

Spoken Kashmiri

A Language Course

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Contents

Transcription ...	4
Introduction ..	1
Lesson 1 ...	6
Lesson 2 ...	12
Lesson 3 ...	17
Lesson 4 ...	22
Lesson 5 ...	26
Lesson 6 ...	30
Lesson 7 ...	35
Lesson 8 ...	40
Lesson 9 ...	45
Lesson 10 ...	50
Lesson 11 ...	56
Lesson 12 ...	61
Lesson 13 ...	67
Lesson 14 ...	71
Lesson 15 ...	76
Lesson 16 ...	82
Lesson 17 ...	86
Lesson 18 ...	90
Lesson 19 ...	95
Lesson 20 ...	100
Appendix (<i>Classified Vocabulary of Kashmiri</i>)	104
References	118

Transcription

Vowels Front Unrounded Central Back Rounded

High	i	i:	ɨ	ɨ:	u	u:
Mid	e	e:	ə	ə:	o	o:
Low			a	a:	ɔ	ɔ:

Consonants B. D. R. P. V. G

Stops:

VI. unasp	p	t	ʈ		k
VI. asp	ph	th	ʈh		kh
Vd. Unasp.	b	d	ɖ		g

Affricates:

VI. unasp.		ts		c
VI. asp.		tsh		ch
Vd. Unasp.				j

Nasals:

	m	n		
--	---	---	--	--

Fricatives: VI.

		s		ʃ	h
--	--	---	--	---	---

Vd.

		z		
--	--	---	--	--

Lateral:

		l		
--	--	---	--	--

Trill:

				r
--	--	--	--	---

Semi-vowels

v				y
---	--	--	--	---

Nasalization of vowels is indicated by the nasal sign over the vowels. The palatalization of consonants is indicated by an apostrophe sign after the consonantal letter: p', b', etc.

Abbreviations

Abbreviations used are as follows: s. sg. (singular), p. pl. (plural), m. (masculine), f. (feminine), hon. (honorific) non-hon (non honorific), vl. (voiceless), vd. (voiced), unasp (unaspirated) asp. (aspirated), i. (intransitive), t. (transitive), B(bilabial), D(Dental), R (Retroflex), P (Palatal), V (Velar), G (glottal).

Introduction

Area and Speakers

The Kashmiri language is called *kə:ʃur* or *kə:ʃir zaba:n* by its native speakers. It is primarily spoken in the Kashmir Valley of the state of Jammu and Kashmir in India. According to the 1981 census there are 30,76,398 speakers of the language. The census was not conducted in the year 1991. Keeping in view the rise of the population over last many years, the current number of its speakers will be around four million. Kashmiri is also spoken by Kashmiris settled in other parts of India, and other countries. The language spoken in and around Srinagar is regarded as the standard variety. It is used in literature, mass media and education.

Classification and Dialects

There is a general consensus amongst historical linguists that Kashmiri belongs to the Dardic branch of the Indo-Aryan family. Grierson (1919), Morgenstierne (1961), Fussman (1972) classify Kashmiri under Dardic group of Indo-Aryan languages. The term Dardic is stated to be only a geographical convention and not a linguistic expression. The classification of Kashmiri and other Dardic languages has been reviewed in some works (Kachru 1969, Strand 1973, Koul and Schmidt 1984) with different purposes in mind. Kachru points out linguistic characteristics of Kashmiri. Strand presents his observations on Kafir languages. Koul and Schmidt have reviewed the literature on the classification of Dardic languages and have investigated the linguistic characteristics or features of these languages with special reference of Kashmiri and Shina.

Kashmiri has two types of dialects: (a) Regional dialects and (b) Social dialects. Regional dialects are further of two types: (i) those regional dialects or variations which are spoken in the regions inside the valley of Kashmir and (ii) those which are spoken in the regions outside the valley of Kashmir. Kashmiri speaking area in the valley is ethno-semantically divided into three regions: (1) Maraz (southern and south-eastern region),

(2) Kamraz (northern and north-western region) and (3) Srinagar and its neighboring areas. There are some minor linguistic variations mainly at the phonological and lexical levels. Kashmiri spoken in the three regions is not only mutually intelligible but quite homogeneous. These dialectical variations can be termed as different styles of the same speech. Since Kashmiri, spoken in and around Srinagar has gained some social prestige, very frequent 'style switching' takes places from Marazi or Kamrazi styles to that of the style of speech spoken in Srinagar and its neighboring areas. This phenomena of style switching is very common among the educated speakers of Kashmiri. Kashmiri spoken in Srinagar and surrounding areas continues to hold the prestige of being the standard variety which is used in mass media and literature.

There are two main regional dialects, namely Poguli and Kashtawari spoken outside the valley of Kashmiri (Koul and Schmidt 1984). Poguli is spoken in the Pogul and Paristan valleys bordered on the east by Rambani and Siraji, and on the west by mixed dialects of Lahanda and Pahari. The speakers of Poguli are found mainly to the south, south-east and south-west of Banihal. Poguli shares many linguistic features including 70% vocabulary with Kashmiri (Koul and Schmidt 1984). Literate Poguli speakers of Pogul and Pakistan valleys speak standard Kashmiri as well. Kashtawari is spoken in the Kashtawar valley, lying to the south east of Kashmir. It is bordered on the south by Bhadarwahi, on the west by Chibbali and Punchi, and on the east by Tibetan speaking region of Zanskar. Kashtawari shares most of the linguistic features of standard Kashmiri, but retains some archaic features which have disappeared from the latter. It shares about 80% vocabulary with Kashmiri (Koul and Schmidt 1984).

No detailed sociolinguistic research work has been conducted to study different speech variations of Kashmiri spoken by different communities and speakers who belong to different areas, professions and occupations. In some earlier works beginning with Grierson (1919: 234) distinction has been pointed out in two speech variations of Hindus and Muslims, two major communities who speak Kashmiri natively. Kachru (1969) has used the terms Sanskritized Kashmiri and Persianized Kashmiri to denote the two style differences on the grounds of some variations in pronunciation, morphology and vocabulary common among Hindus and Muslims. It is true that most of the distinct vocabulary used by Hindus is derived from Sanskrit and that used by Muslims is derived from Person-Arabic sources. On considering the phonological and morphological variations (besides vocabulary) between these two dialects, the terms used by Kachru do not appear to be appropriate or adequate enough to represent the two socio-

dialectal variations of styles of speech. The dichotomy of these social dialects is not always clear-cut. One can notice a process of style switching between the speakers of these two dialects in terms of different situations and participants. The frequency of this 'style switching' process between the speakers of these two communities mainly depends on different situations and periods of contact between the participants of the two communities at various social, educational and professional levels. Koul (1986) and Dhar (1984) have presented co-relation between certain linguistic and social variations of Kashmiri at different social and regional levels. The sociolinguistic variations of the language deserve a detailed study.

Unique Characteristics

Kashmiri is closely related to Shina and some other languages of the North-West frontier. It also shares some morphological features such as pronominal suffixes with Sindhi and Lahanda. However, Kashmiri is different from all other Indo-Aryan languages in certain phonological, morphological and syntactic features. For example, Kashmiri has a set of central vowels /ī, i:, ə and ə:/, and dental affricates /ts/ and /tsh/ which are not found in other Indo-Aryan languages. In a similar way, in Kashmiri the finite verb always occurs in the second position with the exception in relative clause constructions. The word order in Kashmiri, thus, resembles the one in German, Dutch, Icelandic, Yiddish and a few other languages. These languages form a distinct set and are currently known as Verb Second (V-2) languages. Note that the word order generated by V-2 languages is quite different from Verb middle languages such as English. In a V-2 language, any constituent of a sentence can precede the verb. It is worth mentioning here that Kashmiri shows several unique features which are different from the above mentioned other V-2 languages.

Script

Various scripts have been used for Kashmiri. The main scripts are: Sharda, Devanagari, Roman and Perso-Arabic. The Sharda script, developed around the 10th century, is the oldest script used for Kashmiri. The script was not developed for writing Kashmiri. It was primarily used for writing Sanskrit by the local scholars at that time. Besides a large number of Sanskrit literary works, old Kashmiri works were written in this script. This script does not represent all the phonetic characteristics of the Kashmiri language. It is now being used for very restricted purposes (for writing horoscopes) by the priestly class of the Kashmiri Pandit community. The Devanagari script with additional diacritical marks is used for Kashmiri by

writers and researchers in representing the data from Kashmiri texts in their writings in Hindi related to language, literature and culture. It is also used as an additional script (besides Perso-Arabic) or alternate script in certain literary works, religious texts including devotional songs written by Hindu writers outside the valley of Kashmir after their migration from the valley. It is being used by a few journals namely *Koshur Samachar*, *Kshir Bhawani Times*, *Vitasta*, and *Milchar* on regular basis. Certain amount of inconsistency prevails in the use of diacritic signs. The diacritic signs for writing Kashmiri in this script have recently been standardized and the computer software is available for it. It is not yet used in all the publications. The Roman script is also used for Kashmiri but is not very popular. The Roman script with phonetic diacritic signs is used in the presentation of data from Kashmiri in the linguistic and literary works related to the Kashmiri language and literature written in English. It is also used in instructional materials for teaching and or learning Kashmiri as a second/foreign language through the medium of English. However, there is no uniformity in the use of diacritic signs.

The Perso-Arabic script with additional diacritical marks now known as Kashmiri script has been recognized as the official script for Kashmiri by the Jammu and Kashmir Government and is now widely used in publications in the language. It still lacks standardization (Koul 1996). The computer software is available for writing Kashmiri in this script.

Learning of Kashmiri as a second/foreign language

In recent years, there has been an increasing interest in learning Kashmiri as a second/foreign language. Kashmiri is being taught as a second language at the Northern Regional Language Centre (CIIL) Patiala since 1971. A limited number of pedagogical materials in the form of language courses and supplementary materials have been produced in Kashmiri so far. Kachru (1969, 1973) has made first serious attempt in this regard. Koul (1985, 1995) has prepared two textbooks for teaching basic and intermediate level courses in Kashmiri at the NRLC Patiala. They introduce all major structures of the Kashmiri language. Bhat (1982) and Raina (1995) have prepared readers in for teaching Kashmiri at the first two levels at the school level. They contain lessons on the Kashmiri script and some structures. Bhat (2001) has prepared an audio-cassette course in Kashmiri with a manual useful for the second language learners of Kashmiri.

The present book is essentially a self-instructional course. It contains 20 lessons presenting basic structures of the Kashmiri language. Each lesson contains usually one major structure along with related patterns. All the lessons consist of text, mostly in the form of dialogues, followed by drills,

exercises, vocabulary and notes on grammar. Texts are given with equivalent English translations. It is to be noted that these English translations have no one to one correspondence with Kashmiri, either structurally or stylistically but are intended, only to convey the general meaning.

Drills are provided for the oral practice of the structure and teachable items introduced in each lesson. The types of drills introduced are: Substitution drill, Repetition drill, Transformation drill, and Response drill. The main types of exercises used in this book are: Fill in the blanks using suitable words, completion of sentences, answering of questions, using of words and phrases in sentences etc. The drills and exercise are designed to help the development of learners' linguistic competence in the language systematically. The vocabulary section lists lexical items, which occur in the lesson for the first time. The English meanings given for the lexical items are generally restricted to the context they occur in the lesson. The notes on grammar are provided from the functional point of view and the use of technical terms is kept to the minimum. The learners may consult other sources (Kachru 1969, 1973, Koul 1977, 1985, Koul and Hook 1984, Bhat 1986, and Wali and Koul 1997) for more detailed grammatical descriptions. The appendix provides a list of classified vocabulary in Kashmiri. The learners who use this book as a self-instructional course must ensure that they practice drills and attempt exercises given in each lesson with the assistance of a native speaker of Kashmiri or from the lessons recorded, to be obtained from the publishers.

This book was first published in 1987. It is reprinted with minor revisions. I would like to thank Mr Sunil Fotedar for making it available on net and encouraging me to bring out its second reprint.

Lesson 1

- | | | |
|----|---|--|
| 1. | yi k'a: chu?
yi chu me:z.
yi chu ka:kaz.
yi chu kalam. | What is this?
This is a table.
This is a paper.
This is a pen. |
| 2. | hu k'a: chu?
hu chu darva:zi.
hu chu pankhi
hu chu pardı | What is that?
That is a door.
That is a fan.
That is a curtain. |
| 3. | yim k'a: chi?
yim chi me:z.
yim chi ka:kaz.
yim chi kalam. | What are these?
These are tables.
These are papers.
These are pens. |
| 4. | hum k'a: chi?
hum chi darva:zi.
hum chi pankhi
hum chi pardı. | What are those?
Those are doors.
Those are fans.
Those are curtains. |
| 5. | yi k'a: cha?
yi cha kita:b.
yi cha kəmi:z.
yi cha dava:th. | What is this?
This is a book.
This is a shirt.
This is an inkpot. |
| 6. | yimı k'a: cha?
yimı cha kita:bi.
yimı cha kəmi:zi.
yimı cha davə:ts. | What are these?
These are books.
These are shirts.
These are inkpots. |
| 7. | hə k'a: cha?
hə cha gər. | What is that?
That is a watch. |

- | | |
|-------------------|--------------------|
| hə cha və:j | That is a ring. |
| hə cha kursi: | That is a chair. |
| 8. humɪ k'a: cha? | What are those? |
| humɪ cha gari. | Those are watches. |
| humɪ cha va:ji. | Those are rings. |
| humɪ cha kursiyi. | Those are chairs. |

Drills

I. Substitution drill

- | | |
|---------------------|-----------------------|
| (i) yi/hu chu — | (ii) yim/hum chi — |
| duka:n 'a shop' | duka:n 'shops' |
| maka:n 'a house' | maka:n 'houses' |
| p'a:li 'a cup' | p'a:li 'cups' |
| kul 'tree' | kul 'trees' |
| (iii) yi/hə cha — | (iv) yimɪ/humɪ cha — |
| kuz 'key' | kuzi 'keys' |
| dəj 'handkerchief' | daji 'handkerchiefs' |
| tʊ:p 'cap' | tʊ:pi 'caps' |
| bəniya:n 'pullover' | bəniya:ni 'pullovers' |

II. Transformations drill

- | | | |
|-----------------|---|-------------------|
| yi chu kul. | > | yim chi kul.' |
| yi chu maka:n. | > | yim chi maka:n. |
| hu chu p'a:li . | > | hum chi p'a:li. |
| hu chu ko:th. | > | hum chi ko:th. |
| yi cha də:r. | > | yimɪ cha da:ri. |
| yi cha almə:r'. | > | yimɪ cha alma:ri. |
| hə cha ka:pi:. | > | humɪ cha ka:piyi. |
| hə cha cit'h'. | > | humɪ cha ciṭhi. |

Exercises

- I. Fill in the blanks using Kashmiri equivalents of the words given in brackets

- | | |
|---------------|------------------|
| yi chu —(pen) | hu chu —(tree) |
| hu chu—(cup) | hum chi —(doors) |

- | | |
|------------------|------------------|
| hə cha —(window) | humɪ cha —(caps) |
|------------------|------------------|

II. Answer the following questions

- | | |
|-------------------------|--------------------------|
| yi k'a: chu? (darva:zɪ) | yi chu drava:zɪ . |
| hu k'a: chu? (ko:th) | hum k'a: chi? (kalam) |
| hu k'a: chu? (p'a:li) | hum k'a: chi? (pardɪ) |
| hə k'a: cha? (almə:r') | humɪ k'a: cha?(to:pi) |
| hə k'a: cha? (kuz) | humɪ k'a: cha? (ka:piyi) |

III. Write down 20 sentences using words from the table below:

- | | | | |
|----------|-----|-----------------------|---------------------|
| yi, hu | chu | kita:b, və:j, kuz | kuzi, alma:ri |
| yim, hum | chi | pardɪ, davə:ts, | də:r, daji, p'a:li, |
| hə, humɪ | cha | tʊ:pi, da:ri, ka:piyi | |

Notes

In this lesson, we have introduced pimple declarative and interrogative sentences using demonstrative pronouns, forms of the copular verb in the present tense and an interrogative word k'a: 'what'.

Demonstrative pronoun

Kashmiri has the following three term system of demonstrative pronouns in the nominative case.

	Masculine		Feminine		
	Sg.	Pl.	Sg.	Pl.	
Prox	yi	'this'	yim	yi	yimɪ
Rem II.	hu	'that'	humhə	humɪ	
Rem. II	su	'that'	tɪm	sə	tɪmɪ

These demonstrative pronouns can be used with both animate and inanimate subjects. The third category of demonstrative pronouns has not been used in this lesson. The term *ti* can also be used alternately with *su* or *sə* in case the subject is inanimate. The masculine plural forms *yim*, *hum* and *tɪm* are used for honorific singular subjects as well.

Word-order

In Kashmiri, the verb usually comes in the second position. The surface word order of a simple declarative sentence is subject +verb+object. The word-order of a question word interrogative sentence is: subject + interrogative word + verb+ remaining constituents, e.g.,

yi chu me:z 'This is a table.'
 yi k'a: chu? 'What is this?'

Copular verb

The copular verb agrees with the subject in both number and gender. Following are forms of the copular verb in present tense used with third person subject:

Masculine		Feminine	
Sg.	Pl.	Sg.	Pl.
chu	cha	cha	chi

Gender

There are two genders in Kashmiri: masculine and feminine. All the inanimate nouns (as well as animate ones) are assigned to one of the two genders.

Number

There are two numbers: singular and plural. There are different types of rules for plural formation which apply according to the phonological structure of the words. Some of these rules are indicated below:

(1) Most of the consonant ending and vowel /ɪ/ ending masculine nouns do not change in their plural form:

me:z	'table(s)'	kalam	'pen(s)'
duka:n	'shop(s)'	pardɪ	'curtain(s)'

(2) The vowels /o:/ and /o/ changes into /e:/ and /a/ respectively and the word final non-palatal consonants are palatalized:

kul	'tree'	>	kul'	'trees'
mɔ:l	'father'	>	mɔ:l'	'fathers'
nɔʃ	'pitcher'	>	nəʃ'	'pitchers'
kɔʃ	'a boy'	>	kəʃ'	'boys'

(3) Palatal consonants do not change in plural forms:

bo:y	'brother'	>	bə:y	'brothers'
------	-----------	---	------	------------

(4) The second vowel /u/ in disyllabic words changes to /a/ in plural forms:

kəkur	'cock'	>	kəkar	'cocks'
batukh	'duck'	>	batakx	'ducks'

(5) Most of the feminine plurals are formed by adding suffixes -i or -i depending on the phonological structure of the word. After these suffixes are added, certain other changes may take place

	Sg.				Pl.
-ɪ	kita:b	'book'	+	ɪ	> kita:bi
	kami:z	'shirt'	+	ɪ	> kəmi:zi
	kuz	'key'	+	ɪ	> kuzi
-i	ka:pi:	'copy'	+	i	> ka:piyi
	gər	'watch'	+	i	> gari
	ciʰh	'letter'	+	i	> ciʰhi
	tu:p'	'cap'	+	i	> tu:pi

(6) Besides certain changes in vowels, the consonants /th/, /t/ and /d/ change into /ts/, /c/ and /j/ respectively, e.g.,

ra:th	'night'	>	rə:ts	'nights'
dava:th	'inkpot'	>	dəvə:ts	'inkpots'
pəʃ	'plank'	>	paci	'planks of wood'
ləŋd	'branch'	>	ləŋji	'branches'

(7) In one case there is a change of only vowel:

ga:v	'cow'	>	gə:v	'cows'
------	-------	---	------	--------

(8) The /i/ ending feminine nouns do not change in their plural forms, e.g., *beni* 'sister(s)'.

Vocabulary

yi		this	kursi:	f	chair
hu	m	that/he	duka:n	m	shop
yim	m	these	maka:n	m	house
hum		those	p'a:lɪ	m	cup
hɔ	f	that/she	kul	m	tree
humɪ	f	those	kuz	f.	key
chu	m	is	dəj	f.	handkerchief
chi	m	are	tu:p'	f.	cap
cha	f.s.	is	bəniya:n	f.	pullover
cha	f.p.	are	ko:θ	m	coat
k'a:		what	almə:r'	f.	almirah
mɛz	m	table	ciθ'	f.	letter
ka:kaz	m	paper	ka:pi:	f.	copy
kalam	m	pen	mɔ:l		father
beni		sister	noʃ	m	pitcher
lənd	f	branch	koʃ	m	boy
darva:zi	m	door	bɔ:y		brother
pankhi	m	fan	kɔkur	m	cock
pardɪ	m	curtain	batukh	m	duck
kita:b	f	book	ra:θ	f	night
kəmi:z	f	shirt	pəʃ	f	a plank
dava:θ	f	inkpot	ga:v		cow
gər	f	watch	və:j	f	ring

Lesson 2

- yi kus chu? Who is this?
 yi chu dɔb. This is a washerman.
 yi chu sɪts. This is a tailor.
 yi chu cha:n. This is a carpenter.
 yi chu mozu:r. This is a laborer.
- hu kus chu? Who is that?
 hu chu nəyid. That is a barber.
 hu chu dəsil. That is a mason.
 hu chu duka:nda:r. That is a shopkeeper.
 hu chu gru:s. That is a farmer.
- yim kam chi? Who are these?
 yim chi dɔb'. These are washermen.
 yim chi sɪts. These are tailors.
 yim chi cha:n. These are carpenters.
 yim chi mozu:r. These are laborers.
- hum kam chi? Who are those?
 hum chi nəyid. Those are barbers.
 hum chi dəsil. Those are masons,
 hum chi duka:nda:r. Those are shopkeepers.
 hum chi grɪ:s'. Those are farmers.
- yim kam chi? Who is this?
 yim chi ɖa:kʈar sə:b. This is a doctor.

- yim chi ma:ʃarji: This is a teacher.
 yim chi vəkɪ:l sə:b. This is an advocate.
 yim chi inji:niyar. This is an engineer.
6. hum kam chi? Who is that?
 hum chi dar sə:b. That is Mr. Dhar.
 hum chi khan sə:b. That is Mr. Khan.
 hum chi rə:na: sə:b. That is Mr. Raina.
 hum chi mohanji: That is Mohanji.
7. yim cha: kɔ:l sə:b? Is this Mr. Koul?
 a:, yim chi kɔ:l sə:b Yes, this is Mr. Koul.
 yim cha: sohanji? Is this Sohan?
 na, yim chini sohanji: No, this is not Sohan.
 yim chi ʃa:mji: This is Sham.
8. hum cha: ma:ʃarji:? Is that a teacher?
 na, hum chinɪ ma:ʃarji: No, that is not a teacher.
 hum chi ɖa:kʃar. That is a doctor.
 humɪ cha: nərsi? Are those nurses?
 a:, humi cha nərsi. Yes, those are nurses.

Drill**I. Substitution drill**

- | | |
|---|--|
| 1. yi/hu chu —
sɔnur 'goldsmith'
kha:r 'blacksmith'
cu:k'dar 'chowkidar' | 2. yim/hum chi —
swanɪr'
kha:r
cu:k'dar |
| 3. yim/hum cha: —?
me:jar 'major'
sipa:h 'soldier'
duka:nda:r | 4. yim/hum chi —
ma:ʃarji:
ɖa:kʃar sə:b
vəkɪ:l sə:b |

II. Transformations drill

- | | | |
|------------------|---|-------------------|
| yi chu sonur. | > | yam chi sornɪr'. |
| yi chu kha:r. | > | yim chi kha:r. |
| hu chu cu:k'dar. | > | hum chi cu:k'dar. |

- | | | |
|----------------|---|-----------------|
| hu chu sipa:h. | > | hum chi sipa:h. |
| su chu mozu:r. | > | tim chi mozu:r. |
| su chu dəsɪl. | > | tim chi dəsɪl. |
| sɔ cha nərsɪ. | > | timɪ cha nərsɪ. |

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets:

- yim chi ɖa:kʃar, yim chini -- (lawyer)
- yim chi mozu:r, yim chini -- (masons)
- yi chunɪ nə:yid, yi chu -- (carpenter)
- yi chani nərsɪ, yi cha -- (teacher)
- hu chu duka:nda:r, hu chuni -- (soldier)
- hu chu kha:r, hu chuni -- (goldsmith)
- sɔ cha ɖa:kʃar, sɔ chani -- (nurse)
- sɔ cha dɔb'ba:y, sɔ chani -- (tailor)
- tim chi sɪts, tim chini -- (washermen)
- timɪ cha ma:ʃarba:yi, timɪ chani-- (nurses)

II. Answer the following questions:

- yim cha: ɖa:kʃar sə:b? (a:) a:, yim chi ɖa:kʃar sə:b.
- yim cha: vəkɪ:l sə:b? (na)
- yim china: mozu:r? (a:)
- humɪ cha: nərsi? (na)
- humɪ cha: ma:ʃarba:yi? (a:)
- tim cha: duka:nda:r? (na)

III. Write down 20 sentences using words from the table below:

yi/yim	chu/chuni	gru:s/mozu:r
hu/hum	chi/chini	cha:n/cu:k'dar
su/tim	cha/chanɪ	nərsɪ/ ɖa:kʃar
sɔ/timi		ma:sʃarba:y

Notes

In this lesson demonstrative pronouns and question words have been used

for animate subjects, along with the forms of copular verb.

Question words

Following question words are used with animate subjects agreeing with the subject in number and gender:

Masculine		Feminine	
Sg	Pl.	Sg.	Pl.
kus	kam	kos	kami

Yes-no answer type questions.

