

Essentials of Azerbaijani: An Introductory Course

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The Essentials of Azerbaijani: An Introductory Course has been designed, as its name implies, to cover the basic structures and features of the Azerbaijani language. The goal of the course is to provide learners with a solid foundation for the future study of Azerbaijani. The course does not presume any linguistic knowledge or prior language study.

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Introduction

Azerbaijani is the official language of the Republic of Azerbaijan and is spoken natively by approximately 7 million people in the country as well as 20-40 million individuals in the surrounding areas of Iran, Iraq, Turkey and Uzbekistan. A member of the Western (or Oghuz) Turkic language group (which includes Turkish and Turkmen), the Azerbaijani language has a literary history dating back to the end of the thirteenth century. The language was written using the Arabic alphabet until 1929, when Soviet authorities introduced a modified version of the Latin alphabet in an attempt to minimize the influence of Islam in the Turkic republics. Ten years later, in 1939, Stalin ordered that the Cyrillic alphabet be used as the official writing system so as to discourage contact and the formation of potential alliances between Turkey and the Turkic republics. Finally in 1991, after the collapse of the Soviet Union, Azerbaijan became an independent country and officially adopted a new Latin-based script based on a slightly modified version of the modern Turkish alphabet.

The Modern Azerbaijani Alphabet

| | |
|-----|-----|
| A a | Q q |
| B b | L l |
| C c | M m |
| Ç ç | N n |
| D d | O o |
| E e | Ö ö |
| Ə ə | P p |
| F f | R r |
| G g | S s |
| Ğ ğ | Ş ş |
| H h | T t |
| X x | U u |
| I ı | Ü ü |
| İ i | V v |

J j

Y y

K k

Z z

The Cyrillic version of the Azerbaijani alphabet is presented here due to the large amount of literature published during the Soviet period in this alphabet as well as the fact that some store signs today are written in (or have simply not been changed from their original) Cyrillic. Although there is an exact one-to-one correspondence between the Latin and Cyrillic alphabets in terms of *pronunciation*, the *order* of the letters is not the same. For this reason, the corresponding Latin letter has been provided in parentheses in the table below.

The Azerbaijani Cyrillic Alphabet

| | |
|--------------------|--------------------|
| А а (<i>A a</i>) | М м (<i>M m</i>) |
| Б б (<i>B b</i>) | Н н (<i>N n</i>) |
| В в (<i>V v</i>) | О о (<i>O o</i>) |
| Г г (<i>Q q</i>) | Ө ө (<i>Ö ö</i>) |
| Ғ ғ (<i>Ğ ğ</i>) | П п (<i>P p</i>) |
| Д д (<i>D d</i>) | Р р (<i>R r</i>) |
| Е е (<i>E e</i>) | С с (<i>S s</i>) |
| Ә ә (<i>Ə ə</i>) | Т т (<i>T t</i>) |
| Ж ж (<i>J j</i>) | У у (<i>U u</i>) |
| З з (<i>Z z</i>) | Ү ү (<i>Ü ü</i>) |
| И и (<i>I i</i>) | Ф ф (<i>F f</i>) |
| Ы ы (<i>I ı</i>) | Х х (<i>X x</i>) |
| Ј ј (<i>Y y</i>) | Һ һ (<i>H h</i>) |
| К к (<i>K k</i>) | Ч ч (<i>Ç ç</i>) |
| Ҝ ҝ (<i>G g</i>) | Ҹ ҹ (<i>C c</i>) |

The Sounds of Azerbaijani

Azerbaijani has 9 vowels and 23 consonants. We will start with the vowels. Although vowels are unquestionably an important part of any language, their significance in Azerbaijani (or any Turkic language) cannot be overstated. As you will see in Unit 1 (and in subsequent units throughout this course), an understanding of how vowels work is essential in the study of a Turkic language. Because this course does not presuppose any previous linguistic study or background, we will begin with explanations based on and examples taken from English. The use of the English vowel system as a “base” will help make it easier to learn and understand the vowel system in Azerbaijani. In this section we will focus on the following three main qualities or characteristics of vowels: vowel height, vowel position and lip rounding.

Vowel Height

The term “vowel height” here refers to how close the body (or main part) of the tongue is to the roof of the mouth. If you compare the pronunciation of the vowel sounds in *steep* and *stop*, you will notice that your tongue is very close to the roof of your mouth in *steep* and then lowers to pronounce *stop*. By repeating these two vowel sounds slowly in succession [ee]-[ah]-[ee]-[ah], you will be better able to sense the relative height of your tongue as your mouth opens (i.e., as your jaw lowers). For our purposes, we will distinguish the following three levels of height:

- “high” – the body of the tongue is close to the roof of the mouth
- “mid” – the body of the tongue is in a so-called ‘neutral’ position in the middle of the mouth
- “low” – the body of the tongue is farthest from the roof of the mouth

Try pronouncing the following words slowly one after another, paying attention to the relative height of your tongue:

bead – bid – bade – bed – bad – bod(y)

You should have noticed that your lips started relatively close together and then began to move progressively farther apart. That is because the vowel sounds in *bead* and *bid* are considered “high,” while the sounds in *bade* and *bed* are “mid” and the sounds in *bad* and *bod* are “low”. As the vowel height goes from “high” to “low,” your mouth opens to a greater and greater degree to allow the body of your tongue to lower increasingly farther. We can thus speak of “high vowels” (as in *bead* or *bid*), “mid vowels” (as in *bade* or *bed*) and “low vowels” (as in *bad* or *bod*).

Vowel Position

The term “vowel position” will be used to refer to whether the body of the tongue is closer to the front or the back of the mouth. In comparing the vowel sounds in the words *peel* and *pool*, you can begin to get a sense of the slight back-and-forth movement of the tongue. Try repeating the following two vowel sounds slowly in succession: [ee]-[oo]-[ee]-[oo]. You should be able to sense the movement with [oo] as the body of the tongue is retracted towards the back part of the

mouth. Just as with vowel height, we will distinguish three levels of position:

- “front” – the body of the tongue is closer to the front of the mouth
- “central” – the body of the tongue is in a so-called ‘neutral’ position in the center of the mouth
- “back” – the body of the tongue is drawn towards the back of the mouth

Pronounce the following three words, then repeat just the vowel sounds several times slowly one after another:

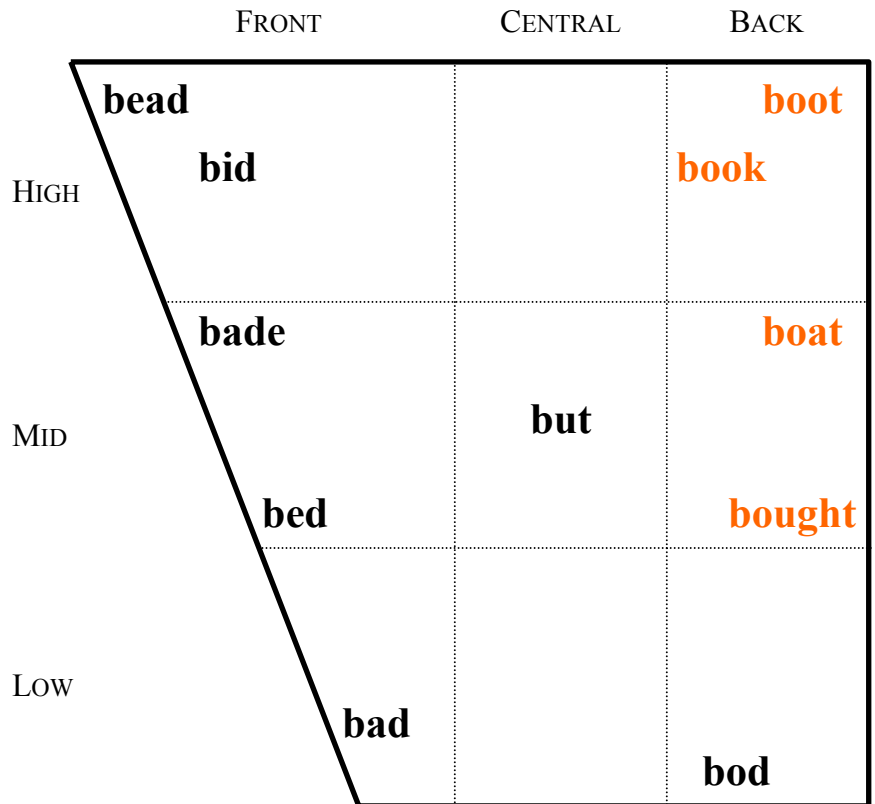
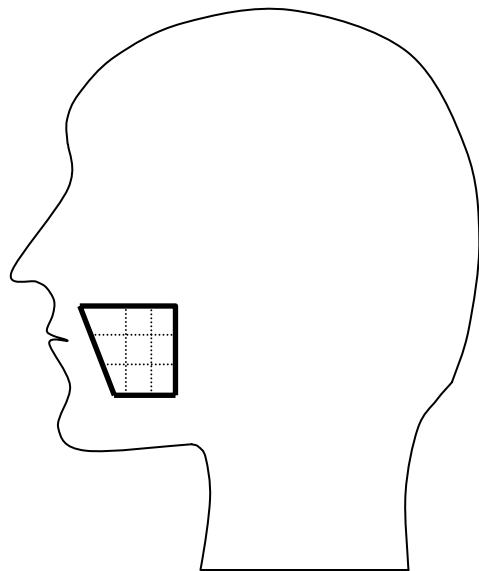
bet – but – bought

Although the movement might not be as noticeable as it was with vowel height, you should have been able to feel the body of your tongue move increasingly farther towards the back of your mouth. The vowel sounds in the words *bead*, *bid*, *bade*, *bed* and *bad* are all considered “front,” while the sounds in *boot*, *book*, *boat*, *bought* and *bod* are all “back”. The vowel sound in *but* (or *of*, *some*, *blood*) is considered to be “central”. We can now speak of “front vowels,” “central vowels” and “back vowels”.

Vowel Height + Vowel Position

Now that we have covered both vowel height and vowel position, we can combine these two features—just like using a pair of coordinates (x, y) to graph points on a grid in mathematics—to determine the location of vowels in the mouth. We said that the vowel sound in the word *bead* is “high” because the body of the tongue is close to the roof of the mouth. We also categorized this vowel sound as “front” due to the position of the tongue towards the front part of the mouth. By putting these two features together, we can speak about a “high front” vowel—the [ee] sound, as in the words *feet*, *mean* and *we*. In a similar manner, we can characterize the vowel sound in the word *bod* as a “low back” vowel, because the body of the tongue is lowered away from the roof of the mouth and is retracted towards the back part of the mouth. This same “low back” vowel sound occurs in words like *not*, *stop* and *mom*.

Take a look at the following diagram of the head (viewed from the side). The rectangle-like “grid” represents the area where various vowel sounds are formed. Click on the grid to view the main English vowel sounds—in terms of vowel height and position—and get a better idea of the location of these sounds in the mouth:



Tongue video:

<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/vowels/chapter11/tongue.html>

Lip Rounding

You may have noticed that four of the words in the “vowel grid” are colored orange. The vowel sounds in these words exhibit a feature that is in addition to—and independent of—vowel height and position. This feature, called rounding, indicates whether the lips are rounded or not when pronouncing a vowel sound. In English, all of the back vowels—with the exception of the [ah] sound, as in *not*—are pronounced with rounded lips and are thus “rounded” vowels. If you compare the pronunciation of the words *beat* and *boot*, you will notice that, in addition to the front-back distinction, there is a difference in lip rounding: the lips are not rounded in *beat* but are rounded in *boot*.

We can now describe vowel sounds using the combined characteristics of vowel height (*high, mid, low*), vowel position (*front, central, back*) and lip rounding (*rounded, unrounded*). From this point of view, the vowel sound in *beat* would be “high, front, unrounded,” while the sound in *boot* would be “high, back, rounded”.

Take a few minutes to pronounce the various words in the “vowel grid,” paying close attention to the height and position of the vowels as well as the roundedness (or lack thereof) of the lips. Once you feel you have developed a basic understanding of how vowels work, proceed to the next section on the vowels in Azerbaijani.

Vowels in Azerbaijani

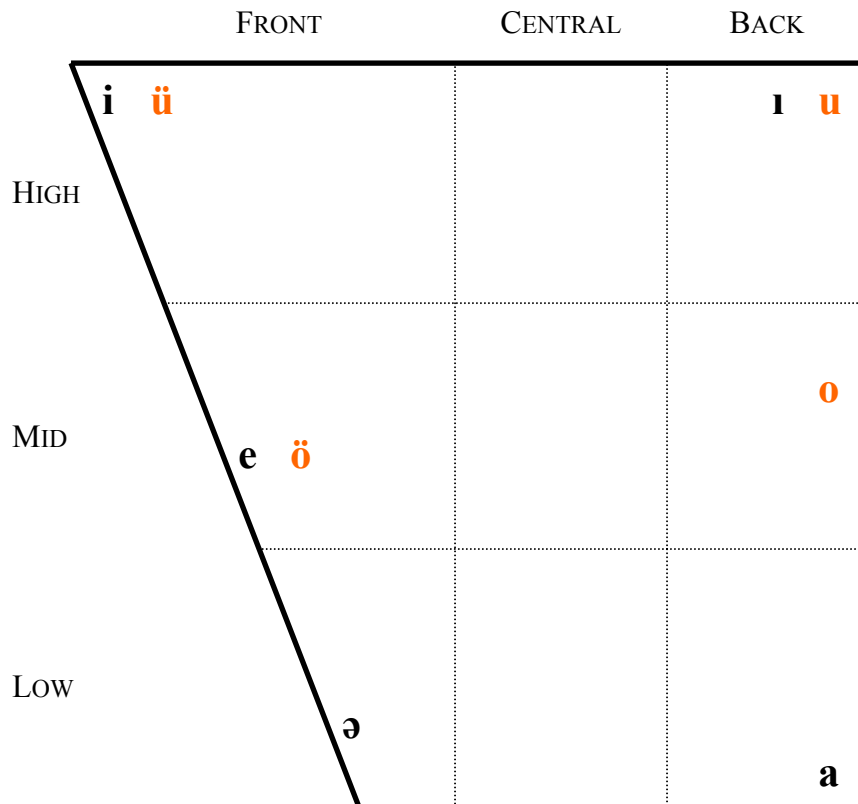
As mentioned above, Azerbaijani has 9 vowels. Unlike English, however, there are no *central* vowels—so all Azerbaijani vowels are either *front* or *back*. The following are the 5 *front* vowels:

- i** – This vowel sound is *high, front* and *unrounded*, like the sound in *bead*.
- ü** – This vowel sound is also *high* and *front*... but it's *rounded* (like the *u* in the French word *tu* or the *ü* in the German word *müde*). To pronounce this vowel correctly, simply make the vowel sound in the word *bead* while rounding and puckering your lips tightly. The only difference between **i** and **ü** is the absence (or addition) of lip rounding.
- e** – This is a *mid, front, unrounded* vowel similar to the sound in the word *bed*. At the beginning of a word, though, the vowel sound is a little bit higher in the mouth (i.e., slightly closer to the sound in *bade*).
- ö** – This is also a *mid, front* vowel... but, like **ü**, it's *rounded* (like the *eu* in the French word *fleur* or the *ö* in the German word *können*). Pronounce an Azerbaijani **e** sound while tightly rounding and puckering your lips to produce **ö**.
- ə** – This sound is a *low, front, unrounded* vowel similar to the sound in the word *bad*. There is no corresponding *rounded* vowel.

And now for the 4 *back* vowels:

- u** – This is a *high, back, rounded* vowel sound, like the sound in the word *boot*.
- ı** – This is a *high, back, unrounded* vowel sound. It is formed in the same way as the vowel **u** but *without* any lip rounding. Start off by pronouncing the **u** vowel and then unround your lips. (Although it might feel somewhat unnatural, this process is simply the reverse of the directions for the vowels **ü** and **ö** above.) **Note that this letter never has a dot over it, while the *high, front, unrounded* vowel **i** always has a dot for both the lower- and upper-case forms.
- o** – This vowel sound is *mid, back* and *rounded*, similar to the sound in the word *old*. There is no corresponding *unrounded* vowel.
- a** – This is a *low, back, unrounded* vowel, similar to the sound in the word *bod*. There is no corresponding *rounded* vowel.

The “vowel grid” for Azerbaijani would look like this (*rounded* vowels are once again indicated in orange):



****Note:** Vowels in some Azerbaijani words are lengthened—that is, they are pronounced for a slightly longer time. Any such “long” vowels will be indicated in a vocabulary list by a pair of brackets ([]) after the word, for example:

sakit [a:]

This would mean that the **a** in this word is held for a longer period of time.

Consonants

The following are the 23 consonants in Azerbaijani. (Phonological descriptions are included in parentheses for those with a linguistic background.)

b – (voiced bilabial stop) This letter is pronounced like the *b* in English when it occurs at the beginning of a word or between vowels.

baba, badam, bizim, dolab

c – (voiced alveopalatal affricate) This letter is pronounced like the *j* in the word *jeep* when it occurs at the beginning of a word or between vowels.

can, cib, acı, uc

ç – (voiceless alveopalatal affricate) This letter is pronounced like the *ch* in *cheap*.

aç, siçan, çincə, üç

d – (voiced apico-dental stop) This letter is similar to the *d* in English, but the Azerbaijani **d** is pronounced with the tip of the tongue touching the teeth (and not the area just above/behind the teeth).

demə, adam, dost, dad

f – (voiceless labio-dental fricative) This letter is pronounced like the *f* in *fee*.

fen, fəs, sinif, fond

g – (voiced palatal stop) This letter is pronounced like the *g* in the word *go* but also has an added “y” sound, as in the phrase *I beg your pardon*. Be sure to combine this “y” sound with the pronunciation of Azerbaijani **g**.

gecə, gədə, igid, güc

Note: The pronunciation of **ng at the end of a word is like the *ng* in the word *finger* followed by the letter **g**. For example: **zəng, rəng**

ç – (voiced velar fricative) This sound does not exist in English. It is similar to the *ch* in the German word *machen* or the Russian letter *x* but **voiced** (i.e., pronounced with the vocal cords vibrating). This sound never occurs at the beginning of a word in Azerbaijani.

mağaza, çəğ, oğuz, soğan

h – (voiceless glottal approximant; usually aspirated) This letter is similar to the *h* in the English word *hot*.

həvəs, cahan, sabah, səhv

x – (voiceless velar fricative) This letter is similar to the *ch* in the German word *machen* or the Russian letter *x* (and is the **voiceless** counterpart to **ç**).

xam, xına, xəstəxana, bax

j – (voiced alveopalatal fricative) This letter is pronounced like the *s* in *vision* or *pleasure*. It occurs only in a limited number of borrowed words.

jokey, jest, jurnal, jüri

k – (voiceless palatal stop, aspirated) This letter is pronounced like the *k* in *keep* but, as with **g**, also has an added “y” sound, like the beginning of the word *cute*. Be sure to combine this “y” sound with the pronunciation of Azerbaijani **k**.

kim, kəmənd, stəkan, məktəb

Note: When **k is the last letter in a word or syllable, it can optionally be pronounced similar to the *h* in the English word *hue* (including the “y” sound): **çiçək**

q – (voiced velar stop) This letter is pronounced like the *g* in the word *go*. Unlike the letter **g**, the letter **q** has no additional “y” sound and is often used in international words where English would have the letter *g*.

qrup, qaraj, avqust, proqram

Note: When **q is the last letter in a word or syllable, it is pronounced like the letter **x**: **biçaq, qonaq, maraqlı**

l – (voiced lateral; usually palatal before front vowels and velar before back vowels) This letter is similar to the *l* in the word *leave*.

lampa, göl, ailəli, il

m – (voiced bilabial nasal) This letter is pronounced like the *m* in *me*.

musiqi, amma, mətbəx, üzüm

n – (voiced alveolar nasal) This letter is pronounced like the *n* in *no*.

nanə, mənə, nümunə, gələn

Note: The pronunciation of **ng at the end of a word is like the *ng* in the word *finger* followed by the letter **g**. For example: **zəng, rəng**

p – (voiceless bilabial stop, aspirated) This letter is pronounced like the *p* in *pet*.

pambıq, poçt, ipək, lap

r – (voiced alveolar liquid) This letter is pronounced like the *r* in Spanish or Russian (i.e., a short trilled sound) when before a vowel. As the last letter in a word, **r** has an additional aspirated (“breathy”) quality.

radio, rəqs, xarici, bir

s – (voiceless alveolar fricative) This letter is pronounced like the *s* in *so*.

sinif, səssiz, hansı, sus

ş – (voiceless alveopalatal fricative) This letter is pronounced like the *sh* in *she*.

şad, şəxs, başqa, birləşmiş

t – (voiceless apico-dental stop, aspirated) This letter is pronounced like the *t* in the word *to*. Just as with the pronunciation of **d**, the Azerbaijani **t** is pronounced with the tip of the tongue touching the teeth (and not the area just above/behind the teeth).

tam, mətbəx, vətən, lüğət

v – (voiced labio-dental fricative) This letter is pronounced like the *v* in *van*.

var, evli, əvvəl, növ

*Note: In some words borrowed from Russian, **v** is pronounced like **f** if preceding another voiceless consonant: **avtobus** (pronounced as if it were spelled [aftobus]).

Note: Sometimes when **v occurs after **o** or **ö** in the middle of a word, it serves to lengthen the vowel and is thus not pronounced: **dovşan** (pronounced as if it were spelled [dɔːʃan], where **oː** indicates a long **o** sound), **hövsələ** (pronounced [hɔːsələ]).

y – (voiced palatal approximant) This letter is pronounced like the *y* in *yes*.

yaxşı, xeyr, köynək, çay

z – (voiced alveolar fricative) This letter is pronounced like the *z* in *zoo*.

zəhər, qazan, süzmə, səkkiz

****Note the following points about pronunciation in Azerbaijani:**

- The repetition of a consonant in Azerbaijani indicates a long consonant sound (i.e., you hold the pronunciation of the consonant for a slightly longer period of time). These “long” consonants exist in English, too... under the right circumstances. If you pronounce the following words and phrases at a slightly slower-than-normal speed, you should be able to hear and feel the longer consonant sound: *bookkeeper* (**kk**), *homemade* (**mm**), *well-liked* (**ll**), *good day* (**dd**), *ice storm* (**ss**). Keep these English examples in mind when you see Azerbaijani words like **səkkiz**, **güllər**, **əlbəttə** or **izzət** to help you remember the “long” consonant pronunciation.
- The majority of words in Azerbaijani are stressed on the last syllable. In this course, for words or word forms where the stress is not on the final syllable, an accent mark (´) will be written over the stressed vowel. (Note that accent marks are *not* written in regular Azerbaijani text. You must thus learn the stress of any irregular words on a case-by-case basis.)
- In almost all cases, there is a one-to-one correspondence between a word’s pronunciation and its spelling in Azerbaijani—what you see is what you get. The main exception to this rule is the combination **-kɪ**. Because the letter **k** in Azerbaijani is pronounced in the front part of the mouth, the *back* vowel **ɪ** becomes “fronted” (i.e., pushed closer to the front of the mouth) and thus has a sound somewhat closer to **i**. A common example of this combination is the name of the capital of Azerbaijan: **Bakɪ**. A second exception concerns the pronunciation of **k** in certain foreign borrowings, where the added “y” sound is not present. Throughout this course, the presence of such a “y”-less **k** will be indicated by underlining the **k** (in a vocabulary listing), such as **park** or **Amérika**. Any other pronunciation irregularities will be noted as they arise.

Unit 1

Nouns

Let's take a look at some basic objects that you can find around the room:

| | | | | | |
|-----------------|---|----------|----------------|---|-----------|
| dəftər | - | notebook | qəzet | - | newspaper |
| kağız | - | paper | lampa | - | lamp |
| karandaş | - | pencil | pəncərə | - | window |
| kitab | - | book | stol | - | table |
| qapı | - | door | stul | - | chair |
| qələm | - | pen | şəkil | - | picture |

As has been previously mentioned, Azerbaijani is a Turkic language and, as such, has several features in common with all the Turkic languages. One of these Turkic features is the lack of any articles—*a(n)*, *the*. This means that the word **kitab** might be translated as “book,” “a book” or “the book” depending upon the context. (We will identify and discuss other Turkic features of Azerbaijani at various points throughout this course.)

Singular and Plural

Now that we've seen a few basic nouns, let's talk about how to form the plural in Azerbaijani. We know that, in English, the plural of regular nouns is formed by simply adding *-s* to the end of the word (or *-es* if the noun ends in *ch*, *sh*, *s*, *z* or *x*). Forming the plural in Azerbaijani also requires the addition of a suffix (i.e., a meaningful linguistic unit attached to the end of a word). There are two plural suffixes in Azerbaijani: **-lər** and **-lər**. The choice of which of these suffixes to use is determined by another one of the Turkic features which Azerbaijani exhibits—“vowel harmony”.

Vowel Harmony

The rule of vowel harmony states that all vowels in a word must be of a single class or type—some possible examples (depending upon the language) could be: all **high** or all **low**, all **front** or all **back**, all **rounded** or all **unrounded**. If you look back at the nouns from the previous section, you will see that, in Azerbaijani, the vowels in words of more than one syllable are either all **front** vowels (as in **qəzet** or **şəkil**) or all **back** vowels (as in **kağız** or **qapı**). The only exception among these nouns is the word **kitab**, which has both a **front i** and a **back a**. In native Azerbaijani words (i.e., those of Turkic origin), all the vowels will, indeed, be of a single type—either **front** or **back**. Words borrowed from Persian, Russian or other languages, however, might have vowels of different types in their base form—that is, in the form without any added suffixes. The words **kitab** and **professor** are examples of such foreign borrowings.

In the case of these borrowings, the rule of vowel harmony does not affect the base form of the word but, rather, determines the quality of the vowels in the suffixes added to the base form. Because suffixes are always added onto the *end* of a word, only the **final vowel** of a word is important from the point of view of vowel harmony. Thus, whether a word is a foreign

borrowing or natively Azerbaijani, you only need to look at the final vowel to determine the vowel class or type.

Looking at the two plural suffixes in Azerbaijani, we can see that one of the suffixes has a *front* vowel (**-l̄ar**) and one a *back* vowel (**-lar**). We will go ahead and color-code this *front/back* distinction to make it clearer, using **blue** to indicate a *front* vowel and **red** to indicate a *back* vowel. Taking a look at the word for *pen*, we can see that the final vowel is a *front* vowel: **qələm**. To form the plural—*pens*—we would thus add the *front*-vowel suffix **-l̄ar**:

qələm + l̄ar = qələml̄ar

The same process would be used to form the plural of the word for *newspaper*:

qəzet + l̄ar = qəzētl̄ar

We would also add this same *front*-vowel suffix to the word for *picture* to form the plural:

şəkil + l̄ar = şəkill̄ar

(**Note the double **ll** – with the first **l** coming from the base form of the word *picture* and the second **l** from the plural suffix.)

To form the plural of the word for *lamp*, however, we would not be able to use the *front*-vowel suffix **-l̄ar**, since the word **lampa** has a *back* vowel as its final vowel, and the rule of vowel harmony does not permit the combination ***lampal̄ar**. (The asterisk here serves to indicate that this form is impossible and thus does not exist.) The correct way to form the plural in this case would be to add the *back*-vowel suffix **-lar**:

lampa + lar = lampalar

Because the word for *door* also ends in a *back* vowel, its plural would be formed in the same way:

qapı + lar = qapılar

The plural for *table* and *chair* can be obtained by following the same procedure:

stol + lar = stollar

stul + lar = stullar

(**Note again the double **ll** resulting from the base noun + plural suffix combination)

For words containing both *front* and *back* vowels in their base form, remember that the key is to look at the final vowel. Thus, the plural of the word for *book* is:

kitab + lar = kitablar

(Here the *front* vowel **i** is not important from the point of view of vowel harmony.)

We mentioned in the section on pronunciation that the majority of words in Azerbaijani are stressed on the last syllable. Thus we have:

dəftər **kağız** **karandaş** **kitab** **pəncərə**

and so on. But how does the addition of the plural suffix affect word stress? In most cases, the stress in an Azerbaijani word will shift to the final syllable of an added suffix, so the plural forms of the above words are:

dəftərlər **kağızlər** **karandaşlər** **kitablər** **pəncərələr**

Instances where the stress does not shift to an added suffix will be indicated throughout the course.

Unit 1 Exercises

1.1 Look at the following plural forms for the vocabulary words introduced above and determine whether the correct plural suffix has been added:

| | | | |
|-------------------|-----------------|--------------------|-----------------|
| dəftərlər | kağızlər | karandaşlar | kitablar |
| Qapılar | qələmlər | qəzetlər | lampalar |
| pəncərələr | stollər | stullar | şəkillər |

1.2 Check your understanding of plural formation in Azerbaijani by selecting the appropriate plural suffix for the nouns in the following table. The vowels in the first few words have been color-coded to assist you in recognizing *front* and *back* vowels.

| | | |
|--------------------------|---|-----------|
| kişi | - | man |
| qadın | - | woman |
| Tələbə | - | student |
| oğu | - | son |
| qardaş | - | brother |
| gün | - | day |
| çiçək | - | flower |
| dost | - | friend |
| profəssor* | - | professor |
| bacı | - | sister |
| Müəllim | - | teacher |
| Söz | - | word |

* Note: The stress in this word is fixed and thus does not shift with the addition of a suffix.

Unit 2

Modifying Words

One of the most basic and important properties of a language is the ability to modify and produce word forms. We have already seen one example of such modification in the formation of the plural, where both Azerbaijani and English use suffixation—that is, adding a suffix to the base form of a noun. Let's take a look at some more of the different types and conditions of word modification in both languages.

Modifying Words in English

In English, word modification occurs through the use of both prefixes—a meaningful linguistic unit attached to the *beginning* of a word—and suffixes. Some examples of prefixation are the following:

un + interesting = uninteresting
de + emphasize = de-emphasize
mis + spell = misspell
fore + word = foreword

In addition to adding *-s* (or *-es*) to create the plural of nouns, English suffixation can take the following forms (among others):

- Using the base noun “thought,” we can add the suffix *-ful* to create an adjective meaning “characterized by thinking”:

thought + ful = thoughtful

- This newly created adjective can then be further modified to form an adverb by adding the suffix *-ly*. Thus,

thought + ful + ly = thoughtfully

- Alternately, we could choose to create a new noun from the adjective above by adding the suffix *-ness*:

thought + ful + ness = thoughtfulness

- By replacing the first suffix *-ful* with a different suffix *-less* and using the same procedures as above, we can create a new adjective, adverb and noun with the opposite meaning:

thought + less = thoughtless
thought + less + ly = thoughtlessly
thought + less + ness = thoughtlessness

As you can see from the above examples, English can modify the base form of a word in several different ways, often by adding one suffix directly onto another. In many cases, a *combination* of both prefixes and suffixes is used to modify and produce words. For example:

inter + nation + al = international
re + place + ment = replacement
retro + act + ive + ly = retroactively

Although we aren't normally aware of the presence of the prefixes and suffixes in English words, these individual linguistic units of meaning play a vital role and, together with the base forms of words, help create our language.

