

**A Course  
in  
KASHMIRI LANGUAGE**

**Roop Krishen Bhat**

# **A Course in Kashmiri Language**

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*Indian Institute of Language Studies*

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# Introduction

## Kashmiri Language

Kashmiri is an Indo-Aryan language primarily spoken in Kashmir Valley of the State of Jammu & Kashmir in India. It is also spoken by the native speakers of Kashmiri who are settled in other parts of India and in other countries. Kashmiri is also spoken in Pakistan occupied Kashmir

The oldest recorded Kashmiri dates back to 9<sup>th</sup> century when poetry of *Chumma Sampraday* was in vogue. The followers of this sect wrote verses in old Kashmiri or Apabhramsa. This was followed by Shitikanth's *Mahanaya Prakash*, which is a philosophical work on Kashmir Shaivism. Its language is similar to that of *Chumma pads*. Avtar Bhat in *banasurvada katha* in the 15<sup>th</sup> century used old Kashmiri so did Ruupa Bhawani in her verses in the 17<sup>th</sup> century. Laleshwari in the 14<sup>th</sup> century and her disciple Nund Rishi alias Sheikh-ul-Alam used common man's language in their poetry which are the first attested forms of modern Kashmiri.

## Kashmiri Language Materials

After the mass exodus of people from Kashmir due to militancy, large number of Kashmiris after being displaced from the valley, resettled in many parts of India. The worst fall out of this human tragedy was loss of Kashmiri language and culture. The survival of Kashmiri outside its environment was threatened. It was indeed a big challenge to work out various strategies to keep our mother tongue alive. Hence need was felt to develop proper teaching/learning materials in the language. During last few years lot of such materials have been written. Some of the important course materials presently available for teaching/learning Kashmiri language are :

- |    |   |                            |
|----|---|----------------------------|
| 1. | An Introduction to Spoken Kashmiri                                      | Prof. Braj B.Kachru        |
| 2. | An Intensive Course in Kashmiri   | Prof. Omkar N.Koul         |
| 3. | Spoken Kashmiri   | Prof. Omkar N.Koul         |
| 4. | An Audio Cassette Course in Kashmiri<br>(One booklet with 03 cassettes) | Roop Krishen Bhat          |
| 5. | Let us Learn Kashmiri – Primer and Reader                               | Roop Krishen Bhat          |
| 6. | Kashmiri Swayamshikhshak  | Roop Krishen Bhat          |
| 7. | Urdu Kashmiri Reader  | Roop Krishen Bhat          |
| 8. | Basic Reader in Kashmiri  | M..K.Raina & Neelam Trakru |

A host of other publications by CIIL, Mysore etc. are also available

It may be mentioned that during the course of its history Kashmiri has been written in various scripts as determined by circumstances i.e. *Sharda, Devnagri, Roman and Perso Arabic*. However, it needs to be underlined that it was but natural that such courses are written in the script which is user friendly and acceptable to the learners keeping the new environment they live in under consideration. Therefore, Devnagri or Roman were the only appropriate scripts in which most of the above mentioned materials were written.

### **Dialects of Kashmiri**

Kashmiri has social, geographical or regional and religious dialects. Three major regional dialects are *Maraz* spoken in Southern region, *Kamraz* spoken in Northern region and the third variety spoken in and around Srinagar. The language spoken in Srinagar and its surroundings is considered to be the standard Kashmiri and is used in print and electronic media.

Outside valley there are two major dialects namely *Poguli* and *Kashtawari*. Distinction is also observed in the speech varieties of Hindus and Muslims i.e. two major speech communities of the language. While as Hindus use Sanskritized Kashmiri, Muslims use persanized Kashmiri. Distinction is drawn in terms of vocabulary used, pronunciation and morphological factors. Kashmiri is different from other Indo-Aryan languages in terms of certain phonetic, morphological and syntactical features. It is a V-2 or SVO language.

### **The Present Course**

The present course is aimed at those Kashmiri learners who are not in touch with Kashmiri for quite some time now and want to brush-up their language as well as for the beginners. It would also cater to the needs of our youngsters who want to pick up and learn basic spoken language for general communication. The lessons are based on basic structures of the language and core vocabulary and presented mostly in the conversational form. Though this is a self instructional course, however; guidance of a native speaker would be helpful. The Roman script used is based on the International Phonetic Alphabetic (IPA) which suits the sound system of Kashmiri language and is the most scientific and easy to comprehend. The standardised Devnagri script as approved by the expert committee has been used for writing Kashmiri thereby making reading and writing easy. Technical (grammatical) terminology as far as possible has been avoided and the emphasis is on direct learning of language use. The course starts with an introduction to Kashmiri speech system followed by lessons based on basic structures of language. The entire course is graded starting from simple to complex structures. *Classified core vocabulary of*

*the language has been given at the end.* Almost all the basic structures of Kashmiri language have been introduced in this course. It is expected that readers would benefit from this course. To gain competence in Kashmiri regular practice is necessary. Please make it a habit to use kashmiri in day to day conversation at home.

The present course took its shape as a column started in “**Naad**” the prestigious socio-cultural monthly journal brought out by All India Kashmiri Samaj (AIKS). It ran for two and half years. During this process I received lot of feed back from the readers which encouraged and motivated me to compile it together in book form and present it to the readers.

I am thankful to *Shri Vijay Sagi* the dynamic editor of **Naad** who persuaded me to write for Naad. During this period I also received lot of encouragement from Shri M.K.Kaw, President of AIKS. I express my sincere gratitude to him. My readers who were keen to read this column also deserve my thanks.

I am indebted to Shri A.N.Kaul Sahib, a pioneer of Kashmiri language, culture and literature for the financial assistance he gave for publication of this book. I am also thankful to Dr. Omkar N.Koul of IILS for his academic inputs and taking responsibility of publication of this book.

Shri Md. Iqbal Ahmad deserves special mention and thanks for an excellent DTP work he did with patience and smile on his face.

I would feel privileged in case this exercise helps my community members to retain their mother tongue. *Readers are welcome for any query related to this course or on any issue related to Kashmiri language. Please mail such queries to [roopbhat@yahoo.co.in](mailto:roopbhat@yahoo.co.in)*

**Roop Krishen Bhat**  
5<sup>th</sup> February, 2007

# Transcription

## Vowels

ROMAN (Phonetic)			DEVNAGRI		
i	yi	sir	इ	यि	सिर
i	yi:d	sir	ई	यीद	सीर
e	khe	ce	ऐ	खे	चे
e:	khe:l	phe:r	ए	खेल	फेर
ɪ	bɪ	kɪr	अु	बु	कुर
ɪ:	kɪ:r	tɪ:r	अु	कुर	तुर
ə	pər	tər	अँ	पॅर	तॅर
ə:	pər	tər	औँ	पॉर	तॉर
a	akh	par	अ	अख	पर
a:	a:kh	pa:s	आ	आख	पास
u	su	chu	उ	सु	छु
u:	hu:n	ku:r	ऊ	हून	कूर
o	or	zor	औ	और	ज़ौर
o:	o:r	zo:r	ओ	ओर	ज़ोर
ɔ	sɔ	dɔd	अ्व	स्व	द्वद
ɔa:	sɔa:d	sɔa:mi	अ्व	स्वाद	स्वामी

## Consonants

ROMAN (Phonetic)		DEVNAGRI	
p	par	प	पर
ph	phar	फ	फर
b	bar	ब	बर
t	tar	त	तर
th	thar	थ	थर
d	dar	द	दर

T	loT	ट	लोट
Th	loTh	ठ	लौठ
D	loD	ड	लौड
k	karun	क	करून
kh	kharun	ख	खरून
g	garun	ग	गरून
c	kaci	च	कचि
ch	kachi	छ	कछि
j	kaji	ज	कजि
ts	tsop	च्	चोप
tsh	tshop	छ्	छोप
z	za:l	ज़	ज़ाल
m	mas	म	मस
n	nas	न	नस
s	sa:l	स	साल
sh	sha:l	श	शाल
h	hash	ह	हश
l	lath	ल	लथ
r	rath	र	रथ
y	yath	य	यथ
v	vath	व	वथ



## कॉशिर अछरमाल

### (Kashmiri Alphabet)

अ	-	आ	।		
अँ	ँ	आँ	।ँ		
अु	ु	आु	।ु		
इ	ि	ई	ी		
उ	उ	ऊ	ू	(ऋ)	ः
ऐ	े	ए	ै	ऐ	ै
ओ	ो	ओ	ौ	(औ)	ौ
अ्व	्व	अ्य	्य	अं	ः
क	ख	ग	(घ)		
च	छ	ज	(झ)		
च़	छ़	ज़			
ट	ठ	ड	(ढ)	(ण)	
त	थ	द	(ध)	न	
प	फ	ब	(भ)	म	
य	र	ल	व		
श	स	ह			
(क्ष)	त्र	(ज्ञ)			

#### Note:

letters placed in brackets are used only in certain proper names e.g. औरंगाबाद, रघुनाथ, झारखंड, भद्रवाह, कृष्ण, धनवैती, क्षमा, ज्ञानेश्वर। etc.





## LESSON – I

### Kashmiri Speech Sounds

The speech system of Kashmiri is made up of forty two segmental phonemes of which twenty seven are consonants and fifteen are vowels.

#### Vowels

Vowels in Kashmiri have short and long counter part. There is clear contrast between short and long vowels.

/i/ इ			/i:/ ई		
/sɪr/ सिर		'secret'	/sɪ:r/ सीर		'brick'
/zɪθ/ ज़िठ		elder (f.s.)	/zɪ:θ/ ज़ीठ		long (f.s.)
/e/ ऐ			/e:/ ए		
zen	जेन	'mud plaster'	ze:n	जेन	'(you) win'
pen	पेन	'they will fall'	pe:n	पेन	'a process in weaving'
/ɪ/ अ			/ɪ:/ अ		
tɪr	तुर	'cut piece'	tɪ:r	तुर	'cold'
/ə/ ऐ			/ə:/ औ		
ər	ऐर	'in good condition (f.s.)	ə:r	और	'plum'
tər	तैर	'she crossed'	tə:r	तौर	'made her cross'
/a/ अ			/a:/ आ		
as	अस	'laugh (imp)'	a:s	आस	'I came'
akh	अख	'one'	a:kh	आख	'you came (m.s)'
/u/ उ			/u:/ ऊ		
gur	गुर	'horse'	gur	गूर	'milkman'
shur	शुर	'child'	shu:r	शूर	'got repaired' (m.s.)
/o/ ओ			/o:/ ओ		
zor	ज़ोर	'deaf'	zo:r	ज़ोर	'force'
dor	दोर	'strong'	do:r	दोर	(you)'run'
ɔ	अव				
sɔd	स्वद	'simple minded'	bɔd	बवद	'wisdom'

**Nasalization**

All vowels except /i/ and /I/ can be nasalized. There is a contrast between nasal and non-nasal vowels.

Kah	कह	'eleven'	Kāh	कंह	'someone'
god	गोद	'hole'	gōd	गौद	'bouquet'
ba:g	बाग	'garden'	bā:g	बांग	'crowing of cock'
pəz	पेज़	'truthful (f.s.)'	pān	पेज़ं	'monkey' f.s.



## LESSON – II

### Kashmiri Speech Sounds

#### Consonants

Kashmiri has twenty seven consonant phonemes. Phonemic contrasts have been illustrated in the following sections:

प	/p/	par	पर	'read (imp)'
फ	/ph/	phar	फर	'steal (imp)'
ब	/b/	bar	बर	'door'
त	/t/	tər	तैर	'(she) crossed'
थ	/th/	thər	थैर	'flower bush'
द	/d/	dər	दैर	'strong (f.s.)'
ट	/t/	lot	लोट	'tail'
ठ	/th/	loth	लोठ	'short stick'
ड	/d/	lod	लोड	'fought'
च	/c/	con	चोन	'to drink'
छ	/ch/	chon	छोन	'less in weight'
ज	/j/	ja:n	जान	'good'
क	/k/	karun	करुन	'to do'
ख	/kh/	kharun	खरुन	'to dislike'
ग	/g/	garun	गरुन	'to make'
म	/m/	mas	मस	'hair'
न	/n/	nas	नस	'nose'
ल	/l/	lath	लथ	'kick'
र	/r/	rath	रथ	'blood'
च़	/ts/	tsop	च़ोप	'bite'
छ़	/tsh/	tshop	छ़ोप	'taciturn'
स	/s/	sa:l	साल	'feast'
श	/sh/	sha:l	शाल	'jackal'
ह	/h/	ha:l	हाल	'welfare'



ज़	/z/	za:l	ज़ाल	'net'
य	/y/	yakh	यख	'cold'
व	/v/	vakh	वख	'time'

### Palatalization (y')

Palatalization is an important feature of the consonantal system in Kashmiri. It is a distinctive feature for consonants. All consonants except the palatals /c, ch, j, sh and y/ can be palatalized.

### Contrast of Palatalization

/p/	pan	पन	'thread'
/p'/	p'an	प्यन	'they will fall'
/ph/	phakh	फख	'stink'
/ph'/	ph'akh	फ्यख	'powder'
/b/	bo:l	बोल	'speak'
/b'/	b'o:l	ब्योल	'seeds'
/th/	thakun	थकुन	'to get tired'
/th'/	th'akun	थ्यकुन	'to boast'
/d/	bəd	बॅड	'big (f.s.)'
/d'/	bəd'	बॅड्य	'big (imp)'
/k/	kul	कुल	'tree'
/k'/	k'ul	क्युल	'nail'
/m/	mʌ:l	मूल	'root'
/m'/	m'u:l	म्यूल	'he met'
/n/	nʌ:l	नूल	'mongoose'
/n'/	n'u:l	न्यूल	'blue'
/s/	sakh	सख	'difficult'
/s'/	s'akh	स्यख	'sand'
/v/	vath	वथ	'road'
/v'/	v'ath	व्यथ	'Jhelum river'



## LESSON – III

### Demonstrative Pronouns

यि क्या छु?	What is this?	यि क्या छे?	What is this?
यि छु कलम।	This is a pen.	यि छे किताब।	This is a book.
यि छु काकज।	This is a paper.	यि छे कापी।	This is a note book.
यि छु मेज।	This is a table.	यि छे कुर्सी।	This is a chair.
यिम क्या छि?	What are these?	यिमु क्या छे?	What are these?
यिम छि कलम।	These are pens.	यिमु छे किताब।	These are books.
यिम छि काकज।	These are papers.	यिमु छे कापियि।	These are note books.
यिम छि मेज।	These are tables.	यिमु छे कुर्सियि।	These are chairs.
हु क्या छु?	What is that?	ह्व क्या छे?	What is that?
हु छु दरवाज।	That is a door.	ह्व छे दौर।	That is a window.
हु छु पंख।	That is a fan.	ह्व छे अलमौर्य।	That is an almirah.
हु छु परदु।	That is a curtain.	ह्व छे दैज।	That is a handkerchief.
हुम क्या छि?	What are those?	हुमु क्या छे?	What are those?
हुम छि दरवाज।	Those are doors.	हुमु छे दारि।	Those are windows.
हुम छि पंख।	Those are fans.	हुमु छे अलमारि।	Those are almirahs.
हुम छि परदु।	Those are curtains.	हुमु छे दजि।	Those are handkerchiefs.
यि छा मकानु?	Is this a house?	यि छा वौज?	Is this a ring?
आ यि छु मकानु।	Yes, this is a house.	आ यि छे वौज।	Yes, this is a ring.
यि छुना दुकान?	Is this not a shop?	यि छेना कॅमीज?	Is this not a shirt?
नॅ यि छु नु दुकान।	No, it is not a shop.	नॅ यि छेनु कॅमीज।	No, it is not a shirt.
यि छुना कलम?	Is this not a pen?	यि छेना किताब?	Is this not a book?
नॅ यि छु नु कलम यि छु पेनसल।		नॅ यि छेनु किताब यि छे कापी।	
No, this is not a pen this is a pencil.		No, this is not a book this is a note book.	

**Notes:**

In this lesson Demonstrative Pronouns are used with auxiliary verb. An interogative (question) word 'क्या' "what" has also been used. There is a three term Demonstrative System in Kashmiri. e.g.  
 यि "this" हु "that" सु "that" out of sight

Masculine				Feminine			
Sg.	Pl.	Sg.	Pl.	Sg.	Pl.	Sg.	Pl.
यि	"this"	यिम्	"these"	यि	"this"	यिम्	"these"
हु	"that"	हुम	"those"	ह्व	"that"	हुमु	"those" (proximate within sight)
सु	"that"	तिम	"those"	स्व	"that"	तिम्	"those" (remote out of sight)

Demonstrative pronouns can be used with both animate and inanimate subjects.

नि is also used sometimes in place of सु/स्व for inanimate subjects.

The auxiliary verb agrees with Gender and Number of the subject/object. e.g.

(कलम) छु (कलम) छि (किताब) छे (किताब) छे

**Gender and Number**

There are tow gendres i.e. masculine and feminine and two numbers i.e. singular and plural in Kashmiri. While as all nouns are assigned to one of the two genders, there are different types of rules to make plural from singular. Certain words function both as singular and plural depending upon the text.

**Honorific subject**

In Kashmiri plural forms of pronouns in II<sup>nd</sup> and III<sup>rd</sup> persons (animate nouns) are normally used as honorific singular forms.

**Drills****Repetition**

i. यि/हु छु	कलम काकज़ मेज़ दरवाज़	ii. यिम्/हुम छि	कलम काकज़ मेज़ दरवाज़
iii. यि/ह्व छे	किताब कापी कुर्सी	iv. यिम्/हुमु छे	किताब कापियि कुर्सियि

**Exercises**

**i. Fill in the blank**

यि छु .....

यिम छि .....

यि छे .....

यिमु छे .....

**ii. Answer the questions**

यि क्या छु? (कलम)

यिम क्या छि? (मेज़)

ह्व क्या छे? (किताब)

हुमु क्या छे? (किताब)

**Assignment:**

Make ten different sentences using Demonstrative Pronouns and objects around you.



