

A Student Grammar of

Turkish

F. NIHAN KETREZ

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A Student Grammar of Turkish

A Student Grammar of Turkish is a concise introduction to Turkish grammar, designed specifically for English-speaking students and professionals. Written with the needs of the learner very much in mind, it sets out the grammar of the language in a clear and jargon-free style. The book not only explains the fundamentals of the grammar, but also tests students' understanding in an interactive way with more than 200 exercises. Key grammar points are summarized in tables and there are numerous illustrative examples. A list of grammatical terms used in the book and a key to all the exercises are also provided. This essential grammar and exercise book can be used as a supplement for students studying the language, with a dual function as a reference guide to look up grammar points and as a resource from which exercises can be set and language skills practiced.

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Turkish

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CAMBRIDGE
UNIVERSITY PRESS

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Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

Published in the United States of America by Cambridge University Press, New York

www.cambridge.org

Information on this title: www.cambridge.org/9780521149648

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First published 2012

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

Library of Congress Cataloging in Publication data

Ketrez, F. Nihan, 1973–

A student grammar of Turkish / F. Nihan Ketrez.

p. cm.

Text in English and Turkish.

Includes index.

ISBN 978-0-521-76346-2 – ISBN 978-0-521-14964-8 (pbk.)

1. Turkish language – Grammar. 2. Turkish language – Textbooks for foreign speakers – English. I. Title.

PL139.K48 2012

494'.3582421 – dc23 2012009117

ISBN 978-0-521-76346-2 Hardback

ISBN 978-0-521-14964-8 Paperback

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For Vedat, Zeren, and Nehir

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Acknowledgments

The material in this book is mostly based on my classnotes that I used at Yale University between 2005 and 2008. My extensive teaching and material development experience at Boğaziçi University Turkish Language and Culture Summer Program between the years 1998 and 2006 has also contributed to these materials. I am grateful to my students at Yale, in particular to Anne Ruderman, Denis Ferhatović, Yifei Mu, Ilyana Sawka, Rana Searfoss, Juli Huang, George Beane, Max Kahn, Leana Südhof, Joshua Walker, and Ryan Caro for their invaluable feedback on the classnotes version. Many thanks to İlknur Oded and Anne Ruderman for corrections and comments on the final version of the manuscript. I compiled these notes and started turning them into this book during my long stay at Yale New Haven hospital in the winter of 2008–2009. I am grateful to my friend and colleague Fereshteh Kowssar for her never-ending support and frequent visits (despite the snow storms) that filled me with the energy that I needed to keep on working on the manuscript at that time.

This book is dedicated to my husband M. Vedat Sözman, who has been extremely encouraging and supportive all through the writing process. And, of course, to my daughters Zeren and Nehir, who joined us before I finished the book.

Conventions used in the book

Italics: Italics are used to spell Turkish examples in the text.

‘...’: Single quotation marks are used for the English gloss or translation of Turkish examples. They usually follow a Turkish word spelled in italics.

/.../: Slashes are used to represent the pronunciation, as opposed to the orthography. When they appear around a consonant or a vowel, the item refers to the phonological properties in the pronunciation of a consonant or a vowel.

UPPER-CASE LETTERS: These letters, when they appear as suffixes, represent vowels or consonants that alternate due to vowel harmony or consonant assimilation. So an upper-case letter A represents /a/~e/ alternation and an upper-case letter I represents one of the vowels /ı, i, u, ü/. Similarly, an upper-case consonant represents an alternation: -DI can appear as -tI or -dI. Here is a list of all upper-case letters and what they stand for:

Upper-case K	may appear as k, g, or ğ
Upper-case D	may appear as t or d
Upper-case A	may appear as a or e
Upper-case I	may appear as ı, i, u, ü
Upper-case C	may appear as ç or c

- (hyphen): When it appears before suffixes, a hyphen represents a suffix boundary.

- (hyphen): When it appears after a lexical item, the hyphen shows that the stem cannot appear alone, that it needs to appear in an inflected form. The hyphen is used with verb stems (for example, *sev-*).

˘ (acute accent): When it appears in a word, it shows the syllable that bears the primary word stress. It is not a regular orthographic symbol. It is only used in the section where stress assignments are discussed.

(...): When parentheses appear in a suffix, the part of the suffix that is between parentheses can be omitted in certain contexts. In the case of the possessive suffix -(s)I, for example, *s* is omitted after consonants, e.g., *araba-sı, at-i*.

[...]: Square brackets are used to mark the boundaries of clauses or phrases embedded in sentences.

*: An asterisk placed before a word or a sentence shows that the word or the sentence is not acceptable or grammatical.

Chapter 1

Introduction

Turkish is a member of the Southwestern branch (Oghuz) of the Turkic language family. It is the most commonly spoken Turkic language, acquired as a native language by more than 77 million people worldwide. The variety of Turkish presented in this book is the standard variety of the modern Turkish spoken in Turkey today. Here are some quick facts about the modern Turkish language:

Turkish is an agglutinating language. In Turkish, you add a number of *suffixes* to a word to make a sentence. *Gidiyorum* is one single word in Turkish, which means ‘I am going.’ It is made up of the verb *git* ‘go’ and two suffixes *iyor* (the progressive marker) and *um* (first person ‘I’). *Kitaplarınızdan* means ‘from your books’: *kitap* + *lar* + *ınız* + *dan* (book + s + your + from). This is called *agglutination*, a term which means ‘glue together’ in Latin. Due to the agglutinating nature of the language, it is possible to form very long words. A very well-known example is

Avrupalılaştıramadıklarımızdan mısınız

‘Are you one of those whom we cannot make European?’

However, in everyday speech, you almost never hear such super-long words. On average, a speaker adds about two or three suffixes to a verbal or nominal stem.

Turkish is a harmonic language. When you add a suffix to a word you change it according to the sound combinations of the word to which you are attaching it. For example, the plural suffix is *-lar* and it appears as *ler* or *lar* depending on the word it is attached to. It appears as *ler* after the vowels *e*, *i*, *ü*, and *ö*. It appears as *lar* after the other vowels (*a*, *ı*, *o*, and *u*), for example: *araba-lar* (car-PLURAL) and *ev-ler* (house-PLURAL). This is called vowel harmony. Similarly, some consonants undergo changes: *-DI*, for example, is the past tense suffix. It appears as *di*, *di*, *du*, *dü*, *ti*, *ti*, *tu*, *tü*, depending on the word it is attached to. Vowel harmony and consonant assimilation, although they sound very complicated at first, are learned very easily and fast by language learners.

Turkish is a pro-drop language. You may drop (in most cases you have to drop, for some discourse reasons) subjects and/or objects. Turkish subjects are expressed with subject–verb agreement markers on verbs and other predicates. So if you would like to say ‘I am laughing,’ you just say (laugh-PROGRESSIVE-I) *güliyorum*. The subject is marked on the verb in the form of a suffix.