Modifying Words in Azerbaijani

The situation in Azerbaijani, while similar to that of English, differs in a few significant aspects. Perhaps the most visible difference is the complete lack of prefixes in Azerbaijani. In all Turkic languages, word modification is limited exclusively to the use of suffixes. Information modifying nouns, verbs, adjectives and other parts of speech will thus be found in the linguistic units attached to the end of the word. We have already seen this process in the formation of the plural:

kitab + lar (plural suffix) = **kitablar** 'books'

Although this use of suffixation might not seem unusual or surprising to speakers of English, Azerbaijani also makes use of suffixes in ways which English cannot:

kitab + ım (possessive suffix) = **kitabım** 'my book'

kitab + da (suffix indicating location) = **kitabda** 'in the book'

Furthermore, as we saw in the English examples, combinations of suffixes are also possible. We can thus produce the following forms:

kitab + lar (plural suffix) + **ım** (possessive suffix) = **kitablarım** 'my books'

kitab + lar (plural suffix) + **da** (suffix indicating location) = **kitablarda** 'in the books'

kitab + lar (plural suffix) + **ım** (possessive suffix) + **da** (suffix indicating location) = **kitablarımda** 'in my books'

Note how the various suffixes are attached (or "glued") one after the other to the base form of the word. Because of this fact, Azerbaijani is known as an "agglutinative" or "agglutinating" language. This term—used with all Turkic languages as well as other languages such as Finnish and Hungarian—simply refers to the fact that words are modified by joining (or "gluing") a series of suffixes to a base form.

Thus, although suffixation is not an unfamiliar process for English speakers, it has a much more

visible and important role in Azerbaijani... as we will see throughout this course.

Pronouns

Up to now, we have been concentrating primarily on how the suffixation system in Azerbaijani works to modify nouns. Another part of speech that functions and changes in a similar way is the pronoun. There are several different types of pronouns—in both Azerbaijani and English (and other languages)—but we will focus on only two for now: *personal pronouns* and *demonstrative pronouns*.

Personal Pronouns

The personal pronouns represent what we tend to think of as, perhaps, the most “basic” words in a language because they reflect the relationship of the speaker to the world around him or her.

Let’s take a look at the personal pronouns in Azerbaijani (with their English equivalents):

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|-----------|---------------|---|------|
| <i>1st person</i> | mən | — | I | biz | — | we |
| <i>2nd person</i> | sən | — | you | siz | — | you |
| <i>3rd person</i> | o | — | he/she/it | onlar | — | they |

The first thing that you might have noticed is the fact that there are two Azerbaijani pronouns for the English “you”—**sən** and **siz**. The first of these pronouns—**sən**—is used when speaking to one individual whom you know well and are on “informal” or “familiar” terms with. This pronoun would be used for a family member, friend or in general for an individual who is younger than you. For situations when you are speaking *either* to more than one person *or* to an individual who is older than you or to whom you wish to show respect (such as a professor, employee at a business [i.e., bank, store, restaurant], a friend’s parent, etc.), the pronoun **siz** is used.

Another aspect of Azerbaijani, which can be seen in the table above, is the fact that there is only one pronoun for “he,” “she” and “it”. This lack of grammatical gender is another feature common to all Turkic languages, and the absence of gender in the pronouns is reflected in the nouns as well. Some languages, such as French and Spanish, have a separate pronoun for “he” and “she,” and all nouns are classified as either “masculine” or “feminine” (with this grammatical—or “linguistic”—gender based primarily on spelling). In other languages, like German and Russian, there are three different pronouns—representing “he,” “she” and “it”—and all nouns are categorized as either “masculine,” “feminine” or “neuter”. Azerbaijani, however, does not distinguish any such linguistic gender. This means that the word for “he” or “she” or even “it” is simply **o** and that the word for, say, “professor” or “doctor” can be used equally for a man or a woman. Whether the conversation is about a male or female (or some inanimate object) will, of course, usually be clear from context.

Demonstrative Pronouns

This group of pronouns is used to “point out” or indicate the location or proximity of an object or objects. The basic demonstrative pronouns in Azerbaijani (and the English equivalents) are as follows:

| <i>singular</i> | | | <i>plural</i> | | |
|-----------------|---|------|---------------|---|-------|
| bu | – | this | bunlar | – | these |
| o | – | that | onlar | – | those |

There are a couple of important points to note about these demonstrative pronouns:

- The demonstrative pronouns for “that” and “those” are the same as the personal pronouns for “he/she/it” and “they”. In most cases context will make it clear whether the pronoun in a sentence is demonstrative or personal.
- As pronouns, the words in the table above *take the place of nouns*. In other words, they are used to “point out” or draw the listener’s attention to other words (and thus can usually be replaced by a phrase like “the object(s) I’m indicating”). Some examples in English would be:
 - **That** is my car. (i.e., That thing I’m pointing at = my car)
 - Is **this** your coat? (i.e., This thing I’m indicating = your coat?)
 - **These** are her friends. (i.e., These individuals I’m showing you = her friends)

****Note:** In a sentence such as “*That car is mine.*” the word “that” is not a pronoun, since it is not taking the place of any noun (and cannot be replaced by a phrase like “the object I’m indicating,” as was possible in the example sentences above). In such situations, the word “that” is actually an *adjective* modifying the following noun (in this case the noun “car”).

Did you recognize the plural ending on the demonstrative pronoun forms **bunlar** and **onlar** (as well as the personal pronoun form **onlar**)? It’s the same plural suffix **-lar** that we saw when we created the plural of nouns in the previous section.

Now that we have discussed nouns and pronouns in Azerbaijani, let’s talk about the verb “to be” so that we can start making some sentences.

The Verb “to be” (present tense)

As mentioned earlier, Azerbaijani is an agglutinative language and thus modifies and produces words through the use of suffixes. This suffixation process is used to form various tenses (i.e., past, present, future, etc.) by adding *personal verbal suffixes* to the base form of a verb.

For the verb “to be,” the present tense is a special situation because the “base form” of this verb is essentially non-existent. As there is no base to add the personal verbal suffixes to, the suffixes are simply attached to the end—the final word—of the sentence.

For our purposes at present, we will use only the following four nouns, which will serve as the “end” of our sentences:

həkim - doctor
profəssor - professor

sürücü - driver
yazıçı - author

First Person Singular

The first person singular verbal suffix for the present tense of “to be” is **-əm** for words ending in a *front* vowel and **-am** for words ending in a *back* vowel (based on the rule of vowel harmony). We can thus create the following sentences:

Mən həkiməm. – I am a doctor.
Mən profəssoram. – I am a professor.

Note how the “verb” in the examples above—the personal verbal suffix for “to be”—is added directly to the final word in the sentence.

The remaining two nouns—**sürücü** and **yazıçı**—end in a vowel, and the addition of the first person singular verbal suffix would result in two vowels next to each other, a situation which Azerbaijani tries to avoid. In cases when a suffix that begins with a vowel is added to a word form that ends in a vowel, a so-called “buffer consonant” is used to separate the two vowels (similar to the situation in English where the indefinite article “a” becomes “an” before a word beginning with a vowel sound: *a + apple = an apple*). In most cases, this buffer consonant is **-y-** (exceptions will be noted as they arise). With this in mind, take a look at the following two sentences, noting the presence of the buffer consonant **-y-** between the base form of the noun and the verbal suffix:

Mən sürücüyəm. – I am a driver.
Mən yazıçıyam. – I am an author.

You may have noticed that the first person singular verbal suffix resembles the plural suffix in that there is one form for words ending in a *front* vowel (**-əm, -lər**) and another form for words ending in a *back* vowel (**-am, -lar**). This type of suffix is called a “two-way” ending because it can appear in two separate forms (*front* or *back*) depending upon the preceding vowel. Throughout the rest of this course, we will use an upper-case “A” to represent this two-way ending. The plural suffix can thus be written simply as **-lAr**, with the **A** indicating that the suffix will either take the form **-lər** or **-lar** (based on the quality of the preceding vowel). In a similar manner, the first person singular verbal suffix for the present tense of “to be” can be written as **-(y)Am**. In this case, the **A** once again indicates a two-way (*front/back*) ending, while the **(y)** indicates that the buffer consonant, if needed, is **-y-**.

A note about stress

You may also have noticed that the stress in the four example sentences above was not on the

final vowel of the suffix. The stress in those examples did not shift from its position in the original base forms. We will see that, unlike the plural suffix **-lAr**, the personal verbal suffixes for the present tense of “to be” are not stressed. Take a look at the following examples:

həkím + **lAr** = **həkimlAr**
yazıçı + **lAr** = **yazıçılAr**

BUT: **Mən həkíməm.**
BUT: **Mən yazıçıyam.**

We will thus write the first person verbal suffix as **-(y)Am** to indicate that the stress falls on the vowel immediately preceding the verbal suffix. With the plural suffix **-lAr**, however, no such indication is necessary, since the general rule is that the stress will shift to the final vowel (unless otherwise indicated).

Finally, note the stress in the word “professor”:

proféssor + **lAr** = **proféssorlar**

Mən proféssoram.

For words like **proféssor**, where the stress in the base form is not on the final syllable, the addition of a suffix will not result in a stress shift—the stress remains in the same position as it is in the base form.

Second Person Singular

The second person singular verbal suffix for the present tense of “to be” is **-sAn**. Notice that this suffix represents another “two-way” ending, which will appear as either **-sAn** (after a *front* vowel) or **-san** (after a *back* vowel), as in the following sentences:

Sən həkímsən. – You (*informal*) are a doctor.

Sən proféssorsən. – You (*informal*) are a professor.

Sən sürücüsən. – You (*informal*) are a driver.

Sən yazıçısən. – You (*informal*) are an author.

Remember that the pronoun **sən** is used only when speaking to one person with whom you are on familiar terms (and, generally, who is the same age or younger than you).

Third Person Singular

The first two personal verbal suffixes **-(y)Am** and **-sAn** signify two-way endings because the vowel used in the suffix (represented by **A**) is a *low* vowel, and there are only two *low* vowels in Azerbaijani: **ə** and **a**. In the remaining personal verbal suffixes, though, a *high* vowel is used. If you remember (or look back at) the “vowel grid” for Azerbaijani, you will see that there are four *high* vowels: two *unrounded* vowels (*front i* and *back ı*) and two *rounded* vowels (*front ü* and *back u*). For this reason, the rest of the personal verbal suffixes are four-way endings, which means that we will need to take into account not only whether the final vowel of the base word is *front* or *back* (as we have up to now) but also whether it is *rounded* or *unrounded*. We will use an upper-case “I” to represent the vowel in a four-way ending. The blue/red color-coding used up to this point to indicate *front/back* vowels will be continued... with the additional specification

of underlined type to signify a *rounded* vowel (and non-underlined type to indicate an *unrounded* vowel).

With that information in mind, the verbal suffix for the third person singular of “to be” is **‘dir**. We can now produce the following sentences:

- O sürücü’dür.** – He/She* is a driver.
- O professordur.** – He/She* is a professor.
- O həkimdir.** – He/She* is a doctor.
- O yazıçıdır.** – He/She* is an author.

*Note: Remember that Azerbaijani does not distinguish between “he” and “she” (or even “it”) in the third person singular.

From the above examples you can see how the vowel in the verbal suffix reflects both the *front/back* and the *rounded/unrounded* quality of the final vowel of the base word.

First Person Plural

The first person plural verbal suffix, in addition to being a four-way ending, adds another small “twist” to the various possibilities we have seen so far. Let’s first take a look at some example sentences to see what’s going on:

- Biz sürücüyük.** – We are drivers.
- Biz professorduq.** – We are professors.
- Biz həkimik.** – We are doctors.
- Biz yazıçıyıq.** – We are authors.

We see that the four-way ending works exactly as expected: the *rounded* quality of the final vowel in “driver” and “professor” is reflected in the suffix vowel (as indicated by the underlined type). By comparing the various Azerbaijani forms above, we can also see that a buffer consonant—*y*—has been added to “drivers” (**sürücü-y-ük**) and “authors” (**yazıçı-y-ıq**), which is to be expected when adding a vowel-initial suffix to a base form that ends in a vowel. The new “twist” here concerns the final consonant of the verbal suffix, which alternates between **k** and **q**. The rule in this case is that **k** is used after *front* vowels and **q** after *back* vowels (as indicated by the color-coding: **k**, **q**). For our purposes, we are going to write the verbal suffix for the first person plural as **‘(y)IQ** to signify the following possibilities:

‘(y)ik ‘(y)ük ‘(y)ıq ‘(y)uq

One other thing to note in the sentences above is the absence of any plural suffix attached to the nouns. Because the personal verbal suffix **‘(y)IQ** is used only with the first person *plural*, there is no need to add the plural suffix (**-IAr**); the notion of plurality is understood from the subject of the sentence (“we”).

Second Person Plural

For the second person plural, the present tense of “to be” is expressed by the personal verbal suffix **-sInIz**. With this four-way suffix, all of the consonants—**s, n, z**—are “normal” (i.e., they do not change based on the *front/back* quality of the preceding vowel, as we saw with the first person plural suffix **-(y)IQ**). We thus have the following possible sentences:

Siz sürücüsünüz. – You are a driver/drivers.

Siz proféssorsunuz. – You are a professor/professors.

Siz həkimsiniz. – You are a doctor/doctors.

Siz yazıçısınız. – You are an author/authors.

Once again, the vowel in the four-way suffix clearly reflects the quality of the final vowel of the base word—*front/back* and *rounded/unrounded*. Because the suffix begins with a consonant, no buffer vowel is needed. Also remember that the second person plural pronoun—**siz**—is used *either* to address a single individual to whom you wish to show respect (i.e., an older person you do not know well or with whom you have a relationship of an official or formal nature) *or* when speaking to more than one person (regardless of whether the relationship is formal or informal). For this reason, the noun in such sentences could be translated into English as singular or plural. Just as with the first person plural verbal suffix, there is no need to add the plural **-IAr**, as it is usually clear from the context whether the subject of the sentence is a single individual or several.

Third Person Plural

For the third person plural, the verbal suffix is, in general, the same as the third person singular: **-dIr**. Note, however, the following conditions:

- If the subject of the sentence is a *person*, then the plural suffix **-IAr** must also be added, resulting in the verbal suffix **-dIrIAr**.
- If the subject of the sentence is an *object* (such as a book, tree or building), no plural suffix is added.
- For situations in which the subject of the sentence is an *animal*, the addition of the plural suffix **-IAr** is optional.

With that in mind, take a look at the following sentences:

Onlar sürücüdürlər. – They are drivers.

Onlar proféssordurlar. – They are professors.

Onlar həkimdirlər. – They are doctors.

Onlar yazıçıdırlar. – They are authors.

Note how the vowel in the four-way suffix **-dIr** reflects the *rounded/unrounded* distinction, whereas the vowel in the two-way suffix **-IAr** does not (it only reflects the *front/back* quality of the preceding vowel).

Remember that, with the third person plural, if the subject of the sentence is a person, the plural

suffix **-lAr** is added to the verbal suffix **-dIr** (which is the case in all four example sentences above). If, however, the subject is some inanimate object, no plural verbal suffix is added. Let's take a look at a few sentences (in both the singular and plural) and compare the changes that occur with different types of subjects:

O həkímdir. – He/She is a doctor.
Bu kitábdır. – This is a book.

Onlar həkímdirlər. – They are doctors.
Bunlar kitábdır. – These are books.

As you can see, the structure of the singular-subject sentences in the left column is the same: both the pronoun and the verbal suffix are singular. With the plural-subject sentences in the right column, though, there is a distinct difference. While the pronouns are both clearly plural (as indicated by the underlined suffix **-lAr**), only the verbal suffix on “doctor” is marked as plural. Because the subject of the second sentence—“books”—is not a person, there is no plural verbal suffix added to **-dIr**. Thus, the only distinguishing feature between the two sentences in the bottom row is in the pronoun: **bu** vs. **bunlar**. In this case, the presence of the pronoun is necessary, as it clarifies whether we are talking about a single book or more than one book.

With the sentence in the top row of the right column above (**Onlar həkímdirlər.**), *both* the pronoun and the verbal suffix tell us that the subject is “they”. For this reason, the presence of the pronoun is optional. In fact, if you look at the other personal verbal suffixes, you will see that they also all clearly indicate the subject of the sentence: **-(y)Am** is used only with “I,” **-sAn** only with “you” (singular and informal), **-(y)IQ** only with “we,” and **-sInIz** only with “you” (plural and/or formal). The pronouns in these cases—**mən, sən, biz** and **siz**—are not necessary; the subject of the sentence would be just as clear without them. You thus might hear or see sentences such as the following:

Yazıcıyam. – I am an author.
Proféssoruq. – We are professors.
Həkímdirlər. – They are doctors.

Such “pronoun-less” sentences can be quite common in situations where the subject is already clear from context. It is not a mistake, however, to include the pronoun. Of course, in any case where confusion or a misunderstanding might occur, pronouns *should* be used to help make the subject of the sentence clear.

The following table summarizes the personal pronouns in Azerbaijani along with the corresponding personal verbal suffixes for the present tense of “to be”:

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|---------------|---------------|---|------------------|
| <i>1st person</i> | mən | – | -(y)Am | biz | – | -(y)IQ |
| <i>2nd person</i> | sən | – | -sAn | siz | – | -sInIz |
| <i>3rd person</i> | o | – | -dIr | onlar | – | -dIr(lAr) |

Unit 2 Exercises

2.1 Choose the correct translation.

1. I'm an author.

Mən yazıçıyam.

Mən yazıçısən.

Mən yzıçıyəm.

Mən yazıçıyam.

2. We are doctors.

Biz həkimsiniz.

Biz həkimik.

Biz həkimiyik.

Biz həkimiq.

3. You (*informal*) are a professor.

Siz professorsunuz.

Siz professoram.

Sən professorsan.

Sən professorsən.

4. These are notebooks.

Bu dəftərlər.

Bunlar dəftərdir.

Onlar dəftərdirlər.

O dəftərlərdir.

5. They are authors.

Onlar yazıçıdırlar.

Onlar yazıçılardır.

Onlar yazıçılar.

Onlar yazıçı.

2.2 Translate into English.

1. Sən həkimsən. (You (*informal*) are a doctor.)
2. Biz professoruq. (We are professors.)
3. Onlar sürücülərlər. (They are drivers.)
4. Bu lampadır. (This is a lamp.)
5. Siz yazıçısınız. (You are an author/authors.)
6. Mən professoram. (I'm a professor.)
7. O professordur. (He/She is a professor.)
8. Həkimik. (We are doctors.)
9. Sürücüsünüz (You are a driver/drivers.)
10. O şəkildir. (That is a picture.)
11. Bunlar kitabdır. (These are books.)
12. Yazıçıyam. (I'm an author.)
13. Professordurlar. (They are professors.)
14. Onlar qələmdir. (Those are pens.)

2.3 Translate into Azerbaijani.

1. I'm a doctor. (Mən həkiməm.)
2. You (*informal*) are a driver. (Sən sürücüsən.)
3. She's a professor. (O professordur.)
4. We are authors. (Biz yazıçıyıq.)
5. They are doctors. (Onlar həkimdirlər.)
6. This is a newspaper. (Bu qəzetdir.)

7. You are doctors. (Siz həkimsiniz.)
8. These are tables. (Bunlar stoldur.)
9. You (*formal*) are a professor. (Siz professorsunuz.)
10. He's an author. (O yazıçıdır.)

Unit 3

Now that we've covered the verb "to be" (in the present tense), let's add another part of speech—adjectives—to make our sentences a bit more interesting.

Adjectives

Just like English, Azerbaijani uses adjectives to modify and qualify nouns. Adjectives generally precede the noun (as in English), unless the word order of a phrase or sentence requires a different position. Here are some common adjectives in Azerbaijani:

| | | | |
|---------------|-----------------|-----------------|-------------------|
| yaxşı | - good | cavan | - young |
| pis | - bad | qoca | - old (not young) |
| böyük | - big, large | ucuz | - cheap |
| balaca | - small | baha | - expensive |
| təzə | - new | maraqlı | - interesting |
| köhnə | - old (not new) | maraqsız | - boring, dull |

Using these adjectives, we can now form the following sentences:

Mən yaxşı sürücüyəm. – I am a good driver.

Bu, maraqlı kitabdır. – This is an interesting book.

Biz cavan həkimik. – We are young doctors.

Note that the form of the adjective does not change, regardless of whether the noun it is modifying is singular or plural:

O, maraqsız proféssordur. – He/She is a boring professor.

Onlar maraqsız proféssordurlar. – They are boring professors.

In all of the example sentences thus far, the personal verbal suffixes have been attached to the noun. Remember, though, that we said the personal verbal suffixes (for the present tense of "to be") are simply added to the final word in a sentence. This final word does not have to be a noun:

Mən cav^ánam. – I am young.

O yaxşıdır. – He/She is (doing) well. (literally, "He/She is good")

Siz maraqlı^sınız. – You (*plural and/or formal*) are interesting.

Onlar köhnədir. – Those are old. (said of some objects, hence the absence of the plural suffix **-lAr** attached to the verbal suffix **-dir**)

We can also, of course, use a combination of adjectives in a single sentence:

Yaxşı kitablar bahádır. – Good books are expensive.

Cavan sürücülər maraqlıdırlar. – Young drivers are interesting.

Maraqsız yazıçılar pis proféssordurlar. – Boring authors are bad professors.

Remember that adjectives which modify a noun will precede that noun. This point is important to keep in mind... especially in sentences with the following two adjectives:

bu - this/these

o - that/those

Yes, these are the same words we saw above in the section on pronouns! We said that the forms **bu** and **bunlar** are *demonstrative pronouns* (meaning “this” and “these”) and that the words **o** and **onlar** are both *demonstrative pronouns* (meaning “that” and “those”) as well as *personal pronouns* (meaning “he/she/it” and “they”). And that is all still true. The words **bu** and **o**, however, also exist as regular adjectives. How can **bu** mean “this” and “these” (or **o** mean “that” and “those”)? It’s simple. Remember that adjectives do not change their form, regardless of whether the noun they’re modifying is singular or plural.

** Note: In the English sentence “*He is a doctor*”, the verb form “*is*” separates the subject (“he”) and the rest of the predicate (“a doctor”). In Azerbaijani, however, the subject and the rest of the predicate are next to each other because the verb—in this case, the verbal suffix **-dir**—comes at the end of the sentence: **O həkimdir**. While this situation in most cases is not a problem, there can be some initial confusion when dealing with the words **bu** and **o**, because these two words can act as both an adjective and a pronoun. In cases where confusion might arise (usually when **bu** or **o**—in the role of a pronoun—is followed by an adjective), a comma is written so as to clearly separate the subject of the sentence from the predicate. Take a look at the following examples using **bu** and **o** (with their various forms and roles indicated in parentheses):

- **Bu kitab maraqlıdır.** – This book is interesting. (**bu** is an adjective modifying “book”; singular)
- **Bu kitablar maraqlıdır.** – These books are interesting. (**bu** is an adjective modifying “books”; plural)
- **Bu, maraqlı kitabdır.** – This is an interesting book. (**bu** is a demonstrative pronoun [and can be replaced with the phrase “this object I’m indicating”]; singular)
- **Bunlar maraqlı kitabdır.** – These are interesting books. (**bunlar** is a demonstrative pronoun [and can be replaced with the phrase “these objects I’m indicating”]; plural)

- **O profəssor cavandır.** – That professor is young. (adjective; singular)
- **O profəssorlar cavandırlar.** – Those professors are young. (adjective; plural)
- **O, yaxşı kitabdır.** – That is a good book. (demonstrative pronoun; singular)
- **Onlar yaxşı kitabdır.** – Those are good books. (demonstrative pronoun; plural)
- **O, cavan profəssordur.** – He/She is a young professor. (**o** is a personal pronoun; singular)
- **Onlar cavan profəssordurlar.** – They are young professors. (**onlar** is a personal pronoun; plural)

As you can see from the first two sentences in each group above, the words **bu** and **o** do not change when acting as adjectives (even when modifying a plural noun). In the roles of demonstrative or personal pronouns, however, **bu** and **o** add the plural suffix **-lar** to indicate a

plural subject.

Unit 3 Exercises

3.1 Translate the following sentences into English.

1. Sən cavansan. (You (*informal*) are young.)
2. Biz maraqlıyıq. (We are interesting.)
3. Onlar qocadırlar. (They are old.)
4. Siz yaxşı professorsunuz. (You are a good professor/professors.)
5. Mən maraqsız həkiməm. (I'm a boring doctor.)
6. O maraqlıdır. (He/She is interesting.)
7. Bu qəzet ucuzdur. (This newspaper is cheap.)
8. Onlar maraqlı şəkildir. (Those are interesting pictures.)
9. Yaxşı qələmlər bahadır. (Good pens are expensive.)
10. O köhnə stul böyükdür. (That old table is big.)

3.2 Translate the following sentences into Azerbaijani.

1. She is an interesting author. (O, maraqlı yazıçıdır.)
2. This is an expensive pen. (Bu, baha qələmdir.)
3. They are bad drivers. (Onlar pis sürücülər.)
4. We are boring professors. (Biz maraqsız professoruq.)
5. I'm an old doctor. (Mən qoca həkiməm.)
6. You (*informal*) are interesting. (Sən maraqlısan.)
7. Those are new windows. (Onlar təzə pəncərədir.)
8. You are young authors. (Siz cavan yazıçısınız.)

Unit 4

We have learned how to create a number of sentences using a handful of nouns/pronouns, adjectives and the personal verbal suffixes for “to be”. But what about situations where someone or something is not good, bad, interesting, young, etc.? Turn the page (so to speak) and we’ll take a look at negation.

Negation (part I)

Negation in Azerbaijani is accomplished in a couple of different ways depending upon the type of sentence being negated. Up to now, we have only worked with the verb “to be”. We mentioned that this verb is a “special situation” in the present tense because it lacks a base form to which we can add verbal suffixes. For this same reason, the verb “to be” (in the present tense) is negated in a manner different than other verbs.

To form the negative of the present tense of “to be,” we will use the special negative word: **déyil**. This word—or “particle,” in linguistic terms—will then act as the base form to which we can add the personal verbal suffixes.

We have already seen how the verbal suffixes of the present tense of “to be” are added to the end of the sentence. When negating a present tense sentence with “to be,” simply place **déyil** at the end of the sentence and then add the appropriate personal verbal suffix. Take a look at the following sentence pairs:

Mən proféssoram. – I am a professor.
Mən proféssor déyiləm. – I am not a professor.

Sən yaxşı yazıçısan. – You (*informal*) are a good author.
Sən yaxşı yazıçı déyilsən. – You (*informal*) are not a good author.

O həkim cavandır. – That doctor is young.
O həkim cavan déyil(dir)*. – That doctor is not young.

Biz sürücüyük. – We are drivers.
Biz sürücü déyilik. – We are not drivers.

Siz maraqsızsınız. – You (*plural and/or formal*) are boring.
Siz maraqsız déyilsiniz. – You (*plural and/or formal*) are not boring.

Bu kitablar bahádır. – These books are expensive.
Bu kitablar baha déyil(dir)*. – These books are not expensive.

Onlar maraqlı proféssordurlar. – They are interesting professors.
Onlar maraqlı proféssor déyil(dirlər)*. – They are not interesting professors.

The suffixes attached to **déyil** must, of course, follow the rule of vowel harmony. Because the particle **déyil** does not change, any added suffix must reflect the **front** (and, when possible, **unrounded**) quality of the final vowel **i**.

*Note: The personal verbal suffix for the third person singular and plural **-dIr(lAr)** is used only in official or formal Azerbaijani (i.e., in newspapers or official publications). In everyday spoken Azerbaijani, the form **déyil** is sufficient—without any personal suffixes—for negating the third person singular and plural.

Unit 4 Exercises

4.1 Choose the correct translation.

1. We are not drivers.

Biz sürücüyük deyil.

Biz sürücülər deyil.

Biz sürücü deyilik.

Biz sürücü deyiliq.

2. That is not a good book.

O, yaxşı kitab deyil.

O, yaxşı kitab.

O, yaxşı kitabdır deyil.

O, yaxşı kitab deyildirlər.

3. You are not interesting professors.

Siz maraqlı professor deyillər.

Siz maraqlı professor deyilsiniz.

Siz maraqlı professordurlar deyil.

Siz maraqlı professor deyil.

4. I'm not a bad doctor.

Mən pis həkim deyil.

Mən pis həkim deyilyəm.

Mən pis həkiməm deyil.

Mən pis həkim deyiləm.

5. These are not old books.

Bunlar köhnə kitab deyil.

Bunlar köhnə kitablar deyillər.

Bu, köhnə kitab deyil.

Bu, köhnə kitab deyildir.

4.2 Translate the following sentences into English.

1. Sən maraqsız professor deyilsən. (You (*informal*) aren't a boring professor.)
2. Biz pis həkim deyilik. (We aren't bad doctors.)
3. Mən cavan deyiləm. (I'm not young.)
4. Siz qoca deyilsiniz. (You (*plural and/or formal*) are not old.)
5. O qəzet ucuz deyil. (That newspaper isn't cheap.)
6. O, ucuz qəzet deyil. (That isn't a cheap newspaper.)
7. Onlar böyük kitab deyil. (Those aren't big books.)
8. O kitablar böyük deyil. (Those books aren't big.)

4.3 Translate the following sentences into Azerbaijani.

1. You (*formal*) aren't a professor. (Siz professor deyilsiniz.)
2. I'm not boring. (Mən maraqsız deyiləm.)
3. This isn't an interesting book. (Bu, maraqlı kitab deyil.)

4. This book isn't interesting. (Bu kitab maraqlı deyil.)
5. We aren't bad drivers. (Biz pis sürücü deyilik.)
6. They aren't young doctors. (Onlar cavan həkim deyil.)
7. Those tables aren't new. (O stollar təzə deyil.)
8. You (*informal*) aren't old. (Sən cavan deyilsən.)

Unit 5

Now that we have covered both positive and negative sentences, we will take a look at the third type of sentence: yes/no questions.

Forming Questions

There are two ways to make a statement into a question in Azerbaijani. The first, and easiest, is simply to add a question mark at the end of the sentence. Thus,

Bu kitabdır. – This is a book.

Bu kitabdır? – Is this a book?

In speech, a question of this type will be spoken with a rising intonation (just as in English).

The second way to create a yes/no question—in other words, a question without a question word (such as “who,” “when,” “how,” etc.)—is to add the interrogative (which is just a fancy word for “questioning”) suffix **-mİ** to the end of the sentence:

Bu kitabdır. – This is a book.