‘Yes-no’ answer type questions are formed by adding interrogative particle *-a:* to the (copular) verb. When this particle is added, the preceding vowel, if any, gets deleted, e.g.,

chu + a: =	cha:	chuni + a: =	chuna:
chi + a: =	cha:	chini + a: =	china:
cha + a: =	cha:	chani + a: =	chana:

Short answers to such questions can either be *a:* ‘yes’ or *na* ‘no’. These short answers may optionally be followed by a complete statement as in the following examples:

yì cha: ða:kʰar?	Is this a doctor?
a:, yì chu ða:kʰar.	Yes, this is a doctor.
yim cha: vəkɪ:l?	Is this a lawyer?
na, yim chini vəkɪ:l.	No, this is not a lawyer,

Negation

The negative particle *nɪ* ‘not’ - is added after the copular verb in the negative statement, e.g.,

yim chi ma:ʃar.	This is a teacher.
yim chini ma:ʃar.	This is not a teacher.

Honorific titles

The honorific titles *sə:b* (Hindi-Urdu *sa:hib*) and *ji:* are added with the

names of persons for indicating respect or politeness. Whereas *sə:b* is added generally to the surnames of Hindus and Muslims, *ji:* is added to the first (and middle) names of Hindus only.

dar sə:b	‘Mr. Dhar’
mohanji:/mohanla:lji:	‘Mohanji/Mohanlalji’

Both *sə:b* and *ji:* are used with the professional titles of persons belonging to both communities, e.g.,

ða:kʰar sə:b	ma:ʃar sə:b/ma:ʃar ji:
--------------	------------------------

Vocabulary

kus	m.s.	who	ma:ʃar	teacher, master
kam	m.p.	who	nəɾɪs	nurse
kas	f.s.	who	sənur	m goldsmith
kami	f.p.	who	kha:r	m blacksmith
dob	m.s.	washerman	cu:kʰdar	m chowkidar
sɪts		tailor	me:jar	major
cha:n	m	carpenter	sipa:h	soldier
mozur		laborer	a:	yes
nə:yid	m	barber	na	no
dəsɪl	m	mason	nɪ	not
duka:nda:r		shopkeeper	sə:b	honorific title
gru:s	m	farmer	ji:	polite title
ða:kʰar		doctor	vəkɪ:l	lawyer
inji:niyar		engineer		

yimī cha ni:ji kəmi:zi. These are blue shirts.

Lesson 3

- | | |
|-------------------------------|---------------------------------|
| A. yim kəts šur' chi? | How many children are these? |
| B. yim chi zi šur'. | These are two children. |
| A. hum kəts chi? | How many are those? |
| B. hum chi tre šur'. | Those are three children. |
| A. humi kəts ko:ri cha? | How many girls are those? |
| B. humi cha tso:r ko:ri | Those are four girls. |
| A. tim kə:t'a:h ləḍki chi? | How many boys are those? |
| B. tim chi pā:tsh ləḍki | Those are five boys. |
| A. yimī cha: še zana:nī | Are these six women? |
| B. na, yimī cha sath. | No, these are seven. |
| A. hum cha: ə:th marid? | Are those eight men? |
| B. na, hum chi nav. | No, those are nine. |
| A. yimī kə:t'a:h kursiyi cha? | How many chairs are these? |
| B. yimī cha dəh. | These are ten. |
| | |
| 2. yi chu akh ja:n ba:g. | This is a good garden. |
| yi ja:y cha sa:ph. | This place is clean. |
| yi ja:y cha s'atha: | |
| khu:bsu:rath. | This place is very beautiful. |
| yim po:š chi saphe:d. | These flowers are white. |
| hum po:š chi gulə:b'. | Those flowers are pink. |
| ga:si chu sabiz. | The grass is green. |
| yim zi kul' chi ja:n. | These two trees are good. |
| yi po:n' chu sarid. | This water is cold. |
| ca:y cha garim. | The tea is hot. |
| ta:ph chu tot. | The sun is hot. |
| | |
| 3. yi ləḍki chu tshot. | This boy is short. |
| hum zi ləḍki chini tshot'. | Those two boys are not short. |
| yi ku:r cha tshot. | This girl is short (in height). |
| humi zana:nī cha tshoci. | Those women are short. |
| yi chu n'u:l kapur. | This cloth is blue. |
| yim chi ni:l' palav. | These clothes are blue. |
| yi cha ni:ji kəmi:z. | This is a blue shirt. |

Drills

I. Substitution drill

- | | |
|----------------------|------------------------|
| (1) yim/hum kəts --? | (2) yimī/humi kəts --? |
| yinsa:n | kita:bi |
| ləḍki | kursiyi |
| kul' | zana:nī |
| ja:nvar | ko:ri |
| | |
| (3) yi/hu šur chu -- | (4) yi/hə ku:r cha -- |
| ga: ʈul | tshot |
| tshot | zi:th |
| z'u: ʈ h | zə:vij |
| zə:v'ul | ga: ʈ ij |

II. Transformations drill

- | | |
|------------------------|----------------------------|
| yi chu z'u:th kul. | > yim chi zi:th' kul'. |
| yi chu zə:v'ul kul. | > yim chi zə:vil' kul'. |
| hu chu n'u:l po:š | > hum chi ni:l' po:š. |
| hu chu tshot ləḍki. | > hum chi tshot' ləḍki. |
| hə cha ga: ʈ ij ku:r. | > humi cha ga: ʈiji ko:ri. |
| hə zana:n cha zi:th. | > humi zana:nī cha ze:chi. |
| su ləḍki chu ga: ʈ ul. | > tim ləḍki chi ga: ʈ il'. |
| su chu da:na:. | > tim chi da:na:. |

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets:

- | | |
|----------------------------------|-------------------------------|
| 1. yim chi pā:tsh ... (boys) | 6. yim kul' chi ... (short) |
| 2. yim chi sath ... (men) | 7. humi ko:ri cha ... (slim) |
| 3. humi chani dəh ... (women) | 8. ca:y chani ... (cold) |
| 4. yi ba:g chu : ... (beautiful) | 9. po:š chini ... (blue) |
| 5. yim po:š chi ... (white) | 10. yimī ko:ri cha ... (tall) |

II. Answer the following questions:

1. yim kə:t' a:h chi? (dəh) yim chi dəh.
2. yim kəts maka:ni chi? (še)
3. yi cha: z' u:th kul? (a:)
4. hu cha: saphe:d po:š? (na)
5. yi ca:y cha: garim? (a:)
6. ta:ph cha: tot? (na)
7. po:n' chuna: sarid? (na)
8. ga:si chuna: sabiz? (a:)
9. yim china: sa:ph palav? (a:)
10. yim china: s'aṭ ha: ga:ṭ il'? (a:)

II. Write down 20 sentences using words from the table below:

yi/hu/hə	šur/šur'	chu/chuni	sa:ph
yim/hum/humi	ba:g	cha/chani	ja:n
su/sə	maka:ni	chi/chini	zə:v'ul/zə:vil'
tim/timi	po:š		z' u:th/zi:th'
	ko:ri		zə:vij/zə:viji
			zi:Th/ze:chi
	kul'		n' u:l/ni:l'/ni:j/ni:ji

Notes*Numerals*

In this lesson cardinal numerals from 1 to 10 have been introduced. All the numerals have been given in the appendix.

Adjectival complements

The copular verb *a:sun* 'to be' takes adjectival (adjectives/ adjective phrases) as complements besides nominal and adverbial. There are two kinds of adjectives: (1) those which are not inflected for number and gender of the nouns they modify; and (2) those which are inflected. Adjectives like *sabiz* 'green', *saphe:d* 'white', *gulə:b*, 'pink', *ja:n* 'good', *sarid* 'cold.', *da:na:* 'wise' *khu:bsu:rath* 'beautiful' *garim* 'hot' etc. fall in the first category of adjectives. Following are the forms of some of the adjectives which are inflected for number and gender of the nouns they modify:

Masculine		Feminine		
Sg.	Pl.	Sg.	Pl.	
n' u:l	ni:l'	ni:j	ni:ji	blue
vəzul	vəzil'	vəzij	vəzji	red
l' odur	leḍir'	ledir	ledri	yellow
kruhun	krihin'	krihin'	krəhni	black
zə:v'ul	zə:vil'	zə:vij	zə:viji	slim
z' u:th	zi:ṭ h'	zi:ṭ h	ze:chi	tall
v' oṭh	veṭ h'	v' əṭh	vechi	fat
ga:ṭ ul	ga: ṭ il'	ga:ṭ ij	ga: ṭiji	wise
tshot	tshot'	tshot	tshəci	short
tot	təṭ'	təts	tatsi	hot

Question word kəts 'how many'

The question word *kəts* is used for both masculine and feminine objects. *kə:t'a:h/kəts* is used for masculine, and *kə:tə:h* or *ki:tsi* for feminine objects only, e.g.,

kəts ləḍki /ko:ri	'How many boys/girls'
kə:t'a:h/kəts ləḍki	'How many boys'
kə:tə:h/ki:tsi ko:ri	'How many girls'

Vocabulary

kəts		how many	ja:n	good
kə:t'a:h	m	how many	ja:y	f place
kə:tə:h	f.	how many	sa:ph	clean
kə:t'a:h	m	how many	s'aṭha:	very
ki:tsi	f.	how many	šur	child
khu:bsu:rath		beautiful	ku:r	girl
saphe:d		white	ləḍki	boy
ga:si	m	grass	zana:n	woman
sabiz		green	tot	m hot
kul	m	tree	marid	man/men
po:š		flower	akh	one
po:n'	m	water	zi	two
sarid		cold	tre	three
ca:y	f	tea	tso:r	four
tshot	m	short	ba:gm	garden
n' u:l	m	blue	pā:tsh	five

kapur	m	cloth	še	six
palav	m	clothes	sath	seven
da:na:		wise	ə: ʰ	eight
ga:ʈul	m.s.	wise	nav	nine
zə:v'ul	m.s.	slim	dəh	ten
ja:nvar	m	bird	gulə:b'	pink

Lesson 4

- yi chu m'o:n pa:n. This is my body.
 yi chu m'o:n kalì. This is my head.
 yi chu cə:n buth. This is your face.
 yi chu cə:n athì. This is your hand.
- yim chi me:n' athì. These are my hands.
 yim chi me:n' khər. These are my feet.
 yim chi cə:n' kan. These are your ears.
 yim chi cə:n' neʰh. These are your thumbs.
- yi cha me:n' nas. This is my nose.
 yi cha me:n' ògij. This is my finger.
 yi cha cə:n' gardan. This is your neck.
 yi cha cə:n' z'av. This is your tongue.
- yimì cha m'a:ni ògiji. These are my fingers.
 yimì cha m'a:ni bumì. These are my eyebrows.
 yimì cha ca:ni zangì. These are you: legs.
 yimì cha ca:ni əch. These are your eyes.
- yi chu tuhund mas. This is your hair.
 yi chu tuhund koʰh. This is your knee.
 yi cha tuhinz hōgan'. This is your chin.
 yi cha tuhinz yaɖ. This is your belly.
- yim chi tuhind' koʰh'. These are your knees.
 yim chi tuhind' vuʰh. These are your lips.
 yimì cha tuhinzì nari. These are your arms.
 yimì cha tuhinzì əch. These are your eyes.
- yi chu təm'sund necuv. This is his/her son.
 yim chi təm'sind' mo:l mə:j. These are his/her parents.
 yimì cha təm'sinzì ko:ri. These are his/her daughters.

8. yi chu tihund bo:y. This is his/her/their brother
 yim chi tiḥind' ə:šina:v These are his/her/their relatives.
 yi cha tihinz beni. This is his/her/their sister.
 yimi cha tihinzi hamsa:yi. These are his/her/their neighbors.

Drills

I. Response drill

1. yi cha: tuhund athi? (a:) a:, yi chu m'o:n athi.
2. yi cha: tuhinz nər? (a:) a:, yi cha me:n' nər.
3. yim cha: tuhind' khər? (a:) a:, yim chi me.n' khər.
4. yi cha: m'o:n ph'ok? (no) na, yi chuni tuhand ph'ok.
5. yi cha: m'o:n kan? (na) na, yi chuni tuhund kan.
6. yimi cha: tuhinz ōgji? (na) na, yimi chani m'a:ni ōgji.
7. yi cha: tuhund necuv? (na) na, yi chuni m'o:n necuv.
8. yi cha: tuhinz beni? (a:) a:, yi cha m:e:n' beni.
9. yim china: tuhind' bə:y? (na) na, yim chini me:n' bə:y.
10. yi chana: tuhinz ku:r? (na) na, yi chani me:n' ku:r.

II. Transformations drill

1. yi chu m'o:n kan. > yim chi me:n' kan.
2. yi chu co:n ə:šina:v. > yim chi cə:n' ə:šina:v
3. yi cha tuhinz nər. > yimi cha tuhinz nari
4. yi cha tuhinz zang. > yimi cha tuhinz zangi.
5. hu chu təm'sund bo:y. > hum chi təm'sind' bə:y.
6. hu chu təm'sund do:s. > hum chi təm'sind' do:s.
7. yi cha təm'sinz ku:r. > yimi cha təm'sinzi ko:ri.
8. yi cha təm'sinz beni. > yimi cha təm'sinzi beni.
9. hu chu m'o:n do:s. > hum chi me:n' do:s.
10. hu chu co:n necuv. > hum chi cə:n' neciv'.

Exercises

I. Fill in the blanks using Kashmiri equivalents of the words given in brackets.

1. yi cha me:n' ... (nose)
2. yi chani me:n' ... (eye)
3. yi chu co:n ... (knee)
7. yi chu tuhund ... (friend)
8. yi cha tuhinz ... (mother)
9. yim chi tuhind' ... (parents)

4. yi chu tuhund ... (thumb)
5. yi chu tuhund ... (brother)
6. hum chi tuhind' ... (neighbor)
10. yimi cha tuhinz ... (sisters)

II. Answer the following questions:

1. yim kam chi? (do:s) yim chi me:n' do:s.
2. hum kam chi? (ə:šina:v)
3. yim cha: tuhind' hamsa:yi? (na)
4. hum cha: tuhind' bə:y? (a:)
5. yi cha: tuhinz ku:r? (na)
6. hə cha: tuhinz beni? (a:)
7. yi kəm'sund bo:y chu? (m'o:n)
8. hum kəm'sind' do:s chi? (tuhind')
9. hə kəm'sinz beni cha? (me:n')
10. humi kəm'sinzi ko:ri cha? (tuhinzi)

III. Write down 20 sentences using words given in the table below:

yi/yim/yimi	chu/chuni	m'o:n/co:n	do:s
hu/hə/hum/humi	chi/chini	me:n'/cə:n'	mo:l:mə:j
su/sə/tim/timi	cha/chani	m'a:ni/ca:ni	ko:ri/beni
	tuhund/tuhind'	əch/kan	
	tuhinz/tuhinzi		
	təm'sund/təm'sinz		

Notes

Possessive Pronouns

Possessive pronouns have the following forms agreeing with the subject in number (and status) and with object in both number and gender:

Subject	Masculine		Object	
	Sg.	Pl.	Feminine Sg.	Pl.
Person				
1 st (sg)	m'o:n	me:n'	me:n'	m'a:ni
1 st (pl)	so:n	sə:n'	sə:n'	sa:ni
2 nd (sg)	co:n	cə:n'	cə:n'	ca:ni
2 nd (pl)	tuhund	tuhind'	tuhinz	tuhinzi

3 rd (sg.) prox.	yəm'sund	yəm'sind'	yəm'sinz	yəm'sinzi
3 rd (sg) rem.	təm'sund	təm'sind'	təm'sinz	təm'sinzi
3 rd (pl)prox.	yimanhund	yimanhind'	yimanhinz	yimanhinzi
	yihund	yihind'	yihinz	yihinzi
Rem.	timanhund	timanhind'	timanhinz	timanhinzi
	tihund	tihind'	tihinz	tihinzi
Inter. (sg)	kəm'sund	kəm'sind'	kəm'sinz	kəm'sinzi
(pl)	kihund	kihind'	kihinz	kihinzi

Vocabulary

m'ə:n	m.s.	my	kəm'sinzi	f.p.	whose
mə:n'	m.p.	my	kihinz	f.p.	whose
mə:n'	f.s.	my	pə:n	m.s.	body, self
m'a:ni	f.p.	my	kali	m	head
co:n	m.s.	your	buth	m	face
cə:n'	m.p.	your	athi	m	hands
cə:n'	f.s.	your	khər	m	foot/feet
ca:ni	f.p.	your	kan	m	ear/ears
tuhund	m.s.	your	neṯh	m	thumb(s)
tuhind'	m.p.	your	nas	f.	nose
tuhinz	f.s.	your	z'av	f.	tongue
tuhinzi	f.p.	your	ōgij	f.	finger
təm'sund	m.s.	his/her	gardan	f.	neck
tihund	m.s.	his/her	bum	f.	eyebrow
təm'sind'	m.p.	his/her	zang	f.	leg
tihind'	m.p.	his/her	əch	f.	eye
təm'sinz	f.s.	his/her	mas	m	hair
tihinz	f.s.	his/her	koṯh	m	knee
təm'sinzi	f.p.	his/her	hōgan'	f.	chin
tihinzi	f.p.	his/her	yaḍ	m	belly
kəm'sund	m.s.	whose	vuṯh	m	lip(s)
kihund	m.s.	whose	nər	f.	arm
kəm'sind'	m.p.	whose	necuv		son
kihind'	m.p.	whose	beni		sister
kəm'sinz	m.s.	whose	mə:l məj		parents
kihinz	f.s.	whose	hamsa:yi		neighbor(s)
ə:šina:v		relatives			

Lesson 5

- yim chi dar sə:b.
dar sə:b chi sə:n' hamsa:yi.
yi cha ru:pa:ji, dar sə:bin'
a:šen'.
yim chi dōšvay s'at ṯha:
šəri:ph.
dar sə:b chi ḍa:kṯ ar.
rame:š chu yihund necuv.
ši:li cha yihinz ku:r.
uma: cha rame:šin' zana:n.
rame:š chu bank mane:jar.
uma: cha ka:le:j lekcarar.
sohni chu rame:šun do:s.
su chu sarkə:r' mulə:zim.
sohni'n' beni rama: cha
ši:lin' ves.
yimi cha dōšvay
anihəriši.
sohni'n' pita:ji chi akh
ṯhe:kidar.
tim chi s'aṯha: əmi:r.

This is Mr. Dar.
Mr. Dar is our neighbor.
This is Rupaji, Mr. Dar's
wife.
Both of them are very
gentle.
Mr. Dar is a doctor.
Ramesh is his son.
Shiela is his daughter.
Uma is Ramesh's wife.
Ramesh is a bank manager.
Uma is a college lecturer.
Sohan is Ramesh's friend.
He is a government servant.
Sohan's sister Rama is
Shiela's friend.

Both of them are unmarried.
Sohan's father is a
contractor.
He is very rich.
- dar sa:bun maka:n chu s'a ṯha:
boḍ.
maka:nuk paš chu ṯi:nuk.
maka:nik' darva:zi chi mazbu:t.
maka:nci da:ri cha ši:šci
maka:nic kira:y cha pā:tsh
rəpiyi.
so:n maka:n chu lokuṯ

Mr. Dar's house is quite
big.
The roof of the house is (made) of
tin.
The doors of the house are
strong.
The windows of the house are
made of glass.
The rent of the house is sa:s sa:s
five thousand rupees.
Our house is small.

kul chi tso:r kamri.	There are four rooms in all.
co:ki chu boḍ.	The kitchen is big.
šra:ni kuṭh' chi zi.	There are two bathrooms.
maka:nuk ā:gun chu ja:n.	The compound of the house is good.

Drills**I. Transformation drill**

yi chu maka:nuk darva:zi.	>	yim chi maka:nik' darva:zi
yi cha maka:nic dā:r.	>	yimi cha maka:nici da:ri.
yi chu dar sə:bun do:s	>	yim chi dar sa:bin' do:s.
yi chu yihund hamsa:yi.	>	yim chi yihind' hamsa:yi.
yi chu sohnun bo:y.	>	yim chi sohnin' bə:y.

II. Response drill

yi kuhnd ə:šina:v chu? (m'o:n)	yi chu m'o:n ə:šina:v
yi cha: tuhund hamsa:yi? (a:)	a:, yi chu so:n hamsa:yi.
yim cha: tuhind' do:s? (a:)	a:, yim chi me:n' do:s.
yi kihinz ku:r cha? (ra:mji:yin')	yi cha ra:mji:yin' ku:r.
yim kihind' neciv' chi? (dar sə:bin')	yim chi dar sə:bin' neciv'.
yimi kihnz ko:ri cha? (ko:l sə:bi)	yimi cha ko:l sə:bi ko:ri.
maka:nik' mə:likh kam chi? (bi)	bi chus maka:nuk mə:likh

Exercises**I. Fill in the blanks using Kashmiri equivalents of the words/phrases given in brackets:**

- dar sə:b chi ... hamsa:yi. (our)
- ru:pa:ji: cha ... a:šen'. (Mr. Dar's)
- ša:mji: chi ... neciv' (Mr. Raina's)
- rame:š chu ... do:s. (Sohan's)
- rama: cha ... beni. (Sohan's)
- ... pita:ji chi s'aṭha: əmi:r. (Ram's)
- ... chu šəri:ph (owner of the house)
- ... cha ni mazbu:t (windows of the house)
- ... chi t'he:kidar. (my friend)
- ... chu so:n hamsa:yi. (your friend)

II. Answer the following questions using cues:

- dar sə:b kihind' hamsa:yi chi? (me:n')
- rame:š kuhund necuv chu? (dar sə:bun).
- sohnl kus chu? (rame:šun necuv)
- rama: kəs cha? (sohnin' beni)
- t'he:kidar kam chi? (kha:n sə:b)
- rame:š k'a: chu? (lekcarar)
- uma: kəs cha? (rame:šin' zana:n)
- uma: kihinz ves cha? (ši:lin')
- sohni kuhund do:s chu (rame:šun)
- rama: kihinz beni cha? (sohnin')

III. Write down 15 sentences using words from the table given below:

rameš/sohni chu/chuni	so:n/sə:n'	rištida:r/d'a:dktar
rama:uma: cha/chani	m'o:n/me:n'	hamsa:yi/vəki:l
dar sə:b chi/chinitu	hund/tuhind'	do:s

Notes*Possessive nouns*

Following suffixes are added to the animate nouns changing them in possessive nouns agreeing with the object in number and gender:

Masculine		Feminine	
Sg.	Pl	Sg	Pl
-un	-in'	-in'	-ini

Examples:

ra:mun necuv	'Ram's son'
ra:min' neciv'	'Ram's sons'
ra:min' gər	'Ram's watch'
ra:mini gari	'Ram's watches'

Vocabulary

a:šen'		wife	əmir		rich
dəšvay		both	pita:		father
šəri:ph		gentle	boḍ	m	big
yihund	m.s	his/her	ṭ i:n	m	tin
yihinz	f.s.	his/her	darva:zi	m	door
yihind'	m.p.	his/her	mazbu:t	m	strong
yihinzi	f.p.	his/her	dər	f.	window
bank	m	bank	paš	m	roof
manejar		manager	ši:ši	m	glass
ka:le:j	m	college	kira:y	f.	rent
lekcarar		lecturer	sa:s		thousand
sarka:r	f	government	rəpiyi	f	rupees
ləkuṭ	m.s.	small	mulə:zim		employee
kamri	m	room	do:s		friend
co:kī	m	kitchen	ves		girl's girl friend
ā:gun	m	compound	anihu:r	m..	unmarried
anihəriš	f.s.	unmarried	ṭhe:kidar		contractor
šra:nī kuṭh	m	bathroom			

Lesson 6

1. A. toh' kam chiv? What's your name?
 B. bi chus rame:š. I'm Ramesh.
 A. toh' chiva: kə:šir'? Are you a Kashmiri?
 B. a:, bi thus kə:šur. Yes, I'm a Kashmiri.
 A. yim kam chi? Who is this?
 B. yim chi ra:ke:š. This is Rakesh.
 A. toh' chiva: ba:rin'? Are you brothers?
 B. na, əs' chi do:s. No, we are friends.
 A. toh' chiva: pañjə:b'? Are you a Punjabi?
 B. na, bi chus ni pañjə:b', bi chus bangə:l'. No, I am not a Punjabi, I'm a Bengali.
 me:n' zana:n cha pañjə:b'. My wife is a Punjabi.

2. A. toh' kam chiv? What's your name?
 B. bi chas rama:. I'm Rama.
 yi cha uma:. This is Uma.
 A. toh' chava: benini? Are you sisters?
 B. na, əs' cha vesī. No, we are friends.
 bi chas gujrə:t'. I'm a Gujarati.
 rama: cha kə:šir. Rama is a Kashmiri.
 A. bi ti chas kə:šir I'm Kashmiri too.
 me:n' bartha: chi marə:th'. My husband is a Marathi.

3. A. tsi kus chukh? What's your name?
 B. bi chus nəzi:r. I am Nazir.
 A. tsi kəs chakh? What's your name?
 B. bi chas ra:ji. I'm Raja.
 yi cha sa:ri. This is Sara.
 A. toh' chava: vesī? Are you friends?
 B. na, əs' cha benini. No, we are sisters.
 A. tsi chukha: ga:muk? Do you belong to a village?
 B. a:, bi chus ga:muk. Yes, I am.
 A. toh' chava: ša:hrici? Are you from the city?
 B. a:, əs' cha ša:hrici. Yes, we belong to the city.

