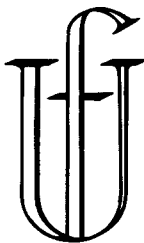


A GRAMMAR
OF THE
MONGOL LANGUAGE

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







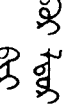





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





























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TRANSLATORS' COMMENT:

It is to be noted that many expressions and terms in the original Mongol could have been translated with other suitable terms, but the expressions used in this translation were thought to be in keeping with the original ideas and the general sense of the grammar itself. We acknowledge our shortcomings and regret that it is not done better.

The numbering of the headings has been changed a bit from the original in order to make it clearer and more consistent. The portions enclosed within parenthesis () are the same as in the original. However those portions which are enclosed within brackets [] have been added by the translators for clarity and completeness. Illustrations of a political nature have been substituted by others.

The original of this grammar no doubt was written for Mongols who already knew and spoke the language. Therefore a foreigner will find considerable that appears lacking to him, but yet such would be counted unnecessary to a Mongol who already speaks the language. The grammatical reasoning and procedure in this grammar are entirely from the Mongol standpoint and this is very necessary for a person who wishes to understand Mongolian and be understood by the Mongols.

FIRST SECTION: REGARDING SOUNDS AND LETTERS

I. Sounds and letters.

We make our thoughts and ideas understandable to others by the use of words. Words are made up of sounds. Sounds are made by the sound governing organs; that is, the lungs, trachea, larynx, palate, tongue and lips.

That which symbolizes a sound on paper is called a letter. Our Mongol letters have come with modification from the Turkish letters. The original Turkish letters came from a branch of the Persian; that is, the Sogdian and upon further search it will be found that many of them are derivatives from European languages.

Because many of the Mongol letters, while having the same appearance, have different sounds, it is not always possible to write the word according to its true sound. So the Mongol written language up until the present in regard to becoming like the spoken has changed very little. For this reason our written language is very different from the spoken language.

This has been a very great hindrance and difficulty to the development of the cultural standard of the common people. If we wish to correct these problems at their source, it will be necessary to use new letters. But until that time we will have to use the old letters according to their correct usage and beyond this it will also be important to approximate the spoken words as far as possible.

II. Alphabet.

English symbol	Vowels				English Sym.	Consonants											
	Original	Initial	Medial	Final		Initial	Medial	Final	English Sym.	Initial	Medial	Final	English Sym.	Initial	Medial	Final	
A	ʌ	ʌ	ʌ	ʌ	M	ɪ	ɪ	ɪ	U	ə	ɔ	ɔ	F-PH	ɔ	ɔ	ɔ	
E	ɛ	ɛ	ɛ	ɛ	H	ʊ	ʊ	ʊ	L	ɛ	t	ɛ	TZ	ɛ	ɛ	ɛ	
I	ɪ	ɪ	ɪ	ɪ	G	ʊ	ʊ	ʊ	M	ɪ	ɪ	ɪ	DZ	ɪ	ɪ	ɪ	
AW	ʌ	ʌ	ʌ	ʌ	B	θ	θ	θ	CH	ɛ	ɛ	ɛ	RZ	ɛ	ɛ	ɛ	
IO	ʌ	ʌ	ʌ	ʌ	P	ɓ	ɓ	ɓ	J	ɪ	ɪ	ɪ	K	ɪ	ɪ	ɪ	
U	ʌ	ʌ	ʌ	ʌ	S	ɪ	ɪ	ɪ	Y	ɪ	ɪ	ɪ	H	ɪ	ɪ	ɪ	
OO	ʌ	ʌ	ʌ	ʌ	SH	ɪ	ɪ	ɪ	R	ɪ	ɪ	ɪ	NG	ɪ	ɪ	ɪ	
F									W	ɪ	ɪ	ɪ					

Comments: Some characters have definite names.

- The letter is called or "tooth".
- The letter is called or "long tooth".
- The letter is called or "backward tail".
- The letter is called or "foreward tail".
- The letter is called "offshoot".
- The letter is called "naught", "abdomen".
- The of the letter is called or "dot".
- The of the letter is called or "two dots".

III. Vowels and consonants.

As written above there are altogether thirty letters in the Mongolian alphabet. (If is not included, it can be said that there are but twenty-nine.) Of these, seven are vowels and twenty-three are consonants. Then what is called a vowel and what is called a consonant? The reply is that those unimpeded sounds which are formed by the air coming from the lungs and freely passing through the mouth passage are called vowel sounds. Those impeded sounds which are formed by the air coming from the lungs through the mouth passage are called consonant sounds.

IV. The forming of syllables.

A syllable is formed by joining together a vowel and a consonant. (It is possible even to form a syllable with vowels only.) In forming a syllable, the vowel is the main part. Therefore without a vowel it is not possible to have a syllable. Also generally two separate vowels do not go together in one syllable.

Up until the present, Mongols studying the Mongol language have not really separated the vowels and the consonants but have persistently learned syllables. Therefore it is easy for Mongols to know the syllables and to consider the old twelve syllabaries as properly made up of syllables.

How the vowels and consonants are joined and what kind of syllables they make:

1. Syllables which are made up of vowels only. Ill: ᠠ ᠡ ᠢ ᠣ ᠤ ᠥ ᠦ ᠨ .

2. Syllables which are made up of consonants followed by vowels:

Medial vowels	Initial consonants											
	ᠠ	ᠡ	ᠢ	ᠣ	ᠤ	ᠥ	ᠦ	ᠨ	ᠠ	ᠡ	ᠢ	ᠣ
ᠠ	ᠠᠠ	ᠠᠡ	ᠠᠢ	ᠠᠣ	ᠠᠤ	ᠠᠥ	ᠠᠦ	ᠠᠨ	ᠠᠠ	ᠠᠡ	ᠠᠢ	ᠠᠣ
ᠡ	ᠡᠠ	ᠡᠡ	ᠡᠢ	ᠡᠣ	ᠡᠤ	ᠡᠥ	ᠡᠦ	ᠡᠨ	ᠡᠠ	ᠡᠡ	ᠡᠢ	ᠡᠣ
ᠢ	ᠢᠠ	ᠢᠡ	ᠢᠢ	ᠢᠣ	ᠢᠤ	ᠢᠥ	ᠢᠦ	ᠢᠨ	ᠢᠠ	ᠢᠡ	ᠢᠢ	ᠢᠣ
ᠣ	ᠣᠠ	ᠣᠡ	ᠣᠢ	ᠣᠣ	ᠣᠤ	ᠣᠥ	ᠣᠦ	ᠣᠨ	ᠣᠠ	ᠣᠡ	ᠣᠢ	ᠣᠣ
ᠤ	ᠤᠠ	ᠤᠡ	ᠤᠢ	ᠤᠣ	ᠤᠤ	ᠤᠥ	ᠤᠦ	ᠤᠨ	ᠤᠠ	ᠤᠡ	ᠤᠢ	ᠤᠣ
ᠥ	ᠥᠠ	ᠥᠡ	ᠥᠢ	ᠥᠣ	ᠥᠤ	ᠥᠥ	ᠥᠦ	ᠥᠨ	ᠥᠠ	ᠥᠡ	ᠥᠢ	ᠥᠣ
ᠦ	ᠦᠠ	ᠦᠡ	ᠦᠢ	ᠦᠣ	ᠦᠤ	ᠦᠥ	ᠦᠦ	ᠦᠨ	ᠦᠠ	ᠦᠡ	ᠦᠢ	ᠦᠣ
ᠨ	ᠨᠠ	ᠨᠡ	ᠨᠢ	ᠨᠣ	ᠨᠤ	ᠨᠥ	ᠨᠦ	ᠨᠨ	ᠨᠠ	ᠨᠡ	ᠨᠢ	ᠨᠣ

4. Syllables which are composed of three letters: a consonant and a vowel followed by another consonant:

Initial consonant	Medial vowel	Final consonant	Formed syllable
ر	ا	ك	كار
س	ا	ك	سك
ب	ا	ك	باك
ل	ا	ك	لاك
م	ا	ك	ماك
ن	ا	ك	ناك
ي	ا	ك	ياك
ح	ا	ك	حاك
خ	ا	ك	خاك
د	ا	ك	داك
ذ	ا	ك	ذاك
ر	ا	ك	كار
س	ا	ك	سك
ب	ا	ك	باك
ل	ا	ك	لاك

The above chart only shows some syllables which are formed with three letters: an initial consonant and a medial vowel followed by a final consonant. Besides these there are those which are formed by initial consonants,

medial vowels followed by medial consonants such as $\begin{matrix} \text{d} \\ \text{t} \end{matrix}$. Also there

are those which are formed by medial consonants, medial vowels followed by final consonants such as $\begin{matrix} \text{t} \\ \text{d} \end{matrix}$. And those which are formed by medial con-

sonants, medial vowels followed by medial consonants such as $\begin{matrix} \text{t} \\ \text{d} \end{matrix}$.

V. The writing of words.


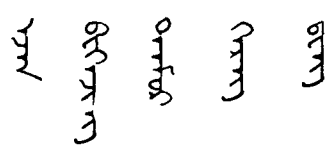
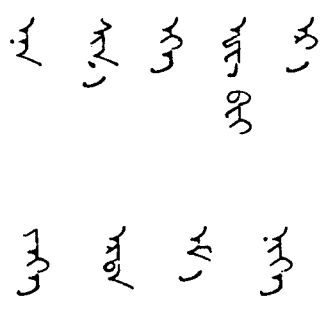
Words are formed by one or a number of syllables. Therefore a word which is made up of a number of syllables can be easily divided into sections when pronounced.

In writing a word, the very first letter is written in the initial form, the last letter is written in the final form and all the rest between are written in the medial form. Illustration of the use of letters in writing words is shown below:

1. The letter A A.

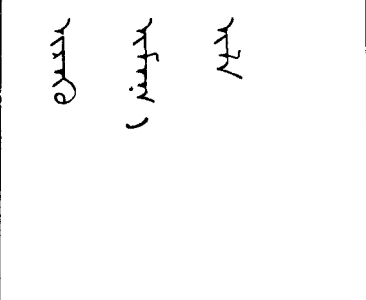
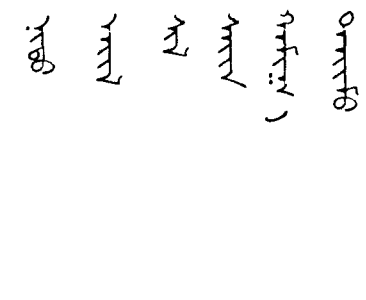
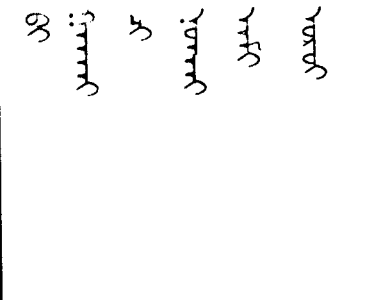
Initial A	Medial A	Final A
$\begin{matrix} \text{yay} \\ \text{Nay} \\ \text{gincay} \end{matrix}$	$\begin{matrix} \text{ayinay} \\ \text{ayithinay} \\ \text{ayemay} \end{matrix}$	$\begin{matrix} \text{yay} & \text{Nay} & \text{ay} & \text{yay} \\ \text{ay} & \text{Nay} & \text{ay} & \text{yay} \end{matrix}$

2. The letter ے E.


Initial ے	Medial ے ے	Final ے ے ے
		

Comments: The letters ے and ے though they are distinct in the initial form, yet in the medial and the final forms there is no distinction. When writing a foreign word, the letter ے is written ے, distinguishing it from ے. In using the final form of ے when joining it to the consonants ے ے ے ے it is written in the forward tail form thus ےےےے. The final form of this same letter when joined to the consonants ے ے ے ے ے is written in the offshoot form thus ےےےےے. In using the final form of ے when joining it to the consonants ے ے ے ے ے ے it is written in the forward tail form thus ےےےےےے. The final form of this same letter when joined to the consonants ے ے ے ے ے ے ے is written in the offshoot tail form thus ےےےےےے.

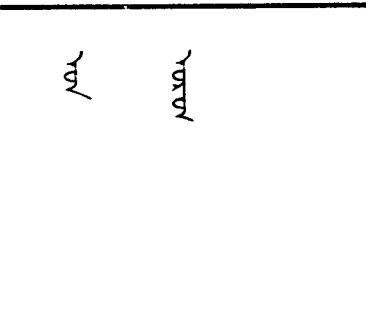
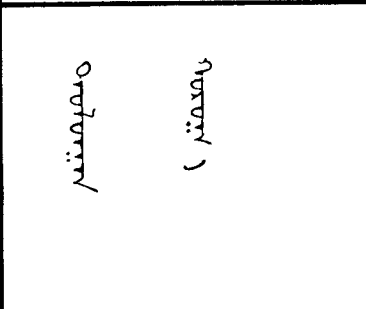
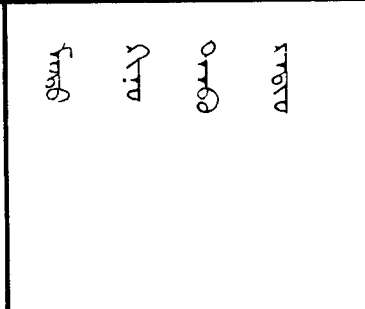
3. The letter آ I.

Initial آ	Medial آ آ	Final آ
		

Comments: The medial form of the letter آ when following a consonant is written with a single long tooth but when following a vowel, it is written with a double tooth. The particle آ is written separately from the original word.

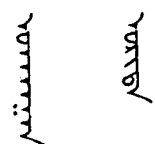

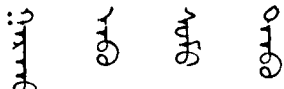
Thus:..... 

4. The letter ا AW.

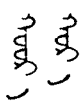
Initial ا	Medial ا	Final ا ا
		

Comments: In using the final form of ا when it follows the consonants و و و it takes the form of ا thus وا وا وا . But in words which are taken from a foreign language, the final form of ا is written ا .

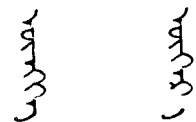
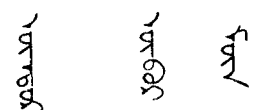
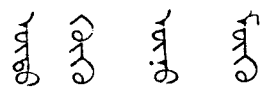
5. The letter Δ io

Initial Δ	Medial Δ	Final $e \Delta$
		

Comments: The form of Δ AW and Δ O are exactly alike. It is not possible to distinguish them, yet at times the Δ AW is written doubled which distinguishes it from Δ O

Illustration: 

6. The letter U

Initial U	Medial ΔU	Final $\text{O} \Delta$
		

Comments: The medial form of the letter U with the long tooth is written as U when it appears in the first syllable of a word which begins with a consonant. In other words the U is always written with a long tooth when it appears as a first syllable of a word. In all other positions it does not have the long tooth. This letter appears as U after $\text{O} \text{O} \text{U} \text{U}$.

22 7. The letter u OO.

Initial u	Medial u u	Final u u

Comments: The letters u U and u OO are the same. Whenever writing a foreign word these letters always appear with the long tooth as:

8. The letter v N.

Initial v	Medial v v	Final v

Comments: The medial form v with a dot is used before a vowel while the medial form v without a dot is used before a consonant. In other words at the beginning of a syllable it is dotted but at the end of a syllable it is not dotted.

The consonant v when appearing in final form is the same as the final backward tail form of v and v . There is a way of knowing which it is: If the preceding letter is a vowel, the final is an v . If the preceding letter is a consonant then the final is an v or v . (The way of knowing whether the final is an v or v is to find out whether the word itself is masculine or feminine.)

9. The letter ه H.

Initial ه ه	Medial ه ه	Final ه
ه ه	ه ه ه ه	ه

Comments: In masculine words ه is used and in feminine words ه is used. When joining a forward tail form of ه after the ه a tooth is added and written between. (If such an ه is not added the form would be just the consonant ه.) Though the letter ه does not appear properly as a final in a word or syllable, yet joined with the offshoot form of ه it appears as such.

10. The letter ج G.

Initial ج ج	Medial ج ج ج	Final ج ج ج ج
ج ج	ج ج ج ج	ج ج ج ج

Comments: In feminine words ج ج ج are used; in masculine words ج ج ج ج ج ج are used. With the medial form the double dot is used before a vowel and the dotless form is used before a consonant. In other words at the beginning of a syllable the dotted form is used and at the end of a syllable the dotless form is used. Though the final form is ج yet when this is followed by the offshoot form of ج then it takes the dotted form thus ج .

11. The letter \ominus B

Initial \ominus	Medial \ominus	Final \ominus

Comments: When joining \curvearrowright and \curvearrowleft in their medial form to the \ominus the \curvearrowright is directly added. But when joining the forward tail ending form \curvearrowright to the \ominus then an extra tooth is added. (If this extra tooth were not added there would be no distinction between the \ominus or $\omin�$ and the $\omin�$.)

12. The letter $\omin�$ P.

Initial $\omin�$	Medial $\omin�$	Final $\omin�$

Comments: When joining a forward tail ending form \curvearrowright to the $\omin�$ it follows the same rule of adding a tooth as with \ominus .

13. The letter \curvearrowright S.

Initial \curvearrowright	Medial \curvearrowright	Final \curvearrowright

Comments: When the vowel \curvearrowleft follows the consonant \curvearrowright it is pronounced as \curvearrowleft . But when the particle \curvearrowright follows the final \curvearrowleft it then retains its \curvearrowright pronunciation.

14. The letter > : SH.

Initial >	Medial >	Final >

Comments: When the consonant > is followed by the vowel > dots are not used.

15. The letter > T.

Initial >	Medial > >	Final > >

Comments: In the medial form the > and > are not distinguished. The letter seldom appears as a final in a word or syllable, but the "t" in foreign words is always written with the upright > .

16. The letter > D.

Initial > >	Medial > >	Final > >

Comments: There is no distinction in the initial form of the > or > . In the medial form > precedes a vowel while > precedes a consonant. In other words, at the beginning of a syllable the > is used while at the end of a syllable > is used. The "d" of foreign words is always written with a reclining > . (In the illustration of > and > is shown the exceptional use of it in pure Mongol words.)

