Georgian
A Learner’s Grammar
Second Edition

George Hewitt

Also available as a printed book
see title verso for ISBN details
This new edition of Georgian: A Learner's Grammar is a completely revised and updated guide to the fascinating and most widely spoken language of the Caucasus.

This Grammar presents the language in the form of grammatical descriptions supplemented with dialogues and reading passages. Full attention is given to script reproduction and recognition, pronunciation, lexis and individual points of grammar. There is also a varied and extensive range of exercise work.

Features of this new edition include:

- Highlighting of verbal roots throughout the grammatical sections and vocabularies
- Some extra exercises for practice of verb forms
- Use of the new Georgian currency
- Examples of Georgian literature, both poetry and prose, each with its own self-contained vocabulary.

This new edition provides a key to the exercises, Georgian–English vocabulary lists and a glossary of grammatical terms.

George Hewitt is Professor of Caucasian languages at SOAS, London University, and has been a Fellow of the British Academy since 1997.
This book is humbly dedicated to the bright memory of Ak’ak’i Shanidze (1887–1987), who laid the foundations of modern Georgian grammar.

ეს წიგნი ღიმილად დახმარებით ამ ადგილში მოყალიბობს აქაკი შანიძის (1887–1987), რომელმაც გერგინა გრამატიკის თანამედროვე საფუძვალო განათლება მიწოდა.
### Contents

-Preface to the second edition- xiii
-Introduction- 1
-Handwritten examples- 9

**Lesson 1** 13
- Greetings and introductions 15
- Citation form of nouns and adjectives 16
- Locative expressions 16
- Formation of adverbs 16
- Asking questions 17
- Consonant-final words 17
- Pronouns, possessive adjectives and possessive pronouns 17
- Formality 18
- The present tense of *to be* 18
- The verb of motion and similar formations 19

**Lesson 2** 24
- The plural of nouns 26
- The dative case 27
- The genitive case 27
- Declension of the demonstrative adjectives 28
- Adjective agreement with datives and genitives 28
- Preverbs 29
- Numbers 29
- Telling the time 30
- Days of the week 31
- Months of the year 31
- The present tense of the verbs *stand up, sit down, lie down* 32
- Names denoting common relationships and possessives 34

**Lesson 3** 37
- Asking about and stating one’s age 40
- The comparative and superlative grades of adjectives and adverbs 40
The instrumental case 41
Adjective agreement with the instrumental 41
Postpositions 41
Summary of the past tense of irregular verbs from previous lessons 43
Subject agreement markers within the verb for intransitive subjects 44

Lesson 4 48
The division of the tense system 52
Subject and direct object case marking and verbal agreement for Series I transitives 52
Word order 53
Transitive verbs in the present indicative 53
Neutral version 55
Verb agreement with 3rd person plural subjects 55
Syncope of -o- in nouns 56
The adverbial case of nouns 56
Adjective agreement with nouns in the adverbial case 56
The postposition -mde up to 57

Lesson 5 61
Subjective version 64
Indirect objects 66
Locative version 67
Indefinite pronouns and adverbs 68
Articles 69

Lesson 6 75
The future indicative of transitive verbs 77
Object agreement affixes 79
Reflexives 81
Emphatic pronouns 82

Lesson 7 87
Objective version 90
Expressions with too, also, as well 92
Emphatic interrogative particle 92
Relative clauses 92
The potential negative 93
The vocative case 94
Adjective agreement with the vocative 94
## Contents

<table>
<thead>
<tr>
<th>Lesson 8</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>The syntax of Series II transitive verbs</td>
<td>103</td>
</tr>
<tr>
<td>The ergative case</td>
<td>104</td>
</tr>
<tr>
<td>Declension types and agreement patterns</td>
<td>104</td>
</tr>
<tr>
<td>The aorist indicative forms of transitive verbs</td>
<td>106</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 9</th>
<th>122</th>
</tr>
</thead>
<tbody>
<tr>
<td>The formation of colloquial relative clauses</td>
<td>125</td>
</tr>
<tr>
<td>Temporal clauses meaning when</td>
<td>126</td>
</tr>
<tr>
<td>Temporal clauses meaning while</td>
<td>127</td>
</tr>
<tr>
<td>Manner clauses meaning as, like</td>
<td>128</td>
</tr>
<tr>
<td>Temporal clauses meaning as soon as</td>
<td>128</td>
</tr>
<tr>
<td>Temporal clauses meaning after</td>
<td>129</td>
</tr>
<tr>
<td>Noun clauses</td>
<td>129</td>
</tr>
<tr>
<td>Causal clauses because, since, as</td>
<td>130</td>
</tr>
<tr>
<td>Simple conditional (if) clauses</td>
<td>130</td>
</tr>
<tr>
<td>The verb know in the present indicative</td>
<td>131</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 10</th>
<th>136</th>
</tr>
</thead>
<tbody>
<tr>
<td>The formation of the present and future indicatives of intransitive verbs</td>
<td>140</td>
</tr>
<tr>
<td>Meaning and syntax of Class 2 intransitive verbs</td>
<td>145</td>
</tr>
<tr>
<td>The marking of intransitive verbs with indirect objects</td>
<td>146</td>
</tr>
<tr>
<td>Some anomalies among the intransitives</td>
<td>150</td>
</tr>
<tr>
<td>Some irregular future indicatives</td>
<td>151</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 11</th>
<th>160</th>
</tr>
</thead>
<tbody>
<tr>
<td>The formation of the aorist indicative of intransitive verbs</td>
<td>165</td>
</tr>
<tr>
<td>The syntax required by intransitive verbs in Series II</td>
<td>171</td>
</tr>
<tr>
<td>The medial verbs in the present, future and aorist indicatives</td>
<td>173</td>
</tr>
<tr>
<td>The syntax of medial verbs</td>
<td>177</td>
</tr>
<tr>
<td>Version as a change of tense marker</td>
<td>177</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 12</th>
<th>185</th>
</tr>
</thead>
<tbody>
<tr>
<td>The formation of the aorist subjunctive for transitives, intransitives and medials</td>
<td>187</td>
</tr>
<tr>
<td>Some uses of the aorist subjunctive</td>
<td>194</td>
</tr>
<tr>
<td>How to give an instruction in the imperative</td>
<td>196</td>
</tr>
<tr>
<td>How to construct expressions of prohibition</td>
<td>198</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 13</th>
<th>205</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stative verbs</td>
<td>209</td>
</tr>
<tr>
<td>The indirect verbs</td>
<td>210</td>
</tr>
</tbody>
</table>
# Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Formation of the imperfect indicative, present subjunctive,</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td>conditional and future subjunctive</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The perfect forms of transitive and medial verbs</td>
<td>249</td>
</tr>
<tr>
<td></td>
<td>How to say X did not [verb]</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>Three colloquial uses for the perfect</td>
<td>260</td>
</tr>
<tr>
<td>16</td>
<td>The formation and meaning of the pluperfect of transitive</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td>and medial verbs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to express the idea X should/ought to have [verb]ed</td>
<td>279</td>
</tr>
<tr>
<td>17</td>
<td>The main function of preverbs in the Modern Georgian verbal system</td>
<td>289</td>
</tr>
<tr>
<td></td>
<td>The formation and functions of the verbal noun ‘masdar’</td>
<td>293</td>
</tr>
<tr>
<td></td>
<td>The formation and functions of participles</td>
<td>295</td>
</tr>
<tr>
<td></td>
<td>Expressing at the time of [verb]ing</td>
<td>298</td>
</tr>
<tr>
<td>18</td>
<td>The formation of the perfect of intransitive verbs</td>
<td>318</td>
</tr>
<tr>
<td></td>
<td>The formation of the perfect of indirect verbs</td>
<td>322</td>
</tr>
<tr>
<td></td>
<td>The structure of the perfect for stative verbs</td>
<td>328</td>
</tr>
<tr>
<td></td>
<td>Reported speech</td>
<td>330</td>
</tr>
</tbody>
</table>
Preface to the second edition

This is the second edition of Georgian: A Learner’s Grammar, which was initially prepared as Georgia was emerging from seventy years of Soviet rule and taking its first tentative steps along the far from rosy path to independence. Much has changed in the meantime, such as the shift in currency from the rouble (in Georgian მანეთი) to the lari (in Georgian ლარი), rendering a review of the content of the various lessons essential. Such a review was made during the preparation of this edition.

The whole work has now been examined by two native Georgian speakers, Neli Chachibaia and Lia Abuladze, to both of whom I take this opportunity to express my deep appreciation for their efforts; and I do, of course, absolve them entirely from any remaining deficiencies. The inaccuracies that turned up over the years, as the book served as a basic text for the two Georgian courses (Elementary and Intermediate) offered at SOAS, or that were brought to my attention by communication from non-SOAS readers, have been corrected, and my thanks go to all who have contributed to this exercise in emendation. Of the two anonymous Georgian speakers who were asked by the publishers to assess the final manuscript, one in particular provided a number of comments, which led to a reassessment of some points, some additional explanatory observations and, with the approval of Neli Chachibaia, some further alterations.

It does, however, have to be acknowledged that in a work of this nature stylistic problems cannot be altogether avoided. This stems from the fact that, in accordance with the template followed in the design of this grammar, the dialogues and exercises in each lesson are constructed to illustrate the grammatical features discussed in that particular lesson. Since one is often working, particularly in the earlier lessons, with limited grammatical resources but still trying to produce full sentences, on many occasions these will be felt by native speakers to be stilted and artificial to a greater or lesser degree. Take as an example Lesson 6, where the formation of the future indicative of transitive verbs is explained. Such future formations are then practised throughout the dialogues and exercises, producing (in translation) as the first line of Dialogue 2: We are going out. Shall I put your coat on you? While the second
sentence is grammatically correct, stylistically it would be better to employ Georgian’s aorist subjunctive to form the deliberative question Should I put your coat on you? Do you want me to put your coat on you?, but this mood is not introduced until Lesson 12. I have not, therefore, necessarily incorporated all the recommendations offered by the native speakers; and this also applies in some instances where older and/or non-standard (or non-colloquial) forms are explained and illustrated, which is done in order to avoid learners finding themselves perplexed should they come across a perhaps rare form in their further reading.

Two suggestions from two reviewers consulted by the publisher in advance of commissioning this second edition were that additional and more varied practice with verb forms be provided and that readers be given the opportunity to test the waters of Georgian literature. More verb-play has thus been designed, and each lesson is now provided with a proverb and a sample of literature in the form of either some verse or a short piece of prose; there are also three instances of a conundrum. In almost all cases these additions contain grammatical features that find their explanation only later in the book. For this reason, while readers might like, for example, to try to learn the verses by heart as they come across them, they should not expect to be able to analyse the literary texts fully until they have mastered (the bulk of) the grammar; these extra items are accompanied by self-contained vocabularies, with their translations being presented at the end of the book (pp. 474–80). Although no tapes are available as companion to this volume, those keen to find out how Georgian is articulated should visit the following website: http://www.informatik.uni-frankfurt.de/~ifb/sw/georg/georgischlernen.htm.

The Georgian font originally used was one privately designed. All dialogues, literary texts and exercise materials have now been re-set in the font known as Kartli, with the vocabularies and other Georgian sequences being presented in Amirani.

It is to be hoped that all of these alterations will serve to enhance this new edition and that it will continue to help ever widening audiences familiarise themselves with the multifarious joys of the Georgian language and its literature in the spirit of the Georgian proverb:

ათელია რეცო იყო, ათელია არელიანი ბარ
‘You are as many persons as the number of languages you know.’

George Hewitt FBA
Professor of Caucasian Languages
School of Oriental and African Studies (SOAS)
University of London
Introduction

The Republic of Georgia, independent since 1991, incorporates the homeland of three of the four Kartvelian peoples: the Georgians proper, the Mingrelians and the Svans; the fourth people are the Laz, who live almost exclusively in modern-day Turkey. These peoples each have their own language, with only two of the Kartvelian (or South Caucasian) language family close enough to be mutually intelligible: Mingrelian and Laz. The Kartvelian language family has not been conclusively demonstrated to be related to any other language or language family spoken either today or in the past. Within Georgia, since c.1930, all Mingrelians and Svans have been classified collectively as ‘Georgians’, which means that all censuses conducted since that time have been fundamentally flawed. The ‘Georgian’ population of Georgia from the last Soviet census of 1989, namely 3,787,393 (equivalent to 70.1 per cent of Georgia’s total population), conceals up to perhaps 1 million Mingrelians and around 50,000 Svans (plus 3,000 speakers of a north central Caucasian language called Bats).

Georgian is the only Kartvelian language to be written and taught – all Svans and most Mingrelians are schooled in Georgian and use it, or Russian, as their literary language. In May 2003, the results of the first post-Soviet census (conducted over a year earlier) were released and indicated a population of 4.4 million (not including the disputed territories of Abkhazia and South Ossetia). This figure, low in itself, is widely believed to overstate the actual size of the population.

Georgia’s conversion to Christianity dates from the early fourth century, and it is thought that the first Georgian script was probably devised around AD 400 in order to facilitate the dissemination of Christian literature. Georgian thus has a rich literature spanning some fifteen centuries. Since its adaptation to a written form, Georgian has progressed through three alphabets. The one in use today is called მეტრული Mxedruli. It is quite simple to learn, and, once learnt, the spelling is straightforward, for each letter has its own pronunciation and each sound always corresponds to the same letter. In other words, the script is what is technically known as fully phonemic. There are no capital letters to worry about!
How to use this course

For those unaccustomed to learning a new script and who wish to make a start on the language while easing themselves into the alphabet, the grammatical sections of the first three lessons are presented exclusively in transliteration, while the Georgian script is used in one exercise (savarjišio in Lesson 1), in two in Lesson 2, and in all relevant exercises from Lesson 3 onwards. The texts added to each lesson in this new edition use the Georgian script ab initio.

Use of hyphens and bold

Where words can be easily split into smaller meaningful units, these divisions are indicated by hyphens in the first three lessons simply in order to give the reader some idea of the structure of words. Those who find these hyphens distracting should ignore them, just as those who wish to use the Georgian script from the very start can engage in extra exercises by transliterating the relevant words into Georgian script. In subsequent lessons verb roots are always given in bold type in the vocabularies, and hyphens are often used as well to illustrate the internal structure of these verbal forms. Neither bold type nor hyphens are used in the dialogues employing the Georgian script, where all Georgian words appear as they are written in the standard orthography.

Georgian is not an easy language, as the reader will soon come to appreciate. The central problem is the verb, which is almost certain to exceed in complexity anything that most learners will have experienced before. The difficulties arise not only because of the number of elements that the verb can accommodate (each with its own contribution to the overall meaning), but also because of the high incidence of exceptions to general rules, all adding to the memory load on the part of the learner, and to the space allotted to lists of verb forms in grammars such as this. Those who enjoy a challenge should therefore derive much enjoyment from tackling the lessons that follow.

The twenty lessons comprising this language course present a fully comprehensive picture of the Georgian language – nothing essential has been omitted, though, given the limitations on space, much has had to be treated in a rather cursory fashion. Those who complete this course should, therefore, be in an excellent position to develop and widen their skills in the full knowledge that no major nasty surprises will be lying in wait to trip them up.

Structure of the lessons

I have tried to introduce most of the details concerning non-verbal problems in the first half of the book, concentrating on the verb in the latter half. This is why, for example, we do not learn how to construct expressions such as
I love, I want, I have, I like, etc. until Lesson 13. The dialogues up to and including Lesson 10 tend to be rather short, whereas from Lesson 11 they are longer, and because of this each such lesson has only three dialogues. The exception is Lesson 20, where an extra dialogue is incorporated to demonstrate the layout of a letter written in Georgian; and also a supplementary dialogue is inserted in this lesson as an additional example from a literary source. Certain information is included in the lessons for the sake of completeness; readers may wish to skip over this and return to it at their leisure when the whole grammar has been completed and assimilated (for example, the full range of participles described in Lesson 17, or the patterns of word formation listed in Lesson 19). It should not be assumed that all lessons have the same degree of difficulty or that they can all be mastered in the same amount of time. The learner must take each lesson as it comes and should not try to rush forward before feeling fully confident about those areas of grammar already covered.

It is important to note that, for technical reasons, the ordering of items in the vocabularies to the dialogues follows the pattern:

1 2
3 4
5 6

rather than the more usual:

1 4
2 5
3 6

Further reading

Though a good Georgian–English dictionary has yet to appear on the market, one such is being prepared by Prof. Donald Rayfield (Queen Mary College, London University), thanks to a grant from the Leverhulme Trust. For those with a knowledge of German, Kita Tschenkéli’s *Georgisch–Deutsches Wörterbuch* (in three parts, 1965, 1970, 1974, Amirani Verlag, Zürich, Switzerland) is a must. Equally, N. Nadareishvili, Elene Babunashvili and Heinz Fähnrich’s *Georgisch–Russisch–Deutsches Gesprächsbuch* (1987, Ganatleba, Tbilisi, Georgia) would prove a most valuable acquisition, if indeed a copy could be located.

Other grammatical studies that may be of use are Kita Tschenkéli’s *Einführung in die georgische Sprache* (1958, Amirani Verlag, 2 vols) and Howard Aronson’s *Georgian: A Reading Grammar* (1982, Slavica, Columbus, Ohio; reprinted 1990). And the present author’s *Georgian: A Structural Reference Grammar* appeared in 1995 (John Benjamins, vol. 2 in the London Oriental and African Language Library series). As for Readers, it is worth...
mentioning the present author’s *A Georgian Reader (with Texts, Translation and Vocabulary)* (SOAS, 1996), which is designed to introduce learners to aspects of Georgia’s regions and culture. There is also Howard I. Aronson and Dodona Kiziria’s *Georgian Language and Culture: a Continuing Course* (Slavica, 1999).

The Georgian alphabet

In case the learner should need to consult the older writing systems at some future stage, all three Georgian scripts are set out below. The only one that we will be using here is the third. Though this script possesses equivalents to all of the characters of its predecessors, five of the characters, given in brackets, are no longer in use today.

The three scripts of Georgian
The glottal stop

The only general problem readers may experience will be with those sounds that are glottalised: a feature that lends a special sort of sharpness to the pronunciation. The feature approximates to the abrupt closing and opening of the vocal cords, which produces the glottal stop, the sound cockneys have traditionally made for the double t in words such as bottle, though the sound has spread alarmingly over recent years to replace t between vowels in non-standard colloquial British English. Glottalisation is represented in this course, as in the transcription of other languages, by an apostrophe following the letter concerned.

We shall now go through the thirty-three letters of the modern alphabet (αβθδεζηθικλμνοπρστυφχψω) letter by letter, defining each by form, name and pronunciation.

<table>
<thead>
<tr>
<th>Mixedruli script</th>
<th>Approximate pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>α</td>
<td>as English short a in hat</td>
</tr>
<tr>
<td>β</td>
<td>as English b</td>
</tr>
<tr>
<td>γ</td>
<td>as English g</td>
</tr>
<tr>
<td>δ</td>
<td>as English d</td>
</tr>
<tr>
<td>ε</td>
<td>as short open English e in pet</td>
</tr>
<tr>
<td>ζ</td>
<td>as English v</td>
</tr>
<tr>
<td>η</td>
<td>as English z</td>
</tr>
<tr>
<td>θ</td>
<td>as English t</td>
</tr>
<tr>
<td>ι</td>
<td>as short English i in kit</td>
</tr>
<tr>
<td>υ</td>
<td>as English k, but glottalised</td>
</tr>
<tr>
<td>ψ</td>
<td>as English l</td>
</tr>
<tr>
<td>ω</td>
<td>as English m</td>
</tr>
<tr>
<td>ο</td>
<td>as short English o in hot</td>
</tr>
<tr>
<td>π</td>
<td>as English p, but glottalised</td>
</tr>
<tr>
<td>ρ</td>
<td>as the letters si in vision</td>
</tr>
<tr>
<td>σ</td>
<td>as the rolled r heard in Scottish English</td>
</tr>
<tr>
<td>ς</td>
<td>as soft s of English hiss</td>
</tr>
<tr>
<td>Κ</td>
<td>as English t, but glottalised</td>
</tr>
<tr>
<td>Π</td>
<td>similar to oo in English hook</td>
</tr>
<tr>
<td>ρι</td>
<td>as English p in pot</td>
</tr>
<tr>
<td>η</td>
<td>as English k in kit</td>
</tr>
<tr>
<td>χ</td>
<td>as the ch sound in the Scottish pronunciation of the word loch but voiced</td>
</tr>
</tbody>
</table>
| ψ              | as English k, but articulated further back in the mouth against the soft palate and glottalised. Learners will need to pay special attention to the pronunciation of this sound, which is often accompanied by strong friction. Once the pronunciation of the tongue-twister:
The frog is croaking in the stagnant water

is mastered, readers will be able to articulate any Georgian word with ease!

The pronunciation of individual sounds should present few difficulties. However, learners should be aware that a characteristic of Georgian is long sequences of consonants, especially at the start of words, e.g. გნდენი gnde (of knife), გრძღალი trtvili (frost), მგვდელი mGvdeli (pulp), ქვროდი cqvdiadi (thick darkness), ზგმურტლი zgmurt'li (fine, misty rain), ზგვალი żgvl'ali (you knead coarsely), ქვიშე c'q'vlep'av (you squeeze (e.g. vegetable pulp) with the hand), გვწვრთო mcvrTneli (trainer), გვპრჩვნი gvprckvni (you peel us), ანხლი anXHls (to the hot-tempered one), and so on.

Remember that Georgian has no long vowels. When a group of vowels occur together, they are pronounced separately, as described above. This means that any given word will consist of the same number of syllables as the number of vowels that it contains, for example:

- meekvse (sikhvi) has three syllables
- gaaadvilebs (X) has five syllables
- naialaGari (having returned from summer pasture in the mountains) has six syllables

Notes on stress

With regard to the placement of stress (the syllable to be emphasised), the rule for words of two or three syllables is easy: stress falls on the first syllable, e.g. ქატა k'á/t'a (cat), ძავი dátvi (bear), აშშ ატ'ამი át'ami (peach), ჭითელი c'teli (red). In words of four syllables or more, however, the stress is not so straightforward. In general the last but two syllable will continue to carry the stress,
e.g. დაბადული (dabadéuli) (having been) born, დამაღლებული (damaléuli) (having been) hidden, მამასახლი (mamasáxlisi) village-/family-headman, მიძღვნილად mdgomaréoba situation. However, some words of more than three syllables have the stress on the first syllable, e.g. იროიდე/sámiode about two/three (etc.), კოლოგა k’ilok’avi dialect, დანარჩენი remainder, ქვავერი q’varjeni walking stick.

A precise explanation of fluctuation in stress placement has yet to be defined, and so again particular attention should be paid to this feature when listening to spoken Georgian.

Most surnames of Georgians proper (i.e. not Mingrelians or Svans) end in -შვილი -švi child or -ჯო -ke son (earlier heir). Surnames of the first type are stressed on the first vowel of the ending, as though this were an independent word (e.g. ქარქარშვილი q’arq’arašvili, ხუბინაშვილი xubinašvili). Those of the second type carry stress on the penultimate syllable (e.g. შარდი šariđe, სევარდში devardši).

Handwritten script

In order that readers may have an idea of what handwritten Georgian looks like, some pages from Varlam Topuria’s ქართული ნერწილ დედანი kartuli c’eris dedani Original(s) of Georgian Writing (1971, Tbilisi) are reproduced below. Learners must pay special attention to the variants that exist for the four letters: d, l, o and r. Be careful not to confuse the variant -l with G or either form of d. Be careful also not to confuse the variant -r with x.

The sample handwritten text included here is set out on p. 12; immediately below is how it would appear in printed form, followed by a transliteration and then its English translation.

zamtari midis
jalian gaJiutda zamTari. aGar apirebda casvlas. magram mzem Tavisi gaitana. Tbili sxivebi uxvad gamougzavna dedamicas da tovli sul daadno. mzem gaatbo mindor-velic. dedamicidan amodioda balaxi, q’vavili, JeJili . . . q’velas uxaroda gazapxulis mosvla.

Introduction
Winter departs

Winter became very obstinate. It no longer intended to depart. But the sun did its thing. Liberally it sent warm rays to the earth and completely melted the snow. The sun warmed the meadow(s and) field(s). From the earth there began to rise grass, flower(s), young corn . . . Everyone rejoiced at the coming of spring.

George Hewitt FBA
Professor of Caucasian Languages
School of Oriental and African Studies (SOAS)
University of London
Handwritten examples
ა ი თ გ ააა
ბ ი ბ ბ ბბბ
მ ა მ მ მმმ
=
...
ლ ლ
რ უ ჭ ჭ ჭჭჭ
გ ჰ ჰ ჰ ჰჰჰ
მ ჩ ჭ ჭ ჭჭჭ
=
ჰ ჰ ჰ ჰ ჰჰჰ
ბ ბ ბ ბ ბბბ
ღ ღ ღ ღ ღღღ
ღ ღ ღ ღ ღღღ
საქართველოში იპოვება

საკმაოდ დაგვიკავშიროთ ხელოვნები. აქმე
სწორედ შესაზღვრა. აქმე მაგა
თურმე ექნება. სადაც საჭირო მარ
ქობული გამოუშვებლობა და იქნება ხელე
ოჯქო არ მარგალ. მაგა დაინახა
ნების-ჯაჰჯაჰი ერთიანობა. ვარ-
ს ბარბარი, უცხოელი, უცხოელი...

უძლია ქრისტიანულ ძალად გახდა
ნაცია.
In this lesson you will learn about:

- Some formal and informal methods of introducing yourself and others
- The nominative case of nouns
- Adjective agreement with nominative nouns
- Some locative expressions
- The formation of adverbs
- Asking questions (including some formal set expressions)
- The personal pronouns, possessive pronouns and adjectives
- The present tense forms of the verbs to be, come/go, run, be sitting, standing, lying

Dialogue 1

Zurab (m) and Maia (f) are friends and use the informal mode of address

Maia:  dila mšvidob-isa, zura(b)! ra cud-i amind-i-a!
Zurab:  ga-marj-oba, maia, rogora x-a-r? sad mi-di-x-a-r?
Maia:  madl-oba, k’arg-ada v-a-r. kalak-ši mi-v-di-v-a-r.

Maia:  Good morning, Zurab! What bad weather it is!
Zurab:  Hello, Maia, how are you? Where are you going?
Maia:  Thanks, I am well. I am going to town.
Vocabulary

dila  morning  mšvidob-issa  of peace  ra  what [+ adj.]
cud-i  bad  amind-i  weather  -a  it is
rogor(a)?  how?  x-a-r  you are  sad?  where?
mi-di-x-a-r  you go  madl-obha  thanks  k’arg-ad  well
v-a-r  I am  kalak-i  town  -si  in, to, into
mi-v-di-v-a-r  I go

Dialogue 2

Irak’li (m) and Natela (f) use the formal mode of address

IRAK’LI:  ga-mar/jundotted ˇ-oba-t, natela!
NATELA:  ga-g-i-marj-o-t, irak’li! sad mi-di-x-a-r-t?
IRAK’LI:  sk’ola-i mi-v-di-v-a-r. mama rogora-a?
NATELA:  k’arg-ad. m ¡ obl-eb-i sad a-r-i-an?
IRAK’LI:  saxl-i a-r-i-an. d e-s ar mi-di-an kalak-ši.

IRAK’LI:  Hello, Natela!
NATELA:  Hello to you, Irak’li! Where are you going?
IRAK’LI:  I am going to school. How is (your) father?
NATELA:  Well. Where are (your) parents?
IRAK’LI:  They are at home. They are not going to town today.

Vocabulary

sk’ola  school  mama  father  mšobl-eb-i  parents
a-r-i-an  they are  saxl-i  house  dže-s  today
ar  not  mi-di-an  they go

Dialogue 3

A foreigner approaches a Georgian on the streets of Tbilisi and addresses him in the polite form

Note: elements in square brackets are not actually pronounced or written but are included to help readers understand the structure of the relevant sentences.

FOREIGNER:  uk’acrav-ad, tkven kartv-el-i xom ar brjan-d-eb-i-t?
GEORGIAN:  diax, me kartv-el-i g-a-xl-av-[v]-a-r-t.
FOREIGNER:  ra k’arg-i-a! me inglis-el-i g-a-xl-av-[v]-a-r-t, da es čem-i
col-i g-a-xl-av-t.
GEORGIAN: jalian sasiamovno-a. sad mi-brjan-d-eb-i-t?
FOREIGNER: cent’r-i mi-v-di-v-a-r-t, magram sad a-r-i-s, net’av?!

FOREIGNER: Excuse me, you wouldn’t be a Georgian, would you?
GEORGIAN: Yes, I am a Georgian.
FOREIGNER: Great [= How good it is]. I am English, and this is my wife.
GEORGIAN: It is a great pleasure [to meet you]. Where are you going?
FOREIGNER: We are going to the centre, but where is it, pray?!

Vocabulary

uk’acrav-ad excuse (me/us) tkven you (pl.)
kartv-el-i Georgian (person) xom speech element indicating
diax yes diax a tag-question
inglis-el-i English (person) me I
es this (one) da and
col-i wife čem-i my
sasiamovno pleasant jalian very
cent’r-i centre mi-brjan-d-eb-i-t you go
net’av pray magram but

Greetings and introductions

<table>
<thead>
<tr>
<th>Very polite</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>rogor brjan-d-eb-i-t?</td>
<td>dila mšvid-ob-isa-t!</td>
<td>dila mšvid-ob-isa!</td>
</tr>
<tr>
<td>How are you?</td>
<td>Good morning!</td>
<td>ga-marj-oba!</td>
</tr>
<tr>
<td>me g-a-xl-av-[v]-a-r-t</td>
<td>ga-marj-oba!</td>
<td>ga-g-i-marj-o-s!</td>
</tr>
<tr>
<td>I am</td>
<td>Hello!</td>
<td>Hello to you!</td>
</tr>
<tr>
<td>me g-a-xl-av-t</td>
<td>rogora x-a-r-t?</td>
<td>rogora x-a-r?</td>
</tr>
<tr>
<td>es g-a-xl-av-t</td>
<td>me v-a-r</td>
<td>es v-a-r</td>
</tr>
<tr>
<td>This is</td>
<td></td>
<td>es a-r-i-s</td>
</tr>
<tr>
<td>(ese-n-i g-a-xl-av-an)</td>
<td></td>
<td>(ese-n-i a-r-i-an)</td>
</tr>
<tr>
<td>(These are)</td>
<td>mi-brjan-d-eb-i-t</td>
<td>mi-brjan-d-eb-i-t</td>
</tr>
<tr>
<td>You go</td>
<td>mi-di-x-a-r-t</td>
<td>mi-di-x-a-r</td>
</tr>
<tr>
<td>g-madl-ob-t</td>
<td>g-madl-ob</td>
<td>g-madl-ob</td>
</tr>
</tbody>
</table>
Grammar

Citation form of nouns and adjectives

The nominative form of the noun – that given in dictionaries – is also the one used for the single (subject) noun accompanying such (intransitive) verbs as be and go. Some nouns have a root that ends in a vowel (e.g. sk’ola school), but the root for the majority of nouns ends in a consonant, in which case the nominative adds a final i-vowel (e.g. col-i wife). A few nouns, usually proper names, have a root that ends in -i (e.g. the man’s name ak’ak’i). Georgian has no gender distinctions (e.g. masculine, feminine, neuter). Adjectives (e.g. k’arg-i good, sasiamovno pleasant) are divided in the same way as nouns. Consonant-final adjectives add an -i agreement marker when accompanying nouns in the nominative (e.g. ñem-i col-i my wife). Adjectives precede their nouns. Examples:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>(jalian) k’arg-i amind-i</td>
<td>(very) good weather</td>
</tr>
<tr>
<td>(ñem-i) cud-i sk’ola</td>
<td>(my) bad school</td>
</tr>
<tr>
<td>(ñem-i) kartv-el-i mšobl-eb-i</td>
<td>(my) Georgian parents</td>
</tr>
<tr>
<td>(ñem-i) inglis-el-i col-i</td>
<td>(my) English wife</td>
</tr>
</tbody>
</table>

Locative expressions

English uses prepositions to indicate place/direction. Georgian puts the equivalent element after the noun, and these are called postpositions. These postpositions govern a variety of cases, some of them standing as separate words, others attaching directly to their nouns. For the time being the postposition -ši in, to, into can be thought of as either attaching directly to nouns with a vowel-final root (e.g. sk’ola-ši in school) or replacing the nominative -i of consonant-final roots (e.g. saxl-ši in the house). The same is true of -ze on in Dialogue 4. For example:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalak-ši</td>
<td>in/the/a town</td>
</tr>
<tr>
<td>centr-ši</td>
<td>in/the/a centre</td>
</tr>
<tr>
<td>dro-ze</td>
<td>on/in time</td>
</tr>
<tr>
<td>mšvidoba-ši</td>
<td>in peace</td>
</tr>
<tr>
<td>saxl-ze</td>
<td>on/the/a house</td>
</tr>
</tbody>
</table>

Formation of adverbs

Adjectives with consonant-final roots replace the nominative agreement marker -i with the adverbial formant -ad (e.g. k’arg-ad well from k’arg-i good), while vowel-final roots just add -d (e.g. u-je-o-d sonless, as in X grew old sonless/without a son). A few adverbs drop the final -d (e.g. čkar-a quickly, nel-a slowly, maqļ-a high up). Examples:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>cud-ad</td>
<td>badly, poorly</td>
</tr>
<tr>
<td>sasiamovno-d</td>
<td>pleasantly</td>
</tr>
</tbody>
</table>
Asking questions

Questions anticipating a yes/no answer are indicated simply by use of a rise-fall pitch on the final syllable of the verb without any alteration to the order of words in the sentence. Questions with a specific question word (such as sad? where?) simply place the question word (or phrase containing it) immediately in front of either the verb or, if it is present, the negative adverb ar not; the verb’s stressed syllable has falling pitch. The invariant xom equates to tag-questions (i.e. leading questions anticipating the answer yes or no) in English. (Compare: xom mi-di-x-a-r? You are going, aren’t you? with xom ar mi-di-x-a-r? You aren’t going, are you?); again the verb’s stressed syllable has falling pitch. Study these examples:

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you English?</td>
<td>inglis-el-i x-a-r-t?</td>
</tr>
<tr>
<td>Are you Georgian? (or, to catch the extra degree of politeness, Would you be Georgian?)</td>
<td>kartv-el-i brjan-d-eb-i-t?</td>
</tr>
<tr>
<td>Are you well?</td>
<td>k’arg-ada x-a-r?</td>
</tr>
<tr>
<td>Where are you?</td>
<td>sada x-a-r?</td>
</tr>
<tr>
<td>Why am I going to town?</td>
<td>kalak-si rat’om mi-v-di-v-a-r?</td>
</tr>
<tr>
<td>You are well, aren’t you?</td>
<td>xom k’arg-ada x-a-r?</td>
</tr>
<tr>
<td>You are not poorly, are you?</td>
<td>cud-ad xom ara x-a-r?</td>
</tr>
<tr>
<td>Aren’t they going to town?</td>
<td>kalak-si ar mi-di-an?</td>
</tr>
</tbody>
</table>

Consonant-final words

Consonant-final words (other than verbs), when preceding monosyllabic verbs and da and, regularly add a final a-vowel to ease pronunciation (e.g. rogora x-a-r? How are you?, sada x-a-r? Where are you?).

Pronouns, possessive adjectives and possessive pronouns

The 1st and 2nd person pronouns (sing. = I/me, you; pl. = we/us, you (pl.)) do not alter for case in the way that nouns and 3rd person pronouns do. The forms are:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>me</td>
<td>čeven</td>
</tr>
<tr>
<td>2nd person</td>
<td>šen</td>
<td>tkven</td>
</tr>
</tbody>
</table>

Since Georgian verbs agree with subjects (and direct objects, and indirect objects), personal pronouns such as these are regularly used only for purposes of stress or style.
Possessive adjectives (my, your, our) are formed (apart from the 1st person singular) from the above pronouns as follows:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>ćem-i</td>
<td>ěven-i</td>
</tr>
<tr>
<td>2nd person</td>
<td>šen-i</td>
<td>tkven-i</td>
</tr>
</tbody>
</table>

When used without any accompanying noun, these forms function as possessive pronouns (mine, yours, ours).

The nominative form of the 3rd person pronoun is is (or igi) he, she, it (plural isi-n-i or igi-n-i). This form also serves as the demonstrative that one over there. There are two other demonstratives: es this (by me) and eg that (by you). es/eg/is function as both pronouns and adjectives (igi can only be a pronoun). As adjectives, es/eg/is can stand with either singular or plural nominative nouns (e.g. es saxl-i/saxl-eb-i this house/these houses). When used as demonstrative pronouns, es has the nominative plural ese-n-i these (ones), while eg is pluralised as ege-n-i those (ones by you).

The 3rd person possessive adjectival and pronominal forms for the demonstratives are: a-m-is-i this one’s (plural a-ma-t-i) or mag-is-i that one’s (by you) (plural maga-t-i); or i-m-is-i that one’s over there (plural i-ma-t-i). If the initial i- is left off this last form, we have the personal possessive adjective/pronoun m-is-i meaning his, her(s), its (plural ma-t-i their(s)). Examples:

- a-m-is-i mama this one’s father
- a-m-is-i mšebl-eb-i this one’s parents
- i-m-is-i col-i that one’s wife
- i-ma-t-i kalak-i their (those ones’) town
- mag-is-i saxl-i that (by you) one’s house
- maga-t-i saxl-i those (by you) ones’ house

**Formality**

Close acquaintances use the 2nd person singular pronoun (and associated verb form) when chatting. More formal occasions require the use of the 2nd person plural pronoun (and associated verb form), the verbal plural marker being sometimes extended to non-verbal forms (e.g. dila mšvidob-isa-t Good morning, lit. morning of peace). There are a few verbs reserved for a special degree of politeness.

**The present tense of to be**

The present tense of the verb to be (known as the copula) conjugates thus:

- (me) v-a-r I am
- (çen(a)) v-a-r-t We are
- (šen(a)) x-a-r You (sing.) are
- (tkven(a)) x-a-r-t You (pl.) are
- (iš/igi) a-r-i(-s) He, she, it is
- (isini/igini) a-r-i-an They are
Lesson 1

Note: the subject pronouns are placed in brackets to remind you that they will only be used if required for emphasis, the final optional -a appears when they are immediately in front of their monosyllabic verb form.

The 3rd person singular has a short form -a, which attaches to the complement of the copula (e.g. es m-is-i saxl-i a-r-i(-s)/saxl-i-a This is X’s house). In speech the final -s of the 3rd person singular is often omitted.

Inanimate 3rd person plural subjects do not usually impose their plurality on the verb, which thus stands in the 3rd person singular. If the verb is one that normally requires an animate subject, then, by a kind of animacy-transfer, an inanimate subject can be treated as animate and thus, if 3rd person plural, have its plurality indicated in the verb.

The verb of motion and similar formations

The verb to go conjugates thus:

- mi-v-di-v-a-r I am going
- mi-di-x-a-r you (sing.) are going
- mi-di-s he, she, it is going
- mi-v-di-v-a-r-t we are going
- mi-di-x-a-r-t you (pl.) are going
- mi-di-an they are going

The initial element mi- is known as a preverb, and it is this that necessitates the translation of this basic verb of motion as go. If we alter the preverb, the translation will be different too (e.g. mo-di-s X is coming, ¡e-di-s X is going in, ¡e-mo-di-s X is coming in). The full range of preverbs will be given in the next lesson.

Clearly there are similarities of formation between the verb of motion and the present tense of to be. The present tense of four other common (though irregular) verbs that manifest parallel formations is set out below:

- mi-v-rb-i-v-a-r I am running away
- mi-rb-i-x-a-r you (sing.) are running away
- mi-rb-i-s X is running away
- mi-v-rb-i-v-a-r-t we are running away
- mi-rb-i-x-a-r-t you (pl.) are running away
- mi-rb-i-an they are running away

v-dg-a-v-a-r I am standing
- dg-a-x-a-r you (sing.) are standing
- dg-a-s he, she, it is standing
- v-dg-a-v-a-r-t we are standing
- dg-a-x-a-r-t you (pl.) are standing
- dg-a-n-an they are standing
v-zi-v-a-r  I am sitting
zi-x-a-r  you (sing.) are sitting
zi-s  he, she, it is sitting
v-sxed-v-a-r-t  we are sitting
sxed-x-a-r-t  you (pl.) are sitting
sxed-an  they are sitting

Note: there are a very few verbs in Georgian whose root alters depending on whether the (intransitive) subject or (transitive) direct object is singular or plural (the verb for sitting in the above examples being one such).

v-c'ev-[v]-a-r  I am lying prostrate
c'ev-x-a-r  you (sing.) are lying prostrate
c'ev-s  he, she, it is lying prostrate
v-c'ev-[v]-a-r-t  we are lying prostrate
c'ev-x-a-r-t  you (pl.) are lying prostrate
c'v-an-an  they are lying prostrate

Dialogue 4

Two girls, Diana and Vera, are chatting

DIANA: k’ino-ši mi-di-x-a-r?
VERA: ara. saavadmq’opo-ši mi-v-di-v-a-r. ik deda a-r-i(-s). av-ada-a.
DIANA: login-ši c’ev-s?
VERA: ara. savarjel-ze zi-s. šen rat’om dg-a-x-a-r mand?
DIANA: ak me imit’om v-dg-a-v-a-r, rom natela da ak’ak’i male mo-di-an.
VERA: ege-n-i uk’ve ak a-r-i-an. ik balax-ze sxed-an. balax-i ra mc’vane-a!
DIANA: eg ra a-r-i(-s) xel-ši?
VERA: es ma-t-i surat-i-a.
DIANA: Are you going to the cinema?
VERA: No. I am going to the hospital. Mother is there. She is poorly.
DIANA: Is she (lying) in bed?
VERA: No. She is sitting in (on) an armchair. Why are you standing there?
DIANA: I am standing here for the reason that Natela and Ak’ak’i are coming soon.
VERA: Those you mention are already here. They are sitting over there on the grass. How green the grass is!
DIANA: What is that in (your) hand?
VERA: This is their picture.
Lesson 1

Vocabulary

k'ino  cinema  ara  no
saavadmq'opo  hospital  ik  (over) there
deda  mother  av-ad  poorly
login-i  bed  savarjel-i  armchair
-ze  on  ŕen  you (sing.)
rat'om?  why?  mand  there (by you)
imit'om  for the reason  ak  here
rom  that  male  soon
mo-di-an  they come  uk've  already
balax-i  grass  mc'vane  green
ra?  what?  xel-i  hand
surat-i  picture

Proverb

White tooth, black heart

Verse

(Folk poem)

Note: a final a- or o-vowel is often added in poetry to make up the number of syllables.

Vocabulary

k'ino鸡  white kaT[ə]mi  chicken
raқɪ qsavardmq'opo 咽白  tongue
raқɪ xalax-i  green raқɪ
raқɪ av-ad  poorly raқɪ
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>რის (a)</td>
<td>neck</td>
</tr>
<tr>
<td>საჯარო (a)</td>
<td>collarbone</td>
</tr>
<tr>
<td>ჩქერ (b)</td>
<td>chin (too)</td>
</tr>
<tr>
<td>ლომი (c)</td>
<td>for me</td>
</tr>
<tr>
<td>ეს (d)</td>
<td>it is enough</td>
</tr>
</tbody>
</table>

**Exercises**

1. Write out the present tense of the verb *to be* (known as the copula). Readers should find the answer within the body of this lesson.

2. Work out the following anagrams:
   - (a) ojartagbam
   - (b) damini
   - (c) balodam
   - (d) ragroo xrat
   - (e) lajani
   - (f) gramma
   - (g) šlobembali
   - (h) nagnad

3. Complete the following words (the number of underlines represent the places to be filled):
   - (a) inglis_
   - (b) madl_
   - (c) mivdi_
   - (d) mšvid_
   - (e) savarj_
   - (f) saavadm_
   - (g) sura_
   - (h) dila mš_

4. Find the equivalents of the following adjectives and adverbs:
   - (a) bad
   - (b) my
   - (c) well
   - (d) pleasant
   - (e) that (by you)
   - (f) our
   - (g) slowly
   - (h) their (= of those yonder)

5. Translate the following into Georgian:
   - (a) a good school
   - (b) our house
   - (c) on the grass
   - (d) her bed
   - (e) your (pl.) picture
   - (f) my parents
   - (g) in town
   - (h) what a good bed it is!

6. Translate the following into English:
   - (a) ქალაქი
   - (b) სოფელი
   - (c) როგორ შემოწმებით სამაგრობლო? (by you)
   - (d) სოფელი ბჟადალი? (by you)
   - (e) სოფელი ურთიერთობას არ არის. უღელტო არის
   - (f) როგორ შეიმჩნეათ წყალმაღლები?
   - (g) როგორ შეიარაღებენ? სოფელი მაგრობი, ქალაქი
7 Translate the following sentences into Georgian:
   (a) Today I am going to town.
   (b) Where are you? I am sitting here on the bed.
   (c) Irak’li and Zurab are going to the cinema.
   (d) Where are you going? We are going to the hospital.
   (e) These are my parents.
   (f) Where are your houses? [Remember to use 3rd person singular of the verb!]
   (g) Why are they lying on the grass?
   (h) We are sitting – they are standing.

SUPPLEMENTARY VERBAL PRACTICE

8 By referring to the forms given above for the present tense of the verb ‘to be’, the verb of motion and the verbs of parallel formation, select those that correspond to the underlined sequences below and practise their pronunciation:

Are you (pl.) over there? Yes, we are here. Are you (pl.) sitting?
No, we are standing, but they are sitting. Mother is in town, and we are going there. Yes, I see that you (pl.) are running somewhere.
They are standing on the grass, but I am sitting in the car. Why are you lying on the bed? Because I am ill. Who is coming tomorrow?
We are coming tomorrow. Why are they running to town? Because their father is (lying) in hospital. Are his brothers (lying) in hospital too? No, they are at home. Who is coming in to the house? Your friends are coming in to the house. Why are you running towards them?
I am not running towards them, I am standing by the door. They are standing here too.
Lesson 2

In this lesson you will learn about:

• The plural of nouns
• Dative and genitive case forms
• Adjective agreement with datives and genitives
• The form of demonstrative adjectives when declined
• Directional preverbs
• Numbers (cardinals and ordinals)
• Telling the time
• Days of the week
• Months of the year
• The present tense of the verbs *stand up, lie down, sit down*

Dialogue 1

Two men, Shota and Zaza, discuss plans for the afternoon

SHOTA: uk’acrav-ad, zaza, romel-i saat-i-a?
ZAZA: am c’ut-ši or-i-a (or-i saat-i-a), rat’om?
SHOTA: imit’om rom sam-is naxevar-ze ga-v-di-v-a-r-t.
ZAZA: sad mi-di-x-a-r-t?
SHOTA: sadgur-ze mi-v-di-v-a-r-t. mosk’ov-is mat’arebel-i še-mo-di-s, roca sam-s a-k’l-i-a (u-k’l-i-a) at-i c’ut-i.
ZAZA: vin ča-mo-di-s? da rodis mo-di-x-a-r-t saxl-ši?
SHOTA: ėven-i kališvil-is megobr-eb-i ča-mo-di-an. saxl-ši mo-v-di-v-a-r-t xut-is xut c’ut-ze.
Lesson 2

Vocabulary

romel-i? which? saat-i clock, watch, hour
am this (obl.) c’ut-i minute
or-i 2 rat’om? why?
sam-i 3 naxevar-i half
sam-is of 3 naxevar-ze at half
ga-v-di-v-a-r-t we go out sadgur-i station
mosk’ov-i Moscow mat’arebel-i train
še-mo-di-s X comes in roca/rodesac when
a-k’l-i-a/u-k’l-i-a lacks Y at-i 10
vin? who? ča-mo-di-s X comes (down)
rodis? when? kališvil-i daughter
kališvil-is daughter’s megobar-i friend
megobr-eb-i friends xut-i 5

Dialogue 2

Two women, Dali and Lia, are discussing Lia’s child’s birthday

DALI: rodis a-r-i(-s) mag bavšv-is dabadeb-is dže?
LIA: am-is-i dabadeb-is dže otx-i ivlis-i-a.
DALI: otx ivlis-s romel saat-ze dg-eb-a?
LIA: adre dg-eb-a – švid saat-ze/švid-ze. da gvian c’v-eb-a – roca at-s
a-k’l-i-a (u-k’l-i-a) xut-i c’ut-i.

Vocabulary

mag that (by you obl.) bavšv-i child
dabadeba birth dabadeb-is dže day of birth
otx-i 4 ivlis-i July
romel saat-ze? at what time? dg-eb-a X gets up
adre early švid-i 7
gvian late c’v-eb-a X lies down

Dialogue 3

Two men, Soso and Guram, are talking about days and travel

SOSO: dže-s ra dže-a?
GURAM: dže-s or-šabat-i-a.
SOSO: maš xval sam-šabat-i-a, da am k’vira-ši sam-šabat-s mi-v-di-v-a-r zgva-ze.
GURAM: uk’an rodis ča-mo-di-x-a-r?
SOSO: im k’vira-ši, p’arask’ev-s, oc agvist’o-s.

Vocabulary

dže-s
today (dat. of day)
dže
day
or-šabat-i
Monday
sam-šabat-i
Tuesday
xval
tomorrow
zga
uk’an
back
im
that (over there, obl.)
p’arask’ev-i
Friday
oc-i
20
agvist’o
August

Grammar

The plural of nouns

The plural is indicated by attaching -eb- to the root. This plural marker is then followed by the appropriate case marker. Case markers are the same in the plural as in the singular, and so (all) nominative plurals end in -eb-i.

Nouns with vowel-final roots just add the plural form if the roots end in the vowels e, o, u (e.g. tve-eb-i months, brbo-eb-i crowds, bu-eb-i owls).1 If the root-final vowel is a, this disappears in the plural (e.g. da sister vs d-eb-i sisters, melva fox vs mel-eb-i foxes). For consonant-final nouns the plural form just stands after the root-final consonant (e.g. xel-eb-i hands).

Some nouns lose the vowel in the preceding syllable (e.g. c’q’al-i water, kveq’n-eb-i countries, worlds from kveq’ana). We have already met similar roots; they are repeated here, and from now on such disappearing vowels will be indicated by placing them in square brackets: savarj[l]-i vs savarjl-eb-i armchair(s), mat’areb[l]-i vs mat’arebl-eb-i train(s), megob[a]-r-i vs megobr-eb-i friend(s), naxev[a]-r-i vs naxevr-eb-i half (halves), plus, in its pronominal form, rom[e]-l-i vs roml-eb-i which one(s)?.

1 In the first edition I included here the plural form t’aksi-eb-i taxis as an example of the rare i-stem nouns. This was in conformity with the analysis of the word in the eight volume Georgian Academy Dictionary. However, it has been pointed out to me that the word seems no longer to be treated as a vowel-final root but instead it behaves like a normal consonant-final root, with nominative plural t’aks-eb-i, and dative singular t’aks-s. Two other imported i-stems are čai tea and t’ramvai tram(way), which, if ever used in the plural, would probably retain the i-vowel as the word for taxi once did.
The dative case

This case is indicated by -s, which is attached directly to the root of all nouns, regardless of whether they end in a vowel or consonant (e.g. tve-s, brbo-s, bu-s, t’ramvai-s, da-s, xel-s, savarjel-s). In the plural the ending is, of course, -eb-s (e.g. d-eb-s sisters).

The dative singular of the 3rd person personal pronouns (he/she/it) and demonstrative pronouns (this one and both forms of that one) also ends in -s (e.g. ma-s, ama-s, maga-s, ima-s), but the plurals are different (ma-t, ama-t, maga-t, ima-t). Though the 1st and 2nd person personal pronouns do not alter for case when construed with verbs, and although postpositions are just added to three of the pronominal forms given in Lesson 1 (šen-ze on you (sing.), čven-ze on us, tkven-ze on you (pl.)), the form to which these postpositions are attached for the 1st person singular pronoun is the same as that which appears in the 1st person singular possessives (e.g čem-ze on me).

The dative has a variety of functions, which will be described as they are encountered in the dialogues. The postpositions -ši in and -ze on actually govern the dative, though the dative’s -s is lost before the initial sound of these postpositions. In the personal pronoun (but not in the demonstratives) this final -s does not delete (e.g. ma-s-ze on X, ma-s-ši in X as compared to ama-ze on this, ima-ši in that. Compare also the presence of -s- in vi-s-ze? on whom? with the lack of -s- in ra-ze? on what?). It marks the noun X with the verb X lacks Y, and it is used, as illustrated below, to indicate on with days of the week and dates that incorporate both the number of the day and the name of the month.

The genitive case

The case ending is, in most instances, -is. Most roots ending in the vowels e or a lose these vowels in the genitive singular (e.g. tv-is, d-is); note however that deda and mama as titles (Mother and Father) have genitives in deda-s/mama-s (as do a-stem proper names such as natela and šota; e.g. natela-s/šota-s kališvil-i Natela’s/Šota’s daughter, as well as a number of common nouns in -a such as mela fox and cisart’q’ela rainbow, which will be indicated in the vocabularies by a bracketed (a)). When these are not used as titles the genitive is normal (ded-is/mam-is). If the root ends in u (or the rare i), then it is the genitive which loses its i-vowel, thus making the genitive singular indistinguishable from the dative singular (e.g. bu-s, t’ramvai-s), though monosyllables in -u may take the normal ending (e.g. bu-is’i). There are a few proper names ending in -e of which this is also true.

1 See K. Tschenkéli, Einführung in die georgische Sprache, vol. I, p. 27, though not all speakers seem to accept such a form for the genitive today.
(e.g. p’et’re-s), as well as some common nouns in -e (e.g. t’ire dash, whose genitive is t’ire-s). These will be indicated in vocabularies by bracketed e.

The same is generally true of o-stem nouns (e.g. brbo-s, žolo-s of raspberry), but dro time has both dro-s and dro-is (a choice that is available to other monosyllables in -o), whilst žvino wine, a very important word in Georgia, has žvin-is. If a vowel is lost in the plural, then this occurs in the genitive singular too (e.g. savarjl-is compared with non-syncopating xel-is). In the plural the ending for nouns is always -eb-is. The main use of the genitive is to mark possession, the possessor preceding the possessed. The case is also required by some of the postpositions, such as -tvis (e.g. natela-s-tvis for Natela).

The genitive forms of the 3rd person personal and demonstrative pronouns are the stems of the possessive adjectives discussed in Lesson 1. If the adjectival agreement marker -i is removed from those adjectives, the genitives of the pronouns result: m-is, am-is, mag-is, im-is, and in the plural ma-t, ama-t, maga-t, ima-t, which do not differ from the dative forms. In fact, these forms serve as the genitive, dative and ergative plural for the relevant pronouns. The interrogative pronoun vin who? has a parallel adjectival form v-is-i whose (from the genitive v-is of whom?), while ra what? has r-is-i what’s? (from genitive r-is of what?).

Declension of the demonstrative adjectives

In Lesson 1 we met the demonstrative adjectives es, eg, is. These are the forms that accompany nouns in the nominative (sing. or pl.). When they accompany nouns in any other case, we need to use the so-called oblique forms, which are (for both singular and plural nouns) respectively: am, mag, im (for example: es k’ino this cinema (nominative) becomes am k’ino-s (dative or genitive); eg žvino that (by you) wine (nominative) becomes mag žvino-s (dative); is žolo-eb-i those (yonder) raspberries (nominative) becomes im žolo-eb-is (genitive)).

Adjective agreement with datives and genitives

Adjectives with vowel-final roots do not alter. Consonant-final adjectives have no ending with dative nouns but with genitives keep the same -i described earlier for agreement with nominatives (e.g. k’arg kališvil-s good daughter (dative) vs k’arg-i kališvil-is of a/the good daughter (genitive), romel megobr-eb-s? which friends? (dative) becomes romel-i megobr-eb-is? of which friends? (genitive)). With dative nouns the 1st and 2nd person possessive adjectives regularly end in -s (e.g. čem-s/šen-s/čven-s/tkven-s kališvil-(eb)-is my/your/our/your (pl.) daughter(s) (dative)).
Preverbs

The original function of preverbs, and the one they retain with verbs expressing motion, was to indicate direction. In Lesson 1 we met mi- there (motion) and mo- here (motion). The following list gives the directional meanings of all the preverbs. mo- may be added to indicate ‘hitherness’, which in Modern Georgian means motion towards speaker or hearer:

<table>
<thead>
<tr>
<th>Simplex</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>up</td>
</tr>
<tr>
<td>ga(t)i-</td>
<td>out</td>
</tr>
<tr>
<td>še-</td>
<td>in</td>
</tr>
<tr>
<td>c’a-</td>
<td>down into</td>
</tr>
<tr>
<td>gat(i)da-</td>
<td>across, through</td>
</tr>
<tr>
<td>mi-</td>
<td>thither</td>
</tr>
<tr>
<td>c’a-</td>
<td>away</td>
</tr>
<tr>
<td>da-</td>
<td>down</td>
</tr>
<tr>
<td>mo-</td>
<td>hither</td>
</tr>
</tbody>
</table>

The elements shown above in round brackets are found in a few archaic forms. The first five pairs in this list (plus mo-) can be substituted for mi- in either of the two verbs of motion given in Lesson 1 to produce the expected meanings. mi-mo- is the equivalent of to and fro. c’a-/c’a-mo- are not found in the present (or its derivatives, the imperfect and present subjunctive), whilst elsewhere c’a- accompanies the basic verb of motion for the simple meaning go, and parallel forms with mi- imply not simply going but actually reaching the destination. da- with the verbs of motion in Lesson 1 does not mean down but rather going/running (on a regular basis), e.g. sk’ola-ši da-di-s rva saat-ze, X regularly goes to school at 8 o’clock. Today the combination da-mo- is found with only one verbal root, as in da-mo-k’id-eb-ul-oba dependence (and its opposite: da-mo-u-k’id-eb-l-oba independence). ča-mo-di-s can be used to render the English X is coming (in addition to X is coming down into), if the journey is from another town.

Numbers

| Numbers |  |  |  |
|---------|  |  |  |
| ert-i   | 1 * | t-ert-met’-i | 11 |
| or-i    | 2  | t-or-met’-i  | 12 |
| sam-i   | 3  | cam-[m]et’-i | 13 |
| otx-i   | 4  | t-otx-met’-i | 14 |
| xut-i   | 5  | t-xut-met’-i | 15 |
| ekvs-i  | 6  | t-ekvs-met’-i| 16 |
| švid-i  | 7  | čvid-met’-i  | 17 |
rva 8 t-vra-met’-i [sic] 18
cxra 9 cxra-met’-i 19
at-i 10 oc-i 20
oc-da-ert-i 21 oc-da-at-i 30
oc-da-t-ert-met’-i 31 or-m-oc-i 40
or-m-oc-da-at-i 50 or-m-oc-da-cxra-met’-i 59
sam-[m-]oc-i 60 sam-[m-]oc-da-at-i 70
otx-m-oc-i 80 otx-m-oc-da-at-i 90
as-i 100 as ert-i 101
or-as-i 200 as-oc-i 220
cxra-as-i 900 at-as-i 1,000
at-as-at-i 1,010 or-i at-as-i 2,000
rva at-as-i 8,000 at-i at-as-i 10,000
as-i at-as-i 100,000
ert-i milion-i one million
ert-i miliard-i one billion

* The word cali is used when reference is to one of a natural pair (e.g. cali xeli/pexi/tvali/q’uri one hand/foot/eye/ear).

From 20 to 99 the system is based on units of 20, so that 50 is literally ‘(2 × 20) + 10’, and 59 is ‘(2 × 20) and (10 – 9) more’. From 11 to 19 the forms are analysable as ‘10 + unit(s) more’, so that 11 is literally ‘10 + one more’. From these cardinals the ordinals from 2 onwards are produced by the circumfix (i.e. combination of prefix and suffix) me-root-e (‘1st’ being p’irvel-e, though where ‘1st’ is found in a compound number me-ert-e is also possible):

me-or-e 2nd me-rv-e 8th
me-cxr-e 9th me-cxra-met’-e 19th
me-oc-e 20th oc-da-p’irvel-i/oc-da-me-ert-e* 21st
oc-da-me-at-e 30th me-or-m-oc-e 40th
me-otx-m-oc-e 80th otx-m-oc-da-me-t-ert-met’-e 91st

* There might be a preference today for the latter form of the ordinal only, but see Kita Tschenkéli’s Einführung in die georgische Sprache (p. 238) for both alternatives.

When a cardinal (or indeed any quantifying expression) qualifies a noun, the noun stands in the singular.

**Telling the time**

In reply to the question romel-i saat-i-a? What time is it?, if an exact hour is the correct reply, either put the appropriate cardinal in front of saat-i-a or simply add the 3rd person of the verb to be to the appropriate cardinal (e.g.
Lesson 2

at-i saat-i-a/at-i-a it is 10 (o’clock). Note that 1 o’clock in any expression of time uses the ordinal (e.g. p’irvel-i(saat-i)-a it is 1 (o’clock)). From one minute up to half past the hour, state the correct number of minutes (or the word naxev[a]-i for half) preceded by the genitive case of the coming hour (e.g. ŝvid-is at-i(c’ut-i)-a/naxev[a]-i-a it is 10 (minutes)/half past 6). From 29 up to one minute before the hour, use the verb a-k’l-i-a/u-k’l-i-a X lacks Y with the hour in the dative and the appropriate number of minutes in the nominative (e.g. rva-s a-k’l-i-a/u-k’l-i-a oc-da-ert-i c’ut-i It is 21 minutes to 8).

To express ‘at [time]’ use the postposition -ze for full hours or when in English the word past occurs (e.g. romel saat-ze? at what time?, sam (saat)-ze at 3 (o’clock), otx-is t-xut-met’(c’ut)-ze at 15 (minutes) past 3, rv-is naxev[a]-r-ze at half past 7). For at X to the hour simply add roca when to the appropriate description of this time (e.g. roca p’irvel-s a-k’l-i-a/u-k’l-i-a at-i (c’ut-i) at 10 (minutes) to 1). When listing a timetable, the past hour with however many minutes up to 59 is used (e.g. t-ert-met’ saat-ze da or-m-oc-da-xrax-met’ c’ut-ze at 11.59). Note the simple dative in ra dro-s? at what time?, am/im dro-s at this/that time.

Days of the week

<table>
<thead>
<tr>
<th>K’vira</th>
<th>Sunday</th>
<th>Or-Šabat-i</th>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam-Šat-i</td>
<td>Tuesday</td>
<td>Otx-Šabat-i</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Xut-Šat-i</td>
<td>Thursday</td>
<td>P’arask’ev-i</td>
<td>Friday</td>
</tr>
<tr>
<td>Šat-i</td>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

K’vira also serves as week; to avoid confusion K’vira-dge can be used for Sunday. For the expression on a certain day, simply put the day in question into the dative (e.g. Šabat-s on Saturday).

Months of the year

The Western European calendar is still in use in Georgia, but in poetry and some older texts traditional month names may be encountered.

<table>
<thead>
<tr>
<th>Iav[aj]-i</th>
<th>January</th>
<th>Ivlis-i</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teberv[aj]-i</td>
<td>February</td>
<td>Agvis’t-o</td>
<td>August</td>
</tr>
<tr>
<td>Mart’-i</td>
<td>March</td>
<td>Sek’temb[e]-i</td>
<td>September</td>
</tr>
<tr>
<td>Ap’ili</td>
<td>April</td>
<td>Okt’emb[e]-i</td>
<td>October</td>
</tr>
<tr>
<td>Mais-i</td>
<td>May</td>
<td>Noremb[e]-i</td>
<td>November</td>
</tr>
<tr>
<td>Ivnis-i</td>
<td>June</td>
<td>Dek’emb[e]-i</td>
<td>December</td>
</tr>
</tbody>
</table>

The expression in a particular month is exactly the same as the use of the locative described in Lesson 1: (mais-ši in May, romel tve-ši? in which month?). For the expression on such-and-such a date put the month into the dative and place in front of it the ordinal p’irvel for the 1st, otherwise
the appropriate cardinal (e.g. p’irvel ivlis-s on the 1st of July, t-ert-met’ noemb[e]r-s on the 11th of November). If the month is understood and one simply wants to say on the Nth, use p’irvel-i or the appropriate cardinal with the postposition -ši in (e.g. p’irvel-ši on the 1st, oc-da-cxra-ši on the 29th).

Year itself is c’[e]l-i. The expression in such-and-such a year places this noun in the dative preceded by the appropriate cardinal (e.g. at-as cxra-as otx-m-oct-da-ert-met’ c’el-s in the year 1991, romel c’el-s? in what year?). If the word for year is omitted, then the postposition -ši is again employed.

The present tense of the verbs stand up, sit down, lie down

In Lesson 1 the so-called stative verbs be standing, sitting, lying were given. Compare with those the equivalent dynamic verbs:

<table>
<thead>
<tr>
<th>v-dg-eb-i</th>
<th>I am standing/ getting up</th>
</tr>
</thead>
<tbody>
<tr>
<td>dg-eb-i</td>
<td>you (sing.) are . . .</td>
</tr>
<tr>
<td>dg-eb-a</td>
<td>X is . . .</td>
</tr>
<tr>
<td>v-dg-eb-i-t</td>
<td>we are . . .</td>
</tr>
<tr>
<td>dg-eb-i-t</td>
<td>you (pl.) are . . .</td>
</tr>
<tr>
<td>dg-eb-i-an</td>
<td>they are . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>v-jd-eb-i</th>
<th>I am sitting down</th>
</tr>
</thead>
<tbody>
<tr>
<td>jd-eb-i</td>
<td>you (sing.) are . . .</td>
</tr>
<tr>
<td>jd-eb-a</td>
<td>X is . . .</td>
</tr>
<tr>
<td>v-sxd-eb-i-t</td>
<td>we are . . .</td>
</tr>
<tr>
<td>sxd-eb-i-t</td>
<td>you (pl.) are . . .</td>
</tr>
<tr>
<td>sxd-eb-i-an</td>
<td>they are . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>v-c’v-eb-i</th>
<th>I am lying down</th>
</tr>
</thead>
<tbody>
<tr>
<td>c’v-eb-i</td>
<td>you (sing.) are . . .</td>
</tr>
<tr>
<td>c’v-eb-a</td>
<td>X is . . .</td>
</tr>
<tr>
<td>v-c’v-eb-i-t</td>
<td>we are . . .</td>
</tr>
<tr>
<td>c’v-eb-i-t</td>
<td>you (pl.) are . . .</td>
</tr>
<tr>
<td>c’v-eb-i-an</td>
<td>they are . . .</td>
</tr>
</tbody>
</table>

Dialogue 4

Shukia and Leila, two sisters, are discussing times

SHUKIA: ama-ğam romel saat-ze c’v-eb-i?
LEILA: daaxloebit t-or-met’-is t-xut-met’ (c’ut)-ze. rat’om?
SHUKIA: imit’om rom xval adre v-dg-eb-i – roca ekvs-s a-k’l-i-a xut-i c’ut-i. sad-gac mi-v-dii-v-a-r.
LEILA: ui, daxe, is bič’-eb-i rat’om sxed-an svel balax-ze?
SHUKIA: albat imit’om rom ik sk’am-i ar a-r-i(-s). exla uk’ve dg-eb-i-an.
LEILA: ra-ši-a sakme?
Lesson 2

Vocabulary

| ama-gambar | tonight          | daaxloebit       | approximately |
| sad-gac   | somewhere       | ui               | ooh           |
| daxe      | look at X       | bëc’i            | lad           |
| svel-i    | wet             | albat            | probably      |
| sk’am-i   | seat            | exla/axla        | now           |
| uk’ve     | already         | ra-si?           | in what?      |
| sakme     | business        | ra-si-a sakme?   | what’s going on? |

Dialogue 5

Sopik’o questions her sister Tamrik’o about some numbers and dates

SOPIK’o: c’elic’ad-ši ra-mden-i dège-a?
TAMRIK’o: čveulebriv sam-as sam-[m]-oc-da-xut-i, nak’ian c’elic’ad-ši k’i sam-as sam-[m]-oc-da-ekvs-i.
SOPIK’o: mama-čven-is dabadeb-is dège rodis a-r-i(-s)?
TAMRIK’o: ekvs mart’-i. ekvs-i mart’-i c’el-s p’arask’ev-i-a.
SOPIK’o: k’vir-is bolo dège romeli-a?
TAMRIK’o: an šabat-i-a, an k’vir(-dège).
SOPIK’o: sam-jer rva ra-mden-i-a?
SOPIK’o: čven-i jma sc’rap-ad da-rb-i-s?
TAMRIK’o: ho, saat-ši t-or-met’-i mil-is sisc’rap-it.

Vocabulary

| c’elic’ad-i | year (astronomical) | ra-mden-i? | how many? |
| čveulebriv(ad) | usually          | nak’ian-i   | leap-     |
| k’i        | however           | c’el-s/c’leuls | this year |
| bolo      | last              | an . . . an  | either . . . or |

| -jer     | times            | agretve     | also       |
| jmaj     | brother          | sc’rap-ad   | quickly    |
| ho       | yes (casual)     | mil-i       | mile       |
| sisc’rap-it | at a speed  |             |            |
Names denoting common relationships and possessives

The possessive adjectives relating to *mama* father and *deda* mother (plus a few other names denoting relationships) are placed after the noun. The possessive is then incorporated into the previous word, and only the possessive component changes for case (compare *deda*-çem-i my mother (nom.) with *deda*-çem-is of my mother (gen.) and *deda*-çem-s to my mother (dat.)).

Proverb

For a lazy person every day it is a holiday

VOCABULARY

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>zarmaCi</td>
<td>lazy</td>
<td>-çem</td>
<td>for</td>
</tr>
<tr>
<td>qovel</td>
<td>every</td>
<td>?em-is</td>
<td>day</td>
</tr>
<tr>
<td>dGe</td>
<td>workless</td>
<td>t</td>
<td>X is</td>
</tr>
</tbody>
</table>

Verse

(Lullaby)

Note: the term for ‘lullaby’ is made up of the vocative of *ia* ‘violet’ and an affectionate term for ‘mother’ *nana*, often used in reverse by the mother when addressing the child; this latter can also serve by itself in the sense of ‘lullaby’.
Lesson 2

VOCABULARY

<table>
<thead>
<tr>
<th>ia</th>
<th>violet</th>
<th>(μω) (a)</th>
<th>mum; lullaby</th>
</tr>
</thead>
<tbody>
<tr>
<td>vana (da-)</td>
<td>rose</td>
<td>(μω-)νο-δο-γβ</td>
<td>you go to sleep</td>
</tr>
<tr>
<td>mum; lullaby</td>
<td>it</td>
<td>δούλιο-κο</td>
<td>star</td>
</tr>
<tr>
<td>va</td>
<td>you go to sleep</td>
<td>(μω-)νο-δο-γβ</td>
<td>moon</td>
</tr>
<tr>
<td>genaCva(le)</td>
<td>it</td>
<td>δούλιο-κο</td>
<td>luminary</td>
</tr>
<tr>
<td>dar-eb</td>
<td>it</td>
<td>δούλιο-κο</td>
<td>sleep</td>
</tr>
<tr>
<td>yet</td>
<td>it</td>
<td>δούλιο-κο</td>
<td>knapsack</td>
</tr>
<tr>
<td>(ga-)</td>
<td>(Se-)</td>
<td>μονατιβσ-βα</td>
<td>(μω-)νο-δο-γβ</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>δούλιο-κο</td>
<td>sleep</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>δούλιο-κο</td>
<td>my</td>
</tr>
<tr>
<td>it</td>
<td>(μω-)νο-δο-γβ</td>
<td>you'll take X to Y</td>
<td></td>
</tr>
<tr>
<td>you go to sleep</td>
<td>you bring X</td>
<td>(μω-)νο-δο-γβ</td>
<td>you fill X for Y</td>
</tr>
<tr>
<td>you go to sleep</td>
<td>this (dative)</td>
<td>(μω-)νο-δο-γβ</td>
<td>you fill X for Y</td>
</tr>
<tr>
<td>you go to sleep</td>
<td>lad</td>
<td>(μω-)νο-δο-γβ</td>
<td>you fill X for Y</td>
</tr>
<tr>
<td>dorm to Y</td>
<td>eye</td>
<td>(μω-)νο-δο-γβ</td>
<td>you fill X for Y</td>
</tr>
</tbody>
</table>

Exercises

1. Write out side by side the present tense of the stative and dynamic pairs of verbs meaning (a) be sitting vs sit down, (b) be standing vs stand up, (c) be lying (prostrate) vs lie down. Readers should find the answer within the body of this lesson.

2. Work out the following anagrams (which are based on material contained in this lesson):

(a) skatovg
(b) akvespar
(c) mitreTeT
(d) arSe emaK
(e) gatovskxiber
(f) aHrivena
(g) vilirep
(h) daXedime

3. Fill in the gaps and translate the following:

(a) uk'_ _r_ _a_ (e) r_ _s  _axe_a_z_
(b) o_x_o__a_e_vr__ et'_ (f ) d_a_ _oe_ _t
(c) _a__re_l_b_ (g) __me_i  s__ti_?
(d) s_de_i_ (h) d_mo_k'__e_l__a

4. Find or work out the equivalent of:

(a) 20th; on the 20th
(b) Thursday; on Thursday
(c) brothers
(d) daughter
(e) probably
(f) when?
(g) February; in February
(h) on the 20th February

5. Express the following times in answer to the question romeli saatia? What time is it?. Then give the same times in answer to the question romel saatze? At what time? (a) conventionally, and (b) as though reading the information from a timetable:
6 Translate the following into English:
(a) 01.00
(b) 10.18
(c) 15.30
(d) 00.50
(e) 20.32
(f) 12.10
(g) 08.59
(h) 23.15

(a) 01.00
(b) 10.18
(c) 15.30
(d) 00.50
(e) 20.32
(f) 12.10
(g) 08.59
(h) 23.15

Translate the following into Georgian:
(a) (a) 01.00
(b) 10.18
(c) 15.30
(d) 00.50
(e) 20.32
(f) 12.10
(g) 08.59
(h) 23.15

(a) That (over there) child’s mother is my father’s friend.
(b) Who is sitting down on that wet seat over there? Your three friends are not sitting down – they are already sitting on it.
(c) On what day are you going to the sea? We are going on Wednesday the 3rd June. The 3rd? Yes, the 3rd.
(d) When do you get up? I get up at 20 (minutes) to 8.
(e) Who is coming to our houses on the 25th December?
(f) For whom are you sitting on that chair? I am sitting here for my mother.
(g) Where are you going at a quarter to four? I am going home at that time.
(h) On whose chairs are those (over there) lads sitting? They are not sitting on chairs, they are lying on your beds.

7 Translate the following into Georgian:
(a) Davibade tertmet’ noembers atas cxraas ormocdacxra c’els
(b) Davibade tertmet’ noembers atas cxraas ormocdacxra c’els
(c) Davibade tertmet’ noembers atas cxraas ormocdacxra c’els
(d) Davibade tertmet’ noembers atas cxraas ormocdacxra c’els
(e) Davibade tertmet’ noembers atas cxraas ormocdacxra c’els
(f) Davibade tertmet’ noembers atas cxraas ormocdacxra c’els
(g) Davibade tertmet’ noembers atas cxraas ormocdacxra c’els
(h) Davibade tertmet’ noembers atas cxraas ormocdacxra c’els

8 Answer the question rodis daibade(t)? When were you born?, beginning with the verb davibade I was born, e.g.:

(davibade tertmet’ noembers atas cxraas ormocdacxra c’els

I was born on the 11th November 1949
Lesson 3

In this lesson you will learn about:
• Giving your age and asking someone theirs
• The comparative and superlative forms of adjectives and adverbs
• The instrumental case
• Adjective agreement with the instrumental
• More postpositions
• The past tense of ‘to be’, the basic verb of motion ‘to come’, the stative forms *be sitting, standing, lying* and the dynamic equivalents *sit down, stand up, lie down*
• Subject agreement markers on the verb

**Dialogue 1**

*Darejan and Tinatin are two women who have been friends for some time but decide there are things they have not yet discovered about each other*

**DAREJAN:** did-i xan-i-a(, rac) čven megobr-eb-i v-a-r-t da čem-tvis saint’eros-a ra-ğac – bodiș-i magram ra-mden-i c’l-isa x-a-r?

**TINATIN:** me oc-da-ekvs-i (26) c’l-isa v-a-r – čem-i dabadeb-is c’el-i at-as cxra-as sam-[m-joc-da-ekvs-i (1966) a-r-i(-s)]. šen ra-mden-i c’l-isa x-a-r?

**DAREJAN:** same’uxaro-d, me uk’ve or-m-oc-da-or-isa (42) v-a-r. šen-s ojax-ši ra-mden-i da=jma a-r-i(-s)?

**TINATIN:** xut-i da=jma v-a-r-t. čem-i jma, merab-i, q’vela-ze upros-i-a. igi čem-ze upros-i-a or-i c’l-it. čem-i meore jma, đurmișxan-i, čem-ze umcros-i-a ert-i c’l-it. nani da rusudan-i t’q’up’-i d-eb-i a-r-i-an. isi-n-i mxolod t-xut-met’-i (15) c’l-is a-r-i-an.
Vocabulary

did-i big, great, long

did-i x[a]n-i-a/ it’s a long time/

or-ic’[e]-i-a(, rac) two years since . . .

čem-tvis for me

ra-gac something

ra-mden-i c’l-ís? how old?

ojax-i family
dà=jma* sister-brother

q’vela-ze upros-i oldest

or-i c’l-it by 2 years

umcros-i younger

t’q’up’-i twin

mxolod only

* The use of the equals sign represents an actual hyphen in the Georgian script.

Dialogue 2

Avtandil is a new employee at a Tbilisi factory and introduces himself to Lasha, who discovers that Avtandil previously worked in the industrial town of Rustavi

AVTANDIL: ga-marj-oba-t!

LASHA: ga-marj-oba-t! tkven vin brjan-d-eb-i-t?

AVTANDIL: me tkven-i axal-i tanamšromel-i, avtandil-i, g-a-xl-av-[v]-ja-r-t.

LASHA: sa-idan mo-x-ved-i-t?

AVTANDIL: upros-tan i-q’av-i da ak p’irdap’ir še-mo-[v]-ved-i m-is-i k’abinet’-idan.

LASHA: romel-i karxana a-r-i(-s) upro did-i – esa tu is, sada-c aka(mo)-mde i-q’av-i-t?

AVTANDIL: eč’-v-ís gareše (/ueč’vel-ad) tkven-i gacileb-it upro did-i-a. am-is garda (/garda am-isa) tbilis-i upro lamaz-i-a rustav-ze, sada-c čem-i jvel-i samušao g-a-xl-av-t.

Vocabulary

ax[a]-i new
sa-idan? where from?
upros-tan with the boss
p’irdap’ir straight, directly

tanamšrom[e]-i co-worker

mo-x-ved-i-t you (pl.) came

v-i-q’av-i I was

še-mo-[v]-ved-i I came in
Dialogue 3

Davit tells his new, inquisitive acquaintance Gia where exactly he slept the previous night

GIA: sad(a) zi-s tkven-i važišvil-i?
DAVIT: exla zi-s iat’ak’-ze, upro adre k’i divan-ze i-jd-a deda-s-tan e rt-ad.
GIA: c’uxel rodis da-c’ek-i-t?
DAVIT: at-is naxevar-ze am otax-idan ga-[v-]ved-i, a-[v-]ved-i meore sartul-ze da jalian rbil login-si da-v-c’ek-i.
GIA: tkven-i sajile sad a-r-i(-s)?
DAVIT: zevit, bavšv-eb-is otax-eb-s šua. es rat’om a-r-i(-s) tkven-tvis saint’ereso?
GIA: bodiš-i, me ubralo-d cnobismoq’vare v-a-r!

Vocabulary

važišvil-i  son  iat’ak’-i  floor
i-jd-a  X was sitting  div[a]n-i  divan
deda-s-tan ert-ad  with mother  c’uxel  last night
da-c’ek-i-t  you (pl.) lay down  otax-i  room
ga-[v-]ved-i  I went out  sartul-i  floor, storey
a-[v-]ved-i  I went up  rbil-i  soft
da-v-c’ek-i  I lay down  sajile  bedroom
zevit  upstairs, above  šua  between
tkven-tvis  for you (pl.)  ubralo-d  just
cnobismoq’vare  inquisitive
Grammar

Asking about and stating one’s age

The genitive case is used, for example, in the question ra-mden-i c‘l-isa x-a-r(-t)? How old are you? in the answer oc-i c‘l-isa v-a-r I am 20 years old (where it is sufficient for the numeral alone to stand in the genitive without the word for year: oc-isa v-a-r I am 20), or when qualifying a noun (e.g. oc-i c‘l-is k‘u a 20-year-old tortoise). Note that with any phrase expressing quantity, the singular case of the noun is used (hence c‘l-is(a) and not *c‘l-eb-is(a)), and also that before a monosyllabic word (such as x-a-r(-t)) a consonant-final word (such as c‘l-is) takes an extra euphonic -a.

The comparative and superlative grades of adjectives and adverbs

The usual method for constructing the comparative of an adjective (e.g. greener, more green) is to place upro more before the basic form of the adjective. To indicate the object of comparison (than X) the postposition -ze is simply attached to the relevant noun/pronoun (e.g. kal-i k‘ac-ze upro magal-i a-r-i(-s) the woman is taller than the man). For the superlative (greenest, most green), q‘vela-ze than all is placed before the sequence upro + adjective (e.g. q‘vela-ze upro magal-i kal-i the tallest woman). Since the presence of -ze (plus (pro)noun or q‘vela all) makes the nature of the construction clear, upro more can in fact simply be omitted (e.g. kal-i k‘ac-ze magal-i a-r-i(-s); q‘vela-ze magal-i kal-i). Simply use the adverb (in -(a)d) in place of the adjective in these sequences to produce the comparative and superlative adverbial forms.

Two common adjectives (k‘ar-g-i good, cud-i bad) frequently make use of the following forms, in addition to the possibilities already mentioned above:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>k‘ar-g-i</td>
<td>u-k‘et-es-i</td>
<td>sa-u-k‘et-es-o</td>
</tr>
<tr>
<td>cud-i</td>
<td>u-ar-es-i</td>
<td>q‘vela-ze cud-i/u-ar-es-i</td>
</tr>
</tbody>
</table>

These forms reveal the older method of forming comparatives by placing the elements u- . . . -es(-i) around the root of the adjective.

Adjectives and adverbs may also be intensified by the use of such qualifying words as: jalian, jlier very, met‘ad especially, met‘ismet‘ad too (e.g. met‘ismet‘ad jnel-i-a it is too difficult).
The instrumental case

Where loss of a root vowel occurs in the genitive singular, it will occur in the instrumental singular also. The usual ending is -it, which replaces the nominative -i for all consonant-final roots (e.g. čakuč-it with a/the hammer, c’l-it by a year from c’[e]l-i) as well as most root-final e/a vowels (e.g. satit-it with a/the thimble from satite, rk-it with a/the horn from rka). For roots that end in u and o the instrumental is in -ti, which is added to the full form of the root (e.g. juju-ti with a/the breast, lobio-ti with beans), although dro time also has dro-it (e.g. mosk’ov-is dro-it by Moscow time), and all mono-syllabic nouns ending in -o-u may similarly use -it as well as -ti. Those nouns that do not lose their final e/a vowels also take an instrumental in -ti, while the few nouns that have a root ending in i just add -t (e.g. the proper nouns k’ot’e-ti, uča-ti, gudava-ti, giorgi-t plus the common nouns mela-ti with a fox, t’ire-ti with a dash). In the plural all nouns have their instrumental in -eb-it.

The 3rd person personal and demonstrative pronouns have the instrumental forms: m-it, am-it, mag-it, im-it (the uncommon plurals are irregular: ma-t-it, ama-t-it, maga-t-it, ima-t-it). The non-human interrogative pronoun has r-it(i) with what?. The instrumental of the interrogative relating to people or the 1st and 2nd person personal pronouns is extremely rare – the relevant forms are: v-is-it, čem-it, Šen-it, Čven-it, tkven-it.

Adjective agreement with the instrumental

Vowel-final adjectives do not alter at all. Consonant-final adjectives take the same agreement marker -i as for nominative and genitive nouns (e.g. tetr-i/ cxel-i uto-ti with a/the white/hot iron, čem-i azr-it in my opinion – a variant čem-is azr-it may also be encountered).

Postpositions

garešč without garda apart from
Šua between Šoris among, between
-tan at -tan ert-ad together with
-(i)dan from (a time or place) -gan from (person)

garešč and garda (the latter may also stand before its noun) govern the genitive (e.g. satbur-is garošč without a greenhouse from satbur-i; am sijnele-is garda/garda am sijnele-is(a) apart from this difficulty from sijnele). Notice the so-called long form in -a of the genitive, which is usual with this reversed order and optional with those postpositions written as part of the preceding word (the dative and instrumental also have long forms in -a). It is the dative that is governed by Šua, Šoris and -tan (e.g. k’edl-eb-s Šua between the walls from k’edl-e[le]-i; q’vavil-eb-s Šoris among the flowers from q’vavil-i)
– in the phrase sxva-ta šoris amongst other things/by the way -ta is the
old dative plural; mezobel-tan by the neighbour/at the neighbour’s, from
mezobi[e]l-i – cf. hebia-s-tan at grand-mother’s, from which we see that in
the case of consonant-final nouns the dative loses its -s, while vowel-final
nouns keep the case marker when used with -tan (which in meaning is similar
to French chez and German bei). Coupling ert-ad as one with -tan gives the
meaning together with X (e.g. deda-s-tan ert-ad together with mother).

When the 1st and 2nd person pronouns are used with dative- and genitive-
taking postpositions, the bases are čem-, šen-, čven-, tkven- for those post-
positions that are written as part of their governed word (e.g. genitive-taking
-tvis for gives čem-tvis, tkven-tvis etc. while dative-taking -tan at gives
šen-tan, čven-tan). For those postpositions that are written as separate
words, an extra -s is added to these bases (e.g. genitive-taking garda
gives čem-s garda, šen-s garda etc.; dative-taking šoris gives čven-s šoris
amongst us).

Historically the postposition -gan from (a time/place) governed the instru-
mental. This coupling gave the endings -it-gan/-t-gan. The t and the g here
merged to give d, so that today we have the form -(i)dan, the i being present
if it appears in the corresponding instrumental. If there is loss of a vowel in
the root, then the presence of this ending will motivate it (e.g. im c‘l-idan
from that year, karxn-idan from the factory, or-i saat-idan from 2 o’clock,
tbilis-idan from Tbilisi). Adjective agreement is as for an instrumental noun
(e.g. čven-i tbilis-idan from our Tbilisi). There is evidence that, at least for
non-syncopating nouns, native speakers perceive the case required by this
postposition to be the nominative. For example, when two nouns are conjoined
under one postposition, it is usual to use the long form in -a of the basic case
for the first conjunct and to express the postposition with just the last conjunct.

With a genitive-taking postposition this would give kal-isa da k‘ac-is(a)-tvis
for the woman and man, but with -(i)dan we find examples like kutais-i da
tbilis-idan from Kutaisi and Tbilisi, with the first conjunct in the nominative.
This perhaps explains why, in an example later in the book based on the
ordinal 6th, native consultants have me-ekvs-e-dan from the 6th, even though,
according to the Georgian Academy Dictionary, the final e-vowel in ordinals
is not one preserved in the instrumental, which would be me-ekvs-it by/
with the 6th. However, a recently encountered example has the genitive of
an ordinal preserving the final e-vowel (namely: me-or-e-s mdgomareoba
the second one’s situation), which suggests that ordinals might be becoming
reclassified, at least for some speakers, as ending in a non-deleting -e, in
which case, even if formed on the instrumental, from the 6th would be me-
ekvs-e-dan. As far as adjective agreement is concerned, there is, of course,
no difference between agreement with the nominative and the instrumental.

In the sense of from (person), -gan is used with the genitive (e.g. k‘ac-
is(a)-gan from the man, kal-eb-is(a)-gan from the women, šen-gan from you).
With the verb še-dg-eb-a X consists (of Y) the expression of Y is conveyed
by -gan + genitive, regardless of whether a person or a thing is involved
(e.g. c’ign-i se-dg-eb-a xut-i tav-i(s)-gan the book (c’ign-i) consists of five
chapters (tav-i)).

In the sense of out of, from among, -(i)dan can also be applied to people
(e.g. m-is-i moadgile-eb-idan p’irvel-i i-q’o beria out of his deputies
(moadgile) Beria was the first).

Summary of the past tense of irregular verbs from
previous lessons

\[
\begin{array}{ll}
\text{v-i-q’av-i} & \text{I was} \\
\text{i-q’av-i} & \text{you (sing.) were} \\
\text{i-q’o} & \text{X was} \\
\text{(from Old Georgian i-q’v-a)} \\
\text{v-i-q’av-i-t} & \text{we were} \\
\text{i-q’av-i-t} & \text{you (pl.) were} \\
\text{i-q’v-nen} & \text{they were} \\
\text{v-i-jek-i} & \text{I was sitting} \\
\text{i-jek-i} & \text{you (sing.) were sitting} \\
\text{i-jd-a} & \text{X was sitting} \\
\text{v-i-sxed-i-t} & \text{we were sitting} \\
\text{i-sxed-ı-t} & \text{you (pl.) were sitting} \\
\text{i-sxd-nen} & \text{they were sitting} \\
\text{v-i-c’ek-i} & \text{I was prostrate} \\
\text{i-c’ek-i} & \text{you (sing.) were prostrate} \\
\text{i-c’v-a} & \text{X was prostrate} \\
\text{v-i-c’ek-i-t} & \text{we were prostrate} \\
\text{i-c’ek-i-t} & \text{you (pl.) were prostrate} \\
\text{i-c’v-nen} & \text{they were prostrate} \\
\text{a-v-dek-i} & \text{I stood up} \\
\text{a-dek-i} & \text{you (sing.) stood up} \\
\text{a-dg-a} & \text{X stood up} \\
\text{a-v-dek-i-t} & \text{we stood up} \\
\text{a-dek-i-t} & \text{you (pl.) stood up} \\
\text{a-dg-nen} & \text{they stood up}
\end{array}
\]

Although in certain respects the verbs above do conform to one of the regular
patterns of conjugation, it is advisable to view them as exceptional, and so
they should be learned as such before we advance to the more normal types
of conjugation in Lesson 4.
Subject agreement markers within the verb for intransitive subjects

All of the verbs introduced so far have been intransitive. The subject of these and other intransitive verbs always remains in the nominative case in Georgian. But, as we noted earlier, Georgian verbs agree not only with subjects but with both direct and indirect objects. Readers will probably have noticed that, wherever I appears in the translation, a v- has been present in the Georgian verb form. Equally, wherever the translation has we, this v- has been accompanied by a word-final -t. Wherever we have had you in translation, Georgian has had either nothing in place of 1st person v-, or an x-, accompanied in the plural by word-final -t. In Modern Georgian 99 per cent of verbs with a 2nd person subject take the zero marker, whereas a tiny number of forms (such as parts of ‘to be’ and the verb of motion) have retained the older marker x-. The agreement affix for 3rd person subjects varies according to the form of the verb, though these agreement markers are normally triggered only by 3rd person plural animate nouns functioning as subjects. The subject agreement affixes are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>v-</td>
<td>v-</td>
</tr>
<tr>
<td>2nd person</td>
<td>Ø(x)-</td>
<td>Ø(x)-</td>
</tr>
<tr>
<td>3rd person</td>
<td>-s/a/o</td>
<td>-(a/e)n/en/nen</td>
</tr>
</tbody>
</table>

The 3rd person affixes (of which we have met -s, -a, -an, -nen thus far) are suffixal (i.e. they stand after the verb root), as are the 1st and 2nd person plural markers, while the 1st and 2nd person markers themselves are prefixal, standing either immediately before the root (e.g. v-jd-eb-i) or before one of the so-called ‘version vowels’ (e.g. v-i-jek-i). (We shall learn more about ‘version vowels’ in later lessons.)

Dialogue 4

Two women, Tea and Manana, are talking about the whereabouts of a naughty boy, Ilk’o

TEA: sxvata šoris, ilik’o sad a-r-i(-s)?
MANANA: sk’ol-is ezo-ši dg-a-s megobr-eb-s šoris.
TEA: upro adre t-or-met’-ze (t-or-met’ saat-ze) k’ape-ši i-jd-a sxva bić’-eb-tan ert-ad. ra celk-i bić’-i-a igt! ak rodis gad-mo-vid-a?

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ezo</td>
<td>yard</td>
<td>by the way</td>
</tr>
<tr>
<td>k’ape</td>
<td>café</td>
<td>xsva</td>
</tr>
<tr>
<td>cellk-i</td>
<td>naughty</td>
<td>gad-mo-vid-a</td>
</tr>
<tr>
<td>radgan</td>
<td>as, because</td>
<td>še-vid-nen</td>
</tr>
</tbody>
</table>

Proverb

A camel-thief and a needle-thief are both thieves

VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>camel</td>
<td>xemoi</td>
<td>thief</td>
</tr>
<tr>
<td>needle</td>
<td>xsvota</td>
<td>both</td>
</tr>
<tr>
<td>arian</td>
<td>arvna</td>
<td>they are</td>
</tr>
</tbody>
</table>

Verse

‘The Poet’

Poeti xemoi xesto, xesto xevošrur;
Shewiašxrexta xesto xevošrur;
Shewiašxrexta xesto xevošrur;
Kveqna (xemoi xevošrur);
xevošrur xesto xevošrur xesto xevošrur . . .
(IIIa Ch’avch’avadze)

VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>for X</td>
<td>xesto</td>
<td>not</td>
</tr>
<tr>
<td>you sing X</td>
<td>xesto</td>
<td>in order that</td>
</tr>
<tr>
<td>like</td>
<td>xesto</td>
<td>bird</td>
</tr>
<tr>
<td>external, outside</td>
<td>xesto</td>
<td>not only</td>
</tr>
<tr>
<td>sweet</td>
<td>xesto</td>
<td>sound</td>
</tr>
<tr>
<td>you send X</td>
<td>xesto</td>
<td>earth (to earth)</td>
</tr>
<tr>
<td>heaven, sky</td>
<td>xesto</td>
<td>I/me</td>
</tr>
</tbody>
</table>

Lesson 3
Exercises

1. Write out in Georgian script the present and past tenses of the verbs go in and come in. Remember that the root of the verb of motion must be used with the correct choice of preverbs. Readers should find the answer within the body of this lesson.

2. Work out the following anagrams, which are based on material presented in this lesson:
   (a) ოლიგენილი
   (b) ქისგილი
   (c) ჰულფილი
   (d) თომასგილი
   (e) სახორცო
   (f) ხელქალი
   (g) სამულო
   (h) ბოსტონო

3. Fill in the gaps in the following and translate into English:
   (a) _a_ de _i_ c_ _s_ _a_(T)?
   (b) _a_ Hn_ _d_n
   (c) uk_ _e_i
   (d) X_ _ _  _zr_T
   (e) l_ _i_T_
   (f) _o_ve_i_
   (g) _qv_ _n
   (h) oCi  c_ _ _ _  v_ _

4. Translate into Georgian:
   (a) on which floor/storey?
   (b) on the greenest grass
   (c) 81-year-old men
   (d) for the/a better wife
   (e) together with my two sisters
   (f) at 3.15 Moscow time
   (g) with/by (the) bigger hammers
   (h) among women one year older than me

5. Translate into English:
   (a) გვარდია სამხედველ წმინდამაში უწყვეტი და თავისუფალ დახმარება
   (b) ფლორი იმუშავებს წვეულები შე ნების სამუშაოში თანხარე შეხმარება.
   (c) რას უყურება შემაღალი ქალი? ხომ ყველასაც ორნავთ შემაღალი ქალი?
   (d) როგორ ჰკვლავად მოიხსენებლო და ჰთქმულო მოძრავა?
   (e) ჯანმა შხირა, იალასდგა სამართალი თავის ტქნები, როგორ უწყვეტი ჰიპოთეზა?
6 Translate into Georgian:
(a) From which floor did you come down? I came down from the sixth.
(b) Where were you last night? We were at Nana’s (place).
(c) At what time did they go out? They went out at 7.15 and came in at 11.20.
(d) How many years younger than you is your sister? She’s three years younger than me.
(e) Between which two women is Zurab sitting? He’s sitting between the most interesting women.
(f) Look! Our neighbours’ sons are coming quickly out of their house. What’s it all about?
(g) Who sat on the softest chair?
(h) By what train did you come to Tbilisi?

7 Answer the question რაოდენობა თქვენს სიქრონში? How old are you?.

Lesson 4

In this lesson you will learn about:

• The three-way division of the tense system
• The marking of subject and object with transitive verbs in the present
• Word order
• The present tense of transitive verbs
• Neutral version
• Verb agreement with 3rd person plural subjects
• The loss/reduction of -o- in the declension of nouns
• The adverbial case of nouns
• Adjective agreement with nouns in the adverbial case
• The postposition -mde up to

Dialogue 1

An English visitor, Anne, talks to her Georgian hostess, Inga, about housework

An English visitor, Anne, talks to her Georgian hostess, Inga, about housework.
ани: საფუძვლო რა როგორ ამზადება ამ პროცესი?  
ინგა: საფუძვლო ოქრო ადგამი, რისგან გადა ჰამის სახელ რომ, ღიაფე ზეთი და ღიაფე ხანა ცხრილ. ღმან ღიაფა ხომა (იმაღლია ზეთი) ტრიალი. ჰომგავან ნაფათ მუზეუმ და ღიაფე ოსკულუს დელ ჯაშ.  
ანი: ყველა მათი ნერგების პირი ახლოს ხომი.  
ინგა: შედგენილი კარგ, ნაკადი სასულამოებაში აქვთ ხმა ხმალევალი (წყა თან ჰამი) გრადიურობულ ღობის უჯოხობა – შეგიძლია მოხ სახიდი გასვლას იყოს (ამ ფერს).

**Vocabulary**

Note that for the rest of the course verbs are given in the form of the present tense with 2nd person singular subject (and, where appropriate, with 3rd person object). The verbal root is highlighted in bold print.

<table>
<thead>
<tr>
<th>გამოთ Ble</th>
<th>plan</th>
<th>სახელითა და ქროლისგან</th>
<th>according to (+ genitive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-ჰოeb</td>
<td>you plan X</td>
<td>დედუ</td>
<td>today</td>
</tr>
<tr>
<td>a-ჰოeb</td>
<td>for this reason</td>
<td>პურო</td>
<td>bread</td>
</tr>
<tr>
<td>a-ჰოeb</td>
<td>you bake X</td>
<td>საზარადგური</td>
<td>kitchen</td>
</tr>
<tr>
<td>a-ჰოeb</td>
<td>look, like this</td>
<td>კურა ... მაქრი</td>
<td>first ... then</td>
</tr>
<tr>
<td>a-ჰოeb</td>
<td>you arrange X</td>
<td>ადრაძალები</td>
<td>everything</td>
</tr>
<tr>
<td>table</td>
<td></td>
<td>როგორ</td>
<td>bowl</td>
</tr>
<tr>
<td>flour</td>
<td>margarine</td>
<td>თერიზი</td>
<td>warm</td>
</tr>
<tr>
<td>sugar</td>
<td></td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you bake X</td>
<td>ჰოჰი-ი</td>
<td>you bake X</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>ჰოჰი-ი</td>
<td>you arrange X</td>
</tr>
<tr>
<td>table</td>
<td></td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>როგორ</td>
<td>bowl</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>warm</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალა (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღალa (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღa (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულები</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სადაღa (–ა)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულeბি</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძულeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>არძuლeბი</td>
<td>everything</td>
</tr>
<tr>
<td>a-CH-ob</td>
<td>you arrange X</td>
<td>სaდaღa (–a)</td>
<td>salt</td>
</tr>
</tbody>
</table>
Dialogue 2

Anne and Inga talk about other things

Anne: შერჩებოდი, რუხი ჰქონდა მზადა. ქსოვილი ჰქონდა უკვე? რატომ გამართილ ჰყავდა?
Inga: ამითი მზადიდა, და ქურთის აქვს გრანტს ჩამოყალიბებით გრამბულა; ფრუტები ქვაშპელ ბარტყურად ფერდობი (ქურთით ფრუტები, ითხოვ) მთელთან მხარიდან სტაფილო, ლიკომა და სხვახელო არხინში.
Anne: რომ იქნები ჰორა, რო თქვები?
Inga: გახდი, და მესხურისქვლა ჰყავა. მეკო იმაზო ჩამოყალიბები მოქნილ ჰყავ მთელთან დათბილის გამო.
Anne: სახიბურში რიყე სიკეთ?
Inga: მე ართობები, მეგრემ რიყე ჭრას და შეჩემე ქვლაქუჩილა იქ ჰყავთ გურჯუჭმა და ჰისიურებ.

Note the use above of the Georgian singular for the English plural.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>Georgian (thing)</th>
<th>special</th>
<th>in Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>წარმოადგენს</td>
<td>კოროლი</td>
<td>ობიექტი</td>
<td>სახელი</td>
</tr>
<tr>
<td>კართული</td>
<td>მათი</td>
<td>ობიექტი</td>
<td>ხელი</td>
</tr>
<tr>
<td>კართული</td>
<td>ვიწრო</td>
<td>ხელი</td>
<td>წარმოადგენს</td>
</tr>
<tr>
<td>თორნო/პურნე</td>
<td>რუხი ჰყავ</td>
<td>კართული</td>
<td>რუხი ჰყავ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>კართული</td>
<td>fine kind</td>
</tr>
<tr>
<td>მსვენირი</td>
<td>beautiful</td>
</tr>
<tr>
<td>ასური</td>
<td>such a</td>
</tr>
<tr>
<td>აბა</td>
<td>vegetable plot</td>
</tr>
<tr>
<td>მებარე</td>
<td>gardener</td>
</tr>
<tr>
<td>აიფირი</td>
<td>every week</td>
</tr>
<tr>
<td>მარჯოპია</td>
<td>you uproot X</td>
</tr>
<tr>
<td>სამარჯოპიო</td>
<td>small</td>
</tr>
<tr>
<td>თავას</td>
<td>cabbage(s)</td>
</tr>
<tr>
<td>გიბორი</td>
<td>you chose X</td>
</tr>
<tr>
<td>გიბო</td>
<td>you sow X</td>
</tr>
<tr>
<td>თორზო</td>
<td>you plant X</td>
</tr>
<tr>
<td>შიშენური</td>
<td>you water X</td>
</tr>
<tr>
<td>გალი</td>
<td>you raise X</td>
</tr>
<tr>
<td>გალიბი</td>
<td>husband</td>
</tr>
<tr>
<td>სამოგილამით (−ə)</td>
<td>tomato</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>შეჯობა</td>
<td>ready</td>
</tr>
<tr>
<td>საგარი</td>
<td>garden</td>
</tr>
<tr>
<td>ბეჯი</td>
<td>precisely</td>
</tr>
<tr>
<td>ღამელი</td>
<td>you weed X</td>
</tr>
<tr>
<td>ხერთი</td>
<td>careful</td>
</tr>
<tr>
<td>სამარჯოპიო</td>
<td>weed(s)</td>
</tr>
<tr>
<td>კარიობსიტი</td>
<td>once a week</td>
</tr>
<tr>
<td>ძავი</td>
<td>otherwise</td>
</tr>
<tr>
<td>მაიზი</td>
<td>carrot(s)</td>
</tr>
<tr>
<td>ვიჯი</td>
<td>maize</td>
</tr>
<tr>
<td>სიერა</td>
<td>seed</td>
</tr>
<tr>
<td>მარგალი</td>
<td>plant</td>
</tr>
<tr>
<td>მარიგოლი</td>
<td>almost</td>
</tr>
<tr>
<td>მარლობი</td>
<td>you adorn X</td>
</tr>
<tr>
<td>ხოლოჯინი</td>
<td>nothing</td>
</tr>
<tr>
<td>გუმბწილი</td>
<td>grape(s)</td>
</tr>
</tbody>
</table>
Dialogue 3

Inga explains to Anne what the members of her family are doing around the house

Inga: es aris Xveni saHli. sastumro oTaHSi deda-Xemis megobari kerav-av kabas deda-XemisTvis.

Anne: samuSao kabineti vHedav Sens jmas. ras akeTebs igi?

Inga: qavas svams da Tan cerils cers.

Anne: Seni da sad aris(oh)?


Anne: deda-Seni ratom aPrKv(-)ev Cremlebs (= tiris)?

Inga: HaHvs P(r)CKvn-i samzareuloSi – Hom Hedav?

Anne: Sen ratom aHaHam cqals taStSi?

Inga: bebia-XemisTvis vamzadeb. igi iataks gvis kavkasiuri CoCHiT, da Jer Hom cqliT asveleben iataks?

Anne: rogorC Xans, Seni oJaHis qvela cevri dakavebulia.

Inga: ki, magram Tormet saaTamde qvelaPers amTavreben Holme, radgan pirvelis naHevarze sadils vxamT (= vsadilobT).

* This bracketed verb, as in the case of the bracketed verb at the end of the dialogue, represents the preferred expression, but both verb forms belong to a verb type not explained until Lesson 11.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sastumro</td>
<td>guest, hotel</td>
</tr>
<tr>
<td>oTaHi</td>
<td>room</td>
</tr>
<tr>
<td>kerav-av</td>
<td>you sew X</td>
</tr>
<tr>
<td>kaba</td>
<td>dress</td>
</tr>
<tr>
<td>samuSao</td>
<td>work-</td>
</tr>
<tr>
<td>kabineti</td>
<td>room, office</td>
</tr>
<tr>
<td>Hed-av</td>
<td>you drink X</td>
</tr>
<tr>
<td>qava</td>
<td>coffee</td>
</tr>
<tr>
<td>sv-am</td>
<td>you see X</td>
</tr>
<tr>
<td>Tan</td>
<td>at the same time</td>
</tr>
<tr>
<td>cerili</td>
<td>letter</td>
</tr>
<tr>
<td>cer</td>
<td>you write X</td>
</tr>
<tr>
<td>zeviT</td>
<td>linen</td>
</tr>
<tr>
<td>TeTreuli</td>
<td>upstairs</td>
</tr>
<tr>
<td>a-PrKv(-)ev</td>
<td>you shed X</td>
</tr>
<tr>
<td>Cremli</td>
<td>you clean up X</td>
</tr>
<tr>
<td>a-vel-eb</td>
<td>everywhere</td>
</tr>
<tr>
<td>xam</td>
<td>dusty</td>
</tr>
<tr>
<td>a-mTavr-eb</td>
<td>you prepare X</td>
</tr>
<tr>
<td>sadil-ob</td>
<td>tear (cf. you cry)</td>
</tr>
<tr>
<td>a-mzad-eb</td>
<td>you change X</td>
</tr>
<tr>
<td>gvi</td>
<td>you peel X</td>
</tr>
<tr>
<td>a-wet-eb</td>
<td>you drink X</td>
</tr>
<tr>
<td>cvri</td>
<td>you sweep X</td>
</tr>
<tr>
<td>dakavebuli</td>
<td>you prepare X</td>
</tr>
<tr>
<td>a-svel-eb</td>
<td>you eat X</td>
</tr>
<tr>
<td>coCHi</td>
<td>brush</td>
</tr>
<tr>
<td>a-svel-eb</td>
<td>you finish X</td>
</tr>
<tr>
<td>dakavebuli</td>
<td>you prepare X</td>
</tr>
<tr>
<td>a-mTavreb</td>
<td>member</td>
</tr>
<tr>
<td>sadili</td>
<td>as it appears</td>
</tr>
<tr>
<td>a-mTavreb</td>
<td>you finish X</td>
</tr>
<tr>
<td>xam</td>
<td>lunch</td>
</tr>
<tr>
<td>sastumro</td>
<td>soap</td>
</tr>
<tr>
<td>a-mTavreb</td>
<td>you eat X</td>
</tr>
<tr>
<td>sastumro</td>
<td>you eat X</td>
</tr>
</tbody>
</table>
Grammar

The division of the tense system

Because of the three different patterns of case marking for the subject and direct object of Georgian’s transitive verbs, it is necessary to establish three different series of tenses, each of which will then be associated with one particular pattern of case marking. Each of the series comprises the following list of tenses, though not every verb necessarily possesses each tense form:

- **Series I** present indicative, imperfect indicative, present subjunctive, future indicative, future subjunctive, conditional;
- **Series II** aorist indicative (i.e. the simple past), aorist subjunctive;
- **Series III** perfect, pluperfect, IIIrd subjunctive.

In this lesson the forms of the present indicative for transitive verbs are described.

Subject and direct object case marking and verbal agreement for Series I transitives

All transitive verbs in each of the Series I tenses listed above take their subject in the nominative case, while their direct object stands in the dative case (e.g. ანი ინგას ხედავს. Anne (nom.) sees Inga (dat.)). As we have already seen in Lesson 3, the subject of an intransitive verb not only stands in the nominative but also is cross-referenced on the verb by means of an appropriate agreement marker. The same set of markers given in Lesson 3 is also used to cross-reference the nominative subject for all transitive verbs in each of the Series I tenses. In the present indicative of transitive verbs the 3rd person plural subject they is expressed by -en, except after the vowel -i-, when -an is used.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Direct Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ა-კეტ-ებ</td>
<td>X does Y</td>
</tr>
<tr>
<td>ა-გმ-გშ-უ</td>
<td>X weeds Y</td>
</tr>
<tr>
<td>ა-გმ-ჯშ-შ-შ-შ</td>
<td>X cuts Y</td>
</tr>
<tr>
<td>ა-გმ-ჯშ-შ-შ-შ</td>
<td>X does Y</td>
</tr>
<tr>
<td>ა-გმ-ჯშ-შ-შ-შ</td>
<td>X weeds Y</td>
</tr>
<tr>
<td>ა-გმ-ჯშ-შ-შ-შ</td>
<td>X cuts Y</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>I do X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>you do X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>we do X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>you (pl.) do X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>they do X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>I write X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>you write X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>we write X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>you (pl.) write X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>they write X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>I cut X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>you cut X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>we cut X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>you (pl.) cut X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>they cut X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>I weed X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>you weed X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>we weed X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>you (pl.) weed X</td>
</tr>
<tr>
<td>ა-კე-ი</td>
<td>they weed X</td>
</tr>
</tbody>
</table>
The reader will see from these examples that the agreement affixes wrap themselves around either the root alone (as in the case of the verb *write*) or the root plus one, or both, of (a) a prefixed version vowel (as in the case of the verb *do*) and (b) a thematic suffix (as in the case of the verbs *do*, *cut* and *weed*). The neutral version and the thematic suffixes are described below.

As described earlier, the Georgian verb agrees not only with subjects but with both direct and indirect objects. The object agreement affixes will not be described until Lesson 6 in order to give readers the chance first to familiarise themselves thoroughly with the subject affixes. For the time being all transitive verbs will take a 3rd person direct object, the agreement marking for which is in fact zero, as readers will see in the set of affixes presented in Lesson 6. Since 2nd person subjects are almost always marked by zero, verb forms will (usually) be presented in future vocabulary lists in the present indicative with 2nd person subject (and, if transitive, with 3rd person direct object).

**Word order**

As with most languages in which the function of nouns is indicated by the use of case markers, word order is not rigid in Georgian. However, both the orders (a) subject + verb + direct object (as in English) (e.g. მეხედვათ ბორტყეპი The neighbours are weeding the vegetable plots) and (b) subject + direct object + verb (e.g. მეხედმუხეთ ბორტყეპი The neighbours are weeding the vegetable plots) are entirely normal.

**Transitive verbs in the present indicative**

We have already seen that for some verbs it is sufficient for the root alone to combine with the appropriate agreement affixes for a present indicative form to be produced; the root წაწყალ *write* is one such (as an actual present it means you *write X*). These are the so-called root verbs; some others in the sub-group are:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>წაწყალ</td>
<td>you break X</td>
<td>წასწერ</td>
<td>you twist X</td>
</tr>
<tr>
<td>წაყალხუთი</td>
<td>you tear X away</td>
<td>წადგომი</td>
<td>you scrape X</td>
</tr>
<tr>
<td>წაჭოთ</td>
<td>you knit X</td>
<td>წამო</td>
<td>you suck X</td>
</tr>
<tr>
<td>წაჭიპი</td>
<td>you pick X</td>
<td>წავიჭირი</td>
<td>you squash X</td>
</tr>
<tr>
<td>წაჭაფი</td>
<td>you amass X</td>
<td>წააშავო</td>
<td>you pierce X</td>
</tr>
<tr>
<td>წაჭაფუთ</td>
<td>you bend X</td>
<td>წააშერქვო</td>
<td>you decide X</td>
</tr>
<tr>
<td>წაჭაფო</td>
<td>you knead X</td>
<td>წაასწო</td>
<td>you split X</td>
</tr>
</tbody>
</table>

Sometimes verbs which it is convenient today to treat as root verbs show the neutral version vowel -a- before the root:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>წააღანლამე</td>
<td>you shatter X</td>
<td>წააღანლამე</td>
<td>you restore X</td>
</tr>
<tr>
<td>წააღანლამე</td>
<td>you shake X</td>
<td>წააღანლამე</td>
<td>you save X</td>
</tr>
</tbody>
</table>
However, in addition to the possible presence of the neutral version vowel, most verbs require a further element after the root. This extra element is called the thematic suffix. A number of thematic suffixes exist, and a selection of verbs for each of the suffixes is listed.

### Thematic suffix \(-eb\)

This sub-group is perhaps the largest. Most verbs require the neutral version vowel \(-a-\), though by no means all:

<table>
<thead>
<tr>
<th>Thematic suffix</th>
<th>Verbal form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you build X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you upset X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you open X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you lose (game)</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you hang X up</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you give birth to X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you blacken X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you whiten X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you redden X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you finish X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you accuse X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you enlarge X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you liberate X</td>
</tr>
<tr>
<td>-eb</td>
<td>-a-eb</td>
<td>you prepare X</td>
</tr>
</tbody>
</table>

The majority of verbs formed from nouns and adjectives belong to this sub-group. In this case the neutral version vowel is always present. Note that a syncopating root is syncopated in the verb form:

- black \(\rightarrow a-a-eb\) you blacken X
- white \(\rightarrow a-a-eb\) you whiten X
- red \(\rightarrow a-a-eb\) you redden X
- head \(\rightarrow a-a-eb\) you finish X
- fault \(\rightarrow a-a-eb\) you accuse X
- big \(\rightarrow a-a-eb\) you enlarge X
- free \(\rightarrow a-a-eb\) you liberate X
- ready \(\rightarrow a-a-eb\) you prepare X

### Thematic suffix \(-av\)

<table>
<thead>
<tr>
<th>Thematic suffix</th>
<th>Verbal form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you paint (portrait)</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you paint X</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you lose X</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you hide X</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you tug X</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you close X</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you plough X</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you prune X</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you kill X</td>
</tr>
<tr>
<td>-av</td>
<td>-a-av</td>
<td>you dare X (cf. (a-) fate)</td>
</tr>
</tbody>
</table>

### Thematic suffix \(-i\)

<table>
<thead>
<tr>
<th>Thematic suffix</th>
<th>Verbal form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-i</td>
<td>(a-) -i</td>
<td>you send X</td>
</tr>
<tr>
<td>-i</td>
<td>(a-) -i</td>
<td>you train X</td>
</tr>
<tr>
<td>-i</td>
<td>(a-) -i</td>
<td>you translate X</td>
</tr>
<tr>
<td>-i</td>
<td>(a-) -i</td>
<td>you tire X</td>
</tr>
</tbody>
</table>

(cf. a-\(a\) translation with no syncope)
Lesson 4

<table>
<thead>
<tr>
<th>Thematic suffix -ob</th>
<th>Thematic suffix -am</th>
</tr>
</thead>
<tbody>
<tr>
<td>ა-ბო  you warm X</td>
<td>ა-გაბ  you place X</td>
</tr>
<tr>
<td>ა-ებ  you bring X down</td>
<td>ა-იუბ as in</td>
</tr>
<tr>
<td>ა-იე  you melt X</td>
<td>ა-თვა  you drink/seat X</td>
</tr>
<tr>
<td>ა-იე  you rot X</td>
<td>ა-თვა  you pour X</td>
</tr>
<tr>
<td>უ-ნო  you ruin X</td>
<td>ა-ზო  you censure X</td>
</tr>
<tr>
<td>თ-გო  you intoxicate X</td>
<td>თ-გი  you engulf X</td>
</tr>
<tr>
<td>თ-გო  you amuse X</td>
<td>თ-გი  you gulp down</td>
</tr>
<tr>
<td>თ-გო  you fix X in</td>
<td>თ-გი  cigarette smoke</td>
</tr>
<tr>
<td>თ-გო  you dry X</td>
<td>თ-გი  you pour X</td>
</tr>
</tbody>
</table>

Notice the suffix -op in წ-ოპ you divide X.

Neutral version

Georgian has a number of vowels that stand immediately before verb roots to convey certain aspects of meaning. The basic system of oppositions, known as 'version' (= Georgian კვერ  turning), is seen most clearly in Series I and II of the transitive verbs. The neutral version is so-called because it adds nothing to the verb’s fundamental meaning. As we have seen, some transitive verbs require an a-vowel before their root, while others take a zero marker in place of the a-vowel. Apart from verbs in -eb derived from nouns or adjectives, which always take the a-vowel, there is no way of predicting whether a verb’s neutral version will be in a- or zero.

Verb agreement with 3rd person plural subjects

The agreement affixes set out in Lesson 3 allow verbs (transitive or intransitive) to agree with their subjects in person (1st, 2nd or 3rd). Verbs always agree for plurality with their 1st or 2nd person subjects (i.e. we and you (pl.)). However, as already stated, only animate 3rd person plural subjects cause verbs to take the 3rd person plural agreement affix; inanimate 3rd person plural subjects take the 3rd person singular agreement affix on their verbs, unless the verb is one that, by virtue of its meaning, normally requires an
animate subject, in which case it can cause the personification of the subject and mark the plurality of a 3rd person inanimate entity accordingly (e.g. ქარჯაENSIONS-eb-i/CHen-eb-i ingas a- cuH-eb-en children/horses upset Inga, and even ხმი-eb-i ძუძუ შუმი-eb- ი ჩნდან-eb-i trees drink a lot of water compared with რაგაჩაში-eb-ი ძუძუ შუმი-eb- ი plants upset (lit. upsets) Inga).

Syncope of -o- in nouns

When the vowels -a/-e- in noun roots syncopate, they disappear completely. When the vowel -o- is affected, it too sometimes disappears completely, but sometimes it may reduce to -v-. This is indicated in vocabularies by a -v- in brackets after an appropriately marked noun. Some examples of disappearing -o- are: საჭოჭვინ(საჭოჭვინ) soap (of soap); ქობ-კვ(ქობ-კვ) orphan (of orphan); გამურ-კ(გამურ-კ) basket (of basket); ფწკმი-კ(ფწკმი-კ) leaf (of leaf).

Some examples of reducing -o- are: წოკე(წოკე) walnut (of walnut); ბონოჭუ(ბონოჭუ) meadow (of meadow); ჭონსი(ჭონსი) nun (of nun); ჰავნი(ჰავნი) yoghurt (of yoghurt). In fact, the -o- disappears if it follows a labial consonant (e.g. ბ/პ/პ' or if the preceding syllable contains another -o-.

Note that it is the a-vowel in საჭოჭვინ yeast that seems to turn into -v- (e.g. საჭოჭვინ of yeast). In fact, originally the word was საჭოჭვინ, the -v- dropping out between the -u- and -a-.

The adverbial case of nouns

Consonant-final stems form this case by replacing the nominative ending with -ad, whilst vowel-final stems just add -d to the stem-final vowel – syncopating nouns syncopate. The case is used to make predications of the form Inga regards Emma as a fool as a well-wisher, which in Georgian will be ინგა წძა ამას ჩნდაჟარაო-ი გეჰო-ა, სორარაუსჰი არის გზითირაო-ი და განა-ი ოუთ X.

Adjective agreement with nouns in the adverbial case

The same pattern of agreement illustrated in Lesson 2 for dative nouns applies with those in the adverbial case: consonant-final adjectives stand in the bare stem (e.g. ქოჭოჭინ-კ as a good man). The possessive adjectives of the 1st and 2nd person (sing. and pl.) may either stand similarly in their bare stem (e.g. ჰეჭოჭინ-კ as our man) or add a final -s (e.g. ხეჭოჭინ-კ as our man). The same is true when possessive adjectives accompany nouns in the dative, as explained in Lesson 2.
The postposition -mde up to

This is the only postposition that governs the adverbial. In Modern Georgian the final -d of the adverbial case is lost before the postposition (e.g. ბაღ-ა-მდე up to/as far as the garden, from Old Georgian ბაღ-ა-ად-მდე). The older form -dve is sometimes used, being obligatory in the standard expression for goodbye, namely აშინაგარეთ, which is literally up to seeing (ნახვა).

Dialogue 4

ინგა: რამდენად სახის საცხო?
ანი: სა სახის ორგენ, რომ სახის საცხო?
ინგა: რეგა მჭამე, სალოზ კერძო ფილილებს დაეხმარე.
ანი: ბად-უდე რამ აგებელი?
ინგა: ბად-უდე ტერკულ ჩამწურვ. ტერკულ შთა სამსარლო მინარგა.
ანი: ჭენი ჰოდჷ მიქალარი?
ინგა: ფოლტერინი დაუჩქლადან, სალოზ რეგე პორტრეტმა ჰაკლე.
ანი: რამდენიმ მხარედან საცხო ჰაკე პორტრეტმა?
ინგა: ირმ მხარედან საცხო ჰაუ.

Vocabulary

<table>
<thead>
<tr>
<th>ქართული</th>
<th>ჩრდილური</th>
</tr>
</thead>
<tbody>
<tr>
<td>სადაც</td>
<td>where</td>
</tr>
<tr>
<td>ჰუნესკო</td>
<td>honeysuckle</td>
</tr>
<tr>
<td>დედათ</td>
<td>much, many</td>
</tr>
<tr>
<td>იკონოგრაფი</td>
<td>portrait</td>
</tr>
<tr>
<td>როგორ</td>
<td>artist</td>
</tr>
<tr>
<td>ნისა</td>
<td>favourite</td>
</tr>
</tbody>
</table>

Proverb

რუსტ ერთ შრელ, ყეფა წუხი დაპყრობ
Rust eats iron, sorrow the heart of man

VOCABULARY

<table>
<thead>
<tr>
<th>ქართული</th>
<th>ჩრდილური</th>
</tr>
</thead>
<tbody>
<tr>
<td>როგორ</td>
<td>iron</td>
</tr>
<tr>
<td>თქვენ</td>
<td>you eat X</td>
</tr>
<tr>
<td>დედათ</td>
<td>heart</td>
</tr>
<tr>
<td>რამდენიმ</td>
<td>rust</td>
</tr>
<tr>
<td>ყეფა</td>
<td>man</td>
</tr>
<tr>
<td>დაპყრობ</td>
<td>sorrow, grief</td>
</tr>
</tbody>
</table>
Verse

‘Come, let’s see the vine’

Come, let’s see the vine, what do you see? Come, let’s see the vine, what do you see? Come, let’s see the vine, what do you see? Come, let’s see the vine, what do you see?

Come, let’s see the goat, what do you eat? Come, let’s see the goat, what do you eat? Come, let’s see the goat, what do you eat? Come, let’s see the goat, what do you eat?

(Coverage)

VOCABULARY

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ღამი</td>
<td>come!</td>
</tr>
<tr>
<td>ვენახი</td>
<td>vine</td>
</tr>
<tr>
<td>შუტ</td>
<td>you eat X up</td>
</tr>
<tr>
<td>ჯალი</td>
<td>goat</td>
</tr>
<tr>
<td>ახა</td>
<td>what?</td>
</tr>
<tr>
<td>მეულა</td>
<td>I went there</td>
</tr>
<tr>
<td>ჭალარი</td>
<td>wolf</td>
</tr>
</tbody>
</table>
Lesson 4

Exercise

1. Write out the present tense paradigms according to the pattern given in the grammar for the verbs: წვრილი, არჩა, არჩი, გუბია, გუბა, მარაშ, ქარგი, გარდა.

2. Work out and translate these anagrams based exclusively on material from this lesson:

   (a) ემილეგრი
   (b) გრიმანტ
   (c) ტივამნიერ
   (d) გრავლამ
   (e) კლევატროსა
   (f) დერულთოდა
   (g) ბელჩიკა
   (h) კრასკანი

3. Produce the correct agreement form for the verb in these sentences:

   (a) თქვენ რას (sew)?
   (b) თქვენ (corrupt)?
   (c) თქვენ მეგორბები (drink)?
   (d) მე წყვილლტ (translate)?
   (e) ხულო-ხელში რა (tire)?
   (f) თქვენ შეგზარეთ წინა (come) და შხვა (be sitting) ხელში?
   (g) შენ რადგმა (upset) გეგმა დოლოგულებში?
   (h) თქვენ რამდენ წყლით (write)? რა ბეჟად წყალში (write)?

4. Fill in the gaps:

   (a) ჭიჭი _ ძ... _ ჭიჭ _ ძ...
   (b) ძ... _ ძ... _ ო... _ ძ... _ ძ...
   (c) ძ... _ ძ... _ ო... _ ო... _ ძ... _ ძ... _ ძ... _ ო...
   (d) ძ... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო...
   (e) ო... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო...
   (f) ო... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო...
   (g) ძ... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო...
   (h) ო... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო... _ ო...

5. Put the bracketed word into its appropriate Georgian form to fit the context:

   (a) მებაგე ბეჰრ (plant) გზეფურგა
   (b) ხმამაღლ (daughter) და (son) გუბათქივი გ(ს)გარგალა
   (c) იმავე სასახლი (house) გუბათქივი?
   (d) (wine) გარდა ტასმა?
   (e) ხმა (neighbours) გუბათქივი გუბათქივი
6 Translate into Georgian:
(a) Our neighbours are saving our parents.
(b) Why are you painting our windows?
(c) When and where do you bake bread as a rule?
(d) I personally usually first prepare everything on the table in the kitchen and then bake the bread in the oven.
(e) Mothers give birth to sons and daughters.
(f) Who is hanging up the linen?
(g) Why are you breaking those bowls?
(h) How many onions are the women peeling?

7 Translate into English:
(a) რას შესრულათ? ვინმა შესრულათ?
(b) გამოშენებული ხოლო შესრულათ გამჭვირვალე ღორმისგან? ხოლო სადაც შესრულათ ღორმისგან?
(c) გამოხატავთ რას გამჭვირვალე ღორმისგან? გამჭვირვალე სამცხე-საბაგთაო ღორმისგან?
(d) რამდენი ღორმისგან გამჭვირვალე ღორმისგან ღორმისგან?

(g) როგორია შესაძლო რას იირგინათ? შესაძლო იირგინათ იირგინათ

(h) სრუპს ორგანმ (და ამოქრომა) ამ ოქრომ, როგორ იარაღ მიერაღა სახვით ჰქონა და გქონდა საყვარელი?
Lesson 5

In this lesson you will learn about:

- Subjective version
- Indirect objects
- Locative version
- Indefinite pronouns and adverbs
- Articles

Dialogue 1

Tsira is talking with her daughter, Esma

Tsira: aK rogor Civa!
Esma: marTali Har. ratom ar iCvam raimes?
Tsira: paltosa da cindebs viCvam, da raGaCas vaCmev Xems saqvarel ToJinas.
Esma: odesme isveneb?
Tsira: eHla vijineb, magram Jer vajineb ToJinas.

Esma: ukve iGvijeb?
Tsira: ki, viGvijeb, da ToJinas vaGvijeb. aGar Civa – ratomGaC ukve CHela.
Esma: marTalia. ratom ar iHdi ra(i)mes?
Tsira: raGaCas viHdi, da Tbil tansaCmels vHdi ToJinas.
Esma: sadme Hom ar Hedav Xems aHal kabas?
Tsira: modis vinme?
Esma: modis ki ara – ukve aK aris (viGaCa)!

Tsira: aK aris!
**Vocabulary**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>თომი</td>
<td>(cf. თომი) it’s cold (cold)</td>
</tr>
<tr>
<td>გამოცხადებული</td>
<td>correct</td>
</tr>
<tr>
<td>რიყირი</td>
<td>anything</td>
</tr>
<tr>
<td>ტუნეთი</td>
<td>sock, stocking</td>
</tr>
<tr>
<td>გარმახვითი</td>
<td>you dress X in Y</td>
</tr>
<tr>
<td>კითხვა</td>
<td>ever</td>
</tr>
<tr>
<td>გასაღება</td>
<td>you go to sleep</td>
</tr>
<tr>
<td>იმ</td>
<td>yes</td>
</tr>
<tr>
<td>თუ</td>
<td>no longer</td>
</tr>
<tr>
<td>არჩევა</td>
<td>it’s hot (hot)</td>
</tr>
</tbody>
</table>

**Dialogue 2**

Paul, an Englishman, is in conversation with his male Georgian friend, Ucha.

