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Soeroe se soeroe kar [1]

An audio-visual course in Sarnami Hindustani for beginners, Part 1
(Languages of the Guianas 4)

Anna Huiskamp, compiler

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 JUKA DUTCH EMERILLON ENGLISH FRENCH
 GUYANESE JAVANESE KWINTI MACUSHI M
 OYAPI PALICUR PARAMACCAN PATAMONA S
 INDUSTANI SRANAN TONGO TRIO WAIWAI
 YANA AKOERIO AKAWAIO ALUKU ARAWAK
 INESE DJUKA DUTCH EMERILLON ENGLISH
 IANESE GUYANESE JAVANESE KWINTI MAC
 AYANA OYAPI PALICUR PARAMACCAN PATA
 SARNAMI HINDUSTANI SRANAN TONGO TRIO
 WARAO WAYANA AKOERIO AKAWAIO ALUKU
 CARIB CHINESE DJUKA DUTCH EMERILLON
 RENCH GUIANESE GUYANESE JAVANESE KWI
 WAI MAWAYANA OYAPI PALICUR PARAMACC
 MACCAN SARNAMI HINDUSTANI SRANAN TONG
 PISHANA WARAO WAYANA AKOERIO AKAWAI
 REGUNA CARIB CHINESE DJUKA DUTCH E
 FRENCH FRENCH GUIANESE GUYANESE JAVA
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 ONA SARAMACCAN SARNAMI HINDUSTANI SR
 WAIWAI WAPISHANA WARAO WAYANA AKOER
 ARAWAK AREGUNA CARIB CHINESE DJUK
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LANGUAGES OF THE GUIANAS

VOLUME II

SOEROE SE SOEROE KAR
An Audio-visual Course in
Sarnami Hindustani
for Beginners

- Part One -



LANGUAGES OF THE GUIANAS

VOLUME II

SOEROE SE SOEROE KAR

An Audio-visual Course in

Sarnami Hindustani

for Beginners

(Part One: Lessons 1-20)

Lessons Prepared by

A.B. Huiskamp

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PREFACE

This book is the first of a two volume course of Sarnami Hindustani, the language of the Hindustani population of Suriname. It is based on "First Things First", an English audio-visual course for beginners, by L.G. Alexander published in 1967 by Longman Group Ltd. London. Consequently both the order of presentation and the actual content of the lessons closely follow what is presented in his book.

We now quote from the Introduction to the Teacher's book of "First Things First":

Learning a language is not a matter of acquiring a set of rules and building up a large vocabulary. The teacher's efforts should not be directed at informing his students about a language, but at enabling them to use it. A student's mastery of a language is ultimately measured by how well he can use it, not by how much he knows about it. In this respect, learning a language has much in common with learning a musical instrument. The drills and exercises a student does have one end in sight: to enable him to become a skilled performer. A student who has learnt a lot of grammar but who cannot *use* a language is in the position of a pianist who has learnt a lot about harmony but cannot play the piano. The student's command of a language will therefore be judged not by how much he knows, but by how well he can perform in public.

In order to become a skilled performer, the student must become proficient at using the units of the language. And the unit of a language is not, as was once commonly supposed, the word, but the sentence. Learning words irrespective of their function can be a waste of time, for not all words are equal. We must draw a distinction between *structural* words and *lexical* items. Words like *I, you, he* etc. are *structural*. Their use can be closely defined; they are part of a grammatical system. Words like *tree, plant, flower* etc. are purely *lexical* items.... From the learner's point of view, skill in handling structural words is the key to mastering a language, for the meaning that is conveyed in sentence-patterns depends largely on the function of the structural words that hold them together....

What has to be learnt?

The student must be trained adequately in all four basic language skills: *understanding, speaking, reading* and *writing*. In many courses the emphasis is wholly on the written language. The student is trained to use his eyes instead of his ears and his inability to achieve anything like correct pronunciation, stress and intonation must be attributed largely to the tyranny of the printed word. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. Efficiency presupposes the adoption of procedures which will yield the best results in the quickest possible time. The following order of presentation must be taken as axiomatic:

Nothing should be spoken before it has been heard.

Nothing should be read before it has been spoken.

Nothing should be written before it has been read.

Major acknowledgements must go to Miss B. Dihal for rendering the Dialogue of each lesson into Sarnami Hindustani, as well as the Drills entitled "Djaise Hindostanilogan bolehe."

I also thank Mr. and Mrs. A. Banwarie for checking the above mentioned text material.

I would also express my indebtedness to Mr. Stephen H. Levinsohn of the Summer Institute of Linguistics, who at a linguistic workshop held in 1976 at the Panama section of that Institute, guided me in writing the Grammatical Comments on this course. The linguistic data which my colleague, Miss A.L. Bosch, put at my disposal was a great help while writing the grammatical comments. I am most grateful to her for allowing me to use the results of her studies.

Then I would thank Longman Group Ltd. London, for their permission to base this course on 'First Things First', and to use its pictures. Most of these have been adapted to the situation in Suriname by Carolyn Dyk.

Paramaribo, Suriname
September, 1978

A.B. Huiskamp

A Guide for the Students of "Soeroe Se Soeroe Kar"

1. How to make the best use of this course.....

The student of this course could limit himself to the S. Hindustani lessons, tapes and additional exercises in order to acquire a measure of fluency in the language. However, those who also want to be informed about the underlying principles of the language patterns they are learning, will find the grammatical and lexical comments made in this volume interesting and valuable. Be warned, however, the student should always practise each lesson's dialogue thoroughly, before reading the comments on the lessons given in this book.

To study this course effectively, the help of a native speaker is indispensable. This person should be someone who speaks clearly and articulates well, and who is prepared to practise the contents of every lesson with the student. He should also be willing to read onto tape the phonological drills, the dialogue or text, and the pattern drill of each lesson. This implies that a tape recorder is also necessary. Indications as to when and how the recordings are done are given in the instructions on how to conduct each lesson.

The length of the lesson period should be approximately an hour and a half in order to cover all the material presented in one lesson. The student should not undertake more than two such lesson periods per week, as each lesson will require about six hours of concentrated practise and study on his own, if he is to be "ready" for the next lesson. One weekly lesson would entail an hour of study per day on the part of the student, two weekly lessons would necessitate two hours of daily study.

2. How to conduct each lesson.

A. The Phonology Drills

Each lesson of Part I of this course begins with a set of phonology drills. By practising these the student masters the sounds of S. Hindustani which do not occur in English and therefore are unfamiliar to him.

At the beginning of each lesson the teacher should pronounce these drills word by word. The student mimics each word and the teacher corrects him as necessary.

The above should not take more than the first five minutes of each lesson. Then the teacher reads the phonology drills on tape, leaving enough space between the words for the student to do further mimicking at home. It is preferable both for the student at home and the teacher in the lesson to practise the phonology drills first, as they may be felt to be the least interesting part of the lesson.

B. The Dialogues and Texts

Listening only!

- 1) The teacher gives the instruction: *Soen!* 'listen', and reads the dialogue twice, while the student has his book shut. The student should concentrate on hearing the intonation and the sounds of the S.Hindustani sentences and words that are being read to him.
- 2) Books open, pictures only. The teacher gives the instructions: "*Khol de aapan boek*" 'open your book' and "*Dekh aur soen*", 'look and listen'. He reads the dialogue again several times. The student attempts to grasp as much as possible of the meaning of the dialogue with the help of the pictures, (he has covered up the text).
- 3) The teacher gives the instruction: "*Band kar de aapan boek*" 'shut your book', and reads the dialogue right through while the student listens.

Listening and Mimicking

- 4) The student's book remains closed. The teacher gives the instructions: "*Soen aur phierse bol*" 'listen and repeat'. Then he reads each statement aloud at slightly less than normal speed. The student repeats each statement after him, the teacher corrects him as necessary and pays special attention to the intonation. The whole dialogue is repeated several times, the student carefully reproducing both the sounds and the intonation.

Listening and Reading

- 5) Instructions: "*Khol de aapan boek*", "*Soen aur parh de*", 'Listen and read', (showing the intention by mime). Now the teacher has the student read each statement after him from the written text for the first time. This should be done several times.

Recording the Dialogue

- 6) a. The teacher reads the dialogue onto tape leaving a space after each statement for the student to mimic him.
b. The teacher then reads the entire dialogue onto tape at normal speed for the student to "track" him. Tracking is quietly mimicking fast speech, keeping only two or three syllables behind the speaker and concentrating mainly on the rhythm and the intonation.
c. Both recorded readings should be tested out on the spot to make sure that they are adequate for the student's practice at home, of mimicking and tracking.

C. The Repetition Drill

The repetition drill is introduced by the instruction: "*Phier se bol*" and corresponds to the second series of pictures in each lesson. The student looks at the illustrations and repeats first the number of the picture and then the sentence of the repetition drill which corresponds to it, mimicking the teacher, and referring only to the pictures.

As the pictures are numbered progressively throughout lessons 1-16, the S.Hindustani numerals are learned without being an extra burden, just by listening to and mimicking them.

D. The Pattern Drill

entitled: "*Djaise Hindostanilogan bolehe*"

- 1) The pattern drill, usually consists of a question concerning each picture, together with an answer to that question. The teacher says and the student repeats, first the number, then the question, and after that the answer belonging to each picture. The student refers only to the pictures.
- 2) Recording the Pattern Drill
 - a. The teacher now reads the pattern drill onto tape leaving enough space after each number, each question, and each answer for the student to repeat them.
 - b. Testing the recorded drill. The student plays the recording mimicking the voice of the teacher, while the teacher checks his performance.

3. Homework for the next lesson.

Daily practice of:

- 1) The phonology drills.
- 2) The dialogue or text. Consulting the pictures only, the student should:
 - a. mimic each statement in the space provided,.
 - b. hum the intonation of the fast reading of the dialogue or text,
 - c. track the fast reading.He should repeat a, b, and c several times.
- 3) The pattern drill. Consulting the pictures only the student should:
 - a. mimic the numbers, the questions and the answers several times
 - b. mimic the number, answer the question and repeat the answer after the teacher, and go through the whole pattern drill in this way several times
- 4) The written exercises (E. "*Liekhe ke paath*"). Shortly before the next lesson period the student should do the written exercises.

4. Checking the Homework.

A. Conversation Practice *"Baattjiet karna"*

The teacher always begins the new lesson period with the conversation practice of the previous lesson. The conversation practice is the second half of each lesson. This practice gives the teacher the opportunity to check the student's "readiness" for the next lesson and it gives the student the satisfaction of realizing that his hours of practice at home have produced results. Drilling at home is the secret of ability in conversation and should be "overdone".

The teacher introduces each exercise of the conversation practice by demonstrating with the first question and answer what is required of the student. The student is not allowed to consult the exercises; he refers to the pictures when the teacher asks him to do so.

Conversation practice, approximately the first half hour of each lesson, should be conducted briskly in order to keep the conversation lively and interesting.

B. Correction of the written exercises.

This is done by the student himself as he reads the exercises to the teacher.

C. Dictation

The teacher reads at least five sentences from the dialogue or text at dictation speed. From lesson 17 onwards he should add a few numerals. The student immediately corrects the dictation himself.

The written exercises and the dictation should not take longer than 15 minutes. This leaves 45 minutes for the new lesson, which begins with a new set of phonology drills and is to be conducted in the same order and in the same way as the previous lesson.

SOEROE SE SOEROE KAR

*Sarnamie Hindostanie soeroe walan
ke khaatien.*

Bhaag 1

Paath 1

A. Thiekse soen aur bol: a,aa

band	baat	baara	sawaal
dhar	laal	daada	barsaad
ham	raat	tjaabhie	djabaab
kar	saat	tjhaapa	hamaar
sab	kaam	tjhaata	doekandaar

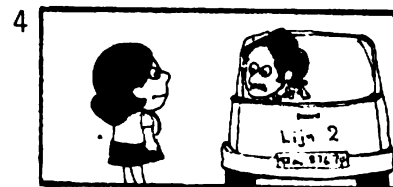
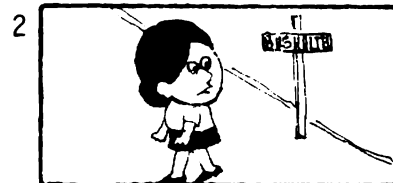
band	baat	baara	sawaai
dhar	laal	daada	barsaad
ham	kaam	sawaal	djabaab
kaam	kar	tjhaapa	tjhaapa
kar	raat	tjhaata	hamaar

B. Sriematie djie!

Ha, ka raha?

Ie aapke taas hai?

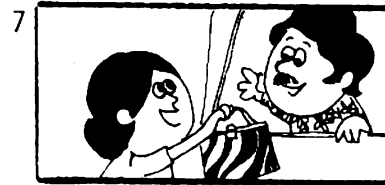
Maaf kiedjieje?



Ie aapke taas hai?

Ha, hamaar hai.

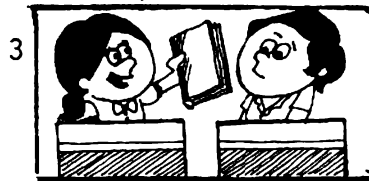
Bahoet dhanbaad!



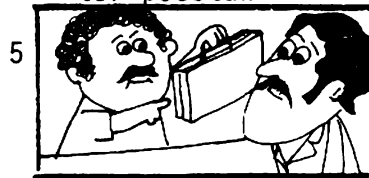
C. Ie torhai? Ie aapkehai?
Phierse bol:



tor pen



tor poestak



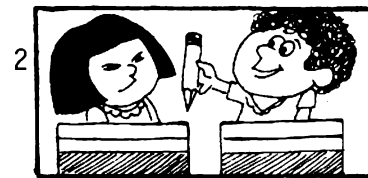
aapke valies



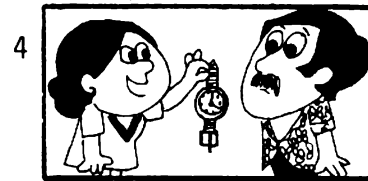
tor lahanga



aapke auto



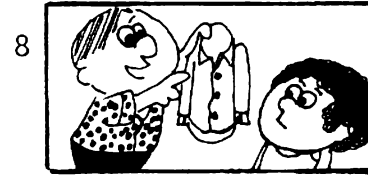
tor potlood



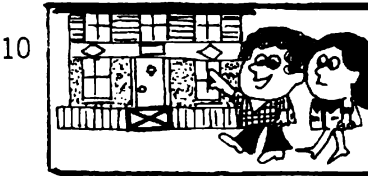
tor gharie



aapke japon



tor soth



tor ghar

D. Djaise Hindostanilogan bolehe

Nambar 1. Ie tor pen hai?
Ha, hamaar hai.

3. Ie tor poestak hai?
Ha, hamaar hai.

5. Ie aapke valies hai?
Ha, hamaar hai.

7. Ie tor lahanga hai?
Ha, hamaar hai.

9. Ie aapke auto hai?
Ha, hamaar hai.

Nambar 2. Ie tor potlood hai?
Na, hamaar na hai.

4. Ie tor gharie hai?
Na, hamaar na hai.

6. Ie aapke japon hai?
Na, hamaar na hai.

8. Ie tor soth hai?
Na, hamaar na hai.

10. Ie tor ghar hai?
Na, hamaar na hai.

(Master djie A, B aur D parhie tape par).

E. Liekhe ke path

Liekh path 1 ekaad dafe iemla (dictation) khaatien.

Baattjiet karna Paath 1

A. Djabaab: Ha, hamaar hai.

Master djie: Dekh nambar 4
Ie tor gharie hai?

Student : Ha, hamaar hai.

M. : Dekh nambar 6
Ie aapke japon hai?

M. : Dekh nambar 7
Ie tor lahanga hai?

M. : Dekh nambar 10
Ie tor ghar hai?

M. : Dekh nambar 1
Ie tor pen hai?

B. Djabaab : Na, hamaar na he, hamaar hai.

Master djie : Dekh nambar 5
Ie aapke auto hai?

Student : Na, hamaar auto na he, hamaar valies hai.

M. : Dekh nambar 2
Ie tor pen hai?

M. : Dekh nambar 1
Ie tor potlood hai?

M. : Dekh nambar 9
Ie tor gharie hai?

M. : Dekh nambar 8
Ie tor poestak hai?

M. : Dekh nambar 6
Ie aapke lahanga hai?

- M. : Dekh nomor 3
Ie tor soth hai?
- M. : Dekh nomor 4
Ie tor valies hai?
- M. : Dekh nomor 10
Ie tor auto hai?
- M. : Dekh nomor 7
Ie tor japon hai?

C. Ab student poetjhe hai A aur B, aur master djie djabaab dewe hai.

D. Master djie aur student apne me batiaahe kie taas miel gail.

Paath 2

A. Thiekse soen aur bol: e,ie

de	ek	khele	bhera
le	dekh	dewe	dekha
ke	tem	dekhe	ekgo
se	khel	eke	tera
me	per	eme	beta

dhiere	diedie	eme	diedie
phierse	tjiethie	khele	de de
<u>thiekse</u>	tjietier	dhiere	tjiethie
djie	bietier	dewe	tjietier
tjiedj	pielie	dekhe	bietier

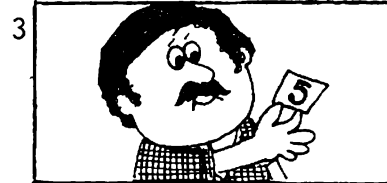
B. Hamaar valies aur hamaar tjhaata, diedjieje. 1



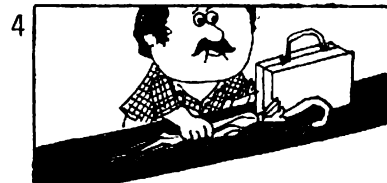
Ie hamaar tiekat hai.



Nambar paatj.



Aapke tjhaata aur aapke valies.



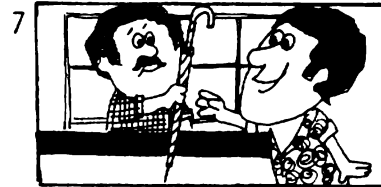
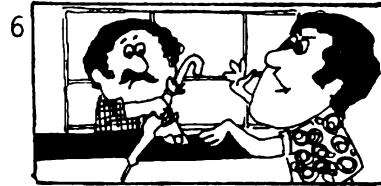
Ie hamaar tjhaata na hai.

Maaf kiedjieje.



Ka, ie hai aapke tjhaata?
Na, ehoe na hai.

Ie wala hai?
Ha, ehie hai.
Bahoet dhanbaad.



C. Ie torhai? Ie aapkehai?

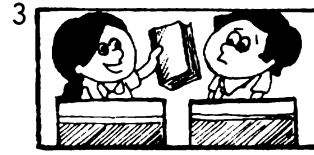
Phierse bol:



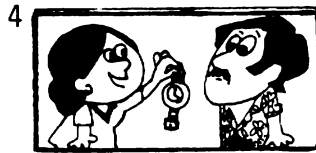
Ie tor pen hai?



Ie tor potlood hai?



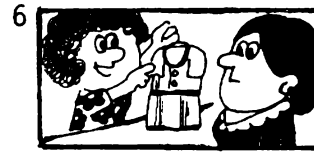
Ie tor boek hai?



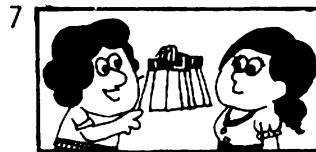
Ie tor gharie hai?



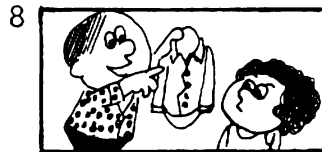
Ie aapke valies hai?



Ie aapke japon hai?



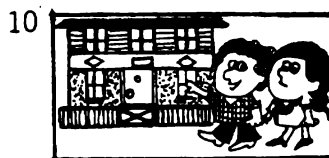
Ie tor lahanga hai?



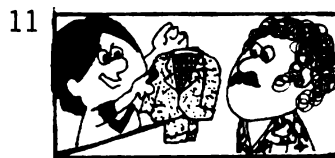
Ie tor soth hai?



Ie tor gaarie hai?



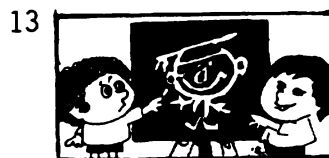
Ie tor ghar hai?



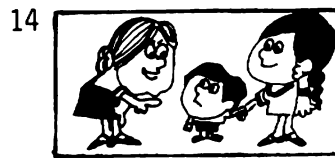
Ie aapke paidjaama
hai?



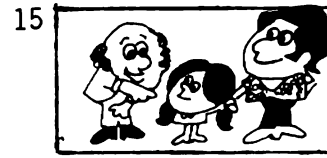
Ie tor skoel hai?



Ie tor master hai?



Ie aapke betwa hai?



Ie aapke bietia hai?

D. Djaise Hindostanilogan bolehe

- Nambar 1. Ie tor pen hai?
Na, hamaar na he, aapke hai.
2. Ie tor potlood hai?
Na, hamaar na he, tor hai.
3. Ie tor boek hai?
Na, hamaar na he, tor hai.
4. Ie tor gharie hai?
Na, hamaar na he, tor hai.
5. Ie aapke valies hai?
Na, hamaar na he, aapke hai.
6. Ie aapke japon hai?
Na, hamaar na he, aapke hai.
7. Ie tor lahanga hai?
Na, hamaar na he, tor hai.
8. Ie tor soth hai?
Na, hamaar na he, aapke hai.
9. Ie tor gaarie hai?
Na, hamaar na he, tor hai.
10. Ie tor ghar hai?
Na, hamaar na he, tor hai.
11. Ie aapke paidjaama hai?
Na, hamaar na he, aapke hai.
12. Ie tor skoel hai?
Na, hamaar na he, tor hai.
13. Ie tor master hai?
Na, hamaar na he, tor hai.
14. Ie aapke betwa hai?
Ha, hamaar hai.
15. Ie aapke bietia hai?
Ha, hamaar hai.

(Master djie A, B aur D parhie tape par.)

E. Liekhe ke paath

1. Liekh paath 2 ekaad dafe iemla khaatien.

2. Baat ke tjalān: tjhaata

Ie tor tjhaata hai?

Na, hamaar tjhaata na he, tor / aapke tjhaata hai.

Ab toe apne se liekh, kaam me laaw : tor aur aapke

pen,	valies,
ghar,	auto / gaarie,
gharie,	japon,
poestak / boek	soth,
potlood,	lahanga

Baattjiet karna Paath 2

A. Djabaab: Na, hamaar na he, hamaar hai.

Master djie: Dekh nambar 7 Ie tor japon hai?

Student : Na, hamaar japon na he, hamaar lahanga hai.

M. : Dekh nambar 11 Ie aapke soth hai?

S. : Na, hamaar soth na he, hamaar paidjaama hai.

M. : Dekh nambar 10 Ie tor skoel hai?

S. : Na, hamaar skoel na he, hamaar ghar hai.

M. : Dekh nambar 4 Ie tor poestak hai?

S. : Na, hamaar poestak na he, hamaar gharie hai.

M. : Dekh nambar 14 Ie tor bietia hai?

S. : Na, hamaar bietia na he, hamaar betwa hai.

M. : Dekh nambar 15 Ie aapke betwa hai?

S. : Na, hamaar betwa na he, hamaar bietia hai.

B. Master djie: Dekh nambar 2 Tor potlood

Pahila student: Ie tor japon hai?

Doesra student: Ha, hamaar potlood hai.

M. : Dekh nambar 7 Tor japon

S1. : Ie tor japon hai?

S2. : Na, hamaar japon na he, hamaar lahanga hai.

M. : Dekh nambar 3 Tor boek

S1. : Ie tor boek hai?

S2. : Ha, hamaar boek hai.

M. : Dekh nambar 9 Tor ghar
S1. : Ie tor ghar hai?
S2. : Na, hamaar ghar na he, hamaar gaarie hai.

M. : Dekh nambar 13 Tor master
S1. : Ie tor master hai?
S2. : Ha, hamaar master hai.

M. : Dekh nambar 4 Tor pen?
S1. : Ie tor pen hai?
S2. : Na, hamaar pen na he, hamaar gharie hai.

C. Djabaab: Na, aapke na he, hamaar hai / Na, tor.....na he,
hamaar..... hai.

Master djie: Dekh nambar 1 Ie hamaar pen hai.
Student : Na, aapke pen na he, hamaar pen hai.