## LESSON – IV

### Interrogative Pronoun

- |                       |   |                                  |  |
|-----------------------|---|----------------------------------|--|
| 1. যি কুস ছু?         | Who is he?                              | 2. যি ক্বস ছে?                   | Who is she?                            |
| যি ছু কলহন।           | He is Kalhan.                           | যি ছে হীমাল।                     | She is Hemaal.                         |
| যি ছু লেঁডক।          | He is a boy.                            | যি ছে কূর।                       | She is a girl.                         |
| যি ছু মাশটর।          | He is a teacher.                        | যি ছে মাশটর বায়।                | She is a teacher.                      |
| যি ছু ডাকটর।          | He is a doctor.                         | যি ছে ডাকটর বায়।                | She is a doctor.                       |
| যি ছু বেকীল।          | He is a lawyer.                         | যি ছে বেকীল।                     | She is a lawyer.                       |
| 3. যিম কম ছি?         | Who are they?                           | 4. যিমু কমু ছে?                  | Who are they?                          |
| যিম ছি লেঁডক।         | They are boys.                          | যিমু ছে কোরি।                    | They are girls.                        |
| যিম ছি মাশটর।         | They are teachers.                      | যিমু ছে মাশটর বায়ি।             | They are teachers. (Fem.)              |
| যিম ছি ডাকটর।         | They are doctors.                       | যিমু ছে ডাকটর বায়ি।             | They are lady doctors.                 |
| যিম ছি বেকীল।         | They are lawyers.                       | যিমু ছে বেকীল।                   | They are lawyers. (Fem.)               |
| 5. হু কুস ছু?         | Who is he?                              | 6. হ্ব ক্বস ছে?                  | Who is she?                            |
| হু ছু কোঁশুর।         | He is a Kashmiri.                       | হ্ব ছে কোঁশির।                   | She is a Kashmiri.                     |
| হু ছু পঞ্জোঁব্ব।      | He is a Punjabi.                        | হ্ব ছে পঞ্জোঁব্ব।                | She is a Punjabi.                      |
| হু ছু অংগরেজ।         | He is an Englishman.                    | হ্ব ছে অংগরেজ।                   | She is an Englishwoman.                |
| হু ছু বংগোঁল্য।       | He is a Bengali.                        | হ্ব ছে বংগোঁল্য।                 | She is a Bengali.                      |
| 7. হুম কম ছি?         | Who is he?(honorific)/<br>Who are they? | 8. হুমু কমু ছে?                  | Who are they?                          |
| হুম ছি কোল সোঁব।      | He is Mr. Kaul.                         | হুমু ছে কোঁশিরি কোরি।            | They are Kashmiri girls?               |
| হুম ছি রৈনা সোঁব।     | He is Mr. Raina.                        | হুমু ছে পঞ্জোঁব্ব জ়নানু।        | They are punjabi women.                |
| হুম ছি প্রোফেসর সোঁব। | He is a professor.                      | হুমু ছে দোঁব্ব বায়ি।            | They are washerwomen.                  |
| হুম ছি ডাকটর সোঁব।    | He is a doctor.                         | হুমু ছে মাশটর বায়ি।             | They are teachers. (Fem.)              |
| 9. যি ছাঁ কলহন?       | Is he Kalhan?                           | 10. যি ছেনা রীতা জী?             | Is she not Rita ji?                    |
| আ যি ছু কলহন।         | Yes, he is Kalhan.                      | নঁ যি ছেনু রীতা জী, যি ছে হীমাল। | No, she is not Rita ji, she is Hemaal? |



**Notes:**

1. In this lesson Interrogative Pronoun “**who**” is used with auxiliary verb. It agrees with subject in both number and gender. e.g.

Mas.		Fem.	
Sg.	Pl.	Sg.	Pl.
कुस	कम	क्वस	कमु

2. Honorific title ‘सॉब’ “साहब” “जी” which denotes respect is added to the proper noun or professional term.
3. बाय - बायि is added to masculine professional terms to form feminine forms.
4. ^nimate Nouns, Professional and Nationality terms have been used in this lesson.
5. Yes “आ” No “नॅ” type sentences have also been used in this lesson.

**Drills****1. Repetition**

i. यि/हु छु	कलहन लॅडक् माशटर डाक्टर कौशुर	ii. यिम/हुम छि	कलहन सॉब लॅडक् माशटर सॉब डाक्टर सॉब कौशिर्य
iii. यि/ह्व छे	कौशिर कूर माशटर बाय डाक्टर बाय	iv. यिमु/हुमु छे	कौशिरि कोरि माशटर बायि डाक्टर बायि

**Transformation:**

- i. यि छु कौशुर। यिम छि कौशिर्य।  
यि छु पंजोब्य।  
यि छु अंगरेज्  
यि छु बंगोत्य।
- ii. यि छे कौशिर। यिमु छे कौशिरि।  
यि छे माशटर बाय।  
यि छे डाक्टर बाय।  
यि छे पंजोब्य ज्ञान।

**Exercises****i. Fill in the blanks**

यि छु .....

यिम छि.....

यि छे .....

यिमु छे .....

यि छा .....

नँ यि छु नु .....

नँ यि छे नु .....

**ii. Answer the questions**

यि कुस छु?

यिम कम छि?

ह्व क्वस छे?

हुमु कम छे?

हु छा अंगरेज?

ह्व छा डाक्टर बाय?

सु छुना कौशुर?

**Assignment:**

Write ten sentences using additional Nouns, Professional and Nationality terms.



## LESSON – V

### Possessive Pronoun

1. यि कॅम्यसुन्द अथु छु? Whose hand is this?  
 यि छु म्योन अथु। This is my hand.  
 यि छु म्योन बुथ। This is my face.  
 यि छु म्योन पान। This is my body.  
 यि छु म्योन मस। This is my hair.  
 यि छु म्योन कन। This is my ear.
2. यि कॅम्यसंजु नॅर छे? Whose arm is this?  
 यि छे म्योन्य नॅर। This is my arm.  
 यि छे म्योन्य आँगुज। This is my finger.  
 यि छे म्योन्य जंग। This is my leg.  
 यि छे म्योन्य अँछ। This is my eye.  
 यि छे म्योन्य ज़ेव। This is my tongue.
3. यिम कॅम्यसुन्द्य अथु छि? Whose hands are these?  
 यिम छि म्योन्य अथु। These are my hands.  
 यिम छि म्योन्य दंद। These are my teeth.  
 यिम छि म्योन्य वुठ। These are my lips.  
 यिम छि म्योन्य कन। These are my ears.  
 यिम छि म्योन्य कोट्य। These are my knees.
4. यिम कॅम्यसंजु नरि छे? Whose arms are these?  
 यिम छे म्यानि नरि। These are my arms.  
 यिम छे म्यानि ओगंजि। These are my fingers.  
 यिम छे म्यानि जंगु। These are my legs.  
 यिम छे म्यानि अँछ। These are my eyes.  
 यिम छे म्यानि गल। These are my cheeks.
5. हु कॅम्यसुन्द कल छु? Whose head is that?  
 हु छु चोन कल। That is your head.  
 हु छु चोन फ्योक। That is your shoulder.  
 हु छु चोन दिल। That is your heart.  
 हु छु चोन देमाग। That is your brain.  
 हु छु चोन मुसल। That is your skin.
6. ह्व कॅम्यसंजु नस छे? Whose nose is that?  
 ह्व छे चोन्य नस। That is your nose.  
 ह्व छे चोन्य बुम। That is your eye brow.  
 ह्व छे चोन्य ह्वंगन्य। That is your chin.  
 ह्व छे चोन्य अँडिज। That is your bone.  
 ह्व छे चोन्य गल। That is your cheek.
7. हुम कॅम्यसुन्द्य नेठ छि? Whose thumbs are those?  
 हुम छि चोन्य नेठ। Those are your thumbs.  
 हुम छि चोन्य फ्येक्क्य। Those are your shoulders.  
 हुम छि चोन्य अंग। Those are your (body) parts.  
 हुम छि चोन्य बुथ्य। Those are your faces.
8. हुमु कॅम्यसंजु नसु छे? Whose noses are those?  
 हुमु छे चानि नस्तु। Those are your noses?  
 हुमु छे चानि बुमु। Those are your eye brows.  
 हुमु छे चानि ह्वंगनि। Those are your chins.  
 हुमु छे चानि अँडिजि। Those are your bones.  
 हुमु छे चानि गल। Those are your cheeks.

**Notes:**

1. In this lesson Interrogative Possessive Pronoun “**whose**” is used with auxiliary verb. It agrees with subject in number and object in number and gender.

2. Possessive Pronouns have been used in Ist and IInd person singular only. i.e. “my” “your” (Sg) e.g.

Mas.		Fem.		
Sg.	Pl.	Sg.	Pl.	
कॅम्यसुन्द/कसुन्द	कॅम्यसुन्द्य/कसुन्द्य	कॅम्यसुन्ज/कसुन्ज	कॅम्यसुन्ज/कसुन्ज	
कमनहुन्द/कहुन्द	कमनहुन्द्य/कहुन्द्य	कमनहुन्ज/कहुन्ज	कमनहुन्ज/कहुन्ज	
Mas.		Fem.		
Person	Sg.	Pl.	Sg.	Pl.
Ist Sg.	म्योन	म्योन्य	म्योन्य	म्यानि “my”
IInd Sg.	चोन	चोन्य	चोन्य	चानि “your”

3. Body parts have been introduced.

**Drills****Response drill**

- i. यि छा चोन बुथ? आ यि छु म्योन बुथ।  
 यिम छा चोन्य अथु?  
 यि छा चोन्य अँछ?  
 यिम छा चानि अँछ?
- ii. यि कॅम्यसुन्द कल छु? यि छु म्योन कल।  
 यिम कॅम्यसुन्द्य कन छि?  
 यि कॅम्यसुन्ज नॅर छे?  
 यिम कॅम्यसुन्ज नरि छे?

**Transformation drill**

- i. यि छु म्योन अथु। यिम छि म्योन्य अथु।  
 यि छु म्योन कन।  
 यि छु म्योन दंद।  
 यि छे म्योन्य नॅर।  
 यि छे म्योन्य अँछ।

**Exercises****i. Fill in the blanks**

- a. यि छु म्योन .....  
 यिम छि म्योन्य .....  
 यि छे म्योन्य .....  
 यिमु छे म्यानि .....
- b. हु छु ..... वुठ ।  
 हुम छि ..... वुठ ।  
 ह्व छे ..... आँगज ।  
 हुमु छे ..... आँगजि ।

**ii. Answer the questions**

- a. यि कसुन्द बोय छु?  
 यिम कसुन्द्य बोय छि?  
 यि कसुन्ज बेनि छे?  
 यिमु कसुन्जु बेनि छे?
- b. यि छा चोन पान?  
 यि छा चोन मस?  
 यिम छा चोन्य फेक्य?  
 यिम छा चोन्य नेठ?  
 यि छु ना चोन यार?  
 यि छे ना चोन्य वैस?

**Assignment:**

Write ten body parts and use them in your sentences .





## LESSON – VI

### Possessive Pronoun

1. યિ કૅમ્પસુન્દ બોય છુ? Whose brother is this?  
 યિ છુ તુહુન્દ બોય । This is your brother.  
 યિ છુ તુહુન્દ મોલ । This is your father.  
 યિ છુ તુહુન્દ નેચુવ । This is your son.  
 યિ છુ તુહુન્દ દોસ । This is your friend.
2. યિ કૅમ્પસુંજ બેનિ છે? Whose sister is this?  
 યિ છે તુહુન્જ બેનિ । She is your sister.  
 યિ છે તુહુન્જ મોજ । She is your mother.  
 યિ છે તુહુન્જ કૂર । She is your daughter.  
 યિ છે તુહુન્જ વેસ । She is your friend.
3. યિમ કૅમ્પસુન્દ્ય બૅય છિ? Whose brothers are they?  
 યિમ છિ તુહુન્દ્ય બૅય । They are your brothers.  
 યિમ છિ તુહુન્દ્ય મૅલય । They are your fathers.  
 યિમ છિ તુહુન્દ્ય નેચિવ્ય । They are your sons.  
 યિમ છિ તુહુન્દ્ય દોસ/યાર । They are your friends.
4. યિમ કૅમ્પસુંજ બેનિ છે? Whose sisters are they?  
 યિમ છે તુહુન્જ બેનિ । They are your sisters.  
 યિમ છે તુહુન્જ માજિ । They are your mothers.  
 યિમ છે તુહુન્જ કોરિ । They are your daughters.  
 યિમ છે તુહુન્જ વેસ । They are your friends.
5. યિ છા તુહુન્દ બોય? Is he your brother?  
 આ યિ છુ સોન બોય । Yes, he is our brother.  
 આ યિમ છિ સૅન્ય બૅય । Yes, they are our brothers.  
 આ યિ છે સૅન્ય બેનિ । Yes, she is our sister.  
 આ યિમ છે સાનિ બેનિ । Yes, they are our sisters.
6. તુહુન્દ બોય ક્યા છુ? What is your brother?  
 મ્યોન બોય છુ ડાક્ટર । My brother is a doctor.  
 મ્યૅન્ય યાર છિ માશટર । My friends are teachers.  
 મ્યૅન્ય હમસાય છિ સુઘ । My neighbours are tailors.  
 મ્યૅન્ય બેનિ છે નૅરુસ । My sister is nurse.
7. યિ કૅમ્પસુન્દ પેતર છુ? Whose uncle is he?  
 યિ છુ તૅમ્પસુન્દ પેતર । He is his uncle.  
 યિમ છિ તૅમ્પસુન્દ્ય પેતર । They are their uncles.  
 યિ છે તૅમ્પસુન્જ પેચન્ય । She is her aunt.  
 યિમ છે તૅમ્પસુન્જ પેચનિ । They are their aunts.
8. યિ કુહુન્દ ઑશનાવ છુ? Whose relative is he?  
 યિ છુ તિહુન્દ ઑશનાવ । He is their relative?  
 યિમ છિ તિહુન્દ્ય ઑશનાવ । They are their relatives.  
 યિમ છે તિહુન્જ હમસાય । She is their neighbour.  
 યિમ છે તિહુન્જ વેસ । They are their freinds.
9. યિ છુ લૅંડકસુન્દ મોલ । He is boy's father?  
 યિમ છિ લૅંડકસુન્દ્ય બૅય । They are boy's brothers.  
 યિ છે લૅંડકસુન્જ મૅજ । She is boy's mother.  
 યિમ છે લૅંડકસુન્જ બેનિ । They are boy's sisters.
10. યિ છુ કોરિ હુન્દ મોલ? He is girl's father?  
 યિમ છિ કોરિ હુન્દ્ય પેતર । They are girl's uncles?  
 યિ છે કોરિ હુન્જ મૅજ । She is girl's mother.  
 યિમ છે કોરિ હુન્જ પેચનિ । They are girl's aunts.

**Notes:**

1. In this lesson Possessive Pronouns in Ist P.pl, IInd P.pl and IIIrd P.sg. & pl. have been used.
2. Possessive Pronouns agree with number of subject and number and gender of the object.
3. Kinship terms have been used in the lesson.

Person	Mas.		Fem.	
	Sg.	Pl.	Sg.	Pl.
Ist pl.	सोन	सॉन्य	सॉन्य	सानि
IInd pl.	तुहुन्द	तुहुन्दय	तुहुन्ज	तुहुन्ज
IIIrd sg.	येम्यसुन्द	येम्यसुन्द्य	येम्यसुन्ज	येम्यसुन्ज 'within sight'
	तैम्यसुन्द	तैम्यसुन्द्य	तैम्यसुन्ज	तैम्यसुन्ज 'out of sight'
IIIrdpl/hon.sg.	यिमनहुन्द	यिमनहुन्द्य	यिमनहुन्ज	यिमनहुन्ज 'within sight'
	यिहुन्द	यिहुन्द्य	यिहुन्ज	यिहुन्ज
	तिमनहुन्द	तिमनहुन्द्य	तिमनहुन्ज	तिमनहुन्ज 'out of sight'
	तिहुन्द	तिहुन्द्य	तिहुन्ज	तिहुन्ज

**Drills****Response drill**

- i. यि कॅम्यसुन्द बोय छु?                      यि छु सोन बोय।  
यि कॅम्यसुन्द मोल छु?  
मिम कॅम्यसुन्द्य बॉय छि?  
यिम कॅम्यसुन्द्य मॉलय छि?
- ii. यि छा तुहुन्द यार?                      आ यि छु सोन यार।  
यिम छा तुहुन्द्य बॉय?                      आ यिम छि सॉन्य बॉय।  
यि छा तुहुन्ज मॉज?                      आ यि छे सॉन्य मॉज।  
यिम छा तुहुन्ज बेनि?                      आ यिम छे सानि माजि।

**Transformation drill**

- i. यि छु सोन बोय।                      यि छु तुहुन्द बोय।  
यिम छि सॉन्य बॉय।                      यिम छि तुहुन्द्य बॉय।  
मि छे सॉन्य मॉज।                      यि छे तुहुन्ज मॉज।  
यिम छे सानि बेनि।                      यिम छे तुहुन्ज बेनि।
- ii. यि छु तसुन्द मोल।                      यि छु तिहुन्द मोल।  
यिम छि तसुन्द्य यार।                      यिम छि तिहुन्द्य यार।  
यि छे तसुन्ज मॉज।                      यि छे तिहुन्ज मॉज।  
यिम छे तसुन्ज वेस।                      यिम छे तिहुन्ज माजि।

**Exercises****i. Fill in the blanks**

- यि छु ..... बोय ।  
 यिम छि ..... यार ।  
 यि छे ..... वेस ।  
 यिमु छे ..... वेस ।

**ii. Answer the questions**

- a. यिम कॅम्यसुन्द्य बोय छि?  
 यिम कसुन्द्य नेचिव छि?  
 यिमु कॅम्यसुन्जु वेसु छे?  
 यिमु कॅम्यसुन्जु बेनि छे?
- b. तिहुन्द माशटर कुस छु?  
 तिहुन्द्य बोय कम छि?  
 तसुन्जु मौज छा डाक्टर?  
 तसुन्जु बेनि छना नॅरसु?

