

# UZBEK

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AN ELEMENTARY TEXTBOOK

# O'ZBEK TILI

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BIRINCHI BOSQICH

Nigora Azimova

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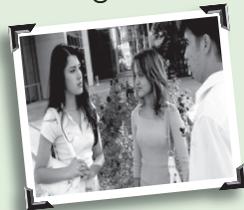
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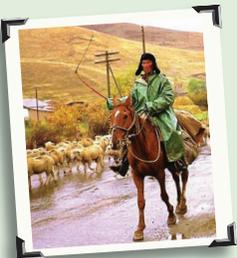
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# SCOPE AND SEQUENCE

Chapter	Language Use	Language Tools	Language and Culture
1. O'zbek alifbosi 	<ul style="list-style-type: none"> <li>- Uzbek alphabet</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation of consonant and vowel sounds</li> <li>- Sounds with no English correspondence</li> <li>- Stress in Uzbek</li> </ul>	<ul style="list-style-type: none"> <li>- Information about the Uzbek alphabet</li> </ul>
2. Yaxshimisiz? 	<ul style="list-style-type: none"> <li>- Greetings</li> <li>- Leave-takings</li> </ul>	<ul style="list-style-type: none"> <li>- Simple sentences</li> <li>- Word order</li> <li>- Personal pronouns</li> <li>- Personal predicate endings</li> <li>- Interrogative particles</li> <li>-mi and -chi</li> <li>- Negation with emas</li> </ul>	<ul style="list-style-type: none"> <li>- "Siz" and "Sen"</li> <li>- Muomala odobi: Greetings</li> </ul>
3. Ismingiz nima? 	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- Telling where you are from</li> <li>- Talking about countries and languages</li> </ul>	<ul style="list-style-type: none"> <li>- Ablative case -dan</li> <li>- Conjunctions: va, ham, lekin, chunki</li> <li>- Ending -lik</li> </ul>	<ul style="list-style-type: none"> <li>- Ethnic population of Uzbekistan</li> <li>- Uzbek dialects</li> <li>- Muomala odobi: Introductions</li> <li>- Writing letters in Uzbek</li> <li>- Uzbek names</li> </ul>
4. Bu kim? U nima? 	<ul style="list-style-type: none"> <li>- Classroom objects</li> <li>- Describing people and objects</li> <li>- Telling what is available</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrative pronouns</li> <li>- Adjectives</li> <li>- Plurality of nouns</li> <li>- Numbers 0 - 10</li> <li>- Locative case -da</li> <li>- Expressing existence and availability with bor and yo'q.</li> </ul>	<ul style="list-style-type: none"> <li>- Uzbek currency</li> <li>- Uzbek schools</li> </ul>
5. Shu atrofda mehmonxona bormi? 	<ul style="list-style-type: none"> <li>- Requesting</li> <li>- Giving commands</li> <li>- Asking for directions</li> <li>- Apologizing</li> </ul>	<ul style="list-style-type: none"> <li>- Imperative</li> <li>- Dative case -ga</li> <li>- Accusative case -ni</li> <li>- Verbs and cases</li> </ul>	<ul style="list-style-type: none"> <li>- Regions of Uzbekistan</li> <li>- Muomala odobi: Asking for directions</li> <li>- Muomala odobi: Requesting</li> </ul>
6. Kundalik ishlar 	<ul style="list-style-type: none"> <li>- Daily routines</li> <li>- Likes and dislikes</li> <li>- Times of the day</li> <li>- Days of the week</li> <li>- Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>- Present-future tense</li> <li>- Adverbs</li> <li>- Word order</li> <li>- Intonation in Uzbek</li> </ul>	<ul style="list-style-type: none"> <li>- Uzbek holidays</li> <li>- Navro'z bayrami</li> <li>- Muomala odobi: Speaking on the phone</li> </ul>