M. : Dekh nambar 5 Ie hamaar valies hai.
S. : Na, tor valies na he, hamaar valies hai.

M. : Dekh nambar 6 Ie hamaar japon hai.

M. : Dekh nambar 8 Ie hamaar soth hai.

M. : Dekh nambar 12 Ie hamaar skoel hai.

M. : Dekh nambar 10 Ie hamaar ghar hai.

D. Djabaab: Na, tor..... na he, tor hai / aapke hai.

Master djie: Dekh nambar 2 Ie hamaar pen hai?
Student : Na, tor pen na he, tor potlood hai.
aapke , aapke

M. : Dekh nambar 9 Ie hamaar gharie hai?

M. : Dekh nambar 4 Ie hamaar auto hai?

M. : Dekh nambar 14 Ie hamaar bitia hai?

M. : Dekh nambar 15 Ie hamaar betwa hai?

M. : Dekh nambar 3 Ie hamaar potlood hai?

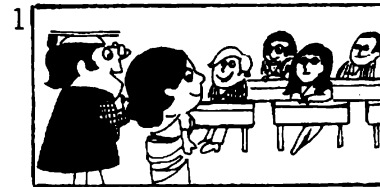
E. Ab master djie aur student apne me batiaahe kie tjhaata miel gail.

Paath 3

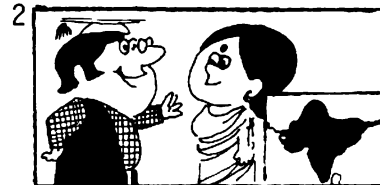
A. Thiekse soen aur bol: o,oe

gos	dhowe	hamlog	gos
log	thora	ekgo	log
rodj	lot <u>a</u>	doeigo	djhor
djhor	gobhie	tanko	djoen
Tjhot <u>u</u>	topie	ekko	rodj
boedh	doekaan	soeroedj	djoelai
doer	djoelai	bahoet	djhoera
djoen	djhoera	saaboen	thora
thoek	boedjha	bandoek	toekra
koetjh	toekra	koekroe	boedjha

B. Master djie: Namaste djie
 Studentwan : Namaste master djie



M. Ie hai koemaarie Indra
 Ie ek nawa student hai
 Hindostaan des ke



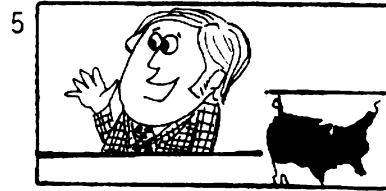
M. Indra ie hai Roy
 Demerara ke
 Roy Namaste djie



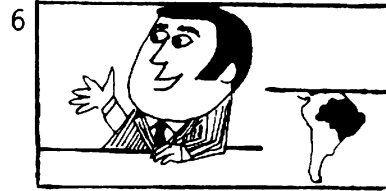
M. Aur ie hai Sarina
 Malai des ke
 Sarina Salaam waleikoem



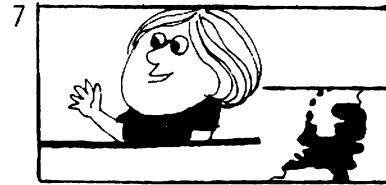
M. Aur ie hai John
Amerika ke
John Namaste dje



M. Aur ie hai Paul
Brasiel des ke
Paul Namaste dje

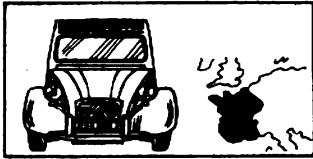


M. Aur ie hai Annie
Holland ke
Annie Namaste dje



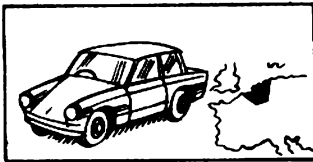
C. Ie hai, des ke.
Phierse bol:

10



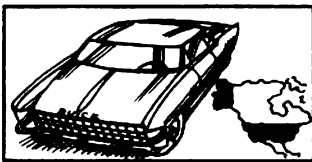
Ie Citroën hai, Frans des ke.

12



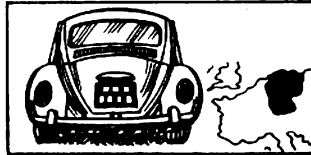
Ie Daf hai, Holland des ke.

14



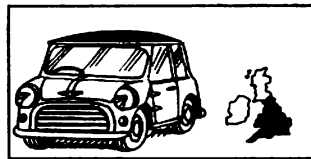
Ie Buick hai, Amerika des ke.

11



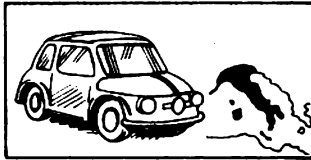
Ie Volkswagen hai, Djarman des ke.

13



Ie Morris hai, Iengalan des ke.

15



Ie Fiat hai, Ietalian des ke.

D. Djaise Hindostanilogan bolehe

- Nambar 10 Ie gaarie kaun banaawat hai?
 Ie hai Citroën, Frans des ke banaawat hai.
- Nambar 11 Ie gaarie kaun banaawat hai?
 Ie hai Volkswagen, Djarman des ke banaawat hai.
- Nambar 12 Ie gaarie kaun banaawat hai?
 Ie hai Daf, Holland des ke banaawat hai.
- Nambar 13 Ie gaarie kaun banaawat hai?
 Ie hai Morris, Iengalan des ke banaawat hai.
- Nambar 14 Ie gaarie kaun banaawat hai?
 Ie hai Buick, Amerika des ke banaawat hai.
- Nambar 15 Ie gaarie kaun banaawat hai?
 Ie hai Fiat, Ietalian des ke banaawat hai.

E. Liekhe ke paath

1. Liekh paath 3B ekaad dafe iemla khaatien.
2. Baat ke tjalán: Ie hai Indra. Hindostaan / (Demerara)

*Indra Demerara des ke hai?
Na, Demerara des ke na he, Hindostaan des ke hai.*

Ie hai Citroën. Frans/ (Djarman)

*Ie auto Djarman des ke banaawat hai?
Na, Djarman des ke banaawat na he, Frans des ke banaawat hai.*

Ab toe apne se liekh:

Ie hai Roy/Guyana/(Indonesia)

Volkswagen/Djarman/(Frans)

Sarina/Malai des/(Amerika)

Daf/Holland/(Iengalan)

John/Amerika/(Brasiel)

Morris/Iengalan/(Ietalian)

Paul/Brasiel/(Amerika)

Fiat/Ietalian/(Holland)

Annie/Holland/(Malai des)

Buick/Amerika/(Djarman)

Baattjiet karna Paath 3

A. Djabaab: Na,des ke na he,..... des ke hai.

Master djie: Indra Demerara des ke hai?

Student : Na, Demerara des ke na he, Hindostaan des ke hai.

M. : Sarina Holland des ke hai?

S. : Na, Holland des ke na he, Malai des ke hai.

M. : Roy Amerika des ke hai?

S. : Na, Amerika des ke na he, Demerara des ke hai.

M. : Paul Hindostaan des ke hai?

S. : Na, Hindostaan des ke na he, Brasiel des ke hai.

M. : John Brasiel des ke hai?

S. : Na, Brasiel des ke na he, Amerika des ke hai.

M. : Annie Malai des ke hai?

S. : Na, Malai des ke na he, Holland des ke hai.

B. Master djie aur student Indra ke tjien pahietjaan kare hai.

C. Djabaab:..... des ke banaawat hai.

Master djie: Dekh nambar 10 Ie auto kaun des ke banaawat hai?

Student : Frans des ke banaawat hai.

M. : Dekh nambar 11 Ie auto kaun des ke banaawat hai?

S. : Djarman des ke banaawat hai.

M. : Dekh nambar 12 Ie auto kaun des kē banaawat hai?

S. : Holland des ke banaawat hai.

M. :Dekh nomor 13 Ie auto kaun des ke banaawat hai?

S. : Iengalan des ke banaawat hai.

M. :Dekh nomor 14 Ie auto kaun des ke banaawat hai?

S. : Amerika des ke banaawat hai.

M. :Dekh nomor 15 Ie auto kaun des ke banaawat hai?

S. : Ietalian des ke banaawat hai.

D. Djabaab:hai;des ke banaawat hai.

Master djie :Dekh nomor 10 Ie gaarie kaun banaawat hai?

Student : Citroën hai; Frans des ke banaawat hai.

M. :Dekh nomor 12 Ie gaarie kaun banaawat hai?

S. : Daf hai; Holland des ke banaawat hai.

M. :Dekh nomor 15 Ie gaarie kaun banaawat hai?

S. : Fiat hai; Ietalian des ke banaawat hai.

M. :Dekh nomor 11 Ie gaarie kaun banaawat hai?

S. : Volkswagen hai; Djarman des ke banaawat hai.

M. :Dekh nomor 14 Ie gaarie kaun banaawat hai?

S. : Buick hai; Amerika des ke banaawat hai.

M. :Dekh nomor 13 Ie gaarie kaun banaawat hai?

S. : Morris hai; Iengalan des ke banaawat hai.

E. Ab student poetjhe hai A, C aur D, master djie djabaab dewe hai.

F. Djabaab: Na,.....des ke banaawat na he,.....des ke banaawat hai.

Master djie: Dekh nomor 10 Ie hai Citroën, Djarman des ke banaawat hai.

Student : Na, Djarman des ke banaawat na he, Frans des ke banaawat hai.

M. : Dekh nomor 11 Ie hai Volkswagen, Holland des ke banaawat hai.

Na, Holland des ke banaawat na he, Djarman des ke banaawat hai.

M. : Dekh nomor 12 Ie hai Daf, Iengalan des ke banaawat hai.

S. : Na, Iengalan des ke banaawat na he, Holland des ke banaawat hai.

M. : Dekh nomor 13 Ie hai Morris, Amerika des ke banaawat hai.

S. : Na, Amerika des ke banaawat na he, Iengalan des ke banaawat hai.

M. : Dekh nomor 14 Ie hai Buick, Ietalian des ke banaawat hai.

S. : Na, Ietalian des ke banaawat na he, Amerika des ke banaawat hai.

M. : Dekh nomor 15 Ie hai Fiat, Brasiel des ke banaawat hai.

S. : Na, Brasiel des ke banaawat na he, Ietalian des ke banaawat hai.

Paath 4

A. Thiekse soen aur bol: ai, aai, au, oi

ail	hawaai	aur	hoi
bhail	djaai	nauw	koi
gail	nahaai	sauw	oisne
hai	bhoelaai	tjaur	oisahie
kait	maai	kaun	hoiga

oei, ai-aai, aai-ai, ai-oi, oi-ai

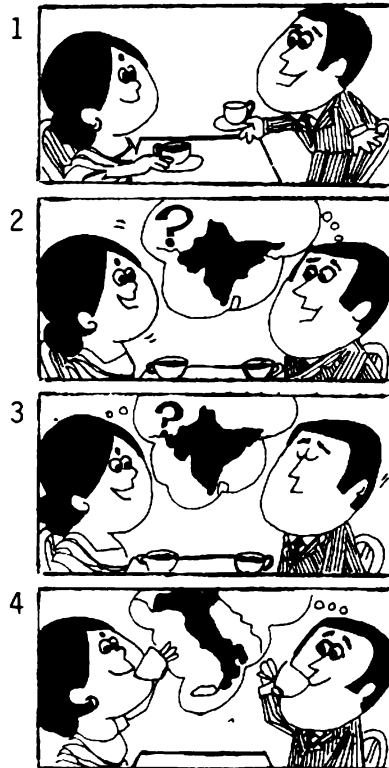
doei	kait	maai	hai	oisahie
roei	hai	hawaai	hoi	oisne
soei	nahaai	gail	bhail	aisne
doeigo	ail	djaai	ail	hoi
roeike	bhail	bhoelaai	kait	hoiga

B. Paul Ham ek nawa student hai
Hamaar naam Paul hai
Indra Aur hamaar naam Indra hai

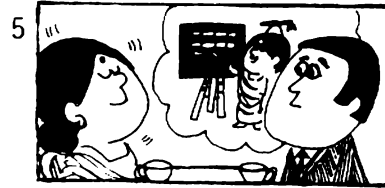
P. Toe India se aawe hai?
I. Ha, ham India se aaila

I. Aur toe bhie India ke baate?
P. Na, ham India ke na baatie

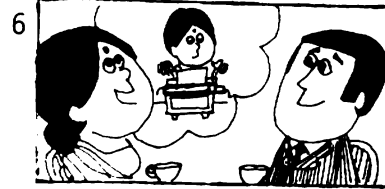
I. Tab kaun des se toe aawehe?
P. Ham Brasiel se aaila.



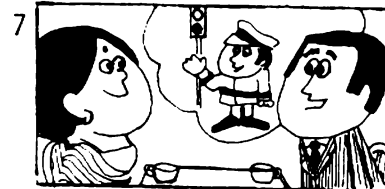
P. Toe masterien baate?
 I. Na, ham masterien na baatie



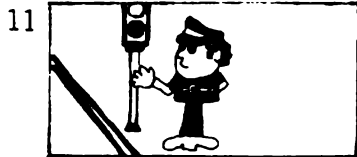
P. Tab kaun kaam toe kare hai?
 I. Ham typiste hai



I. Aur toe kaun kaam kare hai?
 P. Ham siepaahie baatie



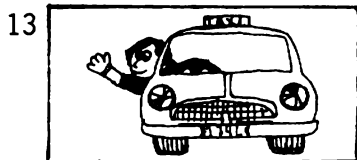
C. Toe kaun kaam kare hai?
 Phierse bol:



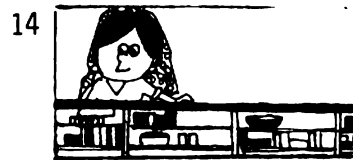
11 Ham siepaahie baatie.



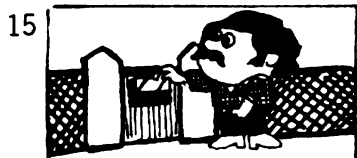
12 Ham aurat siepaahie baatie.



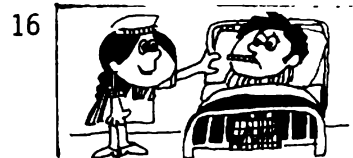
13 Ham taxi wala baatie.



14 Ham doekandarien baatie.



15 Ham tjiethie wala baatie.



16 Ham zuster baatie.



17 Ham monteur baatie.



18 Ham barbier baatie.

19

Ham ghar ke aurat baatie.

20

Ham doedh wala baatie.

D. Djaise Hindostanilogan bolehe

- Nambar 11 Oe barbier hai, kie siepaahie?
Oe barbier na he, siepaahie hai.
- Nambar 12 Oe aurat siepaahie hai, kie zuster?
Oe zuster na he, aurat siepaahie hai.
- Nambar 13 Oe taxi wala hai, kie monteur?
Oe monteur na he, taxi wala hai.
- Nambar 14 Oe doekandarien hai, kie ghar ke aurat?
Oe ghar ke aurat na he, doekandarien hai.
- Nambar 15 Oe doedh wala hai, kie tjiethie wala?
Oe doedh wala na he, tjiethie wala hai.
- Nambar 16 Oe zuster hai, kie doekandarien?
Oe doekandarien na he, zuster hai.
- Nambar 17 Oe monteur hai, kie siepaahie?
Oe siepaahie na he, monteur hai.
- Nambar 18 Oe barbier hai, kie taxi wala?
Oe taxi wala na he, barbier hai.
- Nambar 19 Oe aurat siepaahie hai, kie ghar ke aurat?
Oe aurat siepaahie na he, ghar ke aurat hai.

Nambar 20 Oe tjiethie wala hai, kie doedh wala?
Oe tjiethie wala na he, doedh wala hai.

E. Liekhe ke paath

1. Liekh Paath 4 B, iemla khaatien.

2. Khaalie djagha me liekh: hai, baatie, baate

Hamaar naam Indra	Okar naam Paul
Ham Indra	Oe Paul
Ham ek nawa student	Oe ek nawa student

Tor naam Annie	Hamaar naam Roy
Toe Annie	Ham Roy
Toe ek nawa student	Ham ek nawa student

3. Baat ke tjalan: typiste

Oe kaun kaam kare hai?

Oe typiste hai?

Ha, oe typiste hai.

Ab toe apne se liekh:

1. siepaahie
2. aurat siepaahie
3. taxi wala
4. doekandaar
5. doekandarien
6. zuster
7. barbier
8. ghar ke aurat
9. doedh wala
10. tjiethie wala

Baattjiet karna Paath 4

A. Master djie: Indra Hindostaan des ke hai?'

Student : Ha, Hindostaan des ke hai..

M. : Paul bhie Hindostaan des ke hai?'

S. : Na, oe Hindostaan des ke na hai..

M. : Oe Brasiel des ke hai?

S. : Ha, oe Brasiel des ke hai.

M. : Iendra masterien hai?

S. : Na, masterien na hai.

M. : Typiste hai?

S. : Ha, typiste hai.

M. : Aur kaun kaam Paul kare hai?

S. : Oe siepaahie hai.

B. Master djie: Indra India se aawehe?

Student : Ha, India se aawehe.

M. : Paul bhie India se aawehe?

S. : Na, oe India se na aawehe.

M. : Tab oe kaun des se aawehe?

S. : Brasiel des se aawehe.

C. Master djie: Indra Hindostaan des se aawehe, kie Brasiel se?

Student : Oe Brasiel des se na aawehe, Hindostaan se.

M. : Paul Brasiel des se aawehe, kie Hindostaan se?

S. : Oe Hindostaan des se na aawehe, Brasiel se.

M. : Indra Hindostaan des ke hai, kie Brasiel ke?

S. : Oe Brasiel des ke na he, Hindostaan ke hai.

M. : Paul bhie Hindostaan des ke hai, kie Brasiel ke?

S. : Oe Hindostaan des ke na he, Brasiel ke hai.

D. Master djie: Toe Indra baate.

Toe India se aawehe?

Student : Ha, ham India se aaila.

M. : Toe Paul baate. Toe bhie India se aawehe?

S. : Na, ham India se na aaila.

M. : Tab toe kaun des se aawehe?

S. : Ham Brasiel des se aaila.

E. Master djie: Ham Indra baatie.

Ham Hindostaan des se aaila, kie Brasiel se?

Student : Toe Brasiel se na aawehe, toe Hindostaan se aawe hai.

M. : Ham Paul baatie. Ham Brasiel des se aaila, kie
Hindostaan se?

S. : Toe Hindostaan se na aawehe, toe Brasiel se aawe hai.

M. : Ham Indra baatie. Ham Hindostaan des ke hai, kie
Brasiel ke?

S. : Toe Brasiel des ke na he, toe Hindostaan ke hai.

M. : Ham Paul baatie. Ham Brasiel des ke hai, kie Hindostaan ke?

S. : Toe Hindostaan des ke na he, toe Brasiel ke hai.

F. Ab student poetjhe hai D aur E, master djie djabaab dewe hai.

G. Dekh "Djaise H. bolehe" (paath 4)

Master djie: Dekh nomor 11 Oe kaun kaam kare hai?

Student : Oe siepaahie hai.

M. : Dekh nomor 13, 15, 17, 19 Oe kaun kaam kare hai?

S. : Oe.....

Ab student poetjhehe nomor 12, 14, 16, 18, 20 Oe kaun kaam kare hai?

Master djie djabaab dewehe.

H. Master djie: Dekh nomor 11 Ham siepaahie hai, kie taxi wala?

Student : Toe taxi wala na he, siepaahie hai.

M. : Dekh nomor 13 Ham taxi wala hai, kie tjiethie wala?

S. : Toe tjiethie wala na he, taxi wala hai.

M. : Dekh nomor 15 Ham tjiethie wala hai, kie monteur?

S. : Toe monteur na he, tjiethie wala hai.

M. : Dekh nomor 17 Ham monteur hai, kie doedh wala?

S. : Toe doedh wala na he, monteur hai.

M. : Dekh nomor 19 Ham ghar ke aurat hai, kie aurat siepaahie?

S. : Toe aurat siepaahie na he, ghar ke aurat hai.

Ab student poetjhe hai:

Dekh nomor 12 Ham aurat siepaahie hai, kie doekandarien?
Master djie: Toe doekandarien na he, aurat siepaahie hai.

S. :Dekh nomor 14 Ham doekandarien hai, kie zuster?
M. : Toe zuster na he, doekandarien hai.

S. :Dekh nomor 16 Ham zuster hai, kie ghar ke aurat?
M. : Toe ghar ke aurat na he, zuster hai.

S. :Dekh nomor 18 Ham barbier hai, kie siepaahie?
M. : Toe siepaahie na he, barbier hai.

S. :Dekh nomor 20 Ham doedh wala hai, kie taxi wala?
M. : Toe taxi wala na he, doedh wala hai.

I. Master djie:Dekh nomor 12 Ham doekandarien baatie, kie aurat siepaahie?
Student : Toe doekandarien na baate, aurat siepaahie baate.

M. :Dekh nomor 14 Ham zuster baatie, kie doekandarien?
S. : Toe zuster na baate, doekandarien baate.

M. :Dekh nomor 16 Ham ghar ke aurat baatie, kie zuster?
S. : Toe ghar ke aurat na baate, zuster baate.

M. :Dekh nomor 18 Ham siepaahie baatie, kie barbier?
S. : Toesiepaahie na baate, barbier baate.

M. :Dekh nomor 20 Ham taxi wala baatie, kie doedh wala?
S. : Toe taxi wala na baate, doedh wala baate.

Ab student poetjhe hai:

Dekh nambar 11 Ham taxi wala baatie, kie siepaahie?
Master djie: Toe taxi wala na baate, siepaahie baate.

S. :Dekh nambar 13 Ham tjiethie wala baatie, kie taxi wala?
M. : Toe tjiethie wala na baate, taxi wala baate.

S. :Dekh nambar 15 Ham monteur baatie, kie tjiethie wala?
M. : Toe monteur na baate, tjiethie wala baate.

S. :Dekh nambar 17 Ham doedh wala baatie, kie monteur?
M. : Toe doedh wala na baate, monteur baate.

S. :Dekh nambar 19 Ham ghar ke aurat baatie, kie zuster?
M. : Toe zuster na baate, ghar ke aurat baate.

J. Master djie aur student Indra aur Paul hai, aur apne me tjien pahietjaan kare hai.

Paath 5

A. Thiekse soen aur bol: dh, d

dhanbaad
dhanie
dhar
dhiere
dhowe

dhanbaad
dhanie
dhar
diedie
dhiere

daam
das
dhar
diedie
doer

aadha
ie dhar
oe dhar
andha

aadha
daada
ie dhar
oe dhar

badaam
daada
oe dhar
daadie

madh
boedh
doedh
madh

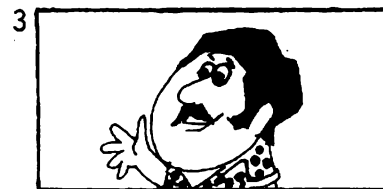
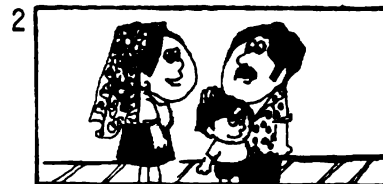
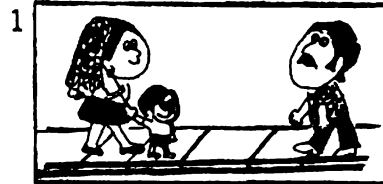
madh
boedh
amroed
doedh

baad
ekaad
doedh
amroed

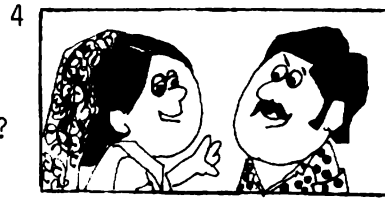
B. Bhajoe ke baap: Moenna ke maai, namaste.
Moenna ke maai: Bhajoe ke baap, namaste..

