق — is occasionally met with [in Northern Xinjiang].

(3) Hearsay Judgment Copula
This copula differs in both person and tense. It occurs in the following forms:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st singular type</td>
<td>ـده‌کس (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>1st plural type</td>
<td>ـده‌کس (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>2nd singular ordinary type</td>
<td>ـده‌کس (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>2nd singular refined type</td>
<td>ـده‌کس (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>2nd singular respectful type</td>
<td>ـده‌کس (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>3rd person ordinary type</td>
<td>ـده‌کس (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
</tbody>
</table>

(4) Subjective Assessment Judgment Copula
This copula differs in both person and tense. It occurs in the following forms:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st singular type</td>
<td>ـدوره‌دین (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>1st plural type</td>
<td>ـدوره‌دین (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>2nd singular ordinary type</td>
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<tr>
<td>2nd singular refined type</td>
<td>ـدوره‌دین (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>2nd singular respectful type</td>
<td>ـدوره‌دین (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
<tr>
<td>3rd person ordinary type</td>
<td>ـدوره‌دین (سگه‌نستن)</td>
<td>نکمه‌ندیق (سگه‌نستن)</td>
</tr>
</tbody>
</table>

N.B. In Kashgar the bracketed forms are in common use, rather than the first forms given above, which are used more in Northern Xinjiang.
(5) Objective Assessment Judgment Copula
This copula differs in person. It occurs in the following forms:

<table>
<thead>
<tr>
<th>Types of Person</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st singular</td>
<td>اسمك (بیلبوره/چچپما) تورسابايمه</td>
</tr>
<tr>
<td>plural</td>
<td>اسمک (بیراک/چچپما) تورسابايمز</td>
</tr>
<tr>
<td>sg. ordinary</td>
<td>اسمک (بیراک/چچپما) تورسابايمز</td>
</tr>
<tr>
<td>2nd</td>
<td>اسمک (بیراک/چچپما) تورسابايمز</td>
</tr>
<tr>
<td>sg. refined</td>
<td>اسمک (بیراک/چچپما) تورسابايمز</td>
</tr>
<tr>
<td>person</td>
<td>اسمک (بیراک/چچپما) تورسابايمز</td>
</tr>
<tr>
<td>sg. respectful</td>
<td>اسمک (بیراک/چچپما) تورسابايمز</td>
</tr>
<tr>
<td>plural ordinary</td>
<td>اسمک (بیراک/چچپما) تورسابايمز</td>
</tr>
<tr>
<td>3rd person</td>
<td>اسمک (بیراک/چچپما) تورسابايمز</td>
</tr>
</tbody>
</table>

(6) Negative Judgment Copula
This copula occurs in the form 'اسمک تورسوانه شهکلداری'.

(5) Gerundal (Verbal Noun) Copula
This copula occurs in the form 'اسمک تورسوانه شهکلداری'.

5. Concerning Morphological Forms of the Verb
(بیلبورک مورفولوگیشک شهکلداری تورسوانه)
When speaking of morphological forms of the verb, we mean various grammatical forms which have been arrived at by means of inflection (by the addition of suffixes or by combination with auxiliary

verbs). Uyghur verbs are a word class extremely rich in morphological forms. By means of inflection they assume all kinds of forms and express all kinds of grammatical meanings, or they acquire the capacity of substantive words and are used in the same way as substantive words. Morphological forms of the verb can be divided into three types:

(i) Verbal Predicate forms
(بیلبورک تورسوانه شهکلداری)
(ii) Verbal Substantive Word forms
(بیلبورک تورسوانه شهکلداری)
(iii) Verbal Stem forms
(بیلبورک تورسوانه شهکلداری)

(5) Predicate forms of the verb comprise verbal forms which produce information (خصائص) in the sentence. They differ with respect to mood (میل) and person and express the Mood Category and Person Category. A number of them also differ with respect to state and tense and express the State-Tense Category. For example, the following predicate forms of the verb 'پاز+' differ in mood from top to bottom and express the mood category; they differ in person from right to left and express the person-number category:

**PREDICATE FORMS OF THE:**

**Simple Past Tense Direct Statement Mood**

(بیلبورک تورسوانه شهکلداری)

**Simple Past Tense Indirect Statement Mood**

(بیلبورک تورسوانه شهکلداری)

**Simple Past Tense Hearsay Statement Mood**

(بیلبورک تورسوانه شهکلداری)

**Simple Past Tense Subjective Assessment Mood**

(بیلبورک تورسوانه شهکلداری)

**Imperative Mood**

(بیلبورک تورسوانه شهکلداری)
Hypothesis-Objection (Conditional) Mood

- پژوهش، پیژمان، پژیاک، پژیاگیلا، پارسا

Hope-Polite Suggestion Mood

- پیژمان، پیژیاگیلا، پیژاگیلا، پارساگیلا

Wish Mood

- پیژیاگیلا، پیژیاگیلا، پارساگیلا، پارساگیلا

Wish/Hope Mood\textsuperscript{84} [not used in Kashgar]

- پیژاگیلا، پیژاگیلا، پارساگیلا، پارساگیلا

Regret and Entreaty Moods\textsuperscript{85}

- پیژاگیلا، پارساگیلا، پارساگیلا، پارساگیلا

Necessity Mood

- پارسا، پارسا، پارسا، پارسا

The following predicate forms, which belong to the Direct Statement Mood of the verb 'پارسا' differ in state and tense from top to bottom and express the State-Tense Category; they differ in person from right to left and express the Person Category:

**PREDICATE FORMS OF THE:**

**Present/Future (Imperfect) Tense**

- پارسا، پارسا، پارسا، پارسا

**Past Imperfect Tense**

- پارسا، پارسا، پارسا، پارسا

**Present Continuous Tense**

- پیژمان، پیژمان، پیژمان، پارسا

**Past Continuous Tense**

- پیژمان، پیژمان، پیژمان، پارسا

**Present/Future Intention Tense**

- پارسا، پارسا، پارسا، پارسا

**Past Intention Tense**

- پارسا، پارسا، پارسا، پارسا

**Simple Past Tense**

- پارسا، پارسا، پارسا

**Present Perfect Tense**

- پارسا، پارسا، پارسا

**Past Perfect Tense**

- پارسا، پارسا

(ii) **Verbal Substantive Word forms** comprise verbal forms which are used in the same way as substantive words. They include Participial (سپرده‌دار) forms of the verb which are used in the same way as adjectives, Adverbial (روش‌پذیر) forms of the verb which are used in the same way as adverbs, Gerundal (Verbal Noun) (قلم‌دار) forms of the verb which are used in the same way as nouns, and one kind of **Intention Verb** form. Each of the participial, adverbial and gerundal forms of the verb are divided into several types which possess different grammatical meanings or capacities. If we choose as an example the substantive word forms of the verb 'پارسا', they will be as follows:

\textsuperscript{84} Whether this mood is to be interpreted as a wish or a hope may be understood from the context.

\textsuperscript{85} The two forms are distinguished by the position of the stress, which is on the first syllable in the regret mood and on the final syllable before the 'پارسا' suffix in the entreaty mood.
(1) Participial forms

Participial forms are formed by adding the suffixes `-δεμ'` (δεμ) to the root of the verb. For example, the participial form of the verb `γράμτα` (γράμτα) is `γράμταδεμ` (γραμταδεμ).

(2) Adverbial forms

Adverbial forms are formed by adding the suffix `-τος` (τος) to the root of the verb. For example, the adverbial form of the verb `γράμτα` (γραμτα) is `γραμτάτος` (γραμτατος).

(3) Gerundal forms

Gerundal forms are formed by adding the suffix `-δεμ'` (δεμ) to the root of the verb. For example, the gerundal form of the verb `γράμτα` (γραμτα) is `γραμταδεμ` (γραμταδεμ).

(4) Intention Verb form

Intention Verb form is a form of the verb that expresses intention. For example, the intention verb form of the verb `γράμτα` (γραμτα) is `γραμταίμικ'` (γραμταιμικ).

(iii) Stem forms of the verb comprise verb forms which are the common basis for both Verbal Predicates and Substantive Words. For example, the `βαζμ'` (βαζμ) stem form of the verb `βαζμ'` (βαζμ) has formed the common basis for the verbal predicate `βαζμδεμ'` (βαζμδεμ) and the substantive word `βαζμδεμ'` (βαζμδεμ); the form `βαζμδεμ'` (βαζμδεμ) has formed the common basis for the verbal predicate `βαζμδεμ'` (βαζμδεμ) and the substantive word `βαζμδεμ'` (βαζμδεμ); the form `-δεμ'` (δεμ) has formed the common basis for the verbal predicate `βαζμδεμ'` (βαζμδεμ) and the substantive word `βαζμδεμ'` (βαζμδεμ). These forms of the verb `βαζμ'` (βαζμ) are considered to be Stem Forms of the verb.

The Stem forms of the verb differ with respect to voice (διάρρηχος) and express the Voice Category; they differ with respect to positivity and negatitive and express the Positive-Negative Category. The complex stem forms also differ with respect to aspect and express the Aspect Category; and with respect to state and express the State Category. If we choose the stem forms of the verb `βαζμ'` (βαζμ) as an example, they will be as follows:

(1) Voice forms

- βαζμδεμ' (βαζμδεμ)
- βαζμδεμ' (βαζμδεμ)
- βαζμδεμ' (βαζμδεμ)

(2) Positive-Negative forms

- βαζμδεμ' (βαζμδεμ)
- βαζμδεμ' (βαζμδεμ)
- βαζμδεμ' (βαζμδεμ)

(3) Aspect forms

- βαζμδεμ' (βαζμδεμ)
- βαζμδεμ' (βαζμδεμ)
- βαζμδεμ' (βαζμδεμ)

(4) State forms

- βαζμδεμ' (βαζμδεμ)
- βαζμδεμ' (βαζμδεμ)
- βαζμδεμ' (βαζμδεμ)

To summarize the above, it is possible for us to arrive at the following understanding concerning morphological forms of the verb: in Uyghur, when verbs become part of a sentence, they either occur as predicate forms or as substantive word forms; those which occur in a predicate form either become the predicate or the nucleus of the predicate in the sentence and express either mood and person categories or mood, state-tense and person categories. Those which occur as substantive words are used in the same way as adjectives, adverbs or nouns and express their respective unique grammatical meanings. The predicative forms and substantive word forms of the verb have a common basis in the verbal stem forms, which express the voice, positive-negative, aspectual and state categories of the verb. That is to say, whether verbs are in the predicative form or in the substantive word form, they are, without fail, related to the voice, positive-negative, aspectual and state categories expressed by the stem section of the verb. Consequently, in any verb in the predicate form, grammatical meanings related to the voice, positive-negative, aspect, state, mood and person categories are expressed at the same time, and in those which are in various indicative moods, a grammatical meaning related to the state-tense category is also
expressed. For example, the 'پاژ-بدفسان' form of the verb 'پاژ-بدفسان' expresses such grammatical meanings as:

- Causative Voice
- Ordinary Voice
- Direct Statement Mood
- Simple Past Tense
- 1st Person Singular

The 'پاژ-بدفسان' form of the verb 'پاژ-بدفسان' expresses such grammatical meanings as:

- Original (Active) Voice
- Abilitative Aspect
- Negativity
- Hypothesis-Objection Mood
- 2nd Person Ordinary Singular

The 'پاژ-بدفسان' form of the verb 'پاژ-بدفسان' expresses such grammatical meanings as:

- Original (Active) Voice
- Positivity
- Unrestricted Aspect
- Imperfect (State) Participle

If we schematize the grammatical system of the verb, it will appear as in the chart on the following page:
6. Verbal Dependents

When Independent Verbs become part of a sentence, they make dependent on themselves, as adverbial modifiers, adverbs or adverb phrases; some adjectives or adjectival phrases; some numeral-measure word phrases; adverbial forms of verbs or verb phrases; nouns; nominal phrases or words and expressions functioning as nouns in the dative, locative, ablative, similitude, equivalence and limitative case forms; and noun-postposition constructions produced by combining nouns or nominal phrases with such postpositions as 'ئاراققلخ', 'توجرسنا', 'ئوجون', 'بىلەن'. Transitive verbs are able to subordinate to themselves, as direct objects, accusative case forms of nouns or noun phrases (or accusative case forms which are not apparent from the sentence).

For example:

I've just arrived.

He should go at once.

He wrote last of all.

He writes letters beautifully.\(^{86}\)

He's two hours late.

Read slowly.

Wait till the end of the lesson.

I'm going to Urumqi.

They study at this school.

We came from Hotan.

I can't write as well as you.

He can't run as well as Tursun.

Read up to (and including) page 15.

You talk to him.

The teacher spoke about discipline.

We are going via Shanghai.

Have you seen Äkhmät?

Reading books is very beneficial.

\(^{86}\) Most adjectives can function as adverbs in Uyghur, but in English a separate form is usually required.
Chapter 10
VERBAL SUBSTANTIVE WORD FORMS
(بیشکلمه تؤرگون سؤز شکلسر)

§1 A General Understanding
(ئومومی جوشنه)
By means of inflection Uyghur verbs acquire the capacity of substantive words and can be used in the sentence in the same way as substantive words. We call such forms of the verb Verbal Substantive Word Forms. Verbal substantive word forms basically include:

1. Verbal Participial forms (سیئنتاش), which are used in the same way as adjectives (See §2). For example:
   
   يازداغان يازغول

2. Gerundal (Verbal Noun) forms (ئیمساماش), which are used in the same way as nouns (See §3). For example:
   
   يازغول يازغول

3. Adverbials (ئوموششان), which are used in the same way as adverbs (See §4). For example:
   
   يازغول يازغول يازغول

There is also (4) a Verb of Intention (مکسگئەت پیشلی), which, although it does not possess the capacity of certain substantive words, yet, because in usage it possesses some substantive characteristics, should be included in the ranks of substantive words (See §5). e.g.:

یازغول

It is not appropriate to include Verbal Substantive Words in the ranks of substantive words derived from verbs simply because they are used in the same way as substantive words, since there is an essential difference between Verbal Substantive Word forms and substantive words derived from verbs.

(i) Firstly, although verbal substantive word forms possess the characteristics of substantive words and are used in the same way as substantive words, they do not completely lose their own verbal properties, but can be differentiated with respect to voice, positivity and negativity, aspect and state on the basis of the grammatical categories of voice, positivity and negativity, aspect and state expressed by the stem section of the verb. For example:


They can subordinate words and expressions which are subordinate to verbs. For example:

who wrote this letter
who writes letters to Urumqi

who writes letters beautifully

having corresponded with him by letter for several years

Substantive words derived from verbs, however, have completely lost their verbal properties. The following have turned into nouns entirely: For example:

income, revenue

expenditure, expenses; debt

key, index

hoe

memoirs, recollection

escapee, fugitive, runaway

experiment, test, trial

exhaustion, fatigue, tiredness

The following have completely turned into adjectives so that no verbal characteristics remain in them:

dry, empty

mobile, movable, shifting; figurative
forms from and' -

(i) Secondly, the suffixes which form Verbal Substantive Word forms have become so highly abstract that they can be attached to virtually all verbs. For example, it is possible to form a perfect state participle by attaching the suffix '-عَانـ/قَانـ/ـکـ/ـکـ' (which forms the verb's perfect state participle) to any verb, but the degree of abstraction of suffixes which derive substantive words from verbs is not very high: each of them can only be attached to one group of verbs. For example, the suffix 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', which derives nouns from verbs, can only be attached to a few verbs such as, 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', and 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ'. It is not possible to attach it to a great many verbs like, 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', and 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', for example: the suffix 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', which derives adjectives from verbs, can also be attached to only a few verbs, such as, 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', and 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ'.

(ii) Thirdly, in Verbal Substantive Word forms the lexical meaning of the verb does not change. For example, the lexical meaning of such substantive word forms of the verb 'ـبـ/ـبـ/ـبـ/ـبـ/ـبـ' as:

يَازِغُوْ/ـبـ/ـبـ/ـبـ/ـبـ/ـبـ يَازِغُوْ/ـبـ/ـبـ/ـبـ/ـبـ/ـبـ يَازِغُوْ/ـبـ/ـبـ/ـبـ/ـبـ/ـبـ يَازِغُوْ/ـبـ/ـبـ/ـبـ/ـبـ/ـبـ

is the same and they are all considered to be one word. However, in substantive words derived from verbs, the lexical meaning of the original verb changes. For example, whereas the verb 'ـبـ/ـبـ/ـبـ/ـبـ/ـبـ' indicates the action of writing, the word 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', which is derived from it, indicates a set of symbols used for writing and, while the verb 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ' indicates the action of praising oneself [boasting], the word 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ', which has been derived from it, denotes 'who likes to praise himself' [boastful]. The words 'ـبـ/ـبـ/ـبـ/ـبـ/ـبـ' and 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ' are not one word, but different words, and the same is true of 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ' and 'ـمـ/ـمـ/ـمـ/ـمـ/ـمـ'.

To sum up, Verbal Substantive Word forms are reckoned to be morphological forms of the verb which possess characteristics of both verbs and substantive words.

§2 Participles (Verbal Adjectives)

1. The Nature of Participles

Participles are grammatical forms which have acquired the capacity of an adjective by means of inflection and are used in the sentence in the same way as adjectives, and express an action as a quality. For example, in the phrase 'ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ' (a flower which has opened, an opened flower), the verb 'ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ', in one kind of participial form, serves to indicate the quality of the object 'ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ', which is in the state of having carried out that action.

In the phrase 'ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ' (flying horse), the verb 'ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ', in another kind of participial form, serves to indicate the quality of the object 'ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ/ـجـ', which possesses the ability to carry out that action.

2. Types of Participles

Participles differ in State and can be divided into three types:

1) Perfect (State) Participles
2) Continuous (State) Participles
3) Imperfect (State) Participles

This type of participle is formed by adding the suffix 'ـبـ/ـبـ/ـبـ/ـبـ/ـبـ' to verb stem. For example:

<table>
<thead>
<tr>
<th>Participles</th>
<th>Present Participle</th>
<th>Perfect Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ـبـ/ـبـ/ـبـ/ـبـ/ـبـ</td>
<td>ـبـ/ـبـ/ـبـ/ـبـ/ـبـ</td>
<td>ـبـ/ـبـ/ـبـ/ـبـ/ـبـ</td>
</tr>
</tbody>
</table>

The Perfect Participle displays the action expressed by itself as a quality that has come into existence (i.e., has been completed). e.g.: 87

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87 In translating participial forms into English, it is often necessary to use a relative clause rather than a participle or an adjective.
an open(ed) flower  a ripe(ned) melon  a guest who has arrived
پشمان قولعون  کاملن میهمان

2) Continuous (State) Participle
This type of participle is formed by adding the perfect state suffix (as shown above) to the stem form of the verbs 'یتان', 'یورت-', 'یور-', 'پسو-', 'پرس-', 'پیو-', 'تولتوت-', 'تولتو-', 'بیت-', 'یوت-', 'یوت-', 'یوت-', 'پیو-', 'پرس-' or with the aspect auxiliaries 'یتان-', 'یوناک-', 'یرود-', 'یور-', 'یوت-', 'یوت-', 'یوت-', 'یوت-', 'پیو-', 'پرس-' and the continuous state stem forms of verbs (i.e. to verbs combined with the suffix 'ناتو-'). That is to say, the form of the Continuous Participle appears at first sight to be the same as the Perfect Participle, but is distinguished from it by being constructed on the basis of static verbs or continuous aspect forms of the verb. For example:

- بیتلوتقتان
- پرخلتیلقتان
- یپرس یورتگان
- کارات یورتگان
- تولتوتوق یورتگان
- یپرس یورتگان
- تولتوتوق یورتگان
- کارات یورتگان
- پرخلتیلقتان

The Continuous Participle displays as a quality the continuous state or action expressed by itself. For example:

- a resting child/a sleeping child/a child who is lying down
- a seated person/a person who is sitting down
- a book which is (lying) [e.g. on the table]
- people who are [somewhere]
- a letter which is being written
- a child who is sitting writing a letter
- people who are standing looking
- sheep that are wandering around grazing
- a sleeping baby/a baby which is lying sleeping

3) Imperfect (State) Participle
These are two kinds of Imperfect Participle, distinguished as:

(i) The 'غان' form of the Imperfect Participle

(ii) The 'نار' form of the Imperfect Participle

(i) The ‘غان’ form of the Imperfect Participle is formed by attaching the suffix 'نارتن-یوانان' to the verb stem. For example:

- قارا + یوانان → قاراگان
- ده + یوانان → دهگان

(ii) The 'نار' form of the Imperfect Participle is formed by attaching the suffix 'نارتن-یوانان' to the verb stem. For example:

- قارا + یوانان → قارانر
- کور + یوانان → کورنرن

The Imperfect Participle displays the action expressed by itself as a quality which is habitually expressed or will be expressed later [i.e. which has not been completed]. For example:

- a person who knows/recognizes (someone)
- a letter which is to be understood
- a lesson which cannot be written
- a flying horse
- a shooting star
- unlimited wealth

3. Participles are Used as Qualifiers
In this instance they can qualify the subject of the action expressed by that participle. For example:

- کاملن نامدارم
- خامت یازگان بالا
- مبنی یونهیسانم نامدارم
- ددرس یوناک-یولتوق یوناک-یولتوق

When they occur in a subject-predicate relationship with a noun, Participles may qualify the logical object or the logical adverbial modifier of the action expressed by themselves. For example:
The 'تَلَف' form of the Imperfect Participle does not often function as a qualifier except in certain fixed expressions. For example: 

unlimited wealth تَلَف فَبِلَاء يوْصِرَ 
an undefeated star تَلَف هُزِيَةً 

Comprehensive Participle Form

There is a participial form (which the author has not included) that is constructed by attaching the suffix '-لَكِي' to the perfect or imperfect participial form. For example:

- ژابنیو 'ژابنیو 

This is used to express a comprehensive qualifying meaning: that is to say, when such a form qualifies an object, it indicates that all such objects are intended. It therefore has an effect similar to the use of a comprehensive pronoun. For example:

- all the places you have visited سَلَام بِقَصَرَ دَلَاء 
- all who have harmed others باشِقَلَا شِبَان سَلَامُلِیکِی 
- all who love this city بَشَهرِ زَری سَلَامُلِیکِی 
- all who obey unconditionally شَرِتِسَر بَسِنگَلِیکِی

2) It is possible for participles to be pronominalized and represent their own qualified word. In this case they act as nouns in the sentence. For example:

Who (is the one who) has هَلَی فِیکَه سَبَقَ کَمْ (ژابنیو کَرَگِه کَم) 
just gone into the house? (the person who has gone into the house)

Call those who are یَاشْقا نَؤْخَلَا کُلَامیتی صَافُ (ژابنیو کَرَگِه کَم) 
sleeping in the dormitory. (children who are sleeping)

Those who are not going home in the holidays raise your hands. (people who are not going home)

3) When Perfect Participles are combined with the locative suffix, they can act as adverbial modifiers and indicate the signified time at which the action took place. Such participles are always combined in a subject-predicate relationship with words which indicate their subject. For example:

- تَلَأَر کَلَامِیئیسم، بَد مَهْجَسَ تَلَأَر تَلَأَر. 
When they arrived, we were holding a meeting. (or: in a meeting)

- مَلْاکَل تَلَأَر تَلَأَر. 
When I get my salary, I'll buy a pair of shoes.

This form of the participle is also a pronominalized form and serves to represent the word 'چاگ' (time) which is the word it modifies. If we restore it to its original state, then the participle will again be in the position of a qualifier. For example:
At the time when they arrived, we were holding a meeting. (or: in a meeting)

(At the time) when I get my salary, I’ll buy a pair of shoes.

4) The تأثر form of the Imperfect Participle is used in the negative form in the following ways:

A. When combined with the locative case suffix it functions as an adverbial modifier and indicates the time prior to the occurrence of the action expressed by that participle. For example:

Build a dam before the water comes. (proverb)

Let’s get the outdoor jobs finished before the cold weather sets in.

B. When combined with the ablative case suffix, it functions as an adverbial modifier and indicates that the subject carries out another action without carrying out the action expressed by the participle, or that a second action does not come into existence without the coming into existence of the action expressed by the participle e.g.:

Speak without fear (Don’t be afraid to speak).

He worked for four hours without taking a break.

This problem won’t be resolved until he comes.

5) When combined with some complete copulas, participles produce the State Stem forms of the verb. (See Chapter 12, The Stem Forms of the Verb.)

In addition, when combined with judgment copulas, participles construct some State-Tense forms of the verb. (See Chapter 11, The Predicate Forms of the Verb.)

§3 Gerunds (Verbal Nouns)

1. The Nature of Gerunds

Gerunds are grammatical forms which acquire the capacity of nouns by means of inflection and are used in the same way as nouns. They express the action as an object. For example, in the sentence 'I want to go' (I don’t want to go), the verb ‘want’, in one kind of gerundal form, has made the action expressed by itself into an object (lit. my wanting to go does not exist) and functions as the subject.

In the sentence 'I heard of your coming from Tursun', the verb ‘heard’, in another kind of gerundal form, has made the action expressed by itself into an object and functions as the direct object.

In grammatical works about the Uyghur language, this form of the verb is generally called 'مرکبتنام' (lit. action name) We have felt it appropriate to call it 'تَسمدنش' (lit. noun fellow) in order to bring it into conformity with the substantive word forms called تَسمدش and تَسمدش.

2. Types of Gerunds

Gerunds are divided into seven types, namely:

1. The 'ش' Gerund
2. The 'م' Gerund
3. The 'غ' Gerund
4. The Perfect (State) Gerund
5. The Continuous (State) Gerund
6. The Imperfect (State) Gerund
7. The Agent Gerund

1) The 'ش' Gerund

This type of gerund is formed by attaching the suffix 'ش' to the verb stem. For example:

شَلَوْذَ + -ش ـ ِلَوْذَش
شَوْرَ + -ش ـ ِشَوْرَش
شَوْرُ + -ش ـ ِشَوْرُش
شَوْرُوجُ + -ش ـ ِشَوْرُوجُش
The 'gerund expresses as an object an action that is neutral with respect to state. It functions as a noun in the sentence, e.g.:

- Our highest ideal is to uphold the truth. (judgment predicate)
- He likes to do gymnastics in the morning. (direct object)
- We all know the importance of learning from the people. (possessive case qualifier)

Gerunds occur in this kind of sentence with their own subject, the relationship between the word which denotes the subject and the gerund is expressed as a possessive relationship and the gerund takes the ownership-dependent form appropriate to the person of its subject, but the possessive case suffix is not usually attached to the word which denotes the subject. For example:

- We must be punctual.
- We must all work hard.
- Everything must be ready today.
- It is necessary, for the sake of unity, not to engage in harmful talk.
- We may not go there.

There are several other situations in which this gerund is used in a special way. These are as follows:

A. It functions as the subject of sentences whose predicate is expressed by the words 'be essential, necessary; need to, must' indicate the requirement for the action expressed by the gerund to be carried out as well as possible. A predicate which is expressed by the word 'be possible' indicates an estimation about the occurrence of the action. When

B. When the gerund is in the dative case and combined with the construction 'تَغَوَّرُوا كَلٍّ', it produces subjectless sentences which indicate the need for the action to be carried out. For example:

- This work must be completed today.
- It’s necessary to have a good talk with them about this matter.

English does not often use subjectless sentences. Either a passive construction is used, as in this first sentence, or the word 'it' is introduced as an empty subject, as in the second sentence.
The purpose

Have

(ii)

is essential that

soon

come to have

in

verbs

indicates an action

in

case,

as

the

began.

As soon as we arrived, the lecture began.

Soon

went

together with

will

a(n)

perfect) present

imperfect)

permits

(iii) They went (in order) to hear the lecture.

(ii) It is permitted to read these books here, but not to take them outside.

E. When it occurs in the ablative case as a qualifier to the word 'purpose', it indicates an action with that implication. E.g.:

The purpose of study is to work (i.e. to get a good job).

The purpose of acknowledging difficulties is to overcome them.

My purpose in writing this article is to bring this matter to everybody’s attention.
verb, it turns it into the predicate of a subordinate non-impeding objection clause (although, despite). For example

I did go, but the problem was not solved/Despite my having gone, ...

I’ve written it, but it’s not very good.

Sometimes the particle ' may also come after the suffix. e.g.:

I’m better, but I’ve no strength/Although I’ve recovered, I don’t have any strength

I’ll speak but I won’t be able to speak very well.

I’ll pass the exam but my result won’t be very good.

I. This gerund sometimes also occurs in the plural form. Its plural form basically indicates that the action (i) happens in many places or (ii) is repeated on many occasions, or (iii) possesses a representative character. For example:

(i) Although fighting had stopped temporarily, light fire (lit. firing) was still continuing in many places.

(ii) 比較, to be able to exercise the function of the English 'to' or 'for' in the construction of a gerund phrase, the English speaker refers to the gerund or 'gerund form' as the English 'to' or 'for' form. This usage is based on the fact that the gerund phrase is used as a noun in English.

We tried many times, but those many attempts were ineffectual.

(iii) Look, he walks and laughs just like his father (lit. his walkings and laughings are just like his father’s own).

2) TheGerund (مَالُ 'gerund')

This type of gerund is formed by attaching the suffix -رَمَعَ or -رَمَعَ to the stem of the verb. For example:

- يَرعى + -رَمَعَ يَرعى
- يَرعى + -مَعَ يَرعى
- يَرعى + -مَعُ يَرعى

In meaning, the 'ماق' gerund is the same as the 'ش' gerund. However, in modern Uyghur, this gerund is seldom used in this sense. It occurs only in proverbs and sayings, poems and fixed constructions, in the same sense and the same function as the 'ش' gerund, e.g.:

For every taking

For every ascending (there is) a descending.

Flourish, my garden, my flower garden, rise my Beijing.

Loving you is an honour, live long my head gardener. (K. Niyaz)

Special features of this gerund are basically seen in these two aspects:

A. Outside the scope of the sentence (in dictionaries) it represents the verb [i.e. it is given as the equivalent of the English 'to —' form, e.g. 'بازم' = 'to write']

B. In the locative case and expressing the sense of the continuous state, it participates in constructing certain State-Tense forms of the verb. For example:

Our homeland is advancing rapidly.

This will be discussed further in Chapter 11, §4 The State-Tense Category of the Verb.
4) In ‘-Jr.’ it action When occur. For example:

I would like to meet him.
I don’t want to go to today’s film.
We really wanted to see you.

B. When it functions as a qualifier in the similitude or equivalence cases, it indicates the quantity or quality of the qualified object which will ensure that the action expressed by the gerund will occur. For example:

هَيَّنُكَةَ بُعْرَةٍ قَلْفُوُّدْوُكَ يَأْبَيْلَهُ. بَار.

He has enough ability to be able to handle this task.

ثَلَقَ وُدْكَةَ بُحْبِرَةٍ بُسَكَةً قَلْفُوُّدْوُكَ تَأْبِيَلَهُ. بَار.

Go to the food store and fetch enough flour to last for five days.

مِسْلُكْ سَلِبَةُ كُفْرُوُّدْوُكَ تَجْرِبِمُهُ يَوْق.

I don’t have enough experience to acquaint you with it.

When it functions as an adverbial modifier in the similitude case, it indicates the degree of a certain action which will ensure that the action expressed by the gerund takes place. For example:

بُوْدُرٍ قَلْفُوُّدْوُكَ يَأْبَيْلَهُ. يَقِ.

If you take this medicine, take sufficient to have an effect.

بُوْدُرُ قَلْفُوُّدْوُكَ يَأْبَيْلَهُ. بَيْنَبِس.

You have written this article so that it would please everybody/You wrote this article in a way that would suit everybody.

يَلِدَلَعُ قَاتِلَةَ قَلْفُوُّدْوُكَ سُؤِلَلِيِّهِمُ. يَمِن.

I can’t speak well enough to satisfy the comrades.

In addition, when this form is combined with the complete copula ‘-يَوْق’، it produces a complex stem form of the verb. (See Chapter 12, The Stem Forms of the Verb.)

4) The Perfect (State) Gerund (پُتُكُّن هِلَالَقُ ثَنَسَمَاشَ) The perfect gerund is of two types:

(i) The Role-Shifted form (كَوْجَمَهَ شَكَّ لَكِي) of the Perfect Gerund,

(ii) the ‘-لَق’ form (شَكَّ لَكِي) of the Perfect Gerund.

(i) The Role-Shifted form of the Perfect Gerund is expressed by the perfect participle changing directly into a gerund. For example, in the sentence, ‘كَمَلَتْكَ انْتُكَمِبِيْنِمْنَ’ (I wasn’t aware you had come), ‘کَمَلَتْكَ انْتُكَمِبِيْنِمْنَ’ has changed directly into a gerund and functions as a direct object in the 2nd person singular ordinary type ownership-dependent form and the accusative case. This ‘کَمَلَتْكَ’ form belongs to the Role-Shifted form of the Perfect Gerund.

(ii) The ‘-لَق’ form of the Perfect Gerund is formed by attaching the suffix ‘-لَق’ to the perfect participle. For example:

کَمَلَتْ + لَق + یَازَغَان + لَق → یَازَغَانِلَق

Δ The role-shifted form of the Perfect Gerund denotes the name of an action which has come into existence and is used in the sentence in place of a noun. In this instance, if the gerund occurs with the word which indicates its subject, it is generally combined in a possessive relationship with it. For example:

مِسْلُكْ بِيِبْجَحَّكَ کَلَگَنْسَمی کَمَدِین تَأْثِرْدِک؟

Who told you that I’d come to Beijing? (lit. From whom did you hear of my having come to Beijing?)

مِسْلُكْ بِیِبْجَحَّكَ کَلَگَنْسَمی بَلَدِی.

(سِبْنَمْ) کَلَگَنْسَمی بَلَدِی بَلَدِی.

لَسَمْلَتْ خَتَاً پَرْفِیاَتْ یَلْجُزِن رَهْمَةُ.

(سِبْنَمْ) لَسَمْلَتْ خَتَاً پَرْفِیاَتْ یَلْجُزِن رَهْمَةُ.

تَوْلَرْنَکْ لَزَوُشْبِقَ یَلْجَعَنْا لَکُشُهُ لَهُمْ.

Thank you for thinking of me and writing (a letter).

I don’t believe they’ve had a fight.

مِسْلُکْ یَارَشِمْنَم ِسِبْنَمْ یَارَشِمْنَم یَارَشِمْنَم.

(سِبْنَمْ) یَارَشِمْنَم یَارَشِمْنَم یَارَشِمْنَم.

یَلْجُزِن رَهْمَةُ یَلْجُزِن رَهْمَةُ.

It’s better that you go than that I go.

The fact that I’ve raised

my hand means that I agree (lit. My raising my hand is my agreeing). Situations in which the Role-Shifted form of the Perfect Gerund is used in special ways, may be shown as follows:

(i) When combined with the postposition ‘-لَق’ it functions as an adverbial modifier of reason. In this case it takes the ownership-
dependent suffix corresponding to the person of its subject, but the possessive case suffix is not attached to the word which denotes its subject. For example:

\[
\text{هو كشلهم كليب بلسم ينون بيتون بزن كون كچرگنود.}
\]

The meeting was delayed for a day due to the non-arrival of the representatives.

\[
\text{من لاغرب قالغنتم تؤؤهن، بسغنا بارد ميدم.}
\]

I was unable to go to the meeting because I was ill.

\[
\text{واقت ينطمسكنت تؤؤهن داومسي نتشكنجي كونهار للآدودوؤث.}
\]

Because there wasn’t sufficient time, we left it till the next day.

(2) When combined with the postposition ‘بلسن’ (بلسن), it becomes a non-impeding objection adverbial modifier. In this instance the gerund may or may not take the ownership-dependent form corresponding to the person of its subject, but the possessive case suffix is not attached to the word which denotes that subject. For example:

\[
\text{مجلس تєغتعلمین (تپچنگا) بلسن، ممسله هدل بولمدن.}
\]

Although the meeting was held, the problem was not resolved.

\[
\text{من (بارگن) بلسن، تؤؤهن بلسن كوزرها ملدم.}
\]

I went, but I was unable to see him.

\[
\text{بیتُن باربلالنگنی (بارلالنگان) بلسن، قولوم ساق، مبگه ساق.}
\]

Despite my leg being injured, my hands and my brain are sound.

\[
\text{سمن موشناق دیگنسلک (بدگن) بلسن، تؤؤهنایاند.}
\]

Although you put it like that, he didn’t agree.

\[
\text{ئو کچکت یونگنی (یونگان) بلسن، نشنا تچوگیراردن چیلدیر.}
\]

Although he is so young, he doesn’t fall behind the older ones on the job.

\[
\text{ئو باشاچق یونگنی (یونگان) بلسن دائم چایبؤوسقا قاتنایدو.}
\]

He always travels by bus, in spite of the fact that he is the boss.

Sometimes the particle ‘مو’ may be attached to the end of ‘بلسن’ to even further intensify the sense of a non-impeding objection, e.g.:

\[
\text{سمن (بارگن) بلسن، تؤؤهن بلسن کوزرها لمپسیه.}
\]

Even if you go, you won’t be able to see him.

\[
\text{ئو بادی یامغوش یاغننی (یاغقن) بلسن، تؤؤهن یادیسی بوق.}
\]

Even if it rains now, it won’t be of any use.

(3) When combined with the suffix ‘ـ چـ’ (بیگی) it functions as an adverbial modifier of circumstance and indicates that the subject carries out another action while in the state of carrying out the action expressed by the gerund. In this case the gerund may or may not take the ownership-dependent form appropriate to the person of its subject. For example:

\[
\text{ئو بیگی (بیگی) تؤؤهن کروب کهکی.}
\]

He came running into the house/He entered the house running.

\[
\text{گولبار ای خائی نی سقتسلغننی (سقتبللگی) لاستهد تؤؤهنورپ.}
\]

Crumpling up the letters, Gülbahar sat down dejectedly.

\[
\text{من ماتیریالارنی کوزرگنننی (کوزرگنی) تؤؤهن تاثانسا کردیم.}
\]

I went in to (see) him carrying the materials.

