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ABSTRACT

This textbook is designed for use by Peace Corps volunteers learning Kirghiz in preparation for serving in Kirghizstan. It takes a competency-based approach to language learning, focusing on specific tasks the learner will need to accomplish through language. Some competencies are related to work tasks and others to survival needs or social transactions. An introductory section gives basic information about Kirghiz phonology, alphabet, and grammar. The instructional materials consist of lessons on 12 topics: personal identification; conversation with a host counterpart or family; general interpersonal communication; food; money; transportation; getting and giving directions; shopping at the bazaar; being invited by a Kirghiz family; workplace interactions; medical and health issues; and interaction with government officials. Each lesson contains related cultural notes and segments on a number of specific competencies. Each competency is accompanied by a dialogue in Kirghiz, a vocabulary list, grammar and vocabulary notes, and in some cases, a proverb. Appendaged materials include charts of grammar forms, translations of the dialogues, a Kirghiz-English glossary, a Kirghiz-English supplemental word list by category (occupations, expressions of time, the calendar, signs and directions, useful classroom phrases, colloquial expressions, useful words, numbers), and a list of source materials. (MSE)
Kirghiz

Language Competencies for Peace Corps Volunteers in Kirghizstan

by

Ilse Cirtautas

1993
Dear Peace Corps Volunteer in Kirghizstan:

The Kirghiz language text is a very important tool for properly preparing Peace Corps Volunteers for service in Kirghizstan. Your time of service in Kirghizstan will be of great benefit to the people of that historic land.

Knowing the language is of course a key element in our programs everywhere, and I hope that you keep this text with you for quick and easy reference at all times. This text is designed to put you at ease in the Kirghiz culture by making you as conversant as possible, as rapidly as possible, with the most immediate and day-to-day kinds of language situations you are apt to encounter in your tour in Kirghizstan.

I would like to take this opportunity to thank each of you for your service to Peace Corps, the people of Kirghizstan and the people of the United States. Your gift of yourself is truly appreciated.

Sincerely,

[Signature]

John P. Hogan
Acting Director

1990 K Street N.W. Washington, D.C. 20526
Acknowledgments

This book is one of five Peace Corps language texts prepared under the supervision of Nancy Clair in early-1993. It is hoped that this draft will be helpful in the initial language training for Volunteers in Kirghizstan. Most language text books take years to complete; this text was planned, written, and printed in less than four months. Working at a great distance from the country where this language is to be learned and spoken by the Volunteers, the authors have gone to great lengths to provide authentic language and as much useful explanatory material as possible. The book will certainly benefit from revisions, additions, and improvements in subsequent editions, but we are proud to have this volume ready for use by the first group of PCVs to serve in Kirghizstan. It is the result of work not only by the author, but also by Nancy Clair and staff at Peace Corps Washington headquarters, especially, Toni Borge and Janet Paz-Castillo, Training Officers for EME. The textbook project was initiated by the EME Region. I have been responsible for editing the English prose and providing technical support.

Douglas F. Gilzow
Language Training Specialist
Office of Training and Program Support

April 1993
Acknowledgments

In the course of preparing this work, which had to be completed in a very short time, I was aided by a number of persons. I wish to express my gratitude to Ms. Gulnara Jamasheva, Bishkek, who provided most of the dialogues. I am also indebted to Ms. Venera Tyr. liyeva and Dr. Asilbek Aidaraliyev, both from Bishkek, who read parts of the manuscript during their short visits to Seattle.

My special thanks are due to Ms. Kathryn Libal, graduate student in Anthropology, University of Washington, who typed the manuscript and offered tireless help. I also wish to thank my students Mr. Kağan Arik and Mr. Ablahat İbraheim for their valuable suggestions and assistance.

Ilse D. Cirtautas
Seattle, WA
Preface

This book is intended to be used in a competency-based language training program. A competency-based approach to language training is one which focuses on the specific tasks that learners will need to accomplish through language. This approach focuses not only on language, but also on the cultural context and purpose of communication. Some competencies are closely tied to work tasks, such as reporting an absence, explaining a procedure, or making an appointment with a supervisor. Others reflect basic survival needs like buying food, handling emergencies, and using local transportation. Still other competencies are part of ordinary social transactions, such as discussing home and family, requesting clarification, or expressing likes and dislikes. The competencies included in this book are those which we anticipate Peace Corps Volunteers will need most during their initial months in the country.

The competency-based approach is particularly well-suited to adult learners, who bring many advantages to the language classroom. First, they are experienced learners whose cognitive skills are fully developed. This means that they can make generalizations, understand semantic and syntactic relationships and integrate the new language into their already developed first language. Second, adult learners are self-directed and independent. They have strong feelings about how and what they need to learn, and they take responsibility for that learning. Finally, adult learners--especially Peace Corps Volunteers--are highly motivated. They understand the importance of being able to communicate in the new language in this new endeavor they have undertaken.

The competency-based approach takes advantage of these strengths that adults have as language learners. First, it is designed to be relevant. Because lessons are based directly on the needs of the learner, there should be no doubt as to their usefulness. Those which are not relevant should be omitted, and any essential competencies which have been overlooked should be added. (It is expected that further needs assessments will be conducted in order to plan revisions to this text). Second, basing instruction on competencies means that goals are clear and concrete. The learners know what success will look like from the start and can assess their own progress toward mastery of the competencies. Third, competency-based language programs are flexible in terms of time, learning style, and instructional techniques. There is no need to linger over a lesson once mastery of a competency has been demonstrated and, within program constraints, extra time can be devoted to more difficult competencies. Lessons can--and should be--taught through a variety of
techniques, since different learners benefit from different kinds of approaches. And there is always room for experimenting with new methods, combining them with more familiar ones.

It is hoped that, with the help of trained Peace Corps language instructors, this book will provide the basis for interesting, relevant language instruction which will enable new Peace Corps Volunteers to function effectively in their new surroundings and to begin the process of continuing their language learning throughout their time of service.
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A BRIEF INTRODUCTION TO THE KIRGHIZ LANGUAGE

0.1 Kirghiz is the official language of the Republic of Kirghizstan, or as the Kirghiz say, "The Kirghiz Republic" (Кыргыз Республикасы). Kirghiz is also spoken by groups of Kirghiz living in the neighboring republics of Kazakhstan, Uzbekistan, and Tajikistan. There are also large numbers of Kirghiz located in Xinjiang (Northwest China) and in Turkey. No reliable account of the total number of the Kirghiz exists.

According to Soviet statistics, which tended to underestimate the numbers for the indigenous population in the non-Russian republics, in Kirghizstan itself the Kirghiz comprise 52% of the total population of approximately 4.6 million. Nearly 20% belong to groups ethnically related to the Kirghiz: Uzbeks, Kazakhs, Tatars and Uighurs. The rest are Russians, Ukrainians, Germans and others.

0.2 The Kirghiz language belongs to the family of the Turkic languages, which together with Mongolian, Manchu-Tungus, and possibly Korean and Japanese, are a part of the Altaic Language Family.

Within the Turkic languages, Kirghiz occupies a special position. Most scholars include Kirghiz in the Central or Kipchak Turkic language sub-group along with Kazakh, Karakalpak and Nogay. However, Kirghiz displays many linguistic peculiarities not shared by other members of the Kipchak Turkic group. For example, Kirghiz observes laws of labial harmony, similar to those prevailing in Altay (Oyrot), spoken by a group of Turkic peoples living in the Altai mountains northeast of Kirghizstan. Therefore, the Russian scholar N.A. Baskakov classified Kirghiz together with Altai into a special group which he called the Kirghiz-Kipchak sub-group. Other scholars (J. Benzing, Karl H. Menges) also agree that the history of the Kirghiz people and certain characteristics of their language indicate a closer connection with Altay (Oyrot).

0.3 Major Characteristics of Kirghiz
0.3.1 Agglutination: Stems and Suffixes

Kirghiz, like all other Turkic languages, is an agglutinative language. Agglutination (<Latin ad+glutinare "to glue together") in the Turkic languages means to add "(glue") monofunctional suffixes to simple unchangeable stems, identical with base words, or derived stems. The suffixes form words and express grammatical concepts such as plural, cases, possession, etc.
Agglutination occurs also in the inflectional Indo-European languages, but in contrast to the Turkic languages the suffixes added are poly-functional. For example, the ending s in English denotes two functions: a) plural, as in gardens, b) genitive, as in garden’s. It is also to be noted that English does not solely rely on agglutination in forming grammatical concepts. The plural, for example, can also be rendered through vowel changes: mouse: mice; child: children, etc.

In contrast to English, the Turkic principle of agglutination, as it also applies to Kirghiz, is strikingly regular and consistent. Suffixes in Kirghiz consist either of a closed or an open syllable with either a/e or и/i as basic vowels. An exception is the verbal noun suffix -yy/-yy (see p. 37). Suffixes formed by one vowel or one consonant are rare.

As a rule, Kirghiz stems or base words are also mono-syllabic, e.g., баш "head", кел- "to come".

0.4 RULES FOR ADDING SUFFIXES TO STEMS

When adding suffixes to stems, Kirghiz follows certain morphological and phonological rules:

0.4.1 Division between Verbs (verbal stems) and Nouns (nominal stems):

In terms of suffixation the Kirghiz vocabulary is strictly divided between nouns and verbs. Only two kinds of suffixes exist: suffixes to be added to verbal stems and suffixes to be added to nominal stems. In order to visualize the strict separation between nouns and verbs it has been the practice to designate verbal stems with a minus (-) sign and nominal stems with a plus (+) sign. A verbal stem corresponds to the infinitive of an English verb.

*Examples:*

<table>
<thead>
<tr>
<th>Stems</th>
<th>Meaning</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ат</td>
<td>&quot;name&quot;</td>
<td>ат-ын+ &quot;my name&quot;</td>
</tr>
<tr>
<td>кел-</td>
<td>&quot;to come&quot;</td>
<td>кел-ын- &quot;to come together; to agree&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>кел-ын-им+ &quot;agreement&quot;</td>
</tr>
<tr>
<td>оку-</td>
<td>&quot;to study&quot;</td>
<td>оку-т- &quot;to make study, i.e., to teach&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>оку-мун+ &quot;studied&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>оку-мун+ту &quot;scholar, learned person&quot;</td>
</tr>
</tbody>
</table>

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0.4.2 Phonological Rules: Laws of Vowel Harmony and Consonant Assimilation

In addition to the above rule of distinguishing between verbal and nominal stems and suffixes, Kirghiz also employs rules of vowel harmony and consonant assimilation when adding suffixes to verbal and nominal stems.

0.4.2.1 Palatal-Velar Vowel Harmony

Kirghiz divides all vowels into palatal (front) and velar (back) vowels:

a) front vowels: ə (ə) и ө ү
b) back vowels: а ы о и

In a Kirghiz word, i.e., stem plus suffixes, only front vowels or back vowels can occur, but never a mixture of the two. The stem vowel determines the quality of the vowels in the suffixes (progressive assimilation). If the stem contains a back vowel, all following vowels have to be back vowels too. The same rule applies for stems with a front vowel:

Examples:

<table>
<thead>
<tr>
<th>Stem</th>
<th>Meaning</th>
<th>Stem + Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>кыз+</td>
<td>&quot;daughter&quot;</td>
<td>кыз+ым</td>
<td>&quot;my daughter&quot;</td>
</tr>
<tr>
<td>эне+</td>
<td>&quot;mother&quot;</td>
<td>эне+м+де</td>
<td>&quot;at my mother&quot;</td>
</tr>
<tr>
<td>сөз+</td>
<td>&quot;word&quot;</td>
<td>сөз+дөр+ден</td>
<td>&quot;from the words&quot;</td>
</tr>
<tr>
<td>биля-</td>
<td>&quot;to know&quot;</td>
<td>биля-дир-</td>
<td>&quot;to let know, to express&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>биля-дир-ет</td>
<td>&quot;it expresses&quot;</td>
</tr>
</tbody>
</table>

•Note:
The quality of the vowels added to a foreign noun is determined by the vowel in the last syllable:

<table>
<thead>
<tr>
<th>Stem</th>
<th>Meaning</th>
<th>Stem + Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>диалект</td>
<td>&quot;dialect&quot;</td>
<td>диалект+тер</td>
<td>&quot;dialects&quot;</td>
</tr>
<tr>
<td>фонетика</td>
<td>&quot;phonetics&quot;</td>
<td>фонетика+лык</td>
<td>&quot;phonetical&quot;</td>
</tr>
</tbody>
</table>

0.4.2.2 Labial Harmony I

The above rules of palatal-velar harmony have to be observed first, before the following rules of labial harmony can be applied.
After stems containing either a front (ə, ы) or a back (о, у) labial, suffixes with the basic vowel ы or у change the latter to the corresponding labial й or й.

Examples:

ої
“thought”
oї+суз (<съез/сиз "without") “thoughtless”

кеё
“eye”
кеё+суз “without eyes, i.e., blind”

0.4.2.3 Labial Harmony II (Labial Attraction)

This law is an extension of the above rules of Labial Harmony I, extending the effects of labialization also on the suffix vowels ае, which are changed into о and ø respectively, after a preceding о, е and у. Note: no labial attraction takes place after у.

Examples:

кол+ “arm, hand”, кол+дор (<<лар) “arms, hands”
жон+ “road”, жон+до (<<ра loc.case) “on the road”

but: окыу+ “studying”, окыу+га (<<ра dat.case) “for studying”

0.4.2.4 Consonant Assimilation

When adding suffixes with the initial consonants н (l), н (n), д (d), г (g), б (b) to stems ending in voiceless consonants, liquids and nasals, Kirghiz assimilates the initial suffix consonant to the stem final consonant. These consonant changes will be indicated with each suffix introduced in the following materials.

0.5 ORDER OF SUCCESSION OF SUFFIXES

Word-forming suffixes are added first to the stems, followed by grammatical suffixes (plural, possessive, case suffixes, etc.)

Examples:

оку-
оку-мың+ “to study”
оку-мың+туу “studying”
оку-мың+туу+лар “scientist, scholar”
оку-мың+туу+лар+ыбыз “scholars”
оку-мың+туу+лар+ыбыз+дын “our scholars”
оку-мың+туу+лар+ыпыңдын “of our scholars”

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In noun formations a case suffix occupies the final position. In verb formations the negative suffix -бэ/-бэ (>-па/-пе-, etc.) is added first to simple or derived verb stems.

- кел- "to come"
- кел-бэ- "not to come"
- оку- "to read"
- оку-бэ- "not to read"

- кел-ыш- "to come together; to agree"
- кел-ыш-пэ- "not having agreed"
- оку-т-пэ- "not to teach"

0.6 THE KIRGHIZ ALPHABET

0.6.1 General Remarks

During the course of their history the Kirghiz have used a number of scripts. Their first alphabet was the Orkhon-Yenisey script, also called the Turkic Runic script, which survived in inscriptions on funeral and memorial stones dating back to the 8th century AD. The "Runic" script was also used by other Turkic peoples probably until the 10th century AD. From that time on most Turkic peoples gradually adopted the Arabic alphabet in connection with their conversion to Islam. It is not known what script the Kirghiz used until Islam reached them too, which happened only in the 19th century.

The Arabic script which the Kirghiz started to use in the 19th century was modified in 1923 and signs were introduced to distinguish the vowels о, у, and и, и. In 1927 the Kirghiz, together with all other Turkic peoples of the former Soviet Union, adopted a common Latin alphabet. This alphabet was replaced in 1941 by the Cyrillic, with a few additional letters for sounds non-existing in Russian: о, я, and и. The Cyrillic alphabet is still used today. A decision has, however, been made to switch in the future to the Latin script.
### Kirghiz Alphabet and Rules of Pronunciation

<table>
<thead>
<tr>
<th>Kirghiz</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Аа [a]</td>
<td>like a in English gun</td>
</tr>
<tr>
<td>Бб [b]</td>
<td>like b in English hand</td>
</tr>
<tr>
<td>Вв [w]</td>
<td>like w in English wise</td>
</tr>
<tr>
<td>Гг [g]</td>
<td>like g in English go</td>
</tr>
<tr>
<td>Дд [d]</td>
<td>like d in English door</td>
</tr>
<tr>
<td>Ее [e]</td>
<td>like e in English pen</td>
</tr>
<tr>
<td>Ёё [yo]</td>
<td>like yo in English yoke</td>
</tr>
<tr>
<td>Жж [dj]</td>
<td>like j in English jam</td>
</tr>
<tr>
<td>Зз [z]</td>
<td>like z in English zoo</td>
</tr>
<tr>
<td>Ии [i]</td>
<td>like i in English kiss</td>
</tr>
<tr>
<td>Йй [y]</td>
<td>like y in English yes</td>
</tr>
<tr>
<td>Кк [k]</td>
<td>is pronounced back with back vowel: кум</td>
</tr>
<tr>
<td>[k]</td>
<td>is pronounced front with front vowels: кун</td>
</tr>
<tr>
<td>Лл [l]</td>
<td>like l in English cold.</td>
</tr>
<tr>
<td>Мм [m]</td>
<td>like m in English me</td>
</tr>
<tr>
<td>Нн [n]</td>
<td>like n in English now</td>
</tr>
<tr>
<td>Нн [ŋ]</td>
<td>like the combination of ng in English hunger</td>
</tr>
<tr>
<td>Оо [o]</td>
<td>like o in English wrong</td>
</tr>
<tr>
<td>Оо [ö]</td>
<td>like umlaut ö in German</td>
</tr>
<tr>
<td>Пп [p]</td>
<td>like p in English plum</td>
</tr>
<tr>
<td>Рр [r]</td>
<td>like r in English rose but front</td>
</tr>
<tr>
<td>Сс [s]</td>
<td>like s in English sun</td>
</tr>
<tr>
<td>Тт [t]</td>
<td>like t in English tan</td>
</tr>
<tr>
<td>Уу [u]</td>
<td>like u in English cool</td>
</tr>
<tr>
<td>Уу [ü]</td>
<td>like umlaut ü in German</td>
</tr>
<tr>
<td>Фф [f]</td>
<td>like f in English far</td>
</tr>
<tr>
<td>Хх [h]</td>
<td>like h in English hard</td>
</tr>
<tr>
<td>Цц [ts]</td>
<td>occurs only in Russian loan words</td>
</tr>
<tr>
<td>Чч [ч]</td>
<td>pronounced like ch in English change</td>
</tr>
<tr>
<td>Шш [ʃ]</td>
<td>like sh in English shall</td>
</tr>
<tr>
<td>Шш [ʃʃ]</td>
<td>occurs only in Russian loan words</td>
</tr>
<tr>
<td>Ыы [i]</td>
<td>hard sign, occurs only in Russian loan words</td>
</tr>
<tr>
<td>Ыы [ɨ]</td>
<td>like i in English pit, but short</td>
</tr>
<tr>
<td>Ыы [e]</td>
<td>soft sign, occurs in only Russian loan words</td>
</tr>
<tr>
<td>Ээ [e]</td>
<td>occurs only in word initial position, pronounced like e</td>
</tr>
<tr>
<td>Юю [yu]</td>
<td>like yu in English you</td>
</tr>
<tr>
<td>Яя [ya]</td>
<td>like ya in English yard</td>
</tr>
</tbody>
</table>

Revised: 4/6/93
0.7 Parts of Speech

0.7.1 Nouns

0.7.1.1 Declension of Nouns

Kirghiz has six cases: nominative, genitive, dative, accusative, locative and ablative. As in other languages, cases show the relationship of nouns to other words in the sentence. With the exception of the nominative, which has no case marker, all other cases are formed by adding case suffixes to noun stems (at "horse") or derived noun formations (at+тап+ым "my horses"). A case suffix is the last suffix to be added to nouns. It follows plural and possessive suffixes (ат+тап+ым+а "to my horses").

The nominative functions as the subject of the sentence: окутуучу кели "the teacher came." The genitive is used to express definite ownership, e.g. "the teacher's house" is rendered in Kirghiz окутуучу+нын ый+ы (teacher-of; house-his). The dative case renders direction, expressed in English by the prepositions: "to, into, towards." The accusative states the definite direct object. The locative indicates location, rendered in English by the prepositions "in, at, on." The ablative expresses separation (English "from").

0.7.2 Verbs

0.7.2.1 Tenses

Tenses are formed in Kirghiz from verbal nouns (e.g. өрөн-ген+) to which personal pronouns or possessive suffixes are added.

In past tense formations, Kirghiz does not emphasize the action itself but the physical position of the speaker in regard to the action. It is more important in Kirghiz to establish where the speaker was when the action happened. Was he/she an eyewitness or did he/she only hear about the action? If the latter is the case, then the question of whether the speaker heard about it from reliable or unreliable sources must be answered. It is also important to indicate a past action or situation of which the speaker had no previous knowledge but learned later about through reliable sources. In each instance, the speaker's position is clearly defined by different past tense formations.

Future tenses differentiate between the speaker's perception of whether an action will definitely take place or whether its execution is doubtful.
0.8 WORD ORDER

The basic word order in a Kirghiz sentence is subject-object-predicate.

The predicate, either noun or verb predicate, stands at the end of the sentence. The predicate includes the person/subject:

келди  
"(I saw) he/she/it came" (lit.: came-he)
окуучумуң  
"I am a teacher" (lit.: teacher-I)

Direct and indirect objects precede the predicate. Expressions of time and locality precede the objects or, in their absence, are placed before the predicate-subject.

Noun subjects, placed at the beginning of the sentence, are only necessary to identify the third person predicate-subject, because Kirghiz, like all other Turkic languages, does not distinguish gender (see 0.9.1):

Кат жазды  
"he/she/it wrote a letter" (lit.: letter wrote-he/she/it)
Гулнара кат жазды  
"Gulnara wrote a letter."

0.9 MAIN DIFFERENCES BETWEEN KIRGHIZ AND ENGLISH

0.9.1 Kirghiz has no grammatical gender. It does not distinguish between female, male or neutral forms. Depending on the context the third person singular pronoun аңмay be translated as "he, she or it." Similarly, the third person in tense formations may be referring to "he, she or it". The third person possessive suffix as in көрөбө does not differentiate between "his, her or its book."

0.9.2 Kirghiz has neither a definite article ("the") nor an indefinite article ("a, an"). Only the context indicates whether or not to translate a noun with a preceding definite or indefinite article.

0.9.3 Kirghiz has no auxiliary verb "to have (not)." Instead, it uses the phrase "my-so-and-so exists (does not exist)"; жөн дом бар (жок) "my house exists (does not exist)", i.e., "I have (not) a house."

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0.9.4 Kirghiz has no modal verbs such as English "can, could, may, might, will, shall, should, must." Each of these words requires a rephrasing in Kirghiz. For example: "I must go" is rendered as "my going is necessary" бар-ву+м (or: бар-ву+ым) керек. "I can go" translates into бар-ву+м мумкүү "my going is possible" or бар-а аламын/алам.

Various constructions are also used to express English: shall, will, want:

бар-вы+м келди         "I want to go" (lit.: "my desire to go has come");
бар-аыим                "I will go".

0.9.5 Kirghiz has no verb "to need". The English phrase "I need bread" is expressed as "to me bread is necessary": мана нан керек.

0.9.6 Although direct imperative forms exist, Kirghiz frequently refrains from using them in polite speech. A command will be rendered as advice: "if you do so, it would be good" meaning "you should do it", e.g., яй-о барсаныз жакшы болот.

0.9.7 Instead of prepositions Kirghiz uses postpositions requiring specific case suffixes of the preceding noun as, e.g., кийин "after":

мектеп-тен (abl.) кийин   "after school".

0.9.8 For expressing adverbs of manner like "always, fast, unexpectedly," Kirghiz makes use of verb compounds consisting of the main verb in a converbial -(ы)н/-(ы)п or -а/-е form followed by a verb denoting a movement of the human body ("to come, to go, to run, to give, to take", etc.) which describes how the action expressed in the converbial form proceeds:

Бул мектепте окуп жокумин   "I study (for some time) at this school" (lit.: I study and go on, doing so).

0.9.9 Finally, Kirghiz has neither dependent clauses, nor does it have subordinating conjunctions ("when, before, after, since, while, that, which, who, " etc.). The English dependent clause "when he came" is rendered as "at (his) coming": кен-ген+ин.

Likewise, English relative clauses correspond in Kirghiz to attributive phrases: "a letter which was written" translates into "having written letter": жазып-тан кат.
TOPIC 1:
PERSONAL IDENTIFICATION

CULTURE NOTE: The Kirghiz

COMPETENCIES:
1. To exchange greetings and inquiries of well-being
2. To introduce and identify oneself
3. To ask for permission to enter
4. To ask for permission to leave/to say goodbye
THE KIRGHIZ

Very little is known about the earliest history of the Kirghiz. In an inscription, written on a funeral stone in 732 AD, the Kirghiz people are mentioned as having become the subjects of another Turkic people, the nomadic Kök Turks. At that time the Kirghiz lived north of the Kök Turks, in the region of the upper Yenisey River. They were hunters and to a certain extent cattle breeders. By 845 AD the Kirghiz established themselves in the realm of their former masters who had been overthrown in 742 AD by the Uygurs, another nomadic Turkic tribe. The Kök Turks and Uygurs who had ruled their domains from the Ötükân mountain region, located between the rivers Orkhon and Selenqa in present-day Northwestern Mongolia, maintained throughout their history a war and trade relationship with China. This relationship was not continued by the Kirghiz, who are rarely mentioned in Chinese records. It seems that they kept themselves away from Chinese interference and influence.