Bh.ke b. : Kaise baate?
M. ke m. : Ham bahoet attjha baatie
Aur toe?

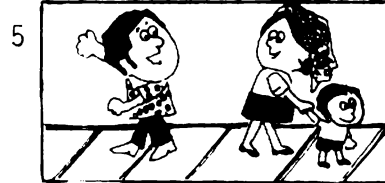
Bh.ke b. : Ham bhie attjha baatie.



Bh.ke b. : Tor ghar wala kaise hai?
 M. ke m. : Oe attjha hai.
 Aur tor ghar walie kaise hai?
 Bh.ke b. : Ohoe bhie attjha hai.



Bh.ke b. : Attjha, namaste, ab ham
 djaaila.
 Ham khoesie baatie kie ham
 toke bhetaai gailie.



M. ke m. : Ham bhie khoesie baatie.
 Attjha, ham tjalie. Namaste.

Moesalmanlogan ke moelakaat:

Nausad ke baap: Farida ke maai, salaam waleikoem.

Farida ke maai: Nausad ke baap, waleikoem salaam.

Nausad ke baap: Attjha, a sala waleikoem, ab ham djaaila.

Ham khoesie baatie kie ham toke bhetaai gailie.

Farida ke maai: Ham bhie khoesie baatie.

Attjha, ham tjalie. Waleikoem salaam.

C. Dekh!

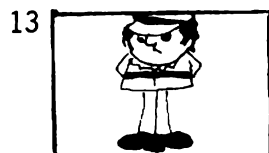
Phierse bol:



Oe mard mota hai.



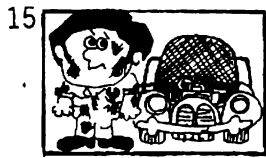
Oe aurat paatar hai.



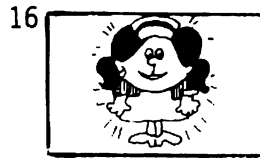
Oe siepaahie lamba hai.



Oe siepaahie aurat naata hai.



Oe monteur mail hai.



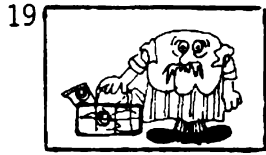
Oe zuster safa hai.



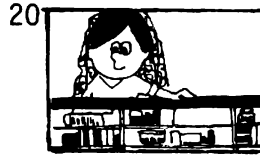
Bhajo ke baap ke garam
lage hai.



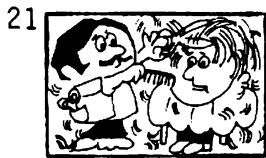
Bhajo ke maai ke thandha
lage hai.



Oe doedh wala boerhwa hai.



Oe doekandarien djawaan hai.



Oe barbier phoert hai.



Oe ghar ke aurat alsie hai.

D. Djaise Hindostanilogan bolehe:

Nambar 11 Ie mard mota hai, kie paatar?
Oe paatar na he, mota hai.

Nambar 12 Ie aurat paatar hai, kie mota?
Oe mota na he, paatar hai.

Nambar 13 Ie siepaahie lamba hai, kie nata?
Oe nata na he, lamba hai.

Nambar 14 Ie siepaahie aurat nata hai, kie lamba?
Oe lamba na he, nata hai.

- Nambar 15 Ie monteur mail hai, kie safa?
Oe safa na he, mail hai.
- Nambar 16 Ie zuster safa hai, kie mail?
Oe mail na he, safa hai.
- Nambar 17 Bhajoe ke baap ke garam lage hai, kie thandha?
Oke thandha na lagehe, garam lage hai.
- Nambar 18 Bhajoe ke maai ke thandha lage hai, kie garam?
Oke garam na lagehe, thandha lage hai.
- Nambar 19 Ie doedh wala boerhwa hai, kie djawaan?
Oe djawaan na he, boerhwa hai.
- Nambar 20 Ie doekandarien djawaan hai, kie boerhia?
Oe boerhia na he, djawaan hai.
- Nambar 21 Ie barbier phoert hai, kie alsie?
Oe alsie na he, phoert hai.
- Nambar 22 Ie ghar ke aurat alsie hai, kie phoert?
Oe phoert na he, alsie hai.

E. Liekhe ke paath

- Liekh paath 5B iemla khaatien.
- Khaalie djagha me liekh : na, hai, aaila, aawehe, se, hamaar, nawa
(Na dekh paath 4)

Ham ek student
 naam Roy
 Salaam waleikoem.
 Aur naam Sarina

Toe Indonesia aawehe?

Ha, ham Indonesia

Aur toe bhie Indonesia

Na, ham Indonesia

Tab kaun des toe?

Ham Guyana

3. Baat ke tjalan : mard / mota / (paatar)

Ie mard mota hai, kie paatar?

Oe paatar na he, mota hai.

Ab toe apne se liekh:

1. aurat / paatar / (mota)
2. monteur / mail / (safa)
3. Bhajoe ke baap / garam / (thandha)
4. doedh wala / boerhwa / (djawaan)
5. siepaahie / lamba / (nata)
6. ghar ke aurat / alsie / (phoert)
7. Farida / piaas / (bhoekh)
8. Indra / thandha / (garam)
9. Roy / bhoekh / (piaas)
10. barbier / phoert / (alsie)

Baattjiet karna Paath 5

A. Master djie aur student apne me batiaahe Paath 5B, Hindoe ke rakam aur Moesalman ke rakan.

B. Master djie: Dekh nambar 11 Ie mard paatar hai?

Student : Na, oe paatar na hai.

Master djie: Oe mota hai?

Student : Ha, mota hai.

M. : Dekh nambar 13 Ie siepaahie naata hai?

S. : Na, oe naata na hai.

M. : Oe lamba hai?

S. : Ha, lamba hai.

M. : Dekh nambar 15 Ie monteur safa hai?

S. : Na, oe safa na hai.

M. : Oe mail hai?

S. : Ha, mail hai.

M. : Dekh nambar 17 Bhajoe ke baap ke thandha lage hai?

S. : Na, oke thandha na lage hai.

M. : Oke garam lage hai?

S. : Ha, garam lage hai.

M. : Dekh nambar 19 Ie doedh wala djawaan hai?

S. : Na, oe djawaan na hai.

M. : Oe boerhwa hai?

S. : Ha, boerhwa hai.

M. : Dekh nambar 21 Ie barbier alsie hai?

S. : Na, oe alsie na hai.

M. : Oe phoert hai?

S. : Ha, phoert hai.

Ab student poetjhe hai:

Dekh nambar 12 Ie aurat mota hai?

Master djie: Na, oe mota na hai.

S. : Oe paatar hai?

M. : Ha, paatar hai.

S. : Dekh nambar 14 Ie siepaahie aurat lamba hai?

M. : Na, oe lamba na hai.

S. : Oe nata hai?

M. : Ha, nata hai.

S. : Dekh nambar 16 Ie zuster mail hai?

M. : Na, oe mail na hai.

S. : Oe safa hai?

M. : Ha, safa hai.

S. : Dekh nambar 18 Bhajoe ke maai ke garam lage hai?

M. : Na, oke garam na lage hai.

S. : Oke thandha lage hai?

M. : Ha, thandha lage hai.

S. : Dekh nambar 20 Ie doekandarien boerhia hai?

M. : Na, oe boerhia na hai.

S. : Oe djawaan hai?

M. : Ha, djawaan hai.

S. : Dekh nambar 22 Ie ghar ke aurat phoert hai?

M. : Na, oe phoert na hai.

S. : Oe alsie hai?

M. : Ha, alsie hai.

C. Master djie: Dekh nambar 12 Ie aurat mota hai?

Student : Na, mota na hai.

Master djie: Paatar hai?

Student : Ha, paatar hai.

M. :Dekh nomor 14 Ie siepaahie aurat lamba hai?
S. : Na, lamba na hai.
M. : Naata hai?
S. : Ha, naata hai.

M. :Dekh nomor 16 Ie zuster mail hai?
S. : Na, mail na hai.
M. : Safa hai?
S. : Ha, safa hai.

M. :Dekh nomor 18 Bhajoe ke maai ke garam lage hai?
S. : Na, garam na lage hai.
M. : Thandha lage hai?
S. : Ha, thandha lage hai.

M. :Dekh nomor 20 Ie doekandarien boerhia hai?
S. : Na, boerhia na hai.
M. : Djawaan hai?
S. : Ha, djawaan hai.

M. :Dekh nomor 22 Ie ghar ke aurat phoert hai?
S. : Na, phoert na hai.
M. : Alsie hai?
S. : Ha, alsie hai.

Ab student poetjhehe :

Dekh nomor 11 Ie mard paatar hai?
Master djie: Na, paatar na hai.
S. : Mota hai?
M. : Ha, mota hai.

S. :Dekh nomor 13 Ie siepaahie naata hai?
M. : Na, naata na hai.
S. : Lamba hai?
M. : Ha, lamba hai.

S. :Dekh nambar 15 Ie monteur safa hai?

M. : Na, safa na hai.

S. : Mail hai?

M. : Ha, mail hai.

S. :Dekh nambar 17 Bhajoe ke baap ke thandha lage hai?

M. : Na, thandha na lage hai.

S. : Garam lage hai?

M. : Ha, garam lage hai.

S. :Dekh nambar 19 Ie doedh wala djawaan hai?

M. : Na, djawaan na hai.

S. : Boerhwa hai?

M. : Ha, boerhwa hai.

S. :Dekh nambar 21 Ie barbier alsie hai?

M. : Na, alsie na hai.

S. : Phoert hai?

M. : Ha, phoert hai.

D. Djabaab: Ha, hamhai./ Na, ham na hai.

Master djie student se poetjhehe: Toe mota, lamba, nata, paatar,
mail, safa, djawaan, boerhwa/boerhia
phoert, alsie hai?

E. Djabaab: Ha, hamke lagehe / Na, hamke na lagehe

Master djie: Toke piaas lagehe?

Toke bhoekh lagehe?

Toke garam lagehe?

Toke thandha lagehe?

Djabaab: Hamke na lagehe, hamke lagehe.

Master djie: Toke piaas lagehe kie bhoekh?
Toke garam lagehe kie thandha?

Ab student poetjhehe E, master djie pahiele bolehe: piaas, bhoekh,
garam, thandha aur djabaab dewehe.

F. Ab master djie poetjhehe "Djaise Hindostanilogan bolehe" Paath 5D,
student khaalie tjhaapa dekhehe aur djabaab dewehe.
Tab student poetjhehe ohie sawaal, aur master djie djabaab dewehe.

G. Djabaab: Ham na he, hamhai.

Master djie: Toe lamba hai, kie nata?
Toe mail hai, kie safa?
Toe phoert hai, kie alsie?
Toe mota hai, kie paatar?
Toe boerhwa/boerhia hai, kie djawaan?

Student poetjhehe ie sawaal, master djie djabaab dewehe.

Paath 6

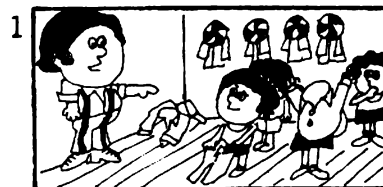
A. Thiekse soen aur bol: doesar ("retroflex") d, dh

<u>daam</u>	<u>dar</u>	daam
<u>diebba</u>	<u>diebba</u>	<u>daam</u>
<u>danda</u>	diedie	das
<u>danthie</u>	<u>danda</u>	diedie
<u>dar</u>	<u>danthie</u>	doer

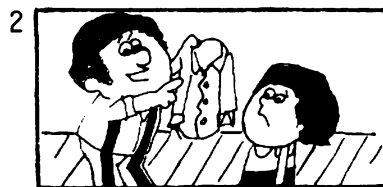
<u>haddie</u>	<u>haddie</u>	badaam
na <u>dera</u>	daadie	daada
<u>danda</u>	<u>danda</u>	na <u>dera</u>
<u>haddie</u>	na <u>dera</u>	daadie

<u>dhapna</u>	<u>dhapna</u>	dhanbaad
<u>dhakele</u>	<u>dhiel</u>	dhanie
<u>dhiel</u>	dhiere	<u>dhiel</u>
<u>dholak</u>	<u>dholak</u>	dhiere

B. Master djie: Ie kekar soth hai?



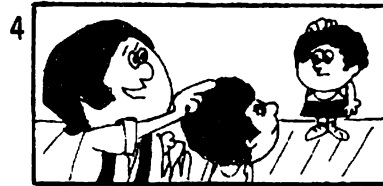
Master djie: Faroek, ie tor soth hai?
Faroek : Na, hamaar soth na hai.



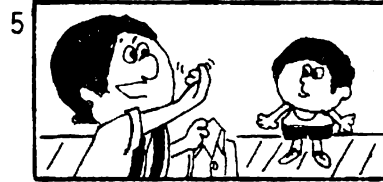
Ie hamaar hai.
Hamaar soth blauw hai.



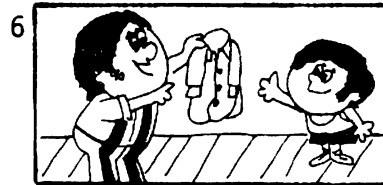
Master djie: Ie Tjhot ke soth hai?
 Faroek : Hamre djaan.
 Tjhot ke soth oedjar hai.



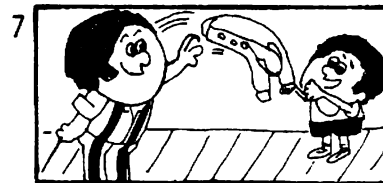
Master djie: Tjhot!
 Tjhot : Ha, ka raha?



Master djie: Ie tor soth hai?
 Tjhot : Ha, hamaar hai.



Master djie: Attjha.
 Ha, le!
 Tjhot : Soekoeria!



Master djie ke tjaahie student se bole ke kie Paath 6 ke tjaapa se Paath 9 ke talak kaun rang dewal djaathe. Student ke tjaahie ie tjaapa aapan boek me rang dewe ke, ie paath thiekse siekhe khaat.

C. Ie kekar hai?

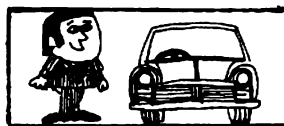
Phierse bol:

22



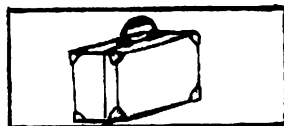
Indra ke taas

23



Paul ke auto

24



Sita ke valies

25



Bhajoe ke baap ke tjhaata

26



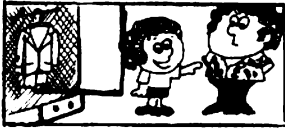
Okar betwa ke pen

27



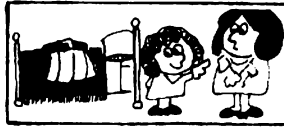
Okar bietia ke japon

28



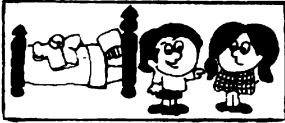
Okar baap ke kapra

29



Okar maai ke lahanga

30



Okar bahien ke bloes

31



Okar bhaai ke daas

D. Djaise Hindostanilogan bolehe:

Nambar 22 Ie kekar taas hai, Indra ke kie Sita ke?
Sita ke na he, Indra ke hai.

Nambar 23 Ie kekar auto hai, Paul ke kie Bhajoe ke baap ke?
Bhajoe ke baap ke na he, Paul ke hai.

Nambar 24 Ie kekar valies hai, Sita ke kie Indra ke?
Indra ke na he, Sita ke hai.

Nambar 25 Ie kekar tjhaata hai, Bhajoe ke baap ke kie Paul ke?
Paul ke na he, Bhajoe ke baap ke hai.

Nambar 26 Ie kekar pen hai, okre betwa ke kie bietia ke?
Okre bietia ke na he, okre betwa ke hai.

Nambar 27 Ie kekar japon hai, okre bietia ke kie bahien ke?
Okre bahien ke na he, okre bietia ke hai.

Nambar 28 Ie kekar kapra hai, okre bhaai ke kie baap ke?
Okre bhaai ke na he, okre baap ke hai.

Ab toe apne se liekh:

- | | |
|--------------------------------|----------------------------------|
| 1. potlood / Sarina | 2. daas / tor bhaai |
| 3. taas / Indra | 4. bloes / okar bahien |
| 5. auto / Paul | 6. lahanga / hamaar maai |
| 7. valies / Sita | 8. kap <u>r</u> a / tor baap |
| 9. tjhaata / Bhajoe ke
baap | 10. japon / okar bi <u>e</u> tia |

Baattjiet karna Paath 6

A. Master djie: Faroek ke soth oedjar hai?

Student : Na, oedjar na hai.

M. : Tjhot ke soth oedjar hai?

S. : Ha, oedjar hai.

M. : Tjhot ke soth blauw hai?

S. : Na, blauw na hai.

M. : Faroek ke soth blauw hai?

S. : Ha, blauw hai.

M. : Oedjar soth Faroek ke hai?

S. : Na, Faroek ke na hai.

M. : Oedjar soth Tjhot ke hai?

S. : Ha, Tjhot ke hai.

M. : Blauw soth Tjhot ke hai?

S. : Na, Tjhot ke na hai.

M. : Blauw soth Faroek ke hai?

S. : Ha, Faroek ke hai.

B. Master djie aur student apne me batiaahe Paath 6B

"Ie kekar soth hai?"

C. Master djie: Dekh nambar 26 Kekar ie pen hai?

Student : Okre betwa ke hai.

M. : Dekh nambar 22 Kekar ie taas hai?

S. : Indra ke hai.

M. : Dekh nambar 25 Kekar ie tjhaata hai?

S. : Bhajoe ke baap ke hai.

- M. : Dekh nambar 23 Kekar ie auto hai?
S. : Paul ke hai.
- M. : Dekh nambar 24 Kekar ie valies hai?
S. : Sita ke hai.
- M. : Dekh nambar 27 Kekar ie japon hai?
S. : Okre bitia ke hai.

Ab student poetjhehe nambar 28, 29, 30, 31.

- D. Master djie: Dekh nambar 27 Kekar japon ie hai?
Student : Ie okre bitia ke hai.
- M. : Dekh nambar 28 Kekar kapra ie hai?
S. : Ie okre baap ke hai.
- M. : Dekh nambar 29 Kekar lahanga ie hai?
S. : Ie okre maai ke hai.
- M. : Dekh nambar 30 Kekar bloes ie hai?
S. : Ie okre bahien ke hai.
- M. : Dekh nambar 31 Kekar daas ie hai?
S. : Ie okre bhaai ke hai.

Ab student poetjhehe nambar 22, 23, 24, 25, 26.

- E. Ab tjhaapa wala aadmie student hai.
Master djie: Dekh nambar 22 Ie kekar taas hai?
Student : Hamaar hai.
- Master djie bhie poetjhehe nambar 23, 24, 25.

Master djie: Dekh nambar 26 Ie kekar pen hai?

Student : Hamre betwa ke hai.

Master djie bhie poetjhehe nambar 27, 28, 29, 30, 31.

- F. Ab master djie poetjhehe Paath 6D "Djaise Hindostanilogan bolehe",
nambar 23, 25, 27, 28, 29, aur student poetjhehe nambar 22, 24, 26,
30, 31.

G. Master djie: Dekh nambar 22: Ie tor taas hai?

Student : Na, hamaar na hai.

Master djie: Tab ie kekar hai?

Student : Indra ke hai.

M. : Dekh nambar 23: Ie tor auto hai?

S. : Na, hamaar na hai.

M. : Tab ie kekar hai?

S. : Paul ke hai.

M. : Dekh nambar 26: Ie tor betwa ke pen hai?

S. : Na, hamaar betwa ke na hai.

M. : Tab ie kekar hai?

S. : Okar betwa ke hai.

M. : Dekh nambar 28: Ie tor baap ke kapra hai?

S. : Na, hamaar baap ke na hai.

M. : Tab ie kekar hai?

S. : Okar baap ke hai.

M. : Dekh nambar 30 Ie tor bahienke bloes hai?

S. : Na, hamaar bahien ke na hai.

M. : Tab ie kekar hai?

S. : Okar bahien ke hai.

M. : Dekh nambar 24: Ie tor valies hai?
S. : Na, hamaar na hai.
M. : Tab ie kekar hai?
S. : Sita ke hai.

M. : Dekh nambar 25: Ie tor tjhaata hai?
S. : Na, hamaar na hai.
M. : Tab ie kekar hai?
S. : Bhajoe ke baap ke hai.

M. : Dekh nambar 27 Ie tor bietia ke japon hai?
S. : Na, hamaar bietia ke na hai.
M. : Tab ie kekar hai?
S. : Okar bietia ke hai.

M. : Dekh nambar 29 Ie tor maai ke lahanga hai?
S. : Na, hamaar maai ke na hai.
M. : Tab ie kekar hai?
S. : Okar maai ke hai.

M. : Dekh nambar 31 Ie tor bhaai ke daas hai?
S. : Na, hamaar bhaai ke na hai.
M. : Tab ie kekar hai?
S. : Okar bhaai ke hai.

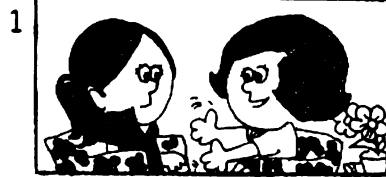
Paath 7

A. Thiekse soen aur bol: dj, djh

dja	djhare	dja	djhare
djie	djharge	djie	djhoera
djorse	djhienga	djhor	djoelai
djoelai	djhor	djorse	djhienga
djoen	djhoera	djoen	djhor
hadjaar	samdjhe	hadjaar	samdjhe
diedjieje	sandjha	diedjieje	sandjha
kiedjieje	boedjha	oedjar	hadjaar
oedjar	boedjhaunie	boedjha	boedjha
aadj	boedjh	aadj	boedjh
tjiedj	samadjh	samaadjh	samadjh
soeroedj	samaadjh	tjiedj	djahaadj
rodj	boedjh	rodj	samaadjh

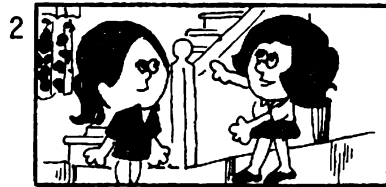
B. Sriematie Dewpal : Kaun rang ke tor nauka japon hai?

Sriematie Soebhag: Hariar hai.



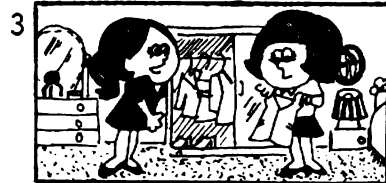
Sriematie Soebhag: Aaw tjalie dja oepar dekhe.

Sriematie Dewpal : Tjalie dja.



Sriematie Soebhag: Dekh, hia hai!

Sriematie Dewpal : Ie to bahoet barhia japon hai.



Khoeb dekh nauk hai!

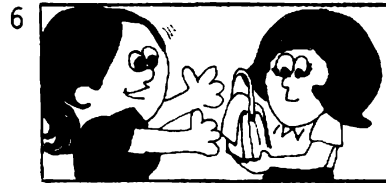
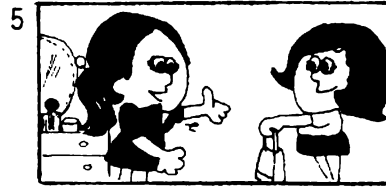
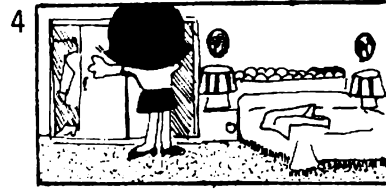
Sriematie Soebhag: Hamke nawa taas bhie
hai.

Sriematie Dewpal : Oe kaun rang ke hai?

Sriematie Soebhag: Ohie rang ke hai.

: Ohoe hariar hai.

Sriematie Dewpal : Ie to bahoet biesaal taas
hai.