Bu kitabdırmı? – Is this a book?

Siz profəssorsunuz. – You are a professor.

Siz profəssorsunuzmu? – Are you a professor?

Of course, a question mark is added in these cases as well.

It is not necessary to add the interrogative suffix **-mİ** to questions—a question mark (in print) or the use of rising intonation (in speech) is sufficient. You should, however, become familiar with this suffix so that you can recognize and understand it when you encounter it.

As in English, yes/no questions in Azerbaijani can be either positive or negative:

Sən yazıçısan(mı)? – Are you an author?

Sən yazıçı deyilsən(mi)? – Aren't you an author?

O cavan profəssorlar maraqlıdırlar(mi)? – Are those young professors interesting?

O cavan profəssorlar maraqlı deyil[dirlər](mi)? – Aren't those young professors interesting?

(Remember that the third person verbal suffix for the present tense of “to be” is not normally added to the negative particle **déyil** in everyday Azerbaijani.)

Now, with the addition of two more words—**bəli**, “yes” and **xeyr**, “no”—we can create some

short dialogues.

O proféssordurmu? – Is he/she a professor?

Bəli, proféssordur. – Yes, he/she is a professor.

Siz həkimsinizmi? – Are you (*formal*) a doctor?

Xeyr, mən həkim deyiləm. Proféssoram. – No, I'm not a doctor. I'm a professor.

O, pis yazıçı deyilmi? – Isn't he/she a bad author?

Xeyr, o, pis yazıçı deyil. Yaxşıdır. – No, he/she isn't a bad author. He/She is (a) good (one).

Sən yaxşı sürücüsənmi?* – Are you (*informal*) a good driver?

Bəli, yaxşı sürücüyəm. – Yes, I am a good driver.

* Note: Up to now, we have only been adding a single suffix to various nouns, pronouns and adjectives. We stated earlier, though, that Azerbaijani, like English, takes advantage of combinations of suffixes in many cases. In situations where two (or more) suffixes are attached to a base word, the quality of the vowel in the second (or later) suffix is determined by the vowel in the immediately preceding syllable, not by the final syllable of the base word. Let's look at a few examples:

Sən həkimsən. – You (*informal*) are a doctor.

In the sentence above, we see that the quality of final vowel in the base word **həkim**—a *front, unrounded i*—is reflected in the *front, unrounded* vowel ə of the second-person singular verbal suffix **-sən**. When we add the interrogative suffix **-mi** to this sentence, the expected *front, unrounded* vowel is seen:

Sən həkimsənmi? – Are you (*informal*) a doctor?

Nothing unusual there. Now let's try the same thing with a *front, rounded* vowel:

Sən sürücüsən. – You (*informal*) are a driver.

Here we see that the *rounded* quality of the vowel **ü** is not reflected in the second-person singular verbal suffix... but that's not surprising, because **-sən** is only a two-way suffix and thus can only show a *front/back* distinction (not *rounded/unrounded*). Notice what happens when we add the interrogative suffix **-mi** to this sentence:

Sən sürücüsənmi? – Are you (*informal*) a driver?

Although we see the expected result in the first suffix **-sən** (as discussed above), the quality of the vowel in the second suffix **-mi** is somewhat surprising. Because this interrogative suffix is a four-way ending, we would expect to see a *front, rounded* vowel to reflect the **ü** of the base word. The rule of vowel harmony, however, looks only to the *immediately* preceding syllable. In

the case of the interrogative suffix **-mI**, vowel harmony looks only as far as the vowel ə... and sees a **front, unrounded** vowel. So even though the final vowel of the base word is **rounded**, the **unrounded** quality of the vowel in the first suffix makes this **rounded** feature invisible to all subsequent suffixes. (Essentially, the presence of any two-way suffix in a word will mean that any further suffixes from that point on will show only a **front/back** distinction.) Similarly:

Onlar sürücüdürlərmi? – Are they drivers?

Separating the various suffixes present in the word for “drivers,” we get **sürücü-dürlər-mi**. Because the second half of the third-person plural verbal suffix **-dIrlAr** is a **two-way** suffix (**front/back**), the **rounded** quality of the **ü** in the base word does not “filter through” to the interrogative suffix **-mI**. Were the sentence in the singular, however, there would be nothing to block the **rounded ü**:

O sürücüdürümü? – Is he/she a driver?

Unit 5 Exercises

5.1 Choose the correct translation.

1. Is he/she an author?

O yazıçıdırımı?

O yazıçımı?

O yazıçıdırımı?

O yazıçdırımı?

2. Are we young?

Biz cavanıqmı?

Biz cavanmı?

Biz cavanıkmı?

Biz cavanıqmı?

3. Are you (*formal*) a professor?

Sən professorsanı?

Sən professorsənmi?

Siz professorsunuzmı?

Siz professorsunuzmu?

4. Aren't those doctors old?

O həkimlər qoca deyilmi?

O həkim qoca deyildirlərmi?

Onlar qoca həkim deyilmi?

Onlar qoca həkim deyildirlərmi?

5. Aren't you (*informal*) a driver?

Sən sürücü deyilsənmi?

Sən sürücü deyilsənmi?

Sən sürücüsən deyilmi?

Sən sürücüsən deyilmi?

5.2 Translate the following sentences into English.

1. Siz yazıçısınızımı? (Are you an author/authors?)

2. O, maraqlı professor deyilmi? (Isn't he/she an interesting professor?)

3. Bunlar köhnə kitablar deyilmi? (Aren't these old books?)

4. Biz yaxşı həkimikmi? (Are we good doctors?)

5. Onlar pis sürücü deyilmi? (Aren't they bad drivers?)

6. Sən maraqsız professorsanı? (Are you (*informal*) a boring professor?)

7. Bu qəzet ucuz deyilmi? (Isn't this newspaper cheap?)

8. O həkim pis yazıçıdır mı? (Is that doctor a bad author?)

5.3 Translate the following sentences into Azerbaijani.

1. Am I interesting? (Mən maraqlıyam mı?)
2. Aren't you (*formal*) an author? (Siz yazıçı deyilsiniz mi?)
3. Is this an old book? (Bu, köhnə kitabdır mı?)
4. Is this book old? (Bu kitab köhnədir mi?)
5. Isn't this book old? (Bu kitab köhnə deyil mi?)
6. Are you (*informal*) an old professor? (Sən qoca professorsan mı?)
7. Aren't we boring authors? (Biz maraqsız yazıçı deyilik mi?)
8. Is he/she a professor? (O professordur mu?)

Unit 6

Types of Suffixes

As we have already seen above, both English and Azerbaijani use suffixes (and prefixes, in the case of English) to modify and produce words. Although many different suffixes are used in this modification and production process, they can all be divided into two main types: *inflectional* and *derivational*.

The addition of an inflectional suffix to a word changes the specific grammatical function or environment of that word... *without* changing the original word's basic meaning or its part of speech. Thus, attaching an inflectional suffix to a noun results in a modified noun, while adding an inflectional suffix to a verb yields a modified verb. An example of the former is the suffix **-lAr** in Azerbaijani:

kitab ⇒ **kitablar** (the basic meaning of both words is the same, but the context each can be used in—singular “book” vs. plural “books”—is different),

while the past tense marker **-ed** in English would be an example of an inflectional suffix used to modify a verb:

open ⇒ **opened** (again, the basic meaning is the same, but the environment—present tense “open” vs. past tense “opened”—has changed).

We will see many more examples of inflectional suffixes in Azerbaijani in the following units.

With derivational suffixes, the new (suffixed) word that is created is, in most cases, not the same part of speech as the original. Moreover, the meaning of the new word is distinct from that of the original. We saw this process with the English suffixes **-ful**, **-ness** and **-ly**:

thought (noun) ⇒ **thoughtful** (adjective) ⇒ **thoughtfulness** (noun) or ⇒ **thoughtfully** (adverb).

Throughout this course, we will cover a number of the most common derivational suffixes in Azerbaijani. Knowledge of such suffixes will greatly increase the number of words which you can produce and understand.

Derivational Suffixes

(part I)

Without realizing it, you have actually already learned two frequently used derivational suffixes in Azerbaijani. If you look back at the table in Unit 3 on **Adjectives**, you will see that the Azerbaijani words for “interesting” and “boring” are quite similar to one another. This is due to the fact that they were created by attaching two different suffixes—with opposite meanings—to the same base word.

- When added to a noun, the suffix **-II** creates an adjective that has the meaning “possessing X” or “characterized by X”.
- Adding the suffix **-sIz**, on the other hand, results in an adjective that means the exact opposite: “without X” or “lacking X”.

Thus, using the noun **maraq** (“interest”), we can create the following adjectives:

maraqlı – interesting (*characterized by interest, having interest*)
marasız – boring, dull (*without interest*)

From the noun **təhlükə** (“danger”), we get:

təhlükəli – dangerous (*characterized by danger*)
təhlükəsiz – safe (*without danger*)

With the noun **pul** (“money”), we can produce the following two adjectives:

pullu – rich, wealthy (*possessing money*)
pulsuz – penniless, impoverished; free of charge (*without money*)

Finally, from the noun **dözüm** (“patience, endurance”), we have the following:

dözümlü – patient, forbearing (*possessing patience, endurance*)
dözümsüz – impatient, impulsive (*lacking patience, self-control*)

Now that you are aware of these two suffixes, look for them as your vocabulary in Azerbaijani increases.

Common First Names

The following table lists some common first names in Azerbaijani:

| | <i>Male</i> | | <i>Female</i> |
|--------------|-------------------|--------------------|---------------|
| Anar | Məmməd | Elmira [i:] | Rəna |
| Elçin | Nadir | Fəridə | Sevda |
| Eldar | Tofiq [o:] | Gülnar | Sevil |
| Əli | Vahid [a:] | Leyla | Zöhrə |

Question Words

We have already seen how the addition of the suffix **-mI** can turn a statement into a yes/no question. Such questions, however, focus only on the “truth value” of a sentence—in other words, whether the information in the sentence is correct or not. For other types of questions—who, what, when, where, how, etc.—we will need to use a question word. For now, we will look at the question words “what” and “who” in Azerbaijani: **nə** and **kim**. Examine the following sentences, noting the position of the question words in English and Azerbaijani:

Bu nədir? – What is this?
Bu kitabdır. – This is a book.

O kímdir? – Who is that?
O proféssordur. – That is the professor.

Bunlar nədir*? – What are these?
Bunlar kitábdır. – These are books.
(* Note: In formal Azerbaijani, this would be expressed as **Bunlar nələrdir?**)

Siz kímsiniz? – Who are you?
Mən Leyláyam. – I'm Leyla.

O cavan kişilər kímdir?** – Who are those young men?
Onlar yazıçılardır. – They are authors.
(** Note: In formal Azerbaijani, this would be expressed as **O cavan kişilər kimlərdirlər?**)

Unlike English, where the question words “what” and “who” must stand at the beginning of a question, Azerbaijani places such question words at the end of the sentence just before the verb. (In the case of the present tense of “to be,” the question word and personal verbal suffix are joined together.)

The Case System

We mentioned above that there are two main types of suffixes—*inflectional* and *derivational*—in both English and Azerbaijani and that they are used to modify words in different ways. Up to now, we have only seen two instances of an inflectional suffix: the suffix **-IAr** that we added to nouns to form the plural and the personal verbal suffixes for the present tense of “to be” that we attached to the final word in a sentence. We saw how the addition of these suffixes did not affect the basic meaning of the original word or change its part of speech. Instead, the presence of an inflectional suffix modified the grammatical function of the original word (e.g., singular vs. plural, first person singular vs. second person singular, etc.). We will see that this same process of modification occurs in another area of Azerbaijani through the use of inflectional suffixes: the “case system”. In this system, suffixes are added to nouns and pronouns in order to indicate a different grammatical function. Let's first look at an example of this process in English:

***He** likes to play the piano.*
*Sarah saw **him** at the concert.*
***His** car is parked across the street.*

You have probably never thought about it much, but the words “he,” “him” and “his” are essentially just a single word... modified to reflect three different functions. After all, the use of “he,” “him” or “his” indicates that a single individual is being referred to and that this individual is male. So why can't we say “***His** likes to play the piano*” or “*Sarah saw **he** at the concert*” or “***Him** car is parked across the street*” if, in fact, all three words represent pretty much the same thing? Because the *function* of each of these three words is different. In the first example

sentence above, the word “he” designates the subject of the sentence, whereas the word “him” in the second sentence represents the object of the sentence, and the word “his” in the last sentence shows possession. These three different *functions* are represented by three different *forms* of the pronoun for “a single male person”: **he, him, his**. We could substitute the pronoun “who” in the three sentences above... with the same effect:

Who likes to play the piano?
Sarah saw whom at the concert?
Whose car is parked across the street?

Once again, the basic *meaning* of “who,” “whom” and “whose” is, for all intents and purposes, the same. It’s the *function* that each of these forms represents that is different.

In English, these three functions—subject, object and possession—are represented by three different forms only in the area of pronouns. If we were to replace the pronouns above with, say, a name or a noun, the “different function = different form” relationship would disappear:

Dave likes to play the piano. (The doctor likes to play the piano.)
Sarah saw Dave at the concert. (Sarah saw the doctor at the concert.)
Dave’s car is parked across the street. (The doctor’s car is parked across the street.)

In Azerbaijani, however, the relationship between function and form is maintained with all nouns and pronouns (including names).

We will see that there are six main functions that we can assign to nouns and pronouns in Azerbaijani by adding various inflectional suffixes. Each of these suffixes corresponds to a *case*, which is simply an easier way of referring to and representing the different possible grammatical functions. Taken together, these six cases form the “case system” and are an integral part of Azerbaijani (and all Turkic languages... as well as many other languages such as German, Latin, Russian, etc.). Let’s take a look at the first of these cases—the Nominative case.

The Nominative Case

The **Nominative** case is the most basic of all the cases and represents the form that is given in an Azerbaijani dictionary (i.e., the “base” form). It is used to express the subject of a sentence. The underlined words in the following sentences would thus all be in the Nominative case:

- Bob loves Mary.
- Mary loves Bob.
- There are three chairs in the corner of the room.
- At the end of the book is a key with the answers to the exercises.

In most cases, the subject in English will be at the beginning of the sentence... but not always (as you can see from the last two example sentences above). If you are unsure which word in a sentence is the subject, then try to locate the verb. These two parts of the sentence—the subject and the verb—are always coordinated, such that changing one of them from, say, singular to

plural will cause the other to change as well (in order for the sentence to make sense).

Up to this point, all of the nouns and pronouns we have seen have been in the Nominative case:

kitab həkim profəssor yazıçı dəftər mən siz bu

You might be wondering at this point, since there doesn't appear to be any special ending on any of the words above, what the Nominative case suffix is. The answer is: the "null" (or "zero") suffix. In other words, for the Nominative case there is no inflectional suffix. It's actually the *absence* of any such suffix that signals that a word is the subject of a sentence.

A note about sentences with "to be"

We stated above that the subject in English tends to be at the beginning of the sentence. But take a look at the following sentence:

My brother is a doctor.

Which part is the subject of the sentence? It's probably "my brother," because those are the first words in the sentence, right? Remember that the subject and verb in a sentence are coordinated, so changing one leads to a change in the other. Let's see what happens if we make the beginning part of the sentence—"my brother"—plural:

My brothers are a doctor.

Something's not right here. By changing "my brother" to "my brothers," the verb had to change from "is" to "are"... and that makes sense if "my brother" is the subject. But what about the word "doctor"? We can't say "My brothers are a doctor"; that doesn't make any sense. We would have to change the sentence to:

My brothers are doctors.

Now the sentence is correct... but we ended up having to change both "my brother" and "a doctor". So which one is the subject? Well, the actual subject in this case is, indeed, "my brother". But the words "a doctor," because they serve to describe or provide more information about the subject of the sentence, play the same grammatical role—and thus must be in the same case—as the subject. For that reason, both parts are in the Nominative case. If you think of the verb "to be" as an equals sign (=), it will make more sense:

My brother = a doctor.

We know that "my brother" is the subject... and that subjects belong in the Nominative case. Due to the equals sign, whatever case is used for the left side of the "equation" must also be used for the right side. So remember that, in sentences with the verb "to be," the nouns (or pronouns) on both sides of the verb will be in the same case.

Vocabulary

Up to now, the examples and exercises in this course have been based on a small number of basic nouns and adjectives (along with the verbal suffixes for the present tense of “to be”). The purpose of limiting the vocabulary in this manner was to keep the focus on the grammatical information presented, while simultaneously reinforcing some useful basic words. Below are some additional words which, together with the vocabulary from Unit 1, will form the basis of the majority of the sentences and exercises throughout the rest of the course. (**Please note: The list below is not meant to be exhaustive. Many international borrowings—such as **park**, **restoran**, **televizor**, **konsert**—and words which appear with low frequency in example sentences have not been included, as their meaning should be clear from the translation provided. If you are ever unsure of a word, you can consult the vocabulary list in the Appendix.)

| | | | | | |
|-------------------|--------------|------------------|------------|--------------------|---------------|
| Amérika | - America | ev | - house | məktəb | - school |
| ana | - mother | xəstəxana | - hospital | məktub | - letter |
| ata | - father | kino | - movie | müəllim | - teacher |
| Azərbaycan | - Azerbaijan | | (theater) | pışik | - cat |
| baçı | - sister | kitabxana | - library | poçt | - post office |
| Bakı | - Baku | qardaş | - brother | pul | - money |
| bank | - bank | qonşu | - neighbor | tələbə | - student |
| çoxlu | - many | mağaza | - store | universitet | - university |
| dost | - friend | maşın | - car | uşaq | - child |

Expressing Location

In English, we use the prepositions “in,” “on” and “at” to express location in space (*in Boston, on the table, at the concert*) and in time (*in March, on July 4th, at 5:00 p.m.*). In Azerbaijani, however, the function of these prepositions is fulfilled by a case—the **Locative** case. As its name implies, the Locative case is used to indicate location. (For now, we will only deal with location in space.) The inflectional suffix for the Locative case is **-dA**. Take a look at the following Locative forms:

Bóstonda – in Boston
stolda – on the table
konsertdə – at the concert

We can now add a subject and a verb to create complete sentences:

Leyla Bóstondadır. – Leyla is in Boston.
Kitablar stoldadır. – The books are on the table.
O konsertdədir(mi)? – Is he/she at the concert?

Notice how the personal verbal suffix for “to be” is simply added to the final word in the sentence, following immediately after the Locative suffix.

When asking a question about the location of someone or something, we will use the question

word for “where”—**hára**—together with the Locative suffix:

- **Maşın háradadır?** – Where is the car? (*literally* “at where”)
- **O qarajdadır.** – It’s in the garage.

Also note the two forms **búra** (“here”) and **óra** (“there”), based on the demonstrative pronouns **bu** (“this”) and **o** (“that”):

- **Búra Bóstondur(mu)?** – Is this Boston? (*literally* “Is here Boston?”)
- **Xeyr, bura Bóston déyil.** – No, this isn’t Boston.
- **Búra háradır? Mən háradayam?** – Where is this? Where am I? (*literally* “at where”)
- **Búra Atlántadır. Siz Atlántadasınız.** – This is Atlanta. You’re in Atlanta.

Here are some more short dialogues involving the Locative case:

- **Tofiq evdədir(mi)?** – Is Tofiq at home? (*literally* “in the house”)
- **Xeyr, evdə déyil. Məktəbdədir.** – No, he isn’t at home. He’s at school.
- **Biz háradayıq?** – Where are we?
- **Bu párkdır. Biz parkdəyıq.** – This is the park. We’re in the park.
- **Universitetdə kímdir?** – Who is at the university?
- **Profəssorlar óradadırlar.** – The professors are there.
- **Tələbələr universitetdə déyil(mi)?** – The students aren’t at the university?
- **Xeyr, onlar kitabxanadadırlar.** – No, they’re at the library.

We have seen that it isn’t a problem to attach a personal verbal suffix to the end of a word which already has a Locative suffix added to it:

Leyla şəkildədir. – Leyla is in the picture.

But what if we want to make the word “picture” plural in the example above? Where do we put the plural suffix **-lAr**? The answer is to add the plural suffix first and the Locative case suffix second: **şəkil-lər-də**. Thus:

Leyla şəkillərdədir. – Leyla is in the pictures.

We can also modify the sentence with adjectives, just as we have been doing:

Leyla o köhnə şəkillərdədir. – Leyla is in those old pictures.

Remember that the Locative suffix **-dA** will be attached to the word that indicates *location*, so you wouldn’t want to add it to an adjective.

Finally, let's take a look at the Locative case of the personal pronouns:

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---|--------------------|-------------------------------|
| <i>1st person</i> | mən | ⇒ | məndə | biz ⇒ bizdə |
| <i>2nd person</i> | sən | ⇒ | səndə | siz ⇒ sizdə |
| <i>3rd person</i> | o | ⇒ | o<u>n</u>da | onlar ⇒ onlarda |

Note the presence of the letter “n” between the pronoun **o and the Locative suffix **-dA** in the third personal singular. This is actually the same “n” that appears between the pronoun **o** and the plural suffix **-lAr** in the form **onlar** and between **bu** and **-lAr** in **bunlar**.**

The demonstrative pronouns **bu** and **bunlar** change in the same manner as **o** and **onlar**. The Locative case forms are thus **bunda** and **bunlarda**. For the question word **kim**, the Locative case form is **kimdə**.

Although it might seem strange to have Locative case forms for pronouns, we'll see how these forms are used in Azerbaijani in the next unit.

Unit 6 Exercises

6.1 Translate the following sentences into English.

1. Uşaq parkdadır. (The child is in the park.)
2. Universitetdə kimdir? (Who is at the university?)
3. Maşın qarajda deyil! O haradadır? (The car isn't in the garage! Where is it?)
4. Pis sürücü xəstəxanadadır mı? (Is the bad driver in the hospital?)
5. Maraqlı yazıçılar kitabxanadadırlar. (The interesting authors are in the library.)
6. Onlar haradadırlarmı? Evdə deyil. (Where are they? They're not at home.)
7. O stolda nədir? (What is on that table?)
8. Həkim bankda deyil. Xəstəxanadadır. (The doctor isn't at the bank. He/She's at the hospital.)

6.2 Translate the following sentences into Azerbaijani.

1. We're not at the store. (Biz mağazada deyilik.)
2. Are you (*informal*) at home? (Sən evdəsən(mi)?)
3. I'm in Dallas. (Mən Dallasdayam.)
4. The good students are in the library. (Yaxşı tələbələr kitabxanadadırlar.)
5. Who is in that old car? (O köhnə maşında kimdir?)
6. The new books are on the big table. (Təzə kitablar böyük stoldadır.)
7. The boring professor is in that bad movie theater. (Maraqsız professor o pis kinodadır.)
8. Are the letters at the post office? (Məktublar poçtdadır(mi)?)
9. The young children are at school. (Cavan uşaqlar məktəbdədirlər.)
10. Where is Baku? It's in Azerbaijan. (Bakı haradadır? O Azərbaycanıdadır.)

Unit 7

“There is/are...” Sentences

This type of construction is usually used in situations where the focus of the sentence is on asking about or describing the contents of a known location, such as: *Is there any milk left in the fridge?* or *There is a strange man at the door.* In the first example, the emphasis is on ascertaining whether any milk is actually present in the refrigerator, while the second sentence focuses on the presence of an unknown individual waiting outside. In both cases it is a question of *existence*, which is why this type of sentence is called an “existential construction”.

In Azerbaijani, existential sentences are created using the special verbal form **var**, which means “(that which) exists”. This verbal form does not change, regardless of whether the subject is singular or plural (or a person vs. an inanimate object). As we would expect, **var** is placed at the end of the sentence, and the person or object that serves as the focus of the sentence comes immediately before **var**. Using the Locative case suffix, we can now form the following sentences:

Stolda kitab var. – There is a book on the table.

Universitetdə çoxlu tələbə var. – There are many students at the university.

Parisdə çoxlu maraqlı muzey var. – There are a lot of interesting museums in Paris.

Remember that the existential construction focuses on whether or not someone or something *exists*. Take a look at the following two sentences:

Məktəbdə müəllim varmı? – Is there a *teacher* in the school?

Müəllim məktəbdədir(mi)? – Is the teacher in the *school*?

In the first sentence, the speaker is asking if there are any teachers left in the school, perhaps thinking that they might have all gone home already. It isn't a question of the school's existence—that's a given, known location; rather, it's a question of whether any teacher is there or not. With the second example sentence, the existence of the teacher is not in question. In this case, the speaker is trying to find out about the teacher's location—is the teacher in the school... or somewhere else? For that reason, the second sentence is not an existential construction (and thus does not use **var**). Also note how the word which the speaker is focusing on is moved to the end of the sentence, right before the verb.

Negation (part II)

We have already seen how to negate sentences containing the verb “to be” by using the special particle **déyil**. To form negative *existential* sentences, simply replace **var** with **yóxdur** “(that which) doesn't exist”:

Stolda kitab yoxdur. – There is no book on the table.

Universitetdə çoxlu tələbə yoxdur. – There aren't many students at the university.

Parisdə çoxlu maraqlı muzey yoxdur. – There aren't a lot of interesting museums in Paris.

Expressing Possession (part I)

In order to express possession in Azerbaijani, a couple of different constructions are possible. The first of these possibilities—used primarily with personal pronouns—combines the Locative case of the possessor with the existential verbal form **var/yoxdur**:

Məndə çoxlu kitab var. – I have a lot of books.

Sizdə maşın varmı? – Do you have a car?

Onlarda pul yoxdur. – They don't have money.

Sentences with this type of construction emphasize the *possessor*. So the first example above (**Məndə çoxlu kitab var.**) is emphasizing the fact that *I* am the one who has a lot of books (as opposed to some other individual). We will cover the other types of possessive constructions throughout the course.

Unit 7 Exercises

7.1 Translate the following sentences into English.

1. Poçtda çoxlu məktub var. (There are many letters at the post office.)
2. Balaca məktəbdə çoxlu tələbə yoxdur. (There aren't many students in the small school.)
3. Onlarda təzə maşın var. (They have a new car.)
4. Səndə baha kitablar varmı? (Do you (*informal*) have expensive books?)
5. Stolda nə var? (What is there on the table?)
6. Məndə uşaqlar yoxdur. (I don't have children.)
7. Bu evdə kim var? (Who is in this house?)
8. Yazıçılarda çoxlu kitab var. (Authors have a lot of books.)

7.2 Translate the following sentences into Azerbaijani.

1. We have a big house. (Bizdə böyük ev var.)
2. What is there in that car? (O maşında nə var?)
3. Are there a lot of professors at the university? (Universitetdə çoxlu professor varmı?)
4. Are there big stores in Baku? (Bakıda böyük mağazalar varmı?)
5. There aren't bad doctors in this hospital. (Bu xəstəxanada pis həkimlər yoxdur.)
6. Do good drivers have old cars? (Yaxşı sürücülərdə köhnə maşınlar varmı?)
7. Who is there at the concert? (Konsertdə kim var?)
8. You (*formal*) don't have a brother. (Sizdə qardaş yoxdur.)
9. Are there many movie theaters in Azerbaijan? (Azərbaycanda çoxlu kino varmı?)
10. Does she have an interesting letter? (Onda maraqlı məktub varmı?)

Unit 8

Expressing Possession

(part II)

We saw above how the Locative case in combination with **var/yóxdur** can be used to express the verb “to have”. The function of possession, however, is also fulfilled in Azerbaijani directly by a case—the **Genitive** case. The form for the Genitive suffix, which is usually translated as *of* or *'s* in English, is **-(n)in**. (**Note that the “buffer consonant” with the Genitive case is **-n-** and not the usual **-y-** that we saw with the personal verbal suffixes for “to be”.) Take a look at the following sentences with the Genitive case suffix:

Bu kitab Leylanındır. – This book is Leyla’s.

O dəftərlər Məmmədin deyil. – Those notebooks aren’t Mammad’s.

Ucuz maşın tələbənin deyil. O müəllimindir. – The inexpensive car isn’t the student’s. It’s the teacher’s.

The table below shows the Genitive case forms for the personal pronouns:

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|----------------|---------------|------------------|
| <i>1st person</i> | mən | ⇒ mənim | biz | ⇒ bizim |
| <i>2nd person</i> | sən | ⇒ sənin | siz | ⇒ sizin |
| <i>3rd person</i> | o | ⇒ onun | onlar | ⇒ onların |

Note that the forms for the first person singular and plural end in **-m (instead of the expected **-n**); otherwise, all forms follow the regular Genitive ending. The Genitive case forms of **bu** and **bunlar** are **bunun** and **bunların**, just like the forms for **o** and **onlar**.

- **Bu pul sizindir(mi)?** – Is this money yours?
- **Bəli, mənimdir.** – Yes, it’s mine.

Recall from our discussion of the “case system” that we said **he**, **him** and **his** are essentially three different forms of the same word, each indicating a specific function (subject, object, possession). We then compared those three forms to **who**, **whom** and **whose**, stating that these words fulfill the same three functions as well. We just saw above that the Azerbaijani form for “his” is **onun**—simply the pronoun **o** in the Genitive case (which we said is used to express the function of possession). What does that tell us about the form “whose” in Azerbaijani? It should just be the question word “who”—which is **kim**—in the Genitive case. Sure enough, that’s exactly what it is: **kimin**. (Remember that, in Azerbaijani, question words are placed at the end of the sentence, just before the verb.)

Bu qəzet kimindir? – Whose is this newspaper?

O qələm kimindir? Mənim deyil. – Whose is that pen? It's not mine.

Consonant Alternation (part I)

In the introductory section on the consonant sounds in Azerbaijani, we noted that **q** is pronounced like the Azerbaijani letter **x** and that **k** can be pronounced like the *h* in the English word *hue* when either letter occurs at the end of a word or syllable. If a suffix that begins with a vowel is added to a word that ends in either **q** or **k**, however, an even greater change takes place. In such cases, the letter **q** changes to **ğ** and the letter **k** changes to **y** in both pronunciation and writing. Take a look at the following examples:

O kitab uşağındır. – That book is the child's.
(uşa**q**-**ın**-dır ⇒ uşağ**ı**ndır)

Mən göyçəyəm. – I'm pretty.
(göyçə**k**-ə**m** ⇒ göyçə**y**ə**m**)

If the suffix following **q** or **k** begins with a consonant, there is no change:

Uşaqda kitab var. – The child has a book.
Sən göyçəksən. – You (*informal*) are pretty.

Note: This consonant alternation rule does not apply to most borrowings, such as **apte**k** (“pharmacy”), **ban**k**** (“bank”) and **par**k**** (“park”)—the same words that have the “y”-less **k**.

