

Spoken Kashmiri

A LANGUAGE COURSE

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INDIAN INSTITUTE OF LANGUAGE STUDIES

SPOKEN KASHMIRI : A LANGUAGE COURSE
by

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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:
<i>Consonants</i>	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 *kəšur* or *kə:šir 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-dialectical 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 /i, 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 (CUIL) 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? | What is that? |

hə cha gər. 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:lɪ 'a cup' | p'a:lɪ 'cups' |
| kul 'tree' | kul 'trees' |

- | | |
|----------------------|-------------------------|
| (iii) yi/hə cha ---. | (iv) yimɪ /humɪ cha --- |
| kūz 'key' | kūzi 'keys' |
| dəj 'handkerchief' | daji 'handkerchiefs' |
| tu:p' 'cap' | to:pi 'caps' |
| bəniya:n 'pullover' | bəniya:nɪ 'pullovers' |

II. Transformations drill

yi chu kul.	>	yim chi kul.'
yi chu maka:n.	>	yim chi maka:n.
hu chu p'a:lɪ .	>	hum chi p'a:lɪ .
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 ciṭh'.	>	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)	humt cha ---(caps)

II. Answer the following questions

yi k'a: chu? (darva:z t)	yi chu drava:z t .
hu k'a: chu? (ko:t h)	hum k'a: chi? (kalam)
hu k'a: chu? (p'a:l i)	hum k'a: chi? (pardī)
hə k'a: cha? (almə:r')	humt k'a: cha? (to:pi)
hə k'a: cha? (k ũz)	humt k'a: cha? (ka:piyi)

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

yi, hu	chu	kita:b, və:j, k ũz k ũzi , alma:ri
yim, hum	chi	pardt , davə:ts, də:r, daji, p'a:l i ,
hə, humi	cha	to:pi, da:ri, ka:piyi

Notes

In this lesson, we have introduced simple 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	yimi
Rem II.	hu ‘that’	hum	ho	humi
Rem. II	su ‘that’	tim	so	timi

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 *so* in case the subject is inanimate. The masculine plural forms *yim*, *hum* and *tim* 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)'	paɾdɪ	'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'
mo:l 'father'	>	mə:l'	'fathers'
noʃ 'pitcher'	>	nəʃ'	'pitchers'
koʃ '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:

kɔkur 'cock'	>	kɔkar '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

k'a:		what	almə:r'	f.	almirah
me:z	m	table	cɪh'	f.	letter
ka:kaz	m	paper	ka:pi:	f.	copy
kalam	m	pen	mo:l		father
beni		sister	noʃ	m	pitcher
lənɖ	f	branch	koʃ	m.	boy
darva:zi	m	door	bo:y		brother
pankhi	m	fan	kəkur	m	cock
pardɪ	m	curtain	batukh	m	duck
kita:b	f	book	ra:th	f	night
kəmi:z	f	shirt	pəʃ	f	a plank
dava:th	f	inkpot	ga:v		cow
gər	f	watch	və:j	f	ring

Lesson 2

- | | |
|--|--|
| 1. yi kus chu?
yi chu dob.
yi chu sits.
yi chu cha:n.
yi chu mozu:r. | Who is this?
This is a washerman.
This is a tailor.
This is a carpenter.
This is a laborer. |
| 2. hu kus chu?
hu chu nəyid.
hu chu dəsil.
hu chu duka:nda:r.
hu chu gru:s. | Who is that?
That is a barber.
That is a mason.
That is a shopkeeper.
That is a farmer. |
| 3. yim kam chi?
yim chi dob'.
yim chi sits.
yim chi cha:n
yim chi mozu:r. | Who are these?
These are washermen.
These are tailors.
These are carpenters.
These are laborers. |
| 4. hum kam chi?
hum chi nəyid.
hum chi dəsil.
hum chi duka:nda:r.
hum chi gri:s'. | Who are those?
Those are barbers.
Those are masons,
Those are shopkeepers.
Those are farmers. |
| 5. yim kam chi?
yim chi ɖa:kʈar sə:b.
yim chi ma:ʂarji:
yim chi vəki:l sə:b.
yim chi inji:niyar. | Who is this?
This is a doctor.
This is a teacher.
This is an advocate.
This is an engineer. |
| 6. hum kam chi?
hum chi ɖar sə:b.
hum chi khan sə:b. | Who is that?
That is Mr. Dhar.
That is Mr. Khan. |

- | | |
|--------------------------|----------------------------|
| hum chi rə:na: sə:b. | That is Mr. Raina. |
| hum chi mohanji: | That is Mohanji. |
| 7. yim cha: kə:l sə:b? | Is this Mr. Koul? |
| a:, yim chi kə:l sə:b | Yes, this is Mr. Koul. |
| yim cha: sohanji? | Is this Sohan? |
| na, yim chinī sohanji: | No, this is not Sohan. |
| yim chi ša:mji: | This is Sham. |
| 8. hum cha: ma:štarji:? | Is that a teacher? |
| na, hum chinī ma:štarji: | No, that is not a teacher. |
| hum chi ɖa:kʈar. | That is a doctor. |
| humə cha: nərsi? | Are those nurses? |
| a:, humi cha nərsi. | Yes, those are nurses. |

Drills

I. Substitution drill

- | | |
|---|---|
| 1. yi/hu chu ---
sənur 'goldsmith'
kha:r 'blacksmith'
cu:k'dar 'chowkidar' | 2. yim/hum chi ---
swanir'
kha:r
cu:k'dar |
| 3. yim/hum cha: ---?
me:jar 'major'
sipa:h 'soldier'
duka:nda:r | 4. yim/hum chi ---
ma:štarji:
ɖa:kʈar sə:b
vəki:l sə:b |

II. Transformations drill

- | | | |
|------------------|---|-------------------|
| yi chu sonur. | > | yam chi sornir'. |
| 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 dəsil. | > | tim chi dəsil. |
| sə cha nərsi. | > | timə cha nərsi. |

Exercises

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

1. yim chi ḍa:kṭar, yim chini --- (lawyer)
2. yim chi mozu:r, yim chini --- (masons)
3. yi chunṭ nə:yid, yi chu --- (carpenter)
4. yi chani nərīs, yi cha --- (teacher)
5. hu chu duka:nda:r, hu chuni --- (soldier)
6. hu chu kha:r, hu chuni --- (goldsmith)
7. sṭ cha ḍa:kṭar, sṭ chani --- (nurse)
8. sṭ cha dob'ba:y, sṭ chani --- (tailor)
9. tim chi sits, tim chini --- (washermen)
10. timi cha ma:ṣtarba:yi, timi chani --- (nurses)

II. Answer the following questions:

1. yim cha: ḍa:kṭar sṭ:b? (a) a:, yim chi ḍa:kṭar sṭ:b.
2. yim cha: vək:i:l sṭ:b? (na)
3. yim china: mozu:r? (a:)
4. humṭ cha: nərīs? (na)
5. humṭ cha: ma:ṣtarba:yi? (a:)
6. 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/chani	nərīs/ ḍa:kṭar
sṭ/timi		ma:ṣtarba: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	kəs	kamɨ

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:	chunɨ + a: = chuna:
chi + a: = cha:	chinɨ + a: = china:
cha + a: = cha:	chanɨ + 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:

yi cha: ɖa:kɕar?	Is this a doctor?
a:, yi chu ɖa:kɕar.	Yes, this is a doctor.
yim cha: vəkɨ:l?	Is this a lawyer?
na, yim chinɨ vəkɨ:l.	No, this is not a lawyer,

Negation

The negative particle *nɨ* 'not' - is added after the copular verb in the negative statement, e.g.,

yim chi ma:sɕar.	This is a teacher.
yim chinɨ ma:sɕar.	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.,

ḍa:kṭar sə:b	ma:ṣṭar sə:b/ma:ṣṭar ji:
--------------	--------------------------

Vocabulary

kus	m.s.	who	ma:ṣṭar	teacher, master
kam	m.p.	who	nə:ɾs	nurse
kas	f.s.	who	sə:nur	m goldsmith
kami	f.p.	who	kha:r	m blacksmith
dob	m.s.	washerman	cu:k'dar	m chowkidar
sits		tailor	me:jar	major
cha:n	m	carpenter	sipa:h	soldier
mozu:r		laborer	a:	yes
nə:yid	m	barber	na	no
dəsil	m	mason	ni	not
duka:nda:r		shopkeeper	sə:b	honorific title
gru:s	m	farmer	ji:	polite title
ḍa:kṭar		doctor	və:ki:l	lawyer
inji:niyar		engineer		

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 l əḍki chi? | How many boys are those? |
| B. tim chi pā:tsh ləḍki | Those are five boys. |
| A. yimi cha: še zana:ni | Are these six women? |
| B. na, yimi 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. yimi kə:t'sa:h kursiyi cha? | How many chairs are these? |
| B. yimi 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'aṭ ha: | |
| 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:sı chu sabız. | The grass is green. |
| yim zi kul' chi ja:n. | These two trees are good. |
| yi po:n' chu sar id. | This water is cold. |
| ca:y cha garım. | 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:ni cha tshöci. | 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:j kəmi:z. This is a blue shirt.
yimi cha ni:ji kəmi:zi. These are blue shirts.

Drills

I. Substitution drill

(1) yim/hum kats ---?	(2) yimi/humi kəts ---?
yinsa:n	kita:bi
ləḍki	kursiyi
kul'	zana:ni
ja:nvar	ko:ri
(3) yi/hu šur chu ---	(4) yi/hə ku:r cha ---
ga:ṭul	tshot
tshot	zi:th
z'u:tḥ	zə:vij
zə:v'ul	ga:ṭij

II. Transformations drill

yi chu z'u:tḥ 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:ṭij ku:r.	>	humi cha ga:ṭiji ko:ri.
hə zana:n cha zi:th.	>	humt zana:n cha ze:chi.
su ləḍki chu ga:ṭul.	>	tim ləḍki chi ga:ṭil'.
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 chaŋi ... (cold) |
| 4. yi ba:g chu :...(beautiful) | 9. po:š chini ... (blue) |
| 5. yim po:š chi ...(white) | 10. yimi 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: sar id? | (na) | |
| 8. ga:si chuna: sabiz? | (a:) | |
| 9. yim china: sa:ph palav? | (a:) | |
| 10. yim china: s'at'ha: ga:til'? | (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
	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 *sab̄z̄* ‘green’, *saphe:d* ‘white’, *gulə:b*, ‘pink’, *ja:n* ‘good’, *sar̄id* ‘cold.’, *da:na:* ‘wise’ *khu:bsu:rath* ‘beautiful’ *gar̄im* ‘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.	
n̄u:l	ni:l’	ni:j	ni:ji	blue
vɔzʊl	vɔzɪl’	vɔzɪj	vɔzɪji	red
l’odur	leḍir’	leḍir	leḍri	yellow
kruhun	krihin’	krihin’	krəhni	black
zə:v’ul	zə:vɪl’	zə:vɪj	zə:vɪji	slim
z’u:ṭh	zi:ṭh’	zi:ṭh	ze:chi	tall
v’oṭh	veṭh’	v’əṭh	vechi	fat
ga:ṭul	ga:ṭɪl’	ga:ṭɪj	ga:ṭɪji	wise
tshot	tshot’	tshot	tshəci	short
tot	tət’	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:tsa:h* or *k̄i:ts̄i* for feminine objects only, e.g.,

kəts ləḍki /ko:ri	‘How many boys/girls’
kə:t’a:h/kəts ləḍki	‘How many boys’
kə:tsa:h/k̄i:ts̄i ko:ri	‘How many girls’

Vocabulary

kəts		how many	ja:n	good
kə:t'a:h	m.	how many	ja:y f	place
kə:t'sa:h	f.	how many	sa:ph	clean
kə:t'a:h	m.	how many	s'aṭ ha:	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:g m	garden
n'u:l	m	blue	pā:tsh	five
kapur	m.	cloth	še	six
palav	m	clothes	sath	seven
da:na:		wise	ə:ṭh	eight
ga:ṭul	m.s.	wise	nav	nine
zə:v'ul	m.s.	slim	dəh	ten
ja:nvar	m.	bird	gulə:b'	pink

Lesson 4

- | | |
|---|---|
| 1. yi chu m'ò:n pa:n.
yi chu m'ò:n kal ì.
yi chu co:n buth.
yi chu co:n athì. | This is my body.
This is my head.
This is your face.
This is your hand. |
| 2. yim chi me:n' ath ì.
yim chi me:n' kh òr.
yim chi cə:n' kan.
yim chi cə:n' neṭ h. | These are my hands.
These are my feet.
These are your ears.
These are your thumbs. |
| 3. yi cha me:n' nas.
yi cha me:n' òg ij.
yi cha cə:n' gardan.
yi cha cə:n' z'av. | This is my nose.
This is my finger.
This is your neck.
This is your tongue. |
| 4. yimì cha m'a:ni òg ìji
yimì cha m'a:ni bum ì.
yimì cha ca:ni zangi.
yimì cha ca:ni əch. | These are my fingers.
These are my eyebrows.
These are you: legs.
These are your eyes. |
| 5. yi chu tuhund mas.
yi chu tuhund koṭh.
yi cha tuhinz hōgan' .
yi cha tuhinz yaḍ. | This is your hair.
This is your knee.
This is your chin.
This is your belly. |
| 6. yim chi tuhind' koṭh' .
yim chi tuhind' vuṭ h.
yimì cha tuhinzì nari.
yimì cha tuhinzì əch. | These are your knees.
These are your lips.
These are your arms.
These are your eyes. |
| 7. yi chu təm'sund necuv.
yim chi təm's ind' mo:l m ə:j. | This is his/her son.
These are his/her parents. |

yimi cha təm's inzı ko:ri. These are his/her daughters.

