Hämít Tömrür was born in 1931, in the village of Karighuja in the centre of the Turpan Basin. After attending primary and lower middle school in Ürumqi and Bariköl, he studied at the Xinjiang Provincial Language School.

In 1952, after studying at the Xinjiang Provincial Cadre School for five months, Hämít Tömrür 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.

Hämít Tömrür not only studied modern Uyghur, but also Chagatai. Together with Abdureev 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 Mursultan 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, Hämít Tömrür 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 Poole and 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 Hämit 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
Hâmit Tömür

Translated by
Anne Lee
(Kashgar Pedagogical Institute)

Yıldız
Dil ve Edebiyat Dizisi: 3

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Davutpaşa Yerleşimi
34210 Esenler-İSTANBUL

İstanbul 2003
ISBN 975-7981-20-6

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Bu kitap "Kitap Matbaası"nda basılmıştır.
printed at "Kitap Matbaası"
Tel. (0212) 567 48 84

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 I 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 ści Mir Najip 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 Hâmit Tömrü, rather than Khâmit Tömrü, 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 Muhabbät, my grammar teacher; my teacher Aliyä, whose knowledge of English was of inestimable help in checking the translation of the text and all the example sentences; Munäwwär and Tursungül, 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 Mutullü, 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 Hämít Tömür 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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THE BASIC CONCEPTS OF GRAMMATICAL KNOWLEDGE

§1 Grammar

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 ‘ئەر/،ىى’ 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 ‘ئەر/،ىى’ 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 ‘نەىى’ 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 ‘ئىى’ 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 ‘ئىىدىى’ 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., چۈىۈى شەھەر — a large city); a word which indicates the predicatee makes the word which occurs in the role of the predicatant dependent on itself in person

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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. نام كاد "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 "بوج" and "توپ" 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.

بۇز باپتەختەسەرس بەبەجەگەدا توۇفۆئەسەرس.

We are studying in our capital Beijing.

بۇز باپتەختەسەرس بەبەجەگەدا توۇفۆئەدۆچە.

We studied in our capital Beijing.

بۇز باپتەختەسەرس بەبەجەگەدا توۇفۆئەدە.

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 "ـلازـة/ـلاز" is intended not just for some specific word, but for every word belonging to the noun type (e.g. بەسەرلاز — children, دەسەرلاز — lessons, تەسەرلاز — mountains, گۆللاز — flowers, چەسەرلاز — cities, چەسەرلاز — 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. مبینک قەستەس مەبیشە — my pen, بەسەرلاز تەسەرلاز — new lesson, گۆللاز گۆللاز — the second room/house, نەزئەرلاز نەزئەرلاز — 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:

لؤل ساين كهاسداب ته، تلوين يه تؤدسم كمالهس تغرتون
(بؤ سؤزیئي نیشتن داب، تلوين بویي تؤوقم کمالدمی)

(After hearing this I could not sleep all night.)
from the surviving writings of Orkhun-Yenisey, written in the VIII Century, and:

توفرکی تالاکی پولنچی پوزانگی باشي بولسا يگک
(توفرکینک پئینی پولنچی، دوژبيلگی بیشی بولنچی باکشی)

(It is better to be the calf’s head than the ox’s foot.)
from the XI Century ‘Dictionary of Turkic Languages’ تورکی تالاش "دوبالی" ناچی 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

(لپکسلاي مه لگرامماتتلام قنی)
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 "تؤوقمچلام کردار" (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 "تؤوقمچلام", 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 ‘کردار’ 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 "پاتاق" (to the dormitory), "مسائی" (to the classroom), "باچی"
§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 ‘تەسەزەکە’ (ئەکە [to the park/yard]), ‘تەسەزەکە’ (ئەکە [to the market]), ‘تەسەزەکە’ (ئەکە [to the village]), ‘تەسەزەکە’ (ئەکە [in[to the book]), ‘تەسەزەکە’ (ئەکە [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.

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 ‘ئەگە دەنەتە’ (I know him), and ‘ئەگە دەنەتە’ (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 qualifiers and adverbial modifiers (ئەگە دەنەتە — red paper, دەنەتە ئەگە دەنەتە — 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, ‘ئەگە دەنەتە (ئەگە دەنەتە) — book [accusative form], ئەگە دەنەتە (ئەگە دەنەتە) — at school, ئەگە دەنەتە (ئەگە دەنەتە) — 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 (ئەگە دەنەتە — I had come), aspect forms (ئەگە دەنەتە — to finish writing), and the interrogative forms of some verbs (ئەگە دەنەتە — Did you come?, ئەگە دەنەتە — 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, the singular form of the word 'كتاب' (book) is 'كتاب' (كتاب) and the plural form is 'كتب' (كتاب) and '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 /jelovjek/ is used for the singular form of the word 'еда' (person) and the word /judis/ is used for the plural form (еди). [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 (ئېرتېم، ئېرەپەم؟ — Did I come?, مەنەم پەرەپەم؟ — Shall I go too?/Have I to go too?).

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**§4 Grammatical Category**

(گروماکانننگ خانگنگ وریج،

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. كتالار — [child]; كتایم [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. كتایم — my book, كتایم — your book, كتایم — 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. كتایم — book, كتایم — the book's, كتایم — to the book, كتایم 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-

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2 In this case it would be more appropriate to say: a unity of 'unlikes'.
categories at the same time. For example, in Uyghur, the 'م' of 'پلاي' expresses the meanings of ownership-dependent, 1st person, and singular; that is to say, at one and the same time it belongs to the three grammatical categories of ownership-dependence, person and number. The 'م' of 'کاملاپ' expresses the meaning of simple past tense and the 'م' shows the meanings of 1st person and singular. When the two of them are joined together, they also express the meaning of direct indicative mood; in other words, the form 'کامل/پ/م' belongs, at one and the same time, to the four grammatical categories of mood, tense, person and number.

2) One grammatical form may, in fact, be several homonymous grammatical forms and may, in different positions, express completely different grammatical meanings and belong to several different grammatical categories. For example, in Uyghur, a verbal form combined with the suffix 'کام/م' may belong either to the verb’s voice category or to the verbal noun category.

3) One grammatical meaning may be expressed by means of several grammatical forms. For example, in Uyghur, while the present imperfect tense form of the verb is usually expressed by first adding the suffix 'کام/م' and then the personal suffixes (e.g. توبنامن — I play, توبنامسەن — I come, توبنامسەن — you play), in poems and proverbs it is also expressed by adding the personal suffixes to the participial form of the verb which is formed by means of the suffix 'کام/م' (e.g. توبنامسەن — I play, توبنامسەن — you play, توبنامسەن — you see).

4) It is possible for a grammatical meaning to be expressed in one form in some words and in another form in other words. If we take the nominal cases of the Russian language, they consist, for the most part, of three forms. For example, the 3rd case form of the noun /книга/ (book) is /книга/; the 3rd case form of the noun /стол/ (table) is /стол/, and the 3rd case form of the noun /тетрадь/ (notebook) is /тетрадь/.

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. یولۇ — قاتانما قورولى — The train is a means of transport), in another place it indicates a particular object belonging to one type (e.g. گەمەن موشە — یولۇ — 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 (کاملاپ — I came, کاملاپ — you came, کاملاپ — he came),

but in Chinese it is expressed lexically, rather than as a grammatical category (wò lài le — I came, nǐ lái le — you came, tā lái le — he came).

3 Because the 3rd person personal pronoun 'ش' 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.
cane). 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], /ṣjet)/ — father [masculine gender], /petuy/ — cock [masculine gender], /kuritsa/ — hen (feminine gender)), it is nevertheless impossible for there to be a logical basis in nouns which indicate inanimate objects. Why does the noun /kniğa/ (book) go into the feminine category and the noun /slavárj/ (dictionary) into the masculine category? Why does the noun /karańda/ (pencil) go into the masculine category and the noun /rutka/ (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 /tibjanč/ (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’ 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. /tenhe gəzjet pol(ə)ezna/ — Reading newspapers is beneficial). Nouns qualified with numerals other than one, are required to be in the possessive case (e.g. /zdjes dva ʒurnal/ — 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) 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 'ئاشکخنا' (to the workers), it is possible for us break it down into four parts — 'ئاشکخنا' — and each of these segments represents a specific meaning. 'ئاشکخنا' indicates a specific matter, 'ئاشکخنا' indicates the meaning of someone who deals with a certain matter, 'ئاشکخنا' indicates a plural meaning, and 'ئاشکخنا' 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 'ئاشکخنا' (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, 'ئاشکخنا', 'ئاشکخنا', 'ئاشکخنا' and 'ئاشکخنا' 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 'ئاشکخنا' is added to the morpheme 'ئاشکخنا', a new word — 'ئاشکخنا' (worker) — is produced. If added to the word 'ئاشکخنا' (iron), the new word 'ئاشکخنا' (blacksmith) is produced. If the morpheme 'ئاشکخنا' is added to the word 'ئاشکخنا' (tree), a new word — 'ئاشکخنا' (forest) — is produced. If added to the word 'ئاشکخنا' (happy), the new word 'ئاشکخنا' (happy), the new word...
(happiness) is produced. Morphemes like 'ناچ/ناک' and 'چی' 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-inflation morphemes. For example, in Uyghur, if the morpheme 'ئازار' is added to the noun 'ئاشچی', it does not change the lexical meaning of the noun 'ئاشچی', but adds to it a plural meaning, and if the morpheme 'غا' is added to the noun 'ئاشچی', it does not change the lexical meaning of the noun 'ئاشچی', but adds to it a dative case meaning. Morphemes like 'ئازار' and 'غا' are word-inflation morphemes.

Some word-inflation 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-inflation morphemes represent several morphemes at the same time, and express several grammatical meanings. Some word-inflation morphemes represent different morphemes in different places, and some word-inflation morphemes are synonymous, while certain word-inflation 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-standing 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 'ئاھم' (person), 'ئاشچی' (worker), 'ئاھم' (work [vb]) and 'ئاھم' (read), each of them occurs as a single unit which is indivisible in meaning and sound, stands on its own, and expresses a specific concept. Although such words as 'ئاھم-ئاھم' (dealings, contact), 'ئاھم-ئاھم' (pen and paper/study tools/writing implements).

§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, 'ئورسونسک (Tursun's father), 'ئورسونسک (to enter the city/town), 'ئورسونسک (to write beautifully) and 'ئورسونسک (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.:

- دوسخانس - قامته (a bright, spacious classroom)
- کیچالغیز - دوجوک (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, تنامى — person, سياسه — policy/politics, خوشالی — happiness, بوران — storm, بئامفور — 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. تولت — write, قشله — work, سیت — sit, یئ — eat, تیر — split, یدلی — 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. دژن — red, یئملی — tall, دیپ — deep, چورگور — intelligent, بئینی — honourable, سپاس — energetic).
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: ئاجن (ئاژن + ئاژن)
- person: ماک (ماق + ماک)
- run: تۆگر (تۆگر + تۆگر)
- five: بەش (بەش + بەش)
- for: نۆچە (نۆچە + نۆچە)

2. Derivative words

Derivative words are made by adding word-formation affixes to root words. For example:
- worker: ئەسپە (ئەسپە + ئەسپە)
- strong: ئەردەم (ئەردەم + ئەردەم)
- revolutionary: ئەسپە (ئەسپە + ئەسپە)
- flower-bed: ئەسپە (ئەسپە + ئەسپە)
- work: ئەسپە (ئەسپە + ئەسپە)

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: بەچە (ئەز + بەچە)

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:
- Akhunum (respectful form of address for a religious leader or judge; affectionate term for a young boy): تاپ伍ئە (ئاپ伍ئە + تاپ伍ئە)
- in comparison (with) according (to); judging by continuously/without stopping: قاربەنا (ئاربەنا + تاپ伍ئە)
- always/persistently: (In Kashgar the term is always/persistently) دەگەنە (دەگەنە + تاپ伍ئە)
- in spite of that/having said that: دەگەنە (دەگەنە + تاپ伍ئە)
- about/concerning: هەفەقە (ەفەقە + تاپ伍ئە)
- anew/all over again: ەفەقە (ەفەقە + تاپ伍ئە)
- Setiwaldi (name [ml]): سەتەوەئەدە (سەتەوەئەدە + تاپ伍ئە)
- Khudabardi (name [ml]): خەدەبەرەدە (ەفەقە + تاپ伍ئە)
4. **Compound words**

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** => هُوْضَاشُ (تَضَفُّازَ) => stomach (تَضَفُّازَ)  
- **Spring** => نَمْبَاشُ (تَضَفُّازَ) => poster (تَضَفُّازَ)  
- **Ostrich** => تَذِغَاشُ (تَضَفُّازَ) => sash (تَضَفُّازَ)  
- **Pay attention** => ذَنَانِيْ (تَضَفُّازَ) => Maytag (place name) (تَضَفُّازَ)  
- **Obey/comply with** => رُبَّاَباَيْ (تَضَفُّازَ) => old man/elder (تَضَفُّازَ)

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** => أَنَاَشُ (تَضَفُّازَ) => يَنَاَشُ (تَضَفُّازَ)  
- **Today** => يُوْفُشْ (تَضَفُّازَ) => يَوْفُشْ (تَضَفُّازَ)  
- **Bracelet** => بِلْكُرَةَ (تَضَفُّازَ) => بلُكُرَةَ (تَضَفُّازَ)  
- **Eighty** => سَكَنِ (تَضَفُّازَ) => سَكَنِ (تَضَفُّازَ)  

5. **Paired words**

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)  
  - **Pen and paper** (= study equipment/writing materials)  
  - **Today or tomorrow** (= in the next few days)  
  - **Trials and difficulties** (= various hardships)  

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**  
- **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)**  
- **Comings and goings/dealings/contact (involving travel)**  

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

**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**  
- **Cooking and eating utensils**  
- **Bad health/ill health**  
- **Fragmentary/in bits and pieces**  
- **Clothing**  
- **Fruits and nuts**
d) **Paired words produced by pairing a rhyming component, beginning with the sound "ب/پ" or "ق/م", 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.:

<table>
<thead>
<tr>
<th>Various kinds of bread</th>
<th>تاغ، سوئک، خلم، نان، برده، کولکه</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tea-(like drinks) and snacks</td>
<td>چای - پایی</td>
</tr>
<tr>
<td>All kinds of books</td>
<td>کتاب - نشاب</td>
</tr>
<tr>
<td>All the rooms in the house/the whole house</td>
<td>نت - یا</td>
</tr>
<tr>
<td>Various domestic animals</td>
<td>هویلی - یولا</td>
</tr>
<tr>
<td>The grounds/yard</td>
<td>ماهشان - باشنا</td>
</tr>
<tr>
<td>Various vehicles</td>
<td>پارتا - مارتا</td>
</tr>
</tbody>
</table>

e) **Paired words produced by pairing two components, neither of which is used separately.** For example:

- Bumpy/up and down: توغوش - دو توغول
- Topsy-turvy/higgledy-piggledy: تونه - توکچی
- Low murmuring of private conversation: گازورد - توگوزر
- Intimate/as thick as thieves: تاپاق - چاباqua

- Abbreviations and Acronyms (ققسامت لفظی)
  - 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 | ئۇيغۇرستان يېرىنەيەت ئۆيراپلەي |
| Public Security | ئەمەستە ئەخپەرسەرلەکە |
| United Nations Organization | برینەسەرکەکە دەوەئەت ئەمەستەنەت |
| Regional Committee | ئابەت ئەمەستەنەت كۆمەنت |

§2 Word Classes (Parts of Speech) (سەز زۆرکومی)

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, post-positions, 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’ (ئۇرۇنقى سۆزلىرى), and 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’ (ئۇرۇنقى سۆزلىرى). 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’ (ئۇرۇنقى سۆزلىرى).

§3 Morphological Forms of Words
(سۆزلىرىدىن مۇرقۇلۇچە شەكچەلىرى)

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:
   - پاژاش - پاژ
   Negative/Positive forms. For example:
   - پاژام - پاژ
   Various mood forms which are seen in the predicate forms of the verb. For example:
   - پاژوش - پاژ

State/Tense forms. For example:
   - پاژامالى - پاژام
   Person forms. For example:
   - پاژام - پاژام

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

Uyghur verbs also combine, in the form of substantive words, with certain auxiliary verbs, to produce the complex stem forms of the verb. These complex stem forms of the verb express an abundance of grammatical meanings, including the meanings of all kinds of aspects and states. For example:
- پاژام - پاژام
- پاژپاژ - پاژپاژ

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, ablative aspect, negativeness, 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’ (تەرکیبەلەر), Uyghur nouns also produce noun-postposition constructions. These constructions are actually counted as the analytic case forms of the noun. For example:

centering 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’ (سەكسەنجەش), ‘(a) thousand’ (ملک), ‘(a) million’ (مئەم) and “(a) thousand million” (ملاربەد), 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** (تەسەلى دەرەچە). For example:
round about ten
about one thousand
approximately one thousand
five to ten/between five and ten
ten or so

**Ordinal Numerals** (تەرەتەب سان). For example:
first

**Fractions/Fractional Numerals** (کەسەر سان). For example:
a quarter (1/4)

**Distributive Numerals** (تەقەسم 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** (رەوەش سان). In:
in thousands
in ones and twos/in ones or twos

**Number of Persons** Numerals (کەشەلک سان). For example:
someone
(the) five of us/you/ them

**Pronominal Numerals** (تەلەش سان). For example:
(the) two of us/both of us
(the) five of you
(the) four of 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]** (ئەسەلى دەرەچە). For example:
common, simple
short

**Decreasing Degree** (کەجەیەتیە دەرەچە). For example:
rather common, a bit simple
somewhat short

**Emphatic Degree** (تەشۆرەما دەرەچە). For example:
really common, absolutely simple
really short

**Endearing Degree** (تەرەکەڵکەتە دەرەچە). For example:
delightfully simple
beautifully short

**Comparative Degree** (سەدلەشتۆرەما دەرەچە). 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. Whenever 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 'بېله' and 'قېن' 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:

<table>
<thead>
<tr>
<th>English</th>
<th>Uyghur</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be a garden</td>
<td>باغ بېله - पाग बिल्ले</td>
</tr>
<tr>
<td>to make small</td>
<td>كچيرچې بېله - कीहरांचे बिल्ले</td>
</tr>
<tr>
<td>to be beautiful</td>
<td>قؤرەليق قېن - कूरेल्लीक़ छांग</td>
</tr>
<tr>
<td>to be like this</td>
<td>مۇنداق قېن - मुंडाछे छांग</td>
</tr>
<tr>
<td>to be a person</td>
<td>تاھەم بېله - ताहें बिल्ले</td>
</tr>
<tr>
<td>to be fifteen</td>
<td>قۇون بېله - कूण बिल्ले</td>
</tr>
<tr>
<td>to make up to</td>
<td>ئۇگەننشى + چىن - उगुनेंशी + चिन</td>
</tr>
</tbody>
</table>

§4 The Usage of Multi-Variant Suffixes

The overwhelming majority of Uyghur word-formation and word-inflation suffixes have two or more forms. For example, while the plural nominal suffix occurs in one place in the form 'دەن' (كتاب) — 'لاز' — books), in another place it occurs as 'تەرەم' — 'لەر' — notebooks). The nominal locative case suffix occurs in one place in the form 'دە' (بازاردا — at the market), in another place in the form 'دەدەن' — 'تەرەم' — at home), in another place in the form 'کەن' — 'لەر' — in the book) and in yet another place in the form 'مەکەنەنە' — 'لەر' — at school). Such differing forms of a suffix are called 'variants' (پەروژیکەنەنە). When showing multi-variant suffixes we place the symbol '///' between them. For example, we show the nominal plural suffix in the form 'دە///تەرەم' and the locative case suffix in the form 'دە///تەرەم'.

The law of phonetic harmonization (پەروژیکەنەنەنە) 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 'دە///تەرەم', 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:

<table>
<thead>
<tr>
<th>English</th>
<th>Uyghur</th>
</tr>
</thead>
<tbody>
<tr>
<td>from/out of paper</td>
<td>قەغەز + دە///تەرەم</td>
</tr>
<tr>
<td>from outside</td>
<td>تەرەم + دە///تەرەم</td>
</tr>
<tr>
<td>from our house</td>
<td>قۇرەت + دە///تەرەم</td>
</tr>
<tr>
<td>from the horse</td>
<td>تەرەم + دە///تەرەم</td>
</tr>
<tr>
<td>(some) of the food</td>
<td>تەرەم + دە///تەرەم</td>
</tr>
<tr>
<td>from study</td>
<td>تەرەم + دە///تەرەم</td>
</tr>
</tbody>
</table>

2. Variants like 'دە///تەرەم', 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:

<table>
<thead>
<tr>
<th>English</th>
<th>Uyghur</th>
</tr>
</thead>
<tbody>
<tr>
<td>if he writes</td>
<td>چار + دە///تەرەم</td>
</tr>
<tr>
<td>if he comes</td>
<td>قەله + دە///تەرەم</td>
</tr>
<tr>
<td>if he sits</td>
<td>تەرەم + دە///تەرەم</td>
</tr>
<tr>
<td>if he seeks for</td>
<td>تەرەم + دە///تەرەم</td>
</tr>
</tbody>
</table>

3. Of variants like 'دە///تەرەم', 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:

---

5 All vowels are voiced or resonant.

The voiced consonants are: ب، س، ج، ذ، ش، ز، ز، ئ، ئ، م، ن، چ، چ، غ، خ، ئ، ئ.

The unvoiced consonants are: ب، پ، چ، ج، ش، خ، ئ، ئ، م، ن، چ، چ، غ، خ، ئ، ئ.

6 چ، چ، چ， چ are front vowels, ئ، ئ، ئ are back vowels، ئ، ئ are mid vowels and may be front or back depending on other vowels or consonants in the word.
his pen
their square
his stature
the good one/the best thing
4. Of variants like 'قلم + ی -> قلمی', 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 'قلم + ی -> قلمی', 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. e.g.:

which has been) written/he wrote
which has been) read/he read
which has been) taught/he taught
which has been) hung up/
he hung (something) up
who has) come/he came
who has) run/he ran
which has been) made/he made
which has been) finished/he finished
6. Variants like 'قلم + ی -> قلمی', 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 Bīgūr
7. Of variants like 'قلم + ی -> قلمی', 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 'قلم + ی -> قلمی', 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:
Chapter 3
Nouns
(تُسمَّانُكَ مَهْنَسُ)

§1 A Definition of Nouns
(تَسْمِئَنُكَ مَهْنَسُ)

Nouns are the word class which indicate the names of objects. The word 'object' (شَهْيَنِ) is a grammatical term, here used in a wide sense to include everything that constitutes an answer to the questions 'who?' (کُمَّ؟) or 'where?' (قُمُرَ؟). For example:

**Who?** (کُمَّ؟)
- teacher
- soldier
- Ákhmát (تَمْثِیل)
- Ayshám (تَمْثِیل)

**What?** (قُمُرَ؟)
- horse/name
- camel
- stone
- tree
- table
- courtyard
- rain
- flood
- steam
- policy
- game
- attack
- heroism

**Where?** (قُمُرَ؟)
- Asia
- Far East
- Beijing
- Urumqi
- خَوْشَالِقَ
§2 Common Nouns and Proper Nouns
(ةذمختميز نمسوئد: خاس تمس)

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 "تادم" (person) is common to all people and the noun "تادم" (city) is common to all cities. Each of the nouns "تاغ" (theory), "سياسات" (policy/politics) and "ديموکراتيزم" (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 "تاغ تاناشان" (Tianshan) is the name of a mountain and by means of that name the mountain is differentiated from other mountains; the noun "تاغ خومت" is a person’s name and by means of that name the person is differentiated from other people; the noun "ئونومجي" 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) "پاجس" (Bahr) and "پاجس" (Polar) have been adopted and specialized from the common nouns "پاجس" (spring) and "پاجس" (steel), and the personal names (proper names) "تادم" (Adil) and "تادم" (Akin) have been adopted from the adjectives "تادم" (just) and "تادم" (free). The magazine or brigade title "تالما" "تالما" (Alga/Forward) has been adopted and specialized from the adverb "تالما" (forward). These proper nouns are homonyms of those common nouns, adjectives and adverbs.

§3 The Number Category of Nouns
(ئسپاسمايىكىن ىكەپک Cortesi)

1. 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 "تەر" to the noun. For example, "ئاتا تەر" has not been added are considered to be the singular form of the noun, while nouns to which the suffix "ئاتا تەر" has been added are considered to be the plural form of the noun. 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>بەلار</td>
</tr>
<tr>
<td>city</td>
<td>قەھەز</td>
</tr>
</tbody>
</table>

2. The singular form of the noun is used as follows:
1) It indicates one type of object. For example:
If you buy a horse, see how it rides, if you buy a dish see how it sounds. (proverb)
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. For example:
Our classroom is extremely well-lit.
This horse is very good.
His eyes are very keen.

Singular nouns of this type are preceded by a personal pronoun or a demonstrative adjective.
I also attended yesterday’s conference.

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

- fifty horses
- thirty students
- a flock of sheep
- a household of people

4) Some abstract nouns are only ever used in singular form, e.g.:
- quietness/peace
- communism

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:

- Years do not clutch your chest and laugh (so) heartily.

Ahead of you I see death more than blushing. (L. Mutalip) These apartment blocks were built last year.

The students in our class have arrived.

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:

- I have nothing to do with such matters,” said he.
- the young man sat looking with intense longing at the majestic, tall peaks of Ko’inlun; at the snows sparkling on top of them like a diamond.

Since Sabir returned from Dajey, our thoughts have been on that mountain, and those snow waters. (Käyyum Turdi)

3) The plural form of nouns which indicate only one person indicate that a group of people connected with that person is being considered. For example:

- our school is close, but that of my younger brother and his friends is a bit further away.

When Sabir and his companions reached the brigade, they found themselves in the middle of a crowd of members who were bursting from all directions like a flood. (Käyyum Turdi)

4) In certain contexts, sentences in which the plural form of certain nouns is present serve to show one outstanding item among several related ones. For example:

- the young man sat looking with intense longing at the majestic, tall peaks of Ko’inlun; at the snows sparkling on top of them like a diamond.
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 Akhmat 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 ‘پیش’ (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 پیش 30
- (the decade of) the fifties پیش 50
- (the decade of) the eighties پیش 80

(b) When added to numerals such as one پیش، ten پیش، a hundred پیش، a thousand پیش، ten thousand پیش، a hundred thousand پیش، a million پیش، the plural suffix forms nouns which express the names of the numerical places of the digits. E.g.: (the) ones پیش، (the) hundreds پیش، (the) thousands پیش، (the) ten thousands پیش، (the) hundred thousands پیش، (the) millions پیش

§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:

- Ordinary type
- Refined (Polite) type
- Respectful type

---

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

2. 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>1st person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>singular type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plural type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ordinary type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>singular type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>refined type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>singular &amp; plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>respectful type</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

**Singular ownership-dependent form**

- my pen
- our pen
- your (sg. ordinary) pen
- your (pl. ordinary) pen
- his (sg. refined) pen
- his (pl. refined) pen

**Plural ownership-dependent form**

- my pens
- our pens
- your (sg. ord.) pens
- your (pl. ord.) pens
- his (sg. refin.) pens
- his (pl. refin.) pens

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

---

When a personal suffix is added to the word ‘ شيء’ 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. 

---

10 When a personal suffix is added to the word ‘ شيء’ 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\(^{11}\) 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:

- China is a country whose area is great, whose resources are abundant, and whose population is large.
- I am a person of little ability and no experience.

4) In some grammar books the ownership-dependent category of the noun is called ‘the noun’s person category’ (كاسمینکئي تەخنسی) and in other grammar books it is called ‘the possessive case of the noun’ (كاسمینکئي كاتکورپيسي). 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’ (كەڵگەئي) 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 category of the noun’, since in such a case, the distinguishing name ‘possessive’ (كەڵگەئي) will be the same as the distinguishing name of the ‘possessive case’ (كەڵگەئي كەشئ), but, while a noun in the possessive case indicates the possessor, a noun in the ownership-dependent form indicates the possessed object (كەڵگەئي تەخنسی). 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:

\(^{11}\) i.e. the ownership-dependent suffix ‘ئى’. 
### CASE NAME  
کیلسش نامی

<table>
<thead>
<tr>
<th>CASE SUFFIXES</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| (nii')  
(ئل)       | square, book, house, lesson |
| ـئنک | مهیاننک، کتابنک،  
توئنک، درسکن |
| ـئگ/ـکه | میبننکا، کتابنکا،  
توئنکه، درسکه |
| ـئئئ | میبنئئ، کتابئئ،  
توئئئ، درسئئ |
| ـئد/ـئه | میبنئد/ئه، کتابئد/ئه،  
توئئد/ئه، درسئد/ئه |
| ـئدن/ـئنک | میبنئدن/ئنک، کتابئدن/ئنک،  
توئئدن/ئنک، درسئدن/ئنک |
| ـئدک/ـئکئ | میبنئدک/ئکئ، کتابئدک/ئکئ،  
توئئدک/ئکئ، درسئدک/ئکئ |
| ـئغچ/ـئچ | میبنئغچ/ئچ، کتابئغچ/ئچ،  
توئئغچ/ئچ، درسئغچ/ئچ |
| ـئدک/ـئئک | میبنئدک/ئئک، کتابئدک/ئئک،  
توئئدک/ئئک، درسئدک/ئئک |
| ـئچک/ـئئکئ | میبنئچک/ئئکئ، کتابئچک/ئئکئ،  
توئئچک/ئئکئ، درسئچک/ئئکئ |

### Case Forms of the Noun

1. **Nominative case**
2. **Possessive/Genitive case**
3. **Dative case**
4. **Accusative case**
5. **Locative case**
6. **Ablative case**
7. **Locative-qualitative case**
8. **Limitative case**
9. **Similitude case**
10. **Equivalence case**

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  
     - کتاب  
     - کتابارم  
     - کتابارم کتاب  
     - کتابارم کتاب کتاب  
     - کتابارم کتاب کتاب کتاب  
   - to the book: کتاب  
     - کتاب  
     - کتاب  
     - کتاب  
     - کتاب  
     - کتاب  
     - کتاب  

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

   **The Nominative Case** (پاش کیلسش)
   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:

- **Akhmät**, are you going to the movie?
- Friends, 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.
- Akhmät is a worker.
- This is a book.

**The Possessive [Genitive] Case**

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
- the grapes of Turpan
- Akhmät'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 pronominallyized, it also represents the word which it qualifies and is used in place of that noun. The methods by which a possessive noun is pronominallyzed are as follows:

- **When it takes the place of a qualified word in the nominative case**, it may either be pronominallyzed directly, or by combining it with the suffix 'كى'. For example:
  - مەندي تۆتۆنشەگەنتلى قدەبەسە، قەشە، قەشە. (Cäshmên-ti Köşen, Köşen, Köşen)
  - My dictionary is not good, (but) Kasim's is (good). (Kasim's = Käśim’s dictionary)

- **When it takes the place of a qualified word in a case other than the nominative case**, it is pronominallyzed by being combined with the suffix 'كى'. For example:
  - تۆتۆنشەگەنتلى سەتەم، تۆتۆنشەگەنتلى تۆتۆنشەگەنتلى بو. (Torosun-ti Köşen, Torosun-ti Torosun-ti)
  - Take Akhmät's bag, (Torosun-ti = Tursun's bag[s])
  - Tursun's has no lock. (Tursun's = Tursun's [acc] = Tursun's article)

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

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

They are not in this room, they are in Tursun's. (to Tursun's = in Tursun's room)

This dictionary is better than Tursun's. (than Tursun's = than Tursun's dictionary)

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12 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 extensive Xinjiang Autonomous Region

**The Dative Case** (پولشش کیشی)

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 [lit. to] this chair.

I put the book on [lit. 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.
a devotee of art
the same as this dictionary
close to school

When gerundal and participial forms of the verb are inflected with the dative case, it is possible for them to express a number of other meanings. (This will be discussed in Chapter 10, *Substantive Word Forms of the Verb*).

**The Accusative Case**

Nouns in the accusative case form are subordinate to transitive verbs or transitive verbal phrases and act as [grammatical] objects; they indicate the object which is the receiver of the action. E.g.:

- We have finished drawing up the plan.
- We built these houses.
- You tell us the way.
- My younger sister knitted me these socks.

*Please clean the classroom.*

13. *I have read this book twice.*

- I will ride this horse.
- We respect our teacher.

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. We call such nouns, *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:

13. The auxiliary verb 'فم' implies that the cleaning is to be done for the sake of another action.
These students have come from Xinjiang. 
I got this book from the library.

He apparently heard of this matter from Akhmat.

The train passed through the second tunnel.

It is not permitted to stick your head out of the vehicle window.

2) Nouns in the ablative case indicate things which, mentally, are distanced from the subject of the action. For example:

شونادق قلب، چوک بر گمدنامه فوتوداشم.

Thus, I was relieved of a great worry.

He gave up the idea.

3) Nouns in the ablative case indicate the source of an action. For example:

این جمله از این راه‌های بزرگ

He was extremely satisfied with the organization.

4) Nouns in the ablative case indicate the starting point of a limit connected with an action. For example:

خواسته‌مندی به‌زودی 12 - به‌کمک‌های شوقالات.

Our agricultural brigade’s lands start from this field."

5) Nouns in the ablative case indicate the material or components of the subject or recipient of the action. For example:

This chair is woven from bamboo.

A man wearing a black corduroy suit came in.

Since the verb in this sentence does not indicate a literal action, the explanation is not entirely appropriate to the example.

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, Akhmat 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:

تاریخ جغرافیا در تاریخ.

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:

خوشحالی نابود کرده‌م به لبخندی.

He was at a loss what to do for joy.

I was unable to lift my head for embarrassment.

He grinded his teeth in anger. (lit. His teeth grinded 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 Akhmat came.
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:

\[ 1981 - 1971 = 1981 \text{ grain production} \]

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

\[ \text{بوز چوبی} \]

This blackboard is as big again as the one in our classroom. (the one in our classroom = the blackboard in our classroom)

\[ \text{بوز چوبی} \]

He shared what was in his heart. (what was in his heart = the matter that was in his heart)

The Limitative Case (چک کیلش)

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:

\[ \text{بوز چوبی} \]

There is no equivalent ablative construction in English.
The Similitude Case

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:

πρόσφατον θεραπευμένον Περσίους ανασκόπησε έναν φίλον του.

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

I’m also going to buy a pen like yours (lit. like your pen).

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

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:

<table>
<thead>
<tr>
<th>بزرگ‌ترین تازه‌کاران بودم.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our cleaning area is from here to (as far as) the second building.</td>
</tr>
<tr>
<td>The course term is from June till September (i.e. the beginning of September).</td>
</tr>
</tbody>
</table>

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.

I am not able to speak Chinese as well as Akhmad.

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

I don’t have as many books as you.

4. The gerundial 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.

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 хүү жеке / хүү жеке, the limitingative case with the suffixes кээн жеке / кээн жеке, the similitude case with the suffixes хүү жеке / хүү жеке, and the equivalence case with the suffixes хүү жеке / хүү жеке, 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 Āmīr Nājīj considered the ٌل=ٌل / ٌل=ٌل suffix to be the similitude case, he did not introduce it into the case system, but made it a type on its own. (Āmīr Nājīj, Modern Uyghur, 1960, Moscow Russian Press.)
The Similitude Case (توختامان كيش) Nouns in the form of the similitude case act as qualifiers or adverbial modifiers in the sentence. When they act as qualifiers they represent to which the qualified word is likened; when they act as adverbial modifiers they represent that an action or quality is likened. For example:

*يولاند تُرَاَّدَهَ بُولندانَ، نافذك قينجنتشي يُقَل وَيْجَل ٖ بُولدَ. |
When the will is like steel it is possible to overcome mountain-like difficulties. [Cf. Where there’s a will, there’s a way.]

I’m also going to buy a pen like yours (lit. like your pen).

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 made her more beautiful.

The Equivalence Case (نه كيش) Nouns in the form of the equivalence case act as qualifiers or adverbial modifiers in the sentence. When they act as qualifiers they represent to which the qualified word is likened and when they act as adverbial modifiers they represent that 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.

I am not able to speak Chinese as well as Akhmad.

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

I don’t have as many books as you.

4. The gerundial 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.

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 *-دن/ي-تيکي ‘den/y-tiky’, the limitedative case with the suffixes *-جَيْش/ي-تيکي ‘jeysh/y-tiky’, the similitude case with the suffixes *-مْغْيْز/ي-تيکي ‘magyz/y-tiky’, and the equivalence case with the suffixes *-كْيْيْد/ي-تيکي ‘kiyd/y-tiky’, that we have introduced into the case category are not considered to be cases.\footnote{[Author’s footnote] Although Amīr Nājīp considered the ‘دمْغْيْز/ي-تيکي ‘dagyz/y-tiky’ suffix to be the similitude case, he did not introduce it into the case system, but made it a type on its own. (Amīr Nājīp, Modern Uyghur, 1960, Moscow Russian Press.)}

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
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 'ـچی' is attached to the word 'مکش' (work), the new word 'مکشچی' (worker) is produced. If the suffix 'سمان' is added to the noun 'شکل' (straw), the new noun 'سامانشکل' (thatched cottage/shed) is produced; if it is added to the adjective 'ترششکن' (diligent/industrious) the new noun 'ترششکنسامانشکل' (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 'قلم' (paper) so that it becomes 'قلمدکی' (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 'قلم'. Of course, it is also impossible to say that 'قلمدکه', 'قلمدکک' and 'قلمدککلک' are different words in relation to 'قلم'. Secondly, word-formation suffixes 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 'ـچی', 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 'قان' (heart), 'قان' (lung), 'قان' (mouth), 'قان' (nose) and 'قان' (eyelash), to produce such words as 'قانچی', 'قانچی', 'قانچی' and 'قانچی'; neither is it possible to add the suffix 'ـچی' to people's names to make such new words as 'قانچی', 'قانچی', 'قانچی' and 'قانچی'. 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 'قلم بلَّن' (with a pen), 'قلم بلَّن' (for the people), 'دَرَس تُؤْرُؤُلْطُق' (about the lesson), 'تكُنْط طَ:params' (through Akhmät) and 'سنَبَتْ بوُرْقُه' (throughout the class), are produced by the combination of nouns with function words which we will call 'برْتْكُنْلأْإ' (postpositions), 19 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. 20 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:

ثلَئْنَ لُؤْجُنْ تُؤْرُؤُلْطُق (توُرُوُسْدَا، هِمْقُدَدَاء)

19 (Author's footnote) The term 'برْتْكُنْلأْإ' [postposition] was adopted from 'برْتْكُنْلأْإ' [postposition] 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 'تُؤْرُؤُلْطُق' (postpositional auxiliaries). [The verb 'برْتْكُنْلأْإ from which this noun has been formed, means 'to be connected, coupled, or linked'.]

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

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

"ماتُوْرُوْسْدُنْسنَ لُؤْجُنْ بلَّنْ برْتْكُنْلأْإ بلَّنْ بُرْتْكُنْلأْإ برْتْكُنْلأْإ." I went to Urumqi by train and (then) to Hotan by plane.

The Effendi entertained him with meat dumplings.

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

"ماتُوْرُوْسْدُنْسنَ لُؤْجُنْ بُرْتْكُنْلأْإ بُرْتْكُنْلأْإ بُرْتْكُنْلأْإ بُرْتْكُنْلأْإ." I chatted with Tursun for two hours.

I am not acquainted with that comrade.

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

"ماتُوْرُوْسْدُنْسنَ لُؤْجُنْ بُرْتْكُنْلأْإ بُرْتْكُنْلأْإ بُرْتْكُنْلأْإ بُرْتْكُنْلأْإ." He carried out his own job with devotion/faithfully.

They welcomed us with joy.

He came in angrily. (He stormed in.)
(4) The adverb 'بالله' (together) and specific verbs and adjectives require a 'بلله' construction to act as an adverbial modifier. For example:

I am going to go (together) with Akhmiit.

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

He is engaged in scientific research.

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

I went there with Turun.

2) The 'لوقجم' Construction
In this construction the postposition 'لوقجم' is coupled with a zero (∅) 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 'نورسند' Construction
In this construction the postposition 'نورسند' is coupled with a zero (∅) 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 'لوقجم' Construction
In this construction the postposition 'لوقجم' is coupled with a zero (∅) case noun. This construction functions as an adverbial modifier in the sentence and indicates the instrument or route of an action. For example:

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 'ياشچه' Construction
In this construction the postposition 'ياشچه' is coupled with a zero (∅) 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 'أنت' Construction
In this construction the postposition 'أنت' is coupled with a zero (∅) case noun. This construction acts as an adverbial modifier in the sentence and indicates position, or the concept of 'نچمده' (in, among). (It is basically only used in poetry.) For example:
7) The 'باقطاقینق' Construction

In this construction the postposition 'باقطاقینق' is coupled with a zero (Ø) case noun. This construction functions as a qualifier in the sentence and points to an example or representative of what is qualified. For example:

باقطاقینق بیزینگ زینینه تاکیپیدان تورسون باقطاقینق بیش تورزوبیچی قاتاتلیق.

Five teachers from our department section, including Tursun, attended the meeting.

باقطاقینق بپدوکاندا دیجیتال. قلم. سیاست باقطاقینق مودنم. بیپیپری سیستم دو.

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

ببیجسک. بیپکسک باقطاقینق جوک. شابماره. ده. نمربه. نمربه. نمربه. نمربه. نمربه.

We are going to big cities like Beijing and Shanghai.

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

بپدوکاندا دیجیتال. قلم. سیاست باقطاقینق سیستم دو.

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

8) The 'باقشاقینق' Construction

In this construction the word 'باقشاقینق', in the role of a postposition, is coupled with a zero (Ø) case noun. In the sentence, this construction acts as a qualifier to a noun or noun phrase indicating a number of persons and indicates the leader of those persons. For example:

باقشاقینق بینسگنگا زینینه تاکیپیدان تورسون بیش تورزوبیچی قاتاتلیق قاتاتلیق.

Five teachers, headed up by Tursun, attended the meeting from our department.

9) The 'تاسماقینق' Construction

In this construction the word 'تاسماقینق', in the role of a postposition, is coupled with a zero (Ø) case noun. In the sentence, this construction acts as an adverbial modifier and indicates the logical subject of actions expressed by verbs in the passive voice. For example:

تاسماقینق جینیی نیشلری فیلم توریپنام پاچ قاتلیق.

His criminal acts were reported by the people.

10) The 'کپکیی' Construction

In this construction the postposition 'کپکیی' is coupled with a zero (Ø) case noun. This construction acts as a qualifier or adverbial modifier in the sentence and signifies that to which the qualified object, action, or adjective, is being compared. (It is basically only found in poetry) For example:

کپکیی گر قاراب قودی فیش گوشگ.