Flexible word order. In Turkish, in contrast to English, the direct object comes before the verb, that is, while you say ‘I am reading a book’ in English, in Turkish you say *I am a book reading*. This is the neutral word order. You can change the order of words in a sentence in various ways. There are some restrictions on word order variation that will be discussed in the following chapters, but when compared to English, Turkish word order pattern is very flexible.

Missing stuff. Turkish does not have words such as the English *am*, *is*, *are* or *the*. So the Turkish counterpart of the English sentence ‘the car is blue’ is (car blue) *araba mavi*, and ‘the man laughed’ is (man laughed) *adam güldü*. The meaning and grammatical relationship that are expressed by these words are marked with suffixes in Turkish.

Turkish alphabet. Turkish has been written using a variant of the Latin alphabet since 1928. The current alphabet replaced the Persian-based Ottoman Turkish alphabet as a part of the series of Turkish language reforms that took place after the foundation of the Republic of Turkey in 1923. In most cases, Turkish is spelled exactly the way it is pronounced, each letter corresponding to a distinct sound.

Vocabulary. Turkish words are not necessarily similar to the words in European languages because Turkish belongs to a different language family (Ural-Altaiic), but Turkish has a lot of borrowings from English and other European languages as well as Arabic and Persian. It would be unrealistic to think that you can learn Modern Turkish easily if you already speak Arabic or Persian.

This book is not a comprehensive reference grammar book, it rather focuses on a variety of selected topics that are typically taught in Turkish classes during the first two or three years of learning the language. I have organized and grouped the topics according to the ordering and grouping I used when I was teaching these topics. They do not necessarily reflect any formal linguistic analysis or categorization. Some discussions are oversimplified to be able to reach students from every level and every linguistic background. This book can be used as a supplementary book to any textbook on the market, or students may use it on their own as a self-study resource.

This is how the book is organized. The second chapter focuses on vowels, consonants, and other phonological properties of Turkish, namely vowel harmony, consonant assimilation, *k-ğ* alternation, high vowel omission, consonant doubling and long vowel–short vowel alternations. The third chapter presents an overview of the noun structure in Turkish and includes topics such as nominal inflection and derivation of nouns. The fourth and fifth chapters deal with noun morphology. Accusative, dative, locative, and ablative case markers are presented, together with the instrumental *-(y)lA* in Chapter 4. The genitive case is presented and discussed together with the possessive marker *-(s)I* in Chapter 5. This chapter also has subsections on genitive-possessive constructions and on compounds. Chapter 6 focuses on various ways to express number marking and plurality. The main focus of Chapter 7 is the existentials *var* and *yok* and their various uses. Chapter 8 presents a discussion on pronouns, which include personal and demonstrative pronouns. It is followed by Chapter 9, which is a general discussion of the verb complex. Verbal inflections and various derivations are presented as an overview in this chapter. Chapter 10 presents a discussion and examples of the progressive marker *-Iyor*. Chapter 11 presents *-(y)AcAK*, the future tense marker. Chapter 12 is a discussion of the past tense marker *-DI* and *-(y)DI* that attach to nominal predicates. Chapter 13 is based on *-mIs*, and *-(y)mIs* on nominals. Chapter 14 discusses the aorist *-Ir* and *-Ar*, which is a present tense marker that expresses mostly habitual events. Chapter 15 and Chapter 16 present some aspectual and mood markers *-mAktA*, *-DIr*, and the optative *-(y)A*. Chapter 17 deals with the use of tense, aspect, and modality markers that are used together with *-(y)DI* and *-(y)mIs*. Chapter 18 includes a discussion of person markers on both verbs and nouns in the predicate position. Chapter 19 presents the postpositions such as *için* ‘for’ and *kadar* ‘until’ and the structures where they appear. Chapters 20, 21, 22 and 23 are devoted to passive, causative, reflexive and reciprocal structures respectively. They present the suffixes and other sentential properties of such constructions, such as the case markers on various types of complements. Chapter 24 presents subordination through nominalization suffixes *-DIK* and *-(y)AcAK*. Chapter 25 then presents other types of subordination and the infinitives with *-mA* and *-mAK*. Chapter 26 is a discussion of the adjective word class in general and includes topics such as derivation of adjectives, comparative and superlative

structures, question words, and quantifiers used as modifiers. Chapter 27 is a similar chapter on adverbials and focuses on the derivation of adverbials as well as adverbs categorized according to their meaning and function: adverbs of time, manner, frequency, place and location. At the end of the chapter, you will find a list of most commonly used adverbs and their properties. Chapter 28 presents conditionals formed with the conditional suffixes *-sA* and *-(y)sA*. Chapter 29 discusses the abilitative and possibility moods marked with the suffix *-(y)Abil*. Chapter 30 is on the expression of obligation and various ways of expressing necessity. Chapter 31 presents various types of relative clauses, formed by *-(y)An* and *-DIK* or *-(y)AcAK*. This chapter is followed by Chapter 32 on word order variation and restrictions on word order variation. Chapter 33 is devoted to question formation. It presents both the yes-no question particle *-mI* and wh-questions such as ‘what,’ ‘who,’ and ‘where.’ Chapter 34 is on negation with the suffix *-mA* as well as negation on nominals with *değil*. It discusses various other types of negation. Chapter 35 discusses coordination and provides examples of some common conjunctions. Chapter 36 presents the diminutive structures. Chapter 37 discusses reduplication, a marginal word formation strategy. Chapter 38 provides a list of most commonly used interjections and some idiomatic expressions. Chapter 39 presents spelling and punctuation principles in Turkish. The last chapter, Chapter 40, is on some conversational patterns and idiomatic expressions and greetings. The book includes seven appendices that present verbal and nominal paradigm summaries and lists of verbs categorized according to their complement types. A list of grammar books for further study and an answer key to all exercises are included in the appendices, along with a glossary of grammatical terms.

The chapters are not ordered in any particular way, so that each chapter can be studied independently. However, when some relatively more advanced topics such as conditionals, or relative clauses, are discussed, some basic knowledge of word formation (e.g., consonant assimilation, vowel harmony) is assumed.

Each chapter has plenty of exercises that will help the reader revise the topics s/he has learned in that chapter and also use the grammar points in a variety of fun ways. An answer key to these exercises is provided as Appendix F. Here is the very first one of these exercises. You do not need to speak a word of Turkish to be able to do this exercise.

Exercise 1 Can you guess what these words mean in Turkish?