(4) When combined with exactly the same ‘ـ چـ’ suffix as above, it either indicates (i) that it functions as an adverbial modifier to the predicate form of that [same] verb and that the subject carries out the action expressed by that verb in the degree to which it is possible, or (ii) it functions as an adverbial modifier to another verb and indicates that the subject carries out another action to whatever degree the action expressed by the gerund is able to be carried out. In such cases the gerund takes the ownership-dependent case which corresponds to the person of its subject. For example:

(i) Take as much as you can (take).

\[
\text{سمن (بیگی) بلسن، تمیرگنمه چال.}
\]

I’ll try to write as much/as well as I can (write).

\[
\text{من (بارگن) بلسن، چیئب، پچ.}
\]

(ii) I spoke according to what I knew.

\[
\text{من (مللی) بلسن، چیئب، پچ.}
\]

\[
\text{من (مللی) بلسن، چیئب، پچ.}
\]

I’ll help to the best of my ability.

---

89 The author gives this as an adverbial modifier of means (بیکاری (مکارتی (بیکاری)), but this is inappropriate, because the adverbial does not express the means by which the main action of the sentence occurs, but the circumstances under which (or the manner in which) it occurs.
(5) When it is in the ablative case and combined with the word
کبیس 'subject-predicate relationship', it functions as an adverbial modifier of basis and, in the
sentence, indicates the basis on which the spoken idea has occurred or continues to exist. In this case the gerund sometimes occurs without a subject and sometimes with a subject; when it occurs with a subject, its relationship with the subject is expressed as a subject-predicate relationship. For example:

Seeing you have come, you must work well. See we have come, we must work well.

Since he’s asked, why shouldn’t I give an answer?

"I only walked yesterday and today I can’t even lift my feet."

(6) When it occurs as an adverbial modifier in the dative case, it indicates a reason which is denied or recognized as trivial. A gerund in this role sometimes occurs without a subject and sometimes with a subject; when it occurs with a subject, the relationship between them may either be expressed as a possessive relationship, or as a subject-predicate relationship. For example:

After saying you’ll do something you must do it.

Since you promised in front of everybody, you must certainly keep your word.

(7) When it functions as an adverbial modifier in the similitude case, it indicates an action in which an analogy is drawn. In this case the gerund may or may not be in the ownership-dependent form corresponding to its subject. For example:

Just as everything develops according to its own laws, so language develops according to its own laws.

(8) It functions as the subject in sentences in which the predicate is expressed by the words 'يوق' or 'بیار'. In this case the gerund occurs with its own subject and combines with it in a possessive relationship, but the possessive case suffix is not always attached to the word which denotes its subject. When such sentences occur with the word 'بیار', they are used (i) in indicating that the action expressed by the gerund only happens once, or (ii) in questioning whether or not it happened even once. Their occurrence with the word 'بیار' is used in emphasizing the non-occurrence of an action. For example:

They never got to know each other.

I saw him once when he was a small child (lit. My having seen him once in his childhood exists).

(i) Have(n’t) I ever tried to talk to you about this?

Did you never once come?

(ii) Nobody ever told me about this.

I'm not telling you. I'm telling Akhmat.
It makes no difference whether certain actions which come into existence are described as actions which come into existence or as that which comprises the coming into existence of the action, therefore, in such circumstances, the Role-Shifted form and the 'لاق' form of the Perfect Gerund can occur interchangeably. e.g.:

میناک کالگنلکی (کالگنلکی) کنن‌دن تاکلکی؟
Who told you I had come? Who told you of my coming?

تسلسم خست پازنگاشگرگزا (پازنگتشگزگرگزا) رهمه.
Thank you for thinking of me and writing (a letter).

نؤلروشگ توزووش کالنلکی (کالنلکی) ششنه‌هیمن.
I don’t believe they’ve had a fight.

Situations in which the 'لاق' form of the Perfect Gerund is used in a special way are as follows:

(1) In the ablative case it functions as an adverbial modifier of reason. In this instance the gerund may or may not take the ownership-dependent form that agrees with the person of its subject. e.g.:

نؤ تاغرب کالنلکی (تاغرب کالنلکی) نؤگون‌د هرسته کیله‌مید.
He wasn’t able to come to class today, because he was ill.

من سرتا جنگ کنکنلکی (کنکنلکی) نؤقیتیمی پرینگا
I was unable to attend the meeting on this occasion, because I went out.

وانت توزووش کالنلکی (توزووش کالنلکی) سیه‌نام‌های کیلو لوقادی.
Our conversation was cut short, because the time was up.

(2) In expressing the occurrence of a certain action, whose subject is not indicated, at the same time as the occurrence of another action, both the subject and the predicate of the sentence are shown in this form. For example:

مؤنداک دیگنلکی پروزه کمچشی (پروزه کمچشی) لنم.
To say this is not to say we have no shortcomings.

خاتالقی لغزار کالنلکی تلی توزووش پریدا بیر قدمد نلگنلکی.
To acknowledge our faults is to advance one step on the way towards correcting them.
The Continuous Gerund is used as follows:

1) Both types denote, in exactly the same way, the name of a continuing action or an existing state. In the sentence they function as nouns and are always linked in a possessive relationship with the word which represents their subject. For example:

I didn’t listen to/take any notice of what he was saying.

He quietly went out.

I also understand that you are investigating this matter.

2) When combined with the postposition 'نَقَلْنِ', both types function as adverbial modifiers of reason. In this case they take the ownership-dependent form corresponding to their subject, but the possessive case suffix is not attached to the word which represents that subject. For example:

I understood you are studying.

Since you were in/holding a meeting, we didn’t invite you.

3) In the ablative case, the 'لاق' form may function as an adverbial modifier of reason. In this instance, it may or may not take the ownership-dependent form corresponding to the person of its subject, but the possessive case suffix is not attached to the word which represents that subject. For example:

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I understood you are studying.

Since you were in/holding a meeting, we didn’t invite you.
The Imperfect (State) Gerund

There are two types of imperfect (state) gerunds:

(i) The Role-shifted form of the Imperfect (State) Gerund

(ii) The '§eq` form of the Imperfect (State) Gerund

(i) The role-shifted form of the Imperfect (State) Gerund is expressed by the imperfect participle (منسوب/بيبشان) changing directly into a gerund. For example, in the sentence "I didn't know that he worked here.", the imperfect participial form, 'فصله', of the verb 'فصله' (I didn't know that he worked here), has changed directly into a gerund and functions as a direct object in the 3rd person ownership-dependent accusative case form. This 'فصله' form is considered to be a Role-shifted form of the Imperfect Gerund.

(ii) The '§eq` form of the Imperfect Gerund is formed by attaching the suffix '§eq` to the Imperfect Participle. For example:

The Agent Gerund

The Agent Gerund is formed by attaching the suffix 'للمؤشر' to the 'للمؤشر' gerund. For example:

Both types of Imperfect Gerund indicate, in exactly the same way, the name of an action which regularly takes place or will take place later. It functions as a noun in the sentence. In this case the relationship between the gerund and its subject is expressed as a possessive relationship. For example:

Mən tələbəyə təshəbbuş qərarı verdim. (I gave an instruction to the student.)

I know that he works in a factory.

Mən bənəyə təşəbbuş qərarı verdim. (I gave an instruction to the factory.)

It’s obvious to you too that I don’t like such matters.

He gazed enthralled at nature’s marvellous spell-binding beauty.
I breathed deeply of the reviving air of the pasture. This gerund sometimes occurs combined with the negative form of the auxiliary verb 'not.' This construction is only ever used in the 2nd person form of the imperative mood and denotes an order, in the nature of a warning, about the fact that the action expressed by the gerund should not take place. For example:

Don't you dare come here a second time.

Don't you dare ask about this again.

Don't you dare tell him about this (matter).

§4 Adverbials

(284) (285)

2. Types of Adverbials

Adverbials are divided into seven types according to function.\(^{90}\)

(1) The 'ت' Adverbial

(Adverbial of Limitation/Contrast)

(2) The 'ع' Adverbial

(Adverbial of Purpose or Elapsed Time)

(3) The Adverbial of Reason

(4) The 'ب' Adverbial

(Adverbial of Concurrence)

(5) The 'س' Adverbial

(Adverbial of Extension or Prolongation)

(6) The 'ت' Adverbial

(Associative Adverbial 2)

(7) The Associative Adverbial

(Associative Adverbial 1)

These may be demonstrated according to the chart on p. 286.

The negative forms of the 'ت' Adverbial and the Associative Adverbial (1) are formed in exactly the same way, by attaching the suffix 'ت' to the negative form of the verb. For example:

يازا – يازمای

The negative forms of the remaining adverbials are formed in the same way by attaching their own adverbial suffixes to the negative stem of the verb. For example:

يازماسبيري يازمفايج يازمفايجًا يازمفايجًا يازمفسجي

It is also possible for the suffix 'ت' to be added to the end of the 'ت' adverbial, but there is no change in meaning. For example:

كاذلگچک كاذلگچک باترچگچک بازگچچگچک

\(^{90}\)The titles in brackets are those given in the dictionary. 2019, along with 'The Adverbial of Concurrence', which is also given as the 'ب' Adverbial in that dictionary.
Types of Adverbials

<table>
<thead>
<tr>
<th>Type of Adverbial</th>
<th>Suffixes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>'چه' Adverbial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Limitation and Contrast)</td>
<td>غلی 'چه' / گچه / -چه</td>
<td>چگاه چه / چگاه چه / کچه چه</td>
</tr>
<tr>
<td>غلی 'Adverbial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Purpose &amp; Elapsed Time)</td>
<td>غلی // -قلی</td>
<td>یازغلی، یائغلی، یکلی، کتلی</td>
</tr>
<tr>
<td>Adverbial of Reason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Causative Adverbial)</td>
<td>غلی // -قلی</td>
<td>یازغلی، یائغلی، یکلی، کتلی</td>
</tr>
<tr>
<td>'غاج' Adverbial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Concurrence)</td>
<td>غاج // -قاج</td>
<td>یازغاج، یائغاج، کتاچ، کتاچ</td>
</tr>
<tr>
<td>سربی 'Adverbial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Extension/Prolongation)</td>
<td>سربی // -سربی</td>
<td>یازسربی، یاسربی، کتسربی، کتسربی</td>
</tr>
<tr>
<td>ی 'Adverbial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Associative Adverbial 2)</td>
<td>-تا // -که // -ی</td>
<td>یازا، کوره، سؤله (ی)</td>
</tr>
<tr>
<td>Associative Adverbial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Associative Adverbial 1)</td>
<td>سربه // -بپ</td>
<td>سؤله بپ، پزپ، کورپ، مورپ</td>
</tr>
</tbody>
</table>

The forms given by the author — قچه // گچه // چچه — are, in fact, the nominal limitative suffixes. The verbal (adverbial) suffixes have the vowel -و // -و, although, in speech, 'ی' is used in both types of suffix.

3. The Meaning and Usage of Adverbials

The 'چه' Adverbial (Adverbial of Limitation and Contrast) is used in the following senses:

A. It indicates (i) the occurrence of a certain action prior to the action that is expressed by the adverbial, or (ii) the continuation of a certain action until the occurrence of the action expressed by the adverbial. For example:

(i) ممن سائنت توخوشه (توخوشگل:کلیحمله.)
I'll be back before the time's up.

(ii) We will get everything ready by the time you leave/before you leave.

B. In the negative form and dependent on a negative verb, it indicates that another action will not occur as long as the action expressed by the adverbial does not occur. For example:

ممن کادغلچه (کادغلچگل:کورت تورولگر
I won't go until this job is finished.

C. It indicates that a certain action occurs during the [whole] course of the action expressed by the adverbial. For example:

On my way there بارغچه کایروپلنادا برب پ، قایغچه بوپزدا کامارد.
I went by plane; on my way back I came by train.

D. It indicates an action which has been given up as a result of contrasting it with another action. For example:

بکار لونژغچه، بکار تسله. (مأفل) Let's just work ourselves, rather than bothering the others.
When linked with the verb "will", it indicates the possibility that the action expressed by the adverbial will be carried out. Such sentences are without a subject. For example:

D. **When linked with the verb 'will', it indicates the possibility that the action expressed by the adverbial will be carried out.** Such sentences are without a subject. For example:

```
Only by working hard is it possible to go forward.

بيـن تنـت كـلافـنـي قـوـي إـلـماـلـاء.

It is possible to finish this job in two days.

بالـك ثـغـر تـكـنـي، كـوـتـرـجـسـي يوـبـمـيـدو.

It's too heavy; it's impossible to lift it.
```

E. **When connected with the verb 'go' it produces a construction which indicates the sense of permitting or making it possible for the action expressed by the adverbial to occur.** For example:

```
Please let me work in peace.

ابـرـاـك سـالماـيـلـي، تـوـنـي كـبـ فـنـغـسـي قـوـبـالي.

Let's be quiet and give him a chance to speak.

باراـمـقـدـي، تاكـم بـارـغـسـي قوـبـميـدي.

I had intended to go, but my older brother wouldn't let me.

ثـؤـتـزـي بـرـبـش ثـؤـباـقـتا تؤـرسـون، بـرـنـمـم بـارـغـسـي قوـبـميـدي.

Not only will he not go himself, he won't let us go either.
```

F. **When combined with the auxiliary verbs 'will' and 'do', it produces complex stem forms of the verb.** (See Chapter 12, Stem Forms of the Verb, §4, Subsection 5, The Commencement Aspctual Stem Form of the Verb, p. 412).

3) **The Adverbial of Reason** (سـهـؤـب رـوـعـشـدـسـي) indicates that the occurrence of the action expressed by itself is the reason for the occurrence of another action. For example:

```
أَهـلْوَالَّا فـتـاـدًا كـمـلـهـا كـمـلـهـا، سـوـقـاسـي بـوـزـوـب كـبـتـهـمـدـي.

The water didn’t have the chance to spoil the sides of the ditch because they arrived on time.

سـمـن خـتـم يُـعـسـفـاـقا، مـهـنـمـو خـتـم يُـبـزـمـدـم.

Because you didn’t write, I didn’t write either.
```

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The involvement of the people grew because the policy was properly implemented.

Sometimes the final 'نا- ' or 'کـ-' of this adverbial is omitted and, consequently, it becomes the same as the 'ال-' 'غـ-' adverbial. For example:

Because it rained

because it was (grown) beside the canal. (song)

The more the action expressed by itself continues for a long time, (The suffix 'ی-', attached to stems ending in a vowel, is omitted). For example:

After writing for a long time I became very tired.

After speaking for a long time my voice became hoarse.

After walking non-stop for three hours, we finally arrived.

B. When the negative form is repeated, it indicates a state in which the action expressed by itself does not occur for a long time, e.g.:

After not raining for a long time it poured.

After not having spoken for several days, today he talked for two hours non-stop.

C. When paired in a positive-negative form, it indicates that another action occurs just before the occurrence of the action expressed by itself. The particle 'ی-' is always attached to the end of the construction. For example:

Today he got up just before dawn.

When I got to the office, the telephone rang just as I was about to sit down.

D. Disregarding specific expressions like 'ی-' (luckily, fortunately) the 'ال-' adverbial is basically not used singly.
7) The Associative Adverbial (1) is used as follows:

A. Associated with another verb, it functions as an adverb of association. When analysed semantically, the relationship which exists between the associative adverbial (in this role) and the verb which is associated with it may be divided into the following types:

a. Subordinate Relationship. In this relationship the Associative Adverbial is subordinate in meaning to another verb and serves, in some respect, to explain the action expressed by that verb. For example:

Sit down and read/Read while seated.

Don't laugh when you speak/Speak without laughing.

By increasing production we will continuously improve the life of the people.

Because he was ill, he was unable to come to class.

The electricity suddenly went off in the evening, so we were unable to hold the meeting.

Since Akhmat has not turned up, this problem won't be resolved.

b. Before and After Relationship. In this relationship the Associative Adverbial indicates an action which occurred, or will occur, before the action expressed by the verb to which it is subordinate. While some such phrases signify that (i) two or more actions have happened, or will happen, one after the other, others signify that (ii) another action or matter occurs after the occurrence of the action expressed by the adverbial. For example:

(i) He got up early, had his breakfast and went to school.

(ii) Two hours later, Tursun arrived.

I've arrived in Beijing but I still haven't attempted to go to Tiantan.

c. Positive-Negative Relationship. In this type of relationship (i) the action expressed by the Associative Adverbial is negated and another action is affirmed, or (ii) the non-occurrence of another action is expressed in a situation in which the action expressed by the Associative Adverbial occurs, or (iii) the non-occurrence of another action is expressed whilst only the action expressed by the associative adverbial occurs, e.g.:

(i) Let's go somewhere instead of standing here.

Instead of going to the mountains, they went paddling in a canoe.

(ii) He went to Beijing, but he didn't go to Tianjin.

(iii) It's no good if we only attach importance to study and neglect the training of our bodies.

d. Simultaneous Relationship. This relationship signifies that the action expressed by the Associative Adverbial happens at the same time as another action. For example:

On the one hand we work, on the other hand we study.

My head is aching and I feel nauseous.

e. Pointed Question Relationship. In this relationship the Associative Adverbial indicates an action related to a certain question. For example:

What will you do with it if you buy it?

What would he do if he came? Wouldn't it be better if he didn't come?
to go (& come)
to enter (& exit)/go in (& out)/come in (& go out)
to exit (& enter)/go out (& come in)
to go up (& come down)/ascend (& descend).\textsuperscript{96}
to go down (& come up)/descend (& ascend).

D. Many complex stem forms of the verb are produced by the combination of the Associative Adverbial with auxiliary verbs. (See Chapter 12, The Stem Forms of the Verb.)

E. Associative Adverbials form the basis for the construction of certain State-Tense forms. (See Chapter 11, §4, The State-Tense Category of the Verb.)

\section*{§5 The Verb of Intention (مقسمت ببلی)}

The Verb of Intention is formed by attaching the suffix -\textit{چی} \textit{ام} to the \textit{میان} Adverbial form of the verb. For example:

\begin{itemize}
  \item کامل + -\textit{چی} \textit{ام} + یاری میان + -\textit{چی} \textit{ام} + یاری میان
  \item سرلمس + -\textit{چی} \textit{ام} + یاری میان + -\textit{چی} \textit{ام} + یاری میان
\end{itemize}

The Verb of Intention indicates the intention of the agent to carry out the action expressed by that verb. Together with some auxiliary verbs, it constructs certain state-tense forms of the verb (See Chapter 11, §4, The State-Tense Category of the Verb) and, combined with the auxiliary verb \textit{پیل}, it produces a complex stem form of the verb (See Chapter 12, §5, Subsection 7, p.442).

\textsuperscript{96} For example:

- Go to Mehriban’s house.
- Pop into the classroom and see who’s there.
- Pop out and see who knocked at the door.
- They went to the top of the stairs and came down again.

I went down to the bottom of the apartment block and came up again.
Chapter 11

**PREDICATE FORMS OF THE VERB**

§1 A General Explanation

In Uyghur, verbs specialize to become the predicate of the sentence, or the nucleus of the predicate, by means of inflection. We call such forms the **Predicate forms** of the verb.

The **Predicate forms** of Uyghur verbs are first of all differentiated in mood and produce the **Mood Category** [See §3]. Predicate forms specific to a number of constituent mood types of the Mood Category are further differentiated in state and tense and produce the **State-Tense Category** [See §4]. All kinds of State-Tense predicate forms are also differentiated with respect to person and produce the **Person Category** [See §5].

That is to say, in Uyghur some predicate forms of the verb belong to a specific mood type and a specific person type at the same time; other predicate forms belong to a specific mood type, a specific state-tense type and a specific person type at one and the same time. For example, if we take the predicate form of the verb ‘پرلس’ belongs to the Imperative Mood type and the 1st Person Singular type; if we take the predicate form, it belongs to the Direct Statement (Indicative) Mood type, the Present (Imperfect) Tense type and the 3rd Person type.

§2 The Person Category

The **Person Category** of the verb is a grammatical category which is seen in the vast majority of modal predicate forms of the verb, including all kinds of State-Tense Predicate forms. It conveys the concept of the person being the same as the person of the subject of the sentence. In other words, it serves to match the predicate with the subject.

The Person Category of the verb consists of the following person types, which correspond to the differences in person of the words that function as subject in the sentence:

1st Person Singular (شخْس پرلس توْری) This is used in sentences in which the pronoun 'ميم' functions as the subject.

1st Person Plural (شخْس کُچاپک توْری) This is used in sentences in which the pronoun 'سر' functions as the subject.

2nd Person Singular Ordinary type (شخْس بَرْلک تاددی تئوْری) This is used in sentences in which the pronoun 'سِئل' or 'تورْلا' functions as the subject.

2nd Person Singular Refined (Polite) type (شخْس بَرْلک َسِئْلی َئوْری) This is used in sentences in which the pronoun 'سِئل', or 'وْفراسُلْری', function as the subject.

2nd Person Plural Ordinary type (شخْس کُچاپک تئدِدی تئوْری) This is used in sentences in which the pronoun 'سِئلم', or 'وْفْرُلسُری', function as the subject.

2nd Person Plural Respectful type (شخْس کُچاپک ْوْهْرِمْهت تئوْری) This is used in sentences in which the pronouns 'وْلَارْیری', or 'وْهْرِفراسُسُری' function as the subject.

2nd Person Plural Disrespectful type (شخْس کُچاپک ْسِئْلْوْخْهت تئوْری) This is used in sentences in which the pronoun 'سِئلم', functions as the subject.

3rd Person type (شخْس تئوْری) This is used in sentences in which the pronouns 'ئوْلاْیرین', or nouns or nominalized words, function as the subject.

If the person category of the verb is schematized it will appear as follows:
Whichever person types produce the Person Category of the verb, they are expressed as different person types of each Mood form, including each State-Tense form.

§3 The Mood Category

The Mood Category of the verb is seen in the predicate forms of the verb and is the grammatical category that indicates the way in which the subject matter of the sentence is spoken. As an example, we will look at and compare the following sentences:

In these sentences, the verb ‘writes’ occurs in ten different moods. These are expressed in the following ways:

In sentence (1) the subject matter has been stated as a matter which is known first-hand by the speaker;

In sentence (2) the subject matter has been stated as a matter which has become known to the speaker later by some means;

In sentence (3) the subject matter has been stated as a matter which the speaker has heard from others;

In sentence (4) the subject matter has been stated as a subjective assessment;

In sentence (5) the subject matter has been stated as figured out on the basis of certain facts;

In sentence (6) the subject matter has been stated in the manner of a request (order);

In sentence (7) the subject matter has been stated in the manner of a
hypothesis:
In sentence (8) the subject matter has been stated in the manner of a desire:
In sentence (9) the subject matter has been stated in the manner of a regret:
In sentence (10) the subject matter has been stated in the manner of a necessity.

These are considered to be grammatical meanings which belong to the Mood Category of the verb.

The Mood Category of Uyghur verbs comprises the following mood types: (N.B. From (8) onwards the numbering does not agree with the above examples)

1. Direct Statement Mood
2. Indirect Statement Mood
3. Hearsay Statement Mood
4. Subjective Assessment Mood
5. Objective Assessment Mood
6. Imperative (Command-Request) Mood
7. Hypothesis-Objection Mood
8. Hope-Polite Request Mood
9. Wish Mood
10. Regret Mood
11. Entreaty Mood
12. Anxiety Mood
13. Necessity Mood

These are expressed by means of predicate forms specific to those mood types of the verb.

97 In fact, the example given in the text does not express the sense of necessity, but such a concept is apparent in the sentence: تۆقۇغۇچەلار دەرسەنە خاتەرە بارسا يارمەدلە (Students ought to take notes during the lesson.)

98 I prefer to use a direct translation of the Uyghur ئەرەمە-قاراشلەق 'بارمال:ئەل' appellation rather than the English term 'conditional', as that expresses only one aspect of what is covered by the hypothesis-objection mood.

1. Predicate Forms of the Direct Statement Mood

The predicate forms of the Direct Statement Mood of the verb indicate that the subject matter of the sentence is stated as a matter which the speaker knows first-hand (has always known, knows from start to finish). For example:

There’s no problem; you answered correctly and I answered correctly too.

I write letters really slowly; Akhmat writes them quickly.

When they came we were holding/in a conference.

I intend to talk to him about this.

He also planned to go, but something came up and he was unable to (go).

The predicate forms of the Direct Statement Mood of the verb are classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the state-tense forms in the Direct Statement Mood is considered to be the construction of the predicate forms of the Direct Statement Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in §4 of this chapter: The State-Tense Category.
2. Predicate Forms of the Indirect Statement Mood

The predicate forms of the Indirect Statement Mood of the verb indicate that the subject matter of the sentence is stated as a matter which the speaker knows indirectly (has learnt of later or has recently learnt on the basis of certain facts or the information of others). For example:

I checked and apparently you answered correctly and I answered correctly too.

These apartment blocks were apparently built in 1950.

I inquired, and you are apparently making good progress.

The predicate forms of the Indirect Statement Mood of the verb are also classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the state-tense forms in the Indirect Statement Mood is considered to be the construction of the predicate forms of the Indirect Statement Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in §4 of this chapter: The State-Tense Category.

3. Predicate Forms of the Hearsay Statement Mood

The predicate forms of the Hearsay Statement Mood of the verb indicate that the subject matter of the sentence is stated as a matter which has been heard of from others. For example:

They say that

They've heard that Äkhmat wrote essays well.

It's said that he had studied at this school previously.

I've heard that you're writing an article; could I have a look at it?

I've heard that you sing well.

'They say that the new government is very broad-minded,' they said ... 'Supposedly, after this there won't be any corvée taxes or other taxes ... then everyone will apparently be his own lord and master and no-one will tell anyone to stand there or stand here ...'
‘Empty talk,’ some said... ‘There are supposedly many plans in the government’s mind; they say draft animals will be distributed and it won’t be possible to distinguish which are your rich and which are your paupers. Everyone will be equal, they say and there will be work in Anjan...’ (K, Turdi)

This type of predicate form sometimes indicates that the speaker does not agree or states something in a sarcastic manner, e.g.:

If he can’t even write this kind of thing, how does he imagine he can write a novel?

How interesting! I'm supposed to have written this letter!

When telling others of a dream which one has seen, the predicate form of the Hearsay Statement Mood is often used. For example:

When I looked, Urumqi was completely altered — skyscrapers tower aloft, you are flying around in a small aeroplane, Akhmat is delivering a speech somewhere in the middle of a lot of people, I call him but he doesn’t look at me...

It is also possible to express a matter heard from others in the predicate form of the Indirect Statement Mood, but there is a clear difference between these two types of expression:

(a) In the predicate form of the Hearsay Statement Mood, the fact of having heard from others is emphasized.

(b) In the predicate form of the Indirect Statement Mood, the fact of having heard from others is not emphasized, it is merely stated as being in the ranks of things known indirectly.

The predicate forms of the Hearsay Statement Mood of the verb are also classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the State-Tense forms in the Hearsay Statement Mood is considered to be the construction of the predicate forms of the Hearsay Statement Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in §4 of this chapter: The State-Tense Category.

4. Predicate Forms of the Subjective Assessment Mood

The predicate forms of the Subjective Assessment Mood of the verb indicate that the subject matter of the sentence is stated as a matter which has been assessed according to a subjective understanding. For example:

I think Akhmat has also written an article.

I think these apartment blocks were built in 1950.

I don’t think we’ve met before.

I believe you smoke (tobacco).

I don’t think he knew Chinese before.

I think they’re in a meeting.

I believe I was studying in first school at that time.

I guess you’re planning to go somewhere.

The predicate forms of the Subjective Assessment Mood of the verb are also classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the state-tense forms in the subjective assessment mood is considered to be the construction of the predicate forms
of the Subjective Assessment Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in §4 of this chapter: *The State-Tense Category*.

5. Predicate Forms of the Objective Assessment Mood

The predicate forms of the Objective Assessment Mood of the verb indicate that the subject matter of the sentence is stated as a matter which has been assessed according to certain facts, e.g.:

- **It looks as if Akhmat also**
- **wrote an article/Akhmat seems to have written an article too.**

These apartment blocks must have been built in 1950. It looks as if these apartment blocks were built in 1950.

*It looks as if you smoke* (tobacco).

- **He can’t have known**
- **Thou knowest Me**

Chinese previously/It doesn’t look as if he knew Chinese previously.

**They seem to be in a meeting just now**/It looks as if they’re in a meeting at the moment.

*It must be that I have been studying in primary school at that time.*

**You look as if you’re planning to go somewhere**/You look as if you’re planning to go somewhere.

The predicate forms of the Objective Assessment Mood of the verb are also classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the state-tense forms in the Objective Assessment Mood is considered to be the construction of the predicate forms of the Objective Assessment Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in §4 of this chapter: *The State-Tense Category*.

6. Predicate Forms of the Imperative Mood

The predicate forms of the Imperative Mood are formed by attaching the following suffixes to the verb stem:

In the **1st person singular type** the suffix ‘ناي/م’ is added. For example:

- **کوره/م تورایي سؤل/م گالاری**

In the **1st person plural type** the suffix ‘نایی/م’ is added. For example:

- **کوره/م تورایي سؤل/م گالاری**

In the **2nd person singular ordinary type** the verb stem itself is used. For example:

- **کوره سؤل/م گالاری**

In the **2nd person singular refined (polite) type** the suffix ‘م/م’ is added. For example:

- **کوره/م تورؤلک سؤل/م کالر**

In the **2nd person singular respectful type** the suffix ‘سلا/م’ is added. For example:

- **کوره/م تورؤلک سؤل/م کالر**

In the **2nd person plural ordinary type** the suffix ‘م/م’ is added. For example:

- **کوره/م تورؤلک سؤل/م کالر**

In the **2nd person plural respectful type** the suffix ‘سلا/م’ is added. For example:

- **کوره/م تورؤلک سؤل/م کالر**

In the **2nd person plural disrespectful type** the **mutual voice stem form of the verb** is used. For example:

- **کوره/م تورؤلک سؤل/م کالر**

In the **3rd person type** the suffix ‘سیسن’ is added. For example:

- **کوره/م تورؤلک سؤل/م کالر**

The negative form of the imperative mood predicate form is

99 لجأتان بولسا کبرهک

is the same as لجأتان کبرهک.
formed by attaching the above suffixes to the negative stem form of the verb. For example:

2) Its Meaning and Usage

The predicate form of the Imperative Mood of the verb indicates that the subject matter of the sentence is spoken in a manner that denotes:

(i) Requesting
- تعلم قلش
(ii) Instructing or Ordering
- يؤرخش
(iii) Complying
- قفكش
(iv) Appealing
- دمخت قلش
(v) A Wish
- تلهاكدشلق

For example:

(i) Please give me permission and let me go.
- رخست قلش، معن پاراي.

(ii) OK, you can go.
- ماظر، سر پربرد.

(iii) Please come and take the seat of honour and take off your coat.
- تلهاکب پر، بیوتی پارسون.

(iv) Don’t block the way, let him through, let him go.
- هیژکگز میرک بولسون!

(v) Long live our great homeland.
- پیاگئون تولوگ،MENUتمسیرا!
- May you grow old together.
- م Например
- May you not grow tired! Hello! (in some areas)
- هارفیامرا
- هیژکگز میرک بولسون!

The predicate form of the Imperative Mood may also indicate that the listener is being requested to wait until the subject matter of the sentence has occurred. For example:

Let the film finish and then we’ll go.
- کئنو ناگئون، یاندن بارابلي.
- معن قافتکب کلبی، یاندن تودان پاراگچملای.

Wait till I come back and then we’ll have a good chat.
- نیمه تالابرایب رئ، بارکلفون، موئنله بفکسون.
- I’ll definitely go, no matter if it’s raining or blowing a gale or not.
- خالی کالم، خالی کامه، بفکسون تیچچچیرمزر.
- Whether you come, whether you don’t, well go ahead and hold the meeting.
- هیژکگز میرک بولسون!
- Whether you write it or I write it, the article must be finished tomorrow.
7. Predicate Forms of the Hypothesis-Objection (Conditional) Mood

The predicate forms of the Hypothesis-Objection Mood of the verb are formed by attaching the following suffixes to the verb stem:

1) Its Formation

The predicate forms of the Hypothesis-Objection Mood of the verb are formed by attaching the following suffixes to the verb stem:

- In the **1st Person Singular type** the suffix ‘سما’ is added. For example:
  - كورشم تورسام سؤزلگم کلامم پازسرا

- In the **1st Person Plural type** the suffix ‘سما’ is added. For example:
  - کورسک تورسناک سؤزلگان کلامنک پازننک

- In the **2nd Person Singular Ordinary type** the suffix ‘سمگش’ is added. For example:
  - کورسگ رزورسگ سؤزلسگ کلامسگ پازننگ

- In the **2nd Person Singular Refined (Polite) type** the suffix ‘سمگش’ is added. For example:
  - کورسگ رزورسگ سؤزلسگ کلامسگ پازننگ

- In the **2nd Person Singular Respectful type** the suffix ‘سمگش’ is added. For example:
  - کورسگ رزورسگ سؤزلسگ کلامسگ پازننگ

- In the **2nd Person Plural Ordinary type** the suffix ‘سمگش’ is added. For example:
  - کورسک تورسناک سؤزلگان کلامنک پازننک

- In the **2nd Person Plural Refined (Polite) type** the suffix ‘سمگش’ is added. For example:
  - کورسگ رزورسگ سؤزلسگ کلامسگ پازننگ

- In the **2nd Person Plural disrespectful type** the suffix ‘سمگش’ is added. For example:
  - کورسگ رزورسگ سؤزلسگ کلامسگ پازننگ

- In the **3rd Person type** the suffix ‘سم’ is added. For example:
  - کورسه تورسا سؤزلسها کلامه پازسرا

The **negative form** of the Hypothesis-Objection Mood predicate form is formed by attaching the above suffixes to the negative stem form of the verb. For example:

- کورسی تورسکار سؤزلسها کلامه پازسرا

2) Its Meaning and Usage

The Hypothesis-Objection predicate form of the verb is used as follows:

A. When it is the predicate of a Subordinate Hypothesis Clause, it indicates that the subject matter of the sentence is spoken in the manner of a hypothesis. For example:

- If you try hard, you will make progress.
- If it doesn’t rain tomorrow, we’ll go out for a walk.
- Whoever tries hard, will make progress.

B. When it is the predicate of a Subordinate Objection Clause, it indicates that the subject matter of the sentence is spoken in opposition to another matter or state. For example:

- Wherever you go, I will go too.
- If we don’t walk quickly, we won’t be able to make it on time.
- We’re rushing around unable to cope, but he’s playing about.

C. In questions, Hypothesis-Objection Mood is used to ask a question of a person or thing. For example:

- You don’t know that place, so how will you get there?
- How come he doesn’t know such things, despite having graduated from university?
- Since the time is passing, oughtn’t we to hurry? (lit. ... is it right not to hurry?)
C. When combined with the particle ‘ـمؤ’، it functions as a subordinate non-impeding objection clause and indicates that, although the subject matter is in opposition to another matter, it is nevertheless unable to prevent it. For example:

We’ll still go, even if it rains.

No matter what I said, he didn’t take any notice.

We’ll come, even if you don’t welcome us.

8. Predicate Forms of the Hope-Polite Request Mood

1) Its Formation
The Hope-Polite Request Mood predicate form of the verb is formed by attaching the ‘ـنكن’ auxiliary to the verb’s Hypothesis-Objection Mood predicate form. The ‘ـنكن’ auxiliary is usually attached to the verb’s Hypothesis-Objection Mood predicate form, but it may sometimes be omitted. For example:

Я говорю вагасмо баробирмыз.

No matter what I said, he didn’t take any notice.

2) Its Meaning and Usage
The Hope-Polite Request Mood predicate form of the verb indicates that the subject matter of the sentence is spoken in the manner of a petition, a desire, or a (polite) request. For example:

An important matter has come up, please could I be given two days leave.

I hope you will keep on helping me in this way in the future also.

Please would the comrades who are on duty wipe the blackboard as well.

9. Predicate Forms of the Wish Mood

1) Its Formation
The Wish Mood predicate form of the verb is formed by attaching the past tense form of the Direct Judgment Copula to the Hypothesis-Objection Mood predicate form of the verb. The Direct Judgment Copula is usually in the 3rd person type in all its persons alike, but sometimes it also occurs in the person which is the same as that of its subject. The direct judgment copula may also sometimes be omitted. For example:

We’ll still go, even if it rains.

Teacher, please could you read the end once more so that we can take notes.

2) Its Meaning and Usage
The Wish Mood predicate form indicates that the subject matter of the sentence is spoken in the manner of a wish. For example:

I wish could meet that person too.

We wish we could attend that meeting too.

---

100 According to the 1st person plural form always occurs with ‘ـمؤ’ and only the 1st person singular and the 2nd person singular ordinary types may sometimes occur with ‘ـمؤ’ or ‘ـمؤ’ respectively. The rest only take the ‘ـمؤ’ suffix.
If only it would really rain.

Rasa' bir yam'ūr yaghsidī.

Sama'ūrī yam'ūr yaghsidī, jāfīlīrī qaftāb tūrsidī.

Br چنه چایی شجکوه یارم ثنیاب تورسیدی. (فوشاق)

I wish I had a samovar and the tea would keep on boiling.

I wish my sweetheart would keep on dancing while I drink a bowl of tea. (song)

شین مهشیک مهلمچه بالسیا. جلفمسام پار قاشدین,

خماقلی تالم تالامدا برگاهه پولسام باشدین. (فوشاق)

If only it were according to my desire, then I would not leave my lover's side,

If only I were a moth, then I would not leave his head, even in front of all the people in the world. (song)

10. Predicate Forms of the Regret Mood
(لیسوس مهیلدیکی خوؤر شهکی)

1) Its Formation
The Regret Mood predicate form of the verb is constructed by attaching the word 'بیئنگوکن' or 'بیئنگوکن' in the role of an auxiliary word, to the predicate form of the Hypothesis-Objection Mood of the verb. For example:

پارساق بولفانگکن
کملاسک بولفانگکن
کوارسک گلار فانگکن
لالسک بولفانگکن

The Regret Mood predicate form of the verb may also be formed by attaching the suffix 'چو' to the Hypothesis-Objection Mood predicate form of the verb (in this instance the first syllable of the verb is stressed). For example:

پارسافجو
کملاسک گلارچو
کوارسک گلارچو

2) Its Meaning and Usage
The Regret Mood predicate form of the verb indicates that the subject matter of the sentence is spoken in the manner of a regret.

For example:

Tursun should have come too, instead of staying at home alone.
I wish Tursun had come too, instead of staying at home alone.