**Assignment:**

1. Write ten kinship terms and use in your sentences .
2. Write a conversation of ten sentences using kinship terms.



## LESSON – VII

### Personal Pronoun

- |           |                             |         |                            |
|-----------|-----------------------------|---------|----------------------------|
| 1. शिहुलः | नमस्कार महारा!              | Shihul: | Namaskar Sir.              |
| गाशः      | नमस्कार। ओरजुव।             | Gasha:  | Namaskar, God bless you.   |
|           | बु कुस छुख?                 |         | Who are you?               |
| शिहुलः    | बु महारा छुस शिहुल।         | Shihul: | Sir, I am Shihul.          |
|           | बु छुस तुहुन्द हमसाय।       |         | I am your neighbour.       |
| गाशः      | हुम कम छि?                  | Gasha:  | Who are they?.             |
| शिहुलः    | हुम महारा। छि म्योन्य यार।  | Shihul: | Sir, they are my friends   |
|           | कलहन तु कशप                 |         | Kalhan and Kashyap.        |
| गाशः      | तौह्य छिवा कौशिर्य?         | Gasha:  | Are you Kashmiris?         |
| शिहुलः    | आहन महारा अँस्य छि कौशिर्य। | Shihul: | Yes sir, we are Kashmiris. |
| गाशः      | अच्छा लँसिव।                | Gasha:  | Alright, long-live.        |



- |          |                             |         |                                |
|----------|-----------------------------|---------|--------------------------------|
| 2. कलहनः | सु कुस छु?                  | Kalhan: | Who is he?                     |
| शिहुलः   | सु नु तिम?                  | Shihul: | Not he but he (Hon).           |
|          | तिम छि ज़िट्य               |         | He (Hon) is elderly.           |
| कलहनः    | अच्छा, तिम कम छि?           | Kalhan: | O.K. who is he (hon)?          |
| शिहुलः   | तिम छि गाशा जी सौन्य हमसाय। | Shihul: | He is Gasha Ji, our neighbour. |
| कलहनः    | जिमी छा अंगरेज़?            | Kalhan: | Is Jimmi an Englishman?        |
| शिहुलः   | नँ सु छु नु अंगरेज़।        | Shihul: | No, he is not an Englishman.   |
|          | सु ति छु कौशुर।             |         | He too is a Kashmiri.          |
| कलहनः    | हीमाल छा कौशिर।             | Kalhan: | Is Hemaal a Kashmiri?          |
| शिहुलः   | आः स्व छे कौशिर।            | Shihul: | Yes, She is a Kashmiri.        |
| कलहनः    | अच्छा नमस्कार।              | Kalhan: | O.K. Namaskar.                 |
| शिहुलः   | नमस्कार।                    | Shihul: | Namaskar.                      |

**Notes:**

1. Personal Pronouns are used in Nominative Case.

I P		II P		III P	
Sg.	Pl.	Sg.	Pl.	Sg.	Pl.
बु	अँसुड	तु	तुहूड	हु/हूव	हुड/हुडु
				सु/सुव	तुड/तुडु

2. The Auxillary Verb in present tense agrees with subject in person, number and gender.

I P बुस छु छस छे

II P बुख छुव छख छव

III P बु छु छु छे छे

3. "महारा" is an honorific form of address like जी in Hindi. As in Hindi the personal plural forms तोहूड, तुडु etc. are used for a singular person to express respect.

**Drills****Substitution drill**

i. बु छुस कुशुड ।  
बंगुलड  
अंगरेजु  
पंगुडुडु  
डदरुसुड

ii. बु छस कुड ।  
जनुन  
डकुडर डुड  
डुशुडर डुड

iii. अँसुड छु लुडकु  
डुशुडर  
डकुडर  
कुशुडरुड

iv. अँसुड छे कुशुडर कुडर ।  
पंगुडुडु जनुन ।  
डदरुसुड नरसु ।  
बंगुलड दुडुडुडुडुडु ।

**Response drill**

नडसकुडर डहुरु

तु कुस छुख?

तुहूड डहुरु कुड छुव?

सु कुस छु?

तुड डहुरु कुड छु?

तुडु कुड कुडुन वसु?

नडसकुडर

बु छुस शुडुल

बु हसु छुस गशु ।

सु छु डकुडर ।

तुडु छु डुडुनुडु डुशुडर सुडु ।

आ तुडु छे डुडुनुडु वसु ।

**Exercises**

Answer the questions

च कुस छुख?

तोह्य महारा कम छिव?

स्व ढवसु छे?

तिम कम महारा छि?

तिमु कमु महारा छे?

हुम लॅडक् छिना कौशिर्य?

हुमु कोरि छेना कौशिरि?

हीमाल छा कौशिर कूर?



## LESSON – VIII

### Personal Pronoun

- |           |                               |         |                           |
|-----------|-------------------------------|---------|---------------------------|
| 1. शिहुलः | नमस्कार ।                     | Shihul: | Namaskar.                 |
| हीमालः    | नमस्कार ।                     | Hemaal: | Namaskar.                 |
| शिहुलः    | केहे वारय छखय?                | Shihul: | Hi, how are you?          |
| हीमालः    | अहानू वारय, वु छुखा वारय?     | Hemaal: | I am fine, how about you? |
| शिहुलः    | अहानी वारय छुस ।              | Shihul: | Yes, I am fine.           |
|           | यिम कम छि?                    |         | Who is he?                |
| हीमालः    | यिम छि सुरजीत सिंह जी ।       | Hemaal: | He is Mr. Surjit Singh.   |
|           | यिम छि म्योन्य मास्टर जी ।    |         | He is my teacher.         |
| शिहुलः    | अच्छा । यिम कत्वय छि ।        | Shihul: | O.K. Where is he from?    |
| हीमालः    | यिम छि पंजोब्य ।              | Hemaal: | He is a Punjabi.          |
| शिहुलः    | म्योन्य मास्टर जी छि बंगोलय । | Shihul: | My teacher is a Bengali.  |
| हीमालः    | तिमन क्या छु नाव?             | Hemaal: | What is his name?         |
| शिहुलः    | मुखरजी सोंब ।                 | Shihul: | Mr. Mukherji?             |
| हीमालः    | अच्छा नेर दयस हवाल ।          | Hemaal: | O.K. God bless you.       |
| शिहुलः    | शुक्रिया ।                    | Shihul: | Thanks.                   |



- |          |                        |          |                              |
|----------|------------------------|----------|------------------------------|
| 2. कलहनः | वारय छुखु सों?         | Kalhan:  | Hi, How are you?             |
| कशपः     | आहन सों वारय ।         | Kashyap: | I am fine.                   |
| कलहनः    | गरि छिवु वारय ।        | Kalhan:  | How is every body in family? |
| कशपः     | आ सोंरी छि वारय ।      | Kashyap: | Yes, all are fine.           |
| कलहनः    | यिम कम छि?             | Kalhan:  | Who are they?                |
| कशपः     | यिम छि रवि तु राजीव ।  | Kashyap: | They are Ravi and Rajiv.     |
| कलहनः    | यिम छा बारुन्य?        | Kalhan:  | Are they brothers?           |
| कशपः     | नँ यिम छि नु बारुन्य । | Kashyap: | No, they are not brothers.   |
|          | रवि छु गुजरोत्य        |          | Ravi is a Gujrati            |
|          | तु राजीव छु बिहोर्य ।  |          | and Rajiv is a Bihari.       |

**Notes:**

Personal Pronouns are used in Nominative Case. Modes of Greeting and Nationality terms have been used.

**Drills****Repetition drill**

शिहुलः नमस्कार महारा  
 माशटरः नमस्कार, ओरजुव  
 शिहुलः वारय छिव महारा  
 माशटरः आहन सौ वारय, च्छु छुखा वारय  
 शिहुलः वारय महारा  
 माशटरः यिम कम छि?  
 शिहुलः यिम छि बौय सौब  
 माशटरः दय कॅर्यनव बजा  
 शिहुलः शुक्रिया महारा

**Transformation drill**

यि कुस छु?	यिम कम छि
यि क्वस छे?	यिमु कम छे
हु छु म्योन यार?	हुम छि म्योन्य यार
ह्व छे म्योन्य बेनि?	हुमु छे म्यानि बेनि

**Exercises**

Answer the questions

सु कुस छु?  
 तिम कॅम्यसन्द्य यार छि?  
 स्व कसन्ज वेस छे?  
 कोरि छा वारय  
 मुखरजी सौब छा बंगोलय?  
 शिहुल छुना कौशुर?  
 तोह्य छिवा वारय?  
 गरि छिवा वारय?  
 तोह्य कक्क्य छिव?  
 तोह्य सौरी छिवा हिन्दुस्तोन्य?  
 शिहुल तु हीमाल छा बारुन्य



**Assignment:**

- i. Write a small conversation of ten sentences using personal pronouns, greeting words and nationality terms.
- ii. Use in sentences: सॉब, जी, वारय, शुक्रिया, बारुन्य



## LESSON – IX

### Adjectives

1. हीमाल: यि कॅम्सुन्द बाग छु?  
 शिहुल: यि छु सोन बाग।  
 हीमाल: यि छु स्यठा बोड बाग।  
 शिहुल: आ, यि छु वारयाह बोड।  
 हीमाल: यिम कम कुल्य छि?  
 शिहुल: यिम छि चूठय कुल्य।  
 अमि अलावु छि वारयाह मेवु  
 कुल्य मसलन, गिलासु,  
 बादाम, टंग, डून्य तु चेर।
- हीमाल: हु लवकुट कुल कुस छु?  
 शिहुल: हु छु ग्वलाब।  
 हीमाल: वाह कोताह खूबसूरत छु।  
 त्वहि कम कम पोश छिव?  
 शिहुल: असि छि जाफुर, येम्बुरज्वल,  
 गुलि अफताब तु पमपोश।  
 हीमाल: यिम छि रंगबिरंगी पोश।  
 बडु जान मुशुक छुख।  
 तुहुन्द बाग छु स्यठा स्वंदर।  
 शिहुल: चै छुया व्वजुल ग्वलाब पसंद?  
 हीमाल: मे छि सॉरी ग्वलाब पसंद।  
 व्वजुल्य, सफेद, लैदुर्य, नील्य।  
 शिहुल: रठ यि पोशि गौंद।  
 हीमाल: शुक्रिया।
- Hemaal: Whose garden is this?  
 Shihul: This is our garden.  
 Hemaal: It is a very big garden.  
 Shihul: Yes, it is very big.  
 Hemaal: Which are these trees?  
 Shihul: These are apple trees.  
 Besides this there are several  
 other fruit trees e.g. cherry,  
 almond, pear, walnut and  
 apricot.  
 Hemaal: Which is that small plant?  
 Shihul: That is rose.  
 Hemaal: Wah ! what a beauty,  
 which flowers you have?  
 Shihul: We have marigold, narsisus,  
 sunflower and lotus.  
 Hemaal: These are colourful flowers.  
 They have pleasant fragerence.  
 Your garden is very beautiful.  
 Shihul: Do you like red rose?  
 Hemaal: I like all roses, red, white,  
 yellow, blue.  
 Shihul: Please take this flower bouquet.  
 Hemaal: Thanks.

**Notes:**

- i. In this lesson adjectives have been introduced. As in Hindi there are two classes of adjectives. One which agree with the gender and number of the subject they modify and second which do not.
- ii. Colour terms, names of flowers and trees have been used.

**Adjectives :**

<b>A.</b>	बोड	बैङ्ग्य	बैङ	बजि	“big”	<b>B.</b>	जान	good
	ल्वकुट	ल्वकुट्ट्य	ल्वकुट	ल्वकचि	“small”		स्वन्दर	beautiful
	ज़्यूठ	ज़ीट्ट्य	ज़ीठ	ज़ेछि	“long”		खूबसूरत	beautiful
	छोट	छोट्ट्य	छेट	छवचि	“short”		चालाक	wise
	व्वज़ुल	व्वज़ुल्य	व्वज़ुज	व्वज़ुजि	“red”		सफेद	white

In some sentences Personal Pronoun is in dative case

	IP		IIP
मे		असि	चे
			त्वहि

**Drills****Repetition drills**

- a. यि छु बोड बाग ।  
यिम छि बैङ्ग्य कुलय ।  
यि छे बैङ चेर कुज ।  
यिम छे बजि चेर कुजि ।
- b. यि छु जान बाग ।  
ह्व छे स्वन्दर कूर ।  
तिम छि चालाक लैङक ।  
पोश छि सफेद ।
- c. मे छु ग्वलाब स्यठाह पसंद ।  
असि छु बोड चून्ट्य बाग ।  
चे छुया बादाम बाग ?  
त्वहि छिव वारयाह रंगबरंगी पोश ।

**Exercises**

Fill in the blanks

- यि छु ज्यूठ .....
- यिम छि ज़ीट्ट्य .....
- ह्व छ ज़ीठ .....
- हुमु छे ज़ेछि .....
- यि बाग छु .....
- यिम पोश छि .....

कूर छे .....  
 व्वज़लय ग्वलाब छि .....  
 यि छु वारयाह .....  
 मेवु छि स्यठा .....  
 मे छि ग्वलाब स्यठा .....

### Answer the questions

यि कैम्यसुन्द बाग छु?  
 यि छा स्यठा बोड बाग?  
 यिम कम कुलय छि?  
 हु कुस रंग छु?  
 त्वहि कुस रंग छु पसंद?  
 यिम छा रंगबिरंगी पोश?  
 यि पोशि गौद छा स्वंदर?  
 त्वहि छुवा मेवु बाग?

### Assignment:

i. Write five sentences, each of colour terms, flowers and fruits.



## LESSON – X

### कॉम कार Main Verb

- |           |  |          |   |
|-----------|--|----------|---|
| 1. शिहुल: | माश्टर जी नमस्कार महारा ।                        | Shihul:  | Namaskar Masterji.                            |
| माश्टर:   | नमस्कार, औरजुव ।<br>वारय छुखु सौं?               | Teacher: | Namaskar, God bless you.<br>How are you dear? |
| शिहुल:    | आहन महारा वारय ।                                 | Shihul:  | Yes sir, I am fine.                           |
| माश्टर:   | चु क्या सौं छुख करान?                            | Teacher: | What are you doing?                           |
| शिहुल:    | बु महारा छुस सबख परान ।<br>तुँ स्कूलच कॉम करान । | Shihul:  | Sir, I am studying,<br>and doing home work.   |
| माश्टर:   | चोन बोय क्या छु करान?                            | Teacher: | What does your brother do?                    |
| शिहुल:    | म्योन बोय महारा छु डाक्टर ।                      | Shihul:  | My brother is a doctor.                       |
| माश्टर:   | हीमाल कति छे?                                    | Teacher: | Where is Hemaal?                              |
| शिहुल:    | स्व महारा छे गरि ।                               | Shihul:  | She is at home.                               |
| माश्टर:   | तति क्या छे करान?                                | Teacher: | What does she do there?                       |
| शिहुल:    | स्व महारा छे गरुच कॉम करान ।                     | Shihul:  | She is attending to domestic work.            |
| माश्टर:   | क्वसु कॉम?                                       | Teacher: | What sort of work?                            |
| शिहुल:    | सफौई करान, बतु रनान,<br>पलव छलान वगौरु ।         | Shihul:  | Cleaning, cooking, washing etc.               |
| माश्टर:   | चु छुख ना यिमु कामि करान ।                       | Teacher: | Do not you do all this?                       |
| शिहुल:    | सोरुय महारा छुस करान ।                           | Shihul:  | Sir, I do every thing.                        |
| माश्टर:   | ति गव जान । अछा लस ।                             | Teacher: | That is good, O.K. live long.                 |

**Notes:**

- i. In this lesson Main Verb has been used in present progressive tense. In Kashmiri Present Indefinite (Simple Present) and Present Progressive are the same. e.g. बु छुस परान "I read" or "I am reading".
- ii. Suffix - a:n is added to verb root to change it into progressive. e.g. par - a:n  
For vowel ending verb roots - va:n is added.
- iii. There are two types of verb roots in Kashmiri consonant ending and vowel ending. e.g. kar, par, khe, ni etc. There are only seven verb roots which end in a vowel all others are consonant ending.
- iv. Suffix - un is used to form infinitive verb form. e.g. par - un "to read", kar-un "to do" etc. Certain changes take place in the roots when suffixes are added e.g. khe + un = kh'on, ni + un = n'un.
- v. Auxillary verb in present tense agrees with subject in person, number and gender.

a.	कर	'do'	करुन	'to do'	करान	doing
	पर	'read'	करुन	'to read'	करान	reading
	रन	'cook'	रनुन	'to cook'	करान	cooking
	गछ	'go'	गछुन	'to go'	गछान	going
b.	यि	'come'	युन	'to come'	यिवान	coming
	दि	'give'	दुनुन	'to give'	दिवान	giving
	चे	'drink'	च्योन	'to drink'	चेवान	drinking
	खे	'eat'	ख्योन	'to eat'	ख्यवान	eating

**Use of Auxiliary Verb with Main Verb**

	Mas.		Fem.	
	Sg.	Pl.	Sg.	Pl.
I P	छुस	छि	छस	छे
II P	छुख	छिव	छख	छव
III P	छु	छि	छे	छे

## Drills

### Repetition drill

बु छुस परान ।  
 अँस्य छि किताब परान ।  
 बु छस बतु खैवान ।  
 अँस्य छे श्नान करान ।  
  
 चु छुख कौम करान ।  
 तोह्य छिव सबख परान ।  
 चु छख बतु रनान ।  
 तोह्य छिव चाय चैवान ।  
  
 सु छु गरु गछान ।  
 तिम छि पलव छलान ।  
 स्व छे गरुच कौम करान ।  
 तिम छे चाय चैवान ।

### Answer the questions

चु क्या छुख करान?  
 तोह्य क्या छिव वुछान?  
 कूर क्या छे रनान?  
 लेंडकू छे पलव छलान?  
  
 तिम छे गरु गछान?  
 कोरि छेना कौम करान?  
 अँस्य छे गरुच कौम करान?

### Assignment:

i. Write ten sentences in Kashmiri using main verbs.



