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. Appended 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 Cirautas

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,

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 Tynaliyeva 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 Arık and Mr. Ablahat İbrahim 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 o/i (u/i) as basic vowels. An exception is the verbal noun suffix -yy/-γγ (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>Stem</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ат</td>
<td>&quot;name&quot;</td>
</tr>
<tr>
<td>кел-</td>
<td>&quot;to come&quot;</td>
</tr>
<tr>
<td>оку-</td>
<td>&quot;to study&quot;</td>
</tr>
<tr>
<td>аттым+</td>
<td>&quot;my name&quot;</td>
</tr>
<tr>
<td>кел-ш-</td>
<td>&quot;to come together; to agree&quot;</td>
</tr>
<tr>
<td>оку-ш-</td>
<td>&quot;to make study, i.e., to teach&quot;</td>
</tr>
<tr>
<td>оку-муш+</td>
<td>&quot;studied&quot;</td>
</tr>
<tr>
<td>оку-муш-туу</td>
<td>&quot;scholar, learned person&quot;</td>
</tr>
</tbody>
</table>
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: е (э) и е у
b) back vowels: а ы о у

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>Kirghiz</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>кыз+</td>
<td>&quot;daughter&quot;</td>
<td>кызы &quot;my daughter&quot;</td>
</tr>
<tr>
<td>эне+</td>
<td>&quot;mother&quot;</td>
<td>эне+м+де &quot;at my mother&quot;</td>
</tr>
<tr>
<td>сөз+</td>
<td>&quot;word&quot;</td>
<td>сөз+дер+ден &quot;from the words&quot;</td>
</tr>
<tr>
<td>бил-</td>
<td>&quot;to know&quot;</td>
<td>бил-дир- &quot;to let know, to express&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>бил-дир-ет &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>Kirghiz</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>диалект</td>
<td>&quot;dialect&quot;</td>
</tr>
<tr>
<td>фонетика</td>
<td>&quot;phonetics&quot;</td>
</tr>
<tr>
<td>диалект+тер</td>
<td>&quot;dialects&quot;</td>
</tr>
<tr>
<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 (e, y) or a back (o, y) labial, suffixes with the basic vowel ы or ü change the latter to the corresponding labial y or ü.

Examples:

- oй  "thought"  oй+су (ц си э ц "without")  "thoughtless"
- көз  "eye"  көз+су  "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 a/e, which are charged into o and e respectively, after a preceding o, e and ü. Note: no labial attraction takes place after ü.

Examples:

- кол+  "arm, hand",  кол+дор  (<+лар) "a:ms, hands"
- жоо+  "road",  жоо+до  (<+да loc.case) "on the road"
- but:  окуу+ "studying",  окуу+га  (<+га dat.case) "for studying"

0.4.2.4 Consonant Assimilation

When adding suffixes with the initial consonants н (I), 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-  "to study"
- оку-муш+  "studying"
- оку-муш+туу  "scientist, scholar"
- оку-муш+туу+лар  "scholars"
- оку-муш+туу+лар+ыбыз  "our scholars"
- оку-муш+туу+лар+ыбыз+ьын  "of our scholars"
In noun formations a case suffix occupies the final position. In verb formations the negative suffix - bu/-be (>-pa/-pe-, 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-иш- "to come together; to agree"
- кел-иш-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 ə, u, and ö, ü. 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: е, ё, and ю. The Cyrillic alphabet is still used today. A decision has, however, been made to switch in the future to the Latin script.
<table>
<thead>
<tr>
<th>Kirghiz Alphabet and Rules of Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aa</strong> [a]</td>
</tr>
<tr>
<td><strong>Бб</strong> [b]</td>
</tr>
<tr>
<td><strong>Вв</strong> [w]</td>
</tr>
<tr>
<td><strong>Гг</strong> [g]</td>
</tr>
<tr>
<td><strong>Дд</strong> [d]</td>
</tr>
<tr>
<td><strong>Ее</strong> [e]</td>
</tr>
<tr>
<td><strong>Жж</strong> [j]</td>
</tr>
<tr>
<td><strong>Зз</strong> [z]</td>
</tr>
<tr>
<td><strong>Ии</strong> [i]</td>
</tr>
<tr>
<td><strong>Йй</strong> [y]</td>
</tr>
<tr>
<td><strong>Кк</strong> [k]</td>
</tr>
<tr>
<td><strong>Кк</strong> [q]</td>
</tr>
<tr>
<td><strong>Лл</strong> [l]</td>
</tr>
<tr>
<td><strong>Мм</strong> [m]</td>
</tr>
<tr>
<td><strong>Нн</strong> [n]</td>
</tr>
<tr>
<td><strong>Нн</strong> [ŋ]</td>
</tr>
<tr>
<td><strong>Оо</strong> [o]</td>
</tr>
<tr>
<td><strong>Өө</strong> [ö]</td>
</tr>
<tr>
<td><strong>Пп</strong> [p]</td>
</tr>
<tr>
<td><strong>Рр</strong> [r]</td>
</tr>
<tr>
<td><strong>Сс</strong> [s]</td>
</tr>
<tr>
<td><strong>Тт</strong> [t]</td>
</tr>
<tr>
<td><strong>Уу</strong> [u]</td>
</tr>
<tr>
<td><strong>Уу</strong> [ü]</td>
</tr>
<tr>
<td><strong>Фф</strong> [f]</td>
</tr>
<tr>
<td><strong>Хх</strong> [h]</td>
</tr>
<tr>
<td><strong>Цц</strong> [ç]</td>
</tr>
<tr>
<td><strong>Чч</strong> [ç]</td>
</tr>
<tr>
<td><strong>Шш</strong> [š]</td>
</tr>
<tr>
<td><strong>Щщ</strong> [šč]</td>
</tr>
<tr>
<td><strong>Ъъ</strong></td>
</tr>
<tr>
<td><strong>Ыы</strong> [i]</td>
</tr>
<tr>
<td><strong>Юю</strong> [yu]</td>
</tr>
<tr>
<td><strong>Яя</strong> [ya]</td>
</tr>
<tr>
<td><strong>Юю</strong> [yu]</td>
</tr>
<tr>
<td><strong>Яя</strong> [ya]</td>
</tr>
</tbody>
</table>
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 (ат "horse") or derived noun formations (ат+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+a "to my horses").

The nominative functions as the subject of the sentence: окууучу келди "the teacher came." The genitive is used to express definite ownership, e.g. "the teacher's house" is rendered in Kirghiz окууучу+нын ый+ый (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. кел-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)
- окуучумун "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 air may 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 киреги 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)"; ygi+yim бар (жок) "my house exists (does not exist)", i.e., "I have (not) a house."
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-уу+м (or: бар-ышым) керек. "I can go" translates into бар-уу+м мүмкүн "my going is possible" or бар-а алаымын/алам.

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

- бар-ты+м келди "I want to go" (lit.: "my desire to go has come");
- бар-айым "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": мага нам 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., үйге 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/-ин 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 жүрмүн "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": кел-ген+де.

Likewise, English relative clauses correspond in Kirghiz to attributive phrases: "a letter which was written" translates into "having written letter": жазыл-ган кат.

Peace Corps

Revised: 4/6/93
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 Ötükän mountain region, located between the rivers Orkhon and Selenga 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...
foundations of their nomadic culture. From 1935-1938, during Stalin's purges of the non-Russian intelligentsia, 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 *manaschi* (singers of the epos Manas). In the course of time the epic grew in size. One version recorded from the *manaschi* 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 epic 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 (*asf*), 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 (*aytiš*) 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, агай!
T: Саламатчылык! Иштер кандаї?
PCV: Рахмат, жакшы.

VOCABULARY:

camasat  healthy, well, safe and sound
camasatсыз you are healthy, well
бы  interrogative particle
camasatсызбы  greetings: How are you? (lit.: Are you healthy?)
camasatчылык  state of health (here: I am fine; I am well)
агай  respectful address for a male teacher; form of address for a respected elder (male)
иш  business work
иштер plural: works
кандай  how
иштер кандаї 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:

*Used independently*

<table>
<thead>
<tr>
<th>Men (I)</th>
<th>-мын/-мун; -мүү/-мүүн</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sen (you)</td>
<td>-сын/-сүн; -сүү/-сүүн</td>
</tr>
<tr>
<td>Sиз (you sing. polite form)</td>
<td>-сыз/-сүз; -сүз/-сүз</td>
</tr>
<tr>
<td>Ал (he, she, it)</td>
<td>Ø</td>
</tr>
<tr>
<td>Биз (we)</td>
<td>-биз/-бөз; -бөз/-бөз</td>
</tr>
<tr>
<td>Сиздер (you; plural form)</td>
<td>-сызлар/-сизлер; -сүзлар/-сүзлөр</td>
</tr>
<tr>
<td>Сиздер (you; plural polite form)</td>
<td>-сызлар/-сизлер; -сүзлар/-сүзлөр</td>
</tr>
<tr>
<td>Алар (they)</td>
<td>Ø</td>
</tr>
</tbody>
</table>

*Used as personal endings*

- -мын/-мун; -мүү/-мүүн
- -сын/-сүн; -сүү/-сүүн
- -сыз/-сүз; -сүз/-сүз
- Ø
- -биз/-бөз; -бөз/-бөз
- -сызлар/-сизлер; -сүзлар/-сүзлөр
- -сызлар/-сизлер; -сүзлар/-сүзлөр
- Ø
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:

- саламатсыз: you are healthy (lit.: healthy-you)
- Кыргызбыв: we are Kirghiz (lit.: Kirghiz-we)
- ал студент: he, she is a student (lit.: he/she student)
- студенттис: we are students (lit.: students-we)
- Америкаданымн: I am from America (lit.: America-from-I)
- екулмүн: I am a representative (representative-I)
- екулдербүз: we are representatives (representative-[plural] we)

The negation is formed with эмес "it is not": Кыргыз эмеспиз "we are not Kirghiz"; екул эмесмин "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 бы/би; бу/бу > пы/пыр, пы/пны (after voiceless consonants қ, ғ, с, т, ш, ч) to the word which is questioned.

Examples:

- саламатсызлык: are you well?
- бул китеппиз? is this a book?
- ал студенттүп? is he (she) a student?
- екулсүздөр бүз? are you (pl.) representatives?
- Кыргыз эмесцепсиз? are we not Kirghiz?
2. **COMPETENCY:** To introduce and identify oneself  
**SITUATION:** Classroom  
**ROLES:** PCV and elderly Kirghiz teacher (female)

_T:_ Амансыздарбы мырзаалар жана айымдар!

_PCV:_ Саламатсызыбы, эже!

_T:_ Мен кыргыз тили мугалими болом. Атым Айнагул Осмон кызы.

_PCV:_ Сизди кергөң э кубанычтуубуз!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Kirghiz</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>аман</td>
<td>well, healthy</td>
</tr>
<tr>
<td>амансыз</td>
<td>you are healthy/well</td>
</tr>
<tr>
<td>амансыздар</td>
<td>you (plural) are healthy/well</td>
</tr>
<tr>
<td>амансыздарбы</td>
<td>greeting: How are you!</td>
</tr>
<tr>
<td>мырза (pl.: мырзаалар)</td>
<td>sir, gentleman</td>
</tr>
<tr>
<td>жана</td>
<td>and</td>
</tr>
<tr>
<td>айым (pl: айымдар)</td>
<td>lady, miss, Mrs.</td>
</tr>
<tr>
<td>эже</td>
<td>older sister</td>
</tr>
<tr>
<td>эжеке</td>
<td>respectful form of address for an elderly lady</td>
</tr>
<tr>
<td>Кыргыз</td>
<td>a (the) Kirghiz</td>
</tr>
<tr>
<td>тил</td>
<td>language, tongue</td>
</tr>
<tr>
<td>кыргыз тил+и</td>
<td>Kirghiz language (see p. 53)</td>
</tr>
<tr>
<td>мугалим</td>
<td>teacher</td>
</tr>
<tr>
<td>кыргыз тил+и мугалим+и</td>
<td>Kirghiz language teacher (see p. 53)</td>
</tr>
<tr>
<td>бол-</td>
<td>to be</td>
</tr>
<tr>
<td>болом</td>
<td>I am, I shall be</td>
</tr>
<tr>
<td>ат</td>
<td>name</td>
</tr>
<tr>
<td>ат+ым</td>
<td>my name</td>
</tr>
<tr>
<td>кыз</td>
<td>girl, daughter</td>
</tr>
<tr>
<td>Осмон кызы+ы</td>
<td>daughter of Osmon (see p. 53)</td>
</tr>
<tr>
<td>көр-</td>
<td>to see</td>
</tr>
<tr>
<td>көр-ген+</td>
<td>having seen (past participle)</td>
</tr>
<tr>
<td>көр-ген+ге (dative)</td>
<td>(dative) for having seen</td>
</tr>
<tr>
<td>кубаныч</td>
<td>happiness</td>
</tr>
</tbody>
</table>

Peace Corps
with happiness, happy, pleased (see p. 43)
we are glad, pleased

GRAMMAR AND VOCABULARY EXPLANATION:

Plural: +лар/+лёр

The plural suffix is +лар/+лёр. 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/+лёр; +лар/+лёр
- after voiced consonants (н, н, м, з, р, л): +лар/+лёр; +лар/+лёр
- after voiceless consonants (к, п, с, т, ш, ч): +тар/+тар; +тар/+тар

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

Examples:

эже+лёр sisters
мырз+лар gentlemen
сиэ+лёр you (polite)
крыз+лар girls
китеп+тар books
соэ+лёр words
ат+лар names
3. COMPETENCY: To ask for permission to enter

SITUATION: Classroom

ROLES: PCV and elderly Kirghiz professor

PCV: Ассалом алейкүм, аксакал! Кирүүге мүмкүнбү?
       T: Алейкүм ассалам! Кирүүгү. Иштериниз кандай?
       PCV: Рахмат, агай, жаман эмес.

VOCABULARY:

ассалом алейкүм (~<Arab>) greeting for an elderly male person: peace be with you
алейкүм 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-үү (verbal noun) entering
мүмкүн possible, feasible
мүмкүнбү 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 -выз/-ніз > унүз/-үнүз to verb stems ending in a consonant and -ныз/-ніз > -нүз/-күз to verb stems ending in a vowel. If the request addresses several persons older than the speaker the plural suffix +лар/-лүр > +дар/+дүр, etc. is added to -выз/-ніз, etc. For the negative forms of the imperative see general remarks 0.5.