17. The letter ^ˈ L.

Initial ^ˈ	Medial ^ˈ	Final ^ˈ
L	l	l

18. The letter ^ˈ M.

Initial ^ˈ	Medial ^ˈ	Final ^ˈ
M	m	m

19. The letter ^ˈ CH.

Initial ^ˈ	Medial ^ˈ	Final ^ˈ
CH	ch	ʃ

20. The letter ^ˈ J.

Initial ^ˈ	Medial ^ˈ	Final ^ˈ
J	j	ʃ

Comments: In such words as ^ˈand ^ˈthe ^ˈ can be regarded as an exception.

ˈand
ˈthe

21. The letter ᠠ Y.

Initial ᠠ	Medial ᠠ	Final ᠠ ᠡ
ᠠᠨᠠᠳ	ᠠᠨᠢᠭ	ᠠᠨᠠᠨᠠᠨ ᠠᠨᠠᠨ

22. The letter ᠠ R.

Initial ᠠ	Medial ᠠ	Final ᠠ
ᠠᠨᠠᠨ ᠠᠨᠠᠨᠠᠨ	ᠠᠨᠠᠨ	ᠠᠨᠠᠨ

Comments: In the Mongol language ᠠ very seldom begins a word but in speaking a word beginning with ᠠ, it is frequently a habit to add a

vowel before it thus: ᠠᠨᠠᠨ ᠠᠨᠠᠨᠠᠨ ᠠᠨᠠᠨ .

23. The letter ᠠ W.

Initial ᠠ	Medial ᠠ	Final ᠠ
ᠠᠨᠠᠨ	ᠠᠨᠠᠨ	ᠠᠨᠠᠨ

24. The letter ϑ F-PH

Initial ϑ	Medial ϑ	Final ϑ
neat	lygh	gh

25. The letter σ TZ.

Initial σ	Medial σ	Final σ
stion	minstion	

26. The letter τ DZ.

Initial τ	Medial τ	Final τ
teat	teu	

27. The letter ρ RZ.

Initial ρ	Medial ρ	Final ρ
ro		

28. The letter > K.

Initial >	Medial >	Final ㄅ ㄑ
ㄅ ㄑ	ㄑ	ㄅ ㄑ

29. The letter ㄏ H.

Initial ㄏ	Medial ㄏ	Final ㄏ
ㄏ	ㄏ ㄏ	ㄏ

30. The letter ㄎ NG.

Initial	Medial ㄎ	Final ㄎ
	ㄎ	ㄎ ㄎ

Comments: Such letters as ㄅ ㄑ ㄏ ㄎ are used only in words which have been taken from foreign languages. Formerly the letters ㄐ ㄑ ㄒ ㄓ were used to indicate Chinese language sounds. But these are not easy to pronounce and do not have proper qualities of sound. Therefore from now on it will be proper to use the following: ㄐ ㄑ ㄒ ㄓ

Illustration: ㄐ ㄑ

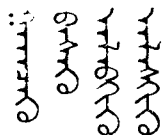
30 VI. Vowel Harmony.

Whatever root vowel a word has, that vowel decides the character of the vowels in the succeeding syllables of the word. This is called vowel harmony. This procedure is very important in the Mongol language.

The three vowels ᠠ ᠡ ᠢ which are formed at the base of the tongue are called masculine. The three vowels ᠣ ᠤ ᠥ which are formed at the middle of the tongue are called feminine. The vowel ᠨ which is formed at the tip of the tongue is called neuter. (In some books this neuter is called dual gender.) Thus the vowels are divided into three groups:

Masculine	Feminine	Neuter
ᠠ ᠡ ᠢ	ᠣ ᠤ ᠥ	ᠨ

In the Mongol language, masculine and feminine vowels are not mixed together in the same word. [Rare exceptions exist. Ill:]



A word is composed either of masculine or feminine vowels. But the neuter may be freely mixed with either the masculine or feminine in any word.

A word which is composed mainly of masculine vowels is called a masculine word. A word which is composed mainly of feminine vowels is called a feminine word. A word which is composed wholly of neuter vowels is also called a feminine word. The reason is that when joining other suffixes to a word composed wholly of neuter vowels, feminine suffixes are used; which makes the word

feminine, thus:

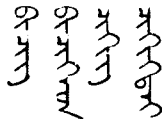
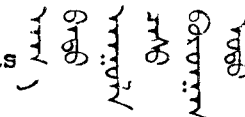
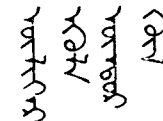


Illustration: Such words as  are masculine.

Such words as  are feminine.

Such words as

are also feminine.

Even though either masculine or feminine vowels may only be used in the same word, yet it is not permitted to use even these vowels indiscriminately. To illustrate: If \int A or \int O are used in the first syllable of a word, it is not permitted to use \int AW in a succeeding syllable. So if \int E or \int U are used in the first syllable of a word, it is not permitted to use \int OO in a succeeding syllable.

Illustration:

VII. Long vowels.

There are two kinds of vowel sounds: the long and the short. The long vowel which seems to sound twice as long as another is called a long vowel. Ways of distinguishing the long vowel from the short vowel in Mongol writing are few. Some few existing ways follow:

1. When the long vowels \int AW or \int O are used in a word. (For the sake of distinguishing the \int O do not make the mistake of thinking that the double \int AW is a long vowel for this is not done in pure Mongol.) [A double vowel is not necessarily a long one.] Illustration: \int \int \int

2. When the long vowel \int I is formed by the doubling of the long tooth.

Such as:

3. When \int \int \int \int are written thus they are frequently pronounced

as long. illustration:

Handwritten examples of long vowels in Arabic script.

4. Also when the vowels اَ اِ اِ اِ اِ اِ follow the consonants :ء or ؤ

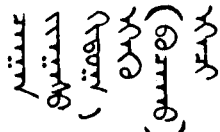
as: اَ اِ اِ اِ اِ اِ then it is usually proper that they be considered long

vowels. These are the main ways of distinguishing the long vowels.

Illustration:

Written thus	Pronounced thus	Illustration
اَ اِ اِ	A	عَاضٍ عَاضٍ عَاضٍ
اِ اِ اِ		عَاضِ عَاضِ عَاضِ
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ	E	عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ	I	عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ	AW	عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ	IO	عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ	U	عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ	OO	عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي
اِ اِ اِ		عَاضِي عَاضِي عَاضِي

Yet not all of the $\dot{\text{r}}$ syllables should be pronounced as long. To

illustrate:  in these words the $\dot{\text{r}}$ syllables are not long.

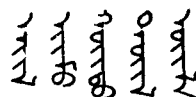
VIII. Diphthongs.

A vowel sound which is made up of two different vowels is called a diphthong. Diphthongs are divided into three classes as follows:

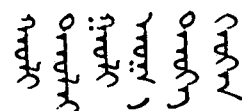
Class	1st					2nd		3rd	
First vowel	$\dot{\text{r}}$	$\dot{\text{r}}$	$\dot{\text{a}}$	$\dot{\text{a}}$	$\dot{\text{a}}$	$\dot{\text{r}}$	$\dot{\text{r}}$	$\dot{\text{a}}$	$\dot{\text{a}}$
Second vowel	$\dot{\text{r}}$					$\dot{\text{a}}$	$\dot{\text{a}}$	$\dot{\text{r}}$	
Diphthong	$\dot{\text{r}}\dot{\text{r}}$	$\dot{\text{r}}\dot{\text{r}}$	$\dot{\text{a}}\dot{\text{r}}$	$\dot{\text{a}}\dot{\text{r}}$	$\dot{\text{a}}\dot{\text{r}}$	$\dot{\text{a}}\dot{\text{r}}$	$\dot{\text{a}}\dot{\text{r}}$	$\dot{\text{r}}\dot{\text{r}}$	$\dot{\text{r}}\dot{\text{r}}$

Even though a diphthong is composed of two different vowels neither one of these vowels has the ability to form a separate syllable as such [when together]. Thus a diphthong makes one syllable and cannot make two syllables.

In the first above, the $\dot{\text{r}}$ cannot form a separate syllable.

To illustrate: 

In the second above, the $\dot{\text{r}}$ or $\dot{\text{a}}$ cannot form a separate syllable.

To illustrate: 

In the third above, the ᠠ or ᠡ cannot form a separate syllable.

To illustrate: ᠠ ᠡ ᠢ

When pronouncing, that which is sounded with a strong accent is said to be that which forms a syllable. In some writings the syllable

ᠢ appears like ᠢ formed with the consonant and vowel separated thus ᠢ . Because ᠠ and ᠡ , ᠢ and ᠣ are nearly alike it is very difficult to distinguish them when pronouncing them.

To illustrate:

ᠠ ᠡ ᠢ ᠣ

are written thus.

Also when ᠠ follows ᠡ even though three long teeth would be involved yet only two are used, thus:

ᠠ ᠡ ᠢ ᠣ

IX. Accent.

If a word has a number of syllables in it, when it is pronounced one syllable will be sounded stronger than the others. To illustrate: Note these two words: ᠠ ᠡ . Each of these two words is made up of two syllables, as ᠠ ᠡ and ᠢ ᠣ . Yet when pronouncing these, the ᠠ and ᠡ vowels of the first syllables are distinctly sounded while the ᠢ and ᠣ vowels of the last syllables are almost soundless as: ᠠ ᠡ .

Thus in pronouncing, that syllable which is distinctly and strongly sounded above the others is called the accented syllable. And from this there is the accent of words. And the syllable on which the accent falls is called the accented syllable. The others are called unaccented syllables.

Accent of Mongol words usually falls on the first syllable of the word. Therefore the first syllable of a word should be clearly sounded.

SECOND SECTION: REGARDING WORDS.

I. The root, stem and suffixes of a word. By the use of suffixes, conversational words of persons are variously changed.

To illustrate:

Handwritten examples of words with suffixes: --عولس عولس ي, --كئعولس كئعولس ر كئعولس ر, --كئعولس كئعولس كئعولس ر

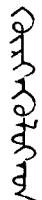

If the words عولس, كئعولس and كئعولس are chosen from these three sentences it will be seen that the كئعولس of the second sentence has added a كئ to the عولس of the first sentence; and the كئعولس of the third sentence has added a ر to كئعولس of the second sentence. In this way by adding to the end of a word the original meaning of a word is variously changed. And the tails كئ and ر which are joined to the word are called suffixes.










Not only is it possible to join one suffix to a word but it is possible to add two or three suffixes and on top of that add a plural suffix also.

To illustrate:




Handwritten examples of multiple suffixes: كئعولس, كئعولس, كئعولس, كئعولس, كئعولس, كئعولس, كئعولس

When the suffixes of a word are entirely removed the root of the word appears.

To illustrate: When the word  has the three added suffixes 

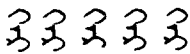
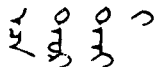
 and  removed from it, then  the root of the original word is left. A suffix changes the meaning of the word. And if the suffix  is added to the root , a new stem word is formed as . To this second stem word  can be added the suffix , and a third new stem word  is formed.

Therefore in speaking of the roots of a word they may be classed as first, second and third stem words. It is not possible to reduce a word beyond its first root form. If this is done the word meaning is destroyed and it will


be divided into syllables and letters. To illustrate: If  is reduced to  and , it thus has no meaning but becomes a syllable and a letter.

Therefore that first stem form of a word which cannot be further reduced is called the word root.

There are two methods of adding to words: by adding separate particles or joining suffixes. When changing a word by adding to it, one way is to join to it a particle which does not change very much the meaning of the root word itself but which nevertheless brings out a new meaning. To illustrate:

In these when the particles    are applied to

the word , while they do change the meaning, yet no real new meaning has been added to the word itself. This is called a particle which but influences the word.

Then there is the kind which changes the original root word meaning and brings in a distinctly new meaning and the forming of a new word.

To illustrate:

(ᠠᠨᠢ)
 ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢᠨᠢ

Thus the suffixes ᠨᠢ and ᠨᠢᠨᠢ are added to the word ᠠᠨᠢ and have formed

new words which are entirely changed and radically different from the original word. This kind of a suffix is called a word forming suffix. Thus there are the two classes: The particles which influence a word and the suffixes which form new words. Particles which influence words are for the most part case particles.

II. Classes of words.

Words which are used in sentences are different one from another. Because of this it is possible to classify words according to their characteristics and qualities. When they are thus divided, it is called the classification of words. The classes of Mongol words are as follows:

1. Noun class.
 - (1) Nouns.
 - (2) Adjectives.
 - (3) Pronouns.
 - (4) Numerals.
2. Verb class.
3. Particle class.

This is a general division of words according to their changeable characteristics. Those which are subject to declension changes are called nouns. Those which have tense and quality changes are called verbs. Those which have no change at all are called particles.

III. Nouns.

Those words which indicate the names of things and persons are called nouns. According to the rules of grammar, things are the reply words to

the question ᠠᠨᠢ . Therefore all the reply words to the questions ᠠᠨᠢᠨᠢ and ᠠᠨᠢᠨᠢᠨᠢ are nouns.

Thus the question ᠠᠨᠢᠨᠢ is asked when indicating lifeless things, animals and property. The question ᠠᠨᠢᠨᠢᠨᠢ is asked when referring to persons.

To illustrate: In the expression $\text{yayyo } \text{yayyo}$ the word yayyo is a noun, while yayyo in-

dicates what kind of iron it is. But then in the expressions $\text{yayyo } \text{yayyo}$ while yayyo

the word yayyo is not changed in the least in its outward form from the former noun yayyo , yet now in its sense of meaning it is an adjective indicating the kind of a thing that yayyo and yayyo are made of. Thus also with the expression $\text{yayyo } \text{yayyo}$

the yayyo is an adjective; while in the expression $\text{yayyo } \text{yayyo}$ the word yayyo is a noun indicating a characteristic. $\text{yayyo } \text{yayyo}$

IV. The singular and plural of nouns.

A noun may expressly indicate only one or many of a thing. If it indicates a single thing, the singular form of the noun is used and if it indicates many of a thing, the plural form of the noun is used.

In making a plural noun from a singular noun, separate plural

particles as $\text{yayyo } \text{yayyo}$ are used. For the most part plural particles are

written separately from the original word. But the particles which are formed with one consonant are written together with the original word.

To illustrate:

ᠮᠠᠨᠢᠮᠠᠢ ᠮᠠᠨᠢᠮᠠᠢ
ᠮᠠᠨᠢᠮᠠᠢ

The plural particles used in the Mongol written language are as follows:

1. ᠮᠠᠨᠢᠮᠠᠢ an ᠮᠠᠨᠢᠮᠠᠢ. These two particles are used following nouns which end

in vowels. The particle ᠮᠠᠨᠢᠮᠠᠢ is used with masculine words while ᠮᠠᠨᠢᠮᠠᠢ is used

with feminine words. To illustrate: ᠮᠠᠨᠢᠮᠠᠢ ᠮᠠᠨᠢᠮᠠᠢ. Also ᠮᠠᠨᠢᠮᠠᠢ and ᠮᠠᠨᠢᠮᠠᠢ are used following

words which end in ᠠ. Illustration:

2. ᠮᠠᠨᠢᠮᠠᠢ. This particle is used following words which end in consonants

other than ᠠ. Illustration:

ᠮᠠᠨᠢᠮᠠᠢ ᠮᠠᠨᠢᠮᠠᠢ
ᠮᠠᠨᠢᠮᠠᠢ ᠮᠠᠨᠢᠮᠠᠢ
ᠮᠠᠨᠢᠮᠠᠢ ᠮᠠᠨᠢᠮᠠᠢ
ᠮᠠᠨᠢᠮᠠᠢ ᠮᠠᠨᠢᠮᠠᠢ
ᠮᠠᠨᠢᠮᠠᠢ ᠮᠠᠨᠢᠮᠠᠢ
ᠮᠠᠨᠢᠮᠠᠢ ᠮᠠᠨᠢᠮᠠᠢ

3. ᠠ. This suffix is used with nouns which end in single vowels, and when writing it, it is joined to the noun.

To illustrate:

١.
 ٢.
 ٣.
 ٤.
 ٥.
 ٦.
 ٧.
 ٨.
 ٩.
 ١٠.

١١

What is more, of the words which end in a consonant, only the word uses the < suffix when forming the plural and the .< ending is dropped thus:

١٢

4. ١٣ . This suffix is used with nouns ending in ١٤ , ١٥ , ١٦ and with some nouns which end either in a single vowel or a diphthong. When it is used with a word which ends in a consonant then that consonant is dropped.

To illustrate:


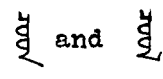

١٧
 ١٨
 ١٩
 ٢٠
 ٢١
 ٢٢
 ٢٣
 ٢٤
 ٢٥
 ٢٦
 ٢٧
 ٢٨
 ٢٩
 ٣٠


٣١
 ٣٢
 ٣٣
 ٣٤
 ٣٥
 ٣٦
 ٣٧
 ٣٨
 ٣٩
 ٤٠
 ٤١
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 ٤٦
 ٤٧
 ٤٨
 ٤٩
 ٥٠

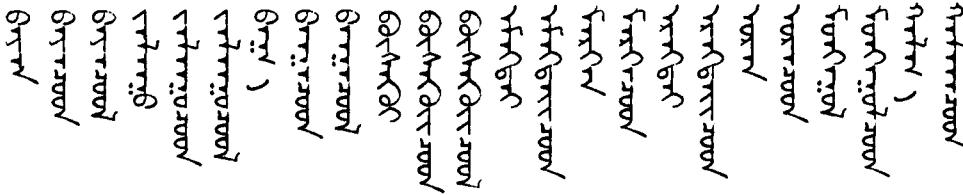
٥١
 ٥٢
 ٥٣
 ٥٤


At present, when applying this suffix to certain words they lose their plural sense and are still used as singulars [collective nouns].

