A HANDBOOK ON AUDIO CASSETTE COURSE IN KASHMIRI
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FOREWORD

The recent unfortunate displacement and migration of the population from Kashmir to various parts of the country has made Kashmir a "wounded civilization". The traditional knowledge of Kashmir is slowly and gradually disappearing and the identity of the community is in peril. The worst fear is that the new generation which was born after the migration and is being raised outside Kashmir may not have access to this traditional knowledge. In order to save and make this knowledge available to this new generation, it was felt that a course on Kashmiri may help to a great extent in fulfilling this need. The Cassette Course on Kashmiri language, produced and introduced by Roop Krishen Bhat, Principal of our Northern Centre at Patiala, is a step in the direction of promoting and propagating teaching/learning of this immensely rich language. The cassettes would be invaluable tools for those who wish to use them as self-instructional materials placing it along-side our regular course materials on Kashmiri.

The areas such as Language Teaching always attracted the faculty at the Central Institute of Indian Languages, and as a result, a lot of interesting materials got produced. The present Cassette Course in Kashmiri has been produced in the same series. Our teaching materials have so far been tried out through a series of 10 months Intensive Training Programme currently offered in the seven regional centres of the Institute at three levels: Basic, Intermediate and Advanced courses. The present set is, however, suitable to be used not only for such language learners who are to be taught as a part of our programme, but also by those who have had introduction to the language through a formal system, and yet have not had chance to go beyond the basics. They cover a wide range of speech styles used in the language so that both teachers and auto-learners of Kashmiri as a L2 could benefit. The text used here are not merely instances of ideal spoken styles, they are also used to emphasize on certain recurring grammatical patterns and lexical coinages.
I congratulate the teachers who have used and perfected the material as much as the author, Roop Krishen Bhat. The suggestions, comments, criticisms from all those who may use this teaching material will be most welcome. Specific comments on the aspect of production, including typographical and other errors that may have crept in or stylistic changes could be sent to Dr. K. S. Rajyashree (e-mail: rajya@ciil.stpmy.soft.net), who heads the Publication Unit. Suggestions on teaching and use of these materials could be mailed to the Principal of our Centre in the North at Patiala (e-mail: nrlc@glide.net.in).

Udaya Narayana Singh
Mysore
27/12/2001
INTRODUCTION

Kashmir, better known as the heaven on earth, is the most prominent part of the Indian State of Jammu and Kashmir. Praised equally by the sages, kings, chroniclers, writers and poets, Kashmir has a very rich folk and cultural history. It remained the highest seat of learning for the scholars of India and abroad during the ancient times.

The great Indian religious schools like Kashmir Shaivism logic, Buddhism and later Islam acquired their new dimensions in the heavenly environment of the valley. A Persian poet praising the climatic conditions of the valley had gone to the extent of saying that if a roasted chicken was brought to Kashmir, it would certainly grow the feathers afresh. This being the abode of Sharda (Saraswati) or the Goddess of wisdom, Kashmir valley had the pride of originating was rightfully proud of having been the place of origin of various schools of thought.

The people of Kashmir, called KA:shir’ locally, and Kashmiris generally, are real down to earth, simple and God-fearing people. Warm at heart, emotional and loving, they have been recognized for their intelligence and also as the best hosts. The people of Kashmir speak Kashmiri as their mother tongue, a language of the Indo-Aryan stock. Locally known as KAshur, the language has three regional and some social dialects. The number of Kashmiri speaker’s is 30,76,398, as per the census figures of 1981. This excludes the number of the speakers in the Pakistan Occupied Kashmir (POK) across the line of control (LOC). Kashmiri language is spoken in the valley of Kashmir invariably and in some parts of Jammu and Ladakh regions of the state bordering the valley.

The ancient script in use for Kashmiri was Sharda a development from the Brahmi. But now its use remains restricted to religious scriptures and writing horoscopes. Kashmiri language is written in both Persio-Arabic and Devanagri scripts. However, the Persio-Arabic script is the recognized script even used in for the currency notes. Kashmiri is included in the eighth schedule of constitution of recognized regional languages of
India. But unfortunately it hasn’t so far earned the status of the official language or even the second official language in the state of Jammu and Kashmir. As such, its use is restricted to common speech and literary activities.

Kashmiri has certain linguistic peculiarities. At the phonetic and phonological level it has certain vowels and consonants hardly found in any other Indian language. At the vowel level the cent vowels [I and A with their counterparts long [I: and A: also thral vowel [o has certain distinctive features, which distinguish it from other similar sounds that are found in other Indian languages. At the consonant level, the dental fricative [ts] and its aspirated form [tsh] are rarely found in other Indian languages except in Marathi. At the structural level, unlike in other Indian languages, Kashmiri has a basic SVO (Subject Verb Object) word order. The pronominalization is yet another specific feature of Kashmiri. In this process the main verbs get inflected for the pronouns.

The learning material for Kashmiri is scarcely available. However, the Central Institute of Indian languages (CIIL) and its northern wing, viz. Northern Regional Language Center, Patiala, have been producing the learning and teaching material. But a need was felt to produce the present set of materials for the self-learning course.

The present course is designed to facilitate the learners to learn the language through self-teaching. The course is designed in such a way so that the learner is exposed to the aspect of pronunciation, and sentence structure in a systematic way. The meaning gets self-explained with the vocabulary items provided with the glosses. All the three levels of the language: sound, structures and meaning are presented in a simple and a comprehensive manner. The course covers a variety of structures used for the language. The levels are introduced in the simple conversation supplemented with glossary and practice material followed up with certain pattern drills for the learners to practice upon. The course also includes some excerpts from music, drama pieces and the spoken word. The course is aired at giving a basic feel of the language spoken in the natural
contexts and situations. The conversations used here in the course materials are simple, easy to use, comprehensible and natural. This course material is to ensure the faster and easiest learning. The learning becomes easy with such technically devised and designed course.

The course aims at achieving the following objectives:

1. The learner picks up the core vocabulary faster.

I. The structure of the language is learnt without referring to any formal grammar.

3. The learner is able to communicate in simple language.

II. The listening part is expected to enable the learner to have a grip on the simple structures so as to be in a position to produce simple logical sentences.

5. The course is user friendly.

This course comprises of two parts 1. recorded material or audio and 2. printed material or text. A learner is expected to listen to the audio and read the text simultaneously. The course is primarily focused at people who want to acquire a working knowledge of Kashmiri and the younger generation of Kashmiris living away from the natural language environment and slowly drifting away from their language and culture.

The format of the course was conceived of and designed by Dr. Roop Krishen Bhat, Principal, Northern Regional language Center, Patiala, and is based on a number of years of experience in the field of applied linguistics, mass media, and active involvement in teaching of Kashmiri language.

This script was prepared in a workshop held at the Northern Regional Language Centre, Patiala from September 11-16, 2000. We were fortunate to have a team of highly qualified and experienced scholars all of whom are well known in the field of Kashmiri linguistics. We owe special gratitude to Dr. M.L.Sar, Dr. Raj N. Bhat, Dr. Vijay Kaul, Dr. S.N.Raina, and Dr. R.L.Talashi for their contribution.
The recording and production of the course was done under the guidance of Sh. P.L. Razdan who has more than three decades of experience in broadcasting and is an Akashwani annual award winner. Sh. Razdan is a renowned drama voice. His hard work is reflected in the quality of the audio for which we are grateful to him. The artistes and other technical staff including Sh. Rajinder Raina of NRLC also deserve a mention for their contribution to this course.

This course has been produced by the Director, Central Institute of Indian languages, Mysore under the Ministry of Human Resource Development, Department of Secondary and Higher Education, Government of India. We are thankful to Dr. Omkar N. Koul, the then i/c Director, for the guidance and interest he took in this course.

The recording was done at Shivam Studio, Darya Ganj, New Delhi. The rights are reserved with the Institute. We are confident that our learners would find this course interesting and beneficial.

ROOP KRISHEN BHAT
Programmes on Pronunciation

The speech system of Kashmiri comprises of 15 vowels and twenty-seven consonants. For teaching and learning purpose these sounds have been grouped into fifteen Programmes. Nasalatisation and palatalisation are the important features of Kashmiri pronunciation. These have been explained in two other Programmes. In all Kashmiri pronunciation course comprises of 17 Programmes.

One more Programme has been devoted to vocabulary development and for improving the listening and speaking comprehension of the learners.

While as most of the speech sounds remain common in world languages and need little effort on the part of learner to acquire these. There are certain typical sounds in every speech community, which need special mention and practice. Similarly in Kashmiri as well there are certain peculiar speech sounds which require extra effort on the part of learner to master.

Let us now start learning the pronunciation of Kashmiri language. We start with learning of vowel sounds first. As you are aware vowels are produced when air stream starting from lungs is made to pass through the oral cavity without any obstruction. The placement of tongue in terms of height, point of tongue involved and position of lips, i.e., rounded or unrounded are the articulatory features responsible for the production of vowels.
Programme 1

Dear learner, in this Programme we are introducing the sounds i and i:

Listen the sounds

i i:

Listen and repeat

i i:

Now listen the sound [i] in the initial position of the following words:

insa:n ilzam inka:r

Listen and repeat

insa:n ilzam inka:r

Listen the same sound in the medial position of the following Words:

tim sir jin

Listen and repeat

tim sir jin

Listen the same sound at word final position

ti asi tati

Listen and repeat
Now let us listen the sound [i:] in the initial position of the following words:

```
 i:d   i:ra:n   i:ma:n
```

Listen and repeat

```
 i:d   i:ra:n   i:ma:n
```

Listen the same sound in the medial position of the following words:

```
 ti:l   si:r   Ti:n
```

Listen and repeat

```
 ti:l   si:r   Ti:n
```

Listen the sound [i:] at the word final position

```
 babli:   ka:pi:   jaldi:
```

Listen and repeat

```
 babli:   ka:pi:   jaldi:
```

It is now assumed that you have learnt the pronunciation of [i:] and [i:] and are able to speak these sounds.

Now listen to the words introduced and repeat.

```
 Ti:n   ti   ka:pi   jaldi:   tati   asi
```
Programme 2

Dear learner, in this Programme we are introducing the sounds

e       and       e:

Listen the sounds   e       e:

Now listen and repeat   e       e:

Before you listen some words with these sounds listen carefully the mechanism of articulation. While you pronounce the sound [e] raise the front part of tongue towards upper palate upto the middle level. Keep the lips unrounded and let the air pass through smoothly.

While you pronounce the sound [e] prolong the duration to speak its longer form [e:]  

Sound [e] does not occur in initial position of any word in Kashmiri.

Listen the sound [e] in the medial position of the following words:

beni   reh   beh

Listen and repeat

beni   reh   beh

Listen the sound [e] at word final position

khe   me   she

Listen and repeat
Listen the sound [e:] in the initial position of the following words:

\[ \text{es\:an} \quad \text{e\:tira\:z} \]

Listen and repeat

\[ \text{es\:an} \quad \text{e\:tira\:z} \]

Listen the same sound in the medial position of the following words:

\[ \text{me\:z} \quad \text{re\:I} \quad \text{be\:ka\:r} \]

Listen and repeat

\[ \text{me\:z} \quad \text{re\:I} \quad \text{be\:ka\:r} \]

Listen the sound [e:] at the final position

\[ \text{ba\:ze:} \quad \text{va\:ze:} \quad \text{he:} \]

Listen and repeat the words introduced

\[ \text{beni} \quad \text{reh} \quad \text{beh} \quad \text{khe} \quad \text{she} \quad \text{me} \quad \text{es\:an} \quad \text{e\:tira\:z} \quad \text{be\:ka\:r} \quad \text{me\:z} \quad \text{re\:I} \quad \text{ba\:ze:} \quad \text{va\:ze:} \quad \text{he:} \]
Programme 3

In this Programme we are introducing the vowel sounds

\[ \text{I} \quad \text{and} \quad \text{I:} \]

Listen the sounds carefully

\[ \text{I} \quad \text{I:} \]

Listen and repeat

\[ \text{I} \quad \text{I:} \]

For producing sound [I] raise the middle of the tongue to the maximum height without making any contact with upper plate so that air passes through smoothly. The lips should remain unrounded.

For producing sound [I:] prolong the duration at the same position. These are typical vowel sounds of Kashmiri and are rarely found in other Indian languages.

Remember, vowel [I] does not occur at initial position of words in Kashmiri.