Examples:

кир-ніз(дар)! "please come in (all of you)"
кир-бэ-ніз(дар)! "please do not come in (all of you)"
кал-ныз(дар)! "please stay (all of you)"
кал-ба-ныз(дар)! "please do not stay (all of you)"
оку-нуз(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>Kirghiz</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>кир!</td>
<td>&quot;enter!&quot;</td>
</tr>
<tr>
<td>кел!</td>
<td>&quot;come!&quot;</td>
</tr>
<tr>
<td>көр!</td>
<td>&quot;see!&quot;</td>
</tr>
<tr>
<td>көр-үш!</td>
<td>&quot;meet!&quot;</td>
</tr>
<tr>
<td>кир-бө!</td>
<td>&quot;do not enter!&quot;</td>
</tr>
<tr>
<td>кел-бө!</td>
<td>&quot;do not come!&quot;</td>
</tr>
<tr>
<td>көр-бөл!</td>
<td>&quot;do not see!&quot;</td>
</tr>
<tr>
<td>көр-үш-пө!</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, кыргыз тили сабагы качан болот?  
T: Сабак эртен саат учте болот.  
PCV: Анда эртен көрупшебуз, агай.  
T: Жакшы барыныз!  
PCV: Саламатта калыныз!

**VOCABULARY:**
- сабак: class  
- сабагыны: its class (see p. 53)  
- качан: when  
- бол-: to be, to become  
- бол-от: it will be  
- эртен: tomorrow  
- саат: hour  
- уч: three  
- саат учте: at three o'clock  
- анда: then, in that case  
- көр-: to see  
- көр-үш-: (joint action) to see each other, to meet  
- көр-үш-ебуз: 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:  
-\(-a/-e > -o/-e\) (after vowel -i) + personal endings (p. 13).

*Note: The 3 person singular has the personal marker -t. The 3 person plural is formed by adding first the cooperative suffix -(b)-/-m- to the verbal stem followed by -a/-e and the 3. person marker -t. (see Chart 6).

Examples:

baru'min > baram "I go, I will go"
bol-ot "he, she, it is, will be"
kul-um "we meet, will meet (see each other)"

Negative:

baru-ba-sin "you do not go, will not go"
kul-um "we do not meet, will not see each other"

Interrogative:

baru'mbri "will I go?"

*Note: The third person singular of the interrogative has a special form:
bolobu "will it be?"
jaraiibi "is it suitable?"
kelabibi "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:

Жакшы болуу мин күнде,  It takes a long time to earn a good reputation
Жаман болуу бир күнде. 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 (Jarcisi, 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 2000 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-булена чонбу?
PCV: Ооба, менин ата-энем, агам, иним, эjem жана карымдашым бар.

HCP: Уйленгендер барбы?
PCV: Ооба, агам менен эjem уйленген.

HCP: Алар ким болуп иштейт?
PCV: Алар менен женем мугалим. Эjem -- инженер, жездем -- тилчи.

VOCABULARY:
- уй-буле: family
- чон: large
- менин: my (<genitive case of мен "I")
- ата-энем: parents
- иним: younger brother
- карымдаш: younger sister (term of address to be used by a man)
- бар: it (they) exist(s)
- ооба: yes
- менен: with (postposition); and
- уй: home, house
- уй+лен: to marry (of a man)
- уй+лен-ген: those who are married
- ким болуп: as what
- жеңе: older brother's (or any close male relative's) wife
- жеңде: older sister's (or any close female relative's) husband
- тилчи: 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+биз "our parents"; ый-булө+ныз "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") ый-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:

Уй-булө+ныз барбы? "Do you have a family?" (=Are you married?)
Ооба, уй-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 ооба is avoided; instead, words expressing willingness or agreement (макул, боот, мейли, жарайт) are used:

Эми откен сабакты өзүңүз окунуз!
Макул, агаай.

"Now you read the previous lesson!"
"Agreed, агаай (sir)."
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 келгенсинди?  
PCV: Жок, апа, азыр биринчи жолу келдим.  
HFM: Кыргычча жакшы суилейт экенси, кайда үйрендүүн, айланайын?  
PCV: Тыңчтык тобунда үйрендүүм, апа.

**VOCABULARY:**

- **бала**  
  child
- **бала+м**  
  my child
- **мурда**  
  before, previously
- **кел-**  
  to come
- **кел-ген+син+би**  
  have you come?
- **кел-дим**  
  I came
- **апа**  
  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)
- **суило-**  
  to speak
- **эжен**  
  particle: indeed (as I know it now)
- **үйрен-**  
  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")

Peace Corps 25 Revised: 4/26/93
GRAMMAR AND VOCABULARY EXPLANATION:

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

Form: -д+/т+ plus possessive suffixes (see Chart 8)

• Note: The first person plural has the personal marker +(ы)к/+(ы)к; +(ы)к/+(ы)к.

Examples:

кел-д+иим "I came" (lit.: my having come)
уйрөн-д+ын "you learned"
бар-д+ык "we went"
бар-ыш-т+ы "they went"

Negative: кел-бэ+д+ык "he did not come"
kөрүш-пэ-д+ык "we did not meet"

Interrogative: уйрөн-д+уңбу? "did you learn?"
бар-д+ыңбу? "did you come?"
kөр-д+уңу "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 келди "(I saw) he came just now from the city."

The particle экен:
In statements экен 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 суйлоо экенси "(I did not know it, but I see now) you speak Kirghiz well!"

• Note: экен 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 экенмин "(I learned through someone else) I will go."

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

Кыргызча жакшы суйлоо бекенси? "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, туугандарыңыз кайда жашайт?
HFM: Туугандарыбыз Үйсүк-Көл аймагында жашайт.
Ата-энәм Чолпон-Ата шаарында жашайт.
PCV: Мен Үйсүк-Көл жүндө макала окуганым. Бул көл етө 
сулугү деп ойлоймун.
HFM: ООба, ООба, кааласаныз жайындага көйгө кошо барабыз.
PCV: Абдан жакшы болот, рахмат!

VOCABULARY:
тууган relative
жаша- to live
Үйсүк hot
көл lake
Үйсүк-Көл Isik Köl (Lake Isik, lit.: hot lake)
аймақ region, district
Үйсүк-Көл аймагында in the region of the Isik Köl
Чолпон-Ата a city in Kirghizstan
шаар city
жөң side, direction
жүндө about (postposition)
макала article
етө very
сулуу beautiful
ойло- to think
de- to say
dеп saying (converb/gerund)
каала- to wish, to like
кааласаныз if you wish, if you like
жай summer
жайындага in summer
кошо together
абдан very
GRAMMAR AND VOCABULARY EXPLANATION:

Distant Past Tense:
The phrase оку-ган-мыйн introduces a distant past tense, comparable to the English present perfect tense.

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

Examples:

оку-ган+мын          "I have read" (lit.: I am the one who read)
оку-ган+мын > окутам+мын > окутам (spoken language)
кел-ген+син          "you have come"
уйрон-гон+буз        "we have learned"
алар алып-кан         "they have taken"

Negative: The negative has three forms:

a) regular form:       оку-ба-ган+быз      "we have not read"

b) emphatic forms:     оку-ган эмесиз        "we did not read"
оку-ган+быз жок      "we never did read" (lit.: our having read was not in existence)

Interrogative: кел-ген+сини?  "have you come?"

Function:
The above tense (in Kirghiz called байыркы открен 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:

Уйлентгендер барбы? (p. 23) "Are there those who are married?"

With the locative case -ган/-ген, etc. renders English temporal clauses introduced with "when":

Сиз телефоң чалганда уйде жок элөм. "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.
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, рахмат! Эми мен кыргыз тилин тез уйренүм.

HFM: Андай болсо, бул кыргызча-англисче суйлегмену дагы алып кой!

PCV: Чон рахмат, эже! Мен учун бул аябай сонун белек!

VOCABULARY:

белек
катары
белек катары
сага
бер-
ой
эми
тез
андай болсо
суйле-
sуйлежме
dагы
ал-
кой-
алып кой!
чон
чон рахмат
учун
аябай
сонун

a present
(postposition) as
as a present
for you (dative case of сен "you")
to give
interjection expressing surprise
now
rapid, quick, rapidly, quickly
in that case (lit.: if it is so)
to speak
phrase book
too; again
to take
to put down
please take!
great
many thanks
for (postposition)
very
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.)  
сүйлюшмо+ны  "the phrasebook" (acc.)  
тил+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 үйренүм  "I will learn the Kirghiz language fast"

c) it is either a personal, demonstrative pronoun or a personal name:
   Натты (аны) көрдүм  "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 алдымы.  "I bought books (any kind)."
Макала жаздыныз.  "You wrote an article (any kind)."

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

PROVERB:

"The family is the key to happiness."
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 эже "older sister," кырындыш "younger sister" (said by a man), and синиш "younger sister" (to be used by a woman). For persons who are approximately the age of one's own parents апа or эне "mother" and ата "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.: мырзазар "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. Ахмед Райф" (from Kuwait), or Германия Федеративтуу Республикасынын Элчи Ахим Холценбургер 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 аым or ханым (<Uzbek ханым)"my lady, lady", e.g., аымлар жана мырзазар! "ladies and gentlemen."

Frequently Kirghiz will add the syllable ай > ай 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"
- эже > эжей "dear older sister; dear lady; also: term of address for a female teacher"
- апа > апай "dear mother; dear lady."
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:

- ага > агаке > аке  "dearest brother"
- аба > абаке  "dearest brother"
- аке > эвеке  "dearest mother"
- апа > апаке  "dearest mother"
- эже > эжеке  "dearest older sister"
- ата > атаке  "dearest father."

Like in Kazakh еке-ке 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 +н 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: ботоу "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 айланайын "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 кызылайын 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 –5 (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, саламатсызыбы, эже!

**K:** Саламатчылык!

**PCV:** Тыныштызды алган Натымын.

**K:** А-а, Нат, жакшы жұрмасунбұ?

**PCV:** Рахмат, жакшы. Эже, Бакыт ұйдебу?

**K:** Жок, айланынын, Бакыт бир сааттан кийин келет.

**PCV:** Эже, Бакытка айтты коюнузду, келгенде мага телефон
чалсың.

**K:** Жаратык, берекем, айтывын.

**PCV:** Рахмат, жакшы калыныз!

**K:** Саламатта бол!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>WORD</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ало</td>
<td>hello</td>
</tr>
<tr>
<td>тынч</td>
<td>quiet, restful, peaceful; quietness, peacefulness</td>
</tr>
<tr>
<td>тынч ал-</td>
<td>to disturb</td>
</tr>
<tr>
<td>жұр-</td>
<td>to walk, to go, to move</td>
</tr>
<tr>
<td>Бакыт</td>
<td>personal name (lit.: happiness)</td>
</tr>
<tr>
<td>бир</td>
<td>one</td>
</tr>
<tr>
<td>кийин</td>
<td>after (postposition; takes the ablative case)</td>
</tr>
<tr>
<td>бир сааттан кийин</td>
<td>after one hour</td>
</tr>
<tr>
<td>айт-</td>
<td>to say, to tell</td>
</tr>
<tr>
<td>айт-айын</td>
<td>I will tell</td>
</tr>
<tr>
<td>айтты коюнузду</td>
<td>please do tell</td>
</tr>
<tr>
<td>мага</td>
<td>to me (&gt;мен &quot;I&quot;)</td>
</tr>
<tr>
<td>телефон</td>
<td>telephone</td>
</tr>
<tr>
<td>чал-</td>
<td>to ring, to call (on the telephone)</td>
</tr>
<tr>
<td>жара-</td>
<td>to be fit (for), to be suitable (agreeable)</td>
</tr>
<tr>
<td>жаратык</td>
<td>good, settled, okay</td>
</tr>
<tr>
<td>береке</td>
<td>treasure, darling, dear, dearest</td>
</tr>
</tbody>
</table>
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
2. person singular
3. person sing./plural
1. person plural

Examples: (see above dialogue)

айын-айын
( imperative forms: кел! "come!" келиниш "please come!"
айын
"I will say"
жөңөк-олу
(let's send (it) off (p. 36)
телефон чың-сын
"he may (=should) call me"

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

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

эттөн канча алайың (p. 44) "how much meat should I buy?"
көчөн кайталайың (p. 38) "when should I try again (lit.: repeat)?"

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

бактылуу болсоң "may you be happy".

Particle чы/чи; чу/чу:

This particle emphasizes imperative forms (see p. 17), e.g., айтп көңүзү "please do tell!"; киринизчи "please do enter!"
2. COMPETENCY: To send an international letter/fax
SITUATION: Post-office
ROLES: PCV and Kirghiz clerk (female)

PCV: Саламатсызбы, айым!
C: Саламатчылык, келиниэ!
PCV: Мен бул катты Америкага жөнөтүшүм керек.
C: Кат Нью-Йоркко уч жумада жетет.
PCV: Андан тезирек болбейбу?
C: Телефакс менен жөнөтсыңуз бир күнде барат, бирок баасы көбүрөөк болот.
PCV: Макулмун, факс жөнөтөлү.

VOCABULARY:

кат
жөнөт-
жөнөтүшүм керек
керек
үч
жума
жет-
андан
tez
тезирек
болбейбу
жөнөт-сөңүз
баа
көбүрөөк
макул
макулмун

letter
to send
I must send (lit.: sending-my necessary)
necessary
three
week
to arrive, to reach
than that
quick, quickly
quicker
can it not be?
(polite sing.) if you send
price
more (comparative degree of көп: many, much)
agreeable
I agree
GRAMMAR AND VOCABULARY EXPLANATION:

Rendering of English "I must, etc."

The above phrase жөнөтүүнө 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 -yy+/-yy+ plus possessive suffix, followed by the word көрөк "(it is) necessary."

Examples:

6ап-мынбыз көрөк 
көл-yy+м көрөк 
айтыш+ыбыз көрөк

"you must (=should) go"  
"I must come"  
"we must tell"

Negation:

бар-ыш+ыныз 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 мүмкүү "(it is) possible," express "can":

көл-иш+им (көл-yy+м) мүмкүү  "I can come" (lit.: my coming is possible)

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

кыр-yy+м (кыр-иш+им) мүмкүү?  "may I come in?"

Frequently the question is expressed impersonally:

кыр-yy+гө (dative) мүмкүү? (p. 17)  "may I enter?" (lit.: is it possible to enter?)

Comparative Suffix:

The suffix +(ы)раак/+(и)рөөк; +(у)раак/+(ы)рөөк renders the comparative of adjectives: тез+ийрөөк "faster"; көб+ырөөк (<көп "much, many") "more." In a comparison, the noun indicating the inferior quality stands in the ablative case (see p. 80): ат кой+дон тезирөөк "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 станицысынан. Сиз Америкага заказ бердиниз беле?
PCV: Ооба, бергенмин. Кутуп отурам.
O: Кечиресиз, бирок номер жооп бербей жатат. Качан кайталайсып?
PCV: Мүмкүн болсо бир сааттан кийин.
O: Жарайт, кутунуз.
PCV: Рахмат!

