

KUNAKA
GRAMMER BOOK FOR BEGINNERS
by Orkun Ateş

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Preface

Kunaka is an artificial language created by the language expert Mr.Orkun Ateş, who can speak 7 more languages including Turkish, English, German, Spanish, Arabic, Swahili and Chinese. Kunaka language was first created and developed to be used in a Science Fiction book titled as “The Darkside of the Moon, Volume 1: The Rise of The Kun People Against Sonach Empire” written by Mr.Orkun Ateş as the language of an alien race, The Kun People. Another artificial language which is also used in the same science fiction book as the language of the second alien race, (Sonach Empire) Sonach language is to be completed soon.

Kunaka language has two alphabets, one is composed of latin letters and the other one is composed of its own characters. While the Latin letters enable the reader to learn the language with ease, the other alphabet known as Kun Alphabet gives its characteristics and uniqueness to the language. Moreover its grammar structure is quite different from other known languages making the language the first of its kind.

The readers are given the chance to test and improve themselves at the end of each chapter with the help of chapter tests. Moreover a general test is provided at the end of the book to repeat all the topics covered by the book and check their Kunaka language proficiency level.

Moreover many events and social media applications will be organised to form a Kunaka speaking community fast and effectively.

It is certain that a Kunaka speaking society will emerge from all over the world and this society will expand exponentially like a rolling snow ball and this book is the first step to throw down this snow ball from the hill.

Acknowledgements

Before and during the writing and publication processes of this book, I received so much support from many wonderful people without whom I could not manage to do all this. Thus here I want to thank all of them.

To My family: For their constant support in all of my plans. They always trusted on me and helped my dreams come true.

To all my friends : For their moral support from the beginning to the end of the writing process of this book.

To Cinius Publishing House: For their great support in the publishing process

...and finally to Polyglot community : For the inspiration they gave me to write this book.

Abbreviations

(n)	: noun
(v)	: verb
()	: gives identical meaning or explanation or means “optional”
Adj.	: adjective
Adv.	: adverb
Con.	: continuous
Ex.	: example
Ind.	: indicator
Neg.	: negative
Obj.	: object
Per.	: person
Perf.	: perfect
Pl.	: plural
Pos.	: positive
Pr.	: present
Pre.	: prefix
Sg.	: singular
Simp.	: simple
Subj.	: subject
Ten.	: tense

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1- *Kunaka Language*

Kunaka is an artificial language created by the language expert Mr.Orkun Ateş to be used in his Science Fiction book titled as “The Darkside of the Moon, Volume 1: The Rise of The Kun People Against Sonach Empire” as the language of an alien race, The Kun People. Then he has further developed Kunaka language to make it a fully functioning language with its perfectly constructed grammer features. The next target is to form a Kunaka speaking community from all over the world.

This book aims to give the readers a basic understanding of Kunaka for daily use. Thus instead of bothering the readers with a detailed and complicated grammar, a simplified but very effective grammar learning method has been introduced which makes the understanding of the grammar as easy and enjoyable as possible.

A-Kunaka Alphabets

The Kunaka language has two alphabets;

1- Latin Alphabet (plus 2 digraphs)

26 Letters:	a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
21 Consonants:	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
5 Vowels:	a, e, i, o, u
2 Digraphs:	ch, sh

Alphabet has 26 letters (21 consonants and 5 vowels) and 2 digraphs (ch and sh).

2- Kun Alphabet

The Alphabet has 28 special characters / letters. Each letter in Kun alphabet has its corresponding letter in Latin alphabet. Please check Kun alphabet in **The Appendix-1**.

Our Kunaka speaking community can chose to read&write any of these two alphabets, but Latin alphabet will be used throughout this book to make the learning process faster.

B-Pronunciation

The pronunciations of Kunaka letters are the same as the pronunciations of Turkish letters. Please study the following letter pronunciations carefully;

Kunaka Alphabet	English Sound	Pronunciation Example
A a	/a/	'a' as in father
B b	/b/	'b' as in book

Kunaka Alphabet	English Sound	Pronunciation Example
C c	/dʒ/	'j' as in joke
D d	/d/	'd' as in day
E e	/e/, /ɛ/	'e' as in red or 'a' as in cat
F f	/f/	'f' as in far
G g	/g/, /ɟ/	'g' as in game
H h	/h/	'h' as in hot
I i	/i/	'i' as in machine
J j	/ʒ/	's' as in pleasure
K k	/k/, /c/	'k' as in kilo
L l	/l/, /ʎ/	'l' as in life
M m	/m/	'm' as in master
N n	/n/	'n' as in nice
O o	/o/	'o' as in more
P p	/p/	'p' as in spin
Q q	/kju/	'q' as in queen

Kunaka Alphabet	English Sound	Pronunciation Example
R r	/ɾ/	the 'r' as in car
S s	/s/	's' as in smile
T t	/t/	't' as in stop
U u	/u/	'u' as in ultimate
V v	/v/	'v' as in victory
W w	/ˈdʌbəljuː/	'w' as in west
X x	/eks/	'x' as in x-mas
Y y	/j/	'y' as in you
Z z	/z/	'z' as in zigzag
Ch	/tʃ/	'ch' as in chimpanzee
Sh	/ʃ/	'sh' as in shine

! When two or more vowels follow each other, they must be pronounced separately, each vowel keeping its own sound and do not form a single sound.

Pronunciation Hints:

Awate **te**vuga leetnan. (We are selling books)
Maanu nusale **sh**elu wekele. (They came from the village)
Awate telede owa **me**uke. (We have allowed him to count)

! The emphasis is given to the middle syllable in the 3-syllable-constructions.
! The emphasis is given to the first syllable in the 2-syllable-constructions.

! Each syllable must be pronounced separately with a short pause between them.
! Some words may have apostrophe sign (‘) which means there is a long pause after it.
Ex: Ik’naeh : No
Ka’ah : Model verb “may”

C-Articles in Kunaka

There are no articles in Kunaka. That means the noun “tutna” can be either “a door” or “the door”. The way to make a noun definitive, demonstratives are used such as “this”, “these”, “that” and “those”.

Ex: Tu-ke : to enter (infinitive form)
Tu : enter (verb root)
Tu-tna : a door or the door, (an entrance or the entrance)
Tutna-n : doors or the doors
Na : This
Qua : That
Na Tutna : this door
Qua Tutna : that door
Nan Tutnan : these doors
Quan Tutnan : those doors

D- Verb related Nouns

As seen in the previous example, the word Tu-**tna** (entrance, door) is derived from the verb root “tu” (enter) by simply adding the suffix “-tna”. Moreover the subject performing the action is also derived from the verb root by adding the suffix “-ja”
i.e. verb root “po” (speak), “po-**ja**” means “speaker”

! These are the unique features of Kunaka Language. Knowing this, you can easily guess the link between some verbs and the nouns.

Ex: Po-ke : to speak Po-**tna** : speech Po-**ja** : speaker
Lee-ke : to read Lee-**tna** : book Lee-**ja** : reader

E-Plurals in Kunaka

Forming the plurals of the nouns is quite easy, as you simply add the suffix “-n” at the end of the singular form of the noun if the noun ends with a vowel. If the noun does not end with a vowel, but ends with a consonant then the suffix “-an” should be inserted at the end of the noun.

Ex: Tutna : entrance, door Dar : house
Tutna-**n** : entrances, doors Dar-**an** : houses

F-Demonstratives

Demonstratives show where an object, event, or person is in relation to the speaker. They can refer to a physical or a psychological closeness or distance. When talking about events, the

near demonstratives are often used to refer to the present while the far demonstratives often refer to the past.

! Demonstratives can be placed before the noun or the adjective that modifies the noun in Kunaka.

Ex: Chu : here
Na Tutna : this Door
Nan Tutnan : these Doors
Qua Tutna : that Door
Quan Tutnan : those Doors

Shu : there
Na Potna : this Speech
Nan Potnan : these Speeches
Qua Potna : that Speech
Quan Potnan : those Speeches

As you can see in the above examples, the same method is applied when forming the plural form of “this” and “that”. The same way as forming the plural form of the nouns, the plural form of determinative nouns are simply made by adding the suffix “-n” at the end.

Please check The Nouns List in **The Appendix-2**.

Chapter Test - 1

Please chose the correct translations. (Questions 1-2)

1- those doors / this speech / there / books / reader

- a) qua tutna / na potna / shu / leetnan / leeja
- b) quan tutnan / na potna / shu / leetnan / leeja
- c) quan tutnan / nan potnan / shu / leetnan / leeja
- d) quan tutnan / na potna / chu / leetnan / leeja
- e) quan tutnan / na potna / shu / leetna / leeja

2- nan leetnan / qua poja / chu

- a) those books / that speaker / here
- b) these books / this speaker / here
- c) these books / that speaker / there
- d) these books / that speaker / here
- e) these books / those speakers / here



2- The Kunaka Sentence Construction

The Kunaka sentence construction is more complex than the one shown below. The structure can take some additional prefixes, infixes and suffixes according to the situation. Below is a very simple sentence construction and this construction is intentionally selected as an example in order to give the readers the basic understanding of the grammatical elements of a Kunaka sentence. More complex ones will be given in later chapters as the role of the sentence elements are introduced to the readers one by one.

A typical Kunaka sentence construction formula is as follows;

(SUBJECT) and (SUBJ.PRO)	POSITIVE / NEGATIVE STATUS INDICATOR	ACTIVE / PASSIVE STATUS INDICATOR	SUBJECT PREFIX + VERB + TENSE INDICATOR	OBJECT	ADVERB
* Both Optional	(placed or not, depending on the status of the sentence)				

Sentence Elements

A-Subject Pronouns and Subject Pronoun Indicator Prefixes (Subj.Prefixes)

The role of the subjects is that they are responsible for the action in a sentence. They can be pronoun, word, word groups etc.

Personal Subject Pronouns

Awa (1.Sg) = I
Naaya (2.Sg) = You
Wama (3.Sg) = He, She, It
Awate (1.Pl) = We
Kusaa (2.Pl) = You(Pl)
Maanu (3.Pl) = They

Subject Pronoun Indicator Prefixes

a-
naa-
wa-
te-
saa-
nu-

Ex: (Kusaa) in saa-mu-ta qua. (You (Pl) will not need that.)

Analysing the structure:

(Kusaa) in saa-mu-ta qua. ⇒ Kusaa : you (2.person pl) subj. (it is optional to place Subject Pronoun since subj.pronoun ind.prefix is alone enough)
in : negative status indicator
saa- : subject pre. for 2.person pl.
-mu- : verb root for the verb 'to need'
-ta : tense indicator for future tens.
qua : that (object)

Ex: (Maanu) nu-ju-lea jutna samoje. (They were watching the movie together.)

Analysing the structure:

(Maanu) **nu**-ju-lea jutna samoje. ⇒ Maanu : *they (3.person pl) subj.*
 nu- : *subject pre. for 3.person pl.*
 -ju- : *verb root for the verb 'to watch'*
 -lea : *tense indicator for simp. past. cont. tense*
 jutna : *movie*
 samoje : *together*

B- Positive / Negative Status Indicator

The Positive / Negative Status indicator is important because it shows if the constructed Kunaka sentence is positive or negative and a prefix is inserted or not according to status of the sentence. If a Kunaka sentence is positive then **no prefix** is needed, but if the sentence is negative then the negative indicator prefix “**in-**” should be inserted.

Positive : - (**no prefix**)

Negative: **in-**

C- Active / Passive Status Indicator

The Active / Passive Status indicator is important because it shows if the constructed Kunaka sentence is active or passive and a suffix is inserted or not according to status of the sentence. If a Kunaka sentence is active then **no suffix** is needed, but if the sentence is passive then the passive indicator suffix “**-ka**” should be inserted.

Active : - (**no suffix**)

Passive: **-ka**

! In a Kunaka sentence, Positive / Negative Status Indicator is always followed by Active / Passive Status Indicator and please keep in mind that **this order NEVER changes**.

Now we will see how Positive / Negative and Active / Passive Status Indicators function in a Kunaka sentence.

Ex: **Positive and Active Sentence**

3.Sg.Pronoun	Pos.ind.	Active ind.	Subj.prefix	Verb	Tense ind.
(Wama)	-	-	wa-	-sha-	-le.
(He/she/it)	-	-	he/she/it	to sleep	simp.past.tense

Translation: He/she/it slept.

Washale. = He slept.

Ex: **Negative and Active Sentence**

2.Sg.Pronoun	Neg.ind.	Active ind.	Subj.prefix	Verb	Tense ind.	Adverb
(Naaya)	in-	-	naa-	-pa-	-ta	meon.
(You (sg.))	not	-	you	to swim	will	tomorrow

Translation : You will not swim tomorrow.

In naapata meon. = You will not swim tomorrow.

Ex: **Positive and Passive Sentence**

1.Sg.Pronoun	Pos.ind.	Pass. ind.	Subj.prefix	Verb	Tense ind.	Conj.
(Awa)	-	-ka	a-	-mo-	-le	qua ...
(I)	-	passive form ind.	I	to tell	simp.past.ten.	that

Translation : I was told that

Ka amole qua ... = I was told that ...

Ex: **Negative and Passive Sentence**

1.Pl.Pronoun	Neg.ind.	Pass. ind.	Subj.prefix	Verb	Tense ind.	Object
(Awate)	in-	-ka	te-	-fua-	-de	di owa.
(We)	not	passive form	We	to hit	pres. perf.	by him

Translation : We have not been hit by him.

Inka tefuade di owa. = We have not been hit by him.

D- Subject Prefixes (Subject Pronoun Indicator Prefixes)

In Kunaka, subjects take prefixes and these prefixes are attached in front of the verb root as shown in the formula. Moreover it is **optional** in most cases to put subject pronoun in a sentence, because subject prefix is alone sufficient to indicate what the subject is.

Ex: Awa acheta katela meon. = A-cheta katela meon. (I will play football tomorrow)

Here the subject prefix of 1. person singular (a-) already indicates that the subject is I (Awa), hence it is not necessary to put the subject pronoun (Awa) in the sentence.

! Please pay attention to the fact that the sentence in the above example is positive and active so there is no positive indicator prefix and no active indicator suffix placed in the sentence.

Personal Subjects Pronouns

Awa (1.Sg) = I

Naaya (2.Sg) = You

Wama (3.Sg) = He, She, It

Awate (1.Pl) = We

Kusaa (2.Pl) = You(pl)

Maanu (3.Pl) = They

Personal Subject Pronoun Indicator Prefixes

a-

naa-

wa-

te-

saa-

nu-

! As seen above, Personal Subject Pronoun Indicator Prefixes are derived from The Personal Subject Pronouns in such a way that for singular personal subject pronouns, **the first syllables** become The Personal Subject Prefixes.
 For plural personal subject pronouns, **the last syllables** become The Personal Subject Prefixes.

Personal Pronouns

Awa **a-** verb root - tense ind.

NAaya **naa-** verb root - tense ind.

Wama **wa-** verb root - tense ind.

Analysing the structure

Zau-ke ⇒ zau : *the verb root for the verb 'to become'*
-ke : *infinitive suffix*

Ex: in zauke (v) : not to read (negative infinitive verb)

Analysing the structure

in zau-ke ⇒ in : *negative status indicator*
zau : *the verb root for the verb 'to become'*

Another function of the suffix “-ke” is that the verb root for example in the previous case “zau” (become), when combined with the suffix “-ke” also means ‘the becoming’ which is the noun form of the verb and “in zauke” means ‘no becoming’ or ‘not becoming’.

Ex: mu-ke : to need or the needing
in muke : not to need or no needing or not needing

The complete verbs list is given in the **Appendix-3**. Please check and try to memorise the complete list.