Whoever takes one glance at that eye, Will suffer an arrow-like lash to his eye. (T. Ötkür)

ما لاله یور تارکرک یور تازیک.

Man believe the false, false, false. (T. Ötkür)

یوگنیسکی تار کپکی چوک بیلیک. مچی. کپکیی.

Look! The precious time when we roamed and grew up together, The time of playful, unbridled colt-like childhood. (T. Ötkür)

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21 In this construction the number of persons must be included after the postposition 'تاسماقینق'.

11) The 'تَلَاثِت/دَائِرَة' Construction
In this construction the postposition 'تَلَاثِت/دَائِرَة' 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:

يُؤْكَنَشَ بِهِ مَا لَوْنُشْكُه أَتْلَثَتَ (ناَرِ) مَسْلَهَةً، مَؤَاكَرَةً قَلِيدَهُ.
Matters related to private study were discussed in today's meeting.

هَمْسَأَتَ دِسَتَهُ دَائِرَةً (تَلَاثِت) بِبَكْرَةَ، مَدْرَسَةً، مَبَذِرَةً.
I have sorted out the opinions related to product quality.

I can see

روَسُجُتِ دِسَتَهُ تَلَاثِتَ (ناَرِ) كَتَبَاءَ، مَنَأَرَةً، كُرْمَلَةَ.
(t he) Russian books (i.e. books in Russian) related to profession.

12) The 'قَدْرِم' Construction
In this construction the postposition 'قَدْرِم' 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:

51 - يَمَضِي 66* بَلَغَهُ قَدْرِمُ مَمَّنْهُ مَثْلَ فَتْحَهُ.
From 1951 to 1956 I studied at middle school.

قَدْرِمَ في خِتَامِهِ قَدْرِمَ مَطْرَانَ.
He is travelling from Kashgar to Hotan.

هَيْنَ مَهْيَةُ تَنِينْ يُسْهِجُهُ قَدْرِمُ حَمَمَهُ، يُؤْكَنَشَ جَلِالِي، يَأْخُشُ، يُؤْكَنَشَ بَرَدَهُ.
I like all the teachers, from Muhábbat to Párida.

13) The 'قَارِنْتِا' Construction
In this construction the postposition 'قَارِنْتِا' 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:

تَوَلَّقَنَ جَلِالِي دَوْسَةَ كَرَدْهَا بِقَارِنْتِا جَلِالِي، يُأْخُشُ، يُؤْكَنَشَ بَرَدَهُ.
The students gave several good ideas regarding the lesson.

I had many thoughts regarding my friend.

14) The 'قَارِنْتِا' Construction
In this construction the word 'قَارِنْتِا', 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:

تُسْنِا لَهُ تَوَلَّقَنَ جَلِالِي، تُوَلَّقَنَ جَلِالِي.
In comparison with Akhmat, Tursun is even more suitable.

15) The 'نَسْبِيَةِتَنِين' Construction
In this construction the word 'نَسْبِيَةِتَنِين', 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) 'قَارِنْتِا' construction and sometimes synonymously with the (b) 'قَارِنْتِا' construction. For example:

(ا) شَكْرُكَ آدَا، خَنْكَ بِلَيْلَةِ، تُسْبِيَتَنِينَ قَارِنْتِا (قَارِنْتِا) بَيْلَةِ، قَارِنْتِا مَهْيَتَنَ، تُسْبِيَتَنِينَ قَارِنْتِا.
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.

(ب) تُسْبِيَتَنِينَ قَارِنْتِا (قَارِنْتِا) تُوَلَّقَنَ جَلِالِي، تُوَلَّقَنَ جَلِالِي.
Tursun is even more suitable than Akhmat, in comparison with Akhmat, Tursun is even more suitable.
16) **The 'پارسالا' Construction**

In this construction the word 'پارسالا', 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; قلش*, apportioning to everyone **according to his labour**. (i.e. From each according to his ability, to each according to his labour. Fortunately (lit. بپخته‌که پارسالا بالاجمل ساله‌که تلکی یا‌خستی، according to my good fortune), my child’s health is good.

17) **The 'بنامن/تناسمن' Construction**

In this construction the postposition 'تناسمن', 'بنامن', or the word 'تناسمن', 'بنامن', 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 is only to 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 'تارنامه' Construction**

In this construction the word 'تارنامه' 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 'بیشترالا' Construction**

In this construction the word 'بیشترالا' 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 this irrigation channel, everything on this side belongs to our county.*

20) **The 'بیشترالون' Construction**

In this construction the postposition 'بیشترالون' 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.*
3. Just as verbal noun (gerundal) forms of the verb may be inflected with case endings, they may also be coupled with postpositions to produce verbal noun-postposition constructions. Constructions of this type express several unique grammatical meanings. This will be discussed in Chapter 10 'Substantive Forms of the Verb', §3, pp. 265ff.

§7 Adverbialization of the Noun

1. Some nouns (mostly those indicating a certain place or time) become adverbs by being repeated and taking the affix 'ؤی' in between. These adverbs signify, 'not excepting even one of the many objects of the type expressed by that noun'. For example:
   - کومچوکوچا کومچوکوچا... (from street to street/street by street)
   - گیلیم‌نستی گیلیم‌نستی... (from house to house/house by house)
   - چنگبیز، چنگبیز،... (from door to door/from room to room/room by room)
   - پژم‌نستی، پژم‌نستی... (from village to village/village by village)
   - درگالگان، درگالگان... (from town to town/town by town)
   - گیلیم‌نستی گیلیم‌نستی... (from garden to garden)
   - چنگبیز، چنگبیز،... (word for word/word by word)
   - سوژم‌نستی سوژم‌نستی... (year by year/month by month
   - چنگبیز، چنگبیز،... (week by week/week by week
   - چنگبیز، چنگبیز،... (page by page/page by page)

Some such adverbs may express slightly different meanings. e.g.:
   - چنگبیز، چنگبیز،... (hand in hand/together/in unison/simultaneously)
   - چنگبیز، چنگبیز،... (face to face/to somebody'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:
   - چنگبیز، چنگبیز... (always)

§8 Locational Nouns

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 'اراده-مچی تسمم' or 'اراده-مچی تسمم' auxiliary nouns). For example:
   - لئس (چورخنلک تؤستی) (top/upper side (the table top/the top of the table)
   - ناست (کارئاتنک تاستی) (bottom/underneath ([the space] underneath the bed)
   - نئج (سندئئسک تئئجی) (inside (the inside of the box)
   - تئئش (چورخنلک تئئشی) (exterior/outside (the outside of the house)
   - تئئش (چورخنلک تئئشی) (front (the front of the apartment block)
   - کهئین (تامئئنک کهئینی) (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:
   - چنگبیز، چنگبیز... (my inside is really hot).
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] يولداش
- classmate سنپیداش
- schoolmate ساوئاقاش
- like-minded person مسلهکاش
- sibling; fellow countryman قریداش
- close friend, bosom pal سرداش
- homophonous (word), (homophone) تازاگداش (سوژ)
- synonymous (word), (synonym) مننداش (سوژ)

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 قالاساپاشق
- weaving, spinning توقوشماشق
- cooking تامورچاشق
- cobbling, shoemaking or repairing موزدوزاشق
- dressmaking, tailoring سەپیژاشق

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.:
- arboretum, wood(s) دەرمەشک
- reed bed, reed marsh قەماشقاپاق
- ping forest قارامیشقاپاق
- melon field or patch قەمشقاپاق

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 تانلاق
- (mostly used as an adjective — maternal/pistillate) مەلعلاق
- childhood/childishness دەتللاق
- childishness; naivety; youth, youthfulness دەتللاق
- youth, young manhood چەکتلاق

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 چۆساق
- betrothal gift توقولاق
- hand towel used when eating greasy food مایلاق (ژوکوژک)
- dress material کێملاق
- coat material چاناتلاق
- foodstuff or clothes for a religious festival; هەپتلاق
- money given to children at such a festival یامگوژلاق

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/born in Kashgar چەسوپارلەک
- a Turpanite/born in Turpan توقارلاق
- someone from Bügür (Luntai) پۆگوژەک
- a Chinese چەوکوژەک
- mountain dweller تانلاق a European چایەوەپالەک
- an African تافرەتەک

Note: "تازاگداش" and "مننداش" are, in fact, only used adjectively.
This suffix has been produced by joining the suffix چي ‘چي’ and the suffix یئک ‘یئک’. 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)
- friendliness, friendship
- partnership
- relationship between man and wife/
- marital relations

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 تۇرکچە Turkish 
Kazakh قازاچە Chinese
Russian روسچە

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 كتەبچە
- small notebook دەپەرەچە
- branch office, small department پۆلەنەچە
- park, small garden or orchard پەچە

This is an element which has been adapted from the Persian word خانه ‘خانه’ In Uyghur, as in Persian, it is used both as a word پسرەم (He has his own room) [پۆستەنەکە خانەسی : جئەن لە یئکە]
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 كەپەرخەنا
- coal bunker, coalyard کۆوەرخەنا
- guest house or room مەھەنەخانە
- tea house چاپەخانە
- embassy چەپەخانە
- a shop where laghman is sold (correctly لە چەپەخانە)

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 تەشادەنەس
- literary scholar خۆزەبەتەشەنەس
- a specialist in Uyghur culture, Uyghurologist تۆپەرەشەنەس
- pedologist, soil scientist تۆپەرەشەنەس

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 قەرەبەزار
- juniper plantation تاتەژەزار
- pine forest پەنەفەزار
- vineyard وۇزەزار
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
Germany
Russia
Indonesia

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
Arabia
Kazakhstan
graveyard

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
pigeon fancier, pigeon raiser
fan, -lover
bureaucrat, person concerned with producing paperwork
lover of card playing
one who bases his life on what he reads rather than on reality
carter, one who keeps carts, horses, etc. for hire
profitar, usurer
saler, bearer (or maker)
sufferer
labourer, toiler; sufferer

-oman (па́н) —
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 ساراپورون doorman
gardener باگورون

-دوروضع —
This suffix has been assimilated from Persian and, when attached to specific nouns, it forms nouns which indicate someone who sells the object expressed by that noun. For example:
drug seller، chemist داروروش tea dealer
book seller کتابوروش

-خان —
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 دواخان reader of prayers

-گاه —
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
battleground

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 همسه‌بین fellow sufferer همسیر
fellow diner, dining partner همسفر

-دوروضع / دوروزک / دوروزک —
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
bridegroom
knee-length, girth (for holding saddle in place)
horse or ox yoke; fetters, shackles (literal & figurative)
پویشدنوروق

-دارچلوق —
This suffix has been produced by the combination of the three suffixes -دار، -چلوق، -ر. and forms specific nouns which indicate [the state of] a person in a certain relationship. For example:
neighbourliness قوشنارچلوق
guesthood, being a guest میهماندارچلوق
friendship, friendly relations تاغنیگورچلوق
caretaking, supervision, parental support or care کنادرچلوق

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

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 ـئیزم مارکس
Leninism لیئین
materialism مایئیالزم نئیالزم
realism ـئین

◊ ـئیزم

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 ـئیاقد ـئیاقد
pond, pool ـئیاقد ـئیاقد
small bag or wallet ـئیاقد ـئیاقد
fish bait ـئیاقد ـئیاقد

Affixes which Derive Nouns from Adjectives and Numerals

(سؤیهت ود ساندن نسم ياسفوجلا)

◊ ـئیزم

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 ـئیقغسلق
loftiness, nobility, sublimity ـئیکسکئک
bravery, heroism ـئیئئوؤلوق
sensitivity ـئیئکورلوق

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

a first, first place ـئیئین
second place, runner-up position ـئیئکئین

second place, runner-up position

fourth place

sixth place

◊ ـئیئین

This suffix has been produced by the combination of the suffixes ـئین and ـئیلوق 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 ـئیئوچلوق
dampness, humidity, moisture ـئیئوچلوق
confusion, disorder, disturbance ـئیئوچلوق
busyness ـئیئوچلوق
inactivity, idleness, indolence, laziness, slothfulness; unemployment ـئیئوچلوق
defect, shortcoming ـئیئوچلوق
homeless existence, wandering life ـئیئوچلوق
everybody, majority ـئیئوچلوق
minority ـئیئوچلوق

Affixes which Derive Nouns from Verbs

(بیشلدن نقسم ياسفوجلا)

◊ ـئین

This suffix is homomorphous with a suffix that marks the verbal noun (gerund) and, in fact, has been divided off from that suffix. When attached to the verb stem, this suffix forms nouns which indicate the means of the action expressed by that verb. For example:

planting, sowing (e.g. spring planting) ـئین ـئین ـئین
temporary shelter for herders and shepherds ـئین
instigation; yeast ـئین
opening; opener (metal implement used to force open a locked drawer)
scent, smell; feeling, perception, sense
safety pin; hook, knob
catapult
laxative, purgative
smile, laughter

◊ غمّجي/قُمِّجي/كُمِّجي
This suffix is homomorphic 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
waiter
qualifier

◊ طَاش/شِتّش/قُوش
This suffix is homomorphic 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

◊ مَمَاك
This suffix is homomorphic 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
laxative
smile, laughter

◊ چَفْماً/قَفْماً/کَفْماً
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
blackboard eraser, rubber (US eraser); [light] switch

◊ مَمَه
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
data management
school
associate society, union
procedure, provision, rule, stipulation
directions, directive, instructions, order

◊ مَمَوم
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.:
income, revenue
debit, expense, expenditure, outgoings
clothes, clothing, item of clothing
chapter; part, volume; bureau, department, division, office, section
nouns which indicate the result of the action expressed by that verb. For example:
conference, meeting ساعات، بحث، معرفة
precipitation, rainfall باردة، مطر، أمطار
knot, tie; crux, essence, hub; hang-up; node تفاصيل، عقد، جسر
threshing تفاصيل، عقد، جسر

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:
mercenary, renegade, traitor, turncoat
mercenary, renegade, traitor, turncoat
excerpt, extract, quotation
filings, scrapings, shavings
sawdust, shavings, wood-chips
sewage, slops
remainder, remnant
remainder, remnant

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:
drugs, remainder, remains, residue, traces, vestiges
exhaustion, fatigue, tiredness
the past (bad) behaviour/conduct
life, livelihood
dried fruit
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' as employed here, is a grammatical term which is used in a broad sense and includes:

- Colour: white, green, red
- Appearance/State: high, flourishing, prosperous, thriving, hot, ruthless, terrifying, wide
- Taste and Smell: bitter, sour, salty, fragrant, sweet
- Quality: good, durable, enduring; long-suffering, firm, tight, secure
- Character/Nature: honest, upright, revolutionary

Footnotes:
23 In Uyghur many adjectives can also be used as adverbial modifiers.
24 The 'quality' referred to by this term relates to a distinctive attribute or characteristic.
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)

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 "ئۇزۇن" (long), it indicates just one kind of relative quality, but if we put it into the "ئۇزۇن" form, or place such words as "ئۇزۇن" or "ئۇزۇن" in front of it, its meaning strengthens; or, if we put it into the "ئۇزۇن" form, or place such words as "ئۇزۇن" or "ئۇزۇن" in front of it, its meaning weakens. Adjectives of this kind, which possess the characteristic of relativity with respect to meaning, we call Graded Adjectives (Adjectives of Degree). The following adjectives are all Graded Adjectives:

- healthy
- flourishing, prosperous
- base, contemptible
- durable; long-suffering
- healthy
- languid, listless
- far, distant, remote
- fond, well disposed
- contemporary, present
- essential, necessary
- inner, internal
- male
- broken, cut, split
- derogatory, negative
- acceptable, positive
- morphological

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 (ئوب سويتاد) are placed in the Positive Adjective type, but Derived Adjectives (باستا سويتاد) 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 (سويتاتك دوريجه كابورسي)

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 (ئوب سويتاد دوريجه)

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 (ئوب سويتاد دوريجه)

The Decreasing Degree form of the adjective is formed by attaching the suffix ‘-راه’ to the stem of the adjective. For example:

long — rather long, longish
small — somewhat small, smallish

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 adjective form is called the Comparative Degree (سويتاتك دوريجه) 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 suffix ' - راک' 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 'پ/پا' added to its constituent vowel, and then the whole adjective. For example:

- red — bright red
- قزریل — قزریله
- سقزورک — سقزورک
- کی буд — سقزورک
- سقزورک — سقزورک

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:

- جوزفیا خانم جوزفیا خانم که به همین مسایل بازگشت. All nations in the Chinese People’s Republic have identical rights.
- 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:

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 colour or outward appearance.

In some Uyghur grammar books, compounds in which adverbs such as 'خوب', 'زیب', 'قاپعت', 'نامایی', 'بخسە', 'نامه', 'خوب', 'زیب' and 'خوب' 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 ' - غنە/ - گەنە/ - گەنە/ - گەنە' to the adjectival stem. For example:

- سافریک — سافریک
- مام وک — مام وک
- لوماچ وک — لوماچ وک
- تام — تام
- تام — تام
- تام — تام
- تام — تام

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.:

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

A lovely little colourful Hotan carpet, with a portrait of a tiger.
printed on it, had been hung on the wall. (Käyyum Turdi)

-- باقى -- دیدی ناتا بیلیشتمگان کولوس ورسرپ -- من کوه فورسپما بر

'No.', said father, smiling winsomely. (Käyyum Turdi)

'آقى -- دیدی ناتا بیلیشتمگان کولوس ورسرپ -- من کوه فورسپما بر

'a thought has just come into my mind.' (Käyyum Turdi)

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:

many little کچجک کچجک

clear and distinct چۆرۆن چۆرۆن

The Repeated Form of the adjective generally indicates an emphasis on the fact that the quality expressed by that adjective is unique to each of a large number of things of the same type. Sometimes it indicates that the action possessing the quality expressed by that adjective is repeated many times.

For example:

The members are considering many new methods of implementing the plan. (Käyyum Turdi)

بۇنچە بەکتە کەسەنە ... سەلەبەلەر کەرە سەبەن بەکتە تۆرئەتە.

On either side of the road ... many long,

narrow fields kept greeting the eye. (Käyyum Turdi)

Your stomach is weak; you need to eat many easily digestible foods.

§5 Nominalization of the Adjective

In Uyghur, some adjectives are able to transfer directly into the noun class and serve to express the name of the quality expressed by themselves, or of a certain object which possesses that quality. In such cases, they are declined exactly like nouns and function as nouns in the sentence. For example:

Before the cold comes, let's try and finish the jobs.

ئەمە--ئەمە، یەی--ئەمە--ئەمە

Men and women, the young and the old, all joined in.

The heroes from both sides went onto the field.

Some adjectives are always used as plural nouns when they occur with the nominal plural suffix. For example:

the Reds (i.e. Communists, in revolutionary war)

ئەکرەدەر

the Whites (i.e. non-Communists, in revolutionary war)

ئەکرەدەر

ancestors, one's elders, the older generation

ئەکرەدەر

ancient peoples, people in the past

ئەکرەدەر

§6 Pronominalization of the Adjective

The majority of Gradable Adjectives are pronominalized by combining with the ownership-dependent suffix of the noun and being inflected like nouns. In the sentence they function as nouns. Such adjectives generally indicate one, or some, of the objects which possess the quality expressed by that adjective and have attained
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.

‘This is the biggest,’ said the salesman, taking up a man’s shoe.

If he divides something, he always takes the bad for himself and gives the good to others.

Try and get the largest of those men’s shoes.

§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 character 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 (necessity)

37 In English only adverbs or adverbial phrases can take on this role, but see 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
- extremely moving
- a little low
- deep red
- light green
- very clear
- strongest
- Tatars Triangle
- our dormitory
- This ground is as hard as stone.

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 'than' (compared to). For example:

- He is older than Tursun.
- 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.

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:
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 certain nouns, it forms adjectives which imply the existence of, or an abundance of, the object expressed by that noun. For example:
   armed ساقلمق
   disciplined; orderly, neat تمرتبلاک
   erudite, knowledgeable, learned بسملک
   juicy; watered, irrigated سؤلوق
   with children, having (many) children, childhood بالبلق
   bearded قورلاق
   salted, salty تازلوق
   for example: provincial (government) ناهمرنک (نوهمرنک)
   district (party committee) نوبیرانک (نوابیرانک)
   county (court, tribunal) ناهسبنک (نوبیرانک)
   prefectural (office) نوبیرانک (نوبیرانک)
   regional (people's congress) نوبیرانک (نوبیرانک)

2) When attached to certain nouns, it forms adjectives which indicate a characteristic specific to the object expressed by the noun. e.g.:
   Marxist, relating to Marxism مارکسستلالق
   proletarian گراماتیکالق
   grammatical برولیتاریالق

3) 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) باراق (بتهن)
   winter (clothes) فصلقات (تکیم)
   midday (nap) i.e. siesta جوشولوق (یوفی)
   morning (meal) i.e. breakfast تختگنیکل (نامائ)

4) 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) کوکنیکل (ننش)
   sad (news) فایولوق (خوامر)
   moving (novel) تمسکرک (رمان)

5) When attached to nouns which indicate 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:
   mounted, (riding) on horseback ناولوق
   (riding) on a donkey گیلیکل
   (riding) on a bicycle گیلیکل
   (riding) in a car گیلیکل
   (riding) on a cart گیلیکل

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

When attached to certain nouns, this suffix forms words such as the following:
1) When attached to certain nouns, it forms adjectives which indicate a characteristic that tends towards an action related to the object expressed by that noun. For example:

- diligent, hard-working, tireless
- assiduous, diligent, industrious
- creative, inventive, constructive
- talkative
- having a 'cold' nature (in traditional Uyghur medicine)
- having a 'hot' nature (ditto)
- docile, obedient, submissive

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

- in a shirt, in one's shirt sleeves, wearing a shirt

28 [Author's footnote] The words 'سپسپ' and 'سوغیق' are here considered to be nominalized adjectives.

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 specific nouns, this suffix forms adjectives which indicate a characteristic tending towards the object expressed by that noun. For example:

- popular, democratic
- handy, small and easy to use (thing); dextrous, handy, systematic (person)
- pro-revolutionary (political term)

When added to certain nouns, this suffix forms adjectives which indicate a similarity to the object expressed by that noun, e.g.:

- humanoid (anthropoid ape)
- house-like
- seat-like, chair-like
- donkey-like (i.e. behaving badly in public)

This suffix is basically attached to nouns which have entered the language from Arabic and Persian, and to some from Russian. It forms adjectives indicating a trait characterized by the object which that noun expresses. For example:
religious
customary, traditional
hypothetical, theoretical
party (adj), party-political

◊ — پیروملایی
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, e.g.:
seeking fame ناپرهیزس
power-hungry ناپرهیزس
idolatrous, idol-worshipping نازنینه‌نویز
Zoroastrian کیش‌پرده‌مرس

◊ — پیروملایی
This suffix has been assimilated from Persian and, when attached to certain nouns, forms adjectives which indicate the characteristic of loving the object expressed by that noun. For example:
loving the people خیاط‌پرده‌مر
patriotic, loving one’s country خیاطه‌پرده‌مر
advocating enlightenment, knowledge-loving خیاطه‌پرده‌مر
promoting education

◊ — بهت
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. The meaning of adjectives formed in this way is basically the same as the meaning of adjectives formed with the suffix "-سی". For example:
tasteless, having a bad taste
badly-behaved, bad-tempered
badly-behaved, impolite
badly-behaved, wicked, naughty (of children)
evil-intentioned, evil-minded, ill-tempered, malicious

30 [Author’s footnote] Some words constructed in this way function as nouns, for example: "کتابخانه‌پرده‌مر" (Library-worshipper/Daoist), "گل‌پرده‌مر" (Sunflower).
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
- decayed, decomposed, rotten
- 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 certain verbs, this suffix forms adjectives which indicate a characteristic tending 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
meek
sticky; nagging, pestering
smiling, cheerful
kicking, having a tendency to kick (of animals & children)

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

- boastful, proud
- indolent, lazy, slothful
- mean, narrow-minded, niggardly, stingy; jealous
- liking to dress oneself up

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

- often crying, tearful, whining, whingeing
- (a term used of children)
- scattered; careless, disorderly, sloppy
- enthusiastic, vigorous (of mood or feeling)
- languid, listless

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:

- reserved, reticent, taciturn
- fast, flying, quick, speedy
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 'تار', 'تارا', 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 'تارا', 'تارا', this suffix forms adjectives that indicate a characteristic which gives rise to the action expressed by that verb. For example:
ample, sufficient
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

Affixes which Derive Adjectives from Numeral-Measure Word Phrases

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 kilogramme (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: فیض / فیضی / فیضی
- reddish: فیض / فیضی / فیضی
- pale yellow, yellowish: فیض / فیضی / فیضی
- off-white: فیض / فیضی / فیضی

This prefix forms adjectives that indicate the negation of specific adjectives assimilated from Arabic and Persian. For example:
- incorrect: نامعلوم / نامعلوماً
- inappropriate: ناتوانا
- amateur, inexperienced: نامه‌لوم / نامه‌لوماً

Chapter 5

Chapter 5

$\S$ 1 A Definition of Numerals

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): یک
- five (5): پنج
- eight (8): هشت
- eleven (11): ده‌گشتم
- twenty (20): بیست
- eighty two (82): هشت‌دویست
- one hundred and eighty six (186): صد و هشت‌ست و شش
- a thousand (1000): هزار
- a quarter (1/4): چهارم
- a thousandth (1/1000): هزارم
- around 100: در حدود صد
- several thousand: بیش از هزار
- numerous/thousands: هزارها
- fifth: پنجم
- sixteenth: شانزدهم

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. The following simple numerals exist in Uyghur:

- one (1) پر (50) ثالک
- two (2) نئککی (60) نئککس
- three (3) ئئوج (70) ئئوجس
- four (4) ئئوت (80) ئئوت سیسیکس
- five (5) بەش (90) توقسان
- six (6) ئائات (100) بەئائات
- seven (7) بەئائ (1,000) مەئائ
- eight (8) ئەسکەز (1,000,000) ئەسکەز
- nine (9) توقسیز (10,000,000) توقسیز
- ten (10) پئئون (100,000,000) پئئون
- twenty (20) بەگەئ (1,000,000,000) بەگەئ
- thirty (30) توقسیز (1,000,000,000) توقسیز
- forty (40) ئوقب (400) ئوقب

Even though it is known that, from a historical standpoint, the numerals 'توقسان' and 'سیسیکس' were constructed of two words, in the forms 'ئئوجتوقس' and 'ئئوتئئون', they have, nevertheless, now lost their dual word form. The word 'one' پر sometimes comes in front of the numerals پئئون 'مەئائ'، ئەسکەز 'ئوقسیز' and 'ئوقبئوقب'، but the word 'پر' does not affect the meaning of these numerals, therefore they are still considered to be simple numerals.33

(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. For example:

- eleven (11) تون پئئون (10 + 1) تون پئئون
- thirty five (35) توقسیز یەئئەئ (30 + 5) توقسیز یەئئەئ
- fifty six (56) یەئئەئ توقسان (50 + 6) یەئئەئ توقسان
- a hundred and five (105) بەئائت بەئائ (100 + 5) بەئائت بەئائ
- a thousand and forty one (1,041) سەئائ پئئون بەئائ (1,000 + 40 + 1) سەئائ پئئون بەئائ

2) **The Relationship of Multiplication**

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

- five hundred (500) ئەسکەز یەئئەئ (5 x 100) ئەسکەز یەئئەئ
- ten thousand (10,000) بەئائت بەئائ (10 x 1,000) بەئائت بەئائ
- one hundred and twenty thousand (120,000) بەئائت بەئائ (120 x 1,000) بەئائت بەئائ
- three million (3,000,000) بەئائت بەئائ (3 x 1,000,000) بەئائت بەئائ

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) مەئائ بەئئەئ مەئائ بەئئەئ
- two hundred and sixty (260) نئککس پئئەئ نئککس پئئەئ

---

33 In fact, the word 'پر' is normally required in front of 'مەئائ' and 'ئوقسیز' 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'.
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 'تارتوط', or in the ablative
case combined with the word 'کوب'. The construction with the
word 'بیچن' indicates an approximate numeral that is
slightly less than that numeral, while the construction combined
with the word 'کوب' or 'تارتوط' indicates an approximate numeral
that is more than the cardinal numeral.\footnote{38} For example:

Nearly one thousand people attended the meeting.

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

One type of Approximate Numeral is formed by attaching the
suffix 'بیچن' to cardinal numerals from the hundreds column
or above, or to large approximate numerals that have been
multiplied by the word 'بیچن'. This type of approximate
numeral possesses a descriptive quality and signifies the speaker
having added the sentiment 'so many'.\footnote{38} E.g.:

This is a matter relevant to millions of people.

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

\footnote{38} (Author's footnote) Here the words 'کوب', 'بیچن', 'تارتوط', and 'کوب' 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

Ordinal Numerals are formed by adding the suffix ‘-چی’ or ‘-ئی’ 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
ten 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.

They may come in July or August (lit. the seventh or eighth month).

Another important task of Ordinal Numerals is that, as parentheses, they serve to separate the contents of a speech (or text) into categories. For example:

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 ‘-دن’ to become conjunctions and serve to link several matters that are connected to a single matter. For example:

I am not able to go this time because, firstly, my health is not good and, secondly, some of my jobs are still not finished.

In Uyghur, the words ‘ئونەس’ (first), ‘ئونەس’ (middle [one]) and ‘ئەگەنەس’ (youngest of several) serve to indicate order, but, of these, only the word ‘ئونەس’ is considered to be an ordinal numeral, synonymous with ‘ئەگەنەس’ and ‘ئەگەنەس’ expresses the sense of ‘which is in the middle’, while ‘ئونەس’ expresses 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 (مشرّف) and the Numerator (سخّار). The Cardinal Numeral which expresses the Denominator comes first and is combined with the suffix -ة/ تين 'تن‘، then comes the Cardinal Numeral which expresses the Numerator. For example:

three quarters (3/4)

seven tenths (7/10)

two and a quarter (2 1/4)

If Fractions are combined with a Cardinal Numeral (Whole Numerals) the word تين 'تن‘ is added after the Cardinal Numeral and then the Fraction is pronounced. For example:

one and seven tenths (1 7/10)

ten or so each تين هِصة/ تين چصدین

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 (بازمانه سان) (see Subsection 8 — Pronominal Numerals) or, by becoming dependent on the noun تين 'تن‘ or كُسم 'قسم‘, produce a noun phrase which subordinates to itself a possessive case noun or pronoun that expresses a whole. For example:

Girl students comprise one third of the students.

Three quarters of us have come from the south.

This course accounts for two fifths of the class time.

5. Distributive Numerals

Distributive Numerals are formed by attaching the suffix تين 'تن‘ to Cardinal Numerals and certain Approximate Numerals. E.g.:

<table>
<thead>
<tr>
<th>Number</th>
<th>One each</th>
<th>Three each</th>
<th>Five each</th>
<th>A hundred each</th>
<th>Ten or so each</th>
</tr>
</thead>
<tbody>
<tr>
<td>تين 'تن‘</td>
<td>بردمن</td>
<td>تونچتن</td>
<td>پشتن</td>
<td>یؤددین</td>
<td>تون چصدین</td>
</tr>
</tbody>
</table>

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

كلاميرقا تردمن لغتم تککمدن دنبیر تردمن قلمه مکاتاب

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

Five carts set out, each attached to four horses.

Every one of you is to prepare two notebooks each.

When dependent on verbs, they indicate that a certain number of objects are evenly divided according to that numeral. For example:

In Uyghur, there are also the words تين 'تن‘ (half) and تين 'تن‘ (quarter) which indicate Non-whole Numerals (بارچه سان). Of these, the word تين 'تن‘ 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 تين 'تن‘ is concerned, it only occurs combined with certain words of quantity. E.g.:

quarter of a century
quarter of an hour
quarter of a ton
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 (تSHOWING exponent)/ in tens, in thousands, etc.

Such repeated Distributive Numerals are basically dependent on verbs and indicate that a certain number of objects are divided successively, or distributed in a number of places, according to that numeral. For example:

کشلار تککچید-بکدار و تاراقشقا باشلئدی.
The people began to disperse in twos and threes.

پیکی ثوؤغچغازار هار کوزی بکچیند-بکچیند-بکچیند.

Twenty to thirty new students are arriving every day.

کشلار باشمن-زمین-زمین تویلنب ومعاکه قلنقوئندو.

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 Åmir Nadjip 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 (تSHOWING exponent) has been attached and they are called 'group numerals' (تSHOWING exponent); 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 (تSHOWING exponent) 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 مگلاب
- in hundreds پؤزمب-پؤزمب
- in hundreds and thousands پؤزمب-پؤزمب
- in fives or tens پؤزمب-پؤزمب
- in ones or twos پؤزمب-پؤزمب
- in groups of several tens each پؤزمب-پؤزمب

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:

زویایه تجملار مگلاب-مگلاب بیجگی-بیجگی.

Visitors are flocking to Beijing in their thousands.

پیکی ثوؤغچغازار بیجگی-بیجگی-بیجگی.

The new students began to arrive in groups of twenty or thirty.

کشلار بلر-تککچید-تاراقشقا باشلئدی.

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 (كسیک سان)
‘Number of Persons’ Numerals are formed by attaching the suffix ‘تیز’ 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
برهیمین

both/the two (of us/you/them)
توکسکیه

(th) three (of us/you/them)
ئوچیه

(th) five or six (of us/you/them)
بمش-کوشیه

(th) ten or so (of us/you/them)
یون توچیه

several (of us/you/them)
بر توچیه

‘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:

هیلیفی پیدی کاگان لنکسیه

Both those newcomers should attend the meeting too.

بیشینه سمنین لنچیه

Three (of us) from our class don’t have a dictionary.

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

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

پیش لنچیه

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

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:

مان، ننکسی، تنوری، تنوری لنچیه ناچیگان.

The four of us — Akhmatt, Tursun, Turdi and I — are from Aksu.

In almost all Uyghur grammar books, this type of numeral is called an ‘Assembled Numeral’ (توچکسی سان), or a ‘Common Numeral’ (تیز). 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’ (بر) can be included in this type of numeral, as ‘someone’ (برهیمین), proves the inappropriacy of the name ‘Assembled Numeral’ or ‘Common Numeral’ for this type of numeral. Therefore it is more appropriate to call this type of numeral a ‘Number of Persons’ Numeral.

8. Pronominal Numerals (تالانش سان)

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

two of us ٣
tوچکسی
two of you ٣
نوچکسی
ten or so of them
دوئئصن برى

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, e.g., cf.:

هیلیفی پیدی کاگان لنکسیه

Both those newcomers should attend the meeting too.

بیشینه سمنین لنچیه

Three of us from our class do not have a dictionary.

(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.

The four of us — Akhmät, Tursun, Turdi and I — are from Aksu. When 1st and 2nd person Pronominal Numerals in this role act as possessive case qualifiers, the qualified object may either be in the third person ownership-dependent form, or the ownership-dependent form matching the person of the Pronominal Numeral. For example:

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 child-ren [i.e. brothers and sisters], two of us are boys and two are girls.

One of us is an 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 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 Nājīp, 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)

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

(Author’s footnote) Amir Nājīp, Modern Uyghur, Moscow, 1960.
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:

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.

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 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 'ئازار' (Chair) or 'ئازار' (Chair) with reference to that day of the month, 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 'ئازار' (of the month) or 'ئازار' (of the week), they indicate that sequential day of the month or week and are used synonymously with the expression 'ئازار' (e.g.:

ئازار - نوي ئازار (ئازار) - بۈزۈك دۈئۈت بارىبەرە.

The first (the first day) of October is our national holiday.

ئازارىنڭ (ئازارىنڭ) بەشەلە ائەكەئە (ئازارىنڭ) ئاپل木地板.

This matter has been left until Tuesday (until the second day) of next week.

Do you remember what happened on the fifth (on the fifth day) of last month? The meeting will be held on the fourth (on the fourth day) of the coming month.

3) Cardinal Numerals which follow the word 'ئازار' 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.

I’ll come at five o’clock.

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

Is there a ticket for (the) two (o’clock showing)?

Will you also attend the two o’clock meeting (the meeting at two o’clock)?

The meeting will last from eight (o’clock) till eleven (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 'ئازار' or 'ئازار', signify years of age according to that numeral. For example:
In the Uyghur language, when, in certain contexts, Cardinal Numerals and certain Approximate Numerals are dependent on verbs, they serve to indicate the number of times the action expressed by that verb occurs. This occurs in the following two circumstances:

1) Sometimes, especially in proverbs and sayings, certain Cardinal Numerals contain the meaning 'keltims' (number ofi times) and are adverbial modifiers directly dependent on verbs. For example:

"ئۇئاپتەن بولسا بەر چەپە "كەتەسەر." (proverb) (Exercise extreme caution. 'Look before you leap.')

"پۆز ناگەتەنەنمە بەر چەپەنمە. "تەنە. (proverb)

Better to have seen once than to have heard a hundred times.

('One picture is worth a thousand words.')

2) When dependent on certain verbs, basically on verbs which indicate actions that can be repeated again and again within a short space of time, Cardinal Numerals and some Approximate Numerals in the accusative case indicate the number of times the action expressed by that verb takes place. For example:

"ئەمەدەكی تازە نامە سەیدەت تەواچۆپتە ژۆپتەکەي." (to be late)

The wall clock struck nine (times).

"ئۆتەنەمە چەنتەکەي، سەبوشەتا توخەسئە سەکەرە جوپتەئەمە." (to be late)

His pulse is very fast; it's beating ninety eight times a minute.

"ئۆتە جەلەپەتەپ، بەشە چەنتەکەي بەخەشە قەما بەڵەدن تەنە تێپمە." (to be late)

He became angry and hit the donkey's head four or five times with a stick.

Taking "ئۆتە بەلسەنەمە قەڵەپ، مەزەپتەکەي-ئۆتەي سەپۆپتە بەوەحێ." (to be late)

the child in his arms, he kissed it two or three times on the cheek.

In the Uyghur language, the thousands column is called "ئەپرەنە خەنتەسی" (thousands), the ten thousands column is called "ئەپرەنە خەنتەسی" (tens of thousands), and the 100,000s column is called "ئەپرەنە خەنتەسی" (thousands column).
8. Special Uses of the Numerals (One)

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

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

بو ناهایتیبندق چوشپ بردام کلک.

This is an extremely complicated problem.

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

بیش شما وادقما چوشپ قاقای.  
سرزم بیش دام هردم کلک.  

A person Someone came looking for you.

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:

بر زؤل لامل بیش بآنادم.

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

We both are of one mind. (qualifier)

We both have the same opinion. (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.:

بیش وردای بای بیش بآنادم.

He’s a really shy child.

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

بو بیش وردای قادم.  
بو پیندا بای قادم.  

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

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

adverb  for a moment/momentarily 

adjective a bit, a little

many, numerous

several, some

pronoun each one, everyone

§5 Numerals 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 'بئرخسمن' (approximately), 'ساق' (exactly/fully), 'بئرکم' (less one/one less than) and specific phrases such as 'سما' (almost/slightly less than) and 'بئرکم' (less two/two less than) to be dependent on numerals. E.g.:

بو بئرخسمن مکل دا تادم قاتانش.  

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).

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

43 'بئرکم' is also used adverbially, as in, 'بئرکم ساق لئان' — 'Please wait a little.'
Chapter 6
MEASURE WORDS
(مقدار)

§1 A Definition of Measure Words
(مقدارینا دانستی)

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
- two mattocks
- a pinch of tea
- three jing of meat
- five bales/bundles of goods
- a hundred kilometre journey
- two copies of a newspaper(s)
- a handful of sunflower seeds
- a sip (of) a swallow of water
- four boxes/trunk full of books
- to work for five hours
- to go three times
- to stay ten days

§2 Types of Measure Words
(مقدارینا نوزری)

1. Proper Measure Words and Role-shifted Measure Words
(خاس مقدارینو کچ جمه مقدارلا)

Uyghur Measure Words are divided into two types according to their origin — Proper Measure Words and Role-shifted Measure Words:

- jing/half kilo (500 grams)
- metric ton/tonne
- set/110 jing (50 grams)
- kilogram
- miskal/1/100 jing (4.68 grams)
- gram
- pung/66.67 sq. metres/3.33 mm
- litre
- charik/10 kilogrammes
- pound (454 grams)
- chakirin/1.06 kilometres
- person
- kilometre
- (item/units)
- metre
- centimetre
- gáz/0.71 metres
- small pinch
- chi/0.34 metres
- mouthful/sip
- sung/3.34 centimetres
- handful
- mu/666.7 sq. metres (1/15 hectare)
- handspan
- piece/(unit) (of long, narrow things)
- occasion/time
- batch/bunch/bundle/clump
- * بایلام
- * تۇئین

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

4 Terms marked with an asterisk appear to be basically nouns and are therefore role-shifted measure words rather than proper ones.

44 A "jing" is a smaller measure than a "sulim". The former is the amount that can be held between a thumb and one or two fingers; the latter, the amount that can be held between a thumb and three or four fingers.
a spoonful of salt
a class of students
to work for five years
to stay for four days

2. Object Measure Words and Action Measure Words

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

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:

four horses
five mountains
two aeroplanes

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

ئەپەر (indicating a ‘person’ unit) e.g.:
two students
five soldiers

دەرە (indicating a unit for various articles and equipment) e.g.:
one plate
four chairs

ئوپ (indicating a unit for plants) e.g.:
an apple tree
two heads of Chinese cabbage

ئوپ تامە (indicating a unit for elongated things and some fruits) e.g.:
a beam/girder
a piece/length of rope
ten apricots

پەرەچە (indicating a unit for flat things) e.g.:
two books
one letter
one manuscript
Furthermore, the Measure Words ‘ئهْر’ and ‘دأنه’ 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 ‘ھْـ’ or ‘ةَـ’ 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 ‘ئيْقَن’ and ‘ئيْقَن’ are combined with a measure word, the words ‘ئيْقَن’ and ‘ئيْقَن’ are attached to the measure word. For example:

- 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)
- 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
- 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:

Jemite toota Tsona koomur kumum, toq Tonsensine senegal, br Tonsensine.
There are four tonnes of coal altogether;
man tanayi.
you take three tonnes of it and I'll take one (tonne of it).

Yo Bagalanzahk onq Tsona koomur, bush tou nerte, semeq Tsona koomur.
Ten of these pieces of timber are pine, five pieces are poplar and eight pieces are elm.
We will
yo bagalanzahk, bush moosga baguza, bush moosga shal farbumez.
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 Numerical-Measure Word phrase, produced by combining that measure word with the numeral ‘br’ (one), is used and, in many cases, the numeral ‘br’ is omitted and only the measure word itself is used. For example:

Yoq noushontuk (br) ngel kuchu yonq?
How much are these pears per jing?

Yoq redinhuk (br) mumtari kathu yonq nolti.
This material is six yuan per metre.

How much are eggs apiece?