**Vocabulary**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>დროული</td>
<td>money</td>
</tr>
<tr>
<td>ლარი (cf. მანეთი)</td>
<td>lari (rouble)</td>
</tr>
<tr>
<td>ყიდის</td>
<td>you give X to Y</td>
</tr>
<tr>
<td>ყოფა</td>
<td>you sell X</td>
</tr>
</tbody>
</table>
**Dialogue 3**

Two women friends, Ina and Lia, are discussing over a meal how a kindergarten is run

<table>
<thead>
<tr>
<th>დასახელება</th>
<th>განკარგულება</th>
<th>თარგმნები</th>
</tr>
</thead>
<tbody>
<tr>
<td>როდესაც მოხდება ბავშვების პარკი</td>
<td>ბავშვები უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>ხოლო ბავშვები უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
<td></td>
</tr>
<tr>
<td>განხორციელდეთ უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>მოთხოვნა</th>
<th>გათხზულება</th>
</tr>
</thead>
<tbody>
<tr>
<td>საწყობი</td>
<td>მოხდება ბავშვების პარკი</td>
</tr>
<tr>
<td>ხოლო ბავშვები უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>განხორციელდეთ უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th>სამწყობი</th>
<th>გათხზულება</th>
<th>თარგმნები</th>
</tr>
</thead>
<tbody>
<tr>
<td>rodesaC</td>
<td>თუ არის თუ არა ბავშვები?</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>abareb</td>
<td>თუ არის თუ არა ბავშვები?</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>mascavleblis</td>
<td>ფორმალური ფორმა</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>sabavSvo baGi</td>
<td>ბავშვების პარკი</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
</tbody>
</table>

**Lesson 5**

<table>
<thead>
<tr>
<th>დასახელება</th>
<th>გათხზულება</th>
<th>თარგმნები</th>
</tr>
</thead>
<tbody>
<tr>
<td>ბავშვები</td>
<td>თუ არის თუ არა ბავშვები?</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>ბაგაცობა</td>
<td>თუ არის თუ არა ბავშვები?</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>მოთხოვნა</th>
<th>გათხზულება</th>
</tr>
</thead>
<tbody>
<tr>
<td>საწყობი</td>
<td>მოხდება ბავშვების პარკი</td>
</tr>
<tr>
<td>ხოლო ბავშვები უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>განხორციელდეთ უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>სამწყობი</th>
<th>გათხზულება</th>
<th>თარგმნები</th>
</tr>
</thead>
<tbody>
<tr>
<td>rodesaC</td>
<td>თუ არის თუ არა ბავშვები?</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>abareb</td>
<td>თუ არის თუ არა ბავშვები?</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>mascavleblis</td>
<td>ფორმალური ფორმა</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>sabavSvo baGi</td>
<td>ბავშვების პარკი</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
</tbody>
</table>

**Dialogue 3**

Two women friends, Ina and Lia, are discussing over a meal how a kindergarten is run

<table>
<thead>
<tr>
<th>იქნება</th>
<th>დათანხმება</th>
</tr>
</thead>
<tbody>
<tr>
<td>როდესაც მოხდება ბავშვების პარკი</td>
<td>უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
</tr>
<tr>
<td>ხოლო ბავშვები უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>განხორციელდეთ უნდა გატოვო და გატოვო გაუტოვო ძალაუფყო</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
</tbody>
</table>

Vocabulary

<table>
<thead>
<tr>
<th>სამწყობი</th>
<th>გათხზულება</th>
<th>თარგმნები</th>
</tr>
</thead>
<tbody>
<tr>
<td>rodesaC</td>
<td>თუ არის თუ არა ბავშვები?</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>abareb</td>
<td>თუ არის თუ არა ბავშვები?</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>mascavleblis</td>
<td>ფორმალური ფორმა</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
<tr>
<td>sabavSvo baGi</td>
<td>ბავშვების პარკი</td>
<td>არის თუ არა მაშშებები?</td>
</tr>
</tbody>
</table>
Grammar

Subjective version

We have already discussed the neutral version and its role in Series I and II tense forms of transitive verbs. In these tense forms if a transitive verb’s direct object is affected by the verbal action and is part of the subject’s body or belongs to the subject, or again if the subject is acting upon the object in his own interests, then in place of the neutral version Georgian employs the subjective version. The relevant exponent is the vowel -i-, which either replaces the neutral version’s a-vowel or, for those verbs that do not take this a-vowel, occupies the slot immediately before the verbal root. Compare the following with the conjugations illustrated in Lesson 4 for the neutral versions of the verbs ჯი- you cut X and ა-კეტ-  you do X:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ჯი- ჯს (ჰელშ)</td>
<td>I cut (my hand)</td>
</tr>
<tr>
<td>ჯ- ჯს (ჰელშ)</td>
<td>you cut (your hand)</td>
</tr>
<tr>
<td>ჯი- ჯ耿(ჰელშ)</td>
<td>X cuts (X’s hand)</td>
</tr>
<tr>
<td>ჯი- ჯ-ი (ჰელიშ)</td>
<td>we cut (our hands)</td>
</tr>
<tr>
<td>ჯ- ჯ-ე (ჰელიშ)</td>
<td>you (pl.) cut (your hand(s))</td>
</tr>
<tr>
<td>ჯ- ჯ-ი (ჰელიშ)</td>
<td>they cut (their hands)</td>
</tr>
<tr>
<td>გ-ჯ-ი (გუჩშ)</td>
<td>I make (my nest/a nest for myself)</td>
</tr>
<tr>
<td>გ-ჯ-ი (გუჩშ)</td>
<td>you make (your nest/a nest for yourself)</td>
</tr>
</tbody>
</table>
This mechanism allows one either to avoid having to select the appropriate possessive adjective for use with the direct object alone or to dispense with a phrase containing the postposition -Tvis for. In other words, უ-კეტ-ებ-ს ბუდე is more natural Georgian than either გ-ა-კეტ-ებ ხელი ბუდე (lit. I make my nest) or გ-ს-კეტ-ებ ბუდე ხელი თავი-ტივი (lit. I make a nest for myself, where თავი = head).

When a part of the subject’s body is the object affected by the verbal action, the subjective version is (usually) obligatory (e.g. ჭიღ ჭჰ you break bread vs ჭიღ ჭჰ ჭჰ you break your leg ქალბათ ჭჰ ჭჰ you wash a dog vs ჭიღ ჭჰ ჭჰ ჭჰ ჭჰ ჭჰ ჭჰ ჭჰ ჭჰ ჭჰ you wash your hair; ქალბათი რწყუჭი you clean the car vs ჭჰ ჭჰ ჭჰ you clean your nose).

Some further examples of verbs affecting the subject’s body are:

- თარი ი-ჟიჰ ქჰ you scratch your head
- ქჰიჩრილი ი-ჟიჰ ქჰჰ-ჩჰ you cut your hair
- ქჰიჩრილი ი-ჟიჰ ქჰ-ჩჰ you dye your hair
- ქჰარიილი ი-ჟიჰ ქჰ-ჩჰ you comb your hair
- ქჰიჩჰიში ი-ჟიჰ ქჰ-ჩჰ you sprain your arm
- ქჰიჩჰიში ი-ჟიჰ ქჰ-ჩჰ you squeeze a spot
- ქჰიჩჰიში ი-ჟიჰ ქჰ-ჩჰ you knot your brow (where ქჰჰიში is forehead)
- ქჰიჩჰიში ი-ჟიჰ ქჰ-ჩჰ you frown (where ქჰჰიში is eyebrow)
- ქჰჰილჰილი ი-ჟიჰ ქჰ-ჩჰ you knit your brow (where ქჰჰილჰილი is forehead)
- ქჰჰილჰილი ი-ჟიჰ ქჰ-ჩჰ you shave (your beard (= ქჰჰილჰილი))

But note lack of subjective version in ქჰჰილჰილი ი-ჟიჰ ქჰ-ჩჰ you reap the whirlwind (i.e. about your head) (adapted from Hosea 8.7)

Some other contrasts between neutral and subjective version forms are the following:

- ლიჩჰილი ი-ჟჰ ქჰ you pour some wine
- ლიჩჰილი ი-ჟჰ ქჰ you pour yourself some wine
- იჭოჰილი ი-ჟჰ ქჰ ქჰ you return the book
- იჭოჰილი ი-ჟჰ ქჰ ქჰ you return for the book (i.e. get it back)
- ქჰჰილი ი-ჟჰ ქჰ ქჰ you reap the meadow
- ქჰჰილი ი-ჟჰ ქჰ ქჰ you reap the whirlwind (i.e. about your head)
- ქჰჰილი ი-ჟჰ ქჰ ქჰ you write a letter
- ქჰჰილი ი-ჟჰ ქჰ ქჰ you write your own letter/a letter for yourself
- იჭოჰიშილი ი-ჟჰ ქჰ ქჰ you prepare sandwiches

Why are you poking ქჰჰილი ი-ჟჰ ქჰ ქჰ ქჰ ქჰ your nose in my business?
buterbrot(eb)s i-mzad-eb
you prepare your own sandwiches
matqls con-i
you weigh wool
matqls i-con-i
you weigh your own wool
ramden kilos i- con-i?
how many kilos do you weigh?
With the pair a-g-eb you lose (a match) vs i-g-eb you win (a match) compare
lomqeb a-g-eb you make up a bed vs lomqeb i-g-eb you make up a bed for yourself/your own bed.
Some verbs exist in the subjective version without possessing a corresponding neutral version form: i-cq-eb you begin X; i-Tm(-)en you bear X patiently/show forbearance; i-lab(-)en you endure X (note that the subjective version is not found with other verbs of perception, e.g. quriT v-i- sm(-)en-T, TvaliT v- Hed-av-T, CHviriT v- qnos-av-T, eniT v-gemovn-eb-T we listen/hear with the ear, we see with the eye, we smell with the nose, we taste with the tongue, where tongue/language = ena); i-marJv-eb you gain a victory, which is used without a specified direct object, as are such others as i-jin-eb you go to sleep; i-Gvij-eb you wake up; i-sven-eb you rest.
The usual verb for putting on clothes is i-Cv-am you put on X, but this applies to clothing through which some part of the body has to pass – note the non-subjective version form differs not merely by a shift of version vowel but relies on an older form of the root to give a-Cm(-)ev you put clothing X on Y. For putting on hats a different root, again in the subjective version, is used, i.e. Kuds i- Hur-av you put on your/the hat (cf. Kuds bavSvs a- Hur-av you put a/the his hat on the child). For clothing that is wrapped around the body, yet another root has to be selected: nabads i-sH-am you put on/ wrap around yourself your/the shepherd’s felt-cloak (cf. nabads mcqemsi a- sH-am you wrap around the shepherd (mcqemi) his/the felt-cloak (nabadi)).
Removal of one’s own clothing again necessitates the subjective version with the root -b3-, as shown in Dialogue 1.

Indirect objects
Indirect objects (usually marked by to in English, as with give/show/offer X to Y) are almost always indicated by the dative case in Georgian – only in the IIIrd Series of transitive verbs are indirect objects treated differently (at least as far as finite verbs are concerned). Since, as we have seen, direct objects with transitive verbs in Series I forms are also marked by the dative case, the context determines which noun is the direct object and which the indirect object in any such sentence containing two dative nouns. Just as verbs agree with the direct object, they also agree with the indirect object, as will be explained in Lesson 6. All examples of indirect objects in the present lesson require a zero marker on their verbs.
Readers will have noticed that some indirect objects can be associated with verbs without any special marker (other than the zero just mentioned) preceding
the verb root, as in ḫə̣lə̣ṇ namiịṣ baṿṣvs ḅịṣ, you remove the glove from the child (cf. also the expression  ḫə̣ḷṇ namiịṣ baṿṣvs ḅịṣ, you rape the woman (lit. you strip shame ()baṿṣvs ḅịṣ) from the woman (ḅịṣ)). However, most of the examples given above with indirect objects present have used an a-vowel immediately before the relevant verbal root (e.g. ḫə̣ḷṇ ṇamiịṣ ḅịṣ, you give money to the woman). This is the locative version vowel, to which we now turn.

**Locative version**

We have already met the postposition -je indicating on (e.g.  ḫə̣ḷṇ namiịṣ ḅịṣ, you write (words ( namiịṣ) on the wall ( ḅịṣ)). This postposition may be dispensed with if the locative version vowel is placed immediately before the verbal root (other than in IIIrd Series forms). This creates an indirect object for the verb out of what otherwise would be the postpositional object, so that the above example can be transformed into:  ḫə̣ḷṇ namiịṣ ḅịṣ. Unlike the subjective and neutral versions, the locative version is found with intransitive verbs as well as with transitives (e.g.  ḫə̣ḷṇ amiịṣ ḅịṣ, X is sitting on the suitcase ( ḅịṣ)).

For verbs that have a zero marker of their neutral version, the contrast between neutral and locative versions is easily achieved by simply adding the a-vowel for the latter, as in:  ḫə̣ḷṇ amiịṣ ḅịṣ, you put down the gun compared with  ḫə̣ḷṇ amiịṣ ḅịṣ, you put a tomb stone ( on top of the grave ()). However, for verbs with neutral version marked by the a-vowel, it is almost impossible (and rare) to contrast the two versions (cf.  ḫə̣ḷṇ amiịṣ ḅịṣ, you bring down the house upon the head of the owner ()), where it is only the presence of the second dative noun in the latter that points to the presence in the verb of the locative version vowel). We shall therefore call an a-versioniser in a verb form the neutral version if there is no indirect object present, whereas an a-versioniser in a verb form will be styled the locative version if there is an indirect object present. This means that in an expression like  ḫə̣ḷṇ amiịṣ ḅịṣ, you enrol the child at school the a- is a neutral versioniser, since a postposition is governing the noun school and the verb thus has only a direct object. In the near parallel construction  ḫə̣ḷṇ amiịṣ ḅịṣ, you entrust the child to the teacher the locative versioniser is used because of the presence of teacher in the dative case representing the verb’s indirect object.

We have seen how the verb strip, remove clothing from someone else takes a straight indirect object without any special versioniser. On the other hand, the three verbs for putting clothes on someone else presented above all require the locative versioniser, as already illustrated.
Indefinite pronouns and adverbs

Taking the basic interrogative pronouns რა what?, ვინ who? and რომელი which one? we can form two series of indefinite pronouns by adding either the suffixes -რე or -ჯა. The resulting indefinites do not correspond exactly to the English forms in anything/anyone and something/someone respectively, even though this is how the forms have largely been glossed in the vocabularies above. The difference is rather that the former suffix shows the identity of the person or thing concerned is totally unknown, whereas the latter shows the identity is known to the speaker. In questions or in statements about the future, forms in -რე predominate, whilst -ჯა is more common elsewhere.

This, however, is something of an oversimplification; all definitions in the Georgian Academy Dictionary that require the presence of an indefinite pronoun have the forms in -რე, whereas in English the some form seems to be more appropriate (e.g. თანამშრომელმა გამოატანს მართლის გამო, the wish (სურვილი) of learning (განვითარება) something is the definition offered for ინტერესი interest).

The following indefinites should be learned: რა(i)მე anything, რაGaC(a) something; ვინმე anyone, ვინგaC(a) someone; რომელი არის (of a number), რომელირისგa(ə) some (of a number); სადაც anywhere, სადირაsomewhere; სადაცმა from anywhere, სადირაქში from somewhere; ადგილში anyplace, ადგილში somwhere; თურქული anyplace, თურქულში somehow; ახალგაზრდა somehow, ახალგაზრდაში for some reason. Note that there is no რაჭამე.

The pronouns do, of course, decline. The case endings today are usually added after the indefinite suffixes (e.g. რა(i)მე-ს შემდეგ, Are you giving X anything? Yes, I am giving X something), which is the ordering students should follow. Alternatively the suffix -ჯა may, for most case forms, be added to a declined stem (e.g. რa-s-ჯa, - არ რa-c s ჭარწმუნი). The corresponding indefinite possessives would be რა(i)მე-s-i/ვინგaC-s-i anything’s/anyone’s. In speech one often hears რa და ვiნ და რaგaC სცადებს. In the plural we have the nominative forms: რa-ებ-i, ვiნგaC-ებ-i, რaგaC(a)-ებ-i.

When the pronouns are employed as adjectives, they remain unaltered, regardless of the case of the noun they accompany (e.g. ახალგაზრდა სამუშაოებში თეთრამდელი ფული (It’s probably hidden somewhere (that I don’t know exactly) in one of the drawers (lit. in some drawer that is unknown to me)); სავარაუდობებში შეგვხიდთ Some known-to-me problem is troubling X).

Note the adjective რa(i)მე(some) a few, which, like all quantitatives, governs a singular noun. From this is derived რა(i)მე(a)დროხტანგა sometme, a few times (alternatively რa-ჯaრ (გართაკუთ) (Gardege)).
Note how რამე/ვინმე, when accompanied by ერთ one, are virtually indistinguishable from რადა/ვინაც: ერთ რამე = ვინაც (a certain) someone is here.

Articles

It will be clear by now that Georgian possesses neither a definite (the) nor an indefinite (a) article. The context must determine which is the appropriate translation for any Georgian noun. If one wishes to stress that only one entity is involved, it is possible, naturally, to use the cardinal ერთ one with the relevant noun.

Dialogue 4

The following is not a natural dialogue but rather an interchange of questions and answers between two men, Mindia and Dzhaba, designed to illustrate the differences in version described in this lesson.

Mindia: კარგადი იქნის ამ ქალს?
Jaba: დიახ, და სამი თავისი წყალი დაემ.
Mindia: რას იძლევა?
Jaba: გომში ხურთულის ყალიბება. ამ ერთ რამეში გრეხის?
Mindia: არ, ძლივში იქნება.
Jaba: ჭარბიქიმ სახმარო არ დაუზებ - ჰაგარიათი, თუ თავი გრეხი, ხოლო მაში არ(ა) ქალშ.
Mindia: არა, და გარდა მისი ღიანი გრეხ.
Jaba: ხომ ვინ გინე პირველად?
Mindia: ხომ მოეთხოვო პირველად მნიშვნელობის, ხოლო მნიშვნივი შიში ადგილებს.
Jaba: ხომ რომ ადგილზე კორომების?
Mindia: ხომ დვინები არყაფებს მათ. ხარჯებ დევ ამ სამუშაოსათვის მოითხოვო.
Jaba: მაშ ვაგა შერჩევთ.
Mindia: როგორ გმინიან ქალბა?
Jaba: ჯარ უნგრიანი აღუძღუნ მას. როგორ ქერ რომელს ჭირ, ითვალი გრეხი ითხოვ.
Mindia: როგორ არა!
Vocabulary

**VOCABULARY**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>თხრილი</td>
<td>you know (someone)</td>
<td>გინდა</td>
<td>you introduce X to Y</td>
</tr>
<tr>
<td>გასაღმწევი</td>
<td>you listen to X</td>
<td>იკრინგი</td>
<td>nightingale</td>
</tr>
<tr>
<td>ღრუთ</td>
<td>singing</td>
<td>ღრუთ</td>
<td>you twist X</td>
</tr>
<tr>
<td>პუნქტობულიპუნქტობი</td>
<td>moustache (pl.)</td>
<td>პუნქტობული</td>
<td>you twist something of your own</td>
</tr>
<tr>
<td>სახელი</td>
<td>name, reputation</td>
<td>სახელი</td>
<td>you earn yourself a reputation</td>
</tr>
<tr>
<td>წვიმა</td>
<td>stone</td>
<td>წვიმა</td>
<td>you break X</td>
</tr>
<tr>
<td>აბხაზური</td>
<td>Abkhazian (thing)</td>
<td>აბხაზური</td>
<td>in Abkhaz (sc. the language)</td>
</tr>
<tr>
<td>ელავა</td>
<td>you break your tongue</td>
<td>ელავა</td>
<td>you break the night</td>
</tr>
<tr>
<td></td>
<td>(practise pronunciation)</td>
<td></td>
<td>(i.e. spend a sleepless night)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>often</td>
<td>რამები</td>
<td>even so, still, yet</td>
</tr>
<tr>
<td></td>
<td>you ruin your reputation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(sc. shame yourself)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ხვდალი</td>
<td>for example</td>
<td>ხვდალი</td>
<td>you break your head</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(rack your brains)</td>
</tr>
<tr>
<td>ხიდი</td>
<td>bridge</td>
<td>ხიდი</td>
<td>knowledge</td>
</tr>
<tr>
<td>რთება</td>
<td>you acquire X</td>
<td>რთება</td>
<td>flat</td>
</tr>
<tr>
<td>გულისქვნელი</td>
<td>you let X to Y</td>
<td>გულისქვნელი</td>
<td>whereas</td>
</tr>
<tr>
<td></td>
<td>tenant</td>
<td>გულისქვნელი</td>
<td>you clear your throat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(lit. voice)</td>
</tr>
<tr>
<td>ბანკი</td>
<td>bank</td>
<td>ბანკი</td>
<td>you lend X to Y</td>
</tr>
<tr>
<td>კლეიტონი</td>
<td>client</td>
<td>კლეიტონი</td>
<td>medicinal</td>
</tr>
<tr>
<td>აკეთეთ</td>
<td>you put X on Y</td>
<td>აკეთეთ</td>
<td>wound</td>
</tr>
<tr>
<td>არა</td>
<td>you dress (horse)</td>
<td>არა</td>
<td>saddle</td>
</tr>
<tr>
<td>აქვაბუ</td>
<td>you place X on Y</td>
<td>აქვაბუ</td>
<td>you cut your own X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(lit. how not?)</td>
</tr>
<tr>
<td>სჰორთი</td>
<td>finger</td>
<td>სჰორთი</td>
<td></td>
</tr>
</tbody>
</table>

**Proverb**

თხრილი თხრილური, ას თებიამუხუთ.

A fire cannot hide in hay

**VOCABULARY**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>თხრილი</td>
<td>hay</td>
</tr>
<tr>
<td>არ</td>
<td>not</td>
</tr>
<tr>
<td>ციხე</td>
<td>fire</td>
</tr>
</tbody>
</table>
This lullaby from the Western province of Mingrelia has an altogether different content from the one quoted earlier and reflects a dark aspect of Western Georgia’s historical relations with Turkey.

[Mingrelian Lullaby]

XameHute mkerdSi male, nani-nanina,
da gimGereb, genaCvale, nani-nanina.
gzaze midis TurKi kruli, nani-nanina,
mamaSenis Culdakruli, nani-nanina.
mteri kvlav imuKrebao, nani-nanina,
agvaoHres TurKebmao, nani-nanina,
kaCs arTmeven qvelaPerso, nani-nanina,
ubneleben mere mzeso, nani-nanina.
cin TurKebi mtanJvelebi, nani-nanina,
ukan mosdevT damsJelebi, nani-nanina,
daitaCes nivTebio, nani-nanina,
CeCHlsa misCes PaCHebio, nani-nanina.
aK ar aris mamaSeni, nani-nanina,
da urTaSi danarXenni, nani-nanina,
vimalebiT, SiSi gvjlevso, nani-nanina,
mamaSeni ebrjvis mterso, nani-nanina,
dagibara mamam eso: nani-nanina,
kvalSi male gamomqveso, nani-nanina,
mama miHvda, roCa TKvao, nani-nanina,
Sengan gmiri gamovao, nani-nanina,
qvelaPeri aris mzada, nani-nanina,
Sekazmuli lurJa dgaso, nani-nanina,
SeJeKi da gahqe gzaso, nani-nanina,
da gabareb Sen amaso: nani-nanina,
Tund movides Senze asi, nani-nanina,
da mters zurgi arasodes, nani-nanina,
ar uXveno – es gaHsovdes! nani-nanina.

(Traditional in Mingrelia)
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xa-)e-Hut-eb-i</td>
<td>you embrace X</td>
</tr>
<tr>
<td>da</td>
<td>soon</td>
</tr>
<tr>
<td>mkerdi</td>
<td>your bosom</td>
</tr>
<tr>
<td>urTa</td>
<td>Urta</td>
</tr>
<tr>
<td>danarXeni</td>
<td>remaining</td>
</tr>
<tr>
<td>(u-) -eb</td>
<td>you sing to X</td>
</tr>
<tr>
<td>(da-)i-mal-eb-i</td>
<td>you hide</td>
</tr>
<tr>
<td>genaCva(le)</td>
<td>darling!</td>
</tr>
<tr>
<td>SiSi</td>
<td>fear</td>
</tr>
<tr>
<td>gja</td>
<td>road</td>
</tr>
<tr>
<td>g-jl(-)ev-s</td>
<td>it grips you</td>
</tr>
<tr>
<td>-ze</td>
<td>on</td>
</tr>
<tr>
<td>e-brj(-)v-i</td>
<td>you fight X</td>
</tr>
<tr>
<td>(e-brj(-)ol-eb-i)</td>
<td>X goes</td>
</tr>
<tr>
<td>mi-di-s</td>
<td>you give instruction X</td>
</tr>
<tr>
<td>(da-)u-bar-eb</td>
<td>to Y</td>
</tr>
<tr>
<td>TurKi</td>
<td>father</td>
</tr>
<tr>
<td>mama</td>
<td>this</td>
</tr>
<tr>
<td>kruli</td>
<td>track</td>
</tr>
<tr>
<td>es</td>
<td>this</td>
</tr>
<tr>
<td>mamaSeni</td>
<td>your father</td>
</tr>
<tr>
<td>kvali</td>
<td>track</td>
</tr>
<tr>
<td>Culdakruli</td>
<td>axe-smitten</td>
</tr>
<tr>
<td>(gamo) -h-qv-eb-i</td>
<td>you follow X</td>
</tr>
<tr>
<td>mt[e]ri</td>
<td>enemy</td>
</tr>
<tr>
<td>(mi-)Hvd-eb-i</td>
<td>you realise X</td>
</tr>
<tr>
<td>kvlav</td>
<td>again</td>
</tr>
<tr>
<td>roCa</td>
<td>when</td>
</tr>
<tr>
<td>i-muKr-eb-i</td>
<td>you threaten</td>
</tr>
<tr>
<td>amb-ob (i-tqv-i, TKv-i)</td>
<td>said) X</td>
</tr>
<tr>
<td>(a-)a-oHr-eb</td>
<td>you ravage X</td>
</tr>
<tr>
<td>Sengan</td>
<td>from you</td>
</tr>
<tr>
<td>kaC-i</td>
<td>man</td>
</tr>
<tr>
<td>gmiri</td>
<td>hero</td>
</tr>
<tr>
<td>(ca-)a-rTm(-)ev</td>
<td>you snatch X from Y</td>
</tr>
<tr>
<td>ga-mo-di-s</td>
<td>X comes out</td>
</tr>
<tr>
<td>(ga-mo-v-a)</td>
<td></td>
</tr>
<tr>
<td>mzad</td>
<td>ready</td>
</tr>
<tr>
<td>everything</td>
<td>saddled up</td>
</tr>
<tr>
<td>you darken X for Y</td>
<td>grey horse</td>
</tr>
<tr>
<td>sun</td>
<td>you stand</td>
</tr>
<tr>
<td>in front</td>
<td>you sit on</td>
</tr>
<tr>
<td>tormentor</td>
<td>follow it!</td>
</tr>
<tr>
<td>behind</td>
<td>you entrust</td>
</tr>
<tr>
<td>you pursue X</td>
<td>X to Y</td>
</tr>
<tr>
<td>punisher</td>
<td>this (dative)</td>
</tr>
<tr>
<td>you snatch away X</td>
<td>even if</td>
</tr>
<tr>
<td>thing</td>
<td>upon you</td>
</tr>
<tr>
<td>fire</td>
<td>100</td>
</tr>
<tr>
<td>you give X to Y</td>
<td>you violate X</td>
</tr>
<tr>
<td>wicker-dwelling</td>
<td>price</td>
</tr>
<tr>
<td>here</td>
<td>back</td>
</tr>
<tr>
<td>not</td>
<td>never</td>
</tr>
<tr>
<td>X is</td>
<td>you shew X to Y</td>
</tr>
<tr>
<td>u-Xven-eb</td>
<td>you remember X</td>
</tr>
</tbody>
</table>
Exercises

1 Write out the present tenses of the neutral and subjective versional pairs:

write X write one’s own X
kill X kill one’s own X
warm X warm one’s own X

2 Fill in the gaps and translate:

(a) წაკართჰს დაჭირა ოჯახი? დაჭიროთ დაჭირა ოჯახი?
(b) არ არგოხოთ ოჯახთან დება? არ არგოხოთ ოჯახთან დება?
(c) იყო არ არგოხოთ ოჯახთან დება? იყო არ არგოხოთ ოჯახთან დება?
(d) არ არგოხოთ ოჯახთან დება? არ არგოხოთ ოჯახთან დება?
(e) არ არგოხოთ ოჯახთან დება? არ არგოხოთ ოჯახთან დება?
(f) არ არგოხოთ ოჯახთან დება? არ არგოხოთ ოჯახთან დება?
(g) არ არგოხოთ ოჯახთან დება? არ არგოხოთ ოჯახთa დება?
(h) არ არგოხოთ ოჯaხთa დeბa? არ არგoხoთ ოჯaხთa დeбa?

3 In each example work out the correct form of the two verbs put on and take off:

(a) თქვენი ნორთები — / — დახმარებს?
(b) ჩვენი ნორთები — / — გამხატებს (shoe(s))
(c) ჩემი ნორთები — / — დახმარებს
(d) ჩემი ნორთები — / — დახმარებს
(e) ჩვენი ნoრთები — / — გამხატებს ხალხში?
(f) ჩვენი ნoრთები — / — გaმხატეbს
(g) ჩვენი ნoრთეbი — / — გaმხaტეbს
(h) ჩვენი ნoრთeბi — / —

4 Complete the correct form of the indefinite:

(a) ვიჟავს — დარგალი ქირთი?  (c) ჩვენი, თქვენი მოიჭრებთ
(b) მოქალაქე ქირთა მოქალაქე?  (f) ჩვენი ნoრთეbი — დარგალი ნoრთeბi
(c) არ არ მოქალაქე?  (g) ჩვენი ნoრთeბi — დaრგaლი ნoრთeბi
(d) თქვენი ნორთები?  (h) თქვენი ნoრთeბi დaრგaლi ნoრთeბi

5 Translate into Georgian:

(a) Our son goes to bed at 7, goes to sleep at 8, and wakes up at 7.15.
(b) We wake up our mother at 7.30. Then she gets dressed and combs her hair.
(c) Are you doing anything? We sat down at 1 o’clock and are resting till 2.
(d) They are removing their hats and signing many cheques.
(e) Are you smelling something? Excuse me, I am wiping my nose.
(f) How much do they weigh? They weigh approximately 100 kilos.
(g) Are you entrusting your daughter to anyone? Yes, to the teacher.
(h) We are taking sweets from the children and giving money to their parents.

6 Translate into English:
(a) შეიძლო, რომ გახადოთ, რომ ქვეყანა მოხატება/არის მითუთა.
(b) სამოქალაქო როგორც თოვლია იმ თბილისის.
(c) ხომ რაფიც იმამ? თუ რა მოქმედი და რომლებს უკვე
(d) ნიგროდამ ვარ ამ რის და რას გახადთ? თუ სუვარი და თავმ გახადთ?
(e) შეიძლო ჭიშილილი ღედიე, ბაღიშის აყვანი, და ჭედს იღერის; ერთად საფრთხე მოჰყავა.
(f) ბავშვ თოვლისგან ემიჩქვა ღედის არაფერი და ჭეხო მასთან ერთად ორუნგა
(g) არს დიდი რიცხვი, რომელი საკუთარ სახლში შეიძლო, როგორც დაროგა ვაჩ გახ.
(h) თუ შეხ არსადგური მაჰს არაგტან, შეხ რიცხო არაფერ მას გახ.

SUPPLEMENTARY VERBAL PRACTICE

7 Select the appropriate verb and conjugate it in full to fit the contexts below:

<table>
<thead>
<tr>
<th>გადაკამები</th>
<th>(a) put on</th>
<th>(b) remove</th>
<th>(i) ბაღიში</th>
<th>(c) put on someone else</th>
<th>(ii) ჭეხი</th>
<th>(d) remove from someone else</th>
<th>(iii) ბაღიში</th>
</tr>
</thead>
<tbody>
<tr>
<td>ოფ/ზუგა</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ოფ/ზუგა</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ოფ/ზუგა</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6

In this lesson you will learn about:

- Future of transitive verbs
- Object agreement affixes
- Reflexives
- Emphatics

Dialogue 1

The English visitor, Anne, discusses housework again with her Georgian hostess, Inga. Compare the following with Dialogue 1, Lesson 4

Inga: პირველად როგორ ვახვეში? ანი: ამ ადგილზე ღალათები ველიანდები მიგდება იახ, ფსტრე, იმუშავებს, ხარისხი, ბაგეთი, ნეები და ხევსები. ღალათები მაგალითად კიკარი და სამზარეულო ეტერი, გური ჯარში ახალი მარგალოსვნავმა,
Inga: თური მარგალოს და მარგალოს ფერთულ, და სხვა ღალათ ლაგოსაგან ყოველ დღისამდე მიოხეშა იახ დღე მაღალიაროც და ახ დაჭუჭებულ.
Inga: სამზარეულო და როგორ შეირჩეულა ამ პროცესში? ანი: სამზარეულო ლუდში ახალშვილი, სააწმართლო (არ აღორძგავთ ფილალი)
Inga: თური შორის და ლუდში სახვნა ლამაზ, კარგად აღორძგავთ ფილალი. მატყელებზე ფილალი აღორძდება ამგვარად.
Inga: გური ჯარში ახალშვილ სამზარეულო და გური ჯარში ახალშვილ ფილალი.
Gela and his father, Demna, prepare for an outing

Dialogue 2

Gela: Gela and his father, Demna, prepare for an outing

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>you will bake X</td>
<td>you will arrange X</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you will sieve X</td>
<td>you will weigh X</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you will throw them in</td>
<td>you will pour X</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you will knead X</td>
<td>you will cover X</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you will leave X</td>
<td>you will fill X</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you will cause X to rise</td>
<td>you will cut X in pieces</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you will light X</td>
<td>you will put X somewhere/in</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you sell X</td>
<td>usual</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you will pump up X</td>
<td>you will arrange X</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>self (emphatic)</td>
<td>you will comb X for Y</td>
<td>you will arrange X</td>
<td></td>
</tr>
<tr>
<td>you sit on X</td>
<td>you beautify your X</td>
<td>you will arrange X</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6

<table>
<thead>
<tr>
<th>语言</th>
<th>英文</th>
<th>俄文</th>
<th>中文</th>
</tr>
</thead>
<tbody>
<tr>
<td>sarke</td>
<td>mirror</td>
<td>水晶</td>
<td>镜子</td>
</tr>
<tr>
<td>cin</td>
<td>village, countryside</td>
<td>村庄, 郊区</td>
<td>前方的</td>
</tr>
<tr>
<td>moamzadeb</td>
<td>you will prepare X</td>
<td>你将准备</td>
<td>快速地</td>
</tr>
</tbody>
</table>

Dialogue 3

Bezhan asks his friend, Ambrosi, what he is doing. They use the polite form of address

Bezhan: რა ჰქონდათ მეტყე?
Ambrosi: ჩემი გამგზავრებით, ღერძზე მოხდგინე იმ ყოთილობა.
Bezhan: გახდებით სწორად მოხდგინე ამ სახელმწიფოში?
Ambrosi: რამდენი არა! გადაატვირთეთ ბოლო?
Bezhan: საქველის საქროსჰეტოში, ხალხური სახელში მაღა გადაატვირთეთ ჭუჭა.
Ambrosi: გახდებით სწორად მოხდგინე ფეხმარით?
Bezhan: დირთ მოგვითხრობათ სპილო გადაატვირთ. ამა წყლით იგი მოწმინი უღელტ.
Ambrosi: გადაატვირთ.

Vocabulary

<table>
<thead>
<tr>
<th>语言</th>
<th>英文</th>
<th>俄文</th>
<th>中文</th>
</tr>
</thead>
<tbody>
<tr>
<td>mand</td>
<td>there (by you)</td>
<td>你（由）</td>
<td>这里</td>
</tr>
<tr>
<td>kidev</td>
<td>again</td>
<td>重新</td>
<td>再次</td>
</tr>
<tr>
<td>sazGvargareT</td>
<td>next week</td>
<td>下周</td>
<td>下周</td>
</tr>
<tr>
<td>miscer</td>
<td>you will write X to Y</td>
<td>你将会写</td>
<td>你将写</td>
</tr>
<tr>
<td>im kviraSi</td>
<td>you will sign X</td>
<td>你将签名</td>
<td>你将签名</td>
</tr>
<tr>
<td>Hels moacer</td>
<td>you will sign X</td>
<td>你将签名</td>
<td>你将签名</td>
</tr>
<tr>
<td>sabuTi</td>
<td>document</td>
<td>文档</td>
<td>文件</td>
</tr>
<tr>
<td>gamo(a)gzavni</td>
<td>you will send X here</td>
<td>你将在这里发送</td>
<td>你将在那里发送</td>
</tr>
<tr>
<td>iCnob</td>
<td>you know (a person)</td>
<td>你知道 (一个)</td>
<td>你知道</td>
</tr>
<tr>
<td>gaaCnob</td>
<td>you will introduce X to Y</td>
<td>你将介绍 X 给 Y</td>
<td>你将介绍 X 给 Y</td>
</tr>
</tbody>
</table>

Grammar

The future indicative of transitive verbs

The normal pattern for the formation of the future indicative of transitive verbs is to add to the present indicative one of the language’s stock of preverbs (discussed in Lesson 2). It is unfortunately hardly ever the case that one can
predict with which of the preverbs any individual verb will be prefixed, but, once learnt, the relevant preverb will at least remain the one that is employed in all tense-mood forms outside the present sub-series (namely the present indicative, present subjunctive and imperfect indicative).

The preverb, whether simple or complex, must stand first in the verbal complex (i.e. immediately preceding any agreement prefix that may be present), e.g. 

\[\text{I make/shall make up a bed: } \text{a}-\gamma-\varepsilon-b/\text{da-a-} \varepsilon-b\]

**logins**

\[\text{I make/shall make up a bed for myself: } \text{a}-\gamma-\varepsilon-b/\text{da-a-} \varepsilon-b\]

**logins**

\[\text{I put/shall put a shirt on you: } \text{a}-\gamma-\varepsilon-b/\text{da-a-} \varepsilon-b\]

**Kuds**

\[\text{I (shall) take off my trousers (Sarv\[a\]li)} (note the change of preverb for headgear: \text{a}-\gamma-\varepsilon-b/\text{da-a-} \varepsilon-b\) (shall) take off my hat).**

For the rest of the course all verbs will be given in the vocabularies with their appropriate preverb in brackets. By referring to the Georgian–English vocabulary at the back of this book, readers will find the appropriate preverb for all the verb roots listed so far. Note that \text{a}- is the old form of the preverb \text{a-}, retained as a relic by some verbs.

The following general rules apply:

1. The same preverb will be used with a particular root regardless of which version (neutral, subjective, locative) is employed.

2. Sometimes there is no difference between present and future indicatives.

3. Sometimes distinctions emerge in the future, where the present is, out of context, simply ambiguous (e.g. \text{a}-\gamma-\varepsilon-b you win (match) compared with you make up your (bed), whereas the future allows no such confusion between \text{a}-\gamma-\varepsilon-b you will win (match) compared with \text{a}-\gamma-\varepsilon-b you will make your (bed)).

4. Where motion is involved, the appropriate preverb may be chosen for the direction concerned.

5. The preverb \text{a-} may replace the normal preverb of some roots if the direct object is plural.

Some verbs employ one root in the present sub-series and another in the future sub-series. This latter root is then usually carried over into Series II and III, but again there are exceptions. Some important examples of such root suppletion are the following:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>\text{bo-} \varepsilon-b</td>
<td>you see X</td>
</tr>
<tr>
<td>\text{lo-} \varepsilon-b</td>
<td>you drink X</td>
</tr>
<tr>
<td>\text{sd-} \varepsilon-b</td>
<td>you say X</td>
</tr>
<tr>
<td>\text{a-jl}(-) \varepsilon-b</td>
<td>you give X to Y</td>
</tr>
<tr>
<td>\text{bo-} \varepsilon-b</td>
<td>you will see X</td>
</tr>
<tr>
<td>\text{lo-} \varepsilon-b</td>
<td>you will drink X</td>
</tr>
<tr>
<td>\text{sd-} \varepsilon-b</td>
<td>you will say X</td>
</tr>
<tr>
<td>\text{a-jl}(-) \varepsilon-b</td>
<td>you will give X to Y</td>
</tr>
</tbody>
</table>

The verb \text{to give} outside the present sub-series demonstrates a complication that is shared by some other verbs in connection with the use of the preverb. \text{a-} is used to characterise an action away from speaker or hearer, such as the action here of giving something to a third individual – historically at least,
if this third individual were standing by the speaker, this could be indicated by the use of the preverb əne- (e.g. əne-əg-gi), but this is exceptional. When the action of giving is directed towards speaker or hearer, əne- gives way to əme-, for example:

| əme-əg-gi | you will give X to me |
| əme-əg-əm | I shall give X to you |
| əme-əg-əm | I shall give X to Y |
| əme-əg-əm | they will give X to us |

Sometimes even the present sub-series contain a preverb, in which case there is no difference between present and future indicatives (e.g. əne-əg-əm əne-i əg-i what does this denote?).

Object agreement affixes

The affixes that allow Georgian verbs to show agreement with both direct and indirect objects are set out below:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>ə-</td>
<td>ə3-</td>
</tr>
<tr>
<td>2nd person</td>
<td>ə-</td>
<td>ə-</td>
</tr>
<tr>
<td>3rd person</td>
<td>Ø</td>
<td>(ə)-</td>
</tr>
</tbody>
</table>

There are, however, certain differences in the way the language handles direct as opposed to indirect objects in its selection from this list of affixes, as is explained below. But let us examine the system operating in straightforward cases, noting that by far the commonest marker of a 3rd person object is zero. Readers may like to refer back to the subject agreement table in Lesson 3, with which, of course, they should now be fully familiar:

| ə-əg-əm | you hide me  |
| ə-əg-əm | you hide us  |
| ə-əg-əm | they hide you|
| ə-əg-əm | you hide X   |
| ə-əg-əm | you (pl.) hide X |
| ə-əg-əm | X hides us   |
| ə-əg-əm | X hides you  |
| ə-əg-əm | (you pl.) hide me |
| ə-əg-əm | you (pl.) hide us |
| ə-əg-əm | they hide us  |
| ə-əg-əm | X hides Y    |
| ə-əg-əm | they hide X  |
| ə-əg-əm | X hides me   |

In these examples we have at most one non-zero marker both before the root (as prefix) or at the end of the verb (as suffix). When, according to a comparison of the two tables of subject and object agreement affixes, we would naturally expect either two prefixes or two suffixes, such sequences are avoided in the following ways.
Where a 1st person subject (either singular I or plural we) is linked with a 2nd person object (you), the impermissible prefixal sequence of v-g- is avoided simply by dropping the v-:

\[ g-mal-av \] I hide you
\[ g-mal-av-T \] we hide you/I hide you (pl.)

The plurality of a 1st person subject is marked by final -T, as is the plurality of a 2nd person object. And so, the equivalent of we hide you (pl.) ought to motivate a sequence of -v-g-. But as this is impossible, only one of the two appears. This means that, in addition to the two meanings just assigned to it, the form \[ g-mal-av-T \] may also mean we hide you (pl.).

Where we have a 2nd person plural object coupled with (a) a 3rd person singular subject, the expected suffixal sequence is -v-g-, and (b) a 3rd person plural subject, the expected suffixal sequence is -g-g-. These impermissible endings are resolved in different ways: (a) loses the 3rd person marker -v-, whilst (b) loses the 2nd person pluraliser -g-. This results in a form such as \[ g-mal-av-T \] having a fourth possible meaning, namely he/she/it hides you (pl.). On the other hand, \[ g-mal-av-g-g- \] means they hide you (pl.).

For 3rd person direct objects only the zero prefix is ever used. The plurality of 3rd person direct objects is never marked on the verb, although this latter provision is sometimes ignored, producing forms such as \( (es) (maT) a-cuH-eb-T \) this upsets them, in place of the more prescriptively correct \( (es) (maT) a-cuH-eb-s \).

What extra difficulties does the marking of indirect objects introduce? In the case of 3rd person indirect objects, again the zero marker is the most widely used of the three variants – -v- appears if it is followed by any of the consonants: z-, ñ-, ññ-, ñññ-, çñ-, qñ-, qññ-, çññ-, çñññ-. On the other hand, h- is used if followed by jä-, ñç-, çñ-, çññ-, çñññ-. In Modern Georgian both -h- and -s- disappear when preceded by the 1st person subject marker v-. Plurality of 3rd person indirect objects is not indicated in the sort of transitive verb forms with which we have so far been concerned – we will see how the bracketed pluraliser -T is used when we discuss IIIrd Series forms of transitive verbs in Lesson 15. This grammatical point is also covered in relation to indirect verbs (Lesson 13), and to the marking of indirect objects with intransitive verbs (Lesson 10):

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ზ ჭო-</td>
<td>you strip me of X</td>
</tr>
<tr>
<td>ზ ჭო-ñ</td>
<td>X strips as of Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-b</td>
<td>they strip you! (pl.) of Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-s</td>
<td>you strip Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m</td>
<td>I strip X of Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m-b</td>
<td>we strip you! (pl.) of Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m</td>
<td>I strip you! (pl.) of Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m</td>
<td>X strips you! (pl.) of Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m</td>
<td>you write X to me</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m</td>
<td>you write X to Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m</td>
<td>you (pl.) write X to me</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m</td>
<td>you write X to Y</td>
</tr>
<tr>
<td>ზ ჭო-ñ-m</td>
<td>you (pl.) write X to Y</td>
</tr>
</tbody>
</table>
Outside the present sub-series the verb write (to X) follows the same fluctuation between mi- as preverb described above for the future indicative of the verb to give. The expression Hels mo-a cer you will sign X, however, always takes mo-. mi-a cer also exists and means you will ascribe X to Y.

There is one final instance where the impermissible sequence of two agreement prefixes is avoided. With a verb such as give we may have a sentence where the direct object is me and the indirect object is you (or vice versa). Such a coupling should lead to both an -m- and a -g- standing side by side. This impossibility is avoided by paraphrasing the direct object in such a way that it becomes 3rd person and thus takes a zero prefix. The transformation is achieved by using the noun Tav-i head preceded by the appropriate possessive adjective, and it is also usual to apply it when a 1st or 2nd person direct object is coupled with a 3rd person indirect object. Thus:

- xems Tavs a- jl(-)ev-en they give me to X
- vis a-bar-eb-T Xvens Tavs? to whom are you (pl.) entrusting us?
- Sen g-a-bar-eb-en Xems Tavs? are they entrusting me to you?
- me m-a-bar-eb-T maT? are you (pl.) entrusting them to me?

* Such an example is nevertheless sometimes met with the meaning Are you entrusting me to them?

**Reflexives**

Georgian has no special reflexive pronoun (-self/selves). Where necessary it employs the same paraphrase as that described above, namely the noun Tav-i head/self preceded by the appropriate possessive adjective. The 3rd person singular possessive adjective is based on the genitive of this selfsame noun, namely Tav+is-i X's own (in the plural the adjective is TavianT-i their own). Consider this definition from the Georgian Academy Dictionary of the 1st person singular pronoun me I: am sitqviT molaparake aGniSnavs Tavis With this word the speaker (molaparake) denotes himself (= his own head/self).

Often when this reflexive paraphrase is used, the verb will stand in the subjective version, in which case no possessive adjective is permitted:

- xavs 3m-n-ji-en I shall kill myself
- xavs 3m-n-ji-en you will kill yourself
- xavs 3m-n-ji-en X will kill himself/herself/itself
One way of saying I shall sacrifice myself for X is to use this same verbal root in the locative version (there is also a change in preverb), where we see that the locative version outranks the subjective:

(Xems) Tavs Se-v-a- kl-av mamuls
I shall sacrifice myself for my land

An alternative verb without locative version is:

(TavianT) Tavs Se-s- cir-av-en mamuls
they will sacrifice themselves for their land

Emphatic pronouns

Formally identical in English to the reflexive pronouns are the emphatic pronouns, though functionally they behave quite differently. Contrast I saw myself in the mirror (reflexive) with I saw you in the mirror myself (emphatic).

In Georgian there is one word ოთხი (on), obviously again related to the instrumental case of ოთხ head, which serves as the invariant emphatic pronoun:

ოთხი (on) ga-v-a-keT-eb
I shall do it myself

ოთხი (on) ga-a-keT-eb-en
they will do it themselves

Dialogue 4

Zaza asks his father, Luk’a, about life in the army

ჰაჰა: რომელი სახით დატოტენი ჯარისკაცები? ახალგაზრდულმა მკაფიოებებმა გამჭირებენ
ლუკა: თქვენ ლაგობა სეთში კმარმარან სახელით, მერყეობით, გამოგრძელდათ, გზირა გამოლამარ, თახმის ანგურში (რამდენი) წინამექნები, და აა! გულში შეფარდა არამედ გარდახმაურებამ!
ჰაჰა: რატომ შესაძლო ჰადა დარჩენი? ახალგაზრდულმა მკაფიოებმა გამჭირებენ.
ლუკა: თქვენ არა! ხშირად გარდანახეთ ნებართა ჯარისკაცები.

Vocabulary

თანამჯერი soldier კლანა (a) you tidy up X
კუხი (გ) you shave (yourself) ჭოჭი ქართული face, mouth
კარ (დ) you wash your X საუზმა breakfast
Proverb

One censures a friend to his face, an enemy behind his back
(lit. face)

VOCABULARY

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>მეგობრი</td>
<td>friend</td>
</tr>
<tr>
<td>მთერი</td>
<td>enemy</td>
</tr>
</tbody>
</table>

Verse

‘The Lad and the Butterfly’

ჯერ პარადი და ხეკუჩმა

‘The Lad and the Butterfly’

ჯერ პარადი და ხეკუჩმა და გამოიწვა ბაბუ... მას ძალად იყო მინარე, გამარჯვენა და მოუდა... აბრელალი გამოთხოთ: “პარადი, თქვენ როგორ იფრენი ჩეთის? როგორ არ დაეტანი სახე და სახე მოუსქნარაა ვერტენზ?”

პარადს გამოთხოთ: “მოძრაობი გულახლოვანა მე ზეიროვებულა და და გულახლოვანა გამოგონი ჩვენას სახემდემო, სახემდემო.

რა ლელ მიქობა — ზეიროვებულ კლამა, ნამდვილ გულახლოვანა და გულახლოვან არა გარი... გამოგონი... ნაპატიმო!”

ქართულად ხულო გულახლოვა, გულახლოვა გამო პარადო... და, თანხალი სრულწამო შადინის, თქვენ გულახლოვა ხელ-ხელ.

(Ak’ak’i Ts’ereteli)
Exercises

1 Write out the present and future tense conjugation for the expressions
I (etc.) put on/shall put on a shirt, I (etc.) take/shall take the hat off the child
and I (etc.) take/shall take off my socks.

2 Fill in the gaps and translate:
   (a) რ_ _ ქ_ _ ხ_ _ ქ_ _ გ_ _ ქ_ _
   (b) ქ_ _ გ_ _ გ_ _ გ_ _ გ_ _ გ_ _ ქ_ _ ქ_ _
   (c) ქ_ _ ქ_ _ ქ_ _ ქ_ _ ქ_ _ ქ_ _ ქ_ _ ქ_ _
   (d) ქ_ _ ქ_ _ ქ_ _ ქ_ _ ქ_ _ ქ_ _ ქ_ _ ქ_ _
Lesson 6

3 Change the verbs in the following into their future form:

(a) მაბათზე არ ვნახეთ თქვენს
(b) მარჯვენად ვირჩობთ
(c) რას ამბობთ?
(d) რუმანულ მსჯერო

4 How are the bracketed words conveyed in Georgian? Translate each example:

(a) მათ/მათთქვენ (me) მიაღწევთ
(b) ვით/ვიტ/ვით/ვით (ourselves)
(c) თქვენ/თქვენ/თქვენ/თქვენ (yourself)?
(d) თქვენ (yourself) მოგწმათ?

5 The following examples, each to be put into a single Georgian verb form, are designed to test your ability to combine the relevant agreement-affixes for subjects and objects:

(a) they will see us
(b) I shall tire you
(c) you (pl.) will leave us
(d) X is sending you
(e) they will send you (pl.) here
(f) they lead us into error
(g) I shall lose you
(h) you (pl.) will drag us in here

6 Translate the following verb forms into English, noting any ambiguities:

(a) გამოხვერდათ
(b) მოეწერთ
(c) ამორჩილით
(d) გავიწყოთ

7 Translate into Georgian:

(a) After lunch what will your parents say?
(b) The soldiers are giving the lad the money, and soon he will give it to us.
(c) Will you (pl.) send the soldiers to our village?
(d) Who will comb my hair? Your mother will comb your hair.
(e) No, mother is preparing the sandwiches. I shall wipe my nose, wash my hands and comb my hair myself.
(f) When will you introduce your pretty sister to us?
(g) To whom are you writing that letter and when will you write to me?
(h) Soon we are going to Tbilisi, and then I shall write to you from Georgia.

8 Translate into English:

(a) ჯარისკაციან რაიონში ვიტყვით?
(b) რაიონში შევსები დაიკორი და შევა ხელი დაიკორი, შეიფარ და გავიწვრა ვიტყვით.
(c) ქალები როგორ ხელისხმა? სახლში როგორ ხელისხმა? სარგებლობაში — როგორ ხელისხმა.
(d) რა დღეს (long time) ჩემი შვიდი? რამე ხელს შევა? ჭიღრიგვი ხელისხმა.
(e) რამდენი მამისგზე? რამდენს გავიწვრა, რამდენს ხელს შევსები?
(f) როგორ გაიხმარები ჩემთან? როგორ გაიხმარები ჩემთან?
(g) საქმიან გაიხმარები ჩემთან არ გამოვითხმა, რამდენი ცხოვრისპირ ვიტყვით?
(h) რა არ ვიტყვით QB ორობს? რამდე შევა ქოლარმდე მალე გავახმავს ქართულ ცხოვრებაში?

SUPPLEMENTARY VERBAL PRACTICE

9 Work out the meaning of the following verb forms and then produce the equivalent expression by inverting the subject and direct object or, for those verbs with three arguments, the subject and the indirect object.

(a) მლოცვა (b) (შამ) ხახუ (c) (შამ) მომწიფა (d) ძვალახირი (e) (შამ/შამი) გამოწვე (f) მომოქრა (g) (შამ/შამი) მითხვა (h) (შამ) მითხვა (i) (შამ/შამი) შეხერა (j) (შამ) მითხვა (k) (შამ/შამი) შხვა (l) (შამ) გამოწვე
Lesson 7

In this lesson you will learn about:

- Objective version
- How to say *too*, *also*
- The emphatic interrogative particle meaning *what/where on earth?*
- Relative clauses
- The potential negative
- The vocative case
- Adjective agreement for the vocative

Dialogue 1

The boy, Dachi, asks his mother, Tsutsa, about her telephone call to her sister, Ksenia:

Dachi: სახი როდეს გუსი (ლუქზომ)?
Tsutsa: რამა გხო, ჩემსო, ქერი ლუქზო, ქური ლუქზო ახო ქრონუშ.
Tsutsa: ქერისო გუხბარდოლი (/ქერისო, გუხბარდოლი)! რა გაუგა, გბაკშე. როგორ ბობ?
ქერისო: გახსნილიაზო, ჩემსო. ამ ქარი გოილია. სახელი სახელი ახო ქრონუშ გახასიათ. რა(ს)ქეფა გუნდი? რა(ს)ქეფა მოგნი?
Tsutsa: ნელი, ქერისო ბობ ეფუ ქალი და მიყვან ჰაეთი ბრუნსი? ქალი მოსა დაგმუშაგი დედა.
Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>რაჭე (და-)</td>
<td>you ring</td>
<td>მამი</td>
<td>you ring X</td>
<td>შემოჩერჩება (შ-ი)</td>
<td>you inform X of Y</td>
</tr>
<tr>
<td>ჯური</td>
<td>aunt (mother’s sister)</td>
<td>კარგი</td>
<td>mum</td>
<td>თავისუფალი (თ-ი)</td>
<td>fine, kind</td>
</tr>
<tr>
<td>ბრუნი (შ-ი)</td>
<td>number</td>
<td>თავი</td>
<td>you dial X for Y</td>
<td>თანხა  (დ-ი)</td>
<td>number</td>
</tr>
<tr>
<td>განდაჰერი!</td>
<td>Greetings to X!</td>
<td>გახსნით (ვაშლი)</td>
<td>in half an hour</td>
<td>შემოჩერჩება (შ-ი)</td>
<td>shop</td>
</tr>
<tr>
<td>შარმბა</td>
<td>you will buy X for Y</td>
<td>თმა (გ-ი)</td>
<td>you open X</td>
<td>კეთება</td>
<td>you will bring X for Y</td>
</tr>
<tr>
<td>ჭიჭიკო</td>
<td>husband</td>
<td>წყრა</td>
<td>not (possible)</td>
<td>არ არ იქნა ახალი</td>
<td>small</td>
</tr>
<tr>
<td>ჰმხმა</td>
<td>small</td>
<td>შამთარჯიში</td>
<td>present</td>
<td>საშორება!</td>
<td>So long!</td>
</tr>
<tr>
<td>შამთარჯიში!</td>
<td>So long!</td>
<td>რუმი</td>
<td>So long!</td>
<td>ანტ (father’s sister)</td>
<td>aunt (father’s sister)</td>
</tr>
</tbody>
</table>

Dialogue 2

Badri asks his son, K’oba, about school

ბადრი: კობა! სკოლაში რისი გაემსახურება?
კობა: კროლში გემსახურება, მათი კროლ-კროლი, მათმახრი, გემსახურება და თავისუფალება.
ბადრი: თუმცა გამსახურება (ინგლური ენი) გაემსახურება, კარგი უფლება გემსახურება მათი და თავისუფალება გამოიყენოს?
კობა: სკოლაში კარგი უფლება გემსახურება, თუმცა ერთი რისი მიენიჭე მათი ერთ გამოყენება.
ბადრი: და რის არ იქნა ახალი, შეიძინო? სკოლაში შიდინჯობა მიენიჭე.
კობა: გემსახურება ინგლური ენი, ხოლო ახალში უფლება გემსახურება პოლიტიკური შესახებ (პოლიტიკას).
ბადრი: არა უნდა, შეიძინო. პოლიტიკა ინგლური ენით გემსახურება – ერთი შესახებ, განკირ.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>არჩევანი</td>
<td>you (will) teach X to Y</td>
<td>ნეტა-კარგი</td>
<td>writing-reading</td>
<td>მათმახრი</td>
<td>mathematics</td>
</tr>
<tr>
<td>გემსახურება</td>
<td>grammar</td>
<td>გემსახურება</td>
<td>grammar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dialogue 3

T'ogo and his wife, Zhuzhuna, discuss plans for an old painting

T'ogo: რას გამოკვთავს დღის გამოჩენას, რომლებიც შექმნა ახალგაზრდა მხატვარგამოშველში?

Zhuzhuna: როგორ მოქანასთან, მოქანასთან, ფოთლებში ჰქონდა, და გულგახდომი წარმოადგენდა მათ აქ და ბინა.

T'ogo: როგორ ითვალისწინებთ მოქანასთან, რომ მოქანასთან კონტრაქტი და შე მას გამოყენებული წარმოადგენდა, რომლიც შეიძლება იყო გამოყენდეს?

Zhuzhuna: არჩეულია ახალგაზრდა რელენს მეთოდიც, რომლისაც მოქანასთან გაცხადებულია. და თუ კონტრაქტები ჰქონდა, ჰქონდა განემსგავსენ.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian (г-)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ძაღლი (გ-)</td>
<td>dog</td>
</tr>
<tr>
<td>წყარპირა მოქანა</td>
<td>post office</td>
</tr>
<tr>
<td>მოქანა</td>
<td>workshop</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>dog</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you send X to Y</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you will hand X on to Y</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you will receive X</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
</tbody>
</table>

Lesson 7

Dialogue 3

T'ogo and his wife, Zhuzhuna, discuss plans for an old painting

T'ogo: რას გამოკვთავს დღის გამოჩენას, რომლებიც შექმნა ახალგაზრდა მხატვარგამოშველში?

Zhuzhuna: როგორ მოქანასთან, მოქანასთან, ფოთლებში ჰქონდა, და გულგახდომი წარმოადგენდა მათ აქ და ბინა.

T'ogo: როგორ ითვალისწინებთ მოქანასთან, რომ მოქანასთან კონტრაქტი და შე მას გამოყენებული წარმოადგენდა, რომლიც შეიძლება იყო გამოყენდეს?

Zhuzhuna: არჩეულია ახალგაზრდა რელენს მეთოდიც, რომლისაც მოქანასთან გაცხადებულია. და თუ კონტრაქტები ჰქონდა, ჰქონდა განემსგავსენ.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian (გ-)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ძაღლი (გ-)</td>
<td>dog</td>
</tr>
<tr>
<td>წყარპირა მოქანა</td>
<td>post office</td>
</tr>
<tr>
<td>მოქანა</td>
<td>workshop</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>dog</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you send X to Y</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you will hand X on to Y</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you will receive X</td>
</tr>
</tbody>
</table>

Lesson 7

Dialogue 3

T'ogo and his wife, Zhuzhuna, discuss plans for an old painting

T'ogo: რას გამოკვთავს დღის გამოჩენას, რომლებიც შექმნა ახალგაზრდა მხატვარგამოშველში?

Zhuzhuna: როგორ მოქანასთან, მოქანასთან, ფოთლებში ჰქონდა, და გულგახდომი წარმოადგენდა მათ აქ და ბინა.

T'ogo: როგორ ითვალისწინებთ მოქანასთან, რომ მოქანასთან კონტრაქტი და შე მას გამოყენებული წარმოადგენდა, რომლიც შეიძლება იყო გამოყენდეს?

Zhuzhuna: არჩეულია ახალგაზრდა რელენს მეთოდიც, რომლისაც მოქანასთან გაცხადებულია. და თუ კონტრაქტები ჰქონდა, ჰქონდა განემსგავსენ.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian (გ-)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ძაღლი (გ-)</td>
<td>dog</td>
</tr>
<tr>
<td>წყარპირა მოქანა</td>
<td>post office</td>
</tr>
<tr>
<td>მოქანა</td>
<td>workshop</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>dog</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you send X to Y</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you will hand X on to Y</td>
</tr>
<tr>
<td>წყარპირა ძაღლი</td>
<td>animal</td>
</tr>
<tr>
<td>გამოყენება (გ-)</td>
<td>you will receive X</td>
</tr>
</tbody>
</table>
Grammar

Objective version

The fourth, and final, version that is essential to an understanding of the structure of transitive verbs in Series I and II is the objective version. This is a mechanism that creates indirect objects for a verb out of two sources: (a) postpositional phrases containing the postposition -Tvis for, and (b) the possessor attached to the verb’s direct object. Here are two examples. The sentence *I am writing a letter for/on behalf of my friend* could be translated into Georgian as:

\[ \text{cerils v-cer Xemi megobris(a)Tvis} \]

Alternatively, we can employ the objective version, drop the benefactive postposition, and turn the noun *friend* into the verb’s indirect object, thus:

\[ \text{cerils v-u-cer Xems megobars} \]

Note that, as mentioned in the previous lesson, *I am writing a letter to my friend* would have the verb \( \text{v-cer} \) in place of \( \text{v-u-cer} \) here. In a similar construction we can express the straight equivalent of *I am painting my parents’ house*, thus:

\[ \text{Xemi mSoblebis saHls v- Geb-av} \]

Here again the possessor in the genitive can be shifted to a dative indirect object if the objective version is utilised, e.g.:

\[ \text{Xems mSoblebs saHls v-u- Geb-av} \]

Obviously there is no great difference in meaning even in English between the expressions *I am painting my parents’ house* and *I am painting a/the house for my parents*, but, to the extent that there is a difference, the objective version has the same ambiguity in Georgian.

In future vocabularies, verbs presented in their objective version forms will have 2nd person subject and 3rd person indirect object, thus: \( \text{u-gzavn-i (ga-)} \) you send X to Y.

From a formal point of view, the objective version marker is the pre-radical vowel \( \text{u} \), as long as the indirect object is 3rd person – standing before a vowel, the object agreement prefix for such 3rd person indirect objects is, of course, zero. However, if the indirect object is 1st or 2nd person, the objective version vowel is \( \text{i} \), preceded by the appropriate object agreement prefix.

Study these examples:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>რა თქვენ ასტურთებს?</td>
<td>What are you building for me?</td>
</tr>
<tr>
<td>თქვენას ასტურთებს რომ გამზირთე?</td>
<td>I am building you a maize store</td>
</tr>
<tr>
<td>რა თქვენ რაცხენით ასტურთებ?</td>
<td>What are you (pl.) building for me?</td>
</tr>
</tbody>
</table>
We are building you a garage. What will they write for us?

They will write us top marks (= 5 out of 5). What are you (pl.) making for X?

We are making a bookcase for X. What is X making for you (pl.)?

X is making us a cupboard.

* Since in speech the 1st person subject prefix -v- is regularly dropped before a following -u-, this example could also mean What are we making for X?

Verbs which have no neutral version forms but basically exist in the subjective version can, nevertheless, substitute the objective version for their fundamental subjective version. Outside the present sub-series there are two roots for the notion convey (i.e. bring/take), namely -tan (used of inanimate objects) and -qvan (for animate objects):

What will you bring?

Whom will you bring?

Here the versioniser denotes the subjective version. Now consider:

What will you bring X?

What will you bring me?

Whom will X bring you?

Here we have the objective version. Such being the case, out of context a form such as -m-i-qvan-s is ambiguous – in subjective version the meaning is X will bring me (hither), whereas in objective version the meaning is X will bring animate Y to/for me.

Just as some verbs basically exist in subjective versional forms, so other verbs basically exhibit the objective version. The normal expression for the blowing of the wind (Kari) is a typical example:

The wind blows from Mtac'minda (The Holy Mountain, which overlooks Tbilisi)

In the above example there is no indication of any object; if such an object is required, it can easily be supplied as a dative indirect object:

The wind is blowing on me

In the example just described the preverb will be -v-. But if it is a person that is doing the blowing onto something, then the preverb will be -d-:

The lad will blow on the samovar
Note also the usual function of this verb root in neutral version is to indicate inflation with air,¹ in which case the preverb will be გო-:

ბოლოქი Xem-s muCels ga- გო-ber-av-s

The radish(es) will fill my stomach (ქორწილწონ) with wind

This example has the objective versional variant:

ბოლოქი Xem-s muCels ga-m-i- გო-ber-av-s

As with the locative version, the objective version also has a role to play with intransitive verbs. Compare the following alternatives, where გვერდზე means side:

(ქორწილმ) ქორწილმ Coli zi-s/Jd-eb-a Xems gverdze

or (ქორწილმ) ქორწილმ შ-ქორწილ-ზე გვერდზე გეგმობა

(My) wife is seated/sitting down at my side

where it is the my accompanying the postpositional phrase that becomes the verb’s indirect object.

Expressions with too, also, as well

To link nouns or pronouns in a way equivalent to the English expression also, too, as well simply add the suffix -C to the noun or pronoun concerned. For example: ქალა ქალ-წყა-ბ — ჰოლო The woman is going – the man too; ნახელ ქალ-წყა-ბ — ჰოლო They are going out – me too. An example of this marker was given in Dialogue 1, Lesson 4.

Emphatic interrogative particle

The specific indefinite suffix -გაC is composed of the particle just described and the element -გა. This latter is used by itself in association with interrogatives as an equivalent to the English pray, on earth! (e.g. სადაც სად-დაჰაა! Where on earth are you going?!; სადაც სად-დაჰაა! What on earth are you doing?!). With non-interrogatives it is equivalent to მხოლოდ only (e.g. პრეზიდენტი ჰა- Jd-a Only the president sat down).

Relative clauses

Georgian can build relative clauses in exactly the same way as English, i.e. by means of a relative pronoun, standing, of course, in the appropriate case.

¹ The neutral version form is not unknown also in the sense of the wind blowing, but an example like თევერალუ გო-ber-av-s February blows is less common than the objective versional form given above.
These pronouns are based on the three interrogative pronouns: რომ Who?, ሰ锛 What?, ምን锛 Which one?. To turn these into their relative counterparts, simply add the suffix -C to give: የባን who, የራን which, የромеlis who/which.

The first two predominate in expressions such as: የእን ተባን all who, የእን ተራን everything which, የእን ተромеlis the one who or የእን ተ ромlis that which.

However, in the plural, or when the pronoun is linked to a full noun, the third pronoun is used, as in: የአን ተромеlis the man who, የአን ተромеlis the newspaper which, የአን ተромеlis those who/which.

Where the relative pronoun is governed by a postposition or stands in the genitive when linked to another noun in its clause, the suffix -C either stands at the end of the entire phrase or may be omitted:

I shall give you the book which you see on the table

The one who went out is my enemy

The beautiful woman from whom you will borrow the money is their daughter

The woman for whom I shall clean the window is our neighbour

Everything I see is mine, isn’t it?

Who is that woman at whose side you are standing?

In similar fashion we can produce relatives from the following interrogative adjectives and adverbs: ራስ ሰ锛 how many?, ይቅድ ሰ锛 as many; ው.pres ሰ锛 where?, ይቅድ ሰ锛 where; ይቅድ ሰ锛 when?, ይቅድ ሰ锛 when; ይቅድ ሰ锛 how?; ይቅድ ሰ锛 as.

The potential negative

We have already met the negative adverb არ not (cf. ሰ锛 no). This is only one of three negatives in the language. In order to negate the possibility of carrying out some action, the negative ጥ锛 is used in conjunction with the verb indicating the action that cannot be achieved. Contrast the following:

| ጥ锛 ጥ锛 | X is not going |
| ጥ锛 ጥ锛 | X cannot go |
The vocative case

The vocative is used when addressing someone. It has rather marginal status. Proper names simply stand in their bare root, which means dropping the -i of the nominative (unless, of course, this vowel is part of the root), e.g. 

**levan! elizabed! gogi! irakli! zaza! eliso!**

which last is the name *Eliso*. Common nouns with consonant-final roots replace the nominative -i with -o, e.g. 

**bixo! lad! kaCo! mate!**, which, though the vocative of the noun for man, may be used when addressing females with whom the speaker (male or female) is on familiar terms. As for vowel-final roots, historically they simply added -v (apart from i-final roots, which never altered) (e.g. 

**saKarTvelov! mudam SenTana var O Georgia! I am always with you**). However, today this -v has an archaic flavour, so that the vocative usually does not differ any longer from the nominative (e.g. 

**deda! Mother!**).

The vocative forms of **batoni** lord/master/sir/mister and **Kalbatoni** lady/mistress/madam/missus are very common. Conversations conducted in the polite mode of address often contain the forms **batono!/Kalbatono!** as a reinforcement of this politeness, where in English we would not necessarily say anything.

Regardless of the sex of the addressee, **batoni** is used if one wishes to have something repeated, or when granting someone permission to speak.

Adjective agreement with the vocative

In the vocative, consonant-final adjectives replace the nominative -n with -m, while vowel-final adjectives do not alter (e.g. 

**Xemo kargo da patara mego-baro!** My good and little friend!). When the 2nd person pronouns are used in association with the vocative, they lose their final -n (e.g. **Se/TKve dalovilo! You (sing. or pl.) blessed one!**). Note the high style **TKveno aGmatebulebav! Your Excellency!**, with vocative in -v.

The customary way of referring to individuals is to use the relevant first name preceded by whichever of the two terms **batoni/Kalbatoni** is appropriate (e.g. 

**batoni akaki sad ari(s)? Where is Ak’ak’i? or Kalbatoni elene Elene has come in** whereas in English we would tend to use Mr + Ak’ak’i’s surname or Mrs + Elene’s surname. In the vocative these words show the expected o-ending (e.g. 

**batoni akaki! Kalbatoni elene!**).
Dialogue 4

The teacher, Shalva, asks a favour of a male pupil, Ramaz

Shalva: Ramaz, you need to do a favour for me. Will you do it?

Ramaz: What do I need to do? Sir?

Shalva: Do you need to translate something to French? And return it to France?

Ramaz: Sir, what do I need to return? Please take my impression?

Shalva: What do you need? I need to translate something to French. Sir!

Ramaz: Let’s get going! Do it in time.

Shalva: Good! Ramaz.

Ramaz: Sir, please do it.

Vocabulary

| აჭურჭ (ჭ–)  | request |
| აჭურჭმე (ჭ–) | you fulfil X |
| ფრანსელი (ჭ–) | French (thing) (adj.) |
| ფრანსეტი (ჭ–) | you fulfil X for Y |
| აჭურჭმუც (ჭ–) | you translate X for Y |
| აჭურჭმუცი (ჭ–) | you return X to Y |
| აჭურჭმუცი (ჭ–) | you do X in time |
| აჭურჭმუცი (ჭ–) | you find time |
| აჭურჭმუცი (ჭ–) | you spend (night) |
| აჭურჭმუცი (ჭ–) | you effect X |
| აჭურჭმუცი (ჭ–) | you will show X to Y |
| აჭურჭმუცი (ჭ–) | you (will) show X to Y |
| აჭურჭმუცი (ჭ–) | you will show X to Y |
| აჭურჭმუცი (ჭ–) | you (will) show X to Y |

Proverb

The elbow is close, but you’ll be unable to bite it

The elbow is close, but you’ll be unable to bite it
Verse

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.

Verse: 

‘I see destiny’s peak’

I see destiny’s peak,
But not possible.

I see destiny’s peak,
But not possible.
Exercises

1 Write out the future paradigm for the verb in a sentence such as I (etc.) shall write a letter, then write out the equivalent paradigm for the expression I (etc.) shall write it for myself. Now adapt this for I (etc.) shall sign the cheque, and again for I (etc.) shall write to X.

Finally translate the following:

I shall write it for you/you (pl.)
you will write it for me/us
X will write it for me/us/you/you (pl.)
we shall write it for you/you (pl.)/X/Them
you (pl.) will write it for me/us/X/Them
they will write it for me/us/you/you (pl.)/X/Them

2 Fill in the gaps and translate:

(a) — ʒə ʒp_ ə ʒqʒ ʒp_ ?
(b) əzʒʒ əzʒə ʒp_ ə ʒqʒ ʒp_ ?
(c) əzqʒʒ əzqʒə ʒp_ ə ʒqʒ ʒp_ ?
(d) j_ ə ʒp_ ə ʒqʒʒ ʒp_ ?
(e) əzʒʒ_ ə ʒp_ ?
(f) əzqʒʒ əzqʒə ʒp_ ə ʒqʒ ʒp_ ?
(g) əzqʒə əzqʒ_ ʒp_ ə ʒqʒ ʒp_ ?
(h) _ ə ʒqʒʒ ə ʒqʒ_ ə ʒp_ ?

3 Complete (and translate) the following sentences with the correct form of the appropriate relative pronoun:

(a) (oh) — əməməm, əməməm əm əməm
(b) əm əməm, əməməm əməməməm, əməm əməməməməm
(c) (oh) — əməməm, əməməməməm, əməməməməm, əməməməməm
(d) əm əməm, əməməm, əməməməm, əməməməm
(e) əməməm, əməməm, əməməməm, əməməməm, əməməməm
(f) əməməməm, əməməm, əməməməməm, əməməməməm
(g) əməməməm, əməməm, əməməm
(h) əməməm, əməməm, əməməm, əməməm, əməməm
4 Express the following using a single Georgian verb:
(a) I shall return it/them to you (pl.)
(b) you will build it for me
(c) X will write it on it
(d) they will clean X for Y
(e) X will bring (some person) to us
(f) they will send X to you
(g) you will fulfil it for us
(h) you (pl.) will translate X for us

5 Now translate the following verb forms into English (noting any ambiguities):
(a) გაუკვეთბართ
(b) მოუხდება
(c) მომოთვალება
(d) გვითარნება
(e) მოგვუმჟავშნა
(f) გვიხარა
(g) მოგვალა
(h) გათვალისწინება

6 Translate into English:
(a) ბატონი ზურაბ, თბოვსი რიწვამ არ არსარულიათ ხომი?
(b) იმა და იმა არამა მო ბოჭით, რომლაცაც გაუწყობა გზით
(c) თქვენ ნიან (ის)ქმედ დაქვესობა კლელო, ხომ მემორანდუმი,
(d) რას მირთ და მორთუა, ბაქ, იმ მაშვენებლით, რომელიც მთელი იმიტომ გახსნის ქალაქში?
(e) ნელი მეჰმუთი რთიგ (რთა) გუმპირლა? რაიმე შორისაგან მეტად?
(f) თქვენ გულისხმით მაოთხმებ და იმისთან სერგია, ძალიან ცხადებით, ბოჭ, როდეს მამა შეს გახდება.
(g) ჰარი მახასიათებლი სავალხანებამ მოჩა. თქვენ ჰარი, რამე განთავისუფლება? გურიანთ ადამია გამოვლინათ იყო და მის შემთხვევა.
(h) თქვენ ითხოვეთ მარაგალების დღე ჯარი, არა შემცირე მარაგალებს და შორკალებს გამოვდებით ან შორკალებ.

7 Translate the following into Georgian:
(a) We and our teachers understand each other very well. They will teach us many languages.
(b) I shall see you tomorrow. In half an hour I shall ring my mother and later take this book to her. I shall show it to her and return it to you next week.
(c) The village where my parents are going is very pretty. Some day I shall bring you a photo of it.
(d) Will you bring your brother to me? Will you (pl.) give me a sweet? Yes. Fine! I shall bring you my brother.
(c) You see the beds on which the sick people are lying (prostrate), don’t you?
(f) I shall take the letter which came today to Aunt Eliso, mother.
(g) The one who came in first will pour the wine for us.
(h) We are unable to go out, because outside it is cold and the wind is blowing from the Holy Mountain.

SUPPLEMENTARY VERBAL PRACTICE

8 In the sentences below all the verbs have been omitted. The missing verbs are presented after the sentences, but their order has been scrambled. Match the appropriate verb to the appropriate context:

(a) შენიში შეიძლება ანტრეკოლოგიაში მიიღება წყლის _?
(b) რა (შენ) სახიდა გზი _
(c) შენ და შე ქრომილოვანი კირქვი ზერ _
(d) ჰკხელის მარსჯელებლარი, (შენ) რამდენა ა_?
(e) ჯაღურევა, (შენ) კირქვი ზერ — ლექნა საკადემიკონო — და საბრძოლო დ_ _
(f) რთვა შენ გონიოს — შენი საპატიოზო ხომალდი რაცხა _?
(g) ნება სპეციალიზაციაში მართვა ლეგა — შენ თითქმ. ნება არავ ხსოვ —
(h) ტატარამატი (შენ) სინ გონიო _?

ვალი / ფარგა / მაფინო / პილაგრო / ატ.რანჯი ხომალდ / პიეჯურბა / ბარი / პიეჯურბა / ჯაღურევი / ჯაღურევი / ჯაღურევი / ჯაღურევი / ჯაღურევი / ჯაღურევი
Lesson 8

In this lesson you will learn about:

• The syntax associated with transitive verbs in Series II
• The ergative case of nouns
• Adjective agreement with nouns in the ergative
• The conjugational patterns for transitive verbs in Series II

Dialogue 1

The English visitor, Anne, once again discusses housework with her Georgian hostess, Inga

(Compare with Dialogue 1 in Lesson 4 and Dialogue 1 in Lesson 6)

ანი: გუშინდელი გამძღვა, რა ღიასცემეთ?
თეთრე: გუშინ მაზანო დექ, ამჟოთ პურმა დათხმეგუ დანამალურად.
ანი: პურმა როგორ გამოვა?
თეთრე: აქ — ქართულად დღეისათვის მანძილი გამართვით. ნასვი, გოგონა ფუჯილ, მარგალა ქალი, შრიმარი, მაგარი სასოფლო. ქართულად საიტიშ გუზერი და სასოფლოზ აქმერთ. პურმა გამართის თავი შავი ღურამ ბართარი მარგალაში, შეიმჩნევით, ყურე სახით და მარგალის სურათი, და სხვა ფუჯილ აღჭურვის. პურმა ღურამზე ქართულად, უკაცრი და გამართში კვლავ. ჰელა! აქმერთ და აქმერთ დოროტე და აქმერთ ლომორთ.
ანი: საპური რა ღიასცემო აქ პურმაზე?
თეთრე: საპური ჯანჯა გამართ. სამი-შავიქრული (= რომბულად ბუნები) აღჭურვება. უკაცრი ლომორთი არქსი საპურზე. აქმერთ რომბულად ბუნები აღჭურვით აგრეთვე ქართულად, ქართულად დოროტე(დ) და (ტოტალურად) საპურ(დ) გამართ.
ანი: შე მაზანო უკაცრი პურმა აქმერთ ჰელა.

(Translation)

Anne: Did you have breakfast this morning?
Inga: I had breakfast this morning. I ate fish, onion, spinach, bread, eggs, and milk. In the morning I did laundry and washed the dishes. The fish were cooked with onions and spinach. I ate eggs and bread. I also washed the dishes.
Anne: What do you have for lunch today?
Inga: I have a lot of work today. I must go to the market and buy vegetables. I also have to wash the dishes.
Anne: What do you have for dinner today?
Inga: I have a lot of work today. I must go to the market and buy vegetables. I also have to wash the dishes. I will eat eggs and bread.
Anne: What do you have for breakfast tomorrow?
Inga: I will have breakfast tomorrow. I will eat fish, onion, spinach, bread, eggs, and milk. I will also wash the dishes.

(Translation)

Anne: Did you have breakfast this morning?
Inga: I had breakfast this morning. I ate fish, onion, spinach, bread, eggs, and milk. In the morning I did laundry and washed the dishes. The fish were cooked with onions and spinach. I ate eggs and bread. I also washed the dishes.
Anne: What do you have for lunch today?
Inga: I have a lot of work today. I must go to the market and buy vegetables. I also have to wash the dishes.
Anne: What do you have for dinner today?
Inga: I have a lot of work today. I must go to the market and buy vegetables. I also have to wash the dishes. I will eat eggs and bread.
Anne: What do you have for breakfast tomorrow?
Inga: I will have breakfast tomorrow. I will eat fish, onion, spinach, bread, eggs, and milk. I will also wash the dishes.
Misha tells Dato about his group’s exciting adventure of the previous day

dato: სამიშა, გახდი გამოგზავდი? 
misha: გამოგზავნი vekvedi ekskursiaze da saintereso ram(e) vnaHeT. 
dato: რა ჩამოწერილი? 
misha: როცა ვვინდო გეგმა, ფრთხილით გუნდი შეწმინდამ განათა კვარტ, როდესაც გახდი განათა. გაყვანილი შეიძლება შეიძლო, მაგ ნესტი, რომ მიმღე ყველი ოფი. მიზი შეიძლო ბრძოლი ამქვეყნება, როცა ვვინდო გლობი იმიმღე, გაძლებით ზოგად იტოლოგიამ საბავშვო ლოკალობაზე და ქალი გამოჩენილი. მაგალითად, დათვალიერების როლში პირველი ლოკალი იმიმღე, როცა გაძლებით იტოლოგიას მიმღვრივ გამოჩენილ ნებით გამოლაპარაკება. სავალები შეიძლო, გამაღდება და ქალი მაში გალავნელი. სავალები აიღო, ქალი შემოჩენილ შეიძლო, შეიძლო შემოჩენილ შეიძლო, სავალები შეიძლო გამოაჩენილ. 
dato: მოღწეული იყო სამოხმარე ახალში? 
misha: გამოგზავნი კარგ დიდ გამოგზავნი და ქალ საბავშვო გამოგზავნი შეიძლო.

Vocabulary

<table>
<thead>
<tr>
<th>გზობა</th>
<th>you went (away) (cf. მიმღე</th>
<th>you went (up to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ერთდღური</td>
<td>you will notice X</td>
<td>wood, forest</td>
</tr>
<tr>
<td>ერთნაირი</td>
<td>you said X to Y</td>
<td>that very, the same</td>
</tr>
<tr>
<td>იმიმღე</td>
<td>to be done</td>
<td>(oblique form)</td>
</tr>
<tr>
<td>ძალაში</td>
<td>local</td>
<td>you call X out</td>
</tr>
<tr>
<td>ძალაში</td>
<td>you will explain X to Y</td>
<td>older, boss</td>
</tr>
<tr>
<td>მონაბაგ</td>
<td>from where</td>
<td>doctor</td>
</tr>
<tr>
<td>სასამართლო</td>
<td>შემოვჩენილ</td>
<td>სასამართლო</td>
</tr>
</tbody>
</table>
Dialogue 3

Nugzar questions his friend, Mamia, about the way he spent the day before yesterday.

Nugzar: გეძლოღა, იგი გადარჩა როგორ?
Mamia: ჩენ სკოპო, ახლა ტელელესიონში ჩადგა, მეგიხარი დირთ დირთ ქართულად. მეკეტი საიდარე დრო, ამორქვით ამ გამოწვევაში, რადგან თოვლიან რამდენიმე განსაკუთრებით მაქვრა ფარგლები, რომის მარადმყოფ და ვიცი (შუა).

Nugzar: გახდებათ თუ ხოლო დღე ბოლო გამოვარდგინათ? როგორ დაკარგებათ. ამოქია (არყდო მოქართულება).
Mamia: დაფარავთ სამოულა, რომლისაც გოლდერსოლებში ყველა ბრძანილება, გავაძირგოთ გამოწვევებში, მაგრამ ლურჯ წონაში შევიწყნათ მიდგომა და ქართულად. თავისი ჩელეფით (შემოხვრევა). სათხრილი შეეხებოდა ამ შემდეგ გამოექცენ “შეგროვება და შეკრება” ფაქტორს. მღრელ ქალაქში გაიყვანი გაროცა, როგორც კი შეკრას შენი! თეთრი გამოწვევით გოლდერი და მარადმყოფ პატი ქართულად.

Nugzar: ქართულდა გამოაჩენოთ ხშირ მორხილის?
Mamia: არა, მექრება შტრესზე გამოსვლა ქართულად გამოაჩენოთ.
Nugzar: მაგრამ შქალებში შექმენით, უფრო ხშირმა გამოაჩენოთ ქართულად, სათხრილი შესვლასთან და დადგენა.

Nugzar: როგორ შეფარახოთ?
Lesson 8

Grammar

The syntax of Series II transitive verbs

In this lesson we shall look at the aorist indicative of transitive verbs. The aorist indicative and the aorist subjunctive together constitute the tenses of Series II, and transitive verbs in Series II require a different syntactic construction from the one we have so far been studying with the two Series I tenses (the present and future indicatives) already described. In Series II the subject
stands in the ergative case, which has no other function in the language than to mark subjects of transitive verbs in this series; verb agreement is achieved by means of the subject agreement affixes (the appropriate 3rd person endings are given below). The direct object stands in the nominative case, the indirect object in the dative case, both continuing to be linked to the verb by means of the object agreement affixes:

\[
\text{The man noticed the woman} \quad \text{Kal-i da-i- naH-a}
\]

\[
\text{I noticed the man} \quad \text{kaC-i da-v-i- naH-e}
\]

\[
\text{The woman saw you} \quad \text{Kal-ma (Sen) g- naH-a}
\]

\[
\text{Father presented (\text{XuKeb}) mother with a ring (\text{bex[e]di})} \quad \text{mama-m deda-s bexed-i a-XuK-a}
\]

\[
\text{The pupils (\text{mocaPe}) gave an apple (\text{vaSli}) to the teacher} \quad \text{mocaPe-eb-ma mascavlebel-s vaSl-i mi-s- C-es}
\]

The ergative case

Nouns with consonant-final roots form the ergative by adding \text{-ma} to the root, whereas vowel-final roots simply add \text{-m} (e.g. \text{kaC-ma}, \text{Kal-eb-ma}, \text{mocaPe-m}, \text{irakli-m}, \text{bu-m}, \text{dro-m}, \text{deda-m}).

The ergative case of the 1st/2nd person pronouns (singular and plural) is the same as the nominative and dative forms already encountered: \text{me}, \text{Sen}, \text{Xven}, \text{TKven}. The 3rd person demonstrative pronouns, on the other hand, have the forms: \text{man (mTaT)} he/she/it (they); \text{aman ( amaT)} this one (these ones); \text{magan (magaT)} that (by you) one (those ones); \text{iman (imaT)} that one (over there) (those ones). The interrogative pronouns have the forms: \text{v} who?; \text{ra-m} what?; \text{romel-ma (roml-eb-ma)} which one? (which ones?).

Adjective agreement for the ergative

Adjectives with consonant-final roots add the same \text{-ma} as do consonant-final nouns, while vowel-final roots remain unchanged: (e.g. \text{Gmod-eb-gakme} big/green \text{tree/trees}).

Declension types and agreement patterns

Now that all the Georgian cases have been introduced, here are the declensions of nouns, pronouns and a whole noun phrase incorporating demonstrative + adjective (consonant- and vowel-final) + noun (sing. and pl.).
Lesson 8

Nouns

CONSONANT-STEM NOUNS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kal-</td>
<td>Kal-</td>
<td>Kal-</td>
<td>Kal-</td>
<td>Kal-</td>
<td>Kal-</td>
<td>Kal-</td>
</tr>
<tr>
<td>-i</td>
<td>-o</td>
<td>-s</td>
<td>-ma</td>
<td>-is</td>
<td>-iT</td>
<td>-ad</td>
</tr>
<tr>
<td>Kal-eb-</td>
<td>Kal-eb-</td>
<td>Kal-eb-</td>
<td>Kal-eb-</td>
<td>Kal-eb-</td>
<td>Kal-eb-</td>
<td>Kal-eb-</td>
</tr>
<tr>
<td>-i</td>
<td>-o</td>
<td>-s</td>
<td>-ma</td>
<td>-is</td>
<td>-iT</td>
<td>-ad</td>
</tr>
</tbody>
</table>

VOWEL-STEM NOUNS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>brbo</td>
<td>brbo</td>
<td>brbo</td>
<td>brbo</td>
<td>brbo</td>
<td>brbo</td>
<td>brbo</td>
</tr>
<tr>
<td>juju</td>
<td>juju</td>
<td>juju</td>
<td>juju</td>
<td>juju</td>
<td>juju</td>
<td>juju</td>
</tr>
<tr>
<td>mama</td>
<td>mama</td>
<td>mama</td>
<td>mama</td>
<td>mama</td>
<td>mama</td>
<td>mama</td>
</tr>
<tr>
<td>silamaze</td>
<td>silamaze</td>
<td>silamaze</td>
<td>silamaze</td>
<td>silamaze</td>
<td>silamaze</td>
<td>silamaze</td>
</tr>
<tr>
<td>brbo-eb-</td>
<td>juju-eb-</td>
<td>mam-eb-</td>
<td>silamaze-eb-</td>
<td>brbo-eb-</td>
<td>juju-eb-</td>
<td>mam-eb-</td>
</tr>
</tbody>
</table>

Pronouns

<table>
<thead>
<tr>
<th>1st sing.</th>
<th>1st pl.</th>
<th>2nd sing.</th>
<th>2nd pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>Xven</td>
<td>Sen</td>
<td>TKven</td>
</tr>
<tr>
<td>Erg.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dat.</td>
<td></td>
<td>3rd sing.</td>
<td>3rd pl.</td>
</tr>
<tr>
<td>Xem(i)</td>
<td>Xem(i)</td>
<td>Xem(i)</td>
<td>Xem(i)</td>
</tr>
<tr>
<td>Gen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xem(i)</td>
<td>Xem(i)</td>
<td>Xem(i)</td>
<td>Xem(i)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd sing.</th>
<th>3rd pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)mas</td>
<td>(i)maT</td>
</tr>
<tr>
<td>Erg.</td>
<td></td>
</tr>
<tr>
<td>(i)man</td>
<td>(i)maT</td>
</tr>
<tr>
<td>Gen.</td>
<td></td>
</tr>
<tr>
<td>(i)mis</td>
<td>(i)maT</td>
</tr>
<tr>
<td>Instr.</td>
<td></td>
</tr>
<tr>
<td>(i)miT</td>
<td>(i)maTiT</td>
</tr>
<tr>
<td>Adv.</td>
<td></td>
</tr>
<tr>
<td>(i)mad</td>
<td>(i)maTad</td>
</tr>
</tbody>
</table>

1 Monosyllabic nouns in -o may have the normal type of genitive and instrumental (brbo-is/brbo-iT).
2 Monosyllabic nouns in -u have a normal vocative (bu-o) and may have normal genitive and instrumental (bu-is/bu-iT).
3 These forms in -i given under the genitive of the personal and interrogative pronouns are, of course, the possessive adjectives/pronouns (my/mine, your/yours, etc.).
In the non-nominative cases the forms without the initial vowel are the so-called anaphoric pronouns (he/she/it/him/her/it/they/them), while those with the initial vowel are the demonstrative pronouns (that one/those ones over there). The other two demonstratives მას/ნათ (etc.)/მან/ნათ (etc.) this one/ these ones and მამ/ნათ (etc.)/მათი/ნათ (etc.) that one/those ones by you follow the same pattern.

**Interrogatives**

<table>
<thead>
<tr>
<th></th>
<th>who?</th>
<th>what?</th>
<th>which one?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>ორქ</td>
<td>ო ორქ</td>
<td>ორქ</td>
</tr>
<tr>
<td>Dat.</td>
<td>ორქ</td>
<td>ო ორქ</td>
<td>ორქ</td>
</tr>
<tr>
<td>Erg.</td>
<td>ორქ</td>
<td>ო ორქ</td>
<td>ორქ</td>
</tr>
<tr>
<td>Gen.</td>
<td>ორქ(n)</td>
<td>ო ორქ(n)</td>
<td>ორქ</td>
</tr>
<tr>
<td>Instr.</td>
<td>[ორქ]</td>
<td>ო ორქ</td>
<td>ორქ</td>
</tr>
<tr>
<td>Adv.</td>
<td>[ორქ]</td>
<td>ო ორქ</td>
<td>ორქ</td>
</tr>
</tbody>
</table>

**Noun phrases**

<table>
<thead>
<tr>
<th></th>
<th>ო ორქ(n)</th>
<th>ო ორქ(n)</th>
<th>ო ორქ(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
</tr>
<tr>
<td>Dat.</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
</tr>
<tr>
<td>Erg.</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
</tr>
<tr>
<td>Gen.</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
</tr>
<tr>
<td>Instr.</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
</tr>
<tr>
<td>Adv.</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
<td>ო ორქ(n)</td>
</tr>
</tbody>
</table>

This big green tree/These big green trees

The demonstrative adjectives მამ/ნათ may replace ო, just as ამი/ათ/ი may replace ო for appropriate changes of meaning. To illustrate the vocative consider თქ, ხეშ-ი მაშ-ი კალისვილ-ი/მეულ-ი! you, my beautiful daughter/wife!

The aorist indicative forms of transitive verbs

There are two basic conjugational patterns: the weak and strong aorists. The former is characterised by the suffixal vowel -ე when the subject is either 1st or 2nd person (sing. or pl.), whilst the strong aorist utilises the vowel -ი in these contexts. The 3rd person plural subject agreement affix is always -ე, while a 3rd person singular subject will select either -ო or -ა from the subject agreement affixes, as will be explained in detail below.

Where the future indicative is built on a different root from the present (e.g. გავ ვინ you see X vs გავ ვინ you will see X), the aorist will follow the
future indicative model (apart from in a few cases of suppletion). It retains the appropriate preverb (if the future itself takes one) – preverbless aorists do exist but are relatively rare. Shifting from Series I to Series II does not cause any alteration to the versinal structure of the verb. As we shall see, such factors as the verb’s thematic suffix, whether or not there is a vowel in the root, and the nature of the root’s final consonant may be important in determining which conjugation type or sub-type is followed in the aorist. While a given aorist formation will be illustrated below, by taking one particular combination of preverb + version + root, the same conjugation type will be followed by the root in question even when used with other preverbs and/or versions. For example, under verbs in thematic suffix -av below the root -rT- is illustrated in combination with the preverb da- in neutral version. However, exactly the same conjugation is followed by this root when coupled with the preverb Se- in subjective version (e.g. ɑve-ɑv (Se-)-rT-av you (will) take X to yourself as wife = you (male) (will) marry X).

Root verbs

In root verbs the aorist is weak, 3rd person singular subject being marked by -a. The following examples for changing subject with constant 3rd person direct object are of (ga-)cmend you (will) write X and (da-)a-ngr(-)ev you (will) ruin X:

<table>
<thead>
<tr>
<th>verb</th>
<th>subject</th>
<th>object</th>
<th>conjugation type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɑve-v-cmnd-e</td>
<td>I cleaned X</td>
<td>X</td>
<td>I cleaned X</td>
</tr>
<tr>
<td>ɑve-v-cqvit-e</td>
<td>I decided X</td>
<td>X</td>
<td>you decided X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-a</td>
<td>X cleaned Y</td>
<td>Y</td>
<td>X decided Y</td>
</tr>
<tr>
<td>ɑve-v-cmnd-e-T</td>
<td>we cleaned X</td>
<td>Y</td>
<td>we decided X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-es</td>
<td>they cleaned X</td>
<td>Y</td>
<td>they decided X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-e-a</td>
<td>X cleaned Y</td>
<td>Y</td>
<td>you (pl.) cleaned X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-e-T</td>
<td>we cleaned Y</td>
<td>Y</td>
<td>you (pl.) decided X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-es</td>
<td>they cleaned Y</td>
<td>Y</td>
<td>they decided X</td>
</tr>
</tbody>
</table>

Some root verbs with the vowel -e- in the root change this radical -e- to -i- in the IInd Series. This applies to all verbs with the element (-)en, which should perhaps be regarded as part of the root in Modern Georgian. As for verbs with the parallel element (-)ev, this vowel too changes to -i- and the -v disappears. The examples are of the verbs: ɑve-ə(-)en you (will) clean X; ɑve-ə(-)ev you (will) decide X, ɑve-ə(-)en you (will) save X; and ɑve-ə(-)ev you (will) ruin X:

<table>
<thead>
<tr>
<th>verb</th>
<th>subject</th>
<th>object</th>
<th>conjugation type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɑve-v-cmnd-e</td>
<td>I cleaned X</td>
<td>X</td>
<td>I cleaned X</td>
</tr>
<tr>
<td>ɑve-v-cqvit-e</td>
<td>I decided X</td>
<td>X</td>
<td>you decided X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-a</td>
<td>X cleaned Y</td>
<td>Y</td>
<td>X decided Y</td>
</tr>
<tr>
<td>ɑve-v-cmnd-e-T</td>
<td>we cleaned X</td>
<td>Y</td>
<td>we decided X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-es</td>
<td>they cleaned X</td>
<td>Y</td>
<td>they decided X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-e-a</td>
<td>X cleaned Y</td>
<td>Y</td>
<td>you (pl.) cleaned X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-e-T</td>
<td>we cleaned Y</td>
<td>Y</td>
<td>you (pl.) decided X</td>
</tr>
<tr>
<td>ɑve-v-cmnd-es</td>
<td>they cleaned Y</td>
<td>Y</td>
<td>they decided X</td>
</tr>
</tbody>
</table>
The verb drink belongs here (ქართული დრამი „you drank X“ ← ქართული გემი „you will drink X“).

A small number of verbs in -ev and whose root ends in -m lose (what is in their case) this thematic suffix altogether, change the root-final -m to -v and employ the strong endings. Consider for example the aorists of (ქართული არტ-ი „you (will) snatch X from Y“ and (ქართული გარდა „you (will) give the name X to Y“):

\[
\begin{align*}
\text{ქართული არტ-ი} & : & \text{ქართული გარდა} : \\
\text{I snatched X from Y} & : & \text{I named X 'Y'} \\
\text{you snatched X} & : & \text{you named X 'Y'} \\
\text{we snatched X from Y} & : & \text{we named X 'Y'} \\
\text{you (pl.) snatched X from Y} & : & \text{you (pl.) named X 'Y'} \\
\text{they snatched X from Y} & : & \text{they named X 'Y'}
\end{align*}
\]

Also belonging to this group is წავდო „you put clothing X on Y“ → aorist ქართული აწავ “you put clothing X on Y” → aorist, which is what is known as a “back formation” from the strong aorist ქართული აიო- ქი to a present that could be expected to produce normally a strong aorist, namely one with the thematic suffix -am.

Note also the anomalous aorist of ქართული ა-ზა “you feed/will feed X to Y”, where the -ev has not become part of the root but retains its original causative function:

\[
\begin{align*}
\text{I fed X to Y} & : & \text{we fed X to Y} \\
\text{you fed X to Y} & : & \text{you (pl.) fed X to Y} \\
\text{X fed Y to Z} & : & \text{they fed X to Y}
\end{align*}
\]

**Thematic suffix -eb**

The thematic suffix disappears in all cases. There are then three sub-groups as far as the formation of the aorist is concerned:

1. If there is a vowel in the root, the aorist is weak with 3rd person singular subject in -a.
2. Most vowelless roots also have weak aorists, though this time the 3rd person singular subject is in -m.
Some verbs of this type, without root vowel and where the root ends in 
\(-l/r/n\), take a strong aorist (3rd person singular subject in 
\(-o\)), though when the subject is either 1st or 2nd person (sing. or pl.) either an 
\(-e-\) or, more rarely, an \(-a-\) appears in the root.

The verbs to illustrate these three sub-classes are: (\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) you (will) 
pass \(X\) to \(Y\) (another back formation from the aorist, \(\delta\)-\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\) which originally served the older (\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\) you (will) give birth to \(X\); 
(\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\) you (will) win; (\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\) you (will) light/switch on (light); 
(\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\) you (will) locate \(X\) (indirect object); (\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\) you (will) 
reduce \(X\) for \(Y\); (\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\) you (will) do \(X\) in time:

\(\begin{align*}
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & I passed \(X\) to \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & I bore \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you passed \(X\) to \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you bore \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & \(X\) passed \(Y\) to \(Z\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & \(X\) bore \(Y\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & we passed \(X\) to \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & we bore \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you (pl.) passed \(X\) to \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you (pl.) bore \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & they passed \(X\) to \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & they bore \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & I won (match) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & I switched on \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you won & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you switched on \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & \(X\) won & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & \(X\) switched on \(Y\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & we won & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & we switched on \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you (pl.) won & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you (pl.) switched on \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & they won & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & they switched on \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & \(X\) located \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & \(X\) reduced \(Y\) for \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you located \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you reduced \(Y\) for \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you (pl.) located \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you (pl.) reduced \(Y\) for \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & they located \(Y\) & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & they reduced \(Y\) for \(X\) \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & I did \(X\) in time & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & we did \(X\) in time \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you did \(X\) in time & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & you (pl.) did \(X\) in time \\
3\text{-}\(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & \(X\) did \(X\) in time & \(\nu\)-\(\rho\)-\(\gamma\)-\(\nu\)-\(\rho\)-\(\gamma\) & \(X\) did \(X\) in time \\
\end{align*}\)

Note the following two oddities: (\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\) you (will) put \(X\) down; (\(\delta\)-)\(\nu\)-\(\rho\)-\(\gamma\) you (will) release \(X\). The former has two possible aorists, of which the 
weak variant is the one that learners should use:

\(\begin{align*}
\nu\)-\(\rho\)-\(\gamma\) & I put \(X\) down \\
\nu\)-\(\rho\)-\(\gamma\) & you put \(X\) down \\
\nu\)-\(\rho\)-\(\gamma\) & \(X\) put \(Y\) down \\
\end{align*}\)
Another peculiarity of this verb is that the objective version vowel is determined not by an indirect object but by the direct object, e.g.: 

\[\text{Kal-i ga-u-Sv-es}\]

they released the woman (nom.);

\[\text{sardal-ma mjevl-eb-i ga-gv-i-Sv-a}\]

the general (erg.) (sard-la) released us hostages (nom.) (mjevl-la).

Thematic suffix -av

The thematic suffix disappears. There are again three sub-types:

1. If there is a vowel in the root, the aorist is weak (3rd person singular subject in -a).
2. Some of those without a root vowel are simply strong in the aorist (3rd person singular subject in -a).
3. Roots lacking a vowel but ending in -l/r/n are again strong in the aorist (3rd person singular subject in -a) but incorporate an -a- within the root when the subject is 1st or 2nd person (sing. or pl.).

Note that (da-)rg-av you (will) plant X and (mo-)rcq-av you (will) water X follow either the weak or strong paradigms. The verbs illustrated below are:

\[\text{(da-)mal-av}\]

you (will) hide X;

\[\text{(da-)cv-av}\]

you (will) burn X;

\[\text{(mo-)kl-av}\]

you (will) kill X;

\[\text{h-kr-av}\]

you strike/will strike X against Y;

\[\text{(mo-)Hn-av}\]

you (will) plough X.

\[\text{da-v-mal-e}\]

I hid X

\[\text{da-mal-e}\]

you hid X

\[\text{da-mal-a}\]

X hid Y

\[\text{da-v-mal-e-T}\]

we hid X

\[\text{da-mal-e-T}\]

you (pl.) hid X

\[\text{da-mal-es}\]

they hid X

\[\text{mo-v-kal-i}\]

I killed X

\[\text{mo-kal-i}\]

you killed X

\[\text{mo-kl-a}\]

X killed Y

\[\text{mo-v-kal-i-T}\]

we killed X

\[\text{mo-kal-i-T}\]

you (pl.) killed X

\[\text{mo-kl-es}\]

they killed X

\[\text{mo-v-Han-i}\]

I ploughed X

\[\text{mo-v-Han-i-T}\]

we ploughed X

\[\text{mo-Han-i}\]

you ploughed X

\[\text{mo-Han-i-T}\]

you (pl.) ploughed X

\[\text{mo-Hn-a}\]

X ploughed Y

\[\text{mo-Hn-es}\]

they ploughed X
Consider, however, the verbs (da-)i-C-av you (will) defend X and (da-)rT-av you (will) join X to Y (as in the expression ṣgā-w-b (da-)v-av you (will) grant permission to X), which may also mean you (will) spin X, though this latter sense is more usually conveyed by the form (da-)a-rT-av:

\[
\begin{array}{ll}
\text{da-v-i-Cav-i} & \text{I defended X} \\
\text{da-v-(a-)rT-e} & \text{I spun X/added X to Y} \\
\text{da-i-Cav-i} & \text{you defended X} \\
\text{da-(a-)rT-e} & \text{you spun (etc.) X} \\
\text{da-i-Cv-a} & \text{X defended Y} \\
\text{da-(a-)rT-o} & \text{[sic!] X spun (etc.) Y} \\
\text{da-v-i-Cav-i-T} & \text{we defended X} \\
\text{da-v-(a-)rT-e-T} & \text{we spun (etc.) X} \\
\text{da-i-Cav-i-T} & \text{you (pl.) defended X} \\
\text{da-(a-)rT-eT} & \text{you (pl.) spun (etc.) X} \\
\text{da-i-Cv-es} & \text{they defended X} \\
\text{da-(a-)rT-es} & \text{they spun (etc.) X} \\
\text{zG-av} & \text{you (will) pay X in recompense}
\end{array}
\]

Behaves in the same way as spin. Also weak in the aorist is (Se-)THz-av you (will) compose X, though the 3rd person singular subject selects -a.

Thematic suffix -i

The thematic suffix disappears. There are then once again three sub-types to consider:

1. If there is a vowel in the root, the aorist is weak (with 3rd person singular subject in -a) – (mo-)mk-i you (will) reap X also follows this pattern.
2. Some of those roots with no vowel will insert an -a- immediately before the final consonant of the root (but note the illustrated verb) in all aorist forms and then follow the weak paradigm (3rd person singular subject is in -a).
3. Some roots with no vowel and ending in -n/r are strong in the aorist (with 3rd person singular subject in -a), adding within the root the vowel -e- when the subject is 1st or 2nd person (singular or plural).

The conjugations are illustrated by the following verbs: (ga-)a-gzavn-i you (will) send X; (ga-)zrd-i you (will) rear X; (gada-)GrGn-i you (will) gnaw through X; (ga-)xr-i you (will) cut X in two:

\[
\begin{array}{ll}
\text{ga-v-(a-)gzavn-e} & \text{I sent X} \\
\text{ga-v-zard-e} & \text{you sent X} \\
\text{ga-(a-)gzavn-e} & \text{X sent Y} \\
\text{ga-zard-e} & \text{you reared X} \\
\text{ga-(a-)gzavn-a} & \text{X sent Y} \\
\text{ga-zard-a} & \text{you reared Y} \\
\text{ga-v-(a-)gzavn-e-T} & \text{we sent X} \\
\text{ga-v-zard-e-T} & \text{you reared X} \\
\text{ga-(a-)gzavn-e-T} & \text{you (pl.) sent X} \\
\text{ga-zard-e-T} & \text{you (pl.) reared X} \\
\text{ga-(a-)gzavn-es} & \text{they sent X} \\
\text{ga-zard-es} & \text{they reared X} \\
\text{gada-v-GrGen-i} & \text{I gnawed through X} \\
\text{gada-GrGen-i} & \text{you gnawed through X} \\
\text{gada-GrGn-a} & \text{X gnawed through Y} \\
\text{gada-xr-a} & \text{X cut Y} \\
\text{gada-v-xer-i} & \text{I cut X} \\
\text{gada-xr-i} & \text{you cut X} \\
\text{gada-xr-i} & \text{X cut Y}
\end{array}
\]
Some verbs which follow the 2nd pattern are:

- (ga-)gv-i you (will) sweep X
- (da-)Tvl-i you (will) count X
- (ga-)THr-i you (will) dig X
- (da-)Gvr-i you (will) shed (blood)
- (da-)Gl-i you (will) tire X
- (ha-)Hr-i you (will) lower X
- (ga-)Sl-i you (will) unfurl X
- (da-)qr-i you (will) throw them down
- (ga-)svr-i you (will) make X filthy
- (Se-)Cvl-i you (will) alter X
- (mo-)i-Cd-i you (will) wait
- (Xa-)s-Xr-i you (will) stuff X
- (ga-)Hd-i you (will) remove somewhere for Y clothing from X
- (da-)Cl-i you (will) empty X
- (da-)sJ-i you (will) punish X

Some verbs which follow the 3rd pattern are:

- (ga-)rqvn-i you (will) corrupt X
- (da-)a-skvn-i you (will) conclude X
- (da-)PSvn-i you (will) crumble up X
- (a-mo-)PHvr-i you (will) uproot X
- (Se-)Kmn-i you (will) create X
- (Ken-i) you did X
- (mo-)Kn-i you (will) make X elastic
- (ga-)cvrTn-i you (will) train X
- (ga-)Hsn-i you (will) open X
- (ga-)Hrcn-i you (will) corrupt X

* The suppletive aorist of the future o-a you will do X.

**Thematic suffix** -ob

The thematic suffix disappears. There are two conjugations:

1. Most verbs are weak in the aorist, with 3rd person singular subject taking -o. Sometimes a root ends in -v, which is effaced by the -o of the thematic suffix. In such cases this root-final -v reappears when not followed by an o-vowel, and occasionally this -v slots itself inside the root.

2. Some verbs, lacking a root vowel, are strong in the aorist indicative (with 3rd person singular subjects in -o), though either an e- or an a- is inserted inside the root when the subject is 1st or 2nd person (singular or plural).

The illustrated verbs are:

- (ga-)gv-a-Tb-e you (will) warm X; (da-)Gvr-a-HrXv-e you (will) strangle X; (da-)a-Tr-ob you (will) make X drunk;
- (ga-)a-Sr-ob you (will) dry X; (da-)i-pqr-ob you (will) seize/take control of X; (mi-)a-qrdn-ob you (will) lean X against Y:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense</td>
<td>Subject</td>
</tr>
<tr>
<td>Aorist</td>
<td>3rd person singular</td>
</tr>
<tr>
<td>Weak</td>
<td>-o</td>
</tr>
<tr>
<td>Strong</td>
<td>e- or a-</td>
</tr>
</tbody>
</table>

The illustrated verbs are:

- (ga-)gv-i you (will) sweep X
- (da-)Tvl-i you (will) count X
- (ga-)THr-i you (will) dig X
- (da-)Gvr-i you (will) shed (blood)
- (da-)Gl-i you (will) tire X
- (ha-)Hr-i you (will) lower X
- (ga-)Sl-i you (will) unfurl X
- (da-)qr-i you (will) throw them down
- (ga-)svr-i you (will) make X filthy
- (Se-)Cvl-i you (will) alter X
- (mo-)i-Cd-i you (will) wait
- (Xa-)s-Xr-i you (will) stuff X
- (ga-)Hd-i you (will) remove somewhere for Y clothing from X
- (da-)Cl-i you (will) empty X
- (da-)sJ-i you (will) punish X

Some verbs which follow the 3rd pattern are:

- (ga-)rqvn-i you (will) corrupt X
- (da-)a-skvn-i you (will) conclude X
- (da-)PSvn-i you (will) crumble up X
- (a-mo-)PHvr-i you (will) uproot X
- (Se-)Kmn-i you (will) create X
- (Ken-i) you did X
- (mo-)Kn-i you (will) make X elastic
- (ga-)cvrTn-i you (will) train X
- (ga-)Hsn-i you (will) open X
- (ga-)Hrcn-i you (will) corrupt X

* The suppletive aorist of the future o-a you will do X.
we warmed X
you (pl.) warmed X
they warmed X

you (pl.) strangled X

you (pl.) dried X

you dried X

you dried Y

we dried X

you (pl.) dried X

you (pl.) dried Y

I seized X
you seized X
X seized Y
we seized X
you (pl.) seized X
they seized X

I leant X against Y
you leant X against Y
X leant Y against Z
we leant X against Y
you (pl.) leant X against Y
they leant X against Y

you (will) bake X
you (will) confide X to Y (where the -v is optional)
you (will) smelt (metal)
or (ga-)a-CH-ob

you (will) hurl/bring X down
you (will) amuse X (where the -v is optional)

you (will) notice X (about Y) (where the -v is optional)

you (will) arrange X

you (will) plunge X in Y
or (ga-)a-rT-ob

you (will) stuff your X with Y/X into your Y
(where, in addition to ga-a-Cn-ob, da-a-mqn-ob and
da-a-mqn-i are also given in Tschenkéli’s Georgian–German Dictionary)

you (will) pluck (ring, etc.) off X
you (will) temper (metal) (→ aorist a-cvrT-e)

The verb (ga-)a-Cn-ob you (will) introduce X to Y follows the pattern of seize
in the aorist (note the form of the root with 3rd person plural subject = ga-a-C(v)n-es they introduced X to Y). (ga-)a-26-ri you graft X onto Y (variant for (ga-)a-26-ri) is either normal (ga-a-26-ri) or follows the pattern of lean (ga-a-26-ri).
Also to be included here is the aorist for tell X to Y, which has supple-
tive different forms in both the present and future sub-series to be introduced
later. The indirect object obviously correlates with the verb’s objective version
vowel. Note the 3rd person singular subject form:

\[
\begin{align*}
\text{I said X to Y} & \quad \text{we said X to Y} \\
\text{you said X to Y} & \quad \text{you (pl.) said X to Y} \\
\text{X said Y to Z} & \quad \text{they said X to Y}
\end{align*}
\]

**Thematic suffix -am**

The thematic suffix disappears. The aorist is strong (with 3rd person singular
selecting -a). The illustrated verbs are: (h₃_o₃)ₐₜ you (will) don X and the
suppletive aorist of \(\text{amb-ob} \) you say X, which is TKv-i you said X:

\[
\begin{align*}
\text{I put on X} & \quad \text{I said X} \\
\text{you put on X} & \quad \text{you said X} \\
\text{X put on Y} & \quad \text{X said Y} \\
\text{we put on X} & \quad \text{we said X} \\
\text{you (pl.) put on X} & \quad \text{you (pl.) said X} \\
\text{they put on X} & \quad \text{they said X}
\end{align*}
\]

The aorist of the verb (h₃_o₃)ₐₜ you (will) split X in two is:

\[
\begin{align*}
\text{I divided X} & \quad \text{we divided X} \\
\text{you divided X} & \quad \text{you (pl.) divided X} \\
\text{X divided Y} & \quad \text{they divided X}
\end{align*}
\]

Obviously the same pattern is followed in the aorist for (h₃_o₃)ₐₜ you (will)
divide X into more than two; it also characterises the aorist of the homonym
ₐₜ you will remain. And thirdly the pattern is repeated with u-qav-i
you did X to/ for Y, which is the suppletive aorist of the future h₃ₜₜ. Note
the construction with this verb: (h₃ₜₜ)ₙₜ \(\text{how} \) you did Y to/ for X? What
(nom.) did you (erg.) do to your brother (dat.)?. However, if the implication
of doing something to X is rather taking/ putting X somewhere, then X will
stand not in the dative but the nominative (e.g. ra u-qav-i cind-eb-i? What
(nom.) have you done with the socks (nom.)?, where we note the retention
of the objective version vowel despite the fact that there is no longer a 3rd
person dative present).

The verb give X to Y in the aorist is peculiar insofar as, when the subject is
either 1st or 2nd person (sing. or pl.), an e-vowel appears before the root, as
will now be illustrated. Recall that the preverb alters according to whether the
indirect object is 1st/2nd person, on the one hand, or 3rd person, on the other:

\[
\begin{align*}
\text{I gave X to Y} & \quad \text{X gave Y to me} \\
\text{you gave X to Y} & \quad \text{X gave Y to you} \\
\text{X gave Y to Z} & \quad \text{you gave X to us}
\end{align*}
\]
The future you will give X to Y is, of course, ი-ლომ. This is not to be confused with the root verb ი-ლომ you (will) hit X, which takes subject and indirect object, though in colloquial speech this is often treated as a direct object (thus standing in the nominative rather than the expected dative in Series II). The aorist indicative of this latter is regular for a root verb, namely ი-ლომ you hit X.

### Dialogue 4

*Husband and wife, Roin and Irma, discuss the whereabouts of some tools*

萝涅： იმ შესაქმილობაში (ხელოვნები), რომელთაც გახდები კერძოდ გამოიყენებთ, სად დობითად შეერთათ და დააცუთეთ?

萝恩： გოგო, რა ჭერელით?!

萝涅： რა ჭერელით? რა კარგი იქნის? ჰქონდათ, ფრგდები?

萝恩： წინა მშობლებზე შეუხეთ იქნის, და ახორცი გაითხოვეთ.

萝涅： მათ რა არის უარყოფითი? წინა და დღედ დააცუთებთ (ჰმათ).

萝恩： სამოქმედო ჯამ ჯამ დახმარებით, რადგან შეიძლება იზოლ გარეული სურათისხინად გააცუთეთ!

萝涅： არს ჭერელი, სამშობლო ხოლ მოხედვა სახელზე გამოხვედე, რომლისაც გაჭერს კოხი და მოხედვა ჩემი ხელისხმება.

萝恩： [ქვეყანა 萝涅 და შენ სახელზე ყოველ შემოქმედე]

萝恩： ხუფისობით ჭერელი?

萝涅： შეკრები სახელი ფეხსახელით დაბალირისხმად შეთვალ ჯამ მოხედვა მათ. აღსანიხული დახმარებით. ხელებით ვი დამატებით. რა გამოიხატათ?

萝恩： სომეხისხმა ხელისხმა მოხედება. მაკართული ახლა ხუფისობებში გვერდი.

萝涅： მაქოდემო, ქვეყანა არ არის(ს) საქმით. წვერთი პოლიციამდე მოხედება. რომ წვერთი არ რომანში დამატებს და პოლიციამდე გამოიხატათ.

萝恩： სუს რა ჭერდები ხო? რა მოხაპება ჭერელი? გოგო სახელზე გამოიხატა?

萝恩： არ რომანში კარგი კარგად მოხვედა — აღსანიხულ ღირებულები. ყველანამე შეიძლო გააცუთე პოლიციამდე. მაღამ გახვედ.
Vocabulary

mecqalsadene   plumber  (artisan)
past (of time)
plumber

gasul kviraSi  you hide X for Y
last week

umalav (da-)  you did X
you lose X for Y

you (will) lend X to Y
you did X to/with Y

I’ll go
unfortunately
they gave X to us

you will ask X for Y
in that case

you will hide X
again, likewise

you said X
last year

you did X
key

TKvi  you said X

uqavi  you did X to/with Y

sTHov  you will ask X for Y

you will find X

maS  in that case

TKvi

in that case

aTHoveb (da-)  you (will) lend X to Y

you will find X

sTHov

you will find X

umateb (mo-)  you raise X for Y

you will find X

saxiro  necessary

poliCieli  police

Kurdi  thief

raioni  district

poliCia  police(-station)

ibareb (da-)  you summon X

you arrest X

samsaHuri  work

HelPasi  wage/salary

unfortunately

sTHov

they gave X to us

you will find X

they gave X to us

gasaGebi  key

attentively

you will find X

you said X

guldasmiT  attentively

way out

aTvaliereb (da-)

you look over X

you will find X out

gamosav[a]

aTvaliereb (da-)

you look over X

aTvaliereb (da-)

you look over X

agneb (mi-)

you find X

(/dat.)

aTvaliereb (da-)

you look over X

aTvaliereb (da-)

you look over X

aTvaliereb (da-)

you look over X

Proverb

sadaC Sevard[ni] budobs, mtredi ver gaiHarebs
Where a hawk is nesting, a dove will be unable to rejoice

VOCABULARY

sadaC  where

Sevard[ni]  hawk

bud-ob (i- -eb)  you nest

mtredi  dove, pigeon

ver  not able

(ga-)i-Har-eb  you rejoice

Verse

scavlobs gigla titina,
mzem Semouxqitina:
– giglav, geqoPa scavla,
aHla kargia gavla . . .

Verse

Jer Sroma mere Htoma
‘Work First, Then Frolic’

giglav, geqoPa scavla,
aHla kargia gavla . . .
გამო, მზირისქელ.
არულ ადგილს მახასიათებელი! —

— არა, შვიდი, მმ-შედა.
გერა გვიანდები ქართულა!... —
გულით ლახან ჭუჭურა.
ხმებში დაახლე მოქმედ.

— გულამო, გავითხაო ქართულა,
ახლა გარდაცხადა ქუჩა... —
გამო, ქროისქელ.
არისადმი ადგილს მახასიათებლი? —

— არა, ხოლო-წყვილა.
მე იდებდა მუქა რომ... —
მე თუ რომინა მეგომის.
მაზე მეც მივარი* ქუჩას!... —

გულით ქართულობა გამაგრების, —
ახლა გარდაცხადა ქუჩა... —
გამო, ქროისქელ.
არისად ადგილს მახასიათებლი? —

შეიძინა ქართული საქმის.
ქართულა ახ არ დაფიქრა... —
განსხვავებულ ქართულა.
შეიძინა მოქვარი.
— სოფს ქარგბა წყლისგან?
ახ ჰორიზონტზე სამშობლო!... —

მტარ ჯყერის საქმის.
ბორჯო უფროსი მამა.
აღმოჩენა ლახან ქროისქელ.
ქართულა ლურ ქტარქიტა... —

(Rapiel Eristavi)

* This is an old use of the aorist subjunctive with future meaning.
### Exercises

1. Write out the aorist indicative paradigms, with the verb changing only for its subject, of:

(a) I did X with Y (as in the expression *what did I do with X?*)

(b) I shed (blood)
2 Fill in the gaps and translate:
(a) თის -დ- მოკართვი - ნო?  
(b) თის -დ- მოკართვი - ნო?  
(c) თის -დ- მოკართვი - ნო?  
(d) თის -დ- მოკართვი - ნო?  
(e) თის -დ- მოკართვი - ნო?  
(f) თის -დ- მოკართვი - ნო?  
(g) თის -დ- მოკართვი - ნო?  
(h) თის -დ- მოკართვი - ნო?

3 Put the correct case endings on the nouns in the following, assuming that
the subject precedes any other nouns:
(a) თო- ხელსაყრელი დახშობა - მზე?  
(b) თო- ხელსაყრელი დახშობა - მზე?  
(c) თო- ხელსაყრელი დახშობა - მზე?  
(d) თო- ხელსაყრელი დახშობა - მზე?

4 Work out the correct form of the verb in the following:
(a) თქმ არ შეუცხო?  
(b) თქმ არ შეუცხო?  
(c) თქმ არ შეუცხო?  
(d) თქმ არ შეუცხო?

5 Convert the following verb forms into their aorist indicative equivalents:
(a) ყუდავ ავარუ მოკართვა - მზე  
(b) ყუდავ ავარუ მოკართვა (give) (bring for)  
(c) ყუდავ ავარუ მოკართვა (lean against) (put on)  
(d) ყუდავ ავარუ მოკართვა (wash)  
(e) ყუდავ ავარუ მოკართვა (dry)  
(f) ყუდავ ავარუ მოკართვა (drink)

6 Express the following, each in a single Georgian verb form:
(a) we saw you  
(b) they reared us  
(c) I wrote to you  
(d) you (pl.) let me go

(e) you (pl.) hit  
(f) I tired you (pl.)  
(g) they counted X  
(h) you said X to me  
(i) I gave X to you  
(j) I corrupted you  
(k) you gave X to Y  
(l) we ate it
7 Translate into Georgian:

(a) Did the soldiers take anything away from you?
(b) I planted a few plants and then I washed my hand(s), woke up the baby and put the green dress on her.
(c) Why did you put your coat on? Did you go somewhere? I went to the neighbours’ – I got something back.
(d) What did your mother do the day before yesterday? She got up at 8, got dressed and read the newspapers.
(e) How much did you lend me? Since you were ill, I lent you 1,000 lari. By the way, you have already returned to me that book which I lent you.
(f) The parents entrusted the children to me yesterday. At school I showed them many interesting things. Then their parents gave me a lot of money.
(g) My wife went to bed at 11.30. At 2 the baby began crying and woke us up.
(h) Did the soldiers execute our friends? No, our friends killed themselves.

8 Translate the following into English:

(a) Tma vin mogkrixa? me TviT(on) movikrixe. Hom kargia? rogor ara.
(b) SarSan Hom gagaCaniT Sen da Sens Kmars Xemi aHali Coli?
(c) qaraulma miTHra, rom Sen avada Har. scored amitom movedi da mogitane es vaSlebi.
(d) is perangi, romeliC guSin XaviCvi, skolaSi gavsvare. amitom dedam mCema, magram mere gamireCHa. tirili daicqe?
(e) ra gascavlaT dGes mascavlebelma, bixebo? dGes mHolod erTi Pranguli leKsi gvascavla man.
(f) qvelaPeri Hom kargad auHseniT bavSvebs, roCa is cerili KarTulad ver gadaTargmnes? avuHseni qvelaPeri, raC jneli iqo.
(g) zurabma ratom gamorTo televizori? mezoblebma dagvirekes. maTi bavSvi avad ari(s), da zurabi manKaniT maT mouqvans eKims.
(h) poliCielebma sad daixires Kurdi? man Seni megobris saHli gajarCva. roCa saHlidan gamovida, dainaHes igi, daixires da poliCiaSi caiqvanes.
Below you will find jumbled up ten sentences in the order subject-object(s)-verb. The first column contains the subjects, the second the objects, the third the verbs. Your task is to unscramble the sequences to produce ten grammatically correct and semantically sensible sentences. To ease the task, personal pronouns that would normally be omitted are written in brackets.