Some randomly chosen verbs are given below to give a general idea of verbs.

Che-ke : to play
Fua-ke : to hit
Ju-ke : to watch
Koa-ke : to learn
Lo-ke : to fly
Mo-ke : to tell
Mu-ke : to need
Nue-ke : to want
Pa-ke : to swim
Po-ke : to speak
Rua-ke : to find
Ru-ke : to get
Sa-ke : to come
Sha-ke : to sleep
Shau-ke : to do
Sho-ke : to feel
So-ke : to see
Tu-ke : to enter
Zau-ke : to become

H-Basic Tenses and Tense Indicators

Tense

Simple Present Tense
Simple Present Continuous Tense
Simple Past Tense
Simple Past Continuous Tense
Present Perfect Tense

Tense Indicator Suffix

- (No Suffix)
- ga
- le
- lea
- de

Present Perfect Continuous Tense - dea
Future Tense - ta
Future Continuous Tense - taa

The Use of Tense Indicators

Positive / Active Sentence Structure ⇒ Subject prefix + verb root + tense indicator

To make it clear, a table is given below where the verb “-che” : to play, is used for the illustration:

<u>Subject</u>	<u>Simp.Past.Tense</u>	<u>Pr.Perf.Tense</u>	<u>Simp.Pr.Con.Tense</u>	<u>Future.Tense</u>
Awa	a-che-le	a-che-de	a-che-ga	a-che-ta
Naaya	naa-che-le	naa-che-de	naa-che-ga	naa-che-ta
Wama	wa-che-le	wa-che-de	wa-che-ga	wa-che-ta
Awate	te-che-le	te-che-de	te-che-ga	te-che-ta
Kusaa	saa-che-le	saa-che-de	saa-che-ga	saa-che-ta
Maanu	nu-che-le	nu-che-de	nu-che-ga	nu-che-ta

Ex: (Wama) wachele. (He played)

Analysing the structure:

Wa-che-le ⇒ wa- : *subject prefix for 3. Person Sg*
-che- : *verb root for the verb 'to play'*
-le : *tense indicator for simple past tense*

Ex: (Kusaa) saasode puoba. (You(Pl) have seen the lion)

Analysing the structure:

Saa-so-de puoba. ⇒ saa- : *subject prefix for 2. Person Pl*
-so- : *verb root for the verb 'to see'*
-de- : *tense indicator for present perfect tense*
puoba : *the lion (object)*

Ex: (Maanu) nuyota quan leetan. (They will understand those books)

Analysing the structure:

Maanu nuyota quan leetan ⇒ Maanu : *3. Person Pl pronoun*
nu- : *subject prefix for 3. Person Pl*
-yo- : *verb root for the verb 'to understand'*
-ta : *tense indicator for future tense*
quan : *those (demonstrative)*
leetan : *books (object)*

I-Object

Object in a sentence is defined as the entity that is acted upon by the subject. There is thus a primary distinction between subjects and **objects** that is understood in terms of the action expressed by the verb.

i.e. I read books – (Awa alee leetan)

“I” is the subject and “books” is the **object**.

In Kunaka sentence construction, objects are placed after the word group which is simply
(Subject Prefix + Verb Root + Tense Indicator)

Let's take a closer look;

Personal Object Pronouns

Personal Subject Pronouns

Awa (1.Sg) = I
Naaya (2.Sg) = You
Wama (3.Sg) = He, She, It
Awate (1.Pl) = We
Kusaa (2.Pl) = You
Maanu (3.Pl) = They

Personal Object Pronouns

oa : me
onaa : you
owa : him, her, it
ote : us
osaa : you
onua : them

! As seen above, Personal Object Pronouns are derived from The Personal Subject Pronouns in such a way that for singular personal subject pronouns, **the first syllables after taking the prefix “o-“** become The Singular Personal Object Pronouns. (oa, onaa, owa) : (me, you(sg), him/her/it)

For plural personal subject pronouns, **the last syllables after taking the prefix “o-“** become The Plural Personal Object Pronouns. (ote, osaa, onua) : (us, you(pl), them)

! Exceptional case is the personal object pronoun for 3.person plural;
“ them = **onua** ”

Ex: (Awa) aguede onua. (I have invited them)

Analysing the structure

(Awa) a-gue-de onua. ⇒ Awa : *I (subject 1.Person Sg)*
a- : *subject prefix for 1.Person Sg*
-gue- : *the verb root for the verb ‘to invite’*
-de : *tense indicator for present perfect tense*
onua : *“them” 3.Person Pl Object Pronoun*

Ex: (Awate) tekiata owa. (We will ask him/her)

Analysing the structure

(Awate) te-kia-ta owa. ⇒ Awate : *We (subject 1.Person Pl)*
te- : *subject prefix for 1.Person Pl*
-kia- : *the verb root for the verb ‘to ask’*
-ta : *tense indicator for future tense*
owa : *“him/her/it” 3.Person Sg Object Pronoun*

More examples :

Niaja wa-seu oa qua ... (The teacher teaches me that ...)
Niaja wa-seu onaa qua ... (The teacher teaches you that ...)
Niaja wa-seu owa qua ... (The teacher teaches him that ...)
Niaja wa-seu ote qua ... (The teacher teaches us that ...)
Niaja wa-seu osaa qua ... (The teacher teaches you(pl) that ...)
Niaja wa-seu onua qua ... (The teacher teaches them that ...)

How to use the reflexive suffix -ji- :

Niaja wa-seu owa-**ji** qua ... (The teacher teaches himself that ...)
! The reflexive suffix “-**ji**” indicates that subject and object are identical.

Awa ayue oaji ⇒ (Awa) a-yue oa-**ji** (I cut myself)
Awate tesode oteji un mikele. ⇒ (Awate) te-so-de oteji un mikele.
(We have seen ourselves in the mirror)

Reflexive or Intensive Pronoun

Myself : Oa-ji
Yourself : Onaa-ji
Himself/herself/itself : Owa-ji
Ourselves : Ote-ji
Yourselves : Osaa-ji
Themselves : Onua-ji

Some More Examples;

Ex : (Wama) wanaule chae kombe jule. (He bought a cup yesterday)

Analysing the structure

(Wama) wa-nau-le chae kombe jule. ⇒ Wama : *subject pronoun 3.Person Sg*
wa- : *subject pronoun prefix for 3.Person Sg*
-nau- : *the verb root for the verb ‘to buy’*
-le : *tense indicator for simple past tense*
chae : *a, one*
kombe : *cup (object)*
jule : *yesterday*

Ex : Orkun anda Ozlem nuvuta ujeten un tuatku. (Orkun and Ozlem will sell the fruits in the market)

Analysing the structure

Orkun anda Ozlem nu-vu-ta ujeten un tuatku.
⇒ Orkun, Ozlem : *names of the two persons*
anda : *and (conjunction)*
nu- : *subject prefix for 3.Person Pl*
-vu- : *the verb root for the verb ‘to sell’*
-ta : *tense indicator for future tense*
ujeten : *fruits (object)*
un : *conjunction “in”*
tuatku : *market*

Ex : Bei raatan nuyuega koko tura. (Three people are cutting the coconut tree)

Analysing the structure

Bei raatan nu-yue-ga koko tura. ⇒ bei : *three*
raatan : *people*
nu- : *subject prefix for 3.Person Pl*
-yue- : *the verb root for the verb ‘to cut’*

-ga : tense indicator for simp.pr.con. tense
 koko : coconut
 tura : tree

J- Question Words (Interrogative Words)

In Kunaka, it is the intonation and sometimes a question word in the sentence which indicates whether it is a question sentence or not.

Question word	Translation	Example	Translation
<i>Choi?</i>	What?	Choi numole onaa?	What did they tell you?
<i>Choga?</i>	Who?	Choga wagueta ote?	Who will invite us?
<i>Chonar?</i>	Where?	Chonar naahode?	Where have you gone?
<i>Chola?</i>	When?	Chola naanita woa leetna?	When will you bring my book?
<i>Choke?</i>	Why?	Choke in naabaele un dar?	Why didn't you stay at home?
<i>Cae?</i>	Question ind. (Yes/No questions)	Cae wakunaode?	Has she returned?
<i>Cho</i>	How?	Cho naakka?	How are you?
<i>Cholei?</i>	What sort? What kind?	Cholei kuatna naanue?	What kind of job do you want?
<i>Chopai?</i>	Which?	Chopai raat wakka wonaa niaja?	Which person is your teacher?
<i>Chotae?</i>	How much? How many?	Chotae leetnan nukka ontu kakke?	How many books are there on the table?

! This table is available in **The Appendix-6** as well.

Some Examples to Interrogative Words

Chotae leujan se nukka un leutna?	(How many students are there in the school?)
Chola nusale shelu Utraki?	(When did they come from Turkey?)
Choke naamuele kutta luvu?	(Why did you wake up early today?)
Chopai dar naanue nauke?	(Which house do you want to buy?)
Chonar wakka wonaa niaja?, in wakka un leutna.	(Where is your teacher?, he is not at the school)

K-Other Elements of The Kunaka Sentence

In addition to the basic parts of a Kunaka sentence, there are also other elements which can be inserted into the sentence in order to enrich the meaning and the grammatical structure. The functions of these elements are various and they serve as an information source of the sentence, because they extend the concept of the sentence by giving information about the time, place, action, quantity, quality etc.

I-Adjectives

Adjectives describe the aspects of nouns. The adjectives come before the noun they qualify in a Kunaka sentence.

! The adjectives in Kunaka starts and ends with a vowel.

Below are some examples to adjectives ;

enua	: good	essua	: red
isoe	: bad	aunze	: new
onae	: white	achache	: few, little
untu	: black	ukoa	: hot
appa	: long	axta	: tasteful
orro	: short	asha	: nice
essa	: big	echafu	: dirty
oddo	: small	ottua	: many
efua	: raw	ukkae	: another
itto	: hard	alua	: strong
ujoe	: difficult	issi	: lazy
ippo	: important	uqete	: expensive
ojae	: rich	uju	: yellow
enne	: poor	assu	: clean
uqete	: weak	ubbe	: correct
uyte	: excellent	chutu	: soft
ugale	: happy	uxse	: old
utta	: sharp	jutte	: thin
iette	: light	appe	: high
ialara	: low	ussa	: some
kafea	: broken	kali	: drunk
kapo	: spoken	kasauma	: preferred

As seen above the last examples are the adjective types which are constructed from passive verbs.

Ex: Ka po Malt : Spoken Word

Analysis: Ka : passive status indicator

Po : the verb root "po" (to speak)

Malt : word

! As a rule, no space is left between passive status indicator "ka" and the verb root "po" when constructed adjectives from passive verbs. Hence the final form is :

Kapo Malt = Spoken Word

Kapo : spoken (adjective)

Malt : word (noun)

Please check The adjectives List in **The Appendix-4**.

See the following examples ;

isoe raat (a/the bad person) ;	isoe raatan (the bad people)
oddo artu (a/the small child) ;	oddo artun (the small children)

utta talda (a/the sharp knife) ;	utta taldan (the sharp knives)
appa tura (a/the long tree) ;	appa turan (the long trees)
isoe malt (a/the bad word) ;	isoe maltan (the bad words)
echafu watna (a/the dirty cloth) ;	echafu watnan (the dirty clothes)
appe nuut (a/the high wall) ;	appe nuutan (the high walls)
essa sad (a/the big place) ;	essa sadan (the big places)
enua luke (a/the good singing)	
asha yen (a/the nice girl) ;	asha yenan (the nice girls)
ukkae cheja (another player)	
jutte leetna (a/the thin book) ;	jutte leetnan (the thin books)
onae tutna (a/the white door) ;	onae tutnan (the white doors)
iette lum (light stone) ;	iette luman (light stones)

! As seen in the above examples, the adjectives do not take plural forming suffix “-n” or “-an” even they qualify plural nouns.

a) Comparative Adjectives

The Comparative Adjectives’ construction is as follows;

Subj.Prefix	aux.verb “to be”	Adjective	“comparative suffix”	Obj
Sub.Prefix	-kka	adjective	The suffix “-ti”	object

Examples:

(Awa) a-kka enua-ti onaa. (I am better than you)

(Awa) akka enuati. (I am better)

! Regardless of the presence of object, the construction (Adjective + suffix “-ti”) can be used to make comparison. For example in the above case, “Akka enuati” means “I am better” and “Akka enuati onaa” means “I am better than you”.

Na leetna wa-kka uqete-ti qua leetna. (This book is more expensive than that book.)

Orkun wakka uxseti Ozlem . (Orkun is older than Ozlem)

Quan Daran nukka esseti nan daran. (Those houses are bigger than these houses)

b) Superlative Adjectives

The Superlative Adjectives construction is as follows;

Subj.Prefix	aux.verb “to be”	Adjective	“superlative suffix”
Sub.Prefix	-kka	adjective	The suffix “-zi”

Examples:

Na kurtana wakka enuazi. (This team is the best)

(Maanu) nukkaale enuazi chejan. (They were the best players)

2-Adverbs

ADVERB	is an unchangeable part of a sentence
	qualifies verbs or adjectives in a sentence
	gives information about how, where or when an action takes place
	can be a word, phrase or clause
	is placed after the verb except in some particular cases

! Some adverbs are derived from adjectives by simply adding the suffix “ - nesh “ to the last vowel of the adjective.

Adjective :	enua (good)	effu (quick)
Adverb :	enua-nesh (well)	effu-nesh (quickly)

Examples to some common adverbs ;

Adverb	Translation	Example	Translation
effunesh	quickly	Lee effunesh!	Read quickly !
naka	like	Wanaruale naka sauja.	He/she stood up like soldier
soa tae	too much	Azade soa tae.	I’ve eaten too much
futha	aloud	In po futha !	Do not speak aloud !
soa	very	Na shenne wakka soa essa.	This city is very big
chae di chae	one by one	Nufagude kumaesan chae di chae	They’ve passed the exams one by one
uxanesh	secretly	Wakunaole uxanesh jule.	He/she secretly returned yesterday
luga	since	Akuade luga sabbah.	I’ve worked since morning
samoje	together	Tezata enua zatna samoje un dar.	We will eat good food together at home
neta	always	Nunuele reike neta	They always wanted to travel
kutta	early	Wamue kutta un sabbah.	He wakes up early in the morning
untu	under	Artun nuchega untu qua appa tura.	The children are playing under that long tree.
urua	alone	Naahota urua ?	Will you go alone ?
vemonesh	daily	Walee quan leetnan vemonesh.	He/she reads those books daily.

3-Possessive Pronouns and Possessive Adjectives

Subject Pronoun	Possessive Adjective	Possessive Pronoun	Object Pronoun
Awa (I)	Woa (my)	Joa (mine)	Oa (me)
Naaya (You)	Wonaa (your)	Jonaa (yours)	Onaa (you)
Wama (He/she/it)	Wowa (his/her/its)	Jowa (his/hers/its)	Owa (him,her,it)
Awate (We)	Wote (our)	Jote (ours)	Ote (us)
Kusaa (You(pl))	Wosaa (your(pl))	Josaa (yours (pl))	Osaa (you(pl))
Maanu (They)	Wonua (their)	Jonua (theirs)	Onua (them)

This table is available in **The Appendix-6** as well.

Possessive Form

The possessive form is used with nouns referring to people, groups of people, countries, and animals. It shows a relationship of belonging between one thing and another. To form the possessive, add “**ba**” to the noun.