Drills**I. Substitution drill**

- | | |
|---------------|----------------|
| 1. bi chus... | 2. əs' chi ... |
| bɑŋə:l' | bɑŋə:l' |
| kə:ʃur | kə:ʃir' |
| pɑnjə:b' | pɑnjə:b' |
| gʊjrət' | gʊjrət' |
| gɑ:muk | gɑ:mik' |
| 3. bi chas... | 4. əs' cha... |
| kə:ʃir | vesi |
| gɑ:mic | benini |
| ʃɑ:hrici | kə:ʃiri |
| pɑnjə:b' | gɑ:mici |
| bɑŋə:l' | ʃɑ:hrici |

II. Transformations drill

- | | | |
|------------------------|---|-------------------------|
| bi chus ɖɑ:kɖɑr. | > | əs' chi ɖɑ:kɖɑr. |
| bi chus dukɑ:ndɑ:r. | > | əs' chi dukɑ:ndɑ:r. |
| bi chas inji:niyar. | > | əs' cha inji:niyar. |
| bi chas vəkɪ:l | > | əs' cha vəkɪ:l. |
| tsi chukh dob. | > | toh' chiv dob'. |
| tsi chukh nɑ:yid. | > | toh' chiv nɑ:yid. |
| tsi chakh nərɪs. | > | toh' chavi nərɪs. |
| tsi chakh mɑ:ʃtɑrbɑ:y. | > | toh' chavi mɑ:ʃtɑrbɑ:y. |
| su chu kə:ʃur. | > | tim chi kə:ʃir'. |
| su chu pɑnjə:b'. | > | tim chi pɑnjə:b'. |
| sə cha gɑ:mic. | > | timi cha gɑ:mici. |
| sə cha ʃɑ:hric. | > | timi cha ʃɑ:hrici. |

Exercises

- I. Fill in the blanks using Kashmiri equivalents of the words given in brackets:

- | | |
|-------------------------------|-------------------------------|
| 1. bi chus ... (lawyer) | 11. bi chas... (Punjabi) |
| 2. bi chus ... (carpenter) | 12. bi chas... (teacher) |
| 3. əs' chi ... (Kashmiri) | 13. toh' chiv ... (villagers) |
| 4. tsi chukh ... (shopkeeper) | 14. toh' chiv ... (friends) |

- | | |
|----------------------------|--------------------------------|
| 5. tsi chukh ... (Bengali) | 15. toh' chavi ... (villagers) |
| 6. tsi chakh ... (Punjabi) | 16. toh' chavi ... (sisters) |
| 7. hu chu ... (barber) | 17. hum chi ... (barbers) |
| 8. hə cha ... (tailor) | 18. humi cha ... (friends) |
| 9. su chu ... (wise) | 19. tim chi ... (short boys) |
| 10. sə cha ... (wise) | 20. timi cha ... (tall girls) |

II. Answer the following questions:

- | | |
|-----------------------------|--------------------------------|
| 1. toh' chiva: kə:ʃir'? | (a:) a: bi chus kə:ʃur. |
| 2. toh' chiva: bɑŋə:l'? | (a:) |
| 3. toh' chiva: ɖɑ:kɖɑr? | (a:) |
| 4. toh' chiv: dukɑ:ndɑ:r? | (a:) |
| 5. bi chusa: pɑnjə:b'? | (na) na, toh' chivni pɑnjə:b'. |
| 6. bi chusa: vəkɪ:l? | (na) |
| 7. bi chasa: zi:ɖh? | (na) |
| 8. bi chasa: v'əɖh? | (na) |
| 9. tsi chukhna: kə:ʃur? | (na) na, bi chusni kə:ʃur. |
| 10. tsi chakhna: gɑ:tij? | (na) |
| 11. su chuna: z'u:ɖh? | (na) |
| 12. sə chana: krihin' | (na) |
| 13. tim china: pɑnjə:b'? | (na) |
| 14. timi chana: jɑ:n kə:ri? | (na) |

III. Write down 20 sentences using words from the table below:

bi/əʃ'	chus/chas	kə:ʃur/kə:ʃir'/kə:ʃir/kə:ʃiri
tsi/toh'	chiv/cha/chu	pɑnjə:b'/bɑŋə:l'
su/tim	chukh/chakh	gɑ:muk/gɑ:mik'/gɑ:mic/gɑ:mici
sə/timi	chiv/chav	ʃɑ:hruk/ʃɑ:hrik'/ʃɑ:hric/ʃɑ:hrici

Notes

In this lesson personal pronouns have been introduced in the nominative case along with the forms of the copular verb in the present tense.

Personal pronouns in the nominative case

	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1 st per.	bi	əʃ'	bi	əʃ'
2 nd per.	tsi	toh'	tsi	toh'

3 rd per.(within sight)	hu	hum	hɔ	humɪ
3 rd per. (out of sight)	su	tim	sɔ	timɪ

Note that second and third person masculine plural forms of personal pronouns are used for honorific singulars as well. e.g.,

toh' chiv ɖa:kʈar.	You are a doctor.
hum chi vəkɪ:l.	He is a lawyer.
tim chi kə:ʃir'.	He is a Kashmiri.

Copular verb forms in the present tense

Following are the forms of the copular verb 'be' in Kashmiri in present tense agreeing with the subject in person, number and gender:

	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1 st per.	thus	chi	chas	chi
2 nd per.	chukh	chiv	chakh	chavi
3 rd per.	chu	chi	cha	cha

It is to be noted that second and third person masculine plural forms are used for honorific singulars as well. Examples are already given above.

Interrogative particle /-a: /

The interrogative particle /-a:/ can be added to the negative copular verb form ending in -ni, e.g.,

bi chusni kə:ʃur.	I am not a Kashmiri.
bi chusna: kə:ʃur.	Am I not a Kashmiri?

Vocabulary

bi	I	gujrət'	Gujarati
əs'	we	marə:th'	Marathi
tsi s.	you	do:s	friend
toh' p.	you	kə:ʃur m.s.	Kashmiri
chus m.s	am	bartha:	husband
chas f.s.	am	ga:muk m	a villager
bangə:l'	Bengali	ʃahruck m	belonging

chukh	m.s	(you) are			to a city
chakh	f.s.	(you) are	benini		sisters
chivp.		(you) are	panjə:b'		Punjabi
chavi	f.p.	(you) are	kə:ʃiri	f.p.	Kashmiri
kə:ʃir	f.s.	Kashmiri	kə:ʃir'	m.p.	Kashmiri

Lesson 7

- A. namaska:r. Namaskar (Greetings)
 B. namaska:r. toh' chiva: va:ray? Namaskar. How are you?
- A. ahan ma:hra: va:ray. I'm fine.
 B. toh' k'a: chiv kara:n? What are you doing?
- A. bl chus kita:b para:n. I am reading a book.
 B. ši:li k'a: cha kara:n? What is Shiela doing'?
- A. ši:li cha ciṭh' le:kha:n? Shiela is writing a letter.
 B. šur' cha: ginda:n? Are children playing?
- A. vi:ni cha re:ḍiyo: bo:za:n. Vina is listening to radio.
 šani' cha palav chala:n. Shana is washing clothes.
 B. mi:ni kati cha? Where is Meena?
- A. mi:ni cha bati rana:n. Meena is cooking food.
 B. k'a:zi? no:kar kati chu? Why? Where is the servant?
- A. su chu az be:ma:r. He is sick today.
 B. be:bi: kati cha? Where is Baby?
- A. be:bi: cha TV vucha:n. Baby is watching TV.

- A. toh' kot ə:sivi gatsha:n ra:th? Where were you going yesterday?
 B. bi o:sus ba:zar gatsha:n. I was going to the market.
 toh' kati ə:sivi? Where were you?
- A. bi o:sus dava: heva:n. I was purchasing a medicine.
 B. nəzi:r sə:b kati ə:s'? Where was Mr. Nazir?
- A. tim ə:s' kēh ka:kaz tshā:ḍa:n. He was looking for some papers.
 B. nəsi:mi k'a: ə:s kara:n? What was Nasim doing?
- A. sə ə:s panin' palav suva:n. She was stitching her clothes.
 B. tsī osukha: bati kheva:n? Were you eating your food?
 B. na, bi o:sus ca:y cava:n. No, I was taking tea.
 A. rama: ə:sa: bəniya:n vo:na:n? Was Rama knitting a sweater?

- B. na, sə ə:s tasvi:r bana:va:n. No, she was drawing a picture.
 A. tsī k'a: o:sukh kara:n? What were you doing?
 B. bi o:sus kə:m kara:n. I was doing some work.

Drills

I. Substitution drill

- | | |
|--|--|
| 1. bi chus /chas...
bati kheva:n
ca:y cava:n
kita:b para:n
ciṭh' le:kha:n | 2. əs' chi/cha
palav chala:n
bati rana:n
saphə:yi kara:n
TV vucha:n |
| 3. tsī chukh/chakh ...
re:ḍiyo: bo:za:n
ca:y bana:va:n
ginda:n
ba:zar gatsha:n | 4. toh' chiv/chavi ..
ca:y bana:va:n
bəniya:n vo:na:n
palav suva:n
palav chala:n |

II. Transformations drill

- | | | |
|-----------------------------|---|------------------------------|
| bi chus kita:b para:n. | > | bi o:sus kita:b para:n. |
| bi chas ciṭh' le:kha:n. | > | bi ə:sis ciṭh' le:kha:n. |
| əs' chi bati kheva:n. | > | əs' ə:s' bati kheva:n. |
| tsī chukh ca:y cava:n. | > | tsī o:sukh ca:y cava:n. |
| tsī chakh bəniya:n vo:na:n. | > | tsī ə:sikh bəniya:n vo:na:n. |
| toh' chiv palav chala:n. | > | toh' ə:sivi palav chala:n. |
| su chu re:ḍiyo: bo:za:n. | > | su o:s re:ḍiyo: bo:za:n. |
| sə cha TV vucha:n. | > | sə ə:s TV vucha:n. |
| tim chi saphə:yi: ka:ra:n | > | tim ə:s' saphə:yi: kara:n. |

Exercises

I. Fill in the blanks using appropriate words:

- | | |
|------------------------|------------------------|
| 1. bi ... kita:b ... | 6. tsī ... ciṭh' ... |
| 2. toh' ... palav ... | 7. toh' ... bati ... |
| 3. su ... re:ḍiyo: ... | 8. sə ... TV ... |
| 4. tim ... ca:y ... | 9. timi ... ba:zar ... |

5. rama: ... palav ... 10. nəsi:mī ... dava: ...

II. Answer the following questions using cues:

1. toh' k'a: chiv kara:n? (reading) bī chus para:n.
2. toh' k'a: chiv vo:na:n? (sweater)
3. toh' k'a: chiv cava:n? (tea)
4. tsi k'a: chukh para:n? (book)
5. tsi k'a: chakh le:kha:n? (letter)
6. tim k'a: ə:s' heva:n? (medicine)
7. toh' kot ə:sivī gatsha:n? (market)
8. toh' k'a ə:sivī bana:va:n? (picture)
9. toh' k'a: ə:sivī suva:n? (clothes)
10. tim k'a: ə:s' tshā:ḍa:n? (papers)

III. Write down 20 sentences using words given in the table below:

bi/əs'/tsi/toh'	chus/chas/chukh	kita:b para:n
su/tim/sə/timī	chakh/chu/chiv	ciṭh' le:kha:n
	chi/cha/chavi	bati rana:n
	o:sus/ə:sis/ə:s'	ca:y bana:va:n
	a:si/o:sukh/ə:sikh	palav chala:n
	ə:sivī/a:sivī/o:s	ginda:n/heva:n

Notes

Main verb roots

In Kashmiri main verb roots are of two types : consonant ending roots and vowel ending roots. Most of the verbs have consonant ending roots and only a limited number of verbs (about seven) have vowel ending roots. Infinitives are formed by adding *-un* suffix to the roots:

<i>Verb roots</i>	<i>Infinitive</i>
1. par-	parun 'to read'
kar-	karun 'to do'
le:kh-	le:khun 'to write'
2. khe-	kh'on 'to eat'
ce-	con 'to drink'
ni-	n'un 'to take'

Notice that certain phonological changes take place while forming infinitive forms in the second category of verbs.

Present progressive

The present progressive is formed by adding the suffix *-a:n* to the main verb roots and by using the present auxiliary verbs agreeing with the subject, in person, gender and number.

Present auxiliary verbs

Note that the present auxiliary verb forms and the copular verb forms of the copular verb *be* are the same.

Past auxiliary verbs

Following are the forms of the past auxiliary verb *a:s* 'be' agreeing with the subject in person, gender and number.

	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1 st Per.	o:sus	ə:s'	ə:sis	a:si
2 nd Per.	o:sukh	ə:sivī	ə:sikh	a:sivī
3 rd Per.	o:s	ə:s'	ə:s	a:si

Note that the second and third person masculine plural forms are used for honorific second and third person singular subjects respectively, e.g.,

toh' ə:sivī ciṭh' para:n. you (hon.) were reading a letter.
 tim ə:s' kita:b para:n. He (hon.) was reading a book.

Past progressive

Sentences with past progressive are constructed by adding the progressive suffix *-a:n* to the main verb and by using the auxiliary form of the verb agreeing with the subject in person, number and gender.

Vocabulary

namaska:r	a term of greeting used by a Hindu for a Hindu.	kot	where
		gatshun	to go
		dava:	m medicine
va:ray	alright	h'on	to buy
karun	to do	kēh	some
le:khun	to write	ka:kaz	m paper(s)
gindun	to play	tshā:ḍun	to search
bo:zun	to listen	panun	m own
chalun	to wash	suvun	to stitch
re:ḍiyo:	m radio	kh'on	to eat
kati	where	con	to drink
batī	m food	vo:nun	to knit
ranun	to cook	tasvi:r	f picture
az	to day	bana:vun	to make
bema:r	sick	saphə:yi:	f cleanliness
TV	m television	saphə:yi karin'	to clean
vuchun	to see, to watch		
kəm	f work		

Lesson 8

- | | |
|---|--|
| A. toh' kati chiv ro:za:n? | Where do you live? |
| B. bi chus ro:za:n siri:nəgrī. | I live in Srinagar. |
| A. toh' k'a: kə:m chiv kara:n? | What do you do? |
| B. bi chus ka:rība:r kara:n. | I am in business. |
| A. kam'uk ka:rība:r? | Which business? |
| B. əs' chi tsu:ṭh'an hund ka:rība:r kara:n. | We deal in apples. |
| asi chu akh duka:n ami:ra: kəḍli. | We have a shop at Amira Kadal. |
| toh' k'a: chiv kara:n? | What do you do,? |
| A. bi chus ma:ṣṭar. | I am a teacher. |
| B. toh' kar chiv sku:l gatsha:n? | At what time do you go to school? |
| A. bi chus navi baji sku:l gatsha:n . | I go to school at 9 o'clock. |
| B. va:pas kar chiv yiva:n? | At what time do you return? |
| A. tso:ri baji. | At 4 o'clock. |
| B. toh' k'a: chiv parīna:va:n? | What subjects do you teach? |
| A. bi chus hisa:b ti āgrī:zi: parīna:va:n. | I teach mathematics and English. |
| B. m'o:n necuv chu dəhimi para:n. | My son studies in the tenth class. |
| su chu sakh mehnath kara:n. | He works very hard. |
| me:n' ku:r cha i:ṭhimi para:n. | My daughter studies in the eighth class. |
| so cha silə:y ti hecha:n. | She learns stitching (of clothes) too. |
| so cha s'āṭha: ja:n geva:n. | She sings very well. |
| A. acha:? | Is it? |
| bi ti o:sus geva:n. | I also used to sing. |
| m'o:n ləkuṭ ləḍki chu ha:ki: ginda:n. | My younger son plays hockey. |
| su chu navi vuhur. | He is nine years old. |

- | | |
|--|--------------------------------------|
| 2. bi chus pã:tsi baji nendri vøtha:n. | I get up at 5 0' clock. |
| bi chus athi buth chala:n. | I wash my hands and feet. |
| bi chus døhay sã:r kara:n. | I go for a walk daily. |
| bi chus šeyi baji šra:n kara:n | I take a bath at 6 0' clock. |
| bi chus ø: thi baji ca:y cava:n | I have my tea at 8 0' clock. |
| bi chus navi baji daphtar ne:ra:n. | I start for my office at 9 0' clock. |
| bi chus døhi baji daphtar va:ta:n. | I reach my office at 10 0' clock. |
| bi chus šeyi baji gari yiva:n. | I come home at 6 0' clock. |

Drills

1. Substitution drill

- | | |
|--|---|
| 1. bi chus/chas ...ro:za:n.
bambyi (Bombay)
dili (Delhi)
a:gra: (Agra)
anantna:gã (Anantnag)
jemi (Jammu) | 2. bi chus/chas daphtar
gatsha:n
ø: thi baji
dahi baji
kahi baji
bahi baji |
| 3. m'õ:n necuv chu para:n..
doyimi
treymi
tsu:rimi
pã::tsimi
šeymi | 4. toh' chiv parna:va:n ...
hisa:b
ãgri:zi:
kø:šur 'Kashmiri'
ko:nu:n 'law'
saynas 'science' |

II. Response drill

- | | |
|-----------------------------------|---------------------------------------|
| toh' chiva: ka:ri:ba:r kara:n? | (a:) a:, bi chus ka:ri:ba:r kara:n. |
| toh' chiva: no:kri: kara:n? | (a:) a:, bi chus no:kri: kara:n. |
| toh' chiva: geva:n? | (na) na, bi chusni geva:n. |
| toh' chiva: siri:nøgrã ro:za:n? | (na) na, bi chusni siri:nøgrã ro:za:n |
| tuhund necuv cha: ha:ki: ginda:n? | (a:) a:, su chu ginda:n. |
| tuhinz ku:r cha: geva:n? | (a:) a:, so cha geva:n. |

III. Transformation drill

- | | | |
|-----------------------------|---|----------------------------------|
| toh' kati chiv ro:za:n? | > | toh' kati ø:sivi ro:za:n? |
| bi chus/chas ro:za:n ga:mi. | > | bi ø:sus/ø:sis ro:za:n
ga:mi. |
| øš' chi/cha ro:za:n ša:hri. | > | øš' ø:s'/a:si ro:za:n ša:hri. |
| mohni chuni ginda:n. | > | mohni ø:sni ginda:n. |
| tim chi sku:l gatsha:n | > | tim ø:s' sku:l gatsha:n. |
| timi cha geva:n. | > | timi a:si geva:n. |

Exercises

- I. Fill in the blanks using Kashmiri equivalents of the words given in brackets:

- | | |
|------------------------------------|----------------|
| 1. øš' chini ga:mi | (live) |
| 2. bi chusni ... kara:n | (business) |
| 3. bi chus ... gari gatsha:n. | (8 0' clock) |
| 4. øš' chi va:pas ...yiva:n. | (10 0' clock) |
| 5. m'õ:n lõkuṭ bo:y chu ...para:n. | (9th class) |
| 6. me:n' beni cha ... hecha:n. | (stitching) |
| 7. mohni chu vuhur. | (11) |
| 8. bi chus/chas kara:n. | (working hard) |
| 9. øš' chi daphtar va:ta:n. | (11 o'clock) |
| 10. toh' chiv sã:r kara:n. | (daily) |

II. Answer the following questions:

- | | |
|--------------------------------|---|
| 1. toh' kati chiv ro:za:n? | 4. toh' køts vilhir' chiv? |
| 2. toh' k'a: kø:m chiv kara:n? | 5. toh' k'a: chiv hecha:n? |
| 3. toh' chiva: no:kri kara:n? | 6. toh' kar chiv nendri vøtha:n? |
| 7. toh' chiva: geva:n? | 9. toh' kar chiv daphtar/ sku:l gatsha:n? |
| 8. toh' k'a: chiv ginda:n? | 10. va:pas kar chiv gari yiva:n? |

III. Write down 20 sentences using words given in the table below:

bi/əʃ	chus/chas/chi/o:sus/ə:sis	kita:b	para:n, le:kha:n,
tsi/toh'	chukh/chakh/chiv	ha:ki:	ginda:n,parlna:va:n
	o:sukh/ə:sikh/ə:sivi		hecha:n, gatsha:n
su/sə	chu/cha/o:s/ə:s	šra:n	kara:n, yiva:n
tim/timi	ə:s'ə:sikh/a:sivi	sə:r	va:ta:n, ne:ra:n
			daphtar

Notes

Present and past indefinite construction

The present and past indefinite constructions are formed by adding the suffix *-a:n* to the main verb, and by using the forms of present or past auxiliary verbs agreeing with the subject in person, gender and number.

Adverbs of place

The locative case markers *-i* and *-i* are added to the consonant ending adverbs of place for indicating the location, e.g.,

siri:nəgr	+i	= siri:nəgr	'in Srinagar'
amira: kadil	+i	= ami:ra:kədl:	'at Amira Kadal'
dil	+i	= dili	'in Delhi'

A zero suffix is added to the *-a:* ending adverbs of place:

a:gra:	+∅	= a:gra:
--------	----	----------

Adverbs of time

The suffix *-i* is added to all the constituents of adverbs of time phrases to indicate the definiteness, e.g.,

tre	+i	baje + i	= treyi baji	'at 3 o'clock'
tso:r	+i	baje + i	= tso:ri baji	'at 4 o'clock'
pā:tsh	+i	baje + i	= pā:tsi baji	'at 5 o'clock'
še	+i	baje + i	= šeyi baji	'at 6 o'clock'

Notice that certain morphophonemic changes take place after these

suffixes are added: The semi-vowel /y/ is added after the final vowel of monosyllabic roots, and the final vowel of the disyllabic words is elided before the suffix *-i* is added to it.

Coordinate conjunction morpheme ti 'and'

The coordinate conjunction morpheme *ti* 'and' is used to conjoin two or more than two noun phrases, verb phrases or sentences which are of the similar structure, e.g.,

mohni ti ra:ji chi para:n.	Mohan and Raj are studying.
toh' chiv kə:šur ti āgri:zi:	You study Kashmiri and English.
para:n	
mohni chu z'u: ṭh ti ra:ji chu	'Mohan is tall and Raja is short.
tshot .	

Vocabulary

ro:zun	to live/stay	hechun	to learn
ka:riba:r m	business	gevun	to sing
ha:ki: f	hockey	tsu:ṭh m	apple
vuhur m	years old	əmi:ra:kədl m	Amira kadal
nendir f	sleep	sku:l m	school
vəthun	to get up	baje	hour, o'clock
athi-buth	hands and face	va:pas	return
dəhay	daily	yun	to come
sə:r m	a walk	va:pas yun	to return
parina:vun	to teach	hisa:b m	mathematics
daphtar m	office	āgre:zi: m	English
ne:run	to start	sakh	very hard
va:tun	to reach	mehnath	hard work
garī m	home	silə:y	stitching
šra:n m	bath	šra:n karun	to take a bath

Lesson 9

- | | | |
|----|---|---|
| 1. | buth chal.
kə:m kar.
kita:b par.
kalam an.
ci:th' le:kh.
sku:l gatsh.
sabakh kar ya:d.
ha:ki: gind. | Wash your face.
Do your work.
Read your book.
Bring your pen.
Write a letter.
Go to school.
Learn your lesson.
Play hockey. |
| 2. | šra:n kəriv.
akhba:r pəriv.
ca:y ceyiv.
ba:zar gətshiv.
sabzi: əniv.
kə:m kəriv.
palav badlə:viv.
daphtar ni:riv. | Please take your bath.
Please read the newspaper.
Please take your tea.
Please go to the market.
Please bring vegetables.
Please do your work.
Please change your clothes
Please start out for the office. |
| 3. | šo:r mi kəriv, tshəpi kəriv.
ca:y mi ceyiv, dəd ceyiv.
TV mi vuchiv, panin' kə:m
kəriv.
tsu:th' mi kheyiv, bati
kheyiv.
re:diyo: mi bu:ziv, gətshiv
pəriv. | Do not make noise, keep quiet.
Do not drink tea, drink milk.
Do not watch TV., do
your own work.
Do not eat apples, eat
your meals.
Do not listen to radio,
go (and) study. |
| 4. | darva:zi karti band.
də:r mitsra:vti.
bijli: za:lti.
sabakh parti.
nov mazmu:n le:khti.
nəv kath bo:zna:vti.
sku:lic kə:m ha:vti. | Close the door.
Open the window.
Switch on the light.
Learn your lesson.
Write down a new essay.
Narrate a new story.
Show your school assignment. |

vakhit mati karti za:yi. Do not waste time.

- | | | |
|----|--|--|
| 5. | ba:zar gətsh'tav.
sabzi: ən'tav.
tse:r mati kər'tav
jal-di: kər'tav.
mə:li palav chəl'tav
nəv' palav tshun'tav.
sə:r kər'tav.

varziš kər'tav. | Please go to the market.
Please bring vegetables.
Please don't be late.
Please hurry.
Please wash dirty clothes.
Please put on new clothes.
Please go for a walk.