In 940 AD the Kirghiz were driven out of Northern Mongolia by the Kitay, a Mongolian people, and returned to the Yenisey region which they appeared to have kept under their control. The next major event in the history of the Kirghiz is their expulsion from the Yenisey into the Altay mountains by the Mongols of Chinghiz Khan in the 13th century. Only in the 16th century did the Kirghiz arrive in their present habitat, the mountain territory of Kirghizstan. Around 1750 the Kalmuks, another Mongol tribe who lived east of the Kirghiz in present-day northwestern parts of Xinjiang, brought indescribable devastation to the region during a series of wars with the Kirghiz. Between 1860-1870 the Kirghiz were conquered by the Russians.

In 1916 the Kirghiz joined all other Turkic peoples in a revolt against Russian domination. Their best lands and pastures had been taken away and handed over to Russian settlers. The plan was to have Kirghizstan become a region of only Russian settlers. In despair the Kirghiz revolted. They had no modern weapons and the Russians killed them in large numbers. The full records of the massacres were not allowed to become public knowledge; only now, after the Kirghiz have gained their independence in 1991, are accounts being published. According to one source, two out of every three Kirghiz perished during the massacres of 1916. There are descriptions of some localities where within two days all men above the age of fifteen were killed. Those Kirghiz who could escape fled to Eastern Turkistan (now Xinjiang Uygur Autonomous Region, China), only to encounter another disaster -- starvation. When those who survived returned to Kirghizstan they had to face the revolution, the ensuing years of war-communism and the establishment of Soviet colonial rule. During 1929-1932 when Stalin enforced his policy of collectivization and sedentarization, the Kirghiz, like the Kazakhs, suffered great losses and were deprived of the

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foundations of their nomadic culture. From 1935-1938, during Stalin’s purges of the non-Russian intelligencia, the Kirghiz, too, lost a large number of their writers and intellectuals.

The history of the Kirghiz is a tragic one. They were often on the verge of total destruction, but again and again they rose to their feet and survived. They can rightfully say: “We are the Kirghiz, we died a thousand deaths, but live a thousand lives.” Through all their difficulties the Kirghiz gained strength from their remarkable epic poem, Manas. It has been said that the Kirghiz never elected a common leader (kaghan/khan) to rule over all their tribes. What united them was the spirit of the hero Manas upon whom the Kirghiz came to look upon as their savior. The epic itself is the creation of generations of a special group of oral poets, called manasçi(singers of the epos Manas). In the course of time the epic grew in size. One version recorded from the manasçi Sayakbay Karalayev has over half a million verse lines. It surpasses, in volume, the Iliad with 15,693 and the Odyssey with 12,110 lines, as well as the Indian epos Mahabharata. So fond were the Kirghiz of their hero Manas that they created songs of almost equal length about Manas' son and grandson, Semetey and Seytek.

The epos Manas can be called an encyclopedia in verses of the history, life and culture of the nomadic Kirghiz. The epos reflects upon historical events, mentioning also those related in the inscription of 732 AD. It depicts the everyday life of the Kirghiz nomads, as well as the grandiose gatherings, memorial feasts (as), weddings (toy) and other festivities in which members of all Kirghiz tribes and the neighboring Kazakhs would participate. A highlight of these festivities were contests of physical strength, horse races, wrestling and archery competitions, and intellectual contests, namely poetical contests (aytil's) between poet-singers, in which their ability to improvise was tested.

In recent years the tradition of festive gatherings has been revived, and many memorial feasts have been organized in honor of those who lost their lives during the repressive Stalin years. It is also worthwhile to note that, as in the past, these festivities are community affairs. However, in line with modern times, for each feast special funds have been designated to which everyone is invited to contribute. Such funds have also been established for other social needs, such as support for orphans and families with many children, invalids and other groups of the society in need of support during the transition from a planned to a market economy.
1. COMPETENCY: To exchange greetings and inquiries of well-being
   SITUATION: Classroom
   ROLES: PCV and Kirghiz (male) teacher

PCV: Саламатсызбы, агаай!
T: Саламатсылык! Иштер кандай?
PCV: Рахмат, жакшы.

VOCABULARY:
- саламат — healthy, well, safe and sound
- саламатсыз — you are healthy, well
- бы — interrogative particle
- саламатсызбы — greetings: How are you? (lit.: Are you healthy?)
- саламаттылык — state of health (here: I am fine; I am well)
- агаай — respectful address for a male teacher; form of address for a respected elder (male)
- иш — business, work
- иштер — plural: works
- кандай — how
- иштер кандай — how is everything? how are you getting along? (lit.: how are your works?)
- рахмат — thank, thanks
- жакшы — fine, well

GRAMMAR AND VOCABULARY EXPLANATION:

Personal Pronouns:

<table>
<thead>
<tr>
<th>Used independently</th>
<th>Used as personal endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>men</td>
<td>(I)</td>
</tr>
<tr>
<td>сен</td>
<td>(you)</td>
</tr>
<tr>
<td>сиз</td>
<td>(you sing. polite form)</td>
</tr>
<tr>
<td>ал</td>
<td>(he, she, it)</td>
</tr>
<tr>
<td>биз</td>
<td>(we)</td>
</tr>
<tr>
<td>сизер</td>
<td>(you; plural form)</td>
</tr>
<tr>
<td>сиздер</td>
<td>(you; plural polite form)</td>
</tr>
<tr>
<td>алар</td>
<td>(they)</td>
</tr>
</tbody>
</table>
Use of Personal Endings:

The above personal endings, added to nouns or adjectives, render English phrases in the present tense of "to be", whereby the verb "to be" (am, are) is not expressed. The verb "to be" is found only in the past tense (see Chart 5).

**Examples:**

<table>
<thead>
<tr>
<th>Kirghiz</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>саламатсыз</td>
<td>you are healthy (lit.: healthy-you)</td>
</tr>
<tr>
<td>Кыргызбиз</td>
<td>we are Kirghiz (lit.: Kirghiz-we)</td>
</tr>
<tr>
<td>алы стутент</td>
<td>he, she is a student (lit.: he/she student)</td>
</tr>
<tr>
<td>студенттіз</td>
<td>we are students (lit.: students-we)</td>
</tr>
<tr>
<td>Америкалыкмым</td>
<td>I am from America (lit.: America-from-I)</td>
</tr>
<tr>
<td>өкүлмүн</td>
<td>I am a representative (representative-I)</td>
</tr>
<tr>
<td>өкүлдөрбүз</td>
<td>we are representatives (representative-[plural we])</td>
</tr>
</tbody>
</table>

The negation is formed with эмес "it is not": Кыргыз эмесиз "we are not Kirghiz"; өкүл эмесим "I am not a representative."

**Interrogative Particle бы:**

Kirghiz uses the same sentence structure for statements and questions. Questions which do not contain question words ("who, what, which, when," etc.) are formed by adding the interrogative particle быны; буын > пыны, пыны (after voiceless consonants к, п, с, т, ш, ч) to the word which is questioned.

**Examples:**

<table>
<thead>
<tr>
<th>Kirghiz</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>саламатсызбыз?</td>
<td>are you well?</td>
</tr>
<tr>
<td>бун китеп?</td>
<td>is this a book?</td>
</tr>
<tr>
<td>алы студетн?</td>
<td>is he (she) a student?</td>
</tr>
<tr>
<td>өкүлсүзүрбү?</td>
<td>are you (pl.) representatives?</td>
</tr>
<tr>
<td>Кыргыз эмесизбиз?</td>
<td>are we not Kirghiz?</td>
</tr>
</tbody>
</table>
2. COMPETENCY: To introduce and identify oneself
SITUATION: Classroom
ROLES: PCV and elderly Kirghiz teacher (female)

T: Амансыздаларбы мырзалар жана айымдар!
PCV: Саламатсызбы, эжеке!
T: Мен кыргыз тили мугалими болом. Атым Айынағул
Осмон кызы.
PCV: Сизди көргөнге кубанычтуу буз!

VOCABULARY:
аман — well, healthy
амансүз — you are healthy/well
амансүздалар — you (plural) are healthy/well
амансүздалары — greeting: How are you!
мырза (pl.: мырзалар) — sir, gentleman
жана — and
айым (pl: айымдар) — lady, miss, Mrs.
эже — older sister
эже — respectful form of address for an elderly lady
Кыргыз — a (the) Kirghiz
тип — language, tongue
кыргыз тил+и — Kirghiz language (see p. 53)
мугалим — teacher
кыргыз тил+и мугалим+и — Kirghiz language teacher (see p. 53)
bол- — to be
болом — I am, I shall be
ат — name
ат+ым — my name
кыз — girl, daughter
Осмон кызы — daughter of Osmon (see p. 53)
кер- — to see
кер-гон+ — having seen (past participle)
кер-гон+го — (dative) for having seen
кубаныч — happiness

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kubanych-tuu  with happiness, happy, pleased (see p. 43)
kubanychtuubuz  we are glad, pleased
сиэли (acc. case) көргөнгө кубанычтуубуз  we are pleased to have met you

GRAMMAR AND VOCABULARY EXPLANATION:

Plural: +лар/+лар

The plural suffix is +лар/+лар. It is added directly to nouns before possessive and case suffixes (see Chart 1, 2). The plural suffix can also be added to pronouns (see p. 13) and certain verbal forms, and tenses e.g., the polite imperative form (see p. 17). The plural suffix is used in twelve variations, depending on the preceding vowels and consonants:

- after nouns ending in a vowel  +лар/+лар; +лөр/+лөр
- after voiced consonants (н, н, м, з, р, л)  +лар/+лөр; +лөр/+лөр
- after voiceless consonants (к, п, с, т, ш, ч)  +тәр/+тәр; +тор/+тор

• Note: After nouns ending in a vowel the suffix initial л- remains unchanged.

Examples:

эжеллер  sisters
мырза+лар  gentlemen
си+лар  you (polite)
кыз+лар  girls
китеп+лер  books
се+лар  words
ат+тар  names

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3. COMPETENCY: To ask for permission to enter

SITUATION: Classroom

ROLES: PCV and elderly Kirghiz professor

PCV: Ассалом алейкум, аксакал! Киргиз мумкунбу?
T: Алейкум ассалам! Киргиз. Иштериниз кандай?
PCV: Рахмат, агай, жаман эмес.

VOCABULARY:

ассалом алейкум (<Arab) greeting for an elderly male person: peace be with you
алейкум ассалам (<Arab) answer to above formula of greeting
аксакал form of address for a respected elder man (lit.: white [grey] beard)
кир- to enter, to go in, to come in
кир-уу (verbal noun) entering
мумкун possible, feasible
мумкунбу is it possible? may I?
жаман bad, badly
эмес is not
жаман эмес not bad (lit.: it is not bad)

GRAMMAR AND VOCABULARY EXPLANATION:

Imperative Forms:
A polite imperative form used to direct a request to a single person older than the speaker is formed by adding -ньз/-иниз > унуз/-инуз to verb stems ending in a consonant and -нзы/-иниз > -нуз/-инуз to verb stems ending in a vowel. If the request addresses several persons older than the speaker the plural suffix +лар/+лер > +лар/+лери, etc. is added to -ньз/-иниз, etc. For the negative forms of the imperative see general remarks 0.5.

Examples:

кир-иниз(дер)! "please come in (all of you)"
кир-бе-иниз(дер)! "please do not come in (all of you)"
кал-ыныз(лар)! "please stay (all of you)"
хал-ба-ныз(дар)! "please do not stay (all of you)"
оку-чыз(дар)! "please read (all of you)"
оку-ба-ныз(дар)! "please do not read (all of you)"

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In addition to the above polite form, Kirghiz also employs imperative forms for rendering commands or requests directed to a person younger than the speaker. Here only the so-called simple imperative form which is identical with the stem of the verb will be introduced:

*Examples:*

<table>
<thead>
<tr>
<th>Кир!</th>
<th>&quot;enter!&quot;</th>
<th>Кир-бе!</th>
<th>&quot;do not enter!&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Кел!</td>
<td>&quot;come!&quot;</td>
<td>Кел-бе!</td>
<td>&quot;do not come!&quot;</td>
</tr>
<tr>
<td>Хөр!</td>
<td>&quot;see!&quot;</td>
<td>Хөр-бо!</td>
<td>&quot;do not see!&quot;</td>
</tr>
<tr>
<td>Хөр-уу!</td>
<td>&quot;meet!&quot;</td>
<td>Хөр-уу-пе!</td>
<td>&quot;do not meet!&quot;</td>
</tr>
</tbody>
</table>
4. **COMPETENCY:** To ask for permission to leave/to say goodbye

**SITUATION:** Classroom

**ROLES:** PCV and Kirghiz teacher

PCV: Агай, ыръыс тири сабагы каян болот?

T: Сабак эртен саат учти болот.

PCV: Анда эртен көрүшөбүз, агай.

T: Жакшы барыныз!

PCV: Саламатта калыныз!

**VOCABULARY:**

сабак — class
сабагы — its class (see p. 53)
кавак — when
боң — to be, to become
боң-оң — it will be
эрүү — tomorrow
саат — hour
уң — three
саат учтө — at three o'clock
анда — then, in that case
кер- — to see
кер-үү — (joint action) to see each other, to meet
кер-үү-өбүз — we shall meet (lit.: see each other)
бар- — to go
жакшы барыныз — good-bye; good luck (said by the person who stays) (lit.: go well!)
саламат-та — in health
кал- — to stay behind
саламатта калыныз — good-bye (said by the person who is leaving) (lit.: stay in health)
GRAMMAR AND VOCABULARY EXPLANATION:

Present-Definite Future Tense

Form: 
- a/-e > -о/-е (after vowel -й) + personal endings (p. 13).
*Note: 3. person singular has the personal marker -т. The 3 person plural is formed by adding first the cooperative suffix -(ы)ш/-(-й)ш- to the verbal stem followed by -а/-е and the 3. person marker -т. (see Chart 6).

Examples:
бар-амын > барам "I go, I will go"
бол-от "he, she, it is, will be"
көр-уыш-обу "we meet, will meet (see each other)"

Negative:
бар-ба-йсын "you do not go, will not go"
kөр-уыш-ба-йбу "we do not meet, will not see each other"

Interrogative: барамбы "will I go?"

*Note: The third person singular of the interrogative has a special form:
болобу "will it be?"
жарайбы "is it suitable?"
kелеби "does he come?"

Function:
The present-definite future tense renders an action which takes place now or which will definitely take place in the future, i.e., the speaker is certain that the action will be executed.

PROVERB:

Жакты болуу мин күшү, It takes a long time to earn a good reputation
Жаман болуу бир күшү. And it takes no time to disgrace oneself.
(lit.: It takes thousand days to become good, It takes one day to become bad.)
TOPIC 2:
CONVERSATION WITH HOST COUNTERPART OR FAMILY

CULTURE NOTE:  The Kirghiz Family

COMPETENCIES:
1. To describe own family
2. To ask or answer personal information questions
3. To ask about host/counterpart family
4. To express gratitude
The Kirghiz Family

Traditionally, Kirghiz parents like to have many children. Today, however, large families are usually only to be found in villages, on farms, and among the shepherd families in the mountains. Families in Bishkek tend to be small with only two or three children. The traditional family also included grandparents. Housing shortages and the small sized government-built apartments in the cities have caused a separation of the generations. Now more and more children in urban families are growing up without or with little contact with their grandparents. Kirghiz intellectuals have expressed their concern about this development which could weaken the transmission of cultural values. Reflecting upon his own childhood, Chingiz Aitmatov stated that "he who never listened to the stories of a grandmother is a cultural orphan. Something will always be missing in his life." (Chingiz [Tshingis] Aitmatov, Mein Land, Fischerhude, 1988, p. 29).

The separation from their children and grandchildren is also a serious issue for the grandparents themselves. Although it does not seem to be as yet a major problem, the number of older people living alone is increasing. Recently, the Kirghiz government included retirees, living by themselves, into those groups of the population needing special assistance (Jarcufs, December 17, 1992, p. 4). During the transition period from a planned to a market economy, the elderly, in general, are suffering more than any other segment of the society. Their life savings have been lost through rapid inflation and their pensions can hardly keep up with the rising prices for food and other necessities.

Another group of people frequently cited as being in need of help are single mothers and their children. The number of families led by single mothers has been growing in urban regions. Whether this affects Kirghiz families less or more than other ethnic groups is difficult to say. No statistics or studies are available, and we do not know whether this fact is a trend or a temporary occurrence caused by the hardships of the current economic situation.

Yet one connection between the present economical conditions and a phenomenon previously not heard of can definitely be made: parents abandoning their children. According to a report in Erkin Too (November 13, 1992), in recent years more than 2,000 children have been left to the care of the state. A private fund has been established, The Childrens' Fund of Kirghizstan, with the purpose of aiding abandoned children, orphans, handicapped children, and families with many children. The fund will pay special attention to the needs of children of Kirghiz herdsmen living in remote regions under difficult conditions (see also Kazakh & Kirghiz Studies Bulletin. Vol. 1, University of Washington, Seattle, Spring 1993, p. 7).
1. COMPETENCY: To describe own family
SITUATION: Conversation with host counterpart or family
ROLES: PCV and host counterpart

HCP: Уй-булану ҷонбу?
PCV: Одоб, менин ата-энем, агам, иним, эхем жана қарындашым бар.
HCP: Уйлошгондер барды?
PCV: Одоб, агам менен эхем үйлөнгөн.
HCP: Адар ким боловуп иштөйт?
PCV: Агам менен жөө мен мугалим. Эхем -- инжөөнөр, жөөлө -- тилчи.

VOCABULARY:

үй-було family
чон large
менин my (<genitive case of men "I")
ата-энес parents
ини younger brother
қарындаш younger sister (term of address to be used by a man)
бар it (they) exist(s)
одоб yes
менен with (postposition); and
үй home, house
үй+лөн- to marry (of a man)
үй+лөн-гон those who are married
ким болуп as what
жөө older brother's (or any close male relative's) wife
жөөлө older sister's (or any close female relative's) husband
tилчи linguist, interpreter
GRAMMAR AND VOCABULARY EXPLANATION:

Possessive Suffixes:

For expressing English "my, your, his, her, its, etc." Kirghiz uses possessive suffixes: ата-эне+м "my parents", ата-эне+би "our parents"; ыи-булө+нүз "your family"; ага+м "my older brother"; ага+сы "his older brother" (see Chart 1). For emphasis, a noun with a possessive suffix can be preceded by the genitive case of the personal pronoun: менин (<мен+ин "of mine, mine") ыи-булө+м "my family." For a chart of the declension of pronouns see Chart 4.

"To have, to have not":

Kirghiz does not possess a verb "to have (not)." English "I have (not) a younger brother" is rendered as "my younger brother exists (does not exist): ини+м бар (жок). Бар means "it exists; there is (are)"; жок in this construction means "it does not exist; there is (are) not." Otherwise жок serves as "no."

Questions:

Уы-булө+нүз барбы?
"Do you have a family?" (=Are you married?)

Ооба, ыи-булө+м бар.
"Yes, I have a family." (=I am married.)

• Note: Ооба "yes" is used to express an affirmation. In polite speech to answer a request with ooba is avoided; instead, words expressing willingness or agreement (макул, болот, мейли, жарайт) are used:

Эми откен сабакты өзүүс окунуу!
Макул, араң.

"Now you read the previous lesson!"
"Agreed, араң (sir)."

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Revised: 4/26/93
2. **COMPETENCY:** To ask or answer personal information questions  
**SITUATION:** Conversation with host counterpart or family  
**ROLES:** PCV (male) and elderly Kirghiz (female)

HFM: Балам, Кыргызстанга мурда келгенсибил?  
PCV: Жок, ана, азыр биринчи жолу келдиим.  
HFM: Кыргызча жакшы суийлоёт эженсин, кайда үйрөндүүн, айланайын?  
PCV: Тынчтык тобунда үйрөндүм, ана.

**VOCABULARY:**

- бала: child  
- бала+ын: my child  
- мурда: before, previously  
- кел-: to come  
- кел-ген+син+би: have you come?  
- кел-дим: I came  
- ана: polite form of address for an elderly lady  
- азыр: now  
- биринчи: first (<бир "one")  
- биринчи жолу: first time  
- кыргыз+ча: Kirghiz language (lit.: according to the Kirghiz)  
- суийло-: to speak  
- эжен: particle: indeed (as I know it now)  
- үйрөн-: to learn  
- айланайын: term of endearment, which is often used by elderly people to show sympathy or encouragement (lit.: "let me turn around you in an act of sacrifice")
GRAMMAR AND VOCABULARY EXPLANATION:

Recent Past Tense:
The verbal forms келдиим, ыйрендым render a recent past tense.

Form: -п+/п+ plus possessive suffixes (see Chart 8)
*Note: The first person plural has the personal marker +(ы)к/+(ы)к; +(ы)к/+(ы)к.

Examples:

<table>
<thead>
<tr>
<th>Кел-п+им</th>
<th>&quot;I came&quot; (lit.: my having come)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ыйрен-п+ын</td>
<td>&quot;you learned&quot;</td>
</tr>
<tr>
<td>бар-п+ык</td>
<td>&quot;we went&quot;</td>
</tr>
<tr>
<td>бар-ын-п+ы</td>
<td>&quot;they went&quot;</td>
</tr>
</tbody>
</table>

Negative:

<table>
<thead>
<tr>
<th>Кел-бе+п+ык</th>
<th>&quot;he did not come&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>ыйрени+п+ык</td>
<td>&quot;we did not meet&quot;</td>
</tr>
</tbody>
</table>

Interrogative:

<table>
<thead>
<tr>
<th>ыйрен-п+ыкы?</th>
<th>&quot;did you learn?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>бар-п+ыкы?</td>
<td>&quot;did you come?&quot;</td>
</tr>
</tbody>
</table>
| кер-п+ык | "did he see?"

Function:
The above past tense expresses an action which took place recently. The speaker must have eyewitnessed the action rendered in the second and third person, e.g., шаардан азыр келип "(I saw) he came just now from the city."

The particle эehen:
In statements эehen is used immediately after a nominal or verbal predicate (tense form). It renders the notion of "indeed, it is so, but I (=the speaker) did not know it, I learned only later or just now about it through reliable sources." See above example: Кыргызча жакшы суылот эehenкип "(I did not know it, but I see now) you speak Kirghiz well!"

*Note: эehen takes the personal endings while the verb it emphasizes is used in the third person singular, here: present-definite future tense (see Chart 6):

барат эehenкин | "(I learned through someone else) I will go." |

In questions, эehen is combined with the interrogative particle би > бекен. It emphasizes the question: "I wonder ...?";

Кыргызча жакшы суылот бекенкип? "I wonder, do you speak Kirghiz well?"
3. **COMPETENCY:** To ask about host/counterpart family

**SITUATION:** Conversation with host counterpart

**ROLES:** PCV and host counterpart (male)

**PCV:** Асан, түүгандарының қаіда жашайды?

**HFM:** Түүгандарыбыз Бысық-Көл аймагында жашайды.
Ата-эңем Чолпон-Ата шаарында жашайды.

**PCV:** Мен Бысық-Көл әкесімде макала оқығаным. Бул әкесі ете сөлуу деп өйлөмүн.

**HFM:** Ооба, ооба, қааласаныз жайында қасыл қош көп барабыз.

**PCV:** Абдан жақшы болот, рахмат!

**VOCABULARY:**

tuugan relative
jaasha- to live
ysyk hot
kol lake
Бысық-Көл Isik Köl (Lake Isik, lit.: hot lake)
аймак region, district
Бысық-Көл аймагында in the region of the Isik Köl
Чолпон-Ата a city in Kirghizstan
шаар city
жен side, direction
женүкен about (postposition)
makala article
otro very
сулуу beautiful
ойло- to think
den to say
dеп saying (converb/gerund)
кайа- to wish, to like
кайа-кайын b to wish, if you wish, if you like
жай summer
жайында in summer
көшө together
абдан very
GRAMMAR AND VOCABULARY EXPLANATION:

Distant Past Tense:
The phrase окуганын introduces a distant past tense, comparable to the English present perfect tense.

**Form:** -ган / -ген, -гон/-ген, etc. plus personal endings (p.13). See Chart 9.

**Examples:**
oку-ган+мын  "I have read" (lit.: I am the one who read)
> окуганын > окуган (spoken language)
кел-ген+чи  "you have come"
уйрөн-ген+бүз  "we have learned"
альар ал-виш-кан  "they have taken"

**Negative:**
The negative has three forms:
a) regular form: оку-ба-ган+бүз  "we have not read"
b) emphatic forms: оку-ган эмесиз  "we did not read"
оку-ган+бүз эмес жок  "we never did read" (lit.: our having read was not in existence)

**Interrogative:** кел-ген+сиби?  "have you come?"

**Function:**
The above tense (in Kirghiz called байыркы аткен чак "distant past tense") renders an action which took place some time ago, the result of which continues to be evident in the present. The speaker might not have eyewitnessed the action itself, but he/she should be certain about its results either as an eyewitness or through obvious evidence.

•Note: -ган/-ген, etc. is a verbal noun which also functions as a substantive and attribute. It can take plural, possessive and case suffixes:

Уйлангондар бары? (p. 23) "Are there those who are married?"

With the locative case -ган/-ген, etc. renders English temporal clauses introduced with "when":
Сиз телефон чаганда уйло жок эмес. "When you called, I was not at home."
(see also p. 56)

As an attributive -ган/-ген, etc. renders English relative clauses, see p. 43.