Chapter	Language Use	Language Tools	Language and Culture
7. Oilangiz kattami? 	<ul style="list-style-type: none"> <li>- Talking about the family</li> </ul>	<ul style="list-style-type: none"> <li>- Possessive endings</li> <li>- Genitive case <b>-ning</b></li> <li>- Fleeting vowels</li> <li>- Consonantal voicing</li> <li>- Kinship terms</li> </ul>	<ul style="list-style-type: none"> <li>- Uzbek families</li> <li>- Muomala odobi: Congratulations</li> </ul>
8. Kimga o'xshaysiz? 	<ul style="list-style-type: none"> <li>- Describing people and things</li> <li>- Colors</li> <li>- Describing the specific location of people and objects</li> </ul>	<ul style="list-style-type: none"> <li>- Adjectives: comparative and superlative degrees</li> <li>- Postpositions (<b>tagida, ustida, yonida</b>)</li> <li>- Present continuous tense (<b>-yap</b>)</li> <li>- Genitive case</li> </ul>	<ul style="list-style-type: none"> <li>- A piece from Abdulla Qodiriy's "O'tkan kunlar"</li> </ul>
9. Kecha nima qildingiz? 	<ul style="list-style-type: none"> <li>- Telling people's age</li> <li>- Describing past events</li> </ul>	<ul style="list-style-type: none"> <li>- Definite past tense (<b>-di</b>)</li> <li>- Adverbs</li> <li>- Numbers beyond 10</li> <li>- Suffix <b>-gi</b></li> <li>- Postpositions (<b>avval, keyin</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Texts about well-known people from the history of Uzbekistan and Central Asia</li> <li>- Forms of address</li> </ul>
10. Olma bormi? Necha pul? 	<ul style="list-style-type: none"> <li>- Talking about food</li> <li>- Shopping for food</li> <li>- Bargaining in the Uzbek bazaar</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing availability: more about <b>bor/yo'q</b></li> <li>- Expressing necessity: <b>kerak</b></li> <li>- Expressing quantity: <b>dona, -ta</b></li> <li>- Question words: <b>qancha, nechta, necha</b></li> <li>- Emphatic particles and Interjections</li> <li>- Compound verbs</li> </ul>	<ul style="list-style-type: none"> <li>- Marketplaces in Uzbekistan</li> <li>- Muomala odobi: Bargaining</li> <li>- Chorsu bozori</li> </ul>
11. Restoranda 	<ul style="list-style-type: none"> <li>- Ordering food and drinks</li> <li>- Discussing the food you like and dislike</li> <li>- Complaining</li> </ul>	<ul style="list-style-type: none"> <li>- Adjectives and suffixes <b>-li, -siz, -gina</b></li> <li>- <b>bor/yo'q</b> and <b>kerak</b> with past and future tenses</li> <li>- Expressing ability: <b>-a/-y olmoq</b></li> </ul>	<ul style="list-style-type: none"> <li>- Uzbek food</li> <li>- Nahorgi osh</li> <li>- Uzbek restaurants.</li> <li>- Muomala odobi: Invitations</li> </ul>

Chapter	Language Use	Language Tools	Language and Culture
12. Xush kelibsiz, aziz mehmon! 	<ul style="list-style-type: none"> <li>- Being a host and being a guest</li> <li>- Uzbek table etiquette</li> </ul>	<ul style="list-style-type: none"> <li>- Verbal nouns</li> <li>- Expressing possibility, obligation and necessity with <b>mumkin, shart, kerak</b></li> <li>- Adverbs</li> <li>- Constructions with <b>deb (deb aytmoq; deb eshitmoq, etc.)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Generation gaps in Uzbek families</li> <li>- Uzbek etiquette: <b>to'r</b></li> <li>- Uzbek superstitions</li> <li>- Muomala odobi: Asking permission</li> </ul>
13. Iqlim va fasl 	<ul style="list-style-type: none"> <li>- Talking about the weather and climate</li> <li>- Discussing natural disasters</li> <li>- Telling time in Uzbek</li> </ul>	<ul style="list-style-type: none"> <li>- Conditional mood</li> <li>- Constructions with <b>bo'ladi, kerak, ham</b></li> <li>- Telling time</li> <li>- Compound verbs</li> </ul>	<ul style="list-style-type: none"> <li>- Geography and climate</li> <li>- About earthquakes and other natural disasters</li> <li>- Muomala odobi: Asking for help</li> </ul>
14. Kiyim-kechak 	<ul style="list-style-type: none"> <li>- Talking about clothing</li> <li>- Uzbek traditional clothing</li> <li>- Discussing likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>- Indefinite past tense (<b>-gan/-qan/kan</b>)</li> <li>- Repeated conjunctions</li> <li>- Further application of verbal nouns (<b>yo'zishni biladi, ko'rishni xohlayman</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Uzbek traditional clothing</li> <li>- Muomala odobi: Compliments</li> </ul>
15. Nima bezovta qilyapti? 	<ul style="list-style-type: none"> <li>- Discussing medical matters</li> <li>- Talking about future plans</li> </ul>	<ul style="list-style-type: none"> <li>- Future tense of intention (<b>-moqchi</b>)</li> <li>- Adverbs</li> <li>- Subordinate clause of time</li> <li>- Postpositions (<b>beri, buyon</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Medicine in Uzbekistan</li> <li>- Readings and a cultural note about ibn Sina</li> <li>- Muomala odobi: Agreeing and disagreeing</li> </ul>
16. Sayohat 	<ul style="list-style-type: none"> <li>- Discussing travel and leisure</li> <li>- Transportation</li> <li>- Renting an apartment in Tashkent</li> <li>- Checking into a hotel</li> <li>- Complaining</li> </ul>	<ul style="list-style-type: none"> <li>- Participles</li> <li>- Past gerund</li> <li>- Passive voice</li> </ul>	<ul style="list-style-type: none"> <li>- Reading about the history of Tashkent</li> <li>- Learning about the Tashkent dialect</li> <li>- Traveling around Uzbekistan</li> </ul>