VOCABULARY:
эл аралык international
станция (<Russ.) station
заказ (<Russ.) order
бердиниз беле? have you given? did you not just give?
беле<br> кут- to wait<br> отур- to sit<br> кутуп отурам I am waiting
кечир- to excuse (lit.: to let pass)<br> 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
кайтала- to repeat
мүмкүн possible
мүмкүн болсо if possible
GRAMMAR AND VOCABULARY EXPLANATION:

Converbs and Descriptive Verbs:
The suffix -(ы)n/-(и)n, etc. contained in the above phrase кут-ун 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)n/-(и)n, etc. renders an action which has been or will be completed before the action of the following verb:

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

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

Асылбек түшүндүр-ө айты. "Asilbek said (it) explainingly."

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

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

Together with an immediately following verb, denoting a movement of the human body, such as туп- "to stand," жат- "to lie down," отуран- "to sit," бер- "to give," and ал- "to take," the converbs mentioned above form verb compounds, in which the verbs of movement describe how the action expressed in the preceding converbial 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 туп- "to stand," жат- "to lie down," отуран- "to sit" form present continuous tenses (see Chart 10):

бар-а жатат "he is going"
ал-ын туран "I am taking"
kут-ун отуран "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 туп-.

PROVERB:

Жаман чечен кеп сөздүү. "A bad speaker uses many words."
TOPIC 4:
FOOD

CULTURE NOTE: Kirghiz dishes

COMPETENCIES:
1. To order food in a 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 çučuk, a sausage made from special parts of horse meat.

The usual dishes made with meat are beşbarmak (lit.: five fingers), consisting of boiled meat, usually mutton, cut into small pieces and served on a bed of noodles; manit; 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, Dungans (Hui), Russians and Koreans. Some non-Kirghiz dishes and food items have been adopted: Russian cabbage soup (borsch), potatoes, biscuits, pies, salads.

Among drinks, kimizer and bozo are always popular. Kimizer, 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 saslik, 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: Бэн, жүр ашканаға барып тушку тамак ичели!  
PCV: Макул, көттөк!  
K: Мына дасторкон узуру. Қарақ көрөлө.  
PCV: Мен сабыздын жасалған салат, бешбұрмақ жана қаттама алайын.  
K: Мен болсоном помидордон жасалған салат, палоо жана таттуу быштак алам.  
PCV: Лимон менен чай ичелиби?  
K: Соңун болот!

**VOCABULARY:**

- аш
- ашқанда
- түш
- тамак
- түшкү тамак
- ич-
- кет-
- дасторкон
- дасторкон узуру
- кара-
- көрөлү
- сабыз
- жаса-
- жаса-л-
- салат
- бешбұрмақ
- қат
- қаттама
- помидор

meal  
dining-hall, cafeteria  
midday  
food  
lunch  
to drink, to eat  
to go away, to leave  
tablecloth on which food is placed; food offered to guests  
menu  
to look  
let's see! Let's have a look!  
carrot  
to make, to prepare  
(passive) to be made  
salad  
dish with meat and noodles (lit.: five fingers)  
layer  
to put layers one on another  
puff  
tomato

Peace Corps 42
Revised: 4/26/93
GRAMMAR AND VOCABULARY EXPLANATION:

Rendering of English Relative Clauses:
The above dialogue gives examples of a construction corresponding to English relative clauses: сабиеден жасалган 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 -ран/-ген, etc. and --ъуучу/-ъуучу/-оучу/-өечу (-ъу+чу, etc.). The -ран/-ген verbal noun generally relates past actions and functions as a past participle. The -ъуучу/-ъуучу/-оучу/-өечу verbal noun denotes habitual and future actions, functioning as an habitual-future participle.

•Note: As attributes neither -ран/-ген, etc. nor -ъуучу/-ъуучу, etc. can take suffixes. An attribute in the Turkic languages remains unchanged (кызыл армакалар "red apples").

Examples:
Чолпон-Атаға жөнө-өң автобус "the bus which went to Cholpon-Ata"
Чолпон-Атаға жөнөөчү автобус "the bus which goes regularly (or will go) to Cholpon-Ata"

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

Suffix +сыз/+сиз; +суз/+суз:
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+лүү үй күлүүстен "A house with children is a garden,
бала+сыз үй көрүстен a house without children is a graveyard."

Peace Corps 43 Revised: 4/26/93
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 кетип жатам. Палоо жасаганга эмне керек?

K: Палоо жасаганга койдун эти, курууч, сабиз, есумдук майы керек.

PCV: Эттен канча алайын?

K: Жарым кило алсаныз болот.

PCV: Макул, анда мен кеттим. Жакышы калынчыз!

K: Жакышы барынчыз!

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Kirghiz</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>бazaар</td>
<td>bazaar</td>
</tr>
<tr>
<td>палоо</td>
<td>pilaf</td>
</tr>
<tr>
<td>кой</td>
<td>sheep</td>
</tr>
<tr>
<td>эт</td>
<td>meat</td>
</tr>
<tr>
<td>койдун эти</td>
<td>mutton</td>
</tr>
<tr>
<td>курууч</td>
<td>rice</td>
</tr>
<tr>
<td>есумдук</td>
<td>plant; vegetable</td>
</tr>
<tr>
<td>май</td>
<td>oil</td>
</tr>
<tr>
<td>есумдук майы</td>
<td>vegetable oil</td>
</tr>
<tr>
<td>канча</td>
<td>how much</td>
</tr>
<tr>
<td>жарым</td>
<td>half</td>
</tr>
<tr>
<td>кило; кил</td>
<td>kilogram</td>
</tr>
</tbody>
</table>
GRAMMAR AND VOCABULARY EXPLANATION:

The Conditional:
Form: -ca/-ce; -cc/-co plus possessive suffixes as personal endings (see Chart 1), except first person plural, which has the personal marker -к.

Examples:

<table>
<thead>
<tr>
<th></th>
<th>&quot;if I take&quot;</th>
<th></th>
<th>&quot;if we take&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>азысам</td>
<td>&quot;if I take&quot;</td>
<td>азык</td>
<td>&quot;if we take&quot;</td>
</tr>
<tr>
<td>көр-сең</td>
<td>&quot;if you see&quot;</td>
<td>көр-сеңәр</td>
<td>&quot;if all of you see&quot;</td>
</tr>
</tbody>
</table>
| оку-сәңыз | "if you read" | оку-сәңызәр | "if you all read"
| бол-со    | "if it is"    |          |               |

Negative:

<table>
<thead>
<tr>
<th></th>
<th>&quot;if I do not take&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>алы-ба-саң</td>
<td>&quot;if I do not take&quot;</td>
</tr>
<tr>
<td>бол-бо-со</td>
<td>&quot;if it is not&quot;</td>
</tr>
<tr>
<td>ойлен-бо-сең</td>
<td>&quot;if we do not think&quot;</td>
</tr>
</tbody>
</table>

Function:
The conditional renders conditional phrases, followed by a conclusion:

оку-сәң октууу чу 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 алысәңыз болот (see above dialogue) "You may (can) buy a half kilo."
(lit.: if you buy a half kilo, it will be [fine].)
сизден 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 алысәңыз 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: келсениң! "please (kindly) come!", отурсыңыз! "please (kindly) sit down!" In this usage the conditional can take the emphatic particle чы/чи, etc. (see p. 35): кел-сениңчи! "please do come!"
3. COMPETENCY: To express food preferences (likes/dislikes)
SITUATION: In a Kirghiz home
ROLES: PCV and Kirghiz host counterpart

PCV: Айтынызчы, кыргыздар кандай тамакты жакшы көрүшөт?
H: Казактарды Кыргыздар да этти абдан жакшы көрүшөт.
PCV: Чоңко эттин жешепти?
H: Жок, жок, Кыргыздар эч убакыт чоңко эттин жебейт. Аны жек көрүшөт. Мал эттин каалашат.
PCV: Демек, Кыргыздар кой эти, жылкы эти, үй эттин жактырып эшент э! 

VOCABULARY:
жакшы көр- to like (lit.: to see well)
жек көр-/ жаман көр- to dislike; to hate
чоңко pig
же- to eat
эч no ... (as in no one, etc.)
убакыт time
эч убакыт never
мал cattle
демек that is, that means
жылкы 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 жакшы көруүү "The Kirghiz like meat very much."
Аны (acc.) жек көруүү "They dislike it."

Экен:
The sentence Кыргыздар кой эти, жылды эти, үй этин жактырышат экен --е! "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 (кож эти, жылды эти, үй этин) takes the case suffix.

PROVERB:
Көндөй чөлөк катуу калдырайт. "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, Kirgiz Tuusu, 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-Keče 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 (Kirgiz 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.
I. **COMPETENCY:** To ask information on local currency

**SITUATION:** At the currency exchange office

**ROLES:** PCV and bank manager

PCV: Саламатсызбы! Долларды жергиликтүү акчага алмаштырсым болобу?

M: Албетте болот! Келиниш!

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

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

PCV: Мүмкүн болсо, андан майдараак дагы беринизчи.

M: Жарайт. Мына: эки -- 5000 сомдук, он -- минсомдук, калгынын 200 (эки жүз) жана 100 (жүз) сомдуктан берейин.

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**VOCABULARY:**

- жер: earth, land; place
- жергиликтүү: local
- акча: money
- алмаш-: to change
- алмаш-тыр-: to exchange (lit.: to make change)
- алмаштыр-сам: may I exchange? (lit.: if I exchange, is it possible?)
- албетте: certainly, of course
- сомдук: ruble bill
- эми: now
- тушун-: to understand
- америка: America
- америкка+лык: American
- бүгүн: today (<бү күн "this day")
- курс: exchange rate
- майдала: small
- андан майдала+раак: smaller than that
- дагы: again, once more; even

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Peace Corps

Revised: 4/26/93
GRAMMAR AND VOCABULARY EXPLANATION:

Definite and Indefinite Ownership -- The Genitive Case:

In the above dialogue the phrase "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/+ни; +нун/+ун
+тын/+тин; +тун/+тун (after voiceless consonants)
+дым/+дин; +дун/+дун (after м, н, р, л, з, к)

Examples:

кол+дун "of the arm" жер+лин "of the place"
иш+тин "of the work" сөз+дун "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 -ган/-ген or -үүчү/-үүчү attribute (see p. 43).

Examples (for #4):

Палоо жасаганга койдун 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 конооктордуң баарың таныйсыз (p. 87) "you know all the guests who have come" (lit.: the all of the guests)
шаардың четинше (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 тили "the Kirghiz language" (lit.: the language of the Kirghiz)
- Жекшенбi куну "Sunday" (lit.: the day of Sunday)
- Жол акысы "road fare"

*Note, however: Осман кызы "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 үйнүз менинчики же өкмөттүкүбү?

**HCP:** Былтыр приватизация мойзамы чыкканды бул уйду өкмөттөн сатып алгам.

**PCV:** Мыңдан башка дагы үйнүз барбы?

**HCP:** Ооба, шаардын четинде жер аяңты менен дачам бар.

**PCV:** Аны дагы сатып алгансизбы?

**HCP:** Биринчи жер сатып алгам, андан кийин кичинекей үй тургузгам. Кудай буйрусу жазыңда сизге дачамды көрсөтемүн.

**VOCABULARY:**
- **менчүк** private; property
- **бултыр** last year
- **же** or
- **өкмөт** government, state
- **өкмөт+үкү** belonging to the state
- **приватизация** (<Rus.) privatization
- **мойзым** law
- **чык-** to go out; to appear (law, newspaper, book, etc.)
- **сат-** to sell
- **сатып ал-** to buy
- **сатып ал-гам** (<сатып ал-ганымын > алгам) I have bought
- **башка** other, another
- **мыңдан башка** other than that; in addition, besides
- **чет** edge; suburb
- **аяңт** lot, plot; square
- **дача** (<Rus.) summer cottage
- **кичинекей** small
- **тур-** to stand
- **тур-гүз-** to erect, to build
- **тур-гүз-гам** (<тур-гүз-ганымын) I have built
Kyriatf God
6YYPY - 6YI0P- to order, to command
Kyttatt 6yilpyca God willing (lit.: if God orders)
xa3 spring
xa3+but+ga in spring
Kep-ceT- to show (<Kep- "to see")

GRAMMAR AND VOCABULARY EXPLANATION:

The Suffix +кы/+ки; +ку/+ку:
In a previous dialogue we encountered the phrase түшкү 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"
эртен+ки рейс (p. 63) (<эртен "tomorrow") "tomorrow's run"

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

*Examples:*
айыл+дагы киши "a person belonging to a (the) village"
mектебибиет+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"
биздин+ки > биздикки "the one which is ours"

By detaching +ники/+лики, etc. from the personal pronouns, a new suffix combination was created which can be added to any noun:
өкмөт+түкү (see above) "belonging to the government"
Rendering of English Temporal Clauses -ган+да/-ген+де, etc.:

The verbal noun in -ган/-ген, etc. (> -кан/-кен after voiceless consonants), combined with the locative case suffix +да/+де; +та/+те, etc., renders English temporal clauses introduced with "when" (see also p. 28)

Example:

Былпър приватизация мыйзамъъ чыккаңда бул уйду екмөттөн сатыш алыңм.
"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 стипендиясыңyz канча?
   K: Бир айда 1.5 (бир жарым) мин сом алам.
   PCV: Бул азбы же кешү?
   K: Бул аз, бирок тамакка жетет.
   PCV: А университетте окуганыңызга канча төлеңесүз?
   K: Бизди бекер окутат, бир тыйын дагы төлеңеңиз.
   PCV: Аябай жакшы эжен!

VOCABULARY:
стипендия  stipend  
бир  one  
ай  month  
жарым  half  
мин  thousand  
аз  little, few  
кеп  much, many  
жет-  to be enough  
а  and (conjunction)  
оку-ган  studying, having studied  
тело-  to pay  
бекер  free of charge  
оку-т-  to teach (lit.: to make study)  
тыйын  kopeck
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:

- эмне "what?"
- ким "who?"
- хече "how many?"
- кайда "where?"
- кайлант "from where?"
- канча "how much?"
- кандал "how?"
- кайсы "which?"
- качан "when?"

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:

- кимсиз "who are you?"
- кимбииз "who are we?"
- киммин "who am I?"

PROVERB:

Билимден 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
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-İsık-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 Şami, November 7-10, 1992, p. 6). A single fare from one stop to the next was 2 rubles (Kirgişt 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: Саламатсызы, карындыш! 9-чы (тогузунчу) микро-районго кандаай барсам болот?
PCV: Жок акысы канча эң?
C: Автобус менен троллейбуста 2 (еки) сом төлөөсүз.
PCV: Анын кондукторго беремби?
C: Жок, шаарда жүрүүчү транспорттун кондуктору болбөйт. Талон чаптырасыз. Он сомгө беш талон берем.
PCV: Рахмат!