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4. COMPETENCY: To express gratitude
SITUATION: Conversation with Kirghiz host family
ROLES: PCV and Kirghiz host (female)

HFM: Нат, мен сага бул китепти белек катары берем.
PCV: Ой, эже, рагмат! Эми мен кыргыз тилин тез уйрэмум.
HFM: Андай болсо, бул кыргызча-англисче суйлошмөнү дагы алыш кой!
PCV: Чон рагмат, эже! Мен учун бул аябай сонун белек!

VOCABULARY:
белек — a present
катары — (postposition) as
белек катары — as a present
сага — for you (dative case of сен "you")
бер- — to give
ой — interjection expressing surprise
эми — now
тез — rapid, quick, rapidly, quickly
андай болсо — in that case (lit.: if it is so)
sуйло- — to speak
суйлошмө — phrase book
dагы — too; again
ал- — to take
кояй- — to put down
алш коий! — please take!
чон — great
чон рагмат — many thanks
учун — for (postposition)
аябай — very
сонун — good, beautiful, splendid
GRAMMAR AND VOCABULARY EXPLANATION:

Accusative Case:

Form:  
+ны/+ни; etc. (after vowels)  
+ды/+ди; etc. (after voiced consonants)  
+ты/+ти; etc. (after voiceless consonants)

•Note: After the possessive suffix 3. person +ы/+и; +сы/+си, etc. the form of the accusative is +н (see Chart 3).

Examples: (from above dialogue)

китеп+ти "the book" (acc.)
cызийшы+ду "the phrasebook" (acc.)
tил+и+н "its language" (acc.)

Function:

The accusative case suffix renders a definite direct object. An object noun is considered definite if:

a) it is preceded by a demonstrative pronoun:

бул китепти берем "I will give you this book"

b) it has a possessive suffix:

кыргыз тилин тез уйропу "I will learn the Kirghiz language fast"

c) it is either a personal, demonstrative pronoun or a personal name:

Натты (аны) кардым "I saw Nat (him)."

If the direct object is not defined in the above way, the direct object is considered indefinite and the accusative suffix is dropped.

Examples:

Китеп алдым. "I bought books (any kind)."
Макала жаздыннас. "You wrote an article (any kind)."

but: Бул макаланы жаздыннас. "You wrote this article."

PROVERB:

Үй-було -- бакыттын ачычы. "The family is the key to happiness."

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Revised: 4/26/93
TOPIC 3:
COMMUNICATION

CULTURE NOTE:  Terms of Address among the Kirghiz

COMPETENCIES:
1. To make a phone call to a Kirghiz family
2. To send an international letter/fax
3. To answer an international operator's call
Terms of Address among the Kirghiz

The Kirghiz, like the Kazakhs, address each other with kinship terms based on a differentiation between young and old. When two Kirghiz meet they establish first who is younger or older. According to one's age the terms of address to be used for males is _ara_ "older brother," _ини_ "younger brother," for females _же_ "older sister," _кайыналыш_ "younger sister" (said by a man), and _сипиет_ "younger sister" (to be used by a woman). For persons who are approximately the age of one's own parents _ана_ or _жын_ "mother" and _ара_ "father" are used.

As is common to the Central Asian Turkic peoples, the Kirghiz will use the above kinship terms only among themselves or when addressing someone from another Turkic people. Foreigners who speak Kirghiz or show an understanding of the Kirghiz culture will also be addressed with kinship terms, i.e., they will be accepted into the Kirghiz family.

A term which is neutral in terms of kinship and age is _мырза_ "sir; excellency." The word was not used during the Soviet time, but is now enjoying a revival. It designates someone who has a high standing in his community. The term can be used alone (e.g.: _мырзалар_ "gentlemen") or after a person's first or family name or title (e.g.: Президент Акаев _мырза_). Foreigners are frequently addressed with _мырза_, e.g., Ахмед Райф _мырза_ "Mr. Aymed Raif" (from Kuwait), or Германия Федеративтуу Республикасынын Эччиеси Ахим Хольценбургер _мырза_ "His Excellency, Achim Holzenburger, Ambassador of the Federal Republic of Germany." For women recognized as outstanding in their community, the term of address is _айым_ or _ханым_ (<Uzbek ханым>)"my lady, lady", e.g., _айымдар_ жана _мырзалар_! "ladies and gentlemen."

Frequently Kirghiz will add the syllable _аил_ > _ил_ to kinship terms for older relatives to express a higher degree of respect:

- _ара_ > _арай_ "dear older brother; sir; also: term of address for a teacher"
- _же_ > _жей_ "dear older sister; dear lady; also: term of address for a female teacher"
- _ана_ > _анай_ "dear mother; dear lady."

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Another way of demonstrating respect, combined, however, with a strong sentiment of attachment, is to add a suffix-like word eke (< elder, father) to male or female terms of kinship:

- ağa > əğa ke > ake  "dearest brother"
- ağa > ağa ke  "dearest brother"
- ene > ene ke  "dearest mother"
- apa > apa ke  "dearest mother"
- ağa > ağa ke  "dearest older sister"
- ata > ata ke  "dearest father."

Like in Kazakh eke-ke is also added to the first syllable of male or female first names:

- Нурбек > Нуреке  "dear Nurbek"
- Курман > Куреке  "dear Kurman"

This form of address is considered very respectful. It also renders a sentiment of endearment, especially if the possessive suffix 2. person +n is added:

- Нурекен, Курекен, etc.

As is the case among Kazakh elders who are also addressed by the young with elaborate expressions of respect and endearment, the Kirghiz elders, too, embrace the young with strong sentiments of compassion and concern. Every child, regardless of nationality, will be addressed with terms of endearment which reflect the nomadic culture of the Kirghiz: ботом "my little camel", кулунум "my little foal", козум "my little lamb". As in Kazakh, the most endearing terms that the young like to hear from the elders are алтаныны "my dearest, my beloved (lit.: I will turn around you in an act of sacrifice, i.e., I am ready to give my life for you), and кылдыныны with the same meaning.

For more information about terms of endearment see Ilse Laude-Cirtautas, "Terms of Endearment in the Speech of the Kazakh Elders," Central Asiatic Journal 23:1(1979). pp. 84-95 (contains also material in regard to Kirghiz terms of address).
1. **COMPETENCY:** To make a phone call to a Kirghiz family

**SITUATION:**

**ROLES:** PCV and Kirghiz

PCV: Ало, саламатсызбыт, эже!

K: Саламатчылык!

PCV: Тынчызызды алгат Натымын.

K: А-а, Нат, жакы жүрөсүнү? 

PCV: Рахмат, жакшы. Эже, Бакыт уйдобы?

K: Жок, айланайын, бакыт бир сааттан кийин келет.

PCV: Э же, Бакытка айтып коюнуучуп, келгенде мага телефон чалсын.

K: Жарайт, берекем, айтайын.

PCV: Рахмат, жакшы калыныз!

K: Саламатта боп!

**VOCABULARY:**

апо hello

тынч quiet, restful, peaceful; quietness, peacefulness

тынч алы- to disturb

жүр- to walk, to go, to move

Бакыт personal name (lit.: happiness)

бир one

кыйин after (postposition; takes the ablative case)

бир сааттан кийин after one hour

айт- to say, to tell

айт-айын I will tell

айтып коюнуучу please do tell

мага to me (>мен "I")

телефон telephone

чал- to ring, to call (on the telephone)

жара- to be fit (for), to be suitable (agreeable)

жарат good, settled, okay

береже treasure, darling, dear, dearest
GRAMMAR AND VOCABULARY EXPLANATION:

Voluntative Forms:

Instead of the present-definite future tense (see p. 20) Kirghiz frequently uses special verbal forms for rendering "I will do something; let us do something." These forms are called voluntative or optative forms. They exist for the first and third person. In the second person they are replaced by imperative forms (see p. 17).

Form:

1. person singular  -(a)ййн/-(-е)ййн, etc.
2. person singular  (imperative forms: кел! "come!" келинииз "please come!"
3. person sing./plural -сүн/-сүн; -сүн/-сүн
1. person plural  -(а)лы/-(-е)лы, etc.

Examples: (see а!–ve dialogue)

айың-айың  "my dearest" (lit.: "I will turn around you in an act of sacrifice")
айтың  "I will say"
жоңет-елу  "let's send (it) off" (p. 36)
телефон чал-сын  "he may (=should) call me"

*Note: In questions the 1. person singular/plural renders "may I (we), should I (we)?":

эттен канча алыңыз (p. 44)  "how much meat should I buy?"
качан кайталаңыз (p. 38)  "when should I try again (lit.: repeat)?"

The 3. person singular/plural is often used in expressing good wishes and blessings:

бактылуу болсун  "may you be happy".

Particle чы/чы, чу/чу:

This particle emphasizes imperative forms (see p. 17), e.g., айтып коюнуучу "please do tell!"; киринизчи "please do enter!"

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2. COMPETENCY: To send an international letter/fax  
SITUATION: Post-office  
ROLES: PCV and Kirghiz clerk (female)

PCV: Саламатсызбьы, айым!
C: Саламатчылык, келиниш!
PCV: Мен бул катты Америкага жонотшум керек.
C: Кат Нью-Йоркко уч жумала жетет.
PCV: Аншан тезиреек болбойбу?
C: Телефакс менен жоңөтсөңүз бир күндө барат, бирок баасы көбүрөөк болот.
PCV: Макулмүн, факс жөңөтоолу.

VOCABULARY:
кать  letter
жонот- to send
жонотшум көрөк I must send (lit.: sending-my necessary)
керек necessary
үч three
жумус week
жет- to arrive, to reach
андан than that
tез quick, quickly
tезиреек quicker
болбойбу can it not be?
жоңөт-сөңүз "(polite sing.) if you send
бөө price
көбүрөөк more (comparative degree of көп many, much)
макул agreeable
макулмүн I agree
GRAMMAR AND VOCABULARY EXPLANATION:

Rendering of English "I must, etc."

The above phrase жөнөтүшүм көрөк "I must send off" literally means "my sending off is necessary." As already mentioned (p. 9), Kirghiz has no separate word for "must" nor for any other modal verbs (can, could, shall, should, etc.). For "must" the following construction is used:

verbal noun in -(ы)ш+/(и)ш+, etc. or -ъу+/-ъу+ plus possessive suffix, followed
by the word көрөк "(it is) necessary."

Examples:

бәр-ыш+ынзы көрөк   "you must (=should) go"
көл-ъу+м көрөк        "I must come"
айт-ыш+ыбыз көрөк    "we must tell"

Negation:

бәр-ыш+ынзы көрөк эмес "you must (=should) not go"

Rendering of English "I can, I may, etc."

The above verbal nouns plus possessive suffixes, followed by the word мүмкүң "(it is) possible," express "can":

көл-ыш+им (көл-ъу+м) мүмкүң   "I can come" (lit.: my coming is possible)

The same construction used as a question renders "may":

кир-ъу+м (кир-ыш+им) мүмкүңбү?  "may I come in?"

Frequently the question is expressed impersonally:

кир-ъу+м (dative) мүмкүңбү? (p. 17)  "may I enter?" (lit.: is it possible to enter?)

Comparative Suffix:

The suffix +(ы)раақ/+(и)реек; +(ы)раақ/+(ы)роооқ renders the comparative of adjectives:
тек+иреек "faster"; көл+ироооқ (<көл "much, many") "more." In a comparison, the noun indicating the inferior quality stands in the ablative case (see p. 80): ат көл+дөн текстиреек "the
horse is faster than the sheep."
3. **COMPETENCY:** To answer an international operator's call  
**SITUATION:** international operator calls the PCV  
**ROLES:** PCV and international operator

O: Ало, саламатсызбы!
PCV: Саламатчылык!
O: Бул эл аралык телефон станциясынан. Сиз Америкага заказ бердиңиз беле?
PCV: Ооба, бергенмин. Кутугу отурам.
O: Кечиресиз, бирик номер жооп бербей жатат. Качан кайталайыңыз?
PCV: Мумкун болсо бир сааттан кийин.
O: Жаратып, кутугуңуз.
PCV: Рахмат!

**VOCABULARY:**
эл аралык - international  
станция - (<Russ.) station  
заказ - (<Russ.) order  
бердиңиз беле? - have you given? did you not just give?  
беле - (interrogative particle) + emphatic particle  
кут- - to wait  
отур- - to sit  
кутугу отурам - I am waiting  
кечир- - to excuse (lit.: to let pass)  
кечиресиз - excuse me, I am sorry  
номер - (<Russ.) number  
жооп - response, answer  
жооп бер- - to answer (answer + give)  
жооп бербей жатат - (verb compound) he, she, it is not answering  
кайтара- - to repeat  
mумкун - possible  
mумкун болсо - if possible

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GRAMMAR AND VOCABULARY EXPLANATION:

Converbs and Descriptive Verbs:
The suffix -(ы)п/(и)п, etc. contained in the above phrase күт-үп отурам "I am waiting" forms converbs. A converb is an incomplete (infinite) verb form, because it does not express person, number and tense. A converb can only be used in conjunction with a following complete (finite) verb.

The converb in -(ы)п/(и)п, etc. renders an action which has been or will be completed before the action of the following verb:

Жаз кел-ип кар кетти. "The spring came and the snow melted." (lit.: went away)

Another converb, formed with the suffix -а/-е, etc. (after vowels -и), indicates an action which takes place simultaneously with the action expressed in the following verb:

Асилбек тушундуу-у айты. "Asilbek said (it) explainingly."

Both converval forms have only one negative form: -бей/-бей, etc., see above:

Жооп бериб-бей жатат. "It (the number) is not answering."

Together with an immediately following verb, denoting a movement of the human body, such as күр- "to stand," жат- "to lie down," отурум- "to sit," бери "to give," and ач- "to take," the converbs mentioned above form verb compounds, in which the verbs of movement describe how the action expressed in the preceding converval form is being or has been executed, e.g., continuously, quickly, intensively, etc. Because the verbs of movement describe the "how" of the action, they are called descriptive verbs.

Verb compound formed with the descriptive verbs күр- "to stand," жат- "to lie down," отурум- "to sit" form present-continuous tenses (see Chart 10):

бар-а жатат "he is going"
ап-ып турат "I am taking"
күт-үп отурам "I am waiting"

*Note: The present-definite future tense (see p. 20) originally was a verb compound formed with the converb -а/-е, etc. and the descriptive verb күр-.

PROVERB:

Жаман чекен көп сөздүү. "A bad speaker uses many words."

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Revised: 4/26/93

Δ (;)
TOPIC 4: FOOD

CULTURE NOTE: Kirghiz dishes

COMPETENCIES:
1. To order food in student's cafeteria
2. To inquire what is needed for preparing a certain dish
3. To express food preferences (likes/dislikes)
Kirghiz Dishes

The diet of the Kirghiz consists mostly of animal products. They like mutton, lamb or beef. At wedding celebrations and other festive occasions Kirghiz serve, as a rule, horse meat, which they consider delicious, especially if it is served as a kind of sausage. Favorite dishes made from horse meat are kazi, a sausage which is dried and smoked before cooking; karta, another kind of sausage, similarly prepared; and çuçuk, a sausage made from special parts of horse meat.

The usual dishes made with meat are besbarmak (lit.: five fingers), consisting of boiled meat, usually mutton, cut into small pieces and served on a bed of noodles; mantı, dumplings stuffed with minced meat and onions; paloo, steamed rice with meat and carrots; and sorpo, a thick soup with pieces of meat and vegetables.

The Kirghiz have also been influenced by the eating habits of their neighbors, the Kazakhs, Uzbeks, Uighurs, Durgans (Hui), Russians and Koreans. Some non-Kirghiz dishes and food items have been adopted: Russian cabbage soup (borsch), potatoes, biscuits, pies, salads.

Among drinks, kimiz and bozo are always popular. Kimiz, fermented mare's milk, is available only in spring and summer when mares begin to produce milk; bozo, a slightly sour drink made from grain, is either prepared at home or bought at the bazaar. Alcoholic beverages were introduced to the Kirghiz by the Russians. The Kirghiz, however, serve alcohol only at meals when guests are present. Alcohol is drunk after each toast which in the Kirghiz tradition amounts to eloquent speeches in which guests and hosts express their well-wishes for each other.

Kirghiz meals are of two kinds: meals for guests and simple meals. A proper meal for guests must include pieces of boiled mutton on the bone as the main course. It is an old custom of the Kirghiz to slaughter a sheep when honorable guests come to visit. Simple meals include a single dish and tea with sweets served at the end. Kirghiz like to drink tea, to which they add milk and salt. On warm spring days many Kirghiz families go into the mountains for picnics where they prepare sašlik, pieces of pickled mutton roasted on a spit.
1. COMPETENCY: To order food in a student's cafeteria
   SITUATION: Students' cafeteria
   ROLES: PCV and his Kirghiz friend

K: Бян, жур ашканага барып тушку тамак ичели!
PCV: Макул, кеттик!
K: Мына дасторкон узупу. Карап көрөлу.
PCV: Мен сабизден жасалган салат, бешбармак жана
     көптөмө апайын.
K: Мен болсоң памидордон жасалган салат, палоо жана
     таттуу быштак алам.
PCV: Лимон менен чай ичелиби?
K: Сонун болот!

VOCABULARY:

аш meal
ашкана dining-hall, cafeteria
tүүг мida
тамак food
tүшкү тамак lunch
ич- to drink, to eat
кет- to go away, to leave
дасторкон tablecloth on which food is placed; food offered to guests
dасторкон узупу menu
кара- to look
караат көрөлу let's see! Let's have a look!
sабиз carrot
жаса- to make, to prepare
жаса-л- (passive) to be made
салат salad
бешбармак dish with meat and noodles (lit.: five fingers)
кат layer
кэтта- to put layers one on another
кеткима puff
помидор tomato
пилав (a rice dish)
sweet
curds
lemon
tea

GRAMMAR AND VOCABULARY EXPLANATION:

Rendering of English Relative Clauses:
The above dialogue gives examples of a construction corresponding to English relative clauses: салат "the salad which has been made from carrots." As already mentioned (p.9), Kirghiz does not have dependent clauses. An English relative clause is in Kirghiz an attribute formed with the verbal nouns раян/-рена, etc. and гуру/-гүр/-оочу/-өө эри (-ыйчы, etc.). The раян/-рена verbal noun generally relates past actions and functions as a past participle. The гуру/-гүр/-оочу/-өө эри verbal noun denotes habitual and future actions, functioning as an habitual-future participle.

*Note: As attributes neither раян/-рена, etc. nor гуру/-гүр/-оочу/-өө эри, etc. can take suffixes. An attribute in the Turkic languages remains unchanged (кызыл армалык "red apples").

Examples:

Чолпон-Ата жоңе-ра новыз "the bus which went to Cholpon-Ata"

Чолпон-Ата жоңе оочу автобус "the bus which goes regularly (or will go) to Cholpon-Ata"

Suffix +лый/+лый; +тый/+тый; +лый/+лый:
This suffix forms adjectives from nouns, expressing the idea of "with, provided with the quality or concept of the preceding noun": кызыл "happiness," кызыл+тый (p. 15) "happy"; тат "taste," тат+тый "tasty (=sweet)"; кыч "strength," кыч+тый "strong"; пайд "benefit," пайд+тый "beneficial, useful." The opposite idea "without something" is expressed with the suffix below.

Suffix +сыз/+сыз; +сыз/+сыз:
This suffix renders "without a quality or concept of the preceding noun": сан "number," сан+сыз "countless" (lit: without number); бала+сыз "without children, childless." Cf. the Kirghiz proverb:

Бала+лый жй купустон "A house with children is a garden,
бала+сыз жй купустон a house without children is a graveyard."

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2. COMPETENCY: To inquire what is needed for preparation of a certain dish
SITUATION: In a Kirghiz home
ROLES: PCV and a Kirghiz member of family

PCV: Айша, мен базарга кетим жатам. Палоо жасаанга ымне керек?
K: Палоо жасаанга койдун эти, куруч, сабиз, осумдук майы керек.
PCV: Эттен канча алын? 
K: Жарым кило алансыз болуч.
PCV: Макул, аңда мен кеттим. Жакшы калышыз!
K: Жакшы барышыз!

VOCABULARY:
базар bazaar
палоо pilaf
кой sheep
эт meat
койдун эти mutton
куруч rice
осумдук plant; vegetable
май oil
осумдук майы vegetable oil
канча how much
жарым half
кило; кил kilogram
GRAMMAR AND VOCABULARY EXPLANATION:

The Conditional:

Form: -ка/-це; -ко/-со plus possessive suffixes as personal endings (see Chart 1), except first person plural, which has the personal marker -к.

Examples:

апсам    "if I take"    апсак    "if we take"
кер-сен    "if you see"    кер-сенор    "if all of you see"
оку-саныз    "if you read"    оку-санызар    "if you all read"
бол-со    "if it is"

Negative:    ал-ба-сам    "if I do not take"
бол-бо-со    "if it is not"
өйлен-бо-соқ    "if we do not think"

Function:

The conditional renders conditional phrases, followed by a conclusion:

оку-сам окутуучу болом    "if I study I will become a teacher."

Additional usages:

1) The conditional in the first person singular/plural followed by болот "it will be (fine)" or болобу "will it be (fine)" renders possibility:

жарым кило аласаныз болот (see above dialogue) "You may (can) buy a half kilo."
(lit.: if you buy a half kilo, it will be [fine].)
сишенин сурасам болобу (p. 72) "May I ask you?" (lit.: if I ask you, will it be alright?

2) The conditional in the second person singular/plural followed by болобу expresses a polite request:

жарым кило аласаныз болобу    "please be so kind and buy half a kilo" (lit.: if you buy a half kilo will it be alright?"

Frequently болобу is being dropped and the conditional alone denotes the request:
келсеңиз! "please (kindly) come!"; өтүрсеңиз! "please (kindly) sit down!" In this usage the conditional can take the emphatic particle чык, etc. (see p. 35); кел-семизчи! "please do come!"
3. COMPETENCY: To express food preferences (likes/dislikes)
SITUATION: In a Kirghiz home
ROLES: PCV and Kirghiz host counterpart

PCV: Айтывыччи, кыргыздар кандай тамакты жакшы көрөшөт?
H: Казактардын Кыргыздарда этти абдан жакшы көрөшөт.
PCV: Чочкө эткөн жекетип?
H: Жок, жок, Кыргыздар эч убакыт чочко эткөн жебейт. Аны жек көрөшөт. Мал эткөн қаалашат.
PCV: Демек, Кыргыздар кой эти, жылпы эти, үй этин жактырышат эжен -- е!

VOCABULARY:
жакшы кор- to like (lit.: to see well)
жек кор- / жаман кор- to dislike; to hate
чочко pig
же- to eat
эч no ... (as in no one, etc.)
убакыт time
эч убакыт never
мал cattle
dемек that is, that means
жылпы horse(s)
үй cow, cattle
жактыр- to like
GRAMMAR AND VOCABULARY EXPLANATION:

"To like, to dislike": The above dialogue contains expressions for "to like, to dislike." The object which is liked or disliked is considered definite and takes, therefore, the accusative case suffix (see p. 40):

Кыргыздар эт+ти абдан жылкы көруүүгү "The Kirghiz like meat very much."
Аны (acc.) жек көруүүгү "They dislike it."

Экен:
The sentence Кыргыздар кой эти, жылкы эти, үй этин жактырышат экен --и! "The Kirghiz like mutton, horse meat and beef (as I know it now)" gives a good example for the use of экен in statements (see p. 26).

Enumeration:
Only the last member of an enumeration (кой эти, жылкы эти, үй этин) takes the case suffix.

PROVERB:
Көндөй чөлек катуу калпырайт. "Empty vessels make the greatest sound."
TOPIC 5:
MONEY

CULTURE NOTE: The Current Economic Situation in Kirghizstan

COMPETENCIES:
1. To ask for information on local currency
2. To inquire about housing conditions
3. To inquire about education expenses
The Current Economic Situation in Kirghizstan

Kirghizstan, like all other republics of the former Soviet Union, is struggling to rid itself of the vestiges of the Soviet-style command economy and to establish a market oriented economy with a strong commitment to social welfare programs (see p. 77). Kirghizstan's model for its economic restructuring is not the United States' version of capitalism, but Germany's "soziale Marktwirtschaft" (welfare state capitalism).

Under the Soviet system the needs of Moscow were imposed on every aspect of life in the non-Russian republics. Kirghizstan, for example, was ordered to increase annually the number of sheep and cattle, resulting in overgrazing and soil erosion. The country was basically ordered to provide the Soviet economy with meat and wool. As a result it has now enough meat, but insufficient grain for bread.

By diverting rivers, hydroelectric power stations were built in the mountains to generate cheap electricity mainly for delivery to other republics. The disastrous effects of this policy became evident soon after Kirghizstan's declaration of independence. Despite the fact that the power stations are located in the country, Kirghizstan itself does not have sufficient electricity to run its trains or meet the demands of factories and households unless it builds new powerlines.

In 1992 the country harvested 1620 tons of grain, 20% more than the previous year. But Kirghizstan needs 2.7 million tons of grain annually. To make up for the shortage, Kirghizstan is forced to import grain from other countries for approximately 57 million dollars and an additional sum of 27 million rubles.