Derivational Suffixes (part II)

We saw in Unit 6 how the suffix **-li** can be attached to a noun in order to create an adjective meaning “possessing X” or “characterized by X”. This same derivational suffix can also be used with nouns of place—specifically cities and countries—to form adjectives reflecting a person's birthplace or nationality:

Bakı (“Baku”) ⇒ **bakılı** – a native of Baku
Azərbaycan (“Azerbaijan”) ⇒ **azərbaycanlı** – Azerbaijani, a native of Azerbaijan
Amérika (“America”) ⇒ **amérikalı** – American
Bóston (“Boston”) ⇒ **bóstonly** – Bostonian, a native of Boston

*Notice that, although the names of cities and countries are capitalized in Azerbaijani, the *adjectives* formed from these places are not capitalized.

This “nationality” suffix can also be attached to the question word **hára** (“where”) to ask people about their native city or country:

- **Siz hərəlisiniz?** – Where are you from? (*literally* “Of where are you a native?”)
- **Mən amerikalıyam.** – I’m American.

Note: The suffix **-li, while used to express “native of ...” for the majority of cities and countries, cannot be used with all nouns of place. Certain countries have specific words for their inhabitants, such as the following:

Almaniya (“Germany”) ⇒ **alman** – German
Fransa (“France”) ⇒ **fransız** – French(man/woman), native of France
İngiltərə (“England”) ⇒ **ingilis** – English(man/woman), native of England
Rusiya (“Russia”) ⇒ **rus** – Russian
Türkiyə (“Turkey”) ⇒ **türk** – Turk
Yaponiya (“Japan”) ⇒ **yapon** – Japanese, native of Japan
Yunanistan (“Greece”) ⇒ **yunan** – Greek

Unit 8 Exercises

8.1 Translate the following sentences into English.

1. O qələm Əlinin. (That pen is Ali’s.)
2. Bu təzə maşın kimindir? (Whose is this new car?)
3. O kitablar mənim deyil. (Those books aren’t mine.)
4. Onlar haralıdırlar? (Where are they from?)
5. Maraqsız professor fransızdır mı? (Is the boring professor French?)
6. Bu böyük karandaşlar uşağın deyil mi? (Aren’t these big pencils the child’s?)
7. O məktub bizim deyil. O, cavan həkimindir. (That letter isn’t ours. It’s the young doctor’s.)
8. Pis sürücü Bostonludur. (The bad driver is from Boston/is a Bostonian.)

8.2. Translate the following sentences into Azerbaijani.

1. Are those old pictures Sevil’s? (O köhnə şəkillər Sevilindir(mi)?)
2. Where are you (*informal*) from? (Sən haralısan?)
3. Is this newspaper yours (*formal*)? (Bu qəzet sizindir(mi)?)
4. Isn’t the small house the teacher’s? (Balaca ev müəllimin deyil(mi)?)
5. These notebooks are the children’s. (Bu dəftərlər uşaqlarıdır.)
6. They are American. (Onlar amerikalıdırlar.)
7. That big car is the old driver’s. (O böyük maşın qoca sürücünüdür.)
8. These boring letters aren’t ours. They’re his. (Bu maraqsız məktublar bizim deyil. Onlar onundur.)

Unit 9

The Present Tense

Up to now, the only verb we have dealt with has been the verb “to be,” which, as we mentioned, is a special case because it lacks a verbal base form in the present tense. For all other verbs, though, the process of “conjugation” (i.e., creating the various verbal forms) is as follows:

- 1) Remove the infinitive suffix from the verb to find the “base form” (or “root”).
- 2) Add the appropriate tense suffix.
- 3) Add the appropriate personal suffix.

The first step, as you can see above, is to remove the infinitive suffix. But what does this suffix look like? And what, exactly, is an “infinitive”? Read on to find out the answers to these two questions.

Infinitives

In English, an infinitive is simply a verb form without any suffixes that reflect tense (past, present, future) or person (I, you, he, she, etc.) or number (singular, plural). Infinitives are formed by combining “to” and the base form of a verb, such as “to be”, “to write” or “to live”. In Azerbaijani, the infinitive—which is the verb form listed in dictionaries—is a combination of the verbal base form (or root) and an “infinitive suffix”. The infinitive suffix in Azerbaijani is -**maq**. Take a look at the following infinitives and their respective roots:

| <i>Infinitive</i> | | <i>Root</i> |
|---|---|--------------|
| bilmək – to know (a fact) | ⇒ | bil- |
| yazmaq – to write | ⇒ | yaz- |
| işləmək – to work | ⇒ | işlə- |
| oxumaq – to read, study; to sing | ⇒ | oxu- |

As expected, the suffix -**maq** follows the rule of vowel harmony, resulting in the form -**mək** for verbal roots ending in a *front* vowel and -**maq** for roots ending in a *back* vowel. Once the infinitive suffix has been removed, we can proceed to Step #2.

Tense Suffixes

Azerbaijani has a very rich system of verbal tenses, each represented by a specific suffix. For now, we will deal only with the present tense suffix -**ır**. This suffix corresponds most directly to the “present progressive” (or “present continuous”) tense in English: *to be ...ing*. While this tense in English is used for actions that are in progress at the time of speaking (such as *I am waiting for the bus*; *She is watching TV*; *They are sitting in a restaurant*), the -**ır** suffix in Azerbaijani can also be used for situations where the subject will perform an action in the near future (*We are going on a trip tomorrow*), to express habitual or regular activities (*He walks the dog every night at 9 p.m.*), or to state a general fact (*John works in a bank*; *They drive on the left in Britain*). For that reason, you can think of the -**ır** suffix as a general-purpose present tense suffix. The last step now is to add the personal suffixes.

Personal Verbal Suffixes

We saw how the present tense of the verb “to be” was formed by adding various personal verbal suffixes to the final word in a sentence. The process is similar with other verbs, with the exception that the following personal suffixes will be added *only* to verb forms (not to nouns or adjectives):

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|--------------|---------------|---|----------------|
| <i>1st person</i> | mən | – | ‑ Am | biz | – | ‑ IQ |
| <i>2nd person</i> | sən | – | ‑ sAn | siz | – | ‑ sInIz |
| <i>3rd person</i> | o | – | ‑ | onlar | – | ‑ (lAr) |

You may have noticed that the personal verbal suffixes above are almost exactly the same as those we saw with the present tense of “to be”. The main difference is in the third person forms, where the **-dlr** suffix is no longer present. In the third person plural, the **-lAr** suffix will only be added to verbs when the subject of the sentence is a person (or, optionally, an animal), just as was the case with the verb “to be”. Also note that these personal verbal suffixes (as was the case with “to be”) are not stressed; the stress will fall on the immediately preceding syllable.

Now that we have covered all of the necessary suffixes, let’s put all three steps together to form the present tense:

bilmək – *to know (a fact)*

- Step 1 - **bilmək** minus infinitive suffix **-mAQ** ⇒ **bil-**
- Step 2 - add the present tense suffix **-Ir** ⇒ **bilir-**
- Step 3 - add the personal verbal suffixes: see the table below

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|--------------|-------------------|---|-----------|
| <i>1st person</i> | bilirəm | – | I know | bilirik | – | we know |
| <i>2nd person</i> | bilirsən | – | you know | bilirsiniz | – | you know |
| <i>3rd person</i> | bilir | – | he/she knows | bilir(lər) | – | they know |

- Leyla bilir park hərədadır.** – Leyla knows where the park is.
- Siz bilirsiniz bu nədir?** – Do you know what this is?
- Onlar bilirlər maşın kimindir.** – They know whose the car is.

yazmaq – *to write*

- Step 1 - **yazmaq** minus infinitive suffix **-mAQ** ⇒ **yaz-**
- Step 2 - add the present tense suffix **-Ir** ⇒ **yazır-**
- Step 3 - add the personal verbal suffixes: see the table below

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---------------------|-------------------|--------------------|
| <i>1st person</i> | yazırım | – I am writing | yazırıq | – we are writing |
| <i>2nd person</i> | yazırsan | – you are writing | yazırsınız | – you are writing |
| <i>3rd person</i> | yazır | – he/she is writing | yazır(lar) | – they are writing |

Tələbələr dəftərlərdə yazırlar. – The students are writing in the notebooks.

Cavan uşaq stolda yazır. – The young child is writing on the table.

Yazıçı evdə yazır. – The author is writing at home.

Note that regular verbs—just like the personal suffixes with the verb “to be”—are placed at the end of the sentence in Azerbaijani. In the case of **bilmək, the example sentences above actually consist of two separate parts, each with its own verb:

Leyla knows + where the park is.

Do you know + what this is?

They know + whose the car is.

The verb **bilmək**, while not at the end of the overall sentence, is nonetheless still located at the end of its own “part” (or clause).

işləmək – *to work*

Step 1 - **işləmək** minus infinitive suffix **-maq** ⇒ **işlə-**

Step 2 - add the present tense suffix **-ir** ⇒ **işlə+ir-** ⇒ **işləyir-***

Step 3 - add the personal verbal suffixes: see the table below

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-------------------|---------------------|---------------------|--------------------|
| <i>1st person</i> | işləyirəm | – I am working | işləyirik | – we are working |
| <i>2nd person</i> | işləyirsən | – you are working | işləyirsiniz | – you are working |
| <i>3rd person</i> | işləyir | – he/she is working | işləyir(lər) | – they are working |

* Note: A buffer consonant is needed here because the verbal root ends in a vowel and the tense suffix begins with a vowel. The regular buffer consonant **-y-** is thus added between the root and the suffix. We will thus from here on out write the present tense suffix as **-(y)ir**.

Mən bankda işləyirəm. – I am working/I work in a bank.

Həkimlər xəstəxanalarda işləyirlər. – Doctors work in hospitals.

Məmməd hərədə işləyir? – Where does Mammad work?

oxumaq – *to read, study; to sing*

- Step 1 - **oxumaq** minus infinitive suffix **-mAQ** ⇒ **oxu-**
 Step 2 - add the present tense suffix **-(y)Ir** ⇒ **oxuyur-**
 Step 3 - add the personal verbal suffixes: see the table below

| | <i>singular</i> | | <i>plural</i> |
|------------------------------|------------------------------------|--|---------------------------------------|
| <i>1st person</i> | oxuyúram – I am reading | | oxuyúruq – we are reading |
| <i>2nd person</i> | oxuyúrsan – you are reading | | oxuyúrsunuz – you are reading |
| <i>3rd person</i> | oxuyúr – he/she is reading | | oxuyúr(lar) – they are reading |

Tələbə kitabxanada oxuyur. – The student is reading in the library.

Sən universitetdə oxuyúrsan(mi)? – Are you a student at the university? (*literally* “Are you studying?”)

Sürücü maşında oxuyur. – The driver is singing in the car.

Negation (part III)

There are three different methods of negation in Azerbaijani—one for each type of sentence construction. The first method, used in sentences with the verb “to be,” involves the negative particle **déyil**. Under the second method, which occurs in existential sentences, the verbal form **var** is replaced by the negative **yóxdur**. The third and final possibility entails the addition of a negative suffix. This suffix, which is used with all verbs except “to be” and **var**, is most often **-m** and is placed *between* the verbal base form and the tense suffix. Note that the negative suffix is never stressed; instead, the stress shifts one syllable to the left (see the examples below). In a few cases—those where the consonant **-r-** is part of the tense suffix—the negative suffix is shortened to **-m-**.

For the present tense (where the tense suffix contains **-r-**), simply add the letter **-m-** right before the tense suffix. Remember that the stress will then shift one syllable to the left:

Mən bilírəm. – I know.

⇒ **Mən bil-m-irəm** = **Mən bilmirəm.** – I don’t know.

Sən yazırsan. – You are writing/write.

⇒ **Sən yaz-m-irsan.** = **Sən yázmırsan.** – You aren’t writing/don’t write.

O işləyir(mi)? – Is he/she working?/Does he/she work?

⇒ **O işlə-m-ir(mi)?** = **O işlémir(mi)?** – Isn’t he/she working?/Doesn’t he/she work?

Biz oxuyúruq. – We are reading/read.

⇒ **Biz oxu-m-uruq.** = **Biz oxúmuruq.** – We aren’t reading/don’t read.

Notice that the buffer consonant **-y- in the last two examples above disappears in the negative

due to the presence of the negative suffix **-m-** between the verbal root and the tense suffix.

Derivational Suffixes

(part III)

The suffix “-er/-or” in English can be added to verbs to form a noun meaning “a person who does X”—such as *teach: teacher, coordinate: coordinator, sing: singer, compose: composer*, etc. In Azerbaijani this “occupational” suffix is **-çI** and is attached to *nouns* to indicate numerous types of professions:

- musiqi** (“music”) ⇒ **musiqiçi** – musician
- futbol** (“soccer”) ⇒ **futbolçu** – soccer player
- iş** (“work”) ⇒ **işçi** – worker
- cörək** (“bread”) ⇒ **cörəkçi** – baker
- dil** (“language”) ⇒ **dilçi** – linguist

This suffix can also be attached to the question word **nə** (“what”) to ask about a person’s profession:

- **Siz nəçisiniz?** – What is your occupation? (*literally* “You are a ‘what-er?’”)
- **Mən müəlliməm.** – I’m a teacher.

Unit 9 Exercises

9.1 Translate the following sentences into English.

1. Siz bilirsiniz sürücü haradadır? (Do you (*formal* and/or *plural*) know where the driver is?)
2. Uşaqlar evdə deyil. Onlar kitabxanada oxuyurlar. (The children aren’t at home. They’re reading in the library.)
3. Universitetdə kim işləyir? (Who works at the university?)
4. Sən poçtda işləmirsənmi? (Don’t you (*informal*) work at the post office?)
5. Onlar bilmirlər o böyük mağaza haradadır. (They don’t know where that big store is.)
6. Cavan yazıçı restoranlarda yazır. (The young author writes in restaurants.)
7. Müəllimlər məktəbdə oxumurlar. (The teachers don’t sing in the school.)
8. Pis həkim xəstəxanada işləmir. O kinodadır. (The bad doctor isn’t working at the hospital. He’s at the movie theater.)

9.2 Translate the following sentences into Azerbaijani.

1. Where do those old professors work? (O qoca professorlar harada işləyirlər?)
2. I don’t know where the newspapers are. (Mən bilmirəm qəzetlər haradadır.)
3. The students don’t write in these expensive books. (Tələbələr bu baha kitablarda oxumurlar.)
4. We aren’t working. We are at home. (Biz işləmirik. Biz evdəyik.)
5. Young drivers sing in the car. (Cavan sürücülər maşında oxuyurlar.)
6. Do you (*formal*) know where Baku is? It’s in Azerbaijan. (Siz bilirsiniz Bakı haradadır? O Azərbaycanca.)

7. Who is singing at the post office? (Poçtda kim oxuyur?)
8. You (*informal*) don't know what is in this letter. (Sən bilmirsən bu məktubda nədir.)

Unit 10

Expressing a Direct Object

We have seen how Azerbaijani uses cases—each corresponding to a specific inflectional suffix—to express different grammatical functions. The *Nominative* case (signified by the lack of a suffix) marks the *subject* in a sentence, the *Locative* case (corresponding to the suffix **-dA**) expresses *location*, and the *Genitive* case (represented by the suffix **-(n)In**) indicates *possession*. The fourth case we will cover is the **Objective** case. Also known as the *Accusative*, this case expresses the *direct object* in a sentence, which is the person or thing that the subject is acting upon.

Picture the following sentence:

The boy threw the ball.

The boy would be the subject of the sentence, and the verb would be “to throw”. The direct object of the sentence would be the ball, because it is what the subject of the sentence (the boy) is acting upon: **What** is the boy throwing? **The ball**.

Sometimes, though, it may be hard to visualize the subject actually “acting upon” something, such as in the following sentence:

Mary needs a new car.

We know that the subject in the sentence is Mary, but in what way exactly is she acting upon a car? There isn’t any motion or movement here, as there was with the boy throwing the ball. The action of “needing,” however, can—and does—still have a “focus”: *a new car*. So even though Mary isn’t *physically* acting upon anything, her focus is directed at a car—so “car” becomes the direct object in the sentence: **What** does Mary need? **A new car**.

Things should become a little clearer if, instead of some inanimate thing, we use a person (specifically, a personal pronoun) as the direct object:

Mary saw him at the restaurant.

Once again, we know that the subject is Mary and the verb is “to see”. And once again we have a sentence without any physical motion or movement. But look at the form “him”. Remember that we talked about the words “he,” “him” and “his” and how each represents a different function while retaining the same basic meaning (“referring to a single male”)? Well, the function used in the example sentence above is that of “object,” specifically *direct* object. In other words, “him” is the “focus” of the action in this case—seeing: **Whom** did Mary see at the restaurant? **Him**. So the subject in a sentence doesn’t always have to show physical motion or movement in order to “act upon” the direct object. It is more a question of looking at the action of the verb and its focus. The underlined words in the following sentences all represent the direct object function:

Sue sleeps so soundly that she never hears her neighbors or their dogs at night.
I bought a pet turtle at the mall yesterday.
Do you want to read the whole newspaper or just the Sports section?
He doesn't respect the new boss at the office.

Now that we have a better idea of what a direct object is, let's take a look at some examples in Azerbaijani:

Eldar məktub oxuyur. – Eldar is reading a letter.
Yazıçı kitab yazır. – The author is writing a book.
Uşaqlar mahnı oxuyurlar. – The children are singing a song.

The direct object has been underlined in the three example sentences above in both Azerbaijani and English. Do you notice any suffixes that appear to indicate the direct object function? Hopefully you *don't*... because there *aren't* any, at least not in the examples above. But didn't we say that it was the subject function that is characterized by the lack of a suffix? If the direct object function is *also* not marked with any suffix, then how can we tell the two apart?

Well, in the above sentences, it's not very difficult. After all, it's doubtful that *a letter* could be reading *Eldar*, or that *a book* would be writing *an author*, or that *a song* could be singing *some children*. But what if we had the sentence "Leyla loves Nadir"? If we changed the order of the words in Azerbaijani, would that mean that Nadir loves Leyla? How could we ever know who really loves whom if we can't tell the subject and direct object apart?!?

Azerbaijani has taken situations like this into account... and has come up with an interesting solution. In Azerbaijani, *two* types of direct object are distinguished: "indefinite" and "definite". An "indefinite" direct object is one which, as you can probably guess by its name, is not specific or has not been specified and which is often unknown to the listener (and usually corresponds to the English indefinite article "a" or "an"). A "definite" direct object, on the other hand, is one which *is* specific or specified and in most cases *is* known to the listener (and usually corresponds to the English definite article "the").

Take the first of the three example sentences above:

Eldar məktub oxuyur. – Eldar is reading a letter.

The sentence does not specify the letter Eldar is reading. It *might* be a letter that is familiar to us... or it might not. But what if we know that Eldar has been waiting several weeks for a letter from his best friend... and the letter just arrived today? Eldar has been carrying the letter with him all day long, reading and re-reading it wherever he is. So when someone asks, "What is Eldar reading?", we can respond that he is reading the letter—the one he just received from his best friend. Now the direct object is *definite*... and definite direct objects do have a suffix in Azerbaijani. The definite direct object suffix is **-(n)İ**. Notice that the buffer consonant in this case is **-n-** (and not the regularly expected **-y-**), just as it was with the Genitive case suffix. So we can now form the following sentence:

Eldar məktubu oxuyur. – Eldar is reading the letter.

**Notice that the change in Azerbaijani from an *indefinite* to a *definite* direct object is reflected by a similar change in the article in English (“a letter” vs. “the letter”).

Take a look at two more sentences, based on the examples above:

Yazıçı yeni kitabı yazır. – The author is writing the new book.*

Uşaqlar o mahnı oxuyurlar. – The children are singing that song.

*Note: Azerbaijani differentiates **təzə** (“new”—in the sense of “fresh, not used”) and **yeni** (“new”—in the sense of “novel, never seen before”).

Remember that the definite direct object suffix **-(n)I is a four-way ending and will thus reflect both *front/back* and *rounded/unrounded* vowels.

Okay, so now we know about the existence of indefinite and definite direct objects. But what about that sentence with Leyla and Nadir? Well, we first need to take a look at the verb “to love”:

| | sevmək – to love | | | |
|------------------------------|-------------------------|----------------|-------------------|-------------|
| | <i>singular</i> | | <i>plural</i> | |
| <i>1st person</i> | sevİRəm | – I love | sevİRİK | – we love |
| <i>2nd person</i> | sevİRsən | – you love | sevİRsınız | – you love |
| <i>3rd person</i> | sevİR | – he/she loves | sevİR(lər) | – they love |

How will definite and indefinite direct objects help us figure out who loves whom? Well, an individual’s name, by its very nature, is definite, since it refers to a *specific* person. With that in mind, take a look at the following two sentences:

Leyla Nadiri sevİR. – Leyla loves Nadir.

Nadir Leylanı sevİR. – Nadir loves Leyla.

Now it’s easy to tell which person is the subject and which is the direct object.

Pronouns as Direct Objects

We have seen that Azerbaijani differentiates definite and indefinite direct objects in the Objective case. We also saw that the use of a person’s name is sufficient to make a direct object “definite” in nature. What about personal pronouns? The words “you,” “she” and “they,” for instance, could potentially refer to anyone. In a given context, however, the word “her” in *I see*

her would have to designate a single specific female. The same holds true for the forms “you” and “them” in the sentences *She doesn't want to drive you to the store* and *The policeman stopped them for speeding*. For that reason, when a personal pronoun is used in the function of a direct object, it will be a *definite* direct object. The table below shows the Objective case forms for the personal pronouns:

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---|---------------|------------------------------|
| <i>1st person</i> | mən | ⇒ | məni | biz ⇒ bizi |
| <i>2nd person</i> | sən | ⇒ | səni | siz ⇒ sizi |
| <i>3rd person</i> | o | ⇒ | onu | onlar ⇒ onları |

The Objective case forms for the demonstrative pronouns **bu and **bunlar** are **bunu** and **bunları**. All direct object pronoun forms are regular—the result of the Objective definite suffix - (n)I.

Now that we have the Objective case of the personal pronouns, let's add a couple of new verbs to the mix, just to make things a little more interesting:

görmək – to see

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|------------------------|---------------|---------------------------------|------------|
| <i>1st person</i> | görüřəm | – I see | görüřük | – we see |
| <i>2nd person</i> | görüřsən | – you see | görüřsünüz | – you see |
| <i>3rd person</i> | görüř | – he/she sees | görüř(lər) | – they see |

- **Sən cavan profəssoru görürsən(mi)?** – Do you see the young professor?
- **Xeyr, mən onu görmürəm. O hərədadır?** – No, I don't see him. Where is he?
- **O ərədadır... avtobusdadır.** – He's there... on the bus.

almaq – to buy; take; get, receive

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------------|---------------|-------------------------|------------|
| <i>1st person</i> | alıřam | – I buy | alıřıq | – we buy |
| <i>2nd person</i> | alıřsan | – you buy | alıřsınız | – you buy |
| <i>3rd person</i> | alıř | – he/she buys | alıř(lar) | – they buy |

Sürücü təzə maşın alır. – The driver is buying a new car.

Biz o böyük evi almırıq. Bizdə pul yoxdur. – We aren't buying that big house. We don't have money.

Tələbələr kitabları məktəbdə alırlar. – The students receive the books at school.

- **Əli, sən məni sevirsən?** – Ali, do you love me?
- **Bəli, Fəridə, səni sevirəm. Sən onu bilmirsənmi?** – Yes, Farida, I love you. Don't you know that?
- **Mən onu bilirəm. Mən də səni sevirəm.** – I know that. I also love you.

Finally, let's take a look at the Objective case forms for the question words “who” and “what”. Because the word “who”—just like names or personal pronouns—refers to a specific individual (or individuals), it will take the *definite* Objective case suffix as the direct object in a sentence:

- **Siz parkda kimi görürsünüz?** – Whom do you see in the park?
- **Biz Əlini görürük.** – We see Ali.

The question word “what”, however, can serve as either a definite or indefinite direct object in Azerbaijani:

- **Siz nə oxuyursunuz?** – What (general thing) are you reading?
- **Mən kitab oxuyuram.** – I'm reading a book.
- **Siz nəyi* oxuyursunuz?** – What (specific thing) are you reading?
- **Mən kitabı oxuyuram.** – I'm reading the book.

*Note: The buffer consonant *-y-* is used for the *definite* direct object form of a small group of words in Azerbaijani that end in a vowel, including *nə* “what” (⇒ *nəyi*) and *su* “water” (⇒ *suyu*).

Derivational Suffixes

(part IV)

The suffix *-cA*, when added to adjectives of nationality, creates a noun meaning “the X language”. Note that this “language suffix” is never stressed.

| <i>country</i> | <i>native of country</i> | <i>language</i> | |
|----------------|--------------------------|-----------------|---------|
| Almaniya | Alman | almánca | German |
| Fransa | Fransız | fransızca | French |
| İngiltərə | İngilis | ingiliscə | English |
| İspaniya | İspan | ispánca | Spanish |
| Rusiya | Rus | rúscə | Russian |
| Türkiyə | Türk | türkçə | Turkish |

**Note: Adjectives of nationality ending in the suffix *-li* cannot combine with *-cA*.

Unit 10 Exercises

10.1 Translate the following sentences into English.

1. Uşaqlar haradadırlar? Mən onları görmürəm. (Where are the children? I don't see them.)
2. Biz stullar o balaca mağazada alırıq. (We buy chairs in that small store.)
3. Siz qəzeti oxuyursunuz? (Are you (*plural* and/or *formal*) reading the newspaper?)
4. Tələbələr maraqsız professoru sevmirlər. (The students don't love the boring professor.)
5. Mən məktub yazmıram. (I'm not writing a letter.)
6. O kimi sevir? (Who(m) does he/she love?)
7. Vahid kitabxanada oxuyur. (Vahid is reading/studying in the library.)
8. Qoca professor tələbəni görmür. (The old professor doesn't see the student.)

10.2 Translate the following sentences into Azerbaijani.

1. I don't Love Leyla. I love Sevil. (Mən Leylanı sevmirəm. Mən Sevilə sevirəm.)
2. Isn't the young author writing a new book? (Cavan yazıçı yeni kitab yazmırmı?)
3. Do you (*plural*) see the money? It's on the table. (Siz pulu görürsünüz? O stoldadır.)
4. They are buying a new house in Dallas. (Onlar təzə ev Dallasda alırlar.)
5. The child is writing in the notebook. (Uşaq dəftərdə yazır.)
6. Eldar is in the library. We don't see him. (Eldar kitabxanadadır. Biz onu görmürük.)
7. The teacher is reading a good book at home. (Müəllim yaxşı kitab evdə oxuyur.)
8. The driver is buying a new car. (Sürücü təzə maşın alır.)

Unit 11

The Past Tense (simple past)

Azerbaijani, like English, has several different past tenses. For now, we will cover just the simple past tense, equivalent to *I ...ed* in English. The process for forming the simple past tense is the same as for the present progressive (or continuous):

- 1) Remove the infinitive suffix from the verb to find the “base form” (or “root”).
- 2) Add the appropriate tense suffix.
- 3) Add the appropriate personal suffix.

We have already seen how to identify infinitives in Azerbaijani and to find the root (or base form) of verbs. The next step involves adding the tense suffix, which for the simple past is **-dI**. Finally, we need to add the personal suffixes. For the simple past tense, the personal suffixes are as follows:

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|-----------|---------------|---|---------------|
| <i>1st person</i> | mən | – | -m | biz | – | -Q |
| <i>2nd person</i> | sən | – | -n | siz | – | -nIz |
| <i>3rd person</i> | o | – | - | onlar | – | -(lAr) |

As you can see, the personal suffixes are similar to—but not the same as—those we saw for the present progressive tense. The stress in the simple past tense is “regular,” falling on the last syllable.

Let’s now take a look at some examples of verbs conjugated in the past simple tense:

istəmək – to want

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|---------------|--------------------|---|-------------|
| <i>1st person</i> | istədim | – | I wanted | istədik | – | we wanted |
| <i>2nd person</i> | istədin | – | you wanted | istədiniz | – | you wanted |
| <i>3rd person</i> | istədi | – | he/she wanted | istədi(lər) | – | they wanted |

Nadir təzə maşın istədi. – Nadir wanted a new car.

Biz böyük ev istədik. – We wanted a big house.

Onlar o kitabı istədilər(mi)? – Did they want that book?

tanımaq – to know (a person, place)

singular

plural

| | | | | |
|------------------------|----------------|---------------|--------------------|-------------|
| 1 st person | tanıdım | – I knew | tanıdıq | – we knew |
| 2 nd person | tanıdın | – you knew | tanıdınız | – you knew |
| 3 rd person | tanıdı | – he/she knew | tanıdı(lar) | – they knew |

Mən bu restoranı yaxşı tanıdım. – I knew this restaurant well.

Onlar bizi tanıdılarmı? – Did they know us?

Biz o profəssorları universitetdə tanıdıq. – We knew those professors at the university.

sürmək – to drive

singular

plural

| | | | | |
|------------------------|---------------|----------------|-------------------|--------------|
| 1 st person | sürdüm | – I drove | sürdük | – we drove |
| 2 nd person | sürdün | – you drove | sürdünüz | – you drove |
| 3 rd person | sürdü | – he/she drove | sürdü(lər) | – they drove |

Eldar təzə maşın sürdü. – Eldar drove a new car.

Cavan həkimlər velosipedlər sürdülər. – The young doctors rode bicycles.

Sən bilirsən dünən avtobusu kim sürdü? – Do you know who drove the bus yesterday?

unutmaq – to forget

singular

plural

| | | | | |
|------------------------|----------------|-----------------|--------------------|---------------|
| 1 st person | unutdum | – I forgot | unutduq | – we forgot |
| 2 nd person | unutdun | – you forgot | unutdunuz | – you forgot |
| 3 rd person | unutdu | – he/she forgot | unutdu(lar) | – they forgot |

Mən kitabları evdə unutdum. – I left the books at home. (*literally* “I forgot”)

Elçin pulu unutdu. – Elchin forgot the money.

Siz qəzeti unutdunuz? – Did you forget the newspaper?

Negation

As we discussed in the section **Negation (part III)** in Unit 9, the way to make a verb (other than “to be” or **var**) negative is to add the negative suffix **-mA** immediately before the tense suffix.

Because the tense suffix for the past simple does not contain **-r-**, there will be no shortening of the negative suffix (like we saw with the present progressive tense). Take a look at the following examples:

Onlar bankda işlədilər. – They worked at a bank.

⇒ **işlə-mə-dilər** = **Onlar bankda işləmədilər.** – They didn't work at a bank.

Biz məktubu yazdıq. – We wrote the letter.

⇒ **yaz-ma-dıq** = **Biz məktubu yazmadıq.** – We didn't write the letter.

Sən məni gördünmü? – Did you see me?