Listen [I] sound in the medial position in the following words:

\[ \text{patIj} \quad \text{rIkan} \quad \text{tIr} \]

Listen and repeat

\[ \text{patIj} \quad \text{rIkan} \quad \text{tIr} \]
Listen again the same sound at word final position

batI       bI       zI

Listen and repeat

batI       bI       zI

Now listen the [I:] sound in the initial position of the following word

I:Thim

Listen and repeat

I:Thim

Listen the sound [I:] in the medial position of the following words:

tI:r     krI:1

Listen and repeat

tI:r     krI:1

The sound [I:] does not occur at word final position.

For the sounds I and I: listen the following words and repeat:

patIj     rIkan     tI:r     batI       bI       zI       tI:r     I:Thim

Listen and repeat again
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rIlkan zI patIj tIr batI bI I:Thim
Programme 4

In this Programme we are introducing two more sounds of Kashmiri.

Listen the sounds:

A and A:

Listen again and repeat

A and A:

For producing the sound [A] centre of the tongue is raised up to the middle level in the oral cavity and air is made to pass smoothly. Lips remain unrounded.

For producing [A:] the duration of articulation is to be increased.

Now listen the sound [A] in initial position of the following words:

Ach Ami:r Ar

Listen and repeat

Ach Ami:r Ar

Listen the same sound in the medial position of the following words:

gAr dAj mAch

Listen and repeat

gAr dAj mAch
Remember the sound does not occur at word final position.

Listen the longer counterpart of sound [A] i.e. [A:] in the initial position.


Listen again the same sound in the medial position of the following words:

vA:j  dA :r  mA:j

Listen and repeat

vA:j  dA:r  mA:j

Please remember that sound [A:] does not occur at word final position.

It is assumed that you have learnt pronunciation of the sounds [A] and [A:] and are able to speak. Please listen and repeat the following words:

Ach  Ar  Ami:r  gAr  dAj  mAch  A:s
A:r  A:I  vA:j  dA:r  mA:j
Programme 5

In this Programme we are introducing the sounds:

\[ a \quad \text{and} \quad a: \]

Listen the sounds again

\[ a \quad a: \]

Listen and repeat

\[ a \quad a: \]

Note that these sounds are very common in most of the world languages and easy to pronounce.

Listen and repeat

\[ a \quad a: \]

Listen the sound \([a]\) in the initial position of the following words:

\[ an \quad az \quad akh \]

Listen and repeat

\[ an \quad az \quad akh \]

Listen again the same sound in the medial position of the following words:

\[ lab \quad nas \quad khar \]

Listen and repeat

\[ lab \quad nas \quad khar \]

\([a]\) Sound does not occur at word final position.

Now listen \([a:]\) sound at the word initial position

\[ a:b \quad a:s \quad a:kh \]

Listen and repeat
Listen sound [a:] at the word medial position

\( \text{ba:g} \quad \text{tha:l} \quad \text{da:s} \)

Listen and repeat

\( \text{ba:g} \quad \text{tha:l} \quad \text{da:s} \)

Listen the same sound at word final position

\( \text{saza:} \quad \text{sapha:} \quad \text{ala:} \quad \text{mahra:} \)

Listen and repeat

\( \text{saza:} \quad \text{sapha:} \quad \text{ala:} \quad \text{mahra:} \)

We assume that now you are able to produce these sounds easily.

Listen and repeat the following words:

\( \text{an} \quad \text{az} \quad \text{akh} \quad \text{lab} \quad \text{nas} \quad \text{khar} \quad \text{a:b} \quad \text{a:s} \)

\( \text{a:kh} \quad \text{ba:g} \quad \text{tha:l} \quad \text{da:s} \quad \text{saza:} \quad \text{sapha:} \quad \text{ala:} \quad \text{mahra:} \)
Programme 6

This Programme introduces you to the sounds
   u   and   u:

Listen the sounds carefully
   u   u:

Listen and repeat
   u   u:

Sound [u] does not occur at word initial position.

Listen the sound [u] in the medial position of the following words:
   kun shur     kuTh

Listen and repeat
   kun shur     kuTh

Listen the same sound at word final position
   chu     su     hu

Listen and repeat
   chu     su     hu

Now listen sound [u:] in the initial position of the following words:
   u:trI     u:kun

Listen and repeat
   u:trI     u:kun

Listen the sound [u:] at medial position in these words:
   gu:r     ru:d     ku:r

Listen and repeat
   gu:r     ru:d     ku:r

Remember, vowel [u:] does not occur in word final position.
Programme 7

In this Programme we are introducing sounds

\[ o \quad o: \quad \text{and} \quad \rangle \]

Listen the sounds carefully;

\[ o \quad o: \quad \rangle \]

Listen again and repeat

\[ o \quad o: \quad \rangle \]

Listen the sound \([o]\) in the initial position of the following words:

on \quad or \quad os

Listen and repeat

on \quad or \quad os

Listen the same sound at the word medial position

son \quad lot \quad ton \quad pop

Listen and repeat

son \quad lot \quad ton \quad pop

Sound \([o]\) does not occur at word final position.

Now let us listen the long version of sound \([o]\) i.e. \([o:]\) in the initial position of the following words:

\[ o:I \quad o:T \quad or \]

Listen and repeat

\[ o:I \quad o:T \quad or \]

Listen \([o:]\) at word medial position

kho:s \quad go:r \quad po:sh
Listen and repeat

\[ \text{kho:s } \text{go:r } \text{po:sh} \]

\[ [o:] \] has a very limited use at the word final position. Listen the following words:

\[ \text{hato: } \text{valo: } \text{tsalo:} \]

Sound \([>]\) does not occur at word initial position.

Listen \([>]\) at word medial position

\[ d > d \quad m > \text{Th} \quad p > \text{ph} \]

Listen and repeat

\[ d > d \quad m > \text{Th} \quad p > \text{ph} \]

A small number of words have \([>]\) at word final position for example

\[ h> \quad s> \]

Listen and repeat the following words:

\[ \text{on} \quad \text{or} \quad \text{os} \quad \text{lot} \quad \text{ton} \quad \text{pop} \quad \text{o:I} \quad \text{o:T} \quad \text{o:r} \]

\[ \text{kho:s } \text{go:r } \text{po:sh} \quad \text{hato: } \text{valo: } \text{tsalo: } \quad d > d \quad m > \text{Th} \quad p > \text{ph} \quad h> \quad s> \]

Listen and repeat the following pairs of words:

\[ \text{por} \quad \text{po:r} \]

\[ \text{bor} \quad \text{bo:r} \]

\[ \text{kol} \quad \text{ko:l} \]

\[ \text{bod} \quad \text{bo:d} \]

\[ \text{khol} \quad \text{kh:ol} \]

\[ s>d \quad s>\text:d} \]
Consonants

Now that you have learnt the pronunciation of vowels, let us talk about consonants. As told earlier there are 27 consonants in the Kashmiri language. For teaching purpose these have been divided into 8 Programmes.

Before we introduce these Programmes let us tell you about the general characteristics of consonant sounds.

While as vowels are pronounced by allowing the air stream to pass through without any obstruction, consonants are pronounced when air is made to stop somewhere in the oral cavity or allowed to pass through a very narrow passage with friction.

The consonant phonemes are defined by distinctive features like place of articulation, i.e. labial dental etc., mode of articulation like closure friction retroflexion and modificatory features like voice aspiration, etc., all consonants in Kashmiri occur at all places in a word.

Most of the consonants are similar to those of other languages like Hindi or English, which you find easy to learn. However, there are some peculiar ones like [ts] and [tsh] which require enough practice.

Kashmiri language does not have voiced aspirates as in Hindi like [bh dh gh, jh:]. Let us now study consonants as are grouped together based on their common features in the forthcoming Programmes.
Programme 8

Listen the following sounds

p     ph     b     m

Listen these sounds carefully

p     ph     b     m

Listen again and repeat

p     ph     b     m

Listen the following words with the sound [p]

pa:n     po:sh     ka:pi:

Listen and repeat

pa:n     po:sh     ka:pi:

Listen the sound [ph] in the following words:

phal     naphar     sa:ph

Listen and repeat

phal     naphar     sa:ph

Listen the following words with sound [b]

bar     zaba:n     nab

Listen and repeat

bar     zaba:n     nab
Listen the following words with sound [m]

ma:l   amun   kam

Listen and repeat

ma:l   amun   kam

Listen and repeat the words:

sa:ph   po:sh   kapi:   nab   pa:n   phal   zaba:n   ma:l   amun   kam

Now listen the following words and identity the sounds you have learnt in this Programme:

bar   sapha   kaphan   pi:r   ta:ph   kabar   pa:s   amun

The sounds are:

b   ph   ph   p   ph   b   p   m
Programme 9

Friends, in this Programme we are introducing the sounds

\[
\begin{array}{cccc}
  t & th & d & n \\
\end{array}
\]

Listen these sounds carefully

\[
\begin{array}{cccc}
  t & th & d & n \\
\end{array}
\]

Listen again and repeat

\[
\begin{array}{cccc}
  t & th & d & n \\
\end{array}
\]

Listen [t] in the following words:

\[
\begin{array}{ccc}
  ta:ph & va:tul & mot \\
\end{array}
\]

Listen and repeat

\[
\begin{array}{ccc}
  ta:ph & va:tul & mot \\
\end{array}
\]

Listen [th] in the following words:

\[
\begin{array}{ccc}
  thal & athI & ra:th \\
\end{array}
\]

Listen and repeat

\[
\begin{array}{ccc}
  thal & athI & ra:th \\
\end{array}
\]

Now listen [d] in the following words:

\[
\begin{array}{cccc}
  da:l & badan & gardan & do:d \\
\end{array}
\]

Listen and repeat

\[
\begin{array}{cccc}
  da:l & badan & gardan & do:d \\
\end{array}
\]
Listen [n] in the following words

nas       panun       pan

Listen and repeat

taph       patI       tan       tha:l       ra:th       athI
tha:n       da:l       badan       gardan       do:d       nas
panun       pan

Now listen the following words and identify the sounds you listened

tim       dar       thar       sath       ti:l       nas

The sounds are:

t  d  th  th  t  n
Programme 10

In this Programme we introduce the sounds

T     Th     and     D

Listen

T     Th     D

Listen again and repeat

T     Th     D

Now listen some words with [T]

Ta:s     maTar     ku:T

Listen and repeat

Ta:s     maTar     ku:T

Listen the following words with sound [Th]

Tha:n     paTha:n     bu:Th

Listen and repeat

Tha:n     paTha:n     bu:Th

Listen the following words with sound [D]

Da:r     paDar     boD

Listen and repeat

Da:r     paDar     boD
Programme 11

In this Programme we are introducing

\[ k \quad kh \quad g \]

Listen these sounds carefully

\[ k \quad kh \quad g \]

Listen again and repeat

\[ k \quad kh \quad g \]

Listen some words with sound \([k]\)

\[ kan \quad beka:r \quad To:k \]

Listen again and repeat

\[ kan \quad beka:r \quad To:k \]

Listen the following words with sound \([kh]\)

\[ kha:b \quad dakh \quad sakh \]

Listen and repeat

\[ kha:b \quad Dakh \quad sakh \]

Now listen the words with sound \([g]\)

\[ gur \quad ba:g \quad drog \]

Listen and repeat

\[ gur \quad ba:g \quad drog \]

Listen the words again and repeat

\[ kan \quad To:k \quad beka:r \quad kha: \quad Dakh \quad sakh \]
\[ gur \quad ba:g \quad drog \]
Programme 12

In this Programme we are introducing the sounds

\[ c \quad \text{ch} \quad \text{and} \quad \text{j} \]

Listen these sounds again and repeat

\[ c \quad \text{ch} \quad \text{j} \]

Listen sound [c] in the following words:

\[ \text{co:n} \quad \text{beca:v} \quad \text{koc} \]

Listen and repeat

\[ \text{co:n} \quad \text{baca:v} \quad \text{koc} \]

Listen [ch] in the following words:

\[ \text{chat} \quad \text{achur} \quad \text{kach} \]

Listen and repeat

\[ \text{chat} \quad \text{achur} \quad \text{kach} \]

Listen the sound [j] in following words

\[ \text{ja:n} \quad \text{ba:ji} \quad \text{da:j} \]

Listen and repeat

\[ \text{ja:n} \quad \text{ba:ji} \quad \text{da:j} \]
Programme 13

In this Programme we are introducing [ts], [tsh] two distinct sounds of the language. Listen carefully

\[
\begin{align*}
\text{ts} & \quad \text{tsh} \\
\end{align*}
\]

Listen again and repeat

\[
\begin{align*}
\text{ts} & \quad \text{tsh} \\
\end{align*}
\]

Listen [ts] in the following words:

\[
\begin{align*}
\text{lots} & \quad \text{tatsar} & \quad \text{tso:r} \\
\end{align*}
\]

Listen and repeat

\[
\begin{align*}
\text{lots} & \quad \text{tatsar} & \quad \text{tso:r} \\
\end{align*}
\]