The demand for sugar is met by 10% through local production of sugar beets. For 6.6 million dollars the country is now buying sugar on credit from the European Common Market. Vegetable oil is also in short supply. Sixteen million dollars, again funded through credits, have been set aside for imports of vegetable oil (Letter of President Akayev to the Kirghiz Parliament, Kirgiź Tunsu, December 4, 1992, p. 1).

Kirghizstan is now facing a severe energy crisis. At present the country does not produce sufficient coal, oil or electricity. In order to meet immediate needs, Kirghizstan will have to import oil (gasoline and fuel oil) in 1993 for 250 million dollars, spend 120 million dollars on natural gas, and import coal for 50 million dollars.
Kirghizstan will pay for food and energy imports through loans it has received from the World Bank and the European Common Market (Akayev, ibid.). In the long run, however, Kirghizstan needs to develop its own energy resources or search for other income possibilities, such as eco-tourism, to help pay for energy imports.

In January 1993, President Akayev presented his plan for making Kirghizstan self-sufficient in energy. The plan calls for an increase in coal production in the coal mines of Kara-Kečе and the building of electrical power lines serving the interior of the country. It furthermore stipulates the building of three new hydroelectric power stations and the development of new oilfields in the southern part of the country. President Akayev hopes that the funding for these projects will come from foreign investment (Kirgиз Tuusu, January 16, 1993, p. 1). His plan does not, however, address environmental concerns. If Kirghizstan wants, indeed, to become the "Switzerland of Central Asia" it needs first of all to preserve its natural beauty.
1. COMPETENCY: To ask information on local currency
SITUATION: At the currency exchange office
ROLES: PCV and bank manager

PCV: Саламатсызбз! Долларды жергилектүү акчага алмаштырсам болобу?

M: Албетте болот! Келиниш!

PCV: Рахмат. Мага 100 (жүз) америкалык долларды алмаштырып бериниз.

M: Бугун доллардын курсу 500 (беш жүз) сом. 100 доллар 50,000 (элүү мин) сом болот. 5000 (беш мин) сомдуктан берейинбиз?

PCV: Мүмкүн болсо, андан майдараак лагы беринизчи.

M: Жарат. Мына: эки -- 5000 сомдук, он -- миссомдук, калганын 200 (эки жүз) жана 100 (жүз) сомдуктан берейин.

VOCABULARY:
жер earth, land; place
жергилектүү local
акча money
алмаш- to change
алмаш-тыр- to exchange (lit.: to make change)
alмаштыр-сам болобу may I exchange? (lit.: if I exchange, is it possible?)
alбетте certainly, of course
сом+дук nible bill
эми now
tушүн- to understand
америка America
америка+лык American
бугун today (<бу күн "this day")
курс exchange rate
майда small
андан майда+раак smaller than that
dагы again, once more; even
GRAMMAR AND VOCABULARY EXPLANATION:

Definite and Indefinite Ownership -- The Genitive Case:

In the above dialogue the phrase "бюлдүү курсы" "the exchange rate of the dollar" (lit.: of the dollar its rate) is rendered in a construction denoting definite ownership. In Kirghiz definite ownership is expressed by adding to the possessor noun the genitive case suffix and to the "owned" noun the third person possessive suffix (see Chart 1).

The genitive case has the following forms (see also Chart 2):

+нын/+ним; +нюю/+ную
+ын/+ин; +тун/+тун (after voiceless consonants)
+ын/+дин; +дун/+дун (after м, н, н, р, л, з, и)

Examples:

колдун "of the arm" жердин "of the place"
инчин "of the work" сэздин "of the word"

As stated above the genitive case suffix has to be added to a definite possessor noun. A possessor noun is definite if it is:

1) preceded by a demonstrative pronoun;
2) represented by a pronoun or personal name;
3) a possessive suffix has been added to it; or
4) singled out in any other way, e.g., preceded by the -гун/-ген or -ычун/-ычун attribute (see p. 43).

Examples (for #4):

Палоо жасаганга колдун эти ... керек (p. 44) "For making paloo one needs the meat of the sheep." (i.e., no other meat will serve for this purpose)
Келген конктордуң бараң таныясыз (p. 87) "you know all the guests who have come" (lit.: the all of the guests)
шардым чөтишке (p. 54) "in the outskirts of the city" (=namely Bishkek)
If the possessor noun is not definite according to the rules stated above, or no specific ownership is involved, but merely a relationship between two nouns is expressed, like English "house door," "bedroom," the genitive case suffix is omitted. However, the third person possessive suffix of the following noun, the "owned" noun, has to be kept.

**Examples:**

- Кыргыз тилин
- "the Kirghiz language" (lit.: the language of the Kirghiz)
- жекшенбй күнү
- "Sunday" (lit.: the day of Sunday)
- жол ақысы
- "road fare"

*Note, however:* Осман кышы
- "daughter of Osman" (see p. 15)
2. **COMPETENCY:** To inquire about housing conditions

**SITUATION:** At a Kirghiz apartment

**ROLES:** PCV and a Kirghiz host counterpart

**PCV:** Айбек, бул үйүңүз менчики жек окмеөтүүкүү?

**HCP:** Былтир приватизация мыйзамы чыкканда бул үйдү окмеөтөн сатып алгам.

**PCV:** Мышдан башка дагы үйүңүз барбы?

**HCP:** Ооба, шаардын чөмүндө жер аянты менен дачам бар.

**PCV:** Аны дагы сатып алгапсызбы?

**HCP:** Биринчи жер сатып алгам, андан кийин кичинекей үй тургузгам. Кудай буйруса жазында сизге дачамды көрсөтөмүн.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Кыргызсьш</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>менчики</td>
<td>private; property</td>
</tr>
<tr>
<td>былтир</td>
<td>last year</td>
</tr>
<tr>
<td>же</td>
<td>or</td>
</tr>
<tr>
<td>окмет</td>
<td>government, state</td>
</tr>
<tr>
<td>окмет+туку</td>
<td>belonging to the state</td>
</tr>
<tr>
<td>приватизация</td>
<td>(&lt;Rus.) privatization</td>
</tr>
<tr>
<td>мыйзам</td>
<td>law</td>
</tr>
<tr>
<td>чык-</td>
<td>to go out; to appear (law, newspaper, book, etc.)</td>
</tr>
<tr>
<td>сат-</td>
<td>to sell</td>
</tr>
<tr>
<td>сатып ал-</td>
<td>to buy</td>
</tr>
<tr>
<td>сатып ал-гам</td>
<td>(&lt;сатып ал-гамын &gt; алгам) I have bought</td>
</tr>
<tr>
<td>башка</td>
<td>other, another</td>
</tr>
<tr>
<td>мышдан башка</td>
<td>other than that; in addition, besides</td>
</tr>
<tr>
<td>чет</td>
<td>edge, suburb</td>
</tr>
<tr>
<td>аянт</td>
<td>lot, plot; square</td>
</tr>
<tr>
<td>дача</td>
<td>(&lt;Rus.) summer cottage</td>
</tr>
<tr>
<td>кичинекей</td>
<td>small</td>
</tr>
<tr>
<td>тур-</td>
<td>to stand</td>
</tr>
<tr>
<td>тур-гуз-</td>
<td>to erect, to build</td>
</tr>
<tr>
<td>тур-гуз-гам</td>
<td>(&lt;тур-гуз-гамын) I have built</td>
</tr>
</tbody>
</table>

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Курай
булду / булдур- to order, to command
Курай булдуса God willing (lit.: if God orders)
жаз spring
жаз+ын+да in spring
кор-сет- to show (<кор- "to see")

GRAMMAR AND VOCABULARY EXPLANATION:

The Suffix +кы/+ки; +ку/+ку:
In a previous dialogue we encountered the phrase тушкү тамак "lunch" (lit.: noon’s meal). The suffix +кы/+ки, etc. renders "belonging to" and forms adjectives from nouns.

Examples:
акыр+кы автобус (p. 63) "the last bus"
этрэн+кы рейс (p. 63) (<этрэн "tomorrow") "tomorrow's run"

The suffix +кы/+ки, etc. combines with the locative case suffix +да/+де; +га/+ге, etc. (see Chart 2): +дагы/+деги, etc. rendering "belonging to a location."

Examples:
айыр-дагы кыши "a person belonging to a (the) village"
мектебицый-деги балдар "the children belonging to our school, i.e., the children of our school"

When added to personal pronouns, the suffix +кы/+ки, etc. is combined with the genitive case:

менин+ки > меники "the one which is mine"
сенин+ки > сеники "the one which is yours"
билин+ки > билики "the one which is ours"

By detaching +ники/+дик, etc. from the personal pronouns, a new suffix combination was created which can be added to any noun:
окмет+туку (see above) "belonging to the government"

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Rendering of English Temporal Clauses -гай/-де, etc.:
The verbal noun in -гай/-де, etc. (>кай/-кен after voiceless consonants), combined with the locative case suffix +гай/-де; +та/-те, etc., renders English temporal clauses introduced with "when" (see also p. 28)

Example:
Былтыр приватизация мыйымы чыкканды бул ыйду оқмөттен сатып алгам.
"When the law of privatization was passed (lit.: came out) last year, I bought this house from the government." (lit.: at the passing of the law of privatization)
3. COMPETENCY: To inquire about education expenses
SITUATION: In a student's hostel
ROLES: PCV and a Kirghiz student

PCV: Нурлан, сиздин стипендииясыз қанча?
К: Бир айда 1.5 (бир жарым) мин сом алам.
PCV: Бул азбы же көпкө?
К: Бул аз, бирок тамаккада жетет.
PCV: А университетте окугандығыңызга қанча толеїсуз?
К: Бизди бекер оқутат, бир тиймин дагы төлепейбүз.
PCV: Аябай жакшы экен!

VOCABULARY:
стипендиа  стипенд
бир
ай
жарым
мин
аз
коп
жет-
а
оку-ган
толо-
бежер
оку-т-
тыйын

stipend
one
month
half
thousand
little, few
much, many
to be enough
and (conjunction)
studying, having studied
to pay
free of charge
to teach (lit.: to make study)
keopeck
GRAMMAR AND VOCABULARY EXPLANATIONS:

Interrogative Pronouns (Question Words):

We already encountered a number of question words, such as эмне "what" and ким "who." Here a full list of question words will be given:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>эмне</td>
<td>&quot;what?&quot;</td>
</tr>
<tr>
<td>ким</td>
<td>&quot;who?&quot;</td>
</tr>
<tr>
<td>нече</td>
<td>&quot;how many?&quot;</td>
</tr>
<tr>
<td>кайда</td>
<td>&quot;where?&quot;</td>
</tr>
<tr>
<td>кайдан</td>
<td>&quot;from where?&quot;</td>
</tr>
<tr>
<td>канча</td>
<td>&quot;how much?&quot;</td>
</tr>
<tr>
<td>канцай</td>
<td>&quot;how?&quot;</td>
</tr>
<tr>
<td>кайсы</td>
<td>&quot;which?&quot;</td>
</tr>
<tr>
<td>качан</td>
<td>&quot;when?&quot;</td>
</tr>
</tbody>
</table>

The interrogative pronoun эмне "what," ким "who," кайсы "which and канча "when" can have plural, possessive and case suffixes (see Chart 5).

To the interrogative pronoun ким "who" personal endings can be attached:

<table>
<thead>
<tr>
<th>Ending</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>кимсиз</td>
<td>&quot;who are you?&quot;</td>
</tr>
<tr>
<td>кимбиз</td>
<td>&quot;who are we?&quot;</td>
</tr>
<tr>
<td>киммин</td>
<td>&quot;who are I?&quot;</td>
</tr>
</tbody>
</table>

PROVERB:

Билымден ашкан дос болбойт.  "There is no better friend than knowledge."
TOPIC 6:
TRANSPORTATION

CULTURE NOTE: Transportation in Kirghizstan

COMPETENCIES:
1. To locate means of transportation
2. To purchase a bus ticket
3. To ask for flights
4. To hire a taxi
Transportation in Kirghizstan

Kirghizstan is a mountainous country. The Tien-Shan mountain chain and the Alay mountain range comprise 93% of the country's territory. The average height of these mountains is 2,750 meters. Some peaks rise above 7000 meters.

Despite the mountains, Kirghizstan has about 60,000 kilometers of highways. The highest mountain road for motor vehicles, 4,282 meters above sea level, is the Kızıl Art (Red Pass Road) which runs along the border between Kirghizstan and Tajikistan. Major highways are the Bishkek-Işık-Köl (175 km), Bishkek-Osh (630 km), Bishkek-Talas (229 km) and Bishkek-Narin (348 km).

In addition to the highways and bus routes connecting remote mountain villages to the outside world, Kirghizstan also has railroads. The railroad system in the south of Kirghizstan was built in the 1920's and 1930's. Most of the trains lead through high mountain regions or follow along river beds and valleys. The train from Bishkek to Osh takes almost two days. Trains also connect Bishkek to Narın, and to Tashkent via Jambil and Chimkent. Kirghizstan would like to have all railroads powered by electricity. As of now, a large number of lines still use oil (Bereke, September 29, 1992, p. 2).

From the Manas Airport in Bishkek flights depart to many places inside and outside of Kirghizstan, but lately the energy crisis has impaired air traffic. During the winter break in January 1993, students had to stay in Bishkek because all internal flights were cancelled and trains were not running. Lack of gasoline has also interrupted bus and taxi services in Bishkek itself. The buses, which are rather old, do not run as often as is necessary and are, as a rule, overcrowded.

In common with everything else, fares too have increased. At the end of 1992 a monthly bus and trolley bus ticket was sold for 70 rubles (Bishkek Şamı, November 7-10, 1992, p. 6). A single fare from one stop to the next was 2 rubles (Kirgiç Tuusu, January 7, 1993, p. 1).
1. **COMPETENCY:** To locate means of transportation  
**SITUATION:** At the bus stop  
**ROLES:** PCV and cashier (young girl) at the bus stop

**PCV:** Саламатсызбы, карындышы! 9-чы (тогузунчы) микро-районго кандай барсам болот?

**C:** 9-чы (тогузунчы) микро-районго 3-чы (үчүнчү), 4-чы (төртүнчү), 15-чы (он-бешинчи), жана 46-чы (кырк-алтынчы) автобус барат. Анын дагы троллейбустар барат: 6-чы (алтынчы), 10-чы (ончунчү), 13-чы (он-үчүнчү).

**PCV:** Жол акысы кандака экен?

**C:** Автобус менен троллейбуста 2 (эки) сом төлөйсүз.

**PCV:** Аны кондукторго береми?

**C:** Жок, шаарда жүрүүчү транспорттун кондуктору болбойт. Талон чаптырасыз. Он сомго беш талон берем.

**PCV:** Рахмат!

**VOCABULARY:**
- карындышы: younger sister of a man; form for a man to address a younger woman
- микро-район: (<Rus.) micro-region
- бар-: to go
- автобус: (<Rus.) bus
- троллейбус: (<Rus.) trolley-bus
- жол акы: fare, road payment
- эки: in a question: "I wonder..."
- кондуктор: (<Rus.) conductor
- жүр-: to go, to move
- жүр-үчү: which is (are) continuously going (moving)
- шаарда жүрүүчү транспорт: city transit
- талон: a kind of coupon used in city transit
- чап-: to hit; to cut (with a tool)
- чап-үчү: (causative) to have cut; here: to validate
GRAMMAR AND VOCABULARY EXPLANATION:

Ordinals:
Ordinals are formed by adding the suffix -(ы)мый+/-(ы)мый; +(ы)мый+/-(ы)мый to cardinal numbers, see Appendix, p. 152.

 Habitual Participle -уую/-усть-ооу:
The function of this participle (verbal noun) has been explained on p. 43. The phrase шааруа жаууу транспорт "city transit" (lit.: the transit which operates (=goes) regularly in the city) is a good example of its attributive usage. The participle also functions as a substantive. Many terms of professions and occupations are formed with it, e.g., жазуучу "writer" (<жаз="to write"); жыръуучу "builder" (<жыр="to build"). See also Word List, p. 149.
2. **COMPETENCY:** To purchase a bus ticket

**SITUATION:** At the bus station

**ROLES:** PCV and employee at the ticket office

**PCV:** Саламатсyzыбы! Чоңпон-Ataga жөнөөчү акыркы автобуска бир бilet керек.

**TS:** Кечиресиз, бирок акыркы автобуска орун калган жок.

**PCV:** Аныңдай болсо эртәнки бирипчи рейске бериңиз.

**TS:** Жарайт! Бирипчи автобус 6:15-те (апты оң-беште) жөндөйт. Саат 9-да (тогоұза) Чоңпон-Атаға болосуз.

**PCV:** Макул. Канды төлөймүн?

**TS:** 110 (бир жуз он) сом. Автобус 3-чу (үчүнчү) жолдон жүрет.

**PCV:** Рахмат, ужеш калышыз!

**TS:** Жакшы барышыз! Эртенин менен қазықтап тұрыңыз!

**VOCABULARY:**

Чоңпон-Ata  a town on the shores of the Isik Köl
жөнөөчү  to leave
акыркы  (adj.) last, final
бilet  (<Rus.) ticket
орун  place
эртән  tomorrow
эртән+ки  (a.‐s.) tomorrow's
эртән менен  early in the morning, at dawn
рейс  (<Rus.) run
жол  way; here: platform
кечик  to be late
кечик-пениш!  don't be late!
GRAMMAR AND VOCABULARY EXPLANATION:

Postpositions:

In previous dialogues the postpositions менен "with" and кийин "after" have been introduced. Postpositions function in the same way as prepositions in English. The main difference is that postpositions are set after the noun or pronoun they refer to. Postpositions govern cases.

There are two kinds of postpositions: postpositions of verbal and nominal origin. In the following notes, postpositions will be listed according to the case suffixes they require.

1) Postpositions with nominative case:

менен */"with, by"

- *"by hand"
- (see above) "early in the morning"
- (lit.: with [the arrival] of tomorrow)
- "with me"
- "with us"

- *менен also serves as a conjunction "and," combining two nouns:
  - автобус менен троллейбус "bus and trolleys"

учун */"for, on account of"

- *"I came for the book"
- "for me"
- "for it"

сайым */"every" (lit.: in counting)

- "every hour"
- "every year"

аркылыу */"by means of, via"

- "via Osh"

боконча */"according to"

- "according to the agreement"
2) Postpositions with the ablative case:

кийин  • "after"
бе́ш куши́н кийин "after five days"
би́р саа́ттан кийин "after one hour"
уч ажы́шмалан кийин (p. 72) "after three stops"

бери  • "since"
кош жылдан бери "since many years"

башка  • "aside, besides"
мындан башка "aside from this"

3) Postpositions with the dative case:

чейин  • "until, up to"
саа́т бирге чейин "until one o'clock"
Академияга чейин (p. 72) "until the building of the Academy"

4) Nouns functioning as postpositions are combined with the preceding noun or pronoun according to the rules of "indefinite ownership," see p. 53.

жак  • "side, direction"; жа́лында "at the side of"
Ош жа́лында (p. 95) "close to Osh" (lit.: at the side of Osh)

жо́н  • "side, direction"; жо́нундо "about":
Тыркы́к Тобу жо́нундо аýтып ко́юнуу! "Please tell a little bit about the Peace Corps."
3. **COMPETENCY:** To ask for flights  
**SITUATION:** At the airport  
**ROLES:** PCVs and employee at the ticket counter

PCV: Айтынызчы, Эзгондо самолет учабы?
TS: Кечиресиз, Бишкектен тууре Эзгондо самолет учайт. Он аркылуу барасыз.

PCV: Оштон Эзгондо кантин жетебиз?
TS: Оштон Эзгондо сат салын автобус кыпчык турат.

PCV: Андаи болсо, Ошко уч билет бериниз-чи.
TS: Кайсыс убакытты каалайсыз?

PCV: Эртен түшүрүлө, мумкүн болсо.
TS: Саат 12:30 (он-эки отузула) журабы?
PCV: Журабыт, раҳмат!

**VOCABULARY:**

Өзгөн a town in the south of Kirghizstan  
самолётт <Rus.> plane, aircraft  
уч- to fly  
туура straight  
Ош city in southern Kirghizstan  
arкылуу by means of, via (postposition)  
кантин how  
жет- to reach  
саат салын every hour  
катьта- to come and go  
катьта түр- be come and go regularly  
убакыт time  
каалай- to want  
түш мидday  
tүш+төр+до about midday
GRAMMAR AND VOCABULARY EXPLANATION:

- The word кантун "how" does not observe the rule of palatal-velar harmony (see p. 3). It is a combination of two words: *кa "what" (root syllable of demonstrative pronouns кандай, кайда) and эт- "to do": кантун (lit.: in doing what?).

- The expression түшүрүүдө means "about noun." Added to numerals and expressions of time the plural +лар/+лер, etc. expresses approximation:

  саат жи+лэр+де  "about two o'clock"
4. COMPETENCY: To hire a taxi  
SITUATION: At a street in Bishkek  
ROLES: PCV and taxi driver

PCV: Саламатсызбы! Такси бошшу?
TD: ООба, келиңиз! Кайда барабыз?
PCV: Филармонияга шашьып жатам.
TD: Анаай больсо отурунуз, учун алыш барам.
PCV: Жакшы болот эле, концерттин башталышына 15 (он-беш) минут калды.
TD: Коркпопунуз, улгуробуз!

VOCABULARY:
бош  free
такси  taxi
филармония  (<Rus.) concert hall
шаш-  to hurry
шашып жатам  I am hurrying
отур- / олтүр-  to sit
алыш бар-  to take, to drive to (a place)
уч-  to fly
концерт  (<Rus.) concert
башталыш  beginning
баш+та-л-  to be started (<баш "head")
корк-  to be afraid
улгур-  to be in time, to accomplish something in time
GRAMMAR AND VOCABULARY EXPLANATION:

*The particle эле in the phrase жакшы болот эле renders "this will indeed be good (will be excellent)!" In conjunction with the present-definite future tense эле stresses that the action will be done.

*Эле used after nouns or other words stresses the preceding word: "still, yet, only; indeed, so":

Биздин акчаыз эле мурунку СССРдиг "рубль"диг.
"Our money is still the ruble of the former Soviet Union."

Ооба, ыч эле, Тынычтык Тобу менен келди м (р. 92).
"Yes, it is very true, I came with the Peace Corps."

Мындаган уч квартага эле алыс. "It's only three blocks away."

PROVERB:

Биз жок жердин чебу алтын. "The grass is always greener on the other side of the fence."

(lit.: In the places where we don't go the grass is golden.)
TOPIC 7:
DIRECTIONS

CULTURE NOTE: The City of Bishkek

COMPETENCIES:
1. To ask for and give location of a building
2. To ask for and give directions to a place

Peace Corps 70 Revised: 4/26/93
The City of Bishkek

Bishkek, the capital of the Republic of Kirghizstan, is located in the green foothills of the snow-capped Ala-Tau mountains. It is a beautiful city, sheltered by the mountains from the cold winds in winter and the soaring heat in the summer. Trees line its broad streets. Often the center divides are tree-lined too. Many parks, among them the Botanical Garden and the Arboretum of the Kirghiz Academy of Sciences, add to the city's appearance of a garden city. It has been said that Bishkek has more trees per resident than any other city in the former Soviet Union (Kadir Omurkulov, Kirghizia. Moscow 1987, p. 68).

The city was founded in 1878. At that time it was called Pishke, also pronounced Bishkek. In 1926 the Soviets renamed the city Frunze after Mikhail Frunze (1885-1925), the Red Army commander who participated in the reconquest of Central Asia after the October Revolution of 1917. In 1991 the city resumed its former name. Streets and places, which had been named after Russian commanders of the Red Army, were given new names of historical and cultural significance to the Kirghiz.

Before Kirghizstan's declaration of independence, on August 31, 1991, Bishkek had eight institutions of higher education and thirteen specialized secondary schools. Now an additional number of institutes and secondary schools have been established. In terms of its population, Bishkek is a young city. According to recent statistics, the average age of a resident of Bishkek is 30 years. Bishkek is also the seat of the Kirghiz Academy of Sciences which has eighteen research institutes.

Next to theaters, concert halls and museums, much of the cultural life takes place in a building formerly called the "House of Culture," (i.e., Soviet Culture). This building, together with a unique sculptural complex, was built in the late 1970s. Though it was difficult at that time to express a preference for Kirghiz culture, the Kirghiz succeeded in having the park-like avenue leading to the "House of Soviet Culture" transformed into a strong statement of Kirghiz cultural values. The avenue is flanked by sculptures of famous singers/poets of Manas, the national epic of the Kirghiz (see p. 12). Facing these sculptures, in front of the building, is a statue of Manas himself, astride his swift steed Ak-Kula. On his left side stands a statue of his wise, old advisor Bakay and to his right side is his faithful wife Kanikye. Throughout the city one finds many other references to the hero Manas. For example, the airport in Bishkek, for many the gateway to Kirghizstan, is named after him. Appropriately, it is Manas who first welcomes the visitor to the land of the Kirghiz.
1. **COMPETENCY:** To ask for and give location of a building  
**SITUATION:** At a street corner  
**ROLES:** PCV and a Kirghiz person

PCV: Кечиресиз, сизден сурасам болобу?  
K: Сураныз, кулагым сизге!

PCV: Мен Улуттук Банкка барат элем. Жолду билбей жатам.  
K: Ушул жерден уч аялдамадан кийин Илимдер академиясы бөлөт. Академиянын он жагында Улуттук Банк бар.