## LESSON – XI

- |  |  |
|--|--|
| <p>1. मोल: च़ क्या छुख करान?<br/>         शिहुल: बु महारा छुस आराम करान।<br/>         मोल: च़ेर तान्य श्वंगुन छुनु<br/>         जान आदथ।<br/>         थोद व्वथ।<br/>         अथु बुथ छल।<br/>         श्नान कर।<br/>         नाशु कर तु स्कूल गछ।</p> <p>शिहुल: अच्छा महारा पैकिव तोहय।<br/>         बु ति व्वथु।</p> <p>मोल: व्वथ जल जल।<br/>         आलुछ मु कर।</p> | <p>Father: What are you doing?<br/>         Shihul: I am taking rest.<br/>         Father: It is not good to sleep up to<br/>         late hours.<br/>         Get up.<br/>         Go for wash.<br/>         Take a bath.<br/>         Take your breakfast and go to<br/>         school.</p> <p>Shihul: Alright Sir, you move.<br/>         I will get up.</p> <p>Father: Get up soon.<br/>         Don't be lazy.</p> |
| .....  |  |
| <p>2. लैंडक्: नमस्कार महारा।<br/>         माशटर: नमस्कार, बिहिव पथर।<br/>         किताब केंडिव।<br/>         कॉम कॅरिव।<br/>         शोर मु कॅरिव।<br/>         टी.वी. मु वुछिव।<br/>         वरज़िश कॅरिव।<br/>         अपुज़ मु वॅनिव।<br/>         अच्छा लॅसिव।</p>   | <p>Students: Namaskar Sir.<br/>         Teacher: Namaskar, Sit down.<br/>         Take out your books.<br/>         Do your work.<br/>         Do not make noise.<br/>         Do not watch T.V.<br/>         Do exercise.<br/>         Do not tell a lie.<br/>         O.K. Long live.</p>  |



**Notes:**

- i. In this lesson Main Verb is used in imperative form. Imperative form and verb root is same in Kashmiri. Plural is formed by adding -iv suffix to the singular form. Plural form of imperative can also be used as honorific singular.

मु is a negative marker used with imperatives e.g.

Sg.		Pl.		
i. कर	'do'	करिव		
पर	'read'	परिव		
छल	'wash'	छलिव		
व्वथ	'get up'	व्वथिव		
गछ	'go'	गछिव		
वुछ	'see'	वुछिव		
ii. किताब पर	'read the book'	किताब मु पर	'do not read the book'	
थोद व्वथ	'get up'	थोद मु व्वथ	'do not get up'	
अपुज वन	'tell a lie'	अपुज मु वन	'do not tell a lie'	

- iii. Reflexive Pronoun पनुन "own" has also been used. Names of certain vegetables have been used.

**Drills****Transformation drill**

i. कॉम कर	कॉम करिव
आराम कर	आराम करिव
थोद व्वथ	थोद व्वथिव
श्रान कर	श्रान करिव
स्कूल गछ	स्कूल गछिव
ii. चु कर कॉम	कॉम कर
चु खे बतु	बतु खे
चु कर श्रान	श्रान कर
iii. तोह्य छलिव बुथ	बुथ छलिव
तोह्य करिव नाशतु	नाशतु करिव
तोह्य वुछिव टी वी	टी वी वुछिव
iv. बतु खे	बतु मु खे
कॉम कर	कॉम मु कर
आलुछ कर	आलुछ मु कर
अपुज वन	अपुज मु वन

**Assignment:**

- i. Write a small conversation of ten sentences using the imperative verb forms.



## LESSON – XII

1. हीमालः नमस्कार ममी जी ।  
 मॉजः नमस्कार, ओरजुव,  
 पख सों जल जल ।
- हीमालः चू क्याज़ि छख परेशान हिश?  
 मॉजः च़े छय ना खबर?  
 अज़ छुना पछ्यन युन ।  
 च़े छय वारयाह कॉम ।
- हीमालः वनतु क्या कॉम छम करुन्य?  
 मॉजः शाबाश स्वनुकूर । पख योरकुन,  
 बेह । रठ श्रापुछ तु पलेट,  
 तु च़ठ सलाद?
- हीमालः सबज़ी कति छे?  
 मॉजः यिम रठ गाज़रि, मुजि,  
 टमाटर तु लौर ।
- हीमालः नेम्य तु नीलय मरच़वांगन कति छि?  
 मॉजः फ़िजस मंज़ वुछ ।  
 स्लाद च़ैट्यज़ि जान पौठय ।
- हीमालः ममी च़ु मु बर परवाय?  
 बु करु सोरुय पानय ।
- मॉजः च़े छुय पनुन पान बड़ गाटुल  
 बासान?
- हीमालः क्याज़ि नु गाटजि माजिहंज  
 कूर छसना?
- मॉजः आ आ क्याज़ि नु । अथ क्या शख छु ।  
 अच्छा कर जलदी ।
- हीमालः फ़िकिर मु बर सोरुय सपदि ।
- Hemaal: Namaskar Mummy Ji.  
 Mother: Namaskar, Long live,  
 Come on, move fast.
- Hemaal: You seem to be worried?  
 Mother: Do not you know?  
 Guests are arriving today.  
 You have lot of work to do.
- Hemaal: Please tell me what can I do.  
 Mother: Bravo! Good girl!  
 Come sit here. Take knife and  
 plate and cut the salad.
- Hemaal: Where are the vegetables?  
 Mother: Here is carrot, raddish,  
 tomato and cucumber.
- Hemaal: Where are lemon and chillies?  
 Mother: Look inside the refrigerator.  
 Cut the salad nicely.
- Hemaal: Mummy do not you worry.  
 I will do everything myself.
- Mother: You consider yourself very  
 intelligent?
- Hemaal: Why not am I not the daughter  
 of an intelligent mother?
- Mother: Yes, No doubt, why not!  
 O.K. hurry up.
- Hemaal: Do not worry everything shall  
 be done.

**Notes:**

- i. In this lesson Imperative Verb forms have been repeated. In addition Jussive Imperative Verb which is formed by adding suffix तु to the verb root has been introduced. Such imperative forms carry extra emphasis or request. i.e.

	Sg.	Pl.	
पर	परतु	पैर्यतव	(please) read
कर	करतु	कैर्यतव	(please) do
लेख	लीखिव	लीख्यतव	(please) write
रठ	रठतु	रैट्यतव	(please) hold
खे	खेतु	खेतियतव	(please) eat
चे	चेतु	चेयितव	(please) drink

**Drills****Transformation drill**

- i. कॉम कर जल जल      कॉम कैरिव जल जल  
 श्रापुछ रठ      श्रापुछ रैटिव  
 सलाद चठ      सलाद चैटिव  
 जलदी कर      जलदी कैरिव  
 तेज पख      तेज पैकिव  
 खबर वन      खबर वैनिव
- ii. कॉम कर      कॉम करतु      कॉम कैर्यतव  
 सलाद चठ      सलाद चठतु      सलाद चैट्यतव  
 चाय बनाव      चाय बनावतु      चाय बनौव्यतव  
 बतु रन      बतु रनतु      बतु रैन्यतव  
 जलदी कर      जलदी करतु      जलदी कैर्यतव  
 जल जल पख      जल जल पखतु      जल जल पैक्यतव

**Assignment**

- i. Make five sentences using पनुन "own"  
 ii. Write names of five vegetables



## LESSON – XIII

1. शिहुलः केहे वारय छखय? Shihul: Hai, how are you?  
 हीमालः अहानु वारय। Hemaal: Yes, I am fine.  
 च्छु छुखा वारय? How about you?  
 शिहुलः बिल्कुल! राथ कति ऑसुख? Shihul: Alright! Where were you  
 yesterday?  
 हीमालः मे छु इमतिहान चलान। Hemaal: My exams are going on.  
 बु ऑसुस तयौरी करान। I was preparing (for exams).  
 शिहुलः कर छुय पेपर? Shihul: When is your paper?  
 हीमालः देहि बजि प्यटु, अकि बजि ताम। Hemaal: From 10 O'clock to 1 P.M.  
 च्छु छुखा दूवहय योर यिवान? Do you visit this place daily?  
 शिहुलः आ। सुबहन ति तु शामन ति। Shihul: Yes both in morning and evening.  
 हीमालः बु ति ऑसुस पुरुस दूवहय सौर करान। Hemaal: I too used to go for a daily walk  
 last year.  
 म्यौन्य ममी डैडी ति ऑस्य मे सुत्य पारकि  
 मंज यिवान। My Mummy Daddy also used  
 to accompany me to the park.  
 शिहुलः आ यिहुस छुयना च्छे देहमि Shihul: Yes, you are to appear for 10th  
 जमौच हुन्द इमतिहान दूयुन। standard this year.  
 हीमालः हरगाह दयन योछ नवि वैरयि Hemaal: God willing, I shall come here  
 आसु बु बेयि योर सौरस यिवान। again for a walk next year.  
 शिहुलः आ वारुकाउ। अँस्य आसव यिक्वटु Shihul: Yes, definitely we shall be  
 सौरस यिवान। coming together for the walk.  
 हीमालः यि छा वादु। Hemaal: Do you promise?  
 शिहुलः आ। यि छु वादु। अच्छा गछ पर Shihul: Yes, promise.  
 दय कँरूनय कामयाब। O.K. Now go and study.  
 Let God bless you with success.

**Notes:**

- i. In this lesson Main Verb is used in past and future progressive tense.  
 ii. For changing the tense the auxilliary verb changes. Main Verb form remains same. i.e.

बु छुस परान	I am reading.	
बु ओसुस परान	I was reading.	
बु आसु परान	I shall be reading.	
बु छुस परान	बु ओसुस परान	बु आसु परान
बु छस परान	बु ओसुस परान	बु आसु परान
अँस्य छि पकान	अँस्य अँस्य पकान	अँस्य आसव पकान
अँस्य छे पकान	अँस्य आसु पकान	अँस्य आसव पकान
चु छुख नचान	चु ओसुख नचान	चु आसख नचान
चु छख नचान	चु ओसुख नचान	चु आसख नचान
तोह्य छिव गिंदान	तोह्य ओस्यव गिंदान	तोह्य ओसिव गिंदान
तोह्य छव गिंदान	तोह्य आसुव गिंदान	तोह्य ओसिव गिंदान
सु छु पकान	सु ओस पकान	सु आसि पकान
स्व छे पकान	स्व ओस पकान	स्व आसि पकान
तिम छि खेवान	तिम ओस्य खेवान	तिम आसन खेवान
तिमु छे खेवान	तिमु आसु खेवान	तिमु आसन खेवान

- iii. While as the auxiliary verb agrees with subject in person, number and gender in present and past progressive but in future it agrees only with person and number.  
 iv. Conjunction marker त् “and”, besides the adverbs of time i.e. शामन, सुबहन, द्वहय, देहि बजि, पुरुस, यिहुस etc. have also been used.

**Exercises**

Transform the following present progressive sentences into past and future progressive

- i. बु छुस कौशुर परान। बु ओसुस कौशुर परान  
 अँस्य छि लेखुन हेछान। बु आसु कौशुर परान  
 चु छुख कौशुर बोलान।  
 तोह्य छिव जल जल परान।  
 सु छु बतु खेवान।  
 लँडक छि द्वहय यिकुवटु आसान।  
 कोरि छे इमतिहानुच तयोरी करान।

**Assignment:**

- i. Write ten sentences each in present, past and future tense.



## LESSON – XIV

### हस्पतालस मंज (Dative Case)

- |            |  |          |   |
|------------|--|----------|---|
| 1. डाक्टरः | चे क्या छुय नाव?                                 | Doctor:  | What is your name?  |
| मेंरीजः    | मे महारा छु नाव ओबदुलाह।                         | Patient: | Sir my name is Abdullah.  |
| डाक्टरः    | कथ छुय दोद?                                      | Doctor:  | What is your problem?   |
| मेंरीजः    | डाक्टर सॉब, मे छु तफ।<br>बेयि छुम नरून जंगन दोद। | Patient: | Doctor I have fever. I also have pain in arms and legs/body pain. |
| डाक्टरः    | कलस मा छुय दोद?                                  | Doctor:  | Are you suffering from headache?                                  |
| मेंरीजः    | नँ महारा कलस छुम नु दोद।                         | Patient: | No sir, I am not suffering from headache.                         |
| डाक्टरः    | कँह छुनु परवाय।<br>यि रठ नुस्क।                  | Doctor:  | Do not you worry.<br>Take this prescription.                      |
|            | दवा खे, च़ गछख ठीक।                              |          | Take medicine, you will be alright.                               |
| मेंरीजः    | परहेज छा कुनि?                                   | Patient: | Any precautions (in food)?  |
| डाक्टरः    | मसाल गछि कम ख्योन।                               | Doctor:  | You should take less spices.                                      |

### दवा दुकानस प्यठ

- |            |  |             |  |
|------------|--|-------------|--|
| 2. मेंरीजः | तलसॉ मे दि दवा।  | Patient:    | Please give me medicine.   |
| दुकानदारः  | नुस्क थेंविव मजेस प्यठ।<br>बिहिव पथर।  | Shopkeeper: | Keep the prescription on table.<br>Sit down.   |
| मेंरीजः    | दवा किथुकन्य छु ख्योन?   | Patient:    | How is the medicine to be taken?   |
| दुकानदारः  | यि दवा फोल छु बतस तल ख्योन।<br>अख सुबहन तु अख शामन।<br>यि छे ताकती दवा बोतल।<br>अख अख चैमचि गछि बतस<br>प्यठ ख्योन। | Shopkeeper: | This tablet is to be taken before meals.<br>One each in morning and evening.<br>This syrup is the tonic.<br>Take one spoon each after meals. |
| मेंरीजः    | यथ मंज कँच ख्वराख छि?  | Patient:    | How many dusses are in it?   |
| दुकानदारः  | यि छु पांचन दूवहन सुंब।<br>दियिव शेट रूवपयि।   | Shopkeeper: | It is for five days.<br>Pay sixty rupees.  |
| मेंरीजः    | रँटिव पाँसु।   | Patient:    | Please take the money.   |

**Notes:**

i. Dative Case has been introduced here. Personal Pronouns in dative case are as follows:

I P		II P		III P	
Sg.	Pl.	Sg.	Pl.	Sg.	Pl.
मे	असि	चै	त्वहि	तैमिस	तिमन

ii. Dative Case suffixes are:

M. Sg.	F. Sg.	Pl.
अस - लेंडकस	इ - कोरि	अन - लेंडकन
इस - गुरिस		- कोरियन

iii. Some post positions (which follow nouns in dative case) have been used i.e. प्यठ "on" तल "under" मंज "inside".

iv. Question word "कथ" is used with dative case

v. Demonstrative pronouns in dative case

Inanimate	Animate	Inanimate/Animate	
Sg.	Sg.	Pl.	
यि	यथ	येमिस	यिमन
हु	हव्थ	होमिस	हुमन
ति/सु	तथ	तैमिस	तिमन
कया	कथ	कैमिस	कमन

Question word to what/whom

Plural forms can be used as honorific singulars as well

vi. Postpositions with dative case

मेजस प्यठ	'on the table'
बतस तल	'before meals'
दरवाजस निश	'near the door'
अलमारि मंज	'inside almirah'
कुरिंयि प्यठ	'on the chair'
बाजरस मंज	'inside the market'
कोरि निश	'near the girl'

**Drills****Response drill**

- i. हस्पतालस मंज कुस छु (डाक्टर)  
 मेजस प्यठ क्या छे (किताब)  
 कुरिं प्यठ कुस छु (माशटर)  
 अलमारि मंज क्या छु (दवा)  
 शीशस मंज कॅच खवराख छि (चौर)  
 कलस प्यठ क्या छु (मस)  
 ओंसस मंज क्या छे (जैव)

हस्पतालस मंज छु डाक्टर सौब

**Exercises**

## 1. Answer the questions

- i. च़े छुया कलस दोद?  
कोरि छा तफ?  
डाक्टर कति छु?  
च़े छुया कॅह परवाय?  
मसालु गछ़्या कम ख्योन?  
त्वहि छा तॅबयथ ठीख?
- ii. नुस्क कथ प्यठ छु?  
दवा कथ मंज़ छु?  
दरवाज़स निश क्या छु?  
अलमारि मंज़ छा दवा?
- iii. येमिस लॅडकस छा येड दोद?  
होमिस कोरि छा तफ?  
यिमन दुकानन प्यठ क्या छु?  
यिमन लॅडकन कथ छु दोद?

## 2. Use the following words in sentences

दोद, तफ, नर्यन जंगन, परहेज़, नुस्क, किथुकन्य, ताकती, ख्वराख, सुबहन शामन, द्वाहय





## LESSON – XV

### टूरिस्ट सेंटरस प्यठ

1. सॉल्लोन्यः आदाब अर्ज जिनाब,  
अमरनाथ ताम छा गॉड्य  
गछान?
- ट. अफसरः आदाब। नॅ, पूरु ग्वफायि ताम  
छे नु गॉड्य गछान।
- सॉल्लोन्यः कर्पोर्य छि गछान?
- ट. अफसरः अमरनाथ गछनु खौतरु छे जु  
वतु, अख पॅहलगाम किन्य तु  
ब्याख स्वनुमरग किन्य।
- सॉल्लोन्यः गॉडय कोत ताम छे गछान?
- ट. अफसरः पॅहलगामु किन्य चंदनवोर ताम  
तु स्वनुमरगु किन्य बालतल ताम।
- सॉल्लोन्यः तति प्यटु?
- ट. अफसरः तति प्यटु, पयदल या गुर्यन प्यठ  
तोहय् कति प्यटु आयिवु?
- सॉल्लोन्यः अॅस्य आयि दिलि प्यटु।
- ट. अफसरः किथु कन्य?
- सॉल्लोन्यः जहाजस क्यथ।  
पॅहलगामु प्यटु अमरनाथ ताम,  
कुस कुस पडाव छु?
- ट. अफसरः चंदनवोर, शीशनाग, महागुनुस,  
वावजन तु पंच तिर्थी।
- सॉल्लोन्यः शिवलिंग क्म्युक छु आसान?
- ट. अफसरः शीनुक।  
अति छि उमरावैती मंजु श्नान  
करान। अम्युक पोन्थ छु स्यठा  
यख आसान।
- सॉल्लोन्यः अच्छा शुकरिया।
- ट. अफसरः बॅडिव दयस हवाल।
- Tourist: Good morning Sir,  
Is transport available upto  
Amarnath?
- T. Officer: Good morning! No, vehicle  
cannot go upto the cave.
- Tourist: Which is the route?
- T. Officer: There are two routes. One  
way is through Pahalgam and  
other through Sonamarg.
- Tourist: Upto which point can a  
vehicle go?
- T. Officer: Through Pahalgam upto  
Chandanwari and through  
Sonamarg upto Baltal.
- Tourist: How to go from there?
- T. Officer: From there either on foot or  
on horse back. Where from  
have you come?
- Tourist: We have come from Delhi.
- T. Officer: How?
- Tourist: By Air.  
Which are the stops from  
Pahalgam to Amarnath?
- T. Officer: Chandanwari, Sheeshnag,  
Mahagunus, Vavjan and  
Panch Tirthi.
- Tourist: What is the composition of  
Shivling?
- T. Officer: Of ice.  
Yatris take a dip in Umravati.  
It's water is ice cold.
- Tourist: Alright, thanks!
- T. Officer: God bless you!