Please do physical exercises. |
|----|--|--|

Drills

I. Substitution drill

- | | |
|-----------------------|-----------------------------|
| (1) kita:b par (read) | (2) ci:th' li:kshiv (write) |
| (see) | (bring) |
| (write) | (see) |
| (buy) | (read) |
| (bring) | (take) |
| (3) tsu:th' heti(buy) | (4) ha:ki gind'tav (play) |
| (see) | (see) |
| (eat) | (bring) |
| (take) | (buy) |
| (bring) | (change) |

II Transformation drill

- | | | | |
|-----|------------------|---|-----------------------|
| (1) | kita:b par. | > | kita:b pəriv. |
| | re:diyo: bo:z. | > | re:diyo: bu:ziv. |
| | TV vuch. | > | TV vuchiv. |
| | tsu:th an. | > | tsu:th' əniv. |
| | bati khe. | > | bati kheyiv. |
| (2) | kə:m kar. | > | tsi kar kə:m. |
| | buth chal. | > | tsi chal buth. |
| | sku:l ne:r. | > | tsi ne:r sku:l. |
| | sabzi: ran. | > | tsi ran sabzi: - |
| | akhba:r par. | > | tsi par akhba:r. |
| (3) | tshəpi kəriv. | > | toh' kəriv tshəpi. |
| | palav heyiv. | > | toh' heyiv palav. |
| | bəniya:n vu:niv. | > | toh' vu:niv bəniya:n. |

- | | | | |
|-----|-------------------|---|------------------------|
| | tasvi:r banə:viv. | > | toh' banə:viv tasvi:r. |
| | šra:n kəriv. | > | toh' kəriv šra:n. |
| | gari gətshiv. | > | toh' gətshiv gari. |
| (4) | ca:y ceti. | > | ca:y ceytav. |
| | tsu:th kheti. | > | tsu:th kheytav. |
| | dəd anti. | > | dəd ən'tav. |
| | bati ranti. | > | bati rən'tav. |
| | kəmi:z chalti. | > | kəmi:z chəl'tav. |

Exercises

I. Fill in the blanks with suitable words:

1. tshəpi kar, šo:r
2. kita:b par, re:diyo: mi
3. panin' kar, TV mi
4. daphtar mi gətshiv, gari.....
5. bati....., ca:y mi
6. tsu:th dəd mi
7. mə:li palav, sa:ph tshuniv.
8. də:r band, darva:zi
9. sabakh ya:d, vakhit mati za:yi.
10. ba:zar, nəv kəmi:z

II. Write down four types of imperative forms of the following verbs and use them in your own sentences:

- | | | | | |
|----------------|----------------|---------------|----------------|------------|
| 1. kh'on | 2. con | 3. h'on | 4. parun | 5. le:khun |
| 6. vuchun | 7. gatshun | 8. anun | 9. šra:n karun | |
| 10. ya:d karun | 11. tshunun | 12. badla:vun | 14. ranun | |
| 15. vo:nun | 16. ha:vun | 17. chalun | 18. bo:zun | |
| 19. gindun | 20. mitsra:vun | | | |

- | | | | | |
|---------------|-----|------------------|-------|---------|
| karun | 1 | 2 | 3 | 4 |
| | kar | kəriv | karti | kər'tav |
| 1. kə:m kar | | 2. kə:m kəriv | | |
| 3. kə:m karti | | 4. kə:m kər'tav. | | |

Notes

Imperative constructions

The imperative constructions are formed by using the imperative forms of the verbs and the second person subject can be dropped. Imperative verb forms are of two types: singular and plural. The singular non-honorific forms are derived by adding -Ø suffix to the verb root forms and the plural forms are derived by adding -iv suffix to the verb roots. Notice that in case the verb root ends in a vowel, /y/ glide is inserted between the two vowels. The plural forms are used for honorific singular person as well. The singular forms are thus used for non-honorific singulars alone.

Verb root	I	II
	Singular/Non-honorific	Plural/Honorific Sg
bo:z	bo:z	bu:ziv
par	par	pəriv
le:kh	le:kh	li:khiv
khe	khe	kheyiv
ni	ni	niyiv

Notice that when the suffix -iv is added to the root the vowel of the stem is raised in height as a result of vowel harmony rule, e.g.,

- bo:z + iv = bu:ziv
 par + iv = pəriv

Jussiv imperatives

In Kashmiri, besides the simple imperative forms indicated above, there are additional two forms of jussive imperative forms which are formed by adding the suffix -ti to the verb roots in their singular (non-honorific), and -ytav to the verb roots for forming the plural or honorific singular forms, e.g.,

Verb root	I	II
	Singular/Non-honorific	Plural/Honorific
par-	partī	pər'tav
bo:z-	bo:ztī	bu:z'tav
le:kh-	le:khtī	li:kh'tav
ni-	nitī	niytav
he-	hetī	heytav

Notice that the initial /y/ of the suffix results in the palatalization of the stem final consonant. It also causes the raising of the vowel of the stem in height. Semantically, jussive imperative forms carry extra emphasis, request or definiteness of the proposed action.

Conjunct verbs

A noun (or an adjective) and a verb are conjoined to form conjunct verbs. In this case the main verb takes all the inflexions required. Examples of the conjunct verbs introduced in the present lesson are as follows:

šra:n karun	'to take a bath'
ya:d karun	'to memorize/to remember'

The negative particles mi and mati

The negative particle *mi* 'don't' is used with simple imperative forms of the verbs and the negative particle *mati* with the jussive imperative forms. These morphemes precede the imperative forms of verbs, e.g.,

kita:b mi par.	Don't read the book.
ciḥ' mi li:khiv.	Don't write the letter.
philim mati vuchti.	Don't watch the film.
re:ḍiyo: mati bu:z'tav.	Don't listen to radio.

Vocabulary

sabakh	m	lesson	mitstra:vun	to open
bijli:	f	electricity	za:lun	to burn, to light
ya:d	m	memory	mazmu:n m	essay
ya:d karun		to memorize	bo:zina:vun	to narrate
də:r	f	window	sabzi:	f vegetable
vakhit	m	time	anun	to bring
za:yi	m	waste	band karun	to close
za:yi karun		to waste	badla:vun	to change
tse:r	m	late	band	closed
tse:r karun		to be late	panun	m.s. self
jaldi:	f	hurry	šo:r	m noise
varziš	f	exercise	šo:r karun	to make noise
jaldi: karin'		to hurry	mə:li	dirty
tshəpi	f	quiet	tshunun	to wear
tshəpi karin'		to keep quiet		

Lesson 10

- | | |
|---|---|
| A. tōhi k'a: gatshi? | What do you want? |
| B. me diyiv pō:si.
bi hemi k'ʔh sa:ma:n. | Please give me money.
I will purchase some articles. |
| A. ki:t' pō:si? | How much money? |
| B. hath rəpiyi diyiv.
ba:kiy pō:si ani va:pas. | Give me 100 rupees.
I'll bring back the balance. |
| A. toh' k'a: k'a: əniv? | What would you bring? |
| B. bi ani tomul, ti masa:li. | I'll bring rice and spices. |
| A. asi cha: ti:l? | Do we have oil? |
| B. ti:l chu. ba:kiy ci:z chini.
maslan nu:n, madre:r, ca:y,
ka:phi: vagə:ri. | Yes, we have. We do not have
other things like salt,
sugar, tea coffee etc. |
| A. tse k'a: gatshiy? | What do you want? |
| B. me gatshi dava: ra:mas
k'uth. | I need medicine for Ram. |
| A. təmis k'a: chu? | What is the matter with him? |
| B. təmis chu kalas do:d. | He has a headache. |
| A. ḍa:kṭar sə:bas pritsh. | Ask the doctor. |
| B. ḍa:kṭar sə:b chini
duka:nas p'aṭh. timan ti
chuni təbiyath thi:kh. | The doctor is not at his shop.
He is also not feeling well. |
| A. acha:. yim ni zi phəl' dava:
yim dava: phəl' kheyi su
ca:yi si:t'. su gatshi ša:m
ta:m thi:kh. ša:man gatshi
su ḍa:kṭaras niš. | O.K. Take these two tablets.
He will take these tablets with
tea. He will be alright by
evening. He will go to (see)
the doctor in the evening. |
| *** | |
| A. kamras manz kam chi? | Who are in the room? |
| B. kamras manz chi šur'. | There are children in the
room. |
| A. tim k'a chi kara:n? | What are they doing? |
| B. mohni chu kəmi:zi baTan
la:gan. ši:li cha palvan | Mohan is fixing buttons in his
shirt. Shiela is ironing clothes. |

- kud' kara:n.
- A. yi k'a: chu me:zas p'aṭh? What is this on the table?
 B. yi chu akh lipha:phī. This is an envelope.
- A. ath manz k'a: chu? What is in it?
 B. ath manz chi pḥ:si. There is money in it.
- A. yath kursi: tal k'a: chu? What is under this chair?
 B. kursi: tal chu gila:s. There is a glass under the chair.

Drills

I. Substitution drill

- | | |
|--------------------------|------------------------|
| 1. me diyiv pḥ:si (d'un) | 2. me k'a: gatshi (me) |
| heyiv (h'on) | gatshiy (tse) |
| hə:viv (ha:vun) | gatshivi (tōhi) |
| əniv (anun) | gatshi (təmis) |
3. me chuni təbiyath ṭhi:kh (me) 4. ra:mas di kita:b (ra:m)
- | | |
|---------------------|---------|
| tse chuyni (tse) | (ra:ji) |
| tōhi chuni (tōhi) | (ši:lī) |
| təmis chuni (tamis) | (sa:rī) |
| tīman chuni (tīman) | (ku:r) |

II. Transformation drill

- | | | |
|-------------------------|---|-----------------------|
| 1. me diyiv akhba:r | > | asi diyiv akhba:r |
| tse k'a: gatshiy? | > | tōhi k'a: gatshivi? |
| 3. təmis chu kalas do:d | > | tīman chu kalas do:d. |
| 4. ləḍkas di pḥ:si. | > | ləḍkan di pḥ:si. |
| 5. ko:ri an palav. | > | ko:r'an an palav. |

III. Response drill

1. duka:nas p'aṭh kam chi? (ḍa:kṭar sə:b)
 duka:nas p'aṭh chi ḍa:kṭar sə:b.
2. da:ri p'aṭh k'a: chu? (pardī)
 3. mezas tal k'a: chu? (tomul)
 4. kita:bi tal k'a: chu? (kalam)
 5. darva:zas niš k'a: chu? (sandukh)
 6. kursiyi niš k'a: chu? (lipha:phl)

7. ba:gas manz kus chu? (ba:gva:n)
 8. na:vi manz kus chu? (hḥ:z)

Exercises

I. Fill in the blanks using Kashmiri equivalents of the cues given in brackets.

- | | |
|-------------------------------------|-----------------------------------|
| 1. tōhi k'a: . . . ? (want) | 6. təmis cha: . . . ? (headache) |
| 2. me . . . tem'sinz kita:b. (give) | 7. tīman . . . kus chu? (near) |
| 3. asi . . . əz'uk akhba:r. (bring) | 8. . . . p'aṭh kus chu? (shop) |
| 4. tse . . . nəv gər. (want) | 9. . . . manz kam chi? (house) |
| 5. tōhi . . . yi kursi: ? (want) | 10. gila:s chu . . . tal. (chair) |

II. Answer the following questions:

- tuh̄ndis kalas p'aṭh k'a: chu?
- tuh̄ndis athas manz kəts ḡgji cha?
- tuh̄ndis maka:nas manz kəts kamrī chi?
- tōhi niš kam chi ro:za:n?
- me:zas tal k'a: chu?
- tuh̄ndis garas niš k'a: chu?
- tuh̄ndis garas manz kam karn chi'?
- tōhi si:t' kam chi ro:za:n?
- tōh' k'a: əniv me k'uth?
- tōhi cha: təbiyath ṭhi:kh?

III. Write down sentences using the following words and phrases:

manz, p'aṭh, niš, k'uth, tal, si:t', kēh, va:pas anun, təbiyath, kud' karin', baṭun la:gun.

III. Write down the dative case forms of the following nouns:
 garī, darva:zi, mo:l, šur, dər, ku:r, kursi:, kita:b, ši:lī, ḍa:kṭar.

Notes*Personal pronouns in dative case*

Personal pronouns in dative case are as follows:

	Mas./Fem.	
	Sg.	Pl.
1 st Person	me	asi
2 nd Person	tse	tōhi
3 rd Person	təmis	timan

Notice that the second and third person plural forms are used for honorific singulars as well. The pronouns do not change for gender.

Demonstrative pronouns in dative case

Following are the forms of the demonstrative pronouns used with inanimate and animate objects in dative case:

	Inanimate		Animate	
	Sg.	Pl.	Sg.	Pl.
Prox.	yath	yemis	yiman	yiman
Rem I (within sight)	hōth	human	homis	human
Rem II (out of sight)	tath	timan	təmis	timan

The plural forms are used for honorific singulars as well.

Dative case

The subjects in dative case are formed by adding *-as* or *-is* suffixes to the masculine nouns and the feminine nouns which end in *-i*. The suffix *-i* is added to the feminine nouns:

darva:zi	+ as =	darva:zas
akhba:r	+ as =	akhba:ras
ši:lī	+ as =	ši:las
kul	+ is =	kulis
šur	+ is =	šuris
mō:l	+ is =	mə:līs
ku:r	+ i =	kō:ri
zana:n	+ i =	zana:ni

kita:b	+ i =	kita:bi
kursi:	+ i =	kursiyi

Notice that *-as* is added to the *-i* vowel ending or the consonant ending masculine nouns preceded by low vowel. The suffix *-is* is added to the consonant ending masculine nouns which are preceded by a high or mid back vowel. The suffix *-i* is added to all other feminine nouns. As a result of adding of these suffixes, certain morphophonemic changes occur.

Postpositions

In Kashmiri postpositions are of two types: (1) Those which follow the nouns in dative case, and (2) those which follow the nouns in ablative case. In this lesson, we have used the postpositions: *manz* 'in, inside', *tal* 'under', *niš* 'near, nearby', *p'aṭh* 'on', *si:t'* 'with' and *k'uth* 'for'. All these postpositions follow the subjects in dative case:

me:zas	p'aṭh/tal/niš/ /si:t' /, /k'uth/ etc.
kita:bi	p'aṭh/tal/niš/ si:t' /k'uth/ etc.

In case postpositions follow a subject noun phrase containing a determiner and noun, both the constituents of the phrase take the dative case form:

akh ləḍki	=	əkis ləḍkas
m'o:n bə:y	=	mə:nis bə:yis
yi šur	=	yemis šuris
yi garī	=	yath garas
hō ku:r	=	homis kō:ri
hō gər	=	hōth gari

Future forms of verbs

The following suffixes are added to the consonant and vowel ending main verb roots for forming the future forms agreeing with the subject in person and number.

Person	Consonant ending		Vowel ending	
	Sg.	Pl.	Sg.	Pl.
1st	-i	-av	-mi	-may
2nd	-akh-iv	-kh	-yiv	
3rd	-i	-an	-yi	-n

Examples:

bi kari	'I will do'.	bi dimi	'I will give'.
əs' karav.		əs' dimav.	
tsi karakh.		tsi dikh.	
toh' kəriv.		toh' diyiv.	
su/sə kari.		su/sə diyi.	
tim karan.		tim/timi din.	

Vocabulary

gatsh	want, desire	ʃhi:kh	well
pə:si	m money	acha:	alright
sa:ma:n	m things	phol	m tablet
hath	m hundred	si:t'	with
rəpyi	f rupees	ša:m	m evening
ba:kiy	remaining	ta:m	up to
va:pas anun	to bring back	niš	near
tomul	m rice	manz	in, inside
masa:li	m spices	baʃun	m button
ti:l	m oil	hə:z	m boatman
maslan	for example	la:gun	to fix
nu:n	m salt	kud' karin'	to iron
mədre:r	m sugar	tal	under
ka:phi:	f coffee	lipha:phi	m envelope
k'uth	for	gila:s	m glass
kali do:d m	headache	ba:gva:n	m gardener
prītshun	to ask	na:v	f boat
p'aʃh	on, at	təbiyath	m health

Lesson 11

- | | |
|---|--|
| A toh' kar gətshiv dili? | When will you go to Delhi? |
| B bi gatshī paga:h. toh' kar yiyiv? | I'll go tomorrow. When will you come? |
| A. bi yimi kə:l'k'ath. | I'll come day after tomorrow. |
| B. tōhi si:t' kam gatshan? | Who will accompany you? |
| A. rameš a:si me si:t'. | Ramesh will accompany me. |
| təmis chu əkis do:stas khā:dar. | A friend of his is getting married. |
| B. toh' gətshiva: basi (k'ath) kini re:li? | Will you go by bus or by train? |
| A. əs' gatshav basi. va:pas yimav re:li. | We'll go by bus. We'll come back by train. |
| B. az cha s'aʃha: garmi:. | It is very hot today. It is suffocating inside the house. |
| maka:nas andar chu dam h'uh. pəkiv, nebri kani behmav. | Come on, let us sit outside. |
| A. vən' gatshi tse:r. bi ne:ri. paga:h vun'k'an ə:siv toh' dili. | Now it will be late. I'll leave. You'll be in Delhi tomorrow at this time. |
| B. a:, əs' ne:rav subihan ə: ʃhi baji. dili va:tav še baje: ša:m ta:m. | Yes, we'll start at 8 o'clock in the morning. We'll reach Delhi by 6 o'clock in the evening. |
| A. ra:me:š kati a:si vun'k'an? bi so:zi təmis šech. | Where will be Ramesh at this time? I'll send him a message. |
| B. tim a:san gari. toh' kəriv timan ʃeli:pho:n. | He'll be at home. Ring him up. |
| A. acha:ji. tōhi si:t' sapdi vən' dili mula:ka:th. tōhi cha: m'o:n pata: dili hund? | Alright. I'll now see you in Delhi. Do you have my address in Delhi? |
| B. me chuni pata:.. toh' li:khiv yath ɗayri: p'aʃh. | I do not know. (Please) write in this diary. |
| A. tōhi brōh kani k'a: chu? | What is in front of you? |

- B. yi chu akh sandu:kh. This is a box.
 A. ath andar k'a: chu? What is inside it?
 B. yath manz chi kēh zaru:ri: There are some important
 ka:kaz. papers inside it.
 A. tōhi dāchin' kin' k'a: cha? What is on your right hand side?
 B. yi cha almə:r'. ath manz It is an almirah. There are
 cha kita:bi. books inside it.
 A. me:zas kho:vīr' kin' k'a What is on the left hand side
 chu? of the table?
 B. yi chu akh ḍabi. It is a box.
 A. ḍabas talikani k'a: chu? What is under the box?
 B. yi chu tavliya:. It is a towel.
 A. me:zas pati kani k'a chu? What is behind the table?
 B. yi chu šra:puc. It is a knife.

Drills

I. Substitution Drills

- | | |
|---------------------------|-------------------------|
| 1. toh' kar gətshiv gari? | 2. bi a:si paga:h dili. |
| və:tiv (va:tun) | əʃ' a:sav (əʃ') |
| yiyiv (yun) | tsi a:sakh (tsi) |
| ni:riv (ne:run) | toh' ə:siv (toh') |
| bana:viv (bana:vun) | su a:si (su) |

3. maka:nas brōh kani chu ba:g.
 pati kani
 dāchin' kin'
 kho:vīr' kin'
 nebri kani

II. Response drill

- tōhi brōh kani k'a: chu? (me:z) me brōh kani chu me:z.
- tōhi pati kani k'a: chu? (darva:zi)
- tōhi dāchin' kin' k'a: cha? (də:r)
- tōhi kho:vīr' kin' k'a: cha? (kursi:)
- me:zas talī kani k'a: chu? (sondu:kh)

Exercises

I. Fill in the blanks using suitable words:

- toh' kar.... gari? 2. gari k'a:?
- me a:san me:n' do:s. 4. əʃ' ... paga:h dili.
- bi ... re:li, va:pas ... basi.
- tōhi sapdi paga:h ...
- yath alīma:ri kani k'a: chu?
- kursiyi kani chu me:z.
- sə:nis maka:nas kani chu ba:g.

II. Answer the following questions using cues:

- toh' kar yiyiv va:pas? (paga:h) bi yimi va:pas paga:h.
- tōhi si:t' kam yin? (me:n' do:s)
- toh' kithi kin' gətshiv? (ka:ri manz).
- toh' kati ə:siv paga:h vun'ka'n? (gari)
- tōhi si:t' kar sapdi mula:ka:th? (k quiet.:l'k'ath)
- tuhīndis garas brōh kani k'a: chu? (sku:l)
- tuhīndis daphtaras pati kani k'a: chu? (ba:g)
- tuhīnd' do:s kar a:san yeti? (ša:man)
- tōhi cha: m'o:n pata:? (a:)
- bi kar yimi tuhund gari? (paga:h)

III. Use the following words/phrases in sentences:

paga:h, kə:l'k'ath, khā:dar, basi k'ath, garmi:, tse:r gatshun, vun'k'an, šech so:zin', mula:ka:th sapdun, zaru:ri:

Notes

Auxiliary verb in presumptive or future tense

Following are the forms of the auxiliary verb a:s 'be' in presumptive or future tense agreeing with the subject in number and person in the nominative case:

	Sg.	Pl.
1 st person	a:si	a:sav
2 nd person	a:sakh	ə:siv
3 rd person	a:si	a:san

Examples:

bī a:si para:n	I will be reading.
əs' a:sav paka:n.	We will be walking.
tsi a:sakh para:n.	You will be reading.
toh' ə:siv paka:n.	You'll be walking.
su/sə a:si para:n.	He/she will be reading.
tim/timi a:san paka:n.	They will be walking.

The second and third person plural forms are used for honorific singular subjects as well.

In case the subject is in dative case, following are the forms of the verb *a:s* 'have' agreeing with the subject in person and with object in number:

Person	Sg.	Pl.
1 st	a:si	a:san
2 nd (sg)	a:siy	a:snay
2 nd (pl.)	a:sivi	a:snay
3 rd	a:si	a:san

Examples:

me a:si/a:san	'I'll have'
asi a:si/a:san	'We will have'
tse a:siy/a:snay	'You will have'
tōhi a:sivi/a:snay	'You will have'
təmis a:si/a:san	'He will have'
tīman a:si/a:san	'They will have'

The coordinate conjunction morpheme *kinī* 'or'.

The coordinate conjunction morpheme *kinī* is used to conjoin two sentences of similar structure after the deletion of repeated elements in the second sentence. Examples:

1. toh' gətshiva: basi k'ath?
2. toh' gətshiva: re:li k'ath?
3. toh' gətshiva: basi k'ath kinī re:li?

Adverbs

In this lesson certain adverbs indicating direction like *brōh kani* 'in front', *dəchin' kin'* 'right hand side', *kho:vīr' kin'* 'left hand side', *talī kani* 'underneath', *patī kani* 'behind' have been used. When these adverbs are

used (as postpositions), the subject noun or noun phrase which immediately precedes them is put in the dative case using the dative case markers.

Vocabulary

paga:h	tomorrow	ḍabī	m	box
kə:l'k'ath	day after	pakun		to walk
	tomorrow	talīkani		underneath
khā:dar	m marriage	tavliya:	f.	towel
bas	f. bus	patī kani		behind
kinī	or	šra:puc	m	knife
re:l	f. rail	bihun		to sit
garmi:	f. hot	dam	m	suffocation
tse:r gatshun	to be late	nebri kani		outside
vun'k'an	at present	ḍayri:	f.	diary
šech	f message	brōh kani		in front
so:zun	to send	sondu:kh	m	box
ṭeli:pho:n	m telephone	zaru:ri:		important
kho:vīr' kin'	towards left	mula:kath	m	meeting
pata:	m address	sapdun		to happen

Lesson 12

- A. tōhi porva: akhba:r? Did you read the newspaper?
 B. a:, me por. Yes, I read.
 A. k'a: cha nəv khabar? What is new (Any new news)?
 B. kha:s ni kēh. toh' ti pəriv. Nothing in special. Read it.
 A. acha: diyiv. OK. Give it to me.
 B. rətiv. (Please) take it.
 A. azkal chu ša:hras manz There is a circus in the city
 sərki:s. tōhi vuchiva:? these days. Did you see it?
 B. šur'av vuch. me m'u:l ni The children saw it. I could
 vakhit. not get time.
 A. tōhi h'otva: nov maka:ni Did you purchase the new
 məl'? house?
 B. na, vuni ni. me vuch u:tri No, not yet. I saw one day
 akh, magari yi chu drog. before yesterday, but it is
 expensive.
 A. ko:ta:h ki:math chus? How much is the price?
 B. lagbag vuh lach rəpiyi. About twenty lakh rupees.
 A. maka:n ko:tah boḍ chu? How big is the house?
 B. maka:n chuni z'a:di boḍ. The house is not very big. It
 ath manz chi tre kamri, has three (bed) rooms and a
 akh bə:ṭhakh, co:ki ti zi sitting (drawing) room, a
 šra:nikuṭ h'. maka:nci kitchen and two bathrooms.
 da:ri ti darva:zi chi ja:n The windows and doors of the
 ləkri hind'. house are made of good timber.
 A. ā:gun cha:? Is there a compound?
 B. a:, akh ləkuṭ ā:gun ti Yes, it has a small compound
 chus ti gara:j ti. maka:n a:v and a garage too. I liked the
 me pasand. house.
 A. tōhi k'a korvi az? What did you do today?
 B. az ə:s chuṭi:. me kər It was a holiday today. I did a
 va:riya:h kə:m. me on lot of work. I purchased
 ba:zri sa:ma:n. me chəl' (certain) things from the
 palav. me le:chi kēh ciṭhi market. I washed clothes.
 do:stan. me l'uk:h akh I wrote some letters to friends.

mazmu:n akhba:ri khə:tri.
 subihān kər me ba:gas
 manz kə:m. tōhi k'a: korvi?