C. Kaun rang?

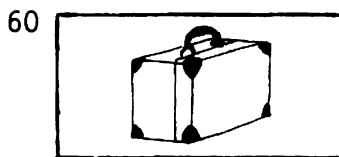
Phierse bol:



tjhaata - karia



soth - oedjar



valies - bruin



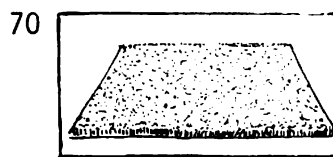
bloes - piejar



auto - blauw



japon - matmail

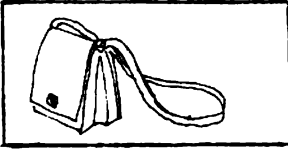


mat - laal



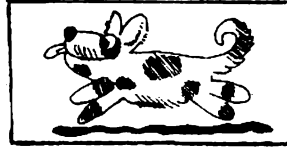
daas - piejartjhauw

100



taas- hariar

101



koetta - bruin aur oedjar

D. Djaise Hindostanilogan bolehe:

Nambar 20 Bhajoe ke baap ke tjhaata oedjar hai kie karia?
Oedjar na he, karia hai.

Nambar 30 Paul ke auto karia hai kie blauw?
Karia na he, blauw hai.

Nambar 40 Tjhot ke soth matmail hai kie oedjar?
Matmail na he, oedjar hai.

Nambar 50 Sita ke japon laal hai kie matmail?
Laal na he, matmail hai.

Nambar 60 Okar valies bruin hai kie laal?
Laal na he, bruin hai.

Nambar 70 Sriematie Dewpal ke mat laal hai kie piejar?
Piejar na he, laal hai.

Nambar 80 Sriematie Soebhag ke bloes piejar hai kie matmail?
Matmail na he, piejar hai.

Nambar 90 Okar daas laal hai kie piejartjhauw?
Laal na he, piejartjhauw hai.

Nambar 100 Sriematie Soebhag ke taas oedjar hai kie hariar?
Oedjar na he, hariar hai.

Nambar 101 Bhajoe ke maai ke koetta matmail aur karia hai kie bruin aur
oedjar?
Matmail aur karia na he, bruin aur oedjar hai.

E. Liekhe ke paath

1. Liekh Paath 7B iemla khaatien.
2. Baat ke tjalan: a. Ie hai Sita. b. Ie okar taas hai.
c. *Ie Sita ke taas hai.*

Ab toe apne se banaaw c :

- | | |
|------------------------------|-------------------------|
| a. Ie hai Paul. | b. Ie okar auto hai. |
| a. Ie hai sriematie Soebhag. | b. Ie okar japon hai. |
| a. Ie hai hamaar baap. | b. Ie okar kapra hai. |
| a. Ie hai Bhajoe ke baap. | b. Ie okar koetta hai. |
| a. Ie hai okar bietia. | b. Ie okar tjhaata hai. |

3. Baat ke tjalan: Bhajoe ke baap / tjhaata / karia
*Kaun rang ke Bhajoe ke baap ke tjhaata hai?
Karia hai.*

Ab toe apne se liekh: 1. Tjhot / soth / oedjar

2. Indra / japon / matmail
3. Sriematie Dewpal / mat / laal
4. Oe / daas / piejartjhauw
5. Sriematie Soebhag / taas / hariar
6. Sita / koetta / bruin aur oedjar
7. Toe / pen / hariar
8. Tjhot ke bhaai / kapra / matmail
9. Faroek ke maai / bloes / piejar
10. Tor bietia / lahanga / blauw

Baattjiet karna Paath 7

- A. Master djie: Kaun rang ke sriematie Soebhag ke bloes hai?
Student : Piejar hai.
M. : Kaun rang ke okar lahanga hai?
S. : Matmail hai.
M. : Kaun rang ke sriematie Dewpal ke japon hai?
S. : Blauw hai.
M. : Kaun rang ke sriematie Soebhag ke mat hai?
S. : Laal hai.
M. : Kaun rang ke okar nauka japon hai?
S. : Hariar hai.

Ab student poetjhehe A. aur master djie djabaab dewehe.

-
- B. Master djie: Sriematie Soebhag ke japon piejar hai?
Student : Na, piejar na hai.
Master djie: Hariar hai?
Student : Ha, hariar hai.
- M. : Okar nawa taas bhie hariar hai?
S. : Ha, hariar hai.
- M. : Sriematie Soebhag ke bloes hariar hai?
S. : Na, hariar na hai.
M. : Piejar hai?
S. : Ha, piejar hai.
- M. : Okar lahanga bhie piejar hai?
S. : Na, piejar na hai.
M. : Matmail hai?
S. : Ha, matmail hai.

M. : Okar mat laal hai?
S. : Ha, laal hai.

M. : Sriematie Dewpal ke japon laal hai?
S. : Na, laal na hai.
M. : Blauw hai?
S. : Ha, blauw hai.

M. : Sriematie Soebhag ke nawa taas bhie blauw hai?
S. : Na, blauw na hai.
M. : Hariar hai?
S. : Ha, hariar hai.

C. Master djie: Kaun rang ke sriematie Soebhag ke nauka japon hai?

Student : Hariar hai.

Master djie: Kekar japon hariar hai?

Student : Sriematie Soebhag ke.

M. : Kaun rang ke sriematie Dewpal ke japon hai?

S. : Blauw hai.

M. : Kekar japon blauw hai?

S. : Sriematie Dewpal ke.

M. : Kaun rang ke sriematie Soebhag ke mat hai?

S. : Laal hai.

M. : Kekar mat laal hai?

S. : Sriematie Soebhag ke.

M. : Kaun rang ke okar bloes hai?

S. : Piejar hai.

M. : Kekar bloes piejar hai?

S. : Sriematie Soebhag ke.

M. : Kaun rang ke okar lahanga hai?

S. : Matmail hai.

M. : Kekar lahanga matmail hai?

S. : Sriematie Soebhag ke.

Ab student poetjhehe C aur master djie djabaab dewehe.

D. Master djie aur student apne me batiaahe Paath 7B

"Kaun rangke tor nauka japon hai?"

E. Master djie: Dekh nambar 100 Sriematie Soebhag ke taas laal hai?

Student : Na, laal na he, hariar hai.

M. : Dekh nambar 60 Okar valies karia hai?

S. : Na, karia na he, bruin hai.

M. : Dekh nambar 20 Bhajoe ke baap ke tjhaata oedjar hai?

S. : Na, oedjar na he, karia hai.

M. : Dekh nambar 101 Bhajoe ke maai ke koetta karia aur matmail
hai?

S. : Na, karia aur matmail na he, bruin aur
oedjar hai.

M. : Dekh nambar 30 Paul ke auto laal hai?

S. : Na, laal na he, blauw hai.

F. Student : Dekh nambar 40 Tjhot ke soth matmail hai?

M. : Na, matmail na he, oedjar hai.

Student : Dekh nambar 50 Sita ke japon piejartjhauw hai?

M. : Na, piejartjhauw na he, matmail hai.

Student : Dekh nambar 70 Sriematie Dewpal ke mat piêjar hai?

M. : Na, piejar na he, laal hai.

Student : Dekh nambar 80 Sriematie Soebhag ke bloes hariartjhauw hai?

M. : Na, hariartjhauw na he, piejar hai.

Student : Dekh nambar 90 Okar daas laal hai?

M. : Na, laal na he, piejartjhauw hai.

G. Ab master djie poetjhehe Paath 7D "Djaise Hindostanilogan bolehe"
sab nambar, aur student djabaab dewehe.

Paath 8

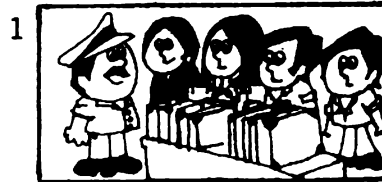
A. Thiekse soen aur bol: th, t

thak	thak	tab
thora	tab	tien
thoek	thora	thora
than	thoek	tor

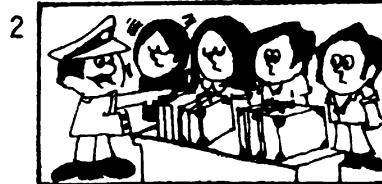
hathaurie	hathaurie	tieta
sathwa	tieta	tjautha
tjautha	sathwa	paatar
maatha	maatha	oe taas

haath	haath	saat
saath	saat	haath
haath	saath	aurat
saath	haath	bahoet

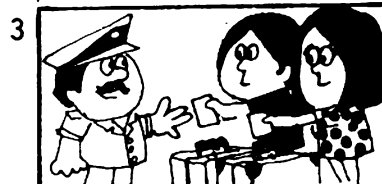
B. Douane : Toelogan Damra ke baate?
 Larkian : Djie na, hamlogan hoewa ke na baatie.
 Hamlogan Sarnaam ke baatie.



D. : Toeloganke sanghatian bhie Sarnaam ke hai?
 L. : Djie na, oelogan hoewa ke na baate.
 Oelogan Panama ke hai.



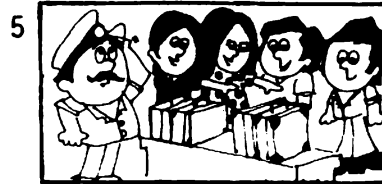
D. : Toeloganke paspoort kaha hai?
 L. : Hia hai, liedjieje.



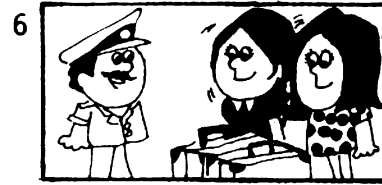
D. : Iesab toeloganke valies hai?
 L. : Djie na, oesab hamloganke na hai.



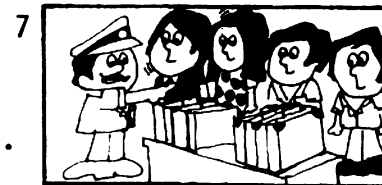
D. : Hamloganke valies bruin hai.
 L. : Hia hai sab.



D. : Toelogan pardesie baate?
 L. : Djie ha, hamlogan pardesie baatie.



D. : Toeloganke sanghatian bhie pardesie hai?
 L. : Djie ha, ohoelogan pardesie hai.

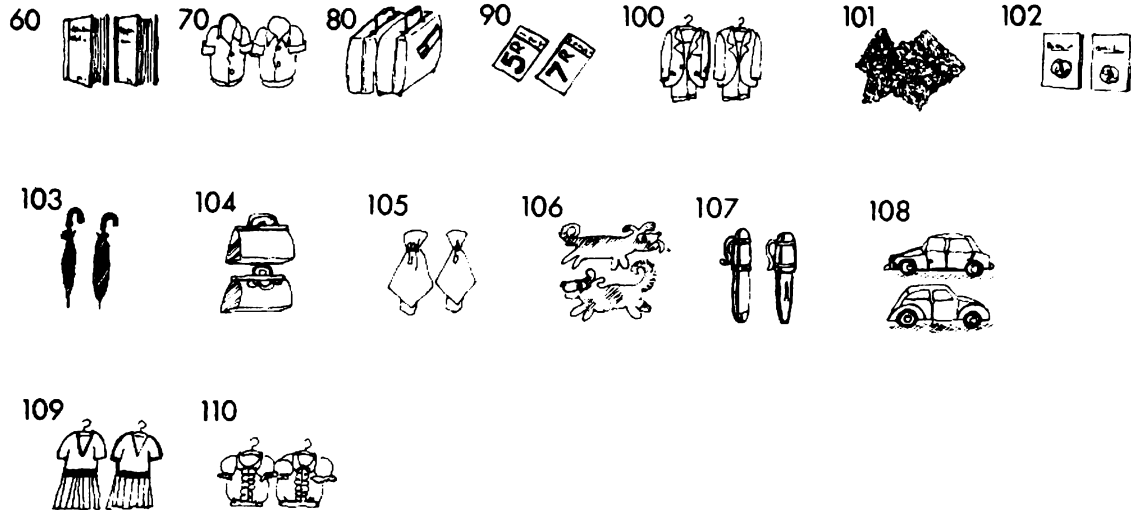


D. : Tab thiek hai.
 L. : Bahoet dhanbaad.



C. Iesab toeloganke hai?

Phierse bol:



- 60 Iesab toeloganke boek hai?
- 70 Iesab toeloganke soth hai?
- 80 Iesab toeloganke valies hai?
- 90 Iesab toeloganke tiekat hai?
- 100 Iesab toeloganke kapra hai?
- 101 Iesab toeloganke orhnie hai?
- 102 Iesab toeloganke paspoort hai?
- 103 Iesab toeloganke tjhaata hai?
- 104 Iesab toeloganke taas hai?
- 105 Iesab toeloganke daas hai?
- 106 Iesab toeloganke koetta hai?
- 107 Iesab toeloganke pen hai?
- 108 Iesab toeloganke auto hai?
- 109 Iesab toeloganke japon hai?
- 110 Iesab toeloganke bloes hai?

D. Djaise Hindostanilogan bolehe

Nambar 60 Toeloganke boek blauw hai kie laal?
Hamloganke boek blauw na he, laal hai.

Nambar 70 Toeloganke soth oedjar hai kie matmail?
Hamloganke soth matmail na he, oedjar hai.

- Nambar 80 Toeloganke valies blauw hai kie bruin?
Hamloganke valies blauw na he, bruin hai.
- Nambar 90 Toeloganke tiekat piejar hai kie blauw?
Hamloganke tiekat blauw na he, piejar hai.
- Nambar 100 Toeloganke kapra karia aur matmail hai kie blauw?
Hamloganke kapra karia aur matmail na he, blauw hai.
- Nambar 101 Toeloganke orhnie karia hai kie oedjar?
Hamloganke orhnie karia na he, oedjar hai.
- Nambar 102 Toeloganke paspoort hariar hai kie karia?
Hamloganke paspoort karia na he, hariar hai.
- Nambar 103 Toeloganke tjhaata karia hai kie oedjar?
Hamloganke tjhaata oedjar na he, karia hai.
- Nambar 104 Toeloganke taas oedjar hai kie piejartjhauw?
Hamloganke taas piejartjhauw na he, oedjar hai.
- Nambar 105 Toeloganke daas piejartjhauw hai kie bruin aur oedjar?
Hamloganke daas bruin aur oedjar na he, piejartjhauw hai.
- Nambar 106 Toeloganke koetta bruin aur oedjar hai kie karia?
Hamloganke koetta karia na he, bruin aur oedjar hai.
- Nambar 107 Toeloganke pen laal hai kie blauw?
Hamloganke pen laal na he, blauw hai.
- Nambar 108 Toeloganke auto laal hai kie hariar?
Hamloganke auto hariar na he, laal hai.
- Nambar 109 Toeloganke japon hariar hai kie piejar?
Hamloganke japon piejar na he, hariar hai.
- Nambar 110 Toeloganke bloes laal hai kie piejar?
Hamloganke bloes laal na he, piejar hai.

E. Liekhe he paath

1. Liekh paath 8B iemla khaatien.

2. Khaalie djagha me liekh: hamlogan, hamloganke, toeloganke, ke,
hai, baatie, baate aur djie

Toelogan Guyana.....baate?

Djie na,hoewa..... na.....

Hamlogan Sarnaam

Toelogan paspoort kaha?

Hia, liedjieje.

Iesabvalies hai?

.....na, oesab hamloganke na.....

.....valies karia

Hiasab.

Toelogan pardesie?

.....ha, pardesie

Tab thiek

3. Baat ke tjalán: Poestak/laal

Kaun rang ke toeloganke poestak hai?

Hamloganke poestak laal hai.

Ab toe apne se liekh:

1. bloes/piejar

2. soth/oedjar

3. japon/hariar

4. tiekat/piejar

5. auto/laal

6. kapra/blauw

7. orhnie/oedjar

8. koetta/bruin aur oedjar

9. daas/piejartjhauw

10. tjhaata/karia

- A. Master djie: Larkian Damra ke baate?
Student : Djie na, oelogan hoewa ke na baate.
M. : Oeloganke sanghatian Brasiel ke hai?
S. : Djie na, oelogan hoewa ke na hai.
M. : Oelogan Damra ke hai?
S. : Djie na, oelogan hoewa ke na hai.
M. : Oelogan Panama ke baate?
S. : Djie ha, oelogan hoewa ke baate.
M. : Larkian Sarnaam ke baate?
S. : Djie ha, oelogan Sarnaam ke baate.
- B. Master djie: Larkian Damra ke baate kie Sarnaam ke?
Student : Oelogan Damra ke na baate, Sarnaam ke hai.
M. : Oeloganke sanghatian Brasiel ke hai, kie Panama ke?
S. : Oelogan Brasiel ke na he, Panama ke hai.
- C. Master djie: Kaun des se larkian aawehe?
Student : Oelogan Sarnaam se aawehe.
M. : Kaun rang ke oeloganke valies hai?
S. : Oeloganke valies bruin hai.
M. : Kaun des se oeloganke sanghatian aawehe?
S. : Oelogan Panama se aawehe.
M. : Kaun rang ke oeloganke valies hai?
S. : Oeloganke valies blauw hai.
M. : Kaun rang ke larkian ke paspoort hai?
S. : Oeloganke paspoort hariar hai.
M. : Kaun rangke douane ke topie hai?
S. : Okar topie blauw hai?
M. : Okar kapra bhie blauw hai?
S. : Djie ha, okar kapra bhie blauw hai.

D. Master djie aur student apne me batiaahe Paath 8B.

E. Master djie: Dekh nambar 60 Iesab toeloganke poestak hai?

Student : Djie ha, hamloganke hai.

Master djie: Kaun rang ke toeloganke poestak hai?

Student : Hamloganke poestak laal hai.

M. : Dekh nambar 80 Iesab toeloganke valies hai?

S. : Djie ha, hamloganke hai.

M. : Kaun rang ke toeloganke valies hai?

S. : Hamloganke valies bruin hai.

M. : Dekh nambar 106 Iesab toeloganke koetta hai?

S. : Djie ha, hamloganke hai.

M. : Kaun rang ke toeloganke koetta hai?

S. : Hamloganke koetta bruin aur oedjar hai.

M. : Dekh nambar 102 Iesab toeloganke paspoort hai?

S. : Djie ha, hamloganke hai.

M. : Kaun rang ke toeloganke paspoort hai.

S. : Hamloganke paspoort hariar hai.

M. : Dekh nambar 110 Iesab toeloganke bloes hai?

S. : Djie ha, hamloganke hai.

M. : Kaun rang ke toeloganke bloes hai?

S. : Hamloganke bloes piejar hai.

M. : Dekh nambar 100 Iesab toeloganke kapra hai?

S. : Ha, hamloganke hai.

M. : Kaun rang ke toeloganke kapra hai?

S. : Hamloganke kapra blauw hai.

Ab student poetjhehe nambar 70, 90, 101, 103, 104, 105, 107, 108, 109.

F. Ab master djie poetjhehe Paath 8D "Djaise Hindostanilogan bolehe",
nambar 60, 80, 100, 102, 104, 106, 108, 110, aur student djabaab dewehe.
Student poetjhehe nambar 70, 90, 101, 103, 105, 107, 109.

Paath 9

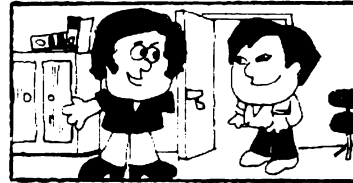
A. Thiekse soen aur bol: doesar ("retroflex") t

<u>t</u> ien	<u>t</u> ien	tanko
<u>t</u> opie	tien	<u>t</u> ien
<u>t</u> iekat	<u>t</u> iekat	tera
<u>t</u> apoe	<u>t</u> opie	tohaar

ka <u>t</u> e	na <u>t</u> a	paatar
lo <u>t</u> a	naata	tjhota
na <u>t</u> a	lo <u>t</u> a	satra
tja <u>t</u> iela	tja <u>t</u> iela	tieta

ka <u>t</u>	tja <u>t</u>	raat
tja <u>t</u>	ka <u>t</u>	kh <u>t</u>
bo <u>t</u>	raat	ro <u>t</u>
ro <u>t</u>	bo <u>t</u>	bho <u>t</u>

B. Sriemaan Soebhag: Aaike hamloganke aadmie se ¹
 bhet moelakaat kar lew.
 Sriemaan Dewpal : Djie ha, ekdam.



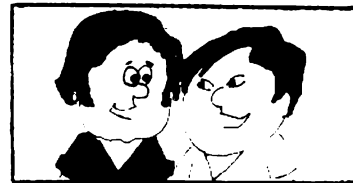
S. : Ie hai koemaarie Tewarie aur oe hai koemaarie Dhanie. ²

D. : Namaste djie.



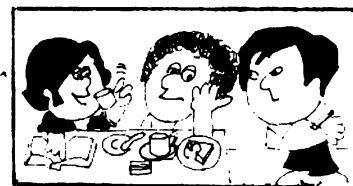
D. : Iesab khoeb dekhnauk larkie hai. ³
 Kaun kaam sabhan kare hai?

S. : Iesab typiste hai.



S. : Ie hai sriemaan Anand aur oe hai sriemaan Ashok. ⁴

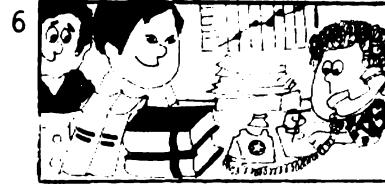
D. : Namaste djie.



D. : Iesabhanke bahoet kaam na hai kare ke.
 Kaun kaam sabhan kare hai?
 S. : Kantoro me.
 Sabhan bahoet alsie hai.



D. : Aur oe kaun nauw djawaan hai?
 S. : Oe Moenieram hai.
 Hamloganke kantoro ke sab se nauw
 djawaan kamkarta ohie hai.



C. Dekh iesab!
 Phierse bol:

100



klerk

200



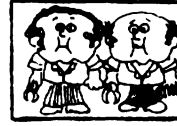
typiste

300



monteur

400



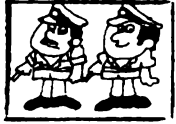
barbier

500



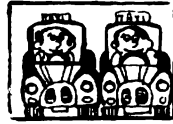
adiehapak

600



douane

700



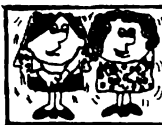
taxi wala

800



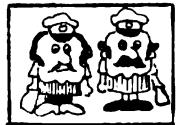
zuster

900



ghar ke
aurat

1000



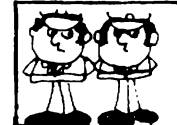
doedh wala

1001



postbode

1002



siepaahie

1003



siepaahie aurat

D. Djaise Hindostanilogan bolehe

- Nambar 100 Dekh oe manaian ke.
Oesab monteur baate kie klerk?
Oesab monteur na baate, klerk baate.
- Nambar 200 Dekh oe larkian ke.
Oesab typiste baate kie ghar ke aurat?
Oesab ghar ke aurat na he, typiste hai.
- Nambar 300 Dekh oe manaian ke.
Oesab taxi wala baate kie monteur?
Oesab taxi wala na baate, monteur hai.
- Nambar 400 Dekh oe manaian ke.
Oesab douane baate kie barbier?
Oesab douane na he, barbier hai.
- Nambar 500 Dekh oe manaian ke.
Oesab taxi wala baate kie adiehapak?
Oesab taxi wala na he, adiehapak hai.
- Nambar 600 Dekh oe manaian ke.
Oesab siepaahie baate kie douane?
Oesab siepaahie na he, douane hai.
- Nambar 700 Dekh oe aadmian ke.
Oesab klerk baate kie taxi wala?
Oesab klerk na he, taxi wala hai.
- Nambar 800 Dekh oe larkian ke.
Oesab zuster hai kie doekandarien?
Oesab doekandarien na he, zuster hai.
- Nambar 900 Dekh oe auratian ke.
Oesab ghar ke aurat hai kie siepaahie aurat?
Oesab siepaahie aurat na he, ghar ke aurat hai.
- Nambar 1000 Dekh oe manaian ke.
Oesab doedhwala baate kie siepaahie?
Oesab siepaahie na he, doedhwala hai.

Nambar 1001 Dekh oe manaian ke.

Oesab postbode baate kie doedhwala?

Oesab doedhwala na he, postbode hai.