Possessive Form Example:

Artu **ba** Ela (*The Child's ball*) = Ela **i** Artu (*The ball of the child*)
Yenan **ba** Ron (*The Girls' room*) = Ron **i** Yanan (*The room of the girls*)

Possessive Adjective Examples

Na Duatna in wakka joa, wakka jowa. (This pencil is not mine, it is hers)
Quan kottan in nukka jonua. (Maanu) in nunaude onua.
(Those cars are not theirs. They have not bought them(cars))
Woa yuttan in nukkata chu, nuhode e wonua genan qenu chae orro gitna.
(My friends will not be here, they have gone to their relatives for a short visit)
Wote saujan nukka alua. (Maanu) nulua wonua fuatnan soa.
(Our soldiers are strong. They have their weapons too)

4-Prepositions and Conjunctions

Let's read below conversation between two children carefully, where you will see the important role of the prepositions and conjunctions together with their contribution to the meaning of the sentences.

Please check The Prepositions and Conjunctions List in **The Appendix-7**.

Orkun : Ozlem, Choi naashauga untu na tura?
(*Ozlem, what are you doing under this tree?*)

Ozlem : Asaiga, use akka odaru.
(*I am resting, because I am tired*)

Orkun : Choke naakka odaru? Choi naashaude?
(*Why are you tired? What have you done?*)

Ozlem : Akuale shelu sabbah tal nuq luve. Chaen amuele un 8 (tau) un sabbah.
Vukai zake, aniele woa Qin furra i dar anda naqwe ahole e tuatku
nauke ussa moqten.
(*I worked from morning till night today. First I woke up at 8 o'clock
in the morning. After eating food, I helped my father in front of the
house, and then I went to bazaar in order to buy some vegetables.*)

Orkun : Ama wonaa Qin wamole oa qua naahole e tuatku itha wonaa wutta.
(*but your father told me that you went to bazaar with your brother*)

Ozlem : Anta anuele hoke e tuatku anda woa wutta, (wama) wanuele baeke
un dar ewo i sake. Aruele tuatku initha woa wutta. In anauchale

nowaq un tespua exto komen anda magon.

(*Although I wanted to go to bazaar with my brother, he wanted to stay
at home instead of coming. I arrived in bazaar without him. I could not
buy anything in the shop except oranges and mangos.*)

Orkun : Qule naanaule sansa komen anda magon, in naagutele tae dina.
(*if you bought only oranges and mangos, you did not spend much money.*)

Ozlem : In agutele achache dina, ontu ma soa tae, use moqten nukka soa uqete.
(*I did not spend little money, on the contrary very much, because the
vegetables are very expensive.*)

Orkun : Cae mukake?
(*Is that all?*)

Ozlem : Ik'naeh. Vukai shake, aleele chae leetna anda naqwe akoale Kunaka.
(*No. Before sleeping, I read a book and then learnt Kunaka.*)

Chapter Test - 2

Please chose the one which best suits the following sentences. (The questions 1-4)

1- Artun qua __chega un na mad, ____ joa.

a) nu- , nukka b) wa- , wakka c) te- , tekka d) a- , akka e) nu- , wakka

2- Awa ____ un leutna jule.

a) nukka b) wakka c) akka d) akkale e) naakka

3- Yin ka wasua__ meon sabbah.

a) le
b) ga
c) ta
d) de
e) __

4- Na Kiatna __kka ujoe__ qua kiatna.

a) wa- , -zi
b) wa- , __
c) nu- , -ti
d) ka- , -ti
e) wa- , -ti

Please chose the correct translations. (The questions 5-10)

5- Woa yutta teq wawede oa enuazi jaguatna.

- a) My friend has just given him the best present.
- b) My friend has just given me better present.
- c) My friend has just given me a good present.
- d) My friend has just given me the best present.
- e) My friends have just given me the best present.

6- This long letter was written by him two years ago.

- a) Qua appa sutna ka wavaale di owa tua lan zuda.
- b) Na appa sutna wavaale di owa tua lan zuda.
- c) Na appa sutna ka wavaale di oa tua lan zuda.
- d) Na appa sutna ka nuvaale di owa tua lan zuda.
- e) Na appa sutna ka wavaale di owa tua lan zuda.

7- Unfortunately that expensive products will not be inspected properly.

- a) Inonuanesh qua uqete padan in ka wakumaeta oduenesh.
- b) Inonuanesh qua uqete padan in ka nukumaeta oduenesh.
- c) Inonuanesh qua uqete padan in nukumaeta oduenesh.
- d) Inonuanesh qua uqete padan ka nukumaeta oduenesh.
- e) Inonuanesh qua uqete pada in ka wakumaeta oduenesh.

8- There were many shops on this street 3 years ago.

- a) Se wakkale ottua tespua ontu na pinte bei lan zuda.
- b) Se nukkale ottua tespuan ontu na pinte tua lan zuda.
- c) Se nukkale ottua tespuan ontu na pinte bei lan zuda.
- d) Se nukka ottua tespuan ontu na pinte bei lan zuda.
- e) Se nukkale achache tespuan ontu na pinte bei lan zuda.

9- Chola ajulea TV, watule ron.

- a) When I was watching TV, they entered into the room.
- b) When I was watching TV, he was having lunch.
- c) When I was watching TV, he entered into the room.
- d) When I was watching TV, he entered into the bedroom.
- e) When he was watching TV, I entered into the room.

10- Wanaude chae uqeteti jaguatna anaude.

- a) He has bought a more expensive gift than I have bought.
- b) He has bought a more expensive gift than they have bought.
- c) He buys a more expensive gift than I do.
- d) He has bought a cheaper gift than I have bought.
- e) You have bought a more expensive gift than I have bought.



3- Numbers

0	Sef	15	Chagui	102	Shintua
1	Chae	16	Chameo	103	Shinbei
2	Tua	17	Chalei	110	Shincha
3	Bei	18	Chatau	111	Shinchachae
4	Kea	19	Chaseo	120	Shintu
5	Gui	20	Tu	200	Tuashin
6	Meo	30	Be	299	Tuashinseseo
7	Lei	40	Ke	1000	Dan
8	Tau	50	Gu	1111	DanShinchachae
9	Seo	60	Me	10.000	Chadan
10	Cha	70	Le	20.000	Tudan
11	Chachae	80	Ta	100.000	Shindan
12	Chatua	90	Se	200.000	Tuashindan
13	Chabei	100	Shin	900.000	Seoshindan
14	Chakea	101	Shinchae	1.000.000	Ragna

Examples:

Meo essa saatnan ⇒ six big chairs, Lei appa turan ⇒ seven long trees
 Chae uju kotta ⇒ one yellow car, Tubei ittau leetan ⇒ twenty three cheap books
 4 : kea
 88 : tatau
 143 : shinkebei
 256 : tuashingumeo
 666 : meoshinmemeo
 2589 : tuadanguishintaseo
 5548 : guidanguishinketau
 15973 : chaguidanseoshinlebei
 9300 : seodanbeishin
 18000 : chataudan

Ordinal Numbers

When the suffix “-li” is added into the end of the numbers they become ordinal numbers. The numbers and ordinal numbers both are placed before the noun when they are used as adjectives.

chae-li ⇒ chaeli konga (the first king)
 tua-li ⇒ tuali tespua (the second shop)
 bei-li ⇒ beili onas (the third drum)
 kea-li ⇒ keali seapa (the fourth example)
 gui-li ⇒ guili sutna (the fifth letter)
 meo-li ⇒ meoli malt (the sixth word)
 lei-li ⇒ leili vemo (the seventh day)
 tau-li ⇒ tauli tutna (the eighth door)
 seo-li ⇒ seoli leuja (the ninth student)

cha-li ⇒ chali diatna (the tenth answer)

Chapter Test-3

Please chose the correct translation. (The questions 1-5)

1- four students / six trees / twenty nine books / thirty bottles /

- a) kea leujan / meo turan / tuseo leetnan / be mazan
- b) kea leuja / meo tura / tuchae leetnan / seo mazan
- c) gui leujan / gui turan / tuseo leetna / bechae milen
- d) meo leujan / meo miekun / chachae leetnan / be munan
- e) kea miekun / meo turan / tuseo leujan / be luman

2- third house / first car / second school / fifth mountain / forty seventh pen /

- a) beili daran / chae kotta / shule ya wili / tuali nab / kelei duatna
- b) beili dar / chaeli kotta / shule ya pili / tuali leutna / keleili duatna
- c) seo daran / chae kotta / shule ya pili / tuali leutnan / kebei duatna
- d) bei kiatnan / chaeli leujan / shule ya pili / beili leutna / kelei mikele
- e) beili dar / chaeli kotta / shule ya mbili / chaeli mikele / keleili yutta

3- 36 / 74 / 28 / 112 /

- a) bemeo / lekea / tutau / shinchatua
- b) bemeo / lekea / tutau / shinchachae
- c) bemeo / bekea / chatau / shinchatua
- d) bemeo / chakea / metao / letua
- e) betua / lemeo / tutau / danchatua

4- tua maejan / seo komben / chagui seapan / tulei maltan

- a) two cars / nine cups / fifteen books / twenty seven words
- b) three drunks / nine cups / fifty examples / twenty six words
- c) two drunks / eight cups / fifteen examples / twenty words
- d) two cleaners / nine cups / fifteen examples / twenty seven words
- e) two drunks / five cups / fifteen questions / twenty six words

5- betau nuutan / gukea yenan / chaeli shenne

- a) thirty four walls / fifty four boys / first city
- b) thirty eight walls / fifty four girls / first city
- c) thirty eight walls / fifty four girls / second city
- d) thirty eight walls / twenty four girls / first city
- e) thirty eight walls / fifty fourth girl / first city



4- Greetings

Conversation 1:

Noa ! (Hi !)

- Noa ! (Hi !)

Atune ? / Cae, atuka'ah ? (May I come in/enter?)

- Naakka enuasa / (Enuasa) (You are welcome) / (Welcome)

Cho naakka? (How are you?)

- Akka enua. Choi wakka wonaa suetna? (I am fine. What is your name?)

Orkun. Choi wakka wonaa suetna? (Orkun. What is your name?)

-Woa suetna wakka Ozlem. Choi naashauga? (My name is Ozlem. What are you doing/your job?)

Akua. Akka niaja. (I work. I am a teacher)

-Akka leuja. Aso onaa asuti. (I am a student. I See you later)

Asuti. (Later)

-Taotnan. Udoq (Thanks. Bye!)

Mana. Udoq. (Okay. Bye!)

Conversation 2:

•Cho naakka? (How are you?)

-Enua! (Fine!)

•Cho wakka wonaa Qin? (How is your father?)

- In wakka enua, wakka ran. (He is not good, he is sick)

•Chonar naahoga? (Where are you going?)

- Ahoga e shenne. (I am going to the city)

•Lua enua Gitna! (Have a good journey!)

- Atao onaa soa tae (Thank you very much)

•Aso onaa meon (See you tomorrow)

- Udoq! (Good Bye!)

Chapter Test - 4

Please find the correct translation.

1- Cho naakkale?

- a) how are you?
- b) how is he?
- c) how were you?
- d) how am I?
- e) how are they?

2- I see you tomorrow.

- a) Aso onaa meon.
- b) Naaso oa meon.
- c) Asole onaa jule.
- d) Lua enua Gitna.
- e) Nusota onaa meon.



5- Time and Dates

Time related Words:

Tun : Hour, clock	Anaqnesh: exactly
Dak : Minute	Kucho: dawn
Nuka: second	Sabbah: morning
Rutta: ¼	Naqmah: afternoon
Nus: ½	Nuq: night
Latna : time	Kainuq: evening

Choi Latna wakka arra? (What time is it now?)



Ex: 2:15 pm
 (Latna) wakka Tua Tun o Chagui Dak naqmah.
(Time) it is 2 o'clock/hour and 15 minutes in the afternoon.
 (Latna) wakka Tua o chagui naqmah.
It is 15 minutes past 2 o'clock/hour in the afternoon.
 (Latna) wakka Tua o Rutta naqmah.
It is quarter past 2 o'clock/hour in the afternoon.

(Latna) wakka Bei Tun e kegui Dak naqmah.
(Time) it is 45 minutes to 3 o'clock/hour in the afternoon.
 (Latna) wakka Bei e kegui naqmah.
It is 45 to 3 in the afternoon.

! Whether you put the word "Time" = "Latna" is optional.
 Before the word "o" and "e" comes the hour.
 After the word "o" and "e" comes the minute.

! To avoid any confusion (for example if it is 5 am or 5 pm), it is always better to specify the time of the day at the end of the sentence. For example in the above sentence(2:15), placing

the word "naqmah" (in the afternoon) at the end of the sentence makes it clear that the time is afternoon, not midnight.

! Instead of 15 (chagui), rutta (quarter) can be used.(see the above example)

Ex: 19:00 = wakka lei tun kainuq. *(it is 07.00 pm)*
 (Here it is necessary to put "kainuq" (in the evening) at the end of the sentence to differentiate 19:00 from 07:00)

07:00 am = wakka lei tun sabbah *(it is seven o'clock in the morning)*

Ex: 08:45 am = (latna) wakka seo tun e rutta sabbah. *(quarter to nine in the morning)*
 (latna) wakka tau tun o kegui sabbah. *(fortyfive past eight in the morning)*

! In general, we use "o" to indicate some minutes past an hour

Ex: 3:20 pm : (latna) wakka bei tun o tu dak naqmah. *(20 minutes past three in the afternoon)*
 10:15 pm : (latna) wakka Cha o Rutta nuq. *(quarter past ten at night)*

! "o" is used till 30 minutes past an hour, after 30 minutes past we use "e" (some minutes to an hour) to indicate the missing minutes to reach the next hour.

Ex: 10:40 pm : wakka Chachae (tun) e Tu (dak) nuq. *(20 minutes to 11 o'clock at night)*

3:50 am : wakka kea (tun) e Cha (dak) sabbah. *(10 minutes to 4 o'clock in the morning)*

5:45 am : wakka meo (tun) e rutta sabbah. *(quarter to 6 o'clock in the morning)*

! For 30 minutes (half) past an hour "nus" is used.

Ex: 08:30 am : wakka tau (tun) o nus sabbah. *(half past eight in the morning)*

Vemon (Days)

Luve wakka chopai vemo? (Today is which day?)

Vemochae: Monday (The first day of the week)
 Vemotua : Tuesday (The second day of the week)
 Vemobei : Wednesday (The third day of the week)
 Vemokea: Thursday (The fourth day of the week)
 Vemogui : Friday (The fifth day of the week)
 Vemomeo : Saturday (The sixth day of the week)
 Vemolei : Sunday (The seventh day of the week)

Oma : week	Luga : since
Luve : today	Arra : now
Meon : tomorrow	Kutta : early
Jule : yesterday	Neta : always
Vevemo : every day	Asuti : later
Ussalatna : Sometimes	La : year
Lut : date	

Munan (Months)

Lachae: January	Lalei : July
Latua : February	Latau : Agust
Labei : March	Laseo :September
Lakea : April	Lacha : October
Lagui : May	Lachachae : November
Lameo : June	Lachatua : December

Luve wakka chopai lut? (Today is which date?)

Ex: 21.09.2003

Today is Wednesday, Date twentyone September, Year two thousand three.

Luve wakka Vemobei, Lut tuchae Laseo, La Tua Dan Bei.