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

Drills

I. Response drill

- | | |
|-----------------------------------|------------------------------|
| 1. yi cha: tuhund athı? (a:) | a:, yi chu m'ö:n ath ı. |
| 2. yi cha: tuhinz nər? (a:) | a:, yi cha me:n' n ər. |
| 3. yim cha: tuhind' kh ər? (a:) | a:, yim chi me.n' kh ər. |
| 4. yi cha: m'ö:n ph'ok? (no) | na, yi chunı tuhand ph'ok. |
| 5. yi cha: m'ö:n kan? (na) | na, yi chunı tuhund kan. |
| 6. yimi cha: tuhinzı ögji? (na) | na, yimi chani m'a :ni ögji. |
| 7. yi cha: tuhund necuv? (na) | na, yi chunı m'ö:n necuv. |
| 8. yi cha: tuhinz beni? (a:) | a:, yi cha m:e:n' beni. |
| 9. yim china: tuhind' b ə:y? (na) | na, yim chini me:n' b ə:y. |
| 10. yi chana: tuhinz ku:r? (na) | na, yi chani me:n' ku:r. |

II. Transformations drill

- | | | |
|---------------------------|---|----------------------------|
| 1. yi chu m'ö: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 tuhinzı nari |
| 4. yi cha tuhinz zang. | > | yimi cha tuhinzı zangi. |
| 5. hu chu təm'sund bo:y. | > | hum chi təm's ind' b ə:y. |
| 6. hu chu təm'sund do:s. | > | hum chi təm's ind' do:s. |
| 7. yi cha təm's inz ku:r. | > | yimi cha təm's inzı ko:ri. |
| 8. yi cha təm's inz beni. | > | yimi cha təm's inzı beni. |
| 9. hu chu m'ö: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) | 7. yi chu tuhund ... (friend) |
| 2. yi chani me:n'... (eye) | 8. yi cha tuhinz ... (mother) |
| 3. yi chu co:n ... (knee) | 9. yim chi tuhind' ... (parents) |
| 4. yi chu tuhund ... (thumb) | 10. yimi cha tuhinz'i ... (sisters) |
| 5. yi chu tuhund ... (brother) | |
| 6. hum chi tuhind'... (neighbor) | |

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' b ə:y? | (a:) |
| 5. yi cha: tuhinz ku:r? | (na) |
| 6. hə cha: tuhinz beni? | (a:) |
| 7. yi kəm'sund bə:y chu? | (m'o:n) |
| 8. hum kəm's ind' do:s chi? | (tuhind') |
| 9. hə kəm's inz beni cha? | (me:n') |
| 10. humi kəm's inzi kə:ri cha? | (tuhinz'i) |

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'/c ə:n' mə:l mə:j
su/sə/tim/timi	cha/chani	m'a:ni/ca:ni kə:ri/beni
	tuhund/tuhind'	əch/kan
	tuhinz/tuhinzi	
	təm'sund/t əm's inz	

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	Object			
	Masculine 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's ind'	yəm's inz	yəm's inzi
3 rd (sg) rem.	təm'sund	təm's ind'	təm's inz	təm's inzi
3 rd (pl) prox.	yimanhund	yimanhind'	yimanh inz	yimanhinzi
	yihund	yihind'	yihinz	yihinzi
Rem.	timanhund	timanhind'	timanh inz	timanhinzi
	tihund	tihind'	tihinz	tihinzi
Inter. (sg)	kəm'sund	kəm's ind'	kəm's inz	kəm's inzi
(pl)	kihund	kihind'	kihinz	kihinzi

Vocabulary

m'o:n	m.s.	my	kəm's inzi	f.p.	whose
me:n'	m.p.	my	kihinzi	f.p.	whose
me: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	neṭh	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's ind'	m.p.	his/her	zang	f.	leg
tihind'	m.p.	his/her	əch	f.	eye
təm's inz	f.s.	his/her	mas	m.	hair
tihinz	f.s.	his/her	koṭh	m.	knee
təm's inzi	f.p.	his/her	hōgan'	f.	chin
tihinzi	f.p.	his/her	yaḍ	m.	belly
kəm'sund	m.s.	whose	vuṭh	m.	lip(s)
kihund	m.s.	whose	nər	f.	arm
kəm's ind'	m.p.	whose	necuv		son
kihind'	m.p.	whose	beni		sister
kəm's inz	m.s.	whose	mo:l mə:j		parents
kihinz	f.s.	whose	hamsa:yi		neighbor(s)
ə:šina:v		relatives			

Lesson 5

- | | |
|-----------------------------------|-----------------------------|
| 1. yim chi dar sə:b. | This is Mr. Dar. |
| dar sə:b chi sə:n' hamsa:yi. | Mr. Dar is our neighbor. |
| yi cha ru:pa:ji, dar sə:bin' | This is Rupaji, Mr. Dar's |
| a:šen'. | wife. |
| yim chi dōšvay s'a tha: | Both of them are very |
| šəri:ph. | gentle. |
| dar sə:b chi ɖa:kɖar. | Mr. Dar is a doctor. |
| rame:š chu yihund necuv. | Ramesh is his son. |
| ši:lī cha yihinz ku:r. | Shiela is his daughter. |
| uma: cha rame:šin' zana:n. | Uma is Ramesh's wife. |
| rame:š chu bank mane:jar. | Ramesh is a bank manager. |
| uma: cha ka:le:j lekcarar. | Uma is a college lecturer. |
| sohnī chu rame:šun do:s. | Sohan is Ramesh's friend. |
| su chu sarkə:r' mul ə:zim. | He is a government servant. |
| sohnin' beni rama: cha | Sohan's sister Rama is |
| ši:līn' ves. | Shiela's friend. |
| yimi cha dōšvay | |
| anihəriši. | Both of them are unmarried. |
| sohnin' pita:ji chi akh | Sohan's father is a |
| the:kidar. | contractor. |
| tīm chi s'aṭ ha: əmi:r. | He is very rich. |
| 2. dar sa:bun maka:n chu s'aṭ ha: | Mr. Dar's house is quite |
| boḍ. | big. |
| maka:nuk paš chu ṭi:nuk. | The roof of the house is |
| | (made) of tin. |
| maka:nik' darva:z i chi mazbu:t. | The doors of the house are |
| | strong. |
| maka:nci da:ri cha ši:šci | The windows of the house |
| | are made of glass. |

maka:nīc kira:y cha pā:tsh	The rent of the house is sa:s
sa:s rōpiyi.	five thousand rupees.
so:n maka:n chu lōkuṭ	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:nīk' darva:z i
yi cha maka:nīc dā:r.	>	yimi cha maka:nīci da:ri.
yi chu dar sē:bun dō:s	>	yim chi dar sa:bin' dō:s.
yi chu yihund hamsa:yi.	>	yim chi yihind' hamsa:yi.
yi chu sohnun bō:y.	>	yim chi sohnin' b ē:y.

II. Response drill

yi kuhnd ə:šina:v chu? (m'ō:n)	yi chu m'ō:n ə:šina:v
yi cha: tuhund hamsa:yi? (a:)	a:, yi chu so:n hamsa:yi.
yim cha: tuhind' dō:s? (a:)	a:, yim chi mē:n' dō:s.
yi kihinz ku:r cha? (ra:mji:yin')	yi cha ra:mji:yin' ku:r.
yim kihind' neciv' chi? (dar s ə:bin')	yim chi dar sē:bin' neciv'.
yimi kihnzī ko:ri cha? (ko:l sē:binī)	yimi cha ko:l sē:binī ko:ri.
maka:nīk' m ə:likh kam chi? (bi)	bi chus maka:nuk mē:likh

Exercises

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

1. dar sē:b chi ...hamsa:yi. (our)
2. ru:pa:ji: cha ...a:šen'. (Mr. Dar's)
3. ša:mji: chi ...neciv' (Mr. Raina's)

- | | |
|-----------------------------------|------------------------|
| 4. rame:š chu ...do:s. | (Sohan's) |
| 5. rama: cha ...beni. | (Sohan's) |
| 6. ...pita:ji chi s'a ʔha: əmi:r. | (Ram's) |
| 7. chu šəri:ph | (owner of the house) |
| 8. ... cha n i mazbu:t | (windows of the house) |
| 9. ... chi ʔhe:kidar. | (my friend) |
| 10. ... chu so:n hamsa:yi. | (your friend) |

II. Answer the following questions using cues:

- | | |
|-----------------------------------|---------------------|
| 1. dar sə:b kihind' hamsa:yi chi? | (me:n') |
| 2. rame:š kuhund necuv chu? | (dar sə:bun). |
| 3. sohnI kus chu? | (rame:šun necuv) |
| 4. rama: kəs cha? | (sohnin' beni) |
| 5. ʔhe:kidar kam chi? | (kha:n sə:b) |
| 6. rame:š k'a: chu? | (lekcarar) |
| 7. uma: kəs cha? | (rame:šin' za na:n) |
| 8. uma: kihinz ves cha? | (ši:lin') |
| 9. sohni kuhund do:s chu | (ramešun) |
| 10. 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/da:kʔar
rama:/uma:	cha/chani	m'o:n/me:n'	hamsa:yi/vəki:l
dar sə:b	chi/chini	tuhund/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:m̄in' neciv'	'Ram's sons'
ra:m̄in' gər	'Ram's watch'
ra:m̄ini gari	'Ram's watches'

Vocabulary

a:šen'	wife	əmi:r	rich
dəšvay	both	pita:	father
šəri:ph	gentle	boḍ	m. big
yihund	m.s. his/her	ṭi: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	də:r	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
lökut	m.s. small	mulə:zim	employee
kamri	m. room	do:s	friend
co:ki	m. kitchen	ves	girl's girl friend
ã:gun	m. compound	anihu:r	m.. unmarried
anihəriš	f.s. unmarried	ṭhe:kidar	contractor
šra:ni 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:r in'? Are you brothers?
 B. na, əs'chi do:s. No, we are friends.
 A. toh'chiva: panj ə:b'? Are you a Punjabi?
 B. na, bi chus ni panjə:b', No, I am not a Punjabi, I'm
 bi chus bangə:l'. a Bengali.
 me:n' zana:n cha panj ə: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: ben ini? Are you sisters?
 B. na, əs'cha ve si. 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 mar ə: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: ves i? Are you friends?
 B. na, əs'cha ben ini. 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:hr̥ici
 B. a:, əs' cha ša:hr̥ici.

Are you from the city?
 Yes, we belong to the city.

Drills

I. Substitution drill

1. bi chus...

bangə:l'
 kə:šur
 paŋjə:b'
 gujrə:t'
 ga:muk

2. əs' chi ...

bangə:l'
 kə:šir'
 paŋjə:b'
 gujrə:t'
 ga:mik'

3. bi chas...

kə:šir
 ga:mic
 ša:hr̥ici
 paŋjə:b'
 bangə:l'

4. əs' cha...

vesi
 beŋi
 kə:širi
 ga:mici
 ša:hr̥ici

II. Transformations drill

bi chus da:k̄tar.	>	əs' chi da:k̄tar.
bi chus duka:nda:r.	>	əs' chi duka:nda:r.
bi chas inji:niyar.	>	əs' cha inji:niyar.
bi chas vək̄i:l	>	əs' cha vək̄i:l.
tsi chukh dob.	>	toh' chiv dob'.
tsi chukh na:yid.	>	toh' chiv n ə:yid.
tsi chakh nər̄is.	>	toh' chav i nər̄si.
tsi chakh ma:štarba:y.	>	toh' chav i ma:štarba:yi.
su chu kə:šur.	>	tim chi kə:šir'.
su chu paŋjə:b'.	>	tim chi paŋjə:b'.
sə cha ga:mic.	>	timi cha ga:mici.
sə cha ša:hr̥ic.	>	timi cha ša:hr̥ici.

Exercises

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

- | | |
|--------------------------------|---------------------------------|
| 1. bī chus ... (lawyer) | 11. bī chas... (Punjabi) |
| 2. bī chus ... (carpenter) | 12. bī chas... (teacher) |
| 3. əs' chi ... (Kashmiri) | 13. toh' chiv ... (villagers) |
| 4. tsi' chukh ... (shopkeeper) | 14. toh' chiv ... (friends) |
| 5. tsi' chukh ... (Bengali) | 15. toh' chav i ... (villagers) |
| 6. tsi' chakh ... (Punjabi) | 16. toh' chav i ... (sisters) |
| 7. hu chu ... (barber) | 17. hum chi ... (barbers) |
| 8. hō cha ... (tailor) | 18. humi cha ... (friends) |
| 9. su chu ... (wise) | 19. tim chi ... (short boys) |
| 10. sō cha ... (wise) | 20. timi cha ... (tall girls) |

II. Answer the following questions:

- | | | |
|------------------------------|------|----------------------------|
| 1. toh' chiva: kə:šir'? | (a) | a: bī chus kə:šur. |
| 2. toh' chiva: bang ə:l'? | (a) | |
| 3. toh' chiva: d̪a:k̪tar? | (a) | |
| 4. toh' chiv: duka:nda:r? | (a) | |
| 5. bī chusa: panjə:b'? | (na) | na, toh' chivn i panjə:b'. |
| 6. bī chusa: vək̪i:l'? | (na) | |
| 7. bī chasa: zi:t̪h'? | (na) | |
| 8. bī chasa: v'ə̃t̪h'? | (na) | |
| 9. tsi' chukhna: kə:šur? | (na) | na, bī chusni kə:šur. |
| 10. tsi' chakhna: ga:t̪ij'? | (na) | |
| 11. su chuna: z'u:t̪h'? | (na) | |
| 12. sō chana: krih̪in'? | (na) | |
| 13. tim china: panjə:b'? | (na) | |
| 14. timi chana: ja:n kə:ri'? | (na) | |

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

bī/əs'	chus/chas	kə:šur/kə:šir'/kə:šir/kə:širi
tsi/toh'	chiv/cha/chu	panjə:b'/bang ə:l'

su/tim	chukh/chakh	ga:muk/ga:mik'/ga:mic/ga:mic
sə/timɪ	chiv/chav	ša:hruk/š:hrik'/ša:hr ic/ ša: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	əs'	bi	əs'
2 nd per.	tsi	təh'	tsi	təh'
3 rd per. (within sight)	hu	hum	hə	humɪ
3 rd per. (out of sight)	su	tim	sə	timɪ