11. Predicate Forms of the Entreaty Mood
(بالالرورش مهیلدیکی خوؤر شهکی)

1) Its Formation
The Entreaty Mood predicate form of the verb is formed by attaching the suffix 'چو' to the Imperative Mood predicate form of the verb. For example:

کلأچو
پارایچو
کوئولرچو
کولسچو

In the 1st and 2nd persons, the Entreaty Mood predicate form of the verb may also be expressed by transferring the stress to the final syllable of the regret mood predicate form which takes the particle 'چو'. For example:

پارسافجو
کملاسک گلارچو
کوارسک گلارچو

2) Its Meaning and Usage
The Entreaty Mood predicate form of the verb indicates that the subject matter of the sentence is spoken in the manner of an entreaty.
For example:
Please come here, there’s something I want to say to you.

Comrades, please don’t talk.

Keep me happy; please don’t say such things.

Please let me take on this task; do say yes.

Please speak, don’t keep me waiting anxiously.

If you have time, please could you translate this letter.

12. Predicate Forms of the Worry Mood

1) Its Formation
The Worry Mood predicate form of the verb is formed by attaching the Past Tense Direct Judgment Copula to the 3rd person negative ‘ي’ type Direct Statement Mood Present (Imperfect) Tense predicate form of the verb (See §4: The State-Tense Category, sub-section 4: The Present (Imperfect) Tense Predicate Form, p.342). As a result of the judgment copula being attached to the verb, the final ل/api part of the verb becomes لام /ي and the initial vowel of the copula is dropped. For example:

\[
\text{كليمسيديك} \rightarrow \text{كمسيديك}
\]

2) Its Meaning and Usage
The Worry Mood predicate form of the verb indicates that the speaker pronounces the subject matter of the sentence in an anxious manner. Because such matters generally possess an accidental nature, the verb is usually combined with auxiliary verbs which indicate the accidental aspect. For example:

13. Predicate Forms of the Necessity Mood

The Necessity Mood predicate form of the verb is basically expressed by adding the word ‘بولدش’ , which functions as an auxiliary verb, to the Hypothesis-Objection Mood predicate form of the verb and pronouncing them as a single unit, without a break. It indicates that the speaker pronounces the subject matter of the sentence in a manner which deems it essential. For example:

This opinion of yours is wrong, you must give it up.

Apparently your mother is very worried. You must keep writing regularly.

If you don’t accept this criticism I won’t need to give you my views after this.

This plant is very delicate. It’s essential to keep watering it every day.

It should be noted that there is another kind of compound sentence in Uyghur which indicates permission or approval and is identical in form to the above construction indicating the Necessity Mood.
For example:

The water’s hot enough; you may use it now.

The job’s finished; you may go now.

However, these two constructions differ from each other in pronunciation: the construction which indicates the Necessity Mood is pronounced as a single unit, without a break, but the construction which indicates permission or approval is pronounced as clearly divided into two.

The following two kinds of Necessity Mood forms of the verb may also be encountered in Uyghur:

(i) One kind is expressed by means of the ‘نەخان’ type Imperfect Participle and is basically used by adults when they see children behaving inappropriately and admonish them. The subject of such sentences is generally combined with the function word ‘ئەگەن’ e.g.:

ئوْتۇرۇغۇچى دەگەن ەمەن کۆئىي تەھەنتەپ تۆرۆب دەرەئەن تەگەر قەلەپەتەن.
A student ought to get up early every day and read the lesson.
A good child should be obedient.

دوخۆتەپ دەگەن کێسەلەوە، گەنەتەپەتەن
A doctor ought not to behave so roughly towards patients.

(ii) Another kind of Necessity Mood form is expressed by attaching the suffix ‘-غۇلۇق/-قۇلۇق/-ەپەل/ەپەل/ەپەل/ەپەل’ to the stem of the verb. This form is impersonal and is used extremely widely in the Hotan dialect. It is also used in other dialects to differing degrees. Because this form is concise, it is also regularly encountered in poetry. e.g.:

ئوْتۇرۇغۇچى بيزەگەنترە دەگەنە بەزەپەتەق.
When the teacher tells you to write, you must write.

A job should not be dragged out, but (should be) finished on time.

A little child should not be taught in this way.

§4 The State-Tense Category

Each type of predicate form of the Direct Statement Mood, the Indirect Statement Mood, the Hearsay Statement Mood, the Subjective Assessment Mood, and the Objective Assessment Mood of Uyghur verbs differs in state and tense and together the produce the State-Tense Category. This category is a combination of the State Category, which indicates every state of the action, and the Tense Category, which indicates that the action or the circumstances of the action are connected with various times (or tenses). These consist of an amalgamation of four state types:

The Perfect State
The Imperfect State
The Continuous State
The Intention State

and three tense types:

The Simple Past Tense
The Past Tense
The Present Tense

If we schematize the components of the State-Tense Category’s State Category and Tense Category and the circumstances of their amalgamation, they will appear as follows:

The State-Tense Category

<table>
<thead>
<tr>
<th>State Category</th>
<th>Tense Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfect State</td>
<td>Simple Past Tense</td>
</tr>
<tr>
<td>Imperfect State</td>
<td>+ Past Tense</td>
</tr>
<tr>
<td>Continuous State</td>
<td>+ Present Tense</td>
</tr>
<tr>
<td>Intention State</td>
<td></td>
</tr>
</tbody>
</table>

When analysing components of the State-Tense Category according to whole units, it is possible to divide them into nine types, namely:
Each of these nine types are expressed in different forms in every
type of predicate form in the Direct Statement Mood, the Indirect
Statement Mood, the Hearsay Statement Mood, the Subjective
Assessment Mood, and the Objective Assessment Mood. The formation
or construction, meaning and usage of these nine State-Tense types
are individually discussed below:

1. The Simple Past Tense Predicate Form

1) Its Formation

This predicate form is produced according to the chart on the
following page (p. 321).

These forms are produced by attaching Past Tense suffixes
to the stem form of the verb.

Their negative form is produced by attaching Past Tense
suffixes to the negative stem form of the verb. For example:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>یازدم، تایتیم، قوردوک، قوشتیند، کونتوک، کوئنتین</td>
</tr>
<tr>
<td>1st Plural</td>
<td>یایتسل، قوردوک، قوشتیند، کونتوک، کوئنتین</td>
</tr>
<tr>
<td>2nd Singular</td>
<td>یازدگزان، تایشگتان، قوردوگاه، قوشتگیند، کوئنتگیند</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>یایتسل، قوردوک، قوشتیند، کونتوک، کوئنتین</td>
</tr>
<tr>
<td>3rd Person</td>
<td>یازدی، تایتیم، قوردوک، قوشتیند، کونتوک، کوئنتین</td>
</tr>
</tbody>
</table>

The Direct Statement Mood’s Simple Past Tense
The Indirect Statement Mood’s Simple Past Tense predicate form

This predicate form is produced according to the following chart:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پیژندی مانم، فرورپشته، کولوپشته، کوتوپشمه</td>
</tr>
<tr>
<td>Plural</td>
<td>پیژندی مانم، فرورپشته، کولوپشته، کوتوپشمه</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Singular Ordinary</td>
<td>پیژندی مانم، فرورپشته، کولوپشته، کوتوپشمه</td>
</tr>
<tr>
<td>Singular Refined</td>
<td>پیژندی مانم، فرورپشته، کولوپشته، کوتوپشمه</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These forms were originally made by attaching the verb ‘apparently’ (in the role of a judgment copula) and personal suffixes to the Associative Adverbial form of the verb. These have been condensed into their present-day condition. Their negative form is produced on the basis of the ‘apparently’ negative type form of the Associative Adverbial. For example:

(Apparently) I didn’t write
we didn’t write
you didn’t write (sg. ordinary)
you didn’t write (sg. refined)
you didn’t write (sg. respectful)
you didn’t write (pl. ordinary)
you didn’t write (pl. respectful)
you didn’t write (pl. disrespectful)
he/she/they didn’t write

The Hearsay Statement Mood’s Simple Past Tense predicate form

This predicate form is produced according to the chart on the following page (p. 324).

The first two of these variants were originally formed by attaching the verb ‘apparently’ (in the role of a Judgment Copula) and the Present Tense forms of the Hearsay Judgment Copula to the Associative Adverbial form of the verb. These have been condensed into their present-day condition. The final variant has been produced by attaching the ‘apparently’ Judgment Copula to the Simple Past Tense predicate form of the Indirect Statement Mood.

Their negative form is produced on the basis of the ‘apparently’ negative type form of the Associative Adverbial. For example:

101 As this is the Indirect Statement Mood form, the word ‘apparently’ may or may not be required for each person, as this form is often used in the same sense as the Direct Statement Mood.

102 The second variant is the one most commonly used in Kashgar.
I supposedly didn’t write/ they say I didn’t write
You supposedly didn’t write
He/she/they supposedly didn’t write

The Subjective Assessment Mood’s Simple Past Tense predicate form

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Sing. Type</td>
<td>یاگاندد/یابزدغمدیمیم</td>
</tr>
<tr>
<td>Pl. Type</td>
<td>یاگاندهگر/یابزدغمدیمیم</td>
</tr>
<tr>
<td>Sg. Ordinary Type</td>
<td>یاگاندد/یابزدغمدیمیم</td>
</tr>
<tr>
<td>Sg. Refined Type</td>
<td>یاگاندد/یابزدغمدیمیم</td>
</tr>
<tr>
<td>Sg. Respectful Type</td>
<td>یاگاندلگ/یابزدغمدیمیم</td>
</tr>
<tr>
<td>Pl. Ordinary Type</td>
<td>یاگاندلگ/یابزدغمدیمیم</td>
</tr>
<tr>
<td>Pl. Respectful Type</td>
<td>یابزدغمدیمیم</td>
</tr>
<tr>
<td>Pl. Disrespectful</td>
<td>یابزدغمدیمیم</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Sing. Respectful</td>
<td>یابزدغمدیمیم</td>
</tr>
<tr>
<td>Pl. Ordinary</td>
<td>یابزدغمدیمیم</td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td>یابزدغمدیمیم</td>
</tr>
<tr>
<td>Pl. Disrespectful</td>
<td>یابزدغمدیمیم</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>یاگاندد/یابزدغمدیمیم</td>
</tr>
</tbody>
</table>

The first of these types has been produced by attaching the Present Tense form of the Subjective Assessment Judgment Copula to the perfect participial form of the verb. The latter type has been constructed by attaching the Present Tense form of the Subjective Assessment Mood Judgment Copula to the Simple Past Tense predicate form of the Direct Statement Mood.103

103 The first variant is the one most commonly used in Kashgar.
Their negative form is produced on the basis of the negative form of the participle or of the Direct Statement Mood’s Simple Past Tense predicate form. For example:

I don’t think I wrote
I don’t think we wrote
I don’t think you wrote

The Objective Assessment Mood’s Simple Past Tense predicate form is produced according to the chart on p. 327. These forms have been constructed by adding the Objective Assessment Copulas to the Perfect Participial form of the verb.

Their negative form is constructed on the basis of the negative form of the participle. For example:

It doesn’t look as if I wrote
It doesn’t look as if you wrote
It doesn’t look as if he/she/they wrote

2) Its Meaning and Usage
In whichever mood they may be, the predicate forms of the verb’s Simple Past Tense indicate that the action or state expressed by the verb occurred before the time of speaking. For example:


eKhm wrote an article.
eKhm (apparently) wrote an article too.
eKhm supposedly wrote an article too.
I think eKhm wrote an article too.

It looks as if eKhm wrote an article too.

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular Ordinary</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>1st Plural Ordinary</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>2nd Singular Refined</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>2nd Singular Respectful</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>2nd Plural Ordinary</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>2nd Plural Respectful</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>2nd Plural Disrespectful</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>3rd Person Singular Ordinary</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>3rd Person Singular Respectful</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>3rd Person Plural Ordinary</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
<tr>
<td>3rd Person Plural Respectful</td>
<td>يازغان توخشايمەن/بازغان بولسەلک كەرەك/بازغان چەزەن</td>
</tr>
</tbody>
</table>

104 This is also used for the Present Perfect and Past Perfect Tense Objective Assessment Mood predicate form.
105 In some instances Uyghur uses the simple past where English would use the present perfect tense.
In some situations, the Direct Statement Mood’s Simple Past Tense predicate form may also be used in special senses. For example:

(a) We’re off then.
We’re going to start the lesson, then.
Goodbye then, I’m off/I’m leaving.

(a) In the above sentences it indicates that the action will take place immediately.

(b) That’s it, I’m definitely going to go there. (ba’da ba’da)

That’s it, I’m determined to get that dictionary.
(b) In the above sentences it serves to indicate an absolute determination to carry out the action.

(c) Don’t provoke him.

Don’t provoke him.
(c) That’s it, (lit. ‘That’s it.’)

That’s it, (lit. ‘That’s it.’)
(c) The 2nd person form of the verbs indicates that the nouns are treated as personifications.

The 2nd person form of the verbs indicates that the nouns are treated as personifications.

106 The 2nd person form of the verbs indicates that the nouns are treated as personifications.

107 That is, intonation appropriate to an indicative (declarative) statement.
The Direct Statement Mood's Present Perfect Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>يازغان(همين),</td>
</tr>
<tr>
<td></td>
<td>يازنغمان(همين)/يازغان(همين)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغان(مر),</td>
</tr>
<tr>
<td></td>
<td>يازنغمان(مر)/يازغان(همين)</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Singular Ordinary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغان(سن),</td>
</tr>
<tr>
<td></td>
<td>يازنغمان(سن)/يازغان(همين)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Singular Refined</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغان(سج),</td>
</tr>
<tr>
<td></td>
<td>يازنغمان(سج)/يازغان(همين)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Singular Respectful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغان, يازنغمان/يازغان(همين)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural Ordinary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغان(سر),</td>
</tr>
<tr>
<td></td>
<td>يازنغمان(سر)/يازغان(همين)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural Refined</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يبزنشقان, يبزنشقمان/يبزنشقان(همين)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural Dis-</td>
<td></td>
</tr>
<tr>
<td>respectiful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يبزنشقان(سن),</td>
</tr>
<tr>
<td></td>
<td>يبزنشقمان(سن)/يبزنشقان(همين)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Person Type</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغان(دور),</td>
</tr>
<tr>
<td></td>
<td>يازنغمان(دور)/يازغان(همين)</td>
</tr>
</tbody>
</table>

The negative form of the Direct Statement Mood's Present Perfect Tense predicate form is of two types. One type (i) has been produced on the basis of the negative form of the participle; the second type (ii) has been constructed by attaching the negative judgment copula to the participle.

The Indirect Statement Mood's Present Perfect Tense predicate form

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>يازغانکه نمهن/يبزنشوکه نمهن/يبزنشیکه نمهن</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغانکه نمز/يبزنشوکه نمز/يبزنشیکه نمز</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Sg. Ordinary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغانکه نسن/يبزنشوکه نسن/يبزنشیکه نسن</td>
</tr>
<tr>
<td>Sg. Refined</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغانکه نسز/يبزنشوکه نسز/يبزنشیکه نسز</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Sg. Respectful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغانکه نلا/يبزنشوکه نلا/يبزنشیکه نلا</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Pl. Ordinary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغانکه نسلر/يبزنشوکه نسلر/يبزنشیکه نسلر</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يبزنشقانکه نلا/يبزنشقمانکه نلا/يبزنشیکپه نلا</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural Dis-</td>
<td></td>
</tr>
<tr>
<td>respectiful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يبزنشقانکه نسن/يبزنشقمانکه نسن/يبزنشیکپه نسن</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Person Type</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يازغانکن/يبزنشوکن/يبزنشیکن</td>
</tr>
</tbody>
</table>

108 These two negative types can be seen in the above chart divided by a double slash.

109 The first if these types is used in literature and films, the second by villagers and the third in Kashgar.
These forms have been produced by attaching the Indirect Judgment Copula to (a) the Perfect Participial form of the verb, (b) the Associative Adverbial form, or (c) the 3rd person type of the Indirect Statement Mood’s Simple Past Tense predicate form.

The negative form of the Indirect Statement Mood’s Present Perfect Tense predicate form is produced on the basis of (1) the negative form of the participle, or (2) the 'لا ...' negative form of the Associative Adverbial. For example:

1. (1) يازشنخاشنم
   I apparently haven’t written/I apparently didn’t write

2. (2) يازشنخاشنم
   we apparently haven’t written/we apparently didn’t write

3. (2) يازشنخاشنم
   you apparently haven’t written/you apparently didn’t write

◊ — The Hearsay Statement Mood’s Present Perfect Tense predicate form

This predicate form is produced according to the chart on the following page (p. 333).

One of these forms has been produced by attaching the Present Tense form of the Hearsay Judgment Copula to one type of perfect participial form and the other has been produced by attaching 'لا ...' to the Present Perfect Tense predicate form of the Direct Statement Mood.

The negative form of the Hearsay Statement Mood’s Present Perfect Tense predicate form is produced on the basis of the negative form of the participle. For example:

يازشنخاشنم

they say I haven’t written/I’m supposed not to have written

10 In spite of the explanation given in subsection 2 (Its Meaning and Usage), the present perfect tense in Uyghur, in whatever mood it occurs, often seems to refer to the remote past and to have little connection with the English concept of this tense.

The Subjective Assessment Mood’s Present Perfect Tense predicate form

سؤولبكتش مئلچرم يازشنخاشنم يازشنخاشنم

This predicate form is produced according to the chart on the following page (p. 334).

The first of these forms (i) has been constructed by attaching the Present Tense form of the Subjective Assessment Judgment Copula...
The Objective Assessment Mood’s Present Perfect Tense predicate form

(توبيکس مولت برای ممکنی که پیشتری زمان خورده شکی)

This predicate form is the same as the Simple Past Tense predicate form of the Objective Assessment Mood (See pp. 326-7).

2) Its Meaning and Usage

Whichever mood they are in, the Present Perfect Predicate forms of the verb indicate the present existence of the state which the action has brought about. That is to say, when this type of state-tense form is used, it is not the occurrence of the action which is being considered, but the present existence of the state which the action has brought about. This is the point at which it differs from the simple past tense type. For example:

Akhmat has written this essay.

Akhmat has apparently written this essay.

Akhmat has supposedly written this essay.

I think Akhmat has written this essay.

It looks as if Akhmat has written this essay.

The garden is fascinating: flowers of every hue have opened, fruits have ripened and butterflies have begun to dance.

It occurs to me that we have never been there.

The negative form of the Subjective Assessment Mood’s Present Perfect Tense is produced on the basis of the negative form of the participle. For example:

I don’t think I’ve written

I don’t think you’ve written

I don’t think he’s written

The Subjective Assessment Mood’s Present Perfect Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
<tr>
<td>Plural</td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
<tr>
<td>Sg. Ordinary</td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
<tr>
<td>Sg. Refined</td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Sg. Respectful</td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
<tr>
<td>Pl. Ordinary</td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
<tr>
<td>Pl. Disrespectful</td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td></td>
</tr>
<tr>
<td></td>
<td>تازاگان (بیهگا) دیمین/تازاگانسمن</td>
</tr>
</tbody>
</table>

The negative form of the Subjective Assessment Mood’s Present Perfect Tense is produced on the basis of the negative form of the participle. For example:

I don’t think I’ve written

I don’t think you’ve written

I don’t think he’s written
The adventures of these two men and the path they have trodden in life are very similar — both of them had been slaves in the old society; from slavery they had been pressed into soldiering for the Guomindang; from the winter of 1945 they had taken up arms and had fought against the Guomindang and, after liberation were considered to be the village’s first activists and had joined the party at the same time. (Z. Sabir) [† Guomindang = National Front]

Actions whose occurrence has become known to the speaker indirectly, and which it would be appropriate to describe by means of the Simple Past Tense Indirect Statement Mood of the verb, may also be stated in the Present Perfect Tense of the Direct Statement Mood, as a fact which continues to exist. This method is basically used in literary language. For example:

This article of yours has been very well written.

You have allowed several errors in this article.

According to the newspaper, British railway workers have gone on a general strike after demanding a pay rise and British railway traffic has come to a standstill (lit. ... has fallen into a state of paralysis).
These forms have been produced by attaching the Past Tense form of the Direct Judgment Copula to the Perfect Participial form or the Associative Adverbial form of the verb. The Judgment Copula has been completely joined to the verb.

In circumstances in which the subject of the sentence has not been omitted, the Judgment Copula which is attached to the perfect participle may be dropped.

◊ **The Indirect Statement Mood’s Past Perfect Tense predicate form** (واسطلك بابا مهبلديكي يوتهكن فوتكن زمان خؤور شكل) The Indirect Statement Mood’s Past Perfect Tense predicate form is the same as the Indirect Statement Mood’s Present Perfect Tense predicate form (See p. 331). Sometimes, especially in the 3rd person, it is also possible for the Past Tense form of the Indirect Judgment Copula to be used. For example:

```
they have apparently written
```
(N.B. This form is only used in Northern Xinjiang)

◊ **The Hearsay Statement Mood’s Past Perfect Tense predicate form** (تاگلاما بابا مهبلديكي يوتهكن فوتكن زمان خؤور شكل) This predicate form is produced according to the chart on the following page (p. 339).

These forms have been produced by means of exchanging the final Indirect Judgment Copula of the Indirect Statement Mood’s Present Perfect Tense predicate forms for the Hearsay Judgment Copula. Its negative forms are also produced in exactly the same way.

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>يازغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
<tr>
<td>Plural</td>
<td>يارغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
<tr>
<td>Sg. Ordinary</td>
<td>يازغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
<tr>
<td>Sg. Refined</td>
<td>يازغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
<tr>
<td>2nd Singular Respectful</td>
<td>يازغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
<tr>
<td>Plural Ordinary</td>
<td>يازغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
<tr>
<td>Plural Respectful</td>
<td>يازغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
<tr>
<td>Plural Disrespectful</td>
<td>يازغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>يازغانتکا نمشه / یپژوزنکا نمشه</td>
</tr>
</tbody>
</table>

The Past Perfect Tense predicate form of the Hearsay Statement Mood may also be produced by attaching the auxiliary ‘-مش’ to the predicate form of the Indirect Statement Mood’s Present Perfect Tense. For example:

```
پژوزنکا نمش / یپژوزنکا نمش
پژوزنکا نمش / یپژوزنکا نمش
```
The Subjective Assessment Mood’s Past Perfect Tense predicate

These forms have been constructed by attaching the Past Tense Subjective Assessment Judgment Copula to the Perfect Participle or the Past Perfect predicate form of the Direct Statement Mood.111 The negative form of the Subjective Assessment Mood’s Past Perfect Tense is constructed on the basis of the negative form of the participle or of the Direct Statement Mood’s Past Perfect Tense. For example:

I didn’t think I had written

The first variant and a corrupted version of the second variant — ُپیژانغمدغ دیممن — are used in Kashgar.

---

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>نیازگان پولوغیدم</td>
</tr>
<tr>
<td>1st Plural</td>
<td>نیازگان پولوغیدم</td>
</tr>
<tr>
<td>2nd Singular Ordinary</td>
<td>نیازگان بیژنگان دیممن</td>
</tr>
<tr>
<td>2nd Singular Refined</td>
<td>نیازگان بیژنگان دیممن</td>
</tr>
<tr>
<td>2nd Singular Respectful</td>
<td>نیازگان بیژنگان سلاما</td>
</tr>
<tr>
<td>2nd Plural Ordinary</td>
<td>نیازگان بیژنگان دیممن</td>
</tr>
<tr>
<td>2nd Plural Refined</td>
<td>نیازگان بیژنگان دیممن</td>
</tr>
<tr>
<td>2nd Plural Respectful</td>
<td>نیازگان بیژنگان سلاما</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>نیازگان پولوغیدم</td>
</tr>
</tbody>
</table>

---

2) Its Meaning and Usage

In whichever mood it may be, the predicate form of the verb’s Past Perfect Tense indicates that the state brought about by the action existed before another related matter, or at a certain time in the past. For example:

The reply came not long after I had written.
You had written (a letter), but I wasn’t able to reply in time.
From what I’ve heard, Tursun had written, but the reply never came.

It looks as if Äkhmät had written this letter a long time ago.

111 The first variant and a corrupted version of the second variant — نیازگان دیممن — are used in Kashgar.
I’d heard that this place was the homeland of song and dance, and it really is.

They were apparently unable to attend this sports meeting because they had gone for practical training when the meeting was held.

I apparently broke this clock when I was a child.

The flowers will have opened, let’s go and see the garden. For a long time we have missed this beautiful time.

After he had shouted they all suddenly became quiet.

This predicate form, which comprises two types — the ‘ta’ form and the ‘far’ form — is produced according to the chart on the following page (p. 343).

The ‘ta’ form was originally produced by attaching each personal form of the old ‘tar’ Judgment Copula to the ‘ta’ Adverbial form, but these have now been condensed into their present condition.

<table>
<thead>
<tr>
<th>Person Type</th>
<th>“ta” Type Examples</th>
<th>“far” Type Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>پازامین، سؤزلمرمن</td>
<td>پازامین، سؤزلمرمن</td>
</tr>
<tr>
<td>1st Plural</td>
<td>پازامین، سؤزلمرمن</td>
<td>پازامین، سؤزلمرمن</td>
</tr>
<tr>
<td>2nd Singular ordinary</td>
<td>پر وارضی، سؤزلیسمن</td>
<td>پر وارضی، سؤزلیسمن</td>
</tr>
<tr>
<td>2nd Singular respectful</td>
<td>پر وارضی، سؤزلیسمن</td>
<td>پر وارضی، سؤزلیسمن</td>
</tr>
<tr>
<td>2nd Plural ordinary</td>
<td>پر وارضی، سؤزلیسمن</td>
<td>پر وارضی، سؤزلیسمن</td>
</tr>
<tr>
<td>2nd Plural respectful</td>
<td>پر وارضی، سؤزلیسمن</td>
<td>پر وارضی، سؤزلیسمن</td>
</tr>
<tr>
<td>3rd Plural disrespectful</td>
<td>پر وارضی، سؤزلیسمن</td>
<td>پر وارضی، سؤزلیسمن</td>
</tr>
</tbody>
</table>

Their negative form is based on the negative form of the adverbial. For example:

I do not/will not write
I do not/will not speak
you do not/will not write

پر وارضی
پر وارضی
پر وارضی
In the 3rd person type of the 'ئاز' form, the 'ئاز' form of the Imperfect Participle is used directly; in the 1st and 2nd person types, the 1st and 2nd person Present Tense forms of the Direct Judgment Copula have been attached directly to the 'ئاز' form of the Imperfect Participle.

Their negative forms have been produced on the basis of the negative participle. For example:

I do not write/I will not write
you do not write/you will not write
he does not speak/he will not speak

The Indirect Statement Mood’s Present (Imperfect) Tense predicate form

This predicate form is produced according to the chart on the following page (p. 345).

These forms were originally produced by first of all attaching the old Judgment Copula 'ئاز' to the 'ئاز' Adverbial form of the verb and then adding the Indirect Judgment Copula.

Their negative form is produced on the basis of the negative form of the adverbial. For example:

(apparently) I do not will not write
(apparently) you do not will not write
(apparently) he does not will not speak

The Hearsay Statement Mood’s Present (Imperfect) Tense predicate form

This predicate form is produced according to the chart on p. 346.

One of its forms (i) has been produced by attaching the Present

Tense 'ئاز' form of the Hearsay Judgment Copula to the 'ئاز' Gerund a second type (ii) has been produced by attaching the Present Tense 'ئاز' form of the Hearsay Judgment Copula to the 'ئاز' Participle; and a third type (iii) has been produced by attaching the 'ئاز' Auxiliary to the 'ئاز' form of the Direct Statement Mood’s Present (Imperfect) Tense predicate form.

Their negative forms are produced on the basis of the negative form of the gerund or participle. For example:

I supposedly do not/will not write
The Present (Imperfect) Tense predicate form of the Hearsay Statement Mood may also be produced by attaching the Present Tense \( \text{hearsay}\) type Hearsay Judgment Copula to \( ' \) Adverbial verb stems which end in a vowel (and to which \( ' y \) has been added), including negative verb stems. For example:

\[
\text{يَزاعِمّونَكَ} / \text{يازاعِمّونَهُ} / \text{يازاعِمّونَهُنَ} \\
\text{يَزاعِمّونَكَ} / \text{يازاعِمّونَهُ} / \text{يازاعِمّونَهُنَ}
\]

The Hearsay Statement Mood’s Present (Imperfect) Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>يَازَعَمَتِيُّهُنَّ / يَازَعَمَتِهُنَّ / يَازَعَمَتِهُ</td>
</tr>
<tr>
<td>1st Plural Type</td>
<td>يَازَعَمَتِيُّهُنَّ / يَازَعَمَتِهُنَّ / يَازَعَمَتِهُ</td>
</tr>
<tr>
<td>2nd Sg. Ordinary</td>
<td>يَازَعَمَتِيُّهُنَّ / يَازَعَمَتِهُنَّ / يَازَعَمَتِهُ</td>
</tr>
<tr>
<td>2nd Sg. Refined</td>
<td>يَازَعَمَتِيُّهُنَّ / يَازَعَمَتِهُنَّ / يَازَعَمَتِهُ</td>
</tr>
<tr>
<td>2nd Sg. Respectful</td>
<td>يَازَعَمَتِيُّهُنَّ / يَازَعَمَتِهُنَّ / يَازَعَمَتِهُ</td>
</tr>
<tr>
<td>2nd Pl. Ordinary</td>
<td>يَازَعَمَتِيُّهُنَّ / يَازَعَمَتِهُنَّ / يَازَعَمَتِهُ</td>
</tr>
<tr>
<td>2nd Pl. Respectful</td>
<td>يَازَعَمَتِيُّهُنَّ / يَازَعَمَتِهُنَّ / يَازَعَمَتِهُ</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>يَازَعَمَتِيُّهُنَّ / يَازَعَمَتِهُنَّ / يَازَعَمَتِهُ</td>
</tr>
</tbody>
</table>

One of these forms (i) has been produced by attaching the Present Tense ‘ژَو’ form of the Subjective Assessment Judgment Copula to the Imperfect Participle (ٞ) form of the verb. A second type (ii) has been constructed by attaching the ‘ژَو’ Copula to the Present Tense predicate form of the Direct Statement Mood.\(^{112}\)

\(^{112}\) Both variants are used in Kashgar.
Their negative forms are produced on the basis of the participle or adverbial. For example:
  I don’t think I write/will write
  I don’t think you write/will write
  I don’t think he writes/will write

◊  The Objective Assessment Mood’s Present (Imperfect) Tense predicate form

This predicate form is produced according to the chart on the following page (p. 349).

2) Its Meaning and Usage
In whichever mood the Present (Imperfect) Tense predicate form of the verb may be, it indicates the present existence of the state of an action that always occurs, or will occur later. Such actions as the following belong to this tense:

(i) Actions that always happen according to objective laws and logic. For example:
- The sun rises in the east.
- Water boils at one hundred degrees Celsius.
- They say it doesn’t freeze here in the winter.
- It must rain a lot here.
- A friend makes you weep when he speaks, an enemy makes you laugh.

(ii) Actions that express temperament or have become habits. e.g.:
- I don’t smoke, but you (apparently) smoke a great deal.

This is also used for the Past Imperfect Tense Objective Assessment Mood predicate form. The first variant is used in Kashgar.
He does physical exercise every day.

(v) Actions which always happen according to rule. For example:

69 - Qatamlıq Boeing Sanehaven 12 din 50 Sounf otoqname Maydanı.
The number 69 train goes at 12:50.

(vi) Actions which have been decided will happen, or which will definitely happen according to logic. For example:

Bu romgusma 79q dərstdən 5nmemən irələdəm. We study for four hours every day.

(vii) Actions which indicate determination or which the speaker considers will occur. For example:

Mən Qopşem tərəfdaşlara təqdim edirəm. We can overcome these difficulties.

Mən qopşem tərəfdaşlara təqdim edirəm. Mən qopşem tərəfdaşlara təqdim edirəm.

In my opinion, it doesn’t look as if he will pass the examination.

There are other places in which the predicate forms of the (Imperfect) Present Tense are used in special ways. These are as follows:

(1) In stage scripts, the way in which characters perform actions is indicated in the Present Tense Predicate form of the Direct Statement Mood. For example:

He apparently easily gets angry at things.

(vi) Actions...
In the narration of the plot in literary works, the Present Tense predicate form of the Direct or Indirect Statement Mood is used. For example:

The film ends like this: the partisans lay mines everywhere and when the enemy enter the village mines explode on all sides; many of the enemy soldiers die and those that remain are captured.

When narrating from beginning to end some event which he has learned about indirectly, it makes no difference whether the speaker uses the Present Tense predicate form of the Direct Statement Mood or the Indirect Statement Mood. For example:

Once upon a time, there was an old fisherman. He lives with his old wife beside the sea. Every day he catches fish from the sea and thereby he makes a living. One day, when he casts his net into the sea, a golden fish drops into the net. When the old man joyfully takes the fish into his hands, it begins to speak just like a human being...

The Present Tense predicate form of the Indirect Statement Mood may sometimes function as the predicate of a Subordinate Hypothesis Clause. For example:

If you don't make an effort, you will certainly fall behind.

The 'كَارْ ' -type Present Tense predicate form of the Direct Statement Mood is used, in the same sense as the Present Tense Direct Statement Mood, but only in poems and sayings. For example:
Drop by drop a lake is formed.

The Direct Statement Mood’s Past Imperfect Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>يازاتصم/يازاردید/يادبدگاندید</td>
</tr>
<tr>
<td>Plural</td>
<td>يازاتووق/يازاردود/يادبدگاندوغ</td>
</tr>
<tr>
<td>Sg. Ordinary</td>
<td>يازاتسل/يازاردید/يازدغاندنک</td>
</tr>
<tr>
<td>Sg. Refined</td>
<td>يازاتگز/يازاردیدگز/يازدغاندگز</td>
</tr>
<tr>
<td>Sg. Respectful</td>
<td>يازاتسلا/يازاردیدله/يازدغاندنلله</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Pl. Ordinary</td>
<td>يازاتگلار/يازاردیدگلار/يازدغاندگلار</td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td>پیژشاتسلا/پیژشاردیدله/پیژشدغاندلله</td>
</tr>
<tr>
<td>Plural Dis-respectful</td>
<td>پیژشاتگل/پیژشاردگز/پیژشدغاندگز</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td></td>
</tr>
<tr>
<td>Yazatii/Yazareedi/Ya3dagedaniy</td>
<td></td>
</tr>
</tbody>
</table>

Its negative form is produced on the basis of the negative form of the participle. For example:

يازامایداغاندی/یادماضسلاد

The third variant (iii) has been produced by attaching the Past Tense form of the Direct Judgment Copula to the ‘کار’-type Imperfect Participle. Sometimes the Judgment Copula may be omitted.

Its negative form is produced on the basis of the negative form of the participle. For example:

يازامایداغاندی/یادماضسلاد

A corrupted form of the first variant — يازنشم — is used in Kashgar.
The Indirect Statement Mood's Past Imperfect Tense predicate form

This predicate form is produced according to the following chart:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم</td>
</tr>
<tr>
<td>Plural</td>
<td>یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم</td>
</tr>
<tr>
<td>Sg. Ordinary</td>
<td>یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم</td>
</tr>
<tr>
<td>Sg. Refined</td>
<td>یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم</td>
</tr>
<tr>
<td>2nd Sg. Respectful</td>
<td>یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم</td>
</tr>
<tr>
<td>Plural Ordinary</td>
<td>یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم</td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td>پیژِبِشِدیِکه نَم نِم/پیژِبِشِدیِکه نَم نِم/پیژِبِشِدیِکه نَم نِم</td>
</tr>
<tr>
<td>Plural Dis-respectful</td>
<td>پیژِبِشِدیِکه نَم نِم/پیژِبِشِدیِکه نَم نِم/پیژِبِشِدیِکه نَم نِم</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم/یازِبِدیِکه نَم نِم</td>
</tr>
</tbody>
</table>

The first of these variants (i) has the same form as the Present Tense predicate form of the Indirect Statement Mood.116

The second and third variants (ii), (iii) have been produced by attaching the Indirect Judgment Copula to the Imperfect Participial forms.

116 The first variant is used in Kashgar.

The Hearsay Statement Mood's Past Imperfect Tense predicate form

This predicate form is produced according to the chart on the following page (p. 358).

The first and second of the variants (i), (ii) have been produced by attaching the Past Tense form of the Hearsay Judgment Copula to the Imperfect Participial forms.

Their negative forms are produced on the basis of the negative form of the participle(s). For example:

- یازِمایِدیِغَانِدیم/یازِماسِدِم

Apparently I didn’t use to write/... used not to write

The third of the variants (iii) has been produced by first attaching the 'ی' Copula and then the Hearsay Judgment Copula to the 'ی' Adverbial form of the verb. It has been condensed into its present-day condition.117

Its negative form is produced on the basis of the negative form of the adverbial. For example:

- سوژِسَمِهِدیِکه نَم نِم

The Subjective Assessment Mood’s Past Imperfect Tense predicate form

This predicate form is produced according to the chart on p. 359:

The first of its variants (i) has been produced by attaching the Past Tense Subjective Assessment Judgment Copula to the Imperfect Participle.