Chapter Test - 5

Please chose the correct translation. (The questions 1-8)

1- 06:00 am

- | | |
|---------------------------------|-------------------------|
| a) wakka chae tun sabbah | d) wakka meo tun naqmah |
| b) wakka tau (tun) o nus sabbah | e) wakka meo tun sabbah |
| c) wakka lei tun sabbah | |

2- 06:00 pm

- | | |
|-----------------------------------|-------------------------|
| a) wakka meo tun sabbah | d) wakka meo tun naqmah |
| b) wakka kea tun naqmah | e) wakka meo tun kainuq |
| c) wakka meo (tun) e rutta sabbah | |

3- 09:30 am

- | | |
|-----------------------------------|---------------------------------|
| a) wakka seo (tun) o nus sabbah | d) wakka seo (tun) o nus naqmah |
| b) wakka seo (tun) o rutta sabbah | e) wakka seo (tun) e nus sabbah |
| c) wakka meo (tun) o nus sabbah | |

4- 11:15 pm

- a) wakka Chachae (tun) o ratte nuq
- b) wakka Chachae (tun) o ratte sabbah
- c) wakka Chachae (tun) e ratte nuq
- d) wakka Cha (tun) o ratte nuq
- e) wakka Chatua (tun) o nus nuq

5- 09:45 am

- | | |
|---------------------------------|---------------------------------|
| a) wakka seo tun e rutta sabbah | d) wakka cha tun e rutta nuq |
| b) wakka seo tun o nus sabbah | e) wakka cha tun o rutta sabbah |
| c) wakka cha tun e rutta sabbah | |

6- wakka cha tun e tugui dak sabbah

- a) 10:25 am b) 09:35 am c) 09:25 am d) 10:25pm e) 10:35 pm

7- wakka lei (tun) o nus (dak) nuq

- a) 06:00 am b) 05:00 am c) 05:30 am d) 06:30 am e) 07:30 pm

8- wakka chae (tun) o cha (dak) nuq

- a) 01:30 pm b) 01:10 am c) 01:50 pm d) 02:40 pm e) 01:40 pm



6- The Imperative

The imperative form is used to express an order when we want someone to do something and for this purpose either direct imperative or polite imperative form is used.

A-Direct Imperative

In general, imperative forms are available for two personal pronouns, namely 2.person singular (Naaya) and 2.person plural (Kusaa)

If the direct order is given to 2.person Sg. (naaya), then the suffix ‘-ke’ at the end of the infinitive verb is simply removed and the remaining verb root is used as direct imperative.
Ex : lee-ke = to read → Lee ! = Read !

If the direct order is given to 2.person Pl. (kusaa), then the suffix “-sa” is added at the end of the verb root.

Ex : lee-ke = to read → Leesa ! = Read !

<u>Infinitive Verb Form</u>	<u>Imperative for “Naaya”</u>	<u>Imperative for “Kusaa”</u>
Baake (to stay)	Bae ! (Stay !)	Baesa ! (Stay !)
Kuake (to work)	Kua ! (Work !)	Kuasa ! (Work !)
Nuoke (to collect)	Nuo ! (Collect !)	Nuosa ! (Collect !)
Fuke (to finish)	Fu ! (Finish !)	Fusa ! (Finish !)
Cake (to climb)	Ca ! (Climb !)	Casa ! (Climb !)

Negative Imperative of the Verbs is quite simple, just insert the negative status indicator “in” in the very beginning of the sentence.

For 2.Person Singular (Naaya);

<u>Infinitive Verb Form</u>	<u>Positive Imperative Form</u>	<u>Negative Imperative Form</u>
Luke (to sing)	Lu ! (Sing !)	In Lu ! (Do not Sing !)
Vaake (to write)	Vaa ! (Write !)	In Vaa ! (Do not Write !)
Naruake (to stand up)	Narua ! (Stand up !)	In Narua ! (Do not Stand up !)
Zanuke (to cook)	Zanu ! (Cook !)	In Zanu ! (Do not Cook !)
Zuke (to explain)	Zu ! (Explain !)	In Zu ! (Do not Explain !)

For 2.Person Plural (Kusaa);

<u>Infinitive Verb Form</u>	<u>Positive Imperative Form</u>	<u>Negative Imperative Form</u>
Luke (to sing)	Lusa ! (Sing !)	In Lusa ! (Do not Sing !)
Vaake (to write)	Vaasa ! (Write !)	In Vaasa ! (Do not Write !)
Naruake (to stand up)	Naruasa ! (Stand up !)	In Naruasa ! (Do not Stand up !)
Zanuke (to cook)	Zanusa ! (Cook !)	In Zanusa ! (Do not cook !)
Zuke (to explain)	Zusa ! (Explain !)	In Zusa ! (Do not explain !)

B-Polite Imperative

The polite imperative form is one feature of the subjunctive form in Kunaka and since the subjunctive form is a very broad chapter that includes many other grammatical features of Kunaka language as well, it would be better to study Subjunctive form in the following chapter in details.

Chapter Test - 6

1- Please chose the correct imperative form of the verb “naruake : to stand up”, note that the order is given to 2.person singular

a) Narua ! b) Naruasa ! c) In Narua ! d) In Naruasa ! e) Naruane !

2- Please chose the negative imperative form of the above given verb for 2.person singular

a) Naruasa ! b) In Narua ! c) In Naruasa ! d) In Naruane ! e) Narua !

3- Please chose the correct imperative form of the verb “roke : to think”, note that the order is given to 2.person plural

a) Ro ! b) Rosa ! c) In Rosa ! d) In Ro ! e) Rone !

4- Please chose the negative imperative form of the above given verb for 2.person plural

a) Rone ! b) Ro ! c) In Rosa ! d) In Ro ! e) In Rone !

5- Please chose the correct imperative form of the verb “luke : to sing”, note that the order is given to 2.person plural

a) In Lune ! b) In Lusa ! c) Lune ! d) Lu ! e) Lusa !

6- Please chose the negative imperative form of the above given verb for 2.person plural

a) In Lusa ! b) Ka Lusa ! c) Ka Lu ! d) Lu ! e) Lusa !

7- Please chose the correct imperative form of the verb “zake : to eat”, note that the order is given to 2.person singular

a) In Za ! b) Za ! c) Zake ! d) Zane ! e) Zasa !

8- Please chose the negative imperative form of the above given verb for 2.person singular

a) Zane ! b) In Zasa ! c) In Zake d) Zake ! e) In Za !

9- Please chose the correct imperative form of the verb “like : to drink”, note that the order is given to 2.person plural

a) In Lisa ! b) In Li ! c) Line ! d) Li ! e) Lisa !

10- Please chose the negative imperative form of the above given verb for 2.person plural

a) In Line ! b) Line ! c) In Li ! d) In Lisa ! e) Lisa !



7- The Subjunctive

The Subjunctive form has a special place in Kunaka grammar, because unlike English, it is commonly used in Kunaka for many different purposes such as indicating an obligation, expressing a request, a polite order, an advice, a suggestion, an intention etc.

! We may say that subjunctive forms refer to “**may**”, “**should**”, “**let’s**” etc. depending on the context.

The formulation of subjunctive form is quite simple as shown below.

Subject Prefix + Verb root + The suffix “-ne”

! The subjunctive form does not include tense indicator.

Ashau-ne (I should do)
Naanue-ne (you may want)
Wamu-ne (he/she may need)
Teche-ne (let’s play)
Saakoa-ne (you(pl) may need)
Nusa-ne (they should/may come)

Negative Subjunctive Form

The formulation of negative subjunctive form is as follows;

In + Subject Prefix + Verb root + The suffix “-ne”

In Ashau-ne (I should not do)
In Naanue-ne (you may not want)
In Wamu-ne (he/she may not need)
In Teche-ne (let’s not play)
In Saakoa-ne (you(pl) may not need)
In Nusa-ne (they should not come)

As mentioned earlier, the subjunctive form can be used for many different purposes in Kunaka. See the following example sentences.

Chonar ahone? : Where should I go?	(Asking for advice)
Naakuane jaah : Please work !	(Polite imperative)
Tekoane Kunaka. : Let’s learn Kunaka.	(Expressing a request)
Naaniene. : You should help him/her.	(After expressions of obligation)
Wahole e tuatku wanaune ujete. : He/she went to bazaar in order to buy fruits.	(Expressing intention)

Chapter Test - 7

Please chose the one which best suits the following sentences. (The questions 1-4)

1- Anauta moqten, _____ zatna.

- a) wazanu b) in zanu c) azanune d) azanu e) azanuta

2- Qua Arta wakka ran, _____ tarja.

- a) wazane b) wasone c) asone d) wasoke e) waso

3- Artun _____ katela ontu pinte, use cheke ontu pinte wakka soa ekki.

- a) in nuchene b) nuchene c) in wachene d) nuche e) in nuline

4- Ho e shenne, _____ .

- a) tekuale b) akuata c) wakuane d) naakua e) naakuane

5- Leejan i na leetna nuleuga Kunaka, _____ Kunaka.

- a) tepoke b) in teenae c) teenae d) tepo e) aenae

6- Ottua Raatan nukuaga un shenne, _____ dina.

- a) in nuyene b) ayeke c) nupaye d) ayene e) nuyene

7- Tehota e Afrika, _____ ottua essa puoba.

- a) teenae b) tesone c) tesota d) asone e) in tesone

8- Jaah _____ .

- a) naaniene oa b) naanieta oa c) waniele d) in aniene e) aniene onaa

9- In afau chonar _____

- a) akka b) ane c) in ahone d) ahone e) ho

10- Azanude zatna, _____ .

- a) tezane b) tezale c) in aza d) tezake e) in tezane



8- Participle Adjectives

Participles

A participle is a word that forms an adjective when added to verb root.

a) Active Adjective Forming Participle

The active adjective forming participle is the suffix “-ga”, also known as the present continuous tense indicator. When added to verb root, it makes the verb an **active adjective**.

Examples:

Chega : playing (active adjective)

Chae chega Artu : A playing Child

Analysis ⇒ Chae : one/a (adjective)
che- : the verb root of the infinitive verb “che-ke” : “to play”
-ga : Active adjective forming participle
Artu : Child (noun)

Giga : visiting (active adjective)

Qua giga Niaja : That visiting teacher

Analysis ⇒ Qua : that (demonstrative adjective)
gi- : the verb root of the infinitive verb “gi-ke” : “to visit”
-ga : Active adjective forming participle
Niaja : teacher (noun)

Kuaga : working (active adjective)

Enne kuaga Arta : Poor working man

Analysis ⇒ Enne : poor (adjective)
kua- : the verb root of the infinitive verb “kua-ke” : “to work”
-ga : Active adjective forming participle
Arta : man (noun)

b) Passive Adjective Forming Participle

The passive adjective forming participle is the passive status indicator “ka”. When added in front of the verb root, it makes the verb an **passive adjective**.

Examples:

Kafea : broken (passive adjective)

Chae kafea tutna : A broken door

Analysis ⇒ Chae : one/a (adjective)

ka- : passive adjective forming participle
-fea : the verb root of the infinitive verb “fea-ke” : “to break”
tutna : door (noun)

Kasoe : painted (passive adjective)

Woa kasoe Nuutan : My painted walls

Analysis ⇒ woa : my (1.sing.person possessive adjective)
ka- : passive adjective forming participle
-soe : the verb root of the infinitive verb “soe-ke” : “to paint”
nuutan : walls (noun)

More Examples:

Tuoga doga : the **frightening** dog

Katuo doga : the **frightened** dog

Chae **kuaga** min : a **working** mother

Chae ashanesh **kavaa** vaatna : a nicely **written** article.

Chae acuanesh **kabue** dar : a completely **burnt** house.

Chae aunzenesh **kasoe** ron : a newly **painted** room.

Chapter Test – 8

Please choose the correct translation. (Questions 1-5)

1- It is said that he will buy a newly decorated house.

- a) Ka wamoe qua wanauta chae aunzenesh kadeko dar.
- b) Ka wamoele qua wanauta chae aunzenesh kadeko dar.
- c) Ka wamoe qua anauta chae aunzenesh kadeko dar.
- d) Ka wamoe qua wanaule chae aunzenesh kadeko dar.
- e) Ka wamoe qua wanauta chae aunzenesh dekoaga dar.

2- Who will distribute the goods?

- a) Choga ka wauata luatnan?
- b) Chonar wauata luatnan?
- c) Choga wauata luatna?
- d) Choga wauaga luatnan?
- e) Choga wauata luatnan?

3- Goods were distributed yesterday.

- a) Luatnan ka nuua jule.
- b) Luatnan ka nuuale meon.
- c) Luatnan nuuale jule.
- d) Luatna ka wauale jule.
- e) Luatnan ka nuuale jule.

4- Distributed goods were there.

- a) Kauale luatnan nukka shu.
- b) Luatnan nukkale shu.
- c) Kaua luatnan nukkale shu.
- d) Kaua luatnan nukkale chu.
- e) Kaua luatna wakkale shu.

5- Duega repa wakkale uqete, anauchale owa.

- a) The healing medicine is expensive, I can not buy it.
- b) The healing medicine was expensive, I could not buy it.
- c) The healed medicine was expensive, I could not buy it.
- d) The healing medicine was not expensive, I could buy it.
- e) The healing medicine is expensive, he can not buy it.

6- He wrote the book.

- a) Wavaale leetna. b) Wavaata leetna. c) Avaale leetna.
- d) Wavaale leetnan. e) Kavaa leetna.

7- It was written by him.

- a) Ka nuvaale di owa. b) Ka wavaale di oa.
- c) Ka wavaale di owa. d) Wavaale di owa.
- e) Kavaa di owa.

8- The written book was signed by him.

- a) Kavaa leetna ka wasiale di owa. b) Kavaa leetnan ka nusiale di owa.
- c) Kavaa leetna ka wasiale di onua. d) Kavaa leetna ka wasiale qenu owa.
- e) Kavaa leetna wasiale di owa.

9- I wanted him to sign the book for me.

- a) Anuele owa vaake leetna qenu oa. b) Anueta owa siake leetna qenu oa.
- c) Nunuele owa siake leetna qenu oa. d) Anuele owa siake leetna qenu oa.
- e) Anuele owa siake leetna qenu onua.

10- jumping cat / frightened dog

- a) Jiega kume / tuoga dog b) Jiega dog / katuo kume c) Jiega kume / tuoga dog
- d) Kajie kume / tuoga dog e) Jiega kume / katuo dog



9- The Modal Verbs

Modal verbs may be used in Kunaka by simply adding the modal verb suffix at the end of the verb root. Please see and try to understand how and where the following modal verbs are used in the construction.

Positive Sentence :

Subject Prefix + Verb Root + Modal Verb Suffix
--

Example: A-dia-cha na Kiatna. (I can answer this question.)

Negative Sentence:

Neg.Status.Indicator	Subject Prefix + Verb Root + Modal Verb Suffix
----------------------	--

Example: In Naa-dia-ka'ah na Kiatna. (You may not answer this question.)

Question Sentence:

1- Yes/No Questions

Cae	Subject Prefix + Verb Root + Modal Verb Suffix ?
-----	--

Example: Cae, te-pa-cha chu? (Can we swim here?)
Yes, you (pl) can swim here. (Naeh, saa-pa-cha chu.)
No, you (pl) can not swim here. (Ik'naeh, in saa-pa-cha chu.)

2- Using Interrogative Words

Interrogative Word	Subject Prefix + Verb Root + Modal Verb Suffix ?
--------------------	--

Example: Choi wa-shau-za arra. (What should he/she do now?)

i) CAN / TO BE ABLE TO : “-cha”

Apo kunaka : I speak kunaka
Apo-cha kunaka: I can speak kunaka
Apo-cha-le kunaka : I could / was able to speak kunaka
Apo-cha-ta kunaka: I will be able to speak kunaka

Naamo oa qua ... = You tell me that ...
Naamo-cha oa qua ... = You can tell me that ...
Naamo-cha-le oa qua ... = You could / were able to tell me that ...
Naamo-cha-ta oa qua ... = You will be able to tell me that ...
in naaamo-cha oa qua ... = You can not tell me that ...