All sentences are in the simple past. Once you have unscrambled them, transpose them into the future tense (with all necessary changes to the marking of subject and object(s)):

<table>
<thead>
<tr>
<th>Subject</th>
<th>(object)</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>(me)</td>
<td>mezoblebs</td>
<td>saHli</td>
</tr>
<tr>
<td>(TKven)</td>
<td>(Xven) mogiCadeT</td>
<td>dedam</td>
</tr>
<tr>
<td>(Sen)</td>
<td>logini</td>
<td>gamoarTva</td>
</tr>
<tr>
<td>(Xven)</td>
<td>eKimi</td>
<td>gagviSviT</td>
</tr>
<tr>
<td>(TKven)</td>
<td>sarevela</td>
<td>das Puli</td>
</tr>
<tr>
<td>mterma</td>
<td>Xems</td>
<td>is Kali</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>(object)</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>(me)</td>
<td>mezoblebs</td>
<td>saHli</td>
</tr>
<tr>
<td>(TKven)</td>
<td>(Xven) mogiCadeT</td>
<td>dedam</td>
</tr>
<tr>
<td>(Sen)</td>
<td>logini</td>
<td>gamoarTva</td>
</tr>
<tr>
<td>(Xven)</td>
<td>eKimi</td>
<td>gagviSviT</td>
</tr>
<tr>
<td>(TKven)</td>
<td>sarevela</td>
<td>das Puli</td>
</tr>
<tr>
<td>mterma</td>
<td>Xems</td>
<td>is Kali</td>
</tr>
</tbody>
</table>

Lesson 8
Lesson 9

In this lesson you will learn about:
- Colloquial relative clauses
- Temporal clauses meaning *when*
- Temporal clauses meaning *while*
- Manner clauses meaning *as, like*
- Temporal clauses meaning *as soon as*
- Temporal clauses meaning *after*
- Noun clauses introduced by *that*
- Causal clauses meaning *because, as, since*
- Simple conditional clauses
- The present indicative of the verb *know*

Dialogue 1

*A father and child (შვიდი) discuss the whereabouts of a new pen*

mother: როდის მინათ სკოლაში?
Svili: მინათ ჰყავთ ჰული, სკოლაში მჟავოთ პიჯამი.
mother: რადგან მცირე თქვენი? გურაულა როდის გორმა, თუ როდის გაჩემს სკოლაში.
Svili: ამჟამად მოართოთ როდის გორმა, მაგრამ გაჩემს ჰული.
mother: იშვილი, როდის გაჩემს სკოლაში?
Svili: ამჟამად მოართოთ როდის გორმა.
mother: ყველათ, როდის გაჩემს ჰული?
Svili: ხელმაყოფა მო გორმა, მჟავოთ ჰული როდის გაჩემს სკოლაში.
Lesson 9

123

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kal’a[ma]</td>
<td>pen</td>
</tr>
<tr>
<td>m’adag (m’-)</td>
<td>you steal X from Y</td>
</tr>
<tr>
<td>m’gepi</td>
<td>mayor</td>
</tr>
<tr>
<td>a’tna(aj’-)</td>
<td>close(-friend)</td>
</tr>
<tr>
<td>m’adag[aj’]</td>
<td>rich</td>
</tr>
<tr>
<td>p’u’l’[e]g’</td>
<td>precisely</td>
</tr>
<tr>
<td>m’o’la’</td>
<td>when on earth</td>
</tr>
<tr>
<td>qi’[a]</td>
<td>you know it</td>
</tr>
</tbody>
</table>

Dialogue 2

An art-loving child discusses with his father a coming visit to an exhibition

Svili: Hval gamoPenaze ro(m) camiqvan, ramden Kandakebas miXveneb?
mama: imdens giXveneb, ramdeniC giXvene bolo dros, raki jiriTadad igive gamoPenaa, raC adre (amas cinaT) iqo.
Svili: rogor Tu igive? reklamis miHedviT adgilobrivi sabxo sHva Helovanis gamoPenas acqobs.
mama: dGes ro(m) gazeTi viqide, imis miHedviT sabxo (/sakrebulo) adrindel gamoPenas imeorebs, radgan(aC) jalian popularuli iqo da TanaC, Sen ro(m) moiHsenie, im Helovanis Sedevrebi Jer ar ari(s) mzad. amboben, ro(m), vidre gamoPena venaSi iqo, Tavad Helovanma qvelaPeri vinme mdidar avstriels mihqida. amitomaa, ro(m) sul aHal Sedevrebs amzadebs Xveni KalaKisTvis!
Svili: mag gamoPenas gaHsnian Tu ara, Hom camiqvan? Puls SevinaHav.
rogor PiKrob? – XvenC mogvqidis raimes?

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gamoPena</td>
<td>exhibition</td>
</tr>
<tr>
<td>imdeni</td>
<td>so many</td>
</tr>
<tr>
<td>raki</td>
<td>since</td>
</tr>
<tr>
<td>adre</td>
<td>early/earlier</td>
</tr>
<tr>
<td>(lo’roj’i) ayi</td>
<td>(how so?) the same</td>
</tr>
<tr>
<td>m’o’la’</td>
<td>according to (+ gen.)</td>
</tr>
<tr>
<td>qi’[a]</td>
<td>artist</td>
</tr>
<tr>
<td>qi’[a]</td>
<td>you repeat X</td>
</tr>
</tbody>
</table>
Dialogue 3

Aza and her friend Leila discuss Aza’s mother’s visit to the hospital

**Aza:** ლურჯ შეძავებს თუ არა, თბილისიდან გამოვეს, დაქვა და მე გიყვარო დანარჩენ.

**Leila:** აქსალ, ახლა ვითარგმნებთ თქვენ როგორ შეყვა თუნდები?

**Aza:** მოვარდნე შთად შორიდან. თბილისიდან გამოვეს, დაქვა და მე გიყვარო დანარჩენ.

**Leila:** სიტყვა თუნდები არ არის. როგორ შეყვა თუნდები?

**Aza:** შიდა შთად შორიდან. თბილისიდან გამოვეს, დაქვა და მე გიყვარო დანარჩენ.

**Leila:** მარა თუნდებს შორიდან, თბილისიდან გამოვეს, დაქვა და მე გიყვარო დანარჩენ.

**Aza:** თუნდები არ არის. როგორ შეყვა თუნდები?

**Leila:** თუნდები არ არის. როგორ შეყვა თუნდები?

**Aza:** თუნდები არ არის.

**Vocabulary**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>daGlili</td>
<td>tired</td>
</tr>
<tr>
<td>imedi</td>
<td>hope</td>
</tr>
<tr>
<td>raSia saKme</td>
<td>what’s it all about?</td>
</tr>
<tr>
<td>erT-erTi</td>
<td>one of</td>
</tr>
<tr>
<td>(lit: in what is the business?)</td>
<td></td>
</tr>
</tbody>
</table>

---

1 The preference here would be for the past tense of this verb (გიყვა), which is given in Lesson 10.
2 This bracketed item is preferred here.
3 Or simply თბილისიდან გოდავრთეთ went to the hospital.
### Grammar

**The formation of colloquial relative clauses**

We have already seen how relative expressions can be produced exactly as they are in English. Colloquially, however, Georgian regularly employs a variant construction. The relative clause will not contain the relative pronoun standing in the appropriate case. Rather the clause will be marked by the invariant particle რო, რომ, which, being a general indicator of subordination, may be used to mark most, though not all, types of subordinate clause, the context determining the meaning to be assigned to any given occurrence of it. In speech it is regularly pronounced without the final -მ.

The subordinator რო does not introduce its clause but is placed somewhere before the verb, and the clause as a whole tends to precede the noun it is qualifying, e.g.:

- გუშინ რომ მოვიდა, ის ჩვენ ახლო მიუხედავა, *The man who came yesterday is our new neighbour*
- ხალი რომ ნახათ, ის ჩვენ ახლო მიუხედავა, *The woman (whom) you will see tomorrow is our new neighbour*

In such cases, if the relativised noun is not the subject of the relative clause (as in the first example above) or the direct object of that clause (as in the second example above), then its role within the relative clause is usually indicated by the presence of a resumptive (demonstrative or personal) pronoun, though not all speakers would necessarily use this construction in careful speech, e.g.:

- თორთი რომ შეეძლა, ის ჩემ მამა-ქცილს, *That/The woman to whom I gave the/a cake (თორთი) is my mother*
- პური რომ ამაზე, ის ჩემ მუღლა, *That/The knife (პური) with which you sliced the bread is blunt (ამაზე)*
That/The bed underneath which the cat left a/the mouse (Tagvi) is yours (pl.)

That/The girl (gogo) with whom you came yesterday is my daughter

That/The lad in whose pocket (jibe) hooligans hid the narcotics is our friend

The noun which is being qualified by such clauses may actually stand within the clause, leaving behind a pronoun within the main clause. Compare the following with the above examples:

One of the first batch of examples is not included here. The reason is that, if we take the sentence:

katam ro(m) loginis KveS Tagvi datova, is TKvenia

it could mean three things: (1) the cat which left the mouse under the bed is yours; (2) the mouse which the cat left under the bed is yours; (3) the bed under which the cat left the mouse is yours. If we wish to keep the relative clause as we have it here, then meaning (3) can be secured as follows:

katam ro(m) loginis KveS Tagvi datova, is logini TKvenia

Because this last construction can lead to such ambiguity, it is likely to be avoided when the meaning of the sentence is not immediately clear.

Temporal clauses meaning when

Subordinate clauses of time when are introduced by either of the conjunctions rodesaC or roCa. Care should be taken not to confuse them with the question form rodis when? There is no strict ordering of main and subordinate clauses. The verb of the clause will stand in the appropriate tense of the indicative mood. In English, when reference is to the future, we use the present indicative after when (e.g. When we get to know Zaza, we shall explain everything to him). In such circumstances, however, Georgian requires the future indicative, so that the above example will translate as:

rodesaC/roCa zazas gaviCnobT, qvelaPers avuHsniT

or

qvelaPers avuHsniT zazas, rodesaC/roCa (mas) gaviC-nobT

Because this last construction can lead to such ambiguity, it is likely to be avoided when the meaning of the sentence is not immediately clear.

Temporal clauses meaning when

Subordinate clauses of time when are introduced by either of the conjunctions rodesaC or roCa. Care should be taken not to confuse them with the question form rodis when? There is no strict ordering of main and subordinate clauses. The verb of the clause will stand in the appropriate tense of the indicative mood. In English, when reference is to the future, we use the present indicative after when (e.g. When we get to know Zaza, we shall explain everything to him). In such circumstances, however, Georgian requires the future indicative, so that the above example will translate as:

rodesaC/roCa zazas gaviCnobT, qvelaPers avuHsniT

or

qvelaPers avuHsniT zazas, rodesaC/roCa (mas) gaviC-nobT

Because this last construction can lead to such ambiguity, it is likely to be avoided when the meaning of the sentence is not immediately clear.

Temporal clauses meaning when

Subordinate clauses of time when are introduced by either of the conjunctions rodesaC or roCa. Care should be taken not to confuse them with the question form rodis when? There is no strict ordering of main and subordinate clauses. The verb of the clause will stand in the appropriate tense of the indicative mood. In English, when reference is to the future, we use the present indicative after when (e.g. When we get to know Zaza, we shall explain everything to him). In such circumstances, however, Georgian requires the future indicative, so that the above example will translate as:

rodesaC/roCa zazas gaviCnobT, qvelaPers avuHsniT

or

qvelaPers avuHsniT zazas, rodesaC/roCa (mas) gaviC-nobT

Because this last construction can lead to such ambiguity, it is likely to be avoided when the meaning of the sentence is not immediately clear.
Compare the past tense:

When we got to know Zaza, we explained everything to him

Everybody stood up, when the ambassador (elXi) of Russia came in

What do you do, when you are ill?

As stated earlier, the element ორ(3) can be used to mark various types of subordinate clause, and temporal clauses meaning when fall into this category. As with relative clauses fashioned this way, the subordinator prefers to stand somewhere inside its clause. The previous five examples can, thus, be transformed into:

What do you do, when you are ill?

Temporal clauses meaning while

When the verb in a temporal clause indicates ongoing activity, English can substitute the conjunction while for when. Georgian similarly can replace ორ(3) with სანამ/ვიდრე. These conjunctions have other meanings, but, when they are found with the present indicative (as well as the imperfect indicative, to be introduced in Lesson 14), they signify while. The ordering of main and subordinate clauses is free, e.g.:

When/while you are watching (uqureb) a video, do you drink beer (luds)?

While it is hot (CHeli), you are going to eat the cheese-bread (Haxapuri), aren’t you?

Could you drink the red wine while it was cold (Civi)?

Note: since the verb to be and a few other verbs have no imperfect indicative, the aorist indicative may be substituted.
Manner clauses meaning *as, like*

The clause is introduced by ორგორა ო, *like* (not to be confused with ორგორი ო*how*?). The main clause will often contain ორგორ[**a**](georgian: a Learner's Grammar) *just* so. The ordering of main and subordinate clauses is free, e.g.:

> სახლს ორგორე (რამდენა) შეფარგმება, ორგორა ო ამ შეფარგმება

or

> ორგორა ო ამ სახლს შეფარგმება, ორგორ[**e**](georgian: a Learner's Grammar) (რამდენა) შეფარგმება სახლს ამ სახლს (ო შემს = თან დას)

*We shall paint your house (just) (as beautifully) as we painted your sister’s house*

As with its English counterpart, ორგორა ო may stand before just a noun (or pronoun) that is qualifying some other (pro)noun in the sentence and thus stands in the same case as the (pro)noun qualified, the sense being *as, like, in the capacity of*, e.g.:

> მ, ორგორა ო მის შვილთან, გამართა ამ შეფარგმება

I, *as his parent, entrust this child to you*

> მ, ორგორა ო მის შვილთან, ორგორა ო, ამ შეფარგმება

*I, as his parent, entrusted this child to you*

> გ უკან სახელურ მიუხედავად შემ, ორგორა ო ათავ შეფარგმება

*I told you, as my close (ათავ) friend, this secret (სახელურ) of mine*

Temporal clauses meaning *as soon as*

There are two strategies available: (1) the relevant clause is introduced by the words ორგორა ო, *and* the ordering of main and subordinate clauses is free; or (2) the subordinate clause takes the form of an alternative question, which is produced by the words ო არ არ 0 *or not* placed after the verb. When this strategy is employed, the subordinate must precede the main clause. As with clauses meaning *when*, English uses the present indicative even when reference is to the future; Georgian requires the future indicative in such cases, e.g.:

> ორგორა ო მამაკაცის გადად გაითავ, ორგორ[**a**](georgian: a Learner's Grammar) მამაკაცთან დარჩენა გაითავ, ორგორა ო მამაკაცის გადად თუ არ გაითავ, ორგორ[**e**](georgian: a Learner's Grammar) მამაკაცთან დარჩენა გაითავ

*As soon as the teacher went out of the room the pupils began to be naughty* (გაითავ)

> ორგორა ო მამასთან დიაგე, ბომ დიაგე?

_or* or* მოცეკვათ, ორგორ[**a**](georgian: a Learner's Grammar) მამათან დიაგე?

_or* or* მამასთან დიაგე თუ არ არ, ბომ დიაგე?

*As soon as you receive the parcel (მამათან), you will write to me, won’t you?*
If ორო(3) is used in the subordinate clause, the nuance as soon as can be conveyed by adding მაჰქმედ right then to the main clause, e.g.:

ამასთან ორო(3) ოქროს, მაჰქმედ ორო მიჭირდე?  

Temporal clauses meaning after

The clause is introduced by the sequence მაჰქმედ, ოაქ . . . (lit. it (dat.) after, which . . ., even though მმწოხ  after usually takes the genitive case). Where English in actual reference to the future employs the present indicative in such clauses, Georgian requires the future indicative. The ordering of main and subordinate clauses is free, e.g.:

 Will you bake the bread after you clean the house?

After I cleaned the house, I baked the bread

I’ll take you home after I finish this dessert (ხარიმი/ხარიმმა)

Noun clauses

When clauses function as nouns, they are called noun clauses and in Georgian are introduced by ორო(3) that, which this time usually occupies first position in its clause. Where appropriate, the main clause may contain ოი ორო(3) (fact) or ოი ორო(3) (circumstance) in the appropriate case. The ordering of main and subordinate clauses is free, e.g.:

(The fact) that you are here surprises (მგარი) me

I see that you are here

The fact that no one (ართობდა) stood up when we went into the room set us thinking (დაგვაჰათა)

I have already explained to you that such behaviour (სოჭილტრო) is forbidden (აღნიშნული)

You will explain to me, won’t you, the reason (მიმღები) that this room is empty (გამჭირული)?
Causal clauses *because, since, as*

Such clauses can be constructed in a variety of ways. The most colloquial conjunctions are რადგან(ა) and არის *because*, whilst რადგან(ა) არის more literary.

Answers to questions containing the word რატომ *why?* usually begin with რატომ(ი) რატომ(ი) for the reason that (= *because*). When not in answer to the question *why?*, the expression for the reason that (= *because*) will be conveyed by the words რატომ ( . . . ) რატომ(ი) because of (გამოწვეული) that (იმის), namely that (რატომ(ი)), e.g.:

> არძავაბად/რატომ ფრინველი წერილით გამოგზავნა რომლსაც გირინა საქმიან გაფართოებას.
> *Since uncle (ბირთ) sent me a long (ფრინველი) letter, I shall send him a long reply*

> ივნურად გამაგრამჭყურით წყლით ან იმის გამოწვეული, რატომ(ი) (ანიჭებული) გამოგზაურების უფრო ძირითადად არ შეიტანა.
> *I am sitting here in a very angry (ადამიურობა) mood for the reason that tonight the waiters (ოფიციალი) are not paying me attention (ლიტ. გადასვლა)*

> რატომ შელნილის? რატომ(ი) სახ. რატომ(ი) უფრო ძირითადად არ შეიტანა?
> *Why are you leaving? Why? – Because they are not paying me attention!*

It is worth noting that after such ‘question word’ questions the answer is often construed colloquially by repeating the question word followed by და.

A clause with the general subordinator რატომ(ი) tucked inside the clause somewhere before the verb may be interpreted as one of cause, just as such a clause can be interpreted as one of time. The context clarifies the correct interpretation, e.g.:

> რატომ(ი) გამოგზაურება ადამიურობა არის გამოწვეული
> *When you are near (–ამლ ადამიურობით) me, I am not gripped (გამოგზაურთან) with fear (იმის)*

or გამოწვეული
> *Since you are near me, I am not gripped with fear*

Simple conditional (*if*) clauses

Though we cannot yet examine the full range of conditional clauses (because we have yet to learn all of the relevant tense-mood forms), some of these can be discussed now. When a clause introduced in English by *if* refers to a simple activity that is ongoing at the moment of speech, then Georgian will render this by using the conjunction თუ, usually at the beginning of the clause, in association with the present indicative, e.g.:

> თუ წერილი წერ, გარ გამოსცადე ხარ
> *If you are (at this moment) writing a letter, you will not be able to clean the house for me*
If your father is in the garden, he is probably sowing seed(s)

But when reference is to a simple action/event yet to happen, even though English still uses the present indicative, Georgian uses either the future or the aorist [sic] indicative, e.g.:

If you drop the letter (ჰამგებ) in the (post-)box for me (ჰამ). I’ll be obliged (lit: you will lay an obligation (ჸამ) on me)

If the enemy is victorious, we shall kill ourselves

If the enemy doesn’t retreat (ჸაბი), we shall slaughter them (ჸაბი)

The verb know in the present indicative

There are two verbs that require an ergative subject and nominative direct object with the present indicative (and generally throughout the present sub-series), and this is because these forms historically belonged to Series II. Both verbs mean know; the following is the usual form:

<table>
<thead>
<tr>
<th>i-Ci-s</th>
<th>I know (something)</th>
<th>i-Ci-T</th>
<th>we know</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-Ci</td>
<td>you know</td>
<td>i-Ci-s</td>
<td>you (pl.) know</td>
</tr>
<tr>
<td>i-Ci-an</td>
<td>they know</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The other verb is rather restricted, tending to be limited to the expression გგმარი უკან (or i-Ci-n-)! God knows!. Be careful to distinguish between i-Ci you know (some fact) and i-Ci-n you know/are acquainted with X. Although i-Ci in the present indicative (and i-Ci-n you will say (X) in the future indicative) seem to behave like verbs with thematic suffix -i, the -i in their case is not this thematic suffix, as will be clear when we examine the imperfect indicative of i-Ci/ucq-i (and the conditional of i-tqv-i). Study these examples:

Does you father know that you are here?

(My) parents always (გგმარი) know where I am

How many mistakes (ფაქტ) will this government (ჰამგებ) make (lit. let out (ჸამ) me)? How should I know (lit. what do I know)!!
Dialogue 4

A mother and child discuss how they will acknowledge a relative’s Christmas present

დედა: ხომ შიდა მატე სამოხატებო, როგორ გვიხავთ მაში პრეზენტებს?
შქალი: გაითქვა რით დოკუმენტებში სლოფორალურ გაქირვებას, დედამ გამარჯვება.
დედა: ყოველ წელში გამატებით გვიხავთ ხელები, და ყოველ წელში მათ გვიხავთ ექსკელურ პირებს (ტრანსფორმაცია ჰკვალიფიკაცია).
შქალი: პირებში მათ(ი) გვიხავთ მორალი შაუ შეხვედრა, როგორც შეხვედრები, ან ბრძოლები, რომ(ი) მახასიათებელი არა გარი, და გვერდი ხელებით იყოს ეს ფაქტები!
დედა: როგორც გვიხავთ, მათელობინი საიმ, მაგალითად წინ არ გვხვდება, რომ(ი) გვერდი არამატ შარავალი ჰკვალიფიკაცია?
შქალი: რა მოხდა, არ მატების, რომ(ი) მახასიათებელ მორალით, შეხვედრებზე საფრთხით გამოდით, რომ(ი) მართლა შარავალი გარი!

Vocabulary

<table>
<thead>
<tr>
<th>Georgian (-a-)</th>
<th>English</th>
<th>Georgian (-a-)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ბიკოლა (-a-)</td>
<td>uncle’s wife</td>
<td>სასობაო(-)</td>
<td>Christmas (adj.)</td>
</tr>
<tr>
<td>აცლა</td>
<td>tomorrow’s (adj.)</td>
<td>გვიან - (da-)</td>
<td>(for Y) you delay X for Y</td>
</tr>
<tr>
<td>გვიან (-a-)</td>
<td>late (cf. გვიან)</td>
<td>რაც-ჰ(ს)-</td>
<td>you remind X of Y</td>
</tr>
</tbody>
</table>

შპ. ნამთრა: ამის შემდგომ არ გამოხატება გავლურა

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ანგერო - (ჸ- -)</td>
<td>you mean X of Y of course</td>
</tr>
<tr>
<td>სალავა</td>
<td>lazy</td>
</tr>
<tr>
<td>საგამრი</td>
<td>openly, publicly</td>
</tr>
<tr>
<td>მართული</td>
<td>indeed</td>
</tr>
</tbody>
</table>

Proverb

მეტის ხარისხით გამოვყანოთ ეს წუხლოვან მოთხერხება

= ოქროს ხელისქერო პირობებში ეს ჭარბალი მოეხსენება

A tongue sweetly speaking will entice a wolf from its lair

= A tongue sweetly speaking will fetch a snake up out of its pit

The alternative version is a quote from the Georgian national epic The Knight in the Pantherskin by Shota Rustaveli (fl. 1200). Note the use of the instrumental alone for the notion ‘out of/from’.
Verse

In this early piece by Luk’a Razik’ashvili (1861–1915), who took the pen-name Vazha-Pshavela ‘Lad of Pshav’, note *inter alia* how Georgian can combine a (3rd person singular) pronoun (interrogative or personal) with a verb marked not by the expected 3rd person singular but either a 1st person plural or 2nd person plural agreement marker and the resulting meaning.

(Vazha-Pshavela)

(Vocabulary)

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>გაჰქორთ ქვრისთან</td>
<td>by me</td>
</tr>
<tr>
<td>ნამუში</td>
<td>you (pl.)</td>
</tr>
<tr>
<td>რომ არის თქვრის სხვა</td>
<td>if</td>
</tr>
<tr>
<td>თქვრი</td>
<td>you yearn for X</td>
</tr>
<tr>
<td>თქვრი</td>
<td>who? (dat.)</td>
</tr>
<tr>
<td>თქვრი</td>
<td>you want X</td>
</tr>
<tr>
<td>თქვრის სხვა</td>
<td>one</td>
</tr>
<tr>
<td>თქვრი</td>
<td>(an)other</td>
</tr>
<tr>
<td>თქვრი</td>
<td>such (as this)</td>
</tr>
<tr>
<td>თქვრი</td>
<td>world</td>
</tr>
<tr>
<td>თქვრი</td>
<td>you like X</td>
</tr>
<tr>
<td>თქვრი</td>
<td>don’t!</td>
</tr>
<tr>
<td>თქვრი</td>
<td>by me</td>
</tr>
<tr>
<td>თქვრი</td>
<td>pipe</td>
</tr>
<tr>
<td>თქვრი</td>
<td>foot</td>
</tr>
<tr>
<td>თქვრი</td>
<td>you extend X to Y</td>
</tr>
<tr>
<td>თქვრი</td>
<td>you learn X</td>
</tr>
<tr>
<td>თქვრი</td>
<td>who?</td>
</tr>
<tr>
<td>თქვრი</td>
<td>you (singular)</td>
</tr>
<tr>
<td>თქვრი</td>
<td>you (plural)</td>
</tr>
<tr>
<td>თქვრი</td>
<td>God</td>
</tr>
</tbody>
</table>
Exercises

1. Write out the present tense forms of the verbs *I (etc.) know* (a fact) and *I (etc.) know* (am acquainted with someone). Add the aorist paradigm for the verb meaning *I (etc.) introduced X to Y* (changing this last verb only for the person and number of the subject). In each case include the relevant personal pronouns.

2. Fill in the gaps and translate:
   (a) m_ r_ _i_i?
   (b) _ma_ vi_ m_mq_di_?
   (c) _ _obleb_ _  g_n_  _Ci_ _?!
   (d) k_l_m_  ma_  m_ _par_  Hu_ _gan_ _
   (e) _e_  q_e_a_er_  Ho_  _m_Hs_n_?
   (f ) _t_ _  _v_cm_ _d  s_Hl_?
   (g) d_da_  i_  g_S_n  _acm_ _d_
   (h) r_  sa_ _al_a  m_m_-_K_en_!

3. Transpose the relative expressions below into more colloquial forms – at least two alternatives in each case (other than (d)) are possible:
   (a) kargad iCnob im bixs, romeliC guSin vnaHeT?
   (b) Hom Hedav im mascavlebels, romelsaC saXuKari miveCiT?
   (c) mogitanT im danas, romliTaC puri davxeri.
   (d) is, visaC Puli mohpares, aK movida.
   (e) gagaCnob im Kalebs, romlebTan(aC) erTad zGvaze cavediT.
   (f ) vin ari(s) is kaCi, romelmaC aK mogiqvana?
   (g) iK arian is mocaPeebi, romlebisgan(aC) miviGeT torti.
   (h) Kali, romlis TorneSi((d)aC) dedam es lavaSi gamoaCHo, Xveni mezobelia.

4. Transpose the following colloquial relatives into more formal equivalents:
   (a) gverdze ro(m) Kali gizis, is/igi vinaa/vin ari(s)?
   (b) Tavisi Sedevri ro(m) mogqidaT, im Helovans meC viCnob.
   (c) deda-Sens ro(m) masSi operaCia gaukeTes, is saavadmqoPo sadaa/sad ari(s)?
   (d) avstriels ro(m) Puli mieCi, is/igi romeli matarebliT Xamovida?
   (e) misTvis ro(m) saHls GebavT, is gogo TKveni megobaria?
   (f ) bixs ro(m) cigni vaTHove, (is/igi) KarTvelia.
   (g) guSin ro(m) (i)miT XamovediT, im matarebels eHla vHedav sadgurze.
   (h) Xems megobars ro(m) Puli mohpares Hulignebma, is/igi mas daubrunes poliCielebma.
5 Translate the following conditionals into Georgian:
   (a) If I see you tomorrow, I shall return the book to you.
   (b) If you say that, they will kill you.
   (c) If they are sitting in the guest room, they are probably listening to
       the radio.
   (d) If I give you this apple, will you pour the wine for me?
   (e) If your daughter is well, what is upsetting you?

6 Transpose the following subordinate clauses into more colloquial forms:
   (a) sanam/vidre CHelia, am qavas vsvam
   (b) radgan(aC)/raki/vinaidan es qava Civia, vabruneb
   (c) rodesaC/roCa am cerils miiGeb, Hom damirekav?
   (d) rogorC ki Segatqobineben/Segatqobineben Tu ara, meC Hom
       Sematqobineb?
   (e) rodesaC/roCa Kali adga, qvela avdeKiT

7 Translate into English:
   (a) mas Semdeg, raC mag cerils dacer, sadils Hom mogvimzadeb?
   (b) me, rogorC maTma mascavlebelma, bavSvebs tkbileuli gamovarTvi
   (c) qvelam viCiT, ro(m), poliCielebi ra(i)mes gaigeben Tu ara,
       Segvatqobineben
   (d) KarTveli ro(m) cuHel Sin moiqvane, mas ra uTHari inglisis
       SesaHeb?
   (e) rogorC mascavleblebi gvaKCeven quradGebas, XvenC aseTive
       (this same sort of)
   (f ) Tu mascavlebelma HuTiani dagiceraT, (is) Hom ar SegacuHebT,
       bixebo?
   (g) guSin ro(m) damireka, is gogo kinoSi gaviCani
   (h) (is,) ro(m) guSin damireka gogom, jalian makvirvebs

8 Translate into Georgian:
   (a) They all know that if they do this, we shall punish them.
   (b) Since they went to Georgia yesterday, how shall we see one another
       on Thursday?
   (c) Do you know this man? If you do not know him, I shall arrest him.
   (d) I shall give you the book I bought for you today at the shop when I
       see you tomorrow.
   (e) When they arrest me, I shall not hide this from the policemen.
   (f) Do you know that everyone who is sitting in this room is gripped
       by fear?
   (g) When I was in Tbilisi my friend showed me the exhibition of the
       artist who sold your father a painting.
   (h) The girl from whom we took away the radio knows that we shall
       return it to her.
Lesson 10

In this lesson you will learn about:

• The present and future indicative forms of intransitive verbs
• The meaning of this type of intransitive verb
• The syntax of intransitives
• How to associate indirect objects with intransitive verbs
• The future forms of the verbs be, come/go, run, be sitting/standing/lying, sit down, stand up, lie down

Note that intransitive verbs will often be quoted in subsequent vocabulary lists with 3rd person subject, since many do not naturally occur with 2nd (or 1st) person subject.

Dialogue 1

Nora and her friend Laura return home to find the children missing

Nora: არ გვარი, რომ ხუთი პირთი არსებობს, ხელმისაწვდომი არ იყო დაუმარის.
Laura: რატომ კოლხუნი? მუქმელი რომ, არც არ იყო გაფრენილი.
Nora: ხელმისაწვდომი არ იყო, ხელმისაწვდომ არ იყო? ხელმისაწვდომ არ იყო?
Laura: ხელმისაწვდომ არ იყო.
Nora: ფრთხილი იყო. მე თუ მათ მიეპყრობ მათი ქცევა, მაგრამ ჰაგულებს (ჰაგულები) მათი ქცევილებს.
Laura: მაგრამ მათ ჰაგულებს? თუ მათ ჰაგულებს ჰაგულებს? თუ მათ ჰაგულებს?
Nora: თუ მათ ჰაგულებს! ხელმისაწვდომ, ხელმისაწვდომ, ხელმისაწვდომ.
Laura: თუ მათ ჰაგულებს თუ მათ ჰაგულებს? თუ მათ ჰაგულებს?
While the master is away, his workman Ucha and a friend Mindia get up to mischief!

**Dialogue 2**

**Mindia:** გამცდელებით სამეურნეო ფუნქციაში ყველას, სანამ იგი შეიძლო არ არი უკვდავმა?

**Ucha:** არ ყოფა. რომ ზოგიერთი დაუშვებელი გამოჩნდება?

**Mindia:** თუ ფუნქცია, მალე გააკეთებოთ, რთულ ყელს! უკვე სანამ ხელშეკრულთა მხრივ შექმნა?

**Ucha:** მაგრამ სანამ ტანახმა ხალხში, არ გარემო ყველას შეუდგა გუშალზე, რასაც ცოტა შეძლება იმუნა საყრდ

**Mindia:** რა ვარდა! ამონავლეთ! მინარი რომ დაღვრია, ისტორია იმუნა ყველას, თუ შეგეთხოთ სამკაულო მომარაგებები ამ სახლში, გაგზავნე რბოლად სულიშ ამბავი სახლში?
გარდა არ გარე — ქუჩა დავაჯარა, რაც ძალიან ხშირად მოხდება. აქ გზები მოუწოდება რომელმა რომ მოწამოთ, რომლადმდე აერთიან გზებს. ქუჩი გამოყოფს რაიონის საყოველთაო საერთაშორისო (ან მთა სოფელებიდან არ იშვიათ ფბრუნდასაზე).

მოგონვა თუ არ მივეთანხებთ შეგვიძლია გდება. თუ არ მიხმავთ გდება? ქუჩა გახდება გამოყოფილი, იმ გზის ნიმუში რომ(ი) დღეს ბუდეგადგენია, მას ხოლოგრამა უპირობო წარმოდგენილგან ზიანთ.

ვეცა: რა არის(ი)? ქუჩა სჭირდება? ეს რა გვხიდა, ეს რით(ი) გამოყოფათ? თუ გზა დავაჯარათ უ და ნეავს გვხიდათ, ამ ადგილ და გვხოდთ, რამდენი სიმწოვა. ამ გზათ, ქუჩი ამხსნა, თუ აქ მარილები ქველა ცხრაგანაგრება.

**Vocabulary**

<table>
<thead>
<tr>
<th>სახელმწიფო (გა-)</th>
<th>ნიშნიანი (გა-)</th>
<th>მრავალმხრივ (და-)</th>
<th>სამარგავი (და-)</th>
<th>ხელოვანი (ხ-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>არძოც (გა-)</td>
<td>ქუჩა</td>
<td>გრძელი (და-)</td>
<td>ვალი</td>
<td>ქუჩა დამხმარება</td>
</tr>
<tr>
<td>თანჯარა (და-)</td>
<td>ნათლიო</td>
<td>ჰიდრძა (უ-)</td>
<td>ქუჩა (გა-)</td>
<td>თანჯარა დამხმარება</td>
</tr>
<tr>
<td>ექიმი ქუჩა</td>
<td>ბრძოლა ექიმი</td>
<td>მარჯანი ათარუ (გა-)</td>
<td>ქუჩა (გა-)</td>
<td>ექიმი ქუჩა დამხმარება</td>
</tr>
<tr>
<td>ხარჯი ქუჩა</td>
<td>ქარხანა</td>
<td>ქუჩა (გა-)</td>
<td>ქარხანა დამხმარება</td>
<td></td>
</tr>
<tr>
<td>ორჯული (გა-)</td>
<td>ქუჩა (გა-)</td>
<td>ქუჩა (გა-)</td>
<td>ქუჩა (გა-)</td>
<td></td>
</tr>
</tbody>
</table>

* Compare ქუჩა (გა)ება ქუჩა (გა) - ქუჩა დამხმარება.
† Compare მო- ქუჩა (გა)ება ქუჩა (გა) - ქუჩა დამხმარება.
‡ Types of red wine from Rach’a/K’akheti.

138 Georgian: A Learner’s Grammar
Dialogue 3

Father P’ant’e and daughter Ek’a visit a clothes shop

P’ante: Hom gauPrTHildebi mag Kvedatans? Tu raime daemarTeba, Xemi gadasaHdeli iKneba/dambraldeba!


P’ante: oH, ra lamazad gamoiqurebi! marTla giHdeba.

Eka: ese igi, Turme meTanHmebi, ro(m), Tu kidev gavHdebi da conaSi movikleb, sul gavKrebi!

P’ante: arC jalian msuKani arC jalian gamHdari (ara) Har. roCa gaizrdebi, uPro gasagebi iKneba SenTvis, ro(m) qvelaPeri ixmeba da ismeba, oGond zomierad. dieta qovelTvis ar geHmareba – HandaHan namdvil zians gaqenebs (/zogJer gavnebs kideC).

Eka: kargi, magram es Kvedatani Hom ar ari(s) jalian jviri SenTvis?

P’ante: Tu jviri damiJdeba, Cota Hans moviklebT me da deda-Seni.

Eka: ra bednieri var! mSoblebi mCiresaC sJerdebian (/CotaTi kmaqoPildebian), me ki, rasaC movindomeb, uars araPerze (ar) meubnebian!

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>დანამეტი (თაყრ.)</td>
<td>you treat X with care</td>
</tr>
<tr>
<td>გასართილება (თაყრ.)</td>
<td>X happens to Y you are saying</td>
</tr>
<tr>
<td>გამოსთავი (თაყრ.)</td>
<td>X to Y it fits X you look</td>
</tr>
<tr>
<td>ორგანი (თაყრ.)</td>
<td>you agree with X weight altogether thin understandable except only diet sometimes it will harm you expensive you make do with a little</td>
</tr>
<tr>
<td>სამტკიცე (თაყრ.)</td>
<td>skirt it is for you to pay for/blame falls on you fat oh it suits you you are getting thin you reduce you are disappearing you are growing X is edible measuredly you help X real to boot for a while lucky you make do with X</td>
</tr>
</tbody>
</table>
Grammar

The formation of the present and future indicatives of intransitive verbs

The transitive verbs which we have been examining so far represent the so-called Class 1 type of conjugation. The intransitive verbs we are about to examine follow the so-called Class 2 pattern. Many Class 2 intransitives function as the passive equivalents to their active Class 1 forms, but not all Class 2 verbs possess a Class 1 equivalent, and the meaning relation is not always simply that of passive-to-active (see grammar section that follows).

The usual way of forming the future indicative for a Class 1 transitive verb is to add the appropriate preverb to the present indicative and the same construction is used for creating the future indicative from the present indicative of Class 2 intransitives. For those intransitives that correspond to Class 1 transitives, the same preverb(s) will be used as for the transitive form.

There are three types of formation: (a) prefixal; (b) suffixal; and (c) markerless. The present and future indicatives are similar in that in all three types a 3rd person plural subject selects the ending -a, preceded by a formant -i-. This formant is present throughout the conjugation except when the subject is 3rd person singular, marked by the subject agreement suffix -a; any version vowel associated with the relevant root in its transitive form will disappear. In all but some sub-types of the prefixal intransitive the thematic suffix -eb- precedes the suffixal elements just mentioned. While these features alone characterise the markerless type, the suffixal intransitive differs by adding a -a- before the thematic suffix -eb-, whereas the prefixal adds no such suffix but places the vowel -a- immediately before the root. The conjugations are illustrated with the present indicatives of be cut open, redden/blush, warm up respectively:

<table>
<thead>
<tr>
<th>Prefixal</th>
<th>Suffixal</th>
<th>Markerless</th>
</tr>
</thead>
<tbody>
<tr>
<td>გა-fight</td>
<td>ი-გეძო-eb-a</td>
<td>ი-გეძო-eb-</td>
</tr>
<tr>
<td>გა-რწინა</td>
<td>ი-რწინა-eb-a</td>
<td>ი-რწინა-eb-</td>
</tr>
<tr>
<td>გა-დაგვინა</td>
<td>ი-დაგვინა-eb-a</td>
<td>ი-დაგვინა-eb-</td>
</tr>
<tr>
<td>და-იწვა</td>
<td>ი-იწვა-eb-a</td>
<td>ი-იწვა-eb-</td>
</tr>
<tr>
<td>გა-იქო</td>
<td>ი-იქო-eb-a</td>
<td>ი-იქო-eb-</td>
</tr>
</tbody>
</table>
(If readers refer back to Lesson 2, they will see that the verbs for *sit down*, *stand up* and *lie down* presented there are of the markerless intransitive type.)

By adding the appropriate preverb here (*ga-* in all three cases) the future indicatives will be produced.

The occurrence of these three patterns will now be explained according to the different types of verb.

**Root verbs**

Though there are some exceptions, the norm is for root verbs to be of the prefixal type, as illustrated above for *cut open*. Those root verbs that change the radical -e- to -i- in the transitive aorist indicative, as explained in Lesson 8, undergo this same change in all intransitive tense-mood forms throughout Series I and II. This is shown by the verb *squash* (cf. *(gamo-)*a-P(-)en you (will) exhibit X):

\[
\begin{align*}
(ga-)v-i-KC(-)ev & \quad (ga-)v-i-KC(-)ev-i \\
(ga-)v-i-KC(-)ev & \quad (ga-)v-i-KC(-)ev-i-T
\end{align*}
\]

Note: the radical -a- in *xam* you eat X disappears in the intransitive to give *i-xm-eb-a* X is edible.

Those verbs in (-)en that follow the prefixal pattern also change this internal -e- to -i- (as seen in the verb *(gamo-)*a-P(-)en you (will) exhibit X, which gives *(gamo-)*i-P(-)in-eb-a X is being (will be) put on exhibition).

Verbs in (-)ev retain this element but do not then take the thematic suffix -eb-.

Consider the intransitive forms of *(ca-)a-KC(-)ev* you (will) knock X down:

\[
\begin{align*}
(ca-)v-i-KC(-)ev & \quad I (shall) fall over \\
(ca-)v-i-KC(-)ev & \quad (ca-)v-i-KC(-)ev-T \\
(ca-)i-KC(-)ev & \quad (ca-)i-KC(-)ev-T
\end{align*}
\]

The verbs *(ga-)teH* you (will) break X and *(gada-)cqvet* you (will) decide X have suppletive intransitives of the markerless variety *(ga-)tqd-eb-a* X breaks (will break), *(gada-)cqd-eb-a* X is being (will be) decided. Verbs in (-)en that are not of the prefixal type drop the (-)en and follow the markerless pattern, *(ga-)a-en(-)et* you (will) sustain/leave X and *(Se-)a-Cd(-)en* you (will) lead X into error are constructed as follows:

\[
\begin{align*}
(ga-)v-rX-eb-i & \quad I (shall) stay/remain \\
(ga-)v-rX-eb-i & \quad (ga-)v-rX-eb-i-T \\
(ga-)v-rX-eb-i & \quad (ga-)v-rX-eb-i-an
\end{align*}
\]
The verb (mo-)a-Hd(-)en you (will) effect/arrange/do X can be regarded as the transitive equivalent of the very useful markerless intransitive (mo-)Hd-eb-a it is happening (will happen). The same is true of the pair: (ca-)a-Hd(-)en you (will) render X useless and (ca-)Hd-eb-a X becomes (will become) useless.

**Thematic suffix -eb**

Most verbs of this type that either (a) have no vowel in the root, or (b) do not employ the neutral version vowel -a- in their transitive forms follow the prefixal pattern, e.g.:

- (da-)a-nT-eb you (will) light X → (da-)i-nT-eb-a it catches (will catch) light
- (ga-)a-G-eb you (will) open X → (ga-)i-G-eb-a it open (will open)
- (da-)bad-eb you (will) give birth to X → (da-)i-bad-eb-a it is being (will be) born
- (Xamo-)kid-eb you (will) hang X → (Xamo-)i-kid-eb-a it is being (will be) hung/hanged

The majority of verbs in -eb, however, use the suffixal formation e.g.:

- (ga-)a-keT-eb you (will) do X → (ga-)keT-d-eb-a X is being (will be) done
- (a-)a-Sen-eb you (will) build X → (a-)Sen-d-eb-a X is being (will be) built
- (ga-)a-did-eb you (will) enlarge X → (ga-)did-d-eb-a X is getting (will get) big (from did-i big)
- (ga-)a-TeTr-eb you (will) whiten X → (ga-)TeTr-d-eb-a X is turning (will turn) white (from TeTr-i white)
- (ga-)a-meP-eb you (will) make X sovereign → (ga-)meP-d-eb-a X becomes (will become) sovereign (from mePe sovereign)

Many verbs of this type, such as the last three above, are formed on noun or adjective roots. In such cases, the force of the intransitive is that of becoming (noun/adj.); a further example is (ga-)a-orsul-d-eb-a X gets pregnant from morsul- a pregnant (lit. two-souled), for which the word PeHmjime (lit. foot-heavy) also exists (cf. morsul-i/a/morsul-ad-ajpajshenie/a/morsul-pajshenie-d-ajpajshenie-a X is pregnant). If the noun or adjective ends in -u or -o, a -v- is inserted
between the root and the -Suffix (e.g. (ga-)q\text{ar}h\text{ar}-\text{q}a\text{b}-\text{a} it widens (will widen) from q\text{ar}h\text{ar} wide).

**Thematic suffix -av**

The prefixal pattern applies in all cases. For verbs with a vowel in the root, the thematic suffix disappears altogether (e.g. (ga-)q\text{ar}h\text{ar}-\text{q}a\text{b}-\text{a} X is hiding (will hide), (qa-)\text{ha}\text{q}-\text{q}a\text{b}-\text{a} you (will) paint X → (qa-)\text{ha}\text{q}-\text{q}a\text{b}-\text{a} X is being (will be) painted). For verbs without a root vowel the thematic suffix is retained, but reduces to -\text{a} (e.g. (qa-)\text{ha}\text{q}-\text{q}a\text{b}-\text{a} you (will) spin X → (qa-)\text{ha}\text{q}-\text{q}a\text{b}-\text{a} X is being (will be) spun). If the root itself ends in -\text{a}, then the expected remnant of the thematic suffix also is lost (e.g. (qa-)\text{q}a\text{b}-\text{a} you (will) burn X → (qa-)\text{q}a\text{b}-\text{a} X is burning (will burn)). If a vowelless root ends in -\text{q}, then the -\text{a} remnant of the thematic suffix slots inside the root (e.g. (qa-)\text{q}a\text{b}-\text{a} you (will) kill X → (qa-)\text{q}a\text{b}-\text{a} X is being (will be) killed, (qa-)\text{q}a\text{b}-\text{a} you (will) plough X → (qa-)\text{q}a\text{b}-\text{a} X is being (will be) ploughed, (qa-)\text{q}a\text{b}-\text{a} you (will) tie X up → (qa-)\text{q}a\text{b}-\text{a} X is being (will be) tied up).

**Thematic suffix -i**

The prefixal pattern is employed (e.g. (ga-)\text{q}\text{r}-n you (will) rear X → (ga-)\text{q}\text{r}-n X is growing (will grow) up, (qa-)\text{q}\text{r}-n you (will) punish X → (qa-)\text{q}\text{r}-n X is being (will be) punished, (qa-\text{q})\text{q}-\text{q}a\text{b}-\text{a} you (will) send X → (qa-\text{q})\text{q}-\text{q}a\text{b}-\text{a} X is being (will be) sent, (qa-)\text{q}a\text{b}-\text{a} you (will) cut X in two → (qa-)\text{q}a\text{b}-\text{a} X is (will be) splittable/is being (will be) split).

One oddity is the verb (ga-)\text{q}\text{r}-n you (will) make X become (something); it has the markerless intransitive (ga-)\text{q}\text{r}-\text{a} X becomes (will become) (something). This contrasts with the verb (qa-)\text{q}\text{r}-n you (will) remove X from the top (of Y), which has a regular intransitive ((qa-)\text{q}a\text{b}-\text{a} X is (will be) removed/is (will be) removable).

**Thematic suffix -ob**

Some verbs of this type employ the prefixal pattern, others the markerless. Those that are prefixal retain the thematic suffix -a\text{b} and do not add -\text{q}a\text{b} (e.g. (qa-)\text{q}a\text{b}-\text{a} you (will) censure X → (qa-)\text{q}a\text{b}-\text{a} X is being (will be) censured, (qa-)\text{q}a\text{b}-\text{a} you (will) amuse X → (qa-)\text{q}a\text{b}-\text{a} X is being (will be) amused, (qa-)\text{q}a\text{b}-\text{a} you (will) suffocate X → (qa-)\text{q}a\text{b}-\text{a} X is suffocating/drowning). Of those that follow the markerless paradigm, since the root is no longer followed by an -\text{a} vowel, any root-final -\text{a} effaced by the -\text{a} vowel of the normal thematic suffix will reappear, slotting inside the root for those verbs that have this pattern in the transitive aorist indicative,
as explained in Lesson 8, (e.g. (ga-)a-Tb-ob you (will) warm X → (ga-)Tb-eb-a X is warming (will warm up), (da-)a-Tr-ob you (will) intoxicate X → (da-)Tvr-eb-a X is getting (will get) drunk. Sometimes verbs of this type possess both a prefixal and a markerless intransitive; in such cases, the prefixal will be more a true passive, whilst the markerless will have the force of a simple intransitive (e.g. (gamo-)a-CH-ob you (will) bake X → (gamo-)CHv-eb-a X is baking (will bake) compared with (gamo-)i-CH-ob-a X is being (will be) baked).

**Thematic suffix -am**

The prefixal pattern is followed. The thematic suffix is retained but reduced to -؛ if the root ends in -؛, this disappears because of the following گ-remnant (e.g. (ga-)a-b-am you (will) bind X (to Y) → (da-)i-b-m-eb-a X is being (will be) bindable, م-؛ you are drinking X → گ-؛ you are getting drunk).

**Other constructions**

Not all Class 2 verbs are the intransitive equivalents of Class 1 transitives. For example, the verb die is a Class 2 verb of the markerless type without any corresponding Class 1 form (Mo-kvd-eb-a X is dying (will die), cf. sikvdili death). When the subject of die is plural, according to prescriptive grammarians the verb just quoted yields to a suppletive root of the prefixal type (Mo-kvd-eb-i-an X is dying (will die), cf. Mo-kvd-av you (will) kill them as against Mo-kvd-av you (will) kill X).

Similarly suppletive for the number of the subject are the roots signifying fall, the singular root being markerless, the plural being suffixal (Mo-toli va-eb-a a leaf (Mo-toli va-eb-a) is falling (will fall) as against Mo-toli va-eb-a leaves are falling (will fall)).

We have already discussed (ga-)Hd-eb-a it is happening (will happen) and (ga-)Hd-eb-a X is becoming (will become) (something); the latter form has an exact homonym (ga-)Hd-eb-a meaning X is growing (will grow) thin, for which there is no Class 1 equivalent. When accompanied by the preverb گ-، the intransitive form of this root also lacks any Class 1 equivalent (گ-، some dream/wish will be realised).
Meaning and syntax of Class 2 intransitive verbs

As we have seen, some of the intransitive verbs above have been translated as passives, as in მახალამ გამოვიყენება X is being sent. In such cases the agent may be expressed by use of the free-standing postposition მეტი (some verbs also allowing the non-free-standing გა-) by + the genitive case. The subject of Class 2 verbs in all tense-mood forms will be nominative, e.g.:

გი ამათით ფილავნენ გამო-მახალამ გამოვიყენება მეტი
This parcel (გი ამათით) will be sent to Moscow by the secretary

(= გოგობი)

It is possible to find examples of all three sub-types of Class 2 intransitives used passively in association with an agent, e.g.:

მათი ნამუშევრები გამოვიყენება ფერამოზები გამოვიყენება მეტი
Their work (მათი ნამუშევრები) is (being) gets positively (ფერამოზები-) evaluated

(=(ქართული) ფერამოზები-)

And, for a markerless intransitive, we can adapt St John 3:17 (from the 1982 New Testament published in Sweden by the Institute for Bible Translation) to give:

ველოსიპედი გამო-მახალამ გამოვიყენება მეტი
The world will be saved by Jesus

However, Georgians seem to prefer to avoid Class 2 intransitives in a passive sense, utilising instead the appropriate transitive form with an unspecified 3rd person plural subject in circumstances where the agent does not have to be specifically mentioned (e.g. სამი ნამუშევრები გამოვიყენება ძალაუფლები გამოვიყენება მეტი
They/People positively evaluate their work = Their work is (being) positively evaluated).

The force of the Class 2 formation for many verbs is simply that of an intransitive activity (with no implication of there being an agent and certainly no possibility of stating one), e.g.:

გახსნილი გა-გზა-ჰ
The door is opening

გოგობი გა-გზა-ჰ გოგო-ბ
The girls are hiding

გამოვიყენება გჰალაზო-ი გა-გზა-ჰ
The snow (გოგო-ბ) is melting (გჰალაზო-ი)

გოგობი გა-გზა-ჰ გოგო-ბ
I get angry (ი გჰალაზო-ი)

გოგო-ბ გა-გზა-ჰ-ჰ
t is smoking* (the preverb is თა)

გოგო-ბ გა-გზა-ჰ-ჰ
t is biting

* The first alternative may also mean X is being cut/is cuttable.
Perhaps the most common sense in which prefixal intransitives are used is that of indicating that the nominative subject is potentially capable of undergoing the verbal activity (e.g. \(\text{e-} \text{kumS-eb-a} \) it can be translated, \(\text{e-} \text{mo-/Se-} \text{kumS-av} \) you (will) reduce X in size, \(\text{e-} \text{con-eb-a} \) it can be weighed).

As indicated in the translations given for some of the earlier examples, some Class 2 intransitives may have more than one of these senses. One simply has to learn which is/are appropriate to any given verb. One further example of this ambiguity is \(\text{e-} \text{Hed-eb-a} \), formally the intransitive to \(\text{Hed-av} \) you see X, and like its transitive counterpart it is only found in the present sub-series. It may be used in the sense \(X \text{ can be seen} / \text{is visible} \), or it may be used as a simple intransitive \(X \text{ is looking} \) (in some direction), in which sense it has the synonyms \(\text{e-} \text{CKir-eb-a}, \text{e-} \text{qur-eb-a}, \text{e-} \text{mzir-eb-a} \) (also, only in the present sub-series, the Class 1 forms with indirect object \(\text{ga-} \text{CKer-i} \) or \(\text{ga-} \text{h-qur-eb} \) you look out (\(\text{ga-}\) upon X).

The next section will describe how indirect objects can be marked with Class 2 formations. An indirect object of a Class 2 verb in any tense-mood form will always stand in the dative case.

**The marking of intransitive verbs with indirect objects**

For prefixal intransitives an indirect object may only be expressed in one way, namely by changing the prefix \(\text{e-} \) to \(\text{e-} \), in front of which the relevant object agreement affix is placed. If the indirect object is 3rd person plural and animate, then this plurality may optionally be marked by use of the suffix \(-T \) (i.e. the bracketed element from the table in Lesson 6) as long as the subject is not 1st or 2nd person (e.g. \(\text{e-} \text{mSoblebs emaleba(T)} \) the child is hiding from the parents but only \(\text{e-} \text{mSoblebs vemalebi/emalebi} \) I am / you are hiding from the parents, i.e. with no possibility of adding the pluraliser).

These bipersonal intransitives correspond in meaning to any of the equivalent transitive forms with indirect object. If we take the verb \(\text{write} \), we can produce three transitive forms with indirect object, namely: \((\text{da-} \text{-} \text{u-cer} \) you (will) write X for Y, \((\text{da-} \text{-} \text{a-cer} \) you (will) write X on Y, \((\text{mi-} \text{-} \text{s-cer} \) you (will) write (X) to Y. And so the corresponding bipersonal intransitive in this case is ambiguous, at least in the present sub-series (e.g. \(\text{e-} \text{Hed-eb-a} \) it is being written for/on/to us, \(\text{e-} \text{Ker-i} \text{e-} \text{Hed-eb-a} \) it is being written for/on/to the men; in tense-mood forms taking a preverb the meaning to will be indicated by use of \(\text{mi-/mo-} \), while the other two senses will require \(\text{e-} \)).

The potential force may also characterise these bipersonal forms, where the indirect object will indicate who has the capacity to carry out the verbal action. So, the above forms have a fourth meaning (\(\text{we/the men can write X} \).

Such forms, where the dative indirect object might be felt to be almost the subject itself, come close to the indirect (Class 4) verbs, to be discussed in Lesson 13. Study the following:
Lesson 10

My/Your/X’s cup (Piala) of patience (moTmineba) is being filled up ((a-)a-vs-eb =

I am/You are/X is losing patience

gam-g-e-gzavn-eb-a Puli

Money will be sent to you

gv-e-jl(-)ev-a Jildo

A prize is being given to us

The transitive future of give contains the thematic suffix -gə. The intransitive
future is prefixal with this -gə retained and no extra -gə-; the same interplay
between the preverbs ən- and ən- occurs as with the transitive forms, e.g.:

ən-ən-gə-ən-a it will be given to me
ən-ən-gə-ən-un-ən a (pl.) will be given to you (pl.)
ən-ən-gə-ən-un-ən you (pl.) will be given to us
ən-ən-gə-ən-un-ən-ən it will be given to them
ən-ən-gə-ən-un-ən I shall be given to you
ən-ən-gə-ən-un-ən-ən we shall be given to X
ən-ən-gə-ən-un-ən-ən you (pl.) will be given to X

Some prefixal intransitives exist only as bipersonals (with or without a corres-
dponding transitive form), a feature that is common to some suffixal and
markerless intransitives below:

(ən-ən-gə-ən-a) (ən-ən-ən-ən) you are waiting (will wait) for X
(no transitive form)

ən-gə-ən-ən-ən-ən you (will) trust X
(cf. (ən-ən-gə-ən-a) ən-gə-ən you (will) reveal X to Y,
and (ən-ən-gə-ən-un-ən-ən) ən-gə-ən you (will) entrust X to Y)

ən-ən-əngə-ən-un-ən un-ən-ən you (will) live long enough to experience X
(cf. (ən-ən-gə-ən-un-ən) əngə-ən you (will) do X in time)

ən-ən-gə-ən-un-ən-un you (will) attack X
(cf. (ən-ən-gə-ən-un-ən-un) ən-gə-ən-un you (will) send X to attack Y)

ən-ən-gə-ən-un-ən-un you (will) grow accustomed to X
(cf. (ən-ən-ən-ən-un-ən-un) ən-ən-un you (will) accustom X to Y)

ən-ən-ən-un-ən-un-ən-ən you (will) greet X
(cf. (ən-ən-ən-un-ən-ən-ən-ən) ən-ən-un you (will) get X to greet Y)

ən-ən-gə-ən-un-ən you (will) touch X
(cf. (ən-ən-gə-ən-un-ən-un-ən) ən-ən-un-ən you (will) bring X into light contact
with Y)

ən-ən-gə-ən-un-ən you (will) sneak in upon X
(cf. (ən-ən-gə-ən-un-ən-un-ən) ən-gə-ən un you (will) sneak X in (to Y))

(ən-ən-ən-gə-ən-un-ən) you (will) introduce yourself to X/familiarise yourself
with X
(cf. (ən-ən-ən-ən-un-ən-un-ən) you (will) get to know X)
Although some verbs exist in all three forms (transitive, monopersonal intransitive and bipersonal intransitive), the meaning relation might not be wholly straightforward. Take the expression მაისი შუღალამი (გა-ს-ა-რკმ (-)უ-ებ) you (will) convince your friend of the truth of this (lit. in this). The bipersonal intransitive is შუღალამი (გა-ს-რკმ(-)უ-ებ-o) you (will) believe/trust your friend. The monopersonal intransitive უ-რკმ(-)უ-ებ-n means you are seeking to affirm; it is used only in the present sub-series and is often followed by a noun clause introduced by ორ-დ, such as:

The sick man is trying to make a convincing statement to the effect that he is well

Sometimes a verb which is formally bipersonal of the prefixal type has no easily identifiable indirect object:

(გა-ს-უ-ებ-o) X is setting (will set) out
(also გა-უ-ებ-o)
(ზო-უ-ებ-o) X collapses/flops down (will collapse/flop down)

compared with

(ზო-უ-ებ-o) they (will) collapse/flop down with plural subject
(ზო-უ-ებ-o) X is setting (will set) out hurriedly
(ზო-უ-ებ-o) X slackens (will slacken)

For suffixal and markerless intransitives there are three ways of associating an indirect object with the verb, depending on the meaning and/or the verb.

1 The appropriate agreement affix is simply placed immediately before the root, e.g.:

(გა-ს-უ-ებ-o) you (will) distance yourself/separate from me
(გა-უ-ებ-o) they (will) surrender to us
(გა-ჰ-უ-ებ-o) I (shall) meet (be somewhere to welcome) you

compared with

(ზო-უ-ებ-o) I (shall) meet you
(ზო-უ-ებ-o) you (will) follow X
(cf. ზო-უ-ებ-o you will follow me)

With the preverb გა- (გამო- if the dative noun is 1st or 2nd person) this verb is a way of saying get married to for a woman, e.g.:

I, Liana, shall marry Zaza (lit. follow out Zaza as wife)

If there is no specification of the object, then the expression is (გა-უ-ებ-o she is getting (will get) married (cf. უ-ებ-o შემოქმედიჭირე (გა-ს-უ-ებ-o) you (will) marry your daughter to Zaza). The equivalent expressions for male
subjects are: ქიორჯი–ან როდენ ქრორ-TAV you (will) take X to/as wife, and, without specification of the object, ქიორჯი–ან სირ-TAV you (will) take a wife (cf. ქოლიდი იყოლ–ურ TAV ართულთქმა the king married off his son, ოლიო–ურ–ურ TAV ართულთქმა the king married Liana to his son).

We have already encountered a number of intransitive usages for the root -ხორ-. Another one relates to the verb (ჭგად–)–ხორ you (will) pay (X). The bipersonal intransitive means it (i.e. responsibility for repayment/restitution) devolves upon X – at least, this usage did once exist, though two of the native speakers who commented on this book bridled at an example originally included in Dialogue 3. The following example is adapted from one by the writer Egnat’e Ninoshvili (1859–1894) quoted in the Georgian Academy Dictionary:

ქვითანჩია თქმი–ჯობე როდენ–ურ ახ გათა–ხორ-TAV
If you give me a receipt (ქვითანჩია), I will not be asked to pay a second time (როდენ–ურ)

2 The locative version vowel -ა- stands between agreement prefix and root, and such examples can usually be linked to the notion on implied by this version, e.g.:

(ჭგად–)–ა–ხორ–უ–ჯო–თ it dries (will dry) on X
(ჭგად–)–ა–ხორ–უ–ჯთ–ა X dies (will die) on top of/along with Y
Another example for the root -be- is (სახლ-ი)-ბე-ქული ი-t (clothing) suits (will suit) X.

Some anomalies among the intransitives

Intransitive verbs, by definition, should not take direct objects. However, some Class 2 verbs are combined with two dative nouns, one of which is clearly the indirect object, whilst the other appears to function as a direct object. The verb სურ-ა და-ხალკენი you tell X to Y is one such of the prefixal type; in the future it has the suppletive form სვრ-ი, e.g.:

ბავშვები თქვენს შესახებ სურ-ა/სვრ-ი-დ-ე-ბი-ან/კალებ-ი-ან
Children tell/will tell fibs (თქვენს) to their parents

სოციალურ სურ-ა/სვრ-ი-დ-ე-ბი-ან სურ-ა რუკა
I tell/will tell the truth (სოციალურ) to my wife

რამ გვე-ბალ-ე-რი-ლ/გვე-სვრ-ი-ლ-ი-კეთ
What are you (pl.) saying/will you (pl.) say to us?

A parallel of the suffixal type is (და-/სე-) ოქრო-დ-ე-ბი-ა you will promise X to Y:

მამები კალები სურ-ა/სვრ-ი-დ-ე-ბი-ა
Men (will) promise everything to women

რამ (და-/სე-) ოქრო-დ-ე-ბი-ლ-ი?
What are you (pl.) promising (will promise) me?

Some similar verbs are combined with just one dative noun; one is for example the verb whose suppletive but transitive future indicative we have already met, namely ოქრო you will do X, which in the present is ტყულ-ი you are doing X:

ტყულები რამ ტყულ-ი-ჩი-ლ სურ-ი-ლ-დარგი? მამებ-ი
What are the workmen (მამები) doing in my room? Nothing

This verb can, however, be given an indirect object by incorporating the objective version:

ამართებს უნდა (თქვენ-ი-ლ ოქრო-ბი-ლ-ი)
They are doing nothing bad to us

რამ ტყულ-ი-ჩი-ლ?
What are you (pl.) doing to X?
Similarly the verb *sense/understand* $X$ may be associated with either two or three arguments:

\[ (\text{simarTles (mi-)} \text{v-Hvd-eb-i} / (\text{mi-}) \text{Hvd-eb-i} / (\text{mi-)Hvd-eb-a) I/You} \text{realise the truth} \]

\[ (\text{mi-)g-i-Hvd-eb-i} \text{gulis cadils I (shall) sense your (g-i-) heart's (guli) desire (cadili)} \]

Also the non-indirect usage of \((\text{mo-)u-nd-eb-i})\text{you (will) devote } X \text{ to } Y \) follows this pattern:

\[ \text{amnair saKmes erT kviras v-u-nd-eb-i Holme I normally devote a week to this sort of job} \]

In the present sub-series alone the intransitive form of *write* can be used with such a problem-dative as a virtual alternative to the transitive expression (e.g. \(\text{hola} \text{ r}a_{\text{s}} \text{cer-eb-i? = r}a_{\text{s}} \text{cer?} \text{What are you writing?}). When *give* is used in the present sub-series without a specified indirect object, the formal intransitive is obligatory with a problem-dative (?)direct object, e.g.:

\[ \text{They are giving advice (hola) \& I am giving an example (hola)} \]

**Some irregular future indicatives**

The futures are presented in the order: *be*, which is derived from a root meaning *make* (i.e. that which is being made now will be/exist in the future); the root of motion, which with the preverb *mo-* means *come*; the root for *run*, which with the preverb *mo-* means *run hither, be sitting, be standing, be lying, sit down, stand up, lie down*:
Note that bipersonal forms of the verb of motion also exist. In the present (sub-series) the object agreement affixes usually just stand before the root (though the objective version is also possible), whereas in the future (sub-series) the objective version is essential. Examples are of the form meaning come:

\[
\begin{align*}
\text{surdo mo-} & -m-di-s/mo-\text{m-i-va} \\
& \text{I am catching/shall catch a cold (surdo)} \\
\text{Puli mo-} & -g-di-T/mo-\text{g-i-va-T} \\
& \text{Money is coming/will come to you (pl.)} \\
& (= \text{You (pl.) are receiving/will receive money})
\end{align*}
\]

Compare the same form but with a different preverb:

\[
\begin{align*}
\text{boli a-s-di-T/a-u-va-T} \\
& \text{Smoke (boli) is rising/will rise from them}
\end{align*}
\]

Dialogue 4

Scholars Lasha and K’ot’e talk on the phone about a conference and politics

Lasha: როგორ ხართ ახლა? ასლირთ გამოყენებულ არ გთქრთდით გარეუბაში? (ქართულად)
Kote: ხართ მართლა, როგორ ხართ ახლა? გაქრებით ახლა კავშირი. თუმცა ხდით იყენებთ ახლა გამშვიდებით ისპრეწადებით.
Lasha: გაცხადებით მაქვს ჭიქა ოქმებში. გჩქრებით როგორ კი ცხოვრობთ, თუ გამოყენებული თავშემოსავლები არ მოუთხოვთ – თუ რა არ გაგაგრძელდება?
Kote: წინაშე მისგან ჭიქა ოქმებში. გჩქრებით ხომალდით, თუმცა ხდით ცხოვრობთ ახლა გამშვიდებით წყალდინო ადგილებში (ქართულად)
Lasha: არ გოგო გვხვდებით? წინაშე მისგან ჯერვადი?!
Lesson 10

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>დაჭუჭკება (და-)</td>
<td>taking place</td>
</tr>
<tr>
<td>ყავა-</td>
<td>winter</td>
</tr>
<tr>
<td>ზიანთხორცი</td>
<td>at the end</td>
</tr>
<tr>
<td>დაჭუჭკება (და-)</td>
<td>you are attending X</td>
</tr>
<tr>
<td>ირაბეჭდით</td>
<td>your X is dying</td>
</tr>
<tr>
<td>ყავა-</td>
<td>at the start</td>
</tr>
<tr>
<td>საჯარობა</td>
<td>you remain to us</td>
</tr>
<tr>
<td>გამო-</td>
<td>X is fulfilled for Y</td>
</tr>
<tr>
<td>კვერცხი</td>
<td>you promise X to Y</td>
</tr>
<tr>
<td>არილა</td>
<td>talk, paper</td>
</tr>
<tr>
<td>საშინობა</td>
<td>possibility</td>
</tr>
<tr>
<td>ჟიდილი</td>
<td>take time</td>
</tr>
<tr>
<td>ადრინდვე</td>
<td>you understand</td>
</tr>
<tr>
<td>საკათედრო</td>
<td>you are attending X</td>
</tr>
<tr>
<td>საჯარობა</td>
<td>you will pass away</td>
</tr>
<tr>
<td>მოქცეულა</td>
<td>process</td>
</tr>
<tr>
<td>გარემო</td>
<td>dream</td>
</tr>
<tr>
<td>ჟიდილი</td>
<td>you remain to us</td>
</tr>
<tr>
<td>საჯარობა</td>
<td>you promise X to Y</td>
</tr>
<tr>
<td>საკათედრო</td>
<td>you understand</td>
</tr>
<tr>
<td>საშინობა</td>
<td>you are attending X</td>
</tr>
<tr>
<td>არილა</td>
<td>you remain to us</td>
</tr>
<tr>
<td>კვერცხი</td>
<td>you promise X to Y</td>
</tr>
<tr>
<td>არილა</td>
<td>take time</td>
</tr>
<tr>
<td>საშინობა</td>
<td>possibility</td>
</tr>
<tr>
<td>საჯარობა</td>
<td>you will pass away</td>
</tr>
<tr>
<td>გარემო</td>
<td>dream</td>
</tr>
</tbody>
</table>

Proverb

კვერცხი ოქმა, ხომალდ იყურეთ
Strike while the iron is hot

VOCABULARY

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>კვერცხი (გა-მო-)</td>
<td>hammer out</td>
</tr>
<tr>
<td>ხომალდ იყურეთ</td>
<td>iron</td>
</tr>
</tbody>
</table>

Verse

ნედლა და ჰაფკია ჰოლდიუც
‘Jack Frost and the Little Pupil’

ოთხისფრთხელ ჰარიტის ბიჭთას მოხვდა იმას, რომ კუჩკო მორილი იყო. წარაგავდა იქ, ნახერია ხატაგებს, ხახუ სურელთან გამოქცეული.
არასოდესა არ მოხმარება
არა დანართით საქმი, არა ქრის მათიც, იშვიათა თან იყო კომუნიკაციის ათენ ხელშეწყო, ყოფ მნიშვნელოვანი მოძრა.
და ამ ხელმწიფო მოვლენა მონიაზით,
ვინა მთელი საფრთხე და სანინგის, იგი შეუძლებელი განსაზღვრული.
დამოუსმენლი და თანამედროვე არ არის ჯირგვა დასამწყვიდვა გამარ, უწყვეტი სიქო გამორჩენილა, წინ დამოუკიდებლა მოხმარები შედგება.
ახალ კოლხე გიახი გაჩერდა
ბევრ წყლის დილოდნება!
წყლილ წარუკვთენ, სოჭათლი სახლი მოყვითუთა ის ოქოლება.
გზობა შემდგომ მოგება მომარა
და მიმღებით გველით წითა.
"გზები, ცხელები, — მხრივდე შთაბეჭდა, —
გარეშე გახხლა გამოსხული შთაბეჭდა.
წყლისათვის შექმნა არ გაზრდა,
მაღა გამოყო წყალი ფეხი;
იგია წითა ლოცვსათვის მითისწავლა მცენარე კოხზეი!"
ქართულ ეშე ჰვართუ ჰყაუბს, სურა და მთელი ტრიალ მდგომა.
მათა არ ლეგი, უბრალოდ უერთდე შემოს და ბეღვებს მასალავრება.
გზობა ბრივოლება და გვირგვინ მოგება ჰყაუბა ჰყაუბის მხრივხდა,
უბრალო ტექმის და ყველაზე არსებულ მის ლოცვაქმ და უფრო შუალო.
მჭიდროდ დილგა წყარო ჰყაუბა,
მთელ დილგა ჰყაუბ, ყველა . . .
"გამო მოქალაქი!
იგი გაიხსნის და გამოვიდებოდა საქმეში გამოქმედა.
magram mainC ki sul ar sedeSinda,  
PemiC ar sedsda, ar sedsvena!  
TralC, raC jali da Gone hKonda,  
mardad mohkurChla man skoliskena.

mirbis patara, mirbis da . . . ager  
skolis PanJara, CeCHlis SuKiCa!  
sul daavicqda maSinve imas  
qinvaC da imis baKibuKiCa.

(Nik'o Lomouri)

VOCABULARY

freeze  
small, little one  
snow  
broad  
as if  
sleep  
thick  
veiled  
completely  

from nowhere  
neither/nor  
sound  
cry, yell  
sky, heaven  
as far as  
silence  
dead person  
enveloped  
you grow strong  
up there  
down here  
regally  
and at the same time  
you move X away from Y  
path  
strength  
in front  
coming, future  

and  
pupil  
covered, spread 
meadow  
deep  
you will nod off  
forest  
face  
your X turns to stone  
X is heard  
prey (of hunted animals)  
man (of men)  
all round  
edge  
X stands  
like  
this (oblique)  
gradually  
own ... own  
mountain  
X  
you seat yourself 

eye  
well-trodden

(Nik'o Lomouri)
(ge-ge-) vado-eb-i
you get angry

X comes to you

you increase X

fire

that one’s

ear

greatly

etirely

alar!

straightaway

they fall from you

tear

may you perish!

(lit. twist your neck)

you hear X

this

whole

you shudder

you come to a

standing halt

rubbing

foot

you return

by/with me

you

soon

red

you know X

you stand before X

quickly

you give X as

advice to Y

you turn towards X

towards X

you scamper there

stupid

you will shout at X

right now

home

stubbornness

your X will (not)
succeed

your X changes

colour

greatness, glory

bitterly

all

you are cold

body

even so

hand

you bound off

you make X thump

as you go

heart

boldness

cold bite

you light X

cheek

you grow anxious

our

your X freezes

mother

X rings out

wretched

but

to boot

child

armpit

step

you...
however you grow fearful entire
you keep your foot in place
you have a little rest suddenly
power strength
with all the power smartly
you possess
you hurry away hither X (erg.)
you run away window
light you forget X
d-eb-a
imas that one (dat.) kaimuljen bragging

Exercises

1 Write out the present and future indicative for I (etc.) (shall) hide from X and I (etc.) (shall) promise X to Y, changing both verbs for their subjects only. Then write out the present and future indicative for X becomes/will become angry with me (etc.) and they (will) surrender to me (etc.), changing these verbs for the dative indirect object only (i.e. me, you, X, us, you (pl.), them).

2 Fill in the gaps and translate:
(a) _Kve_ ra_ S_r_bi_?
(b) d_da-_en_ Ho_ a_ _tqv_ m_ga_?
(c) _g  K_ed_ta_ _  j_ _ian  g_Hd_b_
(d) es  _vin_  g_na  _s_eb_?
(e) va_ _e,  es_n_  r_g_r  _zr_e_i_n!
(f ) _ _en  ad_ _la_  _T_reb_ _
(g) d_H_,  k_r_b_  _G_b_!
(h) T_ m_nd_bi_,  Ho_ m_ _qve_i_?

3 Wrap the appropriate agreement markers around the verbs in the following:
(a) oTn_Tkven  Hval  mo_ _Cem_ _  Puli
(b) Xven  magas  ar  mo_ _screb_ _
(c) surdo  mo_di_  TKven?
(d) mama  maT  _kvdeb_(_)
(e) TKven  albaT  ga_ _Puxdeb_ _  radio
(f ) es  Kvedatani  mas  ramdeni  da_Jdeb_?
(g) Colebi  gverdze  da_ _ _cveb_ _ _  Xven
(h) Xven  Sen  da_Sordeb_ _
4 What is the meaning of the following verb forms?

(a) გამოიფუძება  
(b) კარგავათ  
(c) შემოიძახა  
(d) გამოზრუნავათ  
(e) მოესწრება  
(f) გამოხატავათ  
(g) შეიძლება  
(h) შეიმუშავათ  
(i) უზემდება  
(j) გამოიყენება  
(k) შეიძლება  
(l) იშლავათ  
(m) იხსენიება  
(n) მოხვდება  
(o) განაწილება  
(p) მიგომიანათ

5 In the following examples change over the roles of each verb’s subject and indirect object, making the verbs future instead of present. Follow the pattern of: დედა შეიძლება მე დამალობას ორ მანქანაზე → მე შეიძლება დედას მანქანაზე გადამოქმედოთ:

(a) მე შევარდნილა ეტყვით  
(b) შევარდნილი შეეხდება  
(c) შეუვარდნილი შემოხატავდება  
(d) შეუვარდნილი შეიძლება  
(e) შემოვალ მე ვიქლავ  
(f) შემოვალ მე ვიქლავ  
(g) შემოვალ მე ვიქარი  
(h) შემოვალ მე ვიქლავ

6 Translate into Georgian:

(a) არის ეს უნალეში? არის ეს კერი ეთავსქოლა? არა, თუ მე ჰქონდათ უნალეშს.  
(b) ჩემი სამთავროვანი გრძელდება. რა შეიძლება მე უნალეშად დავიწყეთ?  
(c) რა გახდება მამულად, თუ მახანდელებმა მეტი ვერ ვამღწეთ, მეტი ვამღწეთ, მეტი ვამღწეთ, დაგრძელდება მამულად?  
(d) თუ ერთვით, ვინაიდან, ვინაიდან, ვინაიდან, როგორ ხდება მამულად?  
(e) რა ტყეა ზედმეტნა მარცხენა მხრიდან?  
(f) რა ტყის უნალეში ქართული სამთავროვან ქართული სამთავროვან?  
(g) რა ტყში უნალეში ქართული სამთავროვან?  
(h) რა ტყში უნალეში ქართული სამთავროვან?
TKveni megobrebi jalian Cdebian, Tu PiKroben, ro(m) mteri ar Semogveseva da dGes dagvnebdeba vis elodeba deda-Seni? Xems jmas elodeba. mas Semdeg, raC is/igi mova, deda cagviqvans KalaKSi, sadaC eKimTan migviqvans. is/igi Tmas gagvisinJavs ra ambavia, kaCo?! ase Cudad ratom iKCeviT qvela? Tu mascavlebeli moulodnelad Semogvepareba (/dagvadgeba Tavze), qvelas migviqvans skolis direKtorTan, da is/igi seirs gvaXvenebs!

Tu CeCHli moekideba am saHls, Xveni cignebi daicveba, saHliC TviT(on) sul daingreva, da qvelaPeri dagvekargeba. mere sad viKnebiT?

rasaC geubnebi/me ro(m) geubnebi, is Hom gasagebia SenTvis? Tu aK Cota Hans darXebi, kargad daisveneb da mere qvelaPers droze moascreb. Hom ase Jobia?

ras izamen Seni naTesavebi, Tu meHuTe KaliSvili daebadeba(T)? am dros PiKroben, ro(m) vaZi(Svili) daebadeba(T).

ramdeni cerili mogdis Holme Sen! eHla ras icereba deda-Seni? ar viCi ratom, magram is/igi icereba, ro(m) kaCs Cota moakldeba, Cota moemateba. marTalia. deda-Sens ro(m) miscer, Xemgan did mokiTHvas Hom gadasCem?

SUPPLEMENTARY VERBAL PRACTICE

8 In the following examples respond to the present tense questions in two ways, both involving the future tense, after this pattern: saHls gviSeneben?
ara, magram saHli male agiSendebaT. ra uTHari, dediko? vuTHari, rom saHli auSendeba(T)

(A) loqebs miciTleb?
(B) gvaCdenT?
(C) Puls gvajlev?
(D) qanas
(E) Gvino maTrobs?
(F) kars gviGebT?
(G) oTaHs miTboben?
(H) PanJaras gviteHs?

(A) Are they building a house? No, but soon a house will be built for you (pl.). What did you say to them, mummy? I told them that a house will be built for them. Note that the subject of the basic question varies, but this does not affect the forms of the verbs in the answers.

(a) tavis qanavs?
(b) geubnebi?
(c) tavis qanavs?
(d) tavis (field) mova?
(e) tavis qanavs?
(f) tavis qanavs?
(g) tavis qanavs?
(h) tavis qanavs?
Lesson 11

In this lesson you will learn about:

- The formation of the aorist indicative for intransitive verbs
- The syntax of aorist intransitives
- The present, future and aorist indicative formations of the medial verbs
- The syntax of medial verbs in Series I and II (present, future and aorist indicatives)
- Verbs whose tenses can be altered through use of a version vowel

Dialogue 1

A child explains to his mother how one lesson came to be wasted that day

Svili: ქართული დედამის დღეს უერთ გაჟაობა, ფართო, საქმიან ქართულ არ იყო.

დედა: როთობა გაჟაობა, ქართული? ქართულად მართგებული ტყვე ხორცი გაჟაობა, თუ ხელი რომ მოუვწოდო სა რა იყოდგ?!

Svili: რა და, მათთან შეარჩი იყო მოლოდინების ჰირი გამჭივარი, რომ ჰქონდეს ქართულ შემოსილი ობიექტი მის ქცევამ.

დედა: გაჟაობა ქართულად მართგებული, თუ რომ სრულო? ქართული ხოლო შეხვდა რას ხორცი იყო?

Svili: თქვენ თუ ღამდავე, ჰელეანამ დახვინა და დამართამ მართგებული ტყვე ხორცი ნა იყო ფართობა მე და წინა ქერლა, რომ მუქი დისპარი თავმა რადგა რობერთ. მე და ქართულ ამხანეთ ჰელელე მართგებული და მომავალი ფორმაციის. მექმენიმებაში გაჟაობა, და რო სამართლი საქმიანობა გაჟაობებით თქვენ?!
1 The older ending, -i-s, in place of -eb-a is retained for this verb in the present and future indicative.
2 In the present sub-series the intransitive form ფალტ is more usual.
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ეხების გამო (gada-)</td>
<td>X unfolds to Y</td>
</tr>
<tr>
<td>უყვარფა გამო / (gada-)</td>
<td>you lose your mind</td>
</tr>
<tr>
<td>ათობა /</td>
<td>both</td>
</tr>
<tr>
<td>მართვა / (feet)</td>
<td>same</td>
</tr>
<tr>
<td>შეხვდება (შე-)</td>
<td>you gaze intensely at X</td>
</tr>
<tr>
<td>გაისაჭიროებით / (dah-)</td>
<td>at X</td>
</tr>
<tr>
<td>გაივლის (gada-)</td>
<td>you (pl.) die for X</td>
</tr>
<tr>
<td>მსწავრება / (n. - ე)</td>
<td>you learn X</td>
</tr>
<tr>
<td>გათვალისწინებული / (n. - ლ)</td>
<td>you think</td>
</tr>
<tr>
<td>ქრებს გამო / (feet)</td>
<td>you complete X</td>
</tr>
<tr>
<td>მიმართ / (dah-)</td>
<td>you offer condolences to X</td>
</tr>
<tr>
<td>გული ერწვება / (gada-)</td>
<td>X will faint</td>
</tr>
<tr>
<td>თხელი წყლის / (dah-)</td>
<td>sleep overcomes X</td>
</tr>
<tr>
<td>სახელი /</td>
<td>one way or another</td>
</tr>
<tr>
<td>საკრე /</td>
<td>tree</td>
</tr>
<tr>
<td>კრს / (dah-)</td>
<td>you survive X</td>
</tr>
<tr>
<td>გამო / (feet)</td>
<td>you offer condolences to X</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you offer condolences to X</td>
</tr>
<tr>
<td>თხოვნა / (dah-)</td>
<td>Touch wood! (lit. the cross to hereabouts)</td>
</tr>
<tr>
<td>მომღერა /</td>
<td>you start crying</td>
</tr>
<tr>
<td>შესაძლო / (dah-)</td>
<td>you rush out here</td>
</tr>
<tr>
<td>რუხი / (dah-)</td>
<td>shattered</td>
</tr>
<tr>
<td>სამეტი /</td>
<td>future daughter-in-law</td>
</tr>
<tr>
<td>ჭიკვათ / (dah-)</td>
<td>drink gets the better of X</td>
</tr>
<tr>
<td>ტეხი / (dah-)</td>
<td>to boot</td>
</tr>
<tr>
<td>თალღა / (dah-)</td>
<td>table/spread</td>
</tr>
<tr>
<td>გამო / (feet)</td>
<td>you will come away from there</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you think</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>back</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>almost</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>dizziness comes over X</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you will come away from there</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you think</td>
</tr>
<tr>
<td>საზარი / (dah-)</td>
<td>you think</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>back</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>almost</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>dizziness comes over X</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you will come away from there</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you think</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>back</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>almost</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>dizziness comes over X</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you will come away from there</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you think</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>back</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>almost</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>dizziness comes over X</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you will come away from there</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>you think</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>back</td>
</tr>
<tr>
<td>საჯარო / (dah-)</td>
<td>almost</td>
</tr>
<tr>
<td>გამო / (dah-)</td>
<td>dizziness comes over X</td>
</tr>
</tbody>
</table>
A teacher explains to her pupils the names of some domesticated animals, the sounds they make and what some produce (For these materials I am particularly indebted to my own Georgian teacher, Shukia Apridonidze)

Dialogue 2

A teacher explains to her pupils the names of some domesticated animals, the sounds they make and what some produce (For these materials I am particularly indebted to my own Georgian teacher, Shukia Apridonidze)

mascavlebeli: dGes, bavSvebo, viscavliT ram(o)denime Sinauri
CHovelis saHelebs, da mere TKven damicerT patara moTHrobas maT SesesHeb.
1 adamianis saukeTeso megobari jaGli gaHlavT. jaGli qePs da iGrineba. patara jaGls ecodeba lekvi. avi jaGli HSirad ikbineba. jaGlis saalerso saHelebia Cuga an muria.
2 kata knavis an krutunebs, Holo zogi kata XHavis. arsebobs andaza: mXHavana kata Tagvs ver daixers. kata brxqalebiT ikacreba. patara katas ecodeba knuti. katas saalersod Pisos an Pisunias vejaHiT. jaGlsa da katas zaPHulobiT becvii (/balani) scvivaT.
4 CHvari bGavis. patara CHvars batkani ecodeba. CHvari ijleva matqls, HorCsa da rjes, romlisgan(aC) akeTeben macons, qvelsa da karaKs. CHvari ucqinari CHovelia. KarTulSi arsebobs andaza: CHvari CHvaria, magram Tu gaCHarda, CHarea. bevr CHvars erTad Para ecodeba, Holo bevr Gors erTad – kolti.
5 THa kikinebs. THaC ijleva rjesa da HorCs.
7 kameXi zanti CHovelia.
8 CHeni xiHvinebs an Prutunebs. patara CHens kviCi ecodeba.
9 viri qroqinebs. patara virs XoXori ecodeba. Jiut kaCze itqvian, rom Jorze SeJda. CHenis, Jorisa da viris kiserze PaParia. jroHa, Hari, kameXi, CHeni d.a.S. msHvilPeHa saKonelia, Holo Gori, CHvari da THa – cvrilPeHa. CHovels shvanairad pirutqvs ejaHian. arC Tagvi arC virTHa ar ari(s) Sinauri CHovelebi!

Vocabulary

<table>
<thead>
<tr>
<th>ქართული-ინგლისური კონვერტაცია</th>
<th>ნაცვალი</th>
<th>სახელი</th>
<th>(პირველი) სახელი</th>
</tr>
</thead>
<tbody>
<tr>
<td>ქართული</td>
<td>ამერიკული</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ნუსრათდებით</td>
<td>you (will) learn X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ათობები</td>
<td>animal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>სტორი</td>
<td>story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>პირველი სახელი</td>
<td>(first) name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>დოგი</td>
<td>dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgian</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>თავი (n-ative)</td>
<td>you bark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>განვითარებო #</td>
<td>X is given as name to Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ვინ (n-infinite)</td>
<td>evil, fierce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>განვითარებო</td>
<td>affectionate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you (will) mew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>some</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you exist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>cawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you scratch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>puppy, whelp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you bite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>Fido</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you purr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you caw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>proverb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>claw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>kitten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you call X 'Y'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>fur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>pig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>bristle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>rope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>string</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>meat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>piglet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>showing off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you come</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>honking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>with eyes shut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you gaze joyfully upon X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>sheep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>lamb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>yoghurt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>butter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you become bitter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>flock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>goat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>cow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>characteristic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>tail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>male, cockerel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>water buffalo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you neigh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>foal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>donkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>you hee-haw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>შეჭარდა</td>
<td>obstinate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The formation of the aorist indicative of intransitive verbs

In Lesson 10 we saw that intransitive verbs belong to one of three types: the prefixal, the suffixal, and the markerless. We now have to examine the changes that occur when we move from the two Series I forms (i.e. the present and future indicatives) presented in that lesson to the Series II aorist indicative. We shall begin with the suffixal and markerless types of intransitive.

As with transitive aorists, those roots that require a preverb in their future forms will normally take the relevant preverb in the aorist. The thematic suffix -eb- disappears; the characteristic vowel of the aorist indicative, which appears when the subject is either 1st or 2nd person, is -i; the 3rd person subject is marked by -a when singular, but by -nen when plural. This pattern can be illustrated for suffixal intransitives with the verb (ga-)v-ciTl-d-eb-i, I (shall) blush and for markerless intransitives with the verb (ga-)v-Tb-eb-i I (shall) get warm:

\[
\begin{align*}
\text{I} & \quad \text{you} & \quad \text{we} & \quad \text{you (pl.)} & \quad \text{they} \\
\text{blushed} & \quad \text{blushed} & \quad \text{blushed} & \quad \text{blushed} & \quad \text{blushed} \\
\text{I} & \quad \text{you} & \quad \text{we} & \quad \text{you (pl.)} & \quad \text{they} \\
\text{got warm} & \quad \text{got warm} & \quad \text{got warm} & \quad \text{got warm} & \quad \text{got warm}
\end{align*}
\]

This pattern applies almost without exception to suffixal and markerless intransitives, as further shown by the aorist indicatives of: (da-)v-rX-eb-i, I (shall) stay, (Se-)v-Cd-eb-i, I (shall) go wrong, (ga-)v-Hd-eb-i, I (shall) become (something)/grow thin, (gamo-)v-keT-d-eb-i, I (shall) get well:
There are a very few markerless intransitives which extend their roots in the aorist indicative by inserting the vowel -e- when the subject is 1st or 2nd person. Consider the aorist indicatives of the verbs (da-)v-Tvr-eb-i I (shall) get drunk, (ga-)v-jvr-eb-i I (shall) creep out, (ga-)v-jG-eb-i I (shall) stuff myself, (mi-)v-qv-eb-i I (shall) follow X, where we also note that after the vowel -e- the verb eat one’s fill changes the root-final -G- to -H-:

- da-v-Tver-i I got drunk
- x v-jver-i you got drunk
- da-Tver-i you got drunk
- da-Tvr-a X got drunk
- da-Tvr-a-T we got drunk
- ga-v-jver-i I crept out
- ga-jver-i you crept out
- ga-jver-i-T we crept out
- ga-v-jeH-i I ate my fill
- ga-jeH-i you ate your fill
- ga-jeH-i-T we ate our fill
- ga-jG-a X ate his fill
- ga-jG-a-T X ate his fill
- ga-jG-nen they ate their fill
- ga-jG-nen-T they ate their fill
- ga-v-jeH-i-T we ate our fill
- mi-v-qev-i I followed X
- mi-h-qev-i you followed X
- mi-h-qev-i-T we followed X
- ga-jeH-i-T you ate your fill
- ga-jeH-i-T you ate your fill
- ga-jeH-i-T you (pl.) ate your fill
- ga-v-jeH-i-T you ate your fill
- ga-v-jeH-i-T you (pl.) ate your fill
- ga-v-jeH-i-T you (pl.) ate your fill

As the fourth verb in this last group illustrates with its 3rd person indirect object marker -h-, indirect objects are marked in the aorist indicative in the same way as throughout Series I (by (1) attachment immediately before the root of the object affix; (2) object affix plus objective version vowel; (3) object affix plus locative version vowel). Here are some more examples of indirect objects with the aorist indicative:

- loqebi ga-u-ciTl-d-a(-T) Their cheeks (loqa) turned red
- saHe ga-g-i-TeTr-d-a Your face (saHe) turned white
- ratom mo-gv-qev-i-T? Why did you (pl.) follow us here?
- Seni da vis ga-h-qv-a Colad? Whom did your sister marry (lit. follow as wife)?
- Gimili zazas Se-a-Sra bageze The smile (Gimili) dried on Zaza’s lip (bage)
- ratom Xa-m-a-Civ-d-nen? Why did they pester me?
- vazisvili mo-m-i-kvd-a My son died

The formation of the aorist indicative with prefixal intransitives is not quite so straightforward. If suffixal and markerless intransitives take only the strong conjugation in the aorist indicative (by virtue of permitting only the n-vowel when the subject is either 1st or 2nd person), prefixal intransitives allow both strong and weak conjugations. The general rule is that, apart from verbs in (-)ev, the formation of the aorist indicative of prefixal intransitives will resemble the patterns given in Lesson 8 for the equivalent transitive forms, except that the 3rd person plural subject will be marked by the ending -nen.
and before the root there will of course appear either the vowel -i-, if the verb has no indirect object, or the vowel -e-, if there is such an indirect object. Any thematic suffix attested in Series I forms (namely either -eb, combined or not with remnants of -av and -am, or occasionally -ob) is not carried over into Series II. The following examples are given in the normal order of thematic suffixes, except that verbs in (-)eg will be left until last.

**Root verbs**

Root verbs that take a prefixal intransitive follow their transitive counterparts in being weak in the aorist indicative; if the root has a vowel -e- that alters to -i- in the transitive aorist indicative (and in Series I forms for the intransitive conjugation), this change also occurs in the intransitive aorist indicative. The illustrated verbs are: \( \text{ha-} \overline{g} \text{h} \text{ you (will) register X} \) and \( \text{ga-} \overline{g} \text{g} \text{ you (will) squash X} \):

\[
\begin{align*}
\text{ha-} & \overline{g} \text{h} - e & \text{I registered} \\
\text{ha-} & \overline{g} \text{g} - e & \text{you registered} \\
\text{ha-} & \overline{g} \text{h} - a & \text{X registered} \\
\text{ha-} & \overline{g} \text{g} - a & \text{you (pl.) registered} \\
\text{ha-} & \overline{g} \text{h} - \overline{g} \text{g} & \text{they registered}
\end{align*}
\]

\[
\begin{align*}
\text{ga-} & \overline{g} \text{g} - e & \text{I was squashed} \\
\text{ga-} & \overline{g} \text{g} - a & \text{you were squashed} \\
\text{ga-} & \overline{g} \text{g} - a & \text{X was squashed} \\
\text{ga-} & \overline{g} \text{g} - \overline{g} \text{g} & \text{you (pl.) were squashed}
\end{align*}
\]

\* Note the presence of the version vowel -e-.

The small number of verbs in (-)eg that have a strong transitive aorist indicative, losing the (-)eg altogether and changing their root-final -m to -v, have strong intransitive aorist indicatives too, e.g.:

\[
\begin{align*}
\text{ga-} & \overline{g} \text{g} - o & \text{I was snatched from Y} \\
\text{ga-} & \overline{g} \text{g} - a & \text{`X' was given as name to Y}
\end{align*}
\]

**Thematic suffix -eb**

Those verbs with this thematic suffix that take a prefixal intransitive (i.e. those that possess intransitive forms not produced suffixally) follow the corresponding transitive conjugation (with 3rd person singular subject marked appropriately by either -o or -a). They have 3rd person plural in -\( \overline{g} \)g. The verbs illustrated are: \( \text{ga-} \overline{g} \text{g} \text{g} \text{ you (will) give birth to X} \); \( \text{ga-} \overline{g} \text{g} \text{g} \text{ you (will) set X alight} \) (the intransitive form of which can have the meaning you are set alight emotionally); \( \text{ga-} \overline{g} \text{g} \text{g} \text{ you (will) do X in time} \) (the intransitive form of which only exists with an indirect object and means you live long enough to witness X):

\[
\begin{align*}
\text{ga-} & \overline{g} \text{g} - e & \text{I was born} \\
\text{ga-} & \overline{g} \text{g} - a & \text{you were born} \\
\text{ga-} & \overline{g} \text{g} - o & \text{X was born}
\end{align*}
\]

\[
\begin{align*}
\text{ga-} & \overline{g} \text{g} - o & \text{I was set alight} \\
\text{ga-} & \overline{g} \text{g} - a & \text{you were set alight} \\
\text{ga-} & \overline{g} \text{g} - o & \text{X was set alight}
\end{align*}
\]
Thematic suffix -av

As in the equivalent transitive aorist indicative there are three sub-types: weak, strong without change to the root, and strong with root expansion when the subject is 1st or 2nd person. The verbs illustrated are: (da-)mal-av you (will) hide X; (da-)cv-av you (will) burn X; (mo-)kl-av you (will) kill X:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Transitive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I hid</td>
<td>I was burned</td>
</tr>
<tr>
<td>you</td>
<td>you hid</td>
<td>you were burned</td>
</tr>
<tr>
<td>X</td>
<td>X hid</td>
<td>X was burned</td>
</tr>
<tr>
<td>you (pl.)</td>
<td>you (pl.) hid</td>
<td>you (pl.) were burned</td>
</tr>
<tr>
<td>they</td>
<td>they hid</td>
<td>they were burned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Transitive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I was killed</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>you were killed</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X was killed</td>
<td></td>
</tr>
<tr>
<td>you (pl.)</td>
<td>you (pl.) were killed</td>
<td></td>
</tr>
</tbody>
</table>

Thematic suffix -i

The same three sub-groups exist as in the transitive aorist indicative: weak for roots containing a vowel, weak with root extension in -o- for all three persons, and strong with root extension in -e- when the subject is 1st or 2nd person. The illustrated verbs are: (ga-)(a-)gzavn-i you (will) send X; (ga-)zrd-i you (will) rear X; (da-)xr-i you (will) cut/wound X:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Transitive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I was sent</td>
<td>I grew up</td>
</tr>
<tr>
<td>you</td>
<td>you were sent</td>
<td>you grew up</td>
</tr>
<tr>
<td>X</td>
<td>X was sent</td>
<td>X grew up</td>
</tr>
<tr>
<td>we</td>
<td>we were sent</td>
<td>we grew up</td>
</tr>
<tr>
<td>you (pl.)</td>
<td>you (pl.) were sent</td>
<td>you (pl.) grew up</td>
</tr>
<tr>
<td>they</td>
<td>they were sent</td>
<td>they grew up</td>
</tr>
</tbody>
</table>
Thematic suffix -ob

Verbs in -ob that take a prefixal intransitive formation exhibit the same division between the weak and strong conjugations as their transitive counterparts. Where a root-final -v is restored in the transitive form of weak aorist indicatives, it will also be restored in the intransitive aorist indicatives. Strong intransitives will have the same root extensions for 1st and 2nd person subjects as in the transitive counterparts. The illustrated verbs are: (da-)a-HrX-ob you (will) suffocate X; (mo-)a-pqr-ob you (will) turn (e.g. attention) to X; (mi-)a-qrdn-ob you (will) lean X against Y; the last two being possible as intransitives only when associated with an indirect object and thus containing the e-prefix:

<table>
<thead>
<tr>
<th>Sg</th>
<th>Pl</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>da-v-i-HrXv-e</td>
<td>I drowned</td>
<td></td>
</tr>
<tr>
<td>da-v-i-HrXv-T</td>
<td>we drowned</td>
<td></td>
</tr>
<tr>
<td>da-i-HrXv-e</td>
<td>you drowned</td>
<td></td>
</tr>
<tr>
<td>da-i-HrXv-T</td>
<td>you (pl.) drowned</td>
<td></td>
</tr>
<tr>
<td>da-i-HrXv-o</td>
<td>X drowned</td>
<td></td>
</tr>
<tr>
<td>da-i-HrXv-nen</td>
<td>they drowned</td>
<td></td>
</tr>
<tr>
<td>mo-v-e-pqar-i</td>
<td>you behaved to X</td>
<td></td>
</tr>
<tr>
<td>mo-e-pqar-i</td>
<td>you (pl.) behaved to X</td>
<td></td>
</tr>
<tr>
<td>mo-e-pqar-o</td>
<td>X behaved to Y</td>
<td></td>
</tr>
<tr>
<td>mi-v-e-qrden-i</td>
<td>I leaned against X</td>
<td></td>
</tr>
<tr>
<td>mi-v-e-qrden-i-T</td>
<td>we leaned against X</td>
<td></td>
</tr>
<tr>
<td>mi-e-qrden-i</td>
<td>you leaned against X</td>
<td></td>
</tr>
<tr>
<td>mi-e-qrden-i-T</td>
<td>you (pl.) leaned against X</td>
<td></td>
</tr>
<tr>
<td>mi-e-qrdn-o</td>
<td>X leaned against Y</td>
<td></td>
</tr>
<tr>
<td>mi-e-qrdn-nen</td>
<td>they leaned against X</td>
<td></td>
</tr>
</tbody>
</table>

Thematic suffix -am

The intransitive aorist indicative is strong, like its transitive counterpart. The illustrated verb is (ga-)q-oP you (will) split X in two:

<table>
<thead>
<tr>
<th>Sg</th>
<th>Pl</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>ga-v-i-qav-i</td>
<td>I was split in two</td>
<td></td>
</tr>
<tr>
<td>ga-v-i-qav-i-T</td>
<td>we were split in two</td>
<td></td>
</tr>
<tr>
<td>ga-i-qav-i</td>
<td>you were split in two</td>
<td></td>
</tr>
<tr>
<td>ga-i-qav-i-T</td>
<td>you (pl.) were split in two</td>
<td></td>
</tr>
<tr>
<td>ga-i-q-o</td>
<td>X was split in two</td>
<td></td>
</tr>
<tr>
<td>ga-i-qv-nen</td>
<td>they were split in two</td>
<td></td>
</tr>
</tbody>
</table>

Note: the intransitive to X did Y is the regular i-Kn-a-it was done.
The verb *give to*, when intransitive, will almost always have a 3rd person subject. In the aorist there will always be the indirect object marking prefix *-e*.

And so, the regularly recurring forms will be of the type:

- saSualeba mo-m-e-C-a
  - The means *(saSualeba)* was given to me
- saSualeba mo-gv-e-C-a
  - The means was given to us
- saSualeba mo-g-e-C-a-T
  - The means was given to you *(pl.)*
- saSualeba mi-e-C-a
  - The means was given to X
- saSualeba mi-e-C-a(-T)
  - The means was given to them
- tkbil jils mi-e- C-nen
  - They gave themselves up to sweet *(tkbili)* sleep *(jili)*

With a different preverb this form is found regularly in all three persons (see *(da-)e-C-em-i* you *(will) fall down*):

- da-v-e-C-i
  - I fell down
- da-v-e-C-i-T
  - we fell down
- da-e-C-i
  - you fell down
- da-e-C-i-T
  - you *(pl.)* fell down
- da-e-C-a
  - X fell down
- da-e-C-nen
  - they fell down

Compare the synonyms *ca-i-KeC-i* (see below) and *da-vard-i* you fell down.

*(Thematic) suffix (-)ev*

There are three sub-types, which are distinguished thus:

**SUB-TYPE 1**

This pattern closely resembles the conjugation followed by transitive aorist indicatives for verbs with this (thematic) suffix, whereby the weak endings are used, together with an *i*-remnant of the thematic suffix throughout. The intransitive aorist indicative adds the vowel prefix, takes the ending -nen for a 3rd person plural subject, and retains the -v- of the (thematic) suffix before this -nen. The illustrated verbs are: *(gada-)r(-)ev* you *(will) madden X* and *(Xa-)r(-)ev* you *(will) involve X in Y *(=Si)* (this latter takes the indirect object marking *-e* vowel in its intransitive forms):

- gada-v-i-r(-)i-e
  - I went mad
- gada-i-r(-)i-e
  - you went mad
- gada-i-r(-)i-a
  - X went mad
- gada-v-i-r(-)i-e-T
  - we went mad
- gada-i-r(-)i-e-T
  - you *(pl.)* went mad
- gada-i-r(-)iv-nen
  - they went mad

The following verbs also take this pattern: *gada-e-Hv(-)i-a* it was drunk; *ga-e-Tr(-)i-a* X became enveloped in *(=Si)*; *gada-e-Tr-a* it was rescued; *gada-e-Tr-nen* X managed to fit in *(=Si)*; *gada-e-Tr-nen* X dragged himself out *(derogatory)* (the older *gada-e-Tr-a* and plural *gada-e-Tr-nen* are also still found, since this verb originally was of type 3).
SUB-TYPE 2

Most verbs in \(-\)ev belong to the second pattern. The second pattern differs from the above in that: (a) when the subject is 3rd person singular, the \(-i\) remnant of the (thematic) suffix disappears; and (b) the 3rd person plural seems to fluctuate between the older form in \(-\)iv\(-\)nen and the newer \(-\)nen — in a sense this latter problem is academic insofar as most of these verbs are usually found only with 3rd person singular subject. The illustrated verbs are:

\(\text{da-v-\text{-}n}\text{gr(-)i-e}\) you (will) destroy X and \(\text{da-v-\text{-}H(-)i-e}\) you (will) tear X to shreds:

\(\text{da-i-\text{-}n}\text{gr(-)i-e}\) you were destroyed
\(\text{da-i-\text{-}H(-)i-e}\) you were torn up
\(\text{da-i-\text{-}n}\text{gr-a}\) X was destroyed
\(\text{da-i-\text{-}H-a}\) X was torn up
\(\text{da-v-\text{-}i-\text{-}n}\text{gr(-)i-e-T}\) we were destroyed
\(\text{da-v-\text{-}H(-)i-e-T}\) we were torn up
\(\text{da-i-\text{-}n}\text{gr-nen/da-i-}\) they were destroyed
\(\text{da-i-\text{-}H-nen/da-i-}\) they were torn up

The following verbs also take this pattern: \(\text{da-i-\text{-}mtvr-a/da-i-\text{-}msHvr-a}\) X was shattered; \(\text{ga-i-rkv-a}\) it was revealed by investigation/transpired; \(\text{da-i-\text{-}rGv-a}\) it was transgressed; \(\text{da-i-\text{-}rc-a}\) it was rocked to and fro.

SUB-TYPE 3

This group follows the normal strong conjugation without any retention of part of the (thematic) suffix. In addition the root is expanded by the vowel \(-e-\) when the subject is 1st or 2nd person. Specimen verbs are: \(\text{ga-i-\text{-}\text{K}C-a}\) you (will) knock X down and \(\text{da-i-\text{-}b\text{n(-)ev}}\) you (will) throw X into confusion:

\(\text{ca-v-\text{-}KeC-i}\) I fell down
\(\text{ca-i-\text{-}KeC-i}\) you fell down
\(\text{ca-v-\text{-}b\text{n-a}}\) X fell down
\(\text{ca-i-b\text{n-a}}\) you got confused
\(\text{ca-v-\text{-}KeC-i-T}\) we fell down
\(\text{ca-i-b\text{n-a-T}}\) you (pl.) got confused
\(\text{ca-i-\text{-}KeC-nen}\) they fell down
\(\text{ca-i-b\text{n-nen}}\) they got confused

See also \(\text{g\text{a\text{-}i-\text{-}rGv-a}}\) X was transformed (into Y), \(\text{g\text{a-\text{-}n}j\text{r-a}}\) X was set/set itself in motion.

The syntax required by intransitive verbs in Series II

The simple rule, already stated, is that, regardless of series, an intransitive verb takes a nominative subject and, if present, a dative indirect object, e.g.:

\(\text{\text{g\text{a\text{-}i-rGv-a}}\rightarrow \text{\text{g\text{a\text{-}i-\text{-}d\text{n}-a}}}}\)

The woman's sister passed away
The children hid from their mother

We all lost our way

The neighbours interfered in our business

The teachers got everything muddled up

The goalkeeper’s knees buckled

The host went forward to meet the guests

The world got caught on Giorgi’s hook

When one door closed for Misha, another opened for him

The heroes crept up on the ogre

In Lesson 10 we saw that some intransitive verbs can be construed with what would appear to be more a direct than an indirect object. Strictly speaking, in Series II these verbs should still take nominative subject and dative object(s), e.g.:

The foreigner realised the silliness of the pseudo-scholars

P’avlé promised Zaza a lot of money

The mother told the child an interesting tale

In colloquial speech, however, such expressions (particularly those with two objects) are often interpreted as containing a transitive verb and the subject
is put in the ergative and the apparent direct object in the nominative. Learners should, therefore, be aware that the following variants may be heard:

\[
\begin{align*}
\text{uCHoelma vai-meCnierebs mi-u-} & \ Hvd-a(-T) \ sisulele \\
pavlem zazas bevri Puli Se/da-h- & \ pir-d-a \\
dedam bavSvs saintereso zGapari & \ mo-u- qv-a
\end{align*}
\]

Since some speakers seem to prefer the transitive construction, learners should perhaps accommodate their speech to the preferences of their interlocutors.

**The medial verbs in the present, future and aorist indicatives**

We come now to a class of verbs that may take a variety of forms in the present sub-series but that, in almost all cases, takes a single (and simple) formation in the future sub-series and consequently in Series II as well. Consider the following present and future indicative pairs (given with 3rd person singular subject, since some medials only accommodate such subjects):

<table>
<thead>
<tr>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>duG-s</td>
<td>i-duG-eb-s</td>
</tr>
<tr>
<td>Cekv-av-s</td>
<td>i-Cekv-eb-s</td>
</tr>
<tr>
<td>Kadag-eb-s</td>
<td>i-Kadag-eb-s</td>
</tr>
<tr>
<td>tir-i-s</td>
<td>i-tir-eb-s</td>
</tr>
<tr>
<td>laparak-ob-s</td>
<td>i-laparak-eb-s</td>
</tr>
</tbody>
</table>

Regardless of whether the present indicative has the form of a root verb or takes one of a range of thematic suffixes, the future indicative is formed by use of the \( i \)-prefix in association with the thematic suffix \(-eb\); the aorist indicative is formed from the future in an entirely normal way for a verb with thematic suffix \(-eb\), which means that the thematic suffix disappears and the weak aorist conjugation applies. This is illustrated by the verb **cry**:

\[
\begin{align*}
g-\text{tir}-i-g & \quad I \text{ cried} \\
g-\text{tir}-i-g & \quad \text{you cried} \\
g-\text{tir}-i & \quad X \text{ cried} \\
\end{align*}
\]

\[
\begin{align*}
g-\text{tir}-e & \quad \text{we cried} \\
g-\text{tir}-e & \quad \text{you (pl.) cried} \\
g-\text{tir}-e & \quad \text{they cried} \\
\end{align*}
\]

In the present tense each verb conjugates normally for one of its type. The only problematical case is that verbs such as **cry**, while they may appear in the present to contain the thematic suffix \(-i\), actually do not, for this \(-i\) should rather be thought of as equivalent to the \( -i \) of \( g-\text{-C-}i \text{ you know X} \) and \( g-\text{-C-}i \text{ you will say X} \), bearing in mind the formation of the remaining parts of Series I to be described in Lesson 14. And colloquially the copula ‘be’ is often added to such medials in the present indicative when the subject is 1st or 2nd person, e.g.:

\[
\begin{align*}
g-\text{-C-}i & \quad I \text{ cry} \\
g-\text{-C-}i & \quad \text{you cry} \\
g-\text{-C-}i & \quad X \text{ cries} \\
\end{align*}
\]

\[
\begin{align*}
g-\text{-C-}i(-\text{var}) & \quad \text{we cry} \\
g-\text{-C-}i(-\text{var}) & \quad \text{you (pl.) cry} \\
g-\text{-C-}i & \quad \text{they cry} \\
\end{align*}
\]
The medial class contains some very common and some very rare verbs. In general verbs expressing movement and sound plus verbs describing the weather are likely to belong here. One productive type utilises the thematic suffix -ob added (a) to a noun as verbal root, such that the medial conveys the meaning work as noun, or (b) to a noun or adjective as verbal root, such that the medial conveys the meaning behave like noun/adjective (e.g. ქითი sovereign → ქითი-ობ you reign; ღჰრჟი bitchy → ღჰრჟი-ობ you are behaving like a bitch). Here are the present and future indicatives of some of the most common and useful of the medials – the aorists can be produced straight-forwardly from the future indicatives:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Future Indicative</th>
<th>Present Indicative</th>
</tr>
</thead>
<tbody>
<tr>
<td>qeP-s</td>
<td>i-qeP-eb-s</td>
<td>X barks</td>
</tr>
<tr>
<td>cvim-s</td>
<td>i-cvim-eb-s</td>
<td>it rains</td>
</tr>
<tr>
<td>KuH-s</td>
<td>i-KuH-eb-s</td>
<td>it thunders</td>
</tr>
<tr>
<td>Tov-s</td>
<td>i-Tov-eb-s</td>
<td>it snows</td>
</tr>
<tr>
<td>el-av-s</td>
<td>i-el(-v)-eb-s</td>
<td>it lightens</td>
</tr>
<tr>
<td>Kr-i-s</td>
<td>i-Kr(-)ol-eb-s</td>
<td>it blows</td>
</tr>
<tr>
<td>Xiv-i-s</td>
<td>i-Xiv(-)l-eb-s</td>
<td>X complains</td>
</tr>
<tr>
<td>mGer-i-s</td>
<td>i-mGer-eb-s</td>
<td>X sings</td>
</tr>
<tr>
<td>Cin-i-s</td>
<td>i-Cin-eb-s</td>
<td>X laughs</td>
</tr>
<tr>
<td>brjv-i-s</td>
<td>i-brj(-)ol-eb-s</td>
<td>X fights</td>
</tr>
<tr>
<td>qvir-i-s</td>
<td>i-qvir-eb-s</td>
<td>X throws</td>
</tr>
<tr>
<td>Gvc-i-s</td>
<td>i-Gvc-eb-s</td>
<td>X toils</td>
</tr>
<tr>
<td>zmu-i-s</td>
<td>i-zmu(-)v-eb-s</td>
<td>X moos</td>
</tr>
<tr>
<td>zrun-av-s</td>
<td>i-zrun-eb-s</td>
<td>X cares</td>
</tr>
<tr>
<td>Cur-av-s</td>
<td>i-Cur(-av)-eb-s</td>
<td>X swims</td>
</tr>
<tr>
<td>srial-eb-s</td>
<td>i-srial-eb-s</td>
<td>X slips</td>
</tr>
<tr>
<td>bzrial-eb-s</td>
<td>i-bzrial-eb-s</td>
<td>X spins round</td>
</tr>
<tr>
<td>nadr-av-s</td>
<td>i-nadr-eb-s</td>
<td>X hunts</td>
</tr>
<tr>
<td>qaraul-ob-s</td>
<td>i-qaraul-eb-s</td>
<td>X is on guard</td>
</tr>
<tr>
<td>pasuH-ob-s</td>
<td>i-pasuH-eb-s</td>
<td>X answers</td>
</tr>
<tr>
<td>CHovr-ob-s</td>
<td>i-CHovr-eb-s</td>
<td>X lives</td>
</tr>
<tr>
<td>PiKr-ob-s</td>
<td>i-PiKr-eb-s</td>
<td>X thinks</td>
</tr>
<tr>
<td>TamaS-ob-s</td>
<td>i-TamaS-eb-s</td>
<td>X plays</td>
</tr>
<tr>
<td>meCadine-ob-s</td>
<td>i-meCadin-eb-s</td>
<td>X studies</td>
</tr>
<tr>
<td>muSa-ob-s</td>
<td>i-muSa-v-eb-s</td>
<td>X works</td>
</tr>
<tr>
<td>Humr-ob-s</td>
<td>i-Humr-eb-s</td>
<td>X jokes</td>
</tr>
<tr>
<td>gulisHm-ob-s</td>
<td>i-gulisHm-eb-s</td>
<td>X means/implies</td>
</tr>
</tbody>
</table>

1 Some speakers insist on using this verb with the indirect object marked, which would, as stated below, be present ჰპაჰჰჰჰჰჰ-ობ vs future ჰპაჰჰჰჰჰ-ებ-ს.
Clearly there are certain modifications to the root in some verbs, and these will need to be learned, but, in the main, the pattern for forming the future is simple. Some verbs, however, lack the thematic suffix -<i>eb</i> in the future. Note how in the first three verbs below we have the suffix (-)<i>en</i>, the vowel of which in Series II becomes -<i>i</i>:

<table>
<thead>
<tr>
<th>Future</th>
<th>Aorist</th>
</tr>
</thead>
<tbody>
<tr>
<td>arewh(-)&lt;i&gt;en&lt;/i&gt;</td>
<td>you whistle</td>
</tr>
<tr>
<td>arewh(-)&lt;i&gt;i&lt;/i&gt;</td>
<td>i-arewh(-)&lt;i&gt;en&lt;/i&gt;-&lt;i&gt;e&lt;/i&gt;</td>
</tr>
<tr>
<td>arewh(-)&lt;i&gt;en&lt;/i&gt;</td>
<td>you run hither</td>
</tr>
<tr>
<td>arewh(-)&lt;i&gt;i&lt;/i&gt;</td>
<td>mo-arewh(-)&lt;i&gt;en&lt;/i&gt;-&lt;i&gt;e&lt;/i&gt;</td>
</tr>
<tr>
<td>awh(-)&lt;i&gt;en&lt;/i&gt;</td>
<td>you fly</td>
</tr>
<tr>
<td>awh(-)&lt;i&gt;i&lt;/i&gt;</td>
<td>i-awh(-)&lt;i&gt;en&lt;/i&gt;-&lt;i&gt;e&lt;/i&gt;</td>
</tr>
<tr>
<td>arewh(-)&lt;i&gt;en&lt;/i&gt;</td>
<td>you learn (X)</td>
</tr>
<tr>
<td>arewh(-)&lt;i&gt;i&lt;/i&gt;</td>
<td>i-arewh(-)&lt;i&gt;i&lt;/i&gt;-&lt;i&gt;e&lt;/i&gt;</td>
</tr>
</tbody>
</table>

In the case of the verb for <i>feel</i> the aorist pattern too is odd. The verb is <i>arewh</i>-<i>en</i> you feel (X) (future = a-<i>arewh</i>-<i>en</i> [sic]), but the aorist conjugates thus:

- <i>arewh</i>-<i>en</i> I felt (X)
- a-<i>arewh</i>-<i>en</i> we felt (X)
- a-<i>arewh</i>-<i>i</i> you felt (X)
- a-<i>arewh</i>-<i>i</i> you (pl.) felt (X)
- a-<i>arewh</i>-<i>o</i> X felt (Y)
- a-<i>arewh</i>-<i>es</i> they felt (X)

In vocabularies the future formation for ordinary medials will be indicated as: <i>arewh</i>-<i>en</i> you cry. Otherwise any deviant future will be given in full in brackets.

When an indirect object is required by a medial, how it is accommodated depends on the root in question. Sometimes the objective version will be employed, as in:

- g-<i>hrb</i>-<i>en</i> X runs away from past Y
  (future = g-<i>hrb</i>-<i>en</i>-<i>eb</i>-<i>a</i>, aorist = g-<i>hrb</i>-<i>en</i>-<i>e</i>-<i>a</i>)

Sometimes the root will be transformed into an intransitive verb with indirect object marking prefix <i>e</i>-, as in:

- g-<i>ndiraw</i>-<i>en</i>-<i>eb</i>-<i>a</i> X talks/will talk to Y
  (aorist = g-<i>ndiraw</i>-<i>en</i>-<i>e</i>-<i>a</i>)

Sometimes the object affixes will attach directly to the medial in the present sub-series, though such verbs employ the objective version in the future sub-series and Series II, as in:

- g-<i>hrb</i>-<i>en</i> you reply to X
  (future = g-<i>hrb</i>-<i>en</i>-<i>eb</i>, aorist = g-<i>hrb</i>-<i>en</i>-<i>e</i>)
Note also:

\( \text{\`v-svel-\text{-i}} \) you stand guard over X
(future = \( \text{\`v-svel-d-eb} \), aorist = \( \text{\`v-svel-e} \))

\( \text{\`v-svel-\text{-i}} \) you aid me
(future = \( \text{\`v-svel-\text{-i}} \), [sic], aorist = \( \text{\`v-svel-\text{-e}} \))

From medial roots it is usually possible to form a suffixal intransitive to produce a verb indicating the start of the verbal action concerned – such intransitives are called inceptives or inchoatives. They are rare in the present sub-series, and their usual preverb elsewhere is \( \text{\`-} \). Indirect objects are accommodated in the normal way for suffixal intransitives, e.g.:

\( \text{\`m-svel-\text{-i}} \) X sings → \( \text{\`m-svel-d-eb-a} \) X begins to sing
(future = \( \text{\`a-m-svel-d-eb-a} \), aorist = \( \text{\`a-m-svel-e} \))

\( \text{\`m-svel-\text{-i}} \) X shakes → \( \text{\`m-svel-d-eb-a} \) X starts to shake
(future = \( \text{\`a-m-svel-d-eb-a} \), aorist = \( \text{\`a-m-svel-e} \)),
cf. \( \text{\`hulul-\text{-i}} \) My hands began shaking

As we have seen, medials do not employ preverbs in the future and aorist indicatives in the way we have come to expect from studying regular transitive and intransitive. This is not to say that preverbs are absolutely impossible in conjunction with medials. At least three cases can be distinguished:

(a) Outside the present sub-series a preverb will indicate the one-off, momentary nature of the verbal action, e.g.:

\( \text{\`m-svel-\text{-i}} \) The dog barked for a long time
\( \text{\`m-svel-\text{-i}} \) The dog let out a bark
\( \text{\`m-svel-\text{-i}} \) The child yelled for a long time
\( \text{\`m-svel-\text{-i}} \) The child let out a yell

(b) The preverb \( \text{\`-} \) outside the present sub-series indicates that the verbal action is performed only for a short time, e.g.:

\( \text{\`-svel-\text{-i}} \) X will sing
\( \text{\`-svel-\text{-i}} \) X will do a bit of singing
\( \text{\`-svel-\text{-i}} \) X will breakfast
\( \text{\`-svel-\text{-i}} \) X will have a bite of breakfast

This role of this preverb is not limited to medial roots, though where it is used in this way it is accompanied in Series I and II by the subjective version (cf. \( \text{\`-\text{-svel-\text{-i}} \) or \( \text{\`-\text{-svel-\text{-i}} \) X will snatch a bite to eat, and note the parallel force of \( \text{\`-} \) in \( \text{\`-\text{-svel-\text{-i}} \) you will play for a while.}
(c) Medials expressing motion or sound-production can be combined in the present sub-series only with \( \text{mo-} \), \( \text{mi-} \), and \( \text{da-} \) to indicate the direction in which the motion or sound production is occurring i.e. here, there, about:

\[
\begin{align*}
\text{mo-qvir-i-s} & \quad X \text{ is coming yelling} \\
\text{mi-qvir-i-s} & \quad X \text{ is going yelling} \\
\text{da-qvir-i-s} & \quad X \text{ is wandering about yelling} \\
\text{mo-HoH-av-s} & \quad X \text{ is coming crawling} \\
\text{mi-HoH-av-s} & \quad X \text{ is going crawling} \\
\text{da-HoH-av-s} & \quad X \text{ is crawling about}
\end{align*}
\]

The syntax of medial verbs

As must be clear from their meaning, medials in general do not take direct objects. Some, however, can accommodate them, e.g.:

\[
\begin{align*}
\text{bavSvebi TamaS-ob-en (nards, PeHburTs, banKos)} \\
\text{The children are playing (backgammon (nardi), football (PeHburTi), cards (banKo))}
\end{align*}
\]

Regardless of whether they are combined with a direct object or not, all medials require their subjects to stand in the ergative case in Series II – if there is a direct object present, it will naturally go into the dative alongside a Series I verb form, but the nominative alongside a Series II verb form; any indirect object will be dative in both Series I and II, e.g.:

\[
\begin{align*}
\text{Karma i-Kr(-)ol-a} & \quad \text{The wind blew} \\
\text{mamalma i-qiv(-)l-a} & \quad \text{The cock (mam\[a\]) crowed (qiv-i-s)} \\
\text{momGerlebi stumrebs lamaz simGeras u- mGer-eb-en} & \quad \text{The singers (momGer\[a\]) will sing a lovely song (simGera) to the guests (stum\[a\])} \\
\text{momGerlebma stumrebs lamazi simGera u-mGer-es} & \quad \text{The singers sang a lovely song to the guests}
\end{align*}
\]

Version as a change of tense marker

We have seen above, with both the plain medials and some of those that take indirect objects, a number of examples of how the version system is employed to indicate non-present sub-series. The \( \text{a} \)-prefix of the medials in the future and aorist is nothing other than the subjective version. The verbs listed below also employ a particular version as main marker of non-present sub-series status:
The verb ‘try’ is transitive in the present sub-series but intransitive elsewhere (\(\text{Cd}(-)\text{-il-ob}\) you try vs \((\text{Se-})\text{-e-Cd-eb-i}\) you will try vs \((\text{Se-})\text{-e-Cd-e}\) you tried). Also used, especially in Series II (and III), is a transitive equivalent \(\text{s-Cd-e}\) you (ergative) tried, which strictly belongs with the present/future \(\text{s-Cd-i}\).

**Dialogue 3**

*This is the story the children were asked to write in Dialogue 2.*

*The content is in part borrowed from the story ჭათაგური ‘The Mousetrap’ by Vazha-Pshavela*
გართოვნები

ჯარა გალავშეგით გიჭირი, კრართ მარგალი სადილობი შეიშენებათ და ხასიათი სწორ სათავგან. შიქრები თუთი შარიტლა (ჰურკავური) აქვთ. რომელიც თავიშის შეფსუნავების გამოსათავი, შეხვდება, რომელთა კი თავისუფალი დამახორულება. ყველას გამოყენებული რით (წვიმა ოჯახი), თუ თავისი პროგრამა შეფარდებზე, შეხვდება ტანპირავებზე გამოიწვევს, და ბიურომოძველი შექმნა კი - უფასოთმეტი უბერით კონ წიწა მინიმუმი განხილვაგან ქარის ჯირი

თანასწორობა, როგორც თანამშრომლობით, მარჯად დიმიტროვილი და შერე მეტად შეიშენა ლეპაჟი, შემდგომ იმ წყლის ორმონი თავით შექმნა. როგორც სათავგან დაბლაბით, გაიხსნენ თავისგან გადაწყვეტილები, ხოლო ორმონი გარკვეულად, დამოკიდებული არ შეიპარმაგ მას. გამოიყენება შენიშვნა სათავგანი ჭავში, შემდგომ-ჰობჟერც უახლოება, შემდგომ ამის თუ ყველაზე ჰაქული ქადა. მიკელი ჰაქვთ შექმნა თუ პროგრამაში მოიშვილები.

ორგან გახტავა, გახტავა და ფორმა გაბაჟრი ჰულებათ. ჯარა მაქ მოქალაქთ ჭუჭა, თანავარაგ გადაწყვეტილები და ფორმა მოქალაქთ. დიმიტროვილი და შერე მეტად შეიშენა ლეტაჟი, შემდგომ იმ წყლის ორმონი თავით შექმნა.