117 The third variant is used in Kashgar.
Its negative form is constructed on the basis of the negative form of the participle. For example:
I don't think I used to write

The Hearsay Statement Mood’s Past Imperfect Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پازنیناگانه نمشه/پازنیکه نمشه/پازنیکه نمشه</td>
</tr>
<tr>
<td>Plural</td>
<td>پازنیناگانه نمشه/پازنیکه نمشه/پازنیکه نمشه</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Singular Ordinary</td>
<td>پازنیناگانه نمشه/پازنیکه نمشه/پازنیکه نمشه</td>
</tr>
<tr>
<td>Refined</td>
<td>پازنیناگانه نمشه/پازنیکه نمشه/پازنیکه نمشه</td>
</tr>
<tr>
<td>Plural</td>
<td>پازنیناگانه نمشه/پازنیکه نمشه/پازنیکه نمشه</td>
</tr>
</tbody>
</table>

The Subjective Assessment Mood’s Past Imperfect Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
<tr>
<td>Plural</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
<tr>
<td>Ordinary</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
<tr>
<td>Refined</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
<tr>
<td>Respectful</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
<tr>
<td>Plural</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
<tr>
<td>Ordinary</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
<tr>
<td>Respectful</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
<tr>
<td>Respectful</td>
<td>پازنیناگانه بولنیکه/پازنیکه بولنیکه/پازنیکه بولنیکه</td>
</tr>
</tbody>
</table>

3rd Person Type

پازنیناگانه نمش/پازنیکه نمش/پازنیکه نمش

118 The first variant is used in Kashgar.
The second and third variants (ii), (iii) have been constructed by attaching `... to the Imperfect Past Tense predicate form of the Direct Statement Mood. Their negative forms are constructed on the basis of the negative form of the `u' Adverbial and the negative form of the `ثّ' Participle respectively. For example:

\[ \text{يازمايتسمم دوميمن/يازماستسمم دوميم} \]

◊ — The Objective Assessment Mood's Past Imperfect Tense predicate form

(تويبكتب مولجع مه بمهمي يوتمه توتكمن زامن خهم شكل) This predicate form is the same as the Present (Imperfect) Tense predicate form of the Objective Assessment Mood. (See p. 349)

2) It's Meaning and Usage

In whichever mood it occurs, the predicate form of the Past Imperfect Tense indicates that a state in which an action occurs regularly or will occur later, has come into existence in the past, or before a certain related matter. To be specific, this type of predicate form is used as follows:

1) It indicates that a matter or an action happened continuously at a certain time in the past. When it occurs in this sense, only the non-`ثّ' participal variants are used. For example:

\[ \text{من ثو جاها ثوتئوا ما هكنته توثينم (توينععاندنم/توينععانان).} \]

(وهلمه ناكسي برخاس نه ديدميات برخاس (برسغاني/برسغاني). بيز توتلك دوسسني ناهابن قرنينق (ناكلايغانيق/ناكلايغانيق). At that time I was at middle school. Akhmát's older brother used to teach us language and literature and we used to listen with great interest.

\[ \text{ثو ثو جاها توشماديكنم (توشمانيديكنم). كبسن توشمتيو.} \]

At that time they apparently didn't know each other, but later they became acquainted.

They say he used to work in a mine before.

(هم يل يو كململه كون ثوتاي قرب کيبتتي (کبستن/کبستن).) Ju جبل خيلي سافن بولوأذو. Every year at around this time the sun always used to become as hot as fire, but this year it's quite cool.

(من کچکرکم مسؤو قاچدا تاماق يميسكلكنم (يميسكلكنم).) They say I used to eat food from this bowl when I was a child.

(رر بمو کته بکه كامهست خنروجني يلبمسكل بلاميسكل.) Am I right in thinking you didn't know Chinese before you came to this school?

(78 - يلاباذا رس توثوقتطلك قфтاسگرظو دوميمن.) I think you were teaching around the year 1978.

(2) It indicates an intention, plan or agreement about carrying out an action prior to a certain matter. When it occurs in this sense, variants are used which are produced on the basis of the `ثّ' adverbial. For example:

(تووزمثمو توثوقتطلك براتيمنم سوگي ثولريم بلئم بلهم ماقدم.) I had planned to go to Urumqi too, so I travelled with them.

(من ثو جيکي درسسك کول Morm, جاشراکلارموم باراملاتن.) I had planned to go to class that day, so I couldn't have gone even if you'd invited me.

(توسسؤلما قاچب کيلتي مني سولارني کوئنلينقفا باراغاندنم.) Tursun's family had arranged to come back, and I had gone to meet them.

(کوندوب تورساق بر ماشي کاملي, سورساق, شمحمگه کرپیکن, ثران.) While we were waiting a lorry came along and we asked if he was going into town. We managed, with difficulty, to persuade the driver, and climbed into the vehicle.
(3) It indicates a conjecture or wish that a certain matter would take place which has not taken place, or will clearly not take place. When it occurs in this sense, forms produced on the basis of the 'a' adverbial or the 'ئاز' participle are used. For example:

If you had invited me, I would have come.
If you’d arrived five minutes later, you couldn’t have made it.
If it had been possible, I would have attended the meeting too.
If we hadn’t run, we (apparently) would have been late.
If it hadn’t been for him, we supposedly would have been helpless.
If it hadn’t been for these obstacles, we would have achieved even greater results.

(4) When the writer of a literary work is relating certain things which were happening before or at the time of an event, he basically uses the form of the direct indicative mood which is produced on the basis of the 'ئاز' adverbial. For example:

The endless reed marsh rolled like the sea from the Avral wind which begins in the early morning. Somewhere or other wild boars snorted. Startled wild geese cried. A cock pheasant crowed. Ābilghāzi ... keeping close to the Karasu River, continued walking. (Z. Sabīr)

6. The Present Continuous Tense Predicate Form

1) Its Formation

The Direct Statement Mood's Present Continuous Tense predicate form

This form is produced according to the chart on the following page (p. 364).

The forms are produced on the basis of the 'ئاز' Adverbial form of the verb, or the 'ئاز' Adverbial form of the stative verb, in the same way as the 'ئاز' form of the Present (Imperfect) Tense predicate form of the Indirect Statement Mood.

There is yet another type of the Present Continuous Tense predicate form of the Direct Statement Mood. This type is produced by attaching the locative case suffix and the present tense form of the Direct Judgment Copula to the 'ئاز' gerundal form of the verb. (The 3rd person form of the Judgment Copula is not used.) e.g.:

I am writing
we are writing
you are writing (sg. ordinary)
you are writing
he/she/they are writing
The Direct Statement Mood's Present Continuous Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Singular           | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسم، پورپوریسمن، یانسمن
| Plural             | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسم، پورپوریسمن، یانسمن
| Singular Ordinary  | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریسم |
| Singular Refined    | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریسم |
| Singular Respectful | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریسم |
| **2nd**            |          |
| Plural Ordinary    | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریسم |
| Plural Refined      | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریسم |
| Plural Respectful  | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریسم |
| **3rd Person Type**|          |
| 1st                | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریستم، پورپوریسمن، یانسمن |
| Plural             | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریستم، پورپوریسمن، یانسمن |
| Singular Ordinary  | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریستم |
| Singular Refined    | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریستم |
| Singular Respectful | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، توروریستم |
| **Pl. Dis-respectful** | پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریستم، پورپوریسمن |

All these variants are used in Kashgar but, for the respectful type, the forms پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسم، پورپوریسمن，etc. are used in place of پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسم، پورپوریسمن، etc.

The Indirect Statement Mood's Present Continuous Tense predicate

This form is produced according to the following chart:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st</strong></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن، پورپوریسمن</td>
</tr>
<tr>
<td>Plural</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن، پورپوریسمن</td>
</tr>
<tr>
<td>Singular Ordinary</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن</td>
</tr>
<tr>
<td>Singular Refined</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن</td>
</tr>
<tr>
<td>Singular Respectful</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن</td>
</tr>
<tr>
<td><strong>2nd</strong></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن، پورپوریسمن</td>
</tr>
<tr>
<td>Plural</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن، پورپوریسمن</td>
</tr>
<tr>
<td>Singular Ordinary</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن</td>
</tr>
<tr>
<td>Singular Refined</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن</td>
</tr>
<tr>
<td>Singular Respectful</td>
<td>پیژشواستنی، پیژب تولئوریتمسن، توقوپ بیشتمسن، کوتونب توروریسمن</td>
</tr>
</tbody>
</table>

All these variants are used in Kashgar but, for the respectful type, the forms پیژشواستنی، پیژب تولئوریتمسن，پیژشواستنی，پیژب تولئوریتمسن，پیژشواستنی，پیژب تولئوریتمسن, etc. are used in place of پیژشواستنی، پیژب تولئوریتمسن، پیژشواستنی، پیژب تولئوریتمسن، پیژشواستنی، پیژب تولئوریتمسن, etc.
The Indirect Statement Mood’s Present Continuous Tense (cont.)

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Plural Disrespectful</td>
<td>يیژیپیشیتسهسدن/یپیژیپیشیتسهسدن، توقوب پیشیتسهسدن، کوروب پیشیتسهسدن، یپیشیتسهسدن</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>يیژیپیشیتسه، یپیژیپیشیتسه، توقوب پیشیتسه، کوروب پیشیتسه، یپیشیتسه</td>
</tr>
</tbody>
</table>

These forms have been produced, in the same way as the Simple Past Tense predicate form of the Indirect Statement Mood, on the basis of the Associative Adverbial form of the verb’s Continuous Aspect or the Associative Adverbial form of stative verbs.

◊ — The Hearsay Statement Mood’s Present Continuous Tense predicate

This form is produced according to the chart on the following pages (pp. 367-8).

These forms have been produced on the basis of the stem form of the verb’s Continuous Aspect or the stem form of stative verbs, in the same way as the Present (Imperfect) Tense predicate form of the Hearsay Statement Mood.

The Present (Imperfect) Tense predicate form of the Hearsay Statement Mood may also be produced on the basis of (i) the Continuous Aspect stem form of the verb or (ii) the stem form of stative verbs, in the same way as the Simple Past Tense predicate form of the Hearsay Statement Mood. For example:

(i) یپژیپیشیتسهک/یپژیپیشیتسه

I am supposedly writing

(ii) یپژیپیشیتسه/یپژیپیشیتسه

they say you are writing

he is writing, so they say I am supposedly sitting writing

you are supposedly standing waiting

he is supposedly lying reading

I am supposedly sitting

I’ve heard you are around

they say he is lying down

The Hearsay Statement Mood’s Present Continuous Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 121</td>
<td>یپژیپیشیتسهک/یپژیپیشیتسه</td>
</tr>
<tr>
<td></td>
<td>یپژیپیشیتسه، توقوب پیشیتسه، کوروب پیشیتسه</td>
</tr>
<tr>
<td></td>
<td>یپژیپیشیتسه، ناتار مشممن</td>
</tr>
<tr>
<td>2nd Refined 121</td>
<td>یپژیپیشیتسهک/یپژیپیشیتسه</td>
</tr>
<tr>
<td></td>
<td>یپژیپیشیتسه، توقوب پیشیتسه</td>
</tr>
<tr>
<td></td>
<td>توقوب پیار مسمن، ناتار مشممن</td>
</tr>
<tr>
<td>2nd Ordinary 121</td>
<td>یپژیپیشیتسهک/یپژیپیشیتسه</td>
</tr>
<tr>
<td></td>
<td>یپژیپیشیتسه، توقوب پیشیتسه</td>
</tr>
<tr>
<td></td>
<td>توقوب پیار مسمن</td>
</tr>
</tbody>
</table>

121 The second variant is the form used in Kashgar.

122 This and the following variant are the forms used in Kashgar.

123 The last two are forms used in Kashgar.
### The Hearsay Statement Mood's Present Continuous Tense (cont.)

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Respectful        | پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، ساقلاب تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. 
| Plural            | پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، ساقلاب تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. |
| **2nd**           |                                                                           |
| Ordinary          | پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، ساقلاب تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. |
| Respectful        | پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، ساقلاب تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. |
| **Plural**        |                                                                           |
| Respectful        | پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، ساقلاب تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. |
| Refined           |                                                                           |
| **3rd Person Type** |                                                                           |
| Refined           | پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، ساقلاب تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. |
| Respectful        | پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، ساقلاب تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. |

---

# The Subjective Assessment Mood’s Present Continuous Tense

## Person Type

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st</strong></td>
<td>پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، توقوک تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام.</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، توقوک تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام.</td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td>پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، توقوک تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام.</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، توقوک تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام.</td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td>پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، توقوک تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام.</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>پیژربژوائاآدمن/پیژربژوائیدمن، توقوک یونام، توقوک تورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام. توقوک پورهد کلا. توقوک پورهد کلا. توقوک تورهد کلا. ساقلاب تورهد کلا. توقوک یونام.</td>
</tr>
</tbody>
</table>

### The Subjective Assessment Mood’s Present Continuous Tense

This form is produced according to the chart on the following page (p. 369).

One of the forms (i) has been produced by attaching the present tense 'دْل' form of the Subjective Assessment Judgment Copula to the verb's Continuous (State) Participial form; another type has been constructed by attaching the 'دْل' Copula to the Present Continuous Tense predicate form of the Direct Statement Mood.
The Present Continuous predicate forms of the Objective Assessment Mood have been produced by attaching the Present Tense forms of the Objective Assessment Copula to the Continuous (State) Participial form of the verb.125

The negative form of the Present Continuous Tense predicates which have been produced on the basis of the Continuous Aspect stem of the verb is of two types. One type (i) is produced on the basis of the negative form of the verb’s simple stem. e.g.:

- I am not writing
- we are (apparently) not sitting writing
- you are supposedly not lying reading
- it doesn’t look as if you are writing
- I don’t think he is writing

Another type (ii) is produced on the basis of the negative form of the continuous aspect stem forms of the verb. For example:

124 The first variant is the form used in Kashgar.

125 The Present Continuous form of the Objective Assessment Mood is also used for its Past Continuous Tense.
I am not writing
we are (apparently) not sitting writing
you are supposedly not lying reading
it looks as if you are not writing
I don’t think he is writing

These two negative forms differ in meaning. (This will be discussed in Chapter 12, Stem Forms of the Verb.)

2) Its Meaning and Usage
In whichever mood they occur, the Present Continuous Tense predicate forms of the verb indicate the present existence of a continuously ongoing or fixed state of the action. For example:

I am writing an essay and (apparently) Akhmat is also writing one. From what I hear, you’re studying Russian. Do you think the results are good? Which textbook are you grounding yourself in?

Akhmat is standing at the door; I think he’s waiting for you.

Kasim is apparently going round looking for you; go quickly.

I believe they’re waiting anxiously for you, and you’re sitting here.

The Present Continuous Tense predicate form of the Direct Statement Mood that is produced on the basis of the ‘ماق’ Gerund is basically only used in the written language. For example:

We are presently engaged in large-scale economic construction.

A writer may also use the Present Continuous Tense predicate form of the Direct Statement Mood which is based on the ‘ماق’ Gerund when describing an action which is in a state of continuity before the occurrence of a certain event, or a state which continues to exist. For example:

The clear, lively, greatly abated waters of the Jade River, with paper-thin flakes of ice frozen on its banks, are flowing noisily towards the south ... rabbits and gazelles are craning their necks towards the tender twigs of the willows ... (Z. Sabir)
7. The Past Continuous Tense Predicate Form

1) Its Formation

The Direct Statement Mood's Past Continuous Tense predicate form is produced according to the following chart:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>پیژنواواتکتلا/پیژنواواتکتی/پیژنواواتکتی یازماقنا شدوق، پرونوتورناشق، کوروب توزغنادم، پیروشودم</td>
</tr>
<tr>
<td>1st Plural</td>
<td>پیژنواواتکتلا/پیژنواواتکتی/پیژنواواتکتی یازماقنا شدوق، پرونوتورناشق، تونوب پیرهنویس، پیروشودم</td>
</tr>
<tr>
<td>2nd Singular</td>
<td>پیژنواواتکتلا/پیژنواواتکتی/پیژنواواتکتی یازماقنا شدوق، پرونوتورناشق، قاراب توزغنادک، پیرگنبدک</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>پیژنواواتکتلا/پیژنواواتکتی/پیژنواواتکتی یازماقنا شدوق، پرونوتورناشق، کولوب پوئروتوشانتک، پیرگنبدک</td>
</tr>
<tr>
<td>3rd Person</td>
<td>پیژنواواتکتلا/پیژنواواتکتی/پیژنواواتکتی یازماقنا شدوق، پرونوتورناشق، قاراب توزغنادک، پیرگنبدک</td>
</tr>
</tbody>
</table>

These forms have been produced by attaching the Past Tense forms of the Direct Judgment Copula to:

(i) the Continuous Aspect 't' Adverbial,
(ii) to the Associative Adverbial,
(iii) to the Continuous State Participle, or
(iv) to the 'ماق' Gerund.

The Indirect Statement Mood's Past Continuous Tense predicate form is produced according to the chart on the following page:

The forms have been produced by attaching the Indirect Judgment Copula to:

(i) the Continuous (State) Participial form,
(ii) the Continuous Aspect Associative Adverbial,
(iii) the 3rd person type of the Direct Statement Mood's Continuous Present Tense predicate form.

126 A corrupted form of this پیژنواواتکتی پیژنواواتکی، etc. — is used in Kashgar.
(iv) the 3rd person type of the Indirect Statement Mood’s Continuous Present Tense predicate form, or to forms of stative verbs corresponding to the above.

The Indirect Statement Mood’s Past Continuous Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1st Singular     | يپژوئتاپتکن نمن // پژوئتاپتکن نمن // پژوئتاپتکن نمن // تولتوئگنکنمن // پژوئتاپتکن نمن | 127

| 1st Plural       | يپژوئتاپتکن نمس // پژوئتاپتکن نمس // پژوئتاپتکن نمس // تولتوئگنکن نمس // پژوئتاپتکن نمس |

| 2nd Singular     | يپژوئتاپتکن نمس // پژوئتاپتکن نمس // پژوئتاپتکن نمس // تولتوئگنکن نمس // پژوئتاپتکن نمس |

| 2nd Plural      | يپژوئتاپتکن نمس // پژوئتاپتکن نمس // پژوئتاپتکن نمس // تولتوئگنکن نمس // پژوئتاپتکن نمس |

| 3rd Person Type | يپژوئتاپتکن نمس // پژوئتاپتکن نمس // پژوئتاپتکن نمس // تولتوئگنکن نمس // پژوئتاپتکن نمس |

The Hearsay Statement Mood’s Past Continuous Tense predicate  

(i) attaching the ‘مش’ Auxiliary to the end of the Past Continuous Tense predicate forms of the Indirect Statement Mood, or

(ii) by exchanging the Indirect Judgment Copula which comes after them for the Past Tense form of the Hearsay Judgment Copula. e.g.:  

I was supposedly writing

پژوئتاپتکن نسنمش // پژوئتاپتکن نسنمش // پژوئتاپتکن نسنمش // پژوئتاپتکن نسنمش // پژوئتاپتکن نسنمش

you were supposedly writing

پژوئتاپتکن ننممش // پژوئتاپتکن ننممش // پژوئتاپتکن ننممش // پژوئتاپتکن ننممش // پژوئتاپتکن ننممش

he/she was supposedly writing, they were supposedly writing

127 The 3rd, 4th and 5th examples are forms used in Kashgar.

128 The 3rd and 4th variants are forms used in Kashgar.
I was supposedly sitting writing.
you were supposedly lying down/sleeping.
he/she was supposedly standing, they were supposedly standing.

◆ The Subjective Assessment Mood’s Past Continuous Tense predicate

This form is constructed according to the following chart:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>يپژنَوَتْ‌کان پولَفِیدْلا/پی‌پژنَوَتْ‌کان وَلاَغِّلَـوُ دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.</td>
</tr>
<tr>
<td>1st Plural</td>
<td>يپژنَوَتْ‌کان پولَفِیدْلا/پی‌پژنَوَتْ‌کان وَلاَغِّلَـوُ دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.</td>
</tr>
<tr>
<td>2nd Singular Ordinary</td>
<td>يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.</td>
</tr>
<tr>
<td>2nd Plural Disrespectful</td>
<td>يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.</td>
</tr>
<tr>
<td>2nd Singular Refined</td>
<td>يپژنَوَتْ‌کان پولَفِیدْلا/پی‌پژنَوَتْ‌کان وَلاَغِّلَـوُ دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>يپژنَوَتْ‌کان پولَفِیدْلا/پی‌پژنَوَتْ‌کان وَلاَغِّلَـوُ دِیمِـهٔن، قاراب تورُؤُنَتْ‌کان دِیمِـهٔن.</td>
</tr>
<tr>
<td>3rd Singular Ordinary</td>
<td>يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.</td>
</tr>
<tr>
<td>3rd Singular Respectful</td>
<td>يپژنَوَتْ‌کان پولَفِیدْلا/پی‌پژنَوَتْ‌کان وَلاَغِّلَـوُ دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.</td>
</tr>
<tr>
<td>3rd Plural</td>
<td>يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.</td>
</tr>
</tbody>
</table>

These forms have been constructed by:
(i) attaching the Past Tense form of the Subjective Assessment Copula to the verb’s Continuous State Participle, or
(ii) attaching the ‘- ـ غو دیمٔهٔن’ Copula to the Past Continuous Tense predicate forms of the Direct Statement Mood.

◆ The Objective Assessment Mood’s Past Continuous Tense predicate

The predicate of the Objective Assessment Mood’s Past Continuous Tense has the same form as the Objective Assessment Mood’s Present Continuous Tense predicate (see pp. 370-371). For example:

I must have been writing
it looks as if you were writing
we must have been going around looking for you
it looks as if we were writing
he must have been standing

129 All these forms are used in Kashgar, but the ‘- ـ غو دیمٔهٔن’ forms are corrupted, e.g. يپژنَوَتْ‌کان دِیمِـهٔن، يپژنَوَتْ‌کان دِیمِـهٔن.’
The negative form of the Past Continuous Tense which has been produced on the basis of the Continuous Aspect stem form of the verb is also of two types. One type (i) is produced on the basis of the negative form of the simple verbal stem. For example:

I was not writing
you weren't sitting writing
he was apparently not writing
he wasn't writing, so they say
I don't think he was writing

A second type (ii) is produced on the basis of the negative form of the Continuous Aspect stem of the verb. For example:

I was not writing
you weren't sitting writing
he was apparently not writing
he wasn't writing, so they say
I don't think he was writing

These two negative forms differ in meaning. This will be discussed in Chapter 12, Stem Forms of the Verb.

2) Its Meaning and Usage
In whichever mood it may occur, the Past Continuous Tense predicate form of the verb indicates the existence of the continuously ongoing or fixed state of the action at a previous time, or before a certain matter. For example:

We were in a meeting when they came.

They were apparently in/holding a meeting when we went.

They arrived while we were in/holding a meeting.

Äkhmät was apparently sitting in the dormitory, then I called him.

Äkhmät was also writing an article, so they say, but he apparently gave up.

I think Äkhmät was still sleeping when you arrived.

You were apparently writing something when I came in, so I quietly went out again.

The form of the Direct Statement Mood’s Past Continuous Tense predicate that has been constructed on the basis of the ‘ما’ Gerund is basically only used in written language. For example:

When they got to the review stand, thousands of balloons of all colours were rising up into the sky.

At that time we were carrying out land reforms in the countryside.

In works of literature, a writer may basically use the Past Continuous predicate form of the Direct Statement Mood produced on the basis of the ‘ما’ Adverbial, or the ‘ما’ Gerund, in relating an action which is continuing or a fixed state which is in existence before the occurrence of, or at the time of, a certain matter; e.g.:

Äkbir smiled, those who had been sleeping in the house had got up; Mänsür and the old man Rozakhun were splitting a tree stump;
Asim and Äkhmätjan had taken themselves off to the wall of the village housing area and were talking about something or other; Äbilghazi was hurriedly hitching the sled to the ox …

8. The Present Intention Tense Predicate Form

(مفسمة هازبزقي زامان خؤمر شه كلي)

I) Its Formation

◊ — The Direct Statement Mood’s Present Intention Tense predicate form

The Direct Statement Mood’s Present Intention Tense predicate form is produced by attaching the Present Tense Direct Judgment Copula to the Verb of Intention form. However, the Judgment Copula does not occur in the singular or plural 2nd person Respectful type or in the 3rd person. The Judgment Copula may also be dropped from other persons when the subject of the sentence is explicit. For example:

- يازماقچممش/يزماقچممش
- يازماقچمشر/يزماقچمشر
- يازماقچمشن/يزماقچمشن

◊ — The Indirect Statement Mood’s Present Intention Tense predicate form

The Indirect Statement Mood’s Present Intention Tense predicate form is produced by attaching the Indirect Judgment Copula to the Verb of Intention form. For example:

- يازماقچممشن/يزماقچممشن
- يازماقچمشر/يزماقچمشر
- يازماقچمشن/يزماقچمشن

◊ — The Hearsay Statement Mood’s Present Intention Tense predicate form

The Hearsay Statement Mood’s Present Intention Tense predicate form is produced by attaching the Present Tense form of the Hearsay Judgment Copula to the Verb of Intention form. For example:

- يازماقچممشن/يزماقچممشن
- يازماقچمشر/يزماقچمشر
- يازماقچمشن/يزماقچمشن

◊ — The Subjective Assessment Mood’s Present Intention Tense predicate form

The Subjective Assessment Mood’s Present Intention Tense predicate form is produced:

(i) by attaching the Present Tense Subjective Assessment Copula to the Verb of Intention form,

(ii) by attaching the ‘لغو ديمن’ ‘لغو ديمن’ Auxiliary to the Direct Statement Mood’s Present Intention Tense predicate. For example:

- يازماقچممشن/يزماقچممشن
- يازماقچمشر/يزماقچمشر
- يازماقچمشن/يزماقچمشن

◊ — The Objective Assessment Mood’s Present Intention Tense predicate form

The Objective Assessment Mood’s Present Intention Tense predicate form is constructed by attaching forms of the Objective Assessment
8. The Past Intention Tense Predicate Form (مقسّمة تؤثّكين زمان خمور شهكلي)

1) Its Formation

- **The Direct Statement Mood’s Past Intention Tense predicate form** (ؤاسترس بایان مهلکانی مقسّمة تؤثّكين زمان خمور شهكلي)
  The Direct Statement Mood’s Past Intention Tense predicate form is produced by attaching the Past Tense forms of the Direct Judgment Copula to the Verb of Intention. As a result of the Judgment Copula being attached to the Verb of Intention, its initial ‘ی’ sound is omitted. For example:

2) Its Meaning and Usage

In whichever mood it occurs, the predicate of the verb’s Present Intention Mood indicates the present existence of the action as a matter which is intended or has been agreed upon. For example:

I intend to pay a visit home in the near future.

He’s planning to see you tomorrow, or so I’ve heard.

A special meeting is going to be held about this matter.

The predicate of the Hearsay Statement Mood’s Past Intention Tense is produced:

(i) by attaching the Past Tense forms of the Hearsay Judgment Copula to the verb of Intention, or it is expressed

(ii) by attaching the auxiliary ‘لّی’ to the Past Tense predicate form of the Direct Statement Mood.

As a result of the Judgment Copula being attached to the Verb of Intention, its initial ‘ی’ sound is omitted. For example:

130 This past tense form is only used in Northern Xinjiang.
2) Its Meaning and Usage
In whichever mood it may occur, the predicate form of the Past Intention Tense indicates the existence of the action as an intention, or a matter agreed upon, before a certain matter. For example:

I had also planned to go to Urumqi, so I went with them.
Tursun and his family had arranged to return, so I went to wait for them.

I think you wanted to see me when you came yesterday.

The past tense of the intention mood appears to be used both for the simple past and the past perfect.

The 3rd person form 'قداماته' is only used in Northern Xinjiang.

The predicate of the Subjective Assessment Mood’s Past Intention Tense is constructed by attaching the Past Tense forms of the Subjective Assessment Judgment Copula. For example:

The objective assessment mood’s past intention tense has the same form as the predicate of the objective assessment mood’s present intention tense (see p. 383-4).

The negative form of the Past Intention Tense predicate forms is expressed by means of inserting the negative Judgment Copula ‘لم’ between the Verb of Intention and the Judgment Copula. For example:

I did not intend to write
we did not intend to write
you apparently did not intend to write
I don’t think you intended to write
you can’t have intended to write/
it doesn’t look as if you intended to write
Chapter 12
STEM FORMS OF THE VERB
(پیشنهاله توزیع شکل‌لرزی)

§1 A General Explanation
(لوماسی بایان)
The common basis for Substantive Word forms and Predicate forms of the verb is called the Stem form of the verb. For example:

\[
\begin{align*}
\text{Simple Stem Forms of the Verb} & \\
+ - \text{ غانه} & \rightarrow \text{ پاسخ بیانی} \\
+ - \text{ گام} & \rightarrow \text{ پاسخ به سوال} \\
+ - \text{ شکافته} & \rightarrow \text{ پاسخ به سوال بیانی} \\
+ - \text{ یادگیرنده} & \rightarrow \text{ پاسخ به سوال بیانی}
\end{align*}
\]

In these examples, a substantive form and a predicate form have been paired and, from top to bottom, the 'پاسخ به سوال', 'پاسخ به سوال بیانی', 'پاسخ به سوال بیانی' forms of the verb 'پاسخ به سوال' have formed their bases. These forms are considered to be Stem forms of the verb 'پاسخ به سوال'.

According to their structure, the Stem forms of the verb may be divided into two types:

(i) Simple stem forms of the verb
(ii) Complex stem forms

(i) Simple Stem Forms of the Verb
Simple Stem forms of the verb comprise the verb's single stem forms. Such stems consist of a single verb root or of inflected forms within the scope of a single verb stem. For example, if we take the stem forms shown above, the forms 'پاسخ به سوال', 'پاسخ به سوال بیانی', 'پاسخ به سوال بیانی' belong to the Simple Stem forms.

(ii) Complex Stem Forms of the Verb
Complex Stem forms of the verb comprise stem forms which have been produced by combining independent verbs and auxiliary verbs. That is to say, Stem forms are composed of two or more verb roots [or roots and stems]. For example, if we take the stem forms of the verb 'پاسخ به سوال' which are shown above, the forms 'پاسخ به سوال بیانی' and 'پاسخ به سوال بیانی' belong to the Complex Verb Stems.
Voice and Positive-Negative Categories of the Verb

The Stem forms of the verb differ in voice and produce the Voice Category of the verb. At the same time they differ in positivity and negativity and produce the Positive-Negative Category of the verb. That is to say, every verb stem must belong to one of the different types of voice and to either the positive or the negative type. For example, if we take the stem forms of the verb 'يازـ ' which are shown above:

- The form functions as the Original Voice Positive type
- The form functions as the Original Voice Negative type
- The form functions as the Causative Voice Positive type
- The form functions as the Passive Voice Positive type

These forms function as Original Voice Positive types.

Aspectual Stem Forms and State Stem Forms of the Verb

The Complex Stem forms of the verb may be divided into two types comprising:

(i) Aspectual Stem forms of the verb

(ii) State Stem forms of the verb

Aspects and Causatives of the verb are basically produced by adding Aspect Auxiliaries to adverbial forms of the verb. Aspect Auxiliaries which occur in this type of structure show every kind of aspectual quality of the action expressed by the independent verb and produce the Aspect Category of the Verb. For example:

- The auxiliary 'يول ' in the construction 'يول ' indicates the action of writing has been completely carried out.

§2 The Voice Category

The Voice Category is the grammatical category which is first indicated by the verb stem and shows the various relationships which exist between the action expressed by the verb and the grammatical subject. For example:

- Akhmat saw a film.
- This article has been read twice.
Verbs in the original voice indicate that the grammatical subject of the action is also its logical subject. For example:

I wrote an article.

Today we listened to a lecture.

They apparently came back.

2. The Passive Voice

The Passive Voice of the verb is produced by attaching the suffix 'ـلـ' to transitive verb stems which have the sound 'ـلـ' in their final syllable, or by attaching the suffix 'ـلـ' to other verb stems. For example:

I moved to my new house.

They went back to the hotel.

Verbs in the Passive Voice indicate that the grammatical subject of the sentence is actually the logical object of the original action. For example:

Ten articles were written.

The play began/ was begun.

He received two letters from his friend.

Two notebooks each were given to every student.

When Transitive verbs go into the Passive Voice they are reckoned to turn into Intransitive verbs. In the Uyghur language, the Passive Voice of the verb is used in situations in which:

(i) it is difficult to point out the logical subject of the action;

(ii) it is unnecessary to point out the logical subject of the action;

(iii) it is necessary to especially accentuate the logical object. e.g.:

(i) This article has been written extremely well; who wrote it?

(Here the logical subject is unknown.)
(ii) Kasim has been elected as a representative. (Here it is unnecessary to point out the logical subject.)
(iii) The reactionaries were overthrown. (Here the logical object has been accentuated.)

In some situations it is necessary to point out the logical subject at the same time as accentuating the logical object. In such cases, if the logical subject is a person, people in general, or some organization, the noun which indicates that logical subject is combined with the postposition 'بـ' (by) to form an adverbial modifier e.g.:

The reactionaries were overthrown by the Chinese people.

All our supplies will be given by the government.

The song sung by Pasha Ishan was applauded.

If the logical subject is something else, the role of the logical subject is indicated in different ways. For example:

The window pane broke in the wind.

Several trees were torn up by the onslaught of the storm.

3. The Reflexive Voice

The Reflexive Voice form of the verb is produced by attaching the suffix 'ـنـ' to Transitive verb stems. For example:

کی + ـن → کیتن

The Reflexive Voice indicates that the grammatical subject of that action is (i) both the logical subject and the logical object, or (ii) both the logical object and the instigator of that action. For example:

(1) He's always boasting (He's always praising himself).

(2) The child threw himself at me.

Verbs in the Reflexive Voice sometimes happen to have the same form as verbs in the Passive Voice. In such cases, they need to be distinguished according to their meaning. For example:

The flowers in our garden have opened, (reflexive voice)

The conference (was) officially opened today, (passive voice)

However, these cannot be counted as Reflexive Verbs because they do not have a reflexive meaning.

There are also verbs which express a reflexive meaning and are also just like Reflexive Verbs in form, but since they have not been produced on the basis of their own transitive form, but by attaching

133 The verb "ویلـ" is used both transitively and intransitively.

134 I would disagree with the author in saying that the examples given have a reflexive meaning. I would classify them as intransitive verbs with a passive meaning.
the suffix 'oa' directly to an adjective or numeral, it is not
possible to count them as Reflexive Voice verb forms. e.g.: to be happy, be joyful
خوشالیان to be happy شادان to be in two minds, hesitate, vacillate, waver

4. The Causative Voice (مجهوری دوم‌ریزه)
The Causative Voice form of the verb is produced as follows:
(i) by attaching the suffix 'ئو/ئور' or 'ئو/ئور' to single-syllable verb stems ending in a consonant (excluding those which end in 'ئو', 'ئر', 'ئه', 'ئا', 'ئا' and 'ئو', 'ئر' or 'ئه', 'ئا' or 'ئو', 'ئر' and 'ئه', 'ئا') or in a vowel. e.g.:

(ii) by attaching the suffix 'ئت' to verb stems ending in 'ئو', 'ئر', 'ئه', 'ئا' or 'ئو', 'ئر' or 'ئه', 'ئا'. For example:

(iii) by attaching the suffix 'ئت' or 'ئر/ئور' to polysyllabic verb stems ending in a vowel. For example:

(iv) by attaching the suffix 'ئو/ئور' or 'ئو/ئور' to specific single-syllable verb stems which end in 'ئچ' or 'ئش'. For example:

(v) The Causative Voice form of some verbs is unique. For example:

---
135 In each paired example, the latter form shows the correct spelling and the former is more common in speech.
136 'قاينت' and 'قاينت' and 'قاينت' and 'قاينت' are the correct dictionary spellings.
The Causative Voice of the verb indicates that the grammatical subject is the instigator or permitter of the action. For example:

- نَعْتُ مَعِي مُفْلِقٍ (I made him laugh). (I’ have been the instigator for the action)
- نَعْتُ مَعِي مُفْلِقٍ (I made him laugh). (I’ have been the instigator for the action)
- They let me in as well/They permitted me to enter as well. (‘They’ have allowed the action)

All transitive and intransitive verbs are able to go into the Causative Voice. When Intransitive Verbs go into the causative form they become Transitive Verbs and the logical subject of the action becomes the grammatical object and is in the accusative case. e.g.: 

The driver reversed the lorry (The lorry reversed).

They switched off the light (The light went out).

When Transitive Verbs go into the Causative Voice they still retain their transitive nature. In this case the logical subject of the action is not indicated, except where necessary. If it does need to be indicated, it is indicated by means of a noun in the dative case. e.g.: 

- نَعْتُ مَعِي مُفْلِقٍ (I made him laugh).

He went to have his hair cut (i.e. to have someone cut his hair).

(You can attached to the verb stem by adding the suffix 

5. The Mutual Voice (تَعَوْنُونَ دُرِّيْجَهُ)

The Mutual (Reciprocal) Voice form of the verb is produced by attaching the suffix to the verb stem. e.g.: 

- نَعْتُ مَعِي مُفْلِقٍ (I made him laugh).
- نَعْتُ مَعِي مُفْلِقٍ (I made him laugh).

Its Meaning and Usage
The meaning and usage of the Mutual (Reciprocal) Voice form of the verb is as follows:

1. It indicates that the grammatical subject consists of two or more people who direct the original action towards each other or carry out the action in competition with one another. For example:
   - They talked (to one another) for a long time.
   - They argued about this problem for a long time.

2. The verb stem is reversed.

3. Mutual Voice is used to talk about two or more people.

4. It indicates that the original action is performed by a grammatical subject consisting of two or more people. In such cases the Mutual Voice only indicates a plural meaning and is only used in circumstances which emphasize that a plurality of people carry out the same action one after the other or at the same time. For example:
   - The students walked to school.
The voice forms of the verb may be expressed not only separately, but also in combination. The circumstances of the combination of verbal voices is generally as follows:

1. **Reflexive-Causative Voice** (تَوْلُولُوك - مَجِبُورِي دَارِجَة). For example:
   - The mother dressed her children herself.

2. **Mutual-Causative Voice** (تَوْلُولُوك - مَجِبُورِي دَارِجَة). For example:
   - We got them to meet each other.

3. **Causative-Passive Voice** (مَجِبُورِي - مَجِبُورِي). For example:
   - They all galloped off. (lit. They all made their horses gallop).

4. **Double Causative Voice** (فَهَرَت مَجِبُورُي مَجِبُورِي دَارِجَة). For example:
   - I sent my younger brother/sister to get my pen repaired.

5. **Causative-Mutual Voice** (مَجِبُورِي تَوْلُولُوك دَارِجَة). For example:
   - They all galloped off. (lit. They all made their horses gallop).

6. **Reflexive-Causative-Passive Voice** (تَوْلُولُوك - مَجِبُورِي - مَجِبُورِي). For example:
   - All the children had been dressed in clean clothes.\(^{137}\)

7. **Mutual-Causative-Passive Voice** (تَوْلُولُوك - مَجِبُورِي - مَجِبُورِي). For example:
   - Our situation was made fully known.