üniversite	istasyon	otomobil	greyfurt	apartman
salata	pizza	tren	çay	faks
kahve	kafe	telefon	gazete	doktor
futbol	tenis	yoğurt	spagetti	ofis
makarna	pasta	tuvalet	fobi	koridor
hobi	ceket	pantolon	televizyon	kaset
sandalet	sandal	bot	otel	sekreter
müzik	müze	taksi	park	problem
profesör	radyo	psikoloji	spor	tango
tiyatro	termometre	türban	yat	yoga
zebra	modern	milyon	matematik	fizik
labirent	kültür	general	film	disket
Ağustos	banka	turkuaz	minyatür	

Chapter 2

The sounds of Turkish

Contents

- 2.1 Vowels
- 2.2 Long vowels
- 2.3 Consonants
- 2.4 Vowel harmony
- 2.5 Exceptions to vowel harmony
- 2.6 Consonant assimilation
- 2.7 Final devoicing and $k \sim \check{g}$ alternation
- 2.8 Consonant clusters and epenthetic vowels
- 2.9 High vowel omission
- 2.10 Consonant doubling
- 2.11 Word stress
- 2.12 Exceptions to the word-final stress rule

2.1 Vowels

Turkish has eight vowels. We categorize vowels according to frontness and backness (where they are produced in the mouth) and roundness (whether or not you round your lips when you are producing them). This categorization is important for the vowel harmony rules that will be described in the following section. In the chart below, Turkish vowels are represented just the way they appear in the Turkish alphabet.

Vowels

	Front		Back	
	-round	+round	-round	+round
High	<i>i</i>	<i>ü</i>	<i>ı</i>	<i>u</i>
Low	<i>e</i>	<i>ö</i>	<i>a</i>	<i>o</i>

A/a is pronounced as the *u* in the English word ‘sun.’ Some Turkish examples where *a* occurs are *Ahmet*, *salata*. In a few words such as *kar* ‘benefit’ the /*a*/ sound is fronted, that is produced more like an /*e*/. Such words are mostly the borrowings from Persian and are relatively few in the modern Turkish language. Unfortunately, such examples are not predictable in the present Turkish orthography, so you need to learn whether a word has a fronted /*a*/ or a regular /*a*/. They are marked with a diacritic or accent (e.g., *kâr*) in some old texts.

E/e is pronounced as the *e* in English ‘fed’ and the word *Edirne* is an example. In some words where *e* is followed by either *r*, *l* or *n*, it sounds more like the first sound of the word ‘an’ in English. Some examples are *gen* ‘gene,’ *ger* ‘stretch,’ *gel* ‘come.’

İ/i is pronounced as the *i* in English ‘bit.’ Some examples where it occurs are *İstanbul*, *sis*, *Ali*. Its upper-case character has a dot just as the lower-case character has. Note that the version that does not have a dot is a different sound, as shown below.

I/i is pronounced as the *io* sequence in the English word ‘nation.’ Note that this character does not have a dot in its lower-case version. While producing /i/ pull your tongue back in your mouth, and you will get this sound. *Işıl* or *ılık* are two examples of words where it appears. It is very important to note that the dot makes a difference to the meaning and these characters with and without a dot are completely different sounds and alphabet characters. The word *ilik* for example means ‘button hole’ while *ılık* means ‘warm.’

O/o is pronounced as the *o* in ‘no’ in English. *Osman* and *koro* are two examples where it occurs. It rarely appears in the final syllable of a word. Here are some rare examples: *imparator* ‘emperor,’ *feribot* ‘ferry.’

Ö/ö is pronounced as the *eu* in ‘peu’ in French. It is not similar to a sound in English. You may produce it by rounding your lips while saying the *e* as in ‘bet’. Just like *o*, it rarely appears as the last vowel of a word. O/o and Ö/ö are different sounds. Note the meaning difference in the following words: *on* ‘ten’ vs. *ön* ‘front.’

U/u is pronounced as the *u* in English ‘pull’. It appears in words such as *uzun* ‘long’ in Turkish.

Ü/ü is pronounced as the *ü* in German ‘über’. It is not similar to a sound in English. *Üzüm* is an example where it appears. You may produce it by rounding your lips while saying the *i* as in ‘bit’. Note, again, that *U/u* and *Ü/ü* are different sounds, resulting in a difference in meaning when they appear in the same position in a word. *Üç*, for example, means ‘three,’ while *uç* means ‘end, extremity, tip.’

2.2 Long vowels

Turkish has long vowels as well, and such vowels are not marked in any way in writing. You will need to learn such examples individually. Long *a* is more frequent than the other long vowels. Here are some examples of words that have long vowels:

Long a: **ga:zi**, **bera:ber**, **ma:lum**, **ma:li**, **ca:hil**, **ifa:de**

Long e: **te:sir**

Long u: **numu:ne**, **Kanu:ni**

Long i: **i:man**, **i:lan**, **şi:ve**

Vowels in some words become long when a vowel-initial suffix is attached. There is no indicator of such an alternation on words, so you will have to memorize those words that undergo such a change. Some examples are the following:

hukuk ‘law’ becomes *huku:ku*

zaman ‘time’ becomes *zama:nı*

icat ‘innovation’ becomes *ica:dı*

taç ‘crown’ becomes *ta:cı*

hayat ‘life’ becomes *haya:tı*

cevap ‘answer’ becomes *ceva:bı*

iman ‘faith’ becomes *ima:nı*

itibar ‘regard’ becomes *itiba:rı*

ilan ‘ad, announcement’ becomes *ila:nı*

In addition, the soft-*g* (*ğ*) lengthens the preceding vowel and results in long vowels: *Ağaç* is pronounced as /a:aç/ and *Dağ* is pronounced as /da:/.

2.3 Consonants

We categorize the consonants according to their voicing, and again, show them just as they appear in the alphabet. The categorization is important for the consonant assimilation rule that we will learn in Section 2.6 below.

Voiceless consonants: p, t, k, s, ş, ç, h, f

Voiced consonants: b, d, g, v, z, c, ğ, j, l, m, n, r, y

Here are some examples for each consonant in the alphabet. Most of the sounds in the Turkish language are very similar to the sounds in English. The following are the exceptions: *Çç* is pronounced as the *ch* sequence in English. Similarly, *Şş* is pronounced exactly like the *sh* sequence in English. *Ğğ* or *yumuşak-g* (soft-*g*) does not represent a sound in the standard variety of Turkish presented in this book. It rather lengthens the vowel that it follows. It never appears in word-initial position. In terms of suffixation, it behaves like a voiced consonant, it is followed by suffixes that follow voiced consonants. For example, note the accusative-marked form *dağ-ı* (mountain-accusative). It is not **dağ-yı*, which would be the form if the word were ending in a vowel. For this reason, the so-called soft-*g* is listed among the consonants above.