Listen the sound [tsh] in the following words:

\[
\begin{align*}
\text{tsha:r} & \quad \text{latshul} & \quad \text{patsh} \\
\end{align*}
\]

Listen again and repeat

\[
\begin{align*}
\text{tsha:r} & \quad \text{latshul} & \quad \text{patsh} \\
\end{align*}
\]

Listen the words again and repeat

\[
\begin{align*}
\text{lots} & \quad \text{tatsar} & \quad \text{tso:r} & \quad \text{patsh} & \quad \text{latshul} \\
\end{align*}
\]

Now listen the following words and identify the sounds you have just learnt by writing them:

\[
\begin{align*}
\text{matsh} & \quad \text{natsun} & \quad \text{ts>da:h} & \quad \text{tshor} & \quad \text{tsa:man} & \quad \text{latshul} \\
\end{align*}
\]

If understood correctly the sounds are;

\[
\begin{align*}
\text{tsh} & \quad \text{ts} & \quad \text{ts} & \quad \text{tsh} & \quad \text{ts} & \quad \text{tsh} \\
\end{align*}
\]

Listen the distinction between [ts] versus [ch] and [tsh] versus [ch] and encircle the words with [ts] and [tsh]

\[
\begin{align*}
\text{cor} & \quad \text{tsor} & \quad \text{chal} & \quad \text{tshal} \\
\text{kach} & \quad \text{katsh} & \quad \text{cam} & \quad \text{tsam} \\
\text{co:r} & \quad \text{tso:r} & \quad \text{anun} & \quad \text{tshInun} \\
\end{align*}
\]
Programme 14

In this Programme we are introducing the sounds

\[ s \quad sh \quad azd \quad h \]

Listen the sounds carefully

\[ s \quad sh \quad h \quad z \]

Listen and repeat

\[ s \quad sh \quad h \quad z \]

Listen words with sound \([s]\)

\[ sa:l \quad nas \quad kasam \]

Listen and repeat

\[ sa:l \quad nas \quad kasam \]

Listen some more words with \([sh]\)

\[ sha:l \quad mushuk \quad khash \]

Now some words with sound \([h]\)

\[ ha:kh \quad phuhur \quad paga:h \]

Listen and repeat

\[ ha:kh \quad phuhur \quad paga:h \]

Listen some words with sound \([z]\)

\[ zid \quad v>zul \quad raz \]

Listen and repeat

\[ zid \quad v>zul \quad raz \]
Programme 15

In this Programme we are introducing the sounds
I     r     y     and     v
Please listen the sounds:
I     r     y     v
Listen again and repeat
I     r     y     v
Listen the sound [r] in the following words:
ras     karIz     kar
Listen and repeat
ras     karIz     kar
Listen the sound [I] in the following words:
lab     Alim     sul
Listen again and repeat
lab     Alim     sul
Listen the sound [y] in the following words:
ya:r     kaya:math     ma:y
Listen again and repeat
nya:r     kaya:math     ma:y
Listen the sound [v] in the following words
va:n     dava:th     va:v
Listen again and repeat
va:n     dava:th     va:v
Now listen again and repeat
ras     kar     karIz     lab     Alim
sul ya:r ma:y va:v va:n
Programme 16

**Palatalisation**

Palatalization is an important feature of the consonantal system in Kashmiri. It is a distinctive feature and has grammatical function particularly in singular plural distinction.

Listen

<table>
<thead>
<tr>
<th>p’av</th>
<th>k’ul</th>
<th>kh’av</th>
<th>g’av</th>
<th>ph’akh</th>
<th>b’o:l</th>
<th>th’akh</th>
<th>D’akI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ts’al</td>
<td>r’eh</td>
<td>s’akh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now listen the contrast

<table>
<thead>
<tr>
<th>pav</th>
<th>inclination</th>
<th>p’av</th>
<th>fell</th>
</tr>
</thead>
<tbody>
<tr>
<td>kul</td>
<td>tree</td>
<td>k’ul</td>
<td>nail</td>
</tr>
<tr>
<td>khav</td>
<td>ate (me)</td>
<td>kh’av</td>
<td>ate</td>
</tr>
<tr>
<td>tshoT</td>
<td>dwarf</td>
<td>tsh’oT</td>
<td>impure</td>
</tr>
<tr>
<td>nu:l</td>
<td>mongoose</td>
<td>n’u:l</td>
<td>blue</td>
</tr>
<tr>
<td>sakh</td>
<td>difficult</td>
<td>s’akh</td>
<td>sand</td>
</tr>
</tbody>
</table>

Listen and repeat

<table>
<thead>
<tr>
<th>tsel</th>
<th>hats’an</th>
<th>hA ts’</th>
</tr>
</thead>
<tbody>
<tr>
<td>m’u:Th</td>
<td>a:m’an</td>
<td>Am</td>
</tr>
<tr>
<td>l’ad</td>
<td>kal’an</td>
<td>mA:l</td>
</tr>
</tbody>
</table>

Listen singular/plural contrast and repeat

<table>
<thead>
<tr>
<th>Sg.</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>kul</td>
<td>tree</td>
</tr>
</tbody>
</table>
hol       curved       hAl’
mol       father       mA:l’
khos       bronze cup     khA:s’
hos       elephant’     hAs’
bo:g       gift         bA:g’

Listen and practice

khav   kh’av   tsal   ts’al   mol   m’u:l   lad   l’ad
ral   r’al
Programme 17

Nasalization

Nasalisation is a phonemic feature in Kashmiri. Vowels are Nasalized.

Listen the Nasalized vowels in the word initial position:

\[ ãg \quad Õz \quad Õ:ph \quad Õ:t \]

Listen and repeat

\[ ãg \quad Õz \quad Õ:ph \quad Õ:t \]

Listen the nasalized vowels in the word medial position

\[ sh?:kh \quad lĀ:n \quad vu:th \quad hĀ:kal \quad gĀ:th \quad hĀ:Th \]

Listen and repeat

\[ s’?kh \quad lĀ:n \quad vuþ:th \quad hĀ:kal \quad gĀ:th \quad hĀ:Th \]

Listen and repeat the following:

\[ tsu:Th \quad ri~:Th \quad sh?:kh \]
\[ tsõ:g \quad sõ:th \quad Õz \]
\[ kā z \quad hĀ:z \quad T?:Th \]

Now listen the contrast

\[ sag \quad irrigation \quad sāg \quad company \]
\[ ka:h \quad eleven \quad kā:h \quad someone \]
\[ pu:t \quad chick \quad pu:t \quad about \]
\[ luTh \quad lost \quad lu:Th \quad a piece \]

With this Programme, we come to an end of Kashmiri pronunciation part of the course.
Vocabulary

Let us look at the vocabulary items you have heard in the pronunciation lessons. Listen, comprehend and try to remember.

ilza:m  allegation  patIj  mat (Jute)
insa:n  human being  rIkan  slip
inka:r  refusal  tIr  cut
tim  they  batI  rice
sir  secret  bI  I
jin  demon  zI  two
ti  also  I:Thim  eighth
asi  we(agen)  krI:l  insect
tati  there  tI:r  cold
i:d  Id  Ach  eye
i:ra:n  Iran  A r  good (f)
ti:l  oil  gA r  watch
sir  brick  dA j  handkerchief
Ti:n  tin  m Ach  fly
ka:pi  note book  vA:j  ring
jaldi:  haste  dA :r  window
reh  lame  mA :j  mother
beh  sit  an  bring
she  six  az  today
me  to me  akh  one
e:sa:n  obligation  lab  wall
e:tra:z  objection  nas  nose
be:ka:r  idle  khar  donkey
me:z  table  a:b  water
re:l  train  a:s  I came
ba:ze:  occasionally  a:kh  you came
va:ze  explained  ba:g  garden
he  hello  tha:l  plate
<table>
<thead>
<tr>
<th>beni</th>
<th>sister</th>
<th>da:s</th>
<th>servant</th>
</tr>
</thead>
<tbody>
<tr>
<td>saza:</td>
<td>punishment</td>
<td>Ami:r</td>
<td>rich</td>
</tr>
<tr>
<td>sapha:</td>
<td>clean</td>
<td>ala:</td>
<td>God</td>
</tr>
<tr>
<td>mahra:</td>
<td>sir</td>
<td>unus</td>
<td>ounce</td>
</tr>
<tr>
<td>ta:ph</td>
<td>sunshine</td>
<td>kuTh</td>
<td>room</td>
</tr>
<tr>
<td>va: tul</td>
<td>cobbler</td>
<td>chu</td>
<td>is</td>
</tr>
<tr>
<td>mot</td>
<td>madman</td>
<td>su</td>
<td>he (out of sight)</td>
</tr>
<tr>
<td>thal</td>
<td>seedling</td>
<td>hu</td>
<td>he</td>
</tr>
<tr>
<td>ra:th</td>
<td>yesterday</td>
<td>u:trI</td>
<td>day before yesterday</td>
</tr>
<tr>
<td>athI</td>
<td>hand</td>
<td>u:kun</td>
<td>that side</td>
</tr>
<tr>
<td>da:l</td>
<td>dal</td>
<td>gu:r</td>
<td>milkman</td>
</tr>
<tr>
<td>badan</td>
<td>body</td>
<td>ru:d</td>
<td>rain</td>
</tr>
<tr>
<td>garden</td>
<td>neck</td>
<td>ku:r</td>
<td>daughter</td>
</tr>
<tr>
<td>do:d</td>
<td>disease</td>
<td>on</td>
<td>brought</td>
</tr>
<tr>
<td>nas</td>
<td>nose</td>
<td>or</td>
<td>good condition</td>
</tr>
<tr>
<td>panun</td>
<td>own</td>
<td>os</td>
<td>laughed</td>
</tr>
<tr>
<td>pan</td>
<td>thread</td>
<td>son</td>
<td>deep</td>
</tr>
<tr>
<td>pin</td>
<td>pin</td>
<td>lot</td>
<td>light weight</td>
</tr>
<tr>
<td>ta:s</td>
<td>cards</td>
<td>boD</td>
<td>big</td>
</tr>
<tr>
<td>maTar</td>
<td>peas</td>
<td>ton</td>
<td>thin</td>
</tr>
<tr>
<td>Tha:nI</td>
<td>lid</td>
<td>kol</td>
<td>dumb</td>
</tr>
<tr>
<td>paTha:n</td>
<td>pathan</td>
<td>pop</td>
<td>ripe</td>
</tr>
<tr>
<td>bu:Th</td>
<td>shoes</td>
<td>por</td>
<td>read</td>
</tr>
<tr>
<td>Da:r</td>
<td>surname</td>
<td>o:l</td>
<td>nest</td>
</tr>
<tr>
<td>paDar</td>
<td>hooves</td>
<td>o:T</td>
<td>flour</td>
</tr>
<tr>
<td>boD</td>
<td>big</td>
<td>o:r</td>
<td>that side</td>
</tr>
<tr>
<td>kan</td>
<td>ear</td>
<td>kho:s</td>
<td>bronze cup</td>
</tr>
<tr>
<td>To:kA</td>
<td>earthen plate</td>
<td>go:r</td>
<td>kind of priest</td>
</tr>
<tr>
<td>kha:b</td>
<td>dream</td>
<td>po:sh</td>
<td>flower</td>
</tr>
<tr>
<td>Dakh</td>
<td>support</td>
<td>halo:</td>
<td>hello</td>
</tr>
<tr>
<td>sakh</td>
<td>severe</td>
<td>valo:</td>
<td>come on</td>
</tr>
<tr>
<td>gur</td>
<td>horse</td>
<td>tsalo:</td>
<td>run away</td>
</tr>
<tr>
<td>ba:g</td>
<td>garden</td>
<td>po:r</td>
<td>storey</td>
</tr>
<tr>
<td>drog</td>
<td>costly</td>
<td>bo:r</td>
<td>luggage</td>
</tr>
</tbody>
</table>
ko:l     Koul (Sir nam d>d      milk
s>      she(out of sight)      h>      she
p>ph     father’s sister       s>:d     one and a quarter
pa:n     body                  po:sh     flower
ka:pi:    note book           phal     fruit
sa:ph     clean                naphar   person
bar      door                  zaba:n   language
nab      sky                   ma:l    goods
amun     peace                kam      less
co:n     your                  lab     wall
baca:v    safety               Alim    knowledge
koc      raw’unripe            sul      early
chat     roof                  ya:r    friend
achu r    alphabet             kaya:math dooms day
kach     grass                 ma:y    affection
ja:n     line                  va:n    shop
ba:ji     harmonium            dava:th  inkpot
da:j     dowry                  va:v    wind
lots     light weight          k’ul    nail
tatsar   heat                  g’av    ghee
tso:r     four                  ph’akh  powder
tsha:r    search                b’o:l    seed
latshul  broom                 D’akI    fore head
patsh    trust                 r’ath   month
sa:l     feast                 nas     nose
kasam    oath                   sha:l   shawl
A:m’     raw(Pl)               mushuk  smell
m A:l’    fathers              khash   slit
tra:m    copper plate          ha:kh   karm(vegetable)
kul’     trees                 paga:h  tomorrow
shur’    children              zid     insistence
gur’     horses                v>zul   red
āg       healing               raz     rope
Āz       swan                   ras     gravy
It is now assumed that you are now conversant with Kashmiri pronunciation. Let us now listen to the Programmes based on grammar or structure.
Programme 18