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\(^{137}\) This is actually a passive-causative-passive construction — 'the children had been caused to be dressed ...'.

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6. The Combination of Verbal Voices

The delegates had their say one after the other.

The birds kept on singing sweetly on the branches.

In order to become familiar with the Mutual Voice of the verb, the following examples should be noted:

1. Verbs in the Mutual Voice are sometimes combined with 2nd person singular suffixes but function as the 2nd person plural disrespectful type of the verb and correspond to the pronoun 'ستلمئ', which acts as subject. For example:
   - Where have you (all) been? (ستلمئ) نَزِدك بِربِشَطِلك.
   - (All of you) walk quickly! (ستلمئ) جذابان بيِگَشٍ!
   - Stand up! Why are you (all) sitting down!

2. Verbs in the Mutual Voice form the basis for producing the 2nd person plural respectful type of the verb. For example:
   - Do please (all) come in. (هَفَرَت مَجِبُورُي) تَوْلُولُوك كُرِبَشَتْسُهُ.
   - May I ask where you are going? (هَفَرَت مَجِبُورُي) نَزِدك بِربِشَطِلا.
   - May I ask where you've come from? (هَفَرَت مَجِبُورُي) نَدِدن كُلِبِشَتْسُهُ.

3. Some verbs are the same as Mutual Voice forms to look at and also express a Mutual Voice meaning. However, instead of being produced on the basis of the Original Voice of those verbs, they have been produced by attaching the suffix 'لَاشَه لَامْهَيِنَ' directly to nouns. Therefore it is not appropriate to consider them to be Mutual Voice forms of the verb. For example:
   - to chat, converse, discuss سُوشِه تَشعَشَت...— پَرَکُلَاش.
   - to aid, assist, help بَردَمِلَشَت...— مُوسَسِنُلَشَت.
   - to compete, race پُکُرِلَشَت...— بَرَکُلَاش.
7. The Role of Voice Suffixes in Word Formation

The voice suffixes of the verb may in turn be considered to be suffixes which derive verbs from verbs, because voice forms which have been produced by attaching verbal voice suffixes, apart from expressing different voice concepts and producing the Voice Category of the verb, also each take their place as lexical units among the dictionary entries and express their own unique lexical properties. As an example, let us analyse and look at the lexical characteristics of the various voice forms of the verb 'کُورُشَن' ('to see one another'):

(i) Its Original Voice form 'کُورُشَن' expresses the lexical meaning 'کُورُشَن' (to cause to make a picture with the eye) and forms the basis for the formation of such words as:

- parade, performance, review
- adornment, decoration
- beautiful, good-looking, handsome, pretty
- display, exhibition
- bitter experience, hard lot, suffering

(ii) Its Causative Voice form 'کُورُشَن', besides expressing its own causative meaning 'کُورُشَن' (to make a picture with the eye), also expresses meanings such as

- 'کُورُشَن' (to cause to make a picture with the eye)
- 'کُورُشَن' (to cause to make a picture with the eye)
- 'کُورُشَن' (to cause to make a picture with the eye)

(iii) Its Mutual Voice form 'کُورُشَن', besides expressing its own mutual meaning meanings as 'کُورُشَن' (to see one another), also expresses such lexical meanings as 'کُورُشَن' (to greet one another [by means of a certain formality]). For example:

They greeted each other with an embrace.

Let me see if I can talk this over with him.

(iv) Its Reflexive Voice form 'کُورُشَن', apart from expressing its own reflexive meaning 'کُورُشَن' (to show oneself), forms the basis for the formation of the words 'کُورُشَن' (scenery; a view or a scene from a drama) and 'کُورُشَن' (act). For example:

a five act play

and so on.

§3 The Positive-Negative Category

The Positive-Negative Category is another kind of grammatical category that is shown on the verb stem. It comes after the Voice Category and indicates that the action expressed by the verb is affirmed or negated. This category is expressed by the addition or non-addition of the suffix of 'ـمَام' to the verb stem. Verbs to which the 'ـمَام' suffix has not been attached are considered to be the Positive form of the verb and indicate that the action they express is in the affirmative. For example:

سُؤُلَشْـمِ...ُـمَام...ُـما...ُـمَام

Verbs to which the 'ـمَام' suffix has been attached are considered to be the Negative form of the verb and indicate that the action they express has been negated. For example:

سُؤُلَشْـمِ...ُـمَام...ُـما...ُـمَام

When introducing the formation of the various grammatical forms of the verb, the production of their negative forms has only been...
dealt with where considered necessary. Otherwise only the production of the positive form is introduced and it is possible to work out from the above rule, how their negative forms are produced. In the Uyghur language it is also possible to express the negation of an action by:

(i) combining the Perfect Participle with the Negative Judgment Copula 'ئەمەس', or by

(ii) combining the Perfect Gerundal form with the word 'توق' in a subject-predicate relationship. For example:

However, these means of expression have stylistic qualities and are only used in specific circumstances. 139

§4 Aspectual Stem Forms of the Verb

Complex Stem forms which have been produced by adding Aspect Auxiliaries to Adverbial forms and some inflected Gerundal forms of the verb are called Aspectual Stem Forms of the Verb.

The Aspectual Stem forms of the verb express the various aspect concepts related to the circumstances of carrying out the action and produce the Aspect Category of the verb. For example:

1. Äkhmat is able to write articles in Chinese.

2. Äkhmat carries on writing Chinese articles as well.

3. Äkhmat finishes writing such articles in a short time.

4. Äkhmat often writes letters for the old man.

5. Äkhmat immediately writes down (for himself) words which are new to him.

6. Äkhmat keeps writing (letters) to him.

In these sentences the verb 'توق' occurs in six Aspectual Stem forms which serve to indicate:

That the subject in sentence (1) is able to carry out that action.

That the subject in sentence (2) is unrestricted in carrying out that action.

That the action in sentence (3) is fixed in a state of having been carried out.

That the action in sentence (4) is carried out on behalf of others.

That the action in sentence (5) is carried out for one's own benefit.

That the action in sentence (6) is carried out repeatedly.

These concepts are considered to be aspectual concepts which produce the Aspect Category.

The Aspectual Stem forms of some Uyghur verbs have been abstractualized at a level which expresses one special aspect concept and have taken on the character of a special grammatical form. For example, Aspectual Stem forms which have been produced by attaching the Aspect Auxiliaries 'بەشەلە' or 'بەشەلە' to the Associative Adverbial form of the verb express only one aspect concept, which consists in carrying out the action in the manner of an experiment.

Aspect stem forms which have been produced by attaching the aspect auxiliaries 'بەشەلە' or 'بەشەلە' or 'غەلە' 'توق' to the Infinitive Adverbial, or by attaching the Aspect Auxiliary 'بەشەلە' to the dative case of the 'ش' Gerund, express a single aspect concept, which consists in the action beginning.

Some of these Aspectual Stem forms have even undergone phonetic changes and have become like Simple Stem forms of the verb. For example, the Continuous Aspect Stem form, which indicates that the action is going on continuously, and has been produced by attaching the Aspect Auxiliary 'بەشەلە' to the Associative Adverbial form of the verb, has become like a Simple Stem form, just as if it had been...
produced by attaching the suffix ‘-ل_’ to the Simple Stem form of the verb, as a result of its initial ‘ي’ sound being dropped and the final ‘پ’ sound of the Associative Adverbial turning into a ‘ژ’ between two vowels. For example:

The Abilitative Aspectual Stem form of the verb, which indicates that the subject is able to carry out the action, and has been produced by attaching the Aspect Auxiliary ‘تال’ to the ‘ال’ Adverbial form of the verb, has — as a result of undergoing phonetic changes — become like a Simple Stem form, just as if it had been produced by attaching the suffix ‘-یال_’ or ‘-یال_’ to a Simple Stem form ending in a vowel, or ‘-یال_’ to a Simple Stem form ending in a consonant.

For example:

The verb, creating phonetic changes by being combined with the Adverbial Suffix). For example:

The Continuous Aspectual Stem form of the verb indicates that the action expressed by the verb is going on continuously. Participial, gerundal and state-tense forms produced on the basis of this stem, alternating respectively with other state participles, state gerunds and state-tense forms, express the concept of a continuous state. e.g.:

I am writing an article. (present continuous tense)
The person who is coming is my older brother. (continuous participle)

I’ve heard that he’s studying in school. (continuous gerund)

The negative stem of the Continuous Aspect Stem form of the verb may also be produced on the basis of the Continuous Aspect stem form of the verb. When this is the case, it indicates that the negative action is in an ongoing state of continuity. For example:

Thowiction tohallalqan manjalma yinjamun. (continuous aspect hypothesis-objection mood)

He apparently came into the meeting hall to look for me while we were in a meeting. (continuous aspect adverbial)

It is possible for the Continuous Aspect Stem form of the verb to be produced on the basis of the verb’s negative stem form. When this is the case, it indicates that the negative action is in an ongoing state of continuity. For example:

I’m just not able to get to see him at all.

The negative stem of the verb may also be produced on the basis of the Continuous Aspect stem form of the verb. When this is the case, it indicates a denial that the action is in a continuously ongoing state.

e.g.: I'm not writing a letter, I'm writing an article.

They’re not playing, they’re working.

The negative stem of the verb may sometimes be produced on the basis of the negative Continuous Aspect stem form of the verb. In such circumstances, a negative is denied and a positive meaning is expressed. For example:

The Abilitative Aspectual Stem Form

The Abilitative Aspectual Stem form of the verb is produced by attaching the suffix ‘-ت-’ or ‘-ت-’ to verb stems which end in a vowel, or by attaching the suffix ‘-ت-’ to verb stems which end in a consonant (These suffixes have been produced as a result of the adverbial suffix of the ‘-ت-’ Auxiliary undergoing phonetic changes after being attached to the ‘-ت-’ Adverbial).

وهو نعم 같다, (continuous gerund)

The Abilitative Aspectual Stem form of the verb indicates that the subject of the action is capable of, or has the possibility of, carrying out the action. For example:

You could also have written the article which I’ve been able to write.

It’s uncertain whether he’ll be able to come today.

If it’s possible for you to see Akhmát, please pass on my regards.

When the negative suffix is attached to the Abilitative Aspectual Stem form of the verb, the final ‘-ت-’ or ‘-ت-’ of the stem is omitted. e.g.:
3. The Unrestricted Aspectual Stem Form

The Unrestricted Aspectual Stem Form of the verb is produced by attaching the suffix '-ة-م' to the verb stem. This suffix has been produced as a result of the adverbial suffix of the auxiliary 'بـ' undergoing phonetic changes after being attached to the 'تا' Adverbial. For example:

تـ لأنـ ٌمـ ٌمـ ٌمـ ٌمـ ٌمـ

The Unrestricted Aspectual Stem form of the verb indicates that the action occurs or continues without restriction. For example:

Go ahead and come whenever you feel like coming.

I don't care, I'm going to go ahead and go.

Get up! Are you still sleeping?

Try taking this medicine, I'm sure it'll prove beneficial.

Come on, have a go at reading your poem and we'll see what it sounds like.

Let's have another go at discussing this problem.

I had a go at counting it, it's correct.

I tried asking, but he apparently didn't know.

The Experimental Aspectual Stem form of the verb may also be constructed on the basis of the negative form of the Associative Adverbial. This form indicates a negative action in the manner of an experiment. For example:

Try not taking this medicine for a few days.

I tried not saying anything to see whether he would recognize me or not.

When the Experimental Aspectual Stem form of the verb occurs in the negative form, it indicates that the subject of the action is inexperienced as regards that action. For example:

I've never been here before.

I've never yet tried writing poetry.

4. The Experimental Aspectual Stem Form of the Verb

The Experimental Aspectual Stem form of the verb is constructed by adding the 'مام' Auxiliary to the Associative Adverbial form. It may also sometimes be constructed by adding the 'عـ' Auxiliary. For example:

 kế

The constructions with 'عـ' are not used in speech.

The experimental aspect may also be used to indicate doing something a single time.
5. The Commencement Aspectual Stem Form of the Verb

The Commencement Aspectual Stem form of the verb is constructed by adding the Auxiliary to the ‘Gerund, or by adding the’

A. Combined aspects can be used.

1) Combined with the Associative Adverbial form of Intransitive verbs and specific Transitive verbs, it expresses the following meanings:

   A. It indicates that intransitive actions are fixed in a state of having been carried out or completed. In other words, when this form is used, the issue is not about the fact that the subject carries out the action, but about his being fixed in a state of having carried out the action. For example, if we say, ‘The flowers start to open at the beginning of March.’ (lit. flowers go to bed at 11 o’clock), here it is the fact that the subject has passed an action in a state which is fixed.

   B. It then expresses the action as having been completed.

   C. It introduces the aspect of chance into the occurrence of the action. For example:

      کسب فاقدی - ته بلندی

      I unexpectedly remembered something from my childhood.

      هر چه چیزی به سوژه را گرامید.

      He was taken ill and couldn’t come to class.

      جهان دسته با دید و همچنین دیده نیست.

      I saw him in the street one day by chance.

5. The Commencement Aspectual Stem Form of the Verb

The Commencement Aspectual Stem form of the verb is constructed by adding the Auxiliary to the ‘Gerund, or by adding the’

A. Combined aspects can be used.

1) Combined with the Associative Adverbial form of Intransitive verbs and specific Transitive verbs, it expresses the following meanings:

   A. It indicates that intransitive actions are fixed in a state of having been carried out or completed. In other words, when this form is used, the issue is not about the fact that the subject carries out the action, but about his being fixed in a state of having carried out the action. For example, if we say, ‘The flowers start to open at the beginning of March.’ (lit. flowers go to bed at 11 o’clock), here it is the fact that the subject has
It’s an excellent book; unfortunately I’ve only read it once.

E. It indicates that the action has almost been completed or is about to be carried out. When it occurs in this sense it is basically combined with verbs which indicate actions whose process of completion can last for quite a long time. For example:

This semester has almost ended too, in one week’s time the examinations will begin.

This apartment block is almost completed as well, we’ll move in within a month or two.

It’s just about meal time, let’s head for the canteen.

2) When combined with the negative Associative Adverbial form based on the Abilitative Aspectual Stem, it indicates the subject entering a state of being unable to perform the action, or introduces an element of chance to that negative action. For example:

He was so affected that he became unable to speak.

He had prepared really well, but he became unable to answer the questions.

3) When combined with the negative Associative Adverbial form of some verbs, it gives an element of chance to the action, or intensifies the negativity of the action. For example:

It just so happened that there weren’t enough bricks, otherwise it would have been finished today.
B. It introduces an element of chance to transitive actions, that is to say, this meaning of the auxiliary verb ‘قوی-’ ( قال- ‘قال’ introduced above. The only point of difference appears to be that the former (قوی-) is combined with transitive verbs and the latter (قال-) with intransitive verbs. For example:

I’ve given him my promise, so it wouldn’t do for me not to go.

C. It indicates that the action is carried out first for the sake of a certain matter. For example:

I put your book with those of Äkhmat’s family; please help yourself to it.

D. It indicates that the action happens in this way just once, e.g.:

He looked at us and smiled, but didn’t say a word.

He had begun to say some improper things, so I quietly pulled the bottom of his jacket.

In many instances this meaning of the Auxiliary ‘قوی-’ introduces an element of formality or triviality to the execution of the action. For example:

When I made a joke he got angry.

It wouldn’t do not to pay them a visit.

2) When combined with the negative Associative Adverbial form of some verbs, it introduces an element of decisiveness to the negative action. For example:

Since you don’t have time, don’t go!

I pressed him hard, but he wouldn’t come in.

3) In the negative form and combined with the negative Associative Adverbial form of the verb, it indicates that the subject does not stop until the action is completed. For example:

The house has become too small.

The conference hall, there’s a meeting today.

Please prepare the conference hall, there’s a meeting today.
I won’t give up until I’ve found it.

When he starts something, he doesn’t stop until he’s brought it to completion.

When he faces a problem, he doesn’t give up until he’s got to the bottom of it.

8. The Usage of the Aspect Auxiliary 'کتت' ('کتت' نو سر، باسکنگ چنگای قوميابند)

1) When combined with the Associative Adverbial form of intransitive and certain transitive verbs, it expresses the following meanings:

A. It indicates that, by means of that action, the subject enters a state of having moved in an opposite direction [i.e. away from a present position]. That is to say, here the meaning of 'کتت' is relatively concrete. For example:

They will soon leave away from here.

He went into this courtyard and he still hasn’t come out.

He has fallen from the sitting platform, said the Effendi. (Anecdotes of Násirdin Effendi)

B. It indicates intransitive actions entering a state of being suddenly or entirely completed. For example:

Please speak quietly or the child will wake up.

The bowl fell from my hand and broke in pieces.

Don’t keep pulling it or it will break.

If you just take this medicine for a few days you'll recover completely.

He has now devoted himself entirely to learning.

‘Did a row suddenly break out in your yard yesterday evening?’ (Anecdotes of Násirdin Effendi)

C. It plays a role in intensifying intransitive actions with respect to degree, number of times, duration and other related aspects. e.g.:

The weather has become really hot.

People were lying stretched out in the corridors too.

Just as we were about to set out it started to rain.

As soon as he entered the house he started talking.

E. It indicates that the subject is capable of carrying out the action. For example:

He’s a very courageous person; he was able to endure such great hardships.

He’s also apparently very strong, he was able to lift such a heavy object.

---

This example is under subsection C in the Uyghur text, but is inappropriate there.
2) When combined with the negative Associative Adverbial form of some verbs, it indicates that the negative state of the verb lasts for a long time. For example:

This task of yours is never-ending too.

I wonder what kind of illness this can be that hasn’t got better after all this time!

You’re right about this time dragging on and on.

9. The Usage of the Aspect Auxiliary ‘-ت’ (-پ) of the associative Adverbial, the final ‘-پ’ of the Associative Adverbial changes to a ‘-پ’ e.g.:

پیژرب پ - کت پ - پیرزن پ

To look at, this ‘-ت’ appears to be identical to the verb ‘-ت’ in ‘-ت’ to prepare food. For that reason, in most grammatical works relating to the Uyghur language, the origin of this ‘-ت’ is understood as the ‘-ت’ of ‘-ت’ (to prepare food). However, when looked at from the point of view of meaning, there is no connection at all between ‘-ت’ in the role of an auxiliary verb and the ‘-ت’ of ‘-ت’ ‘-ت’ in the role of an auxiliary verb is sometimes synonymous with ‘-ت’ in the role of an auxiliary verb. For example:

he burst out laughing

کولوحتی = کولوب تاشلیدی

On the other hand, in the Turpan dialect the auxiliary ‘-ت’ is used in place of ‘-ت’. For example:

he burst out laughing

کولوحتی

On this basis it is possible to surmise that this auxiliary verb may originally have been ‘-ت’ - ‘-ت’. In his work ‘-ت’ - ‘-ت’ in his work ‘-ت’ - ‘-ت’ (Modern Uyghur), the Soviet Turkologist Amir Najip considers the origin of this auxiliary verb to be ‘-ت’. There are some grounds for this opinion also, because, in several Turkic languages, a verb which corresponds to the Uyghur verb ‘-ت’ is used in place of this auxiliary verb. For example, in Uzbek - ‘-پ’ is used, and in Kazakh and Kirghiz - ‘-پ’. In short, there is a need to study the etymology of this auxiliary verb further.

This auxiliary verb is used as follows:

1) It has substantially the same meaning as that of sections 1) A, B and C of the auxiliary verb ‘-ت’ introduced above. The only point of difference between ‘-ت’ and ‘-ت’ appears to be that the former is combined with transitive verbs and the latter with intransitive verbs. For example:

They made them move (away).

(c.f. They moved away.

He sent his child into the house.

(c.f. His child went into the house.

I took him across the irrigation channel and then returned.

(c.f. After he had crossed the irrigation channel I returned.

Please speak softly, you’ll wake the child.

(c.f. Please speak softly or the child will wake up.

The wind broke the window.

(c.f. The window broke in the wind.

If you take this medicine it will cure your illness completely.

(c.f. If you take this medicine you(r illness) will get completely better.

He has now devoted himself entirely to learning.
When the verb 'تاشلا' functions as an Aspect Auxiliary, it is, in specific circumstances, used in the same sense as the above auxiliary verb. For example:

We completely crushed the enemy's plans.

We must remove and discard the shell and accept the kernel. (cf. Don't throw out the baby with the bath water.)

Don't drink this medicine by mistake. [cf. You must finish off all this medicine.]

When the verb 'تاشلا' functions as an Aspect Auxiliary, it is combined with the Associative Adverbial form of the verb and expresses the following meanings (when this auxiliary verb combines with the adverbial, the final 'ب' of the adverbial changes into a 'ب':

1) It indicates the objective or the effect of the action is directed towards the subject or is transferred to the subject's ownership.

This year they built themselves a two-roomed house.

I copied out this material (for myself) from the newspaper.

So that it would not appear ugly to the customers, the Effendi cut off his donkey's tail and put it into his saddlebag.

2) It indicates that the subject is the beneficiary of the action. e.g.:  

I'm really tired; let me take a short rest.
4.)

**certain**

*Have a little nap, we’ll work again this evening.*
*Let’s eat and then work.*

3.)

**carried**

*It indicates carrying out the action by taking advantage of a certain opportunity.*
For example:
*Work while you have the strength.*
We had the opportunity to meet up with all our comrades in today’s meeting.

4.)

**If**

*It indicates that the action is executed for protection or to show resistance.*
For example:
*It had suddenly begun to rain very hard, so we sheltered under a bridge.*
*There’s no water to be had on this road, so let’s take a bit more to cover ourselves.*

5.)

**When combined with certain verbs, it indicates that the action is carried out in pretense.**
For example:
*As soon as he saw the enemy soldiers, he pretended to limp like a lame man.*

12. **The Usage of the Aspect Auxiliary** ‘بَعَرَ ‘بَعَرَ’

(تَوَارَ بَيَاءَ ‘بَعَرَ’ نَكَّ فُؤُّلْسَلْشَيْ)

*When combined with the Associative Adverbial form of the verb, it expresses the following meanings:*  

1.)

**It indicates that the action is executed for the sake of something else or directed towards someone else.**
*For example:*  
*θού βρεῖτε θάλασσα, δεν το θέλετε το βράδυ.*  

2.)

*The weather was pleasantly cool today, so the work went well.*

*If only it would rain a couple of times, it would be really good for our work.*

13. **The Usage of the Aspect Auxiliary** ‘بَلَّ’

(تَوَارَ بَيَاءَ ‘بَلَّ’ نَكَّ فُؤُّلْسَلْشَيْ)

*When combined with the Associative Adverbial form of the verb, it indicates that the action is carried out in full, or is related to all relevant objects.*

*For example:*  
*The Effendii finished washing himself, paid more than the others, and went out. (‘Anecdotes of Näsirdin Effendi’)*
I’ll finish reading this book today.

I wasn’t able to finish (doing) all the homework; there’s a little left.

All who are coming have arrived, so let’s begin the meeting.

The Associative Adverbial form of the verb, it expresses the following meanings:

1) It indicates the action is connected from start to finish with a related object or state. For example:

When combined with the Associative Adverbial form of the verb, it indicates that the action has been carried out continuously up to the time of speaking.

For example:

2) It expresses the sense of a certain part of an object, or several out of many objects, being separated out, or that the object is brought into existence [out of something else], by means of the action. For example:

We made a summary of the lessons of history.

Another related meaning, not given by the author, indicates that the action of the associative adverbial is completed thoroughly. For example:

When combined with the Associative Adverbial form of verbs which basically indicate speaking activities that extend for a fixed length of time

A careful investigative study needs to be done in order to discover the regular patterns.

We selected the representatives who would attend the meeting.

3) It indicates that the subject appears or becomes conspicuous for achieves result] by means of the action. For example:

The place which had been struck by a stone immediately swelled up.

Akhmät came first in the competition.

Many cadres have attained a high level.

When combined with the Associative Adverbial form of the verb, it indicates that the action has been carried out continuously up to the time of speaking.

For example:

He has continued to help me enthusiastically with my studies from start to finish.

I’ve been seeing him continuously up till now.

I’ve studied English continuously up to the present.
time, it indicates that the action’s whole process is carried out at one time. For example:

Let me set out my own position too.

The teacher answered all the questions the students asked.

He explained some of the problems in his article.

17. The Usage of the Aspect Auxiliaries

When these verbs occur in the role of Aspect Auxiliaries combined with the Associative Adverbial form of the verb, they construct Continuous Aspect Stem forms of the verb, just like the Continuous Aspect infix, introduced above, and indicate that the action remains in a continuously ongoing state. However, these four auxiliary verbs differ from the Continuous Aspect infix both in their meaning and in their capacity to inflect. The differences are as follows:

1) The Continuous Aspect infix indicates that the action goes on continuously, whatever state the subject may be in, but these four auxiliary verbs indicate that the action goes on continuously while the subject is in a state of lying, sitting, standing or going to and fro respectively. In other words, compared to the continuous action expressed by the Continuous Aspect infix, the continuous action expressed by these four auxiliary verbs is concrete; i.e., in these constructions the auxiliary verbs retain their own lexical meaning e.g.:

He’s lying on the bed reading a book.

He’s on the bed reading a book.

They’re sitting in the classroom reviewing the lesson.

2) These four auxiliary verbs are able to show that the respective states in which the action takes place remain in a continuously ongoing state, but the Continuous Aspect infix does not have this capacity. For example:

The materials lay scattered on the ground (or: ... were lying scattered ...)

Everybody is sitting waiting just for you.

Many flowers of every hue used to stand blooming in the garden.

Whenever you see him he’s just going around smiling.

3) Verbs to which the Continuous Aspect affix has been attached cannot occur in the imperative mood or in the simple past tense form, but verbs which are combined with these four auxiliary verbs can occur in any form of the verb. For example:

I’ll read and you lie and listen (lit. ... lie listening).

You sit and take notes on what I say.

You transfer them and I’ll stand and count (them).
I lay listening to your conversation from beginning to end.

I sat taking notes on what you said.

I stood counting: fully fifty people came.

The auxiliaries ‘تَرِ وَ ‘تَرِ’ serve to express the following meanings respectively:

\[\text{تَرِ} - \text{Meanings} \]

When combined with the Associative Adverbial form of verbs (basically verbs which indicate speaking [or communicating]) it expresses the sense of spending time on the action and basically occurs as a component of sentences with a negative meaning. For example:

Even if I don’t spend time talking about these problems, you know about them (anyway).

Surely you’re not wasting time writing a letter about such a trivial matter?

There’s no need for me to waste time pointing out facts.

This isn’t the time to be investigating who’s responsible.

\[\text{تَرِ} - \text{Meanings} \]

1) When combined with the Associative Adverbial form of the verb, it expresses the following meanings:

A. It indicates that the action is repeated frequently. For example:

He’s always coming to our place.

Don’t forget to keep writing (letters).

We keep exchanging letters with him.

B. It indicates that the action is temporary. For example:

You sit and wait; I’ll be right back.

We stayed with them (temporarily) until the house was completed.

Be quick, I’ll wait here for you.

2) When combined with the negative Associative Adverbial form of the verb, it indicates that the negative action is temporary. e.g.:

Let’s not go yet, he’ll be here straightaway.

We won’t mention this matter to him (for the time being), until you bring precise information.

\[\text{تَرِ} - \text{Meanings} \]

1) When combined with the Associative Adverbial form of the verb, it expresses the following meanings:

A. It indicates that the action continues for a long time or is repeated many times (this construction is basically used in the adverbial form). For example:

I got it with difficulty after begging for it repeatedly.

He’s lost his health after working for a long time in the rich man’s house.

He was going to write a story, or he was going to write a novel.

B. It expresses the sense of being bothered, or suffering hardship by engaging in the action expressed by the adverbial. For example:

It’s too much trouble for me to carry this heavy thing anywhere, let it stay here.
and produce the **State Category** in the stem section of the verb. At the same time they make it possible to express the concept of **State** in non-state forms of the verb, to add one state concept to another, or
to duplicate the same state concept.

The following types of State Stem Forms of the verb are met
with in Uyghur:

1. **The Perfect State Stem Form**

There are three types of the **Perfect State Stem form of the verb:**

1) The first is produced by adding ‘بول’, in the role of a Complete Copula, to the Perfect Participle. For example:

   - كلاگان بول- توپ وخان بول-
   - چاگان بول-

2) The second is produced by adding ‘قئ’, in the role of a Complete Copula, to the Perfect Participle. For example:

   - كلاگان قئ-
   - توپ وخان قئ-
   - چاگان قئ-

3) The third is produced by adding ‘توئئ’, in the role of a Complete Copula, to the Perfect Participle. For example:

   - كلاگان توئئ-
   - توپ وخان توئئ-
   - چاگان توئئ-

1) The **Perfect State Stem** form constructed by adding ‘بول’, in the role of a Complete Copula, is used as follows:

(1) When it occurs in the Hypothesis-Objection Mood predicate form [in compound sentences]^{47}, it indicates a conjecture about an action in a state of having been carried out; in other words, in the hypothesis-Objection Mood predicate form, it is used to express the concept of a perfect [completed] state. For example:

   - تریشمام bodol bala basta tak.

   **If you had been diligent**, you would have made progress.

   - ته ختمات قایس ئو پولس جاقرب جی. بئیبئ پولس پولس جاقرب.

   **If Akhmát has returned**, go and call him, but **if he’s gone to bed don’t call him**.

^{47} When the perfect state stem form is used in the hypothesis-objection mood in simple sentences, only a polite request is implied. e.g.:

   - ته ختمات بئس جاقرب بئیبئ. بئس بئس پولس جاقرب.

   (Please would you go ahead and call Akhmát?)
(2) When it occurs in the Present (Imperfect) Tense predicate form, it indicates that the action is reckoned to have taken place.

e.g.: "He lay still pretending to be asleep." 148

Yesterday we went to the park, but didn't enjoy it at all; we just climbed the hill and went out in a canoe, and then came back.

2) The Perfect State Stem Form constructed by adding 'fell', in the role of a Complete Copula, indicates that the subject makes a certain object appear to have carried out that action. In such cases it always functions as an adverbial modifier in the Associative Adverbial form.

For example:

"He tried hard to make himself appear unafraid, but it didn't work."  

I'm going to draw the moon as if it were full.

(3) When the Perfect State Stem Form constructed by adding 'fell' in the role of a Complete Copula is in the Hypothesis-Objection Mood, it becomes the Perfect State predicate of the Subordinate Objection Clause, or, when it is in the Associative Adverbial form, it becomes a Perfect State Objection Adverbial Modifier. e.g.: "Doesn't he even know that, despite having graduated from university?"

How will I recognize him, since I've never seen him before?

You say you don't know him, even though you studied with him!

2. The Perfect State Similitude Stem Form

The Perfect State Similitude Stem Form of the verb is constructed by adding the verbs 'fell' and 'fell', respectively, in the role of Complete Copulas, to Perfect Participles to which the Similitude Case suffix has been attached. For example:

ياغاندهك تور _ ياغاندهك قل _ ياغاندهك بول _

1) The Perfect State Similitude Stem Form constructed by adding 'fell', in the role of a Complete Copula indicates that the subject feels just as if the action had been carried out. For example:

"He tried hard to make himself appear unafraid, but it didn't work."  

When I read your letter, I felt just as if I were talking to you.  

When you watch this film, you apparently feel just as if you've got inside the people on the screen.

2) The Perfect State Similitude Stem Form constructed by adding 'fell', in the role of a Complete Copula, indicates that the speaker is aware of some indication that the action has taken place. e.g.:
3. The Imperfect State Stem Form

The Imperfect State Stem form of the verb is constructed by adding the verbs 'بُنْوَ' and 'نُثِرْ', respectively, in the role of Complete Copulas, to the Imperfect Participle. For example:

1) The Imperfect State Stem Form constructed by adding 'بُنْوَ' in the role of a Complete Copula is used as follows:
   (i) It expresses such meanings as that (i) the subject has become accustomed to the action, (ii) has the capacity or special characteristics needed to carry out the action, or (iii) is inclined towards the action. For example:

   He agreed to send a telegram as soon as he gets there.

Note:
As we have seen above, in the Imperfect State Stem form constructed by adding the Complete Copula 'بُنْوَ' the 'فاعل' form of the Imperfect Participle is basically used, but in poetry, the 'فاعل' form of the Imperfect Participle may be used. For example:

(iii) After that everyone wanted to praise him.

(ii) If you work hard, you will be able to read the newspaper in just two years.

(i) From that time on he was never late.

(i) Since hearing that lecture I've got used to doing exercises every day.

(ii) If you practise every day you will be able to write well.

(i) You've completed the action.

The Perfect State Similitude Stem Form constructed by adding 'بُنْوَ', in the role of a Complete Copula, denotes the existence of some sign indicating the completed state of the action. For example:

It looks as if they've come back; let's go and see.

3) The Perfect State Similitude Stem Form

I get the impression you've been crying, what's the matter?

It looks as if someone has upset you, what's the matter?

I get the feeling they've come back; let's go and see.
2) The Imperfect State Stem Form constructed by adding 'فعل- افعل' in the role of a Complete Copula indicates that the subject enables a certain object to carry out the action. For example:

He made my watch keep good time for me.

Please make this door open inwards.

His method is good, in just two months he can get the children to read the newspaper.

3) When it occurs in the Hypothesis-Objection Mood predicate form of the Imperfect State Stem form constructed by adding the Complete Copula 'فعل- افعل', it is the Imperfect State predicate of a Subordinate Objection clause or, when it occurs in the Associative Adverbial form, it is an Imperfect State Objection Adverbial Modifier. e.g.:

How come I don’t know, even though I’m studying at this school.

Why did you offer him a cigarette, even though he doesn’t smoke?

Is it right to say you can’t write, even though you can (write)?

4. The Imperfect State Similitude Stem Form

The Imperfect State Similitude Stem form of the verb is constructed as follows:

1) The Complete Copula 'فعل- افعل' or 'فعل- افعل' is added to an Imperfect Participle to which the Similitude Case suffix has been attached. e.g.: 

2) The Complete Copula 'فعل- افعل' or 'فعل- افعل' Gerund to which the Similitude Case suffix has been attached. For example: 

It looks as if it rains a lot here.

It looks as if I’ll be going to Urumqi in the near future.

It looks as if a storm will blow up today.

1) The Imperfect State Similitude Stem form of the verb constructed by adding 'فعل- افعل' or 'فعل- افعل' to a Perfect Participle in the Similitude Case denotes that there is an indication that the action occurs frequently or that it will occur later. For example:

He always seemed to know Chinese, but he doesn’t, does he?

It looks as if it rains a lot here.

You seem to know him; have you met before?

It looks as if I’ll be going to Urumqi in the near future.

It looks as if a storm will blow up today.

We’ve reached the stage where we are ready to read Chinese novels.

It’s been a long time since you left, my love,

I’m ready to take the way you would have come.

Taking a knife in each hand,

I am about to cleave my heart.
5. The Continuous State Stem Form

The Continuous State Stem form of the verb is constructed by adding the verbs ‘ئور’ (in the role of Complete Copulas), respectively, to the Continuous Participle. For example:

٤٤٠

1) The Continuous State Stem form of the verb constructed by adding the Complete Copula ‘ئور’ is used as follows:

(1) When it occurs in the predicate form of the Hypothesis-Objection Mood, it is the Continuous State predicate of a Subordinate Hypothesis clause. For example:

تولاتار دم ون ئورانك بولسا. كتب، كتب، كتب.

If they are having a lesson we’ll come later.

دم لبوبننظن بولسگی، دمآره، دمآره، دمآره

If you’re having a rest I won’t bother you.

ئورانك تیورانک تیورانک بولساک مالک.

(i.e. Whatever you are doing, speed up!)

(2) It indicates that the subject is pretending to be in a state of carrying out the action. In this instance it generally functions as an adverbial modifier in the Associative Adverbial form. If it occurs in a predicate form it is combined with the Aspect Auxiliary ‘ئال’.

For example:

He lay still pretending to be sleeping.

ئورانك تیورانک بولسپ جسم بانی.

I sat pretending to (be) reading a book.

ئورانک تیورانک بولسپ تیوريوردوم.

They pretended they were going to their mother’s house.

2) The Continuous State Stem Form constructed by adding the Complete Copula ‘ئور’ indicates that a certain object is represented as carrying out a certain action or remaining in a certain state.

For example:

6. The Continuous State Similitude Stem Form

The Continuous State Similitude Stem form of the verb is constructed by adding the Complete Copula ‘ئور’ or ‘ئور’ to a Continuous Participle to which the Similitude Case suffix has been attached. e.g.: ٤٤١

بیژنوقاتانک تئور - بیژنوقاتانک قلد

The Continuous State Similitude Stem form of the verb denotes that there is an indication that the action or state is going on continuously. For example:

ئورانک، تولار بیژنوقاتانک تئور.

Let’s not go in, it looks as if they’re holding a meeting.
You appeared to be writing something yesterday. What did you write?

Let’s stay here for a while, it looks as if it’s raining outside.

7. The State of Intention Stem Form

There is only one form of the State of Intention Stem form of the verb. It is produced by adding the Complete Copula to the Verb of Intention form. For example:

كئللهچچي بول - توقوقامچي بول - پازماچي بول

The State of Intention Stem Form of the verb indicates the emergence of an intention or agreement concerning the occurrence of the action. For example:

I planned to talk to him.

He had intended to leave. We only managed to stop him after a great deal of persuasion.

He left after agreeing to come tomorrow.

You also agreed to attend this meeting.

Chapter 13
SUBSTANTIVE WORD-COPULA CONSTRUCTIONS
(ئۇرۇغۇن سۇز – باغلامچى قۇرۇلملارى)

§1 A General Explanation
(ئۈمۈمىي بايان)

An important role of Copulas, which are one type of Uyghur auxiliary verb, is that they combine with Substantive Words, i.e. nouns, adjectives, numerals, measure words (basically numeral-measure word phrases), adverbs and pronouns to produce Substantive Word-Copula Constructions, which are their common morphological forms. When Substantive Words are combined with Copulas to produce Substantive Word-Copula Constructions, that is, in turn, considered to be the most important common morphological property of Substantive Words.