<i>Bb</i>	as <i>b</i> in ‘baby’	baba
<i>Cc</i>	as <i>j</i> in ‘jump’	Cemil
<i>Çç</i>	as <i>ch</i> in ‘church’	çanta, Çin
<i>Dd</i>	as <i>d</i> in ‘dad’	dede
<i>Ff</i>	as <i>f</i> in ‘fish’	Fatma
<i>Gg</i>	as <i>g</i> in ‘go’	gemi
<i>Ğğ</i>	(<i>yumuşak-g</i>)	ağaç (lengthens the preceding vowel)
<i>Hh</i>	as <i>h</i> in ‘he’	herkes
<i>Jj</i>	as <i>s</i> in ‘measure’	jandarma
<i>Kk</i>	as <i>k</i> in ‘king’	keci
<i>Ll</i>	as <i>l</i> in ‘lion’	limon
<i>Mm</i>	as <i>m</i> in ‘me’	Mehmet
<i>Nn</i>	as <i>n</i> in ‘nurse’	ne
<i>Pp</i>	as <i>p</i> in ‘pen’	Pazartesi
<i>Rr</i>	as <i>r</i> in ‘rain’	Recep
<i>Ss</i>	as <i>s</i> in ‘sun’	su
<i>Şş</i>	as <i>sh</i> in ‘she’	şeker
<i>Tt</i>	as <i>t</i> in ‘tea’	teşekkür
<i>Vv</i>	as <i>v</i> in ‘very’	ve
<i>Yy</i>	as <i>y</i> in ‘yellow’	ye
<i>Zz</i>	as <i>z</i> in ‘zip’	zeytin

Among these consonants, *t*, *d*, and *n* are pronounced as dentals, i.e., you touch the tip of your tongue against the gum above the top teeth when you are pronouncing them. In this sense, their sound quality is slightly different than their counterparts in English. Similarly, *f* and *v* sound a little bit different when compared to the *f* and *v* in English. You do not bite your lips as much as you do when you pronounce these sounds in English. When *v*

appears between vowels such as /a–u/ (as in the word *tavuk* ‘chicken,’ it is pronounced more like *w* in English. The words such as *ufuk* where *f* appears between two round vowels, are produced with a gentle flow of air, without biting your lips.

Other than these differences, it is important to note that there are two different pronunciations of *k*, *g*, and *l* in Turkish. The *k* and *g* in words that have front or fronted vowels such as *k* in *kağıt*, *Kamil*, *Kazım*, *mahkım*, and *g* as in the words *gavur* and *gol*, are more fronted than the *k* sound that appears in words such as *kamyon* or the *g* sound in *gar*. Similarly, the *l* sound that appears around front or fronted vowels (as in the words *limon*, *Leyla*, *hol* ‘hallway’) is more fronted than the so-called dark-*l* that appears around back vowels (as in the words *kol* ‘arm,’ *kalm* ‘thick,’ *olmak* ‘to be’). Dark-*l* does not appear as the first sound of a word, except in very rare, infrequent or old words such as *langırt* ‘table football,’ *lala* ‘male nanny, tutor.’ Voiced consonants (*b*, *d*, *g*, *v*, *z*, *c*) rarely appear at the end of words. When they do, they are devoiced. So the word *lig* ‘league’ is pronounced more like /lik/ and the words *hac* ‘pilgrimage’ and *haç* ‘cross’ are pronounced almost the same.

When spelling a word aloud, Turkish consonants are pronounced with the vowel *e*. For example, PTT is read as *pe-te-te*.

Exercise 1 Answer the following multiple-choice questions on Turkish vowels and consonants.

1. Which of the following is a vowel in the Turkish alphabet?
(a) ä (b) ö (c) ë (d) á
2. Which of the following is a consonant in the Turkish alphabet?
(a) ĉ (b) č (c) ć (d) ç
3. Which of the following is a consonant in the Turkish alphabet?
(a) x (b) w (c) ş (d) ž
4. Which of the following cannot start a word in Turkish?
(a) ğ (b) ş (c) ç (d) ı
5. Which of the following very rarely occurs in the last syllable of a word?
(a) ı (b) ü (c) e (d) ö
6. Which of the following occurs very rarely at the end of a word?
(a) r (b) k (c) g (d) s
7. Which of the following is a back vowel?
(a) a (b) e (c) i (d) ü
8. Which of the following is a front vowel?
(a) ı (b) o (c) i (d) a
9. Which of the following is a voiceless consonant?
(a) p (b) d (c) g (d) ğ
10. Which of the following is a voiced consonant?
(a) t (b) ç (c) ş (d) z

Exercise 2 Find out how you say these country names in Turkish. The initial letters of each country name are given. Match the country names and their Turkish counterparts.

Ü _____ New Zealand
Ç _____ Japan

- C _____ Jordan
 H _____ China
 Ş _____ Algeria
 J _____ Chile
 Y _____ Uzbekistan
 F _____ Spain
 İ _____ Morocco
 Ö _____ Egypt
 M _____ India
 I _____ Iraq

Exercise 3 Some foreign place names are spelled just as they are pronounced in Turkish. Guess how these words are spelled in Turkish.

- Texas _____
 Chicago _____
 Washington _____
 California _____

2.4 Vowel harmony

There are two major types of vowel harmony: internal vowel harmony that concerns the internal structure of a word, and external vowel harmony that is important for suffixation. According to internal vowel harmony, in very simple terms, words can have either all front vowels or all back vowels in Turkish. You cannot have a word that has both back and front vowels. This is one of the ways you can distinguish borrowed words. Although it is an interesting phenomenon in linguistics, as a language learner you should not worry about this type of vowel harmony, as distinguishing borrowed words does not really help you with anything. External vowel harmony, however, is very important and you need to master it as early as possible.

When you add a suffix to a word, you change the vowel in the suffix according to the last vowel of the word that you are attaching it to. We represent the vowels that change due to vowel harmony in upper-case characters when we mention these suffixes in this book. For example, the plural suffix is *-Ar*. It appears as either *ler* or *lar* depending on the word it is attached to. It appears as *ler* after the vowels *e, i, ü, ö* (front vowels). It appears as *lar* after the back vowels (*a, ı, o, u*). The upper case *A* in the suffix shows that the vowel alternates and does not appear only as *a*.

A-type or two-fold vowel harmony

Last vowel of the word	Suffix	Examples
Front vowels (e and vowels that have dots): e, i, ü, ö	+ler	kare-ler, iş-ler, üzüm-ler, göz-ler
Back vowels (a and vowels without dots): a, ı, u, o	+lar	araba-lar, martı-lar, kutu-lar, koro-lar

There are two types of external vowel harmony in Turkish. We will refer to the one described above as *A*-type vowel harmony or two-fold vowel harmony as it alternates between two vowels. The second type is *I*-type vowel harmony or four-fold vowel harmony. It applies when the vowel in the suffix is a high vowel that surfaces as *i*, *ı*, *u*, or *ü* due to the frontness and backness as well as the rounding of the vowel. The third person singular possessive marker *-(s)I* that is attached to nouns is an example of such a suffix. The *(s)* part is pronounced when the suffix is attached to a word that ends in a vowel. Just pay attention to how the vowel in the suffix changes.

