Turkish Grammar in practice

A Self-Study Reference & Practice Book

Yusuf Buz
TURKISH GRAMMAR in practice

A self-study reference and practice book for learners of Turkish

Yusuf Buz

CEFR A1-B1

- 114 two-page units
- 3000 practice questions
- Over 2000 sentences and dialogues
- Full key to exercises
Overview of Turkish Grammar in Practice
Yusuf Buz

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the suffix (lik/-lik/-lik/luk/-lik)
TÜZUZ (kim) yazıcı (printer)
the suffix -ic/-ic/-ic/-ic/-ic/-ic/-ic
TÜZUZ (gazete) futbolcu (football)
the suffixes -ci/-ci/-ci/-ci/-ci/-ci/-ci
TÜZUZ (çapraz) Dilek’li Dilek’s house bilimsel (scientific)
the suffixes -daş,-gil,-sel
TÜZUZ (arkadaşlık) kardeşlik (brotherhood)
the suffix (lik/-lik/-lik/luk/-lik)
TÜZUZ (kim) yazıcı (printer)
the suffix -ic/-ic/-ic/-ic/-ic/-ic/-ic
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Overview of Turkish Grammar in Practice

Organisation of the book

There are 114 units. Almost all of the units cover two pages. The explanations are on the left-hand page, and the exercises are on the right-hand page.

Unit titles tell you the main grammar point whose English equivalent or meaning is given next to it in brackets.

Unit sections (A, B, C, etc.) give you information about the form and meaning of the grammar, as well as its different uses.

Illustrations show you how to use grammar in everyday conversational Turkish.

Tips in the form of • and □ highlight common errors and characteristics of Turkish grammar.

There are also 15 units in the Grammar Essentials section. The only difference between these units is that they do not have exercises. They are designed in the same format as the other 114 units and learners must study these units as they focus on grammar points which are equally important.

Alıştırma (Exercises) page provides you with a number of exercises to practise the new language.

You should study the grammar explanations on the left-hand page and then do the exercises on the right-hand page.

There is a full answer key for you to check your answers for the exercises in the book.

The Dictionary presents the English meaning of all the words used in the book. You can look words up as and when needed.

An important feature of this book is that it provides over 2000 sample sentences and around 3000 practices questions by using the most common 1900 Turkish words which are easy to access at the end of the book.

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Illustrations show you how to use grammar in everyday conversational Turkish.

Tips in the form of • and □ highlight common errors and characteristics of Turkish grammar.
Key features

Turkish Grammar in Practice is a completely new reference and practice book for learners of Turkish. It comes with the following key features:

• Clear and easy-to-follow explanations
• Over 2000 sample sentences and dialogues
• Around 3000 practice questions
• Around 450 colour illustrations
• A dictionary of 1900 headwords used throughout the book
• Tips highlighting common errors and characteristics of Turkish grammar
• Full key for the exercises

Who is this book for?

Turkish Grammar in Practice introduces grammar to learners at beginner to intermediate level. It is not a course book, but a reference and practice book which can be used by learners attending classes or working alone.

What does the book consist of?

This book consists of 114 units, each on a grammatical topic. The units cover the main areas of Turkish grammar. The explanations are on the left-hand page, and the exercises are on the right-hand page. Plenty of sample sentences and conversations help you use grammar in real-life situations. The explanations are followed by exercises that practise the new language in authentic situations.

There are also 15 units in Grammar Essentials section. These units do not have exercises. They are designed to focus on grammar points which are important for reading and writing Turkish.

An important feature of this book is that it provides over 2000 sample sentences and around 3000 practice questions by using the most common 1900 Turkish words. The dictionary at the end of the book presents the English meaning of all the words used in the book. You can look words up as and when needed.

There is a full answer key for you to check your answers to the exercises in the book.

How should the book be used?

This book aims to serve as a reference and practice book for those working alone or attending classes. The units are not organised progressively, but instead attention has been given to present the most basic grammar topics in the early units. You can start at the beginning of the book and work through to the end, although the grammar topics are not ordered according to their level of difficulty. If you are already familiar with the language, you can choose relevant units. There is a detailed contents section to help you do so easily.

To ensure the newly-presented grammar topic is ingrained in your mind, you are encouraged to do the exercises on the right-hand page. As there are plenty of example sentences and dialogues in both pages of the unit, you can also come up with your own dialogues and practice conversations.