2. Some measure words are adverbialized by the addition of the suffix ‘la’/’le’/’la’/’le’ 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:

Kebule jasgam kashub, surluq jasgam. (moral)
Illness comes in pounds and goes out in ounces. (proverb)
The enemy
Doumsen kousholet koren, shulab joshqolet baishade.
armies began to be wiped out by regiments and by divisions.

Br shemhe bufaqo, dezhe kashub kousholet bujum ku shemhe.
Even though we are in the same city, we are sometimes unable to see each other for months on end.

Yoq nemese bushde kouk, mushebsebash kousholet bujum.
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: ‘masinal’, ‘seer’, ‘kumulgar’, ‘tonna’, 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: ‘br maqsha tonna’ (a truckload of coal), ‘br maqsha tonna’ (two trunkloads of books), ‘br maqsha dor’ (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 ‘br qemshelke may’ (approximately one dish of oil), ‘br alandak ton’ (around a sackful of flour), ‘quemsha br qemshel kou’ (to drink one spoonful each time), it is not possible to give the words ‘qemshel’ and ‘qemshel’ 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.

44 The author also includes in this list the words ‘chond’ (a pinch) and ‘chend’ (a mouthful), but these are basically nouns and therefore belong to the role-shifted measure words.
Chapter 7
ADVERBS
(روضش)

§1 A Definition of Adverbs
(روضش مانسي)
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  قصدمن
completely, extremely, really, too  تاژار
this year  همیل
beforehand, in advance  قبلا
just, just now  بار
always, eternally, for ever  همیگی
all (through the) winter  قسمه
bravely/fearlessly/heroically  تاژار به چال
leisurely, light-heartedly  ثأراخرد
in unison, simultaneously  قولوموق
firmly, tightly  چمپرچاص
in three days time  قسمه
at once, immediately  دومهل
all summer (long)  بهارچه
just (now), in a little while  همیگی
for the time being, temporarily  همیگی
after, afterwards, later  کاذب
always, eternally, forever  همیگی
always, frequently, often  همیگی

next year  کیلیر یلی
last year  یلیر
all winter (long)  قسمه
just now  تاژار
now  همیل
before, previously  پزورن
always  همیگی

2. Adverbs of Place (روضش مانسی)
aside, over there, there  ثقیری
close, here, over here  نیبری
outside  تانقیندا/تانقین
above, up  پریرندا/پوریرن

forward  گئری
backwards  نیبری
there, thither  موندا
here, hither  موندا

3. Adverbs of Degree (روضش مانسی)
extremely, very  ناهایس
completely, extremely, very  ناهایس
fairly, quite, rather, very  خیالی
a little, slightly, somewhat  سال
in a little while, in a moment  سال یلی

This is only used in an abstract directional sense and is equivalent to 'تاقیری', e.g. خزمتی کلگیردان 'to carry work forward/to advance the work'. ('كلگری') is more commonly used as an adverb of time, in the sense of 'before' or 'ago'.

The author gives the forms 'تاقیری', 'تاقیری' and 'پودرزه', but these are in fact nouns and can only be used as adverbial modifiers in the locative or dative case forms, e.g. 'تاقیری' to sit outside 'تاقیری' to look up 'پودرزه' to sit outside 'پودرزه' to look up

He went upstairs.

the above-mentioned problems
(i.e. the problems mentioned above)

For example: 'Come on, let's go there.' — پزورن، تاکنا بارابی
'e.g.: I'll get up and come in just a moment.' — مون سال یلی پزورن کلگیردان.
§3 Grammatical Characteristics of Adverbs

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

   just now, in a little while — a little while ago, in a while
   just now — a little while ago
   (over) here — a little closer
   (over) there — a little further away
   actively — fairly actively
   afterwards, later — a little later

   Examples:

   همی - هزاراً
   بايا - پایان
   پایال - پایلاء
   کبنین - کیمیره

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:

   Don't leave today's work till tomorrow.
   Starting from today we will begin work at two o'clock in the afternoon.
   It has been like that every day from last year until now.

Dependent on Verbs
to come today
to go now
never to be forgotten
to sit (over) there

Dependent on Adjectives
extremely good
most difficult

Dependent on Adverbs
very early
a little later

Adverbs are not dependent on nouns. This is an important gauge for distinguishing adjectives and adverbs.

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

   (to go) a little later
   (to begin) extremely early

It is sometimes possible for certain adverbs to subordinate to themselves directional (dative) case or ablative case nouns, or words functioning as nouns. For example:

   مانند من نیازم را تجاوز نکردم.
   I spoke after Ahmāt.
   Ahmāt spoke in response to him.

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

   یک کسی که من به آنها می‌گویم.
   Don't leave today's work till tomorrow.
   Starting from today we will begin work at two o'clock in the afternoon.
   It has been like that every day from last year until now.
§4 Adverbialized Words and Phrases

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 ‘هەم دەت’ is similar to such noun phrases as ‘هەم ھەممەد’ (everybody, everyone), ‘هەم سەزەم’ (every nation) and ‘هەم ژەن’ (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 ‘كەچىسە’ in the phrase ‘كەچىسە ھەم’ (a Kashgar night) occurs in its own role indicating a 3rd person ownership-dependent meaning, in the sentence:

‘بۆنەسە دەبەسە بەکەچىسە ھەم’ (Kashgar night)

Such animals are active at night.

the word ‘كەچىسە’ 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  كەچىسە
on a winter’s day  ھەم ھەممەد
on a summer’s day  خەش كەچىسە
daily, every day  ھەم كەچىسە
yearly, every year  ھەم ژەن
on a previous day, the previous year  ھەم تەخەن ھەم

In Uyghur, there are also many repeated nouns with the infix ‘ە’ 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  كەپەن
this year
ahead, forward  كەپەن (كەپەن كەپەن)
all at once, suddenly
suddenly, unexpectedly
anew, afresh, from the beginning/scratch
in unison, simultaneously

§5 Adverb-formation Suffixes

(رەشە بەسەبەشە كەشەمجەن)

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  كەپەن ھەم
hungrily  كەپەن ھەم
in a brotherly way, in a comradely manner  كەپەن ھەم
heroically (a political term)  كەپەن ھەم
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

جوُخُرْاِجَلَابٌ (جَلَامَاق) ِبَآجَلَابٌ (تُؤُمُّرَاك) ِتُؤُجَجَلَابٌ (مُرُمَّمُك)

\[\text{جَسُبُهَا} \quad \text{جَسُبُهَا} \]

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

لاِسْسَدِه (تُؤُتُوْرُولِق) ِباِلّلِهِدِه (بَآعِلَماَيْق) ِتَأَقَّفِه (قُوْيِمَاق)

\[\text{دَكَّكَدَهُا (تُؤُرِمُاق)} \quad \text{دَكَّكَدَهُا (تُؤُرِمُاق)} \]

Apart from adverbiaizing Numerals and Measure Words (see Chapter 5, Numerals, and Chapter 6, Measure Words), this suffix, when attached to certain adjectives, also adverbiaizes 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]\(^{32}\)

كَنَولُكَب (بَطِلْهَيْنِمَاق) ِباِخَلَابِكَ (بَنْكِرُمُّرَاك) ِقُوْلِلَابِ (تُؤُمُّرَمُك) ِتَوْتُيِلَبِ (قَاِمَمَاق)

\[\text{گَنَّدُهُا} \quad \text{گَنَّدُهُا} \]

When attached to certain Imitative Words,\(^{33}\) this suffix forms Adverbs indicating that a particular action is carried out in the way expressed

\(^{32}\) Note also the adverialized forms 'کَنَولُكَب (بَطِلْهَيْنِمَاق)' (for days) and 'پَسْلَابِ (بَنْکِرُمُّرَاك)' (for years/long-term).

\(^{33}\) I have chosen to use the term 'imitative word' rather than 'onomatopoeic word' for 'تَأَقَّفِه (قُوْيِمَاق)', because in Uyghur, such words may refer to feelings and to sensory perceptions other than sounds.

by that imitative word. (When this suffix is attached to an imitative word, the final sound of the imitative word is repeated). For example:

(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

\[\text{جَغُفَدُهُا} \quad \text{جَغُفَدُهُا} \quad \text{جَغُفَدُهُا} \quad \text{جَغُفَدُهُا} \quad \text{جَغُفَدُهُا} \]

When attached to Adjectives which have been formed by the addition of the suffix 'چَمْعُهَا} \quad \text{چَمْعُهَا} \quad \text{چَمْعُهَا} \quad \text{چَمْعُهَا} \quad \text{چَمْعُهَا} \]

Apart from adverbiaizing Numerals and Measure Words (see Chapter 5, Numerals, and Chapter 6, Measure Words), this suffix, when attached to certain adjectives, also adverbiaizes 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:

in summer, in the summertime
in winter, in the wintertime
in spring, in the springtime
in autumn, in the autumn

بِذَلِكَ (بِذَلِكَ) ِقُوْلَيْنِ (قُوْلَيْنِ) ِبِذَلِكَ (بِذَلِكَ) ِقُوْلَيْنِ (قُوْلَيْنِ)

\[\text{گَنَّدُهُا} \quad \text{گَنَّدُهُا} \]

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

شَهْدَكَلَنُ ِمِزْمُوتُهُا ِقُفْسُتُنُ ِتُوءُمُوتُهُا ِجَازَتُهُا ِتَأَمَّمُهُا
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

I have added this suffix as it has not been included by the author.

§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 'همیشه' (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 'همه' (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 'همیشه' (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 Pronouns

Pronouns are divided into the following seven types according to their meaning:

1. Personal Pronouns

[See §4] e.g.:  

- I:  
- you (sg. ordinary):  
- he, she:  

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)
- 2nd person (hearer)
- 3rd person (person or object spoken about)

These are further differentiated with respect to number, being divided into singular (ئىۋرە) and plural (ئۇيغۇرچە) forms.

Since the book was published, the spelling rules have changed again (see the author’s footnote on p. 193 of the Uyghur text) and the written forms are now as I have given them rather than with the vowel ‘ə’, although the ‘ئە ‘ئەل’ forms are used colloquially in Kashgar.

The root meaning of the word ‘ئالاسى’ is ‘an exchange or replacement’.

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 ‘ئەل’, 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:

1st person
- I (1st p. sg. pers. pr., (indicates the speaker)
- we (1st p. pl. pers. pr. (indicates a group including the speaker)

2nd person
- 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)

3rd person
- 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>person</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
<td>2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
<td>3rd</td>
<td>3rd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>type</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ordinary</td>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>refined</td>
<td>2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>respectful</td>
<td>3rd</td>
<td>3rd</td>
</tr>
<tr>
<td>disrespectful</td>
<td>1st</td>
<td>1st</td>
</tr>
</tbody>
</table>

In Uyghur, there are 1st person forms such as, 'پیقر' (your lowly servant) or 'کیسنسالار' (your humble servants), which are used as self-deprecatory designations, and 'جاهلار' (polite), 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 'ئن', 'ئن', and 'ئئن' are combined with certain case suffixes, certain phonetic changes occur. e.g.: 

my 

سما (سما) منكل (منكل) 

from him, from her, from it, from that 

When the pronoun 'ئئن' combines with the postpositions 'ئئن' and 'ئئن' it takes the possessive case; when the pronouns 'ئن', 'ئن', 'ئئن', 'ئئن', 'ئئن', and 'ئئن' combine with those postpositions, they may either be in the nominative case or the possessive case. For example:

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)

Akhmat 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)

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 'ئئن' may also sometimes be encountered in the form 'ئئن', 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

'A Dictionary of Turkic Languages' is one of the most precious written relics that has come down to us. (limitative)

I cannot write Chinese as well as he can. (nominative + similitude)

I also have a brother the same age as you. (possessive + equivalence)

We took part in a ball match with them. (nominative + nominative pronoun-postposition construction)

Did you talk to him about me? (nominative + dative + nominative pronoun-postposition construction)

I only came for your sake. (nominative + nominative pronoun-postposition construction)
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:

‘Which of you will attend today’s meeting?’
‘I will attend.’

We won’t be attending today’s meeting, the new students will (attend).

*Your classroom* is brighter than this one.

I’m going to buy a dictionary like yours. (lit. like your dictionary)

In these sentences it is not possible to omit the personal pronouns which act as subject or qualifier, because they are specially emphasized (in the sentence ‘I will attend.’ expresses the main substance of the sentence; the ‘I’ serves to accentuate ‘I’ in the following clause; the personal pronouns in the phrases ‘Your classroom’ and ‘are you going to attend today’s meeting?’ serve to highlight the words that they qualify).

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 ‘I’ and ‘we’ which act as subjects in the first two sentences, and the pronouns ‘you’ and ‘they’ which act as qualifiers in the second two sentences, have been omitted.

§5 Demonstrative Pronouns

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?
2) Our dormitory is in that apartment block.
3) We are also going to attend that meeting.
4) However you go, I’ll go like that too.

The pronoun ‘your’ in sentence (1) serves to indicate a person pointed out by, and standing close to, the speaker; the pronoun ‘your’ in sentence (2) serves to clarify an apartment block pointed out by and somewhat further from the speaker; the pronoun ‘your’ in sentence (3) serves to clarify ‘your’ by means of linking it to a sentence spoken previously; and the pronoun ‘your’ in sentence (4) serves to indicate the quality of the action of the ‘your’, by linking it to the previous clause.

2. The following Demonstrative Pronouns are used in Uyghur:

◊ —

(i) Firstly, this pronoun expresses, or clarifies, a nearby object indicated by the speaker, or that the hearer is also looking at, e.g.:
2. Personal Pronouns belong to the Noun Pronouns. They inflect according to case category and combine with postpositions, exactly like nouns. When the pronouns 'ئو' and 'ئو' are combined with certain case suffixes, certain phonetic changes occur. E.g.:

\[
\begin{align*}
\text{my} & \text{ سما} (\text{ Serbian }) \\
\text{from} & \text{ سما} (\text{ Serbian })
\end{align*}
\]

When the pronoun 'ئو' combines with the postpositions 'ئو' and 'ئو', it takes the possessive case; when the pronouns 'ئو' and 'ئو' combine with those postpositions, they may either be in the nominative case or the possessive case. For example:

\[
\begin{align*}
\text{with} & \text{ سما} (\text{ Serbian }) \\
\text{with me} & \text{ سما} (\text{ Serbian }) \\
\text{with you} & \text{ سما} (\text{ Serbian }) \\
\text{with us} & \text{ سما} (\text{ Serbian }) \\
\text{Personal pronouns which have been inflected with case suffixes or combined with postpositions play the same role in the sentence as nouns inflected with the same cases or combined with the same postpositions. For example:} \\
\text{I am a worker, you are a student, and he is a white-collar worker. (nominative)} \\
\text{Akhtam is a close friend of mine. (possessive)} \\
\text{They did many helpful things for us. (nominative + dative)} \\
\text{Please go ahead, I'll guide you. (nominative + accusative)} \\
\text{Do you have a spare ticket (on you)? (locative)} \\
\text{I came one day later than him. (nominative + ablative)} \\
\text{Are these all the materials you have on you? (locative-qualitative)}
\end{align*}
\]

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 'ئو' may also sometimes be encountered in the form 'ئو', 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
This is my (older) brother.

This person is my older brother.

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.

(ii) 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 another of those dictionaries; I’ll give this to my younger brother.

An important meeting is to be held in the near future, do you know anything about it (this)?

Tursun has written an article; it (this article) will soon be published.

(i) Firstly, this pronoun expresses, or clarifies, affirmatively a distant object which has been asked about. For example:

‘Is their house that one over there?’

‘Yes, that’s it.’ (Cf.: No, not that one.)

‘Did you say the one on the right-hand?’

‘Yes, that’s what I said.’ (Cf.: No, I didn’t [say that].)

(i) 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.

The Effendi had gone to a village; the people of that village began to vaunt themselves before the Effendi.

‘An important meeting is to be held soon.’

‘I’ve heard about that too.’

She —

(i) First, 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:

A meeting is going to be held in the near future; we’re preparing for that [meeting].

‘Has Alkhim come too?’
merged by undergoing phonetic changes. Besides (i) being used in the same way as the pronoun 'ماهو' (ماهو) it also expresses (ii) the sense of 'the following' (ماهو). For example:

(i) I bought this one for myself and this one for my younger brother.

(ii) I bought this book for myself and 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 'ةن' and the pronoun 'ع', 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...

This pronoun sometimes also occurs in the form 'ة', 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 Ahmât'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 'تاان' and the pronoun 'شو' 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.'

'Seek it out, it's there.'

'Is this the book you were looking for?'

'Yes, this is the very book.'

I've found it; this is the thing I was looking 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 has been produced by the combination of the particle 'تاان' and the pronoun 'شو' and by contraction resulting from phonetic change. It is used as an intensified type of the pronoun 'شو' in its first and second meanings. For example:

54 "تاان" is the form used in Kashgar.

55 This pronoun is used in N. Xinjiang. 'شو' is used in Kashgar.
This pronoun has been produced by contracting the phrase '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 '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 (over there) — those (over there)
   this very — these very
   that very — those very
   that other — those other

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 'تُمسَك'.

Demonstrative Pronouns inflected with case suffixes have the same meaning, and act in the same way, as nominal forms in the same case. For example:

This is mine.  
That is  
Who is?  
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.

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.

"مَهْ"  is the form used in Kashgar.

(Author's footnote) We have not included the pronouns "مَهْ" and "مَهْ" here, because they behave in exactly the same way as nouns.
As is the camel, so will its sores be. (The bigger the camel, the bigger its saddle sores.) (proverb)

(ii) When the forms ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’ are intensified, they may also occur as ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’، ‘مُتَّلَّقَة’

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 ‘مُتَّلَّقَة’ is also used in the sense of ‘like the following’. (ئَوْحِيَ يَوْمَئِينَ)

Mussolini was unable to sleep; he had a dream; in the dream he saw something like this... like the following... (L. Mutillip)

He said to himself as follows: ‘No, it simply isn’t possible to be like this’.

(iv) The forms ‘مُتَّلَّقَة’ and ‘مُتَّلَّقَة’ also serve to intensify certain adjectives. For example:

I didn’t feel well, so I wasn’t able to attend today’s meeting either.

(vi) ‘شّوْكَا’ — 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.:
before that
tanدن (تَنَدِن)، ْيُؤُزُونٌ = ْتُؤُزُونُ ْيُؤُرُونٌ
because of that/for that reason شَنَدِن، ْيُؤُزُونٍ = ْيُؤُزُونُ ْيُؤُرُونُ
Secondly, they are used in poetry, in the sense of ‘from here, hence’ (شَنُدِنَّ ْيُؤُزُونَ), ‘from there, then’ (ْيُؤُرُونَ ْيُؤُزُونَ), according to their sequence. For example:

**(a)** Born on your wide bosom and raised there,
Landed there in the field of true humanity. (Nim 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. Eliyahu)

Firstly, these pronouns are used in poetry in the same way as their modern ablative case counterparts. For example:

**تُؤُدُّا، ْيُؤُدُّا ْيُؤُرُونُ ْيُؤُرُونُ.**

Sometimes, at home, I think I had made speeches with these (words).

‘This is the blessing of girls and women,’ I think they said. (Nim Shehit)

They are as beautiful as a dense forest,
The countless oil derricks lined up there. (A. Ötkür)

These are used, according to their sequence, in the sense of ‘by then, in the meantime’ (ْيُؤُزُونَ) or ‘until then, until now, up to that time’ (ْيُؤُرُونَ). For example:

When Akhmät comes, start the meeting;
I may have returned by then.

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 'ب صنعة' (unto) and 'ب صنعة' (unto), the suffix 'ئو' is first of all attached to the end of the pronouns. For example:

with this: وضعلك بالمن
with that: وضعلك بالمن
with this: ضعفرته بالمن
with that: ضعفرته بالمن
with this: ما ضعفرته بالمن
with that: ما فعضئة بالمن
with this very: ما فعضئة بالمن
with that very: ما فعضئة بالمن

Demonstrative Pronouns combined with postpositions have the same grammatical meaning as noun-postposition constructions combined with the same postpositions and play the same role in the sentence as they do. For example:

 whoever رأى فين: I chatted with him about this for a long time.
with that: I spoke with him about that.

That pen won't do, write  with this one.

A lot of effort is needed for this.

6) Sometimes, when the particle 'من' is inserted in front of the pronouns 'ئو' and 'ئو', and the particles 'من' or 'من' in front of the pronoun 'ئو', they intensify those pronouns even more, e.g.:

these the things I intend to say.

That's what I meant to say.

§6 Interrogative Pronouns

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:
◊ **كم** — (who) is a question about a person. For example:

> بعُم مِجلِسة بِنْذَم كم قَانَسْنُ؟
> What (lit. who) of us will attend this conference?
> کم؟
> Who is this?

◊ **نَبِيٌّ** (what, which) is (i) firstly, a question about objects other than people. For example:

> نَبِيٌّ بِضِيَافَتِي؟
> What are you writing?

◊ **ما** (what) is a question about an action. For example:

> ما كَانَ تَأَظَنُّتِي؟
> What happened to your hand?
> ما كَانَ فُرُشَتِي؟
> I sprained it.

◊ **ما** (which) is a question about a certain object belonging to a particular type. For example:

> ما نَدْرَأَتْكِي؟
> Which teacher gave the lesson today?
> ما تَأَظَنُّتِي؟
> Teacher Tursun.

◊ **ما** (how) is a question about a certain quality or state. For example:

> ما نَدْرَأَتْكِي؟
> ‘Which house/room do you live in?'
> ما نَدْرَأَتْكِي؟
> No. 15./Room no. 15.'

◊ **ما** (how) is a question about quantity. For example:

> ما نَدْرَأَتْكِي؟
> ‘What day of the month is it today?'
> ما نَدْرَأَتْكِي؟
> ‘It’s the fourth.'

◊ **ما** (some) is a question about time. For example:

> ما نَدْرَأَتْكِي؟
> ‘When did you come?'
> ما نَدْرَأَتْكِي؟
> 'I came yesterday.'

◊ **ما** (how much) is a question about time. For example:

> ما نَدْرَأَتْكِي؟
> ‘How many people came?'
> ما نَدْرَأَتْكِي؟
> ‘15 people came.'
The 'فقط' sometimes occurs in the sense of 'نورغون' (many), e.g.:

Many years passed, let whoever can remember what happened in that time.

◊ (ئچچەسەک) قاتجەلک

(ئچچەسەک قاتجەلک 'how much, how many') is a question about quantity or a certain measure. For example:

- How many people came?
- 15 people came.
- How much oil does this container hold?
- It holds five kilos of oil.
- How big is their house?
- As big as this one.

◊ قەپەر

The pronoun 'قەپەر' (where) has been produced by contracting the old interrogative pronoun 'پەر' and the noun 'پەر' into a single word, and is a question about place or location. For example:

Where is the hottest place in Xinjiang?
Turpan is the hottest (place).
Where did you grow up?
I grew up in Urumqi.

◊ قەپەر

The pronoun 'ئە' (where) has been produced as a result of joining the old interrogative pronoun 'ئە' and the noun 'ئە' to form 'ئەئە', 'ئەئە'. It is used in the same sense as the pronoun 'قەپەر'.

◊ (Author's footnote) This pronoun is still used in poetry in the sense of 'ئەئە' (what).

◊ (Author's footnote) In Kashgar 'ئە' is used in preference to 'قەپەر'.

◊ قەپەر

The pronoun 'ئەئە (where) has been produced by fixing the phrase 'ئەئە تەش' in the dative case and then contracting it into a single word. It is used in the sense of 'Why, for what reason?'. For example:

Why didn't you go to the lesson?
Why are there only a few people today?

◊ (Author's footnote) 'ئەئە' is used in Northern Xinjiang.

◊ نە کەم

This pronoun (actually a pronominal phrase), has been produced by combining the old interrogative pronoun 'ئە' with the word
'كم', indicating time, and is used in the sense of 'what time, which time' (قايسى واقت). For example:

- تؤمنون نه كم كأتمتكم؟
  'I arrived at ten o'clock.'

Sometimes this pronoun is also used in the sense of 'it's [been] a while, it's [been] a long time' (تؤونو بولجي (فروزون بولدي)). For example:

- ساءت ثوندا كأمديم؟
  'It's a while since I arrived.'
- مه مه كفلغلي نه كم
  I arrived quite a while ago.

◊ (نه واق نه واقت)

This pronoun [actually a pronominal phrase], has been produced by combining the old interrogative pronoun 'ن' with the noun 'دقت', and is used in the same sense as 'ن' كم 'ن'. For example:

- تؤمنون نه واقت؟
  'I arrived at ten o'clock.'
- ساءت ثوندا كأمديم.

◊ قاندافسق (نا)

The pronoun 'قاندافسق' is used in the sense of 'on what basis, how', (قابس ناسا بويچه). For example:

- تؤمنو دقانفسق نه نشقا مه مين جاياباكر بولمن؟
  'How am I to blame for this? On what basis am I responsible for this matter?'
- تؤمنو دقانفسق نه تؤمنو بولمن؟
  'How is he related to us?'

◊ نيجائل (نا)

This pronoun is used in literary works in the sense of 'why' (نجبن). For example:

- تنجان ناز تؤمنو دنيبدي نيجائل،
  ناشفت نجواب تؤمنو ليرب صوب روجچ كره! (ال. مولثلا)
  Why should a beauty not lie tossing in flirtatious sleep, When her lover stands waiting, having opened the bright windows?! (L. Mutallip).

◊ قاندافارجه —

This pronoun is used in the sense of (a) 'for what reason[s], why', (قاندافارده) or (b) 'by what means, how' (بلا فين). For example:

- چن قاندافارجه چو پرگه کلیپ قاندن؟
  'Why did you suddenly arrive?'
- چن قاندافارجه نوگه نمک؟
  'How did you manage to do so much?'

◊ نبماتاچ، نبماتاچ —

These pronouns have been produced by adding the pronoun 'نه' to the pronouns 'دقت' and 'لاققه' and contracting them into single words. They are used in the sense of 'why ... to such a degree, why so [much]'. For example:

- تؤمنو ثانمادب نبماتاچ کوب؟
  'Why are there so many people today?'
- تنموت نبايپرر، نبماتاچ (نبماتاچ) وارقرايمن؟
  'Speak quietly, why are you shouting so much?'

The pronoun 'نبماتاچ' is also used in the sense of 'why ... such a strange, what a strange, why ... like that!' (نبماتاچ شونده دامته). For example:

- تنموت نوبوانگ، نبماتاچ قلسن؟
  'What a strange fellow this is!/ Why is he such a strange creature?!'
- تنموت نوبوانگ، نبماتاچ قلسن؟
  'Can't you keep still; why are you behaving like that?'

The pronoun 'نبماتاچ' sometimes also occurs in the form 'نبماتاچ' or 'نبماتاچا'. For example:

- تؤمنو ثانمادب نبماتاچ کوب؟
  'Why are there so many people today'
- ثانمادب نبماتاچ نومه نبماتاچا نايرچايسن؟
  'Speak quietly, why are you shouting so much?'

◊ نبدمگن، نه قعدم، نه قاندن —

Even though these pronouns are like interrogative pronouns in form, in front of adjectives or verbs they serve as exclamatory intensifiers. For example:

also dependent on verbs and adjectives and function as adverbial modifiers. For example:

What kind of books do you need?

Which apartment block do you live in?

How did you come?

Why is this such a strange house?

The pronoun can occur combined with the decreasing degree adjectival suffix. For example:

How are things getting on?

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.'

'What kind have you bought?'

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?

Which (ones) of you did he speak to?

 Effendi, I've met with numerous things in this world, but I don’t know which of them to forget and which to remember. (Nisiridim Effendi Anecdotes)

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 them don't have a dictionary?

The pronouns 'came' and 'belong to the Numeral-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?

Effendi, I've met with numerous things in this world, but I don’t know which of them to forget and which to remember. (Nisiridim Effendi Anecdotes)
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?

What’s this about your saying you’re not going?

6) It is rather difficult to say exactly which word class the pronoun ‘قئیی’ possesses characteristics of. It is a special kind of interrogative pronoun which only acts as a predicate in the sentence.\(^{65}\) e.g.:

Where is Tursun?
Where’s my one?/Where’s the one for me?
Where is it — your book?

\(^{65}\) (Author’s footnote) The ‘قئیی’ which occurs in such places as: ‘قئیی، معن بر’ (Please, let me have a look.), ‘قئیی، ماجستی باشلایی.’ (Well, let’s start the meeting.), and ‘قئیی، قئیی، قئیی’ (Well, how about letting him come!), is not considered to be a pronoun, but a particle.
The Reflexive Pronoun

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<td>plural type</td>
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</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
- my
- to myself

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: 'ئورزومچه کئیمی' (I just wanted to come), 'ئورزومچه کئیمی' (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:

مني هچهکم چاقرندی، (منی) توی کاردم.

No-one invited me, I came myself. . . I just came.

پنی توستاک و ایست توشنادی توی توخاپیور.

When the time is up, this lathe stops by itself.

DON'T (you) torment yourself.

سمن تزویک چو تویک قسمم.

مفسنی بیز تویک رسه، قید، زام.

We will solve this problem (for ourselves).

مشرک عظیم بر نیلربور کریب قافشمنی تزویک تیمایی قادی. (ت. شمسکم)

Mashurakun 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:

پنی بییتو تادهمنیک تویک سئویچی بیلوی.

That man himself is the perpetrator of this affair.

It's up to you (yourself).

شخبیار سینک تزویک.

Loğhneti تشنستی بولفاندی کیسین (مینک) تزویک تایزور بیر.

After using the dictionary, return it to me.

یزتداقا ماتوریال موسی بهی بیتک تزویک جصد.

This kind of material is produced in this very place (itself).

4) Reflexive pronouns such as تزویک تیزور، تزویک تیزور، and تزویک تیزور، which occur side by side, with one in the nominative case and the other in a different case, are sometimes contracted into the forms تزویک تیزور، تزویک تیزور، تزویک تیزور، etc.

I scolded myself for having acted like that.

سنی تزویک تیزور کسنی، شکنی، بیشانک سیا قاتنی، قاتنی، شکنی.

If you don't even believe in yourself, how do you expect others to believe in you?

تزاگه علیک نیش، (سنی) تزویک تیزور قاتنی، قاتنی، شکنی.

The enemy of study is being satisfied with oneself.

بنی خازنی تاشقلزنی تزویک تیزوری مس نیشان بولنی.

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:

بنی خازنی تاشقلزنی تزویک تیزوری مس نیشان بولنی.

Did you come alone? [lit. did (you) yourself?]

Couldn't you ask me? [lit. (my)self]

'Does Äkmät know about this matter?'

Tae Şamnas Teyi تتجاوز تیمیر آکمیر.

Try asking Äkmät 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.
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:

All the teachers and students in our school attended the meeting.

The news spread through the whole city in a flash.

The pronoun 'بارلق', like the pronoun 'هممه' (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.
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.

◊

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.

'همراهان' is considered to be a particle, not a pronoun, in such

sentences as:

Maybe you’ve not been either?

◊

The pronoun 'همراهان' (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 'نئم', 'قاچان', 'قاچان', and 'همراهان' 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.

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) The pronouns 'همراهان', 'بهره', 'برچمه', 'پارتیک', 'پارچه', 'همسره',

and 'همسره' belong to the Numeral-Measure Word Pronouns and serve directly

as qualifiers. For example:

Everybody/everyone,bahr-e, partiz, parčeh, hamsere

Hemsere namad, heemserelay, heemserelay, hamsere

All the people, each and every, the entire school

Sometimes the pronoun 'همسره' is directly nominalized and used

like a noun, in the sense of 'everybody/everyone',

'hemsere nakad',

everything', or 'every matter/everything'.

69 When these pronouns are used in this way, the verb is always in the conditional

mood.
'No, none of us has a dictionary.'

'هلا، هم‌همسانک لغتی بی‌پیوست.'

'برنده‌ی هویت که هم‌همسانک لغتی بی‌پیوست شده‌اند،

Apparently none of them has a dictionary.

هراقبی‌سمرانک یک‌سانی هم‌همسانک لغتی بی‌پیوست چون‌که هویت کرده‌اند.

I've put each of your tickets on each of your desks.

هراقبی‌سمرانک یک‌سانی هم‌همسانک لغتی بی‌پیوست چون‌که هویت کرده‌اند.

Apparently he's put each of our tickets on each of our desks.

Give each of them their ticket.

However, nouns qualified by this form of the pronoun 'هم‌همسانک' may also sometimes combine with ownership-dependent suffixes which are the same as the suffix on the pronoun. For example:

هراقبی‌سمرانک یک‌سانی هم‌همسانک لغتی بی‌پیوست.

'Don't any of you have a dictionary?'

'هلا، هم‌همسانک لغتی بی‌پیوست.'

'That's right, none of us has a dictionary.'

When combined with the ownership-dependent suffixes of the noun, the pronoun 'هم‌همسانک' 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 'هم‌همسانک', it is also used (b) on its own, in the sense of 'everything [belonging to an individual person]' (e.g.:

(a) All of us will attend this meeting.

هراقبی‌سمرانک یک‌سانی هم‌همسانک لغتی بی‌پیوست.

This is a matter which concerns all of you.

هراقبی‌سمرانک یک‌سانی هم‌همسانک لغتی بی‌پیوست.

Today the teacher called all of us to the blackboard.

هراقبی‌سمرانک یک‌سانی هم‌همسانک لغتی بی‌پیوست.

It's necessary to talk to each of them.

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:

هراقبی‌سمرانک یک‌سانی هم‌همسانک لغتی بی‌پیوست.

'Don't any of you have a dictionary?'

هراقبی‌سمرانک یک‌سانی هم‌همسانک لغتی بی‌پیوست.

Where it is understood that the speaker is confirming his suspicions, rather than genuinely not knowing the answer, the reply is given in the positive — i.e. in agreement with the speaker's suspicions. In English it would be possible in such cases to translate 'هم‌همسانک' as 'That's right.'
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 'هبرچاق' (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 'هبرچاقان' (at whatever time, whenever) and 'هبرچاقی' (however, no matter what) 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 'هچچک' and of compound words produced by combining interrogative pronouns and certain specific words with 'هچچک'. These pronouns, and their meanings are as follows:

◊ 

The pronoun 'هچچک' (any) occurs in the sense of 'even one', or 'any one'. (همچنان (بی‌دین) (همچنان (بی‌دین)). For example:

There’s nobody here. There isn’t anybody here.

It’s impossible to go in any direction.

◊ 

The pronoun 'هچچک (anybody, anyone) occurs in the sense of 'any one person'. (همچنان (بی‌دین). For example:

Nobody came.

◊ 

The pronoun 'هچچک (anything) occurs in the sense of 'any one thing'. (همچنان (بی‌دین. For example:

Nothing is lacking.

◊

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: 'هچچک (Who came?)', 'هچچک (No-one/Nobody), the reply is a contraction of 'هچچک (No-one came).
The pronoun 'any, any kind of' occurs in the sense of 'any one type of' (همقانداي نور تاموى). For example:

We're not in any kind of difficulty.

The pronoun 'any, any one' occurs in the sense of 'any one, a single' (همقانداي نور تاموى) (همقانداي بر تامى). For example:

There's not a single room empty.

The pronoun 'any, any one' occurs in the sense of 'at any time' (همقانداي نور تاموى) (همقانداي نور تاموى واقتنا). For example:

This has never been attempted before.

The pronoun (not) so many, so much; (not) so, very) indicates any somewhat greater number or quantity, or any somewhat stronger degree. For example:

There are not so many people.

It's not very far. It's not so far.

The pronoun 'anywhere' (همقانداي نور تاموى) (همقانداي بر بيرى) (همقانداي نور تاموى). For example:

I didn't go anywhere today. I haven't been anywhere today.

The pronoun 'anywhere' is the same as 'everywhere' [but is not usually used in Kashgar. For example:

I didn't go anywhere today. I haven't been anywhere ...

The pronoun 'anywhere, anywhere' is synonymous with 'everywhere'. For example:

There's not a single room empty.

The pronoun 'anything is synonymous with 'everyone, everyone'. For example:

I'm not short of anything.

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 'هچنرپه, هچنسره, هچنرهمه, هچنسره, هچنسره' and 'همچنرپه, هچنسره' 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 *هیچچنیسی، هیچچنیسی* and *هیچچنیسی، هیچچنیسی* 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 *هیچچنیسی، هیچچنیسی* 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:

He’s an expert at chess, none of you can equal him.

When combined with the nominal ownership-dependent suffixes, the pronouns *هیچچنیسی، هیچچنیسی* and *هیچچنیسی، هیچچنیسی* 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.:

None of you have dictionaries.

He didn’t like any of them.

Apparently none of them has a dictionary.

3) The pronoun *هیچچنیسی، هیچچنیسی* 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 *هیچچنیسی، هیچچنیسی* 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

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 دەۋ- /دەۋ to the end of Interrogative Pronouns, or by attaching the prefix -چە- to the beginning. These pronouns, and the meanings of each of them, are as follows:

- كەسەدەۋ (somebody, someone, someone or other) indicates a person whose identity is unclear. In most cases it is followed by the word بەرەسە / بەرەسە. For example:

  كەسەدەۋ بەرەسە وەئەغەدە وەقە ئەسلەدە. (ق. تەرەدە)

  Somebody from the far corner threw in a remark. (K. Turdi)

  ئەمەدەۋ بەرەسە نەخەلتەكە ئەختە. (م. بولەت)

  Someone knocked on the door. (M. Polat)

  كەسەدەۋ بەرەسە دەبەزەنە تەنە خەبە ئەسەلەرەنە ئەچەلە. بەپەسەمەن تەخەنا

  कोئیله شەکە بەسەدە.  

  Someone played old folk tunes on the dutar and began to sing a sweet song.

- كەسەدەۋ (something, something or other) indicates a thing of unknown identity. It may also be followed by the word بەرەسە / بەرەسە. For example:

  سەبەمەن ئەمەدەۋ تەپەکە كەتەمەن كەسەدەۋ بەسەدە. بەپەسەمەن تەکەدە.

  Uncle Selim ... took something from the box (قەبەمەن تەرەدە) bed near the door and hid it in his waistband. (Käy wym Turdi)

  كۆزۆمەدەۋ كەسەدەۋ بەرەسە بەرەسەدەۋ بەدە. پەدەدە.

  It was just as if something (or other) appeared before my eyes.

72 Although دەۋ /دەۋ is the correct dictionary form of the suffix, it appears that it is very rarely used, even in written language.

- قەتاپەدەۋ — قەتاپەدەۋ (some kind of, some ... or other) indicates an indefinite quality. The word بەرەسە / بەرەسە almost always follows this pronoun. For example:

  مەن قەتاپەدەۋ ئەسەلەرەنە قەتاپەدەۋ بەرەسەدەۋ بەرەسەدەۋ مەن قەتاپەدەۋ بەرەسەدەۋ. (ت. هەشەم)

  When I entered the team office, the secretary — a young man of around 18 or 19, who was sitting drawing charts of some kind — greeted me warmly. (A. Hashim)

  مەرەبەن تەنەمەن ئەزنەدەۋ ۋەئەغەدە ئەسەدە. تەنەمەن ئەزنەدەۋ دەخەن تەنەمەن

  قەتاپەدەۋ بەرەسەدەۋ ئەسەلەرەنە ئەسەدە. (پ. چەپەل)

  When Mehriban went into the dormitory looking for Alim, Alim was engaged in reading some book or other. (P. Jelil)

- قەسەدەۋ — قەسەدەۋ (one or other of) occurs in the sense of 'being unclear as to which one'. It may also be followed by the word بەرەسە / بەرەسە. For example:

  قەسەدەۋ بەرەسەدەۋ بەرەسەدەۋ بەرەسەدەۋ بەرەسەدەۋ بەرەسەدەۋ بەرەسەدەۋ بەرەسەدەۋ بەرەسەدەۋ بەرەسە. (قەسەدەۋ)

  Someomed came out of one or other of the houses and opened the gate.

- قەجاپەدەۋ — قەجاپەدەۋ (at some time or other) indicates an indefinite time. It may also be followed by the words بەرەسە / بەرەسە. For example:

  مەن بەرەسەدەۋ قەجاپەدەۋ بەرەسەدەۋ. بەرەسەدەۋ

  I had seen this person at some time or other.

  قەجاپەدەۋ بەرەسەدەۋ مەن بەرەسەدەۋ بەرەسەدەۋ بەرەسەدەۋ.

  At some time or other I had once been to that place.

- ئەۋەرەدەۋ /ئەۋەرەدەۋ — ئەۋەرەدەۋ /ئەۋەرەدەۋ (somewhere or other) indicate that the whereabouts of a place is unclear. They may also be followed by the words بەرەسە / بەرەسە. For example:

...
How strange! It seems to me that I've seen this face somewhere before...
He's gone somewhere or other.

The pronoun 'قائِماَنُه' (some direction or other, somewhere or other) indicates an indefinite direction or place. It may also be followed by the words 'بِرِيَاهُ' (for example):

- He had left for somewhere or other.
- He had gone off in some direction or other.

The pronoun 'سببِهُهْ' (for some reason or other) indicates an indefinite reason. For example:

For some reason or other I become excited as soon as I see this person.

Besides being used (i) synonymously with 'كمدُوره' (somebody, someone, someone or other), the pronoun 'السَّيِّمِ' is also used (ii) in the sense of 'some unknown person in some place' (نَدُدِيْلِكِ تَوَادُحَيْنَانُ). For example:

- ... He ... looked into the far distance for some time, as if searching for someone in that vast desert. (A. Turdi)

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.

The pronouns 'السَّيِّمِ' and 'قالَدُنُه' belong to the Noun Pronouns and inflect according to grammatical category or occur combined with postpositions (See the above examples).
expresses an indefinite one out of a number of objects. It functions as a noun (The ownership-dependent suffixes come before the suffix 
\(\text{دیه/دیه} \) ). For example:

one or other of us
one or other of you
one or other of them

The words 'بَرَی' and 'پیام' 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 

For example:

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

3) The pronouns 

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.