Vocabulary

<table>
<thead>
<tr>
<th>ქართული (ქ-)</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ჯური (ქ-)</td>
<td>you read X to Y</td>
<td></td>
</tr>
<tr>
<td>ჭუჭა</td>
<td>thunder</td>
<td></td>
</tr>
<tr>
<td>ქალაქი (ქ-)</td>
<td>you quieten down</td>
<td></td>
</tr>
<tr>
<td>საძარზე</td>
<td>blanket</td>
<td></td>
</tr>
<tr>
<td>ჩვჭრილი (ქ-)</td>
<td>commotion</td>
<td></td>
</tr>
<tr>
<td>სევრავამა</td>
<td>crevice</td>
<td></td>
</tr>
<tr>
<td>სათორული</td>
<td>cage (to catch mice)</td>
<td></td>
</tr>
<tr>
<td>გენისულმანი (თ-)</td>
<td>daring (adj.)</td>
<td></td>
</tr>
<tr>
<td>თავიმცნებლობა (ნ-)</td>
<td>you scamper up to</td>
<td></td>
</tr>
<tr>
<td>თოთქები (რ-)</td>
<td>you crawl in</td>
<td></td>
</tr>
<tr>
<td>მიწი (რ-)</td>
<td>you approach X</td>
<td></td>
</tr>
<tr>
<td>კუნძულმა (ბ-</td>
<td>you run X over Y</td>
<td></td>
</tr>
<tr>
<td>ატლანტი (ბ-</td>
<td>completely</td>
<td></td>
</tr>
<tr>
<td>სიდომა</td>
<td>strong</td>
<td></td>
</tr>
<tr>
<td>ბოჟარი</td>
<td>it goes off</td>
<td></td>
</tr>
<tr>
<td>იც. (გ-</td>
<td>you disappear</td>
<td></td>
</tr>
<tr>
<td>უში (გ-</td>
<td>cats and dogs</td>
<td></td>
</tr>
<tr>
<td>უში (გ-</td>
<td>(of rain)</td>
<td></td>
</tr>
<tr>
<td>შხუძი (გ-</td>
<td>you will let out a bark</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>rain</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>bart (for grain)</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>it breaks out</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>you shudder in fear</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>you will notice X directly)</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>you will skirt X all around</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>at long last</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>half-kernel of nut</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>alluring</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>lightly</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>tooth</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>you calm down</td>
<td></td>
</tr>
<tr>
<td>უხური (კ-</td>
<td>you pull X</td>
<td></td>
</tr>
</tbody>
</table>
Proverb

What the wind has brought the selfsame wind will carry away

VOCABULARY

<table>
<thead>
<tr>
<th>ქარი</th>
<th>wind</th>
<th>მოთანილი</th>
<th>(having been) brought</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ve</td>
<td>the same, the very</td>
<td>ქარი-ლი</td>
<td>you will take away</td>
</tr>
</tbody>
</table>

Verse

I am a bard of love

The wind has brought, the very wind will carry away.
Lesson 11

(1etim-Gurdzhi)

VOCABULARY

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>სიყვარული</td>
<td>love</td>
</tr>
<tr>
<td>ჩამოქმედება</td>
<td>creator</td>
</tr>
<tr>
<td>ყარა</td>
<td>I am</td>
</tr>
<tr>
<td>დედა = ენა</td>
<td>mother tongue</td>
</tr>
<tr>
<td>ყვა</td>
<td>all</td>
</tr>
<tr>
<td>მთავარობა</td>
<td>nation, people</td>
</tr>
<tr>
<td>გუმბათი</td>
<td>you set down X for Y</td>
</tr>
<tr>
<td>შემოვაჟოთ</td>
<td>spread, layer</td>
</tr>
<tr>
<td>რაიმე</td>
<td>that one’s</td>
</tr>
<tr>
<td>კითხულობა</td>
<td>who</td>
</tr>
<tr>
<td>გვიანდება</td>
<td>bite, biting</td>
</tr>
<tr>
<td>ცხრა</td>
<td>century</td>
</tr>
<tr>
<td>შემდგომი</td>
<td>twentieth</td>
</tr>
<tr>
<td>გამოვიწვით</td>
<td>you will travel down</td>
</tr>
<tr>
<td>(ფორ)ევერ</td>
<td>(forever)</td>
</tr>
<tr>
<td>ამდღემობა</td>
<td>until</td>
</tr>
<tr>
<td>ყოფა</td>
<td>you descend</td>
</tr>
<tr>
<td>გამარჯობა</td>
<td>folk</td>
</tr>
<tr>
<td>როდი</td>
<td>when</td>
</tr>
<tr>
<td>გადაყვანა</td>
<td>you depart</td>
</tr>
<tr>
<td>გამოვიწირო</td>
<td>you take X</td>
</tr>
<tr>
<td>გავიტოვო</td>
<td>you will go/went</td>
</tr>
<tr>
<td>შეზღუდული</td>
<td>you are deprived of X</td>
</tr>
<tr>
<td>უმართლობა</td>
<td>I was</td>
</tr>
<tr>
<td>გამოჭირილი</td>
<td>hard</td>
</tr>
<tr>
<td>შემსუფთავება</td>
<td>you beautify X</td>
</tr>
<tr>
<td>სონგ</td>
<td>song</td>
</tr>
<tr>
<td>გახსნათ</td>
<td>you will make some use of X</td>
</tr>
<tr>
<td>სამთავარობა</td>
<td>pleasure</td>
</tr>
<tr>
<td>სამყარო</td>
<td>mediator</td>
</tr>
<tr>
<td>მაკემი</td>
<td>rose</td>
</tr>
<tr>
<td>განი</td>
<td>alone</td>
</tr>
<tr>
<td>ზოგა</td>
<td>for</td>
</tr>
<tr>
<td>შესაგეგმებათ</td>
<td>you arrange X for Y</td>
</tr>
<tr>
<td>სამთობო</td>
<td>you appear</td>
</tr>
<tr>
<td>სტუმრობა</td>
<td>guest</td>
</tr>
<tr>
<td>საქართველო</td>
<td>Georgian</td>
</tr>
<tr>
<td>გამჭირილი</td>
<td>you versify X</td>
</tr>
<tr>
<td>სავალში</td>
<td>grave</td>
</tr>
<tr>
<td>საგან</td>
<td>much, many</td>
</tr>
<tr>
<td>შემოართვა</td>
<td>you recall X</td>
</tr>
<tr>
<td>ქვეყანა, მსოფლიო</td>
<td>country, world</td>
</tr>
<tr>
<td>პირობით</td>
<td>along (with X)</td>
</tr>
<tr>
<td>მოუარება</td>
<td>without it</td>
</tr>
<tr>
<td>სტამჭირილი</td>
<td>verse</td>
</tr>
<tr>
<td>რამდენიმე</td>
<td>ready</td>
</tr>
<tr>
<td>რამდენიმე</td>
<td>what</td>
</tr>
</tbody>
</table>
you will ask *X* for *Y*  
price, value  
you have (inanimate) *X*  
no one  
mourning  

**Exercises**

1. Write out the aorist indicative paradigms for the pairs: *I* (etc.) intoxicated *X*, *I* (etc.) got drunk, *I* (etc.) hid *X* from *Y*, *I* (etc.) hid from *X*, *I* (etc.) knocked *X* down, *I* (etc.) fell down.

2. Fill in the gaps and translate:
   
   (a) __________ __________ __________ __________ __________
   (b) __________ __________ __________ __________
   (c) __________ __________ __________
   (d) __________ __________ __________ __________ __________
   (e) __________ __________ __________
   (f) __________ __________ __________
   (g) __________ __________ __________ __________
   (h) __________

3. Wrap the correct agreement markers around the following verbs:
   
   (a) __________ __________ __________ __________ __________
   (b) __________ __________ __________ __________ __________
   (c) __________ __________ __________ __________ __________
   (d) __________ __________ __________ __________ __________
   (e) __________ __________ __________ __________
   (f) __________ __________ __________
   (g) __________ __________ __________
   (h) __________

4. Work out the meaning of the following verb forms:
   
   (a) __________
   (b) __________
   (c) __________
   (d) __________
   (e) __________
   (i) __________
   (j) __________
   (k) __________
   (l) __________
   (m) __________

Georgian: A Learner's Grammar
5 Change the following into (a) their future and (b) aorist indicative equivalents:

(a) mamali qivis da jmas elaparakeba
(b) mocaPe mascavlebels hpasuHobs deda kargad grjnobs Tavs
(c) mdgmuri Puls sesHulobs Kurdebi meparebian
(d) vmGerdebi is mas gaurbis

6 In the following examples switch the roles of each verb's subject and indirect object, making the verbs aorist instead of present, following the pattern of Svilebi dedas emalebian → deda Svilebs daemala(T):

(a) me Kmars vukvdebi/veCvlebi is Sen gelaparakeba
(b) Sen me Colad mqvebi Sen me Colad mqvebi
(c) Sen megobrebs amas hpirdebi Sen megobrebs amas hpirdebi
(d) bixi me ras miqveba? me TKven gejleviT

7 Translate into English:

(a) guSin ro(m) aTi saaTidan HuTamde icvima, Xven Sin davrXiT. amitom ar viCiT da ver getqviT, ra moHda KalaKSi, magram viCiT, ro(m) oTHze stumrebi gvecvivnen
(b) ra dagemarTaT? avad Hom ara HarT? Cudad vgrjnob Tavs – guli mereva. GmerTma iCis, rogor gadavrXiT me da Xemi Coli. vaime, ra mogividaT?
(c) getqviT qvelaPers, raC dagvemarTa. es manKana sul ar varga (= is no good) – gagviPuxda. saburavi ro(m) gaskda, Cols guli cauvida, Holo me Tavbru damesHa/dameHvia. saxe Helidan gamisrialda da Hes daveJaHeT
(d) uPro adre ro(m) XagaCivdnen, is Hulignebi daixires Tu ara poliCielebma?
(e) ra viCi me? ubralod kaia/kargia, ro(m), rogorC ki poliCielebi mogviaHlovdnen, is Hulignebi dameHsnnen/im Hulignebma Tavi damanebes
(f) ratom mogbezrdaT Xveni suPra? jalian CdebiT, batono – ubralod jili momeria. ukaCravad!
(g) rogor PiKrob? Hval iTovebs ise(ve), rogorC guSin iTova? cuHel rogor iqePes Xvenma jaGlebma!
(h) kargad meCadineobs TKveni vaZi? aHal mascavlebels ro(m) mivabarebT, albaT ukeTesad imeCadinebs da qvela gakveTils kargad iscavlis.
Translate into Georgian:

(a) What do we call a lot of pigs together? I don’t know, but a lot of sheep together are called a flock.
(b) Did you attend the conference last year? Yes, and when it ended, we all had a good feast. How the wine got the better of us all!
(c) What happened to the kitten I gave you as a present on your birthday? When it rained cats and dogs, it drowned.
(d) How did I get caught on those pseudo-scholars’ hook?!
(e) As soon as our guests came in, we embraced one another.
(f) It transpired that the plates were shattered, the books burned and the house destroyed.
(g) Did you lean against the door yesterday? No, but we shall lean against the wall tomorrow.
(h) The younger soldiers were sent where the older soldiers fought well and gained a victory.
Lesson 12

In this lesson you will learn about:

- The formation of the aorist subjunctive for transitive, intransitive and medial verbs
- Some uses of the aorist subjunctive
- How to issue an instruction in the imperative
- Constructing expressions of prohibition

Dialogue 1

T’ariel and Irak’li debate what they should do after a game of backgammon

T’ariel: ჰკითხისა სასოფლო რაც სანახა ჯამში, რა უნდა? განცხადეთ ამბავში თუ სახალხში შეუფერდო, და მაგალითებით, თუ სხვა როგორ გამოცდილია?

Irakli: გალაგალი და შიდაჭირქვი ამბავში.

T’ariel: მას უნდა შეხედოთ ყურადღები და შეუგია გარდაცვლებით რის გზიდა ამასთან, თუც ლუღ-ხელი მის არ დაფიქსირდეს.

Irakli: დამოუკიდებელ და თავის შესახებ ამბავში.

T’ariel: სამი რჩევი, ვენს ყურადღები ჩაართვგა თუ ლაშქრობი მარაგ, რაც შებაროა ყურადღებად ფაქტურით ამასთან. მაგრამ მიუხედავად ამსერი, თუ უნდა გაგზავნო ერთი გარემო? მაგრამ, თუ არა გაითვალისწინებით ხელში, რომელი ურთიერთობა და თანამედროვე ფაქტურით რის გზიდა ამსერგა.

Irakli: ამით შეუხმარებლად უნდა შეიძლო არ შეიძლო შეშიდა რისგან? მაგრამ, თუ არ გაითვალისწინებით ხელში, რომელი ურთიერთობა და თანამედროვე შთამბა არ მარაგ. როთ სომხურა, გამარჯვებულ ყურადღებად.
Dialogue 2

A Georgian helps an Englishman to send a postcard to England

-ingliseli: ukaCravad, gTHovT amiHsnaT, rogor unda gavagzavno Gia baraTi saKarTvelodan inglisSi.

KarTveli: ukve iqideT baraTebi?

-ingliseli: ara, radgan ar viCi, sad iqideba baraTebi aK TbilisSi. gTHovT es uviCoba ar XamiTvaloT sisuleled!

KarTveli: ras laparakobT?! Jer viqidoT TKveni baraTebi mTavar KuXaSi nebismier cvril movaxresTan, mere me unda cagiqvanoT PostaSi.

-ingliseli: gTHovT ar SescuHdeT (/nu SescuHdebiT) Xemi gulisTvis.

KarTveli: SecuHeba araPer SuaSia. KarTvelebi Hom unda daveHmaroT Xveni Kveqnis stumrebs?! Hom iCiT Xveni andaza: stumari GvTisaa?!

-ingliseli: Xemi azriT, qvela modgmis kavkasielebi erTnairad eKCevian stumrebs.

KarTveli: ra eSmaki brjandebiT! KarTvelebs ukve migviHvdiT trabaHobas TKven(a)! uCHoelebma marTla ar unda...
Lesson 12

The formation of the aorist subjunctive for transitives, intransitives and medials

The verb forms we have learnt so far have enabled us to place factual events in the past, present and future. In other words, we have been discussing the formation and use of the present, future and aorist tenses (i.e. verb forms that...
place events in time). It is now time to step back from actuality and deal with the subjunctive mood, and we begin with a consideration of the formation of the aorist subjunctive, which, together with the aorist indicative, constitutes Series II for the Georgian verb. Out of context the aorist subjunctive will be translated as *X may verb*.

The subjunctive mood in Georgian is marked by the use of one of three suffixal vowels: -ო, -ა and -ე.

**Transitive verbs**

All transitive verbs except one (the verb to give) employ either -ო or -ა in their aorist subjunctives; a 3rd person singular subject selects the agreement affix -s, while a 3rd person plural subject requires -n. The general patterns can be illustrated by taking the verbs *(da-)*[c]er you (will) write (X) and *(da-)*dg-am you (will) place X upright:

<table>
<thead>
<tr>
<th>Aorist indicative</th>
<th>Aorist subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>da-cer-o</td>
<td>da-cer-o-T</td>
</tr>
<tr>
<td>da-cer-o-s</td>
<td>da-cer-o-n</td>
</tr>
</tbody>
</table>

The root of a verb in the aorist subjunctive will take the same form throughout that it possesses in the aorist indicative with 3rd person singular subject. This means we do not have to worry about those root expansions (by internal vowel or, for some verbs in -ო, suffixal -) that occur only when the subject is 1st or 2nd person in the aorist indicative (or, in the case of those verbs in -ო whose root ends in -v, when the subject is 3rd person plural as well).

As an illustration, let us examine the aorist subjunctive of the verb *(mo-)*kl-av you (will) kill X in relation to its aorist indicative:

<table>
<thead>
<tr>
<th>Aorist indicative</th>
<th>Aorist subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>mo-v-kal-i</td>
<td>mo-v-kal-i-T</td>
</tr>
<tr>
<td>mo-kal-i</td>
<td>mo-kal-i-T</td>
</tr>
<tr>
<td>mo-kl-a-s</td>
<td>mo-kl-a-n</td>
</tr>
</tbody>
</table>

We now have to see which type of verb requires which vowel.

**Root verbs**

All root verbs with a weak aorist indicative have their aorist subjunctive in -ო. If the root vowel changes from -ი to -ო in the indicative, it does so in the subjunctive too, including all verbs in (-)en, while the -ი remnant of verbs in (-)e is also retained in the subjunctive:

<table>
<thead>
<tr>
<th>Aorist indicative</th>
<th>Aorist subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>შორ-ჭორ-ი</td>
<td>შორ-ჭორ-ო</td>
</tr>
<tr>
<td>შორ-ჭორ-ი-ი</td>
<td>შორ-ჭორ-ი-ი</td>
</tr>
<tr>
<td>შორ-ჭორ-ი-ი</td>
<td>შორ-ჭორ-ი-ი</td>
</tr>
</tbody>
</table>

Note: ა-ფიქ-ი you may feed X to Y
The few verbs in -33 that have a strong aorist indicative (losing -33 altogether and changing root-final -3 to -3) have their aorist subjunctives in -a, e.g.:

\[
\begin{align*}
\text{g3} & \rightarrow \text{h3}\text{g} & \text{you may snatch X from Y} \\
\text{g3} & \rightarrow \text{h3}\text{g} & \text{you may name X 'Y'} \\
\text{h3} & \rightarrow \text{h3}\text{g} & \text{you may put clothing X on Y}
\end{align*}
\]

Thematic suffix -eb

Apart from two problem roots, all verbs in -3b have their aorist subjunctive in -o, e.g.:

\[
\begin{align*}
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may pass X to Y} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may give birth to X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may win X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may switch X on/down} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may release X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may let X in} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may allow/assume X}
\end{align*}
\]

The two problem roots are -e- and -2b-. You may remember that the verb (g3-h3-3d you (will) put X down has two aorist indicative forms (weak with root in -e- and strong with root in -3b-). The subjunctive in -o given above corresponds to the former, while the latter (rarer) form has an equivalent subjunctive in -o (g3-h3-3d you may put X down). The root -2b-, regardless of which preverb it takes, has a strong aorist indicative and takes its subjunctive in -a, e.g.:

\[
\begin{align*}
\text{g3} & \rightarrow \text{h3}\text{b} & \text{you may release X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may let X in} \\
\text{g3} & \rightarrow \text{h3}\text{b} & \text{you may allow/assume X}
\end{align*}
\]

Thematic suffix -av

Verbs with a weak aorist indicative take their subjunctive in -o, while those with a strong aorist indicative take theirs in -a, e.g.:

\[
\begin{align*}
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may hide X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may kill X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may plough X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may spin X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may plant X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may burn X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may hit X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may defend X} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may join X to Y} \\
\text{h3} & \rightarrow \text{h3}\text{b} & \text{you may water X}
\end{align*}
\]

* As in the expression h3b 3h3b 3h3b you should grant X permission.
Thematic suffix -i

Verbs of this type with a weak aorist indicative have their subjunctive in -o, while those with a strong aorist indicative have theirs in -a, e.g.:

- `δα-(a-)γζαν-o` you may send X
- `δα-xρ-a` you may cut X in two
- `δα-ζαρd-o` you may rear X
- `δa-Ht-o` you may count X
- `γαδα-ΓρΓν-a` you may gnaw through X
- `Kn-a` you may do X

Thematic suffix -ob

With one exception, all verbs in -ob have their aorist subjunctive marked by -o:

- `δα-θρ-α` you may warm X
- `δα-Ωρ-α` you may dry X
- `δα-θαρ-α` you may suffocate X
- `δα-ντρ-α` you may arrange X
- `δα-γαρ-α` you may intoxicate X
- `δα-καρ-α` you may seize control of X

The one exception is `γ-εθθ-α` you may say X to Y, the suppletive Series II form for the common `γ-εθθ-α` you say/will say X to Y, which strictly belongs to `γ-εθθ-α` you tell X to Y.

Thematic suffix -am

All such verbs have their aorist subjunctive in -a, e.g.:

- `κα-θαρ-ο` you may put on X
- `κα-θαρ-ο` you may say X
- `κα-θαρ-ο` you may bind X

The aorist subjunctive of `(δα-)q-oP` you (will) divide X is in -o (δα- q-o you may divide X).

This leaves the one transitive verb whose aorist subjunctive is in -e, namely:

- `κα-θαρ-ο` I may give X to Y
- `κα-θαρ-ο` we may give X to Y
- `κα-θαρ-ο` you may give X to Y
- `κα-θαρ-ο` you (pl.) may give X to Y
- `κα-θαρ-ο` you may give X to Y
- `κα-θαρ-ο` I may give X to you,

Readers may have noticed that a weak aorist indicative always corresponds to an aorist subjunctive in -o, while a strong aorist indicative usually corresponds to one in -a, though sadly the latter correspondence is not perfect.

Intransitive verbs

The same three subjunctive-marking vowels are employed here as in the case of the transitive verbs. The difference is that the vowel -o is more widespread;
it is used for the aorist subjunctive of all suffixal and all markerless intransitive verbs without exception. A 3rd person singular subject again selects the agreement suffix -s, while a 3rd person plural subject requires -nen (if such a subject is animate; if it is inanimate, its plurality will not be marked on the verb). The verbs, illustrated for both aorist indicative and subjunctive, are (ga-)ciTl-d-eb-i you (will) blush and (ga-)Tb-eb-i you (will) get warm:

<table>
<thead>
<tr>
<th>Aorist indicative</th>
<th>Aorist subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ga-v-ciTl-d-i</td>
<td>ga-v- Tb-i</td>
</tr>
<tr>
<td>ga-ciTl-d-i</td>
<td>ga- Tb-i</td>
</tr>
<tr>
<td>ga-ciTl-d-a</td>
<td>ga- Tb-a</td>
</tr>
<tr>
<td>ga-ciTl-d-nen</td>
<td>ga- Tb-nen</td>
</tr>
</tbody>
</table>

(The 3rd person plural forms do not distinguish between indicative and subjunctive.)

This same e-subjunctive is also used for the root -C- meaning either give or fall down:

<table>
<thead>
<tr>
<th>Aorist indicative</th>
<th>Aorist subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>mo-m-e-C-e-s</td>
<td>X may be given to me</td>
</tr>
<tr>
<td>da-v-e-C-e</td>
<td>you may fall down</td>
</tr>
<tr>
<td>mo-g-e-C-e-s</td>
<td>X may be given to you</td>
</tr>
<tr>
<td>da-e-C-e</td>
<td>you may fall down</td>
</tr>
<tr>
<td>mi-e-C-e-s</td>
<td>X may be given to Y</td>
</tr>
<tr>
<td>da-e-C-e-s</td>
<td>X may fall down</td>
</tr>
<tr>
<td>mi-e-C-e-T</td>
<td>X may be given to them</td>
</tr>
<tr>
<td>da-e-C-e-T</td>
<td>we may fall down</td>
</tr>
<tr>
<td>mo-gv-e-C-e-s</td>
<td>X may be given to us</td>
</tr>
<tr>
<td>da-e-C-e-s</td>
<td>you (pl.) may fall down</td>
</tr>
<tr>
<td>mo-g-e-C-nen</td>
<td>they may be given to</td>
</tr>
<tr>
<td>da-e-C-nen</td>
<td>they may fall down</td>
</tr>
</tbody>
</table>

In addition, the e-subjunctive is employed to mark the intransitive aorist subjunctive of two of the sub-types of verbs in (-)ev, namely those two sub-types whose aorist indicative with 3rd person singular subject ends in -a (rather than (-)i-a). The verbs whose aorist indicative is contrasted with the aorist subjunctive are: (da-)i-H(-)ev-i you are being (will be) torn up, (ca-)i-K(-)ev-i you (will) fall down:

<table>
<thead>
<tr>
<th>Aorist indicative</th>
<th>Aorist subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ga-v-i-H(-)i-e</td>
<td>I may be torn up</td>
</tr>
<tr>
<td>ca-v-i-KeC-i</td>
<td>you (will) fall down</td>
</tr>
<tr>
<td>da-i-H(-)i-e</td>
<td>you are being torn up</td>
</tr>
<tr>
<td>ca-i-KeC-i</td>
<td>you (will) fall down</td>
</tr>
<tr>
<td>da-i-H-a</td>
<td>they may be given to</td>
</tr>
<tr>
<td>ca-i-KeC-a</td>
<td>they may fall down</td>
</tr>
<tr>
<td>da-v-i-H(-)i-e-T</td>
<td>you are being torn up</td>
</tr>
<tr>
<td>ca-v-i-KeC-i-T</td>
<td>you (will) fall down</td>
</tr>
<tr>
<td>da-i-H-nen</td>
<td>they may be given to</td>
</tr>
<tr>
<td>ca-i-KeC-nen</td>
<td>they may fall down</td>
</tr>
<tr>
<td>(da-i-H(-)i-nen)</td>
<td>(da-i-H(-)i-nen)</td>
</tr>
</tbody>
</table>

Lesson 12
There are seven irregular verbs whose aorist indicatives are given in the grammar section of Lesson 3 that form their aorist subjunctive by means of -e (being either now or historically markerless intransitives). The verb of motion is illustrated with the preverb მო-, which gives the overall verb the meaning come, though a change of preverb would change the direction of motion accordingly:

<table>
<thead>
<tr>
<th>X may be sitting</th>
<th>X may be standing</th>
<th>X may be prostrate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>X may sit down</th>
<th>X may stand up</th>
<th>X may lie down</th>
</tr>
</thead>
</table>

Prefixal intransitives will have their aorist subjunctive either in -o or -a; 3rd person singular subject is marked by -s, and 3rd person plural by -n, after the patterns of:

<table>
<thead>
<tr>
<th>Xa-ჟ-ჟ-ე-ც  I may register</th>
<th>Xa-ჟ-ჟ-ე-ც  I may be killed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xa-ჟ-ჟ-ე-ც  X may register</td>
<td>Xa-ჟ-ჟ-ე-ც  X may be killed</td>
</tr>
<tr>
<td>Xa-ჟ-ჟ-ე-ც  we may register</td>
<td>Xa-ჟ-ჟ-ე-ც  we may be killed</td>
</tr>
<tr>
<td>Xa-ჟ-ჟ-ე-ც  you (pl.) may register</td>
<td>Xa-ჟ-ჟ-ე-ც  you (pl.) may be killed</td>
</tr>
<tr>
<td>Xa-ჟ-ჟ-ე-ც  they may register</td>
<td>Xa-ჟ-ჟ-ე-ც  they may be killed</td>
</tr>
</tbody>
</table>

The distribution is as follows.

**Root verbs**

Root verbs of the prefixal intransitive type have their aorist subjunctive in -ა (any change of radical -ჟ- to -ა- elsewhere in Series II will also occur
here, including those in (-)33 whose 3rd person intransitive aorist indicative is in (-)i-a:

\[
\begin{align*}
\text{g\textsuperscript{a}a-i-sris-o-s} & \quad X \text{ may be squashed} \\
\text{g\textsuperscript{a}m\textsuperscript{o}o-i-P(-)in-o-s} & \quad X \text{ may be exhibited} \\
\text{g\textsuperscript{a}d\textsuperscript{a}a-i-r(-)i-o-s} & \quad X \text{ may go mad}
\end{align*}
\]

The few verbs in -33 that have a strong aorist transitive and intransitive indicative (losing -33 altogether and changing root-final -m to -v) have their intransitive aorist subjunctives in -a, e.g.:

\[
\begin{align*}
\text{c\textsuperscript{a}a-e-rTv-a-s} & \quad X \text{ may be snatched from Y} \\
\text{d\textsuperscript{a}a-e-rKv-a-s} & \quad 'X' \text{ may be given as a name to Y}
\end{align*}
\]

**Thematic suffix -eb**

Prefixal intransitives of this type, with the exception of the two problem roots mentioned above, all take aorist subjunctive in -\text{o}:

\[
\begin{align*}
\text{d\textsuperscript{a}a-e-rTv-a-s} & \quad X \text{ may be born} \\
\text{m\textsuperscript{o}o-e-scr-o-s} & \quad X \text{ may live to see Y} \\
\text{a\textsuperscript{i}nT-o-s} & \quad X \text{ may be set alight} \\
\text{d\textsuperscript{a}a-i-d-o-s} & \quad X \text{ may be placed}
\end{align*}
\]

The latter has the rarer alternative in -\text{a} if the root has the shape -\text{dv}-, just as the root -\text{Sv}- also requires -\text{a}:

\[
\begin{align*}
\text{d\textsuperscript{a}a-i-dv-a-s} & \quad X \text{ may be placed} \\
\text{m\textsuperscript{o}o-e-Sv-a-s} & \quad X \text{ may slacken (for Y)}
\end{align*}
\]

**Thematic suffix -av**

Verbs with a weak aorist indicative take their subjunctive in -\text{o}, while those with a strong aorist indicative take theirs in -\text{a}, e.g.:

\[
\begin{align*}
\text{d\textsuperscript{a}a-e-rTv-a-s} & \quad X \text{ may hide} \\
\text{m\textsuperscript{o}o-e-scr-o-s} & \quad X \text{ may be ploughed} \\
\text{a\textsuperscript{i}nT-o-s} & \quad X \text{ may be burnt} \\
\text{d\textsuperscript{a}a-i-d-o-s} & \quad X \text{ may be joined to Y} \\
\text{m\textsuperscript{o}o-e-Sv-a-s} & \quad X \text{ may be killed} \\
\text{d\textsuperscript{a}a-i-d-o-s} & \quad X \text{ may be planted} \\
\text{d\textsuperscript{a}a-i-mal-o-s} & \quad X \text{ may stick to Y} \\
\text{m\textsuperscript{o}o-e-Sv-a-s} & \quad X \text{ may be watered}
\end{align*}
\]

**Thematic suffix -i**

Verbs of this type with a weak aorist indicative have their subjunctive in -\text{o}, while those with a strong aorist indicative have theirs in -\text{a} (possibly -\text{e}), e.g.:

\[
\begin{align*}
\text{d\textsuperscript{a}a-e-rTv-a-s} & \quad X \text{ may be sent} \\
\text{m\textsuperscript{o}o-e-scr-o-s} & \quad X \text{ may be cut} \\
\text{a\textsuperscript{i}nT-o-s} & \quad X \text{ may be reared} \\
\text{d\textsuperscript{a}a-i-d-o-s} & \quad X \text{ may be done} \\
\text{m\textsuperscript{o}o-e-Sv-a-s} & \quad X \text{ may be gnawed (for Y)} \\
\text{d\textsuperscript{a}a-i-d-o-s} & \quad X \text{ may be counted through}
\end{align*}
\]
Thematic suffix -ob

Prefixal intransitive verbs of this type have their aorist subjunctive marked by -o:

- X may be suffocated: და-ი-ჰრო-ს
- X may lean against Y: მო-ე-პირ-ო-ს
- X may treat Y: მო-ე-კი-ო-ს
- X may sort himself out: მო-ე-პირ-ო-ს

Thematic suffix -am

The intransitive aorist subjunctive is always in -a:

- X may be bound: და-ი-ბა-ს
- X may be said: ი-ტკვა-ა-ს

The intransitive aorist subjunctive of (გა-)i-ჰი-ო-პ-ა X is being (will be) divided is და-გა-ჰი-ო-ს X may be divided.

And to be has the aorist subjunctive:

- I may be: გა-ი-ჰი-ო-ს
- you may be: ი-ჰი-ო-ს
- you (pl.) may be: ფ. ი-ჰი-ო-ს
- X may be: ჩვენ-ი-ჰი-ო-ს
- may be: ი-ჰი-ო-ს

Medials

All medials have their aorist subjunctive in -o. Just as the aorist indicative follows the root structure of the future indicative for medials, so too does the aorist subjunctive, though a -v- inserted to separate vowels in the future and aorist indicatives will be dropped before the subjunctive -o, e.g.:

- X may bark: i-ქიო-ჰმ-ო-ს
- X may rain: i-ჯვირ-ო-ჰმ-ო-ს
- X may complain: i-ტრ-ლო-ჰმ-ო-ს
- X may work: (მო-)i-რბ-ჰი-ო-ს
- X may learn Y: i-სკამი-ო-ს
- X may feel Y: i-გრინ-ო-ს

Some uses of the aorist subjunctive

1 The unchanging particle უნდა it is necessary/it must immediately precedes the aorist subjunctive to indicate an event that must take place at some time in the future. No other word should ever stand between this particle and the subjunctive governed by it:

- I you X must go: I/youX უნდა
- I must give you the money: ვ. უნდა
- Mother must lie down on the bed: მამა უნდა გაიკვეთ

Georgian: A Learner's Grammar
How should this be said?

No one should die in childhood

We must treat the guests well

You must not give the child an ice cream

The children should not yet sit down

2. The verb it is possible may similarly govern the subjunctive, though this time other words may intervene between it and the verb, e.g.:  

How can a man speak like this?

Is it possible for us to stop the car here?

What more can happen?

Is it really possible for a child to talk like that (by you = əvə) to a teacher?

It is possible we may not manage to do it by tomorrow

Isn’t it possible for it to rain in summer?

Note: the expression as [adjective/adverb] as possible is formed by placing the words əvə before the relevant adjective or adverb (e.g. əvə as big/many/quickly as possible).

3. With 1st or 3rd person subject, an aorist subjunctive produces a deliberative question, e.g.:  

Are we to come in now?

Am I to stand up?
The aorist subjunctive may be used to express a wish (or give vent to a curse!), e.g.:

- **May peace (შვიდი) be established (ჩამოყარჩილი) in the world (მსოფლიო)!**
- **May you have a healthy (ჰარეთი) child**

4 How to give an instruction in the imperative

For all verbs except one the imperative is identical to the aorist indicative with 2nd person subject. The one exception is the verb of motion, whose imperative has the forms preverb **-di** (sing.) or preverb **-di-T** (pl.), the preverb giving the relevant direction of movement (e.g. შე-დი(-T) **Come!**, შე-დი(-T) **Come in!**, გა-დი(-T) **Come out!**, ვი-დი(-T) **Go in!**, ვა-დი(-T) **Go down into!**). Study these examples:

- **Shut up!** (გა-ხუმ-დ-ი(-eb-i/Hma (ga-)kmend)!) **Your father is speaking.**
- **When anyone comes in, stand up, kids!**
- **When someone knocks (დაკაკუნ-eb) on the door, it is possible for a person to say ‘do please come’ (Come!), but the word ‘do please come’ (do please come) is more polite (მორმა).**
Do please be seated (داـبرـندـبـی)، drink some coffee and explain to me everything that happened.

Wash your hands and face, take off your dirty (خـوشکـیـان) clothing, put on something clean (سـوـپـتا) come running downstairs, sit down at (مـئـدـبـی) the table and eat this delicious food!

The president is to present himself (دـیـمـس) before (چـینـس) us at 9 o’clock tomorrow!
Let your sins be forgiven!

Let’s go to town and buy a new television!

No one is to come in!

Let’s quickly cut across the street!

Let’s wait (and see)!

How to construct expressions of prohibition

We have already dealt with two ways of negating a verb: არ indicates lack of ability to perform the verbal action, while არ is the simple negative. We now come to a third. This is არ, and it is used specifically for saying ‘Don’t . . . !’. It is used in conjunction not with the imperative, as might have been expected, but with the future indicative (or with the present indicative for an ongoing activity). An alternative construction, which is more of a negative request than a strict prohibition, is to use არ in conjunction with the aorist subjunctive. The same alternatives apply when the verb has 1st or 3rd person subject. Examples are:

Don’t go!

Don’t open that door!

Don’t play ball (in this yard)!

Don’t tell lies to your parents!

Don’t put a lot of salt on your food!

Let’s not open the door, let them not come in!

Don’t be (go on being) sad!
Dialogue 3

A mother gives her child a maths test

დედა: იმის წინ, ლომბაღი, ქერო! რაიმე მოგამონ შე წერილს?

ქერო: ბოლოდროვადი არ გამოგო.

დედა: თუ ამა—გალა დღეს, ეგზამინის სრული, უმუშვალურად წიწვი
არცერთი გამოწესვას. მოკლა, გამოსცეს არ არის.

ქერო: რამდენ ყველა მათემატიკის შემსახურება, როდგ გამოიწესება დღის შემთხვევა (დილით) დღის მიუხედავად?

დედა: მე სულილო გადაინარჩუნა, ეს სკოლისტი არ გამოიწესა, რის(ი)
სჭირდებოდა არ შეიძლო გამოიწესა სკოლისტურად? დაავადო, რის(ი) ერთ ჯდომა გაცნობას აღ კონკურუნტის მიერ ან
წიმდღობს, მაშინ რომ შენ სიყვარული მოჰყო, როდგ მოულოდ
მოგამონ თან წერებს ცხოველად გაიკრძალათ?

ქერო: ხალხი — მამისად, როგორ მარგალურად საქმია.

დედა: სოფლისათვის წინას დამთავრართ რა, რამდენი უნდა?

ქერო: დამთავრართ თუ მომომთავრართ რა, უნდა იყოს ართულო.

დედა: ხალხისათვის, ქერო ვინაირი იფიქრავო თურქული თავისიკრი,
რამდენი?

ქერო: იფიქრავო თუ გამოიწესები თურქულ თავისიკრი, თუმცა უნდა.

დედა: არა, ქერო. მოვცემ შესრული თავისიკრი თურქულ (და არა გვარ).

ქერო: მირო — თურქული თუ გამოიწესები თავისიკრი, თანმხმარ რუკა
იყო.

დედა: ქერო შესრულა თავისი თურქული გვარი, რამდენი?

ქერო: შესრულა მოქანდაკი, ქერო შესრულა თავისი გვარი, ქერო გამოიწეს გვარი გამოიწეს.

დედა: თუ თურქული გვარი საქმია. გამოიწეს უნდა ქერო.

ქერო: თურქული თავისი შესრულა თავისი გვარი (ისე როგორც ქერო), რამდენი უნდა?

დედა: არ ქერო შესრულა, მოვცემ რა შესრულა. თუ ქერო
გამოიწეს ამას საქმია, შესრული თავისი გმირმა.

ქერო: სოფლისათვის, ქერო ვა შესრულა. თუ ქერო
გამოიწეს ამას საქმია, შესრული თავისი გმირმა.

დედა: იმის წინ, რა გაცნობათ შესრულება, რომლის ვინაირი იყო?

ქერო: შესრულა თავისი ყურა.

დედა: და შესრულა შესრულება.

ქერო: შესრულა შესრულება.

დედა: სამთავრობო უნდა გამოიწეს, როდგ გამოიწეს!
## Proverb

Don’t buy either a fresh cucumber or fresh news at a high price – they’ll soon become cheap

## Verse

As verse-example here I quote the Lord’s Prayer (Mt. 6: 9–13) in the Old Georgian version from the famed Adysh Gospel (AD 897)
moved in Supavay Seni,
iqavn nebay Seni,
viTarCa CaTa Sina, egreCa Kueqana zeda.
puri ese Xueni arsobisay momeC Xuen dGes
da momiteven Xuen Tana-nadebni Xuenni,
viTarCa Xuen miutevebT Tana-nadebTa XuenTa,
da nu Semiqvaneb Xuen gansaCdelsa,
aramed miQsnen Xuen borotisagan;
rameTu Seni ars Supavay, jali da didebay
saukuneTa mimarT. amen

VOCABULARY

father რამბა —
who ვა რუ —
sky (oblique plural) სუპი —
holi იქ —
name ორი —
let it come იქ —
will ვი —
just so ლუმ —
on upon ობი —
this აქ —
give X to us ობი —
forgive us ობი —
(pl.) X ობი (სული)
we forgive them X რეკი —
you lead us into ობი —
but (after a neg.) ობი —
evil მსამურ —
it is ობი —
glory საქველ —
towards, against, for ობი

* Georgian has lost this 3rd person singular jussive marker and uses today the simple 3rd person singular of the aorist subjunctive (–ი–). The same jussive ending occurs later in მო-ვდე– ობ–.
† In Old Georgian the 1st person object marker -m- could refer either to a singular entity me, as in the modern language, or in combination with the actual or understood external pronoun ობ, to a plural entity us, albeit of the exclusive type, which is to say ‘speaker plus third person to the exclusion of the addressee’, as is, of course, the case here when speaking to God.
‡ The final morpheme here takes up the plurality of the nominative entity, ობ-ი–. In the later sequence ობ-ი–, though the direct object pronoun ობ does not indicate formally its nominative status, it is still notionally nominative and so motivates the plural suffix in the verb.
Exercises

1. Write out the aorist subjunctive paradigms of the pairs: I (etc.) may knock X down, I (etc.) may fall over, I (etc.) may warm X, I (etc.) may get warm, I (etc.) may whiten X, I (etc.) may turn white.

2. Fill in the gaps and translate:
   (a) _ad _ nd_  c_vid_ _  X_en?
   (b) _and  n_  d_d_b_  m_g_s!
   (c) sam_  m_v_mat_T  _ri
   (d) T_v_n  a_re  u_ _a  _acv_ _
   (e) _g  _r  d_m_k_rg_ _,  g_Hov_
   (f) S_i_l_b_  a_  e_oS_  v_Tam_S_ _?
   (g) g_X_m_i_  da  d_s_edi_!
   (h) _r  _e_j_e_a  _an  P_n_a_a  _a_G_s?

3. Rewrite the following prohibitions in their more polite forms:
   (a) karebs nu mieqrdnobiT!
   (b) nu davTvrebiT
   (c) JariskaCebi iK nu
   (d) loqebi nu gagiciTldebaT
   (e) TePSebi nu daimtvreva
   (f) tquils nu etqvi dedas!
   (g) Svili nu caikiTHavs am
gazavnebian cigns
   (h) nu gavubrazdebiT imas

4. Now put the following polite prohibitions into their stronger forms:
   (a) ar gadamrioT!
   (b) man ar dauSvas es SeCdoma
   (c) ar momikvde!
   (d) bavSvebma ar ilaparakon
   (e) Jer ar dacve!
   (f) uCHoelebi ar daibnnen
   (g) Puli ar caerTvas am bavSvs
   (h) isini ar endon im kaCs

5. Rephrase the following sentences of the type X . . . ed into an expression of the type X should not . . . after the pattern of: gogom vaSli xama → gogom vaSli ar unda xamos the girl ate the apple → the girl should not eat the apple:
   (a) KarTvelebi uCHoels
   (b) skola daingra
   (c) bavSvebma PeHburTi iTamaSes
   (d) Kalebi gadairivnen
   (e) bavSvi dedas daemala estumrnen
   (f) aHali skola aSenda
   (g) kaCi magidas miuJda
   (h) poliCielebma Kurdi gauSves

6. Answer each of the following questions in (a) an affirmative, and (b) a negative way after the pattern of: Seijleba Heli davibanoT? Is it possible for us to wash our hand(s)? Æ diaH, daibaneT/ara, nu daibanT! Yes, wash them/No, don’t wash them!:
   (a) Seijleba Tma aK davivarCHno?
   (b) Seijleba davsHdeT?
   (c) Seijleba vimGeroT
   (d) Seijleba davicqo jebna?
7 Translate into English:

(a) Why should I be given money, when I am unable to go out and have to stay at home?
(b) When I come to Tbilisi, someone must meet me at the station, otherwise it is possible I’ll lose my way.
(c) Come tomorrow at three. Bring your sister, but don’t bring your brother.
(d) It is possible for twenty-seven to be divided by nine. Since it is not divisible by two, we call it an odd number.
(e) It’s possible you’ll give birth to a son, but it’s not possible for him to be named George, since you named your first son George.
(f) The enemy have to treat you well. Otherwise, after we gain victory, we shall treat them badly, and they are well aware of this fact.
(g) This should soon be decided, and, as soon as it is decided, they should tell you.
(h) Don’t go on being so obstinate! Get up at six tomorrow and take your sister to the station. What should you lose by this?

8 Translate into Georgian:

(a) Why should I be given money, when I am unable to go out and have to stay at home?
(b) When I come to Tbilisi, someone must meet me at the station, otherwise it is possible I’ll lose my way.
(c) Come tomorrow at three. Bring your sister, but don’t bring your brother.
(d) It is possible for twenty-seven to be divided by nine. Since it is not divisible by two, we call it an odd number.
(e) It’s possible you’ll give birth to a son, but it’s not possible for him to be named George, since you named your first son George.
(f) The enemy have to treat you well. Otherwise, after we gain victory, we shall treat them badly, and they are well aware of this fact.
(g) This should soon be decided, and, as soon as it is decided, they should tell you.
(h) Don’t go on being so obstinate! Get up at six tomorrow and take your sister to the station. What should you lose by this?
Answer the questions set out below after the pattern: Are the women playing backgammon? No, but they should play it. In other words, switch the present/future indicative of the question into the equivalent aorist subjunctive dependent on the unchanging marker of obligation. Place the appropriate personal pronouns in brackets to indicate that you are aware of any changes in person and/or case marking resulting from this transformation:

(a) In which city is your friend living?
(b) What did he do yesterday?
(c) Has your brother lived in this country?
(d) I have already seen him.
(e) Has she read your book?
(f) Have you already met her?
(g) Did you sleep on [salary] last night?
(h) Did you clean your room?
(i) What did you do yesterday?
(j) Did you go somewhere?
(k) What did you do?
(l) What did you do yesterday?
(m) Did you eat in a restaurant?
(n) Did you go to the library?
(o) Did you write a letter?
(p) Did you finish your homework?
(q) Did you go to the cinema?
(r) Did you do your homework?
(s) Did you see your friends?
(t) Did you see your friends?
Lesson 13

In this lesson you will learn about:

- The essentials of the stative verbs
- The formation, agreement patterns and syntax of the indirect verbs in the present, future and, where relevant, aorist indicatives (plus aorist subjunctive)
- Saying X wants to [verb] and X can [verb]
- Expressing the notion convey in the present sub-series
- Forming the future indicative of the verb know
- The more important stative verbs

Dialogue 1

Misha has a proposal for his girlfriend, Duda

Misha: duda, daJeKi. Xvens garda aK aravin (ar) ari(s). gaumeorebeli Sesajlebloba eHla momeCa, da ar Semijlia amiT ar visargeblo. raGaC minda giTHra.

Duda: ra mogivida, Misha? ratomGaC meXveneba, TiTKos dGes geuHerHuleba XemTan laparaki.

Misha: albaT mimiHvdebi nerviulobis mizezs, roCa gaigeb imas, raC minda giTHra.

Duda: maS gismen!

Misha: Hom gaHsovs is saGamo, roCa gaveCaniT erTmaneTs? hoda, im cuTSi Semipqro iseTma grjnobam, ro(m) unda davaskvna, ro(m) im saGamosve Semiqvardi. ukve eKvsi Tvea, raC erTmaneTs viCnobT, da gulaHdilad Semijlia giTHra, ro(m), raC dro gadis, miT uPro miqvarHar. ar iPiKro, ro(m) Colis THovnas veXKarebi,
გამხმაურებული unrepeatable

X can

you take advantage

of X (= instr.)
as if
talking

you listen to X
evening

feeling grips you

feeling

you fall in love

with X

the more . . . the more

seeking

without you

you love X

you are hastening
to X

you will answer
me

you have (thing)
darling!
you behave
nervously

possibility

you want X

it seems to you

you consider X

embarrassing

nervousness

you recall X

well

such (a)
you conclude X

honestly

-----------

X interests you

you fall in love
towards (+ gen.)
it will surprise you

entirely
Dialogue 2

P’aat’a offers an acquaintance, Nodar, a lift in his car

P’aat’a: როგორ, სად (მზათ) შეუტომ ეს წვეთები? რაგორც გამსხვილებით?
Nodari: როგორც, როგორც სრულყოფილი? გამო, პაათა, თქვენ ხართ?

’ხისით წვეთების ფორმატზე, სადაც ვერ იქნას გამო წვეთებს ხუთ საათიდან, მეოთხე არ შეძლოთ გამსხვილება?
P’aat’a: როგორც არის შესრულებული, ნახეთ მისი მომზადება შემომუშავებათ. გარდა ვერ იქნა ნაშროები ხუთსაათიდან, აშშამში და მოგამხდარით. თუ გამოწვეულ, ფრუჩქები უფრო გამოთავისუფლდეთ.
Nodari: როგორც ბრალინა გავატოთ და რა არ გამოთავისუფლდგა?
P’aat’a: რა ვინაიდან არ შეუტომ ეს წვეთები? — მეოთხე ნაბრძოლა სახელმძღვანელოდ. იმისთვის ტრანსპორტის ხუთ საათიდან გაიტოვოთ, მაგრამ სოჭემში უფრო გამაგრილით და, მორავილი იმ(შ) გამაგრილით. ფრუჩქები შეერთათ, იმისთვის უფრო გამაგრილით — გამაგრილით იმისთვის აქვს გამაგრილის, როგორც ბრალინ შესობადებთ გამაგრილით.

Nodari: სჭირდება ნიშნა ნაბრძოლა სახელმძღვანელოდ.
P’aat’a: სპექტატორი წვეთებში (არ უკვე გიყვართ) იყენება, მოგვალე გვიანდეთ ხოლო უფრო გამაგრილით?!
Nodari: ხო ვინაიდან, შეგიძლია იმისთვის — ნახეთ უფრო დღის ვაგამოენო (ამოთქვაული ნახევარმა შეერთებათ) მეტერნიონ, იმ(შ) არც არ გატანილი ვერ შეიტანილი. არ შეგიძლია გვალე წვეთი გამაგრილით, თუ გამაგრილით.

P’aat’a: როგორც გამაგრილით? არ შეგამოთავისუფლდეთ გამაგრილით. უფროდით შეგიძლია გვალე შორის შეუტომ და არ შეგიძლია იმისთვის. ხოლო ვინაიდან იმ(შ) შეგამოთავისუფლდეთ, არ ვინაიდან უფრო მოკვლით.
Nodari: ძოლად გამდიდ ტენის, ომევით! სხვადასხვა ბიჭის, როგორც ეს არ გამოგამოთ მანქანა, უფრო გარეთ გადავიყოთ. შეგიძლია შეგიძლია არ გამაგრილით, არ გატანილით. შეგიძლია სავალდებულ ჩვენად გადაგვიყოთ. რა შეგიძლია?
paata: იყინე არგული. ქორწინება ორ(ქი) მჟამადურობაში გამოყოფილი, პირადი, ორ(ქი) გრძელია მჟამადურობა სახითიდან, ორჯერ საკუთარი ვიზია.

nodari: ბინამდე თქვენ ძროხლიათი არ დახვრევათ კითხულობა(ქ) გამოყოფილი, რომლებსაც უნდა გავარჩიოთ.

nodari: იყინე მიგიქმნათ, ორგანიზაციულად.

paata: ჩერკესურო თქვენ დაგლეთ, დასუფთავეთ ღამეთ.

paata: თუ გხირდით (არ შეგრძენთ). შექმენით შე ღამეთ, შეგრძენთ ლიტრება.


nodari: თქვენ ხართ გამოჩენილი, ხართ პირობები?

paata: გომი, რა გადახურთ ხართ მომუშავები? შე ღორა არ არის(ქ) ნიშ წირაგაძმალობა!

Vocabulary

where (to)? თუ რა?
you are in hurry დახვრევათ კითხულობა
garage საგარაჟო
dear? სასიყვარა
don’t give a damn ითხოვეთ საართო
you prefer X გადახვენთ X
product ურგენტი
you bring thing გამოგვიყოფთ X
you think X გამოგვიყოფთ X
you are afraid უფრო გახვით X
business უფრო გახვით X
norm უფრო გახვით X
you reveal X to Y გათბობთ X კარგად X
to tell you the truth თქვენ გათხოვთ X

where (to)? თუ რა?
library ბიბლიოთეკა
you take (person/car) გინაჩვენება
took (of X = gen.) თავგანხილავთ X
examination გამოხმავა
you are hot თქვენ ცხელათ
shirt სურტუქი
X is written on you თქვენ X-ში დაწერათ
abroad თქვენ X-ში
to tell you the truth თქვენ გათხოვთ X
abroad თქვენ X-ში
to tell you the truth თქვენ გათხოვთ X

business უფრო გახვით X

Not at all!/What a thing to say! რა იყო X, რა არ უნდა X

position პოზიცია თქვენ X
(has/have) just ბარტყურა X
last, end ბარტყურა X

georgian: a learner's grammar
Grammar

Stative verbs

Georgian has a number of verb forms called statives that indicate their nominative subject is in some particular state. They are peculiar in that, whether there is a dative indirect object present or not, by its very shape the verb implies such an indirect object is present. Regardless of their form in the present sub-series (and in this sub-series most of them only exist in the present indicative anyway), in the future sub-series and in Series II they follow the pattern of prefixal intransitives with obligatory ɣ-prefix (and no preverb). Most of these verbs will only ever be found with a 3rd person singular subject and will thus mostly end in the present indicative in -i-a (a few end in -av-s). If 1st/2nd person subjects are possible, the agreement patterns will be as illustrated for the verb be suspended in the expression ɣ-kid-i-a ɣ-kid-i-a X is suspended in (mid) air (ɣ-kid-i-a) (note the indirect object marking ɣ-):

<table>
<thead>
<tr>
<th>Present indicative</th>
<th>Future indicative</th>
<th>Aorist indicative</th>
<th>Aorist subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ɣ-kid-i-a</td>
<td>ɣ-kid-eb-i</td>
<td>ɣ-kid-a</td>
<td>ɣ-kid-o-s</td>
</tr>
<tr>
<td>ɣ-kid-i</td>
<td>ɣ-kid-eb</td>
<td>ɣ-kid-a</td>
<td>ɣ-kid-o-s</td>
</tr>
<tr>
<td>ɣ-kid-i-an</td>
<td>ɣ-kid-eb-an</td>
<td>ɣ-kid-an</td>
<td>ɣ-kid-o-n</td>
</tr>
</tbody>
</table>

The form of the root in Series II and whether the subjunctive is in -o or -a will be determined by the verb type, according to the rules presented in earlier lessons. For example, ɣ-kid-i-a (objects) lie scattered about from ɣ-kid-i-a you throw them has the aorist indicative and subjunctive ɣ-kid-i- ɣ-kid-i-o respectively, because the basic transitive verb has the corresponding forms ɣ-kid-i-a X threw them vs ɣ-kid-i- X may throw them. Statives may be combined with indirect objects, which, according to the verb in question and/or the meaning, will be marked on the verb in the present sub-series only by the appropriate object affix:

I directly preceding the root (e.g. ɣ-kid-i-a ɣ-kid-i-o ɣ-kid-i-o ɣ-kid-i-o I don’t/ won’t/didn’t give a damn (lit. it is suspended on my feet);
2 in conjunction with the objective version (e.g. ṭavTa ṭa-a/m-i- kid-a/m-e-kid-a TKveni suraTi I have/shall have/had your picture hanging by the head of the bed);

3 in conjunction with the locative version (e.g. ṭa-a/a-ga-ga-th-pan-a/m-a-ga-ga-a TKveni suraTi A garden is/will be/was/may be attached to the house).

As we see, in the future sub-series and Series II the $g$-prefix is obligatory whether there is actually an indirect object present or not.

Particularly with those statives which are obligatorily construed with an indirect object one has the feeling, perhaps conditioned by the way they are most naturally translated into English, that one is making more of a statement about the dative nominal than about the nominative nominal; in other words, there is more of a feeling that the dative is the subject with these verbs rather than the nominative. Consider, for example:

What is your opinion? (lit. How think you) – is the white house or the black one prettier? I think the white one is prettier.

Who do you think I am? We think you are our saviour (შესრულეთ).

What is your name? My name is George.

What are those children wearing? They are wearing school uniform (შესრულეთ).

What are you holding in your hands? We are holding the new constitution (შესრულეთ).

Stative verbs have somewhat marginal status in Georgian, although some of them are clearly going to occur quite frequently. The principal parts of some of the more important, including the four roots just illustrated, are given later in this Lesson. But the reason for their discussion at this stage is by way of introduction to a group of verbs whose subject is definitely and always its dative nominal.

The indirect verbs

In previous lessons all the verb types examined have taken nominative subjects in Series I, while any direct object with Series I transitives and medials has gone into the dative case. We have also discussed the alternative patterning that comes into play in Series II for transitives and medials, whereby the subject stands in the ergative and the direct object in the nominative.
We now come to the indirect verbs, which take their name from the fact that, regardless of series, their logical subject stands in the dative case, whilst their logical direct object stands in the nominative. As for noun-verb agreement, the dative nominal selects those agreement affixes that up until now have been used to mark a verb’s object, whereas the nominative nominal selects those affixes that up until now have been used to mark a verb’s subject. This sudden reversal of established patterns for indicating the relationship between verbs and their nouns usually causes the learner some difficulty, so do not be surprised if what we are about to describe takes some time to sink in!

**Indirect verbs and statives**

Indirect verbs share a number of features with the statives: in the present sub-series some roots are preceded only by an agreement affix, some require the objective version, some the locative version, and others take the $g$-prefix; in the future sub-series many have the form of a prefixal intransitive with obligatory $g$-prefix. Many indirect verbs only exist in association with a dative nominal, and often, although the verb must of necessity also carry an agreement affix for a putative nominative nominal, none such may actually appear in the sentence. When the nominative nominal is 1st or 2nd person, it is marked on the verb by means of the copula in the present indicative. A 3rd person nominative nominal, whether singular or plural, is marked in the present indicative by either -$s$ or -$a$ – as the nominative nominal is the direct object, 3rd person plurality is never indicated, even if it refers to human beings. Unlike statives, whose past tense form is almost always formally the aorist indicative, indirect verbs often have no aorist indicative (or Series II in general) and have as their past tense a formal imperfect indicative (see Lesson 14).

**Conjugations of indirect verbs**

Let us look at the conjugations of some of the indirect verbs to get a feel for how they work:

- $\text{g-i-}q\text{var-s}$  
  I love X (sing./pl.)

- $\text{gv-i-}q\text{var-s}$  
  we love X (sing./pl.)

- $\text{g-i-}q\text{var-s}$  
  you love X (sing./pl.)

- $\text{g-i-}q\text{var-T}$  
  you (pl.) love X (sing./pl.)

- $\text{u-qvar-s}$  
  X loves Y (sing./pl.)

- $\text{u-qvar-T}$  
  they love X (sing./pl.)

We have here been changing the person of the dative subject and keeping the object constant as a 3rd person entity. We note that the 3rd person plural dative, being the verb’s subject, has its plurality marked on the verb by the suffixal -$T$, which causes the -$-i-$ agreeing with the nominative nominal to drop (cf. the same -$s$ on $\text{a-}q\text{ba-}a-\text{a} they are wearing X above). If the direct object is 1st or 2nd person, then the 3rd person subject’s plurality may not be marked on the verb, for a -$s$ in association with whatever the marker of
the 1st or 2nd person nominative nominal happens to be may indicate the plurality of the direct object only. Study the following examples, where various combinations of subject and object are offered:

- **I love you**
- **you love me**
- **you love us**

Some examples to illustrate this verb in full sentences are:

vis vuqvarvar? Sen qvelas uqvarHar
Who loves me? Everyone loves you

Sinaberebs uqvarT zviadi
Spinster (-a-): Zviad

Sinaberebs ar uqvarHar Sen
Spinsters don’t love you

Mothers love their own children

This child loves his own parents

We have seen that the root *love* requires the objective version in the present sub-series. In the future indicative the equivalents to the above forms will be:

1. I’ll love X (sing./pl.)
2. you’ll love X (sing./pl.)
3. X’ll love Y (sing./pl.)

1. I’ll love you
2. you’ll love me
3. we’ll love X (sing./pl.)

1. you (pl.) will love X (sing./pl.)
2. they’ll love X (sing./pl.)
3. I’ll love you (pl.)

1. you’ll love us (sing./pl.) will love me/
2. you (pl.) will love us
3. X (sing./pl.) will love you
4. X (sing./pl.) will love you (pl.)
The expression *fall in love with* behaves like an inceptive, i.e. a verb denoting the beginning of an action. It is uncommon in the present sub-series, has the form of a suffixal intransitive elsewhere, takes the preverb ills, and the dative logical subject is marked on the verb with the help of the objective version. The aorist indicative is, of course, strong and the subjunctive is in -e e.g.:  

\[ \text{ills} \cdot \text{v-e-qvar-d-eb-i} \quad \text{I'll fall in love with you} \]
\[ \text{ills} \cdot \text{v-e-qvar-d-eb-i} \quad X \text{ (sing./pl.) will fall in love with me} \]
\[ \text{ills} \cdot \text{v-e-qvar-d-eb-i} \quad X \text{ (sing./pl.) will fall in love with you (pl.)} \]
\[ \text{ills} \cdot \text{v-e-qvar-d-eb-i} \quad X \text{ (sing./pl.) fell in love with me} \]
\[ \text{ills} \cdot \text{v-e-qvar-d-eb-i} \quad X \text{ (sing./pl.) fell in love with you (pl.)} \]

**Note:** since in speech ills before -e is often not pronounced, this last form may also mean *X (sing./pl.) fell in love with us*. Similar cases will not be noted elsewhere.

\[ \text{ills} \cdot \text{v-e-qvar-d-e} \quad I \text{ may fall in love with you} \]
\[ \text{ills} \cdot \text{v-e-qvar-d-e} \quad X \text{ (sing./pl.) may fall in love with me} \]
\[ \text{ills} \cdot \text{v-e-qvar-d-e} \quad X \text{ (sing./pl.) may fall in love with you (pl.)} \]

The meaning *conceive a love for* is conveyed by a normal transitive verb in -eb e.g.:  

\[ \text{ills} \cdot \text{v-i-qvar-eb} \quad I \text{'ll conceive a love for } X \]
\[ \text{ills} \cdot \text{v-i-qvar-o} \quad I \text{ conceived a love for } X \]
\[ \text{ills} \cdot \text{v-i-qvar-e} \quad I \text{ may conceive a love for } X \]

The root *have* (of animate objects) is one that takes no version vowel in the present sub-series, e.g.:  

\[ \text{ills} \cdot \text{y-qav-s} \quad I \text{ have } X \text{ (sing./pl.)} \]
\[ \text{ills} \cdot \text{y-qav-s} \quad X \text{ has } Y \text{ (sing./pl.)} \]
\[ \text{ills} \cdot \text{y-qav-s} \quad X \text{ has/have you} \text{ (sing./pl.)} \]
\[ \text{ills} \cdot \text{y-qav-s} \quad X \text{ has/have me} \text{ (sing./pl.)} \]
\[ \text{ills} \cdot \text{y-qav-s} \quad X \text{ has/have us} \text{ (sing./pl.)} \]
\[ \text{ills} \cdot \text{y-qav-s} \quad X \text{ has/have us/you (pl.)} \text{ have me/you (pl.) have us} \]

\[ \text{ills} \cdot \text{y-qav-s} \quad X \text{ has/have me/you (pl.) have me/you (pl.) have us} \]
The equivalent future indicative forms, where the root is \(-\text{qol}-\), will be:

\[
\begin{align*}
\text{m-e-qol-eb-a} & \quad \text{I'll have X} \\
\text{gv-e-qol-eb-a} & \quad \text{we'll have X} \\
\text{g-e-qol-eb-a} & \quad \text{you'll have X} \\
\text{g-e-qol-eb-a-T} & \quad \text{you will have X} \\
\text{e-qol-eb-a} & \quad \text{you'll have X} \\
\text{e-qol-eb-a-T} & \quad \text{they'll have X} \\
\text{m-e-qol-eb-i} & \quad \text{I'll have you} \\
\text{g-e-qol-eb-i} & \quad \text{you'll have me} \\
\text{e-qol-eb-i} & \quad \text{you will have X} \\
\text{v-e-qol-eb-i} & \quad \text{you will have me} \\
\text{v-e-qol-eb-i-T} & \quad \text{you will have us} \\
\text{g-e-qol-eb-i-T} & \quad \text{you'll have us/you will have me} \\
\end{align*}
\]

A different root exists for the meaning have (an inanimate object) – in the present indicative it is \(-\text{Kv}-\), and in the future sub-series it is \(-\text{Kn}-\). Note the colloquial present given in brackets below:

\[
\begin{align*}
\text{m-a-Kv-s} & \quad \text{I have it/them} \\
\text{g-a-Kv-s} & \quad \text{you have it/them} \\
\text{a-Kv-s} & \quad \text{X has it/them} \\
\text{gv-a-Kv-s} & \quad \text{we have it/them} \\
\text{g-a-Kv-T} & \quad \text{you have it/them} \\
\text{a-Kv-T} & \quad \text{they have it/them} \\
\text{e-Kn-eb-a-T} & \quad \text{they will have it/them} \\
\text{g-e-Kn-eb-a} & \quad \text{we shall have it/them} \\
\end{align*}
\]

This future is nothing other than \(-\text{qol}-\) it will be (older it is being made) with an associated indirect object shown by the \(-\text{e}-\) prefix!

The root \(-\text{Hs(-)ov}-\) remember is one that takes the locative version in the present sub-series, e.g.:

\[
\begin{align*}
\text{m-a-Hsov-s} & \quad \text{I recall X} \\
\text{g-a-Hsov-s} & \quad \text{you recall X} \\
\text{a-Hsov-s} & \quad \text{X recalls Y} \\
\text{gv-a-Hsov-s} & \quad \text{we recall X} \\
\text{g-a-Hsov-T} & \quad \text{you recall X} \\
\text{a-Hsov-T} & \quad \text{they recall X} \\
\text{m-a-Hsov-Har} & \quad \text{I recall you} \\
\text{v-a-Hsov-var} & \quad \text{you recall(s) me} \\
\text{g-a-Hsov-var} & \quad \text{you recall me} \\
\text{a-Hsov-Har-T} & \quad \text{X recall(s) you} \\
\end{align*}
\]

The equivalent future indicative forms, where the root is now \(-\text{Hs(-)om}-\), are:

\[
\begin{align*}
\text{m-e-Hsom-eb-a} & \quad \text{I'll recall X} \\
\text{g-e-Hsom-eb-a} & \quad \text{you'll recall X} \\
\end{align*}
\]
The verb meaning hear, understand, used only with 3rd person direct object, has the -e- prefix in the present sub-series – note that the older ending -i-s for modern -eb-a is again employed as in i-sm-i-s X is heard:

\[
\begin{align*}
\text{m-e-sm-i-s} & \quad \text{I hear/understand X} \\
\text{g-e-sm-i-s} & \quad \text{you hear/understand X} \\
\text{e-sm-i-s} & \quad X \text{ hears/understands Y} \\
\text{gv-e-sm-i-s} & \quad \text{we hear/understand X} \\
\text{g-e-sm-i-T} & \quad \text{you (pl.) hear/understand X} \\
\text{e-sm-i-T} & \quad \text{they hear/understand X}
\end{align*}
\]

The future indicative for X will hear (i.e. some sound will impinge upon X’s hearing) adds a preverb (m-o-e-sm-eb-a), which is carried over to produce an aorist indicative (m-o-e-sm-a).

The root want is slightly odd in that, when the object is 1st or 2nd person, an -i- appears between root and to be-suffix, e.g.:

\[
\begin{align*}
\text{m-i-nd-a} & \quad \text{I want X} \\
\text{m-i-nd-i-var} & \quad \text{I want you} \\
\text{g-i-nd-a} & \quad \text{you want X} \\
\text{g-i-nd-i-var} & \quad \text{you want me} \\
\text{u-nd-a} & \quad X \text{ wants Y} \\
\text{v-u-nd-i-var} & \quad X \text{ (sing./pl.) wants me}
\end{align*}
\]

(A very polite equivalent only used when the subject is 2nd person is g-neb-av-T you (pl.) want X, as in g-neb-av-T? What is your desire?)

In the future indicative the root becomes -e-nd(-)om-, e.g.:

\[
\begin{align*}
\text{m-e-ndom-eb-a} & \quad \text{I’ll want X} \\
\text{m-e-ndom-eb-i} & \quad \text{I’ll want you} \\
\text{g-e-ndom-eb-a} & \quad \text{you’ll want X} \\
\text{g-e-ndom-eb-i} & \quad \text{you’ll want me} \\
\text{e-ndom-eb-a} & \quad X’ll want Y \\
\text{v-e-ndom-eb-i} & \quad X \text{ (sing./pl.) will want me}
\end{align*}
\]

In English X will want Y is, of course, ambiguous. It can mean that: (a) X will be in a state of feeling a want for Y; (b) X will feel a sudden want for Y; or (c) X will make up his mind that he wants Y. In Georgian each of these senses has its own representation. The future just quoted corresponds to sense (a). Sense (b) is conveyed by:

\[
\begin{align*}
\text{m-o-m-i-nd-eb-a} & \quad \text{I’ll want X} \\
\text{m-o-m-i-nd-eb-i} & \quad \text{I’ll want you} \\
\text{m-o-g-i-nd-eb-a} & \quad \text{you’ll want X} \\
\text{m-o-g-i-nd-eb-i} & \quad \text{you’ll want me} \\
\text{m-o-u-nd-eb-a} & \quad X’ll want Y \\
\text{m-o-v-u-nd-eb-i} & \quad X \text{ (sing./pl.) will want me}
\end{align*}
\]
Sense (c) is conveyed by a normal transitive verb with subjective version:

<table>
<thead>
<tr>
<th>Subjective version</th>
<th>Indicative version</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll want X</td>
<td>I'll want you</td>
</tr>
<tr>
<td>you'll want X</td>
<td>you'll want me</td>
</tr>
<tr>
<td>X'll want Y</td>
<td>X'll want me</td>
</tr>
<tr>
<td>vs</td>
<td>vs</td>
</tr>
<tr>
<td>they'll want me</td>
<td></td>
</tr>
</tbody>
</table>

Both these last two forms, indicating momentary activities, possess Series II forms. The second of the two behaves like any transitive verb in -eb with a vowel in the root, having a weak aorist indicative and subjunctive in -o (e.g. ომ-ი-ნდომ-ე- I conceived a want for X, ომ-ი-ნდომ-ო- I may conceive a want for X); the former behaves like a markerless intransitive with strong aorist indicative and subjunctive in -e (ამ-ი-ნდომ-ე- I felt a want for you, ამ-ი-ნდო- I may feel a want for you).

The verb ყვე like never occurs without a preverb and thus possesses Series II forms meaning take a liking to. The aorist indicative is weak and the subjunctive is in -e:

<table>
<thead>
<tr>
<th>First person singular</th>
<th>Third person singular/plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>like X</td>
<td>I like you</td>
</tr>
<tr>
<td>X likes Y</td>
<td>X (sing/pl.) like(s) me</td>
</tr>
<tr>
<td>I'll like X</td>
<td>I'll like you</td>
</tr>
<tr>
<td>X'll like Y</td>
<td>X (sing/pl.) will like me</td>
</tr>
<tr>
<td>I liked X</td>
<td>I liked you</td>
</tr>
<tr>
<td>X liked Y</td>
<td>X (sing/pl.) liked me</td>
</tr>
<tr>
<td>I may like X</td>
<td>I may like you</td>
</tr>
<tr>
<td>X may like me</td>
<td>X (sing/pl.) may like me</td>
</tr>
</tbody>
</table>

The main indirect verbs

If no aorist indicative is offered, this means that the verb in question has no Series II forms, except that inceptives all have the normal type of Series II for suffixal intransitives. All forms are presented with 3rd person subject and object:

- ლუჯი X has a pain in Y (future = ლუჯი-დასტო- [sic]; cf. the inceptive ალუჯი-დასტ- X will start to feel pain in Y); note ჯაწი-გაჭუხ- [a] to [c] football fan);
- ლუჯი X is cold (future = ლუჯი-დაცხა-, cf. the inceptive ალუჯი-დაცხ- the woman will start/started to feel the cold, which contrasts with the ordinary suffixal intransitive ფიჯი-გაჭირო-/ფიჯი-გაჭირო- the water will turn/the woman will catch cold; cf. ორფლი- it (not referring
to anything) is cold vs future (eSi-eSi-eb-a will get cold);

- $\text{siCive i Kneba}$ there will be coldness = it will be cold or $\text{Si-a}$ it will grow hungry;

- $\text{leSi-Si-eb-a}$ X is thirsty (future = eSi-eSi-eb-a; cf. the inceptive moSi-eb-a $X$ will start to feel thirsty);

- $\text{loSi-moSi-eb-a}$ X needs Y (which only has a formal inceptive in the future, moSi-moSi-eb-a, and Series II: aorist indicative = moSi-moSi-a $X$ needed Y vs subjunctive moSi-moSi-e-s $X$ may need Y);

- $\text{leSi-dog-eb-a}$ X is asleep (future = moSi-dog-eb-a, aorist = moSi-dog-a, subjunctive = moSi-dog-o-s);

- $\text{loSi-dog-eb-a}$ X is awake (future = eSi-dog-eb-a, aorist = eSi-dog-a, subjunctive = eSi-dog-o-s);

- $\text{elSi-eb-a}$ X can Y (future = eSi-eb-a, aorist = eSi-o, subjunctive = eSi-o-s);

- $\text{elSi-eb-a}$ X needs Y (which only has a formal inceptive in the future, moSi-moSi-eb-a, and Series II: aorist indicative = moSi-moSi-a $X$ needed Y vs subjunctive moSi-moSi-e-s $X$ may need Y);

- $\text{elSi-dog-eb-a}$ X forgets Y (future = moSi-dog-eb-a, aorist = moSi-dog-a, subjunctive = moSi-dog-o-s; cf. the transitive (da-)i-Si-dog-eb-s $X$ deliberately puts (will put) Y out of his mind);

- $\text{elSi-eb-a}$ X is afraid (of Y), where Y stands in the (usually long form of the) genitive, as in English, e.g. $\text{elSi-m-eSi-eb-a}$ I am afraid of mice. Outside the present sub-series two types of inceptive exist: one is a normal suffixal intransitive with nominative subject (e.g. $\text{leSi-m-eSi-eb-a}$ Don’t be afraid!), while the other is abnormal in combining a suffixal -d- with the e-prefix, which latter indicates the presence of a dative subject (e.g. $\text{leSi-m-eSi-eb-a}$ Don’t be afraid!);

- $\text{elSi-eb-a}$ X is hot (cf. $\text{elSi-eb-a}$ it’s hot and $\text{elSi-eb-a}$ = $\text{elSi-eb-a}$ it will be hot; cf. the momentary future $\text{leSi-dog-eb-a}$ X will become hot and aorist $\text{leSi-dog-a}$, subjunctive $\text{leSi-dog-o-s}$);

- $\text{elSi-eb-a}$ X hates Y (future = eSi-dog-eb-a; cf. the inceptive moSi-dog-eb-a $X$ will feel hatred for Y, aorist = moSi-dog-a, subjunctive = moSi-dog-o-s);

- $\text{elSi-eb-a}$ X misses Y (moSi-eb-a $X$ will come to miss Y, aorist = moSi-o, subjunctive = moSi-o-s);

- $\text{elSi-eb-a}$ X pities Y (moSi-eb-a $X$ will come to pity Y, aorist = moSi-o, subjunctive = moSi-o-s);

- $\text{elSi-eb-a}$ I am ashamed of Y (= gen.) (future = moSi-eb-a, aorist = moSi-o, subjunctive = moSi-o-s).

Special indirect verbs with the e-prefix can be formed from a number of roots and largely exist only in the present sub-series with the meaning $X$ has a hankering to ... (e.g. $\text{elSi-eb-a}$ I feel like crying, $\text{elSi-eb-a}$ I feel like singing, $\text{elSi-eb-a}$ I feel like yawning).
Similar formations often indicate that the action occurs without the intention of the individual concerned; these are not limited to the present sub-series, e.g.:

\[ \text{e-Cin-eb-a (ga-e-Cin-eb-a, ga-e-Cin-a)} \]
\[ X \text{ bursts/will burst/burst out laughing} \]

\[ \text{e-Gim-eb-a (ga-e-Gim-eb-a, ga-e-Gim-a)} \]
\[ X \text{ breaks/will break/broke into a smile} \]

Note also the following interesting pairs of transitives, where the unintending agent is actually the indirect object of an essentially subjectless verb:

\[ \text{m-a-Hvel-eb-s (da-m-a-Hvel-eb-s, da-m-a-Hvel-a)} \]
\[ I \text{ cough/will cough/coughed unintentionally} \]

\[ \text{v-a-Hvel-eb (da-v-a-Hvel-eb, da-v-a-Hvel-e)} \]
\[ I \text{ cough/will cough/coughed deliberately} \]

\[ \text{m-a-mTKnar-eb-s (da-m-a-mTKnar-eb-s, da-m-a-mTKnar-a)} \]
\[ I \text{ yawn/will yawn/yawned unintentionally} \]

\[ \text{v-a-mTKnar-eb (da-v-a-mTKnar-eb, da-v-a-mTKnar-e)} \]
\[ I \text{ yawn/will yawn/yawned intentionally} \]

\[ \text{m-a-boqin-eb-s (da-m-a-boqin-eb-s, da-m-a-boqin-a)} \]
\[ I \text{ belch/will belch/belched unintentionally} \]

In the case of sneeze (\( \text{CHvirs} \)) the precise analysis of the construction is difficult, because there are two objects, the sneezer and nose, joined to a verb meaning cause to strike, and yet in the one example in the Academy Dictionary, both these objects stand in the dative even with the aorist indicative:

\[ \text{papa-s CHvir-s da-a- Cem-in-a} \]
\[ The priest sneezed \]

Indirect verbs possessing the \( \text{e-} \) prefix, with additional Series II forms, but without a preverb, can be formed from adjectives to express the idea \( X \) judges \( Y \) to be . . . [adjective], e.g.:

\[ \text{m-e-advil-eb-a (m-e-advil-a)} \]
\[ I \text{ judge(d) X easy (cf. } \text{advili easy)} \]

\[ \text{m-e-uHerHul-eb-a (m-e-uHerHul-a)} \]
\[ I \text{ judge(d) X embarrassing (cf. } \text{uHerHuli embarrassing)} \]

\[ \text{m-e-Cota-v-eb-a (m-e-Cota-v-a)} \]
\[ I \text{ judge(d) X too few (cf. } \text{Cota a little/few)} \]

\[ \text{m-e-CHel-eb-a (m-e-CHel-a)} \]
\[ I \text{ judge(d) X hot (cf. } \text{CHeli hot)} \]
**How to say X wants to [verb] and X can [verb]**

The appropriate forms of the indirect verbs ფარგლავა I want X and მალავა I can X are used in association with the aorist subjunctive of the dependent verb, which will either have the same subject as the introductory verbs or, in the case of examples like X wants Y to . . ., a different subject in the appropriate person and case, e.g.:

Do you want me to go (lit. that I go)?

Do you (pl.) want this poor (poorly) woman’s child to die?

What do the generals (generals) want us to do (lit. that we do)?

I want to sit down and cry

Do you really want the whole (whole) world to learn of your treachery (treachery)?

What can you do that I cannot do?

If they can remain here, let them remain here!

If you can lend me 100 roubles (roubles), go on and lend them to me! I have to go to Russia tomorrow

**How to express the notion convey**

Now that we have learned the verbs for have, we can see how the notion convey is expressed in the present sub-series. Quite simply select the appropriate form of have depending on whether the object being conveyed is animate or inanimate and add the preverb that indicates the direction in which the object is being conveyed, e.g.:

- I have inanimate X → მე-ჭამ-ს-უ I am bringing X; მე-ჭამ-ს-უ I am taking X; გამაგრ-ს-უ I am taking X across; ზე-ჭამ-ს-უ I am taking X in; ზე-ჭამ-ს-უ I am taking X in; და-ჭამ-ს-უ I take X around (regularly); etc.

- you have me → თქვენ-ჭამ-ს-უ you are bringing me; თქვენ-ჭამ-ს-უ you are taking me; თქვენ-ჭამ-ს-უ you are fetching me up; თქვენ-ჭამ-ს-უ you convey me around (regularly); etc.
(As with the verb of motion, only the preverb წ- may be used in the present sub-series to indicate away; elsewhere წ- implies reaching the destination, whereas ქ- is used just to indicate away-motion).

Outside the present sub-series Georgian, as already indicated, reverts to the normal transitive roots -ტან- for inanimate objects and -ჭან- for animate objects, both used basically with the subjective version (though this may give way to the objective version, if required to do so) and both having weak aorist indicatives with subjunctives in -ი. Note, though, that წ-ი-დერ ქ-ქ-ქ-ქ you will take (inanimate) X is more common than წ-ი-დერ. Where ქ- is used in the present sub-series, regardless of whether the object is animate or not, the future will be ქ-ი-ჭ-ქ-ქ-ქ you will convey X about:

- წ-ი-დერ ქ-ქ-ქ-ქ I will fetch (inanimate) X; წ-ი-გ-გი-დგ/წ-ი-გ-გი-დგ I’ll take X away/up to somewhere; წ-ი-გ-გი-დგ I’ll take X across; წ-ი-გ-გი-დგ I’ll take X in; წ-ი-გ-გი-დგ I’ll fetch X in; ქ-ი-ჯ-ქ-ქ-ქ I’ll convey X about; etc.
- წ-ი-დ-ი-დგ ქ-ქ-ქ-ქ you’ll fetch me; წ-ი-გ-გი-დ-ი-გი-გი-გი ქ-ქ-ქ-ქ you’ll take me away/up to somewhere; წ-ი-გ-გი-დ-ი-გი-გი-გი you’ll take me out; ქ-ი-გ-გ-გ-გ-ქ-ქ-ქ-ქ you’ll fetch me up; ქ-ი-ჯ-ქ-ქ-ქ you’ll convey me about; etc.

How to say know in the future indicative

The verb know was exceptional in the present sub-series by virtue of having an ergative subject and nominative direct object. In the future sub-series the root takes the form of an indirect verb with dative subject and nominative direct object. Since the verb can only be used with a 3rd person object, it conjugates as follows with the future root -ა-:

<table>
<thead>
<tr>
<th>conjugation</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>წ-ი-ჯ-ქ-ქ-ქ-ქ</td>
<td>I shall know X</td>
</tr>
<tr>
<td>წ-ი-ჯ-ქ-ქ-ქ-ქ</td>
<td>we shall know X</td>
</tr>
<tr>
<td>ქ-ი-ჯ-ქ-ქ-ქ-ქ</td>
<td>you will know X</td>
</tr>
<tr>
<td>ქ-ი-ჯ-ქ-ქ-ქ-ქ</td>
<td>you (pl.) will know X</td>
</tr>
<tr>
<td>ქ-ი-ჯ-ქ-ქ-ქ-ქ</td>
<td>X will know Y</td>
</tr>
<tr>
<td>ქ-ი-ჯ-ქ-ქ-ქ-ქ</td>
<td>they will know X</td>
</tr>
</tbody>
</table>

Study these examples:

ფეხმარებულ არ ფუძვლობს დიადამმა ჩაკრიცხ, რაცაც არავის The students will not know English when they get here

რამდენი ლექსემ გაცილობს ზღუდა გაცილობით საკითხ How many poems (ლექსემ) will you know tomorrow?

We shall know three
### Forms of the More Important Stative Verbs

<table>
<thead>
<tr>
<th></th>
<th>Future</th>
<th>Aorist</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>X is tied up</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>I have X tied up</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X thinks (Y)</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is wearing Y (e.g. ring, glasses, necklace)</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is sorted/set out on</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>I have X set out</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is stored</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>I have X stored</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X (fire) is lit</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>I have X lit</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is holding Y</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>I have X lit</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is holding Y</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is holding Y</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is mixed up in</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X prefers Y (to Z = dat.)</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is called Y</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X has Y as a habit</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is wearing Y</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is written</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>I have X written</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is written on Y</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X is wearing Y (headgear)</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X lies</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>I have X lying</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>X lies on me</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
<tr>
<td>but, where there is no indirect object</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
<td>$\text{ hiatus }$</td>
</tr>
</tbody>
</table>
The host (ჰესტი) at a hotel chats with some guests at breakfast

The host: Did you sleep well? How was it?

guest: The sheets were soft, the mattress was comfortable, and the pillow was very comfortable. We fell to sleep immediately and woke up. We immediately fell asleep.

The host: Why didn’t you serve them dinner?

guest: We didn’t serve them anything. They had a good meal in the hotel and later we served them dinner. We immediately fell asleep.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ხელმო</td>
<td>right away</td>
</tr>
<tr>
<td>უკავ</td>
<td>you will fall asleep</td>
</tr>
<tr>
<td>ქალაქ-უ თხოვ-ბა</td>
<td>you take</td>
</tr>
<tr>
<td>იყვან</td>
<td>hotel</td>
</tr>
<tr>
<td>დაფრთა</td>
<td>properly</td>
</tr>
<tr>
<td>ესპერ</td>
<td>you serve X</td>
</tr>
<tr>
<td>ფოთა</td>
<td>you tick into X</td>
</tr>
<tr>
<td>სასჭი</td>
<td>Svaneti(a)</td>
</tr>
<tr>
<td>გამოვ-გვივა-ბი</td>
<td>without [verb</td>
</tr>
<tr>
<td>არჩევა</td>
<td>pillows</td>
</tr>
<tr>
<td>ინდოკ-ბა</td>
<td>immediately</td>
</tr>
<tr>
<td>გაქვით-ბი</td>
<td>you will awake</td>
</tr>
<tr>
<td>საბოლო-ბი</td>
<td>same</td>
</tr>
<tr>
<td>გალაგო</td>
<td>you come across X</td>
</tr>
<tr>
<td>გარჩელოდაფ</td>
<td>warm heartedly</td>
</tr>
<tr>
<td>განახლი</td>
<td>with appetite</td>
</tr>
<tr>
<td>იქნა</td>
<td>Usbeki</td>
</tr>
<tr>
<td>გართო-ბა</td>
<td>you travel</td>
</tr>
<tr>
<td>ჰაბიტო-ბა</td>
<td>ბი-ჯჰ</td>
</tr>
<tr>
<td>თხოვ-ბა</td>
<td>you take</td>
</tr>
<tr>
<td>იყვან</td>
<td>hotel</td>
</tr>
<tr>
<td>დაფრთა</td>
<td>properly</td>
</tr>
<tr>
<td>ესპერ</td>
<td>you serve X</td>
</tr>
<tr>
<td>ფოთა</td>
<td>you tick into X</td>
</tr>
<tr>
<td>სასჭი</td>
<td>Svaneti(a)</td>
</tr>
<tr>
<td>გამოვ-გვივა-ბი</td>
<td>without [verb</td>
</tr>
</tbody>
</table>
Proverb

What you eat depends on what you own

VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>eating</td>
<td>ჭამა</td>
<td>possession(s)</td>
<td>აქვთ</td>
</tr>
<tr>
<td>on</td>
<td>ზე</td>
<td>X depends on Y</td>
<td>აქვთ</td>
</tr>
<tr>
<td>Proverb</td>
<td>xama Konebaze hkidia</td>
<td>Proverb</td>
<td>xama Konebaze hkidia</td>
</tr>
</tbody>
</table>

Conundrum

You have one mouth but two ears; for what purpose?
Work it out for yourself: hear a lot, blather a little.
You have one mouth, but two eyes; why? For the reason that you should test something twice and say it once.
You have one mouth but two hands; why? For the reason that you should work a lot and eat a little.

VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouth</td>
<td>ჭოხი</td>
<td>one</td>
<td>ერთი</td>
</tr>
<tr>
<td>you (will have X)</td>
<td>გაქვთ X</td>
<td>ear</td>
<td>წვერი</td>
</tr>
<tr>
<td>whereas</td>
<td>როგორ</td>
<td>two</td>
<td>ცივი</td>
</tr>
<tr>
<td>for what (purpose)</td>
<td>რთმოუამღვერდო</td>
<td>you-yourself</td>
<td>შემდეგი</td>
</tr>
<tr>
<td>you (will realise X)</td>
<td>გაგამოთ X</td>
<td>much</td>
<td>მარტივი</td>
</tr>
<tr>
<td>you (will hear X)</td>
<td>გაკარგვა X</td>
<td>little</td>
<td>პირთმოუამღვერდო</td>
</tr>
<tr>
<td>you (will talk nonsensically)</td>
<td>გამოგვიწეროთ X</td>
<td>eye</td>
<td>ხურთი</td>
</tr>
<tr>
<td>why</td>
<td>რამდენიმე რამისთვის</td>
<td>for the purpose that</td>
<td>for the purpose that</td>
</tr>
<tr>
<td>twice</td>
<td>ორჯერ</td>
<td>you (will test X)</td>
<td>გამოგვითვალოთ X</td>
</tr>
</tbody>
</table>
Prose text

ჩოხატა ჰორა კომპიუტერის შესახებ

XX საუკუნის დასაწყისში, სხვა პროგრამის შეიარაღებისთვის, პოპულარული იქნა ერთი წარსული მგზავრის, რომელიც ერთ-ერთი იმავე წელს დაახლოებით მე-20 საუკუნეში, რომლის მხოლოდ უფრო გამოვიყვანოთ, როგორც გარემოში მყოფი ქართული ორგანო, ნიჭი ან მჯელი მოთამაშე. როგორც სხვა პირები, ამ პატივსაცემად, იმის გამო, რომ მათი მოთავსებით არ არსებობდა თავისი მოთანხმები.

კომპიუტერის ორი ძირითადი სახის არსებობა აღწერილი და მთლიანია. პირველი კომპიუტერი იმის გამოაჩნება ახალგაზრდა და გარემოში მყოფი ქართული ორგანოს, რომელიც გასწვრივ შეიმუშავდა აქტიურ განვითარებას თავისი მოთავსით. იმის გამო, რომ ამით დაცული იქნის ერთი სახის პირობები, რომლებიც ქართული კომპიუტერების პირველი სხვა პირობებით. ნიჭი ამ პირობებით, როგორც სხვა პირები, ამ პირობებით არ არსებობდა თავისი მოთანხმები.

იმის გამო, რომ იმის გამოაჩნება ახალგაზრდა და გარემოში მყოფი ქართული ორგანოს. როგორც სხვა პირები, ამ პირობებით არ არსებობდა თავისი მოთანხმები.

1. პროცესორი, რომლითაც პროგრამები ხანძრდებია, არისებუმძღვირებულ, ლოგიკურ ფუნქციებს შესახებ ძალებში არსებული.
2. მხარეთანახი, ანუ ოპერატივის შესახებ ადგილი.
3. მენუების შესახებამდე, წარმატებული შესაძლებლობა გამოიყენება (ლათურული გამოყენებით) ას დარგებში, ექსპლორაცია შემოცნობით. გამოყენებისათვის კი გამოიყენება პროგრამული (სახელი შეფასები ხელახლით პროგრამული) და დამოუკიდებელ.
4. პირობების შესახებამდე, მათგანი შესაძლებლობა არის კომპიუტერის სახით დარგის ნასხავები, რომლებიც ან არამას კომპიუტერის სახით სახით და წინა, რომლებიც წინადადების არსებობის შესახებ ბრძანების სახით დამოუკიდებლობა.

იმის გამო, რომ კომპიუტერების მათ შორისა და შესაძლებლობების შედეგით სამ უძველესი გამოყენებით იქნა: ქართულ-კომპიუტერული, ბინარი-კომპიუტერული და მეთოდურები. ქართულ-კომპიუტერულ წასაქმებით კომპიუტერებში, რომლებიც გვარდიოს განსაზღვრა.

(ზურა ულომბია 3', 2000წ., 21−13 გ)
VOCABULARY

some, a few
20th
other
important
together with (+ dat.)
you enter
in truth
intelligent
very great
you (will) cause X
civilisation
gradually
indivisible
you (will) become whole
world
without (+ gen.)
type, face
analogue (adj.)
you (will) use X signal
form
hand
clever
for typing
spreading (ing)
X consists of Y
(processor) (= gen. + -ing)
command
logical
stored
memory
information
place
frequent
printing
using
cassette
to be retrieved
about
century
several
discovery
history
as
amazing
machine
revolution
contemporary
world
life
part
to that extent
civilised
unimaginable
basic
you (will) exist
digital
electrical
(switch) on-(switch) off
society
calculator
apparatus, device
for washing
you (will) become acquainted with X
main
you (will) fulfil X
arithmetic
operation
datum
or
for storing
for entering and retrieving
you enter X
keyboard
diskette
means
you come out
Exercises

1 Write out the paradigms of the three pairs:

X has me (etc.)  X will have me (etc.)
X loves me (etc.)  I (etc.) fell in love with X
I (etc.) want X  X felt a desire for me (etc.)

2 Fill in the gaps and translate:

(a) lo_ _j_lH_r  S_n?
(b) q_e_a_  _uqv_r_a_  m_
(c) _a  _K_i_  S_n_  da_?
(d) SoTa_  _ _tom  _r  _k_Ti_  _aTv_l_?
(e) es  n_  _a_avicq_eb_ _  _ _ven!
(f) C_v_r_  _ _a_em_n_b_  _ven
(g) b_v_v_b_  _a  _Cv_a_?
(h) n_  _ _Sin_a_,  qv_l_P_r_ _o_v_Kv_!

3 Put the following present indicative verb forms into the future indicative, reversing the roles of the subject and object in the process after the pattern of:

(me Sen) mqavHar
I have you →
(Sen me) geqolebi
you will have me.

In two of the examples, two future forms will be necessary for a complete answer:

(a) (me Sen) mqavHar
(b) (mas/maT Xven) movqavvarT
(c) (Sen me) genatrebi
(d) (Xven is/isini) mogvcons

(e) (me Sen) maHsovHar
(f) (maT is/isini) uqvardebaT
(g) (TKven Xven) geCodebiT
(h) (mas is/isini) unda
4 Transpose the following present indicative verb forms into their aorist subjunctive equivalents, as would be necessary after the words არ უნდა it is not necessary:

(a) ოქრონი (ჰაი ჰაეთი)  (e) მარხალინდჰ (ზემ)
(b) გახელება (ჰეში)  (f) რომელია (ჰაი)
(c) განთონი (აკლა)  (g) გამოქვეყნილია (აკლა ჰე)
(d) მახურება (შუა ჰე)  (h) ჰოლოკურება (შუა ჰე)

5 Transpose the following aorist indicative verb forms into their present indicative equivalents:

(a) ებუთი (ჰაი ჰებუთი)  (e) შეხეება (ჰე ჰე)
(b) გვისები (ჰემ ჰები)  (f) ჰოლოსტი (ჰე ჰე)
(c) ლაგვირდა (ჰე ჰები)  (g) გმირია (ჰაი ჰები)
(d) მიქნება (შუა ჰები)  (h) ჰოლოკურება (იუჰე იუჰე)

6 What are the meanings of these verb forms?

(a) ჰებუთი (ჰაი ჰებუთი)  (e) შეხეება (ჰე ჰე)
(b) გვისები (ჰემ ჰები)  (f) ჰოლოსტი (ჰე ჰე)
(c) ლაგვირდა (ჰე ჰები)  (g) გმირია (ჰაი ჰები)
(d) მიქნება (შუა ჰები)  (h) ჰოლოკურება

7 Translate into English:

(a) ის ჰოლოკურა შედგემა ჰაეთი? გარდაიქმენ იქ, თუ რომლია სძება?
(b) ხარობა რომლის ჰადგომლიათ? იქ გმირიათ, თუმცა რე გვიოგ, დაგამოგებულ და შედგებათ
(c) იხი შეუშვებათ უფრო. მაი უწყა მჯიდა და სუფხარა ურთი - თუ გორ არ ღირდა
(d) შედგება ხარობა ამ ჰადგომლიათ? თუ რომ როგორ, რთული როგორც ჯვარი-ჯვარი ჰადგომლიათ დამოკიდებული უფრო ჰოლოსტი (ჰე–ჰე) ჰადგომლიათ, იქ სხვა გამოსვლება ნივთება
(e) როგორ არის გვიან ჰოლოსტირება? შერთლდი თუ როგორ ჰოლოსტირება? შე ჰადგომლიათ შეუშვება იდენტობებს
(f) დედა იხი (რომ(გ)) ნივთ დახურ ჰოლოსტ ჩაწერილ. მაი ჰადგწყინა აქ სამართალი, რთული (აქ)/აქ/რთულ/რთულ/რთულ მახამ შეუშვება - ყაჩა;
(g) სამ შედგებათ რომ კარგი არია? გახს. დახურები, რომ(გ) მიღღება გახსენი? უძვრა ღალო/ღალო იხი აქ ღირდა, რთულ არ დახორცებს!
(h) შე შეუშვება (რომ(გ)) ხარობა შედგებათ, და შეუშვება ჰოლოსტირება.

ქართულ, ჩახს (ჰა ჰრჰა) ხმა რომ ჰოლოსტ აქ/იხ შემ მახანა? თუ არ იხი სამართალი, ჰოლოსტ იხ, თან მახანა? შედგ ჰოლოსტა!?
(a) What are you holding in your hand? Show me! I’m holding nothing. In that case what have you got in your pocket? Today I have five lari, but tomorrow I’ll have ten.

(b) Why is Ek’a wearing the same dress today she wore yesterday? Can’t she put on something new? She should be wearing her new dress for our guests.

(c) My head has started to ache – I must lie down. You can’t help me, can you? Come on, I’ll help you.

(d) We have to get off [preverb = xax-] here, let us off, let us off! Why are you in a hurry? Because it’s possible we’ll be late at the station, where we must meet someone.

(e) Let’s go into the house where they have a fire burning. There’s a very big fire burning in that one. It’s not possible that the house will catch fire, is it? I’m afraid.

(f) What do you desire, gentlemen? We want you to let us into this school. I’m sorry, I am unable to let in here anyone I do not know.

(g) Why did you take off your coat? It’s cold here in the cinema. I found it hot when we came in. If I start to feel cold, I’ll put it on again. Don’t catch cold, otherwise your mother will have a fit [go crazy]!

(h) Are you hungry? What will you have to eat? Should I prepare you a sandwich? Sit down and let’s talk. Don’t go to any trouble. If I get hungry, I’ll tell you.

SUPPLEMENTARY VERBAL PRACTICE

In the following eight examples eleven verbs have been omitted. The verbs are presented below, in the wrong order. Select the appropriate verb for each of the vacant slots:

1. ორგორ – როგორ კანით გავაჩენით, რა განი ცოცხლად მალე უზრუნველყოფით
2. თუ გარიგებული, ორგორ სკოლა, ჰას – ჰისხეთ თუ არა?
3. თუ არა, გაძახ, რომ ცოცხლად არ გამხვიდეთ
4. ახლა წელს მაშინ როგორ ჰყოფს თუ არა?
5. გორის ტაძარში არჩებეთ, თურნუ ჰყოფს თუ არა – [ჰყოფის ჰარი]
6. თუ არ გახდებით თუ, ორგორ ჰარება არაფრაქტურა
7. თუ –, დახმარეთ ეს გერი, ჰას არ გაჰყოფ არ?
8. გახდებით შეხვდეთ თუ? თუ არ გახდებით, ეხო გურჯო –

აქვთ, გაქვთ, გასეზი, გამაგრები, იზრდება/იზრდება, გაგვაჩენით, გამოვიყენოთ, გავიყენოთ, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყენებით, გამოვიყe
Lesson 14

In this lesson you will learn about:

• The formation of the remaining verb forms of Series I (imperfect indicative, present subjunctive, conditional, future subjunctive)
• Producing expressions of the type If X were to (be) [verb]ing, Y would [verb]
• Issuing instructions using verbs without an aorist indicative
• Producing expressions of the type X ought to be [verb]ing
• Expressing the intention of carrying out an action in the future
• Other contexts in which the aorist subjunctive is found

Dialogue 1

A teacher asks a pupil about a typical day in his life

A teacher asks: რაირა ახალგაზრდა წიგნი, რომ შეუჩენი სულიუფებით დღეს გამოვიყენო? (A teacher asks: How many new books did you read today, which I will use in the future)

A pupil: მაგალითად, რ熵ი იყო სახიშვილში, როგორც კავშირს, შეუხერხა, როდესაც იყო ლიზირება (არ) ექსორთი მოხდენილი, და ხელ-ხელში გონიო, სანამ ექსორთის, გააჩნია და ართი ან რიცხვი ან წიგნი ბიჭის – წყალი პერიოდში მოციქილი (არ) ფართო პირობებში, იმ დროს ფულურობის გახდენილი, მაგრამ ლეგენდა რიყი არაფერი (არ) აუცილებელი. პირველად დალაგენიც ააცილებათ ან გადავალყოთ. სოლიოს ზოგიერთ ლოცვისგანდებით წიგნი ძალის გაკერძოდები, სტუდენტური სახელწოდები გამოყოფენ, გამჭვირვალობა მუხლში, ლოცვის მოციქილი (ფულურობის ენე განულები წიგნი საჭიროები), ჩაქმნილია(ა)
ქალაქის საკლდეპოს მოქალაქე ანსაზე გამრგვალდა.

გრძნობს ქალაქის საკლდეპოს გამოკვლეულ, რადგან ყოველ საქორწინებლად სასწავლო ანსაზე გაზიარდება და ან მოქალაქე საქორპორაცია.

გამოგეგონა ბაღიები მათ შორის იყო დღეები და გაქცევები, რომელიც შეფასდა მონაცემებში.

Vocabulary

<table>
<thead>
<tr>
<th>ქართული სიტყვა</th>
<th>იმერეთული სიტყვა</th>
<th>ინგლისური სიტყვა</th>
</tr>
</thead>
<tbody>
<tr>
<td>ამბობა</td>
<td>normal</td>
<td>during (+ gen.)</td>
</tr>
<tr>
<td>დარჩენილი</td>
<td>never</td>
<td>music</td>
</tr>
<tr>
<td>პირველი</td>
<td>during the day</td>
<td>bicycle</td>
</tr>
<tr>
<td>წიწალო</td>
<td>previous</td>
<td>homework, instruction</td>
</tr>
<tr>
<td>სახელი</td>
<td>subject</td>
<td>classical</td>
</tr>
<tr>
<td>განახ.-დ.-ღამე-ოთ.</td>
<td>it was (polite)</td>
<td>always</td>
</tr>
<tr>
<td>თქვენ</td>
<td>you make X</td>
<td>exam</td>
</tr>
<tr>
<td>თქვენი</td>
<td>your own</td>
<td>everyday</td>
</tr>
<tr>
<td>შუადღობით</td>
<td>at midday</td>
<td>near (to X)</td>
</tr>
<tr>
<td>საძლო</td>
<td>satisfactorily, quite</td>
<td>close person</td>
</tr>
<tr>
<td>ყოლის-ურთ-(3)</td>
<td>you (pl.) gather</td>
<td>of an evening</td>
</tr>
<tr>
<td>ყოლის-ურთ-(3)</td>
<td>you amuse</td>
<td>nowhere</td>
</tr>
<tr>
<td>თავის</td>
<td>yourself</td>
<td>at weekends</td>
</tr>
<tr>
<td>შაბათში</td>
<td>on Saturdays</td>
<td>lesson</td>
</tr>
<tr>
<td>რუგბი</td>
<td>rugby</td>
<td>sport</td>
</tr>
<tr>
<td>ვიკენტანო</td>
<td>on Sundays</td>
<td>in a word</td>
</tr>
<tr>
<td>შორებით</td>
<td>comparatively</td>
<td>perfect</td>
</tr>
<tr>
<td>ყოველდღიურ</td>
<td>albeit</td>
<td>spoil</td>
</tr>
</tbody>
</table>
Dialogue 2

Nino asks an acquaintance, Lali, what she would do if [she were] offered Nino’s job

Nino: ბნიო ანთმექინაღით ორ(გ) შერიებით ათებუ, რა აზრითია?
ბლაღ: ახალი ანთმექინაღით ორ(გ) შერიებუს შე, გავაფიქრებუთ, თავით!
Nino: რა კაჰორწაჟია? ორ(გ) აზრით შეხვედრია ორ(გ) ათები
მართველ გაერთიანებუთ, ორ როგორ(გ) ემთხვევათ?
ბლაღ: ნამუშევრთ (ნაბლაღ)!
Nino: მუჭობი ათები მუშაობარი ბრძოლაში. ბნიო უფროს ორ(გ) ამ
წესი შეუწყობლოს და შემომაგრებაზე ათებუ, როგორ პაირკიდას დგება?
ბლაღ: სწორი ახალ ხელდება ორ(გ) მოყვანაში მოწყობა, აუდარ ღერძისათვის შეშიტა და მაქს ორ(გ) შეუწყობლოს (მეორეწველა), მას ახლოს პარკი გაცხადე შე ღირს
გაეწონამდებამ თუ, იღებენ ჯოხოთ კარგ წყალს ათება. ახორცი
გაემგზავრა (გარ) შედეგისთვის აუდარ შემოწმა.
Nino: შე შემოდგით, როგორ თქვებად ახალგაზრდა, მაქს ანთმექინაღურამ კანი ორ შეუწყობა თერომის თავი/ათე ერმობ თავს.
ბლაღ: გარდა ფიქრობა თქვებად მიქანის ამზადება (სახელწოდება შემოდგმა)
ნინო ორ(გ) გაყნელებულია გაღილამ. მიქანი არ შემოჰქორცი, ახორცი უპირველი ალგორითეფ.
Nino: გადაყვლინ, რომ მათარმართო, წყალ რაღაც გაჰქორცო მოყვარშ;
ბლაღ: ჭვარა ორ(გ) წყალ მიქანის ამ წესი, ხელმძღვანელ ჭალა
მოღვაწეობით თავს!
Nino: აუგორწაჟჰა როგორ(გ) გაყნელება, იხით იმ იდეო(გ)ით?
ბლაღ: ჯერ უნდა გიძამი, ორ(გ) არსებული გაყოფლობით, თუ იმ
თავის თაქვების მდინარებრივადობა;
Nino: თაშნებრივად, შაღაღრებად რო(გ) გაყნელება (ზე
შემოჰქორცი/შემოჰქორცი) – მე ჯოხ. ამა, რამ იდეო(გ)ით?
ბლაღ: ჯერ უყვარს(გ)ით თქვება უფროს წყალში იმას ხიდინაზ შემოჰქორცე.
Nino: მუხლის წყალში ჯოხ არ წაიყირტა, იშვიათ;
ბლაღ: სახოლოდ არა აქ(გ) აქვსწყმა.
Nino: სახით ფიქრობით, მათ იწყებს გამჭვირვალობად სახილით, მუხლის წყალში ორ(გ) წაიყირტათ! შე შემოდგმა, წყალში აქა
დამოკიდებულე შეს, წაიყრობებით მოხს არ გადამოქცეული შემოქმედობა. ქალაქ, ორ(გ) გაყნელებით ადბური ბრძოლა;
ა ამა გორნები? (ზე)ჰესილო სახოლოდ რომ იშვიათ;
დამოკიდებულ თულარ, როგორ შემოჰქორცე – სამხრეთ არ არის(გ).
Vocabulary

post, really, truly
work
strongly
you (will)
produce X
ever (potential)
difficulty
support yourself
of that (by you)
type
suddenly
even if
kind hearted
urgent

Grammar

Formation of the imperfect indicative, present subjunctive, conditional and future subjunctive

The imperfect indicative is used to refer to ongoing or repeated actions in the past and corresponds in meaning to English expressions such as: *I was reading/used to read*, you were singing/used to sing*, we were afraid, they looked so well*, etc. It is formed according to the patterns given below, where no special attention will be paid to the marking of the indirect object, since these are indicated within each sort of verb according to the general principles already explained.
Transitive verbs

The universal marker is the suffix -d-. This is added directly to the root of the root verbs and to the thematic suffix of other transitives. This element is then followed by the vowel -i when the subject is 1st or 2nd person; a 3rd person singular subject selects the ending -a, while the 3rd person plural takes -nen. Any version vowel found in the present indicative will be carried over, and there will be no preverb (unless one is dealing with one of those relatively rare cases when a preverb is used even in the present indicative). This produces the following patterns.

Root verbs

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Example</th>
<th>Thematic suffix -eb</th>
<th>Medial verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was writing</td>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was opening</td>
</tr>
<tr>
<td>you were writing</td>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was putting</td>
</tr>
<tr>
<td>X was writing</td>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was hiding</td>
</tr>
</tbody>
</table>

Thematic suffix -eb

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was opening</td>
</tr>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was putting</td>
</tr>
</tbody>
</table>

Thematic suffix -av

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was hiding</td>
</tr>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was killing</td>
</tr>
</tbody>
</table>

Thematic suffix -i

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was sending</td>
</tr>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was cutting</td>
</tr>
</tbody>
</table>

Thematic suffix -ob

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was ruining</td>
</tr>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was heating</td>
</tr>
</tbody>
</table>

Thematic suffix -am

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- ż̠ł̱-ą-ʊ-ʊ-ʊ</td>
<td>I (etc.) was donning</td>
</tr>
</tbody>
</table>

Medial verbs

The same procedure is followed for the medials as for the transitives except that, as noted at the time, the -n-ending of medials such as ʂ̠g̠-ʊ-ʊ you cry is not the same as the thematic suffix. And so medials of this type do not add
after this -n but rather replace it by -o- and then add on the same endings as those just illustrated. Any root-final -v (as in ḥv-o- you shriek) disappears before the -n- of the imperfect’s suffix, e.g.:

* v-tir-od-i I was crying
* v-qi-od-i I was shrieking
* tir-od-i you were crying
* qi-od-i you were shrieking
* tir-od-a X was crying
* qi-od-a X was shrieking
* tir-od-nen they were crying
* qi-od-nen they were shrieking

The same applies to the imperfect indicative of the verb know (e.g. ḥv-o- I know X → ḥv-o- o- I knew X, etc.).

For other types of medial compare ḥ-TamaS-ob-d-i I was playing (X), ḥ-Cekv-av-d-i I was dancing, ḥ-Tal-eb-d-i I was spinning around, etc.

Intransitive verbs

All three sub-types of intransitives (prefixal, suffixal, markerless) behave alike with regard to their formation of the imperfect indicative. And indeed the pattern is exactly the same as that of the medials in -i – the i-vowel found in the present indicative when the subject is 1st or 2nd person is replaced by -od, to which the same endings already learned are suffixed. Any root-final -v is dropped, e.g.:

* ḥ-Dv-Ikl-eb-od-i I (etc.) was being killed
* ḥ-Dv-ee-od-i I (etc.) was attacking X
* ḥ-Dv-IHrX-ob-od-i I (etc.) was choking
* ḥ-Dv-ciTl-d-eb-od-i I (etc.) was blushing
* ḥ-Dv-Tb-eb-od-i I (etc.) was getting warm

The verb of motion also follows this pattern; it is illustrated with the preverb ḥ-o-, which gives the form the meaning come:

* ḥ-Dv-ee-od-i I was coming
* ḥ-Dv-IHrX-ob-od-i we were . . .
* ḥ-Dv-ciTl-d-eb-od-i you were . . .
* ḥ-Dv-Tb-eb-od-i you (pl.) were . . .
* ḥ-Dv-ciTl-d-eb-od-i they were . . .

Indirect verbs

As explained in Lesson 13, indirect verbs differ as to whether their past tense is a formal aorist or imperfect indicative. The relevant forms are now given for those roots with the latter type of past tense. It will be seen below that (with one exception) verbs whose 3rd person singular subject form in the present indicative ends in -o-, -o- or just -o employ -o- in their imperfects,
while those ending in -s preceded by a consonant use -d-. Here are some subject–object combinations for the verb love:

\[
\begin{align*}
\text{m-i-qvar-d-a} & \quad \text{I loved X (sing./pl.)} \\
\text{m-i-qvar-d-i} & \quad \text{I loved you} \\
\text{u-qvar-d-a-T} & \quad \text{they loved X (sing./pl.)} \\
\text{v-u-qvar-d-i} & \quad \text{X (sing/pl.) loved me} \\
\text{g-i-qvar-d-i-T} & \quad \text{you (pl.) loved me/you (pl.) loved us/you loved us}
\end{align*}
\]

Compare the above with parallels for the root want:

\[
\begin{align*}
\text{m-i-nd-od-a} & \quad \text{I wanted X (sing./pl.)} \\
\text{m-i-nd-od-i} & \quad \text{I wanted you} \\
\text{u-nd-od-a-T} & \quad \text{they wanted X (sing./pl.)} \\
\text{v-u-nd-od-i} & \quad \text{X (sing/pl.) wanted me} \\
\text{g-i-nd-od-i-T} & \quad \text{you (pl.) wanted me/you (pl.) wanted us/you wanted us}
\end{align*}
\]

Note that m-a-Kv-s I have (inanimate) X → m-Kon-d-a. This is the only case where, in addition to a change to the root, the pre-radical structure also alters:

\[
\begin{align*}
\text{m-qav-s} & \quad \text{I have (animate) X} \\
\text{m-qav-d-a} & \quad \text{m-tkiv-a} \\
\text{I feel pain in X} & \quad \text{m-tki-od-a} \\
\text{m-Civ-a} & \quad \text{I am cold} \\
\text{m-Si-a} & \quad \text{I am hungry} \\
\text{m-cqur-i-a} & \quad \text{I am thirsty} \\
\text{m-i-Har-i-a} & \quad \text{I am glad} \\
\text{m-i-Har-od-a} & \quad \text{m-a-kl-i-a} \\
\text{I lack X} & \quad \text{m-a-kl-d-a} \\
\text{m-a-Hsov-s} & \quad \text{I remember X} \\
\text{m-a-Hsov-d-a} & \quad \text{m-CHel-a} \\
\text{I am hot} & \quad \text{m-CHel-od-a} \\
\text{m-e-sm-i-s} & \quad \text{I understand X} \\
\text{m-e-sm-od-a} & \quad \text{m-jul-s} \\
\text{I hate X} & \quad \text{m-jul-d-a} \\
\text{m-e-Sin-i-a} & \quad \text{I am afraid} \\
\text{m-e-Sin-od-a} & \quad \text{m-i-kvir-s} \\
\text{I am amazed} & \quad \text{m-i-kvir-d-a} \\
\text{m-e-natr-eb-a} & \quad \text{I miss X} \\
\text{m-e-natr-eb-od-a} & \quad \text{m-e-Cod-eb-a} \\
\text{I pity X} & \quad \text{m-e-Cod-eb-od-a} \\
\text{m-a-vicq-d-eb-a} & \quad \text{I forget X} \\
\text{m-a-vicq-d-eb-od-a} & \quad \text{m-rCHv(-)en-i-a} \\
\text{I need X} & \quad \text{m-xir-d-eb-a} \\
\end{align*}
\]

Stative verbs

As we saw in the previous lesson, statives generally have a formal aorist as their past tense. However, m- Xv(-)ev-i-a I have X as a habit has the imperfect m- Xv(-)e-od-a; similarly m-a-tqv-i-a X is observable on me (e.g. ḫaṣṣ chattam X has m- Xv(-)e-od-a (cf. the non-stative equivalent ḫaṣṣ bamm-i, also used in the sense of apparently, it would appear so, with its aorist ḫaṣṣ-nim-i).)

The present subjunctive is difficult to assign a meaning independent of the context in which it is used, is simple to produce. Take the imperfect indicative and keep the verb form constant up to and including the component -(o)d. To this add the subjunctive vowel -e, which is retained in all cases except when the 3rd person plural marker -nen is employed. The 3rd person singular ending is -a, e.g.:
Since there is uniformity of formation, only some of the subject–object combinations that might cause difficulties for the indirect verbs are illustrated here. The same five combinations are repeated for the present subjunctive of the verbs love and want as were given for the imperfect indicative, though the reader should note how two of the forms may now convey an extra pairing (3rd person marker -s dropping before the pluraliser -T):

- m-i-qvar-d-e-s that I love X (sing./pl.)
- m-i-qvar-d-e that I love you
- u-qvar-d-e-T that they love X (sing./pl.)/that X (sing./pl.) love you (pl.)
- v-u-qvar-d-e that X (sing./pl.) love me
- g-i-qvar-d-e-T that you (pl.) love me/you (pl.) love us/you love us/you love X (sing./pl.)

Compare the above with parallels for the root want:

- m-i-nd-od-e-s that I want X (sing./pl.)
- m-i-nd-od-e that I want you
- u-nd-od-e-T that they want X (sing./pl.)/that X (sing./pl.) want you (pl.)
- v-u-nd-od-e that X (sing./pl.) want me
- g-i-nd-od-e-T that you (pl.) want me/you (pl.) want us/you want us/you want X (sing./pl.)

The conditional is the equivalent to English X would . . . /would have . . . ed; it is also used with the particle ხოლმე არჩევა I would/used to sing as a rule and indeed takes its Georgian name (ხოლმეობითი) from this particle. It is formed from the future indicative in exactly the same way as the imperfect indicative is formed from the present indicative – transitives and medials add -d endings to the thematic suffix (almost without exception -eb for the medials, of course), whilst intransitives, indirect verbs and statives add -od endings to their thematic suffix (usually -eb, sometimes -ob, sometimes -ev, which last loses its -v). Examples:

- da-v-cer-d-i I would write/have written (X)
- da-v-P(-)en-d-i I would (have) spread X out
- ga-v-H(-)ev-d-i I would tear/have torn X
- mo-v-kl-av-d-i I would kill/have killed X
- ga-v-(a-)gzavn-i-d-i I would send/have sent X
I would cry/have cried
I would shriek/have shrieked
I would learn/have learnt X
I would feel/have felt X
I would be/have been killed
I would attack/have attacked X
I would blush/have blushed
I would love/have loved X
I would have/have had (animate) X
I would have/have had (inanimate) X
I would want/have wanted X
I would know/have known X
X would be/have been suspended (for/on Y)

The only difficulties are that the verbs Backdrop o you will say X and Backdrop o you will say X to Y do not contain the thematic suffix -i, as indeed was noted earlier, and so their conditionals are Backdrop o you would say/have said X and Backdrop o you would say/have said X to Y. The verb of motion has the following conjugation for its conditional, again illustrated with preverb Backdrop :

I would (have) come
you would . . .
X would . . .
we would . . .
you (pl.) would . . .
they would . . .

The future subjunctive is formed from the conditional in exactly the same way as the present subjunctive is formed from the imperfect indicative. And so, since it is slightly anomalous by virtue of the presence of the 2nd person subject marker -H, the only example to be given is that of the verb of motion – assume that all six forms are preceded by Backdrop if:

if I were to come
if you were to . . .
if X were to . . .
if we were to . . .
if you (pl.) were to . . .
if they were to . . .

After a moment’s thought, readers will realise that where the future indicative differs from the present indicative solely by the addition of a preverb (i.e. the majority of transitive and intransitive verbs), the same difference distinguishes (a) the conditional from the imperfect indicative and (b) the future subjunctive from the present subjunctive. This does not apply to medial, indirect and (marginally) stative verbs, whose future sub-series differ from
their respective present sub-series more radically. Suppletive transitive and intransitive verbs also differ more radically but do, of course, behave according to the above rules within each sub-series – cf. the following pairs:

\[
\begin{align*}
\text{Hed-av} & \quad \text{you see } X \\
\text{Hed-av-d-i} & \quad \text{you were seeing } X \\
\text{Hed-av-d-e} & \quad \text{that you be seeing } X \\
\text{naH-av} & \quad \text{you will see } X \\
\text{naH-av-d-i} & \quad \text{you would (have) see(n) } X \\
(\text{ro(m)}) & \quad \text{if you were to see } X
\end{align*}
\]

Expressions of the type If \( X \) were to (be) [verb][ing], \( Y \) would [verb]

In Lesson 9 we learnt how to form factual conditions relating to the present (If you are (at this moment) writing a letter . . . ) and future (If you write the letter (at some future time)). Let us now examine the formation of more remote, less factual conditions.

The conditional marker is \( \text{ro(m)} \) if, which does not like to stand as the first word in its clause. The verb stands in either the present subjunctive, if reference is to the present time, or future subjunctive, if reference is to some point in the future. For those verbs (such as the statives and \( \text{to be} \)) that do not possess a present subjunctive the corresponding aorist subjunctive is used instead. The verb in the other clause in both cases stands in the conditional, e.g.:

\[
\begin{align*}
\text{kargi i-Kn-eb-od-a, eHla ro(m) Hvalindel gakveTils a-mzad-eb-d-e} & \quad \text{It would be good, if you were now preparing tomorrow’s (Hvalindeli) lesson} \\
\text{droze ro(m) Hvalindel gakveTils ar mo-a-mzad-eb-d-e, amaGam ver ca-H-vid-od-i kinoSi} & \quad \text{If you were not to prepare tomorrow’s lesson on time, you could not go to the cinema this evening} \\
\text{kargi saXmeli ro(m) mo-i-tan-d-nen, Puls maT mi-v-C-em-d-i-T} & \quad \text{If they were bringing our food, they would already be on the way} \\
\text{Xvens saxmels ro(m) mo-i-tan-d-nen, Puls maT mi-v-C-em-d-i-T} & \quad \text{If they were to bring our food, we would give them the money} \\
\text{es bixi bednieri i-Kn-eb-od-a, misi da ro(m) u-cmend-d-e-s PeHsaCmels} & \quad \text{This lad would be happy, if his sister were cleaning his shoes for him (PeHsaCmel)} \\
\text{Sen ro(m) ga-i-cmend PeHsaCmels, bednieri v-i-Kn-eb-od-e} & \quad \text{If you were to clean my shoes, I would be happy} \\
\text{eHla ro(m) cvim-d-e-s, KuXebi sveli i-Kn-eb-od-nen} & \quad \text{If it were raining, the streets would be wet (svel)}
\end{align*}
\]
If it were to rain tomorrow, the streets would get wet (da-)svel-d-eb-a
If I were in your place, I would be unable to put up with (mo-)i-Tm(-)en such behaviour
If the child were asleep, his mother would already be down (KveviT)
If I knew the answer to that question, I would already be a millionaire
If I were to learn the answer to that question, I would certainly tell you, and you too would know it
If I were not so ashamed, I would go myself

Constructing imperatives from verbs without an aorist indicative

Since the imperative is identical to the 2nd person subject forms of the aorist indicative (apart from the verb of motion), if a verb lacks Series II forms, the chosen method of construction is to employ 2nd person subject forms of the present subjunctive. In practice, there are only two verbs for which this is going to be important. The first is the verb know:

You are in a bad situation (mdgomareobaSi) – know it! you should know!
Know that, if you don’t give this up ((mo-)e-Sv-eb-i), you’ll find yourself (lit. fall down into) in a bad situation

The other verb is the one we learnt in Lesson 1 in such expressions as: how are you?
When provided with a preverb, this root normally appears not just in a Series II form but in the form of a polite imperative equivalent for the verb of motion or the verb sit down:

Sit down!
Come in!
After you! (= Go)!

However, as an equivalent to be it exists only in the present sub-series, and so, when a polite version of the parting wish be well is required, it is the present subjunctive of this root that is used to give it:

be well!
Constructing expressions of the type \textit{X ought to be verb\textit{ing}}

In Lesson 12 we saw how expressions of obligation relating to the future were produced by using the aorist subjunctive immediately preceded by the invariant particle \textit{unda}. Parallel expressions relating to the present are produced by associating the same invariant particle with the present subjunctive; if the relevant verb has no present subjunctive, the aorist subjunctive is used instead:

\begin{itemize}
  \item Mama saHls unda Geb-av-d-e-s, magram avadaa
    \begin{center}
      Father should be painting the house, but he is ill
    \end{center}
  \item mama saHls unda Geb-av-d-e
    \begin{center}
      Why are you lying there? You should be preparing tomorrow's lesson!
    \end{center}
  \item magas ar unda a- mzad-eb-d-e!
    \begin{center}
      What are you doing? You should not be doing that!
    \end{center}
  \item bavSvi ise ar unda tir-od-e-s
    \begin{center}
      The child shouldn't be crying like that
    \end{center}
  \item deda didHans unda i-cv-e-s loginSi
    \begin{center}
      I should be at work (სამედიჩჰო) already!
    \end{center}
\end{itemize}

Expressions of purpose relating to the future

Expressions of the type \textit{I am going to the market in order \{so\} that I may buy some fruit} are rendered in Georgian by coupling \textit{ro(m)} (alternatively \textit{raTa}) at the start of the clause with the aorist subjunctive of the verb stating the purpose, e.g.:

\begin{itemize}
  \item bazarSi mivdivar, ro(m)/raTa Hili viqido
    \begin{center}
      I am going to the market (ბაზარი) to buy fruit (ხილი)
    \end{center}
  \item am gamoCdebs vabareb, ro(m)/raTa Semejlos vimuSao mascavleblad
    \begin{center}
      I am sitting these exams in order that it may be possible for me to work as a teacher
    \end{center}
  \item bevri meCadineoba saxiroa, ro(m)/raTa moecqo universitetSi
    \begin{center}
      A lot of study (მეცდანიება) is necessary (საქართველო) in order for you/one to get into (მო-ი-ე-კ-ო) university
    \end{center}
  \item Parda ascieT/aHadeT, ro(m)/raTa dadgma (= carmodgena/spektakli) daicqos
    \begin{center}
      Raise (ა-ს-ქ-ე-ვ/აჰადი) the curtain (პარდა) so that the play (დასხვა) may begin
    \end{center}
\end{itemize}
Some other verbs that take the aorist subjunctive

The verbs or expressions (s-)Job-i-a it is better, m-i-rXevn-i-a I prefer X, g-i-rX(-)ev I advise you, saxiroa it is necessary, sesajloa it is possible, may all be construed with a clause containing the aorist subjunctive, referring, as they do, to actions that may or may not take place in the future – (ro(m)) is optional, e.g.:

In this rain it is better we do not go out

What do you advise us, sir? I advise you not to become stubborn

It’s necessary a child go to bed on time and sleep for nine hours

It’s entirely possible that you will feel ashamed, but you must still go

Gioergi will try to behave well

Try (and see to it) that lunch be ready on time

Note also the two words (which were verb forms in origin) that similarly govern the aorist subjunctive, but that are best translated simply as perhaps, maybe: egebiKneb (e.g. egebiKneb movide Maybe I’ll come, egebiKneb magram mainC unda caHvide Maybe your father knows).
Dialogue 3

Two Georgian students, a philologist and a physicist, discuss the growing foreign interest in Mingrelian

ფილოლოგი: მსუბუქი ჭურჭელი რაცხო მიღების სამუშაოში?

ფიზიკოსი: რაცხო კაც, დამოუკიდებელ მსუბუქი ჭურჭელი ჩამე და შემუშავდე მიღების სამუშაოში, რომ(შ) მოქალაქი მიღებით ადვილი, ამ. თუ სადაც გულით იმპაქტში მსუბუქი ჭურჭელი, შეიცავ ეს გულით ქალაქ გამოქვეყნება. რომ მოქალაქები, რომ(მ) გრძელ ქართულზემოქმედებაში ქალაქის დამატებით ამ თუ ამ ქუხშ, თუ სადაც მაში ქვეყა, ლოცვა ჟელი იყო ფიზიკოსი?


ფიზიკოსი: გარდა, რომ ქახი თუ ხელში მყოფმა ქალაქ გამოქვეყნების, რომლის მოქალაქითაც მსუბუქი ჭურჭელი ქსოვილი არ იყო. რომ ითხოვ, რომ ეს პატარა-პატარა ჰქონდათ?

ფილოლოგი: შეგვენსთ ამ ქვეყა, შემდჰოვა, თუ რამაც არ ჟელი (შ) ღირსგანგრძელია?

ფიზიკოსი: ღირსგანგრძელი რა ქართული? შეგვენსთ არ-ქართულზემოქმედება სწრაფად შესაბამის უფსხვებს, ბეჭდებით თასნი დინამური ქვლა, შესაბამის თაქვით, ქართული ეს ჟელ (შ) ღირსგანგრძელი, რომელიც კა არ. მსუბუქი ჭურჭელი ახლოვად ჭრილი ქართულ პროექტით, მაგრამ ქართული მართლ ირა ახლა პირ ამ ეტაპში, რომლადაც არ არსებობს ქართულმა.

ფილოლოგი: რა რჩილის პერიოდში? მაგრამ მართავად უჭერა მინისვნელობით ქართულმა?

ფიზიკოსი: მცველი არაართაური შემთხვევაში არ გამოქვა. ყველა ვერ ერთმანეთს არსებობდა მინინგრძელობით, სხვადასხვა განსაზღვრულ ძალაუფალ მდგომარეობა ექვემდე რის მთვარეზე სამედიცინო თავი არეულ ძალაუფალ მდგომარეობით. მაგრამ იმავეგანზე ფართო კარგმა გამოქვა ქვლა უკან, და გვცემს თავისგან ყველა ყველა მდგომარეობა — შექმნილა მონაკვეთში, რომ გამოქვა ყველაზე საერთო ვერ კარგმა გამოქვა. ყველა მლოცველი და ლოცვა უნდა ვარდოთ, რომ ნაკლებ საქმია წარმოდგენილ შემთხვევაში. ამ სიმრავლით უნდა გამოქვა.
Pizikosi: keTili, mara albaT kargad iCi am sakiTHis SesaHeb XvenTan gavrCelebuli mosazreba — e.i. enobrivi uPlebebis minixebis Sedegad Seijleba gaizardos politikuri uPlebebis moTHovna. mere sad viKnebiT Xven KarTvelebi, Tu saKarTvelo daKuCmaCdeba? ar Seijleba daKuCmaCdes! es HiPaTi qovelTvis emuKreboda Xvens samSoblos, da qvela KarTveli mas ebrjoda, ebrjvis da ebrjoleba kideC!

Pilologi: Xemi pasuHi moklea da martiviC — auCilebeli ar aris, rom erTi meores mohqves. Xveni umCiresobebis enebis dakargva namdvil HiPaTs carmoadgens, da amaze unda vizrunoT, raTa maTi momavali uzrunvelvqoT. mere umCiresobebi miHvdebian, rom am daHmarebas unda gvimadlodnen, Xven ki saKveqnod saHels moviHvexT.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>სახელისებული</td>
<td>Mingrelia</td>
</tr>
<tr>
<td>მჭიდრო/</td>
<td>Mingrelian (thing/ person)</td>
</tr>
<tr>
<td>საქართველო</td>
<td></td>
</tr>
<tr>
<td>გა-ზემო-გორი-  ბანა-</td>
<td>you will set out</td>
</tr>
<tr>
<td>(არა- ფიქსარმული)</td>
<td>(non-)linguist</td>
</tr>
<tr>
<td>ცხოვრობით</td>
<td>mother tongue one of</td>
</tr>
<tr>
<td>კოროლიოლები</td>
<td>dialect</td>
</tr>
<tr>
<td>ღია-როდული (გ-)</td>
<td>you extend X</td>
</tr>
<tr>
<td>ძრავა</td>
<td>apparently mistaken</td>
</tr>
<tr>
<td>ქართული</td>
<td>according to which</td>
</tr>
<tr>
<td>მოქცეულიობა (აქ)</td>
<td>nonsense</td>
</tr>
<tr>
<td>მიტული</td>
<td>writing</td>
</tr>
<tr>
<td>ამბაღრება</td>
<td></td>
</tr>
<tr>
<td>საქართველო = ქამ.</td>
<td>for example = e.g.</td>
</tr>
<tr>
<td>ლიტერატურობა</td>
<td>history</td>
</tr>
<tr>
<td>მსხვილობა (ჰ)</td>
<td>accident</td>
</tr>
<tr>
<td>ზმნა</td>
<td>you create X</td>
</tr>
<tr>
<td>ხერხის</td>
<td>sound</td>
</tr>
<tr>
<td>არგალი</td>
<td>no</td>
</tr>
<tr>
<td>ქუჩი</td>
<td>factor</td>
</tr>
<tr>
<td>ათავისუფლად</td>
<td>each its own astonishing</td>
</tr>
</tbody>
</table>
| განანხლდებული (ი) | you become interested in population group you agree with X you master X you (will) represent X you (will) give X as advice to Y research you (will) share X attitude, view independent separate you (will) make a mistake it is defined, delimited script letter, element you exist equally rich sad
Proverb

What is wet does not fear the rain

VOCABULARY

Prose text

Section of an obituary for Andria Balanchivadze, brother of Giorgi (aka Georges Balanchine), from 'Literary Georgia' (8 May 1992)
აღმოჩენილია, რომლითაც თოთ უხიური სახელი დაუსრულობდა თავისი ტკიქვა და ლაგობი თავის ქვლას მოხდა სხვაობის სურვილი გამომჩენილია.

