



# COMPLETE GEORGIAN

## MASTER COURSE

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# 1.

# GEORGIAN GRAMMAR



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# 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 მხედრული *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 (სავარჯიშო *savarjišo* 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

Mrg(v)lovani	Ⴀ	Ⴁ	Ⴂ	Ⴃ	Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ
K'utxovani	Ⴀ	Ⴁ	Ⴂ	Ⴃ	Ⴄ	Ⴅ	Ⴆ	Ⴇ	Ⴈ
Mxedruli	Ⴀ	Ⴁ	Ⴂ	Ⴃ	Ⴄ	Ⴅ	Ⴆ	(Ⴇ)	Ⴈ
Transcription	a	b	g	d	e	v	z	(ey)	t
Mrg(v)lovani	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ
K'utxovani	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	Ⴎ	Ⴏ	Ⴐ	Ⴑ
Mxedruli	Ⴉ	Ⴊ	Ⴋ	Ⴌ	Ⴍ	(Ⴎ)	Ⴏ	Ⴐ	Ⴑ
Transcription	i	k'	l	m	n	(y)	o	p'	z'
Mrg(v)lovani	Ⴒ	Ⴓ	Ⴔ	Ⴕ	Ⴖ	Ⴗ	Ⴘ	Ⴙ	Ⴚ
K'utxovani	Ⴒ	Ⴓ	Ⴔ	Ⴕ	Ⴖ	Ⴗ	Ⴘ	Ⴙ	Ⴚ
Mxedruli	Ⴒ	Ⴓ	Ⴔ	(Ⴕ)	Ⴖ	Ⴗ	Ⴘ	Ⴙ	Ⴚ
Transcription	r	s	t'	(wi)	u	p	k	g'	q'
Mrg(v)lovani	Ⴛ	Ⴜ	Ⴝ	Ⴞ	Ⴟ	Ⴀ	Ⴁ	Ⴂ	Ⴃ
K'utxovani	Ⴛ	Ⴜ	Ⴝ	Ⴞ	Ⴟ	Ⴀ	Ⴁ	Ⴂ	Ⴃ
Mxedruli	Ⴛ	Ⴜ	Ⴝ	Ⴞ	Ⴟ	Ⴀ	Ⴁ	(Ⴂ)	Ⴃ
Transcription	š	č	c	j	c'	č'	x	(q)	j
Mrg(v)lovani	Ⴜ	Ⴝ							
K'utxovani	Ⴜ	Ⴝ							
Mxedruli	Ⴜ	(Ⴝ)							
Transcription	h	(o:)							

## 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 *tt* 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 (ანბანბანი *anbani*) letter by letter, defining each by form, name and pronunciation.

<i>Mxedruli script</i>	<i>Approximate pronunciation</i>
ა (ანი ani)	as English short <i>a</i> in <i>hat</i>
ბ (ბანი bani)	as English <i>b</i>
გ (განი gani)	as English <i>g</i>
დ (დონი doni)	as English <i>d</i>
ე (ენი eni)	as short open English <i>e</i> in <i>pet</i>
ვ (ვინი vini)	as English <i>v</i>
ზ (ზენი zeni)	as English <i>z</i>
თ (თანნი tani)	as English <i>t</i>
ი (ინი ini)	as short English <i>i</i> in <i>hit</i>
ქ (კანი k'ani)	as English <i>k</i> , but glottalised
ლ (ლასი lasi)	as English <i>l</i>
მ (მანი mani)	as English <i>m</i>
ნ (ნარი nari)	as English <i>n</i>
ო (ონი oni)	as short English <i>o</i> in <i>hot</i>
პ (პარი p'ari)	as English <i>p</i> , but glottalised
ჟ (ჟანი žani)	as the letters <i>si</i> in <i>vision</i>
რ (რაე rae)	as the rolled <i>r</i> heard in Scottish English
ს (სანი sani)	as soft <i>s</i> of English <i>hiss</i>
ტ (ტარი t'ari)	as English <i>t</i> , but glottalised
უ (უნი uni)	similar to <i>oo</i> in English <i>hook</i>
ფ (ფარი pari)	as English <i>p</i> in <i>pot</i>
ქ (კანი kani)	as English <i>k</i> in <i>kit</i>
ღ (ღანი ḡani)	as the <i>ch</i> sound in the Scottish pronunciation of the word <i>loch</i> but voiced
ყ (ყარი q'ari)	as English <i>k</i> , 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:



e.g. დაბადებული *dabadébuli* (*having been*) *born*, დამალული *damáluli* (*having been*) *hidden*, ოხრახუში *oxráxuši* *parsley*, ოხშივარი *oxšivari* *steam*, მამასახლისი *mamasáxlisi* *village-/family-headman*, მდგომარეობა *mdgomaréoba* *situation*. However, some words of more than three syllables have the stress on the first syllable, e.g. ორიოდ/სამიოდ *óriode/sámiode* *about two/three* (*etc.*), კილოკავი *k'ílok'avi* *dialect*, დანარჩენი *dánarčeni* *remainder*, ყავარჯენი *q'ávarjēni* *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 *-švili* *child* or -ძე *-je* *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. ყარყარაშვილი *q'arq'arašvili*, ჩუბინაშვილი *čubinašvili*). Those of the second type carry stress on the penultimate syllable (e.g. შანიძე *šanije*, შევარდნაძე *ševardnáje*).

## Handwritten script

In order that readers may have an idea of what handwritten Georgian looks like, some pages from Varlam Topuria's ქართული წერის 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: დ *d*, ლ *l*, ო *o* and რ *r*. Be careful not to confuse the variant -l with ლ *l* or either form of დ *d*. Be careful also not to confuse the variant -r with ხ *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.

ზამთარი მიდის

ძალიან გაჯიუტდა ზამთარი. აღარ აპირებდა წასვლას. მაგრამ მზემ თავისი გაიტანა. თბილი სხივები უხვად გამოუგზავნა დედამიწას და თოვლი სულ დაადნო. მზემ გაათბო მინდორ-ველიც. დედამიწიდან ამოდოდა ბალახი, ყვევლი, ჯეჯილი . . . ყველას უხაროდა გაზაფხულის მოსვლა.

zamtari midis

jalian gaǰiut'da zamtari. aǰar ap'irebda c'asvlas. magram mzem tavisi gaít'ana. tbili sxivebi uxvad gamougzavna dedamic'as da tovli sul daadno. mzem gaatbo mindor-velic. dedamic'idan amodioda balaxi, q'avavili, jējili . . . q'velas uxaroda gazapxulis mosvla.

**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.*

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School of Oriental and African Studies (SOAS)  
University of London

# Handwritten examples

ა      ა ა ა ა      ა ა ა ა

ბ      ბ ბ ბ ბ      ბ ბ ბ

გ      გ გ გ გ      გ გ გ

დ      დ დ დ დ      დ დ დ  
=      დ დ

ე      ე ე ე ე      ე ე ე

ვ      ვ ვ ვ ვ      ვ ვ ვ

ზ      ზ ზ ზ ზ      ზ ზ ზ

თ      თ თ თ თ      თ თ თ

ი      ი ი ი ი      ი ი ი

ქ      ქ ქ ქ ქ      ქ ქ ქ

ლ      ლ ლ ლ ლ      ლ ლ  
=      ლ ლ



ა ა აა ააა

ბ ბ ბბ ბბბ

გ გ გგ გგგ

=

ღ ღ

ვ ვ ვვ ვვვ

ჟ ჟ ჟჟ ჟჟჟ

რ რ რრ რრრ

=

ს ს

ზ ზ ზ ზ ზ

ტ ტ ტტ ტტტ

ყ ყ ყყ ყყყ

ფ ფ ფფ ფფფ



## ზამთარი მიწის

ძარიან ვაჭოუცდა ზამთარი. აღას  
 აწიხება წასვას. მაგამ მზემ  
 თაჟისი გიჭანა. თბილი სხივები  
 უხვად გამუგებანა ქრამინას რა  
 თაჟი სუი რადენ. მზემ გაათბე  
 მიწის-ვირთვ. ქრამინიდან ამ რი-  
 რა ბარანი, ყვავილი, ქვები...  
 ყვერას უხარდა განათქობის  
 მსვრა.

# Lesson 1

## 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-isa	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-oba	thanks	k'arg-ad	well
v-a-r	I am	kalak-i	town	-ši	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-marj-oba-t, natela!
NATELA:	ga-g-i-marj-o-t, irak'li! sad mi-di-x-a-r-t?
IRAK'LI:	sk'ola-ši mi-v-di-v-a-r. mama rogora-a?
NATELA:	k'arg-ad. mšobl-eb-i sad a-r-i-an?
IRAK'LI:	saxl-ši a-r-i-an. dge-s ar mi-di-an kalak-ši.

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

**Vocabulary**

sk'ola	school	mama	father	mšobl-eb-i	parents
a-r-i-an	they are	saxl-i	house	dge-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-ši 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	<i>excuse (me/us)</i>	tkven	<i>you (pl.)</i>
kartv-el-i	<i>Georgian (person)</i>	xom	speech element indicating a tag-question
diax	<i>yes</i>		
inglis-el-i	<i>English (person)</i>	me	<i>I</i>
es	<i>this (one)</i>	da	<i>and</i>
col-i	<i>wife</i>	čem-i	<i>my</i>
sasiamovno	<i>pleasant</i>	jalian	<i>very</i>
cent'r-i	<i>centre</i>	mi-brjan-d-eb-i-t	<i>you go</i>
net'av	<i>pray</i>	magram	<i>but</i>

### Greetings and introductions

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

## 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. **čem-i col-i** *my wife*). Adjectives precede their nouns. Examples:

(jalian) k'arg-i amind-i	(very) good weather
(čem-i) cud-i sk'ola	(my) bad school
(čem-i) kartv-el-i mšobl-eb-i	(my) Georgian parents
(čem-i) inglis-el-i col-i	(my) English wife

### 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:

kalak-ši	<i>in the/a town</i>	mšvidoba-ši	<i>in peace</i>
cent'r-ši	<i>in the/a centre</i>	saxl-ze	<i>on the/a house</i>
dro-ze	<i>on/in time</i>		

### 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*, **magl-a** *high up*). Examples:

cud-ad	<i>badly, poorly</i>	sasiamovno-d	<i>pleasantly</i>
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### 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:

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

### 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:

	<i>Singular</i>	<i>Plural</i>
1st person	<b>me</b>	<b>čven</b>
2nd person	<b>šen</b>	<b>tkven</b>

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:

	<i>Singular</i>	<i>Plural</i>
1st person	<b>čem-i</b>	<b>čven-i</b>
2nd person	<b>šen-i</b>	<b>tkven-i</b>

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	<i>this one's father</i>
a-m-is-i mšobl-eb-i	<i>this one's parents</i>
i-m-is-i col-i	<i>that one's wife</i>
i-ma-t-i kalak-i	<i>their (those ones') town</i>
mag-is-i saxl-i	<i>that (by you) one's house</i>
maga-t-i saxl-i	<i>those (by you) ones' house</i>

### 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>I am</i>	(čven(a))	v-a-r-t	<i>We are</i>
(šen(a))	x-a-r	<i>You (sing.) are</i>	(tkven(a))	x-a-r-t	<i>You (pl.) are</i>
(is/igi)	a-r-i(-s)	<i>He, she, it is</i>	(isini/igini)	a-r-i-an	<i>They are</i>

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

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*, **še-di-s** *X is going in*, **še-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>I am running away</i>
mi-rb-i-x-a-r	<i>you (sing.) are running away</i>
mi-rb-i-s	<i>X is running away</i>
mi-v-rb-i-v-a-r-t	<i>we are running away</i>
mi-rb-i-x-a-r-t	<i>you (pl.) are running away</i>
mi-rb-i-an	<i>they are running away</i>
v-dg-a-v-a-r	<i>I am standing</i>
dg-a-x-a-r	<i>you (sing.) are standing</i>
dg-a-s	<i>he, she, it is standing</i>
v-dg-a-v-a-r-t	<i>we are standing</i>
dg-a-x-a-r-t	<i>you (pl.) are standing</i>
dg-a-n-an	<i>they are standing</i>

v-zi-v-a-r	<i>I am sitting</i>
zi-x-a-r	<i>you (sing.) are sitting</i>
zi-s	<i>he, she, it is sitting</i>
v-sxed-v-a-r-t	<i>we are sitting</i>
sxed-x-a-r-t	<i>you (pl.) are sitting</i>
sxed-an	<i>they are sitting</i>

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

## 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.*

**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	šen	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'veane	green
ra?	what?	xel-i	hand
surat-i	picture		

**Proverb**

თეთრი კბილი, შავი გული  
White tooth, black heart

**VOCABULARY**

თეთრი	white	კბილი	tooth
შავი	black	გული	heart

**Verse**

(ლექსი)

ქათმისა მიევარს ენაო,  
მალლიდან გადმოფრენაო,  
მხარ-ბარკალ-კურტუმ-კისერი,  
ცოტა რამ საწინწკარაო;  
თუ საბძელსაც დაუმატებთ,  
წემთვის ესეცა კმარაო!

(Folk poem)

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

**VOCABULARY**

ქათ[ა]მი	chicken	გ-ი-ყვარ-ს	you love X
ენა	tongue	მალლიდან	from on high
გადმო-ფრ(-)ენა	flying over	მხ[ა]რი	flank
ბარკ[ა]ლი	thigh	კურტუმი	rump

ქის[ე]რი	<i>neck</i>	ცოტა რამ	<i>a little something</i>
საწინწყარა (ა)	<i>collarbone</i>	თუ	<i>if</i>
საბძ[ე]ლი(ც)	<i>chine (too)</i>	(და-)უ-მატ-ებ	<i>you add X to Y</i>
ჩემთვის	<i>for me</i>	ესეცა	<i>this too</i>
კმარ-ა	<i>it is enough</i>		

## 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  | (e) lajani   |
| (b) damini      | (f) gramma   |
| (c) balodam     | (g) šlobembi |
| (d) ragroo xrat | (h) nagnad   |

3 Complete the following words (the number of underlines represent the places to be filled):

- |                      |                                  |
|----------------------|----------------------------------|
| (a) inglis_ _ _      | (e) savarj_ _ _                  |
| (b) madl_ _ _        | (f) saavadm_ _ _ _               |
| (c) mivdi_ _ _ ( _ ) | (g) sura_ _                      |
| (d) mšvid_ _ _       | (h) dila mš_ _ _ _ _ _ _ _ ( _ ) |

4 Find the equivalents of the following adjectives and adverbs:

- |                   |                               |
|-------------------|-------------------------------|
| (a) bad           | (f) our                       |
| (b) my            | (g) slowly                    |
| (c) well          | (h) their (= of those yonder) |
| (d) pleasant      | (i) poorly                    |
| (e) that (by you) |                               |

5 Translate the following into Georgian:

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

6 Translate the following into English:

- (a) გმადლობ, ნანა, ეს ძალიან კარგია  
 (b) დღეს სკოლაში მივდივარ (თ)  
 (c) ჩემი შშობლები აქ სხედან  
 (d) ხალ მიდიხართ? ცენტრში მივდივართ  
 (e) საავადმყოფოში არიან. ავად არიან  
 (f) რატომ მირბიხართ ქალაქში?  
 (g) როგორა ხარ? ძალიან კარგად, გმადლობ

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 rodīs mo-di-x-a-r-t saxl-ši?

SHOTA: čven-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.

**Vocabulary**

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

**Dialogue 2**

*Two women, Dali and Lia, are discussing Lia's child's birthday*

DALI: rodīs a-r-i(-s) mag bavšv-is dabadeb-is dge?

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

**Dialogue 3**

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

SOSO: dge-s ra dge-a?

GURAM: dge-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 zġva-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

dġe-s	today (dat. of day)	dġe	day
or-šabat-i	Monday	maš	in that case
xval	tomorrow	sam-šabat-i	Tuesday
k'vira	week, Sunday	zġva	sea
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).<sup>1</sup> If the root-final vowel is **a**, this disappears in the plural (e.g. **da** sister vs **d-eb-i** sisters, **mela** 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'l-eb-i** waters from **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[e]l-i** vs **savarjl-eb-i** armchair(s), **mat'areb[e]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)?.

<sup>1</sup> 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**<sup>1</sup>). There are a few proper names ending in **-e** of which this is also true

<sup>1</sup> 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 **gvino wine**, a very important word in Georgia, has **gvin-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 **-tviz** for (e.g. **natela-s-tviz** 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 gvino** *that (by you) wine* (nominative) becomes **mag gvino-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)-s** *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:

Simplex		Complex
a-	<i>up</i>	a-mo-
ga(n)-	<i>out</i>	ga-mo-
še-	<i>in</i>	še-mo-
ča-	<i>down into</i>	ča-mo-
ga(r)da-	<i>across, through</i>	ga(r)d-mo
mi-	<i>thither</i>	mi-mo-
c'a-	<i>away</i>	c'a-mo-
da-	<i>down</i>	[da-mo-]
mo-	<i>hither</i>	–

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-eba** *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

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]-loc-i	60	sam-[m]-loc-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	or-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-i**, 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.

**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]r-i** for *half*) preceded by the genitive case of the coming hour (e.g. **švid-is at-i(c'ut-i)-a/naxev[a]r-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 orm-oc-da-cxra-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

k'vira	Sunday	or-šabat-i	Monday
sam-šabat-i	Tuesday	otx-šabat-i	Wednesday
xut-šabat-i	Thursday	p'arask'ev-i	Friday
šabat-i	Saturday		

**k'vira** also serves as *week*; to avoid confusion **k'vira-dže** 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.

ianv[a]r-i	January	ivlis-i	July
teberv[a]l-i	February	agvist'o	August
mart'-i	March	sekt'emb[e]r-i	September
ap'ril-i	April	okt'omb[e]r-i	October
mais-i	May	noemb[e]r-i	November
ivnis-i	June	dek'emb[e]r-i	December

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-oc-da-t-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:

v-dg-eb-i	<i>I am standing/ getting up</i>	v-ǰd-eb-i	<i>I am sitting down</i>
dg-eb-i	<i>you (sing.) are . . .</i>	ǰd-eb-i	<i>you (sing.) are . . .</i>
dg-eb-a	<i>X is . . .</i>	ǰd-eb-a	<i>X is . . .</i>
v-dg-eb-i-t	<i>we are . . .</i>	v-sxd-eb-i-t	<i>we are . . .</i>
dg-eb-i-t	<i>you (pl.) are . . .</i>	sxd-eb-i-t	<i>you (pl.) are . . .</i>
dg-eb-i-an	<i>they are . . .</i>	sxd-eb-i-an	<i>they are . . .</i>
	v-c'v-eb-i	<i>I am lying down</i>	
	c'v-eb-i	<i>you (sing.) are . . .</i>	
	c'v-eb-a	<i>X is . . .</i>	
	v-c'v-eb-i-t	<i>we are . . .</i>	
	c'v-eb-i-t	<i>you (pl.) are . . .</i>	
	c'v-eb-i-an	<i>they are . . .</i>	

## Dialogue 4

*Shukia and Leila, two sisters, are discussing times*

- SHUKIA: ama-ǰam 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-ǰac mi-v-di-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?

**Vocabulary**

ama-ġam	<i>tonight</i>	daaxloebit	<i>approximately</i>
sad-ġac	<i>somewhere</i>	ui	<i>ooh</i>
daxe	<i>look at X</i>	bič'-i	<i>lad</i>
svel-i	<i>wet</i>	albat	<i>probably</i>
sk'am-i	<i>seat</i>	exla/axla	<i>now</i>
uk've	<i>already</i>	ra-ši?	<i>in what?</i>
sakme	<i>business</i>	ra-ši-a sakme?	<i>what's going on?</i>

**Dialogue 5**

*Sopik'o questions her sister Tamrik'o about some numbers and dates*

SOPIK'O:	c'elic'ad-ši ra-mden-i dġe-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 dġe rodis a-r-i(-s)?
TAMRIK'O:	ekvs mart'-s. ekvs-i mart'-i c'el-s p'arask'ev-i-a.
SOPIK'O:	k'vir-is bolo dġe romel-i-a?
TAMRIK'O:	an šabat-i-a, an k'vira(-dġe).
SOPIK'O:	sam-ġer rva ra-mden-i-a?
TAMRIK'O:	sam-ġer rva da agretve rva-ġer sam-i oc-da-otx-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	<i>year (astronomical)</i>	ra-mden-i?	<i>how many?</i>
čveulebriv(ad)	<i>usually</i>	nak'ian-i	<i>leap-</i>
k'i	<i>however</i>	c'el-s/c'leuls	<i>this year</i>
bolo	<i>last</i>	an . . . an	<i>either . . . or</i> (if the second alternative is another way of referring to the first, <b>anu</b> may be used instead of the second <b>an</b> )
-ġer	<i>times</i>	agretve	<i>also</i>
jmaġ	<i>brother</i>	sc'rap-ad	<i>quickly</i>
ho	<i>yes (casual)</i>	mil-i	<i>mile</i>
sisc'rap-it	<i>at a speed</i>		



### 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-čem-i** *my mother* (nom.) with **deda-čem-is** *of my mother* (gen.) and **deda-čem-s** *to my mother* (dat.)).