⇒ **gör-mə-dinmi** = **Sən məni görmədinmi?** – Didn't you see me?*

Mən kitabı oxudum. – I read the book.

⇒ **oxu-ma-dım** = **Mən kitabı oxumadım.** – I didn't read the book.**

Notice the differences between the positive and negative form of the tense suffix in the final two examples above (as indicated by the underlined vowels). As a four-way ending, the past tense suffix **-dI normally reflects both *front/back* and *rounded/unrounded* vowel quality. In *negative* sentences, however, the presence of the two-way negative suffix **-mA** only allows a *front/back* distinction for all subsequent vowels.

Numbers

(part I)

The table below lists the numbers 0-9 in Azerbaijani along with some example sentences:

0 - sıfır

5 - beş

1 - bir

6 - altı

2 - iki

7 - yeddi

3 - üç

8 - səkkiz

4 - dörd

9 - doqquz

İki tələbə kitabxanada oxuyurlar. – Two students are reading in the library.

Məndə dörd stul var. – I have 4 chairs.

Biz beş professor universitetdə gördük. – We saw 5 professors at the university.

Note how the presence of a number greater than “1” is enough to indicate a *plural* noun. Just like in sentences such as **Biz müəllimik.** (*We are teachers.*) or **Siz yazıçısınızmı?** (*Are you authors?*), there is no need to add the plural suffix **-lAr** to the noun.

Unit 11 Exercises

11.1 Translate the following sentences into English.

1. Mən mağazada üç qələm aldım. (I bought 3 pens at the store.)
2. Cavan sürücü maşını yaxşı sürdü. (The young driver drove the car well.)
3. Siz Leylanı konsertdə gördünüzmü? (Did you *formal* and/or *plural* see Leyla at the

concert?)

4. Müəllim dəftərləri unutmadı. (The teacher didn't forget the notebooks.)
5. Onlar altı məktub yazdılar. (They wrote 6 letters.)
6. Yeni professor tələbələri tanımadı. (The new professor didn't know the students.)
7. Mən səni dünən məktəbdə görmədim. (I didn't see you at school yesterday.)
8. Yazıçı qəzeti evdə oxudu. (The writer read the newspaper at home.)

11.2 Translate the following sentences into Azerbaijani.

1. The doctor didn't write in the notebooks. (Həkim dəftərlərdə yazmadı.)
2. They didn't know the child. (Onlar uşağı* tanımadılar. *See Unit 8 – consonant alternation)
3. Sevil didn't want a new car. She doesn't drive. (Sevil təzə maşın istemədi. O sürmür.)
4. The bad writer wrote that boring book. (Pis yazıçı o maraqsız kitabı yazdı.)
5. The student worked in a bank. (Tələbə bankda işlədi.)
6. The old doctor loved the young teacher. (Qoca həkim cavan müəllimi sevdi.)
7. The good driver didn't sing in the car. (Yaxşı sürücü maşında oxumadı.)
8. Tofiq didn't buy the books. He forgot. (Tofiq kitabları almadı. O unutdu.)

Unit 12

Expressing an Indirect Object

We mentioned earlier that the direct object in a sentence is the person or thing which the subject acts upon and that this function is expressed by the Objective case in Azerbaijani. We used the example of a boy throwing a ball—the boy is the subject and the ball is the direct object. But what if we expand on the original sentence?

The boy threw the ball to his friend Jennifer.

Everything we stated above is still true: the boy is the subject, the verb is “to throw,” and the ball is the direct object. So what role does Jennifer play in the sentence? She’s the *indirect* object. An “indirect object,” as its name implies, is the person or thing which is acted upon *indirectly* by the subject of the sentence. In this case, the action in the sentence—throwing—affects both the ball and the friend, but in slightly different ways. The ball is *directly* impacted, because it is thrown by the boy. But Jennifer is not directly impacted; she is, after all, not thrown by the boy. The action of throwing, however, does affect her... just in an *indirect* way. It is through the action of throwing that Jennifer receives the ball from the boy. So there *is* a “connection” between the boy and Jennifer that is created by the verb “to throw,” but it is an indirect connection. And that’s exactly what indirect objects are—objects that are affected or impacted *indirectly* by the subject (through the action of the verb). Let’s take a look at another example:

Cathy bought a gift for her neighbors.

What is the grammatical relationship between Cathy and the gift? It is a direct relationship—Cathy is the subject and is acting directly on the gift through the verb “to buy”. What about the neighbors? They are benefiting from Cathy’s buying, but in an indirect way. They are thus the indirect object in the sentence; they receive the direct object—the gift—from Cathy through the action of the verb.

In general, the indirect object in a sentence answers the question: *to/for whom?* or *to/for what?* So, in the first example sentence above, we can ask: *To whom* did the boy throw the ball? The answer—*Jennifer*—is thus the indirect object. In the second sentence, the question would be: *For whom* did Cathy buy a gift? Once again, the answer—*her neighbors*—is the indirect object of the sentence. To find the indirect object, then, we just have to look for a “to...” or “for...” phrase, right? Well, yes and no.

The main problem (in English) is that both of the sentences above can be rewritten using a slightly different word order:

The boy threw his friend Jennifer the ball.

Cathy bought her neighbors a gift.

What happened to the “to...” and “for...” phrases? They’re no longer present. That’s because many verbs in English that can take both a direct and indirect object have the option of

reordering the two objects. If the *direct* object comes first, then the indirect object is part of a “to...” or “for...” phrase. If, however, the *indirect* object comes first, then no preposition is used. So be sure to consider both possibilities before deciding whether a noun is the direct or indirect object. Take a look at the following example:

The boy gave the horse an apple.

At first, we might think that the horse is the direct object, since it comes right after the verb in the sentence. But we have to ask the question: *What* is the boy giving? Is he giving the horse... or the apple? Obviously, in this sentence, the boy is giving the *apple*, so it is the direct object. The horse, on the other hand, is benefiting from the action of giving; it’s receiving the apple from the boy indirectly—so the horse is the indirect object. But don’t forget that a small change in a sentence can make a big difference:

The boy gave the horse to the owner.

In this case, the first part of the sentence has not changed. But what is the role of the horse now? It should be clear from the phrase “to the owner” that the horse is now no longer the indirect object. This time, the answer to *What* is the boy giving? is the horse.

So, in sentences where there appear to be two objects, try to reword the sentence (if possible) to see whether changing the order of the objects helps make their roles clearer:

*The boy gave **the horse** an apple. ⇒ The boy gave an apple **to the horse**.*
*Cathy bought **her neighbors** a gift. ⇒ Cathy bought a gift **for her neighbors**.*

Hopefully you now have a better idea of how to identify both direct and indirect objects in English, so let’s look at the situation in Azerbaijani. As we already know, direct objects are expressed by the Objective case, which—for *definite* direct objects—is marked by the suffix **-(n)I**. For *indirect* objects, the **Dative** case is used. The Dative case suffix is **-(y)A**. Take a look at the following example:

Vahid maşını Sevilə aldı. – Vahid bought the car for Sevil.

We said that, in English, the sentence above could be rewritten as *Vahid bought Sevil the car*, making it initially somewhat more difficult to determine where the direct and indirect objects are. But note that, in Azerbaijani, the case endings—Objective **-(n)I** and Dative **-(y)A**—make the roles of direct and indirect object extremely clear... regardless of word order. That is one of the advantages of a case system—the suffixes (and the functions they represent) are easy to spot no matter where they are in the sentence. By the same token, though, the fact that there is no fixed word order (like there is in English) means that we have to pay close attention to the various case endings in order to “decipher” the meaning of a sentence.

That said, Azerbaijani—like other Turkic languages—does tend to have a *subject-object-verb* word order. In the *object* position, *definite* nouns precede *indefinite* nouns. If both nouns in the

object position are definite, then the *direct* object tends to come before the *indirect* object. We can see the result of these tendencies in the following examples:

Vahid Sevilə maşın aldı. – Vahid bought a car for Sevil. (Here Sevil is the only *definite* noun in the *object* position and thus precedes the *indefinite* car.)

Müəllim uşaqlara mahnı oxuyur. – The teacher is singing the children a song. (The same situation as in the example sentence above: *definite* noun before *indefinite* noun.)

Sən məktubu Leylaya oxudu(mu)? – Did you read Leyla the letter? (In this case, both nouns in the *object* position are definite, so the *direct* object comes before the *indirect* object.)

The table below shows the forms for the personal pronouns in the Dative case:

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---------------|---------------|-----------------|
| <i>1st person</i> | mən | ⇒ mənə | biz | ⇒ bizə |
| <i>2nd person</i> | sən | ⇒ sənə | siz | ⇒ sizə |
| <i>3rd person</i> | o | ⇒ ona | onlar | ⇒ onlara |

The demonstrative pronouns **bu** and **bunlar** are **buna** and **bunlara** in the Dative case. The Dative case form for the question word **kim** is **kimə**, and the form for **nə** is **nəyə**.

Before we get to some additional examples, let's add a couple of verbs that usually take indirect objects:

vermək – to give

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---------------|-------------------|-------------|
| <i>1st person</i> | verdim | – I gave | verdik | – we gave |
| <i>2nd person</i> | verdin | – you gave | verdiniz | – you gave |
| <i>3rd person</i> | verdi | – he/she gave | verdi(lər) | – they gave |

satmaq – to sell

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---------------|-------------------|-------------|
| <i>1st person</i> | satdım | – I sold | satdıq | – we sold |
| <i>2nd person</i> | satdın | – you sold | satdınız | – you sold |
| <i>3rd person</i> | satdı | – he/she sold | satdı(lər) | – they sold |

- **Sevdaya nə aldın?** – What did you (*informal*) buy Sevda?
- **Mən ona təzə paltar aldım.** – I bought her a new dress.
- **Bu kitabları sizə kim verdi?** – Who gave you these books?
- **Müəllim onları bizə verdi.** – The teacher gave them to us.
- **O, maşını sənə satdımı?** – Did he sell you the car?
- **Xeyr, onu mənə satmadı.** – No, he didn't sell it to me.

In addition to expressing the indirect object, the Dative case in Azerbaijani is used to indicate destination or motion towards a person or object, as in the example below:

Sürücü maşını Bakıya sürdü. – The driver drove the car to Baku.

In order to see the “destination” function of the Dative case more clearly, we will add two more verbs that indicate motion:

getmək – to go

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---------------|-------------------|-------------|
| <i>1st person</i> | getdim | – I went | getdik | – we went |
| <i>2nd person</i> | getdin | – you went | getdiniz | – you went |
| <i>3rd person</i> | getdi | – he/she went | getdi(lər) | – they went |

gəlmək – to come

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---------------|-------------------|-------------|
| <i>1st person</i> | gəldim | – I came | gəldik | – we came |
| <i>2nd person</i> | gəldin | – you came | gəldiniz | – you came |
| <i>3rd person</i> | gəldi | – he/she came | gəldi(lər) | – they came |

Professörlər universitetə və həkimlər xəstəxanaya getdilər. – The professors went to the university and the doctors to the hospital.

Müəllim dünən məktəbə gəlmədi. – The teacher didn't come to school yesterday.

- **Nadir büradadırmı?** – Is Nadir here?
- **Xeyr, evə getdi.** – No, he went home. (*literally* “to the house”)

We can also use the forms of **hara** (“where”), **bura** (“here”) and **ora** (“there”) in the Dative case:

- **Əli háraya getdi?** – Where did Ali go? (*literally* “to where”)
- **Mən bilmirəm. O búraya gálmədi.** – I don’t know. He didn’t come here.

There are also certain verbs in Azerbaijani which require their object to be in the Dative case. Two of these verbs are **baxmaq** “to look at, watch” and **oxşamaq** “to resemble, look like”:

- **Sən nəyə baxırsan?** – What are you watching?
- **Mən kinoya televizorda baxıram.** – I’m watching a movie on TV.

O avtobus çox balacádır. O, maşına oxşayır! – That bus is very small. It looks like a car!

Finally, the Dative case is used with the adjective **lazım**, meaning “necessary,” to express the idea of “to need” in Azerbaijani. The individual who is in need is put in the Dative case, while the object needed is in the Nominative case:

Mənə təzə dəftər lazımdır. – I need a new notebook. (*literally* “A new notebook is necessary to me.”)

Bu qələm sənə lazımdırımı? – Do you need this pen? (*literally* “Is this pen necessary to you?”)

Leylaya maşın lazım déyil. – Leyla doesn’t need a car. (*literally* “A car isn’t necessary to Leyla.”)

Derivational Suffixes

(part V)

The Azerbaijani suffix **-liq** can be added to nouns or adjectives to create an abstract noun meaning “the state of being X”. Such nouns in English often end in “-ness,” but not always.

yaxşı (“good”) ⇒ **yaxşıliq** – goodness, kindness

sakit (“quiet”) ⇒ **sakitlik** – quiet(ness), tranquility, calmness, peace

çətin (“difficult, complicated”) ⇒ **çətinlik** – difficulty, impediment, obstacle

gözəl (“beautiful”) ⇒ **gözəllik** – beauty

azad (“free”) ⇒ **azadlıq** – freedom

Unit 12 Exercises

12.1 Translate the following sentences into English

1. Uşaqlar müəllimə baha kitab verdilər. (The children gave the teacher an expensive book.)
2. Mən maşını qoca professoru satdım. (I sold the car to the old professor.)
3. Eldar Fəridəyə qəzet aldı. (Eldar bought Farida a newspaper.)
4. Sən bu məktubu mənə yazdınmı? (Did you (*informal*) write me this letter?)
5. Professor dünən kitabxanaya getmədi. (The professor didn’t go to the movies yesterday.)
6. Əli burada deyil. O haraya getdi? (Ali isn’t here. Where did he go?)

7. Pis müəllim məktəbə gəlmədi. O evdədir. (The bad teacher didn't come to school. He/She is at home.)
8. Siz bu kitabı uşaqlara oxudunuzmu? (Did you (*plural* and/or *formal*) read this book to the children?)

12.2 Translate the following sentences into Azerbaijani.

1. I saw the children in the park yesterday. (Mən dünən uşaqları parkda gördüm.)
2. The good driver didn't sell us the old car. (Yaxşı sürücü köhnə maşını bizə satmadı.)
3. The young teacher is driving to school. (Cavan müəllim məktəbə sürür.)
4. Nadir didn't give Leyla the letter. He left (*literally* "forgot") it at home. (Nadir məktubu Leylaya vermədi. O onu evdə unutdu.)
5. I bought them these expensive chairs. (Mən bu baha stulları onlara aldım.)
6. The boring writer didn't go to the library. (Maraqsız yazıçı kitabxanaya getmədi.)
7. Did you (*informal*) give the child a new pencil? (Siz uşağa* təzə karandaş verdinmi?
*See Unit 8 – consonant alternation)
8. The good doctor drove the car to the hospital. (Yaxşı həkim maşını xəstəxanaya sürdü.)

Unit 13

Imperatives

An imperative is a “command form” of a verb, used when directing people what to do or not do. The formation of imperatives—in both English and Azerbaijani—is very simple. In English, you take the infinitive form of the verb and remove the “to”:

to write ⇒ *Write!* *to work* ⇒ *Work!* *to drive* ⇒ *Drive!*

For Azerbaijani verbs, the imperative is formed by removing the infinitive suffix **-mAQ**:

yazmaq ⇒ **Yaz!** (*Write!*) **işləmək** ⇒ **İşlə!** (*Work!*) **sürmək** ⇒ **Sür!** (*Drive!*)

To form a *negative* imperative, simply add the negative suffix **-mA** (remember that the stress shifts to the syllable immediately preceding **-mA**):

Yázma! (*Don't write!*) **İşləmə!** (*Don't work!*) **Sürmə!** (*Don't drive!*)

Whereas the English imperatives above can be used when speaking to one individual or to a group of people, the Azerbaijani examples are only for the second person *singular*—for a situation where you would use the pronoun **sən**. In cases where you either want to show respect or where you are talking to more than one person—in other words, cases that require the pronoun **siz**—you will need to add the suffix **-(y)In** to form the second person plural imperative (Note that this plural/formal suffix is not stressed):

Yaz! ⇒ **Yázın!** **İşlə!** ⇒ **İşləyin!** **Sür!** ⇒ **Sürün!**

The *negative* imperative is formed, as expected, by adding the negative suffix **-mA**. Remember that the negative suffix is placed immediately after the verbal base form:

Yázın! ⇒ **Yázmayın!** **İşləyin!** ⇒ **İşləməyin!** **Sürün!** ⇒ **Sürməyin!**

Imperatives act like regular verb forms, taking whatever case would normally be required by the verb:

Əli, məktubu yaz! – Ali, write the letter!

Eldar və Sevil, kitabxanada oxuyun! – Eldar and Sevil, read in the library!

Profəssor, mənə baxmayın! – Professor, don't look at me!

Numbers

(part II)

We covered the numbers 0-9 in Unit 11. Take a look at the following table, which lists the next ten numbers:

10 - on

11 - on bir

12 - on iki

13 - on üç

14 - on dörd

15 - on beş

16 - on altı

17 - on yeddi

18 - on səkkiz

19 - on doqquz

As you can see, unlike English, Azerbaijani does not have any “teens” or other special numbers between 10 and 20. Instead, the number for “11” is a combination of the numbers for “10” and “1,” the number “12” is made from the numbers for “10” and “2,” the number “13” is composed of the numbers for “10” and “3,” etc. The rest of the number system works exactly as in English, so that “200” is simply a combination of “2” and “100,” the number “300” is formed from the number “3” and “100,” etc. The same pattern is used for thousands and millions. With that information and the table below, you will now be able to form numbers in Azerbaijani up to 999,999,999.

20 - iyirmi

21 - iyirmi bir

30 - otuz

32 - otuz iki

40 - qırx

43 - qırx üç

50 - əlli

54 - əlli dörd

60 - altmış

65 - altmış beş

70 - yetmiş

76 - yetmiş altı

80 - səksən/həştad*

87 - səksən yeddi

90 - doxsan

98 - doxsan səkkiz

100 - yüz

109 - yüz doqquz

285 - iki yüz səksən beş

793 - yeddi yüz doxsan üç

1,000 - min

25,461 - iyirmi beş min dörd yüz altmış bir

1,000,000 - milyon

941,837,526 - doqquz yüz qırx bir milyon səkkiz yüz otuz yeddi min beş yüz iyirmi altı

*Note: Azerbaijani has two words for the number 80. While both forms are used equally in the spoken language, the tendency is towards the use of **səksən** in formal language and official publications.

Also note that English forms such as “twenty-seven hundred” (for 2,700) are not possible in Azerbaijani. If a number is composed of thousands, then the word for “thousand” must be used: **iki min yeddi yüz.

Finally, keep in mind that, in many countries, a period (or sometimes a space) is used to separate the “thousands” and “hundreds”, while a comma is used to indicate decimals. You thus may run across numbers such as the following:

or sometimes there will be no space at all: **169852**.

The Ablative Case

The sixth and final case in Azerbaijani—the **Ablative** case—is used primarily to indicate motion *away from* a person or place. In this sense, it is almost the opposite of the Dative case function of motion *towards* or destination. The suffix for the Ablative case is **-dAn** and usually translates into English as “from” or “out of”:

Onlar Bakıdan gəlirlər. – They are coming from Baku.

Sən o kitabları kitabxanadan aldınmı? – Did you take those books from the library?

Tofiq məktəbdən getdi. – Tofiq walked out of the school.

Sometimes the “motion” expressed by the Ablative case is not necessarily *physical* motion:

Biz Leyladan məktub aldıq. – We received a letter from Leyla.

Onlar uşaqlara məktub Parisdən yazdılar. – They wrote the children a letter from Paris.

The Ablative case is also used to express a comparison:

Sevil Leyladan böyükdür. – Sevil is bigger* than Leyla.

*Note: Although the word **daha** is normally used to indicate the comparative degree of an adjective (i.e., **daha böyük** “bigger”), it is not required in sentences where the object of comparison is stated. See the section on **Comparatives and Superlatives** in Unit 16 for more detailed information.

Another meaning of the Ablative case translates into English as “due to” or “because of”:

Onlar parka yağışdan getmədilər. – They didn’t go to the park because of the rain.

Finally, the Ablative case is required after certain verbs, such as **soruşmaq** “to ask (someone)” and **qorxmaq** “to be afraid of”:

Eldardan soruşma! O bilmir Leyla hərədadır. – Don’t ask Eldar! He doesn’t know where Leyla is.

Siz xəstəxanalardan qorxursunuzmu? – Are you (*plural* and/or *formal*) afraid of hospitals?

The Ablative case forms of the personal pronouns are shown in the table below:

singular

plural

| | | |
|------------------------------|----------------------------|--------------------------------|
| <i>1st person</i> | mən ⇒ məndən | biz ⇒ bizdən |
| <i>2nd person</i> | sən ⇒ səndən | siz ⇒ sizdən |
| <i>3rd person</i> | o ⇒ ondan | onlár ⇒ onlardan |

The demonstrative pronouns **bu** and **bunlar** have the forms **bundan** and **bunlardan** in the Ablative case. The Ablative case forms of the question words **kim** and **nə** are **kimdən** and **nədən**.

Biz onlardan məktub əlmadıq. – We didn't receive a letter from them.

- **Sən maşını kimdən aldı?** – Who did you buy the car from?
- **Əlidən.** – From Ali.

Of course, the words **hara** (“where”), **bura** (“here”) and **ora** (“there”) can also take Ablative case endings:

- **O sizə məktubu haradan yazdı?** – Where did he write you the letter from?
- **Amérikadan.** – From America.

Fəridə məktəbdə deyil. O oradan kinoya getdi. – Farida isn't at school. She went from there to the movies.

Unit 13 Exercises

13.1 Translate the following sentences into English.

1. Eldara məktub yaz! (Write Eldar a letter! (*informal*))
2. Həkim maşını xəstəxanadan evə sürdü. (The doctor drove the car home from the hospital.)
3. Tələbələr professoru Atlantadan məktub yazdılar. (The students wrote the professor a letter from Atlanta.)
4. Mağazadan qəzet almayın! (Don't buy a newspaper from the store! (*plural and/or formal*))
5. Sevil universitetdən kitabxanaya getdi. (Sevil went from the university to the library.)
6. Sən kitabları Əlidən aldınmı? (Did you get the books from Ali?)
7. Mən konsertdən gəlmirəm. Mən kinoya getdim. (I'm not coming from a concert. I went to the movies.)
8. O kitablarda yazmayın! Onlar çox bahadır. (Don't write in those books. (*plural and/or formal*) They're very expensive.)

13.2 Translate the following sentences into Azerbaijani.

1. Don't sell them that old car! (*informal*) (O köhnə maşını onlara satma!)
2. Did Leyla take the books out of the car? (Leyla kitabları maşından aldı mı?)
3. Where did they write you the letter from? (*formal*) (Onlar məktubu sizə haradan yazdılar?)
4. Don't go to the post office from school! (*plural*) (Məktəbdən poçta getməyin!)

5. Is this newspaper from the library? (Bu qəzet kitabxanadandırımı?)
6. Aren't those students coming from the university? (O tələbələr universitetdən gəlmirlərmi?)
7. Who did Elmira get a letter from? (Elmira məktub kimdən aldı?)
8. The driver drove us from Paris to Baku. (Sürücü bizi Parisdən Bakıya sürdü.)

Unit 14

Expressing Possession

(part III)

Up to now, we have seen two different ways of expressing possession:

- 1) using **var** + the Locative case of the appropriate personal pronoun,
Məndə kitab var. – I have a book.
- 2) and using the Genitive case,
O kitab mənimdir. – That book is mine.

The third—and by far most common—means of indicating possession in Azerbaijani is through a set of possessive suffixes, shown in the following table:

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|--------------|---------------|---|----------------|
| <i>1st person</i> | mən | – | -(I)m | biz | – | -(I)mIz |
| <i>2nd person</i> | sən | – | -(I)n | siz | – | -(I)nIz |
| <i>3rd person</i> | o | – | -(s)I | onlar | – | -(s)I |

*Note that, just like the Genitive case endings for the personal pronouns, the first-person possessive suffixes have **-m** while the second-person suffixes have **-n**.

These possessive suffixes are, a majority of the time, used *together* with the Genitive case to indicate both the possessor and the possessed noun. The possessor—that is, the individual to whom the noun in question belongs—is put into the Genitive case, while the appropriate possessive suffix is added to the possessed noun. In essence, Azerbaijani states *That is my book* as “That is **mine my**-book,” where “mine” is simply the Genitive case of “I” (**mənim**) and “my-book” is the word “book” with the first person singular possessive suffix added to it (**kitabım**). We thus get the following sentence:

O mənim kitabımdır. – That is my book.

The way to state *That is your (informal) book* would be, essentially, to say “That is **yours your**-book,” with the Genitive case of “you” and the second person singular possessive suffix attached to “book,” as follows:

O sənin kitabındır. – That is your (*informal*) book.

Take a look at the following sentences using the remaining possessive suffixes:

O onun kitabıdır. – That is his/her book.

O bizim kitabımızdır. – That is our book.

O sizin kitabınızdır. – That is your (*pl./formal*) book.

O onların kitabıdır. – That is their book.

So remember that, when you want to say that an object belongs to someone or something, you will need to use a *combination* of the Genitive case (for the possessor) and the appropriate possessive suffix (for the possessed noun). There is, however, one situation which stands as a partial exception to this rule. Because the possessive suffixes themselves also indicate the owner of the noun in question (i.e., the form **kitabım** could only refer to the pronoun **mən** and the form **kitabınız** could only refer to the pronoun **siz** as the owner of the book), the Genitive case for the possessor does not need to be used with pronouns in the *first* and *second* person singular and plural. It is only in the third person singular and plural where the form **kitabı** is unclear—it could either mean “his/her book” or “their book”. For that reason—and in cases where you wish to emphasize the possessor—the Genitive case of the personal pronoun should be used. With that in mind, take a look at the following examples:

O kitabımdır. – That is my book.

Qardaşın bankda işləyirmi? – Does your (*informal*) brother work in a bank?

Evimiz böyükdür. – Our house is large.

Maşınıız hərədadır? – Where is your (*plural and/or formal*) car?

We can also use this construction + **var/yóxdur** as a means of expressing the verb “to have”:

(Mənim) kitabım var. – I have a book.

Onların iki pişiyi* var. – They have two cats. (*See Unit 8 – consonant alternation)

(Sizin) pulunuz varmı? – Do you have any money?

(Bizim) maşınıız yóxdur. – We don’t have a car.

Note: Whereas the combination of **var/yóxdur + the Locative case of the personal pronoun emphasizes the *individual* who owns (or doesn’t own) something, the Genitive case + possessive suffix + **var/yóxdur** construction focuses on the *object* that is owned and is thus much more common in everyday speech.

Thus far, we have only seen sentences where the possessed noun was in the Nominative case. The possessive suffixes, however, usually occur *together* with other inflectional suffixes (i.e., in cases other than the Nominative). When more than one suffix is added to a single word, the order of suffixes is as follows:

| <i>plural</i> | <i>possessive</i> | <i>case</i> |
|---------------|-------------------|---------------|
| -lAr | -(I)m | -(n)In |
| | -(I)n | -(y)A |
| | -(s)I | -(n)I |
| | -(I)mIz | -dA |
| | -(I)nIz | -dAn |

| | | |
|--|--------------|--|
| | -(s)I | |
|--|--------------|--|

- (Sizin) eviniz çox böyükdür.** – Your house is very big. (*Nominative*)
Mən evinizi görmürəm. – I don't see your house. (*Objective - definite*)
Onlar evinizə gəlirlər. – They are coming to your house. (*Dative*)
Leyla evinizdədir. – Leyla is at your house. (*Locative*)
Biz evinizdən məktəbə getdik. – We went from your house to school. (*Ablative*)

You can see how the various case suffixes are simply added to the base noun **ev** + the second person plural possessive suffix **-(I)nIz**. For plural nouns, the plural suffix **-IAr** will come first, then the possessive suffix, and finally the appropriate case suffix:

- kitab-lar-ınız-da** – in your (*pl./formal*) books
uşaq-lar-ım-a – to my children
məktub-lar-ın-ı – your (*informal*) letters [definite direct object]
universitet-lər-imiz-dən – from our universities

For third person possessors (i.e., *he, she, it, they*), a buffer consonant **-n-** is added before all case suffixes (except the Nominative, of course)... even those suffixes that do not begin with a vowel:

- onun məktəb-i-n-ə** – to his/her school
onun maşın-ı-n-da – in his/her car
onun ana-sı-n-dən – from his/her mother
onun kitab-lar-ı-n-ı – his/her books [definite direct object]

Remember that the Genitive case of the possessor must be included for the third person in order to differentiate “his/her” and “their”.

- Onların evi təzədir.** – Their house is new.
Sən onların evini görürsən(mi)? – Do you see their house?
Əli onların evinə gətmədi. – Ali didn't go to their house.
Onların evində kim var? – Who is at their house?
Mən kitabı onların evindən aldım. – I took the book from their house.

In situations where the possessor is not a personal pronoun, the possessive construction consists of two parts: Genitive case (of possessor) + possessed noun (with possessive suffix). While the possessor will *always* be in the Genitive, the possessed noun will be in whatever case is required by its role in the sentence:

- Leylanın qardaşı kitabxanadadır.** – Leyla's brother* is in the library.
Mən Leylanın qardaşını gördüm. – I saw Leyla's brother.
Mən kitabı Leylanın qardaşına verdim. – I gave the book to Leyla's brother.
Mən Leylanın qardaşından məktub aldım. – I got a letter from Leyla's brother.

*Don't forget that, in Azerbaijani, the phrase "Leyla's brother" translates literally to "Leyla's **her**-brother".

Sometimes the "possessor" is not a person:

Kitabxananın stolları köhnədir. – The library's tables** are old.

Tələbələr kitabxananın stollarında yazırlar. – Students write on the library's tables.

Mən kitabxananın stollarını sévmirəm. – I don't like the library's tables.

** literally "the library's **its**-tables"

For nouns that are possessed by two (or more) different individuals, the possessive suffix agrees with the final individual:

Leylanın və mənim evim – Leyla's and my house (*literally* "Leyla's and **mine my**-house")

Məmmədin və sizin maşınıız – Mammad's and your (*pl./formal*) car.