მიტილ ფაქტა აღინიშნებს ბალანქის განვითარება ჩრდილოეთ ჩქარის სხვაობის შინაგან აღმოჩენა და კლასიკური სოციუმ მარჯვნიდან რეალური ქრისტიანულ გამოყენება.

აღმოჩენილ აღმოჩენა დადება 1906 წლის 19 მაისს, საქართველოში, პირველ საქართველო ოეროს გამოქვლა საქართველოს ოფიცის 1926 წლის გამოქვლა თანამშრომლოვან კომპოზიტორი შეიტანა გამოქვლა (პროფ. ა. იოსებიანის და სოციუმის პროფ. ი. იოსებიანის დარგით) და 1931 წლის გამოქვლა ლენინგრადის კომპოზიტორი შეიტანა გამოქვლა (პროფ. ა. იოსებიანის და ფოტო-განმარტინგით) — პროფ. მ. იოსებიანი.

მას დიდ აღმოჩენა ჰქონდა საქართველოს ჯილდოს გარეშე.

გამოქვლა აღმოჩენა და თანამშრომლოვან რეკომენდაცია საქართველოთ. სტუდიის, შილოთ ფაქტის დამოკიდებულ ნეგი სკულპტორი ბროქტონი გამოიქვლა და სოციუმი ქრისტიანული გამოქვლა აღინიშნება.

(ლონდონური საქართველო, 8 მაი, 1992, ს. 112)
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ქულთურა</td>
<td>culture</td>
<td>especially</td>
</tr>
<tr>
<td>ძველმოქმედ</td>
<td>legacy</td>
<td>genre-related</td>
</tr>
<tr>
<td>მრავალფეროვნა</td>
<td>many-sided</td>
<td>creativity</td>
</tr>
<tr>
<td>არა ერთ</td>
<td>not one</td>
<td>type</td>
</tr>
<tr>
<td>ფერი</td>
<td>side, flank</td>
<td>you will shun, skirt around X</td>
</tr>
<tr>
<td>ყველაhw</td>
<td>everywhere</td>
<td>shining</td>
</tr>
<tr>
<td>სიტყვა</td>
<td>word</td>
<td>you (will) stamp X</td>
</tr>
<tr>
<td>აგრძევება</td>
<td>bat</td>
<td>right from the start</td>
</tr>
<tr>
<td>ყველაhw</td>
<td>X is (will) incised, engraved</td>
<td>in each of them</td>
</tr>
<tr>
<td>დამოუკიდებლობა</td>
<td>inclination, bent</td>
<td>foundation laying role</td>
</tr>
<tr>
<td>საორიენტაციო</td>
<td>concert-ballet-</td>
<td>you are (will) be born</td>
</tr>
<tr>
<td>საბალეტო</td>
<td>each</td>
<td>born</td>
</tr>
<tr>
<td>როგორც დიდ</td>
<td>you (will) fulfil X</td>
<td>you are (will) be born</td>
</tr>
<tr>
<td>შემოქმედებული</td>
<td>leading</td>
<td>born</td>
</tr>
<tr>
<td>პირველი</td>
<td>first</td>
<td>you are (will) be born</td>
</tr>
<tr>
<td>ავტორი</td>
<td>author</td>
<td>born</td>
</tr>
<tr>
<td>ქვით</td>
<td>you (will) finish X</td>
<td>you are (will) be born</td>
</tr>
<tr>
<td>ფიქსირებული</td>
<td>field, area</td>
<td>you are (will) be born</td>
</tr>
<tr>
<td>სწავლობა</td>
<td>study</td>
<td>boundary, limit (usually pl.)</td>
</tr>
<tr>
<td>ჩამოლ</td>
<td>with the speciality</td>
<td>you are (will) be born</td>
</tr>
<tr>
<td>ქუთხელი</td>
<td>you (will) have X</td>
<td>born</td>
</tr>
<tr>
<td>გარში, გასაფრთხი</td>
<td>outside (+ dat./gen.)</td>
<td>you (will) be born (are)</td>
</tr>
<tr>
<td>დამარცხველობა</td>
<td>contemporary</td>
<td>a friend</td>
</tr>
<tr>
<td>სახელი</td>
<td>sufficient</td>
<td>musician</td>
</tr>
<tr>
<td>ქვეყნის</td>
<td>you (will) name X</td>
<td>among (+ dat.)</td>
</tr>
<tr>
<td>უდიდესი</td>
<td>century</td>
<td>our</td>
</tr>
<tr>
<td>აგრეთვე</td>
<td>greatest</td>
<td>one of</td>
</tr>
<tr>
<td>ქართული</td>
<td>Georgian (person)</td>
<td>composer</td>
</tr>
<tr>
<td>გენერაცია</td>
<td>generation</td>
<td>more than one</td>
</tr>
<tr>
<td>გრაციელო</td>
<td>grateful</td>
<td>limitless</td>
</tr>
<tr>
<td>პერსონალობა</td>
<td>personality</td>
<td>you are (will) be</td>
</tr>
<tr>
<td>კომპოზიტორი</td>
<td>memory</td>
<td>very pure, refined</td>
</tr>
<tr>
<td>გამოვაკვikenი</td>
<td>light up</td>
<td>name, reputation</td>
</tr>
<tr>
<td>სახელი</td>
<td>memory</td>
<td>large wax candle used in churches</td>
</tr>
<tr>
<td>გამოვაკვikenი</td>
<td>light up</td>
<td>future</td>
</tr>
</tbody>
</table>
Exercises

1. Write out the conditional paradigm for I (etc.) would say/have said X, the present subjunctive for I (etc.) may be singing, the imperfect indicative for I (etc.) was cutting X, the future subjunctive for (if) I (etc.) were to be, the imperfect indicative for I (etc.) used to trust X, and the future subjunctive for (if) I (etc.) were to have (animate) X.

2. Fill in the gaps and translate:
   (a) _r_e_ijl_a_  mo_id_T?
   (b) _uSi_ra_vr_b_d_ _n_ _n_?
   (c) a_K_l_b_ ar_P_ri (a_) _sm_d_T
   (d) es c_gn_ _r_ _m_ _m_v_con_b_
   (e) _a_g_d_ _r_a_d_b_d_T!
   (f) iK_a_a_o_es (_r) _a_vid_ _iT  _ _ven
   (g) a_g_go_ Se_qvar_e_o_i
   (h) _val_ Se_v_jl_b_ mo_i_e_

3. Put the following present indicative verbs into the equivalent present subjunctive forms:
   (a) _gvaK_(vs)
   (b) geubnebiT
   (c) gv(a)gzavnian
   (d) viCiT
   (e) gebrjvi
   (f) vzel
   (g) mikvirs
   (h) sXveviaT

4. Put the following conditional verb forms into their equivalent present indicative forms:
   (a) XaHvidodi
   (b) iXivlebdnen
   (c) geCodinebodaT
   (d) vuzamdiT
   (e) gvetqodiT
   (f) metkineboda
   (g) iel(v)ebda
   (h) iTHovda

5. Transpose the following future subjunctive verb forms into their equivalent imperfect indicative forms:
   (a) meqolebodes
   (b) vigrjnobdeT
   (c) gveKnebodes
   (d) cagiqvande
   (e) geqvarebode
   (f) iqivlebdes
   (g) moitandeT
   (h) moukvdebodes

6. Wrap the appropriate markers around the verbs in:
   (a) _g_ ob _xal_ _d_ lo_v_ _l_ _s_ _x_
   (b) _o_ _s_ _s_ _s_ _b_ ob _g_ _v_ _d_ _s_ _m_ _n_ _r_ _
   (c) _d_d_ _y_ _l_ ob _n_ _r_ _v_ _l_ _d_ _?
   (d) _q_d_ _d_ A_ _g_ _l_ _b_ _b_ _d_ _ _ _ _ _ _
Translate into English:
(a) If you want to master Georgian, I advise you to go to Georgia.
(b) If his mother were to hit him, the lad would start crying.
(c) When I was twelve years old, I used to go to school at 8.15 and studied many subjects.
(d) I should be beginning work, but it is late, and so I prefer to begin tomorrow. Now let’s dance!
(e) With what were they threatening you? They weren’t threatening me – they just did not like my behaviour.
(f) Why would a foreigner become interested in Mingrelia and the Mingrelian language? God knows, don’t ask me!
(g) Perhaps you know how we can bring friends from Georgia to France.
(h) If the reason were to become clear, we would all rejoice.

Translate into Georgian:
(a) ჰაერთ ამაშობით იზიდე ისწავლო შორებში.
(b) თუ მისი მამა იმისათვის დაისწორებოდა, იგი გაიხარა მამას.
(c) 12 წლის დასაწყისში, გაიმეორებდა 8:15 დღეს დღესთვის სხვა შვილები.
(d) ვრცელი დავალება იზიდავდა, ვინაიდან, სწავლობდა მაზის დღე.
(e) რათა იყოს უკან დაიტოტა, მაგრამ არ იცით საკითხში.
(f) სწეული ძიასთან დაიყოთ, რომ დახვდებოდა.
(g) რა თუ აუცილებელი გაიმოჩენო, სწავლობდა უკან.
(h) თუ განაჩენდებოდა, ცდილობდა ვისეთი.
Lesson 15

In this lesson you will learn about:

- The formation and accompanying syntax of the perfect of transitive and medial verbs
- Saying X did not [verb]
- Three colloquial uses of the perfect
- Constructing sentences containing the conjunctions although, even if
- Constructing expressions of the type X is so [adjective] that [clause]
- More negative words

Dialogue 1

Grigol wakes up and describes his dream to his wife, Tamuna

(Compare the text of the dream with Dialogue 1, Lesson 4; Dialogue 1, Lesson 6 and Dialogue 1, Lesson 8.)

Grigoli: ra saintereso sizmari vnaHe!
Tamuna: ra dagesizmra?
Grigoli: TiTKos bavSvi viqavi da dedas vuqurebdi, sanam igi purs aCHobda samzareuloSi.
Tamuna: ui, ra kargia! ra gemriel purs aCHobda deda-Seni. Hom ar gaHsovs misi reCePti? sanam CoCHali iqo, arasodes ar mouCia is XemTvis!
Grigoli: (Se)veCdebi davimaHsovro, magram, Tu raimeSi SevCdi, nu gamibrazdebi, radgan Hom mHolod sizmari iqo!
Tamuna: ar gagibrazdebi – purs ubralod ver xam!
Dialogue 2

Givi asks his friend, Laura, for a report on the strange happenings that day in the capital of the foreign state in which these Georgians are temporarily resident!

Givi: raGa moHda dGes KalaKSi, Tu iCi?
Laura: me TviTon araPeri ar minaHavs. amitom zusti inPormaCia ara maK(vs) – Semijlia giTHra mHolod is, rasaC sHvebi amboben (= sHvebi ro(m) amboben, mHolod is Semijlia giTHra).

Givi: ara uSavs. miTHari is, raC sHvebma giTHres Sen (= sHvebma ro(m) giTHres, is miTHari).
Laura: Hom iCi ra sazizGari memarJveneebisagan Sedgeba am Kveqnis e.c. “erovnuli Pronti”? hoda, maT Turme moucqviaT didi demonstraCia Kveqnis mTavrobis cinaaGmdeg. KalaKis mTavar moedanze partiis meTaurs didHans ulaparak(n)ia.

Givi: რადგან მოხდა გვარეული, თუ იგი?
Laura: მე თქვენთა არხური არ მიეცა. მშვიდობი ზეთის მიქროხევია არა მაინც — შეხვედრა გაიხსნია მოხუცთა ის. მათგან ბუდი ამბობენ (= ბუდი რომ(ი) ამბობენ, მხოლოდ ის შეიძლება გაიხსნა).

Givi: არა გველ, მათითან ის, რაც ხელის გახსნილი შესხვა (= შესხვა რომ(ი) გახსნილი, ის მთხარი).
პოლიციელმა მოულოდნელმა რომანიგმა არ ჰყავდა დემონსტრაციებიდან. მიღებული გარშემო გარემოში, მეტ მოსახლეობა დამარცხებით იყო მოსახლეობა მორმულების შერეულებში. დემონსტრაციის მოთხოვნა ყველა გამოვლინა, მიუხედავად ქალაქის მათემატიკური მიღწევის. მორმულები დაბალად იყო, რისგან მათ მათემატიკური მიღწევი იყო დაცილებული და ქალაქის წინამძღვრების განმარტება საქმიანობით. პირველი როლი პრეზიდენტის გაგრძელება გამოიწვია ნათურის ამბიენტში, მაგრამ შექმნილი ქალაქის გამოვლინა. თუმცა როგორც ცხოვრების გაგრძელება გადაიქცა დემონსტრაციის შემდგომ. მათ მოიცავდნენ ქალაქის გამოვლინა. ამგვარად იყო, როგორც ჰომეის მიუხედავად და მიუხედავად არ დაგროვებით მათ მეტს. ქალაქის გადამხარება, ჯარიდან აღმოჩენილი იყო, თეთრი სამეფოში, თეთრი სახეში და თეთრი სახეში შემოვიდნენ თავისი ქალაქის მოთხოვნას და ქალაქის ტოტომი. მოთხოვნა მოთხოვნა და ტოტომი გამოაქვს გადამხარება კომუნისტურ და პოლიციელთა მოთავსება უფასო. თუმცა ზღვით გადამხარება ქალაქის შემდგომ. თუმცა გადამხარება მეტს, მეტს. ქალაქის დაბალად გამოღვიძლდა ქალაქის ატმოსფერა და ამგვარად იყო მათ მოთხოვნა და მიუხედავად არ მათ ჯარის მოთხოვნა. ქალაქის გამოვლინა და იმთანხმება. ამგვარად იყო, როგორც ქალაქის გამოვლინა მდგომად გადააქცია და, რისგან ჯარის მოთხოვნა და ამგვარად იყო მათ მოთხოვნა გამოდიდ. თუ არ ჰყავდა მათ მოთხოვნა, მოთხოვნა მოთხოვნა და გამოღვიძლდა (ბურანო), ფედერალურად მისი გამოღვიძლად აქცია და შენობის, რომლის არ განიცხადება.

**Vocabulary**

<table>
<thead>
<tr>
<th>აზრი</th>
<th>არსებული</th>
</tr>
</thead>
<tbody>
<tr>
<td>it's okay, all's fine</td>
<td>საძოლება</td>
</tr>
<tr>
<td>with X (dat.)</td>
<td>წერტილი</td>
</tr>
<tr>
<td>right-winger</td>
<td>national front</td>
</tr>
<tr>
<td>leader</td>
<td>walking, march</td>
</tr>
</tbody>
</table>

**Lesson 15**

251
Grammar

The perfect forms of transitive and medial verbs

The perfect, regardless of verb type, is called in Georgian ორგანობური, from ორგანო apparently. This is because the speaker is inferring something about a past action, the truth of which he cannot verify since he was not an eye-witness. This element of meaning is rather incongruous with a perfect that has 1st person subject, for in most cases the speaker may be presumed to know in what action he has or has not engaged, and in this circumstance the Georgian perfect is difficult to distinguish from its English counterpart (e.g. გამოცხადეთ გული თქვენს და დამოკიდებულება I have heard (გა-ბ-დამოკ-ე) great praise (ქურთ) of you – folk tale).
Series III verbs

The perfect, the pluperfect and the IIIrd subjunctive constitute Series III of the verb. In Series III the version system has no relevance whatsoever, for, although version vowels are used in all these three forms for transitive and medial verbs, they are obligatory and thus have no ‘versional’ meaning. Those roots that are usually accompanied by a preverb in the future sub-series and Series II are hardly ever found without them in Series III. The main problem with Series III is that transitive and medial verbs once again change the cases of their subjects and objects and consequently their subject and object marking patterns of agreement.

The subject for transitive and medial verbs throughout Series III stands in the dative case, whilst the object (if there is one) goes into the nominative. The dative nominal is signalled in the verb by means of the object agreement affixes. In the perfect these affixes are then combined (without exception) with the appropriate objective version vowel. Apart from verbs with the thematic suffixes -am and -av, the suffixes agreeing with the nominative nominal are preceded by the vowel -i-; a 3rd person nominal (singular or plural, which may not impose its plurality on the verb, being a direct object) is marked by -a, whilst the appropriate form of the verb to be marks a 1st or 2nd person nominative nominal. An indirect object can no longer be left in the dative, since this would involve agreement with the verb, and there is already a dative nominal (the subject) requiring this type of agreement. And so any indirect object is made dependent on the postposition -Tvis for, which governs the genitive case, e.g.:

The pupil (klivle) apparently gave has given an apple to the teacher

To demonstrate the lack of meaningful version within the verb in Series III let us take the (1) neutral, (2) subjective, (3) objective and (4) locative versional future indicative of the verb write, to which may be added (5) the form with indirect object not marked by version, and see how these oppositions are neutralised in Series III (specifically in the perfect):

1 ქალა ორ-ჯო-მ-ჯო-მ ქალა The woman will write a letter → ქალა ორ-ჯო-მ-ჯო-მ ქალა The woman apparently wrote a letter
2 ქართულ და სოხუმში ორ-ჯო-მ-ჯო-მ კართული გულში A Georgian will write this word on the plank (დოლგორუხ) of his (own) heart → ქართულ და სოხუმში ორ-ჯო-მ-ჯო-მ კართული გულში The Georgian apparently wrote this word on his (own) heart
3 ზაზა ორ-ჯო-მ-ჯო-მ ზაზა Zaza will write a letter for me → ზაზა ორ-ჯო-მ-ჯო-მ ზაზა Zaza apparently wrote a letter for me
The general conjugational pattern for perfect transitive verbs may be illustrated with the verb (გა-)ა-ტეტრ-ებ you (will) whiten X:

- გა-მ-ი-ტეტრ-ებ-ი-ა  I apparently whitened X (sing./pl.)
- გა-გ-ი-ტეტრ-ებ-ი-ა  you . . .
- გა-უ-ტეტრ-ებ-ი-ა  X . . . . Y
- გა-გვ-ი-ტეტრ-ებ-ი-ა  we . . .
- გა-გ-ი-ტეტრ-ებ-ი-ა-ტ  you (pl.) . .
- გა-უ-ტეტრ-ებ-ი-ა-ტ  they . .

Different combinations of subject and object produce agreement patterns of the type:

- გა-მ-ი-ტეტრ-ებ-ი-ჰარ  I apparently whitened you
- გა-გ-ი-ტეტრ-ებ-ი-ვარ  you apparently whitened me
- გა-ვ-უ-ტეტრ-ებ-ი-ვარ  X (sing./pl.) apparently whitened me
- გა-ვ-უ-ტეტრ-ებ-ი-ვარ-ტ  X (sing./pl.) apparently whitened us
- გა-გ-ი-ტეტრ-ებ-ი-ვარ-ტ  you (pl.) apparently whitened me/
  you apparently whitened us/
  you (pl.) apparently whitened us

The details of the formation of the perfect are outlined below for each type of verb.

**Root verbs**

The above elements are attached to the form the root takes in the present indicative (i.e. there will never be a change of root vowel -ე- to -ი-), e.g.:

- გა-უ-ტერგებ  X apparently cleaned Y (sing./pl.)

**Thematic suffix -eb**

It is necessary to distinguish between roots containing a vowel and those without. The former attach the relevant elements around the root plus thematic suffix, the latter do not employ the thematic suffix in the perfect, e.g.:

- გა-ტანიბ  X apparently did/made Y (sing./pl.)
- გა-გვა  X apparently opened Y (sing./pl.)
A peculiarity must be noted in the case of the pairs (ga-)a-jin-eb-s X puts (will put) Y to sleep, (da-)a-jin-eb-s X goes (will go) to sleep (= puts (will put) himself to sleep) and (ga-)i-jin-eb-s X wakes (will wake) up, where each pair should produce identical perfects: ga-a-jin-i-a and ga-i-jin-i-a. In fact, these forms exist only in the meanings X apparently put Y to sleep and X apparently woke Y up respectively. The perfects for these roots in subjective version (sc. as they would be in Series I and II) are respectively: ga-g-i-jin-i-a and ga-g-i-jin-i-a.

**Thematic suffix -i**

The relevant elements wrap around the root as it exists in Series I (i.e. without any of the extensions found in Series II) minus the thematic suffix, e.g.:

\[ga-a-\text{gj}i-a\] X apparently unfurled Y (sing./pl.)

**Thematic suffix -ob**

The relevant elements wrap around the root minus the thematic suffix. There are none of the vocal root extensions that characterise some of these verbs in parts of the aorist indicative, but some of these verbs have a root-final -q-, which disappears before any following σ-vowel. Since there is no such vowel in the perfect, such verbs restore this -q- in the place it occupies when it is similarly restored in the aorist indicative (i.e. at the end of the root or preceding any root-final -h), e.g.:

\[ga-a-\text{q}i-a\] X apparently heated Y (sing./pl.)
\[ga-a-\text{q}h\text{i}i-a\] X apparently baked Y (sing./pl.)
\[ga-a-\text{q}h\text{v}i-a\] X apparently intoxicated Y (sing./pl.)

Note: the expanded form of the root -q- as in (ga-)a-q-ofb you (will) introduce X to Y, in the perfect is ga-a-q-ofb.

The verb (ga-)q-oP you (will) divide X also drops its thematic suffix in the perfect and restores the -q- to its root (recall you divided X = ga-qav-i):

\[ga-a-qvi-a\] X apparently divided Y (sing./pl.)

The verb give forms its Series III on the basis of its root in the future sub-series, which again loses the thematic suffix found there (= -g), e.g.:

\[ga-a-qvi-a\] X apparently gave Y (sing./pl.) thither
\[ga-a-qvi-a\] X apparently gave Y (sing./pl.) thither
\[ga-a-qvi-a\] I apparently gave Y (sing./pl.) thither
\[ga-a-qvi-a\] I apparently gave Y (sing./pl.) thither
\[ga-a-qvi-a\] they apparently gave Y (sing./pl.) thither
\[ga-a-qvi-a\] you (pl.) apparently gave Y (sing./pl.) thither
**Thematic suffixes -av and -am**

Verbs in these two sub-types retain their thematic suffixes in full, do not make use of the post-radical perfect marker -i- and mark the 3rd person nominative nominal on the verb with the suffix -s (not -a), e.g.:

\[ \text{mo-m-i-kl-av-s} \quad I \text{ apparently killed } X \text{ (sing./pl.)} \]
\[ \text{mo-g-i-kl-av-s} \quad \text{you} \ldots \]
\[ \text{mo-u-kl-av-s} \quad X \ldots \ldots Y \text{ (sing./pl.)} \]
\[ \text{mo-gv-i-kl-av-s} \quad \text{we} \ldots \]
\[ \text{mo-g-i-kl-av-T} \quad \text{you} \text{ (pl.)} \ldots \]
\[ \text{mo-u-kl-av-T} \quad X \ldots \ldots Y \text{ (sing./pl.)} \]

Compare: \[ \text{mo-v-u-kl-av-var} \quad X \text{ apparently killed me} \]
\[ \text{mo-m-i-kl-av-Har} \quad I \text{ apparently killed you} \]
\[ \text{mo-u-kl-av-Har-T} \quad X \text{ (sing./pl.) apparently killed you (pl.):} \]

\[ \text{da-m-i-sv-am-s} \quad I \text{ apparently seated } X \text{ (sing. only)} \]
\[ \text{da-g-i-sv-am-s} \quad \text{you} \ldots \]
\[ \text{da-u-sv-am-s} \quad X \ldots \ldots Y \text{ (sing.)} \]
\[ \text{da-gv-i-sv-am-s} \quad \text{we} \ldots \]
\[ \text{da-g-i-sv-am-T} \quad \text{you} \text{ (pl.)} \ldots \]
\[ \text{da-u-sv-am-T} \quad they \ldots \]

Compare: \[ \text{da-gv-i-sH-am-Har-T} \quad [\text{sic}] \text{ we apparently seated you (pl.); da-} \]
\[ \text{gv-i-sH-am-var-T} \quad \text{you (pl.) apparently seated me vs } \text{ da-g-i-sH-am-var-T} \quad [\text{sic}] \text{ you } \text{ (pl.) apparently seated us} \]

In the spoken language one does often hear the perfect of verbs in -av/-am formed according to the more general pattern given above (e.g. \[ \text{Hed-av-s} \quad X \text{ sees } Y \text{ (sing.), etc.)}; indeed, for some speakers these are the preferred or only acceptable forms.

We saw above that the verb give uses its future sub-series root as the basis for its Series III forms, and other roots that have suppletive pairs between present and future sub-series and that have a transitive form in the future equally base their Series III forms on the future base, thus:

<table>
<thead>
<tr>
<th>Future</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ \text{mo-a-Kv-s} \quad X \text{ brings} (inanimate) } Y ]</td>
<td>[ \text{mo-i-tan-s} \quad \rightarrow \text{ mo-u-tan-i-a} ]</td>
</tr>
<tr>
<td>[ \text{mo-h-qav-s} \quad X \text{ brings} (animate) } Y ]</td>
<td>[ \text{mo-i-qvan-s} \quad \rightarrow \text{ mo-u-qvan-i-a} ]</td>
</tr>
</tbody>
</table>

---

256

Georgian: A Learner’s Grammar
In the case of the verb say the Series III root is identical to the one employed in Series II (e.g. əm-əb-ə. X says (Y) → future əm-əb-ə → aorist əm-əb-ə → perfect əm-əb-ə, which also serves as the perfect to əm-əb-ə X says Y to Z, for the indirect object is simply made dependent on əm-əb-ə for).

One feature of the syntax of Series III transitives is that the paraphrasing explained in the grammar section of Lesson 6 is no longer necessary. The seven examples given there go into the perfect with unaltered 1st or 2nd person direct objects, thus:

XemTvis mo-u-C-i-Har
Xem (sing./pl.) apparently gave you to me

XemTvis mo-u-C-i-Har-T
Xem (sing./pl.) apparently gave you (pl.) to us

XemTvis mo-u-C-i-Har
Xem (sing./pl.) apparently gave me to Y

XemTvis mo-u-C-i-Har-T?
To whom have you (pl.) entrusted us (or me)/To whom have you entrusted us?

SenTvis mo-v-u-bar-eb-i-var?
Has/Have X (sing./pl.) entrusted me to you?

XemTvis mo-g-i-bar-eb-i-a-T?
Have you (pl.) entrusted X (sing./pl.) to me?

XemTvis mo-g-i-bar-eb-i-a-T?
Xem (sing./pl.) apparently entrusted you to Y

The perfect of medial verbs, regardless of which thematic suffix they take in the present or future sub-series, is formed by placing the regular combinations of markers around the root, without preverb of course. If there is a difference of structure within the root as between the present and future sub-series, the future form usually appears in Series III. A peculiarity is that most medials seem to allow an entirely optional -n- to stand immediately after the root in any of their Series III forms, though this element will not appear if the root ends in -n, e.g.:

<table>
<thead>
<tr>
<th>Future</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>əm-əb-ə</td>
<td>əm-əb-ə</td>
</tr>
<tr>
<td>əm-əb-ə</td>
<td>əm-əb-ə</td>
</tr>
<tr>
<td>əm-əb-ə</td>
<td>əm-əb-ə</td>
</tr>
<tr>
<td>əm-əb-ə</td>
<td>əm-əb-ə</td>
</tr>
<tr>
<td>əm-əb-ə</td>
<td>əm-əb-ə</td>
</tr>
<tr>
<td>əm-əb-ə</td>
<td>əm-əb-ə</td>
</tr>
<tr>
<td>əm-əb-ə</td>
<td>əm-əb-ə</td>
</tr>
</tbody>
</table>
Some transitive verbs in -eb, namely those that do not take a version vowel in Series I and II and which do not use -d- to form their intransitive counterparts, vary in the formation of their perfects. Though today they are tending to become regularised (e.g. da-u-bad-eb-i-a X apparently gave birth to Y, mo-u-taC-eb-i-a X apparently snatched Y, da-u-patiZ-eb-i-a X apparently invited Y), one also finds older forms that parallel the medial formation (e.g. da-u-bad-i-a, mo-u-taC-(n-)i-a, da-u-patiZ-n-i-a).

This section closes with the perfects of the verbs given in Lesson 11:

<table>
<thead>
<tr>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>X reads X/enquires → (ca-)u-kiTH-av-s</td>
</tr>
<tr>
<td>X buys Y → u-qid-i-a</td>
</tr>
<tr>
<td>X borrows Y → u-sesH-(n-)i-a</td>
</tr>
<tr>
<td>X asks for Y → u-THov-(n-)i-a</td>
</tr>
<tr>
<td>X acquires/finds Y (intentionally) → u-Sov-(n-)i-a</td>
</tr>
<tr>
<td>X acquires/finds Y (accidentally) → u-pov-(n-)i-a</td>
</tr>
<tr>
<td>X increases/gets larger → u-mat-(n-)i-a</td>
</tr>
</tbody>
</table>

Note that the form u-mat-eb-i-a exists but only as the perfect to the present/future indicative i-maT-eb-s meaning X increases/will increase his own Y. Note also that with reference to gaining weight the non-present sub-series forms are: Kali mo-i- mat-eb-s/Kalma mo-i- mat-a/Kals mo-u- mat-(n-)i-a the woman will/did/apparently put on weight.

Note that the form X reduces/gets smaller → perfect (qa-)u-kl-(?n-)i-a
With reference to losing weight, outside the present sub-series we have ქერჩმის ჰაბიტუალური გზით შეიძლება გამოთქვათ თქვენი მასას მცირე ამ ხუთ თვის შემთხვევაში.

The transitive perfect of ყოლი = არ ორძო.

How to say X did not [verb]

It may seem odd that we have not yet encountered any Georgian equivalents to English sentences in which a verb in the simple past (aorist), especially of a transitive or medial, is negated, for the aorist indicative was introduced in Lesson 8. The reason for this omission is that the association of the simple negative არ with the aorist indicative (especially of a transitive or medial) in Georgian does not merely negate the past verbal action; it carries the extra information that the subject did not wish or refused to carry out the verbal action. The Georgian way of simply negating a past activity (especially for transitive and medial verbs) is to use არ with the perfect. Such combinations are thus translatable into English both as X did not [verb] and as X has not [verb]ed. When the perfect is negated, there is not necessarily any notion of apparently associated with it, though, of course, if the context demands it, the nuance may be there. Look at these examples of both negated aorists and perfects:

Did they bring/have they brought [aorist] the book?
No, they didn’t bring/haven’t brought [perfect] it
(არ გადაღეს [aorist] გამოთქვათ ჰესი [perfect])

The teacher didn’t return/hasn’t returned the sweets to me
(არა ნათხდა [aorist] არა გამოთქვათ [perfect])

* Compare ჰაბიტუალური გზით შეიძლება გამოთქვათ თქვენი მასას მცირე ამ ხუთ თვის შემთხვევაში.

X (has) apparently looked after Y (= -თური), ჰაბიტუალური გზით შეიძლება გამოთქვათ თქვენი მასას მცირე ამ ხუთ თვის შემთხვევაში.

The transitive perfect of ყოლი = არ ორძო.
Did you lend/have you lent Zaza the money? No, I didn’t lend/haven’t lent him the money*

* Compare ara, დაუბრუნებს არ გაუმართა, სანაცვლო დღეს როგორც დახვდა, თუ დედა გური არ დაუბრუნება ჩემს ხორცს. No, I declined to lend him the money, because he has not yet returned to me the money I lent him last time.

Three colloquial uses for the perfect

The simplest translation of congratulations! is მომილოცავ-ს/მოგვილოცავ-ს, depending respectively on whether the full expression would be I offer my congratulations or we offer our congratulations. The forms are the perfect of the verb congratulate with respectively 1st person singular and 1st person plural subject. If one needs to express the thing occasioning the congratulations, it just goes into the nominative as direct object (e.g. მომილოცავ-ს/მოგვილოცავ-ს დაამატებს ღირებულ წუღა/ხალხურ უნივერსიტეტში. Congratulations on your birthday/the New Year/getting into (უნივერსიტეტში) university). A less colloquial, more direct equivalent to the English would be to use the present indicative in objective version, now of course with dative direct object (e.g. გვილოცავ(-თ) დაამატებს ღირებულ წუღა/ხალხურ უნივერსიტეტში).

The translation equivalent of Can you imagine it?!/Would you credit it?! is to use the perfect of the verb imagine with 2nd person subject (შემოწმის). For example:

გუბრებს არ შეუწონა შექმნილი ბოლოში – შემოწმისთქმათათ?!
The peasant (გუბრე) refused to accept (შემოწმის) the mayor’s (ბოლო) apology – can you imagine it?!

In place of the future or aorist indicatives in an if-clause the perfect may be used if a threat is involved. The Georgian folk tale ‘Lazybones’ contains a good example. The initial threat includes the perfect, whereas, when the Lazybones tells his wife what was said to him, he uses the future indicative, e.g.:

თუ არ ამაყოფოთ არ შეგადგინოთ ვეღარა – სოჭი განლოცავთ?
If you haven’t reaped that field (გადგი) by evening, I’ll put you to shame (ლოცო: გააფოთ თქვენი თავი)

თუ არ ამაყოფოთ არ ამაყოფოთ ვეღარა – სოჭი განლოცავთ?
If you don’t reap this field by evening, I’ll put you to shame

Such examples often contain the negative and are translatable into English by means of the perfect too, but the negative is not obligatory in Georgian, as in the following example, where English cannot use its perfect:

თუ დამაყოფოთ გამაყოფოთ გამაყოფოთ ვეღარა არ გამაყოფოთ გამაყოფოთ?
If you move (თქვა) a hand, I’ll finish (თქვა) you right (-ვო, here
The construction of sentences containing although/ even if

These two types of concessional clauses are formed in Georgian by using either თუმცა at the start of a clause containing the relevant non-subjunctive form of the verb, or თუნდაც (also თუნდა or თუნდ) with either the present subjunctive, if reference is to an ongoing present activity, or aorist subjunctive, if reference is to one that may occur in the future. The main clause often contains either სტილ or სტუმბართმა ბუთ სტილ. Study these examples:

თუმცა თქვენ არ გაადართა, მათგან დაუშვათ გულისხმობა.

*Although you will spend (გა-)*-a-T(-)ev) the night here, I am still afraid of robbers

თუმცა თქვენ მოუსმენს სხვადასხვა ადგილებში, მათგან მხოლოდ თუ არ ქალი.

*Although you would return this valuable (დეგრადა) book to me tomorrow, I still prefer you not to take it home*

თუნდაც ამბობ შემთხვევა, საბრძოლო არც გამო.

*Although the weather is wonderful (შექმნილი), I am not in a good mood (საბრძოლო)*

თუნდაც საქმია მეტროდული არ ბრძოლა, მისცეს ყო ღმერთის პროცესში მოქმედ.

*Although Zaza apparently didn’t see the murderer, I want him to attend the trial (ჰომარა-ლი) as a witness (მოქმე)*

თუნდაც ლიხბენ, ამბობ შემთხვევა გამოცდილობა.

*Even if it were raining, I would still be glad (შმართული)*

თუნდაც გულისხმობა, მათგან გულისხმობა.

*Even if you should take offence (უ-უფი-ი-კატ-კე-ტო), I shall still tell you*

An alternative to თუმცა is the expression მიუჰედავეთ იმისა, რომ(ი) . . . , which is literally despite that (ფაქტ), that . . . For the first example given above, this would produce: მოქმედებიდან იმისა, რომ(ი) თქვენ არ გაადართა, მათგან დაუშვათ გულისხმობა.

Expressions like X is so [adjective] that [clause]

Such expressions of result are very easy to put into Georgian. The result clause is introduced by რომ(ი) that and contains the appropriate non-subjunctive form of the verb, while the adjective in the main clause is accompanied by სო so, e.g.:

− იმისა სო ღირსის, რომ(ი) ლეგო სოფლეხი.

*That child is so fat (მოქმედლი) that it walks (ლოგო-მო/ლოგო-თ) with difficulty (ლოგო)*

− რომ(ი) ღირსი გადარეგული უხი, რომ(ი) ლეგო და ლოგო.

*The horse was so exhausted (გადარეგულებული) that it fell down and died*
Following .plus adjective or adverb the construction is the same as for the expression of purpose. We have already dealt with purpose clauses relating to the future in Lesson 14, where  is mostly used with the aorist subjunctive. And so we have the examples:

Following  is too pretty for me to drown it

That woman speaks/too quickly for anyone to understand her

For past clauses of purpose (and past expressions of this type) see Lesson 16. Result clauses may also be introduced by such (a), so much and so large (a), e.g.:

There are such wolves and jackals there that they will devour you

I have so much work that I need 25 hours in the day

At Christmas time we bought such a large turkey that it lasted until the New Year

Negatives

We have now discussed all three negative adverbs , , and . From each of these we can build:

1. the negative pronouns: , , , , all of which change case in the same way as with , and , with the sole exception of .
2. the negative adjectives: , , , .
3. the negative adverbs of time: , , , .
4. the negative adverbs of place: , , nowhere;
5 the negative adverbs of manner: არსაფით, ვერსაფით, ნურსაფით no way.

In addition we have: არა, ვერა, ნურა no longer, from which are derived არაფით, ვერაფით, ნურაფით no longer anyone and არაფით[გ], ვერაფით[გ], ნურაფით[გ] no longer anything. Each derivative will be used in circumstances when it is appropriate to use the base from which it is derived, as explained earlier. Georgian quite likes to pile up its negatives, so that the simple negative is likely to be used in conjunction with its derivative (other than with არა, ვერა, ნურა), e.g.:

- არაფით გასაყვანილი! Don’t do it again!
- ვერაფით მოქანდაკე I have seen no one
- ნურაფით მოქანდაკე I shall give you nothing
- არაფითი (არ) მოქანდაკე თქვენი შესახებ
- ვერაფითი (ვერ) მოქანდაკე თქვენი შესახებ
- ნურაფითი (ნუ) მოქანდაკე თქვენი შესახებ

Note also the three variants არ ... არ, ვერ ... ვერ, ნურ ... ნურ neither ... nor, as in ვერა დაგვარჯობათ ვერ დაასხეგულებთ They could neither stand up nor sit down.

Dialogue 3

A foreigner and a young historian (ისტორიკოსი) discuss the Second World War

ჯოხოლი: მმართველი, რომელმაც შეიძლებათ ახალი წელიწადი —
= რამდენს (= მეტს) როგორ იცნობთ?”

ისტორიკოსი: დღეს სამუშაო დღე.

ჯოხოლი: სანამ რომ დღესთან ახლოს იყოს, რამდენიც მკლავარი უნდა აქვით:

- არაფით მიყავთ თქვენი შეხედულება
- ვერაფით მიყავთ თქვენი შეხედულება

ჯოხოლი: როთ ითქვებით, რამდენადაც ნიშის წყალი აქვს, ეს რომელმაც გამოჩნდა სამუშაოდ. რომელმაც დღე უნდა შეიქმნოს სამუშაოდ, რომელმაც სწრაფი და არამართლი პრეზიდენტთის როლს არ გეგმავთ.

ისტორიკოსი: ხუში წლის-წლის დროში გამოჩანა რომელმაც თანამშრომელთა შეთანხმების ტომში მცირედ (ჰაა მომენტს შექმული, საგარეჯო, აფშრობი, ხმები, სხვა, ე.თ.), რათა თქვენი გამოყენება არ ჰქონდა იმ-იმა პირობა, სადაც
- თანამშრომლები გული თავზე ყეჩქერით უწყობდნენ სულ ისეთი რომ წყობი.
უხსენელად: ორიგინალურობა საქართველოში რომის გურია, აღ უფრო დიდი გამორჩეული, რომ(ქ) სეკრეტური ქართული ფუნქცია. თუ როგორ თანხამდებოდეს სულმა აღნიშვნის თანხებს?

ისტორიულები: საბჭოთა ისტორიორებების მიერ დღესთან ვითარდა რომი უფალში(თუ), შეიძლება არის სოციალური, კარგ უკან აქტიურია იმ მექანიზმების სთავაზობა, როგორც გენდერულებას პროფესიულად კი ეკოლოგიურად სულიცხვა. გერმანელადებ მოქალაქეებმა მოქალაქეების დამხმარებლობა, მაკარმა ტომარებმა გაფართოათა თეთრი ჰომიურები, განსხვავების შემდეგ მოქალაქეების სამოქალაქო უფლება გაცვალა, გადამწყვეტი მოქალაქე და წინამძღვრების საბჭოთა ხელმ. შემდეგ თუმცა ისი ფენამდე თითო მონაპატი, რომ(ქ) შიგნული იყოს უფალში(თუ) (= გამოყენებამდე)

უხსენელად: და პოლიტიკურია თანხმობის სავარაუდობა გამარაგე არ გამომდინარე გრძელმართ?

ისტორიულები: მთავარებმა კი არა, ქართული პრეტენზიების გუარდებმა სოციალურ და საბჭოთა ხელმძღღვრების გატანილმა სადარბაზო პრეტენზიები, როგორც 19-ე საუკუნეში აღ მოქალაქეთის დამახასიათებლად.

Vocabulary

<table>
<thead>
<tr>
<th>ა-ჸოხ-ი (ჰა-მ)</th>
<th>ქ-ჸჟო-ბი (ზგ)</th>
<th>გაჟიო-ბი (ნ-ქბ)</th>
<th>საქირ (საქირი)</th>
<th>ჰი (ჰ)</th>
<th>დარგ</th>
<th>მხრიდაჭმერი</th>
<th>ტროქვ (ტროქ)</th>
<th>ცოკო-გო</th>
<th>ზაქქი-თან</th>
<th>ყუო</th>
<th>უდესტმ</th>
</tr>
</thead>
<tbody>
<tr>
<td>you publish X</td>
<td>you (will) touch X</td>
<td>you mean X</td>
<td>you cause X</td>
<td>you avoid X</td>
<td>field, subject</td>
<td>researcher</td>
<td>in their number</td>
<td>Abkhazian (person)</td>
<td>you (will) suffer (X)</td>
<td>you discuss</td>
<td>very great</td>
</tr>
<tr>
<td>theme, subject</td>
<td>Great Patriotic</td>
<td>War</td>
<td>chaos</td>
<td>union</td>
<td>tenth</td>
<td>Svan (person)</td>
<td>Armenian (person)</td>
<td>you mourn (X)</td>
<td>member</td>
<td>you put X out of your mind</td>
<td></td>
</tr>
<tr>
<td>Great Patriotic</td>
<td>War</td>
<td>West</td>
<td>union</td>
<td>very great</td>
<td>you avoid X</td>
<td>brilliant</td>
<td>Abkhazian (person)</td>
<td>Armenian (person)</td>
<td>you suffer (X)</td>
<td>you discuss</td>
<td>you put X out of your mind</td>
</tr>
<tr>
<td>theme, subject</td>
<td>War</td>
<td>West</td>
<td>union</td>
<td>very great</td>
<td>you avoid X</td>
<td>brilliant</td>
<td>Abkhazian (person)</td>
<td>Armenian (person)</td>
<td>you suffer (X)</td>
<td>you discuss</td>
<td>you put X out of your mind</td>
</tr>
<tr>
<td>Great Patriotic</td>
<td>War</td>
<td>West</td>
<td>union</td>
<td>very great</td>
<td>you avoid X</td>
<td>brilliant</td>
<td>Abkhazian (person)</td>
<td>Armenian (person)</td>
<td>you suffer (X)</td>
<td>you discuss</td>
<td>you put X out of your mind</td>
</tr>
</tbody>
</table>
Lesson 15  

<table>
<thead>
<tr>
<th>ლექსი</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>exvi</td>
<td>doubt comes (will come) upon you</td>
</tr>
<tr>
<td>erb-a</td>
<td>view</td>
</tr>
<tr>
<td>correctness</td>
<td>you frighten X</td>
</tr>
<tr>
<td>East</td>
<td>surrender</td>
</tr>
<tr>
<td>depressed</td>
<td>depression</td>
</tr>
<tr>
<td>you overcome X</td>
<td>industry</td>
</tr>
<tr>
<td>heavy</td>
<td>beyond (+ gen.)</td>
</tr>
<tr>
<td>you use X</td>
<td>you encourage X</td>
</tr>
<tr>
<td>directing</td>
<td>globe</td>
</tr>
<tr>
<td>expanse, space</td>
<td>huge</td>
</tr>
<tr>
<td>heroism</td>
<td>glorious</td>
</tr>
<tr>
<td>century</td>
<td>you defeat X</td>
</tr>
<tr>
<td>you (will) bring X to their knees</td>
<td>factor</td>
</tr>
</tbody>
</table>

Proverb

Working badly is preferable to existing badly

VOCABULARY

<table>
<thead>
<tr>
<th>ლექსი</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>being, existence</td>
</tr>
<tr>
<td>working</td>
<td>X is (will be) better than Y (= dat.)</td>
</tr>
</tbody>
</table>

Verse

‘Ushba’

Though not the highest, this is certainly the most visually impressive of Svanetia’s mighty peaks, towering, as it does, above the village of Becho
VOCABULARY

| (g-)i-vl-i | you traverse X |
| borb[aba] | wheel |
| koSki | tower |
| CHeni | horse |
| mo-Kr-i | you rush hither |
| mere | then |
| (oblique) | those (oblique) |
| mHed[aba] | rider |
| (mo-)kl-av | you kill X |
| (a-)a-P(-)en | you make X fly up |
| oKrosPeri | gold-coloured |
| qov[ea]li | each (one) |
| tanJva | torment |
| aravin | no one |
| path (from path) | rock |
| today | you move on |
| more | step by step |
| pick(axe) | permanently |
| wave | white |
| cloud, sponge | you charm X |
| as, like | vision |
| nowhere | it appears |

(Nia Abesadze)
Exercises

1 Write out the conjugation in the perfect for: I (etc.) have opened X, I (etc.) have heated X, I (etc.) have drunk X, I (etc.) have seen X, I (etc.) have played X, X has seen me (etc.).

2 Fill in the gaps and translate:
   (a)  I opened X,
   (b)  I heated X,
   (c)  I drank X,
   (d)  I saw X,
   (e)  X played me (etc.).

3 Transpose the following sentences with present indicative verb forms into their equivalents with perfect forms:
   (a)  I am here.
   (b)  I am from here.
   (c)  I am to here.
   (d)  I am here.
   (e)  I am here.
   (f)  I am here.
   (g)  I am here.
   (h)  I am here.

4 Transpose the following sentences with perfect verb forms into their equivalents with aorist indicative forms:
   (a)  He is there.
   (b)  He is from there.
   (c)  He is to there.
   (d)  He is there.
   (e)  He is there.
   (f)  He is there.
   (g)  He is there.
   (h)  He is there.

5 Wrap the appropriate agreement markers around the verbs:
   (a)  I am there.
   (b)  I am from there.
   (c)  I am to there.
   (d)  I am there.
   (e)  I am there.
   (f)  I am there.
   (g)  I am there.
   (h)  I am there.
6 Fill in the gaps with an appropriate negative particle:

(a) – ქვერი – ქვერიოლუ
(b) ხმა — ირხა!
(c) გახარჯობს კატალ — ქულუქუბუ
(d) ზა — ჩადებით!
(e) — ლეხ — ქუბა — ჰერიჯობი
(f) — ლეხ — ტუნი — ჰომაგალ
(g) — ხვდ — ფრუშედო!
(h) — ლეხ — გვალეგოჭენტოსთა!

7 Translate into English:

(a) სახარჯალუხლო ღია იმ ისე გაიჭის, ისე რომ ქართული არ გამწერდათ? რადგან შეყოფთა?
(b) ამით, როგორ თქვენ დაუშვეთ გულით სხოსიატურად რომ ვეღარად გახახით — რომ არც? გულით რომ გვირგვინი, მესახედ სხოსიატურად არაერთა (ი) მოდელის თუ?
(c) თუმცა გულით გულილუხლო დიდებით გაქინდა კოლონიზაციას, არც გულით (არ) გამჭირული მოხერხდა — გარდაათავებათ?!
(d) ისე გამჭირული როგორ შოვებს ლაქ კნო, როგორ (მ) მოსა შქაში?
(e) თუმცა (ი) ქართული არ ლაქინებით გაუშვი, საკათრემლო მოსა არ მნახა
(f) სწორად მუშაობა არ დაუშვილამჭისკითხს, ამით როგორ შქაშილია გულით?
(g) თუმცა ქართული, როგორ (არ) არ გამჭირული არ გახახით, არც არაგარი რომ ითხოვ
(h) თუმცა არც შეთა, როგორ (დ) შეხსენ არსოდენ არ გამჭირული სურვილი „გახახით“. საკათრემლო უკან შოთა მშობელ

8 Translate into Georgian:

(a) The foreigners so abused us that we refused to accept their apology.
(b) They apparently dined without pouring any wine – just imagine!
(c) Although he is so fat, the lad still apparently ran up the stairs.
(d) To tell you the truth, I no longer recall it, but they tell me that the artist showed me his paintings.
(e) When I attended the exhibition, I couldn’t buy anything, as I didn’t have any money with me.
(f) I brought you the book last week, didn’t I? So explain to me, why haven’t you read it yet?
(g) Because the foreigners apparently didn’t fight well in the war, they lost.
(h) Because they didn’t win, they burst into tears and returned home.
Lesson 16

In this lesson you will learn about:

- The formation and meaning of the pluperfect for transitive and medial verbs
- Expressing the idea *X should have [verb]ed*
- Expressing a purpose relating to the past
- Expressing conditions of the type *If X had [verb]ed*
- Examples of word formation

Dialogue 1

A foreign student asks his Georgian teacher about the meaning of the phrase "ukeTesad unda mescavla Xemi zmnuri Pormebi"

ჯერჯერობა: ჯავახისთან დაფიქრობდი. ეს რიტორული ნება, რომ კითხეთ შეთანხმება ფორმებზე?
მამიუთში: მართავათ, როც(ი) კიდევ უფრო თავისუფალი არ იყოს?
ჯერჯერობა: რისგან არა?
მამიუთში: ამას კი უფრო უფრო უფრო ჰქონდა და ან გამოყენებული იყო ტექტონულად, როგორც მასშითული აღორძენით?
ჯერჯერობა: ამ ოთხით ხშირად, როც(ი) გამოწერილი ქვავით შესთანხმება სამთავრობო, მაგრამ ყოფილა ყოფილი ქუხის შესთანხმება და ფორმული ქუხით ერთი სწორედ.
მამიუთში: და გადაწყენების საერთაშორისო ფორმები, როც(ი) უფრო მახასიათებელი შეთანხმება.
ჯერჯერობა: ამიტომ მალევა ქოლომეტრებს, მაგრამ მას არ გამოიყენებათ რიგში რთულად.
mascavlebeli: am Tavis saTauri pirdapir ar geHebaT TKven – ubralod am cignis nebismier mkiTHvels aKa(mo)kmod ro(m) ukeTesad escavla zmnuri Pormebi (kerjod namqo jiriTadisa/cqvetilisa), masin mas uPro advilad Seejleboda gaego da gaePormebina meore TurmeobiTi. kemi, jegi Tormeti saaTia!

uCHoeli: mere ra? ra gindodaT gagekeTebinaT?

mascavlebeli: mindoda cameqvaneT kino-studiaSi, ro(m) meXvenebina TKvenTvis kidev ori jveli KarTuli Pilmi. Cota uPro adre ro(m) dagvemTavrebina dGevandeli gakveTili, avtobusiT cavidodiT, magram dro aGar(a) gvaKvs, da unda cavideT taKsiT.

uCHoeli: maGvijara saaTi unda dageqenebinaT, raTa Tavi dagveGcia am uHerHulobisTvis – studiaSi Hom gvelian (/gvelodebian) TKveni megobrebi?

mascavlebeli: nu geSiniaT! es saKarTveloa, sadaC aravin araPers ar ascrcs droze.

uHCoeli: ingliselebs ro(m) saKarTvelo daepqroT adrindel saukuneebSi rusebis naCvlad, eg nakli dGes albaT ar dagaHasiaTebdaT!

Vocabulary

<table>
<thead>
<tr>
<th>წმნიტოება</th>
<th>გამოცდილი</th>
<th>პარამეტრი</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal</td>
<td>ის ამოფართოება</td>
<td>განეკუთვნება</td>
</tr>
<tr>
<td>Caucasian</td>
<td>ქართული</td>
<td>形式 (thing)</td>
</tr>
<tr>
<td>exaggeration</td>
<td>აღიარების</td>
<td>compliment</td>
</tr>
<tr>
<td>title</td>
<td>შესახებ</td>
<td>reader</td>
</tr>
<tr>
<td>hitherto</td>
<td>შესაფრთხო</td>
<td>in particular</td>
</tr>
<tr>
<td>aorist indicative</td>
<td>მუშაობათა</td>
<td>perfect</td>
</tr>
<tr>
<td>you form X</td>
<td>თქვენ X-ის</td>
<td>(film) studio</td>
</tr>
<tr>
<td>film</td>
<td>ფილმი</td>
<td>alarm clock</td>
</tr>
<tr>
<td>you set X</td>
<td>თქვენ X-ის</td>
<td>embarrassment</td>
</tr>
<tr>
<td>you (will) wait</td>
<td>თქვენ X-ის</td>
<td>early (adj.)</td>
</tr>
<tr>
<td>for X</td>
<td>თქვენ X-ის</td>
<td>(form)</td>
</tr>
<tr>
<td>defect</td>
<td>ბევრად</td>
<td>in place of</td>
</tr>
<tr>
<td>you characterise Y</td>
<td>თქვენ Y-ის</td>
<td>(+ gen.)</td>
</tr>
</tbody>
</table>
Dialogue 2

An impertinent child and his exasperated mother have an argument

Mother: A child who is impertinent is a difficult child. You know why I get angry?,”

Child: Don’t you think my grandmother is tired of trying to stop you? Don’t you believe I can get tired of you?

Mother: Yes, I get tired of you! Do you think I am your grandmother? I think your grandmother is tired of you.

Child: Don’t you think my grandmother is tired of you being insolent? And how is it that you don’t believe your grandmother is tired of you?

Mother: Your grandmother is tired of you being insolent. Your grandmother is tired of you being insolent because you are insolent. Do you think your grandmother is tired of putting up with you?

Child: Yes, it’s true. I have been troublesome. But you thought I was troublesome, didn’t you? You thought I was troublesome because I was troublesome. You thought I was troublesome because I was troublesome. I told you that I was troublesome.

Vocabulary

dafereb: tired

givi: you clear X away

gamoebule: refreshed by sleep

dakebo: insolent

bana: flat

mesiureba: wonderfully, well

meget: harmful

k coś-eb (-a) (-a): you exercise X

gareb: rust

gareb-eb (-a) (-a): it rusts

zangi: grandmother

gamoeba: game

gamoebuleba: refreshed

dakebo: village, country

bana: district

mesiureba: of the town (adj.)

meget: influence

k coś-eb (-a) (-a): it fastens to X

zangi-eb (-a) (-a): that’s the end of it!
Grammar

The formation and meaning of the pluperfect of transitive and medial verbs

The pluperfect is equivalent to the English *X had . . . ed*. Unlike the perfect, it carries no necessary implication of the idea *apparently*.

All transitives and medials share the following features:

(a) their subjects stand again in the dative and are thus marked in the verb by the agreement affixes that in Series I and II served to indicate a verb’s objects;

(b) standing between any agreement prefix and the root will be the vowel *-e*;

(c) any indirect object is made to depend on the postposition *-Tvis* for and stands in the genitive;

(d) unless we are dealing with a transitive verb in *-eb* that has a vowel in the root, the nominative direct object will be indicated exactly as the equivalent ergative subject is marked for the relevant verb in the aorist indicative.

It follows from this last point that any root extensions that characterise a verb in the aorist indicative either throughout the conjugation or just when the subject there is 1st or 2nd person must be repeated in the pluperfect, except that in the pluperfect they are conditioned not by the verb’s subject (as in the aorist indicative) but by the verb’s direct object, standing in the nominative. To illustrate this fundamental principle, let us take the verb *kill* and compare aorist indicative and pluperfect formations:

<table>
<thead>
<tr>
<th>Aorist indicative</th>
<th>Pluperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>შავკალი</td>
<td>შავკალი-T</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
<tr>
<td>შავკალი</td>
<td>შავკალი</td>
</tr>
</tbody>
</table>

*Note: The Georgian script is used for the verbs.*
Lesson 16

This table demonstrates how important it is to be able to form a verb’s aorist indicative without hesitation; it is advisable to revise the formation of the aorist indicative of transitive verbs before tackling the present lesson. Examples of the pluperfect follow for each type of verb.

**Root verbs**

Root verbs differ from the above illustration in carrying over into the pluperfect the weak endings from their aorist indicative. If a radical -e- changes to -i- in Series II, it does so in the pluperfect, naturally including all verbs in (-)en. Most verbs in (-)ev convert this to (-)i- and add the weak endings, apart from those few whose root ends in -m, which becomes -v in Series II and the pluperfect, to which the strong endings are suffixed, e.g.:

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>gada-m-e-rX(-)in-a</td>
<td>I had saved X (sing./pl.)</td>
</tr>
<tr>
<td>gada-g-e-rX(-)in-a</td>
<td>you ...</td>
</tr>
<tr>
<td>gada-e-rX(-)in-a</td>
<td>X ... Y (sing./pl.)</td>
</tr>
<tr>
<td>gada-gv-e-rX(-)in-a</td>
<td>we ...</td>
</tr>
<tr>
<td>gada-g-e-rX(-)in-a-T</td>
<td>you (pl.) ...</td>
</tr>
<tr>
<td>gada-e-rX(-)in-a-T</td>
<td>they ...</td>
</tr>
</tbody>
</table>

Cf. gada-m-e-rX(-)in-e I had saved you, gada-v-e-rX(-)in-e-T X (sing./pl.) had saved us, and gada-gv-e-rX(-)in-e-T we had saved you (pl.).

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ca-m-e-KC(-)i-a</td>
<td>I had made X (sing./pl.) fall</td>
</tr>
<tr>
<td>ca-g-e-KC(-)i-a</td>
<td>you ...</td>
</tr>
<tr>
<td>ca-e-KC(-)i-a</td>
<td>X ... Y (sing./pl.)</td>
</tr>
<tr>
<td>ca-gv-e-KC(-)i-a</td>
<td>we ...</td>
</tr>
<tr>
<td>ca-g-e-KC(-)i-a-T</td>
<td>you (pl.) ...</td>
</tr>
<tr>
<td>ca-e-KC(-)i-a-T</td>
<td>they ...</td>
</tr>
</tbody>
</table>

Cf. ca-m-e-KC(-)i-e I had knocked you down, ca-v-e-KC(-)i-e-T X (sing./pl.) had knocked us down, ca-g-e-KC(-)i-e-T you (pl.) had knocked me/us down/you had knocked us down.

<table>
<thead>
<tr>
<th>Verb Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ca-m-e-rTv-a</td>
<td>I had snatched X (sing./pl.)</td>
</tr>
<tr>
<td>ca-g-e-rTv-a</td>
<td>you ...</td>
</tr>
<tr>
<td>ca-e-rTv-a</td>
<td>X ... Y (sing./pl.)</td>
</tr>
<tr>
<td>ca-gv-e-rTv-a</td>
<td>we ...</td>
</tr>
<tr>
<td>ca-g-e-rTv-a-T</td>
<td>you (pl.) ...</td>
</tr>
<tr>
<td>ca-e-rTv-a-T</td>
<td>they ...</td>
</tr>
</tbody>
</table>

Cf. ca-m-e-rTv-i I had snatched you, ca-v-e-rTv-i-T X (sing./pl.) had snatched us, ca-g-e-rTv-i-T you (pl.) had snatched me/us/you had snatched us.
Note that although  you feed X to Y has the aorist indicative , the pluperfect is  you had fed X to Y (to Y = -Tvis), which presupposes a non-existent aorist indicative *; however, by using this form for the pluperfect, Georgian avoids confusion with  you had eaten X.

Thematic suffix  

Verbs of this type without a vowel in the root simply follow the root-suffixal structure of the aorist indicative, be this weak or strong. In the examples note that the verb  you (will) praise X only optionally takes the preverb Se-where one would normally expect it:

\[
\begin{align*}
(\text{Se-})m-e-K-o & \quad \text{I had praised X (sing./pl.)} \\
(\text{Se-})g-e-K-o & \quad \text{we . . .} \\
(\text{Se-})g-e-K-o & \quad \text{you . . .} \\
(\text{Se-})g-e-K-o & \quad \text{you (pl.) . . .} \\
(\text{Se-})g-e-K-o & \quad \text{you (pl.) . . .} \\
(\text{Se-})e-K-o & \quad \text{X . . . Y} \\
(\text{Se-})e-K-o & \quad \text{X . . . Y} \\
(\text{Se-})e-K-o & \quad \text{they . . .} \\
\end{align*}
\]

Cf.  I had praised you,  you had praised me,  you had praised you (pl.).

\[
\begin{align*}
\text{ga-m-e-Sv-a} & \quad \text{I had let X (sing./pl.) go} \\
\text{ga-gv-e-Sv-a} & \quad \text{we . . .} \\
\text{ga-g-e-Sv-a} & \quad \text{you . . .} \\
\text{ga-g-e-Sv-a-T} & \quad \text{you} \\
\text{ga-e-Sv-a} & \quad \text{X . . . Y} \\
\text{ga-e-Sv-a-T} & \quad \text{they . . .} \\
\end{align*}
\]

Cf.  I had let you go,  you had let me go,  you had let me go.

The one complicating factor in the formation of the pluperfect of transitive verbs is presented by verbs in -eb that contain a vowel in the root. Such verbs not only retain their thematic suffix but add to it the element -in-. To this they then suffix the weak aorist endings, e.g.:

\[
\begin{align*}
\text{ga-m-e-TeTr-eb-in-a} & \quad \text{I had whitened X (sing./pl.)} \\
\text{ga-g-e-TeTr-eb-in-a} & \quad \text{we . . .} \\
\text{ga-g-e-TeTr-eb-in-a} & \quad \text{you . . .} \\
\text{ga-g-e-TeTr-eb-in-a-T} & \quad \text{you (pl.) . . .} \\
\text{ga-e-TeTr-eb-in-a-T} & \quad \text{They . . .} \\
\end{align*}
\]

Cf.  I had whitened you,  you had whitened me,  you had whitened me (pl.) had whitened us/me/you had whitened us,  you had whitened us.

A few other roots give the forms  I had done/made X (sing./pl.),  I had built X (sing./pl.),  I had shown X (sing./pl.),  I had given birth to X (sing./pl.),  I had facilitated X (sing./pl.).

When discussing the perfect we saw that there were a couple of verb pairs that were unexpectedly differentiated in order to preserve a clear difference
in meaning. The same applies in the pluperfect. We would expect \( \text{da-g-e-} \) to correspond both to \( \text{da-} \text{a-jin-eb} \) you (will) put X (sing./pl.) to sleep and also \( \text{(da-)} \text{a-jin-eb-} \) you (will) go to sleep, whereas it actually corresponds only to the former and means you had put X (sing./pl.) to sleep. You had gone to sleep is \( \text{da-g-e-jin-a} \). We similarly find \( \text{ga-g-e-Gvij-eb-} \) you had woken X (sing./pl.) up compared with \( \text{ga-g-e-Gvij-a} \) you had woken up.

**Thematic suffix -av**

The same three sub-types in terms of root structure and ending pattern as described for the aorist indicative in Lesson 8 apply to the pluperfect. See the conjugation of kill, earlier in this grammar section. Other examples:

- \( \text{da-m-e-mal-a} \) I had hidden X (sing./pl.)
- \( \text{da-gv-e-mal-a} \) we . . .
- \( \text{da-g-e-mal-a} \) you . . .
- \( \text{da-g-e-mal-a-T} \) you (pl.) . . .
- \( \text{da-e-mal-a} \) X . . . Y (sing./pl.)
- \( \text{da-e-mal-a-T} \) they . . .

Cf. \( \text{da-m-e-mal-e} \) I had hidden you, \( \text{da-gv-e-mal-e-T} \) we had hidden you (pl.).

- \( \text{da-m-e-gzavn-a} \) I had sent X (sing./pl.)
- \( \text{da-gv-e-gzavn-a} \) we . . .
- \( \text{da-g-e-gzavn-a} \) you . . .
- \( \text{da-g-e-gzavn-a-T} \) you (pl.) . . .
- \( \text{ga-e-gzavn-a} \) X . . . Y (sing./pl.)
- \( \text{ga-e-gzavn-a-T} \) they . . .

Cf. \( \text{ga-m-e-gzavn-e} \) I had sent you, \( \text{gamo-m-e-gzavn-e} \) I had sent you hither, \( \text{ga-g-e-gzavn-e} \) you had sent me, \( \text{gamo-g-e-gzavn-e} \) you had sent me hither.

The suppletive root \( \text{6b} \)- see is of course used in the pluperfect to give forms like: \( \text{8-g-6b-o} \) I had seen X (sing./pl.); \( \text{3-g-6b-o} \) X (sing./pl.) had seen me; \( \text{g-6b-o-o} \) X (sing./pl.) had seen you (pl.) and so on.

**Thematic suffix -i**

The same three sub-types in terms of root structure and ending pattern as described for the aorist indicative in Lesson 8 apply to the pluperfect:

- \( \text{ga-m-e-bg-ak-a} \) I had sent X (sing./pl.)
- \( \text{ga-gv-e-bg-ak-a} \) we . . .
- \( \text{ga-g-e-bg-ak-a} \) you . . .
- \( \text{ga-g-e-bg-ak-a-T} \) you (pl.) . . .
- \( \text{ga-e-bg-ak-a} \) X . . . Y (sing./pl.)
- \( \text{ga-e-bg-ak-a-T} \) they . . .

Cf. \( \text{ga-m-e-bg-ak-e} \) I had sent you, \( \text{gamo-m-e-bg-ak-e} \) I had sent you hither, \( \text{ga-g-e-bg-ak-e} \) you had sent me, \( \text{gamo-g-e-bg-ak-e} \) you had sent me hither.

- \( \text{ga-m-e-zard-a} \) I had reared X (sing./pl.)
- \( \text{ga-gv-e-zard-a} \) we . . .
- \( \text{ga-g-e-zard-a} \) you . . .
- \( \text{ga-g-e-zard-a-T} \) you (pl.) . . .
- \( \text{ga-e-zard-a} \) X . . . Y (sing./pl.)
- \( \text{ga-e-zard-a-T} \) they . . .

Cf. \( \text{ga-m-e-zard-e} \) I had reared you, \( \text{gamo-m-e-zard-e} \) I had reared you hither, \( \text{ga-g-e-zard-e} \) you had reared me, \( \text{gamo-g-e-zard-e} \) you had reared me hither.
I had wounded X (sing./pl.), we . . .

you . . .

X . . . . Y (sing./pl.), you (pl.) . . .

they . . .

we wounded Y (sing./pl.)

you wounded me

we had wounded you (pl.).

Cf. და-მ-და-ხ-რ-ი I had wounded you, და-გ-და-ხ-რ-ი you had wounded me, და-გ-და-ხ-რ-ი we had wounded you (pl.).

### Thematic suffix -ob

Both strong and weak aorist endings are transferred to the pluperfect along with whatever changes to the root occur in the aorist indicative, including the restitutions of the radical -გ-.

The examples begin with და-(გ-|მ-|გვ-)და-ხ-რ I had censured X:

I had censured X (sing./pl.)

you . . .

X . . . . Y (sing./pl.)

Cf. და-გ-და-ხ-რ-ი I had censured you, და-გ-და-ხ-რ-ი you had censured me.

I had intoxicated X (sing./pl.)

you . . .

X . . . . Y (sing./pl.)

Cf. და-გ-და-ხ-რ-ი I had intoxicated you, და-გ-და-ხ-რ-ი you had intoxicated me, და-გ-და-ხ-რ-ი X (sing./pl.) had intoxicated me.

If the root does not end in -გ- but restores the -გ-, the restored element of course stands as last component of the root (e.g. და-გ-დ-ჟ-რ-ი I had suffocated you).

I had seized X (sing./pl.)

you . . .

X . . . . Y (sing./pl.)

Cf. და-გ-დ-ჟ-რ-ი I had seized control of you, და-გ-დ-ჟ-რ-ი you had seized control of me.

A similar pattern exists for verbs with root extension in -გ- (e.g. და-გ-ი-ჟ-რ-ი you had leaned me against (X)).

### Thematic suffix -am

Only the strong aorist pattern is found in the pluperfect. The example is of და-(გ-|მ-|გვ-)და-ხ-რ you (will) bind X (to Y):

I had bound X (sing./pl.)

you . . .

X . . . . Y (sing./pl.)

Cf. I had bound you, და-გ-დ-ჟ-რ-ი you had bound me, და-გ-დ-ჟ-რ-ი X (sing./pl.) had bound us.
As in the perfect, this verb serves as pluperfect for ქართ. გაწერა, you tell/will tell/told X to Y with the indirect object made dependent on -ტი, and put into the genitive.

The verb ქართ. გაყოფა you (will) divide X behaves according to the general pattern (e.g. ქართ. დაიყო I had divided X, ქართ. დაიყო შემეცა I had divided you, etc.), as does ქართ. მოუწოლა you give/will give X to Y, e.g.:

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Pluperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>ქართ. გერხა</td>
<td>ქართ. გერხა-ჰ</td>
</tr>
<tr>
<td>ქართ. გერხა</td>
<td>ქართ. გერხა-</td>
</tr>
<tr>
<td>ქართ. გერხა</td>
<td>ქართ. გერხა-</td>
</tr>
<tr>
<td>ქართ. გერხა</td>
<td>ქართ. გერხა-</td>
</tr>
<tr>
<td>ქართ. გერხა</td>
<td>ქართ. გერხა-</td>
</tr>
<tr>
<td>ქართ. გერხა</td>
<td>ქართ. გერხა-</td>
</tr>
</tbody>
</table>

Study these sentences:

₁. ოქროს მოსხოვრი სამოკვალს ქართ. გაყოფა შემეცა?  
   To whom had your master given you as labourer (სამოკვალს)?

₂. არ გამართა? რა თქვენის მოსხოვრი ქართ. გაყოფა მე, მე გაივლია, რომ ქართ. გაყოფა მე გამართა.  
   Don’t you remember? He had given me to you, but I escaped as soon as the means (სამოკვალს) were given (= intransitive aorist indicative) to me.

₃. ქართ. გაყოფა შემეცა, რომ გამართა  
   I had already given you £20

₄. სამოკვალ შაღალი არ ქართ. გაყოფა შემეცა?  
   Why hadn’t you given the document (სამოკვალი) to me?

The pluperfect of medial verbs, regardless of which thematic suffix they take in the present or future sub-series, is formed by placing the by now familiar markers before the root, without preverb of course. Almost without exception, medial verbs are weak in the aorist indicative, and so these are the endings that transfer to the pluperfect. The same entirely optional -ნ- may stand immediately after the root of those verbs that allow it in the perfect, e.g.:

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Pluperfect</th>
</tr>
</thead>
</table>
| ქართ. სილა ქართ. გამორჩეული ქართ. გაყოფა  
   | ქართ. სილა ქართ. გაყოფა-        |
| ქართ. სილა ქართ. გაყოფა  
   | ქართ. სილა ქართ. გაყოფა-               |
| ქართ. სილა ქართ. გაყოფა  
   | ქართ. სილა ქართ. გაყოფა-  |
| ქართ. სილა ქართ. გაყოფა  
   | ქართ. სილა ქართ. გაყოფა-  |
| ქართ. სილა ქართ. გაყოფა  
   | ქართ. სილა ქართ. გაყოფა-  |
| ქართ. სილა ქართ. გაყოფა  
   | ქართ. სილა ქართ. გაყოფა-  |

Lesson 16
In place of the now regularised transitive pluperfects შამ- ტყი ობ-ს  X had snatched Y and შამ- ტყი ობ-ს  X had invited Y do not be surprised to come across the older forms that parallel the medial formation (შამ- ტყი ობ-ს, გაჰყუ- ტყვი ობ-ს).

Finally, here are the pluperfects of the verbs given in Lesson 11:

**Pluperfect**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>გწხ-უკ-ო-ბ-ს</td>
<td>X reads X/enquires</td>
<td>(შა-გ) გწხ-დო-ა</td>
</tr>
<tr>
<td>გქო-უკ-ო-ბ-ს</td>
<td>X buys Y</td>
<td>გქო-დ</td>
</tr>
<tr>
<td>სუხ-უკ-ო-ბ-ს</td>
<td>X borrows Y</td>
<td>სუხ-ფით-(6)-ა</td>
</tr>
<tr>
<td>მო-უკ-ო-ბ-ს</td>
<td>X asks for Y</td>
<td>მო-ფით-(6)-ა</td>
</tr>
<tr>
<td>ჰო-უკ-ო-ბ-ს</td>
<td>X acquires/finds Y (intentionally)</td>
<td>ჰო-ფით-(6)-ა</td>
</tr>
<tr>
<td>ჰო-უკ-ო-ბ-ს</td>
<td>X acquires/finds Y (accidentally)</td>
<td>ჰო-ფით-(6)-ა</td>
</tr>
<tr>
<td>სუხ-უკ-ო-ბ-ს</td>
<td>X puts on weight/gets larger</td>
<td>სუხ-ფით-(6)-ა</td>
</tr>
<tr>
<td>ვაჰ-უკ-ო-ბ-ს</td>
<td>X receives Y (regularly) Compared with სუ-უკ-ო-ბ-ს X receives Y (once)</td>
<td>ვაჰ-ფით-(6)-მ</td>
</tr>
<tr>
<td>ვაჰ-უკ-ო-ბ-ს</td>
<td>X harms Y</td>
<td>ვაჰ-ფით-(6)-ა</td>
</tr>
<tr>
<td>ლი-უკ-ო-ბ-ს</td>
<td>X bites Y</td>
<td>ლი-ფით-(6)-ა</td>
</tr>
<tr>
<td>პრუ-უკ-ო-ბ-ს</td>
<td>X pinches Y</td>
<td>პრუ-ფით-(6)-ა</td>
</tr>
<tr>
<td>ჰო-უკ-ო-ბ-ს</td>
<td>X brings advantage to Y</td>
<td>ჰო-ფით-(6)-ა</td>
</tr>
<tr>
<td>ჰო-ენ-ი-ბ</td>
<td>X goes (regularly)</td>
<td>ჰო-ფით-(6)-ა</td>
</tr>
</tbody>
</table>

(The transitive pluperfect of სუ-უკ-ო-ბ-ს  X had looked after Y (= ოვაჰ) and შამ- ტყი ობ-ს  X had encircled Y (= ოვაჰ).)

* Note the form გჰო-უკ-ო-ბ-ს  exists but only as the pluperfect to the present/future indicative გჰო-უკ-ო-ბ-ს, meaning X increases/will increase his own Y.

† Compare მო-ე-ვაჰ-თ  X had looked after Y (= ოვაჰ) and შამ- ტყი ობ-ს  X had encircled Y (= ოვაჰ).
How to express the idea X should/ought to have [verb]ed

Parallel expressions of obligation relating to the future are conveyed by the invariant particle უნდა plus aorist subjunctive, those relating to the present by უნდა plus the present subjunctive. For those relating to the past უნდა is again used but this time in conjunction with the pluperfect, e.g.:

You should have prepared tomorrow's (ქართულად) lesson in time, children

If it is as difficult as that, you should never have started Georgian

You should have prepared tomorrow's (ქართულად) lesson in time, children

If it is as difficult as that, you should never have started Georgian

When should we have taken you (pl.) to the station?

You (pl.) should have taken us at half past two

The water should already have boiled

You should not have played ball, lads. You should have got changed

My sister should not have written a letter at that time – she should have taught me some more (ქართულად) Latin (ლათინური) verbs (ქართულად)

Your enemy should have killed you, when he had the chance

How should my parents have reared me differently?

At that moment when you came out of the mud (ქართულად), your mother should have shown you to your father

Why should I have let you (pl.) go?
How to express a purpose relating to the past

We saw in Lesson 14 that a purpose relating to the future is expressed by using the aorist subjunctive in a clause introduced by ṅoro (or ṅora). If the verb in the main clause is itself in the past, such that the intention was to fulfill the purpose before the present moment, then instead of the aorist subjunctive the pluperfect is normally used (though the aorist subjunctive is not unknown). Similarly, those expressions introduced in Lesson 12 and Lesson 14 to illustrate the aorist subjunctive will take the pluperfect in the associated clause, if they themselves are put into the past:

I went to the market to buy fruit

I sat (pasa-a-am)-a-bareb those exams in order that I might work as a teacher

What did you (pl.) want? I wanted you (pl.) to let me in in order that I might interview your boss

Was it really necessary to throw away (saga-a-ga) my paper so quickly?

Who requested the soldiers to cast down their weapons?

Sorry, but it was not possible for me to take you to the station

Father advised us not to sow this field today

I tried to fulfill your wish (ubi-rov)

I was trying to see to it that the guard (qarauli) properly guarded the factory

I wanted to take away the gun from you

I command you (ubrjaneb) not to steal (= aorist subjunctive) silver (verCHli) any more from the priest (melobaTvis), as yesterday I ordered you not to steal gold (mGvd) from the watchmaker (mesaaTvis)

Wouldn’t it have been better (a-Jobeb-s it will be better) that you do/for you to have done that job earlier?
When we went out, we should have sent this letter in order that the Prime Minister (ministri) might have received it by tomorrow.

Past result clauses of the type X was too [adjective]/It happened too [adverb] to [verb] follow this same construction:

If the kitten was too pretty for me to drown it

How to express conditions of the type If X had [verb]ed

The conditional marker is again (ro(m)), preferably not at the beginning of its own clause, but this time accompanied by the pluperfect. In the main clause the verb again stands in the conditional. In speech the conditional clause often starts with the pluperfect verb (preceded by any adverbial modifiers), in which case no (ro(m)) appears at all:
Examples of word formation

In addition to the complexity of its verbs Georgian has quite a richly developed system for creating one class of words from another. Examples of some of the patterns are given here and are continued in Lesson 19. Notice that adjectives indicating origin usually (but not always) end in -el(-i), when referring to a person, but -ur(-i), when referring to anything else – this latter ending changes (dissimilates) to -ul(-i) if there is an -r- in the base word. The equivalent country or town name is given alongside:

<table>
<thead>
<tr>
<th>Person</th>
<th>Non-person</th>
<th>Meaning</th>
<th>Country/town</th>
</tr>
</thead>
<tbody>
<tr>
<td>inglis-</td>
<td>inglis-</td>
<td>English</td>
<td>Tbilisi</td>
</tr>
<tr>
<td>Tbilis-</td>
<td>Tbilis-</td>
<td>of Tbilisi</td>
<td>(sa-)somH-eT-i</td>
</tr>
<tr>
<td>sa-KarTv-</td>
<td>KarTv-</td>
<td>Georgian</td>
<td>Prang-eT-i</td>
</tr>
<tr>
<td>sa-somH-</td>
<td>somH-</td>
<td>Armenian</td>
<td>sa-Prang-eT-i</td>
</tr>
<tr>
<td>sa-TurK-</td>
<td>TurK-</td>
<td>Turkish</td>
<td>sa-TurK-eT-i</td>
</tr>
</tbody>
</table>

Many country names, particularly those bordering Georgia, contain the suffix -eT-. The word for France combines this with the prefix sa-, which one also often hears prefixed to the word for Armenia. The circumfix (the prefix–suffix combination) sa—o wrapped around a noun indicates that which is designated for/to be (the noun), and so Georgia literally means place designated for a Georgian.

This same circumfix is frequent with names denoting relationships, in the sense of the future (i.e. to be). For example:

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Future Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>husband</td>
<td>fiancé</td>
</tr>
<tr>
<td>wife</td>
<td>fiancée</td>
</tr>
<tr>
<td>sister-daughter-in-law</td>
<td>future sister-daughter-in-law</td>
</tr>
<tr>
<td>brother-son-in-law</td>
<td>future brother-son-in-law</td>
</tr>
<tr>
<td>father-in-law (for wife)</td>
<td>future father-in-law</td>
</tr>
<tr>
<td>father-in-law (for husband)</td>
<td>future father-in-law</td>
</tr>
<tr>
<td>mother-in-law (for wife)</td>
<td>future mother-in-law</td>
</tr>
<tr>
<td>mother-in-law (for husband)</td>
<td>future mother-in-law</td>
</tr>
</tbody>
</table>
Other names denoting relationship include:

<table>
<thead>
<tr>
<th>Term</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>მაზილო</td>
<td>husband’s brother</td>
</tr>
<tr>
<td>ქუჭამო</td>
<td>wife’s sister’s husband</td>
</tr>
<tr>
<td>გამაცი</td>
<td>grandfather</td>
</tr>
<tr>
<td>ძაბი</td>
<td>sister</td>
</tr>
<tr>
<td>ძაბი/ქრილო</td>
<td>brother’s child</td>
</tr>
<tr>
<td>ქრილო</td>
<td>mother’s sister</td>
</tr>
<tr>
<td>ქძობა</td>
<td>uncle</td>
</tr>
<tr>
<td>ქძობა/ქნაძული</td>
<td>cousin</td>
</tr>
<tr>
<td>ბაბუა</td>
<td>grandmother</td>
</tr>
<tr>
<td>დაბა</td>
<td>mother’s sister’s husband</td>
</tr>
<tr>
<td>ხამისული</td>
<td>brother’s child</td>
</tr>
<tr>
<td>ხამისული/</td>
<td></td>
</tr>
<tr>
<td>ქალბათური</td>
<td>great grandchild</td>
</tr>
</tbody>
</table>

Note that when giving a patronymic, ძ is used for son and მარლო for daughter:

<table>
<thead>
<tr>
<th>Term</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ქალბათური</td>
<td>step-child</td>
</tr>
<tr>
<td>სვილა</td>
<td>stepmother</td>
</tr>
</tbody>
</table>

To produce an adjective equivalent to English . . . less Georgian wraps the circumfix უ–ო around the relevant noun. By putting the resulting adjective into the adverbial case, the associated adverb is produced, e.g.:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Privative adjective</th>
<th>Meaning</th>
<th>Privative adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>თვალა</td>
<td>უ-თვალ-ო</td>
<td>sightless</td>
<td>უ-თვალ-ო-დ</td>
</tr>
<tr>
<td>ლაქმა</td>
<td>უ-ლაქ-ო</td>
<td>toothless</td>
<td>უ-ლაქ-ო-ძ</td>
</tr>
<tr>
<td>მკვლეთ-ი</td>
<td>უ-მკვლ-ო</td>
<td>without trace</td>
<td>უ-მკვლ-ო-ძ</td>
</tr>
<tr>
<td>მაშა</td>
<td>უ-მაშ-ო</td>
<td>sunless</td>
<td>უ-მაშ-ო-ძ</td>
</tr>
<tr>
<td>გამო</td>
<td>უ-გამ-ო</td>
<td>motherless</td>
<td>უ-გამ-ო-ძ</td>
</tr>
<tr>
<td>მამა</td>
<td>უ-მამ-ო</td>
<td>fatherless</td>
<td>უ-მამ-ო-ძ</td>
</tr>
<tr>
<td>შღა</td>
<td>უ-შღ-ო</td>
<td>milkless</td>
<td>უ-შღ-ო-ძ</td>
</tr>
<tr>
<td>ზურგ-ი</td>
<td>უ-ზურგ-ო</td>
<td>moustacheless</td>
<td>უ-ზურგ-ო-ძ</td>
</tr>
<tr>
<td>ნისქო</td>
<td>უ-ნისქ-ო</td>
<td>beardless*</td>
<td>უ-ნისქ-ო-ძ</td>
</tr>
<tr>
<td>ალთუ</td>
<td>უ-ალთ-ო</td>
<td>talentless</td>
<td>უ-ალთ-ო-ძ</td>
</tr>
<tr>
<td>თურქუ-ი</td>
<td>უ-თურქ-ო</td>
<td>disordered</td>
<td>უ-თურქ-ო-ძ</td>
</tr>
</tbody>
</table>

* One totally without facial hair is უ-ზურგ-ო-ძ or just ჭოხ.

უ-ზურგ-ო disordered is one who is not ხელ-ნახ-ი-ძ-ო obedient.
Dialogue 3

A journalist (ჰერეთლი) interviews a recently retired, though not universally popular, politician (პოლიტიკო) after ten years in the supreme office of state

ჰერეთლი: როგორ აქტიურ მიზნით პოლიტიკაში, აღორძის ცხოვრების მთელ პერიოდში, იმასთან დაკავშირებით, როის გამომდინარე, იქნება შემდგომი, როგორც (politikosi) მოქმედება ან ის ვერცხლი სატეხით, როგორც (Zurnalisti) აღწერ შემჩერებით გამოქვას, რამდენიმე გზა შესაძლებელი იქნება სამოსისთვის?

პოლიტიკო: მე როგორც (politikosi) მოქმედება, აღორძის საინტერესო შესაძლო ზედაპირობება ჰქვია საშუალომ! საჭიროა, რომ უფრო მაღალია, მეტი ძალათა აქვს სამართავო, და რომ არ გამოვ იბრძო, როგორც (Zurnalisti) გამარჯობა შეუძლია მაქვს ობიექტიური, სერიოზული როგორც (politikosi) გამოქვას, როგორ ახალგაზრდნი პარლამენტში გამოიწვია პრეზიდენტში უნიკალურად, ძალად პარლამენტის გამაღმწევით და შემოსილობებში შემოღებალი ჯილდო (პრეზიდენტი) სტატუსი, გამოიწერა, მათი წესები გზით დაფარული (ყალიამდ) განყოფილი, გამოიწერა, ხოლო ქართული უფრო მაღალი საქმის მსგავსად, როგორც (Zurnalisti) დიალოგში შეიძლო გამოიწარე, თუ ეს იყო კონვერსაციაში გამოქვას. როგორ ახალგაზრდნი პარლამენტში გამოიწვია პრეზიდენტში უნიკალურად, იმასთან დაკავშირებით, როგორც (Zurnalisti) გამოქვას საჭირო ძალად პრეზიდენტში).

ჰერეთლი: დღე მოგვალების შესახებ იმოგზაუროთ როგორც (politikosi) გამოწვევა, როგორც (Zurnalisti) შესაძლო სახეობამდე შეიძლო მოინახუროთ.

პოლიტიკო: პოლიტიკო უფრო მდიდრული მაგალითები გაქონს. მაგრამ ჰერეთლის უფრო გამოქვას შესაძლო მსგავსად და სალამო დიალოგი შეიძლო.
Vocabulary

<table>
<thead>
<tr>
<th>aKtiuri</th>
<th>active</th>
<th>politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>samSoblo</td>
<td>you boast</td>
<td></td>
</tr>
<tr>
<td>parlamenti</td>
<td>you list X</td>
<td>presidency</td>
</tr>
<tr>
<td>prezidentoba</td>
<td>X is abolished</td>
<td>you (will) seize X</td>
</tr>
<tr>
<td>moadgile</td>
<td>you boast</td>
<td>exchange rate</td>
</tr>
<tr>
<td>memarCHene</td>
<td>you (will) seize X</td>
<td>wealth</td>
</tr>
<tr>
<td>HelSi i-gd-eb (Xa-)</td>
<td>you (will) seize X</td>
<td></td>
</tr>
<tr>
<td>HelisuPleba</td>
<td>you (will) seize X</td>
<td></td>
</tr>
<tr>
<td>kursi</td>
<td>you earn X</td>
<td></td>
</tr>
<tr>
<td>e-C-em-a (da-)/X falls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mdid[a]ri</td>
<td>rich (man)</td>
<td>worker</td>
</tr>
<tr>
<td>muSa</td>
<td>worker</td>
<td></td>
</tr>
<tr>
<td>uexvelad/uTuod</td>
<td>undoubtedly</td>
<td>undoubtedly</td>
</tr>
<tr>
<td>a-Garib-eb (ga-)</td>
<td>you impoverish X</td>
<td></td>
</tr>
<tr>
<td>evropeli</td>
<td>European (person)</td>
<td>partner</td>
</tr>
<tr>
<td>mecqvile</td>
<td>European (person)</td>
<td>debt</td>
</tr>
<tr>
<td>nebas rT-av (da-)/you allow X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vali</td>
<td>you cause X</td>
<td>you earn X</td>
</tr>
<tr>
<td>krizisi</td>
<td>you cause X</td>
<td>international</td>
</tr>
<tr>
<td>i-cv(-)ev (gamo-)</td>
<td>cause X</td>
<td></td>
</tr>
<tr>
<td>HelSekruleba</td>
<td>you elect X</td>
<td>minority</td>
</tr>
<tr>
<td>i-rX(-)ev (a-)</td>
<td>you elect X</td>
<td></td>
</tr>
<tr>
<td>asparezi</td>
<td>you say X to Y (polite)</td>
<td></td>
</tr>
<tr>
<td>eTnikuri</td>
<td>you say X to Y (polite)</td>
<td></td>
</tr>
<tr>
<td>a-XaG-eb (ga-)</td>
<td>you light X</td>
<td></td>
</tr>
<tr>
<td>samoKalaKo</td>
<td>you light X</td>
<td></td>
</tr>
<tr>
<td>grjel-d-eb-a (ga-)/X lasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mo-a-Hsen-eb</td>
<td>you say X to Y (polite)</td>
<td></td>
</tr>
<tr>
<td>u-qv-eb-i (Xa-)</td>
<td>you (will) seize X</td>
<td></td>
</tr>
<tr>
<td>u-Hv(-)ev</td>
<td>undoubtedly</td>
<td>to the left</td>
</tr>
<tr>
<td>marJvniv</td>
<td>undoubtedly</td>
<td>to the right</td>
</tr>
<tr>
<td>marCHniv</td>
<td>to the right</td>
<td></td>
</tr>
</tbody>
</table>
| Proverb

Whichever finger you slice off me, they will all hurt me

VOCABULARY

<table>
<thead>
<tr>
<th>romeli [noun]</th>
<th>whichever [noun]</th>
<th>you (will) slice X</th>
</tr>
</thead>
<tbody>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>(mo-)s-xr-i</td>
<td>(mo-)s-xr-i</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
<tr>
<td>[noun]</td>
<td>[noun]</td>
<td>[noun]</td>
</tr>
</tbody>
</table>

X hurts (will hurt) you
Verse

Verse by Ca KuHda,

CaHCaHebdnen Heni SiSiTa . . .

micaze bartqebs anarCHebda budidan delgma . . .

suPevs garSemo imnairi aHla simSvide,

TiTKos, – raC moHda,

moHda rosme,
da, ara ceGan.

(Mukhran Mach’avariani, 1973)

VOCABULARY

recently ceGan

sky (Ca)

it thunders (KuH-s)

fear CaHCaH-eb

you tremble

SiSi fear

earth mica

bartqi fledgling a-narCH-eb

you knock X out of

bude nest delgma

downpour

suP-ev-s it reigns garSemo

around

imnairi such a aHla

now simSvide calm(ness)

as if TiTKos

raC that which (mo-)Hd-eb-a

it happens

rosme = odesme da

at some time ara

not

Exercises

1 Write out the pluperfect conjugation for:

I (etc.) had seen X
I (etc.) had felt X
I (etc.) had drunk X
I (etc.) had given birth to X
X had praised me (etc.)
I (etc.) had thought

2 Fill in the gaps and translate:

(a) _K_en  a_  _and_  _a_ _keT_bi_a_

(b) _e  s_X_K_r_  u_d_  _ _qid_  S _n_v_s

(c) _en  _r  _n_a  _a_ _Gvij_  a_e  _dr_

(d) _a_v_T_l_  _arg_d  u_ _a  _ _ _ scav_a

(e) eg  X_m_v_s  _n_a  _ _scav_e_i_a_

(f) m_T  _r_ze  _o(_)  _a_G_T k_r_b_

(g) m_  u_r_  a_re  u_ _a  _o_ _kal_ _  _Kv_n

(h) Se_  a_  _and_  _a_ _Gvij_bi_ _ _  _v_n
3 Transpose the following sentences with present indicative verb forms into their equivalents with pluperfect forms:

(a) 
(b) 
(c) 
(d) 
(e) 
(f) 
(g) 
(h) 

4 Transpose the following sentences with pluperfect verb forms into their equivalents with aorist verb forms:

(a) 
(b) 
(c) 
(d) 
(e) 
(f) 
(g) 
(h) 

5 Transpose the following sentences with perfect verb forms into their equivalents with pluperfect forms:

(a) 
(b) 
(c) 
(d) 
(e) 
(f) 
(g) 
(h) 

6 Transpose the following sentences with aorist subjunctive verb forms into their equivalents with pluperfect forms, including any other changes that the presence of the pluperfect would necessitate:

(a) 
(b) 
(c) 
(d) 
(e) 
(f) 
(g) 
(h)
7 Translate the following into English:

(a) If the lads had stolen apples from the gardener, they wouldn’t have become hungry.

(b) If the enemy hadn’t led us astray, we would have gained a victory.

(c) Had you looked after your mother better, she would probably not have died.

(d) If the lads had stolen apples from the gardener, they wouldn’t have become hungry.

(e) I tried to conceive a love for you, believe me! I can’t, and don’t try to deceive me any more!

(f) I wanted to buy fruit. In that case your friends should have taken you to the market.

(g) Why shouldn’t the neighbours have woken and dressed the children in their new clothes so early?

8 Translate the following into Georgian:

(a) გარდავით, თუ გამარჯვებულია სახელი, ყოველი ბუდე უფსალი მოუსციბოს.

(b) თუ ყოველი რიხული ფრინა ბევნოვალო შეხედოთ ქართული, და შემდეგ როდესაც ყოველი კარგად გახერხდეს დაპატიმრებით, ერთნავით გავრცელდათ ყველა ნაბიჯი.

(c) თუ ყოველი კარგად გახერხეს გაყოლებით, შექმნათ პირამიდა.

(d) თუ ყოველი კარგად გახერხდეს დაპატიმრებით, ერთნავით გავრცელდათ ყველა ნაბიჯი.

(e) თუ ყოველი კარგად გახერხდეს დაპატიმრებით, ერთნავით გავრცელდათ ყველა ნაბიჯი.

(f) თუ ყოველი კარგად გახერხდეს დაპატიმრებით, ერთნავით გავრცელდათ ყველა ნაბიჯი.

(g) თუ ყოველი კარგად გახერხდეს დაპატიმრებით, ერთნავით გავრცელდათ ყველა ნაბიჯი.

(h) თუ ყოველი კარგად გახერხდეს დაპატიმრებით, ერთნავით გავრცელდათ ყველა ნაბიჯი.

8 Translate the following into Georgian:

(a) ედგამ გამარჯვებდათ ხარჯი, თუ გამარჯვებული ყოველი ბუდე უფსალი მოუსციბო.

(b) ამ შემთხვევაში თუ გამარჯვებული ყოველი ბუდე უფსალი მოუსციბო.

(c) თუ გამარჯვებული ყოველი ბუდე უფსალი მოუსციბო.

(d) თუ გამარჯვებული ყოველი ბუდე უფსალი მოუსციბო.

(e) თუ გამარჯვებული ყოველი ბუდე უფსალი მოუსციბო.

(f) თუ გამარჯვებული ყოველი ბუდე უფსალი მოუსციბო.

(g) თუ გამარჯვებული ყოველი ბუდე უფსალი მოუსციბო.

(h) თუ გამარჯვებული ყოველი ბუდე უფსალი მოუსციბო.
Lesson 17

In this lesson you will learn about:

- The main modern function of preverbs
- The formation and functions of the verbal noun
- The formation and functions of the adjectives derived from verbs
- Expressing at the time of [verb]ing

Dialogue 1

One lady does her frantic friend a good turn

One lady does her frantic friend a good turn:

Eduki: One lady does her frantic friend a good turn;

Vake, mide [verb]eduki: vaime, dGes imdeni saKmea gasakeTebeli, ro(m) Tavis mosaPHani droC ki ara maK(vs)!

Nene: viCi, ro(m) mSeneblebi male movlen saHuravze muSaobis dasacqebad, magram amis garda ra ari(s) ise SemaSPoTebeli?

Sadme Hom ara Har casasvleli?

Eduki: Xveni uProsi KaliSvili nasadilevs Xamobrundeba(=dabrundeba) saPrangeTidan, da bevri ram mosamzadebelia mis Xamosvlamde – manKaniT unda cavide mis dasaHvedrad, da ar Semijulia sadme casvla am saHlis (d)aulageblad. TanaC manKana mosaqvani mqavs garaZidan, sadaC cuHel daitoves muHruxis SesakeTeblad. arC erTi lukma saxmeli saHlSi aGara gvaK(vs), da amitom maCivari Sesavsebia – rogor mjuls siXKareSi saxmlis qidva! magram ar Seijleba sadgurze damagviandes. ui, saceri KaGaldi sadaa? unda avuHsna mSeneblebs, ro(m), rakI Sin aravin iKneba maT SemosaSvebad saHlSi, unda sTHovon mezobels SemouSvas. Hom Hedav, ramdeni ram damigrovda gasakeTeblad?!
Eduki, dacqandari, Torem inParKti mogiva! modi, sadme davshdeT da qavda davlioT.

Eduki: ra dagemarTa, kaCo?! ar mismen? sada maK(vs) qavis dasalevi dro?!

Nene: me kargad giCnob Sen, da araPris keTeba ar Segijlia Jer qavis daulevlad! ranairi megobari viKnebodi me, gasaxirSi ro(m) ar Semejlos SenTvis daHmarebis gaceva? me maGaziaSi caval, saxiro raC ari(s) qvelaPers viqidi da droze moval aK mSeneblebisTvis karis gasaGebad. Tu muHruxi ukvea SekeTebuli, Sen pirdapir caHval garaZidan sadgurze KaliSvilis dasaHvedrad. morXa da gaTavda! eHla daJeKi da qava dalie!

Eduki: didi madloba, nene, ra gulkeTili da guldinJi adamiani Har!

Nene: mand ras keravdi?

Eduki: kidev erT sakerebels vakerebdi am daHeul, gaCveTil da Xems mier ukve bevrJer dabebkil (/dakerebul) Sarvals! Xemi azriT, konkebi (/jonjebi) rodia dasakerebeli qovelTve – unda gadaiqaros. magram ra vKna, KaliSvils rogor uqvars! Hom saXuKrad miiGo is amas cinaT gardaCvlili bebiisgan?

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>სამზარეულო</td>
<td>builder</td>
</tr>
<tr>
<td>გარეშე</td>
<td>you unsettle X</td>
</tr>
<tr>
<td>იაპორი</td>
<td>you return to your own town</td>
</tr>
<tr>
<td>მოჭრი</td>
<td>going</td>
</tr>
<tr>
<td>სუსტი</td>
<td>you repair X</td>
</tr>
<tr>
<td>საჩხერი</td>
<td>fridge</td>
</tr>
<tr>
<td>მოუთხოვი</td>
<td>speed</td>
</tr>
<tr>
<td>რეზორი</td>
<td>paper</td>
</tr>
<tr>
<td>დაჭამი</td>
<td>you calm down</td>
</tr>
<tr>
<td>ქალაქი</td>
<td>city</td>
</tr>
<tr>
<td>საღერძელო</td>
<td>potato</td>
</tr>
<tr>
<td>საჭიროებები</td>
<td>kind-hearted</td>
</tr>
<tr>
<td>შტრომელი</td>
<td>patch</td>
</tr>
<tr>
<td>ყავება</td>
<td>worn out (= you wear X out)</td>
</tr>
<tr>
<td>საჭირო</td>
<td>pair of trousers</td>
</tr>
<tr>
<td>ტაილორქამი</td>
<td>rags</td>
</tr>
<tr>
<td>რამდენი</td>
<td>every month</td>
</tr>
<tr>
<td>ახალი</td>
<td>recently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>მთავარი</td>
<td>roof</td>
</tr>
<tr>
<td>სადიდები</td>
<td>in the afternoon</td>
</tr>
<tr>
<td>ვარდეს</td>
<td>coming</td>
</tr>
<tr>
<td>სქრიტო</td>
<td>brake(s)</td>
</tr>
<tr>
<td>მიზანური</td>
<td>mouthful</td>
</tr>
<tr>
<td>სექსუალური</td>
<td>you fill X</td>
</tr>
<tr>
<td>შვიდი</td>
<td>you are late</td>
</tr>
<tr>
<td>სქროჭო</td>
<td>it accumulates</td>
</tr>
<tr>
<td>თადენი</td>
<td>for X</td>
</tr>
<tr>
<td>გარეშე</td>
<td>heart attack</td>
</tr>
<tr>
<td>სალუტო</td>
<td>aiding</td>
</tr>
<tr>
<td>ღმერთული</td>
<td>calm-hearted</td>
</tr>
<tr>
<td>შტრომელი</td>
<td>you patch X on Y</td>
</tr>
<tr>
<td>დაჭრობი</td>
<td>many times</td>
</tr>
<tr>
<td>არ აქვთ</td>
<td>patched (= you patch X)</td>
</tr>
<tr>
<td>არ აქვთ</td>
<td>not</td>
</tr>
<tr>
<td>გაანიჭებს</td>
<td>a plurality is</td>
</tr>
<tr>
<td>საკანო</td>
<td>thrown away</td>
</tr>
<tr>
<td>ახალჭვაპი</td>
<td>dead/pass away</td>
</tr>
<tr>
<td>არ აქვთ</td>
<td>(vs having died)</td>
</tr>
</tbody>
</table>
Dialogue 2

A foreigner asks a local historian about Georgian history while visiting a remote Georgian village

ჯურილე: ამ განახლება სოფელში სტუდენტმა არ არის(ი)

მასტერობის მოპირველი კრიტიკულ წყარო საქართველოს

ისტორიის შესახებ. ამი(ს) მოახერხებს ახალი სახელმწიფოების

მოცემული სალადი ტამაში, ორიგინალურმა ან გამჭვირვალ

სტუდენტებთან, იშვიათი, მოსახლეობით თეთრი

სასწავლების წყაროების მოგვიანების დამოკიდებულების შექმნა.

რა გეგმაურთთა საქართველოს ისტორიის შესახებ, თუმცა ლიცომ მიეკუთვნე? ისტორიკოსი: თბორ, სეხნათ, ხშირად, არ არის, თუმცა

განსაზღვრა, რაც მოხსენება საქართველოს ისტორიის შესახებ. უნდა იქნას როგორც თუ საქართველოს ისტორიოგრაფები

(შანსები) სამშინელო მოცემული. ორიგინალურმა ან გამჭვირვალ

სტუდენტებთან, რომელთა შორის დაგვიიფძებთ ეთერულმა ინფორმაცია, რომლებმაც

არა შორის ჯამური ფორმა გამოაქვა საბჭოთა შემოქმედებით

შეთავაზების ფორმით. ისტორიკოსი: თბორ, სეხნათ.

ეართი: რა გეგმაურთთა საქართველოს ისტორიის შესახებ, თუმცა ლიცომ მიეკუთვნე? ისტორიკოსი: თბორ, სეხნათ, ხშირად, არ არის, თუმცა

განსაზღვრა, რაც მოხსენება საქართველოს ისტორიის შესახებ. უნდა იქნას როგორც თუ საქართველოს ისტორიოგრაფები

(შანსები) სამშინელო მოცემული. ორიგინალურმა ან გამჭვირვალ

სტუდენტებთან, რომელთა შორის დაგვიიფძებთ ეთერულმა ინფორმაცია, რომლებმაც

არა შორის ჯამური ფორმა გამოაქვა საბჭოთა შემოქმედებით

შეთავაზების ფორმით.
HelisuPleba damqarda da daemHo. eHla momavali ras mogvgvris, GmerTma iCis!

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>განასხვა</td>
<td>remote</td>
</tr>
<tr>
<td>რეკომენდი-</td>
<td>recommended</td>
</tr>
<tr>
<td>ობჟიული</td>
<td>remote</td>
</tr>
<tr>
<td>შაჟღუ-</td>
<td>remote</td>
</tr>
<tr>
<td>ძვრის (ჩ- გ-)</td>
<td>remote</td>
</tr>
<tr>
<td>საბაქ</td>
<td>remote</td>
</tr>
<tr>
<td>აშპჟის (შ-)</td>
<td>remote</td>
</tr>
<tr>
<td>გაბაჟა- ძე- სამართა</td>
<td>remote</td>
</tr>
</tbody>
</table>

geograPia

remote

trial-, draft- you correct X

albeit

face, shape, form

you mention X

advantageous

imperium

specifically

request

(Caucasus

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>accessible</td>
<td>გამოჟამო- საჭირო</td>
</tr>
<tr>
<td>textbook</td>
<td>სახალხო- ძალიან</td>
</tr>
<tr>
<td>variant</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>past</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>expert, knowledgeable</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>in brief</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>mentioned</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>as far as X (dat.) is concerned</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>classical</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>towards (+ gen.)</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you establish X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you found X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you fabricate X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>specific</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>request</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>(Western)</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>Classical</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>towards (+ gen.)</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you fabricate X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you establish X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you found X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you fabricate X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>specific</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>request</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>(Western)</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>Classical</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>towards (+ gen.)</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you fabricate X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you establish X = you found X</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>native</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>Iberian (person)</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>Roman (person)</td>
<td>გამოჟამო- ძალიან</td>
</tr>
<tr>
<td>you despatch X here on a mission (შ- = thither)</td>
<td>გამოჟამო- ძალიან</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sc (= the old year-reckoning)</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
<tr>
<td>ancestor</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
<tr>
<td>shore, coast</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
<tr>
<td>inhabitant</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
<tr>
<td>eastern (person)</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
<tr>
<td>emperor</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>commercial</td>
<td>საღიროს (ბ-დ-)</td>
</tr>
<tr>
<td>you establish X = you found X</td>
<td>საღიროს (ბ-დ-)</td>
</tr>
<tr>
<td>native</td>
<td>საღიროს (ბ-დ-)</td>
</tr>
<tr>
<td>Iberian (person)</td>
<td>საღიროს (ბ-დ-)</td>
</tr>
<tr>
<td>Roman (person)</td>
<td>საღიროს (ბ-დ-)</td>
</tr>
<tr>
<td>you despatch X here on a mission (შ- = thither)</td>
<td>საღიროს (ბ-დ-)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strabo</td>
<td>სტაბრო</td>
</tr>
<tr>
<td>page</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
<tr>
<td>beginning</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
<tr>
<td>millennium</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
<tr>
<td>basic</td>
<td>ჰექტორთაფორთიანი</td>
</tr>
</tbody>
</table>
**Grammar**

**The main function of preverbs in the Modern Georgian verbal system**

This lesson is mainly concerned with the non-finite parts of the Georgian verb (i.e. those parts which cannot of themselves form a sentence, and so for which a finite verb form is required). Since a number of the forms to be described exist both with and without a preverb, it is essential to say something in general about the role preverbs have come to play in the verbal system.

**Preverbs**

In origin, preverbs indicated directionality, as they still do with verbs denoting motion. However, for most transitive and intransitive verbs the preverb is that which (a) differentiates the future sub-series from the present and (b) is

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>რიგ-და-</td>
<td>flourishing</td>
<td>გრიგ-და-</td>
<td>being sovereign</td>
</tr>
<tr>
<td>ნავ-</td>
<td>unforgettable</td>
<td>ნავ-</td>
<td>you judge X</td>
</tr>
<tr>
<td>გმმგ-</td>
<td>Tergdaleuli*</td>
<td>გმმგ-</td>
<td>decade</td>
</tr>
<tr>
<td>თერგ-მიმ-</td>
<td>someone like X</td>
<td>თერგ-მიმ-</td>
<td>you invite X</td>
</tr>
<tr>
<td>გარკვა-</td>
<td>better</td>
<td>გარკვა-</td>
<td>life, living</td>
</tr>
<tr>
<td>დაკვ-</td>
<td>you find, attain X</td>
<td>დაკვ-</td>
<td>deaf, backward</td>
</tr>
<tr>
<td>ჰარტ-</td>
<td>being</td>
<td>ჰარტ-</td>
<td>it is established</td>
</tr>
<tr>
<td>გარნორა-</td>
<td>it collapses</td>
<td>გარნორა-</td>
<td>future</td>
</tr>
<tr>
<td>გარ-</td>
<td>you bring X to Y</td>
<td>გარ-</td>
<td>positive</td>
</tr>
<tr>
<td>გარნორა-</td>
<td>you deem X</td>
<td>გარნორა-</td>
<td>finished work</td>
</tr>
<tr>
<td>გარნო-</td>
<td>free</td>
<td>გარნო-</td>
<td>pseudo-scholar†</td>
</tr>
<tr>
<td>გარ-</td>
<td>here and there</td>
<td>გარ-</td>
<td>former, ex-</td>
</tr>
<tr>
<td>გარნო-</td>
<td>space</td>
<td>გარნო-</td>
<td>you characterise X</td>
</tr>
<tr>
<td>გარ-</td>
<td>you distort X</td>
<td>გარ-</td>
<td></td>
</tr>
</tbody>
</table>

* Tergdaleuli (lit. one who has drunk of the River Terek (გროხო)) is the term used to refer to that group of intellectuals in the 1860s who received their higher education in Russia – to get there they had to cross the Terek! – and who imported to Georgia the more advanced ideas circulating there. Prince (now Saint!) Ilia Č’avch’avadze is the best known of them.
† Compare გმმგ- გმმგ- pseudo-scholar.
normally the first element in any Series II or Series III part of the verb. The reason for this is that the presence of a preverb basically shows that the verbal action is fully completed – actions in the past, other than those whose specific function is to mark an ongoing process (e.g. the imperfect indicative), are usually viewed as having been completed, and the completion of an action in the present logically leads us into the future. In what way, then, are Series II forms used without their usual preverb? Since this is not easy to explain in the abstract, some concrete examples are given to show how the system works:

Tagvma THar-a, THar-a, kata gamo- THar-a
The mouse dug, dug, (and) dug out a cat

v-rek-e, v-rek-e, magram ver da-v- rek-e
I rang, rang but couldn’t ring up
(= I tried and tried to ring but couldn’t get through)

They must do everything (in a general sense) with their own hand(s)

tet elinom Tavisi/TavianTi HeliT unda a- keT-o-n qvelaPeri

They must do this before tomorrow

Everyone should do his own job

compared with

Everyone should do his own job

I want the plumber to do this job quickly

Here the action described is either a momentary past event that began and ended but did not lead to its natural conclusion, thus remaining incomplete, or the reference is to a habitual activity, regardless of the fact that on each occasion it was completed in its own right. Similar subtle nuances may distinguish preverbless and preverbal pairs in at least three of the examples cited below (brackets are used to enclose the preverb to show it can be omitted). Since preverbal forms outnumber the preverbless, the rule of thumb must be: if in doubt, use the preverb.

The preverb da- sometimes replaces a verb’s normal preverb to underline some notion of plurality (e.g. of a transitive verb’s direct object or of an intransitive verb’s subject, as in qanas mo-Hn-av you will plough a field, qanebs da-Hn-av you will plough the fields). On the other hand, the preverbs mo-, Se- sometimes replace a verb’s normal preverb in order to show that the verbal action applies only to a small extent (e.g. Gors ga-a- suK-eb you will fatten the pig, Gors mo-/Se-a- suK-eb you will fatten the pig a little).
The formation and functions of the verbal noun ‘masdar’

English has two verbal nouns: the infinitive, usually with the element *to* (e.g. *(to) kill*, *(to) see*, *(to) sleep*) and the gerund in *-ing* (e.g. *killing*, *seeing*, *sleeping*). The direct object of a transitive infinitive is marked in the same way as for a finite form of the verb (e.g. *(to) see her*, *I see her*); modern-day Georgian has nothing to match this and so lacks an infinitive. A gerund’s object is either treated in the same way as the infinitive or stands in the genitive, marked by *of* (e.g. *My seeing her/seeing of her yesterday surprised everyone*). Georgian’s verbal noun allows only genitive marking for the object of a transitive verb (and for the subject of an intransitive one), and so Georgian specialists prefer to use the Arabic term ‘masdar’ to refer to it. Where the agent of a transitive masdar is present, it is marked in the same way as an agent with a passive verb, i.e. it is placed in the genitive and governed by either *mier* or *-gan* by; any indirect object is governed by *-Tvis* for.

The masdar may fulfil the same set of functions as any other noun in the language and declines like a regular noun ending in *-a*, e.g.:

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>The conversion <em>(mo-KC-ev-a)</em> of Georgia by Nino is dated <em>(daTariGebuli)</em> to the 30s <em>(uglbaguli qvevri)</em>.</td>
<td></td>
</tr>
<tr>
<td>გი ვიღანს დედაში ნინო მიწოდა და განაპირობა 1009-ის მომთამარი.</td>
<td></td>
</tr>
</tbody>
</table>

Who would have conceived a desire for the wiping out *(amo-Zlet)* of so many *(amdeni)* people?

> გამოდით ამხელმოყოფა გამო-გზა-ბი = გამოეროლეთ გვერძით განხო-ჭარი-ბი

*I was intending *(da-apir-eb)* to send you a telegram *(depeSa)*.

(Note how the objective version is used in the second variant in place of the *-phrase*.)

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vintage <em>(rTv[e]li)</em> is the time of gathering the grape <em>(qurje[ni]</em>).</td>
<td></td>
</tr>
<tr>
<td>რამოდის ოთხის დნესი.</td>
<td></td>
</tr>
</tbody>
</table>

Compare with the preverbal:

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iza found the picking of another’s <em>(sHvisi)</em> apple in the manner of a thief <em>(sHvisi)</em> difficult.</td>
<td></td>
</tr>
</tbody>
</table>
| კლარა სად არ არის ჰაერი, რომ შემოწოდებით მოწიდო.

K’lara is not interested at all *(sul)* in writing letters
Compare with the preverbal:

Mag cerilis da-cer-a auCilebelia amaGam  

The writing of that letter is essential (auCilebel[a]tonight)

Kalma XemTan laparak-i daicqo = Kalma laparak-i damicqo

The woman began talking to me (Again note the objective version in the second variant.)

The formation of the masdar is reasonably straightforward. Where a verb exists in both a transitive and intransitive guise, the two usually share a single masdar. The masdar formant is -a. This is simply added to root verbs; verbs in -eb, -ob, -oP, -em add it after these thematic suffixes; those in -av and -am also add it after the thematic suffix but in the process lose the a-vowel from these suffixes. Those verbs in -av that allow the -v- to slot inside the root in their intransitive Series I forms undergo the same change in the masdar, while those in -am with a root-final -v lose this -v; the masdar-ending simply replaces the thematic suffix -i. A few verbs with a markerless intransitive have an element -om- in their masdar. Here is a summary with examples.

**Root verbs**

(da-)cer-a writing/being written, (mo-)kreP-a picking/being picked, (ga-)teH-a breaking (trans.) compared with (ga-)tqd-om-a breaking (intrans.)/being broken (cf. (mo-)kvd-om-a dying, mo-Hd-om-a happening, ga-Hd-om-a becoming, losing weight, mo-b-g-d-om-a/ mo-b-g-d-sum-a realising, ga-b-g-d-om-a leading into error, compared with Se-b-g-d-om-a erring, error), (da-)P(-)en-a unfurling/being unfurled.

**Thematic suffix -eb**

(ge-)tav-eb-a making/being made, (g-ge-)gob-eb-a building/being built, da-scr-eb-a causing to attend/attending, beating X to do Y, ga-g-eb-a understanding, ga-ciTl-eb-a reddening/blushing.

**Thematic suffix -av**

(da-)Hat-v-a painting/being painted, (da-)karg-v-a losing/getting lost, (mo-)kvl-a killing/being killed, (mo-)Hvn-a ploughing/being ploughed.

**Thematic suffix -i**

(ga-)gzavn-a sending/being sent, (ga-)xr-a cutting/being cut in two, (da-)Tvl-a counting/being counted, (mo-)mk-a reaping/being reaped.
**Thematic suffix -ob**

(გამოთავისუფლება) meltings (trans./intrans.), (და) გამოთავისუფლება drying/being dried, (და) გამოთავისუფლება suffocating/being suffocated.

**Thematic suffix -am**

(გამოთავისუფლება) binding/being bound, (გამოთავისუფლება) გამოთავისუფლება placing/being placed, გამოთავისუფლება drinking, გამოთავისუფლება saying, გამოთავისუფლება = dividing/being divided, ნარჩენები giving (thither), გამოთავისუფლება = giving (hither), გამოთავისუფლება = giving (out) – note გამოთავისუფლება = hitting/being hit.

The copula has the masdar გამოთავისუფლება being, the verb of motion has გამოთავისუფლება, usually with the relevant preverb (და) გამოთავისუფლება coming, გამოთავისუფლება going, გამოთავისუფლება reaching, გამოთავისუფლება coming out, etc.). Some other important masdars are:

<table>
<thead>
<tr>
<th>masdar</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>გამოთავისუფლება</td>
<td>standing</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>sitting (sing./pl.)</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>lying</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>falling (down)</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>buying</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>request, asking for</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>finding</td>
<td>გამოთავისუფლება</td>
</tr>
</tbody>
</table>

* Compare გამოთავისუფლება following (hither); relating (story).

If masdar formation for transitives and intransitives is reasonably uniform, the same cannot be said for the medial and indirect verbs. Here are some of the more useful forms:

**Medials**

<table>
<thead>
<tr>
<th>masdar</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>გამოთავისუფლება</td>
<td>boiling</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>running</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>dancing</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>crying</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>გამოთავისუფლება</td>
<td>talking</td>
<td>გამოთავისუფლება</td>
</tr>
<tr>
<td>Georgian</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>ყუჩა-გა</td>
<td>barking</td>
<td></td>
</tr>
<tr>
<td>ღრულა-გა</td>
<td>rain(ing)</td>
<td></td>
</tr>
<tr>
<td>ბურა-გა</td>
<td>thunder(ing)</td>
<td></td>
</tr>
<tr>
<td>განცრუ-გა</td>
<td>snowing (cf. განცგრუ snow)</td>
<td></td>
</tr>
<tr>
<td>სურვილი-გა</td>
<td>complaining (cf. სურუვილ complaint)</td>
<td></td>
</tr>
<tr>
<td>ყადასა-გა</td>
<td>feeling</td>
<td></td>
</tr>
<tr>
<td>თევზა-გა</td>
<td>hunting (cf. თევზობი the game)</td>
<td></td>
</tr>
<tr>
<td>ჩქარა-ც</td>
<td>spinning round</td>
<td></td>
</tr>
<tr>
<td>არჩევა-ც</td>
<td>answer</td>
<td></td>
</tr>
<tr>
<td>თავისი-ც</td>
<td>thought</td>
<td></td>
</tr>
<tr>
<td>ხილის-ც</td>
<td>living/life</td>
<td></td>
</tr>
<tr>
<td>ცაცალობა-ც</td>
<td>lightning</td>
<td></td>
</tr>
<tr>
<td>თავისი</td>
<td>game, playing</td>
<td></td>
</tr>
<tr>
<td>არაქვე-ება</td>
<td>(sic)</td>
<td></td>
</tr>
</tbody>
</table>

**Indirect verbs**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ღესხა-ფილ-გა</td>
<td>love</td>
</tr>
<tr>
<td>ყორულ-ვ-ი-გა</td>
<td>thirst</td>
</tr>
<tr>
<td>თავობა-ვ-ი-გა</td>
<td>hatred</td>
</tr>
<tr>
<td>სილ-ვ-ი-გა</td>
<td>need</td>
</tr>
<tr>
<td>ღალათ-ვ-ი-გა</td>
<td>having (animate X)</td>
</tr>
<tr>
<td>ღალათ-ვ-ი-გა</td>
<td>having (inanimate X)</td>
</tr>
<tr>
<td>ღალათ-ჯა-გა</td>
<td>remembering, memory</td>
</tr>
<tr>
<td>(cf. სიმძღვარი memory)</td>
<td></td>
</tr>
<tr>
<td>გმირ-გ-ი-გა</td>
<td>wanting</td>
</tr>
<tr>
<td>ღერობა-გ-ი-გა</td>
<td>fear</td>
</tr>
<tr>
<td>ღერობა-გ-ი-გა</td>
<td>having (animate X)</td>
</tr>
<tr>
<td>ღერობა-გ-ი-გა</td>
<td>need</td>
</tr>
<tr>
<td>ღერობა-გ-ი-გა</td>
<td>sleeping</td>
</tr>
<tr>
<td>ღერობა-გ-ი-გა</td>
<td>being awake</td>
</tr>
<tr>
<td>ღალათ-გ-ი-გა</td>
<td>forgetting</td>
</tr>
<tr>
<td>ღალათ-გ-ი-გა</td>
<td>being awake</td>
</tr>
<tr>
<td>ღალათ-გ-ი-გა</td>
<td>forgetting</td>
</tr>
<tr>
<td>ღალათ-გ-ი-გა</td>
<td>being awake</td>
</tr>
<tr>
<td>ღალათ-გ-ი-გა</td>
<td>forgetting</td>
</tr>
<tr>
<td>ღალათ-გ-ი-გა</td>
<td>being awake</td>
</tr>
<tr>
<td>ღალათ-გ-ი-გა</td>
<td>forgetting</td>
</tr>
<tr>
<td>ღალათ-გ-ი-გა</td>
<td>being awake</td>
</tr>
</tbody>
</table>

As the translation makes clear, the relevant noun here is often more of an abstract noun than a strictly verbal noun. Also, not every verb necessarily has an easily identifiable verbal noun (e.g. ღალათ-გ-ი-გა having the capability belongs rather to the transitive ღალათ-გ-ი-გა ღალათ-გ-ი-გა X is possible for you). The same is true of ღალათ-გ-ი-გა it appears, ღალათ-გ-ი-გა it depends, etc.

**The formation and functions of participles**

Georgian verbs can produce up to four participles (adjectives derived from verbs):

(a) the active participle
(b) the privative participle
(c) the future participle, and
(d) the past participle.

Particular attention should be paid to the formation of the past participle, as this will be needed to form simple Series III forms of intransitive verbs, just as the masdar is needed as a base for Series III forms of intransitive (and
indirect) verbs with an indirect object. The future participle will also be of great use. The other two are described below for the sake of completeness.

**The active particle**

The universal marker of the active participle is the pre-radical prefix მ-, which is often accompanied by the suffix -ელ-. Many medial verbs use a variety of other suffixes, usually with a vowel accompanying the prefix. The object with a transitive active participle goes into the genitive. Without a preverb, this participle refers to an ongoing or general action, equivalent to a "verbifying X", e.g.:

> მ-გორ-ავი ჰავსი არ მო-ე-ქიდ-ებ-ა
> Moss (ჰავსი) will not stick to (მო-ე-ქიდ-ებ-ა) a rolling (მ-გორ-ავი) stone

Quite often such participles become used as simple nouns (e.g. მ-ლ-მე-ლ- მომწით, drinking; მ-ჯე-ლ-მი- ალიაქტის ქმენი, seamstress, sewing). With a preverb, such participles are translated according to context as X who has . . . ed/will (be able to) . . . , e.g.:

> ი-ქობამ ამ წელის და-ი დრში?  
> Do you know the writer of (= the one who wrote) this letter?

> სად არის დღე შეეშენებიან მაინ და-ე დრში?  
> Where today is the one who will (be able to) write Shakespeare-like dramas (დრშებს)?

Forms that are basically active participles are sometimes used by themselves in the function of nouns; this is especially true of preverbless participles. In such cases the vowel of the suffix -ელ- is sometimes lost. Particular attention should be paid below to the indication of vowel loss, which should be understood to apply to the noun function of these participial forms. Here is a comparison of adjectival and nominal functions:

> ვანჯე-ჰორ-ი მ-ქმნი-ლ-ის/მ-ქმნი-აჰ არა არაია?  
> What is the news of the window cleaner (მ-ქმნი-ლ-ი/მ-ქმნი-ა) you know of?

> ამ დახმარებაზე მ-ქმნი-ლ-ი ხულუჩქრება არ ჩაითარგმავთ  
> They will not offer (უ-თარგმავ მ-ქმნი-ლ-ი) the contract (ხულუჩქრება) to the person who cleaned (მ-ქმნი-ლ-ი) this window

> ამ დახმარებაზე მ-ქმნი-ლ-ი გოინდება ხულუჩქრება არ გააჩნდება  
> They will not extend the contract of the firm that cleaned this window

> მაირტ-ქრია მ-ჯარი-მ-ი. ის გახმაურა ამ კართლ მ-ჯარი-მ-ი  
> My mother is a seamstress (მ-ჯარი-მ). She is the one who sewed (მ-ჯარი-მ) this dress
The privative participle

The universal marker of the privative participle is the prefix უ-, with which most verbs combine the suffix კ. The preverb is used with those verbs that take a preverb. The meaning is not having . . . ed, if the verb is intransitive (e.g. მო-უ-სვა-კ  not having come), and not having been . . . ed, if the verb is transitive (e.g. გა-უ-შავ-კ-კ  not having been ended, endless). Sometimes this participle is equivalent to English un-[verb]-able (e.g. გა-უ-შავ-კ-კ  unforgettable). The privative participle in the adverbial case provides a useful tool, for it serves not only as a simple adverb (e.g. გა-უ-შავ-კ-კ  endlessly) but also as an equivalent to the type of construction described when discussing result clauses in Lesson 15. Compare the following pairs, where the verb in the first part of each example is the perfect:

X went out without looking back
Xemi rХeva ro(m) ar mo-u- sm(-)en-i-a-T, ise cavidnen
They went without hearing my advice
From these we see that any object of a transitive verb will again stand in the genitive alongside this participle too. Notice that loss of the vowel in the suffix კ may occur when followed by the adverbial case marker. Again readers should pay attention to the marking of vowel loss in this suffix.

The future participle

The universal marker of the future participle is the prefix ს-, with which certain types of verb combine the suffix კ. Any relevant preverb will or will not be used depending on which nuance of those discussed above is required. The meaning is either that which is for [verb]ing or that which is to be [verb]ed. Examples:

Where is your writing paper?
Where did you put your boots (ქოფეთი) that need cleaning?
They do in one day things to be done in nine days
X will have nothing to do
We are to go elsewhere (შვაგან)
Note the following handy usages of this participle along with some choice for its case marking:

This puzzle (გამოკაწილა) is easy to work out
(lit. an easy to work out thing)

That place is easy to locate

I have nothing to do

The doctor has no one more to see

Do you have anywhere to go?

Similar to such usage in the adverbial case is the role of the future participle as substitute for the full clausal representation of purpose, described in Lesson 14 and Lesson 16. The advantage of using the future participle in the adverbial case is that there will no longer be any need to differentiate between purposes relating to the future and those relating to the past – again, any direct object of a transitive verb’s participle will stand in the genitive, whilst any indirect object will be made dependent on -Tvis for, e.g.:

I am going/went to the market to buy fruit

They are sending/have sent me (here) to interview your boss

I haven’t/hadn’t the time (g-Cal-a stative verb) to take you to the theatre

Tomorrow I shall make/Yesterday I made the time ((შო-ი-რ-ი-ს) to fetch you the/a present

When shall/did we go to view the exhibition?

Note the loss here of the vowel in the suffix -el- when followed by the adverbial case marker; not all verbs lose this vowel, and so yet again it is important to note the variant forms.
The past participle

There are three basic formations according to verb type for the past participle:

1. The suffix -ul (e.g. მოქმედ-ულ-ი having been killed, აშერობ-ულ-ი having been built, მომიმართ-ულ-ი having come);
2. The suffix -il (e.g. გამოქმედებ-ილ-ი having been sent, გამოქმედებ-ილ-ი having been blamed); and
3. The circumfix მ- -ar, which becomes მ- -al if there is an -r- in the root (e.g. მოქმედ-ულ-ი having died, გამოქმედებ-ილ-ი having dried).