For some reason or other he didn’t come.
Chapter 9
A GENERAL UNDERSTANDING OF VERBS

§1 A Definition of Verbs

Verbs are the word class which indicate the action of objects. Here the word ‘مَدِرَكَت’ (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:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَلَك</td>
<td>to go</td>
</tr>
<tr>
<td>مَلَك</td>
<td>to work</td>
</tr>
<tr>
<td>لَحَشَأ</td>
<td>to write</td>
</tr>
<tr>
<td>يَزَرُ</td>
<td>to stand</td>
</tr>
<tr>
<td>ثُمَرَ</td>
<td>to sleep</td>
</tr>
<tr>
<td>تَذَوَأ</td>
<td>to abate, lessen</td>
</tr>
<tr>
<td>فَلَحَمَتْ</td>
<td>to become fat</td>
</tr>
</tbody>
</table>

§2 Verb Types

1. Basic Verbs, Derived Verbs and Compound Verbs

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.:

(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:

(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.:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>تَقْدِرِلُهُ</td>
<td>to commend/praise</td>
</tr>
<tr>
<td>تَقْدِرِلُهُ</td>
<td>to bring up, train</td>
</tr>
<tr>
<td>تَقْدِرِلُهُ</td>
<td>to design, plan</td>
</tr>
<tr>
<td>تَقْدِرِلُهُ</td>
<td>to cure, treat</td>
</tr>
</tbody>
</table>

(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.:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>جَلِكْ</td>
<td>to weigh with scales, or a steelyard</td>
</tr>
<tr>
<td>مِبْنِرِ</td>
<td>to measure metrically</td>
</tr>
<tr>
<td>ظَوْاَرِ</td>
<td>to measure by arm-spans</td>
</tr>
</tbody>
</table>

(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:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كُمْ</td>
<td>to walk</td>
</tr>
<tr>
<td>بَعُلْ</td>
<td>to fly</td>
</tr>
<tr>
<td>مَكْ</td>
<td>to stand</td>
</tr>
<tr>
<td>تَأْرِقُ</td>
<td>to jump</td>
</tr>
<tr>
<td>جَرْاَقُ</td>
<td>to laugh</td>
</tr>
</tbody>
</table>

...
(2) \(\text{-تین} / \text{-تین} \) ---
(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
\(\text{تاین} / \text{تاین} \) — (تاین + لاش)
to continue
\(\text{داوئلیش} / \text{داوئلیش} \) — (داوئل + لاش)
to become industrialized
\(\text{سیستمیش} / \text{سیستمیش} \) — (سیستم + لاش)
to be mechanized
\(\text{ماشینیش} / \text{ماشینیش} \) — (ماشین + لاش)
to chat, talk
\(\text{پراغلیش} / \text{پراغلیش} \) — (پراغل + لاش)
to greet each other
\(\text{سالامیش} / \text{سالامیش} \) — (سالام + لاش)

(ii) Secondly, when attached to one group of adjectives, it forms verbs which indicate the sense of acquiring the quality expressed by that adjective. E.g.: to become dark
\(\text{قارآگوگیش} / \text{قارآگوگیش} \) — (قارآگو + لاش)
to become legal, be legalized
\(\text{قانونیش} / \text{قانونیش} \) — (قانونی + لاش)
to become heavy
\(\text{نیوش} / \text{نیوش} \) — (نیو + لاش)
to (become) rotten (only of people)
\(\text{چرکیکش} / \text{چرکیکش} \) — (چرکیک + لاش)

(3) \(\text{-ه} / \text{-ه} \) ---
(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. E.g.: to arm oneself, be armed
\(\text{فورات} / \text{فورات} \) — (فور + لاش)
to acquire a habit/become accustomed to (to)
\(\text{داماش} / \text{داماش} \) — (داماش + لاش)
to become angry
\(\text{حصبیش} / \text{حصبیش} \) — (حصبی + لاش)
to be inspired
\(\text{شناخش} / \text{شناخش} \) — (شناخ + لاش)
to be dejected/mournful/sad/sorrowful
\(\text{مکوئش} / \text{مکوئش} \) — (مکوئ + لاش)

(ii) Secondly, when attached to adjectives which express absence or lack, it forms verbs which indicate the sense of feeling or displaying

\(\text{the quality expressed by that adjective. For example:} \)
to become weak, feel weak
\(\text{ماگدومسپاران} / \text{ماگدومسپاران} \) — (ماگدومس + لاش)
to be pessimistic, lose hope
\(\text{توهم‌سپاران} / \text{توهم‌سپاران} \) — (توهمسپار + لاش)
to be listless/lackadaisical/out of sorts
\(\text{روهمسپاران} / \text{روهمسپاران} \) — (روهمسپار + لاش)

(4) \(\text{-نام} / \text{-نام} \) ---
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
\(\text{قنا} / \text{قنا} \) — (قان + لاش)
to name
\(\text{بیبین} / \text{بیبین} \) — (بیبین + لاش)
to play
\(\text{بیکار} / \text{بیکار} \) — (بیکار + لاش)
to disappear, get lost
\(\text{بی‌ویکش} / \text{بی‌ویکش} \) — (بیو + لاش)
to arrange, repair, straighten, tidy
\(\text{بی‌خورد} / \text{بی‌خورد} \) — (بی‌خورد + لاش)

(5) \(\text{-سره} / \text{-سره} \) ---
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
\(\text{فانسپاره} / \text{فانسپاره} \) — (فانسپار + لاش)
to become fatigued, tired
\(\text{نیمه‌چشم‌واره} / \text{نیمه‌چشم‌واره} \) — (نیمه‌چشم‌وار + لاش)
[to due to lack of sleep]
to long for a husband\(^4\)
\(\text{کُشش‌سره} / \text{کُشش‌سره} \) — (کُشش + لاش)

(6) \(\text{-دی} / \text{-دی} \) ---
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
\(\text{زیان‌سپاره} / \text{زیان‌سپاره} \) — (زور + لاش)
to abate, decrease, diminish, lessen
\(\text{تازه‌سپاره} / \text{تازه‌سپاره} \) — (تازه‌سپار + لاش)
to abate, decrease, lessen, weaken
\(\text{پس‌سپاره} / \text{پس‌سپاره} \) — (پس + لاش)

\(^4\) This has a negative connotation and is used of divorced women who chase men in a desperate attempt to acquire another husband.
(7) ـتار/ـکر/ـر — ـشناور/ـشناور/ـشناور
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: ـتار (تار + ـتار)
- to become young: ـپیشتر (ـپیشتر + ـتار)
- to turn blue, turn green, go mouldy: ـکدرک (ـکدرک + ـکر)
- to become short: ـقسفار (ـقسفار + ـز)

(8) ـی — د/د/د
When attached to certain adjectives, this suffix forms verbs which indicate the sense of acquiring or possessing the quality expressed by that adjective. For example:
- to lack, being lacking, be short: ـکمی (ـکمی + ـی)
- to become rich, prosper: ـپیری (ـپیری + ـی)
- to become calm, be peaceful, be quiet, quieten down: ـسنچی (ـسنچی + ـی)
- to be (come) firm/tight/strong, strengthen: ـپهپی (ـپهپی + ـی)

(9) ـدو/د/د — د/د/د
When attached to specific nouns, this suffix forms verbs with various meanings. For example:
- to carry out, complete, implement, perform: ـتورؤم (ـتورؤم + ـدو)
- to look for, seek, trace: ـنگز (ـنگز + ـدی)
- to appeal, call for, persuade, urge: ـنگنچ (ـنگنچ + ـدی)
- to beat, pound, ram, tamp: ـنگاچ (ـنگاچ + ـدی)

(10) ـشناور/ـشناور/ـشناور
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: ـسلاوشتر (ـسلاوشتر + ـشناور)
- to clean up, put in good order, straighten out: ـیپغشتر (ـیپغشتر + ـشناور)
- to arrange, straighten out, tidy up: ـتوزشتر (ـتوزشتر + ـشناور)
- to train (a plant by tying to a framework, cane, etc.): ـبیومشتر (ـبیومشتر + ـشناور)

(11) The following verbs also belong to the Derived Verbs, but the suffixes which form them are extremely unproductive. For example:
- to smile: ـکؤلومسَر (ـکؤلومسَر + ـورسره)
- to irrigate, water: ـسؤغر (ـسؤغر + ـغر)
- to control, manage, operate, rule, run: ـپاششیر (ـپاششیر + ـور)
- to encounter, meet, meet with, suffer: ـیپولو، ـیپولو (ـیپولو + ـور)
- to be late: ـکعیب (ـکعیب + ـک)
- to flourish, thrive; live, reside: ـینانا (ـینانا + ـنا)
- to adjust, regulate, revise; mix, blend: ـتگق (ـتگق + ـق)
- to bulge, distend, expand, swell: ـیچمق (ـیچمق + ـق)
- to belittle, discriminate against, humiliate: ـگم (ـگم + ـست)
- to become quiet, calm down: ـجسق (ـجسق + ـق)

(12) 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).

75 In fact, this belongs to sub-section (5), but has the additional infix 'ـئم'.

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To turn black, turn dark ـقازی (ـقازی + ـی)
To gain strength, grow, increase, intensify ـکچی (ـکچی + ـهی)
(13) It is also possible to consider Voice Forms (دربیجه شکتالی), apart from the original active voice (دارس دیلمینه), 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.:

- to make, produce: تارامار قبّل
- to destroy: نشّر ییتجار
- to greet, welcome: قارئی قارئی قتال
- to oppose, resist: تارامار بول
- to be destroyed: نشّر ییتجار
- to adopt a method, deal: قارئی قتال
- with, handle: گچ یئر

2. Transitive and Intransitive Verbs
(3) ژئینئیلک ژئینئیلک ژئینئیلک ژئینئیلک

According to whether or not they require a Direct Object, verbs are divided into two types:

a) Transitive Verbs

b) Intransitive Verbs

a) Verbs which express an action that is transferred to a certain object are called Transitive Verbs. Such verbs always require a noun (or words functioning as nouns) in the form of the accusative case (or accusative in nature) to serve as a direct object for themselves. For example:

- to write a letter: نشّر تارامار
- to play the dutar: تارامار ییتجار
- to read a book: یئر تارامار
- to eat a meal: یئر تارامار
- to love one’s country: یئر تارامار

b) Other verbs are called Intransitive Verbs. For example:

- to go, set out, walk: یئر تارامار
- to arrive, come: یئر تارامار
- to run, spring into action: یئر تارامار
- to sit: یئر تارامار
- to be arrogant, conceited, proud: یئر تارامار

The Direct Object of certain verbs may either be in the accusative case or the dative case. For example:

to ride a horse: یئر تارامار

to follow: یئر تارامار

I don’t understand what you said.

Certain verbs may sometimes occur in a Transitive sense and sometimes in an Intransitive sense. For example:

Transitive

- to play ball: یئر تارامار
- to play on the field: یئر تارامار
- to read a newspaper: یئر تارامار
- to study at school: یئر تارامار
- to do homework: یئر تارامار
- to work in a factory: یئر تارامار

Intransitive

- to study at school: یئر تارامار
- to do homework: یئر تارامار
- to work in a factory: یئر تارامار

3. Dynamic Verbs and Static Verbs
(3) ژئینئیلک ژئینئیلک ژئینئیلک ژئینئیلک

According to their semantic properties, verbs are divided into two types:

a) Dynamic verbs

b) Static verbs

a) Dynamic Verbs indicate the coming into existence of the fact of a certain action. For example, if we say, 'I wrote,' the action of 'writing' is expressed as having come into existence; if we say, 'you go,' the action of 'going' is expressed as coming into existence habitually or in the future. The verbs 'to read,' 'to write,' and 'to play' are reckoned to be dynamic verbs. The overwhelming majority of Uyghur verbs belong to the dynamic verbs.

b) Static Verbs indicate that the fixed state of the fact of a certain action exists continuously. For example, if we say, 'the teacher is sitting in the classroom,' here the action of 'sitting' is not expressed as coming into existence habitually or in the future, but rather, the action of 'sitting' is expressed as the continuously existing state of an action which has come into existence. Here the verb 'to sit,' is reckoned to be a static verb. To sum up, Static
Verbs are verbs which, on the basis of their lexical meaning, express the concept of 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: 'ئەکەمەت كەمسەت, كەمەت تۇزۇندۇ. وۇزۇندۇ' (When Akhmat comes he will sit on this chair), here the coming into existence of the action of 'ئۇزۇندۇ' is expressed. Therefore, the verb 'ئۇزۇندۇ' is here reckoned to be a Dynamic Verb, but if we say: 'ئەکەمەت كەمسەت سەنبەت تۇزۇندۇ. وۇزۇندۇ' (Akhmat is sitting in the classroom), we express the existence of the action of 'ئۇزۇندۇ' as a continuous state which has come into existence. Therefore, the verb 'ئۇزۇندۇ' is here reckoned to be a Stative Verb.

In Uyghur, the verbs 'ئاقەت' (to lie), 'ئۇزۇنەت' (to stand), and 'ئۇزۇنەت' (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

b) Auxiliary Verbs

1) Aspect Auxiliaries

2) Copulas or Linking Verbs

Aspect Auxiliaries are basically added to associative adverbial forms of the verb to produce the verb's aspetual stem forms. They include auxiliary verbs that indicate various aspetual concepts connected with the conditions under which the action is carried out.
of the associative adverbial. When attached to the verb stem, it indicates the aspncial concept of intensification and incisiveness. 77

Well, come on let's down a glass of beer.

This infix has been produced as a result of the aspncial auxiliary 'نالل' undergoing phonetic change after merging with the suffix of the associative adverbial. When attached to the verb stem, it indicates the aspncial concept of being directed towards the subject. 78 For example:

باذ کنگون کتایلازی سبتدالدو. We bought a lot of books.

2) Copulas/Linking Verbs (باغالمیلاز) 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

(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. e.g.:

- to be (come) a teacher
- to be (come) beautiful
- to be (come) five in number
- to do one's military service

77 This aspncial infix also gives the sense of doing something thoroughly, or completely, or all in one go.

78 It also expresses such meanings as 'managing to do'/finding time to do'/succeeding in doing'. e.g.: ناک اکسدئن اقائتی مئی فارقندیم. I managed to have a look while he wasn't looking/I succeeded in having a look/found time to have a look...
and person; negative forms; and judgment noun forms. e.g.: I am a student. You are tall.  
I was a student. Two, I think. 
You are a student. Not me. 
You were a student. 
I've heard it's a long way. 
It looks as if there won't be enough. 
being difficult, that it would be difficult 
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 (someone) has written you used to write 
I intend to write, I'm going to write 
I intended to write, I was 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**  
5. **Objective Assessment**  
6. **Negative Judgment Copula**

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

...
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:

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.

(2) Indirect Judgment Copula
This copula differs in person. It occurs in the following forms:

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.
To sum up, the Indirect Judgment Copula does not differ with regard to tense. Only the 3rd person past tense form — ‘نکمان’ — 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</th>
<th>Tense</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>singular type</td>
<td>مکم (نکمان)</td>
<td>مکم (نکمان)</td>
</tr>
<tr>
<td>2nd person</td>
<td>plural type</td>
<td>مکم (نکمان)</td>
<td>مکم (نکمان)</td>
</tr>
<tr>
<td>2nd person</td>
<td>sg. ordinary type</td>
<td>مکم (نکمان)</td>
<td>مکم (نکمان)</td>
</tr>
<tr>
<td>2nd person</td>
<td>sg. refined type</td>
<td>مکم (نکمان)</td>
<td>مکم (نکمان)</td>
</tr>
<tr>
<td>2nd person</td>
<td>sg. respectful type</td>
<td>مکم (نکمان)</td>
<td>مکم (نکمان)</td>
</tr>
<tr>
<td>3rd person type</td>
<td></td>
<td></td>
<td></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</th>
<th>Tense</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>singular type</td>
<td>مورم (نستم)</td>
<td>مورم (نستم)</td>
</tr>
<tr>
<td>1st person</td>
<td>plural type</td>
<td>مورم (نستم)</td>
<td>مورم (نستم)</td>
</tr>
<tr>
<td>1st person</td>
<td>sg. ordinary type</td>
<td>مورم (نستم)</td>
<td>مورم (نستم)</td>
</tr>
<tr>
<td>1st person</td>
<td>sg. refined type</td>
<td>مورم (نستم)</td>
<td>مورم (نستم)</td>
</tr>
<tr>
<td>1st person</td>
<td>sg. respectful type</td>
<td>مورم (نستم)</td>
<td>مورم (نستم)</td>
</tr>
<tr>
<td>1st person</td>
<td>pl. ordinary type</td>
<td>مورم (نستم)</td>
<td>مورم (نستم)</td>
</tr>
<tr>
<td>2nd person</td>
<td>sg. respectful type</td>
<td>مورم (نستم)</td>
<td>مورم (نستم)</td>
</tr>
<tr>
<td>3rd person type</td>
<td></td>
<td></td>
<td></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 person</td>
<td>(پولسائے کرهاک/چپرمجا) توخشاپم</td>
</tr>
<tr>
<td>plural</td>
<td>(پولسائے کرهاک/چپرمجا) توخشاپم</td>
</tr>
<tr>
<td>sg. ordinary</td>
<td>(پولسائے کرهاک/چپرمجا) توخشاپم</td>
</tr>
<tr>
<td>sg. refined</td>
<td>(پولسائے کرهاک/چپرمجا) توخشاپم</td>
</tr>
<tr>
<td>sg. respectful</td>
<td>(پولسائے کرهاک/چپرمجا) توخشاپم</td>
</tr>
<tr>
<td>plural</td>
<td>(پولسائے کرهاک/چپرمجا) توخشاپم</td>
</tr>
<tr>
<td>3rd person</td>
<td>(پولسائے کرهاک/چپرمجا) توخشاپم</td>
</tr>
</tbody>
</table>

(5) **Negative Judgment Copula**
This copula occurs in the form ‘کممس’.

(6) **Gerundal (Verbal Noun) Copula**
This copula occurs in the form ‘قکچنک’.

5. **Concerning Morphological Forms of the Verb**
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**

(ii) **Verbal Substantive Word forms**

(iii) **Verbal Stem forms**

(i) **Predicate forms of the verb** comprise verbal forms which produce information (خویم) in the sentence. They differ with respect to mood (سمن) 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 ‘پای’ 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**

**Simple Past Tense Indirect Statement Mood**

**Simple Past Tense Hearsay Statement Mood**

**Simple Past Tense Subjective Assessment Mood**

**Imperative Mood**
Hypothesis-Objection (Conditional) Mood

پارسال، پازساق، پازسالکرد، پازس

Hope-Polite Suggestion Mood

پارسالکم، پازفاقیه، پازاساکی، پازاساکی، پازاسکی

Wish Mood

پارسادم، پازسافدی، پازسافدیک، پازسافدی‌دری، پازسندی

Wish/Hope Mood $^{44}$ [not used in Kashgar]

پازغیدم، پازغیدی، پازغیدیک، پازغیدیگر، پازغیدی

Regret and Entreaty Moods $^{45}$

پارساجو، پازفاقیه، پازاساکی، پازاساکی، پازاساکی

Necessity Mood

پازسال، پازسالکرد، پازسالکرد، پازسالکرد، پازسالکرد

The following predicate forms, which belong to the Direct Statement Mood of the verb 'پار', 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**

پازانم، پازانم، پازانم، پازانم، پازانم

**Past Imperfect Tense**

پازانم، پازانم، پازانم، پازانم، پازانم

**Past Perfect Tense**

پازانم، پازانم، پازانم، پازانم، پازانم

**Past Continuous Tense**

پازانم، پازانم، پازانم، پازانم، پازانم

**Past Intention Tense**

پازانم، پازانم، پازانم، پازانم

**Present Perfect Tense**

پازانم، پازانم، پازانم، پازانم

**Past Perfect Tense**

پازانم، پازانم، پازانم

(ii) **Verbal Substantive Word forms** comprise verbal forms which are used in the same way as substantive words. They include *Participial* (سپندناشی) forms of the verb which are used in the same way as adjectives, *Adverbial* (روشندش) forms of the verb which are used in the same way as adverbs, *Gerundal (Verbal Noun)* (اسم‌منشی) forms of the verb which are used in the same way as nouns, and one kind of *Intention Verb* (مختصر پیش) 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 'پار', they will be as follows:

$^{44}$ Whether this mood is to be interpreted as a wish or a hope may be understood from the context.

$^{45}$ 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 'جو-' suffix in the entreaty mood.
Stem forms of the verb comprise verb forms which are the common basis for both verbal predicates and substantive words. For example, the 'يآر' form of the verb 'يآر' has formed the common basis for the verbal predicate 'يآر' and the substantive word 'يآر'; the form 'يآر' has formed the common basis for the verbal predicate 'يآر' and the substantive word 'يآر'; the form 'يآر' has formed the common basis for the verbal predicate 'يآر' and the substantive word 'يآر'; the form 'يآر' has formed the common basis for the verbal predicate 'يآر' and the substantive word 'يآر'. These forms of the verb 'يآر' are considered to be Stem Forms of the verb.

The Stem forms of the verb differ with respect to voice and express the Voice Category; they differ with respect to positivity and negativity 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 'يآر' as an example, they will be as follows:

(iii) Stem forms of the verb comprise verb forms which are the common basis for both verbal predicates and substantive words.
expressed. For example, the form of the verb 'پایه‌داریم' expresses such grammatical meanings as:

- Causative Voice
- Positive
- Ordinary Aspect
- Direct Statement Mood
- Simple Past Tense
- 1st Person Singular

The form of the verb 'پایه‌داریم' expresses such grammatical meanings as:

- Original (Active) Voice
- Abilitative Aspect
- Negativity
- Hypothesis-Objection Mood
- 2nd Person Ordinary Singular

The form of the verb 'پایه‌دریاران' expresses such grammatical meanings as:

- Original (Active) Voice
- Positive
- 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 can 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 limitingative case forms; and noun-postposition constructions produced by combining nouns or nominal phrases with such postpositions as 'ئاراقسق', 'ئۇغۇرسىنىڭ' and 'بىلىم', '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 spoke last of all.

He writes letters beautifully.\(^{66}\)

He’s two hours late.

Read slowly.

---

^66 Most adjectives can function as adverbs in Uyghur, but in English a separate form is usually required.
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 as an action as a quality.

Participles in the same way as adjectives, and express an action as a quality. For example, in the phrase "the flower which has opened," the verb "opened," in one kind of participial form, serves to indicate the quality of the object "flower," which is in the state of having carried out that action.

In the phrase "the flying horse," the verb "flying," in another kind of participial form, serves to indicate the quality of the object "horse," 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 "-y" to the stem. For example:

- Perfect (State) Participle: 
  - the verb stem, e.g., 
  - Perfect (State) Participle: 
  - the verb stem, e.g., 
  - Perfect (State) Participle: 
  - the verb stem, e.g.,

The Perfect Participle displays the action expressed by itself as a quality that has come into existence (i.e., has been completed). e.g.,

- Perfect (State) Participle: 
  - the verb stem, e.g., 
  - Continuous (State) Participle: 
  - the verb stem, e.g.,

- Imperfect (State) Participle: 
  - the verb stem, e.g.,

In translating participial forms into English, it is often necessary to use a relative clause rather than a participle or an adjective.
Chapter 10

VERBAL SUBSTANTIVE WORD FORMS

§1 A General Understanding

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 (سەزەکەیە), which are used in the same way as adjectives (See §2). For example:
   
   بەرزەخانە یارەخانە یازەخانە

2. Gerundal (Verbal Noun) forms (نسەخەکەیە), which are used in the same way as nouns (See §3). For example:
   
   یازەخانە یازەبەشە یازەبەژە

3. Adverbials (سەزەکەوەکەیە), which are used in the same way as adverbs (See §4). For example:
   
   یازەخانە یازەبەشە یازەبەژە

There is also (4) a Verb of Intention (سەزەخەوەکەیە), 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.:

یازەخانە یازەبەشە یازەبەژە

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:

- یازەخانە یازەبەشە یازەبەژە
- یازەخانە یازەبەشە یازەبەژە
- یازەخانە یازەبەشە یازەبەژە

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 ـ کرە
expenditure, expenses; debt ـ قەب
key, index ـ تەک
thin deep-fried pancakes ـ قەچە
hoe ـ تەک
memoirs, recollection ـ تەسەک
escape, fugitive, runaway ـ قەچە
experiment, test, trial ـ سەنەک
exhaustion, fatigue, tiredness ـەتەسەک

The following have completely turned into adjectives so that no verbal characteristics remain in them:

dry, empty ـ قەچە
mobile, movable, shifting; figurative ـ کوچە
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 'بَنَّى جَبَلَانَّكُمْ' (a flower which has opened, an opened flower), the verb 'بَنَّى جَبَلَانَّكُمْ', in one kind of participial form, serves to indicate the quality of the object 'بَنَّى جَبَلَانَّكُمْ', which is in the state of having carried out that action.

In the phrase 'هَوْجُرَانَّ ثَانِ: 'بَنَّى جَبَلَانَّكُمْ' (flying horse), the verb 'هَوْجُرَانَّ ثَانِ', in another kind of participial form, serves to indicate the quality of the object 'هَوْجُرَانَّ ثَانِ', 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

1) Perfect (State) Participle

This type of participle is formed by adding the suffix '-يَكَانَوْلا/كَمْ' to verb stem. For example:

<table>
<thead>
<tr>
<th>Stem</th>
<th>Participle Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ُقَانٌ</td>
<td>بَنَنُوْنَانْ كَمْ</td>
</tr>
<tr>
<td>ُقَانٌ</td>
<td>بَنَنُوْنَانْ كَمْ</td>
</tr>
<tr>
<td>ُقَانٌ</td>
<td>بَنَنُوْنَانْ كَمْ</td>
</tr>
<tr>
<td>ُقَانٌ</td>
<td>بَنَنُوْنَانْ كَمْ</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.:
(i) The 'نَا' form of the Imperfect Participle is formed by attaching the suffix 'نَا' to the verb stem. For example:

- يُبِدِينَ + نَا = يُبَدِينَا
- يُبِدِينَانَ + نَا = يُبَدِينَانَا

(ii) The 'نَا' form of the Imperfect Participle is formed by attaching the suffix 'نَا' to the verb stem. For example:

- يَا + نَا = يَأَا
- يَا + نَا = يَأَا

(iii) The negative form of the imperfect participle's 'نَا' form is formed by attaching the suffix 'نَا' to the negative verb stem. e.g.:

- يَأَا + نَا = يَأَا
- يَأَا + نَا = يَأَا

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)  توْهِيد يَدِم
- a letter which is to be understood  بَلْعِيْحُ يَدِم
- a book which is (lying) [e.g. on the table]  توْهِيد يَدِم
- a child who is sitting writing a letter  بَلْعِيْحُ يَدِم
- a horse which is standing looking  توْهِيد يَدِم
- a child who is sitting writing a letter  بَلْعِيْحُ يَدِم
- a sheep which is wandering around grazing  توْهِيد يَدِم
- a baby which is lying sleeping  بَلْعِيْحُ يَدِم

3. Participles are Used as Follows

1) Participles are mainly dependent on nouns and act as qualifiers. In this instance they can qualify the subject of the action expressed by that participle. For example:

- the person who came, the person who has arrived  كَذَلِكَ يَدِم
- the child who wrote the letter  بِلْعِيْحُ يَدِم
- a man who knows me  مَذَكِرُ يَدِم
- students who are studying (a lesson)  بَلْعِيْحُ يَدِم

When they occur in a subject-predicate relationship with a noun, Participle may qualify the logical object or the logical adverbial modifier of the action expressed by themselves. For example:
The 'نا' form of the Imperfect Participle does not often function as a qualifier except in certain fixed expressions. For example:

unlimited wealth

a shooting star

an undefeated army

Comprehensive Participle Form

There is a participial form (which the author has not included) that is constructed by attaching the suffix 'نا/نام' to the perfect or imperfect 'نا/نام' participle. For example:

یازدهمین کی

یازدهمین کی

This is used to express a comprehensive qualificatory 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

all who have harmed others

all who love this city

all who obey unconditionally

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) just gone into the house? (the person who has gone into the house)

Call those who are 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)

The one who sees does see what he sees (needs doing), but what does the one who doesn’t see do? (The person who sees what does he see, but what does the person do who doesn’t see [anything]).

What was it that banged? (the thing that banged)

Is what I can see a man, or something else? (the thing that’s visible)

If what is represented by the participle is a certain portion of a number of objects, or if the person is emphasized, the participle takes the ownership-dependent suffix. For example:

The thief took what there was, and what remained the fortune teller took (the thing that remained).

Those of us who didn’t go yesterday, went today (the students who didn’t go).

Please repeat what you just said.

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:

When they arrived, we were holding a meeting. (or: in a meeting)

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 'نا/نام' (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:
§3 Gerunds (Verbal Nouns)
(تسلسل ن Utaz)(تسلسل ن Utaz)

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 don't want to go', the verb 'go', 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 'come', 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 'نئوتورى' (lit. action name) We have felt it appropriate to call it 'تسلسل ن Utaz' (lit. noun fellow) in order to bring it into conformity with the substantive word forms called 'تسلسل ن Utaz' and 'تسلسل ن Utaz'.

2. Types of Gerunds
Gerunds are divided into seven types, namely:

1. The 'ش' Gerund
2. The 'ما' 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 'ئوتورى to the verb stem. For example:

\[\text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى}\]

\[\text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى}\]

\[\text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى}\]

\[\text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى}\]

\[\text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى} + \text{ئوتورى}\]
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.

It is necessary, for the sake of unity, not to engage in harmful talk.

We must all work hard.

Everything must be ready today.

It is essential for them to come.

We may not go there.

B. When the gerund is in the dative case and combined with the construction 'هَوَّا كَانَت', 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.
F. When combined with the postposition 'لَظْهَرُي', it functions as an adverbial modifier of purpose. This type of adverbial modifier of purpose can be dependent on any verb. For example:

خُفَافُقُكُلَّةٌ مَّضِيَتْ قَبْلَ جَسَالَةِ هُواَ، َلَظْهَرُي رَنَّى تَرَسُِّبُ قُرْعَةَ مَمْشَرَّمَيْكَ.

We need to study hard in order not to disappoint the people’s expectations.

وَيُؤُيُّنُ أَنَّهَا نَمَّتْ بِهِ مَدْرَسَةَ عَلَى اِنْتَرْفَعُهُ َلَظْهَرُي تَرَسُِّبُ قُرْعَةَ مَمْشَرَّمَيْكَ.

I am working hard in order to get a good result in these exams.

G. When combined with the postposition ‘لمّا’, it becomes an adverbial modifier to another verb and indicates an action which has been performed as a means of carrying out some other action. For example:

لَظْهَرُي مَهْمَّاتٍ مَّدْفُوعَيْنِ مَنَانَبَ مَنَانَبَ بَعْضُهَا بَعْضَهَا تَرَسُِّبُ قُرْعَةَ مَمْشَرَّمَيْكَ.

By increasing the production output, they fulfilled the production plan ahead of schedule.

تَرَسُِّبُ قُرْعَةَ مَمْشَرَّمَيْكَ بِفَوْزَةَ بَعْضُهَا بَعْضَهَا تَرَسُِّبُ قُرْعَةَ مَمْشَرَّمَيْكَ.

Let’s welcome the new year by gaining good results.

This form is more often linked to negative predicates and indicates a means that is unable to fulfil its function. For example:

لَظْهَرُي مَهْمَّاتٍ مَّدْفُوعَيْنِ بَعْضُهَا بَعْضَهَا تَرَسُِّبُ قُرْعَةَ مَمْشَرَّمَيْكَ.

It is impossible to resolve this contradiction by increasing the pace.

قَرْعَةَ مَمْشَرَّمَيْكَ تَرَسُِّبُ قُرْعَةَ مَمْشَرَّمَيْكَ.

The job can’t be completed by shouting.

قَرْعَةَ مَمْشَرَّمَيْكَ يُؤِمُّ بِفَوْزَةَ مَهْمَّاتٍ مَّدْفُوعَيْنِ تَرَسُِّبُ قُرْعَةَ مَمْشَرَّمَيْكَ.

A relationship cannot be improved by glossing over differences/disagreements.

In addition, when combined with the word ‘قَالَ’، it indicates that the subject is not confined to the action expressed by the gerund, but also carries out another action. For example:

قَالَ لَظْهَرُي لَظْهَرُي لَظْهَرُي لَظْهَرُي:

He didn’t just say it with words, he demonstrated it in reality.

H. When it takes the suffix ‘لِ’ and comes in front of a simple past tense, or a(n imperfect) present tense, predicate form of the same
In meaning, the 'ماق' gerund is the same as the 'نش' 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 'نش' gerund, e.g.: 

For every taking there is a giving, 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. 'ماق' = 'يربماق' = '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:

The students were listening attentively.

Our homeland is advancing rapidly.

This will be discussed further in Chapter 11, §4 The State-Tense Category of the Verb.

3) The 'ماق' Gerund

This type of gerund is formed by attaching the suffix 'ماق' to the verb stem. For example:

The 'ماق' gerund is used as follows:

A. When combined in an ownership-dependent relationship with the word which denotes its subject, it indicates the subject's hope or
The Perfect Gerund is of two types:
(i) The Role-Shifted form (کُرْجَمَهُ شَهْکْلُی) of the Perfect Gerund,
(ii) the ‘لاقَ’ form (بِلاقَ شَهْکْلِی) of the Perfect Gerund.

The role-shifted form of the Perfect Gerund denotes the name of an action which has come to 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:

مبنک ببنگګا کلکسکی کمین نیکلند؟
Who told you that I’d come to Beijing? (Lit. From whom did you hear of my having come to Beijing?)

سینکل (کلکسکی) یاشی پولدی.
It’s good that you came.

سینکل (کلکسکی) لسپل تک پرپوزکشی.
Thank you for thinking of me and writing a letter.

لاوینه پاکسکی کانگ کی."امنیمن.
I don’t believe they’ve had a fight.

مبنک بارغئیسکی سینکل (کلکسکی) یاشی.
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 'بِلاقَ', 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:

The meeting was delayed for a day due to the non-arrival of the representatives.

I was unable to go to the meeting because I was ill.

Because there wasn’t sufficient time, we left it till the next day.

(2) When combined with the postposition ‘بیان’، it becomes a non-impeading 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:

Although the meeting was held, the problem was not resolved.

I went, but I was unable to see him.

Despite my leg being injured, my hands and my brain are sound.

Although you put it like that, he didn’t agree.

Although he is so young, he doesn’t fall behind the older ones on the job.

He always travels by bus, in spite of the fact that he is the boss. Sometimes the particle ‘مما’ may be attached to the end of ‘بیان’ to even further intensify the sense of a non-impeading objection, e.g.:

Even if you go, you won’t be able to see him.

Even if it rains now, it won’t be of any use.

(3) When combined with the suffix ‘-چه’، 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:

He came running into the house/He entered the house running.

Crumpling up the letters, Gulbahar sat down dejectedly.

I went in to (see) him carrying the materials.

(4) When combined with exactly the same ‘-چه’ 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).

I’ll try to write as much/as well as I can (write).

(ii) I spoke according to what I knew.

I’ll help to the best of my ability.

The author gives this as an adverbial modifier of means (بکار گیری‌های)، 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 "كِيْسَ" it functions as an adverbial modifier of basis and, in the sentence, indicates the basis upon 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. Since we have come, we must work well.

Since he’s asked, why shouldn’t I give an answer?

Since you promised in front of everybody, you must certainly keep your word.

(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:

Getting angry won’t solve the problem. The problem won’t be solved by your getting angry.

(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:

I only walked yesterday and today I can’t even lift my feet.

I only have to make a joke and he gets angry with me.

(8) It functions as the subject in sentences in which the predicate is expressed by the words "يَوُى" or "يَوُى" or "يَوُى" or "يَوُى". 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 "بَرَّ", 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 "يَوُى" is used in emphasizing the non-occurrence of an action. For example:

(i) مَهَّرُكُمُوَيْبَلْسِيْتُمَا بِيَوُى بَرَّ مَهَّرُكُمُوَيْبَلْسِيْتُمَا بِيَوُى بَرَّ.

(ii) مَهَّرُكُمُوَيْبَلْسِيْتُمَا بِيَوُى بَرَّ مَهَّرُكُمُوَيْبَلْسِيْتُمَا بِيَوُى بَرَّ.

(iii) مَهَّرُكُمُوَيْبَلْسِيْتُمَا بِيَوُى بَرَّ مَهَّرُكُمُوَيْبَلْسِيْتُمَا بِيَوُى بَرَّ.

I’m not telling you. I’m telling Ḥkmāt.
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 'ISC' form of the Perfect Gerund can occur interchangeably, e.g.:

**مبنّي-like** كلامك في قلبك (كلايشماقة) كنذين تأكّدلون؟
**Who told you I had come?**

**تمسلح خدت بغازاتشك (بغازاتشرغ) وهمط.**
**Thank you for thinking of me and writing (a letter).**

ؤلاشنك تويرشوب فاوللافاشماقة (فاولنفا) شهشبيمن.

I don't believe they've had a fight.

Situations in which the 'ISC' 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.:

**ثبت للقرّب فالكافتشماقة (تبث للقافتشماقة) يؤدّى دربع ككاشدي.**
He wasn't able to come to class today, because he was ill.

**عيني سرّتة حسب كتتاكشماقة (كتتاكشماقة) يؤدّى دربع بفغدا.**
I was unable to attend the meeting on this occasion, because I went out.

**ؤآلت تويرشوب فالكافتشماقة (تويرشوب فالقافتشماقة) سهشسمز توزرولب قاّلدي.**
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:

**بئنانيت ديجمتشا باردو كمجلشماقة بيق ديجمتشا كميس.**
To say this is not to say we have no shortcomings.

خاتمتشا نفّر فالقافتشماقة (تئي تويرشوب بولوندا) برد فهشولك ديجمتشا كميس.
To acknowledge our faults is to advance one step on the way towards correcting them.

(ii) **The ISC form of the Perfect Gerund** indicates that which comprises the coming into existence of the action and is used in the sentence in place of a noun. When it occurs in the sentence together with the word which represents its subject, the relationship between them is expressed as a possessive relationship, or it may sometimes be expressed as a subject-predicate relationship.
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.

When he saw that we were holding a meeting, he quietly went out.

(2) **When combined with the postposition ‘بسبب’** 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 also understand that you are investigating this matter.

(3) In the ablative case, the ‘‘-ة‘‘ 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:

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 'لق' form of the Imperfect (State) Gerund

(i) The role-shifted form of the Imperfect (State) Gerund is expressed by the imperfect participle (باسمابناب) changing directly into a gerund. For example, in the sentence: "I didn't know that he worked here."

(ii) The 'لق' form of the Imperfect Gerund is formed by attaching the suffix 'لق' to the Imperfect Participle. Examples:

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:

I know that he works in a factory.

In literary descriptions it may function as a qualifier, in the same way as the imperfect participle but, in this case, it only qualifies its own subject (agent). For example:

He gazed entranced at nature's marvellous spell-binding beauty.
2. Types of Adverbials

Adverbials are divided into seven types according to function:

1. The 'جَعَلَ' Adverbial
   (Adverbial of Limitation/Contrast)
2. The 'بِلْ' Adverbial
   (Adverbial of Purpose or Elapsed Time)
3. The Adverbial of Reason
4. The 'غَاجَ' Adverbial
   (Adverbial of Concurrence)
5. The 'سِرِّي' Adverbial
   (Adverbial of Extension or Prolongation)
6. The 'بِ' Adverbial
   (Associate Adverbial 2)
7. The Associate Adverbial
   (Associate Adverbial 1)

These may be demonstrated according to the chart on p. 286.

The negative forms of the 'بِ' Adverbial and the Associate Adverbial (1) are formed in exactly the same way, by attaching the suffix 'بِ' to the negative form of the verb. For example:

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:

It is also possible for the suffix 'بِ' to be added to the end of the 'جَعَلَ' adverbial, but there is no change in meaning. For example:

The titles in brackets are those given in the هَالِرِي قَرَأَتُ حَدَّامَ بِلَمْبَ السَّنَنَةُ 1997, apart from the 'Adverbial of Concurrence', which is also given as the 'غَاجَ' Adverbial in that dictionary.
### Types of Adverbials

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<td>ی ی ی ی</td>
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<tr>
<td>Associative Adverbial (Associative Adverbial 1)</td>
<td>ب // ب // ب // ب</td>
<td>ب ب ب ب</td>
</tr>
</tbody>
</table>

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91 The forms given by the author — غاشی // غاشی // چکه // چکه — are, in fact, the nominal limitative suffixes. The verbal (adverbial) suffixes have the vowel -٧ // -٧ // -٧ // -٧, although, in speech, ٧ is used in both types of suffix.

### 3. The Meaning and Usage of Adverbials

(روهنده، شایان برنامه مفسنی یا قواعدی)

1) The 'چ' 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 سالمت تیته قارچه (تیته قارچه) قابط کلمه.  
      I'll be back before the time's up.

   We سن مانند قارچه (مانند قارچه) همیشه تاریخی تهیهایم یا ویآباقم.  
      will get everything ready by the time you leave before you leave.

   (ii) It rained until daybreak.  
      Памغاز تلاك (تلاك) نوگری.  
      Wait until I come.

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:

    مهو قارچه (قارچه) گونگرگان گانگرگان گانگرگان.  
    I won't go until this job is finished.

    لاسی مهسی ههل (هل) بیشتری پیشگامی.  
    The other problems won't be resolved until the fundamental problem is resolved.

C. It indicates that a certain action occurs during the [whole] course of the action expressed by the adverbial. For example:

    بارگزاری (بارگزاری) یا بلائش، یا والایش (والایش) بایدا (کاتنها).  
    On the way there, I went by plane; on my way back I came by train.

    بارگزاری (بارگزاری) بیبی (بیبی) پرندبی (پرندبی) بایدا (کاتنها).  
    On the way there I travelled with him.

D. It indicates an action which has been given up as a result of contrasting it with another action. For example:

    بارگزاری (بارگزاری) یا بلائش، یا والایش (والایش) بایدا (کاتنها).  
    (proverb)
    Instead of sitting idle, work for nothing. (Instead of being free [of work], work for free.)
    باشقلایی (باشقلایی) بیبی (بیبی) پرندبی (پرندبی) بایدا (کاتنها).
    Let's just work ourselves, rather than bothering the others.
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:

ترشاقندا وقلا فلاسقبلي بولدني

Only by working hard is it possible to go forward.

یو لشکي کئنده کوئنگی کئنلو. بولدو.

It is possible to finish this job in two days.

یوک تیخري لشکي، کوئنگی بولامدو.

It's too heavy; it's impossible to lift it.

E. When connected with the verb 'will', 'will' 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.

ړنې تنج لښکلی ړېګراوي.

Let's be quiet and give him a chance to speak.

باراك سالمايي، تؤنې ګاډ قفلې قوېېي.

I had intended to go, but my older brother wouldn't let me.

ئؤ نوړي پرېښوئ، تويا لوبه، پرېښوئ بارڅولې قوېېي.

Not only will he not go himself, he won't let us go either.

F. When combined with the auxiliary verbs 'will', 'will', 'will', and 'will', it produces complex stem forms of the verb. (See Chapter 12, Stem Forms of the Verb, §4, Subsection 5, The Commencement Aspectual Stem Form of the Verb, p.412).

3) The Adverbial of Reason (سهوپ روښاښي) indicates that the occurrence of the action expressed by itself is the reason for the occurrence of another action. For example:

The water didn't have the chance to spoil the sides of the ditch because they arrived on time.

سیم خېت پاسغې، مینې خڅه یارېډم.