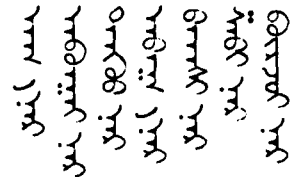
To illustrate:



5.  . These two suffixes are not used with lifeless things or animals but only with mankind. These two  are written on the end of nouns which end in vowels or the three consonants  . Words which end in

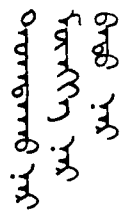
lose that  ending when these suffixes are used. To illustrate:



6.  . Also this particle is not used with lifeless things or animals

but only with mankind. To illustrate:


Also this particle  is used at times to indicate persons of a certain

kind. To illustrate:


7. ᠠᠨᠢ . This suffix is used with nouns which have the ᠠᠨᠢ suffix, to make them plural. The ᠠᠨᠢ is removed and the ᠠᠨᠢ put in its place. To

illustrate: ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ

At present the suffix ᠠᠨᠢ is used also to indicate the singular form of the noun just as the suffix ᠠᠨᠢ does. To illustrate:

ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ

8. Plural nouns with plural suffixes or particles.

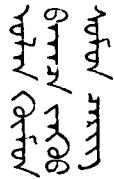
The above mentioned particles and suffixes are used to form the plural of nouns which indicate the singular of any one thing. Yet in the Mongol language for a noun to indicate the plural of a thing it is not always necessary to use the plural particle, but it is permissible to use the singular form to indicate the plural. Therefore following are some places where the plural particle is not used:

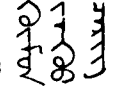
(1) When the definite number of a noun is evident [by an accompanying word] the plural particle is not used.

To illustrate: ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ
 ᠠᠨᠢᠨᠢ

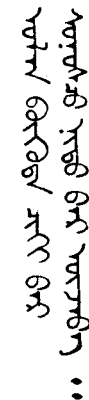
In these, the words ᠠᠨᠢᠨᠢ and ᠠᠨᠢᠨᠢ are preceded by ᠠᠨᠢᠨᠢ and ᠠᠨᠢᠨᠢ and because they clearly indicate the plural number, the plural particle is not used.

(2) In sentences when a word clearly indicates the plural of a noun, the plural particle is superfluous.

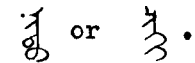
To illustrate: 

In these because each of the nouns  is preceded by a word which already indicates the plural sense, no plural particle is necessary.



(3) Those nouns which are recognized as plurals by their sense or by a preceding word, and those which people know to indicate the plural of things do not use the plural particles.

To illustrate: 

In this sentence, because no one would think that all those together only used one ear to hear with and only one eye to see with; therefore in this sentence it is entirely unnecessary to use the

plural particles with the nouns .

So it is in the sentence:.....

the word  does not mean just one sheep or only one ox, but because anyone knows that it refers to all the animals [possessed by the brother], it is certainly superfluous to use a plural particle with the  of this sentence.

V. The cases of the nouns.

When particles with separate meanings are applied to any noun to distinguish its sense, it is called case. Cases have three things; place of use, determining question and particle. There are seven distinct cases in the Mongol language.

Handwritten Mongolian script notes on the right margin.

Illustration of the simple cases:

Place of use	Nominative (to name)	Genitive (to subordinate)	Dative (to give to, to exist in)	Accusative (to indicate to point out)	Ablative (to come out of)	Instrumental (to use)	Co-operative (to associate with, to unite with)
Determining question	من / من	من / من من / من	من / من من / من	من / من من / من	من / من من / من	من / من من / من	من / من من / من
Particle		من / من من / من	من / من من / من	من / من من / من	من / من من / من	من / من من / من	من / من من / من
Declined illustration	من / من من / من	من / من من / من	من / من من / من	من / من من / من	من / من من / من	من / من من / من	من / من من / من

The adding of a case particle to a noun to change its sense is called declension.

1. Added cases.

To the above mentioned seven cases some scholars add three more cases thus making ten divisions. These three cases follow:

(1) Directional case. Particles:
 من / من ["down" town, "up" town]

(2) Vocative case. Particle: ۛ

(3) Indefinite case. (No particle).

Even though the indefinite case has no particle, yet in its sense it may be used to represent the dative, accusative or other cases. Illustrations

of these three cases follow:

ۛ ۛ ۛ
 ۛ ۛ ۛ
 ۛ ۛ ۛ
 ۛ ۛ ۛ
 ۛ ۛ ۛ
 ۛ ۛ ۛ

The last three have the following meanings:

ۛ ۛ ۛ
 ۛ ۛ ۛ
 ۛ ۛ ۛ

2. Comments on the cases.

(1) With the nominative case there is no particle.

(2) With the genitive case there are three particles ۛ ۛ ۛ . The particle ۛ is used following nouns which end in a vowel. Illustration: ۛ ۛ ۛ

The particle ۛ is used following nouns which end in consonants other than

ۛ . Illustration: ۛ ۛ ۛ ۛ ۛ ۛ

The particle [vowel] ۛ is used following

nouns which end in the consonant ۛ . Illustration:

ۛ ۛ

(3) With the dative case there are the particles $\text{ﷲ} \text{ﷲ} \text{ﷲ} \text{ﷲ}$. The particles ﷲ and ﷲ are used following nouns which end in the consonants $\text{ﷲ} \text{ﷲ} \text{ﷲ} \text{ﷲ}$; while the particles ﷲ and ﷲ are used following nouns which end in vowels and the remaining consonants. To illustrate:

ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ

With nouns which end in consonants, instead of using the particles ﷲ and ﷲ

it is permissible to use ﷲ . Illustration: ﷲ ﷲ ﷲ

(4) With the accusative case, there are the particles ﷲ and ﷲ . With nouns which end in vowels the particle ﷲ is used, and with nouns which end in consonants ﷲ is used. Illustration:

ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ
ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ	ﷲ

If a noun is not especially pointed out as to this or that with regard to another noun but only generally referred to, even though it has the sense of a noun in the accusative case, yet the accusative particle is not used

but instead the indefinite case is used. Illustration: ﷲ ﷲ ﷲ .. ﷲ ﷲ ﷲ

If the noun is clearly and definitely pointed out then the accusative

case particle is used. To illustrate:

مَنْزِلُهُ يَنْتَقِلُ بِمَنْزِلِهِ
 ..
 مَنْزِلُهُ يَنْتَقِلُ بِمَنْزِلِهِ ..

(5) With the ablative case there is the particle مِنْ . Ill:

مِنْ
 مِ
 مِ

(6) With the instrumental case there are the particles بِ and بِ . Following nouns which end in vowels بِ is used and following nouns which end in consonants بِ is used.

Illustration:

بِ
 بِ
 بِ
 بِ

(7) With the co-operative case there are the particles مَعِ and مَعِ .

The particle مَعِ is used with masculine words and مَعِ is used with feminine

words. Illustration:

مَعِ
 مَعِ

If the particle و is used following nouns which end in و then that و

is dropped. To illustrate:

و
 و
 و
 و
 و
 و
 و
 و

3. Plural case particles.

In the declension of a noun there is no distinguishing as to whether it is singular or plural, but when declining a plural noun, the case particle follows [and is governed by] the plural particle.

Illustration of singular noun:

و
 و
 و
 و
 و
 و
 و

Illustration of plural noun:

و
 و
 و
 و
 و
 و
 و

4. Double case particles.

Regarding the matter of double case particles, there are many of them in the spoken language. Some of the double case particles used in the written language follow:

(1) The particle و or و plus و equals و . III:

و

(2) The particle و plus و . Illustration:

و
 و
 و

50 (3) The particle \int or \int or \circ plus \int .

Illustration:

مهم انهم
مهم انهم
مهم انهم
مهم انهم

(4) The particle \int plus \int .

Illustration:

مهم انهم
مهم انهم

(5) The particle \int plus \int .

Illustration:

مهم انهم
مهم انهم

(6) The particle \int or \int or \circ plus \int .

Illustration:

مهم انهم
مهم انهم

(7) The particle \int plus \int .

Illustration:

مهم انهم
مهم انهم
مهم انهم

5. The reflexive case particles.

In order to show to what or to whom a noun in a sentence relates a separate particle is used. This particle is called a reflexive case particle. The reflexive case particle is added to and follows the ordinary case particle.

To illustrate: In the expression

ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ

it is not clear to whose horse grass
was given.

But in the expression

ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ ᄃᄆᄃᄆ



the idea is clear that it is my own horse.

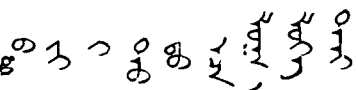

When declining a noun with the reflexive case particles there are two ways of doing it: The first way is, to apply the reflexive case particle (ᄃᄆ or ᄃᄆ) to the ordinary case particle. The second way is, without using the ordinary case particle, to apply an altogether separate particle to the noun itself.

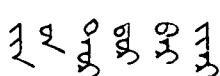

Illustrated chart follows:

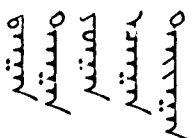
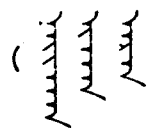
Place of use	Nominative	Genitive	Dative	Accusative	Ablative	Instrumental	Co-operative
Determining question		ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ
First method		ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ ۛۛۛۛ
Second method		ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ	ۛۛ ۛۛ ۛۛ ۛۛ ۛۛ ۛۛۛۛ ۛۛۛۛ

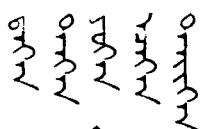
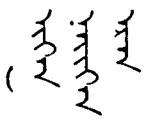
6. Comments regarding the reflexive case particles.





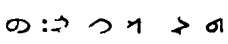

(1) If the ordinary case particle or the original noun [without a particle] ends in a vowel, then the particle  is used; but if they end in a consonant, then the particle  is used. To illustrate:

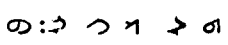
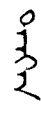
Following  the particle  is used. Following

 the particle  is used.

(2) Following masculine words  () are used.

Following feminine words  () are used. The

rules for the use of  and  are the same as for  and ; Following a masculine word ending in  the particle  is used.

Following a feminine word ending in  the particle  is used.

(3) Those particles which are in parenthesis, though used now and then, up until the present are not widely used.

7. Partially declinable nouns. [Adverbs and prepositions]

In the Mongol language there are nouns which have a special characteristic of indicating only the time, place and direction of an action. Nouns of this character are declined as the other nouns. They can take the reflexive particle and yet they are distinctly different from other nouns. In the first place while declinable, they cannot be fully declined as other nouns. In the second place, they cannot take the plural particle and indicate the plural. For this reason these nouns are called partially declinable or deficient nouns.

Following is a chart of these deficient or partially declinable nouns as to how they are written and declined:

Deficient noun	Permitted declension
כֶּכֶּר (כֶּכֶּר)	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי
כֶּכֶּר	כֶּכֶּרִים (כֶּכֶּר) כֶּכֶּרֵי

[continued]

Deficient noun.	Permitted declension
מִטְּבֵּחַ	• מִטְּבֵּחַ לִי • מִטְּבֵּחַ לְךָ • מִטְּבֵּחַ לָנוּ • מִטְּבֵּחַ לְכֶם • מִטְּבֵּחַ לְהֵם • מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה
מִטְּבֵּחַ	מִטְּבֵּחַ לִי מִטְּבֵּחַ לְךָ מִטְּבֵּחַ לָנוּ מִטְּבֵּחַ לְכֶם מִטְּבֵּחַ לְהֵם מִטְּבֵּחַ לְהֵנָּה

VI. Adjective.

Words which indicate a distinction of form of one thing from another in description, quality, colour and size are called adjectives. An adjective is

the reply word to the questions מִי? and מָה? .

yet in this when it was placed before another noun ^{سار} indicating its character, then ^{سار} became an adjective. So also even though ^{سار} is originally a noun yet here when it is placed before the noun ^{سار} to indicate that it is a road on which carts travel, it shows the character of the road, thus ^{سار} became an adjective.

In the present spoken language with regard to the classes of those nouns which have removed their ^{سار} ending, when forming an adjective, that ^{سار} ending or suffix appears again.

Illustration: ^{سار}
^{سار}
^{سار}
^{سار}

An adjective may be declined the same as a noun. [But generally when an adjective is declined by itself, it becomes a noun or takes on the characteristics of a noun.]

Illustration: ^{سار}
^{سار}
^{سار}

If the adjective is followed by a noun then the noun only is declined.

Illustration: ^{سار}
^{سار}
^{سار}
^{سار}
^{سار}
^{سار}

But not like this:

^{سار}
^{سار}
^{سار}
^{سار}

Pronouns may indicate the plural and the singular and they are declinable.

Illustration:

Handwritten symbols for illustration, including a vertical list of characters and a horizontal list of characters.

Pronouns among themselves are divided into the following groups:

- (1) Interrogative: *Handwritten symbols* . (2) Indicational: *Handwritten symbols* . (3) Differential: *Handwritten symbols* .
- (4) Possessive: *Handwritten symbols* . (5) Personal: *Handwritten symbols* .
- (6) Indefinite: *Handwritten symbols* . (7) Restrictive: *Handwritten symbols* . (8) Reflexive: *Handwritten symbols* .

Some of these are mentioned below:

1. Personal pronouns.

A word which is used instead of [the name of] a person is called a personal pronoun. There are three persons. One's own self is called the first person. The person being spoken to or conversed with is called the second person. The person spoken about, other than the first two persons, is called the third person.

When declining personal pronouns some of them change to other forms. Observe the illustrations in the following chart:

62 2. The [personal] possessive pronoun.

A pronoun which indicates to what or to whom a thing belongs is called a possessive pronoun. In the Mongol language there is no pronoun which can bear the possessive idea without a suffix. But the possessive idea is expressed in the first class by the genitive form of the personal pronoun, or by adding the suffixes ᠠᠨ or ᠠᠨᠢ in the second class to the genitive form

of the personal pronoun. Illustrating chart follows:

Class Number Person	First		Second	
	Singular	Plural	Singular	Plural
First person	ᠠᠨ ᠠᠨᠢ	ᠠᠨᠢ ᠠᠨᠢᠨ	ᠠᠨᠢ	ᠠᠨᠢᠨᠢ
Second person	ᠠᠨ ᠠᠨᠢ	ᠠᠨᠢ ᠠᠨᠢᠨ	ᠠᠨᠢ	ᠠᠨᠢᠨᠢ
Third person	ᠠᠨ ᠠᠨᠢ	ᠠᠨᠢ ᠠᠨᠢᠨ	ᠠᠨᠢᠨᠢ ᠠᠨᠢᠨᠢᠨᠢ	ᠠᠨᠢᠨᠢᠨᠢ ᠠᠨᠢᠨᠢᠨᠢᠨᠢ

The possessive pronouns are declinable. But the first class puts the possessive particle after the ordinary case particle of a word which is to show such possession.

Illustration: ᠠᠨ ᠠᠨᠢ ᠠᠨᠢᠨ ᠠᠨᠢᠨᠢ ᠠᠨᠢᠨᠢᠨ ᠠᠨᠢᠨᠢᠨᠢ ᠠᠨᠢᠨᠢᠨᠢᠨ ᠠᠨᠢᠨᠢᠨᠢᠨᠢ

The second class applies the possessive particle in the ordinary way directly

to the pronoun itself. Illustration:

Handwritten Arabic numerals: ١١١١١١, ٢٢٢٢٢٢, ٣٣٣٣٣٣, ٤٤٤٤٤٤, ٥٥٥٥٥٥, ٦٦٦٦٦٦, ٧٧٧٧٧٧, ٨٨٨٨٨٨, ٩٩٩٩٩٩

VIII. Numerals.

A numeral is called a word which shows whether a thing is few or many, or indicates the serial or repeated order of the thing immediately following.

The numeral is the reply to the question:

Handwritten Arabic numerals and their corresponding questions: ١١١١١١, ٢٢٢٢٢٢, ٣٣٣٣٣٣, ٤٤٤٤٤٤, ٥٥٥٥٥٥, ٦٦٦٦٦٦, ٧٧٧٧٧٧, ٨٨٨٨٨٨, ٩٩٩٩٩٩, ١٠١٠١٠, ١١١١١١, ١٢١٢١٢, ١٣١٣١٣, ١٤١٤١٤, ١٥١٥١٥, ١٦١٦١٦, ١٧١٧١٧, ١٨١٨١٨, ١٩١٩١٩, ٢٠٢٠٢٠, ٢١٢١٢١, ٢٢٢٢٢٢, ٢٣٢٣٢٣, ٢٤٢٤٢٤, ٢٥٢٥٢٥, ٢٦٢٦٢٦, ٢٧٢٧٢٧, ٢٨٢٨٢٨, ٢٩٢٩٢٩, ٣٠٣٠٣٠, ٣١٣١٣١, ٣٢٣٢٣٢, ٣٣٣٣٣٣, ٣٤٣٤٣٤, ٣٥٣٥٣٥, ٣٦٣٦٣٦, ٣٧٣٧٣٧, ٣٨٣٨٣٨, ٣٩٣٩٣٩, ٤٠٤٠٤٠, ٤١٤١٤١, ٤٢٤٢٤٢, ٤٣٤٣٤٣, ٤٤٤٤٤٤, ٤٥٤٥٤٥, ٤٦٤٦٤٦, ٤٧٤٧٤٧, ٤٨٤٨٤٨, ٤٩٤٩٤٩, ٥٠٥٠٥٠, ٥١٥١٥١, ٥٢٥٢٥٢, ٥٣٥٣٥٣, ٥٤٥٤٥٤, ٥٥٥٥٥٥, ٥٦٥٦٥٦, ٥٧٥٧٥٧, ٥٨٥٨٥٨, ٥٩٥٩٥٩, ٦٠٦٠٦٠, ٦١٦١٦١, ٦٢٦٢٦٢, ٦٣٦٣٦٣, ٦٤٦٤٦٤, ٦٥٦٥٦٥, ٦٦٦٦٦٦, ٦٧٦٧٦٧, ٦٨٦٨٦٨, ٦٩٦٩٦٩, ٧٠٧٠٧٠, ٧١٧١٧١, ٧٢٧٢٧٢, ٧٣٧٣٧٣, ٧٤٧٤٧٤, ٧٥٧٥٧٥, ٧٦٧٦٧٦, ٧٧٧٧٧٧, ٧٨٧٨٧٨, ٧٩٧٩٧٩, ٨٠٨٠٨٠, ٨١٨١٨١, ٨٢٨٢٨٢, ٨٣٨٣٨٣, ٨٤٨٤٨٤, ٨٥٨٥٨٥, ٨٦٨٦٨٦, ٨٧٨٧٨٧, ٨٨٨٨٨٨, ٨٩٨٩٨٩, ٩٠٩٠٩٠, ٩١٩١٩١, ٩٢٩٢٩٢, ٩٣٩٣٩٣, ٩٤٩٤٩٤, ٩٥٩٥٩٥, ٩٦٩٦٩٦, ٩٧٩٧٩٧, ٩٨٩٨٩٨, ٩٩٩٩٩٩, ١٠٠١٠٠