### Proverb

ზარმაცისათვის ყოველ დღეს უკმეა  
For a lazy person every day it is a holiday

### VOCABULARY

ზარმაცი	<i>lazy</i>	-თვის	<i>for</i>
ყოველი	<i>every</i>	დღე	<i>day</i>
უკმე	<i>workless</i>	-ა	<i>X is</i>

### Verse

იაენანა (ა) (Lullaby)

იაე ნანა, ვარდო ნანა!  
 იაენანიანო,  
 დაიძინე, გენაცვალე,  
 იაენანიანო,  
 ჯერ არ გათენებულაო,  
 იაენანიანო,  
 ვარსკვლავები ამოსულა,  
 იაენანიანო,  
 მთვარე შემინებულაო,  
 იაენანიანო,  
 მანათობლები მოდიან,  
 იაენანიანო,  
 ძილი მოაქვთ გუდიტაო,  
 იაენანიანო,  
 ამას ჩემს ყმაწვილს მიეუტან,  
 იაენანიანო,  
 თვალებს გაუეცსებ ძილითა,  
 იაენანიანო.

(Traditional)

**Note:** the term for 'lullaby' is made up of the vocative of ია 'violet' and an affectionate term for 'mother' ნანა, often used in reverse by the mother when addressing the child; this latter can also serve by itself in the sense of 'lullaby'.

## VOCABULARY

ია	<i>violet</i>	ნანა (ა)	<i>mum; lullaby</i>
ვარდი	<i>rose</i>	(და-)ი-ძინ-ებ	<i>you go to sleep</i>
გენაცვა(ლე)	<i>darling!</i>	ჯერ	<i>yet</i>
(გა-)თენ-დ-ებ-ა	<i>it dawns</i>	ვარსკვლავი	<i>star</i>
ა-მო-დი-ს	<i>it rises</i>	მთვარე	<i>moon</i>
(შე-)შინ-დ-ებ-ა	<i>it takes fright</i>	მანათობ[ე]ლი	<i>lunary</i>
მო-დი-ს	<i>it comes</i>	ძილი	<i>sleep</i>
მო-გა-ა-ჭე-ს	<i>you bring X</i>	გუდა	<i>knapsack</i>
ამას	<i>this (dative)</i>	ჩემი	<i>my</i>
ყმაწვილი	<i>lad</i>	(მი-)უ-ტან	<i>you'll take X to Y</i>
თვალი	<i>eye</i>	(გა-)უ-გს-ებ	<i>you fill X for Y</i>

## 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) სოვგატო    | (e) ვუველნიბერ |
| (b) აკივესპარ  | (f) აზრივენა   |
| (c) მიტრეთეო   | (g) ვილირეპ    |
| (d) არიშა ეშსქ | (h) ღანქლიმე   |

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     | (f) when?  |
| (b) Thursday; on Thursday | (g) February; in February;<br>on the 20th February |
| (c) brothers              | (h) halves   |
| (d) daughter              |  |
| (e) probably              |  |

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:

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

**6** Translate the following into English:

- (a) ის ძმები რატომ შემოდინ ჩვენს სახლში?  
 (b) თქვენი ქალიშვილები რომელ საათზე დგებიან? ადრე დგებიან და გვიან წევიან  
 (c) ჩვენი მშობლების ის ორი მეგობარი ადრე ჩამოდის ამაღამ  
 (d) რომელ ლოგინზე წევიან ეგ ბავშვები? ამ ლოგინზე (ამაზე)  
 (e) როცა შენი დაბადების დღეა, ხომ ადრე დგები? დიახ, შეიღ საათზე (შეიღზე) ვდგები  
 (f) ან ამაღამ თორმეტის ნახევარზე ან ხვალ შვიდის თხუთმეტ( წუთ)ზე მივდივართ სადგურზე  
 (g) ამაში ვინ არი(ს) (= ვინაა)? ეგ მამა-ჩემია. იმაში დედა-შენი ზის  
 (h) მათში შესამე კვირის პირველ დღეს დავდივართ ზღვაზე

**7** Translate the following into Georgian:

- (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.

**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 ormocdaxra 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

*Dareĵan 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*

- DAREĴAN: did-i xan-i-a(, rac) čven megobr-eb-i v-a-r-t da čem-tvis saint'ereso-a ra-ġac – bodiš-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-]oc-da-ekvs-i (1966) a-r-i(-s). šen ra-mden-i c'l-isa x-a-r?
- DAREĴAN: samc'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. ĩgi čem-ze upros-i-a or-i c'l-it. čem-i meore jma, durmišxan-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	<i>big, great, long</i>	x[a]n-i	<i>time</i>
did-i x[a]n-i-a/ or-ic'[e]l-i-a(, rac)	<i>it's a long time/ two years since . . .</i>	saint'ereso	<i>interesting</i>
čem-tvis	<i>for me</i>	bodiš-i	<i>sorry</i>
ra-ğac	<i>something</i>	samc'uxaro-d	<i>unfortunately</i>
ra-mden-i c'l-is?	<i>how old?</i>	da=jma*	<i>sister-brother</i>
ojax-i	<i>family</i>	upros-i	<i>older, boss</i>
q'vela-ze upros-i	<i>oldest</i>	čem-ze	<i>than me</i>
or-i c'l-it	<i>by 2 years</i>	t'q'up'-i	<i>twin</i>
umcros-i	<i>younger</i>		
mxolod	<i>only</i>		

\* 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-]a-r-t.  
 LASHA: sa-idan mo-x-ved-i-t?  
 AVTANDIL: upros-tan v-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-is 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 samušaø g-a-xl-av-t.

**Vocabulary**

ax[a]l-i	<i>new</i>	tanamšrom[e]l-i	<i>co-worker</i>
sa-idan?	<i>where from?</i>	mo-x-ved-i-t	<i>you (pl.) came</i>
upros-tan	<i>with the boss</i>	v-i-q'av-i	<i>I was</i>
p'irdap'ir	<i>straight, directly</i>	še-mo-[v-]ved-i	<i>I came in</i>

k'abinet'-i (biuro)	<i>office</i>	k'abinet'-idan	<i>from the office</i>
karx[a]na	<i>factory</i>	upro	<i>more</i>
tu	<i>or (question)</i>	sada-c	<i>where</i>
aka(mo)-mde*	<i>up to now</i>	i-q'av-i-t	<i>you (pl.) were</i>
eč'v-i	<i>doubt</i>	gareše	<i>without</i>
ueč'vel-ad	<i>undoubtedly</i>	gacileb-it	<i>by far</i>
garda	<i>besides</i>	lamaz-i	<i>pretty</i>
jvel-i	<i>old</i>	samušao	<i>work(-place)</i>

\* The variant with the bracketed material is older and less common than the shorter option.

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

## 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 maǰal-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 maǰal-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 maǰal-i a-r-i(-s)**; **q'vela-ze maǰal-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'arg-i** *good*, **cud-i** *bad*) frequently make use of the following forms, in addition to the possibilities already mentioned above:

Positive	Comparative	Superlative
<b>k'arg-i</b>	<b>u-k'et-es-i</b>	<b>sa-u-k'et-es-o</b>
<b>cud-i</b>	<b>u-ar-es-i</b>	<b>q'vela-ze cud-i/u-ar-es-i</b>

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'1-it** by *a year* from **c'[e]1-i**) as well as most root-final **e/a** vowels (e.g. **satiit-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 monosyllabic 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/by *thela fox*, **t'ire-ti** with/by *thela 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/čxel-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

<b>gareše</b>	<i>without</i>	<b>garda</b>	<i>apart from</i>
<b>šua</b>	<i>between</i>	<b>šoris</b>	<i>among, between</i>
<b>-tan</b>	<i>at</i>	<b>-tan ert-ad</b>	<i>together with</i>
<b>-(i)dan</b>	<i>from (a time or place)</i>	<b>-gan</b>	<i>from (person)</i>

**gareše** and **garda** (the latter may also stand before its noun) govern the genitive (e.g. **satbur-is gareše** without *a greenhouse* from **satbur-i**; **am sijnel-is garda/garda am sijnel-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'ed1-eb-s šua** *between the walls* from **k'ed[e]1-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 **mezob[el]-i** – cf. **bebia-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 postpositions 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 instrumental. 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'1-idan** *from that year*, **karxn-idan** *from the factory*, **or-i saat-idan** *from 2 o'clock*, **tibilis-idan** *from Tbilisi*). Adjective agreement is as for an instrumental noun (e.g. **čven-i tibilis-idan** *from our Tbilisi*). There is evidence that, at least for non-syncope 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 tibilis-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 še-dg-eb-a xut-i tav-is(a)-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

v-i-q'av-i	<i>I was</i>	mo-[v-]ved-i	<i>I came</i>
i-q'av-i	<i>you (sing.) were</i>	mo-x-ved-i	<i>you (sing.) came</i>
i-q'o	<i>X was</i>	mo-vid-a	<i>X came</i>
(from Old Georgian <b>i-q'v-a</b> )			
v-i-q'av-i-t	<i>we were</i>	mo-[v-]ved-i-t	<i>we came</i>
i-q'av-i-t	<i>you (pl.) were</i>	mo-x-ved-i-t	<i>you (pl.) came</i>
i-q'v-nen	<i>they were</i>	mo-vid-nen	<i>they came</i>
v-i-jek-i	<i>I was sitting</i>	v-i-dek-i	<i>I was standing</i>
i-jek-i	<i>you (sing.) were sitting</i>	i-dek-i	<i>you (sing.) were standing</i>
i-jd-a	<i>X was sitting</i>	i-dg-a	<i>X was standing</i>
v-i-sxed-i-t	<i>we were sitting</i>	v-i-dek-i-t	<i>we were standing</i>
i-sxed-i-t	<i>you (pl.) were sitting</i>	i-dek-i-t	<i>you (pl.) were standing</i>
i-sxd-nen	<i>they were sitting</i>	i-dg-nen	<i>they were standing</i>
v-i-c'ek-i	<i>I was prostrate</i>	da-v-jek-i	<i>I sat down</i>
i-c'ek-i	<i>you (sing.) were prostrate</i>	da-jek-i	<i>you (sing.) sat down</i>
i-c'v-a	<i>X was prostrate</i>	da-jd-a	<i>X sat down</i>
v-i-c'ek-i-t	<i>we were prostrate</i>	da-v-sxed-i-t	<i>we sat down</i>
i-c'ek-i-t	<i>you (pl.) were prostrate</i>	da-sxed-i-t	<i>you (pl.) sat down</i>
i-c'v-nen	<i>they were prostrate</i>	da-sxd-nen	<i>they sat down</i>
a-v-dek-i	<i>I stood up</i>	da-v-c'ek-i	<i>I lay down</i>
a-dek-i	<i>you (sing.) stood up</i>	da-c'ek-i	<i>you (sing.) lay down</i>
a-dg-a	<i>X stood up</i>	da-c'v-a	<i>X lay down</i>
a-v-dek-i-t	<i>we stood up</i>	da-v-c'ek-i-t	<i>we lay down</i>
a-dek-i-t	<i>you (pl.) stood up</i>	da-c'ek-i-t	<i>you (pl.) lay down</i>
a-dg-nen	<i>they stood up</i>	da-c'v-nen	<i>they lay down</i>