**Notes:**

- i. Genitive and ablative case markers have been used in this lesson. The post position “प्यटु” from is mostly used as ablative case marker. Other postpositions like निशि, तल, मंजु are also used. The case suffixes ई or अ are added to nouns preceding the case marker i.e. दिलि प्यटु ‘from Delhi’ बाल तल “from under the hill”.

**Genitive case markers**

सुन्द	सुन्द्य	सुन्ज	सुन्ज
हुन्द	हुन्द्य	हुन्ज	हुन्ज
उक	उक्य	उच	उचि

लैडक सुन्द मोल	father of the boy
लैडक सुन्द्य यार	friends of the boy
लैडक सुन्ज मौज	mother of the boy
लैडक सुन्ज बेनि	sisters of the boy

लैडकन हुन्द गरु	home of boys
लैडकन हुन्द्य गरु	homes of boys
लैडकन हुन्ज जाय	place of boys
लैडकन हुन्ज जायि	places of boys

कोरि हुन्द बोय	brother of the girl
कोरि हुन्द्य बॉय	brothers of the girl
कोरि हुन्ज बेनि	sister of the girl
कोरि हुन्ज वेस	friends of the girl

अमरनाथुक दरशुन	darshana of Amarnath
पेहलगामुक्य गुर्य	horses of Amarnath
कमरुच दौर	window of the room
कमरुचि दारि	windows of the room

**Exercises****1. Answer the following questions**

- i. अमरनाथ ताम छा गौड्य गछान?
- ii. अमरनाथ कपोर्य छि गछान?
- iii. पेहलगामु प्यटु अमरनाथ ताम कुस कुस पडाव छु?
- iv. अमरनाथुक शिवलिंग कमुक छु आसान?
- v. उमरावेती कति छे?



## LESSON – XVI

### कॅशीरि हुन्द सौर

- |           |   |         |  |
|-----------|---|---------|--|
| 1. शिहुलः | हये वारय छखय?<br>अज वुछमख वारयाह कौल्प् ।   | Shihul: | Hello, How are you?<br>I have seen you after a long.   |
| हीमालः    | अहानु वारय ।<br>बु हा ऑसस सौरस गौमच् ।  | Hemaal: | Yes, I am fine.<br>I had gone for outing.  |
| शिहुलः    | कोत?  | Shihul: | Where?   |
| हीमालः    | कॅशीरि ।  | Hemaal: | To Kashmir.  |
| शिहुलः    | अलौय, चे क्या वोनथुय नु?  | Shihul: | Vaa! Why did not you reveal it?  |
| हीमालः    | अचानक बन्योव प्रूग्राम ।<br>म्यानि अँकिस वेसि हुन्दूय<br>मोल मौज छि तति रोजान<br>तमि नियिनस पानस सुत्य ।                            | Hemaal: | It was a sudden programme.<br>One of my friend's parents reside<br>there. She took me along.   |
| शिहुलः    | अच्छ कोत कोत गॅयख?  | Shihul: | O.K. Which places did you visit?   |
| हीमालः    | अँस्य गॅयि पहॅलगाम, गुलमरग,<br>वेरनाग, क्वकरनाग तु म्वगुल बाग ।<br>मे कोर सारिनुय बागन सौर, याने<br>निशात, शालुमौर तु चेश्मु शौही । | Hemaal: | We went to Pahalgam, Gulmarg,<br>Verinag, Kokarnag and the<br>Moghul Gardens.<br>I visited all gardens i.e. Nishat,<br>Shalimar and Cheshma Shahi. |
| शिहुलः    | बेयि?   | Shihul: | What else?   |
| हीमालः    | बेयि कोर डलस नावि सौल,<br>हवुस बोट ति वुछुम ।   | Hemaal: | I had a boating in Dal Lake,<br>I also saw houseboat.  |
| शिहुलः    | किच् छे कॅशीर?  | Shihul: | How is Kashmir?  |
| हीमालः    | कॅशीर छे पँय्य पौठयू बडू खूबसूरत ।<br>आबुहवा छु स्यठा जान ।   | Hemaal: | Kashmir is really very beautiful.<br>The climate is very good.   |
| शिहुलः    | चलो । यि गव बडू जान ।   | Shihul: | Good, that you went.   |

**Notes:**

i. In this lesson transitive verb forms have been used in “simple past”. The subject is in agentive case. Main verb agrees with object in Number and Gender.

ii. The forms of personal pronoun in agentive case are:

मे	असि	चे	त्वहि	तॅम्य/तमि	तिमव
I	We	You	You (pl.)	He/She	They
मे	असि	तॅम्य	तिमव	पोर अखबार	read paper.
I	We	He/She	They	परैय अखबार	read papers.
चे	पोरुथ	अखबार	you (Sg.)	पॅर किताब	read book.
you Sg.	पॅरिथ	अखबार	you (Sg.)		
		पॅरुथ	किताब	you (Sg.)	read a book
		पर्यथ	किताबु	you (Sg.)	read books
त्वहि	पोरवु	अखबार	you (Pl.)		read newspaper
you Pl.	पॅर्यवु	अखबार	you (Pl.)		read newspapers
	पॅरवु	किताब	you (Pl.)		read a book
	परिवु	किताबु	you (Pl.)		read books

**Drills****1. Repetition drill**

- i. मे कोर कमरु साफ ।  
 मे कॅर्य कमरु साफ ।  
 मे कॅर कॉम ।  
 मे करि वारयाह कामि ।
- ii. मे ख्योथ चूठ ।  
 चे ख्यथ चूठ्य ।  
 चे ख्यथ चोट ।  
 चे ख्यथ च्वचि ।
- iii. त्वहि वुछवु म्वगुल बाग ।  
 त्वहि वुछिवु झॅमा ।  
 त्वहि वुछिवु फिलिम ।  
 त्वहि वुछिवु फिलिमु ।

**Exercises**

Answer the questions in detail.

1. त्वहि क्या कोरवु राथ द्वहस?
2. अमरनाथ कपोर्य छि गछान?
3. त्वहि कोरवा डलस नावि सौर?
4. कॅशीरि क्याज़ि छि स्वरग वनान?
5. दिलिहुन्द आबुहवा क्युथ छु?

Use the words in sentences

वारयाह कॉलय, अचानक, मोल मोज, नावि सॉल, पॅज्य पॉट्य, आबुहवा, खूबसूरत, बडजान।

**Assignment:**

- a. Wrtie ten sentences in simple past.



## LESSON – XVII

## सुबहुक सौर

माश्टरः	क्या सौं मनौवथा छुटी?	Teacher:	Did you enjoy the holiday?
लैडकः	आहन महारा।	Student:	Yes sir.
माश्टरः	क्या कौरुथ (राथ) दव्हस?	Teacher:	How did you spend the (yester) day?
लैडकः	बु महारा वोथुस सुबहन सुलि नैदरि। अथु बुथ छेलिथ गोस सौरस। न्युक न्युक गाश ओस। जानावार ओस्य चिरव चिरव करान। बु गोस बागस मंज। सौर्यसुय बागस कोरुम चकर। पतु केरुम वरजिश। ओरख आयम। बु आस गरु वापस। शान केरिथ कोरुम नाशु, तु गोस लयब्रेरि मंज परनि।	Student:	I got up early in the morning. After a wash I went for a walk. Dawn had set in. Birds were chirping. I went to the garden. I took a round of the whole garden. Then I performed exercises. I was perspiring. I returned home. After a bath I had my breakfast and went to study in the library.
माश्टरः	यि गव बडु जान। शामन तिं छुखा सौर करान।	Teacher:	It is very good. Do you go for a walk in the evening as well?
लैडकः	नै महारा, शामन छुस सोकूलच कौम करान तु पतु टी वी वुछान।	Student:	No sir, I do my homework in the evening and watch T.V.
माश्टरः	श्वगान केचि बजि छुख।	Teacher:	When do you go to bed?
लैडकः	देहि बजि महारा।	Student:	At 10 A.M.
माश्टरः	सुलि श्वगुन तु सुलि व्वथुन छु बडु जान आदथ। अमि सुत्य छु सेहथ ठीक रोजान।	Teacher:	Early to bed and early to rise is a very good habit. It keeps you fit.

**Notes:**

- i. In this lesson “intransitive Verb” forms have been used in “simple past”. Some of the verbs used are: व्वथुन ‘to get up’ श्वगुन ‘to sleep’ युन ‘to come’ गछुन ‘to go’
- ii. The subject is in Nominative Case. Verb agrees with subject in person, number and gender
- a. ब वोधुस सुबहन सुलि। I got up early in the morning.  
 अँस्य् वँथ्य सुबहन सुलि। We got up early in the morning.  
 सु/लँडक् शॉग चीर्य। He/boy slept late.  
 तिम/माश्टर शॉग्य चीर्य। They/teachers slept late.  
 च्च गोख कँशीरि। You went to Kashmir.  
 तोह्य गँयवु कँशीरि। You (Pl.) went to Kashmir.
- b. ब वँछुस सुबहन सुलि।  
 अँस्य वछ सुबहन सुलि।  
 स्व/कूर शॉज चीर्य।  
 तिम/माश्टर बायि श्वंजि चीर्य।
- iii. Some adverbial forms of time like सुबहन ‘in the morning’, शामन ‘in the evening’ have also been used.
- iv. Names of important Kashmiri vegetarian and non-vegetarian dishes have been given.

**Drills****1. Memorize the forms of some intransitive verbs in past**

Ist P	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
गछुन ‘to go’	गोस	गँयि	गँयस	गँयि
युन ‘to come’	आस	आयि	आयस	आयि
व्वथुन ‘to stand’	वोधुस	वँथ्य	वँछुस	वछ
बिहुन ‘to sit’	ब्यूटुस	बीट्य	बीटुस	बेछि
वातुन ‘to reach’	वोतुस	वॉत्य	वॉचुस	वाचु
IInd P	गोख	गँयिवु	गँयख	गँयिवु
	आख	आयिवु	आयख	आयिवु
	वोधुख	वँथ्यवु	वँछुख	वछवु
	ब्यूटुख	बीट्यवु	बीटुख	बेछिवु
	वोतुख	वॉत्यवु	वॉचुख	वाचुवु

IIIrd P	गव	गँयि	गँयि	गँयि
	आव	आयि	आयि	आयि
	वोथ	वैथ्य	वैछ	वछ
	ब्यूठ	बीट्य	बीठ	बेछि
	वोत	वौत्य	वौच	वाच

### Exercises

#### i. Answer the questions using the words

1. तोह्य कर वौत्यवु दिति? (राथ)
2. चु कर आख कँशीरि? (ऊतरु)
3. तोह्य कँचि बजि शौंग्यवु? (दँह बजे)
4. कूर कूचि बजि वैछ नँदरि? (सति बजि)
5. लँडक् वोथा थोद? (आ)
6. कूर गँयिना गरु? (नँ)

#### ii. Use words in sentences

मनावुन, सुलि व्वथुन, न्युक न्युक गाश, चकर करुन, बडु जान, आदथ, सेहथ

#### Assignment:

- a. Please memorize the Kashmiri dishes and narrate an event using these.





## LESSON – XVIII

### साल बत

हीमालः	क्यहो वारय छुखा?	Hemaal:	Hello! How are you?
कशपः	अहानी वारय, च्छ छख वारय?	Kashyap:	Yes I am fine. How about you?
हीमालः	अहानु वारय। च्छ कति ओसुख?	Hemaal:	Yes fine. Where were you?
कशपः	बु ओसुस सालस गोमुत। यारस ओसुम खांदर।	Kashyap:	I had gone out for celebration. My freind got married.
हीमालः	ख्योथा साल? साल ओसा जानुय?	Hemaal:	Did you enjoy the feast? How was it?
कशपः	अहानी, बडु मजु आव।	Kashyap:	Yes, I enjoyed a lot.
हीमालः	क्युथ साल ओस?	Hemaal:	What kind of feast it was?
कशपः	वप्नव ति तु नैनि साल ति।	Kashyap:	Vegetarian as well as non-vegetarian.
हीमालः	कम कम सिन्य ओस्य?	Hemaal:	Which dishes were served?
कशपः	वप्नव सिन्य ओस्यः दम ओलुव, नदरुय यखुन्य, चामन, चौक्य वांगन, हाख मुजि चेटिन्य तु ओलुव चुरमु।	Kashyap:	Amongst vegetarian dishes were; <i>Dam aaluu</i> , lotus root with curd, cheese, sour brinjals, <i>haakh</i> , mashed turnip and potato chips.
हीमालः	तु गौर वप्नव?	Hemaal:	And the non-vegetarian?
कशपः	रोगन जोश, कॅलियि, यखुन्य, मछ, शौम्य, तबखनाट, रिस्तु ग्वशताबु, कबाब तु क्वकर।	Kashyap:	<i>Rogan josh</i> , <i>kaliya</i> , <i>yakhni</i> , minced meet, <i>shaami</i> , <i>tabakhnaat</i> , <i>rista</i> , <i>goshtaab</i> , <i>kabaab</i> and chicken.
हीमालः	वाह, गव ना वाजवान ओस? मे ति प्रिछ जि हे?	Hemaal:	Wow! that means it was <i>wazwaan</i> . Why did not you invite me?
कशपः	अहानी बडु जान साल ओस, चे प्रुछय जलदुय। मे छु बाँयिस खांदर।	Kashyap:	Yes, it was an excellent feast. I shall invite you soon. My brother is to get married.

**Notes:**

- i. It is a review lesson in which past tense has been repeated.
- ii. Names of typical vegetarian and non-vegetarian dishes have been introduced. Kashmiris have a variety of vegetarian and non-vegetarian dishes. Most of these have no equivalents in other communities, hence exact translations are not possible.

**Assignment:**

- i. Some of the frequently used phrases/expressions every Kashmiri should know have been used. Use these in your sentences.

साल बत,	सालस गछुन,	मज़ युन,	सालस प्रछुन,	वाज़वान
“feast”	“to go for feast/party”	“to enjoy”	“to invite”	“wazwaan”

- ii. Describe briefly a feast you have enjoyed in recent past.
- iii. Write names of five vegetarian and non vegetarian dishes
- iv. Use in sentences

सालस गछुन, स्युन, वप्नव, वाज़वान, खांदर



## LESSON – XIX

### बाज़र गछुन

शिहुलः	चे कोत छुय गछुन?	Shihul:	Where are you going?
कशपः	मे छु बाज़र गछुन ।	Kashyap:	I have to go to market.
शिहुलः	क्या करनि?	Shihul:	What for?
कशपः	मे छे वारयाह कॉम । मे छि पलव मॅलय हेन्य । पतुलोन, कॅमीज़, बॅन्ययान, कछु, अंडरवियर, वगॅोरु । गरु खौतरु ति छुम सामानु मॅलय ह्योन ।	Kashyap:	I have lot of work to do. I have to buy clothes pant, shirt, pullover, underwear, undershirt etc. I have to make household purchases as well.
शिहुलः	चु गछुखा कुनुय ज़ोन?	Shihul:	Will you go alone?
कशपः	नें, म्यौन्य मॉज ति यियि? हीमाल वाति तूरुय ।	Kashyap:	No, my mother shall accompany me. Hemaal shall reach there.
शिहुलः	चु यिख ना अज़ गिन्दनि?	Shihul:	Will you not come to play to-day?
कशपः	नें । चु निख बाक्य यार ।	Kashyap:	No you take along other friends.
शिहुलः	आ तिम सौरी वातन मॉदानस मंज़ । तिम प्रारन मे तति ।	Shihul:	Yes all of them will reach the ground. They will wait for me there.
कशपः	पगाह यिमु बु ति । पतु गिन्दव चेर ताम । बेयि करव पार्टी ।	Kashyap:	Tomorrow I shall also come. Then we shall play upto late hours. We shall also party.
शिहुलः	अच्छा बु नेरु तेलि । नतु गछि चेर ।	Shihul:	O.K. I must leave, otherwise I shall be late.
कशपः	आ बड वारु कारु । पगाह मेलव ।	Kashyap:	Yes go safely. See you tomorrow.

**Notes:**

i. In this lesson simple future tense has been introduced. The subject is in Nominative Case.

बु गछु बाज़र। "I will go to market." तोह्य गेछिव दफतर। "You (pl) will go to office."  
 अँस्य गछव बाज़र। "We will go to market." सु/स्व गछि दफतर। "He/She will go to office."  
 चु गछख बाज़र। "You (sg) will go to market." तिम/तिमु गछन दफतर। "They will go to office."

ii. The following suffixes are added to MV to make simple future/future indefinite sentences.

-अु	-अव	-अख	-इव	-इ	-अन
परु	परव	परख	पेरिव	परि	परन

I will read We will read You (sg) will read You (pl) will read He/She will read They will read

**Assignment**

i. Some dress items have been used, remember these and use in your sentences.

ii. Use the following words/phrases in sentences

कोत, वारयाह, मँलय हयोन, कुनुय ज़ोन, पगाह, कौल्यक्यथ, च़ेर ताम, वारुकारु, दयस हवाल



## LESSON – XX

हीमालः तोह्य कर गँछिव अमरीका?

कशपः बु नेरु कॉल्यक्यथ सुबहन।

हीमालः त्वहि सुत्य कुस गछि बेयि?

कशपः बु गछ कुनुय ज़ोन।

हीमालः सफरुच तय़ोरी कँरवा?

कशपः लग बग कँर, बस पगाह छु  
यारन दोस्तन इजाज़त ह्योन।

हीमालः अच्छा बँडिव दयस हवाल

व्वन्य थँव्य ज्यव याद।

कशपः आ क्याज़िनु। बु आसय

च़े लगातार पॉट्य मेल सोज़ान।

अच्छा च़ु कर यिख?

हीमालः हरगाह दयन योछ बु ति

आस नवि वँर्ययि अज़कल।

तय़ोरी करान।

कशपः वारु कारु। मे असि तोताम?

कोरुस म्वकलोवमुत। बु करय च़े  
वारयाह मदथ।

हीमालः शुकरिया। अँस्य मेलव

व्वन्य तँति।

कशपः अच्छा, मे आसन गरि प्रारान।

Hemaal: When will you go to America?

Kashyap: I shall leave in the morning on  
day after tomorrow.

Hemaal: Who else shall accompany you?