Substantive Word-Copula Constructions which have been produced by combining substantive words with copulas may be divided into four types:

(i) Verbal forms of Substantive Words
(ئۇرۇغۇن سۇز-رئىلى پەنەلى شەكەلىرە)

(ii) Predicate forms of Substantive Words
(ئۇرۇغۇن سۇز-رئىلى خەپەر شەكەلىرە)

(iii) Negative form of Substantive Words
(ئۇرۇغۇن سۇز-رئىلى بۇلۇپشەز شەكەلى)

(iv) Judgment Noun form of Substantive Words
(ئۇرۇغۇن سۇز-رئىلى ەۆگەرەلىك تەسەم شەكەلى)

§2 Verbal Forms of Substantive Words
(ئۇرۇغۇن سۇز-رئىلى پەنەلى شەكەلىرە)

When combined with Substantive Words, Complete Copulas produce morphological structures which have the ability to fully link the
substantial words to categories specific to verbs. We call these
structures Verbal Forms of Substantive Words.

In Uyghur, the verbs ‘بىچ’ (descend) and ‘بىچ’ (ascend) are considered to be
the most productive verbs functioning as Complete Copulas. Apart
from these two, the verbs ‘كەس’ (he, she, it), ‘كەس’ (his, her, its), ‘كەس’ (we, our), ‘كەس’ (they, their)
also function as Complete Copulas within a fixed range.
The Verbal Forms of Substantive Words are introduced below ac-
cording to the type of Complete Copula.

1. The Role of the Complete Copula

When combined respectively with nouns or noun phrases, adjectives
or adjective phrases, numerals or numeral phrases, numeral-measure
word phrases, adverbs or adverb phrases, or pronouns or pronoun
phrases, the verb ‘بىچ’ (descend) in the role of a Complete Copula constructs
intransitive verbal forms which indicate the coming into existence
or the existence of the fact expressed by those words or phrases.
Such verbal forms of substantive words are used in exactly the
same way as ordinary intransitive verbs. For example:

(Proverb)

If the cattle put on weight there will be fat, if the ground is benefited,
there will be a garden. (Proverb)

(Proverb)

If you’re a human being but don’t use your intelligence, you’ll
become a fool, even though you’re old. (Proverb)

(Proverb)

Don’t only listen to your father, listen to the people too. (Proverb)

We are striving hard to be possessors of competent expertise.

(Proverb)

Qarib yergel, esseme ye, tayeb qol, yechi.

When it snowed, everywhere became pure white.

(Proverb)

Qarib yergel, esseme ye, tayeb qol, yechi.

Because today’s food happened to be salty, a lot was left over.
In these sentences, the verbal forms 'کمک مجلسی چونم،' 'کمک مجلسی چونم،' 'کمک مجلسی چونم،' and 'کمک مجلسی چونم،' which have been constructed by adding 'bol' to Substantive Words, indicate the existence of the fact expressed by the substantive words or substantive word phrases in those constructions, and function as ordinary intransitive verbs.

Some constructions which have been produced by combining the Copula 'bol' with Substantive Words possess a fixed (or idiomatic) property. For example:

- to be defeated: مغلوب بول
- to appear/arisemerge/occur/turn up: بیدا بول
- to be devastated/be ravaged/be trampled on: دمپیده ند بول
- to appear/come into being/merge/be formed/be produced: هاسأل بول
- to be broken; break/crumble/disintegrate: بتنجت بول
- to collapse/crumble/fall apart: درهای بول
- to be afflicted with/be subjected to: موقتلا بول
- to be resolved/be settled/be solved: هما بول
- to be exposed/be made known/be resolved: پاش بول
- to be destroyed: تارام بول
- to fall apart: گم بول
- to die/perish: هلاک بول

Such constructions may be counted as compound verbs.

2. The Role of the Complete Copula 'قل- 'قل' (تولوزی بهعلام چا چونم، نکروی)

When combined respectively with nouns or noun phrases, adjectives or adjective phrases, numerals or numeral phrases, numeral-measure word phrases, adverbs or adverb phrases, or pronouns or pronoun phrases, the verb 'قل' in the role of a Complete Copula constructs transitive verbal forms which indicate the bringing into existence of the fact expressed by those words or phrases. Such verbal forms of substantive words are used in exactly the same way as ordinary transitive verbs. For example:

- to conquer/defeat: مغلوب قلن
- to devastate, ravage, trample on: دمپیده قلن
- to arouse; cause to happen/occur/take place; give rise to, lead to: بیدا قلن
- to attain, acquire, form, gain, get, obtain, produce, win: هاسآل قلن

Have no respect for the one who plots against you. (Proverb)

She spoilt the food and made cornmeal gruel; she spoilt the bread and made burnt bread. (Proverb [said of an incompetent person])

‘I’m going to make my son into a scholar,’ his father used to say.

You apparently made today’s food too salty.

It snowed and made everywhere completely white.

Is it right to appropriate something that belongs to someone else?

Let’s either decide to do the job or not to do it.

While we’re at it let’s kill off some of our enemies, too.

In these sentences, the verbal forms 'قل- 'قل' (تولوزی بهعلام چا چونم، نکروی) 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل' 'قل- 'قل', which have been produced by adding 'قل- 'قل' to Substantive Words, indicate the bringing into existence of the fact expressed by the substantive words or substantive word phrases in those constructions, and function in the same way as transitive verbs.

Some constructions produced by combining the Copula 'قل- 'قل' with Substantive Words possess a fixed (or idiomatic) property. e.g.:
to resolve, settle, solve
expose, reveal
destroy, kill, murder
break, crush
destroy, smash
afflict

Such constructions may also be counted as compound verbs. They function as the exact transitive equivalent of the above [intransitive] compound verbs constructed by adding the Copula ‘بُول’.

3. The Role of the Complete Copula 'كُمل' (تولؤق بالغالمجیى "كُمل - "نلأ روٌى"

When combined respectively with nouns or noun phrases, adjectives or adjective phrases, numerals or numeral phrases, numeral-measure word phrases, or pronouns or pronoun phrases, the verb ‘كُمل’ in the role of a Complete Copula constructs verbal forms which indicate the general existence, or the emergence with respect to a certain object, of the quality expressed by those adjectives or adjectival phrases. For example:

Tajiks have high nasal bridges.

The soil of this place is reddish.

This coat fits you; it may be a bit loose for me.

This house has become too small for you.

Wouldn’t you say a house which is too small for you be too small for them? 

It was extremely difficult for me to write this article.

(ii) Secondly, when combined with a numeral-measure word phrase, it constructs a verbal form which indicates the emergence of that numeral-measure word as a result of measuring, or if it were to be measured. For example:

The sack of flour came to 46 kilos.

Since I am a whirlpool in the depths of the sea of love,

He was able to lift a stone weighing 120 kilograms.
I like my profession.

We also felt this measure to be appropriate.

§ 3 Predicate Forms of Substantive Words

When Substantive Words function as a predicate, they are generally combined with the integral Personal Judgment forms of Incomplete Copulas, and produce the predicate forms of substantive words. The predicate forms of substantive words are divided into the following types according to the type of their Personal Judgment Copula:

1. Direct Statement Mood Predicate form

2. Indirect Statement Mood Predicate form

3. Hearsay Statement Mood Predicate form

4. Subjective Assessment Mood Predicate form

5. Objective Assessment Mood Predicate form

Field measures 500 square metres.

Their house is probably 5.3 kilometres away.

5. The Role of the Complete Copula

(i) When combined with numerals, or numeral and numeral-measure word phrases, the verb ‘چاق’ in the role of a Complete Copula, constructs verbal forms indicating the emergence of that numeral or numeral-measure as a result of measuring or counting. e.g.:

When I counted the sheep, they came to 62.

Field measures 500 square metres.

You had said there were 15 beams, but it surely only comes to 13, doesn’t it?

(ii) Secondly, when combined with certain adjectives or adjectival phrases, it constructs verbal forms which indicate the emergence of that quality as the result of a trial. For example:

My watch turned out to be a good one.

You proved to be more skilled than all of us.

This food turned out to be less than a potful. It wasn’t enough for us; we’re still hungry.

6. The Role of the Complete Copula

When combined with certain adjectives or adjectival phrases, the verb ‘کور’ in the role of a Complete Copula, constructs verbal forms which indicate that the subject reckons, or feels, that a certain object possesses the quality expressed by that adjective or adjectival phrase. For example:
1. The Direct Statement Mood Predicate Form of Substantive Words

The Direct Statement Mood Predicate Form of Substantive Words is divided into two types consisting of:

1) Present Tense
2) Past Tense

1) Present Tense Direct Statement Mood predicate form of Substantive Words is constructed by attaching the Present Tense form of the Direct Judgment Copula to Substantive Words. This kind of predicate form of Substantive Words indicates that the subject matter of the sentence is spoken as known directly and that it is relevant to the time when it is being spoken. For example:

I am a doctor.
You’re very modest.
Study is our daily task.
You are (all) still young.

In modern Uyghur, the Present Tense form of the Direct Judgment Copula that is attached to the Direct Statement Mood Present Tense predicate form of Substantive Words is often omitted and judgment intonation is used in its place. For example:

I'm a student. You're a white-collar worker and he’s a worker. The mouth is one, the ears are two. [i.e. ‘Take note. I’ve said it once and I’m not going to repeat it.’]
Our relationship is good.
The date today is the 17th.
What I intended to say is this.

It is appropriate to also count these predicates as Direct Statement Mood Present Tense predicate forms of Substantive Words, because they are comparable in tense and mood to other tense and mood predicate forms of substantive words and, furthermore, they can serve to subordinate words which are subordinate to verbs, e.g.:

2) Past Tense

The Past Tense Direct Statement Mood predicate form of Substantive Words is constructed by attaching the past tense form of the Direct Judgment Copula to Substantive Words. This kind of predicate form of substantive words indicates that the subject matter of the sentence is spoken as known indirectly and that it is relevant to a previous time or to a time prior to a certain matter. For example:

At that time I was a student and I was at middle school.
Previously we were in building no. 12 and then we moved.

Last year the school students were 2,400 in number, this year they’ve reached 3,000.

This is the thing I was looking for.

When you came, they were in the dormitory.

2. The Indirect Statement Mood Predicate Form of Substantive Words

The Indirect Statement Mood predicate form of Substantive Words is constructed by adding the Indirect Judgment Copula to Substantive Words. These substantive word predicate forms indicate that the subject matter of the sentence is spoken as known indirectly (known later from facts or on the basis of the information of others, or newly learnt about). For example:
I wondered whether he was a student, but apparently he's a teacher.

Their house is a long way away; it took us two hours to get there.

The impression of this book was apparently 35,000 (copies).

You are five years younger than me.

I was apparently very mischievous when I was little.

That is to say, the Indirect Statement Mood predicate form of Substantive Words does not generally differ in tense, but sometimes, especially in the 3rd person, the past tense form constructed by attaching the Past Tense form of the Indirect Judgment Copula may be encountered. For example:

At that time he was a student.

1) Present Tense    2) Past Tense

1) The Present Tense Hearsay Statement Mood predicate form of Substantive Words is constructed by attaching the Present Tense form of the Hearsay Judgment Copula to Substantive Words. These substantive word predicates indicate that the subject matter of the sentence is spoken according to the remarks of others and is relevant to the time when it is being spoken. For example:

2) The Past Tense Hearsay Statement Mood predicate form of Substantive Words is constructed by adding the Past Tense form of the Hearsay Judgment Copula to Substantive Words. These substantive word predicates indicate that the subject matter of the sentence is spoken according to the remarks of others and that it is relevant to a previous time or to the time prior to a certain matter. For example:

The Hearsay Statement Mood predicate form of Substantive Words is divided into two types consisting of:

I was supposedly very mischievous in my childhood.

They say these places were formerly swampy.

You were in the countryside at that time, so I’ve heard.

The Subjective Assessment Mood Predicate Form of Substantive Words is divided into two types consisting of:

I’ve heard that you’re very good at singing.

Mten تاگلددب، سئ ناخشندا ناهايشی تؤستد،كسن.

I was apparently 35,000 (copies).

149 This form is only used in Northern Xinjiang.
Words. These substantive word predicate forms indicate that the subject matter of the sentence is spoken after reckoning according to a subjective understanding and that it is relevant to the time when it is being spoken. For example:

I think I’m on duty today.
I reckon you’re a student.
I think their house is nearby.
I don’t think they’re at home today.
I reckon you’re the same age as I am.

2) The Past Tense Subjective Assessment Mood predicate form of Substantive Words is constructed by attaching the Past Tense form of the Subjective Assessment Judgment Copula to Substantive Words. These substantive word predicate forms indicate that the subject matter of the sentence is spoken after reckoning according to a subjective understanding and that it is relevant to a previous time or to the time prior to a certain matter. For example:

I don’t think you were present at that time.
I think I was also there the day you came.
I think they were at school that day.
I think you were the person who came out to speak before me.

5. The Objective Assessment Mood Predicate Form of Substantive Words

The Objective Assessment Mood predicate form of Substantive Words is constructed by adding the Objective Assessment Judgment Copula to Substantive Words. These substantive word predicate forms indicate that the subject matter of the sentence is spoken after reckoning according to certain facts. For example:

It looks as if he’s not at home today.
Judging by these circumstances, you must be a teacher.
I must have been at home alone at that time.
You must have been born in the year of the monkey.

§4 The Negative Form & The Judgment Noun Form of Substantive Words

1. The Negative Form of Substantive Words

The Negative form of Substantive Words is constructed by adding the negative Judgment Copula or to substantive words and indicates the negation of the fact expressed by the substantive word. The negative form of substantive words has an adjectival character and although it mainly occurs as a predicate form of substantive words and indicates the concept of negation, it may sometimes also serve as a separate qualifier. For example:

At that time I wasn’t as thin as I am now.
Think before you speak; you’re not a little child.
This is not my book.

I don’t have the key on me; Tursun has it.
Is it right for you to say something is correct when it’s not correct? [qualifier]
2. The Judgment Noun Form of Substantive Words

The Judgment Noun form of Substantive Words is produced by adding the word ‘شدئگن’ (which is the Gerundal form of the Judgment Copula) to Substantive Words. The Judgment Noun form of Substantive Words indicates the existence of a fact which is expressed by a substantive word. It is used in place of a noun and is always linked in a possessive relationship with the word which indicates its agent. For example:

They apparently don't know that you are a translator.

It goes without saying that he's a good comrade.

Inform him that I'm still inexperienced.

No one knows the identity of the person who has gone there.

Chapter 14

IMITATIVE WORDS (ONOMATOPOEIA)

§1 A Definition of Imitative Words

Words which imitate a person's perceptions of hearing, seeing, and feeling are called Imitative Words. For example:

The door creaked open.

What can be heard in this din?

I can't read these illegible letters of his.

My heart gave a sudden jump.

The words ‘قش’ and ‘قش’ in these examples are imitative of sounds which are heard by a person's ears; the word ‘قش’ is imitative of a form seen by a person's eyes, and the word ‘قش’ is imitative of a kind of feeling felt by a person. These words are Imitative Words.

Imitative words are not considered to accurately reflect natural sounds, sights and feelings, but rather to be made in semi-imitation of them. Imitative words are encountered in all languages and if we attempt to compare words which are imitative of the same thing in different languages, we will see that they differ greatly. For example:

The sound expressed by the word ‘قش’ (pouring/gushing) in Uyghur is expressed by ‘قش’ in Chinese, and the sound expressed by the word ‘قش’ (rumbling) in Uyghur is expressed by the word ‘قش’ in Chinese.

I prefer to use the term ‘Imitative Word’ rather than ‘Onomatopoeia’, as the latter normally only applies to the imitation of sounds, not to what is seen or felt.
This gives us to understand that, although imitative words are made in imitation of natural sounds, sights and feelings, they are nevertheless still symbols which possess a certain abstractivity like other words.

In the Uyghur language, imitative words have been highly developed. Because they possess a figurative quality, they play an important role in expressing ideas in a vivid, lively way and in making subtle distinctions between certain concepts. For example, the phrases:

- roaring water/thundering water
- cascading water
- murmuring water
- babbling water
- trickling water

cause several kinds of running water, flowing in different quantities and different conditions, to appear before our eyes. These different concepts have been expressed solely by means of imitative words.

§2 Types of Imitative Words

It is possible to divide Imitative Words into three types according to their meaning:

1. Words Imitative of Sound
2. Words Imitative of Appearance
3. Words Imitative of Feeling

1) Words Imitative of Sound/Onomatopoeia

Words Imitative of Sound include words which are made in imitation of a person’s perception of what he hears. For example:

- (the sound of light rainfall)
- (the sound of heavy rainfall or gushing water)
- (the high, melodious sound of a bell, etc. ringing)

2) Words Imitative of Appearance

Words Imitative of Appearance include words which are made in imitation of a person’s perception of what he sees. For example:

- flashing
- sparkling, glittering, lustrous (of material, etc.)
- flickering (of a candle flame or lantern light)
- shivering, trembling (from anger, fear or cold)
- swaying, shaking, trembling
- staggering, tottering, swaying
- blurred, illegible, indistinct, unclear,
- sparkling, twinkling (of sequins, stars, etc.)
- revolving rapidly, spinning

151 This imitative word also appears to have a sound element — ‘swooshing’. 
3) **Words Imitative of Feeling**

Words Imitative of Feeling include words which are made in imitation of a person's perception of what he feels. For example:

- pulsating, throbbing (of a swollen or inflamed area)
- pricking, stabbing
- pins and needles or the jumping pain in legs when resting after a long walk
- pricking, stinging; blinking
- fluttering, jumping (of the heart); twingeing (of rheumatism)

According to their structure, imitative words may be divided into two types consisting of:

1) Single Imitative Words
2) Paired Imitative Words

1) **Single Imitative Words**

Single Imitative Words are formed from a small group of sounds and indicate a basic perception. For example:

- roar, whine (sound of an engine/movement of a large crowd)
- ring, dong (sound of a gong or bell)
- gushing, pouring (sound of water)
- bang (sound of hard objects striking against each other)
- scratching, soft rattle
- clamour, din, hubbub, noise, racket
- clatter, crash
- roar (of laughter)
- hiss (as of a match being struck)
- (sound of water just before kettle boils)
- hiss, sizzle (sound of damp things being put in fire or into hot oil)
- (sound of fast flowing water); shudder (of fear)
- rush, surge (sudden, rapid movement of people, animals or birds from one place to another); roar (of an engine starting up)

Flash, glitter, lustre
flicker, flash (of sun, star, light)
sparkle, twinkle (of sequins, stars, etc.)
prick, stab, twinge (of pain)
pinch, sting, stab (of pain)
throb (of inflamed or swollen area)

2) **Paired Imitative Words**

Paired Imitative Words may be further divided into two types:

A. Repeated Imitative Words
B. Mixed Imitative Words

A. **Repeated Imitative Words**

Repeated Imitative Words are produced by the repetition of Single Imitative Words and indicate the repetition of a perception, e.g.:

- roaring, whining (sound of an engine or the movement of a large crowd)
- dong-dong, ringing (sound of a bell or gong)
- ding-a-ling, ring-ring
- scratch-scratch, click-click, rattle-rattle (soft sound)
- (sound of everybody talking at once; a hubbub)
- crash-bang; roaring, rolling or rumbling (as of thunder)
- murmuring (of gently flowing water); whirr-whirr (as of sewing machine)
- roars (of laughter; and sound of boiling water)
- hiss-hiss
- glittering, sparkling, shining (as of fire or sequins)
- sparkling (as of sequins)
- gleaming, glistening, glittering, shimmering

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152 The author also includes ْ، "حَوْزَتُكَ" and ْ، "حَوْزَتُكَ"; but these are only used as the second element of paired imitative words, not on their own.
shaking, swaying, trembling
throb (of a swollen or inflamed area)
prick (of pain)
pinch (of pain); blinking

B. Mixed Imitative Words

Mixed Imitative Words are produced by the pairing up of two related Single Imitative Words and indicate a mixture of various kinds of one type of perception. For example:

- The sound of heavy rainfall or gushing water: تاراق - توروق
- The sound of a clamour, din, hubbub, noise: ناق - توق
- Racket, commotion, row, disturbance, uproar, shindig, clatter: ناق - توق
- Clatter-bang (sound of hard objects striking against each other): دمادک - دودلوق
- Clang-clang, jingle-jangle, clinking and tinkling: ناق - توق
- Bang-bang, knocking and banging: ناق - توق
- Sizzling and hissing, buzzing and droning: ناق - توق
- Bang-crash, bang-bang: ناق - توق
- Rumbling and cracking of a thunder clap: ناق - توق
- Flashing: ناق - توق
- Sparkling, glittering, lustrous (of material, etc.): ناق - توق
- Staggering, tottering, swaying: ناق - توق

§3 Grammatical Properties of Imitative Words

1) Some Imitative Words function as nouns, adjectives or adverbs and are used in the sentence in the same way as those word classes. For example:

The hubbub has just subsided. (subject)

Can’t you stop this hanging and clattering? (direct object)

How can anyone work in this rattling and rumbling? (adverbial modifier)

A soughing wind is blowing. (qualifier)

My head won’t stop throbbing. (adverbial modifier)

2) Almost all Imitative Words produce compound verbs when combined with the verb ‘قلمئق’. For example:

to roar, whine: گوز قلمئق
to hiss: ژال قلمئق
to prick, to stab: ژال قلمئق
to click, to crack: جاس قلمئق
to clatter, to crush:

to rustle (of leaves, etc.), to murmur (of water): گوز قلمئق
to rev up, roar, whine: ژال قلمئق
to flash, to glitter and sparkle: لوق - قلمئق
to breathe heavily, to snore gently: ژال قلمئق
to make a lot of noise, make a din, be noisy: ژال قلمئق

to shake, stagger, sway, totter:

to make indistinct or illegible, to scribble: قلمئق

Of such compound verbs, those which are produced from single words basically function as adverbial modifiers in the Associative Adverbial form, or as qualifiers in the participle form. For example:

The word "قلمئق" is used in spoken language where "قلمئق" would be used in writing.
This suffix is attached to *monosyllabic imitative words ending in ‘ز’*. For example:

- to clamour, shout  
- (to make a loud angry noise)
- to hum, whine, whistle
- to be hoarse, to snarl (of a dog)
- to glitter, glow, shine, sparkle

This suffix is attached to *certain imitative words ending in a vowel or ‘و’*. For example:

- to low, moo
- to baa,bleat
- to bray, howl

This suffix is attached to *certain monosyllabic imitative words ending in ‘غ’* or ‘ش’. For example:

- to hum, whine
- to buzz, drone, mutter angrily
- to be shaky, shake, sway
- to bark, growl

The author also includes ‘ةَأْثِرَة’، but this does not appear to be a genuine word, although there is a verb ‘ةَأْثِرَة’ (to bark).
4) It is possible to turn single imitative words into adverbs by repeating the final consonant and attaching the suffix ‘-ded’.

<table>
<thead>
<tr>
<th>Action</th>
<th>Imitative Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>with a flop</td>
<td>پاچ + ق → پاچقدمه</td>
</tr>
<tr>
<td>with a slap</td>
<td>شار + چ → شاریده</td>
</tr>
<tr>
<td>with a splash</td>
<td>بیلاک + ک → بیلاگنده</td>
</tr>
<tr>
<td>with a crack</td>
<td>ظر + ج → ظرجنده</td>
</tr>
<tr>
<td>(crinkly)</td>
<td>تیز + ز → تژنده</td>
</tr>
</tbody>
</table>

5) Some Imitative Words may be used as a sentence (or clause) in works of literature. For example:

- 'Rat-tat-tat', the machine gun began to fire.

- ‘Cock-a-doodle-doo!’ crowed the cock.

Chapter 15
FUNCTION WORDS
(بایهدمچی سؤزلہ)

Words which cannot occur on their own as sentence components, but merely indicate a supplementary (grammatical) meaning when added to independent words or sentences, are called Function Words. Uyghur Function Words may be divided into three types according to their semantic properties and grammatical role:

1. Postpositions
2. Conjunctions
3. Particles

§1 Postpositions
(تارکامسلہ)

Function Words which are added to a noun, or a word functioning as a noun, and indicate various relationships between that word and other words in the sentence or phrase, are called Postpositions. That is to say, Postpositions are like nominal case suffixes in their grammatical role, and they also take their position in line along with the nominal case suffixes. For example:

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
<th>Ownership-Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative Case</td>
<td>بالا</td>
<td>بالا</td>
<td>بالبلرم</td>
</tr>
<tr>
<td>Genitive Case</td>
<td>بالنلك</td>
<td>بالنلك</td>
<td>بالبلرمینک</td>
</tr>
<tr>
<td>Dative Case</td>
<td>بالغا</td>
<td>بالغا</td>
<td>بالبلرمغا</td>
</tr>
<tr>
<td>Accusative Case</td>
<td>بالنی</td>
<td>بالنی</td>
<td>بالبلرمینی</td>
</tr>
<tr>
<td>Locative Case</td>
<td>بالدا</td>
<td>بالدا</td>
<td>بالبلرمدا</td>
</tr>
<tr>
<td>Abiative Case</td>
<td>بالدن</td>
<td>بالدن</td>
<td>بالبلرمدن</td>
</tr>
<tr>
<td>Locative-Qualitative Case</td>
<td>بالدنگنجی</td>
<td>بالدنگنجی</td>
<td>بالبلرمدنگنجی</td>
</tr>
<tr>
<td>Similitude Case</td>
<td>بالدک</td>
<td>بالدک</td>
<td>بالبلرمداک</td>
</tr>
</tbody>
</table>
Therefore, constructions which have been produced by combining nouns with postpositions are considered to be the Analytic Case Form\(^{155}\) of the noun. This has been discussed in Chapter 4 (Nouns), §6 (Noun-Postposition Constructions) and the meaning of the basic postpositions has also been fully introduced in that section. At this point other properties of Postpositions will be briefly discussed.

**Uyghur Postpositions may be divided into two types:**

- **Proper Postpositions**
- **Role-shifted Postpositions**

Only the postpositions 'بِلْمِن' (with) has been derived from the conjunction 'بِلْمِن' (and) and is homonymous with that conjunction. For example:

- اكسنتم معكم كامدي.
- قلم بلم بن يبسط

The postposition 'بِلْمِن' (by) has been derived from the 3rd person ablative case form of the noun 'بِلْمِن' (side) and is homonymous with that grammatical form of that noun. For example:

- اكسنتم معكم كامدي.
- قلم بلم بن يبسط

Pass on his right side.

Expenses will be paid by the government.

The postposition 'قارفاندا' (compared to/in comparison with/than) has been derived from the locative case perfect participial form of the verb 'قارف' (to look) and is homonymous with that grammatical form of that verb. For example:

- تهؤلوا قارفاندا. تولار بیگوون کامه بوذو.
- Judging by the circumstances, they will not come today.

You are better than me (/I).

Postpositions of this kind, which have been derived from certain words, or from particular grammatical forms of certain words, are called **Role-shifted Postpositions**. Role-shifted Postpositions differ from the words or word forms from which they have been derived by having become abstract in their meaning, or by having changed their grammatical characteristics. For example, when the word 'بِلْمِن', occurs in the role of a conjunction, it comes between two nouns, or two words functioning as nouns (e.g. تهؤخمت بلمن قاسم — Akhmat and Kasim), but when it occurs in the role of a postposition, it is added to a noun or a word functioning as a noun and, at the same time, it becomes subordinate to a verb (e.g. قلم بلم بن يرئك — Write with a pen). When the word 'قارفاندا' occurs in the role of a verb, it expresses such meanings as action, state, nominal property and locative case. For example:

- تازا دبققت بلمن قارفاندا كوزگل قیبندو.

It's possible to see when one looks really carefully.

When it occurs in the role of a postposition it only expresses the sense of comparison. For example:

- You are better than me (/I).

When comparing Proper Postpositions and Role-shifted Postpositions, the degree of abstractivity of Role-shifted Postpositions is somewhat lower than that of Proper Postpositions. Some Role-shifted Postpositions retain certain grammatical properties of the

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155 ‘Analytic’ means using word order (i.e. separate words) to express grammatical structure as opposed to ‘Synthetic’, which means using inflection (suffixes) for the expression of grammatical structure.
word from which they have been derived. For example, because the postpositions 'تُؤرْبَي سَد' and 'تهكَسْحَة' have been derived from the 3rd person ownership-dependent locative case forms of the nouns 'تُؤرْبَي' (right) and 'تهكَسْحَة' (straight), they may occasionally occur in the locative-qualitative case, or in the 1st and 2nd person ownership-dependent forms. For example:

my opinion about the lesson
a lecture about the situation
Nothing was said about you.

§2 Conjunctions
Function words which play a role in linking words, phrases and sentences with each other are called Conjunctions.

The basic Uyghur Conjunctions may be analysed as follows, according to their meaning and function:

1) Listing Relationship Conjunction
(تَزْلِمْلَا مُؤسَسَةُ بَابُغَلُوْجُخُسِی)
and
وُؤُوش، هِم

2) Combined Relationship Conjunction
(بَرَلَّهْمَا مُؤسَسَةُ بَابُغَلُوْجُخُسِی)

blān
and, with
هم ... هِم

3) Linked Relationship Conjunction
(جَعْشِمَا مُؤسَسَةُ بَابُغَلُوْجُخُسِی)
both...and

4) Commonality Conjunction
(تَؤخَشَاشِق بَابُغَلُوْجُخُسِی)
and ... too
- مُؤُوش ... مُؤُوش
- نُهَ ... نُهَ

5) Optative Conjunction
(تَآَرَشِ بَابُغَلُوْجُخُسِی)
or
- يَآَكِی، پا
- خَآَهِی

6) Deepening Conjunction
(چُوْكُورَاش بَابُغَلُوْجُخُسِی)
even (to the point of), although, even though
هُئَتَت ... مُؤُوش
هِلْؤُوش

- نُهَ، لَتْا

7) Progressive Conjunction
(شَلْکْرِلْش بَابُغَلُوْجُخُسِی)
 besides, in addition
تَؤنُکِه تُؤسَتْنِگُه

8) Contrastive Conjunction
(بُؤرُؤُوش بَابُغَلُوْجُخُسِی)
but/but instead/but rather (ـ مُؤُوش +) = but also
بَلَکَی
تَهکَسْحَة
دِکْمُنُنْ، تَهکَسْحَة، بِرَقْ، لَبَکَین
but, however, nevertheless
تَهکَسْحَة

9) Emphatic Conjunction
(تَکْتَلْش بَابُغَلُوْجُخُسِی)
especially, particularly, in particular
خُوَسُمُن، بُؤرُؤُوش

10) Explanatory Conjunction
(تَنَرَاةُات بَابُغَلُوْجُخُسِی)
i.e., namely, that is (to say)
یَهَنِی

11) Summarizing Conjunction
(بِکَوْن بَابُغَلُوْجُخُسِی)
in short, in sum, that is saying
دِبْلَک

12) Supplementing Conjunction
(تُؤوْقَلاش بَابُغَلُوْجُخُسِی)
in addition, moreover
شْوَنِذْدَک
شُوَنِذْدَک

13) Generalizing Conjunction
(تَؤوْمُلاشْتُرُوش بَابُغَلُوْجُخُسِی)
in brief, in short
عُسْقِسی
تَؤوْمُنُنْ تَنْبِیِتْفَانُدا
generally speaking, on the whole

14) Distinguishing Conjunction
(تَآَرَشِ بَابُغَلُوْجُخُسِی)
to be specific, in particular
جَعْشِمَا

15) Oppositional Conjunction
(فَارِشَق بَابُغَلُوْجُخُسِی)
if... how on earth do you/does he think, etc.
- تَؤوْرُوش (ـ توُرُوش)

16) Result Conjunction
(تَهْتَج بَابُغَلُوْجُخُسِی)
so, therefore
شْوَکَا
شُوَنُشْتُجْن
شُوَنِذْدَکا
therefore, as a result, for this reason, so
شْوَکَا، لَبَکٰین
شُوَنِذْدَکا، لَبَکٰین

17) Causal/Reason Conjunction
(سْؤْومِب بَابُغَلُوْجُخُسِی)
because
نَبْسُقا دِیْوَندِه، چَوْنِکِی، سَوْهُمِی

18) Subordinating Conjunction
(تَکْرُوْضُش بَابُغَلُوْجُخُسِی)
- کَی
that
Conjunctions play an extremely important role in clarifying the relationships between words, phrases and sentences. In some syntactical structures the role of the conjunction is so important, that it is impossible to imagine those kinds of syntactical structure without those conjunctions. For example:

The relationship between a poet and language is just like the one between a fish and water.

Likewise, the above construction could not exist without the conjunction and, and so on.

1) **Listing Relationship Conjunction**

Teachers and students attended today’s meeting.

I bought meat and vegetables from the bazaar.

2) **Combined Relationship Conjunction**

Yesterday Hadiyä and Kamilä went to the bazaar (together).

3) **Linked Relationship Conjunction**

Yesterday I (both) did the washing and did my homework.

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4) **Commonality Conjunction**

He ate and I ate too.

I could neither rest during the day nor at night.

5) **Optative Conjunction**

Either you cook today or I’ll cook.

Either you go or I’ll go.

I don’t care whether he comes or not.

6) **Deepening Conjunction**

Not only does Hadil speak Chinese fluently, but he also speaks English fluently.

7) **Progressive Conjunction**

He has a cold today and in addition his stomach’s aching.

8) **Contrastive Conjunction**

The students won’t clean today, but the teachers will.

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156 The author has not included these emphatic Conditional Conjunctions. They are always used with the hypothesis-objection mood of the verb and add extra emphasis.

157 At this point the author states that every conjunction will be introduced in detail in the chapters on ‘Phrases’ (پرگرکمپ (موارد برنامه‌پردازی) and ‘Complex Sentences’ (ویکسپسیونسندی) in the volume on Syntax. However, this volume has never been produced, therefore I have included examples of the usage of each of the conjunctions given.
When it occurs at the beginning of a reply, it indicates that a previously spoken matter has been made into a condition which is linked to its result by means of this conjunction. For example:

'I can’t go.'

\textit{\textendash} معنی برمایه‌ن می‌باشد.

In that case I’ll go.'

(i.e. If you can’t go, then I’ll go.)

This dictionary won’t do.

\textit{\textendash} معنی مینه‌ای مداری.

Then take this one.

\textit{\textendash} معنی مینه‌ای تال.

(i.e. If that won’t do, then take this one.)

I’m not going to attend the meeting.

\textit{\textendash} معنی بوی پیش‌گذاری اعلام.

Then why have you come? (i.e. If you’re not going to attend the meeting, then why have you come.)

9) **Emphatic Conjunction** (نتاشاته باغالغوجیسی)

\begin{itemize}
  \item معنی حمومه دمایی وی‌کارشی گری‌بند.
  \item معنی مختصره، پتالی‌های تاریخی وی‌کارشی گری‌بند.
  \item معنی مختصره، نسخه‌بند، کانونی خود اشتغال‌های گری‌بند.
  \item معنی مختصره، بک‌یارشی گری‌بند.
\end{itemize}

He likes all his lessons, particularly history.

10) **Explanatory Conjunction** (زمناخه باغالغوجیسی)

Then I’ve been learning Uyghur for quite a while, that is to say, for three years.

11) **Summarizing Conjunction** (پیکرک باغالغوجیسی)

He said he would come to Kashgar but, in fact, he’s not coming.

12) **Supplementing Conjunction** (توالویلاق باغالغوجیسی)

They all ran fast and \textit{more} over, we ran fast too, so, in the end, we all achieved a good result.

13) **Generalizing Conjunction** (تومولشتوارتیش باغالغوجیسی)

The guests who came yesterday were very pleased, and \textit{in addition} we were also very happy.

14) **Distinguishing Conjunction** (نواییرش باغالغوجیسی)

He studied very hard and \textit{furthermore}, he got into university.

15) **Opposition Conjunction** (نامرته باغالغوجیسی)

He was taken ill, so he was unable to attend class.

\textsuperscript{158} The author has placed 'مینه‌ای' in the section on particles. However, as this sense of it is given as a conjunction in Volume I of the 'ثومسمه باغالغوجیسی' and it serves in the role of a contrastive conjunction, I felt it appropriate to include it here.

\textsuperscript{159} On p. 299 of the Grammar section of the author's book 'باغالغوجیسی' and it serves in the role of a contrastive conjunction, I felt it appropriate to include it here.
though the distance between

Kamilli didn't come to class today, because today is their festival.

18) Subordinating Conjunction (نهگشتورمه باگوغچتسي)

Märyâm has learnt Uyghur so well, that when she speaks Uyghur people are amazed.

19) Conditional Conjunction (سرت پاگوغچتسي)

If you had not come, this problem would not have been overcome.

If a part of one of his stories is changed, then the whole story will be affected.

Though the distance between us may be great,
Nevertheless the bond of our hearts will not be broken.

§3 Particles (یوكلمسی)

Particles are relatively common:

When combined with a grammatical form of a word, specific particles play the role of producing another kind of grammatical form. Certain particles carry out several different particle functions when in different positions. The meaning and usage of the above particles will be fully introduced below, one by one.

The Particle (یوكلمسی) '

1) As an Interrogative Particle, 'م' is basically joined to the predicate of the sentence. In predicates expressed by a synthetic form of the verb (See p. 470, footnote 155), this particle is joined to the end of the predicate. In predicates expressed by the analytic form of the verb, or in judgment predicates, it may either be added at the end or in the middle of the predicate. When it is inserted into the middle of the predicate, it may often undergo phonetic change and become 'م. The specific circumstances of combining this particle are as follows:

(i) a) In judgment predicates which come from attaching the Present Tense form of the Direct Judgment Copula, or b) in the Present Perfect predicate form of the verb in the Direct Statement Mood, 'م' is inserted between the substantive word, or participle, and the judgment copula. (The 3rd person form of the judgment copula is not used.) For example:
In the latter case, the final 'ٍ' suffix of the 'ئ' adverbial (if there is one) is omitted and, of the two 'ت' s of the judgment copula section, one is also omitted. For example:

Did you use to write?

Didn't he use to write?

Were we writing?

Did I use to speak?

Did you use to speak?

Didn't he use to write?

In the Present (Imperfect) Tense predicate form of the verb in the Direct Statement Mood, 'مؤم' is added between the 'ئ' adverbial and the judgment copula in the form 'مؤم' in the 1st person and 'مؤم' in the remaining persons. In the 1st person it may also be added to the end in the full form. For example:

Do I write? Will I write?