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:

	<i>Singular</i>	<i>Plural</i>
1st person	<b>v-</b>	<b>v-</b> <b>-t</b>
2nd person	<b>Ø(x)-</b>	<b>Ø(x)-</b> <b>-t</b>
3rd person	<b>-s/a/o</b>	<b>-(a/e)n/es/nen</b>

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-ǰd-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, Ilik'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-ǰd-a  
                   sxva bič'-eb-tan ert-ad. ra celk-i bič'-i-a igi! ak rodis  
                   gad-mo-vid-a?

MANANA: albat p'irvel-ze (/p'irvel saat-ze) gad-mo-vid-a, radgan p'irvel-ze (/p'irvel saat-ze) bavšv-eb-i še-vid-nen sk'ol-is ezo-ši.

### Vocabulary

ezo	yard	sxvata šoris	by the way
k'ape	café	sxva	other
celk-i	naughty	gad-mo-vid-a	X came over
radgan	as, because	še-vid-nen	they went in

### Proverb

აქლემის ქურდი და ნემსის ქურდი, ორივე ქურდები არიან  
A camel-thief and a needle-thief are both thieves

#### VOCABULARY

აქლემი	camel	ქურდი	thief
ნემსი	needle	ორივე	both
არიან	they are		

### Verse

პოეტი  
'The Poet'

მისთვის არ უმღერ, რომ ვიმღერო  
ვით ფრინველმა გარეგანმა;  
არა მარტო ტკბილ ხმათათვის  
გამომგზავნა ქვეყნად ცაში.  
მე ცა მნიშნავს და ერი შზრდის,  
მიწიერი ზეცოერსა;  
ღმერთთან მისთვის ვლაპარაკობ,  
რომ წარუუძღვე წინა ერსა . . .

(Ilia Ch'avch'avadze)

#### VOCABULARY

მისთვის	for X	არ	not
<b>მღერ</b> (ი- -ებ)	you sing X	რომ	in order that
ვით	like	ფრინველი	bird
გარეგანი	external, outside	არა მარტო	not only
ტკბილი	sweet	ხმა	sound
(გა-(მო-)) <b>გზავნ-</b>	you send X	ქვეყანა (ქვეყნად)	earth (to earth)
ცა	heaven, sky	მე	I/me

(და-)ნიშნავ	<i>you appoint X</i>	და	<i>and</i>
ერო	<i>nation, people</i>	(გა-)ზრდი	<i>you rear X</i>
მიწიერი	<i>of earth</i>	ზეციერი	<i>of heaven</i>
ღმერთი (ღვთის)	<i>God (of God)</i>	-თან	<i>with</i>
ლაპარაკობ (ი- ებ)	<i>you speak</i>	(წარ-)უ-ძღვებ-ი	<i>you lead X</i>
წინა	<i>in front, forward</i>		

## 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) ელდავეუჭე | (e) ასთინდილბი   |
| (b) მისცურო   | (f) ხავთას სირშო |
| (c) სელადი    | (g) ლაბულორ      |
| (d) უთესაკოსე | (h) ხმოიეოდ      |

**3** Fill in the gaps in the following and translate into English:

- |                            |                         |
|----------------------------|-------------------------|
| (a) _ა_ღე_ი წ_ _ს_ _ა_(თ)? | (e) ლ_ _ო_თ_            |
| (b) _ა_ხნ_ღ_ნ              | (f) _ო_ვე_ო_            |
| (c) უკ_ _ე_ო               | (g) _ყვ_ _ნ             |
| (d) ჩ_ _ _ _ზრ_თ           | (h) ოცი წ_ _ _ _ _ ვ_ _ |

**4** Translate into Georgian:

- on which floor/storey?
- on the greenest grass
- 81-year-old men
- for the/a better wife
- together with my two sisters
- at 3.15 Moscow time
- with/by (the) bigger hammers
- among women one year older than me

**5** Translate into English:

- ცელქი ბიჭები ქარხანაში შევიდნენ და იატაკზე დასხდნენ
- დიდი ორმოცდარი წლის კუ ნელა გამოვიდა თქვენი ეზოდან
- ვისზე უფრო მაღალი ხარ? ხომ ყველაზე უფრო მაღალი ვარ?
- რომელი ქალაქიდან ჩამოხვედიო წუხელ? მოსკოვიდან ჩამოვედიო
- შენი აზრით, რამდენი წლის იყო ის კაცი, როცა ჩვენს სახლში მოვიდა?

- (f) ვისთან ერთად წახვედით თბილისში? თბილისში წახვედით საუკეთესო ქართველ ქალებთან ერთად
- (g) მათი მუხობლები მერვე სართულზე ავიდნენ, უფროსის კაბინეტში შევიდნენ და დასხდნენ, მაგრამ აღგნენ, როცა უფროსი შემოვიდა
- (h) ჩვენთან რატომ მოხვედით? იმიტომ რომ ამაღამ კინოში მივდივართ. ხომ მოდიხარ ჩვენთან ერთად?

**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 რამდენი წლისა ხარ(თ)? *How old are you?*.

# 2.

# GEORGIAN VOCABULARY



# BASIC CONCEPTS. PART 1

## 1. Pronouns

I, me	მე	me
you	შენ	shen
he, she, it	ის	is
we	ჩვენ	chven
you (to a group)	თქვენ	tkven
they	ისინი	isini

## 2. Greetings. Salutations. Farewells

Hello! (fam.)	გამარჯობა!	gamarjoba!
Hello! (form.)	გამარჯობათ!	gamarjobat!
Good morning!	დილა მშვიდობისა!	dila mshvidobisa!
Good afternoon!	დღე მშვიდობისა!	dghe mshvidobisa!
Good evening!	საღამო მშვიდობისა!	saghamo mshvidobisa!
to say hello	მისალმება	misalmeba
Hi! (hello)	სალამი!	salami!
greeting (n)	სალამი	salami
to greet (vt)	მისალმება	misalmeba



How are you?	როგორ ხარ?	rogor khar?
What's new?	რა არის ახალი?	ra aris akhali?
Bye-Bye! Goodbye!	ნახვამდის!	nakhvamdis!
See you soon!	მომავალ შეხვედრამდე!	momaval shekhvedramde!
Farewell!	მშვიდობით!	mshvidobit!
to say goodbye	გამომშვიდობება	gamomshvidobeba
So long!	კარგად!	k'argad!
Thank you!	გმადლობთ!	gmadlobt!
Thank you very much!	დიდი მადლობა!	didi madloba!
You're welcome	არაფრის	arapris
Don't mention it!	მადლობად არ ღირს	madlobad ar ghirs
It was nothing	არაფრის	arapris
Excuse me! (apology)	ბოდიში!	bodishi!
to excuse (forgive)	პატიება	p'at'ieba
to apologize (vi)	ბოდიშის მოხდა	bodishis mokhda
My apologies	ბოდიში	bodishi
I'm sorry!	მაპატიეთ!	map'at'iet!
to forgive (vt)	პატიება	p'at'ieba
It's okay! (that's all right)	არა უშავს.	ara ushavs.
please (adv)	გეთაყვა	getaqva
Don't forget!	არ დაგავიწყდეთ!	ar dagavits'qdet!

Certainly!	რა თქმა უნდა!	ra tkma unda!
Of course not!	რა თქმა უნდა, არა!	ra tkma unda, ara!
Okay! (I agree)	თანახმა ვარ!	tanakhma var!
That's enough!	საკმარისია!	sak'marisia!