Finally, there can often be situations where the possessor of a noun is, in turn, possessed by another individual or object. In such cases a type of possessive suffix "sandwich" is created. If we want to talk about a car that is owned by Eldar's friend, we first start with the friend:

Eldarın dostu – Eldar's friend (*literally* "Eldar's **his**-friend")

Then we take that entire phrase (enclosed in brackets below) and, treating it as a single unit, make it the possessor of the car by putting it into the Genitive case. To make things a bit clearer, we will color-code the Genitive case endings in **green** and the possessive suffixes in **orange**:

[**Eldarın dostu**]**nun maşını** – Eldar's friend's car (*literally* "Eldar's **his**-friend's **his**-car")

Here are a few other examples:

uşağın bacısının kitabı – the child's sister's book

professorun qonşusunun evi – the professor's neighbor's house

universitetin böyük kitabxanasının təzə kitabları – the university's big library's new books (= the new books of the university's big library)

Of course, we can also further specify the possessor by using a possessive suffix—so instead of just "*the* professor's neighbor's house" we can have "*my* professor's neighbor's house":

professor ("professor") ⇒ **professorum** ("my professor"), which gives us

professorumun qonşusunun evi – my professor's neighbor's house

or, with *our* professor, we get

professorumuzun qonşusunun evi – my professor's neighbor's house

Unit 14 Exercises

14.1 Translate the following sentences into English.

1. Siz yazığının evini gördünüzümü? (Did you (*formal* and/or *plural*) see the author's house?)
2. O Sevilin qonşusudur? (Is that Sevil's neighbor?)
3. Mən bacımın məktubunu oxumadım. (I didn't read my sister's letter.)
4. Sən qardaşının maşınını aldınımı? (Did you (*informal*) buy your brother's car?)
5. Biz uşağın kitabını onun anasına verdik. (We gave the child's book to his/her mother.)
6. Mən atamın dəftərlərini müəllimə vermədim. (I didn't give my father's notebooks to the teacher.)
7. Onlar professorumuzun qonşusunu tanıyırlar. (They know our professor's neighbor.)
8. Sən o qələmi qardaşımın dostundan aldınımı? (Did you (*informal*) take that pen from my brother's friend?)

14.2 Translate the following sentences into Azerbaijani.

1. I sold my brother my old car. (Mən köhnə maşınımı qardaşıma satdım.)
2. We went to our mother's friend's house. (Biz anamızın dostunun evinə getdik.)
3. Where did you (*formal*) drive the doctor's car from? (Siz həkimin maşınını haradan sürdünüz?)
4. Whose house are they at? (Onlar kimin evindədirlər?)
5. Did you (*informal*) give the cat to Farida's sister? (Sən pişiyi Fəridənin bacısına verdinmi?)
6. The students wanted the professors' books. (Tələbələr professorların kitablarını istədilər.)
7. The pictures are in my father's new car. (Şəkillər atanın təzə maşınındadır.)
8. I bought those expensive pens in our doctor's neighbor's store. (Mən o qələmləri həkimimizin qonşusunun mağazada aldım.)

Unit 15

The Verb “to be”

(past tense)

In Unit 11 we learned how to form the simple past tense of verbs by using the past tense suffix **-dİ**. For the verb “to be” and the existential form **var/yóxdur**, however, the situation is a little bit different. The infinitive of “to be” in Azerbaijani is **olmaq**, but it is irregular in both the present and the simple past tense. We know that, in the present tense, the verb “to be” is expressed through a set of personal verbal suffixes (**mən həkíməm, sən proféssorsən, o tələbədİR**, etc.). To form the simple past tense, we need to use **i-** as the verbal base form. The remaining steps—adding the simple past tense suffix **-dİ** and then the personal suffixes—are the same as with regular verbs:

| | olmaq – to be | | |
|------------------------------|----------------------|--------------|-----------------------------|
| | <i>singular</i> | | <i>plural</i> |
| <i>1st person</i> | idim | – I was | idik – we were |
| <i>2nd person</i> | idin | – you were | idiniz – you were |
| <i>3rd person</i> | idi | – he/she was | idi(lər) – they were |

Bacım Bakıda həkim idi. – My sister was a doctor in Baku.

Tələbələr və müəllimlər məktəbdə idilər. – The students and teachers were at school.

Siz dünən kinoda idinizmi? – Were you at the movies yesterday?

In negative sentences, the negative particle **déyil** is used together with the appropriate simple past tense form of “to be”:

Fəridə dünən məktəbdə déyil idi. – Farida wasn’t in school yesterday.

Sürücü onun maşımında déyil idi. – The driver wasn’t in his car.

Siz keçən il Azərbaycanda déyil idinizmi? – Weren’t you in Azerbaijani last year?

For existential constructions, the simple past tense form of “to be” is combined with **var**:

İki kitab stolda var idi. – There were two books on the table.

O mağazada nə var idi. – What was in that store?

Mənim pulum var idi, əmma qardaşım onu aldı. – I had money, but my brother took it.

In the present tense, negative existential sentences are created by replacing **var** with the verbal form **yóxdur**. If you look closely at **yóxdur**, however, you will see that it contains the third person verbal suffix of “to be” (**-dİR**). The simple past tense form of **yóxdur** is thus the negative existential particle **yox** plus the simple past of “to be”:

Kitabxanada tələbələr yox idi. – There were no students in the library.

Parisdə çoxlu maraqlı muzey yox idi. – There weren't many interesting museums in Paris.

Sizin pişiyiniz yox idimi? – Didn't you have a cat?

Take a look at the following examples comparing the present and past tenses with “to be”:

Mən xəstəyəm. – I am sick.

Mən xəstə idim. – I was sick.

Mən xəstə deyiləm. – I'm not sick.

Mən xəstə deyil idim. – I wasn't sick.

Bu kitab çox maraqlıdır. – This book is very interesting.

Bu kitab çox maraqlı idi. – This book was very interesting.

Bu kitab çox maraqlı deyil. – This book isn't very interesting.

Bu kitab çox maraqlı deyil idi. – This book wasn't very interesting.

One final note about the verb **olmaq**. It does have a *regular* simple past tense form. In this form, the meaning is not “to be” but, rather, “to become” or “to happen” (which is a secondary meaning inherent in **olmaq**):

olmaq – to become; happen

singular

plural

| | | | | |
|------------------------------|--------------|-----------------|------------------|---------------|
| <i>1st person</i> | oldum | – I became | olduq | – we became |
| <i>2nd person</i> | oldun | – you became | oldunuz | – you became |
| <i>3rd person</i> | oldu | – he/she became | oldu(lar) | – they became |

Qardaşlarım həkimlər oldular. – My brothers became doctors.

Mən müəllim olmadım. – I didn't become a teacher.

Sizə nə oldu? – What happened to you?

Numbers

(part III)

All of the numbers we have seen thus far belong to the group of *cardinal numbers*, which is just another term for “counting numbers”. A second group of numbers—called *ordinal numbers*—is used, as its name implies, to express the *order* of nouns in a series: **first**, **second**, **third**, etc. In Azerbaijani ordinal numbers are formed from cardinal numbers by adding the ordinal suffix - **(I)ncI**:

| | |
|-----------------|----------------------------------|
| <i>cardinal</i> | <i>ordinal</i> |
| 1 - bir | 1 st - birinci |
| 2 - iki | 2 nd - ikinci |

| | |
|------------|------------------------------|
| 3 - üç | 3 rd - üçüncü |
| 4 - dörd | 4 th - dördüncü |
| 5 - beş | 5 th - beşinci |
| 6 - altı | 6 th - altıncı |
| 7 - yeddi | 7 th - yeddinci |
| 8 - səkkiz | 8 th - səkkizinci |
| 9 - doqquz | 9 th - doqquzuncu |
| 10 - on | 10 th - onuncu |

Mənim üçüncü qardaşım həkimdir. – My third brother is a doctor.

Leylanın bacısı doqquzuncu sinifdə oxuyur. – Leyla’s sister is in 9th grade. (*literally* “studies in the 9th grade”)

Onların birinci maşını balaca idi, əmma ikinci maşın böyükdür. – Their first car was small, but the second car is big.

For all numbers above 10—which are compound numbers—only the *final* digit receives the ordinal suffix. Thus,

14th = on dördüncü

526th = beş yüz iyirmi altıncı

186,739th = yüz səksən altı min yeddi yüz otuz doqquzuncu

The Azerbaijani counterpart to the English ordinal abbreviation “th” (as in 4th, 157th, etc.) is formed by connecting the *final two* letters of the ordinal number with a dash:

birinci ⇒ 1-ci

on dördüncü ⇒ 14-cü

beş yüz iyirmi altıncı ⇒ 526-cı

yüz səksən altı min yeddi yüz otuz doqquzuncu ⇒ 186.739-cu

**Note that years in Azerbaijani are considered an *ordinal* number when used to describe the time of an event:

Mən Bakıya 2003-cü ildə getdim. – I went to Baku in 2003. (*literally* “in the 2003rd year”)

Consonant Alternation

(part II)

In Unit 8 we saw that words ending in **q** or **k** undergo a consonant alternation when a suffix beginning with a vowel is added to them. This change affects all parts of speech: nouns, adjectives, verbs, etc. There is another type of consonant alternation, however, that occurs only with verbs. For verbal roots that end in **-t**, the **-t** will change—in both pronunciation and writing—to a **-d** before any suffix that begins with a vowel:

getmək ⇒ get- (“to go”)

geṭ-ir-əm ⇒ **geḍirəm** – I am going
geṭ-ir-sən ⇒ **geḍirsən** – you (*informal*) are going
geṭ-ir ⇒ **geḍir** – he/she is going
geṭ-in ⇒ **Geḍin!** – Go! (*plural and/or formal*)

BUT:

geṭ-m-ir-əm ⇒ **getmirəm** – I am not going
geṭ-di-n ⇒ **getdin** – you (*informal*) went
geṭ-mə-di ⇒ **getmədi** – he/she didn't go
geṭ- ⇒ **Get!** – Go! (*informal*)

Similarly:

unutmaq ⇒ **unut-** (“to forget”)
unut-ur-am ⇒ **unuduram** – I forget
unut-un ⇒ **Unudun!** – Forget! (*plural and/or formal*)

BUT:

unut-du-m ⇒ **unutdum** – I forgot
unut-ma-yın ⇒ **Unutmayın!** – Don't forget! (*plural and/or formal*)

etmək ⇒ **et-** (“to do”)
eṭ-ir-əm ⇒ **eḍirəm** – I am doing
eṭ-in ⇒ **Eḍin!** – Do! (*plural and/or formal*)

BUT:

et-di-m ⇒ **etdim** – I did
et-mə-yin ⇒ **Etməyin!** – Don't do! (*plural and/or formal*)

**Note, however, that there are exceptions to this rule. Such exceptions must be learned on an individual basis:

satmaq ⇒ **sat-** (“to sell”)
sat-ır-am ⇒ **satıram** – I am selling
sat-ın ⇒ **Satın!** – Sell! (*plural and/or formal*)

yatmaq ⇒ **yat-** (“to sleep”)
yat-ır-am ⇒ **yatıram** – I am sleeping
yat-ın ⇒ **Yatın!** – Sleep! (*plural and/or formal*)

bitmək ⇒ **bit-** (“to finish, come to an end”)
bit-ir ⇒ **bitir** – it is ending

Unit 15 Exercises

15.1 Translate the following sentences into English.

1. Üçüncü maşın qarajda deyil idi. (The third car wasn't in the garage.)
2. Atanız Bakıda professor deyil idimi? (Wasn't your (*plural* and/or *formal*) father a professor in Baku?)
3. Anam müəllim olmadı. O, bankda işləyir. (My mother didn't become a teacher. She works in a bank.)
4. Mağazada çoxlu baha qələm var idi. (There were a lot of expensive pens in the store.)
5. Yazıçın birinci kitabı çox yaxşı idi, amma ikinci kitab maraqlı deyil idi. (The author's first book was very good, but the second book wasn't interesting.)
6. O kitabxanada maraqlı kitablar yox idi. (There were no interesting books in that library.)
7. Mən bilirem sənin qardaşının dostu xəstəxanada idi. O yaxşıdır mı? (I know (that) your (*informal*) brother's friend was in the hospital. Is he/she well?)
8. Siz dünən konsertdə idiniz mi? (Were you (*plural* and/or *formal*) at the concert yesterday?)

15.2 Translate the following sentences into Azerbaijani.

1. I didn't see the professor's child. Was he/she here? (Mən professorun uşağını görmədim. O burada idimi?)
2. Were there children in the park yesterday? (Parkda dünən uşaqlar var idimi?)
3. Are you (*informal*) selling your sister's books? (Sən bacının kitablarını satırsan mı?)
4. What happened to your (*plural*) friend's mother? (Sizin dostunuzun anasına nə oldu?)
5. There was a letter on the table. Where is it? (Stolda məktub var idi. O haradadır?)
6. Aren't you (*informal*) forgetting your neighbor's newspaper? (Sənin qonşunun qəzetini unutmursan mı?)
7. My neighbor's cat was in my house. (Mənim qonşumun pişiyi evimdə idi.)
8. Their sister's notebooks were in your (*formal*) car. (Onların bacısının dəftərləri maşınımda idi.)

Unit 16

The Future Tense

(part I – definite future)

Azerbaijani, unlike English, views future actions as either *definite* or *indefinite*. There are thus two future tenses in Azerbaijani, both of which correspond to the English “*will + verb*” (e.g., *I will go, you will go, he/she will go*, etc.). The *definite* future tense, as its name implies, indicates that the action in question definitely will (or will not) occur. The definite future tense suffix (whose final syllable carries the stress) is **-(y)AcÁQ**. The personal verbal suffixes can be found in the table below:

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|----------------|---------------|---|---------------|
| <i>1st person</i> | mən | – | -Am | biz | – | -IQ |
| <i>2nd person</i> | sən | – | -sAn | siz | – | -sInIz |
| <i>3rd person</i> | o | – | -(dIr)* | onlar | – | -(lAr) |

*The third person singular suffix is optional and used primarily in formal written Azerbaijani.

Note that the personal suffixes for the definite future tense are the same as those for the present tense of “to be” (except for the absence of **-dIr in the third person plural)

Because the tense suffix always ends in either **q** or **k**, there will be a consonant alternation when adding the first person singular and plural suffixes (See Unit 8 for details).

getmək – to go

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-------------------|---|----------------|---------------------|---|--------------|
| <i>1st person</i> | gedəcəyəm | – | I will go | gedəcəyik | – | we will go |
| <i>2nd person</i> | gedəcəksən | – | you will go | gedəcəksiniz | – | you will go |
| <i>3rd person</i> | gedəcək | – | he/she will go | gedəcək(lər) | – | they will go |

*Notice the consonant alternation from **t-** to **d-** before a suffix beginning with a vowel.

Bu gün banka və poçta gedəcəyəm. – I will go to the bank and post office today.

Rəna kitabxanaya məktəbdən gedəcək. – Rana will go to the library from school.

Siz bu axşam kinoya gedəcəksinizmi? – Will you go to the movies tonight?

oxumaq – to read, study; to sing

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|---------------------|---|---------------|-----------------------|---|---------------|
| <i>1st person</i> | oxuyacağam | – | I will read | oxuyacağıq | – | we will read |
| <i>2nd person</i> | oxuyacağısan | – | you will read | oxuyacağısınız | – | you will read |

| | | |
|------------------------------|------------------------------------|---------------------------------------|
| <i>3rd person</i> | oxuyacaq – he/she will read | oxuyacaq(lar) – they will read |
|------------------------------|------------------------------------|---------------------------------------|

Nadir kitabı kitabxanada oxuyacaq. – Nadir will read the book in the library.

Bacılarım bu il universitetdə oxuyacaqlar. – My sisters will go to the university this year. (*literally* “will study at the university”)

Sən mahnını anana oxuyacaqsanmı? – Will you (*informal*) sing the song to your mother?

Negation

In order to form the negative definite future tense we simply need to add the negative suffix -**mA**. Because the tense suffix does not contain the consonant -**r**-, no shortening of the negative suffix takes place. (Remember that the negative suffix -**mA** always shifts the stress to the immediately preceding syllable.)

Mən sabah məktubu yazacağam. – I will write the letter tomorrow.

⇒ **yaz-ma-yacağam** = **Mən sabah məktubu yázmayacağam.** – I won't write the letter tomorrow.

Leyla təzə maşını sürəcəkdir. – Leyla will drive the new car.

⇒ **sür-mə-yəcək** = **Leyla təzə maşını súrmayəcək.** – Leyla won't drive the new car.

Sən bu gün óraya gedəcəksənmi? – Will you go there today?

⇒ **ge-t-mə-yəcəksənmi** = **Sən bu gün óraya gétməyəcəksənmi?** – Won't you go there today? (Notice the presence of the original verbal root consonant -**t**-)

Sevil məktəbdə olacaq*. – Sevil will be in school.

⇒ **ol-ma-yacaq** = **Sevil məktəbdə ólmayacaq.** – Sevil won't be in school.

*Note: As we mentioned in Unit 15, the verb **olmaq** means “to be,” “to become” and “to happen”. In the meaning of “to be” it is irregular in the *present progressive* and *simple past* tenses but regular in all other tenses. In the meaning “to become” and “to happen”, **olmaq** is completely regular in all tenses (including the present progressive and simple past).

Infinitive constructions

In Unit 9 we saw that infinitives in Azerbaijani end in the infinitive suffix -**mAQ**. When used in combination with the verb **istəmək** (“to want”), these infinitive forms indicate the action which is the focus of the subject's wishes, just as in English. In such constructions, the verb **istəmək** reflects the appropriate person and tense and is placed at the end of the sentence, with the infinitive coming immediately before it.

Mən sənin təzə maşını görmək istəyirəm. – I want to see your new car.

Uşaqlar parka getmək istəmirlər. – The children don't want to go to the park.

Elçin evdə ya kitabxanada oxumaq istədimi? – Did Elchin want to study at home or in the library?

Əli sabah kinoya getmək istəməyəcək. Xəstədir. – Ali won't want to go to the movies tomorrow. He's sick.

Another type of infinitive construction in Azerbaijani occurs with the verbs **sevmək** (“to love; to like”) and **xoşlamaq** (“to like, enjoy”). Unlike the verb **istəmək**, however, **sevmək** and **xoşlamaq** require the *direct object* form of the infinitive. Up to now, we have only seen the Objective—or direct object—suffix added to nouns, pronouns and names. In Azerbaijani, suffixes can be added to *infinitives* as well. Take a look at the following examples:

oxumaq-ı ⇒ oxumağı*:

Mən oxumağı sevirəm. – I love to read. (or: I love reading.)

Fəridə köhnə kitablar oxumağı sevmir. – Farida doesn't like to read old books.

işləmək-i ⇒ işləməyi*:

Mən işləməyi xoşlamıram. – I don't like to work. (or: I don't like working.)

Tofiq bankda işləməyi xoşlayır. – Tofiq likes to work at the bank.

*See Unit 8 – consonant alternations

Comparatives and Superlatives

We can use adverbs like **çox** or **lap** to intensify the meaning of an adjective:

yaxşı tələbə – a good student ⇒ **çox yaxşı tələbə** – a very good student

maraqlı kitablar – interesting books ⇒ **lap maraqlı kitablar** – very interesting books

When comparing two people or objects, however, we need to use the *comparative* form (or degree) of the adjective. In English, the comparative equates to “more ...” or “...-er” (such as *more expensive* or *taller*). To form the comparative in Azerbaijani, simply add the comparative word **daha** before the adjective:

Sevilin evi daha böyükdür. – Sevil's house is bigger.

Bu kitab daha maraqlıdır. – This book is more interesting.

To express the object of comparison, add the Ablative case ending, which translates to “than” in English. In such sentences, the comparative word **daha** is optional.

Sevil Əlidən (daha) cavandır. – Sevil is younger than Ali.

Bu kitab ondan (daha) maraqlıdır. – This book is more interesting than that (one).

When comparing more than two people or objects, the *superlative* form (or degree) of the

adjective is used to indicate “the most ...” or “the ...-est”. In Azerbaijani, the superlative is formed by placing the superlative word **ən** before the adjective:

Leylanın evi ən böyükdür. – Leyla’s house is the biggest.
Mənim kitabım ən bahadır. – My book is the most expensive.

Unit 16 Exercises

16.1 Translate the following sentences into English.

1. Mən sənə məktub Bakıdan yazacağam. (I will write you a letter from Baku.)
2. Sevda onun qardaşının maşınıni satmayacaq. (Sevda won’t sell you her brother’s car.)
3. Həkimin maşını sürücünün maşınından daha baha olacaq. (The doctor’s car will be more expensive than the driver’s car.)
4. Sizin dostunuz kitabxanada ya evdə oxumaq istəyirmi? (Does your (*plural* and/or *formal*) friend like to read/study in the library or at home?)
5. Bu qələmlər çox bahadır. Mən onları anama almayacağam. (These pens are very expensive. I won’t buy them for my mother.)
6. Sən sabah konsertə gələcəksənmi? (Will you come to the concert tomorrow?)
7. Mən bilmirəm nə olacaq. (I don’t know what will happen.)
8. Cavan müəllim onun təzə maşınıni sürməyi sevir. (The young teacher loves to drive his/her new car.)

16.2 Translate the following sentences into Azerbaijani.

1. Where will Eldar go from school? (Eldar məktəbdən haraya gedəcək?)
2. The doctor will drive to the hospital. (Həkim xəstəxanaya sürəcək.)
3. Does your (*informal*) sister like to read in the library? (Sənin bacın kitabxanada oxumağı xoşlayırmı?)
4. Those students study at the best university. (O tələbələr ən yaxşı universitetdə oxuyurlar.)
5. Do you (*plural*) want to go to the movies? (Siz kinoya getmək istəyirsinizmi?)
6. I won’t write a letter to your (*informal*) friend. I don’t know him/her! (Mən sənin dostuna məktub yazmayacağam. Mən onu tanımıram!)
7. Vahid won’t buy a new car. He doesn’t have money. (Vahid təzə maşın almayacaq. Onun pulu yoxdur.)
8. I won’t give you (*informal*) my pen. I need it. (*literally* “It’s necessary to me.”) (Mən qələmimi sənə verməyəcəyəm. O mənə lazımdır.)

Unit 17

The Future Tense

(part II – indefinite future)

We mentioned in Unit 16 that Azerbaijani has both a *definite* and an *indefinite* future tense corresponding to English “will...”. The use of the indefinite future indicates that the action in question *probably* or *possibly* will (or will not) take place in the future, but the speaker is not certain. This tense is often used to form polite questions, similar to using “Would you ...?” in English. In addition, the indefinite future tense can also express a regular or habitual activity. This meaning, however, is mostly reserved for proverbs and folk sayings. The indefinite future tense suffix (which carries the stress) is **-(y)Ár**. The table below lists the personal suffixes:

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|-------------|---------------|---|---------------|
| <i>1st person</i> | mən | – | -Am | biz | – | -IQ |
| <i>2nd person</i> | sən | – | -sAn | siz | – | -sInIz |
| <i>3rd person</i> | o | – | - | onlar | – | -(lAr) |

*Note that the endings are exactly the same as those for the *definite* future tense (with the exception of the third person singular).

görmək – to see

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|-----------------|-------------------|---|---------------|
| <i>1st person</i> | görərəm | – | I will see | görərik | – | we will see |
| <i>2nd person</i> | görərsən | – | you will see | görərsiniz | – | you will see |
| <i>3rd person</i> | görər | – | he/she will see | görər(lər) | – | they will see |

Mən Eldarı məktəbdə görərəm. – I will (probably) see Eldar at school.

Siz qardaşımı kitabxanada görərsiniz. – You will (probably) see my brother at the library.

Biz onları kinoda görərik. – We will (probably) see them at the movie theater.

yazmaq – to write

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|-------------------|-------------------|---|-----------------|
| <i>1st person</i> | yazaram | – | I will write | yazarıq | – | we will write |
| <i>2nd person</i> | yazarsan | – | you will write | yazarsınız | – | you will write |
| <i>3rd person</i> | yazar | – | he/she will write | yazar(lar) | – | they will write |

Onlar məktubu bu gün yazırlar. – They will (probably) write the letter today.

Yazıçı yeni kitab yazar. – The author will (probably) write a new book.
Sən mənə Parisdən yazársanmı? – Will you (probably) write to me from Paris?

Note: The verb **olmaq, when used in the indefinite future tense, can combine with an infinitive to express *possibility* or *permission*:

Bu kitabda yazmaq olár(mı)? – Is it possible to write in this book?
Onların evinə getmək olár(mı)? – Can I go to their house? (*literally*, “Is it possible”)

Also note the use of the indefinite future to convey a polite request:

Siz mənə qələm verərsiniz? – Would you give me a pen? (*literally* “Will you give”)

Negation

As expected, the negative indefinite future tense is formed by using the negative suffix **-mA**. Because the tense suffix contains **-r-**, the negative suffix will be shortened to **-m**. Unlike the other verb tenses we have dealt with so far, however, the indefinite future tense suffix changes to **-ÁZ** in the negative *for the second and third person singular and plural only* (the first person singular and plural retain the usual tense suffix). As an added twist, the stress in these negative forms does not shift—it remains on the tense suffix vowel. For that reason, we will list the complete conjugation below:

| | görmək – to see | | | |
|------------------------------|------------------------|-----------------------|--------------------|---------------------|
| | <i>singular</i> | | <i>plural</i> | |
| <i>1st person</i> | görmərəm | – I will not see | görmərik | – we will not see |
| <i>2nd person</i> | görməzsən | – you will not see | görməzsiniz | – you will not see |
| <i>3rd person</i> | görməz | – he/she will not see | görməz(lər) | – they will not see |

Mən Eldarı məktəbdə görərəm. – I will (probably) see Eldar at school.
 ⇒ **gör-m-ərəm** = **Mən Eldarı məktəbdə görmərəm.** – I will (probably) not see Eldar at school.

Siz qardaşımı kitabxanada görərsiniz. – You (*plural* and/or *informal*) will (probably) see my brother at the library.
 ⇒ **gör-m-ərsiniz** = **Siz qardaşımı kitabxanada görməzsünüz.** – You will (probably) not see my brother at the library.

| | yazmaq – to write | | | |
|------------------------------|--------------------------|--------------------|-----------------|---------------------|
| | <i>singular</i> | | <i>plural</i> | |
| <i>1st person</i> | yazmaram | – I will not write | yazmırıq | – we will not write |

| | | |
|------------------------|---------------------------------------|--|
| 2 nd person | yazmázsan – you will not write | yazmázsiniz – you will not write |
| 3 rd person | yazmáz – he/she will not write | yazmáz(lar) – they will not write |

Onlar məktubu bu gün yazárlar. – They will (probably) write the letter today.

⇒ **yaz-m-azlar** = **Onlar məktubu bu gün yazmázlar.** – They will (probably) not write the letter today.

Mən sizə Bakıdan yazáram. – I will (probably) write to you from Baku.

⇒ **yaz-m-aram** = **Mən sizə Bakıdan yazmáram.** – I will (probably) not write to you from Baku.

The negative form of the verb **olmaq**, when used in combination with an infinitive, expresses *impossibility* or the *lack of permission*:

Kinoya getmək olmaz. Sən xəstəsən. – You can't go to the movies. You're (*informal*) sick. (*literally* “It's not possible”)

O kitabı almaq olmaz. Mənim pulum yóxdur. – It's impossible to buy that book. I don't have money.

Finally, note the use of the negative indefinite future tense to add an extra degree of politeness to requests or questions:

Demázsiniz bank háradađır? – Could you tell (me) where the bank is? (*literally* “Won't you tell”)

Compound Nouns

The modification or specification of a noun is usually the job of an adjective, as in the phrase “young teacher” or “interesting book”. In some contexts, however, we can use another *noun* to perform this task, such as “school teacher” or “school book”. These combinations of two nouns are called *compound nouns* and consist of two parts: a descriptor noun and a head noun. The head noun, which is always the final word in a compound noun, specifies the general *type* of noun in question—so a “school teacher” is a type of *teacher* and a “school book” is a type of *book*. The descriptor noun, which always precedes the head noun, provides information about the characteristics or qualities of the head noun. Thus both a “school teacher” and a “school book” can be found in a school and are connected to schools in general.

In Azerbaijani the process of forming compound nouns is similar to the procedure we used in order to show possession in Unit 14—using the Genitive case of the possessor + the appropriate possessive suffix for the possessed noun. Because there is no sense of possession with compound nouns—neither the “school teacher” nor the “school book” is owned by the school—the Genitive case is not used. The descriptor noun is thus left in the Nominative case, while the appropriate possessive suffix is attached to the head noun. Take a look at the following two examples:

məktəb (“school”) + **müəllim** (“teacher”) ⇒ **məktəb müəllim*ı*** – school teacher
məktəb (“school”) + **kitab** (“book”) ⇒ **məktəb kitab*ı*** – school book

We can pluralize the compound nouns above by adding the plural suffix to the head noun:

məktəb (“school”) + **müəllimlər** (“teachers”) ⇒ **məktəb müəllimlər*ı*** – school teachers
məktəb (“school”) + **kitablar** (“books”) ⇒ **məktəb kitablar*ı*** – school books

Here are a few more compound noun examples:

şəhər (“city”) + **avtobus** (“bus”) ⇒ **şəhər avtobus*u*** – a city bus
stol (“table”) + **lampa** (“lamp”) ⇒ **stol lampas*ı*** – a table lamp
futbol (“soccer”) + **komanda** (“team”) ⇒ **futbol komandas*ı*** – a soccer team
konsert (“concert”) + **bilet** (“ticket”) ⇒ **konsert bilet*ı*** – a concert ticket
ailə (“family”) + **maşın** (“car”) ⇒ **ailə maşın*ı*** – a family car

**Note that, in Azerbaijani, personal and place names can serve as descriptor nouns:

Bakı (“Baku”) + **mehmanxana** (“hotel”) ⇒ **Bakı mehmanxanas*ı*** – the Baku hotel
Ceferson (“Jefferson”) + **küçə** (“street”) ⇒ **Ceferson küçəs*ı*** – Jefferson Street
Harvard (“Harvard”) + **universitet** (“university”) ⇒ **Harvard universitet*ı*** – Harvard University

As the role of the compound noun changes in a sentence (from subject to direct object, for example), it will be the *head noun* that will take the necessary case suffix. Additionally, just like we saw with the third person forms of the Genitive case + possessive suffix construction, the buffer consonant **-n-** is inserted before all case suffixes (except the Nominative), regardless of whether the suffix begins with a vowel:

Mən iki konsert bilet*ı* alacáğam. – I will buy two concert tickets.
Yázmayın məktəb kitablar*ı*nda! – Do not write in the school books!
Tələbələr universitet kitabxanasına gedirlər. – The students are going to the university library.
Eldar bank prezident*ı*ndən məktub aldı. – Eldar received a letter from the bank president.

If you look back at the compound noun examples above, you will see that the possessive suffix added to the head noun in each of the cases is the third person suffix **-(s)ı**. This is due to the fact that there is no stated ownership of the compound nouns in the examples (i.e., “a city bus”, not “my or your city bus”; “Jefferson Street”, not “my or your Jefferson Street”). Because there is no “my,” “your” or “our” to speak of in these examples, there is no need for a first or second person possessive suffix. Most compound noun constructions will fall into this “third person” category.