! As you can see in the above examples tense indicator suffixes are attached at the end of the modal verbs suffixes.

ii) MUST / HAVE TO / SHOULD: “-za”

Apo-za kunaka : I must speak kunaka
 Apo-za-le kunaka : I had to speak kunaka
 Apo-za-ta kunaka: I will have to speak kunaka

in wa-lo-za = he must not fly
 in wa-lo-za-ta = he will not have to fly

iii) MAY : “-ka’ah”

Alee qua leetna. (I read that book)
 Aleeka’ah qua leetna. (I may read that book)
 In aleeka’ah qua leetna. (I may not read that book.)
 Cac, aleeka’ah qua leetna ? (May I read that book?)
 Cho aleeka’ah qua leetna ? (How may I read that book ?)

The Modal Verbs Table is given in the **Appendix-8**. Please check it carefully.

Chapter Test - 9

Please write down the correct translations of the following sentences.

- 1- We were not able to buy that expensive car, because we did not have enough money.
- 2- You are sick, you must go to hospital.
- 3- May I enter ?
- 4- I do not know what to do. Can you help me please?
- 5-They have to check in to hotel room then they can go to their rooms.
- 6- Do we really have to finish this to see the movie?
- 7- How can we pass there?
- 8- May I speak to the manager please?
- 9- Who do we need to talk to here?
- 10- May I switch the seats?



10- Qu-Tense (If Tense)

Conditional Sentence (If)

Conditional sentences are the ‘If sentences’ and they indicate that something happens provided that a previously stated requirement is fulfilled.

A conditional sentence is composed of two parts. In the first part, the condition is given, using the suffix “-qu” and in the second part the result of the fulfilled condition is given.

In the construction of the condition, the suffix “-qu” is used in the formulation placed at the end of the verb root and the conditional part of the sentence is followed by the result of that action. See the below example sentences to understand it better.

The structure of the conditional part is as follows:

A-Positive Conditional Sentence Structure

Subject Prefix + Verb root + The Suffix “-qu”

! In the above formulation the suffix “-qu” is the key word for positive conditional sentence

Ex: Wanaqu moqte. (If he buys vegetable)

Analysing the structure:

Wanaqu moqte ⇒ wa- : *subject prefix for 3.Sg Person (he/she)*
 -nau- : *the verb root “to buy”*
 -qu: *key word for conditional sentence (if)*
 moqte : *object (vegetable)*

! To intensify the meaning the word “qule” : “ if ” can be put at the beginning of the sentence, but it is optional.

Ex: (Qule) naazanuqu zatna : (If you cook food)

! The conditional sentence is followed by a result sentence (resulting action)

Ex: Wanaqu moqte, azanuta. (If he/she buys vegetable, I’ll cook)
 (Qule) naazanuqu, asata. (If you cook, I’ll come)

Subject Prefix	Verb Root	The IF suffix “-qu”	Object	Translation
A-	-lee-	-qu	leetna	If I read the book
Naa-	-ye-	-qu	dina	If you earn money
Wa-	-ca-	-qu	tura	If he/she climbs the tree
Te-	-za-	-qu	ujete	If we eat fruits
Saa-	-che-	-qu	katela	If you(pl) play football
Nu-	-li-	-qu	mile	If they drink milk

B-Negative Conditional Sentence Structure

In	Subject Prefix + Verb root + the suffix “-qu”
----	---

! In the above formulation the negative status indicator “in” is the key word for negative conditional sentence

Ex: In teleequ na leetna : (If we do not read this book)

Analysis:
 In : *key word for negative conditional sentence (not)*
 te- : *subject prefix for 1.Pl Person (awate)*
 -lee- : *the verb root “to read”*
 -qu: *key word for conditional sentence (if)*
 na : *this (demonstrative pronoun)*
 leetna : *object (book)*

! The conditional sentence structure can have further grammatical elements such as personal objects or noun objects to become more functional.

Ex: Naaguequ oa, asata. (If you invite me, I’ll come)

Word by word Analysis:

Naa- -gue- -qu oa, a- -sa- -ta
 (You) (invite) (if) (me), (I) (come) (will)

Analysis:
 Naa- : *subject prefix for 2.Sg Person (naaya)*
 -gue- : *the verb root “to invite”*
 -qu : *key word for conditional sentence (if)*
 oa : *personal object for 1.Sg Person (me)*
 a- : *subject prefix for 1.Sg Person (awa)*
 -sa- : *the verb root “to come”*
 -ta : *the tense indicator for future tense*

Ex : In naakoqu komen, Artun nuzata onua.
 (If you do not hide the oranges, children will eat them)

Analysing the sentence: In : *the negative status indicator (not)*
 Naa- : *subject prefix for 2.Sg Person (naaya)*
 -ko- : *the verb root “to hide”*
 -qu : *key word for conditional sentence (if)*
 komen : *oranges (the object)*
 Artun : *children*
 nu- : *subject prefix for 3.Pl Person (maanu)*
 -za- : *the verb root “to eat”*
 -ta : *the tense indicator for future tense*
 onua : *the 3.person plural object pronoun (them)*

Neg.Status Indicator	Subject Prefix	Verb Root	The “If” suffix “-qu”	Object	Translation
In	a-	-lee-	-qu	leetna	If I do not read the book
In	naa-	-ye-	-qu	dina	If you do not earn money
In	wa-	-ca-	-qu	tura	If he/she does not climb the tree
In	te-	-za-	-qu	ujete	If we do not eat fruits
In	saa-	-che-	-qu	katela	If you(pl) do not play football
In	nu-	-li-	-qu	mile	If they do not drink milk

Chapter Test - 10

Please chose the correct translation. (Questions 1-10)

1- If they do not come, we can not eat together.

- a) (Qule) nusaqu, teza samoje. d) (Qule) in nusaqu, in tezacha samoje.
 b) (Qule) nusaqu, in tezacha samoje. e) (Qule) in tesaqu, in tezacha samoje.
 c) (Qule) in nusaqu, tezacha samoje.

2- If the students do not learn well, they can not pass the exam without difficulty.

- a) Leujan in nukoaqu enuanesh, in nufagucha kumaetna itha ujoetna.
 b) Leujan in nukoaqu enuanesh, in nufagucha kumaetna initha ujoetna.
 c) Leujan in nukoaqu enuanesh, nufagucha kumaetna initha ujoetna.
 d) Leuja in wakoqu enuanesh, in wafagucha kumaetna initha ujoetna.
 e) Leujan nukoaqu enuanesh, in wafagucha kumaetna initha ujoetna.

3- In waruqu jowa repa, wakkata ran.

- a) If he/she gets his/her medicine, he/she will be sick.
 b) If he/she does not get his/her medicine, he/she can be sick.
 c) If he/she does not get his/her medicine, he/she will be happy.
 d) If they do not get their medicine, they will be sick.
 e) If he/she does not get his/her medicine, he/she will be sick.

4- If you do not learn Kunaka, you can not speak Kunaka.

- a) In naakoqu Kunaka, in naapocha Kunaka.
 b) Naakoqu Kunaka, in naapocha Kunaka.
 c) In nukoaqu Kunaka, in naapocha Kunaka.
 d) In naakoqu Kunaka, naapocha Kunaka.
 e) In naakoqu Kunaka, in nupocha Kunaka.

5- If you see him, tell him that I will come.

- a) Naasoqu owa, mo owa qua asale.
 b) Naasoqu owa, in mo owa qua asata.
 c) Tesoqu owa, mo owa qua asata.
 d) Naasoqu owa, mo owa qua asata.
 e) Naasoqu oa, mo owa qua asata.

6- If we hide in the bush, they can not see us.

- a) Tekoqu un busha, nusocha ote. d) Naakoqu un busha, in nusocha ote.
b) Akoqu un busha, in nusocha ote. e) Tekoqu un busha, in nusocha ote.
c) Tekoqu un busha, in nusoza ote.

7- Naamuequ kutta, naahocha e tuatku, naanaune ujeten.

- a) If he wakes up early, he goes to the market so that he buys fruits.
b) If you woke up early, you would go to the market and would buy fruits.
c) If you wake up early, you can go to the market so that you buy fruits.
d) If we wake up early, go to the market so that you buy fruits.
e) If you wake up late, go to the market so that you could buy fruits.

8- If you open the door, the dog will escape.

- a) Naasuaqu tutna, doga wagauta.
b) Asuaqu tutna, doga wagauta.
c) Naasuaqu tutna, doga in wagauta.
d) Naasuaqu tutna, doga wagaule.
e) Naaleequ tutna, doga wagauta.



11- Relative Pronouns “That” = “Qua”

In Kunaka as in English, the relative pronouns are widely used to express the relative in the sentence. Relative clauses are non-essential parts of a sentence. They may add meaning, but if they are removed, the sentence will still function grammatically. There are three ways to build a relative pronoun in Kunaka, but the most convenient one is the independent relative pronoun “Qua” form, because the other relative pronouns are either without a tense marker which makes the understanding of the tense of the sentence impossible or can only be used in limited number of tenses. On the other hand the independent relative pronoun “Qua” can be used with all the verbs and tenses without a problem, which favors its use in modern Kunaka. For this reason, only “Qua” form will be explained in this chapter.

! The relative pronoun “Qua” in Kunaka refers to “who”, “which”, “where”, “what”, “that” or “whose” in Kunaka according to the situation.

! The relative “*Qua*” is placed between the noun and the verb that requires a relative.

Examples;

Raat qua wakuale (Raat choga wakuale)	The person that worked (The person who worked)
Raatan qua nusode oa (Raatan choga nusode oa)	The people that have seen me (The people who have seen me)
Uqete leetna qua anauta meon (Uqete leetna chopai anauta meon)	The expensive book that I will buy tomorrow (The expensive book which I will buy tomorrow)
Leetnan qua ka nuvule jule (Leetnan chopai ka nuvule jule)	The books that were sold yesterday (The books which were sold yesterday)
Tutna qua ka wafea (Tutna chopai ka wafea) Kafea tutna *	The door that is broken (The door which is broken) (Broken door) *
Essa Tutnan i Dar qua ka numaeta meon (Essa Tutnan i Dar chopai ka numaeta meon)	The big doors of the house that will be cleaned tomorrow (The big doors of the house which will be cleaned tomorrow)
Axta Kome qua anaude un tespua (Axta Kome chopai anaude un tespua)	The tasteful orange that I have bought in the shop (The tasteful orange which I have bought in the shop)
Komen qua tezata samoje un Dar (Komen chopai tezata samoje un Dar)	The oranges that we will eat together at home (The oranges which we will eat together at home)
Ittau Onas qua wanide (Ittau Onas chopai wanide)	The cheap drum that he/she has brought (The cheap drum which he/she has brought)
Ittau Onasan qua ka nupele jule (Ittau Onasan chopai ka nupele jule)	The cheap drums that were stolen yesterday (The cheap drums which were stolen yesterday)
Appa Nuut qua nuroade (Appa Nuut chopai nuroade)	The long wall that they have built (The long wall which they have built)
Orro Nuutan qua ka nusoeta (Orro Nuutan chopai ka nusoeta)	The short walls that will be painted (The short walls which will be painted)
Chae Sad qua in se nukka tespuan	A place where there are no shops

(Chae Sad chonar in se nukka tespuan)	A place where there are no shops
Koake Kunaka qua awo (Koake Kunaka chopai awo)	Learning Kunaka that I like (Learning Kunaka which I like)
Arta qua wakka woa yutta (Arta choga wakka woa yutta)	The man that is my friend (The man who is my friend)
Raat qua wakua chu (Raat choga wakua chu)	The person that works here (The person who works here)

* If we analyse the example marked with an asterisk;

“Broken door” is composed of two parts

- 1- The adjective part. In this case the adjective part is the passive form of the verb “to break” “fea-ke” made by passive forming particle “ka”
- 2- Noun part which is defined by the adjective. In this case the noun is the “door”= “Tutna”

The door which is broken (Tutna qua ka wafea)

The door which was broken (Tutna qua ka wafeale)

The door which will be broken (Tutna qua ka wafeata)

! As seen in the above 3 examples, the relative pronoun is used for 3 different tense cases.

But when we want to say “**broken door**” which defines the status of the door, we use adjective + noun construction. Then we simply say “**ka fea Tutna**”

Because in this construction we do not have any tense and any subject so we do not need to use any tense indicator or any subject prefix.

Hence we simply say “**ka fea**” = “**broken**” as adjective

We write them adjoining, without leaving a space so the final form is;

“**kafea**” = “**broken**”

Kafea Tutna = Broken Door

Chapter Test - 11

Please chose the correct translation. (Questions 1-10)

1- The person you saw yesterday in the market works in a big shop.

- a) Raatan qua naasole jule un tuatku, nukua un chae essa tespua.
- b) Raat qua asole jule un tuatku, wakua un chae essa tespua.
- c) Raat qua naasole jule un tuatku, wakua un chae essa tespua.
- d) Raat qua naasole chae zuda un tuatku, wakua un chae essa tespua.
- e) Raat qua naaso un tuatku, wakua un chae essa tespua.

2- We have found the book you looked for yesterday.

- a) Teruade leetna qua naalau.
- b) Teruade leetna qua walaule jule.
- c) Teruale leetna qua naalaule jule.
- d) Teruade leetna qua naalaule jule.
- e) Nuruade leetna qua naalaule jule.

3- The children who played football have failed the exam.

- a) Artun qua nucheke katela nurusega kumaetna.
- b) Artun qua nuzale katela nurusede kumaetna.
- c) Artun qua nuche katela nuruseta kumaetna.
- d) Artu qua wachele katela warusede kumaetna.
- e) Artun qua nucheke katela nurusede kumaetna.

4- The things you told me were true.

- a) Waqan qua naamole oa nukkale in maah.
- b) Waqan qua naamole owa nukkale maah.
- c) Waqan qua amole onaa nukkale maah.
- d) Waq qua naamole oa wakkale maah.
- e) Waqan qua naamole oa nukkale maah.

5- The fruits they have bought will go bad.

- a) Ujeten qua nunaude nugoata.
- b) Ujete qua wanaude wagoata.
- c) Ujeten qua nunaude nugoade.
- d) Ujeten qua nunau nugo.
- e) Ujete qua wanaule nugoata.

6- The car we saw last week has been sold.

- a) Kottan qua tesole sa’ah oma ka nuvude.
- b) Kotta qua tesole sa’ah oma ka wavude.
- c) Kotta qua asole sa’ah oma ka wavude.
- d) Kotta qua teso sa’ah oma ka wavuta.
- e) Kotta qua tesole tua oman zuda ka wavude.

7- The house we have rent is new.

- a) Dar qua terede wakka aunze.
- b) Dar qua terede wakkale aunze.
- c) Dar qua terede wakka in aunze.
- d) Daran qua terede nukka aunze.
- e) Dar qua tereta wakka aunze.

8- The man you will meet tomorrow is a teacher.

- a) Arta naahuta meon wakka chae leuja.
- b) Arta naahule meon wakkale chae niaja.
- c) Arta naahu meon wakka chae niaja.
- d) Artan naahuta meon nukka chae niaja.
- e) Arta naahuta meon wakka chae niaja.

9- I did not understand the words you told me.

- a) Ayole maltan qua naamole oa.

- b) In ayole maltan qua naamole oa.
- c) In ayo maltan qua naamole oa.
- d) In ayole maltan qua naamole owa.
- e) In ayole malt qua naamole oa.

10- Have you received the letter I sent you?

- a) Cae, naashede sutna qua asule onaa?
- b) Cae, naashe sutna qua asu onaa?
- c) Cae, naashede sutna qua asule oaji?
- d) Cae, naasheta sutna qua asuta onaa?
- e) Chola naashede sutna qua asule onaa?