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

təh' chiv d a:kʈar.	You are a doctor.
hum chi vəkɪ:l.	He is a lawyer.
tim chi kə:šir'.	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	gujrə:t'	Gujarati
əs'	we	marə:ʰ	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	ʃahrək m	belonging
chukh m.s.	(you) are		to a city
chakh f.s.	(you) are	benini	sisters
chiv p.	(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:lī k'a: cha kar a:n? | What is Shiela doing? |
| A. ši:lī cha cīṭh' le:kha:n? | Shiela is writing a letter. |
| B. šur' cha: ginda:n? | Are children playing? |
| A. vi:nī cha re:ḍiyo: bo:za:n. | Vina is listening to radio. |
| šanī cha palav chala:n. | Shana is washing clothes. |
| B. mi:nī kati cha? | Where is Meena? |
| A. mi:nī cha batī 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:sivī gatsha:n
ra:th? | Where were you going
yesterday? |
| B. bī o:sus ba:zar gatsha:n.
toh' kati ə:sivī? | I was going to the market.
Where were you? |
| A. bī 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' k'ēh ka:kaz
tshā:ḍa:n. | He was looking for
some papers. |
| B. nəsi:mī k'a: ə:s kara:n? | What was Nasim doing? |
| A. sō ə:s panin' palav
suva:n. | She was stitching her clothes. |
| A. tsi osukha: batī kheva:n? | Were you eating your food? |
| B. na, bī o:sus ca:y cava:n. | No, I was taking tea. |
| A. rama: ə:sa: bāniya:n | Was Rama knitting a sweater? |

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

Drills

I. Substitution drill

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

II. Transformations drill

- | | | |
|-----------------------------|---|------------------------------|
| bɪ chus kita:b para:n. | > | bɪ o:sus kita:b para:n. |
| bɪ chas ciṭh' le:kha:n. | > | bɪ ə:sɪs ciṭh' le:kha:n. |
| əs' chi bat i kheva:n. | > | əs' ə:s' bat i kheva:n. |
| tsɪ chukh ca:y cava:n. | > | tsɪ o:sukh ca:y cava:n. |
| tsɪ chakh bəniya:n vo:na:n. | > | tsɪ 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. |
| sɔ cha TV vucha:n. | > | sɔ ə:s TV vucha:n. |
| tim chi saphə:yi: ka:ra:n | > | tim ə:s' saph ə:yi: kara:n. |

Exercises

I. Fill in the blanks using appropriate words:

- | | |
|-----------------------|--------------------------|
| 1. bi ...kita:b ... | 6. tsi ...ci th' ... |
| 2. toh' ...palav ... | 7. toh' ...bat i... |
| 3. su ...re:d iyo:... | 8. so ...TV ... |
| 4. tim ...ca:y ... | 9. timi ...ba:zar ... |
| 5. rama: ...palav ... | 10. nəsi:mi ...dava: ... |

II. Answer the following questions using cues:

- | | |
|-------------------------------|---------------------------|
| 1. toh' k'a: chiv kara:n? | (reading) bi 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:sivi gatsha:n? | (market) |
| 8. toh' k'a ə:sivi bana:va:n? | (picture) |
| 9. toh' k'a: ə:sivi suva:n? | (clothes) |
| 10. tim k'a: ə:s' tshā:d a:n? | (papers) |

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

bi/əs'/ts i/toh'	chus/chas/chukh	kita:b para:n
su/tim/sə/timi	chakh/chu/chiv	ciṭh' le:kha:n
	chi/cha/chavi	batī rana:n
	o:sus/ə:sis/ə:s'	ca:y bana:va:n
	a:si/o:sukh/ə:sikh	palav chala:n
	ə:sivi/a:sivi/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:sivi	ə:sikh	a:sivi
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:sivi 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.	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		
kə:m	f work		

Lesson 8

- | | |
|---|---|
| A. toh'kati chiv ro:za:n? | Where do you live? |
| B. bi chus ro:za:n siri:nəgri. | I live in Srinagar. |
| A. toh'k'a: k ə:m chiv kara:n? | What do you do? |
| B. bi chus ka:riba:r kara:n. | I am in business. |
| A. kam'uk ka:r i'ba:r? | Which business? |
| B. əs'chi tsū:th'an hund
ka:riba:r kara:n. | We deal in apples. |
| asi chu akh duka:n ami:ra:
kədlī. | We have a shop at Amira
Kadal. |
| toh'k'a: chiv kara:n? | What do you do,? |
| A. bi chus ma:star. | 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 par ina:va:n? | What subjects do you teach? |
| A. bi chus hisa:b ti āgri:zi:
parina:va:n. | I teach mathematics and
English. |
| B. m'o:n necuv chu d əhimi
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:thimi para:n. | My daughter studies in the
eighth class. |
| sə cha silə:y ti hecha:n. | She learns stitching (of
clothes) too. |
| sə cha s'at'ha: 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 l əkuʃ l əḍki chu | My younger son plays |
| ha:ki: ginda:n. | hockey. |
| su chu navi vuhur. | He is nine years old. |

- | | |
|---|---|
| 2. bī chus pā:tsi baji nendri
vōtha:n. | I get up at 5 0' clock. |
| bī chus athi buth chala:n. | I wash my hands and feet. |
| bī chus dōhay sē:r kara:n. | I go for a walk daily. |
| bī chus šeyi baji šra:n kara:n | I take a bath at 6 0' clock. |
| bī chus ə:ṭhi baji ca:y cava:n | I have my tea at 8 0' clock. |
| bī chus navi baji daphtar
ne:ra:n. | I start for my office at 9 0'
clock. |
| bī chus dōhi baji daphtar
va:ta:n. | I reach my office at 10 0'
clock. |
| bī chus šeyi baji gari yiva:n. | I come home at 6 0' clock. |

Drills

1. Substitutionl drill

- | | |
|---|---|
| 1. bī chus/chas ..ro:za:n.
bambyi (Bombay)
dili (Delhi)
a:gra: (Agra)
anantna:gi (Anantnag)
jemi (Jammu) | 2. bī chus/chas daphtar
gatsha:n ...
ə:ṭhi baji
dahi baji
kahi baji
bahi baji |
| 3. m'ō:n necuv chu para:n..
doyimi
treymi
tsu:rimi
pī:tsimi
šeymi | 4. toh' chiv parna:va:n ...
hisa:b
āgri:zi:
kə:šur 'Kashmiri'
ko:nu:n 'law'
saynas 'science' |

II. Response drill

- | | |
|--------------------------------|-------------------------------------|
| toh' chiva: ka:r iba:r kara:n? | (a:) a:, bī chus ka:r iba:r kara:n. |
| toh' chiva: no:kri: kara:n? | (a:) a:, bī chus no:kri: kara:n. |
| toh' chiva: geva:n? | (na) na, bī chusni geva:n. |

toħ'chiva: siri:nəgrı ro:za:n?	(na) na, bı chusni siri:nəgrı ro:za:n
tuhund necuv cha: ha:ki: ginda:n?	(a:) a:, su chu ginda:n.
tuhinz ku:r cha: geva:n?	(a:) a:, sɔ cha geva:n.

III. Transformation drill

toħ'kati chiv ro:za:n?	>	toħ'kati ə:sivi ro:za:n?
bı chus/chas ro:za:n ga:mi.	>	bı o:sus/ə:sıs ro:za:n ga:mi.
əs'chi/cha ro:za:n ša:hrı.	>	əs' ə:s/a:sı ro:za:n ša:hrı.
mohnı chuni ginda:n.	>	mohnı o:sni ginda:n.
tim chi sku:l gatsha:n	>	tim ə: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. əs'chinı ga:mi	(live)
2. bı chusni ...kara:n	(business)
3. bı chus ...garı gatsha:n.	(8 0' clock)
4. əs'chi va:pas ..yiva:n.	(10 0' clock)
5. m'o:n lɔkut bo:y chu ...para:n.	(9th class)
6. me:n'beni cha ...hecha:n.	(stitching)
7. mohnı chu ...vuhur.	(11)
8. bı chus/chas ... kara:n.	(working hard)
9. əs'chi daphtar va:ta:n.	(11 o'clock)
10. toħ'chiv s ə:r kara:n.	(daily)

II. Answer the following questions:

- | | |
|--------------------------------|---------------------------------|
| 1. toħ'kati chiv ro:za:n? | 4. toħ'k əts vılhir'chiv? |
| 2. toħ'k'a: k ə:m chiv kara:n? | 5. toħ'k'a: chiv hecha:n? |
| 3. toħ'chiva: no:kri kara:n? | 6. toħ'kar chiv nendri vɔtha:n? |

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 tɨ 'and'

The coordinate conjunction morpheme *tɨ* '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 tɨ ra:jɨ chi para:n.	Mohan and Raj are studying.
toh' chiv k ə:ʃur tɨ āgri:zi: para:n	You study Kashmiri and English.
mohni chu z'u:tɨ tɨ ra:jɨ chu tshot.	'Mohan is tall and Raja is short.

Vocabulary

ro:zun	to live/stay	hechun	to learn
ka:rɨba:r	m business	gevun	to sing
ha:ki:	f hockey	tsū:th	m apple
vuhur	m. years old	əmi:ra:kədɨl	m Amira kadal
nendir	f sleep	sku:l	m school
vəθun	to get up	baje	hour, o'clock
athɨ-buth	hands and face	va:pas	return
dəhay	daily	yun	to come
sə:r	m a walk	va:pas yun	to return
parɨna:vun	to teach	hisa:b	m mathematics

daphtar m	office	ãgre:zi: m	English
ne:run	to start	sakh	very hard
va:tun	to reach	mehnath	hard work
garî 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.
ciṭh' 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' k ə:m
kəriv.
tsū:th' m i 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. | Close the door.
Open the window.
Switch on the light.
Learn your lesson.
Write down a new essay. |

nəv kath bə:znə:vti. Narrate a new story.
 sku:lic kə:m hə:vti. Show your school assignment.
 vakhit matī kartī za:yi. Do not waste time.

5. bə:zar gətsh'tav. Please go to the market.
 sabzi: ən'tav. Please bring vegetables.
 tse:r matī kər'tav. Please don't be late.
 jal-di: kər'tav. Please hurry.
 mə:lī palav chəl'tav. Please wash dirty clothes.
 nəv' palav tshun'tav. Please put on new clothes.
 sə:r kər'tav. Please go for a walk.
 varziš kər'tav. Please do physical exercises.

Drills

I. Substitution drill

- | | | | |
|-------------------|---------|--------------------|----------|
| (1) kita:b par | (read) | (2) ciṭh' li:khiv | (write) |
| | (see) | | (bring) |
| | (write) | | (see) |
| | (buy) | | (read) |
| | (bring) | | (take) |
| (3) tsū:ṭh' het ī | (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:ḍiyo: bə:z. | > | re:ḍiyo: bu:ziv. |
| | TV vuch. | > | TV vuchiv. |
| | tsū:ṭh an. | > | tsū:ṭh' əniv. |
| | batī khe. | > | batī kheyiv. |
| (2) | kə:m kar. | > | tsī 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)	tshopi kəriv.	>	təh'k əriv tshopi.
	palav heyiv.	>	təh'heyiv palav.
	bəniya:n vu:niv.	>	təh'vu:niv bəniya:n.
	tasvi:r banə:viv.	>	təh'ban ə:viv tasvi:r.
	šra:n kəriv.	>	təh'k əriv šra:n.
	gari gətshiv.	>	təh'g ətshiv gari.
(4)	ca:y ceti.	>	ca:y ceytav.
	tsū:th kheti.	>	tsū:th kheyta.
	dəd anti.	>	dəd ən'tav.
	batı rantı.	>	batı rən'tav.
	kəmi:z chaltı.	>	kəmi:z chəl'tav.

Exercises

I. Fill in the blanks with suitable words:

1. tshopi kar, šo:r
2. kita:b par, re:điyo: mi
3. panin' kar, TV mi
4. daphtar mi gətshiv, gari.....
5. batı....., ca:y mi
6. tsū:th dəd mi
7. mə:lı palav, sa:phtshuniv.
8. də:r band, darva:zi
9. sabakh ya:d, vakhit matı 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.

	I	II
<i>Verb root</i>	<i>Singular/Non-honorific</i>	<i>Plural/Honorific Sg</i>

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.,

<i>Verb root</i>	I <i>Singular/Non-honorific</i>	II <i>Plural/Honorific</i>
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 mī and matī

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

kita:b mi par.	Don't read the book.
ciṭh' m i li:khiv.	Don't write the letter.
philim mati vuchti.	Don't watch the film.
re:diyo: 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:lī	dirty
tshōpi	f	quiet	tshunun	to wear
tshōpi karin'		to keep quiet		

Lesson 10

- | | |
|---|---|
| A. t̄hi k'a: gatshi? | What do you want? |
| B. me diyiv p̄:si.
bi hemi k̄h sa:ma:n. | Please give me money.
I will purchase some articles. |
| A. ki:t' p̄:si? | How much money? |
| B. hath r̄p̄iyi diyiv.
ba:k̄iy p̄: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:k̄iy ci:z chini.
maslan nu:n, madre:r, ca:y,
ka:phi: vaḡ: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. t̄mis k'a: chu? | What is the matter with him? |
| B. t̄mis chu kalas do:d. | He has a headache. |
| A. ḍa:k̄tar sə:bas p̄ritsh. | Ask the doctor. |
| B. ḍa:k̄tar sə:b chini
duka:nas p'at̄h. timan ti
chuni t̄biyath ṭhi:kh. | The doctor is not at his shop.
He is also not feeling well. |
| A. acha:. yim ni zi ph̄l' dava:
yim dava: ph̄l' k̄heyi su
ca:yi si:t'. su gatshi ṣa:m
ta:m ṭhi:kh. ṣa:man gatshi
su ḍa:k̄taras niṣ. | 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 ṣur'. | There are children in the
room. |
| A. tim k'a chi kara:n? | What are they doing? |
| B. mohni chu k̄mi:zi baTan
la:gan. ṣi:li cha palvan | Mohan is fixing buttons in his
shirt. Shiela is ironing clothes. |

kūḍ' kara:n.