I wrote an article for the
 newspaper. I worked in the
 garden in the morning. What did
 you do?

- A. subihān go:s bi: sə:ras.
 va:pas a:s ə:ṭhi baji. me
 li:ch əkis do:stas ciṭh'.
 kəḍ' banki manzi pə:si.
 sarli ti bi gəyi ba:zar
 kahi baji. asi h'ot palvan
 k'uth kapur. kapur d'ut
 sitsas. bi go:s rəši:dun
 gari. su o:s ni gari. bi a:s
 gari ti šōgus əkis
 gaṇṭas. bi go:s hušiya:r
 tso:ri baji. me ceyi ca:y ti
 ti a:s tōhi niš yo:r.

I went for a walk in the
 morning. I came back at
 me 8 o'clock. I wrote a letter
 to a friend. I drew money
 from the bank. Sarla and I
 went to market at 11.
 We purchased cloth for
 clothes. (We) gave the cloth
 to the tailor. I went to
 Rashid's house. He was not
 at home. I came home and
 slept for an hour. I woke
 up at 4 o'clock. I had tea
 and came to see you here.

- B. yeti p'āthi kot gətshiv?

Where will you go from here?
 I'll return. home. Sarla will
 be waiting for me.

- A. bi gatshī va:pas gari.
 sar:li asi me pra:ra:n.

Drills

I. Repetition drill

- | | |
|--|--|
| 1. me por akhba:r.
me pər' akhba:r.
me pər kita:b.
me pari kita:bi. | 2. me l'u:kh mazmu:n.
me li:kh' mazmu:n.
me li:ch ciTh'.
me lechi ciThi. |
| 3. tse onuth akh me:z.
tse ənith zi me:z.
tse ənith kursi:.
tse an'ath kursiyi. | 4. tse h'otuth kapur.
tse hetith palav.
tse hetsith gər.
tse hetsath gari. |
| 5. tōhi cholvi buth. 6.
tōhi chəlivi palav.
tōhi chəjjivi dəj.
tōhi chajivi daji. | tōhi n'uvī akh akhba:r.
tōhi niyivi palav.
tōhi niyivi kəmi:z.
tōhi niyivi kəmi:zi. |

II. Substitution drill

- | | |
|---------------------------|------------------------|
| 1. bi go:s gari (gatshun) | 2. bi gəyas ba:zar. |
| a:s (yun) | a:yas |
| tsa:s (atsun) | tsa:yas |
| dra:s (ne:run) | dra:yas |
| 3. əs' gəyi daphtar. | 4. tsi go:kh sku:l. |
| a:yi | a:kh |
| tsa:yi | tsa:kh |
| dra:yi | dra:kh |
| 5. toh' gəyivi gari. | 6. su gav gari. |
| a:yivi | a:v |
| tsa:yivi | tsa:v |
| dra:yivi | dra:v |
| 7. so gəyi gari. | 8. tim/timi gəyi gari. |
| a:yi | a:yi |
| tsa:yi | tsa:yi |
| dra:yi | dra:yi |

III. Response drill

- | | |
|------------------------------|---------------------|
| 1. toh' kot gəyivi? (gari) | bi go:s/gəyas gari. |
| 2. toh' kar a:yivi? (ra:th) | bi a:s/a:yas ra:th. |
| 3. tsi kar a:kh? (u:tri) | bi a:s/a:yas u:tri |
| 4. tsi kar gəyakh? (subihan) | bi gəyas subihan. |
| 5. su kot gav? (dili) | su gav dili. |
| 6. so kot gəyi? (gari) | so gəyi gari. |
| 7. tim kar dra:yi? (ša:man) | tim dra:yi ša:man. |

Exercises

I. Fill in the blanks using appropriate form of the verbs given in brackets:

- təhi k'a:? (parun)
- tse k'a:? (le:khun)
- tse kita:b? (anun)
- tse akhba:r? (vuchun)
- təm' mazmu:n? (le:khun)

- təm' ci:th'? (parun)
- su gari? (gatshun)
- so daphtar? (yun)
- tim ba:zar? (ne:run)
- timav ... akhba:r? (h'on)

II. Answer the following questions using cues:

- tsi kar a:kh? (ra:th) bi a:s ra:th.
- tsi kar a:yakh? (u:tri)
- təhi k'a: porvi? (akhba:r)
- təhi k'a: l'u:khvi? (mazmu:n)
- təhi k'a: chəliivi? (palav)
- təhi k'a: h'otvi? (kapur)
- təhi k'a: onivi? (pankhi)
- təhi k'a: vuchivi? (sə:ks)
- toh' kot gəyivi? (daphtar)
- toh' kar šögivi? (ə:thi baji)

III. Use the following words/phrases in sentences:

- | | | | |
|---------------------|-------------------|-------------------|---------------|
| 1. khabar | 2. azkal | 3. vakhit me:lun | 4. drog a:sun |
| 5. lagbag | 6. chu:ti: a:sin' | 7. sə:ras gatshnn | 8. šögun |
| 9. hušiya:r gatshun | | 10. pra:run. | |

Notes

Past tense

In this lesson both intransitive and transitive verbs are used in simple past tense.

Intransitive verbs in the past tense

The forms of verbs agree with the subject in person, gender and number. Following are the forms of some intransitive verbs:

	Person	Masculine		Feminine	
	1 st	Sg.	Pl.	Sg.	Pl.
yun		a:s	a:yi	a:yas	a:yi
gatshun		go:s	gəyi	gəyas	gəyi
šögun		šögus	šög'	šöjis	šöji

p'on	p'o:s	peyi	peyas	peyi
va:tun	vo:tus	və:t'	və:tsis	va:tsi
2 nd	a:kh	a:yivi.	a:yakh	a:yivi
	go:kh	gəyivi	gəyakh	gəyivi
	šōgukh	šōgivi	šōjikh	šōjivi
	p'o:kh	peyivi	peyakh	peyivi
	vo:tukh	və:tivi	və:tsikh	va:tsivi
3 rd	a:v	a:yi	a:yi	a:yi
	gav	gəyi	gəyi	gəyi
	šōg	šōg'	šōj	šōji
	p'av	peyi	peyi	peyi
	vo:t	və:t'	və:ts	va:tsi

Transitive verbs in the past tense

In case the subject is 1st or 3rd person, the forms of transitive verbs agree with the object in gender and number. Following are the forms of some transitive verbs:

Person	Object			
	Masculine		Feminine	
	1 st /3 rd	Sg.	Pl.	Sg.
parun	pər	pər'	pər	pari
le:khun	l'u:kh	li:kh'	li:ch	le:chi
anun	on	ən'	ən'	ani
karun	kor	kər'	kər	kari
ha:vun	ho:v	hə:v'	hə:v	ha:vi
vuchun	vuch	vuch	vuch	vuchi
kh'on	khev	kheyi	kheyi	kheyi
con	cav	ceyi	ceyi	ceyi

In case the subject is in second person, forms of verbs agree with it in number and/or status, and with the object in gender and number:

2 nd Per (sg/non-hon)	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
	poruth	pərith	pərIth	pareth
	l'u:khuth	li:khith	li:chith	le:chath
	onuth	ənith	ənith	aneth
	koruth	kərith	kərith	kareth
	ho:vuth	hə:vith	hə:vith	ha:veth
	vuchuth	vuchith	vuchith	vucheth

	kh'o:th	kheyath	kheyath	kheyath
	co:th	ceyath	ceyath	ceyath
2 nd Per	porvi	pərivī	pərvī	parivī
(pl/hon. sg)	l'u:khivi	li:khivi	li:chivi	le:chivi
	onivi	ənivi	ənivi	anivi
	korivi	kərivī	kərvī	karivī
	ho:vivi	hə:yivi	hə:vivi	ha:yivi
	vuchivi	vuchivi	vuchivi	vuchivi
	kh'o:vi	kheyivi	kheyivi	kheyivi
	co:vi	ceyivi	ceyivi	ceyivi

Vocabulary

akhba:r	m	newspaper	ki:math	m	price
nov	m.s.	new	lach	m	lakh
nəv	f.s.	new	p'a:thi		from
kha:s		special	z'a:di		more
d'un		to give	bə:thakh	f	living room
ra:tun		to hold/catch	azkal		now-a-days
šra:ni ku:th	m	bathroom	sərkis	m	circus
ləkir	f	timber	mə:lun		to get
yo:r		here	məl' h'on		to purchase
gara:j	m	garage	vun'		right now
pasand yun		to like	u:tri		day before yesterday
gan:ti	m	hour	hu:šiya:r	m	awake
magar		but	chu:ti:	f	holiday
drog	m	expensive	va:riya:h		a lot
ko:ta:h	m	how much	khə:tri		for
pra:run		to wait	subuh	m	morning
p'on		to fall	šōgun		to sleep

Lesson 13

- A. tōhi k'a: chu na:v? What's your name?
 B. me chu na:v rəhma:n. My name is Rahman.
 A. toh' k'a: chiv kara:n? What do you do?
 B. bi chus ka:ri:ba:r kara:n. I am in business.
 A. kam'uk ka:ri:ba:r? What do you deal in?
 B. asi chi zi duka:n. akh chu kə:širen dastka:ren hund. ti b'a:kh chu me:vun hund. We have two shops. In one of the shops we sell Kashmiri handicrafts, and fruits in the other.
 A. toh' kam ci:z chiv kina:n? Which items do you sell?
 B. əs' chi kə:šir' kə:li:n, ša:l, ri:šmi: do:ti, dusi, pe:par mə:ši hind' ci:z kina:n. saris, blankets, and papier mache items. All these are made in Kashmir.
 A. me:vi duka:nas manz kam ci:z chi? Which items are there in the fruit shop (for sale)?
 B. əs' chi z'a:ditar tsu: th', du:n' ti ba:da:m kina:n. bakiy mu:smi: me:vi ti chi əs' thava:n. maslan gila:s, tang, tse:ri, o:luv bukha:ri, dach vagə:ri. ami ala:vi chi əs' kəh khəšik me:vi yane: na:rji:l, khəzɪr, kišmiš, ka:ju: vagə:ri ti kina:n. acha:, tōhi vonlvɪ ni ki toh' k'a: chiv kara:n? We sell apples, walnuts and almonds mostly. We keep other seasonal fruits as well. For example, cherry, pears, apricots, plums grapes etc. Besides these, we sell some dry fruits like coconuts, dates, raisin, cashew nuts etc. Alright, you didn't tell me about your profession.
 A. bi chus sarkə:r' no:kri: I am in government service.
 kara:n. bi chus puli:sas manz. I am in police (department).
 bi chus so:po:ri ro:za:n. I live at Sopore. My
 m'o:n ləkut bə:y brother too is a shopkeeper
 ti chu duka:nda:r. su chu He sells grocery. Please

- kiryani kina:n. toh' diyiv me give me your address. I will
 panun pata: bi yimi tuhindis visit your shop. I have to
 duka:nas p'a:th. me chi kəh buy certain items for my
 ci:z hen' əkis nebrimis do:stas friend from outside (the
 Kith' valley).
 B. zaru:r li:hiv pata:. toh' kar yiyiv? Certainly. Please write down the
 address.
 A. bi anan panun do:s ti pa:nas When will you come?
 si:t'. acha: diyiv me I'll bring my friend also.
 yija:zath. me chu daphtar gatshun. OK. Please permit me
 to leave. I have to go to the
 office.
 B. bədiv, khoda:yas hava:li ! Please go. May God protect you!

Drills

I. Substitution drill

1. bi chus ka:ri:ba:r kara:n. 2. əs' chi ša:l kina:n.
 no:kri: kə:širi dastka:ri
 kə:m ləkri hind' ci:z
 duka:ndə:ri kiriya:ni
 3. kəširi:ri chi dusi ti ša:l bana:n
 ri:šmi: do:ti
 pe:par mə:ši: hind' ci:z
 dastka:ri
 4. me chi ci:z hen' . (ci:z hen')
 kə:m karin'
 ša:l kinin'
 me:vi anin'

II. Transformation drill

- me chu akhba:r parun. > me chi akhba:r parin' .
 me chu mazmu:n le:khun. > me chi mazmu:n le:khin' .
 asi chu maka:n vuchun. > asi chi maka:n vuchin' .
 asi chu me:z kinun > asi chi me:z kinin' .
 tōhi chuv patlu:n suvun. > tōhi chiv patlu:n suvin' .
 me cha kita:b parin' . > me cha kita:bi parini.
 me chi gər hen' . > me cha gari heni.

tōhi chav va:j anin'.	>	tōhi chav va:ji anini.
tōhi chav kəmi:z chalin'.	>	tōhi chavi kəmi:zi chalini.
timan cha ciṭh' le:khin.	>	timan cha ciṭhi le:khini.

III. Response drill

tōh' k'a: chiv kina:n? (kiriya:ni) bi chus kiriya:ni kina:n	
tōh' k'a: chiv kara:n?	(no:kri:)
tōhi kot chu gatshun?	(gari)
tōhi si:t' kam chi?	(me:n' do:s)
tōhi k'a: chu h'on ba:zri?	(dastka:ren hind' ci:z)
tōhi kiman kith' chi yim ci:z?	(do:stas kith')

Exercises

I. Fill in the blanks using suitable words

1. tōh' kam'uk chiv ?
2. asi chu akh me:van hund ti kiriya:nuk.
3. əs' chi hind' ti hind' ci:z kina:n.
4. yim sə:ri: chi kəši:ri
5. əs' chi manz kə:m
6. me cha do:stas ciṭh'
7. tōhi cha: panun maka:ni ?
8. me chuni akhba:r , me cha ciṭh'
9. tōhi cha: kita:bi məl' kini
10. yija:zath , me chu daphtar

II. Answer the following questions:

1. tōh' k'a: kə:m chiv kara:n?
2. tōh' kati chiv kə:m kara:n?
3. kə:širi dastka:ri k'a: k'a: cha?
4. kəši:ri manz kam kam me:vi chi a:sa:n?
5. kəši:ri kam kam dastka:ri cha bana:n?
6. khəšik me:van hind' na:v li:khiv.

IV. Use the following words/phrases in sentences:

1. ka:riba:r
2. kə:širi dastka:ri
3. me:vi
4. kiriya:ni
5. nebrim
6. yija:zath d'un
7. z'a:ditar
8. no:kri: karin'.

Notes

Verbs in infinitive form

In this lesson, infinitive forms of verbs are used along with the subject nouns or pronouns in dative case. The forms of the verb *a:sun* 'to have' agree with the subject in person, gender and number.

Vocabulary

na:v m	name	thavun		to keep
ci:z m	thing(s)	gila:s	m	cherry
dastkə:r' f.	handicraft	ṭang	m	pear
b'a:kh	other, second	tse:r	f.	apricot
kam kam	which ones	o:luv bukha:ri	m	plum
kinun	to sell	dach	m	grape (s)
kə:lin m	carpet	vagə:ri		etc.
ša:l m	shawl	ala:vi		extra
ri:šim f.	silk	ami ala:vi		besides this
du:t' f.	sari	na:rji:l	m	coconut
du:si m	stole	khəšik		dry
ya:ne:	like, as	banun		to be available
khəzir m	date(s)	yija:zath d'un		to permit
me:vi m	fruit	kišmiš	m	raisin
z'a:ditar	mostly	kaju:	m	cashew nut(s)
nebrim	of outside	acha:		alright
du:n m	walnut	vanun		to say
ba:da:m m	almond	ha:va:li		custody, care
khəda: m	God	puli:s	m	police
mu:sim	season	ləkuṭ	m.s	young, small
nebar	outside	panun pa:n	m.s	self
baḍun	to move	kiry:nl	m	grocery
pe:par				
mə:ši: f.	papier mache			

Lesson 14

- A. toh' chiva: kəʃi:ri gə:mit'? Have you visited Kashmir?
 B. a:, bi chus go:mut. Yes, I have gone.
 A. toh' kar chiv gə:mit'? When have you gone?
 B. bi o:sus ka:leji para:n, I was studying in college, when
 yeli bi gəḍḍinici laṭi I went to Kashmir for the first
 kəʃi:ri go:s. əs' gəyi time. We went from the college
 ka:leji p'əṭh sə:r karni. on tour. We were in all ten
 əs' a:s' kul dəh ləḍki. students. Our professor was
 sə:n' profesar sə:b ə:s' with us. We stayed in Kashmir
 asi si:t'. əs' ru:d' kəʃi:ri for ten days.
 dəhan dəhan.
 A. təhi k'a: k'a: vuchivi Which places did you visit in
 kəʃi:ri? Kashmir?
 B. əs' gəyi gulmarag, We went to Gulmarg, Sonmarg,
 sonimmarag, pahalgam: Pahalgam, Verinag and Kokarnag.
 ve:rnag, ti kəkarna:g. asi We saw all places in vuchi
 siri:nəgrī sa:rey ja:yi, Srinagar, especially Mughal
 kha:s kar məgal ba:g: gardens: Shalimar, Nishat
 ša:līma:r, niša:t, Cashmashahi, and Nehru Park
 casmišə:hi: ti nehru: pa:rk etc. The Mughal gardens are
 vagə:ri. məgal ba:g chi indeed very beautiful. We went
 pəz' pə:ṭh' khu:bsu:rath. for a boat-ride in Dal. We
 asi kor ḍal ji:las manz ti stayed in a houseboat for
 na:vi sə:r. əs' ru:d' dən for two days. We liked
 dəhan havis bo:ṭas manz, Kashmir very much.
 asi a:yi kəʃi:r s'əṭha: pasand. The second time I have gone əkis
 do:yimi laṭi chus bi go:mut (to Kashmir) on the occasion
 do:sti sindis of the wedding ceremony of
 khā:dras p'əṭh. me:n' a friend of mine.
 kəh ba:kīy do:s ti ə:s' Some of my other friends had
 khā:dras p'əṭh also come to Kashmir at this
 kəʃi:ri a:mit'. yi o:s wedding. It was autumn. It
 harduk mu:sim.

kəʃi:ri ə:s s'əṭha: ti:r
 ti:k'a:zi ba:lan p'əṭh o:s
 ši:n p'o:mut. kəʃi:ri:
 manz cha vandas s'əṭha:
 ti:r a:sa:n. sō:tas manz
 ti chu ru:d peva:n, magar
 retikə:lis manz chu mu:sim
 s'əṭha: ja:n a:sa:n. garmi:
 chani a:sa:n. va:riya:h
 sə:lə:ni: chi o:r gatsha:n
 retika:li.

was very cold in Kashmir,
 because it had snowed on
 the mountains. The winter is
 very cold in Kashmir. It
 rains in spring as well, but
 the weather remains good
 during the summer. The
 summer is not hot. A number
 of tourists visit Kashmir during
 Kashmir during summer.

Drills

I. Repetition drill

1. bi chus go:mut. 4. bi o:sus dra:mut.
 əs' chi gə:mit'. əs' ə:s' dra:mit',
 bi chas gə:mits. bi ə:sis dra:mits,
 əs' cha gamtsi. əs' a:si dra:mtsī.
2. bi chus a:mut. 5. bi o:sus vo:tmut.
 əs' chi a:mit'. əs' ə:s' və:t' mit'.
 bi chas a:mits. bi ə:sis və:tsmits.
 əs' cha a:mitsi. əs' a:si va:tsimatsi.
3. bi chus vothmut. 6. bi o:sus šōgmūt.
 əs' chi vəṭh' mit'. əs' ə:s' šōg' mit'.
 bi chas vəṭshmits. bi ə:sis šōjmits.
 əs' cha vatshmitsi. əs' a:si šōjimatsi.

II. Substitution drill

1. tsi chukh a:mut. (yun) 2. toh' chiv a:mit'. (yun)
 tsi chukh go:mut.(gatshun) toh' chiv dra:mit'. (ne:run)
 tsi chukh vo:tmut.(va:tun). toh' chiv və:t' mit'. (vatun)
 tsi chukh šōgmūt.(šō)gun) toh' chiv gə:mit'. (gatshun)
3. su chv dra:mut. (ne:run) 4. tim chi dra:mit'. (ne:run)
 su chu šōgmūt. (šō)gun) tim chi a:mit'. (yun)
 su chu p'o:mut. (p'on) tim chi gə:mit' (gatshun)
 su chu vo:tmut. (va:tun) tim chi və:t' mit' (va:tun)

III. Transformation drill

bi chus a:mut.	>	bi o:sus a:mut.
bi chas a:mits.	>	bi ə:sis a:mits.
əs' chi gə:mit'.	>	əs' ə:s' gə:mit'.
tsi chukh vo:tmut.	>	tsi o:sukh vo:tmut.
tsi chakh və:tsmits.	>	tsi ə:sikh və:tsmits.
toh' chiv dra:mit'.	>	toh' ə:sivi dra:mit'.
su chu šōgmut.	>	su o:s šōgmut.
sə cha šōjmits.	>	sə ə:s šōjmits.
tim chi gə:mit'.	>	tim ə:s' gə:mit'.

Exercises

I. Fill in the blanks using appropriate forms of the verbs given in brackets:

1. toh' chiva: yo:r . . . ? (yun)
2. bi chusni to:r (gatshun)
3. əs' chi gari (ne:run)
4. toh' kot gari p' aṭhi? (gatshun)
5. toh' kar yo:r? (va:tun)
6. əs' ə:s' kəši:ri dəyi laṭi . . (gatshun)
7. əs' ə:s' dahi baji ka:le:j . . . ? (va:tun)
8. tim ə:s' kahi baji daphtar (yun)
9. tōhi k'a: k'a: kəši:ri? (h'on)
10. toh' kot kot chiv ? (gatshun)

II. Answer the following questions:

1. toh' chiva: kəši:ri gə:mit'?
2. toh' kar chiv gə:mit'?
3. toh' kot kot chiv kəši:ri manz gə:mit'?
4. toh' ki:tis ka:las chiv kəši:ri ru:d' mit'?
5. tōhi kam kam bəḍ' šahar chiv vuchmit'?
6. tōhi kus kus šahar chuv pasand?
7. vandas manz k'uth mu:sim chu kəši:ri a:sa:n?
8. retikə:lis manz k'uth mu:sim chu ro:za:n?
9. kəši:ri p' aṭhi kar a:yivi toh' va:pas?
10. toh' kot gətshiv yeti p' aṭhi?

III. Use the following words/phrases in sentences:

- | | | |
|-----------------|----------------|---------------|
| 1. gəḍṇici laṭi | 2. doyimi laṭi | 3. sə:r karni |
| 4. ḍalji:l | 5. pasand yun | 6. khā:dar |
| 7. harud | 8. vandi | 9. sō:th |
| 10. retikə:l | 11. ši:n p'on | 12. ba:l |
| 13. ba:kiiy | 14. tik'a:zi | 15. garmi: |

Notes

Present perfect tense

Sentences with the present perfect tense are formed by using present forms of the auxiliary verb and by adding the following suffixes to main verb roots agreeing with the subject in number and gender in subjectival constructions (where main verbs are intransitive).

Mas.		Fem.	
Sg.	Pl.	Sg.	Pl.
-mut	-mit'	-mits	-matsi
bi chus a:mut.		əs' chi a:mit'.	
tsi chukh gomut		toh' chiv gə:mit'.	

Past perfect tense

In the construction of sentences with the past perfect tense, the past forms of the auxiliary verb *a:sun* 'be' are used.

bi o:sus go:mut	əs' ə:s' gə:mit'.
-----------------	-------------------

Vocabulary

kəši:r	f.	Kashmir	poz	m	true
məgal		Mughal	pəz' pə:th'		really
gəḍṇ'uk	m.s.	first'	ba:l	m	mountain(s)
laṭh		turn	ḍalji:l	m	Dal lake
dəh	m.	day	havisbo:t	m	houseboat
gulimarg	m	Gulmarg	doyum	m	second
sonimarg	m	Sonamarg	vandi	m	winter
pahalga:m	m	Pahalgam	harud	m	autumn

kokarna:g	m	Kokarnag	sə:lə:ni:	m	tourist(s)
ve:rna:g	m	Verinag	tɪ:r	f	cold
siri:nəgɪr	m	Srinagar	tɪk'a:zi		because
kha:s kar		especially	ʃi:n	m	snow
ʃa:lɪma:r	m	Shalimar	sɔ:th	m	spring
ni:ʃa:t	m	Nishat	ru:d	m	rain
caʃmaʃa:hi:		Chashmashahi	retɪko:l	m	summer
ja:n a:sun		to be good	nahru: pa:rk	f	Nehru Park

Lesson 15

- A. tōhi chava: yi kita:b pərmits? Have you read this book?
 B. na, vuni nī. yi kɪmav chi No, not yet. Who has
 li:chmits? written it?
- A. yi cha mi:r sə:ban li:chmits. Mr. Mir has written it. It is
 yi cha kəʃi:ri mutalakh. about Kashmir. It presents
 yath manz chi kəʃi:ri hɪnz brief political history of
 məkhsar siyə:si: tə:ri:kh. Kashmir. It also mentions
 yath manz chu kəʃi:ri manz all the worth seeing places
 vuchanas la:yakh sa:riniy of Kashmir.
 ja:yan hund ti zikir.
- B. me chu yemi kita:bi hund I have read the review of
 riviv kath ta:m akhba:ras this book in some news
 manz pormut. toh' yeli paper. After you have read
 məklə:yiv pəriθ, patɪ diz'av it, please lend it to me to
 me parni khə:tri. read.
- A. paga:h chu yeti akh kə:ʃur A Kashmir play will be
 dɾa:ma:. staged over here tomorrow.
 B. a:, me chu pata:. me:n' ək' Yes, I know about it. One of
 do:stan cha ʃɪkʃɪ hetsmatsɪ. my friends has purchased
 toh' ti vuchiva:? tickets. Will you also watch it?
- A. me chu yəhay dɾa:ma: parus I have seen the same play
 vuchmut. kə:m karan və:l' last year. The performers too
 ti chi timay. agar me are the same. If I get time,
 phursat me:li, bi ti vuchi I'll see it again. The artists
 duba:ri. ada:ka:rav cha ath have done a good work in
 manz ja:n kə:m kərmits. it.
- B. azkal cha akh ja:n əgri:zi There is a good English
 film ti cala:n. movie being shown these
 days.
- A. a: me ti chi amik' tə:ri:ph Yes, I have heard its praise.
 bu:z'mit'. əs' vuchav yi We will watch this film
 philm yikivati kə:l'keth. together day after tomorrow.