12- The Unreal Conditional Tenses (Hypothetical)

a-Unreal Present (-tu)

The Unreal Present conditional tense structure is used to express a hypothetical situation in the present and formulated as follows;

Subject Prefix + Verb root + The Suffix “-tu”

The hypothetical tense marker of the present conditional suffix “-tu” is placed at the end of the verbal root.

Aleetu leetna ⇒ I **would** read the book
 Naakuatu ⇒ You **would** work
 Wapatu ⇒ He/she **would** swim
 Tekoatu Kunaka ⇒ We **would** learn Kunaka
 Saasautu ⇒ You(pl) **would** fight
 Nuzanutu zatna ⇒ They **would** cook food

Example Sentences

Akutu Loto, areitu soa. (If I won Lottery, I would travel a lot.)

Naasatu chu, naasotu onua. (If you came here, you would see them)

Nukuatu, nurutu dina. (If they worked, they would get money)

Negative Form:

The negative form of unreal present conditional is easily formulated by simply adding negative sentence indicator “in” in front of the subje prefix, hence the structure is formulated as follows;

In	Subject Prefix + Verb root + The suffix “-tu”
----	---

In Amaetu dar ⇒ I would not clean the house
 In Naawautu taas ⇒ You would not wear fur
 In Wazatu zatna ⇒ He/she would not eat food
 In Tehotu e shenne ⇒ We would not go to the city
 In Saapotu Faranke ⇒ You(pl) would not speak French
 In Nufuetu oa ⇒ They would not follow me

Example Sentences

(Qule) Akutu Loto, in anautu chae dar.
 (If I won Lottery, I would not buy a house)

(Qule) in naasatu e woa dar, in naasotu oa.
(If you did not come to my house, you would not see me)

(Qule) in nunautu moqte un tuatku, in nuzanutu zatna.
(If they did not buy vegetable in bazaar, they would not cook food)

b-Unreal Past (-tule)

The Unreal Past conditional tense structure is used to express a hypothetical situation in the past and formulated as follows;

Subject Prefix + Verb root + The suffix “-tule”

The tense marker of the present conditional suffix “-tule” is placed at the end of the verbal root.

! Past conditional suffix “-tule” is the past form of the present conditional suffix “-tu”, since it is formed as “-tu” + “le” ⇒ “-tule”

Atotule itto ⇒ I **would have** tried hard
Naakoatule Kunaka ⇒ You **would have** learned Kunaka
Wagutule ⇒ He/she **would have** got married
Tenaute kotta ⇒ We **would have** bought a car
Nuruetule kutta ⇒ They **would have** arrived early
Saalitule chai ⇒ You(pl) **would have** drunk tea

Example Sentences

(Qule) walitule na repa, ka waduetule.
(If he had drunk this medicine, he would have got healed)

(Qule) saaruetule dar kutta, saasotule oa.
(If you(pl) had arrived home early, you(pl) would have seen me)

Negative Form:

The negative form of unreal past conditional is easily formulated by simply adding negative sentence indicator “in” in front of the subject prefix, hence the structure is formulated as follows;

In	Subject Prefix + Verb root + The suffix “-tule”
----	---

In asautule ⇒ I would not have fought
In naamatule ⇒ You would not have noticed
In wakotule un dar ⇒ He/she would not have hidden at home
In tesuatule tutna i ron ⇒ We would not have opened the door of the room
In saachetule katela ⇒ You(pl) would not have played football
In nuhotule ⇒ They would not have gone

Example Sentences

(Qule) in naasatule chu, in naasotule oa.
(If you had not come here, you would not have seen me)

(Qule) in nuguatule, in nugotule chu.
(If they had not got married, they would not have lived here)

Chapter Test - 12

Please choose the correct translation. (Questions 1-10)

1- If you did not come, I would not see you.

- a) In naasatu, in asotu onaa.
- b) Naasatule, in asotule onaa.
- c) In naasatule, asotule onaa.
- d) In naasatule, in asotule owa.
- e) In naasatu, asotu onaa.

2- If we had not gone to Nairobi, we would not have seen the lions.

- a) Tehotule e Nairobi, in tesotule puoban.
- b) In tehotule e Nairobi, in tesotule puoban.
- c) In tehotule e Nairobi, tesotule puoban.
- d) In tehotule e Nairobi, in tesotule puoba.
- e) In tehotu e Nairobi, in tesotu puoban.

3- If he did not bring food, we would not cook.

- a) In anitu zatna, in tezanutu.
- b) In wanitule zatna, in tezanutule.
- c) In wanitu zatna, tezanutu.
- d) In wanitu zatna, in tezanutu.
- e) Wanitu zatna, tezanutu.

4- If he had invited us, we would have come.

- a) Waguetule oa, tesatule.
- b) In waguetule ote, in tesatule.
- c) Naaguetule ote, tesatule.
- d) Waguetu ote, tesatu.
- e) Waguetule ote, tesatule.

5- If they had worked, they would have earned Money.

- a) Tekuatule, teyetule dina.
- b) Nukuatu, nuyetu dina.
- c) Nukuatule, in nuyetule dina.
- d) Nukuatule, nuyetule dina.

e) Naakuatule, naayetule dina.

6- If the students had learned Kunaka, they would speak it now.

- a) Leuja wakoatule Kunaka, wapotu owa arra.
- b) Leujan nukoatule Kunaka, nupotule owa arra.
- c) Leujan nukoatu Kunaka, nupotu owa arra.
- d) Leujan nukoatule Kunaka, nupotu owa arra.
- e) Leujan nukoatule Kunaka, in nupotu owa arra.

7- If I had seen him, I would have told him.

- a) Asotule owa, in amotule owa.
- b) Asotule onaa, amotule onaa.
- c) Asotu owa, amotu owa.
- d) Naasotule owa, naamotule owa.
- e) Asotule owa, amotule owa.

8- If we had bought a house last month, we would stay there now.

- a) Tenaute chae dar sa'ah mun, tebaetule shu arra.
- b) Nunaute chae dar sa'ah mun, nubaetu shu arra.
- c) Tenaute chae dar sa'ah mun, tebaetu shu arra.
- d) Tenaute chae dar tua munan zuda, tebaetu shu arra.
- e) Tenaute chae dar sa'ah mun, in tebaetu shu arra.

9- If you had understood the question, you would have answered it.

- a) In naayotule kiatna, in naadiatule owa.
- b) Naayotu kiatna, naadiatu owa.
- c) Naayotule kiatna, in naadiatule owa.
- d) Wayotule kiatna, wadiatule owa.
- e) Naayotule kiatna, naadiatule owa.

10- If you had studied, you would have passed the exam.

- a) Naaleutule, naafagutule kumaetna.
- b) Nuleutule, nufagutule kumaetna.
- c) Naaleutule, in naafagutule kumaetna.
- d) Naaleutu, naafagutu kumaetna.
- e) Naaleutule, naafagutu kumaetna.



13- The General Test

Please choose the correct translation. (Questions 1-10)

1- We do not learn English.

- a) In tekoata Engke.
- b) In tekoa Faranke.
- c) In wakoa Engke.
- d) In tekoa Engke.
- e) Tekoa Engke.

2- 05:10 pm

- a) Wakka Gui Tun o Meo Dak naqmah.
- b) Wakka Gui Tun o Cha Dak sabbah.
- c) Wakka Gui Tun e Cha Dak naqmah.
- d) Wakka Bei Tun o Cha Dak naqmah.
- e) Wakka Gui Tun o Cha Dak naqmah.

3- The tasteful bread has been eaten by us.

- a) Axta burra ka nuzade di ote.
- b) Axta burra ka wazade di ote.
- c) Axta burra ka wazade di onua.
- d) Axta burra wazade di ote.
- e) Axta burra ka wazale di ote.

4- If you bring the food, we can eat together.

- a) Waniqu zatna, tezacha samoje.
- b) Naaniqu zatna, tezaka'ah samoje.
- c) Naaniqu zatna, tezacha samoje.
- d) Naanitu zatna, tezacha samoje.
- e) Naaniqu zatna, tezata samoje.

5- If you(pl) had sent the letter, I would have received it.

- a) Saasu sutna, asheta owa.
- b) Saasuqu sutna, ashe owa.
- c) Saasutu sutna, ashetu owa.
- d) Naasutule sutna, ashetule owa.
- e) Saasutule sutna, ashetule owa.

6- The game was started by the referee 30 minutes ago.

- a) Chetna wanuale di ekna be dak zuda.
- b) Chetna ka wanuata di ekna be dak zuda.
- c) Chetna ka wanuale di ekna cha dak zuda.
- d) Chetna ka wanuale di ekna be dak zuda.
- e) Chetnan ka nunuale di ekna be dak zuda.

7- Woa qin anda min in nupacha.

- a) My father and mother can swim.
- b) My father and mother can not cook.
- c) My father and mother can not swim.
- d) My father and mother do not swim.
- e) My father and mother do swim.

8- The walls they built were destroyed.

- a) Nuutan (qua) nuroale nudeele.
- b) Nuutan (qua) nuroa ka nudeeta.
- c) Nuutan (qua) nuroale ka nudeeta.
- d) Nuut (qua) nuroale ka wadeele.
- e) Nuutan (qua) nuroale ka nudeele.

9- Let's walk in the forest.

- a) Tevane un roatna.
- b) Avata un uttura.
- c) Teva un uttura.
- d) Va un uttura.
- e) Tevane un uttura.

10- Read this book till you understand.

- a) Leesa na leetna tal naayo.
- b) Lee qua leetna tal naayo.
- c) Lee na leetna tal naayo.
- d) Lee na leetna tal naayota.
- e) Lee na leetna tal wayo.

11- Please chose the one which best suits the sentence below.

Chae oru eku ratna in ___nue huake repa.

- a) a-
- b) naa-
- c) wa-
- d) nu-
- e) saa-

12- Translate the sentence above.

- a) Two slim stubborn patients did not want to take medicine.
- b) One slim stubborn patient did not want to take medicine.
- c) One slim stubborn patient does not want to take medicine.
- d) One slim stubborn patient wanted to take medicine.
- e) One slim stubborn patient wants to take medicine.

13- Please chose the correct interrogative word in the sentence below.

- A-) _____ raatan naasole un tuatku?
- B-) Asole chakea raatan un tuatku.

- a) chotae
- b) chonar
- c) chola
- d) choke
- e) chopai

14- Please chose the correct translation.

He saw me reading a book.

- a) Waso ote leeke chae leetna.
- b) Wasota oa leeke chae leetna.
- d) Wasole oa leeke chae leetna.
- e) Asole onaa leeke chae leetna.

- c) Wasole onaa leeke chae leetna.

15- Please chose the correct translation.

Wanide oa bei oddo komben, chae uju tuatna anda ottua eleson.

- a) They have brought me three big cups, one red shoe and many pills.
- b) He has brought me three big cups, one red shoe and many pills.
- c) He has brought me three big books, one red shoe and many pills.
- d) He has brought me three small cups, one yellow shoe and many pills.
- e) He has brought me three big cups, two red shoes and many pills.

16- Please chose the one which best suits the following sentence.

Nuguede oa e zanuq ____ in alua latna.

- a) ama
- b) di
- c) ewo
- d) qua
- e) anda

Please chose the correct translation. (17-18-19-20)

17- The little children were playing football in the field.

- a) Essa artun nuchelea katela un mad.
- b) Achache artun nuche katela un mad.
- c) Achache artun nuchele katela un mad.
- d) Achache artun nuchelea katela un mad.
- e) Achache artu wachelea katela un mad.

18- Sua tutna atune.

- a) Close the door so that I do not enter.
- b) Open the door so that you enter.
- c) Open the door so that I enter.
- d) Open the door. I will enter.
- e) Open the bank so that I enter.

19- Can you speak Kunaka ? Kunaka is the language that I have created.

- a) Cae, naapocha Kunaka? Kunaka wakka luga qua anade.
- b) Cae, wapocha Kunaka? Kunaka wakka luga qua wanade.
- c) Naapocha Kunaka? Kunaka nukka luga qua anade.
- d) Cae, naapocha Kunaka? Kunaka wakka luga qua anale.
- e) Cae, naapocha Kunaka? Kunaka wakka luga qua anaga.

20- Ae utta yuetna chopai tenaude in wakka ittau.

- a) Other sharp scissor which we have bought is not cheap.
- b) Other sharp scissors which we buy are not cheap.
- c) Other sharp scissors which we have bought are not expensive.
- d) Other sharp scissors which we have bought are cheap.

e) Other sharp scissors which we have bought are not cheap.

21- Chose the negative form of the following sentence.

Qua leetnan nukka jonua.

- a) Qua leetnan ka nukka jonua.
- b) Qua in leetnan nukka jonua.
- c) In qua leetnan nukka jonua.
- d) Qua leetnan nukka in jonua.
- e) Qua leetnan in nukka jonua.

22- Please chose the correct translation.

Nutoeta efua komen, uqete axta lexan, ottua enua kokon ontu mauga.

- a) They will harvest raw oranges, expensive tasteful lemons, many good coconuts on the farm.
- b) He/she will harvest good oranges, expensive tasteful lemons, many good coconuts on the farm.
- c) They will harvest an orange, expensive tasteful lemons, many good coconuts on the farm.
- d) They will harvest raw oranges, cheap tasteful lemons, many good fruits on the farm.
- e) We will harvest raw apples, expensive good lemons, many good coconuts on the farm.

23- Please chose the imperative form of the verb “sake : to come” for 2.person singular

- a) Sasa ! b) Sa ! c) Sake ! d) In Sa ! e) Naasa !

24- Please chose the imperative form of the verb “hoke : to go” for 2.person plural

- a) Ho ! b) Hoke ! c) Hosa ! d) Sa’aho ! e) In Ho !

25- Please chose the correct negative imperative form of the verb “sake : to come” for 2.person singular

- a) Sasa ! b) Sa ! c) Sake ! d) In Sa ! e) Naasa !

26- Please chose the correct translation.

The white rice, which you have cooked, smells good.

- a) Onae ris, chopai naazanude, nuze enua.
- b) Onae ris, chopai azanude, waze enua.
- c) Onae ris, chonar naazanude, waze enua.
- d) Onae ris, chopai naazanude, waze enua.
- e) Uju ris, chopai naazanude, waze enua.

27- Please chose the correct imperative form of the verb “nike : to bring”, note that the order is given to 2.person plural

- a) Ni ! b) Nisa ! c) Nike ! d) In ni ! e) Saani !

28- Please chose the correct translation.

If you know the answer, you should tell me.

- a) Naafauqu diatna, naamota oa. b) Naafautu diatna, naamotu oa.
- c) Wafauqu diatna, wamoza oa. d) Naafauqu diatna, naamoza oa.
- e) Naafauqu diatna, naamoza ote.

29- _____ enua leetna (my good book)

- a) woa b) wonaa c) wowa d) wote e) wosaa

30- Enuia niaja ____-leega leetna.

- a) wa- b) nu- c) a- d) te- e) saa-

Please chose the correct translation. (31-32)

31- The black cups which I bought yesterday.

- a) Untu komben chopai wanaule jule. b) Untu komben chonar anaule jule.
- c) Untu komben chopai anaule jule. d) Untu kombe chopai anaule jule.
- e) Untu komben chopai anaute meon.

32- Those beautiful mountains which we will see tomorrow are very high.

- a) Nan ubue miekun chopai tesota meon nukka soa appe.
- b) Quan ubue miekun chopai tesole jule nukkale soa appe.
- c) Quan ubue miekun chopai saasota meon nukka soa appe.
- d) Qua ubue mieku chopai tesota meon wakka soa appe.
- e) Quan ubue miekun chopai tesota meon nukka soa appe.