VOCABULARY:

кырындыш — 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 ақы — fare, road payment
эн — in a question: "I wonder ..."
кондуктор — (<Rus.) conductor
жур- — to go, to move
жур-үүчү — which is (are) continuously going (moving)
шаарда жүрүүчү транспорт — city transit
tалон — a kind of coupon used in city transit
чап- — to hit; to cut (with a tool)
чап-тыр- — (causative) to have cut; here: to validate
GRAMMAR AND VOCABULARY EXPLANATION:

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

Habitual Participle -ычы/-ычы/-оочу:
The function of this participle (verbal noun) has been explained on p. 43. The phrase шарда жүрүүчү transport "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"); күрүүчү "builder" (<күр- "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: Саламатсызбы! Чолпон-Атага жоёөчү акырыкы автобуска бир билет керек.

TS: Кечиресиз, бирок акырыкы автобуска орун калган жок.

PCV: Андай болсо эртени киринчи рейке бериниз.


PCV: Макул. Канча төлөйтүү?

TS: 110 (бир жүз он) сөм. Автобус 3-чу (үчүнчү) жолдон жүрөт.

PCV: Рахмат, жакшы калыңыз!

TS: Жакшы барыңыз! Эртен менен кечипениңиз!

**VOCABULARY:**

- Чолпон-Ата: a town on the shores of the Isik Köl
- жоёөчү: to leave
- акырык: (adj.) last, final
- билет: (<Rus.) ticket
- орун: place
- эртен: tomorrow
- эртен+ки: (adj.) tomorrow's
- эртен менен: early in the morning, at dawn
- рейс: (<Rus.) run
- жол: way; here: platform
- кечик-: to be late
- кечик-пениңиз!: 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"

- көп менен  "by" (see above) "early in the morning"
  (lit.: with [the arrival] of tomorrow)

- эртен менен  "with me"

- мен менен  "with us"

- биз менен  "with us"

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

учун • "for, on account of"

- китеп учун келдим  "I came for the book"

- мен учун  "for me"

- but: анын учун  "for it"

сайын • "every" (lit.: in counting)

- саат сайын (p. 66)  "every hour"

- жыл сайын  "every year"

аркылуу • "by means of, via"

- Ош аркылуу (p. 66)  "via Osh"

боюнча • "according to"

- келипчи боянча (p. 106)  "according to the agreement"
2) Postpositions with the ablative case:

- **кийин** • "after"
  - беш күндөн кийин "after five days"
  - бир сааттан кийин "after one hour"
  - уч аялдамадан кийин (p. 72) "after three stops"

- **бери** • "since"
  - көп жылдан бери "since many years"

- **башка** • "aside, besides"
  - мемндан башка "aside from this"

3) Postpositions with the dative case:

- **чейин** • "until, up to"
  - саат 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"; жагында "at the side of"
  - Ош жагында (p. 95) "close to Osh" (lit.: at the side of Osh)

- **жон** • "side, direction"; жашында "about"
  - Тынчык Тобу жашында айтып коюнуучу!
  - "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:** Айтыныччы, Өзгөнө самолет учабы?  
**TS:** Кечиресиз, Бишкектен туура Өзгөнө самолёт учпат.  
Ош арқылуу барасыз.

**PCV:** Оштон Өзгөнө кантит жетебиз?  
**TS:** Оштон Өзгөнө саат саын автобус каттаап турат.

**PCV:** Андай болсо, Ошко уч билет бериниз-чи.  
**TS:** Кайсы убакытты калайсыз?

**PCV:** Эртен түштерде, мүмкүн болсо.  
**TS:** Саат 12:30 (өн-әки отузда) жарайбы?

**PCV:** Жарайт, раҳмат!

**VOCABULARY:**

Өзгөн — a town in the south of Kirghizstan  
самолөт — (<Rus.) plane, aircraft  
уч- — to fly  
tуура — straight  
Ош — city in southern Kirghizstan  
arқылуу — by means of, via (postposition)  
кантит — how  
жет- — to reach  
саат саын — every hour  
катта- — to come and go  
кэттап тур- — be come and go regularly  
убакыт — time  
каала- — to want  
tуш — midday  
туш+тер+ле — about midday
GRAMMAR AND VOCABULARY EXPLANATION:

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

• The expression түүргөрдө means "about noun." Added to numerals and expressions of time the plural +ләр/+лөр, etc. expresses approximation:

  саат эки+ләр+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 башпу?
TD: Ооба, келиңиз! Кайда барабыз?
PCV: Филармонияга шашып жатам.
TD: Андай болсо отурунуз, учуп алып барам.
PCV: Жакшы болот эле, концерттин башталышына 15 (он-беш) минут калды.
TD: Коркпонуз, үлгүрөбүз!

VOCABULARY:
баш free
taxi
gазария (<Rus.) concert hall
tоошкоо to hurry
шашып жатам I am hurrying
ton- / отур- to sit
алып 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
үлгүр- to be in time, to accomplish something in time

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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 акчабыз эле мурунку СССР'дин "рубль"и.
"Our money is still the ruble of the former Soviet Union."

Ооба, чын эле, Тынчтык Тобу менен келдим (p. 92).
"Yes, it is very true, I came with the Peace Corps."

Мындандыч квартал 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
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 Pishkek, 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 Kanikey. 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 сизле!  
PCV: Мен Улуттук Банкка барат элем. Жоплу билбей жатам.  
K: Ушул жерден уч аялшамадан кийин Илимдер академиясы болот. Академиянын он жатында Улуттук Банк бар.  
PCV: Кайсы автобуска тушуу керек?  
K: Ушул жерден откон баардык автобус менен троллейбустар Академияга чейин барат.  
PCV: Сизге чон рахмат! Эми тушундук.  
K: Арзыйбайт, жакшы барыныз!

**VOCABULARY:**

- суралуу - to ask  
- кулак - ear  
- кулагым сизле - I am listening attentively (lit.: My ear is with you.)  
- улут - nation  
- улут+тук - national  
- бай - to know  
- били-бей жатам - I do not know  
- аялшама - bus stop  
- илим - science  
- академия - (<Rus.) academy  
- Илимдер Академиясы - Academy of Sciences  
- он - right  
- жак - side  
- туш- - to fall; (with dative case) to fall into; to enter (a vehicle)  
- от- - to pass  
- баардык - all  
- чейин - (postposition) till, to  
- арзы- - to be close, to be equal  
- арзыйбайт - 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?
PCV: Ал алысын? 
K: Жоок, анча эмес. Жоо барсаныз 7-8 (жети-сегиз) минут болот.
PCV: Рахмат, эже!

VOCABULARY:
жакын near
ресторан (<Rus.) restaurant
сол left
буруу-туу to turn
көчө street
бүрүн corner
квартал (<Rus.) block
ары farther, further away
tап- to find
алыс far, far away
анча темес not quite
жоо afoot, pedestrian
минут (<Rus.) minute

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

The rule is that -н > -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: жапында "at its side"
- чык "to go out; turn out"  
  but: жыгым "I go, will go out"

*Proverb:*

Эмне эксен, опоны 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 Balašči, for example, distributed 30 kg potatoes, 5 kg meat, and 5 kg sugar to each student from his city (Kirgiz Tiisuus, 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 (Jetkimček, 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, келиниш! Өрук, мейиз алыңыз! Балдан таттуу!  
**PCV:** Жен көрсөм болобу?  
**S:** Алыңыз албетте болот! Каалаганча алыңыз!  
**PCV:** Аябай шириң экен! Кайсы жердин жемиш?  
**S:** Түшүктөө өскөн эң сөңүн өрүктөн, мейиз болсо кара жана ак жузумден күргөтүлгөн. Витамини көп!  
**PCV:** Андай болсо, карыңдыш, мага жарым килдүү бериниз!

**VOCABULARY:**
- ай: interjection: hey!
- жигит: young man
- өрук: fresh apricot; dried apricot
- мейиз: raisin
- бал: honey
- тат: taste
- тат+туу: sweet
- же-, же көр-: to eat
- шириң: to try to eat; here: to taste
- жемиш: sweet
- түшүк: fruit
- ес-: to grow
- эң: particle forming superlative
- эң сөңүн: the very best
- кара: black
- ак: white
- жузүм: grapes
- күргөт-: to dry
- күргөт-ыл-: to be dried
- витамин: (>Rus.) vitamin

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GRAMMAR AND VOCABULARY EXPLANATION:

Suffix -ганча/-генче; -гончо/-гончо; 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"
kеруш-кенче саламатта 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 жүзүм+ден күргөтүлгөн "they (=the raisins) have been dried from white grapes."

The ablative also renders selection from something:

мага жарым килден 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):

бал+дан таттуу  "sweeter than honey"
2. COMPETENCY: To bargain with a salesperson
SITUATION: At the bazaar
ROLES: PCV and elderly woman salesperson

PCV: Аапа, сэт майлуубу?
S: Майлуу болбогондо, берекем! Карасан ўстундегу каймакъын!

PCV: Бир литри канча турат?
S: Бир литри 25 (жыйырмак беш) сом турат.

PCV: 3 (уч) литрин 65 (алтъымыш беш) сомро эресибиз? 
S: Мейли, 70 (жетимыш) сомго берейин!
PCV: Жарайт!

VOCABULARY:
апа a form of addressing an elderly woman
сэт milk
маий butter; oil
маий+луу (adj.) fat (lit.: with butter, oil)
болбогондо certainly, it goes without saying
(<бон= "to be", lit: if it is not)
уст surface
уст+үн+де+гу which is on its surface
калмак cream
лitr (<Rus.) liter
тур- to stand; to cost
мейли well, agreed

GRAMMAR AND VOCABULARY EXPLANATION:
The above sentence "карасан ўстундегу каймакъын!" 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 ўстундегу каймакъын 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: Карындаш, килиминиз аябай кооз эжен! Өлчөөү

каңдай?

S: Узуңу 3.5 (үч жарым) метр, туурасы 2.5 (еки жарым)

метр.

PCV: Килем таза жүндөн жасалганбы, же арапашмалары барбы?

S: Бул тап-таза жүндөн жасалган. Өзүүз үйде токуңгандыз.

Алыңыз, аябай ылуу!

PCV: Канчага сатасыз?

S: 6 (алты) мин сом дейм.

PCV: Килиминиз жакшы эжен, бирок баасы дагы жакшы эжен.

S: Анда сиз сураныз.

PCV: 5 (беш) мин менен соодабыз бутсун!

S: Мейли, ортосу болсун. 5.5 (беш жарым) мин сом.

PCV: Көпүнүзду бериниз!

(shake hands)

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Түркменистан</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>килем</td>
<td>carpet</td>
</tr>
<tr>
<td>кооз</td>
<td>beautiful</td>
</tr>
<tr>
<td>олчөөү</td>
<td>dimension, measurement</td>
</tr>
<tr>
<td>узуң</td>
<td>long, length</td>
</tr>
<tr>
<td>туура</td>
<td>width</td>
</tr>
<tr>
<td>таза</td>
<td>pure; clean</td>
</tr>
<tr>
<td>тап таза</td>
<td>very pure</td>
</tr>
<tr>
<td>жүн</td>
<td>wool</td>
</tr>
<tr>
<td>ара</td>
<td>between</td>
</tr>
<tr>
<td>ара+ла-ш+ма</td>
<td>mixture</td>
</tr>
<tr>
<td>ез</td>
<td>self</td>
</tr>
<tr>
<td>өзүүз</td>
<td>ourselves</td>
</tr>
<tr>
<td>току-</td>
<td>to weave; to knot</td>
</tr>
<tr>
<td>жылуу</td>
<td>warm</td>
</tr>
</tbody>
</table>

Peace Corps

82

Revised: 4/26/93
GRAMMAR AND VOCABULARY EXPLANATION:

Reflexive pronoun өз "self":

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

өзүбүз үйде токуганбый "we (=ourselves) have woven (it) at home."

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

PROVERB:

Чон 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 ayil (encampment) was always welcomed into any yurt (boz ïï) he approached. A sheep would be slaughtered in his honor and the whole ayil 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 ayil 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 таанылыныбы?
PCV: Ооба, Азамат, кандайсыз?
K: Жаман эмес, рахмат! Дэн, бурсугуну саат 5-те (беште) биздикиен чай ичип кетипиз?
PCV: Рахмат, сөзүү барам!
K: Сиз тааныган досторум болот: Лиля, Анара, Болот, Эркин аялы менен.
PCV: Абдан жакшы болот!
K: Анша керүүкөңө саламатта болунуз!
PCV: Саламатта болунуз!

VOCABULARY:
taannya- to know (a person); to recognize
bursugunu the day after tomorrow
biziikingi ours (lit.: what belongs to us); our home
chay icip ket- to have a meal (lit.: to drink tea and leave)
sezuz without fail, surely, certainly
ayl woman, wife
kerush- to meet (with each other) (<ке- "to see")
keryush-koncho until we meet, until we see each other again

GRAMMAR AND VOCABULARY EXPLANATION:

The above idiomatic phrase: биздикиен чай ичип кетипиз (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: Саламатсыздаарбы!  
W: Саламатчылык! Келиниэ!  
PCV: Бул гулдоор сизге, айым!  
W: Чон рахмат! Кандай сонун розалар! Дэн, келген коноктордун баарын тааныйсыз. Бул аксакал болсо менин атам.  
PCV: Ассалому алейкум, аксакал!  
W: Ата, бул болсо биздин Америкалык досубуз. Аты Дэн.  
F: Кандайсыз, балам? Кыргызстанда кыйналбай журсунбу?  
PCV: Рахмат, ата! Кыйналган жокмун. Кыргызстан мага аябай жагып жатат!  
F: Ошондой эле болсун, балам!

**VOCABULARY:**
- гул: flower  
- роза: rose  
- конок: guest  
- баары: all  
- бол-со: and, but (lit.: if it is)  
- кыйнал-: to suffer, to meet difficulties  
- кыйнал-бай: without suffering, without any difficulties  
- жур-: to walk, here: to get along  
- жак-: to please, to enjoy  
- мага ... жагып 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 болсо (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:

Ашыкча тамаша досту кас кылат.  "Better lose a jest than a friend"
(lit.: to 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, Kirghizstan, 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 *Kojo Jak, 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:** Урматтуу окуучулар! Мен сиердин англис тили мугалим болом.