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## **PREFACE**

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Our goal in the development of *Uzbek: An Elementary Uzbek Textbook* at the Center for Languages for the Central Asian Region (CeLCAR) at Indiana University was to create instructional materials that would make a difference in the classroom and provide instructors with a wide array of activities to make their classes interactive. The book offers a thematically organized and integrative approach to the Uzbek language and culture combined with current innovations in foreign language teaching. Some of these innovations include the functional approach to grammar; an emphasis on integrated skills development; and the use of various authentic materials, especially the videos filmed in the different regions of Uzbekistan. We believe that a large number of the activities provided in the textbook and the supplementary materials, such as the multimedia CD, will help students to develop strong speaking, listening, reading, and writing skills.

This textbook is distinguished by the following features:

- the emphasis on communicative activities and tasks
- the step-by-step development of language skills
- the presentation of Uzbek culture, integrated into various texts
- opportunities for classroom practice

Besides emphasizing Uzbek culture, the textbook contains universal topics and contemporary themes that are meaningful to learners. While developing activities, we kept in mind the idea that languages are best learned when real-world tasks become the focus of language activities. Therefore, we organized the sequence of our activities by providing students with:

- sources for gaining information in Uzbek, such as texts, listening materials, real-life dialogues, and videos
- the linguistic tools for understanding those sources
- tasks, activities, and questions to use their linguistics skills and evaluate their own progress

Overall, we hope that our materials will make a difference in your classroom and that you will enjoy many hours of teaching and learning Uzbek.



## **NOTE TO THE INSTRUCTOR**

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The elementary Uzbek textbook is developed specifically for classroom use. Its purpose is to provide learners and their instructors with a wide selection of materials and task-oriented, communicative activities to facilitate the development of language learning. The textbook is divided into sixteen thematic chapters that cover topics commonly found in beginning textbooks, such as work, study, family, shopping, and travel. Language learners who successfully complete the elementary Uzbek textbook are expected to:

- read simple texts on familiar topics and understand the main ideas
- engage in conversations on a number of familiar, daily life topics
- understand native speakers who are accustomed to dealing with learners of Uzbek
- write short texts in Uzbek on familiar topics
- form and understand basic sentence structure of Uzbek
- passively recognize more complicated structures and vocabulary
- be aware of Uzbek culture related to daily life

### **Organization of the Text**

The textbook consists of sixteen chapters each divided into eight parts. The best way of approaching each part is explained below.

#### **Part I: Yangi darsni boshlaymiz!**

Part I is dedicated to the acquisition and activation of new vocabulary used throughout the chapter. The recorded vocabulary list can be found on the audio-video section of the CD, and the multimedia section of the CD includes a number of activities dedicated to reinforcing this vocabulary. We suggest that students study the new vocabulary at home by listening to the recordings and completing the activities independently. We believe that class time should be devoted to practicing the new vocabulary by completing the various interactive activities provided throughout the textbook. It is important that the students practice the contextualized vocabulary as they read, listen, and engage in speaking with you and their classmates. In later chapters, Part I will include short reading passages will require knowledge of language structures that will be introduced in Part II.

#### **Part II: Diqqat, qoida!**

In this section grammar points are presented; and followed by supporting activities. Part II may be introduced before or after Part I. As an instructor of the

course, you might use Part I merely to draw your students' attention to a specific grammar point. Similar to vocabulary, we encourage the students to read the grammar points at home before the class. We believe that the grammar points are written in accessible language, and in general should not require lengthy explanations from the instructor. This allows the instructor to more effectively use classroom time completing the follow-up activities and practicing the new grammar.