Kashyap: I shall go alone.

Hemaal: Are you ready to travel?

Kashyap: Almost, tomorrow I have to say  
good bye to my friends.

Hemaal: Alright, God bless you.

Do remember.

Kashyap: Yes why not. I shall be sending  
you mail regularly.

When shall you come?

Hemaal: God willing, I too shall be  
preparing for the visit sometime  
next year.

Kashyap: Sure! I must have finished the  
course by then. I shall help you.

Hemaal: Thank you! We shall now meet  
over there.

Kashyap: Alright my parents must be  
waiting for me.

**Notes:**

i. Following are the forms of auxiliary verb a:s 'have' in presumptive or future tense. When subject is in dative case.

- मे/असि, तैमिस/तिमन-आसन I, we, he/she, they will have
- वें आसीय-आसनय You (sg) will have
- त्वहि आसिव-आसनव You (pl) will have

**Assignment:**

- i. Remember the "adverbs of time" and use in sentences, पगाह 'tomorrow' कॅल्यक्यथ 'day after tomorrow', राथ 'yesterday' सुबहन 'in the morning' शामन 'in the evening' दुपहोरन 'in the afternoon'
- ii. Write a conversation on visit to the Vaishnu Devi you propose to undertake in forthcoming holidays using future tense.
- iii. Transform the following sentences into simple future.

बु छुस किताब परान ।

अँस्य छि वाजवान खेवान ।

चु छुख कॅशीरि गछान ।

तोह्यु छिव सालस गछान ।

सु छु चीर्य नँदरि व्वथान ।

तिम छि सबख याद करान ।

- iv. Transform the following sentences into simple past.

बु गछु कॅशीरि ।

अँस्य करव दिलि चकरा वकरा ।

तोह्यु कॅरिव सॉरी काम पानय ।

कूर नचि ।

बु गछु इमतिहानस पास ।



## LESSON – XXI

### दिलि हुन्द सौर

हीमालः	च करु प्यट्ट छुख दिलि मंजु रोजान?	Hemaal:	How long you have been residing in Delhi?
शिहुलः	लग बग गैयि वरी पंदाह मरु।	Shihul:	Almost for last fifteen years.
हीमालः	तेलि आस्यथ चे सौरुय दिलि वुछमुच?	Hemaal:	In that case you must have seen entire Delhi.
शिहुलः	दिलि छा कांह वीत। कोताह वुछि इंसान।	Shihul:	There is no end to Delhi. How much can one see?
हीमालः	क्वसु क्वसु जाय छेथ वुछमुच?	Hemaal:	Which are the places you have seen?
शिहुलः	खास खास जायव मंजु छम लाल कल, कुतुब मीनार, चिडयागरु, कनाठ पलेस, लोटस टेम्पुल तु इंडियागेट वुछ्यमित्य।	Shihul:	Amongst selected places I have seen Lal Qila, Kutub Minar, Zoo, Cannaught Place, Lotus temple and India Gate.
हीमालः	चे छुथा वूजमुत अखशरदाम मंदरस मुतलक?	Hemaal:	Have you heard about Akshardam temple?
शिहुलः	मे छु पोरमुत अखबारस मंजु। दपान यि छु स्यठा बोड मंदर।	Shihul:	I have read in newspaper. It is said that it is a big temple.
हीमालः	यि छु व्वन्य तयार गोमुत। बडु स्वंदर छु बन्योमुत, यि छु पेंज्य पौट्य वुछुन लायख।	Hemaal:	It is now complete. It has come up beautifully. It is really worth seeing.
शिहुलः	अंस्य गछव यिकवट्ट वुछनि।	Shihul:	We shall go together to see it.
हीमालः	आ ज़रूर।	Hemaal:	Yes definitely.

**Notes:**

- i. In this lesson **perfect tense** has been introduced with transitive verbs.  
 ii. With transitive verb in perfect form the subject is in agentive case. The perfect forming suffix agrees with Gender and Number of the object. e.g.

Masculine		Feminine	
Sg.	Pl.	Sg.	Pl.
मुत	मुत्य	मुच	मच्च
पोरमुत	पॅर्यमुत्य	परंमुच	परिमच्च

Agentive forming suffixes are

-अन	-अव	-ई	-अव
लॅडकन	लॅडकव	कोरि	कोर्यव

- |                             |                          |
|-----------------------------|--------------------------|
| - मे छु अखबार पोर-मुत ।     | I have read a newspaper. |
| - मे छि अखबार पॅर्य-मित्य । | I have read newspapers.  |
| - मे छे किताब पॅर-मुच ।     | I have read a book.      |
| - मे छे किताब परि-मच्च ।    | I have read books.       |

- iii. Tense is changed by changing the auxiliary verb form e.g.

Present Perfect	Past Perfect	Future Perfect
मे छु मंदर वुछमुत । I have seen the temple.	मे ओस मंदर वुछमुत । I had seen the temple.	मे आसि मंदर वुछमुत । I would have seen the temple.

**Drills****1. Repetition drill**

- i. मे छु यि शहर वुछमुत ।  
 मे छि वारयाह ड्रॉमा वुछ्यमुत्य ।  
 मे छे नु सौरुय दिल वुछमुच ।  
 मे छे वारयाह फिलमु वुछ्यमच्च ।
- ii. मे ओस सु मज़मून पोरमुत ।  
 मे ओस्य तिम मज़मून पॅर्यमुत्य ।  
 मे ओस स्व नावल पॅरमुच ।  
 मे आसु तिम किताब परिमच्च ।
- iii. असि आसि पगाह वुन्यक्यन सामानु ओनमुत ।  
 असि आसन पगाह सुबहन ताम मज़मून लीखयमुत्य ।  
 असि आसि पगाह सौरुय कॉम कॅरमुच ।  
 असि आसन पगाह सारेय कामि करिमच्च ।



**2. Transformation drill**

Transform the sentences from present to past perfect

- i. मे छु श्रान कोरमुत।                      मे ओस श्रान कोरमुत  
 मे छि पलव छल्यमुत्य  
 मे छे किताब पॅरमुच्च  
 मे छे फिलमु वुछिमच्च

**Exercises**

1. Transform the following sentences into past and future perfect

लॅडकन छु कुतुबमीनार वुछमुत।  
 कोरि छे सारेय जायि वुछमच्च।  
 शिहल्य छु कमाल कोरमुत।  
 हीमालि छु अखशरदाम मंदर वुछमुत।

2. Answer the questions

त्वहि छुवा ताजमॅहल वुछमुत?  
 चे छुथा लालकल वुछमुत?  
 चे छथा म्योन्य नावल पॅरमुच्च?  
 त्वहि छुवा कौशुर बौथ याद कोरमुत?

3. Use words in sentences

यिक्वट्ट, वौत, पंदाह मरु, स्यठा बोड, पॅज्य पौट्य

**Assignment:**

- i. Write five sentences each in present, past and future perfect, using the transitive verb.  
 ii. Write and remember the auxiliary verb forms in present, past and future tenses.



## LESSON – XXII

## गॉड्य चलावन्य

कशपः	चु छुखा शिमला गोमुत?	Kashyap:	Have you been to Shimla?
शिहुलः	ना कति, तु चु?	Shihul:	No never, what about you?
कशपः	बु हा ओसुस पुरुस गोमुत।	Kashyap:	I had gone last year.
शिहुलः	कस सुत्य?	Shihul:	With whom?
कशपः	पनुनिस मॉलिस माजि सुत्य।	Kashyap:	Alongwith my parents.
शिहुलः	किथुकन्य गॅयिव?	Shihul:	How did you go?
कशपः	अँस्य गॅयि पनुनि गाडि मंज।	Kashyap:	We went in our vehicle.
शिहुलः	चे छया तगान गॉड्य चलावन्य?	Shihul:	Do you know driving?
कशपः	मे हा ऑस गॉड्य चलावन्य हेछमुच मगर व्वन्य छम मॅशिथ गॉमुच।	Kashyap:	I had learnt driving but now I have forgotten.
शिहुलः	अदु कॅम्य चलॉव गॉड्य।	Shihul:	Who else drove you?
कशपः	म्यॉन्य पिता जियन।	Kashyap:	My father.
शिहुलः	बु छुस अजकल गॉड्य चलावन्य हेछान। मे छु यकीन नवि आथुवारि ताम आस्यम पूर पॉट्य हेछमुच।	Kashyap:	Nowadays I am learning driving. I am sure that by next Sunday I would have learnt completely.
कशपः	आ ज़रूर आस्यथ हेछमुच। चे छय पानस प्यठ पछ। बु ति करु व्वन्य नवि सरु प्रकटिस।	Kashyap:	Yes you would have learnt definitely. You have faith in yourself. Now I shall also practice afresh.
शिहुलः	आ ज़रूर कर। गॉड्य चलावन्य छे अख अँहम ह्वनर।	Shihul:	Yes you should. Driving is an important skill.
कशपः	ऑखुर करनुय क्या छु? कलच, गेर तु एकसलेटर दबावन्य तु स्टेरिंग रटन्य।	Kashyap:	There is not much to do. Just push clutch, gear and accelator and hold the starring.
शिहुलः	ब्रेक दिन्य मा छुथ मॅशरोवमुत?	Shihul:	Hope you have not forgotten to apply brakes?
कशपः	तोति पोवथम याद। शुकरिया।	Kashyap:	Thanks! for reminding me.
शिहुलः	अच्छा व्वस्तु आसि आमुत, बु नेर।	Shihul:	O.K. the trainer must have arrived. I must leave.
कशपः	गछ दयस हवाल।	Kashyap:	God bless you.

**Notes:**

- i. In this lesson **perfect tense** present, past and future has been repeated. As told in the last lesson tense is changed by changing the auxiliary verb. e.g.

Present Perfect	Past Perfect	Future Perfect
मे छु ह्योछमुत । I have learned.	मे ओस ह्योछमुत । I had learned.	मे आसि ह्योछमुत । I would have learned.

- ii. In case of intransitive verbs in perfect form the subject is in nominative case. The perfect forming suffix agrees with gender and number of the subject. e.g.

बु छुस/ओसुस/आसु गोमुत ।	I (m.sg.)/have/had/would have gone.
अंस्य छि/ओंस्य/आसव गौमुत्य ।	We (m.pl.)/have/had/would have gone.
बु छस/ओंसस/आसु गौमुच्च ।	I (f.sg.)/have/had/would have gone.
अंस्य छे/आसु/आसव गौमच्च ।	We (f.pl.)/have/had/would have gone.

**Drills****Repetition drill**

- i. बु छुस गोमुत कॅशीरि ।  
अंस्य छि गौमुत्य अमरनाथ ।  
बु छस गौमुच्च आगरा ।  
अंस्य छे गौमच्च वैशुणोदेवी ।
- ii. च्च ओसुख शिमला गोमुत ।  
नोह्य ओंस्यवु मौलिस माजि सुत्य आमुत्य ।  
च्च ओंसुख परुस सोन गर आमुच्च ।  
तोह्य ओंस्यवु राथ वुन्यक्यन गर गौमुत्य ।
- iii. लॅडक् आसि पगाह वुन्यक्यन आमुत ।  
मरुद आसन पगाह सुबहन योर वौत्यमुत्य ।  
कूर आसि पगाह शामन आमच्च ।  
जानानु आसन कौत्यक्यथ वुन्यक्यन ग्यवान ।

**Exercises**

Answer the questions

- तोह्य कर छिव आमुत्य?  
स्व कर बौग्य वाति?  
तिम कर यिन सोन?  
लॅडक् कर आसन तोर वौत्यमुत्य?  
त्वहि आसिवा पगाह वुन्यक्यन साल ख्योमुत?

हीमाल छा कॅशीरि गॉमुच?

स्व कॅचन द्वाहन छे तति रूजमुच?

2. Use words/phrases in sentences

पुरुस, कौल्यक्यथ, किथुकन्य, गौड्य चलावुन्य, मॅशिय गछुन, पछ आसुन्य, ह्वनर

**Assignment:**

i. Write five sentences each in present, past and future perfect, using intransitive verb.



## LESSON – XXIII

हीमालः	चु कॅचि बजि छुख नॅदरि व्वथान?	Hemaal:	When do you get up?
कलहनः	बु छुस पाँचि बजि नॅदरि व्वथान ।	Kalhan:	I get up at 5.00 AM?
हीमालः	चु छुखा सुबहन सॉरस गछान?	Hemaal:	Do you go for a morning walk?
कलहनः	आ, बु छुस द्वहय सुबहन सॉरस गछान ।	Kalhan:	Yes! I go for morning walk daily?
हीमालः	कपोर्य छुख गछान?	Hemaal:	In which direction you go?
कलहनः	बु छुस सडकि अपोर तरान, खोवुर्य किन्य पकान, पतु छुस बागस मंजु गछान, तति छुस तेज तेज पकान, पतु दोरान तु त्रे चोर चकर लगावान, नीम कुलिस तलुकनि छुस वरजिश तु योगा करान ।	Kalhan:	I cross the road, walk towards left, then I go into the garden there I walk briskly, then I run and take three to four rounds. I perform exercise and yoga under the neem tree.
हीमालः	चु कर छुख तोरु वापस यिवान ।	Hemaal:	When do you return from there?
कलहनः	बु छुस अकि गंटु पतु याने साडि शैयि बजि गरु वापस यिवान । पतु छुस श्रान करान, पलव लागान, नाशतु करान तु स्कूल गछान ।	Kalhan:	After an hour i.e. at six thirty I return home. Then I take a bath, change my clothes, take breakfast and go to school.
हीमालः	बु ति यिमु कुनि द्वह चै सुत्य चकरस । चोन स्कूल कति छु?	Hemaal:	I shall accompany you to the walk some day. Where is your school?
कलहनः	म्योन स्कूल छु माडल टावनु ।	Kalhan:	My school is in Model town.
हीमालः	कतिनस?	Hemaal:	Where exactly?
कलहनः	बॅडिस डाकखानस ब्रोटुकनि ।	Kalhan:	In front of the main post office.

**Notes:**

- i. In this lesson **adverbs** of time, place and direction have been introduced.  
 ii. The question words used are  
 कर “when”, कति “where”, कर्पोर्य “in which direction”

**Drills**

Read and memorize numerals

अख	अँकिम/ग्वडन्युक	सथ	सँतिम
जु	दोयिम	ऑठ	ऑठिम
त्रे	त्रेयिम	नव	नँविम
चौर	चूरिम	दव	दँहिम
पाँछ	पाँचिम		
शे	शेयिम		

**Response drill**

- चु कँचि बजि छुख नँदरि व्वथान? (सति)  
 तोहय कँचि बजि छिव श्वंगान? (दँहि)  
 लँडक कर छु परान? (सुबहन)  
 कूर कर छे सौरस गछान? (शामन)  
 कलहन कति छु रोजान? (कँशीरि)  
 हीमान कर्पोर्य छे पकान? (यर्पोर्य)

**Assignment:**

- i. Use the following words/phrases in your sentences?  
 पगाह, कॉलयक्यथ, द्वहय, सुबहन, शामन, दँछिन्य किन्य, खोवुर्य किन्य, यर्पोर्य, कर्पोर्य, तलुकनि,  
 प्यटकनि, वार वार, ज़ोर ज़ोर
- ii. Answer the following questions?
- |                        |                            |
|------------------------|----------------------------|
| चु कर छुख परान?        | When do you study?         |
| चु कति छुख परान?       | Where do you study?        |
| चु कर्पोर्य छुख नेरान? | In which direction you go? |
| चु कोताह छुख दोरान?    | How much do you run?       |



## LESSON – XXIV

कशपः	चे कोताह कद छुय?	Kashyap:	What is your height?
कलहनः	बु छुस शे फुट ज़ इंच ज़्यूठ ।	Kalhan:	I am six feet two inch tall.
कशपः	वज़न कोताह छुय?	Kashyap:	What is your weight?
कलहनः	वज़न छुम सतथ किलो ।	Kalhan:	My weight is seventy kilograms.
	तु चे?		How about you?
कशपः	बु छुस चानि खोत चोर इंच छोट ।	Kashyap:	I am four inches shorter than you.
कलहनः	वज़न कोताह छुय?	Kalhan:	What is your weight?
कशपः	चानि खोत पाँछ किलो कम ।	Kashyap:	Five kilos less than yours.
कलहनः	बु छुस पनुनिस कलासस मंज़ सारिवय खोत थोद ।	Kalhan:	I am the tallest boy in my class.
कशपः	सारिवय खोत छोट कुस छु?	Kashyap:	Who is the shortest of all?
कलहनः	सारिवय खोत छोट छु शिहुल?	Kalhan:	Shihul is the shortest of all.
कशपः	मगर सु छु स्यठा ख्वश शकील तु गादुल ।	Kashyap:	But he is very handsome and intelligent.
कलहनः	आ अथ मंज़ छुनु काँह शख ।	Kalhan:	There is no doubt in it.
कशपः	सु छु सारिनुय हन्दि खोत चालाक ति ।	Kashyap:	He is also most clever of all.
कलहनः	भगवान छु प्रथ काँसि काँह नतु काँह ग्वन ज़रूर दिवान ।	Kalhan:	God blesses everyone with one or the other quality.
कशपः	आ पज़र छु ।	Kashyap:	Yes it is true.

**Notes:**

- i. In this lesson comparative and superlative degrees have been introduced.
- ii. Sentences with comparative degree are formed by adding -i suffix to the genitive or possessive forms of the subject noun or pronoun. This is followed by comparative marker खोत e.g.

म्योन + इ = म्यानि खोत  
 चोन + इ = चानि खोत  
 कलहन + इ = कलहननि खोत

- iii. Superlative degree is formed by adding suffix -वय to सॉरी “all” or by adding genitive marker हुन्द to सारिनय - followed by खोत। e.g.