**K:** Агай, Америкадан келдиниз деп уктук. Ошол чынбы?

**PCV:** ООба, чын эле, тынчтык тобу менен Америкадан келдим.

**K:** Сиз Кыргызстанга биринчи жолу келишинизби?

**PCV:** ООба, быйыл менен Кыргыз мамлекеттик Университети чакырды. Силерге эки жыл сабак берем.

**K:** Аябай жакшы болшу! Англис тили сабакын америкалык мугалимден алгыбыз келет.

**VOCABULARY:**

- урмат: respect
- урмат+туу: respectful, dear
- окуучу: student (<оқу- to read, to study)
- деп: (<де- "to say") closes off a direct quotation (see below)
- ук-: to hear
- чын: true
- чын эле: very true; it's very true
- тынч+тык: peace
- топ: group, corps, assembly
- тынчтык тобу: Peace Corps
- жол: way, road; time
- биринчи жолу: for the first time
- быйыл: this year (<бул+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 алгыбыз келет: see below
GRAMMAR AND VOCABULARY EXPLANATION:

The phrase ал-ты+быз келет means lit.: our desire to take (lessons) comes (arises), i.e., "we very much want to take lessons." The verbal noun -ты/-ги; -гы/-гы (also -кы/-ки, etc. after voiceless consonants) with possessive suffixes is followed by the third person singular of the verb келет or келди. 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:

<table>
<thead>
<tr>
<th>topical</th>
<th>phrase</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>бар-ты+м келет (келди)</td>
<td>&quot;my desire to go arises (arose),&quot; i.e., I very much want (wanted) to go&quot;</td>
<td></td>
</tr>
<tr>
<td>айт-кы+быз келет</td>
<td>&quot;we very much want to say&quot;</td>
<td></td>
</tr>
<tr>
<td>ойло-гы+су келет</td>
<td>&quot;he very much wants to think&quot;</td>
<td></td>
</tr>
<tr>
<td>сүйленш-ку+нүз келет</td>
<td>&quot;you very much want to speak with someone&quot;</td>
<td></td>
</tr>
<tr>
<td>жаша+гым келет</td>
<td>&quot;I very much want to live&quot;</td>
<td></td>
</tr>
</tbody>
</table>

The negation of this construction is:

<table>
<thead>
<tr>
<th>topical</th>
<th>phrase</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>бар-ты+м келбейт (келбели), or бар-ты+м жок</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

K: Урматтуу тыңчтыйк тобу менен келген досдор! Ректорууң эртөн саат 10-до (ондо) сиздерди кабыл алат.

PCV: Жакшы болот! Сиз дагы биз менен барасызыбы?

K: Ооба, мен сиздер менен кошо барам. Эртөн саат 9:30-да (тогуз отузда) сиздер түргөн мейтанканда жолугабыз.

PCV: Сүйлөштүк!

K: Ректорго сүрөөлөрүнүзду даярдапздар!

PCV: Сүрөөлөр өчөк өле даяр!

K: Анда көрүшкончо саламатта болунуздар!

PCV: Саламатта болунуз!

VOCABULARY:
dос — friend
ректор (<Rus.) director, preside.: (of institute or university)
кабыл ал- — to receive
көшө — together
мейман — guest
мейтанканда — hotel (lit.: guest house)
жолук- — to meet
cүйле-ш- — to talk with each other; here: to agree
cүйлештүк — agreed! (lit.: we agreed)
cуроо — question
daар — ready
daарда- — to prepare
edоқ — 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 түр-ган мейтанканда "in the hotel you (all) are staying." See p. 43.
3. **COMPETENCY:** To interact with Kirghiz students (inquiring why being absent or late)

**SITUATION:** Classroom

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

PCV: Асан, эмнеге дүйшөмбү күүнү сабакта болбодунуз?

S: Кечириниз, агай. Ишемби жана жекшемби күндөрү айылга бардын, ата-энемди көрдүүм. Анан аба-ырайы жаман болуп самолет учуды. Ошентип бүгүн келдим.

PCV: Сиздин айылышыз кайсы жакта?

S: Айылын Ош жагында.

**VOCABULARY:**

- эмнеге: why
- айыл: village, also: house
- анан: then, after that
- аба: air
- ырай: condition, appearance
- аба-ырайсы: weather
- самолет: (<Rus.) aircraft
- уч-: to fly
- ошентип: therefore
- жак: direction, side, vicinity
- жакында: at the side of (see p. 65)

**GRAMMAR AND VOCABULARY EXPLANATION:**

No explanations are needed for the above dialogue.

**PROVERB:**

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

Chinghiz 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 Altînmîshev, 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, effectea 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:** Гулнара, сизге эмне болду? Ден-соолугуңуз дуруспу?
   
   **S:** Кечиресиз, эже, кичине жаман сезиң турам. Ооруп
       калышын окшой.
   
   **PCV:** Эмнениз ооруйт?
   
   **S:** Башыңы, тамагым ооруйт. Мага суук тийиптир.
   
   **PCV:** Жаным, уйге барыш, чай ичиң тешекке жатсаның жаксы
       болор эле.
   
   **S:** Макул. Мага кенүл бурганынызга чон рахмат, эже.

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**VOCABULARY:**

<table>
<thead>
<tr>
<th>Kyrgyz</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>сизге эмне болду?</td>
<td>What happened with you? What's the matter with you?</td>
</tr>
<tr>
<td>дени/дене</td>
<td>body</td>
</tr>
<tr>
<td>дени-соолук</td>
<td>health</td>
</tr>
<tr>
<td>дурус</td>
<td>alright, right, well</td>
</tr>
<tr>
<td>кичине</td>
<td>a little</td>
</tr>
<tr>
<td>сез-</td>
<td>to feel</td>
</tr>
<tr>
<td>сез-иң турам</td>
<td>I am feeling</td>
</tr>
<tr>
<td>оору-</td>
<td>to hurt, to be ill</td>
</tr>
<tr>
<td>ооруп калымым</td>
<td>I got ill</td>
</tr>
<tr>
<td>окшойт</td>
<td>it seems</td>
</tr>
<tr>
<td>тамак</td>
<td>throat</td>
</tr>
<tr>
<td>суук</td>
<td>cold</td>
</tr>
<tr>
<td>тий-</td>
<td>to touch</td>
</tr>
<tr>
<td>мага суук тийиптир</td>
<td>it seems I got a cold (lit.: the cold touched me)</td>
</tr>
<tr>
<td>жан</td>
<td>soul</td>
</tr>
<tr>
<td>жаным</td>
<td>my dear</td>
</tr>
<tr>
<td>тешек</td>
<td>bed</td>
</tr>
<tr>
<td>жат-</td>
<td>to lie (down)</td>
</tr>
<tr>
<td>кенүл</td>
<td>heart, mind; intention, wish</td>
</tr>
<tr>
<td>бур-</td>
<td>to turn</td>
</tr>
<tr>
<td>кенүл бур-</td>
<td>to be concerned (lit.: to turn the heart to something or somebody)</td>
</tr>
</tbody>
</table>

Peace Corps

Revised: 4/26/93
GRAMMAR AND VOCABULARY EXPLANATION:

Past tense in -үптүр/-үптир; -үптүр/-үптур plus personal endings (see p. 13):

The phrase мара сүүк үтүптир "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 ... төшөөкө жатасың жакшы болор 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 ооруттубу?
S(2): Ой, колум аябай ооруйт.
PCV: Тушунуктуу, колунуз сынган окпойт.
S(1): Доктор чакырсаак болобу?
PCV: Жок, эн жакшысы, "Тез жардам"га телефон чаламыз.
(Телефондо):
Тезирик чет тилдер институтына "Тез жардам"ды жибериниз! Чолпон деген кыз жыгылып, колу сынып калган экен!

VOCABULARY:
- тез quick, quickly
- тезириек more quickly, fast
- топ ball
- ойно- to play
- жыгылы- to fall down
- тушун-ук+тут to understand; I see
- сын- to break, to be broken
- жардан help
- тез жардан ambulance
- жибер- 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 жакшы-сы "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."
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 Кеңеши "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 Партиясы or Эрк Партиясы), 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: Саламатсызбы, айым! Бул Америкадан кечэ келген Браун мырза.
R: Саламатсызбы, мырза! Кош келипсиз! Министр айым сизди кутуп жатат. Кирсениз болот.
PCV: Рахмат, айым. Баардыкы ушундай тез болсо, жопум шыдыр болот эле.
K: Сизге сөзсүз ийгилик болот!

VOCABULARY:
кечэ yesterday
Кош келипсиз! You are welcome!
күт- to wait, await, to expect
күтүп жатат he, she is waiting
баардыкы everything
ушундай like this
tез quick, immediate
жоп road; here: activity, work
шыдыр smooth; successful
иийгилик 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: Саламатсыззы! Министр айым! Биз америкалык тұңғыш топтун программасы менен келіп.

M: Кош келипсіздер, қымбаттуу коноктар! Сиздерге биз дайыма кубанычтыууңуз!

PCV: Биздин максатыбыз сіздер менен келішім боюнча іштөө.

M: Абдан жакшы! Бул биздин чоң ишібиздің баштальышы болот деп өйлөймүн.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Кыргыз</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>программада</td>
<td>(&lt;Rus.) program</td>
</tr>
<tr>
<td>қымбат</td>
<td>value, esteem</td>
</tr>
<tr>
<td>қымбат+туу</td>
<td>dear</td>
</tr>
<tr>
<td>дайым(а)</td>
<td>always</td>
</tr>
<tr>
<td>максат</td>
<td>aim, goal</td>
</tr>
<tr>
<td>келишім</td>
<td>agreement</td>
</tr>
<tr>
<td>боюнча</td>
<td>(postposition) according to</td>
</tr>
<tr>
<td>іш+төө</td>
<td>working</td>
</tr>
<tr>
<td>чоң</td>
<td>important</td>
</tr>
<tr>
<td>ойло-</td>
<td>to think, to consider</td>
</tr>
</tbody>
</table>

**GRAMMAR AND VOCABULARY EXPLANATION:**

**Direct quotations:**
The sentence Бұл биздин ... болот деп өйлөймүн renders a direct quotation which has to be "closed off" by the verb де- "to say," mostly used in the conversational form де-и (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:**

Қыска сөздүн кадыры чоң. "A short speech has great value."
### APPENDIX

#### Chart 1: POSSESSIVE SUFFIXES

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. pers.:</strong></td>
<td>+(ы)быз/+(и)биз; +(ы)буз/+(ы)буз</td>
</tr>
<tr>
<td><strong>2. pers.:</strong></td>
<td>+(ы)нар/+(и)нэр; +(ы)нар/+(ы)нэр</td>
</tr>
<tr>
<td><strong>3. pers.:</strong></td>
<td>+(ы)нуз/+(и)нүз; +(ы)нуз/+(ы)нуз</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
</tr>
<tr>
<td>ат+ым</td>
<td>&quot;my name&quot;</td>
</tr>
<tr>
<td>ат+ын</td>
<td>&quot;your name&quot;</td>
</tr>
<tr>
<td>ат+ынүз</td>
<td>&quot;your name (polite form)&quot;</td>
</tr>
<tr>
<td>ат+ы</td>
<td>&quot;his, her, its name&quot;</td>
</tr>
<tr>
<td>көз+ым</td>
<td>&quot;my eye&quot;</td>
</tr>
<tr>
<td>көз+ын</td>
<td>&quot;your eye&quot;</td>
</tr>
<tr>
<td>көз+ынүз</td>
<td>&quot;your eye (polite form)&quot;</td>
</tr>
<tr>
<td>көз+ы</td>
<td>&quot;his, her, its eye&quot;</td>
</tr>
<tr>
<td>жоо+м</td>
<td>&quot;my enemy&quot;</td>
</tr>
<tr>
<td>жоо+ын</td>
<td>&quot;your enemy&quot;</td>
</tr>
<tr>
<td>жоо+ынүз</td>
<td>&quot;your enemy (polite form)&quot;</td>
</tr>
<tr>
<td>жоо+су</td>
<td>&quot;his, her, its enemy&quot;</td>
</tr>
<tr>
<td><strong>Examples (polite form):</strong></td>
<td></td>
</tr>
<tr>
<td>ат+ынызлар</td>
<td></td>
</tr>
<tr>
<td>көз+ыңызләр</td>
<td></td>
</tr>
<tr>
<td>жоо+ыңызләр</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>at+ым</td>
<td>&quot;our name&quot;</td>
</tr>
<tr>
<td>at+ын</td>
<td>&quot;your name&quot;</td>
</tr>
<tr>
<td>at+ынүзлар</td>
<td>&quot;your name (polite form)&quot;</td>
</tr>
<tr>
<td>at+ы</td>
<td>&quot;their name&quot;</td>
</tr>
<tr>
<td>көз+ың</td>
<td>&quot;our eye(s)&quot;</td>
</tr>
<tr>
<td>көз+ыңләр</td>
<td>&quot;your eye(s)&quot;</td>
</tr>
<tr>
<td>көз+ыңләр</td>
<td>&quot;your eye (polite form)&quot;</td>
</tr>
<tr>
<td>көз+ы</td>
<td>&quot;their eye(s)&quot;</td>
</tr>
<tr>
<td>жоо+ың</td>
<td>&quot;our enemy&quot;</td>
</tr>
<tr>
<td>жоо+ыңләр</td>
<td>&quot;your enemy&quot;</td>
</tr>
<tr>
<td>жоо+ыңләр</td>
<td>&quot;your enemy (polite form)&quot;</td>
</tr>
<tr>
<td>жоо+су</td>
<td>&quot;their enemy&quot;</td>
</tr>
</tbody>
</table>

---

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Revised: 4/26/93
### 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>сеэ &quot;word&quot;</td>
<td>китеп &quot;book&quot;</td>
<td>куш &quot;bird&quot;</td>
<td>етүк &quot;boot&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>бала+нын</td>
<td>сеэ+дүн</td>
<td>китеп+түн</td>
<td>куш+түун</td>
<td>етүк+түун</td>
<td></td>
</tr>
<tr>
<td></td>
<td>бала+га</td>
<td>сәңгө</td>
<td>китеп+ке</td>
<td>куш+каз</td>
<td>етүк+ке</td>
<td></td>
</tr>
<tr>
<td></td>
<td>бала+ны</td>
<td>сеэ+дү</td>
<td>китеп+ти</td>
<td>куш+туы</td>
<td>етүк+ту</td>
<td></td>
</tr>
<tr>
<td></td>
<td>бала+дэ</td>
<td>сеэ+дә</td>
<td>китеп+те</td>
<td>куш+та</td>
<td>етүк+то</td>
<td></td>
</tr>
<tr>
<td></td>
<td>бала+дан</td>
<td>сеэ+дән</td>
<td>китеп+тен</td>
<td>куш+тан</td>
<td>етүк+тен</td>
<td></td>
</tr>
</tbody>
</table>

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

- **after consonants м, н, р, л, з, й**
  
  \[ н- > д- \]
  
  (+лин/+дин; +дун/+дүн; +ды/+дү; +дү/+дү)

- **after voiceless consonants**

  \[ д- > т- \]
  
  (+түн/+түн; +түн/+түн; +тү/+тү)

- **after voiceless consonants**

  \[ т- > т- \]
  
  (+тө/+тө; +тә/+тә; +төн/+төн; +төн/+төн)

- **after voiceless consonants**

  \[ к- > к- \]
  
  (+ка/+ке; +ко/+ке)

[Voiceless consonants are: н, т, к, с, ш, ч.]