- | | |
|---|---|
| <p>B. ti chu ti:kh, philim vuchith gatshav əs' rame:ʃun gari ti, təm'sund gari chu nəzdi:kh tati p'aṭhi.</p> <p>A. toh' yiyiv daphtari yith so:n ša:man šeyi baji. bi a:si taya:r.</p> <p>B. acha: me gav tse:r. me chu ba:zar gatshun: me cha ba:zri sabzi: anin'. sabzi: ənith chu me haspata:l ti gatshun.</p> <p>A. adisə: teli samkhav paga:h ša:man. toh' kər'zev ku:šiš vakhtas p'aṭh yinic.</p> | <p>That is good. After watching the film, we will visit Ramesh's house. From there, his house is close by.</p> <p>Please come to my house on return from the office at 6 o'clock. I will be ready.</p> <p>Alright. I am late. I have to go to market. I have to bring vegetables from the market. After bringing vegetables, I have to go to hospital.</p> <p>OK. We'll meet tomorrow in the evening. You should try to come on time.</p> |
|---|---|

Drills

I. Substitution drill

- | | |
|--|---|
| <p>1. me cha yi kita:b pərmits.
(parun)
(h'on)
(anun)
(le:khun)</p> | <p>2. tse chuth nov ko:ṭh suvmut.
(suvun)
(tshunun)
(bana:vun)
(h'on)</p> |
| <p>3. tōhi chiv palav het'mit'.
(h'on)
(vuchun)
(kinun)
(bana:vun)</p> | <p>4. timav o:s mazmu:n l'u:khmut
(le:khun)
(parun)
(vuchun)
(d'un)</p> |
| <p>5. bi gatshi gari kə:m kəriṭh.
(kəm karin')
(kita:b parin')
(ciṭh' le:khin')
(khabar bo:zin')</p> | |

II. Transformation drill

- | | | |
|----------------------------|---|------------------------------|
| me cha yi philim vuchmits. | > | me ə:s yi philim vuchmits. |
| me chu ḍra:ma: l'u:khmut. | > | me o:s yi ḍra:ma: l'u:khmut. |
| me cha yi khabar bu:zmits. | > | me ə:s yi khabar bu:zmits. |
| asi chu maka:ni kinimut. | > | asi o:s maka:ni kinimut. |
| tse chuth bati ronimut. | > | tse o:suth bati ronimut. |
| tse chith mo:zi het'mit'. | > | tse ə:sith mo:zi het'mit'. |
| tse chath bəniya:n | > | tse ə:sith bəniya:n |
| tshunimits. | | tshunimits. |
| tōhi chivi kali cholmut. | > | tōhi o:sivi kali cholmut. |
| tōhi chiv pə:si ən'mit'. | > | tōhi ə:sivi pə:si ən'mit'. |
| tōhi chavi gər ši:rmits. | > | tōhi ə:sivi gər ši:rmits. |
| təm' chu bu:ṭh šu:rmut. | > | təm' o:s bu:ṭh šu:rmut. |
| timav cha ka:r ən'mits. | > | timav ə:s ka:r ən'mits. |

Exercises

I. Fill in the blanks using suitable words:

1. tōhi chava: yi ḍra:ma: . . . ?
2. tōhi kar chav yi kita:b ?
3. yi kita:b cha: kəši:ri ?
4. kəši:ri manz cha vuchanas. . . va:riya:h. . .
5. yi kə:m. . . yiyiv so:n gari.
6. yi akhbə:r. . . gətshiv ba:zar.
7. me diyiv kita:b khə:tri.
8. rne cha yi philim parus
9. tōhi chava: nəv ka:r . . . ?
10. bi yimi tuhund gari, agar me phursat

II. Answer the following questions using cues:

- | | |
|---|----------|
| 1. tōhi cha: nəv' palav suv'mit'? | (a:) |
| 2. tōhi cha: yi mazmu:n pormut? | (a:) |
| 3. tuhind' do:stan cha: yi ḍra:ma: vuchmut? | (a:) |
| 4. tōhi cha: ka:lijic kə:m kərmits? | (na) |
| 5. yim kəm' chi palav chəl'mit'? | (ši:lan) |
| 6. tuhind' do:stan cha: nov saykal h'otmut? | (na) |
| 7. tōhi chava: panin' kə:m mōklə:vmits? | (na) |
| 8. siṭsan cha: nəv' palav suv'mit'? | (na) |
| 9. tōhi kar mōklə:viv ki:ta:b pəriṭh? | (paga:h) |

10. tōhi cha: yeti panun makam bano:vmut? (a:).

III. Use the following words/phrases in sentences:

1. mutlakh 2. siyə:si: 3. zikir 4. məkla:vun
 5. phursat me:lin' 6. ada:ka:r 7. tə:ri:ph 8. nəzdi:kh
 9. tse:r gatshun 10. samkhun. 11. ku:šiš karin'

Notes

Present and perfect tense

In this lesson, sentence constructions with the present and past perfect tenses have been used in objectival constructions (using transitive verbs). In case main verbs are transitive, the forms of auxiliary verb *a:sun* 'be' are used in ergative. The present and past forms of the auxiliary verb are used in the present and past perfect constructions respectively.

Auxiliary verbs in ergative

Following are the present and past forms of the auxiliary verb in the ergative agreeing with the subject in person, and with object in gender and number:

Present

Person	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1 st /3 rd	chu	chi	cha	cha
2 nd (non-hon. sg.)	chuth	chith	chath	chath
2 nd (pl./hon. sg.)	chuv	chiv	chav	chavi

Past

1 st /3 rd	o:s	a:s'	ə:s	a:si
2 nd (non-hon. sg.)	o:suth	ə:sith	ə:sith	a:sath
2 nd (pl./hon. sg.)	o:slvi	ə:sivi	ə:sivi	a:sivi

Personal pronouns in ergative

Following are the forms of the personal pronouns in ergative:

Person	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
1 st	me	asi	me	asi
2 nd	tse	tōhi	tse	tōhi

3 rd (within sight)	hom'	humav	homi	humav
(out of sight)	təm'	timav	tami	timav

Demonstrative pronouns in ergative

Person	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
Proximate	yem'	yimav	yemi	yimav
Remote (within sight)	hom'	humav	homi	humav
(out of sight)	təm'	timav	tami	timav

Nouns in ergative case

The following suffixes are added to the nouns in ergative case:

Masculine		Feminine	
Sg.	Pl.	Sg.	Pl.
-an	-av	-i	-av

Examples

ləḍki +an	=	ləḍkan	(yem' ləḍkan pər yi kita:b.)
ləḍki+av	=	ləḍkav	(yimav ləḍkav pər yi kita:b.)
ku:r +i	=	ko:ri	(yemi ko:ri pər yi kita:b.)
ko:ri +av	=	ko:r'av	(yimav ko:r'av pər yi kita:b.)

Vocabulary

mutlakh	m	about	kar	f	car
mokhsar		brief	yikivatī		together
siyə:si:		political	nəzdi:kh		near, close by
tə:ri:kh	f	history	so:n	m.s	our
zikir	m	mention	taya:r		ready
riviv	m	review	taya:r a:sun		to be ready
kath ta:m		some	pata: a:sun		to know
məkla:vun		to complete	ḍrama:	m	play
ṭikaṭh	f	ticket	sabzi:	f	vegetable(s)
yōhay		the same	haspata:l	m	hospital
bu:th	m	shoes	adīsə:		OK.
phursat	f	leisure	teli		then
phursat me:lin'		to get time	samkhun		to meet
duba:ri		second time	ku:šiš	f	try

ada:ka:r		artist	ku:šiš karin'	to try
philm	f	film	batī	m flood
calun		to be on	mo:zi	m socks
tə:ri:ph	f	praise	parus	last year
še:run		to repair	saykal	m cycle
suvun		to stitch		

Lesson 16

- A. rə:na: sə:b kati chi? Where is Mr. Raina?
 B. timan chuni az təbiyath
 ʃhi:kh. timan o:s subihan
 taph. beyi ə:sikh tsa:s
 yiva:n. ami kin' hek' ni
 yo:r yith. He is not feeling well today.
 He had fever in the morning
 and was suffering from
 cough. Therefore; he could
 not come here.
- A. tim gəya: ɖa:kʰars niš? Did he go to the doctor?
 B. a: tim gəyi. ɖa:kʰar
 sə:ban d'ut timan dava:.
 tim karan dɔhas a:ra:m. Yes, he did. The doctor gave
 him medicine. He will take
 rest for the day.
- A. me ti chu kalas do:d. bi I too have headache. I cannot
 hekini az kə:m kəriθ. work today.
 B. dava: kheyiv. jalid gətshiv
 ʃhi:kh. me o:s ra:θ
 zuka:m. me kh'av dava: ti
 go:s ʃhi:kh. Take medicine. You will be
 alright soon. I had badcold
 yesterday. I took medicine
 and got well.
- A. azkal chuni yeti mu:sim
 ʃhi:kh. aksar chi lu:kh
 bema:r peva:n. The climate over here is not
 good these days. People be
 become sick mostly.
- B. tōhi onva: sa:ma:n məl'
 ba:zri? Did you buy things from the
 market?
 A. me het' kēh ci:z. ci:z ə:s'
 gob'. me hek' ni yo:r
 əniθ. I bought a few things. They
 were heavy (in weight). I
 could not bring them here.
- B. tōhi k'a: k'a: h'otvi? What items did you buy?
 A. me h'ot tomul, o:ʈ,
 mədre:r, masa:li, nu:n,
 ti:l, beyi kapur vagə:ri. I bought rice, flour, sugar,
 spices, salt, oil, and cloth etc.
- B. bi gatshī ša:man ba:zar.
 me ti chi kēh ci:z anin'
 gari kith'. I'll go to the market in the
 evening. I too have to bring a
 few things for home.
- A. teli gatshav əs' yikivati
 daphtari yith. Then we will go together after
 coming from the office.

- B. acha: bihiv. ca:y ceyiv. OK. Please sit down. Have (a cup of) Tea.
 A. na, me gatshi tse:r. bi heki ni panun daphtar vakhtas p'ath vətith. No., I'll be late. I cannot reach my office in time.
 B. acha: bi pra:ri tōhi ša:man. OK. I'll wait for you in the evening.

Drills

I. Repetition drill

- bi heki gari gətshith.
əs' hekav yi kə:m kərith.
tsi hekakh yo:r yith.
toh' hekiy yi kita:b pərith.
sə heki cīth' li:khith.
tim hekan palav chəlith.
- bi chus/chas heka:n kə:šur pərith.
əs' chi heka:n akhba:r pərith.
tsi chukh/chakh heka:n batī rənith
toh' chiv heka:n ka:r calə:vith.
su chu heka:n gər šī:rith.
sə cha heka:n bəniya:n vu:nith.
tim chi heka:n ca:y banə:vith.
timi cha heka:n palav suvith.

II. Transformation drill.

- | | | |
|------------------------------------|---|------------------------|
| bi chus heka:n yo:r yith. | > | bi o:sus heka:n ... |
| əs' chi heka:n gari gətšith. | > | əs' ə:s' heka:n ... |
| tsi chukh heka:n saphə:yi: kərith: | > | tsi o:sukh heka:n ... |
| tsi chakh heka:n tsəci banə:vith. | > | tsi ə:sikh heka:n ... |
| toh' chiv/chavi heka:n nətsith. | > | toh' ə:sivi/a:sivi ... |
| su chu heka:n du:rith. | > | su o:s heka:n ... |
| sə cha heka:n tsəlith. | > | sə ə:s heka:n ... |
| tim chi heka:n kulis khəsith. | > | tim ə:s' heka:n ... |
| timi cha heka:n ga:di rəthith. | > | timi a:sī heka:n ... |

III. Response drill

- | | | |
|-----------------------------|------|---------------------------|
| toh' hekiva: az yith? | (na) | na, bi hekini (yith). |
| tsi hekikha: nətsith? | (na) | na, bi heki ni (nətsith). |
| toh' hekiva: gari gətshith? | (na) | na, əs' hekav ni. |
| so hek'a: te:z du:rith? | (na) | na, su heki ni. |
| tim hekna: yi cīth' pərith? | (na) | na, tim hekan ni. |
| timi hekna: ga:di təlith? | (na) | na, timi hekan ni. |

Exercises

I. Fill in the blanks using suitable words:

- me chuni az thi:kh. bi daphtar gətshith.
- tōhi chav tsa:s toh' gətshiv niš.
- me o:s ḍa:ktar sə:ban me dava:
- toh' kəriv a:ra:m, toh' hekiy ni kə:m...
- tōhi cha: kalas? dava: ...
- sa:ma:ni o:s gob. me tulith.
- bi az ša:man gətshith. toh' gətsh' va:?
- tōhi govivi tse:r. toh' daphtar vakhtas ... vətith?
- toh' prə:riy. bi ša:man va:pas ...
- əs' ... yikivāṭi ... gətshith?

II. Answer the following questions:

- toh' chiva: heka:n gevith?
- toh' chiva: heka:n nətsith?
- toh' chiva: heka:n batī rənith?
- toh' chiva: heka:n vakhtas p'ath daphtar gətshith?
- toh' chiva: heka:n palav suvith?
- toh' chiva: heka:n te:z du:rith?
- toh' chiva: heka:n ka:r calə:vith?

III. Use the following words/phrases in sentences:

- amikin'
- a:ra:m
- tēhi:kh gatshun
- mu:sim
- bema:r p'on
- k'uth
- vakhtas p'ath
- taph a:sun
- kali do:d
- zuka:m a:sun.

Notes

The modal verb 'hekun'

In this lesson the modal verb *hekun* 'can, be able to' is used in different types of sentences. When the modal verb *hekun* is used, the suffix *-ith* is added to the main verb stem. The verb *hekun* takes all the person, gender, number, and tense markers, like all other verbs in different types of constructions, e.g.,

bi chus heka:n yith.	I am able to come.
me h'ok yith.	I could come.
tse h'okuth yith.	You could come.
təm' h'ok yith.	He could come.

The modal verb *hekun* can be used with the subject in nomi-native or dative/ergative.

Vocabulary

taph	m	fever	kēh	some
tsa:s	f	cough	amikin'	therefore
tomul	m	rice	məl' anun	to purchase
hekun		to be able to	o:t	m flour
khasun		to climb	mædre:r	m sugar
a:ra:m	m	rest	masa:lī	m spices
a:ra:m karun		to rest	nu:n	m salt
do:d	m	pain, ache	tī:l	m oil
natsun		to dance	beyi	and
jalid		soon	kapur	m cloth
thi:kh gatshun		to be ok	raʔun	to catch
pra:run		to wait	ga:ḏi	f fish
zuka:m	m	bad cold	ka:r	f car
aksar		mostly	cala:vnn	to drive
talun		to fry	bema:r p'on	to be ill
do:run		to run	lu:kh	f people
tsalun		to run away	tsoʔ	f bread

Lesson 17

- | | |
|--|---|
| A. yimtiha:n chu nəzdi:kh.
tōhi pazivi sakh mehnath
karin'. tōhi pazivi ni vakhit
za:yi karun. | The exams are not far off.
You should work very hard.
You should not waste time. |
| B. me chu pata:. bi chus yatsha:n
magar me chuni z'a:ḏi
vakhit me:la:n. | I know it. I want to study, parun,
but I don't get much time. |
| A. toh' chivni dil diva:n parnas
manz. tuhinz lagi ni šara:rath
karin'. toh' chiv von'
samijda:r. | You are not paying atten-
tion to your studies. You
should not do mischief. You
are wise. |
| B. bi chusni šara:rath kara:n.
kā:h chuni yatsha:n
yimtiha:nas manz phe:l
gatshun, ya: kam nambar n'un. | I am not doing mischief. No
one wants to fail in
examination, or obtain low
marks. |
| A. teli k'a: dəli:l cha? | Then what is the matter
(with you)? |
| B. tōhi chuni pata: so:n gari
chu yeti p'aḥi s'a:tha: du:r.
me chu peva:n pā:tsh mi:l
ḏohay saykalas p'aḥ yun. | You don't know. Our house
is far away from here. I
have to travel five miles
by bicycle daily. |
| A. toh' kath mazmu:na manz
chiv kamzo:r? | In which subject are you
weak? |
| B. bi chus hisa:bas manz
kamzo:r. āgri:zi, tē:ri:kh,
jagra:phi ti hendi vagə:ri
mazmu:nan chi me ja:n
nambar yiva:n. | I am weak in mathematics.
I get good marks in English,
history, geography, Hindi
etc. |
| A. agar tōhi hisa:b chuni pu:ri
pu:ri yiva:n, tuhund gatshi
me pītshun. | If you do not know maths
well, you should ask me. |
| B. acha. me hə:viv toh' muškil
muškil sava:l. bakiy tagan | Alright. Please help me in
difficult questions, the rest I |

me pa:nay karin'. bi a:si
tohi niš dōhay yiva:n.
tohi peyivi takli:ph karun.

can do myself. I will be
coming to you daily. You
will have to take trouble
(for my sake).

- A. kā:h phikir chani. azkal
chani me panin' z'a:di kə:m.
bi chus yatsha:n toh' gətshiv
ja:n nambar nin'. agar ni
azkal mehnath kəriv, pati
peyivi pachta:vun. bađ'an
kala:san manz chuni a:sə:ni:
sa:n də:khlī me:la:n.
B. bi kari s'ātha: mehnath.
toh' mi bəriv parva:y.

Don't worry at all. I don't
have much work of my own
these days. I want you to
obtain good marks. If you'll
not work hard these days,
you'll have to repent later
on. It is not easy to get
admission in higher classes.
I'll work very hard. Please
don't worry (for me).

Drills

I. Repetition drill

- | | |
|---|---|
| 1. me pazi mehnath karin'.
asi pazi kə:m karin'.
tse paziy gari gatshun. | tohi paziy yo:r yun.
təmis pazi maka:n h'on.
timan pazi va:pas yun. |
| 2. bi chus/chas yatsha:n ba:zar
gatshun.
əs' chi yatsha:n maka:n
bana:vun.
tsi chukh/chakh yatsha:n
šōgun. | toh' chiv yatsha:n asun.
su chu yatsha:n natsun.
sə cha yatsha:n do:run.
tim chi yatsha:n ge vun.
timi cha yatsha:n tsalun. |
| 3. me/asi lagi tihund gatshun.
tse lagiy ni tsi:r' yun.
lagivi ni šara:rat karin'.
təmis/timan lagi yo:r yun. | me/asi peyi ba:zar gatshun.
tse peyiy paydal gatshun. tohi
tohi peyivi pa:nay yun.
təmis/timan peyi yo:r yun. |
| 4. me/asi gatshi kath vanin'.
me/asi gatshan pə:si hen'.
tse gatshiy rəpay d'un.
timan gatshan kita:bi dini. | tohi gatshinav palav din'.
təmis gatshi kita:b din'.
tse gatshnay palav a:sin'. |

II. Transformation drill

- | | | |
|---------------------------|---|----------------------------|
| bi chus yatsha:n yun. | > | bi o:sus yatsha:n yun. |
| əs' chi yatsha:n gatshun. | > | əs' ə:s' yatsha:n gatshun. |

- | | | |
|-----------------------------------|---|---------------------------|
| toh' chiv yatsha:n kə:m karin'. | > | toh' ə:sivi yatsha:n |
| su chu yatsha:n saphə:yi: karin'. | > | su o:s yatsha:n |
| tim chi yatsha:n kita:b le:khin'. | > | tim ə:s' yatsha:n |
| sə cha yatsha:n ciṭh' vuchin'. | > | sə a:s yatsha:n ... |
| timi cha yatsha:n yimtiha:n d'un. | > | timi a:si yatsha:n ... |

Exercises

I. Fill in the blanks using suitable words:

- tohi paziy gari tohi tse:r.
- timan panin' kə:m vakhit gatshi ni za:yi
- əs' chi yatsha:n kita:b asi gatshi me:lin'.
- tim yatsha:n ciṭh' timan chuni me:la:n.
- tohi peva:n paydal tuhund chu du:r.
- me peva:n ba:zar bi chus sayklas p'āth
- tuhund gatshi sava:l ma:šaras
- me gatshi panin' kita:b
- me tagan yim sava:l

II. Answer the following questions:

- tohi k'a: pazi karun?
- toh' k'a: chiv yatsha:n karun?
- tohi lag'a: šara:rath karin'?
- tohi cha: taga:n kə:šur parun?
- tohi cha: peva:n daphtar paydal gatshun?
- tohi paz'a: vakhit za:yi karun?
- toh' chivna: yatsha:n ja:n kə:m karin'?
- tohi pazina: vakhtas p'āth kə:m karin'?

III. Use the following words/phrases in sentences:

- | | | | |
|----------------|-------------------|--------------------|-------------|
| 1. nəzdi:kh | 2. mehnath | 3. za:yi karun | 4. dil d'un |
| 5. paydal | 6. šra:rath | 7. kamzo:r | |
| 8. pritshun | 9. takli:ph karun | 10. phikir karin' | |
| 11. pachta:vun | 12. a:sə:ni: sa:n | 13. parva:y barun. | |

Notes

Modal verbs

The modal verbs *pazi*, *gatshi*, *p'on*, *yatshun* and *tagun* have been introduced in this lesson. When these modal verbs are used, the main verbs are put in infinitive form. They take the gender, number, person and tense markers, and the main verb in infinitive agrees with the object in gender and number.

Vocabulary

yimtiha:n	m	examination	phe:l	gatshun	to fail
nambar nin'		to obtain marks	kam		less
pazi		should	nambar	m	marks
sakh		hard, strong	dəli:l	f	matter
phikir	f	worry	du:r	m	far away
mehnath f		hard work	mi:l	m	mile
mehnat karin'		to work hard	kamzo:r		weak
takli:ph	m	pain, trouble	hisa:b	m	maths
yatshun		to want	tə:ri:kh	f	history
pa:n	m	self	jagra:phi:	f	geogrphy
sava:l	m	question	hendi:	m	Hindi
dil	m	heart	parva:y	m	worry
dil d'un		to show interest	tagun		to know
lagun		should	də:khlī	m	admission
šara:rath f		mischief	parva:y	barun	to worry
samijda:r		wise	pu:ri		complete
von'		now	gatshi		should
kā:h		any (one)	muškil	m	difficult
phe:l	m	fail	pati		later on
pachita:vun		to repent	kala:s	m	class
karun tagun		to be able to do	a:sa:n		easy

Lesson 18

- | | | |
|----|--|--|
| A. | toh' kə:t'a: zi: th' chiv? | What's your height? |
| B. | bī chus pā:tsh puṭ ti
še inc. toh' kə:t'a: chiv? | I am six feet and six inches (tall). How about you? |
| A. | bī chus tuhīndi khōti zi inc
tshoṭ. toh' chiv m'a:ni khōti
veṭh' ti. tōhi ko:tah chu
vazan? | I am shorter than you by two inches. You are fatter than me. How much do you weigh? |
| B. | bī chus satath kilo. toh' ə:siv
pā:tsihə: th kilo. | I am seventy kilos. You will be sixty-five kilos. |
| A. | na, bī chus tsuhə:th kilo.
mohanji: cha: tōhi
ziṭh' kinī kī:ts'? | No, I am sixty-four kilos. Is Mohanji elder to you or younger? |
| B. | tim chi me akh vəri: kī:ts',
magar tim chi me ziṭh'
ba:sa:n. | He is younger to me by one year, but looks older to me. |
| A. | toh' chiv təm'sindi khōti
zə:vil'. təm'sinzi beni ši:li ti
rama: cha hišay šakli. | You are slimmer than him. His sisters Shiela and Rama look alike. |
| B. | mohani ti chu timniy h'uh.
rama: cha sa:riviṭy khōti
ləkiṭ . sō cha ca:la:kh ti
s'atha:. sō cha hame:ši
paninis kala:sas manz sa:riviṭy
khōti z'a:di nambar hə:sil
kara:n. | Mohan is also like them. Rama is youngest of all. She is very clever too. She always obtains highest marks in her class. |
| A. | tuhund su:th chu m'a:ni su:ṭi
khōti drog. tuhinz gər ti cha
m'a:ni gari khōti droj. | Your suit is more expensive than mine. Your watch also is more expensive than mine. |
| B. | me cha tuhinz tsa:dar pasand.
yi cha saphe:d ši:n hiš. | I like your blanket. It is as white as snow. |

Drills**I. Repetition drill**

1. bi chus tuhindi khōṭi boḍ.
toḥ' chiv m'a:ni khōṭi lōkiṭ'.
bi chus tuhindi khōṭi z'u:ṭh.
toḥ' chiv m'a:ni khōṭi tshot'.
2. ra:mi chu mohnas h'uh i:ma:nda:r.
ši:lī chani rama:yi hiš ca:la:kh.
ra:ji chu aslamas h'uh mehnti:
sa:ri cha pha:tas hiš zə:vij.
ša:mi chu rəhi:mas h'uh akīlmand.
3. yi tsa:dar cha saphe:d ši:n hiš.
hō tsa:dar cha krīhin' kiṭika:l hiš.
yi tsu:ṭh chu vōzul na:r h'uv.
hō tse:r cha ni:j ka:ts hiš.
su chu l'odur kōg h'uh.
yi sangtar chu modur kand h'uh.
4. ra:mi chu mohnini khōṭi ga:ṭul.
ši:lī cha kā:tni khōṭi prən'.
ra:ji chu aslamni khōṭi da:na:
sa:ri cha pha:tini khōṭi khu:bsu:rath.
ša:mi chu rəhi:mni khōṭi z'a:dī be:vku:ph.
sarli cha ra:da:yi hindi khōṭi ga:ṭij.
5. toḥ' chiv sa:riviṭy khōṭi ja:n.
ra:mi chu sa:riviṭy hindi khōṭi ga: ṭul.
mohni chu sa:riviṭy hindi khōṭi hušiya:r.
ši:lī cha sa:riviṭy khōṭi ja:n geva:n.
ra:da: cha sa:riviṭy khōṭi z'a:dī ja:n natsa:n.
mohni chu sa:riviṭy khōṭi mehnath kara:n.