I-type or four-fold vowel harmony

Last vowel of the word	Suffix	Examples
<i>a</i> or <i>ı</i>	+ <i>(s)ı</i>	<i>araba-sı, martı-sı</i>
<i>u</i> or <i>o</i>	+ <i>(s)u</i>	<i>kutu-su, koro-su</i>
<i>e</i> or <i>i</i>	+ <i>(s)i</i>	<i>kare-si, iki-si</i>
<i>ü</i> or <i>ö</i>	+ <i>(s)ü</i>	<i>ütü-sü, göz-ü</i>

2.5 Exceptions to vowel harmony

Some borrowed words have fronted vowels (fronted *a*, *u*, or *o*) in Turkish and this property is not necessarily marked in any way. So some *a*, *u*, and *o*, are not pronounced as back vowels although they look like back vowels in spelling. When a suffix is attached to a word that has a fronted vowel in its final syllable, it alternates as if it is attached to a word with a regular front vowel. The most frequent example is the word *saat*, which becomes *saat-ler* when the plural *-lar* is attached because the last *a* of the word *saat* is a fronted *a*. Other examples with this kind of *a* are *terminal*, *kalp*, *dikkat*, and *harf*. The words *gol* ‘goal in soccer’ and *mesul* ‘responsible’ are other common examples with fronted *o* or *u*. Such exceptions are observed in some proper names as well: *Kemal*, *İclal*, and *Zuhal* are three examples. You need to learn these words as exceptions.

Another exception to vowel harmony is seen in the behavior of the suffix *-ki*. It does not alternate when it is attached to words and occurs as *ki*, regardless of the preceding vowel: *arabadaki*, *ordudaki*. Some exceptions to this unusual suffix are *dün*: *dünkü*, *bugün*: *bugünkü*.

Similarly, there are some other suffixes that do not undergo vowel harmony. The suffix *-ken* is one of them: *Ankara'dayken*, *yıkarken*, *çocukken*. The suffix *-leyin* does not alternate due to vowel harmony either: *Akşamleyin*, *sabahleyin*. Similarly, the suffix *-gen* does not alternate: *üçgen*, *altıgen*. In addition to these, suffixes and prefixes of foreign origin do not alternate: The prefix *bi-* in *biçare* and the suffix *-izm* in *şamanizm* are some examples. The second vowels of the progressive marker *-(I)yor*, the diminutive suffix *-Imtrak*, and the abilitative suffix *-(y)Abil*, do not undergo vowel harmony either. Note that their last vowels do not change: *gidiyor/okuyor*, *yeşilimtrak/sarımttrak*, *arayabil-/gidebil-*, etc.

Exercise 4 Which of these words can take *-ler* as a plural suffix?

bardak göl masa kalem telefon
kelebek kalp saat kahve çay

Exercise 5 Add either *-ler* or *-lar* to the following words.

ders ___	üniversite ___	kitap ___	sinema ___
sinav ___	öğretmen ___	kalem ___	taksi ___
öğrenci ___	arkadaş ___	tahta ___	radyo ___
okul ___	sınıf ___	gün ___	çikolata ___
saat ___	çanta ___	akşam ___	metre ___
dikkat ___	ödev ___	defter ___	hal ___
gece ___	banka ___	simit ___	su ___
ev ___	numara ___	harf ___	kalp ___

Exercise 6 Add the plural suffix *-lar* and make sentences, e.g., *Evler soğuk.*

Ev	-ler	kalabalık
Oda	-lar	dolu
Masa		beyaz
Üniversite		uzak
Hava		sıcak
Çanta		soğuk
Banka		Amerikalı
Öğrenci		kapalı
Bu adam		Türk
Kitap		kısa
Film		sıkıcı

Exercise 7 *-mAk* is the infinitive marker in Turkish and it undergoes A-type vowel harmony. Attach it to the following verbs.

al ___	ara ___	bekle ___	bil ___
bul ___	dans et ___	dinle ___	dinlen ___
düşün ___	geç kal ___	gel ___	git ___
hasta ol ___	iç ___	iste ___	kal ___
kalk ___	konuş ___	koş ___	kilo ver ___
öğren ___	öğret ___	oku ___	ol ___
otur ___	sev ___	şarkı söyle ___	soru sor ___
tatil yap ___	telefon et ___	uyu ___	ver ___
gül ___	yat ___	ye ___	yürü ___

Exercise 8 The suffix *-sIz*, which is called deprivative, is attached to nouns and adds the meaning ‘without.’ It is similar to the *-less* suffix in English (as in ‘homeless’). *Su-suz* (water-*sIz*) means ‘without water,’ for example. Add this suffix to the following words, applying the I-type vowel harmony.

ev ___	bilet ___	para ___	arkadaş ___	izin ___	emsal ___
uyku ___	süt ___	aşk ___	radyo ___	kalp ___	saat ___
akıl ___	şeker ___	yoğurt ___	ehliyet ___	gül ___	gol ___

Exercise 9 Add *-I* to the following words, applying I-type vowel harmony.

İstanbul ____ Atina ____ Portekiz ____ Amerika ____
Berlin ____ Ürdün ____ Fas ____ İran ____
Çin ____ İsveç ____ Kore ____ Hollanda ____
Afrika ____ Norveç ____ Somali ____ Kıbrıs ____

Exercise 10 Which of these verbs can take *-iyor*?

gör kuru bık temizle
ütüle gül anla gel
gözle küs kus bekle

Exercise 11 Attach the question particle *mI* to the following words. Note that, *mI* is written as a separate word although it undergoes vowel harmony.

1. Zehra Hanım sarışın _____ ?
2. Bu meyve üzüm _____ ?
3. Tarkan ünlü _____ ?
4. Hakan Bey doktor _____ ?
5. Fil büyük bir hayvan _____ ?
6. Saat beş _____ ?
7. Saat üç _____ ?
8. Saat altı _____ ?
9. Saat dokuz _____ ?
10. Saat dört _____ ?
11. Ahmet Türk _____ ?
12. Bu portakal sulu _____ ?
13. Tarkan Amerikalı _____ ?
14. Bu çanta mavi _____ ? Siyah _____ ?

Exercise 12 Add *-I* and *mI* to the following words and complete the sentences. Note that at first you attach *-I* to the word as a suffix and you harmonize it according to the last vowel of the word. And then you attach *mI* and harmonize *mI* according to the vowel in *-I*.

1. Bu dondurma vanilya _____ ?
2. Ayhan sarı saç _____ ve bıyık _____ ?
3. Mehmet İzmir _____ ? İstanbul _____ ?
4. Ayşe gözlük _____ ?
5. Bu kebab yoğurt _____ ?
6. Kahve süt _____ ?
7. Çay şeker _____ ?
8. Bebek mavi göz _____ ?
9. Meral uzun boy _____ ?
10. Semih Bey sakal _____ ?
11. Bu şoför dikkat _____ ?
12. Pamuk Prenses iyi kalp _____ ?

2.6 Consonant assimilation

A sound change that is similar to the one observed in vowel harmony is seen in consonants as well. That is, the consonant of some suffixes undergoes a sound alternation when attached to word stems. In this way, the initial consonant of a suffix becomes similar to the final consonant of the word it is attached to. Such kinds of alternating consonants are written in upper case when these suffixes are mentioned in this book. The past tense suffix, for example, is *-DI*, where the consonant undergoes an alternation in addition to the vowel and the suffix may surface as *d*, *d*, *du*, *dü*, *t*, *t*, *tu*, *tü*.