Illustration:

Numerals may be declined like nouns. In this when declining a numeral which is made up of a number of words, the case particle is applied only to

the last word of the group. Illustration:

Handwritten Arabic numerals with case particles: ١١١١١١ / ٢٢٢٢٢٢ / ٣٣٣٣٣٣ / ٤٤٤٤٤٤ / ٥٥٥٥٥٥ / ٦٦٦٦٦٦ / ٧٧٧٧٧٧ / ٨٨٨٨٨٨ / ٩٩٩٩٩٩ / ١٠١٠١٠ / ١١١١١١ / ١٢١٢١٢ / ١٣١٣١٣ / ١٤١٤١٤ / ١٥١٥١٥ / ١٦١٦١٦ / ١٧١٧١٧ / ١٨١٨١٨ / ١٩١٩١٩ / ٢٠٢٠٢٠ / ٢١٢١٢١ / ٢٢٢٢٢٢ / ٢٣٢٣٢٣ / ٢٤٢٤٢٤ / ٢٥٢٥٢٥ / ٢٦٢٦٢٦ / ٢٧٢٧٢٧ / ٢٨٢٨٢٨ / ٢٩٢٩٢٩ / ٣٠٣٠٣٠ / ٣١٣١٣١ / ٣٢٣٢٣٢ / ٣٣٣٣٣٣ / ٣٤٣٤٣٤ / ٣٥٣٥٣٥ / ٣٦٣٦٣٦ / ٣٧٣٧٣٧ / ٣٨٣٨٣٨ / ٣٩٣٩٣٩ / ٤٠٤٠٤٠ / ٤١٤١٤١ / ٤٢٤٢٤٢ / ٤٣٤٣٤٣ / ٤٤٤٤٤٤ / ٤٥٤٥٤٥ / ٤٦٤٦٤٦ / ٤٧٤٧٤٧ / ٤٨٤٨٤٨ / ٤٩٤٩٤٩ / ٥٠٥٠٥٠ / ٥١٥١٥١ / ٥٢٥٢٥٢ / ٥٣٥٣٥٣ / ٥٤٥٤٥٤ / ٥٥٥٥٥٥ / ٥٦٥٦٥٦ / ٥٧٥٧٥٧ / ٥٨٥٨٥٨ / ٥٩٥٩٥٩ / ٦٠٦٠٦٠ / ٦١٦١٦١ / ٦٢٦٢٦٢ / ٦٣٦٣٦٣ / ٦٤٦٤٦٤ / ٦٥٦٥٦٥ / ٦٦٦٦٦٦ / ٦٧٦٧٦٧ / ٦٨٦٨٦٨ / ٦٩٦٩٦٩ / ٧٠٧٠٧٠ / ٧١٧١٧١ / ٧٢٧٢٧٢ / ٧٣٧٣٧٣ / ٧٤٧٤٧٤ / ٧٥٧٥٧٥ / ٧٦٧٦٧٦ / ٧٧٧٧٧٧ / ٧٨٧٨٧٨ / ٧٩٧٩٧٩ / ٨٠٨٠٨٠ / ٨١٨١٨١ / ٨٢٨٢٨٢ / ٨٣٨٣٨٣ / ٨٤٨٤٨٤ / ٨٥٨٥٨٥ / ٨٦٨٦٨٦ / ٨٧٨٧٨٧ / ٨٨٨٨٨٨ / ٨٩٨٩٨٩ / ٩٠٩٠٩٠ / ٩١٩١٩١ / ٩٢٩٢٩٢ / ٩٣٩٣٩٣ / ٩٤٩٤٩٤ / ٩٥٩٥٩٥ / ٩٦٩٦٩٦ / ٩٧٩٧٩٧ / ٩٨٩٨٩٨ / ٩٩٩٩٩٩ / ١٠٠١٠٠

But because the original numeral definitely indicates whether a thing is few or many, the plural particle is not used.

Numerals are divided into several groups as follows: Cardinals, ordinals, inclusive numerals, instrumental [group] numerals, approximate numerals, fractions and multiplicative numerals.

1. Cardinals.

A word which indicates the number of a thing is called a cardinal. The reply to the question is the cardinal numeral. Among the Mongols the names for the cardinal numerals are different in various places. They may be divided into three groups as is shown in the chart below:

Number Form	1	10	100	1000	10000	100000	1000000	10000000	100000000
First form	ᠠᠨᠢ	ᠠᠭᠤ	ᠰᠡᠩᠭᠡ	ᠰᠡᠨᠢᠨᠢ	ᠰᠡᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ
Second form	ᠠᠨᠢ	ᠠᠭᠤ	ᠰᠡᠩᠭᠡ	ᠰᠡᠨᠢᠨᠢ	ᠰᠡᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ
Third form	ᠠᠨᠢ	ᠠᠭᠤ	ᠰᠡᠩᠭᠡ	ᠰᠡᠨᠢᠨᠢ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ	ᠰᠡᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤᠨᠠᠭᠤ

The first form is that which was used of old [Mongol method] and is now used among some herdsmen. The second form is that which is used widely in Inner Mongolia [Chinese method]. The third form is that which is used in Outer Mongolia and has developed through receiving European influence. There are some names of numbers above one hundred million as follows:

1000000000	10000000000000	10000000000000000	10000000000000000000
بillion مليارد	trillion تريليون	quadrillion كواريليون	quintillion كوانيليون

2. Ordinals.

That numeral which shows the serial order of a thing is called an ordinal. The ordinal numeral is the reply to the question:

Illustration: ^{الترتيب} ترتيب ^{الاصناف} اصناف . Such words are ordinals. ^{الاصناف} اصناف

When making a cardinal into an ordinal, those cardinals which end in ^{تاء} تاء lose those endings and to the masculine word ^{الاصناف} اصناف is added while to the feminine word ^{اصناف} اصناف is added.

Illustration: Not ^{الاصناف} اصناف but ^{الاصناف} اصناف is correct.

In place of the suffixes ^{الاصناف} اصناف or ^{اصناف} اصناف the suffixes ^{اصناف} اصناف or ^{اصناف} اصناف may be used.

Illustration: ^{اصناف} اصناف ^{اصناف} اصناف

The serials ١٠٠٠٠ or ١٠٠٠٠٠٠٠ , ١٠٠٠ , ١٠٠٠٠ , ١٠٠٠٠٠ may be used instead of ١٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠٠

3. Inclusive numerals.

A numeral which indicates the idea of going together, being together or working together is called an inclusive numeral. In making a cardinal into an inclusive numeral, those cardinals which end in ١ lose those endings and the suffixes ١٠٠٠ or ١٠٠٠٠ are affixed thus forming the inclusive numeral.

This numeral is the reply to the question .

Illustration: ١٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠٠٠٠٠

4. Instrumental numerals.

The numeral reply to the question is called the instrumental numeral

By affixing the suffixes ١٠٠٠ or ١٠٠٠٠ to the cardinal numeral, the instrumental numeral is formed. Illustration: ١٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠٠ , ١٠٠٠٠٠٠٠٠٠٠٠

Note: When forming an

instrumental numeral from the cardinals the normal procedure is departed from and they are changed to ١٠٠٠٠٠٠٠٠٠ or ١٠٠٠٠٠٠٠٠٠٠٠ .

Also when affixing the suffixes ١٠٠٠ and ١٠٠٠٠ to a cardinal numeral which ends in ١ that ١ is dropped. In the spoken language, in order to express the idea of the instrumental numeral, the cardinal is repeated and followed by the instrumental particle.

Illustration:

اَلْعِشْرِيْنَ دَلِيْلًا
 اَلْعِشْرِيْنَ اَلْاِسْمَاءِ
 اَلْعِشْرِيْنَ دَلِيْلًا
 اَلْعِشْرِيْنَ اَلْاِسْمَاءِ
 اَلْعِشْرِيْنَ دَلِيْلًا
 اَلْعِشْرِيْنَ اَلْاِسْمَاءِ

5. The approximate numerals.

Some times the instrumental numeral word expresses the idea of an approx-

imate numeral. Ill:
 اَلْعِشْرِيْنَ اَلْاِسْمَاءِ
 اَلْعِشْرِيْنَ دَلِيْلًا
 have not the idea of instrumentals as
 اَلْعِشْرِيْنَ اَلْاِسْمَاءِ
 اَلْعِشْرِيْنَ دَلِيْلًا

but they express the idea of about or approximately a thousand or an hundred. The instrumental numeral in written form has no distinguishing marks to differ it from the approximate numeral. But it can be distinguished by its sense and determining question. The approximate numeral is the reply to the

question
 اَلْعِشْرِيْنَ دَلِيْلًا
 . In the spoken language for the most part, the approximate

numeral uses the suffixes
 اَلْعِشْرِيْنَ
 or
 اَلْعِشْرِيْنَ
 , yet at times the word
 اَلْعِشْرِيْنَ
 or
 اَلْعِشْرِيْنَ

is used. Thus
 اَلْعِشْرِيْنَ دَلِيْلًا
 اَلْعِشْرِيْنَ اَلْاِسْمَاءِ
 expresses an approximation.

Also $\frac{\text{سنتو}}{\text{لکھو}}$ is used to express $\frac{\text{سنتو}}{\text{لکھو}}$, and $\frac{\text{سنتو}}{\text{زینسو}}$ is used to express $\frac{\text{سنتو}}{\text{لکھو}}$.

6. The fractional numerals.

A numeral which expresses a portion of a thing which is divided into parts is called a fractional numeral. A fractional numeral for the most

part is the reply to the question $\frac{\text{سنتو}}{\text{لکھو}}$. Illustration: $\frac{\text{سنتو}}{\text{لکھو}}$ و $\frac{\text{سنتو}}{\text{لکھو}}$


7. Multiplicative numerals.

A numeral which indicates once, twice or how many times any thing or action takes place, is called a multiplicative numeral. In forming a multiplicative numeral, the suffix $\frac{\text{سنتو}}{\text{لکھو}}$ is attached to the cardinal numeral.













The multiplicative numeral is the reply to the questions:


Illustration: $\frac{\text{سنتو}}{\text{لکھو}}$, $\frac{\text{سنتو}}{\text{لکھو}}$, $\frac{\text{سنتو}}{\text{لکھو}}$

$\frac{\text{سنتو}}{\text{لکھو}}$ و $\frac{\text{سنتو}}{\text{لکھو}}$. Multiplicative numerals are not declinable.




















(3) By adding the suffix  is formed a noun which indicates something

that covers or preserves. Ill:


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(4) By adding the suffixes  is formed a noun which indicates a wea-

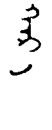
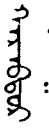
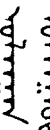

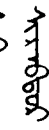


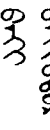

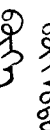

kening or a complete dominating idea. Ill:

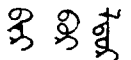
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[It is to be noted here that these two suffixes are more truly used with adjectives and that the words they form are for the most part adjectives.]

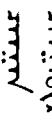



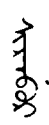
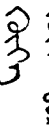
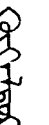
(5) By adding the suffix  is formed a noun indicating the idea of


"somewhat" or "ish". Illustration:

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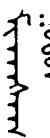


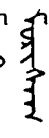

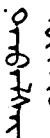
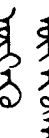

(6) By adding the suffixes  is formed a noun indicating the idea

"somewhat" or "ish". Illustration:

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(7) By adding the suffixes  is formed a noun indicating the idea

of wish or inclination toward. Ill:

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- 
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- 

(8) By adding the suffixes تَفَاهُت تَفَاهُت is formed a noun indicating the idea

of excessiveness. Illustration:

تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت

(9) By adding the suffix و is formed a noun indicating a mark or

quality. Illustration:

و
 و
 و
 و

(10) By adding the suffixes تَفَاهُت تَفَاهُت is formed a noun indicating a proud

spirit. Illustration:

تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت

(11) By adding the suffixes تَفَاهُت تَفَاهُت is formed a noun indicating the idea

of fullness or completeness. Illustration:

تَفَاهُت
 تَفَاهُت
 تَفَاهُت
 تَفَاهُت

(12) By adding the suffix و is formed a noun indicating a relationship

idea. This suffix is applied to partially declinable nouns:

و
 و
 و
 و
 و
 و

(13) By adding the particles و و is formed a noun [adjective] indica-

ting the place of existence. Illustration:

و
 و
 و
 و

(14). By adding the suffix ځ (do) is formed a noun indicating domination, possession or location. Illustration:

ځان
ځانګړی
ځانګړتیا
ځانګړتیاو
ځانګړتیاو
ځانګړتیاو
ځانګړتیاو

(15). By adding the suffixes ځ ځ (to, tai) is formed a noun (adjective) indicating domination, possession or connection with. [When these suffixes join the original word they are written as above; but when written separately from the original word they must be written ځ ځ to distinguish them from the dative suffixes ځ ځ (do, dai)]

ځان
ځانګړی
ځانګړتیا
ځانګړتیاو
ځانګړتیاو
ځانګړتیاو

(16) By adding the suffix ځ is formed a noun indicating the collective name for animals and persons. Illustration:

ځان
ځانګړی
ځانګړتیا
ځانګړتیاو
ځانګړتیاو
ځانګړتیاو

(17) By adding the suffixes ځ ځ is formed a noun indicating the feminine of animals. Illustration:

ځان
ځانګړی
ځانګړتیا
ځانګړتیاو
ځانګړتیاو
ځانګړتیاو

Or the suffix ځ forms a noun indicating the age of young cows.

Illustration: ځان
ځانګړی
ځانګړتیا
ځانګړتیاو

2. Nouns formed from verbs.

(1) By adding the suffixes ځ ځ is formed a noun indicating a trade ability or artisanship. Illustration:

ځان
ځانګړی
ځانګړتیا
ځانګړتیاو

(7) By adding the suffixes $\text{~} \text{~}$ is formed a noun indicating the

name of an action or result of it. Ill:

~
 ~
 ~
 ~
 ~
 ~
 ~

Or indicating the name of a thing used to do an action or that which has

been intended for that action. Illustration:

~
 ~
 ~

(8) By adding the suffix ~ is formed a noun indicating the product of an action. Illustration:

~
 ~
 ~
 ~

(9) By adding the suffix ~ is formed a noun indicating the result of an action. Illustration:

~
 ~
 ~
 ~

(10) By adding the suffix ~ is formed a noun indicating the result of an action. Illustration:

~
 ~
 ~
 ~

(11) By adding the suffix ~ is formed a noun indicating the result of an action. Illustration:

~
 ~
 ~
 ~

(12) By adding the suffix 𐤊 is formed a noun indicating the result or

place of an action. Illustration: 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃

(13) By adding the suffixes 𐤊𐤍 𐤊𐤍 is formed a noun indicating the re-
sult of an action or a thing which is joined together with the original

action. Illustration: 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃

(14) By adding the suffix 𐤊 is formed a noun indicating the result of

an action. Illustration: 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃

(15) By adding the suffixes 𐤊𐤍 𐤊𐤍 is formed a noun indicating the name

of the place of an action. Illus: 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 If there is an 𐤊

in the root verb then the 𐤊𐤍 𐤊𐤍 are changed to 𐤊𐤍 𐤊𐤍 . Ill: 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃

(16) By adding the suffix 𐤊 is formed a noun indicating an apt or a fit-

ting thing to the original action. Ill: 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 𐤊𐤍𐤏𐤃 . [Also when the word 𐤊𐤍

follows this noun, it takes on the idea of an impossibility or that it may
not be done. This noun is almost always used with this negative. In the

Mongol language this is used extensively. Ill:

ᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ

7

(17) By adding the suffix ʃ is formed a noun indicating a name of an apt or fitting thing or person for an action. Ill:

ᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ

(18) By adding the suffix ʒ is formed a noun indicating a name of an apt or fitting thing or person for an action. Ill:

ᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ

(19) By adding the suffix ʔ is formed a noun indicating a name of an apt or fitting thing for an action. Ill:

ᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ


(20) By adding the suffix ʕ is formed a noun indicating the name of an evident thing as a result of an action. Illustration:

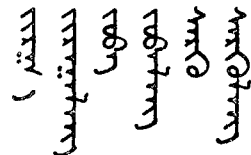
ᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ

(21) By adding the suffixes ʕᠠᠨᠠᠨᠠᠨᠠᠨ is formed a noun indicating an apt or fitting thing for an action. Illustration:

ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ

(22) By adding the suffix ʕᠠᠨᠠᠨᠠᠨᠠᠨ is formed a noun indicating the name of the process of an action or the name of an apt or fitting thing for an

(28) By adding the suffix  is formed a noun which is a name indicating abstract ideas of various senses or the name of an apt or fitting thing for the original action. Illustration:



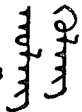
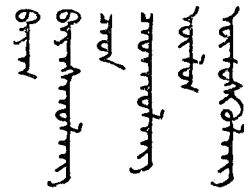

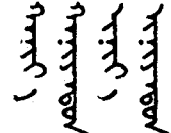

(29) By adding the suffixes  is formed a noun which is a name indicating abstract ideas of various senses or of existence.

Illustration:



(30) By adding the suffix  is formed a noun indicating an existing appearance or make-believe of the action. Illustration:



(31) By adding the suffix  is formed a noun indicating the name of characteristics as a result of an action. Ill:




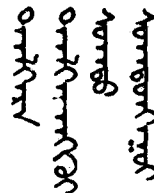
(32) By adding the suffixes  is formed a noun indicating the name of the characteristics of the process of doing the action.