- | | |
|-------------------------------|-----------------------------------|
| A. yi k'a: chu me:zas p'at h? | 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 pḍ: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 pḍ:si (d'un) | 2. me k'a: gatshi (me) |
| heyiv (h'on) | gatshiy (tse) |
| hə:viv (ha:vun) | gatshivī (tōhi) |
| əniv (anun) | gatshi (təmis) |
| 3. me chunī təbiyath ṭhi:kh (me) | 4. ra:mas di kita:b (ra:m) |
| tse chuynī (tse) | (ra:ji) |
| tōhi chunī (tohi) | (ṣi:lī) |
| təmis chunī (tamis) | (sa:rī) |
| timan chunī (timan) | (ku:r) |

II. Transformation drill

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

III. Response drill

1. duka:nas p'aṭ h kam chi? (ḍa:kṭar sə:b)
duka:nas p'aṭ h chi ḍa:kṭar sə:b.
2. da:ri p'aṭ h 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? (sandu:kh)
 6. kursi:yi niš k'a: chu? (lipha:phl)
 7. ba:gas manz kus chu? (ba:gva:n)
 8. na:vi manz kus chu? (hã:z)

Exercises

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

1. t̥hi k'a: . . . ? (want) 6. t̥mis cha: ..? (headache)
 2. me . . . t̥m's inz kita:b. (give) 7. timan . . . kus chu? (near)
 3. asi . . . əz'uk akhba:r. (bring) 8. . . . p'at̥h kus chu? (shop)
 4. tse . . . nəv gər. (want) 9. . . . manz kam chi? (house)
 5. t̥hi yi kursi: ? (want) 10. gila:s chu . . . tal. (chair)

II. Answer the following questions:

1. tuh̥ndis kalas p'at̥h k'a: chu?
2. tuh̥ndis athas manz k̥əts ōg̥ji cha?
3. tuh̥ndis maka:nas manz k̥əts kamr̥i chi?
4. t̥hi niš kam chi ro:za:n?
5. me:zas tal k'a: chu?
6. tuh̥ndis garas niš k'a: chu?
7. tuh̥ndis garas manz kam karn chi'?
8. t̥hi s̥i:t' kam chi ro:za:n?
9. t̥h' k'a: əniv me k'uth?
10. t̥hi cha: t̥biyath t̥hi:kh?

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

manz, p'at̥h, niš, k'uth, tal, s̥i:t', k̥ēh, va:pas anun,
 t̥biyath, k̥ūd' kar̥in', baṭun la:gun.

III. Write down the dative case forms of the following nouns:

gari, darva:zi, mo:l, šur, də:r, ku:r, kursi:, kita:b, ši:li,
 ɖa:kɕar.

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	tɕhi
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)	hɕth	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:lî	+ as	=	ši:las
kul	+ is	=	kulis
šur	+ is	=	šuris
mo:l	+ is	=	mə:lis
ku:r	+ i	=	ko: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', *sṛ:t* 'with' and *k'uth* 'for'. All these postpositions follow the subjects in dative case:

me:zas p'aṭh/tal/niš/ /sṛ:t', /k'uth/ etc.
kita:bi p'aṭh/tal/niš/ sṛ: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 bo:y = me:nis bə:yis
yi šur = yemis šuris
yi gari = yath garas
hə ku:r = homis ko:ri
hə gər = həth 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:

bī kari 'I will do'.	bī dimi 'I will give'.
əs' karav.	əs' dimav.
tsi karakh.	tsi dikh.
tōh' k əriv.	tōh' diyiv.
su/sə kari.	su/sə diyī.
tim karan.	tim/timī din.

Vocabulary

gatsh	want, desire	thi:kh	well
pā:si	m money	acha:	alright
sa:ma:n	m things	phol	m tablet
hath	m hundred	si:t'	with
rāpyi	f rupees	ša:m	m evening
ba:kīy	remaining	ta:m	up to
va:pas anun	to bring back	niš	near
tomul	m rice	manz	in, inside
masa:li	m spices	baṭun	m button
ti:l	m oil	hā:z	m boatman
maslan	for example	la:gun	to fix
nu:n	m salt	kūd' karin'	to iron
mādre:r	m sugar	tal	under
ka:phi:	f coffee	lipha:phī	m envelope

k'uth		for	gila:s	m	glass
kali do:d	m	headache	ba:gva:n	m	gardener
prishun		to ask	na:v	f	boat
p'ath		on, at	təbiyath	m	health

Lesson 11

- | | |
|---|--|
| A. toh'kar gətshiv dili? | When will you go to Delhi? |
| B. bi gatshi 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 sī:t'kam gatshan? | Who will accompany you? |
| A. rameš a:si me sī: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'aṭha: garmi:. maka:nas andar chu dam h'uh. pəkiv, nebri kani behmav. | It is very hot today. It is suffocating inside the house. 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 sub ihan ə:ṭhi 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 ṭeli:pho:n. | He'll be at home. Ring him up. |
| A. acha:ji. tōhi sī: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 | I do not know. (Please) write |

yath dayri: p'at'h.	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: ka:kaz.	There are some important papers inside it.
A. tōhi dāchin' kin' k'a: cha?	What is on your right hand side?
B. yi cha almə:r'. ath manz cha kita:bi.	It is an almirah. There are books inside it.
A. me:zas kho:vir' kin' k' a chu?	What is on the left hand side of the table?
B. yi chu akh dabī.	It is a box.
A. dabas talīkani k'a: chu?	What is under the box?
B. yi chu tavliya:.	It is a towel.
A. me:zas patī 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 garī? | 2. bi a:si paga:h dili. |
| və:tiv (va:tun) | əʂ' a:sav (əʂ') |
| yiyiv (yun) | tsi a:sakh (tsi) |
| ni:riv (ne:run) | toh' ə:siv (toh') |
| banə:viv (bana:vun) | su a:si (su) |
3. maka:nas brōh kani chu ba:g.
patī kani
dāchin' kin'
kho:vir' kin'
nebrī kani

II. Response drill

1. tōhi brōh kani k'a: chu? (me:z) me brōh kani chu me:z.

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:

bi 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'
timan 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’g ətshiva: basi k’ath?
2. toh’g ətshiva: re:li k’ath?
3. toh’g ətshiva: basi k’ath kin i 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	ḍabi	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	nebrī 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 n əv khabar? | What is new (Any new news)? |
| B. kha:s nī kēh. tōh' 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
sərkis. tōhi vuchiva:? | There is a circus in the city
these days. Did you see it? |
| B. šur'av vuch. me m'u:l n i
vakhit. | The children saw it. I could
not get time. |
| A. tōhi h'otva: nov maka:n i
məl'? | Did you purchase the new
house? |
| B. na, vuni ni. me vuch u:tri
akh, magar yi chu drog. | No, not yet. I saw one day
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 chunī z'a:d i boḍ.
ath manz chi tre kamri,
akh bə:thakh, co:ki ti zi
šra:nikuṭh'. maka:nci
da:ri ti darva:zi chi ja:n
ləkri hind'. | The house is not very big. It
has three (bed) rooms and a
sitting (drawing) room, a
kitchen and two bathrooms.
The windows and doors of the
house are made of good timber. |
| A. ā:gun cha:? | Is there a compound? |
| B. a:, akh ləkuṭ ā:gun ti
chus ti gara:j ti. maka:n a:v
me pasand. | Yes, it has a small compound
and a garage too. I liked the
house. |
| A. tōhi k'a korv i az? | What did you do today? |
| B. az ə:s chuṭi:. me kər
va:riya:h kə:m. me on
ba:zri sa:ma:n. me chəl'
palav. me le:chi kēh ciṭhi | It was a holiday today. I did a
lot of work. I purchased
(certain) things from the
market. I washed clothes. |

do:stan. me l'uk:h akh I wrote some letters to friends.
 mazmu:n akhba:ri khə:tri. I wrote an article for the
 subīhan kər me ba:gas newspaper. I worked in the
 manz kə:m. tōhi k'a: korv i? garden in the morning. What did
 you do?

- A. subīhan go:s bi: sə:ras. I went for a walk in the
 va:pas a:s ə:thi baji. me morning. I came back at
 li:ch əkis do:stas ciTh'. me 8 o'clock. I wrote a letter
 kəḍ' banki manzi pə:si. to a friend. I drew money
 sarli ti bi gəyi ba:zar from the bank. Sarla and I
 kahi baji. asi h'ot palvan went to market at 11.
 k'uth kapur. kapur d'ut We purchased cloth for
 siṭsas. bi go:s rəši:dun clothes. (We) gave the cloth
 gari. su o:s ni gari. bi a:s to the tailor. I went to
 gari ti šōgus əkis Rashid's house. He was not
 ganṭas. bi go:s huṣiya:r at home. I came home and
 tso:ri baji. me ceyi ca:y ti slept for an hour. I woke
 ti a:s tōhi niš yo:r. up at 4 o'clock. I had tea
 and came to see you here.
 B. yeti p'aṭhi kot gətshiv? Where will you go from
 here?
 A. bi gatshī va:pas gari. I'll return. home. Sarla will
 sar:li asi me pra:ra:n. be waiting for me.

Drills

I. Repetition drill

- | | |
|------------------------|-----------------------|
| 1. me por akhba:r. | 2. me l'u:kh mazmu:n. |
| me pər' akhba:r. | me li:kh' mazmu:n. |
| me pər kita:b. | me li:ch ciTh'. |
| me pari kita:bi. | me lechi ciThi. |
| 3. tse onuth akh me:z. | 4. tse h'otuth kapur. |
| tse ənith zi me:z. | tse hetith palav. |
| tse ənith kursi:. | tse hetsith gər. |
| tse an'ath kursiyi. | tse hetsath gari. |

- | | |
|--|--|
| 5. tōhi cholvi buth.
tōhi chəlivi palav.
tōhi chəjivi dəj.
tōhi chajivi daji. | 6. tōhi n'uv i akh akhba:r.
tōhi niyivi palav.
tōhi niyivi kəmi:z.
tōhi niyivi kəmi:zi. |
|--|--|

II. Substitution drill

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

III. Response drill

- | | |
|------------------------------|---------------------|
| 1. toh' kot g əyivi? (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:

1. t̥hi k'a: ...? (parun)
2. tse k'a: ...? (le:khun)
3. tse ... kita:b? (anun)
4. tse ... akhba:r? (vuchun)
5. t̥m' ... mazmu:n? (le:khun)
6. t̥m' ... cit h'ʔ? (parun)
7. su ... gar i? (gatshun)
8. sə ... daphtar? (yun)
9. tim ... ba:zar? (ne:run)
10. timav ... akhba:r? (h'on)

II. Answer the following questions using cues:

1. t̥si kar a:kh? (ra:th) bi a:s ra:th.
2. t̥si kar a:yakh? (u:tri)
3. t̥hi k'a: porv i? (akhba:r)
4. t̥hi k'a: l'u:khv i? (mazmu:n)
5. t̥hi k'a: ch əliv i? (palav)
6. t̥hi k'a: h'otv i? (kapur)
7. t̥hi k'a: on i vi? (pankhi)
8. t̥hi k'a: vuch i vi? (səks)
9. toh' kot g əyivi? (daphtar)
10. toh' kar šōgiv i? (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. chuṭi: a:sin'
7. sə:ras gatshnn
8. šōgun
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
šōgun		šōgus	šōg'	šōjis	šōji
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 1 st /3 rd	Object			
		Masculine		Feminine	
		Sg.	Pl.	Sg.	Pl.
parun		por	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		hə: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:

	Masculine		Feminine	
	Sg.	Pl.	Sg.	Pl.
2 nd Per (sg/non-hon)	poruth	pərith	pərIth	pareth
	l'u:khuth	li:khith	li:chith	le:chath
	onuth	ənith	ənith	aneth
	koruth	kərith	kərith	kareth
	hə: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 (pl/hon. sg)	porvi	pəri vi	pərvi	parivi
	l'u:khivi	li:khivi	li:chivi	le:chivi
	onivi	ənivi	ənivi	anivi
	korivi	karivi	kərivi	karivi
	hə: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
n□v	f.s.	new	p'aṭhi		from
kha:s		special	z'a:d i		more
d'un		to give	bə:ṭhakh	f	living room
raṭun		to hold/catch	azkal		now-a-days
šra:ni kuṭh	m	bathroom	sərki:s	m	circus
l□kir	f	timber	me: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
ganṭi	m	hour	hušiya:rm		awake
magar		but	chuṭi:	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. t̥hi 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:ri̯ba:r kara:n. | I am in business. |
| A. kam`uk ka:ri̯ba: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 k'ina:n? | Which items do you sell? |
| B. əs' chi kə:šir' kə:li:n,
ša:l, ri:šmi: do:ti, du:si,
pe:par mə:ši hind' ci:z k'ina:n.
yim sə:ri: ci:z chi kə:ši:ri
bana:n. | We deal in Kashmiri
carpets, shawls, silken
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:d itar tsū:th',
du:n' ti ba:da:m k'ina:n.
bakiy mu:smi: me:vi ti
chi əs' thava:n. maslan
gila:s, tang, tse:ri, o:lup
bukha:ri, dach vagə:ri.
ami ala:vi chi əs' kəh
khəšik me:vi yane: na:rji:l,
khəzir, kišmiš, ka:ju:
vagə:ri ti k'ina:n. acha:, t̥hi
vonlv̥i 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, appricots, 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:
kara:n. bi chus puli:sas manz.
bi chus so:po:ri ro:za:n. | I am in government service.
I am in police (department).
I live at Sopore. My |

- | | |
|--|--|
| <p>m'ò:n ləkut̩ bə:y
 ti chu duka:nda:r. su chu
 kiryɑ:nɪ kɪna:n. toh' diyiv me
 panun pata: bɪ yimɪ tuhɪndis
 duka:nas p'at̩ h. me chi kēh
 ci:z hen' əkis nebrimis do:stas
 kith'.</p> <p>B. zaru:r li:hiv pata:. toh'
 kar yiyiv?</p> <p>A. bɪ anan panun do:s ti pa:nas
 sɪ:t'. aɕa: diyiv me
 yja:zath. me chu daphtar
 gatshun.</p> <p>B. bəɖiv, khəda:yas hava:lɪ !</p> | <p>brother too is a shopkeeper
 He sells grocery. Please
 give me your address.I will
 visit your shop. I have to
 buy certain items for my
 friend from outside (the
 valley).</p> <p>Certainly.Please write down
 the address. When will you
 come?</p> <p>I'll bring my friend also.
 OK. Please permit me
 to leave. I have to go to the
 office.</p> <p>Please go. May God protect
 you !</p> |
|--|--|

Drills

I. Substitution drill

- | | |
|--|--|
| <p>1. bɪ chus ka:riɓa:r kara:n.
 no:kri:
 kə:m
 duka:ndə:ri</p> <p>3. kəʃi:ri chi dusɪ tɪ ʃa:l bana:n
 ri:ʃmi: do:ti
 pe:pər mə:ʃi: hɪnd' ci:z
 dastka:ri</p> <p>4. me chi ci:z hen'. (ci:z hen')
 kə:m karɪn'
 ʃa:l kɪnɪn'
 me:vi anɪn'</p> | <p>2. əs' chi ʃa:l kɪna:n.
 kə:ʃiri dastka:ri
 ləkri hɪnd' ci:z
 kiriya:nɪ</p> |
|--|--|

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 chalın.'	>	tōhi chavi k mi:zi chalini.
timan cha ciṭh' le:kh in' .	>	timan cha ciṭhi le:khini.