### 3. How to address

mister, sir	ბატონო	bat'ono
ma'am	ქალბატონო	kalbat'ono
miss	ქალიშვილო	kalishvilo
young man	ახალგაზრდავ	akhalgazrdav
young man (little boy, kid)	ბიჭი	bich'i
miss (little girl)	გოგო	gogo

### 4. Cardinal numbers. Part 1

0 zero	ნული	nuli
1 one	ერთი	erti
2 two	ორი	ori
3 three	სამი	sami
4 four	ოთხი	otkhi
5 five	ხუთი	khuti
6 six	ექვსი	ekvsi
7 seven	შვიდი	shvidi

8 eight	რვა	rva
9 nine	ცხრა	tskhra
10 ten	ათი	ati
11 eleven	თერთმეტი	tertmet'i
12 twelve	თორმეტი	tormet'i
13 thirteen	ცამეტი	tsamet'i
14 fourteen	თოთხმეტი	totkhmet'i
15 fifteen	თხუთმეტი	tkhutmet'i
16 sixteen	თექვსმეტი	tekvsmet'i
17 seventeen	ჩვიდმეტი	chvidmet'i
18 eighteen	თვრამეტი	tvramet'i
19 nineteen	ცხრამეტი	tskhramet'i
20 twenty	ოცი	otsi
21 twenty-one	ოცდაერთი	otsdaerti
22 twenty-two	ოცდაორი	otsdaori
23 twenty-three	ოცდასამი	otsdasami
30 thirty	ოცდაათი	otsdaati
31 thirty-one	ოცდათერთმეტი	otsdatertmet'i
32 thirty-two	ოცდათორმეტი	otsdatormet'i
33 thirty-three	ოცდაცამეტი	otsdatsamet'i
40 forty	ორმოცი	ormotsi
41 forty-one	ორმოცდაერთი	ormotsdaerti
42 forty-two	ორმოცდაორი	ormotsdaori
43 forty-three	ორმოცდასამი	ormotsdasami

50 fifty	ორმოცდაათი	ormotsdaati
51 fifty-one	ორმოცდათერთმეტი	ormotsdatertmet'i
52 fifty-two	ორმოცდათორმეტი	ormotsdatormet'i
53 fifty-three	ორმოცდაცამეტი	ormotsdatsamet'i
60 sixty	სამოცი	samotsi
61 sixty-one	სამოცდაერთი	samotsdaerti
62 sixty-two	სამოცდაორი	samotsdaori
63 sixty-three	სამოცდასამი	samotsdasami
70 seventy	სამოცდაათი	samotsdaati
71 seventy-one	სამოცდათერთმეტი	samotsdatertmet'i
72 seventy-two	სამოცდათორმეტი	samotsdatormet'i
73 seventy-three	სამოცდაცამეტი	samotsdatsamet'i
80 eighty	ოთხმოცი	otkhmotsi
81 eighty-one	ოთხმოცდაერთი	otkhmotsdaerti
82 eighty-two	ოთხმოცდაორი	otkhmotsdaori
83 eighty-three	ოთხმოცდასამი	otkhmotsdasami
90 ninety	ოთხმოცდაათი	otkhmotsdaati
91 ninety-one	ოთხმოცდათერთმეტი	otkhmotsdatertmet'i
92 ninety-two	ოთხმოცდათორმეტი	otkhmotsdatormet'i
93 ninety-three	ოთხმოცდაცამეტი	otkhmotsdatsamet'i

## 5. Cardinal numbers. Part 2

100 one hundred	ასი	asi
-----------------	-----	-----

200 two hundred	ორასი	orasi
300 three hundred	სამასი	samasi
400 four hundred	ოთხასი	otkhasi
500 five hundred	ხუთასი	khutasi
600 six hundred	ექვსასი	ekvsasi
700 seven hundred	შვიდასი	shvidasi
800 eight hundred	რვაასი	rvaasi
900 nine hundred	ცხრაასი	tskhraasi
1000 one thousand	ათასი	atasi
2000 two thousand	ორი ათასი	ori atasi
3000 three thousand	სამი ათასი	sami atasi
10000 ten thousand	ათი ათასი	ati atasi
one hundred thousand	ასი ათასი	asi atasi
million	მილიონი	milioni
billion	მილიარდი	miliardi

## 6. Ordinal numbers

first (adj)	პირველი	p'irveli
second (adj)	მეორე	meore
third (adj)	მესამე	mesame
fourth (adj)	მეოთხე	meotkhe
fifth (adj)	მეხუთე	mekhute

sixth (adj)	მეექვსე	meekvse
seventh (adj)	მეშვიდე	meshvide
eighth (adj)	მერვე	merve
ninth (adj)	მეცხრე	metskhre
tenth (adj)	მეათე	meate

## 7. Numbers. Fractions

fraction	წილადი	ts'iladi
one half	ერთი მეორედი	erti meoredi
one third	ერთი მესამედი	erti mesamedi
one quarter	ერთი მეოთხედი	erti meotkhedi
one eighth	ერთი მერვედი	erti mervedi
one tenth	ერთი მეათედი	erti meatedi
two thirds	ორი მესამედი	ori mesamedi
three quarters	სამი მეოთხედი	sami meotkhedi

## 8. Numbers. Basic operations

subtraction	გამოკლება	gamok'leba
to subtract (vi, vt)	გამოკლება	gamok'leba
division	გაყოფა	gaqopa
to divide (vt)	გაყოფა	gaqopa
addition	შეკრება	shek'reba

to add up (vt)	შეკრება	shek'reba
to add (vi, vt)	მიმატება	mimat'eba
multiplication	გამრავლება	gamravleba
to multiply (vt)	გამრავლება	gamravleba

## 9. Numbers. Miscellaneous

digit, figure	ციფრი	tsipri
number	რიცხვი	ritskhvi
numeral	რიცხვითი სახელი	ritskhviti sakheli
minus sign	მინუსი	minusi
plus sign	პლიუსი	p'liusi
formula	ფორმულა	pormula
calculation	გამოანგარიშება	gamoangarisheba
to count (vi, vt)	დათვლა	datvla
to count up	დათვლა	datvla
to compare (vt)	შედარება	shedareba
How much?	რამდენი?	ramdeni?
sum, total	ჯამი	jami
result	შედეგი	shedegi
remainder	ნაშთი	nashti
a few (e.g., ~ years ago)	რამდენიმე	ramdenime
little (I had ~ time)	ცოტაოდენი ...	tsot'aodeni ...

the rest	დანარჩენი	danarcheni
one and a half	ერთ-ნახევარი	ert-nakhevari
dozen	დუჟინი	duzhini
in half (adv)	შუაზე	shuaze
equally (evenly)	თანაბრად	tanabrad
half	ნახევარი	nakhevari
time (three ~s)	ჯერ	jer

## 10. The most important verbs. Part 1

to advise (vt)	რჩევა	rcheva
to agree (say yes)	დათანხმება	datankhmeba
to answer (vi, vt)	პასუხის გაცემა	p'asukhis gatsema
to apologize (vi)	ბოდიშის მოხდა	bodishis mokhda
to arrive (vi)	ჩამოსვლა	chamosvla
to ask (~ oneself)	კითხვა	k'itkhva
to ask (~ sb to do sth)	თხოვნა	tkhovna
to be (vi)	ყოფნა	qopna
to be afraid	შიში	shishi
to be interested in ...	დაინტერესება	daint'ere-seba
to be needed	საჭიროება	sach'iroeba
to be surprised	გაკვირვება	gak'virveba
to begin (vt)	დაწყება	dats'qeba



to belong to ...	კუთვნება	k'utvneba
to boast (vi)	ტრაბახი	t'rabakhi
to break (split into pieces)	ტეხა	t'ekha
to call (~ for help)	დაძახება	dadzakheba
can (v aux)	შედლება	shedzleba
to catch (vt)	ჭერა	ch'era
to change (vt)	შეცვლა	shetsvla
to choose (select)	არჩევა	archeva
to come down (the stairs)	ჩასვლა	chasvla
to compare (vt)	შედარება	shedareba
to complain (vi, vt)	ჩივილი	chivili
to confuse (mix up)	არევა	areva
to continue (vt)	გაგრძელება	gagrdzeleba
to control (vt)	კონტროლის გაწევა	k'ont'rolis gats'eva
to cook (dinner)	მზადება	mzadeba
to cost (vt)	ღირება	ghireba
to count (add up)	დათვლა	datvla
to count on ...	იმედის ქონა	imedis kona
to create (vt)	შექმნა	shekmna
to cry (weep)	ტირილი	t'irili

## 11. The most important verbs. Part 2

to deceive (vi, vt)	მოტყუება	mot'queba
to decorate (tree, street)	მორთვა	mortva
to defend (a country, etc.)	დაცვა	datsva
to demand (request firmly)	მოთხოვნა	motkhovna
to dig (vt)	თხრა	tkhra
to discuss (vt)	განხილვა	gankhilva
to do (vt)	კეთება	k'eteba
to doubt (have doubts)	დაეჭვება	daech'veba
to drop (let fall)	ხელიდან გავარდნა	khelidan gavardna
to enter (room, house, etc.)	შემოსვლა	shemosvla
to exist (vi)	არსებობა	arseboba
to expect (foresee)	გათვალისწინება	gatvalists'ineba
to explain (vt)	ახსნა	akhsna
to fall (vi)	ვარდნა	vardna
to find (vt)	პოვნა	p'ovna
to finish (vt)	დამთავრება	damtavreba
to fly (vi)	ფრენა	prena
to follow ... (come after)	მიდევნა	midevna
to forget (vi, vt)	დავიწყება	davits'qeba
to forgive (vt)	პატიება	p'at'ieba

to give (vt)	მიცემა	mitsema
to give a hint	კარნახი	k'arnakhi
to go (on foot)	სვლა	svla
to go for a swim	ბანაობა	banaoba
to go out (for dinner, etc.)	გამოსვლა	gamosvla
to guess (the answer)	გამოცნობა	gamotsnoba
to have (anim.)	ყოლა	qola
to have (inanim.)	ქონა	kona
to have breakfast	საუზმობა	sauzmoba
to have dinner	ვახშმობა	vakhshmoba
to have lunch	სადილობა	sadiloba
to hear (vt)	სმენა	smena
to help (vt)	დახმარება	dakhmareba
to hide (vt)	დამალვა	damalva
to hope (vi, vt)	იმედოვნება	imedovneba
to hunt (vi, vt)	ნადირობა	nadiroba
to hurry (vi)	აჩქარება	achkareba

## 12. The most important verbs. Part 3

to inform (vt)	ინფორმირება	inpormireba
to insist (vi, vt)	დაჟინება	dazhineba
to insult (vt)	შეურაცხყოფა	sheuratskhqopa

to invite (vt)	მოწვევა	mots'veva
to joke (vi)	ხუმრობა	khumroba
to keep (vt)	შენახვა	shenakhva
to keep silent	დუმილი	dumili
to kill (vt)	მოკვლა	mok'vla
to know (sb)	ცნობა	tsnoba
to know (sth)	ცოდნა	tsodna
to laugh (vi)	სიცილი	sitsili
to liberate (city, etc.)	გათავისუფლება	gatavisupleba
to like (I like ...)	მოწონება	mots'oneba
to look for ... (search)	ძებნა	dzebna
to love (sb)	სიყვარული	siqvaruli
to make a mistake	შეცდომა	shetsdoma
to manage, to run	ხელმძღვანელობა	khelmdzghvaneloba
to mean (signify)	აღნიშვნა	aghnishvna
to mention (talk about)	ხსენება	khseneba
to miss (school, etc.)	გაცდენა	gatsdena
to notice (see)	შენიშვნა	shenishvna
to object (vi, vt)	წინააღმდეგ ყოფნა	ts'inaaghmdeg qopna
to observe (see)	დაკვირვება	dak'virveba
to open (vt)	გაღება	gagheba
to order (meal, etc.)	შეკვეთა	shek'veta

to order (mil.)	ბრძანება	brdzaneba
to own (possess)	ფლობა	ploba
to participate (vi)	მონაწილეობა	monats'ileoba
to pay (vi, vt)	გადახდა	gadakhda
to permit (vt)	ნების დართვა	nebis dartva
to plan (vt)	დაგეგმვა	dagegmva
to play (children)	თამაში	tamashi
to pray (vi, vt)	ლოცვა	lotsva
to prefer (vt)	მჯობინება	mjobineba
to promise (vt)	დაპირება	dap'ireba
to pronounce (vt)	წარმოთქმა	ts'armotkma
to propose (vt)	შეთავაზება	shetavazeba
to punish (vt)	დასჯა	dasja