‘مؤم’ may either be joined to the very end or inserted in front of the judgment copula in the 'مؤم' form (in predicate forms of the Present Intention Tense it occurs in its full form even when inserted). E.g.:

Was I thin?

Was I weak?

Was it you?

Were you there?

Were you at home?

Were you a student?

Said you to be a student?

In the Present (Imperfect) Tense predicate form of the verb in the Indirect Statement Mood, 'مؤم' may either be attached to the very end (in the full form), or inserted between the 'ئ' adverbial and the 'مؤم' affix in the 'مؤم' form. For example:

Do I write? Will I write?

‘مؤم’ may either be attached to the very end (in the full form), or inserted between the 'ئ' adverbial and the judgment copula in the 'مؤم' form.
Have I written? / Did I write? 
Does he / Did he intend to write? 
Did you write? / Do you intend to write? 
Do I / Did I intend to write? 

(v) Apart from the above, ‘ما’ is attached to the very end of all other predicates. (When attached to predicates which end in ‘نَفْسِ’ the ‘نَفْسِ’ becomes ‘نَفْسَ’.) For example:
Did I write? / Have I written?
Did we write? / Have we written?
Did you write? / etc.
Did he supposedly write?
Is he supposed to have written?
I wonder if he’s written?
 Might you write?

Predicates to which this particle has been attached indicate a question asked for the purpose of obtaining a ‘yes’ or ‘no’ answer, e.g.:

Have you finished writing the essay?
Is it the fifth today?
Are you going to Urumqi too?
Is he a member of the political council?
Is your younger brother also tall like you?
Are we going to (attend) the meeting too?

In situations in which the context is clear, only the component about which the question is asked is spoken. *The particle ‘ما’ is attached to that component.* For example:

Who did you hear this news from? *From Tursun?* / From whom did you hear this news? *From Tursun?*

When you finished the essay, did you remember to attach the copy of the letter?

Where will the conference be held? *In the meeting hall?* 

Predicates to which this particle has been attached may also be used in special senses. For example:

(1) It serves to remind someone that the opposite of the matter expressed in that sentence is a fact or certainty. For example:

Why are you cross? *Of course I didn’t!* 
Have you forgotten? *Of course we did!*

Would Akhmät go there? *Of course he wouldn’t!* 

(2) When attached to the 1st and 3rd person negative Imperative Mood predicate form and to the Direct Statement Mood Present (Imperfect) Tense 2nd person negative predicate form:

A. ‘ما’ can indicate a question used as a suggestion. For example:
Let’s give Akhmät some such words. Tursun went towards the classroom carrying a book or something. The dormitory light is on; perhaps they’re back, eh?

Whenever I speak he nods his head; do you think perhaps he understands Uyghur.

When joined to the Simple Past Tense predicate form of the Direct Statement Mood, and followed by the verb ‘-më’ ‘-bëldë’ ‘-të’ turns that predicate into the predicate of a subordinate clause expressing an intensified conditional concept. For example:

If winter has come, you won’t see him anywhere apart from the skating rink.

If your task is finished, be on your way.

(5) When it occurs in combination with substantive words and predicate forms of the verb, ‘-më’ expresses a sense of indefiniteness. Such words are usually combined in a coordinate relationship with terms of a pronominal nature which indicate indefiniteness and these phrases function as a single sentence element. For example:

Surely he came last year in the summer or thereabouts?

That day we had gone to see ‘Hobo’ or some such film.

At that time, I remember, he lost something, or some such matter.

At the moment they are holding a meeting in the classroom or (doing) some such thing.

That day she was wearing an odd coat in some kind of red or other.

(Somewhere) around ten people attended yesterday’s meeting.

(3) When combined with the pronoun ‘-më’, ‘-bëldë’ indicates a question used as an objective assessment (but the interrogative sense is still quite strong). For example:

You don’t look well; do you have a pain somewhere?

He speaks in a really interesting way; maybe he’s an actor. What do you think?

Your cheeks are red; it must be very cold outside. (Is it?)

First have a look and then give an evaluation.

(4) When you write a letter to Akhmät?

Why don’t you buy/How about buying one of these dictionaries?

Why don’t we let Akhmät run today’s meeting?

Why don’t you speak/How about speaking he nods?

Whenever you look to Akhmät, he un-does his coat.

Let’s give Akhmät some such words. Tursun went towards the classroom carrying a book or something. The dormitory light is on; perhaps they’re back, eh?

Whenever I speak he nods his head; do you think perhaps he understands Uyghur.

When joined to the Simple Past Tense predicate form of the Direct Statement Mood, and followed by the verb ‘-më’ ‘-bëldë’ ‘-të’ turns that predicate into the predicate of a subordinate clause expressing an intensified conditional concept. For example:

If winter has come, you won’t see him anywhere apart from the skating rink.

If your task is finished, be on your way.

(5) When it occurs in combination with substantive words and predicate forms of the verb, ‘-më’ expresses a sense of indefiniteness. Such words are usually combined in a coordinate relationship with terms of a pronominal nature which indicate indefiniteness and these phrases function as a single sentence element. For example:

Surely he came last year in the summer or thereabouts?

That day we had gone to see ‘Hobo’ or some such film.

At that time, I remember, he lost something, or some such matter.

At the moment they are holding a meeting in the classroom or (doing) some such thing.

That day she was wearing an odd coat in some kind of red or other.

(Somewhere) around ten people attended yesterday’s meeting.
2) When attached to the Hypothesis-Objection Mood predicate form of the verb, ‘مؤ’ turns that predicate into the predicate of a Non-Impeding Subordinate Clause. For example:

عرساغ قيازسمه، ترهضرن قيازسمه.

Even if you go you won’t be able to find him/her/it.

We’ll still go, even if it rains.

Even though I made such an effort, it didn’t work out.

3) When attached to a particular sentence element, ‘مؤ’ expresses such meanings as that the subject matter relating to that element is spoken as ranking equally with another matter; or, that it is spoken incidentally, or as a progression on the basis of another matter. For example:

If you go, I’ll go too.

What on earth would you do with it once you bought it?

What on earth will that poor person do now?

4) When attached to a particular element of a sentence whose predicate is in the Simple Past Tense or the Present (Imperfect) Tense predicate form, ‘مؤ’ turns that sentence into a Subordinate Time Clause.

5) When added to Interrogative Pronouns functioning as a particular sentence element, ‘مؤ’ expresses the sense of not having a clue, e.g.:

I wonder where on earth he’s gone.

What on earth would you do with it once you bought it?

What on earth will that poor person do now?

6) When attached to Nouns functioning as a particular sentence element, ‘مؤ’ indicates that the matter relating to the object expressed by that noun eventually comes into existence. For example:

Look! We’ve finally reached Beijing.

You’ve finally passed the exam, now it’s a matter of graduating well from school.

Don’t be in such a hurry; you’ll get to see your brother eventually.

7) When attached to Adjectives or Adverbs in exclamatory sentences, ‘مؤ’ serves to intensify the meaning. For example:

It’s a really beautiful city.

It’s a very long journey. We travelled for five whole days.
You’ve really delayed things.
You’ve really held things up.

**The Particle ‘چو’ (چو) ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

1) As an **Interrogative Particle**, ‘چو’ ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي) is used as follows:

**A. In situations in which the context is clear, ‘چو’ ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي) is attached to the focal part of the sentence other than the predicate and represents the interrogative predicate of that sentence.**

‘Tursun has arrived.’

= تُؤْسِنَ كَلْدَى ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

‘How about Äkhmät?’

= تَخَمْتُ چو؟ (تَخَمْتُ كَلْدَى ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

(Has Äkhmät arrived?)

همه بیستم برد ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)؟ (ماکا بِرهَمْسَن؟)

You gave a ticket to everyone; how about me? (= Aren’t you going to give me one?)

‘I’m not going home this holiday.’

= چو تَلْهَدَه چو؟ (تسَلْهَدَه ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

‘How about next holiday?’ (= Are you going to go next holiday?)

**B. When attached to a Hypothetical Subordinate Clause, ‘چو’ ٍبْكَلْمِي)’ represents the main interrogative clause.** For example:

‘Come tomorrow and let’s have a chat then.’

= چو تَلْهَدَه چو؟ (تسَلْهَدَه ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

‘And if I can’t come tomorrow?’ (= What happens if …?)

= چو تَلْهَدَه چو؟ (تسَلْهَدَه ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

‘(Stand and) wait for me.’

= چو تَلْهَدَه چو؟ (تسَلْهَدَه ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

‘And what?’

= چو تَلْهَدَه چو؟ (تسَلْهَدَه ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

(What shall I do if …?)

**C. When attached to the negative ‘چو’ Adverbial form of the verb, ‘چو’ ٍبْكَلْمِي)’ expresses the sense of asking what basis there is for the action expressed by that adverbial not to be carried out.** For example:

‘Are you going too?’

= چو تَلْهَدَه چو؟ (تسَلْهَدَه ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

‘Of course I’m going.’/‘Why shouldn’t I be going?’

2) **In explaining a matter to the listener in an unhurried way, ‘چو’ ٍبْكَلْمِي)’ is attached to the part of the sentence which has been made the focus.** For example:

‘Did you go too?’

= چو تَلْهَدَه چو؟ (تسَلْهَدَه ٍبْكَلْمِي)’ (چو) ٍبْكَلْمِي)

‘Why wouldn’t I go?’/‘Why shouldn’t I have gone?’

3) **When attached to Nominal forms produced by means of the Adjectival Suffix ‘-لِق /-لِك /-لِک /-لِوك’ ٍبْكَلْمِي)’ or to State Gerundal forms of the verb,‘چو’ ٍبْكَلْمِي)’ produces a kind of additional exclamatory sentence.** Such sentences come after sentences which serve to indicate an evaluation of a certain object or a certain matter, and indicate a further value or fact which has been added in addition. The subject of the adjective or noun in such sentences may either be (1) the same as the subject of the previous sentence, or (2) different. (1) **When it is the same as the subject of the adjective or gerund in the previous sentence, it goes into the ownership-dependent form corresponding to the person of that subject; (2) when it is different, (a) if it is an object which constitutes a part of the subject of the preceding sentence, it goes into the ownership-dependent form appropriate to the person of that subject, and is then inflected with the**

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160 This usage of ‘چو’ ٍبْكَلْمِي)’ is not common in Kashgar.

161 For information on the Gerundal State Forms of the Verb, see Chapter 10, §3.
possessive case, but (b) if it is independent, it is inflected directly with the possessive case and its adjective or gerund likewise goes into the ownership-dependent form corresponding to the person of the subject. In many cases, such sentences are also combined with the particle ‘بُخَّ ’. For example:

9) A knowledge was very profound. [2a]
This article has been very poorly written and, in addition, it’s very long. [1]
He’s a lazy and incapable person and,
what’s more, he won’t accept criticism. [1]

It is also possible to even further reduce some such sentences, in which the subject of the adjective constitutes a part of the subject of the previous sentence, and to omit the constituent adjective. e.g.:

This land is very rich, and the climate (is good too).
He was a really excellent person.
‘Very knowledgeable too.’

4) When attached to the Imperative Mood predicate form of the verb, ‘چو’ expresses the following meanings:

1) It indicates a means of suggestion, intimacy or fondness. In the 1st person singular, it may also indicate that the matter has newly come to mind. For example:

If you don’t mind, could you call Akhmim?
How about translating the whole of this article today?
How about if we go ahead and hold that meeting today?
My son, would you pour water on my hands for me?

Why don’t we write a letter home instead of sitting doing nothing?

(2) It intensifies the sense of waiting for the action to happen. e.g.:
How about letting me finish my work, then we’ll have a really good time.
Let summer come, then I’ll take you to the seaside.

(3) When attached to the Imperative Mood predicate form of verbs in the Experimental Aspect, it can indicate means which will be unable to achieve the result expected from the action, but will end in a bad outcome. For example:

If you are so clever, just you try and make us turn back from this route.
He apparently said he would hit me; well let him just try (hitting me).

Don’t be afraid, there’s always the law; now let him just try provoking you.

5) When attached to Hypothesis-Objection Mood predicate forms of the verb, ‘چو’ produces the Entreaty Mood and Regret Mood forms of the verb (This has been fully discussed in Chapter 11, §3, The Mood Category of the Verb).
The Particle ْما (‘-ma’ یؤکلممسی) ْما (‘-ma’ یؤکلممسی)

The Particle ‘ْما’ has been produced by combining the particle ْم (‘-m’) with the particle ‘ْع’ (‘-u’). It is expressed in the form ‘ْم’ in words in which the particle ْم (‘-m’) is attached to the end, but in words in which the particle ْم (‘-m’) comes before the judgment auxiliary in the form ‘ْع’ (‘-u’), it is expressed in the form ‘ْع’. For example:

Did you really come?
Are you really going?
Are you really a worker?
Were you really a worker?
Had you really written?

This particle basically occurs as a component of the predicate and indicates a question which is asked for the purpose of verifying a matter which the speaker has heard of, reckoned, or even seen with his own eyes. Such questions are mostly asked in an impatient, surprised, dissatisfied, disillusioned or not daring to believe manner. For example:

Did you really come yesterday?
Are there really places in the world where there is no dusk?
Did you really not recognize me?

When attached to the Simple Past Tense Direct Statement Mood predicate form of the verb, this particle is sometimes used not as a

question, but simply for the purpose of revealing that the speaker has seen, or knows the matter expressed by the predicate. For example:

You’re off to work, then. I’ll go with you.

So, you’ve arrived. Then let’s begin the meeting.

I see you’ve finished writing. That’s good.

The Particle ْق (‘-q’ یؤکلممسی) ْق (‘-q’ یؤکلممسی)

1) When attached to the Predicate of the sentence as an Interrogative Particle, the Particle ْق (‘-q’ یؤکلممسی) ْق (‘-q’ یؤکلممسی) indicates a question that is asked for the purpose of reminding someone that the subject matter in that sentence is a fact, or to know the reason for it. For example:

Why didn’t you come to the meeting yesterday?

I came. Did you really not see me?

This is Kasim, isn’t it? Don’t you recognize him?

Do you know that Akhmat has (apparently) come back? Have you seen him?

Why isn’t Akhmat here? Where’s he gone?

Sometimes sentences of this type only serve to remind someone of a fact without expressing the concept of a question. For example:

Surely I told you, didn’t I? Have you forgotten?

Time’s up. Let’s go into the classroom.

162 In Kashgar this interrogative form is often used in place of ‘ْم’ to express an ordinary question.
2) When added to a part of the sentence which has been made the focus, other than the predicate, it serves to emphasize such aspects as, that the matter related to that part (1) is a certainty, (2) is common knowledge, (3) has already been determined, (4) will not be a problem, (5) may be treated as an exception. The particle 'غَيْر' also plays a conjunctive role. For example:

I'm ready for that difficult way. (Z. Sabir)

Let me introduce these people to you; although you're sure to know the one on this side.

He went to town, but I don't know why he hasn’t come back.

I don’t know why he’s not eating anything/I wonder what’s the matter; I don’t know why he’s not eating anything.

I don’t know why he’ll come back.

5) It may occur as a component of a verbal construction indicating a sense of incompleteness. For example:

Apparently he did write it, but wasn’t able to write it very well.

The Particle

When connected to the sentence predicate, it indicates that the 'how and why', etc., of the matter expressed in that predicate is not clear. In such cases it mostly occurs in conjunction with the particle 'هَذَا' which usually comes after 'غَيْر', but may also sometimes come at the beginning of the sentence, in the form 'هَذَا غَيْر' e.g.: He went to town, but I don’t know why he hasn’t come back.

I wonder why he’s not eating anything/I wonder what’s the matter; I don’t know why he’s not eating anything.

I don’t know why he’ll come back.

I don’t know why he’s not eating anything.

I don’t know why he’ll come back.

It would certainly have been good if you had gone, but unfortunately you didn’t (go).

163 This particle is always connected to the predicate by a hyphen.

The Particle: ' غَيْر ' ( غَيْر ) can express the following meanings:

1) It indicates that the matter expressed in the sentence is spoken as praise or commendation. For example:

You've come in very good time.

2) It indicates that the matter expressed in the sentence is not clear. For example:

He went to town, but I don’t know why he hasn’t come back.

I wonder why he’s not eating anything/I wonder what’s the matter; I don’t know why he’s not eating anything.

I don’t know why he’ll come back.

I don’t know why he’s not eating anything.

I don’t know why he’ll come back.

It would certainly have been good if you had gone, but unfortunately you didn’t (go).

163 This particle is always connected to the predicate by a hyphen.
It went well, this lorry. 
She sings really well, this girl.

2) (With a negative predicate) it indicates that the matter expressed in the sentence is spoken regretfully. For example:

Unfortunately there isn’t time, otherwise I would write too. 

No matter what we do, we unfortunately can’t make it on time.

Unfortunately I don’t know how to swim, otherwise I would already have jumped into the water.

Unfortunately you didn’t see what happened, and that’s why you speak like that.

3) When connected to predicates in the Indirect Statement Mood, it serves to intensify the fact that the idea has newly emerged, e.g.:

I’ve just realized, that if it’s left up to you, you won’t build the road.

Wow! I see you’ve really grasped the circumstances! (Z. Sabir)

Hey! I’ve just realized he’s following us and spying on us! (Z. Sabir)

I’ve just discovered he’s an actor.

4) It indicates that the matter expressed in the sentence is reasonable. For example:

The person who has earned money will naturally obtain the good of it.

Obviously everyone acts to preserve their own life.

If there is no discipline, it will obviously not be possible to achieve anything.

5) It indicates that the matter expressed in the sentence is done cursorily. For example:

I just scribbled something or other.

The Particle

When attached to the predicate of an Interrogative sentence, the particle ‘-کمن’ (‘-کمن’ يکلامی ‘-کمن’) indicates the following meanings (When it is attached to the particle ‘-مو’ (‘-مو’), or to predicates ending in ‘-مؤ’, the ‘-مؤ’ which precedes it changes to an ‘-لی’):

1) It indicates that the speaker (1) is undecided about the matter expressed in the sentence, (2) is thinking it over, or (3) does not know about it. For example:

I wonder whether I should go there or whether my sweetheart will come here. 

If a lover needs a lover, he will set out and come to me. (folksong)

There’s a bicycle in front of the door; I wonder who’s come?

He says someone is sitting in the dormitory; I wonder who it is; I wonder if it’s Kasim.

1) I’ve written an article too; I wonder whether it will do?

2) It indicates that the speaker is worried about the occurrence of the subject matter of the sentence. For example:

I’m afraid you might be late.
I'm afraid you might suffer hardship if you go.
That child is very mischievous; I'm afraid he might make him angry.

3) It indicates a desire to know the real answer to a question. e.g.: Let's go in and see exactly who came. Try asking to see whether he knows.

Let's put it to the vote to see exactly how many people agree. Won't you please read it and let me hear exactly what the girls have written. (Z. Sabir)

The Particle 'ـلا' (ـلا) or 'ـلا' (ـلا)

1) When attached to a word in the role of a noun and functioning as a specific sentence element that has been made the focus, it indicates that the matter is limited to that element alone. For example:

I only will go.

I only saw Kasim; I didn't meet anyone else.

I only came for this.

This year I got through the winter with just this coat.

2) When attached to nouns or noun-type words in the similitude or equivalence cases, it serves to intensify the similarity. For example:

He was able to pick up a stone every bit as big as this table.

3) When attached to nouns in the dative and ablative case, 'ـلا' can serve to express the sense of (straight). For example:

Go straight home, the tea's ready. (Z. Sabir)

4) When attached to Adverbial Modifiers of Time, it expresses such means as that (1) a certain matter will take place shortly, (2) it is not long since it took place, or (3) it took place very early. e.g.:

I'm going to see him (as early as) tomorrow.

We got up as soon as the cock crowed. (Z. Sabir)

5) The form produced by attaching 'ـلا' to the dative case perfect participle may sometimes serve to indicate the sole condition for a specific matter. For example:

Only on recognizing a mistake can one rectify it.

The housing problem will be resolved only when these apartment blocks are finished.

6) When combined with the Associative Adverbial, it indicates that another action occurs immediately after, or not long after the occurrence of the action expressed by the adverbial. For example:
He finished off piles of food all in one go.
He comes every day without fail.
He’s just sitting waiting for you.

9) When attached to numbers or number-measure word phrases, it gives the sense of 'so few' or 'so little'. For example:

There are only twelve people in this office.

He only eats 300 grams of food a day.

10) When attached to the perfect participle, it serves to emphasize the fact that there is not a single exception to the objects which possess the quality of that kind of action. For example:

Everyone who sees him praises him.

He will answer every question you ask.

The delegates were warmly welcomed in every place where they went.

11) When attached to the end of the gerund in a dative case نش، ‘بَلِيْدَيى’ بَلِيْدَيى’ ‘burden’ + ‘لا’ ‘neg’. ‘لا’ ‘neg’ indicates that permission is given only to do the thing expressed by that gerund. For example:

This money should not be spent on anything else, only on buying books.

These books may only be read here, they may not be taken out.
12) When it is attached to the pronoun ‘همه’ and to interrogative pronouns functioning as comprehensive pronouns, the particle ‘لا’ serves to emphasize the fact that there are no exceptions. It can also play this role when attached to pronominal numerals. e.g.: 

\[ \text{بُؤ بُهُرُتُ مُهُمُّمُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مُهُمُّمُمُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مُهُمُّمُمُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ مِّنُ مُهُمُّمُمُ M

Absolutely everyone praises this place.
Let’s all go.
Permission was granted to absolutely all of us.
There are people absolutely everywhere you look.
You’ll be welcome whenever you come.
Absolutely anyone you ask will tell you.
There are three of us children and all three of us are boys.

13) When joined to the predicate of a Subordinate Hypothesis Clause, it indicates that that condition is altogether sufficient. For example:

If you just work hard you will make progress.
As long as we don’t distance ourselves from the man in the street, we will not be defeated.
As long as he has graduated from high school, he will be able to handle this job.

The particle ‘لا’ may sometimes be attached not to the predicate of a subordinate clause, but to another element.. For example:

As long as we don’t distance ourselves from the man in the street, we will not be defeated.

Once you’ve come we’ll start the meeting.
It doesn’t matter what colour it is; as long as it’s well made.

As long as he has graduated from high school, he will be able to handle this job.

14) When attached to a Subordinate Objection Clause, it indicates that (1) the subject encounters the state or action of the main clause on every occasion, or (2) encounters the action of the main clause as soon as he performs the action of the subordinate clause. For example:

I wonder where he can have gone; whenever I go he’s out.

He leaves home to go to work as soon as I get here.

15) It functions as a component of a verbal construction which indicates non-restriction.

He didn’t only say it, he demonstrated it in reality. (He practised what he preached.)

The Particle ‘هـ’ (‘هـ’ يَكْلَمُصِي ‘هـ’)

1) When attached to the focal point of sentences which are in an interrogative form or serve to express a sense of negation by means of intonation, it indicates a way of saying, ‘Isn’t the matter obvious?’ For example:
Do crops germinate here? (Of course they don’t germinate)

Crops germinate here? (Of course they don’t germinate)

Does Ākhμāt really enjoy that?! (It’s obvious he doesn’t enjoy it)

Akhμāt enjoys that?! (It’s obvious he doesn’t enjoy it)

2) When attached to the part of an ordinary sentence which has been made the focus, it indicates a means of switching emphasis.

For example:

He doesn’t drink alcohol, but when it comes to tobaccco, he chain-smokes.

As for you too, you’re very stubborn, aren’t you?

As far as today is concerned, he looks as if we’re going to really liven things up.

3) When attached to the focal part of sentences which express an interrogative meaning by means of intonation, it indicates a way of saying, “Where is there such a regulation?” For example:

We’re leaving, so what makes you think you can stay here? I don’t agree with that.

What makes you think you can come here without visiting us?

4) When joined to the end of the predicate, it indicates that the matter expressed in the predicate is spoken with indifference or without caring. For example:

In Kashgar the particle ‘ā- (ـهـ)’ is used in place of ‘وـهـ’ in this sense. (See subsection 5 of ‘وـهـ’.)

The Particle

1) When attached to Statement Mood predicates, it indicates a question asked in a surprised manner. For example:

What’s the matter with you, why can’t you answer the question?

You’re late, eh? Where have you been?

Has he still not come? I wonder what’s happened?

So young, and yet you’re smoking!!

2) When attached to Simple Past Tense forms in the Direct Statement Mood, it produces exclamatory sentences which indicate that the action is intensified or continued for a long time. Such predicates are mostly repeated, but ‘t’ is not added to the repetition. When ‘t’ is attached to a 3rd person form, the final ‘t’ is omitted. e.g.:

You’ve been writing this letter for ages!

I’m really fed up!/I’m really bored!

It’s been raining really hard for ages.

3) When attached to the Imperative Mood 2nd person predicate form of the verb, it indicates a sense of entreaty, or serves to weaken the style of the command. For example:

I beg you to please write me a letter.

In Kashgar the suffix ‘ـه’ is used in place of ‘t’ in this instance.
The Particle ٍ-ٍ (ٍ-ٍ) يُؤکلمَسيٍ (ٍ-ٍ)

1) When it occurs in front of an Interrogative sentence, it serves to attract attention.\(^{167}\) For example:

Hey, where have you come from?
Hey, what have you come for?

2) When it occurs in front of a Statement Mood sentence, it indicates that a desire has been achieved, or that a matter has been found appropriate. For example:

Ah! Now I’m full.
Good, this job of yours is well done.
Good, it’s turned out really well.
Good, this plan has worked well.

3) When it occurs at the beginning of Imperative sentences, it indicates that the time has come for that matter. For example:

Right, let’s go now.
Okay, get ready.
All right, you can speak now.

4) It comes at the beginning of Statement Mood sentences and indicates the sense of having understood, or having remembered. In such cases it is pronounced somewhat drawn out. For example:

Wow, what finely ripened grain this is, isn’t it?!
My, how fast this river’s flowing, isn’t it?!

The Particle ٍ-ٍ (ٍ-ٍ) يُؤکلمَسيٍ (ٍ-ٍ)

When it occurs at the beginning or end of a clause, it indicates the sense of turning from one matter to another. For example:

Well then, let’s start the meeting.
The Particle ‘بخبُه’

1) The Particle ‘بخبُه’ comes at the beginning of the sentence and indicates such meanings as (1) permitting, (2) not caring, or (3) taking a risk. For example:

- Okay, let him go.
- It’s okay, carry on writing.
- I don’t care, go ahead and be upset.

2) When it comes after a Subordinate Hypothesis Clause, it turns it into a subordinate non-impeding objection clause. For example:

- Even if you don’t go it doesn’t matter, it’s up to you.
- Even if I lose it doesn’t matter, let’s have a contest.
- Never mind if he doesn’t come, let’s go ahead and hold the meeting.

3) When it occurs at the beginning of Imperative Mood sentences, it turns them into another kind of Subordinate Non-impeding Objection Clause. (This has been discussed in Chapter 11, § 3, Subsection 6: 2) Its Meaning and Usage, p.309. [This usage is in fact as a conjunction, as the author himself states at that point.]

The Particle ‘تهتُه’

This word sometimes functions as an adverb and sometimes as a particle. If it is possible to replace it with the word ‘تهتُه’ (still/not) yet, it is an adverb, but if it is not possible to replace it, it is a particle. When this word functions as a particle it expresses the following meanings:

1) It occurs either before or after the predicate and indicates that there is another matter spoken in addition to the matter expressed in the sentence. For example:

- He’s a very talented person and what’s more, he knows English.
- He’s an unreasonable person and what’s more, if you make a suggestion he won’t accept it.

2) It occurs either before or after the sentence predicate and indicates that there is a matter which is awaiting the time of the subject matter in that sentence. For example:

- In the next couple of days we still urgently need to stop Kash’s water and start it to the fields (Z. Sabir)
- I’m not going to bed just now, I still have to write a letter home.
- Even sweeter hopes than this were still ahead of us.

3) It occurs either before or after the sentence predicate and indicates that, in comparison with another matter, it is possible to express the subject matter of the sentence in that way. For example:

- ‘How thin you’ve become!’
- ‘Actually, I’m quite fat now; if you’d seen me before you would have been horrified!’
- ‘Why is your house such a long way off?’
4) It occurs either before or after the sentence predicate and indicates such meanings as that, in the view of the speaker, the matter expressed in the predicate (1) is futile, (2) is carried too far, or (3) is unworthy of (or inappropriate for) the subject. For example:

Abilghazi, you're actually complaining that you're a pauper; look at all this wealth ...

(2) As if what he's already done is not enough, he's actually hitting someone.
He got onto the bus ahead of everybody, without even queuing, yet he's a cadre.
He’s frequently unable to pass the exams, yet he actually has the nerve to look down on others.

5) When it occurs before certain time adverbial modifiers or associative adverbial modifiers, it signifies that a long time has not passed. In such cases it usually occurs in conjunction with the particle ‘ـلا’. For example:

Wasn’t it only yesterday that he visited?

6) It occurs among the components of Additional Exclamatory Sentences (See the statement about the Particle ‘ـچی’، subsection 3, pp. 489-490).

The Particle ‘ـچی’ (وکلمسی)
Besides functioning as an interrogative pronoun in such sentences as ‘نخستین چوئن؟’ (Where is Äkhmät?), ‘ـچی’ frequently serves as a particle and expresses the following meanings:
1) When it occurs at the beginning of Imperative Sentences, it indicates a sign of invitation (or urging. For example:

Come on, let’s go in.
Come on, let’s go and feed the horses.

2) It may occur either at the beginning or at the end of Interrogative Sentences and indicates (1) a desire to know the real answer to that question, or (2) serves to request a reply from the listener. e.g.:

Let’s watch for a while longer to see exactly who wins.
Let’s ask and see exactly what kind of answer he gives.

I’ve only just arrived.
I hadn’t even finished reading the question when the time was up.
The Particle (ناهاییتی) (هؤکلمسی)

This is an altered variety of the word 'نهاییتی', which has been assimilated from Arabic and expresses the following meanings:

1) It occurs in front of numerals, numeral-measure word phrases, nouns, and words functioning as nouns, or at the end of the sentence, and indicates a state of insufficiency (i.e. such meanings as هممسی 'only this/these and no other'), and بیشتر 'only/merely'). In such cases it usually occurs in conjunction with the particle 'ـ'. For example:

Today there are only two hours of classes (altogether).

A mere three people have signed up to buy a dictionary.

He only has one child altogether.

I only have this dictionary.

Of us, only Akhmat will attend.

2) It occurs either at the beginning or end of sentences and indicates a means of minimizing a matter. For example:

I haven't done any great thing, I've only done my duty.

Don't be afraid, nothing will happen: it will hurt a little, that's all.

The Particle (هؤهاردا) (هؤکلمسی)

It occurs at the beginning of the sentence and can express the sense of 'قاندنچ قولمپسیون' (anyway/anyhow) or 'كؤمومن' (generally/on the whole). For example:

On the whole we're not doing too badly.

The author gives this particle as 'نهاییتی', which is only a spoken form and is not used in literary Uyghur.

He'll probably owe a lot to his creditors too, by the time harvest arrives.

169 The author gives this particle as 'نهاییتی', which is only a spoken form and is not used in literary Uyghur.
Anyway, please don’t dash our hopes.

The Particle («ديررهقه» يوكلمسى) 'حروفقه' دمروفقه occurs at the beginning of the sentence and indicates a means of acknowledging the subject matter spoken in the sentence. For example:

Naturally I have a responsibility in this matter.

Of course, we (had) reached an agreement at that time.

You certainly have difficulties.

The Particle («جومه» يوكلمسى) 'جومه' 1)

1) When attached to the end of Imperative Mood sentences, it indicates a special means of admonishing. For example:

Make sure you come back quickly. /جومه قابض كمل جومه
Come back quickly, won’t you?

Be sure to load the small ones (/beams). (Z. Sabir)

Let’s be sure to finish looking at the herders’ homes today. (Z. Sabir)

Let them go without waiting for me, won’t you?

The Particle («ششقلسب» يوكلمسى) 'ششقلسب' 2)

2) When attached to the end of Statement Mood sentences, it indicates that a demand is made of the listener to understand the matter spoken of in the sentence. It may sometimes indicate a means of warning or reminding. For example:

If you don’t give it to me, I’ll take your oil container and go, do you hear?

The Particle («خواددي» يوكلمسى) 'خواددي' 3)

It comes before the part of the sentence which expresses a similarity and serves to intensify the similarity. For example:

Anyway, we’re not late.
Anyway, we didn’t sustain any loss.
Anyway, try to start work on time.

The author gives this form as 'بكى (هيلى بكى)', but this is only the spoken form and is not used in writing.

According to the 'ءوغيؤر' تسلسلة ثمراحل له (Volume 1), the particle 'بكى' indicates arrogance or anger.
2) *It occurs at the beginning or end of interrogative sentences* and indicates that the subject matter of that sentence must take place, **no matter what.** For example:

- Зайди بر بهرب کلمسم بهم‌آیدو. (Zaidi ber behrub kalmsem bemaaydo.)
  ممنمو مؤشح لوغه‌تن بیرنی تالای زادی. (Mennmo moeshoo lugohten berni talai zadi.)
  I simply must get one of those dictionaries too.

3) *It occurs at the beginning or end of interrogative sentences* and indicates that the matter expressed in the sentence is fundamentally so. For example:

- In fact, you have another plan. (In fact, you have another plan.)
  زادی سبنک باشقا بر پلانکت بار. (Zadi sabnek bashaqa ber planket bar.)
  Actually, he’s not satisfied with this matter. (Actually, he’s not satisfied with this matter.)
  ثهمس زادی. (Thomsc zadi.)
  What Akhmät says is, in fact, correct. (What Akhmät says is, in fact, correct.)
  زادی تخمینه‌ی سبک، سوزی توغرا. (Zadi teminniye sabek, souzi tugra.)

The Particle 'به‌که‌ک (به‌کم) ' (밀کم) یکلمسی (زادی) ' (به‌که‌ک (به‌کم) ')

Apart from functioning mainly as a conjunction, this word may also sometimes function as a particle. Basically *it occurs at the beginning or end of assessment mood sentences, or in front of predicates, and serves to intensify the manner of estimation.* For example:

- I think Akbär’s intentions are probably good. (Z. Sabir)
  نه‌یگینگا سلردومو قاتاشقا بهرگدلار بملکی. (Nehigenga slardomo qatashqa berdegdalar bملكی)
  Perhaps we may be able to untangle this problem. (Z. Sabir)
  ثهمس زادی. (Thomsc zadi.)
  I think, maybe, you also attended that meeting.

The Particle 'به‌که‌ک (به‌کم) ' (همتتا) ' (به‌که‌ک (به‌کم) ')

Apart from functioning mainly as a conjunction, this word may also sometimes function as a particle. When it occurs in the role of a particle, *it is added before the focal part of the sentence and indicates that that part is spoken with great intensity.* It often occurs in conjunction with the particle ‘مای’ in the same sense. e.g.
The Particle (خالص) of

This particle is attached to the end of the sentence and shows that the matter is confined to just what is said in that sentence. e.g.:  

I just passed on his remarks, that's all.

Besides being used in the role of an adverb synonymous with 'هازرمو' (still/even now), the word 'خالص' also functions as a particle and expresses the following meanings:

1) It occurs at the beginning of the sentence and indicates that the subject matter of the sentence is fortunate. For example:

Fortunately a lorry happened to appear, otherwise how would we have got here?

2) It occurs either before or after the predicate, or at the beginning of the sentence, and indicates an exclamatory means of acknowledging the matter expressed in the sentence, or of being satisfied with it. For example:

How dangerous! It's a good thing it didn't hit you (anywhere).

Besides indicating the following on of an action when functioning as an adverb, this word also occurs in the role of a particle and expresses the following meanings:

1) When added to the negative Imperative Mood form of the verb, it indicates a request made in an anxious manner. For example:

You've messed up a lot with this watch; do be careful you don't break it.

Let me go, I don't want to be late.

Write quickly, otherwise the time will run out.

You won't tell him of this matter, will you?

2) When it comes at the beginning of the sentence or in front of the predicate, it indicates that, in the final analysis, the matter expressed in the predicate is so, or remains so continuously. The particle لـ may also sometimes be attached to it. For example:

This dictionary is the best after all.

Although I’ve finished studying, you’re still my teacher.

In the end the child was useful.
The Particle («همه» یوکلمسی) 'پیمخت' (پیمخت)
Besides functioning as an adverb synonymous with the words 'پیمخت' (both meaning 'never'), the word 'پیمخت' occurs in the role of a particle and is frequently coupled with the particle 'لا' in its limiting role, but may also sometimes occur on its own in a limiting role. For example:
Everyone came except for Åkhmat. (lit. Everyone came; only Åkhmat didn’t come.)
I only came for this.

This matter will only be resolved once Tursun arrives.

The Particle («هلمه» یوکلمسی) 'پیمخت' (پیمخت)
Besides being used as an adjective, the word 'پیمخت' also occurs in the role of a particle and, in some situations, is used synonymously with 'پیمخت'. For example:
Everyone came except for Åkhmat. (lit. Everyone came; only Åkhmat didn’t come.)
I only came for this.
I came for this alone.

The Verb 'دەه' in the Role of a Particle
(یوکلمسی رولدنکی دەه - پشلی)
Certain grammatical forms of the verb 'دەه' function as particles in certain contexts and are used as follows:
1) The form 'دەهەم' occurs at the end of sentences in the 2nd person form of the imperative mood and indicate a means of emphasizing the command or of warning. For example:
Keep quiet, I warn you! or else ...
Don’t stop me! Don’t stop me, I tell you!
‘Get away, get over there, I tell you,’ said Zivirsha ...

Hey, Shaman, bring it here, I tell you! (Z. Sabir)

2) When added to the end of interrogative sentences containing interrogative pronouns, 2nd person (imperfect) present tense forms [of the verb 'دەه'] serve to clarify even more the fact that a negative answer is anticipated to that question (or, if the interrogative sentence is negative, a positive answer). For example:

Who knows, (I ask you)?! = No one knows.

Who thinks this, (I ask you)!! = No one thinks this.
You just tell me, what does that small child know!? (= He doesn’t know anything.)

You just tell me, which activity hasn’t been at the forefront of? (He’s been at the forefront of every activity.)