सॉरी + वय = सारिवय खोत  
 सारिनय + हुन्द = सारिनय हन्दि खोत।

**Drills****Read these sentences**

- i. यि छु गादुल मरुद यि छु चानि खोत गादुल मरुद  
 हु छु बेकल लॅडक् हु छु चानि खोत बेकल लॅडक्  
 स्व छे छोट कूर स्व छे म्यानि खोत छोट कूर  
 तिम छे छवचि ज़नान तिम छे तुहन्दि खोत छवचि ज़नान
- ii. कशप छु थोद लॅडक् कशप छु चानि खोत थोद।  
 कशप छु सारिवय खोत थोद।  
 हीमाल छे स्वंदर कूर हीमाल छे चानि खोत स्वंद कूर।  
 हीमाल छे सररिवय खोत स्वंदर कर।  
 कलहन छु स्यठा गादुल कलहन छु मोहननि खोत गादुल।  
 कलहन छु सारिवय खोत गादुल।

**iv. Read these sentences.**

यि छु जान लॅडक्। यि छु सारिवय खोत जान लॅडक्।  
 यि छु म्यानि खोत जान लॅडक्। यि छु सारिवय हन्दि खोत जान लॅडक्।

**Assignment:**

- i. Make sentences with comparative and superlative degrees using the following words

गादुल	wise	चालाक	clever	यावु	beautiful
ज्युठ	elder	कूस	younger	प्रोन	fair complexioned
क़हुन	black	छोट	dwarf		





## LESSON – XXV

### Passive Voice

- हीमाल : केहे वारय छखय?  
 पम्पोश : अहानी वारय, च छख वारय?  
 हीमाल : आ, शुक्र भगवानस कुन ।  
 पम्पोश : च किथुकन्य अज सुबुहौय?  
 हीमाल : बस लेंजुस पनुनि मतलब ।  
 पम्पोश : क्या दैलील?  
 हीमाल : मे बूज च छुय अमरीका गछुन ।  
 पम्पोश : आ, अदु ।  
 हीमाल : बु छस यछान चानि जेरियि  
 पनुनिस बाँयिस कँह सामानु सोजुन ।  
 पम्पोश : म्यानि जेरियि छुय मुश्किल ।  
 हीमाल : क्याजि?  
 पम्पोश : मे छु पनुन वारयाह सामानु ।  
 हीमाल : तेलि क्या करु  
 पम्पोश : च सोजुस म्यानि बेनिहन्दि जेरियि ।  
 स्व नेरी नवि हफतु । बु वनय तस ।  
 हीमाल : आ ति ति छु ठीख ।
- Hemaal : Hello how are you?  
 Pamposh : I am fine, how about you?  
 Hemaal : Thank God I am fine.  
 Pamposh : What brings you so early?  
 Hemaal : Just for my own sake.  
 Pamposh : What is the matter?  
 Hemaal : I heard that you are going to America.  
 Pamposh : Yes then!  
 Hemaal : I want to send few things to my brother  
 through you.  
 Pamposh : Through me may be difficult.  
 Hemaal : Why?  
 Pamposh : I have lot of my own baggage.  
 Hemaal : What to do?  
 Pamposh : You can send through my sister. She  
 is to leave next week. I will tell her.  
 Hemaal : Yes that too is fine.

**Notes:**

- i. **Passive voice** sentences have been introduced in this lesson.
- ii. The passive forming post position ज़ेरियि "through" is preceded by the subject noun in possessive/genitive case with -i ending. e.g.

म्योन	"mine"	=	म्यानि ज़ेरियि	Through me
चोन	"yours"	=	चानि ज़ेरियि	Through you
तैम्यसुन्द	"his"	=	तैम्यसुन्दि ज़ेरियि	Through him
लैडकसुन्द	"boy's"	=	लैडकसुन्दि ज़ेरियि	Through the boy
कोरिहुन्द	"girl's"	=	कोरिहुन्दि ज़ेरियि	Through the girl

- iii. In day to day conversation passive voice is rarely used.

**Assignment:**

Change the following sentences into passive voice:

- i. बु छुस किताब परान। >> म्यानि ज़ेरियि छे किताब परनु यिवान
- ii. अँस्य छि चिट्ठ्य लेखान।
- iii. च़ छुख बालि गिंदान।
- iv. तोह्य छिव स्कूल गछान।
- v. लैडक छु फिलिम वुछान।
- vi. कूर छे बतु खेवान।
- vii. ज़नानु छे पलव छलान।



## LESSON – XXVI

### Causal Constructions

- माशटरः तोह्य कथ कालनी मंज छिव रोज़ान?  
 हीमालः अँस्य छि पम्पोश एनकलेव रोज़ान।  
 माशटरः तति छ सारेय स्हूल्यच्च मयसर?  
 हीमालः सोन गरु छु बाज़रस नँज़दीख  
 लैहाज़ा छे प्रथ काँह स्हूल्यथ।  
 माशटरः तोह्य छिवा सारेय कामि पानय करान?  
 हीमालः आ लग बग छि द्वहदिशचि सारेय कामि  
 पानय करान। अलबतु छे कँह कामि बैयन  
 अथि करनावनि पेवान।  
 माशटरः मसलन क्या क्या?  
 हीमालः अँस्य छि दोबिस अथि पलव छलुनावान  
 तु पलवन कुँद्व्य करनावान।  
 मेंहनिविस अथि छि बाज़रु सामानु  
 अनुनावान। काँह काँह चीज़ छि दुकानदारस  
 अथि ति अनुनावुनावान।  
 सुचस अथि छि पलव सुवुनावान।  
 माशटरः च्छ छख ना गरुच काँह ति कौम करान?  
 हीमालः आ क्याज़ि नु। म्यौन्य मौंज छे म्यानि  
 ज़ेरियि वारयाहकँह करुनावान मसलन  
 चाय बनावनावान, सफौयी करुनावुनावान,  
 सबज़ी तु द्वद अनुनावान। म्यानि ज़ेरियि  
 छु तस वारयाह मदत मेलान।  
 माशटरः शाबाश, गरुच कौम करुन्य तु मौलिस  
 माजि अथुरोट करुन गव बडु जान।
- Teacher: In which colony do you reside?  
 Hemaal: We reside in Pamposh Enclave.  
 Teacher: Do you have all facilities available there?  
 Hemaal: Our house is close to the market,  
 therefore every facility is available.  
 Teacher: Do you do all jobs yourself?  
 Hemaal: Yes almost we attend to all daily chores  
 ourselves. Of course there are certain  
 jobs to be got done by others.  
 Teacher: For example?  
 Hemaal: We get our clothes washed and ironed  
 through the washerman. We get the  
 provisions from market through our  
 servant. Certain items we get through  
 the shopkeeper, we get clothes stitched  
 through the tailor.  
 Teacher: Don't you do any of the household jobs.  
 Hemaal: Yes, why not. My mother gets lot of  
 things done through me. e.g. gets me  
 prepare tea, clean the house, get milk  
 and vegetables from the market. She  
 gets lot of help through me.  
 Teacher: Bravo! To perform daily chores and  
 extend help to ones parents is appreciable.

**Notes:**

- i. The Causative Constructions have been introduced in this lesson. Causal suffixes -Ina:v and -Ina:v Ina:v are added to the verb stem for forming the first and second causative forms respectively.
- |    |         |        |            |
|----|---------|--------|------------|
| अन | 'bring' | अनुनाव | अनुनावुनाव |
| पर | 'read'  | परुनाव | परुनावुनाव |
| कर | 'do'    | करुनाव | करुनावुनाव |
- ii. In case the postposition अथि "through" is used the causative agent is put in dative case e.g. अँस्य छि दोन्त्रिस अथि पलव छलुनावान। In case the postposition जँरियि "through" is used the causative agent is put in ablative case. e.g. अँस्य छि लँडकसुँदि जँरियि सामानु अनुनावान।

**Drills****Repetition drill**

- i. बु छुस/छस त्वहि अथि पलव छलनुनावान।  
 बु छुस/छस च़े अथि कौम करुनावान।  
 च़ु छुख/छख मे अथि पलव सुवुनावान।  
 च़ु छुख/छख लँडकस अथि सफौयी करुनावान।  
 तोह्य छिव/छव कोरि अथि चाय बनावुनावान।  
 तोह्य छिव/छव माशटरस अथि कौम करुनावान।  
 सु छु मे अथि बतु रनुनावान।  
 स्व छे च़े अथि दवा अनुनावान।
- ii. बु छुस चानि जँरियि शेछ वातुनावान (sg. causal)  
 बु छुस चानि जँरियि शेछ वातुनावुनावान (double causal)  
 अँस्य छि कँडक सुन्दि जँरियि कौम करुनावान (sg. causal)  
 अँस्य छि लँडक सुन्दि जँरियि कौम करुनावुनावान (double causal)  
 कूर छे लँडक सुन्दि जँरियि कौम करुनावान (sg. causal)  
 कूर छे लँडक सुन्दि जँरियि कौम करुनावुनावान (double causal)
- iii. बु अनुनावु तँमिस अथि फल।  
 अँस्य अनुनावव तँमिस अथि चूँट्य।  
 च़ु अनुनावख तिमन अथि द्वाद।  
 तोह्य अनुनौविव तिमन अथि चाय।

**Transformation drill**

बु छुस चाय बनावान	बु छुस चाय बनावुनावान
अँस्य छि पलव छलान	अँस्य छि पलव छलुनावान
च़ु छुख सबज़ी अनान	च़ु छुख सबज़ी अनुनावान

तोह्य छिव बतु रनान  
सु छु कौम करान  
तिम छि सफौयी करान

तोह्य छिव बतु रनुनावान  
सु छु कौम करुनावान  
तिम छि सफौयी करुनावान

**Assignment:**

Answer the following questions

- i. तोह्य कॅमिस अथि छिव गरुच कौम करुनावान?
- ii. तोह्य कॅमिस अथि छिव पलव सुवुनावान?
- iii. तोह्य कसुन्दि जॅरियि छिव सामानु अनुनावान?
- iv. सु कॅमिस अथि छु बतु रनुनावान?
- v. स्व कॅमिस अथि छे चाय बनावुनावान?
- vi. तिम कॅमिस अथि छि ग्यवुनावान?
- vii. कोरि क्मन अथि छे कोठ छलुनावान?



## LESSON – XXVII

### Relative Clause

- माशटर : युस लेंडक् शोर करान ओस, सु कति छु? Teacher : Where is the boy who was making noise?
- लेंडक् : सु महारा छु कनटीनस मंज। Student : Sir, he is in Canteen.
- माशटर : यवस कूर सबख परान ओस, स्व कति छे? Teacher : Where is the girl who was reading a lesson?
- लेंडक् : स्व महारा छे लयब्रेरी मंज। Student : Sir, she is in the library.
- माशटर : यिम लेंडक् पास गयि तिम कोत गयि? Teacher : Where did the boys go, who passed the examination?
- लेंडक् : तिम महारा गयि कालेज। Student : Sir, they have gone to college.
- माशटर : यिम कोरि येति परान छे, तिम छ सारैय होस्टलस मंज रोजान? Teacher : Do all the girls who study here reside in the hostel?
- लेंडक् : न महारा सारैय छनु होस्टलस मंज रोजान। कॅह छे गरि प्यटु यिवान। Student : No sir, all of them do not stay in the hostel. Some of them come from home.
- माशटर : यि यि बु पउ ति ति पॅरिव तोह्य ति? Teacher : Whatever I read, you too read the same?
- लेंडक् : ठीख महारा छु। Student : That is fine sir.

**Notes:**

1. In this lesson **relative clause** constructions have been introduced. Such constructions are formed by the use of co-relative pronouns:

युस.....सु , यिम.....तिम  
 खस.....स्व, यिमु.....तिमु  
 यथ.....तथ, यर्पोर्य.....तर्पोर्य etc.

**Drills****Read the following sentences**

- |   |   |
|---|---|
| i. योत योत बु गछान छुस<br>तोत तोत छु म्योन यार ति यिवान | i. Wherever I go<br>my friend also reaches there.         |
| ii. येत्यन बु बेहान छुस<br>तत्यन छु म्योन बोय ति बेहान  | ii. Wherever I sit,<br>my brother also sits there.        |
| iii. यि लेंडक करान छि, ति छे<br>कोरि ति करान।           | iii. Whatever the boys do,<br>girls also follow suite.    |
| iv. यर्पोर्य लेंडक पकान छि<br>तर्पोर्य छे कोरि ति पकान। | iv. Wherever boys roam around,<br>girls also follow them. |

**Repetition drill**

- |   |   |
|---|---|
| i. युस मरद पकान छु<br>खस ज्ञान नचान छे<br>यिम लेंडक ग्यवान छि<br>यिमु कोरि परान छे                      | सु छु म्योन मोल।<br>स्व छे म्योन्य मोज।<br>तिम छि म्योन्य बोय<br>तिमु छे सानि बेनि                  |
| ii. युस सुस लेंडक शोर करान छु<br>यिम यिम शुर्य परान छि<br>खस खस कूर ग्यवान छे<br>यिमु यिमु कोरि नचान छे | सु सु छु गंद लेंडक<br>तिम तिम गछन पास।<br>स्व स्व बनि ग्यवनवाजन्य।<br>तिमु तिम बनन नचन वाजनि।       |
| iii. यथ गरस गाश छु<br>यथ यथ जायि सडख छे<br>यर्पोर्य यि बाल छु<br>यर्पोर्य यर्पोर्य जंगल छि              | तथ छे बिजली<br>तथ तथ जायि छे गौड्य गछान<br>तर्पोर्य छु म्योन गरु<br>तर्पोर्य तर्पोर्य छु जान आबुहवा |

**Assignment:**

1. Complete the following sentences :

- i. योत तोह्य गेछिव.....  
 ii. युस युस योर यियि.....

- iii. यथ कुलिस पोश फॅलय.....
- iv. यर्पोर्य यर्पोर्य ताफ छु.....
- v. यिम डाक्टर जान छि.....
- vi. यिम ज़नानु पलव छलान छे.....

2. Answer the questions

- i. कुस कुस लॅडक् छु कौम करान?
- ii. युस शुर परान छु सु कुस छु?
- iii. यथ गामस बिजली छे तथ क्या छु नाव?
- iv. यर्पोर्य यर्पोर्य जंगल छि तर्पोर्य तर्पोर्य क्या छु?





## LESSON – XXVIII

### Modal Verbs

- माशटर : इमतिहान छु नैजदीख यिनुवोल ।  
त्वहि पजि नु वख ज़ायि करुन ।  
त्वहि पजिवु मेहनथ करुन्य ।
- Teacher : Examination is coming close?  
you should not waste your time.  
you should work hard.
- लैंडकू : अँस्य ति महारा छि यछान इमतिहानस  
मंजु जान नंबर अनुन्य मगर क्या करव?
- Students : Sir, We too want to obtain good marks  
in the examination. But what to do !
- माशटर : क्याजि क्या दैलील छे?
- Teacher : Why, what is wrong?
- लैंडकू : असि महारा छु गरु स्यठा दूर असि छु  
पेवान वुह मील बसि मंजु युन ।
- Students : Sir, our home is far away we have to  
travel twenty miles in bus.
- माशटर : आ ति छु सही, दूरि प्यटु यिनु सुत्य छु  
वख ज़ायि गछान ।  
अच्छा हरगाह त्वहि हिसाबस या  
अंगरीज़ियस मंजु काँह प्राबलिम आसि  
मे गछि प्रुछुन?
- Teacher : Yes that is right. One wastes time in  
coming from a far off place.  
O.K. if you have any problem in  
English or Maths, do ask me.
- लैंडकू : असि महारा होंविव कँह सवाल, बाक्य  
तगन असि पानय करुन्य । त्वहि महारा  
पेयि तकलीफ करुन ।
- Students : Sir, please solve some questions for  
us. Rest we can solve ourselves. You  
will have to take trouble.
- माशटर : कँह परवाय छुनु ।  
(तोह्य मु बैरिव फिकिर)
- Teacher : Do not you worry?

**Notes:**

The modal verbs पजुन, यछुन, तगुन प्योन etc. have been introduced here. When modal verbs are used, the main verb is put in infinitive form. Modal Verbs agree with gender, number and person of the subject and main verb in infinitive agrees with the object in gender and number.

**Drills****Repetition drill**

- i. मे पजि मेहनत करुन्य।  
असि पजि काँम करुन्य।  
चे पजिय सबख याद करुन।  
त्वहि पजिव चाय बनावुन्य।  
तैमिस पजि सुलि नैदरि व्वथुन।  
तिमन पजि छवपु करुन्य।
- ii. बु छुस यछान डाक्टर बनुन।  
अँस्य छि यछान गरु गछुन।  
चु छुख यछान कँशीरि गछुन।  
तोह्य छिव यछान बाँथ बोजुन।
- iii. मे लागि नु अज बत ख्योन।  
असि लागि नु अपुज वनुन।  
तैमिस लागि नु तेज पकुन।  
कोर्यन लागि नु चीर्य नचुन।
- iv. मे पेयि तोर गछुन।  
असि पेयि तैमिस नैसीहथ करुन्य।  
चे पेयी कँशीरि गछुन।  
त्वहि पेयिव सुलि नेरुन।
- v. मे तगि नु बत रनुन।  
असि तगन नु अपुज्य इलजाम दिन्य।  
त्वहि तगिव नु कार चलावुन्य।  
कोरि तगि नु स्कूटर चलावुन।

**Assignment**

Answer the following questions.

- i. त्वहि छा तगान काँशुर बोलुन, पुरुन तु लेखुन?

- ii. तोह्य छिवा यछान कॅशीरि गछुन ?
- iii. लॅडकस छ तगान बतु रनुन ?
- iv. कोरि छ प्यवान चाय बनावुन्य ?
- v. त्वहि छ तगान गॅड्य चलावुन्य ?
- vi. असि पजि ना अपुज वनुन ?
- vii. तॅमिस क्या पेयि करुन ?
- viii. कोरि लग्या फाक दुरुन ?
- ix. तोह्य क्या छिव यछान बननुन ?
- x. त्वहि छ तगान गॅड्य चलावुन्य ?