I. In this Programme, you will be introduced to

A. Demonstrative Pronouns

<table>
<thead>
<tr>
<th></th>
<th>this</th>
<th>yim</th>
<th>these</th>
</tr>
</thead>
<tbody>
<tr>
<td>yi</td>
<td>this</td>
<td>yim</td>
<td>these</td>
</tr>
<tr>
<td>hu</td>
<td>that</td>
<td>hum</td>
<td>those</td>
</tr>
<tr>
<td>su</td>
<td>that (out of sight)</td>
<td>tim</td>
<td>those</td>
</tr>
<tr>
<td>h&gt;</td>
<td>that (F)</td>
<td>humI</td>
<td>those (FP)</td>
</tr>
<tr>
<td>s&gt;</td>
<td>that (F) (out of sight)</td>
<td>timI</td>
<td>those (FP)</td>
</tr>
</tbody>
</table>

B. The question word

k’a: what

C. Auxiliary

<table>
<thead>
<tr>
<th></th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>chu</td>
<td>is</td>
</tr>
<tr>
<td>chi</td>
<td>(we) are</td>
</tr>
<tr>
<td>cha</td>
<td>is, are (FS and FP)</td>
</tr>
</tbody>
</table>

D. The vocables used are:

<table>
<thead>
<tr>
<th></th>
<th>pen</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalam</td>
<td>pen</td>
</tr>
<tr>
<td>me:z</td>
<td>table</td>
</tr>
<tr>
<td>maka:nI</td>
<td>house</td>
</tr>
<tr>
<td>masTar</td>
<td>teacher</td>
</tr>
<tr>
<td>ka:pi</td>
<td>notebook</td>
</tr>
<tr>
<td>kAmi:z</td>
<td>shirt</td>
</tr>
<tr>
<td>ka:r</td>
<td>car</td>
</tr>
</tbody>
</table>
II. Listen To The Conversation

A: yi k’a chu?             What is this?
R: yi chu kalam.             This is a pen.
A: yim k’a: chi?             What are these?
R: yim chi kalam             these are pens.
A: hu k’a: chu?             What is that?
R: hu chu me:z             That is a table.
A: hum k’a: chi?             What are those?
R: hum chi me:z             those are tables.
A: su k’a: chu?             What is he?
R: su chu ma:sTar             He is a teacher.
A: tim k’a: chi?             What are those?
R: tim chi maka:nI             Those are houses.
A: yi k’a: chi?             What is this? (F)
R: yi che ka:pi:             This is a notebook.
A: yimI k’a: cha?             What are these? (Fem)
R: yimI che ka:piyi            These are notebooks.
A: h> k’a: che?             What is that? (Fem)
R: h> cha kAmi:z             That is a shirt.
A: humI k’a che?             What are those? (Fem)
R: humI che kAmi:zI            Those are shirts.
A: s> k’a che?             What is that? (Fem)
R: s> cha ka:r             That is a car.
A: timI k’a: che?             What are those? (Fem)
R: timI cha ka:rl            Those are cars.
A: yimI cha: kAmi:zI ?        Are these shirts?
R: a: yimI cha kAmi:zI        Yes these are shirts.
A: h> cha: kAm:z?             Is that a shirt?
R: na h> chanI kAmi:z,             No that is not a shirt that
h> cha baniya:n             is a sweater.
A: yi cha na: ka:pi: ?        Is this not a notebook?
R: a: yi cha ka:pi:            Yes, this is a note book.
III. In this conversation you have learnt the use of Demonstrative pronouns

yi          yim
hu          hum
su          tim
h>          humI
s>          timI

IV. Listen and repeat these sentences:

1. yi chu  kalam
2. hu chu  me:z
3. su chu  ma:sTar
4. yim chi me:z
5. hum chi kalam
6. tim chi maka:nI
7. h>  cha ka:pi:
8. s>  cha ka:r
9. humI cha ka:piyi
10. timI cha ka:rI
11. yimI k’a: cha ?
Programme 19

I. In this Programme you will be introduced to

A. Personal pronouns
   bI      I      yi      this
   As’     we     hu/su   he
   tsI     you    hum/humI they
   toh’    you (Pl.) tim/timI they

B. Interrogative pronouns “who”
   kus (MS)  kam (MP)
   k>sI (FS) kamI (FP)

C. Forms of the auxiliary verb a:sun “to be”
   chus      am      chas      am
   chi       are     cha       are
   chukh    (you)  are     chakh   (you Sg.)  are
   chiv     (you Pl.) are   chav    (you Pl.)  are

D. The vocabulary items used are:
   duka:nda:r    shopkeeper
   dob          washerman
   cha:n        carpenter
   sIIts        tailor
   kIIa:rkh     clerk
   mulA:zim     employee
   ti           also
II. Let us now listen to the conversation.

A: yi kus chu?  
R: yi chu ashokI  
A: yi k’a: chu?  
R: yi chu duka:nda:r  
A: hu kus chu?  
R: hu chu dob  
A: yim kam chi?  
R: yim chi chan  
A: hum kam chi?  
R: hum chi sIts  
A: h> k>slI cha?  
R: h> cha raziaa  
A: humI kamI cha?  
R: humI cha nArsI  
A: humI cha: Da:kTarba:yi  
R: na humI chanI Da:kTarba:yi  
A: tsI k’a: chakh?  
R: bI ti chas nArIs.toh’ k’a:chiv?  
A: bI chus klI:A :rIkh  
R: acha: toh’ chiv na: ma:sTar?  
A: na bI chus nI ma:sTar  
R: d>shvay chi mulA:zim.  
A: a: tsI ti chakh mulA:zim  

III. Listen and repeat these sentences.

1. yi kus chu?  
2. yi chu duka:nda:r  
3. yi k’a: chu?  
4. yi chu duka:nda:r  
5. hu kus chu?  
6. hu chu mulA:zim  
7. su chu cha:n
3. yim kam chi ?
4. yim chi Da:ktar
5. hu kus chu ?

8. s> chaDa:kTarbay
9. hum chi dob’
10. humI cha nArsI
Programme 20

I. In this Programme, you will be introduced to

A. Possessive pronouns

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>m’o:n (M)</td>
<td>m:e:n’ (F)</td>
</tr>
<tr>
<td>co:n</td>
<td>cA:n’</td>
</tr>
<tr>
<td>so:n</td>
<td>sA:n’</td>
</tr>
<tr>
<td>tuhund</td>
<td>tuhInz (F)</td>
</tr>
</tbody>
</table>

B. Kinship terms

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>mo:l (father)</td>
<td>beni (sister)</td>
</tr>
<tr>
<td>mA:j (mother)</td>
<td>buD’bab (grandfather)</td>
</tr>
<tr>
<td>petIr (uncle)</td>
<td>pecan’ (aunt)</td>
</tr>
<tr>
<td>bo:y (brother)</td>
<td></td>
</tr>
</tbody>
</table>

C. Adverbials:

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>yeti (here)</td>
<td>kati (where)</td>
</tr>
</tbody>
</table>

D. Vocabulary items

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>garI (home/house)</td>
<td></td>
</tr>
<tr>
<td>pho:Tu: (photograph)</td>
<td></td>
</tr>
<tr>
<td>hamsa:yi (neighbors)</td>
<td></td>
</tr>
<tr>
<td>ba:zar (market)</td>
<td></td>
</tr>
</tbody>
</table>

II. Now listen to the conversation “About Home”

A: yi cha: co:n garI ?
R: a: yi chu m’o:n garI
A: hu kus chu ?
R:    hu chu m’o:n mo:l              He is my father.
A:    h>  cha: cA:n’ beni ?            Is she your sister?
R:    a: yi cha me:n’ beni           Yes, she is my sister.
A:    yi kus chu ?                  Who is this?
R:    yi chu m’o:n bo:y              He is my brother.
A:    cA:n’ mA:j kati cha ?        Where is your mother?
R:    me:n’ mA:j cha DaftarI        My mother is in the office.
A:    tuhund buD’ bab cha: yeti?      Is your grandfather here?
R:    a: su chu yeti               Yes he is here.
A:    tuhund’ hamsa:yi: kam chi ?    Who are your neighbors?
R:    sA:n’ hamsa:yi chi hari tI ashokI
    yi chu hariyun maka:nI
    tI hu chu ashokun.      Our neighbors are Hari and Ashok. This is Hari’s house and that is Ashok’s.
A:    shi:I  cha na: tuhunz         Isn’t Sheela your neighbour?
    hamsa:yiba:y?             No, she is not our neighbour.
R:    na s>  chanI sA:n’            Whose picture is this?
    hamsa:yiba:y
A:    yi kAm’sund pho:Tu: chu       This is Ramji’s picture.
R:    yi chu ra:mjiiyun pho:T u:,
    su chu so:n petIr.        He is our uncle.
A:    TuhInz pecan’ kati cha ?    Where is your aunt?
R:    sA:n’ pecan’ cha ba:zrI     Our aunt is in the market.

III. In this Programme, we have learnt the use of possessive pronouns

A. Listen and repeat
   1. yi chu m’o:n garI
2. h> che cA:n’ beni
3. yi chu so:n buDibab.
4. su chu tuhund hamsa:yi
5. yi chu co:n garI
6. yi chu ra:jun pho:Tu:
7. tuhInz pecan’kati cha ?
8. sA:n’ pecan’ cha ba:zrI

B. Listen and memorize the kinship terms

mo:l          father
mA:j          mother
bo:y          brother
beni          sister
petIr         uncle
pecan’         aunt
p>ph          aunt (father’s sister)
ma:s          aunt (mother’s sister)
pitur bo:y    cousin brother
pitIr beni    cousin sister
Programme 21

I. This Programme introduces

A. Possessive pronouns

   tAm’sund     his(M)     tAm’sInz     her

   tihund       their

B. Color terms

   sabIz        green      v>zul       red

   l’odur        yellow

C. Vocabulary items

   ba:g          garden     boD         big/large

   tsu:Th        apple      yA:r        pine

   r>kIbI        area       ko:tah      how much

   kul           tree       Du:n        walnut

   tse:rI        apricot    gila:sI     cherry

   Tang          pear       thod        tall

   modur/mAdIr  sweet      tsok/tsoc   sour

   po:sh         flower     rut/rIt’    good/ fine
II. Let us listen the conversation

“rashi:dun ba:g”  

_A:_ rashi:d kati chu ?  
_WHERE IS RASHID?_

_R:_ su chu sri:nagarI  
_HE IS AT SRINAGAR._

_A:_ tAm’sund boD bo:y kati chu ?  
_WHERE IS HIS ELDER BROTHER?_

_R:_ su chu jemi  
_HE IS AT JAMMU._

_A:_ tAm’ sInz beni kati cha ?  
_WHERE IS HIS SISTER?_

_R:_ s> cha Dili  
_SHE IS AT DELHI._

_A:_ yi cha: tihund ba:g?  
_IS THIS THEIR ORCHARD?_

_R:_ a: yi chu tihund ba:g  
_YES THIS IS THEIR ORCHARD._

_A:_ ba:gukr>kbI ko:tah chu  
_WHAT IS THE AREA OF THE ORCHARD?_

_R:_ yem’ukr>kbI chu zI kana:l  
_It is spread over two canals._

_A:_ yim kam kam kul’ chi ?  
_WHICH TREES ARE THESE?_

_R:_ yim chi tsu: Th’ kul’ Du:n’ bul’ tse:I kuji ,gila:s bul’ tI Tangkul’  
_These are apple, walnut, apricot, cherry and pear trees._

_A:_ hu thod kul k’a: chu ?  
_What is that tall tree?_

_R:_ s> cha yA:r  
_That is pine tree._

_A:_ k’a:h sabIz cha !  
_What a green it is!_

_R:_ tsu:Th’ cha: mAdIr’  
_ARE THE APPLES SWEET?_

_A:_ na yim chi tsok’  
_NO THESE ARE SOUR._

_R:_ yim v>zll’ tI le dI It po:sh  
_These red and yellow flowers_
chi rIt’ are beautiful.