III. Response drill

tōh' k'a: chiv k ina: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:zr i?	(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 k ina: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' kin i
10. yija:zath, me chu daphtar

II. Answer the following questions:

1. toh'k'a: k ə:m chiv kara:n?
2. toh'kati chiv k ə:m kara:n?
3. kə:širi dastka:ri k'a: k'a: cha?
4. kə:ši:ri manz kam kam me:vi chi a:sa:n?
5. kə:ši: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:d itar
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.	f.	handicraft	ʃang	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:li:n	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
dusi	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:d itar	mostly	kaju: m.	cashew nut(s)
nebrim	of outside	acha:	alright
ḍu: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	ləkut m.s	young, small
nebar	outside	panun pa:n m.s	self
baḍun	to move	kirya:nl m	grocery
pe:par mə:ši:	f papier mache		

Lesson 14

- A. toh' chiva: k əʃi:ri g ə:mɪt'? Have you visited Kashmir?
 B. a:, bɪ chus go:mut. Yes, I have gone.
- A. toh' kar chiv g ə:mɪt'? When have you gone?
 B. bɪ o:sus ka:leji para:n, I was studying in college, when
 yeli bɪ g ədɪnɪci ləti I went to Kashmir for the first
 k əʃi:ri go:s. əs' g əyi time. We went from the college
 ka:leji p'ət h sə:r karni. on tour. We were in all ten
 əs' a:s' kul d əh lədkɪ. students. Our professor was
 sə:n' profesar sə:b ə:s' with us. We stayed in Kashmir
 asi sɪ:t'. əs' ru:d' k əʃi:ri for ten days.
 dəhan dəhan.
- A. təhi k'a: k'a: vuch ivi Which places did you visit in
 k əʃi:ri? Kashmir?
 B. əs' g əyi gulmarag, We went to Gulmarg, Sonmarg,
 sonɪmarag, pahalga:m Pahalgam, Verinag and
 ve:rnag, tɪ kəkarna:g. asi Kokarnag. We saw all places in
 vuchi siri:nəgrɪ sa:rey ja:yi, Srinagar, especially Mughal
 kha:s kar m əgal ba:g: gardens: Shalimar, Nishat
 ʃa:lɪma:r, niʃa:t, Cashmashahi, and Nehru Park
 casmiʃə:hi: tɪ nehru: pa:rk etc. The Mughal gardens are
 vagə:ri. m əgal ba:g chi indeed very beautiful. We went
 pəz' p ə:th' khu:bsu:rath. for a boat-ride in Dal. We
 asi kor d əl ji:las manz ti stayed in a houseboat for
 na:vi sə:r. əs' ru:d' d ən for two days. We liked
 dəhan havɪs bo:təs manz, Kashmir very much.
 asi a:yi k əʃi:r s'ət ha: pasand.
 doyimi ləti chus bɪ go:mut The second time I have gone
 əkɪs do:stɪ sindɪs (to Kashmir) on the occasion
 khā:dras p'ət h. me:n' of the wedding ceremony of
 kēh ba:kɪy do:s tɪ ə:s' a friend of mine.
 khā:dras p'ət h Some of my other friends had
 k əʃi:ri a:mɪt'. yi o:s also come to Kashmir at this
 harduk mu:sim. wedding. It was autumn. It

<p>kəʃi:ri ə:s s'at̪ ha: t̪i:r ti:k'a:zi ba:lan p'at̪ h o:s ʃi:n p'o:mut. k ə:ʃi:ri: manz cha vandas s'at̪ ha: t̪i:r a:sa:n. sō:tas manz ti chu ru:d peva:n, magar ret̪ikə:lis manz chu mu:sim s'at̪ ha: ja:n a:sa:n. garmi: chan̪i a:sa:n. va:riya:h sə:lə:ni: chi o:r gatsha:n ret̪ika:li.</p>	<p>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 numer of tourists visit Kashmir during Kashmir during summer.</p>
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Drills

I. Repetition drill

- | | |
|---|---|
| <p>1. bi chus go:mut.
 ə:s' chi g ə:mit'.</p> <p>bi chas g ə:mits.
 ə:s' cha gamts̪i.</p> <p>2. bi chus a:mut.
 ə:s' chi a:m it'.</p> <p>bi chas a:mits.
 ə:s' cha a:m itsi.</p> <p>3. bi chus vothmut.
 ə:s' chi v əth'm it'.</p> <p>bi chas vətshmits.
 ə:s' cha vatshmits̪i.</p> | <p>4. bi o:sus dra:mut.
 ə:s' ə:s' dra:m it',
 bi ə:sis dra:mits̪i,
 ə:s' a:s̪i dra:mts̪i.</p> <p>5. bi o:sus vo:tm̪ut.
 ə:s' ə:s' v ə:t'm it'.</p> <p>bi ə:sis v ə:tsmits̪i.
 ə:s' a:s̪i va:tsimats̪i.</p> <p>6. bi o:sus šōgm̪ut.
 ə:s' ə:s' šōg'm it'.</p> <p>bi ə:sis šōjm̪its̪i.
 ə:s' a:s̪i šōjimats̪i.</p> |
|---|---|

II. Substitution drill

- | | |
|---|---|
| <p>1. ts̪i chukh a:mut. (yun)
 ts̪i chukh go:mut.(gatshun)
 ts̪i chukh vo:tm̪ut.(va:tun).
 ts̪i chukh šōgm̪ut.(šō)gun)</p> <p>3. su chv dra:mut. (ne:run)</p> | <p>2. toh' chiv a:m it'. (yun)
 toh' chiv dra:m it'. (ne:run)
 toh' chiv v ə:t'm it'. (vatun)
 toh' chiv g ə:mit'. (gatshun)</p> <p>4. tim chi dra.mit'. (ne:run)</p> |
|---|---|

su chu šōgmut. (šō)gun)	tim chi a:mīt'. (yun)
su chu p'ō:mut. (p'ōn)	tim chi gə:mīt' (gatshun)
su chu vo:tmūt. (va:tun)	tim chi və:t'm it' (va:tun)

III. Transformation drill

bī chus a:mut.	>	bī o:sus a:mut.
bī chas a:mits.	>	bī ə:sis a:mits.
əs' chi g ə:mīt'.	>	əs' ə:s' g ə:mīt'.
tsi chukh vo:tmūt.	>	tsi o:sukh vo:tmūt.
tsi chakh və:tsmīts.	>	tsi ə:sikh və:tsmīts.
toh' chiv dra:m it'.	>	toh' ə:sivi dra:mīt'.
su chu šōgmut.	>	su o:s šōgmut.
sə cha šōjmīts.	>	sə ə:s šōjmīts.
tim chi g ə:mīt'.	>	tim ə:s' g ə:mīt'.

Exercises

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

1. toh' chiva: yo:r? (yun)
2. bī chusni to:r (gatshun)
3. əs' chi gari (ne:run)
4. toh' kot gari p'at hi? (gatshun)
5. toh' kar yo:r? (va:tun)
6. əs' ə:s' k əši:ri dōyi lati . . (gatshun)
7. əs' ə:s' dahi baji ka:le:j? (va:tun)
8. tim ə:s' kahi baji daphtar (yun)
9. tohi k'a: k'a: k əši:ri? (h'on)
10. toh' kot kot chiv? (gatshun)

II. Answer the following questions:

1. toh' chiva: k əši:ri g ə:mīt'?
2. toh' kar chiv g ə:mīt'?
3. toh' kot kot chiv k əši:ri manz g ə:mīt'?

4. toh' k i: tis ka: las chiv kəši: ri ru: d' m i t'?
5. tōhi kam kam bəḍ' šahar chiv vuchm i t'?
6. tōhi kus kus šahar chiv pasand?
7. vandas manz k'uth mu: sim chu k əši: ri a: sa: n?
8. retikə: lis manz k'uth mu: sim chu rə: za: n?
9. kəši: ri p' a t' h i kar a: yiv i toh' va: pas?
10. toh' kot g ətshiv yeti p' a t' h i?

III. Use the following words/phrases in sentences:

- | | | |
|--------------------------|------------------------|---------------------|
| 1. gəḍ i n i c i l a t i | 2. d o y i m i l a t i | 3. s ə: r k a r n i |
| 4. ḍ a l j i: l | 5. p a s a n d y u n | 6. k h ā: d a r |
| 7. h a r u d | 8. v a n d i | 9. s ō: t h |
| 10. r e t i k o: l | 11. š i: n p' o n | 12. b a: l |
| 13. b a: k i y | 14. t i k' a: z i | 15. g a r m i: |

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	-m i t'	-mits	-m a t s i
b i c h u s a: m u t.		ə s' c h i a: m i t'.	
t s i c h u k h g o m u t		t o h' c h i v g ə: m i t'.	

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' p ə:th'		really
gəɖin'uk	m.s.	first'	ba:l	m	mountain(s)
laθ		turn	ɖal ji:l	m	Dal lake
dəh	m.	day	havis bo:t	m	houseboat
gulimarg	m	Gulmarg	doyum	m	second
sonimarg	m	Sonamarg	vandi	m.	winter
pahalgam	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	tik'a:zi		because
kha:s kar		especially	ši:n	m.	snow
ša:lima:r	m	Shalimar	sō:th	m.	spring
ni:ša:t	m	Nishat	ru:d	m.	rain
cašmaša:hi:		Chashmashahi	retiko:l	m.	summer
ja:n a:sun		to be good	nahru: pa:rk	f	Nehru Park

Lesson 15

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

philm yikivati kə:l'keth.	together day after tomorrow.
B. ti chu ti:kh, philim vuchith gatshav əs'rame:ʃun gar i ti, ing təm'sund gar i chu nəzdi:kh tati p'aṭhi.	That is good. After watch-the film, we will visit Ramesh's house. From there, his house is close by.
A. toh'yiyiv daphtar i yith so:n ša:man šeyi baji. bi a:si taya:r.	Please come to my house on return from the office at 6 o'clock. I will be ready.
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.	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.
A. adisə: teli samkhav paga:h ša:man. toh'kər'zev ku:šiš vakhtas p'aṭh yiniç.	OK. We'll meet tomorrow in the evening. You should try to come on time.

Drills

I. Substitution drill

1. me cha yi kita:b pərmits. (parun) (h'on) (anun) (le:khun)	2. tse chuth nov ko:ṭh suvmut. (suvun) (tshunun) (bana:vun) (h'on)
3. tōhi chiv palav het'm it'. (h'on) (vuchun) (kinun) (bana:vun)	4. timav o:s mazmu:n l'u:khmut (le:khun) (parun) (vuchun) (d'un)

5. bi gatshi gari kə:m kəriθ.

(kə:m karin')

(kita:b parin')

(ciθ' le:khin')

(khabar bo:zin')

II. Transformation drill

me cha yi philim vuchmits.> me ə:s yi philim vuchmits.
 me chu dra:ma: l'u:khmut.> me o:s yi dra: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'm it'. > tse ə:sith mo:zi het'm it'.
 tse chath bəniya:n > tse ə:sith bəniya:n
 tshunimits. tshunimits.
 tōhi chuvi kalī cholmut. > tōhi o:sivi kalī cholmut.
 tōhi chiv pē:si ən'm it'. > tōhi ə:sivi pē:si ən'm it'.
 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'm its. > timav ə:s ka:r ən'm its.

Exercises

I. Fill in the blanks using suitable words:

1. tōhi chuva: yi dra: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 akhba: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'm it'? (a:)
2. tōhi cha: yi mazmu:n pormut? (a:)
3. tuhīnd' do:stan cha: yi d̄ ra:ma: vuchmut? (a:)
4. tōhi cha: ka:lijic kə:m kərmits? (na)
5. yim kəm' chi palav ch əl'm it'? (ši:lan)
6. tuhīnd' do:stan cha: nov saykal h'otmut? (na)
7. tōhi chava: panin' k ə:m mōklə:vmits? (na)
8. sītsan cha: nəv' palav suv'm it'? (na)
9. tōhi kar mōklə:viv ki:ta:b pərith? (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. mōkla: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	təhi	tse	təhi
3 rd (within sight)	hom'	humav	homi	humav
	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

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' l əḍkan 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

mutalakh	m	about	ka:r	f	car
mokhsar		brief	yikivati		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
tikath	f	ticket	sabzi: f		vegetable(s)
yəhay		the same	haspata:l m		hospital
bu:th	m	shoes	adisə:		OK.
phursat	f	leisure	teli		then
phursat me:lɪn'		to get time	samkhun		to meet
duba:ri		second time	ku:šiš f		try
ada:ka:r		artist	ku:šiš karɪn'		to try
philim	f	film	batı 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
thi:kh. timan o:s subihan
taph. beyi ə:sikh tsa:s
yiva:n. ami kin' hek' n i
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:ktars niš? | Did he go to the doctor? |
| B. a: tim gəyi. ɖa:ktar
sə:ban d'ut timan dava:.
tim karan dōhas 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
hekini az kə:m kərih. | I too have headache. I cannot
work today. |
| B. dava: kheyiv. jalid gətshiv
thi:kh. me o:s ra:th
zuka:m. me kh'av dava: ti
go:s thi:kh. | Take medicine. You will be
alright soon. I had bad cold
yesterday. I took medicine
and got well. |
| A. azkal chuni yeti mu:sim
thi: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' n i yo:r
ənith. | I bought a few things. They
were heavy (in weight). I
could not bring them here. |
| B. tōhi k'a: k'a: h'otv i? | What items did you buy? |
| A. me h'ot tomul, o:t ,
mədre:r, masa:lī, 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'
garī kith'. | I'll go to the market in the
evening. I too have to bring a
few things for home. |
| A. teli gatshav əs' yik ivati | Then we will go together after |

- | | | |
|----|---|--|
| | daphtari yith. | 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'at h va:tith. | No., I'll be late. I cannot reach my office in time. |
| B. | acha: bi pra:ri tohi sha:man. | OK. I'll wait for you in the evening. |

Drills

I. Repetition drill

- bi heki gari gətshith.
 əs' hekav yi k ə:m kərith.
 tsi hekakh yo:r yith.
 toh' hekiv yi kita:b p ərith.
 sɔ heki ciθ' li:khith.
 tim hekan palav chəlith.
- bi chus/chas heka:n kə:ʃur pərith.
 əs' chi heka:n akhba:r p ərith.
 tsi chukh/chakh heka:n bati rənith
 toh' chiv heka:n ka:r cal ə:vith.
 su chu heka:n gər ši:rith.
 sɔ 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 gar i 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/chav i heka:n nətsith. | > | toh' ə:sivi/a:sivi ... |
| su chu heka:n du:rith. | > | su o:s heka:n . |
| sɔ cha heka:n tsəlith. | > | sɔ ə:s heka:n ... |

tim chi heka:n kulis khəsith. > tim ə:s' heka:n ...
 timi cha heka:n ga:di rəṭith. > timi a:si heka:n ...