### 13. The most important verbs. Part 4

to read (vi, vt)	კითხვა	k'itkhva
to recommend (vt)	რეკომენდაციის მიცემა	rek'omendatsiis mitsema
to refuse (vi, vt)	უარის თქმა	uaris tkma
to regret (be sorry)	სინანული	sinanuli
to rent (sth from sb)	დაქირავება	dakiraveba
to repeat (say again)	გამეორება	gameoreba
to reserve, to book	რეზერვირება	rezervireba

to run (vi)	გაქცევა	gaktseva
to save (rescue)	გადარჩენა	gadarchena
to say (~ thank you)	თქმა	tkma
to scold (vt)	ლანძღვა	landzghva
to see (vt)	ხედვა	khedva
to sell (vt)	გაყიდვა	gaqidva
to send (vt)	გაგზავნა	gagzavna
to shoot (vi)	სროლა	srola
to shout (vi)	ყვირილი	qvirili
to show (vt)	ჩვენება	chveneba
to sign (document)	ხელის მოწერა	khelis mots'era
to sit down (vi)	დაჯდომა	dajdoma
to smile (vi)	გაღიმება	gaghimeba
to speak (vi, vt)	ლაპარაკი	lap'arak'i
to steal (money, etc.)	პარვა	p'arva
to stop (for pause, etc.)	გაჩერება	gachereba
to stop (please ~ calling me)	შეწყვეტა	shets'qvet'a
to study (vt)	შესწავლა	shests'avla
to swim (vi)	ცურვა	tsurva
to take (vt)	აღება	agheba
to think (vi, vt)	ფიქრი	pikri
to threaten (vt)	დამუქრება	damukreba

to touch (with hands)	ხელის ხლება	khelis khleba
to translate (vt)	თარგმნა	targmna
to trust (vt)	ნდობა	ndoba
to try (attempt)	ცდა	tsda
to turn (e.g., ~ left)	მობრუნება	mobruneba
to underestimate (vt)	არშეფასება	arshepaseba
to understand (vt)	გაგება	gageba
to unite (vt)	გაერთიანება	gaertianeba
to wait (vt)	ლოდინი	lodini
to want (wish, desire)	ნდომა	ndoma
to warn (vt)	გაფრთხილება	gaprtkhileba
to work (vi)	მუშაობა	mushaoba
to write (vt)	წერა	ts'era
to write down	ჩაწერა	chats'era

## 14. Colors

color	ფერი	peri
shade (tint)	ელფერი	elperi
hue	ტონი	t'oni
rainbow	ცისარტყელა	tsisart'qela
white (adj)	თეთრი	tetri
black (adj)	შავი	shavi
gray (adj)	რუხი	rukhi

green (adj)	მწვანე	mts'vane
yellow (adj)	ყვითელი	qviteli
red (adj)	წითელი	ts'iteli
blue (adj)	ლურჯი	lurji
light blue (adj)	ცისფერი	tsisperi
pink (adj)	ვარდისფერი	vardisperi
orange (adj)	ნარინჯისფერი	narinjisperi
violet (adj)	იისფერი	iisperi
brown (adj)	ყავისფერი	qavisperi
golden (adj)	ოქროსფერი	okrosperi
silvery (adj)	ვერცხლისფერი	vertskhlisperi
beige (adj)	ჩალისფერი	chalisperi
cream (adj)	კრემისფერი	k'remisperi
turquoise (adj)	ფირუზისფერი	piruzisperi
cherry red (adj)	ალუბლისფერი	alublisperi
lilac (adj)	ლილისფერი	lilisperi
crimson (adj)	ჟოლოსფერი	zholosperi
light (adj)	ღია ფერისა	ghia perisa
dark (adj)	მუქი	muki
bright, vivid (adj)	კაშკაშა	k'ashk'asha
colored (pencils)	ფერადი	peradi
color (e.g., ~ film)	ფერადი	peradi
black-and-white (adj)	შავ-თეთრი	shav-tetri
plain (one-colored)	ერთფეროვანი	ertperovani



multicolored (adj)

მრავალფეროვანი

mravalperovani

## 15. Questions

Who?

ვინ?

vin?

What?

რა?

ra?

Where? (at, in)

სად?

sad?

Where (to)?

სად?

sad?

From where?

საიდან?

saidan?

When?

როდის?

rodis?

Why? (What for?)

რისთვის?

ristvis?

Why? (~ are you crying?)

რატომ?

rat'om?

What for?

რისთვის?

ristvis?

How? (in what way)

როგორ?

rogor?

What? (What kind of ...?)

როგორი?

rogori?

Which?

რომელი?

romeli?

To whom?

ვის?

vis?

About whom?

ვიზე?

vize?

About what?

რაზე?

raze?

With whom?

ვისთან ერთად?

vistan ertad?

How many? How much?

რამდენი?

ramdeni?

Whose?

ვისი?

visi?

## 16. Prepositions

with (accompanied by)	ერთად	ertad
without	გარეშე	gareshe
to (indicating direction)	-ში	-shi
about (talking ~ ...)	შესახებ	shesakheb
before (in time)	წინ	ts'in
in front of ...	წინ	ts'in
under (beneath, below)	ქვეშ	kvesh
above (over)	ზემოთ	zemot
on (atop)	-ზე	-ze
from (off, out of)	-დან	-dan
of (made from)	-გან	-gan
in (e.g., ~ ten minutes)	-ში	-shi
over (across the top of)	-ზე	-ze

## 17. Function words. Adverbs. Part 1

Where? (at, in)	სად?	sad?
here (adv)	აქ	ak

there (adv)	იქ	ik
somewhere (to be)	სადღაც	sadghats
nowhere (not anywhere)	არსად	arsad
by (near, beside)	-თან	-tan
by the window	ფანჯარასთან	panjarastan
Where (to)?	სად?	sad?
here (e.g., come ~!)	აქ	ak
there (e.g., to go ~)	იქ	ik
from here (adv)	აქედან	akedan
from there (adv)	იქიდან	ikidan
close (adv)	ახლოს	akhlos
far (adv)	შორს	shors
near (e.g., ~ Paris)	გვერდით	gverdit
nearby (adv)	გვერდით	gverdit
not far (adv)	ახლო	akhlo
left (adj)	მარცხენა	martskhena
on the left	მარცხნივ	martskhniv
to the left	მარცხნივ	martskhniv
right (adj)	მარჯვენა	marjvena
on the right	მარჯვნივ	marjvniv
to the right	მარჯვნივ	marjvniv
in front (adv)	წინ	ts'in

front (as adj)	წინა	ts'ina
ahead (the kids ran ~)	წინ	ts'in
behind (adv)	უკან	uk'an
from behind	უკნიდან	uk'nidan
back (towards the rear)	უკან	uk'an
middle	შუა	shua
in the middle	შუაში	shuashi
at the side	გვერდიდან	gverdidan
everywhere (adv)	ყველგან	qvelgan
around (in all directions)	გარშემო	garshemo
from inside	შიგნიდან	shignidan
somewhere (to go)	სადღაც	sadghats
straight (directly)	პირდაპირ	p'irdap'ir
back (e.g., come ~)	უკან	uk'an
from anywhere	საიდანმე	saidanme
from somewhere	საიდანღაც	saidanghats
firstly (adv)	პირველ რიგში	p'irvel rigshi
secondly (adv)	მეორედ	meored
thirdly (adv)	მესამედ	mesamed
suddenly (adv)	უცებ	utseb
at first (in the	თავდაპირველად	tavdap'irvelad

beginning)		
for the first time	პირველად	p'irvelad
long before ...	დიდი ხნით ადრე	didi khnit adre
anew (over again)	ხელახლა	khelakhla
for good (adv)	სამუდამოდ	samudamod
never (adv)	არასდროს	arasdros
again (adv)	ისევ	isev
now (adv)	ახლა	akhla
often (adv)	ხშირად	khshirad
then (adv)	მაშინ	mashin
urgently (quickly)	სასწრაფოდ	sasts'rapod
usually (adv)	ჩვეულებრივად	chveulebrivad
by the way, ...	სხვათა შორის	skhvata shoris
possible (that is ~)	შესაძლოა	shesadzloa
probably (adv)	ალბათ	albat
maybe (adv)	შეიძლება	sheidzleba
besides ...	ამას გარდა, ...	amas garda, ...
that's why ...	ამიტომ	amit'om
in spite of ...	მიუხედავად	miukhedavad
thanks to ...	წყალობით	ts'qalobit
what (pron.)	რა	ra
that (conj.)	რომ	rom
something	რაღაც	raghats
anything (something)	რაიმე	raime
nothing	არაფერი	araperi

who (pron.)	ვინ	vin
someone	ვიღაც	vighats
somebody	ვინმე	vinme
nobody	არავინ	aravin
nowhere (a voyage to ~)	არსად	arsad
nobody's	არავისი	aravisi
somebody's	ვინმესი	vinmesi
so (I'm ~ glad)	ასე	ase
also (as well)	აგრეთვე	agretve
too (as well)	-ც	-ts