PCV: Кайсы автобуска тушуш керек?  
K: Ушул жерден еткен баардык автобус менен троллейбустар Академияга чейин барат.

PCV: Сизге чон рахмат! Эми тушундуум.  
K: Арзыйбайт, жакшы барыныз!

**VOCABULARY:**

cура- to ask  
кулак ear  
кулагым сизге I am listening attentively (lit.: My ear is with you.)  
улут nation  
улут+тук national  
банк bank  
бир- to know  
бир-бе-й жатам I do not know  
аялдама bus stop  
илим science  
академия (<Rus.> academy  
Илимдер Академиясы Academy of Sciences  
on right  
жак side  
tуш- to fall; (with dative case) to fall into; to enter (a vehicle)  
от- to pass  
баардык all  
чейин (postposition) till, to  
арыз- to be close, to be equal  
arzыйбайт don't mention it! (lit.: it does not amount to anything)
GRAMMAR AND VOCABULARY EXPLANATION:

Explanation of Phrases:

*The phrase сизден сурасам болобу "May I ask you?" (lit.: if I ask you, will it be possible?) is the polite way of asking for permission to do something, see also p. 45.

*Барат элем renders "I want to go."
2. COMPETENCY: To ask for and give directions to a place
SITUATION: At a street corner
ROLES: PCV and elderly Kirghiz woman

PCV: Саламатсызбы, эже!
K: Саламатчылык!
PCV: Жакын жерде ресторан барбы?
K: Сол жакка бурулуп туз барсаныз көчөнүн бурчушула
"Бишкек" рестораны бар. Бир квартал ары "Сейил"
ресторанын табасыз. Беш-бормакты жасашат.
PCV: Ал алысып?
K: Жок, анча эмес. Жоо барсаныз 7-8 (жети-сегиз) минут
болот.
PCV: Рахмат, эже!

VOCABULARY:
жакын: near
ресторан: (<Rus.) restaurant
сол: left
бурул-туз: to turn
көчө: street
бүрк: corner
квартал: (<Rus.) block
ары: farther, further away
tап- алыс: to find
анча эмес: not quite
жоо: at foot, pedestrian
минут: (<Rus.) minute

GRAMMAR AND VOCABULARY EXPLANATION:
Change of Final Consonants -п and -к > -б and -г:

The rule is that -п > -б and -к > -г when adding suffixes with initial vowels.

Examples:

тап- "to find" but: табасыз "you will find"
китеп "book" but: китебим "my book"
жак "side, direction" but: жагында "at its side"
чык "to go out; turn out" but: жыгып (conversial form)
                жыгамын "I go, will go out"

Proverb:

Эмне эксен, ышону аласын. "What you sow, you harvest."
TOPIC 8:
SHOPPING AT THE BAZAAR

CULTURE NOTE: Present Day Life in Kirghizstan

COMPETENCIES:
1. To converse with a salesperson at the dry fruit stall
2. To bargain with a salesperson
3. To inquire about quality and price of a handmade carpet
Present Day Life in Kirghizstan

Living conditions in Kirghizstan are difficult now. A high rate of inflation, unemployment, an increase in crimes and other negative factors have given rise to a sense of insecurity and helplessness among some segments of the population. Others, while coping with the hardships, have discovered strength in self-reliance.

The disadvantaged, elderly and families with many children still receive pensions, allowances and other assistance from the government. The Soviet-type social programs which the Kirghiz government inherited, such as free health care and education, have not been abolished. On the contrary, President Akayev’s program for developing a market economy includes a strong commitment to social welfare programs (*Ulukman*, October 15, 1992, p. 2).

Under the present economic conditions, however, the existing government programs are insufficient. It is admirable that the Kirghiz have turned to one of their most cherished traditions: the exercise of generosity. Those who have more than others help the less fortunate. For example, businessmen offer scholarships to supplement the stipends students receive from the state. These stipends are based on grades. In November 1992, those who earned the best grade (“5”) received 1,450 rubles per month. Those who made only the grade “2” had to get by with 680 rubles (*Asaba*, December 3, 1992). These amounts are barely enough to cover expenses for food. Last winter students living in dormitories in Bishkek had a particularly hard time. Appeals were made to the district administrators in the provinces to deliver food to students from their regions. The mayor of the city of Bishkek, for example, distributed 30 kg potatoes, 5 kg meat, and 5 kg sugar to each student from his city (*Kirgiz Tiwusu*, January 7, 1993).

Teachers of the Tien-Shan district in the province of Narin found a simple way to help their schools and themselves. They converted schoolyards into agricultural use. Seven hundred sheep were raised and 60 ha of land was cultivated. The wheat from the land was made into flour and distributed among the teachers. The wool from the sheep earned the teachers 170,000 rubles. With this income coal was bought at summer prices to heat the school buildings in winter (*Jetkinèke*, October 10, 1992, p. 1).

There are, of course, also those who use the lack of law enforcement as opportunities to enrich themselves. Artificial shortages are being created by people engaging in “black marketeering.” These people, called in Kirghiz "kızıl kulak" (lit. “red ears”), buy or even steal everything they can.
lay their hands on, from air and railroad tickets to furs from illegally hunted animals. Some of their "goods" are shipped to other republics, while other merchandise, like food, is sold locally at inflated prices. The activities of the "kizil kulak" have outraged the population. For example, bread recently became scarce in Bishkek. Long lines formed in front of bread stores, while elsewhere all kinds of bread were available, of course, at much higher prices.
1. COMPETENCY: To converse with a salesperson at a fruit stall
SITUATION: At a market (bazaar), at a fruit stall
ROLES: PCV and salesperson (younger girl)

S: Ай, жигит, келинсиз! Эрук, мейиз алышыз! Балдан таттуу!
PCV: Жең көрсөм болобу?
S: Албетте болот! Каллаганча алышыз!
PCV: Аябай ширий эжен! Кайсы жердин жемишэ?
S: Туштуу жөөн эң сөңүн эруктен, мейиз болсо кара жана ак жуумдөө күргатыпгэн. Витамини көп!
PCV: Андай болсо, карышдар, мага жарым кийдин беришиз!

VOCABULARY:
ай interjection: hey!
жигит young man
ерук fresh apricot; dried apricot
мейиз raisin
бап honey
tат taste
тат+туу sweet
tо- to eat
жеп көр- to try to eat; here: to taste
ширий sweet
жемиш fruit
tуштуук south
өс- to grow
әң particle forming superlative
әң сөңүн the very best
чара black
ш white
gрapes
кургат- to dry
cургат-ып- to be dried
витамин (>Rus.) vitamin
GRAMMAR AND VOCABULARY EXPLANATION:

Suffix -ганча/-генче; -гонча/-гонча; also
-канча/-кенче, etc. after voiceless consonants:

The above suffix renders "while, as long as." The suffix may also indicate limitation in regard to a future action: "before doing something, until." It can also express preference "rather than doing something, instead of."

Examples:
каала-ганча алыныз "take as long (=as much) as you like"
керүп-кенче садаматта болунуз (p. 86) "until we meet (again) be healthy!"

Ablative: +дан/+ден, etc. (see Chart 2):

The dialogue above gives several examples for the usage of the ablative. Its basic function is to render separation "from, away from." In the above dialogue the ablative indicates the material from which something is made: ак жүү 4+ден күргөнүү гана "they (=the raisins) have been dried from white grapes."

The ablative also renders selection from something:
мага жарым кишиң бериниз! "please give me half a kilo."

The above dialogue also gives an example for the usage of the ablative to form the comparative of adjectives (see p. 37):
балындан таттуу "sweeter than honey"
2. **COMPETENCY:** To bargain with a salesperson  
**SITUATION:** At the bazaar  
**ROLES:** PCV and elderly woman salesperson

PCV: Ана, сүт майлуубу?  
S: Майлуу болбогоно, берекем! Карасан үстүндөгү каймактын!  
PCV: Бир литри канча турат?  
S: Бир литри 25 (жыйырма беш) сом турат.  
PCV: 3 (үч) литрии 65 (алтымьыш беш) сомго бересизби?  
S: Мейлии, 70 (жетимиш) сомго берейин!  
PCV: Жарайт!

**VOCABULARY:**

аана — a form of addressing an elderly woman  
сүт — milk  
май — butter; oil  
май-луу — (adj.) fat (lit.: with butter, oil)  
болбогоно — certainly, it goes without saying  
<бол- "to be", lit.: if it is not>  
үст — surface  
<үст+үн+де+гү > — which is on its surface  
каймак — cream  
літр — (<Rus.) liter  
тур- — to stand; to cost  
мейли — well, agreed

**GRAMMAR AND VOCABULARY EXPLANATION:**

The above sentence "карасан үстүндөгү каймактын!" is rendered as "just look (lit.: if you look) at the cream on the top (of the milk)!" The changed word order in the sentence reflects the reaction of the saleswoman to the question asked by the customer. The normal word order would be үстүндөгү каймактын карасан! For the use of the conditional to render requests, see p. 45.
3. **COMPETENCY:** To inquire about quality and price of goods  
**SITUATION:** At the craft bazaar  
**ROLES:** PCV and salesperson (younger woman)

PCV: Кэрэндшаг, килеминиз аябай кооз экен! Элчөмү кандай?
S: Узуну 3.5 (уч жарым) метр, туурасы 2.5 (еки жарым) метр.
PCV: Килем таза жүндөн жасалганбы, же аралашмалары барбы?
S: Бул тап-таза жүндөн жасалган. Эзүбүз үйде токуыйбыз. Алынбыз, аябай жылуу!
PCV: Канчага сатасыз?
S: 6 (алты) мин сом дейм.
PCV: Килеминиз жакшы экен, бирок басы багы жакшы экен.
S: Анча сиз суранызы.
PCV: 5 (беш) мин менен соодабыз бутсун!
S: Мейли, ортосу болсын. 5.5 (беш жарым) мин сом.
PCV: Копунузду бериниз!
(shake hands)

**VOCABULARY:**

- килем: carpet  
- кооз: beautiful  
- олчөмү: dimension, measurement  
- узун: long, length  
- туур: width  
- таза: pure; clean  
- тап таза: very pure  
- жүн: wool  
- ара: between  
- ара+ла-ш+ма: mixture  
- оз: self  
- эзүбүз: ourselves  
- току-: to weave; to knot  
- жылуу: warm

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канча+га  for how much
анша  then
сура-  to ask
соода  trade
буу-  to end
орто  middle
кол  hand; arm

GRAMMAR AND VOCABULARY EXPLANATION:

Reflexive pronoun оз  "self":

The reflexive pronoun оз used with possessive suffixes renders "self": оз+ым "myself," оз+үбыз "ourselves." The reflexive pronoun first person often replaces the first person personal pronoun, see above example:

озүбыз уйда токуганыз "we (=ourselves) have woven (it) at home."

• Explanation of sentence:
The sentence in the above dialogue: алты мин сом дейм (=дөймин) represents a direct quotation (see p. 106): "I say: '6000 rubles."

PROVERB:

Чоң тоолор да майда таштан курулат.
"Even the tall mountains are made from small stones."
TOPIC 9:
BEING INVITED BY A KIRGHIZ FAMILY

CULTURE NOTE: On Kirghiz Hospitality

COMPETENCIES:
1. To be invited and to respond to an invitation
2. To be welcomed into a Kirghiz home
On Kirghiz Hospitality

The hospitality of the Kirghiz people is deeply rooted in their nomadic past. A traveler arriving at a Kirghiz ayîl (encampment) was always welcomed into any yurt (boz uïy) he approached. A sheep would be slaughtered in his honor and the whole ayîl would enjoy the visitor’s company, particularly if he brought with him news of distant places and was able to entertain his hosts with improvised songs and melodies played on the komuz, the Kirghiz national instrument.

Hospitality among the Kirghiz, as among all Central Asian Turkic peoples, is an obligation taught to the young as part of their upbringing. Every young Kirghiz, whether boy or girl, knows exactly how to serve guests and how to function at large gatherings. To receive guests is often a community affair. Formerly the whole ayîl would partake in the expenditures. Today it is the village, or in the cities, the neighborhood that participates communally in the entertaining of guests.

The young are not only taught how to be good hosts but also how to be good guests. A guest should never come with empty hands. The nomadic society of the Kirghiz was very much based on the understanding that one has to give first before one can receive. To receive without giving marks a person as greedy. The “give and take” very often is carried out in the form of an exchange of gifts. For example, a guest should bring with him something for the children in the host family, flowers for the hostess, or something from the country where the guest has come from. A female guest might also prepare some delicacies at home, particularly if she knows that a number of guests have been invited in honor of a special visitor.

When the guest leaves, the host will present him/her with a gift of his own. At a banquet, the male guest of honor will be dressed ceremonially in a robe and a Kirghiz hat will be placed on his head. At this time the honored guest should be ready to present his gifts to the hosts and other guests. Circumstances may vary, but it should be remembered that the Kirghiz code of hospitality requires immediate reciprocity.

Another fact to be remembered is that Kirghiz hosts lead their guests to their special seats. There is no free seating order. For example, the honored guest will always be seated opposite the door. This place of honor is called tör. In the Kirghiz yurt the tör was opposite the entrance, close to the open fire. The guest would face the entrance of the yurt, and would therefore be undisturbed by the food being brought in or by arriving guests.
1. **COMPETENCY:** To be invited and to respond to an invitation  
**SITUATION:** Telephone conversation  
**ROLES:** PCV and his Kirghiz friend

K: Ало, Дэн! Мени таанылынызбы?  
PCV: ООба, Азамат, кандаийсыз?  
K: Жаман эмес, рагмат! Дэн, бүрсүүнү саат 5-те (беште) биздикинен чай ичин кетиниз?  
PCV: Рахмат, сооо з барам!  
K: Сиз тааныган досторум болот: Лиля, Анара, Болот, Эркин аялы менен.  
PCV: Абдан жакшы болот!  
K: Анда көрүшкөнчө саламатта болунуз!  
PCV: Саламатта болунуз!

**VOCABULARY:**

- тааны-: to know (a person); to recognize  
- бүрсүүнү: the day after tomorrow  
- биздики: ours (lit.: what belongs to us); our home  
- чай ичин кет-: to have a meal (lit.: to drink tea and leave)  
- сооо з: without fail, surely, certainly  
- аял: woman, wife  
- көрүш-: to meet (with each other) (<көр- "to see")  
- көрүшкөнчө: until we meet, until we see each other again

**GRAMMAR AND VOCABULARY EXPLANATION:**

The above idiomatic phrase: биздикинен чай ичин кетиниз (lit.: please drink tea with us (=from us) and leave") renders the Kirghiz way of inviting someone for dinner. "To have a cup of tea" is a euphemism for a full meal.
2. **COMPETENCY:** To be welcomed into a Kirghiz home

**SITUATION:** Arrival at a Kirghiz home

**ROLES:** PCV, his Kirghiz friend's wife and her elderly father

**PCV:** Саламатсыздарбы!

**W:** Саламатчылык! Келиңиз!

**PCV:** Бул гүлдөр сизге, айым!

**W:** Чоң рахмат! Кандай сонун розалар! Дөң, келген коноктордуң баарын тааныйсыз. Бул аксакал болсо мениң атам.

**PCV:** Ассалому алейкум, аксакал!

**W:** Ата, бул болсо биздин Америкалык досуңуз. Аты Дөң.

**F:** Кандайсың, балам? Кыргызстанда кыйналбай жүрөсүнбү?

**PCV:** Рахмат, ата! Кыйналган жохмун. Кыргызстан маға аябай жалып жатат!

**F:** Ошпоңдой эле болсун, балам!

**VOCABULARY:**

- гүл  - flower
- роза  - rose
- конук  - guest
- баары  - all
- бол-со  - and, but (lit.: if it is)
- кыйнал-  - to suffer, to meet difficulties
- кыйнал-бай  - without suffering, without any difficulties
- жүр-  - to walk, here: to get along
- жак-  - to please, to enjoy
- маға ... жалып жатат  - it pleases me; I like, I enjoy
- эле  - see p. 69
GRAMMAR AND VOCABULARY EXPLANATION:

The above dialogue gives examples for the usage of бол-сö (lit.: if it is) as an emphatic particle:

Бул аксакал болсо менин атам "and this old gentleman is my father"
Ата, бул болсо ... "and this, my father, is ..."

PROVERB:

Аныкча тамаша дасту қас кылат. "Better lose a jest than a friend"
(lit.: too much joking makes a friend an enemy)
TOPIC 10:
AT THE WORKPLACE

CULTURE NOTE:  Educational System in Kirghizstan

COMPETENCIES:
1. To converse with Kirghiz students (first day of class)
2. To prepare for a meeting with rector of institute or university
3. To interact with Kirghiz students (inquiring why being late or absent)
Educational System in Kirghizstan

On September 1, 1992 all five Central Asian Republics (Uzbekistan, Kazakhstan, Kirghizistan, Turkmenistan and Tajikistan) introduced the American degree system to their universities and institutions of higher learning. Students admitted for the academic year 1992-1993 will earn as their first academic degree the Bachelor of Arts and may then continue in graduate programs leading to the master and doctoral degrees. Previously enrolled students will finish their studies according to the Soviet educational system, which will be phased out gradually.

The Central Asian republics have made a clear choice for the American university system, but, unfortunately, their decision with its wide-range implications for the whole educational system of Central Asia, has escaped the attention of the American public. With hardly any teachers or faculty trained at American universities or colleges, with little knowledge of degree requirements, curricula, and with the lack of teaching tools (textbooks, course materials, etc.), the Central Asian republics are looking at the United States to assist them in these crucial times of change.

Kirghizstan, for example, needs instructors in all academic fields. For example, the insufficient number of teachers of English is a critical concern. The general demand for people with a knowledge of English is so great that many teachers of English have left their institutions to work in the government, local and foreign business enterprises, and diplomatic missions for much higher pay.

Institutions of higher learning also have to cope with a larger number of students. Previously, students could apply to universities in Moscow, St. Petersburg or any other city in the former Soviet Union. Now these institutions charge tuition from students of other republics.

The shortage of teachers, not only English teachers, has created a critical situation throughout the educational system of Kirghizstan. The shortage is most severe in the country-side, in the small villages and towns. Parents and school teachers complain about the lack of school books and teaching aids. The country is in the midst of an economic crisis (see p. 49) and cannot afford to pay hard currency for paper to print school books. Most of the formerly used school books, published according to the strict guidelines of the Communist Party, had to be discarded. Scholars have been working on new books concerning Kirghiz history, language and literature, but their manuscripts could not be published for lack of paper.
Despite the lack of books and other shortages, most of the Kirghiz teachers, the majority of whom are women, have been taking on additional teaching loads. They are admirably committed to teaching the young generation. The emphasis throughout the school system is now on implanting in the young respect for the ancient nomadic culture of the Kirghiz. Children are being brought to yurts (traditional dome tents of the Kirghiz) and are being taught Kirghiz history and the poetry of the Kirghiz aqin (oral poets/singers), which also includes epic songs, such as Koiz Jas, Kevdikan, and above all the monumental epic Manas (see p. 12). They are also introduced to the works of those Kirghiz poets and writers persecuted during the Soviet period.

Working together with Kirghiz writers and poets, teachers and scholars of Kirghiz reintroduced into the Kirghiz language words which had been replaced by Russian and abolished Russian orthographic rules imposed on Kirghiz. Kirghiz newspapers responded to the quest for a renewed Kirghiz language. Currently, they are setting examples in using a Kirghiz language no longer influenced by Russian vocabulary and style.
1. COMPETENCY: To converse with Kirghiz students
SITUATION: In a classroom
ROLES: PCV and Kirghiz students

PCV: Ураматтуу окуучулар! Мен сипердин англис тили
мугалим болом.
K: Агай, Америкадан келдиниз деп уктук. Онол чынбы?
PCV: Ооба, чын эле, тынчтык туобу менен
Америкадан келдим.
K: Сиз Кыргызстанга биринчи жолу келдинизби?
PCV: Ооба, быйыл мени Кыргыз мамлекеттик /иверситети
чакырды. Сыньрө эки жыл сабак береї.
K: Айыбай жакшы болушу! Англис тили сабагын америкалык
мугалимден алгысыз келет.

VOCABULARY:
урмат respect
урмат+туу respectful, dear
окуучу student (<оку- to read, to study)
лек (<ле- "to say") closes off a direct quotation (see below)
yк- to hear
чын true
чын эле very true; it's very true
тынч+ык peace
tоп group, corps, assembly
тынчтык туобу Peace Corps
жол way, road; time
биринчи жолу for the first time
быйыл this year (<булы+жыл "this year")
мамлекет+тик state (adj.)
чакыр- to call, to invite
жыл year
сабак lesson
сабак бер- to teach (lit.: to give lessons)
сабак ал- to be taught, to study, to learn (lit.: to take lessons)
сабак алгысыз келет see below
GRAMMAR AND VOCABULARY EXPLANATION:

The phrase алгы+быз келет means lit.: our desire to take (lessons) comes (arises), i.e., "we very much want to take lessons." The verbal noun -мы/-ги; -гы/-гы (also -кы/-ги, etc. after voiceless consonants) with possessive suffixes is followed by the third person singular of the verb келет: келет or кели д. The desire is personalized as a being which arises from the mind or heart of the human being. The paradigm of this construction is as follows:

бар-гы+м келет (кели д)  "my desire to go arises (arose)," i.e.,
айт-ки+быз келет      "I very much want (wanted) to go"
ойло-гу+су келет      "we very much want to say"
сууклу+ку+нуз келет     "he very much wants to think"
жашата+гым келет       "you very much want to speak with someone"
жашата+тм келет       "I very much want to live"

The negation of this construction is:

бар-гы+м келбейт (келбеди), or
бар-гы+м жок, etc.
2. **COMPETENCY:** To prepare for a meeting with the rector (director) of the institute or university

**SITUATION:** At the workplace

**ROLES:** PCVs and two Kirghiz colleagues

К: Урмаштуу тыйычкын тобу менен келген достор! Ректоруруз эртен саат 10-до (ондо) сиздерди кабыл алат.

PCV: Жакып бөлөт! Сиз дагы биз менен барасызбы?

К: Обба, мен сиздер менен кошо барам. Эртен саат 9:30-да (тогуз отузда) сиздер турган мейманканада жолугабыз.

PCV: Сүйленшүк!

К: Ректорго сүрөөлорунузду лайраныздар!

PCV: Сүрөөлор эчкө эле даяр!

К: Анда көрүшкөнчө саламатта болунуздар!

PCV: Саламатта болунуз!

**VOCABULARY:**

doc     friend
ректор   (<Rus.) director, president (of institute or university)
кабыл алу-   to receive
together
мейман    guest
мейманкана    hotel (lit.: guest house)
to meet
сүйленшүк    to talk with each other; here: to agree
сүйленшүк    settled! agreed! (lit.: we agreed)
cуроо    question
dаяр    ready
dаярда-    to prepare
эчкө    long ago

**GRAMMAR AND VOCABULARY EXPLANATION:**

*The above dialogue gives examples for the attributive usage of the past participle -ган/-ген, etc. in rendering English relative clauses: кел-ген достор "friends who have come"; сиздер тур-ган мейманканада "in the hotel you (all) are staying." See p. 43.*

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3. **COMPETENCY:** To interact with Kirghiz students (inquiring why being absent or late)

**SITUATION:** Classroom

**ROLES:** PCV and Kirghiz student (male)

**PCV:** Асан, эңгөз дүйшөңө күнү сабакта болбогузуу?

**S:** Кечириниз, ағай. Ишеми жана жекешеми көңүлүү
ауылга бардым, ата-өмемди көрдүм. Аган аба-ыраи жаман
бөлүп самолет учкады. Ошентип буғун келдим.

**PCV:** Сиздин ауылыңыз қайсы жақта?

**S:** Ауылың Ош жағында.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Кыргыз</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>эңгөзге</td>
<td>why</td>
</tr>
<tr>
<td>ауыл</td>
<td>village, also: house</td>
</tr>
<tr>
<td>аянан</td>
<td>then, after that</td>
</tr>
<tr>
<td>аба</td>
<td>air</td>
</tr>
<tr>
<td>ыраи</td>
<td>condition, appearance</td>
</tr>
<tr>
<td>аба-ыраи</td>
<td>weather</td>
</tr>
<tr>
<td>самолет</td>
<td>(&lt;Rus.) aircraft</td>
</tr>
<tr>
<td>уч-</td>
<td>to fly</td>
</tr>
<tr>
<td>ошентип</td>
<td>therefore</td>
</tr>
<tr>
<td>жак</td>
<td>direction, side, vicinity</td>
</tr>
<tr>
<td>жакында</td>
<td>at the side of (see p. 65)</td>
</tr>
</tbody>
</table>

**GRAMMAR AND VOCABULARY EXPLANATION:**

No explanations are needed for the above dialogue.

**PROVERB:**

Акыл менен тарбия -- бир туугаы. "Intelligence and good manners are brothers."

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TOPIC 11:
MEDICAL & HEALTH ISSUES

CULTURE NOTE: Health and Environmental Issues in Kirghizstan

COMPETENCIES:
1. To respond to questions about illness
2. To report a medical emergency
Health and Environmental Issues in Kirghizstan

Kirghizstan, as all other non-Russian territories of the former Soviet Union, has to cope with the legacy of a large-scale mismanagement of the country's natural resources and a complete disregard for its environment. This is especially evident in the southern parts of Kirghizstan, in the province of Osh.