Please chose the correct translation. (33-34)

33- Three people are playing football in that field.

- a) Bei raatan nuchega katela un qua mad.
- b) Tua raatan nuchega katela un qua mad.
- c) Chae raat wachega katela un qua mad.
- d) Bei raatan nucheta katela un qua mad.
- e) Bei raatan nuchega katela un na mad.

34- How is your child?

- a) Chonar wakka wonaa artu? b) Cho wakka wote artu?
- c) Cho wakka wonaa artu? d) Cho wakkale wonaa artu?
- e) Cho nukka wonaa artun?

Please fill the blanks with the suitable words.

35- ____ ka nusuta ____ . (Seven letters will be sent to them)

- a) Chae / Sutna / onua. b) Bei / Sutnan / onua. c) Lei / Sutnan / oa.
d) Lei / Sutnan / onua. e) Lei / Sutnan / osaa.

Please chose the correct translation. (36-47)

36- If I were you, I would not do that.

- a) Akkatu onaa, ashautu qua. b) Akkatu owa, in ashautu qua.
c) Akkatule onaa, in ashautule qua. d) Wakkatu onaa, in washautu qua.
e) Akkatu onaa, in ashautu qua.

37- that mountain / those cups / these children / this banana

- a) Quan miekun / quan komben / nan artun / na banae
b) Qua mieku / qua kombe / nan artun / na banae
c) Qua mieku / quan komben / nan artun / na banae
d) Qua mieku / quan komben / na artu / na banae
e) Qua mieku / quan komben / nan artun / nan banaen

38- Do not stand up like a soldier ! (Order is given to 2.person singular)

- a) Narua naka sauja ! b) In narua naka sauja !
c) In narua sauja ! d) In naanarua naka sauja !
e) In naruake naka sauja !

39- They should not stay in the forest.

- a) Nubaeza un uttura. b) In nubaeza un uttura.
c) In wabaeza un uttura. d) In nubaecha un uttura.
e) In nubaeka'ah un uttura.

40- If they ate this food, they would be sick.

- a) Nuzatu qua zatna, nukkatu ran. b) Nuzaqu na zatna, nukkata ran.
c) Nuzatule na zatna, nukkatule ran. d) Saazatu na zatna, saakkatu ran.
e) Nuzatu na zatna, nukkatu ran.

41- Working with him is not difficult.

- a) Kuake anda owa in nukka ujoie. b) Kuake initha owa in wakka ujoie.
c) Kuake anda owa in wakka ujoie. d) Kuake anda owa wakka ujoie.
e) Kuake anda onaa in wakka ujoie.

42- They will not go to the cinema tomorrow.

- a) In nuhota e juema meon. b) Nuhota e juema meon.
c) In ahota e juema meon. d) In nuhole e juema jule.

e) Hosa e juema meon.

43- The person you saw in the market yesterday will work with you.

- a) Raatan (qua) naasole un tuatku jule nukuata anda onaa.
b) Raat (qua) naasole un tuatku jule wakuata anda onaa.
c) Raat (qua) naasole un tuatku jule wakuaga anda onaa.
d) Raat (qua) naasole un tuatku jule wakuata anda oa.
e) Raat (qua) naasole un mad jule wakuata anda onaa.

44- I have not read the book you brought me yesterday.

- a) In aleede leetnan (qua) naanile oa jule.
b) In aleede leetna (qua) naanile owa jule.
c) Aleede leetna (qua) naanile oa jule.
d) In aleede leetna (qua) naanile oa jule.
e) In aleede leetna (qua) nunile oa jule.

45- They should not drive fast, because driving fast is dangerous.

- a) Nudeuza onnonesh, use deuke onnonesh wakka eke.
b) In nudeuza onnonesh, use deuke onnonesh wakka eke.
c) In nudeuza uenesh, use deuke onnonesh wakka eke.
d) In nudeuza onnonesh, use deuke onnonesh in wakka eke.
e) In nudeuza onnonesh, use deuke onnonesh wakkale eke.

46- I do not want to eat food, because I have no hunger. (i.e. I am not hungry)

- a) Anue zake zatna, use in akka ehoa.
b) In anue zake zatna, use in akka ehoa.
c) In anue zake zatna, use akka ehoa.
d) Anue zake zatna, use akka ehoa.
e) In naanue zake zatna, use in naakka ehoa.

47- He did not hear me, because he was reading a book.

- a) Wadule oa, use waleelea chae leetna.
b) In saadule oa, use saaleelea chae leetna.
c) In wadule onaa, use waleelea chae leetna.
d) In wadule oa, use waleelea chae leetna.
e) In wadule oa, use waleelea leetnan.

The following three sentences constitute one sentence. Please fill the blanks with the suitable words for each sentences.

48- _____ dog _____ artu in wapa ____ . (The little dog of the child can not swim)

- a) ae / i / -cha b) achache / e / -cha c) achache / i / -ka'ah
d) achache / i / -za e) achache / i / -cha

49- ____ koa _____. (But it should learn swimming)

- a) Ama / wa- / -za b) One / wa- / -za c) Ama / a- / -za
d) Ama / wa- / -cha e) Luga / wa- / -za

50- ____ qule in ____ pa un patna, wafo _____. (Because if it does not swim in the sea, it will die)

- a) Ontu ma / wa- / -ta b) Use / a- / -ta c) Use / wa- / -ga
d) Use / naa- / -ta e) Use / wa- / -ta



14- The Answers Key

A- Chapter Tests Answer Keys

Test – 1 : Kunaka Language

1-b 2-d

Test – 2 : The Kunaka Sentence Construction

1-a 2-d 3-c 4-e 5-d 6-e 7-b 8-c 9-c 10-a

Test – 3 : Numbers

1-a 2-b 3-a 4-d 5-b

Test – 4 : Greetings

1-c 2-a

Test – 5 : Time and Dates

1-e 2-d 3-a 4-a 5-c 6-b 7-e 8-b

Test – 6 : Imperative

1-a 2-b 3-b 4-c 5-e 6-a 7-b 8-e 9-e 10-d

Test – 7 : Subjunctive

1-c 2-b 3-a 4-e 5-c 6-e 7-b 8-a 9-d 10-a

Test – 8 : Participle Adjectives

1-a 2-e 3-e 4-c 5-b 6-a 7-c 8-a 9-d 10-e

Test – 9 : Modal Verbs

- 1- In tenaachale qua uqete kotta, use in teluale ezza dina.
- 2- Naakka ran, naahoza e tarta.
- 3- Atuka'ah ?
- 4- In afau choi shauke. Cae, naaniecha oa jaah?
- 5- Nuseaza baetna ron naqwe nuhoch a wonua ronan.
- 6- Cae, tefuza na monesh soke sotna?
- 7- Cho tefagucha shu?
- 8- Apoka'ah e jaeja jaah?
- 9- Choga tevoaza chu?
- 10- Cae, awuuka'ah saatnan?

Test – 10 : Qu-Tense (If Tense)

1-d 2-b 3-e 4-a 5-d 6-e 7-c 8-a

Test – 11 : Relative Pronouns “That” = “Qua”

1-c 2-d 3-e 4-e 5-a 6-b 7-a 8-e 9-b 10-a

Test – 12 : The Unreal Conditional Tenses (Hypothetical)

1-a 2-b 3-d 4-e 5-d 6-d 7-e 8-c 9-e 10-a

B- General Test Answer Key

1-d	11-c	21-e	31-c	41-c
2-e	12-c	22-a	32-e	42-a
3-b	13-a	23-b	33-a	43-b
4-c	14-d	24-c	34-c	44-d
5-e	15-d	25-d	35-d	45-b
6-d	16-a	26-d	36-e	46-b
7-c	17-d	27-b	37-c	47-d
8-e	18-c	28-d	38-b	48-e
9-e	19-a	29-a	39-b	49-a
10-c	20-e	30-a	40-e	50-e



15- The Aesop Tale

The Ant And The Grasshopper

a) English Version

In a field one summers day a Grasshopper was hopping about, chirping and singing to its hearts content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger - while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for the days of need.

Aesop

b) Kunaka Version using Latin Alphabet

Tabe Anda Ondaja

Un chae Mad, chae Ren Vemo, Ondaja wadalea aro, walulea. Tabe wafagule di, puke chae essa nab qua wahualea e otaq.

"Choke in sake anda jueke itha oa?" Ondaja wamoele, "Ewo i muake un qua fuetna?" "Aniega sounake zatna qenu lah." Tabe wamoele, "Anda arume onaa shauke makna."

"Choke bouke abba lah?" Ondaja wamoele; "Telua azu i zatna arra." Ama Tabe wahole jowa fuetna anda waurale jowa muatna.

Chola Lah wasale, Ondaja in waluale zatna anda waruale owaji moake One wasole taben uake nab vevemo shelu madan qua nunuole un ren. Naqwe Ondaja wafaule : wakka enuazi gumake qenu vemon i mutna.

Aesop

c) Kunaka Version using Kun Alphabet

[illegible]

A	B	C	D	E	F
≡	⊥	7	⌒	7	∇
G	H	I	J	K	L
△	≠	↓	⌞	ℓ	8
M	N	O	P	Q	R
∠	∩	9	π	⊙	⌞
S	T	U	V	W	X
∩	✕	ℓ	⌞	∩	∩
Y	Z	CH	SH		
✕	ℓ	⌞	⌞		

The Appendix-2 : The Nouns List

Afrika	:	Africa
Anaq	:	Exact
Arra	:	Now / at present
Artu	:	Man
Artu	:	Child
Bactna	:	Hotel
Banae	:	Banana
Bei	:	Three
Burra	:	Bread
Busha	:	Bush
Chae	:	A, one
Chaen	:	First
Chai	:	Tea
Cheja	:	Player
Chetna	:	Game
Chu	:	Here
Daja	:	Dancer
Dak	:	Minute
Dar	:	House, Home
Di	:	By
Diatna	:	Answer, reply
Dina	:	Money
Doga	:	Dog
Duatna	:	Pen / Pencil
Dun	:	Curtain
Ekna	:	Referee
Ela	:	Ball
Eleka	:	Electricity
Eleso	:	Battery
Engke	:	English
Engla	:	England
Faranke	:	French
Faranki	:	France
Fuatna	:	Weapon
Fuetna	:	Way
Gen	:	Relative
Gitna	:	Visit, journey, travel
Gueja	:	Host
In	:	Not
Inussa	:	Nothing
Jaeja	:	Manager
Jaguatna	:	Gift
Juema	:	Cinema
Jule	:	Yesterday
Jutna	:	Film / movie
Kah	:	Cloud
Kahwa	:	Coffee

Kainuq	:	Evening
Kakke	:	Table
Kat	:	Foot
Katela	:	Football
Keru	:	Restaurant
Kiatna	:	Question
Koaja	:	Learner
Koko	:	Coconut
Kombe	:	Cup
Kome	:	Orange
Konga	:	King
Kotta	:	Car
Kuatna	:	Work, job
Kucho	:	Dawn
Kumaeja	:	Inspector
Kumaetna	:	Examination
Kume	:	Cat
Kurtna	:	Team
La	:	Year
Lah	:	Winter
Latna	:	Time
Leeja	:	Reader
Leetna	:	Book
Leuja	:	Student
Leutna	:	School
Lexa	:	Lemon
Loja	:	Pilot
Loto	:	Lotery
Luatna	:	Goods
Luega	:	Language
Luja	:	Singer
Lum	:	Stone
Lut	:	Date
Luve	:	Today
Ma	:	Contrary
Maah	:	True
Mad	:	Field
Mada	:	Store
Maeja	:	Cleaner
Mago	:	Mango
Mah	:	Noon
Makna	:	Same
Malt	:	Word
Mauga	:	Farm
Maza	:	Bottle
Meon	:	Tomorrow
Meuja	:	Accountant
Meutna	:	Number
Mieku	:	Mountain
Mikele	:	Mirror

Mile : Milk
 Min : Mother
 Moqte : Vegetable
 Muatna : Toil
 Mun : Month
 Mupe : Near
 Mutna : Need
 Na : This
 Naak : Kitchen
 Nab : Corn
 Nan : These
 Nanuq : Tonight
 Naqmah : Afternoon
 Nata : Next
 Nauja : Buyer, customer
 Niaja : Teacher
 Nijae : Bridge
 No : Any
 Nowaq : Anything
 Nuka : Second
 Nuq : Night
 Nus : Half
 Nuut : Wall
 Oma : Week
 On : Grass
 Onas : Drum
 Ondaja : Grasshopper
 Ontu ma: On the contrary
 Otaq : Nest
 Pada : Product
 Paja : Swimmer
 Patna : Sea
 Pinte : Street
 Potna : Speech
 Puoba : Lion
 Qin : Father
 Qua : That
 Quan : Those
 Raat : Person
 Raatan : People
 Rad : Radio
 Ran : Sick
 Ratna : Patient
 Ren : Summer
 Repa : Medicine
 Ris : Rice
 Roatna : Building
 Ron : Room
 Rutta : Quarter
 Sa'ah : Last

Saatna : Chair /seat
 Sabbah : Morning
 Sad : Place
 Samoje : Together
 Sauja : Fighter, Warrior, Soldier
 Sautna : Fight, War
 Seapa : Example
 Seuja : Survivor
 Seutna : Surviving
 Shenne : City
 Shu : There
 Sotna : Movie
 Suaja : Opener
 Suetna : Name
 Suja : Sender
 Sutna : Letter
 Taas : Fur
 Tabe : Ant
 Talda : Knife
 Tan : Son
 Taotna : Thank
 Tar : Health
 Tarja : Doctor
 Tarta : Hospital
 Ten : Daughter
 Tespua : Shop
 Tuatku : Market
 Tuatna : Shoe
 Tuese : Woman
 Tun : Hour / o'clock
 Tura : Tree
 Tutna : Door
 TV : TV
 Udoq : Bye
 Ujete : Fruit
 Ujoetna : Difficulty
 Ussa : Some
 Ussa chae: Someone
 Ussa waq : Something
 Utrake : Turkish
 Utraki : Turkey
 Uttura : Forest
 Uxa : Secret
 Vaaja : Author, writer
 Vaatna : Essay / Article
 Ve : Every
 Vemo : Day
 Vuja : Seller, Salesman
 Waq : Thing
 Watna : Cloth

Wekele	:	Village / Town
Wutta	:	Brother
Wutte	:	Sister
Yen	:	Girl
Yin	:	Bank
Yuetna	:	Scissor
Yutta	:	Friend
Zanuq	:	Dinner
Zatna	:	Food
Zuda	:	Ago

The Appendix-3: The Verbs List

Bae-ke	:	to stay
Bou-ke	:	to bother
Bue-ke	:	to burn
Ca-ke	:	to climb
Che-ke	:	to play
Chi-ke	:	to consider
Cua-ke	:	to complete
Da-ke	:	to dance
Dec-ke	:	to destroy
Deko-ke	:	to decorate
Deu-ke	:	to drive
Dia-ke	:	to answer, to reply
Doa-ke	:	to decide
Dua-ke	:	to draw
Due-ke	:	to heal
Du-ke	:	to hear
Fagu-ke	:	to pass
Fau-ke	:	to know
Fea-ke	:	to break
Fo-ke	:	to die
Fua-ke	:	to hit
Fue-ke	:	to follow
Fu-ke	:	to finish
Gae-ke	:	to improve
Gau-ke	:	to escape
Gi-ke	:	to visit
Goa-ke	:	to go bad
Go-ke	:	to live
Gua-ke	:	to marry , to get married
Gue-ke	:	to invite
Guma-ke	:	to prepare
Gute-ke	:	to spend
Ho-ke	:	to go
Hua-ke	:	to take
Hu-ke	:	to meet
Jae-ke	:	to manage
Jagua	:	to give a present
Jie-ke	:	to jump
Jue-ke	:	to chat
Ju-ke	:	to watch
Keo-ke	:	to protect
Kia-ke	:	to ask
Koa-ke	:	to learn
Ko-ke	:	to hide
Kua-ke	:	to work
Ku-ke	:	to win
Kumae-ke	:	to inspect, to exam
Kunao-ke	:	to return