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Revised: 4/26/93
Chart 3:
**DECLENSION OF NOUNS WITH POSSESSIVE SUFFIXES**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ата+м &quot;my father&quot;</td>
<td>эл+ин &quot;your country&quot;</td>
<td>ата+сы &quot;his, her father&quot;</td>
<td>сөз+у &quot;his, her, its word&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ата+м+дын</td>
<td>эл+ин+дин</td>
<td>ата+сы+нын</td>
<td>сөз+у+нын</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ата+м+a</td>
<td>эл+ин+е</td>
<td>ата+сы+на</td>
<td>сөз+у+на</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ата+м+ды</td>
<td>эл+ин+ди</td>
<td>ата+сы+н</td>
<td>сөз+у+н</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ата+м+да</td>
<td>эл+ин+де</td>
<td>ата+сы+нда</td>
<td>сөз+у+нда</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ата+м+дан</td>
<td>эл+ин+ден</td>
<td>ата+сы+нан</td>
<td>сөз+у+нан</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>бала+быз+дын</td>
<td>кол+унуз+лун</td>
<td>китеб-иниз+дер+дн</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>бала+быз+га</td>
<td>кол+унуз+га</td>
<td>китеб-иниз+дер+ге</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>бала+быз+ды</td>
<td>кол+унуз+лу</td>
<td>китеб-иниз+дер+ди</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>бала+быз+да</td>
<td>кол+унуз+ла</td>
<td>китеб-иниз+дер+ле</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>бала+быз+дан</td>
<td>кол+унуз+лана</td>
<td>китеб-иниз+дер+ден</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*A book belonging to several people.*
### Chart 4: DECLENSION OF PERSONAL NOUNS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>менин</td>
<td>сенин</td>
<td>анын</td>
<td>&quot;I&quot;</td>
<td>&quot;he, she, it; that (one farther away)&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen.</td>
<td>мага</td>
<td>сага</td>
<td>ага</td>
<td>&quot;you&quot;</td>
<td>&quot;you&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dat.</td>
<td>мени</td>
<td>сени</td>
<td>аны</td>
<td>&quot;an&quot;</td>
<td>&quot;an&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td>менде</td>
<td>сенде</td>
<td>анда</td>
<td>&quot;you&quot;</td>
<td>&quot;you&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl.</td>
<td>менден</td>
<td>сенден</td>
<td>андан</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### DECLENSION OF DEMONSTRATIVE PRONOUNS

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>анын</td>
<td>анын</td>
<td>анын</td>
<td>&quot;that, those&quot;</td>
<td>&quot;they, those&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen.</td>
<td>&quot;you&quot;(pl.)</td>
<td>&quot;you&quot;(pl.)</td>
<td>&quot;you&quot;(pl.)</td>
<td>&quot;that (one farther away)&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dat.</td>
<td>анын</td>
<td>анын</td>
<td>анын</td>
<td>&quot;you&quot;</td>
<td>&quot;you&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc.</td>
<td>анын</td>
<td>анын</td>
<td>анын</td>
<td>&quot;you&quot;</td>
<td>&quot;you&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abl.</td>
<td>анын</td>
<td>анын</td>
<td>анын</td>
<td>&quot;you&quot;</td>
<td>&quot;you&quot;</td>
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Chart 5:  
DECLENSION OF INTERROGATIVE PRONOUNS

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</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>ким &quot;who?&quot;</td>
<td>эмне &quot;what?&quot;</td>
<td>кайсы &quot;which?&quot;</td>
<td>канча &quot;how much?&quot;</td>
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<tr>
<td>Gen.</td>
<td>ким+дин</td>
<td>эмне+пын</td>
<td>кайсы+пын</td>
<td>канча+пын</td>
<td></td>
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</tr>
<tr>
<td>Dat.</td>
<td>ким+ге</td>
<td>эмне+ге</td>
<td>кайсы+га</td>
<td>канча+га</td>
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<tr>
<td>Acc.</td>
<td>ким+ди</td>
<td>эмне+ни</td>
<td>кайсы+ны</td>
<td>канча+ны</td>
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<tr>
<td>Loc.</td>
<td>ким+де</td>
<td>эмне+де</td>
<td>кайсы+нда</td>
<td>канча+нда</td>
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<tr>
<td>Abl.</td>
<td>ким+ден</td>
<td>эмне+ден</td>
<td>кайсы+ндан</td>
<td>канча+дан</td>
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</tbody>
</table>
Chart 6:
PRESENT-DEFINITE FUTURE TENSE

бол-омун > болом  "I will/shall be"
бол-осун  "you will be"
бол-осуэз  "you (polite) will be"
бол-от  "he, she, it will be"
бол-обуз  "we will be"
бол-осунар  "you all will be"
бол-осундар  "you (plural polite) will be"
бол-уш-ат  "they will be"

бар-амын > барам  "I go, will go"
бар-асын  "you go, will go"
бар-асыз  "you (polite) go, will go"
бар-ат  "he, she, it goes, will go"
бар-абыз  "we go, will go"
бар-асынанар  "you (all) go, will go"
бар-асындар  "you (polite) go, will go"
бар-ыш-ат  "they go, will go"

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

бол-бо-ймун  "I will not be"
бар-ба-йсын  "you do not go, will not go"
кёр-ыш-бо-йбэз  "we do not meet, will not see each other"

Peace Corps 112
Revised: 4/26/93
Chart 7:
PAST TENSE OF "TO BE"

<table>
<thead>
<tr>
<th>Form</th>
<th>&quot;I was&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pers. sing.</td>
<td>&quot;you were&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>&quot;you were&quot; (polite form)</td>
</tr>
<tr>
<td>3. (ап)</td>
<td>&quot;he, she, it was&quot;</td>
</tr>
</tbody>
</table>

| 1. pers. plural | "we were"        |
| 2.              | "you (all) were" |
| 3. (алар)       | "they were"      |

| Negation:      | "I was not", etc. |
| Interrogative: | "were you?"       |
|                | "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"
- жумушчу болчусун  "you were a worker"
- типчи эмес болчу  "he was not a linguist"
## Chart 8: RECENT PAST TENSE (АЙКЫН ӨТКОН ЧАК)

### verb:  

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</thead>
<tbody>
<tr>
<td>1. sing.</td>
<td>бар-д+ым</td>
<td>&quot;I came&quot;, etc.</td>
<td>бар-бә+д+ым</td>
<td>&quot;I did not go&quot;, etc.</td>
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<tr>
<td>2.</td>
<td>бар-д+ын</td>
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<td>бар-бә+д+ын</td>
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<tr>
<td>3.</td>
<td>бар-д+ыңыз</td>
<td></td>
<td>бар-бә+д+ыңыз</td>
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<tr>
<td>1. plural</td>
<td>бар-д+ық</td>
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<td>бар-бә+д+ық</td>
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<tr>
<td>2.</td>
<td>бар-д+ыңар</td>
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<td>бар-бә+д+ыңар</td>
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<tr>
<td>3.</td>
<td>бар-ыңыз+дәр</td>
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<td>бар-бә+д+ыңыз+дәр</td>
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<tr>
<td>1. sing.</td>
<td>көр-үш-т+үм</td>
<td>&quot;I met&quot;, etc.</td>
<td>көр-үш-пө+д+үм</td>
<td>&quot;I did not meet&quot;, etc.</td>
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<tr>
<td>2.</td>
<td>көр-үш-т+үң</td>
<td>көр-үш-пө+д+үң</td>
<td>көр-үш-пө+д+үңүз</td>
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<td>3.</td>
<td>көр-үш-т+ү</td>
<td>көр-үш-пө+д+ү</td>
<td>көр-үш-пө+д+үүз</td>
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<td>1. plural</td>
<td>көр-үш-т+үк</td>
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<td>көр-үш-пө+д+үк</td>
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<td>2.</td>
<td>көр-үш-т+үңәр</td>
<td>көр-үш-пө+д+үңәр</td>
<td>көр-үш-пө+д+үңүз+дәр</td>
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<tr>
<td>3.</td>
<td>көр-үш-үңыз+дәр</td>
<td>көр-үш-пө+д+үүз+дәр</td>
<td>көр-үш-үңыз+дәр</td>
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### negation:  

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<tbody>
<tr>
<td>1. sing.</td>
<td>бар-бә+д+ың</td>
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<td>бар-бә+д+ың</td>
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<td>2.</td>
<td>бар-бә+д+ыңыз</td>
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<td>бар-бә+д+ыңыз</td>
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<tr>
<td>3.</td>
<td>бар-бә+д+ы</td>
<td></td>
<td>бар-бә+д+ы</td>
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<tr>
<td>1. plural</td>
<td>бар-бә+д+ық</td>
<td></td>
<td>бар-бә+д+ық</td>
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<tr>
<td>2.</td>
<td>бар-бә+д+ыңар</td>
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<td>бар-бә+д+ыңар</td>
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<td>3.</td>
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<td>бар-бә+д+ыңыз+дәр</td>
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*Peace Corps 114 Revised: 4/26/93*
## Chart 9:

**PERFECT TENSE (ЖАЛПЫ ӨТКӨН ЧАК)**

<table>
<thead>
<tr>
<th>Form:</th>
<th>-ган/-ген; -гон/ген; -кан/-кен; кон/кон</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pers. sing.</td>
<td>ал-ган+мын (spoken forms: &gt;алгамын &gt; алгам) &quot;I have taken&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>ал-ган+сын &quot;you have taken&quot;</td>
</tr>
<tr>
<td>3. (ал)</td>
<td>ал-ган+сыз &quot;you have taken&quot; (polite form)</td>
</tr>
<tr>
<td>1. pers. plural</td>
<td>ал-ган+быйз &quot;we have taken&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>ал-ган+сыпап &quot;you (all) have taken&quot;</td>
</tr>
<tr>
<td>3. (алар)</td>
<td>ал-выш+кан &quot;they have taken&quot;</td>
</tr>
</tbody>
</table>

### Chart 19-

<table>
<thead>
<tr>
<th>Form:</th>
<th>-ган/-ген; -гон/ген; -кан/-кен; кон/кон</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pers. sing.</td>
<td>суйле-ген+мун (spoken forms: &gt;суйлелемун &gt;суйлелым) &quot;I have spoken&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>суйле-ген+сын &quot;you have spoken&quot;</td>
</tr>
<tr>
<td>3. (ал)</td>
<td>суйле-ген+сыз &quot;you have spoken&quot; (polite form)</td>
</tr>
<tr>
<td>1. pers. plural</td>
<td>суйле-ген+быйз &quot;we have spoken&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>суйле-ген+сыпап &quot;you (all) have spoken&quot;</td>
</tr>
<tr>
<td>3. (алар)</td>
<td>суйле-ш+кен &quot;they have spoken&quot;</td>
</tr>
</tbody>
</table>

### Negation:

<table>
<thead>
<tr>
<th>Form:</th>
<th>-ган/-ген; -гон/ген; -кан/-кен; кон/кон</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pers. sing.</td>
<td>ойло-бо-гонмун (spoken forms: &gt;ойло-бо-гомун &gt;ойло-бо-гум) &quot;I have not thought&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>кел-ген жокпүз &quot;we never came&quot;</td>
</tr>
<tr>
<td>3. (ал)</td>
<td>суйле-ген эмессин &quot;you have not spoken&quot;</td>
</tr>
</tbody>
</table>

Revised: 4/26/93
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 жүр- "to move on, to run" (see p. 39).

| I. | 1. pers. sing. | бар-а жат-амын | (> жатам) "I am going (just now)"
|    | 2.             | бар-а жат-асын |
|    | 3. (ал)        | бар-а жат-ат |
|    | 1. pers. plural | бар-а жат-абыз |
|    | 2.             | бар-а жат-асынап |
|    | 3. (алар)      | бар-а жат-ыш-ат |
|    | 1. pers. sing. | ойло-п жат-амын | "I am thinking"
|    | 2.             | ойло-п жат-асын |
|    | 3. (ал)        | ойло-п жат-ат, etc. |
| III. | 1. pers. sing. | кут-уп отур-амын | "I am waiting"
|    | 2.             | кут-уп отур-асын |
|    | 3. (ал)        | кут-уп отур-ат, etc. |
| IV. | 1. pers. sing. | иште-п жур-омуң | "I am working"
|    | 2.             | иште-п жур-осун |
|    | 3. (ал)        | иште-п жур-ет, etc. |
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, ака (=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, ака.

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: О, аже (=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, аже. This is a wonderful present for me!
TOPIC 3 COMMUNICATION

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

PCV: Hello, greetings, эже (=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, эже (=dear elderly lady). Is Bakit at home?
K: No, my dear. Bakit will come in an hour.
PCV: Эже, 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, айым (=lady).
O: Greetings, welcome (lit.: please come)!
PCV: I must send this letter to America.
O: 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

O: Hello! greetings!
PCV: Greetings!
O: 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.
O: 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).
O: Fine. Please wait.
PCV: Thanks.
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)!
P.CV:  Fine, let's go!
K:  Here is the menu. Let's have a look!
P.CV:  I will have (lit.: take) salad made from carrots, бешбармак and катьма.
K:  And I will have (lit.: take) tomato salad, pilaw and sweet curds.
P.CV:  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
P.CV:  Aysha, I am now going to the bazaar. What does one need for making pilaw?
S.L:  In order to make pilaw one needs mutton, rice, onions, and vegetable oil.
P.CV:  How much meat should I buy?
S.L:  You can buy 1/2 kilogram (lit.: if you buy 1/2 kilo that will be fine).
P.CV:  All right, I will go then. Good-bye.
S.L:  Good-bye

Competency 3:  To express food preferences (likes/dislikes)
P.CV:  Please tell me, what kind of food do the Kirghiz like?
H:  Like the Kazakh, the Kirghiz too like meat very much.
P.CV:  Do they eat pork?
H:  No, no, the Kirghiz never eat pork! They dislike it very much.
P.CV:  That is, the Kirghiz like mutton, horse meat, and beef!