In cases where the possessor of the head noun *is* indicated, however, the appropriate possessive suffix will be used (instead of the third person suffix). Thus:

məktəb müəllimi – a school teacher ⇒ **məktəb müəllimimiz** – our school teacher

Once again, any necessary case suffixes will be attached to the head noun:

Biz məktəb müəllimimizdən məktub aldıq. – We received a letter from our school teacher.

Siz dərs kitabınızda yazdınız mı? – Did you (*plural and/or formal*) write in your course book?

Unit 17 Exercises

17.1 Translate the following sentences into English.

1. Vahid dünən xəstə idi. O sabah məktəbdə olmaz. (Vahid was sick yesterday. He (probably) won't be at school tomorrow.)
2. Mən məktəb konsertinə gələrəm. (I will (probably) come to the school concert.)
3. Kitabxana kitabları sənin evindədir mi? (Are the library books at your (*informal*) house?)
4. Onlar sabah universitet kitabxanasında oxuyurlar. (They will (probably) be reading/studying in the university library tomorrow.)
5. Mən bank prezidentini tanıyıram. O atamdır. (I know the bank president. He's my father.)
6. O qələmi kitab mağazasında alma! (Don't buy that pen at the bookstore!)
7. Mənim ən yaxşı dostum Stanford universitetində oxumaz. (My best friend will (probably) not study at Stanford University.)
8. Atamızın təzə maşınını sürmək olmaz. (We're not allowed to drive our father's new car. (*literally* "It's not possible/allowed"))

17.2 Translate the following sentences into Azerbaijani.

1. My sister's children are very good students. They will (probably) not study at an inexpensive university. (Bacımın uşaqları çox yaxşı tələbələrdirlər. Onlar ucuz universitetdə oxumazlar.)
2. Their mother's brother is a doctor. He works at George Washington Hospital. (Onların anasının qardaşı həkimdir. O, George Washington (Vaşington) xəstəxanasında işləyir.)
3. The students will (probably) go from Jefferson University's library to Stanton Park. (Tələbələr Jefferson (Ceferson) universitetinin kitabxanasından Stanton parkına gedərlər.)
4. Would you (*formal*) give me the newspaper? (Siz qəzeti mənə verərsiniz mi?)
5. Our university professors (probably) won't write to us from Baku. (Universitet professorlarımız bizə Bakıdan yazmazlar.)
6. Those young teachers will (probably) work in the new school. (O cavan müəllimlər təzə məktəbdə işləyəcəklər.)
7. Boston University's president studied at Baku University. (Boston universitetinin prezidenti Bakı universitetində oxudu.)
8. Go (*formal*) to Azerbaijan University's hospital. The best doctors work there. (Gedin Azərbaycan universitetinin xəstəxanasına. Ən yaxşı həkimlər orada işləyirlər.)

Unit 18

This final unit of the course contains some additional topics in Azerbaijani that, at this stage, are more suited for “passive use”—in other words, items that you should learn to recognize when you come across them in reading but which you (most likely) don’t yet need for active language use at this time. For that reason, no translation exercises have been provided at the end of the unit. This is not to say, however, that these features of Azerbaijani are any less important; their in-depth study is merely outside the scope of this introductory course.

Postpositions

(part I)

In English (and many other languages) a *preposition* is a word which functions to characterize the relationship between its object and another part of the sentence. There are many different relationships that are possible with prepositions:

- direction/motion

*The boy ran **behind** the tree.*

*They flew **to** Paris last year.*

*She called her friend **from** home.*

- location

*The boy **in** the picture is my brother.*

*There weren’t any chairs, so everyone sat **on** the floor.*

*I finally found my keys **under** the bed.*

- temporal

*Her parents first met **in** 1982.*

*That store is closed **on** Sundays.*

*We ate dinner **after** the movie.*

As we have already seen in this course, some of the functions performed by prepositions in English are handled by the various cases in Azerbaijani (such as *to Paris, from home, in the picture, on the table*). In other situations, however, Azerbaijani requires “helper words” just like the prepositions in English. Whereas prepositions always *precede* their object in English, the “helper words” in Azerbaijani come *after* their object. For this reason, they are not called *prepositions* but, rather, *postpositions* and are an important part of Azerbaijani (and all Turkic languages).

There are two main types of postpositions in Azerbaijani: *locational* and *functional*. Locational postpositions, as their name implies, serve to specify the location of a person or thing. These postpositions are created from certain “nouns of place” and, together with their object, form a Genitive case + possessive suffix construction... with a Dative case ending to indicate location.

We already talked about Genitive case + possessive suffix constructions in Unit 14, but let’s take

another quick look at a few (color-coded) examples before we get to the locational postpositions—remember that **green** indicates the Genitive case suffix, while the possessive suffix is colored **orange**:

Vahidin maşını – Vahid’s car (*literally* “Vahid’s his-car”)

O Vahidin maşınıdır. – That is Vahid’s car.

Leyla Vahidin maşınında idi. – Leyla was in Vahid’s car.*

*Remember that, with third person possessive suffixes, the letter **-n-** is inserted before all case endings (except the Nominative).

Now that we’ve briefly reviewed the Genitive/possessive construction, let’s return to the locational postpositions (with the same color coding):

üst (“top, upper part”) ⇒ **stolun üstündə** – on top of the table (*literally* “on the table’s its-top”)

alt (“bottom, lower part”) ⇒ **stolun altında** – under the table (*literally* “on the table’s its-bottom”)

iç (“interior, inside part”) ⇒ **maşının içində** – in(side) the car (*literally* “in the car’s its-interior”)

So we can now specify an object’s location more exactly than just through the use of the Dative case ending alone:

Pişik maşının üstündədir. – The cat is on top of the car.

Pişik maşının içindədir. – The cat is inside the car.

Pişik maşının altındadır. – The cat is under the car.

As you can see, the use of a locational postposition allows us to be much more precise when speaking about the position of a noun. Here are some more locational postpositions:

bayır (“outside, exterior part”) ⇒ **bayırında** – outside, on the outside of

ara (“space in between”) ⇒ **arasında** – in the midst of, among, between

qabaq (“front part”) ⇒ **qabağında** – in front of

ön (“front part”) ⇒ **önündə** – in front of

arxa (“back part”) ⇒ **arxasında** – behind, in back of

orta (“center, middle part”) ⇒ **ortasında** – in the middle of

yan (“side part”) ⇒ **yanında** – at the side of, next to, by

qarşı (“opposite side”) ⇒ **qarşısında** – across from, opposite

Bacım məni məktəbin qabağında gözləyir. – My daughter is waiting for me in front of the school.

Poçt o bankın arxasında deyil. O, parkın qarşındadır. – The post office isn’t behind that bank. It’s opposite the park.

Sevil Əlinin yanında idi. – Sevil was next to Ali.

Time Expressions

Up to now we have only seen a few time-related words and expressions, such as **sabah** (“tomorrow”), **bu gün** (“today”), **bu il** (“this year”), etc. The following section will cover the most important vocabulary and phrases for talking about time:

Days of the Week

| | | | |
|------------------------|----------------------|---|-----------|
| bazar ertəsi | birinci gün | – | Monday |
| çərşənbə axşamı | ikinci gün | – | Tuesday |
| çərşənbə | üçüncü gün | – | Wednesday |
| cümə axşamı | dördüncü gün | – | Thursday |
| cümə | beşinci gün | – | Friday |
| şənbə | altıncı gün | – | Saturday |
| bazar | yeddiinci gün | – | Sunday |

Azerbaijani, as you can see above, has two sets of words for the days of the week. The first set of words—the left-hand column—is the “official” set used in formal language and, for example, in TV schedules in the newspaper. The second set—which is simply the appropriate ordinal number + the word “day”—is more common in informal spoken Azerbaijani.

To express “on” with days of the week, combine the day of the week (from the “official” column) with the word **gün** (“day”) into a compound noun:

çərşənbə günü – on Wednesday
çərşənbə günləri – on Wednesdays

Months of the Year

| | | | | | |
|---------------|---|----------|-----------------|---|-----------|
| yanvar | – | January | iyul | – | July |
| fevral | – | February | avqust | – | August |
| mart | – | March | sentyabr | – | September |
| aprel | – | April | oktyabr | – | October |
| may | – | May | noyabr | – | November |
| iyun | – | June | dekabr | – | December |

*Note that the months, like the days of the week, are not capitalized in Azerbaijani.

The following constructions are used to state when an event occurred:

- for months: use the Locative case ending **-dA**

yanvarda – in January
apreldə – in April

- for years: use the ordinal number for the final digit of the year + the word “year” in the Dative case

min doqquz yüz səksən altıncı ildə – in 1986 (*literally* “in the 1986th year”)
This construction is usually written as **1986-cı ildə

- for month + year combinations: use the ordinal number for the final digit of the year, then form a Genitive/possessive construction using the word “year” (in the Genitive) and the appropriate month (to which you add the possessive suffix), and finally add the Locative suffix to the month (to indicate “in”)

min doqquz yüz səksən altıncı ilin yanvarında – in January 1986 (*literally* “in the 1986th year’s its-January”)

- for month + day combinations: once again form a Genitive/possessive construction using the appropriate month (in the Genitive) together with the cardinal form for the day (to which you add the possessive suffix... but only to the final digit), and finally add the Locative ending to the day

fevralın birində – on February 1st (*literally* “on the February’s its-one”)

iyunun on üçüncüdə – on June 13th (*literally* “on the June’s its-thirteen”)

avqustun iyirmi altısında – on August 26th (*literally* “on the August’s its-twenty-six”)

Telling Time

To tell time in Azerbaijani, you use the word **saat** (“hour,” “clock,” “watch,” “time”) plus the appropriate cardinal number:

Saat neçədir? – What time is it?

(Saat) bərdir.* – It’s one o’clock.

(Saat) üçdür.* – It’s three o’clock.

(Saat) altıdır.* – It’s six o’clock.

(Saat) doqquzdur.* – It’s nine o’clock.

*The word **saat** in the response to “What time is it?” is optional. (**Note: This word is pronounced with a long “a” sound: [sa:t])

For time on the half-hour, the word **yarı** (“half”) is used in a Genitive/possessive construction. Remember that the *first* hour of the day starts at **12** o’clock, so the half-hour time expressions will reflect that fact:

(Saat) birin yarısındır. – It’s 12:30 (*literally* “it’s the one’s its-half (o’clock)”)

(Saat) doqquzun yarısındır. – It’s 8:30

(Saat) on ikinin yarısındır. – It’s 11:30

For all other times, the word **dəqiqə** (“minute”) and the verb forms **işləyib** (from **işləmək** “to work”) and **qalıb** (from **qalmaq** “to remain”) are used together with the Dative case of the hour. Again, remember that 12:00 is the beginning of the *first* hour, so in Azerbaijani you are always looking forward to the coming hour:

Birə beş dəqiqə işləyib. – It’s 12:05./It’s five past twelve. (*literally* “five minutes have worked to(wards) one [o’clock]”)

İkiyə on dəqiqə işləyib. – It’s 1:10./It’s ten past one.

Altıya iyirmi dəqiqə işləyib. – It’s 5:20./It’s twenty past five.

Doqquza iyirmi beş dəqiqə qalıb. – It’s 8:35./It’s twenty-five to nine. (*literally* “twenty-five minutes have remained to(wards) nine [o’clock]”)

Ona on dəqiqə qalıb. – It’s 9:50./It’s ten to ten.

On ikiyə üç dəqiqə qalıb. – It’s 11:57./It’s three to twelve.

Parts of the Day

| | |
|----------------------|-------------|
| səhər, sabah* | – morning |
| günorta | – noon |
| gündüz | – afternoon |
| axşam | – evening |
| gecə | – night |

*The word **sabah** translates to “morning” only in the phrase **Sabahınız xeyir!** (“Good morning!”). In other contexts it means “tomorrow”.

To state the specific time of an event, use the Locative case of the hour. In addition, the words above can be used to add the meaning of “a.m.” or “p.m.”:

Nə vaxt?/Saat neçədə? – When?/At what time?

Səhər saat yeddidə. – At 7 a.m.

Gündüz saat üçdə. – At 3 p.m.

Axşam saat doqquzun yarısında. – At 8:30 p.m.

Other Useful Time Words

| | |
|---------------------------|-------------|
| Nə vaxt?/Nə zaman? | – When? |
| dünən | – yesterday |
| bu gün | – today |
| sabah | – tomorrow |

| | |
|-------------------|----------------------------|
| Srağágün | – the day before yesterday |
| birisígün | – the day after tomorrow |
| bütün günü | – all day |
| gün | – day |
| həftə | – week |
| ay | – month |
| il | – year |

The adjective **hər** (“every”) can be used with time expressions to indicate the regular frequency of an event:

hər gün – every day
hər il – every year

Postpositions (part II)

We mentioned above that Azerbaijani has both *locational* and *functional* postpositions to help indicate the relationship of the postpositional phrase to another part of the sentence. While the duties of the *locational* postpositions are fairly clear and limited, the possible roles and uses of the *functional* postpositions are much broader and harder to classify. *Functional* postpositions can express comparison, purpose, elapsed time, direction, focus, the boundaries of an event in time or space, or the instrument or means by which an action was accomplished... among others. For the purposes of this course, we will restrict ourselves to the most common *functional* postpositions.

- **ilə** (also **-İA**)
 - used with the Nominative case of nouns and the Genitive case of pronouns
 - expresses the means or instrument of an action
 - often translates as “with” or “by” in English
 - after a word ending in a consonant, the postposition **ilə** loses its **i-** and becomes joined to the preceding word as the suffix **-İA** (*rule not always observed*)
 - can also mean “and” or “together with”

Leyla bacısı ilə evə getdi. – Leyla went home with her sister.

Əli Bakıya avtobusla gedəcək. – Ali will go to Baku by bus.

Yazıçı qələmlə yazır. – The author is writing with/by means of a pen.

Kitablar ilə kağız stoldadır. – The books and paper are on the table.

- **üçün**
 - used with the Nominative or Genitive case
 - expresses purpose or reason

- usually translates as “(in order) to” or “for”
- can be used with an infinitive to express intent or purpose

Yeni filmə baxmaq üçün Eldar kinoya getdi. – Eldar went to the movie theater to see the new film.

O kitabı alma. O, uşaqlar üçündür. – Don't buy that book. It's for children.

Mən konsert üçün bilet almaq istədim, amma mənim pulum yox idi. – I wanted to buy a ticket for the concert, but I didn't have any money.

*Also note the expression **nə üçün** “why?” (*literally* “what for?”)

- **kimi**

- used with the Nominative, Genitive or Dative case
- expresses comparison or similarity
- usually translates as “like” or “as”

Siz atam kimi oxuyursunuz. – You sing like my father.

Mən həkim kimi onu bilirəm. – I know that as a doctor.

Sənin evin bizim evimiz kimi baha deyil. – Your house isn't as expensive as our house.

- **başqa**

- used with the Ablative case
- expresses exception
- usually translates as “except for” or “other than”

Bundan başqa bütün kitabları oxudum. – I read all the books except for this one.

Əlidən başqa bütün ailə kinoda idi. – Except for Ali, the whole family was at the movies.

Şənbədən və bazardan başqa hər gün kitabxanada işləyir. – He works in the library every day except for Saturday and Sunday.

- **haqqında**

- used with the Nominative or Genitive case
- indicates the focus or topic
- usually translates as “about” or “on (the topic of)”
- may appear with other possessive suffixes between **haqq** and the Dative case ending **-dA** (such as **haqqımda** or **haqqımızda**)

Onların profəssoru haqqında danışdılar. – They spoke about their professor.

O yazıçı Azərbaycan(ın) haqqında yazır. – That author writes about Azerbaijan.

Sizin yeni kitabınız nəyin haqqındadır? – What is your new book about?

Expressing Ability

In Azerbaijani, the verb **bilmək** (“to know [a fact]”) can be used to express the idea of ability. This construction requires the main verb to be in a special form: the verbal root + the suffix -**(y)A**. This two-verb combination is similar to the English “can” or “to be able” but may also indicate possibility or permission. Because the form of the main verb does not change, all suffixes for tense, person and/or negation are added to the verb **bilmək**:

görmək ⇒ **gör-ə**

Mən görə bilirəm. – I can see./I am able to see./It is possible for me to see.

Sən görə bilmirsən. – You can’t see./It isn’t possible for you to see.

O görə bildi. – He/she could see./It was possible for him/her to see.

Biz görə bilmədik. – We couldn’t see./It wasn’t possible for us to see.

Siz görə biləcəksiniz. – You will be able to see./It will be possible for you to

see.

Onlar görə bilməyəcəklər. – They won’t be able to see./It won’t be possible for them to see.

Similarly:

işləmək ⇒ **işləy-ə + bilmək**

almaq ⇒ **ala + bilmək**

oxumaq ⇒ **oxuya + bilmək**

The Relative Suffix **-kİ**

Throughout this course we have seen many different suffixes, and we were able to classify them as either *inflectional* or *derivational* in nature. The suffix **-kİ**, however, doesn’t belong to either of these two groups. As a “relative suffix,” **-kİ** attaches to a noun and transforms the noun into a relative clause (e.g., “who is...”, “which are...”, etc.). In this manner, the suffix **-kİ** allows two related sentences to be combined. Take a look at the following example in English:

The author wrote the books.

The books are in the library.

⇒ *The author wrote the books **which are in the library**.*

The boldfaced words “which are in the library” form a relative clause which characterizes or gives us more information about the books that the author wrote—in this case, it specifies the location of the books. Let’s look at the same situation in Azerbaijani:

Yazıçı kitabları yazdı. – The author wrote the books.

Kitablar kitabxanadadır. – The books are in the library.

Now we will add the suffix **-kİ** to the word **kitabxanada**, since it is the word which describes

the books' location, and place the newly-suffixed form *in front of* the word it is modifying (namely "books"):

Yazıçı kitabxanadakı kitabları yazdı. – The author wrote the books which are in the library. (*literally* "The author wrote the which-are-in-the-library books.")

The addition of the relative suffix **-kİ** turns the Locative case phrase "in the library" into a relative clause: "which are in the library". This relative clause acts like an adjective and thus precedes the noun it modifies or describes. Let's take a look at another example:

I read the newspaper.

The newspaper is on the table.

⇒ *I read the newspaper **that is on the table.***

(**Note: Although there *is* a grammatical difference in English between the relative pronouns "which" and "that," we are going to consider them synonymous for our purposes in this course.)

Now we just have to translate the above sentences into Azerbaijani:

Mən qəzeti oxudum. – I read the newspaper.

Qəzet stoldadır. – The newspaper is on the table.

Once again, we will add the relative suffix **-kİ** to the word (in Azerbaijani) which describes the location of the newspaper:

Mən stoldakı qəzeti oxudum. – I read the newspaper that is on the table. (*literally* "I read the that-is-on-the-table newspaper")

We'll do one more example... this time involving people (instead of objects):

I can't see the children.

The children are in that car.

⇒ *I can't see the children **who are in that car.***

Mən uşaqları görə bilmirəm. – I can't see the children.

Uşaqlar o maşındadırlar. – The children are in that car.

⇒ **Mən o maşındakı uşaqları görə bilmirəm.** – I can't see the children who are in that car. (*literally* "I can't see the who-are-in-that-car children.")

Note: The relative suffix **-kİ can only be added to nouns in the Locative or Genitive case. Here is an example of the suffix attached to a noun in the Genitive case:

Sən o maşınları gördünmü? Həkiminki təzə və bahədir, sürücününkü isə köhnədir.
– Did you see those cars? The doctor's is new and expensive, but the driver's is old. (*literally* "The which-is-the-doctor's [car] is new and expensive, but the which-is-the-driver's [car] is old.")

In this case, the word “car” is understood from the first sentence, so it doesn’t have to be repeated.

The Relative Conjunction *ki*

Not to be confused with the similar-looking relative suffix **-ki**, the relative *conjunction* **ki** is not attached to anything and does not change its vowel. As a conjunction, **ki** serves to join two clauses or sentences together. It is usually translated as “that” but is optional in English and thus can often be omitted. Take the following two English sentences:

I told you.

They are not at home.

We can join these two sentences through the conjunction “that”:

⇒ *I told you **that** they are not at home.*

This sentence, however, would be perfectly fine in English *without* the conjunction:

⇒ *I told you they are not at home.*

In Azerbaijani, on the other hand, the conjunction **ki** may not be omitted. Additionally, a comma is always written after the conjunction:

Mən sənə dedim. – I told you.

Onlar evdə deyil. – They are not at home.

⇒ **Mən sənə dedim ki, onlar evdə deyil.** – I told you (that) they are not at home.

Similarly:

Onlar bilmədilər ki, Leyla xəstəxanadadır. – They didn’t know (that) Leyla is in the hospital.

Mən şadam ki, siz mənimlə buradasınız. – I’m glad (that) you are here with me.

Appendix

Congratulations—**Uğurlar olsun!**—on making it to the end of the course! The material presented here was chosen to cover the essential aspects of Azerbaijani and is by no means exhaustive in nature. We hope this course was beneficial in helping you form the foundation for future study of the Azerbaijani language. In this **Appendix** section, you will find a list of sources you may wish to consult during your study of Azerbaijani, some potentially helpful websites, tables for reviewing the various cases and possessive suffix forms, additional verb tenses, some useful phrases, three short passages for reading practice and, finally, a comprehensive vocabulary list in Azerbaijani alphabetical order as well as individual topic area lists in English alphabetical order.

Sources for Further Study of Azerbaijani

The following sources, which were used as references in the writing of this course, might be of assistance to you in your study of Azerbaijani:

- *Elementary Azerbaijani* by Kurtuluş Öztopçu (2000)
- *Azərbaycanca-İngiliscə Lüğət (Azerbaijani-English Dictionary)* edited by O. I. Musayev (1998)
- *Azerbaijani Texts with Parallel English Translations (2nd edition)* by Valeriy Volozov (2000)
- *Azerbaijani Reader in the New Alphabet* by Abazar Sepehri (1994)
- *Инкилисчә-азәрбајҹанҹа лүғәт (English-Azerbaijani Dictionary)* edited by Gurban Rzaev (1994) – in the Cyrillic alphabet

Websites on Azerbaijan

You might find the following websites useful both as sources of information *about* Azerbaijan as well as information *in* Azerbaijani:

<http://www.polyglot.az/> - An online English-Azerbaijani-English dictionary

<http://www.azerb.com/> - The “A to Z of Azerbaijan”, with numerous links to all things Azerbaijani. Click on “Places” for a hot-linked map of Azerbaijan with information and pictures about each city.

<http://www.bsu.az/> - Baku State University (in Azerbaijani, English and Russian)

<http://www.mfa.gov.az/eng/> - The Ministry of Foreign Affairs for the Republic of Azerbaijan (in Azerbaijani and English)

<http://www.fromallangles.com/newspapers/countries/azerbaijan.htm> - A list of online newspapers (in Azerbaijani, English and/or Russian). Keep in mind that the English pages of an Azerbaijani website are often somewhat awkwardly translated.

<http://www.azerbaijan-online.com/newspaper/> - Another list of online newspapers in various languages (with links on the left to other media sites, many of which don't work)

<http://www.azernews.net/> - Perhaps the best online newspaper website. (Click on “AssA-IRADA” in the upper right-hand corner—http://www.azernews.net/assa_irada.php—for stories in Azerbaijani. **Note: There is usually not a one-to-one correspondence between the English and Azerbaijani headlines.)

<http://www.ab.az/en/cat.php?fid=other> - Website of the Azerbaijan National Academy of Sciences, with numerous links to various government and private organizations.

Review of Cases

The following table shows all six case forms for six different nouns—three ending in a *front* vowel, three ending in a *back* vowel. Consonant alternations are indicated in **orange** (for **k** ⇒ **y**) or **green** (for **g** ⇒ **ğ**).

| | | | | | |
|---------------|---------------|------------|---------------|------------------|--------------|
| <i>doctor</i> | <i>driver</i> | <i>cat</i> | <i>sister</i> | <i>professor</i> | <i>child</i> |
|---------------|---------------|------------|---------------|------------------|--------------|

| | | | | | | |
|---------------------------|-----------------|---------------|-----------------|----------------|---------------------|----------------|
| Nominative (no ending) | həkim | sürücü | pişik | bacı | professor | uşaq |
| Genitive -(n)In | həkimin | sürücü | pişiyin | bacının | professorun | uşağın |
| Dative -(y)A | həkimə | sürücü | pişiyə | bacıya | professora | uşağa |
| Objective* -(n)I | həkimi | sürücü | pişiyi | bacını | professoru | uşağı |
| Locative -dA | həkimdə | sürücü | pişikdə | bacıda | professorda | uşaqda |
| Ablative -dAn | həkimdən | sürücü | pişikdən | bacıdan | professordan | uşaqdan |

*Note: The forms given here for the Objective case represent a *definite* direct object. (The *indefinite* direct object form would be the same as the Nominative.)

Review of Possessive Forms

The table below shows all of the case forms for six nouns with possessive suffixes attached. The six nouns are **ailə** (“family”), **söz** (“word”), **pişik** (“cat”), **bacı** (“sister”), **dost** (“friend”) and **uşaq** (“child”). Consonant alternations are indicated in orange (for **k** ⇒ **y**) or green (for **g** ⇒ **ğ**).

| | <i>my</i> | <i>your(sg.)</i> | <i>his/her/its</i> | <i>our</i> | <i>your (pl./formal)</i> | <i>their</i> |
|---------------------------|--|--|--|--|--|--|
| Nominative (no ending) | ailəm sözüm pişiyim bacım dostum uşağım | ailən sözün pişiyin bacın dostun uşağın | ailəsi sözü pişiyi bacısı dostu uşağı | ailəmiz sözümüz pişiyimiz bacımız dostumuz uşağımız | ailəniz sözünüz pişiyiniz bacınız dostunuz uşağınız | ailəsi sözü pişiyi bacısı dostu uşağı |
| Genitive -(n)In | ailəmin sözümün pişiyimin bacımın dostumun | ailənin sözünün pişiyinin bacının dostunun | ailəsinin sözünün pişiyinin bacısının dostunun | ailəmizin sözümüzün pişiyimizin bacımızın dostumuzun | ailənizin sözünüzün pişiyinizin bacınızın dostunuzun | ailəsinin sözünün pişiyinin bacısının dostunun |

| | uşağımın | uşağının | uşağının | uşağımızın | uşağınızın | uşağının |
|---------------------|--|--|--|--|--|--|
| Dative -(y)A | ailəmə sözümə pişiyimə bacıma dostuma uşağıma | ailənə sözünə pişiyinə bacına dostuna uşağına | ailəsinə sözünə pişiyinə bacısına dostuna uşağına | ailəmizə sözümüzə pişiyimizə bacımıza dostumuza uşağımıza | ailənizə sözünüzə pişiyinizə bacınıza dostunuza uşağınıza | ailəsinə sözünə pişiyinə bacısına dostuna uşağına |
| Objective* -(n)I | ailəmi sözümü pişiyimi bacımı dostumu uşağımı | ailəni sözünü pişiyini bacını dostunu uşağını | ailəsinə sözünü pişiyini bacısını dostunu uşağını | ailəmizi sözümüzü pişiyimizi bacımızı dostumuzu uşağımızı | ailənizi sözünüzü pişiyinizi bacınızı dostunuzu uşağınızı | ailəsinə sözünü pişiyini bacısını dostunu uşağını |
| Locative -dA | ailəmdə sözümdə pişiyimdə bacımda dostumda uşağımda | ailəndə sözündə pişiyində bacında dostunda uşağında | ailəşində sözündə pişiyində bacısında dostunda uşağında | ailəmizdə sözümüzdə pişiyimizdə bacımızda dostumuzda uşağımızda | ailənizdə sözünüzdə pişiyinizdə bacınızda dostunuzda uşağınızda | ailəşində sözündə pişiyində bacısında dostunda uşağında |
| Ablative -dAn | ailəmdən sözümdən pişiyimdən bacımdan dostumdan uşağımdan | ailəndən sözündən pişiyindən bacından dostundan uşağından | ailəşindən sözündən pişiyindən bacısından dostundan uşağından | ailəmizdən sözümüzdən pişiyimizdən bacımızdan dostumuzdan uşağımızdan | ailənizdən sözünüzdən pişiyinizdən bacınızdan dostunuzdan uşağınızdan | ailəşindən sözündən pişiyindən bacısından dostundan uşağından |

*Note: The forms given here for the Objective case represent a *definite* direct object. (The *indefinite* direct object form would be the same as the Nominative.)

Additional Verb Tenses

Azerbaijani, just like English, has a well-developed system of tenses. During this course, we

covered the *present progressive*, *simple past*, and *definite* and *indefinite future* tenses. This section will introduce several additional verb tenses not presented in the course material above.

Past Progressive

This tense equates to the English “was/were ...ing” and is typically used to emphasize the duration or on-going nature of an action in the past. In some cases, this tense translates to the simple past (“...-ed”) in English. The *past progressive* suffix is **-İrdİ** (which is a combination of the *present progressive* suffix **-İr** and the shortened *simple past* form of “to be”: **-dİ**). The personal suffixes, which are the same as those for the *simple past*, are listed in the table below.