Because you didn’t write, I didn’t write either.
production of complex stem forms of the verb when combined with the auxiliary verbs 'ب‌ه‌ر' and 'ب‌ه‌ر (see Chapter 12, Stem Forms of the Verb, §4, Subsections 2 & 3, pp.409-410), this adverbial is used as follows:

A. When it is repeated, it indicates a state in which the action expressed by itself continues for a long time. (The suffix 'ي', 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.

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 'ي' 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.

He died just before he reached twenty.

D. Disregarding specific expressions like 'ب‌ه‌ر (lucky, fortunately) the 'ي' adverbial is basically not used singly.

The involvement of the people grew because the policy was properly implemented.

Sometimes the final 'ي' or 'ب‌ه‌ر (ال) of this adverbial is omitted and, consequently, it becomes the same as the 'ب‌ه‌ر' adverbial. For example:

Because it rained today too, we weren't able to go on an outing to the park.

This nectarine tastes delicious because it was grown beside the canal. (song)

4) The 'ب‌ه‌ر' Adverbial (Adverbial of Concurrency) indicates an action which is carried out in addition (or concurrently) during the course of carrying out another action. For example:

We went into town while we were visiting Akhmāt.

Let's go for a stroll in the countryside.

If you're going to the dormitory, please fetch my dictionary (at the same time).

5) The 'ب‌ه‌ر (ال)' Adverbial (Adverbial of Extension or Prolongation) indicates that the more the action expressed by itself is continued or repeated, the more the degree of another action increases to the same extent. For example:

The more you read this novel, the more you (will) want to read it.

The more this material is washed, the whiter it becomes.

The more he spoke, the more excited he became.

6) The 'ي' Adverbial (Associative Adverbial 2)

Not taking into account its role in constructing state-tense forms (see Chapter 11, §4, The State-Tense Category of the Verb) and its
The word (see Chapter 12, Section 7, pp. 449).

The verb (see Chapter 12, Section 7, pp. 442).

No matter what you do, you should never lose.

If you don't come to the door, I'll come down and get you.

The word (see Chapter 12, Section 7, pp. 442).

The verb (see Chapter 12, Section 7, pp. 449).

No matter what you do, you should never lose.

If you don't come to the door, I'll come down and get you.
The sentence "I would have done it..." is incomplete and does not provide enough context to understand its meaning. Please provide the full sentence or more context.

"Certain examples..." suggests there are examples to follow, but they are not visible in the image.

"The association of the action expressed by the adverbial..." indicates a discussion of the association between actions and adverbials, but the text is not fully visible.

"The sentence that the action expressed by the adverbial..." refers to a sentence structure where an action is expressed by an adverbial, but the sentence is not visible.

"This relationship..." suggests a discussion of a relationship between elements, but the specific relationship is not visible.

"It is no..." indicates a statement about adverbials and their importance, but the complete sentence is not visible.

"The semantic..." suggests a discussion of semantics in relation to adverbials, but the text is not fully visible.

"Let's do..." implies an action or instruction, but the full context is not visible.

"By that verb..." indicates a discussion of verbs and adverbials, but the specific verb and context are not visible.

Additionally, there are references to "A adverbial (1) is used as follows..." and "A adverbial..." but the specific adverbial and its use are not visible.
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 'ba' predicate form of the verb 'ba', it belongs to the Imperative Mood type and the 1st Person Singular type; if we take the 'be' 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 This is used in sentences in which the pronoun 'men' functions as the subject.

1st Person Plural This is used in sentences in which the pronoun 'me' functions as the subject.

2nd Person Singular Ordinary type

This is used in sentences in which the pronoun 'sen' functions as the subject.

2nd Person Singular Refined (Polite) type

This is used in sentences in which the pronoun 'sen' functions as the subject.

2nd Person Singular Respectful type

This is used in sentences in which the pronouns 'sen' or 'senni' functions as the subject.

2nd Person Plural Ordinary type

This is used in sentences in which the pronoun 'senni' functions as the subject.

2nd Person Plural Respectful type

This is used in sentences in which the pronouns 'senmer' or 'senmeri' functions as the subject.

2nd Person Plural Disrespectful type

This is used in sentences in which the pronoun 'senmer' functions as the subject.

3rd Person type

This is used in sentences in which the pronouns 'te' or 'te' functions as the subject.

If the person category of the verb is schematized it will appear as follows:
§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:

1. Äkhmät has written an article.
2. (Apparently) Äkhmät has written an article.
3. They say Äkhmät has written an article.
4. I think Äkhmät has written an article.
5. It looks as if Äkhmät has written an article too.
6. Äkhmät should write an article.
7. If Äkhmät writes an article, I’ll write one too.
8. It’s to be hoped Äkhmät will write an article.
9. It’s a pity Äkhmät hasn’t written an article.
10. Äkhmät can write an article about this too/It’s okay if Äkhmät writes an article about this too.

In these sentences, the verb ‘‘بَرَك’’ 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
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 (مەيلى كاتبگۈرپىسى) [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 (ەجال- زامان كاتبگۈرپىسى) [See §4]. All kinds of State-Tense predicate forms are also differentiated with respect to person and produce the Person Category (شەخس كاتبگۈرپىسى) [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 ‘بەزە’ predicate form of the verb ‘بەزە’, it belongs to the Imperative Mood type and the 1st Person Singular type; if we take the ‘بەزە’ 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 (شەخس بەرلەك تۆرى) This is used in sentences in which the pronoun ‘بەسە’ functions as the subject.

1st Person Plural (شەخس كۆپلەك تۆرى) This is used in sentences in which the pronoun ‘بەسە’ functions as the subject.

2nd Person Singular Ordinary type (شەخس بەرلەك كەدەم تۆرى) This is used in sentences in which the pronoun ‘سەمە’ functions as the subject.

2nd Person Singular Refined (Polite) type (شەخس بەرلەك سەبابە تۆرى) This is used in sentences in which the pronoun ‘سەسە’ functions as the subject.

2nd Person Singular Respectful type (شەخس بەرلەك ھۆزمەت تۆرى) This is used in sentences in which the pronouns ‘سەسە’ or ‘سەسە’ functions as the subject.

2nd Person Plural Ordinary type (شەخس كۆپلەك تەدەم تۆرى) This is used in sentences in which the pronoun ‘سەلا’ functions as the subject.

2nd Person Plural Respectful type (شەخس كۆپلەك ھۆزمەت تۆرى) This is used in sentences in which the pronouns ‘سەسە’ or ‘سەسە’ functions as the subject.

2nd Person Plural Disrespectful type (شەخس كۆپلەك سەتەمە تۆرى) This is used in sentences in which the pronoun ‘سەتەمە’ functions as the subject.

3rd Person type (شەخس تۆرى) This is used in sentences in which the pronouns ‘بەر’ or ‘بەر’, or nouns or nominalized words, function as the subject.

If the person category of the verb is schematized it will appear as follows:
§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:

(1) Äkhmät has written an article.
(2) (Apparently) Äkhmät has written an article.
(3) They say Äkhmät has written an article.
(4) I think Äkhmät has written an article.
(5) It looks as if Äkhmät has written an article too.
(6) Äkhmät should write an article.
(7) If Äkhmät writes an article, (I'll write one too)
(8) It's to be hoped Äkhmät will write an article.
(9) It's a pity Äkhmät hasn't written an article.
(10) Äkhmät can write an article about this too.It's okay if Äkhmät writes an article about this too.

In these sentences, the verb 'سیرت' 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
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; Akhmitt writes them quickly.
- I'm writing my essay well when he was in middle school.
- These apartment blocks were built in 1950.
- You are (all) studying well.
- When they came we were holding a conference.
- He had asked, but she didn't answer.
- 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.

I've heard that Akhmät writes essays well.

It's said that he had studied at this school previously.

I hear you're writing an article; could I have a look at it?

I've heard that you sing well.

They said that after this there won't be any corvee 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 Ānjan...’ (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!

قرينة گرب، بی سختی ممکن بریتیشممنا!

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:

کچه چون‌شنه بهترین، که پر‌ساز می‌کنیم. قارسی، تغییری پیوندهای
لزوم‌بخش کبیده‌پیش، که شامل باشند. بگذراند قصد که بتوانند، قرارشان سری
بر کبیده با نزدیک‌ترهای، پیوندهای پرسرسره‌شتن، لذیعه بی‌حیرت بسته، بی‌پرستری
پرسرسره‌شتن. لذیعه سرسره‌ترین، پرسرسره‌ترین. ممکن چه کسانی‌اند. ممکن
Last night I dreamt I went to Urumqi.

When I looked, Urumqi was completely altered — skyscrapers tower aloft, you are flying around in a small aeroplane, Ākhamat 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

سویپ وقتی می‌آمدی خنده‌دار شدیک! (سوبیکتب مؤملچر میلیدنی خنده‌دار شدیک)

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 Ākhamat 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.

I guess you intended to see him when you came yesterday.

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 Akhnat also wrote an article; Akhnat 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... They seem to be in a meeting just now; It looks as if they’re in a meeting at the moment.

I must have been studying in primary school at that time. It looks 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.

99 is the same as چیتاکا کوکاک.
The suffix 'کلمه' may also be added to the 2nd Person Singular Ordinary type predicate form of the Imperative Mood. In such cases the sense of an intimate or affectionate command or request is expressed. For example:

Go on my child, go on.
Please don't worry, Mother.

The predicate forms of the Imperative Mood of the verb function as the predicate of non-impeding objection clauses in the following circumstances:

A. Under circumstances in which there is an interrogative pronoun in the sentence. In this instance, it makes no difference whether it is in a positive form or a negative form. The conjunction 'معمیلی' may come before the interrogative pronoun. For example:

He works conscientiously, whatever kind of work he does.
The represent-atives were welcomed warmly, no matter where they went.

B. Under circumstances in which two sentences occur together with the conjunction 'خانی' or 'پیمایه' attached to the beginning of them. The conjunction 'پیمایه' may also sometimes be attached to the beginning of the second sentence. For example:

I'll definitely go, no matter if it's blowing a gale or raining.
Whether you come, or whether you don't, we'll go ahead and hold the meeting.

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.
Wait till I come back and then we'll have a good chat.
Why are you in such a hurry, wait till summer comes and let the fruit ripen.
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

In the 1st Person Singular type the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

In the 1st Person Plural type the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

In the 2nd Person Singular Ordinary type the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

In the 2nd Person Singular Refined (Polite) type the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

In the 2nd Person Singular Respectful type the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

In the 2nd Person Plural Ordinary type the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

In the 2nd Person Plural Respectful type the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

In the 2nd Person Plural Disrespectful type the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

In the 3rd Person the suffix 'سماً/سما' is added. For example:

كورسكم تؤرشاكم سؤلسلما كاماسكا كاماسا

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.

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:

We went, but he wasn’t at home.

Lasked, but he got angry.

My older brother went, but (s)he apparently acted really rudely.

We’re rushing around unable to cope, but he’s playing about.

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 'ـما', 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 'لائق' auxiliary to the verb's Hypothesis-Objection Mood predicate form. The 'لائق' auxiliary is usually attached to the verb's Hypothesis-Objection Mood predicate form, but it may sometimes be omitted. For example:

بايذكاري ـ لائق ـ قلسلدي ـ نورسکن ـ لوقسهم ـ کلمسکت

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

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:

باپسندی ـ دینامدن ـ کلمسکت ـ نورسکن ـ لوقسهم ـ کلمسکت

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:

We wish we could attend that meeting too.

100 According to theوزیری راپر، the 1st person plural form always occurs with 'ـ الموتی' and only the 1st person singular and the 2nd person singular ordinary types may sometimes occur with 'ـ الموتی' or 'ـ الموتی' respectively. The rest only take the 'ـ الموتی' suffix.
10. Predicate Forms of the Regret Mood

1) Its Formation
   The Regret Mood predicate form of the verb is constructed by attaching the word ‘ورنک’ or ‘ورنک’ in the role of an auxiliary word, to the predicate form of the Hypothesis-Objection Mood of the verb. For example:
   پارسیک وریشک
   کافاوسرک وریشک
   خاپسا وریشک

   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:
   کافاچو
   پارسیچو
   کورسپچو
   سوزرچو

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:

11. Predicate Forms of the Entreaty Mood

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:
   کافاچو
   پارسیچو
   کورسپچو
   سوزرچو

   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:
   کافاچو
   پارسیچو
   کورسپچو
   سوزرچو

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:
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 ‘غای’ type Direct Statement Mood Present (Imperfect) Tense predicate form of the verb (Sec §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 ‘غای’ part of the verb becomes ‘غای’ and the initial vowel of the copula is dropped. For example:

کامیبیدم
بایسمدی
لازمبیدم
کلامبیدم

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:

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.
If you have time, please could you translate this letter.

13. Predicate Forms of the Necessity Mood

The Necessity Mood predicate form of the verb is basically expressed by adding the word ‘بایندم’, 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:

سیب که پیکری تو؟ تیک که می‌توانید، باز کچمه بپیدم.

This opinion of yours is wrong, you must give it up.

Apparent 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.

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.
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 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 'دەھەن' e.g.,

A student ought to get up early every day and review the lesson.
A good child should be obedient.
A doctor ought not to behave so roughly towards patients.

(ii) Another kind of Necessity Mood form is expressed by attaching the suffix 'دەھەن' to the stem of the verb. This form is impersonal and is used extensively 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.,

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 predicative 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 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></td>
</tr>
<tr>
<td>Intention State</td>
<td>+ Present Tense</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:
### The Direct Statement Mood's Simple Past Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>پازدمدنا، پازدم، فوردومن، فوشتوم، کوتدوم، کوتنم</td>
</tr>
<tr>
<td>1st Plural</td>
<td>پازدومدنا، پازدوم، فوردومدنا، فوشتومدنا، کوتدومدنا، کوتنمدنا</td>
</tr>
<tr>
<td>2nd Singular Ordinary</td>
<td>پازدگنا، تایشگنا، فوردوگنا، فوشتگنا، کوتدوجنا، کوتنوجنا</td>
</tr>
<tr>
<td>2nd Singular Respectful</td>
<td>پازدگن، تایشگن، فوردوگن، فوشتگن، کوتدوجن</td>
</tr>
<tr>
<td>2nd Plural Ordinary</td>
<td>پازدگنان، تایشگنان، فوردوگنان، فوشتگنان، کوتدوجنان، کوتنوجنان</td>
</tr>
<tr>
<td>2nd Plural Respectful</td>
<td>پازدگنام، تایشگنام، فوردوگنام، فوشتگنام</td>
</tr>
<tr>
<td>3rd Person</td>
<td>بیزدی، تابنی، فوردویی، فوشتونی، کوتدونی، کوتنونی</td>
</tr>
</tbody>
</table>

1. **The Simple Past Tense Predicate Form**

   (نادمی نوتنکن رامان خویم شکلی)

1) Its Formation

   ◊ — The Direct Statement Mood's Simple Past Tense predicate form (یک استیستر بایان میلشکی نادمی نوتنکن رامان خویم شکلی)

   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:

   - I 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)
Adverbial form of the verb. These have been condensed into their present-day condition. Their negative form is produced on the basis of the 'من/معم' 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)
he/she/they didn’t write

The first two of these variants were originally formed by attaching the verb 'تُؤُرُ' (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 'من/معم' Judgment Copula to the Simple Past Tense predicate form of the Indirect Statement Mood.¹⁰²

Their negative form is produced on the basis of the 'من/معم' 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.
The Hearsay Statement 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>Singular</td>
<td>پیزپیشتمش/پیزپیشتمشمن/پیزپیشتمشمنش</td>
</tr>
<tr>
<td>Plural</td>
<td>پیزپیشتمار/پیزپیشتمار/پیزپیشتمار/پیزپیشتمارش</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
  ياژمغانیمام/ياژمگان بولسما كپرەک
- I don't think we wrote
  ياژمغانیمە/ياژمگان بولساک کپرەک
- I don't think you wrote
  ياژمگانیمە/ياژمگان بولسما دەیەن

◊ — **The Objective Assessment Mood's Simple Past Tense**

This predicate is produced according to the chart on p. 327.

These forms have been constructed by adding the Objective Assessment Copulas to the Perfect Participle 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
  ياژمگان توکسەیامە/ياژمگان بولسما کرەک
- It doesn't look as if you wrote
  ياژمگان توکسەیامە/ياژمگان بولسما کرەک
- It doesn't look as if they wrote
  ياژمگان توکسەیامە/ياژمگان بولسما کرەک

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:

- Äkhmät wrote an article.
  /بیژمگان توکسەیامە/بیژمگان بولسما کرەک
- Äkhmät (apparently) wrote an article too.
  /بیژمگان توکسەیامە/بیژمگان بولسما کرەک
- I think Äkhmät wrote an article too.
  /بیژمگان توکسەیامە/بیژمگان بولسما کرەک

It looks as if Äkhmät wrote an article too.

---

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.
(b) That’s it, I’m definitely going to go there. ..

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. 
If you tease him you won’t get away with it.

If it snows there will be a good wheat harvest, if it rains there will be a good harvest of oil crops. (lit. If it snows it will snow bread, if it rains it will rain oil.) (proverb)

If you buy you will be fulfilled, if you sell you will lose out.

(c) In the above sentences it serves to indicate the sense of a hypothesis or an analogy.

2. The Present Perfect Tense Predicate Form

(يؤتنم هارباقي رامان خؤمر شكي)

(1) Its Formation

The Direct Statement Mood’s Present Perfect Tense predicate form (كاستسنس باين مهيليبي إيندنك هارباقي رامان خؤمر شكي) is produced according to the chart on the following page (p. 330).

These forms have been produced by attaching the Present Tense form of the Direct Judgment Copula to the Perfect Participle form of the verb. However, under circumstances in which the subject has not been dropped from the sentence, the Judgment Copula is omitted and judgment intonation occurs in its place.

107 The 2nd person form of the verbs indicates that the nouns are treated as personalizations.

108 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 Singular</td>
<td>یازاغان (مان) / یازاغان گممس (من)</td>
</tr>
<tr>
<td>Plural</td>
<td>یازاغان (من) / یازاغان گممس (من)</td>
</tr>
<tr>
<td>2nd Singular Ordinary</td>
<td>یازاغان (سدن) / یازاغان گممس (سدن)</td>
</tr>
<tr>
<td>Singular Refined</td>
<td>یازاغان (سدن) / یازاغان گممس (سدن)</td>
</tr>
<tr>
<td>Singular Respectful</td>
<td>یازاغان / یازاغان گممس</td>
</tr>
<tr>
<td>Plural Ordinary</td>
<td>یازاغان (سدن) / یازاغان گممس (سدن)</td>
</tr>
<tr>
<td>Plural Respectful</td>
<td>ییزبیشیگان / ییزبیشیگان گممس</td>
</tr>
<tr>
<td>Plural Dis-respectful</td>
<td>ییزبیشیگان (سدن) / ییزبیشیگان گممس (سدن)</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>یازاغان (دن) / یازاغان گممس (دن)</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.108

◊ — The Indirect Statement Mood’s Present Perfect Tense predicate form

This predicate form is produced according the following chart:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>یازاغانکهمن / ییزبیشکهمن / ییزبیشکهمن</td>
</tr>
<tr>
<td>Plural</td>
<td>یازاغانکهمن / ییزبیشکهمن / ییزبیشکهمن</td>
</tr>
<tr>
<td>Sg. Ordinary</td>
<td>یازاغانکهسن / ییزبیشکهسن / ییزبیشکهسن</td>
</tr>
<tr>
<td>Sg. Refined</td>
<td>یازاغانکهنس / ییزبیشکهنس / ییزبیشکهنس</td>
</tr>
<tr>
<td>Pl. Ordinary</td>
<td>یازاغانکهسیلا / ییزبیشکهسیلا / ییزبیشکهسیلا</td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td>ییزبیشکهسیلا / ییزبیشکهسیلا / ییزبیشکهسیلا</td>
</tr>
<tr>
<td>Plural Dis-respectful</td>
<td>ییزبیشکهسن / ییزبیشکهسن / ییزبیشکهسن</td>
</tr>
</tbody>
</table>

The negative forms of the above chart can be divided by a double slash.

108 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 Participle 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 ‘-ماهاب/مهاب’ negative form of the Associative Adverbial. For example:

(1) یازگانشمن/یازگانشمن
I apparently haven’t written/I apparently didn’t write

(2) یازگانشمن/یازگانشمن
we apparently haven’t written/we apparently didn’t write

(2) یازگانشمن/یازگانشمن
you apparently haven’t written/you apparently didn’t write

◊ — The Hearsay Statement Mood’s Present Perfect Tense predicate form

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 ‘-ماهاب/مهاب’ 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:

یازگانشمن
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.

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>یازگانشمن/یازگانشمن</td>
</tr>
<tr>
<td></td>
<td>یازگانشمن/یازگانشمن</td>
</tr>
<tr>
<td>2nd Pl.</td>
<td>یازگانشمن/یازگانشمن</td>
</tr>
<tr>
<td></td>
<td>یازگانشمن/یازگانشمن</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>یازگانشمن/یازگانشمن</td>
</tr>
</tbody>
</table>

◊ — The Subjective Assessment Mood’s Present Perfect Tense predicate form

This predicate form is produced according to the chart on the following page (p. 333).

The first of these forms (i) has been constructed by attaching the Present Tense form of the Subjective Assessment Judgment Copula...
to the Present Perfect Tense predicate form of the Direct Statement Mood and the latter type (ii) has the same form as one of the Subjective Assessment Mood’s Simple Past Tense predicate forms.

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>یازغان (مین) یازگانه/ یازگاندمن</td>
</tr>
<tr>
<td>Plural</td>
<td>یازگان (مین) یازگانه/ یازگاندمن</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Sg. Ordinary</td>
<td>یازگان (سین) یازگانه/ یازگانسمن</td>
</tr>
<tr>
<td>Sg. Refined</td>
<td>یازگان (سین) یازگانه/ یازگانسمن</td>
</tr>
<tr>
<td>Sg. Respectful</td>
<td>یازگانه یازگانه/ یازگانلا</td>
</tr>
<tr>
<td>Pl. Ordinary</td>
<td>یازگانه یازگانه/ یازگانسلر</td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td>یازگانه یازگانه/ یازگانشلا</td>
</tr>
<tr>
<td>Pl. Disrespectful</td>
<td>یازگانه یازگانه/ یازگانشمار</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
(1) یازگانه (مین) یازگانه

I don’t think you’ve written
(1) یازگانه (سین) یازگانه

I don’t think he’s written
(2) یازگانه

— The Objective Assessment Mood’s Present Perfect Tense predicate form

توییبت مثبت مؤید که باید یاد بکنیم هر چه زمان خوردار شدکنی

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:

Akhmät has written this essay.

پژ ماقلاني یازگانه یازگانه

Akhmät has apparently written this essay.

پژ ماقلاني یازگانه یازگانه

Akhmät has supposedly written this essay.

پژ ماقلاني یازگانه یازگانه

I think Akhmät has written this essay.

پژ ماقلاني یازگانه یازگانه

It looks as if Akhmät has written this essay.

پژ ماقلاني یازگانه یازگانه

The garden is fascinating: flowers of every hue have opened, fruits have ripened and butterflies have begun to dance.

پژ ماقلاني یازگانه یازگانه

It occurs to me that we have never been there.

پژ ماقلاني یازگانه یازگانه

It looks as if you’ve never been here before.

پژ ماقلاني یازگانه یازگانه
3. The Past Perfect Tense Predicate Form

1) Its Formation

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).

<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>پاراگوشان/پیژوشوند، پارامغاندی/پارامسود</td>
</tr>
<tr>
<td>Plural</td>
<td>پاراگوشان/پیژوشوند، پارامغاندی/پارامسود</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پاراگوشان/پیژوشوند، پارامغاندی/پارامسود</td>
</tr>
<tr>
<td>Respectful</td>
<td>پاراگوشان/پیژوشوند، پارامغاندی/پارامسود</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پاراگوشان/پیژوشوند، پارامغاندی/پارامسود</td>
</tr>
<tr>
<td>Plural</td>
<td>پاراگوشان/پیژوشوند، پارامغاندی/پارامسود</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>پاراگوشان/پیژوشوند، پارامغاندی/پارامسود</td>
</tr>
</tbody>
</table>
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**

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**

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.

c.g.:  

I had supposedly written

The Past Perfect Tense predicate form of the Hearsay Statement Mood may also be produced by attaching the auxiliary ‘همش’ to the predicate form of the Indirect Statement Mood’s Present Perfect Tense. For example:

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>پیژوشکه‌نتمشن/پیژوشکه‌نتمشن/پیژوشکه‌نتمشن</td>
</tr>
<tr>
<td>2nd Singular</td>
<td>پیژوشکه‌نتمشن/پیژوشکه‌نتمشن/پیژوشکه‌نتمشن</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>پیژوشکه‌نتمشن/پیژوشکه‌نتمشن/پیژوشکه‌نتمشن</td>
</tr>
<tr>
<td>3rd Person</td>
<td>پیژوشکه‌نتمشن/پیژوشکه‌نتمشن/پیژوشکه‌نتمشن</td>
</tr>
</tbody>
</table>
3. The Past Perfect Tense Predicate Form

1) Its Formation

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).

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Sing.</td>
<td>يازاغاندی/پیژنودم، یازمغاندی/پیامزودم</td>
</tr>
<tr>
<td>Plural</td>
<td>يازغاندو/پیژنودمک، یازمغاندو/پیامزودمک</td>
</tr>
<tr>
<td>Sing. Ord.</td>
<td>يازغواندک/پیژنودک، یازمغاندک/پیامزودک</td>
</tr>
<tr>
<td>Sing. Refined</td>
<td>يازغانمگر/پیژنومگر، یازمغانمگر/پیامزومگر</td>
</tr>
<tr>
<td>2nd Sing. Respectful</td>
<td>يازغاندیلا/پیژنودیلا، یازمغاندیلا/پیامزودیلا</td>
</tr>
<tr>
<td>Plural Ord.</td>
<td>يازغاندگلار/پیژنودگلار، یازمغاندگلار/پیامزودگلار</td>
</tr>
<tr>
<td>Plural Respectful</td>
<td>پیژنودشیبند، پیامزودشیبند</td>
</tr>
<tr>
<td>Plural Dis. Respectful</td>
<td>پیژنودشیبندک، پیامزودشیبندک</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>يازغاندی/پیژنودی، یازمغاندی/پیامزودی</td>
</tr>
</tbody>
</table>
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 (واست internacional puedes cambiar el tiempo y el orden de los eventos.)

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 (كأن كنت بمثابة يمكن أن تؤخذ في الاعتبار البطل في التأكيد)

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.

e.g.: يازاغانکانمشمن/بیپژوگکانمشمن/باژاغانکانمشمن

I had supposedly written

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:

<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>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
<tr>
<td>Sg. Ordinary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
<tr>
<td>Sg. Refined</td>
<td></td>
</tr>
<tr>
<td></td>
<td>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td>Ordinary</td>
<td>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td>Dis-respectful</td>
<td>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
<tr>
<td>3rd Person</td>
<td></td>
</tr>
<tr>
<td>Type</td>
<td>پیپژوگکانمشمن/بیپژوگکانمشمن</td>
</tr>
</tbody>
</table>

//
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.\(^{11}\)

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:

پازگان بولفیديم/پازگان دیم/پازگان دیم
I didn’t think I had written

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:

ختم پازگان/ختم پازگان دیم
The reply came not long after I had written.

ختم پازگانکمن، اقتدا جواب پازگان
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.

پژوشیدن، پژوشیدن دیم
I think I had also written you a letter about this.

It looks as if Ākhnūt had written this letter a long time ago.

\(^{11}\) The first variant and a corrupted version of the second variant — پازگان دیم/پازگان دیم — are used in Kashgar.
The Direct Statement Mood’s Present (Imperfect) Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>‘U’ Type Examples</th>
<th>‘TA’ Type Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>پازارمن، سؤزله‌یمن</td>
<td>پازاررعمن، سؤزله‌ینم</td>
</tr>
<tr>
<td>1st Plural</td>
<td>پازاریسمن، سؤزله‌یرسمن</td>
<td>پازارسعمن، سؤزله‌یسمن</td>
</tr>
<tr>
<td>2nd Singular Respectful</td>
<td>پازاریدیلا، سؤزله‌یدیلا</td>
<td>پازاررارلا، سؤزله‌یرلا</td>
</tr>
<tr>
<td>2nd Plural Respectful</td>
<td>پازاریسرام، سؤزله‌یسرام</td>
<td>پازاریسرام، سؤزله‌یسرام</td>
</tr>
<tr>
<td>2nd Plural Disrespectful</td>
<td>پیژنسرام، سؤزله‌یسرام</td>
<td>پیژنسرام، سؤزله‌یسرام</td>
</tr>
</tbody>
</table>

Their negative form is based on the negative form of the adverbial. For example:

I do not/will not write
پازاریم، سؤزله‌یم
پازاریم، سؤزله‌یم

I do not/will not speak
پازاریام، سؤزله‌یام
پازاریام، سؤزله‌یام

you do not/will not write
پازاریمن، سؤزله‌یمن
پازاریمن، سؤزله‌یمن

4. The Present (Imperfect) Tense Predicate Form

(پاینده‌نگه‌ی هزاران خُم‌های شَکل‌ی)

1) Its Formation

(لیست‌بندی بایان مربوط به پاینده‌نگه هزاران خُم‌های شَکل‌ی)

This predicate form, which comprises two types — the ‘U’ form and the ‘TA’ form — is produced according to the chart on the following page (p. 343).

The ‘U’ form was originally produced by attaching each personal form of the old ‘TA’ Judgment Copula to the ‘U’ Adverbal form, but these have now been condensed into their present condition.
The Indirect Statement Mood's Present (Imperfect) Tense

Person Type | Examples
---|---
1st Singular | يازدیدگخسن/سوژلهبدکتکسن
Plural | يازدیدگخسن/سوژلهبدکتکسن
2nd Sg. Ordinary | يازدیدگخسن/سوژلهبدکتکسن
Sg. Refined | يازدیدگخسن/سوژلهبدکتکسن
Sg. Respectful | يازدیدگخسن/سوژلهبدکتکسن
Pl. Ordinary | يازدیدگخسن/سوژلهبدکتکسن
Pl. Respectful | يازدیدگخسن/سوژلهبدکتکسن
Pl. Disrespectful | يازدیدگخسن/سوژلهبدکتکسن
3rd Person Type | يازدیدگخسن/سوژلهبدکتکسن

Tense 'دکه' form of the Hearsay Judgment Copula to the 'سغؤ' Gerund a second type (ii) has been produced by attaching the Present Tense 'نمسم' form of the Hearsay Judgment Copula to the 'نمسم' Participle; and a third type (iii) has been produced by attaching the 'نسمش' Auxiliary to the 'نئن' 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

ما وکا نکه/نکارم/نمکارم

The Hearsay Statement Mood's Present (Imperfect) Tense predicate form

 الخاص مدعی نکه/نکارم/نمکارم

This predicate form is produced according to the chart on p. 346.

One of its forms (i) has been produced by attaching the Present
The Present (Imperfect) Tense predicate form The Main Assessment Mood's Present (Imperfect) Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sg. Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordinary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples

- **Predicate Form**

  - **1st Person:** Present Mood may also be produced by attaching "the Present Mood Type" to "the Present Mood Type" which ends in a vowel and to which 'is' has been added, including negative verbs. For example:

  - **2nd Person:**

  - **3rd Person:**

In both variants, are used in Koil.

---

The following chart illustrates the different forms of the Subjective Assessment Mood's Present (Imperfect) Tense, focusing on the various person types and their respective singular and plural forms.

<table>
<thead>
<tr>
<th>Person Type</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pl. Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sg. Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordinary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples

- **Predicate Form**

  - **1st Person:**

  - **2nd Person:**

  - **3rd Person:**

In both variants, are used in Koil.
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**

Loopykhten مؤلجهر مهيلديكي پُنشگن هابر زمان خامه شهکی

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.

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<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
</tbody>
</table>
Singular  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چرخِمبا |
|  | Plural  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چُئسَمْرُا |
| 2nd |  
Singular Ordinary  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چرخِمبا |
|  | Singular Refined  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چرخِمبا |
|  | Singular Respectful  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چرخِمبا |
|  | Plural Ordinary  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چُئسَمْرُا |
|  | Plural Refined  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چُئسَمْرُا |
|  | Plural Respectful  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چُئسَمْرُا |
| 3rd Person Type |  
Plural Disrespectful  | پازیمینان تؤخشاپسٗن/پازسام کرِهٗک // پازیمینان چُئسَمْرُا |

---

113 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. He apparently easily gets angry at things.

(v) Actions which always happen according to rule. For example:

He doesn't eat chilli, so they say, but I think you eat it.

(vi) Actions which it has been decided will happen, or which will definitely happen according to logic. For example:

Therefore the anger of Abilghazi's family towards the 'Kawanlik' becomes stronger than anything; they are unable to sleep for thinking about 'completely destroying the Kawanlik', their hearts beat rapidly from excitement and a fire blazes in the whole of their beings. (Z. Sabir)

This term they'll give exams in three subjects, so they say.

I won't return home this semester and neither will Kasim (return home), so I've heard.

You're perception is wrong, he definitely won't go with it.

(vii) Actions which indicate determination or which the speaker considers will occur. For example:

A hero never goes back on his word; a tiger (never goes back) on his tracks.

I'm certainly going to study hard.

We can overcome these difficulties.

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 speaks Chinese better than me (...) than I do).

I study at Xinjiang University.

They say he teaches history at university.

I am a driver, I drive a lorry.

We can overcome these difficulties.

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:
(2) 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 (apparently) 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.

(3) 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:

The incident (apparently) happened like this; as Tursun is going to work on his bicycle, a lorry hits an old man who is going along the side of the road; Tursun immediately gets off his bicycle and helps the old man. The people in the street who are aware of what is happening obstruct the vehicle, but it escapes without stopping.

Tursun entrusts the old man to others and chases the lorry by bike...

(4) In literary works, when relating actions which take place before the occurrence of a certain event, the writer may use the Present Tense predicate form of the Direct Statement Mood. For example:

Flying fragments of snow hiss like snakes, branches scream and howl and from somewhere come sounds of rumbling, gushing and cracking. (Z. Sabir)

(5) The routine activities of characters in fairy tales are generally related in the Present Tense predicate form of the Indirect Statement Mood. (It is also possible to relate the actions which they have performed in the Past Imperfect Tense predicate form of 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...

(6) 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.

If the enemy provoke us, we will certainly teach them a lesson.

(7) The 'نَّال- 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:

If you don't make an effort, you will certainly fall behind.

If the enemy provoke us, we will certainly teach them a lesson.
Drop by drop a lake is formed.
I will hang on to the hand which is practised in firing a rifle,
I will cling closely to the way which strides forward with the flag.
In the wilderness of battle I will not tire at all,
Since we have come by overcoming, we will leave by the wide road of victory. (L. Mutallip)

5. The Past Imperfect Tense Predicate Form

1) Its Formation

The Direct Statement Mood's Past Imperfect Tense predicate form

This predicate form is produced according to the chart on the following page (p. 355).

The first of the variants (i) has been produced by the attachment of the Past Tense form of the Direct Judgment Copula to the 'u' Adverbial form of the verb and, as a result of phonetic change, the present form has been arrived at.

Its negative form is produced on the basis of the 'u' adverbial. e.g.:
I didn't use to write/I used not to write
he/she/they didn't use to write; he/she/they used not to write

The second variant (ii) has been produced by attaching the Past Tense form of the Direct Judgment Copula to the 'ئازبت' Participle.

The third variant (iii) has been produced by attaching the Past Tense form of the Direct Judgment Copula to the 'ئازبت' 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:

A corrupted form of the first variant — يارمادخت — 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>پازیمدهکنیم/پازیمدهگانیم/پازیمدهکتهمن/پازیمدهکم/پازیمدهگان/پازیمدهکهمن</td>
</tr>
<tr>
<td>1st Plural</td>
<td>پازیمدهگنت/پازیمدهگنت/پازیمدهگنت/پازیمدهتن/پازیمدهگن/پازیمدهکن</td>
</tr>
<tr>
<td>2nd Sg. Ordinary</td>
<td>پازیمدهگن/پازیمدهگن/پازیمدهگن/پازیمدهکهمن</td>
</tr>
<tr>
<td>2nd Sg. Refined</td>
<td>پازیمدهگن/پازیمدهگن/پازیمدهگن/پازیمدهکهمن</td>
</tr>
<tr>
<td>2nd Sg. Respectful</td>
<td>پازیمدهگن/پازیمدهگن/پازیمدهگن/پازیمدهکهمن</td>
</tr>
<tr>
<td>2nd Pl. Ordinary</td>
<td>پازیمدهکنائ/پازیمدهگمنائ/پازیمدهکنائ/پازیمدهکنائ</td>
</tr>
<tr>
<td>2nd Pl. Respectful</td>
<td>پازیمدهکنائ/پازیمدهگمنائ/پازیمدهکنائ/پازیمدهکنائ</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>پازیمدهگن/پازیمدهگان/پازیمدهکن</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.\(^\text{116}\)

The second and third variants (ii), (iii) have been produced by attaching the Indirect Judgment Copula to the Imperfect Participial forms.

Their negative forms have been produced on the basis of the negative form of the participle(s). For example:

پازیمدهگانند/پازیمدهکند

Apparently I didn't use to write/... used not to write.

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:

پازیمدهگانم/پازیمدهکن/پازیمدهگان/پازیمدهکهمن

I supposedly didn't write  

they say I didn't write  

The third of the variants (iii) has been produced by first attaching the Copula and then the Hearsay Judgment Copula to the 'b' Adverbial form of the verb. It has been condensed into its present-day condition.\(^\text{117}\)

Its negative form is produced on the basis of the negative form of the adverbial. For example:

پازیمدهگانم/پازیمدهکن/پازیمدهگان/پازیمدهکهمن

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 Participial.

\(^{116}\) The first variant is used in Kashgar.

\(^{117}\) 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 Singulative</td>
<td>يارازبندفان بولفعديد // يازارنادغد دومين //</td>
</tr>
<tr>
<td>1st Plural</td>
<td>يارازبندفان بولفعديد // يازارنادغد دومين //</td>
</tr>
<tr>
<td>2nd Singulative</td>
<td>يارازبندفان بولفعديدلا // يازارنادغد دومين //</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>يارازبندفان بولفعديدلا // يازارنادغد دومين //</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>يارازبندفان بولفعديد // يازارنادغد دومين //</td>
</tr>
</tbody>
</table>

118 The first variant is used in Kashgar.
The second and third variants (ii), (iii) have been constructed by attaching 'ـيغد ديمم' 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 'ـي' Adverbial and the negative form of the 'ـتار' Participle respectively. For example:

يازمindent غد ديمم/بايامستبدمغد ديمم

◊ — The Objective Assessment Mood's Past Imperfect Tense predicate form

(توبسيطب مولجا ماهيذدك ييتشيجي يننكع زامان خهور شهكي) 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-'ـتار' participial variants are used. For example:

ممن ـي جاغدا ـي تونذر و مکذيه د تويدمغد (تويدمغد/تويدمغد).

له خمديك تاکسي برگه ـي/ اهدهميات بروري (بودمغد/بودمغد)

بـي ـي دوئند دوئيسكي ناكيصقم ـي ثلاثمايتف (بودمغد/بودمغد).

At that time I was at middle school. Akhmil’s older brother used to teach us language and literature and we used to listen with great interest.

(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 'ـي' adverbial. For example:

يروزوغد مواوهجك يارتيجك شوكا ـي تولارد ـي رددين بانال ماکديم.
I had planned to go to Urumqi too, so I travelled with them.

ممن ـي تونذر دوبيرنگ كرتنسي، ـي فارسكلاار و باراليتشيم.
I had planned to go to class that day, so I couldn’t have gone even if you’d invited me.

ببورسلاد، ـي ينييكي، ممن شوواليز كرودتلسفا بارالماين.
Tursun’s family had arranged to class back, and I had gone to meet them.

كروي تونذر ويردنيما كايلدي، سيرساق، شهيرسك كريبيكم. 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 'u' adverbial or the 'ثآر' 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 'u' 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 crowded. Abilghazi ... keeping close to the Karasu River, continued walking. (Z. Sabir)

6. The Present Continuous Tense Predicate Form

(شزرچل هازبرقی زامان خمۆر شهکی)

1) Its Formation

The Direct Statement Mood's Present Continuous Tense predicate form

(ئباستنس بایان مهیلمدیکان شزرچل هازبرقی زامان خمۆر شهکی)

This form is produced according to the chart on the following page (p. 364).

The forms are produced on the basis of the 'u' Adverbial form of the verb, or the 'u' Adverbial form of the stative verb, in the same way as the 'u' 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 'قاص' gerundal form of the verb.

(The 3rd person form of the Judgment Copula is not used.) e.g.:

<table>
<thead>
<tr>
<th>I am writing</th>
<th>ایزماخانم</th>
</tr>
</thead>
<tbody>
<tr>
<td>we are writing</td>
<td>ایزماخانم</td>
</tr>
<tr>
<td>you are writing (sg. ordinary)</td>
<td>ایزماخانم</td>
</tr>
<tr>
<td>you are writing</td>
<td>ایزماخانم</td>
</tr>
<tr>
<td>you are writing</td>
<td>ایزماخانم</td>
</tr>
<tr>
<td>he/she is writing/they are writing</td>
<td>ایزماخانم</td>
</tr>
</tbody>
</table>
### 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 Person</strong></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Plural</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td><strong>2nd Person</strong></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Ordinary</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Refined</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Respectful</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td><strong>3rd Person</strong></td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Plur. Dis.</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Plur. Respectful</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشenden.</td>
</tr>
</tbody>
</table>

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### The Indirect Statement Mood's Present Continuous Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Person</strong></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Plural</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td><strong>2nd Person</strong></td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Ordinary</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Refined</td>
<td>پیژب پیشونامن، پیژب کشورپورتشden, کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Respectful</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td><strong>3rd Person</strong></td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Plur. Dis.</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
<tr>
<td>Plur. Respectful</td>
<td>پیژب پیشونامن، پیژب کشورپورتشدن، کونتوب پارسمن، کونتوب کوشنیشن، کونتوب کورتشدن.</td>
</tr>
</tbody>
</table>

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119 All these variants are used in Kashgar but, for the respectful type, the forms پیژب پیشونامن، پیژب پیشونامن، پیژب پیشونامن، پیژب پیشونامn، etc. are used in place of پیژب پیشونامن، پیژب پیشونامn, etc.