Nambar 1002 Dekh oe aadmian ke.

Oesab siepaahie hai kie postbode?

Oesab postbode na he, siepaahie hai.

Nambar 1003 Dekh oe auratian ke.

Oesab ghar ke aurat hai kie siepaahie aurat?

Oesab ghar ke aurat na he, siepaahie aurat hai.

E. Liekhe ke paath

1. Liekh paath 9B iemla khaatien.

2. Khaalie djagha me liekh: oe, hamlog, hamlogan, iesab, iesabhan,
oesab, oesabhan.

Ie larkian phoert hai.

.....typiste baate.

Hamloganke naam Indra aur Sita hai.

.....Sarnaam ke hai.

Moenieram sab se nauw djawaan kamkarta hai.

.....phoert hai.

Dekh koemaarie Tewarie ke aur koemaarie Dhanie ke.

.....khoeb dekhnauk larkie hai.

Sriemaan Anand aur sriemaan Ashok klerk baate.

.....bahoet alsie hai.

3. Baat ke tjalan: Iesab (monteur)/ klerk hai

Kaun kaam sabhan kare hai?

Iesab monteur hai?

Na, iesab monteur na he, klerk hai.

Ab toe apne se liekh: Iesab (postbode)/doedh wala hai
Iesab (aurat siepaahie)/doekandarien hai
Iesab (typiste)/ghar ke aurat hai
Iesab (douane)/siepaahie hai
Iesab (barbier)/taxi wala hai
Iesab (adiehapak)/douane hai
Iesab (doekandarien)/siepaahie aurat hai
Iesab (doedh wala)/adiehapak hai
Iesab (ghar ke aurat)/masterien hai
Iesab (student)/siepaahie hai

Baattjiet karna Paath 9

A. Master djie: Koemaarie Tewarie aur koemaarie Dhanie doekandarien hai?

Student : Na, oesab doekandarien na hai.

M. : Oesab typiste hai?

S. : Ha, oesab typiste hai.

M. : Oesabhan khoeb dekhnauk hai?

S. : Ha, oesabhan khoeb dekhnauk hai.

M. : Sriemaan Anand aur sriemaan Ashok douane baate?

S. : Na, oesab douane na baate.

M. : Oesab klerk baate?

S. : Ha, oesab klerk baate.

M. : Oesabhan bahoet alsie hai?

S. : Ha, oesabhan bahoet alsie hai.

M. : Koemaarie Tewarie aur koemaarie Dhanie doekandarien hai,
kie typiste?

S. : Oesabhan doekandarien na he, typiste hai.

M. : Sriemaan Anand aur sriemaan Ashok douane baate kie klerk?

S. : Oesabhan douane na baate, klerk baate.

M. : Moenieram student hai, kie sab se nauw djawaan kamkarta?

S. : Oe student na he, sab se nauw djawaan kamkarta hai.

M. : Oe phoert hai, kie alsie?

S. : Alsie na he, phoert hai.

B. Master djie: Kaun rang ke sriemaan Dewpal ke kapra hai?

Student : Okar kapra blauw hai.

M. : Kaun rang ke larkian ke japon hai?

S. : Oesabhanke japon laal hai aur blauw hai.

M. : Kaun kaam larkian kare hai?

S. : Oesabhan typiste hai.

M. : Kaun kaam oe aadmian kare hai?
S. : Kantoro me.
M. : Oesabhan phoert hai kie alsie?
S. : Oesabhan bahoet alsie hai.

C. Master djie aur student apne me batiaahe Paath 9B "Bhet moelakaat kar
lewe"

D. Master djie: Dekh nambar 100 Ie aadmian barbier hai?

Student : Na, iesab barbier na hai.

M. : Iesab klerk baate?

S. : Ha, klerk baate.

M. : Dekh nambar 300 Ie aadmian douane hai?

S. : Na, iesab douane na hai.

M. : Iesab monteur baate?

S. : Ha, monteur baate.

M. : Dekh nambar 500 Ie manaian siepaahie hai?

S. : Na, iesab siepaahie na hai.

M. : Iesab adiehapak baate?

S. : Ha, adiehapak baate.

M. : Dekh nambar 700 Ie manaian postbode hai?

S. : Na, iesab postbode na hai.

M. : Iesab taxi wala baate?

S. : Ha, taxi wala baate.

M. : Dekh nambar 900 Ie auratian zuster hai?

S. : Na, iesab zuster na hai.

M. : Iesab ghar ke aurat baate?

S. : Ha, ghar ke aurat baate.

M. : Dekh nambar 1001 Ie aadmian monteur hai?

S. : Na, iesab monteur na hai.

M. : Iesab postbode baate?

S. : Ha, postbode baate.

M. : Dekh nambar 1003 Ie auratian ghar ke aurat hai?

S. : Na, iesab ghar ke aurat na hai.

M. : Iesab aurat siepaahie baate?

S. : Ha, aurat siepaahie baate.

Ab student poetjhe hai:

Dekh nambar 200 Ie auratian siepaahie aurat hai?

Master djie: Na, iesab siepaahie aurat na hai.

S. : Iesab typiste baate?

M. : Ha, typiste baate.

S. : Dekh nambar 400 Ie aadmian klerk hai?

M. : Na, iesab klerk na hai.

S. : Iesab barbier baate?

M. : Ha, barbier baate.

S. : Dekh nambar 600 Ie manaian monteur hai?

M. : Na, iesab monteur na hai.

S. : Iesab douane baate?

M. : Ha, douane baate.

S. : Dekh nambar 800 Ie auratian typiste hai?

M. : Na, iesab typiste na hai.

S. : Iesab zuster baate?

M. : Ha, zuster baate.

S. : Dekh nambar 1000 Ie aadmian siepaahie hai?

M. : Na, iesab siepaahie na hai.

S. : Iesab doedh wala baate?

M. : Ha, doedh wala baate.

S. : Dekh nambar 1002 Ie aadmian doedh wala hai?
M. : Na, iesab doedh wala na hai.
S. : Iesab siepaahie baate?
M. : Ha, siepaahie baate.

E. Master djie ab poetjhehe "Djaise Hindostanilogan bolehe" (Paath 9D)
nambar 200, 400, 600, 800, 1000, 1002.
Student poetjhehe nambar 100, 300, 500, 700, 900, 1001, 1003.

F. Master djie: Nambar 100 Dekh iesab! Kaun kaam sabhan kare hai?
Student : Iesab klerk hai.

M. : Nambar 300 Dekh iesab! Kaun kaam sabhan kare hai?
S. : Iesab monteur hai.

M. : Nambar 500 Dekh iesab! Kaun kaam sabhan kare hai?
S. : Iesab adiehapak hai.

M. : Nambar 700 Dekh iesab! Kaun kaam sabhan kare hai?
S. : Iesab taxi wala hai.

M. : Nambar 900 Dekh iesab! Kaun kaam sabhan kare hai?
S. : Iesab ghar ke aurat hai.

Ab student poetjhehe: Dekh iesab! Kaun kaam sabhan kare hai? nambar
1001, 1003, 200, 400, 600.

G. Master djie: Nambar 200 Ie auratian typiste hai.
Iesabhan phoert hai, kie alsie?
Student : Alsie na he, phoert hai.

- M. : Nomor 400 Ie aadmian barbier hai.
Iesabhan mota hai, kie paatar?
- S. : Paatar na he, mota hai.
- M. : Nomor 600 Ie manaian douane hai.
Iesabhan mail hai kie safa?
- S. : Mail na he, safa hai.
- M. : Nomor 800 Ie larkian zuster hai.
Iesabhan djawaan hai, kie boerhia?
- S. : Boerhia na he, djawaan hai.
- M. : Nomor 1000 Ie aadmian doedh wala hai.
Iesabhan boerhwa hai, kie djawaan?
- S. : Djawaan na he, boerhwa hai.
- Student : Nomor 1002 Ie manaian siepaahie hai.
Iesabhan lamba hai, kie naata?
- Master djie: Naata na he, lamba hai.
- S. : Nomor 1003 Ie auratian siepaahie aurat hai.
Iesabhan naata hai, kie lamba?
- M. : Lamba na he, naata hai.
- S. : Nomor 100 Ie aadmian klerk hai.
Iesabhan alsie hai, kie phoert?
- M. : Phoert na he, alsie hai.
- S. : Nomor 300 Ie aadmian monteur hai.
Iesabhan safa hai, kie mail?
- M. : Mail na he, safa hai.

Paath 10

A. Ihiekse soen aur bol doesar ("retroflex") th

<u>th</u> agwa	<u>th</u> agwa	thaa <u>n</u>
<u>th</u> agien	<u>th</u> agien	thaa <u>n</u> a
<u>th</u> and <u>h</u> a	tho <u>r</u> a	<u>th</u> agien
<u>th</u> iek	<u>th</u> iek	tho <u>r</u> a

kath <u>i</u> en	kath <u>i</u> en	maa <u>th</u> a
mi <u>th</u> a	mi <u>th</u> a	mi <u>th</u> a
o <u>th</u> a	tjau <u>th</u> a	saath <u>i</u> e
pe <u>th</u> aawe	o <u>th</u> a	sathau <u>r</u> a
<u>th</u> a <u>th</u> a	<u>th</u> a <u>th</u> a	tjau <u>th</u> a

a <u>th</u>	a <u>th</u>	ha <u>th</u>
la <u>th</u>	la <u>th</u>	sa <u>th</u>
pe <u>th</u>	pe <u>th</u>	so <u>th</u>
sa <u>th</u>	sa <u>th</u>	sa <u>th</u>
so <u>th</u>	sa <u>th</u>	ha <u>th</u>

B. Maai: Ka hai, larkian?

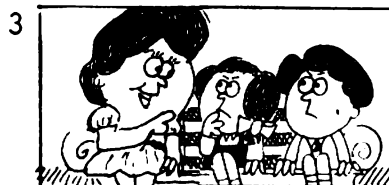
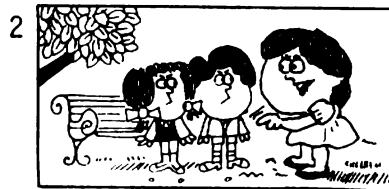
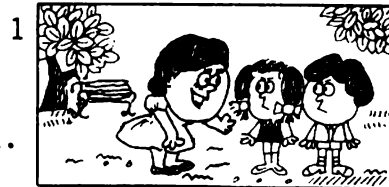
Bietia: Hamlog thak gailie he.

Beta : aur bahoet piaas lagal hai, Ma.

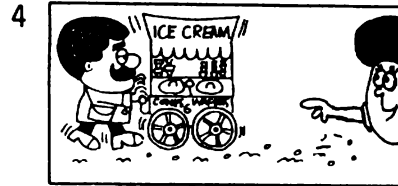
Maai : Hia baitho dja.

Maai : Ab thiek hai?

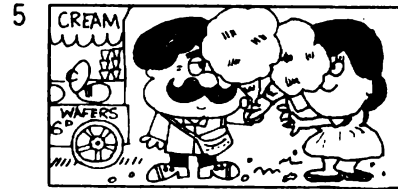
Beta : Abbe na.



Maai : Dekh hoewa!
Ice-cream wala hai.

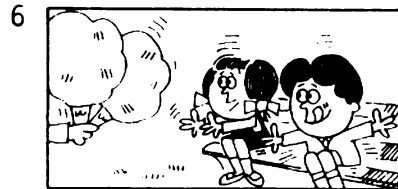


Maai : Doeigo ice-cream, diedjieje.

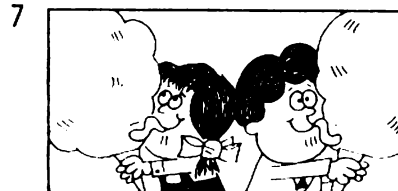


Maai : Le le larkan.

Larkan : Dhanbaad Ma.

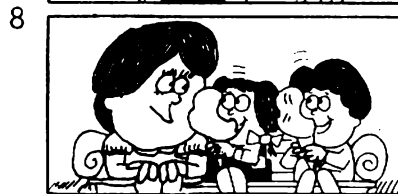


Bietia: Ie ice-cream khoeb attjha lage hai.



Maai : Ab thiek hai?

Larkan : Ha, ab sab thiek hai, Ma!



C. Dekh iesab! Dekh oesabh!

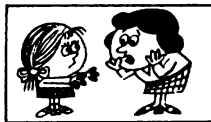
Phierse bol:

105



Iesab safa hai.

106



Oesab mail hai.

217



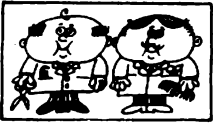
Iesabke garam lage hai.

218



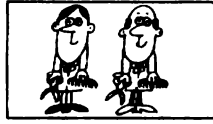
Oesabke thandha lage hai.

321



Iesab mota hai.

322



Oesab doebar hai.

433



Iesab barka hai.

434



Oesab tjhota hai.

545



Iesab khoelal hai.

546



Oesab band hai.

657



Iesab halloek nai.

658



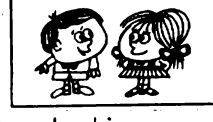
Oesab garhoe hai.

769



Iesab boerhaai gail hai.

770



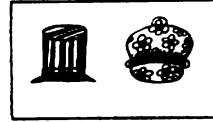
Oesab djawaan hai.

881



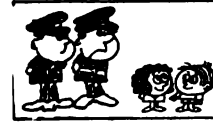
Iesab poeraan hai.

882



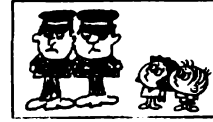
Iesab nawa hai.

998



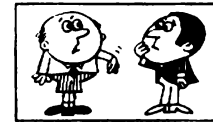
Iesab naata hai.

999



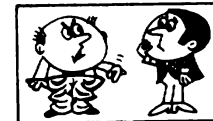
Oesab lamba hai.

1000



Ie tjhota hai.

1001



Oe lamba hai.

D. Djaise Hindostanilogan bolehe

- Nambar 105 Dekh ie londa ke djoetawan. Safa hai kie mail?
Iesab mail na he, safa hai.
- Nambar 106 Dekh oe larkie ke haath. Safa hai kie mail?
Oesab safa na he, mail hai.
- Nambar 217 Dekh ie doenoe postbode ke. Thandha lagehe, kie garam?
Iesabke thandha na lagehe, garam lage hai.
- Nambar 218 Dekh oe doenoe auratian ke. Thandha lagehe, kie garam?
Oesabke garam na lagehe, thandha lage hai.
- Nambar 321 Dekh ie doenoe barbier ke. Doebar baate, kie mota?
Iesab doebar na baate, mota hai.
- Nambar 322 Dekh oe doenoe barbier ke. Doebar baate, kie mota?
Oesab mota na baate, doebar hai.
- Nambar 433 Dekh ie djoetawan. Barka hai, kie tjhota?
Iesab tjhota na he, barka hai.
- Nambar 434 Dekh oe djoetawan. Barka hai, kie tjhota?
Oesab barka na he, tjhota hai.
- Nambar 545 Dekh ie doekanian. Band hai, kie khoelal?
Iesab band na he, khoelal hai.
- Nambar 546 Dekh oe doekanian. Band hai, kie khoelal?
Oesab khoelal na he, band hai.
- Nambar 657 Dekh ie valiesian. Garhoe hai, kie halloek?
Iesab garhoe na he, halloek hai.
- Nambar 658 Dekh oe valiesian. Garhoe hai, kie halloek?
Oesab halloek na he, garhoe hai.
- Nambar 769 Dekh ie doenoe ke. Boerhaai gail hai, kie djawaan hai?
Iesab djawaan na he, boerhaai gail hai.

Nambar 770 Dekh oe doenoe ke. Boerhaa*i* gail hai, kie djawaan hai.

Oesab boerhaa*i* na gail he, djawaan hai.

Nambar 881 Dekh ie doenoe topie. Nawa hai, kie poeraan?

Iesab nawa na he, poeraan hai.

Nambar 882 Dekh oe doenoe topie. Nawa hai, kie poeraan?

Oesab poeraan na he, nawa hai.

Nambar 998 Dekh ie manaian ke. Lamba hai, kie nata?

Iesab lamba na he, nata hai.

Nambar 999 Dekh oe siepahian ke. Lamba hai, kie nata?

Oesab nata na he, lamba hai.

Nambar 1000 Dekh ie paidjamwa. Lamba hai, kie tjhota?

Ie lamba na he, tjhota hai.

Nambar 1001 Dekh oe paidjamwa. Lamba hai, kie tjhota?

Oe tjhota na he, lamba hai.

E. Liekhe ke path

1. Liekh path 10B iemla ke khaatien.

2. Khaalie djagha me liekh: hai, gailie hai, gail hai, lage hai,
lagal hai

Larkan thak

Oe ice-cream wala bahoet alsie

Okar ice-cream khoeb attjha

Ka hai, larkan? Hamlogke bahoet piaas, Ma.

Ka hai, Tjhot? Ham thak, Ma.

3. Baat ke tjan: Ie djoetawan/(mail)/safa

Ie djoetawan mail hai, kie safa?

Iesab mail na he, safa hai.

Ab toe apne se liekh: Oe barbierwan/(mota)/doebar

* Ie larkan/(bhoekh)/piaas

Oe auratan/(boerhaai)/djawaan

Ie taxi wan/(djawaan)/boerhwa

Oe djoetawan/(barka)/tjhota

Ie doekanian/(khoela)/band

Oe valiesan/(garhoe)/halloek

* Ie doedh wan/(garam)/thandha

Oe doenoe siepaahie/(naata)/lamba

Ie topian/(poeraan)/nawa

* Oe larkan/(thandha)/garam

* Ie aadman/(piaas)/bhoekh

*Khjaal kar!

Baattjiet karna Paath 10

- A. Master djie: Ma thak gail hai?
Student : Na, oe na thak gail hai.
M. : Bietia thak gail hai?
S. : Ha, oe thak gail hai.
M. : Ke thak gail hai?
S. : Bietia thak gail hai.
- M. : Beta thak gail hai?
S. : Ha, oe thak gail hai.
M. : Ke thak gail hai?
S. : Beta thak gail hai.
- M. : Ma ke piaas lagal hai?
S. : Na, oke piaas na lagal hai.
M. : Bietia ke piaas lagal hai?
S. : Ha, oke piaas lagal hai.
M. : Ke ke piaas lagal hai?
S. : Bietia ke piaas lagal hai.
M. : Beta ke bhie piaas lagal hai?
S. : Ha, oke bhie piaas lagal hai.
M. : Ke ke bhie piaas lagal hai??
S. : Beta ke bhie piaas lagal hai.
- B. Master djie: Bietia thak gail he, kie oke bahoet piaas lagal he?
Student : Oe thak gail he aur oke bahoet piaas lagal hai.
M. : Beta bhie thak gail he aur oke bhie bahoet piaas lagal he?
S. : Ha, oe bhie thak gail he aur oke bhie bahoet piaas lagal
hai?
- M. : Bietia mail hai, kie safa.
S. : Oe mail na he, safa hai.
M. : Ke safa hai?
S. : Bietia safa hai.
M. : Beta bhie safa hai, kie mail?

S. : Oe mail na he, oe bhie safa hai.
M. : Ke bhie safa hai?
S. : Beta bhie safa hai.
M. : Maa*ii* boerhia hai, kie djawaan?
S. : Oe boerhia na he, djawaan hai.
M. : Ke djawaan hai?
S. : Maa*ii* djawaan hai.
M. : Bietia djawaan hai, kie boerhaa*i* gail hai?
S. : Oe na boerhaa*i* gail he, djawaan hai.
M. : Ke djawaan hai?
S. : Bietia djawaan hai.
M. : Ice-cream wala naata hai, kie lamba?
S. : Oe lamba na he, naata hai.
M. : Ke naata hai?
S. : Ice-cream wala naata hai.

C. Ab master djie aur student apne me batiaahe Paath 10B "Ka hai larkan?"

D. Master djie: Dekh nambar 105 Londa ke djoetawan mail hai?
Student : Na, mail na hai.
Master djie: Safa hai?
Student : Ha. safa hai.

M. : Dekh nambar 217 Postbodewan ke thandha lagehe?
S. : Na, thandha na lagehe.
M. : Garam lagehe?
S. : Ha, garam lagehe.

M. : Dekh nambar 545 Doekanian band hai?
S. : Na, band na hai.
M. : Khoelal hai?
S. : Ha, khoelal hai.

M. : Dekh nomor 769 Oe doeneo djawaan hai?
S. : Na, djawaan na hai.
M. : Boerhaai gail hai?
S. : Ha, boerhaai gail hai.

M. : Dekh nomor 1000 Oe paidjamwa lamba hai?
S. : Na, lamba na hai.
M. : Tjhota hai?
S. : Ha, tjhota hai.

Ab student poetjhe hai:

Dekh nomor 106 Larkie ke haath safa hai?
Master djie: Na, safa na hai.
S. : Mail hai?
M. : Ha, mail hai.

S. : Dekh nomor 218 Auratian ke garam lage hai?
M. : Na, garam na lage hai.
S. : Thandha lage hai?
M. : Ha, thandha lage hai.

S. : Dekh nomor 546 Doekanian khoelal hai?
M. : Na, khoelal na hai.
S. : Band hai?
M. : Ha, band hai.

S. : Dekh nomor 770 Oe doeneo boerhaai gail hai?
M. : Na, boerhaai na gail hai.
S. : Djawaan hai?
M. : Ha, djawaan hai.

S. : Dekh nomor 1001 Oe paidjamwa tjhota hai?
M. : Na, tjhota na hai.
S. : Lamba hai?
M. : Ha, lamba hai.

- E. Master djie poetjhehe Paath 10D "Djaise Hindostanilogan bolehe"
nambar 105, 217, 321, 433, 657, 881, 998 aur 1000.
Student poetjhie nambar 106,218, 322, 434, 658, 882, 999 aur 1001.

F. Ab tjhaapa wala aadmian student hai.

Master djie: Dekh nambar 218 Toeloganke garam lagehe, kie thandha?

Student : Hamloganke garam na lagehe, thandha lage
hai.

M. : Dekh nambar 322 Toelogan mota hai, kie doebar?

S. : Hamlogan mota na hai, doebar hai.

M. : Dekh nambar 770 Toelogan boerhaai gaile hai, kie djawaan
hai?

S. : Hamlogan boerhaai na gailie hai, djawaan
hai.

M. : Dekh nambar 999 Toelogan naata hai, kie lamba?

S. : Hamlogan naata na hai, lamba hai.

Ab tjhaapa wala aadmian Master djie hai.

Student : Dekh nambar 217 Toeloganke thandha lagehe, kie garam?

Master djie: Hamloganke thandha na lagehe, garam lage
hai.

S. : Dekh nambar 321 Toelogan doebar hai, kie mota?

M. : Hamlogan doebar na hai, mota hai.

S. : Dekh nambar 769 Toelogan djawaan hai, kie boerhaai gaile
hai?

M. : Hamlogan djawaan na hai, boerhaai gailie
hai.

S. : Dekh nambar 998 Toelogan lamba hai kie naata?

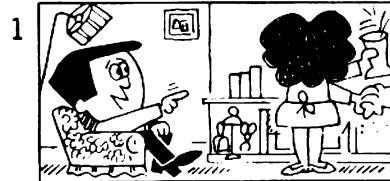
M. : Hamlogan lamba na hai, naata hai.

Paath 11

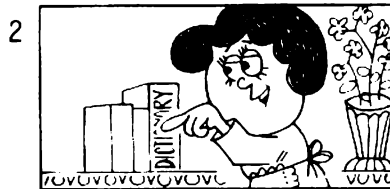
A. Thiekse soen aur bol: tj, tjh

tjaar	tjhauw	tjaar	tjhabbies
tjautha	tjhabbies	tjautha	tjhauw
tjokh	tjhaata	tjhaata	tjaar
tjiedj	tjhoerie	tjiedj	tjhoerie
tjoese	tjhota	tjoese	tjhota
patjies	attjha	patjies	attjha
patjaas	paatjhe	patjaas	patjaas
ontjaas	pietjhe	bietje	paatjhe
nietje	poetjhe	pietjhe	pietjhe
bietje	potjhe	nietje	poetjhe
paatj	potjh	paatj	poetjh
tjiemmatj	poetjh	koetjh	paatj
satj	koetjh	satj	potjh
tjiemmatj	poetjh	tjiemmatj	koetjh
paatj	potjh	paatj	poetjh

B. Aadmie : Hamke ekgo boek de de.



Aurat : Kaun boek?