It was extremely difficult for the Kirghiz when, soon after the Russian conquest, their best grazing lands were confiscated for the benefit of Russian settlers who brought with them a different attitude toward nature. Later, during the Soviet period, the Kirghiz saw their rivers being diverted or destroyed as huge dams were built in the earthquake-prone mountains. They watched their animals being hunted to the point of extinction. Following the orders from Moscow, many Kirghiz became indifferent to nature too.

The Kirghiz, having been a nomadic people, have a long tradition of protecting nature. For them, nature was to be revered by man and was not to be subjected to his will. Mountains and rivers were the seats of spirits to be venerated in daily rituals. Certain animals, like the deer and the wolf, were considered the ancestors of Kirghiz tribes and it was forbidden to hunt or harm them. Like the Native Americans, the Kirghiz believed that humans should live in harmony with nature and with the animal world.

Long before glasnost, during the 1960's, the Kirghiz writer Chingiz Aitmatov (see p. 155-156) began to speak out against the disregard for nature and human lives. In one of his stories, "Farewell, Gulsary!", a horse is presented as a symbol for the millions of helpless victims of the Soviet regime -- a regime that sacrificed human beings and animals, as well as nature. In the story "The White Steamship" (1970) he reminded the Kirghiz, and for that matter the whole world, of their responsibility to future generations. A young boy takes his life, leaving this earth in despair, after having witnessed how his gentle grandfather who had taught him to be kind to every living creature, every tree and stone, had been trampled down, his soul broken by the brutal Oroskul, a man with no regard for Kirghiz traditions, respecting neither human beings nor animals.

Chingiz Aitmatov, born 1928, speaks for many Kirghiz when he reflects upon his childhood and his native village Sheker. "In my childhood days we were told it is a sin to kill birds." The village has changed too. Though the mountains are still there, "the Kurkureu River has disappeared, a fact
that hurts me very much" (Chingiz Aitmatov, *The Time to Speak Out*, Progress Publishers, Moscow, 1988, p. 59).

Fortunately, some regions of Kirghizstan have been spared or less effected by Moscow's central planning. One of these places is the area of the Isik-Köl ("Hot Lake"), the "Blue Eye" of the Kirghiz mountains. The lake, the world's second largest mountain lake, lies at 1,608 meters above sea level. It is surrounded on two sides by snow-capped mountains. The Isik-Köl is unique in that it does not freeze in the winter. The lake is fed by dozens of rivers, but none flows out of the lake. Though the lake and its surroundings have not lost their natural beauty, there are ecological problems. Since 1927 the water level in the lake has dropped by 2.8 meters at an annual rate of 5-6 centimeters (Kadir Omurkulov, *Kirghizia*. Moscow 1987, p. 45). Kirghiz environmentalists believe that the water level has been dropping as a result of intense human interference. They urge that the whole Isik-Köl region be put under the protection of the United Nations in order to preserve this wonder of nature for the benefit of the world.

They also have been paying close attention to some remote mountain valleys and forests that provide a habitat for plants and animals found only in Kirghizstan. The country encompasses in its small territory all climatic zones of the world, from sun-drenched deserts to perpetual snow. For many years scholars at the Institute of Organic Chemistry of the Kirghiz Academy of Sciences have been researching plants and have identified 4,000 species with curative properties. Foremost among the Kirghiz scholars is Arstanbek Altaimishev, author of a book entitled *The Medicinal Riches of Kirghizstan* (Kadir Omurkulov, op. cit., p. 29).

Kirghizstan's "green pharmacy" has become important for the country's health services which are now experiencing a severe shortage of imported medicines. The health services also have to struggle with many other shortages. The energy crisis, particularly during the winter of 1992-1993, effected the work of doctors and nurses in hospitals and health care facilities. In some regions ambulance services were completely interrupted.
1. COMPETENCY: To voice concern about a student's well-being

SITUATION: Classroom

ROLES: PCV (lady) and student

PCV: Гунара, сизге эмне болду? Ден-соолутупун дуруспу?

S: Кечиресиз, эже, кичине жаман сезин турам. Оору..

кэлпым ооройт.

PCV: Эмнениз ооройт?

S: Башым, тамагым ооройт. Мага суук тийиптир.

PCV: Жаным, уйго барып, чай ичип тешекке жатсаны ы жаксы болор эле.

S: Макул. Мага кенул бурганныызга чон ракмат, эже.

VOCABULARY:

сизге эмне болду? What happened with you? What's the matter with you?

dен / вене body

dен-соолук health

dурус alright, right, well

кичине a little

сез- to feel

сез-ип турам I am feeling

оору- to hurt, to be ill

ооруп калышым I got ill

окшойт it seems

tамак throw

суук cold

tий- to touch

мага суук тийиптир it seems I got a cold (lit.: the cold touched me)

жан soul

жаным my dear

tешек bed

жат- to lie (sleep)

кенүү: heart, mind; intention, wish

бүр- to turn

кенул бүр- to be concerned (lit.: to turn the heart to something or somebody

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GRAMMAR AND VOCABULARY EXPLANATION:

Past tense in -ытүр/-иитүр; -уңтүр/-уңтүр plus personal endings (see p. 13):

The phrase мага сүүк тиитүр "it seems I got a cold" is a good example for the usage of the above past tense form. It indicates that the speaker is either unaware that the action had happened, has forgotten about it, or has heard about it through someone else.

Sentence Explanation:
The sentence ... төшөкә жатпыңж жакшы боңор эле renders "if you go home, drink tea and rest it would be good," i.e., "you should go home."
2. **COMPETENCY:** To report a medical emergency  
**SITUATION:** Sports arena / school grounds  
**ROLES:** PCV and students

PCV: Чолпон, бир жерин ооругтуу?
S(2): Ой, колум аябай ооруят.
PCV: Тушунукуттуу, колунуз сыңган ооктоят.
S(1): Доктор чакырсак болобу?
PCV: Жоқ, эн жакшысы, "Тез жардам"га телефон чаламыз. 
(Tелефондо):
Тезирек чет тилдер институтына "Тез жардам"дый жибериниз! Чолпон деген кыз жығылып, колу сыңып калган экен!

**VOCABULARY:**
tez
тезирек
топ
оино-
жығыл-
tушун-ук+гы
сын-
жардан
тез жардан
жыбер-
quick, quickly
more quickly, fast
ball
to play
to fall down
understandable; I see
to break, to be broken
help
ambulance
to send

**GRAMMAR AND VOCABULARY EXPLANATION:**

**Superlative:**
The dialogue gives an example for the rendering of the superlative of adjectives: эн жакшы "the best," here further intensified through the third person possessive: эн жакшысы "the best of the best," meaning "it's best."

**PROVERB:**

Биринчи байлык--ден соолук,  
экинчи байлык--ак жоолук.

"The first treasure is your health,  
the second treasure is your wife."

Peace Corps 101
Revised: 4/26/93
TOPIC 12:
INTERACTION WITH OFFICIALS

CULTURE NOTE: The Kirghiz Government

COMPETENCIES:
1. To make an appointment through a secretary to see the Minister of Education
2. To meet with the Minister of Education
The Kirghiz Government

On August 31, 1991 Kirghizstan proclaimed its independence from the former Soviet Union. In December 1991 it became a member of the Commonwealth of Independent States (CIS). The United States recognized Kirghizstan's independence on December 24, 1991 and, as the first Western country, opened an embassy in Bishkek. Kirghizstan was admitted to the United Nations on March 2, 1992 and has become a member of the World Bank, the International Monetary Fund and other international organizations.

Soon after the declaration of independence, Kirghizstan adopted a preliminary constitution based on the principle of the separation of powers between the legislative, the executive and the judicial branches of government. A final version of the constitution was debated in the December 1992 session of the Kirghiz Parliament (Кыргыз Республикасынын Улук Кенеши "Supreme Council of the Kirghiz Republic") but has not yet been adopted.

The Parliament, representing the legislative branch of the government, consists of 350 deputies who were elected for a five year period in March 1990, when the country was still under Communist rule. Because most deputies got their mandate on the basis of their affiliation with the former Communist Party, many Kirghiz demand new elections and the dissolving of the current parliament.

The parliament meets for two sessions a year, one winter and one summer session. With the exceptions of members of parliamentary committees, the deputies are only paid for the duration of the sessions.

President Akayev was first elected by the parliament in June 1990. He was reelected by popular vote in October 1991. The President, with his cabinet of ministers and a council of advisors, represents the executive branch of the government. The president is assisted by a presidential staff of 158 people. Their average age is 40 years. President Akayev's ministers are also quite young, their average age is 49 years, that is, they are of the same age group as the president himself, who was born in 1944.

The judicial branch of the government consists of a High Court and a Court of Arbitration.
Currently six political parties are operating in Kirghizstan. The most significant parties are the Free Democratic Party of Kirghizstan (Эркин Кыргызстан Парламент), the Communist Party and the Fatherland Party (Ата Мекен). The Erk Party considers itself an opposition party. It has its own programs of reforms and calls for new parliamentary elections. The Fatherland Party concerns itself with the cultural and social revival of the Kirghiz people. The party was founded by a group of intellectuals who originally belonged to the Erk Party.

The political parties, as well as associations with social and other concerns, have been publishing a large number of daily and weekly newspapers in Kirghiz. The discussions, criticism and reporting are frank and informative. It has been said that President Akayev personally has been encouraging lively debates in the press. Unfortunately, paper and energy shortages have forced most newspapers to limit the size of their editions and to reduce distribution.
1. COMPETENCY: To make an appointment through a secretary to see the Minister of Education

SITUATION: At the office of the Minister

ROLES: PCV, his Kirghiz colleague and a receptionist

K: Саламатсызбя, аым! Бул Америкадан кечэ келген Браун мырза.
R: Саламатсызбя, мырза! Кош келипсиз! Министр аым сизди кутуп жатат. Кирсениз болот.
PCV: Рахмат, аым. Баардыгы ушундайды тэз болсо, жолум шыдыр болот эле.
K: Сизге сөзсүз ийгилбик болот!

VOCABULARY:

кечэ: yesterday
Кош келипсиз!: You are welcome!
күтүү: to wait, await, to expect
күтүү жатат: he, she is waiting
баардыгы: everything
ушундайды: like this
tэз: quick, immediate
жоо: road; here: activity, work
шыдыр: smooth; successful
ийгилбик: success
сөзсүз: without fail, certainly

GRAMMAR AND VOCABULARY EXPLANATION:

*Note again the rendering of "may": кирсениз болот lit.: "if you enter it will be all right," i.e., "you may enter." See also p. 45.
2. **COMPETENCY:** To meet with the Minister of Education  
**SITUATION:** At the office of the Minister  
**ROLES:** PCVs and the Minister

**PCVs:** Саламатсызбы, министр айым! Биз америкалык тыңық тобгун программасы менен келдик.  
**M:** Коп келипсиздер, кымбаттуу конютор! Сиздеген биз дайымы кубанычтуубуз!  
**PCV:** Биздин максаттыбыз сиздөр менен келипши боюнча иштөө.  
**M:** Абдан жакшы! Бул биздин чоң иштөөнү баштапкины болот деп ойлоымын.

**VOCABULARY:**

 programma — (<Rus.) program  
 кымбат — value, esteem  
 кымбат+туу — dear  
 дайым(а) — always  
 максат — aim, goal  
 келипши — agreement  
 боюнча — (postposition) according to  
 иш+төө — working  
 чоң — important  
 ойло- — to think, to consider

**GRAMMAR AND VOCABULARY EXPLANATION:**

**Direct quotations:**  
The sentence Бул биздин ... болот деп ойлоымын renders a direct quotation which has to be "closed off" by the verb де- "to say," mostly used in the conversational form де-н (see p. 39). The above sentence means literally "I think saying 'this is the beginning of our important work.'" In English, the sentence is rendered in an indirect quotation: "I think that ..."

**PROVERB:**  
Кыска сөзүңү кадырлы чоң. "A short speech has great value."

Peace Corps 106  
Revised: 4/26/93
## APPENDIX

### Chart 1:

**POSSESSIVE SUFFIXES**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pers.: +ым/+им; +(ы)m/+(ы)m</td>
<td>+(ы)мыз/+(ы)пис; +(ы)мыз+/н(ы)мыз</td>
</tr>
<tr>
<td>2. pers.: +(ы)н/+(ы)н; +(ы)n/+(ы)n</td>
<td>+(ы)нап/+(ы)неп; +(ы)нап+/н(ы)неп</td>
</tr>
<tr>
<td>+ынкз/+(ы)нкз; +(ы)нкз+/н(ы)нкз</td>
<td>+(ы)нкказн+лар/+(ы)нкказн+лар; +(ы)нкказн+лар+/н(ы)нкказн+лар</td>
</tr>
<tr>
<td>3. pers.: +ы+/и; +ы+/ы</td>
<td>+(ы)мыз+/(ы)пис; +(ы)мыз+/н(ы)мыз</td>
</tr>
<tr>
<td>+ынкз+/и; +ынкз+/ы</td>
<td>------</td>
</tr>
</tbody>
</table>

### Examples:

- ат+ым: "my name"
- ат+ын: "your name"
- ат+ынкз: "your name (polite form)"
- ат+ы: "his, her, its name"
- кээ+ым: "my eye"
- кээ+ын: "your eye"
- кээ+ынкз: "your eye (polite form)"
- кээ+ы: "his, her, its eye"
- жоо+ым: "my enemy"
- жоо+ын: "your enemy"
- жоо+ынкз: "your enemy (polite form)"
- жоо+ы: "his, her, its enemy"

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107

Revised: 4/26/93
# CHARTS

## Chart 2:

### DECLENSION OF NOUNS WITHOUT POSSESSIVE SUFFIXES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>бала &quot;child&quot;</td>
<td>сөз &quot;word&quot;</td>
<td>китеп &quot;book&quot;</td>
<td>куш &quot;bird&quot;</td>
<td>өтүк &quot;boot&quot;</td>
<td>бала+нын</td>
</tr>
<tr>
<td></td>
<td>бала+та</td>
<td>сөз+ге</td>
<td>китеп+ке</td>
<td>куш+ка</td>
<td>өтүк+ке</td>
<td></td>
</tr>
<tr>
<td></td>
<td>бала+ды</td>
<td>сөз+дү</td>
<td>китеп+ти</td>
<td>куш+ту</td>
<td>өтүк+ту</td>
<td></td>
</tr>
<tr>
<td></td>
<td>бала+до</td>
<td>сөз+де</td>
<td>китеп+те</td>
<td>куш+та</td>
<td>өтүк+те</td>
<td></td>
</tr>
<tr>
<td></td>
<td>бала+дан</td>
<td>сөз+ден</td>
<td>китеп+тен</td>
<td>куш+тан</td>
<td>өтүк+тен</td>
<td></td>
</tr>
</tbody>
</table>

Note the assimilation of suffix initials н- (genitive, accusative), д- (locative, ablative) and г- (dative). The rule is:

- After consonants м, н, н, р, л, э, й: н- > д- (+дүн/+дүн; +дүн/+дүн; +дүн/+дүн; +дүн/+дүн)
- After voiceless consonants: н- > т- (+түн/+түн; +түн/+түн; +түн/+түн; +түн/+түн)
- After voiceless consonants: д- > т- (+та/+тэ; +то/+то; +та/+тэ; +то/+тэ)
- After voiceless consonants: г- > к- (+хэ/+ке; +ко/+ко)

[Voiceless consonants are: п, т, к, с, ш, щ.]
# CHARTS

## Chart 3:
**DECLENSION OF NOUNS WITH POSSESSIVE SUFFIXES**

<table>
<thead>
<tr>
<th>Case</th>
<th>Nominative</th>
<th>Genitive</th>
<th>Dative</th>
<th>Accusative</th>
<th>Locative</th>
<th>Ablative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>ата+м &quot;my father&quot;</td>
<td>эп+ин &quot;your country&quot;</td>
<td>ата+сы &quot;his, her father&quot;</td>
<td>сөз+γ &quot;his, her, its word&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen.</td>
<td>ата+м+дын</td>
<td>эп+ин+дин</td>
<td>ата+сы+нын</td>
<td>сөз+γ+нын</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dat.</td>
<td>ата+м+a</td>
<td>эп+ин+c</td>
<td>ата+сы+на</td>
<td>сөз+γ+нюю</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td>ата+м+ды</td>
<td>эп+ин+ди</td>
<td>ата+сы+н</td>
<td>сөз+γ+н</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loc.</td>
<td>ата+м+да</td>
<td>эп+ин+де</td>
<td>ата+сы+нда</td>
<td>сөз+γ+нда</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl.</td>
<td>ата+м+дан</td>
<td>эп+ин+ден</td>
<td>ата+сы+дан</td>
<td>сөз+γ+ден</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case</th>
<th>Nominative</th>
<th>Genitive</th>
<th>Dative</th>
<th>Accusative</th>
<th>Locative</th>
<th>Ablative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>бала+быз &quot;our child&quot;</td>
<td>кол+унуз &quot;your arm&quot;</td>
<td>китеб-иниз+дер &quot;your book&quot;*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen.</td>
<td>бала+быз+дын</td>
<td>кол+унуз+дун</td>
<td>китеб-иниз+дер+дин</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dat.</td>
<td>бала+быз+c</td>
<td>кол+унуз+c</td>
<td>китеб-иниз+дер+гә</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td>бала+быз+ды</td>
<td>кол+унуз+д</td>
<td>китеб-иниз+дер+ди</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loc.</td>
<td>бала+быз+да</td>
<td>кол+унуз+да</td>
<td>китеб-иниз+дер+де</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl.</td>
<td>бала+быз+дан</td>
<td>кол+унуз+дан</td>
<td>китеб-иниз+дер+ден</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A book belonging to several people.*

---

Peace Corps 109 Revised: 4/26/93
### Chart 4:

**DECLENSION OF PERSONAL NOUNS**

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>мен &quot;I&quot;</td>
<td>сени &quot;you&quot;</td>
</tr>
<tr>
<td>Gen.</td>
<td>менин</td>
<td>анын</td>
</tr>
<tr>
<td>Dat.</td>
<td>мага</td>
<td>ага</td>
</tr>
<tr>
<td>Acc.</td>
<td>мени</td>
<td>аны</td>
</tr>
<tr>
<td>Loc.</td>
<td>менде</td>
<td>анда</td>
</tr>
<tr>
<td>Abl.</td>
<td>менден</td>
<td>андан</td>
</tr>
<tr>
<td>Nom.</td>
<td>биз &quot;we&quot;</td>
<td>сиз &quot;you&quot;</td>
</tr>
<tr>
<td>Gen.</td>
<td>биздин</td>
<td>сизердин</td>
</tr>
<tr>
<td>Dat.</td>
<td>бизге</td>
<td>сизерге</td>
</tr>
<tr>
<td>Acc.</td>
<td>бизди</td>
<td>сизерди</td>
</tr>
<tr>
<td>Loc.</td>
<td>бизде</td>
<td>сизерде</td>
</tr>
<tr>
<td>Abl.</td>
<td>бизден</td>
<td>сизерден</td>
</tr>
</tbody>
</table>

###DECLENSION OF DEMONSTRATIVE PRONOUNS

<table>
<thead>
<tr>
<th>Case</th>
<th>Adaptive &quot;that, those&quot;</th>
<th>Шоол &quot;that (one farther away)&quot;</th>
<th>Тигил &quot;this (one over)&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>ал/алар &quot;that, those&quot;</td>
<td>Шоол &quot;that (one farther away)&quot;</td>
<td>Тигил &quot;this (one over)&quot;</td>
</tr>
<tr>
<td>Gen.</td>
<td>(see personal pronouns)</td>
<td>Ошонун</td>
<td>Тигини</td>
</tr>
<tr>
<td>Dat.</td>
<td></td>
<td>Ошого</td>
<td>Тигге</td>
</tr>
<tr>
<td>Acc.</td>
<td></td>
<td>Ошоолу</td>
<td>Тигини</td>
</tr>
<tr>
<td>Loc.</td>
<td></td>
<td>Ошондо</td>
<td>Тигинде</td>
</tr>
<tr>
<td>Abl.</td>
<td></td>
<td>Ошондон</td>
<td>Тигинде</td>
</tr>
</tbody>
</table>

*Peace Corps 110 Revised: 4/26/93*
# Chart 5: Declension of Interrogative Pronouns

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ким &quot;who?&quot;</td>
<td>ким+дин</td>
<td>ким+ге</td>
<td>ким+ди</td>
<td>ким+де</td>
<td>ким+ден</td>
</tr>
<tr>
<td></td>
<td>эмне &quot;what?&quot;</td>
<td>эмне+нин</td>
<td>эмне+ге</td>
<td>эмне+ни</td>
<td>эмне+де</td>
<td>эмне+ден</td>
</tr>
<tr>
<td></td>
<td>кайсы &quot;which?&quot;</td>
<td>кайсы+нин</td>
<td>кайсы+ге</td>
<td>кайсы+ни</td>
<td>кайсы+де</td>
<td>кайсы+ден</td>
</tr>
<tr>
<td></td>
<td>канча &quot;how much?&quot;</td>
<td>канча+нин</td>
<td>канча+ге</td>
<td>канча+ни</td>
<td>канча+де</td>
<td>канча+ден</td>
</tr>
</tbody>
</table>

Peace Corps

Revised: 4/26/93
### Chart 6: PRESENT-DEFINITEN FUTURE TENSE

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>бол-омун &gt; болом</td>
<td>&quot;I will/shall be&quot;</td>
</tr>
<tr>
<td>бол-осун</td>
<td>&quot;you will be&quot;</td>
</tr>
<tr>
<td>бол-осу́з</td>
<td>&quot;you (polite) will be&quot;</td>
</tr>
<tr>
<td>бол-от</td>
<td>&quot;he, she, it will be&quot;</td>
</tr>
<tr>
<td>бол-обу́з</td>
<td>&quot;we will be&quot;</td>
</tr>
<tr>
<td>бол-осу́нар</td>
<td>&quot;you all will be&quot;</td>
</tr>
<tr>
<td>бол-осу́зар</td>
<td>&quot;you (plural polite) will be&quot;</td>
</tr>
<tr>
<td>бол-у́ш-ат</td>
<td>&quot;they will be&quot;</td>
</tr>
<tr>
<td>бар-амын &gt; барам</td>
<td>&quot;I go, will go&quot;</td>
</tr>
<tr>
<td>бар-асын</td>
<td>&quot;you go, will go&quot;</td>
</tr>
<tr>
<td>бар-асы́з</td>
<td>&quot;you (polite) go, will go&quot;</td>
</tr>
<tr>
<td>бар-ат</td>
<td>&quot;he, she, it goes, will go&quot;</td>
</tr>
<tr>
<td>бар-абы́з</td>
<td>&quot;we go, will go&quot;</td>
</tr>
<tr>
<td>бар-асы́нар</td>
<td>&quot;you (all) go, will go&quot;</td>
</tr>
<tr>
<td>бар-асы́зар</td>
<td>&quot;you (polite) go, will go&quot;</td>
</tr>
<tr>
<td>бар-у́ш-ат</td>
<td>&quot;they go, will go&quot;</td>
</tr>
</tbody>
</table>

The negation of this tense is formed by first adding the negative suffix -ба/-бе/-; -бо/-бе- etc. to the verb stem, followed by -й and personal endings:

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>бол-бо-ймун</td>
<td>&quot;I will not be&quot;</td>
</tr>
<tr>
<td>бар-ба-йсын</td>
<td>&quot;you do not go, will not go&quot;</td>
</tr>
<tr>
<td>кер-у́ш-бо-йбу́з</td>
<td>&quot;we do not meet, will not see each other&quot;</td>
</tr>
</tbody>
</table>
Chart 7:
PAST TENSE OF "TO BE"

Form:

1. pers. sing.  элем  "I was"
2.  элен  "you were"
   элениз  "you were" (polite form)
3. (ал)  эле  "he, she, it was"

1. pers. plural  элец  "we were"
2.  элекер  "you (all) were"
   элекерезер  "you (all) were" (polite form)
3. (алар)  эле  "they were"

Negation:  эмес элем  "I was not", etc.

Interrogative:  эленби?  "were you?"
               эмес элемби?  "was I not?"