TOPIC 5    MONEY

Competency 1:  To ask for information on local currency
P.CV:  Greetings! May I change dollars into the local currency?
M:  Of course, it is possible. You are welcome (lit.: please come).
P.CV:  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?
P.CV:  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.
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, карьыш (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 Özgün (lit.: are planes flying to Özgün)?
TS: I'm sorry, but planes do not fly directly from Bishkek to Özgün. You must (=will) go via Osh.
PCV: How will we go from Osh to Özgün (lit.: reach Özgün from Osh)?
TS: A bus leaves (lit.: goes) every hour from Osh to Özgün.
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 "Seyil". 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 (aka "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: Карындаш (=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): Lila, 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 (=анбуй).
W: Many thanks! What beautiful roses! Dan, you (already) know all of the guests who have come. But this elderly gentleman (=аксакал) is my father.
PCV: Respectful greetings (=ассало алейкум), аксакал.
W: Father, and this here is our American friend. His name is Dan.
F: How are you, my son (=баалам). 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: Араг, 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, aral, 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, эже (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, эже.

Competency 2: To report a medical emergency

S: Aral (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 (=аїым). This is Mr. Brown (=Brown мырза) who came yesterday from America.

R: Greetings, sir. Welcome! The Minister аїым (=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

а interjection; conjunction: and

аба air

абан situation

абан бати very

абан бай эм бордо ... it is very regretful, but ...

абан кубанамын I am very glad

абан кубанычтуумун I am very happy

абан ыразымын I am very pleased

автобус (<Rus.) bus

автобус (тромпейбус) bus (trolley) stop

автобус (тромпейбус) токтоочу жер respectful address for a male teacher; form of address for an elderly male

агай little, few

аз now

азир right now (at once)

азир эле not now

азир эмес interjection: hey!

ай month

ай term of endearment: my dearest

айланайын region, district

аймак to say, to tell

айт- I will tell

айтайын as one says

айтканай эле what you said is correct

айтканысыз туура please tell me!

айтып беринизчи! please do tell!

айтып колоонузчү village; home

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<table>
<thead>
<tr>
<th>Айым</th>
<th>lady, miss, Mrs.</th>
</tr>
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<tbody>
<tr>
<td>Ак</td>
<td>white</td>
</tr>
<tr>
<td>Академия</td>
<td>(&lt;Rus.) academy</td>
</tr>
<tr>
<td>Аксакал</td>
<td>form of address for a respected elderly man</td>
</tr>
<tr>
<td>Акыр</td>
<td>(lit.: white [grey] beard)</td>
</tr>
<tr>
<td>Акыркы</td>
<td>end</td>
</tr>
<tr>
<td>Акча</td>
<td>(adj.) last, final</td>
</tr>
<tr>
<td>Ал-</td>
<td>money</td>
</tr>
<tr>
<td>Алып бар-</td>
<td>to take</td>
</tr>
<tr>
<td>Алып кой!</td>
<td>to take, to drive to (a place)</td>
</tr>
<tr>
<td>Албетте</td>
<td>please take!</td>
</tr>
<tr>
<td>Алейкум ассалом</td>
<td>certainly, of course</td>
</tr>
<tr>
<td>Али</td>
<td>(&lt;Arab) answer to ассалом алейкум</td>
</tr>
<tr>
<td>Аллергия</td>
<td>(formula of greeting)</td>
</tr>
<tr>
<td>Алмажан</td>
<td>still, yet</td>
</tr>
<tr>
<td>Алмаш-</td>
<td>allergy</td>
</tr>
<tr>
<td>Алмаштыр-</td>
<td>personal name (female)</td>
</tr>
<tr>
<td>Ало</td>
<td>to change</td>
</tr>
<tr>
<td>Алуучу</td>
<td>to exchange (lit.: to make change)</td>
</tr>
<tr>
<td>Алыс</td>
<td>hello</td>
</tr>
<tr>
<td>Аман</td>
<td>buyer; customer</td>
</tr>
<tr>
<td>Амансыз</td>
<td>far, far away</td>
</tr>
<tr>
<td>Амансызлар</td>
<td>well, healthy</td>
</tr>
<tr>
<td>Амансыздарбы</td>
<td>you are well/healthy</td>
</tr>
<tr>
<td>Америка</td>
<td>you (plural) are well/healthy</td>
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<td>Америкалык</td>
<td>greeting: How are you!</td>
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<td>Аманан</td>
<td>America</td>
</tr>
<tr>
<td>Анда</td>
<td>American</td>
</tr>
<tr>
<td>Андай болсо</td>
<td>then, after that</td>
</tr>
<tr>
<td>Андан</td>
<td>then, in that case</td>
</tr>
<tr>
<td>Андан майдараак</td>
<td>in that case (lit.: if it is so)</td>
</tr>
<tr>
<td>Анча эмес</td>
<td>from that</td>
</tr>
<tr>
<td>Апа</td>
<td>smaller than that</td>
</tr>
<tr>
<td>Ара</td>
<td>not quite</td>
</tr>
<tr>
<td>Ара</td>
<td>polite form of address for an elderly lady</td>
</tr>
<tr>
<td></td>
<td>between</td>
</tr>
<tr>
<td>Русский</td>
<td>Английский</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>аралашма</td>
<td>mixture</td>
</tr>
<tr>
<td>араб</td>
<td>an Arab</td>
</tr>
<tr>
<td>арабча</td>
<td>Arab language</td>
</tr>
<tr>
<td>арызы-</td>
<td>to be equal, to be close (in value)</td>
</tr>
<tr>
<td>арзыбыт</td>
<td>don't mention it! (lit.: it does not amount to anything)</td>
</tr>
<tr>
<td>арийне</td>
<td>of course</td>
</tr>
<tr>
<td>аркулуу</td>
<td>by means of, via (postposition)</td>
</tr>
<tr>
<td>ары</td>
<td>farther, further away</td>
</tr>
<tr>
<td>ат</td>
<td>name</td>
</tr>
<tr>
<td>ата</td>
<td>father</td>
</tr>
<tr>
<td>ата-эне</td>
<td>parents</td>
</tr>
<tr>
<td>аш</td>
<td>food; meal; memorial feast</td>
</tr>
<tr>
<td>ашкана</td>
<td>dining-hall, cafeteria; kitchen</td>
</tr>
<tr>
<td>ашпоечу</td>
<td>cook</td>
</tr>
<tr>
<td>аябай</td>
<td>very</td>
</tr>
<tr>
<td>аял</td>
<td>woman, wife</td>
</tr>
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<td>аялшама</td>
<td>bus stop</td>
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<td>аянт</td>
<td>lot, plot; square</td>
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<td>бакыт</td>
<td>price</td>
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<td>бакытка жараша</td>
<td>all</td>
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<tr>
<td>бакытка жарашпай</td>
<td>everything</td>
</tr>
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<td>бал</td>
<td>all</td>
</tr>
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<td>бала</td>
<td>bazaar</td>
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<td>бали</td>
<td>happiness</td>
</tr>
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<td>балким</td>
<td>fortunately</td>
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<td>банк</td>
<td>unfortunately</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Glossary</td>
<td>English</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>бар</td>
<td>it (they) exist(s)</td>
</tr>
<tr>
<td>бар-</td>
<td>to go</td>
</tr>
<tr>
<td>бас-</td>
<td>to publish</td>
</tr>
<tr>
<td>басыл-</td>
<td>to be published</td>
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<td>баса</td>
<td>by the way</td>
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<td>баш</td>
<td>head</td>
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<td>баштал-</td>
<td>to be started</td>
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<td>баштальыш</td>
<td>beginning</td>
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<td>башка</td>
<td>other, another</td>
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<td>бекер</td>
<td>free of charge</td>
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<td>беле</td>
<td>&lt;бы/би plus one: combination of interrogative and emphatic particle: is it so?</td>
</tr>
<tr>
<td>белек</td>
<td>present</td>
</tr>
<tr>
<td>белек катары</td>
<td>as a present</td>
</tr>
<tr>
<td>бер-</td>
<td>to give</td>
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<tr>
<td>береке</td>
<td>treasure; term of endearment: darling, dear, dearest</td>
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<td>бери</td>
<td>(postposition) since</td>
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<td>бет</td>
<td>face; page</td>
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<tr>
<td>бет алды / туура</td>
<td>straight ahead</td>
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<tr>
<td>бешбармак</td>
<td>dish with meat and noodles (lit.: five fingers)</td>
</tr>
<tr>
<td>би</td>
<td>interrogative particle</td>
</tr>
<tr>
<td>биз</td>
<td>we</td>
</tr>
<tr>
<td>бизлики</td>
<td>ours (lit.: what belongs to us); our home</td>
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<tr>
<td>бил-</td>
<td>to know</td>
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<tr>
<td>билбей жатам</td>
<td>I do not know</td>
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<tr>
<td>билем, билем</td>
<td>I know, ... I know ...</td>
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<td>билет</td>
<td>(&lt;Rus.) ticket</td>
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<td>бир</td>
<td>one</td>
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<tr>
<td>бир жактуу журуш</td>
<td>one-way traffic</td>
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<tr>
<td>биринчи</td>
<td>first</td>
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<td>биринчи жолу</td>
<td>for the first time</td>
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<td>бирок</td>
<td>but, however</td>
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<td>бирөө</td>
<td>someone</td>
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<tr>
<td>бол-</td>
<td>to be, to become</td>
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<td>болбогондо</td>
<td>certainly, it goes without saying</td>
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<tr>
<td>болбойбу</td>
<td>can it not be?</td>
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болнот  
болсо  
бос  
бөө nëчча  
бууро- / бүүр-  
бууроуса (= Кудаи бууруса)  
бөр-  
бөрүл-  
бөрч  
бүгүнтөр  
бүүн  
бүүнкү  
бүрсүүнү  
бүт-  
бы  
быйыл  
былтыр  
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 (<бу кун "this day")  
today's; belonging to today  
the day after tomorrow  
to end  
interrogative particle  
this year (<Бул жылы "this year")  
last year  
curds

Вв

витамин  
(<Rus.) vitamin

Гг

gул  
flower

Дд

da  
daam  
daam эт-  
даагы  
daагы бир жолу окунузуңу  
daайым(a)  

emphatic particle: even  
taste  
to taste  
again, once more; even; too  
please read once more!  
always

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дара
dastorkon
dastorkon ызыр
dacha
dayr
dayrda-
demek
den / лене
den-sooluk
dep
doc
dostuk
durus
dukon

ж

жаз
жазында
жаз-
жазуучу
жазыл-
жазып бериничи!
жай
жайырак
жайырак (катуурак) суйложуучу!
жак
жак-
жактыр-
жакшы
жакшы барыныз
жакшы көр-
жакын

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
(<де- “to say”) closes off a direct quotation
friend
friendship
alright, right, well
shop, store

spring
in spring
to write
writer
to be written
please write down!
summer
slower
please speak slower (louder)!
side; direction, vicinity
to please, to enjoy
to like
fine, well, good
good-bye; good luck (said by the person who stays)
to like
near

Peace Corps
жаман
жаман эмес
жаман кер-
жан
жан дилим менен
жаным
жана
жанылбасам
жара-
жарайт
жардам
жардам бер-
жардам бере алар бекемин
жарым
жаса-
жасал-
жат-
жаша-
же
же-
жеп кер-
жезде
жек кер- / жаман кер-
жемиш
жены
жер
жер иштет-
жергилчиктыу
жет-
жибер-
жигит
жол
жол акы
жолу
жолук-

bad, badly
not bad; it is not bad
to dislike; to hate
soul
with pleasure
my dear
and
if I am not mistaken
to be fit (for), to be suitable (agreeable)
good, settled, okay
help
to help
may I help (you)?
half
to make, to prepare
to be made
to lie (down)
to live
or
to eat
to try to eat; to taste
older sister's (or any close female relative's) husband
to dislike; to hate
fruit
older brother's (or any close male relative's) wife
earth, land; place
to garden (lit.: to make the land)
local
to arrive, to reach; to be enough
to send
young man
road; time; platform (for buses, etc.)
fare, road payment
time (as in two times, etc.)
to meet
жооп
жооп бер-
жооп бербей жатат
жен
жене-
женет-
женундо
жее
жумак
жумуш
жумушчуну
журналест
жазум
жун
жур-
журррчы
жыл
жылкы
жылуу

Зз
заказ
зарыл

Ии
ийгилик
илим
Илимдер Академиясы
илимий
ини
ин-
иш

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

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GLOSSARY

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
GLOSSARY

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 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
кооз
корк-
кош
көш келисиз!
көшо
көр-
көрсөт-
көрүш-
көрүшкөңүчө
кол
көп
көбүрөөк
көнүл
көнүл бүр-
көче
күбанныч
күбаннычтуу
күбаннычтуубуз
Кулат
Кулат бүйүрүсү
кулак
кулагым сизде
күргат-
күргатылы-
курорт
курс
күн
күруүч
күт-
күтүп жатат
күтүп отурам
күч

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

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<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>кучо-</td>
<td>to get stronger</td>
</tr>
<tr>
<td>кыз</td>
<td>girl, daughter</td>
</tr>
<tr>
<td>кыйнал-</td>
<td>to suffer, to meet difficulties</td>
</tr>
<tr>
<td>кыйналбай</td>
<td>without suffering, without difficulties</td>
</tr>
<tr>
<td>кымбат</td>
<td>value, esteem</td>
</tr>
<tr>
<td>кымбаттуу</td>
<td>dear</td>
</tr>
<tr>
<td>кыргыз</td>
<td>a (the) Kirghiz</td>
</tr>
<tr>
<td>кыргыз тили</td>
<td>Kirghiz language</td>
</tr>
<tr>
<td>кыргыз тили мугалими</td>
<td>Kirghiz language teacher</td>
</tr>
<tr>
<td>кыргызча</td>
<td>a Chinese</td>
</tr>
<tr>
<td>кытай</td>
<td>Chinese language</td>
</tr>
<tr>
<td>кытайча</td>
<td></td>
</tr>
<tr>
<td>Лл</td>
<td></td>
</tr>
<tr>
<td>лимон</td>
<td>lemon</td>
</tr>
<tr>
<td>литр</td>
<td>(&lt;Rus.) liter</td>
</tr>
<tr>
<td>Мм</td>
<td></td>
</tr>
<tr>
<td>мага</td>
<td>it pleases me; I like, I enjoy</td>
</tr>
<tr>
<td>мага ... жагым жатат</td>
<td>I got a cold (lit.: the cold touched me)</td>
</tr>
<tr>
<td>мага суук тиййптир</td>
<td>butter; oil</td>
</tr>
<tr>
<td>май</td>
<td>(adj.) fat (lit.: with butter, oil)</td>
</tr>
<tr>
<td>майлуу</td>
<td>small</td>
</tr>
<tr>
<td>майда</td>
<td>article</td>
</tr>
<tr>
<td>макала</td>
<td>aim, goal</td>
</tr>
<tr>
<td>максат</td>
<td>agreeable</td>
</tr>
<tr>
<td>макул</td>
<td>I agree</td>
</tr>
<tr>
<td>макулмун</td>
<td>cattle</td>
</tr>
<tr>
<td>мал</td>
<td>cattle-breeder</td>
</tr>
<tr>
<td>мелчы</td>
<td>state (adj.)</td>
</tr>
<tr>
<td>мамлекеттик</td>
<td>car, automobile</td>
</tr>
<tr>
<td>машина</td>
<td>parking place</td>
</tr>
<tr>
<td>машина коюучу жер</td>
<td></td>
</tr>
</tbody>
</table>
машина тургуулбайт! no parking!
мейиз raisin
мейли well, agreed
mейман guest
мейманкана hotel (lit.: guest house)
мен I
мен ошондой ойлойум I think so
менимче in my opinion,
менен with (postposition); and
менчик private; property
микро-район (<Rus.) micro-region
мин thousand
мугалим teacher
мурда before, previously
мурун before; previously
мурунку (adj.) former (lit.: belonging to previous times)
mукмун possible
мукмун болосо if possible
мукмунбу is it possible? may I?
мыйзам law
мына here is (are)
мындан башка other than that; in addition, besides
мырза sir, gentlemen