120 All these variants are used in Kashgar but, for the respectful type, the forms پیژب پیشونامن، پیژب پیشونامن، پیژب پیشونامن، پیژب پیشونامن, etc. are used in place of پیژب پیشونامن، پیژب پیشونامn, 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</td>
<td>پژوئیتندیده که، بیزب تولوزتوبؤیر، تولوزتوبؤیر پشتی، کتیب تکونچتأه، کودیب تولوزتوبؤیر، چرپز نور، چرپز تیلر، چرپز نور</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>پژوئیتندیده که، بیزب تولوزتوبؤیر، تولوزتوبؤیر پشتی، کتیب تکونچتأه، کودیب تولوزتوبؤیر، چرپز نور</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) پژوئیتندیده که، بیزب تولوزتوبؤیر، تولوزتوبؤیر پشتی

(i) I am supposedly writing

The Hearsay Statement Mood’s Present Continuous Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>بیزب تولوزتوبؤیر، بیزب تولوزتوبؤیر کسی، بیزب تولوزتوبؤیر کسی که، بیزب تولوزتوبؤیر کسی که، بیزب تولوزتوبؤیر کسی که، بیزب تولوزتوبؤیر کسی که، بیزب تولوزتوبؤیر کسی که</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>بیزب تولوزتوبؤیر، بیزب تولوزتوبؤیر کسی، بیزب تولوزتوبؤیر کسی که، بیزب تولوزتوبؤیر کسی که، بیزب تولوزتوبؤیر کسی که، بیزب تولوزتوبؤیر کسی که</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>2nd Singular</td>
<td>بی‌پژوئقوتا اکلا/پی‌پژوئوتارمشلا/پی‌پژوئوتارلا است، توچوپ باتار کلام، ساقلاز توره‌گو کلا، توره‌گو کلام</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>بی‌پژوئقوتا کسلا/پی‌پژوئوتار مشسل/، بی‌پژوئوتار مشسل، ساقلاز باتار کسلا/پی‌پژوئوتار مشسل، باتار مشسلر</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>بی‌پژوئقوتا کسلا/پی‌پژوئوتار مشسل/، ساقلاز باتار کسلا/بی‌پژوئوتار مشسل/، باتار مشسلر</td>
</tr>
</tbody>
</table>

### The Subjective Assessment Mood’s Present Continuous Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن</td>
</tr>
<tr>
<td>1st Plural</td>
<td>بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن</td>
</tr>
<tr>
<td>2nd Singular</td>
<td>بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن/بی‌پژوئوتانسنسن</td>
</tr>
</tbody>
</table>

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**The Subjective Assessment Mood’s Present Continuous Tense predicate form**

(سوبیکت کم موبدر میان‌بندی، نزجی هایبرقی، زیاکر خوست بشکل)

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 ‘نو’ form of the Subjective Assessment Judgment Copula to the verb’s Continuous (State) Participial form; another type has been constructed by attaching the ‘بی‌پژوئوتانسنسن’ Copula to the Present Continuous Tense predicate form of the Direct Statement Mood.
The Objective Assessment 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>1st Singular</td>
<td>بیپژورتناف بخشیدن/پیپژورتناف پولسال بوسلاک کرده/پیپژورتناف جذب‌گردی کرده/پیپژورتناف گرفتن/پیپژورتناف پولسالا کرده، بیپژورتناف بخشیدن</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>بیپژورتناف بخشیدن/پیپژورتناف پولسال بوسلاک کرده/پیپژورتناف جذب‌گردی کرده/پیپژورتناف گرفتن/پیپژورتناف پولسالا کرده، بیپژورتناف بخشیدن</td>
</tr>
<tr>
<td>2nd Singular Respectful</td>
<td>بیپژورتناف بخشیدن/پیپژورتناف پولسال بوسلاک کرده/پیپژورتناف جذب‌گردی کرده/پیپژورتناف گرفتن/پیپژورتناف پولسالا کرده، بیپژورتناف بخشیدن</td>
</tr>
<tr>
<td>2nd Singular Ordinary</td>
<td>بیپژورتناف بخشیدن/پیپژورتناف پولسال بوسلاک کرده/پیپژورتناف جذب‌گردی کرده/پیپژورتناف گرفتن/پیپژورتناف پولسالا کرده، بیپژورتناف بخشیدن</td>
</tr>
<tr>
<td>2nd Singular Refined</td>
<td>بیپژورتناف بخشیدن/پیپژورتناف پولسال بوسلاک کرده/پیپژورتناف جذب‌گردی کرده/پیپژورتناف گرفتن/پیپژورتناف پولسالا کرده، بیپژورتناف بخشیدن</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>بیپژورتناف بخشیدن/پیپژورتناف پولسال بوسلاک کرده</td>
</tr>
</tbody>
</table>

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.\

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

پایارمایی آنالا

we are (apparently) not sitting writing

پایارمایی نخست مهی می

you are supposedly not lying reading

پایارمایی بایتخته درس

it doesn’t look as if you are writing

پایارمایی بایتخته درس

I don’t think he is writing

پایارمایی بایتخته درس

Another type (ii) is produced on the basis of the negative form of the continuous aspect stem forms of the verb. For example:

عکس 127 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) Akhmīt 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?

Åkhkāt is standing at the door; I think he’s waiting for you.

Qāsām Sābi 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. Sabīr)
7. The Past Continuous Tense Predicate Form

This form is produced according to the following chart:

<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>پیژرژناتنست/پیژرژناتنست/پیژرژناتنست/پیژرژناتنست</td>
</tr>
<tr>
<td></td>
<td>پارامانتنست/پارامانتنست/پارامانتنست/پارامانتنست</td>
</tr>
<tr>
<td></td>
<td>گونونت/گونونت/گونونت/گونونت</td>
</tr>
<tr>
<td></td>
<td>پیژرژناتنست/پیژرژناتنست/پیژرژناتنست/پیژرژناتنست</td>
</tr>
<tr>
<td></td>
<td>پارامانتنست/پارامانتنست/پارامانتنست/پارامانتنست</td>
</tr>
<tr>
<td></td>
<td>گونونت/گونونت/گونونت/گونونت</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td>Singular</td>
<td>پیژرژناتنست/پیژرژناتنست/پیژرژناتنست/پیژرژناتنست</td>
</tr>
<tr>
<td></td>
<td>پارامانتنست/پارامانتنست/پارامانتنست/پارامانتنست</td>
</tr>
<tr>
<td></td>
<td>گونونت/گونونت/گونونت/گونونت</td>
</tr>
<tr>
<td></td>
<td>پیژرژناتنست/پیژرژناتنست/پیژرژناتنست/پیژرژناتنست</td>
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<tr>
<td></td>
<td>پارامانتنست/پارامانتنست/پارامانتنست/پارامانتنست</td>
</tr>
<tr>
<td></td>
<td>گونونت/گونونت/گونونت/گونونت</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td>پیژرژناتنست/پیژرژناتنست/پیژرژناتنست/پیژرژناتنست</td>
</tr>
<tr>
<td></td>
<td>پارامانتنست/پارامانتنست/پارامانتنست/پارامانتنست</td>
</tr>
<tr>
<td></td>
<td>گونونت/گونونت/گونونت/گونونت</td>
</tr>
<tr>
<td></td>
<td>پیژرژناتنست/پیژرژناتنست/پیژرژناتنست/پیژرژناتنست</td>
</tr>
<tr>
<td></td>
<td>پارامانتنست/پارامانتنست/پارامانتنست/پارامانتنست</td>
</tr>
<tr>
<td></td>
<td>گونونت/گونونت/گونونت/گونونت</td>
</tr>
<tr>
<td>3rd Person</td>
<td></td>
</tr>
<tr>
<td>Plural</td>
<td>پیژرژناتنست/پیژرژناتنست/پیژرژناتنست/پیژرژناتنست</td>
</tr>
<tr>
<td></td>
<td>پارامانتنست/پارامانتنست/پارامانتنست/پارامانتنست</td>
</tr>
<tr>
<td></td>
<td>گونونت/گونونت/گونونت/گونونت</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 'نا' Adverbial,\(^{126}\)
(ii) to the Associative Adverbial,
(iii) to the Continuous State Participle, or
(iv) to the 'ماق' Gerund.

---

\(^{126}\) A corrupted form of this — پیژرژناتنست — is used in Kashgar.

The Indirect Statement Mood's Past Continuous Tense predicate

This form is produced according to the chart on the following page (p. 376).

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,
The Indirect Statement Mood's Past Continuous Tense

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2nd Person Type</td>
</tr>
<tr>
<td>Singular</td>
<td>2nd Plural Respectful</td>
</tr>
<tr>
<td>Plural</td>
<td>2nd Plural Dis-respectful</td>
</tr>
<tr>
<td>Singular Ordinary</td>
<td>2nd Plural Respectful</td>
</tr>
<tr>
<td>Refined</td>
<td>2nd Plural Dis-respectful</td>
</tr>
<tr>
<td>2nd</td>
<td>3rd Person Type</td>
</tr>
<tr>
<td>Respectful</td>
<td>3rd Person Type</td>
</tr>
<tr>
<td>Plural Ordinary</td>
<td>3rd Person Type</td>
</tr>
</tbody>
</table>

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The Hearsay Statement Mood's Past Continuous Tense predicate forms of the Indirect Statement Mood are expressed by:

(i) attaching the 'مشت' 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

you were supposedly writing

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.
The Subjective Assessment Mood’s Past Continuous Tense (cont.)

<table>
<thead>
<tr>
<th>Person Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Singular</td>
<td>پیژنواشنگان پولیفیسال/پیژنواشنگانسلاگلو دیمین، قاراب توروشانگان پولیفیسال، نوروشانگانسلاگلو دیمین</td>
</tr>
<tr>
<td>2nd Plural</td>
<td>پیژنواشنگان پولیفیسال/پیژنواشنگانسلاگلو دیمین، قاراب توروشانگان پولیفیسال، نوروشانگانسلاگلو دیمین</td>
</tr>
<tr>
<td>3rd Person Type</td>
<td>پیژنواشنگان پولیفیسال/پیژنواشنگانسلاگلو دیمین، قاراب توروشانگان پولیفیسال، نوروشانگانسلاگلو دیمین</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 ‘زدوم’ Copula to the Past Continuous Tense predicate forms of the Direct Statement Mood.

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
پیژنواشنگان توروشانگان

It looks as if you were writing
نوروشانگان توروشانگان

we must have been going around looking for you
پیژنواشنگان پولیفیسال/پیژنواشنگانسلاگلو دیمین

It looks as if we were writing
پیژنواشنگان پولیفیسال/پیژنواشنگانسلاگلو دیمین

he must have been standing
پیژنواشنگان پولیفیسال/پیژنواشنگانسلاگلو دیمین

128 All these forms are used in Kashgar, but the ‘زدوم’ forms are corrupted, e.g. 
پیژنواشنگان پولیفیسال/پیژنواشنگانسلاگلو دیمین.
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 was not 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:

They would arrive while we were in/holding a meeting.

Akhmät was apparently sitting in the dormitory, then I called him.

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 ‘‘-ing’’ Adverbial, or the ‘‘-ing’’ 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.

Akhmät was writing an article, so they say, but he apparently gave up.

I think Akhmät was still sleeping when you arrived.

I must’ve been doing my homework in the classroom when you were looking for me yesterday.

You were apparently writing something when I came in, so I quietly went out again.

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.

Akbär smiled, those who had been sleeping in the house had got up; Mäntsir and the old man Rozakhun were splitting a tree stump;
8. The Present Intention Tense Predicate Form

1) Its Formation

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:

پژوهشکده ی‌پژوهشی‌متن
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2) 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 ‘

3) 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:

4) 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:

5) 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

The negative form of the Present Intention Tense predicate is constructed by inserting the negative Judgment Copula between the Verb of Intention and the Judgment Copula. For example:

\[\text{نامعهبت ظمن زمان خومن شکلی} \]

1) Its Formation

- 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:

\[\text{یاضماقفي تاسوختا یاضماقفي بوساک کرک} \]
\[\text{یاضماقفي تاسوختا یاضماقفي بوساک کرک} \]
\[\text{یاضماقفي تاسوختا یاضماقفي بوساک کرک} \]
\[\text{یاضماقفي تاسوختا یاضماقفي بوساک کرک} \]

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 done upon. For example:

- مین بیشند ظریف هم برسب کاملهک مینم

I intend to pay a visit home in the near future.

- ظریف سان بلکن کون هکممهک مینم

He's planning to see you tomorrow, or so I've heard.

- ظریف سان بلکن کون هکممهک مینم

He wants to give you something.

A special meeting is going to be held about this matter.

- A special meeting is going to be held about this matter.

There's a man standing outside; I think he wants to see you.

- تاسوختا یاضماقفي بوساک کرک

He must be planning something about it since he's going round collecting material.

The predicate of the Hearsay Statement Mood's Past Intention Tense is produced:

1) by attaching the Past Tense forms of the Hearsay Judgment Copula to the verb of Intention, or it is expressed

2) by attaching the auxiliary 'یا' 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.
The Subjective Assessment Mood’s Past Intention Tense predicate form

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 Objectives Assessment Mood’s Past Intention Tense predicate form

The predicate of 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 ‘نمی‌باشد’ 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

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.113 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.

While we were waiting a lorry came along and we asked if he intended to go into town. We managed, with difficulty, to persuade the driver, and climbed into the vehicle.

Apparently Akhmät also wanted to attend, but he didn’t come because we didn’t invite him.

Sämdät had supposedly intended to come if we had invited him.

I think you wanted to see me when you came yesterday.

113 The past tense of the intention mood appears to be used both for the simple past and the past perfect.

112 The 3rd person form ‘فانشمالتما’ is only used in Northern Xinjiang.
Chapter 12
STEM FORMS OF THE VERB
(پیشینه کهاب توزه‌ک شکل‌الری)

§ 1 A General Explanation
(توضیح پایانی)
The common basis for Substantive Word forms and Predicate forms of the verb is called the Stem form of the verb. For example:

\[
\begin{align*}
+ & \text{غلی} \rightarrow \text{پرزب قویگلی} \\
+ & \text{سک} \rightarrow \text{پرزب قویسلی} \\
- & \text{غاشقا} \rightarrow \text{پرزدنغان بولاغاقا} \\
+ & \text{دوزک} \rightarrow \text{پرزدنغان بولدوزک} \\
\end{align*}
\]

In these examples, a substantive form and a predicate form have been paired and, from top to bottom, the \text{پارژ-}', \text{پارژم-}', \text{پارژنک-}', \text{پارژد-}', \text{پارژبو-}' forms of the verb \text{پارژ-}' have formed their bases. These forms are considered to be Stem forms of the verb \text{پارژ-}'.

According to their structure, the Stem forms of the verb may be divided into two types:

(i) Simple stem forms of the verb
(پیرادنگ کهاب توزه‌ک شکل‌الری)

(ii) Complex stem forms
(پیرادنگ کهاب توزه‌ک شکل‌الری)

(i) Simple Stem Forms of the Verb
(پیرادنگ کهاب توزه‌ک شکل‌الری)

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 \text{پارژ-}', \text{پارژم-}', \text{پارژنک-}', \text{پارژد-}', \text{پارژبو-}' belong to the Simple Stem forms.

(ii) Complex Stem Forms of the Verb
(پیرادنگ کهاب توزه‌ک شکل‌الری)

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 \text{پارژ-}' which are shown above, the forms \text{پرزب قوی-}' and \text{پارژگان بول-}' 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 'باز-' which are shown above:

the 'باز-' form functions as the Original Voice Positive type.
the 'باز-' form functions as the Original Voice Negative type.
the 'باز-' form functions as the Causative Voice Positive type.
the 'باز-' form functions as the Passive Voice Positive type.
the 'باز-' forms function as Original Voice Positive types.

Aspected Stem Forms and State Stem Forms of the Verb

The Complex Stem forms of the verb may be divided into two types comprising:

(i) Aspected Stem forms of the verb
(ii) State Stem forms of the verb

Aspected Stem Forms of the Verb

The Aspected Stem forms 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 aspected quality of the action expressed by the independent verb and produce the Aspect Category of the Verb. For example:

— The auxiliary 'باز-' in the construction 'باز-'، indicates that the action of writing has been completely carried out.

— The auxiliary 'باز-' in the construction 'باز-'، indicates a condition of hurting (being unwell) has come into existence.

— The auxiliary 'باز-' in the construction 'باز-'، indicates that the action of writing occurs rapidly or to an intense degree.

— The auxiliary 'باز-'، indicates that the action of writing is unrestricted.

State Stem Forms of the Verb

The State Stem forms of the verb are constructed by adding the Complete Copulas 'باز-'، 'باز-'، and 'باز-' to Participial and Verb of Intention forms, and to some gerundial forms of the verb. These constructions indicate the coming into existence of the Perfect, Imperfect and Continuous States expressed by the participle, or the State of Intention expressed by the Verb of Intention. They serve to produce the State Category in the stem form of the verb, e.g.:

— The construction 'باز-'، indicates that a state has occurred in which the action of writing has occurred.

— The construction 'باز-'، indicates that a state has occurred in which the action of writing is continuing.

— The construction 'باز-'، indicates that the action of writing always occurs or will occur later.

— The construction 'باز-'، indicates the occurrence of an intention or agreement about the action of writing, and so on.

§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:

Akhmāt 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.

They apparently came back.

2. The Passive Voice


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.

Verbs in the Passive Voice 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.:

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 "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 "-ل" or "-ن" to Transitive verb stems. For example:

- "کسی + ل - کسی" (maker) or "کسی + ن - کسی" (receiver)
- "ئور + ل - ئور" (doer) or "ئور + ن - ئور" (porridge)
- "ئبر + ل - ئبر" (bowler) or "ئبر + ن - ئبر" (cheese)
- "ئویژن + ل - ئویژن" (writer) or "ئویژن + ن - ئویژن" (writing)
- "ئولیا + ل - ئولیا" (baker) or "ئولیا + ن - ئولیا" (baking)

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:

(i) He's always boasting (He's always praising himself).

(ii) The child threw himself at me.

Venets 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)

"They got themselves ready for the trip." (reflexive voice)

Special rooms were prepared to receive the representatives. (passive voice)

It is possible for some Intransitive verbs to be combined with suffixes which resemble Reflexive voice suffixes. For example:

- "ئویژن + ل - ضریح" (to see)
- "ئولیا + ل - ضریح" (to consider)
- "ئویژن + ل - ضریح" (to consider)
- "ئولیا + ل - ضریح" (to consider)

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

118 The verb "ئولیا - ضریح" is used both transitively and intransitively.

119 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 'لان' 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 
خوششالان - شالان 
to be happy 
خوششالان 
to be in two minds, hesitate, vacillate, waver

4. The Causative Voice

The Causative Voice form of the verb is produced as follows:
(l) by attaching the suffix 'لالان' or 'لان' to single-syllable verb stems ending in a consonant (excluding those which end in 'ت', 'نام', 'نم', 'نم', 'نام' and 'نام' or in a vowel. e.g.: 

- دور → باردور -
- غوز → بارغوز
- تور → ناپان -
- فوز → ناپان
- دور → كردار -
- غوز → كرگوز -
- تور → کوتور -
- فوز → کوتوز -
- دور → بیدور -
- غوز → بیگوز -

(ii) by attaching the suffix 'ت-ت' to verb stems ending in 'ت-ت', 'نام', 'نام', 'نام' or 'نام'. For example:

- توناب + ت-ت
- توناب + ت-ت
- توناب + ت-ت
- توناب + ت-ت

(iii) by attaching the suffix 'ت-ت' or 'ت-ت' to polysyllabic verb stems ending in a vowel. For example:

- ت-ت سوزلت -
- سوزلت + ت-ت
- تکوز + ت-ت

(iv) by attaching the suffix 'ت-ت' or 'ت-ت' to specific single-syllable verb stems which end in 'ت' or 'ش'. For example:

- ت-ت لوجر -
- لوجر + ت-ت
- ت-ت چوشر -
- چوشر + ت-ت
- ت-ت نجر -
- نجر + ت-ت

(v) The Causative Voice form of some verbs is unique. For example:

- فایتر - فایتر
- فورقات - فورقات
- فورقات - فورقات
- فورقات - فورقات
- فورقات - فورقات

135 In each paired example, the latter form shows the correct spelling and the former is more common in speech.

136 'فوائیت' and 'فوائیت' 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:

من تؤدي كوكبًا (He ordered Mercury.)

I made him laugh. ('I' have been the instigator for the action)

تهجم مبروك (He broke a table)

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.:

شيء مسئول انباشته (مشتاق) (ساخته) (ماشنا که بسته بیانی)

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.:

تهجم تالاب‌سپاسی کانتی (باغک) (ئابگک) تهجم کرد

He went to have his hair cut (i.e. to have someone cut his hair).

(From the casual subject has not been shown.)

بز مؤقت‌هاه تیکاشتی، نوبت‌شین (مؤقت‌های تیکاشتین)

We went to get the teacher to tell a story. (The teacher told a story)

5. The Mutual Voice (متبادل) (تَمَلَك دمیره)

The Mutual (Reciprocal) Voice form of the verb is produced by attaching the suffix -ش (ئاش) to the verb stem. e.g.:

تلوزیش + -ش → تلوزیش (تلوزیش) (ئاش)

They painted each other.

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.

Talk to one another quietly, don't upset each other.

They argued about this problem for a long time.

(2) It indicates that the grammatical subject is one of the two parties who direct the original action towards each other or carry out the action in competition with one another. The other party is signified by a name linked with the postposition -نام. For example:

I had a talk with Kasim.

Tursun argued with Akhmat for a long time.

I raced against Akhmat/I had a race with Akhmat.

(3) It indicates that the grammatical subject carries out the original action with others in order to help them. For example:

Ayshim helped her do the laundry.

They helped us harvest our wheat.

(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.
6. The Combination of Verbal Voices

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** (돈ژلوک مهچروری مدرسه). For example:

The mother **dressed** her children **herself**.

(2) **Mutual-Causative Voice** (دونژلوک مهچروری مدرسه). For example:

We got them to meet each other.

(3) **Causative-Passive Voice** (مهچروری مهچرول). For example:

These things were pointed out in the article.

(4) **Double Causative Voice** (وهچرول مهچرول مدرسه). For example:

I sent my younger brother/sister to get my pen repaired.

(5) **Causative-Mutual Voice** (مهچرول دونژلوک مدرسه). For example:

They all galloped off. (lit. They all made their horses gallop).

(6) **Reflexive-Causative-Passive Voice** (دونژلوک مهچرول مهچرول). For example:

Our situation was made fully known.

(7) **Mutual-Causative-Passive Voice** (دونژلوک مهچرول مهچرول). For example:

Our situation was made fully known.

---

137 This is actually a passive-causative-passive construction — 'the children had been caused to be dressed ...'.
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 examine and look at the lexical characteristics of the various voice forms of the verb 'کورشکه' (to cause someone to see):

(i) Its Original Voice form 'کورشکه' expresses the lexical meaning 'کورشکه' (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 'کورشکه', besides expressing its own causative meaning 'کورشکه' (to be the cause of seeing, make it possible to see, allow to see (something)), also expresses meanings such as 'شدسترسکه' (to display). For example:

He displayed diligence. (تشریفاتی کورسکتی)
and
He put on a show. (کورسکتی)

and forms the basis for the formation of the words:

- directions, directive, instructions, order
- sign, signal, indicator, pointer

(iii) Its Mutual Voice form 'کورشکه', besides expressing its own mutual meaning 'کورشکه' (to see one another), also expresses such lexical meanings as 'کروشکه' (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 'کورشکه', apart from expressing its own reflexive meaning 'کورشکه' (to show oneself), forms the basis for the formation of the words 'کورشکه' (scenery; a view or a scene from a drama — (مزرعته پاکی سهمه لکسیکالی کورشکه)
and 'کورشکه' (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 'سوزلم' to the verb stem. Verbs to which the 'سوزلم' 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:

- سوزلم-تار- (بایار)

Verbs to which the 'سوزلم' 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:

- سوزلم-تار- (بایار)

When introducing the formation of the various grammatical forms of the verb, the production of their negative forms has only been
deal 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* 'ئابىس', or by

(ii) *combining the Perfect Gerundal form with the word* 'يىوق' *in a subject-predicate relationship*. For example:

يازغەن تەمەسمەن

However, these means of expression have *stylistic qualities* and are only used in specific circumstances.\(^{139}\)

\(^{139}\) Such forms are used in literature, films, plays, etc., in the same sense as the normal negative forms.

§4 Aspectual Stem Forms of the Verb

(بەسلەنەک تەسەلۆک تەسەلەک شەکەرلەری)

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. Ákhmät *is able to write* articles in Chinese.

2. Ákhmät *carries on writing* Chinese articles as well.

3. Ákhmät *finishes writing* such articles in a short time.

4. Ákhmät *often writes* letters for the old man.

5. Ákhmät immediately *writes down* (for himself) words which are new to him.

6. Ákhmät keeps *writing* (letters) to him.

In these sentences the verb *يابە* 'يابە' 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 *يەبابە* 'بەبابە' or *يەبۆرە* 'بەبۆرە' 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 *يەتەبابە* 'تەبەبابە' or *يەتەبۆرە* 'تەبەبۆرە' to the *dative case of the* 'تەت' *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 *پەتە* 'پەتە' 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 ‘بیل / یار’ to the Simple Stem form of the verb, as a result of its initial ‘ی’ sound being dropped and the final ‘ی’ sound of the Associative Adverbial turning into a ‘ی’ 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 ‘بیل / یار’ to the ‘ی’ 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 ‘بیل / یار’ to a Simple Stem form ending in a vowel, or ‘بیل / یار’ to a Simple Stem form ending in a consonant.

For example:

However, a number of other Aspectual Stem forms have not been abstractualized at a level that still expresses only one aspect concept and, being unable to take on the aspect of a special grammatical form, always express different aspect concepts. For example, if we take the Aspectual Stem form constructed by attaching the Aspect Auxiliary ‘بیل / یار’ to the Associative Adverbial form of the verb:

(i) firstly, it indicates that the subject turns in an opposite direction by means of the action [i.e. moves away from]. For example:

They moved away.

(ii) secondly, it indicates that the action happens suddenly. e.g.:

The mirror (suddenly) broke.

(iii) thirdly, it indicates that the action intensifies. For example:

The weather (has) turned really hot.

(iv) fourthly, it indicates that the action begins suddenly and continues. For example:

The ‘بیل / یار’ variant represents the spoken form and the ‘بیل / یار’ variant the written form.

We were just about to go when it started to rain.

(v) fifthly, it indicates that the subject is capable of carrying out the action. For example:

He was capable of enduring such serious difficulties.

That is to say, the Aspect Category, which is produced by alternating the Aspectual Stem forms of Uyghur verbs, is a grammatical category that has already begun to be formed, but has not been fully formed. When introducing the formation and usage of the verb’s Aspectual Stem forms below, we have introduced as a certain aspect type those which have taken on the aspect of a grammatical form, and those which have not taken on the aspect of a certain grammatical form have been introduced from the point of view of the use of a particular Aspect Auxiliary.

1. The Continuous Aspectual Stem Form of the Verb

The Continuous Aspectual Stem form of the verb is produced by attaching the suffix ‘بیل / یار’ to the verb stem (this suffix has been produced as a result of the Aspect Auxiliary ‘بیل / یار’, which has been attached to the Associative Adverbial form of 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)
2. The Abilitative Aspectual Stem Form

The Abilitative Aspectual Stem form of the verb is produced by attaching the suffix 'نل-الله-ینام' or 'نل-الله-ینام' to verb stems which end in a vowel, or by attaching the suffix 'نل-الله-ینام' to verb stems which end in a consonant (These suffixes have been produced as a result of the adverbial suffix of the 'نل-الله' Auxiliary undergoing phonetic changes after being attached to the 'نل-الله' Adverbial).

\[ \text{e.g.} \quad \text{سُلَّمُتُمُّ خَيْلًا} \rightarrow \text{سُلَّمُتُمُّ خُيَلَا} \]

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 Akhmit, please pass on my regards.

When the negative suffix is attached to the Abilitative Aspectual Stem form of the verb, the final 'نل-الله' or 'نل-الله' of the stem is omitted. e.g.:

\[ \text{يُبْدِلُونَ خَيْلًا} \rightarrow \text{يُبْدِلُونَ خُيَلَا} \]

\[ \text{يُبْدِلُونَ خَيْلًا} \rightarrow \text{يُبْدِلُونَ خُيَلَا} \]

\[ \text{يُبْدِلُونَ خَيْلًا} \rightarrow \text{يُبْدِلُونَ خُيَلَا} \]

\[ \text{يُبْدِلُونَ خَيْلًا} \rightarrow \text{يُبْدِلُونَ خُيَلَا} \]

41 Such a construction with the verb 'to recognize' would be in the present (imperfect) tense in English.
3. The Unrestricted Aspctual Stem Form

The Unrestricted Aspctual Stem Form of the verb is produced by attaching the suffix 'باقه' to the verb stem (This suffix has been produced as a result of the adverbial suffix of the auxiliary 'باقه' undergoing phonetic changes after being attached to the 'باقه' Adverbial). For example:

سوزل ء - یوزل ءرف - یوزل ءرف

پاز - یوزل ءرف - یوزل ءرف

The Unrestricted Aspctual Stem Form of the verb indicates that the action occurs or continues without restriction. For example:

قیّمان کمالگر کامل، کمالگر.

(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?

نت و تلخ برسید، تلخ برسید.

بت ویره تلخ برسید، تلخ برسید.

Let’s not just stand here; let’s go in.

بايدسي يوق غمی، غمی قلیم، هاجی، فقیر.

There’s no need to keep on spreading harmful rumours.
Please don’t get me wrong, I just went ahead and said what came to mind.

The Unrestricted Aspctual Stem Form of the verb is also produced on the basis of the negative form of the verb. This form indicates that the subject is free not to carry out the action. For example:

I don’t have to write if I don’t want to.

You don’t have to come if you don’t want to.

4. The Experimental Aspctual Stem Form of the Verb

The Experimental Aspctual Stem Form of the verb is constructed by adding the ‘باقه’ Auxiliary to the Associative Adverbial form. It may also sometimes be constructed by adding the ‘باقه’ Auxiliary. For example:


The Experimental Aspctual Stem form of the verb indicates that the action is carried out as an experiment or for the purpose of learning about a certain matter. For example:

ممؤن دورانی یخ بیابد، پاییز بچه ی، بیابد، پاییز بچه ی.

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.

برسید بیشترین اندازه ی، بیشترین اندازه ی.

Let’s have another go at discussing this problem.

I had a go at counting it, it’s correct.

مان سراب کودون، بلیه بدنگی.

I tried asking, but he apparently didn’t know.

The Experimental Aspctual 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:

پور دورانی یخ بچه گون تصمیم بیابد.

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 Aspctual 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:

من بیشتری کلیب بالا نگاهی.

I’ve never been here before.

I’ve never yet tried writing poetry.

References:

142 The constructions with ‘باقه’ are not used in speech.

143 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 'تَوَرَّتَ' Auxiliary to the 'غَلِبَ' Adverbial form or to the dative case form of the 'تَنَّى' Gerund, or by adding the 'تَوَرَّتَ' Auxiliary to the 'غَلِبَ' Adverbial form. For example:

- تَوَرَّتَ بِغَلِبَتِي (وَتَرَوَّتَ بِغَلِبَتِي) (began)
- تَوَرَّتَ بِأَلْفَ لَغِبَةِ (وَتَرَوَّتَ بِأَلْفَ لَغِبَةِ) (began)
- تَوَرَّتَ بِلَغِبَاتِي (وَتَرَوَّتَ بِلَغِبَاتِي) (began)

The Commencement Aspectual Stem form of the verb indicates that the action begins to come into existence. For example:

- The new students began to arrive.

Here the flowers start to open at the beginning of March.

He's started bringing up old issues again. (lit. He's started winnowing old grain again.)

The demonstrators, who had begun passing by in the early morning, passed by until evening.

6. The Usage of the Aspect Auxiliary 'قال - قال' (تاوَرَتْ تَوَرَّتْ)

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, 'تَوَرَّتَ نُؤُلَءُ سَالِفَةُ ۲۱۱' (They go to bed at 11 o'clock), here it is the fact that the plural subject has carried out the action 'تَوَرَّتَ' which is under consideration; but if we say, 'تَوَرَّتَ نُؤُلَءُ سَالِفَةُ ۲۱۱' (Let's hurry, otherwise they will have gone to bed) here it is the fact that the subject is fixed in a state of having carried out the action 'تَوَرَّتَ' which is being considered. The same situation also applies in the following examples:

- نَشَأَتْ الأَمَانَةُ، يَلْتُمِبُ قَلاَةٌ
- تَأَقدَتْ الأَمَانَةُ، يَلْتُمِبُ قَلاَةٌ

Please speak quietly, the child is asleep (lit. has gone to sleep).

Eat your food up quickly or it will have gone cold.

His cart had sunk in the mud so we helped get it out.

B. It indicates that the action has turned into a frequent matter. When it occurs in this sense it is primarily combined with verbs indicating actions whose execution it is not possible to prolong, e.g.:

- اسْمَعْتُكَ نُكَلَّكُ نَظَرْتِي
- اسْمَعْتُكَ نُكَلَّكُ نَظَرْتِي

Two of my teeth keep wobbling.

You've been coughing a lot, what's the matter?

C. It introduces the aspect of chance into the occurrence of the action. For example:

- كَمْ قَضَّيْتُ مَنْ تَنَبَّأْتُ قَلْعَةً
- كَمْ قَضَّيْتُ مَنْ تَنَبَّأْتُ قَلْعَةً

I unexpectedly remembered something from my childhood.

He was taken ill and couldn't come to class.

D. It indicates the speaker's feeling that the action may be limited to this one occasion. For example:

- نَأَخْشَى مِنْ بَزُورٍ أُثْبِتَبُ بَرَكَةً، بَزُورٍ بِمَعْرِفَةِ بِهِلَّتِي قاَلْبِي
- نَأَخْشَى مِنْ بَزُورٍ أُثْبِتَبُ بَرَكَةً، بَزُورٍ بِمَعْرِفَةِ بِهِلَّتِي قاَلْبِي

Please sing your song for us too, and let us have the chance to enjoy it (this once).
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.

The petrol has almost run out, we'll have to fill up at the next petrol station.

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 very nervous and found himself 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.

7. The Usage of the Aspect Auxiliary ‘قوي’ (حسب الذهابين). 'قوي' is substantially the same as that of section 1) A of the auxiliary verb ‘قى’ introduced above. The only point of difference appears to be that the former (قوى) is combined with transitive verbs and the latter (قات) with intransitive verbs. For example:

By giving me a higher position you've made my house shrink (i.e. my house is no longer big enough for all the
presents I’m given). (‘Anecdotes of Násirddin Effendi’)
(c.f. Since I took up a higher position my house has become too small.)
بر قسم مسلسل کا دیقت قلب باشلاری تئاتر فیلم
It won’t do for us to just pay attention to one set.
پویامدید.
of problems and ignore the others.
(سپس خانم... باشلارد با نسبتا پویامدید.)
دیقت قلب سبیلی پاسخ تئاتر فیلم
If we don’t take care they’ll land us in a difficult position.
(سپس خانم... با نسبتا پویامدید.)
دیقت قلب سبیلی پاسخ تئاتر فیلم
(I. It introduces an element of chance to transitive actions, that is
to say, this meaning of the auxiliary verb ‘قوی’- قرف- قرف-
قامل- قامل- قامل- قامل- قامل-
is combined with transitive verbs and the latter
basically with intransitive verbs. For example:

ثوبتاین خوابیدن.
Please don’t touch it, you might (accidentally) break it.
(سپس خانم... با نسبتا پویامدید.)
سوغوق سر خوابیدن.
Don’t drink unboiled water; it might make you ill.
(سپس خانم... با نسبتا پویامدید.)

B. It introduces an element of chance to transitive actions, that is
to say, this meaning of the auxiliary verb ‘قوی’- قرف- قرف-
قامل- قامل- قامل- قامل- قامل-
is combined with transitive verbs and the latter
basically with intransitive verbs. For example:

ثوبتاین خوابیدن.
Please don’t touch it, you might (accidentally) break it.
(سپس خانم... با نسبتا پویامدید.)
سوغوق سر خوابیدن.
Don’t drink unboiled water; it might make you ill.
(سپس خانم... با نسبتا پویامدید.)

C. It indicates that the action is carried out first for the sake of a
certain matter. For example:

مجلسخانی تئاتر از پویامدید، پژوهش میلی.
Please prepare the conference hall, there’s a meeting today.

تئاتر فیلم
I’ve given him my promise, so it wouldn’t do for me not to go.

I’ve given some preparatory thought to the matter.
I put your book with those of Akhari’s family; please help yourself to it.

D. It indicates that the action happens in this way just once. e.g.:

ئو بار یکبار فیلم خوانی.
He looked at us and smiled, but didn’t say a word.

ئو بار یکبار فیلم خوانی.
He coughed once and carried on speaking.

ئو یکبار فیلم خوانی.
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’- قرف-
introduces an element of formality or triviality to the execution of the action.
For example:

چاققق از فیلم قریب، خیاب پویامدید.
When I made a joke he got angry.

ئو بار یکبار فیلم خوانی.
Wouldn’t it have been better if you’d said sorry?

ئو بار یکبار فیلم خوانی.
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:

کتاب با خاطری من
Since you don’t have time, don’t go!

و زود آماده گرایی
When I offered him money he wouldn’t take it.

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:
8. The Usage of the Aspect Auxiliary

(kus- کامي; کيندن- کيند) نخستى از پارامیتی مزجی است که به معنی عاملی و یا به معنی تاکید‌کننده است.

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 kus- کامی is relatively concrete. For example:

They will soon move away from here.

2) It indicates intranisitive actions entering a state of being suddenly or entirely completed. For example:

Please speak quietly or the child will wake up.

B. It indicates the action begins all at once and continues. For example:

When he heard this he (involuntarily) burst out laughing.

C. It plays a role in intensifying intransitive actions with respect to degree, number of times, duration and other related aspects. For example:

The weather has become really hot.

D. It indicates that the action begins all at once and continues. For example:

Just as we were about to set out it started to rain.

E. It indicates that the subject is capable of carrying out the action. For example:

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.

144 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:

<table>
<thead>
<tr>
<th>این چنین مطالعه که گزارش گم نمی‌کند.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This task of yours is never-ending too.</td>
</tr>
<tr>
<td>این چنین مطالعه که گزارش گم نمی‌کند.</td>
</tr>
<tr>
<td>I wonder what kind of illness this can be that hasn't got better all this time!</td>
</tr>
<tr>
<td>این چنین مطالعه که گزارش گم نمی‌کند.</td>
</tr>
<tr>
<td>You’re right about this time dragging on and on.</td>
</tr>
</tbody>
</table>

9. **The Usage of the Aspect Auxiliary**

**تَمَتْ**

When this Aspect Auxiliary is combined with the **Associative Adverbial**, the final **تَمَتْ** of the Associative Adverbial changes to a **تَمَتْ** e.g.:

- **تَمَتْ** یا **تَمَتْ** بزرگ + کت یا **تَمَتْ** بزرگ + کت

To look at this **تَمَتْ** appears to be identical to the verb **تَمَتْ** in **تَمَتْ** (to prepare food). For that reason, in most grammatical works relating to the Uyghur language, the origin of this **تَمَتْ** is understood as the **تَمَتْ** of **تَمَتْ**. However, when looked at from the point of view of meaning, there is no connection at all between **تَمَتْ** in the role of an auxiliary verb and the **تَمَتْ** of **تَمَتْ**. **تَمَتْ** in the role of an auxiliary verb is sometimes synonymous with **تَمَتْ** in the role of an auxiliary verb. For example:

**تَمَتْ** بهتر یک گل **تَمَتْ** بزرگ + کت

On the other hand, in the Turpan dialect the auxiliary **تَمَتْ** is used in place of **تَمَتْ**. For example:

**تَمَتْ** بهتر یک گل **تَمَتْ** بزرگ + کت

On this basis it is possible to surmise that this auxiliary verb may originally have been **تَمَتْ**. In his work **تَمَتْ** **(Modern Uyghur)**, the Soviet Turkologist **امیر ناجیس** considers the origin of this auxiliary verb to be **تَمَتْ** **(Modern Uyghur)**. There are some grounds for this opinion also, because, in several Turkic languages, a verb which corresponds to the Uyghur verb **تَمَتْ** is used in place of this auxiliary verb. For example, in Uzbek — **تَمَتْ** is used, and in Kazakh and Kirghiz — **تَمَتْ**. 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** **تَمَتْ** **(Modern Uyghur)** introduced above. The only point of difference between **تَمَتْ** and **تَمَتْ** appears to be that the former is combined with transitive verbs and the latter with intransitive verbs. For example:

**تَمَتْ** توللیس کیوُریپت

(cf. **تَمَتْ** توللیس کیوُریپت)

**تَمَتْ** کیوُریپت

He sent his child into the house.

**تَمَتْ** کیوُریپت

(cf. **تَمَتْ** کیوُریپت)

If you take this medicine you will get completely better.

**تَمَتْ** کیوُریپت

He has now devoted himself entirely to learning.
10. The Usage of the Aspect Auxiliary 'ناشکا- (تاریخ پرداخته شده)' (تاریخ پرداخته شده)

When the verb 'ناشکا-' functions as an Aspect Auxiliary, it is, in specific circumstances, used in the same sense as the above auxiliary.

We must remove and discard the shell and accept the kernel. (cf. Don’t throw out the baby with the bath-water.)

We completely crushed the enemy’s plans.

On hearing what he said I burst out laughing.

11. The Usage of the Aspect Auxiliary 'تاال-' "تاال-" (تاریخ پرداخته شده) "تاال-" (تاریخ پرداخته شده)

When the verb 'تاال-' 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 'تاال-'):
1) It indicates that 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.

I’m really tired; let me take a short rest.

It also sometimes has the sense of doing something accidentally. e.g.

You must finish all this medicine. [cf: You don’t drink this medicine by mistake. (cf. Don’t throw out the baby with the bath-water."

جیزه نزدیک کرده)
12. The Usage of the Aspect Auxiliary

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:

"He related to us the event which had occurred."  
"If I write a letter for you, I'll have to read it to your friend myself," said the Effendi.

2) It indicates that the action is beneficial for the occurrence of a certain matter. For example:

"Do more exercise, otherwise you'll get really fat."  
The weather was pleasantly cool today, so the work went well.

13. The Usage of the Aspect Auxiliary

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 Effendi finished washing himself, paid more than the others, and went out. ('Anecdotes of Násiríddín Effendi')"
14. The Usage of the Aspect Auxiliary

When combined with the Associative Adverbial form of the verb, it expresses the following meanings:

1) It indicates that the action is connected from start to finish with a related object or state. For example:

We looked at the whole exhibition; it was excellent.

His child cried all night long (lit. until dawn)

He greeted each of the guests.

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.

146 Another related meaning, not given by the author, indicates that the action of the associative adverbial is completed thoroughly. For example:

We finished (doing) all the homework; there’s still a little left.

15. The Usage of the Aspect Auxiliary

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:

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 

More than one of the verbs and 

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: "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"ـ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "لأ"~ "l
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:

You're wasting our time. You're not spending time with your letto or talking about it.