III. Listen and learn

1. yi chu tAm’sund ba:g
2. yi cha tAm’sInz kita:b
3. yA:r cha sabIz
4. yi chu v>zul po:sh
5. yim chi ledIr’ po:sh
6. tihund ba:g chu boD
7. yim tsu:Th’ chi tsok’
8. yi chu Du:n’ kul
9. tim cha tserI kuji
10. po:sh tI me:vI chi rIt’

IV. Try to remember the colour terms

1. v>zul red
2. n’u:l blue
3. l’odur yellow
4. saphe:d white
5. kruhun black
6. sabIz green
7. gulA:b’ pink
I. In this Programme we introduce -

A. Adjectives
   - boD          big
   - nAv          new(F)
   - mazbu:t      strong
   - ja:n          fine, quote
   - l>1 kuT       small (MS)
   - mehanti:      hardworking
   - sherif        gentle
   - ima:nda:r     honest

B. Genitive forms
   - Kam’uk     of whom
   - maka:nlk’    of the house
   - maka:nci    of the house
   - kamran hInzI of the rooms
   - lA kri hInzI of the wood
   - Ti:nuk         of tin
   - shi:shvi    of glass

C. Reflexive Pronoun
   - panun        own
D. Other vocabulary items

va:ray       fine       pash       roof
na:v         name       darva:zI   door
ko:ta:h      how much   bith’     how (what type)
tath         to that    dA :r     window
tso:r        four       gav       be,is

II. Let us listen to the conversation about a House

A: Nasi:ma tsI chakhi: va:ray?       Nasima are you okay?
R: aha:nu va:ray                 Yes. Ok
A: yeth ka:lni: k’a: chu na:v ?       What is the name of this colony?
R: mA hju:r colony                Mahjur colony
A: yi cha: nAv ka:lni:                    Is it a new colony?
R: a: so:n maka:nI ti chu yeti:        Yes our house is also situated here.
A: ko:ta boD chu ?                  How big is it?
R: ja:n boD,tath chi tso:r kamrI                  Quite big, it has four rooms.
A: pash kam’ukchu ?                 What is roof made of?
R: Ti:nuk                        (It is made of) tin.
A: maka:nIk’ darva:zI kith’ chi ?     How are the doors of the house?
R: bAD’ tI mazbu:t                Big and strong.
A: da:ri cha: shi:shvi ?          Are the windows made of glass?
R: kamran hInzI cha lAkri hInzI tI  
kienIci cha shi:shvi

Rooms have wooden, and  
kitchen has (windows)  
made of glass.

A: yi gav ja:n t>hi chu panun  
maka:nI

This is good that you  
have your own house.

R: hu l>kuT maka:nI kAm’ sund chu ?

Whose small  
house is that?

A: yi chu te:jun

This is Teja’s.

R: asIl chu. te:ji chu mehanti:

It is fine. Teja is hard  
working.

A: a: su chu shari:ph tI ima:nda:r ti  

Yes he is a gentleman  
and honest as well.

III. Listen and repeat

1. maka:nIc dA:r cha shi:shiv
2. maka:nIk’ kamrI chi hava:da:r
3. yemik’ darva:zI chi mazbu:t
4. yem’ukpash chu Ti:nuk
5. yi kamrI chu l>kuT
6. yi maka:nI chu boD
7. te:ji chu ima:nda:r
8. ru:pI chu shAri:ph
9. viji cha tAmi:zda:r

IV. Listen and remember the numerals

1. akh one 6. she six
2. zI two 7. sath seven
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>tre</td>
<td>three</td>
<td>8.</td>
</tr>
<tr>
<td>4.</td>
<td>tso:x</td>
<td>our</td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td>pā:tsh</td>
<td>five</td>
<td>10.</td>
</tr>
</tbody>
</table>
Programme 23

I. In this Programme, we introduce simple verb forms

A. gatshun to go karun to do
   va:lun to bring down barun to fill
   so:zun to send n’un to take
   d’un to give pakun to walk

B. Other vocabulary items
   kot where ba:g garden
   mãz in mãDi: market place
   pi:T’ box akh one
   zI two pĀ:sI money
   k?h some parva:y care, worry
   sI:t’ with kAts many
   do:s friend

C. Datives
   me to me tse to you
   t>hi to you asi to us

II. Now listen to the conversation

A: he: tse kot chuy gatshun? Hey! where are you going?
R: me chu ba:gas mãz gatshun I have to go to the garden.
A: tati k’a chuy karun? What are you going to do there?

R: tati chi k?h mozur timan Some labourers are there. They  
chi tsu:Th’ va:ln’. tim chi have to bring down (pluck)  
pe:T’an barIn’. paga:h chi apples. These are to be  
manDi: so:zIn’ . Packed in wooden boxes and  
milli: so:zin’. will be sent to market  

A: me ti che akh zI peTi zoru:rath I too need one or two boxes.

R: k?h parva:y chu nI. pAkiv me Doesn’t matter. Come along  
sI:t’. with me.

A: kAts pÃ:nIsI chi din’? How much is to be paid?

R: t> hi chivnI pÃ:sI din’.toh’ You don’t have to pay money.  
chiv SA:n’ do:s You are my friend.

III. Listen and repeat
1. tse kot chuy gatshun?
2. me chi tsu:Th’ va:lin’
3. tim chi manDi: so:zIn’
4. tse kAts pe:Ti chay nini
5. tsI pakh me sI:t’
6. k?h chu nI parva:y
7. pÃ:sI chi nI din’
8. tsu:Th’ chi dili so:zin’
9. pÃ:sI chi sI:t’ nin’

IV. Listen the names of some fruits and try to remember

   tsu:Th’   apple    Tag    pear
<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>gila:sI</td>
<td>cherry</td>
</tr>
<tr>
<td>Du:n’</td>
<td>walnut</td>
</tr>
<tr>
<td>tul</td>
<td>mulberry</td>
</tr>
<tr>
<td>tse:r</td>
<td>apricot</td>
</tr>
<tr>
<td>tsInun</td>
<td>peach</td>
</tr>
<tr>
<td>bamtsu:Th</td>
<td>beach palm</td>
</tr>
<tr>
<td>dach</td>
<td>grapes</td>
</tr>
<tr>
<td>ba:da:m</td>
<td>almond</td>
</tr>
<tr>
<td>dA:n</td>
<td>pomegranate</td>
</tr>
</tbody>
</table>

V. Listen and remember the numerals

11 kah    eleven
12 bah    twelve
13 truvah thirteen
14 ts>da:h fourteen
15 pãdah  fifteen
16 shurah sixteen
17 sadah  seventeen
18 ardah  eighteen
19 kunIvuh nineteen
20 vuh    twenty
Programme 24

I. This Programme introduces the basic verb form used as an imperative.

A. The verbs introduced are:
   - v>th: get up
   - kar: do
   - di: give
   - a:lav: call
   - vAll: come
   - kAriv: please do
   - gatsh: go
   - an: bring
   - prItsh: ask
   - An’zi: may bring
   - vuch: see
   - kho:l: open
   - rATiv: hold
   - ne:r: leave
   - atsh: enter
   - yizi: should come

II. Listen the conversation

   “ba:zar gatshun”

   A: Ali: tSI v>th v>n’. shra:n kar
   R: ca:y cha: taya:r ?
   A: a: sabzi: chanI kihi~n’

   R: gulI kati chu ?

   R: tAmis kar a:lav

   “visit to market”

   Ali get up now. Have a shower.
   Is the tea ready?
   Yes, (but) there are no vegetables.
   Where is Gula?
   He is here. He is watering the flowers in the kitchen garden.
   Call him.
A: acha: Gula: vala: yu:r’
G: Jina:b toh’ kAriv hukum.
A: tSI kar kA:m ba:zar gatsh tati an sabzi:
G: k’a: haz sabzi: ?
A: nasi:mas prItsh.
N: tSI an ha:kh tI ra:zma:h.
   pa:lakh tI An’zi beyi hezi muji,
tI ni:l’martsvã:gan.
A: beyi vuchtI ga:DI tI. almA:r’
   kho:l tI m’o:n bATwI an yu:r’.
G: rATiv haz
A: raTh yim r>pyi.neI:ir jal. akhba:r tI An’zi

III. Listen and repeat
1. ca:y kar taya:r
2. batI khe
3. ca:y ce
4. vallI yu:r’
5. kita:b an
6. asho:kas kar a:lav
7. me:vI An’zi
8. kamrI kho:l
9. po:sh vuch
10. garI atsh
11. tAmis prItsh
12. pÃ:sI rATiv
13. yeti ne:r
14. jal yizi

IV. Listen and remember the list of vegetables
sabzi:       vegetables       ha:kh       Habh
pa:lakh    spinach       muj       radish
g>gji      turnips       ra:zmah       beans
o:luv      potato       ganDI       onion
band       cabbage       phu:l gu:bi:       cauliflower
nadur      lotus root

V. Listen and remember the numerals

21  akIvuh       twenty one
22  zIto: vuh       twenty two
23  trovuh       twenty three
24  tsovuh       twenty four
25  pÃtsIh       twenty five
26  shetIvuh       twenty six
27  sato:vuh       twenty seven
28  aTho:vuh       twenty eight
29  kuntrIh       twenty nine
30  trIh       thirty
Programme 25

I. This lesson introduces you to the main verb and its various forms progressive (present and past). There is no difference in present progressive and present indefinite in Kashmiri.

A. In Kashmiri, the verb bases like par khe ce, etc., are used as the imperatives as well. Some of the verbs used are:

- beh [beha:n]       par   [para:n]
- khe [kheva:n]      ce    [ceva:n]

B. Vocabulary used

- va:ray       O.K.       ahnu:       yes (non hon)
- vala:        come (imp)  bihu:       sit down (imp)
- para:n       reading     chukh       you are
- osus         I was       ciTh’       letter
- ro:za:n       living      dil         Delhi
- karun        to do       Tre:ning    training
- yetı         here        bröh       before/earlier
- von’         now         DaakTar     doctor
- ca:y         tea         te:l vor    a type of bakery
- d>d          milk        teli        then
- yimI         I will come A:sha kArith with pleasure
- ha:          address term sha:man  in the evening (informal)
- p>phtIr beni   cousin (father’s sister’s daughter)

II. Listen to the conversation of two friends

Ramesh:    ada:b Nazir sA:b       Adaab, Nazir Sahib.
Nazir:    ada:b.k’ho: va:ray      Adaab. How are you?
Ramesh: ahnu: va:ray. yes, okay.
Nazir: vala: bihu: Come sit.
Ramesh: tsI k’a chukh para:n ? What are you reading?
Nazir: bI o:sus ciTh’ para:n I was reading a letter.
Ramesh: yi kAm’sIz ciTh’ cha ? Whose letter is this?
Nazir: yi chi m’a:ni p>pthIri bene nanIn’ ciTh’ This is my cousin
Nazir: nana’s letter.
Ramesh: s> kati cha ro:zan ? Where is she living?
Nazir: s> chadili ro:za:n She is living in Delhi.
Ramesh: s> k’ah cha kara:n ? What is she doing ?
Nazir: s> chi Tre:ni~g kara:n She is doing training.
Ramesh: s> A:s na: yetI para:n ? Was she not studying here?
Nazir: s>A:s brõh yetI: para:n She was studying here.
magar v>n’ chas> dili previously, but now she
Nazir: Da:rtari: kara:n is studying medicine in Delhi.
Ramesh: tSI chukha: sha:man Do you take tea in
cary ceva:n? evening?
Nazir: bI o:sus brõh ceva:n I was taking previously,
magar v>n’ chus bI but now I take milk in
sha:man d>d ceva:n ti the evening with the
te:lvor kheva:n baked bread (telwor).
Ramesh: acha: teli yimI bI sha:man Okay then I will come in
Nazir: ha: yisA A:sha: kArith the evening.
Nazir: Yes, do come
with pleasure

III. Listen and repeat

1. k’ho: va:ray chukha:?
2. tsI k’ya chukh para:n ?
3. bI o:sus ciTh’ para:n
4. s> kati cha ro:za:n ?
5. s> cha dili ro:za:n
6. s> A:s brôh yetì para:n
7. tsI chukha: sha:man ca:y ceva:n ?
8. acha: ! teli yimI bl sha:man
9. yisA A:sha: kArith

IV. Listen to the modes of address and greeting

salamva:laykum (sala:m)                      Geeting word
namaska:r                                  Greeting word
a:da:b                                      Greeting word
va:ray chukha: ?                        Are you O.K.?
va:ray chiva: ?                           Are you (hon) O.K.?
khArIy cha: ?                             Are you O.K.?
bADiv bhagva:nas hava:II                   You may leave, God bless you
shukriya                                    Thanks.
Programme 26

I. This Programme introduces you to the future tense simple and progressive. In Kashmiri, future tense is indicated by auxiliary a:si and a:sa:n.