Here is the rule: When the final consonant of a verb is voiceless (one of *p*, *t*, *k*, *s*, *ş*, *ç*, *h*, *f*), the consonant in the suffix surfaces as *t*. Note that *t* is voiceless too. When the last consonant is voiced (any other consonant), or if the verb ends in a vowel, the consonant in the suffix appears as *d*.

At-tu, iç-ti, es-ti, unuttu, büyüt-tü vs. ara-dı, izle-di, gör-dü, bul-du

This alternation rule is observed in those suffixes that have an initial *d* (which becomes *t* when it is attached to a word that ends in a voiceless consonant) or those that have *c* (which surfaces as *ç* when it comes after a voiceless consonant due to suffixation). Examples for the former alternation are the past tense *-DI*, as mentioned above, and the locative and ablative case markers *-DA* and *-DAn*. The latter alternation is observed in the suffix *-CA* that derives language names when it is attached to the nationality or ethnicity name. Another example is *-CI*, which derives the names of professionals. For example, you attach it to the word *süt* ‘milk’ and the word becomes *sütçü* ‘milk seller.’ See the exercises below for some examples and practice.

Some derivational suffixes do not undergo consonant assimilation. Most common of them are *-gAn* (as in *üçgen*, *dörtgen*, etc.), and *-sIz* (as in *tuzsuz*, *tatsız*, *acısız*). Note that consonant assimilation is not observed in compounds either. In the word *Akdeniz* (‘Mediterranean,’ literally: white + sea), for example, *d* does not become *t* due to assimilation to the *k* of *ak*.

Exercise 13 Note all the verbs from this list that take *-tu* as a past tense suffix.

oku	otur	tut	at	bak
kus	kat	koş	gül	sus
kur	kurtar	don	burk	koy

Exercise 14 Attach the correct form of the past tense suffix *-DI* to the following verbs. Remember that you need to change both the consonant and the vowel.

al	ara	bekle	bil	kaç
götür	bul	dans et	dinle	dinlen
sat	otur	düşün	geç kal	üzül
git	bin	şarkı söyle	hasta ol	iç
iste	de	tak	ver	oku
kalk	konuş	koş	kilo ver	değiş
değ	ağla	öğren	öğret	tanı

Exercise 15 *-CA* is a suffix that is attached to the name of the nationality or ethnicity and derives a language name. *Türk-çe* for example, means the Turkish language. It undergoes the consonant assimilation described above and surfaces as *-ce*, *-çe*, *-ca*, or *-ça*. Attach the correct form of *-CA* to the following words.

Türk ____ Yunan ____ Arnavut ____ İspanyol ____
 İngiliz ____ Rus ____ Fransız ____ Arap ____
 Alman ____ İtalyan ____ Fars ____ Azeri ____
 Çin ____ Japon ____ Özbek ____ Kırgız ____
 Hollanda ____ İsveç ____ Kore ____ Sırp ____
 Laz ____ Ermeni ____ Kürt ____ Portekiz ____
 Norveç ____ Gürcü ____ Bulgar ____ Flemenk ____

Exercise 16 Attach *-CI* to the following nouns to make them profession names.

süt ____ araba ____ ayakkabı ____ su ____
 gözlük ____ gazete ____ haber ____ av ____
 balık ____ televizyon ____ politika ____ kilim ____
 kitap ____ çay ____ fotoğraf ____ emlak ____

2.7 Final devoicing and $k \sim \check{g}$ alternation

In the section above, we see examples where a suffix undergoes a sound change when it is attached to a word. Here are some examples where a word (stem) undergoes a sound change when a suffix is attached to it. It is observed in words that end in *t*, *ç*, *p*, and *k*.

$k \sim \check{g}$ alternation. Almost all multisyllabic words that end in *k* undergo a change and *k* is replaced by *ğ* when a vowel-initial suffix is attached. For example, when the accusative case is attached to the word *mutfak*, it becomes *mutfağ*. Similarly, the word *aşık* becomes *aşığ*, the word *melek* becomes *meleğ*. It is not observed when the word is monosyllabic, although there are still some exceptions. In some exceptional cases (usually when *k* is preceded by a long vowel), alternation does not take place although the word is multisyllabic. Such an alternation is usually not observed in foreign words that enter the language as borrowed words or are used as they are (without any formal alternation) as proper names. *Facebook* is such an example. It is pronounced without $k \sim \check{g}$ alternation when it is used in the accusative case, and pronounced as /feysbuku/.

Here are some examples grouped according to their alternating and non-alternating property and number of syllables.

Multisyllabic alternating	Monosyllabic non-alternating
yatak: yatağ	tek: teki
melek: meleğ	kek: keki
mutfak: mutfağ	ek: eki
aşık: aşığ	dük: dükü
ışık: ışığı	tok: toku
çocuk: çocuğ	aşk: aşkı
ayak: ayağı	ak: akı
durak: durağı	kök: kökü

toprak: toprađı sokak: sokađı uak: uađı kulak: kulađı kpek: kpeđı	kask: kaskı park: parkı zevk: zevki ark: arki Trk: Trk'
Multisyllabic non-alternating	Monosyllabic alternating
hukuk: hukuku	gk: gđ ok: ođ

nk~ng alternation. When *k* appears in *nk* combination, it alternates with *g* when a vowel-initial suffix is attached. The word *renk*, for example, becomes *renđi*, when the accusative *i* is attached. There are exceptions to this alternation: *Tank* and *bank*, for example, become *tankı* and *bankı* without alternation.

Alternating	Non-alternating
renk: renđi denk: denđi ahenk: ahenđi	bank: bankı tank: tankı

g~đ alternation. The *đ* alternation is observed in some multisyllabic *g*-ending words as well. For example, *psikolog* becomes *psikolođ* and *nrolog* becomes *nrolođ* with the accusative case. Note that it is not observed in all *g*-ending multisyllabic words. It is not observed in monosyllabic *g*-ending words either.

Multisyllabic alternating	Monosyllabic non-alternating
psikolog: psikolođ nrolog: nrolođ katalog: katalođ	morg: morg org: org
Multisyllabic non-alternating	Monosyllabic alternating
Miting: mitenđi	-

p~b alternation. A similar sound change is observed in *p*-ending words, but in a less systematic way. That is, there are some exceptions in that the sound change occurs in monosyllabic words as well, and it does not occur in some multisyllabic words. You will need to learn and memorize which words have a changing sound at the end. *Kitap* becomes *kitab-ı*, *arap* becomes *arabı*. The word *top* is a monosyllabic example where the sound change does not occur, as predicted, and the word becomes *top*. Note, however, the exceptions: *kap*: *kabı*, *kalp*: *kalbı*.