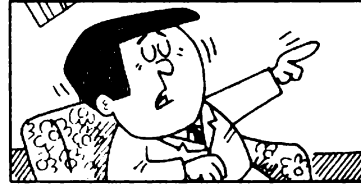


Aurat : Ie wala?



Aadmie: Na, oe wala nahie.
Oe lalka

4



Aurat : Ie wala?

Aadmie: Ha, ohie wala.

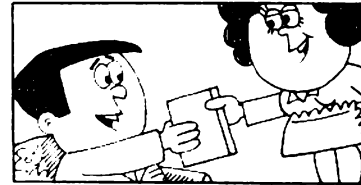
5



Aurat : Le le.

Aadmie: Dhanbaad.

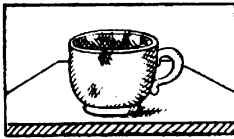
6



C. Kaun wala?

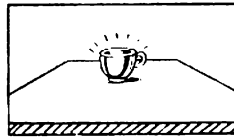
Phierse bol:

1001



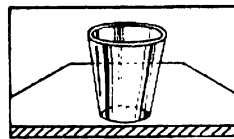
ekgo mail kopje.

1002



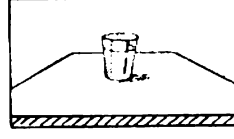
ekgo safa kopje.

1003



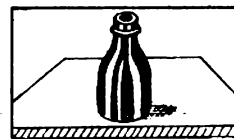
ekgo khaalie gielaas.

1004



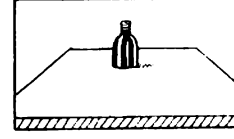
ekgo bharal gielaas.

1005



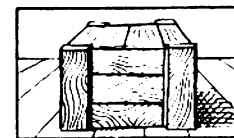
ekgo barka botal.

1006



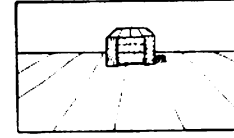
ekgo tjhota botal

1007



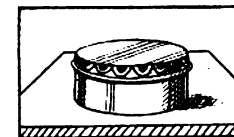
ekgo barka baakas.

1008



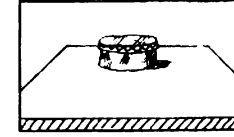
ekgo tjhota baakas.

1009



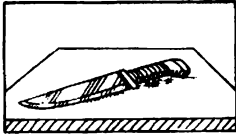
ekgo nawa diebba.

1010



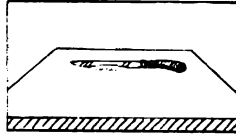
ekgo poeraan diebba.

1011



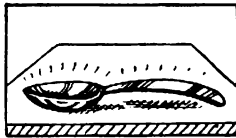
ekgo tjokh tjhoerie.

1012



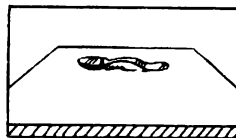
ekgo bhothar tjhoerie.

1013



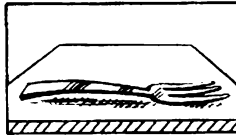
ekgo nawa tjiemmatj.

1014



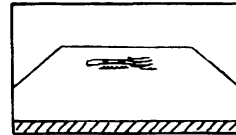
ekgo poeraan tjiemmatj.

1015



ekgo barka forkoe.

1016



ekgo tjhota forkoe.

D. Djaise Hindostanilogan bolehe

Nambar 1001 aur 1002 Hamke ekgo kopje de de.
 Kaun wala? Ie mail wala?
 Na, ie mail wala nahie, oe safa wala.

Nambar 1003 aur 1004 Hamke ekgo gielaas de to.
 Kaun wala? Oe bharalka?
 Na, oe bharalka nahie, ie khaalie wala.

Nambar 1005 aur 1006 Hamke ekgo botal de de to.
 Kaun wala? Ie barkwa?
 Na, ie barkwa nahie, oe tjhotkwa.

Nambar 1007 aur 1008 Hamke ekgo baakas de deihe.
 Kaun wala? Oe tjhotkwa?
 Na, oe tjhotkwa nahie, ie barkwa.

Nambar 1009 aur 1010 Hamke ekgo diebba de deihe to.
 Kaun wala? Ie nauka?
 Na, ie nauka nahie, oe poeranka.

Nambar 1011 aur 1012 Hamke ekgo tjhoerie de de.
 Kaun wala? Oe bhothar wala?
 Na, oe bhothar wala nahie, ie tjokhka.

Nambar 1013 aur 1014 Hamke ekgo tjiemmatj de to.
Kaun wala? Ie nauka?
Na, ie nauka nahie, oe poeranka.

Nambar 1015 aur 1016 Hamke ekgo forkoe de de to.
Kaun wala? Oe t^jhotkwa?
Na, oe t^jhotkwa nahie, ie barkwa.

E. Liekhe ke paath

1. Khaalie djagha me liekh: Hamke, oke, hamlogke, oelogke

Moenna tor sanghatia hai.
.....ekgo pen de de.
Faroek aur T^jhot^u hia hai.
.....ekgo barka baakas de to.
Ham tor adiehapak hai.
.....ekgo boek de de to.
Hamaar bhaai aur hamke bahoet piaas lagal hai.
.....doeigo ice-cream de deihe.

2. Baat ke t^jalan: Boek/ ie-oe/(blauw)/laal/de de

*Hamke ekgo boek de de.
Kaun wala? Ie blauw wala?
Na, ie blauw wala nahie.
Oe lalka.*

Ab toe apne se liekh:

gielaas/ie-oe-(safa)/mail/de deihe
kopje/oe-ie/(khaalie)/bharal/de to
baakas/ie-oe(barka)/t^jhot^ua/de de to
botal/oe-ie (t^jhot^ua)/barka/de deihe to
t^jhoerie/ie-oe (t^jokh)/bhothar/de de
dⁱiebba/oe-ie/(nawa)/poeraan/ de deihe
forkoe/ie-oe/(barka)/t^jhot^ua/de to
tjiemmatj/oe-ie/(poeraan)/nawa/de de to
poestak/ie-oe/(laal)/hariar/de deihe to

Baattjiet karna Paath 11

A. Master djie aur student apne me batiaahe Paath 11B

Master djie bolehe 1. Hamke ekgo boek de de.
Student Kaun boek? Ie wala?
Master djie Na, oe wala nahie. Oe lalka.
Student Ie wala?
Master djie Ha, ohie wala.
Student Liedjieje.
Master djie Dhanbaad.

- Aur 2. Hame ekgo valies de to/oe bruinka
3. Oke ekgo japon de de to/oe piejarka
4. Oelogke ekgo pen de deihe/oe blauka
5. Oeloganke ekgo potlood de deihe to/oe karieka
6. Oesabke ekgo soth de de/oe oedjarka
7. Oesabhanke ekgo daas de to/oe piejartjhauka
8. Hamke ekgo taas de de to/oe hariarka
9. Hamlogke ekgo bloes de deihe/oe matmailka
10. Hamloganke ekgo topie de deihe to/oe lalka

Ab student bhie nambar 1-10 bolehe, master djie djabaab dewehe.

B. Master djie poetjhehe Paath 11D "Djaise Hindostanilogan bolehe"
sab nambar aur student djabaab dewehe.
Student poetjhie sab nambar, master djie djabaab deiga.

Paath 12

A. Thiekse soen aur bol: *bh, b*

bhaag	bhaag	baais
bhar	bhar	bhaai
bhera	baar	bahien
bhie	bhera	bies
bhoenja	bhie	boer <u>h</u> ia
gobhie	gobhie	debe
kabhie	sabhan	djaabe
sabhan	saaboen	Soebhag
Soebhag	Soebhag	saaboen
tjaabhie	kabhie	tjhabies

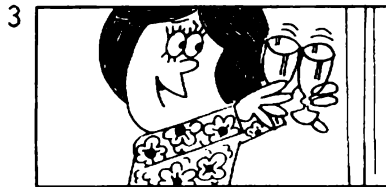
B. Aadmie: Hamke ekaadgo gielaas de de



Aurat : Kaun gielaswan?



Ie wala?

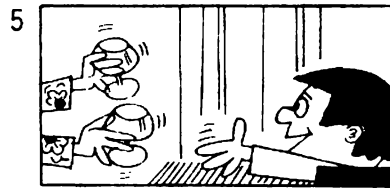


Aadmie: Na, oe wala nahie.
Oe djon palangwa par hai.



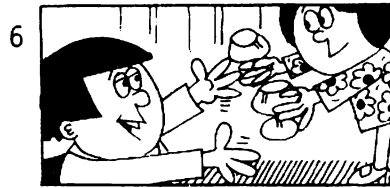
Aurat : Ie wala?

Aadmie: Ha, ohie wala.



Aurat : Le le.

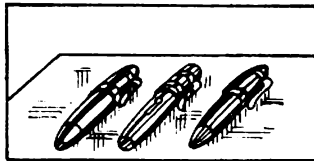
Aadmie : Dhanbaad.



C. Kaun walan?

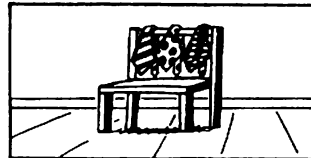
Phierse bol:

1117



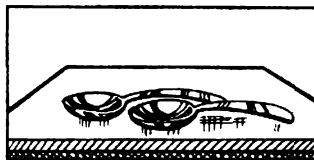
penwan/bureau par

1218



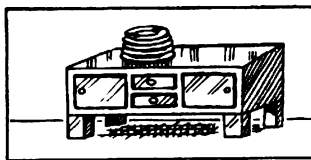
daswan/koersie par

1319



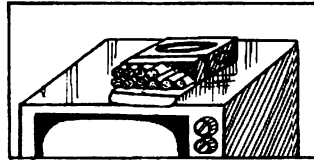
tjiemmatjwan/tafra par

1420



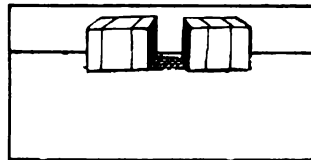
paletian/dressoir par

1521



tjoeroeswan/televisie par

1622



baakaswan/bhoenja me

1723



botalian/kaptafel par

1824



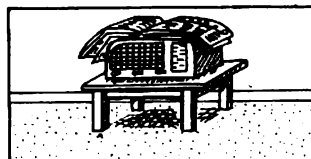
poestakwan/palanga par

1925



tijdschriftwan/bedi par

2000



korantian/radio par

- D. Djaise Hindostanilogan bolehe
- Nambar 1117 Hamke ekaadgo pen de de.
Kaun penwan?
Bureau par djon dharal hai.
- Nambar 1218 Hame ekaadgo daas de deihe.
Kaun daswan?
Koersie par djon dharal hai.
- Nambar 1319 Hamlogke ekaadgo tjiemmatj de to.
Kaun tjiemmatjwan?
Tafra par djon dharal hai.
- Nambar 1420 Hamloganke ekaadgo paleti de de to.
Kaun paletian?
Dressoir par djon dharal hai.
- Nambar 1521 Oke ekaadgo tjoeroes de deihe to.
Kaun tjoeroeswan?
Televisie par djon dharal hai.
- Nambar 1622 Oelogke ekaadgo baakas de de.
Kaun baakaswan?
Bhoenja me djon dharal hai.
- Nambar 1723 Oeloganke ekaadgo botal de deihe.
Kaun botalian?
Kaptafel par djon dharal hai.
- Nambar 1824 Oesabke ekaadgo poestak de to.
Kaun poestakwan?
Palanga par djon dharal hai.
- Nambar 1925 Oesabhanke ekaadgo tijdschrift de de to.
Kaun tijdschriftwan?
Bedi par djon dharal hai.
- Nambar 2000 Hamke ekaadgo koranti de deihe to.
Kaun korantian?
Radio par djon dharal hai.

E. Liekhe ke paath

1. Baat ke tjalān: Tjhot ke ie soth de de.
Oke ie wala bhie de de.

Ab toe apne se liekh:

Indra ke ie gharie de de. Ie hamaar paspoort hai.
.....ie wala bhie de de.ie paspoort de de.

Larkan ke ie ice-cream de de. Oe hamloganke djoeta hai.
..... ie wala bhie de de.oe djoeta de de.

2. Baat ke tjalān: ham/ gielaas/ de de/ palanga

*Hamke ekaadgo gielaas de de.
Kaun gielaswan? Ie wala?
Na, oe wala nahie.
Oe djon palangwa par hai.*

Ab toe apne se liekh:

ham / daas / de deihe / koersie
hamlog / tjiemmatj / de to / tafra
hamlogan / botal / de de to/ dressoir
oe / pen / de deihe to/ bureau
oelog / poestak / de de / televisie
oelogan / baakas / de deihe / bhoenja
oesab / tjoeroes / de to / kaptafel
oesabhan / paleti / de de to / palanga
ham / koranti / de deihe to / radio

Baattjiet karna Paath 12

A. Master djie aur student apne me batiaahe Paath 12B.

Master djie bolehe: Hamke ekaadgo gielaas de de.

Student : Kaun gielaswan? Ie wala?

M. : Na, oe wala nahie. Oe djon palangwa par hai.

S. : Ie wala?

M. : Ha, ohie wala.

S. : Lie djieje.

M. : Dhanbaad.

Aur master djie bolehe: 1. Hamlogke ekaadgo botal de deihe.

2. Oke ekaadgo tjhoerie de to.

3. Oelogke ekaadgo tjiemmatj de de to.

4. Oesabke ekaadgo poestak de deihe to, student djabaab dewehe.

Ab student ke tjaahie bole ke: 1. Hamke ekaadgo daas de de.

2. Hamlogke ekaadgo pen de deihe.

3. Oke ekaadgo paleti de to.

4. Oelogke ekaadgo tjoeroes de de to.

5. Oesab ke ekaadgo tijdschrift de deihe to, aur master djie djabaab dewehe.

B. Master djie aur student phierse Paath 12B apne me batiaahe.

Master djie bolehe: Hamke ekaadgo gielaas de de.

Student : Kaun gielaswan? Ie bharalka?

M. : Na, ie bharalka nahie, oe khaalie wala.

S. : Ie wala?

M. : Ha, ohie wala.

S. : Liedjieje.

M. : Dhanbaad.

Aur bhie: Botal - barkwa - tjhotkwa
Baakas - tjhotkwa - barkwa
Paleti - mail wala - safa wala
Tjhoerie - bhothar wala - tjokhka
Tjiemmatj - nauka - poeranka

- C. Ab master djie poetjhehe Paath 12D "Djaise Hindostanilogan bolehe"
sab nambar, student djabaab dewehe.
Aur student bhie poetjhie sab nambar, master djie djabaab deiga.

Paath 13

A. Thiekse soen aur bol: ph, p

phal
phien
phoed
phoel
phoert

phal
phien
phoel
poel
phoert

paatj
per_
pie
phien
poel

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moengphalie
phoepha
djaaiphal

djaaiphal
phoepha
oepaar
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djaaiphal

aapan
iepaar
oepaar
phoepha
topie

b, p

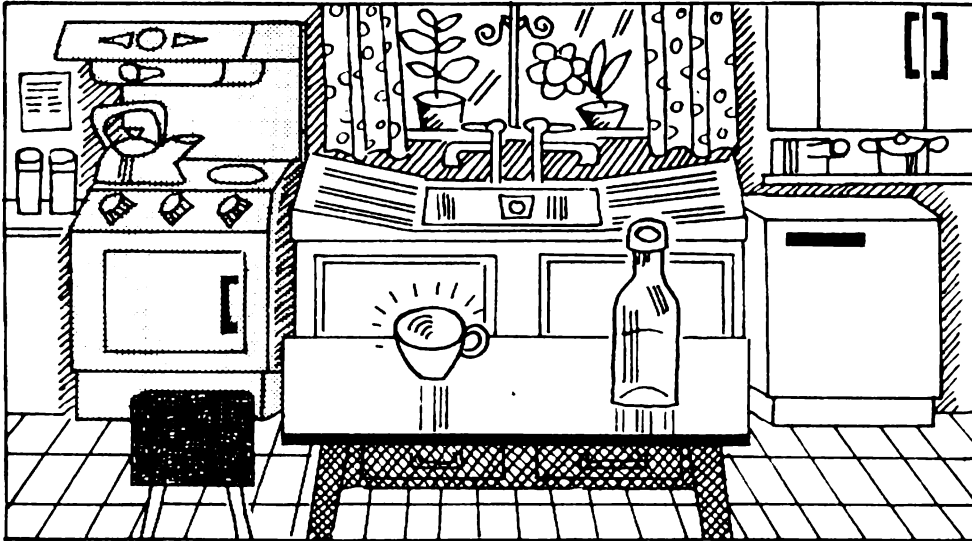
ab
tab
dekh**ab**
khara**ab**
kho**eb**

a**ap**
ba**ap**
sa**ap**
to**p**
tjo**ep**

ab
a**ap**
ta**b**
dekh**ab**
kho**eb**

a**ap**
ba**ap**
ta**b**
to**p**
tjo**ep**

B.

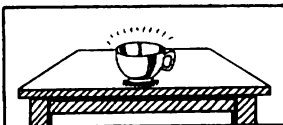


Moenna ke maai ke koekroe tjhota ke hai.
Ome ek ijskasi dharal hai.
Okar rang oedjar hai aur dahiena kait dharal hai.
Bawa kait ekgo gasfornuis dharal hai.
Okar rang blauw hai.
Oe koekroe ke bietje me ek tafra bhie hai.
Opar ekgo khaalie botal dharal hai aur ekgo safa kopje bhie.

C. Oe kaha hai?

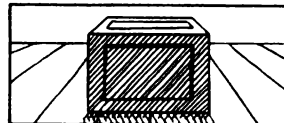
Phierse bol:

3000



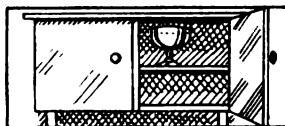
Tafra par ekgo safa kopje dharal hai.

4000



Bhoenja me ekgo barka baakas dharal hai.

5000



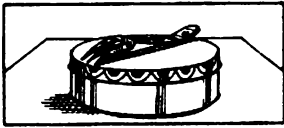
Dressoir me ekgo khaalie gielaas dharal hai.

6000



Paleti par ekgo tjokh tjhoerie dharal hai.

7000



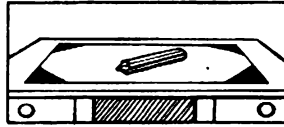
Diebba par ekgo mail
forkoe dharal hai.

8000



Ijskasi me ekgo bharal botal
dharal hai.

9000



Bureau par ekgo bhothar
potlood dharal hai.

10.000



Kopje me ekgo tjhota tjiemmatj
dharal hai.

Djaise Hindostanilogan bolehe

Nambar 3000 Bhoenja me ekgo safa kopje dharal hai.

Na, bhoenja me ekko na hai, tafra par albat ekgo safa
wala hai.

Nambar 4000 Palanga par ekgo barka baakas dharal hai.

Na, palanga par ekko na hai, bhoenja me albat ekgo
barka wala hai.

Nambar 5000 Ijskasi me ekgo khaalie gielaas dharal hai.

Na, ijskasi me ekko na hai, drossoir me albat ekgo
khaalie wala hai.

Nambar 6000 Diebba par ekgo tjokh tjhoerie dharal hai.

Na, diebba par ekko na hai, paleti par albat ekgo
tjokh wala hai.

Nambar 7000 Paleti par ekgo mail forkoe dharal hai.

Na, paleti par ekko na hai, diebba par albat ekgo mail
wala hai.

Nambar 8000 Drossoir me ekgo bharal botal dharal hai.

Na, drossoir me ekko na hai, ijskasi me albat ekgo
bharal wala hai.

Nambar 9000 Tafra par ekgo bhothar potlood dharal hai.

Na, tafra par ekko na hai, bureau par albat ekgo
bhothar wala hai.

Nambar 10.000 Gielaas me ekgo tjhota tjiemmatj dharal hai.

Na, gielaas me ekko na hai, kopje me albat ekgo tjhota
wala hai.

E. Liekhe ke paath

1. Liekh paath 14B iemla khaatien.

2. Baat ke tjalán: IJskasi / koekroe/ oedjar

Koekroe me ekgo oedjar ijskasi dharal hai.

Ab toe apne se liekh: kopje/tafra/mail
baakas/bhoenja/tjhota
gielaas/dressoir/bharal
tjhoerie/diebba/bhothar
forkoe/paleti/safa
botal/ijskasi/khaalie
potlood/bureau/tjokh
tjiemmatj/gielaas/tjhota
daas/koersie/nawa
poestak/palanga/poeraan

Baattjiet karna Paath 13

- A. Master djie: Moenna ke maai ke koekroe barka ke hai?
Student : Na, barka ke na hai.
M. : Tjhota ke hai?
S. : Ha, tjhota ke hai.
M. : Kaun rang ke okar ijskasi hai?
S. : Oedjar hai.
M. : Kaun kait dharal hai?
S. : Dahiena kait dharal hai.
M. : Okar gasfornuis bhie oedjar hai?
S. : Na, oedjar na hai.
M. : Tab kaun rang ke hai? Blauw hai?
S. : Ha, blauw hai.
M. : Aur dahiena kait bhie dharal hai?
S. : Na, dahiena kait na hai.
M. : Tab kaun kait dharal hai?
S. : Bawa kait dharal hai.
M. : Oe koekroe ke bietje me ekgo tafra hai?
S. : Ha, ekgo tafra hai.
M. : Ome ekgo koersie bhie hai?
S. : Ha, ekgo koersie bhie hai.
M. : Koersie par ekgo khaalie botal dharal hai?
S. : Na, koersie par ekko na hai, tafra par albat ekgo
khaalie wala hai.
M. : IJskasi par ekgo safa kopje hai.
S. : Na, ijskasi par ekko na hai, tafra par albat ekgo safa
wala hai.
-

- B. Master djie: Moenna ke maai ke ijskasi kaha hai?
Student : Koekroe me hai.
Master djie: Oe kaha dharal hai?
Student : Dahiena kait dharal hai.

M. : Moenna ke maai ke gasfornuis kaha hai?

S. : Koekroe me hai.

M. : Oe kaha dharal hai?

S. : Bawa kait dharal hai.

M. : Moenna ke maai ke tafra kaha hai?

S. : Koekroe me hai.

M. : Oe kaha dharal hai?

S. : Koekroe ke bietje me dharal hai.

M. : Botal kaha dharal hai?

S. : Tafra par dharal hai.

M. : Aur kopje kaha hai?

S. : Kopje bhie tafra par dharal hai.

C. Student poetjhehe B, aur master djie djabaab dewehe.

D. Student ke tjaahie Moenna ke maai ke koekroe ke biese me bataawe ke, aur master djie soeniega. Student koekroe ke tjhaapa dekh sakehe.

E. Master djie: Dekh nambar 3000 Bhoenja me ekgo safa kopje dharal hai?

Student : Na, bhoenja me ekko na hai.

Master djie: Tab, kaha dharal hai?

Student : Tafra par albat ekgo safa wala hai.

M. : Dekh nambar 5000 Tafra par ekgo khaalie gielaas dharal hai?

S. : Na, tafra par ekko na hai.

M. : Tab kaha dharal hai?

S. : IJskasi me albat ekgo khaalie wala hai.

M. : Dekh nambar 7000 Bureau par ekgo mail forkoe dharal hai?

S. : Na, bureau par ekko na hai.

M. : Tab kaha dharal hai?

S. : Diebba par albat ekgo mail wala hai.
M. : Dekh nambar 9000 Diebba par ekgo bhothar potlood dharal hai?
S. : Na, diebba par ekko na hai.
M. : Tab kaha dharal hai?
S. : Bureau par albat ekgo bhothar wala hai.