### **Part III: Keling, suhbatlashaylik!**

This section includes dialogues, texts, and activities to reinforce reading, listening, writing, and especially speaking skills. Most of these activities encourage students to work with a classmate or in a small group. As the activities require knowledge of the vocabulary and structures newly introduced in Parts I and II, it is advisable that this section be introduced after these parts.

In Part III, you will find a number of short texts followed by comprehension questions and interactive activities. These texts are not meant to be translated into English but rather skimmed, analyzed, and discussed in Uzbek as much as possible. This part also includes a number of activities that would require your students to use Uzbek by creating their own dialogues, role-playing, preparing brief presentations, and writing stories. A number of dialogues and reading texts usually precede these activities and serve as models. Thus, your students should have an opportunity to read and listen to the new vocabulary and grammar in a meaningful and relevant context before they attempt to create their own. However, it is also important that you, as an instructor, provide them with these models before expecting your students to produce certain forms.

Furthermore, activities in Part III are aimed at language acquisition, and we expect students to make errors while engaging in them. We recommend that you do not correct these errors while your students are actively engaged. Rather, it is better to draw their attention to only the most important errors after they have completed the activity. These errors are not going to become permanent, and most importantly, they are not going to affect your students' language development. With the sufficient input of Uzbek, in time, your students' ability to produce the language in the correct form will increase.

### **Part IV: Asl o'zbekcha**

This section includes short video clips filmed in Uzbekistan. The purpose of these video clips is to introduce students to authentic use of the Uzbek language. The activities given in this section do not require the understanding of every single word or grammatical structure. Instead, students are encouraged to grasp the main idea and to be attentive to some non-linguistic features introduced in these

videos. As the speakers use authentic language (dialogues were not scripted), it might be useful to revisit these video clips later in the course when students become more proficient in Uzbek.

### **Part V: Qo'shimcha mashqlar**

This part of the chapter is designed to enhance students' abilities to understand the grammar points introduced in Part II, and read, write, and listen to Uzbek as they progress throughout the textbook. These activities have been designed to provide students with a deeper understanding of Uzbek. The activities and exercises in this section have various formats: some of them are open-ended and require individualized responses; others are more structured and allow only one possible response. Many of these activities can be assigned as homework and will help students to activate vocabulary and practice new grammar points outside of class.

### **Part VI: Sizga xat keldi!**

Every third chapter of the textbook will include short e-mails exchanged between two friends: Tom, an American student who is learning Uzbek, and Sherzod, an Uzbek student. By reading the e-mails, students will learn more about Uzbek culture and people. The messages are usually followed up by comprehension questions and activities to develop students' writing skills.

### **Part VII: Yangi so'zlar**

This section includes a list of new words and phrases used in the chapter. Certain vocabulary items are contextualized in a sentence to give students an opportunity to better understand the use of these words.

### **Part VIII: Muomala odobi**

In English this can be roughly interpreted as "Social Interaction." This section will provide you and your students with different types of phrases that did not get special attention in the chapter. These are so-called "speech acts;" they are phrases that are used by native Uzbek speakers in their everyday interactions. Here you can find various ways to greet, apologize, congratulate, or even praise someone or something. It is hoped that these phrases will give the learners deeper understanding of the Uzbek language, especially its use in different social situations.

### **Cultural Notes**

Every chapter includes notes describing elements of Uzbek culture. These notes are short; however, as an instructor, you might give further explanations regarding their content. Moreover, you may follow them up with short discussions that would

encourage students to compare and contrast these cultural aspects with their own culture. Some video clips for these cultural notes can be found in the audio and video materials. Furthermore, the later chapters include some of the most commonly used proverbs and common superstitions in Uzbek. However, the explanation of these proverbs is not provided, for it is hoped that this will provide an opportunity for interesting discussion between you and your students about the meaning and the use of these proverbs.

### **A Note on Using Multimedia Materials**

The multimedia materials are designed to help students build vocabulary by completing a number of interesting and fun activities. Each chapter of the textbook has relevant interactive activities, short texts, and video clips followed by various questions to check students' comprehension and progress. These materials can be used to review structures and vocabulary introduced in each chapter. Students can be assigned to work on these materials independently.