Turkish Grammar in Practice will also be a useful supplementary book for teachers. If you are already using a course book, present the grammar explanation on the left-hand page and then ask students to read the example sentences. If there is a conversation, ask two students to read it aloud.

So, as we say in Turkish “Başlayalım! [Let’s start!]” and have fun learning this beautiful language!
The Turkish alphabet has 29 letters:

<table>
<thead>
<tr>
<th>Capital letters</th>
<th>Lower case letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABCÇDEFGĞİJKLMNOÖPRSŞTUÜVYZ</td>
<td>abcçdefgğihijklmnñoöprsştuüvyz</td>
</tr>
</tbody>
</table>

There are 8 vowels in the Turkish alphabet:

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Unrounded</th>
<th>Rounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back</td>
<td>a</td>
<td>ĩ</td>
</tr>
<tr>
<td>Front</td>
<td>e</td>
<td>ĩ</td>
</tr>
</tbody>
</table>

There are 21 consonants in the Turkish alphabet:

<table>
<thead>
<tr>
<th>Letters</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>a as in ran</td>
</tr>
<tr>
<td>B</td>
<td>b as in boy</td>
</tr>
<tr>
<td>C</td>
<td>c as in jam</td>
</tr>
<tr>
<td>Ç</td>
<td>ch as in chat</td>
</tr>
<tr>
<td>D</td>
<td>d as in dog</td>
</tr>
<tr>
<td>E</td>
<td>e as in bet</td>
</tr>
<tr>
<td>F</td>
<td>f as in fog</td>
</tr>
<tr>
<td>G</td>
<td>g as in gun</td>
</tr>
<tr>
<td>Ğ</td>
<td>lengths preceding vowel</td>
</tr>
<tr>
<td>H</td>
<td>h as in hat</td>
</tr>
<tr>
<td>I</td>
<td>i as in open</td>
</tr>
<tr>
<td>J</td>
<td>j as in measure</td>
</tr>
<tr>
<td>K</td>
<td>k as in kiss</td>
</tr>
<tr>
<td>L</td>
<td>l as in lap</td>
</tr>
<tr>
<td>M</td>
<td>m as in may</td>
</tr>
<tr>
<td>N</td>
<td>n as in no</td>
</tr>
<tr>
<td>O</td>
<td>o as in far</td>
</tr>
<tr>
<td>Ö</td>
<td>ir as in bird or ur as in fur</td>
</tr>
<tr>
<td>P</td>
<td>p as in pay</td>
</tr>
<tr>
<td>R</td>
<td>r as in ring</td>
</tr>
<tr>
<td>S</td>
<td>s as in sit</td>
</tr>
<tr>
<td>Ş</td>
<td>sh as in shop</td>
</tr>
<tr>
<td>T</td>
<td>t as in thin</td>
</tr>
<tr>
<td>U</td>
<td>u as in pat</td>
</tr>
<tr>
<td>Ü</td>
<td>ew as in new or u as in über</td>
</tr>
<tr>
<td>V</td>
<td>v as in very</td>
</tr>
<tr>
<td>Y</td>
<td>y as in yes</td>
</tr>
<tr>
<td>Z</td>
<td>z as in zip</td>
</tr>
</tbody>
</table>

The lower case i is always dotted when capitalised:

bir BİR = one       iz İZ = trace

The lower case i is always dotless when capitalised:

sır SİR = secret    sıfr SİFİR = zero

Q, W and X do not occur in Turkish but Turkish speakers can easily recognise them:

faks = fax         taksi = taxi    Vav = Wow!
**A**

We make questions in the present continuous tense with the question particle **mu**, followed by the personal suffix. The question particle always follows the main verb as a separate word:

- Geliyor **mu**? = Are you coming?  
- Çalışıyor **mu**? = Are you working?  
- Oyunlar **mi**? = Are they playing?