The preverb, if used, is normally present (though notice გამოქმედ-ულ-ი having died, გამოქმედ-ილ-ი having died), and the meaning is either having been . . . ed or, for verbs that only exist as intransitives, having . . . ed. Readers should also note that a variant for some verbs is sometimes found where the marker is the prefix na-, e.g.: ჩამოჭრა აღკვირვების შესახებ, სიქვსრული გამოქმედი იქნება ნა- ქმედ-ულ-ი (= ქმედ-ულ-ი)

Irrigation (არქეოლოგია) canals (ტომი) made by Georgians are to be found

This example shows that, if the person who carries out the verbal action appears with the past participle of a transitive verb, it is marked in the same way as is the agent of a passive verb (i.e. it stands in the genitive governed by either მიერ or, as here, ქმედ). The older type of participial formation in ქმეд- often exists today as a noun alongside the more modern formation used in true participial function (e.g. ქმედი საქმე-სჭირდება, ჭორ ქმედ-სჭირდება the bread is sliced). Some irregular verbs form their only past participle by means of this prefix.

The following examples begin with the masdar followed by participial forms for each verb in the order: (1) active, (2) future, (3) privative, (4) past.

Root verbs

The suffixal component is possible for some active participles, rare in the future, and almost always present in the privative. The past participle is almost always in -ულ-, except for verbs in -მუ, which take -ულ- and lose the element -უ- before it, otherwise the root itself is hardly ever affected. Examples:

**write** (და)ქმედ-ი
1. (და)ქმედ- [a] (Note: ქმედ-[a] writer) 2. ქმედ- [a] 3. ქმედ- [a] 4. ქმედ- [a]

**clean** (გა)ქმედ-ი
1. (გა)ქმედ- [a] 2. (გა)ქმედ- [a] 3. (გა)ქმედ- [a] 4. (გა)ქმედ- [a]

**knit** (მო)ქმლ-ი
1. (მო)ქმლ- [a] 2. (მო)ქმლ- [a] 3. (მო)ქმლ- [a] 4. (მო)ქმლ- [a]
Verbs in -eb

The thematic suffix is retained in all forms. The prefixal component is often accompanied by the vowel -a, especially if the root begins with m- or a vowel (but not only in such cases – compare m-sesH-eb-[e]l-i lender with m-sesH-eb-[e]l-i borrower). If there is no vowel in the root, the suffixal component is absent from the active and future participles, though it is regular for the privative. The past participle is in -ul.

Examples:

do (ga-)keT-eb-a:

prepare (m-)mzad-eb-a:
1. (m-)ma-mzad-eb-[e]l-i 2. (m-)sa-mzad-eb-[e]l-i 3. m-u-mzad-eb-[e]l-i 4. m-mzad-eb-ul-i
defeat (da-)mar-eb-a:
1 (da-)mar-eb-i [sic] 2 (da-)mar-eb-il-i 3 (da-)mar-eb-ul-i 4 (da-)mar-eb-ul-i

join (Se-)er-eb-a:
1 (Se-)er-eb-i 2 (Se-)er-eb-il-i 3 (Se-)er-eb-ul-i 4 (Se-)er-eb-ul-i

build (a-)Sen-eb-a:
1 (a-)Sen-eb-i 2 (a-)Sen-eb-il-i 3 (a-)Sen-eb-ul-i 4 (a-)Sen-eb-ul-i

frighten (Se-)Sin-eb-a:
1 (Se-)Sin-eb-i 2 (Se-)Sin-eb-il-i 3 (Se-)Sin-eb-ul-i 4 (Se-)Sin-eb-ul-i

depress (da-)Gon-eb-a:
1 (da-)Gon-eb-i 2 (da-)Gon-eb-il-i 3 (da-)Gon-eb-ul-i 4 (da-)Gon-eb-ul-i

light (a-)nT-eb-a:
1 (a-)nT-eb-i 2 (a-)nT-eb-il-i (Note: a-sa-nT-i match) 3 (a-)nT-eb-ul-i 4 (a-)nT-eb-ul-i

begin (ga-)cq-eb-a:
1 (ga-)cq-eb-i 2 (ga-)cq-eb-il-i 3 (ga-)cq-eb-ul-i 4 (ga-)cq-eb-ul-i

understand ga-g-eb-a:
1 ga-g-eb-i 2 ga-g-eb-il-i 3 ga-g-eb-ul-i/ga-g-eb-ar-i 4 ga-g-eb-ul-i

put (da-)d-eb-a:
1 (da-)d-eb-i 2 (da-)d-eb-il-i 3 (da-)d-eb-ul-i 4 (da-)d-eb-ul-i

allow/make X attend, beat X to Y da-scr-eb-a:
1 (da-)scr-eb-i (Note: da-m-scr-e attender) 2 (da-)scr-eb-il-i 3 (da-)scr-eb-ul-i 4 (da-)scr-eb-ul-i

praise K-eb-a:

Verbs in -av

The past participle loses the thematic suffix and is in -ul-, unless the root contains either -e- or -o-, in which case it is in -il- (note that (da-)naq-v-a grind, pound has a choice of past participles in either da-naq-il-i or da-naq-ul-i). The active participle fluctuates between (i) keeping the thematic suffix in full without other suffixal material and (ii), using the suffix -el-, which is obligatory if the root lacks a vowel. In this case the thematic suffix loses its vowel, and those verbs that place the remnant -v- inside the root in the masdar do so here too. The thematic suffix is usually retained in full in
the future and privative participles (without any other suffix), though some verbs may omit it in the future; verbs without a vowel in the root allow -el- as a variant in the privative participle, and its presence motivates the same changes to the thematic suffix as in the active participle. Examples:

**block** (gada-)Gob-v-a:
1. (gada-)m-Gob-av-i
2. (gada-)sa-Gob-av-i
3. gada-u-Gob-av-i
4. gada-Gob-il-i

**sew** (Se-)ker-v-a:
1. (Se-)m-ker-av-i
2. (Se-)sa-ker-av-i
3. Se-u-ker-av-i
4. Se-ker-il-i

**print** (da-)bexd-v-a:
1. (da-)m-bexd-av-i/(da-)m-bexd-v-el-i
2. (da-)sa-bexd-(av-)-i
3. da-u-bexd-av-i
4. da-bexd-il-i

**hide** (da-)mal-v-a:
1. (da-)m-mal-av-i
2. (da-)sa-mal-(av-)-i
3. da-u-mal-av-i
4. da-mal-ul-i

**bury** (da-)marH-v-a:
1. (da-)m-marH-av-i/(da-)m-marH-v-el-i
2. (da-)sa-marH-av-i
3. da-u-marH-av-i
4. da-marH-ul-i

**burn** (da-)cv-[v-]a:
1. (da-)m-cv-[v-]el-i
2. (da-)sa-cv-av-i/(da-)sa-cv-el-i
3. da-u-cv-av-i/da-u-cv-[v-]el-i
4. da-m-cv-ar-i

**defend** (da-)Cv-[v-]a:
1. (da-)m-Cv-[v-]el-i/da-m-C-av-i
2. (da-)sa-C-av-i
3. da-u-C-av-i/da-u-Cv-[v-]el-i
4. da-C-ul-i

**paint** (da-)Hat-v-a:
1. (da-)m-Hat-v-el-i
2. (da-)sa-Hat-av-i
3. da-u-Hat-av-i
4. da-Hat-ul-i

**plough** (mo-)Hvn-a:
1. (mo-)m-Hvn-el-i
2. (mo-)sa-Hn-av-i
3. mo-u-Hn-av-i/mo-u-Hvn-el-i
4. mo-Hn-ul-i

**kill** (mo-)kvl-a:
1. (mo-)m-kvl-el-i/m-(m-kvl-el-i
2. (mo-)sa-kl-av-i
3. mo-u-kl-av-i/mo-u-kvl-el-i
4. mo-kl-ul-i

Verbs in -i

The thematic suffix disappears. The past participle is in -il-, the privative requires the suffix -el-, as do the active and future participles for those roots with no vowel in the root; some roots with a root vowel also allow this suffix in these two participles. Examples:

**send (here)** (ga(mo)-)gzavn-a:
1. (ga(mo)-)m-gzavn-(el-)i
2. (ga(mo)-)sa-gzavn-i
3. ga(mo)-u-gzavn-el-i
4. ga(mo)-gzavn-il-i
In view of the forms გა-ყიდ-ი you will sell X and ი-qid-i you will buy X it might be thought that these verbs belong here. However, the masdars are respectively გა-ყიდ-ზა and ყიდ-ზა, and the participles tend to follow the masdar, e.g.: გა-სა-ყიდ-ზე-ნ seller; ყიდ-ზე-ნ buyer; (გა-)ჰყოფთ-ზე-ნ to be sold; ჰყოფთ-ზე-ნ to be bought; ჰყოფთ-ზე-ნ sold; ჰყიფთ-ზე-ნ bought.

Verbs in -ob

The thematic suffix is always retained for the active, future and privative participles, and for the past participle of those verbs with prefixal intransitive forms, in which case the past suffix is -ი. Roots with a markerless intransitive have a past participle formed by the circumfix მ- -ალ without thematic suffix – the privative participle for some verbs of this sub-type is formed just by adding the prefix უ-. In some verbs the often lost root-final -v- will re-emerge here. The suffixal -el- is always used in the privative and for some roots optionally in the active and future participles. The active prefix is sometimes მ- .. Examples:

ruin (შალა-საპირ-ი): 1 (შალა-ჰსოფთ-ზე-ნ) 2 (შალა-ჰსოფთ-ზე-ნ) 3 შალა-ჰსოფთ-ზე-ნ 4 შალა-ჰსოფთ-ზე-ნ
Lesson 17

suffocate (da-)Hráb-l-a:
1 da-Hráb-l-a [sic] 2 da-Hráb-l-a
(Note: da-Hráb-l-a [gallows] 3 da-Hráb-l-a 4 da-Hráb-l-a)

dry (ga-)Sráb-l-a:
1 (ga-)m-Sráb-l-a 2 ga-Sráb-l-a 3 ga-Sráb-l-a 4 ga-Sráb-l-a

Note: all verbs with a markerless intransitive, regardless of whether or not they take the thematic suffix -ó, form their past participle by means of circumfixation (e.g. (mo-)Hd-eb-a X happens (will happen) has M-Hd-êl-i having happened/that which has happened).

Verbs in -am

The thematic suffix is retained throughout, though without its vowel; any root-final -ô will drop. The past participle is in -êl-i; elsewhere the suffixal -el- will be used. Examples:

pour, seat (a plurality) (ga-)Sáb-l-a:
1 (ga-)Sáb-l-a 2 (ga-)Sáb-l-a 3 (ga-)Sáb-l-a 4 (ga-)Sáb-l-a

place (standing) (ga-)Sáb-l-a:
1 (ga-)Sáb-l-a 2 (ga-)Sáb-l-a 3 (ga-)Sáb-l-a 4 (ga-)Sáb-l-a

drink (ha-)vág-l-a:
1 (ha-)vág-l-a 2 (ha-)vág-l-a 3 (ha-)vág-l-a 4 (ha-)vág-l-a

Clothe (ha-)vág-l-a:
1 (ha-)vág-l-a 2 (ha-)vág-l-a 3 (ha-)vág-l-a 4 (ha-)vág-l-a

talk (ná-)Sáb-l-a:
1 (ná-)Sáb-l-a 2 (ná-)Sáb-l-a 3 (ná-)Sáb-l-a 4 (ná-)Sáb-l-a

The verb ga-Kráb-l-a divide has:
1 ga-Kráb-l-a 2 ga-Kráb-l-a 3 ga-Kráb-l-a 4 ga-Kráb-l-a

The verb ña-Kráb-l-a give has (with preverb ña- replacing ña- under the usual circumstances):
1 ña-Kráb-l-a 2 ña-Kráb-l-a 3 ña-Kráb-l-a 4 ña-Kráb-l-a

The above represent those aspects that are regular about participial formation in Georgian. Medials are notoriously idiosyncratic, especially with regard to the active participle, and listed below are some useful participial forms for some medials and other irregular verbs. Notice that all four participles cannot necessarily be formed for every verb:
Have you been in Tbilisi? Yes, I have been there many times.

\textbf{go out, pass (of time)}

Have you been in Tbilisi? Yes, I have been there many times.

\textbf{be standing}

\textbf{be seated}

\textbf{be prostrate}

\textbf{live}

\textbf{graze}

\textbf{crying}

\textbf{mourn}

\textbf{feel}

\textbf{sadness}

\textbf{boiling}

\textbf{sleeping (ing)}

\textbf{complain}

\textbf{laugh(ter)}
Gim-il-i smile
1 mo-Gim-ar-i muSa-ob-a working
1 mo-muSa-v-e sa-muSa-o
4 na-muSa/e-v-[a]r-i

nadir-ob-a hunting
1 mo-nadir-e sa-nadir-o
4 na-nadir-ev-i

laparak-i talking
1 mo-laparak-e sa-laparak-o
4 na-laparak-ev-i

TamaS-i/TamaS-ob-a playing
1 mo-TamaS-e sa-TamaS-o
4 na-TamaS-ev-i

Ceka-v-a dance
1 mo-Cekv-av-e sa-Cekv-a-o

brj-ol-a fighting
1 me-brj-ol-i sa-brj-ol-v-el-i/sa-brj-ol-o
3 u-brj-ol-v-el-i
4 na-brj-ol-i

om-i warring
1 me-om-[a]r-i sa-om-[a]r-i
4 na-om-[a]r-i

XHub-i quarrelling
1 mo/a-XHub-[a]r-i sa-XHub-[a]r-i
4 na-XHub-[a]r-i

Cd-a/m-Cd-el-oba attempt
1 m-Cd-el-i sa-Cd-el-i
3 u-Cd-el-i
4 na-Cd-i

Se-Hvedr-a/Se-Hvd-om-a meet
1 Se-m-Hvedr-(el-)i/Se-m-Hvd-om-i/Se-m-H(v)d-ur-i
2 Se-sa-Hvedr-i
4 Se-Hvedr-il-i/Se-m-Hvd-ar-i

si-qvar-ul-i love
1 mo-qvar-ul-i/mo-si-qvar-ul-e
2 sa-qvar-[e]l-i

si-jul-v-il-i hatred
1 mo-jul-e
2 sa-jul-v-el-i

Kon-(eb-)a have (inanimate X)
1 m-Kon-e(b-[e]l-i) sa-Kon-[e]l-i
4 na-Kon-i

q-ol-a have (animate X) (Note: the anticipated active participle 9-y will actually go with the verb (g-)h-qv-eb-i you (will) follow/attend X and thus means companion) 2 mo-g-y-el-i
4 na-g-y-

Codn-a knowledge
1 m-Codn-e sa-Codn-el-i
4 Cn-ob-il-i

mi-Hvedr-a/mi-Hvd-om-a realise
1 mi-m-Hvedr-i/mi-m-Hvd-om-i/mi-m-Hvd-ur-i
2 mi-sa-Hvedr-i/mi-sa-Hvd-om-i
3 mi-u-Hvedr-el-i/mi-u-Hvd-om-[e]l-i
4 mi-Hvedr-il-i/mi-m-Hvd-ar-i
Expressing at the time of [verb]ing

There are two ways of producing this variant of a clause introduced by when/while, both of them involving the masdar of the relevant verb in the genitive case. The full construction makes the masdar (and any words accompanying it) dependent on the dative of time, which must immediately follow the masdar, e.g.:

At the moment the president came into the hall everyone stood up

At the moment the president comes into the hall you must all stand up

At the time of taking exams students are nervous as a rule

At the time our neighbour was killed by the murderer her daughter was attending a conference in America

The short construction does away with the word for time itself but adds its dative case ending onto the long form (in -a) of the masdar’s genitive. Thus, the above examples can respectively be shortened to the following:

At the moment the president came into the hall everyone stood up

At the moment the president comes into the hall you must all stand up

At the time of taking exams students are nervous as a rule

At the time our neighbour was killed by the murderer her daughter was attending a conference in America
A hellfire-and-brimstone preacher (მარგალი) with no great love of rich politicians has a biblical message (Mark 10: 19–25) for them!

Dialogue 3

A hellfire-and-brimstone preacher (მარგალი) with no great love of rich politicians has a biblical message (Mark 10: 19–25) for them!

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>გამოტანა</td>
<td>you prepare/get yourself ready</td>
</tr>
<tr>
<td>კრებული</td>
<td>world</td>
</tr>
<tr>
<td>მიკვეთა</td>
<td>coming</td>
</tr>
<tr>
<td>მთხაობი</td>
<td>coming a second time</td>
</tr>
<tr>
<td>ჰქონდა</td>
<td>coming</td>
</tr>
<tr>
<td>ირგვლივად</td>
<td>coming</td>
</tr>
<tr>
<td>იქსი</td>
<td>X is purged</td>
</tr>
<tr>
<td>მობრძანება</td>
<td>threat</td>
</tr>
</tbody>
</table>
Proverb

One moron will brandish a valuable diamond and hurl it into the sea, so that, were even 1,000 clever individuals to come, they will be unable to fish it out again.

VOCABULARY

Prose text

Excerpts from an interview with Germany’s leading kartvelologist, Prof. Winfried Böder (Oldenburg University) in Pillar of the Nation (1999)
— ოთა ომინდა ოფენტის “ქართული სამები” სახელწარმოებიდან და მიმოხილეთ;
— თერმო ჟობი, თერმო კონსტანტინურ მოთხრობის მიხეილ ქართული სტუმრების ადამიანი პასუხით. ამ სტუმრები რომ, ოფენტიში, ეროვნული ინსტიტუტი თავიდან თავიდან გამოშვება.
— იმედი შეუძლია ნაწილ სოციალური და საერთაშორისო ქართულების მიმართ იმპორტირება. ამიტომ, შეიძლება, რომ ქართულმა სტუმრებმა ნგრძელ ხშირობა დიდ პროპაგანდი უკან იყოს. ისიც ეკუთვნის ადამიანი სახელი.
— ქართული სტუმრები დღემდე მისამე არასწდევ თერმო ქართული სტუმრების მიმართ.
— ამ თვალსაზრისით ქართველი არ განიმეტება სხვა ენების ტურნებში შენარჩუნებლის გამგზავრობა, უდევით ათასობის თვეში. გამგზავრობა არ მოიცავთ და მოიხსენია მთელი განათლებით ენდ ენიდან. იმედი შეუძლია ნაწილ სოციალური ქართულმა სტუმრებმა.
— თერმო ქართულმა სტუმრებმა მიღება სელტის და ამავე მხრივ სოციალური ქართულმა სტუმრებმა გამგზავრობა. ერთგზი შემდგომების მიღება. დედამიწა იმპორტირები და გამგზავრობა. მოთხრობა შენარჩუნებლის მეთოდებში? ხელმძღვანელი იყო არ არ საქართველოს გადაფიქსირება?
— ხელმძღვანელი იყო აზრი „სტუმრები“ … სრული ენა და ენებით და, ხელმძღვანელი მოთხრობებში არ არის სრული ენებთან ერთ-ერთ ჰქონდა გამო. როდესაც არ უნდა დიდი გამგზავრობა და როდესაც უნდა გამგზავრობა იმპორტირება.

(Vocularity: 10–11, 1999, გ.-14/15 გ.)

**Vocabulary**

<table>
<thead>
<tr>
<th>ნაწარმოებები</th>
<th>განსაზღვრებები</th>
</tr>
</thead>
<tbody>
<tr>
<td>X starts (will start) Georgian (thing) with (+ dat.) you are (will be) or interest extension neither...nor (potential)</td>
<td>დაბალმორიდა ენა შემოქმედებით შემოქმედებით გადაჭიმული გადაჭიმული ერთი მოძრავი მოძრავი</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>და-/a-g-i</th>
<th>X to Y (with) name give name</th>
</tr>
</thead>
<tbody>
<tr>
<td>და-/a-g-i გა</td>
<td>ჰაი ჰაი ჰაი ჰაი ჰაი ჰაი</td>
</tr>
</tbody>
</table>

Lesson 17

313
<table>
<thead>
<tr>
<th>Georgian: A Learner’s Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>გათვალისწინებული</td>
</tr>
<tr>
<td>რიტორიკი</td>
</tr>
<tr>
<td>გამოხატული</td>
</tr>
<tr>
<td>(გა- ძვლები)</td>
</tr>
<tr>
<td>მუშაობა</td>
</tr>
<tr>
<td>გამო- ძვლები</td>
</tr>
<tr>
<td>ნამუშევარი</td>
</tr>
<tr>
<td>ზრუნვა</td>
</tr>
<tr>
<td>გამოწერისთვის</td>
</tr>
<tr>
<td>აღმოჩენილი</td>
</tr>
<tr>
<td>(გა- ძვლები)</td>
</tr>
<tr>
<td>პირობებში</td>
</tr>
<tr>
<td>(გა- ძვლები)</td>
</tr>
<tr>
<td>საქართველო- ძვლები</td>
</tr>
<tr>
<td>აღმოჩენილი</td>
</tr>
<tr>
<td>ერთ- ძვლები</td>
</tr>
<tr>
<td>არქიტექტურა</td>
</tr>
<tr>
<td>იყენებით (ზოგი)</td>
</tr>
<tr>
<td>იმ ხელში</td>
</tr>
<tr>
<td>უნდა</td>
</tr>
<tr>
<td>გამოვიყენოთ (ზოგი)</td>
</tr>
<tr>
<td>ურთიერთი</td>
</tr>
<tr>
<td>ღმერთი</td>
</tr>
<tr>
<td>ყოველი, ყველი</td>
</tr>
<tr>
<td>პროტოტიპური</td>
</tr>
<tr>
<td>გამოსახული</td>
</tr>
</tbody>
</table>

X appears (will appear) interesting right from the start soon you (will) start X investigation year (in the year) even so, however after founded general whole semester family activity host but housewife role spouse empathy you (will) share X very (much) house well Caucasian (person) you (will) infringe X life, living point of view other representative own you (will) have X (inanimate) difference
Exercises

1. Give (or at least try to give) the masdar plus the active, future, privative and past participles of:

(a) gmob
(b) mogaKvs
(c) Gebulob/iGeb
(d) Tesav
(e) Kmni

2. Fill in the gaps and translate:

(a) _aXvl_l_imovi
(b) b_xiaza_r_dl_m_ar
(c) s_dGC_as_svl_l_m_K(v_)
(d) vio m_r qo mkll?
(e) Ho_dvl_a ADAgd?
(f) _vi_o u_e a_Hml_a
(g) S_na ar JaH_s rXn_l?
(h) Xm_aqi_ia

3. Put the correct non-finite form of the bracketed present indicative with 2nd person subject into the following sentences:

(a) minda am baraTisis inglisSi ((a)gzavni)
(b) movidnen Sens (migqavs) sadgurze
Express the following subordinate clauses of purpose in a non-finite manner:

(a) ორძო ოქმათ, ორძო(ქ) გამართავთ პარაგრაფები
(b) მამა ოქმათ, ორძო(ქ) კირთი მოქმედად მდგომარე
(c) სახელმწიფოში სტუდენტები, ორძო(ქ) ლეგი-მერქ შეს მოვალო
(d) პოლიტიკურ გამო(ს)ვებულები, ორძო(ქ) ჯური დეპარტამენტ
(e) დეპარტამენტ, ორძო(ქ) კონვენციურთ
(f) მინისტრები ქვეყა, ორძო(ქ) ჯარის პატივსაცემოს შესახებ
(g) საჭიროეტობით წინაპრები, ორძო(ქ) ჯარის პატივსაცემო და ან ორძო(ქ)
    ინფორმაციის დაწესებულები შესახებ
(h) ქართულ ინფორმაციის შესახებ

Express the following clauses of time non-finitely:

(a) ქართულ ორძო(ქ) გამოვიყვან, უფასო გამოიყვანება გაამსხვება გზით.
(b) ამ ორძო(ქ) მოხელულყო, ოჯახში გამოვიყვანე შემოხსნათ
(c) ამოქრობა ორძო(ქ) გამოვიყვან, უფასო გამოვიყვანე ორძო(ქ) ხუთჯერ
(d) ქართულ ორძო(ქ) გამოვიყვან, ორძო(ქ) შემოხსნა გზით?
(e) ამოქრობა ორძო(ქ) გამოვიყვან, ორძო(ქ) გამოვიყვან გზით?

Express the following subordinate clauses non-finitely:

(a) ამ ოქმათ, ამ ორძო(ქ) მახასიათებელი არ გამომრგვალდეს (ყველა-ტ-ქვლ-ქ = you stop Ι)
(b) ამ ოქმათ, ამ ორძო(ქ) მახასიათებელი არ გამომრგვალდეს
(c) ქართულ ინფორმაციაში, ამ ორძო(ქ) ინგლისურ არ გამოქხდათ
(d) სახელმწიფო მუნიციპალიტეტში, ამ ორძო(ქ) ინგლისურ გამოქხდათ არ გამოქხდათ
(e) ამ ოქმათ, ამ ოქმათ, ამ ორძო(ქ) გამოქხდათ

Translate into English:

(a) ორძო ოქმათ, ამ ორძო(ქ) მახასიათებელი არ გამომრგვალდეს (ყველა-ტ-ქვლ-ქ = you stop Ι)
(b) ამოქრობა უნგლისურ, უნგლი, მიღება სახელმწიფოში საფრანგეთში და გამოქხდათ
(c) ფოთლობი დათბორიან შესახებ გამოლაპარაკება დეპარტამენტ დეპარტამენტ
(d) გამოქხდათ ამ ოქმათ, ამ ორძო(ქ) გამოქხდათ არ გამოქხდათ
(e) ამოქრობა ამ ოქმათ, ამ ორძო(ქ) გამოქხდათ გამოქხდათ?
Lesson 17

(f) თუ საუბრო შესთავაზეთ გამომხმარებელი ან რომელიმე შესთავაზეთ შემდეგი, დაცული
(g) ნუ შეჩამებობი, არ მიართავო არ ღირსშესანიშნავი, მარა გული მოუწონო ყოველი
(h) შორისლება(ს) და ლექს შეკითხითშეუძლივებელი კაცის გამოყენება

8 Translate into Georgian, using non-finite expressions where feasible:
(a) They say that Jesus came to save the already corrupted world. In
that case why are so many nations perishing?
(b) I don’t have the time today to take you to town, but I’ll try to make

time tomorrow to show you the recently opened exhibition.
(c) Do you have anything to do? I have to go to the library. Why?
Because I have to fetch mother some books.
(d) I went to the shop at 7 o’clock to buy bread, because I had a lot of
sandwiches to prepare.
(e) I’ll take this to England without showing it to your boss.
(f) I lent him the book recommended by you to read, but he returned it
to me without reading it.
(g) He went to the front to fight and to kill our enemies.
(h) He returned from the army without fighting and without killing
anyone.
In this lesson you will learn about:

- The formation of the perfect of intransitive, indirect and stative verbs
- Reported speech

Dialogue 1

Bill tells John some surprising news from Georgia about what has apparently been happening there to an old classmate of theirs – bear in mind that the conversations between John and Bill in this and the next lesson took place during the Soviet period!

Joni: амбобен, Xveni qoPili Tanaclaseli casula saKarTveloSi KarTuli enis (Se)sascavlado. me ar SevHvedrivar (SevHvdomivar) mas* ГОХ ей хам, мара чч хулу жерда мегам мегало колд унц, сакарцевалои бин айман морсун? мес пемарй?

Bili: Гете си мкрс Holme.


Bili: асм арсавели Гур-гургу.

Joni: мес боркерас оле? бин ар дасардериас?!?

Bili: ма арокатмани войдардоб?!?

Joni: гохе, чо(д) мордивцивы сакарцевало биной мегало мегало морсун? дас дасардериас войдардоб?!?

Bili: мес чинамбиз дар дар боку арсун ар сарабмани морсун.

Joni: чу мкрсам, чо(д) мес мордивцивий бериас!
Lesson 18

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>Meaning</th>
<th>Georgian</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>qoPili</td>
<td>former, ex-</td>
<td>Tanaklaseli</td>
<td>classmate</td>
</tr>
<tr>
<td>-o</td>
<td>saying</td>
<td>mxidro</td>
<td>intimate, close</td>
</tr>
<tr>
<td>kontaKti</td>
<td>contact</td>
<td>erTHel</td>
<td>once</td>
</tr>
<tr>
<td>I said</td>
<td>you get married</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dialogue 2

Bill and John continue their conversation about their mutual friend’s amorous adventures in Georgia

Joni: Bill, gamaro. daqo dje sabo roon (om) dafuk. oon jmebo dafuk."


Joni: suquis carmomadgenlebi dainteresdnen Tu ara maTi megobrobiT?

Bili: ar dainteresebulan, radgan araPeri sScodniaT mis SesaHeb. aprilSi miuvleniaT (/miuvlinebiaT) Xveni megobari soHumSi (aPHazeTSi), sadaC umuSav(n)ia aPHazurze. Tbilisis datovebisas jalian monatrebs monaTrebiT, da roCa ori kviris.

* Compare არ არის - დაგანდება I am/or you are no good.
Semdeg igi Xasula soHumSi Xveni megobris sanaHavad, mas uTHov(n)ia misTvis Heli – am dros ukve SesjlebiaT KarTulad laparaki erTmaneTTan. gundas Jer uari uTKvams da guli dascqdomia (/dascqvetia) Xvens megobars, magram, rogorC mas sXvevia, TbilisSi dabrunebis Semdeg mas moukvaraHxinebia QvelaPeri, da gunda daTanHmebula. magram gundas mSoblebsa da oJaHs ar ndomebiaT ingliseli sije. amitom QvelaPeri ise malulad mogvarebula, ro(m) gundas oJaHs veraPeri ver gaugia. oCdaHuT ivniss daKorcinebulan TbilisSi mHolod ram(o)denime megobris TandascrebiT. mainC kinaGam ver gamarTula maTi Korcini, radgan Xveni megobari jlier avad gamHdara, roCa K(alaK) gorSi mocamlula – uxamia gaPuxebuli araZani! erTHel gadadebula maTi Korcini. Korcinis Semdeg Xvens megobars kidev ise sustad ugrjvnia Tavi, ro(m) adre dacolila! daKorcinebis Semdeg Xvens megobars misCemia TbilisSi kidev eKvsiode kviris gatarebis nebarTva, da bolosdabolos gundas oJaHs gadauHdia maTTvis Korcili saHlis ezoSi. Xveni megobari ukve gzazea Sinisken. albaT gaisad aK Xamoiqvans gundas saCHovreblad, roCa mas mouva saxiro vizebi. da Colis Sejenis garda igi mSvenivrad dauPlebia KarTuls!

Joni: ra saarako ambavia! Tu ar vCdebi, SoTa rusT(a)vels sadGaC uceria "sad caiqvan sadaurso?" – ra marTali qoPila! vnaHoT, kidev ramdeni KarTvelologi Xamoiqvans inglisSi kavkasielCols! ra gza gaukaPavs Xvens megobars!

bili: cina kaCi ukanas Hidiao, naTKvamia!

Vocabulary

<table>
<thead>
<tr>
<th>ქართული</th>
<th>English</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>უკავშირდე ს/კ-ი</td>
<td>you contact X</td>
<td>contact</td>
</tr>
<tr>
<td>უკავშირდე ს/კ-ი</td>
<td>you become</td>
<td>KGB</td>
</tr>
<tr>
<td>სუნდებგრძ</td>
<td>friends with X</td>
<td>friendship</td>
</tr>
<tr>
<td>სახელმწიფო-</td>
<td>representative</td>
<td>representative</td>
</tr>
<tr>
<td>სხედა</td>
<td>Sukhum</td>
<td>Sukhum</td>
</tr>
<tr>
<td>სხედა</td>
<td>X’s heart sinks</td>
<td>no (noun)</td>
</tr>
<tr>
<td>მარტორული</td>
<td>secretly</td>
<td>you artfully</td>
</tr>
</tbody>
</table>

1 სასახმელო უმოქმედობა კომიტეტი State Security Cttee.
Grammar

The formation of the perfect of intransitive verbs

Intransitive verbs may be combined with just a single, nominative subject or with two arguments, namely, the nominative subject and the dative indirect object. In the various verb forms belonging to Series I and II that were examined in earlier lessons the marking of the indirect object within the verb was achieved by employing the appropriate set of agreement affixes with or without a version vowel, but without any other changes to the essential structure of the verb. Now that we have reached Series III, however, there is a sharp distinction in the basic formation depending on whether the verb is monopersonal (i.e. has a subject only) or bipersonal (i.e. has a subject and indirect object).

Intransitive verbs with subject only

These all form their perfects by fusing their past participle (minus any adjectival agreement ending) with the present indicative of the copula, the 3rd person singular form of which is -ā, whilst the plural is in -ās. There is only one complication, and this is that, when the subject is 1st person (sing. or pl.), not only is this indicated by the form of the copula, which stands at the
end of the compound, but the characteristic exponent of 1st personhood (v-) is also placed immediately before the verb root (after any preverb(s) that may be present). As a reminder, refer again to Lesson 17 for the formation of the past participle of the different types of verb.

If the past participle is passive in meaning, then the perfect will be the equivalent of X apparently was/has been [verb]ed, whereas, if the past participle is active in meaning, the perfect will be translated as X apparently (has) [verb]ed. To illustrate this opposition simultaneously with the pattern of conjugation, take the passive da-v-xer-il-i caught, arrested and the active mo-s-ul-i having come, which respectively form the base for the perfects I (etc.) apparently was/have been caught/arrested and I apparently came/ have come:

<table>
<thead>
<tr>
<th>Passive</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>da-v-xer-il-var</td>
<td>da-m-HrXv-al-Har</td>
</tr>
<tr>
<td>da-v-m-HrXv-al-var-T</td>
<td>da-m-HrXv-al-al</td>
</tr>
<tr>
<td>da-xer-il-Har</td>
<td>da-m-HrXv-al-a</td>
</tr>
<tr>
<td>da-xer-il-an</td>
<td>da-m-HrXv-al-an</td>
</tr>
</tbody>
</table>

As long as one knows how to form a verb's past participle, one can straightforwardly produce the relevant intransitive perfect according to this model. The same pattern also applies to those verbs whose past participle is formed by the circumfix m- -ar/al, as may be seen by taking the participles da-m-HrXv-al-i having drowned/suffocated, da-m-Tvr-al-i having got drunk, and ga-m-Hd-ar-i having become, having grown thin, which produce the following three perfects:

<table>
<thead>
<tr>
<th>Passive</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>da-v-m-HrXv-al-var</td>
<td>da-v-m-HrXv-al-al</td>
</tr>
<tr>
<td>da-v-m-HrXv-al-var-T</td>
<td>da-v-m-HrXv-al-al-T</td>
</tr>
<tr>
<td>da-v-m-HrXv-al-Har</td>
<td>da-v-m-HrXv-al-Har</td>
</tr>
<tr>
<td>da-v-m-HrXv-al-an</td>
<td>da-v-m-HrXv-al-an</td>
</tr>
</tbody>
</table>

Note also the three pairs:

- 1 apparently stood
  - 1 apparently stood up
- 1 apparently was seated
  - 1 apparently sat down
- 1 apparently was lying
  - 1 apparently lay down
Intransitive verbs with indirect object

This construction is more complicated. This time the base is provided not by the past participle but by the masdar, regardless of which of the three intransitive formations the verb in question selects in Series I and II. Replace the masdar’s final -a with -i, to which the same endings from the copula illustrated above are added to agree with the nominative subject. Again the 1st person marker -v- stands immediately before the root (after any preverb(s) that may be present). The object agreement affixes then combine with these indicators of subject according to the basic patterns discussed in Lesson 6. To illustrate let us take the masdar of give (with 3rd person indirect object) = \(\delta_\eta-\sigma\gamma\beta\alpha\), which, if we keep the 3rd person indirect object constant, will give us the following perfect conjugation:

\[
\begin{align*}
\text{mi} & -\text{v-C-em-i-var} & \text{I apparently was/have been given to X} \\
\text{mi} & -\text{s-C-em-i-Har} & \text{you apparently were/have been given to X} \\
\text{mi} & -\text{s-C-em-i-a} & \text{X apparently was/has been given to Y} \\
\text{mi} & -\text{v-C-em-i-var-T} & \text{we apparently were/have been given to X} \\
\text{mi} & -\text{s-C-em-i-Har-T} & \text{you (pl.) apparently were/have been given to X} \\
\text{mi} & -\text{s-C-em-i-an} & \text{they apparently were/have been given to X} 
\end{align*}
\]

Let us now observe the effect of altering the person (and number) of the indirect object, remembering that for this verb the preverb \(\delta_\eta-\) yields to \(\delta_\mu-\) when the indirect object is either 1st or 2nd person:

\[
\begin{align*}
\text{mo} & -\text{g-C-em-i-var} & \text{I apparently was/have been given to you} \\
\text{mo} & -\text{g-C-em-i-var-T} & \text{(a) I apparently was/have been given to you (pl.)} \\
\text{mo} & -\text{m-C-em-i-Har-T} & \text{you (pl.) apparently were/have been given to me} \\
\text{mo} & -\text{gv-C-em-i-Har-T} & \text{you (pl.) apparently were/have been given to us} \\
\text{mi} & -\text{s-C-em-i-a-T} & \text{X apparently was/has been given to them} \\
\text{mo} & -\text{g-C-em-i-an} & \text{they apparently were/have been given to you (pl.)} 
\end{align*}
\]

When the indirect object is 3rd person plural and the subject 3rd person singular, the pluralising suffix -\(T\) is, in fact, optional. This model is rigidly followed, and so only a few examples will be offered, though each type of verb will be covered. The masdar is presented first, and after each example the equivalent aorist indicative is placed in brackets.

Root verbs

\(\delta_\lambda-\alpha\gamma\nu\beta\alpha\) write to →

\(\begin{align*}
\text{cerili guSin mi} & -\text{s-cer-i-a(-T)} & \text{A letter was apparently written to the women yesterday (mi-e-cer-a(-T))} \\
\text{cerili guSin mo} & -\text{gv-cer-i-a} & \text{A letter was apparently written to us yesterday (mo-gv-e-cer-a)} 
\end{align*}\)
burst/come crashing down upon →

What misfortune has apparently come crashing down upon

(= about the head (masculine) of) our family! (da-tqd-a)

(Note that either of the two masdars can be selected as base in Series III for this bipersonal intransitive.)

d-a-tqd-a

Verbs in -eb

d-a-tqd-a give birth to →

A handsome lad was apparently born to your wife yesterday (da-a-tqd-a)

d-a-tsd-a redden →

The travellers (bmq) apparently (have) lost their way (da-a-tsd-a)

That people was apparently left with no one to carry on/continue

Verbs in -av

d-a-tqd-a hide →

The children apparently hid/have hidden from their mothers (da-a-tqd-a)

d-a-tsd-a attach firmly to →

Maia apparently attached herself like glue to her parents in alarm

Verbs in -i

d-a-tsd-a send (here) →

Hasn’t the cheque (bmq) been sent to you (pl.) yet? (da-a-tsd-a)
Verbs in -ob

- make/get drunk
  Eliso’s husband apparently got very drunk last night

- ruin
  My joy has apparently been thoroughly ruined

Verbs in -am

- stress
  It was apparently precisely this fact which was stressed

This section closes with a few examples that do not fit into the above list:

- divide
  The property left in the will was apparently divided down the middle between the two daughters

- follow as wife/marry (of woman)
  You have apparently married an idiot

- meet
  I have never met a dragon

- die
  Our grandmother has not yet died

- sit at
  The foreigner apparently sat down at the table early

- come
  A lot of money has apparently come to you
Lesson 18

The verb *realise*, behaves the same way as *promise* when it is combined with two dative objects (e.g. *I apparently was unable to grasp your heart’s desire*). However, when there is only a single dative object, the IIIrd Series forms are based on the past participle (e.g. *I apparently couldn’t grasp the full meaning of the boss’s words*).

The perfect of *you (will) try* is *You didn’t try/haven’t tried to sit on a tree*, where, however, we note the object is in the dative).

There are a few intransitive verbs that imply the presence of an indirect object in Series I and II, even though no such indirect object is actually present. Such verbs in Series III behave like normal monopersonal intransitives with subject only, e.g.:

\[
\text{The woman will flop/flopped down on the bed}
\]

Some verbs of this type may be used mono- or bipersonally. In Series III their shape will be determined accordingly, e.g.:

\[
\text{The twine bound to its feet will become apparently became slack on the turkey}
\]

Medials with bivalent intransitive forms in Series I and II tend to use their transitive forms in the perfect (and indeed throughout Series III) in association with a suitable postposition governing what in Series I and II was their indirect object (e.g. *I speak to/play with you* → *I have spoken*).
to/played with you apparently). However, should a preverb be used with such intransitives, the perfect (along with the other IIIrd Series forms) is produced normally (e.g. (me Sen) dagelaparakebi I’ll have a talk with you → perfect (me Sen) dagelaparakebivar; Epielis Seni parakebi the butterfly will begin → apparently began to play around the candle). With the latter formation in → compare the suffixal intransitive form seen in ლოცვა განთავისუფლდება → გათავისუფლდობა ახალგაზრდა a smile of hurt played → apparently played across the face of Eliso (dat.), for which intransitive form there is even a transitive equivalent seen in ლოცვა ცალისკევარის თვითგამო გათავისუფლდება ახალგაზრდა a smile of satisfaction played across the face of Eliso (dat.), though in this case the perfect is transformed in the usual way for transitive verbs, namely, ლოცვა ცალისკევარის თვითგამო გათავისუფლდობა (6)გათავისუფლდობა ახალგაზრდა.

The formation of the perfect of indirect verbs

Indirect verbs form their perfects in exactly the same way as intransitive verbs with subject and indirect object. The only difference is that, since the dative nominal is here the subject and the nominative nominal the direct object, when the dative nominal is 3rd person plural and the nominative nominal is 3rd person (sing. or pl.), the verbal element -n that marks the plurality of the dative nominal is always used. In contrast, the plurality of a 3rd person nominative nominal is never indicated. The only difficulty is knowing the correct form of the masdar from which the perfect (and Series III as a whole) is produced for indirect verbs. Study these examples:

ქართული: დაგელაპარაუჩლო (I’ll have a talk with you):

The woman loves/will love/loved/apparently loved me

You will fall/fell/apparently fell in love with me

ქართული: ერთმა (I have):

The king has/will have/had/apparently had me as a slave (3rd s.)

ქართული: რთული (I have):

The neighbours have/will have/had/apparently had a big house

ქართული: შოხვის (I hear):

The city dweller (ქალაქში) hears/will hear/heard/apparently heard the singing/warbling (გალობა) of the nightingale (ბუბული) for the first time
Lesson 18

You want/will want/wanted/apparently wanted a new suit (costiumi)

Englishmen do/will/did/apparently did not like grits (Gomi)

You hate/will hate/hated/apparently hated me

Some other formations for indirect verbs are:

<table>
<thead>
<tr>
<th>Waiting form</th>
<th>Verbal form</th>
</tr>
</thead>
<tbody>
<tr>
<td>X has pain in Y</td>
<td>X will get a pain in Y</td>
</tr>
<tr>
<td>X has pain in Y</td>
<td>X will get a pain in Y</td>
</tr>
</tbody>
</table>
The verb for to know belongs here in respect of its Series III formation. In the present sub-series it is odd insofar as its subject stands in the ergative, while its object is nominative. In the future sub-series we saw that it behaves like an indirect verb with dative subject and nominative object. The verb does not exist in Series II. Its perfect (and in general Series III) formation continues the pattern of the future sub-series and is based on the masdar და-ცდებ- knowing, knowledge to produce the declension:

<table>
<thead>
<tr>
<th>Masdar</th>
<th>Meaning</th>
<th>Masdar</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>გ-ცდებ-</td>
<td>I apparently knew</td>
<td>გ-ცდებ-</td>
<td>we . . .</td>
</tr>
<tr>
<td>დ-ცდებ-</td>
<td>you . . .</td>
<td>დ-ცდებ-</td>
<td>you (pl.) . . .</td>
</tr>
<tr>
<td>ჰ-ცდებ-</td>
<td>X . . .</td>
<td>ჰ-ცდებ-</td>
<td>they . . .</td>
</tr>
</tbody>
</table>

The structure of the perfect for stative verbs

We saw in Lesson 13 that a peculiarity of the small class of stative verbs is that, whether or not an indirect object is combined with them, their structure (especially in the future sub-series and in Series II) implies the presence of one. As far as the perfect (and Series III as a whole) is concerned, their shape is determined by whether such an indirect object is actually present or not. If they have subject only, they behave like simple intransitive verbs and use the past participle combined with the copula. Such perfects never incorporate a preverb but otherwise usually resemble the intransitive perfect for the verb root concerned. Some verbs, however, add the thematic suffix -eb- and build the past participle accordingly (i.e. by using the participial ending -ul-). For example, (და-)a-cq-ob you (will) put/arrange (plural) X in some order has the intransitive perfect დ-ცდ- the have been arranged in order apparently, and the stative დ-ცდ- they are arranged has the perfect დ-ცდ- On the other hand, (და-)s-cq-ob you (will) sow X has the intransitive perfect დ-ცდ- X has apparently been sown, whereas the stative form ჰ-ცდ- X is sown has the perfect ჰ-ცდ-

If the construction involves an indirect object, then the relevant perfect is built on the masdar in the same way as the root in question will form the perfect for its intransitive plus indirect object, minus (of course) the preverb. Again, though, a number of roots add the thematic suffix -eb-. For example, ქალს da-e- cq-ob-a ქაინბები The books will be put in order for the woman has the perfect ქალს da-cq-ob-i-a ქაინბები, and the stative ქალს u-cq-vi- a ქაინბები The woman has her books arranged in order has the perfect ქალს s-cq-ob-i-a ქაინბები. In comparison, ავტორის da-bab-eb-a ქაინბები The author’s picture will be painted has the perfect ავტორის da-(h-) Hat-v-i-a ქაინბები whereas the stative ქაინბები qda ავტორის ქაინბები The author’s picture is painted on the cover (ქაბ.) of the book has the perfect ქაინბები (h-) Hat-eb-i-a. The perfects for all the other statives listed in Lesson 13 that possess Series III forms are listed below [(M) = monopersonal form, (B) = bipersonal form]:
One can report words or thoughts in Georgian in the same way as English, i.e. by altering the tense of the verb and other features of the original to fit the requirements of the sentence into which it is being fitted. Such ‘indirect speech’ is introduced by ორო, e.g.:

Tell your mother that you will meet her at 3 o’clock

I told the woman that I would help her

We said, didn’t we, that we were hot?

You told us, didn’t you, that you had killed the thief?

They were thinking that the ice cream would be tasty

However, the preferred way of reporting speech in Georgian, especially in the spoken language, is to repeat the actual words or thoughts of the original in association with one of three specific speech particles, a sort of verbal equivalent to the quotation-marks of writing.

1 One would not, of course, use the indirect form of this verb (შე-ჰყავ-ჰყავ-ჰყავ-) on an occasion like this.
Speech particles

The three particles are -TKo (more rarely -TKva), -meTKi, and -o. The first two tend to be used only once per sentence and attach to the final word of it (usually the verb); when written, they are preceded by a hyphen. The third particle tends to be suffixed to each major constituent of the sentence and, when written, is not accompanied by a hyphen. Prescriptively at least, no ro(m) is used in these cases. Note that these three particles, when attached, do not affect the position of the stress on the word.

Strictly speaking the particle -TKo is used only when the person being spoken to is being told what words he is to repeat to some third party. The first example given above fits this definition and so would colloquially be expressed as:

Tell your mother that you will meet her at 3 o’clock
(lit.: I shall meet you, saying)

The second particle is only used when a 1st person singular subject is repeating his or her own words or thoughts. However, -TKo is also possible in such contexts (especially in the speech of speakers from western Georgia). And so a more colloquial way of expressing the second example above would be:

I told the woman that I would help her
(lit. I shall help you, saying)

In all other cases it is the third particle that is used; it is normally present when proverbs are quoted. When the introductory verb has a 1st person plural subject, however, -TKo may again be used (especially in western Georgia) in place of -o. The remaining three examples given above would thus, colloquially, become:

We said, didn’t we, that we were hot (lit. we are hot, saying)

You told us, didn’t you, that you had killed the thief? (lit. I killed him, saying)

They were thinking that the ice cream would be tasty (lit. it will be, saying/thinking)

Direct quotation is widely used in Georgian, and readers will find it very useful as a means of avoiding more complicated syntactic constructions. For example, expressions of fearing are easily handled this way – simply imagine a suitable form for the fear as originally conceived and/or verbalised, and use that in association with the appropriate particle:
We were very afraid that war would soon begin
(lit. let not a war begin, saying)

We were very afraid that war would soon begin
(lit. woe if a war will soon begin, saying)

Are you afraid that I won’t build the house on time for you?
(lit. Are you afraid concerning me, ‘Maybe (he) won’t build for us the house on time!’ saying?)

Are you afraid concerning me, ‘Woe if he will not build for us the house on time!’ saying?

The travellers lay down on the grass in order to rest there before continuing their journey
(lit. let us rest here and then let us continue our journey, saying!)

Who asked the soldiers to cast down their weapons?
(lit. cast down your weapons, saying!)

Father advised us not to sow this field today
(lit. do not sow it! saying)

I command you not to steal silver any more from the priest, as yesterday
I commanded you not to steal gold from the watchmaker

And finally note the following, where the listener has to deduce the precise relationship between the main clause and the direct quotation, as the syntax does not make this clear in the Georgian:

The lad secretly put into his pocket the money left on the table in the hope that no one would notice him
(lit. may no one notice me, saying!)
Dialogue 3

Sam, a foreign student of Georgian, Sam, tells another student, Ted, of an amusing incident during their latest lecture, which Ted missed.

English:
Sam: So, am I late in understanding the lecture?
Ted: No, am I certain that I missed any part of the lecture — which Ted missed.

Georgian:
[Ted sees the clock and starts laughing while Sam smiles]
Sam: Ted, you missed the part of the lecture where the professor said “baton” in modern Georgian. Ted, can you remember what he said?
[Ted is trying to recall the part of the lecture where the professor said “baton”]
Sam: Ted, you missed the part of the lecture where the professor said “baton” in modern Georgian. Ted, can you remember what he said?

Georgian: A Learner’s Grammar

334
Lesson 18

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>კაება</td>
<td>lecture</td>
</tr>
<tr>
<td>გაფანტა</td>
<td>you put X on/ place X standing</td>
</tr>
<tr>
<td>პატარაბუნება</td>
<td>illness</td>
</tr>
<tr>
<td>ოჯახური</td>
<td>infectious illnesses</td>
</tr>
<tr>
<td>გავრცელებული</td>
<td>in childhood</td>
</tr>
<tr>
<td>ვრცელური</td>
<td>widespread</td>
</tr>
<tr>
<td>ჩვეულება</td>
<td>infectious illnesses</td>
</tr>
<tr>
<td>არჯი</td>
<td>X is/was apparently</td>
</tr>
<tr>
<td>ერთი ან თანხმა</td>
<td>noticeable on Y</td>
</tr>
<tr>
<td>გარდაქცენა</td>
<td>X transfers to you</td>
</tr>
<tr>
<td>გაჭირვა</td>
<td>one of these</td>
</tr>
<tr>
<td>სერფ</td>
<td>serf</td>
</tr>
<tr>
<td>ფსუტა</td>
<td>X bursts out</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>you announce X</td>
<td>გაჩნირამა შეხვდა</td>
</tr>
<tr>
<td>you discuss</td>
<td>გასაქციო სამოქალაქო</td>
</tr>
<tr>
<td>measles</td>
<td>ყურამ მნართა</td>
</tr>
<tr>
<td>whooping cough</td>
<td>ფრალიმ შთამბურებელი</td>
</tr>
<tr>
<td>scarlet fever</td>
<td>შალმათ შთამბურებელი</td>
</tr>
<tr>
<td>smallpox scars</td>
<td>შალაფლარა შთამბურებელი</td>
</tr>
<tr>
<td>joke-loving/witty</td>
<td>ვერინგთან ყალიბი</td>
</tr>
<tr>
<td>you join X</td>
<td>თქველთან შეწირთ</td>
</tr>
<tr>
<td>feudalism</td>
<td>საბჭეო</td>
</tr>
<tr>
<td>hall</td>
<td>ღირს</td>
</tr>
</tbody>
</table>

1 Compare ჭარა-ჰატარა ქალაქ გაქნებით შორებითა შორები გაჯიბრიფთა. 

---

**Vocabulary**

- **lecture**
- **you put X on/ place X standing**
- **illness**
- **infectious illnesses**
- **in childhood**
- **widespread**
- **chickenpox**
- **smallpox**
- **X is/was apparently**
- **noticeable on Y**
- **X transfers to you**
- **one of these**
- **serf**
- **X bursts out**

---

**Translate**

- თქველთან შეწირთ X.
- შალაფლარა შთამბურებელი.
- შალმათ შთამბურებელი.
- შალაფლარა შთამბურებელი.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.

---

**Examples**

- წყალთან შეწირთ X.
- შალაფლარა შთამბურებელი.
- შალმათ შთამბურებელი.
- შალაფლარა შთამბურებელი.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.

---

**Notes**

- შალაფლარა შთამბურებელი.
- შალმათ შთამბურებელი.
- შალაფლარა შთამბურებელი.
- შალმათ შთამბურებელი.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.

---

**Vocabulary**

- **lecture**
- **you put X on/ place X standing**
- **illness**
- **infectious illnesses**
- **in childhood**
- **widespread**
- **chickenpox**
- **smallpox**
- **X is/was apparently**
- **noticeable on Y**
- **X transfers to you**
- **one of these**
- **serf**
- **X bursts out**

---

**Translate**

- წყალთან შეწირთ X.
- შალაფლარა შთამბურებელი.
- შალმათ შთამბურებელი.
- შალაფლარა შთამბურებელი.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.

---

**Examples**

- წყალთან შეწირთ X.
- შალაფლარა შთამბურებელი.
- შალმათ შთამბურებელი.
- შალაფლარა შთამბურებელი.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
- საბჭეო.
- ღირს.
- ვერინგთან ყალიბი.
- თქველთან შეწირთ X.
Humrobis in the mood for a joke

HaziaTze meant

mRavlobiT singular

you mix X up

a-C[i]ri amazing

you address X
dangerous

you assign X to Y/plural

saoC[a]ri AIDS

you inoculate X

Homosexual (male)

(categorise X as Y)

you mix X up

you assign X to Y/plural

you inoculate X

AIDS

you mix X up

you assign X to Y/plural

you inoculate X

AIDS

Proverb

Tu niori ar gixamia, piri rad giqars?
If you have not eaten garlic, why does your mouth stink?

VOCABULARY

Tu if

piri mouth

rad for what?/why?

xam you (will) eat X

giqars it stinks for you

1 Compare გადაჰქოთ უარა ადგილით! to hell with them!
Lesson 18

Prose text

This is the beginning of the story ‘I See the Sun’ by one of the most popular writers of the 1970s, Nodar Dumbadze

I see the sun

The story begins with a eulogy for a white cherry tree that has been removed. The narrator is standing in a garden, looking at the remains of the tree. The story is told in a poetic style, with vivid descriptions of the natural world. The narrator reflects on the beauty of the tree and the loss of its presence in the garden. The story is a meditation on the cyclical nature of life and death.

VOCABULARY

- you (will) see X
- white cherry
- branch
- thrush
- so
- uncle
- you (will) abandon X
- chair
- you (will) bring X
- out

- sun
- dry
- male
- you are (will be)
- sitting
- you (will) sing
- work
- 3-footed
- yard
- you (will) sit down
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>სმენა(გ)</td>
<td>(to) hearing, listening</td>
<td>ჭოჭო (ჭ)</td>
<td>you (will) turn</td>
</tr>
<tr>
<td>გრძოლი</td>
<td>ryegrass</td>
<td>ჭოჭო (ჭ)</td>
<td>you (will) lie down</td>
</tr>
<tr>
<td>იკონებური</td>
<td>without taking a breath</td>
<td>ოთხე</td>
<td>you (will) close X heart</td>
</tr>
<tr>
<td>ხარი</td>
<td>sound, voice</td>
<td>(ჭ-ი)</td>
<td>you (will) make X follow Y</td>
</tr>
<tr>
<td>ქოინდრი</td>
<td>you (will) turn</td>
<td>უნგუ (ა)</td>
<td>you (will) breathe</td>
</tr>
<tr>
<td>კოინდრი</td>
<td>you (will) lie down</td>
<td>უნგუ (ა)</td>
<td>you (will) take a deep breath X is (will be)</td>
</tr>
<tr>
<td>ტვალი</td>
<td>you (will) close X</td>
<td>თამთა (ჰ)</td>
<td>enough for you</td>
</tr>
<tr>
<td>გაბაღური</td>
<td>breath</td>
<td>თამთა (ჰ)</td>
<td>you (will) whistle</td>
</tr>
<tr>
<td>გაიკონი</td>
<td>sustainedly</td>
<td>თამთა (ჰ)</td>
<td>you (will) pause</td>
</tr>
<tr>
<td>ნაბაღური</td>
<td>rare</td>
<td>თამთა (ჰ)</td>
<td>toward (+ gen.)</td>
</tr>
<tr>
<td>გამარჯათ</td>
<td>descending</td>
<td>თამთა (ჰ)</td>
<td>as before</td>
</tr>
<tr>
<td>სპილენი</td>
<td>you will look out</td>
<td>თამთა (ჰ)</td>
<td>whistling</td>
</tr>
<tr>
<td>გული</td>
<td>you (will) continue X</td>
<td>თამთა (ჰ)</td>
<td>tray</td>
</tr>
<tr>
<td>ჰმა</td>
<td>you (will) make X follow Y</td>
<td>თამთა (ჰ)</td>
<td>enormous</td>
</tr>
<tr>
<td>სულმო Tk</td>
<td>you (will) breathe</td>
<td>თამთა (ჰ)</td>
<td>you (will) do down</td>
</tr>
<tr>
<td>სულ�ო Tk</td>
<td>you will try (to X)</td>
<td>თამთა (ჰ)</td>
<td>strewn</td>
</tr>
<tr>
<td>გუბულაო</td>
<td>you (will) try (to X)</td>
<td>თამთა (ჰ)</td>
<td>village</td>
</tr>
<tr>
<td>ბჰზუმია</td>
<td>you will set (fire) to X</td>
<td>თამთა (ჰ)</td>
<td>you (will) come to stand over X (dat.)</td>
</tr>
<tr>
<td>პაიჭი</td>
<td>you will set (fire) to X</td>
<td>თამთა (ჰ)</td>
<td>gate</td>
</tr>
<tr>
<td>სოციური</td>
<td>you (will) make X follow Y</td>
<td>თამთა (ჰ)</td>
<td>you (will) call to X</td>
</tr>
<tr>
<td>ჰპაჰუთი</td>
<td>you will come in</td>
<td>თამთა (ჰ)</td>
<td>you will come in dissatisfied</td>
</tr>
<tr>
<td>დიმაclock</td>
<td>you will sit up</td>
<td>ოქტობრი</td>
<td>brigadier, team leader</td>
</tr>
<tr>
<td>გაბაჰურიათ iteano</td>
<td>Good day to you!</td>
<td>თამთა (ჰ)</td>
<td>you (will) greet X over here</td>
</tr>
<tr>
<td>გაბაჰურიათ iteano</td>
<td>Good day to you!</td>
<td>თამთა (ჰ)</td>
<td>you (will) reply to X</td>
</tr>
<tr>
<td>გაბაჰურიათ iteano</td>
<td>Good day to you!</td>
<td>თამთა (ჰ)</td>
<td>kitchen</td>
</tr>
<tr>
<td>გადაჯათი</td>
<td>you (will) stand up</td>
<td>თამთა (ჰ)</td>
<td>you will take a quick lie down X</td>
</tr>
<tr>
<td>გადაჯათი</td>
<td>you (will) stand up</td>
<td>თამთა (ჰ)</td>
<td>as before</td>
</tr>
<tr>
<td>გადაჯათი</td>
<td>you (will) stand up</td>
<td>თამთა (ჰ)</td>
<td>you will stand over X</td>
</tr>
<tr>
<td>გადაჯათი</td>
<td>you (will) stand up</td>
<td>თამთა (ჰ)</td>
<td>you (will) come in dissatisfied</td>
</tr>
<tr>
<td>გადაჯათი</td>
<td>you (will) stand up</td>
<td>თამთა (ჰ)</td>
<td>you will come in dissatisfied</td>
</tr>
<tr>
<td>გადაჯათი</td>
<td>you (will) stand up</td>
<td>თამთა (ჰ)</td>
<td>you will come in dissatisfied</td>
</tr>
<tr>
<td>გადაჯათი</td>
<td>you (will) stand up</td>
<td>თამთა (ჰ)</td>
<td>you will come in dissatisfied</td>
</tr>
</tbody>
</table>
Lesson 18

1 Write out the perfect paradigms for the following:

I (etc.) apparently (have) hid(den); I (etc.) apparently (have) hid(den)
from X

I (etc.) apparently (have) stood up; I (etc.) apparently began/have
begun [stepped into] X

I (etc.) apparently (have) felt hot

X apparently (has) had me (etc.)

2 Fill in the gaps and translate:

(a) _evr_  _a_vic_e_i_ _  T_ _en
(b) c_r_l_  Je_  _r  m_ _v_vli_  _v_n
(c) _av_v_  _urm_  _ _vije_i_
(d) r_  s_cq_l_  _oP_lH_ _!
(e) _r_P_r_  (_r)  _C_dni_  S_n!
(f ) _er  _rsa_  (a_)  _a_ul_n
(g) C_l_  _av_  a_tk_ _eb_ _
(h) om_  r_g_r  ga_a_rX_n_va_ _?

3 Transpose the following present indicative verb forms into their perfect
equivalents:

(a) ař  žiřařo  žiřařo  žiřařo
(b) žiřařo  žiřařo  žiřařo
(c) žiřařo  žiřařo  žiřařo
(d) žiřařo  žiřařo  žiřařo
(e) žiřařo  žiřařo  žiřařo
(f) žiřařo  žiřařo  žiřařo
Transpose the following sentences with aorist indicative verb forms into their perfect equivalents:

(a) წყურებიათ თავგანთან
(b) ოღონა ყველადღიათ
(c) გაქცევს სახელებზე
(d) მორუკვალია ხელიშიათ

5 Given the following transitive perfects, transform them into the equivalent (a) monopersonal intransitive and (b), bipersonal intransitive perfects, after the model of:

(ხელი) ადმინისტრაცია ხელოვა მოდის ჩაიწოვს ჩამოქცევა მოქანო

(a) The house apparently was/has been built
   → (b) saHli agvSenebia
   The house apparently was/has been built for us

6 Give the colloquial forms for the following examples of reported speech:

(a) მიყურე, რომლადგანაც
(b) გიყურე, რომლადგან
(c) დიდი მიყურე, რომლადგან
(d) გაიყურე, რომლადგან
(e) ხშირად
(f) ზოგჯერ
(g) ხშირად
(h) ბინადრობით

7 Translate into English:

(a) ხელი-დალობით პათოლოგია, ქანდიდატი ჯარის წიწვიანან, ძირში თანხა თვითობა არ ჩალდათ
(b) რაცი ჭერიანი, ხალხგან მატარები აქ ხელი, თუ ქანდიდატი არ იყო, აქ კათლახებს არ შეიძლება არ შეიძლება მას შენახულია შემდეგ/შემდეგია მას (შემდეგ/შემდეგი გალანგული)
(c) უფრო სითხის ტრანსფორმაციის მქონე შეფარავი მოძრავებს, სხვადასხვა არაფრთხილ არ შეუჩინს
(d) სიძულვით წყვილებით გამჭივათ, არაფრთხილ არ დაუძებილი
8 Translate into Georgian:

(a) What they say is apparently true – what lovely daughters you and your wife seem to have. Congratulations!

(b) I thought my husband (to be) a good man, but it seems I (have) married a thief!

(c) Nene, tell your friend that you will only marry him if he abandons drinking.

(d) That girl has apparently fallen in love with me. This is the reason that she no longer leaves me alone.

(e) While I was still (= ქირ ქირ) in England, my teacher told me that I would like being in Georgia. And evidently you have liked it.

Yes, I have [= do like it].

(f) How thin those girls seem to have grown! Apparently some misfortune has befallen them.

(g) I thought I had the key in my pocket, but apparently I don’t have it with me.

(h) How difficult the introduction of vaccination for [lit. of] smallpox seems to have been!
Lesson 19

In this lesson you will learn about:

• The pluperfect of intransitive, indirect and stative verbs
• Forming clauses introduced by the conjunctions before and until
• Some patterns of word formation

Dialogue 1

John and Bill go over some of the same ground they discussed in Dialogue 1, Lesson 18

Joni: minda gavigo, Xveni megobari ratom cavida saKarTveloSi, da ra moHda sanam is iK imqoPeboda, magram vidre damicqebde moqolas, cqals davdgam qavisTvis, da samzareuloSi manam davrXebi, sanam cqali (ar) aqviqep.

[Semodis da moaKvs mduGare qava meriKiPesaviT]

Bili: neba Tu drTe, davicqeb.

Joni: brjane!

Bili: man gadacqvita saKarTveloSi casuliqo da aTi Tve darXeniliqo, raTa Sesjleboda saKarTvelo enaHula, KarTvelebs gasCnoboda(T) (/gaeCno KarTvelebi), da KarTul enas dauPleboda. didi britaneTis sabxos sTHova mievlinaT (/mievlinebinaT), da miavlines kideC.

Joni: mas ro(m) ndomeboda escavla hinduri, gana miavlendnen (/mimavlinebs) indoeTSi?

Bili: mgoni, ingliss ara aKvs Sesabamisi HelSekruleba indoeTTan.

Joni: me Tu Hval movindome sadme casvla ruseTSi, gana vinme mimavlinebs? (mimavlinebs)?
Dialogue 2

Two lads, Archil and Bak’ur, play a little game of imagination

archil: თანა ვენა თავში გამოყოფილი, ამაგაც საფუძველზე ჩარჩო გახდებოდა პატარა მოსახლეობის წყლის წყალი, სანამ/გრძელდ გლვი კიდევ ყველა საკუთარს.

bakur: თუ რამე მეჩხრო დაქვემდობა?
archil: გული ართ დასახელოება, რომ(მ) შემოხედა ფხვევებს ახლა ქვემო, და მერმ შესასრულებლად გახშოთირდნი იგი, რადგან ძალაუფავ უნდა დაჭრილი მძღოლი! დაქვემდოვანი რომ(მ) არ მოხერხდება, ამოთან ამ დამოუკიდებლობა.

bakur: დაფლობილგარეულა ჰარ? სახურავი სისინჯან რომ(ზ) მოძღულამ, არ შეგრძელდოდა მის ხანხანობების სივრცო არ დაახშობა ღირსში, რათა დაფლობილგარულა იგი?
archil: ხელ თქვევით! ვერ ხარ ომერთ უფერა პოლოკართულებზე, მესაქონლო!

archil: რომლიდან ყოფნის სისინჯან რომ(მ) გამოყოფა, ცა შორის "მომოიხუ" სახელწოდება? ახალ რამ ფხვევებში სივრცო, აქრო რომ(მ) გამოყოფა?
archil: აქვე გამხდია იგიშინძო, მიღები რომ(მ) არ პოლოკართული და (ჯამავენჯდა) ფაქტიათა არ დამოუკიდებლია (ჯამავენჯდა არ შემოდგომა), ამასთან ერთად ვიკითხა ამო დაჭრილი მძღოლი.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ქართული</td>
<td>before, while, until</td>
<td>თანა</td>
<td>boiling</td>
</tr>
<tr>
<td>ანაზ</td>
<td>until, while, before</td>
<td>შეკრება</td>
<td>like*</td>
</tr>
<tr>
<td>მერქორჯეფი</td>
<td>(= წყალ)</td>
<td>ალამა</td>
<td></td>
</tr>
<tr>
<td>ლაღზაბი</td>
<td>speak!</td>
<td>ჰინდუ</td>
<td>Hindi</td>
</tr>
<tr>
<td>ინდია</td>
<td>India</td>
<td>ქართული</td>
<td>स्त</td>
</tr>
<tr>
<td>ქართული</td>
<td>there(ness)</td>
<td>წყალი</td>
<td>rule</td>
</tr>
<tr>
<td>შენამშინებები</td>
<td>wonderful</td>
<td>დაჭრილი</td>
<td>convinced, sure</td>
</tr>
<tr>
<td>მოთავიძე</td>
<td>evil</td>
<td>საფრთხებლები</td>
<td>empire</td>
</tr>
<tr>
<td>ლაღზაბი</td>
<td>diarrhoea</td>
<td>ჭოჭო</td>
<td>stomach</td>
</tr>
<tr>
<td>ქართული</td>
<td>X becomes</td>
<td>ლოუს</td>
<td></td>
</tr>
</tbody>
</table>

* + dat. or, if the noun ends in a consonant, nom.

Dialogue 2

Two lads, Archil and Bak’ur, play a little game of imagination
bakuri: Sen ro(m) dabadebuliqavi amerikaSi, saxiro ar iKneboda metamaSa ase suluruli Tamasebi! aba, miharia, amerikeli msoblebs ro(m) dabadebodi, iK rogor iCHovrebdi?

arxili: dedas ro(m) Sehqvareboda maGali, lamazi, Cnobili msaHiobi da Colad gahqoloda mas, albaTa iqid(i)dnen Xems dabadebamde bevr rames, raTa me, maT pirmSos, momCemoda qvelaPeri, raC mdidar amerikel bavSvs unda hKonoda aTi clis cin – mag. televizori, kompiuteri, d.a. Semejleboda memgzavra qvelgan msoPlioSi, da sul, sul bednieri viknebodi.

bakuri: eg kaia, mara ras izamdi, Seni mSoblebi ro(m) erTad ar darXeniliqvnen da manam daSorebodnen erTmaneTs, sanam Sen daibadebodi? amerikaSi qvela mCHovrebi ar ari(s) mdidari, rogorC Sen Turme ggonia, da SenC maSin Garibi iKnebodi, magairi ubedureba ro(m) Tavs dagtqdomoda (/dagteHoda).

arxili: aPsus! aGar momcons es TamaSi. sHva ram viTamaSoT, ra!

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>rogori</td>
<td>what sort of (adj.)</td>
<td>suluruli</td>
<td>silly (of things)</td>
</tr>
<tr>
<td>maslobi</td>
<td>actor</td>
<td>msaHiobi</td>
<td>first-born</td>
</tr>
<tr>
<td>kompiuteri</td>
<td>computer</td>
<td>mgzavr-eb (i- -eb)</td>
<td>you travel</td>
</tr>
<tr>
<td>xor-d-eb-i (da-)</td>
<td>you part from X</td>
<td>aPsus!</td>
<td>Oops! Darn it!</td>
</tr>
</tbody>
</table>

Grammar

The formation of the pluperfect of intransitive verbs

The pluperfect of monopersonal intransitives is formed quite simply from the perfect by replacing the present forms of the copula with those of the aorist (which, of course, is the only past tense form that this verb possesses). The only slightly unexpected feature is that, when the subject is 1st person (sing. or pl.), the agreement affix for 1st personhood (v-) is absent from the copular ending, although it is retained before the root, just as in the perfect. The conjugational pattern can be illustrated for the two verbs conjugated at the start of the grammar section in Lesson 18, which respectively mean I (etc.) had been caught/arrested and I had come:

<table>
<thead>
<tr>
<th>Georgian</th>
<th>Georgian</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>da-gv-rse-sh-i-eb</td>
<td>ma-gv-rse-sh-i-eb</td>
<td></td>
</tr>
<tr>
<td>da-gv-rse-l-tse</td>
<td>ma-gv-rse-l-tse</td>
<td></td>
</tr>
<tr>
<td>da-gv-rse-l-eb</td>
<td>ma-gv-rse-l-eb</td>
<td></td>
</tr>
<tr>
<td>da-gv-rse-l-tse-eb</td>
<td>ma-gv-rse-l-tse-eb</td>
<td></td>
</tr>
</tbody>
</table>
The same is naturally true of those verbs whose past participle is formed by means of the circumfix -ar/-al, as may be seen by taking again the participles having drowned/been suffocated, having got drunk, and having become, having grown thin, which produce the following three pluperfects:

\[
\begin{align*}
\text{da-m-HrXv-al-iqavi} & \quad \text{da-m-Tvr-al-iqavi} \\
\text{da-m-HrXv-al-iqvnen} & \quad \text{da-m-Tvr-al-iqvnen} \\
\text{ga-m-Hd-ar-iqavi} & \quad \text{ga-m-Hd-ar-iqvnen}
\end{align*}
\]

The pluperfects for the following three pairs are normal too:

\[
\begin{align*}
\text{v-m-dg-ar-iqavi} & \quad \text{v-m-Jd-ar-iqavi} \\
\text{v-m-sHd-ar-iqavi-T} & \quad \text{v-col-il-iqavi-T}
\end{align*}
\]

When it comes to the pluperfect of intransitive verbs with a dative indirect object, readers’ expectations will be dashed! It will useful to refer to the section on intransitive verbs in Lesson 14 in considering the formation about to be described. Take the masdar-based perfect, as described in Lesson 18, and remove both the copular endings and the preceding -i-vowel. In place of this -i-vowel, add the suffix -od-, to which the same agreement endings are attached as are employed in the imperfect indicative (or, of course, the conditional). Recall that an -i-vowel, as here, causes an immediately preceding -v- to disappear from the thematic suffix or end of the verb root. To illustrate, let us again take the masdar of give (with 3rd person indirect object) = ми-Г-ем-а, which, if we keep the object constant, will give us the following pluperfect conjugation:

\[
\begin{align*}
\text{mi-v-C-em-od-i} & \quad \text{I had been given to X (sing./pl.)} \\
\text{mi-s-C-em-od-i} & \quad \text{you had been given to X (sing./pl.)} \\
\text{mi-s-C-em-od-a} & \quad \text{X had been given to Y} \\
\text{mi-v-C-em-od-i-T} & \quad \text{we had been given to X (sing./pl.)} \\
\text{mi-s-C-em-od-i-T} & \quad \text{you (pl.) had been given to X (sing./pl.)} \\
\text{mi-s-C-em-od-nen} & \quad \text{they had been given to X (sing./pl.)}
\end{align*}
\]
Let us now observe the effect of altering the person (and number) of the indirect object, not forgetting that for this verb the preverb mi- yields to mo- when the indirect object is either 1st or 2nd person:

<table>
<thead>
<tr>
<th>Georgian Text</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mo-g-C-em-od-i</td>
<td>I had been given to you</td>
</tr>
<tr>
<td>mo-g-C-em-od-i-T</td>
<td>(a) I had been given to you (pl.),</td>
</tr>
<tr>
<td>mo-g-C-em-od-nen</td>
<td>(b) we had been given to you (sing./pl.)</td>
</tr>
<tr>
<td>mo-gv-C-em-od-i-T</td>
<td>you (pl.) had been given to me</td>
</tr>
<tr>
<td>mo-gv-C-em-od-i</td>
<td>you (pl.) had been given to us</td>
</tr>
<tr>
<td>mo-gv-C-em-od-i</td>
<td>X had been given to them</td>
</tr>
<tr>
<td>mo-gv-C-em-od-i</td>
<td>they had been given to you (sing./pl.)</td>
</tr>
</tbody>
</table>

Essentially the same series of examples as was presented in Lesson 18 is now repeated with the verbs transposed from perfect to pluperfect.

**Root verbs**

<table>
<thead>
<tr>
<th>Georgian Text</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mi-s-C-em-od-a(-T)</td>
<td>X had been given to them</td>
</tr>
<tr>
<td>mi-s-C-em-od-a(-T)</td>
<td>A letter had been written to the women yesterday</td>
</tr>
<tr>
<td>da-tqd-om-a</td>
<td>burst/come crashing down upon</td>
</tr>
<tr>
<td>da-tqd-om-a</td>
<td>A letter had been written to us yesterday</td>
</tr>
<tr>
<td>da-tqd-om-a</td>
<td>What misfortune had come crashing down upon our family!</td>
</tr>
<tr>
<td>da-bn(-)ev-a</td>
<td>scatter/confuse</td>
</tr>
<tr>
<td>da-bn(-)ev-a</td>
<td>The travellers had lost their way</td>
</tr>
<tr>
<td>da-bn(-)ev-a</td>
<td>That people had been left with no one to carry on/extend the race</td>
</tr>
</tbody>
</table>

**Verbs in -eb**

<table>
<thead>
<tr>
<th>Georgian Text</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>da-bad-eb-a</td>
<td>give birth to</td>
</tr>
<tr>
<td>da-bad-eb-a</td>
<td>A handsome lad had been born to your wife</td>
</tr>
<tr>
<td>da-gv-eb-a</td>
<td>redden</td>
</tr>
<tr>
<td>da-gv-eb-a</td>
<td>The foreigners’ cheeks had suddenly turned red</td>
</tr>
<tr>
<td>da-gv-eb-a</td>
<td>(make) attend</td>
</tr>
<tr>
<td>da-gv-eb-a</td>
<td>We had not attended the conference</td>
</tr>
</tbody>
</table>
Lesson 19

Verbs in -av

dā-mal-v-ā hide →
Verbs in -av
dā-mal-v-ā hide →
The children had hidden from their mothers’

mi-kvr-ā attach firmly to →

SeSinebuli maia mSoblebs mi-h- kvr-od-a(-T)
Maia had attached herself like glue to her parents in alarm

Verbs in -i

gā(mo)-gzavn-ā send (here) →

KviTari ar gamo-g- gzavn-od-a-T?
Hadn’t the cheque been sent to you (pl.)?

gā-Hd-om-ā become →

stumari gzaze ga-g- Hd-om-od-a avad
Your guest had become ill on the way

Verbs in -ob

dā-tr-ob-ā make/get drunk →

Eliso’s husband had got very drunk

mo-sp-ob-ā ruin →

mHiaruleba mTlad mo-m- sp-ob-od-a
My joy had been thoroughly ruined

Verbs in -am

havān ga-s-m-ā stress →

It was precisely this fact which had been stressed

gā-q-oP-ā divide →

The property left in the will had been divided down the middle between

the two daughters

Colad ga-q-ol-ā follow as wife/marry (of woman) →

You had married an idiot

urXHuls arasodes (ar) Se-v- Hvedr-od-i/Se-m-Hvedr-od-a
I had never met a dragon
Our grandmother had not died

The foreigner had sat down at the table early

A lot of money had come to you

The president had promised his own son a high post

I had been unable to grasp your heart’s desire compared with

I had not realised the full meaning of the boss’s words

The woman had flopped down on the bed

The twine bound to its feet had become slack on the turkey compared with

The instrument string had become slack

The formation of the pluperfect of indirect verbs

The pluperfects of indirect verbs are formed from their perfects in exactly the same way as the pluperfects of intransitive verbs with dative indirect object are formed from their perfects. The examples presented in Lesson 18 are now transformed into their respective pluperfects:

The woman had loved me compared with

You had fallen in love with me

The king had had me as a slave
Some other formations for indirect verbs

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian</th>
</tr>
</thead>
<tbody>
<tr>
<td>$X$ has pain in $Y$</td>
<td>რყევა აქვთ შენზე $X$-ით პაინი</td>
</tr>
<tr>
<td>$X$ will get a pain in $Y$</td>
<td>ამათ შენს პაინი იღირის $X$-ით</td>
</tr>
<tr>
<td>$X$ will start to feel cold</td>
<td>შენს $X$-ით იტვირთდება გასახლის მცენარე</td>
</tr>
<tr>
<td>$X$ will get hungry</td>
<td>ამათ შენის $X$-ით ჭერითი იღირის</td>
</tr>
<tr>
<td>$X$ will get thirsty</td>
<td>ამათ შენის $X$-ით ცარცული იღირის</td>
</tr>
<tr>
<td>$X$ needs $Y$</td>
<td>შესასვლელი აქვთ $X$-ით $Y$-ის რაოდენობით</td>
</tr>
<tr>
<td>$X$ is asleep</td>
<td>არის განირთობის $X$-ით</td>
</tr>
<tr>
<td>$X$ is awake</td>
<td>არის გაიქცეს $X$-ით</td>
</tr>
<tr>
<td>$X$ is possible for $Y$</td>
<td>$Y$-ს შესამცდაფლო აქვთ $X$-ით</td>
</tr>
<tr>
<td>$X$ lacks $Y$</td>
<td>არის შენის $X$-ით კვლევის საშუალება</td>
</tr>
<tr>
<td>$X$ forgets $Y$</td>
<td>არის შენის $X$-ით მემკვიდრეობა $Y$-თვის</td>
</tr>
<tr>
<td>$X$ will feel fear</td>
<td>ამათ შენის $X$-ით შეიძლება მოუთხოვოს $Y$</td>
</tr>
<tr>
<td>$X$ will feel hot</td>
<td>ამათ შენის $X$-ით მოუთხოვოს სიხშირე</td>
</tr>
<tr>
<td>$X$ will come to miss $Y$</td>
<td>ამათ შენის $X$-ით შეიძლება გამოუგზაუროს $Y$</td>
</tr>
</tbody>
</table>

The city dweller had heard the singing/warbling of the nightingale for the first time

The Englishmen had not liked grits

That night had stayed in the students’ memory compared with

That night had come into the students’ minds
The pluperfect of เข้ามาจะทำ (เข้ามา) คุณ และ คุณจะทำ คุณ (will) try is เข้ามาจะทำ. The transitive variant, เข้ามายัง, was presented in Lesson 16.

The formation of the pluperfect for stative verbs

Both mono- and bipersonal statives form their pluperfects from their perfects according to the appropriate pattern from the two outlined above. The statives given in Lesson 18 have the following pluperfects:

- **be arranged**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **be sown**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **be painted**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **be suspended**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **be tied up**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **think something**  → (B) นั้น-จะ-ทำ
- **be sorted out**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **be lit**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **hold something**  → (B) นั้น-จะ-ทำ
- **hold something**  → (B) นั้น-จะ-ทำ
- **hold something**  → (B) นั้น-จะ-ทำ
- **be involved**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **be called something**  → (B) นั้น-จะ-ทำ
- **wear something**  → (B) นั้น-จะ-ทำ
- **be written**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ
- **wear headgear**  → (B) นั้น-จะ-ทำ
- **be lying**  → (M) นั้น-จะ-ทำ (B) นั้น-จะ-ทำ

Clauses introduced by the conjunctions before and until

In Lesson 9 we learnt that the expression while was conveyed by use of either คาบ or ค่อน. These same conjunctions are also used to convey the meanings before and until, but the overall syntax of the sentences is different in each of the three cases. For the meaning to be while the verb form had to be one that indicated an ongoing activity. For the other two senses a number of variations are possible, but only the main constructions will be described here. The ordering of clauses is free.
Until

If the main clause contains a negative (not), the until clause will also contain one. Place the verb of the subordinate clause in the future indicative, if the main clause contains a future or represents a negative command, e.g.:

> We will not go to the cinema until he finishes (lit. will finish) tomorrow’s (ნახევარს) lesson

> Don’t leave the house until your mother rings (lit. will ring) you

Place the verb of the subordinate clause in the aorist indicative, if the main clause contains either an aorist or perfect, e.g.:

> He couldn’t/apparently couldn’t go to the cinema until he (had) finished tomorrow’s lesson

Place the verb of the subordinate clause in the conditional, if the main clause contains the conditional, e.g.:

> He would not have gone to the cinema yesterday until he had prepared (lit. would have prepared) today’s (დღესსასწაულოს) lesson

Even if the main clause does not contain a negative, the subordinate clause still contain one alongside the future indicative (when reference is to the future) or aorist indicative (when reference is to the past); in this latter instance, the subordinate clause may contain a non-negated conditional, e.g.:

> We shall remain seated here until you change (lit.: will (not) change) (შემდეგ) your clothes

> We remained seated here until the girl changed her clothes
cf. (for the same meaning) We (are) going to be seated here until

Before

When reference is to the future, the subordinate clause contains the future subjunctive; when reference is to the past, the subordinate clause contains the conditional, e.g.:

> Before we go to the cinema, let’s snatch a little (ვისწორ) to eat!
We shall wash our hands before we have dinner

Before we went to the cinema, we snatched a little to eat

We washed our hands before we had dinner

My sister died before I was born

The postposition -mde governing the masdar in the adverbial case (the adverbial case's final -d dropping before the postposition) may be used with both meanings until and before, the context determining which is the appropriate rendition into English, e.g.:

My sister died before I was born

We washed our hands before dining

(Note: before dinner would be vaHSmamde).

We remained seated here until the girl changed her clothes

He will not go to the cinema until he finishes tomorrow's lesson

Some patterns of word formation

- me- -e derives agent nouns from noun bases
  (e.g. ოხლი bread → ოხლები baker)

- mo- -e is similar to the above (e.g. ოხბი ოხეთა → ოხბური insurgent)

- me- -ur/-ul-i is similar again; the second suffix is used if the root contains an -r- (e.g. ქვიშა ოჯახი → ოჯახური giver (or sucker) of the breast, მოკილი პარამონი → პარამონური porter)

- me- -ed-i produces fractions, though ოთხე = half
  (e.g. ძალი 4 → ძალექვური quarter)

- ო- ო- equates to -ish (e.g. ქართული ოქრო → ოქრისათვის [sic] reddish, ქართული ომათონი → ომათონური (sic) sweetish)

- ო- ო- produces a noun (or adjective) meaning (place) where the noun base used to be (e.g. სახლი house → სახლისკენო monasteries → სახლისკენო site of former monastery)

- ო- ო- similar to the above (e.g. ოთხი ოქრი 4 = woman who has had two husbands)
Lesson 19

sa- -e depicts the place designated for the base (e.g. ნაგი რეცხი "rubbish →  Natasha bin cf. (და- დი  you sweep X)

lo- -eli(-) derives the abstract nouns from adjectives (e.g. ზოგი რეცხი "ripe → ზოგი ხაელი / ბოლო "warm → უნი "warmth, სული "sweet → სული "sweetness)

-lo(-) derives adjectives meaning possessed of base (e.g. გამოსახვი "law → გამოსახვი "legal, შრო "flesh → შრო "corporeal)

-lo(-) similar to, and more productive than, the above (e.g. ხმა "sword → ხმა "armed with sword, ხმა "dirt → ხმა "dirty)

-lo(-) similar to the above two suffixes (e.g. ქმა "rock → ქმა "rocky)

-lo(-) similar to the above three suffixes (e.g. ჯგუფ "skin of a panther → ჯგუფ "skin of (Man in the Panther Skin)

-lo(-) is an adjective based on the adverbial case ending, equivalent to -able when attached to a masdar base (e.g. გახელ "changing → გახელ "changeable)

-lo(-) is an adjective based on the instrumental case ending (e.g. შავი "legislating/legislation → შავი "legislative, ხოჭო "side → ხოჭო "side)

-lo(-) is a widely used formant (e.g. ქალი "sex → ქალი "sexual, მაქს "market → მაქს "market; Note: monosyllables make use of the form -lo(-)t-: თვი "month → თვი "monthly, დაჯთ "menstruation)

-lo(-) sometimes preceded by a vowel (-n- or -a-), derives adjectives from certain adverb-like expressions of time (e.g. შემო "then → შემო "of that time, წლებ "this year → წლებ "this year’s, დღე "today → დღე "today’s)

-lo(-) and -ela are widely used as formants for abstract nouns, the latter being especially common in association with privative adjectives (e.g. ჰაპი "happy → ჰაპი "happiness, დაჯი "independent → დაჯ "independence, დაჯ "inadmissible → დაჯ "inadmissibility).

Note the special nuance indicating recurrence in time marked by the instrumental case of abstracts in -oba (e.g. თაბათი "Saturday → თაბათი "on Saturdays, ქვით "summer (once) → ქვით "in summer (as a rule)). With numerals the form is invariant, whether used adverbially or adjectively (e.g. ამჯეთი "they came in hundreds and thousands, ძველი "I saw scores of fish (ძველი))

For further examples, see the Georgian–English glossary at the end of this book.

1 The stem is the older form for what today would rather be ქილომ."
Some useful sets of vocabulary

Seasons of the year

Spring/in spring, Summer/in summer, Autumn/in autumn, Winter/in winter.

Compass points

North, South, East, West.

Colours

Black, White, Red, Yellow, Green, Blue, Orange (lit. orange = = orange-coloured), Violet, Grey, Pink (lit. pink = = pink-coloured).

Some foodstuffs

Potato, Mushroom, Rice, Carrot, Onion, Cabbage, Vegetable, Apple, Peach, Fig.

Pepper, Mustard, Garlic, Coriander, Mint, Cinnamon, Cherry, Strawberry.
Lesson 19

<table>
<thead>
<tr>
<th>Item</th>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>medlar</td>
<td>შავიმართი</td>
<td>medlar</td>
</tr>
<tr>
<td>celery</td>
<td>ჭორშილო</td>
<td>celery</td>
</tr>
<tr>
<td>wheat</td>
<td>ყავა</td>
<td>wheat</td>
</tr>
<tr>
<td>rye</td>
<td>რეი</td>
<td>rye</td>
</tr>
<tr>
<td>jam</td>
<td>ჯამ</td>
<td>jam</td>
</tr>
<tr>
<td>chestnut</td>
<td>ყვითელი ხლის თრიამფი</td>
<td>chestnut</td>
</tr>
<tr>
<td>cheese pie*</td>
<td>ცხენიყვიანი ლემონი</td>
<td>lemon</td>
</tr>
<tr>
<td>rennet</td>
<td>რენეტი</td>
<td>rennet</td>
</tr>
<tr>
<td>liquorice</td>
<td>ლიკორი</td>
<td>liquorice</td>
</tr>
<tr>
<td>brown bread</td>
<td>ყაზომი</td>
<td>brown bread</td>
</tr>
<tr>
<td>watercress</td>
<td>წაირიქვეც</td>
<td>watercress</td>
</tr>
</tbody>
</table>

* A staple Georgian dish.

Dialogue 3

A foreigner, conducting a survey, asks a former Soviet citizen (საბოლოოდ ამოსახულებელი) to comment on the way things might have been in the USSR, had different policies been pursued before the USSR disintegrated

* A staple Georgian dish.
ჯერ ვჭამებული აცა როგორც ღამე, რომ ასეთი ზემოთ წარმოდგენილი საქმეთა ცერებით? სახელით: ამჯერებით მოგვხუჭვალტყო, რომ(გ) დამოუკიდებელ საქმეში ღია დამოუკიდებელ დამოუკიდებლობა დამოუკიდებლობა, თუმცა სიმრავლის სამოთხოლო წელი გამოქვეყნებაში აქ მაღალური ტექსტის სამგრძო როლი(დ) ტრადიციული ამოქმედება საქმეში, რომ(გ) დამოუკიდებელ ამ ალბერთი წყვილი მდგომარეობა მოქცეული იყო გამოქვეყნების მიუხედავად სამგრძო. ჯერ აკეთებლა, რომ(გ) ნათლარა მიუვა, გაძლიერდა იყო ამ ალბერთი წყვილი მდგომარეობა მოქცეული იყო გამოქვეყნების მიუხედავად სამგრძო.
Lesson 19

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>აქტიური</td>
<td>absolutely clear</td>
</tr>
<tr>
<td>აქტიური კოორდინატი</td>
<td>advantage</td>
</tr>
<tr>
<td>ნამუქალი</td>
<td>world</td>
</tr>
<tr>
<td>ფსევდო</td>
<td>freedom</td>
</tr>
<tr>
<td>ჰქონული</td>
<td>sphere</td>
</tr>
<tr>
<td>ფსევდო</td>
<td>civilised</td>
</tr>
<tr>
<td>ნამუქალი</td>
<td>without which</td>
</tr>
<tr>
<td>ხუკო-ფიქი</td>
<td>(pl.)</td>
</tr>
<tr>
<td>ფიქი</td>
<td>society</td>
</tr>
<tr>
<td>ფიქი</td>
<td>arrogant</td>
</tr>
<tr>
<td>რიგა</td>
<td>some</td>
</tr>
<tr>
<td>რიგა</td>
<td>on the contrary</td>
</tr>
<tr>
<td>ოთხმცით</td>
<td>each their own</td>
</tr>
<tr>
<td>რიგა</td>
<td>rein</td>
</tr>
<tr>
<td>რიგა</td>
<td>conflict</td>
</tr>
<tr>
<td>რიგა</td>
<td>you facilitate X</td>
</tr>
<tr>
<td>ზოგიზოგი</td>
<td>aspiration</td>
</tr>
<tr>
<td>ზოგიზოგი</td>
<td>Lithuania</td>
</tr>
<tr>
<td>ზოგიზოგი</td>
<td>right(s)</td>
</tr>
<tr>
<td>ზოგიზოგი</td>
<td>short-sightedness</td>
</tr>
<tr>
<td>ზოგიზოგი</td>
<td>X falls as the lot to Y</td>
</tr>
<tr>
<td>ზოგიზოგი</td>
<td>generation</td>
</tr>
<tr>
<td>ზოგიზოგი</td>
<td>experience</td>
</tr>
<tr>
<td>ჰქონული</td>
<td>you correct X</td>
</tr>
</tbody>
</table>

Proverbs

არათური ჯირკვებები განაგმოთ.

I spat upwards, it landed on (my) moustache; I spat downwards, it landed on (my) beard.

1 Compare თავ-ადგილი each X’s own.
2 This is the form of the proverb given in the Academy Dictionary under the entry და-ი-პურთჰ-ებს. An alternative with a versioniser is quoted under the entry ა-ა-პურთჰ-ებს, namely: ადგილობრივ, ქვეყანაში მოიხდენ გამოვიყენო.
The fish said: ‘I have a lot to say, but I have a mouth full of water’

Prose text

This is a passage from Archil Sulak’auri’s short story Old News, taken from a volume of his Stories.

The fish said: ‘I have a lot to say, but I have a mouth full of water’

Prose text

This is a passage from Archil Sulak’auri’s short story Old News, taken from a volume of his Stories.
aivanze bneloda. მათზე სასათავლო რთულია თავისი წყალი ჩაპირი. მათსაც მეჩემოძის ოჯახში გაუბრუნი ანგარიში შევძლო და შეძლოთ აღარ. ანგარ
ფერდობული, თავისუფლობისგან დარჩენილი კომუნ.
— თუ შეიძლება, ძალიან ჭირდით . . . — ჭერხო გადაწყვეტის შემდგომ შეიძლება მოიღო სხვაობა.

აქ მიღება და უბრძანი იყო, შემდგომ არაგორმე შექმნილია — ლანვებური იყო: ჩემ ქართულად როგორ, გაჩნდა წირგა, შემდგომ შეიძლო სახე ჭირდება, ანგარანთური, რომ გა გორაცხო, ჩწულით უფრო წამოწყოთ — გარგარ.
— მართვით მოხდე გულისმოთმო, არ შეიძლო, თუ არა დაამოწმოთ.
— ჰქონდა ჭუჭანმა? — შეიძლო რომ გვირგვინმა აშენებდე. ეს ჯარიმა.
— დართ . . . თუ გაგვიშლა მიბუნა, ამ კი ხელახლა მე, არა შემდგომ, თუ იქნე კილომეტრი . . . გექმნია, ამიც უნართური-ჭირდე და დაწყებული.

გარგარ მიღება სახელურთო, ლანვებური შეიძლო გახლება ყურად როგორ, გაჩნდა პატარა გაბარტის მარტოდ გამოქცეული, ქალისხასძო მოქმედი შემდგომი სხვა.

ჩემ ქართულად როგორ გაჩნდა ჯვარი. ეს შეიძლო ვინაირი, მა იქნა ველამოვანი მართვათმოთმო და შემეცადე. შემწუნება თავი. ჭერხო რომ შეიძლოთ იყო: თავი. რომ შეიძლოთ უჯრაშა მოქმედი შემდგომი.

VOCABULARY

| ca-mo- | dg-eb-i | you (will) stand up
| oTaHi | room |
| ca-mo- | siaruli | walking
| saSin[e]li | dreadful |
| ca-mo- | mo-g-i-nd-eb-a | you will get an urge
| papirosi | cigarette |
| ca-mo- | mo-c(-)ev-a | smoking
| rodis | when? |
| ca-mo- | mo-kaux-eb-ul-i | with difficulty
| CHviri | nose |
| ca-mo- | ga-zrd-il-i | quickly
| uPro | more |
| ca-mo- | d-eb-a | your X (will) grow
| uPro | thin |
| ca-mo- | mo-c(-)ev-a | motionless
| cev-H-a-r | you (will) lie |
| ca-mo- | jlivs | with difficulty
| g-i-Cem-s | your X beats |
| ca-mo- | grjn-ob (i- -ob) | you (will) feel X
| rodis | when? |
| ca-mo- | da-uPl-eb-i | you (will) gain
| m-Gel-v-ar-eba | excitement, agitation |
| ca-mo- | ga-u-njr(-)ev- | motionless
| cev-H-a-r | you (will) lie |
| ca-mo- | ga-UJR(-)ev | with difficulty
| g-i-THel- | your X (will) grow
| uPro | more |
| ca-mo- | d-eb-a | thin
| ga-zrd-il-i | grown |
| ca-mo- | ga-UJR(-)ev | your X (will) seem
<p>| uPro | will resemble |</p>
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>გუმბილამა</td>
<td>careful</td>
<td>(mi/mo-)u-aHlov-</td>
</tr>
<tr>
<td>დამომუშავეთ</td>
<td>you (will) stand over X</td>
<td>(da-)a-dg-eb-i</td>
</tr>
<tr>
<td>გააცნო</td>
<td>light</td>
<td>(da-)a-qur-eb</td>
</tr>
<tr>
<td>გაეთქვა</td>
<td>you (will) hear X</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>ძვიათ</td>
<td>X will turn to look at you</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>ძირჰმათი</td>
<td>address</td>
<td>(da-)a-dg-eb-i</td>
</tr>
<tr>
<td>შენქური</td>
<td>whisper</td>
<td>you (will) give ear to X</td>
</tr>
<tr>
<td>თარიღული</td>
<td>in truth</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>იანჭარები</td>
<td>exercise book</td>
<td>(da-)a-dg-eb-i</td>
</tr>
<tr>
<td>ღმერთი</td>
<td>torn (piece)</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>წმინდა</td>
<td>brother</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>ნამორმათ</td>
<td>you will go round</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>ნოლოტა</td>
<td>you will fetch X away for Y</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>გოგონა (-a-)</td>
<td>girl</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>კომორო</td>
<td>one</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>ღიამი</td>
<td>you (will) take X</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>მიჩურც</td>
<td>big</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>თანხმობა (-s)</td>
<td>someone</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>გამარჯვება</td>
<td>no longer</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>გადამწყვეტი</td>
<td>stopping</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>გადიოს</td>
<td>you (will) agree with X</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>სეკენტაცია</td>
<td>quickly</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>რეპლიცა</td>
<td>ripped (piece)</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>გათკური</td>
<td>you (will) crumple X in (your Y)</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>გართული</td>
<td>you (will) come out</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>გარჩქი</td>
<td>someone</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
<tr>
<td>საუნივერსიტეტო</td>
<td>purity</td>
<td>(mi/mo-)a-qur-eb</td>
</tr>
</tbody>
</table>

Georgian: A Learner's Grammar
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>სული</td>
<td>soul</td>
</tr>
<tr>
<td>გატირება</td>
<td>agitation</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გირჩილი</td>
<td>you (will) ring X</td>
</tr>
<tr>
<td>ადგილები</td>
<td>floor, storey</td>
</tr>
<tr>
<td>უჯეროსო</td>
<td>bulb</td>
</tr>
<tr>
<td>გალმოფართო</td>
<td>you (will) extinguish X</td>
</tr>
<tr>
<td>ტყდილობა</td>
<td>coughing</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გიჭირნები</td>
<td>you (will) cough</td>
</tr>
<tr>
<td>უდიდესი</td>
<td>sustained</td>
</tr>
<tr>
<td>გათქვა</td>
<td>in a rush</td>
</tr>
<tr>
<td>ქალი</td>
<td>woman</td>
</tr>
<tr>
<td>მშობლის</td>
<td>calm</td>
</tr>
<tr>
<td>ჰელი</td>
<td>peaceful</td>
</tr>
<tr>
<td>განახლდები</td>
<td>you will take fright</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გიღირნები</td>
<td>you (will) turn X</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გიკირბები</td>
<td>you (will) stand</td>
</tr>
<tr>
<td>თეთრი</td>
<td>darkness</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გირჩილი</td>
<td>you (will) sort out X</td>
</tr>
<tr>
<td>რამდენიმე</td>
<td>how much?</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გდები</td>
<td>you (will) await X</td>
</tr>
<tr>
<td>იყობი</td>
<td>you are (will be) late</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გიძირა</td>
<td>you (will) go</td>
</tr>
<tr>
<td>არის (შეიძლება)</td>
<td>nothing (potential)</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გიკირბები</td>
<td>you will ask X</td>
</tr>
<tr>
<td>იყობი</td>
<td>in such a way</td>
</tr>
<tr>
<td>არტა კი</td>
<td>not even</td>
</tr>
<tr>
<td>რამდენიმე (ტრადიციულ)</td>
<td>you (will) say X</td>
</tr>
<tr>
<td>გადამატა</td>
<td>you (will) depart</td>
</tr>
<tr>
<td>გადამატა განვითარებული</td>
<td>from X</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გიძირა</td>
<td>you (will) manage X</td>
</tr>
<tr>
<td>უსრული</td>
<td>you (will) bid</td>
</tr>
<tr>
<td>მოსამოქმედ</td>
<td>you (will) get to</td>
</tr>
<tr>
<td>ირჩევდა</td>
<td>you (will) know X</td>
</tr>
<tr>
<td>ცუდა განვითარებული</td>
<td>you (will) live</td>
</tr>
<tr>
<td>გადახვდა</td>
<td>you (will) speak</td>
</tr>
<tr>
<td>გადახვდა განვითარებული</td>
<td>recently</td>
</tr>
<tr>
<td>თქვენ (კვლავ) გიძირა</td>
<td>manner, accent</td>
</tr>
</tbody>
</table>
Exercises

1 Write out the pluperfect paradigms for:
   I (etc.) had been sitting
   X had had me (etc.)
   I (etc.) had turned red
   X had turned white for me (etc.)
   I (etc.) had worn X (e.g. a coat)
   X had come to hate me (etc.)

2 Fill in the gaps and translate:
   (a) m_g_b_eb_  Se_o_ve_T_b_d_e_
   (b) k_t_  _a_HrX_ _li_o
   (c) g_e_dz_  _ _ msHd_m_d_T
   (d) X_ _n  k_rga_  _a_mTv_a_i_a_i_
   (e) S_n  a_  u_d_  S_ _rCH_e_o_ _  X_m_
   (f ) g_k_e_i_i  _r  _n_a  _ _cqe_u_i_o
   (g) _v_n  _vi_n  _ _da  a_ _dg_r_q_v_T
   (h) _ _vSv_ T_ _me  _G_ij_b_d_

3 Replace the present indicative verb forms below with their pluperfect equivalents (and indicate any other necessary changes):
   (a) ar mCalia SenTvis
   (b) Xemi mHiaruleba ispoba
   (c) mHiaruleba gespobaT
   (d) araPeri (ar) iCis kaCma
   (e) patara Kudi aHuravs SoTas
   (f ) aK ra didi Hani zis
   (g) ar miqvarHar
   (h) TKvenC

4 Replace the aorist indicative verb forms below with their pluperfect equivalents:
   (a) ratomGaC ingliseli megone Sen
   (b) ra jlier davTveriT!
Given the following transitive pluperfect forms, transform them into the equivalent (a) monopersonal intransitive and (b) bipersonal intransitive pluperfects, after the model: *agvSenebina saHli* we had built the house → *aSenebuliqo saHli* the house had been built → *agvSeneboda* the house had been built for us:

(a) *amevso moTminebis Piala* →
(b) *poliCiels daexire* →
(c) *mters davexeriT* →
(d) *dageTvreT (TKven me)* →
(e) *skamze dagesva bavSvi* →
(f) *gagvezardeT (Xven TKven)* →
(g) *eKimebs avadmqoPi gadaerXinaT* →
(h) *gagerqveni (Sen me)*

6 Construct the correct syntax for the conjunctions *sanam/vidre* by selecting the appropriate form of the bracketed verbs in the following:

(a) *sanam/vidre magidas (miJdoma) savaHSmod, stumrebs gavuGe kari* →
(b) *nu adgebiT, sanam/vidre skolis direKtori oTaHSi ar (Semosvla)* →
(c) *Coms movzel, sanam/vidre mzad (ar) (qoPna)* →
(d) *sanam/vidre TKven magidas (misHdoma), Gvino moitaneT!* →
(e) *loginSi davrXi, sanam/vidre (ar) (gaTeneba)* →
(f) *sanam/vidre is cerili ar (dacera), dedam neba ar damrTo saHlidan gamovsuliqavi* →
(g) *Xven KveviT vlaparakobdiT, sanam/vidre gogo tansaCmels (XaCma)* →
(h) *sarevelam cerca damiHrXo, sanam/vidre margvlas (dacqeba)*

7 Translate into English:

(a) *Hili ro(m) gndomebodaT, unda geTKvaT, sanam/vidre bazarSi cavidodi* →
(b) *damalobanas TamaSobdnen. erTma maTganma Tvla daicqo, sHvebi ki gaiKCnen, ro(m) TvaldaHuxuls damalodnen* →
(c) *aTasi lari ro(m) gvKonoda, auCileblad mogCemdiT CHraass konPerenCias ro(m) ar dascrebodi, arasodes (ar) Segejleboda gasCnobodi im meCniers* →
(d) *ormoCdaCHra clisas ro(m) ar Semjenoda/dambadeboda bavSvi, uSvilod movkvdebodi* →
(e) *lomGanSi ro(m) Semjenoda, sanam/vidre (ar) (gaTeneba)* →
(f) *lomGanSi ro(m) Semjenoda, sanam/vidre (ar) (gaTeneba)* →
(g) *lomGanSi ro(m) Semjenoda, sanam/vidre (ar) (gaTeneba)* →
(h) *lomGanSi ro(m) Semjenoda, sanam/vidre (ar) (gaTeneba)* →
(f) სწორი ზრდა (შვილი) ვერ გამოიყენებოდა, როდესაც შავი ზეთი უჭირა სისხლე. შეუძლია შევარდნაც ამ თვითნად. თუქათი ორთულობა უფრო გამოვიყენება.

(g) მათი ბანი საქართველოში? თუ იგი უცხოელი მოქმედი, სახემართლო მოტორზე უფრო შემდგომი გამოვიყენე.

(h) იგი თავის ძალამძღვართა შე იყო, რომ ეგ უკვე არ ვასწავლა მოს თან პატიმრობა და რგოლები გამოჩნდნენ (საქართველოში იყო)

8 Translate into Georgian:

(a) We used to go to Georgia every other year (= ყოველ ხარჯობზე), until this misfortune came crashing down upon us.

(b) I took the map (= რუკა) with me in order not to lose my way.

(c) If your mother had told me how her leg was hurting her, she could have stayed in the car and sat there until we returned.

(d) If I had known what would happen, I would never have given you permission to go to England.

(e) Her mother became angry, because the girl should have been wearing her new dress when the guests came.

(f) Before you put the child to sleep, ask her if she wants anything.

(g) If our mother had had ten children at that time, she would have become a hero(ine) of the Soviet Union.

(h) If I hadn’t loved the girl, I wouldn’t have married her. I wouldn’t have behaved honourably, if I’d married her only in order that I might have been able to bring her to England.
Lesson 20

In this lesson you will learn about:

- The formation and use of the IIIrd subjunctive for all verbs
- The form and function of causative verbs
- An alternative passive
- An alternative Series III for transitive verbs
- Constructing indefinite clauses

Dialogue 1

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat

As his year in Georgia learning the language comes to an end, Jim visits Rusudan for a final chat
მარგამ ცოტა შიშალოს რომ(მ) გამოთქვახს, ამითაც მოწოდებით მომხმარეთ ქართული გულის ფორმა, რომ(მ) იხილით თქვენი რუკის უპასუხებაზე!

ვის მოგზაურდე, თქვენზე შემოყვანაში საჭიროებით ბოძო დაამხობოთ.

ჯიშ: მერთელა, შეიძლება, თუკი ხმის დამარცხება. ჯიში ბოძო ქროფთათ თქვენი უფასო გალორების რომ(მ) ქვეშ? ზერ ვითვალება გაზაფხულზე?

რუკახელა: მეგონა, ქვეყანაში უკვე ქართული-საჭირო, შეიძლება დღის ყოველ ამავდრო, რომ(მ) ერთ გადარჩეთ. ამით რომ(დ) არ მექსიკაში, ქეთი ოხერში ქართული — ამსახველ, შემოთქვათ რომ(მ) გადავარ, ამითაც ქურიანთ გამოიმართოთ სურათი და რუკახელა ფრთავთ, და მოქმედებულ გარე ქვეშ, რადგან არავის სურათ სახელმწიფო გადაგზალო აღმოჩენილი. ანწყავ ნინში ქართული ფრთავთ რომ(მ) შხარგვით შემოხვედრილია ამო ქვემო, პირველი რომ(მ) (დ)შორისდიდე ქართულა გულის მოთავსება, ოკოთქერ მოთავსებულ, ქართული ფრთავთ. ამითაც ერთ-ერთ გამომხდარი შიშმა ამაღლობა, იხილით თქვენი რუკის მოტორებით (გალორებით). თუ არ გამხდებათ, დამახასიათებელ ყოველ ქვეშ მახნა, საბოლოო თან (არ) შეიძლება. თუ ყველა დამრღვევა, ქართული გამოქვაბულ გამოხატვაქვემდება ჰყოფი ამაღლობა. იხილით თქვენი რუკის მოტორებით (გალორებით). თუ არ გამხდებათ, მოთავსებული შიშმა ამაღლობა და აქმაგრძოლება გაშიშან-გრძოლჰყოფი (მა) ფრთავთ რუკის მოტორებით (გალორებით)!

* Also used is გაშიშან-გრძოლჰყოფი.

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>თუნხარდათი (გ-შ-ი)</td>
<td>you approach</td>
</tr>
<tr>
<td>თუნხარდათი (მ-შ-ი)</td>
<td>ground, basis</td>
</tr>
<tr>
<td>თუ-ჭილი (შ-შ-ი)</td>
<td>you acquire X</td>
</tr>
<tr>
<td>თუ-ჭილი (თ-შ-ი)</td>
<td>countless</td>
</tr>
<tr>
<td>თუ-ჭილი (გშ.-შ-ი)</td>
<td>always</td>
</tr>
<tr>
<td>თუ-ჭილი (დ-შ-ი)</td>
<td>it doesn’t matter</td>
</tr>
<tr>
<td>თუ-ჭილი (მ-შ-ი)</td>
<td>you display X</td>
</tr>
<tr>
<td>თუ-ჭილი (შ-შ-ი)</td>
<td>you have done with X</td>
</tr>
<tr>
<td>თუ-ჭილი-ხალდა (შ-შ-ი)</td>
<td>string of nuts coated</td>
</tr>
<tr>
<td>თუ-ჭილი-ხალდა (შ-შ-ი)</td>
<td>in dried, boiled</td>
</tr>
<tr>
<td>თუ-ჭილი-ხალდა (შ-შ-ი)</td>
<td>grape juice</td>
</tr>
<tr>
<td>თუ-ჭილი-ხალდა (შ-შ-ი)</td>
<td>you hit (target), find yourself</td>
</tr>
<tr>
<td>თუ-ჭილი-ხალდა (შ-შ-ი)</td>
<td>(somewhere)</td>
</tr>
<tr>
<td>თუ-ჭილი-ხალდა (შ-შ-ი)</td>
<td>you greet X for Y</td>
</tr>
</tbody>
</table>

* Also used is გაშიშან-გრძოლჰყოფი.

What has been related

you conclude X

exception

you fit in

alive

in any case

you (will) change

the subject for X

autumn has come

kilo, dialect

you get X to take

(inanimates) Y

away with him/her
Dialogue 2

Jim asks his Georgian teacher for one last lesson

Jim asks his Georgian teacher for one last lesson

Jimi: vaime, am kviraSi vbrundebi inglisSi da Jer ar miscavlia
KarTulad rogor unda vcero ceril(eb)i!
Sukia: maS, modi erTi SevadginoT erTad. rasaC me getqviT, TKven
dacereT: pativCemulo batono/Kalbatono!
me, Xemi meuGle da ori KaliSvili vapirebT erTi kviris
gatarebas TKvens KalaKSi Xemi ardadegebis dros, romeliC
iKneba agvistos bolos. Xvenma mezoblebma mirXies
dagkavSirebodiT, ro(m) gamego TavisuPali oTaHebi geKnebaT
Tu ara im dros. Xven gvacqobs an ori oradgiliani oTaHi an
erTi orsacoliani nomeri. roCa momcerT, madlobeli viKnebi,
Tu SematqobinebT ara mHolod ra Girs Gamis gaTeva TKvenTan
aramed ramdeni damiJdeba, Tu Xven oTHive visadilebT da
vivaHSmebT TKvens sasadiloSi. mas Semdeg, raC mogvacodebT
Sesabamis inPormaCias, gadavcqvetT, gvinda Tu ara SevukveToT
oTaH(eb)i TKvens sastumroSi, TanaC SevukveTT matareblis
bileTebsaC.
imedia, ro(m) male gamogvigzavniT pasuHs. didi madloba
quadGebisaTvis.
pativisCemiT, . . .
adresats Tu kargad iCnobT, SegijliaT daicqoT sitqviT
"jvirPaso", Torem, Tu did pativs sCemT, daicqeT sitqvebiT
"Grmad pativCemuli". TanaC SegijliaT daamTavroT aseTi
variantebiT: "siqvaruliT", "marad TKveni", "uGrmesi
pativisCemiT", anda "marad TKveni sikeTis msurveli".
da TKven sad caHvalT dasasveneblad, roCa dabrundebiT
inglisSi?
Jimi: iK, sadaC sHva damsveneblebi ar iKnebian!

Vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-dg-en (Se-)</td>
<td>you compose X</td>
</tr>
<tr>
<td>meuGle</td>
<td>spouse</td>
</tr>
<tr>
<td>ardadegebi</td>
<td>holidays</td>
</tr>
<tr>
<td>g-a-cq-ob-s</td>
<td>it suits you</td>
</tr>
<tr>
<td>oradgiliani</td>
<td>with two beds</td>
</tr>
<tr>
<td>nom]e[ri</td>
<td>thankful</td>
</tr>
<tr>
<td>madlobeli</td>
<td>esteemed (cf. you respect X)</td>
</tr>
<tr>
<td>ara mHolod</td>
<td>with two places</td>
</tr>
<tr>
<td>Tu ara SevukveToT</td>
<td>room, number</td>
</tr>
<tr>
<td>ara Mih dol . . .</td>
<td>not only . . . but also</td>
</tr>
</tbody>
</table>
Dialogue 3

Jim goes to visit Maq’vala for what he thinks will be the last time during his stay in Georgia

Jimi: GamarJobaT, Kalbatono. inglisSi ver davbrundebodi kidev erTHel TKvenTan mousvlelad. mindoda dagmSvidobebodiT, da scored amitom movedi.

Maq’vala: Jim, gagimarJoT, mobrjandiT, mobrjandiT! viCi, ro(m) jalian dakavebuli iKnebiT, Svilo, magram ase advilad ar Semijlia gamogeTHovoT. ar minda mogejaloT, magram unda moiCaloT XemTan Hval rva saaTze mosasvlelad. TKveni HaTriT (/TKvens pativsaCemad) patara suPra meKneba. Tu ar vCdebi, jalian mogconebiaT KarTuli HalHuri simGerebi. dapatiZebuli mqavs zurab sotkilava, romeliC mGeris moskovis did TeatrSi. mas TKvenTvis vamGerebT. viCi, ro(m) erTi kviris cin Xemi mdivnisTvis unda gamomegzavninebina mosacvevi baraTi TKvenTvis, magram bolo aTi Tvis ganmavlobaSi albaT SegitqviaT, ro(m) Xven KarTvelebi qvelaPers sul bolo cuTamde vtovebT Holme. Hom SemindobT (/momitevebT)?

Jimi: ra TKma unda! veravin damakargvinebs Sesajleblobas, ro(m) ara mHolod movismino es SesaniSnavi megreli tenori aramed piradad gaviCno igi. SesaPer(is)i madloba rogor gadagiHadoT? TKvens suPras aravin gamaCdeninebs, oGond patara THovna maKvs TKvenTan – bevrs Hom ar damalevinebT? viCi, ramdens asmeven Holme KarTvelebi stumrebs (= viCi, Tu KarTvelebi stumrebs ramdens asmeven Holme)!
მაღალა: როგორ გაცხოვრებათ! მიეცემ დეკაბრიო, რომელიც მოთხოვნილი. ჯოხო: ხელისუფლად მორგას უნდა არის შესავალი და ამ შემთხვევა იყო დეკაბრის შეწყობილობაც. თუმცა მიწურნებთ შესაჯობო სიმძლავრეში საკუთარი დღეს გზა მრჩევის, გამოაცხადეთ შეთვალება შეყვარულ სიმძლავრით — რა გა ცნობოთ თუმცა, რომადა სიმძლავე შეყვარება სიმძლავრეში? ხომ იგი ლირიკული სიტყვანორმების თემაზე შეიმჩნეოდა?

მაღალა: მეხსიერება.

ჯოხო: დღეს რომ(ი) შეუტომი, თუმცა რომ(ი) შეაღწიათ სოფლის მოთანხმება, რომელიც ერთ შეჯობადებულად? სურათის სურათების ან ზუგდელდა ღამის ღამიანი გამოყენებით, როგორცმეტა შეყვარება შეკრულ ამბავთაში იგი ცნობილ და შეისწავლა შექრულობა. ამ გადაწყვეტაში, კონფიდენცია.

მაღალა: რამდენიც შეიძლება სახალიგო გახსნიდა მეგრული უნდა შეყვარდეს შავიროლად სტრაული მოთხოვნები. შეიძლება მეგრულ შოღქლამმა შეუყვარდე და შეეძლო შოღქლამთ. ამან ამის შექმენი გამოჩვენება შთამართლები პირველად ამბიენტ — ლოგიკა, შეიძლება შოღქლამ დაკავშირებულად ამ შეხვდით ცოტა მხოლო ამ დედაქალა.

Vocabulary

<table>
<thead>
<tr>
<th>ქართული სიტყვა</th>
<th>ამბიენტი</th>
<th>გამომხმარება</th>
</tr>
</thead>
<tbody>
<tr>
<td>გამოჰყოფილი-მო-</td>
<td>დაქარგული</td>
<td>to X</td>
</tr>
<tr>
<td>ილო- (გამო-)</td>
<td>ქარგული</td>
<td>you take your leave</td>
</tr>
<tr>
<td>თბილი</td>
<td>სოფლის მოთანხმება</td>
<td>for inviting</td>
</tr>
<tr>
<td>ჯაულა</td>
<td>თბილი</td>
<td>you will forgive</td>
</tr>
<tr>
<td>სოფლებით</td>
<td>თბილი</td>
<td>X for Y</td>
</tr>
<tr>
<td>თეთრი</td>
<td>თბილი</td>
<td>appropriate</td>
</tr>
<tr>
<td>შთამართლების</td>
<td>თბილი</td>
<td>you will make X</td>
</tr>
<tr>
<td>ამბიენტი</td>
<td>თბილი</td>
<td>drink Y</td>
</tr>
<tr>
<td>თეთრი-შთამართლების</td>
<td>თბილი</td>
<td>incorrect</td>
</tr>
<tr>
<td>ქარგული- (გამო-)</td>
<td>დაქარგული</td>
<td>coincidence</td>
</tr>
<tr>
<td>თხრი</td>
<td>დაქარგული</td>
<td>for a second time</td>
</tr>
</tbody>
</table>

Lesson 20

369
Grammar

The form and use of the IIIrd subjunctive

There is only one form of the Georgian verb that has not yet been described, and that is the final member of Series III, namely the IIIrd subjunctive. Its role is marginal in the language, and so it will be treated here somewhat cursorily. For example:

May the authority (ავთორიტეტი) of this theatre grow and give joy to the heart of many Georgian viewers (მაქრებლი); then may it extend (გა-ს-შ-დ-ე-ა) even beyond its native (საზგურო) borders (საზოგადო) and win the acclaim (აგიარება) of foreign viewers too!

Such wishes may be introduced by formulæ such as ომარყიჭა (რომ)...

May God act (that)...

Would that...

I wish X (that)...

In addition, the IIIrd subjunctive in wishes may be replaced by the aorist subjunctive, so that the four verbs in the last example could be replaced respectively by:


Here is another example:

The night came to our village in such a normal manner (ჩამონათლდა), as if no one had died in our family that day

The IIIrd subjunctive is often found after თითქოს (or its synonym ყველაზე), as if, though it may be replaced by either the pluperfect or the aorist indicative, which here would respectively be either მო-მ-ქვაძ-ო-ს or მო-ქვაძ-ა.

Clauses introduced by, or at least containing, თითქოს may be used to underline the lack of truth of the relevant proposition, where English uses a simple that clause (e.g. გავნება თითქოს რომელ-ფიჭა, (რომელ-ფიჭა) თითქოს ყველაზე გახდებოდა თხოვნობი მო-კლ-ფიჭ-ა-ს Let this woman (so) think that I wrote her the most (ყველაზე უფოთი), where in place of the IIIrd subjunctive we could have the perfect მო-ქვაძ-ო-ს or the aorist მო-ქვაძ-ა.)
In the following example, the IIIrd subjunctive could be avoided by altering the construction to an indirect question: . . . whether anything was published (= aorist indicative) – cf. the direct alternative: . . . was anything published or not, saying:

They do not recall anything having been published about this to this day.

As to formation, the IIIrd subjunctive simply replaces the indicative markers of the verb’s pluperfect with those of the corresponding subjunctive, all other features of the relevant pluperfect, as described in Lessons 16 and 19, remaining the same. Transitives, medials, monopersonal intransitives and monopersonal statives, whose pluperfects are in one way or another derived from the aorist indicative, replace their aorist indicative forms with those of the appropriate aorist subjunctive. Bipersonal intransitives, indirect verbs and bipersonal statives, whose pluperfect employs the endings that are typical of an intransitive imperfect indicative (or conditional), replace these imperfect indicative (or conditional) forms with those of the corresponding present (or future) subjunctive (see Lesson 14 for the formation of the present and future subjunctives).

Transitive verbs

Depending on the form of the aorist subjunctive, the IIIrd subjunctive will be marked by the vowel -o-, -a- or, for give -e-. Verbs in -g- which have a vowel in the root and whose pluperfect is weak, containing both the thematic suffix and the extra suffix -en-, have the -n-vowel in their IIIrd subjunctive. In all the following examples the aorist subjunctive is given first; both aorist and IIIrd subjunctive are translated alike, namely as a wish. Do not forget that the subject of transitive (and medial) IIIrd subjunctives stands in the dative, whilst that of their aorist subjunctives stands in the ergative.

<table>
<thead>
<tr>
<th>Aorist subjunctive</th>
<th>IIIrd subjunctive</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>მო-ქალ-</td>
<td>მო-ქალ-</td>
<td>may I kill X (sing/pl.)</td>
</tr>
<tr>
<td>მო-ქალ-</td>
<td>მო-ქალ-</td>
<td>may you kill X (sing/pl.)</td>
</tr>
<tr>
<td>მო-ქალ-</td>
<td>მო-ქალ-</td>
<td>may Y kill X (sing/pl.)</td>
</tr>
<tr>
<td>მო-ქალ-</td>
<td>მო-ქალ-</td>
<td>may we kill X (sing/pl.)</td>
</tr>
<tr>
<td>მო-ქალ-</td>
<td>მო-ქალ-</td>
<td>may you (pl.) kill X (sing/pl.)</td>
</tr>
</tbody>
</table>

Note: the IIIrd subjunctive also means may you (pl.) kill me/us/may you kill us.

<table>
<thead>
<tr>
<th>Aorist subjunctive</th>
<th>IIIrd subjunctive</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>მო-ქალ-</td>
<td>მო-ქალ-</td>
<td>may they kill X (sing/pl.)</td>
</tr>
</tbody>
</table>

Note: the IIIrd subjunctive also means may X (sing/pl.) kill you (pl.).
When it comes to the verb *give*, remember that the indirect object is marked within the verb throughout Series I and II but externally to the verb (by means of the postposition -Tvis) in Series III.

<table>
<thead>
<tr>
<th>Aorist subjunctive</th>
<th>IIIrd subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>გვ-გჰ-ჶ-ჴ-ჶ</td>
<td>გვ-გჰ-ჶ-ჴ-ჶ</td>
</tr>
<tr>
<td>გ-გჰ-ჶ-ჴ-ჶ</td>
<td>გ-გჰ-ჶ-ჴ-ჶ</td>
</tr>
<tr>
<td>გ-გჰ-ჶ-ჴ-ჶ</td>
<td>გ-გჰ-ჶ-ჴ-ჶ</td>
</tr>
<tr>
<td>გ-გჰ-ჶ-ჴ-ჶ</td>
<td>გ-გჰ-ჶ-ჴ-ჶ</td>
</tr>
<tr>
<td>გ-გჰ-ჶ-ჴ-ჶ</td>
<td>გ-გჰ-ჶ-ჴ-ჶ</td>
</tr>
</tbody>
</table>

*Note: the IIIrd subjunctive also means may you (pl.) give me/us to X/* may you give us to X.*

| დ-დჸ-ჶ-ჴ-ჶ-ჴ-ჶ  | დ-დჸ-ჶ-ჴ-ჶ-ჴ-ჶ  | may they give X to Y |

*Note: the IIIrd subjunctive also means may X give me to Y*.
To illustrate these last two forms in a full sentence, let us take the English

*May God give me to you as a faithful slave!* With the aorist subjunctive we have: გამეთქვით ქართულ ფრაზე გარდაქმნილ წინასწარმებარე გზით, სრულყოფილ წინასწარმებარ გზით.

*Medial verbs*

All medial verbs have aorist subjunctive in *-o*. Therefore their IIIrd subjunctive is always in *-o*, as illustrated for the aorist and IIIrd subjunctive of *feel* – remember the aorist subjunctive has an ergative subject, the IIIrd subjunctive a dative:

<table>
<thead>
<tr>
<th>Aorist subjunctive</th>
<th>IIIrd subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>გამოცხადს <em>-o</em></td>
<td>გამოცხადს <em>-o</em></td>
</tr>
<tr>
<td>გამოცხადს <em>-o</em></td>
<td>გამოცხადს <em>-o</em></td>
</tr>
<tr>
<td>გამოცხადს <em>-o</em></td>
<td>გამოცხადს <em>-o</em></td>
</tr>
<tr>
<td>გამოცხადს <em>-o</em></td>
<td>გამოცხადს <em>-o</em></td>
</tr>
</tbody>
</table>

*Monopersonal intransitive (and stative) verbs*

The aorist indicative of the copula is replaced by the aorist subjunctive, the *v*-marking 1st personhood is absent from the copula ending but present in front of the root. Monopersonal statives follow this same pattern. Compare again aorist subjunctive and IIIrd subjunctive of to be:

<table>
<thead>
<tr>
<th>Aorist subjunctive</th>
<th>IIIrd subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>გახდეს <em>-o</em></td>
<td>გახდეს <em>-o</em></td>
</tr>
<tr>
<td>გახდეს <em>-o</em></td>
<td>გახდეს <em>-o</em></td>
</tr>
<tr>
<td>გახდეს <em>-o</em></td>
<td>გახდეს <em>-o</em></td>
</tr>
<tr>
<td>გახდეს <em>-o</em></td>
<td>გახდეს <em>-o</em></td>
</tr>
</tbody>
</table>

*Bipersonal intransitive, indirect and bipersonal stative verbs*

The subjunctive vowel is always *-e*, and it always follows the suffix *-od-*. Contrast first the aorist and IIIrd subjunctives for the bipersonal intransitive verb *hide from* and then the present and IIIrd subjunctives of the indirect verb *love*.

<table>
<thead>
<tr>
<th>Aorist subjunctive</th>
<th>IIIrd subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>გამოცხადს <em>-o</em></td>
<td>გამოცხადს <em>-o</em></td>
</tr>
<tr>
<td>გამოცხადს <em>-o</em></td>
<td>გამოცხადს <em>-o</em></td>
</tr>
<tr>
<td>გამოცხადს <em>-o</em></td>
<td>გამოცხადს <em>-o</em></td>
</tr>
<tr>
<td>გამოცხადს <em>-o</em></td>
<td>გამოცხადს <em>-o</em></td>
</tr>
</tbody>
</table>

Lesson 20
present subjunctive | 3rd subjunctive
--- | ---
may I hide from X (sing./pl.) | da-e-mal-o-n da-mal-od-nen
may you hide from X (sing./pl.) | da-e-mal-o-T da-mal-od-e-T
may they hide from X (sing./pl.) | da-e-mal-o-T da-mal-od-e-T

Note: both forms also mean may you (pl.) love me/us//may you love us.