### **Cyrillic Reader**

The Cyrillic Reader is designed to assist students in learning to read Uzbek texts in the Cyrillic alphabet. The texts used in this reader reinforce the grammatical structures and vocabulary used in the textbook. Thus, it is highly recommended that it be used after the student has completed all of the chapters in the textbook. The Cyrillic Reader is divided into three sections:

The first section (**Uzbek Cyrillic Alphabet**) introduces students to the Uzbek Cyrillic alphabet. To make the learning more meaningful, letters of the alphabet are grouped and introduced in sequence. After the introduction of each group of letters, students are asked to complete various activities by reading cognates. By engaging in these activities, students are able to learn the Cyrillic alphabet quickly and easily. Students are also introduced to the Cyrillic cursive script in this section.

The second section (**Authentic Texts**) offers learners more practice in recognizing Cyrillic letters by reading short texts. There are a number of authentic materials, including newspaper ads, street signs, food recipes, and business cards, and each text is followed by a number of questions. Students are encouraged to write down their answers so they can practice their writing as well as reading in Cyrillic.

The third section (**Additional Reading Texts**) consists of five texts complete with a number of content- and task-based activities. Each text starts with a list of key vocabulary used in the text, followed by a number of activities, then a short passage, and finally comprehension questions and activities for reinforcement. The section ends with selected passages from Uzbek literature. They can be used in the class to practice students' reading skills, as well as to draw their attention to grammar points, vocabulary notes, or cultural nuances.

## **NOTE TO THE STUDENT**

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If you have studied a foreign language before, you know that language learning requires motivation and effort. This is especially true for learning a language such as Uzbek, which can be structurally different from your native tongue. As you start learning Uzbek, you might feel lost, as both the structure and vocabulary do not easily correspond to those in your native language. However, do not let the first impression discourage you. Once you master the basics you will notice an amazing consistency in Uzbek grammar. It's true that you will have to learn things like case endings, postpositions, and some sounds that do not have any correspondence in English! However, you will also notice that while speaking Uzbek you do not have to worry about gender or irregular verbs, because they do not exist in Uzbek. You will also notice that the endings for tense, case, mood, and person never change as they do in other languages. This textbook has been piloted with English-speaking learners of Uzbek for five years. Throughout these years we have observed different strategies used by the students of Uzbek. Here we present some of them. However, we believe that each student has to find the strategies that work best for him or her. Consider the following as a piece of advice, and try to find what works best for you.

### **Vocabulary is different!**

Keep this in mind. Unlike learning Spanish, German or French, there will be very few cognates, and the bulk of the vocabulary is going to be totally unfamiliar. Try various ways of learning new words. Some people use flash cards, while others make a list, or divide the words based on themes. Other strategies may include making interesting and catchy sentences using the new vocabulary, or making word clusters on a piece of paper. No matter what you do, make sure to go back to your vocabulary list or flash cards often, even once the chapter is over.

### **Read ahead!**

The structural points in the textbook are explained in clear, accessible language. You do not need to wait for your instructor to explain each grammar point in the classroom. Instead, come to class prepared by studying the grammar points ahead of time. In this way you will have more time to practice instead of trying to understand and process what was just explained to you.

### **Participate and speak up!**

Remember that actively engaging in conversations with your instructor and peers helps you to acquire Uzbek faster and better. Listen actively to your instructor's speech; concentrate on structures and vocabulary he or she is using.

When working in small groups or in pairs, listen to your classmates and improve upon their efforts, if possible. Most important, speak up! And don't be afraid to make mistakes! That is how we learn.

### **Create an environment!**

Learning a less commonly taught language such as Uzbek might feel isolating. Your instructor and the textbook may seem to be the only source for learning about Uzbek and its speakers. However, you can find a number of sources on the web: listen to online radio, watch movies, or just listen to Uzbek music. Always remember that in language acquisition input is king! These extra activities can be an excellent source of input. Even though you might not understand everything, you will still be exposed to Uzbek outside of the classroom.

### **Stay motivated!**

Remember that motivation is very important in language learning. Set realistic objectives for yourself and try to achieve them. Always stay positive.

We hope that your language learning experience will be exciting and fruitful.

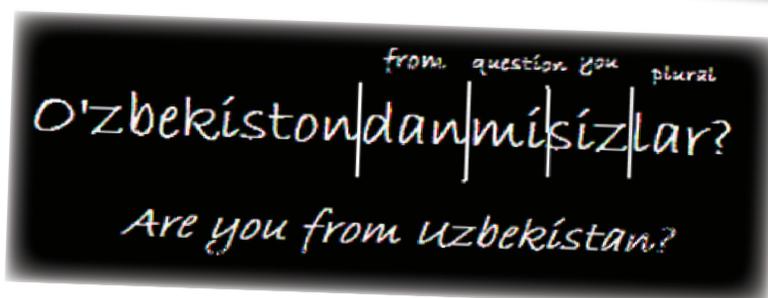
*Oq yo'l!*

# AN INTRODUCTION TO UZBEK

## The Uzbek Language and Its Speakers

**O'zbek tili** – The Uzbek Language belongs to the Qarluq branch of the Turkic languages. This group also includes languages such as Turkish, Uyghur, Kazakh, Tatar, and Kyrgyz. The precursor of the Uzbek language, Turki, was a literary language used during Timur's (Tamerlane) and his successors' rule. The first literary works in Turki (also known as Chagatay) were written by the famous poet Mir Alisher Navoiy.