Surely you're not wasting time writing a letter about such a trivial matter? You're not spending time writing letters about such a trivial matter.

There's no need for me to waste time pointing out facts. There's no need for me to spend time explaining things.

This isn't the time to be investigating! This isn't the time to be investigating anything.

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. He's always coming to our place.

Don't forget to keep writing (letters). Don't forget to keep writing (letters).

We keep exchanging letters with him. 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. For example:

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.

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 completely wasted several years in repeatedly saying that 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:
   كەلىگەن بۇل - لوقۇغان بۇل - بۇزاغان بۇل

2) The second is produced by adding ‘قئ’, in the role of a Complete Copula, to the Perfect Participle. For example:
   كەلىگەن قئ - لوقۇغان قئ - بۇزاغان قئ

3) The third is produced by adding ‘تۇر’ , in the role of a Complete Copula, to the Perfect Participle. For example:
   كەلىگەن تۇر - لوقۇغان تۇر - بۇزاغان تۇر

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]^{147}, 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:

If you had been diligent, you would have made progress.

If ەكەمەت has returned, go and call him, but if he’s gone to bed don’t call him.

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147 When the perfect state stem form is used in the hypothesis-objection mood in simple sentences, only a polite request is implied. e.g. "بەرەنەيەمەئە، ئەگەر ەكەمەت كەچە كەچە، بەن بەئەچە بەسەي بەسەي." (Please would you go ahead and call ەكەمەت?)
(2) When it occurs in the Present (Imperfect) Tense predicate form, it indicates that the action is reckoned to have taken place.  

\[\text{قائمة كلمات: فارغة أو قياسات باردة.}\]

Those who haven’t come on time will have renounced their rights. If we don’t study well, we will have disappointed the hopes of the people.

(3) It indicates that the subject pretends the action has been, or is being, carried out. In this case the stem function usually functions as an adverbial modifier in the Associative Adverbial form, but if it is a predicate it combines with the Aspect Auxiliary ‘-تقل’. e.g.:  

\[\text{He lay still pretending to be asleep.}^{148}\]

\[\text{I sat pretending to read a book.}\]

\[\text{He pretended not to have seen me.}\]

(4) When it occurs in the Simple Past Tense predicate form of the Direct Statement Mood, it is used in describing the occurrence of an action as not highly regarded. For example:

\[\text{Túrnugui bayaqahu jisbi-pa-ramuz, bayaqahu jisbi-pa-ramuz, bayaqahu jisbi-pa-ramuz.}\]

\[\text{Yesterday we went to the park, but didn’t enjoy it at all; we just climbed the hill and went out in a canoe, and then came back.}\]

2) The Perfect State Stem Form constructed by adding ‘-تقل’ 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:

\[\text{He tried hard to make himself appear unafraid, but it didn’t work.}\]

\[\text{I’m going to draw the moon as if it were full.}\]

3) When the Perfect State Stem Form constructed by adding ‘-تقل’ 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.:  

\[\text{Doesn’t he even know that, despite having graduated from university?}\]

\[\text{How will I recognize him, since I’ve never seen him?}\]

\[\text{You say you don’t know him, even though you studied with him!}\]

2. The Perfect State Similitude Stem Form

The Perfect State Similitude Stem form of the verb is constructed by adding the verbs ‘-تقل’ and ‘-بول’ respectively, in the role of Complete Copulas, to Perfect Participles to which the Similitude Case suffix has been attached. For example:

\[\text{يذكَني هذَا كَذَا - باراغانك ينَبَي - يذكَني هذَا كَذَا - باراغانك ينَبَي.}\]

1) The Perfect State Similitude Stem Form constructed by adding ‘-بول’ in the role of a Complete Copula indicates that the subject feels just as if the action had been carried out. For example:

\[\text{Please give me your photograph, so that when I look at your picture I’ll feel as if I’m looking at you.}\]

\[\text{When I read your letter, I felt just as if I were talking to you.}\]

\[\text{When you watch this film, you apparently feel just as if you’ve got inside the people on the screen.}\]

2) The Perfect State Similitude Stem Form constructed by adding ‘-تقل’, in the role of a Complete Copula, indicates that the speaker is aware of some indication that the action has taken place. e.g.:
I thought someone call behind me, and when I looked it was Akhmát.

I get the feeling they’ve come back; let’s go and see.

I get the impression you’ve been crying, what’s the matter?

3) The **Perfect State Similitude Stem Form** constructed by adding ‘-تُؤم’, 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.

It looks as if the meeting has started, there’s no one in the corridor.

It looks as if he still hasn’t heard about this.

3. **The Imperfect State Stem Form**

The Imperfect State Stem form of the verb is constructed by adding the verbs ‘-تُؤم’ and ‘-تُؤم’ respectively, in the role of Complete Copulas, to the Imperfect Participle. For example:

1) The **Imperfect State Stem Form** constructed by adding ‘-تُؤم’ in the role of a Complete Copula is used as follows:

The Imperfect State Stem form of the verb expresses such meanings as that (i) the subject has become accustomed to the action, (ii) has the capacity or specific characteristics needed to carry out the action, or (iii) is inclined towards the action. For example:

(i) Since hearing that lecture I’ve got used to doing exercises every day.

(ii) If you work hard, you will be able to read the newspaper in just two years.

(iii) After that everyone wanted to praise him.
2) The Imperfect State Stem Form constructed by adding 'قيل' 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 'قيل', 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 ‘قيل’ or ‘نذر’ is added to an Imperfect Participle to which the Similitude Case suffix has been attached. e.g.:

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.

2) The Imperfect State Similitude Stem form of the verb constructed by adding ‘بِلِ’ to the ‘نذر’ Gerund indicates that the subject arrives at a level which ensures that he will carry out the action or that the action will occur. For example:

She got so angry she was ready to cry.

Will these apples be ready to eat?

Will we be ready to read the newspaper in a year?

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 'تَنَّى', 'تَنُّى', 'تَنَّى', 'تَنُّى', 'تَنَّى', 'تَنُّى' (in the role of Complete Copulas), respectively, to the Continuous Participle. For example:

\[ \text{مَتَّى} \text{ تَنَّى} \text{ مَتَّى} \]

1) The Continuous State Stem form of the verb constructed by adding the Complete Copula 'يَوْلُتُ' 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:

\[ \text{مَتَّى} \text{ تَنَّى} \text{ نَّى} \text{ مَتَّى} \]

If they are having a lesson we’ll come later.

(2) If you’re having a rest I won’t bother you.

If you’re sitting stand; تَنَّى تَنَّى تَنَّى تَنَّى تَنَّى تَنَّى (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 'تَالُ' and 'تَالُ'. For example:

\[ \text{مَتَّى} \text{ تَنَّى} \text{ مَتَّى} \]

He lay still pretending to be sleeping.

I sat pretending to be reading a book.

They pretended they were going to their mother’s house.

3) The Continuous State Stem Form constructed by adding the Complete Copula 'يَوْلُتُ' indicates that a certain object is represented as carrying out a certain action or remaining in a certain state. For example:

\[ \text{مَتَّى} \text{ تَنَّى} \text{ مَتَّى} \]

Let’s not go in, it looks as if they’re holding a meeting.

6. The Continuous State Similitude Stem Form

The Continuous State Similitude Stem form of the verb is constructed by adding the Complete Copula 'يَوْلُتُ' or 'يَوْلُتُ' to a Continuous Participle to which the Similitude Case suffix has been attached. e.g.:

\[ \text{مَتَّى} \text{ تَنَّى} \text{ مَتَّى} \]

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:

\[ \text{مَتَّى} \text{ تَنَّى} \text{ مَتَّى} \]
You appeared to be writing something yesterday. What did you write?

سمايح تختا، ناشترتبا با سلاً براسبا جي تختا، قئلد.*

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 'يول' to the Verb of Intention form. For example:

كئل لهك يول - توغونچي بول - بيازماچي 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

§1 A General Explanation

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

(ii) Predicate forms of Substantive Words

(iii) Negative form of Substantive Words

(iv) Judgment Noun form of Substantive Words

§2 Verbal Forms of Substantive Words

When combined with Substantive Words, Complete Copulas produce morphological structures which have the ability to fully link the
substantive words to categories specific to verbs. We call these structures Verbal Forms of Substantive Words.

In Üyghur, the verbs 'پەل' 'پەل', 'پەل' 'قەل', 'پەل' 'قەل', and 'پەل' 'قەل' are considered to be the most productive verbs functioning as Complete Copulas. Apart from these two, the verbs 'پەل' 'قەل', 'پەل' 'قەل', 'پەل' 'قەل', 'پەل' 'قەل', and 'پەل' 'قەل' also function as Complete Copulas within a fixed range. The Verbal Forms of Substantive Words are introduced below according to the type of Complete Copula.

I. The Role of the Complete Copula

(تۆلۆق دەگەنە وەکو 'پەل' 'قەل' روپی)

When combined respectively with nouns or noun phrases, adjectives or adjective phrases, numerals or numeral phrases, numerical-measure word phrases, adverbs or adverb phrases, or pronouns or pronoun phrases, the verb 'پەل' 'قەل' 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:

ماشیایار، باگەن بویەدەوە، پەسەیەسەرە باگەن بویەدەوە (ماسالە)

If the cattle put on weight there will be fat, if the ground is benefited, there will be a garden. (Proverb)

ئەگەم چەکەشی کەوە کەبەڵە، دەوەمەکەی بەسەرە کەبەڵە (ماسالە)

If you’re a human being but you lose your intelligence, you’ll become a fool, even though you’re young. (Proverb)

ئەگەم بەسەرە بەسەرە بەسەرە بەسەرە بەسەرە (ماسالە)

Don’t only listen to your father, listen to the people too. (Proverb)

ئەگەم بەسەرە بەسەرە بەسەرە بەسەرە بەسەرە (ماسالە)

We are striving hard to be possessors of competent expertise.

ئەگەم بەسەرە بەسەرە بەسەرە بەسەرە بەسەرە (ماسالە)

Calculate, compare, and select the words. (Proverb)

When it snowed, everywhere became pure white.

ئەگەم بەسەرە بەسەرە بەسەرە بەسەرە بەسەرە (ماسالە)

Because today’s food happened to be salty, a lot was left over.

The students we have at the moment number 250. When the new students come there will be 400.

The articles which have been written amount to 15.

The time when the meeting is to be held has been greatly delayed; it would have been better if it had been today.

Now all these books have become yours.

However you say it should be, let it be so.

In these sentences, the verbal forms 'ئەگەم بەسەرە بەسەرە بەسەرە بەسەرە بەسەرە (ماسالە)'

Even though he’s young, he’s not inferior to the grown-ups when it comes to labour.

No matter who he is, he must buy a ticket.

This medicine may be bitter.

The one on this side is my older brother.

I’m apparently your maternal uncle.

They say the water of the underground water conduits is sweet.
In these sentences, the verbal forms 'کچک بول- 'کمی شغل بول- 'سیستم ناگفته بول- 'منشک ناکام بول- 'پاش بول- 'deepen' and 'بڑا بول- 'زیاد بول- 'زیاد تور - which have been constructed by adding 'بی- 'یور - 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 'بی- 'بیور - with Substantive Words possess a fixed (or idiomatic) property. For example:

- to be defeated - مغلوب بی- 
- to appear/arise/erupt/occur/turn up - پیدا بی- 
- to be devastated/be ravaged/be trampled on - دوبهشده بی- 
- to appear/come into being/erupt/be formed/ be produced - 
- to be broken; break/crumble/disintegrate - بتنخت بی- 
- to collapse/crumble/fall apart - میریان بی- 
- to be afflicted with/be subjected to - مبتلا بی- 
- to be resolved/be settled/be solved - حل بی- 
- to be exposed/be known/be resolved - یافش بی- 
- to be destroyed - تارمار بی- 
- to fall apart - گم کر- 
- to die/perish - بالاک بی- 

Such constructions may be counted as compound verbs.

2. The Role of the Complete Copula (کل-)

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 'کل- 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:

Have no respect for the one who plots against you. (Proverb) She spoilt the food and made burnt bread. (Proverb[said of an incompetent person])

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 rushed off our feet, he's running around amusing himself. (lit. ... we're unable to make our two hands [do the work of four] ...)

In these sentences, the verbal forms 'کمیم- تیم - 'پیم - 'پی - 'پیم - 'پیم - which have been produced by adding 'پی - 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 'پی - with Substantive Words possess a fixed (or idiomatic) property. e.g.:

- to conquer/defeat - مغلوب کل- 
- to devastate, ravage, trample on - دوبهشده کل- 
- to arouse, cause to happen/occur/take place; give rise to, lead to - پیدا کل- 
- to attain, acquire, form, gain, get, obtain, produce, win - هاسدل کل-
4. The Role of the Complete Copula ‘کُل’

(i) Firstly, when combined with certain adjectives or adjectival phrases, the verb ‘کُل’, in the role of a Complete Copula, constructs verbal forms which indicate the general existence, or the emergence with regard 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 she come on, you know?

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.

He was able to lift a stone weighing 120 kilograms.
I like my profession.

Thank you for coming to visit me and not thinking it too far.

We also felt this measure to be appropriate.

Do you consider this to be an easy matter?

We all think a lot of him.

Please don't regard us as strangers.

In addition to the above, the verbs 'چاغلا-' 'هیسابلا-', 'تاب-' 'تهاب-' also function as Complete Copulas in specific situations and can construct verbal forms of certain substantive words, e.g.:

to consider as outstanding

to be considered as outstanding

to consider easy

§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
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

The Present Tense Direct Statement Mood predicate form of Substantive Words is constructed by attaching the Present Tense 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. 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 was a worker before and I’m still a worker now.

He is now a member of the city’s political council.
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. \(^{149}\) For example:

\[ \text{At that time he was a student.} \]

3. The Hearsay Statement Mood Predicate Form of Substantive Words

The Hearsay Statement Mood predicate form of Substantive Words is divided into two types consisting of:

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:

\[ \text{I was supposedly very mischievous in my childhood.} \]

They say these places were formerly swampy.

You were in the countryside at that time, so I’ve heard.

4. The Subjective Assessment Mood Predicate Form of Substantive Words

The Subjective Assessment Mood Predicate Form of Substantive Words is divided into two types consisting of:

1) Present Tense
    2) Past Tense

1) The Present Tense Subjective Assessment Mood predicate form of Substantive Words is constructed by attaching the Present Tense form of the Subjective Assessment Judgment Copula to Substantive

\[ \text{This form is only used in Northern Xinjiang.} \]
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.
I think you were in the countryside at that time, weren't you?

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.
It looks as if this is their custom.

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, "تَمْسِيم" 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.

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* 'کشنشک' (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.

§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 ‘قلم’ and ‘بِچر’ in these examples are imitative of sounds which are heard by a person’s ears; the word ‘بِچر’ is imitative of a form seen by a person’s eyes, and the word ‘قلم’ 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 ‘شار-شتر′ (pouring/gushing) in Uyghur is expressed by hũ hu₄ (خو-خو) in Chinese, and the sound expressed by the word ‘گولنوز′ (rumbling) in Uyghur is expressed by the word hõn lõng (خو-خو) 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 posses 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

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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)

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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\[\text{The author also includes 'نزنز' and 'ئودئئودئ'}\]

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)
pricking, stabbing (of pain)
pinching, stinging, stabbing (of pain); blinking

B. **Mixed Imitative Words** (تکرلاش تءلک سوزلر، نه تکرلاش تءلک سوزلر)

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)
- (the sound of a clamour, din, hubbub, noise, racket, commotion, row, disturbance, uproar, shindig, clatter)
- clatter-bang (sound of hard objects striking against each other)
- clang-clang, jingle-jangle, clinking and tinkling
- bang-bang, knocking and banging
- sizzling and hissing, buzzing and droning
- bang-crash, bang-bang
- rumbling and cracking of a thunder clap
- flashing
- sparkling, glittering, lustrous (of material, etc.)
- staggering, tottering, swaying

§ 3 **Grammatical Properties of Imitative Words** (تءلک سوزلر، نه تکرلاش تءلک سوزلر، نه تکرلاش تءلک سوزلر)

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 banging and clattering? (direct object)

2) **Almost all Imitative Words produce compound verbs when combined with the verb 'قلماق، قلماق، قلماق، قلماق'**. For example:

- to roar, whine: 
  - تأراس قلماق
  - تأراس قلماق
- to hiss: 
  - ئؤت قلماق
  - ئؤت قلماق
- to prickle, to stab: 
  - نؤک قلماق
  - نؤک قلماق
- to click, to crack: 
  - تقلماق قلماق
  - تقلماق قلماق
- to piroquette, revolve, rotate, spin: 
  - تقلماق قلماق
  - تقلماق قلماق
- to rustle (of leaves, etc.), to murmur (of water): 
  - تأراس قلماق
  - تأراس قلماق
- to rev up, roar, whine: 
  - تأراس قلماق
  - تأراس قلماق
- to flash, to glitter and sparkle: 
  - ئؤت قلماق
  - ئؤت قلماق
- to pulse, throb: 
  - ئؤت قلماق
  - ئؤت قلماق
- to breathe heavily, to snore gently: 
  - لوک قلماق
  - لوک قلماق
- to make a lot of noise, make a din, be noisy: 
  - دود قلماق
  - دود قلماق
- to bang and clatter: 
  - تأراس قلماق
  - تأراس قلماق
- to shake, stagger, sway, totter: 
  - تأراس قلماق
  - تأراس قلماق
- to make indistinct or illegible, to scribble: 
  - تأراس قلماق
  - تأراس قلماق

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 participial form. For example:

153 The word "غلود-غلود" is used in spoken language where "غلود-غلود" would be used in writing.
The lorry passed with a roar/The lorry roared past.

The glass cracked... split with a crack.

A soft cracking sound was heard from the house.

Those produced from paired words sometimes function as predicates, but mostly function as adverbial modifiers in the Associative Adverbial form, or as qualifiers in the participial form. For example:

Don’t make a clatter; the others are having a lesson.

They must have arrived, I can hear the sound of the vehicle (lit. the vehicle is roaring).

They’re snoring gently in their sleep.

My leg is throbbing painfully.

There’s not a sound, apart from the tick-ticking of the clock.

3) When combined with the following suffixes, Simple Imitative Words can become Derived Verbs.

This suffix is attached to monosyllabic imitative words ending in a consonant. For example:

to tick
to roar, whine
to shake, shiver, tremble
to breathe heavily, snore gently

This suffix is attached to polysyllabic imitative words. For example:

to clang, ring, tinkle
to crash, roar, rumble, thunder

(j.e. as when a house collapses or a bomb explodes)

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 ‘و’ or ‘ي’. For example:

to hum, whine
to buzz, drone, mutter angrily
to be shaky, shake, sway
to bark, growl

154 The author also includes ‘-بُكْرًا’، but this does not appear to be a genuine word, although there is a verb ‘-بُكْرَی’ (to bark)
4) It is possible to turn single imitative words into adverbs by repeating the final consonant and attaching the suffix ‘-ة’. E.g.:  
with a flop, with a slap بَلَفْ + ى + تَة = بَلَفتَة  
with a splash, with a swish شَرِبْ + لِل + تَة = شَرِبَتُلَة  
with a crack, creakily غَلْجَ + ى + تَة = غَلْجَتَة  
(of wood breaking)  
with a thud گَلَبُ + ت + ى + تَة = گَلَبتَة  
with a flap, shakily, with a shake پَلاَقُ + ك + ى + تَة = پَلاَقتُكَة  
(abruptly, suddenly, unexpectedly)  
with a hiss, with a whistle ُوْذُرُ + ى + تَة = ُوْذَرَتَة

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  
(بَارَدَمْحِي سُؤْلَمْهُ)

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  
(تَرَكَكَالْمُهْرِ)

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>بالا</td>
</tr>
<tr>
<td>Genitive Case</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
</tr>
<tr>
<td>Dative Case</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
</tr>
<tr>
<td>Accusative Case</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
</tr>
<tr>
<td>Locative Case</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
</tr>
<tr>
<td>Ablative Case</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
</tr>
<tr>
<td>Locative-Qualitative Case</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
</tr>
<tr>
<td>Similitude Case</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
<td>باللارْنَة</td>
</tr>
</tbody>
</table>
Pass on his right side.

Expenses will be paid by the government.

The postposition "(compared to/in comparison with/than) has been derived from the locative case perfect participial form of the verb " (to look) and is homonymous with that grammatical form of that verb. For example:

Judging by the circumstances, they will not come today.

You are better than me (/l).

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 "بسام" occurs in the role of a conjunction, it comes between two nouns, or two words functioning as nouns (e.g. "خاکیت and كاسم"). 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 كسام بسام"). Write with a pen). When the word "بسام" occurs in the role of a verb, it expresses such meanings as action, state, nominal property and locative case. For example:

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 (/l).

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...
word from which they have been derived. For example, because the postpositions 'باقی ' (remains) and 'باکی ' (together) and 'باقی ' (right) and 'باقی ' (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 (تولاقلاش موزاسومات باغلەوچکسی)
and...and
2) Combined Relationship Conjunction (تولاقلاش موزاسومات ب.)
and, with

3) Linked Relationship Conjunction (چيچتشما موزاسومات ب.)
both...and

4) Commonality Conjunction (تولاقلاش موزاسومات باغلەوچکسی)
...and...and
5) Optative Conjunction (تالاش باغلەوچکسی)
...and...and
6) Deepening Conjunction (چوک تالاش باغلەوچکسی)
even (to the point), although, even though
7) Progressive Conjunction (چاکئردهش باغلەوچکسی)
besides, in addition

8) Contrastive Conjunction (پورۆلۆش باغلەوچکسی)
but/but instead but rather (بەرگەن) on the contrary
9) Emphatic Conjunction (مەيئی) especially, particularly, in particular
10) Explanatory Conjunction (ئەرەواشە باغلەوچکسی)
i.e., namely, that is (to say)
11) Summarizing Conjunction (ئەرەواشە باغلەوچکسی)
and, furthermore, in addition
12) Supplemeting Conjunction (ئەرەواشە باغلەوچکسی)
in addition, moreover
13) Generalizing Conjunction (ئەرەواشە باغلەوچکسی)
in brief, in short
generally speaking, on the whole
14) Distinguishing Conjunction (ئەرەواشە باغلەوچکسی)
to be specific, in particular
15) Oppositional Conjunction (ئەرەواشە باغلەوچکسی)
if...how on earth do you/does he think, etc.
16) Result Conjunction (ئەرەواشە باغلەوچکسی)
so, therefore
therefore, as a result, for this reason, so
17) Causal/Reason Conjunction (ئەرەواشە باغلەوچکسی)
because
18) Subordinating Conjunction (ئەرەواشە باغلەوچکسی)
that
19) **Conditional Conjunctions**

Conjunctions play an extremely important role in clarifying the relationships between words, phrases, and sentences. In some syntactic 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:

شاعر بلغة بلغة مؤسساتي ثقافة بلغة مؤسساتي

The relationship between a poet and language is

نوكيأ، نوكيأ،

just like the one between a fish and water.

The constructions 'بلغة بلغة مؤسساتي' and 'شاعر بلغة مؤسساتي' in the above sentence, are not possible without the conjunction 'بلغة بلغة مؤسساتي'.

(Either) we will go or they'll come.

 Likewise, the above construction could not exist without the conjunction 'نواكيأ، نوكيأ،' and so on. 137

1) **Listing Relationship Conjunction**

وزنعلا موظف في مؤسساتي

Writing a letter to the establishment.

I bought meat and vegetables from the bazaar.

2) **Combined Relationship Conjunction**

وزنعلا موظف في مؤسساتي

Writing a letter to the establishment.

Yesterday Hadiya and Kamila went to the bazaar (together).

3) **Linked Relationship Conjunction**

وزنعلا موظف في مؤسساتي

Writing a letter to the establishment.

Yesterday I (both) did the washing and did my homework.

4) **Commonality Conjunction**

He ate and I ate too.

I could neither rest during the day nor at night.

5) **Optative Conjunction**

Whether 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.

I didn't eat noodles, I ate pilau instead.

Kamila didn't study yesterday, on the contrary she entertained guests.

I went to his house and saw his child, but I didn't see him.

On Sunday visitors came to my house, but Muhâbbat didn't come, however.

He didn't go, despite saying he would.

136 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.

137 At this point the author states that every conjunction will be introduced in detail in the chapters on 'Phrases' (پرسه) and 'Complex Sentences' (پرسه). 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.
11) Summarizing Conjunction

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.'

In that case I’ll go.

(i.e. If you can’t go, then I’ll go.)

Then I’ll do this one.

(i.e. If that one won’t do, then I’ll take this one.)

I’m not going to attend the meeting.

Then why have you come? (i.e. If you’re not going to attend the meeting, then why have you come.)

9) Emphatic Conjunction

He likes all his lessons, particularly history.

10) Explanatory Conjunction

I’ve been learning Uyghur for quite a while, that is to say, for three years.

The author has placed "حِسَبَة" in the section on particles. However, as this sense of it is given as a conjunction in Volume 1 of the "ةَمْسَح" and it serves in the role of a contrastive conjunction, I felt it appropriate to include it here.
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 'ممؤذن' (ممؤذن)

1) As an Interrogative Particle, 'ممؤذن' 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 'ممؤذن'. 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, 'ممؤذن' 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 '۶' suffix of the '۶' adverbial (if there is one) is omitted and, of the two '۶' of the judgment copula section, one is also omitted. For example:

Did you use to write?

Were we writing?

Did I use to speak?

Did he use to speak?

Didn't he use to write?

Besides these, in Past Tense Direct Judgment Copula forms, or in predicate forms in which the Indirect Judgment Copula occurs, or in Present Tense Intention predicate forms of the verb, '۶' may either be joined to the very end or inserted in front of the judgment copula in the '۶' form (in predicate forms of the Present Intention Tense it occurs in its full form even when inserted). e.g.:

Was I thin?

Were we at home?

Were you a student?

Was it you?

What was I weak?

Were we there?

Was I weak?

Did I write?

Did you write?

Did we write?

Did you intend to write?

Had you intended to write?

Did he intend to write?
In situations in which the context is clear, only the component about which the question is asked is spoken. The particle 'جو' is attached to that component. For example:

**Q:** Who did you hear this news from? **A:** From Turstun? Who did you hear this news from? From Turstun?

**Q:** What day do you want to meet? **A:** Last Sunday.

**Q:** Who has come? **A:** Akmīt? Who came? Akmīt?

**Q:** Where will the conference be held? **A:** 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:

**Q:** Why are you crossing the border? **A:** I need to be there now. Why are you crossing the border? I need to be there now.

**Q:** Didn’t you return the book to that day? **A:** Of course I did! Didn’t you return the book to that day? Of course I did!

**Q:** Would Akhmit go there? **A:** Of course he wouldn’t! Would Akhmit 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. "جو" can indicate a question used as a suggestion. For example:

**Q:** Were you in a meeting when they arrived? **A:** Yes, we were in a meeting when they arrived.
Why don't we write a letter to Akhnat?  
Why don’t we let Akhnat run today’s meeting?

Why don’t you buy/How about buying one of these dictionaries?

Why don’t you write/How about writing a story about this?

B. ‘مهم’ can indicate an emphatic positive Imperative Mood, e.g.:

Let Tursun بچخمنه گوگدنم باشم. با خندن دیگر بچخمنه بپرسیم
let me go out, let me have a good time!

How about if you wait a little while and let me eat my meal?

Why are you in such a hurry? Wait till it’s time!

If your objection is reasonable, say it in front of everyone!

First have a look and then give an evaluation.

(3) When combined with the pronoun ‘مهم’, ‘مهم’ indicates a question used as an objective assessment (but the interrogative sense is still quite strong). For example:

Why don’t you call Akhnat today?  
Why don’t you call Akhnat today?  
Why don’t you call Akhnat today?

The dormitory light is on; perhaps they’re having a party, eh?

Whenever I speak he nods his head; do you think perhaps he understands Uyghur.

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?)

(4) When joined to the Simple Past Tense predicate form of the Direct Statement Mood, and followed by the verb ‘مهم’, ‘مهم’ 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 you’ve spoken to him, you’re in trouble.

If your task is finished, be on your way.

(5) When it occurs in combination with substantive words and predicate forms of the verb, ‘مهم’ 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:

Then Tursun or somebody called me outside.

Surely he came last year in the summer or thereof.

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, ‘ـمؤ.’ turns that predicate into the predicate of a Non-Impeding Subordinate Clause. Foreexample:

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, ‘ـمؤ.’ 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.
He’s very good in Russian and he also knows English.
He came late today as well.

Let’s take one of these dictionaries for Akhmit too, he doesn’t have a dictionary either.

How retentive his memory is; he even remembered bar khan.
Not only people, but even flying birds cannot cross this mountain.

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, ‘ـمؤ.’ turns that sentence into a Subordinate Time Clause.

Such sentences indicate that the subject matter of the main clause occurs at the same time as the subject matter expressed by themselves. For example:

As soon as it’s summer, you won’t be able to find him in the city.
As soon as he gets a book in his hand he forgets everything else.

As soon as you came, things began to go wrong for me. (Z. Sabir)

5) When added to Interrogative Pronouns functioning as a particular sentence element, ‘ـمؤ.’ 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, ‘ـمؤ.’ 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, ‘ـمؤ.’ 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) is used as follows:

1) As an Interrogative Particle, 'چو' is attached to the focal part of the sentence other than the predicate and represents the interrogative predicate of that sentence.

‘Tursun has arrived.’

‘How about Akhmät?’

(= Has Akhmät arrived?)

Hum sabhe bairiye bhalat bhera, manchajoo? (= Maa ya bhera maan?)
You gave a ticket to everyone else; how about me? (= Aren’t you going to give me one?)
‘I’m not going home this holiday.’

(= Kheimbte Fainamum.)

‘How about next holiday?’ (= Are you going to go next holiday?)

B. When attached to a Hypothetical Subordinate Clause, ‘چو’ represents the main interrogative clause. For example:

‘Come tomorrow and let’s have a chat then.’

(= Qulb-te, lhe qooshte-ho yeh.)

‘And if I can’t come tomorrow?’ (= What happens if …?)

‘(Stand and) wait for me.’

(= Sakan shan qulo bar.)

‘And what if the bus happens to come before you do?’ (What shall I do if …?)

C. When attached to the negative ‘چو’ Adverbial form of the verb, ‘چو’ 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?’

(= Harmaqy bo lhishe, lhe yelhema)(= bambam.)

‘Of course I’m going.’ ‘Why shouldn’t I be going?’

‘Did you go too?’

‘Why wouldn’t I go?’ ‘Why shouldn’t I have gone?’

2) In explaining a matter to the listener in an unhurried way, ‘چو’ is attached to the part of the sentence which has been made the focus. For example:

‘As for me, I won’t be able to go there in the near future. As for you, Akhmät is calling you.’

(= As far as this book is concerned, please give it to Teacher Akhmät. As for me …)

‘I’m going to buy … a really nice toy … and give it to you.’

3) When attached to Nominal forms produced by means of the Adjectival Suffix ‘-لیک/لیک/لیک/لیک’ or to State Gerundal forms of the verb, ‘چو’ 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

160 This usage of ‘چو’ is not common in Kashgar.
161 For information on the Gerund State Forms of the Verb, see Chapter 10, §3.
possessive case, but (b) if it is independent, it is inflected differently 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 ‘تبخي’.

For example:

' tão ناهایی یکشی بالا. تبلسمین تهجی
He’s a very fine child and he’s also very clever. [1]

' تلهم تهجی تهجی
This land is very rich, and the climate is good too. [2a]

' تلهم تهجی تهجی
He was a really excellent person.

' تلهم تهجی تهجی
And his knowledge was very profound. [2a]

This article has been very poorly written and, in addition, it’s very long. [1]

' تلهم تهجی تهجی
He’s a lazy and incapable person and what’s more, he won’t accept criticism. [1]

The evening’s activity didn’t turn out very well and, to top it all, the electricity went off. [2b]

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.:

' تلهم تهجی تهجی
This land is very rich, and the climate is good too.

' تلهم تهجی تهجی
He was a really excellent person.

' تلهم تهجی تهجی
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 Akhmāt?

' تلهم تهجی تهجی
How about translating the whole of this article today?

' تلهم تهجی تهجی
How about if we go ahead and hold that meeting today?

' تلهم تهجی تهجی
My son, would you pour water on my hands for me?

' تلهم تهجی تهجی
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.:

' تلهم تهجی تهجی
How about letting me finish my work, then we’ll have a really good time.

' تلهم تهجی تهجی
Let summer come, then I’ll take you to the seaside.

' تلهم تهجی تهجی
Wait till you’ve finished threshing, then we’ll see about it.

(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:

' تلهم تهجی تهجی
If you are so clever, just you try and make us turn back from this route.

' تلهم تهجی تهجی
He apparently said he would hit me; well let him just try (hitting me).

' تلهم تهجی تهجی
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’ (‘what’) or ‘ما’ (‘who’)

The Particle ‘ما’ has been produced by combining the particle ‘من’ with the particle ‘ما’. It is expressed in the form ‘ما’ in words in which the particle ‘من’ is attached to the end, but in words in which the particle ‘ما’ comes before the judgment auxiliary in the form ‘ما’, it is expressed in the form ‘ما’. For example:

Did you really come?
Are you really going?
Are you really a worker?
Were you really a worker?
Had you really written?
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, disbelieving or not daring to believe manner. For example:

Did you really come yesterday?

1) When attached to the Predicate of the sentence as an Interrogative Particle, the Particle ‘ما’ (‘what’) 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 Akhmet has (apparently) come back? Have you seen him?

Surely I told you, didn’t I? Have you forgotten?

Why isn’t Akhmet 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:

Time’s up. Let’s go into the classroom.
4) When attached 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 ‘ذَٰلِكَ’ which usually comes after ‘وَذَٰلِكَ’ but may also sometimes come at the beginning of the sentence, in the form ‘ذَٰلِكَ’ 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 it was only Akbar’s taste that this didn’t suit. (Z. Sabir)

I don’t know why he doesn’t come?

It’s not clear why he hasn’t come.

I don’t know why Akbar said he was going to have a fight with the ‘Kawaniks’

5) It may occur as a component of a verbal construction indicating a sense of incompleteness. For example:

We’ve bought it; now what are we going to do with it?

3) When joined to a Subordinate Hypothesis Clause, it serves to emphasize the certainty of the subject matter of the main clause, e.g.:

If I enter the examination, I’ll certainly be able to pass it.

If he works hard, he’ll certainly be able to outstrip them all.

I would certainly have been good if you had gone, but unfortunately you didn’t (go).

The Particle ‘ذَٰلِكَ’ 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.

Based on a previous understanding, this particle is always connected to the predicate by a hyphen.

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This particle is always connected to the predicate by a hyphen.
2) (With a negative predicate) it indicates that the matter expressed in the sentence is spoken regretfully. For example:

وأقت بيبس، بولس ممنون، يا بابتي.
Unfortunately there isn’t time, otherwise I would write too.

No matter what we do, we unfortunately can’t make it on time.

سؤك تؤشتشي بزغمين، بولسنا نابل تاي، سؤا سيد وايتم.
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.:

يأئ لئ مأئلاش، نا ساا نبا لولي، ساا اامامان، هداى لامم-ه (أي اامم)
I’ve just realized that if it’s left up to you, you won’t build the road.

نسأي لامآيؤى تاا، نا لامإ، لإما، داى (أي اامم)
Wow! I see you’ve really grabbed 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:

أئ لامم، نا ساا نبا لولي، ساا اامامان، هداى لامم-ه
The person who has earned money will naturally obtain the good of it.

هده مامم، نا ساا نبا لولي، ساا اامامام، هداى لامم-ه
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:

يا بيبس، بولس ممنون، يا بابتي.
I just scribbled something or other.

The Particle ‘-كن’
When attached to the predicate of an Interrogative sentence, the particle ‘-كن’ indicates the following meanings (When it is attached to the particle ‘مؤ’، ‘مؤ’، or to predicates ending in ‘مؤ’، the ‘مؤ’ which precedes it changes to an ‘مؤ’):

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:


2) It indicates that the speaker is worried about the occurrence of the subject matter of the sentence. For example:

If you go tomorrow I’m afraid you might be late.
He was exactly like me. (i.e. in age or build)

I too am a student of this school, just like you.

He’s talking just as if he had seen it with his own eyes.

3) When attached to nouns in the dative and ablative case, ‘ـلا’ can serve to express the sense of ‘تَوْطِين’ (straight). For example:

Go straight home, the tea’s ready. (Z. Sabir)

I came straight from the office.

4) When attached to Adverbials of Time, it expresses such meanings 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.:

Surely it’s only recently that he went home. Has he gone again?

We got up as soon as the cock crowed. We got up at the crack of dawn.

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:

This year I got through the winter with just this coat.
He finished off piles of food all in one go.
He comes every day without fail.
My head's still aching continuously.
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:

برعندی که دارم نکهکی کافی ندارم.
There are only twelve people in this office.

Only four representatives attended the conference.

ثبر که دارید نکهکی کافی ندارید.
The meeting was held for only one hour.

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:

خونه که دارید نکهکی متفاوتی.
Everyone who sees him praises him.

سیلکه که دارید نکهکی جلوه کرده.
The delegates were warmly welcomed in every place where they went.

11) When attached to the end of the gerund in a dative case, 'ش' + Gerund + 'بوده' construction, 'ش' indicates that permission is given only to do the thing expressed by that gerund. For example:

پس که باید باشگاه تشریح که خالصه بولند. کتاب تبلیغات بولند.
This money should not be spent on anything else, only on buying books.

پس کتابخانه نوشی و تبلیغات که بوده را بکوشش باشگاه بولند.
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 'ـا' serves to emphasize the fact that there are no exceptions. It can also play this role when attached to pronominal numerals, e.g.:

"بی‌پایند همگان‌زاده ماحترام."  
"Absolutely everyone praises this place.
Let’s all go.
"

Permission was granted to absolutely all of us.

پرداخته می‌گاهد، به‌شکلی بسیاری.

There are people absolutely everywhere you look.

ماما گل‌آرایی که‌سبزی فارسی نام‌آن.

You’ll be welcome whenever you come.

کمک‌ها سرویکی شیرینی بربردی.

Absolutely anyone you ask will tell you.

باز نهایت بالا، همگام‌สไต‌تو‌ها.

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:

"فروشگاه‌های تالان با پاسخ‌های  

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.

"سلما کلمه‌ها تغییری باشیم‌مان.

Once you’ve come we’ll start the meeting.

"ره گچی می‌لای، پیش‌بینی برای ولادت.

It doesn’t matter what colour it is; as long as it’s well made.

"توافق توان‌دارید و توان‌دارید ولایتی باخبر‌های فردید، به‌هم‌ساخته‌اند به‌هم‌ساخته‌اند.

As long as he has graduated from high school, he will be able to handle this job.

The particle 'ـا' 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.

سلام‌گو کلمه‌ها تغییری باشیم‌مان.

Once you’ve come we’ll start the meeting.

ره گچی می‌لای، پیش‌بینی برای ولادت.

It doesn’t matter what colour it is; as long as it’s well made.

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The Particle 'ـا' may sometimes be attached not to the predicate of a subordinate clause, but to another element. For example:

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سلام‌گو کلمه‌ها تغییری باشیم‌مان.

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ره گچی می‌لای، پیش‌بینی برای ولادت.

It doesn’t matter what colour it is; as long as it’s well made.

"توافق توان‌دارید و توان‌دارید ولایتی باخبر‌های فردید، به‌هم‌ساخته‌اند به‌هم‌ساخته‌اند.

As long as he has graduated from high school, he will be able to handle this job.

The particle 'ـا' may sometimes be attached not to the predicate of a subordinate clause, but to another element. For example:
I only went to keep him happy.
He just speaks without thinking.

The Particle "تَا" (ta) (تَا) (ta)

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 not yet 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 ‘تَا’ (ta) is not added to the repetition. When ‘تَا’ is attached to a 3rd person form, the final ‘تَا’ (ta) 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 the spoken language the final ‘تَا’ (ta) is retained. e.g.:

Please give me another one.

In Kashgar, the suffix ‘تَا’ (ta) is used in place of ‘تَا’ (ta) in this instance.

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:

خوش بولول قالت سنو دمب بربوب قوبينليما

I only went to keep him happy.
He just speaks without thinking.

The Particle "تَا" (ta) (تَا) (ta)

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The Particle 'هە--' (ئەبە--)

1) When it occurs in front of an Interrogative sentence, it serves to attract attention. 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:

Hey! Now I’m full.

Good, this job of yours is well done.

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.

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:

Although this and the following four usages of ‘-هە’ are included as particles in the Uyghur Explanatory Dictionary (Vol. 5), 1995, they would be more appropriately classified as exclamations. According to The Dictionary of Modern Literary Uyghur Spelling and Pronunciation, 1997, p. 31, §31, the particle 'هە--' is always attached to the end of a word by means of a hyphen and does not occur independently or at the beginning of a sentence.

5) When it comes (as a question) at the beginning of Interrogative sentences, it indicates being startled, or not having heard clearly. In such cases it is pronounced forcefully and loudly. For example:

Eh? Hasn’t he come?

What? Akhmat! He’s not going either.

6) When attached (by a hyphen) to predicates in the 2nd person form of the Imperative Mood, it indicates a rudely given command. Such predicates always occur at the beginning of a sentence. If the word to which 'هە--' is attached ends in a consonant, it takes on the form 'هە-- ' and is joined directly, without a hyphen. For example:

Write and don’t say a word!

Ma Paz! Go to sleep!

7) When attached (by a hyphen) to the end of an Exclamatory sentence, the particle 'هە--' indicates surprise or astonishment, in the manner of a question tag. For example:

Wow, what finely ripened grain this is, isn’t it?

My, how fast this river’s flowing, isn’t it?
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.

Thou could have taken advantage of it, but thou wasted it.

He’s an unreasonable person and what’s more, he won’t accept it.

Look, what a beautiful vehicle this is and what’s more, it has a radio.

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 can’t stand the heat, I still have to write a letter home.

These piled-up bales of wheat still need to be threshed (Z. Sabir)

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!

I’ve lost a lot of weight.

Actually, I’m quite fat now, if you’d seen me before you would have been horrified!

Our house is built on 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..." (Z. Sabir)

قلغنوا، لن كتسنى نغذه تبخي نأذهم لولفغدي قارما مداغن. (2)

As if what he's already done is not enough, he's actually hitting someone.

تو تحقيرة تكمن تورماي لئمسكنا لانودا ماشندنا جيقودلدي. (3)

He got onto the bus ahead of everybody, without even queueing, yet he's a cadet.

تمدخ داعم هلمهناندن تودكميدا. (2)

He's frequently unable to pass the exams, and yet he actually has the nerve to look down on others.

تمدخ قدس كولفغادي تبخي. (2)

He actually has the nerve to laugh when she's criticizing him.

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 " científique.

Wasn't it only yesterday that he visited?