## 18. Function words. Adverbs. Part 2

Why?	რატომ?	rat'om?
for some reason	რატომღაც	rat'omghats
because ...	იმიტომ, რომ ...	imit'om, rom ...
for some purpose	რატომღაც	rat'omghats
and	და	da
or	ან	an
but	მაგრამ	magram
for (e.g., ~ me)	-თვის	-tvis
too (~ many people)	მეტისმეტად	met'ismet'ad
only (exclusively)	მხოლოდ	mkholod

exactly (adv)	ზუსტად	zust'ad
about (more or less)	თითქმის	titkmis
approximately (adv)	დაახლოებით	daakhloebit
approximate (adj)	დაახლოებითი	daakhloebiti
almost (adv)	თითქმის	titkmis
the rest	დანარჩენი	danarcheni
each (adj)	ყოველი	qoveli
any (no matter which)	ნებისმიერი	nebismieri
many, much (a lot of)	ბევრი	bevri
many people	ბევრნი	bevрни
all (everyone)	ყველა	qvela
in return for ...	ნაცვლად	natsvlad
in exchange (adv)	ნაცვლად	natsvlad
by hand (made)	ხელით	khelit
hardly (negative opinion)	საეჭვოა	saech'voa
probably (adv)	ალბათ	albat
on purpose (intentionally)	განზრახ	ganzrakh
by accident (adv)	შემთხვევით	shemtkhvevit
very (adv)	ძალიან	dzalian
for example (adv)	მაგალითად	magalitag
between	შორის	shoris
among	შორის	shoris

so much (such a lot)	ამდენი	amdeni
especially (adv)	განსაკუთრებით	gansak'utrebit



## BASIC CONCEPTS. PART 2

### 19. Weekdays

Monday	ორშაბათი	orshabati
Tuesday	სამშაბათი	samshabati
Wednesday	ოთხშაბათი	otkhshabati
Thursday	ხუთშაბათი	khutshabati
Friday	პარასკევი	p'arask'evi
Saturday	შაბათი	shabati
Sunday	კვირა	k'vira
today (adv)	დღეს	dghes
tomorrow (adv)	ხვალ	khval
the day after tomorrow	ზეგ	zeg
yesterday (adv)	გუშინ	gushin
the day before yesterday	გუშინწინ	gushints'in
day	დღე	dghe
working day	სამუშაო დღე	samushao dghe
public holiday	სადღესასწაულო დღე	sadghesasts'aulo dghe

day off	დასვენების დღე	dasvenebis dghe
weekend	დასვენების დღეები	dasvenebis dgheebi
all day long	მთელი დღე	mteli dghe
the next day (adv)	მომდევნო დღეს	momdevno dghes
two days ago	ორი დღის წინ	ori dghis ts'in
the day before	წინადღეს	ts'inadghes
daily (adj)	ყოველდღიური	qoveldghiuri
every day (adv)	ყოველდღიურად	qoveldghiurad
week	კვირა	k'vira
last week (adv)	გასულ კვირას	gasul k'viras
next week (adv)	მომდევნო კვირას	momdevno k'viras
weekly (adj)	ყოველკვირეული	qovelk'vireuli
every week (adv)	ყოველკვირეულად	qovelk'vireulad
twice a week	კვირაში ორჯერ	k'virashi orjer
every Tuesday	ყოველ სამშაბათს	qovel samshabats

## 20. Hours. Day and night

morning	დილა	dila
in the morning	დილით	dilit
noon, midday	შუადღე	shuadghe
in the afternoon	სადილის შემდეგ	sadilis shemdeg
evening	საღამო	saghamo
in the evening	საღამოს	saghamos

night	ღამე	ghame
at night	ღამით	ghamit
midnight	შუაღამე	shuaghame
second	წამი	ts'ami
minute	წუთი	ts'uti
hour	საათი	saati
half an hour	ნახევარი საათი	nakhevari saati
a quarter-hour	თხუთმეტი წუთი	tkhutmet'i ts'uti
fifteen minutes	თხუთმეტი წუთი	tkhutmet'i ts'uti
24 hours	დღე-ღამე	dghe-ghame
sunrise	მზის ამოსვლა	mzis amosvla
dawn	განთიადი	gantiadi
early morning	ადრიანი დილა	adriani dila
sunset	მზის ჩასვლა	mzis chasvla
early in the morning	დილით ადრე	dilit adre
this morning	დღეს დილით	dghes dilit
tomorrow morning	ხვალ დილით	khval dilit
this afternoon	დღეს	dghes
in the afternoon	სადილის შემდეგ	sadilis shemdeg
tomorrow afternoon	ხვალ სადილის შემდეგ	khval sadilis shemdeg
tonight (this evening)	დღეს საღამოს	dghes saghamos
tomorrow night	ხვალ საღამოს	khval saghamos
at 3 o'clock sharp	ზუსტად სამ საათზე	zust'ad sam saatze

about 4 o'clock	დაახლოებით ოთხი საათი	daakhloebit otkhi saati
by 12 o'clock	თორმეტი საათისთვის	tormet'i saatistvis
in 20 minutes	ოც წუთში	ots ts'utshi
in an hour	ერთ საათში	ert saatshi
on time (adv)	დროულად	droulad
a quarter of ...	თხუთმეტი წუთი აკლია	tkhutmet'i ts'uti ak'lia
within an hour	საათის განმავლობაში	saatis ganmavlobashi
every 15 minutes	ყოველ თხუთმეტ წუთში	qovel tkhutmet' ts'utshi
round the clock	დღე-ღამის განმავლობაში	dghe-ghamis ganmavlobashi

## 21. Months. Seasons

January	იანვარი	ianvari
February	თებერვალი	tebervali
March	მარტი	mart'i
April	აპრილი	ap'rili
May	მაისი	maisi
June	ივნისი	ivnisi
July	ივლისი	ivlisi
August	აგვისტო	agvist'o

September	სექტემბერი	sekt'emberi
October	ოქტომბერი	okt'omberi
November	ნოემბერი	noemberi
December	დეკემბერი	dek'emberi
spring	გაზაფხული	gazapkhuli
in spring	გაზაფხულზე	gazapkhulze
spring (as adj)	გაზაფხულისა	gazapkhulisa
summer	ზაფხული	zapkhuli
in summer	ზაფხულში	zapkhulshi
summer (as adj)	ზაფხულისა	zapkhulisa
fall	შემოდგომა	shemodgoma
in fall	შემოდგომაზე	shemodgomaze
fall (as adj)	შემოდგომისა	shemodgomisa
winter	ზამთარი	zamtari
in winter	ზამთარში	zamtarshi
winter (as adj)	ზამთრის	zamtris
month	თვე	tve
this month	ამ თვეში	am tveshi
next month	მომდევნო თვეს	momdevno tves
last month	გასულ თვეს	gasul tves
a month ago	ერთი თვის წინ	erti tvis ts'in
in a month (a month later)	ერთი თვის შემდეგ	erti tvis shemdeg
in 2 months (2	ორი თვის შემდეგ	ori tvis shemdeg

months later)		
the whole month	მთელი თვე	mteli tve
all month long	მთელი თვე	mteli tve
monthly (~ magazine)	ყოველთვიური	qoveltviuri
monthly (adv)	ყოველთვიურად	qoveltviurad
every month	ყოველ თვე	qovel tve
twice a month	თვეში ორჯერ	tveshi orjer
year	წელი	ts'eli
this year	წელს	ts'els
next year	მომავალ წელს	momaval ts'els
last year	შარშან	sharshan
a year ago	ერთი წლის წინ	erti ts'lis ts'in
in a year	ერთი წლის შემდეგ	erti ts'lis shemdeg
in two years	ორი წლის შემდეგ	ori ts'lis shemdeg
the whole year	მთელი წელი	mteli ts'eli
all year long	მთელი წელი	mteli ts'eli
every year	ყოველ წელს	qovel ts'els
annual (adj)	ყოველწლიური	qovelts'liuri
annually (adv)	ყოველწლიურად	qovelts'liurad
4 times a year	წელიწადში ოთხჯერ	ts'elits'adshi otkhjer
date (e.g., today's ~)	რიცხვი	ritskhvi
date (e.g., ~ of birth)	თარიღი	tarighi

calendar	კალენდარი	k'alendari
half a year	ნახევარი წელი	nakhevari ts'eli
six months	ნახევარწელი	nakhevarts'eli
season (summer, etc.)	სეზონი	sezoni
century	საუკუნე	sauk'une

## 22. Time. Miscellaneous

time	დრო	dro
moment	წამი	ts'ami
instant (n)	წამი	ts'ami
instant (adj)	წამიერი	ts'amieri
lapse (of time)	მონაკვეთი	monak'veti
life	სიცოცხლე	sitsotskhle
eternity	მარადისობა	maradisoba
epoch	ეპოქა	ep'oka
era	ერა	era
cycle	ციკლი	tsik'li
period	პერიოდი	p'iodi
term (short-~)	ვადა	vada
the future	მომავალი	momavali
future (as adj)	მომავალი	momavali
next time	შემდგომში	shemdgomshi

the past	წარსული	ts'arsuli
past (recent)	წარსული	ts'arsuli
last time	ამას წინათ	amas ts'inat
later (adv)	მოგვიანებით	mogvianebit
after (prep.)	შემდეგ	shemdeg
nowadays (adv)	ამჟამად	amzhamad
now (adv)	ახლა	akhla
immediately (adv)	დაუყოვნებლივ	dauqovnebliv
soon (adv)	მალე	male
in advance (beforehand)	წინასწარ	ts'inasts'ar
a long time ago	დიდი ხნის წინ	didi khnis ts'in
recently (adv)	ახლახან	akhlakhan
destiny	ბედი	bedi
memories (childhood ~)	მეხსიერება	mekhsiereba
archives	არქივი	arkivi
during ...	... დროს	... dros
long, a long time (adv)	დიდხანს	didkhans
not long (adv)	ცოტა ხანს	tsot'a khans
early (in the morning)	ადრე	adre
late (not early)	გვიან	gvian
forever (for good)	სამუდამოდ	samudamod
to start (begin)	დაწყება	dats'qeba



to postpone (vt)	გადატანა	gadat'ana
at the same time	ერთდროულად	ertdroulad
permanently (adv)	მუდმივად	mudmivad
constant (noise, pain)	მუდმივი	mudmivi
temporary (adj)	დროებითი	droebiti
sometimes (adv)	ზოგჯერ	zogjer
rarely (adv)	იშვიათად	ishviatad
often (adv)	ხშირად	khshirad