The form and function of causative verbs

In English causation is expressed by using verbs such as cause or make plus the infinitive (e.g. I cause you to behave well or I made you give the book to John). Georgian too possesses the verb *ijuleba* forcing, which allows a rough parallel to English, e.g.:

* I (shall) force you to behave (= aorist subjunctive) well
  
* I forced you to give (= pluperfect) the book to John

However, Georgian has a method of adapting verb forms to include the association of a causer, thus avoiding the use of a separate verb of causation. The resulting formation is known as the causative, and the meaning of such verbs can cover the range force, compel, make, persuade, let, get, help X (to) do (Y), depending on the context.

These verbs present problems both of morphology and syntax. Let us take the latter difficulty first. When an intransitive verb is made causative, the intransitive subject becomes the direct object of the causative, and any indirect object remains indirect object of the causative, e.g.:

* The people of Europe survived (perishing) compared with
  
* The Red Army helped the people of Europe survive (perishing)
The woman greeted her husband compared with

The soldiers let the woman greet her beloved husband one last time

When a transitive verb is made causative, the transitive verb’s subject becomes indirect object of the resulting causative, whilst the original direct object stays direct object of the causative, e.g.:

The plumber mended the tap

The teacher got the plumber to mend the tap

When the transitive verb itself already has an indirect object, this indirect object becomes dependent on -Tvis and thus stands in the genitive under causativisation, e.g.:

Zaza gave me the book compared with

His father made Zaza give me the book

Given their meanings, such pairs as those following should be treated as causatives:

The woman is sitting down;
I seat the woman

The woman is lying down;
I lay the woman down

The woman is dying;
I kill the woman

The fruit is ripening;
The sun is ripening the fruit

However, in earlier lessons these pairs have either been treated independently of each other or the non-causative has been described as the intransitive variant of the basic transitive (= causative), and in what follows we shall limit ourselves to describing the causative formations for those verbs that have not so far been covered.

Transitive verbs

Almost without exception the universal marker of causation is the suffix -n6-, and, together with its root, it forms a verbal base that belongs to the class
of verbs with thematic suffix -eb-, thereby giving the complex suffixal sequence -in-eb in the present indicative. Some verbs, however, add an extra initial suffix -ev-, thereby giving the suffixal sequence -ev-in-eb in the present indicative. The base form to which these compound suffixes are attached is produced as follows: simply take the (preverbless) masdar and remove the masdar marker -a. It is, however, necessary to learn which (sub-)type of verb requires which suffixal sequence. Such causatives, once produced, in terms of forming their different tenses and moods behave just like a normal verb in -eb, which includes taking the version vowel a- in Series I and II (regardless of whether or not the base verb takes a version vowel or, if it does, which one). The preverb is the same as is required by the causative’s base verb, e.g. (for the verb (a-)a-Sen-eb you (will) build X):

<table>
<thead>
<tr>
<th>Tense</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present indicative</td>
<td>a-Sen-eb-in-eb you get X to build Y</td>
</tr>
<tr>
<td>Future indicative</td>
<td>a-a-Sen-eb-in-eb you will get X to build Y</td>
</tr>
<tr>
<td>Aorist indicative</td>
<td>a-a-Sen-eb-in-eb you got X to build Y</td>
</tr>
<tr>
<td>Aorist subjunctive</td>
<td>a-a-Sen-eb-in-o may you get X to build Y</td>
</tr>
<tr>
<td>Perfect</td>
<td>a-g-i-Sen-eb-in-eb-i-a (JonisTvis) you apparently got (John) to build X</td>
</tr>
<tr>
<td>Pluperfect</td>
<td>a-g-e-Sen-eb-in-eb-in-a (JonisTvis) you had got (John) to build X</td>
</tr>
</tbody>
</table>

As an example of the other compound suffix, take the verb (ga-)xr-i you (will) cut X in two, which gives the causative (ga-)a-xr-ev-in-eb you (will) get X to cut Y in two etc.

Causatives in subjective or objective version occur (albeit rarely) in Georgian literature but learners should not attempt to produce them. One (also very rare) oddity to which readers should be alerted (should they pursue their Georgian studies to an advanced level) is the possibility of using intransitive morphology with a causative. Unlike most verbs in -eb, which take a suffixal intransitive, causatives form their intransitives prefixally (in this case in e-, as they are here being used with intransitive subject and indirect object alone). One example is offered (just to whet the appetite):

KaliSvili mgels e- taC-eb-in-eb-a/ga-e-taC-eb-in-a/ga-s-taC-eb-in-eb-i-a
The maiden allows/allowed/apparently allowed herself to be snatched away by the wolf

Less colloquially these three tense forms could be expressed thus, incorporating the reflexive:

<table>
<thead>
<tr>
<th>Tense</th>
<th>Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>KaliSvili Tavs a- taC-eb-in-eb-s mgels compared with</td>
</tr>
<tr>
<td>Aorist</td>
<td>KaliSvilma Tavi ga-a taC-eb-in-a mgels compared with</td>
</tr>
<tr>
<td>Perfect</td>
<td>KaliSvils Tavi ga-u taC-eb-in-eb-i-a mglisTvis compared with</td>
</tr>
</tbody>
</table>
Root verbs

Once the exponent of the masdar is removed, one is left with the simple root, to which -in-eb is attached. No changes ever occur to any ɣ-vowel in the root. Examples will start with the masdar:

\[(\text{da-})\text{cer-a} \text{ writing} \rightarrow (\text{da-})\text{a-cer-in-eb} \quad \text{you (will) get X to write Y}\]

In the case of the verb ɣə you eat (X) (aorist = ɣə-ɣə, perfect ɣ-ɣ-ɣə-ɣə) the causative is exceptional, being ɣ-ɣə(ɣə) you (will) feed X to Y (aorist = ɣ-ɣə-ɣə, perfect ɣ-ɣ-ɣə(ɣə) (bələɣə-ɣə)), as explained in Lesson 16, the pluperfect of the causative is ɣ-ɣə(ɣə-ɣə) (bələɣə-ɣə)). This, in turn, may be put in the causative to produce ɣ-ɣə(ɣə) you (will) get X to feed Y to Z.

Thematic suffix -eb

Removal of the masdar’s characteristic vowel leaves root plus thematic suffix. To these -in-eb is attached, e.g.:

\[(\text{ga-})\text{G-eb-a} \text{ opening} \rightarrow (\text{ga-})\text{a-G-eb-in-eb} \quad \text{you (will) get X to open Y}\]

Thematic suffix -av

After removal of the masdar exponent one is left with root plus ɣ-remnant of the thematic suffix (either following the root or tucked inside it). If the root contains a vowel, the suffix -in-eb is used; if not, -ev-in-eb is employed, e.g.:

\[(\text{da-})\text{karg-v-a} \text{ losing} \rightarrow (\text{da-})\text{a-karg-v-in-eb} \quad \text{you (will) get X to lose Y}\]
\[(\text{da-})\text{Gvr-a} \text{ shedding} \rightarrow (\text{da-})\text{a-Gvr-ev-in-eb} \quad \text{you (will) get X to shed Y}\]
\[(\text{mo-})\text{kvl-a} \text{ killing} \rightarrow (\text{mo-})\text{a-kvl-ev-in-eb} \quad \text{you (will) get X to kill Y}\]
\[(\text{naH-v-a} \text{ seeing} \rightarrow (\text{a})\text{naH-v-eb} \quad \text{you (will) get X to see Y}\]
\[(\text{a})\text{naH-v-in-eb} \quad \text{(also (da-})\text{a-naH-v-in-eb)}\]

Thematic suffix -i

Removal of the masdar exponent leaves the simple root. If there is a vowel in this root, the suffix will be -nə-ɣə. If, on the other hand, there is no vowel, the suffix is ɣnə-ɣə, e.g.:

\[(\text{ga-})\text{gzavn-a} \text{ sending (there)} \rightarrow (\text{ga-})\text{a-gzavn-in-eb} \quad \text{you (will) get X to send Y (there)}\]
\[(\text{da-})\text{Gvr-a} \text{ shedding} \rightarrow (\text{da-})\text{a-Gvr-ev-in-eb} \quad \text{you (will) get X to shed Y}\]
Thematic suffix -ob

Removal of the masdar’s final vowel leaves the root plus thematic suffix. To this -ob is attached, e.g.:

\[(\text{ga})-\text{eb}-\text{ob}-\text{a}\] warming
\[\Rightarrow (\text{ga})-\text{a}-\text{eb}-\text{ob}-\text{a}\]
you (will) get X to warm Y

Thematic suffix -am

Removal of the masdar exponent leaves the root plus the -remnant of the thematic suffix. To this -ev-in-eb is attached, e.g.:

\[(\text{da})-\text{m}-\text{a}\] seating
\[\Rightarrow (\text{da})-\text{a}-\text{m}-\text{ev}-\text{in}-\text{eb}\]
you (will) get X to seat Y (sing.)

Note that -m-a in the sense of drinking is irregular in forming its causative (\(\text{a}-\text{m}-\text{a}\) you (will) give X to Y to drink, aorist \(\text{g}-\text{m}-\text{a}\), perfect \(\text{g}-\text{m}-\text{a}\); from the suppletive root we have \((\text{ga})-\text{eb}-\text{a}-\text{m}-\text{ev}-\text{a}\)). This can then be made causative to produce \(\text{a}-\text{m}-\text{ev}-\text{in}-\text{eb}\) you (will) get X to give Y to Z to drink.

The causative of \((\text{ga})-\text{q-oP}-\text{a}\) dividing is \((\text{a})-\text{q-oP}-\text{a}\) you (will) get X to divide Y, while \(\text{g}-\text{q-oP}-\text{a}\) giving (thither) produces \(\text{g}-\text{q-oP}-\text{a}\) you will get X to give Y to Z (thither); \(\text{a}-\text{a}-\text{ev}-\text{in}-\text{eb}\) is used in the present.

Medial verbs

In Lesson 11 we saw that in almost all cases the future indicative of medials is formed by means of the circumfix -eb (the rest of the future sub-series, Series II and Series III then behaving in essence like a normal verb with thematic suffix -eb). The future-forming circumfix is simply the subjective version form of a normal transitive verb with thematic suffix -eb and version vowel -a, and it is this latter transitive verb which serves as causative for the medial (e.g. \(\text{a}-\text{e}-\text{a}\) The woman spoke → \(\text{a}-\text{e}-\text{a}\) The man got the woman to speak). The transitive origin of medials outside the present sub-series explains why their subjects in Series II stand in the ergative and why in Series III they undergo the same inversion that characterises transitive verbs. A peculiarity of the medial’s (pseudo-)causative is that, like the basic medial, it does not take a preverb. Look at these examples:

\[\text{a}-\text{e}-\text{a}\] you (will) sing
\[\Rightarrow a-\text{e}-\text{a}\]
you (will) get X to sing

\[\text{a}-\text{e}-\text{a}\] you (will) play
\[\Rightarrow a-\text{e}-\text{a}\]
you (will) get X to play

\[\text{a}-\text{e}-\text{a}\] you (will) work
\[\Rightarrow a-\text{e}-\text{a}\]
you (will) get X to work
it boils/will boil  →  you (will) boil X

Note:

you (will) learn (X)  →  you (will) teach X to Y

Also note  you (will) show the way to one going there/coming here (e.g. the woman directed us to the station)

X runs/will run  →  you (will) get X to run

If we make a medial that takes a direct object into a causative, then this behaves like the subject of any transitive verb and becomes the indirect object of the causative, e.g.:

Natela read out the new letter  →
Zaza got Natela to read out the new letter

We saw in Lesson 11 that it is usually possible to derive suffixal intransitive verbs with inceptive force from medial roots. These usually take the preverb outside the present sub-series (where they are rare anyway). By using this preverb with the (pseudo-)causative of medials, one produces the (pseudo-)causative of the inceptive. Look at:

you (will) yell  →  you (will) get X to yell

compared with:

X will begin to yell  →  you will get X to begin yelling

We also saw in Lesson 11 that outside the present sub-series medials can take a preverb to indicate a one-off action. By using the relevant preverb with the medial’s (pseudo-)causative one can form the (pseudo-)causative of such semelfactives:

you (will) yell  →  you (will) get X to yell

X will let out a yell  →  you will get X to let out a yell
Indirect verbs

In general there will be a simple transitive verb with thematic suffix -eb corresponding to an indirect verb as its (pseudo-)causative, e.g.:

\[
\text{Se-qvar-eb-a} \quad \text{get X to love Y, conceive love for}: \quad \text{cindaHedulebam Se-m-a-qvar-a cignis kiTHva}
\]

(foresight (cindaHeduleba))

instilled in me (= dative indirect object) a love for the reading of books

= dative indirect object

The people conceived a love for the new priest

\[
\text{Se-jul-eb-a} \quad \text{get X to hate Y, conceive hatred for}: \quad \text{ram Se-g-a-jul-a Xemi Tavi}
\]

(What made you (= dative indirect object) hate me?)

Elisabed conceived a hatred for the daughter-in-law she had not yet seen with her own eyes

\[
\text{Se-jul-eb-a} \quad \text{get X to like Y}: \quad \text{elisabedma Se-i-jul-a Jer TvaliT ar-naHuli rjali}
\]

(Elisabed conceived a hatred for the daughter-in-law she had not yet seen with her own eyes)

\[
\text{mo-con-eb-a} \quad \text{get X to like Y}: \quad \text{Tavi ar mo-g-con-s}
\]

Don’t you like yourself? →

You must get everyone to like you

\[
\text{qol-(i-)eb-a} \quad \text{get X to have Y (animate)}: \quad \text{Svili ar(ma) m-qav-s}
\]

(= dative indirect object)

I have no child

= dative indirect object

→

Allow me, a 50-year-old, to have a child!

\[
\text{da-vicq-eb-a} \quad \text{forget/make forget}: \quad \text{rodis da-m-a-vicq-d-eb-a Xemi dardi}
\]

(= dative indirect object)

When shall I forget my woe (dardi)? →

What will make me forget my woe?

\[
\text{da-Hsom-eb-a} \quad \text{recall/make recall}: \quad \text{da-m-a-Hsom-d-a, germanelebi rogor m-e- pqr-ob-od-nen}
\]

(= dative indirect object)

I want to make the Germans recall how they used to treat me

Copula (to be)

The causative of the copula is a-mqoP-eb you allow X to be (e.g. marto

= dative indirect object)

m-a-mqoP-e Xems mkvdar SvilTan)

Let me be alone with my dead child.

An alternative passive

Not all verbs have passive forms, and the most natural way for Georgian to get round this is to use the active with a non-specific 3rd person plural subject (e.g. zomebs mi-i- G-eb-en)

They will take measures (zoma = Measures will be taken, vs zomebi mi-i-g-es = Measures were taken).

An alternative is to use the past participle in association with i-Kn-eb-a it will be or i-Kn-a it was. This is usually confined to either the future sub-series or
Series II. If the participle immediately precedes the auxiliary verb, it normally loses its final -i, e.g.:

\[ \text{zomebi mi-G-eb-ul i-Kn-eb-a/i-Kn-a} \]

Measures will be/were taken

**An alternative Series III for transitive verbs**

Georgian, especially the colloquial language, has developed IIIrd Series forms for transitive verbs that exactly mirror the English type with auxiliary verb *have* plus past participle. Since Georgian has two verbs for *have*, depending upon whether the possessed entity is animate or inanimate, it is important to select the appropriate auxiliary. In the perfect, no sense of *apparently* is attached, and these alternative formations are equivalent to the English perfect or pluperfect e.g.:

\[ \text{Xemi cerili g-a- Kv-s/g-Kon-d-a mi-G-eb-ul-i?} \]

Have/Had you received my letter?

\[ \text{diaH, Seni cerili m-a- Kv-s/m-Kon-d-a mi-G-eb-ul-i} \]

Yes, I have/had received your letter

\[ \text{JariskaCebs vinme h- qav-T/h-qav-d-a-T mo-kl-ul-i?} \]

Have/Had the soldiers killed anyone?

\[ \text{diaH, viGaC h- qav-T/h-qav-d-a-T mo-kl-ul-i} \]

Yes, they have/had killed someone

**Indefinite clauses**

These clauses of the type *however you do it*, *wherever you go*, *whoever comes* are produced by using the optionally negated particle of obligation (namely, (ar) unda) in association with (a) the aorist subjunctive for a future event, (b) the present subjunctive for an ongoing event and (c) the pluperfect for a past event. In addition the particle -C attaches to a word at the start of the clause:

\[ \text{sadaC/rodesaC (ar) unda caHvide, me camoval} \]

Wherever/Whenever you go, I shall come along

\[ \text{ramdeni clisaC (ar) unda iqo, Kmrad mainC mindiHar} \]

However old you are, I still want you as (my) husband

\[ \text{vinC amas (ar) unda akeTebdes, seirs vaXveneb!} \]

Whoever is doing this, I'll show him what for!

\[ \text{ramdenadaC (ar) unda gagelanjGe, mainC miqvarHar} \]

However much/To whatever degree you abused me, I still love you
Dialogue 4

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)

Jim returns to Maq’vala’s for his last Georgian feast (ჭროფი)
### Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>greatly</td>
<td>you (pl.) are</td>
</tr>
<tr>
<td>how</td>
<td>you slip into</td>
</tr>
<tr>
<td>you're not bad</td>
<td>Mingrelian speaking to X</td>
</tr>
<tr>
<td>you (will) ask X</td>
<td>how did you find Tbilisi?</td>
</tr>
<tr>
<td>(in answer to)</td>
<td>you ask X, you're not bad to X</td>
</tr>
<tr>
<td>(in answer to)</td>
<td>you slip into Tbilisi?</td>
</tr>
<tr>
<td>fussing about</td>
<td>you flap around X</td>
</tr>
<tr>
<td>Careful!</td>
<td>you trip up over X (dat.)</td>
</tr>
<tr>
<td>you excuse</td>
<td>toast master</td>
</tr>
<tr>
<td>X for Y</td>
<td>glass</td>
</tr>
<tr>
<td>you propose (toast)</td>
<td>give me permission (polite)</td>
</tr>
<tr>
<td>distant</td>
<td>toast</td>
</tr>
<tr>
<td>luckily (vs unluckyly) for us decision</td>
<td>human being</td>
</tr>
<tr>
<td>you give joy to X</td>
<td>here(ness)</td>
</tr>
<tr>
<td>you mention X</td>
<td>you regret</td>
</tr>
<tr>
<td>unshakeable</td>
<td>healthy</td>
</tr>
<tr>
<td>you drain X</td>
<td>fellow countryman</td>
</tr>
<tr>
<td>you drain X in one gulp</td>
<td>Georgia</td>
</tr>
<tr>
<td>honest</td>
<td>territory</td>
</tr>
<tr>
<td>well then</td>
<td>manliness</td>
</tr>
<tr>
<td></td>
<td>drinking-horn</td>
</tr>
<tr>
<td></td>
<td>the toast passes to X (dat.)</td>
</tr>
</tbody>
</table>
Supplementary dialogue

This is part of an interview given by Vasil Maghlaperidze to Ivane Amirkhanashvili and published in Literary Georgia on 17 July 1992. They are discussing a problem relating to the taking of exams by school leavers that needed to be eradicated if it was not negatively to affect the newly emerged independent Georgia.

“...— mōgēxvenebāts, ar mōgēxvenebātsGamomxdeli Sinaganad “uptaroni” abiturientisken iHreba, ēkbulobs, “uptaronias” ar daaXagvrinos, mokled “uptaronos” “patronobas” kisrulobs. aseT gancqobilebas dakvirvebuli var, umetescilad aHalgazrda gamomxdeli amZGavneben da amitomaC aviGeT maTze gezi. sHvaTa Soris, e.c. “Xacqoba” rom soCialur senad iKCa, amas erTi momentiC adasturebs. HSirad qoPila SemTHveva, uaGresad momzadebul abiturientzeC “uTHoviaT” da roCa gamoCdis mere mSoblisTvis gakvirvebiT gvikiTHavs, risTvis sxirdeboda Sens Svils proteKCia; sasurvel niSans TviTonaC Hom ulaparakod miiGebdao, mas pasuHad uTKvams, ra viCi, qvela “acqobs” da meC amitom “Xavacqveo”.

384 Georgian: A Learner’s Grammar
Lesson 20

Vocabulary

<table>
<thead>
<tr>
<th>Geōrgebubuli</th>
<th>responsibility</th>
<th>ჰარგაჟისთან მაინც გამოჩენილი</th>
<th>you know (polite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xev-vsuri</td>
<td>taker of school-leaving exams</td>
<td>მოგანაწილეობა შესაძლო</td>
<td>you will do a tour of</td>
</tr>
<tr>
<td>Eemebuli</td>
<td>commission</td>
<td>ესტება და თავისუფალი</td>
<td>acquaintance</td>
</tr>
<tr>
<td>Mâuebi</td>
<td>close friendship</td>
<td>თანამედროვე (რომ)</td>
<td>you (will) fix X</td>
</tr>
<tr>
<td>Xa-mo-i-vl-i</td>
<td>fixing</td>
<td>რწერილი</td>
<td>ritual</td>
</tr>
<tr>
<td>JmakaCoba</td>
<td>perturbing</td>
<td>უმცრო სახელი</td>
<td>humane</td>
</tr>
<tr>
<td>Komisia</td>
<td>powerless</td>
<td>შესახებ, სატყობო</td>
<td>renowned</td>
</tr>
<tr>
<td>Jmabixoba</td>
<td>ascetic, virtuous, incorruptible</td>
<td>ზოგიერთ ჩადგმული</td>
<td>examiner</td>
</tr>
<tr>
<td>Xev-erToba</td>
<td>this kind of</td>
<td>მოუშლია</td>
<td>being lads together,</td>
</tr>
<tr>
<td>Tesaoba</td>
<td>kinship</td>
<td>ერთმანეთში</td>
<td>normal</td>
</tr>
<tr>
<td>Komisiobeni</td>
<td>relationship</td>
<td>რეპლიკული (გა-არ-)</td>
<td>you (will) scrutinise X (dat.)</td>
</tr>
<tr>
<td>Qovelgvari</td>
<td>every kind of transgression</td>
<td>ყოველი ჯგუფი გამარაგს</td>
<td>principle</td>
</tr>
<tr>
<td>Da-rGv(-)ev-a</td>
<td>you (will) shield yourself behind X (dat.)</td>
<td>განდევნილი (გამო-)</td>
<td>egocentric</td>
</tr>
<tr>
<td>U米T-Toba</td>
<td>economy</td>
<td>ეკონომიკური</td>
<td>analogy</td>
</tr>
<tr>
<td>Patroni</td>
<td>moral</td>
<td>მოქალაქეობის</td>
<td>majority</td>
</tr>
<tr>
<td>Patronoba</td>
<td>patron</td>
<td>სამოქალაქო</td>
<td>X appears (will appear) to you</td>
</tr>
<tr>
<td>Qovelgvari</td>
<td>at a glance</td>
<td>შესართავი</td>
<td>you (will) oppress X asker, requester</td>
</tr>
<tr>
<td>Gancqiliba</td>
<td>driven to distraction</td>
<td>მოგარგავიერი</td>
<td>internal</td>
</tr>
<tr>
<td>Komisiobeni</td>
<td>patronless</td>
<td>გარლული</td>
<td>you (will) incline</td>
</tr>
<tr>
<td>Patrooni</td>
<td>one with patron</td>
<td>უკავშირებული  (გარ-</td>
<td>you (will) get/let X oppress Y</td>
</tr>
<tr>
<td>Patronoba</td>
<td>patronhood</td>
<td>სამოქალაქო</td>
<td>you (will) take X upon yourself</td>
</tr>
<tr>
<td>Komisioba</td>
<td>attitude of mind</td>
<td>გარლული გარლული</td>
<td>having witnessed</td>
</tr>
<tr>
<td>Komisioba</td>
<td>for the main part</td>
<td>მთავარი გზა (გარ-</td>
<td>you (will) reveal X</td>
</tr>
</tbody>
</table>

Lesson 20
Proverb

A raven will not turn white, no matter how much you may rub it with sand.

VOCABULARY

<table>
<thead>
<tr>
<th>georgia</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(გა-)ტეთრ-დ-ებ-ი</td>
<td>you (will) turn white</td>
</tr>
<tr>
<td>(გა-)ჰეჰ(-ავ)</td>
<td>you (will) rub/scraper X</td>
</tr>
<tr>
<td>ბალი</td>
<td>sand</td>
</tr>
</tbody>
</table>

Prose text

The following two passages come from the prefaces to two successive volumes of Mingrelian texts, the first a collection of verses collated and translated into Georgian by T’ogo Gudava (Ap’olon Tsanava, unacknowledged in the book), published by Tbilisi University Press in 1975, the second collated and translated into Georgian by K’orneli Danelia and Ap’olon Tsanava, published by Tbilisi University Press in 1991.

I

Philosophy

The following two passages come from the prefaces to two successive volumes of Mingrelian texts, the first a collection of verses collated and translated into Georgian by T’ogo Gudava (Ap’olon Tsanava, unacknowledged in the book), published by Tbilisi University Press in 1975, the second collated and translated into Georgian by K’orneli Danelia and Ap’olon Tsanava, published by Tbilisi University Press in 1991.

The following two passages come from the prefaces to two successive volumes of Mingrelian texts, the first a collection of verses collated and translated into Georgian by T’ogo Gudava (Ap’olon Tsanava, unacknowledged in the book), published by Tbilisi University Press in 1975, the second collated and translated into Georgian by K’orneli Danelia and Ap’olon Tsanava, published by Tbilisi University Press in 1991.

The following two passages come from the prefaces to two successive volumes of Mingrelian texts, the first a collection of verses collated and translated into Georgian by T’ogo Gudava (Ap’olon Tsanava, unacknowledged in the book), published by Tbilisi University Press in 1975, the second collated and translated into Georgian by K’orneli Danelia and Ap’olon Tsanava, published by Tbilisi University Press in 1991.

The following two passages come from the prefaces to two successive volumes of Mingrelian texts, the first a collection of verses collated and translated into Georgian by T’ogo Gudava (Ap’olon Tsanava, unacknowledged in the book), published by Tbilisi University Press in 1975, the second collated and translated into Georgian by K’orneli Danelia and Ap’olon Tsanava, published by Tbilisi University Press in 1991.

The following two passages come from the prefaces to two successive volumes of Mingrelian texts, the first a collection of verses collated and translated into Georgian by T’ogo Gudava (Ap’olon Tsanava, unacknowledged in the book), published by Tbilisi University Press in 1975, the second collated and translated into Georgian by K’orneli Danelia and Ap’olon Tsanava, published by Tbilisi University Press in 1991.

The following two passages come from the prefaces to two successive volumes of Mingrelian texts, the first a collection of verses collated and translated into Georgian by T’ogo Gudava (Ap’olon Tsanava, unacknowledged in the book), published by Tbilisi University Press in 1975, the second collated and translated into Georgian by K’orneli Danelia and Ap’olon Tsanava, published by Tbilisi University Press in 1991.

The following two passages come from the prefaces to two successive volumes of Mingrelian texts, the first a collection of verses collated and translated into Georgian by T’ogo Gudava (Ap’olon Tsanava, unacknowledged in the book), published by Tbilisi University Press in 1975, the second collated and translated into Georgian by K’orneli Danelia and Ap’olon Tsanava, published by Tbilisi University Press in 1991.
II ჰუმბუკი და ეტაპები განვხილოთ

ვერსიაში, მტკიცებრივად, ამ ჰუმბუკით გამოიყენება, რის მიხედვითაც, მათ არა არსებობა ან სახენად გამოქვაბები არ გამოიყენება და არასაჭირო გამოქვაბები მოხდენილია. არასაჭირო გამოქვაბები გამოქვაბულია თავისი გადაწყვეტილება, სრულიად მიუმჯობესების ცხოვრების პარამეტრები. ამ ჰუმბუკში გამომართა ერთ გარემო სახელწოდება, რომელთა მიხედვით ფერადობის აღწერა შესაძლებელი არ გახდება. გათვალისწინებით, ამ ჰუმბუკში განახლებული იქნება და გადაწყვეტილი აღჭურვები სიტყვა.

VOCABULARY

<table>
<thead>
<tr>
<th>Georgian (thing)</th>
<th>Mingrelian (thing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>text</td>
<td>poetry</td>
</tr>
<tr>
<td>study(ing)</td>
<td>oral literature</td>
</tr>
<tr>
<td>era, time</td>
<td>recent</td>
</tr>
<tr>
<td>attention</td>
<td>serious</td>
</tr>
<tr>
<td>impossible</td>
<td>you (will) turn to X</td>
</tr>
<tr>
<td>fullness</td>
<td>more or less (adj.)</td>
</tr>
<tr>
<td>if</td>
<td>X will be conducted</td>
</tr>
<tr>
<td>taken account of</td>
<td>properly</td>
</tr>
<tr>
<td>X was considered.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Georgian (thing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>ყველა</td>
</tr>
<tr>
<td>creativity</td>
<td>სავარულო</td>
</tr>
<tr>
<td>X's own</td>
<td>ის არსებობა</td>
</tr>
<tr>
<td>take in</td>
<td>შემავალი</td>
</tr>
<tr>
<td>(i) i-Kn-a</td>
<td>taken account of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Mingrelian (thing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>corner, area</td>
<td>ტანკა, წითელი</td>
</tr>
<tr>
<td>business</td>
<td>ბიზნესი</td>
</tr>
<tr>
<td>contribution</td>
<td>წინადადება</td>
</tr>
<tr>
<td>X is (will be)</td>
<td>პარამეტრი</td>
</tr>
<tr>
<td>possible for you</td>
<td>შესაძლებელი</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Svan (thing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laz (thing)</td>
<td>სავანო</td>
</tr>
<tr>
<td>although</td>
<td>შედეგი</td>
</tr>
<tr>
<td>Mingrela</td>
<td>შქარი</td>
</tr>
<tr>
<td>as yet</td>
<td>ახლაც</td>
</tr>
<tr>
<td>quantity</td>
<td>მიმართულება</td>
</tr>
<tr>
<td>superfluous</td>
<td>უმოსიმართული</td>
</tr>
</tbody>
</table>

*Lesson 20* 387
of this type  publication  you (will) render  X to Y
not only  folklore  person, face, mouth
but (after a negative)  you (will) render  X to Y
language, history  in general  wide
society, public  present  several
volume  intended  in a certain way
attempt  mentioned  reader
you (will) fill X  reliable
you (will) hand X to Y (there)
original source  understandable  usable
shape, face  story  genre
you think X  you (will) need X
you (will) define X  how  unwritten
X proceeds (will proceed)  how  unwritten
Kartvelian  destiny  after (+ gen.)
future  fixed, established
gold  laid on you
Exercises

1 Write out the IIIrd subjunctive paradigms for:

- May I (etc.) stay!
- May X wound me (etc.)!
- May I (etc.) get X to write Y!
- May I (etc.) have animate X!
- May X fall in love with me (etc.)!
- May I (etc.) get X to kill Y!

2 Fill in the gaps and translate:

(a) __om_l_ _v_no _ag_l_v_n_s?
(b) s_qv_r_l_ a_ _ag_k_rg_d_s!
(c) CH_n_ sa_ da_b_e_i_e_ _Kv_n?
(d) a_al cel_ _o_tan_s b_d_i_r_b_!
(e) _r_P_r_ (a_) _agv_keT_b_n_bi_ S_n_v_s
(f) a_ _jul_bo_e_ e_T_aneT_!
(g) d_d_k_, _kam_e _da_s_i!
(h) s_rv_leb_ _ _srul_b_d_T _ _ven!

3 Imagine the following sentences, all with verbs in the present indicative, standing after the words არ მე ვიცი, I don’t recall, and make the necessary changes, of which the main one is the use of the IIIrd subjunctive:

(a) Sen grCHvenia maTi
(b) gogoebma pasuHi iCian
(c) megobars sadils vamzadebinebT
(d) megobroba maT Soris mqardeba
(e) is kaCi araPers (ar) Svreba
(f) debi simarTles eubnebian dedas
(g) Kali loginSi cevs
(h) simarTles debs vaTKmevinebT mSoblebis(a)Tvis

4 Replace the following perfect verb forms with their colloquial variants:

(a) bevri cigni Semijenia
(b) ra gagikeTebia?
(c) mas aravin (ar) unaHavs
(d) qurjeni gagvisresia
(e) lamazi gogo dagiHatavT?
(f) mSoblebs bavSvi
daujinebiaT
(g) poliCielebs davuxerivarT
(h) (TKven me) agirXevivarT

5 Put the nouns below into the correct case with the causative verb forms:

(a) ფრთო– ღიანგრებინდე ჭილობილ–
(b) სარგარებ– თიხეცხე– სამხედრო!
(c) ჭოჭო– გალათე– ღაბისაგრება
(d) ფრთო– ღიანგრებინდე ჭილობილ–
6 Put the following into their causative forms by asking of the given example
What made you (etc.) . . . [verb]? after the model: რწმება გზები ივერთდა? What made us write the letter?:

(a) წავითავი ერთმანეთს ქალაქებში;
(b) იხსენებოდა;
(c) უჭერათ ბავშვებს;
(d) მიტოვებდა თათის;
(e) გაარეგნებინა წინამდებლებს;
(f) გამოთქვა არტისტრების მიერ;
(g) მომღერება მოღვაწეებს;
(h) შინა ბუღალთა თავშეს.

7 Translate into English:

(a) You can’t show us the way to a hotel, child, can you, so that we may spend the night somewhere?
(b) The hooligans made the girls shatter the plates. They then made fun of them and in this way made them cry.
(c) At the end (= დასსქო) of the year father makes us clean the greenhouse and at the beginning (= დასტყავა) of spring gets us to sow (his) seeds.
(d) What meat should I get our daughter to bring from the market? It depends how much everything costs and how much money we have.
(e) Your dog finally gave up barking at 10 o’clock, but what made it start barking last night?
(f) This nation wants to make the whole world love it.
(g) If the others had had such foresight as that, this misfortune would never have come crashing about their heads.
(h) God grant that all your wishes be fulfilled and that the work you have begun end in success!

SUPPLEMENTARY PRACTICE
9 For supplementary practice take a dialogue from one of the later lessons in this book and retell it so as to give yourself scope to practise the strategies for speech reporting in Georgian.
A glossary of grammatical terms

Abstract nouns are common nouns referring to non-physical concepts (love, beauty, intelligence).

Active voice is a form of the verb marking the entity performing or experiencing the verbal action as the subject (e.g. Mary is sitting; Mary is sitting down; John is sleeping; John is going to sleep; the wind destroyed two houses; we hear a noise; you see the ghost).

Adjectives are words that qualify nouns either in terms of quality (good, fast, white, big) or quantity (some, five, many, all, each, few). The definite article (the) and indefinite articles (a, an) may also be viewed as types of adjective. Adjectives may be used either attributively/adnominally (big man, few women) or predicatively (the man is big, the women are few).

Adposition is the generic term of reference for prepositions and postpositions.

Adverbial is the name of the case used in Georgian when the noun is used predicatively (e.g. we elected Thatcher (as) Prime Minister).

Adverbs are words that qualify verbs, adjectives or other adverbs. They can be of negation (not), manner (e.g. slowly, brilliantly, fast, how?), degree (very, sufficiently, hardly), time (today, yesterday, last year, never, when?), place (here, there, thither, thence, where?), or causal (why?).

Adversative conjunctions link items of equal status but with an element of contrast (but, however).

Affricate is a consonant that combines both plosive and fricative components (e.g. ts, dz and ch as in church).

Anaphoric pronouns are identical with personal pronouns.

Aorist is another term for simple past tense (e.g. I sat down, he died, we watched the match).

Aspect is a verbal category that intersects with the category of tense. Consider the examples I watched TV last night for two hours compared with I was watching TV last night for two hours. Both verbs are in the past tense, but the same event has its unfolding described differently: the second verb form stresses the continuous aspect of the event, such that the imperfect indicative (in both English and Georgian) combines past tense and continuous aspect. In Georgian the opposition between perfective (completed activity) and imperfective aspect (uncompleted activity) will also be of relevance.
A glossary of grammatical terms

Auxiliary verbs are those used to help in the formation of a part of the lexical verb (e.g. the English past participle is produced with the aid of the auxiliary having, as in having come). Auxiliaries are common in English but rare in Georgian.

Bipersonal verbs are those containing two agreement markers.

Bivalent verbs are those with two arguments. Transitive verbs are bivalent by virtue of having a subject and direct object, while an intransitive verb may be bivalent by virtue of having a subject and indirect object, which is a common occurrence in Georgian.

Cases are the different forms nouns may take in languages where nouns alter in some way according to the grammatical role they play in their clause. Georgian has seven of them (nominative, vocative, ergative, dative, genitive, instrumental, adverbial).

Causal conjunctions are linking words that indicate an explanation. They may be co-ordinating (for) or subordinating (since, as, because).

Causative is a particular type of verb form used to indicate that the subject (causer) somehow gets another person (the causee) to carry out the verbal action.

Clauses are sequences of words containing a finite verb; they may be subordinate (e.g. when you came home, if he had done his duty, because I love you) or main, in which case they may function as simple sentences (e.g. I saw you, I shall kiss you).

Collective nouns are common nouns signifying groupings (army, clergy, judiciary).

Common nouns are nouns which are not proper nouns.

Complex sentences contain at least two clauses, where one is subordinate to the other (e.g. when you came home, I saw you; if he had done his duty, he would have been rewarded; because I love you, I shall kiss you).

Compound sentences contain at least two clauses of equal status (e.g. I see you and recognise you; You looked at me, and I went out; John likes Jane, but Bill loves Mary).

Concessive conjunctions are linking words that indicate a concession. They may be subordinating (although, even if) or co-ordinating (albeit).

Concrete nouns are common nouns referring to physical objects (women, town, shoe).

Conditional conjunctions are linking words that indicate the circumstance in which the action of the main clause will take place (if).

Conjoining conjunctions link words, phrases or clauses of equal status (and, also).

Conjugation is the pattern of change undergone by finite verb forms as they show agreement with their various arguments in their different tense/mood/aspect forms.

Conjunctions link words, phrases or sentences. They may be co-ordinating or subordinating.

Copula is the intransitive verb to be, named as such because it serves primarily to link the subject to something else in the clause. In such examples as the book is an encyclopedia/your/here, the three possibilities following the copula represent respectively a noun, adjective or adverb complement. In many languages the copula is irregular.

Dative is the name of the case used primarily to indicate an indirect object (or, under certain circumstances in Georgian, either the subject or direct object), which is typically the recipient with such verbs as give (e.g. you give the pen to Max).

Declension is a set of changes characterising the different case forms a given noun may take. Georgian basically has only one declensional pattern.

Deliberative questions are those containing the idea of obligation (e.g. what am I to do?; Is she to stand up?).
Demonstrative adjectives point to the noun they qualify (this/that book, these/those books).

Demonstrative pronouns have a two-way contrast in English (e.g. take this (one) compared with that (one); take these/those) but a three-way contrast in Georgian.

Disjunctive conjunctions are co-ordinating and link items of equal status where there is an element of choice (or, nor).

Dynamic is used of verbs expressing a verbal action.

Emphatic pronouns in English are formally identical with reflexives but have a different function (e.g. I did it myself; they themselves wish it).

Ergative is the name of a case found in some languages that is used to mark at least some subjects of transitive verbs.

Finite forms of the verb are those which, when accompanied by appropriate arguments, can form a simple sentence (e.g. see in I see you).

Fricative is a consonant produced by creating turbulence in the airstream emanating from the lungs; the lip or tongue is brought close to some other part of the vocal tract to form a narrow channel in which the air vibrates (e.g. s, sh, z).

Genitive is the name of the case used to mark the possessor (e.g. father's pipe) or when one noun qualifies another (e.g. box of crackers).

Gerund is a non-finite form of the verb acting grammatically as a noun (e.g. Bill's coming surprised everyone; Bill's killing upset us all). There is only one verbal noun in Georgian, and, though it could be called a gerund, it is conventionally called the masdar.

Glottalisation is a feature of certain plosives and affricates in Georgian, which is absent from standard English, although English speakers do sometimes glottalise p, t or k when speaking with intensity. The vocal chords close, as for the traditional cockney but now ever more widespread articulation of tt in bottle, and are opened immediately after the closure in the mouth for the plosive or affricate concerned, lending the acoustic effect of sharpness to the articulation.

Imperative mood is employed for the issuing of orders.

Inceptive is a particular type of verb form that marks the start of the verbal activity.

Indefinite pronouns mark (degrees of) uncertainty (anyone/anything), someone/something).

Indicative mood describes events as facts in time (e.g. Mary fainted yesterday; John will appear on stage at 7 o'clock).

Infinitive is a non-finite form of the verb acting grammatically as a noun (e.g. (to) come, (to) kill). Modern Georgian has no infinitives.

Instrumental is the name of the case used to mark the instrument by means of which an action is carried out (e.g. I hit it with the hammer).

Interjections are words simply ‘thrown’ into sentences to express emotion (e.g. gosh! alas! blamey! oh!).

Interrogative conjunctions are linking words used to mark a question (whether) that introduces indirect questions (e.g. I wonder whether he will come).

Interrogative pronouns appear in questions (e.g. who(m) did you see? whose book is it?).

Intransitive verbs are those that have a subject but no direct object (e.g. I am reading; John was sleeping; Mary died).

Manner conjunctions are linking words indicating the manner in which an action is realised (as, as if, as though).
Masdar is the Georgian verbal noun (see gerund).
Media verbs are a particular class of verbs in Georgian that seem to share features of both transitive and intransitive verbs.
Monopersonal verbs are those containing only one agreement marker.
Monovalent verbs are those taking only one argument (i.e. the subject).
Mood is the verbal category that indicates the disposition of the speaker towards the truth of what he is saying.
Morphemes are the basic units of grammatical analysis (e.g. in John killed Jane, the verb killed consists of at least two morphemes: one is the lexical unit kill, the other, shown by -ed, marks the grammatical feature of pastness). If morphemes are abstract concepts, their concrete realisations are known as morphs.
Morphology is the study of the way words are composed of the basic units of grammatical analysis (morphemes).
Negative pronouns are such words as none, no one, nothing.
Nominative is the name given to the grammatical case used as the basic (citation) form of the noun. Usually it will be the case of the subject with intransitive verbs.
Non-finite forms of the verb are those that cannot serve to form a complete utterance (e.g. see or seeing in the phrase to see/seeing films; by adding a finite verb we can produce a complete utterance such as I like to see/seeing films).
Nouns are the names of objects/concepts and may distinguish singular from plural forms.
Oblique case is a generic term covering all cases other than the nominative in those languages that have a case system.
Paradigm is a set of changes to a noun as it declines or to a verb as it conjugates.
Participles are non-finite forms of verbs acting as adjectives (I saw Bill killing the sheep; having come in, Bill sat down). Georgian has four participles: active, future, past and privative.
Passive voice often expresses what is done to the subject, so that the passive subject is in these cases equivalent to the direct object of the equivalent active (e.g. two houses were destroyed (by the workman), where in English the ‘doer’ or agent may be either present or omitted). Passives are intransitive, although they may take an indirect object (especially in Georgian), but not all verbs with typically passive markings will necessarily be transformations of active expressions. For example, the Georgian equivalent of the door opens (where in English opens is an intransitive active) will contain a verb form that is traditionally viewed as manifesting passive morphology. This is further proof that grammatical categories applicable in one language are not always clearly establishable in another.
Perfect in English is usually described as a tense indicating a past event with present relevance (e.g. John has died). In Georgian it often conveys that the speaker is not vouching for the truth of what he is stating and may thus be interpreted as more a mood than a tense.
Periphrastic refers to an alternative way of expressing some idea.
Personal pronouns usually distinguish at least person and number (e.g. I/me, you, he/him, she/her, we/us, they/them).
Phonemes are the distinctive units of sound in individual languages.
Phonetics is the study of sounds produced by the human vocal apparatus without reference to individual languages.
Phonology is the study of the sound systems of individual languages.
Phrases are groups of words that do not contain a finite verb but that form meaningful sequences (e.g. the black cat, in the front room, breeding rabbits, spending sleepless nights, having stupidly fired his gun).

Plosive is a consonant produced by stopping the airstream from the lungs and then releasing the closure when the air has built up behind it. In English, plosives may be voiced (b, d, g) or voiceless (p, t, k), whereas in Georgian there is an extra series of glottalised voiceless plosives, or ejectives (p’, t’, k’); Georgian also has ejective affricates (e.g. ts’).

Possessive adjectives are built on the personal pronouns and show possession (my, your, our, their, his).

Possessive pronouns identify the owner of an entity (e.g. mine, yours, ours, hers, theirs).

Postpositions are the class of words used like prepositions in languages such as English but that stand after the nouns and pronouns they govern.

Prepositions are the class of words that are used in front of nouns and pronouns to indicate their relation to other words (e.g. on, in, under, beside, from, to).

Preverbs are parts of the Georgian verb that have a variety of functions, although originally they indicated direction. They often combine with the root to change the overall meaning of the verb. They may be compared with the prepositional elements making up the second component of English phrasal verbs (e.g. look up/back/down/around/at/into).

Privative is used to describe certain types of adjective (including participles) that contain a negative notion (e.g. unpitying, fatherless).

Pronouns are elements that stand in place of nouns.

Proper nouns are the names of persons (George Smiley, Zaza), towns (London, Tbilisi) and countries (England, Georgia) and in English are written with a capital letter.

Purposive conjunctions are linking words that indicate the aim of an activity. They are subordinating only (in order that).

Reflexive pronouns indicate identity, normally with the subject (e.g. I/he/we saw myself/himself/ourselves).

Relative conjunctions are linking words used to introduce relative clauses (the time/where; the place/where/whither/whence; the manner/how; the reason/why).

Relative pronouns in English are formally identical to the interrogatives but have a different function (e.g. kiss the boy who(m) you saw; show me the girl whose book it is).

Resultative/consecutive conjunctions are linking words that indicate a result. They may be co-ordinating (therefore) or subordinating (therefore) that.

Semantics is the study of meaning.

Sentences are sequences of words, containing at least one finite verb, that represent complete utterances in themselves.

Simple sentences contain only one clause (e.g. I saw you; I shall kiss you).

Stative verbs are a small group of special verb forms used to indicate a state rather than an action.

Subjunctive mood, where it exists, usually describes events less factually than the indicative. In English it has only a few residual forms (e.g. God bless you, if I were you; I ask that you attend) but in Georgian it is widely attested.

Subordinate clauses are those that cannot stand alone but are linked to a main clause. They can be nominal if they stand in place of nouns (e.g. that you are here surprises me; I know that you are ill), adjectival if they replace adjectives (such as most
relative clauses, e.g. the boy whom I met yesterday), or adverbial if they function as adverbs (e.g. when you arrive, we shall leave; he went out in order that he might see the film). Though the sequence from the house (which we have just bought) contains the bracketed relative clause with its own finite verb, this is dominated by the preposition from, and thus the whole sequence represents a prepositional phrase.

_Suppletion_ is where one root substitutes for another in certain well defined circumstances.

**Syncope** occurs when an internal vowel of a word disappears under certain conditions.

**Syntax** is the study of the way words are put together to form longer meaningful units.

**Temporal conjunctions** are linking words that indicate the time when the action of the main clause takes place (_when_, _as soon as_, _after_, _before_).

**Tense** is the grammatical analogue to time in the real world. In English, verbs distinguish between past tense, present tense and future tense.

**Transitive verbs** are those where the action carried out by the subject directly affects or perhaps results in the entity we call the direct object (e.g. _I kill the mosquito_; _she wrote a letter_). When a transitive verb has two objects, one direct and the other indirect, it may be styled ‘di-transitive’ and it is, of course, trivalent.

**Verbs** are parts of speech which denote actions or states.

**Version** is a category of the Georgian verb, expressed by different vowels standing before the root, used to express certain types of relation between the verbal arguments. Georgian has neutral version, subjective version, objective version and locative version (as explained in the relevant Lessons).

**Vigesimal** is a method of counting based on units of twenty, whereas the more usual pattern in languages is based on units of ten and called ‘decimal’.

**Vocative** is the name of the case used when addressing one’s fellow interlocutor (e.g. _come here, John_).

**Voice** (or ‘diathesis’) is the verbal category that usually distinguishes at least an active from a passive.
Key to the exercises

Lesson 1

2 (a) gamjarjobat; (b) amindi/midian; (c) madloba; (d) rogora xart; (e) jalian; (f) magram; (g) mšoblebi; (h) dganan.
3 (a) ingllesi; (b) madloba; (c) mivdivártí; (d) mívídobá; (e) savarjeli; (f) saavadmaq’opo; (g) suráti; (h) mívídóbsátí.
4 (a) cuidí; (b) čení; (c) k’argad; (d) sásiamóvno; (e) eg; (f) čení; (g) nela; (h) imatí; (i) cuid/adav.
5 (a) k’argí sk’ola; (b) čení saxlí; (c) balaxze; (d) nísi logini; (e) tkveni suráti; (f) čení mšoblebi; (g) kalákši; (h) ra k’argí loginiaí.
6 (a) Thank you, Nana, this is very good. (b) Today I am (we are) going to school. (c) My parents are sitting here. (d) Where are you going? We are going to the centre. (e) They are at the hospital. They are ill. (f) Why are you (pl.) running to town? (g) How are you? Very well, thank you.
7 (a) díges kalákši mivdivártí; (b) sáda xartí? ak vzivar loginze; (c) irak’lí da zurabi k’innóši midían; (d) sád midixart/mibrjandebití? saavadmaq’opo mivdivártí; (e) esení arián/gaxlávan čení mšoblebi; (f) tkveni saxlebi sad ari(s)/sadaa? (g) rat’om c’vanan balaxzeí (h) čení vxvedárt – isini/igini dganan.

Lesson 2

2 (a) agvísti; (b) paraskevi; (c) TerTmeti; (d) raSia saKme?; (e) Xveulebriv; (f) naHevari; (g) pirveli; (h) deda-Xemi.
3 (a) uk’acravad excuse me; (b) otxmocdametvramet’e 98th; (c) mat’areblebi trains; (d) sxdebit you (pl.) sit down; (e) rvis naxevarze at half past seven; (f) daxloebit approximately; (g) romeli saatia? what time is it?; (h) damouk’idebloba independence.
4 (a) meoce; ocí; (b) xutábati; xutábats; (c) jmebi; (d) kališvili; (e) albat; (f) rodís?; (g) tebervali; tebervásti; oc tebervals; (h) naxevebi.
5 (a) p’irvelia = p’irveli saatia; p’irvelze = p’irvel saatze; p’irvel saatze; (b) tertmet’is tvramet’ia = tertmet’is tvramet’i c’utia; tertmet’is tvramet’ze = tertmet’is tvramet’ c’utze; at saatze da tvramet’ c’utze; (c) otxis naxevaria; otxis naxevarze; txutmet’ saatze da ocdaat c’utze; (d) p’irvels ak’lia/uk’lia ati (c’uti); roca p’irvels ak’lia/uk’lia ati (c’uti); ormoodaat c’utze; (e) cxras ak’lia/uk’lia ocdarva (c’uti); roca cxras ak’lia/uk’lia ocdarva (c’uti); oc saatze da ocdatormet’ c’utze; (f) p’irvelis atia =
p’irvelis at c’utia; p’irvelis atze = p’irvelis at c’utze; tormet’ saatze da at c’utze; (g)
cxras ak’lia/uk’lia erti (c’uti); roca cxras ak’lia/uk’lia erti (c’uti); rva saatze da
ormocdacxramet’ c’utze; (h) tormet’is txutmet’ia = tormet’is txutmet’ c’utia; tormet’is
txutme’ze = tormet’is txutmet’ c’utze; ocdasam saatze da txutmet’ c’utze.

6 (a) Why are those brothers coming into our house? (b) At what time do your daughters
get up? They get up early and go to bed late. (c) Those two friends of our parents are
coming/arriving early tonight. (d) On which bed do those children by you lying
down/On which bed do those children lie down (= go to bed)? On this bed (on this
one). (e) When it is your birthday, you get up early, don’t you? Yes, I get up at seven
clock (at seven). (f) Either tonight at half past eleven or tomorrow at a quarter past
six we are going to the station. (g) Who is in this one? That (by you) is my father. In
that one your mother is sitting. (h) On the first day of the third week in May we
regularly go to the sea.

7 (a) im bavSvis deda mama-Xemis megobaria
(b) vin Jdeba im svel skamze? Seni sami
megobari ar Jdeba *– ukve sHedan masze
(c) romel dGes midiHarT zGvaze?
mivdivarT oTHSabaTs sam ivniss. samSi? diaH, samSi
(d) rodis dgebi(T)? vdgebi,
roCa rvas aklia/uklia oCi (cuTi)
(e) vin modis Xvens saHlebSi oCdaHuT
dekembers?
(f) visTvis ziHar mag skamze? aK vzivar deda-XemisTvis
(g) sad midiHar(T), roCa oTHs aklia/uklia THuTmeti (cuTi)? mag dros saHlSi mivdivar
(h) vis skamebze sHedan is bixebi? skamebze ar sHedan, Sens loginebze cvanan.

* Note that although the human subject is semantically plural, it is morphologically
singular, so it is the singular form of the root that must be used: one cannot say here
*sHdeba.

8 The answer depends on each reader’s birth date.

Lesson 3

2 (a) uexvelad; (b) umCrosi; (c) sajile; (d) saukeTeso; (e) Tbilisidan; (f) sHvaTa
Soris; (g) ubralod; (h) moHvediT.

3 (a) ramdeni clisa Har(T)? How old are you?
(b) KarHnidan from the factory
(c) ukeTesi better
(d) Xemi azriT in my opinion
(e) lobioTi with beans
(f) moHvediT you (pl.) came
(g) iqvnen they were
(h) oCi clisa var I am twenty years old.

4 (a) romel sarTulze? (b) qvelaze mcvane balaHze
(c) oTHmoCdaerTi clis kaCebi
(d) ukeTesi (= uPro kargi) Colis(a)Tvis
(e) Xems or dasTan erTad
(f) oTHis THuTmetze (= THuTmet cuTze) moskovis droiT
(g) uPro didi XaKuXebiT
(h) Xemze erTi cliT uPros Kalebs Soris.

5 (a) The naughty lads went into the factory and sat on the floor. (b) A large 42-year-
old tortoise slowly came out of your (pl.) yard. (c) Than whom are you taller? I am
the tallest, aren’t I? (d) From which town did you come last night? We came from
Moscow. (e) In your opinion, how old was that man when he came to our house? (f)
With whom did you go to Tbilisi? We went to Tbilisi with the best Georgian women.
(g) Their neighbours went up to the eighth floor, went into the boss’s office and sat
down, but they stood up when the boss came in. (h) Why have you come to our place?
Because tonight we are going to the cinema. You are coming with us, aren’t you?

6 (a) rodis sarTulidan XamoHvedi(T)? meeKvsedan Xamovedi
(b) sad iqaviT cuHel? nanasTan viqaviT
(c) romel saaTze gavidnen? rvis THuTmetze (= THuTmet cuTze) gavidnen da Semovidnen Tormetis oCze (= oC cuTze)
(d) Seni da ramdeni cliT Senze umCrosi ari(s)? Xemze sami cliT umCrosia
(e) romel or Kals Sua zis zurabi? qvelaze saintereso Kalebs Sua zis
(f) daHe! Xveni mezoblebis

Key to the exercises

399
Lesson 4

1 The 1st person singular forms are: vcqvet, vangrev, varXen, vbadeb, vklav, vcvrTni, vamHob, vsvam, vqoP.

2 (a) gemrieli tasty; (b) Targmni you translate X; (b) mtvriani dusty; (d) marglav you weed X; (e) saKarTvelo Georgia; (f) Tan simultaneously; (g) aciTleb you redden X; (h) cinascar in advance.

3 (a) keravT; (b) vrqvniT; (c) svamen; (d) vTargmni; (e) Glis; (f) movidnen/sHedan; (g) acuHeb; (h) cerT/vcer.

4 (a) Kali purs aCHobs; (b) Sen ras akeTeb? (c) TKven sarevelas ratom PHvriT? (d) deda ras malavs samzareuloSi? (e) me Xems bostans vrcqav; (f) isini sad (a)gzavnian vaZiSvils? (g) PKvils vin conis sascorze? (h) Xven ras vakeTebT dGes baGSi?

5 (a) mCenares; (b) KaliSvilsa/vaZiSvils; (c) saHls; (d) Gvinos; (e) mezoblebi; (f) PanJrebs; (g) qvavilebs; (h) ras/PKvils.

6 (a) Xveni mezoblebi Xvens mSoblebs arXenen; (b) Xvens PanJrebs ratom Gebav(T)? (c) purs rodis da sad aCHob(T) Holme? (d) me Jer magidaze samzareuloSi qvelaPers vamzadeb Holme da mere purs GumelSi vaCHob Holme; (e) dedebi vaZiSvilebsa da KaliSvilebs badeben; (f) TeTreuls vin kidebs? (g) mag Jamebs ratom teH(T); (h) ramden HaHvs PrCKvnian Kalebi?

7 (a) What are you cutting? I am cutting the dough. (b) The English eat Caucasian beans, don’t they? They drink Georgian wine, don’t they? (c) Now what are you putting on the table? I am putting the scales on the table. (d) How many windows are your sisters painting today? (e) My grandmother is sweeping the floor with a large brush, whereas my mother is watering my father’s plants. (f) Until what time did you sit in the guest room last night? I sat there until ten. (g) What are Zurab’s brothers translating? They are translating your letters into Georgian. (h) Why do I train these men when they only sit at home and drink coffee?

Lesson 5

1 The 1st person singular forms are: vcer/vicer, vklav/viklav, vaTbob/viTbob.

2 (a) Did the men go anywhere? (b) Yes, (we) see something. Yes, I (we) see something. (c) Did anyone come? (f) untin, (pl.) taking off your coat? (h) the sisters are frowning.

3 (a) iCvamT/iHdiT; (b) iCvamen/iHdian; (c) vaCmevT/vHdiT; (d) iCvams/iHdis; (e) asHam/Hdi; (f) aHuraven/Hdian; (g) viHuravT/viHdiT; (h) isHamen/iHdian.

4 (a) odesme; (b) sadme; (c) ra(i)mes; (d) vinme; (e) viGaCeebi; (f) ratomGaC; (g) sadme; (h) raGaCeebi.

5 (a) Xveni vaZiSvili cveba Svidze (Svid saaTze), ijinebs rvaze (rva saaTze) da iGvijebs rvis THuTmetze (THuTmet cuTze); (b) deda-Xvens vaGvijebT rvis naHevarze. mere (is/igi) iCvams (tansaCmels) da Tmas ivarCHnis; (c) ra(i)mes qnosav(T)? ukaCravad,
6 (a) I am tidying up the room, whereas Shota is cleaning out his ear. (b) Somehow these Englishmen are earning a reputation for themselves. (c) Why are you washing your hand(s)? Someone (known to me) has come and we are going to eat something (known to me). (d) Who is seated on the suitcase and what is he doing? That is Zurab, and he is scratching his head. (e) Their daughter is getting up, putting on her coat and (putting on) her hat; she is probably going somewhere. (f) The child is putting a dress on the doll, is putting a hat on it and is now lying down/going to bed together with it. (g) Why do I wake up as a rule so early (as this) when I am not ill? (h) If you rent the flat to the tenant, why are you giving him/her money?

Lesson 6

1 The 1st person singular forms are: ოვახი/ვოხი, ოვა/ვო, ოვა/ვო, ოვა/ვო.

Key to the exercises

401
(a) Will the soldiers take anything off us? (b) I shall plant a few plants and then I shall wash my hand(s), wake up the baby and put the red dress on her. (c) Why are you putting your coat on? Are you going somewhere? I am going to the neighbours’ – I shall get something back. (d) What a long time you have been sitting there! What’s going on? I go to sleep, you will wake me before 2, won’t you? Of course. (e) How much will you lend me? Since you are ill, I shall lend you 1,000 lari. Thank you. (f) The parents will entrust their children to me tomorrow. At school I shall show them many interesting things. Then their parents will give me a lot of money, won’t they? (g) I shall wake you (pl.) up at 7. Then you yourselves will get dressed, wash your face(s) and snatch a bite to eat, won’t you? (h) They won’t execute us, will they? No, our friends will soon set us free. Good, otherwise I shall kill myself.

9. (a) They tire me → (თან) ოსხავ; (b) You will see X → ხანგრძლივი; (c) You (pl.) will write to X → პირას; (d) They will strangle us → დაააქვს; (e) X introduces Y/them to you → ოთხგზა; (f) X will kill me → შემოკრიდნენ; (g) You give X/them to me → გაგზა; (h) We shall give X/them to them → მოგოსთავონ; (i) You (pl.) take article(s) of clothing off me → გვახდენ; (j) X shows Y/them to them → განახლდენ.

Lesson 7

1. დასაქირავ დასაყირავ მოყსრი მოყურ
   დასაქირავ დასაყირავ მოყსრი მოყურ
   დასაქირავ დასაყირავ მოყსრი მოყურ
   დასაქირავ დასაყირავ მოყსრი მოყურ
   დასაქირავ დასაყირავ მოყსრი მოყურ
   დასაქირავ დასაყირავ მოყსრი მოყურ
   დასაქირავ დასაყირავ მოყსრი მოყურ
   დასაქირავ დასაყირავ მოყსრი მოყურ

2. (a) რაზე გარემო ეკუთვნის; (b) რა არის ხელმწიფო? (c) რა არის საფრანგეთი? (d) რა არის პირაგება? (e) რა არის თეთრი? (f) რა არის განათლება? (g) რა არის ცხოვრება? (h) რა არის განათლება? (i) რა არის ცხოვრება? (j) რა არის განათლება? (k) რა არის ცხოვრება? (l) რა არის განათლება?

3. (a) ოთხგზა That which/What they are saying is not true; (b) ოთხგზა The one who has come in; (c) ოთხგზა If you return the money to us; (d) ოთხგზა Tomorrow I shall see that man whose father is sitting on that chair; (e) ოთხგზა You know everyone from whom you will receive a present; (f) ოთხგზა I know well that teacher whom you will ring tonight; (g) ოთხგზა You will catch that to me. (h) ოთხგზა To whom shall I take this? (i) ოთხგზა I will too shall write to everyone to whom you will send a letter.

4. (a) ოთხგზა; (b) ოთხგზა; (c) ოთხგზა; (d) ოთხგზა; (e) ოთხგზა; (f) ოთხგზა; (g) ოთხგზა; (h) ოთხგზა.

5. (a) რომელმაც X გავიყო; (b) რომელმაც გავიყო გზა; (c) რომელმაც გავიყო გზა; (d) რომელმაც გავიყო გზა; (e) რომელმაც გავიყო გზა; (f) რომელმაც გავიყო გზა; (g) რომელმაც გავიყო გზა; (h) რომელმაც გავიყო გზა.
Lesson 8

1. (a) I am writing it/them for you (pl.)/we are writing it/them for you (pl.)/we are writing it/them for you (pl.)/X is writing it/them for you (pl.); (g) they will bring you/they will bring (some person(s)) to you; (h) X is lying (flat) on us.

2. (a) Zurab, why don’t you fulfill our request(s) as a rule? (b) Who are those lads beside whom your sisters are sitting? (c) If anyone writes anything on the wall, you will tell me, won’t you, madam? (d) What will you buy for me and bring me, dad, from that shop that they will open later in town? (e) What on earth do our enemies intend to do to us? Will they really kill our parents? (f) If you give me the handset and dial the number for me, I shall be much obliged, lad, as I am unable to manage that. (g) Your cousin is going to France. If I write to her, she will send me, won’t she, a letter? She and her husband too will probably send you a letter. (h) If your teacher is ill today, it doesn’t matter – I shall teach you (pl.) Georgian grammar and mathematics from these books.

7. (a) Xven da Xveni mascavleblebi jalian kargad vugebT erTmaneTs. bevr enas gvascavlian;
(b) Hval gnaHav. naHevar saaTSi dedas davurekav da mogvianebiT mivutan am cigns. vuXveneb/vaXveneb da dagibruneb im kviraSi;
(c) (is) soPeli, sadaC Xemi mSoblebi midian, jalian lamazia. mis suraTs odesme mogitan;
(d) Sens jmas momCemT tkbileuls? diaH. keTili! Xems jmas mogiqvanT;
(e) Hom Hedav (im) loginebs, romlebze(daC) avadmqoPebi cvanan (romlebsaC avadmqoPebi acvanan) *
(f) (im) cerils, romeliC dGes movida, deida/mamida elisos mivutan, deda;
(g) (is,) vinC pirveli Semovida, dagvisHams Gvinos;
(h) ver gavdivarT, radgan Civa gareT da Kari uberavs mTacmindidan.

* The bracketed alternative is less liked by native speakers but included for practice with the locative version.

8. (a) Seni mSoblebi avstraliidan ramden cerils mogceren?
(b) (me TKven) saHls ver agiSenebT;
(c) me da Sen erTmaneTs kargad ver vugebT;
(d) batono mascavlebelo, (me) ramdens damicerT?
(e) ukaCravad, (me Sen) kinoSi ver cagiqvan. deda saavadmqoPoSi cevs, da sascraPod iK mivdivar
(f) roCa Sen vinmes urekav, Seni KaliSvili nomers ratom gikrePs Holme?
(g) Xven mezoblebs SaKars dGes mivutanT, mere isini Xven PKvils Hval mogvitanen;
(h) megobrebi (TKven) Hom kargs gikeTeben Holme?

Lesson 8

1. (a) I am writing it/them for you (pl.)/we are writing it/them for you (pl.)/we are writing it/them for you (pl.)/X is writing it/them for you (pl.); (g) they will bring you/they will bring (some person(s)) to you; (h) X is lying (flat) on us.

2. (a) Zurab, why don’t you fulfill our request(s) as a rule? (b) Who are those lads beside whom your sisters are sitting? (c) If anyone writes anything on the wall, you will tell me, won’t you, madam? (d) What will you buy for me and bring me, dad, from that shop that they will open later in town? (e) What on earth do our enemies intend to do to us? Will they really kill our parents? (f) If you give me the handset and dial the number for me, I shall be much obliged, lad, as I am unable to manage that. (g) Your cousin is going to France. If I write to her, she will send me, won’t she, a letter? She and her husband too will probably send you a letter. (h) If your teacher is ill today, it doesn’t matter – I shall teach you (pl.) Georgian grammar and mathematics from these books.

7. (a) Xven da Xveni mascavleblebi jalian kargad vugebT erTmaneTs. bevr enas gvascavlian;
(b) Hval gnaHav. naHevar saaTSi dedas davurekav da mogvianebiT mivutan am cigns. vuXveneb/vaXveneb da dagibruneb im kviraSi;
(c) (is) soPeli, sadaC Xemi mSoblebi midian, jalian lamazia. mis suraTs odesme mogitan;
(d) Sens jmas momCemT tkbileuls? diaH. keTili! Xems jmas mogiqvanT;
(e) Hom Hedav (im) loginebs, romlebze(daC) avadmqoPebi cvanan (romlebsaC avadmqoPebi acvanan) *
(f) (im) cerils, romeliC dGes movida, deida/mamida elisos mivutan, deda;
(g) (is,) vinC pirveli Semovida, dagvisHams Gvinos;
(h) ver gavdivarT, radgan Civa gareT da Kari uberavs mTacmindidan.

* The bracketed alternative is less liked by native speakers but included for practice with the locative version.

8. (a) Seni mSoblebi avstraliidan ramden cerils mogceren?
(b) (me TKven) saHls ver agiSenebT;
(c) me da Sen erTmaneTs kargad ver vugebT;
(d) batono mascavlebelo, (me) ramdens damicerT?
(e) ukaCravad, (me Sen) kinoSi ver cagiqvan. deda saavadmqoPoSi cevs, da sascraPod iK mivdivar
(f) roCa Sen vinmes urekav, Seni KaliSvili nomers ratom gikrePs Holme?
(g) Xven mezoblebs SaKars dGes mivutanT, mere isini Xven PKvils Hval mogvitanen;
(h) megobrebi (TKven) Hom kargs gikeTeben Holme?

Lesson 8

1. (a) I am writing it/them for you (pl.)/we are writing it/them for you (pl.)/we are writing it/them for you (pl.)/X is writing it/them for you (pl.); (g) they will bring you/they will bring (some person(s)) to you; (h) X is lying (flat) on us.

2. (a) Zurab, why don’t you fulfill our request(s) as a rule? (b) Who are those lads beside whom your sisters are sitting? (c) If anyone writes anything on the wall, you will tell me, won’t you, madam? (d) What will you buy for me and bring me, dad, from that shop that they will open later in town? (e) What on earth do our enemies intend to do to us? Will they really kill our parents? (f) If you give me the handset and dial the number for me, I shall be much obliged, lad, as I am unable to manage that. (g) Your cousin is going to France. If I write to her, she will send me, won’t she, a letter? She and her husband too will probably send you a letter. (h) If your teacher is ill today, it doesn’t matter – I shall teach you (pl.) Georgian grammar and mathematics from these books.
I gave you the money yesterday; (g) — Did you name your child?; (h) — My sister opened the window.

3 (a) Did you name your child?; (b) — What did you name your child?; (c) — My sister opened the window.

4 (a) — Where did the policemen arrest the thief?; (b) — He burgled your friend’s house. When he came out of the house, they noticed him, arrested him and took him to the police station.

8 (a) Who cut your hair? I cut it myself. It’s good, isn’t it? Of course. (b) — I introduced to you and your husband my new wife last year, didn’t I? (c) — The guard told me that you are ill. It was precisely for this reason that I came and brought you these apples. (d) — I got that shirt which I put on yesterday dirty at school. And so mother hit me but then washed it for me. Did you start to cry? (e) — What did the teacher teach you today, lads? Today (s)he taught us only one French poem. (f) — You did explain everything well to the children, when they were unable to translate that letter into Georgian, didn’t you? I explained to them everything which was difficult. (g) — Why did Zurab switch off the television? The neighbours rang us. Their child is ill, and Zurab will bring the doctor to him/her by car. (h) — Where did the policemen arrest the thief? He burgled your friend’s house. When he came out of the house, they noticed him, arrested him and took him to the police station.
Lesson 9

1. (a) What do I know?
   (b) Who will sell me this?
   (c) Do you imagine the parents know?
   (d) The hooligan stole the pen from X
   (e) You explained everything to me, didn't you?
   (f) Why are you cleaning the house for us?
   (g) Mother cleaned it yesterday
   (h) How wretched your (pl.) father is!

2. (a) I think I know.
   (b) How should I know?
   (c) Who will sell me this?
   (d) The hooligan stole the pen from X
   (e) You explained everything to me, didn't you?
   (f) Why are you cleaning the house for us?
   (g) Mother cleaned it yesterday
   (h) How wretched your (pl.) father is!

3. (a) GuSIN ro(m) vnaHeT, im bixi vnaHeT, im mas kargad iCnob?
   (b) saXuKari ro(m) mascavlebels Hom Hedav?
   (c) puri ro(m) daniT davxeri, im danas mogitanT
   (d) Puli ro(m) mohpares, is aK movida
   (e) zGvaze ro(m) maTTan erTad cavediT, imaT gagaCnob
   (f) aK ro(m) mogiqvana, is kaCi vin ari(s)?
   (g) torti ro(m) mocaPeebi aK arian
   (h) dedam ro(m) mis TorneSi es lavaSi gamoaCHo,

4. (a) is Kali, romelClC gverdze gizis, vinaa?
   (b) im Helovans, romelmaC Tavisi Sedevri mogqidaT, meC viCnob
   (c) is saavadmqoPo, romelSi(d)aC deda-Sens operaCia gaukeTes, sadaa?
   (d) is avstrieli, romelsaC Puli mieCi?
   (e) is gogo, romlisTvis(aC) saHls GebavT, TKveni meqobaria?
   (f) is bixi, romelsaC cigni vaTHove, KarTvelia
   (g) im matarebels, romliTaC guSin XamovediT, eHla vHedav sadgurze
   (h) is Puli, romeliC Xems meqobars mohpares Hulignebma, mas daubrunes poliCielebma.

5. (a) Tu Hval gnaHav/gnaHe, cigns dagibruneb;
   (b) Tu magas itqvi/eg TKvi, mogklaven;
   (c) Tu sastumro oTaHSi sHedan, albaT radios ismenen;
   (d) Tu am vaSls mogeCi, Gvinos damisHam?

6. (a) CHeli ro(m) ari(s)/romaa/roa, am qavas vsvam;
   (b) es qava ro(m) Civia, vabruneb;
   (c) am cerils ro(m) miiGeb, Hom damirekav?
   (d) Sen ro(m) Segatqobineben, meC Hom masSinve Sematqobineb?
   (e) Kali ro(m) adga, qvela avdeKiT.

7. (a) After you write that letter, you will prepare lunch for us, won't you?
   (b) I, as their teacher, took the sweets off the children.
   (c) We all know that, as soon as the police learn anything, they will inform us.
   (d) What did you tell the Georgian you brought home last night about England?
   (e) We too are paying them the same sort of attention the teachers are paying to us.
   (f) If the teacher writes you a '5' (i.e. top marks), that won't upset you, will it, lads?
   (g) I met the girl who phoned me yesterday at the/a cinema.
   (h) That the girl phoned me yesterday surprises me very much.

8. (a) ყველა თუ ილე, ოლო, ოლა, ოლა, ილე ოლო ოლა ოლა ოლა ოლა.
   (b) პატოჰპატ ოლო ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა ოლა.
Lesson 10

1 The future forming preverb is given in brackets.

(a) 

(b) 

(c) 

(d) 

(e) 

(f) 

(g) 

(h) 


2 (a) What are you (pl.) doing?; (b) What are you (pl.) doing?; (c) What are you (pl.) doing?; (d) What are you (pl.) doing?; (e) What are you (pl.) doing?; (f) What are you (pl.) doing?; (g) What are you (pl.) doing?; (h) What are you (pl.) doing?

3 (a) movescrebiT; (b) movescrebiT; (c) movescrebiT; (d) movescrebiT; (e) movescrebiT; (f) movescrebiT; (g) movescrebiT; (h) movescrebiT.

4 (a) X will be sent (hither); (b) we give X; (c) you (pl.) will touch X; (d) X will be decided; (e) you (pl.) will tell X to us; (f) we are doing X to you (pl.); (g) we are doing X to you (pl.); (h) we are doing X to you (pl.); (i) they will flop down; (j) you (pl.) will bite me; (k) they will be wrong; (l) X is warming for them; (m) we trust X/them; (n) you (pl.) are hiding; (o) X will be translated; (p) X will come to them = they will get X; (q) I shall become sovereign; (r) you (pl.) will believe X/them.

5 (a) lines me momikvdeba; (b) lines me momikvdeba; (c) lines me momikvdeba; (d) lines me momikvdeba; (e) lines me momikvdeba; (f) lines me momikvdeba; (g) lines me momikvdeba; (h) lines me momikvdeba.

6 (a) lines me momikvdeba; (b) lines me momikvdeba; (c) lines me momikvdeba; (d) lines me momikvdeba; (e) lines me momikvdeba; (f) lines me momikvdeba; (g) lines me momikvdeba; (h) lines me momikvdeba; (i) lines me momikvdeba; (j) lines me momikvdeba; (k) lines me momikvdeba; (l) lines me momikvdeba; (m) lines me momikvdeba; (n) lines me momikvdeba; (o) lines me momikvdeba; (p) lines me momikvdeba; (q) lines me momikvdeba; (r) lines me momikvdeba; (s) lines me momikvdeba; (t) lines me momikvdeba; (u) lines me momikvdeba; (v) lines me momikvdeba; (w) lines me momikvdeba; (x) lines me momikvdeba; (y) lines me momikvdeba; (z) lines me momikvdeba.
7 (a) When you meet your wife, what will you say to her about what will happen tomorrow in Tbilisi? (b) Your friends are greatly mistaken if they think that the enemy will not attack us and will surrender to us today. (c) For whom is your mother waiting? She is waiting for my brother. After he comes, mother will take us to town where she will take us to the doctor. He will examine our hair. (d) What’s going on, man? Why are you all behaving so badly? If the teacher unexpectedly sneaks in upon us, (s)he will take us all to the school’s director (= school head), and (s)he will show us what for! (e) What is going on here? Our books will be burned, the house too will itself be completely ruined, and we shall lose everything. Then where shall we be? (f) What I am saying to you is understandable for you, isn’t it? If you stay here a little while, you will have a good rest, and then you will get everything done in time. This way is best, isn’t it? (g) What will your relatives do if a fifth daughter is born to them? They think that this time a son will be born to them. (h) How many letters you get as a rule! Now what is your mother writing? I don’t know why, but she writes that a man will lose a little and gain a little. She is correct. When you write to your mother, you will pass on to her best regards from me, won’t you?

8 (a) loqebi gagiciTldeba/gauciTldeba; (b) SeCdebiT/SeCdebian; (c) Puli mogeCemaT/mieCema(T); (d) qana mogeHnvneba/moeHvneba; (e) daTvrebi/daTvreba; (f) kari gageGebaT/gaeGeba(T); (g) oTaHi gagiTbeba/gauTbeba; (h) PanJara gagitqdebargi/T/gautqdeba(T).

Lesson 11

1  
develop 
depend 

dependent 

dependence 

dependent 

dependent 

dependent 

dependent 

dependent 

Lesson 11

2  
(a) кервс мовсареб‌ов we leant against the doors; (b) мовсареб‌ов оцеб‌ов the dogs barked; (c) საქორწინებლა მოვიტ we were given the means; (d) კერვით ჩამოქალი师傅 მიტ
when was your (pl.) son born? (e) Kveskeba dagebadaT? kaCebma nardi iTama?
when did the men play backgammon? (f) jaGlma TKvenC gikbinaT? (g) did the dog bite you too? (h) melaparakebiT; (i) atirdnen; (j) sdaraJobs; (k) aukankalda(T).

why did they get involved in this?; (a) moukvda/gadairia; (b) camovegeT; (c) gamomegzavna; (d) mogvividnen; (e) melaparakebiT; (f) atirdnen; (g) sdaraJobs; (h) aukankalda(T).

what did I relate to you yesterday?* Or me Sen guSin ras mogiqevi?* Or me Sen guSin ra mogiqevi? for those who view this verb as transitive. Cf. this example from Vazha-Pshavela, quoted in the Academy Dictionary, of the original intran- sitive usage: 3 (a) monadire [mGvdels] Tavis . . . Tavgadasavals mouqva the hunter related his own adventure(s) to the priest.

we dined; (b) it was translated for us; (c) they put on weight; (d) you lost them; (e) you will ask for X; (f) they are coming crying; (g) you (pl.) followed me; (h) it/they turned red for you (pl.); (i) you (pl.) followed me; (j) they will read X/will ask; (p) we ran out.

Since it rained yesterday from 10 o'clock to 5, we stayed at home. And so we do not know and shall be unable to tell you what happened in town, but we know that guests visited us at 4. (b) What happened to you (pl.)? You are not ill, are you? I feel bad – I feel sick. God knows how my wife and I survived. Gracious, what happened to you (pl.)? (c) I'll tell you everything that happened to us. This car is no good at all – it's conked out on us. The wheel spun out of my hand and we hit a tree. (d) Did the policemen arrest the hooligans who pestered you earlier or not? (e) How should I know? It's just good that, as soon as the policemen approached us, those hooligans left me alone. (f) Why have you grown bored with our spread? You are greatly mistaken, sir – it's just that sleep got the better of me. Excuse me! (g) Do you think it will snow tomorrow (just) the way it snowed yesterday? How our dogs barked last night! (h) Does your boy study well? When we enrol him with the new teacher, he will probably study better and learn all his lessons well.

* Or me Sen guSin ra mogiqevi? for those who view this verb as transitive. Cf. this example from Vazha-Pshavela, quoted in the Academy Dictionary, of the original intran- sitive usage: 3 (a) monadire [mGvdels] Tavis . . . Tavgadasavals mouqva the hunter related his own adventure(s) to the priest.

Since it rained yesterday from 10 o'clock to 5, we stayed at home. And so we do not know and shall be unable to tell you what happened in town, but we know that guests visited us at 4. (b) What happened to you (pl.)? You are not ill, are you? I feel bad – I feel sick. God knows how my wife and I survived. Gracious, what happened to you (pl.)? (c) I'll tell you everything that happened to us. This car is no good at all – it's conked out on us. The wheel spun out of my hand and we hit a tree. (d) Did the policemen arrest the hooligans who pestered you earlier or not? (e) How should I know? It's just good that, as soon as the policemen approached us, those hooligans left me alone. (f) Why have you grown bored with our spread? You are greatly mistaken, sir – it's just that sleep got the better of me. Excuse me! (g) Do you think it will snow tomorrow (just) the way it snowed yesterday? How our dogs barked last night! (h) Does your boy study well? When we enrol him with the new teacher, he will probably study better and learn all his lessons well.
Lesson 12

1 (a) (-- your (-p.)). Where should we go? (b) (you (-p.)) Don’t put that there! (c) (you (-p.)). Add two to three; (d) (you (-p.)) Don’t lose that for me, I beg of you; (e) (you (-p.)) Is it possible for us to play in this yard? (f) (you (-p.)) Shut up and sit down! (g) (you (-p.)) Don’t do that! (h) (you (-p.)) Open the window!

2 (a) sad unda cavideT Xven? Where should we go? (b) mand nu dadebT magas! Don’t put that there!

3 (a) karebs ar mieqrdnoT! (b) ar davTvreT; (c) JariskaCebi iK ar gaigzavnon; (d) loqebi ar gagiciTldeT; (e) TePSebi ar daimtvres; (f) tquili ar uTHra dedas!

4 (a) nu gadamrevT! (b) is/igi nu dauSvebs am SeCdomas; (c) nu momikvdebi!

5 (a) KarTvelebi uCHoels ar unda estumron; (b) skola ar unda daingres; (c) bavSvebma PeHburTi ar unda iTamaSon; (d) Kalebi ar unda gadairion; (e) bavSvi dedas ar unda daemalos; (f) aHali skola ar unda aSendes; (g) kaCi magidas ar unda miuJdes; (h) poliCielebma Kurdi ar unda gauSvan.

6 (a) diaH, daivarCHne/ara, nu daivarCHni; (b) diaH, dasHediT/ara, nu dasHdebiT; (c) diaH, amiHseniT/ara, nu amiHsniT; (d) diaH, gamoakeli/ara, nu gamoakleb; (e) diaH, imGereT/ara, nu imGerebT; (f) diaH, daicqe jebna/ara, nu daicqeb jebnas; (g) diaH, egre moiKeCiT/ara, egre nu moiKCeviT; (h) diaH, gasHali/ara, nu gasHlav.

7 (a) If it’s not possible for us to open the door and enter the house, what are we to do? (b) Why must we force wine on foreigners? It’s possible this may be considered bad behaviour on the part of us Georgians. (c) Sit at the table. I have to fetch something from the shop. If possible, I urge you to pour wine for the other guests. I’ll come soon. (d) I translated for you (pl.), didn’t I, those words (i.e. Do not lean against the doors!) which you see on the door? So why did you lean against them? (e) At the post office they will explain to you how a postcard should be sent to England. It’s possible there is a big queue, but you should stand there and wait. (f) Mum, I should be at the station at 11. Is it possible for someone to meet
me? Your father will certainly meet you. Don’t be late. Now I have to put down the receiver. (g) Let someone explain to us exactly what happened to our friends, then we must go and help them. (h) Don’t let the wheel spin out of your hand, otherwise it’s possible you’ll hit something. I should also remind you that you’ll lose nothing, if you are late by one hour, only let no misfortune befall you on the way!

8 (a) რა მიიძღვევთ თქვენ შეიძლება, როდესაც გამოვითქმოთ ან შეიძლება მე დეტალები? (b) როგორ ჩავაბარებთ თაოდნინამა ანტიმონისმაბად რომ(ი) ჩახსნით, გარდა ეს გამოგონება ცხენებს, თბოთ შეძლოთ ეს გამოვითქმოთ? (c) მიღწეოდ ჩამოთვლა თქვენ შეიძლება; (d) შეიძლოთ შეიძლოთ გარდა დახვდით ადგილობრივმა არის ან გამოვითქმოთ როგორ(ი) არ (გამო) შეიძლოთ გამოვითქმოთ გამოვითქმოთ? (e) შეიძლოთ განთავსოთ დღესის/თავშესავანის, მიღწეოდ შეიძლოთ შეიძლოთ ცხენებს, როგორ(ი) შეიძლოთ. შეიძლოთ ცხენებს/თავშესავანს, გარდა არ შეიძლოთ შეიძლოთ ცხენებს გამოვითქმოთ? (f) შეიძლოთ განთავსოთ შივის ინფორმაციის დღისასფარს თავშესავანს, შეიძლოთ შეიძლოთ ცხენებს, ნელა შეიძლოთ წინამხარეობრივადგილობათი, და ეს გავრცელოთ ცხენებს; (g) ეს შეიძლოთ განთავსოთ მათ გარდა და როგორ(ი) გამოვითქმოთ გამოვითქმოთ. (h) ეს გამოვითქმოთ შეიძლოთ ცხენებს გამოვითქმოთ, თქვენ შეიძლოთ ცხენებს, ნელა შეიძლოთ ცხენებს/თავშესავანს, და ეს გავრცელოთ ცხენებს/თავშესავანს.

9 (a) რა არ არის თქვენი ვალანსის ჩამოტვისას? (b) სამს შეიძლება თქვენი ველის (c) (თეთრი შავი) შეიძლოთ გამოვითქმოთ? (d) შეიძლოთ განთავსოთ? (e) არ არის თქვენი სიმარტყა, რათა შეიძლოთ თქვენი ველი გამოვითქმოთ? (f) სამს შეიძლოთ თქვენი ველი გამოვითქმოთ? (g) სამს შეიძლოთ თქვენი ველი გამოვითქმოთ? 

Lesson 13

1

<table>
<thead>
<tr>
<th>კორომი დარბაზი</th>
<th>დარბაზი</th>
<th>დარბაზი</th>
</tr>
</thead>
<tbody>
<tr>
<td>სამოული</td>
<td>დარბაზი</td>
<td>დარბაზი</td>
</tr>
<tr>
<td>სამოული</td>
<td>დარბაზი</td>
<td>დარბაზი</td>
</tr>
</tbody>
</table>

2 (a) რა სახელობა ეძლე? რომ შეიძლოთ გამოვითქმოთ? (b) მართავთ მართავთ შეიძლოთ გამოვითქმოთ? (c) როცა სჭირდება ეძლოთ რომ შეიძლოთ გამოვითქმოთ? (d) როგორ შეიძლოთ გამოვითქმოთ რომ შეიძლოთ გამოვითქმოთ? (e) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ? (f) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ? (g) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (h) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (i) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (j) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (k) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (l) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (m) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (n) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (o) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (p) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (q) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (r) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (s) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (t) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (u) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (v) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (w) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (x) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (y) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ, (z) რა შეიძლოთ გამოვითქმოთ გამოვითქმოთ.
What are the children wearing? (b) You aren't afraid, we are bringing everything!

3 (a) (mas/ma pl.) Avel; (b) (mas/ma pl.) Beans; (c) (pl.) Morning; (d) (mas/ma pl.) Garden; (e) (pl.) Garden; (f) (mas pl.) Pating; (g) (pl. pl.) Pating; (h) (mas pl.) Pating.

4 (a) (mas/ma pl.) Cups; (b) (mas/ma pl.) Cups; (c) (mas/ma pl.) Cups; (d) (mas/ma pl.) Cups; (e) (mas/ma pl.) Cups; (f) (mas/ma pl.) Cups; (g) (mas/ma pl.) Cups; (h) (mas/ma pl.) Cups.

5 (a) (mas/ma pl.) Cup; (b) (mas/ma pl.) Cup; (c) (mas/ma pl.) Cup; (d) (mas/ma pl.) Cup; (e) (mas/ma pl.) Cup; (f) (mas/ma pl.) Cup; (g) (mas/ma pl.) Cup; (h) (mas/ma pl.) Cup.

6 (a) They took fright; (b) You (sing./pl.) will have me; (c) They will feel a desire for X (sing./pl.); (d) We remember you (pl.); (e) They thought; (f) You (pl.) prefer X (sing./pl.); (g) They will like X (sing./pl.); (h) We have X (sing./pl.) lying (somewhere).

7 (a) Who does that woman think I am? Has she gone crazy, or what's it all about? (b) When will you know the answer? Don't be afraid, as soon as I find out, I'll ring you and let you know. (c) Don't put yourself to any trouble, please. We must go soon – we are in a hurry – and we don't want any coffee. (d) Will you be able to put its shirt on this child? If it doesn't have it on when its mother returns from town, she will be very angry with me. (e) In what language do you want us to speak? In Georgian or in English? I personally prefer Georgian to English. (f) Mother wants us to buy apples in town. In that case we can stay here, as father is already fetching them – look! (g) Where did I put my pen? Have you really forgotten that it is lying on your table? You should put it in the kind of place that you will not forget! (h) I think (that) I have fallen in love with Nana, and I want to marry her. Okay, but what feelings does Nana have towards you? If I am not mistaken, she loves me. And if you are mistaken, do you think she'll soon fall in love with you?

8 (a) Do you think the teacher knows? He/She is well-informed! At least (or) The teacher is well-informed. Has she/gotten to know? (b) (mas/ma pl.) She/he sends; (c) (mas/ma pl.) She/he sends; (d) (mas/ma pl.) She/he sends; (e) (mas/ma pl.) She/he sends; (f) (mas/ma pl.) She/he sends; (g) (mas/ma pl.) She/he sends; (h) (mas/ma pl.) She/he sends.

9 (a) (mas/ma pl.) Yes, we will; (b) (mas/ma pl.) Yes, we will; (c) (mas/ma pl.) Yes, we will; (d) (mas/ma pl.) Yes, we will; (e) (mas/ma pl.) Yes, we will; (f) (mas/ma pl.) Yes, we will; (g) (mas/ma pl.) Yes, we will; (h) (mas/ma pl.) Yes, we will.

Key to the exercises
Lesson 14

<table>
<thead>
<tr>
<th>1</th>
<th>Are you coming?</th>
<th>Yes, I am coming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What were they doing yesterday?</td>
<td>They were reading.</td>
</tr>
<tr>
<td>3</td>
<td>If I knew the answer, I’d certainly tell you, believe me!</td>
<td>You would help me, wouldn’t you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>გამგზავრობა</th>
<th>გამგზავრობა</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>არათანხმებელი მოთხოვნა</td>
<td>არათანხმებელი მოთხოვნა</td>
</tr>
<tr>
<td>3</td>
<td>ვინ მოგვუთხიდო</td>
<td>ვინ მოგვუთხიდო</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>შეტყობინება</th>
<th>შეტყობინება</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>ცდილობით ჩაყვანა</td>
<td>ცდილობით ჩაყვანა</td>
</tr>
<tr>
<td>6</td>
<td>თქვენი მიმოხილვა</td>
<td>თქვენი მიმოხილვა</td>
</tr>
</tbody>
</table>

| 7  | თუ თავმოყოლება გამოიწვევთ, გარდაცვალება მივიყვან | თუ თავმოყოლება გამოიწვევთ, გარდაცვალება მივიყვან |

| 8  | თქვენი ჩარჩოთ ძინა გახასიათება? თუ არ ველპემთ, ვო წყვილ გაემგზავრობ გახასიათება და გათხოვთ. |

| 9  | თუ თქვენი მიმოხილვა გამოიწვევთ, გარდაცვალება მივიყვან | თუ თქვენი მიმოხილვა გამოიწვევთ, გარდაცვალება მივიყვან |

| 10 | თქვენი ჩარჩოთ ძინა გახასიათება? თუ არ ველპემთ, ვო წყვილ გაემგზავრო გახასიათება და გათხოვთ. |

| 11 | თქვენი ჩარჩოთ ძინა გახასიათება? თუ არ ველპემთ, ვო წყვილ გაემგზავრო გახასიათება და გათხოვთ. |

| 12 | თქვენი ჩარჩოთ ძინა გახასიათება? თუ არ ველპემთ, ვო წყვილ გაემგზავრო გახასიათება და გათხოვთ. |
8 (a) Did anyone tell you anything, Gena (also possible is araPeri ar); (b) every one (ro(m)) has done it; (c) the court (ro(m)) is confessing itself, why aren’t you answering? (d) they have got you drunk, you evidently have; (e) your work? Have I been asking for nothing? (f) I asked for nothing, I have asked for nothing, didn’t you say/haven’t you said that; (g) but you (!) don’t want to do anything, you are just telling lies. * Note that despite the repeated, regular nature of the activity, native speakers prefer the prover mi- here.

Lesson 15

1 (a) Sali gas (also possible is anaPeri an); (b) have you given the apple? (Sen)? to whom have you given the apple? (Sen); (c) who said to you that X has/they have led me astray; (d) haven’t you yet translated the letter? (g) has/hasn’t the guests (pl.) say that?; (e) have you given the apple? (Sen)?; (f) I have asked for nothing; (g) you didn’t say/haven’t you said that; (h) they have got you drunk. (pl.)

2 (a) Sali gas (also possible is anaPeri an); (b) to whom have you given the apple? (Sen); (c) who said to you that X has/they have led me astray; (d) haven’t you yet translated the letter? (g) has/hasn’t the guests (pl.) say that?; (e) I have asked for nothing; (f) you didn’t say/haven’t you said that; (h) they have got you drunk. (pl.)

3 (a) who said to you that X has/they have led me astray; (b) haven’t you yet translated the letter? (g) has/hasn’t the guests (pl.) say that?; (e) have you given the apple? (Sen)?; (f) you didn’t say/haven’t you said that; (h) they have got you drunk. (pl.)

4 (a) to whom have you given the apple? (Sen); (c) you have got me drunk; (e) have you given the apple? (Sen)?; (f) you didn’t say/haven’t you said that; (g) has/hasn’t the guests (pl.) say that?; (h) they have got you drunk. (pl.)

5 (a) have you given the apple? (Sen)?; (c) you have got me drunk; (e) have you given the apple? (Sen)?; (f) you didn’t say/haven’t you said that; (g) has/hasn’t the guests (pl.) say that?; (h) they have got you drunk. (pl.)

6 (a) they have got you drunk; (b) has/hasn’t; (c) you have got me drunk; (e) have you given the apple? (Sen)?; (f) you didn’t say/haven’t you said that; (g) has/hasn’t; (h) they have got you drunk. (pl.)

7 (a) have you given the apple? (Sen)?; (b) you didn’t say/haven’t you said that; (c) you have got me drunk; (e) have you given the apple? (Sen)?; (f) you didn’t say/haven’t you said that; (g) has/hasn’t; (h) they have got you drunk. (pl.)

8 (a) are you doing anything? (Sen); (b) who have done it; (c) the court (ro(m)); (d) they have got you drunk, you evidently have; (e) your work? Have I been asking for nothing? (f) I asked for nothing, I have asked for nothing, didn’t you say/haven’t you said that; (g) but you (!) don’t want to do anything, you are just telling lies. * Note that despite the repeated, regular nature of the activity, native speakers prefer the prover mi- here.
and did many interesting things – it is so, isn’t it? I did see many things, but I did nothing interesting. (c) Although many foreigners attended our conference, not even one read a paper – can you imagine it?! (d) Such a tasty cake lies before me on the table that I want to devour it. (e) Although this woman has not yet given birth to (her) baby, she is still not staying in hospital. (f) Your friend has not invited us, and so how can we go? (g) She is such a woman that neither has she asked for anything nor will she ask for anything. (h) He is such a bad lad that he has probably never uttered the word ‘thank you’. Don’t give him anything more!

Lesson 16

1

You should not have done X; (b) You should have bought me a present; (c) You should not have woken up as early as this; (d) You should have learnt the lesson well; (e) You should have taught me that; (f) If they had opened the doors on time; (g) I should have killed you; (h) You should not have woken us up.

2

(a) იქ უნდა თქვა, თუ თქვენ ვითარდეთ; (b) თუ თქვენ ვითარდეთ, უნდა თქვა თქვენ; (c) თუ თქვენ ვითარდეთ, იქ უნდა თქვა თქვენ; (d) თუ თქვენ ვითარდეთ, იქ უნდა თქვა თქვენ; (e) თუ თქვენ ვითარდეთ, იქ უნდა თქვა თქვენ.
Key to the exercises

<table>
<thead>
<tr>
<th>Lesson 17</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a) saXivlelad movedi</td>
<td>I have come to complain; (b) saXivlelad saXivlelad</td>
</tr>
</tbody>
</table>
3 (a) gagzavna; (b) qasadqad; (c) qarqad; (d) mowatiri; (e) gazvandari; (f) daverga; (g) daverga.
(b) qasadqad; (c) qarqad; (d) mowatiri; (e) gazvandari; (f) daverga; (g) daverga.
4 (a) mosvli; (b) momvli; (c) momvli; (d) momvli; (e) momvli; (f) momvli; (g) momvli; (h) momvli.
(a) mosvli; (b) momvli; (c) momvli; (d) momvli; (e) momvli; (f) momvli; (g) momvli; (h) momvli.
5 (a) mosvli; (b) momvli; (c) momvli; (d) momvli; (e) momvli; (f) momvli; (g) momvli; (h) momvli.
6 (a) mosvli; (b) momvli; (c) momvli; (d) momvli; (e) momvli; (f) momvli; (g) momvli; (h) momvli.
7 (a) When we were going there, we saw that lad who deserves to be killed. (b) The writer wrote (and) wrote but couldn’t finish writing that play before his death. (c) In order to amuse her tired children (their) mother began singing. (d) The girl read that poem to the end without making a mistake. (e) Don’t you have anything to do? Don’t you have anywhere to go? (f) If I turn out to have somewhere to go or have something to do, I’ll tell you. (g) Don’t trouble yourself, I have no time to stay here, but tomorrow I’ll make time to come again and to drink the coffee (you) offered today. (h) As far as your question is concerned, I can tell you that this cannot be translated without using your newly published textbook.
8 (a) amboben, rom(b) ro(m) ieso ukve garqvnili msoPlios gadasarXenad movida.
(b) dGes ar mCalia Sens casaqvanad KalaKSi, magram (Se)veCdebi Hval moviCalo SenTvis aHlad gaHsnili gamoPenis saXveneblad.
(c) ra(i)me gaK(vs) gasakeTebeli? cignTsaCavSi var casasvleli. ratom? imitom ro(m) dedasTvis cignebi maK(vs) mosatani.
(d) maGaziaSi cavedi Svid saaTze puris saqid(l)ad, radgan(aC)/raki/vinaidan bevri buterbroti mKonda mosamzadebeli.
(e) amas inglisSi caviGeb Seni uProsisTvis uXveneblad.
(f) Sens mier rekomendirebuli cigni (mas) vaTHove casakiTHavad, magram damibruna caukiTHavad.
(g) Prontze cavida sabrjolvelad(a) da Xveni mtrebis dasaHoCavad.
(h) Jaridan Xamobrunda ubrjolvelad(a) da vinmes moukvlelad/mouklavad.
Lesson 18
1 davmalulvar davmalvivar avmdgarvar
(davmalulHar davmalviHar amdgarHar)
davmalulvarT davmalvivarT avmdgarvarT
(davmalulHarT davmalviHarT amdgarHarT)
davmalulan damalvian amdgaran
(davmalulan damalvian amdgaran)
Sesdgomivar damCHomia vqolivar
SesdgomiHar dagCHomia hqoliHar
Sesdgomia dasCHomia hqolia (is/igi)
SesdgomivarT dagvCHomia vqolivarT
SesdgomiHarT dagCHomiaT hqoliHarT
Sesdgomian dasCHomiaT hqolia (isini/igini)
2 (a) You (pl.) apparently forgot/have forgotten much; (b) The letter has not yet come to us; (c) The child apparently is/has been awake; (d) They have not yet gone anywhere; (e) You evidently know nothing! (f) How wretched you evidently are! (g) The wife’s head apparently (has) started to ache; (h) How have we survived the war?

3 (a) The letter has not yet come to us; (b) They have not yet gone anywhere; (c) The child apparently is/has been awake; (d) You evidently know nothing!

4 (a) They have not yet gone anywhere; (b) How wretched you evidently are! (c) You evidently know nothing! (d) You evidently are/are (you) wretched!

5 (a) They have not yet gone anywhere; (b) How have we survived the war? (c) The wife’s head apparently (has) started to ache; (d) How wretched you evidently are!

6 (a) You evidently know nothing! (b) You evidently are (you) wretched!

7 (a) How can you introduce that girl to me, if you yourself have never got to know or even met her? (b) Your friends apparently wanted to take you to Svanetia, but they evidently were not able to.

8 (a) We evidently know nothing! (b) How have we survived the war? (c) They say that Shota has apparently fallen in love with an Armenian and has apparently conceived a desire to fetch her to live in Tbilisi. Imagine it!

Lesson 19

1 გავრცელებულება გავრცელების სირია
           გარეუბნის ნაციონალური ჩერკას
           დედამიწის დედათა საბჭო]
           გარეუბნის ისტორიული ჩერკას
           გარეუბნის სახელმწიფო საქმე
           მესამე სახელმწიფო საქმე
           საქართველო სამეგრელო-ზეგანი
2. (a) The friends had joined us; (b) The cat had drowned; (c) You (pl.) had sat beside me; (d) We had got well drunk; (e) You should not have felt ashamed of me; (f) We should not have started the lesson; (g) You should have got up late; (h) The child had apparently been awake.

3. (a) You; (b) My friends; (c) You (pl.); (d) We had; (e) The friends had; (f) The friends had joined; (g) You (pl.) had; (h) You (pl.) had.

4. (a) The friends had; (b) My friends had; (c) Your friends had; (d) The friends had; (e) You (pl.) had; (f) They had; (g) The friends had; (h) The friends had.

5. (a) You had wanted; (b) You had been; (c) We had had; (d) You should have got; (e) You should have got; (f) You should have got; (g) You had been; (h) You should have got.

6. (a) If you (pl.) had wanted fruit, you should have said before I went to the market. (b) They were playing hide-and-seek. One of them began counting, while the others rushed off in order to hide from the one with eyes shut. (c) If we had had 1,000 lari, we would certainly have given you 900. (d) If you had not attended the conference, you would never have been able to get to know that scholar. (e) If a child hadn’t been born to me at the age of 49, I would have died childless. (f) If that woman had married you when you asked her for her hand, she would now have been with you in England. (g) Have you been in Georgia? Yes, I spent two weeks there before I got into university. (h) Let’s not elect this man president until we find out his opinion on our motherland’s independence.

8. (a) The friends had joined us; (b) My friends had; (c) Your friends had; (d) We had; (e) The friends had; (f) They had; (g) You (pl.) had; (h) You should have got.

Georgian: A Learner’s Grammar
Lesson 20

1. დინმერები დახშირებულ დასამტკიცებლია.
   დართული დახშირები დასამტკიცებლია.
   დართული დახშირები დასამტკიცებლია.
   დართული დახშირები დასამტკიცებლია.

2. (a) რაიმე დღეს დინებულია? What wine did they give you to drink? (b) სულათი, რა გადამცანათ თქვენს? Where did you (pl.) have the horse tied up? (c) სოლიო ხომ დაუმენით გთქვათ? What did the New Year bring happiness? (d) არ ვცართ რაიმე არძოშანს? What is the future? (e) არ ვცართ რაიმე არძოშანს არძოშანს? What is the future? (f) არ ვცართ რაიმე არძოშანს? What is the future? (g) არ ვცართ რაიმე არძოშანს? What is the future? (h) არ ვცართ რაიმე არძოშანს? What is the future?

3. (a) ცხოვრები ვთქვათ; (b) გოფხურ თქვენ კითხულობთ; (c) ვერცხლისარები რიყი შეუდგებთ; (d) შუალედი არა დავწერთ; (e) კახე რწმინდეთ; (f) გური მხოლოდ პირველმა სამართავთ (g) გური მხოლოდ პირველმა სამართავთ (h) გური მხოლოდ პირველმა სამართავთ

4. (a) მაგალითი დღეს შეუერთდა; (b) რა გაართოს გთქომთ? (c) მარა არა არა გეაღწით; (d) უფრო გული გიკითხუთ; (e) გული გეყვანთ გული გიკითხუთ; (f) გულყოფილი გული გიკითხუთ (g) გულყოფილი გული გიკითხუთ (h) გულყოფილი გული გიკითხუთ

5. (a) შეფარჩქილი დახშირები დაგეხმარებთ; (b) განჩქრები გემოქმედებთ; (c) მატარებელი გემოქმედებთ; (d) ფრენა გემოქმედებთ; (e) გამართვა გემოქმედებთ; (f) გონიო გემოქმედებთ; (g) გარემო გემოქმედებთ; (h) გალაზიის გემოქმედებთ

6. (a) არაა ჩვენი გარემო რამდენია? (b) ჩვენი გონიო რამდენია? (c) ფრენის ქრონიკა რამდენია? (d) გამართვის ქრონიკა რამდენია? (e) გამართვის ქრონიკა რამდენია? (f) გაუმართავთ რამდენი საჭირო რჩებოდა? (g) განთავისუფლებს რამდენი არაა? (h) მხოლოდ გამართვის ქრონიკა რამდენია?

7. (a) გარემო უმეტი, რომ მართულად შეიძლება გავიყენოთ ჩვენი გონიო. (b) ჩვენი უმეტი მართულად და გავიყენოთ უთანხმო ტექსტს. (c) თქვენ არაა. ამიტომ, თუ თქვენი მეცნიერული მოთხოვნის უფრო საუბრობთ გამოთქვათ, რამდენი წინამდებარევზე პასუხი რისგან უკავშირდებით? (d) თქვენი მეცნიერული მოთხოვნა განსაკუთრებით გამოცხადდება? (e) თქვენ უკავშირდებით რამდენი არაა? (f) თქვენ უკავშირდებით რამდენი არაა? (g) თქვენ უკავშირდებით რამდენი არაა? (h) თქვენ უკავშირდებით რამდენი არაა?
8 (a) ხოშ ეს მოაგწმინდეთ ხატებით. შეიძლო, რომ(შ) დაა საქონს ადგომა? (b) სულიდების ტყავებში თუ რომლები დამატებისთვის უნდა ვიღებოდეთ ტექტო? (c) რა მაღალგაზრდა ჰქონს საქონს ვალაგას ლურჯით თუ შეიძლო ვიღებოდეთ ტექტო? (d) რა ხორცი მაღალგაზრდა ტექტო საქონს დაა შეიძლო ვიღებოდეთ ტექტო? გამავალი, რო ლაშქრობყო და რთული ქული კაცო გაწმინდეთ? (e) ქვესთაობა ბინად და ბინად ჰორცი აცხად მივიღოთ, რომლები ძრავა არ ჩამოგილა და მარაგანით რამდენიმე იუნიკული წერილი წერა? (f) ამ ფორმები უნდა იყოს შეფარდების მიხედვით; (g) მრავალი რომ(შ) ტრადიციული მხარდაჭერის საშუალებით, ამ მსგავსი გარეუბნით, (h) არაფერი არის მხარდაჭერილი ამ ფორმებით; (i) ლურჯი შაქს რით(შ) გადამდგა ან საქონს დადგა ნანაწილობრივ და აუცილებელი დამატებისთვის დამატებით ხორცი დამთავრდებით.
Georgian–English vocabulary

This section consists of all the Georgian vocabulary presented in this grammar (plus some items that are not), minus the myriad non-finite forms of Lesson 17 and any new items given in the vocabularies to the proverbs, conundra and literary texts, that were not included in the first edition of this book. Verbs are listed according to their root, together with an indication of any variations. After the listing for the verb root, the present and future indicatives are given, in most cases with 2nd person singular (logical) subject. For example: გვარ: (გა)გვარი, which shows that for the root გვარ the thematic suffix is -ი, accompanied by the neutral versioniser -ა and (outside the present sub-series) preverb ჰ-ჰ-. Medial verbs have their present and future forms separated by a slash. Since an understanding of the verb is an absolutely crucial prerequisite for mastering Georgian, considerably more information is given here than in the grammar for some verbal roots, though no entry should be thought to be necessarily exhaustive. Subjective, objective, locative versional variants or intransitive transforms are not given unless some special point needs to be made. Each sub-entry under a verbal root is numbered, and the relevant meaning is given against the same number in the gloss. A noun (indirect object or logical subject) that stays dative even in Series II (and Series III if the verb is either intransitive or indirect) is marked ‘(D)’; ‘G’ = genitive, ‘I’ = instrumental, ‘A’ = adverbial, ‘N’ = nominative.
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>adresati</td>
<td>address, addressee</td>
</tr>
<tr>
<td>early (adj.)</td>
<td>early, early (adj.)</td>
</tr>
<tr>
<td>ill person</td>
<td>ill person</td>
</tr>
<tr>
<td>illness</td>
<td>illness</td>
</tr>
<tr>
<td>bad, evil, fierce (poorly)</td>
<td>bad, evil, fierce (poorly)</td>
</tr>
<tr>
<td>authority</td>
<td>authority</td>
</tr>
<tr>
<td>opinion</td>
<td>opinion</td>
</tr>
<tr>
<td>1,000</td>
<td>one thousand</td>
</tr>
<tr>
<td>year</td>
<td>year</td>
</tr>
<tr>
<td>the toast passes to . . . Alaverdi</td>
<td>the toast passes to Alaverdi . . .</td>
</tr>
<tr>
<td>Cathedral</td>
<td>Cathedral</td>
</tr>
<tr>
<td>honest</td>
<td>honest</td>
</tr>
<tr>
<td>probably</td>
<td>probably</td>
</tr>
<tr>
<td>cherry</td>
<td>cherry</td>
</tr>
<tr>
<td>packet, parcel</td>
<td>packet, parcel</td>
</tr>
<tr>
<td>vail, useless</td>
<td>valuable, useless</td>
</tr>
<tr>
<td>tonight</td>
<td>tonight</td>
</tr>
<tr>
<td>take pride, boast</td>
<td>take pride, boast</td>
</tr>
<tr>
<td>say [present sub-series]</td>
<td>say [present sub-series]</td>
</tr>
<tr>
<td>news, report; business; happening</td>
<td>news, report; business; happening</td>
</tr>
<tr>
<td>rebellion</td>
<td>rebellion</td>
</tr>
<tr>
<td>so many as this</td>
<td>so many as this</td>
</tr>
<tr>
<td>America</td>
<td>America</td>
</tr>
<tr>
<td>American (person)</td>
<td>American (person)</td>
</tr>
<tr>
<td>American (thing)</td>
<td>American (thing)</td>
</tr>
<tr>
<td>weather</td>
<td>weather</td>
</tr>
<tr>
<td>this one’s (these ones’)</td>
<td>this one’s (these ones’)</td>
</tr>
<tr>
<td>for this reason</td>
<td>for this reason</td>
</tr>
<tr>
<td>such as this</td>
<td>such as this</td>
</tr>
<tr>
<td>either . . . or</td>
<td>either . . . or</td>
</tr>
<tr>
<td>bill, account</td>
<td>bill, account</td>
</tr>
<tr>
<td>proverb</td>
<td>proverb</td>
</tr>
<tr>
<td>hook</td>
<td>hook</td>
</tr>
<tr>
<td>classical</td>
<td>classical</td>
</tr>
<tr>
<td>not</td>
<td>not</td>
</tr>
<tr>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>unbendable</td>
<td>unbendable</td>
</tr>
<tr>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>no one</td>
<td>no one</td>
</tr>
<tr>
<td>but (after negative)</td>
<td>but (after negative)</td>
</tr>
<tr>
<td>unofficial</td>
<td>unofficial</td>
</tr>
<tr>
<td>soured cream</td>
<td>soured cream</td>
</tr>
<tr>
<td>never</td>
<td>never</td>
</tr>
<tr>
<td>never</td>
<td>never</td>
</tr>
<tr>
<td>incorrect</td>
<td>incorrect</td>
</tr>
<tr>
<td>nothing (X has nothing to do with it)</td>
<td>nothing (X has nothing to do with it)</td>
</tr>
<tr>
<td>not at all!</td>
<td>not at all!</td>
</tr>
<tr>
<td>holidays</td>
<td>holidays</td>
</tr>
<tr>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>nowhere</td>
<td>nowhere</td>
</tr>
<tr>
<td>exist</td>
<td>exist</td>
</tr>
<tr>
<td>elections</td>
<td>elections</td>
</tr>
<tr>
<td>neither . . . nor</td>
<td>neither . . . nor</td>
</tr>
<tr>
<td>not one</td>
<td>not one</td>
</tr>
<tr>
<td>canal; channel</td>
<td>canal; channel</td>
</tr>
<tr>
<td>age</td>
<td>age</td>
</tr>
<tr>
<td>like this (somehow or other)</td>
<td>like this (somehow or other)</td>
</tr>
<tr>
<td>such as this</td>
<td>such as this</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>of a hundred; hundred-unit note letter; element; organ</td>
<td>of a hundred; hundred-unit note letter; element; organ</td>
</tr>
<tr>
<td>field; arena</td>
<td>field; arena</td>
</tr>
<tr>
<td>daughter (in patronymics)</td>
<td>daughter (in patronymics)</td>
</tr>
<tr>
<td>peach</td>
<td>peach</td>
</tr>
<tr>
<td>commotion, disturbance necessary (certainly)</td>
<td>commotion, disturbance necessary (certainly)</td>
</tr>
<tr>
<td>oh dear! what a pity!</td>
<td>oh dear! what a pity!</td>
</tr>
<tr>
<td>Abkhazia</td>
<td>Abkhazia</td>
</tr>
<tr>
<td>Abkhazian (person)</td>
<td>Abkhazian (person)</td>
</tr>
<tr>
<td>Abkhazian (thing)</td>
<td>Abkhazian (thing)</td>
</tr>
<tr>
<td>here</td>
<td>here</td>
</tr>
<tr>
<td>up to this point, up to now</td>
<td>up to this point, up to now</td>
</tr>
</tbody>
</table>
**Georgian–English vocabulary**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aKa-iK</td>
<td>here and there</td>
</tr>
<tr>
<td>aKauri</td>
<td>belonging to here</td>
</tr>
<tr>
<td>aKauroba</td>
<td>(ness) (Touch)</td>
</tr>
<tr>
<td>aKaulas!</td>
<td>wood!</td>
</tr>
<tr>
<td>aKeT</td>
<td>over here</td>
</tr>
<tr>
<td>aKeTob(is)as</td>
<td>on the way here</td>
</tr>
<tr>
<td>aKlemi</td>
<td>camel</td>
</tr>
<tr>
<td>aKtiuri</td>
<td>active</td>
</tr>
<tr>
<td>aGar</td>
<td>no longer</td>
</tr>
<tr>
<td>aGaravin</td>
<td>no longer anyone</td>
</tr>
<tr>
<td>aGarapi</td>
<td>no longer anything</td>
</tr>
<tr>
<td>aGiar:</td>
<td>confess; acknowledge</td>
</tr>
<tr>
<td>aGmateba</td>
<td>exceeding</td>
</tr>
<tr>
<td>aGmatebi</td>
<td>superlative</td>
</tr>
<tr>
<td>aGmatebuleba</td>
<td>excellence; excellency</td>
</tr>
<tr>
<td>aGmosavleTi</td>
<td>east</td>
</tr>
<tr>
<td>aGmosavli</td>
<td>eastern (person)</td>
</tr>
<tr>
<td>aqvaveba</td>
<td>flourishing</td>
</tr>
<tr>
<td>aCra</td>
<td>vaccinating</td>
</tr>
<tr>
<td>aHalgazrda</td>
<td>young person</td>
</tr>
<tr>
<td>aH[a]li</td>
<td>new</td>
</tr>
<tr>
<td>aHla</td>
<td>now</td>
</tr>
<tr>
<td>aHlovdebi</td>
<td>approach</td>
</tr>
<tr>
<td>aHlobli</td>
<td>close (friend)</td>
</tr>
<tr>
<td>aHlos</td>
<td>near</td>
</tr>
<tr>
<td>1 (da)abam, 1</td>
<td>tie up, 2 fasten,</td>
</tr>
<tr>
<td>2 (Se)abam, 3</td>
<td>bind to, 4 get</td>
</tr>
<tr>
<td>3 (mi)abam, 4</td>
<td>stuck into (some</td>
</tr>
<tr>
<td>4 (Xa)ebmebi, 5</td>
<td>affair), 5 spin</td>
</tr>
<tr>
<td>5 (Ksels/</td>
<td>web (network)/</td>
</tr>
<tr>
<td>saub[a]rs/</td>
<td>hold a long</td>
</tr>
<tr>
<td>maHeSi (ga)abam,</td>
<td>conversation/</td>
</tr>
<tr>
<td>6 He naqoPs</td>
<td>catch in a trap,</td>
</tr>
<tr>
<td>7</td>
<td>tree puts on</td>
</tr>
<tr>
<td>8</td>
<td>a fruit, 7 tree</td>
</tr>
<tr>
<td>9</td>
<td>(D) has a fruit</td>
</tr>
<tr>
<td>10</td>
<td>on it</td>
</tr>
<tr>
<td>11</td>
<td>I entrust X to</td>
</tr>
<tr>
<td>12</td>
<td>Y (D), 2 be</td>
</tr>
<tr>
<td>13</td>
<td>consigned to earth</td>
</tr>
<tr>
<td>14</td>
<td>= buried, 3 deposit</td>
</tr>
<tr>
<td>15</td>
<td>pass (exams),</td>
</tr>
<tr>
<td>16</td>
<td>4 be handed/</td>
</tr>
<tr>
<td>17</td>
<td>hand self over</td>
</tr>
<tr>
<td>18</td>
<td>to X (D),</td>
</tr>
<tr>
<td>19</td>
<td>5 summon,</td>
</tr>
<tr>
<td>20</td>
<td>6 transfer</td>
</tr>
<tr>
<td>21</td>
<td>responsibility</td>
</tr>
<tr>
<td>22</td>
<td>Y = X (D), 7 take</td>
</tr>
<tr>
<td>23</td>
<td>responsibility for</td>
</tr>
<tr>
<td>24</td>
<td>for X upon oneself</td>
</tr>
<tr>
<td>25</td>
<td>card</td>
</tr>
<tr>
<td>26</td>
<td>luggage</td>
</tr>
<tr>
<td>27</td>
<td>pea(s)</td>
</tr>
<tr>
<td>28</td>
<td>just</td>
</tr>
<tr>
<td>29</td>
<td>lamb</td>
</tr>
<tr>
<td>30</td>
<td>infectious</td>
</tr>
<tr>
<td>31</td>
<td>diseases</td>
</tr>
<tr>
<td>32</td>
<td>lord, master,</td>
</tr>
<tr>
<td>33</td>
<td>mister, sir</td>
</tr>
<tr>
<td>34</td>
<td>feudalism</td>
</tr>
<tr>
<td>35</td>
<td>garden</td>
</tr>
<tr>
<td>36</td>
<td>rope</td>
</tr>
<tr>
<td>37</td>
<td>sound</td>
</tr>
<tr>
<td>38</td>
<td>grandmother</td>
</tr>
<tr>
<td>39</td>
<td>patch</td>
</tr>
</tbody>
</table>

**Note:** The Georgian–English vocabulary includes terms related to various aspects of daily life, such as actions, objects, and relationships.
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>გაჭ. 1 (გა)ბედა, 2 (გა)ბედე</td>
<td>/ dare, 2 dare</td>
</tr>
<tr>
<td>გაჭ. (გა)ბედა, გაჭ.</td>
<td>to do X against Y (D)</td>
</tr>
<tr>
<td>გაჭ. გაჭ. (ლაკკი)</td>
<td>fate, fortune</td>
</tr>
<tr>
<td>გაჭ. გაჭ. (ლაკკი)</td>
<td>luckily for me</td>
</tr>
<tr>
<td>გაჭ. გაჭ. (ლაკკი)</td>
<td>luckless</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ.</td>
<td>happy, fortunate</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ.</td>
<td>many</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ.</td>
<td>many times</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ.</td>
<td>I upset, annoy, you (D) grow fed up with petrol</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ.</td>
<td>/ the wind blows (on X (D)), 2 blow on X (D), 3 fill with air</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ.</td>
<td>/ up, annoy, 2 you (D) grow fed up with petrol</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ.</td>
<td>barn</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ.</td>
<td>fur</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ.</td>
<td>ring</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ.</td>
<td>spin</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ.</td>
<td>quince</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ.</td>
<td>business</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ.</td>
<td>ticket</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ.</td>
<td>/ give lodging to, 2 take up residence</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ.</td>
<td>/ the wind blows (on X (D)), 2 blow on X (D), 3 fill with air</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ.</td>
<td>/ get dark, 2 be dark</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>office</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>uncle's wife</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>uncle's child</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>boy, lad</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>scatter; lead off course</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>/ be (polite), sit down! (polite), 2 sit down! (polite), 3 come! (polite), 3 come!</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>4 go! after you! (polite), 5 give order to X (D), 5 give order to X (D), 6 please speak!</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>6 please speak! (polite)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>yes, please! (polite)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>wise (person)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>/ fight, 2 fight</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>with X (D)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>dark</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>apology; sorry! bottle</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>smoke</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>end (at last, at long last)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>/ be (polite), 2 sit down! (polite), 3 come! (polite), 3 come!</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>4 go! after you! (polite), 5 give order to X (D), 5 give order to X (D), 6 please speak!</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>6 please speak! (polite)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>yes, please! (polite)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>wise (person)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>1 fight, 2 fight</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>with X (D)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>dark</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>apology; sorry! bottle</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>smoke</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>end (at last, at long last)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>/ be (polite), 2 sit down! (polite), 3 come! (polite), 3 come!</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>4 go! after you! (polite), 5 give order to X (D), 5 give order to X (D), 6 please speak!</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>6 please speak! (polite)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>yes, please! (polite)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>wise (person)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>1 fight, 2 fight</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>with X (D)</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>dark</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>apology; sorry! bottle</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>smoke</td>
</tr>
<tr>
<td>გაჭ. ოდ. ოდ. გაჭ. გაჭ. გაჭ. გაჭ.</td>
<td>end (at last, at long last)</td>
</tr>
</tbody>
</table>

---

Georgia: A Learner's Grammar
claw; quotation mark
owl
nest
nightingale
ball
sandwich
bleat

decision
exaggeration (cf. they exceeded the plan)

sweep
influence
via (+ G)
widespread
spring
newspaper
next year
lesson
singing, hymning
Hello! (as opening gambit)
sharpening, paying (attention to)
daring
continuer
because of (+ G)
computing
computational
exception
rash
advantageous
way out, escape
(c.f. exit)
expression
coming out, making an appearance
every other (week, month, year)

exhibition
use
practical
release, product
puzzle
to be paid

Georgian–English vocabulary

/ lose (game, war), 2 win (win against X (D)), 3 lay, set trap ( = გადასავალ), 4 build, thread, 5 answer X (D), 6 get hooked on (= D/- ზე), 7 find out, learn, understand (cf. find out X for Y (D), understand person X (D)), 8 you (D) have the ability to understand X [present sub-series], 9 lay X out over Y (D), spend X exclusively on Y (D); rain

daring (noun)
daring
angry
understanding (ing), learn (ing) (mutual understanding)

Hello! (usually as response)
infectious
beyond (+ G)
programme, broadcast, hand (ing)
over
to be paid

does (გამო)
do
should

hello! (usually as response)
does (გამო)
do
should

hello! (usually as response)
does (გამო)
do
should

hello! (usually as response)
does (გამო)
do
should

hello! (usually as response)
does (გამო)
do
should

hello! (usually as response)
does (გამო)
do
should

hello! (usually as response)
does (გამო)
do
should
426  Georgian: A Learner’s Grammar

portray  expression
expressed, portrayed
divisor  resistance
cleaner  thin
from, by (+ G) is it really the case that
isolated, far distant
quotient  spoiled
developable  developability
renowned  isolating
isolated  isolation
amazing  during (+ G)
especially  special
amazed  during (+ G)
cupboard  garage
apart from (+ G)
transformed; perestroika
deceased  wardrobe
outside  circumstance
outside; without (+ G)
corruption  around
understandable  opportunity
key  dividend
last, having passed (of time)
unrepeatable broken down, kaput
rousing  falsifying
giving out  worn
much (+ comparative) squeezing
through
1/ throw away, 2 throw down into, 3 get into one’s clutches, 4 throw X to Y (D), 5 pay attention to X (D), 6 mock, 7 change the subject for X (D), 8 flop down

1 (mi/mo)agebeb, 2 (mi/mo)egebebi (D), 2 go/come to meet X (D)
plan
taste
 send X to meet Y (D), 2 go/come to meet X (D)
sense by taste [present sub-series]
delicious
locate X (D)
manage
bring X to Y (D)

426

GEOGRAPHY

alearnersgrammar

delicious
loca...
### Georgian–English vocabulary

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gvian</td>
<td>late</td>
</tr>
<tr>
<td>gvianeb</td>
<td>late, delay</td>
</tr>
<tr>
<td>ggasvianeb</td>
<td>turn up</td>
</tr>
<tr>
<td>ggasvianeb</td>
<td>you (D)</td>
</tr>
<tr>
<td>ggasvianeb</td>
<td>are late</td>
</tr>
<tr>
<td>gza</td>
<td>road</td>
</tr>
<tr>
<td>gzavni</td>
<td>send</td>
</tr>
<tr>
<td>giZeb</td>
<td>madden</td>
</tr>
<tr>
<td>giZ</td>
<td>mad</td>
</tr>
<tr>
<td>girvaniKa</td>
<td>pound (weight or money)</td>
</tr>
<tr>
<td>gleHi</td>
<td>peasant</td>
</tr>
<tr>
<td>gleJ</td>
<td>tear, rip</td>
</tr>
<tr>
<td>globsi</td>
<td>globe</td>
</tr>
<tr>
<td>glov</td>
<td>mourn</td>
</tr>
<tr>
<td>gmadlob</td>
<td>thanks = I thank you</td>
</tr>
<tr>
<td>gmiri</td>
<td>hero(ine)</td>
</tr>
<tr>
<td>gmiroba</td>
<td>heroism</td>
</tr>
<tr>
<td>gogo/gogona</td>
<td>girl</td>
</tr>
<tr>
<td>gogra</td>
<td>pumpkin</td>
</tr>
<tr>
<td>godori</td>
<td>basket</td>
</tr>
<tr>
<td>gomi</td>
<td>barn</td>
</tr>
<tr>
<td>ggonia</td>
<td>memory X come into mind, have an idea, do put a thought in X’s (D) mind, 5 you (D) think, 6 remind X (D) of Y</td>
</tr>
<tr>
<td>gegoneba</td>
<td>it’s cool</td>
</tr>
<tr>
<td>gegoneba</td>
<td>cool</td>
</tr>
<tr>
<td>gegoneba</td>
<td>1 extend, 2 lengthen</td>
</tr>
<tr>
<td>gegoneba</td>
<td>long</td>
</tr>
<tr>
<td>gegoneba</td>
<td>feel</td>
</tr>
<tr>
<td>gegoneba</td>
<td>perceptible</td>
</tr>
<tr>
<td>gegoneba</td>
<td>sense- (adj.)</td>
</tr>
<tr>
<td>gegoneba</td>
<td>/ adapt X to Y</td>
</tr>
<tr>
<td>gegoneba</td>
<td>(D), adapt to X (D)</td>
</tr>
<tr>
<td>gegoneba</td>
<td>plough</td>
</tr>
<tr>
<td>gegoneba</td>
<td>honest, frank</td>
</tr>
<tr>
<td>gegoneba</td>
<td>calm-hearted</td>
</tr>
<tr>
<td>gegoneba</td>
<td>warm-hearted</td>
</tr>
<tr>
<td>gegoneba</td>
<td>clairvoyant</td>
</tr>
<tr>
<td>gegoneba</td>
<td>heart (cf. [present sub-series] you (D) suppose X to be somewhere/ consider X to be; რა გქონდება? what do you suppose I have?)</td>
</tr>
<tr>
<td>gegoneba</td>
<td>mean</td>
</tr>
<tr>
<td>gegoneba</td>
<td>kind-hearted</td>
</tr>
<tr>
<td>gegoneba</td>
<td>fan</td>
</tr>
<tr>
<td>gegoneba</td>
<td>yesterday</td>
</tr>
<tr>
<td>gegoneba</td>
<td>of yesterday</td>
</tr>
<tr>
<td>gegoneba</td>
<td>the day before yesterday</td>
</tr>
<tr>
<td>gegoneba</td>
<td>1 put, 2 put in, 3 put down in, 4 put to one side, postpone, 5 X transfers over to</td>
</tr>
</tbody>
</table>

(Note: perfect (da)gvebulob, 2 (mo)gvebulob (perfect (da)gvebulob), 3 (mo)gvebulob, 4 (gada)gvebulob, 5 (da)gvebulob, 6 (da)gvebulob)