3) When 2nd person imperative mood forms of ‘دَوْنَ’ come at the end of sentences, they serve to emphasize and to attract the listener’s attention even more (‘دَوْنَ’ is always added to the singular ordinary type and ‘۲’ is attached to the refined type). For example:

The Residential Area Committee summoned me to a meeting, …

Wondering what it was all about, I dropped my work and rushed to get to it. I ask you! (Ili River)

I caught a cold that day and was laid up for five whole days!

He has five children who take care of him, you see.

4) When added after each of several nouns or noun phrases in a row, the 2nd person (imperfect) present tense interrogative form of the verb ‘دَوْنَ’ indicates that, from among the many objects related to the objects expressed by those nouns, these are only a few which have come to mind and have been pointed out by name. Such lists are always linked with a generalizing word or phrase. For example:

He’s a very prolific writer — poetry, drama, stories — you name it; in fact, there’s nothing he doesn’t write.
Chapter 16
EXCLAMATIONS/INTERJECTIONS
(نملق سؤلمى)

§1 Characteristics of Exclamatory Words
(نملق مؤلخ،نملق خوسسیتى)
Words which act as a sign for feelings, calls, commands, responses, etc., are called exclamations. For example:
The word ‘يا’ signifies a feeling of heat or burning:
Ow! I’ve burnt my hand!

The word ‘تايپا’ signifies a feeling of pleasure:
Wow! What a beautiful scene!

The word ‘تايپا’ may signify a feeling of anxiety:
تمستاغوزولة، تئنک كله، يواتقنى قارسمدىغان.

Oh my goodness, look how late he is!
The word ‘توى، توى’ acts as a signal for calling hens:
The word ‘تاغ’ acts as a signal for chasing away hens:
The word ‘ذىه’ acts as a signal to make horses and donkeys go:
The sound ‘وى’ acts as a signal to stop horses and donkeys:
The word ‘همه’ signifies a positive answer:
Yes, I’m going (to go).

The words ‘وى’، ‘ذىه’، ‘تاغ’، ‘توى توى’، ‘تمستاغوزولة’، ‘تايپا’، ‘يا’ and ‘همه’ are exclamations.

Because exclamations do not concretely express feelings, calls, commands, responses, etc., by name, but merely serve as a sign for them; the majority of them, particularly exclamations that indicate feelings, are extremely abstract in meaning. Therefore, they come before (sometimes after) many sentences which express explicitly the concrete meaning of that kind of exclamation and, as the equivalent of the idea in that sentence, are able to play an

intensificatory role or, in some contexts, are able to represent meanings which have not been specifically stated. For example:

Phew! I’m absolutely exhausted.

Phew! I’ve completely worn me out.

Here the exclamation ‘quot;’ comes in front of three sentences which explicitly express a feeling of tiredness and plays an intensificatory role as their equivalent. However, in the following sentences:

Phew! What a long way it is!

Phew! This coat’s become really heavy.

The exclamation ‘quot;’ serves to represent the sense of ‘It has really tired me out’.

The number of exclamatory words in the Uyghur language is not very great, but most of them can function as several different exclamations by occurring in different contexts, or being pronounced with different intonation. For example, although the exclamation ‘quot;’ serves to express a perception of tiredness in the above sentences, in the following sentences it indicates a perception of feeling at ease:

Oh! What a peaceful place this is!

Phew, this water has really quenched my thirst!

While the exclamatory word ‘بىللى’ indicates a sense of commendation in the sentence:

Well done! You’ve brought up this matter at exactly the right time.

in the following sentence it indicates a sense of disapproval:

Really! He oughtn’t to talk like that.
The expression in writing of the majority of exclamatory words is relative, and it is difficult to show clearly in writing the intonation with which they are pronounced. For example, in the sentence:

\[
\text{وی-وی} - \text{بُو ندبه توگمگن گپ!}
\]

**Good grief!** What a long, drawn-out matter this is!

The real pronunciation of the exclamation ‘وی-وی’ is not so simple and, in addition, it is possible to express different degrees of disgusted feeling by pronouncing it with various kinds of intonation. However, it is impossible to show these differences in writing.

Again, it is necessary to state that there are quite a few exclamations in everyday use which it is impossible to express in writing. For example, it is extremely difficult to point out in writing exclamations which are used to indicate the perception of bitterness (sourness, spiciness), or of shivering from cold, or exclamations which are used for attracting domesticated birds.

**The grammatical properties of Exclamations** are as follows:

1) Rather than being in any kind of construction relationship with other words in the sentence, exclamations always occur as independent components or function as a sentence on their own. For example:

- باه نبمسدگن تاغ بُو! (مؤستقهقل بُوُلِهْك)
  - قاسمسُؤؤُ بُوُ هوُي! (مؤستقهقل بُوُلِهْك)
  - ع،تُي! - دُبَي تُؤ بَرْمُتُي كُرْستُب. (جوُهْل)

**Wow**., what a high mountain this is. (Independent component)

- **Qasim. My goodness!** (Independent component)

- **Marvellous!**’ he said, giving the thumbs up. (Sentence)

2) Certain exclamatory words may be nominalized and used as nouns. For example, in the sentence:

- زیبَمُنی بَاَسُوُن تَاهُم مَبِنَلک.

May my ‘Ah’ (sigh) envelop the whole world.

The exclamation ‘تَاه’ which indicates a feeling of sorrow, has been nominalized. It is also possible for some exclamations to be the basis for constructing a verb. For example:

- to moan, to groan
  - (وَای) - (تَاه + وَای)
- to sigh, heave a sigh
  - (تَاه تُؤ) - (تَاه + تُؤ)
- to say ‘phew’
  - (تُؤ قُؤ) - (تُؤ + قُؤ)

§2 The Structure of Exclamatory Words

(تَمِلق سُؤُلَهْن کُوُچُم ْتُؤُلْوُشَی)

Uyghur exclamations may be divided into two types according to their structure:

1) **Original Exclamatory Words**
   (تَمِلق سُؤُلَهْن)

   Original Exclamatory Words comprise exclamations which emerge by means of special sounds. Some of them may be formed from one group of sounds. For example:

   - **بُاَه** - **بُاَه** - **تَاه** - **وَاَي**

   Some may be produced by repeating the same group of sounds. For example:

   - **تُؤ - تُؤ** - **بُث - بُث**

   Still others may be produced by pairing two different groups of sounds. For example:

   - **بُاَه - تُؤ**

2) **Derived, or Role-shifted Exclamatory Words**
   (یاَسِالاَما یاَکی ْکُوُچُم ْتُمِلق سُؤُلَهْن)

   Derived, or Role-shifted Exclamatory Words comprise exclamations which have been produced as a result of combining exclamatory words with other words, or by role-shifting other words and sentences into exclamations. For example:
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§3 Types of Exclamations
(Uyghur exclamations may be divided into three types according to meaning:
1. Exclamations of Feeling
2. Response Exclamations
3. Command-Call Exclamations

1. Exclamations of Feeling

This exclamation signifies something which is seen as absolutely appropriate. For example:

Patämkhän: ... Siisti tüvöö körnégye Méh Gönítöömit byálok Gënszöömß.
Torögöö: Hümüblöö — Gájada. (Z. Qádár)
◊ ٌهيد —

This exclamation is used in poetry to signify joy. For example:

ٌهيد ... كيچكپ قادندغان بولدۇوق - ٌهيد!

O China! My homeland with the shining future! (A. Tokhti)

◊ — ٌهيد

1) This exclamation signifies astonishment. For example:

ٌهيد قوللورىنڭ نيمانچه قانامئ! (ز. سابر)

My goodness, how hard and rough your hands are. (Z. Sabir)

2) It signifies pleasure or satisfaction. For example:

ٌهيد، تازا واقندا مهمان بولۇپ كىشىمن - دە! (ز. سابر)

Brilliant! I’ve come to visit just at the right moment!

3) It also signifies a feeling of novelty. For example:

ٌهيدمانا قرفەيى ىگەپ، ىوينز تەپارە دەگەنە قاناداقل كىشىلمە؟ (گ. جایپار)

Huh! This is an interesting matter; what kind of people seek for fame? (G. Jappar)

◊ — تەم

This exclamation signifies sadness or sorrow. For example:

ٌهيد ... ئۇچىنىكە تۇت كەتىنى. (ق. ئىمین)

O my, I’m so tired!

ٌهيد، ئەک فەرەپ كەتىنى. (ق. ئىمین)

Oh, I’m really starving!

ٌهيد، ئەک ئۇئۇەپەسەپ كەتىنى. (ق. ئىمین)

Oh, I’m really thirsty!

3) It signifies fear, or being startled or shocked. For example:

ٌهيد، نەمسەچەپەن سەت هەيوقەن بۆ! (ق. ئىمین)

Oh my goodness, what an ugly creature it is!

4) It also signifies indifference. For example:

ٌهيدەمەي، ئۇئۇەدەتەپ بۆل! - ئۇئۇەدنە كەخچەنتنجەمەدە؟!

Who cares! Did we open a shop just to make money?

◊ — ئەلە

This exclamation is basically used by women and girls and signifies the following:

1) It signifies shame or embarrassment. For example:

ٌهيدەمەي، ئۇئۇەدە تەپ بۆل! - ئەلە دەئەپەنە! (ق. ئىمین)

My younger brother, Kenjetay;

مەنىكەپەمە، ئەزەمە، مەھبەبان تەپەمە، ئەمە ... ئۇئۇەدەمەي (ج. ئەپەمە تۇرەدە)

Who cares! Did we open a shop just to make money?
2) It indicates a sign of protest. For example:

Zorikhan: Aargh! Who's cut down my cart loads of branches from the garden for the irrigation canal? (It's a sign of protest. Z. Sabir)

Ghunchîm: He's prattling on about that day you didn't go to forced labour.

Ghunchîm: For goodness sake! He cut down several cart loads of branches from the garden for the irrigation canal, didn't he ...?!

(Z. Kadir)

3) It signifies being startled or frightened. For example:

Ghunchîm: Aargh! Who's that? (Z. Sabir)

Ghunchîm: For goodness sake! He cut down several cart loads of branches from the garden for the irrigation canal, didn't he ...?!

(Z. Kadir)

3) It signifies being startled or frightened. For example:

Ghunchîm: Who cares! As for life—there's the world; as for food—there's the pot. Did we open a shop just to make money?!

(Z. Kadir)

3) It indicates a sign of protest. For example:

Nurum: We need to earn money.

Ghunchîm: Who cares! As for life—there's the world; as for food—there's the pot. Did we open a shop just to make money?!

(Z. Kadir)

Shanghai: ... Three or four of our cows have calved; you can take one or two of them and milk them and drink the milk.

Zorikhan: For goodness sake! Take someone else's livestock?!
6) When weeping for a person who has died, it is added before that person’s title. For example:

تؤيفوسدن درهم هوهيني ‘ؤي ناهين، واد فرينمشم، دم بضخلان ناواز
‘O my father!’, ‘O my brother!’

1) This exclamation signifies anger. For example:

تآلاوهكم، موشه بالشي قانون قسمير بولار.

Good grief! what can I do with this child.

2) It signifies being in despair. For example:

تآلاوهكم، واقت تؤتوت كهشتهن لهسمو؟

Oh dear! The time has gone, hasn’t it?

3) It signifies regret. For example:

تآلاوهكم، يؤسئتي ثونغغا بكار دهبتمن.

What a pity, I spoke to him in vain.

1) This exclamation signifies uncomprehending astonishment. e.g.: تؤو، راههت يوتارشبة يورسمو كوز فرين ليني سالماي جينغحا جايا تزوته.

Good heavens! Despite the fact that she’s tripping over comfort, she’s not only disregarding it, but is seeking a life of hardship. (Z. Sabir)

2) It signifies fear that a certain misfortune will befall oneself. e.g.: تؤو، خؤدا سافيلنون.

'A girl of around ten years old suddenly became unable to speak.'

3) This exclamation signifies being fed up with something. e.g.: تؤو، يؤؤي فيرموميزكن مه ‘محمدانن (محمدانن) ... (Z. Sabir)

Oh, not again! ... this Purumchukay’s arrogant prating ... (Z. Sabir)

2) It signifies being amazed at the quantity or measure of something. For example:

واي-ؤؤي، نسديبگن کون تادنمی؟ (سابر)

My goodness! What a lot of people there are!

3) It also signifies ridicule. For example:

واي-ؤؤي، چیچب کینتمن دهی برتری قورفلوماچم رسن (ز. قادر)

Oh yeah! Are you intending to scare us by saying you’re going!

1) This exclamation signifies comprehension. For example:

واي-ؤؤي، نیكیبا لماش پین قلیمبان پیری نکو (ز. سابر)

Hmm! This part has been really well thought out.

173 According to The Dictionary of Modern Literary Uyghur Spelling and Pronunciation, 1997, the correct spelling is ‘تآلاوهکيم’.
2) It signifies loathing (It is spoken emphatically and very short). e.g.:  
I’m certainly going to come.  
Huh!  
What, don’t you believe me?

◊ ءًؤي — ءًؤي
This exclamation signifies unexpectedness. For example:  
Oh, it’s snapped!  
Oh, is it you Aakbär?! (Z. Sabir)

◊ (ئُؤ) ءًؤي
This exclamation signifies disapproval (It is slightly extended when spoken). For example:  
ئَؤيْ، سؤونب كَتَنُغُو يَا!  
ئَؤيْ، تهُ كَيْبُرْمُسْنَ! (ز. سابر)

◊ (ئُؤ) ءًؤي
This exclamation signifies having just remembered. For example:  
Oh yes, I've just remembered.

◊ (ئُؤ) ءًؤي
This exclamation signifies having been burnt. For example:  
Ow! How hot this bowl is!

◊ (ئُؤ) ءًؤي
This exclamation signifies tiredness. For example:  
Phew... I’m really tired! (Z. Kadir)

◊ (ئُؤ) ءًؤي
This exclamation signifies weakness. For example:  
Ghunchim: Oh, I’m dying (Coughing intermittently she clutches her chest).

◊ (ئُؤ) ءًؤي
This exclamation signifies feeling at ease. For example:  
Ah, a lovely cool breeze has sprung up!

◊ ئَؤي — ئَؤي
This exclamation signifies regret. For example:  
What a pity. (Z. Kadir)

This word may sometimes occur in the forms ‘ؤًؤي’ ئَؤي ئَؤسْسَتْ ‘ئَوَؤي’ ئَوَؤي ئَؤسْسَتْ ‘ئَوَؤسْسَتْ’ ئَوَؤسْسَتْ. For example:
Oh, what a shame! Is a beautiful, bright girl like Ghunchäh going to become the wife of that vulgar, runny-nosed son of a rich man? (Z. Kadir)

What a pity you didn’t listen to what I said!

This exclamation signifies uncomprehending amazement. e.g.:

Incredible! Are there really such people as this?!

1) This exclamation signifies being afraid of the outcome of a matter. For example:

Oh no! What will we do if he finds out? (Z. Kadir)

2) It signifies a complaint. For example:

Oh, for goodness sake!

It looks as if you’re not going to give me any rest.

This exclamation signifies eagerness. For example:

Oh, come on! It should have appeared by now!

This exclamation signifies harbouring resentment or not resigning oneself to something. For example:

Yay: Humph, Nur. Just you wait and see if I don’t drink a spoonful of your blood! (Z. Kadir)

Who cares! If the money goes, it goes!

This exclamation signifies saying farewell, forgiving, agreeing under constraint, or resigning oneself temporarily. For example:

Goodbye. You’ve spoken on his behalf; well, so be it.

175 The form 'وای خودایسمه' is very common in Kashgar, especially in signifying astonishment.

What to do! Where are we going to fit all these people?

2) It signifies astonishment. For example:

My goodness, what a dark house this is!
This exclamation signifies a taunt. For example:

Oh! You're gonna burst, aren't you? Yeah! So he's actually intending to scare us by saying he's leaving!

This exclamation signifies being in a quandary, or anxiety. e.g.:

What to do! How on earth are we going to overcome this problem?

Oh dear! what on earth will that poor soul do?

This exclamation is used by women and girls and signifies being startled. For example:

The girl sprang to her feet screaming 'Help!'

2. Response Exclamations

Exclamations such as the following belong to this type:

This exclamation signifies an affirmative response. For example:

Yes, Sir.

This exclamation signifies a negative response. For example:

No.

1) This exclamation signifies respectful acknowledgment. For example:

King: Hey, Attendant!
Attendant: Yes, your Majesty ...

2) It signifies agreeing respectfully. For example:

King: Take a donation out to the beggar!
Attendant: Certainly ...

1 This expression literally means 'Oh my rib!'
3. **Command-Call Exclamations**

Exclamations such as the following belong to this type:

- A request to take something — ‘Here you are!’
- A request to stop talking or arguing — ‘That’s enough!’
- A request to be still or quiet — ‘Keep still!’, ‘Be quiet!’
- A call to horses or donkeys to go — ‘Gee up!’, ‘Giddy up!’
- A call for driving away chickens — ‘Shoo!’
- A call for driving away dogs — ‘Shoo!’
- A call for driving away flying birds — ‘Shoo!’
- A call for driving away cats — ‘Shoo!’
- A call to donkeys to go

*Used in calling a person, it generally comes in front of a name and strengthens the call. For example:

Ahmat, Hey, Ahmat!

- Used to call chickens
- Used to call sheep
- Used to call cats — ‘Puss, puss!’
- Used to call donkeys

**N.B. NOTE TO THE GLOSSARIES**

△ In the English-Uyghur Glossary, where the headword is not the first word of the phrase to which it belongs, the headword and any word(s) which come(s) after it are followed by a comma and then by the words which would normally precede the headword. For example, the entry: 

*minimum of effort, carry out with the* (vpt) 

is to be understood as a transitive verbal phrase and to be read as: 

*to carry out with the minimum of effort* (vpt).

△ The abbreviations in brackets are given in full on the following page (p. 544) and refer to the word class to which the Uyghur word or phrase belongs. They may therefore differ from the part of speech to which the word or phrase given as an English equivalent belongs.

△ Where a Uyghur verb has a stem ending in ‘نا’ or ‘ئاق’, the stem is shown first, followed by a comma, and then the full ‘ئاق’ form or, where there is more than one Uyghur equivalent given to an English entry, the comma is omitted and the ‘ئاق’ form is placed in brackets, to avoid confusion with the commas dividing the separate meanings. For example:

- **determine (vt)** 
  - [only one equivalent given]
  - البالاغى, باللغى 
  - تأييد, تأييد

but:

- **clarify (vt)** 
  - [2 equivalents given]
  - تاییدگیلاشتورماق, تاییدگیلاشتورماق (تاییدگیلاشتورماق)
  - تاییدگیلاشتورماق, تاییدگیلاشتورماق (تاییدگیلاشتورماق)

△ Suffixes or postpositions given in brackets after Uyghur words or phrases would in practice be added to a word preceding that word or phrase. For example:

- **تالاقسار بولماق (بلمى), تارکكىى (تارکكىى)** (ـغا)

  - تالاقسار بولماق, تارکكىى (تارکكىى)
  - تالاقسار بولماق, تارکكىى (تارکكىى)
  - تالاقسار بولماق, تارکكىى (تارکكىى)
  - تالاقسار بولماق, تارکكىى (تارکكىى)
  - تالاقسار بولماق, تارکكىى (تارکكىى)

△ Where appropriate the equivalent English preposition is given in brackets after the English entry, as in the above example.
In the English-Uyghur Glossary, where the headword and meaning will not fit on one line, the English is given on the first line and the Uyghur below (or continued below), but in the Uyghur-English Glossary, the Uyghur is given on the first line and the English is continued below. In both glossaries the columns and pages are in the English order (i.e. L → R).

**Abbreviations**

- adj: adjective
- adjp: adjectival phrase
- adv: adverb
- advm: adverbial modifier
- advmp: adverbial modifier phrase
- advp: adverbial phrase
- con: conjunction
- conjp: conjunctive phrase
- ger: gerund
- gp: gerundal phrase
- n: noun
- np: noun phrase
- num: numeral
- paren: parenthesis
- part: particle
- pp: postposition
- ppp: positional phrase
- pron: pronoun
- qualp: qualifying phrase
- sth.: something
- vi: intransitive verb
- vp: transitive verbal phrase
- vpart: verbal particle
- vpp: intransitive verbal phrase
- vpt: transitive verb
- vt: verb

**Abbreviations**

- ‘u’: adverb (np)
- abbr: abbreviation (vt)
- abbr’d: abbreviated, be (vi)
- abbr’ded: acknowledged, be (vpi)
- abbr’ding: acquiring, cause to (vpt)
- acronym: acronym (np)
- act: act as (vpi)
- action(s): action measure word (np)
- actual: actual (adj)
- add: add (vt)
- added, be (vi)
- addition: addition (ger)
- addition, in (adv)
- additional: additional (adj)
- address type of: address type of (np)
- adjective: adjective (n)
- adjective of degree: adjective (np)
- academic: academic (adj)
- accept: accept (vpt)
- according to: according to (pp)
- accurately: accurately (adv)
- accusative case: accusative case (np)
- administration district: administrative district (np)
- academicize: academicize (vt)
- administrative district: administrative district (np)
- accurate: accurate (adj)
- adj: adjective
- adjp: adjectival phrase
- adv: adverb
- advm: adverbial modifier
- advmp: adverbial modifier phrase
- advp: adverbial phrase
- con: conjunction
- conjp: conjunctive phrase
- ger: gerund
- gp: gerundal phrase
- n: noun
- np: noun phrase
- num: numeral
- paren: parenthesis
- part: particle
- pp: postposition
- ppp: positional phrase
- pron: pronoun
- qualp: qualifying phrase
- sth.: something
- vi: intransitive verb
- vp: transitive verbal phrase
- vpart: verbal particle
- vpp: intransitive verbal phrase
- vpt: transitive verb
- vt: verb

**Glossary**

- accustomed to, become (vi)
- acknowledge (vpt)
- acknowledged, be (vpi)
- acquire (vi/vpi)
- acronym (np)
- action (n)
- action measure word (np)
- act as (vpi)
- actual (adj)
- address type of (np)
- adjective (n)
- adjective of degree (np)
- academic (adj)
- accept (vpt)
- according to (pp)
- accurately (adv)
- accusative case (np)
- intransitive verbal phrase
- transitive verb
singular (adj)
situation (n)
small amount (of) (n)
small group (n)
soften (vt)
some (num)
sought, be (vi)
sound (n)
source (n)
speaker (n)
speaking (n)
specialist (n)
specialization (n)
specific (adj)
specific, to be (paren)
specifically (adv)
speech (n)
speed (n)
special (to) (adj/adjp)
special feature (n)
standard (n)
start (n)
starting (from) (pp)
startled, be (vi)
state (n)
state stem forms (i.e. perfect, imperfect, continuous, intention) (np)
statement mood (np)
state tense stem forms (np)
subject (to), be (vi)
status (np)
subordinating conjunction (np)
subordinate (adj)
subordinate clause (np)
subordinate relationship (np)
subjectless (adj)
subjectile (adj)
subjective (adj)
subjective assessment (np)
subjective mood (np)
subject, without a (adj)
sufficient, make (vpt)
sudden (adv)
suddenly (adv)
suffer hardship (vpi)
synonyous (adj)
synonymously (adv)
synonymous relationship (np)
synonymous (n)
system (n)
success (vi)
sufficient, make (vpt)
succeed (vi)
synonymous (n)
synonymously (adv)
synonymous relationship (np)
synonymously (adv)
synonymous (n)
system (n)
succeed (vi)
synonymous (n)
synonymously (adv)
synonymous relationship (np)
synonymously (adv)
synonymous (n)
system (n)
succeed (vi)
synonymous (n)
synonymously (adv)
synonymous relationship (np)
synonymously (adv)
synonymous (n)
system (n)
W, Z

without limit (adj) (adj/adv)
word (n)
word classes (np)
word, (pertaining to) (adj)
word root (np)
word-formation affix (np)
word-derivation affix/suffix (np)
word-inflection suffix (np)
words and expressions (n)
work out (vt)
worship (vt)
written pledge (n)

Z
zero (∅) (n)

Uyghur-English Glossary

ئاقئا "لاعس ۇئۇشداش (np)
abstract (adj)
abstract/
abstractualize/generalize (vt)
abstraction/
abstractionality/generalization (n)
call/designate
be pointed out
type of address (np)
terms (n)
terminological (adj)
terminological name/title (n)
be prepared
(when/on behalf of) (vi)
break down
(onto) (vt)
be distinguished
(as) (vi)
weakening (ger)
weakening (ger)
weaken (vt)
weaken (vi)
point of
termination (np)
end/finish (vi)
harbour
resentment (vpt)
become accustomed

simple past
simple past tense (np)
in (pp) [used in poetry]
request mood (np)
suffix (n)
be by (means of) by way
of/through/via (pp)
wish mood (np)
mixed
to/for/to get
become accustomed
resentment
point
weak
be
break
name/title
abstraction/
abstraction
word,word
wordroot (np)
word classes (np)
word, (pertaining to) (adj)
word root (np)
word-formation affix (np)
word-derivation affix/suffix (np)
word-inflection suffix (np)
words and expressions (n)
work out (vt)
worship (vt)
written pledge (n)

Z
zero (∅) (n)
intonation (np)
warn (vt)
hearsay
statement mood (np)
communicate (vt)
be communicated (vi)
hearer (n)
not excepting (gp)
except
make an exception (vpt)
related
relevant (to) (adj)
be connected (adj)
(with)/be related (to) (vpi)
indication/sign (n)
characteristic/
special feature (n)
prefix (np)
in a leisurely way/
unhurriedly (adv)
preceding/previous (adj)
pronoun (n)
pronominable 
numeral (np)
change/exchange/
personalize (vt)
be pronominalized (vi)
pronominable (vt)
use
pronominally (vpt)
already (adv)
feeling of
fondness (np)
factor (n)
analytic case (np)
homonymic/
pronouns (adj)
homonym/ 
phone (np)
be bothered (vpi)
make
related (to)/relating to (pp)
clarify/
make clear(er) (vt)
single out
(by pointing) (vpt)
distinguishing
conjunction (np)
inseparable (adj)
lose (vi)
not distinguished/ 
distinguished (vi)
distinguish
individual/separate/ 
specific (adj)
respectively (adv)
become/change into/
turn into (vi)
regret (ger)
regret mood (np)
carry
out perfunctorily (vpt)
be astonished/
be surprised (vi)
masculine gender (np)
edging (of the adjective) (np)
come to mind/
be recalled/be remembered (vpi)
be caused to recall/
remind (vt)
restore to an
original state (vpt)
original (adj); origin (n)
original [active]
voice (of verbs); positive [original] 
degree (of adjectives) (np)
be incom ceilings/ 
imaginable/be unreasonable (vpi)
reasonable (adjp)
subordinating conjunction (np)
certainly/definitely/
naturally/of course (paren)
actual/real/true (adj)
style (n)
raise/rear (vt)
indicative mood/
statement mood (np)
predicate (i.e.)
that which expresses what is said
of the subject) (np)
not care/pay (to)
no attention (to)
estimate/reckon (vt)
appear/arise/occur (vpi)
give rise to (vpt)
principle
regret (n)
perfect (vpart)
perfect
imperf (state) participle (np)
whole numeral (np)
dare (vi)
verbal (adj)
finite verb form/substative verb form (np)
finite
finite/ personal form of the verb (np)
indifference/not (care)
idea/object (n)
foodstuff(s) (n)
from/starting from (pp)

historical
time
chance/randomness
outward sign
single
imperative
entirety/whole
allow
optative
conjunction
completely/entirely/exactly
sound; intonation/pronunciation
law
phonetic
harmonization
in
apogee
experienced
conjecture/estimation/guess
approximately
party/side
order/sequence
ordinal numeral
sequential
aspect/side
manner/way; state
component/member
be composed of/comprise
be repeated
be emphasized
equal/equivalent
require
be pronounced
be drawn
essential
analyse
analogy
ensure/guarantee
resign oneself
belonging (to)
take a risk
possessed object
dependence; ownership
ownership-dependent category
owner/possessor
that which makes dependent
group numeral
mention (about)
agreement (n)  توافق
non-impeding objection adverbial modifier (np) (e.g. ‘although’/’despite’/’in spite of’)
about/concerning/on (pp)  저주
about/concerning/on (pp)  저주
complement/direct object/grammatical object (n)  تفعيلة
complete copula (np)  تفعيلة
incomplete copula (np)  تفعيلة
incompleteness (n)  تفعيلة
supplementing conjunction (np)  تفعيلة
root (n)  تفعيلة
introduce (vt)  تفعيلة
be understood as (vpi)  تفعيلة
be fixed (vi)  تفعيلة
stability
unchangeability (n)  تفعيلة
be fixed/be set (vi)  تفعيلة
fixed/idiotic (adj)  تفعيلة
substantive word (np)  تفعيلة
features/looks/outward appearance (n)  تفعيلة
appearance and state (n)  تفعيلة
on all sides/in different places (adv)  تفعيلة
happen/occur (vi)  تفعيلة
be born and brought up (vpi)  تفعيلة

feeling/perception/sense (n)  تفعيلة
suddenness/
unexpectedness (n)  تفعيلة
as follows (adv)  تفعيلة
basic verbs/
root verbs (np)  تفعيلة
root word (np)  تفعيلة
primary adjective (np)  تفعيلة
fundamentally (adv)  تفعيلة
kind/type/variety (n)  تفعيلة
instigator/one who causes (sth. to be done or someone to do sth.) (np)

“Same type” relationship (np)
Turkologist (n)  تفعيلة
Turkic (adj)  تفعيلة
class/group/part (n)  تفعيلة
classify/separate into types (vpt)
classification (gp)
to be an inflect/be inflected (vi)  تفعيلة
various (adj)  تفعيلة
inflection (n)  تفعيلة
structure (n)  تفعيلة
aspect(character/element (n)  تفعيلة
structure (n)  تفعيلة

aspect(adj)  تفعيلة
territory (n)  تفعيلة
speed (n)  تفعيلة
type/model (n)  تفعيلة
typical (adj)  تفعيلة
anxiety (gp)  تفعيلة
be connected (with)/be coupled (with)
/be linked to (to) (vi)  تفعيلة
postposition (n)  تفعيلة
list (n)  تفعيلة
list item

Tajik language/tongue (n)  تفعيلة
language and script (n)  تفعيلة

suffer hardship (vpi)  تفعيلة
voiced (adj)
voicedness/resonance (n)  تفعيلة
unvoiced/voiceless (adj)  تفعيلة
voicelessness (n)  تفعيلة
give free expression to (vt)
lively (adj)
chart/table (n)  تفعيلة
attract (vt)

with respect to (pp)  تفعيلة
bring into conformity/cause to correspond (vpt)

paired word (np)  تفعيلة
be paired (vpi)  تفعيلة
double up/pair up (vi)  تفعيلة
pair (vt)  تفعيلة
duplication/reduplication (ger)  تفعيلة
clausesentence (n)  تفعيلة
sentence element (np)  تفعيلة
subject matter of the sentence (np)  تفعيلة
reprimanding (ger)  تفعيلة
agitation/urgency (ger)  تفعيلة
substance (n)  تفعيلة
frustration/irritation (gp)  تفعيلة

gender (n)  تفعيلة
tiredness (ger)  تفعيلة
call/summons (n)  تفعيلة
Chakadak (adj)
Tajik language/tongue (n)  تفعيلة
boundary/limit (n)  تفعيلة
limitative case (np)  تفعيلة
be carried too far (vpi)  تفعيلة
adverbial of limitation or contrast (np)  تفعيلة
non-restriction (ger)  تفعيلة
be confined/be restricted (vi)
limited/be restricted (adj)
finite/limited (adj)
restriction (n)
unrestricted/unlimited (adj)
without limit/without restriction (adj/adv)
certainly/inevitably (adv)
worship (vt)
deepening conjunction (np)
be startled vi
concept/idea (n)
be explained (vi)
comprehension (n)
uncomprehending (advm)
be dropped/be omitted (vpi)
omit (vpt)
accusative case (np)
higher place (n)
number (np)
associative adverbial (np)
link (np)
ed relationship conjunction (np)
feminine gender (np)
ablative case (np)
character/kind (n)
without limit/without restriction (adj/adv)
limited/be restricted (adj)
finite/limited (adj)
unrestricted/unlimited (adj)
certainly/inevitably (adv)
worship (vt)
deepening conjunction (np)
be startled vi
concept/idea (n)
be explained (vi)
comprehension (n)
uncomprehending (advm)
be dropped/be omitted (vpi)
omit (vpt)
accusative case (np)
higher place (n)
number (np)
associative adverbial (np)
link (np)
ed relationship conjunction (np)

countable (vpartp) noun (n)
cardinal numeral (np)
counting measure word (np)
countable/numbered/numerical (adj)
umeral-measure word pronoun (np)
umeral-measure word phrase (np)
realm (n)
stylistic (adj)
disrespectful type (np)
spend (vpt)
cause/grounds/reason (n)
causal conjunc-
tion/reason conjunction (np)
adverbial reason (np)
cause and effect (n)
what one knows/one's knowledge (n)
schematize (vt)
interrogative pronoun (np)
be asked about/come up (in a question) (vpi)
interrogative (adj)
vowel (np)
extended/long (in time) (adj)
extend/last (vi)
content (n)
agent/subject (n)
subjective (adj)
subjective assessment (np)
subjective numeral-/-/-/-/-/-/-/-/ (n)
word (n)
be talked (vpi)
be under discussion (vpi)
word phrase (np)
word class (np)
be mentioned (vpi)
word-formation affix/word-derivation affix or suffix (np)
word root (np)
word element/vocabulary (n)
pertaining to a word/adj
language/person or object being spoken about (n)
speaker (n)
word root (np)
word structure (gp)
terms/words and expressions (n)
joy (ger)
adjective; quality (n)
adjective
pronoun (np)
participle/verbal
adjective (n)
quality (n)
as/in the status of (pp)
numerator (n)
Spectr-.../Spectr-...-adverbial (np)
be perceived/sensed (vi)
Spectr-...-... feeling/perception (n)
Spectr-...-... comparative
Spectr-...-... degree
Spectr-...-... comparison/contrast (ger)
Spectr-...-... semantic (adj)
Spectr-...-... homomorphous/related (np)
Spectr-...-... refined (polite) type (np)
Spectr-...-... system (n)
Spectr-...-... capacity (n)
experiment/test/trial (n)
Spectr-...-... experimental mental aspectual stem form (np)
syntax (n)
Spectr-...-... synthetic (adj)
Spectr-...-... furthermore (adj)
be busy (with) (vpi)
Spectr-...-... be engaged (in)/deal (with) (vi)
therefore (conj)
Spectr-...-... never
Spectr-...-... dialect (n)
impersonal (adj)
Spectr-...-... being spoken about (n)
Spectr-...-... speaker (n)
Spectr-...-... word root (np)
Spectr-...-... word structure (gp)
terms/words and expressions (n)
be aimed at/belong to/be directed towards/intended for (vi) Qawdsalma\u0623 Qawdsalma\u0623
be added/be attached/ Qawdsalma\u0623 Qawdsalma
be joined/be merged (vi) Qawdsalma\u0623 Qawdsalma
addition/ Qawdsalma\u0623 Qawdsalma
amalgamation (ger) Qawdsalma\u0623 Qawdsalma
affix/suffix (n) Qawdsalma\u0623 Qawdsalma
by the way/ Qawdsalma\u0623 Qawdsalma
incidentally (paren) Qawdsalma\u0623 Qawdsalma
pursue/seek (vt) Qawdsalma\u0623 Qawdsalma
be adopted/be used (vi) Qawdsalma\u0623 Qawdsalma
carry out with the minimum of effort or perfactorily (vpt) Qawdsalma\u0623 Qawdsalma
construction/structure (n) Qawdsalma\u0623 Qawdsalma
occasion/(number of) Qawdsalma\u0623 Qawdsalma
time(s) (n) Qawdsalma\u0623 Qawdsalma
call (vt) Qawdsalma\u0623 Qawdsalma
impatient (adj) Qawdsalma\u0623 Qawdsalma
inserted remark/ Qawdsalma\u0623 Qawdsalma
parenthesis (n) Qawdsalma\u0623 Qawdsalma
abbreviate/omit (vt) Qawdsalma\u0623 Qawdsalma
abbreviation/ Qawdsalma\u0623 Qawdsalma
acronym (np) Qawdsalma\u0623 Qawdsalma
be abbreviated/ Qawdsalma\u0623 Qawdsalma
be shortened (vi) Qawdsalma\u0623 Qawdsalma
brief(ly) (adj/adv) Qawdsalma\u0623 Qawdsalma
in brief/in short/ Qawdsalma\u0623 Qawdsalma
to sum up (paren) Qawdsalma\u0623 Qawdsalma
fraction/part (n) Qawdsalma\u0623 Qawdsalma
be made out to be (vpi) Qawdsalma\u0623 Qawdsalma
cause to take on\u0623 Qawdsalma\u0623 Qawdsalma
the appearance of/cause to appear (vpt) Qawdsalma\u0623 Qawdsalma
be made to appear/be represented as (vpi) Qawdsalma\u0623 Qawdsalma
pretend (vpi) Qawdsalma\u0623 Qawdsalma
difficulty (n) Qawdsalma\u0623 Qawdsalma

be dissatisfied (vpi)

not necessary/

inconsistent (adj)
synonymous

comparable/relative/

equal (adj)
misunderstanding

comparative/relative/

satisfactory (adj)

together (adv)
misunderstanding

comparable/relative/

satisfactory (adj)

together (adv)
misunderstanding

comparable/relative/

satisfactory (adj)

together (adv)
misunderstanding
increasingly/to
increase exponentially/multiply
multiply- action
dynamic verb
word measure
grief
increased
increasing exponentially/multiply
multiplier
be increased exponentially/multiply
increase/multiply
object
one's objective
assessments
assessment mood
analogy
commonality
commonality/identity/
similarity
state/status
locative-
locational
nouns
feelings
figurative/vivid
object
make sth.
objective
initiative
tone/subject
past tense
intransitive verb
transitive verb
befall
inhabit
comprise
stem
alter
be assimilated
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Türk Dilleri Araştırmaları, yalnız Türk Dilleri üzerine yapılan araştırma ve inceleme yazıları ile kitap tanıtmalarını içeren yıllık bir dergidir. Özel sayılar dışında, her yıl ortalama 208 sayfa olarak çıkar. Gönderilen yazılar Türkçe, Almanca, İngilizce, Fransızca ve Rusça olabilir.

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