A. The verbs introduced in this conversation are:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a:sun</td>
<td>to be</td>
</tr>
<tr>
<td>a:skha: ?</td>
<td>Will (you) be ?</td>
</tr>
<tr>
<td>a:si</td>
<td>will be</td>
</tr>
<tr>
<td>a:sakh</td>
<td>you will be</td>
</tr>
<tr>
<td>a:sa:n</td>
<td>(progressive)</td>
</tr>
<tr>
<td>va:tun</td>
<td>arriving</td>
</tr>
<tr>
<td>va:ta:n</td>
<td>will arrive</td>
</tr>
<tr>
<td>va:ti</td>
<td></td>
</tr>
<tr>
<td>pakun</td>
<td>walking/arriving</td>
</tr>
<tr>
<td>paka:n</td>
<td>will be arriving</td>
</tr>
<tr>
<td>a:si paka:n</td>
<td>(you) will be waiting</td>
</tr>
<tr>
<td>pra:run</td>
<td></td>
</tr>
<tr>
<td>a:sakh pra:ran</td>
<td></td>
</tr>
<tr>
<td>gatshun</td>
<td>to go</td>
</tr>
<tr>
<td>karun</td>
<td>to do</td>
</tr>
<tr>
<td>h’on</td>
<td>I shall buy</td>
</tr>
<tr>
<td>ne:run</td>
<td>leave (imp)</td>
</tr>
<tr>
<td>ne:r</td>
<td></td>
</tr>
</tbody>
</table>

II. Listen to the conversation

Zoon: kehe: ra:jay, va:ray chakhay ?  Hey! Raji are you fine?
Raji: ahni: va:ray                   Yes fine.
Zoon: haye: dewA:li karIy che?       Hey! When is the Diwali ?
Raji: zAhra: a:si tsAdIrva:ri d>:hI  Perhaps, it falls on Monday
Zoon: kinI bomva:ri d>:h            I think may be on Tuesday.
Raji: khabar ciThiy chenI va:ta:n    I am not sure. There is no letter. May be I will get it today.
az ma:h va:ti
Zoon: kAm’ sIz ciTh’?  
Raji: De:Di sI~z ciTh’hay a:si paka:n dewA:li: chena:  
Whose letter?  
Dady’s letter. It must be on way, because it is Diwali.

Zoon: tim kati chi a:sa:n ?  
Raji: tim chi a:sa:n kAshi:ri.  
Where is he?  
He lives in Kashmir.

Zoon: tsI a:skha: paga:h yetiy pra:ra:n ?  
Raji: na , pagah chu me ba:zar gatshun.  
Will you be waiting here tomorrow.

Raji: na , pagah chu me ba:zar gatshun.  
No, I have to go to the market tomorrow.

Zoon: tati k’ah chuy karun ?  
Raji: bI hemI sa:ma:nI tI sabzi:  
What will you do there?  
I will buy goods and vegetables.

Zoon: acha: ne:r kh>da:yas hava:lI  
Raji: adbi: va:rIvati ro:z  
Okay go ahead. God bless you.

Okay, god bless you.

III. Now we listen to the words you have heard in the conversation again

va:ray O.K. va:rIvati O.K.
haye: address devA:li: Diwali
(vocative) (Indian festival)
zAhra: probably/ tsAdIrva:r Monday
apparently
bomva:r Tuesday dohi (on the) day
khabar I don’t know paga:h tomorrow
sa:ma:nI grocery sabzi: vegetable
adbi: address term (feminine) va:rIvati ro:z be in good shape
kh>da:yas haVa:ll God bless you
IV. Listen and repeat

1. haye: de:vA:li: karIy chi ?
2. zAhra: a:si  tsÃdIrva:ri d>hI
3. kAmisI~z  ciTh’ va:ti:
4. De:Di: sI~z ciTh’
5. kAm’sund ka:D va:ti:
6. bA:y sund ka:D
7. tim  kati chi a:sa:n?
8. tim chi a:sa:n kAshi:ri
9. tse k’ah chuy ba:zrI karun
10. bI hemI sa:ma:nI tI sabzi:
11. acha: ne:r kh>da:yas hawa:II
12. adbi: va:rl vati ro:z

V. Listen and remember the “days of week”

<table>
<thead>
<tr>
<th>tsAndIrva:r</th>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>bomva:r</td>
<td>Tuesday</td>
</tr>
<tr>
<td>b&gt;dva:r</td>
<td>Wednesday</td>
</tr>
<tr>
<td>brasva:r</td>
<td>Thursday</td>
</tr>
<tr>
<td>shokurva:r/Juma:h</td>
<td>Friday</td>
</tr>
<tr>
<td>baTIva:r</td>
<td>Saturday</td>
</tr>
<tr>
<td>a:thIva:r</td>
<td>Sunday</td>
</tr>
</tbody>
</table>
Programme 27

I. This Programme introduces -

A. Postpositions

peTh on/over manz in

peThI from nish near sI:t’ with

B. Seasons

sõ:th spring retIko:l summer

harud autumn vãdI winter

I. Other vocabulary items

kAshi:r Kashmir kA:shur Kashmiri

seTha: much ath to this

Ãd’Ãd’ around ba:l hill

jangal jungle kIsImva:r various types

kul’ trees tso:r four

mo:sam weather nebrI from outside

sA:lA:n’ visitors yiva:n coming

gri:s’ farmers khahan fields(to)

ne:ra:n leaving da:n’i paddy

vava:n sowing z’a:dI much

garIm hot lo:na:n harvesting

lukh people kulev from trees

pAp’ ripe mevI fruit

va:la:n bringing down shi:n snow

peva:n falling saphe:d white

zAmi:n earth gatsha:n going
III. Listen a passage on

**KAsi:r tI kA:shir’**


**Kashmir and Kashmiris**

Kashmir is very beautiful. It is surrounded by hills. Forests cover hills. There is a variety of trees in the jungles. Kashmir has four seasons. Spring summer autumn and winter. The visitors come from outside in the spring. Farmers come to the fields and sow paddy. It is not very hot in summer. Paddy is harvested in autumn. People pluck ripe fruits from the trees. It snows in the winter. Earth becomes white because of the snow. People keep themselves warm with the help of kangri. It brings warmth.
Kashmiris are mostly rice eaters. They take mutton, hakh or other vegetables with rice. Kashmiris enjoy salty tea and kehwa. They take bread with the tea. The bread is brought from the bakerman. Kashmiris are hospitable. They honour the guest.

IV. Listen and repeat
1. so:ntas manz cha kam garmi: a:sa:n
2. retikA:lis manz chi sA:lA:n’ yiva:n
3. hardas manz chi da:ni lo:na:n
4. vandas manz chi ka:ngIr tapa:n
5. kAshi:r cha ba:lav sI:t’ vAlith
6. kulen peTh chi mevI papa:n
7. shuren sI:t’ chi bAD’ da:ni lo:na:n
8. ka:ngIr chi sA:ri: tapa:n
9. kAshi:ri chu shi:n peva:n
10. bI chus kAhvI ceva:n

V. Listen, repeat and remember
A. Seasons of year
   sõ:th           Spring       retIko:l         Summer
   harud           Autumn       vandI           Winter
   vAhra:th        Rainy season

B. Cultural items
   kã:gIr          kangri       pheran       pheran
   sama:va:r       sama:va:ar
C. Dishes and drinks

ma:z batI Mutton and rice

rogan jo:sh

matsh

kAliyi

g>shta:b Non Veg dishes

ristI

methi ma:z

kAhvI

m>gll’ ca:y Kinds of tea

nu:nI ca:y
Programme 28

I. This Programme introduces you to the simple past intransitive verbs

A. The verbs introduced here are:

- **yun** to come       **a:v**  he (came)
- **a:yi** they came     **a:yivI**  you (pl) came
- **a:s** I came
- **a:sun** to be        **a:san**  auxiliary
- **ne:run** to leave     **dra:yivI**  you left
- **thakun** to be tired  **thAkivI**  you got tired
- **shõgun** to sleep     **shõ gvI**  you slept
- **shõ gus** I slept
- **n?dIr yin** to fall   **n?dIr**  fell asleep
- **asleep** **a:yi**
- **pakun** to walk       **pAkiv**  you come
- **(imp)/walk**
- **khasun** to ascend/go **khasav**  let us go
- **vasun** to descend/return  **vasav**  we will return

II. Now, listen to the conversation

Ramesh:  **namaska:r toh’** Namaskar, when did you come?
        **kar a:yivI**

Nazir:   **namaska:r bI a:s ra:th** Namaskar, I came yesterday.

Ramesh:  **dili pyaThI kar** When did you leave?
        **dra:yivI ?** Delhi (for here)?

Nazir:   **bI dra:s ra:th sha:man ,** I left yesterday evening
        **tl az subhan vo:tus** and arrived this morning.
Ramesh: saphras manz thAk’va?: Did you get tired in the travel?
Nazir: bl thokus nI albatI tAbiyath o:sum nI Thi:kh. No. I did not get tired, But I wasn’t feeling well.
Ramesh: shō gvI na:? Didn’t you sleep?
Ramesh: n?dIr a:yivIna:? Couldn’t you sleep?
Nazir: n?dIr a:yi magar kha:s nI k?h I did sleep, but not a good one.
Ramesh: acha: pAkiv garI khasav Well let’s go home.
Nazir: adI pAkIv gãTI khĀD’ Ok let us go, we will return in an hour or so.
Ramesh: ti gav ja:n . That’s fine.

III. Listen to the vocabulary items (time adverbials)
ra:th yesterday subhan in the morning/tomorrow
sha:man in the evening paga:h tomorrow
kA:lk’ath the day after u:trI the day before
re:t’ after a month vlhIr’ after a year
duphA:ran in the afternoon ra:thk’uth during night
d>hali during the day

IV. Listen and repeat
1. toh’ kar a:yivI? 7. nazi:r shōga:h ?
2. bI a:s ra:th 8. ahan mahara: shōg.
4. mohanI vo:t ra:th 10. ahan haz voth
5. tsI thokIkha: az ?
6. na, bI thokus nI

V. Listen to the numerals

31 akItRih Thirty one
32 d>ytrIh Thirty two
33 teytrIh Thirty three
34 ts>ytrIh Thirty four
35 pA:tstrIh Thirty five
36 sheytrIh Thirty six
37 sattrIh Thirty seven
38 artrIh Thirty eight
39 kunItA:jih Thirty nine
40 tsatjih Forty
Programme 29

I. This Programme introduces you to simple past tense with both transitive and intransitive verbs

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>came</td>
<td>I got up</td>
</tr>
<tr>
<td>did (m)</td>
<td>made</td>
</tr>
<tr>
<td>brought</td>
<td>drank</td>
</tr>
<tr>
<td>ate</td>
<td>came</td>
</tr>
<tr>
<td>did(f)</td>
<td>were</td>
</tr>
<tr>
<td>left (turned on)</td>
<td>went</td>
</tr>
<tr>
<td>ate</td>
<td>left</td>
</tr>
<tr>
<td>asked</td>
<td>you left</td>
</tr>
<tr>
<td>entered (I)</td>
<td>read</td>
</tr>
</tbody>
</table>

II. Listen to the narration “What I did yesterday”

me k’a: kor ra:th

**What I did yesterday?**

It was Sunday yesterday. I got up early. I had a wash. Naseem fixed the tea and Gull fetched the baked bread and lavas from the market. Around at that time my two friends showed up. They too drank tea and later we had a chat. The children were at home. They turned the TV on. Gull entered the garden. He got some ambbari apples and we ate them. Then my friends left and I asked them where were they going. They said, “We have some work”. I went to my room. I read a novel. Nasim read the newspaper. Then we rested.

III. Listen and repeat

1. su gav dili
2. tAm’ khev me:vi
3. bI a:s ra:th.
4. bI vothus nendri.
5. me ani ts>ci
6. me ceyi ca:y.
7. As’ a:yi va:pas.
8. me prutsh tAmis.
9. As’ dra:yi va:pas
10. tim dra:yi va:pas.
11. bI tsa:s andar
12. me por ra:ma:yan.