6) It occurs among the components of Additional Exclamatory Sentences (See the statement about the Particle "چه", subsection 3, pp. 489-490).

The Particle چه (فینی 'یکلمکمی')

Besides functioning as an interrogative pronoun in such sentences as "فینی 'یکلمکمی' 'Where is Äkhmät?"' 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.

فینی یکلمکمی کوریلی.

Come down, Uncle Asim, we're going to eat kebabs.

فینی تائاقا کولفغانا.

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.:

بتخی هازب کراملی.

فینی چوینا تائاکبدن کوریلی.

Let's watch for a while longer to see exactly who wins.

فینی کریپی کراملی، فینی کوریلی

Let's ask and see exactly what kind of answer he gives.

فینی کریپی کراملی، فینی کوریلی.

Which road should we take, then?

کوریلی، فینی کریپی کوریلی.

Who's going, then? Exactly who is going?

کوریلی، کوریلی.
action to happen, (2) being unable to achieve the expected result from the action, or ending in a bad outcome. For example:

Now how about letting me finish my jobs, then we’ll have a really good time.

He apparently said he would hit me; well let him just try then!

The Particle (نهائيتي) ٍمؤكّل (نهائيتي)

Besides being used as a noun, this word may also be used as a particle. When it occurs as a particle, coming either at the beginning or at the end of Assessment Mood sentences, this word serves to make the idea of estimation even clearer or, coming at the beginning or end of Ordinary sentences, it expresses the meaning of estimation.

For example:

It looks as if this young man may have been in the army before.

(A. Tatlik)

The words 'نهائيتي' (نهائيتي) هم زا' 'نهائيتي' and 'نهائيتي' may sometimes be used in place of 'نهائيتي' 'نهائيتي' basically comes at the end of the sentence. For example:

I threw a second time. It may have seriously wounded his head.

(Z. Kadir)

He apparently said he would hit me; well let him just try then!

The Particle (نهائيتي) ٍمؤكّل (نهائيتي)

This is an altered variety169 of the word ‘نهائيتي’، 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 هم مسي 'نهائيتي' بالكامل or [altogether], 'نهائيتي' [only this/these and no other], and 'نهائيتي' [only/merely]). In such cases it usually occurs in conjunction with the particle 'نهائيتي'. For example:

Today there are only two hours of classes altogether.

A mere three people have signed up to buy a dictionary.

I only have this dictionary.

Of us, only Akhmât 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 (نهائيتي) ٍمؤكّل (نهائيتي)

It occurs at the beginning of the sentence and sometimes at the end and can express the sense of anyway/anyhow or (generally/on the whole). For example:

On the whole we’re not doing too badly.

---

169 The author gives this particle as 'نهائيتي', which is only a spoken form and is not used in literary Uyghur.
Anyway, please don’t dash our hopes.

The Particle 'مؤذن' ("مؤذن") 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 'مؤذن' ("مؤذن") (170)

1) When attached to the end of Imperative Mood sentences, it indicates a special means of admonishing. For example:

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?

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 'مؤذن' ("مؤذن") (170) occurs at the beginning of the sentence and indicates a means of saying (anyway/anyhow). e.g.: Anyway, we’re not late.

Anyway, we didn’t sustain any loss.

Anyway, try to start work on time.

The Particle 'مؤذن' ("مؤذن") (170) comes before the part of the sentence which expresses a similarity and serves to intensify the similarity. For example:
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:

I simply must go for a visit.

What Akhmit says is, in fact, correct.

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 Akbar's intentions are probably good. (Z. Sabir)

Perhaps we may be able to untangle this problem. (Z. Sabir)

I think, maybe, you also attended that meeting.

The Particle "دهی" (يده) expresses the same idea in contexts where it is not used as a conjunction. For example:

I simply must get one of those dictionaries too.

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 "موم" in the same sense. e.g.:
The Particle ( /*هيلسم» يوكلمسي) خالصه "The 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.

I haven't done anything great; I just did my duty, nothing more.

The Particle ( /*هيلسم» يوكلمسي) "هيلسم» يوكلمسي "Besides being used in the role of an adverb synonymous with 'مآزمم' (still/even now), the word 'هيلسم» يوكلمسي' 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?

Luckily it didn't rain; if it had rained it would have been a problem.

How dangerous! It's a good thing it didn't hit you (anywhere).

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:

The organization has really set great store by you.

You've really put everything into it; it wasn't an easy job.

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 about 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 "ل" 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 'بمقت' (yokul'umsu) (بمقت 'بمقت' 'بمقت')
Besides functioning as an adverb synonymous with the words 'همه' (both meaning 'never'), the word 'بمقت' occurs in the role of a particle and is frequently coupled with the particle لـ 'بمقت' in its limiting role, but may also sometimes occur on its own in a limiting role. For example:
Everyone came except همه می‌لند کنندی, بمقت لخمعلای کانلایدی for Akhmat. (lit. Everyone came; only Akhmat didn’t come.)
I only came for this. مین بمقت می‌لند لش تلوئه کنندی.
This matter will only be resolved once Tursun arrives.

The Particle 'بمقت' (yokul'umsu) (بمقت 'بمقت' 'بمقت')
Besides being used as an adjective, the word 'بمقت' also occurs in the role of a particle and, in some situations, is used synonymously with 'نیست'. For example:
Everyone came except همه می‌لند کنندی, بمقت لخمعلای کانلایدی for Akhmat. (lit. Everyone came; only Akhmat didn’t come.)
I only came for this. مین بمقت می‌لند لش تلوئه کنندی.
I came for this alone.

The Particle 'ما' (yokul'umsu) (ما 'ما' 'ما')
Besides functioning as a pronoun indicating the meaning 'ما' (right here), the word 'ما' occurs in the role of a particle and serves to attract the listener's attention to a nearby thing. e.g.:
ما از همه اجازه فرستاده شود.
Look, all the students have arrived.
Look (at this), it’s gone wrong.
It may also sometimes serve to indicate a sign of speed. For example:
I’m going right now.
ما هزار تاریمین.
It will be ready in just a moment.
ما بردم بدیم تدیار بولدی.

The Particle 'همه' (yokul'umsu) (همه 'همه' 'همه')
Besides functioning as a pronoun indicating the meaning 'همه' (right there), the word 'همه' occurs in the role of a particle and serves to attract the listener’s attention to a distant thing. e.g.:
همه همه فرستاده شود میدانند کلپ بهتاده.
Look (over there), all the students are exercising in the field.
Look (there), the sun has risen.
همه کن جنتی.
Look, it’s been a long day.
همه، بوده تونپورا مین تهمیکه کلپ بهتاده.
Look. they’re coming straight towards me.

The Verb 'ده' in the Role of a Particle
(یکلبه رولدنگی 'ده' 'پشلی')
Certain grammatical forms of the verb 'ده' function as particles in certain contexts and are used as follows:
1) The form 'دهم' 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 ... جسم تذکر دهید! هیلی یکار ... Don’t stop me! Don’t stop me, I tell you! منه توسم. منا دهید! سبب ... 'Get away, get over there, I tell you,' said Zivirsha ... (Z. Sabir)
یکه دهید منی یاکریتی (ز. سعید)
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 'ده'] 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:
کم بلعده دهیدم (یکه صیخ مپیدی)
Who knows, (I ask you)? (= No one knows.)
گلس کسکمک خیالی، خلاچیا کلپ (یکه کمکخیالگی)
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 he been at the forefront of? (He’s been at the forefront of every activity.)

3) When 2nd person imperative mood forms of ‘-نام’ come at the end of sentences, they serve to emphasize and to attract the listener’s attention even more. (‘-نام’ is always added to the singular ordinary type and ‘-نام’ is attached to the refined type). For example:

مه‌هله کوم‌تخت‌بیدن ییه‌نی بار دمب‌چاق‌پری‌بیکه‌نی... نیمه‌نی پش‌بایکه‌نی
دمب‌شکمشن تاشلاب، شاباب‌شلاب پری‌بیکه‌نی دغله... (لیل دموایسی)
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)

شو کونی زؤگام تپگم ساق بش کون یانتم دیگنه
I caught a cold that day and was laid up for five whole days!

ئونیکه باقدامک بش بالسی بار دحلار.
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 ‘-نام’ 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:

ئو هوسللوتی مکلی‌دیویک، شیب‌سی تام‌سی، بیابان‌سی دیزم‌سی، دیزم‌ال‌سی،
شوش‌لیب از‌بمباب‌شینی بوق.
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

§1 Characteristics of Exclamatory Words

Words which act as a sign for feelings, calls, commands, responses, etc., are called exclamations. For example:

The word ‘I’ signifies a feeling of heat or burning:
Ow! I’ve burnt my hand!

The word ‘يأ’ signifies a feeling of pleasure:
Wow! what a beautiful scene!

The word ‘ئئمايا’ may signify a feeling of anxiety:
ئئمايا يوسمبكن گۆزەل مەنزەرە.

Oh my goodness, look how late he is!

The word ‘ئئمايا’ acts as a signal for calling hens:
ئئمايا يوسمبكن گۆزەل مەنزەرە.

The word ‘ئئمايا’ acts as a signal for chasing away hens:
ئئمايا يوسمبكن گۆزەل مەنزەرە.

The word ‘ئئمايا’ acts as a signal to make horses and donkeys go:
ئئمايا يوسمبكن گۆزەل مەنزەرە.

The sound ‘ئئمايا’ acts as a signal to stop horses and donkeys:
ئئمايا يوسمبكن گۆزەل مەنزەرە.

The word ‘ئئمايا’ signifies a positive answer:
Yes, I’m going (to go).

The words ‘ئئمايا’ and ‘ئئمايا’ 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! Today has been really tiring for me.

Phew! You’ve completely worn me out.

Here the exclamation ‘ئئمايا’ 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!

ئئمايا چو گەبەکە بىرەق چو ەوا.

Phew! This coat’s become really heavy.

the exclamation ‘ئئمايا’ 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 ‘ئئمايا’ 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!

ئئمايا چو گەبەکە بىرەق چو ەوا.

Phew, this water has really quenched my thirst!

While the exclamatory word ‘ئئمايا’ 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:

Well, not today, I’m not in the mood.

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:

\[\text{ياؤے!} \] - Good grief! What a long, drawn-out matter this is!

the real pronunciation of the exclamation \[\text{ياووو!} \] is not so simple and, in addition, it is possible to express different degrees of disgust 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:

\[\text{Wow!} \] - a high mountain this is. (Independent component)

\[\text{قاسمو!} \] - is Qasim. My goodness! (Independent component)

\[\text{Marvellous!} \] - he said, giving the thumbs up. (Sentence)

\[\text{Are you going?} \] - Yes. (Sentence)

2) Certain exclamatory words may be nominalized and used as nouns. For example, in the sentence:

\[\text{'Ah!' (sigh)} \] - a feeling of sorrow, has been

nominalized. It is also possible for some exclamations to be the basis for constructing a verb. For example:

\[\text{واؤے!} \] - to moan, to groan

\[\text{؟؟؟؟؟؟} \] - to sigh, heave a sigh

\[\text{؟؟؟؟؟؟} \] - to say 'phew'

§2 The Structure of Exclamatory Words

(Uyghur exclamations may be divided into two types according to their structure:

1) Original Exclamatory Words (كەسنى شەپەپەسەرە)
2) Derived, or Role-shifted Exclamatory Words (ياساسىلا ياشىىپ كۆچەم شەپەپەسەرە)

1) Original Exclamatory Words (كەسنى شەپەپەسەرە)

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:

\[\text{ئوە} + \text{ئا} + \text{كەشە} + \text{ئە} \]

Some may be produced by repeating the same group of sounds. For example:

\[\text{ئوە} + \text{ئا} + \text{كەشە} + \text{ئە} \]

Still others may be produced by pairing two different groups of sounds. For example:

\[\text{ئا} + \text{ئە} + \text{ئوە} + \text{ئە} \]

2) Derived, or Role-shifted Exclamatory Words

(yasasa lamaya koci shempa shempa)

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:
§3 Types of Exclamations

Uyghur exclamations may be divided into three types according to meaning:

1. Exclamations of Feeling
   - خسەس-تۆیقۆغۇ شۋەپەشى (HEBS-TUIGOU SHWEPISHI)
   - جىازبە-شۋەپەشى (JIAZBA-SHWEPI)
   - بەئەشەق-خەفەرسەشى (BEAŠEQ-XEFERSHI)

2. Response Exclamations
   - نەزەبە-شۋەپەشى (NAZABU-SHWEPI)

3. Command-Call Exclamations
   - دەتەشەق-شۋەپەشى (DETAŠEQ-SHWEPI)

1. Exclamations of Feeling
   - لەبەرە-شەپەشى (LABER-SHWEPI)

   This exclamation signifies something which is seen as absolutely appropriate. For example:
   
   بەئەشەقى ... بەئەشەقى پەندەيەکەمەنەمەن بەشەپەشەمەن. (BEAŠEQI ... BEAŠEQI PENDAKEYKEN MENEHMEN BESHWEPI)

   Patimkhani: ... Before Siyit comes in I'll lead Ghuncham out to you.
   Turghun: Excellent. — Spot on. (Z. Kadir)

   بەمەلى — (BEMLI)

   This exclamation indicates a sign of praising someone's action. For example:
   
   بەمەلى، بەرسەپەلەر، بۇ بەئەشەقى پەندەيەکەمەن بەشەپەشەمەن. (BEMLI, BERSHAPELHER, BÛ BEAŠEQI PENDAKEYKEN BESHWEPI)

   Good! You're doing well; you've done the job really well. Sometimes it is used to mean the opposite. For example:
   
   بەمەلى، شۆبەمەنى گەپ دەمەنى قەپالانەمسەن! (BEMLI, SHOBAMENI GAP DEMENI QEPALANEN)

   Oh, great! How dare you speak like that!

   172 According to The Dictionary of Modern Literary Uyghur Spelling and Pronunciation, 1997, the correct spelling is 'ئەۋەى'.
This exclamation is used in poetry to signify joy. For example:

_Q China! My homeland with the shining future!_ (A. Tokhi)

1) This exclamation signifies astonishment. For example:

_My goodness, how hard and rough your hands are._ (Z. Sabri)

2) It signifies pleasure or satisfaction. For example:

_Brilliant! I've come to visit just at the right moment!_ (G. Japarr)

3) It also signifies a feeling of novelty. For example:

_Huh! This is an interesting matter; what kind of people seek for fame?_ (G. Japarr)

This exclamation signifies sadness or sorrow. For example:

_Oh... my heart is full of sorrow. [lit. fire has gone to my heart]_ (K. Imin)

_A inferno has surrounded the innocent child._

_Oh! blood runs to one's heart like fire._ (A. Naziri)

2) It signifies eagerness. For example:

_Hey, come on! It looks as if we're going to be late!_ (K. Imin)

3) It signifies disgust or revulsion. For example:

_Ugh! What a revolting creature this is!_ (K. Imin)

When repeated, this word signifies weakness, or distress from pain.

For example:

_Shall I go to look for the doctor?_ (K. Imin)

_Prince: Oh, oh... water, water... I'm dying of thirst._

_Oh! Oh dear!_ (K. Imin)

(وابلانجین) وابلانجین —

1) This exclamation signifies being in pain. For example:

_وابلانجین, ہیں... کچھ ہو ہے کہ ہم ایک آبادی.._

_Oh dear! My head's really aching._ (K. Imin)

2) It signifies such infirmities as thirst and hunger. e.g.:

_وابلانجین, ہیں... کچھ ہو ہے کہ ہم ایک آبادی.._

_Oh, I'm so tired!_ (K. Imin)

_Oh, I'm starving!_ (K. Imin)

_Oh, I'm really thirsty!_ (K. Imin)

3) It signifies fear, or being startled or shocked. For example:

_وابلانجین, ہیں... کچھ ہو ہے کہ ہم ایک آبادی.._

_Oh my goodness, what an ugly creature it is!_ (K. Imin)

4) It also signifies indifference. For example:

_وابلانجین, ہیں... کچھ ہو ہے کہ ہم ایک آبادی.._

_Who cares! Did we open a shop just to make money?_ (K. Imin)

This exclamation is basically used by women and girls and signifies the following:

1) It signifies shame or embarrassment. For example:

_My younger brother, Kenjittay; my father; my kind mother; poor things — Aah!... they didn't live to see these days. Oh dear!_ (Kıyyum Turdi)
2) **It indicates a sign of protest.** For example:

Zorikhan: He’s prattling on about that day you didn’t go to forced labour.

Ghunchâm: 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:

Ghunchâm: Aargh! Who’s that? (Z. Qadir)

1) **It signifies being in pain.** For example:

Ouch! You stepped on my hand!

Qw, my hand! I squashed my hand in the door. [lit. ... the door squashed my hand.]

2) **It signifies indifference.** For example:

Nurum: We need to earn money Ghunchâm.

Ghunchâm: 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:

Shangyu: ... 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?

1) **It occurs in front of vocative words and indicates a sign of grief** (It is spoken in a drawn out manner). For example:

Qalse, dawostom, to kohnahareh momandag, zohal kamkub cheshmaga kahemagan.

Oh, my friend, who didn’t suffer such ill fortune in those days?!

2) **It occurs in front of vocative words to signify a reprimand.** e.g.:

Qa’dar. Sadikhan! You’ve finally come, have you?

The musicians are upset with you. (M. Kadir)

3) **It signifies embarrassment.** For example:

Qa’dar. Qaili awina, kolowni dawast: Wi, wi, wi, awina, kolowni sheshk fasoudi. (M. Kadir)

Judge: (picking up the money) Ouch! Why have you done this...? (M. Kadir)

4) **It signifies agitation or urgency.** For example:

Ya chashmogale, takaalameneh keshmameh poloosafehale. (Z. Sabir)

Hey, get down! You’ll ruin your brother’s clothes. (Z. Sabir)

Qa’dar. Koob! Qaili awina, poloosafehale. (M. Kadir)

Oh my goodness, they’ve arrived! Be quick!

5) **It signifies being in pain** (It comes before the word which indicates the hurting member). For example:

Ouch, my hand! You trod on my hand! (Z. Sabir)

When repeated, it signifies having been badly hurt. For example:

Yamane: kaleng nist (seishemkeh, vao, shabavali Qawwul dawost).

Siyit: Wi, wi, wi, ya, aq? (M. Kadir)
6) When weeping for a person who has died, it is added before that person's title. For example:

ن élevéissant votre cœur. (Z. Sabir)

Sawila, a sound of wailing filled the side yard, 'O my father', 'O my brother'!

1) This exclamation signifies anger. For example:

خیلی فیکیتی طمہست! (Z. Sabir)

Good grief! what can I do with this child.

2) It signifies being in despair. For example:

خیلی فیکیتی طمہست! (Z. Sabir)

Oh, the time has gone, hasn't it?

خیلی فیکیتیيطمہست! (Z. Sabir)

Oh no! It hasn't worked out. Now what's to be done? ...

3) It signifies regret. For example:

خیلی فیکیتی طمہست! (Z. Sabir)

What a pity, I spoke to him in vain.

للمنصورلا

This exclamation signifies irritation/frustration or anxiety. e.g.:

شهروان: یوش بهشرت فولنکی شتی. (Z. Sabir)

Shårwan: This is nothing but Nur's work. The rat must have lain in wait for Ghunchâm.

شیبو: خیلی فیکیتی طمہست! (Z. Sabir)

Shangyu: Oh, for heaven's sake! (Z. Kadir)

Oh dear, this matter has turned out the opposite of what I expected.

173 According to The Dictionary of Modern Literary Uyghur Spelling and Pronunciation, 1997, the correct spelling is 'خیلی فیکیتی طمہست!'.

1) This exclamation signifies uncomprehending astonishment. e.g.:

خیلی فیکیتی طمہست! (Z. Sabir)

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.:

خیلی فیکیتی طمہست! (Z. Sabir)

- ‘A girl of around ten years old suddenly became unable to speak.

- ‘Oh no! May God preserve us!

خیلی فیکیتی طمہست! (Z. Sabir)

1) This exclamation signifies being fed up with something. e.g.:

خیلی فیکیتی طمہست! (Z. Sabir)

Oh, not again! ... this Purəmchukay's arrogant prating ... (Z. Sabir)

2) It signifies being amazed at the quantity or measure of something. For example:

خیلی فیکیتی طمہست! (Z. Sabir)

My goodness! How was your brain sufficient for all those different things? (Z. Sabir)

خیلی فیکیتی طمہست! (Z. Sabir)

My goodness! What a lot of people there are!

3) It also signifies ridicule. For example:

خیلی فیکیتی طمہست! (Z. Sabir)

Oh yeah! Are you intending to scare us by saying you're going!

خیلی فیکیتی طمہست! (Z. Sabir)

1) This exclamation signifies comprehension. For example:

خیلی فیکیتی طمہست! (Z. Sabir)

Hmm! This part has been really well thought out.
2) It signifies loathing (It is spoken emphatically and very short). e.g.: I'm certainly going to come.
Hub! What, don’t you believe me?

◊ ژؤیي
This exclamation signifies unexpectedness. For example:
Oh, it’s snapped!
Oh, is it you Àkbûr? (Z. Sabir)

◊ ژؤیي تپخ
This exclamation signifies disapproval (It is slightly extended when spoken). For example:
Why don’t you get rid of the useless thing! (Z. Kadir)

◊ تپخ تپخ
This exclamation signifies having been burnt. For example:
Oh right, first let’s listen to fairy tales. (K. Imin)

◊ ژؤیي تپخ
This exclamation signifies not really believing. For example:
I worry about you both night and day.
Ghunchâm: Oh yes?! That’s skillfully spoken! (Z. Kadir)

◊ ژؤیي تپخ
1) This exclamation signifies fresh realization (It is slightly drawn out and rises at the end). For example:
Oh, I see... you’re upset over that matter!

◊ ژؤیي تپخ
This exclamation signifies regret. For example:
What a pity. Ghunchâm has withered before she bloomed! (Z. Kadir)

◊ ژؤیي تپخ
This word may sometimes occur in the forms ژؤیي تپخ or ژؤیي تپخ. For example:
This exclamation signifies saying farewell, forgiving, agreeing under constraint, or resigning oneself temporarily. For example:

خیره، قوؤنوا کام، چکرکینگه (آرڈرکینگه) تنج یات. (ز. کادیر)

You've spoken on his behalf; well, so be it.

خیره... مم هیاتلا بولوام تونک لنیم تبخی هسیشپسی. (ف. بہیم)

Okay, let it be for the moment, but as long as I'm alive (نوریدی)

I still have him to reckon with. (کییووم ترودی)

1) This exclamation signifies anxiety. For example:

ؤای خودایمی، کئمی قانداق قناریمن؟ (ز. کادیر)

Oh dear, what shall I do now? (Z. Kadir)

2) It signifies amazement. For example:

ؤای خودایمی، کچکلا قفزؤ... کمل سکلیم. (ف.پیرم نورودی)

My goodness, you're only a little girl! ... Come, my little one.

3) It signifies indifference. For example:

ؤای خودایمی، یؤل کئ کثم کئم؟

Who cares! If the money goes, it goes!

1) This exclamation signifies being in a quandary. For example:

ؤای نانام، مونچه کئم نامدومن کئم؟ کئمکو تارظامز؟

What to do? Where are we going to fit all these people?

2) It signifies astonishment. For example:

ؤای نانام، نسمادق قارار زؤی یؤل.

My goodness, what a dark house this is!

175 The form 'ؤای خودایمی' is very common in Kashgar, especially in signifying astonishment.
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: Äkhmät, Hey, Äkhmät!

**Used to call chickens**

- تؤُ، تؤُ، تؤُ
- تؤُ، تؤُ، تؤُ

**Used to call sheep**

- مه، مه
- مه، مه

**Used to call cats**

- پش، پش
- پش، پش

**Used to call donkeys**

- تمر، تمر
- تمر، تمر

**N.B. NOTE TO THE GLOSSARIES**

Δ 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).

Δ 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.

Δ Where a Uyghur verb has a stem ending in كَفْه or كَفُه, the stem is shown first, followed by a comma, and then the full كَفْه/ماك form or, where there is more than one Uyghur equivalent given to an English entry, the comma is omitted and the كَفْه/ماك form is placed in brackets, to avoid confusion with the commas dividing the separate meanings. For example:

**determine** (vt)  [only one equivalent given]  بَلَغِتْهُ، بنَاغِتْهُ

but:

**clarify** (vt)  [2 equivalents given]  نَاغِنِتْهُ، نَاغِنِتْهُ، (بَنَاغِتْهُ)  Nā increments

Δ 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:

**connected (with)**, **be** (vpi/vi)

should be read as:

**to be connected (with)** (vpi/vi)

Δ Where appropriate the equivalent English preposition is given in brackets after the English entry, as in the above example.
### ENGLISH-UYGHUR & UYGHUR-ENGLISH GLOSSARY

#### Abbreviations

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admiration (n) رؤش (ب) adverbialize (v) رؤش همک (ب) unaccompanied (v) رؤش همک (ب) adopt (v) رؤش همک (ب) adopt and specialize (v) رؤش همک (ب) adopted, be (vi) رؤش همک (ب) advance (vi) رؤش همک (ب) advantage (of), take (vi) رؤش همک (ب) adverb (n) رؤش همک (ب) adverb of degree (n) رؤش همک (ب) adverb of manner (n) رؤش همک (ب) adverb of place (n) رؤش همک (ب) adverb of time (n) رؤش همک (ب) adverbial modifier (n) رؤش همک (ب) adverbial modifier of basis (n) مث (ب) adverbial modifier of circumstance (n) مث (ب) adverbial of extension or prolongation (n) مث (ب) adverbial of limitation or contrast (n) مث (ب) adverbial of purpose or elapsed time (n) مث (ب) adverbial of reason (n) مث (ب) adverb pronoun (n) رؤش رؤش (ب) adverbial (n) رؤش رؤش (ب) adverbial numeral (n) رؤش رؤش (ب) adverbialization (ger) رؤش رؤش (ب) amount (n) مقدار (ب) amount to (v) مقدار (ب) analog (n) مقدار (ب) analogy (n) مقدار (ب) analog, draw an (v) مقدار (ب) approximate (adj) مقدار (ب) appropriate (to), be (v) مقدار (ب) arise (v) مقدار (ب) arrive (at) مقدار (ب) article (n) مقدار (ب) as (pp) مقدار (ب) aspect (n) مقدار (ب) aspect auxiliary (n) مقدار (ب) aspectual (adj) مقدار (ب) assembled (from), be (vi) مقدار (ب) associated (with) مقدار (ب) assume (v) مقدار (ب) astonished, be (vi) مقدار (ب)
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<td>تأساس (ـ غا)</td>
<td>belonging (to) (pp)</td>
<td>capacity (n)</td>
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<tr>
<td>basic lexicon (np)</td>
<td>تتأه (ـ غا)</td>
<td>capacity (n)</td>
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<tr>
<td>ناساسى لوغة فوندي</td>
<td>UPIGS (ـ غا)</td>
<td>divisible (adj)</td>
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<td>basic verbs (np)</td>
<td>beneficiary (n)</td>
<td>beneficiary (n)</td>
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<td>توب بديل</td>
<td>مكنيه كنادر</td>
<td>beneficiary (n)</td>
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<td>basically (adv)</td>
<td>beneficial (adj)</td>
<td>básico (adj)</td>
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<td>تأساس</td>
<td>پيدبقل</td>
<td>básico (adj)</td>
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<tr>
<td>basis, be the (vpi)</td>
<td>beneficially (adv)</td>
<td>blanco (adj)</td>
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<tr>
<td>تاساس قلماق</td>
<td>مكنيه كنادر</td>
<td>blanco (adj)</td>
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<td>basis, have (sth.) as a (vpt)</td>
<td>مكنيه كنادر</td>
<td>blanco (adj)</td>
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<td>تاساس قلماق</td>
<td>مكنيه كنادر</td>
<td>blanco (adj)</td>
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<td>basis of, on the (pp)</td>
<td>مكنيه كنادر</td>
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<td>تاساس (ـ غا)</td>
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<td>ناساسى لوغة فوندي</td>
<td>blanco (adj)</td>
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<td>bear (vpt)</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<td>نوغة قلماق</td>
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<td>blanco (adj)</td>
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<td>become (vi)</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<td>تأيلاقلام</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<td>befall one (vpi)</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<td>نوغة كاملاك</td>
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<td>blanco (adj)</td>
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<td>before and after relationship (np)</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<td>تلاكترى - كينملعك مؤسسومت</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<tr>
<td>begin (vi)</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<tr>
<td>انبلاغام</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<tr>
<td>beginning (n)</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<tr>
<td>باشلاما</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
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<tr>
<td>beginning to end, from (adv)</td>
<td>blanco (adj)</td>
<td>blanco (adj)</td>
</tr>
</tbody>
</table>

**the logical subject in passive constructions**

by the way (advp) قعلجمئ قللب (ـ تارتقام)

by way of (pp) قعلجمئ قللب (ـ تارتقام)

**C**

calculation (gp) هيسلاش

call (n) چافرقم، چ منزلش

call (vt) ـ (ناملاق) قفقراماق

capable of, be (vpi) قابل بولوچي (ـ قا)

capacity (n) سغنم، مقدار، شئدنار

cardinal numeral (np) ساناق سان

carried out, be (vi) تورولناماق

carried too far, be (vpi) تورولناماق

change (vi) چگونگي تيوه چگونگي

change (vt) تورولناماق، تورولناماق

characteristic (n) تورولناماق، تورولناماق

characteristic (n) كيکش کاتيگريسي

causative voice (np) کههبرون ميېر

cause (n) مهچيي دومره

cause (vt) سوغوم، قوقراغ

cause and effect (n) سوغوم، چنله

causal conjunction (np) سوغوم چاغنوهچي

causes (sth. to be done or someone to do sth.), one who (np) تورولناماق، تورولناماق

**C**

closest bound (adjp) زنج بريتکه
D:
craftsman (n)

creed (n)

to Kostenlose Wörterbuch der deutschen Sprache

D:
dependent (on), make (vt)
dependent, that which makes (n)

D:
direct (adj)
direct (adj)
direct judgment (np)

D:
direct indicative mood (np)
direct object (n)
direct statement mood (np)

D:
directed towards, be (vi)
directed (towards), being (adj)

D:
dependent, that which makes (n)
direct indicative mood (np)
direct object (n)
direct statement mood (np)

directed towards, be (vi)
directed (towards), being (adj)
impatient (adj)

imperative (command-request)
mood (np)

imperfect (state) participle (np)

imperfective (passive) participle (np)

impossible (adj)

impartial judgment copula (np)

implement (vt)

implemen
ted, be (vi)

implantation (n)

imply (vpt/vt)

imposed, be (vi)

importance, as of no (adp)

important (adj)

in (pp) [used in poetry]

in other words (paren)

incisiveness (n)

inclined (towards) (adj)

include (vpt)

incomplete copula (np)

incompleteness (n)

inconceivable, be (vpi)

increase (vi)

increase exponentially (vt)

infinitive (n)

infinitive (v)

informant (n)

informative (adj)

influence (on), have an (vpt)

informed about, be (vpi)

inhabited by (vpart)

insert (v)

ingenerated remark (n)

instigator (np)

instrument (n)

insufficient (adj)

intended, be (vpi)

intended for, be (vpi)

intense (adj)

intensification (n)

intensification, feeling of (np)

interrogative (adj)

interrogative pronoun (np)

interjection (n)

introduce (vt)

involuntarily (adv)

irritation (gp)

join (with) (vi)

joied, be (vi)

joy (ger)

judgment (n)

judgment (adj)

judgment noun (np)

K

keep (vt)

kind (n)

kinds of, all (adj)

know (vpi)

knowledge (n)

knowledge, one’s (n)

knew, be (vpi)

known, be (vpi)

knowledgeable (adj)

known as, be (vpi)

knew, (what one (n)

K, J

kicked (vi)

kicking, be (vi)

kickstart (vpt)

kickstart (vt)

kickstart (n)

kickstart (adj)

kickstart (noun)

kickstart (verb)

kickstart (noun)

kickstart (verb)

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kickstart (verb)

kickstart (noun)

kickstart (verb)

kickstart (noun)

kickstart (verb)
mutual voice (np)

name (n)

name (vt)

nation (n)

naturally (int)

nature (n)

necessary (for) (adj)

necessary, not (adj)

necessity (n)

necessity mood (np)

need (n)

needed (for) (adj)

negated, be (vpi)

negation (n)

negative pronoun (np)

neutral (adj)

nominalization (ger)

nominalized, be (vi)

d nominative case (np)

d non-cognate language (np)

d nonentity (np)

d non-equal (adj)

d non-existence (n)

non-finite verb form (np)

numeral (n)

numeral pronoun (np)

numeral-measure word phrase (np)

numeral-measure word pronoun (np)

numerator (n)

numbered (adj)

numeric (adj)

numeric symbol (np)

numerical (adj)

object (n)

object measure word (np)

objectification (np)

objectification, be (vpi)

objective (n)

objective assessment (np)

objective mood (np)

objectification mood (np)

objectification, be (vpi)

d occur as (vpi)

d occur, cause to (vpt)

occur side by side (vpi)

occurrence (gp/ger)

of course (paren)

omit (vpt/vi)

on (e.g. the subject of) (pp)

on the one hand ... on the other hand (advp)

one after the other (adv)

one by one (adv)

one who carries out (sth) (np)

one who executes (sth) (np)

one who performs (sth) (np)

ones (np)

onomatopoeic word (n)

opposite(s) (n)

opposites, relationship of (np)

opposition (n)

opposition (to), in (advm)

opposition conjunction (np)

optative conjunction (np)
W, Z

WITHOUT LIMIT (ADJ) چپتاشت (چپتاشت)
WANT (N) تاشت (چپتاشت)
WORD (N) تاشت (چپتاشت)
WORD CLASSES (N) تاشت (چپتاشت)
WORD FORMATION AFFIX (N) تاشت (چپتاشت)
WORD DERIVATION AFFIX/SUFFIX (N) تاشت (چپتاشت)
WORD INFLLECTION SUFFIX (N) تاشت (چپتاشت)
WORDS AND EXPRESSIONS (N) تاشت (چپتاشت)

WASH (V) تاشت (چپتاشت)
WASH OUT (V) تاشت (چپتاشت)
WASH UPON (V) تاشت (چپتاشت)
WASH UPON (V) تاشت (چپتاشت)
WAY (N) تاشت (چپتاشت)
WAY, IN THE SAME (ADV) تاشت (چپتاشت)
WEAKEN (V) تاشت (چپتашت)
WEAKEN (V) تاشت (چپتاشت)
WEAKEN (V) تاشت (چپتاشت)
WEAKEN (V) تاشت (چپتاشت)
WHOLE (N) تاشت (چپتاشت)
WHOLE (N) تاشت (چپتاشت)
WHOLE NUMERAL (N) تاشت (چپتاشت)
WHOLE NUMERAL (N) تاشت (چپتاشت)
WILL (N) تاشت (چپتاشت)
WISH MOOD (N) تاشت (چپتاشت)

Z

ZERO (Ø) (N) تاشت (چپتاشت)

UYGHUR-ENGLISH GLOSSARY

simple numeral (Np) تاشت (چپتاشت)
simple past tense (Np) تاشت (چپتاشت)
in (PP) [used in poetry] تاشت (چپتاشت)
hope-polemic request mood (NP) تاشت (چپتاشت)
loquacious suffix (Np) تاشت (چپتاشت)
by (means of) by way of/through/via (PP) تاشت (چپتاشت)
wish mood (Np) تاشت (چپتاشت)
mixed imitative word (NP) تاشت (چپتاشت)

তায়েলা، তায়েলা (তায়েলা) (তায়েলা)
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তায়েলা (তায়েলা) (তায়েলা)
command/order (n)

imperative

be required (pr)

(verb-request) mood (n)

article/thing (n)

be subject (to) (vi)

component/element/part/

be distributed/be

portion/section/segment (n)

be divided (vi)

be separated off (vpi)

be divided off/

be determined (vi)

symbol/quality (n)

be signified (vpi)

be客栈 فنامق/ 

 بلائحة... بلائحة 

 contribute (vt)

predicatee (i.e.

the subject)/that which is predi-

cated (np)

be decided to/

be dedicated to/

be devoted to (vi)

be devoted (to) (vi)

be specified (adj)

rule/stipulation (n)

syllable (n)

act as/function as/

occur as/serve as (vpi)

negative

pronoun (np)

positive (adj)

positive-negative category (np)

according to (pp); in its entirety/throughout/the entire/the whole (pp)

contrastive

conjunction (np)

neutral (adj)

be客栈 فنامق/ 

command/order (n)

imperative

be required (pr)

(verb-request) mood (n)

article/thing (n)

be subject (to) (vi)

component/element/part/

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positive (adj)

positive-negative category (np)

according to (pp); in its entirety/throughout/the entire/the whole (pp)

contrastive

conjunction (np)

neutral (adj)

be客栈 فنامق/ 

combination (ger)

be fed up with/

disgusted with (gp)

disgusted (adj)

denote/express/indicate/ 

represent/show/signify (vt)

to serve to 

بلائحة... بلائحة 

 contribute (vt)

predicatee (i.e.

the subject)/that which is predi-

cated (np)

be decided to/

be dedicated to/

be devoted to (vi)

be devoted (to) (vi)

be specified (adj)

rule/stipulation (n)

syllable (n)

act as/function as/

occur as/serve as (vpi)

negative

pronoun (np)

positive (adj)

positive-negative category (np)

according to (pp); in its entirety/throughout/the entire/the whole (pp)

contrastive

conjunction (np)

neutral (adj)

be客栈 فنامق/
agreement (n)

non-impeding objection adverbial modifier (np) (e.g. 'although'/'despite')

about/concerning/on (pp)

complement/direct object/grammatical object (n)

complete copula (np)

incomplete copula (np)

incompleteness (n)

supplementing conjunct (np)

root (n)

introduce (vt)

be understood as (vpi)

be fixed (vi)

stability/

changeability (n)

be fixed/be set (vi)

fixed/idiomatic (adj)

substantive word (np)

features/looks/outward appearance (n)

appearance and state (n)

on all sides/in different places (adv)

happen/occur (vi)

be born and brought up (vpi)

feeling/perception/sense (n)

suddenness/

unexpectedness (n)

as follows (adv)

basic verbs/

root verbs (np)

root word (np)

primary adjective (np)

fundamentally (adv)

kind/type/variety (n)

instigator/one who causes (sth. to be done or someone to do sth.) (np)

"Same type"

Turkologist (n)

Turkic (adj)

classify/separate into types (vpt)

classification (gp)

infect/be infected (vi)

various (adj)

inflection (n)

aspect/character/element (n)

take on the aspect of (vpi)

aspeclual (adj)

territory (n)

speed (n)

type/model (n)

typical (adj)

anxiety (gp)

be connected (with)/be coupled (with) be linked to (vii)

postposition (n)

list (n)

language/tongue (n)

linguistics (n)

language and script (n)

suffer hardship (vpi)

voiced (adj)

voicedness/ resonance (n)

unvoiced/ voiceless (adj)

give free expression to (vt)

liveably (adj)

chart/table (n)

attract (vt)

with respect to (pp)

cause to correspond (vpi)

paired word (np)

be paired (vpi)

double up/pair up (vi)

sentence element (np)

subject matter of the sentence (np)

reprimanding (ger)

agitation/urgency (ger)

substance (n)

frustration/irritation (gp)

gender (n)

tiredness (ger)

call/summons (n)

adverbial (np)

boundary/limit (n)

limitative case (np)

too far (vpi)

adverbial of limitation or contrast (np)

non-restriction (ger)
be aimed at/belong to/be directed towards/intended for (vi)
pointed question relationship (np)
comparison to/compared to (vi)
in comparison (with)/than (pp)
appears at first sight/initially (paren)
 superficially (advm)
in opposition to (advm)
relation of opposites (np)
be satisfied with/make sufficient (vpt)
construction/structure (n)
ocasion/number of time(s) (n)
call (vt)
impatient (adj)
recipient [of an action] (n)
equipment/tools (n)
cause/give rise to (vt)
compound verb (np)
add/amalgamate (vt)
compound/mixture (n); combined/compound (adj)
combined verb (np)
be added/be attached (vi)
be joined/be merged (vi)
addition/amalgamation (ger)
affix/suffix (n)
by the way/carry out with the minimum of effort or perfunctorily (vpt)
construction/structure (n)
carry out the appearance of/cause to appear (vpt)
pretend (vpi)
pretend to appear/be represented as (vpi)
difficulty (n)
pretend (vpi)
category (n)
like (pp) [used in poetry]
insufficiency/resoluteness (n)
occupation/vocation; field/subject/specialization (n)
fraction/fractional numeral (np)
bring/cause to come/place (vt)
belittle/humble/demean (vt)
expression of (pp)
concrete/particular/specific (adj)
explicitly (vpt)

Türk Dilleri Araştırmaları

Journal on Turkic Languages

First volume published at 1991

Türk Dilleri Araştırmaları, yalnız Türk Dilleri üzerine yapılmış araştırma ve inceleme yazıları ile kitap tanıtmalarını içeren yıllık bir dergidir. Özel sayılar dışında, her yıl ortalamada 208 sayfa olarak çıkar. Gönderilen yazılar Türkçe, Almanca, İngilizce, Fransızca ve Rusça olabilir.

Yazısı yayımlanan yazara yirmi adet ayrıbasım ile yazısının yayımlandığı ciltten bir adet gönderilir. Yayıncular, yazılarnın asını bozmayacak bir biçimde kısıtlamalarda, kaynaklarda ve dipnotlarda birlik sağlayıcı değişiklik yapabilirler.

Türk araştırmaların Türkçe yazması ve kullanılan dilde Türkçenin son 60 yıllık gelişimi, ölçeğesi doğrultusunda, yaygınlaşmış Türkçe sözcüklerin, dilbilgisi terimlerinin kullanımı yayan ilkelerindendir.

Yazılarnın bilgisayar ile yazılp (Macintosh veya IBM uyumlu herhangi bir bilgisayar olabilir) bir “laser çıktısı” ile birlikte disket içerisinde gönderilmesi durumunda dizgi işi daha hatalı ve çabuk olacaktır. Metin analanın ölçüsü ve yazı karakterinin büyüklüğü dergi dergideki yazılarla uyumlu olmalıdır.

Yayınlanacak yazılar yayın kurulu ile danışma kurulundan konuya ilgili danışmanın onayıerekte edilir. Konu gereği kimi yazılarında yayın kurulu ile danışma kurulu üyelerini dışındaki akademisyenlerin görüşlerine de başvurulmaktadır. Yayınlanmayan yazılar yazarından istek gelmesi durumunda bir yıl içerisinde iade


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27-32. Thesaurus Linguarum Orientalium / Turcicæ-Arabicæ-Persicæ / Lexicon Turcico-Arabico-Persicum, I Von elfi bis
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