III. Response drill

toḥ' hekiva: az yith? (na) na, bi hekini (yith).
 tsi hekikha: nətsith? (na) na, bi hekini (nətsith).
 toḥ' hekiva: gar i gətshith? (na) na, əs' hekav n i.
 so hek'a: te:z du:rith? (na) na, su heki ni.
 tim hekna: yi ciṭh' p ərith? (na) na, tim hekan ni.
 timi hekna: ga:di təlith? (na) na, timi hekan ni.

Exercises

I. Fill in the blanks using suitable words:

1. me chuni az ṭ hi:kh. bi daphtar g □ tshith.
2. tōhi chav tsa:s toḥ' g ətshiv niš.
3. me o:s d a:kṭar sə:ban me dava:
4. toḥ' k əriv a:ra:m, toḥ' hekiv n i kə:m...
5. tōhi cha: kalas? dava: ...
6. sa:ma:ni o:s gob. me tulith.
7. bi az ša:man gətshith. toḥ' g ətsh'va:?
8. tōhi govivi tse:r. toḥ' daphtar vakhtas ...v ə:tith?
9. toḥ' p r əriv. bi ša:man va:pas ...
10. əs' ... yik i vaṭi ...g ətshith?

II. Answer the following questions:

1. toḥ' chiva: heka:n gevith?
2. toḥ' chiva: heka:n n ətsith?
3. toḥ' chiva: heka:n bat i rənith?
4. toḥ' chiva: heka:n vakhtas p'at h daphtar gətshith?
5. toḥ' chiva: heka:n palav suvith?
6. toḥ' chiva: heka:n te:z du:rith?
7. toḥ' chiva: heka:n ka:r cal ə:vith?

III. Use the following words/phrases in sentences:

1. amikin' 2. a:ra:m 3. thi:kh gatshun 4. mu:sim
5. bema:r p'on 6. k'uth 7. vakhtas p'aṭh
8. taph a:sun 9. kali do:d 10. 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 nominative 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	ti:l	m oil
natsun		to dance	beyi	and
jalid		soon	kapur	m cloth
thi:kh gatshun		to be ok	raṭun	to catch
pra:run		to wait	ga:ḍi	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	tsot	f	bread

Lesson 17

- | | |
|---|---|
| <p>A. yimtiha:n chu nəzdi:kh.
tōhi pazivī sakh mehnath
karin'. tōhi pazivī nī vakhīt
za:yi karun.</p> | <p>The exams are not far off.
You should work very hard.
You should not waste time.</p> |
| <p>B. me chu pata:. bī chus yatsha:n
parun, magar me chunī z'a:dī
vakhīt me:la:n.</p> | <p>I know it. I want to study,
but I don't get much time.</p> |
| <p>A. toh' chivn ī dil diva:n parnas
manz. tuhinz lagi nī šara:rath
karin'. toh' chiv v on'
samijda:r.</p> | <p>You are not paying atten-
tion to your studies. You
should not do mischief. You
are wise.</p> |
| <p>B. bī chusnī šara:rath kara:n.
kā:h chunī yatsha:n
yimtiha:nas manz phe:l
gatshun, ya: kam nambar n'un.</p> | <p>I am not doing mischief. No
one wants to fail in
examination, or obtain low
marks.</p> |
| <p>A. teli k'a: d əli:l cha?</p> | <p>Then what is the matter
(with you)?</p> |
| <p>B. tōhi chunī pata: so:n garī
chu yeti p'at hī s'a:ṭ ha: du:r.
me chu peva:n pā:tsh mi:l
dohay saykalas p'at h yun.</p> | <p>You don't know. Our house
is far away from here. I
have to travel five miles
by bicycle daily.</p> |
| <p>A. toh' kath mazmu:na manz
chiv kamzo:r?</p> | <p>In which subject are you
weak?</p> |
| <p>B. bī chus hisa:bas manz
kamzo:r. āgri:zi, tə:ri:kh,
jagra:phi tī hendi vagə:ri
mazmu:nan chi me ja:n
nambar yiva:n.</p> | <p>I am weak in mathematics.
I get good marks in English,
history, geography, Hindi
etc.</p> |
| <p>A. agar tōhi hisa:b chunī pu:ri
pu:ri yiva:n, tuhund gatshi
me prītshun.</p> | <p>If you do not know maths
well, you should ask me.</p> |
| <p>B. acha. me hə:viv toh' muškil
muškil sava:l. bakiy tagan
me pa:nay karin'. b ī a:sī</p> | <p>Alright. Please help me in
difficult questions, the rest I
can do myself. I will be</p> |

tōhi niš dōhay yiva:n.
tōhi peyivi takli:ph karun.

coming to you daily. You
will have to take trouble
(for my sake).

- A. k̄ā:h phikir chani. azkal
chani me panin' z'a:d i k̄ə:m.
bi chus yatsha:n toh' gətshiv
ja:n nambar nin'. agar n i
azkal mehnath k̄əriv, pati
peyivi pachta:vun. baḍ'an
kala:san manz chuni a:sə:ni:
sa:n d̄ə:khl̄i me:la:n.
- B. bi kari s'at'ha: mehnath.
toh' m i b̄əriv 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 k̄ə:m karin'.
tse paziy gar̄i gatshun. | tōhi pazivi yo:r yun.
t̄əmis 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 gevin.
timi cha yatsha:n tsalun. |
| 3. me/asi lagi tihund gatshun.
tse lagiy ni tsi:r' yun.
tōhi lagivi ni šara:rat karin'.
t̄əmis/timan lagi yo:r yun. | me/asi peyi ba:zar gatshun.
tse peyiy paydal gatshun.
tōhi peyivi pa:nay yun.
t̄əmis/timan peyi yo:r yun. |
| 4. me/asi gatshi kath vanin'.
me/asi gatshan p̄ə:s̄i hen'.
tse gatshiy r̄əpay d'un.
timan gatshan kita:bi dini. | tōhi gatshinav palav din'.
t̄əmis 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.
tōh'chiv yatsha:n k ə:m karin'.	>	tōh' 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' vuch in'.	>	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:

1. tōhi pazivi gari t ōhi tse:r.
2. timan pan in' k ə:m vakh it gatshi ni za:yi
3. əs'chi yatsha:n kita:b asi gatshi me:l in'.
4. tim yatsha:n ciṭ h' timan chun i me:la:n.
5. tōhi peva:n paydal tuhund chu du:r.
6. me peva:n ba:zar b i chus sayklas p'at h
7. tuhund gatshi sava:l ma:staras
8. me gatshi panin' kita:b
9. me tagan yim sava:l

II. Answer the following questions:

1. tōhi k'a: pazi karun?
2. tōh'k'a: chiv yatsha:n karun?
3. tōhi lag'a: šara:rath kar in'?
4. tōhi cha: taga:n kə:šur parun?
5. tōhi cha: peva:n daphtar paydal gatshun?
6. tōhi paz'a: vakh it za:yi karun?
7. tōh'chivna: yatsha:n ja:n k ə:m karin'?
8. tōhi pazina: vakhtas p'at h 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. pñitshun 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
vən'		now	gatshi		should
kā:h		any (one)	muškil	m	difficult
phe:l	m	fail	paṭi		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' k ə:t'a: zi:t'h' chiv? | What's your height? |
| B. bi chus pã:tsh phut ti
še inc. toh' k ə:t'a: chiv? | I am six feet and six inches
(tall). How about you? |
| A. bi chus tuhindi khoti zi inc
tshot. toh' chiv m'a:ni khoti
vet'h' ti. tohi ko:tah chu
vazan? | I am shorter than you by
two inches. You are fatter
than me. How much do you
weigh? |
| B. bi chus satath kilo. toh' ə:siv
pã:tsihə:th kilo. | I am seventy kilos. You will
be sixty-five kilos. |
| A. na, bi chus tsuhə:th kilo.
mohanji: cha: tohi
zith' kin i kã:ts'? | No, I am sixty-four kilos.
Is Mohanji elder to you or
younger? |
| B. tim chi me akh vəri: kã:ts',
magar tim chi me zith'
ba:sa:n. | He is younger to me by
one year, but looks older
to me. |
| A. toh' chiv t əm's indi khoti
zə:vil'. t əm's inzi 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:riviyy khoti
ləkiŋ. so cha ca:la:kh ti
s'at'ha:. so cha hame:ši
paninis kala:sas manz sa:riviyy
khoti z'a:d i 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:ti
khoti drog. tuhinz gər ti cha
m'a:ni gari khoti 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 tuhīndī khōṭi boḍ.
toḥ' chiv m'a:ni kh ɔṭi ləkīṭ'.
bi chus tuhīndi khōṭi z'u:ṭh.
toḥ' chiv m'a:ni kh ɔṭi tshot'.
bi chus tuhīndi khōṭi zə:v'ul.
2. ra:mī 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:mī chu rəhi:mas h'uh ak ilmand.
3. yi tsa:dar cha saphe:d ši:n hiš.
hə tsa:dar cha krihin' k iṭika:l hiš.
yi tsū:ṭh chu vəzul na:r h'uv.
hə tse:r cha ni:j ka:ts hiš.
su chu l'odur k ɔg h'uh.
yi sangtar chu modur kand h'uh.
4. ra:mī chu mohni 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:mī chu rəhi:mni khōṭi z'a:d i be:vku:ph.
sarli cha ra:da:yi hindi khōṭi ga:ṭij.
5. toḥ' chiv sa:rivi y khōṭi ja:n.
ra:mī chu sa:rivi y hindi khōṭi ga:ṭul.
mohni chu sa:rivi y hindi khōṭi hušiya:r.
ši:lī cha sa:rivi y khōṭi ja:n geva:n.
ra:da: cha sa:rivi y khōṭi z'a:d i ja:n natsa:n.
mohni chu sa:rivi y khōṭi mehnath kara:n.

II. Substitution drill

- | | |
|--------------------------------------|--------------------------------|
| 1. bi chus tuh̄indi kh̄oti z'ũ: t̄h. | 2. toh' chiv m'a:ni kh̄ otĩ... |
| zə:v'ul | ca:la:kh |
| v'ot̄h | da:na: |
| gəri:b | ga:t̄il' |
-
- | | |
|-------------------------------|--------------------------------|
| 3. ra:mĩ chu ša:mni kh̄oti... | 4. ši:lĩ cha kã:t̄ni kh̄oti... |
| da:na: | prən' |
| šəri:ph | ga:t̄ij |
| ca:la:kh | khu:bsu:rath |
| mehnti: | əmi:r |

V. Respons drill

- | | |
|--------------------------------------|-----------|
| toh' chiva: m'a:ni kh̄ otĩ zi:t̄h'? | (tshot') |
| na, bi chus tuh̄indi kh̄oti tshot. | |
| toh' chiva: ša:mni kh̄ otĩ zə:vil'? | (v'ot̄h) |
| ša:mĩ cha: mohnĩni kh̄oti bođ? | (lɔkut) |
| ši:lĩ cha: kã:t̄ni kh̄oti te:z'? | (šəri:ph) |
| toh' chiva: sa:riv iy kh̄oti tshot'? | (z'ũ:t̄h) |
| toh' chiva: sa:riv iy kh̄oti əmi:r? | (gəri:b) |

B. Exercises

I. Fill in the blanks using suitable words.

1. bi chus . . . kh̄oti z'ũ: t̄h. bi chusni tuh̄indi . . . tshot.
2. tsĩ chukh m'a:ni . . . v'ot̄h, tsĩ . . . m'a:ni . . .
3. toh' chiv . . . kh̄ otĩ əmi:r, toh' . . . m'a:ni kh̄ otĩ . . .
4. ra:mĩ . . . mohnĩni . . . z'ũ:t̄h, su chuni təm's̄indi . . .
5. mohnĩ . . . ra:mĩni . . . bođ, su . . . tas̄indi . . .
6. ši:lĩ . . . kã:t̄ni . . . zi:t̄h, sɔ . . . tshot.
7. kã:t̄i . . . ši:l̄ni . . . prən', sɔ . . . khu:bsu:rath.
8. mohnĩ . . . sa:riviy . . . ga:t̄ul, . . . chuni be:vku:ph.

II. Answer the following questions:

1. toh'kət'a: zi:ṭh' chiv?
2. toh'kəts ba:rin' chiv?
3. toh'chiva: sa:riviṭy khəti ziṭh'?
4. toh'chiva: pan inis ləktis bə:y sindi khəti zi:ṭh' kin i tshot'?
5. tuhindis daphtaras manz kam chi sa:riviṭy khəti veth'?
6. tuhindis garas manz kam chi sa:riviṭy khəti zə:vil'?
7. tuhindis daphtars manz kam chi sa:riviṭy khəti z'a:d i šəri:ph?
8. toh'chiva: garas manz sa:riviṭy khəti ziṭh' kin i kī:s'?