IV. Listen and remember the names of animals

<table>
<thead>
<tr>
<th>ga:v</th>
<th>cow</th>
<th>dā:d</th>
<th>bull</th>
<th>gur</th>
<th>horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>u: T</td>
<td>camel</td>
<td>khar</td>
<td>donkey</td>
<td>mA:sh</td>
<td>buffalo</td>
</tr>
<tr>
<td>hos</td>
<td>elephant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Listen and remember names of birds

<table>
<thead>
<tr>
<th>ka:v</th>
<th>crow</th>
<th>tsAr</th>
<th>sparrow</th>
<th>kotur</th>
<th>pigeon</th>
</tr>
</thead>
<tbody>
<tr>
<td>mo:r</td>
<td>peacock</td>
<td>k&gt;kur</td>
<td>cock</td>
<td>gā:Th</td>
<td>eagle</td>
</tr>
</tbody>
</table>
ĀAz  swan  batukh  duck
Programme 30

I. This Programme introduces -

A. Perfective aspect of verb

The verbs employed are:

- go:mut       gone (M)           a:mIt’       came (Pl.)
- ph’u:rmut     wandered (M)   gA:mIt’       gone (Pl)
- ru:zmIts     stayed (F)         khAtsmIts     climbed up (F)
- khotmut       climbed (M)      gatshun       to go
- vA:tsmIts     reached (F)        a:vur       busy

II. Listen to the conversation

“kAshi:ri gatshun”  

N:  tsI chukha: zã:h kAshi:ri gomut ?  Have you ever been to Kashmir?

A:    a: bI o:sus parus to:r go:mut.  Yes, I had been there last year. I stayed there for a week.

bI o:sus tati  Akis haphtas.

N:    tsI o:skha: kunuy zon ?  Were you alone?

A:     na m’:en’ garik’ ti :As’ me sl:t’   a:mIt’.  No my family was with me.

N:    tsI kath kath ja:yi chukh ph’u:rmut?  Which places have you visited ?

A:    pahalgam tl gulmarg  Pahalgam and Gulmarg

N:     bl ti A:sIs parus gulmarg gA:mIts I too, had been to Gulmarg last year. I have stayed there over night. I have also had a

bl chas tati  ra:tas ru:zmIts.tati
chas  bl ganDo:lahas ti khAtsmIts.
trip in the chair lift.
I have also visited Dal
lake. I had never
enjoyed the Shikara ride.

Aren’t you going this
Year?

A: na .tse chuya: gatshun ?
No. are you going ?

N: a: navi retI a:I bI kAshi:ri
Yes, in the next month I
vA:tsmIts . pakh tSI ti.
would have arrived in
Kashmir. Come with me.

No. We have our son’s
marriage . I would be
busy with the wedding
ceremony.

III. Listen and repeat

1. tse chutha: a:gra: vuchmut ?

2. bi chus dili go:mut.

3. tSI o:sukh kAshi:ri go:mut.

4. tim A:s’ yo:r a:mlt’

5. su o:s sA:r’sIy ph’u:rmut.

6. s> cha tati ru:zmIts

7. shur o:s kulis khotmut

8. tAmis o:s soku:l gatshun.

9. tSI A:sIkh nAzdi:kh vA:tsmIts

10. su o:s sakh a:vur

IV. Listen and remember means of communication
<table>
<thead>
<tr>
<th>Bas</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>TangI</td>
<td>Tonga</td>
</tr>
<tr>
<td>rel</td>
<td>Train</td>
</tr>
<tr>
<td>havA:yi jaha:zI</td>
<td>Aeroplane</td>
</tr>
<tr>
<td>shika:rI</td>
<td>Boat</td>
</tr>
<tr>
<td>rikshI</td>
<td>Rickshaw</td>
</tr>
<tr>
<td>Teksi:</td>
<td>Taxi</td>
</tr>
<tr>
<td>a:To:</td>
<td>Auto</td>
</tr>
<tr>
<td>meTro</td>
<td>Metro</td>
</tr>
<tr>
<td>saykII</td>
<td>Bicycle</td>
</tr>
</tbody>
</table>
Programme 31

I. This Programme introduces perfective aspect

The verbs employed are:

- vuchmut: seen
- prutsmut: invited, asked
- khyomut: eaten
- ranimatsI: cooked (F)
- bu:zmut: heard
- n’u:mut: taken
- h’otmut: bought
- gA:mIt’: gone (P)

II. Listen to the conversation

**kA:shur khA:ndar**

“Kashmiri marriage”


Have you seen (attended) a Kashmiri marriage?

N: a: me chu kAshI:ri akh do:s . tAmis o:s parus kha:ndar .tAm’ o:s me sa:las prItshmut.me A:s’ mami: DeDi: ti si:t’.

Yah, I have a friend in Kashmir. He had the wedding during the last year. He had invited me. I was accompanied by my Mummy and Daddy

A: Teli a:sivI t>hi va:zIva:n khyomut?

Then you would have enjoyed “vazwaan” (a special feast).


Yes, We have eaten that feast also. They had prepared many good preparations.

A: kya: kya:?

What varieties?
N: kaba:b, g>shta:b, yekhIn’, rista
yakhni, tI tabakhna:Th.
A: me chu bu:zmut, kA:shur kha:ndar
chu vuchun la:yakh a:sa:n
kababs, goshtabs, rista and tabakhnat.

N: a: chu th Thi:kh bu:zmut.tse
kati chath tihInz mA:zira:th
vuchhmIts.
A: t>hi o:sva: timan k?h prazant
nyumut ?

N: a: me:n’ DeDiyan o:s dili
cad ni seT h’otmut.su d’ut
asi timan.
A: tim a:sa:n seTha: kh>sh gA:mIt’

N: a: tim gAyi s’aTha: kh>sh
Yah, they were very happy.

III. Listen and repeat
1. tAm’ A:s kAshi:r vuchmIts
2. asi o:s sa:ImIy prutshmut
3. tse chuth va:zIva:n khyo:mut
4. asi cha sabzi: ranInA:vmIts
5. tAm’ o:s maka:ni hyotmut
6. tim A:s’ shahar gA:mIt’

IV. Listen and remember the body parts
kalI head athI hand buth face
nAr - nari arm arms
zãg - zãgi leg legs
dãd teeth vuTh lip(s) A :s mouth
<table>
<thead>
<tr>
<th>Ach</th>
<th>eye(s)</th>
<th>kan</th>
<th>ear</th>
<th>yaD</th>
<th>belly</th>
</tr>
</thead>
<tbody>
<tr>
<td>ōglj</td>
<td>finger</td>
<td>ōglji</td>
<td>fingers</td>
<td>mas</td>
<td>hair</td>
</tr>
</tbody>
</table>
Programme 32

I. This Programme introduces -

A) Causal verb

- karna:v  make done
- bo:zna:v  make listen
- bana:vna:vi  shall get made
- khanIna:vi  shall get dug
- dya:vna:v (kul)  get planted
- bula:vna:v  get recalled
- hechina:v  get taught
- karnA:v’ mIt’  got done
- kh’a:va:n  make eat
- gi~dna:va:n  making play
- ca:va:n  make drink
- le:khno:v  made write
- tsalInA:v’mIt’  got chased away

II. Let us listen the conversation on “baDshah” - “A famous King of Kashmir”

A:  tse chutha baDsha:has mutlak bu:zmut ?

N:  a: su chu mAshu:r ba:dsah o:smut dapa:n tAm’ karnA:v kAsi:r seTha: tarki: magar me chanI zya:dI pata:

A:  tAm’khanIna:vi nAhri.tem’ bana:vna:vi saDkI .tAm’ dya:vnA:v’vatan kul’.

N:  beyi  k’a: k’a: kor tAm’ ?

A:  TAm’ bula:vnA:v’nebIrI pyeThI kA:r’gar.Yimav yetik’ lu:kh

Have you heard about Badshah?
Yes. He was the famous king. It is said that Kashmir made enough progress under his rule. But I do not know much, let you tell me.

He got the canals dug. He got the roads constructed. He got the trees planted on the road sides.

What else did he (got done) do?
He invited the artisans from other parts, who
trained the locals in various skills.

It is said that during his reign there was brotherhood among the Kashmiris.

Yes, before his reign Sikandar sultan had shunted out the Kashmiri Pundits from Kashmiri Badshah arranged their return.

He got the Kashmiri language also developed.

Yes, He got the Kashmiri community developed in various ways. He used to honour the scholars and treat them well. He got Sri Bhat to pen down the history of Kashmir. He used to get the plays performed.

III. Listen and repeat

1. tAm’ karnA:v chuTi
2. me bo:znA:v’ sA:riy kath
3. sarka:ran bana:vi na:vi saDk
4. timav khanInA:v’ khoD
5. me bula:vnA:v’ lADkI
6. sikandaran A:s’ baTI tsalnA:v mit
7. su chu tAmis batI khya:va:n
8. tAm’ le:khno:v akh maka:lI
9. tim chi shuren gindIna:va:n
10. bI chus kA:shur parnava:n

IV. Listen and remember the flowers

gula:b   rose
japhur po:sh  marigold
yembIrz>l  lily
guliaphta:b   sunflower
pampo:sh   lotus
Te:kIbaTan’   lily
Ashki peca:n  panzy
bumi po:sh   tulip
Programme 33

I. This Programme introduces you to the modal verbs in Kashmiri. The modal verbs in Kashmiri are:

- hyakun: can
- tagun: to know
- pazun: should, ought
- va:tun: should
- banun: be able to
- yatshun: to wish
- lagun: ought to

II. Listen to the conversation

A: tsI hyakIkha yi ka:r calA :vith? Can you drive this car?
R: na, me chanI taga:n gA:D’ cala:vIn’. No, I do not know driving cala:vIn’.
A: tse paziy gA:D’ cala:vIn’ hechin’ You must learn driving
R: ti chu Thi:kh , me va:ti von’ gA:D: cala:vIn’ hechin’. That is right, I should learn driving now.
A: me cha taga:n gA:D’ cala:vIn’ magar me bani nI az cala:vIn’. I know driving but I won’t be in a position to drive me chu khoras logmut today. My foot is injured.
R: tsI chukha yatsha:n az shahar gatshun ? are you intending to go to city today.
A: a: me va:ti gatshun. Yes. I should.
R: pakh, basi maz gatshav, sha:man ta:m hyakav va:pas yith Come on Let us go in a bus, we can return by evening.
A: adI pAkiv Okay let us go.
III. The modal verb forms used in the conversation are:

- [hyakun]  hyakIkha  
  -- could you
- [tagun]  taga:n  
  -- to know how to
  (Progressive)
- [pazun]  paziy  
  -- you should /ought
- [va:tun]  va:ti  
  -- I should
- [banun]  bani  
  -- to be able
- [yatshun]  yatsha:n  
  -- to wish (progressive)
- [lagun]  laginI  
  -- ought not to
- lagi  
  -- ought to

IV. Listen and repeat

1. tsI hyakIkha: yi ka:r calA:vith
2. a: bi hyakI cal :vith
3. tse chaya: taga:n gA:D: calavIn’
4. a: me che taga:n  gA:D: calavIn’
5. me ti pazi driAvari: hechin’
6. tse va:ti: teki kĀsi drvaras nisi hyechun
7. me bani nI az gA:D’ cala:vIn’
8. tse va:ti: to:ti ku:shish karIn’
9. az lagi nI gA:D’ cala:vIn’
10. teki kar lagi
11. pagah
**Programme 34**

I. This Programme introduces adverbials

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yeti</td>
<td>here/at this place</td>
</tr>
<tr>
<td>yot</td>
<td>here</td>
</tr>
<tr>
<td>yetan</td>
<td>here</td>
</tr>
<tr>
<td>yo:r</td>
<td>here</td>
</tr>
<tr>
<td>yeth</td>
<td>this</td>
</tr>
<tr>
<td>katen</td>
<td>where</td>
</tr>
<tr>
<td>h&gt;th</td>
<td>to that</td>
</tr>
<tr>
<td>tati</td>
<td>there</td>
</tr>
<tr>
<td>pathkun</td>
<td>at the back</td>
</tr>
<tr>
<td>brō: Thkun</td>
<td>at the front</td>
</tr>
<tr>
<td>tath</td>
<td>to that</td>
</tr>
<tr>
<td>yepA:r’</td>
<td>this side</td>
</tr>
<tr>
<td>kati</td>
<td>where</td>
</tr>
<tr>
<td>tati</td>
<td>there</td>
</tr>
</tbody>
</table>

II. Listen to the conversation

N: vAliv Atsiv, ali sA:b  
bihiv yeten.az kith pA:Th’ yot ?

A: bas yapA:r’ o:sus paka:n  
me su:ch yo:r ti yimI  
toh’ chiva: yeth kamras

Come in.Mr.Ali, sit down  
here.What brings you here today?  
I was just passing hereby  
I thought I should come here  
or. Do you sit in this room.
A Handbook on Audio Cassette Course in Kashmiri

Yes, I and Mr. Rehman sit in this room.