**Structure:** verb + (i, u, ü) + **yor** + **mu** + personal suffix?  
(The only exception is **onlar**. See below.)

<table>
<thead>
<tr>
<th>Person</th>
<th>gel- (to come)</th>
<th>al- (to take)</th>
<th>koş- (to run)</th>
<th>güл- (to laugh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben</td>
<td>geliyor muyum?</td>
<td>alıyor muyum?</td>
<td>koşuyor muyum?</td>
<td>güliyor muyum?</td>
</tr>
<tr>
<td>Sen</td>
<td>geliyor musun?</td>
<td>alıyor musun?</td>
<td>koşuyor musun?</td>
<td>güliyor musun?</td>
</tr>
<tr>
<td>O</td>
<td>geliyor mu?</td>
<td>alıyor mu?</td>
<td>koşuyor mu?</td>
<td>güliyor mu?</td>
</tr>
<tr>
<td>Biz</td>
<td>geliyor muyuz?</td>
<td>alıyor muyuz?</td>
<td>koşuyor muyuz?</td>
<td>güliyor muyuz?</td>
</tr>
<tr>
<td>Siz</td>
<td>geliyor musunuz?</td>
<td>alıyor musunuz?</td>
<td>koşuyor musunuz?</td>
<td>güliyor musunuz?</td>
</tr>
<tr>
<td>Onlar</td>
<td>geliyorlar mı?</td>
<td>aliyorlar mı?</td>
<td>koşuyorlar mı?</td>
<td>güliyorlar mı?</td>
</tr>
</tbody>
</table>

It’s clear from the examples above that the present continuous tense marked verb is followed by the question particle **mu**, which is suffixed by the personal ending.

**Examples:**

- A: Bu akşam sinemaya geliyor musun?  
  (Are you coming to the cinema tonight?)
- B: Hayır, bu akşam sinemaya geliyorum.  
  (No, I am not coming to the cinema tonight.)

A: Neden?  
(Why)

B: Çok yorgunum.  
(I am so tired.)

- Kerem şimdi kitap okuyor mu?  
  (Is Kerem reading a book now?)
- Bugün alışverişe gidiyor muyuz?  
  (Are you going shopping today?)
- Telefon şimdi çalışıyor mu?  
  (Is the phone working now?)

**B**

Fill in the following sentences with the questions words **niye**, **nasıl**, **ki**, **ne zaman**, and **nerede**.

**1** 'Araba ........ niye ........ çalışiyor?'  
   (‘Arab does ........ niye ........ work?’)

**2** 'Film ....................... başlıyor?'  
   (‘Film ....................... start?’)

**3** '.................. yiyorsunuz?'  
   (‘.................. eat?’)

**4** 'Bu makine .................... çalışıyor?'  
   (‘This machine .................... work?’)

**5** 'Bu akşam .................... geliyor?'  
   (‘Tonight .................... come?’)

**C**

We can make questions with question words such as **ne** (what), **nerede** (where), **kim** (who), **nasıl** (how), **ne zaman** (when) and **niye/nereden** (why). It is more common to use the question word before the verb:

- Bugün ki geliyor?  
  (Where is he coming today?)
- Telefon niye çalışıyor?  
  (Why is the phone not working?)
- Nerede yaşıyorsunuz?  
  (Where are you living?)
- Niyi yiyorsun?  
  (What are you eating?)

**ALIŞTIRMALAR**

**1** Write the question form of the sentences below.

1. Fatma şimdi ders çalışıyor.  
   Fatma şimdi ders .................. yapıyor mu?  
   Ali .................. gidiyor mu?  
   Burak .................. seyrediyor mu?  
4. Çocuklar oyun oynuyorlar.  
   Çocuklar .................. oynuyorlar mı?  
5. Kitap okuyorum.  
   Kitap .................. okuyorum mu?  
   .................. ............... gidiyor musunuz?  

**2** Answer the following questions.

1. Çocuklar bahçede top oynuyorlar mı?  
   Evet, .................. ............... oynuyorlar.  
   Hayır, .................. ............... oynuyorlar mı?
2. Şimdi yağmur yağıyor mu?  
   Evet, .................. .................. yağıyor.  
   Hayır, .................. .................. yağıyor mu?
3. Meral bugün bize geliyor mu?  
   Evet, .................. .................. geliyor.  
   Hayır, .................. .................. geliyor mu?
4. Korkuyor musun?  
   Evet, .................. .................. korkuyor.  
   Hayır, .................. .................. korkuyor musun?
5. Benimle geliyor musun?  
   Evet, .................. .................. geliyor musun.  
   Hayır, .................. .................. geliyor musun mu?
6. Beni seviyor musun?  
   Evet, .................. .................. seviyor.  
   Hayır, .................. .................. seviyor musun?
Contrary to English, non-action verbs in Turkish can be used in the present continuous tense (i.e. with -yor):


In the examples above, the verbs bil- (know) and sev- (love) are used with the present continuous tense marker -yor, but their English equivalents know and love are used in the present simple tense (i.e. without -ing).