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|-----------|---------------|---|---------------|
| <i>1st person</i> | mən | – | -m | biz | – | -Q |
| <i>2nd person</i> | sən | – | -n | siz | – | -nİz |
| <i>3rd person</i> | o | – | - | onlar | – | -(lAr) |

görmək – to see

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|---------------------|---------------------|--------------------|
| <i>1st person</i> | görürdüm | – I was seeing | görürdük | – we were seeing |
| <i>2nd person</i> | görürdün | – you were seeing | görürdünüz | – you were seeing |
| <i>3rd person</i> | görürdü | – he/she was seeing | görürdü(lər) | – they were seeing |

yazmaq – to write

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|----------------------|---------------------|---------------------|
| <i>1st person</i> | yazırdım | – I was writing | yazırdıq | – we were writing |
| <i>2nd person</i> | yazırdın | – you were writing | yazırdınız | – you were writing |
| <i>3rd person</i> | yazırdı | – he/she was writing | yazırdı(lar) | – they were writing |

getmək – to go

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|-----------------|--------------------|---------------------|-------------------|
| <i>1st person</i> | gedirdim | – I was going | gedirdik | – we were going |
| <i>2nd person</i> | gedirdin | – you were going | gedirdiniz | – you were going |
| <i>3rd person</i> | gedirdi | – he/she was going | gedirdi(lər) | – they were going |

*Notice the consonant alternation from **t-** to **d-** before suffixes beginning with a vowel.

oxumaq – to read, study; to sing

singular

plural

| | | |
|------------------------------|--------------------------------------|--|
| <i>1st person</i> | oxuyúrdum – I was reading | oxuyúrduq – we were reading |
| <i>2nd person</i> | oxuyúrdun – you were reading | oxuyúrdunuz – you were reading |
| <i>3rd person</i> | oxuyúrdu – he/she was reading | oxuyúrdu(lar) – they were reading |

To negate the *past progressive* tense, simply add **-m** before the tense suffix **-IrdI**. (Since the tense suffix contains the consonant **-r-**, the regular negative suffix **-mA** is shortened to **-m**.)

görmürdüm – I was not seeing

gétmirdim – I was not going (*note the t)

yázmürdim – I was not writing

oxúmrudum – I was not reading

Present Perfect

This tense equates to the English “have/has ...ed” and is typically used for past actions which impact upon or are tied to the present in some way. In some cases, when this tense is used—unlike the English equivalent—with a specific period of time in the past, it translates to the simple past (“...-ed”) in English. The *present perfect* suffix is **-mİş**. The personal suffixes, which are the same as those for the *present progressive*, are listed in the table below.

| | singular | | | plural | | |
|------------------------------|----------|---|-------------|--------|---|------------------|
| <i>1st person</i> | mən | – | -Am | biz | – | -IQ |
| <i>2nd person</i> | sən | – | -sAn | siz | – | -sInIz |
| <i>3rd person</i> | o | – | -dIr | onlar | – | -(dIr)lAr |

görmək – to see

singular

plural

| | | |
|------------------------------|------------------------------------|--|
| <i>1st person</i> | görmüşəm – I have seen | görmüşük – we have seen |
| <i>2nd person</i> | görmüşsən – you have seen | görmüşsünüz – you have seen |
| <i>3rd person</i> | görmüşdür – he/she has seen | görmüş(dür)lər – they have seen |

yazmaq – to write

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|------------------|----------------------|-----------------------|---------------------|
| <i>1st person</i> | yazmıŝam | – I have written | yazmıŝıq | – we have written |
| <i>2nd person</i> | yazmıŝsan | – you have written | yazmıŝsınız | – you have written |
| <i>3rd person</i> | yazmıŝdır | – he/she has written | yazmıŝ(đır)lar | – they have written |

getmək – to go

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|------------------|-------------------|-----------------------|------------------|
| <i>1st person</i> | getmıŝəm | – I have gone | getmıŝik | – we have gone |
| <i>2nd person</i> | getmıŝsan | – you have gone | getmıŝsınız | – you have gone |
| <i>3rd person</i> | getmıŝdır | – he/she has gone | getmıŝ(đır)lar | – they have gone |

oxumaq – to read, study; to sing

| | <i>singular</i> | | <i>plural</i> | |
|------------------------------|------------------|-------------------|-----------------------|------------------|
| <i>1st person</i> | oxumúŝam | – I have read | oxumúŝuq | – we have read |
| <i>2nd person</i> | oxumúŝsan | – you have read | oxumúŝsunuz | – you have read |
| <i>3rd person</i> | oxumúŝdur | – he/she has read | oxumúŝ(đur)lar | – they have read |

To negate the *present perfect* tense, simply add the negative suffix **-mA** before the tense suffix.

görməmiŝəm – I have not seen (*note the i)

gétməmiŝəm – I have not gone

yázmamıŝam – I have not written

oxúmamıŝam – I have not read (*note the ı)

**Note: The letter ŝ in the second person singular and plural forms is often dropped in both spoken and written Azerbaijani.

Note: For the second and third person singular and plural, *alternate* forms of the *present perfect* exist (mainly used in informal spoken and written Azerbaijani). The tense suffix **-mıŝ in these forms is replaced by the suffix **-(y)ıb**. The third person suffix **-đır** is optional with these alternate forms.

görúbən – you have seen

gedıbsiniz – you have gone

yazıb(đır) – he/she has written

oxuyúb(đur)lar – they have read

Past Perfect

This tense equates to the English “had ...ed” and is typically used for a past action which ended prior to a second action or point of time in the past. The *past perfect* suffix is **-mıŝđır** (which is a

combination of the *past progressive* suffix **-mİş** and the shortened *simple past* form of “to be”: **-dİ**). The personal suffixes, which are the same as those for the *simple past*, are listed in the table below.

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|-----------------|---|-----------|---------------|---|---------------|
| <i>1st person</i> | mən | – | -m | biz | – | -Q |
| <i>2nd person</i> | sən | – | -n | siz | – | -nİz |
| <i>3rd person</i> | o | – | - | onlar | – | -(lAr) |

görmək – to see

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|------------------|---|-----------------|----------------------|---|---------------|
| <i>1st person</i> | görmüşdüm | – | I had seen | görmüşdük | – | we had seen |
| <i>2nd person</i> | görmüşdün | – | you had seen | görmüşdünüz | – | you had seen |
| <i>3rd person</i> | görmüşdü | – | he/she had seen | görmüşdü(lər) | – | they had seen |

yazmaq – to write

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|------------------|---|--------------------|----------------------|---|------------------|
| <i>1st person</i> | yazmışdım | – | I had written | yazmışdıq | – | we had written |
| <i>2nd person</i> | yazmışdın | – | you had written | yazmışdınız | – | you had written |
| <i>3rd person</i> | yazmışdı | – | he/she had written | yazmışdı(lar) | – | they had written |

getmək – to go

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|------------------|---|-----------------|----------------------|---|---------------|
| <i>1st person</i> | getmişdim | – | I had gone | getmişdik | – | we had gone |
| <i>2nd person</i> | getmişdin | – | you had gone | getmişdiniz | – | you had gone |
| <i>3rd person</i> | getmişdi | – | he/she had gone | getmişdi(lər) | – | they had gone |

oxumaq – to read, study; to sing

| | <i>singular</i> | | | <i>plural</i> | | |
|------------------------------|------------------|---|--------------|--------------------|---|--------------|
| <i>1st person</i> | oxumuşdum | – | I had read | oxumuşduq | – | we had read |
| <i>2nd person</i> | oxumuşdun | – | you had read | oxumuşdunuz | – | you had read |

3rd person

oxumúşdu – he/she had read

oxumúşdu(lar) – they had read

To negate the *past perfect* tense, simply add the negative suffix **-mA** before the tense suffix.
Note the vowel changes that this two-way suffix produces:

görməmişdim – I had not seen (*note the **i**)

gətməmişdim – I had not gone

yəzməmişdim – I had not written

oxumamışdım – I had not read (*note the **ı**)

Useful Phrases and Sentences

For the following phrases and sentences, both *formal* (or *plural*) and *informal* versions are listed. *Formal* words are color coded **blue**, while *informal* components are color coded **red**. Phrases and sentences which are not color coded can be used in both *formal* and *informal* contexts.

Salam! – Hello!/Hi!

Nécəsiniz?/Nécəsən? – How are you?

Yaxşıyam, (çox) sağ olun/ol. – Fine, thank you (very much).

Taniş olmağımıza/olmağımıza çox şadam. – Pleased to meet you.

Sizinlə/Səninlə tanış olmağımıza çox şadam. – Pleased to meet you.

Mən də - likewise (*literally* “me, too”)

Hələlik! – See you!

Xudəhafiz! – Good-bye!

Sağ olun/ol! – Good-bye! (*literally* “Be healthy!”)

Lütfən – please

Zəhmət olmasa – please

Təşəkkür edirəm. – Thank you.

Bağışlayın – Excuse me (*literally* “Forgive me”)

Üzr istəyirəm – I’m sorry

Bağışlayın, siz/sən ingiliscə bilirsiniz/bilərsən? – Excuse me, do you know English?

Siz/Sən azərbaycənca danışa bilərsiniz/bilərsən? – Can you speak Azerbaijani?

Mən bir az azərbaycənca danışırım. – I speak a little Azerbaijani.

Mən rusca yaxşı başa düşürəm. – I understand Russian well.

Siz/Sən çox sürətlə danışirsiniz/danışsan. – You speak very quickly.

Buna azərbaycənca nə deyirlər? – How do you say this in Azerbaijani? (*literally* “What do they call this in Azerbaijani?”)

Zəhmət olmasa, yavaş-yavaş təkrar edə bilərsiniz/bilərsənmi? – Could you repeat that slowly, please?

Təkrar edin/et bir dəfə də, zəhmət olmasa. – Repeat that again, please.

Ad gününüz/günün mübarək olsun! – Happy birthday! [müba:rək]

Uğurlar olsun! – Good luck!

Yaxşı yol! – Bon voyage! (Have a good trip!)

Reading Practice

Eldar

Bu Eldardır. Eldar tələbədir. O, universitetdə oxuyur. O Bakı şəhərində yaşayır.

Eldar uca binada yaşayır. Binada altı mərtəbə var. Hər mərtəbədə üç mənzil var. Eldar balaca mənzildə qalır. Mənzildə iki otaq var. Eldarın otağında bir stol, iki stul, rəflər və yataq var. Eldarda çox pul yoxdur. Ona görə də otağında çoxlu şey yoxdur. Onda amma çoxlu kitab var. Eldar kitab oxumağı çox sevir.

Eldar

This is Eldar. Eldar is a student. He studies at a university. He lives in the city of Baku.

Eldar lives in a tall building. It is a six-story building (*literally* There are six floors in the building). There are three apartments on each floor. Eldar lives in a small apartment. There are two rooms in the apartment. In Eldar's room there is one table, two chairs, shelves and a bed. Eldar doesn't have a lot of money. That's also why there aren't many things in his room. But he has a lot of books. Eldar likes to read books a lot.

Vocabulary Words for the Reading

görə (+ Dative) – due to, because of

qalmaq – here: to live

otaq – room

rəf – shelf

uca – tall, high

yaşamaq – to live, reside

yataq – bed

Yağışlı Gün

Keçən gecə hava isti idi. Lakin bu gün hava dəyişdi. Günəş batdı. Göy qaraldı, buludlar göydə toplaşdı. Sonra yağış yağdı. Küçələr yaş oldu. Küçələrdə gölməçələr əmələ gəldi. Uşaqlar oyunu dayandırdılar. Valideynlər uşaqları evə çağırdılar. Uşaqlar evə getdilər. Mən də evə getdim. Mən evdə kitab oxudum və televizora baxdım. Sonra atam evə gəldi. Biz şam elədik. Şamdan sonra biz kinoya baxdıq. Çox maraqlı kino idi. Anam pəncərədən baxdı.

- Baxın, yağış dayandı, - o dedi. - Keçən həftə də belə oldu.

Biz göyə baxdıq. Göy mavi idi. Sonra biz küçəyə çıxdıq və parka getdik.

Rainy Day

It was hot last night. But today the weather had changed. The sun was setting. The sky was turning dark, the clouds were gathering in the sky. Then the rain came down. The streets became wet. Puddles formed in the streets. The children stopped playing (*literally* The children

stopped the game). The parents called their children home. The children went home. I also went home. At home I read a book and watched TV. Then my father came home. We ate dinner. After dinner we watched a movie. It was a very interesting movie. My mother looked out the window.

“Look, the rain stopped,” she said. “Last week [it] also happened like this.”

We looked at the sky. The sky was blue. Then we walked outside (*literally* into the street) and went to the park.

Vocabulary Words for the Reading

batmaq – to go down, sink (here: to set)

belə - this way, like this

bulud – cloud

çağırmaq – to call (out to)

çıxmaq – to leave, go (out of)

dayandırmaq – to stop, end (an activity)

dayanmaq – to come to an end

dəyişmək – to change

əmələ gəlmək – to be formed

gölməçə - here: puddle

göy – sky

günəş – sun

isti – hot

kino – here: a movie

qaralmaq – to turn/grow black

oyun – game

sonra – then, later; after (+ Ablative)

şam – dinner

şam eləmək – to have/eat dinner

toplaşmaq – to gather together

valideyn – parent

yağmaq – to fall, pour (down)

yağışlı - rainy

yaş – wet

Avtobus dayanacağında

Axşam saat altı idi. Küncdə beş tələbə dayanmışdılar. Üç oğlan, iki qız. Onlar avtobus gözləyirdilər. Dörd avtobus artıq keçdi. Lakin tələbələr hələ dayanacaqda dayanmışdı. Tələbələrə nömrə yeddi avtobus lazım idi. On dəqiqə keçdi. İki tələbə—Səbinə və Elmira—daha yeddi nömrə avtobusu gözləmək istəmədilər. Onlar iyirmi bir nömrəli trolleybusa mindilər. Trolleybus biletinin qiyməti on manat idi. Elmirada cəmi səkkiz manat var idi.

- Səbinə, səndən iki manat borc almaq olar? – Elmira soruşdu.

- Əlbəttə olar. İstəyirsən, sənə beş manat verim.

- Çox sağ ol. İki manat kifayət edəcək.

Dayanacaqda qalan üç tələbə - Elçin, Vahid və Zaur avtobus biletinin qiyməti haqqında danışdılar. Nəhayət nömrə yeddi avtobus gəldi və oğlanlar ona mindilər. Onlar bildilər ki, avtobus biletinin qiyməti on iki manatdır. Zaurda otuz doqquz manat var idi. O, dostları üçün bilet aldı.

At the Bus Station

It was 6pm. Five students were standing at the corner. Three boys and two girls. They were waiting for a bus. Four buses have already passed. However, the students were still standing at the bus stop. The students needed bus number 7. Ten minutes passed. Two students—Sabina and Elmira—did not want to wait any longer for a bus number 7. They boarded trolley number 21. The trolley ticket price was ten manats. Elmira had only eight manats.

“Sabina, is it possible to borrow 2 manats from you?” Elmira asked.

“Of course, it is possible. If you want, I will give you five manats.”

“Thank you very much. Two manats will be sufficient.”

The three students who remained at the bus stop—Elchin, Vahid and Zaur—were talking about the price of a bus ticket. Finally, bus number 7 arrived and boys boarded it. They knew that the bus ticket price is 12 manats. Zaur had 39 manats. He bought a ticket for his friends.

Vocabulary Words for the Reading

artıq – already

borc almaq – to borrow

cəmi – here: only

daha – here: no longer

dayanacaq – station

dayanmaq – here: to stand

gözləmək – to wait

hələ - still

keçmək – to pass (by)

kifayət etmək – to be sufficient

künc – corner

qalan – here: the remaining

manat – manat (Azerbaijani national currency)

minmək – to take (transportation); to board, get onto

nəhayət – finally, at last

nömrəli – numbered

sağ ol – here: thank you

Vocabulary

The vocabulary lists below have been divided into two sections. The first section is Azerbaijani-to-English and is sorted in Azerbaijani alphabetical order. The second section contains the same words as the first section but is English-to-Azerbaijani. The vocabulary words in this second section are arranged by theme or topic area.

The symbol **k indicates that the usual “y” sound present in the Azerbaijani pronunciation of **k** is not pronounced in this word. The pronunciation of any pink-colored letter is indicated in brackets to the right of the word. Stress in all words falls on the final syllable, unless marked.

Azerbaijani-to-English

ABŞ (Amérika Birləşmiş Ştatları) - USA (United States of America)

ad - name
adam - person
ağ - white

| | | | |
|---------------------|--------------------------|--------------------|---------------------------------------|
| ağac | - tree | çiyələk | - strawberry |
| ailə | - family | çox | - very |
| alma | - apple | çoxlu | - many |
| almaq | - to buy; get; take | çörək | - bread |
| Amérika | - America | çünki | - because |
| amériqalı | - American | danışmaq | - to speak, talk |
| amma | - but | da/də* | - also, too (*based on vowel harmony) |
| ana | - mother | demək | - to say, tell |
| ananas | - pineapple | dəftər | - notebook |
| aptek | - pharmacy | dəqiqə | - minute |
| araq | - vodka | dərs | - class, lesson |
| armud | - pear | dil | - language; tongue |
| arvad | - wife | dilçi | - linguist |
| ata | - father | direktor | - director |
| avtobus [f] | - bus | divar | - wall |
| ay | - month; moon | dondurma | - ice cream |
| ayaqqabı | - shoe | dost | - friend |
| Azərbaycan | - Azerbaijan | dövlət | - state (administrative entity) |
| azərbaycanlı | - Azerbaijani | dünən | - yesterday |
| baba | - grandfather | dünya | - world |
| bacı | - sister | düz | - correct, right |
| baha | - expensive | el | - people, nation |
| Bakı | - Baku | eşitmək | - to hear |
| balaca | - small | etmək | - to do |
| banan | - banana | ev | - house |
| bank | - bank | əcnəbi | - foreigner |
| başqa | - except for, other than | əlbəttə | - of course |
| baxmaq | - to look at, watch | əlcək | - glove |
| bəli [ə:] | - yes | ər | - husband |
| bəy | - Mr.; sir | ət | - meat |
| bilmək | - to know (a fact) | fəhlə | - worker, laborer |
| bina | - building | fikirləşmək | - to think |
| birləşmiş | - united | getmək | - to go |
| boz | - gray | göndərmək | - to send |
| böyük | - big, large | görmək | - to see |
| bu | - this | götürmək | - to take |
| bu gün | - today | göy | - sky; blue |
| búra | - here | göyçək | - pretty |
| bütün | - whole, entire | gözəl | - beautiful |
| cavan | - young | gül | - flower |
| cənab | - Mr.; gentleman | gün | - day |
| corab | - sock | haqqında | - about |
| çay | - tea; river | hamı(sı) | - all |
| çərəz | - dessert | hansı | - which (one) |
| çətin | - difficult | | |
| çiçək | - flower | | |

| | | | |
|--------------------|------------------------------|--------------------|--------------------------------|
| hára | - where | qalmaq | - to stay, remain |
| hava | - weather | qapı | - door |
| hədiyyə | - gift, present | qara | - black |
| həftə | - week | qaraj | - garage |
| həkim | - doctor | qardaş | - brother |
| həmişə | - always | qarpız | - watermelon |
| hər | - every | qatar | - train |
| xalq | - people, folk | qayış | - belt |
| xanım | - lady; Mrs. | qəhvəyi | - brown |
| xarici [a:] | - foreign | qələm | - pen |
| xeyr | - no | qəşəng | - pretty |
| xəbər | - news | qəzet | - newspaper |
| xəstə | - sick | qırmızı | - red |
| xəstəxana | - hospital | qız | - girl; daughter |
| xörək | - food, dish, meal | qiymət | - price |
| içmək | - to drink | qoca | - old (for people) |
| idman | - sports | qohum | - relative |
| il | - year | qonaq | - guest |
| ilə | - with, by means of | qonşu | - neighbor |
| institut | - institute | qorxmaq | - to fear, be afraid of |
| isə | - and/but (used to contrast) | quş | - bird |
| istəmək | - to want | lakin [a:] | - but |
| iş | - job, work | lampa | - lamp |
| işçi | - worker | lap | - very |
| işləmək | - to work | lüğət | - dictionary |
| it | - dog | mağaza | - store |
| kağız | - paper | mahnı | - song |
| kahı | - lettuce | mal əti | - beef |
| karandaş | - pencil | maraqlı | - interesting |
| kartof | - potato | marqsız | - boring |
| keçən | - last, previous, past | maşın | - car |
| kiçik | - little | mavi | - (sky) blue |
| kim | - who | mehmanxana | - hotel |
| kimi | - like, as | meyvə | - fruit |
| kino | - movie (theater) | məktəb | - school |
| kişi | - man | məktub | - letter |
| kitab | - book | mənzil | - apartment |
| kitabxana | - library | mərtəbə | - floor, story (of a building) |
| konsert [a] | - concert | mətbəx | - kitchen |
| köhnə | - old (for things) | millət | - nation; a people |
| kolbasa [a] | - sausage | milli | - national |
| kök | - carrot | milliyyət | - nationality |
| köynək | - shirt | mineral su | - mineral water |
| küçə | - street | musiqi [u:] | - music |
| qaçmaq | - to run | muzey | - museum |

| | | | | | |
|----------------------|---|---------------------------|--------------------|---|----------------------------------|
| müəllim | - | teacher | soğan | - | onion |
| müştəri | - | customer | soruşmaq | - | to ask |
| narıncı | - | orange (color) | söz | - | word |
| nəcə | - | how | stəkan | - | cup |
| neçə | - | how many | stol | - | table |
| nə | - | what | stul | - | chair |
| nənə | - | grandmother | su | - | water |
| nömrə | - | number | sual | - | question |
| o | - | that | süd | - | milk |
| oğlan | - | boy | sürmək | - | to drive |
| oğul | - | son | sürücü | - | driver |
| olmaq | - | to be; become; happen | şagird [a:] | - | student (high school or younger) |
| óra | - | there | şalvar | - | pants |
| oxşamaq | - | to look like | şey | - | thing |
| oxumaq | - | to read, study; sing | şəhər | - | city |
| oynamaq | - | to play | şəkil | - | picture |
| ölmək | - | to die | şirə | - | juice |
| öyrənmək | - | to learn | şorba | - | soup |
| öyrətmək | - | to teach | şort | - | shorts |
| paltar | - | dress (women's); clothing | tanımaq | - | to know (a person, place) |
| palto | - | coat | tapmaq | - | to find |
| park | - | park | telefon | - | telephone |
| paytaxt | - | capital city | televiziya | - | television |
| peçənyə | - | cookie | tələbə | - | student |
| pəncərə | - | window | tərəvəz | - | vegetable |
| pis | - | bad | təyyarə | - | airplane |
| pişik | - | cat | təzə | - | new, unused |
| pivə | - | beer | toyuq | - | chicken |
| poçt | - | post office | ucuz | - | cheap, inexpensive |
| pomidor [a] | - | tomato | unutmaq | - | to forget |
| portağal | - | orange (fruit) | uşaq | - | child |
| professor [a] | - | professor | üçün | - | for, since, in order to |
| pul | - | money | ünvan | - | address |
| rəng | - | color | və | - | and |
| restoran [a] | - | restaurant | vermək | - | to give |
| saat [a:] | - | hour, clock, watch, time | ya | - | or |
| sabah | - | tomorrow; morning | yağış | - | rain |
| sakit [a:] | - | quiet | yaş | - | age |
| salat | - | salad | yaşamaq | - | to live, reside |
| sarı | - | yellow | yaşıl | - | green |
| satmaq | - | to sell | yatmaq | - | to sleep |
| sevmək | - | to love, like | yaxşı | - | good |
| səhv | - | mistake | yazmaq | - | to write |
| sinif | - | classroom; grade | yemək | - | food, meal |

yemək - to eat
yeni - new, novel

yol - path, way, road
yox - no

English-to-Azerbaijani

COMMON OBJECTS

book - kitab
car - maşın
chair - stul
cup - stəkan
dictionary - lüğət
door - qapı
lamp - lampa
letter - məktub
newspaper - qəzet
notebook - dəftər
paper - kağız
pen - qələm
pencil - karandaş
picture - şəkil
table - stol
telephone - telefon
window - pəncərə

PEOPLE

boy - oğlan
brother - qardaş
child - uşaq
customer - müştəri
director - direktor
doctor - həkim
driver - sürücü
father - ata
foreigner - əcnəbi
friend - dost
girl; daughter - qız
grandfather - baba
grandmother - nənə
guest - qonaq
husband - ər
lady; Mrs. - xanım
linguist - dilçi
man - kişi

| | | |
|----------------------------------|---|----------------------|
| mother | - | ana |
| Mr.; gentleman | - | cənab |
| Mr.; sir | - | bəy |
| neighbor | - | qonşu |
| person | - | adam |
| professor | - | profəssor [a] |
| relative | - | qohum |
| sister | - | bacı |
| son | - | oğul |
| student | - | tələbə |
| student (high school or younger) | - | şagird [a:] |
| teacher | - | müəllim |
| wife | - | arvad |
| worker | - | işçi |
| worker, laborer | - | fəhlə |

USEFUL WORDS

| | | |
|--------------------------|---|---------------------|
| address | - | ünvan |
| age | - | yaş |
| airplane | - | təyyarə |
| American | - | amériqalı |
| Azerbaijani | - | azərbaycanlı |
| bird | - | quş |
| bus | - | avtobus [f] |
| capital city | - | paytaxt |
| cat | - | pişik |
| class; lesson | - | dərs |
| color | - | rəng |
| day | - | gün |
| dog | - | it |
| family | - | ailə |
| flower | - | çiçək |
| flower | - | gül |
| food, meal | - | yemək |
| food, dish, meal | - | xörək |
| gift, present | - | hədiyyə |
| hour, clock, watch, time | - | saat [a:] |
| job, work | - | iş |
| language; tongue | - | dil |
| minute | - | dəqiqə |
| mistake | - | səhv |
| money | - | pul |
| month; moon | - | ay |
| music | - | musiqi [u:] |
| name | - | ad |

| | |
|----------------------|---------------------|
| nation, a people | - millət |
| nationality | - milliyyət |
| news | - xəbər |
| number | - nömrə |
| path, way, road | - yol |
| people, folk | - xalq |
| people, nation | - el |
| price | - qiymət |
| question | - sual |
| rain | - yağış |
| song | - mahnı |
| sports | - idman |
| state (gov't entity) | - dövlət |
| street | - küçə |
| television | - televiziya |
| thing | - şey |
| train | - qatar |
| tree | - ağac |
| wall | - divar |
| weather | - hava |
| week | - həftə |
| word | - söz |
| year | - il |

CLOTHING

| | |
|---------------------------|-------------------|
| belt | - qayış |
| coat | - palto |
| dress (women's); clothing | - paltar |
| glove | - ələcək |
| pants | - şalvar |
| shirt | - köynək |
| shoe | - ayaqqabı |
| shorts | - şort |
| sock | - corab |

PLACES

| | |
|--------------------|-------------------------|
| America | - Améri<u>k</u>a |
| apartment | - mənzil |
| Azerbaijan | - Azərbaycan |
| Baku | - Bakı |
| bank | - ban<u>k</u> |
| building | - bina |
| city | - şəhər |
| class(room); grade | - sinif |

| | |
|--------------------------------|---|
| concert | <u>k</u>onsert [a] |
| floor, story (of a building) | - mərtəbə |
| garage | - qaraj |
| hospital | - xəstəxana |
| hotel | - mehmanxana |
| house | - ev |
| institute | - institut |
| kitchen | - mətbəx |
| library | - kitabxana |
| movie (theater) | - kino |
| museum | - muzey |
| park | - park |
| pharmacy | - aptek |
| post office | - poçt |
| restaurant | - restoran [a] |
| school | - məktəb |
| store | - mağaza |
| USA (United States of America) | - ABŞ (Amérika Birləşmiş Ştatları) |
| world | - dünya |

COLORS

| | |
|--------|-------------------------|
| black | - qara |
| blue | - göy, mavi [a:] |
| brown | - qəhvəyi |
| gray | - boz |
| green | - yaşıl |
| orange | - narıncı [a:] |
| red | - qırmızı |
| white | - ağ |
| yellow | - sarı [a:] |

FOOD & DRINK

| | |
|-----------|-------------------|
| apple | - alma |
| banana | - banan |
| beef | - mal əti |
| beer | - pivə |
| bread | - çörək |
| carrot | - kök |
| chicken | - toyuq |
| cookie | - peçənye |
| dessert | - çərəz |
| fruit | - meyvə |
| ice cream | - dondurma |
| juice | - şirə |

| | | |
|---------------|---|--------------------|
| lettuce | - | kahı |
| meat | - | ət |
| milk | - | süd |
| mineral water | - | mineral su |
| onion | - | soğan |
| orange | - | portağal |
| pear | - | armud |
| pineapple | - | ananas |
| potato | - | kartof |
| salad | - | salat |
| sausage | - | kolbasa [a] |
| soup | - | şorba |
| strawberry | - | çiyələk |
| tea | - | çay |
| tomato | - | pomidor [a] |
| vegetable | - | tərəvəz |
| vodka | - | araq |
| water | - | su |
| watermelon | - | qarpız |

ADJECTIVES, ADVERBS

| | | |
|----------------------|---|--------------------|
| all | - | hamı(sı) |
| bad | - | pis |
| beautiful | - | gözəl |
| big, large | - | böyük |
| boring | - | maraqsız |
| cheap | - | ucuz |
| correct, right | - | düz |
| difficult | - | çətin |
| every | - | hər |
| expensive | - | baha |
| foreign | - | xarici [a:] |
| good | - | yaxşı |
| interesting | - | maraqlı |
| last, past, previous | - | keçən |
| little | - | kiçik |
| many | - | çoxlu |
| national | - | milli |
| new, novel | - | yeni |
| new, unused | - | təzə |
| old (for people) | - | qoca |
| old (for things) | - | köhnə |
| pretty | - | göyçək |
| pretty | - | qəşəng |
| quiet | - | sakit [a:] |

| | | |
|---------------|---|------------------|
| sick | - | xəstə |
| small | - | balaca |
| that | - | o |
| this | - | bu |
| united | - | birləşmiş |
| very | - | çox |
| very | - | lap |
| which (one) | - | hansı |
| whole, entire | - | bütün |
| young | - | cavan |

VERBS

| | | |
|---------------------------|---|------------------|
| to ask | - | soruşmaq |
| to be; become; happen | - | olmaq |
| to buy; get; take | - | almaq |
| to die | - | ölmək |
| to do | - | etmək |
| to drink | - | içmək |
| to drive | - | sürmək |
| to eat | - | yemək |
| to fear, be afraid of | - | qorxmaq |
| to find | - | tapmaq |
| to forget | - | unutmaq |
| to give | - | vermək |
| to go | - | getmək |
| to hear | - | eşitmək |
| to know (a fact) | - | bilmək |
| to know (a person, place) | - | tanımaq |
| to learn | - | öyrənmək |
| to live, reside | - | yaşamaq |
| to look at, watch | - | baxmaq |
| to look like | - | oxşamaq |
| to love, like | - | sevmək |
| to play | - | oynamaq |
| to read, study; sing | - | oxumaq |
| to run | - | qaçmaq |
| to say, tell | - | demək |
| to see | - | görmək |
| to sell | - | satmaq |
| to send | - | göndərmək |
| to sleep | - | yatmaq |
| to speak, talk | - | danışmaq |
| to stay, remain | - | qalmaq |
| to take | - | götürmək |
| to teach | - | öyrətmək |

| | |
|----------|---------------|
| to think | - fikirləşmək |
| to want | - istəmək |
| to work | - işləmək |
| to write | - yazmaq |

MISCELLANEOUS WORDS

| | |
|-------------------------------------|--------------|
| about | - haqqında |
| also, too (*based on vowel harmony) | - da/də* |
| always | - həmişə |
| and | - və |
| and/but (used to contrast) | - isə |
| because | - çünki |
| but | - əmma |
| but | - ləkin [a:] |
| except for, other than | - başqa |
| for, since, in order to | - üçün |
| here | - bura |
| how | - necə |
| how many | - neçə |
| like, as | - kimi |
| no | - xeyr |
| no | - yox |
| of course | - əlbəttə |
| or | - ya |
| there | - ora |
| today | - bu gün |
| tomorrow; morning | - sabah |
| what | - nə |
| where | - hara |
| who | - kim |
| with, by | - ilə |
| yes | - bəli [ə:] |
| yesterday | - dünən |