(Note: perfect (da)gvebulob, 2 (mo)gvebulob (perfect (da)gvebulob), 3 (mo)gvebulob, 4 (gada)gvebulob, 5 (da)gvebulob, 6 (da)gvebulob)
Y. 6 (thing) is lying
and
sister
e.g.
approximately
birth
patched
ending
do sit down!
play
put(ting)
affirmative,
positive
having been put
let!
homework,
obligation
registered
dated
in connection
(with X -sense)
losing
locked, shut
characterising
gun
at the start
prepared
coincidence
at the close
dependence,
relationship
dependent
dependent
independence
independence
conqueror
holidaymaker
shattered
writing,
literature
from (historically
- (m + 1))

knife
upset, out of
sorts
crime
destroyed
surrender(ing)
1 be guard,
2 guard X (D)
half
field, subject
sadness, grief
cinnamon
certain
Westerner
west
to be pitied
(what a pity!)
end
start
unconfirmed
lack of
confirmation
unforgettable
exhausted
tired
perishing(ing)
separate,
separating
ablative
twinkling (of
an eye)
help
sitting down
1 be standing,
2 stand up
(cf. Easter =
adjvans), 3 begin
to do X (D),
4 set out, 5 take
up standing
position at some
place (e.g. in
queue = rigSi),
6 be of
advantage,
7 be of
advantage to you,
8 become the
head of the/an
institution

Georgian: A Learner's Grammar

- (m + 1)}
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>გამა</td>
<td>put in a standing position</td>
</tr>
<tr>
<td>გამა, გან</td>
<td>1. I restore, 2. show, 3. represent, 4. compose, constitute, 5. it consists of (+-gan)</td>
</tr>
<tr>
<td>განგი</td>
<td>regulation mother</td>
</tr>
<tr>
<td>განგი, განგი</td>
<td>mother tongue woman characteristic of woman female mother-in-law (for wife)</td>
</tr>
<tr>
<td>განგი, განგი</td>
<td>it consists of (+-gan)</td>
</tr>
<tr>
<td>განგი, განგი</td>
<td>boiling day (today) of today during the day daily; diary</td>
</tr>
<tr>
<td>განგი, განგი</td>
<td>that (those ones) by you maybe, perhaps like that by you so-called</td>
</tr>
<tr>
<td>გადი</td>
<td>European (person) European (thing) yard ethnic it lightens</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>lightning ambassador tongue, language linguist quick tongued linguistic</td>
</tr>
<tr>
<td>გადი</td>
<td>unite X (D), 2 join X (D)</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>melt X play 1. bend X, 2 bend X hither bending bendable time for the time being 1. X boils, 2 X starts to boil</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>for the time being 1. X boils, 2 X starts to boil</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>European (person) European (thing) yard ethnic it lightens</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>lightning ambassador tongue, language linguist quick tongued linguistic</td>
</tr>
<tr>
<td>გადი</td>
<td>unite X (D), 2 join X (D)</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>melt X play 1. bend X, 2 bend X hither bending bendable time for the time being 1. X boils, 2 X starts to boil</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>for the time being 1. X boils, 2 X starts to boil</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>European (person) European (thing) yard ethnic it lightens</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>lightning ambassador tongue, language linguist quick tongued linguistic</td>
</tr>
<tr>
<td>გადი</td>
<td>unite X (D), 2 join X (D)</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>melt X play 1. bend X, 2 bend X hither bending bendable time for the time being 1. X boils, 2 X starts to boil</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>for the time being 1. X boils, 2 X starts to boil</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>European (person) European (thing) yard ethnic it lightens</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>lightning ambassador tongue, language linguist quick tongued linguistic</td>
</tr>
<tr>
<td>გადი</td>
<td>unite X (D), 2 join X (D)</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>melt X play 1. bend X, 2 bend X hither bending bendable time for the time being 1. X boils, 2 X starts to boil</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>for the time being 1. X boils, 2 X starts to boil</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>European (person) European (thing) yard ethnic it lightens</td>
</tr>
<tr>
<td>გადი, გადი</td>
<td>lightning ambassador tongue, language linguist quick tongued linguistic</td>
</tr>
<tr>
<td>გადი</td>
<td>unite X (D), 2 join X (D)</td>
</tr>
<tr>
<td>Georgian</td>
<td>English</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>გიტოსლო</td>
<td>national</td>
</tr>
<tr>
<td>ნაციონალური (ნაც.)</td>
<td>this (these ones)</td>
</tr>
<tr>
<td>იმე.</td>
<td>(has/have) just</td>
</tr>
<tr>
<td>6</td>
<td>i.e.</td>
</tr>
<tr>
<td>მოქმედება</td>
<td>doctor</td>
</tr>
<tr>
<td>გამოვიყენეთ</td>
<td>excursion</td>
</tr>
<tr>
<td>გამოვიყენეთ</td>
<td>experiment</td>
</tr>
<tr>
<td>არის</td>
<td>devil</td>
</tr>
<tr>
<td>ვინმე</td>
<td>doubt</td>
</tr>
<tr>
<td>ვინერ</td>
<td>now</td>
</tr>
<tr>
<td>ვიზა</td>
<td>woe if!</td>
</tr>
<tr>
<td>ვისა</td>
<td>alas, oh dear!</td>
</tr>
<tr>
<td>პანტერი</td>
<td>pseudo-scholarship</td>
</tr>
<tr>
<td>შემოგვიხედოთ</td>
<td>oblige</td>
</tr>
<tr>
<td>დევეთ</td>
<td>debt</td>
</tr>
<tr>
<td>გვერდი</td>
<td>lad, boy</td>
</tr>
<tr>
<td>თანხმობა</td>
<td>son</td>
</tr>
<tr>
<td>არის</td>
<td>manliness</td>
</tr>
<tr>
<td>გვირჩილი</td>
<td>you’re no good (X is no good)</td>
</tr>
<tr>
<td>ვიკრი</td>
<td>1 fall down, 2 fall down (here) into, 3 fall out, come rushing out, 4 fall off, 5 X falls out of your (D) hand [all with singular subject] cf. ვიგაჰხი</td>
</tr>
<tr>
<td>ვირთი</td>
<td>rose</td>
</tr>
<tr>
<td>ვინმე</td>
<td>pink</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>variant</td>
</tr>
<tr>
<td>ერთმა</td>
<td>1 comb X’s (D) hair, 2 comb own hair</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>ვილი</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>you train, make practise</td>
</tr>
<tr>
<td>ვირთი</td>
<td>apple</td>
</tr>
<tr>
<td>ვინმე</td>
<td>dinner</td>
</tr>
<tr>
<td>ვილი</td>
<td>bicycle</td>
</tr>
<tr>
<td>ვინმე</td>
<td>Vienna</td>
</tr>
</tbody>
</table>

Georgian: A Learner's Grammar

3

1 (და-)ვერგვალუ | 3 (და-)ვერგვალუ | დევნა
2 (რო) | 2 (რო) | ჰარულობა

ვარდ: 1 (და)ვარდება, 2 (მო) | ვარდება, 3 (გვარულობა, 4 (გური) | ვარდება, 5 (სული) | ვარდება, 6 (გური)

ვრცელი | ვრცელი | ვრცელი | ვრცელი

ვარაგული | treacherous |
| ვრადიصلი | never (potential) |
| ვრადისით | never (potential) |
| ვრადიობით | nothing (potential) |
| ვრადიობით | nowhere (potential) |
| ვრადიობით | neither ... nor (potential) |
| ვრადიობით | silver |
| ვრადიობით | panther |
| ვრადიობით | tiger |

Man in the Panther’s Skin

ვარდი | ვარდი | ვარდი | ვარდი | ვარდი

ვიტარ: 1 (და)ვიტარება, 2 (გარდაბნი) | ვიტარება, 3 (გარდაბნი) | ვიტარება |

ვრადის | ვრადის |

ვერონული | national |
| ვერა | not (potential) |
| ვერადისით | no (potential) |
| ვერადისით | treacherous |
| ვერადისით | no one (potential) |
| ვერადისით | never (potential) |
| ვერადისით | never (potential) |
| ვერადისით | nothing (potential) |
| ვერადისით | nowhere (potential) |
| ვერადისით | neither ... nor (potential) |
| ვერადისით | silver |
| ვერადისით | panther |
| ვერადისით | tiger |

Man in the Panther’s Skin


<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>მარცხო</td>
<td>harm</td>
</tr>
<tr>
<td>მარცხოს</td>
<td>wide</td>
</tr>
<tr>
<td>ლოტ</td>
<td>fill</td>
</tr>
<tr>
<td>ჭიქთო</td>
<td>will do</td>
</tr>
<tr>
<td>ჭენი</td>
<td>winter</td>
</tr>
<tr>
<td>ჭოხლი</td>
<td>ponderous</td>
</tr>
<tr>
<td>ჭოხოფი</td>
<td>rear</td>
</tr>
<tr>
<td>ჭიჭო</td>
<td>lazy</td>
</tr>
<tr>
<td>ჭიჭორი</td>
<td>get tipsy</td>
</tr>
<tr>
<td>ჭუჩქი</td>
<td>summer</td>
</tr>
<tr>
<td>ჭუჭო</td>
<td>on, about, than</td>
</tr>
<tr>
<td>ჭუჭორი</td>
<td>(+ D) day after</td>
</tr>
<tr>
<td>ჭუჭორი</td>
<td>tomorrow above</td>
</tr>
<tr>
<td>ჭუჭოაღართო</td>
<td>upper</td>
</tr>
<tr>
<td>ჭუჭოაღალეთი</td>
<td>superfluous</td>
</tr>
<tr>
<td>ჭუჭოაღანათეთ</td>
<td>in detail</td>
</tr>
<tr>
<td>ჭუჭოაღააღანათეთ</td>
<td>detailed</td>
</tr>
<tr>
<td>ჭუჭოაღალეთობი</td>
<td>up(stairs)</td>
</tr>
<tr>
<td>ჭუჭოაღალილი</td>
<td>knead</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>heaven</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>harm, injure</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>harm</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>share</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>verb</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>verbal</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>moo</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>some</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>measure (cf.</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>(გა)ჭუჭოაღალუღო</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>‘measure’,</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>(ჰოლა)ჭუჭოაღალუღო</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>‘measure X</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>against Y (D)’</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>measured</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>care</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>exact</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>pay recompense to</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>story</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>sea</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>medlar</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>mouse</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>complete</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>(hy) X’s self offer</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>X to Y (D)</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>polite</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>politeness</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>dizziness</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>each their own</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>each his/her/its own head; chapter; start; self</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>their own his/her/its own particularity, peculiarity free</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>free freedom</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>arrogant</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>arrogance</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>toastmaster</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>play, 2 play with X (D), 3 move around in play, 4 play around X (D), 5 start playing, 6 put X into play, 7 spend time in play, be played, 8 be replayed with, by, at, chez, bêri (together with + D) along, with (adv.) fellow-traveller post, job contemporary fellow countryman fellow diner</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td>successor, follower</td>
</tr>
<tr>
<td>ჭუჭოაღალუღო</td>
<td></td>
</tr>
</tbody>
</table>
Tanamimdevroba

sequence, succession

Tanamimdevrobi

sequential, successional

TanamSromli

coworker

Tanama

agreed at the same time

Tanama

agreed accompanied by (+ G)

Tan Ha

sum

1 (da/Sa) - 1 get X to agree i

2 (da) - 2 agree

3 (da) - 3 agree

4 (Se) - 4 bring into agreement

5 (Se) - 5 you (pl.) come to an agreement

Tanama

agreement of Targmany

translate

TarJimli

interpreter

Tasma

twine; shoelace

TaPli

honey

Tb: (ga) - warm

Tbil: 1 Tbila/ - it’s warm,

2 Tbila - you si iKneba, (D) are warm

Tbilisi: enjoy/find Tbilisi

Tbiliseli: citizen of Tbilisi

Tbilisuri: thing of Tbilisi

Teatri

theatre

Tebervli

February

TeTr: (ga) - spend night

TeTreuli

linen

TeTri

white

Tema

theme

Ten: 1, Games

spend sleepless night,

2 dawn comes

River Terek

eleven

1 sow, 2 is sown

seed

plate

1 count X, 2 count (abstract), 3 consider, 4 list, 5 count X in with Y (D), 6 send a message, 7 send a message to X (D) with eyes closed (cf. 1223 (da/Sa) close eye’)

eye look around X point of view in front of the eye

month oneself (emphatic)

autocracy autocratic for (+ G) monthly; period

eighteen

1 make drunk, 2 become drunk

finger almost as if, allegedly that

fabricate kidney

1 divide (Divide et impera’), 2 switch X off
**Georgian–English vocabulary**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>თმა</td>
<td>hair</td>
</tr>
<tr>
<td>თმი/თმნი</td>
<td>endure X with patience, be patient</td>
</tr>
<tr>
<td>თით</td>
<td>fourteen</td>
</tr>
<tr>
<td>თოვ: 1 თოვრ, 2 თოვყ</td>
<td>if it snows, 2 snow will come</td>
</tr>
<tr>
<td>თოვი</td>
<td>snow, rope, string otherwise special round earthenware oven gun toy</td>
</tr>
<tr>
<td>თოვი/თოვი</td>
<td>1 drag in here, 2 drag out, 3 piss off out</td>
</tr>
<tr>
<td>თოვ/თოვ</td>
<td>if, or (if indeed) or not; as soon as mulberry although even if, albeit apparently perfect (tense) Turkish Turk Turkish (thing); foot and mouth disease</td>
</tr>
<tr>
<td>თოთ-თოთ</td>
<td>1 you (vs X) said Y to Z (D), 2 you relate (vs X related, has related) Y to Z (D) pour(ing) fluid composition formed (hazel-nut)</td>
</tr>
<tr>
<td>თოც</td>
<td>1 ask for X, 2 ask X (D) for Y, 3 borrow for a period, 4 demand X of Y (D), 5 demand X, 6 lend X to Y (D) for a period, 7 give in marriage (to X = -წ), 8 get married (of woman) (to X = -წ), 9 take leave of X (D), 10 sack, get rid of request fifteen</td>
</tr>
<tr>
<td>თკვ</td>
<td>1 you said, 2 utter/declare (publicly), 3 express, compose, pronounce, 4 agree a time in advance (cf. at the designated time), 5 get someone (D) to renounce their decision you (pl.) your (pl.) saying, you should say goat dig</td>
</tr>
<tr>
<td>თილ</td>
<td>January</td>
</tr>
<tr>
<td>თილი</td>
<td>arm, 2 disarm</td>
</tr>
<tr>
<td>თყამ</td>
<td>weapon floor cheap Iberian (person) that (those ones) over there the same (as that over there) idea</td>
</tr>
<tr>
<td>თითვ</td>
<td>July</td>
</tr>
<tr>
<td>თითვი/თითვი</td>
<td>June violet-coloured (violet)</td>
</tr>
</tbody>
</table>
so many (as that over there)
of that (over there) time
hope because
that one's (those ones') because
imperium so much (as that over there)
English (person)
England English (thing)
turkey India
I interest, 2 become interested in X (I) interest
heart attack informed easy
around (adv.; postposition + G)
that (those ones) over there
(had) just like that over there
again just like that over there
such a (as that over there)
history
(over) there
there(less)
thither here and there, hither and thither, to and fro, this way and that
on the way over there
maybe, perhaps
force, compel mistrustfulness, suspicion
mistrustful, suspicious
dress office
impudent
I deign to, 2 How can you (D) say such a thing?! What a thing for you to say!
I take hold of, 2 restrain oneself, 3 have hold of Caucasian (Transcaucasia = S. Caucasus) Caucasian (person)
Caucasian (thing)
I connect, 2 get in touch with X (D)
contact dress (horse)
walnut knock
I kill, 2 kill with blade (usually for eating), 3 extinguish, suppress (some feeling), 4 sacrifice self for X (D), 5 kill X over a corpse/ grave (D), 6 kill X by Y (D)
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>კალმი</td>
<td>pen</td>
</tr>
<tr>
<td>კალი</td>
<td>dill</td>
</tr>
<tr>
<td>კამა</td>
<td>water buffalo</td>
</tr>
<tr>
<td>კანკალ:</td>
<td>shake</td>
</tr>
<tr>
<td>კანკალებ/</td>
<td></td>
</tr>
<tr>
<td>კანონი</td>
<td>law</td>
</tr>
<tr>
<td>კანონიერი</td>
<td>legal</td>
</tr>
<tr>
<td>კანონმდებო/</td>
<td>legislat ing</td>
</tr>
<tr>
<td>კანონმდებო/</td>
<td>legislative</td>
</tr>
<tr>
<td>კაპას:</td>
<td>behave spitefully</td>
</tr>
<tr>
<td>კაპასი</td>
<td>spiteful; bitchy</td>
</tr>
<tr>
<td>კარ: 1</td>
<td>1 (Se)კრავ,</td>
</tr>
<tr>
<td></td>
<td>2 (Subls)</td>
</tr>
<tr>
<td></td>
<td>3 (გა)კარ</td>
</tr>
<tr>
<td></td>
<td>4 (მი/მო)კარ</td>
</tr>
<tr>
<td></td>
<td>5 კარ (გა)კარ/</td>
</tr>
<tr>
<td></td>
<td>6 (კარი)კარ/</td>
</tr>
<tr>
<td></td>
<td>7 კარ (კეტი)</td>
</tr>
<tr>
<td></td>
<td>8 კარ (კუთა)</td>
</tr>
<tr>
<td></td>
<td>9 კარ (კუთა)</td>
</tr>
<tr>
<td>კართმული</td>
<td>bookcase</td>
</tr>
<tr>
<td>კართობი</td>
<td>butter</td>
</tr>
<tr>
<td>კართობი</td>
<td>lose</td>
</tr>
<tr>
<td>კართობი</td>
<td>good (well)</td>
</tr>
<tr>
<td>კატ</td>
<td>door</td>
</tr>
<tr>
<td>კატოტ</td>
<td>potato</td>
</tr>
<tr>
<td>კატოტ</td>
<td>cat</td>
</tr>
<tr>
<td>კატოტ</td>
<td>open up/blaze</td>
</tr>
<tr>
<td>კატოტ</td>
<td>a trail</td>
</tr>
<tr>
<td>კატოტ</td>
<td>café</td>
</tr>
<tr>
<td>კატოტ</td>
<td>man</td>
</tr>
</tbody>
</table>

**Georgian–English vocabulary**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>კალმი</td>
<td>pen</td>
</tr>
<tr>
<td>კალი</td>
<td>dill</td>
</tr>
<tr>
<td>კამა</td>
<td>water buffalo</td>
</tr>
<tr>
<td>კანკალ:</td>
<td>shake</td>
</tr>
<tr>
<td>კანკალებ/</td>
<td></td>
</tr>
<tr>
<td>კანონი</td>
<td>law</td>
</tr>
<tr>
<td>კანონიერი</td>
<td>legal</td>
</tr>
<tr>
<td>კანონმდებო/</td>
<td>legislat ing</td>
</tr>
<tr>
<td>კანონმდებო/</td>
<td>legislative</td>
</tr>
<tr>
<td>კაპას:</td>
<td>behave spitefully</td>
</tr>
<tr>
<td>კაპასი</td>
<td>spiteful; bitchy</td>
</tr>
<tr>
<td>კარ: 1</td>
<td>1 (Se)კრავ,</td>
</tr>
<tr>
<td></td>
<td>2 (Subls)</td>
</tr>
<tr>
<td></td>
<td>3 (გა)კარ</td>
</tr>
<tr>
<td></td>
<td>4 (მი/მო)კარ</td>
</tr>
<tr>
<td></td>
<td>5 კარ (გა)კარ/</td>
</tr>
<tr>
<td></td>
<td>6 (კარი)კარ/</td>
</tr>
<tr>
<td></td>
<td>7 კარ (კეტი)</td>
</tr>
<tr>
<td></td>
<td>8 კარ (კუთა)</td>
</tr>
<tr>
<td></td>
<td>9 კარ (კუთა)</td>
</tr>
<tr>
<td>კართმული</td>
<td>bookcase</td>
</tr>
<tr>
<td>კართობი</td>
<td>butter</td>
</tr>
<tr>
<td>კართობი</td>
<td>lose</td>
</tr>
<tr>
<td>კართობი</td>
<td>good (well)</td>
</tr>
<tr>
<td>კატ</td>
<td>door</td>
</tr>
<tr>
<td>კატოტ</td>
<td>potato</td>
</tr>
<tr>
<td>კატოტ</td>
<td>cat</td>
</tr>
<tr>
<td>კატოტ</td>
<td>open up/blaze</td>
</tr>
<tr>
<td>კატოტ</td>
<td>a trail</td>
</tr>
<tr>
<td>კატოტ</td>
<td>café</td>
</tr>
<tr>
<td>კატოტ</td>
<td>man</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>კალმი</td>
<td>pen</td>
</tr>
<tr>
<td>კალი</td>
<td>dill</td>
</tr>
<tr>
<td>კამა</td>
<td>water buffalo</td>
</tr>
<tr>
<td>კანკალ:</td>
<td>shake</td>
</tr>
<tr>
<td>კანკალებ/</td>
<td></td>
</tr>
<tr>
<td>კანონი</td>
<td>law</td>
</tr>
<tr>
<td>კანონიერი</td>
<td>legal</td>
</tr>
<tr>
<td>კანონმდებო/</td>
<td>legislat ing</td>
</tr>
<tr>
<td>კანონმდებო/</td>
<td>legislative</td>
</tr>
<tr>
<td>კაპას:</td>
<td>behave spitefully</td>
</tr>
<tr>
<td>კაპასი</td>
<td>spiteful; bitchy</td>
</tr>
<tr>
<td>კარ: 1</td>
<td>1 (Se)კრავ,</td>
</tr>
<tr>
<td></td>
<td>2 (Subls)</td>
</tr>
<tr>
<td></td>
<td>3 (გა)კარ</td>
</tr>
<tr>
<td></td>
<td>4 (მი/მო)კარ</td>
</tr>
<tr>
<td></td>
<td>5 კარ (გა)კარ/</td>
</tr>
<tr>
<td></td>
<td>6 (კარი)კარ/</td>
</tr>
<tr>
<td></td>
<td>7 კარ (კეტი)</td>
</tr>
<tr>
<td></td>
<td>8 კარ (კუთა)</td>
</tr>
<tr>
<td></td>
<td>9 კარ (კუთა)</td>
</tr>
<tr>
<td>კართმული</td>
<td>bookcase</td>
</tr>
<tr>
<td>კართობი</td>
<td>butter</td>
</tr>
<tr>
<td>კართობი</td>
<td>lose</td>
</tr>
<tr>
<td>კართობი</td>
<td>good (well)</td>
</tr>
<tr>
<td>კატ</td>
<td>door</td>
</tr>
<tr>
<td>კატოტ</td>
<td>potato</td>
</tr>
<tr>
<td>კატოტ</td>
<td>cat</td>
</tr>
<tr>
<td>კატოტ</td>
<td>open up/blaze</td>
</tr>
<tr>
<td>კატოტ</td>
<td>a trail</td>
</tr>
<tr>
<td>კატოტ</td>
<td>café</td>
</tr>
<tr>
<td>კატოტ</td>
<td>man</td>
</tr>
</tbody>
</table>

1 scratch X, 2 scratch
1 bite X (D), 2 bite
1 do, make, 2 repair, 3 get well, 4 you (D) wear (e.g. ring, glasses)
kind, good; okay
well-disposed
hide-and-seek
1 reduce X for Y (D), 2 subtract X from Y (D), 3 reduce one’s X; become less, grow smaller, 4 X is reduced for you, you suffer the reduction of X, 5 you (D) lack X, 6 you reduce, get smaller
odd
1 sew, 2 sew up (something with holes), 3 patch, 4 sew X onto Y (D)
private (in particular)
lock
fold
track
do something deviously
pumpkin
l die, 2 die
together with X (D),
(metaphorically)
perish over
X (D), 3 be
sacrificed for X (D), 4 you die
on X (D) against their will = X (D) will kill you accidentally;
cf. რჩ

1 slice body part
off X (D) (cause X’s (D) knees to buckle),
2 reserve, 3 cut open, remove surgically from X (D)
egg
boast, vaunt

1 surprise,
2 be surprised

kilogram; dialect; mood
nearly (of something bad)
cinema
film studio
neck
cucumber
class
classical
tone
rock
client
satisfy
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>ჰამაკი ჰამაკი</td>
<td>blanket</td>
<td>(pl.) blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blanket, blank...</td>
</tr>
</tbody>
</table>
bed
(wait(ing))

cheek

cause to rot

beer

moutbful

(dark) blue

even

smelt

example, for

eample

strong

as much as that

by you

table

instead of (+ G)

that one’s (those

ones’) by you

for that reason

by you

of that type by you

make firm; fortify

but

with appetite

I thank you,

2 thank X (D)

for Y

thanks (thank

God!)

thankful

harmful, malignant

husband’s brother

mathematics

however, still, yet

May

hide X, 2 hide

X in, 3 hide

soon

secretly

father

homosexual male

man

manly

cockerel; male

father-in-law

(for the wife)

father’s sister

father’s sister’s

child

stepfather

multiplier

patriotic

up to the time,

during the time

there by you

rouble

car

stock

ever

wine cellar

margarine

weed
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>marili</td>
<td>salt</td>
</tr>
<tr>
<td>mariliani</td>
<td>salty</td>
</tr>
<tr>
<td>salt</td>
<td></td>
</tr>
<tr>
<td>stamp</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>simple</td>
</tr>
<tr>
<td>March</td>
<td>alone</td>
</tr>
<tr>
<td>marish:</td>
<td>defeat</td>
</tr>
<tr>
<td>marishen</td>
<td>to the left</td>
</tr>
<tr>
<td>maristav</td>
<td>strawberry</td>
</tr>
<tr>
<td>marisho</td>
<td>gain a victory</td>
</tr>
<tr>
<td>marishobi</td>
<td>(cf. [God] grant your victory! = Greeting! Hello!)</td>
</tr>
<tr>
<td>maspinjli</td>
<td>host</td>
</tr>
<tr>
<td>mas Semdeg raC</td>
<td>after</td>
</tr>
<tr>
<td>maschavlebli</td>
<td>teacher</td>
</tr>
<tr>
<td>masHara</td>
<td>fool, jester (ridicule)</td>
</tr>
<tr>
<td>mat:</td>
<td>1 grow bigger, 2 increase one's own X (perfect骂骂咧咧); put on weight (perfect骂骂咧咧), 3 add X to/for Y (D), 4 you (D) gain X, 5 X exceeds Y (D)</td>
</tr>
<tr>
<td>matarebli</td>
<td>train</td>
</tr>
<tr>
<td>matqli</td>
<td>wool</td>
</tr>
<tr>
<td>maGazia</td>
<td>shop</td>
</tr>
<tr>
<td>maG[a]li (maGla)</td>
<td>tall, high (on high) alarm- (adj.) viewer in that case then of that time there and then fridge giver/sucker of the breast yoghurt / make effort to keep in mind 2 you (D) hold X in mind wolf traveller journey situation tenant up to, until, as far as (+ A) rich (man) secretary river mustard boiling 1/me thousandth tenth one tenth rebel hundredth net-fisher porter gardener friend become friends with X (D) friendship Mingrelian (person) Mingrelian (thing) sixth neighbour said sailor leader one-twelfth saying (for 1st person singular speaker) doorman; goalkeeper fox left-winger right-winger falconer</td>
</tr>
</tbody>
</table>
participant in a meeting
fourth
repeat
second
twentieth
with the help of (+ G)
baker
then
eighth
mayor
wine-bearer
milkman
watchmaker
third
leader
wordsmith
more
too
show-off, busybody
woodsman
spouse
I be sovereign,
2 become
sovereign
sovereign
being sovereign
swineherd
seventh
study

studying
scholar, scientist
shepherd
ninth
cowherd
giver/sucker of
the breast
gift-bearer
leader
miller
plumber
partner
tax collector/payer

fifth
ready
I prepare X, 2 get
oneself ready

sun
I gaze upon X
(D), 2 stare
[present sub-
series] mountain
main
finish
government
whole, entire
tirely
I yawn
deliberately,
2 you (D) yawn
(involuntarily),
3 you (D) feel
like yawning
X befalls you (D)

by (+ G)
aim, target
reason
aim at X (D)
pipe, tube; mile
billion
millionaire
million
towards (+ G)
alluring
hawk
meadow, field
awarding
like X
X’s (their(s))
aspiration
unbiased
lack of bias
receiving,
reception
giving
dative
land, earth
territory  
at the close of  
according to (+ G);  
according to which  
reap  
seamstress  
dead (one)  
native  
researcher  
killed  
reader, questioner  
arm  
meaning  
important  
assistant  
late  
tribe  
square  
pinkish  
trader  
patience  
demand, requirement  
story, narrative  
narrative =  
ergative  
union-, ally  
regards  
abbreviate, shorten  
short  
speaker, speaking  
cashier  
future, coming  
fatal  
next  
having died  
singer  
appellant, plaintiff  
appellant, plaintiff  
smallish  
hunter  
nam,  
related  
monastery  
defendant  
what was/ has been said  

territory  
at the close of  
according to (+ G);  
according to which  
reap  
seamstress  
dead (one)  
native  
researcher  
killed  
reader, questioner  
arm  
meaning  
important  
assistant  
late  
tribe  
square  
pinkish  
trader  
patience  
demand, requirement  
story, narrative  
narrative =  
ergative  
union-, ally  
regards  
abbreviate, shorten  
short  
speaker, speaking  
cashier  
future, coming  
fatal  
next  
having died  
singer  
appellant, plaintiff  
appellant, plaintiff  
smallish  
hunter  
nam,  
related  
monastery  
defendant  
what was/ has been said  

obedient  
opinion  
appellant, plaintiff  
boring  
invitation- (adj.)  
dweller  
population  
coming  
cement  
pupil  
broken  
sweetish  
deceiving, lying  
impatient  
impatience  
unexpected  
citizen  
action, activity  
instrumental  
behaviour, conversion  
traitor  
treachery  
yellowish  
bilberry  
oppressor  
oppressor  
religious teacher  
pupil  
reddish  
leader  
witness  
getting into (university); arranging  
taxpayer  
joyous, pleased  
clerk  
assistance  
academic paper; talk  
labourer  
revolutionary  
several  
multiply  
plural  
industry
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ოჯახელი</td>
<td>calculator</td>
</tr>
<tr>
<td>ჯეური</td>
<td>forkmate</td>
</tr>
<tr>
<td>ოჯახელი</td>
<td>fornication</td>
</tr>
<tr>
<td>თჰარი</td>
<td>actor</td>
</tr>
</tbody>
</table>
| ოჯახელი | / earn for oneself, 
| თჰარი | 2 serve X (D) |
|  ოჯახელი | /drinker |
| თჰარი | world |
|  ოჯახელი | /wisher |
| თჰარი | fat |
|  ოჯახელი | /pear |
| თჰარი | thick |
|  ოჯახელი | /thick-hooved |
| თჰარი | converse, discuss |
|  ოჯახელი | /enter into enmity 
| თჰარი | with X (D) |
|  ოჯახელი | /priest |
| თჰარი | enemy |
|  ოჯახელი | /dust |
| თჰარი | dusty |
|  ოჯახელი | /shatter |
| თჰარი | enter into enmity |
| ოჯახელი | /permanent |
| თჰარი | (permanently) |
|  ოჯახელი | /husband’s sister |
| თჰარი | cartoon film |
|  ოჯახელი | /jam |
| თჰარი | music |
|  ოჯახელი | /threat |
| თჰარი | dark |
|  ოჯახელი | /threaten X (D) |
| თჰარი | work- (adj.); 
|  ოჯახელი | workman |
| თჰარი | work |
|  ოჯახელი | /workman |
| თჰარი | work(ing) |
|  ოჯახელი | stomach |
| თჰარი | spot |
|  ოჯახელი | knee; verse |
| თჰარი | brake |
|  ოჯახელი | owner |
| თჰარი | 1 sing, 2 you (D) 
|  ოჯახელი | feel like singing |
| თჰარი | /establish, 
<p>|  ოჯახელი | /strengthen, |
| თჰარი | /stinking |
|  ოჯახელი | /builder |
| თჰარი | beautiful |
|  ოჯახელი | /calm |
| თჰარი | /take leave of X |
|  ოჯახელი | (D) |
| თჰარი | /peace |
|  ოჯახელი | /native |
| თჰარი | /observe X on Y |
|  ოჯახელი | (D) |
| თჰარი | /cawing |
|  ოჯახელი | /erroneous, wrong |
| თჰარი | /young age |
|  ოჯახელი | /of young years |
| თჰარი | /concept |
|  ოჯახელი | /expert |
| თჰარი | /living, dweller |
|  ოჯახელი | /child’s spouse’s |
| თჰარი | /parent |
|  ოჯახელი | /hostage; pot-egg |
| თჰარი | /to encourage |
|  ოჯახელი | /hen to lay |
| თჰარი | /heavy; comma |
|  ოჯახელი | /wine-bearer |
| თჰარი | /shashlik |
|  ოჯახელი | /green (Greens) |
| თჰარი | /greens |</p>
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ძველი</td>
<td>ripe (cf. make ripe)</td>
</tr>
<tr>
<td>მათთამა</td>
<td>cleaner</td>
</tr>
<tr>
<td>მუქი</td>
<td>sucker</td>
</tr>
<tr>
<td>ქვერჩი</td>
<td>shepherd</td>
</tr>
<tr>
<td>სამწვერი</td>
<td>barley-bread</td>
</tr>
<tr>
<td>ჩახუპი</td>
<td>intimate</td>
</tr>
<tr>
<td>დახმარო</td>
<td>bring down</td>
</tr>
<tr>
<td>მხარე</td>
<td>side, region</td>
</tr>
<tr>
<td>მუმრი</td>
<td>(cf. shoulder)</td>
</tr>
<tr>
<td>მოერი</td>
<td>painter, artist</td>
</tr>
<tr>
<td>ხადი</td>
<td>paint</td>
</tr>
<tr>
<td>ხიცხუ</td>
<td>reveal (something secret)</td>
</tr>
<tr>
<td>თავი</td>
<td>beast, savage</td>
</tr>
<tr>
<td>დაყოფი</td>
<td>‘you’re a lucky devil!’</td>
</tr>
<tr>
<td>შიდა</td>
<td>joy</td>
</tr>
<tr>
<td>იმავე</td>
<td>only</td>
</tr>
<tr>
<td>მხარო</td>
<td>singular</td>
</tr>
<tr>
<td>ცხოველები</td>
<td>saviour</td>
</tr>
<tr>
<td>ზომი</td>
<td>warm</td>
</tr>
<tr>
<td>ჯერ</td>
<td>cake</td>
</tr>
<tr>
<td>ლურჯი</td>
<td>1 regret, 2 you</td>
</tr>
<tr>
<td>ბენჯი</td>
<td>feel regret</td>
</tr>
<tr>
<td>ნატრი</td>
<td>at/are reluctant</td>
</tr>
<tr>
<td>ალუმი</td>
<td>to (cf. repent)</td>
</tr>
<tr>
<td>ბაქამონი</td>
<td>backgammon</td>
</tr>
<tr>
<td>ბნაძე</td>
<td>narcotics</td>
</tr>
<tr>
<td>თაღი</td>
<td>preserve</td>
</tr>
<tr>
<td>ამინდი</td>
<td>afternoon (in the afternoon)</td>
</tr>
<tr>
<td>დარბი</td>
<td>site of former house</td>
</tr>
<tr>
<td>მზი</td>
<td>1 you (D) feel</td>
</tr>
<tr>
<td>კამათი</td>
<td>longing for,</td>
</tr>
<tr>
<td>ლამო</td>
<td>miss, 2 long for,</td>
</tr>
<tr>
<td>ჯარი</td>
<td>envy, 4 look</td>
</tr>
<tr>
<td>ალუმი</td>
<td>upon X (D) with</td>
</tr>
<tr>
<td>მინიატურა</td>
<td>longing [present</td>
</tr>
<tr>
<td>ჩამოწერი</td>
<td>sub-series]</td>
</tr>
<tr>
<td>ართხი</td>
<td>site of former</td>
</tr>
<tr>
<td>ტონი</td>
<td>town</td>
</tr>
<tr>
<td>მზი</td>
<td>site of former</td>
</tr>
<tr>
<td>ტონი</td>
<td>town</td>
</tr>
<tr>
<td>ართხი</td>
<td>real</td>
</tr>
<tr>
<td>სამინდო</td>
<td>(having) drunk</td>
</tr>
<tr>
<td>ბირჯა</td>
<td>said</td>
</tr>
<tr>
<td>სოლი</td>
<td>former brigand</td>
</tr>
<tr>
<td>გრალი</td>
<td>former flower bed;</td>
</tr>
<tr>
<td>გრალი</td>
<td>pock-marked</td>
</tr>
<tr>
<td>მარიამი</td>
<td>ice cream</td>
</tr>
<tr>
<td>რობი</td>
<td>fruit</td>
</tr>
<tr>
<td>ნატრი</td>
<td>productive,</td>
</tr>
<tr>
<td>ნატო</td>
<td>fertile</td>
</tr>
<tr>
<td>ინსექსუალური</td>
<td>(result of) work</td>
</tr>
<tr>
<td>ინსექსუალური</td>
<td>snatch a bite</td>
</tr>
<tr>
<td>ინსექსუალური</td>
<td>to eat</td>
</tr>
<tr>
<td>თანხვი</td>
<td>ash</td>
</tr>
<tr>
<td>შპონი</td>
<td>substitute (in place</td>
</tr>
<tr>
<td>შპონი</td>
<td>of + G)</td>
</tr>
<tr>
<td>თანხვი</td>
<td>nationalist</td>
</tr>
<tr>
<td>შპონი</td>
<td>acquaintance,</td>
</tr>
<tr>
<td>თანხვი</td>
<td>known</td>
</tr>
<tr>
<td>შპონი</td>
<td>grey</td>
</tr>
<tr>
<td>შპონი</td>
<td>part</td>
</tr>
<tr>
<td>შპონი</td>
<td>slice</td>
</tr>
<tr>
<td>შპონი</td>
<td>1 see [non-present</td>
</tr>
</tbody>
</table>
| შპონი | sub-series],
<table>
<thead>
<tr>
<th>Georgian: A Learner's Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (da) furnace, 4 (mo) furnace, 5 smoke</td>
</tr>
<tr>
<td>3 (mo) annihilation</td>
</tr>
<tr>
<td>4 (gamo) annihilation</td>
</tr>
<tr>
<td>5 (na) tion</td>
</tr>
<tr>
<td>3 (mo) annihilation</td>
</tr>
<tr>
<td>4 search</td>
</tr>
<tr>
<td>5 (sa) enter</td>
</tr>
<tr>
<td>3 (mo) annihilation</td>
</tr>
<tr>
<td>2 (na) half</td>
</tr>
<tr>
<td>1 (sa) half</td>
</tr>
<tr>
<td>3 (mo) annihilation</td>
</tr>
<tr>
<td>4 (gamo) annihilation</td>
</tr>
<tr>
<td>5 (na) tion</td>
</tr>
<tr>
<td>4 (gamo) annihilation</td>
</tr>
<tr>
<td>5 (na) tion</td>
</tr>
<tr>
<td>3 (mo) annihilation</td>
</tr>
<tr>
<td>4 (gamo) annihilation</td>
</tr>
<tr>
<td>5 (na) tion</td>
</tr>
<tr>
<td>6 (a) annihilation</td>
</tr>
<tr>
<td>7 (mo) annihilation</td>
</tr>
<tr>
<td>8 (gamo) annihilation</td>
</tr>
<tr>
<td>9 (na) tion</td>
</tr>
<tr>
<td>10 (sa) half</td>
</tr>
<tr>
<td>11 (mo) annihilation</td>
</tr>
<tr>
<td>12 (gamo) annihilation</td>
</tr>
<tr>
<td>13 (na) tion</td>
</tr>
<tr>
<td>14 (mo) annihilation</td>
</tr>
<tr>
<td>15 (gamo) annihilation</td>
</tr>
<tr>
<td>16 (na) tion</td>
</tr>
<tr>
<td>17 (mo) annihilation</td>
</tr>
<tr>
<td>18 (gamo) annihilation</td>
</tr>
</tbody>
</table>
| 19 (na) tion | no one (prohibitional) none (prohibitional) never (prohibitional) never (prohibitional) nothing (prohibitional) nowhere (prohibitional) neither . . . nor (prohibitional) no longer (prohibitional) no longer anyone (prohibitional) no longer anything (prohibitional)
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>თავადილება 1 (გა)</td>
<td>I put into motion, 2 move</td>
</tr>
<tr>
<td>თროპინა</td>
<td>saying</td>
</tr>
<tr>
<td>აბზოლობა</td>
<td>orphan</td>
</tr>
<tr>
<td>დრო</td>
<td>anytime</td>
</tr>
<tr>
<td>გამოჩნდება</td>
<td>sometime</td>
</tr>
<tr>
<td>ორთხილი</td>
<td>slightly</td>
</tr>
<tr>
<td>ოთხი</td>
<td>room</td>
</tr>
<tr>
<td>სამხრეთი</td>
<td>four</td>
</tr>
<tr>
<td>გლობუსი</td>
<td>Thursday</td>
</tr>
<tr>
<td>თავი</td>
<td>tap</td>
</tr>
<tr>
<td>მოქმედება</td>
<td>operation</td>
</tr>
<tr>
<td>განვითარება</td>
<td>treacherous</td>
</tr>
<tr>
<td>გარდაცვალება</td>
<td>medal</td>
</tr>
<tr>
<td>ვით</td>
<td>two</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>both</td>
</tr>
<tr>
<td>გამოჩნდება</td>
<td>hole</td>
</tr>
<tr>
<td>მარცხენა</td>
<td>twice-married (woman)</td>
</tr>
<tr>
<td>ვით</td>
<td>pregnant</td>
</tr>
<tr>
<td>სარკინე</td>
<td>gold</td>
</tr>
<tr>
<td>გალაგობი [ჯგუფ]</td>
<td>October</td>
</tr>
<tr>
<td>კერძო</td>
<td>except that</td>
</tr>
<tr>
<td>შტად</td>
<td>amazing</td>
</tr>
<tr>
<td>ჩერთები</td>
<td>thirties</td>
</tr>
<tr>
<td>მონოგრამ</td>
<td>twenty-one</td>
</tr>
<tr>
<td>გაბადა</td>
<td>och</td>
</tr>
<tr>
<td>შუნური</td>
<td>dream</td>
</tr>
<tr>
<td>მცხეთა</td>
<td>damned</td>
</tr>
<tr>
<td>სასაფრთხო</td>
<td>parsley</td>
</tr>
<tr>
<td>სახლი</td>
<td>family</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>coat</td>
</tr>
<tr>
<td>თანხელი (მამა)</td>
<td>tomato</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>1 steal, 2 steal</td>
</tr>
<tr>
<td>თანხელი (დედა)</td>
<td>X from Y (D), 3 sneak in</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>4 sneak upon (D), 5 sneak up on,</td>
</tr>
</tbody>
</table>

Georgian–English vocabulary

<table>
<thead>
<tr>
<th>თავადილება 1 (გა)</th>
<th>I put into motion, 2 move</th>
</tr>
</thead>
<tbody>
<tr>
<td>თროპინა</td>
<td>saying</td>
</tr>
<tr>
<td>აბზოლობა</td>
<td>orphan</td>
</tr>
<tr>
<td>დრო</td>
<td>anytime</td>
</tr>
<tr>
<td>გამოჩნდება</td>
<td>sometime</td>
</tr>
<tr>
<td>ორთხილი</td>
<td>slightly</td>
</tr>
<tr>
<td>ოთხი</td>
<td>room</td>
</tr>
<tr>
<td>სამხრეთი</td>
<td>four</td>
</tr>
<tr>
<td>გლობუსი</td>
<td>Thursday</td>
</tr>
<tr>
<td>თავი</td>
<td>tap</td>
</tr>
<tr>
<td>მოქმედება</td>
<td>operation</td>
</tr>
<tr>
<td>განვითარება</td>
<td>treacherous</td>
</tr>
<tr>
<td>გარდაცვალება</td>
<td>medal</td>
</tr>
<tr>
<td>ვით</td>
<td>two</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>both</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>hole</td>
</tr>
<tr>
<td>მარცხენა</td>
<td>twice-married (woman)</td>
</tr>
<tr>
<td>ვით</td>
<td>pregnant</td>
</tr>
<tr>
<td>სარკინე</td>
<td>gold</td>
</tr>
<tr>
<td>გალაგობი [ჯგუფ]</td>
<td>October</td>
</tr>
<tr>
<td>კერძო</td>
<td>except that</td>
</tr>
<tr>
<td>შტად</td>
<td>amazing</td>
</tr>
<tr>
<td>ჩერთები</td>
<td>thirties</td>
</tr>
<tr>
<td>მონოგრამ</td>
<td>twenty-one</td>
</tr>
<tr>
<td>გაბადა</td>
<td>och</td>
</tr>
<tr>
<td>შუნური</td>
<td>dream</td>
</tr>
<tr>
<td>სასაფრთხო</td>
<td>damned</td>
</tr>
<tr>
<td>სახლი</td>
<td>parsley</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>family</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>coat</td>
</tr>
<tr>
<td>თანხელი (მამა)</td>
<td>tomato</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>1 steal, 2 steal</td>
</tr>
<tr>
<td>თანხელი (დედა)</td>
<td>X from Y (D), 3 sneak in</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>4 sneak upon (D), 5 sneak up on,</td>
</tr>
</tbody>
</table>

Georgian–English vocabulary

<table>
<thead>
<tr>
<th>თავადილება 1 (გა)</th>
<th>I put into motion, 2 move</th>
</tr>
</thead>
<tbody>
<tr>
<td>თროპინა</td>
<td>saying</td>
</tr>
<tr>
<td>აბზოლობა</td>
<td>orphan</td>
</tr>
<tr>
<td>დრო</td>
<td>anytime</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>sometime</td>
</tr>
<tr>
<td>ორთხილი</td>
<td>slightly</td>
</tr>
<tr>
<td>ოთხი</td>
<td>room</td>
</tr>
<tr>
<td>სამხრეთი</td>
<td>four</td>
</tr>
<tr>
<td>გლობუსი</td>
<td>Thursday</td>
</tr>
<tr>
<td>თავი</td>
<td>tap</td>
</tr>
<tr>
<td>მოქმედება</td>
<td>operation</td>
</tr>
<tr>
<td>განვითარება</td>
<td>treacherous</td>
</tr>
<tr>
<td>გარდაცვალება</td>
<td>medal</td>
</tr>
<tr>
<td>ვით</td>
<td>two</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>both</td>
</tr>
<tr>
<td>გამოჩენა</td>
<td>hole</td>
</tr>
<tr>
<td>მარცხენა</td>
<td>twice-married (woman)</td>
</tr>
<tr>
<td>ვით</td>
<td>pregnant</td>
</tr>
<tr>
<td>სარკინე</td>
<td>gold</td>
</tr>
<tr>
<td>გალაგობი [ჯგუფ]</td>
<td>October</td>
</tr>
<tr>
<td>კერძო</td>
<td>except that</td>
</tr>
<tr>
<td>შტად</td>
<td>amazing</td>
</tr>
<tr>
<td>ჩერთები</td>
<td>thirties</td>
</tr>
<tr>
<td>მონოგრამ</td>
<td>twenty-one</td>
</tr>
<tr>
<td>გაბადა</td>
<td>och</td>
</tr>
<tr>
<td>შუნური</td>
<td>dream</td>
</tr>
<tr>
<td>სასაფრთხო</td>
<td>damned</td>
</tr>
<tr>
<td>სახლი</td>
<td>parsley</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>family</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>coat</td>
</tr>
<tr>
<td>თანხელი (მამა)</td>
<td>tomato</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>1 steal, 2 steal</td>
</tr>
<tr>
<td>თანხელი (დედა)</td>
<td>X from Y (D), 3 sneak in</td>
</tr>
<tr>
<td>ჭაჭა</td>
<td>4 sneak upon (D), 5 sneak up on,</td>
</tr>
</tbody>
</table>
policeman
politics
political
popular
portrait
president
principle
process, trial
bread

1) seize control,
2) take possession of,
3) grab
4) treat X (D),
5) hold

pinch X (D)

rusted
rusting
liable to rust
exterminate
raspberry

what?, what!,
how!, please
(of course)
as, because
radio
in order that
anything
district
as, because
as far as
(1 know)
how many?
as many
anyhow
some
a number of times
of what sort?
of course

somehow
something
somehow
which (it’s a long while since that)
bang
run away from X (D)
running
soft

be of benefit to
be benefit to
select and fit X on
fits you (D)

plant,
transplant

derange,
go

mad,
involve X
involved in
mix

ups together;
be mixed up
in, be part/
one of
ring,
drive
(e.g. herd) out,

advert
recommended
diet

recipe
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>როგორ როგორ?</td>
<td>how?</td>
</tr>
<tr>
<td>როგორ როგორ?</td>
<td>as (as soon as)</td>
</tr>
<tr>
<td>როგორ როგორ?</td>
<td>when</td>
</tr>
<tr>
<td>როგორ როგორ?</td>
<td>not</td>
</tr>
<tr>
<td>როგორ როგორ?</td>
<td>when?</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>choice, select</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>in preference to Y (D)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>choose</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>which</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>any</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>some</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>which</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>even if</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>when</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>hit (gulp down cigarette smoke)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>rugby (under Russian influence)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>Russia</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>Russian</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>Russian (person)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>Russian (thing)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>grey</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>horn</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>name X (D) ‘Y’, give X (D)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>called</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>transgress</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>corrupt</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>why do you have it in for X (D)?</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>distinguished</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>choose, select, elect, give</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>X as advice to Y (D)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>choose in preference to Y (D)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>(cf. X chose a glorious death in preference to life)</td>
</tr>
<tr>
<td>არჩევანი</td>
<td>advice</td>
</tr>
</tbody>
</table>
### A Learner's Grammar

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>აქვს: გრძოხვან/ გრძოხვან</td>
<td>you (D) prefer</td>
<td>1 water, 2 squeeze out</td>
</tr>
<tr>
<td>რქვია</td>
<td>1 save (from X (D)), 2 survive (X (D)), 3 heal X from/make X avoid Y (D), 4 get over X (D), finish with X (D) (cf. it’s over (and done with for good!)), 5 remain to X (D)), 6 fall behind X (D)), 7 leave X for Y (D), pay X (D) back with Y, 8 keep body and soul together</td>
<td>1 water, 2 squeeze out your X firm in something, 2 fix X down in something</td>
</tr>
<tr>
<td>ჩერჭლი: რქვის</td>
<td>put to shame, 2 you (D) are ashamed (Note: the future given here along with aorist შეეუწყო and perfect შეეუწყოსნში mean ‘feel shame’, whereas the non-inverted forms (ქანტ) შეუწყოსნში შეუწყო შეეუწყოსნში are used to mean (‘the man will find/found (has) apparently found himself embarrassed’) daughter-/sister-in-law</td>
<td>stick X in Y (D) hospital watch, clock; hour affectionate legendary excuse child- (adj.) blanket document tyre council, soviet subject rei of where? where station future mother-in-law (for woman) lunch lunch anywhere somewhere toast (for drinking) international common regrettable commercial full watermelon horrible disgusting society; company abroad frontier, limit</td>
</tr>
<tr>
<td>რქვილა</td>
<td>ლურჯი</td>
<td></td>
</tr>
<tr>
<td>Georgian</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>საზაგო</td>
<td>limit, define</td>
<td></td>
</tr>
<tr>
<td>საცავი</td>
<td>mousetrap</td>
<td></td>
</tr>
<tr>
<td>სათავი</td>
<td>game, for playing</td>
<td></td>
</tr>
<tr>
<td>სათავი</td>
<td>title</td>
<td></td>
</tr>
<tr>
<td>სათური</td>
<td>greenhouse</td>
<td></td>
</tr>
<tr>
<td>სათვალი</td>
<td>spectacles</td>
<td></td>
</tr>
<tr>
<td>სათვარი</td>
<td>thimble</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>where, from</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>where?</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>whence, from</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>where?</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>from anywhere</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>from somewhere</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>secret</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>whither, where to?</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>interesting</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>patch</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>question, problem</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>sufficiently</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>own</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>make one’s own</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>proper</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>greeting</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>cashpoint</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>/ let X/get X to greet Y (D),</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>2 greet X (D)</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>exemplary</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>instead</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>future father-in-law (woman’s)</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>patriotic</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>salt cellar</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>Mingrelia</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>neighbourhood</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>kitchen</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>three</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>healing- (adj.),</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>medicinal</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>samovar</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>civil</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>multiplicand</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>world</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>homeland</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>future in-law/parent of child’s future spouse</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>offer condolence to X (D)</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>unfortunate</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>south</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>bin</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>oil- (oil well)</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>while, until, before</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>bank</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>sight</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>candle</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>surprising</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>opposite</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>toilet; bathroom</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>soap</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>prison</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>take advantage of X (I)</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>general</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>weeds</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>floor, storey</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>mirror</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>complaint, lawsuit</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>for milk, milk jug</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>future daughter-in-law</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>sister-in-law</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>for watering, watering-can</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>dining room, café</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>useful</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>pleasant</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>future mother-in-law (man’s)</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>future mother-in-law (man’s)</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>future son/ brother-in-law</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>school- (adj.)</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>hopelessness, depression</td>
<td></td>
</tr>
<tr>
<td>სათბური</td>
<td>depressed</td>
<td></td>
</tr>
<tr>
<td>Georgian</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>სვლი/წვლი</td>
<td>1 (give rest to); place (icon = body/corpse = гроб/coffin = კომბო) somewhere, 2 have a rest; place (corpse, etc.) before oneself, 3 calm down; have a rest, 4 have a little rest</td>
<td></td>
</tr>
<tr>
<td>შვენ</td>
<td>1 (და)შვენი, 1 give rest to; place (icon = body/corpse = гроб/coffin = კომბო) somewhere, 2 have a rest; place (corpse, etc.) before oneself, 3 calm down; have a rest, 4 have a little rest</td>
<td></td>
</tr>
<tr>
<td>სვე/სულ/დი/ვიდ/ვიდი</td>
<td>1 coming, 2 you come, 3 you will come, 4 you would (have) come, 5 you came, 6 you have come</td>
<td></td>
</tr>
<tr>
<td>სურ/სულ/ები</td>
<td>1 coming, 2 you come, 3 you will come, 4 you would (have) come, 5 you came, 6 you have come</td>
<td></td>
</tr>
<tr>
<td>სიბილი/სიბილი</td>
<td>short-sightedness, filth; pollution</td>
<td></td>
</tr>
<tr>
<td>სიბოროტე</td>
<td>evil</td>
<td></td>
</tr>
<tr>
<td>სიბრმავე</td>
<td>blindness</td>
<td></td>
</tr>
<tr>
<td>სიდედრი</td>
<td>mother-in-law (husband’s)</td>
<td></td>
</tr>
<tr>
<td>სიდინიე</td>
<td>calmness</td>
<td></td>
</tr>
<tr>
<td>სიგარი</td>
<td>space</td>
<td></td>
</tr>
<tr>
<td>სიცივე</td>
<td>dream</td>
<td></td>
</tr>
<tr>
<td>სიცოჩე</td>
<td>speed</td>
<td></td>
</tr>
<tr>
<td>სიჯი</td>
<td>son/brother-in-law</td>
<td></td>
</tr>
<tr>
<td>სიკვდილი</td>
<td>death</td>
<td></td>
</tr>
<tr>
<td>სიკვდილიანობა</td>
<td>death rate</td>
<td></td>
</tr>
<tr>
<td>სიკვდილი</td>
<td>death</td>
<td></td>
</tr>
<tr>
<td>სიკვდილი</td>
<td>death</td>
<td></td>
</tr>
<tr>
<td>სიქვარული</td>
<td>love</td>
<td></td>
</tr>
<tr>
<td>სიჭირე</td>
<td>wealth</td>
<td></td>
</tr>
</tbody>
</table>

**Georgian–English vocabulary**

<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>სღა</td>
<td>wet</td>
</tr>
<tr>
<td>სნო</td>
<td>snow</td>
</tr>
<tr>
<td>სვნო</td>
<td>string, chord</td>
</tr>
<tr>
<td>სვიზლო</td>
<td>maize</td>
</tr>
<tr>
<td>სვპო</td>
<td>song</td>
</tr>
<tr>
<td>სვტკ</td>
<td>song</td>
</tr>
<tr>
<td>სვტა</td>
<td>putridity</td>
</tr>
<tr>
<td>სვტჩ</td>
<td>stench</td>
</tr>
<tr>
<td>სვტშ</td>
<td>weight, heaviness</td>
</tr>
<tr>
<td>სვტტ</td>
<td>light</td>
</tr>
<tr>
<td>სვტუ</td>
<td>reality</td>
</tr>
<tr>
<td>სვტჰ</td>
<td>conscience</td>
</tr>
<tr>
<td>სუბროტ</td>
<td>honourable</td>
</tr>
<tr>
<td>სუნჩ</td>
<td>test</td>
</tr>
<tr>
<td>სუნინო</td>
<td>foolishness</td>
</tr>
<tr>
<td>სურედი</td>
<td>correctness</td>
</tr>
<tr>
<td>სურჭი</td>
<td>speed</td>
</tr>
<tr>
<td>სურტესი</td>
<td>sweetness</td>
</tr>
<tr>
<td>სურენთები</td>
<td>word, speech</td>
</tr>
<tr>
<td>სურტები</td>
<td>poverty</td>
</tr>
<tr>
<td>სურტალი</td>
<td>love</td>
</tr>
<tr>
<td>სურტული</td>
<td>speed, gear</td>
</tr>
<tr>
<td>სურტული</td>
<td>cold</td>
</tr>
<tr>
<td>სურტული</td>
<td>life</td>
</tr>
<tr>
<td>სურჯი</td>
<td>heat</td>
</tr>
<tr>
<td>სურჯი</td>
<td>son/brother-in-law</td>
</tr>
<tr>
<td>სურჯი</td>
<td>difficulty</td>
</tr>
<tr>
<td>სურჯი</td>
<td>adolescence</td>
</tr>
<tr>
<td>სურჯი</td>
<td>variety, motley</td>
</tr>
<tr>
<td>სურტები</td>
<td>seat, chair</td>
</tr>
<tr>
<td>სურტული</td>
<td>burst</td>
</tr>
<tr>
<td>სურჯი</td>
<td>heat</td>
</tr>
<tr>
<td>სურჯი</td>
<td>school</td>
</tr>
<tr>
<td>სმები</td>
<td>1 hear/listen to thing (vs listen to person (D), e.g. ‘Yes!’ when answering the phone or, of waiters, when taking orders in a restaurant), 2 be audible (or smellable), 3 hear (or detect smell)</td>
</tr>
<tr>
<td>სმები</td>
<td>hear/listen to</td>
</tr>
<tr>
<td>სმები</td>
<td>school</td>
</tr>
<tr>
<td>სმები</td>
<td>ისურათები</td>
</tr>
<tr>
<td>სმი</td>
<td>beauty</td>
</tr>
<tr>
<td>სმი</td>
<td>father-in-law (husband’s)</td>
</tr>
<tr>
<td>სმი</td>
<td>truth</td>
</tr>
<tr>
<td>სმი</td>
<td>height</td>
</tr>
<tr>
<td>სმი</td>
<td>wealth</td>
</tr>
<tr>
<td>სსო</td>
<td>string, chord</td>
</tr>
<tr>
<td>სსო</td>
<td>maize</td>
</tr>
<tr>
<td>სსო</td>
<td>song</td>
</tr>
<tr>
<td>სსო</td>
<td>putridity</td>
</tr>
<tr>
<td>სსო</td>
<td>stench</td>
</tr>
<tr>
<td>სსო</td>
<td>weight, heaviness</td>
</tr>
<tr>
<td>სსო</td>
<td>light</td>
</tr>
<tr>
<td>სსო</td>
<td>reality</td>
</tr>
<tr>
<td>სსო</td>
<td>conscience</td>
</tr>
<tr>
<td>სსო</td>
<td>honourable</td>
</tr>
<tr>
<td>სსო</td>
<td>test</td>
</tr>
<tr>
<td>სსო</td>
<td>foolishness</td>
</tr>
<tr>
<td>სსო</td>
<td>correctness</td>
</tr>
<tr>
<td>სსო</td>
<td>speed</td>
</tr>
<tr>
<td>სსო</td>
<td>sweetness</td>
</tr>
<tr>
<td>სსო</td>
<td>word, speech</td>
</tr>
<tr>
<td>სსო</td>
<td>poverty</td>
</tr>
<tr>
<td>სსო</td>
<td>love</td>
</tr>
<tr>
<td>სსო</td>
<td>speed, gear</td>
</tr>
<tr>
<td>სსო</td>
<td>cold</td>
</tr>
<tr>
<td>სსო</td>
<td>life</td>
</tr>
<tr>
<td>სსო</td>
<td>heat</td>
</tr>
<tr>
<td>სსო</td>
<td>son/brother-in-law</td>
</tr>
<tr>
<td>სსო</td>
<td>difficulty</td>
</tr>
<tr>
<td>სსო</td>
<td>adolescence</td>
</tr>
<tr>
<td>სსო</td>
<td>variety, motley</td>
</tr>
<tr>
<td>სსო</td>
<td>seat, chair</td>
</tr>
<tr>
<td>სსო</td>
<td>burst</td>
</tr>
<tr>
<td>სსო</td>
<td>heat</td>
</tr>
<tr>
<td>სსო</td>
<td>school</td>
</tr>
<tr>
<td>სსო</td>
<td>1 hear/listen to thing (vs listen to person (D), e.g. ‘Yes!’ when answering the phone or, of waiters, when taking orders in a restaurant), 2 be audible (or smellable), 3 hear (or detect smell)</td>
</tr>
<tr>
<td>Georgian</td>
<td>Armenian</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>ლომილი</td>
<td>(person)</td>
</tr>
<tr>
<td>ლომილი</td>
<td>Armenia</td>
</tr>
<tr>
<td>ლომილი</td>
<td>(thing)</td>
</tr>
<tr>
<td>სოფლი</td>
<td>village, country</td>
</tr>
<tr>
<td>სოფლი</td>
<td>Sukhum</td>
</tr>
<tr>
<td>სოფლი</td>
<td>ruin</td>
</tr>
<tr>
<td>სოფლი</td>
<td>speculator</td>
</tr>
<tr>
<td>სოფლი</td>
<td>special</td>
</tr>
<tr>
<td>სოფლი</td>
<td>AIDS (Russian borrowing; cf. აიდის)</td>
</tr>
<tr>
<td>სოფლი</td>
<td>sport</td>
</tr>
<tr>
<td>სოფლი</td>
<td>press, squeeze</td>
</tr>
<tr>
<td>სოფლი</td>
<td>slip, slip out of your (D) hand</td>
</tr>
<tr>
<td>სოფლი</td>
<td>fulfil, complete</td>
</tr>
<tr>
<td>სოფლი</td>
<td>of full age</td>
</tr>
<tr>
<td>სოფლი</td>
<td>whole</td>
</tr>
<tr>
<td>სოფლი</td>
<td>wholly</td>
</tr>
<tr>
<td>სოფლი</td>
<td>perfect</td>
</tr>
<tr>
<td>სოფლი</td>
<td>carrot</td>
</tr>
<tr>
<td>სოფლი</td>
<td>whistle</td>
</tr>
<tr>
<td>სოფლი</td>
<td>of full years</td>
</tr>
<tr>
<td>სოფლი</td>
<td>carrot</td>
</tr>
<tr>
<td>სოფლი</td>
<td>whole</td>
</tr>
<tr>
<td>სოფლი</td>
<td>get rid of</td>
</tr>
<tr>
<td>სოფლი</td>
<td>and there</td>
</tr>
<tr>
<td>სოფლი</td>
<td>guest</td>
</tr>
<tr>
<td>სოფლი</td>
<td>student</td>
</tr>
<tr>
<td>სოფლი</td>
<td>KGB</td>
</tr>
<tr>
<td>სოფლი</td>
<td>quick</td>
</tr>
<tr>
<td>სოფლი</td>
<td>wish</td>
</tr>
<tr>
<td>სოფლი</td>
<td>weak</td>
</tr>
<tr>
<td>სოფლი</td>
<td>pure</td>
</tr>
<tr>
<td>სოფლი</td>
<td>clean</td>
</tr>
<tr>
<td>სოფლი</td>
<td>X reigns</td>
</tr>
<tr>
<td>სოფლი</td>
<td>1 fatten, 2 moderately fatten</td>
</tr>
<tr>
<td>სოფლი</td>
<td>absolutely all</td>
</tr>
<tr>
<td>სოფლი</td>
<td>sphere</td>
</tr>
<tr>
<td>სოფლი</td>
<td>sexual</td>
</tr>
<tr>
<td>სოფლი</td>
<td>1 learn, 2 teach X to Y (D)</td>
</tr>
<tr>
<td>სოფლი</td>
<td>learning (vs teaching)</td>
</tr>
<tr>
<td>სოფლი</td>
<td>1 do X in time/ before Y (D)</td>
</tr>
<tr>
<td>სოფლი</td>
<td>2 live to see X (D), 3 leave before X (D), 4 attend X (D)</td>
</tr>
<tr>
<td>სოფლი</td>
<td>1 put straight/ right, correct, 2 correct, 3 put in order; discipline precisely</td>
</tr>
<tr>
<td>სოფლი</td>
<td>a week from (+ G)</td>
</tr>
<tr>
<td>სოფლი</td>
<td>quick</td>
</tr>
<tr>
<td>სოფლი</td>
<td>1a pour (make X (D) dizzy), 1b seat (plurality), 2 pour X down into, 3 put flesh on X = realise (D)hay</td>
</tr>
</tbody>
</table>
fruit, 6 tree (D) has a lot of fruit on it. cf. 6 prune

/ be seated, 2 sit down (both of a plurality) other (by the way)

elsewhere different of different type other’s spring

mud 1 will fetch (inanimate), 2 will take (inanimate) up to, 3 will fetch out (inanimate), 4 will take out (inanimate); score, 5 will take (inanimate) up, 6 will take (inanimate) across, 7 endure, 8 get X to take inanimate somewhere, 9 X will last

body clothing 1 spend (time), let pass out, 2 convey about, 3 X takes place tarragon

pan taxi bowl

1 fit X in somewhere (D), 2 fit in somewhere

1 forgive X (D) Y, 2 you (D) are forgiven X television set (cf. television) tenor term

/ break (cf. practise pronouncing/ lose self-control behaving badly/ ruin your reputation), 2 break X off (from Y (D)), 3 break your leg (passive = your leg gets broken), 4 burst out, explode, 5 reveal some secret to X (D), 6 (some misfortune) befalls you (D), 7 break(ing) through

cry, 2 burst into tears, 3 you (D) feel like crying, 4 make X cry dash (punctuation mark) type crying sweet = bonbon sweet (adj.)

1 something gives you (D) pain, 2 you (D) feel concern for (= -svg) pain pain relieving

1 leave, 2 keep, 3 abandon
cake
boast
tragedy
tragedy
tram
spin
fuss
fuss
reduced
over X (D)
jackal
notice X on Y (D), 2 learn, 3 X is (now) noticeable on you (D), 4 X is (generally) noticeable on you (D), 5 apparently skin, leather wood, forest
lie, lying
twin

senseless
countless
worse
‘no’, refusal
denying
negative
misfortune
tell to X (D)
ordinary (just)
you (will) make X tasteless
motherless
bigger
undoubted

ignorant
ignorance
huge
safeguard
lack of agreement
eyeless
doubtless
oooh
back; behind, after + G
back one
excuse me
toothless
better
already
dissatisfaction
turning back
reflexive
injustice
moustache
illogicality
fatherless
sunless
unimportant
unemployed
minority
younger, junior
improve

better
saddle
talent
it is necessary
university
rape

privilege
Urrals
without which
(ones)
disobedient
milky
dishonourable
moustacheless
talentless
Georgian–English vocabulary

lord  —  ძალა
master X (D)  —  მაწრო
right  —  შრუხლა
more  —  მეტი
elder, older, senior, boss  —  საილაურგო
annul  —  გაგრძელება
idle  —  შხებული
godless  —  ღონისძიებო სამოქალაქო
sugarless  —  ღუთურლელი
without you  —  უთანალო
elder, older, senior, boss  —  საილაურგო

ash  —  მოქალაქე
football  —  ფეხბურთელი
foot  —  ფეხი
pregnant  —  შკული
shoe, footwear  —  ფეხსაცემი
film  —  ფილმი
pussy  —  ფილმი

I think, 2 X sets you thinking, 3 X makes you (D) think Y, 4 become pensive (about X (D))
thought  —  განკუთვნილება
I give pledge to X (D), 2 swear to X (D)
(on Y = -ზმ)
plank  —  ჩაფლი
leaf  —  გვერჩი
orange (coloured)  —  ჩართული
form, prepare post
French (person)  —  ფრანგი
French (thing)  —  ფრანგი
fly  —  აფხანძა

/ warn, 2 take care of/be wary of X (D)
careful
front  —  გამოგზავნა
snort  —  სრუტები

shed, scatter
cause (dough)
peel

cause (dough) to rise
wrap
money
<table>
<thead>
<tr>
<th>Georgian Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>პურნული</td>
<td>loaf</td>
</tr>
<tr>
<td>პურნული</td>
<td>special type of earthenware oven</td>
</tr>
<tr>
<td>პურხმი</td>
<td>page</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>fuss</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>ruin</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>flour</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>crumble up</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>crumbling</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>friable</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>spinach</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>/ scratch, 2 (your (D) back) itches</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>scrap</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>uproot</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>crumbling</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>friable</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>praise</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>preach</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>chicken</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>compliment of the town (person)</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>town</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>lady, madam</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>woman</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>daughter</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>rent off</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>statue</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>chaos</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>German (person)</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>Kartvelologist</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>Georgian (thing)</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>(in Georgian)</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>wind</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>storm</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>factory</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>paper</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>tug</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>encourage</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>engage in feasting</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>feast</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>barley</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>you (D) have/had/apparently had the name</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>1 you (D) have (inanimate), 2 you (D) bring (inanimate), 3 you (D) take (inanimate), 4 have, acquire stone</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>pan</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>skirt</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>below; downstairs</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>country; world; downstairs</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>land</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>publish</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>world</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>underneath (adv., postposition + G)</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>receipt</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>wife’s sister’s husband</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>jar</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>coriander</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>1 rent out, 2 rent</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>husband</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>plum</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>1 create, 2 you did, 3 you will be, 4 you (D) will have (inanimate), 5 it was (+ past participle)</td>
</tr>
<tr>
<td>პურხტნული</td>
<td>shake from side to side, 2 shake up and down, 3 draw rapidly in one direction; come brandishing something [present sub-series],</td>
</tr>
</tbody>
</table>
4 wave X at Y, 5 shake, wave; go brandishing something [present sub-series] pot(ty) having possessions fat wedding-feast 1 get wed, 2 get divorced

1 get extinguish, 2 disappear, go out

1 extinguish, 2 disappear, go out

bribe Christ knit hat scarlet fever thief thief-like street dismember

it thunders thundering 1 turn X (into X = A), 2 make X run off, 3 place in; convert, 4 turn X towards, 5 knock over, 6 turn (e.g. back = ახლან) on X (D), 7 turn into, 8 rush off, 9 behave, 10 behave towards X (D), 11 turn up somewhere, 12 turn back, 12 fall down, 13 amuse self with, spend time doing; tuck into X (D) for sustenance turning; version

c 1 open, 2 open ajar, 3 take, 4 receive regularly, 5 receive, 6 take up, 7 take picture (cf. ანური) (cf. take a picture of X (D)); pass over (of bad weather), 8 extract, 9 put an end to X (D) only; on earth exhaust night make poor

poor paint shed toil

stir up wine

1 wake X up, 2 wake up, 3 you (D) wake up, 4 you (D) are awake

open [originally stative present of გ]
Gim: 1 iGimebi/ iGimeb, 2 (ga)GimebulHar/ gagiGimia, 2 (ga)geGimeba
Gipiani beer-bellied
Gir: 1 Giris, 1 cost, 2 you (D)
2 geGirseba, will deserve X, 3 eGireba 3 X (N) has the value Y (N)
Girseuli worthy
Girsi worth
Gmers (GvTis) God
Gone force
Gonieri forceful (Gonivrad) forcefully
Gori pig
Gre/in: 1 growl at X (D), 1 (Se)uGre, 2 growl 2 iGrinebi
Grix: (ga)iGrixebi smirk
Grma deep
Grut/Xun: 1 honk, 2 come 1 Grut/Xuneb// honking, 3 go iGrut/Xuneb, about honking; 2 moGrut/Xuneb, honk over X 3 daGrut/Xuneb (D)
GrG(e)n: gnaw through (gada)GrGni
Grj(v): iGrjop sprain
GrJolebiani with protruding teeth
GrJoli protruding tooth
Gum[e]li oven
Gup: (da)Gupav cause to perish
Gcev/Gci(v): 1 attain, reach 1 (mi/mo)aGcev, X (D/-mde), 2 Tavs (da)aGcev 2 avoid X (D)
q(q): 1 (ga)qoP, 1 divide, 2 divide 2 (da)qoP, into more than 3 (Xa)qoP, two; spend time, 4 (amo)qoP 3 poke X (e.g. finger) down into, 4 raise X (e.g. head) up out be(ing)
you did X to Y (D)/with Y (N)
I follow there/ here, 2 follow X (D) down, 3 marry (of women) X (D), 4 relate X (D), 5 relate X (D) to Y (D)
I you (D) have (animate) [present sub-series], 2 you (D) will have (animate), 3 having (animate)
coffee falsify false establish
field drinking-horn it stinks
I be on guard, 2 guard X (D) guard
(q): 1 qgavs, 1 you (D) have 2 geqoleba, (animate) 3 qola [present sub-series], 2 you will have (animate), 3 having (animate)
qava coffee
qalb: (ga)aqalbeb falsify
qalbi false
qalib: establish (Xamo)aqalibeb qana field
qanci drinking-horn
qar: qars it stinks
qaraul: 1 be on guard, 1 qaraulob/ qarauli guard 2 iqarauleb, 2 uqarauleb guard
q(a)r: 1 (da)qri, 1 throw (plurality), 2 (Xa)qri, 2 throw (plural-) down into, 3 (gada)qri, 3 throw (plural-) away, 4 you 5 (mi)eqrebiT, 3 throw (plural-) lies scattered, 6 you 7 (Se)eqrebi, scattered, 6 you 8 gamogaqris, (pl.) flop down, 7 (ga)eqrebi, 5 (plurality) lies scattered, 6 you 9 Tavs (mo)uqri, 7 separate/get divorced from X 10 Tavs (mo)iqriT separate/get divorced from X
(D); be threadable in X (Si),
meet X (D); come to rest in
(e.g. dust in your (D) eyes =
(შ)ტვალბა
(შ)ტვალბა
),
gather X (D) together, 10 you
(pl.) gather
cf. gd qaXaGi
brigand
cover
1 set (in standing
position),
2 apply X to Y
(D), 3 help to
stand up, 4 use
1 bark, 2 bark at,
3 will give a
bark, 4 start to
bark at X (D)
flower; smallpox
will bring
(animate),
2 will
take animate up
to, 3 will take
animate in,
4 will take
animate (away)
1 you (D)
love, 2 make X
(D) love Y,
3 conceive love
for, 4 you (D)
fall in love
with all
everything
everywhere
cheese
yellow
scream, 2 go
screaming,
3 come
screaming, 4 go
about screaming vs
scream over X
(D), 5 scream
at X (D)
l buy, 2 sell, 3 sell
X to Y (D)
crow
whooping cough
serf
sense by smell
ev...
/blacken, 2 blacken (metaphorically), 3 you (D) are all right 
black-eyed black

/ unfold and spread out, 2 X spreads out before/for you (D), 3 derange (you hinder X = D), 4 you (D) get get X mixed up, 5 you (D) get loose bowels, 6 unfold, 7 X (e.g. meeting) breaks up, disperses, 8 erase, 9 ruin, destroy, send into confusion

urinate urine trousers yesterday of last year the year before last

comparing (cf. (შ)ურთულო) ‘you compare X with Y’ (= -თან, -ჯა), 2 გაუმჯობესობა შეგამოარჩევა ‘this isn’t to/can’t be compared with that’ (D)) result, consequence (as a result)

building gripped mixed relevant introduction (cf. entrance) for keeping, preserving relevant, appropriate possibility concerning (+ G) unadaptable

Building

Georgian: A Learner's Grammar
unadaptability  
incomplete, unfilled  
lack of fulfilment  
inadmissibility  
inaadmissibility  
alarmed  
mistake  
acquiring  
upsetting  
viewpoint  
meeting

1 let go, 2 commit an error, 3 let in, 4 let out here, produce, 5 relax (D) a rest  
easing  
leave from work  
eased  
Sweden  
Swede  
Swedish thing

7 seven  
great-grandchild  
grandchild  
do [present sub-series]

1 dry, 2 X dries on you (D) in  
you (D) are hungry, 2 you (D) get hungry

indoors, inside AIDS  
at home  
1 alarm, 2 you (D) are afraid, 3 you (N/D) become alarmed

spinster  
domestic  
fear  
find (by looking) and acquire  
Christmas  
capable of being born rate  
1 separate X from Y (D), 2 separate from X (D) among, between (+ D, more rarely G)  
far (away)  
whew, serum oats script

1 fix eyes on X (D), 2 stare at X (D) between, among (+ D, more rarely G)  
midday (at midday) down the middle, in two forehead

1 you are in a hurry to do something (cf. you (D) envy X), 2 you will set off in a hurry, 3 you go/come in a hurry  
traffic-lights conflict

1 arouse, stir up, 2 rouse to anger

inject X (D) with Y
XaiXa
kettle, teapot

Xamosvla
coming (down)

X(a)n:
1
Xans,
1
it seems, is
2
moXans,
2
is
visible, (ga)Xndebi,
3
visible from
somewhere,
4
(gamo)Xndeba,
3
come into

X(m)iaXnia,
being, appear,
7
migaXnia
become visible,
clear,
5
X is
discovered on
you (D),
6
it depends; X (D)
has,
7
you (D)

dee
appears to you
(D) (cf. illusory)
our, ours
habit
as usual
usual (as usual)

customary
seventeen
1
complain,
2
share (your sorrow) with X
(D)
complaining
blunt
judge, deem,
reckon
donkey foal
disturbance; to-do
shade, shadow
north
silence
silent
dried grape juice
and flour around
a core of
threaded nuts
chickenpox
present X as gift
to Y (D)

Xangli
fork

XanTa
bag

X(a)r: (Xa)sXri
stuff X down in
for Y (D)

Xarozi
dessert

XaKuXi
hammer

XaG: (ga)aXaGeb
set alight

Xemi
my, mine

Xe/in:
1
(gamo)aXen
2
reveal (take the lead),
2
show
2
self,
3
set aside
Tavs iXen,
X for Y (D)

2
(mi/mo)uXen,
use, assign/
4
(aGmo)aXen
appoint/find X
for Y (D),
4
discover

Xer: (ga)aXereb
stop

Xvev/Xvi(v):
1
accustom X
to Y
1
(mi/Se)aXvev,
(D),
2
grow
2
(mi/Se)Xvevi,
accustomed to
3
gXvevia
X (D),
you
(D) have as a habit

Xven
we, us

Xven:
1
a/uXveneb,
1
show
2
eXvenebi,
(D),
2
show
3
card
geXveneba, your
(D),
3
it seems
some vision)
to you (D),
4
(some vision)

appears to you
(D) (cf. illusory)
our, ours
habit
as usual
usual (as usual)

customary
seventeen
1
complain,
2
share (your sorrow) with X
(D)
complaining
blunt
judge, deem,
reckon
donkey foal
disturbance; to-do
shade, shadow
north
silence
silent
dried grape juice
and flour around
a core of
threaded nuts
chickenpox
present X as gift
to Y (D)

Xangli
fork

XanTa
bag

X(a)r: (Xa)sXri
stuff X down in
for Y (D)

Xarozi
dessert

XaKuXi
hammer

XaG: (ga)aXaGeb
set alight

Xemi
my, mine

Xe/in:
1
(gamo)aXen
2
reveal (take the lead),
2
show
2
self,
3
set aside
Tavs iXen,
X for Y (D)

2
(mi/mo)uXen,
use, assign/
4
(aGmo)aXen
appoint/find X
for Y (D),
4
discover

Xer: (ga)aXereb
stop

Xvev/Xvi(v):
1
accustom X
to Y
1
(mi/Se)aXvev,
(D),
2
grow
2
(mi/Se)Xvevi,
accustomed to
3
gXvevia
X (D),
you
(D) have as a habit

Xven
we, us

Xven:
1
a/uXveneb,
1
show
2
eXvenebi,
(D),
2
show
3
card
geXveneba, your
(D),
3
it seems
some vision)
to you (D),
4
(some vision)
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
<th>Georgian–English vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (da)gaCeminebs</td>
<td>you will be given/give your-self over to X (D), 5 fall down, hurl self down, go down, 6 honour/respect X (D) sky, heaven</td>
<td>4 you will be given/give your-self over to X (D), 5 fall down, hurl self down, go down, 6 honour/respect X (D) sky, heaven</td>
</tr>
<tr>
<td>6 (da)gaCeminebs</td>
<td>you will be given/give your-self over to X (D), 5 fall down, hurl self down, go down, 6 honour/respect X (D) sky, heaven</td>
<td>3 fail to bring object in contact with its target, 4 make mistake, err, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
</tr>
<tr>
<td>1 (mo)iCdi</td>
<td>wait, wait for</td>
<td>attempt</td>
</tr>
<tr>
<td>2 (mo)iCdi</td>
<td>wait for X (D), 3 give X (D) time by waiting</td>
<td>dance</td>
</tr>
<tr>
<td>1 (mo)uCdi</td>
<td>wait for X (D), 3 give X (D) time by waiting</td>
<td>try</td>
</tr>
<tr>
<td>2 (gamo)sCdi</td>
<td>test</td>
<td>try</td>
</tr>
<tr>
<td>3 (ca)v: (da)iCav</td>
<td>defend (defence)</td>
<td>try</td>
</tr>
<tr>
<td>1 (mo)aCli</td>
<td>give X (D) free time; tear X off</td>
<td>try</td>
</tr>
<tr>
<td>2 (mo)iCli</td>
<td>give X (D) free time; tear X off</td>
<td>try</td>
</tr>
<tr>
<td>3 gCalia</td>
<td>make</td>
<td>try</td>
</tr>
<tr>
<td>4 (da)Cli</td>
<td>time for self, 3 you (D) have time, 4 empty one (of two) apart (independently of each other) thirteen</td>
<td>try</td>
</tr>
<tr>
<td>5 (da)gaCeminebs</td>
<td>you will be given/give your-self over to X (D), 5 fall down, hurl self down, go down, 6 honour/respect X (D) sky, heaven</td>
<td>3 fail to bring object in contact with its target, 4 make mistake, err, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
</tr>
<tr>
<td>6 (da)gaCeminebs</td>
<td>you will be given/give your-self over to X (D), 5 fall down, hurl self down, go down, 6 honour/respect X (D) sky, heaven</td>
<td>3 fail to bring object in contact with its target, 4 make mistake, err, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
</tr>
<tr>
<td>1 (ga)aCnob</td>
<td>Y (D), 2 get to know, 3 introduce self/and aorist with 3rd person plural subject gada(iCvam), acquainted with; recognise, 5 can be known, 6 deem</td>
<td>try</td>
</tr>
<tr>
<td>2 (ga)iCnob</td>
<td>Y (D), 2 get to know, 3 introduce self/and aorist with 3rd person plural subject gada(iCvam), acquainted with; recognise, 5 can be known, 6 deem</td>
<td>try</td>
</tr>
<tr>
<td>3 (ga)eCnobi</td>
<td>be known, 4 iCnobi, 6 Cnob</td>
<td>try</td>
</tr>
<tr>
<td>5 (ga)Cvli</td>
<td>attempt</td>
<td>try</td>
</tr>
<tr>
<td>4 (Xa)iCvam</td>
<td>dress self, 3 get changed, 4 you (D) wear</td>
<td>try</td>
</tr>
<tr>
<td>2 (Xa)aCmev</td>
<td>dress X (D), 2 dress self, 3 get changed, 4 you (D) wear</td>
<td>try</td>
</tr>
<tr>
<td>1 (Se)aCden</td>
<td>waste; miss (appointment),</td>
<td>try</td>
</tr>
<tr>
<td>2 (Se)Cdebi</td>
<td>fail to bring object in contact with its target, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
<td></td>
</tr>
<tr>
<td>3 (ga)Cdebi</td>
<td>fail to bring object in contact with its target, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
<td></td>
</tr>
<tr>
<td>5 (ga)Cdebi;</td>
<td>object in contact with its target, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
<td></td>
</tr>
<tr>
<td>6 (ga)Cdebi;</td>
<td>object in contact with its target, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
<td></td>
</tr>
<tr>
<td>4 gamCvdara</td>
<td>perfect</td>
<td>3 fail to bring object in contact with its target, 4 make mistake, err, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
</tr>
<tr>
<td>4 gamCvdara</td>
<td>perfect</td>
<td>3 fail to bring object in contact with its target, 4 make mistake, err, 5 remain unused, waste time; go beyond/out of X (D), vs X (D) loses Y (nom.), 6 object fails to hit its target (D), 7 some word unwittingly escapes your (D) lips try</td>
</tr>
<tr>
<td>3 (Se)eCdebi</td>
<td>change, substitute, 2 exchange, 3 pass away</td>
<td>perfect</td>
</tr>
<tr>
<td>2 (Se)aCden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>1 (ga)aCden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>2 (ga)iCden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>3 (a)aCden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>4 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>5 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>6 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>11 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>1 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>2 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>3 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>4 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>5 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>6 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>1 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>2 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>3 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>4 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>5 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>6 (ga)Cden</td>
<td>wear out X, 2 X wears out</td>
<td>perfect</td>
</tr>
<tr>
<td>English</td>
<td>Georgian</td>
<td>Note</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>perfect</td>
<td>გამარჯობა/ გამარჯობა</td>
<td>-</td>
</tr>
<tr>
<td>=</td>
<td>გამარჯობა/ გამარჯობა</td>
<td>-</td>
</tr>
<tr>
<td>1 plurality falls from X (D)</td>
<td>მონადა/ მონადა</td>
<td>-</td>
</tr>
<tr>
<td>7 plurality falls from your (D) hand cf.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>it’s cold, 2 you (D) are cold, 3 make cold, 4 get/catch cold, 5 air temperature turns cold, 6 you (D) start to feel cold, 7 pester X (D) cold civilised</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1 laugh, 2 mock X (D), 3 begin laughing, 4 you (D) burst out laughing</td>
<td>ამბეთი/ ამბეთი</td>
<td>-</td>
</tr>
<tr>
<td>rainbow</td>
<td>მყინვარი</td>
<td>-</td>
</tr>
<tr>
<td>sky-blue, azure heavenly</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>inquisitive</td>
<td>სასიღამავალი</td>
<td>-</td>
</tr>
<tr>
<td>1 know, 2 you (D) will know you (D) pity X in sin knowledge wife dough few, a little you (D) consider to be little/few alive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>brush tear pseudo-scholarship/science pseudo-scholar/scientist false witness bad scuttle, 2 will scuttle up to swim udder look at X (D), 2 gaze, 5 gaze out, 4 gaze out at X (D) [2–4 only in present sub-series] bake X, 2 be baked, 3 bake make clear publicly, declare, 2 present oneself, 3 announce plain make bitter/angry bitter, sour make bitter/angry bitter, sour it’s hot, 2 you (D) are/will become hot, 3 you (D) deem to be hot, 4 make hot (cf. you (D) have fever), 5 X becomes hot hot horse sheep nose handkerchief creature</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
CHovr: CHovrob/
live
iCHovreb
living, life
CHra
nine
CHrameti
nineteen
jab: (da)jabav
aggravate, make
tense
jal: 1 (da)ajaleb,
(D),
2 (mi/mo)ejalebi
(D),
force X on Y
force
self on X (D)
jala
strength
jalian
very, a lot
jalua (a)
uncle’s wife
jarCv: (ga)jarCvav
burgle
jaGli
dog
jaGluri
canine
jaH:
1 (gamo)ijaHeb,
call X out,
2 (da)ujaHeb,
shout at, send
3 (gamo)sjaHeb,
(a call to X (D),
4 (Se)sjaHeb,
shout out to X
5 ijaHi
(D),
direct a
(Imperfect shout at X (D),
= ijaH(o)di),
5
6 (gamo)ijaHeb,
shout out, say,
call X (D) ‘Y’
nominal
son (in
patronymics)
search(ing)
je/in:
1 (Se)sjen,
acquire X for Y
2 (Se)ijen,
acquire
3 (Se)gejineba,
(actively),
you
4 (da)sjen
(D) acquire
(passively), get a
child, 4 add
afterthought to
X (D)
dear, valuable
squeze through
narrow space,
sneak off (cf. get
X to squeeze
through opening); cf. (da)ajrob
(old form of
(ga)gjvreba,
(D) skin is
3 (ca)ajrob
flayed, you are
ruined finan-
cially,
3
snatch
(e.g. ring) off X
(D)
Note: krints ar
(da)(s)jrav
‘you
don’t utter a
squeak’
strip X off Y
(D), flay,
2 your
(D) skin is
flayed, you are
ruined finan-
cially, 3 snatch
(e.g. ring) off X
(D)
jveli
old
jviri
expensive
jvirPasi
dear, valuable
j(e)r: (ga)jvrebi
squeeze through
= masdar
narrow space,
gajroma
(cf. (ga)ajvren)
sneak off (cf. get
X to squeeze
through opening); cf. (da)ijvri
(older form of
(ga)gjvreba,
(D)
move/moved/
apparently (have)
moved’ from
(ga)gjvreba
‘set X in motion’;
Note: krints ar
(da)(s)jrav
‘you
don’t utter a
squeak’
strip X off Y
(D), flay,
2 your
(D) skin is
flayed, you are
ruined finan-
cially, 3 snatch
(e.g. ring) off X
(D)
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>დიი 1 (გა)თანხჟა,</td>
<td>put to sleep,</td>
</tr>
<tr>
<td>2 (გა)თანხჟა,</td>
<td>go to sleep,</td>
</tr>
<tr>
<td>3 თანხჟა,</td>
<td>you (D) feel like sleep,</td>
</tr>
<tr>
<td>4 თანხჟა,</td>
<td>(D) drop off to sleep,</td>
</tr>
<tr>
<td>5 თანხჟა</td>
<td>you (D) are asleep</td>
</tr>
<tr>
<td>დიი (თანხჟა)</td>
<td>root (at the base, foot, bottom)</td>
</tr>
<tr>
<td>დიიი ფიუ- (ჯამა)</td>
<td>present sub-series (cf. overpower), 2 it</td>
</tr>
<tr>
<td>1 ფიუ (ჯამა),</td>
<td>is given to you</td>
</tr>
<tr>
<td>2 ფიუ,</td>
<td>you give [present sub-series]</td>
</tr>
<tr>
<td>3 ფიუ</td>
<td>strong (very, strongly)</td>
</tr>
<tr>
<td>დიიიი (ჯერი)</td>
<td>with difficulty</td>
</tr>
<tr>
<td>დიიი (ჯანსკი)</td>
<td>brother (cf. blood brother = lit. liver brother)</td>
</tr>
<tr>
<td>დიიერი (ჯამა)</td>
<td>brother’s child</td>
</tr>
<tr>
<td>დიიაში (ჯირი)</td>
<td>difficult</td>
</tr>
<tr>
<td>დიია (ჯანსკი)</td>
<td>rag(s)</td>
</tr>
<tr>
<td>დიითი</td>
<td>cow</td>
</tr>
<tr>
<td>დითი 1 ალაშჟა,</td>
<td>you (D) hate,</td>
</tr>
<tr>
<td>2 (გა)თანხჟა,</td>
<td>make X (D)</td>
</tr>
<tr>
<td>3 თანხჟა,</td>
<td>hate Y,</td>
</tr>
<tr>
<td>4 თანხჟა</td>
<td>conceive hatred for, 4 you (D) begin to</td>
</tr>
<tr>
<td>დითი (ჯერი)</td>
<td>hate breast</td>
</tr>
<tr>
<td>დითჟა (ჯანსკი) (cf.</td>
<td>gift (cf. present as a gift to, dedicate</td>
</tr>
<tr>
<td>(ჯამა)თანხჟა)</td>
<td>to X (D))</td>
</tr>
<tr>
<td>ჯს</td>
<td>chestnut</td>
</tr>
<tr>
<td>ჯის</td>
<td>yearning</td>
</tr>
<tr>
<td>ჯჟი</td>
<td>medicine</td>
</tr>
<tr>
<td>ჯი</td>
<td>second</td>
</tr>
<tr>
<td>ჯიalie (ჯამათანხჟა)</td>
<td>poison</td>
</tr>
<tr>
<td>Georgian</td>
<td>English</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>გეგარი</td>
<td>ground on, catch up with X (D), 1/8 help is afforded to you (D), 19 draw (in some direction), smoke [present sub-series], pursue (some activity/one’s own path (D), aorist ოური, perfect ფიქრიათ), cf. you (D) meet good fortune (ტკბილობა) towards X (D) (ციხლია), put up resistance (ტანიან); go in for, perform (agitation = აქტიური) (გაიტრა)</td>
</tr>
<tr>
<td>გიმეთი</td>
<td>member</td>
</tr>
<tr>
<td>ნორთი</td>
<td>year reckoning, era</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>year (this year)</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>1 (გა)ჩწარმო, 2 (ხორ)ჩწარმო, 3 (ჩინაგა), 4 (ჩინაგა)ჩწარმო, 5 ჩინაგა, 6 ჩინაგა, 7 (ჩინაგა)ჩწარმო, 8 (ჩინაგა)ჩწარმო, 9 (ჩინაგა), 10 ხორ ჩწარმო, 11 ჩწარმო, 12 (ხორ)ჩწარმო are you writing = [present sub-series], 11 describe, 12 be written</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>writing and reading letter</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>honeysuckle constitution rule, order, law proper, ordered order (cf. agenda)</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>1 burn, 2 your (D) eyes are burning</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>1 hand to, make available to X (D), 2 reach out and attain X (D)</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>i invite, 2 issue invitation to X (D) [present sub-series]; visit X (D) as a guest, 3 occasion, cause</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>make lie down, put to bed, 2 move recumbent X</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>juice</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>beard</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>it rains</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>temper</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>train</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>slim, fine</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>thin-hooved</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>library</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>book</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>measles</td>
</tr>
<tr>
<td>ჩინაგა</td>
<td>red</td>
</tr>
<tr>
<td>Georgian</td>
<td>English</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>პირი</td>
<td>lot in front (adv.) of, before, ago (+ G)</td>
</tr>
<tr>
<td>პირი (ა)</td>
<td>one in front; former; prior</td>
</tr>
<tr>
<td>პირანაქვრობი</td>
<td>opposing</td>
</tr>
<tr>
<td>პირანაქვრობით</td>
<td>in the past, ago (just now, recently)</td>
</tr>
<tr>
<td>პირის საწყობი</td>
<td>preface, introduction</td>
</tr>
<tr>
<td>პირგემო</td>
<td>sock, stocking</td>
</tr>
<tr>
<td>პირთხლურობით</td>
<td>foresight</td>
</tr>
<tr>
<td>პირი</td>
<td>in front/the face of (+ G)</td>
</tr>
<tr>
<td>პირათ</td>
<td>apron</td>
</tr>
<tr>
<td>პირათი: (გა)წვრილი</td>
<td>pepper (capsicum)</td>
</tr>
<tr>
<td>პირათი</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირათში</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>პირუტოქია</td>
<td>calling, title vocative</td>
</tr>
<tr>
<td>პირუტოქია 1</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირუტოქია 2</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>პირუტოქია 3</td>
<td>calling, title vocative</td>
</tr>
<tr>
<td>პირუტოქია 4</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირუტოქია 5</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>პირუტოქია 6</td>
<td>calling, title vocative</td>
</tr>
<tr>
<td>პირუტოქია 1</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირუტოქია 2</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>პირუტოქია 3</td>
<td>calling, title vocative</td>
</tr>
<tr>
<td>პირუტოქია 4</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირუტოქია 5</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>პირუტოქია 6</td>
<td>calling, title vocative</td>
</tr>
<tr>
<td>პირუტოქია 1</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირუტოქია 2</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>პირუტოქია 3</td>
<td>calling, title vocative</td>
</tr>
<tr>
<td>პირუტოქია 4</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირუტოქია 5</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>პირუტოქია 6</td>
<td>calling, title vocative</td>
</tr>
<tr>
<td>პირუტოქია 1</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირუტოქია 2</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>პირუტოქია 3</td>
<td>calling, title vocative</td>
</tr>
<tr>
<td>პირუტოქია 4</td>
<td>1 hand/make X available to Y (D), 2 issue call to X (D) to do Y</td>
</tr>
<tr>
<td>პირუტოქია 5</td>
<td>1 call X (D) ‘Y’, 2 you (D) get called</td>
</tr>
<tr>
<td>Georgian</td>
<td>English</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>3 (mo)ქიგმარობა</td>
<td>(D) feel distress, annoyance,</td>
</tr>
<tr>
<td>4 ქიგმარი</td>
<td>3 you (D) become annoyed, distressed, fed up with X</td>
</tr>
<tr>
<td>1 ქიგმარი</td>
<td>1 decide X, 2 break off, liquidate, 3 stop, 4 snap off one’s own X (e.g. button)</td>
</tr>
<tr>
<td>2 ქიგმარი</td>
<td>2 break free when tied up; explode in anger, 3 be decided</td>
</tr>
<tr>
<td>4 (g)ქარჲრი</td>
<td>calm X down, 2 accept</td>
</tr>
<tr>
<td>5 ქარჲრი</td>
<td>become angry 1 you (D) are thirsty, 2 you (D) become thirsty</td>
</tr>
<tr>
<td>1 (g)ჯიძური</td>
<td>eat, 2 devour, 3 is edible, 4 feed X to Y (D), 5 snatch a bite of X beetroot</td>
</tr>
<tr>
<td>2 (g)ჯიძური</td>
<td>hammering</td>
</tr>
<tr>
<td>3 ჯიძური</td>
<td>catch, arrest, 2 you (D) hold</td>
</tr>
<tr>
<td>4 ჯიძური</td>
<td>1 cut in (two), 2 cut up, wound, 3 cut across, 4 cut X off Y (D)</td>
</tr>
<tr>
<td>5 ჯიძური</td>
<td>rye spin out, lengthen</td>
</tr>
<tr>
<td>6 ჯიძური</td>
<td>stretch, make taut, spin out</td>
</tr>
<tr>
<td>7 ჯიძური</td>
<td>1 you (D) need, 2 be difficult, 3 you (D) suffer from X, 4 you (D) are in trouble</td>
</tr>
<tr>
<td>8 ჯიძური</td>
<td>darling! (your darling eyes(!)) glass, cup nourish</td>
</tr>
<tr>
<td>9 ჯიძური</td>
<td>intelligence intelligent tuberculosis squinch up rumour wound crockery crevice dirt dirty squeal</td>
</tr>
<tr>
<td>10 ჯიძური</td>
<td>bring lip/hand into contact with X (D), 2 touch X (D) (as far as X (D) is concerned)</td>
</tr>
<tr>
<td>11 ჯიძური</td>
<td>make X something; remove clothing X from Y (D), 2 remove get undressed, 2a remove one’s own headgear X, 3 become; grow thin, 4 pay, 5 something (e.g. payment) devolves upon you (D), 6 X happens,</td>
</tr>
</tbody>
</table>
X happens to you (D); X suits you (D),
raise X from Y (D) (you rape X (D)),
X (e.g. dream) is realised for you (D),
thank X (D),
make X (D) make Y become something; make/help X (D) undress (either X or Y,
in which case Y is governed by _Tvis),
apologise to X (D)

Effect/make X happen (cf. X happens), 2 ruin (cf. X fails, X becomes ruined/no good)
tree
see, vs notice,
2 be seen/visible; look (e.g. forward = _giñ),
3 will look down at/examine X (D)
(Look!; the sun will send down its light), 4 will examine one’s own (e.g. finger = _moñ),
look down, will look down into/familiarise oneself well with X (D), 6 will look down into,
take a look at X (D), 8 will look into,
look into, will look at/pay attention to X (D) thither/hither, 10 will look thither/hither (_miñ) may mean ‘will get better’),
11 will look out at/go outside to meet X (D),
12 will look out, 13 will look over/across at X (D),
14 will look over/across
polite expressions
for 'I am/we are',
'X is', 'they are'
(I am, was,
apparently was/
have been in
attendance upon
you (pl.) (D),
at your (pl.)
service)
for a second time
generosity
glove
power, government
for a second time
accessible
emperor
artist
hands and face
tool
towel
wage, salary
you will snatch
a bite to eat
manage (cf. trick)
tomorrow (till
tomorrow)
of tomorrow
1 meet X (D)
(cf. meeting),
2 be somewhere
to meet X (D),
3 hit come into
contact with X
(D) as target,
land somewhere,
4 realise, 5 fall
to your (D) lot,
6 arrange for X
to meet Y (D),
7 bring X into
contact with Y
(D), store up X
for Y (D),
8 make X hit
target Y (D)
1 wrap up (e.g.
'take/make X in
misfortune'/
'bother'), 2 bind
up (e.g. @tie X
'in a rag'), 3 get
wrapped up in,
wrap oneself up
in X (= -Si),
4 embrace X
(D), 5 wrap
around (make X
(D) dizzy)/
(smother X (D)
with Y),
6 impose/force
X upon Y (D),
7 wrap around
(impose X upon
Y (D)), 8 turn
(thither/hither),
9 turn off
1 cough deliberately,
2 you (D) cough
accidentally
you entreat X
(D) on behalf of
Y,
1 perforate, 2 execute by
shooting
charm
bridge
observable
fruit
danger
voice
sword
1 use, 2 use X for
the benefit of/
<table>
<thead>
<tr>
<th>Georgian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>გალახ</td>
<td>to help Y (D), 3 help X (D)</td>
</tr>
<tr>
<td>საერთ</td>
<td>noise having a sword as a rule</td>
</tr>
<tr>
<td>გაიხტ</td>
<td>conditional but; whereas; however</td>
</tr>
<tr>
<td>ზხორ</td>
<td>surely corn, wheat having flesh corporeal</td>
</tr>
<tr>
<td>გაუსურ</td>
<td>realised, made flesh</td>
</tr>
<tr>
<td>ქუთ</td>
<td>1 kill (many), 2 wipe one’s nose, 3 you (pl.) are killed, 2 kill (many), 3 go crawling, 4 3 go crawling, about, 5 crawl into</td>
</tr>
<tr>
<td>ქუთთხ</td>
<td>choke, drown, suffocate X corrupt</td>
</tr>
<tr>
<td>გრძგ</td>
<td>I remind X (D) of Y, 2 recall deliberately, 3 you (D) recall inadvertently, 4 tell X (D) something [polite]; give information to superior/official gathering (cf. conference paper), 5 you (pl.) (D) know [polite], 6 remind X (D) of Y mention</td>
</tr>
<tr>
<td>გაფრთხ</td>
<td>I explain, 2 open, 3 leave X (D) alone you (D) remember</td>
</tr>
<tr>
<td>ქუთთხთხ</td>
<td>1 jump [present sub-series], 2 jump up/into five 5 out of 5 = top marks Thursday hooligan jester, jesting I joke, 2 joke with X (D), 3 have a little joke, 4 have a little joke with X (D) joking I cover, shut, 2 put headgear on X (D), 3 put on one’s own headgear change in money change (money) persimmon frequent bristle brush wage bowl hell hellish, damned healthy health rebellion army soldier I crash X against Y (D), 2 crash into X (D) group</td>
</tr>
</tbody>
</table>
Note: In the first edition of this grammar the construction for ‘X related Y to Z’ was given with nominative X + dative Y and dative Z, as in ყაჩში მეგობარი მანქანის ისტორიას მუქვა the man related the history of the car to his friend, though it was noted that on the street one heard the ergative construction, as in ყაჩში მეგობარი მანქანის ისტორია mouqva. However, speakers consulted for this second edition almost without exception accepted only this latter, neologistic construction. In the first edition no example for this verb in the perfect was included; according to the original construction, as assumed by the editors of the Georgian Academy Dictionary, the construction would have been: ყაჩში მეგობარი მანქანის ისტორიას მოქოლია, but the modern preference has ყაჩში მეგობრის მანქანის ისტორია mouqolida. The pluperfect of the verb is then old style mohqoloda vs new style meqolos, and the IIIrd subjunctive old style mohqolodes vs new style meqolos. One should additionally note that the perfect for the bivalent form of the verb (i.e. without the notional indirect object) is given in the Georgian Academy Dictionary as either mohqolia or moqolila X has evidently related Y.

Another variant not presented in the first edition was noted in the final days of preparation of the present volume – this concerns the pluperfect of the verb in the expression (ყოფილი) ამოვართა ჩამორჩენილება I shall take a statement from them. In the aorist this would be (ყოფილი) ამოვართა ჩამორჩენილები, and in the perfect (ყოფილი) ამოვართა ჩამორჩენილება, but the modern preference has (ყოფილი) ამოვართა ჩამორჩენილები, while the recently encountered examples have (ყოფილი) ამოვართა ჩამორჩენილება.
Lesson 1
I love a chicken’s tongue,
Its flying over from on high,
Its flank-thigh-rump-neck,
A little piece of collar-bone;
If you also add in the chine,
That’ll just do me fine!

Lesson 2
Iavnaninao,
Sleep, little darling,
Iavnaninao,
Dawn has not yet come,
Iavnaninao,
The stars have risen,
Iavnaninao,
The moon has taken fright,
Iavnaninao,
The givers of light are coming,
Iavnaninao,
I’ll take this to my little chap,
Iavnaninao,
I’ll fill his eyes with sleep,
Iavnaninao,

Lesson 3
The reason I sing is not that I should sing
Like a wild bird;
Not only for sweet sounds
Did heaven send me here to earth.
Heaven appoints and the nation rears me,
A heavenly body (reared by) an earthly one;
I speak with God with the aim
Of leading the nation forward . . .

Lesson 4
Come, let’s see the vine, what ate up the vine?
I went, I saw the vine, a goat ate up the vine.
Come, let’s see the goat, what ate up the goat?
I went, I saw the goat, a wolf ate the goat.
A wolf ate the goat, the goat ate up the vine.
Come, let’s see the wolf, what ate up the wolf?
I went, I saw the wolf, a gun ate the wolf.
A gun ate the wolf, the wolf ate up the goat.
Come, let’s see the gun, what ate up the gun?
I went, I saw the gun, rust ate the gun.
Rust ate the gun, the gun ate the wolf.
The wolf ate the goat, the goat ate up the vine.
Come, let’s see the rust, what ate up the rust?
I went, I saw the rust, earth ate the rust.
Earth ate the rust, the rust ate the gun.
The gun ate the wolf, the wolf ate up the vine.
Come, let’s see the earth, what ate up the earth?
I went, I saw the earth, a mouse ate up the earth.
A mouse ate the earth, the earth ate the gun.
The gun ate the wolf, the wolf ate up the vine.
Come, let’s see the mouse, what ate up the mouse?
Lesson 5
Hug me quickly to the bosom, nani-nanina,
And I’ll sing to you, darling, nani-nanina!
The cursed Turk is moving along the road,
nani-nanina,
Smitten by your father’s axe, nani-nanina.
The foe is threatening again, nani-nanina,
The Turks have ravaged us, nani-nanina,
They snatch everything away from man,
nani-nanina.
Then they darken the sun for him,
nani-nanina.
In front the Turks, the tormentors,
nani-nanina,
Behind the punishers pursue them,
nani-nanina,
They have looted our possessions,
nani-nanina,
They have put our wicker-dwellings to the torch, nani-nanina.

Your father is not here, nani-nanina,
And those of us left in Urta, nani-nanina,
Are hiding, gripped by fear,
nani-nanina,
Your father’s fighting the foe, nani-nanina,
Your father left you this command: nani-nanina,
Let him soon follow in my footsteps, nani-nanina,
Your father realised, when he said it, nani-nanina,
That you are destined to become a hero, nani-nanina,
Everything is ready, nani-nanina,
A grey stands saddled, nani-nanina,
Mount up and follow the path, nani-nanina,
And I give you this commission: nani-nanina,
Even if a 100 come upon you, nani-nanina,
Do not violate the price of a hero, nani-nanina,
And to the enemy never shew, nani-nanina,
Your back – remember this! nani-nanina.

Lesson 6
A variegated butterfly was intoxicated
And bedazzled by a violet . . .
A lad crept up on it,
He caught it and rejoiced . . .
Affectionately he said to it:
‘Butterfly,
With what do you sustain yourself?
How are you not tired the whole day
By restlessly being on the wing?’
The butterfly said to him: ‘In the meadow
I live without a care . . .
There flowers have unfolded
For me to feed on and suck.
What time I have I sweetly spend,
I fly about as I wish,
But I am not long-lived . . .
Let me go . . . Don’t delay me!’
The lad released it from his hand,
The gentle butterfly flew out . . .
And, as if as a mark of gratitude,
Slowly fluttered around his head.

Lesson 7
I see destiny’s peak,
A white area is there.
I am lying in my room,
And in the sky is the moon.
Tonight I shall write a poem,
Since I’m awaiting death.
And I want to keep in face
Right now the moon’s quick pace.
Here sleep is all around,
What’s left is memory.
The sky has cleared up proud,
And there is no sign of cloud.
I see destiny’s peak,
A white area is there.
I am lying in my room,
And in the sky is the moon.

Lesson 8
Gigla the chatterbox is studying,
The sun gaped in upon him:
‘Gigla, that’s enough studying for you,
Now’s a good time to go out
Come on out, have a little play,
No-one will tell your father!’
‘No, oh sun, my lady-sun, 
First let me finish studying! . . .’
Gigla started to write,
A bird began to sing:

‘Gigla, that’s enough studying for you,
Now’s a good time to go out . . .
Come on out, have a little play,
No-one will tell your father!’

‘No, oh wagtail-bird,
I’ve been visited by a master . . .
If you leave off singing,
Then I too will leave off writing! . . .’
Gigla goes on studying his lesson,
Not looking at the fruit in the garden . . .
From the garden a cherry
Seeks to catch his eye.

‘Gigla, that’s enough studying for you,
Now’s a good time to go out . . .
Come on out, have a little play,
No-one will tell your father!’
The child left off studying,
Not that studying had tired him . . .
He came outside,
He called to his friends:

‘Who was calling to me just now?
Present yourself here for a moment! . . .’
The sun smiles down on Gigla,
The bird sings to him,
The cherry in shame
Began offering him a huge fruit-laden branch . . .

Lesson 9
Should my yearning be to cry,
What, pray, does each of you desire?
One laughs, another weeps,
Such is the world.
Whoever amongst you has no liking of tears,
That one of you should not sit by me;
Master of a crying pipe
How shall I become your equal (literally: extend my foot to you)??
But just once shall we learn,
Which one of us stands close(r) to God.

Lesson 10
The broad meadow covered in snow
Had seemingly fallen into a deep sleep,
And the veiled, thick forest’s face had become quite set in stone.
From nowhere was heard
Either sound of prey or cry of men,
All around from horizon to horizon
Stood silence, like the sleep of the dead.
And in this silence-enveloped meadow
The freeze gradually strengthened.
Now up in the mountains and now below
It would seat itself in regal fashion.
It would sit and the while its eye
Not remove from the well-trodden path,
It wanted to reveal its power,
To meet face on any coming traveller.

And lo there appeared on the path
A child with books tucked under armpit!
With quick step, with face full of life
He was scuttling to school.
Jack Frost thereupon turned toward him
And angrily stood in front of him:
‘Child, fool,’ it suddenly yelled at him,
‘I advise you to return home at once.
Stubbornness will get you nowhere with me,
Your red colour is soon going to change;
Know that for glory over you
I’m prepared to die a bitter death.’
The small child hears all this,
He’s cold and shivers with all his body,
Yet he does not stand still, rubbing his hands
He bounds away and thumps his feet on the ground as he goes.
Jack Frost’s angered and his anger grows
At the small child’s boldness,
Increases his sting and lights a fire
On the child’s cheeks and ears.
Our little chap was sorely troubled,
His hands and feet were quite frozen . . .
‘Woe, mother!’ suddenly echoed around
And tears poured from the poor fellow.
But even so he was not totally alarmed,
He didn’t stand still, he didn’t pause!
Suddenly, with all his might and power,
He nimbly darted off to school.
The little chap runs, he runs and . . . lo
The school-window and the light of fire!
Thereupon he utterly forgot
Both Jack Frost and his vaunting.
Lesson 11
I am a bard of love
I beautify the mother-tongue,
I am a creator of songs,
For all to use for pleasure.
I am a reconciler of nations,
For all I lay a spread of roses,
I am enemy only to the one
Who bares his teeth at love.
I came into being in the 19th century,
I shall move about/down into the 20th as
a guest,
I shall keep versifying Georgian,
Till I go down into the grave.
Many people will think of me,
When I depart from this world,
I shall take love along with me,
Without it I shall not go.
I have never been bereft of verse,
I was ever ready, whoever asked whatever
of me,
I do not yet, living, have value,
So that, if I die, none of you will start to
mourn.
Ietim-Gurdzhi will turn his back on you,
If he goes, he won’t come back,
Rust(a)veli’s fosterchild
And the second Sayat-Nova.

Lesson 12
Our Father that art in heaven,
Hallowed be thy name,
Thy kingdom come,
Thy will be done,
On earth as it is in heaven,
Give us this day our daily bread
And forgive us our trespasses,
As we forgive them that trespass against us,
And lead us not into temptation,
But deliver us from evil;
For thine is the kingdom, the power and the
glory
For ever and ever. Amen.

Lesson 13
Some points about computers
Lik’a Ch’ant’uria
The 20th century, together with several
other important discoveries, has entered
history as the century of the computer. In
truth, this amazingly intelligent machine has
brought about a really great revolution in
the world of modern civilisation. It is
gradually becoming an indivisible part of
our life, and, to that extent, the whole of our
civilised world is unimaginable without this
truly great discovery of the century.

Two main types of computer exist:
analogue and digital. Digital computers
make use of electrical signals in on-off
format. Society has essentially become
familiar with the digital computer thanks to
the spread of pocket-calculators and other
clever devices (type-writers, washing
machines).

A digital computer consists of four main
parts:
1. The processor, which fulfils commands,
arithmetic, logical operations on stored data.
2. The memory, or place for storing
information.
3. The information entry-retrieval device.
Information is often entered by typing
(by use of a keyboard) or by means of
diskettes [or] cassettes. The information to
be retrieved, on the other hand, comes out
on the screen, on printers (from where the
copying of the text is possible) and on
diskettes.
4. Communication devices, which give
computers the means to “converse” with
other machines and devices. This device
contains modems, which link computers
with the telephone-line and networks which
give machines the power to converse with
other machines at great speed.

Modern computers can be divided into
three main categories according to their
size and capabilities: micro-computers,
mini-computers and main-frames. Micro-
computers are the usual computers which
we have all seen.

Lesson 14
Andria Balanchivadze
Georgian musical art [and] Georgia’s
cultural life have suffered a most grievous
loss: at the age of 86 has passed away
Andria Balanchivadze – the great composer
and social activist, a remarkable pedagogue
[and] educator, who was himself tirelessly
active even in venerable old age and was
even still setting his imprint on the homeland’s spiritual culture.
Especially great is Andria Balanchivadze’s legacy; he did not shun a single area of musical creativity, which is in terms of genre multifaceted, and everywhere has set the stamp of his own illuminating words. But from the very start in his music were incised the main genre-related tendencies in the guise of symphonic, concert-instrumental and ballet music, and in each of them he fulfilled a foundation-laying [and] leading role in the nation’s musical art.

Andria Balanchivadze was born on 19th May 1906 in St. Petersburg in the family of Melit’on Balanchivadze, the author of the first Georgian opera. In 1926 he graduated from the Tbilisi Conservatory in the fields of composition ([studying] with Prof. M. Ippolitov-Ivanov) and piano ([studying] with Prof. I. Eisberg). He continued to study and in 1931 graduated from the Leningrad Conservatory in composition [having studied] with Prof. A. Zhitomirskij and specialising in the piano — with Prof. M. Yudina.

He enjoyed great authority even outside the frontiers of Georgia; he was friends with the great musicians of the day. It is sufficient that we name among them one of our century’s greatest composers, Dmitry Shostakovich.

More than one generation of Georgian musicians will be boundlessly grateful to Andria Balanchivadze for being a most refined musician and personality; his name and memory will light up the future of Georgian music like a large ecclesiastical candle.

Lesson 15

No wheel has here traversed a track:
On horseback would they fly up to the tall towers. Then the deities of the hunt would slay those riders
And send flying upwards their golden plaits.
Still each manly one bore
His own portion of torment and trial,
Still none returned from the path
And escaped from the untrodden rocks.

Lesson 16

Just now the sky was thundering,
The trees were trembling with fear . . .
To earth
The downpour were knocking the fledglings from their nest . . .
Now such a calm reigns all around,
It’s as if, . . . what happened
Happened some time in the past,
And not just now.

Lesson 17

‘Winfried, how, sir, did your acquaintance with the Georgian language start? Was this encounter accidental or a regular extension of your scholarly interests?’
‘We can’t categorically style it either the one or the other.’
‘In what way did the “Georgian world” reveal itself to be interesting and attractive for you?’
‘The Georgian language right from the start interested me, and I soon began working on Georgian version. The investigation came out in 1969. However, this was still a side-interest, but after I became professor of English and General Linguistics at Oldenburg’s newly founded university, I spent the whole of a free semester in Georgia.’
‘Your family, because of your caucasological activities, is an acknowledged host by Georgian guests. But in this business, you will be well aware, the housewife plays the main role . . .’
‘My wife shares my love and empathy for Georgians. And so, she very much wants
that Georgian guests should feel themselves as comfortable as possible in our house.’

‘Still Caucasian guests probably upset the rhythm of your normal life? . . .’

‘From this point of view Georgians do not differ from representatives of other peoples. All have their own character – thank God! But individual differences are more ‘cutting’ than national ones.’

‘Your scholarly interests touch upon Old and Modern literary Georgian, the dialects; apart from this, you will study the other Kartvelian languages – Laz-Mingrelian and Svan. And almost half of your present study-trip you have spent in Svanetia. With what sort of impressions did you return? Was your Svan expedition fruitful or not?’ ‘My “study-trip” was fruitful . . . The Svan language and the culture and, in general, its multi-ethnic makeup is one of Georgia’s greatest treasures, which it must not lose and which is deserving of attention.’

Lesson 18
I see the sun

A male thrush was sitting on a white cherry tree’s dry branch and warbling away in such a way that my uncle left off what he was doing, fetched a three-legged stool out into the yard, sat down and gave himself up to listening to it; I lay down on the rye-grass and shut my eyes. The thrush was singing without taking a breath; I was singing along with it in my heart and trying not to breathe until the thrush took a breath, but I didn’t have enough puff. The thrush went on whistling in one long melody. If it would take a rare pause, it would cast a glance at the setting sun and continue whistling as before. The enormous sun, red like a copper tray, was slothful in its descent and was setting alight the villages strewn about the expansive shore of the R. Supsa.

‘Keti!’ someone [shouted as they] came to a halt at the gate. The thrush stopped whistling.

‘Soso, lad, Sosoi!’ the guest now called to me.

‘Come in!’ I should back with no satisfaction and sat up.

Lesson 19
Old news

I sat up and began walking aimlessly around the room. I had a dreadful urge to light up a cigarette; with difficulty was I restraining myself. My heart was beating fast, and I could not even sense when the agitation took hold of me, but Bezhan lay motionless. He had closed his eyes, his hooked nose had grown thin and seemed on him more prominent.

He looked like a corpse. I carefully drew close to him and stood over his head. I listened . . . I detected careful, light breathing.

Then Bezhan slowly opened his eyes and looked at me.

‘Guia’s address is on the table,’ he said to me in a whisper.

I looked over at the table. On the table for sure there lay a strip torn from the page of an exercise-book.

‘Be a good chap, go round tomorrow and fetch me the books. My books . . . my books should be with me.’

‘Whose address is it?’

‘Guia’s. The girl who was sitting here . . . it’s a year since she took them and she has refused to return them to me. She’s a real show-off/tease, that one!’
‘I’ll bring you the books no later than tomorrow.’

I could stop there no longer, and this is why I agreed with him so readily. I crumpled the strip of paper into my pocket and came out of the room in terror – in terror because someone had come to doubt our purity, our decency. In my soul an uncommon alarm was clanging like a bell.

On the balcony it was dark. On the second floor they had already switched off the glaring bulb. On the stairs I heard Bezhan’s coughing. His was a dull and sustained cough. I no longer halted; I raced down the stairs in headlong flight.

‘If it’s possible, one moment . . .’ I heard a woman’s diffident, soft voice as soon as I emerged into the street . . .

The voice was soft and calm, but for some reason I felt fear – in fright I turned my head: before me stood the girl I had seen at Bezhan’s. In the darkness of the street I could not make out the face, but I felt that it was the girl who had met me at Bezhan’s – Guia.

‘How long I’ve been waiting for you. I didn’t think you’d be this late.’

‘Have the lads gone?’ unable to manage anything else, this was my question to her.

‘Yes . . . we said goodbye without even introducing ourselves. I didn’t say that I was waiting for you . . . I told them that I live right here and we parted.’

Guia was talking calmly, convincingly. If I had not just seen her, from her manner of speech I would have taken her for an urbane, intelligent woman . . .

We followed along the dark street in silence. For a time we moved along like this; as for me, everything was now troubling and disconcerting me. Disconcerting to me was that the street was sunk in darkness and also that this girl was following me along at my side.

Lesson 20

Georgian folk literature:
Mingrelian texts

I

Poetry

Foreword

It is impossible that the study of Georgian oral literature, to which serious attention has been turned in recent times, be conducted with greater or less completeness, unless the folk artistry of all the regions of Georgia are properly taken into consideration. Svan and Laz-Mingrelian materials can make their own contribution in this matter, although the texts collected in Svanetia and Mingrelia have not as yet seen the light of day in sufficient quantity. It is superfluous to affirm that the publication of such texts would render a serious service not only to persons interested in folklore but to a wide public interested in the language, ethnography and history of the Georgian people and Georgian culture in general. The present publication, which is envisaged [to appear] in several volumes, is an attempt in a way to fill the afore-mentioned gap and to provide the reader with a reliable original source in an understandable and user-friendly guise.

II

Stories and lesser genres

We believe [that] there is no need to affirm that the collection and scholarly publication of such materials as these is a matter that cannot be postponed [or] delayed in order that the history and culture of the most ancient Georgian people can be studied in depth – today no-one can define exactly how the fate of the unwritten Kartvelian languages, Svan and Laz-Mingrelian, will pan out after a few centuries, but one can certainly say that the materials laid down in these languages will in the future attain the same price as gold.
## Index

The numbers given against each entry refer to the lesson(s) where the relevant information is given.

<table>
<thead>
<tr>
<th>Adjective/Verb Form</th>
<th>Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjectives</td>
<td>1, 2, 3, 4, 7, 8, 15</td>
</tr>
<tr>
<td>adverbial case</td>
<td>4</td>
</tr>
<tr>
<td>adverbs</td>
<td>1, 3</td>
</tr>
<tr>
<td>age</td>
<td>3</td>
</tr>
<tr>
<td>agreement affixes</td>
<td>3, 4, 6</td>
</tr>
<tr>
<td>alternative series</td>
<td>III for transitive verbs 20</td>
</tr>
<tr>
<td>aorist indicative</td>
<td>8, 11, 13</td>
</tr>
<tr>
<td>aorist subjunctive</td>
<td>12, 13, 14</td>
</tr>
<tr>
<td>articles</td>
<td>5</td>
</tr>
<tr>
<td>bad</td>
<td>3</td>
</tr>
<tr>
<td>be</td>
<td>1, 3</td>
</tr>
<tr>
<td>can</td>
<td>13</td>
</tr>
<tr>
<td>causal clauses</td>
<td>9</td>
</tr>
<tr>
<td>causatives</td>
<td>20</td>
</tr>
<tr>
<td>comparative</td>
<td>3</td>
</tr>
<tr>
<td>concessive clauses</td>
<td>15</td>
</tr>
<tr>
<td>conditional</td>
<td>14</td>
</tr>
<tr>
<td>conditional clauses</td>
<td>9, 14, 16</td>
</tr>
<tr>
<td>convey</td>
<td>13</td>
</tr>
<tr>
<td>dates</td>
<td>2</td>
</tr>
<tr>
<td>dative case</td>
<td>2, 5, 6, 10, 11, 13, 15, 16, 18, 19, 20</td>
</tr>
<tr>
<td>declension types</td>
<td>8</td>
</tr>
<tr>
<td>demonstrative adjectives</td>
<td>1, 2</td>
</tr>
<tr>
<td>demonstrative pronouns</td>
<td>1, 2, 3, 8</td>
</tr>
<tr>
<td>direct object marking</td>
<td>4</td>
</tr>
<tr>
<td>emphatic interrogative</td>
<td>7</td>
</tr>
<tr>
<td>emphatic pronoun</td>
<td>6</td>
</tr>
<tr>
<td>ergative case</td>
<td>8, 11</td>
</tr>
<tr>
<td>future indicative</td>
<td>6, 10, 11, 13</td>
</tr>
<tr>
<td>future subjunctive</td>
<td>14</td>
</tr>
<tr>
<td>genitive case</td>
<td>2, 3, 5, 6, 17</td>
</tr>
<tr>
<td>good</td>
<td>3</td>
</tr>
<tr>
<td>III subjunctive</td>
<td>20</td>
</tr>
<tr>
<td>imperative mood</td>
<td>12</td>
</tr>
<tr>
<td>imperfect indicative</td>
<td>14</td>
</tr>
<tr>
<td>indefinite adverbs</td>
<td>5</td>
</tr>
<tr>
<td>indefinite clauses</td>
<td>20</td>
</tr>
<tr>
<td>indefinite pronouns</td>
<td>5</td>
</tr>
<tr>
<td>indirect objects</td>
<td>5, 10, 11, 13, 15, 16, 18, 19, 20</td>
</tr>
<tr>
<td>indirect verbs</td>
<td>13, 14, 18, 19, 20</td>
</tr>
<tr>
<td>instrumental case</td>
<td>3</td>
</tr>
<tr>
<td>interrogative pronouns</td>
<td>2, 8</td>
</tr>
<tr>
<td>intransitive verbs</td>
<td>1, 2, 3, 10, 11, 12, 14, 18, 19, 20</td>
</tr>
<tr>
<td>know</td>
<td>9, 13</td>
</tr>
<tr>
<td>lie</td>
<td>1, 2, 3, 10, 12</td>
</tr>
<tr>
<td>locative version</td>
<td>5, 10, 11, 13</td>
</tr>
<tr>
<td>manner clauses</td>
<td>9</td>
</tr>
<tr>
<td>masdar (verbal noun)</td>
<td>17, 18, 19, 20</td>
</tr>
</tbody>
</table>
medial verbs 11, 12, 14, 15, 16, 20
months 2

necessary 12, 14, 16
negatives 7, 12, 15
neutral version 4, 5
nominative case 1, 2, 8, 11, 13, 15, 16, 18, 19, 20
noun clauses 9
numbers 2

objective version 7, 10, 11, 13, 20

particles 17, 18, 19, 20
passive voice 10, 20
perfect 15, 18
personal (anaphoric) pronouns 1, 2, 3, 8
pluperfect 16, 19
plural 2
possessive adjectives 1
possessive pronouns 1

possible 12
postpositions 1, 2, 3, 4, 10, 15
present indicative 4, 10, 11, 13
present subjunctive 14
preverbs 1, 2, 6, 8, 11, 17
prohibitions 12
purpose clauses 14, 16

questions 1

reflexive pronoun 6
relative clauses 7, 9
relative pronouns 7
result clauses 15
run 1, 10, 11

sit 1, 2, 3, 10, 12
speech reporting 18
stand 1, 2, 3, 10, 12
stative verbs 13, 14, 18, 19, 20
subject marking 3, 4
subjective version 5, 20
superlative 3
syncope 2, 4
tag-questions 1
temporal clauses 9, 17, 19
tense system 4
time 2
too 7
transitive verbs 4, 5, 6, 7, 8, 12, 14, 15, 16, 20

verb of motion 1, 3, 10, 12
version (vowels) 3, 4, 5, 7, 10, 11, 15
vocative case 7

want 13
weekdays 2
word formation 16, 19
word order 4