**Common non-action verbs that are used with -yor in Turkish:**

- bil- (know)
- anla- (understand)
- fark et- (realize)
- hisset- (feel)
- zannet- (suppose)
- inan- (believe)
- tan- (recognize)
- düşün- (think)
- tercih et- (prefer)
- hatırlala- (remember)
- iste- (want)
- unut- (forget)
- nefret et- (hate)
- kork- (fear, be afraid of)
- kskan- (envy)
- sev- (love)
- hoplan- (like)
- hoplanma- (dislike)
- duy- (hear)
- kok- (smell)
- görün- (look, seem)
- içeri- (consist of, contain)

**ALIŞTIRMALAR**

1. Use the verbs in the present continuous tense to complete the sentences. The verb should end with the suffix for the person in brackets.

   a) iste- b) hoşlan- c) duy- d) içeri- e) anla-
   f) kork- g) tan- h) kskan- i) hisset- j) sev-

   1 Bu yemek çok kötü ___________________ ! (O)
   2 Biraz su ____________________ . (Ben)
   3 Onu ____________________ . Çok iyi arkadaşız. (Ben)
   4 Bu yoğurt jelatin ________________ . (O)
   5 Anne, çok ____________________ . Benimle yatar mısın? (Ben)
   6 Aylin'den ________________ . Çok güzel bir kız. (Ben)
   7 Kendimi çok kötü ________________ . Erken yatacağım. (Ben)
   8 Garp bir ses ________________ . (Biz)
   9 Seni çok ________________ . (Ben)
   10 Jane biraz Türkçe ________________ . (O)

2. Complete the dialogues.

   1 A: Türkçe biliyor musun?
   B: Hayır, Türkçe ____________________ .
   2 A: Beni seviyor musun?
   B: Evet, seni ____________________ .
   3 A: Güzel görünüyor muyum?
   B: Evet, çok güzel ____________________ .
   4 A: İngilizce anlıyor musunuz?
   B: Hayır, İngilizce ____________________ .
   5 A: Çocuklar korkuyorlar mı?
   B: Evet, çok korkuyor ________________ .
   6 A: Bu çikolata alkol içeriyor mu?
   B: Hayır, o çikolata alkol ____________________ .
   7 A: Kendini iyi hissediyor musun?
   B: Evet, kendimi çok iyi ____________________ .
   8 A: Biraz ekmek istiyor musun?
   B: Hayır, ekmek ____________________ .
   9 A: Onu kıskanıyor musun?
   B: Hayır onu hiç ____________________ .
   10 A: Onları hatırlıyor musun?
   B: Evet, onları ____________________ .
   11 A: Kedi süt istiyor mu?
   B: Evet, kedi süt ____________________ .
   12 A: Uçağı görüyor musun?
   B: Evet, uçağı ____________________ .
We can use the verb _iste_ to want in the present simple tense to express polite offers and requests:

<table>
<thead>
<tr>
<th>Offer</th>
<th>Request</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Would you like <em>?</em>?</strong></td>
<td><strong>Would <em>?</em> like <em>?</em>?</strong></td>
</tr>
</tbody>
</table>

- **Offers**
  - Would you like _?_?
  - Will you like _?_?
  - Would they like _?_?
  - Would she/he/it like _?_?
  - Would you like _?_?
  - Would they like _?_?

- **Responses**
  - Yes, please.
  - No, thanks.
  - Okey, please.
  - Certainly.
  - Of course.
  - Here you are.
  - Here is.
  - All right sir/madam.
  - Tabii ki.
  - Elbette.
  - Tabii ki. Buyrun.
  - Of course. Here you are.
  - Certainly. Here you are.

### Expressing Polite Offers and Requests

1. **Using the Infinitive Verb**
   - To request something politely, we can use verbs ending in -mek/-mak to express a desire to do something:
     - Would you like ice cream?
     - I'd like a table for two.

2. **Using the Present Continuous Tense**
   - We can use the present continuous tense (i.e., _iste-yorum_) to express polite offers:
     - Su ister misiniz? (Would you like water?)
     - Tatlı menüsünü ister misiniz? (Would you like the dessert menu?)

3. **Using the Present Simple Tense**
   - We can use the present simple tense (i.e., _iste_ - _mımız_) to express polite offers:
     - I would like to have ice cream.

### Making Phrases like _... ile benim aramda_ (Between and Me)

- **Examples**
  - Bu akşam film seyretmek istiyorum. (Certainly. Here you are.)
  - Bu akşam film seyretmek istiyorum. (Certainly. Here you are.)

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- Around 450 colour illustrations
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- Tips highlighting common errors and characteristics of Turkish grammar
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