Where does your boss sit?

The boss sits in that room.

This room is small. Do you find it enough? That room is big. Why don’t you sit there?

No that room does not have enough light. That room is at the back side. This room is on the front.

Doesn’t that room have a window?

Yes, that has one window. but that is small.

This room has big windows. It should be allowing in enough air.

Yes, one can see directly at the boss’s room from here.

Where do you stay?

I stay at Pampore.

Is it not far away from there.

No, the boss also stays there. He shuttles there in his car.

I come with him only. That is
yiva:n tamikin, chu nI du:r why it does not look far ba:sa:n away.

A: ti gav ja:n That is fine.
ad sA: tI las God bless you

III. Listen and repeat

1. yeti cha tI:r
2. yot a:v āgre:z
3. yo:r chi shi:nI ambar
4. hoten chu jalsI
5. hot ti chu gatshun
6. hoti p’av shi:n
7. tati A:s tI:r
8. tot gAyi sA:ri: lu:kh
9. to:r o:s po:ni: po:n’

IV. Listen and repeat some more adverbial forms

subhan in the morning
sha:man in the evening
duphA:ran in the afternoon
d>has during the day
ra:tas during night
yeti here
hoti there (within sight)
tati  there (out of sight)

kati  where
Programme 35

I. This Programme introduces to the comparatives and reduplicatives in Kashmiri

kho:tI compared to

va:rI va:rI slowly

kara:n kara:n while doing

II. Listen to the conversation

A: mohna:tsI kar a:kh kAshi:ri Mohan, when did you peThI ? return from Kashmir ?

M: bI ha: a:s u:trI I came day before yesterday

A: tati kyuth mosam chu az How about the climate kal ? there ?

M: tati cha yeti ki kho:tI ti:ry It is a bit colder there paham. than here.

A: yetI chi tati ki khotI hame:shI It is always hotter here garami a:sa:n than there.

M: v>lsA:va:rI va:rI v>ti yeti Okay gradually it will ti tl:r . vãdI a:v na ? be cold here also

Winter has set in ?

A: to:ti chu roza:n tati ki khotI Even then it is hotter vushne:r here in comparision to that place .

M: hayo: tse vuchthana: mushta:k? Hey, did you see Mushtaq ?

A: ahunu: me samkh’av ra:th Yes, I met him yesterday.

M: k’ah o:s kara:n ? What was he doing ?

A: su o:s Ti:vi: vuchan He was watching TV.

M: katha: ba:tha: kArvah ? Did you have a chat ?
A: kathI kara:n kara:n gAyI ra:th We passed the night chatting.
M: acha pAkiv ne:rav Okay, let us go.
A: bI thokus pAk’ pAk’ I feel tired of walking.
basi khasav Let us board a bus.
M: adI teli khasav basi Okay, let us board a bus.

III. The comparatives and reduplicated forms in the conversation are:
   kho:tlI va:rI va:rI
   kara:n kara:n pAk’ pAk’

IV. Listen and repeat

1. mohanI chu mya:ni khoI z’u:Th
2. shi:II cha kã:tInI kho:tlI zi:Th
3. lAkI chi kor’an hIndi kho:tlI moT’
4. kAshi:ri cha Dili hIndi kho:tlI z’:dI tlI:r a:sa:n
5. pATya:la: chu je:mi khoI du:r
6. hos chu va:rI va:rI paka:n
7. sIh chu te:z te:z do:ra:n
9. bI chus shra:n kara:n kara:n g’ava:n

V. Listen and remember the vocabules
   hame:shI always
   garIm warm
tlI:r cold
v>lsa: come (voc)
vushne:r warmth
hayo: vocative
ahunu: yes (voc)
samkh’o:v (he) met
katha: ba:tha: talk
pAkiv come (Imp)
va:rI va:rI slowly
kara:n kara:n while doing
te:z te:z fas
Programme 36

I. This Programme introduces passive constructions

A. The verbs employed are:

- mana:vun  to celebrate
- vanun     to call/say
- livun      to polish
- Duvun      to broom/sweep
- anun       to bring
- karun      to do
- ranun      to cook
- kh’on      to eat
- khA:tir    entertainment

B. Vocabules used are:

1. d>h
2. he:rath
3. i:d
4. va:zIva:n
5. du:mda:m
6. v>sI dr>sI
7. va:zI

II. Now listen to this narration

he: rath tl i:d


**Shivaratri and Id**

Several festivals are celebrated in Kashmir. Shivratri and Id is special among them. Shivratri is called ‘herath’ in Kashmiri. Herath is a festival of Hindus. Before Herath, the homes are cleaned and broomed. On that day ‘VaTukh’ is bought and worshiped. Next day is called Salam.

Last year I visited a Hindu family. It was Salam on that day. I was treated nicely. Several vegetables had been cooked. *Nadir yekhin* was delicious. *Dam aloo* was/were hotter. These could not be eaten.

Id too is celebrated with pomp and show. New clothes are worn on that day and Muslims go to the Idgah to offer nemaz. ‘*wazIwan*’ is prepared in homes. There is happiness and joy all over. *Wazwan* is not prepared by me. I get it cooked by cooks.

III. Listen and repeat

1. he:rath cha vandas manz mana:vnI yiva:n
2. shivra:tri chu kA:shir’ pA:Th’ he:rath vanInI yiva:n
3. maka:nl chi livni yiva:n
4. maka:nan chu DuvnI yiva:n
5. vaTukh chu anInI yiva:n
6. pu:zah cha karnI yiva:n
7. pAtshis chu khA:tir karnI yiva:n
8. damo:lu: chi ranInI yiva:n
9. t’ATh sabzi chanI khenI yiva:n

IV. Listen and memorize the following Kashmiri dishes:

1. damI o:lu dish of potatoes
2. nadIr’ yekhIn dish of lotus roots
3. ro:gan jo:sh dish of mutton
4. matsh dish of mutton
5. goshta:bI -do-
6. ristI -do-
7. tabakh ma:z -do-

V. Listen and memorize some dresses “palav/p>sha:kh”

1. pheran
2. kurtI pA:ja:mI
3. phira:kh shilva:r
4. du:t’
5. sA:D’
6. burkI
7. sadIr’
8. ko:Th patlu:n
9. Tu:p’
10. dasta:rI
11. su:Th bu:Th
12. kAmi:z yeza:rI
Programme 37

I. This Programme introduces “pronominalization” phenomenon associated with the verb. The verbs included are:

- vA:tsIm: reached me
- chaham: you are ‘to me’
- o:sIsath: I was to you
- su:znas: he sent me/you
- li:chmay: I wrote you
- dAp’z’akh: you tell them
- vonInav: he said to you
- gatsho:vI: I will go to you
- samkh’o:m: he met me
- dopmas: I told him
- karna:vukh: you make them do
- gAyikha: did you go
- ho:vthasa: did you show him
- d’utnay: he gave you
- li:khz’am: you write to me
- o:snam: he had to me
- vonmut: said
- suvna:vun: to get stiched
- vAn’zi: you may tell
- prutshnav: he asked you
so:zas I will send him/ her

II. Listen to this “letter”

m’A:n’TATh’ nasi:ma,
pAt’m’an dohan o:sus sakh a:vur. sa:hban su:znas jom, avay li:chmay ni cith’.
shur’ cha: para:n ? dApizyakh DeDiyan von’nav mehnath kAr’zyav. bI
gatshho:VI natI na:ra:z. u:trI samkhyo:m tihund masTar.dopmas yim
karna:vukh mehnath. Da:kTaras gAyikha: noskhI ho:vthasa:? dava: k’a:
d’utnay ? so:ruy likh’z’am .
ra:jan o:snam vonmut pheran suvna:vun rozy k’ut ti anI phira:kh shilva:r.
timan vAn’zI DeDiyan prutshnav rang k’uth gatshi a:sun: duka:nda:ras
vAn’zI. bI so:zas pa:nay r>pyi .navi retI yimI bI garI .

c0:n panun,
Ali

My Dear Nasima,
Your letter has reached me. Why are you angry with me? I was remembering you. I was too busy during the last few days. The boss had sent me to Jammu. That is why, I didn’t write you a letter.

Are the kids studying? Tell them Daddy has advised you to work hard. Otherwise, ” I will get angry with you”. Day before yesterday their teacher met me. I told him to make them work hard. Did you go to the doctor? Did you show him the prescription? What medicines has he prescribed? Write me all.

Raji has asked me to get a pheran stitched for her. I will buy a shirt and trousers for Rozy. Tell them, Daddy wants to know the colour they would like. Tell the shopkeeper; I will send him money on my own. God willing, I will come home next month.
III. Listen and repeat

1. (cA :n’) cith’ vA:tsIm
2. (tsi) chaham ya:d yiva:n
3. (bl) o:sIsath ya:d kara:n
4. (bi) su:znas tAm dili
5. (me) li:chmay tse ciTh’
6. (tsI) dAp’z’akh bI chus Thi:kh
7. tAm’ vonnav shâ:t ro:zun
8. bI gatsho:VI na:ra:z
9. su samkhyo:m ra:th
10. me dopmas , tsI kar tshopI
11. tsI kama:vukh tim hisa:b
12. tsI gAyikha: Da:khTaras
13. pheran ho:vthasa:
14. tAm’ d’utnay tse do:khI
15. tsI li:khz’em sA:rlIy khabar
16. tAm’ o:snam pheran mongmut
17. me chu tAmis vonmut
18. tAmis k’ut chu su:Th suvna:vun
19. me vAn’zi pazar
20. tAm’ prutshnav na: k?h ti
21. bI su:znas tam’
Programme 38

I. This Programme introduces you to the conditional constructions the conditionals are:

<table>
<thead>
<tr>
<th>Eng</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>if</td>
<td>agar</td>
</tr>
<tr>
<td>then</td>
<td>teli</td>
</tr>
<tr>
<td>when</td>
<td>yeli</td>
</tr>
<tr>
<td>I wish (to spend)</td>
<td>guza:rl haa</td>
</tr>
</tbody>
</table>

II. Listen to the conversation

S: Aliya tsI gatsh kha: yuhus kAshi:ri
A: agar chuTi: mi:jim , teli gatshI

S: yuhus chu na: rAshi:das kha:ndar ?
A: agar tAmis no:kri: me:Ii teli kari su kha:ndar

S: tAmsIndis kha:ndras peyi:y tse gatshun
A: yeli su kari , teli bo:zav marries.

S yuhus k’uth garIm ro:zi ju:nas manz ?
A agar ru:d pev, teli ro:zi mo:sam khoshgava:r .

S bI chas sõ:ca:n ju:n guza:rlha: yuhus kA shi:ri:

Ali would you go to Kashmir this year?
In case I get leave I shall go.
It is Rashid’s marriage this year.
In case he gets employment then he will marry.
You shall have to attend his marriage.
It will be decided when he marries.
How hot it would be in June this year?
If it rains then it would be pleasant.
This year I am planning to spend June in Kashmir.
A: seTha: ja:n gav. That would be fine.

III. Listen and repeat
1. agar ru:d lo:gun, pakun gatshi mushkil
2. yeli su yiyi ,tei vuchav
3. agar po:n’ sa:ph a:sihe, teli karihe su shra:n
4. yeli su phe:l gav, teli a:yas akll
5. agar tAmis shur’ chi, teli cha s>kha:ndar kArmIts
6. yeli tAmis shur za:v, teli g>yi tAmis hash kh>sh.

IV. Listen the numerals and memorize
41 akItA:ji: Forty one
42 d>yitA:ji: Forty two
43 teyitA:ji: Forty three
44 ts>yi tA:ji: Forty four
45 pÃ:tsItA:ji: Forty five
46 sheyitA:ji: Forty six
47. satItA:ji: Forty seven
48. arItA:ji: Forty eight
49. kunIvanzah Forty nine
50 pantsah Fifty
60 she:Th Sixty
70 satath Seventy
80 shi:th Eighty
90 namath Ninety
<table>
<thead>
<tr>
<th>Number</th>
<th>Symbol</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>hath</td>
<td>One hundred</td>
</tr>
<tr>
<td>1000</td>
<td>sa:s</td>
<td>One thousand</td>
</tr>
<tr>
<td>100000</td>
<td>lach</td>
<td>One lack</td>
</tr>
<tr>
<td>1000000</td>
<td>karo:r</td>
<td>One crore</td>
</tr>
</tbody>
</table>
I. Listen to the passage for comprehension on “Dal” (Dal lake)


Programme 40

I. Listen to the passage for comprehension on “sama:va:r”


sama:va:ras tengul tra:v

vah vah ma:mI To:Th hay a:v