Lau-ke	:	to look for , to search
Lee-ke	:	to read
Le-ke	:	to allow, to let
Leu-ke	:	to study
Li-ke	:	to drink
Lo-ke	:	to fly
Lua-ke	:	to have
Lu-ke	:	to sing
Mac-ke	:	to clean
Ma-ke	:	to notice
Meu-ke	:	to count
Mia-ke	:	to include
Mie-ke	:	to begin
Moa-ke	:	to starve
Moe-ke	:	to say
Mo-ke	:	to tell
Mua-ke	:	to toil
Mue-ke	:	to wake up
Mui-ke	:	to provide
Mu-ke	:	to need
Na-ke	:	to create
Narua-ke	:	to stand up
Nau-ke	:	to buy
Ne-ke	:	to believe
Nia-ke	:	to teach
Nie-ke	:	to help
Ni-ke	:	to bring
Nua-ke	:	to start
Nue-ke	:	to want
Nuo-ke	:	to collect
Paa-ke	:	to scare
Pa-ke	:	to swim
Pe-ke	:	to steal
Po-ke	:	to speak
Pou-ke	:	to add
Pu-ke	:	to carry
Ra-ke	:	to run
Rei-ke	:	to travel
Re-ke	:	to rent
Roa-ke	:	to build
Ro-ke	:	to think
Rua-ke	:	to find
Rue-ke	:	to arrive
Ru-ke	:	to get
Rume-ke	:	to recommend
Ruo-ke	:	to enjoy
Ruse-ke	:	to fail
Saa-ke	:	to sit
Sai-ke	:	to rest
Sa-ke	:	to come

Sau-ke	:	to fight
Sauma-ke	:	to prefer
Sea-ke	:	to check in
Sei-ke	:	to determine
Se-ke	:	to remember
Seo-ke	:	to separate
Seu-ke	:	to survive
Shae-ke	:	to choose
Sha-ke	:	to sleep
Shau-ke	:	to do
She-ke	:	to receive
Sho-ke	:	to feel
Sia-ke	:	to sign
Soe-ke	:	to paint
So-ke	:	to see
Souna-ke	:	to lay up / to store
Sua-ke	:	to open
Sue-ke	:	to name, to give something a name
Su-ke	:	to send
Tao-ke	:	to thank
Te-ke	:	to leave
Toe-ke	:	to harvest
To-ke	:	to try
Tua-ke	:	to step
Tu-ke	:	to enter
Tuo-ke	:	to frighten
Ua-ke	:	to distribute
Ura-ke	:	to continue
Vaa-ke	:	to write
Va-ke	:	to walk
Voa-ke	:	to talk
Vu-ke	:	to sell
Wae-ke	:	to pay
Wau-ke	:	to wear
We-ke	:	to give
Wo-ke	:	to like
Wuu-ke	:	to switch
Ye-ku	:	to earn
Yo-ke	:	to understand
You-ke	:	to enjoy
Yue-ke	:	to cut
Za-ke	:	to eat
Zanu-ke	:	to cook
Zau-ke	:	to become
Ze-ke	:	to smell
Zu-ke	:	to explain

The Appendix-4 : The Adjectives List

achache	: few, little
acua	: complete
ae	: other
alua	: strong
appa	: long
appe	: high
asha	: nice
assu	: clean
asu	: late
aunze	: new
axta	: tasteful
echafu	: dirty
effu	: quick
efua	: raw
ehoa	: hungry
ehutu	: soft
ekke	: dangerous
eku	: stubborn
enne	: poor
enua	: good
essa	: big
essua	: red
ezza	: enough
ialara	: low
iette	: light
inodue	: improper
inonua	: unfortunate
ippo	: important
isoe	: bad
issi	: lazy
ittau	: cheap
itto	: hard
ixa	: heavy
jutte	: thin
odaru	: tired
oddo	: small
odue	: proper
ojae	: rich
onae	: white
onno	: fast
onua	: fortunate
orro	: short
oru	: slim
ottua	: many
ubbe	: correct
ubue	: beautiful
ue	: slow

ugale	: happy
ugete	: weak
ujoe	: difficult
uju	: yellow
ukkae	: another
ukoa	: hot
untu	: black
uqete	: expensive
ussa	: some
utta	: sharp
uxa	: secret
uxse	: old
uyte	: excellent

The Appendix-5: The Adverbs List

Acuanesh	:	completely
Anaqnesh	:	exactly
Ashanesh	:	nicely
Asunesh	:	lately
Asuti	:	later
Aunzenesh	:	newly
Azu i	:	plenty of
Chae di chae	:	one by one
Effunesh	:	quickly
Futha	:	aloud
Ik'naeh	:	no
Inoduenesh	:	improperly
Inonuanesh	:	unfortunately
Kutta	:	early
Luga	:	since
Mana	:	okay
Monesh	:	realy
Mukake	:	all
Nach	:	yes
Naka	:	like
Naka'ah	:	perhaps
Neta	:	always
Oduenesh	:	properly
Onnonesh	:	fast
Onuanesh	:	fortunately
Samoje	:	together
Sansa	:	only
Soa	:	very, excessive
Soa tae	:	too much
Tae	:	much, many
Teq	:	just
Uenesh	:	slowly
Untu	:	under
Urua	:	alone
Urunesh	:	lonely
Uxanesh	:	secretly
Vemonesh	:	daily

The Appendix-6

a- The Possessive Pronouns and Possessive Adjectives Table

Subject Pronoun	Possessive Adjective	Possessive Pronoun	Object Pronoun
<i>Awa (I)</i>	<i>Woa (my)</i>	<i>Joa (mine)</i>	<i>Oa (me)</i>
<i>Naaya (You)</i>	<i>Wonaa (your)</i>	<i>Jonaa (yours)</i>	<i>Onaa (you)</i>
<i>Wama (He/she/it)</i>	<i>Wowa (his/her/its)</i>	<i>Jowa (his/hers/its)</i>	<i>Owa (him,her,it)</i>
<i>Awate (We)</i>	<i>Wote (our)</i>	<i>Jote (ours)</i>	<i>Ote (us)</i>
<i>Kusaa (You(pl))</i>	<i>Wosaa (your(pl))</i>	<i>Josaa (yours (pl))</i>	<i>Osaa (you(pl))</i>
<i>Maanu (They)</i>	<i>Wonua (their)</i>	<i>Jonua (theirs)</i>	<i>Onua (them)</i>

b- Question Words (Interrogative words) Table

Question word	Translation	Example	Translation
<i>Choi?</i>	What?	Choi numole onaa?	What did they tell you?
<i>Choga?</i>	Who?	Choga wagueta ote?	Who will invite us?
<i>Chonar?</i>	Where?	Chonar naahode?	Where have you gone?
<i>Chola?</i>	When?	Chola naanita woa leetna?	When will you bring my book?
<i>Choke?</i>	Why?	Choke in naabaele un dar?	Why didn't you stay at home?
<i>Cae?</i>	Question ind. (Yes/No questions)	Cae wakunaode?	Has she returned?
<i>Cho</i>	How?	Cho naakka?	How are you?
<i>Cholei?</i>	What sort? What kind?	Cholei kuatna naanue?	What kind of job do you want?
<i>Chopai?</i>	Which?	Chopai raat wakka wonaa niaja?	Which person is your teacher?
<i>Chotae?</i>	How much? How many?	Chotae leetnan nukka ontu kakke?	How many books are there on the table?

c- Summary Table

Subject Pronoun	Subject Prefix	Possessive Adj.	Possessive Pronoun	Object Pronoun
AWA	A-	WOA	JOA	OA
NAAYA	NAA-	WONAA	JONAA	ONAA
WAMA	WA-	WOWA	JOWA	OWA
AWATE	TE-	WOTE	JOTE	OTE
KUSAA	SAA-	WOSAA	JOSAA	OSAA
MAANU	NU-	WONUA	JONUA	ONUA

The Appendix-7 : The Conjunctions / Prepositions List

Abba	:	About
Agha	:	Against
Ama	:	However / but
Anda	:	And
Anta	:	Although
Aro	:	Around
Ba	:	's (possession)
Beuwa ... anda ...	:	Between ... and ...
By	:	Di
E	:	To
Enae	:	Towards
Ewo	:	Instead
Ewo i	:	Instead of
Exto	:	Except
Faa	:	So / hence / thus
Furra i	:	In front of
I	:	Of
Initha	:	Without
Itha	:	With
Jaah	:	Please
Kura	:	Next to
Luga	:	Since
Naqqu	:	After
Naqwe	:	Then
One	:	While
Ontu	:	Over / On
Ontu ma	:	On the contrary
Qenu	:	For
Qule	:	If
Samoje	:	Togather
Senta	:	Moreover / In addition / Besides
Shelu	:	From
Soa	:	As well / Too / Also
Tal	:	Till / Until
Un	:	In / At
Untu	:	Under
Use	:	Because
Vukai	:	Before
Wane	:	Behind
Ze	:	Again

The Appendix-8: The Modal Verbs Table

i) CAN / TO BE ABLE TO : The suffix “ – cha ”

Apo <i>I speak</i>	Apocha <i>I can speak</i>	Apochale <i>I could speak</i>	Apochata <i>I will be able to speak</i>	in apocha <i>I can not speak</i>	in apochale <i>I could not speak</i>
Naapo <i>You speak</i>	Naapocha <i>You can speak</i>	Naapochale <i>You could speak</i>	Naapochata <i>You will be able to speak</i>	in naapocha <i>You can not speak</i>	in naapochale <i>You could not speak</i>
Wapo <i>He/she/it speaks</i>	Wapocha <i>He/she/it can speak</i>	Wapochale <i>He/she/it could speak</i>	Wapochata <i>He/she/it will be able to speak</i>	in wapocha <i>He/she/it can not speak</i>	in wapochale <i>He/she/it could not speak</i>
Tepo <i>We speak</i>	Tepocha <i>We can speak</i>	Tepochale <i>We could speak</i>	Tepochata <i>We will be able to speak</i>	in tepocha <i>We can not speak</i>	in tepochale <i>We could not speak</i>
Saapo <i>You(pl) speak</i>	Saapocha <i>You(pl) can speak</i>	Saapochale <i>You(pl) could speak</i>	Saapochata <i>You(pl) will be able to speak</i>	in saapocha <i>You(pl) can not speak</i>	in saapochale <i>You(pl) could not speak</i>
Nupo <i>They speak</i>	Nupocha <i>They can speak</i>	Nupochale <i>They could speak</i>	Nupochata <i>They will be able to speak</i>	in nupocha <i>They can not speak</i>	in nupochale <i>They could not speak</i>

ii) MUST / HAVE TO : The suffix “ – za ”

Apa <i>I swim</i>	Apaza <i>I must swim</i>	Apazale <i>I had to swim</i>	Apazata <i>I will have to swim</i>	in apaza <i>I must not swim</i>	in apazale <i>I had not to swim</i>
Naapa <i>You swim</i>	Naapaza <i>You must swim</i>	Naapazale <i>You had to swim</i>	Naapazata <i>You will have to swim</i>	in naapaza <i>You must not swim</i>	in naapazale <i>You had not to swim</i>
Wapa <i>He/she/it swims</i>	Wapaza <i>He/she/it must swim</i>	Wapazale <i>He/she/it had to swim</i>	Wapazata <i>He/she/it will have to swim</i>	in wapaza <i>He/she/it must not swim</i>	in wapazale <i>He/she/it had not to swim</i>
Tepa <i>We swim</i>	Tepaza <i>We must swim</i>	Tepazale <i>We had to swim</i>	Tepazata <i>We will have to swim</i>	in tepaza <i>We must not swim</i>	in tepazale <i>We had not to swim</i>
Saapa <i>You(pl) swim</i>	Saapaza <i>You(pl) must swim</i>	Saapazale <i>You(pl) had to swim</i>	Saapazata <i>You(pl) will have to swim</i>	in saapaza <i>You(pl) must not swim</i>	in saapazale <i>You(pl) had not to swim</i>
Nupa <i>They swim</i>	Nupaza <i>They must swim</i>	Nupazale <i>They had to swim</i>	Nupazata <i>They will have to swim</i>	in nupaza <i>They must not swim</i>	in nupazale <i>They had not to swim</i>

iii) MAY : “-ka’ah”

Aku <i>I win</i>	Akuka’ah <i>I may win</i>	Akuka’ahle <i>I might win</i>	in akuka’ah <i>I may not win</i>	in akuka’ahle <i>I might not win</i>
Naaku <i>You win</i>	Naakuka’ah <i>You may win</i>	Naakuka’ahle <i>You might win</i>	in naakuka’ah <i>You may not win</i>	in naakuka’ahle <i>You might not win</i>
Waku <i>He/she/it wins</i>	Wakuka’ah <i>He/she/it may win</i>	Wakuka’ahle <i>He/she/it might win</i>	in wakuka’ah <i>He/she/it may not win</i>	in wakuka’ahle <i>He/she/it might not win</i>
Teku <i>We win</i>	Tekuka’ah <i>We may win</i>	Tekuka’ahle <i>We might win</i>	in tekuka’ah <i>We may not win</i>	in tekuka’ahle <i>We might not win</i>
Saaku <i>You(pl) win</i>	Saakuka’ah <i>You(pl) may win</i>	Saakuka’ahle <i>You(pl) might win</i>	in saakuka’ah <i>You(pl) may not win</i>	in saakuka’ahle <i>You(pl) might not win</i>
Nuku <i>They win</i>	Nukuka’ah <i>They may win</i>	Nukuka’ahle <i>They might win</i>	in nukuka’ah <i>They may not win</i>	in nukuka’ahle <i>They might not win</i>

A Final Note From The Author

This Kunaka Grammer book gives the reader all the essential grammer points needed to be able to speak Kunaka Language. The reader can further improve his/her proficiency in Kunaka by solving the chapter tests after each chapter and the General test at the end of the book.

I have also added a world famous tale from Aesop “The Ant And The Grasshopper”, in both English and Kunaka Language. It will be a fun puzzle to read the tale in Kunaka using Kunaka alphabet.

Moreover I have prepared video lessons for Kunaka lovers in my youtube channel to work on grammer and pronunciation of Kunaka, because I strongly believe that pronunciation is an essential part of the language. Hence I strongly recommend all Kunaka enthusiasts to visit my youtube channel to follow my video lessons in order to master the language.

To reach my youtube channel simply search for “kunaka language” on youtube search bar or directly type the following web address:

https://www.youtube.com/channel/UC1LaoGvaOKch-ahOPd8wB_Q

I hope to see you all in my Kunaka Video lessons on youtube. Kunaka language web site will be activated as well where all video and grammer lessons will be available with an extended Kunaka-English and English-Kunaka dictionary.

Kunaka web site address is as follows;

<https://www.orkunates.com/kunaka-the-artificial-language>

Social events will be organized to gather Kunaka speaking community to exchange their knowledge on the language and practice what they have learned so far with other Kunaka speaking enthusiasts. Furthermore social media will be effectively used to practice Kunaka on forums, whatsapp groups etc.

We will witness together the day by day expanding Kunaka speaking community all over the world !

Sincerely Yours,

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