Multisyllabic alternating	Monosyllabic non-alternating
kitap: kitabı arap: arabı sebeb: sebebi	top: top hap: hapı kamp: kampı

dolap: dolabı çorap: çorabı mektup: mektubu Arap: Arabı serap: serabı kulüp: kulübü	küp: küpü sap: sapı ip: ipi jip: jipi
Multisyllabic non-alternating	Monosyllabic alternating
	kap: kabı kalp: kalbi dip: dibi kulp: kulbu cep: cebi Sırp: Sırbı

ç~c alternation. A less systematic change is observed in words that end in *ç*. The word *ilaç* becomes *ilacı*, for example. The words *saç* and *üç* do not undergo a change but rather, become *saçı* and *üçü*. Note, again, the exceptions: *taç: tacı, güç: gücü*.

Multisyllabic alternating	Monosyllabic non-alternating
ağaç: ağacı sonuç: sonucu kazanç: kazancı ilaç: ilacı havuç: havucu inanç: inancı	saç: saçı kaç: kaçı koç: koçu maç: maçı üç: üçü iç: içi
Multisyllabic non-alternating	Monosyllabic alternating
	taç: tacı uç: ucu güç: gücü genç: genci

t~d alternation. The same kind of change is observed in *t*-ending words. The rule is the same: *t* becomes *d* when a vowel-initial suffix is attached to a multisyllabic word. When the word is monosyllabic, the alternation does not take place. Just as it is the case with the *p*-ending and *ç*-ending words mentioned above, there are exceptions to the *t~d* alternation rule. Note below the exceptions where *t* does not become *d*, although the word is multisyllabic. Note also the exceptions where a monosyllabic word undergoes an alternation.

Multisyllabic alternating	Monosyllabic non-alternating
inat: inadı kanat: kanadı icat: icadı vücut: vücudu senet: senedi	at: atı set: seti et: eti süt: sütü it: iti

yoğurt: yoğurdu	kat: katı bit: biti kart: kartı sert: serti sirt: sirtı
Multisyllabic non-alternating	Monosyllabic alternating
robot: robotu ceket: ceketi alet: aleti bulut: bulutu bilet: bileti paket: paketi sepet: sepeti surat: suratı kaset: kaseti	dört: dördü kurt: kurdu dert: derdi yurt: yurdu art: ardı Kürt: Kürdü

Note that the proper names that end in *p* and *ç* undergo such consonant changes as well in their pronunciation, but this change is not reflected in their orthography. *Recep'i* and *Haliç'i* are pronounced as /reçebi/ and /halici/. Similarly, we write *Melek'i* but we hear /meleş'i/. In some *t*-ending words, the pronunciation does not necessarily change. We write *Murat'ı* and hear it as /muratı/, for example.

Exercise 17 Attach the third person possessive marker *-(s)ı* to the following nouns.

süt ___ ceket ___ saç ___ sepet ___ art ___
 gözlük ___ kaset ___ mutfak ___ etek ___ üç ___
 balık ___ kalp ___ ipek ___ top ___ dört ___
 kitap ___ taç ___ sokak ___ ip ___ robot ___
 Melek ___ melek ___ dert ___ lig ___ dut ___

2.8 Consonant clusters and epenthetic vowels

Turkish does not allow consonant clusters, that is two consonants occurring side by side in a word without a syllable boundary between them unless they appear in a syllable-final or word-final position. When a word with a consonant cluster is borrowed, the two consonants are separated by vowel epenthesis. In the first three examples below, a vowel is inserted before a consonant cluster. In the second three examples, it is inserted between the two consonants.

station (French) istasyon
 statistics (French) istatistik
 scala (Italian) iskele
 club (French) kulüp
 groschen (German) kuruş
 schlepp (German) şilep

In some words, the vowel epenthesis is not reflected in the spelling of the word, but the word is pronounced with a vowel. Here are some examples.

spor pronounced as /sipor/
tren pronounced as /tiren/

Some Arabic borrowings undergo such vowel epenthesis also. In such words, when two consonants are separated with a syllable boundary due to affixation, epenthetic vowels are omitted in production. See the following section for examples and a more detailed description.

2.9 High vowel omission

The high vowel (*i, ı, u, ü*) in the last syllable of a word may be omitted due to the attachment of a vowel-initial suffix. *Burun* becomes *burnu*, *omuz* becomes *omzu*, *ağız* becomes *ağzı*. As mentioned above, these are mostly borrowed words that do not actually have a high vowel in their stem and undergo vowel epenthesis to avoid consonant clusters. When consonant clusters are separated due to affixation, the vowel is omitted. Interestingly, it is observed mostly in the names of body parts, but such a generalization is not very dependable. The homophonous noun *koyun*, which means ‘sheep’ and ‘bosom/chest,’ is pronounced both as *koynu* (bosom-accusative) and *koyunu* (sheep-accusative). This is because the word ‘bosom’ is a borrowed word that is formed with vowel epenthesis and loses the vowel through suffixation. The word for ‘sheep’ has a high vowel in its stem, it is not inserted to break a consonant cluster. So the sound alternation does have a rule but since there is no way you can guess whether a word has an epenthetic vowel or not, this rule is not very useful to you. You need to memorize which words undergo such a change. Here is a list of some frequent alternating words.

burun: burnu	‘nose’	omuz: omzu	‘shoulder’
ağız: ağzı	‘mouth’	koyun: koynu	‘bosom’
karın: karnı	‘stomach’	ömür: ömrü	‘life span’
oğul: oğlu	‘son’	şehir: şehri	‘city’
izin: izni	‘permission’	metin: metni	‘text’
alın: alını	‘forehead’	isim: ismi	‘name’
akıl: aklı	‘intelligence’	fikir: fikri	‘opinion’

Note that *metin* is also a common male name *Metin*, and it does not undergo an alternation as a proper name: *Metin: Metin’i*. The same is true for the word *ömür*, which can also be used as a proper name, *Ömür*.

Some borrowed words that have a similar kind of epenthetic vowel in their last syllable retain the vowel after affixation and this makes the rule even less dependable.

sınıf: sınıfı	‘class’
zehir: zehiri	‘poison’
tohum: tohumu	‘seed’
satur: satırı	‘line’

2.10 Consonant doubling

Consonant doubling is observed in a limited number of words ending in the consonants *b*, *t*, *d*, *k*, *l*, *s*, *z*, *m*, and *n*. The final consonant is doubled when a vowel-initial suffix is attached to it. Consonant doubling is not observed when a consonant-initial suffix is attached. Here are some examples.

his 'feeling'	hissi 'his feeling'
sır 'secret'	sırrı 'his secret'
hat 'line'	hattı 'his line'
hak 'right'	hakkı 'his right'
Rab 'god'	Rabbî 'his god'
haz 'pleasure'	hazzı 'his pleasure'
tıp 'medicine'	tıbbı 'his/its medicine'

Consonant doubling is not predictable. You need to learn which words undergo such doubling.

Exercise 18 Complete the sentences. Attach the first person possessive marker *-im* to the words inside the brackets.