III. Use the following words/phrases in sentences:

1. m'a:ni khəti
2. z'ṭh kinī kū:s
3. z'u:ṭh kinī tshot
4. sa:riviṭy 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:ṭh'.) |
| 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:mini khəti | (su chu ra:mini khəti boḍ) |
| ləḍki sund | + i = ləḍki sindi khəti | (toh' chiv yemis ləḍki sindi khəti zi:ṭh') |
| ko:ri hund | + i = ko:ri hindi khəti | |

(sə cha yemis ko:ri h̄indi kh̄oti zi:th.)

Superlatives

Sentences with superlative degree of comparison constructions are formed by adding the suffix *-v̄iy* to *sə:riy* 'all' or by adding genitive marker *hund* to *sa:rin̄iy* which is followed by *kh̄oti*.

sa:ri: + v̄iy = sa:riv̄iy kh̄oti
 sa:rin̄iy hund + i = sa:rin̄iy h̄indi kh̄oti
 toh' chiv sa:riv̄iy kh̄oti š̄ari:ph.
 toh' chiv sa:rin̄iy h̄indi kh̄oti š̄ari: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'/k̄ə:t'a:h	ki:ts	ki:tsi/k̄ə:t'sa:h

tsi ku:t/ko:ta:h z'u:ṭh chukh?
 toh' k̄i:t'/k̄ə:t'a:h zi:ṭh' chi v?
 tsi ki:ts zi:th chakh?
 toh' k̄i:tsi/k̄ə:t'sa:h ze:chi chavi?

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

Vocabulary

z'u:ṭh	m.s.	tall	sa:riv̄iy	kwhati	of all
phuṭ	m	foot/feet	ca:la:kh	m	clever
inc	m	inch	sə:ri:		all
kh̄oti		in comparison	hame:š̄i		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:θ		sixty-five
su:θ	m	suit	tsuhə:θ		sixty-four
drog	m.s	expensive	z'uθ h	m.s	elder
tša:dar	f.	blanket	kū:s	m.s.	younger
pasand a:sun		to like	v'oθ h	m.s	fat
vəri:	m	year	kōg	m	saffron
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:ph	m	idiot
ni:j ka:tas		unripe	(y)i:ma:nda:r		honest
kruhun	m.	black	kl'lkɑ:l		jet black
hušiya:r		alert	akilmānd		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 lokuṭ. kul a:bə:di: cha lagbag akh lach tsatji: sa:s. yeti chu akh re:lve: šte:šan. yeti chi tre bəḍ' sarkə:ri: ka:le:j.zi ləḍkan hind' t i 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 ḍa:kh kha:ni, ta:rgar, ṭeli:pho:n məhkami, haspata:l, bank, puli:s məhkami, təhsi:l ada:lath šə:mil. yath šahras manz chi kēh ləkḥi' 'məkḥi' ka:rkha:ni ti. yeti chi kēh dastaka:ri ti bana:n. yetici vu:ni bəniya:ni, ša:l ti kamli cha mašihu:r.	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.
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' amn i 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	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

<p>na z'a:d i boḍ ti na z'a:d i ləkut. əs' chi kul še bə:ts yath garas manz ro:za:n. əs' chi mohnas athi ba:zr i sabzi: ti ba:kīy ci:z anīna:va:n. sə:nis garas nəzdi:kh chi zi duka:n. akh chu sītsi sund ti b'a:kh chu dob' sund. əs' chi sītsas athi palav suvīna:va:n. dobis athi chi palav chalīna:va:n. yeti cha ba:kīy suhu:liyəts ti maysar.</p>	<p>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.</p>
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Drills

I. Repetition drill

1. bi chus/chas tōhi athi kə:m karīna:va:n.
 bi chus/chas timan athi ciṭh' le:kh īna:va:n.
 toh' chiv me athi sa:ma:n an īna:va:n.
 toh' chiv timan athi palav suv īna:va:n.
 tim chi me athi šeḥ so:zīna:va:n.
 tim chi tōhi athi batī ranīna:va:n.
2. me anīna:vīno:v tōhi athi sa:ma:nī.
 asi anīna:vīno:v su saykal.
 tse le:khīna:vīno:vuth təmis athi mazmu:n.
 tōhi so:zīnə:vivī təmis athi pə:sī.
 təm' d'a:v īna:vīna:vi me sa:rey kita:bi.
 timav do:rīna:vīno:v su s'aṭha: te:z.
3. bi anīna:vi təmis athi dəd.
 əs' an īna:vav təmis athi ka:kaz.
 tsī karīna:vakh kamrī sa:ph.
 toh' kar īnə:viv təmis athi sə:rīy kə:m.
 su kh'a:v īna:vi tōhi batī.

tim ca:vina:van tøhi tre:š.

I. Substitution drill

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

VI. Transformation drill

- | | | |
|---------------------------|---|-------------------------------|
| bi chus palav chala:n. | > | bi chus palav chalına:va:n. |
| əs' chi ciṭ hi le:kha:n. | > | əs' chi ciṭ hi le:khına:va:m. |
| su chu maka:n bana:va:n. | > | su chu maka:n bana:vina:va:n. |
| tøh' chiv sabzi: ana:n. | > | tøh' chiv sabzi: an ina:va:n. |
| su chu kəmi:z suva:n. | > | su chu kəmi:z suvina:va:n. |
| sə cha batı rana:n. | > | sə cha batı ranına:va:n. |
| tim chi saphə:yi: kara:n. | > | tim chi sapha:yi karina:va:n. |

Exercises

I. Fill in the blanks using suitable words:

1. sa:ni šahric cha lach tı sa:s.
2. yeti chi variya:h sarkə:r'
3. yeti chi kēh ləkı̄t'
4. yeti chi mazhaban hı̄nd' lu:kh
5. lu:kh chi amni tı sa:n
6. ba:zar chu na z'a:d i boḡ tı
7. əs' chi dobis athi palav t i sı̄tsas athi palav

8. toh' chiv me ciṭh' . . .
9. bi chus tohi šeč
10. me təmis athi saphə:yi.

II. Answer the following questions:

1. toh' chiva: ga:m i ro:za:n kini šahrī?
2. tuhīndi ga:mīc/ šahric a:bə:di: kə:tsa: chi?
3. toh' kəts bə:ts chiv kul garas manz?
4. toh' kəmis athi chiv garic kə:m karīna:va:n?
5. toh' kəmis athi chiv palav suvīna:va:n?
6. tuhīndis ša:hras manz kam kam sarka:r' daphtar chi?
7. tuhīndis ša:hras/ga:mas manz kam kam ka:rkha:nī chi?
8. toh' kati p'at hi chiv sa:ma:n anīna:va:n?

III. Use the following words/phrases in sentences:

1. ləkūṭ məkūṭ
2. lagbag
3. dastka:ri
4. mukhtaliph mazīhab.
5. milītsa:r
6. chalīna:nvun
8. karīna:vun
9. ca:vīna:vun
10. kh'a:vīna:vun.

Notes

Causal constructions

The causative suffixes *-īna:v* and *-īna:vīna: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'	anīna:v	anīna:vīna:v
le:kh 'write'	le:khīna:v	le:khīna:vīna:v
kh'a:v 'feed'	kh'a:vīna:v	kh'a:vīna:vīna:v
ca:v 'give to drink'	ca:vīna:v	ca:vīna:vīna:v

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

əs’chi s’itsas 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 mohn ini 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
gurdva:ri	m	gurdwara	girji	m	church
pa:niv□:n’		mutual	amin	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, s ə kati cha? | Where is the girl who came late? |
| B. s ə 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:štalas manz ro:za:n? | Do all the girls, who study here, reside in the hostel? |
| B. na, sa:rey chani ho:štalas manz ro:za:n. kēh cha gari p'at'hi 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' kap ə: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 gar i 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:r i 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

1. yus suli a:v, su gav gari.
2. yos tsi:r' a:yi, sə cha yetiy.
3. yimi ko:ri para:n cha, timi gatshan pa:s.
4. yemis duka:nda:ras me pə:sə dit', təmis ditivi təhi ti.
5. yem'sund yi maka:n chu, təm'sund chu hu duka:n ti.
6. yapə:r' toh'gatshiv, bi ti gatshi tapə:r'.
7. yet'ath tuhund me:z chu, tat'ath chun i m'o:n.

III. Transformation drill

- | | |
|---|----------------------------------|
| 1a. mohni chu m'o:n do:s. | 1b. mohni chu dili ro:za:n. |
| 1. mohni, yus dili chu ro:za:n, chu m'o:n do:s. | |
| 2a. m'o:n do:s yiyi az. | 2b. m'o:n do:s chu da:ktar. |
| 3a. yim šur'chi šo:r kara:n. | 3b. yim šur'chi kala:sas manz |
| 4a. salmi gəyi haspata:l. | 4b. salmi ə:s bema:r. |
| 5a. yi almə:r'cha me:n'. | 5b. yath alma:ri manz chi palav. |
| 6a. yi maka:ni chu m'o:n. | 6b. yi maka:ni chu bođ. |

III. Response drill

1. yos ku:r bema:r cha, sə kati cha? (gari) sə cha gari.
2. yos ku:r natsa:n cha, sə kati cha? (ba:gas manz)
3. yus šur šara:rti: chu, su kati chu? (kala:sas manz)

4. yus ləḍki dili p'aṭ hi a:mut chu, su kati chu? (ba:gas manz)
5. yim ləḍki phe:l gatshan, tim k'a: karan? (yimtiha:n din)
5. yim šur' šo:r ə:s' kara:n tim kati chi?
6. yimi ko:ri geva:n cha, timi kati cha? (para:n)
7. yimi zana:ni vanina:van, timi kati cha? (ca:y bana:va:n)

Exercises

I. Fill in the blanks using suitable words:

1. yəs ku:r gar i gəyi chan i
2. yim ləḍki kə:m chi kara:n kati?
3. yim yath ...manz ro:za:n chi cha s ə:riy
4. yot yot toh' g ətshiv gats i ti..
5. yapə:r' yap ə:r' b i go:s a:yiv i toh' ti.
6. yem'sund yi me:z chu chu yi sondu:kh ti.
7. ... toh' šech su:ziv, tithuy yim i bi.
8. yath maka:nas manz bi chus ro:za:n ... n əzdi:kh chuni
kā:h ...
9. yet'an tuhund gar i chu ...chun i ...
10. yeti toh'... ro:za:n ... chu m'o:n do:s ti...

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

1. yithuy toh' to:r g ətshiv
2. yet'an toh' bihith chiv
3. yapə:r' toh' g ətshiv
4. yath kulis me:vi chi
5. yem'sund yi kalam chu

III. Use the following correlative pronoun forms in sentences :

1. yus su 2. yəs s ə 3. yim tim
4. yimi tim i 5. yus yus su su 6. yas yas s ə
- s ə 7. yim yim tim tim 8. yimi yimi tim i timi.

Notes

Relative clause constructions.

Relative clause constructions are formed by the use of relative and correlative pronouns : *yus . . . su, yim . . . tim, yəs . . . sə, yimī . . . timī, 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:sʔal	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'
ōgij	f.	'finger'	neṭh	m.	'thumb'
kali	m.	'head'	ḍ'aki	m.	'forehead'
kan	m.	'ear'	pā:n	m.	'body'
kamar	m.	'waist'	ph'ok	m.	'shoulder'
koṭh	m.	'knee'	buth	m.	'face'
khər	m.	'foot'	bum	f.	'eyebrow'
gal	f.	'cheek'	mas	m.	'hair'
gardan	f.	'neck'	manz athī	m.	'palm'
gō:tsh	f.	'moustache'	mōmi	m.	'breast'
zang	f.	'leg'	yaḍ	f.	'belly'
z'av	f.	'tongue'	vach	m.	'chest'
tu:n	m.	'navel'	vuth	m.	'lips'
də:r	f.	'beard'	ša:nī	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:cī	m.	'towel'	patlu:n	m.	'pants'
kəmi:z	f.	'shirt'	pōša: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:ja:mi	m.	‘trousers’	ruma:l	m.	‘handkerchief’
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’
tša:dar	f.	‘blanket’	phira:k	m.	‘frock’

1.3. Jewels, Metals and Minerals

gandukh	m.	‘sulphur’	loy	f.	‘bronze’
cə:d’	f.	‘silver’	ši:ši	m.	‘glass’
tra:m	m.	‘copper’	šaštir	m.	‘iron’
ti:n	m.	‘tin’	sartal	f.	‘brass’
məkhti	m.	‘pearls’	sən	m.	‘gold’
la:l	m.	‘ruby’	hi:ri	m.	‘diamond’

1.4. Animals, birds and insects

kath	m.	‘sheep’	tulir	f.	‘butterfly’
ka:v	m.	‘crow’	to:ti	m.	‘parrot’
kā:ʃur	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:timəgul	m.	‘owl’
gə:ʃh	f.	‘eagle’	rey	f.	‘ant’
ga:v		‘cow’	ru:s’kəʃ	f.	‘deer’
gur		‘horse’	vū:ʃh	m.	‘camel’
gagur		‘mouse’	sih	m.	‘lion’
gə:ʃ	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'	yambirzal	f.	'narcissus.'
ja:phir'po:š	m.	'marigold'			

1.6. *Vegetables*

adrakh	f.	'ginger'	ruhun	m.	'garlic'
o:luv	m.	'potato'	pudini	m.	'mint'
kə:šir al	f.	'bottle gourd'	phua gu:bi:	m.	'cauliflower'
kare:li	m.	'bitter gourd'	band gu:bi:	m.	'cabbage'
ga:zir	f.	'carrot'	binđi:	f.	'ladyfinger'
gāđi	m.	'onion'	maṭar	m.	'peas'
gogij	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'	ruvivā: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'
khəzir	m.	'date'	ba:da:m	m.	'almond'

kharbuz	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,
tsū:th	m.	'apple'	sangtari	m.	'orange'
ʃang	m.	'pear'	supə:r'	f.	'betal nut'
ʒu:n	m.	'walnut'	hendivend	m.	'watermelon'