Нн

немис a (the) German
немисче German language
номер (<Russ.) number

Оо

оий interjection expressing surprise
оий thought
оийло- to think, to consider

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<table>
<thead>
<tr>
<th>Русский</th>
<th>Перевод</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>окшоют</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>она</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- / олтур-</td>
<td>to sit</td>
</tr>
<tr>
<td>отурунуз</td>
<td>please sit down!</td>
</tr>
<tr>
<td>Ош</td>
<td>city in southern Kirghizstan</td>
</tr>
<tr>
<td>ошентип</td>
<td>therefore</td>
</tr>
<tr>
<td>ошондои 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Греческий</th>
<th>Перевод</th>
</tr>
</thead>
<tbody>
<tr>
<td>θο</td>
<td>government, state</td>
</tr>
<tr>
<td>θοκμετ</td>
<td>(adj.) belonging to the state</td>
</tr>
<tr>
<td>θοκμεττυκυ</td>
<td>dimension, measurement</td>
</tr>
<tr>
<td>θολχεμ</td>
<td>self</td>
</tr>
<tr>
<td>θοζ</td>
<td>ourselves</td>
</tr>
<tr>
<td>θοζυβυζ</td>
<td>yourself</td>
</tr>
<tr>
<td>θοζυνυζ</td>
<td></td>
</tr>
<tr>
<td>θοζγηθ</td>
<td>a town in the south of Kirghizstan</td>
</tr>
<tr>
<td>θοκυνυστγγγγγγ!</td>
<td>that's a pity!</td>
</tr>
<tr>
<td>θορυκ</td>
<td>fresh apricot; dried apricot</td>
</tr>
<tr>
<td>θος-</td>
<td>to grow</td>
</tr>
<tr>
<td>θοςυμςυκ</td>
<td>plant; vegetable</td>
</tr>
<tr>
<td>θοςυμςυκ μαйы</td>
<td>vegetable oil</td>
</tr>
<tr>
<td>θοτ-</td>
<td>to pass</td>
</tr>
<tr>
<td>θοτκεν</td>
<td>last, past</td>
</tr>
</tbody>
</table>

Peace Corps

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<table>
<thead>
<tr>
<th>ГLOSSARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>откен жума (ай, жыл)</td>
</tr>
<tr>
<td>вто</td>
</tr>
<tr>
<td>Пп</td>
</tr>
<tr>
<td>палуоо</td>
</tr>
<tr>
<td>помидор</td>
</tr>
<tr>
<td>приватизация</td>
</tr>
<tr>
<td>программа</td>
</tr>
<tr>
<td>Рр</td>
</tr>
<tr>
<td>рейс</td>
</tr>
<tr>
<td>ректор</td>
</tr>
<tr>
<td>ресторан</td>
</tr>
<tr>
<td>роза</td>
</tr>
<tr>
<td>рапмат</td>
</tr>
<tr>
<td>Сс</td>
</tr>
<tr>
<td>саат</td>
</tr>
<tr>
<td>саат сыйын</td>
</tr>
<tr>
<td>саат учтө</td>
</tr>
<tr>
<td>сабак</td>
</tr>
<tr>
<td>сабак ал-</td>
</tr>
<tr>
<td>сабак алгыбыз келет</td>
</tr>
<tr>
<td>сабак бер-</td>
</tr>
<tr>
<td>сабиз</td>
</tr>
<tr>
<td>сак болунуз</td>
</tr>
<tr>
<td>саламат</td>
</tr>
<tr>
<td>саламатылык</td>
</tr>
<tr>
<td>саламатсызыбы</td>
</tr>
<tr>
<td>саламатта</td>
</tr>
<tr>
<td>саламатта калыныз</td>
</tr>
</tbody>
</table>

Peace Corps

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GLOSSARY

салат
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
(<Russ.) 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
тап таза — very pure
taxи — taxi
tакси -туручу жер — taxi stand
талон — a kind of coupon used in city transit
tамак — food
тамак — throat
tап- — to find, to get
таба албасы — not able to find
tарихчи — historian
tат — taste
tаттуу — sweet
tез — quick, quickly; rapid, rapidly
tезирек — quicker
tелефон — telephone
tетиги — that, over there
tий- — to touch
tий — language, tongue
tилчи — linguist; interpreter, translator
tокто- — to stop
tоктотунузчу! — please stop! please make a stop!
tоку- — to weave; to knot
tоп — ball
tоп — group, corps, assembly
tелешек — to pay
tроллейбус — bed
tур- — (Rus.) trolley-bus
tургуз- — to stand; to cost
tууган — to erect, to build
tуура — relative; brother
tуура — straight; correct
tуура айтыныз — you said it correctly
tуура — width
tуз — straight
tун — night
tунше — at night
tуш — midday

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GLOSSARY

түшку тамак: lunch
түшөрлө: about midday
туштык: south (< түш "midday")
tүш-:

түшүн-:
тушүнүксүз: to fall; (with dative case) to fall into; to enter (a vehicle)
tүшүнүктүү: to understand

тыйын:
tyич: it's not understandable, I don't understand
тыич ар-: understandable; I see
тыич тык:
tyич тык тобу: kopeck

түнч:
tүнч ар-:
tүнч тык: quiet, restful, peaceful; quietness, peacefulness
tүнч тык: to disturb

Peace Corps

Уу

убаъыт: time
узун: long, length
ук-:
угуначү!:
уланта беринизчи!: to hear, to listen
улут:
улуттук:
унут-:
унутпапыз!: please listen!
урмат:
урматту:
ушундай:
уч-:
учкуч:

Уу

ый:
cow, cattle
ый:
home, house

Peace Corps

145155
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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)

филармония

(<Rus.) concert hall

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)

(postpositional) till, to

edge; suburb; foreign

foreign language

pig

a town on the shores of the Isik Köl

great, important

many thanks

grass; hay

to go out; to appear (law, newspaper, book, etc.)

exit

true

very true; it's very true
Ши

шавар
шаварда жуупуу транспорт
шаш-
шашып жат-
ширен
шыдыр

city
city transit
to hurry
to be hurrying
sweet
smooth; successful

Ыы

ыкыйымал
ырай
ырас
ысык
Ысык-Көл
Ысык-Көл аймагында
possibly, possible
condition, appearance
true,
hot
Isik Köl (Lake Isik, lit.: hot lake)
in the region of the Isik Köl

Эе

эче
эчеке
эжен
эл
эл аралык
эле
эмес
эми
эн
эмнеге
эн
эн сонун
эрте
эртеси
эртен
older sister
respectful form of address for an elderly lady
particle; in statements: indeed (as I know it now); in
questions: I wonder, ...
country, people
international
particle; emphasizes the preceding word
is not
now
what
why
particle forming superlative
the very best
early
the next day
tomorrow

Peace Corps

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early in the morning
(adj.) tomorrow's
memory; mind
I don't remember
meat
no ... (as in no one, etc.)
never
never
long ago
KIRGHIZ-ENGLISH WORD LIST

TERMS OF OCCUPATIONS

ашпозчы         cook
жумушчы         worker
жазуучу         writer
журналист       journalist
студент          student
окуучу           student; pupil
окутуучу         teacher
мугалим         teacher; scholar
сатуучу          salesperson
алуучу           buyer; customer
тарихчи          historian
тиличи          philologist, linguist
илмий кызматкер research worker
ректор           rector; director of an institute; president of a university
учкуч            pilot
бухгалтер       (<German) book-keeper, accountant
малчи            cattle breeder

EXPRESSIONS OF TIME

tez            quick
азыр            now
азыр эмес        not now
азыр эле        right now (at once)
эч качан        never
кеч            late
кечинде         evening, in the evening
кечее            yesterday
эрте            early
эртен менен      early in the morning
кун            day
### Days of the Week

<table>
<thead>
<tr>
<th>Кыргыз</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>дүйшөмбү (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>жуманыч (күнү)</td>
<td>Friday</td>
</tr>
<tr>
<td>ишөмбү (күнү)</td>
<td>Saturday</td>
</tr>
<tr>
<td>жекешөмбү (күнү)</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

### Months of the Year

<table>
<thead>
<tr>
<th>Кыргыз</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>учтүн айы (январь)</td>
<td>January</td>
</tr>
<tr>
<td>бирдин айы (февраль)</td>
<td>February</td>
</tr>
<tr>
<td>жалган куран (март)</td>
<td>March</td>
</tr>
<tr>
<td>чын куран (апрель)</td>
<td>April</td>
</tr>
<tr>
<td>бугу (май)</td>
<td>May</td>
</tr>
<tr>
<td>кулжака (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>тогуздуу айы (октябрь)</td>
<td>October</td>
</tr>
<tr>
<td>жетишпин айы (ноябрь)</td>
<td>November</td>
</tr>
<tr>
<td>бештүн айы (декабрь)</td>
<td>December</td>
</tr>
</tbody>
</table>

(Kырчын: 1992: Август, р. 12)

---

**Peace Corps** 150

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SIGNS AND DIRECTIONS

Автобус (Троллейбус) токтоочу жер
Bus (Trolley) stop
Такси туруучу жер
Taxi stand
Кирүү эшити
Entrance
Чыгуу эшити
Exit
он жакта
on the right
сол жакта
on the left
бет алды / туура
straight ahead
Машина тургузульбайт!
No parking
Машина коюучу жер
Parking place
бир жактуу жүрүш
one-way traffic

USEFUL PHRASES IN THE CLASSROOM

жазып беринизчи!
please write down!
айтып коюнуучу!
please tell!
айтып беринизчи!
please tell me!
кайтаалап коюнуучу!
please repeat!
угунузчу!
please listen!
отурунуз!
please sit down!
улуунта беринизчи!
go on please!
tоктотунузчу!
please stop!
унутпанды!
don’t forget!
жайырак (катуурак) суйлененузчуй!
please speak slower (louder)!
дары бир жолу окунуучу!
please read once more!

COLLOQUIAL EXPRESSIONS:

абдан ыразымын
I am very pleased
абдан кубанамын
I am very glad
макулмун
I agree
мен ошондой ойдооым
I think so
ээгүүз билис
as you like (lit.: you know it yourself)
жан дилим менен
With pleasure!
tушунуктуу
I understand, understandable

Peace Corps

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<table>
<thead>
<tr>
<th>Кыргызский</th>
<th>Английский</th>
</tr>
</thead>
<tbody>
<tr>
<td>тушунуксуз</td>
<td>I don't understand, it's not understandable</td>
</tr>
<tr>
<td>сак болунуз</td>
<td>Be careful!</td>
</tr>
<tr>
<td>кирүүгө мүмкүнбү</td>
<td>May I come in?</td>
</tr>
<tr>
<td>кириниз</td>
<td>Please come in.</td>
</tr>
<tr>
<td>жардам бере алар бекемин</td>
<td>May I help (you)?</td>
</tr>
<tr>
<td>абдан аянычтуу, бирок ...</td>
<td>It is very regretful, but ...</td>
</tr>
<tr>
<td>окунуштуу!</td>
<td>That's a pity!</td>
</tr>
<tr>
<td>Кандай конун!</td>
<td>How wonderful!</td>
</tr>
<tr>
<td>эşimде жок</td>
<td>I don't remember</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Кыргызский</th>
<th>Английский</th>
</tr>
</thead>
<tbody>
<tr>
<td>албетте</td>
<td>Of course,</td>
</tr>
<tr>
<td>арийне</td>
<td>Of course,</td>
</tr>
<tr>
<td>балкин</td>
<td>Perhaps,</td>
</tr>
<tr>
<td>мүмкүн</td>
<td>Possibly, possible</td>
</tr>
<tr>
<td>ыктыымал</td>
<td>Possibly, possible</td>
</tr>
<tr>
<td>ырас</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>мениимче</td>
<td>In my opinion,</td>
</tr>
<tr>
<td>сизинче</td>
<td>In your opinion,</td>
</tr>
<tr>
<td>ошоңдоң 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>
<tr>
<td>айтканча ал эле</td>
<td>As one says,</td>
</tr>
<tr>
<td>айтканыңыз туура</td>
<td>What you said is correct,</td>
</tr>
<tr>
<td>туура айттыңыз</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 жарааша</td>
<td>Fortunately,</td>
</tr>
<tr>
<td>бакытка жараапай</td>
<td>Unfortunately,</td>
</tr>
</tbody>
</table>
NUMBERS
Cardinals
1 - бир 20 - жыйым, 21 - жыйым бир. ...
2 - еки 30 - отуз, 31-отуз бир, 32 - отуз эки, ...
3 - уу 40 - кырк, 41 - кырк бир, 42 - кырк эки, ...
4 - төрт 50 - элуу, 51 - элуу бир, 52 - элуу эки, ...
5 - беш 60 - алтмыш ...
6 - алты 70 - жетимиш ...
7 - жети 80 - сексен ...
8 - сөзиз 90 - токсон ...
9 - тогуз 100 - жуз, 101 - жуз бир, 120 - жуз жыйымма
10 - он 1000 - (бир) мин
11 - он бир 1000000 - миллион (<Rus.)
12 - он эки, ... 0 - нөл (<Russ.)

Ordinals
Ordinals are regularly formed by adding +(и)ча /+(ы)чы > +(у)чы /+(ы)чы to the cardinals:

бир+чы first
алты+чы sixth
тогуз+чы ninth
он төрт+чы 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 токсон учунчү жыл the year 1992

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