1. Benim bu yıl yıllık _____ (izin) sadece bir hafta.
2. Bugün (benim) _____ (karın) çok ağrıyor.
3. Benim en büyük _____ (oğul) Ardahan'da askerlik yapıyor.
4. İstanbul çok büyük bir şehir. Her semtini gezmek için insanın _____ (ömür) yetmez.
5. Benim _____ (burun) aynı rahmetli dememinkine benziyormuş.

2.11 Word stress

Most Turkish words have primary word stress on the final syllable:

asl**án**
ok**úl**
kad**ín**
yaş**lí**
arab**á**
keleb**ék**

When a word has primary stress on the final syllable, the stress remains in the final syllable when new suffixes are attached to the word, that is, the stress is shifted to the end of the word no matter how many new suffixes are attached:

keleb**ék**
kelebek**lér**
kelebekler**imíz**
kelebeklerimiz**dén**

When a word does not have a word-final stress, the stress remains where it is after the attachment of new suffixes:

sandálye
sandályeler
sandályelerimiz
sandályelerimizden

2.12 Exceptions to the word-final stress rule

There are a lot of exceptions to the word-final stress rule. Whether or not a word has stress on the final syllable is not predictable, although some generalizations can be made. The words that typically do not have word-final stress are the following.

(a) Many words that have foreign origin:

sandálye
bánka
táksi
súşi
baské**t**bol
loká**n**ta
ünivers**í**te
rádyo

Words that have non-harmonic stems (words that have both front and back vowels) are usually borrowed words and they usually do not have word-final stress. This is not a very dependable generalization though. There are many words that are harmonic (e.g., *banka* above), yet do not have word-final stress, and there are also words that are not harmonic, but have final stress (e.g., *kulüp*). When a root is not stressed on the final syllable, this is indicated in the dictionary entries.

(b) Adverbs are usually stressed on the first syllable:

áncak ‘only, but’
bélki ‘perhaps’
şímdi ‘now’
yárın ‘tomorrow’
sádece ‘only’
yálnız ‘only’

Interestingly, this rule does not apply to adjectives that function as adverbials. So adjective-adverbs such as *çabuk* ‘quick(ly),’ *kolay* ‘easy(ly),’ *hızlı* ‘fast’ also have stress on the final syllable when they modify events or verbs.

(c) Place names typically have non-final stress:

İstá**n**bul
Túrkiye
Ánkara
Sámsun
Táksim
Afr**í**ka

The country names that end in *-istan* are exceptions to this generalization. They are stressed on the last syllable of the suffix *-istan*.

Pakist**án**
 Kırgızist**án**
 Özbekist**án**

When a word occurs both as a common word and a place name, the common word typically has word-final stress, while the place name does not. Here are some examples:

be bék ‘baby’	Bék ek (a district in Istanbul)
tok át ‘slam’	Tók at (a city in Eastern Turkey)
mı sír ‘corn’	Mısır (Egypt)
ord ú ‘army’	Ó rdú (a city in Northern Turkey)
sirke čí ‘vinegar seller’	Sír keci (a district in İstanbul)

(d) Some wh-question words:

hángi ‘which’
násıl ‘how’
níçin ‘why’
néce ‘what language’

(e) Locative pronouns *ora-*, *bura-*, *şura-* and the wh-counterpart *nere-* are stressed on the first syllable:

órada, **ó**raya
búrada, **bú**raya
néreden, **né**reyi

(f) Words that have reduplicative prefixes are stressed on the first syllable:

kípkırmızı
másmavi
bémbeyaz

(g) In vocative forms, or in child-directed speech, words that typically carry stress on the final syllable may have penultimate stress (penultimate syllable is the syllable before the last syllable):

Çoc**ú**klar!
 Ayıcık ot**ú**rdú

(h) Most compounds have stress on the last syllable of the first part of the compound:

búgün
 cum**húr**başkanı
 der**é**otu
búzdolabı
séyret-

(i) Some suffixes do not bear stress. When they are attached to word stems, the primary word stress falls on the syllable preceding these suffixes:

-(y)DI	arab á ydı
-(y)mİŝ	er k enmiŝ
-(y)sA	yaŝ l ıysa
-(y)ken	sokakt á ken
-CA	giz l ice
-CAsInA	anlam ı ŝcasına
-DIr	aram ı ŝtır, mutfakt á dır
-leyin	sab á hleyin
Negative -mA	ar á ma
-mAdAn	ar á madan
-(y)ArAk	ar á yarak
-(y)lA	arab á yla, memnuniy é tle
ki	diyor l ar ki
da	düşünüyor u m da

Interestingly, the stress on the following words is an exception. Although they have the suffix *-CA*, they are stressed on the first syllable (not on the syllable that precedes *-CA*). Their stress behavior may be attributed to the fact that they are adverbs. As stated above, adverbs have the primary word stress on their first syllable.

ayr**ı** ayrı**ı**ca ‘besides’
 sad**e** sad**e**ce ‘only’

(j) Some polysyllabic suffixes and converbs are stressed on their first syllable.

-(I)yor	gid ı yor
-(y)ıver	aray ı ver
-mAksIzIn	bak m aksızın
-sAnA	aras á na
-sAnIzA	aras á nıza
-(y)AkAl-	bak k al-
-(y)Adur-	bak k adur-

(k) Some person markers from the *z*-paradigm and the second person plural imperative marker:

-(y)Im	ar á rım, okul d áyım
-sIn	ar á rısın, okul d ásın
-(y)Iz	ar á rız, okul d áyız
-sInIz	ar á rısınız, okul d ásınız
-lAr	ar á rlar, okul d álar
-(y)In	ok ú yun
-(y)InIz	ok ú yunuz

Chapter 3

The noun: an overview

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3.1 Nouns and noun phrases

A noun is a word that refers to a person, a thing, a place, or a more abstract concept such as happiness. A noun phrase is a group of words that go along with a noun, such as adjectives, determiners, and other modifiers. In Turkish, just as it is the case in English, noun phrases appear in subject and object positions in a sentence. They also appear in the predicate position (e.g., ‘doctor’ in ‘he is a doctor’) and bear tense and person markers, just like verbs, in this position.

kadın (a noun) ‘woman’

sarışın kadın (noun phrase) ‘blonde woman’

şu dükkandaki kırmızı elbiseli sarışın kadın (noun phrase)

‘the blonde woman in the red dress at that shop’

As you see in the examples below, the noun in the noun phrase always appears at the end of the phrase and the others, the modifiers, precede it. A noun or a noun phrase appears in the following positions in a sentence:

As a subject:

Yaşlı kadın otobüs bekliyordu.

Çocuklar parka gittiler.

Babam annemi aramış ama annem evde değilmiş.

As a direct object:

Annem gazeteyi okuyor.

Kim Türk kahvesi içti?

As a location:

Çocuklar sinemada sizi bekliyorlar.

Annem İstanbul’da oturuyor.

As a direction:

Yarın Erzurum’a gidiyoruz.

Kapıya mı bakıyorsunuz?