## 23. Opposites

rich (adj)	მდიდარი	mdidari
poor (adj)	ღარიბი	gharibi
ill, sick (adj)	ავადმყოფი	avadmqopi
well (not sick)	ჯანმრთელი	janmrteli
big (adj)	დიდი	didi
small (adj)	პატარა	p'at'ara
quickly (adv)	სწრაფად	sts'rapad
slowly (adv)	ნელა	nela
fast (adj)	სწრაფი	sts'rapa
slow (adj)	ნელი	neli
glad (adj)	მხიარული	mkhiaruli

sad (adj)	სევდიანი	sevdiani
together (adv)	ერთად	ertad
separately (adv)	ცალ-ცალკე	tsal-tsalk'e
aloud (to read)	ხმამაღლა	khmamaghla
silently (to oneself)	თავისთვის	tavistvis
tall (adj)	მაღალი	maghali
low (adj)	დაბალი	dabali
deep (adj)	ღრმა	ghrma
shallow (adj)	წყალმცირე	ts'qalmtsire
yes	დიახ	diakh
no	არა	ara
distant (in space)	შორეული	shoreuli
nearby (adj)	ახლო	akhlo
far (adv)	შორს	shors
nearby (adv)	ახლოს	akhlos
long (adj)	გრძელი	grdzeli
short (adj)	მოკლე	mok'le
good (kindhearted)	კეთილი	k'etili
evil (adj)	ბოროტი	borot'i
married (adj)	ცოლიანი	tsoliani
single (adj)	უცოლო	utsolo

to forbid (vt)	აკრძალვა	ak'rdzalva
to permit (vt)	ნების დართვა	nebis dartva
end	ბოლო	bolo
beginning	დასაწყისი	dasats'qisi
left (adj)	მარცხენა	martskhena
right (adj)	მარჯვენა	marjvena
first (adj)	პირველი	p'irveli
last (adj)	ბოლო	bolo
crime	დანაშაული	danashauli
punishment	სასჯელი	sasjeli
to order (vt)	ბრძანება	brdzaneba
to obey (vi, vt)	დამორჩილება	damorchileba
straight (adj)	სწორი	sts'ori
curved (adj)	მრუდი	mrudi
paradise	სამოთხე	samotkhe
hell	ჯოჯობეთი	jojokheti
to be born	დაბადება	dabadeba
to die (vi)	მოკვდომა	mok'vdoma
strong (adj)	ძლიერი	dzlieri
weak (adj)	სუსტი	sust'i
old (adj)	ძველი	dzveli
young (adj)	ახალგაზრდა	akhalgazrda

old (adj)	ძველი	dzveli
new (adj)	ახალი	akhali
hard (adj)	მაგარი	magari
soft (adj)	რბილი	rbili
warm (tepid)	თბილი	tbili
cold (adj)	ცივი	tsivi
fat (adj)	მსუქანი	msukani
thin (adj)	გამხდარი	gamkhdari
narrow (adj)	ვიწრო	vits'ro
wide (adj)	განიერი	ganieri
good (adj)	კარგი	k'argi
bad (adj)	ცუდი	tsudi
brave (adj)	მამაცი	mamatsi
cowardly (adj)	მშიშარა	mshishara

## 24. Lines and shapes

square	კვადრატი	k'vadrat'i
square (as adj)	კვადრატული	k'vadrat'uli
circle	წრე	ts're
round (adj)	მრგვალი	mrgvali
triangle	სამკუთხედი	samk'utkhedi
triangular (adj)	სამკუთხა	samk'utkha

oval	ოვალი	ovali
oval (as adj)	ოვალური	ovaluri
rectangle	მართკუთხედი	martk'utkhedi
rectangular (adj)	მართკუთხა	martk'utkha
pyramid	პირამიდა	p'iramida
rhombus	რომბი	rombi
trapezoid	ტრაპეცია	t'rap'etsia
cube	კუბი	k'ubi
prism	პრიზმა	p'rizma
circumference	წრეხაზი	ts'rekhazi
sphere	სფერო	spero
ball (solid sphere)	სფერო	spero
diameter	დიამეტრი	diamet'ri
radius	რადიუსი	radiusi
perimeter (circle's ~)	პერიმეტრი	p'erimet'ri
center	ცენტრი	tsent'ri
horizontal (adj)	ჰორიზონტალური	horizont'aluri
vertical (adj)	ვერტიკალური	vert'ik'aluri
parallel (n)	პარარელი	p'arareli
parallel (as adj)	პარალელური	p'araleluri
line	ხაზი	khazi
stroke	ხაზი	khazi
straight line	წრფე	ts'rpe
curve (curved line)	მრუდი	mrudi

thin (line, etc.)	თხელი	tkheli
contour (outline)	კონტური	k'ont'uri
intersection	გადაკვეთა	gadak'veta
right angle	მართი კუთხე	marti k'utkhe
segment	სეგმენტი	segment'i
sector	სექტორი	sekt'ori
side (of triangle)	გვერდი	gverdi
angle	კუთხე	k'utkhe

## 25. Units of measurement

weight	წონა	ts'ona
length	სიგრძე	sigrdze
width	სიგანე	sigane
height	სიმაღლე	simaghle
depth	სიღრმე	sighrme
volume	მოცულობა	motsuloba
area	ფართობი	partobi
gram	გრამი	grami
milligram	მილიგრამი	miligrami
kilogram	კილოგრამი	k'ilogrami
ton	ტონა	t'ona
pound	გირვანქა	girvanka
ounce	უნცია	untsia

meter	მეტრი	met'ri
millimeter	მილიმეტრი	milimet'ri
centimeter	სანტიმეტრი	sant'imet'ri
kilometer	კილომეტრი	k'ilomet'ri
mile	მილი	mili
inch	დუიმი	duimi
foot	ფუტი	put'i
yard	იარდი	iardi
square meter	კვადრატული მეტრი	k'vadrat'uli met'ri
hectare	ჰექტარი	hek't'ari
liter	ლიტრი	lit'ri
degree	გრადუსი	gradusi
volt	ვოლტი	volt'i
ampere	ამპერი	amp'eri
horsepower	ცხენის ძალა	tskhenis dzala
quantity	რაოდენობა	raodenoba
a little bit of ...	ცოტაოდენი ...	tsot'aodeni ...
half	ნახევარი	nakhevari
dozen	დუჟინი	duzhini
piece (item)	ცალი	tsali
size	ზომა	zoma
scale (map ~)	მასშტაბი	massht'abi
minimal (adj)	მინიმალური	minimaluri

the smallest (adj)	უმცირესი	umtsiresi
medium (adj)	საშუალო	sashualo
maximal (adj)	მაქსიმალური	maksimaluri
the largest (adj)	უდიდესი	udidesi

## 26. Containers

canning jar (glass ~)	ქილა	kila
can	ქილა	kila
bucket	ვედრო	vedro
barrel	კასრი	k'asri
wash basin (e.g., plastic ~)	ტაშტი	t'asht'i
tank (100L water ~)	ბაკი	bak'i
hip flask	მათარა	matara
jerrycan	კანისტრა	k'anist'ra
tank (e.g., tank car)	ცისტერნა	tsist'erna
mug	კათხა	k'atkha
cup (of coffee, etc.)	ფინჯანი	pinjani
saucer	ლამბაქი	lambaki
glass (tumbler)	ჭიქა	ch'ika
wine glass	ბოკალი	bok'ali
stock pot (soup pot)	ქვაბი	kvabi
bottle (~ of wine)	ბოთლი	botli



neck (of the bottle, etc.)	ყელი	qeli
carafe (decanter)	გრაფინი	grapini
pitcher	დოქი	doki
vessel (container)	ჭურჭელი	ch'urch'eli
pot (crock, stoneware ~)	ქოთანი	kotani
vase	ლარნაკი	larnak'i
bottle (perfume ~)	ფლაკონი	plak'oni
vial, small bottle	შუშა	shusha
tube (of toothpaste)	ტუბი	t'ubi
sack (bag)	ტომარა	t'omara
bag (paper ~, plastic ~)	პაკეტი	p'ak'et'i
pack (of cigarettes, etc.)	შეკვრა	shek'vra
box (e.g., shoebox)	კოლოფი	k'olopi
crate	ყუთი	quti
basket	კალათი	k'alati

## 27. Materials

material	მასალა	masala
wood (n)	ხე	khe
wood-, wooden (adj)	ხისა	khisa

glass (n)	მინა	mina
glass (as adj)	მინისა	minisa
stone (n)	ქვა	kva
stone (as adj)	ქვისა	kvisa
plastic (n)	პლასტიკი	p'last'ik'i
plastic (as adj)	პლასტმასისა	p'last'masisa
rubber (n)	რეზინი	rezini
rubber (as adj)	რეზინისა	rezinisa
cloth, fabric (n)	ქსოვილი	ksovili
fabric (as adj)	ქსოვილისგან	ksovilisgan
paper (n)	ქაღალდი	kaghaldi
paper (as adj)	ქაღალდისა	kaghaldisa
cardboard (n)	მუყაო	muqao
cardboard (as adj)	მუყაოსი	muqaosi
polyethylene	პოლიეთილენი	p'olietileni
cellophane	ცელოფანი	tselopani
linoleum	ლინოლეუმი	linoleumi
plywood	ფანერა	panera
porcelain (n)	ფაიფური	paipuri
porcelain (as adj)	ფაიფურისა	paipurisa
clay (n)	თიხა	tikha
clay (as adj)	თიხისა	tikhisa

ceramic (n)	კერამიკა	k'eramik'a
ceramic (as adj)	კერამიკისა	k'eramik'isa

## 28. Metals

metal (n)	ლითონი	lioni
metal (as adj)	ლითონისა	lisonisa
alloy (n)	შენადნობი	shenadnobi
gold (n)	ოქრო	okro
gold, golden (adj)	ოქროს	okros
silver (n)	ვერცხლი	vertskhli
silver (as adj)	ვერცხლისა	vertskhlisa
iron (n)	რკინა	rk'ina
iron-, made of iron (adj)	რკინისა	rk'inisa
steel (n)	ფოლადი	poladi
steel (as adj)	ფოლადისა	poladisa
copper (n)	სპილენძი	sp'ilendzi
copper (as adj)	სპილენძისა	sp'ilendzisa
aluminum (n)	ალუმინი	alumini
aluminum (as adj)	ალუმინისა	aluminisa
bronze (n)	ბრინჯაო	brinjao
bronze (as adj)	ბრინჯაოსი	brinjaosi
brass	თითბერი	titberi

nickel	ნიკელი	nik'eli
platinum	პლატინა	p'lat'ina
mercury	ვერცხლისწყალი	vertskhlists'qali
tin	კალა	k'ala
lead	ტყვია	t'qvia
zinc	თუთია	tutia