Illustration:



(33) By adding the suffix $\text{ـ} \text{ا} \text{ت}$ is formed a noun indicating the name of characteristics as a result of an action. Illustration:

فعل
 فعلات
 فعلية
 فعليات

(34) By adding the suffixes $\text{ـ} \text{ا} \text{ن}$ $\text{ـ} \text{ا} \text{ت}$ is formed a noun indicating the name of characteristics as a result of an action or at times the name of a thing revealed by the results on an action. Ill:

فعل فعلان فعلات فعلات فعلان فعلات فعلان فعلات

(35) By adding the suffixes $\text{ـ} \text{ا} \text{ن}$ or $\text{ـ} \text{ا} \text{ت}$ is formed a noun indicating a name of a produced characteristic as the result of an action. When this suffix is affixed to a verb which ends in a diphthong as $\text{ـ} \text{ا} \text{و}$, then the vowel و is dropped. Illustration:

فعل فعلان

The suffixes $\text{ـ} \text{ا} \text{ن}$ $\text{ـ} \text{ا} \text{ت}$ for the most part are affixed to verbs ending in $\text{ـ} \text{ا} \text{و}$

Illustration:
 فعل فعلان فعلات فعلات

(36) By adding the suffixes $\text{ـ} \text{ا} \text{ن}$ $\text{ـ} \text{ا} \text{ت}$ is formed a noun indicating the characteristics which are a result of an action. Ill:

فعل فعلان فعلات فعلات

80(37) By adding the suffixes 𐤁 𐤂 is formed a noun indicating the name of revealed characteristics as a result of an action. These suffixes usually follow verbs which end in long 𐤀 or the diphthongs 𐤁 𐤂 , and when the suffixes are joined the vowel or diphthong is dropped:

𐤁𐤁 𐤁𐤂 𐤁𐤃 𐤁𐤄 𐤁𐤅 𐤁𐤆 𐤁𐤇

(38) By adding the suffix 𐤁 is formed a noun indicating the name of a revealed characteristic as a result of an action. Ill:

𐤁𐤁 𐤁𐤂 𐤁𐤃 𐤁𐤄 𐤁𐤅 𐤁𐤆 𐤁𐤇

(39) By adding the suffix 𐤁 is formed a noun indicating the name of produced characteristics as a result of an action. Ill:

𐤁𐤁 𐤁𐤂 𐤁𐤃 𐤁𐤄 𐤁𐤅 𐤁𐤆 𐤁𐤇

(40) By adding the suffix 𐤁 is formed a noun indicating the characteristics or benefits in completing the original action or the ability to do the original action. Ill:

𐤁𐤁 𐤁𐤂 𐤁𐤃 𐤁𐤄 𐤁𐤅 𐤁𐤆 𐤁𐤇

[Note the additional comments:

- 1.
- 2.

Ill: 𐤁𐤁 𐤁𐤂 𐤁𐤃 𐤁𐤄 𐤁𐤅 𐤁𐤆 𐤁𐤇

Here these are adjectives which would come under the sense of nouns. But this

𐤁 form is not declinable.

But at the right note:


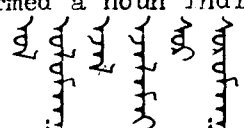
1. 𐤁𐤁 𐤁𐤂 𐤁𐤃 𐤁𐤄 𐤁𐤅 𐤁𐤆 𐤁𐤇

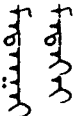
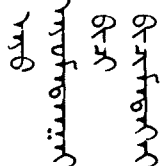
Here these indicate the sense of verbs. What is more some scholars class


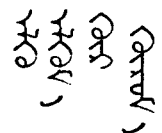
this 𐤁 form with the copulative verbs. In No. 1


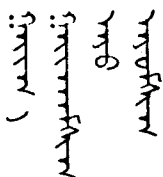
the 𐤁 with 𐤁 expresses a negative idea. In No. 2 the


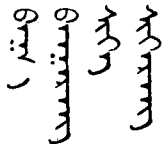
with 𐤁 expresses "near to" or "ready to"]

(41) By adding the suffixes  is formed a noun indicating the ability of doing the action. Illustration: 

(42) By adding the suffixes  is formed a noun indicating the name of the ability or experience to do an action. Ill: 

(43) By adding the suffix  is formed a noun which is a name indicating the ability or possibility for doing an action. Ill: 

(44) By adding the suffixes  is formed a noun which is a name of an ability to do the original action or the ability to be used in the action. Illustration: 

(45) By adding the suffix  is formed a noun which is a name of a characteristic as a result of an action. Illustration: 

Verbs.

A word which indicates the action, existence or condition of a thing called a verb.

Illustration:

.. (أكل) ..
 .. (مشى) ..
 .. (جلس) ..
 .. (نزل) ..
 .. (صعد) ..
 .. (سار) ..
 .. (تجسس) ..

In the above, the words

(أكل)
(مشى)
(جلس)

indicate the action of living creatures.

And the words

(أكلت)
(مشيت)
(جلست)

indicate the existence or condition of things or persons.

These are all verbs. Verbs are the replies to the questions:

.. (أكلت) ..
 .. (مشيت) ..
 .. (جلست) ..

At times the verb indicates when an action is to take place, if it is taking

place or whether it has taken place. Illustration:

.. (أكلت) ..
 .. (أكلت) ..
 .. (أكلت) ..

At times the verbs are divided into three groups by referring to the first, second and third persons. Illustration:

... أنا ...
... أنت ...
... هو ...

At times the verbs indicate the singular and plural. Ill:


... أنت ...
... أنت ...
... أنت ...

Thus the verbs can be changed to express: past, present and future time; first, second and third persons; and the singular and plural. This is verb conjugation.

For the most part, in a sentence, a verb is the predicate. The predicate formed by a verb indicates the action, the existence or condition of the subject.

Illustration:

... أنا ...
... أنت ...
... هو ...

In these sentences the verbs  are the predicates.

XI. Classes of verbs.


Verbs are divided into four classes: the command and desire class, the tense class, the verbal-noun class and the copulative verb class.

84 1. The command and desire class.

A verb which indicates that someone instructs, commands, begs or desires something of anyone is called a verb of command or desire.

(1) When directly instructing or commanding a second person, no special suffix is used on the verb. Illustration:

Handwritten Arabic script examples for direct instruction, showing a verb stem followed by a subject marker.

(2) By applying the suffixes  the idea is expressed of instructing or asking a second person that a work be done. This is an honorable expression and may be used alike with the singular or plural. Ill:

Handwritten Arabic script examples showing honorific suffixes attached to a verb stem.


(3) By adding the suffixes  the idea expressed is of oneself speaking of or wishing to do a thing. (This is the desire of the first person.)

Illustration:

Handwritten Arabic script examples showing first person desire suffixes attached to a verb stem.



(4) By adding the suffix  the idea expressed is of oneself speaking or wishing to do a thing. (This is the desire of the first person.)

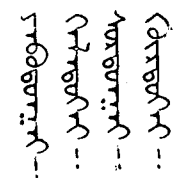
Illustration:

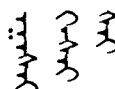
Handwritten Arabic script examples showing a specific first person desire suffix attached to a verb stem.

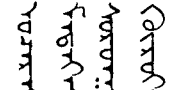
(5) By adding the suffixes  the idea expressed is of urging the


Handwritten Arabic script examples showing urging suffixes attached to a verb stem.

third person that a thing be done, or expressing a desire that he do it. 85
 (This is the desire class for the third person in the singular or plural.)

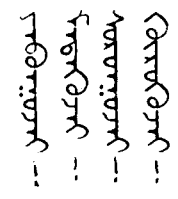
Illustration:



(6) By applying the suffixes  the idea expressed is for any of the three persons to deeply desire or hope to do a difficult thing.

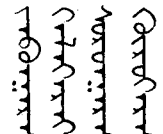
[Circumstances over which there is no human control] Ill: 




(7) By applying the suffixes  the idea expressed is of prevention.

These may be used freely with all three persons either singular or plural.

Illustration:


(8) By applying the suffixes  the idea expressed is of ordering that a thing be done in the future or asking that the responsibility for

doing it be assumed or that it be done. Illustration:


(9) By applying the suffixes  the idea expressed is of asking the second person to do a thing. This ending  is the personal pronoun .



Also at times  is used in the place of the .

Illustration:

ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨ

.....

ᠭᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨ

2. The tense indicating class.

A verb which indicates when anything is done is called a tense indicating verb. The tense verbs have no distinction as to the first, second or third persons as do the verbs of command and desire, but they indicate the three tenses; past, present and future.

(1) By applying the suffixes ᠭᠠᠨᠠᠨᠠᠨᠠᠨ is formed a verb indicating the idea of present action or one which will take place. (Present and future time class). Although in the Mongol language this form does not express clearly whether it is present or future time yet by proceeding with the sense of the sentence it will become clear.

Illustration: ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ

(In the present spoken language, of the three suffixes ᠭᠠᠨᠠᠨᠠᠨᠠᠨ, almost without exception only ᠭᠠᠨᠠᠨᠠᠨᠠᠨ is used.)

(2) By applying the suffix ᠭᠠᠨᠠᠨᠠᠨᠠᠨ is formed a verb indicating the idea of an action in the present or which will take place. (Present and future class. This is used only in the written language.) The distinction of this form from number (1) above is that it expresses in conversation the idea of a determined unquestionable certainty of an action in the present or future.

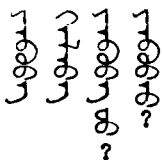

Though the negative particles ᠭᠠᠨᠠᠨᠠᠨᠠᠨ may be used with it, yet they cannot be

used with it when asking a question. Illustration:

ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ
ᠭᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨᠠᠨ

(3) By applying the suffixes ᠭᠠᠨᠠᠨᠠᠨᠠᠨ is formed a verb indicating the

idea of a past tense action. (Past time class.)

Illustration:  (At present  is mostly used.)

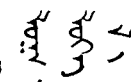
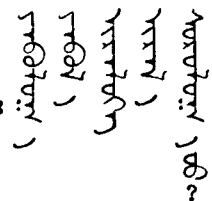

(4) By applying the suffixes  is formed a verb indicating the idea of a perfect tense action. (Past time class.)

Illustration:  (In the spoken the  ending is being used more and more.)

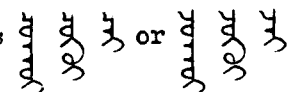
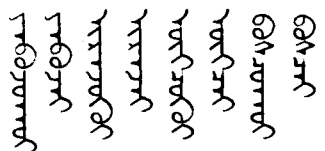



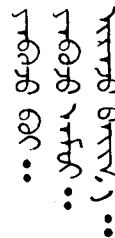
(5) By applying the suffixes  is formed a verb indicating the idea of an action already past or the past perfect tense. This form is never used with the first person.

Illustration:  (At present in the spoken almost without exception only  or  is used.)

[Besides this there is the coupling of deficient verbs with other verbs or the auxiliary verbs with the pure verbs to indicate tense. Following are some illustrations of this:

A. Future tense:  . B. Present progressive: 

- C. Immediate future: yafeteg ofegus
- D. Perfect: yafeteg / yafetegus
- E. Past perfect: yafeteg / yafetegus
- F. Past perfect progressive: yafeteg / yafetegus
- G. Perfect tense: yafeteg / yafetegus

3. The verbal-noun class.

By adding certain suffixes to the verb stem, words of the noun and adjective class may be formed. This class of verbs is called the verbal-noun class. The verbal-noun class of verbs are declinable and they indicate the three tenses; past, present and future.

(1) By adding the suffixes yaf yaf is formed a verbal-noun indicating the characteristics of an action now going on or a person who does the action or the work of an action. (Present tense verbal-noun.)

Illustration: yafegus
yafegus
yafegus

(2) By adding the suffixes yaf yaf is formed a verb indicating the continuous or customary action of a thing or person. (Characteristic repeating action

verbal-noun.) Illustration: yafegus
yafegus
yafegus

(3) By adding the suffixes yaf yaf or yaf yaf is formed a verbal-noun indicating

the sense of future action or action being done at present. Besides the characteristic of a future verb sense it also indicates an indefinite tense as expressed by some foreign languages. When the two suffixes $\text{ٓ} \text{ٔ}$ are affixed, it takes on the sense of a noun. (Now this is not used.) With this form it is also possible to use the suffixes $\text{ٓ} \text{ٔ}$.

(4) By adding the suffixes $\text{ٓ} \text{ٔ}$ is formed a verbal-noun. Though this indicates a verb the action of which was started or decided in the past, yet at the time of speaking it indicates the characteristics of an action not yet completed or not done. Or it indicates a verb the action of which has already started yet indicating the tense of an action in the process of being done. (A verbal-noun of past decided action not yet completed.) [This form is seldom used without the negative following it.]

Illustration:

$\text{ٓ} \text{ٔ} \text{ٓ} \text{ٔ}$
 $\text{ٓ} \text{ٔ} \text{ٓ} \text{ٔ}$

(5) By adding the suffixes $\text{ٓ} \text{ٔ}$ is formed a verbal-noun indicating

either the name of a completed action in the past or the name of the doer of a completed action in the past or the characteristics of an action

already completed. (Completed past tense verbal-noun.) Ill: [This form is used extensively as an adjective.]

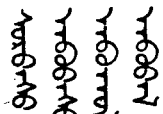
$\text{ٓ} \text{ٔ} \text{ٓ} \text{ٔ}$
 $\text{ٓ} \text{ٔ} \text{ٓ} \text{ٔ}$


4. The copulative verb class.


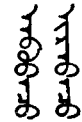

A verb which cannot become the predicate of a completed sentence is called a copulative verb. In other words a copulative verb cannot complete the sentence meaning. A copulative verb cannot be declined and it does not indicate time or number, but it is divided into a number of classes according to its sense.

(1) By adding the suffixes $\text{ٓ} \text{ٔ}$ is formed a verb indicating a

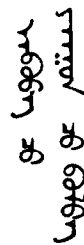
possibility depending on the time of completion of another action. (Class


showing dependence or cause.) Ill: 

(Through the influence of the spoken language at present the suffix  is used extensively.)

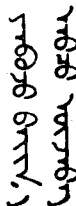
(2) By adding the suffix  is formed a verb indicating disregard for or slight of something. Illustration:  . The  may be written separately

following or in front of the original word thus:



(3) By adding the suffixes  is formed a verb indicating the sense of an action being done at the same time as or immediately preceding

another action. (Coherent class.) Illustration:




(4) By adding the suffix  is formed a verb indicating an action going on at the same time as or together with another action. (United class). What is the difference between this united class and the coherent class? In the coherent class even though the one action is taking place at the same time as the other, yet it is not an inseparable connection between them but each bears its own individual significance. With the united class, not only are the two actions developing together but they are inseparably connected and almost become one action. This is the main distinction.

Illustration:



(5) By adding the suffixes *ḥi* *ḥi* is formed a verb indicating an action already completed or to be completed before another action. (Separative class)

Illustration: *ḥi* *ḥi* *ḥi*

(6) By adding the suffix *ḥi* is formed a verb indicating the idea of meeting or "until". Illustration: *ḥi* *ḥi* *ḥi*

[Also by the use of this suffix is indicated an action now going on as well as that of the future idea. Illustration: *ḥi*]

(7) By adding the suffixes *ḥi* *ḥi* is formed a verb indicating the idea of an instrumental action in process. Illustration: *ḥi* *ḥi* *ḥi*

(8) By adding the suffixes *ḥi* *ḥi* is formed a verb indicating an action immediately preceding or just at the moment of another action. (Immediately preceding class.) Illustration: *ḥi* *ḥi* *ḥi*

(9) By adding the suffix *ḥi* is formed a verb indicating the idea of an action the purpose of which explains the reason for doing another action.

(Purpose class.) Illustration:

 'yaxar
 yag yaxar
 'yaxar
 yag yaxar
 'yaxar
 yag yaxar

(10) By adding the suffix q is formed a verb indicating that as a result of this another action is to follow. (Preparation class.) This

suffix is very little used at present. Illustration:

 yaxarq
 yaxarq
 yaxarq

XII. Auxiliary verbs, and verbs of interrogation and manner.

1. Auxiliary verbs.

All verbs are divided into two groups; the pure verbs and the auxiliary verbs. All the verbs that we have observed so far have been pure verbs.

When any verb loses its pure sense and takes on the characteristics of giving assistance to another verb it is called an auxiliary verb. Auxiliary verbs are formed in two ways. The first way is to form them from a pure verb. The number of derived auxiliary verbs which are formed from pure verbs is not a settled matter. There are many of them like the following:

yaxar
 yaxar
 yaxar
 yaxar
 yaxar
 yaxar
 yaxar

To illustrate further: In the sentence yaxar the

word yaxar is a pure verb. But the yaxar in the sentence yaxar yaxar yaxar yaxar yaxar yaxar yaxar is an auxiliary

verb. The reason is that the yaxar at the end of the last sentence has lost

its ability to bear its own significance. In the sentence the

is pure verb. But in the sentence the word is an auxiliary verb.

In the sentence the word is a pure verb. In the sentence

the is an auxiliary verb. In the sentence the is a pure verb.

But in the expression the is an auxiliary verb. In the sentence

the word is a pure verb, but in the is an auxiliary verb.

The reason is that the is the verb showing the action of the horse while

Handwritten Arabic script annotations are scattered throughout the page, providing examples and explanations for the grammatical points discussed in the printed text. These include phrases like '... لا ينفصلان عن بعضهما البعض' and '... لا ينفصلان عن بعضهما البعض'.

the verb $\text{ḥ} \text{ḥ} \text{ḥ}$ only indicates the time. An auxiliary verb for the most part is a verb which assists a preceding one and may be considered one word with it.

Ill: $\text{ḥ} \text{ḥ} \text{ḥ}$ plus $\text{ḥ} \text{ḥ} \text{ḥ}$ = $\text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ}$ or $\text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ}$, $\text{ḥ} \text{ḥ} \text{ḥ}$ plus $\text{ḥ} \text{ḥ} \text{ḥ}$ = $\text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ}$ or $\text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ}$, $\text{ḥ} \text{ḥ} \text{ḥ}$ plus $\text{ḥ} \text{ḥ} \text{ḥ}$ = $\text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ} \text{ḥ}$.

The second way to form a derived auxiliary verb is from a deficient verb. A verb which cannot be fully conjugated according to the conjugational procedure of a pure verb, is called a deficient verb. Such deficient verbs are noted below:

(1) The verb $\text{ḥ} \text{ḥ} \text{ḥ}$ [also $\text{ḥ} \text{ḥ} \text{ḥ}$]. (Meaning "is" or "be"). Ill: $\text{ḥ} \text{ḥ} \text{ḥ}$ [Command or desire]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Verbal-noun, present tense]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Present and future tense]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Verbal-noun, present tense]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Past tense]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Verbal-noun, perfect tense], $\text{ḥ} \text{ḥ} \text{ḥ}$ [Past perfect tense]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Verbal-noun, present, future, indefinite].