• Note: Instead of элем, etc. frequently the habitual past tense of бол- "to be, to become" is used:

   болчумун  "I was; I used to be"
   жумушу болчусун  "you were a worker"
   тилчи эмес болчу  "he was not a linguist"
## Chart 8:
**RECENT PAST TENSE**

<table>
<thead>
<tr>
<th>verb</th>
<th>negation</th>
</tr>
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<tbody>
<tr>
<td>1. sing.</td>
<td>бар-дым</td>
</tr>
<tr>
<td>бар-дым</td>
<td>&quot;I came&quot;, etc.</td>
</tr>
<tr>
<td>бар-дын</td>
<td>бар-бадын</td>
</tr>
<tr>
<td>бар-дынзыз</td>
<td>бар-бадынзыз</td>
</tr>
<tr>
<td>бар-ды</td>
<td>бар-бады</td>
</tr>
<tr>
<td>1. plural</td>
<td>бар-дымк</td>
</tr>
<tr>
<td>бар-дымап</td>
<td>бар-бадымап</td>
</tr>
<tr>
<td>бар-дынзыздар</td>
<td>бар-бадынзыздар</td>
</tr>
<tr>
<td>бар-дынш-ты</td>
<td>бар-вымаш-пы</td>
</tr>
</tbody>
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<thead>
<tr>
<th>verb</th>
<th>negation</th>
</tr>
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<tbody>
<tr>
<td>1. sing.</td>
<td>көр-үш-т+ым</td>
</tr>
<tr>
<td>көр-үш-т+ым</td>
<td>&quot;I met&quot;, etc.</td>
</tr>
<tr>
<td>көр-үш-т+ун</td>
<td>көр-үш-пөд+ун</td>
</tr>
<tr>
<td>көр-үш-т+уныз</td>
<td>көр-үш-пөд+уныз</td>
</tr>
<tr>
<td>көр-үш-т+ы</td>
<td>көр-үш-пөд+ы</td>
</tr>
<tr>
<td>1. plural</td>
<td>көр-үш-т+ык</td>
</tr>
<tr>
<td>көр-үш-т+ыңар</td>
<td>көр-үш-пөд+ыңар</td>
</tr>
<tr>
<td>көр-үш-т+унзыз+дәр</td>
<td>көр-үш-пөд+унзыз+дәр</td>
</tr>
<tr>
<td>көр-үш-т+ыншш</td>
<td>көр-үш-пөд+ыншш</td>
</tr>
</tbody>
</table>

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Chart 9:
PERFECT TENSE (ЖАЛЛЫ ОТКӨН ЧАК)

Form: -ган/-гөн; -гон/-гөн; -кан/-көн; -көп/-көн

1. pers. sing. ал-ган+мыйн (spoken forms: >алгамың > алгам) "I have taken"
2. ал-ган+сын "you have taken"
   ал-ган+сыз "you have taken" (polite form)
3. (ал) ал-ган "he, she, it has taken"

1. pers. plural ал-ган+быз "we have taken"
2. ал-ган+сыйнар "you (all) have taken"
   ал-ган+сызшар "you (all) have taken" (polite form)
3. (алар) ал-ыйш+кан "they have taken"

1. pers. sing. сүйле-ген+мүн (spoken forms: >сүйлөгөмүн >сүйлөгүм) "I have spoken"
2. сүйле-ген+сүн "you have spoken"
   сүйле-ген+сыз "you have spoken" (polite form)
3. (ал) сүйле-ген "he, she, it has spoken"

1. pers. plural сүйле-ген+буз "we have spoken"
2. сүйле-ген+сүңөр "you (all) have spoken"
   сүйле-ген+сызшөр "you (all) have spoken" (polite form)
3. (алар) сүйле-ш+көн "they have spoken"

Negation: ойло-бо-генмүн (spoken forms: >ойло-бо-гөмүн >ойло-бо-гүм) "I have not thought"
   көп-ген жөкшөр "we never came"
   сүйле-ген эмесөн "you have not spoken"
Chart 10:
PRESENT CONTINUOUS TENSE FORMATIONS

Kirghiz has no standardized present continuous tense. Several tense formations exist formed as verb compounds either with the descriptive verbs жат- "to lie down," тур- "to stand," отур- "to sit," or жуп- "to move on, to run" (see p. 39).

I.
1. pers. sing. бар-а жат-амым (> жатам) "I am going (just now)"
2. бар-а жат-асын
   бар-а жат-асыз
3. (ал) бар-а жат-ат

1. pers. plural бар-а жат-абыз
2. бар-а жат-асынар
   бар-а жат-асылар
3. (алар) бар-а жат-аш-ат

II.
1. pers. sing. ойло-п жат-амым "I am thinking"
2. ойло-н жат-асын
   ойло-н жат-асыз
3. (ал) ойло-н жат-ат, etc.

III.
1. pers. sing. кут-ун отур-амым "I am waiting"
2. кут-ун отур-асын
   кут-ун отур-асыз
3. (ал) кут-ун отур-ат, etc.

IV.
1. pers. sing. иште-п жуп-омун "I am working"
2. иште-п жуп-осым
   иште-п жуп-осыз
3. (ал) иште-п жуп-ет, etc.

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APPENDIX

THE COMPETENCIES IN ENGLISH

TOPIC 1  PERSONAL IDENTIFICATION

Competency 1: To exchange greetings and inquiries of well-being
PCV: Greetings (lit.: Are you well?), dear teacher!
T: I am fine. How are you getting along? (lit.: How is your work?)
PCV: Thank you, (everything is) well.

Competency 2: To introduce and identify oneself
T: Greetings, ladies and gentlemen!
PCV: Greetings, dear lady teacher.
T: I am your teacher of the Kirghiz language. My name is Aynagul, daughter of Osmon.
PCV: We are happy to see you (lit.: having seen you).

Competency 3: To ask for permission to enter
PCV: Peace be upon you, respected elder! May I come in?
T: And peace be upon you! Please come in! How are you getting along with your work? (lit.: How is your work?)
PCV: Thank you, dear elder; it is not bad.

Competency 4: To ask for permission to leave/to say good-bye
PCV: Sir, when will the Kirghiz language class start (lit.: be)?
T: The class will start tomorrow at 3 o'clock.
PCV: Until tomorrow then, sir.
T: Good-bye (lit.: go well)!
PCV: Good-bye (lit.: stay well)!
TOPIC 2 CONVERSATION WITH HOST COUNTERPART OR FAMILY

Competency 1: To describe own family
HCP: Do you have a large family (lit.: is your family large)?
PCV: Yes, I have my parents, two brothers (=one older and one younger brother) and two sisters (=one older and one younger sister).
HCP: Are they married (lit.: Are there those having married)?
PCV: Yes, my older brother and my older sister are married.
HCP: What kind of work are they doing (lit.: As what are they working)?
PCV: My older brother and my sister-in-law are teachers. My older sister is an engineer, and my brother-in-law is an interpreter.

Competency 2: To ask or answer personal information questions
HFM: Балам (=my son), have you been previously (lit.: come to) in Kirghizstan?
PCV: No, ана (=dear elderly lady), I came now for the first time.
HFM: But you speak Kirghiz well, where did you learn (it)?
PCV: I am studying it now with the Peace Corps, ана.

Competency 3: To ask about host/counterpart family
PCV: Асан, where do your relatives live?
HFM: My relatives live in the Issik-Köl region, in the town of Cholpan Ata.
PCV: I read an article about the Issik Köl. It must be a beautiful lake!
HFM: О, yes! If you like, in summer we will go together to the lake.
PCV: That will be very good! Thank you!

Competency 4: To express gratitude
HFM: Том, I give you this book as a gift.
PCV: Oh, ана (=dear elderly lady), thank you! Now I will learn Kirghiz fast!
HFM: In that case, please take also this Kirghiz-English Phrase Book.
PCV: Many thanks, ана. This is a wonderful present for me!
TOPIC 3  COMMUNICATION

Competency 1:  To make a phone call to a Kirghiz family

PCV:  Hello, greetings, әже (=dear elderly lady)!
K:  Greetings!
PCV:  Am I disturbing you? I am Tom. (lit.: I am Tom who is taking your peace)
K:  Ah, Tom, how are you?
PCV:  Fine, thank you, әже (=dear elderly lady). Is Bakit at home?
K:  No, my dear. Bakit will come in an hour.
PCV:  әже, please do tell Bakit that he should call me when he comes home.
K:  Yes, my dear (lit.: my treasure), I will tell him.
PCV:  Thank you! Good-bye!
K:  Good-bye!

Competency 2:  To send an international letter/fax

PCV:  Greetings, әйым (=lady).
Q:  Greetings, welcome (lit.: please come)!
PCV:  I must send this letter to America.
Q:  A letter will reach New York in three weeks.
PCV:  Is there not (something) faster than that?
C:  If you send (it) by telefax, it will be there in one day; however, it will be more expensive (lit.: its price will be more).
PCV:  All right (lit.: I agree). Let's send a fax.

Competency 3:  To answer an international operator's call

Q:  Hello! greetings!
PCV:  Greetings!
Q:  This (call) is from the International Telephone Station. Did you not request a call to the United States?
PCV:  Yes, I did (lit.: I requested it). I am waiting.
Q:  I am sorry, but the number (you gave) does not answer. When should I try again (lit.: repeat)?
PCV:  If possible, in one hour (lit.: after one hour)
Q:  Fine, Please wait.
PCV:  Thanks.

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**TOPIC 4 FOOD**

**Competency 1:** To order food in a student's cafeteria

K: Ben, come on, let's go to the cafeteria and have lunch (lit.: eat lunch)!

PCV: Fine, let's go!

K: Here is the menu. Let's have a look!

PCV: I will have (lit.: take) salad made from carrots, кешпиршем and кутумна.

K: And I will have (lit.: take) tomato salad, pilaf and sweet curds.

PCV: Let's drink tea with lemon, should we?

K: That will be splendid!

**Competency 2:** To inquire what is needed for preparing a certain dish

PCV: Aysha, I am now going to the bazaar. What does one need for making pilaf?

SL: In order to make pilaf one needs mutton, rice, onions, and vegetable oil.

PCV: How much meat should I buy?

SL: You can buy 1/2 kilogram (lit.: if you buy 1/2 kilo that will be fine).

PCV: All right, I will go then. Good-bye.

SL: Good-bye

**Competency 3:** To express food preferences (likes/dislikes)

PCV: Please tell me, what kind of food do the Kirghiz like?

H: Like the Kazakh, the Kirghiz too like meat very much.

PCV: Do they eat pork?

H: No, no, the Kirghiz never eat pork! They dislike it very much.

PCV: That is, the Kirghiz like mutton, horse meat, and beef!

**TOPIC 5 MONEY**

**Competency 1:** To ask for information on local currency

PCV: Greetings! May I change dollars into the local currency?

M: Of course, it is possible. You are welcome (lit.: please come).

PCV: Thank you. Please exchange 100 dollars for me.

M: The exchange rate for the dollar today is 500 rubles, 100 dollars will be 50,000 rubles. May I give you (this) in (lit.: from) 5000 ruble bills?

PCV: If possible, please give it in smaller bills (lit.: smaller than that).

M: Fine. Here are: two 5000 ruble bills, ten 1000 ruble bills, and the rest I will give (you) in 200 and 100 ruble bills.

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Competency 2: To inquire about housing conditions

PCV: Aybek, is your apartment privately or state owned?
HCP: When the law of privatization came out last year, I bought this apartment from the government.
PCV: Do you have in addition another house (place of living)?
HCP: Yes, I have a lot outside of town with a cottage.
PCV: Did you also buy it?
HCP: First I bought the land, after that I built a small house. God willing, I will show you my country house in Spring.

Competency 3: To inquire about education expenses

PCV: Nurhan, how much is your stipend?
K: I get 1,500 rubles a month.
PCV: Is this much or little?
K: It is little, but it is sufficient for food.
PCV: And how much do you pay for studying at the university?
K: They teach us free of charge, we do not pay even one kopeck.
PCV: This is very good, indeed!

TOPIC 6 TRANSPORTATION

Competency 1: To locate means of transportation

PCV: Greetings, каянип кайси (younger sister)! How can I go to the 9th Micro-Region?
C: The buses No. 3, 4, 15 and 46 go to the 9th Micro-Region. Also (=in addition) trolley buses go (there): No. 6, 10, and 13.
PCV: How much is the fare, I wonder?
C: You pay 2 rubles for the bus or the trolley.
PCV: Do I pay (lit.: give) it to the conductor?
C: No, there are no conductors in the city transit (system). You validate coupons. I will give you five coupons for ten rubles.
PCV: Thank you.
**Competency 2: To purchase a bus ticket**

PCV: Greetings! I need one ticket for the late bus going to Cholpan-Ata.

TS: I am sorry, but there are no seats left for the late bus.

PCV: If that's so, then please give me (one ticket) for tomorrow's first run (bus).

TS: Alright. The first bus leaves at 6:15 (in the morning). At 9:00 am you will be in Cholpan-Ata.

PCV: Fine. How much do I pay?

TS: One hundred and ten rubles. The bus leaves from platform number 3 (lit.: third platform).

PCV: Thank you, good-bye!

TS: Good-bye! Don't be late early in the morning!

**Competency 3: To ask for flights**

PCV: Please tell me, are there flights to Özgön (lit.: are planes flying to Özgön)?

TS: I'm sorry, but planes do not fly directly from Bishkek to Özgön. You must (=will) go via Osh.

PCV: How will we go from Osh to Özgön (lit.: reach Özgön from Osh)?

TS: A bus leaves (lit.: goes) every hour from Osh to Özgön.

PCV: Then give us three tickets to Osh, please.

TS: What time do you want (to leave)?

PCV: Tomorrow around noon, if possible.

TS: Will 12:30 pm be alright?

PCV: That will be fine! Thank you.

**Competency 4: To hire a taxi**

PCV: Greetings! Is the taxi free?

TD: Yes, you are welcome (lit.: please come). Where are we going?

PCV: I am hurrying to the Concert Hall.

TD: If that's so, please sit down, I will rush (lit.: fly and take) you there.

PCV: That will be excellent (=very good). Fifteen minutes are left before the concert starts (lit.: the beginning of the concert).

TD: Don't worry (lit.: don't be afraid), we will make it!
TOPIC 7  DIRECTIONS

Competency 1:  To ask for and give location of buildings
PCV:  Excuse me, may I ask you (a question)?
K:  Please ask, I am listening.
PCV:  I want to go to the National Bank. (But) I don't know the way.
K:  Three bus stops from here is the Academy of Sciences. On the right side of the Academy
    is the National Bank.
PCV:  Which bus should I take? (lit.: must one take?)
K:  All buses and trolleys passing by here go up to the Academy.
PCV:  I know (lit.: understand) now. Many thanks.
K:  Don't mention it. Good-bye.

Competency 2:  To ask for and give directions to a place
PCV:  Greetings, эже (=older sister).
K:  Greetings!
PCV:  Is there a restaurant close by?
K:  If you turn to the left (side) and then go straight ahead, there is at the corner of the
    street the restaurant "Bishkek". One block further you will find the restaurant "Seyit". They
    make "Beshbarmak".
PCV:  Is it (the restaurant) far?
K:  No, not really. If you walk, it takes (lit.: will be) 7-8 minutes.
PCV:  Thank you, эже.

TOPIC 8  SHOPPING AT THE BAZAAR

Competency 1:  To converse with a salesperson at a fruit stall
S:  Eh, young man, please, you are welcome (=come). Buy apricots and raisins, please.
    They are sweeter than honey!
PCV:  May I taste (them)?
S:  Of course, you may. Take as much as you like!
PCV:  They are very sweet, indeed! From where are they (=which place's fruits are they)?
S:  They are dried from the best apricots grown in the South, and the raisins are black and
    white grapes. Their vitamins are plenty!
PCV:  If that's so, younger sister, please give me a half a kilo.
Competency 2:  To bargain with a salesperson
PCV:  Dear lady (ana "mother"), is the milk fat?
S:  Certainly, my darling (=treasure). Just look (=if you look) at the cream on the top!
PCV:  How much does one liter cost?
S:  One liter costs 25 rubles.
PCV:  Will you give me 3 liters for 65 rubles?
S:  Well, let's see, I will sell (=give) you (three liters) for 70 rubles.
PCV:  Fine, agreed.

Competency 3:  To inquire about quality and price of goods
PCV:  Карындап (=younger sister), I see, your carpet is very beautiful. What (lit.: how) are its measurements?
S:  Its length is three and a half meters, its width is two and a half meters.
PCV:  Has the carpet been made from pure wool or has it (some) mixtures?
S:  This (carpet) has been made from the purest wool. We ourselves wove (it) at home.
PCV:  For how much do you sell (it)?
S:  I say, 6000 rubles.
PCV:  Your carpet is certainly beautiful, but I find its price is also high (lit.: good).
S:  Then you ask please (i.e., propose a price).
PCV:  We should settle on 5000 rubles (lit.: our trade should end with 5000 rubles).
S:  Well, let's take the middle (lit.: may it be the middle), 5500 rubles.
PCV:  (Agreed). Give me your hands.
(They shake hands as a sign of concluding an agreement.)

TOPIC 9 BEING INVITED BY A KIRGHIZ FAMILY

Competency 1:  To be invited and to respond to an invitation
K:  Hello, Dan! Do you recognize me?
PCV:  Yes, Azamat, how are you?
K:  Not bad, thank you! Dan, please have a meal with us the day after tomorrow at five o'clock (lit.: please drink tea with us).
PCV:  Thank you. Certainly, I will come.
K:  My friends who you know will be (there): Lilya, Anara, Bolot, and Erkin with his wife.
PCV:  That will be very good!
K:  Good-bye then until we see us (each other) again!
PCV:  Good-bye!
Competency 2: To be welcomed into a Kirghiz home

PCV: Greetings to all of you!
W: Greetings! Welcome (lit.: please come in).
PCV: These flowers are for you, dear lady (=аблан).
W: Many thanks! What beautiful roses! Dan, you (already) know all of the guests who have come. But this elderly gentleman (=акскал) is my father.
PCV: Respectful greetings (=асалмун алейкум), акскал.
W: Father, and this here is our American friend. His name is Dan.
F: How are you, my son (=данам). Are you getting along (lit.: walking) in Kirghizstan without any difficulties?
PCV: Thank you, father! I have not met any difficulties. I like Kirghizstan very much!
F: May it always be so, my son.

TOPIC 10 AT THE WORKPLACE

Competency 1: To converse with Kirghiz students (first day of class)

PCV: Dear students, I am your English teacher.
K: Aрай, we heard that you have come (lit.: came) from America. Is this true?
PCV: Yes, it's true. I have come (lit.: came) from America with the Peace Corps.
K: Have you come for the first time to Kirghizstan?
PCV: Yes, this year the Kirghiz State University invited me. I will teach you for two years.
K: That is very good! We very much want to learn English from an American teacher (lit.: to take English classes from an American teacher).

Competency 2: To prepare for a meeting with the rector of the institute or university.

K: Dear friends from the Peace Corps (lit.: who have come with the Peace Corps)! Our Rector will receive you tomorrow at ten o'clock am.
PCV: That's fine. Will you go with us?
K: Yes, I will go together with you. We shall meet tomorrow at 9:30 in the hotel where you live.
PCV: Agreed.
K: Please prepare your questions for the Rector.
PCV: The questions have been ready long ago!
K: Then, good-bye, until we see us (each other) again!
PCV: Good-bye!
Competency 3: To interact with Kirghiz students (inquiring why being late or absent)

PCV: Asan, why were you not in class on Monday?
S: Forgive me, araïï, On Saturday and Sunday I went home (lit.: to the village), I saw my parents. After that the weather got bad and the plane did not fly. Therefore I came today.
PCV: Where is your home (lit.: at which direction is your village)?
S: My home (=village) is in the vicinity of Osh.

TOPIC 11 MEDICAL & HEALTH ISSUES

Competency 1: To voice concern about a student’s well-being

PCV: Gulnara, what’s wrong with you? Are you (lit.: your health) alright?
S: I am sorry, äxe (dear elderly lady), I don’t feel well. I probably got sick.
PCV: What is hurting you?
S: My head and my throat are aching. It seems I have caught a cold.
PCV: My dear (lit.: my soul), you should go home (lit.: it would be best is you), drink tea and rest in bed!
S: I agree. Thank you so much for your concern, äxe.

Competency 2: To report a medical emergency

S: Araïï (dear sir), please come quickly! Cholpon has fallen down while playing ball.
PCV: Cholpon, what happened?
S: My arm hurts very much.
PCV: Understandable, your arm seems to be broken.
S: Should we call a doctor?
PCV: No, it’s better to telephone the ambulance.

(On the telephone):
Please, quickly send an ambulance to the Institute of Foreign Languages. The girl Cholpon (lit.: a girl named Cholpon) fell down and broke her arm.

TOPIC 12 INTERACTION WITH OFFICIALS
Competency 1: To make an appointment through a secretary to see the Minister of Education

K: Greetings, dear lady (=афиша). This is Mr. Brown (=Brown мъчка) who came yesterday from America.

R: Greetings, sir. Welcome! The Minister афиша (=lady minister) is expecting you. You may go in.

PCV: Thank you, madam. If everything goes as fast as this, my work (lit.: road) will be smooth, indeed.

K: Success will certainly come to you!

Competency 2: To meet with the Minister of Education

PCVs: Greetings! Madam Minister! We are from (lit.: have come with) the American Peace Corps Program.

M: I welcome you, dear guests. We are always pleased to meet with you.

PCV: Our goal is to work with you according to the agreement.

M: Very well! I think this marks (lit.: will be) the beginning of our important work.
APPENDIX

KIRGHIZ - ENGLISH GLOSSARY:

Aa

a
aba
аба ырайы
абал
абдан
абдан аяньчтуу, бирок ...
абдан кубанамын
абдан кубанымчим
абдан ыразымын
автобус
автобус (троллейбус)
tоктоочу жер
агай
аз
азыр
азыр эле
азыр эмес
ай
ай
айланайын
аймак
ай-
айтайын
айтканай эле
айтканыны туюра
айтып берипчи!
айтып коюнчу
айыл

interjection; conjunction: and
air
weather
situation
very
it is very regretful, but ...
I am very glad
I am very happy
I am very pleased
(<Rus.) bus
bus (trolley) stop
respectful address for a male teacher; form of address for an elderly male
little, few
now
right now (at once)
not now
interjection: hey!
month
term of endearment: my dearest
region, district
to say, to tell
I will tell
as one says
what you said is correct
please tell me!
please do tell!
village; home

Peace Corps
GLOSSARY

айым  lady, miss, Mrs.
ак  white
академия  (<Rus.) academy
аксакал  form of address for a respected elderly man
акыр  (lit.: white [grey] beard)
акыркы  end
акча  (adj.) last, final
ал-  money
tо take
tо take, to drive to (a place)
албетте  please take!
алейкум ассалом  certainly, of course
аларга  (<Arab) answer to ассалом алейкум
алли  (formula of greeting)
алли  still, yet
аллергия  allergy
Алмазан  personal name (female)
алмаш-  to change
алмаштыр-  to exchange (lit.: to make change)
alо  hello
алуучу  buyer, customer
алыс  far, far away
аман  well, healthy
амансыз  you are well/healthy
амансыздар  you (plural) are well/healthy
амансыздарбы  greeting: How are you!
amерика  America
америкалык  American
анан  then, after that
анча  then, in that case
андай болсо  in that case (lit.: if it is so)
анлан  from that
анчан майдараак  smaller than that
анча эмес  not quite
апа  polite form of address for an elderly lady
апа  between
ара

Peace Corps 129

Revised: 4/26/93
GLOSSARY

аралышма mixture
араб an Arab
арабча Arab language
arзы to be equal, to be close (in value)
arзыбайт don't mention it! (lit.: it does not amount to
арийне anything)
arкылуу of course
ары by means of, via (postposition)
ат farther, further away
ата name
ата-эне father
аши parents
аш food; meal; memorial feast
ашкана dining-hall, cafeteria; kitchen
ашпошу cook
аабай very
аял woman, wife
аил food
авINDERama bus stop
авант lot, plot; square

Бб

баг price
байардык all
байардыгы everything
байры all
базар bazaar
бакыт happiness
бакытка жараши fortunately
бакытка жарашилай unfortunately
бал honey
бала child
бали well, well then
башким perhaps
банк bank

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GLOSSARY

бар
it (they) exist(s)
бар-
to go
бас-
to publish
басылып-
to be published
баса
by the way
баш
head
баштал-
to be started
балышлык
beginning
башка
other, another
бекер
free of charge
беле
< бы / бы plus one: combination of interrogative and emphatic particle: is it so?
беле
present
каторы
as a present
бек

to give
бер-
treasure; term of endearment: darling, dear, dearest
береке
(postposition) since
бери
face; page
бет
straight ahead
бет алды / туура
dish with meat and noodles (lit.: five fingers)
бешбармак
interrogative particle
би
we
биз
ours (lit.: what belongs to us); our home
бизлик

to know
нанм.
I do not know

 бил.
I know, ... I know ...

( < Rus. ) ticket

билбей жатам

one

билем, билем
one-way traffic

билет
first

бир
for the first time

бир жактуу журум
but, however

биринчи
someone

биринчи жолу
to be, to become

бирок
certainly, it goes without saying

бирое
can it not be?