II. Substitution drill

- | | |
|--|---|
| 1. bi chus tuhindi khōṭi z'u: ṭh.
zə:v'ul
v'oṭh
gəri:b | 2. toḥ' chiv m'a:ni khōṭi...
ca:la:kh
da:na:
ga:ṭil' |
| 3. ra:mi chu ša:mni khōṭi...
da:na:
šəri:ph
ca:la:kh
mehnti: | 4. ši:lī cha kā:tni khōṭi...
prən'
ga:ṭij
khu:bsu:rath
əmir |

V. Respons drill

- | | |
|-------------------------------------|-----------|
| toḥ' chiva: m'a:ni khōṭi zi:ṭh'? | (tshot') |
| na, bi chus tuhindi khōṭi tshot. | |
| toḥ' chiva: ša:mni khōṭi zə:vil'? | (v'oṭh) |
| ša:mi cha: mohnini khōṭi boḍ? | (lōkuṭ) |
| ši:lī cha: kā:tni khōṭi te:z? | (šəri:ph) |
| toḥ' chiva: sa:riviṭy khōṭi tshot'? | (z'u:ṭh) |
| toḥ' chiva: sa:riviṭy khōṭi əmi:r? | (gəri:b) |

B. Exercises**I. Fill in the blanks using suitable words.**

1. bi chus . . . khōṭi z'u: ṭh. bi chusni tuhindi . . . tshot.
2. tsi chukh m'a:ni . . . v'oṭh, tsi . . . m'a:ni . . .
3. toḥ' chiv . . . khōṭi əmi:r, toḥ' . . . m'a:ni khōṭi . . .
4. ra:mi . . . mohnini . . . z'u:ṭh, su chuni təm'sindi . . .
5. mohni . . . ra:mīni . . . boḍ, su . . . tasindi . . .
6. ši:lī . . . kā:tni . . . zi:ṭh, sō . . . tshot.
7. kā:tī . . . ši:līni . . . prən', sō . . . khu:bsu:rath.
8. mohni . . . sa:riviṭy . . . ga:ṭul, . . . chuni be:vku:ph.

II. Answer the following questions:

1. toḥ' kə:t'a: zi:ṭh' chiv?
2. toḥ' kəts ba:rīn' chiv?
3. toḥ' chiva: sa:riviṭy khōṭi ziṭh'?

4. toh' chiva: paninis ləktis bæ:y sindi khəti zi:th' kini tshəʔ'?
5. tuh̄indis daphtaras manz kam chi sa:riviḡ khəti veʰh'?
6. tuh̄indis garas manz kam chi sa:riviḡ khəti zə:vil'?
7. tuh̄indis daphtars manz kam chi sa:riviḡ khəti z'a:dī šəri:ph?
8. toh' chiva: garas manz sa:riviḡ khəti zi:th' kini kī:s'?

III. Use the following words/phrases in sentences:

1. m'a:ni khəti 2. z'u:th' kini ku:s 3. z'u:th' kini tshəʔ
4. sa:riviḡ khəti 5. h'uvuy. 6. hišay 7. hə:sil karun
8. saphe:d ši:n 9. krihun kiṭika:l 10 n'u:l ka:ts.

Notes

Comparatives

Sentences with comparative degree constructions are formed by adding *-i* suffix to the genitive or possessive forms of the subject noun or pronoun with whom the comparison is made, which is followed by the comparative morpheme *khəti*. When the suffix is added the forms undergo some morphophonemic changes. Examples are given below.

- m'o:n + i = m'a:ni khəti (toh' chiv m'a:ni khəti zi:th'.)
 co:n + i = ca:ni khəti (bi chus ca:ni khəti zə:v'ul.)
 mohnun + i = mohnini khəti
 (toh' chiv mohnini khəti ca:la:kh.)
 ra:mun + i = ra:mīni khəti (su chu ra:mīni khəti boḡ)
 ləḍki sund + i = ləḍki sindi khəti
 (toh' chiv yemis ləḍki sindi khəti zi:th'.)
 ko:ri hund + i = ko:ri h̄indi khəti
 (sə cha yemis ko:ri h̄indi khəti zi:th.)

Superlatives

Sentences with superlative degree of comparison constructions are formed by adding the suffix *-viḡ* to *sə:riviḡ* 'all' or by adding genitive marker *hund* to *sa:riniḡ* which is followed by *khəti*.

- sa:ri: + viḡ = sa:riviḡ khəti
 sa:riniḡ hund + i = sa:riniḡ h̄indi khəti

- toh' chiv sa:riviḡ khəti šəri:ph.
 toh' chiv sa:riniḡ h̄indi khəti šəri:ph.

Interrogative pro-adjective ku:t 'how much'

Following are the forms of the interrogative pronoun *ku:t* 'how much' agreeing with the subject in gender and number:

Mas.		Fem.	
Sg.	Pl.	Sg.	Pl.
ku:t/ko:ta:h	ki:t'/kə:t'a:h	ki:ts	ki:tsi/kə:tsa:h

- tsi ku:t/ko:ta:h z'u:th' chukh?
 toh' ki:t'/kə:t'a:h zi:th' chiv?
 tsi ki:ts zi:th' chakh?
 toh' ki:tsi/kə:tsa:h ze:chi chavi?

The masculine plural forms are used for honorific singulars as well.

Vocabulary

z'u:th	m.s tall	sa:riviḡ kwhati	of all
phuṭ	m foot/feet	ca:la:kh	m clever
inc	m inch	sə:ri:	all
khəti	in comparison	hame:ši	always
modur	m sweet	vazan	m weight
kand	m a sweetener	satath	seventy
sangtar	m orange	kilo	m kilogram
hə:sil karun	to obtain	pā:tsihə:th	sixty-five
su:th	m suit	tsuhə:th	sixty-four
drog	m.s expensive	z'u:th	m.s elder
tsa:dar	f. blanket	ku:s	m.s. younger
pasand a:	sun to like	v'oṭh	m.s fat
vəri:	m year	kōg	m suffron
ba:sun	to appear	zə:v'ul	m.s slim
h'uv	m.s like	l'odur	m.s yellow
ni:j	f.s blue	be:vku:phm	idiot
ni:j ka:tas	unripe	(y)i:ma:nda:r	honest
kruhun	m black	kl̄ilka:l	jet black
hušiya:r	alert	ak̄ilmand	wise
vəzul	m red	šarimda:r	shy
na:r	m fire	vəzul na:r	deep red
pron	m fair complexioned		

Lesson 19

so:n ša:har chu ləkuʃ. kul
a:bə:di: cha lagbag akh lach
tsatji: sa:s. yeti chu akh re:lve:
šte:šan. yeti chi tre bəʃ'
sarkə:ri: ka:le:j.zi ləʃkan
hind' ti akh ko:r'an hund.
yimav ala:vi chi zi gə:r
sarkə:ri: ka:le:j ti, yeti chi
va:riya:h soku:l
yeti chi va:riya:h sarkə:ri:
daphtar ti. yiman manz chi
ʃa:kh kha:ni, ta:rgar, ʃeli:pho:n
məhkami, haspata:l, bank,
puli:s məhkami, təhsi:l
ada:lath šə:mil.
yath šahras manz chi kēh
ləkiʃ' 'məkiʃ' ka:rkha:ni ti.
yeti chi kēh dastaka:ri ti
bana:n. yetici vu:ni bəniya:ni,
ša:l ti kamli cha mašihu:r.

yath ša:hras manz chi ro:za:n
mukhtaliph mazhaban hind'
lu:kh. yiman manz chi hend',
musalma:n, sikh, ti yisə:y
šə:mil. yeti chi mandar,
masjidi, ti girja:gar. lu:kh chi
pa:nivə:n' amni ti militsa:ri
sa:n ro:za:n. yi ša:har chu
khu:bsu:rath ti sa:ph. yeti chi
zi ja:n ba:g. yo:r chi va:riya:h
saya:h ti yiva:n. so:n gari chu
ba:zras nəzdi:kh. so:n gari chu

Our city is small. Total
population is about one
lakh forty thousand.
There is a railway station.
There are three big collages
Two for boys and one for
girls. Besides these, there
are two private colleges.
There are a number of schools.
There are many government
offices over here. They include
post offices, telegraph office
hospitals, banks, police
department, tehsil, court etc.

There are some small
factories in this city. Some
handicrafts are also made here.
The woollen sweaters, shawls
and blankets of this place are
famous.

People belonging to different
religions live in this city. They
include Hindus, Muslims, Sikhs
and Christians. There are
temples, mosques, temples,
gurdwaras and churches here.
The people live (here) with
peace and amity. This city is
beautiful and clean. There are
two good gardens. Many
visitors too visit this city. Our
house is near the market. Our

na z'a:di boʃ ti na z'a:di
ləkuʃ. əs' chi kul še bə:ts
yath garas manz ro:za:n.
əs' chi mohnas athi ba:zri
sabzi: ti ba:kiy ci:z anina:va:n.
sə:nis garas nəzdi:kh chi zi
duka:n. akh chu sitsi sund ti
b'a:kh chu dob' sund. əs' chi
sitsas athi palav suvina:va:n.
dobis athi chi palav
chalina:va:n. yeti cha ba:kiy
suhu:liyəts ti maysar.

house is neither too big nor too
small. We are total six
members living in this house.
We make Mohan bring
vegetables and other things
from the market. There are two
shops near our house. One is of
a tailor and the other of a
washerman. We get our clothes
stitched by the tailor. We get
our clothes washed by the
washerman. There are all other
facilities available over here.

Drills

I. Repetition drill

- bi chus/chas tōhi athi kə:m karina:va:n.
bi chus/chas timan athi ciʃh' le:khina:va:n.
toh' chiv me athi sa:ma:n anina:va:n.
toh' chiv timan athi palav suvina:va:n.
tim chi me athi šech so:zina:va:n.
tim chi tōhi athi batī ranina:va:n.
- me anina:vino:v tōhi athi sa:ma:ni.
asi anina:vino:v su saykal.
tse le:khina:vino:vuth tōmis athi mazmu:n.
tōhi so:zinə:vivi tōmis athi pō:sī.
təm' d'a:vina:vina:vi me sa:rey kita:bi.
timav do:rina:vino:v su s'aʃha: te:z.
- bi anina:vi tōmis athi dōd.
əs' anina:vav tōmis athi ka:kaz.
tsi karina:vakh kamri sa:ph.
toh' karinə:viv tōmis athi sə:riy kə:m.
su kh'a:vina:vi tōhi batī.
tim ca:vina:van tōhi tre:š.

I. Substitution drill

1. bi chus tōhi athi kə:m karina:va:n. (kə:m karin')
(sa:ma:n anun)
(ca:y bana:vīn')
(palav chalin')
(ciṭh' parin')
2. toh' ə:sivi me athi bəniya:n vo:nina:va:n. (vo:nin')
(kinin')
(məl' hen')
(anin')
(chalin')

VI. Transformation drill

- bi chus palav chala:n. > bi chus palav chalina:va:n.
əs' chi ciṭhi le:kha:n. > əs' chi ciṭhi le:khina:va:n.
su chu maka:n bana:va:n. > su chu maka:n bana:vina:va:n.
toh' chiv sabzi: ana:n. > toh' chiv sabzi: anina:va:n.
su chu kəmi:z suva:n. > su chu kəmi:z suvina:va:n.
sə cha batī rana:n. > sə cha batī ranina:va:n.
tim chi saphə:yi: kara:n. > tim chi sapha:yi karina:va:n.

Exercises

I. Fill in the blanks using suitable words:

- sa:ni šahric cha lach ti sa:s.
- yeti chi variya:h sarkə:r'
- yeti chi kēh ləkīṭ'
- yeti chi mazhaban hind' lu:kh
- lu:kh chi amni ti sa:n
- ba:zar chu na z'a:dī boḍ ti
- əs' chi dobis athi palav ti sītsas athi palav
- toh' chiv me ciṭh'
- bi chus tōhi šeḥ
- me təmis athi saphə:yi.

II. Answer the following questions:

- toh' chiva: ga:mī ro:za:n kinī šahri?
- tuhīndi ga:mīc/ šahric a:bə:di: kə:tsa: chi?
- toh' kəts bə:ts chiv kul garas manz?
- toh' kəmis athi chiv garic kə:m karina:va:n?
- toh' kēmis athi chiv palav suvina:va:n?
- tuhīndis ša:hras manz kam kam sarka:r' daphtar chi?
- tuhīndis ša:hras/ga:mas manz kam kam ka:rkha:ni chi?
- toh' kati p'aṭhi chiv sa:ma:n anina:va:n?

III. Use the following words/phrases in sentences:

- lökūṭ məkūṭ
- lagbag
- dastka:ri
- mukhtaliph mazihab.
- mīlītsa:r
- chalina:nvun
- karina:vun
- ca:vina:vun
- kh'a:vina:vun.

Notes

Causal constructions

The causative suffixes *-ina:v* and *-ina:vina:v* are added to 'the verb stem for forming the first and second causative forms respectively.

Verb		1 st causal	2 nd causal
an	'bring'	anina:v	anina:vina:v
le:kh	'write'	le:khina:v	le:khina:vina:v
kh'a:v	'feed'	kh'a:vina:v	kh'a:vina:vina:v
ca:v	'give to drink'	ca:vina:v	ca:vina:vina:v

In case the postposition *athi* 'through' is used the causative agent is put in dative case, e.g.,

əs' chi sītsas athi palav suvina:va:n.

In case the postposition *-zəriyi* 'through' is used, the causative agent is put in ablative case, e.g.,

əs' chi mohnini zəriyi sa:ma:n anina:va:n.

Vocabulary

šahar	m	city	banun		to be available
a:bə:di:	f	population	lach	m	lakh
vu:ni:		woollen	sa:s	m	thousand
kamal	f	blanket	re:lve:	m	railway
mašihu:r m		famous	šte:šan	m	station
mukhtaliph		different	sarkə:ri:		of government
mazihab	m	religion	musalma:n	m	Muslim
h'ond	m	Hindu	sikh	m	Sikh
saya:h	m	visitor(s)	yisə:y	m	Christian
šə:mil		included	mandar	m	temple
suhu:liyath	f	facility	bə:ts		members of family
masjid	f	mosque	maysar	m	available
gurdvā:ri	m	gurdwara	girjī	m	church
pa:ni'ē:n'		mutual	amīn	m	peace
miltsa:r	m	togetherness			

Lesson 20

- A. yus ləḍki bema:r o:s, su kot gav?
Where is the boy who was sick?
- B. su gav haspata:l dava: anini khə:tri.
He has gone to hospital for bringing medicine.
- A. yes ku:r tsi:r' a:yi, sə kati cha?
Where is the girl who came late?
- B. sə gəyi gari va:pas.
She returned home.
- A. yim šur' šo:r ə:s' kara:n, tim kati chi?
Where are the children who were making noise?
- B. tim chi kala:sas manz.
They are in the class.
- A. yimi ko:ri yeti para:n cha, timi cha: sa:rey ho:stalas manz ro:za:n?
Do all the girls, who study here, reside in the hostel?
- B. na, sa:rey chani ho:stalas manz ro:za:n. kēh cha gari p'athī yiva:n.
No, all of them do not stay in the hostel. Some of them come from their homes.
- A. toh' kot kot gətshiv?
Where will you go?
- B. yot yot toh' gətshiv, bi ti gatshi tot tot.
Wherever you go, I will also go over there.
- A. mohnun saykal cha: tuhindis saykalas niš?
Is Mohan's bicycle near your bicycle?
- B. yet'an m'o:n saykal chu, tat'an chuni mohnun.
Mohan's bicycle is not at that place where mine is.
- A. me:n' palav kath alma:ri manz chi?
In which almirah are my clothes?
- B. yath alma:ri manz me:n' palav chi, tath alma:ri manz chini tuhind' .
Your clothes are not in the same almirah in which my clothes are.
- A. toh' kapə:r' gətshiv cakras?
In which direction will you go for a walk?
- B. yapə:r' toh' cakras gətshiv, bi gatshi ni tapə:r' .
I will not go for a walk in the direction you'll go .
- A. yem'sund yi duka:n chu, təm'sund gari kati chu?
Where is the house of the person who owns this shop?

- B. me chuni pata: ki yi kəm'sund duka:n chu. bi kari mo:lu:m. I don't know whose shop this is. I will find it out.
- A. toh' kar yiyiv duba:ri yo:r? When will you come here again?
- B. yuthuy toh' šech su:ziv, bi yimi tithuy. The moment you will send (me) a message, I will come at the same moment.

Drills

I. Repetition drill

- yus suli a:v, su gav gari.
- yos tsi:r' a:yi, so cha yetiy.
- yimi ko:ri para:n cha, timi gatshan pa:s.
- yemis duka:nda:ras me pē:si dit', tēmis ditivi tōhi ti.
- yem'sund yi maka:n chu, tēm'sund chu hu duka:n ti.
- yapə:r' toh' gatshiv, bi ti gatshi tapə:r'.
- yet'ath tuhund me:z chu, tat'ath chuni m'o:n.

III. Transformation drill

- la. mohni chu m'o:n do:s. lb. mohni chu dili ro:za:n.
- mohni, yus dili chu ro:za:n, chu m'o:n do:s.
 - m'o:n do:s yiyi az. 2b. m'o:n do:s chu ḍa:kṭar.
 - yim šur' chi šo:r kara:n. 3b. yim šur' chi kala:sas manz
 - salmi gəyi haspata:l. 4b. salmi ə:s bema:r.
 - yi almə:r'cha me:n'. 5b. yath alma:ri manz chi palav.
 - yi maka:ni chu m'o:n. 6b. yi maka:ni chu boḍ.

III. Response drill

- yos ku:r bema:r cha, so kati cha? (gari) so cha gari.
- yos ku:r natsa:n cha, so kati cha? (ba:gas manz)
- yus šur šara:rti: chu, su kati chu? (kala:sas manz)
- yus ləḍki dili p'aṭhi a:mut chu, su kati chu? (ba:gas manz)
- yim ləḍki phe:l gatshan, tim k'a: karan? (yimtiha:n din)
- yim šur' šo:r ə:s' kara:n tim kati chi?
- yimi ko:ri geva:n cha, timi kati cha? (para:n)
- yimi zana:ni vanina:van, timi kati cha? (ca:y bana:va:n)

Exercises

I. Fill in the blanks using suitable words:

- yos ku:r gari gəyi chani
- yim ləḍki kə:m chi kara:n kati
- yim yathmanz ro:za:n chi cha sə:riy
- yot yot toh' gətshiv gatsi ti..
- yapə:r' yapə:r' bi go:s a:yivi toh' ti.
- yem'sund yi me:z chu chu yi sondu:kh ti.
- toh' šech su:ziv, tithuy yimi bi.
- yath maka:nas manz bi chus ro:za:n nəzdi:kh chuni kā:h ...
- yet'an tuhund gari chu ... chuni ...
- yeti toh'... ro:za:n ... chu m'o:n do:s ti...

IV. Complete the following sentences using co-relative pronouns:

- yithuy toh' to:r gətshiv
- yet'an toh' bihith chiv
- yapə:r' toh' gətshiv
- yath kulis me:vi chi
- yem'sund yi kalam chu

III. Use the following correlative pronoun forms in sentences :

- yus su 2. yos so 3. yim tim
- yimi timi 5. yus yus su su 6. yas yas so
- so 7. yim yim tim tim 8. yimi yimi timi timi.

Notes

Relative clause constructions.

Relative clause constructions are formed by the use of relative and correlative pronouns : *yus . . . su, yim . . . tim, yos . . . so, yimi . . . timi, yath . . . tath* etc. as exemplified above. The relative forms are used in the first clause and the correlative in the second.

Vocabulary

va:pas	gatshun	to return	yeti	here
kapə:r'		which direction	sə:ri:	all
ho:ʃtal	m	hostel	yapə:r'	this direction
niš		near	yet'an	where at
tapə:r'		the same	tat'an	there at
		direction	pa:s gatshun	to pass
mo:lu:m karun		to enquire	duba:ri	next time, again
šara:rti:		mischievous	yithuy	the moment
tithuy		at that moment	suli	early

APPENDIX**Classified Vocabulary in Kashmiri****Nouns***4.1 Parts of body*

əch	f.	'eye'	nər	f.	'arm'
ə:s	m.	'mouth'	nam	m.	'nail'
athī	m.	'hand'	nas	f.	'nose'
ōgīj	f.	'finger'	neṭh	m.	'thumb'
kalī	m.	'head'	ḍ'aki	m.	'forehead'
kan	m.	'ear'	pa:n	m.	'body'
kamar	m.	'waist'	ph'ok	m.	'shoulder'
koṭh	m.	'knee'	buth	m.	'face'
khərm		'foot'	bum	f.	'eyebrow'
gal	f.	'cheek'	mas	m.	'hair'
gardan	f.	'neck'	manz athī	m.	'palm'
gō:tsh	f.	'moustache'	mōmī	m.	'breast'
zang	f.	'leg'	yaḍ	f.	'belly'
z'av	f.	'tongue'	vach	m.	'chest'
tu:n	m.	'navel'	vuṭh	m.	'lips'
də:r	f.	'beard'	ša:ni	f.	'back'
dand	m.	'teeth'	hots	m.	'wrist'
dema:g	m.	'brain'	hoṭ	m.	'throat'
dil	m.	'heart'	hōgan'	f.	'chin'

1.2. Clothes and Ornaments

āgo:ci	m.	'towel'	patlu:n	m.	'pants'
kəmi:z	f.	'shirt'	poša:k	m.	'dress'
kapur	m.	'cloth'	pheran	m.	'a dress'
kambal	f.	'blanket'	bəniya:n	f.	'sweater'
kor	m.	'metal bracelet'	makhmal	m.	'velvet'
ko:ṭh	m.	'coat'	ma:l	f.	'garland'
kurtī	m.	'loose shirt'	malmal	m.	'muslin'

gəhni	m	'ornaments'	mo:zi	m	'socks'
gunus	m	'bracelet'	ye:r	m	'wool'
gulo:band	m	'muffler'	ri:šim	m	'silk'
pə:jamī	m	'trousers'	ruma:l	m	'hanky'
tavliya:	f	'towel'	və:j	f	'ring'
dasta:r	m	'turban'	šilva:r	m	'trousers'
du:t'	f	'saree'	ša:l	m	'shawl'
nor	m	'sleeve'	sa:phi	m	'turban'
tsa:dar	f	'blanket'	phira:k	m	'frock'

1.3. Jewels, Metals and Minerals

gandukh	m	'sulphur'	ləy	f	'bronze'
cə:d'	f	'silver'	ši:ši	m	'glass'
tra:m	m	'copper'	šaštīr	m	'iron'
ti:n	m	'tin'	sartal	f	'brass'
məkhtī	m	'pearls'	sə:n	m	'gold'
la:l	m	'ruby'	hi:ri	m	'diamond'

1.4. Animals, birds and insects

kaṭh	m	'sheep'	tulīr	f	'butterfly'
ka:v	m	'crow'	to:tī	m	'parrot'
kā:tur	n	'sparrow'	dā:d		'bull'
k'om	m	'insect'	poz	m	'monkey'
kəkur	m	'roost, cock'	bro:r	m	'cat'
ko:tur	n	'pigeon'	məch	f	'fly'
kukil	f	'cuckoo'	mə:š	f	'buffalo'
khar	m	'donkey'	mo:r	m	'peacock'
khargo:š	m	'rabbit'	ra:tīmogul	m	'owl'
gə:th	f	'eagle'	rey	f	'ant'
ga:v		'cow'	ru:s'kəṭ	f	'deer'
gur		'horse'	vu:th	m	'camel'
gagur		'mouse'	sīh	m	'lion'
gə:ḍ	f	'fish'	so:r	m	'pig'
tsər	f	'sparrow'	ha:put	m	'bear'
tsar	m	'bed-bug'	hā:gul	m	'stag'
tsha:vul	m	'goat'	hos	m	'elephant'
gəb	f	'sheep'	hə:r	f	'maina'