Student : Dekh nambar 4000 Palanga par ekgo barka baakas dharal hai?
M. : Na, palanga par ekko na hai.
S. : Tab kaha dharal hai?
M. : Bhoenja me albat ekgo barka wala hai.

Student : Dekh nambar 6000 IJskasi me ekgo tjokh tjhoerie dharal hai?
M. : Na, ijskasi me ekko na hai.
S. : Tab kaha dharal hai?
M. : Paleti par albat ekgo tjokh wala hai.

Student : Dekh nambar 8000 Paleti par ekgo bharal botal dharal hai?
M. : Na, paleti par ekko na hai.
S. : Tab kaha dharal hai?
M. : IJskasi me albat ekgo bharal wala hai.

Student : Dekh nambar 10.000 Gielaas me ekgo tjhota tjiemmatj dharal hai?
M. : Na, gielaas me ekko na hai.
S. : Tab kaha dharal hai?
M. : Kopje me albat ekgo tjhota wala hai.

F. Ab master djie poetjhehe Paath 13D "Djaise Hindostanilogan bolehe", sab nambar, aur student djabaab deiga.
Student bhie poetjhehe Paath 13D aur master djie djabaab deiga.

Paath 14

A. Thiekse soen aur bol: gh, g

ghaas
ghar
gharie
ghiew
ghoeme

ghaas
gaa*i*
gharie
ghiew
ghoeme

gos
gaa*i*
gor
ghora
ganga

ghogha
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ie ghiew
oe ghar

ghogha
bagaitja
djagha
ie ghiew

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agore

g, k

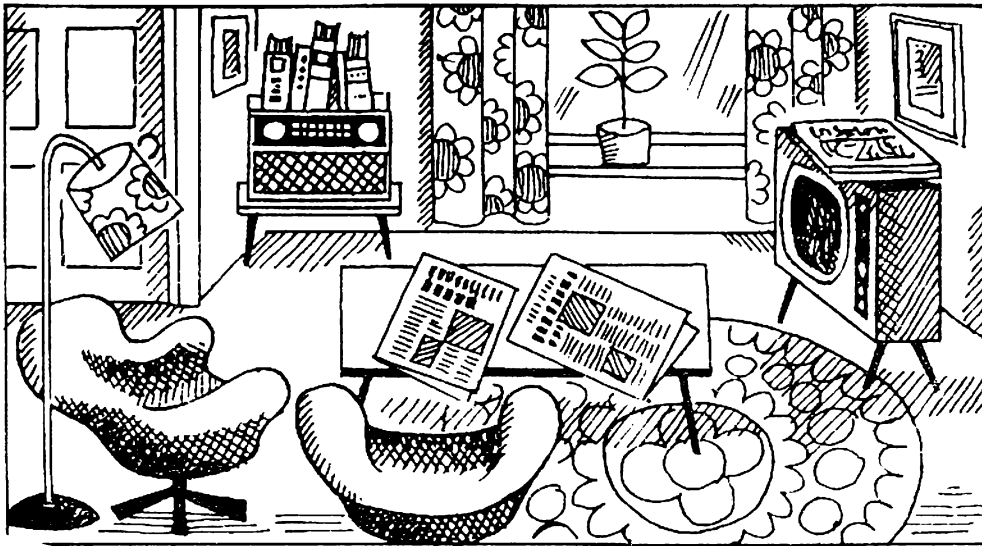
tjieraag
bhaag
hamlog
toelog
oelog

ek
thiek
boek
poestak
bandoek

bhaag
tjieraag
bandoek
hamlog
toelog

ek
boek
poestak
oelog
bandoek

B.



Moenna ke maai ke kothrie barka ke hai.

Ome ek televisie khierkie ke lagwe dharal hai, aur televisie par ekaadgo tijdschrift hai.

Ek tafra hai, aur oe tafra par ekaadgo koranti dharal hai.

Ekaad koersie hai, aur oesab koersie tafra ke lage dharal hai.

Ek radio kawarieje ke lage hai, aur oe radio par ekaadgo poestak dharal hai.

Oe kothrie me ekaad tjhaapa hai.

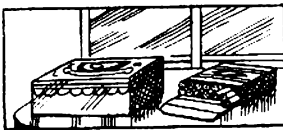
Oesab tjhaapa dewaal par tangal hai.

Ek tjieraag bawa kait dharal hai aur khierkie ke aage phoel bienal parda tangal hai.

C. Kaha dharal hai sab?

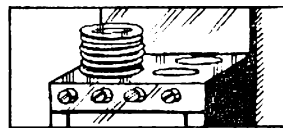
Phierse bol:

1120



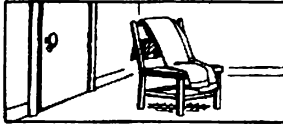
Kaptafel par ekaadgo tjoeroes dharal hai. Doswa ke lagwe dharal hai.

2230



Fornuis par ekaadgo paleti dharal hai. Bawa kait dharal hai.

3340



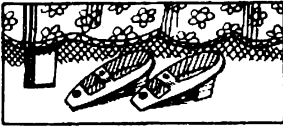
Kothrie me ekaadgo paidjaama dharal hai. Koersie par dharal hai.

4450



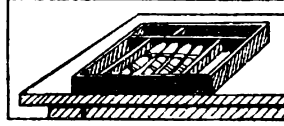
Ijskasi me ekaadgo botal dharal hai. Sab se oepar wala palanga par dharal hai.

5560



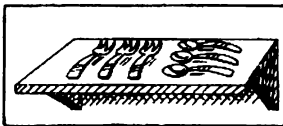
Bhoenja me ekaadgo djoeta dharal hai. Bedi ke lagwe dharal hai.

6670



Tafra par ekaadgo tjhoerie dharal hai. Doswa me dharal hai.

7780



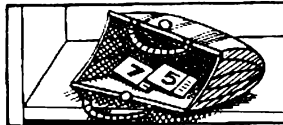
Palanga par ekaadgo forkoe dharal hai. Dahiena kait dharal hai.

8890



Dressoir par ekaadgo botal dharal hai. Diebba ke lagwe dharal hai.

9999



Palanga par ekaadgo tiekai dharal hai. Taswa me dharal hai.

10.000



Radio par ekaadgo gielaas dharal hai. Botalia ke lagwe dharal hai.

D. Djaise Hindostanilogan bolehe

Nambar 1120 Auro boek dharal hai kaptafel par?

Na, boek na hai, tjoeroes albat dharal hai.

Oe kaha hai? Doswa ke lagwe dharal hai.

Nambar 2230 Auro gielaas dharal hai furnuis par?

Na, gielaas na hai, paleti albat dharal hai.

Oe kaha hai? Bawa kait dharal hai.

- Nambar 3340 Auro daas dharal hai kothrie me?
Na, daas na hai, paidjaama albat dharal hai.
Oe kaha hai? Koersie par dharal hai.
- Nambar 4450 Auro tjiemmatj dharal hai ijskasie me?
Na, tjiemmatj na hai, botal albat dharal hai.
Oe kaha hai? Sab se oepar wala palanga par dharal hai.
- Nambar 5560 Auro slipper dharal hai bhoenja me?
Na, slipper na hai, djoeta albat dharal hai.
Oe kaha hai? Bedia ke lagwe dharal hai.
- Nambar 6670 Auro forkoe dharal hai tafra par?
Na, forkoe na hai, tjhoerie albat dharal hai.
Oe kaha hai? Doswa me dharal hai.
- Nambar 7780 Auro tjhoerie dharal hai palangwa par?
Na, tjhoerie na hai, tjiemmatj albat dharal hai.
Oe kaha hai? Dahiena kait dharal hai.
- Nambar 8890 Auro gielaas dharal hai drossoir par?
Na, gielaas na hai, botal albat dharal hai.
Oe kaha hai? Diebwa ke lagwe dharal hai.
- Nambar 9999 Auro koranti dharal hai palangwa par?
Na, koranti na hai, tiekat albat dharal hai.
Oe kaha hai? Taswa me dharal hai.
- Nambar 10.001 Auro paleti dharal hai radio par?
Na, paleti na hai, gielaas albat dharal hai.
Oe kaha hai? Botalia ke lagwe dharal hai.

E. Liekhe ke paath

1. Liekh paath 14B iemla khaatien.

2. Baat ke tjalān: (poestak)/bureau - tjoeroes/doswa ke lagwe

Auro poestak dharal hai bureau par?

Na, poestak na hai, tjoeroes albat dharal hai.

Oe kaha hai? Doswa ke lagwe dharal hai.

Ab toe apne se liekh:

(boek)/kothrie - tijdschrift/televisie

(daas)/bhoenja - djoeta/bedia ke lagwe

(gielaas)/dressoir - diebba/botal ke lagwe

(koranti) palangwa - tiekāt/taswa ke lagwe

(tjhoerie) tafra - forkoe/doswa me

(paleti) radio - gielaas/botalia ke lagwe

(tjiemmatj) koekroe - botal/ijskasi me

(poestak) kothrie - tjhaapa/dewaal par.

(koersie) kothrie - tjieraag/tafra ke lagwe

(botalia) koekroe - paleti/fornuis par

- A. Master djie: Moenna ke maai ke kothrie tjhota ke hai?
Student : Na, tjhota ke na hai.
M. : Barka ke hai?
S. : Ha, barka ke hai?
M. : Okar kothrie tjhota ke hai kie barka ke hai?
S. : Tjhota ke na he, barka ke hai.
M. : Ome ek televisie kie ek ijskasi hai?
S. : Ome ek ijskasi na he, ome ek televisie hai.
M. : Oe televisie kaha dharal hai?
S. : Khierkie ke lagwe dharal hai.
M. : Televisie par ekaadgo tijdschrift dharal hai?
S. : Ha, televisie par ekaadgo tijdschrift dharal hai.
M. : Kawarieje ke lagwe ekgo tjieraag hai?
S. : Na, kawarieje ke lagwe ekko na hai,
koersie ke lagwe albat ekgo hai.
M. : Televisie ke lagwe ekgo radio hai?
S. : Na, televisie ke lagwe ekko na hai,
kawarieje ke lagwe albat ekgo hai.
M. : Auro tijdschrift dharal hai radio par?
S. : Na, tijdschrift na he, poestak albat dharal hai.
M. : Oe kaha hai?
S. : Radio par hai.
M. : Aur koranti kaha hai?
S. : Tafra par hai.
M. : Phoel bienal parda kaha tangel hai?
S. : Khierkie ke aage tangel hai.
M. : Aur tjhaapa kaha hai?
S. : Dewaal par tangel hai.
M. : Khierkie ke lagwe ekgo mat dharal hai?
S. : Na, khierkie ke lagwe ekko na hai,
kothrie ke bietje me albat ekgo hai.
M. : Aur tafra kaha dharal hai?
S. : Kothrie ke bietje me bhie dharal hai.

B. Ab student Moenna ke maai ke kothrie ke biese me master djie se bataawe hai, aur khaalie tjhaapa dekhe hai.

C. Master djie: Dekh nambar 1120 Auro paleti dharal hai kaptafel par?

Student : Na, paleti na hai, tjoeroes albat dharal hai.

Master djie: Botalia ke lagwe hai?

Student : Na, botalia ke lagwe na hai, doswa ke ke lagwe dharal hai.

M. : Dekh nambar 2230 Auro botal dharal hai furnuis par?

S. : Na, botal na hai, paleti albat dharal hai.

M. : Dahiena kait dharal hai?

S. : Na, dahiena kait na hai, bawa kait dharal hai.

M. : Dekh nambar 5560 Auro soth dharal hai bhoenja me?

S. : Na, soth na hai, djoeta albat dharal hai.

M. : Bedia par dharal hai?

S. : Na, bedia par na hai, bedia ke lagwe dharal hai.

M. : Dekh nambar 6670 Auro tjiemmatj dharal hai tafra par?

S. : Na, tjiemmatj na hai, tjhoerie albat dharal hai.

M. : Doswa ke lagwe dharal hai?

S. : Na, doswa ke lagwe na hai, doswa me dharal hai.

M. : Dekh nambar 9999 Auro tijdschrift dharal hai palangwa par?

S. : Na, tijdschrift na hai, tiekat albat dharal hai.

M. : Taswa ke lagwe dharal hai?

S. : Na, taswa ke lagwe na hai, taswa me dharal hai.

M. : Dekh nambar 10.001 Auro diebba dharal hai radio par?
S. : Na, diebba na hai, gielaas albat dharal
hai.
M. : Botalian ke bietje me dharal hai?
S. : Na, botalian ke bietje me na hai,
botalian ke lagwe dharal hai.

D. Master djie: Dekh nambar 3340 Paidjamwa kaha hai?
Student : Kothrie me hai.
Master djie: Ome kaha hai?
Student : Koersie par hai.

M. : Dekh nambar 4450 Botalia kaha hai?
S. : IJskasi me hai.
M. : Ome kaha hai?
S. : Sab se oepar wala palanga par.

M. : Dekh nambar 7780 Forkoe kaha hai?
S. : Palanga par hai.
M. : Opar kaha hai?
S. : Bawa kait hai.

M. : Dekh nambar 8890 Diebba kaha hai?
S. : Drossoir par hai.
M. : Opar kaha hai?
S. : Botalia ke lagwe hai.

M. : Dekh nambar 1120 Tjoeroes kaha hai?
S. : Kaptafel par hai.
M. : Opar kaha hai?
S. : Doswa ke lagwe hai.

M. : Dekh nambar 5560 Djoeta kaha hai?
S. : Bhoenja me hai.
M. : Ome kaha hai?
S. : Bedia ke lagwe hai.

E. Ab student poetjhehe D., aur master djie djabaab dewehe.

F. Master djie poetjhehe Paath 14D "Djaise Hindostani logan bolehe",
sab nambar, aur student djabaab dewehe.

Student bhie poetjhehe sab nambar aur master djie djabaab deiga.

Paath15

A. Thiekse soen aur bol: kh, k

khaalie

khele

khierkie

khoeb

khodje

khaalie

khele

khierkie

kiene

khoeb

ka

kaun

khaule

kiene

koekroe

aakhie

taamaakhoe

dekhiela

dekhaawe

liekhaai

aakhie

kaakie

taamaakhoe

dekhiela

liekhaai

bakie

thieka

liekhaai

hoekoem

okar

aakh

dekh

liekh

doekh

soekh

aakh

dekh

liekh

boek

doekh

ek

thiek

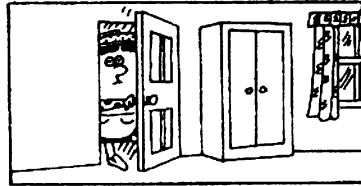
liekh

boek

poestak

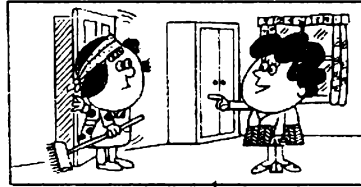
B. Moenna ke maai: Aaw bhietar, Sharna.

1



Kawaarie band kar de.

2

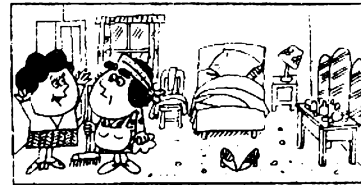


Ie kothrie to bahoet
tjhietier bietier hai.

Sharna

: Hamke ka kare ke hai,
Sriematie djie

3



Moenna ke maai: Pahiele khol de khierkie,
djame hawa lage.

4



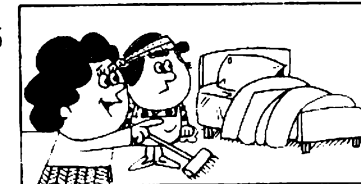
Tab iesab kapra tang de
kasi me.

5



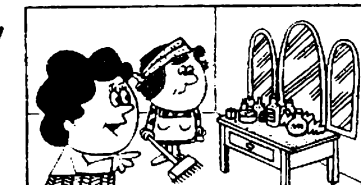
Tab sab bietjhauna laga de.

6



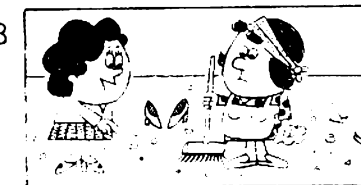
Aur kaptafel potjh de.

7



Tab vloer djhaar de.

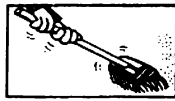
8



C. Hamke ka kare ke tjaahie?

Phierse bol:

djhaare



1



2



3



4



safa kare



5



6



7



8



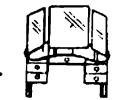
potjhe



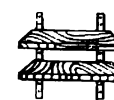
9



10



11



khaliawe



12



13



14



15



parhe



16



17



18



padjaawe



19



20



khole
band kare



21



22



23



24



pahiere
oetaare



25



26



27



28



29



30



31



32



baare
boetaawe



33



34



D. Djaise Hindostanilogan bolehe

Nambar 1 Djhaar de vloer.
2 koekroe.
3 kothrie.
4 soete wala kothrie.

Nambar 5 Safa kar de auto.
6 khierkian.
7 ijskasi.
8 fornuis.

Nambar 9 Potjh de dressoir.
10 kaptafel.
11 palangwan.

Nambar 12 Khalia de kopje.
13 baakas.
14 botal.
15 valies.

Nambar 16 Parh de poestak.
17 tijdschrift.
18 koranti.

Nambar 19 Padja de iesab potlood..
20 tjhoerie.

Nambar 21 Khol de aapan taas.
Band kar de aapan taas.

Nambar 22 Khol de aapan valies.
Band kar de aapan valies.

Nambar 23 Khol de aapan boek.
Band kar de aapan boek.

Nambar 24 Khol de radio.
Band kar de radio.

- Nambar 25 Khol de televisie.
Band kar de televisie.
- Nambar 26 Khol de kraan.
Band kar de kraan.
- Nambar 27 Pahier le aapan soth.
Oetaar de aapan soth.
- Nambar 28 Pahier le aapan gharie.
Oetaar de aapan gharie.
- Nambar 29 Pahier le aapan djoeta.
Oetaar de aapan djoeta.
- Nambar 30 Pahier le aapan daas.
Oetaar de aapan daas.
- Nambar 31 Pahier le aapan bloes.
Oetaar de aapan bloes.
- Nambar 32 Pahier le aapan paidjaama.
Oetaar de aapan paidjaama.
- Nambar 33 Baar de tjieraag.
Boeta de tjieraag.
- Nambar 34 Baar de fornuis.
Boeta de fornuis.

E. Liekhe ke paath

1. Liekh paath 15B iemla khaatien.

2. Baat ke tjalán: Ie auto safa na hai. / *Safa kar de auto.*

Ab toe apne se liekh:

Oe kopje khaalie na hai /

Ie tjhoerie tjokh na hai /

Oe palangwan safa na hai /

Toke garam lagehe?/.....aapan soth.

Toke thandha lagehe? / aapan soth.

Oe koekroe mail hai /

3. Baat ke tjalán: Band kare / kawaarie

Kawaarie band kar de.

Ab toe apne se liekh:

1. Band kare

2. Khole

3. Pahiere

4. Oetaare

5. Baare

6. Boetaawe

7. Djhaare

8. Safa kare

9. Potjhe

10. Parhe

11. Padjaawe

12. Khaliaawe

gielaas, tjhoerian, poestak, palangwan, vloer, auto,
japon, kraan, daas, valies, tjieraag, fornuis.

Baattjiet karna Paath 15

A. Master djie aur student apne me batiaahe Paath 15B, aur student sab tjiedj karehe djon master djie bolehe.

B. Student :Dekh tjhaapa 2 Sharna ke ka kare ke tjaahie?
Master djie: Oke tjaahie kawaarie band kar dewe ke.
Student phierse bolehe ie djabaab.

Student :Dekh tjhaapa 4 Tab oke ka kare ke tjaahie?
Master djie: Oke tjaahie khierkie khol dewe ke.
Student phierse bolehe ie djabaab.

Student bhie poetjhie Nambar 5, 6, 7, 8, master djie djabaab deiga,
aur student ke tjaahie ie djabaab phierse bole ke.

C. Ab master djie poetjhehe B. aur student djabaab deiga.

D. Master djie tjhaapa 1-34 "Djaise Hindostanilogan bolehe" (Paath 15D)
dekhe hai, aur bolie:

Dekh nambar 1 : Djhaare

Student : Djhaar de vloer.

M. Dekh nambar 5 : Safa kare

S. : Safa kar de auto.

M. Dekh nambar 9 : Potjhe

S. : Potjh de dresseoir.

M. Dekh nambar 12: Khaliaawe

S. : Khalia de kopje

M. Dekh nambar 16: Parhe

S. : Parh de poestak.

M. Dekh nambar 19: Padjaawe
S. : Padja de iesab potlood.

M. Dekh nambar 21: Khole
S. : Khol de aapan taas.
M. : Band kare
S. : Band kar de aapan taas.

M. Dekh nambar 27: Pahiere
S. : Pahier le aapan soth.
M. : Oetaare
S. : Oetaar de aapan soth.

M. Dekh nambar 33: Baare
S. : Baar de tjieraag.
M. : Boetaawe
S. : Boeta de tjieraag.

Ab student bolehe nambar 2, 6, 10, 13, 17, 20, 23, 25, 28, 29 aur 34.

Master djie djabaab deiga.

Master djie bolie nambar 3, 7, 11, 14, 18, 22, 30, aur student
djabaab deiga.

Aur student bolie nambar 4, 8, 15, 26, 31, 32, 33, master djie
djabaab deiga.

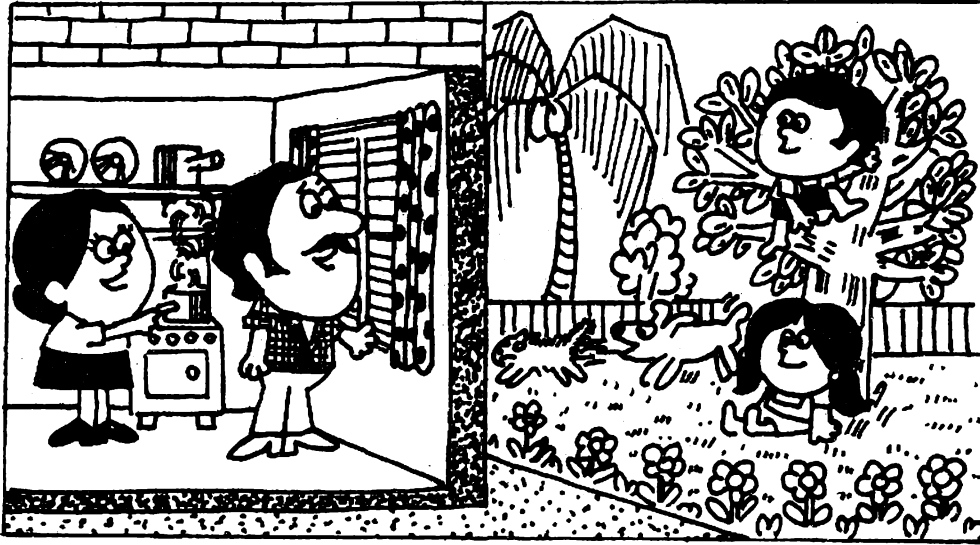
Paath 16

A. Thiekse soen aur bol: r, aur doesar ("retroflex") r.

raat
rodj
raha
rahielo
rang

aurat	sar <u>a</u> l	gharie	sar <u>a</u> l
gharie	gaar <u>i</u> e	gaar <u>i</u> e	gaar <u>i</u> e
koemaarie	kara	aurat	gharie
tera	sar <u>a</u> k	koemaarie	kara
sora	sar <u>a</u> l	tera	sar <u>a</u> l

hamaar	lar <u>a</u>	hamaar	lar <u>a</u>
tor	per <u>a</u>	tor	pahaar <u>a</u>
ghar	djar <u>a</u>	toer <u>a</u>	ghar
ie dhar	pahaar <u>a</u>	ghar	djar <u>a</u>
oe dhar	toer <u>a</u>	ie dhar	toer <u>a</u>



- B. Maai : Indra kaha hai?
 Baap : Oe bagaitja me hai.
 Maai : Hoewa ka kare hai?
 Baap : Per ke nietje baithal hai.
 Maai : Radjesh bhie bagaitja me hai?
 Baap : Ha, ohoe hai.
 Per par tjaharal hai.
 Maai : Ka bolle?
 Ke per par tjaharal hai?
 Baap : Radjesh!
 Maai : Aur koetta kaha hai?
 Baap : Ohoe bhie hoewa hai.
 Oe ghaas bhar par daure hai, ekgo bielaar ke pietjhe.