(2) The verb $\text{ḥ} \text{ḥ} \text{ḥ}$. (Meaning "is"). Ill: $\text{ḥ} \text{ḥ} \text{ḥ}$ [Past perfect tense]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Verbal-noun, present tense]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Verbal-noun, indefinite tense]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Copulative verb showing dependence]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Copulative verb, union type]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Copulative verb, separative type]. $\text{ḥ} \text{ḥ} \text{ḥ}$ [Copulative verb, meeting type]. [Also this $\text{ḥ} \text{ḥ} \text{ḥ}$ besides indicating an action now going on or future action, at times it $\text{ḥ} \text{ḥ} \text{ḥ}$]

is used to express the idea of "while", "during" or "though".

Illustration:

' *١* *٢* *٣* *٤* *٥* *٦* *٧* *٨* *٩* *١٠* *١١* *١٢* *١٣* *١٤* *١٥* *١٦* *١٧* *١٨* *١٩* *٢٠* *٢١* *٢٢* *٢٣* *٢٤* *٢٥* *٢٦* *٢٧* *٢٨* *٢٩* *٣٠* *٣١* *٣٢* *٣٣* *٣٤* *٣٥* *٣٦* *٣٧* *٣٨* *٣٩* *٤٠* *٤١* *٤٢* *٤٣* *٤٤* *٤٥* *٤٦* *٤٧* *٤٨* *٤٩* *٥٠* *٥١* *٥٢* *٥٣* *٥٤* *٥٥* *٥٦* *٥٧* *٥٨* *٥٩* *٦٠* *٦١* *٦٢* *٦٣* *٦٤* *٦٥* *٦٦* *٦٧* *٦٨* *٦٩* *٧٠* *٧١* *٧٢* *٧٣* *٧٤* *٧٥* *٧٦* *٧٧* *٧٨* *٧٩* *٨٠* *٨١* *٨٢* *٨٣* *٨٤* *٨٥* *٨٦* *٨٧* *٨٨* *٨٩* *٩٠* *٩١* *٩٢* *٩٣* *٩٤* *٩٥* *٩٦* *٩٧* *٩٨* *٩٩* *١٠٠*
 .. *١٠١* *١٠٢* *١٠٣* *١٠٤* *١٠٥* *١٠٦* *١٠٧* *١٠٨* *١٠٩* *١١٠* *١١١* *١١٢* *١١٣* *١١٤* *١١٥* *١١٦* *١١٧* *١١٨* *١١٩* *١٢٠* *١٢١* *١٢٢* *١٢٣* *١٢٤* *١٢٥* *١٢٦* *١٢٧* *١٢٨* *١٢٩* *١٣٠* *١٣١* *١٣٢* *١٣٣* *١٣٤* *١٣٥* *١٣٦* *١٣٧* *١٣٨* *١٣٩* *١٤٠* *١٤١* *١٤٢* *١٤٣* *١٤٤* *١٤٥* *١٤٦* *١٤٧* *١٤٨* *١٤٩* *١٥٠* *١٥١* *١٥٢* *١٥٣* *١٥٤* *١٥٥* *١٥٦* *١٥٧* *١٥٨* *١٥٩* *١٦٠* *١٦١* *١٦٢* *١٦٣* *١٦٤* *١٦٥* *١٦٦* *١٦٧* *١٦٨* *١٦٩* *١٧٠* *١٧١* *١٧٢* *١٧٣* *١٧٤* *١٧٥* *١٧٦* *١٧٧* *١٧٨* *١٧٩* *١٨٠* *١٨١* *١٨٢* *١٨٣* *١٨٤* *١٨٥* *١٨٦* *١٨٧* *١٨٨* *١٨٩* *١٩٠* *١٩١* *١٩٢* *١٩٣* *١٩٤* *١٩٥* *١٩٦* *١٩٧* *١٩٨* *١٩٩* *٢٠٠*
 ' *٢٠١* *٢٠٢* *٢٠٣* *٢٠٤* *٢٠٥* *٢٠٦* *٢٠٧* *٢٠٨* *٢٠٩* *٢١٠* *٢١١* *٢١٢* *٢١٣* *٢١٤* *٢١٥* *٢١٦* *٢١٧* *٢١٨* *٢١٩* *٢٢٠* *٢٢١* *٢٢٢* *٢٢٣* *٢٢٤* *٢٢٥* *٢٢٦* *٢٢٧* *٢٢٨* *٢٢٩* *٢٣٠* *٢٣١* *٢٣٢* *٢٣٣* *٢٣٤* *٢٣٥* *٢٣٦* *٢٣٧* *٢٣٨* *٢٣٩* *٢٤٠* *٢٤١* *٢٤٢* *٢٤٣* *٢٤٤* *٢٤٥* *٢٤٦* *٢٤٧* *٢٤٨* *٢٤٩* *٢٥٠* *٢٥١* *٢٥٢* *٢٥٣* *٢٥٤* *٢٥٥* *٢٥٦* *٢٥٧* *٢٥٨* *٢٥٩* *٢٦٠* *٢٦١* *٢٦٢* *٢٦٣* *٢٦٤* *٢٦٥* *٢٦٦* *٢٦٧* *٢٦٨* *٢٦٩* *٢٧٠* *٢٧١* *٢٧٢* *٢٧٣* *٢٧٤* *٢٧٥* *٢٧٦* *٢٧٧* *٢٧٨* *٢٧٩* *٢٨٠* *٢٨١* *٢٨٢* *٢٨٣* *٢٨٤* *٢٨٥* *٢٨٦* *٢٨٧* *٢٨٨* *٢٨٩* *٢٩٠* *٢٩١* *٢٩٢* *٢٩٣* *٢٩٤* *٢٩٥* *٢٩٦* *٢٩٧* *٢٩٨* *٢٩٩* *٣٠٠*

(3) The verb *٢٢٢* . (Meaning "is"). [Present or future tense and used

in the written only. Illustration:

٢٢٢ *٢٢٣* *٢٢٤* *٢٢٥* *٢٢٦* *٢٢٧* *٢٢٨* *٢٢٩* *٢٣٠* *٢٣١* *٢٣٢* *٢٣٣* *٢٣٤* *٢٣٥* *٢٣٦* *٢٣٧* *٢٣٨* *٢٣٩* *٢٤٠* *٢٤١* *٢٤٢* *٢٤٣* *٢٤٤* *٢٤٥* *٢٤٦* *٢٤٧* *٢٤٨* *٢٤٩* *٢٥٠* *٢٥١* *٢٥٢* *٢٥٣* *٢٥٤* *٢٥٥* *٢٥٦* *٢٥٧* *٢٥٨* *٢٥٩* *٢٦٠* *٢٦١* *٢٦٢* *٢٦٣* *٢٦٤* *٢٦٥* *٢٦٦* *٢٦٧* *٢٦٨* *٢٦٩* *٢٧٠* *٢٧١* *٢٧٢* *٢٧٣* *٢٧٤* *٢٧٥* *٢٧٦* *٢٧٧* *٢٧٨* *٢٧٩* *٢٨٠* *٢٨١* *٢٨٢* *٢٨٣* *٢٨٤* *٢٨٥* *٢٨٦* *٢٨٧* *٢٨٨* *٢٨٩* *٢٩٠* *٢٩١* *٢٩٢* *٢٩٣* *٢٩٤* *٢٩٥* *٢٩٦* *٢٩٧* *٢٩٨* *٢٩٩* *٣٠٠*

(4) The verb *٢٢٣* . (Meaning "is" or "was"). [Though this is used for

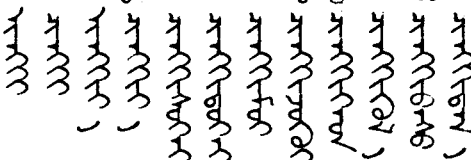
the present and past tense, *٢٢٣* for the most part is used to indicate the

past tense. Illustration:

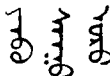
٢٢٣ *٢٢٤* *٢٢٥* *٢٢٦* *٢٢٧* *٢٢٨* *٢٢٩* *٢٣٠* *٢٣١* *٢٣٢* *٢٣٣* *٢٣٤* *٢٣٥* *٢٣٦* *٢٣٧* *٢٣٨* *٢٣٩* *٢٤٠* *٢٤١* *٢٤٢* *٢٤٣* *٢٤٤* *٢٤٥* *٢٤٦* *٢٤٧* *٢٤٨* *٢٤٩* *٢٥٠* *٢٥١* *٢٥٢* *٢٥٣* *٢٥٤* *٢٥٥* *٢٥٦* *٢٥٧* *٢٥٨* *٢٥٩* *٢٦٠* *٢٦١* *٢٦٢* *٢٦٣* *٢٦٤* *٢٦٥* *٢٦٦* *٢٦٧* *٢٦٨* *٢٦٩* *٢٧٠* *٢٧١* *٢٧٢* *٢٧٣* *٢٧٤* *٢٧٥* *٢٧٦* *٢٧٧* *٢٧٨* *٢٧٩* *٢٨٠* *٢٨١* *٢٨٢* *٢٨٣* *٢٨٤* *٢٨٥* *٢٨٦* *٢٨٧* *٢٨٨* *٢٨٩* *٢٩٠* *٢٩١* *٢٩٢* *٢٩٣* *٢٩٤* *٢٩٥* *٢٩٦* *٢٩٧* *٢٩٨* *٢٩٩* *٣٠٠*

Attention is called to *٢٢٣* form of one of these auxiliary verbs which is

manner verbs. These manner verbs are subject to conjugation.

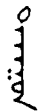


To illustrate: 



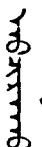
XIII. The forming of verb stems.

There are two kinds of verbs: Those which are root verbs and those which are derived verbs. Those which are called root verbs such as  are verbs which cannot be further reduced and still be a word with meaning or form a particle. Those which are called derived verbs are those which are formed from another word, by adding two words together or by adding a number of suffixes and thus producing a verb with a new sense.

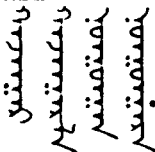
Sometimes when producing a derivative verb in the Mongol written language a new verb stem may be formed by joining a verb and a noun.

Illustration:

 plus  equals  . At times by joining two verbs together another


new verb is formed. Illustration:  plus  equals  . Also it is possible

to form new verbs by adding various suffixes on the ends of numerals,

adjectives and nouns. Illustration: 

In general the process of forming derivative verbs may be divided into three ways: First, verbs formed from nouns; second, verbs formed from particles; and third, verbs formed from verbs.

1. The forming of verbs from nouns.

(1) By adding the suffix  is formed a verb which uses or desires the

original noun idea. (Verb indicating the original idea).


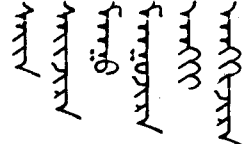
Illustration:


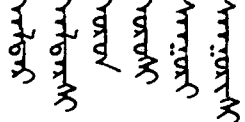
(2) By adding the suffix ٲ is formed a verb which uses the original noun as an instrument. Illustration: is the instrument of the verb).



(3) By adding the suffixes ٲ ٲ is formed a verb which takes the characteristics of the nouns and makes them its own. Illustration:



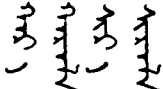
(4) By adding the suffixes is formed a verb which takes on the characteristics and sound of the original noun. Illustration:


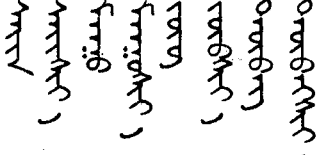
(5) By adding the suffix ٲ is formed a verb which absorbs into itself the original noun meaning. Illustration:


(6) By adding the suffix  is formed a verb which takes on the characteristics of the original word. Illustration: 

(7) By adding the suffix  is formed a verb which absorbs into itself the original noun meaning. Illustration: 

(8) By adding the suffix  is formed a verb which takes on the characteristics of the original noun. Ill: 

In these, if there is a  in the ending syllable of the original word then a  suffix is used. Illustration: 

(9) By adding the suffix  is formed a verb which affirms or flatters the characteristics of the original noun. Ill: 

(10) By adding the suffixes  is formed a verb which brags up the

idea of the original noun. Illustration:

Green
 Green
 reform
 reform
 Green
 Green

(11) By adding the suffix is formed a verb which indicates the idea of becoming like the original noun sense. Ill:

Green
 Green
 reform
 reform
 Green
 Green

2. The forming of verbs from particles.

(1) By adding the suffix is formed a verb which completes the sound and action of the original particle. Ill:

Green
 Green
 reform
 reform
 Green
 Green

(2) By adding the suffix is formed a verb which indicates various sounds and reports. Illustration:

Green
 Green
 reform
 reform
 Green
 Green

(3) By adding the suffix is formed a verb which indicates various sounds. Illustration:

Green
 Green
 reform
 reform
 Green
 Green

(4) By adding the suffix is formed a verb which indicates various sounds. Illustration:

Green
 Green
 reform
 reform
 Green
 Green

3. The forming of verbs from verbs.

(1) By adding the suffixes أفـ أفـ is formed a verb which puts the responsibility for doing the thing on others. These suffixes are used on verb roots which end in a diphthong, the second vowel of which is أ , or which end in a short vowel. Illustration:

أفـ
 أفـ
 أفـ
 أفـ
 أفـ
 أفـ
 أفـ

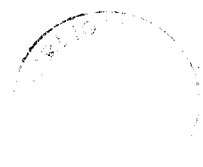
(2) By adding the suffixes أفـ أفـ is formed a verb which puts the responsibility for doing an action on others. These suffixes are used with words which end in a long vowel or a diphthong.

Illustration: أفـ أفـ أفـ أفـ أفـ أفـ أفـ أفـ

(3) By adding the suffixes أفـ أفـ is formed a verb which puts the responsibility for doing an action on others. In these the suffixes أفـ أفـ are used with words which end in أ or أ , and the suffixes أفـ أفـ are used with words which end in consonants أ أ . Illustration:

أفـ أفـ أفـ أفـ أفـ أفـ أفـ أفـ أفـ أفـ أفـ أفـ

(4) By adding the suffixes أفـ أفـ is formed a verb which puts the responsibility for doing an action on others. These suffixes are used with words which end in a short vowel. Illustration:



لغا
 لغا
 لغا
 لغا
 لغا
 لغا
 لغا
 لغا
 لغا
 لغا
 لغا
 لغا

(5) By adding the suffixes ـوا ـوا is formed a [passive] verb which indicates that the subject is the recipient of the action of others. These suffixes are used with words which end in vowels. Ill:

لغوا
 لغوا
 لغوا
 لغوا
 لغوا
 لغوا
 لغوا
 لغوا

(6) By adding the suffixes ـوا ـوا is formed a [passive] verb which indicates that the subject is the recipient of the action of others. The suffix ـوا is used with words which end in ـا . And the suffix ـوا is used with words which

لغوا
 لغوا
 لغوا
 لغوا
 لغوا
 لغوا

end in ـا ـا ـا ـا ـا . Illustration:

(7) By adding the suffix ـوا is formed a verb which indicates that an action is done to one another. Illustration:

لغوا
 لغوا
 لغوا
 لغوا
 لغوا
 لغوا
 لغوا
 لغوا

(8) By adding the suffix ـوا is formed a verb which indicates that an action is done together. Illustration:

لغوا
 لغوا
 لغوا
 لغوا

(9) By adding the suffix ـوا is formed a verb which indicates that an action is done together. Illustration:

٤٤٤٤٤٤
 ٤٤٤٤٤٤
 ٤٤٤٤٤٤
 ٤٤٤٤٤٤
 ٤٤٤٤٤٤
 ٤٤٤٤٤٤
 ٤٤٤٤٤٤

(10) By adding the suffixes ٤٤٤٤ is formed a verb which invites a number of persons to do an action together:

٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤

(11) By adding the suffix ٤ is formed a verb which indicates that an action is repeated. Illustration:

٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤

(12) By adding the suffix ٤ is formed a verb which indicates many kinds of actions which develop or are accomplished by themselves.

Illustration: ٤٤٤٤٤٤٤٤
٤٤٤٤٤٤٤٤
٤٤٤٤٤٤٤٤
٤٤٤٤٤٤٤٤
٤٤٤٤٤٤٤٤
٤٤٤٤٤٤٤٤
٤٤٤٤٤٤٤٤
٤٤٤٤٤٤٤٤

(13) By adding the suffix ٤ is formed a verb which retains the sense of the original verb. Illustration:


٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤

(14) By adding the suffix ٤ is formed a verb which indicates the idea of an action which continues at set times. Ill:

٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤
 ٤٤٤٤٤٤٤٤

(15) By adding the suffixes ٤٤٤٤ is formed a verb which indicates

an action which continues to move or moves quickly. Ill:

[(16) By adding the suffix  is formed a verb which indicates the idea



of "at the time", "while" or "as". Illustration:

XIV. Particles.

A particle is called a word which never changes but always remains in its root form. It is not declinable as the noun nor subject to conjugation as the

verb, neither does it indicate number. Illustration:

cles in sentences bear their own significance while some are used almost in the sense of suffixes. As to the sense of particles, they are not at all alike but they can be divided into a number of groups:

1. Those particles which are intensifiers. In the following expressions, the words which end in the consonant  and the words  are particles of that

nature. Illustration:

2. Those particles which force an action until completed. In the following expressions they are such words as:

. Illustration:

interrogative sentences, exclamatory sentences, declarative sentences and imperative sentences

1. Any sentence which definitely asks a question regarding something is called an interrogative sentence. In speaking, at the end of an interrogative sentence, a person raises his voice; in writing, at the end of an interrogative sentence is placed a question mark.

Illustration:

ایں سوال پر جواب کیسے ہے ؟
 کیا یہ سچ ہے ؟

2. A sentence which expresses the idea of instilling in the mind of a person such as: joy, exclamation, surprise, fear, irritation or passion is called an exclamatory sentence. An exclamation mark is placed at the end of an exclamatory sentence.