1.5. Flowers

gula:b	m	'rose'	pampo:š	m	'lotus'
guliaphta:b	m	'sun-flower'	po:š	m	'flower'
came:li:	f	'jasmine'	yambīrzal	f	'narcissus.'
ja:phīr'po:š	m	'marigold'			

1.6. Vegetables

adrakh	f	'ginger'	ruhun	m	'garlic'
o:luv	m	'potato'	puḍīni	m	'mint'
kə:šīr al	f	'bottle gourd'	phua gu:bi:	m	'cauliflower'
kare:li	m	'bitter gourd'	band gu:bi:	m	'cabbage'
ga:zir	f	'carrot'	binḍi:	f	'ladyfinger'
gāḍī	m	'onion'	maṭar	m	'peas'
gəgij	f	'turnip'	martsivā:gun	m	'chilli'
cukandar	m	'beet root'	muj	f	'radish'
ṭama:ṭar	m	'tomato'	ra:zma:h	m	'beans'
da:nival	f	'coriander'	ruvīvā:gun	m	'tomato'
nadur	m	lotus root	vā:gun	m	'brinjal'
pa:lakh	f	'spinach'	šakarkand	m	'sweetpotato'
pra:n	m	'green garlic'	ha:kh	m	'sweeds'
lə:r	m	'cucumber'			

1.7. Fruits

ə:r	m	'plum'	tul	m	'mulberry'
amb	f	'mango'	də:n	m	'pomegranate'
o:luvbukha:r	m	'black plum'	dach	m	'grapes'
amru:d	m	'guava'	na:rji:l	m	'coconut'
ka:ju:	m	'cashewnut'	n'om	m	'lemon'
kišmiš	m	'raisin'	papi:tī	m	'papaya'
ke:li	m	'banana'	pisti	m	'pistachionut'
khəzīr	m	'date'	ba:da:m	m	'almond'
khərbuz	m	'melon'	mōgīphol	m	'ground nut'
khu:pri	m	'coconut'	munki	m	'raisin (big)'
ja:nun	m	'jambo'	yenji:r	f	'big'
tse:r	f	'apricot'	lə:r	m	'cucumber,'
tsu:th	m	'apple'	sangtari	m	'orange'
ṭang	m	'pear'	supə:r'	f	'betal nut'
ḍu:n	m	'walnut'	hendīvend	m	'watermelon'

1.8. *Eatables and Spices*

ə:l	f.	'cardamom'	dəd	m.	'milk'
ā:ca:r	m.	'pickles'	neni	f.	'meat'
o:t	m.	'flour'	na:t̪i	f.	'meat'
kinikh	m.	'wheat'	nu:n	m.	'salt'
kaba:b	m.	'minced meat'	pa:n	m.	'betal leaf'
kulici	m.	'a breadcake'	bat̪i	m.	'cooked rice'
kərm̪i	m.	'a mutton dish'	məd̪re:r	m.	'sugar'
kɔʔg	m.	'saffron'	maz	m.	'mutton'
khir	m.	'a sweet dish'	masa:l̪i	m.	'spices'
g'av	m.	'purified butter'	marits	m.	'pepper'
cani	m.	'gram'	ma:ch	m.	'honey'
ca:y	f.	'tea'	miṭhə:y	f.	'sweets'
tsa:man	f.	'cheese'	yakh̪in'	f.	'a meat dish'
tsoṭ	f.	'a thin bread'	rɔng	m.	'cloves'
tsa:man	f.	'cheese'	led̪ir	f.	'turmeric'
za:mut dəd	m.	'curd'	ləs	f.	'a beverage of milk/curds'
ṭhu:l	m.	'egg'	ʃɔ:t̪h	m.	'ginger'
ḍabal tsoṭ	f.	'bread'	sabzi:	f.	'vegetable'
ti:l	m.	'oil'	s'un	m.	'mutton'
tembar hendi:	f.	'tamirind'	həga:ḍi	f.	'dry fish'
tomul	m.	'rice'	heḍar	m.	'mushrooms'
thən'	f.	'butter'	da:lci:n	f.	'cinnamin'
da:l	f.	'pulses'			

1.9. *Household articles*

ə:ni	m.	'mirror'	ciṭh'	f.	'letter'
ə:nakh	m.	'spectacles'	co:ki	m.	'kitchen'
akhba:r	m.	'newspaper'	chət̪ir'	f.	'umbrella'
almə:r'	f.	'almirah'	chat	m.	'roof'
kə:li:n	m.	'carpet'	ṭhe:l̪i	m.	'bag'
kam̪ri	m.	'room'	ḍab	f.	'balcony'
kap	m.	'cup'	ḍabi	m.	'box'
kalam	m.	'pen'	tə:v	f.	'iron pan'
kanguv	m.	'comb'	ta:r	f.	'wire'
ka:pi:	f.	'copy'	tasvi:r	f.	'picture'
ka:kaz	m.	'paper'	ta:s	m.	'playing cards'
kita:b	f.	'book'	tham	m.	'pillar'
kuluph	m.	'lock'	tha:l	m.	'plate'
k'ul	m.	'nail'	də:r	f.	'window'

kursi:	f.	'chair'	darva:zi	m.	'door'
kuz	f.	'key'	dukə:r	f.	'scissors'
khə:s	m.	'a cup'	dava:h	m.	'medicine'
gər	f.	'watch'	de:va:r	m.	'wall'
gab̪i	m.	'woollen carpet'	duka:n	m.	'shop'
gar̪i	m.	'home'	nam̪di	m.	'a carpet'
gila:s	m.	'tumbler'	na:r	m.	'fire'
ca:rpə:y	f.	'cot'	noṭ	m.	'earthen pitcher'
cas	m.	'chess'	mi:l	f.	'ink'
pə:si	m.	'money'	razə:y	f.	'quilt'
paš	m.	'roof'	lər	f.	'house'
pank̪hi	m.	'fan'	le:ph	f.	'quilt'
p'a:li	m.	'cup'	lu:r	f.	'stick'
baṭun	m.	'button'	lipha:ph̪i	m.	'envelope'
ba:l	f.	'ball'	vaguv	m.	'mat'
ba:g	m.	'garden'	vath	f.	'way, path'
ba:zar	m.	'market'	ši:ši	m.	'glass'
ba:nl	m.	'vessel'	šra:puc	m.	'knife'
bijli:	f.	'electricity'	sat̪irənd̪	f.	'cotton carpet'
məz	m.	'table'	sandu:kh	m.	'box'
bistar	m.	'bedding'	saḍak	f.	'road'
bohgun	m.	'a vessel'	sa:mə:n	m.	'goods'
brā:ḍ	m.	'varandah'	sitsan	f.	'needle'
mə:da:n	m.	'an open field'	he:r	f.	'staircase'
maka:n	m.	'house'			

1.10. *Nature, time and seasons*

aphta:b	m.	'sun'	po:n'	m.	'water'
asma:n	m.	'sky'	paha:ḍ	m.	'mountain'
a:b	m.	'water'	ba:l	m.	'mountain'
a:bša:r	m.	'waterfall'	ret̪iko:l	m.	'summer'
obur	m.	'clouds'	reth	m.	'month'
kul	m.	'tree'	ra:th	f.	'night'
kə:l'keth		'day after tomorrow'	ra:mra:m		
kəl	f.	'stream'	bədr̪in' du:n'	f.	'rainbow'
khəphtan	m.	'dusk'	ru:d	m.	'rain'
ga:š	m.	'light'	vəri:	m.	'year'
ga:si	m.	'grass'	vəhra:th	f.	'rainy season'
jangul	m.	'forest'	van	m.	'forest'
			vand̪i	m.	'winter'

tse:r	m	'late'	vuzimal	f.	'lightning'
zəmi:n	m	'land'	vunar	f.	'mist'
zu:n	f.	'moon'	šabnam	m	'dew'
zu:niga:š	m	'moon-light'	šab	m	'night'
digar	m	'afternoon'	ša:m	m	'evening'
ta:rukḥ	m	'star'	ši:n	m	'snow'
ta:ph	m	'sunshine'	sahar	m	'dawn'
tī:r	f.	'cold'	sabza:r	m	'greenery'
dəriya:v	m	'river'	samandar	m	'ocean'
dih	m	'smoke'	sō:th	m	'spring'
doh	m	'day'	siriyi	m	'sun'
dupihə:r	m	'noon'	subuh	m	'morning'
nab	m	'sky'	sul	f.	'early'
harud	m	'autumn'	haphti	m	'week'
hava:h	m	'air'	sōzal	f.	'rainbow'

1.11. Occupations

aphsar	m	'officer'	duka:nda:r	m	'shopkeeper'
akṭar		'actor'	dob	m	'washerman'
(y)inji:nar		'engineer'	nə:yid	m	'barber'
kalə:rk		'clerk'	no:kar		'servant'
kamišnar		'commissioner'	'phe:rivo:l	m	'hawker'
kā:dur	m	'bakeryman'	ba:gva:n	m	'gardener'
kə:r'gar	m	'artisan'	ba:pə:r		'businessman'
kuli:	m	'coolie,porter'	mə:likh	m	'master'
kha:r	m	'blacksmith'	mə:li:	m	'gardener'
gra:kh	m	'customer'	mozu:r		'labourer'
gəḍi:sa:z	m	'watch maker'	mulə:zi	m	'employee'
ga:ḍi vo:l	m	'vehicle driver'	və:zi:r		'minister'
gru:s	m	'farmer'	və:zi:ri azi	m	'prime minister'
'caprə:s'	m	'peon'	va:tul	m	'cobbler'
cu:k'dar	m	'watchman'	va:zi		'cook'
cha:n	m	'carpenter'	vōsta:d		'teacher'
ḍa:kṭar		'doctor'	sīts		'tailor'
ḍa:kīvo:l	m	'postman'	sōnur	m	'goldsmith'
tilīvo:n'	m	'oilman'	həki:m		'Unani doctor'
tha:nida:r	m	'police officer'	halivo:y	m	'sweets seller'

1.12. Relationships

ku:r	'daughter, girl'	bəyka:kan'	'brother's wife'
kəlay	'wife'	baḍīna:n'	'great grand mother'
khā:da:r	'husband'	khā:da:ren'	'wife'
baḍībud'			
bab	'great grandfather'	kha:vand	'husband'
benthir	'sister's son'	zəmi:	'husband's'
beni	'sister' sister's husband'		
zana:n	'wife',	be:mi	'sister's'
za:m	'husband's sister'		husband'
za:mitur	'son-in-law'	bo:y	'brother'
zur	'grandson'/'granddaughter'	mo:l	'father'
triy	'wife'	məj	'mother'
do:s	'friend'	ma:s	'mother's sister'
dušman	'enemy'	ma:suv	'mother's sister's husband'
druy	'husband's brother'		
necuv	'son'	ma:stur bo:y	'mother's sister's son'
na:n'	'grandmother'	ma:stir beni	'mother's sister's daughter'
nōš	'daughter-in-law'		
pitir beni.	'father's brother's daughter'	mam	'mother's brother'
pitur bo:y	'father's brother's son'	ru:n	'husband'
petir	'paternal uncle'	ləḍki	'boy, son'
pecan'	'paternal aunt'	ves	'girl's girl friend'
pəph	'father's sister'	vo:r1 beni	'step sister'
pəphuv	'father's sister's daughter'	vo:ri mə:j	'step mother'
pəphtir beni	'father's sister's daughter'	vo:ri mo:l	'step father'
pəphtur bo:y	'father's sister's son'	vo:ri bo:y	'step brother'
potsh	'guest'	v:ori necuv	'step son'
bartha:	'husband'		
ba:pəthir	'brother's son'	vo:ri ku:r	'step daughter'
haš	'mother-in-law'	šur	'child'
		sa:l	'wife's sister'
		həhar	'wife's brother'

1.13 Days of the week

tsəndirva:r	f.	'Monday'	šokirva:rf.		'Friday'
bomva:r	f.	'Tuesday'	juma:h	m.	'Friday'
bədvə:r	f.	'Wednesday'	baṭiva:r	f.	'Saturday'
brasva:r	f.	'Thursday'	a:thiva:r	f.	'Sunday'

1.14. Months of the year

vayakh	m.	April-May	katakh	m.	Oct-Nov.
ze:ṭh	m.	May-June	mənjiho:r	m.	Nov-Dec.
ha:r	m.	June-July	pəh	m.	Dec.-Jan.
šra:vun	m.	July-August	ma:g	m.	Jan-Feb.
bə:dir	m.	August-Sept.	pha:gun	m.	Feb-March
ə:šid	m.	Sept-Oct.	tsithir	m.	Mar.-April

1.15 Miscellaneous

aphsu:s	m.	'regret'	java:b	m.	'answer, reply'
ada:lath	f.	'court'	tša:s	f.	'cough'
a:ra:m	m.	'rest, comfort'	zaba:n	f.	'language'
kī:math	m.	'price'	zili	m.	'district'
kira:yi	f.	'rent, fare'	tala:kh	m.	'divorce'
khabar	f.	'news'	təhsi:l	m.	'tehsil'
kho:ši:	f.	'happiness'	tə:ti:l	m.	'holiday'
kha:h	m.	'field'	tə:ri:ph.	m.	'praise'
gam	m.	'sorrow'	takdi:r	m.	'luck'
galti:	f.	'mistake'	takli:ph	m.	'pain'
ga:m	m.	'village'	taph	m.	'fever'
tama:ši	m.	'show'	muškil	f.	'difficulty'
darim	m.	'religion'	musə:phir	m.	'traveller'
dəkh	m.	'grief'	mil	m.	'mile'
do:khi	m.	'fraud'	yazath	m.	'respect'
duniya:h	m.	'world'	ya:d	m.	'memory'
nema:z	f.	'prayer of Muslims'	yintiza:r	m.	'wait'
			šukriya:		'thanks'
nethir	m.	'marriage'	yela:j	m.	'treatment'
pu:za:	f.	'worship'	vakhit	m.	'time'
bəchi	f.	'appetite'	varta:v	m.	'behaviour'
maksad	m.	'aim'	šahar	m.	'city'
mazi	m.	'pleasure'	šika:yath	f.	'complaints'

maza:kh	m.	'joke'	šo:kh	m.	'fondness'
madath	m.	'help'	šra:n	m.	'bath'
mandar	m.	'temple'	sava:l	m.	'question'
mašjid	f.	'mosque'	saphə:yi:	f.	'cleanliness'
mohbath	m.	'love'	haspata:l	m.	'hospital'

2. Pronouns

əs'	'we'	panun	'one's own'
k'a:	'what'	bī	'I'
kēh	'some, a few'	m'o:n	'my, mine'
kus	'who'	yi	'this, it, he, she'
kus ta:m	'somebody'	yus	'who/that'
co:n	'your'	so:n	'our'
tsi	'you'	su	'he, that' (out of Sight)
təm'sund'	'his, her'	sə	'she, that' (out of Sight)
tim	'he, they'	hu	'he, that' (within sight)
timan hund	'his/her, their'	hum	'he (hon), they'
tihund	'his/her, their'	humi f.	'they'
tuhund	'your'		

3. Adjectives

əji:b	m.	'strange'	bad	'bad'
əmir		'rich'	badšakal	'ugly'
ə:khi:ri:		'last'	band	'closed'
a:sa:n		'easy'	be:vku:ph	'fool'
odur		'wet'	boḍ m	'big'
oḍ	m.	'half'	ṭ'oṭh m	'bitter'
kam		'less'	ṭhandi	'cold'
kamzo:r		'weak'	ṭhi:kh	'correct'
kun	m.	'single'	ḍ'ol	'loose'
kul		'whole'	ta:zi	'fresh'
kī:mti:		'expensive'	te:z	'sharp, fast'
koc	m.	'unripe, raw'	turun	'cold'
kruhun	m.	'black'	thod	'high'
khə:li:		'empty'	dochun	'right'
khara:b		'bad'	drog	'expensive'
kha:s		'special'	namki:n	'salty'
khuli		'open, loose'	narim	'soft'
kho:vur		'left'	nov	'new'

gəri:b	'poor'	n'u:l	'blue'
gandi	'dirty'	patli	'thin'
garim	'hot, warm'	pop	'ripe'
galath	'wrong'	pu:ri	'complete'
gob	'heavy'	pro:n	'old'
gon	'dense, thick'	ca:la:kh	'clever'
go:l	'round'	ja:n	'good'
gulə:b'	'pink'	tsok	'sour'
zə:v'ul	'slim, thin'	vəzul	'red'
zakhmi:	'wounded'	səhi:	'correct'
z'a:di	'much, more'	sakhit	'hard'
z'u:th	'tall', long'	saphe:d	'white'
rut	'good'	sabiz	'green'
la:jvər'	'purple'	sasti	'cheap'
l'odur	'yellow'	sa:di	'simple'
ləkuṭ	'small'	s'od m	'straight'
modur	'sweet'	səndar	'beautiful'
moṭ	'fat'	hokh m	'dry'
mulə:yim	'soft'	hol m	'bent, crooked'
va:riya:h	'many'	halki	'light'
vulṭi	'opposite'	hava:da:r	'airy'

4. Numerals

4.1 Cardinals

1. akh	2. zi	3. tre	4. tso:r
5. pā:tsh	6. še	7. sath	8. ə:th
9. nav	10. dəh	11.ka:h	12. ba:h
13. truva:h	14. tsəda:h	15. panda:h	16. šura:h
17. sada:h	18. arda:h	19. kunivuh	20. vuh
21. akivuh	21. zito:vuh	23. tro:vuh	24. tso:vuh
25. pītsih	26. šativuh	27. sato:vuh	28. aṭho:vuh
29. kunitrih	30. trih	31. aktrih	32. dəyitrih
33. teyitrih	34. tsəyitrih	35. pā:tstrih	36. šeyitrih
37. satitrih	38. aritrih	39. kunitə:ji:	40. tsatji:
41. akitə:ji:	42. dəyitə:ji:	43. teyitə:ji:	44. tsəyitə:ji:
45. pā:tstə:ji:	46. šeyitə:ji:	47. satitə:ji:	48. aritə:ji:
49. kunvanzah	50. pantsa:h	51. akvanza:h	52. duvanza:h
53. truvanza:h	54. tsuvanza:h	55. pā:tsvanza:	56. švanza:h
57. satvanza:h	58. arvanza:h	59. kunhə:ṭh	60. še:ṭh

61. akihə:ṭh	62. duhə:ṭh	63. truhə:ṭh	64. tsuhə:ṭh
65. pā:tsihə:ṭh	66. šuhə:ṭh	67. satihə:ṭh	68. arhə:ṭh
69. kunisatath	70. satath	71. akisatath	72. dusatath
73. trusatath	74. tsusatath	75. pā:tsisatath	76. šusatath
77. sat̄isatath	78. arisatath	79. kuniš̄i:th	80. š̄i:th
81. akiš̄i:th	82. dəyiš̄i:th	83. treyiš̄i:th	84. tsəyiš̄i:th
85. pā:tsiš̄i:th	86. šeyiš̄i:th	87. satiš̄i:th	88. ariš̄i:th
89. kuninamath	90. namath	91. akinamath	92. dunamath
93. trunamath	94. tsunamatli	95.pā:tsnamath	96. šunamath
97. sat̄inamath.	98. arinamath	99. namnamath	100. hath
101	akh hath ti akh	100,000	lach
1000	sa:s	1,000,000	dah lach
1001	lakh sa:s ti akh	10,000,000	karo:r
10,000	dəh sa:s		

4.2. Ordinals

əkim	'first'	kəhim	'eleventh'
doyim	'second'	bəhim	'twelfth'
treym	'third'	truvə:him	'thirteenth'
tsu:rim	'fourth'	tsədə:him	'fourteenth'
pī:tsim	'fifth'	pandə:him	'fifteenth'
šeyim	'sixth'	šurə:him	'sixteenth'
sətim	'seventh'	sadə:him	'seventeenth'
i:ṭhim	'eighth'	aridə:him	'eighteenth'
nəvim	'ninth'	kunivū:him	'nineteenth'
dəhim	'tenth'	vuhim	'twentieth'

4.3. Fractions

pa:v	'quarter' (1/4)
oḍ	'half' (1/2)
sə:d	'one and a quarter' (1 1/4)
sə:di zi	'two and a quarter' (2 1/4)
du:n	'three quarters' (3/4)
du:ni zi	'one and three quarters' (1 3/4)
ḍəḍ	'one and half' (1 1/2)
ḍa:yi	'two and half' (2 1/2)
sa:ḍi tre	'three and half' (3 1/2)
sa:ḍi tso:r	'four add half' (4 1/2)

5. Verbs

asun	‘to laugh’	tsalun	‘to run away’
a:sun	‘to be’	tsa:pun	‘to chew’
anun	‘to bring’	tsu:r karin’	‘to steal’
a:lav karun	‘to call’	tshā:ḍun	‘to look for’
a:vra:vun	‘to cover’	tshnuun	‘to wear’
kā:pun	‘to shiver’	za:nun	‘to know’
kaḍun	‘to take out’	za:lun	‘to burn’
kama:vun	‘to earn’	ze:nun	‘to win’
karun	‘to do’	to:lun	‘to weigh’
kinun	‘to sell’	tulun	‘to lift’
khasun	‘to climb	tra:vun	‘to leave’
kho:lun	‘to open’	daba:vun	‘to press down’
kh’on	‘to eat’	dazun	‘to burn’
gāzrun	‘to count’	d’un	‘to give’
g’avun	‘to sing’	do:run	‘to run’
ga:brun	‘to be afraid’	ne:run	‘to get out’
guza:run	‘to spend (time)’	ṭhəhrun	‘to stay’
grakun	i. ‘to boil’	ḍē:shun	‘to see’
grakina:vun	t. ‘to boil	pakun	‘to walk’
con	‘to drink’	parun	‘to read/study’
chalun	‘to wash’	p’on	‘to fall’
cha:pun	‘to print’	pišun	‘to grind’
chupun	i. ‘to hide’	tsaṭun	‘to cut’
prazlun	i. ‘to shine’	yun	‘to come’
prazna:vun	‘to recognise’	ranun	‘to cook’
prītshun	‘to ask’	raṭun	‘to catch/hold’
phaṭun	‘to sink/drown’	ra:van	‘to loose’
phe:run	‘to turn, travel’	ro:zun	‘to reside’
phuṭun	i. ‘to be broken’	laḍun	‘to quarrel’
phuṭira:vun	t. ‘to break’	lamun	‘to pull’
bə:gra:vun	‘to distribute’	labun	‘to get/acquire’
barun	‘to fill’	la:yun	‘to beat’
baca:vun	‘to save’	vanun	‘to say’
baḍa:vun	‘to increase’	valun	‘to wrap’
bana:vun	‘to make/build’	vasun	‘to get down’
basun	‘to inhabit’	vəthun	‘to stand up’
bihun	‘to sit’	vuchun	‘to see’
buḍun	‘to become old’	vuphun	‘to fly’
bo:zun	‘to listen’	še:run	‘to serve/set right’

ma:h karun	‘to kiss’	samjun	‘to understand’
məṣra:vun	‘to forget’	so:zun	‘to send’
mašun	i. ‘to forget’	sō:cun	‘to think’
marun	‘to die’	suvun	‘to stitch’
ma:run	‘to kill’	ha:run	‘to loose’
mangun	‘to ask for’	hechun	‘to learn’
ma:nun	‘to admit’	h’on	‘to buy’
yatshun	‘to desire’	yi:run	‘to flow’

6. Adverbs

ə:khir	‘after all’	bilkul	‘quite’
aksar	‘often, generally’	bōn	‘down’
aca:nakh	‘suddenly’	brōh	‘before’
az	‘to day’	brōh kani	‘in front of’
azkal	‘now-a-days’	manz	‘among’
kə:l’k’ath	‘day after tomorrow’	manzi	‘sometimes’
kar	‘when’	yeti	‘here’
kati	‘where’	yeli	‘when’
kithikin’	‘how’	yithikin’	‘in this way’
gəḍi	‘in the beginning’	yu:t	‘as much as’
jalid	‘quickly’	ra:th	‘yesterday’
tshəpī kəriṭh	‘silently’	va:riya:h	‘plenty’
tik’a:zi	‘because’	va:ri va:ri	‘slowly’
teli	‘then’	vun’	‘just now’
du:r	‘away.’	vōn’	‘now’
nəzdi:kh	‘near’	ša:yad	‘perhaps’
be:šakh	‘of course’	s’aṭha:	‘much, enough’
nebar	‘outside’	siriph	‘only’
zaru:r	‘certainly’	hame:šī	‘always’
paga:h	‘tomorrow’	heri	‘above’
pati	‘after’	h’or	‘upward’
patikani	‘behind’	hoti	‘there’

7. Conjunctions

agar	‘if’	beyi	‘and’
amikin’	‘hence, so’	magar	‘but’
ki	‘that’	ya:	‘or’

bəl'ki contrary'	'but, on the kini	ya..ya:.. 'or'	'either.. or'
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8. Postpositions

əndri	'from within	niši	'from'
andar	'in, inside'	p'aṭh	'on'
tal	'under	p'aṭhi	'from'
tali p'aṭhi	from bottom'	manz	'in, inside'
niš	'near'	manzi	'from within'

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