Uzbek is an agglutinative language. In this language words contain morphemes, or suffixes, that are always clearly differentiable from one another. In forming words or sentences, the morphemes are attached to the word stem one after another in a specific order. This process creates words that can be very long and can sometimes correspond to a whole sentence in English.



Uzbek is predominantly spoken in the Republic of Uzbekistan, the most populous state of Central Asia. According to some estimates, there are about 20 million Uzbek native speakers here. Another 5 million speakers live in neighboring countries such as Afghanistan, Tajikistan, Kyrgyzstan, Turkmenistan, and Kazakhstan. Also, a large number of minority populations, especially those who live in rural areas of Uzbekistan, speak Uzbek as their second language.

## Writing System

The Uzbek language has used a number of alphabets. Before 1928, the language was written in Arabic script. However, during the early years of the Soviet Union the language went through many changes; it was codified and standardized. The dialects of the urban cities, such as in Tashkent and Fergana (both dialects lack vowel harmony, a distinctive feature of Turkic languages), served as a basis for standard Uzbek. In 1929, the Arabic script was replaced by the new Latin alphabet, also known as Yanalif (*Yangi alifbo* – New Alphabet). Later, in 1940, the Latin script was abolished and Uzbek switched to the Cyrillic alphabet.

In 1993, after the collapse of the Soviet Union, the Latin script was re-introduced. The re-introduction of this alphabet was planned to be gradual. Today, the Latin alphabet is used in education and in some areas of administration.



## Vocabulary and Loanwords

The vocabulary of Uzbek is heavily influenced by Persian. Moreover, Arabic words also make up much of Uzbek vocabulary. Many international words, such as *telefon*, *mashina*, and *garaj*, entered Uzbek through Russian. Since the majority of them were introduced into Uzbek after the 1940s, their spelling and pronunciation are not altered. They are pronounced and spelled (in Uzbek Cyrillic Alphabet) as in Russian. However, a number of loanwords introduced earlier were adapted to the phonetic rules of Uzbek. Since late 1985, however, the Uzbek language has gone through a de-Russification process of its vocabulary. The majority of Russian loanwords were replaced by native words. In many cases, new words are created through a process of calquing, where Uzbek words are formed by word-for-word or morpheme-by-morpheme translation of an existing Russian loanword.

**mamnuniyat** Mamnun bo‘lgan holat, xursandlik. *Xonadan mamnuniyat bilan chiqmoq.*

**man:** ~ **qilmoq** Taqiqlamoq, ruxsat bermaslik. *Mashinalarning kirishi man etiladi.*

**mana** 1 *olm.* So‘zlovchining yonida yoki o‘zida turgan narsani, bo‘lgan yoki bo‘layotgan voqea-hodisani ko‘rsatadi, unga ishora qiladi. *Mana uyim.*

## Uzbek Dialects

Uzbek, spoken in Uzbekistan, is comprised of many dialects and regional variations. Generally, these dialects are divided into three groups. The first are Oghuz varieties, *O'g'uz shevasi*, spoken in the south of *Xorazm* and its surrounding areas. These varieties share similar linguistic features with Turkman and other Turkic languages that belong to the Oghuz branch. The second are the Kipchak varieties, *Qipchoq shevasi*, spoken in regions such as *Qashqadaryo*, *Surxondaryo*, Southern Kazakhstan, and in territories around the *Jizzax* and *Samarqand* regions. The features of this dialect resemble Kazakh and Karakalpak. Finally, the urban dialects (in Uzbek these are referred as *Toshkent-Farg'ona shevasi*) are comprised of varieties spoken in urban centers, such as in *Toshkent*, *Farg'ona*, *Andijon*, *Namangan*, and *Qo'qon*. Within each dialect some differences exist, which are usually referred to in Uzbek as *lahja*.

The commonly understood standard Uzbek, based on the *Toshkent-Farg'ona shevasi*, is used in mass media and printed materials.