Illustration:

کیا یہ سچ ہے ؟
 ۔۔۔
 کیا یہ سچ ہے ؟
 ۔۔۔

3. A sentence which is not an interrogation or an exclamation but makes a statement in regard to anything is called a declarative sentence. In speaking at the end of a declarative sentence, a person lowers his voice. In writing, a double dot is put at the end of a declarative sentence.

Illustration:

.. لڭسڭي لمي
 لمي لڭسڭي
 .. لڭسڭي لمي
 .. لڭسڭي لمي

4. A sentence which is not an interrogation or an exclamation neither a simple declaration but which expresses the idea of a direct command, wish or warning is called an imperative sentence. In writing, after an ordinary statement command, the double dot is used. But with a pure command, in speaking, a loud voice is used; and in writing, the exclamation mark is used.

Illustration:

.. لڭسڭي لمي
 لڭسڭي لمي
 لڭسڭي لمي
 .. لڭسڭي لمي
 .- لڭسڭي لمي
 .- لڭسڭي لمي

II. Sentence parts.

The words in a sentence are related one to another according to sense. That relationship can be made clear by questions.

	What?	What kind?	What kind?
Illustration:	What happened?	What?	What?
	What happened?		Where?
			Does what?

In a sentence there are two parts: That which is the speaker and that which is spoken about. In a sentence the main thing or person spoken about is called the subject. The subject is the reply word to the questions

and *Who?*. The word in the sentence which indicates what a person or thing does is called the predicate. The predicate is the reply word to the questions

What? and *How?* and indicates the manner of the subject. Illustration:

Sentence part	Determining question	Sentence				
Subject	<i>Who?</i>	<i>John</i>	<i>drove</i>	<i>away</i>	<i>home</i>	
Predicate	<i>What?</i>	<i>drove</i>	<i>home</i>	<i>drove</i>	<i>drove</i>	

The subject and predicate are called the two main parts of the sentence. The reason is that if either the subject or the predicate of a sentence is removed, the sentence is destroyed and becomes meaningless. [Yet in the spoken, sometimes sentences do not have a subject or do not have a proper predicate, but they are understood or are indefinite. Illustration on following page:

the predicate which is ^{المتعلق} . The word ^{المتعلق} clarifies another secondary type ^{لل}

word ^{المتعلق} . In the secondary parts of a sentence there are two kinds of words

called extension words and clarifying words. Those words of a secondary nature which indicate what's, whose or the nature and character of a thing in the sentence are called clarifying words.

Illustration:

- .. ^{المتعلق} ^{المتعلق} ^{المتعلق}
- .. ^{المتعلق} ^{المتعلق} ^{المتعلق}
- .. ^{المتعلق} ^{المتعلق} ^{المتعلق}
- .. ^{المتعلق} ^{المتعلق} ^{المتعلق}

In these sentences the words
are all clarifying words.

- ^{المتعلق}
- ^{المتعلق}
- ^{المتعلق}
- ^{المتعلق}

In a sentence whatever secondary part indicates an addition or an extending explanation to any other part of the sentence is called an extension word.

Illustration:

1. ^{المتعلق} ^{المتعلق} ^{المتعلق}
2. ^{المتعلق} ^{المتعلق} ^{المتعلق}
3. ^{المتعلق} ^{المتعلق} ^{المتعلق}

In the first sentence the word *new* is an extension word to the already clarifying word *new*. In the second sentence the word *new* is an extension word to the subject *new*. In the third sentence the word *new* is an extension word applied to the subject *new*.

III. The predicate.

Predicates may be divided into two kinds: the simple and the modified. In making a fine distinction even within a simple predicate itself there may be found the simple and the compound ones.

1. The simple predicate..

A simple predicate is composed of a verb or a noun. (These would be composed of imperative verbs, tense verbs, pure nouns and verbal-nouns.)

[Besides this it is to be noted that some of the illustrations following have the main predicate verbs understood.]

Illustrating chart follows:

Predicate	Sentence
ڄي	• ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي
ڄي	• ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي ڄي

2. The modified predicate.


A modified predicate is composed of a verb or a noun joined together with another auxiliary verb. At times a modified predicate has a noun as its central thought and at other times a verb as its main idea. Therefore it is possible to distinguish modified predicates as being either composed of nouns or of verbs.

Modified predicate	Sentence
'ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ
ሰላማዊነት	..ሰላማዊነት ለሰላም አለፈ

3. Compound predicate.

A predicate which is composed of two or more pure verbs bearing their own particular sense is called a compound predicate. The distinction between the compound and modified predicate is that the modified predicate cannot have more than one word which bears its own particular sense, while the compound predicate may contain two or more main words with their own particular ideas. Illustrated chart follows:

In looking at the above illustrations it will be noted that some of the compound predicates are composed of a number of words which bear their separate senses and some have auxiliary verbs. Thus the compound predicate can take the copulative verb as the first verb, and the imperative or tense signifying verb in the last or second of the two verbs. Also it can take the

copulative ending verb, the separative  ending verb in the first,

and in the last or second verb they take the past and present tense verbs and with the tense idea have many meanings.

IV. The subject.

It is possible in conversational language that either the subject is evident, or, having reference to a previous sentence with a subject, it may be left out.

Illustration of a sentence with a subject:

.. لغويون في زمانهم

Illustration of a sentence without a subject:

.. لغويون في زمانهم

In forming a sentence without a subject it may be done in conversation, or, when the reason for the conversation is already clear as to the subject, it is not necessary to bring out the name again.

Illustration:

.. لغويون في زمانهم
.. لغويون في زمانهم
.. لغويون في زمانهم

Such sentences without subjects are very many.

Even though the words  here are, without

doubt, the subject of the sentence, yet according to the rules of sentence structure it is an extension word.

If it is desired to shorten the subject of this sentence it is permissible to write or speak it this way:

Handwritten Arabic script: *مَنْ يَكْتُبُ*

The subject comes before the predicate. Illustration: . Yet in

Handwritten Arabic script: *يَكْتُبُ مَنْ*

the spoken language sometimes the subject follows the predicate.

Illustration:

Handwritten Arabic script: *يَكْتُبُ مَنْ*

The subject in a simple completed sentence, no matter what noun or verbal-noun it may be, can only be in the nominative case. For this reason it is permissible to say that there are the two kinds of subjects: those which are formed from a pure noun or those which are formed from a verbal-noun.

- 1. Subject formed from a pure noun. Illustration follows:

Subject	Sentence
سومون / سونون	سومون / سونون ...
سومون / سونون	سومون / سونون ...
سومون	سومون ...
سومون	سومون ...
سومون	سومون ...
سومون	سومون ...
سومون	سومون ...
سومون	سومون ...
سومون	سومون ...
سومون	سومون ...

2. Subject formed from verbal-nouns. Illustration:

Sentence	.. لښوونکي لاس ته راځي	.. د پلار خبر کول دي	.. د پلار خبر کول دي	.. د پلار خبر کول دي
Subject	لښوونکي	پلار	پلار	پلار

3. Simple and modified subject.

Some subjects are formed with one word and some are formed with relations to two or more other words. A subject which is formed with one word is called a simple subject. A subject which is formed with relations to two or more words is called a modified subject.

Illustration of a simple subject formed from a noun:

اسم و سميلا ..

Illustration of a simple subject formed from a verbal-noun:

اسم و سميلا ..
اسم و سميلا ..

Illustration of modified subject formed from a noun:

اسم و سميلا ..
اسم و سميلا ..

Illustration of a modified subject formed from a verbal-noun:

اسم و سميلا ..
اسم و سميلا ..

4. Subject indicator.

The subject of a complete sentence is either a noun or a verbal-noun in the nominative case. By this it is possible to recognize the subject as that which is in the nominative case. Besides this there is another sign by which it is distinguished. Such a distinguishing sign is a sign which immediately follows the subject and has the quality to point out the subject from the rest of the words in the sentence. This is properly called a subject indicator.

The indicators of the subject are:
 . ذ
 . ال
 . ال
 . ال
 . ال

Illustration:

Sentence	<p> yäimä mə pöimäyāy yäimä yäimäy yä pöimäyāy </p>	<p> ..pöimäy yä yä pöimä ..pöimäy yä yä pöimä </p>	<p> : pöimäy yä pöimäy .. pöimäy pöimä </p>	<p> pöimäy pöimä .. pöimäy pöimä </p>
Subject indicator	<p> yä... </p>	<p> yä </p>	<p> yä </p>	<p> pöimä </p>

(This word *yä* is not now currently used as an indicator.)

A further word is necessary on the above. Not all of the nouns and verbal-nouns in the nominative case are subjects. In the same way not always are the *yä* and *pöimä* indicators of the subject.

Illustration:

pöimä yä pöimäy yä pöimä
 .. pöimäy
 pöimäy yäimä yäimä pöimä
 .. () yäimä pöimä

V. Extension words.

It is possible to apply additional enlarging words to the predicate or to the subject or to clarifying words or even to other extension words. In this, if an extension word is applied to the three: clarifying word, subject or other extension word, it either must be itself a verbal-noun or it must be related to a verbal-noun or a copulative verb. Illustrated chart follows:

Sentence	<p>فانما انما انما ..</p>	<p>فانما انما انما ..</p>	<p>فانما انما انما ..</p>
Extension word	<p>فانما</p>	<p>فانما</p>	<p>فانما</p>
Clarifying word	<p>فانما</p>		
Subject		<p>فانما</p>	

124 It is possible to divide the extension words into two classes. The first

is one directly dominated by a verb. Illustration: . The second is one

directly dominated by a noun. Illustration: . (Formed of postpositions).

Those extension words which are dominated by a verb are in the cases other than the nominative and genitive. In other words they may be in any of these; indefinite, instrumental, dative, co-operative and ablative.

1. Extension words with indefinite case. (In general conversational style language, this is used with nouns when they have no indicated relationship with another noun.) Illustration:

Sentence	.. givaa ye mo	.. lgeaa (ny) mo	.. lgeaa ye ni	.. lgeaa givaa ye mo	.. lgeaa givaa ye
Extension word	ye	(ny)	ni	mo	ye

2. Extension words with the accusative case. (The word which indicates the object of a direct action is put in the accusative case.) Illustration:

Extension word	Sentence
<p>וְעָרָא</p>	<p>.. ('עָרָא וְעָרָא) ..</p>
<p>וְעָרָא</p>	<p>.. ('עָרָא) וְעָרָא ..</p>
<p>וְעָרָא</p>	<p>.. וְעָרָא וְעָרָא וְעָרָא ..</p>
<p>וְעָרָא</p>	<p>.. וְעָרָא וְעָרָא ..</p>
<p>וְעָרָא</p>	<p>.. ('עָרָא) וְעָרָא ..</p>

4. Extension words with the ablative case. Illustration:

Extension word	Sentence
<p>ܢܝܢ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>	<p>ܕܝܗܘܐ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>
<p>ܕܝܗܘܐ</p>	<p>ܕܝܗܘܐ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>
<p>ܢܝܢ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>	<p>ܕܝܗܘܐ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>
<p>ܡܢ ܕܝܗܘܐ</p>	<p>ܕܝܗܘܐ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>
<p>ܡܢ ܕܝܗܘܐ</p>	<p>ܕܝܗܘܐ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>
<p>ܕܝܗܘܐ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>	<p>ܕܝܗܘܐ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>
<p>ܡܢ ܕܝܗܘܐ</p>	<p>ܕܝܗܘܐ ܡܝ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ ܡܢ ܕܝܗܘܐ</p>

5. Extension words with the instrumental case. Illustration:

Extension word	Sentence
<p>יָמֵינוּ • מִצִּירָנוּ וְיָנוּ</p>	<p>יָמֵינוּ יָמֵינוּ • מִצִּירָנוּ וְיָנוּ</p>
<p>יָמֵינוּ • יָמֵינוּ יָנוּ</p>	<p>יָנוּ יָמֵינוּ • יָמֵינוּ יָנוּ</p>
<p>אֲנִי יָנוּ</p>	<p>אֲנִי יָנוּ יָנוּ יָנוּ יָנוּ</p>
<p>יָנוּ יָנוּ</p>	<p>יָנוּ יָנוּ יָנוּ יָנוּ</p>
<p>יָנוּ</p>	<p>יָנוּ יָנוּ יָנוּ יָנוּ</p>
<p>יָנוּ</p>	<p>יָנוּ יָנוּ יָנוּ יָנוּ</p>

6. Extension words with the co-operative case. Illustration:

Extension word	<p>املاص موم موم دنجو املاص موم</p>	Sentence	<p>.. املاص موم موم مستقم موم .. موم دنجو املاص موم موم موم</p>
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7. Extension words with the double cases. Illustration: 129

Extension word	<p>موم موم موم موم موم موم</p>	Sentence	<p>.. املاص موم موم موم موم .. املاص موم موم موم موم</p>
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2. Clarifiers with the genitive case:

Clarifier	Sentence
אָרטיקל דאָס	דער אָרטיקל דאָס זענען זיין אַמטער ..
נאָמען און	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..
אָרטיקל דאָס	.. אָרטיקל דאָס זענען זיין אַמטער ..

3. Some inverse clarifiers.

When a clarifier disregards the rules of an ordinary clarifier and follows a word instead of preceding it, yet if it clarifies any part of a sentence like an ordinary clarifier would, such is called an inverse clarifier. Such type of words follow:

1.

אָרטיקל דאָס זענען זיין אַמטער ..

2.

אָרטיקל דאָס זענען זיין אַמטער ..

It is not right to regard the above as clarifiers only. These must not be confused with the same words when they are used preceding modifying words

as: *Handwritten scribbles*. Some clarifiers which clarify a part of a sentence may be of two kinds; simple and modified. To illustrate: *Handwritten scribbles*. Here the word *Handwritten scribbles* has a

simple clarifier composed of one word *Handwritten scribbles*. But in the sentence *Handwritten scribbles* :: the word *Handwritten scribbles*

Handwritten scribbles has a clarifier composed of two connected words *Handwritten scribbles*. This latter is a

modified clarifier. A modified clarifier may be composed of verbal-nouns or copulative verbs. Besides being formed in relationship to one another in a part of a sentence, there can be several multiple clarifiers especially tied

up with the original word which they clarify. Illustration: *Handwritten scribbles*

The order of these multiple clarifiers is very important. The clarifier with the strongest relationship is the one nearest to the word.

To illustrate:

2. Conjunctions.

In the Mongol language the conjunctions are very much restricted. Conjunctions which join together the sense of co-ordinate parts of sentences follow:

ᠠᠨᠢᠨᠠᠨᠢ
ᠠᠨᠢᠨᠠᠨᠢ
ᠠᠨᠢᠨᠠᠨᠢ
ᠠᠨᠢᠨᠠᠨᠢ

Of these five the three ᠠᠨᠢ ᠠᠨᠢ ᠠᠨᠢ are in a class that is

subject to conjugation. When enumerating a number of things [or persons] instead of using the conjunctions to show this, it is proper to use the numeral itself. In using this style, the numeral is placed immediately following the enumerated things or persons.

ᠠᠨᠢᠨᠠᠨᠢ ᠠᠨᠢᠨᠠᠨᠢ ᠠᠨᠢᠨᠠᠨᠢ
ᠠᠨᠢᠨᠠᠨᠢ ᠠᠨᠢᠨᠠᠨᠢ ᠠᠨᠢᠨᠠᠨᠢ
ᠠᠨᠢᠨᠠᠨᠢ ᠠᠨᠢᠨᠠᠨᠢ ᠠᠨᠢᠨᠠᠨᠢ
ᠠᠨᠢᠨᠠᠨᠢ ᠠᠨᠢᠨᠠᠨᠢ ᠠᠨᠢᠨᠠᠨᠢ

Illustration:

In regard to the conjunctions of the verb class, this is to be noted:

The three conjunctions ᠠᠨᠢ ᠠᠨᠢ ᠠᠨᠢ, of the four verb classes, are only

used in the verbal-noun form and in that very little. With the imperative or tense signifying verb forms they are never used.

Because the copulative verbs of themselves indicate the characteristics of connectives, uniters and separatives, it is not necessary to use an extra conjunctive particle with them. Therefore when this idea of an action is to be indicated at the same time in a sentence then the connective or union type of copulative verb is used. If the two actions are not at the same time, then the separative type of copulative verb is used.

Illustration:

Connective type	میں سے	میں سے	میں سے	میں سے
Union type	میں میں	میں میں	میں میں	میں میں
Separative type	میں سے	میں سے	میں سے	میں سے

Also at times some co-ordinate phrases having the same ending sounds

are used in like manner. Illustration:

میں سے • میں سے • میں سے
 میں سے • میں سے • میں سے
 • • •

VIII. Multiple sentences.

1. Simple and multiple sentences.

It is possible to state one idea which is related to and tied up with

several sentences [clauses] . Illustration:

.. دینو دینو دینو دینو دینو دینو ..
 .. دینو دینو دینو دینو دینو دینو ..
 .. دینو دینو دینو دینو دینو دینو ..
 .. دینو دینو دینو دینو دینو دینو ..

In the above piece of verse there are three separate sentences in themselves. To each sentence the sense is completed and there is a subject and a predicate. These kind of sentences are called simple sentences.

Instead of making our thoughts known to others by using a number of simple sentences, it is permissible to express ourselves by joining these simple sentences to one another and thus make a multiple sentence.

Illustration:

.. دینو دینو دینو دینو دینو دینو ..
 .. دینو دینو دینو دینو دینو دینو ..
 .. دینو دینو دینو دینو دینو دینو ..

If these two simple sentences are joined into a multiple sentence it would be thus:

.. دینو دینو دینو دینو دینو دینو ..
 .. دینو دینو دینو دینو دینو دینو ..

When two or more simple sentences are joined together into one sentence, it is called a multiple sentence. Note the ten various illustrations following of simple sentences which are joined and made into multiple sentences:

Multiple sentences	Simple sentences
<p>•• Երկուսն էլ հաճախում են խոսել իրենց մասին: ••</p>	<p>•• Երկուսն էլ հաճախում են խոսել իրենց մասին: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>
<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>	<p>•• Երբ արևը շատ բաց է, ծառերը կարծես կարծրանում են: ••</p>

2. Simple independent and assisting dependent multiple sentences.

A multiple sentence which is composed of simple sentences not dependent on each other is called a simple multiple sentence. The relationship between sentences which are contained within a simple multiple sentence is the same as the relationship of the parts of a simple sentence.