## LESSON – XXIX

### Conditional Constructions

- सौहनु : वारय छुखा सुलताना?  
 सुलतानु : अहानु वारय हा छुस।  
 सोहनु : च्चु कर आख बंगलूरु प्यटु?  
 सुलतानु : बु हा आस राथ।  
 सोहनु : केंचन द्वहन ओसुख तति?  
 सुलतानु : लगबग अंकिस हफतस।  
 सोहनु : अगर मे पता आसिहे बुति यिमुहों।
- सुलतानु : हरगाह अस्य यिकवटु गौमुत्य आसहाव  
 असि यियिहे बडु मजु  
 सोहनु : ति छु पजर।  
 चलो दौयमि फिरि गछव यिकवटु  
 सुलतानु : बंगलूरु छु बडु जान शहर। मे छु दिल  
 करान तेंती बसुन। मेय पानस तान्य  
 आसिहे। बु करुहों तेंती नोकरी।  
 सोहनु : चे पजिय कूशिश करुन्य।  
 हरगाह दय येछि तिति बनि।  
 सुलतानु : पुश्रावव तेलि दयस।  
 अच्छा नेरा बु, आदाब अरुज।  
 सोहनु : आदाब।
- Sohan : Hello Sultan How are you?  
 Sultan : Yes, I am fine.  
 Sohan : When did you arrive from Bangalore?  
 Sultan : I came yesterday.  
 Sohan : For how many days you were there?  
 Sultan : For about a week.  
 Sohan : Had I known this I would have  
 accompanied you.  
 Sultan : Had we gone together we would have  
 enjoyed the trip.  
 Sohan : That is true.  
 Anyway next time we can go together.  
 Sultan : Bangalore is a very good city. I would  
 love to settle there. Given the choice,  
 I would serve over there.  
 Sohan : You should try.  
 If God wishes that could happen.  
 Sultan : Let us leave it to God.  
 O.K. Shall I go? Adaab  
 Sohan : Adaab.

**Notes:**

In this lesson **conditional** sentences have been introduced. Conditional sentences are formed by adding conditional markers to the auxiliary verb stem “आस” “be”. Such markers could be added to the mainverbs also.

**Drills****Read the sentences****(a)**

- |                            |                           |
|----------------------------|---------------------------|
| i. बु आसहा गोमुत ।         | I would have gone.        |
| ii. अस्य आसहोव गोमुत्य ।   | We would have gone.       |
| iii. चु आसहोख गोमुत ।      | You would have gone.      |
| iv. तोह्य असिहीव गोमुत्य । | You (pl) would have gone. |
| v. सु आसिहे गोमुत ।        | He would have gone.       |
| vi. तिम आसहोन गोमुत्य ।    | They would have gone.     |

**(b)**

- |                           |                                |
|---------------------------|--------------------------------|
| vii. बु गछुहा केशीरि ।    | I would have gone to Kashmir.  |
| viii. अस्य बनहोव डाक्टर । | We would have become doctors.  |
| ix. चु अनुहोख कार मेल्य । | You would have bought a car.   |
| x. तोह्य कस्यहीव काम ।    | You would have worked.         |
| xi. कूर हाविहे फिलिम ।    | Girl would have shown a movie. |
| xii. लडक करहोन सोर ।      | Boys would have gone for walk. |

**Assignment:**

Complete the following sentences:

- |                      |     |                |
|----------------------|-----|----------------|
| i. बु परहो कित्ताब   | --- | अस्य परहोव ।   |
| ii. .... परहाख ....  | --- | .... पर्यहीव । |
| iii. .... परिहे .... | --- | .... परहोन ।   |

**Answer in detail:**

- i. चु क्या करहोख अगर चु प्रयममनिसटर (Prime Minister) आसहोख?



## LESSON – XXX

### अस्य तु सौन्य माजि ज्यव

दपान ज़बान छे अकिं कोमुच प्रज़नथ आसान । कोमुकि वजूदु खौतरु छे ज़बान जिन्दु थावन्य ज़रूरी तु हरगाह कुनि कोमुक वजूद खतुम आसि करुन तेलि गछि तिहंज ज़बान खतुम करनु यिन्य । अस्य छि कौशिर्य तिव्याजि अस्य छि कौशुर बोलान । कौशिरु ज़बान छे सौन्य माजि ज्यव । यि छे मीठ तु मँदुर ज़बान यि छे स्यठा प्रौन्य ज़बान । लल देद तु नुंदुर्योश हिव्य ग्वनमाथ कँरय अँम्य पौदु । मँहजूर, आज़ाद तु नौदिम हिवय स्वखनवर नेशनौव्य अँम्य । असि पज़ि कौशरिस लोल बरुन । यि ज़बान जिन्दु थावन्य छु सोन फरुज । ज़बान रोज़ि तेलि जिन्दु येलि अस्य पानुवौन्य कौशिर्य पौदुय कथ बाथ करव । खासकर गरस मंज । तमाम गरिक्यन बौचन पज़ि अख अँकिस सुत्य कौशरिस मंजय कथ करुन्य । गरि नेबर ति युस ति कौशुर बोय याँ बेनि असि समखि तस सुत्य ति पज़ि असि कौशुर बोलुन । पनुनि माजि ज्यवि मंज कथबाथ करुन्य छु नु काँह ति आँब । बँल्यकि कौशुर आँसिथ कौशुर नँ बोलुन छे एहसासिकमतरी हुन्ज निशौन्य । यि छु बोड पाफ । काँहति गादुल कौशुर हेकि नु यि पाफ कँरिथ ।

**Notes:**

- i. It is expected that readers who have read this course regularly would have reached the competence level to understand this passage hence translation has not been given.

**Assignment:**

- i. Translate the above passage into English or Hindi and get it checked.

**Answer the questions**

- i. माजि जैवि क्या ऐहमयथ छे?
- ii. कौशिर ज़बान किछ छे?
- iii. तोह्य छिव कौशिर्य तिक्याज़ि.....?



## Vocabulary

### शरीरक्य अंग (Body parts)

कल	m	'head'
अँछ	f	'eye(s)'
नस	f	'nose'
कन	m	'ear'
मस	m	'hair'
अथु	m	'hand(s)'
मंज अथु	m	'palm'
ऑँगज	f	'finger'
न्योठ	m	'thumb'
नम	m	'nail(s)'
डयक्	m	'forehead'
गल	f	'cheek'
बुथ	m	'face'
बुम	f	'brow'
वुठ	m	'lip(s)'
दंद	m	'tooth/teeth'
जेव	f	'tongue'
गर्दन	f	'neck'
म्याड	m	'stomach'
दिल	m	'heart'
देमाग	m	'brain'
जंग	f	'leg'
कोठ	m	'knee'
ख्वर	m	'foot/feet'
तल पोत	m	'sole'
थूर	f	'ankle'

शरीर/	m	'body'
जिसम/पान		
अंग	m	'part(s)'
होट	m	'throat'
ह्वंगन्य	f	'chin'
सीनु	m	'chest'
म्वमु/बब	f	'breast'
यड	f	'belly'
तून	m	'navel'
कमर	m	'waist'

### गरुवेठ/गरु सामानु (house hold articles)

ऑँनु	m	'mirror'
अलमौर्य	f	'almirah'
चादर	f	'blanket'
सॉंदूक	m	'trunk'
कुंज	f	'key'
मेज	m	'table'
कुर्सी	f	'chair'
सोफ	m	'sofa'
फ्रिज	m	'refrigerator'
टी.वी.	m	'T.V.'
पलंग	m	'bed'
बिसतरु	m	'bedding'
मैटरस	m	'mattress'
लेफ	f	'quilt'
गबु	m	'wollen carpet'



कॉलीन	m	'carpet'	बोहगुन	m	'cooking utensil'
सतरंड	f	'dari'	कुकर	m	'cooker'
नमदु	m	'namda'	क्रेछ	f	'karchi'
मसनंद	m	'masnada'	डोनु	m	'bowl'
शांदुगोंद	m	'pillow'	प्याल	m	'cup'
तैकयि	m	'pillow'	गिलासु	m	'glass'
कपर चादर	f	'bed sheet'	नोट	m	'pitcher'
कंबल	f	'blanket'	बालटीन	m	'bucket'
कुलुफ	m	'lock'	<b>पलव (Clothes)</b>		
छँतुर्य/छातु	f	'umbrella'	कपुर	m	'cloth'
कुठ	m	'room'	पूवशाख	m	'dress'
डब	f	'balcony'	कोठ	m	'coat'
दौर	f	'window'	पतुलोन	m	'pant'
दरवाजु	m	'door'	कॅमीज	f	'shirt'
पंखु	m	'fan'	बैन्ययान	f	'sweater'
बिजली बॅत्य	f	'bulb'	अंडरवियर	f	'underwear'
देवार	m	'wall'	कछु	m	'underwear'
ठेलु	m	'bag'	बलोज	m	'blouse'
सुचन	f	'needle'	पेटीकोठ	m	'petticoat'
दुकोर/कंची	f	'scissors'	दूत्य	f	'sari'
क्युल	m	'nail'	फेरन	m	'pheran'
शांदु गेंदय वूर	f	'pillow cover'	तवलिया	f	'towel'
लेफ वूर	f	'quilt cover'	कुर्त	m	'loose shirt'
<b>बानु (Utensils)</b>			पोंजामु	m	'trousers'
थाल	m	'rice-plate/thali'	शिलवार	m	'female trousers'
पलेट	m	'plate'	फिराख	m	'female shirt'
खोस	m	'cup (of bronze)'	मोजु	m	'socks'
चेमचि	m	'spoon'	रुमाल	f	'handkerchief'
क्राय	f	'frying pan'	दसतार	m	'turban'
तौव	f	'pan (tawa)'	शाल	m	'shawl'

दूत्य	f	'sari'	गगुर	m	'rat'
<b>जेवर त फॉशिन (Jewellery and fashion)</b>			खर	m	'donkey'
			खरगोश	m	'rabbit'
गुनुस	m	'bracelet'	मौश	f	'buffalo'
बुंगरि	f	'bangles'	सुह	m	'lion'
वौज	f	'ring'	हौर	f	
अठ	f	'a golden chair for married ladies'	तोत	m	'parrot'
			चौर	f	'sparrow'
कंगुव	m	'curb'	बुलबुल	m	'nightengale'
स्वन	m	'gold'	कुकिल	f	'cuckoo'
चाँद्रय	f	'silver'	कोतुर	m	'pigeon'
त्राम	m	'copper'	काव	m	'crow'
नेकलीस	m	'necklace'	गाड	f	'fish'
डेजहूर	m	'atypical ornament for married ladies'	पौंज़	m	'monkey'
			<b>कैम्य त कृल (Insects)</b>		
शेशतर	m	'iron'	मँछ	f	'fly'
सरतल	f	'brass'	मोह	m	'mosquito'
टीन	m	'tin'	क्योम	m	'insect'
म्वखत	m	'pearls'	सरुफ	m	'snake'
हीर	m	'diamond'	रेय	f	'ant'
<b>जानवर त जानावार (animals and birds)</b>			<b>सबज़ियि (Vegetables)</b>		
गाव	f	'cow'	हाख	m	'karm saag'
दांद	m	'bull'	ओलुव	m	'potato'
गुर	m	'horse'	गंड	m	'onion'
कठ	m	'sheep'	नदुर	m	'lotus root'
छावुल	f	'goat'	ग्वगुज	f	'turnip'
होस	m	'elephant'	मुज	f	'raddish'
हून	m	'dog'	गाज़ुर	f	'carrot'
ऊँट	m	'camel'	टमाटर	m	'tomato'
ब्रोर	m	'cat'			

अदरख	f	'ginger'	मामन्य	'maternal aunt'
लयसुन	m	'garlic'	मास	'mother's sister'
राजमाह	m	'beans'		(मासी)
लौर	m	'cucumber'	मासुव	'mother's sister's
कौशिर अल		'bottle gourd'		husband' (मौसा)
पोरिम अल		'pumpkin'	बेमु	'brother-in-law' (jija)
पालख	f	'spinach'	हँहर	'brother-in-law'
पुदनु	m	'mint'		(साला)
फूल गूबी	m	'cauliflower'	साल	'sister-in-law' (साली)
बंद गूबी	m	'cabbage'	जामतुर	'son-in-law'
मटर	m	'peas'	न्वश	'daughter-in-law'
मरचुवाँगुन	m	'chilli'	यार/दोस	'friend'
वाँगुन	m	'brinjal'	वेस	'girl friend'
दानिवल	f	'coriandar'	हश	'mother-in-law'
<b>अंग ओशनाव (kinship terms)</b>			हयुहुर	'father-in-law'
मोल		'father'	होवुर	'in-laws-home'
मोज		'mother'		(for male)
बोय		'brother'	वॉर्युव	'in-laws-home' (for
बेनि		'sister'		female)
नेचुक		'son'	व्वफ	'father's sister' (बुआ)
कूर		'daughter'	व्वफुव	'father's sister's
ओशोन्य/जन्नान		'wife'		husband' (फोफा)
रून/खाँवंद		'husband'	<b>पोश (flowers)</b>	
बुड्बब		'grand father'	गुलाब	m 'rose'
नान्य		'grand mother'	जाफुर्यपोश	m 'marigold'
जाम		'sister-in-law' (ननद)	पंपोश	m 'lotus'
बैयकाकन्य		'sister-in-law' (भाभी)	यंबुरज्वल	f 'narcissus'
पेतुर		'uncle'	गुलिआफताब	m 'sunflower'
पेचन्य		'aunt'	यासमीन	f 'jasmine'
माम		'maternal uncle'		

## फल/मेव (Fruits)

चूँठ	m	'apple'
टंग	m	'pear'
चेर	f	'apricot'
ऑर	m	'plum'
संगतरु	m	'orange'
अंब	f	'mango'
अमरूद	m	'guava'
दोन	m	'pomegranate'
तुल	m	'mulbery'
दछ	m	'grape'
हँदलेंदु	m	'watermelon'
केलु	m	'banana'
खरबुज	m	'melon'

## ख्वशुक मेव/फल m

डून	'walnut'
बादाम	'almond'
किशमिश	'raisin'
काजू	'cashewnut'
खँजूर	'dates'

## मसाल (spices)

ऑलु	'cardamom'
नून	'salt'
मँदरेर/खंड	'sugar'
लेदर	'turmeric'
व्वजल्य मरच्चॉंगन	'red chillies'
बौंद्ययान	'सॉफ'
शौंठ	'ginger'
रुवंग	'clove'

## ऑलदानु

मरुच्च	'pepper'
क्वंग	'saffron'

## खेनुचीज त ज़ियफच्च (eatables and dishes)

आंचार	m	'pickle'
माछ	m	'honey'
ओम दूवद	m	'milk'
ज़ामुत/ज़ोम दूवद	m	'curd'
ओट	m	'flour'
तोमुल	m	'rice'
नेनि/नाटु	f	'mutton'
माज़	m	'mutton'
ग्यव	m	'ghee'
थँन्य	f	'butter'
तील	m	'oil'
चाय	f	'tea'
शीरूयचाय		'salty tea'
म्वगुल्य चाय/कँहवु		'sweat kashmiri tea'/'kahwa'
मछ/रिसत	f/m	'minced mutton'
कँल्ययि	m	'yellow colour mutton curry'
रोगनजोश	m	'roganjosh'
कबरगाह	m	'kabargah'
कबाब	m	'kabab'
ग्वशताब	m	'special mutton dish'
चोक चरवन	m	'fried liver'
बतु चोट	f/m	'roti/bread'
बतु	f/m	'cooked rice/food'

**रंग mas. (colours)**

व्वजुल	'red'
ल्योदुर	'yellow'
न्यूल	'blue'
सफेद	'white'
क्रहुन	'black'
सबुज	'green'
गुलीब्य	'pink'
असमोन्य	'sky blue'
नासवोर्य	'brown'

**हफतुक्य द्वह (days of week) fem.**

चैन्दुरवार	'Monday'
बोमवार	'Tuesday'
ब्वदवार	'Wednesday'
ब्रसवार	'Thursday'
शोकुरवार(f)/जुमा (m)	'Friday'
बटनार	'Saturday'
आथुवार	'Sunday'

**रेथ (m) (months of year)**

वहेक	'April-May'
जेठ	'May-June'
हार	'June-July'
श्रावुन	'July-August'
बौदुर	'August-September'
ओशुद	'September-October'
कार्तिक	'October-November'
म्वंजिहोर	'November-December'
प्वह	'December-January'
माग	'January-February'
फागुन	'February-March'
चिथुर	'March-April'

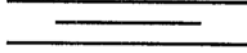
**मोसम (m) (seasons)**

सौथ	'spring'
रेतुकोल	'summer'
वैहराथ	'rainy season'
हरुद	'autumn'
वंदु	'winter'

## गिन्ती (Numerals)

1	अख	22	ज़ुतोवुह
2	ज़	23	त्रोवुह
3	त्रे	24	चोवुह
4	चोर	25	पंचह
5	पोछ	26	शेतवुह
6	शे	27	सतोवुह
7	सथ	28	अठोवुह
8	ओठ	29	कुनुन्नह
9	नव	30	न्नह
10	देह	31	अकन्नह
11	काह	39	कुनुतोजी
12	बाह	40	चतुजी
13	त्रुवाह	41	अकतोजी
14	चवदाह	49	कुनुवंजाह
15	पंदाह	50	पंचाह
16	शुराह	51	अकवंजाह
17	सदाह	59	कुनुहोठ
18	अरदाह	60	शेठ
19	कुनुवुह	61	अकहोठ
20	वुह	69	कुनुसतथ
21	अकवुह	71	अकसतथ

79	कुनुशीथ	100000	लछ
80	शीथ	10000000	करोर
81	अकृशीथ	1000000000	अरब
89	कुनुनमथ	$\frac{1}{2}$	ओड
90	नमथ	$1\frac{1}{2}$	इवड
91	अकृनमथ	$2\frac{1}{2}$	डाय
99	नमुनमथ	$\frac{3}{4}$	दून
100	हथ	$1\frac{1}{4}$	स्वाद
101	अख हथ/तु अख	0	सिफर
1000	सास		





*A Course in Kashmiri Language* is a self-instructional course for learning Kashmiri as a second language. It contains 30 lessons covering all the basic structures of the Kashmiri language in a graded form followed by a classified vocabulary. Each lesson is written in conversational style, followed by drills, exercises and grammatical notes.

Dr Roop Krishen Bhat is a linguist, Kashmiri writer and a Media free-lancer. Presently he is working as Director, Directorate of Adult Education, Ministry of HRD, Govt. of India. Dr Bhat has written, edited, co-authored twenty-four books and dozens of research papers/articles on language, linguistics, literature and mass media. His books include *A Descriptive Study of Kashmiri, Linguistics and Language Teaching, Kashmir-Urdu Reader, An Audio-Cassette Course in Kashmiri, Kashmiri Cultural Reader, Let Us Learn Kashmiri - Primer and Reader, Urdu for All, Urdu Sab Ke Liye, Ibtidai Urdu, A Course in Urdu Pronunciation, Harda Vaav- A collection of Kashmiri short stories, Kashmiri Swayamshikshak, Parvat Ke Us Paar Ka Sapna- A collection of short stories in Hindi, Hindustany Afsana- Kashmiri translation of Indian short stories* etc.

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