1.8. Eatables and Spices

ə:l	f.	'cardamom'	dəd	m.	'milk'
ā:ca:r	m.	'pickles'	neni	f.	'meat'
o:ʃ	m.	'flour'	na:ʃi	f.	'meat'
kinikh	m.	'wheat'	nu:n	m.	'salt'
kaba:b	m.	'minced meat'	pə:n	m.	'betal leaf'
kulici	m.	'a breadcake'	bati	m.	'cooked rice'
kərmi	m.	'a mutton dish'	mədrə:r	m.	'sugar'
kōg	m.	'saffron'	ma:z	m.	'mutton'
khir	m.	'a sweet dish'	masa:li	m.	'spices'
g'av	m.	'purified butter'	marits	m.	'pepper'
cani	m.	'gram'	ma:ch	m.	'honey'
ca:y	f.	'tea'	mithə:y	f.	'sweets'
tsa:man	f.	'cheese'	yakhin'	f.	'a meat dish'
tsot	f.	'a thin bread'	rəng	m.	'cloves'
tsa:man	f.	'cheese'	ledir	f.	'turmeric'
za:mut	m.	'curd'	ləs'	f.	'a beverage of milk/curds'
ʃu:l	m.	'egg'	ʃō:th	m.	'ginger'
ʒabal tsot	f.	'bread'	sabzi:	f.	'vegetable'
ti:l	m.	'oil'	s'un	m.	'mutton'
tembar hendi	f.	'tamirind'	hōga:ʒi	f.	'dry fish'
tomul	m.	'rice'	heʒar	m.	'mushrooms'
thən'	f.	'butter'	da:lci:n	f.	'cinnamin'
da:l	f.	'pulses'			

1.9. Household articles

ə:ni	m.	'mirror'	ciʃh'	f.	'letter'
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ə:nakh	m.	'spectacles'	co:ki	m.	'kitchen'
akhba:r	m.	'newspaper'	chət̪ɪr	f.	'umbrella'
almə:r	f.	'almirah'	chat	m.	'roof'
kə:li:n	m.	'carpet'	the:l̪i	m.	'bag'
kamri	m.	'room'	ɖab	f.	'balcony'
kap	m.	'cup'	ɖabi	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:z̪i	m.	'door'
kūz	f.	'key'	dukə:r	f.	'scissors'
kho:s	m.	'a cup'	dava:h	m.	'medicine'
gər	f.	'watch'	de:va:r	m.	'wall'
gabi	m.	'woollen carpet'	duka:n	m.	'shop'
gari	m.	'home'	namdi	m.	'a carpet'
gila:s	m.	'tumbler'	na:r	m.	'fire'
ca:rpə:y	f.	'cot'	noʈ	m.	'earthen pitcher'
cas	m.	'chess'			
p̪ə:si	m.	'money'	mi:l	f.	'ink'
paš	m.	'roof'	razə:y	f.	'quilt'
pankhi	m.	'fan'	lər	f.	'house'
p'a:l̪i	m.	'cup'	le:ph	f.	'quilt'
baʈun	m.	'button'	lu:r	f.	'stick'
ba:l	f.	'ball'	lipha:phi	m.	'envelope'
ba:g	m.	'garden'	vaguv	m.	'mat'
ba:zar	m.	'market'	vath	f.	'way, path'
ba:nl	m.	'vessel'	ši:ši	m.	'glass'
bijli:	f.	'electricity'	šra:puc	m.	'knife'
me:z	m.	'table'	sat̪i:rənd̪	f.	'cotton carpet'
bistar	m.	'bedding'	sandu:kh	m.	'box'
bohgun	m.	'a vessel'	sad̪ak	f.	'road'
brā:ɖ	m.	'varandah'	sa:ma:n	m.	'goods'
mə:da:n	m.	'an open field'	sitsan	f.	'needle'

maka:n m. 'house' he:r f. 'staircase'

1.10. Nature, time and seasons

aphta:b	m.	'sun'	po:n'	m.	'water'
asma:n	m.	'sky'	paha:ð	m.	'mountain'
a:b	m.	'water'	ba:l	m.	'mountain'
a:bša:r	m.	'waterfall'	retiko:l	m.	'summer'
obur	m.	'clouds'	reth	m.	'month'
kul	m.	'tree'	ra:th	f.	'night'
kə:l'keth		'day after tomorrow'	ra:m ra:m		
kəl	f.	'stream'	bədrin'du:n' f.		'rainbow'
khəphtan	m.	'dusk'	ru:d	m.	'rain'
ga:š	m.	'light'	vəri:	m.	'year'
			vəhra:th	f.	'rainy season'
ga:si	m.	'grass'	van	m.	'forest'
jangul	m.	'forest'	vandi	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:rukh	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'
dəh	m.	'day'	siriyi	m.	'sun'
dupihə:r	m.	'noon'	subuh	m.	'morning'
nab	m.	'sky'	sul	f.	'early'
harud	m.	'autumn'	haphtī	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:ḍur 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:zim	‘employee’
ga:ḍi vo:l	m ‘vehicle driver’	və:zi:r	‘minister’
gru:s	m. ‘farmer’	və:zi:ri azim	‘prime minister’
caprə:s’	m. ‘peon’	va:tul	m. ‘cobbler’
cu:k’ḍar	m. ‘watchman’	va:zi	‘cook’
cha:n	m. ‘carpenter’	vəsta:d	‘teacher’
ḍa:kṭar	‘doctor’	sits	‘tailor’
ḍa:kivo:l	m. ‘postman’	sənur	m. ‘goldsmith’
tilivo: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’	baḍina:n’	‘great grandmother’
khā:ḍa:r	‘husband’		
khā:ḍa:ren’	‘wife’	baḍibud’bab	‘great grandfather’
kha:vand	‘husband’	benthir	‘sister’s son’
zə:mi:	‘husband’s	beni	‘sister’
	sister’s husband’		
zana:n	‘wife’,	be:mi	‘sister’s
za:m	‘husband’s sister’		husband’
za:mītur	‘son-in-law’	bo:y	‘brother’
zur	‘grandson’/	mo:l	‘father’
	‘granddaughter’	mə:j	‘mother’
triy	‘wife’	ma:s	‘mother’s sister’
do:s	‘friend’	ma:suv	‘mother’s sister’s
dušman	‘enemy’		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
nõš	‘daughter-in-law’		daughter’
pitir beni.	‘father’s	ma:m	‘mother’s brother’
	brother’s daughter’		
pitur bo:y	‘father’s	ru:n	‘husband’
	brother’s son’	lædkɪ	‘boy, son’
petir	‘paternal uncle’	ves	‘girl’s girl friend’
		vo:r1 beni	‘step sister’
pecan’	‘paternal aunt’	vo:ri mæ:j	‘step mother’
põph	‘father’s sister’	vo:ri mo:l	‘step father’
põphuv	‘father’s sister’s	vo:r i bo:y	‘step brother’
	daughter’	v:ori necuv	‘step son’
põphtir beni	‘father’s sister’s daughter’		
põphtur bo:y	‘father’s sister’s son’		
potsh	‘guest’	vo:ri ku:r	‘step daughter’
bartha:	‘husband’	šur	‘child’
ba:pæthir	‘brother’s son’	sa:l	‘wife’s sister’
haš	‘mother-in-law’	høhar	‘wife’s brother’

1.13 Days of the week

tsændirva:r	f.	‘Monday’	šokirva:r	f.	‘Friday’
bomva:r	f.	‘Tuesday’	juma:h	m.	‘Friday’
bødva:r	f.	‘Wednesday’	ba:řiva:r	f.	‘Saturday’
brasva:r	f.	‘Thursday’	a:řiva:r	f.	‘Sunday’

1.14. Months of the year

vayakh	m.	April-May	katakh	m.	Oct-Nov.
ze:řh	m.	May-June	rnõnjiho:r	m.	Nov-Dec.
ha:r	m.	June-July	põh	m.	Dec.-Jan.
šra:vun	m.	July-August	ma:g	m.	Jan-Feb.
bø:dır	m.	August-Sept.	pha:gun	m.	Feb-March
ø: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'
ki:math	m.	'price'	zili	m.	'district'
kira:yi	f.	'rent, fare'	tala:kh	m.	'divorce'
khabar	f.	'news'	təhsi:l	m.	'tehsil'
khoši:	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'	mi:l	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'
nethir	m.	'marriage'	šukriya:		'thanks'
pu:za:	f.	'worship'	yela:j	m.	'treatment'
bəchi	f.	'appetite'	vakhit	m.	'time'
maksad	m.	'aim'	varta:v	m.	'behaviour'
mazi	m.	'pleasure'	šahar	m.	'city'
maza:kh	m.	'joke'	šika:yath	f.	'complaints'
madath	m.	'help'	šo:kh	m.	'fondness'
mandar	m.	'temple'	šra:n	m.	'bath'
masjid	f.	'mosque'	sava:l	m.	'question'
mohbath	m.	'love'	saphə:yi:	f.	'cleanliness'
			haspata:l	m.	'hospital'

2. Pronouns

ə:s'	'we'	panun	'one's own'
k'a:	'what'	bi	'I'
kēh	'some, a few'	m'o:n	'my, mine'
kus	'who'	yi	'this, it, he, she'
kus ta:m	'somebody'	yus	'who/that'

cɔ:n	'your'	sɔ: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'	humɪ f.	'they'
tuhund	'your'		

3. Adjectives

əji:b	m.	'strange'	bad	'bad'
əmi:r		'rich'	badʂakal	'ugly'
ə:khiri:		'last'	band	'closed'
a:sa:n		'easy'	be:vku:ph	'fool'
odur		'wet'	boɖ m.	'big'
oɖ	m.	'half'	t'ot h m.	'bitter'
kam		'less'	thandɪ	'cold'
kamzo:r		'weak'	thi:kh	'correct'
kun	m.	'single'	ɖ'ol	'loose'
kul		'whole'	ta:zi	'fresh'
ki: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:d i	'much, more'	sakhit	'hard'
z'u:ʔh	'tall', long'	saphe:d	'white'
rut	'good'	sabiz	'green'
la:jvər'	'purple'	sasti	'cheap'
l'odur	'yellow'	sa:di	'simple'
lökut	'small'	s'od m.	'straight'
modur	'sweet'	səndar	'beautiful'
moʔ	'fat'	hokh m.	'dry'
mulə:yim	'soft'	hol m.	'bent, crooked'
va:riya:h	'many'	halki	'light'
vultı	'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:ʔh
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. kuni:vuh	20. vuh
21. akivuh	21. zito:vuh	23. tro:vuh	24. tso:vuh
25. pātsih	26. šativuh	27. sato:vuh	28. aʔho: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:ʔh	60. še:ʔh
61. akihə:ʔh	62. duhə:ʔh	63. truhə:ʔh	64. tsuhə:ʔh
65. pā:tsihə:ʔh	66. šuhə:ʔh	67. satihə:ʔh	68. arhə:ʔh
69. kunitatath	70. satath	71. akisatath	72. dusatath
73. trusatath	74. tsusatath	75. pā:tsisatath	76. šusatath

77. satsatath	78. arisatath	79. kuniši:th	80. ši:th
81. akiši:th	82. dōyiši:th	83. treyiši:th	84. tsōyiši:th
85. pā:tsiši:th	86. šeyiši:th	87. satiši:th	88. ariši:th
89. kuniŋamath	90. namath	91. akiŋamath	92. dunamath
93. trunamath	94. tsunamatli	95. pā:tsnamath	96. šunamath
97. satinamath.	98. ariŋamath	99. namnamath	100. hath
101	akh hath ti akh	100,000	lach
1000	sa:s	1,000,000	dah lach
1001	akh sa:s ti akh	10,000,000	karo:r
10,000	dəh sa:s		

4.2. Ordinals

əki:m	‘first’	kəhim	‘eleventh’
doyim	‘second’	bəhim	‘twelfth’
treyim	‘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’ (¼)
oḍ	‘half’ (½)
sə:d	‘one and a quarter’ (1¼)
sə:di zi	‘two and a quarter’ (2¼)
du:n	‘three quarters’ (¾)
du:ni zi	‘one and three quarters’ (1¾)
ḍoḍ	‘one and half’ (1½)
ḍa:yi	‘two and half’ (2½)
sa:ḍi tre	‘three and half’ (3½)
sa:ḍi tso:r	‘four and half’ (4½)

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:ɖun	'to look for'
a:vra:vun		'to cover'	tshnuun	'to wear'
kā:pun		'to shiver'	za:nun	'to know'
kaɖun		'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)'	ʃhəhrun	'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'	tsaɖun	'to cut'
prazlun	i.	'to shine'	yun	'to come'
prazna:vun		'to recognise'	ranun	'to cook'
pritshun		'to ask'	raɖun	'to catch/hold'
phaɖun		'to sink/drown'	ra:van	'to loose'
phe:run		'to turn, travel'	ro:zun	'to reside'
phuɖun	i.	'to be broken'	laɖun	'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'
baça: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’
buɖun	‘to become old’	vuphun	‘to fly’
bə:zun	‘to listen’	še:run	‘to serve/set right’
ma:h karun	‘to kiss’	samjun	‘to understand’
məʃra:vun	‘to forget’	so:zun	‘to send’
maʃun	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:khɪr	‘after all’	bilkul	‘quite’
aksar	‘often, generally’	bən	‘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’
kithikɪn'	‘how’	yithikɪn'	‘in this way’
gəɖi	‘in the beginning’	yu:t	‘as much as’
jalid	‘quickly’	ra:th	‘yesterday’
tshəpi kəriθ	‘silently’	va:riya:h	‘plenty’
tik'a:zi	‘because’	va:ri va:ri	‘slowly’
teli	‘then’	vun'	‘just now’
du:r	‘away.’	vən'	‘now’
nəzdi:kh	‘near’	ša:yad	‘perhaps’
be:šakh	‘of course’	s'aʃ ha:	‘much, enough’
nebar	‘outside’	siriph	‘only’
zaru:r	‘certainly’	hame:ʃi	‘always’
paga:h	‘tomorrow’	heri	‘above’
patɪ	‘after’	h'or	‘upward’
patɪkani	‘behind’	hoti	‘there’

7. Cojunctions

agar	‘if’	beyi	‘and’
amikin’	‘hence, so’	magar	‘but’
ki	‘that’	ya:	‘or’
bəl’ki	‘but, on the contrary’	ya..ya:..	‘either.. or’
		kinī	‘or’

8. Postpositions

əndrī	‘from within’	niši	‘from’
andar	‘in, inside’	p’əṭ h	‘on’
tal	‘under’	p’əṭ hi	‘from’
talī p’əṭ hi	‘from bottom’	manz	‘in, inside’
niš	‘near’	manzi	‘from within’

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