Illustration:

.. لغتي
 .. لغتي
 .. لغتي
 .. لغتي
 .. لغتي

A multiple sentence composed of sentences which are dependent on each other or when one sentence acts as an explanation of the other it is called an assisting multiple sentence.

Illustration:

.. لغتي
 .. لغتي

. Of the two and , the first sentence

.. لغتي

.. لغتي

.. لغتي

.. لغتي

serves as an assisting extension idea to the second sentence

3. Main sentences and assisting sentences.

Assisting multiple sentences are composed of main sentences and assisting sentences. In a compound sentence there are sentences which give assistance to or depend on others; that sentence which is used to clarify the other one is called an assisting sentence. An assisting sentence from its sense of meaning is joined to the main sentence by a connecting word. And that connecting word is placed there as an answer to a question regarding a part of the sentence.

A sentence which is independent and does not depend on another sentence but governs assisting sentences, is called a main sentence. A number of assisting sentences may assist a main sentence. A main sentence has the common structure of a simple sentence, especially so the predicate is exactly the same as the predicate of a simple sentence, which must complete the sense. An assisting sentence cannot of itself complete the sentence thought.

Illustration:

•• لځاڼي پر ځو
په پوهنتون
ماترې
••

In the assisting multiple sentence, the main sentence comes last and the assisting sentences are placed before the main sentence. The predicate of an assisting sentence consists of a verb, either of the verbal-noun class or of the copulative verb class. Because of this the assisting sentences may be divided into two classes: The verbal-noun type and the copulative verb type.

4. The verbal-noun type of assisting sentence.

The following indicates the divisions of the verbal-noun type of assisting sentence according to what responsibility they assume in relation to the main sentence.

- (1) Those assuming the responsibilities of a subject.

Illustration:

•• لځاڼي پر ځو
په پوهنتون
ماترې

the subject is

•• لځاڼي پر ځو
په پوهنتون
ماترې

• Of

•• لځاڼي پر ځو
په پوهنتون
ماترې

the subject is

•• لځاڼي پر ځو

(2) Those assuming the responsibilities of a clarifier. Illustration:

Clarifier	Sentence
<p>مصرعہ کے لئے</p>	<p>مصرعہ کے لئے ہے ..</p>
<p>مصرعہ ہے</p>	<p>..</p>
<p>مصرعہ ہے</p>	<p>مصرعہ ہے ..</p>
<p>مصرعہ ہے</p>	<p>مصرعہ ہے ..</p>

(3) Those assuming the responsibilities of an extension word. Illustration:

Extension word	Sentence
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...
אשר	... אשר אדם יודע ...

5. The copulative verb type of assisting sentence.

In the expression ^{المركب} the thought completing verb ^{المركب} is related to its preceding copulative verb ^{المركب}. In this way any thought completing verb may

be related to a number of extension copulative verbs. In this way is formed the assisting multiple sentences which contain copulative verb type assisting sentences. The copulative verb type of assisting sentence is always placed before the predicate of the main sentence to which it is related. The following indicates the divisions, by classes, of the copulative verb type of assisting sentence:

(1) The connective type:

المركب
 المركب
 المركب
 المركب
 المركب
 المركب

(2) The union type.....

المركب
 المركب
 المركب
 المركب

(3) The separative type:

المركب
 المركب

(4) The meeting type:

መካከላዊ ማህበራዊ ግንኙነት ለማሳካት
ሚያስፈልጉት ሁኔታዎችን ለማረጋገጥ
ሚያስፈልጉት ሁኔታዎችን ለማረጋገጥ
ሚያስፈልጉት ሁኔታዎችን ለማረጋገጥ

(5) The "by continuing" or "in the process" type:

በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች
በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች
በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች

(6) The immediately preceding "as soon as" or "just as" type:

በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች
በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች
በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች

(7) The dependence indicating type:.....

በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች
በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች
በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች

(8) The disregarding type:

በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች
በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች
በሌሎች ስራዎች ላይ ሲሰሩ ለሌሎች ስራዎች

(9) The purpose type:

۱۰۰ مەزھەبىمىزنى سۆزلەش ۋە
 مەزھەبىمىزنى قىزىتىش (ۋە)
 مەزھەبىمىزنى
 مەزھەبىمىزنى ئۆزگەرتىش
 ۋە مەزھەبىمىزنى قىزىتىش
 مەزھەبىمىزنى

(10) The preparation type:.....

مەزھەبىمىزنى
 ۋە مەزھەبىمىزنى

IX. Punctuation Marks.

Punctuation marks set off completed parts of sentences. If they are wrongly used they either mar the sense or change the meaning altogether. It is necessary that we understand and learn this thoroughly.

1. The double dot [Period] : . The double dot is placed at the end of declarative sentences or at the end of imperative sentences which are spoken as a simple statement.

Illustration:

مەزھەبىمىزنى سۆزلەش ۋە
 مەزھەبىمىزنى قىزىتىش
 مەزھەبىمىزنى ئۆزگەرتىش
 مەزھەبىمىزنى قىزىتىش
 مەزھەبىمىزنى

2. The question mark ? . The question mark is put at the end of an inter-

rogative sentence. Illustration:

امروز چه روزی است ؟
→
امروز چه روزی است ؟
→
امروز چه روزی است ؟
→
امروز چه روزی است ؟
→

Though one clause be a question, yet if the complete sentence is not an interrogation, then the question mark is not used. Illustration:

امروز چه روزی است ؟
→
امروز چه روزی است ؟
→
امروز چه روزی است ؟
→
امروز چه روزی است ؟
→

3. The exclamation mark ! . The exclamation mark is put at the end of

sentences of command, desire and exclamation. Illustration:

امروز چه روزی است !
→
امروز چه روزی است !
→
امروز چه روزی است !
→
امروز چه روزی است !
→

4. The dotted line [asterisks] is used in a place where there is left an unfinished idea or for some reason when within a sentence the continuity is

مؤلفه . (في كتابه)
.....
.....

broken off. Illustration:

5. The comma [one dot] . It is used in sentences for setting off by themselves, words, co-ordinate clauses or phrases which are not connected by conjunctions.

• مؤلفه : مؤلف كتابه
مؤلفه . مؤلفه . مؤلفه . مؤلفه
• • مؤلفه مؤلفه

Illustration:

Yet in a series of words like this when at the close of the sentence, the number of things is given, then the comma is not used. Illustration:

• • مؤلفه مؤلفه مؤلفه مؤلفه

The comma is used in compound sentences to prevent the simple and assisting multiple sentences from indicating improper meanings between them. The comma is also used to make the meaning clear and definite in regard to the parts of a sentence and the relationship which they bear to preceding and following words.

1. The noun cases.

Letter Ending Case	Vowel			Consonant												
	ك	و	و	ك	ب	پ	ت	ث	ج	ح	خ	د	ذ	ر	ز	
Nominative																
Genitive		ك		و	ب	پ	ت	ث	ج	ح	خ	د	ذ	ر	ز	
Dative		و		و	ب	پ	ت	ث	ج	ح	خ	د	ذ	ر	ز	
Accusative		و		و	ب	پ	ت	ث	ج	ح	خ	د	ذ	ر	ز	
Ablative		ك		ك	ب	پ	ت	ث	ج	ح	خ	د	ذ	ر	ز	
Instrumental		و		و	ب	پ	ت	ث	ج	ح	خ	د	ذ	ر	ز	
Co-operative		و		و	ب	پ	ت	ث	ج	ح	خ	د	ذ	ر	ز	

2. The reflexive particle with case signs.

Letter	Vowel			Consonant									
Ending Case	~	o	o	~	~	~	~	g	~	~	~	~	
Nominative													
Genitive	~ ~ ~			~ ~ ~	~ ~ ~								
Dative	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	~ ~ ~ ~	
Accusative	~ ~ ~	~ ~ ~	~ ~ ~	~ ~ ~									
Ablative	~ ~ ~	~ ~ ~	~ ~ ~	~ ~ ~									
Instrumental	~ ~ ~			~ ~ ~									
Co-operative	~ ~ ~												

3. The reflexive indicator with case signs.

Even though there is the possessive pronoun formed from the possessive case class of the personal pronoun to show the reflexive idea yet only the reflexive indicator is used with them to do so.

Letter	Vowel			Consonant								
Ending Case	ك	و	و	ك	ج	ح	ز	و	ح	و	ك	و
Nominative	ك											
Genitive	ك			و	و							
Dative	و			و	و							
Accusative	ك			و								
Ablative	ك											
Instrumental	و			و								
Co-operative	و			و	و							

The ٲٲٲ may be used in the same way as the ٲ . The ٲ has the sense of ٲٲٲ . And the ٲٲٲ have the same sense as ٲٲٲ , This ٲ is used instead of ٲٲٲ

the old ٲٲٲ but it is not used in the place of the other ٲ . Some persons who do not know this use ٲ in place of ٲ . This is a great mistake. To

illustrate: If we take the expression ٲٲٲٲٲٲٲ and put the ٲ in thus ٲٲٲٲٲٲٲ it then means ٲٲٲٲٲٲٲٲٲٲٲ which is the exact opposite meaning. ٲٲٲٲٲٲٲٲٲٲٲ

4. Plural particles and suffixes.

Particle or suffix	ٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲ	ٲٲٲ	ٲ	ٲ	ٲٲٲ ٲٲٲ	ٲٲٲ	ٲٲٲ
What it is used with	Vowels and ٲ	All consonants except ٲ	Single vowels	Vowels and ٲ ٲ ٲ	People, vowels and ٲ ٲ ٲ	People	Nouns ending with the suffix ٲٲٲ
Illustration	ٲٲٲٲٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲٲٲٲٲ	ٲٲٲٲٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲٲٲٲٲ	ٲٲٲٲٲٲٲٲٲٲٲ	ٲٲٲٲٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲٲٲٲٲ	ٲٲٲٲٲٲٲٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲٲٲٲٲٲٲٲ	ٲٲٲٲٲٲٲٲٲٲٲٲٲٲ ٲٲٲٲٲٲٲٲٲٲٲٲٲٲ	ٲٲٲٲٲٲٲٲٲٲٲٲٲٲ

5. Numeral suffixes.

Kind of numeral	Suffix	Illustration
Ordinal	كَمِينِي قَمَرِي قَمَرِي	كَمِينِي قَمَرِي قَمَرِي
Inclusive	نَمِي نَمِي	نَمِي نَمِي
Instrumental	نَمِي نَمِي	نَمِي نَمِي
Approximate	نَمِي نَمِي	نَمِي نَمِي
Fractional	٥	٥
Multiplicative	٥	٥

No.	ՀԻՄՆԵՑ	ՆՈՒՏԵՐԻՑԵՐԻՒՄ
24	ԿԻՆ	ԿԵՐԱՆԻՆԻ ԿԵՐԱՆԻՆԻ ԿԵՐԱՆԻՆԻ
25	Է	ԿԵՐԱ ՆԻՆԱՆ ԿԵՐԱ ՆԵՐԻՆ ԿԵՐԱ
26	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
27	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
28	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
29	ԿԵՐԱ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
30	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
31	Է	ԿԵՐԱ ՆԻՆԱՆ
32	ԿԵՐԱ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
33	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
34	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
35	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
36	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
37	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
38	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
39	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
40	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
41	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
42	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
43	Է	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
44	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ
45	ԿԵ	ԿԵՐԱՆԻՆ ԿԵՐԱՆԻՆ

7. Verbs of the command and desire class.

Class	Direct command to 2nd person	Formal command to 2nd person	Desire of first person	Desire of first person	Desire for third person	Hope	Prevention	Command and desire for 2nd and 3rd person	Request to the second person
Suffix		<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>
Illustration	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>	<p> ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ ܐܘܪܝܢ </p>

Class	Present and future tense class				Past tense class		
Suffix	At	ni	ʿi	o	wa wa	ʿimta (ʿimta	ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta
Illustration	<p>ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta</p>	<p>ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta</p>	<p>ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta</p>	<p>ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta</p>	<p>ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta</p>	<p>ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta</p>	<p>ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta ʿimta</p>

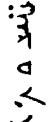
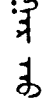
After the letters ʿ w w ʿ the suffixes ʿimta and ʿimta are used.

9. Verbal-noun class.

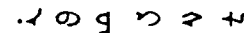
Class	Present tense	Frequentative	Present or Future	Incomplete past	Completed past
Suffix	<p> ٲ ٲ </p>	<p> ٲ ٲ </p> <p>No joining vowel</p>	<p> ٲ ٲ </p> <p>No joining vowel</p>	<p> ٲ ٲ </p>	<p> ٲ ٲ </p>
Illustration	<p> ٲ ٲ </p>	<p> ٲ ٲ </p>	<p> ٲ ٲ </p>	<p> ٲ ٲ </p>	<p> ٲ ٲ </p>

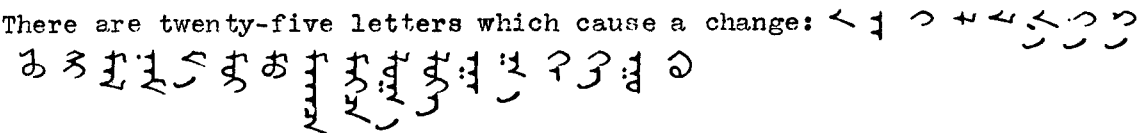
11. Regarding the use of the connecting vowel.

It was noted above that there are words which have connecting vowels and those which do not. Sometimes when adding a suffix to a verb stem (imperative form) an ^o is added between the verb stem and the suffix, while at other times nothing is added between the verb stem and the suffix. Let us answer the question why this is.

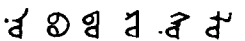
To illustrate: With added vowel , without added vowel . So with

what suffix is the added vowel used and with what suffix is it not used? According to the custom of letter changing, letters are divided into two groups: those which are subject to change and those which cause a change.

There are six letters subject to change: 

There are twenty-five letters which cause a change: 

If any of these twenty-five letters which cause a change follow any of the six letters which are subject to change then the connecting vowel is added

thus: . If letters other than these twenty-five are added,

then the connecting vowel is not used.

168 12. The forming of derived verbs.

(1) The forming of verbs from nouns.

No.	Suffix	Examples
1	ת	מלכה (queen) → מלכהת (to queen)
2	ה	מלכה (queen) → מלכהה (to queen)
3	ה	מלכה (queen) → מלכהה (to queen)
4	ל	מלכה (queen) → מלכהל (to queen)
5	י	מלכה (queen) → מלכהי (to queen)
6	ל	מלכה (queen) → מלכהל (to queen)
7	ל	מלכה (queen) → מלכהל (to queen)
8	ל	מלכה (queen) → מלכהל (to queen)
9	ל	מלכה (queen) → מלכהל (to queen)
10	ל	מלכה (queen) → מלכהל (to queen)
11	ל	מלכה (queen) → מלכהל (to queen)

(2) Verbs formed from particles.

No.	Suffix	Examples
1	ל	מלכה (queen) → מלכהל (to queen)
2	ל	מלכה (queen) → מלכהל (to queen)
3	ל	מלכה (queen) → מלכהל (to queen)
4	ל	מלכה (queen) → מלכהל (to queen)

(3) Verbs formed from verbs.

No.	ሁለተኛው ስም	መጀመሪያው ስም
1	የሚገባ	የሚገባ
2	የሚገባ (ገባ)	የሚገባ (ገባ)
3	የሚገባ (ገባ)	የሚገባ (ገባ)
4	የሚገባ (ገባ)	የሚገባ (ገባ)
5	የሚገባ	የሚገባ
6	የሚገባ	የሚገባ
7	የሚገባ	የሚገባ
8	የሚገባ	የሚገባ
9	የሚገባ (ገባ)	የሚገባ (ገባ)
10	የሚገባ	የሚገባ
11	የሚገባ	የሚገባ
12	የሚገባ	የሚገባ
13	የሚገባ	የሚገባ
14	የሚገባ	የሚገባ
15	የሚገባ	የሚገባ

II. Regarding writing and pronunciation of words according to spoken pronunciation.

Although it is not possible to write each of the Mongol words just as they are pronounced, yet we can take a sentence and write it according to the general spoken custom, and when reading it, it is permissible to pronounce it like the spoken.

Although there is a time when it is necessary for a new student, being taught the language, to read by pronouncing the letters; yet after he knows and can write the letters, then it is necessary for him to learn to write and pronounce according to spoken pronunciation.

Because the common people only understand that which is like the spoken language, they desire to have the written form like the spoken. In this way and only in this way can the Mongol language be prospered.

When we are to judge whether the structural sense is good or bad, it is proper to use the one special measure, which is: What style is near to the living language of the common people? There is a verse composed by the very scholarly Tao Shing Dsu. This verse has exceptional good sense. It follows:

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Translated by Sainchogto

A little word in regard to how to read the written according to spoken pronunciation. First it is necessary to know how to read the particles as they should be pronounced. Illustration:

| Written particle | Reading sound | Written particle | Reading sound |
|------------------|------------------|-----------------------|-----------------------|
| ل ر | ل | ل
ل
ل | ل
ل
ل |
| و | و و و | و | و
و
و |
| ه ه | ه | ه
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| و و | و | و
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| ز ذ | ز ذ | ز
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ه ه | ه ه
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ه
ه |

Instead of $\text{ḡ} \text{ḡ} \text{ḡ}$ the suffix ḡ is used.

Instead of $\text{ḡḡḡ} \text{ḡḡḡ} \text{ḡḡḡ} \text{ḡḡḡ}$ the suffixes $\text{ḡ} \text{ḡ}$ are used.

Instead of ḡḡḡḡḡ the word ḡḡ is used.

Instead of ḡḡḡ the word ḡḡ is used.

Instead of $\text{ḡḡ} \text{ḡḡ}$ the particle ḡ is used.

The forms ḡḡḡḡḡ and ḡḡḡḡḡ are not used.

Speaking in general it is necessary to write the language as near as possible to the spoken form. The language of the people, following social economy, is alive and always changing. New words are added and the old unnecessary words are dispensed with. If we do not desire to look back and hang on blindly to the old until we are frustrated, it will be necessary for us to face forward and lay hold of the living language of the common people.

Finis