бол-
Peace Corps

болбогондо

Revised: 4/26/93

болбойбу
GLOSSARY

болот
болсо
бош
боонча
буйру-/ буюр-
буйруса (= Кудай буйруса)
бүр-
бурул-
бүрч
бүхгалтер
бууң
буунуку
бүсүңүнү
бүү-
бы
быйыл
былып
быштак

fine (lit.: it will be), okay
and, but (lit.: if it is)
free
(postposition) according to, about
to order, to command
if God wills, God willing
to turn
to turn; to be turned
corner
(<German) book-keeper, accountant
today (<бү сүң "this day")
today's; belonging to today
the day after tomorrow
to end
interrogative particle
this year (<бууң "this year")
last year
curds

витамин

(<Rus.) vitamin

flower

да
da
даям
to taste
dаям эт-
to taste
далагы
again, once more; even; too
dагы бир жолу окунуу
please read once more!
dайым(а)
always

Peace Corps

132

Revised: 4/26/93
дара
дасторкон
дасторкон узуру
дача
даяр
даярда-
де-
демек
ден / дены
ден-соолук
деп
дос
достук
дуркус
дукен

жаз
жазыңда
жаз-
жазуучу
жазыл-
жазып беринчи!
жай
жайырак
жайырак (катуурак) сүйленүүчү!
жак
жак-
жактыр-
жакшы
жакшы барыныз
жакшы кор-
жакын

GLOSSARY

medicine
tablecloth on which food is placed; food offered to guests
menu
(<Rus.) summer cottage
ready
to prepare
to say
that is, that means
body
health
(<de- "to say") closes off a direct quotation
friend
friendship
alright, right, well
shop, store

жаз
жазыңда
жаз-
жазуучу
жазыл-
жазып беринчи!
жай
жайырак
жайырак (катуурак) сүйленүүчү!
жак
жак-
жактыр-
жакшы
жакшы барыныз
жакшы кор-
жакын

Peace Corps

133

Revised: 4/29/93
| Жаман | bad, badly |
| Жаман эмес | not bad; it is not bad |
| Жаман кер- | to dislike; to hate |
| Жан | soul |
| Жан дилим менен | with pleasure |
| Жаным | my dear |
| Жана | and |
| Жанылбасам | if I am not mistaken |
| Жара- | to be fit (for), to be suitable (agreeable) |
| Жарат | good, settled, okay |
| Жардам | help |
| Жардам бер- | to help |
| Жардам бере алар бекемин | may I help (you)? |
| Жарым | half |
| Жаса- | to make, to prepare |
| Жасал- | to be made |
| Жат- | to lie (down) |
| Жаша- | to live |
| Же | or |
| Же- | to eat |
| Жеп кер- | to try to eat; to taste |
| Жезде | older sister's (or any close female relative's) husband |
| Жек кер- / Жаман кер- | to dislike; to hate |
| Жемиш | fruit |
| Жене | older brother's (or any close male relative's) wife |
| Жер | earth, land; place |
| Жер иштеит- | to garden (lit.: to make the land) |
| Жергиликтуу | local |
| Жет- | to arrive, to reach; to be enough |
| Жибер- | to send |
| Житит | young man |
| Жол | road; time; platform (for buses, etc.) |
| Жол ақы | fare, road payment |
| Жолу | time (as in two times, etc.) |
| Жолуку- | to meet |

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жооп
жооп бер-
жооп бербей жатат
жён
жоно-
жонот-
жонүү
жөө
жумаг
жумуш
жумушчу
журналдист
жузум
жүн
жүр-
жүрүү
жыл
жылкы
жылүү

Зэ
заказ
зарыл

Ии

ийгилик
илим

Илимдөр Академиясы
илимий
ини
ич-
ий

response, answer
to answer
he, she, it is not answering
side, direction
to leave
to send
about (postposition)
afoot
week
work
worker
journalist
grapes
wool
to walk, to go; to move on, to get along
which is (are) continuously going (moving)
year
horses; herd of horses
warm

(<Russ.) order
necessary

success
science; scholarship
Academy of Sciences
scholarly
younger brother
to drink, to eat
business, work

Peace Corps

135

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GLOSSARY

иштер кандаи
иштет-
ишгтоо

Кк
каала-
кааласаныз
кабар
кабар ал-
кабыл ал-
кайда
кайлан
каймак
каяра
каяра кел-
кайтала-
кайталап коюнчуш!
кал-
кандаи
кандаи кунун!
кантин
канча
канчага
кара
кара-
карап корелу
карындас" ш
кат
кат
катта-
кеттама
кетары
кетта-

how is everything? how are you getting along (lit.: how are your works/affairs?)
to make work
working
to want, to wish
if you wish
news, information
to inquire (about someone's well-being)
to receive
where
from where
cream
again
to return
to repeat
please repeat!
to stay behind
how
how wonderful!
how
how much
for how much
black
to look
let's see! Let's have a look!
younger sister of a man; form for a man to address a younger woman
letter
layer
to put layers one on another
puff
(postposition) as
to come and go

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to come and go regularly
when
(<Rus.) block
to come
coming (next) week (month, year)
agreement
necessary
needed
to go away, to leave
late
yesterday
to be late
don't be late!
evening, in the evening
to excuse (lit.: to let pass)
pardon; I beg your pardon, I am sorry
after (postposition; takes the ablative case)
a kilogram
carpet
who
as what
to enter, to go in, to come in
please come in
(verb's noun) entering
entrance
may I come in?
book
a little
small
sheep
mutton
to put down
hand; arm
to use
to be used
(<Rus.) conductor

Peace Corps
конок
концерт
кооэ
корк-
кош
кош келиписиз!
кошо
көр-
көрсөт-
көрүш-
көрүшкөңө
көл
коп
көбүрөөк
көңүл
көңүл бүр-
көчө
кубаныч
кубанычтуу
кубанычтуубуз
Кудай
Кудай бүйруса
кулак
кулагаым сизде
күргат-
күргатыл-
курорт
курс
күн
күрүч
күт-
күтүү жатат
күтүү отурам
күч

GLOSSARY

guest
(<Rus.) concert
beautiful
to be afraid
well
you are welcome!
together
to see
to show
to see each other, to meet
good-bye (lit.: until we meet, until we see each other again)
lake
much, many
more
heart, mind; intention, wish
to be concerned (lit.: to turn the heart to something or somebody)
street
happiness
with happiness
we are glad, pleased
God
God willing (lit.: if God orders)
ear
I am listening attentively (lit.: my ear is with you.)
to dry
to be dried
(<German) health resort
exchange rate
day
rice
to wait, to await, to expect
he, she is waiting
I am waiting
strength

Peace Corps

138
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GLOSSARY

куче-кыз
to get stronger
girl, daughter

кыйнал-
to suffer, to meet difficulties
кыйналбай
without suffering, without difficulties

кымбат
dear

кымбаттуу
the)

кыргыз
Kirghiz language

кыргыз тили
Kirghiz language teacher

кыргыз тили мугалими
Kirghiz language

кыргычча
a Chinese

кытай
Chinese language

кытайча

Лл

лимон
lemon

литр
(<Rus.) liter

Мм

мага
it pleases me; I like, I enjoy

мага ... жагып жатат
I got a cold (lit.: the cold touched me)

мага суук тийиптир
butter; oil

май
(adj.) fat (lit.: with butter, oil)

майлуу
small

майда
article

макала
aim, goal

максат
agreeable

макул
I agree

макулмүн
cattle

мал
cattle-breeder

малчы
state (adj.)

мамлекеттик
car, automobile

машина
parking place

машина коюучу жер

Peace Corps
машина тургуулбайт!
мейиз
мейли
мейман
мейманкана
мен
мен ошондоой ойлооым
менимче
менен
менчик
микро-район
мин
мугалим
мурда
мурун
мурунку
мумкун
мумкун болсо
мумкунбу
мыйзам
мына
мындан башка
мырза

Глоссарий

no parking!
raisin
well, agreed
guest
hotel (lit.: guest house)
I
I think so
in my opinion,
with (postposition); and
private; property
(<Rus.) micro-region
thousand
teacher
before, previously
before; previously
(adj.) former (lit.: belonging to previous times)
possible
if possible
is it possible? may I?
law
here is (are)
other than that; in addition, besides
sir, gentlemen

нн
немис
немисче
номер

оо
оий
оий
оийло-

interjection expressing surprise
thought
to think, to consider

Peace Corps
<table>
<thead>
<tr>
<th>Кыргыз</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ойно-</td>
<td>to play</td>
</tr>
<tr>
<td>оку-</td>
<td>to study, to read</td>
</tr>
<tr>
<td>окут-</td>
<td>to teach</td>
</tr>
<tr>
<td>окутуучу</td>
<td>teacher</td>
</tr>
<tr>
<td>окууучу</td>
<td>student</td>
</tr>
<tr>
<td>окшойт</td>
<td>it seems</td>
</tr>
<tr>
<td>он</td>
<td>right</td>
</tr>
<tr>
<td>он жакта</td>
<td>on the right</td>
</tr>
<tr>
<td>ооба</td>
<td>yes</td>
</tr>
<tr>
<td>оору-</td>
<td>to hurt, to be ill</td>
</tr>
<tr>
<td>ооруп кал-</td>
<td>to get ill</td>
</tr>
<tr>
<td>орто</td>
<td>middle</td>
</tr>
<tr>
<td>орун</td>
<td>place</td>
</tr>
<tr>
<td>отур- / оттур-</td>
<td>to sit</td>
</tr>
<tr>
<td>отурунуу?</td>
<td>please sit down!</td>
</tr>
<tr>
<td>Ош</td>
<td>city in southern Kirghizstan</td>
</tr>
<tr>
<td>ошентил</td>
<td>therefore</td>
</tr>
<tr>
<td>ошондо болсо да</td>
<td>nevertheless (lit.: even if this is so)</td>
</tr>
<tr>
<td>ошону менен катаар</td>
<td>nevertheless, despite this</td>
</tr>
</tbody>
</table>

### Øө

<table>
<thead>
<tr>
<th>Кыргыз</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>экмет</td>
<td>government, state</td>
</tr>
<tr>
<td>экметтүкү</td>
<td>(adj.) belonging to the state</td>
</tr>
<tr>
<td>алчөм</td>
<td>dimension, measurement</td>
</tr>
<tr>
<td>эз</td>
<td>self</td>
</tr>
<tr>
<td>ээбүү</td>
<td>ourselves</td>
</tr>
<tr>
<td>ээңүү</td>
<td>yourself</td>
</tr>
<tr>
<td>Эзген</td>
<td>a town in the south of Kirghizstan</td>
</tr>
<tr>
<td>окуңүштүү!</td>
<td>that's a pity!</td>
</tr>
<tr>
<td>эрук</td>
<td>fresh apricot; dried apricot</td>
</tr>
<tr>
<td>эс-</td>
<td>to grow</td>
</tr>
<tr>
<td>эсүүмүүк</td>
<td>plant; vegetable</td>
</tr>
<tr>
<td>эсүүмүүк майы</td>
<td>vegetable oil</td>
</tr>
<tr>
<td>от-</td>
<td>to pass</td>
</tr>
<tr>
<td>откөң</td>
<td>last, past</td>
</tr>
</tbody>
</table>

Peace Corps
откен жум (ай, жыл)
это

past week (month, year)
very

Пп
палоо
помидор
приватизация
программа

pilaf (a rice dish)
tomato
(<Rus.) privatization
(<Rus.) program

Рр
рейс
ректор
ресторан
роза
рахмат

(<Rus.) run
(<Rus.) director, president (of institute or university)
(<Rus.) restaurant
rose
thank, thanks

Cc
саат
саат саыны
саат учтө
сабак
сабак ал-
сабак алгыбыз келет
сабак бер-
сабиз
сак болунуз
саламат
саламатчылык
саламатсызбы
саламатта
саламатта калыныз

hour
every hour
at three o'clock
lesson, class
to be taught, to study, to learn (lit.: to take lessons)
we very much want to learn
to teach (lit.: to give lessons)
carrot
be careful!
healthy, well, safe and sound
state of health; everything is fine, well
greeting: How are you? (lit.: Are you healthy?)
in health
good-bye (said by the person who is leaving) (lit.: stay in health)
салат
самолет
сат-
сатуучу
сатып ал-
сез-
сиздинче
сол
сол жакта
сом
сомлук
сөнүү
соода
сөз
сөзсуздар
станция
стипенция
студент
сулуу
сура-
суроо
сутка
сүүк
суулош-
суулоштук
суунүмө
сүт
сын-
Тт
тамышы-
таза

salad
(<Rus.) aircraft, airplane
to sell
salesperson
to be sold
to buy
to feel
in your opinion
left
on the left
ruble
ruble bill
good, beautiful, splendid
trade
word
without fail, surely, certainly
(<Rus.) station
stipend
student
beautiful
to ask
question
twenty-four hours
cold
to speak
to talk with each other; to agree
settled! agreed! (lit.: we agreed)
phrase book
milk
to break, to be broken
to know (a person); to recognize
pure; clean

Peace Corps

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GLOSSARY

тан таза
very pure
такси
taxi
tакси турүчү жер
taxi stand
tалон
a kind of coupon used in city transit
tамак
food
tамак
throat
tап-
tо find, to get
tаба алба-
not able to find
tарихчи
historian
tат
taste
tаттуу
sweet
tез
quick, quickly; rapid, rapidly
tезирек
quicker
tелефон
telephone
tетиги
that, over there
tий-
tо touch
tип
language, tongue
tилин
linguist; interpreter, translator
tокто-
to stop
tоктотунушу!
please stop! please make a stop!
tоку-
to weave; to knot
tоп
group, corps, assembly
tоп
tо pay
tело-
bed
tешек
<tRus> trolley-bus
tроллейбус
tо stand; to cost
tур-
tо erect, to build
tургуз-
relative; brother
tууган
туура
straight; correct
tуура айтыңыз
you said it correctly
tуура
width
tуура
straight
tүү
night
tүү
at night
tүүш
midday

Peace Corps

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<table>
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<td>тушку тамак</td>
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<td>туштерде</td>
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<td>убакыт</td>
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<tr>
<td>узун</td>
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<td>ук-</td>
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<td>угууузчы!</td>
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<tr>
<td>уланта бериници!</td>
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<tr>
<td>улуут</td>
</tr>
<tr>
<td>улуутук</td>
</tr>
<tr>
<td>унут-</td>
</tr>
<tr>
<td>унутпаниюз!</td>
</tr>
<tr>
<td>урмат</td>
</tr>
<tr>
<td>урматтюу</td>
</tr>
<tr>
<td>ушунпай</td>
</tr>
<tr>
<td>уч-</td>
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</table>

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GLOSSARY

уй-булө
уйлон-
уйлонгон
уйрон-
үлүүр-
үст
үстүндөгү
үч
үчүн

ффилярмона

(<Rus.) concert hall

Чч

чай
чай чиг: кет-
чакыр-
чал-
чап-
чаптыр-
чейин
чет
чет тиш
чочко
Чолпон-Ата
чон
чон рахмат
чон
чык-
чыгуу эшиги
чын
чын эле

family
to marry (of a man)
those who are married
to learn
to be in time, to accomplish something in time
surface
which is on its surface
three
for (postposition)
tea
to have a meal (lit.: to drink tea and leave)
to call, to invite
to ring, to call (on the telephone)
to hit; to cut (with a tool)
(causative) to have cut; to validate a bus ticket
(postposition) till, to
edge; suburb; foreign
foreign language
pig
a town on the shores of the Issik Köl
great, important
many thanks
grass; hay
to go out; to appear (law, newspaper, book, etc.)
exit
true
very true; it's very true
## GLOSSARY

### Шш

<table>
<thead>
<tr>
<th>Шш</th>
<th>шаар</th>
<th>шаарда жүрүүчү транспорт</th>
<th>шаар-</th>
<th>шашып жат-</th>
<th>ширен</th>
<th>шыдыр</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>city</td>
<td></td>
<td>to hurry</td>
<td>to be hurrying</td>
<td>sweet</td>
</tr>
</tbody>
</table>

### Бы

<table>
<thead>
<tr>
<th>быктымал</th>
<th></th>
<th>possibly, possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>ырай</td>
<td></td>
<td>condition, appearance</td>
</tr>
<tr>
<td>ырас</td>
<td></td>
<td>true,</td>
</tr>
<tr>
<td>ысык</td>
<td></td>
<td>hot</td>
</tr>
<tr>
<td>ысык-Көл</td>
<td></td>
<td>Isık Köl (Lake Isık, lit.: hot lake)</td>
</tr>
<tr>
<td>ысык-Көл аймагында</td>
<td></td>
<td>in the region of the Isık Köl</td>
</tr>
</tbody>
</table>

### Эе

<table>
<thead>
<tr>
<th>эже</th>
<th>эжеке</th>
<th>экен</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>older sister</td>
</tr>
<tr>
<td></td>
<td></td>
<td>respectful form of address for an elderly lady</td>
</tr>
<tr>
<td>эл</td>
<td>эл аралык</td>
<td>particle; in statements: indeed (as I know it now); in questions: I wonder, ...</td>
</tr>
<tr>
<td>эле</td>
<td>эмес</td>
<td>country, people</td>
</tr>
<tr>
<td>эми</td>
<td>эмнеге</td>
<td>international</td>
</tr>
<tr>
<td>эмне</td>
<td></td>
<td>particle; emphasizes the preceding word</td>
</tr>
<tr>
<td>эн</td>
<td>эн сонун</td>
<td>is not</td>
</tr>
<tr>
<td>эрте</td>
<td></td>
<td>now</td>
</tr>
<tr>
<td>эртеси</td>
<td></td>
<td>what</td>
</tr>
<tr>
<td>эртен</td>
<td></td>
<td>why</td>
</tr>
<tr>
<td>Peace Corps</td>
<td>147</td>
<td>particle forming superlative</td>
</tr>
<tr>
<td></td>
<td>157</td>
<td>the very best</td>
</tr>
<tr>
<td></td>
<td></td>
<td>early</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the next day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tomorrow</td>
</tr>
</tbody>
</table>

Revised: 4/26/93
| Эртен менен | early in the morning |
| Эртенки | (adj.) tomorrow's |
| Эс | memory; mind |
| Эс ишме жок | I don't remember |
| Эт | meat |
| Эч | no ... (as in no one, etc.) |
| Эч качан | never |
| Эч убакыт | never |
| Эчак | long ago |
KIRGHIZ-ENGLISH WORD LIST

TERMS OF OCCUPATIONS

ашпозчuu
cook
жумушчу
worker
жцалуучu
writer
журналист
journalist
студент
student
окчлчu
student; pupil
окутуучu
teacher
мугалим
teacher; scholar
сатуучu
salesperson
алушu
buyer; customer
tарихчи
historian
tили
philologist, linguist
илмиий кызматкер
research worker
ректор
rector: director of an institute; president of a university
учкуч
pilot
бухгалтер
(<German) book-keeper, accountant
маличи
cattle breeder

EXPRESSIONS OF TIME

tез
quick
азыр
now
азыр эмес
not now
азыр эле
right now (at once)
эч качан
never
кеч
late
кечинше
evening, in the evening
кече
yesterday
эрте
ever
эртен менен
early
кын
early in the morning
day
## Word List

tүң  
tүңдә  
сүтка  
эрген  
эргеси  
бүрсүүнү  
жүма  
айд  
жыл  
өткөн жүма (айд, жыл)  
келерки / келеси жүма (айд, жыл)

**THE CALENDAR**

### Days of the Week

<table>
<thead>
<tr>
<th>Кыргыз тили</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>дүйшөмбу (күнү)</td>
<td>Monday</td>
</tr>
<tr>
<td>пейшөмбү (күнү)</td>
<td>Tuesday</td>
</tr>
<tr>
<td>шаршөмбү (күнү)</td>
<td>Wednesday</td>
</tr>
<tr>
<td>бейшөмбү (күнү)</td>
<td>Thursday</td>
</tr>
<tr>
<td>жүмү (күнү)</td>
<td>Friday</td>
</tr>
<tr>
<td>ишембү (күнү)</td>
<td>Saturday</td>
</tr>
<tr>
<td>жеекшөмбү (күнү)</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

### Months of the Year

<table>
<thead>
<tr>
<th>Кыргыз тили</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>үчүн айы (январь)</td>
<td>January</td>
</tr>
<tr>
<td>бирдүн айы (февраль)</td>
<td>February</td>
</tr>
<tr>
<td>жалгын курал (март)</td>
<td>March</td>
</tr>
<tr>
<td>чың курал (апрель)</td>
<td>April</td>
</tr>
<tr>
<td>бүтү (май)</td>
<td>May</td>
</tr>
<tr>
<td>күлжы (июнь)</td>
<td>June</td>
</tr>
<tr>
<td>төкө (июль)</td>
<td>July</td>
</tr>
<tr>
<td>баш оона (август)</td>
<td>August</td>
</tr>
<tr>
<td>аяк оона (сентябрь)</td>
<td>September</td>
</tr>
<tr>
<td>тогузунун айы (октябрь)</td>
<td>October</td>
</tr>
<tr>
<td>жетүннүн айы (ноябрь)</td>
<td>November</td>
</tr>
<tr>
<td>бешүн айы (декабрь)</td>
<td>December</td>
</tr>
</tbody>
</table>

(Kырчыл: 1992: Август, р. 12)
SIGNs AND DIRECTIONS
Автобус (Троллейбус) токтоону жер — Bus (Trolley) stop
Такси турүүчү жер — Taxi stand
Кирүү эшити — Entrance
Чыгыу эшити — Exit
он жакта — on the right
сол жакта — on the left
бөт алды / түура — straight ahead
Машина түрүзуулбайт! — No parking
Машина коюучу жер — Parking place
бир жактуу жүруү — one-way traffic

USEFUL PHRASES IN THE CLASSROOM
жазып беринизчи! — please write down!
айтып коюнуучу! — please tell!
айтып беринизчи! — please tell me!
кайталап коюнуучу! — please repeat!
үгүнүзүгү! — please listen!
отүрүңүз! — please sit down!
үлгүңүзүн жазып беринизчи! — go on please!
төкөтөтүнүзүчү! — please stop!
унүнүңүзүн жазып беринизчи! — don't forget!
жайырак (катуурак) сүйленүүчү! — please speak slower (louder)!
дагы бир жолу окунуучу! — please read once more!

COLLOQUIAL EXPRESSIONS:
абдан ыразымын — I am very pleased
абдан кубанамын — I am very glad
абдан кубанычтуумун — I am very glad
макулмун — I agree
мен ошондоо ойлооым — I think so
өзүңүз биелесиз — as you like (lit.: you know it yourself)
жан дилим менен — With pleasure!
тушунуктуу — I understand, understandable

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- тушунукусуз: I don't understand, it's not understandable
- сак болунуз: Be careful!
- кириүүгө мүмкүнүү: May I come in?
- кириш: Please come in.
- жардам бере алас бекенин: May I help (you)?
- абдан аялчугуу, бирок ...: It is very regretful, but ...
- окууштуу!: That's a pity!
- Кандай көңүн!: How wonderful!
- эсимде жок: I don't remember

**USEFUL WORDS (To Start a Sentence)**

<table>
<thead>
<tr>
<th>Кыргыз</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>албетте</td>
<td>Of course,</td>
</tr>
<tr>
<td>арийне</td>
<td>Of course,</td>
</tr>
<tr>
<td>балкиң</td>
<td>Perhaps,</td>
</tr>
<tr>
<td>мүүкүн</td>
<td>Possibly, possible</td>
</tr>
<tr>
<td>ыктымал</td>
<td>Possibly, possible</td>
</tr>
<tr>
<td>ыңрас</td>
<td>True,</td>
</tr>
<tr>
<td>баса</td>
<td>By the way,</td>
</tr>
<tr>
<td>бали</td>
<td>Well, well then</td>
</tr>
<tr>
<td>билем, билем</td>
<td>I know, ... I know ...</td>
</tr>
<tr>
<td>кечиресиз</td>
<td>Pardon; I beg your pardon, I am sorry</td>
</tr>
<tr>
<td>жанылбасам</td>
<td>If I am not mistaken,</td>
</tr>
<tr>
<td>менимче</td>
<td>In my opinion,</td>
</tr>
<tr>
<td>сизиниче</td>
<td>In your opinion,</td>
</tr>
<tr>
<td>опондой болсо да.</td>
<td>Nevertheless, (lit.: even if this is so)</td>
</tr>
<tr>
<td>ошону менен катар</td>
<td>Nevertheless, despite this,</td>
</tr>
<tr>
<td>айтыканызды туура</td>
<td>What you said is correct,</td>
</tr>
<tr>
<td>туура айтыныз</td>
<td>You said it correctly,</td>
</tr>
<tr>
<td>демек</td>
<td>That means,</td>
</tr>
<tr>
<td>бирок</td>
<td>But,</td>
</tr>
<tr>
<td>бакытка жараана</td>
<td>Fortunately,</td>
</tr>
<tr>
<td>бакытка жарашай</td>
<td>Unfortunately,</td>
</tr>
</tbody>
</table>

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NUMBERS

Cardinals
1 - бир
2 - əki
3 - уч
4 - төрт
5 - бещ
6 - алты
7 - жети
8 - сегиз
9 - тогуз
10 - он
11 - он бир
12 - он əki, ...
20 - жылдырма, 21 - жылдырма бир, ...
30 - отуз, 31-отуз бир, 32 - отуз əки, ...
40 - кырк, 41-кырк бир, 42 - кырк уч, ...
50 - элуу, 51 - элуу бир, 52 - элуу əки, ...
60 - алтымыш ...
70 - жетимиш ...
80 - сексен ...
90 - токтон ...
100 - жуз, 101 - жуз бир, 120 - жуз жылдырма
1000 - (бир) миң
1000000 - миллион (<Rus.>)
0 - нөл (<Russ.>)

Ordinals
Ordinals are regularly formed by adding +(ин)чи / +(ин)чы > +(ин)чы / +(ин)чы to the cardinals:

бир+инчи first
алты+инчи sixth
тогуз+инчи ninth
он төрт+инчи fourteenth

Dates

Dates of years are stated in full numbers (not as in English nineteen ninety three). The last number takes the ordinal suffix, e.g.:

бир мин тогуз жуз токтон учүнчү жыйн the year 1992
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Hu Zhen-hua, Guy Imart, A Kirghiz Reader. Indiana University, Research Institute for Inner Asian Studies, Bloomington, IN., 1989 (presents Kirghiz texts from various linguistic levels and historical periods with English translation. Includes also texts from the Kirghiz in Afghanistan and Xinjiang (China).

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2) Chinghiz Aitmatov:

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**3) Other Kirghiz Writers in English Translation:**


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