C. Oe ka kare hai? Oe kaun tjiedj kare hai?

Phierse bol:

20.000



Oe ekgo tjiethie
tjip kare hai.

30.000



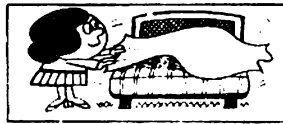
Oe baskieta khaalie kare hai.

40.000



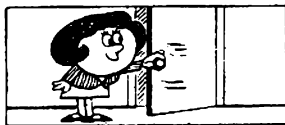
Oe khierkia khole hai.

50.000



Oe bietjhauna bietjhaawe hai.

60.000



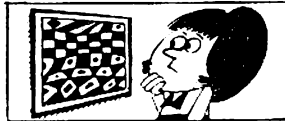
Oe kawaria band kare hai.

70.000



Oe ekgo haddie tjabaawe hai.

80.000



Oe ekgo tjhaapa dekhe hai.

90.000



Oe ekgo tijdschrift parhe hai.

100.000



Oe moeh dhowe hai.

200.000



Oe kaptafel potjhe hai.

300.000



Oe bhodjan pakaawe hai.

400.000



Oe doedh pieje hai.

500.000



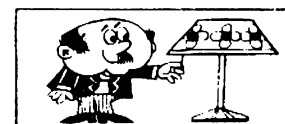
Oe vloer djhaare hai.

600.000



Oe potlood padjaawe hai.

700.000



Oe tjieraag baare hai.

800.000



Oe kraan band kare hai.

900.000



Oe aapan soth pahiere hai.

1.000.000



Oe per par baithal hai.

D. Djaise Hindostanilogan bolehe

- Nambar 20.000 Radjesh ke maai bietjhauna bietjhaawe hai?
Na, oe bietjhauna na bietjhaawe hai.
Tab oe ka kare hai?
Oe ekgo tjiethie timp kare hai.
- Nambar 40.000 Radjesh ke baap tjieraag baare hai?
Na, oe tjieraag na baare hai.
Tab oe kaun tjiedj kare hai?
Oe khierkia khole hai.
- Nambar 60.000 Indra kaptafel potjhe hai?
Na, oe kaptafel na potjhe hai.
Tab oe ka kare hai?
Oe kawaria band kare hai.
- Nambar 70.000 Koettawa doedh pieje hai?
Na, oe doedh na pieje hai.
Tab oe ka kare hai?
Oe ekgo haddie tjabaawe hai.
- Nambar 80.000 Tor bahien baskieta khaalie kare hai?
Na, oe baskieta na khaalie kare hai.
Tab oe kaun tjiedj kare hai?
Oe ekgo tjhaapa dekhe hai.
- Nambar 90.000 Ashok aapan soth pahiere hai?
Na, oe aapan soth na pahiere hai.
Tab oe kaun tjiedj kare hai?
Oe ekgo poestak parhe hai.
- Nambar 300.000 Sriematie Banwarie kothrie djhaare hai?
Na, oe kothrie na djhaare hai.
Tab oe ka kare hai?
Oe bhodjan pakaawe hai.

Nambar 400.000 Bielaria kha hai?
Na, oe na kha hai.
Tab oe ka kare hai?
Oe doedh pieje hai.

Nambar 600.000 Radjesh moeh dhowe hai?
Na, oe moeh na dhowe hai.
Tab oe kaun tjiedj kare hai?
Oe ekgo potlood padjaawe hai.

Nambar 1.000.000 Tjierai ghaas par daure hai?
Na, oe ghaas par na daure hai.
Tab oe ka kare hai?
Oe per par baithal hai.

Liekhe ke paath

1. Liekh paath 16B iemla khaatien.
2. Baat ke tjalán: Djhaar de vloer. Oe vloer djhaarehe/djhaare hai.
Khol de khierkie.
Padja de potlood.
Potjh de palangwan.
Khaalie kar de baskieta.
Dekh tjhaapa.
Tjaba le haddie.
3. Baat ke tjalán: Sharna/baskieta khaliaawe/tjiethie tije kare
Sharna kaun tjiedj kare hai?
Baskieta khaliaawe hai?
Na, oe baskieta na khaliaawehe, tjiethie tije kare hai.

Ab toe apne se liekh:

Radjesh ke baap/moeh dhowe/khierkie khole
Tjietra ke maai/kawaarie band kare/bietjhauna
bietjhaawe
Koetta/doedh pieje/haddie tjabaawe
Indra/ghaas bhar par daure/per_ ke nietje baithe
Radjesh ke maai/dressoir potjhe/bhodjan pakaawe
Radjesh/per_ ke nietje baithe/per_ par tjahare
Tjhot/poestak parhe/potlood padjaawe
Sharna/khaaik banaawe/vloer djhaare
Bietia/bietjhauna bietjhaawe/japon pahiere
Beta/tjieraag boetaawe/kraan band kare

Baattjiet karna Paath 16

Dekh tjhaapa Paath 16B

A. Master djie: Radjesh ke maai bagaitja me hai?

Student : Na, oe bagaitja me na hai.

M. : Tab oe kaha hai?

S. : Oe koekroe me hai.

M. : Hoewa ka kare hai?

S. : Bhodjan pakaawe hai.

M. : Ke bhodjan pakaawe hai?

S. : Radjesh ke maai!

Master djie: Radjesh ke baap bagaitja me hai?

Student : Na, oe bagaitja me na hai.

M. : Tab oe kaha hai?

S. : Ohoe bhie koekroe me hai.

M. : Hoewa ka kare hai?

S. : Bagaitja me dekhe hai.

M. : Ke bagaitja me dekhe hai?

S. : Radjesh ke baap!

Master djie: Indra bhie koekroe me hai?

Student : Na, oe koekroe me na hai.

M. : Tab oe kaha hai?

S. : Oe bagaitja me hai.

M. : Hoewa ka kare hai?

S. : Per ke nietje baithal hai.

M. : Ke per ke nietje baithal hai?

S. : Indra!

Master djie: Radjesh koekroe me hai?

Student : Na, oe koekroe me na hai.

M. : Tab oe kaha hai?

S. : Ohoe bhie bagaitja me hai.

M. : Hoewa ke kare hai?
S. : Per_ par tjaharal hai.
M. : Ke per_ par tjaharal hai?
S. : Radjesh!

Master djie: Koetta koekroe me hai?

Student : Na, oe koekroe me na hai.

M. : Tab oe kaha hai?

S. : Ohoe bhie bagaitja me hai.

M. : Hoewa ka kare hai?

S. : Ghaas bhar par daure hai ekgo bielaar ke pietjhe.

M. : Ke ghaas bhar par daure hai?

S. : Koetta!

B. Master djie aur student dekhe hai tjhaapa Paath 16B aur apne me batiaahe ke bagaitja me hai. Pahiela dafe student Radjesh ke baap hai, aur doesra dafe oe Radjesh ke maai hai.

C. Ab master djie poetjehe Paath 16D "Djaise Hindostanilogan bolehe"

Master djie: Dekh nambar 30.000 Sharna ekgo tjiethie tije karehe?

Student : Na, oe tjiethie na tije kare hai.

Master djie: Tab oe ka karehe?

Student : Oe baskieta khaliaawe hai.

M. : Dekh nambar 50.000 Tjietra ke maai kawaria kholehe?

S. : Na, oe kawaria na khole hai.

M. : Tab oe ka karehe?

S. : Oe bietjhauna bietjhaawe hai.

M. : Dekh nambar 100.000 Radjesh ke baap potlood padjaawehe?
S. : Na, oe potlood na padjaawe hai.
M. : Tab oe ka karehe?
S. : Oe moeh dhowe hai.

M. : Dekh nambar 200.000 Moenna ke maai vloer djhaarehe?
S. : Na, oe vloer na djhaare hai.
M. : Tab oe ka karehe?
S. : Oe kaptafel potjhe hai.

M. : Dekh nambar 500.000 Sharna kaptafel potjhehe?
S. : Na, oe kaptafel na potjhe hai.
M. : Tab oe ka karehe?
S. : Oe vloer djhaare hai.

M. : Dekh nambar 700.000 Moenna ke baap aapan soth pahierehe?
S. : Na, oe aapan soth na pahiere hai.
M. : Tab oe ka karehe?
S. : Oe tjieraag baare hai.

M. : Dekh nambar 800.000 Bietia tjieraag baarehe?
S. : Na, oe tjieraag na bare hai.
M. : Tab oe ka karehe?
S. : Oe kraan band kare hai.

M. : Dekh nambar 900.000 Beta kraan band karehe?
S. : Na, oe kraan na band kare hai.
M. : Tab oe ka karehe?
S. : Oe aapan soth pahiere hai.

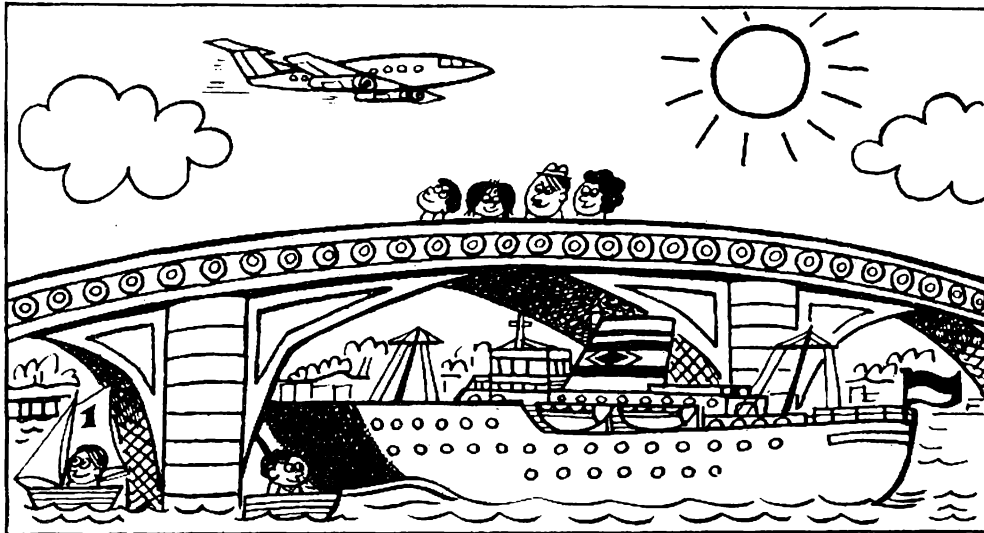
Aur ab student poetjhehe nambar 20.000, 40.000, 60.000, 70.000,
80.000, 90.000, 300.000, 400.000, 600.000, 1.000.000, Paath 16D,
aur master djie djabaab deiga.

Paath 17

A. Thiekse soen aur bol: rh, r

bar <u>h</u> ia	par <u>h</u>	par <u>h</u>	lar <u>h</u>
daar <u>h</u> ie	or <u>h</u>	djar <u>h</u>	toer <u>h</u>
gar <u>h</u> oe	kaar <u>h</u>	kaar <u>h</u>	or <u>h</u>
boer <u>h</u> ia	der <u>h</u>	der <u>h</u>	per <u>h</u>
boer <u>h</u> wa	par <u>h</u>	or <u>h</u>	pahaar <u>h</u>

B.



Aadj ke dien khoeb barhia hai.

Tjaahie hia hoewa badrie hai, bakie soeroedj oegal hai.

Djiwan ke baap aapan aurat aur larkan leke poel par ghoeme hai.

Nadie me ekaad djahaadj hai.

Djiwan ke maai baap ohiesab dekhe hai.

Asha ekgo barka djahaadj ke taake hai.

Oe djahaadj paas howe hai poel ke nietje se.

Djiwan ekgo hawaai djahaadj ke taake hai.

Oe hawaai djahaadj nadie ke oepar se oere hai.

C. Oesab ka kare hai? Oesab kaun tjiedj kare hai?

Phierse bol:

Nambar 1

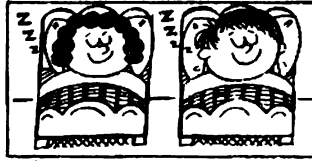
ek



Oesab bhodjan pakaawe hai.

2

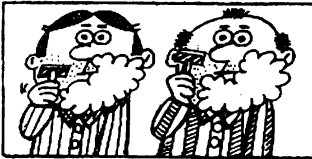
doei



Oesab soetal hai.

3

tien



Oesab daarhie tjhiele hai.

4

tjaar



Oesab rowe hai.

5

paatj



Oesab haddie tjabaawe hai.

6

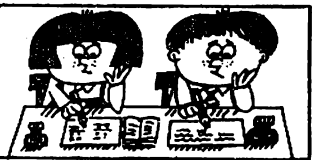
tjhauw



Oesab tjiethie tijp kare hai.

7

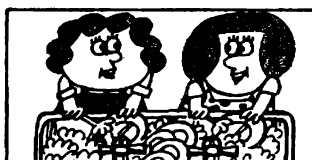
saat



Oesab aapan skoel ke paath banaawe hai.

8

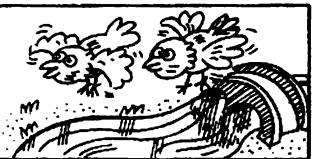
aath



Oesab bartan maadje hai.

9

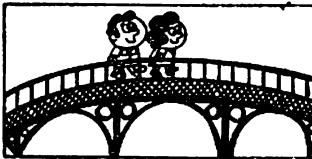
nauw



Oesab paanie ke oepar se oere hai.

10

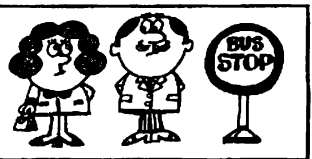
das



Oesab poel par tjale hai.

11

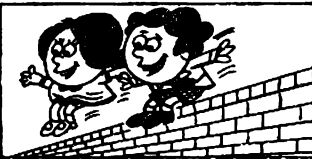
gjaara



Oesab bus agore hai.

12

baara



Oesab dewaal par se kcede hai.

D. Djaise Hindostanilogan bolehe:

- Nambar ek Bhandarielog ka kare hai?
Oesab bartan maadje hai?
Na, oesab bartan na maadjehe, oelog bhodjan pakaawe hai.
- Nambar doi Larkwan ka kare hai?
Oesab rowe hai?
Na, oesab na rowehe, oelog soetal hai.
- Nambar tien Oe manaian ka kare hai?
Oesab khaaik banaawe hai?
Na, oesab khaaik na banaawehe, oelog daarihie tjhiele hai.
- Nambar tjaar Radjesh aur Indra kaun tjiedj kare hai?
Oesab soete hai?
Na, oesab na soetehe, oelog rowe hai.
- Nambar paatj Oe koettawan kaun tjiedj kare hai?
Oesab doedh pieje hai?
Na, oesab doedh na piejehe, oelog haddie tjabaawe hai.
- Nambar tjhauw Ie auratian kaun tjiedj kare hai?
Iesab kothrie djhaare hai?
Na, iesab kothrie na djhaarehe, ielog tjiethie tjjp
kare hai.
- Nambar saat Ie larka aur larkie ka kare hai?
Iesab tjhaapa dekhe hai?
Na, iesab tjhaapa na dekhehe, ielog aapan skoel ke
paath banaawe hai.
- Nambar aath Oe auratian ka kare hai?
Oesab vloer djhaare hai?
Na, oesab vloer na djhaarehe, oelog bartan maadje hai.
- Nambar nauw Oe tjieraian ka kare hai?
Oesab per par baithal hai?
Na oesab per par na baithal he, oelog paanie ke oepar
se oere hai.

Nambar das Oe mard aur aurat kaun tjiedj kare hai?
Oesab bus agore hai?
Na, oesab bus na agorehe, oelog broki par tjale hai.

Nambar gjaara Oe doi paraanie kaun tjiedj kare hai?
Oesab poel par tjale hai?
Na, oesab poel par na tjalehe, oelog bus agore hai.

Nambar baara Tor bhaai aur bahien kaun tjiedj kare hai?
Oesab per_ par tjahare hai?
Na, oesab per_ par na tjaharehe, oelog dewaal par se
koede hai.

E. Liekhe ke paath

1. Liekh paath 18B iemla khaatien.
2. Baat ke tjalān: Bhodjan pakaawe / bhandaarielog
Bhandaarielog bhodjan pakaawe hai.

Ab toe apne se liekh:

Tjiethie t_jijp kare / auratian
Bietjhauna lagaawe / Djiwan ke maai
Bartan dhowe / larkian
Daarhie t_jhiele / Djiwan ke baap
Skoel ke paath banaawe / larkan
Haddie tjabaawe / koettawan

3. Baat ke tjalān: Larkan / djahaadj ke taake
Larkan kaun tjiedj kare hai?
Djahaadj ke taake hai.

Ab toe apne se liekh:

Aurat / khaaik banaawe
Larkie / soete
Indra aur Moenna / rowe
Bhandaarielog / bartan maadje

Tjieraian / nadiē ke oepar se oere
Doei paraanie / poel par ghoeme
Djiwan ke maai baap / bus agore
Bielarian dewaal / par se koede
Remie aur Glen / per_ par tjahare
Tjitra aur Indra / per_ ke lagwe baithe

Baattjiet karna Paath

A. Dekh tjhaapa Paath 17B

Master djie: Aadj ke dien khoeb thandha hai?

Student : Na, khoeb thandha na hai.

M. : Khoeb barhia hai?

S. : Ha, khoeb barhia hai.

M. : Ke poel par ghoeme hai?

S. : Djiwan ke baap aapan aurat aur larkanleke.

M. : Oelog kaha ghoeme hai?

S. : Poel par ghoeme hai.

M. : Ekaad djahaadj kaha hai?

S. : Nadie me hai.

M. : Ke ohiesab dekhe hai?

S. : Djiwan ke maai baap.

M. : Asha kaun tjiedj kare hai?

S. : Oe barka djahaadj ke taake hai.

M. : Oe djahaadj ka kare hai?

S. : Paas howe hai poel ke nietje se.

M. : Djiwan kaun tjiedj kare hai?

S. : Oe hawaa*i* djahaadj ke taake hai.

M. : Hawaa*i* djahaadj poel ke nietje se oere hai?

S. : Na, poel ke nietje se na oere hai.

M. : Tab kaha oere hai?

S. : Poel ke oepar se.

B. Ab student khaalie tjhaapa 17B. dekhiega aur master djie se bataaig*a* ie barhia dien ke biese me aur kaun tjiedj sab koi kare hai.

C. Master djie: Dekh nambar ek

Bhandaarielog kaun tjiedj kare hai?

Student : Oesab bhodjan pakaawe hai.

- M. : Dekh namban doei
Laarkwan ka kare hai?
- S. : Oesab soetai hai.
- M. : Dekh namban tien.
Oe manaiian kaun tjiiedj kare hai?
- S. : Oesab daarthie tjiiele hai.
- M. : Dekh namban tjaar.
Radjesh aur Indra ka kare hai?
- S. : Oesab rowe hai.
- M. : Dekh namban paatj.
Oe koettaawan kaun tjiiedj kare hai?
- S. : Oesab haddie tjabawe hai.
- M. : Dekh namban tjihaaw.
Ie aurattiam ka kare hai?
- S. : Iesab tjiethie tjiip kare hai.

Ab student poetjhie

- Student : Dekh namban saat.
Ie Laarka aur Laarkie kaun tjiiedj kare hai?
- Master djie : Iesab aapam skoei ke paatthi banaawe hai.
- S. : Dekh namban aath.
Oe aurattiam ka kare hai?
- M. : Oesab bartan maadje hai.
- S. : Dekh namban mauw.
Oe tjieratiam kaun tjiiedj kare hai?
- M. : Oesab paamie ke oepar se oere hai.
- S. : Dekh namban das.
Oe maard aur aurat ka kare hai?
- M. : Oesab brokhi par tjaile hai.

- S. : Dekh nambar gjaara
Oe doi paraanie kaun tjiedj kare hai?
- M. : Oesab bus agore hai.
- S. : Dekh nambar baara
Tor bhaai aur bahien ka kare hai?
- M. : Oesab dewaal par se koede hai.
- D. Master djie : Dekh nambar saat
Larkwan tjiethie timp kare hai?
- Student : Na, iesab tjiethie na timp karehe,
aapan skoel ke paath banaawe hai.
- M. : Dekh nambar aath
Auratian aapan skoel ke paath banaawe hai?
- S. : Na, iesab aapan skoel ke paath na banaawehe,
bartan maadje hai.
- M. : Dekh nambar nauw
Tjieraian bartan maadje hai?
- S. : Na, iesab bartan na maadjehe,
paanie ke oepar se oere hai.
- M. : Dekh nambar das
Oe mard aur aurat paanie ke oepar se oere hai?
- S. : Na, oesab paanie ke oepar se na oerehe,
broki par tjale hai.
- M. : Dekh nambar gjaara
Oe doi paraanie poel par tjale hai?
- S. : Na, oesab poel par na tjalehe, bus agore hai.
- M. : Dekh nambar baara
Tor bhaai aur bahien bus agore hai?
- S. : Na, oesab bus na agorehe, dewaal par se koede hai.

Ab student poetjhie

- Student : Dekh nambar ek
Bhandaarielog dewaal par se koede hai?
- Master djie : Na, iesab dewaal par se na koedehe, bhodjan pakaawe hai.
- S. : Dekh nambar doi
Larkan bhodjan pakaawe hai?
- M. : Na, iesab bhodjan na pakaawehe, soetal hai.
- S. : Dekh nambar tien
Oe manaian haddie tjabaawe hai?
- M. : Na, oesab haddie na tjabaawehe, daarhie tjiele hai.
- S. : Dekh nambar tjaar
Radjesh aur Indra daarhie tjiele hai?
- M. : Na, iesab daarhie na tjielehe, bahoet rowe hai.
- S. : Dekh nambar paatj
Koettawan rowe hai?
- M. : Na, oesab na rowehe, haddie tjabaawe hai.
- S. : Dekh nambar tjhauw
Auratian khaaik banaawe hai?
- M. : Na, iesab khaaik na banaawehe, tjiethie tije kare hai.
-

- E. Master djie poetjhehe Paath 17D "Djaise Hindostanilogan bolehe",
nambar 1, 3, 5, 7, 9, 11, aur student poetjhiega nambar 2, 4, 6, 8, 10,
aur 12.
-

Paath 18

A. Thiekse soen aur bol: rb-rd-rg-rk-rl-rm-rn-rs-rt-rw

barbier

sarbat

hardam

pardesie

mard

moerga

moergie

swarg

narg

barka

khierkie

park

karle

karlie

Djarman

Parmeswar

dharm

Sarnaam

Sarnaamie

barsaad

koersie

bartan

kartie

ghar wala

ghar walie

B. Ie foto hamloganke gauw ke hai.
Hamloganke gauw khoeb barhia hai.
Hoewa par barka barka perh hai, dher phoel
hai, aur khoeb hawa tjale hai, kaahese ie
gauw nadie ke kienaare hai.

1



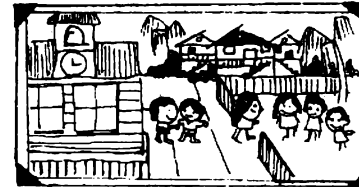
Ie bhie ek foto hai hamloganke gauw ke.
Hamaar aurat aur ham ghoemiela nadie ke
kienaare.
Hamlogan nadie ke bawa kait tjaliela.
Ek larka nadie me hai.
Oe paure hai nadie ke iepaar se oepaar
talak.

2



Ehoe bhie ek foto hai.
Ie hamloganke skoel hai.
Ie skoel ekgo park ke bagal me hai.
Ie park dahiena kait hai.
Koetjh larkan skoel me se niekre hai,
aur koetjh larkan park me dja hai.

3



C. Iesabh kaha djaae?

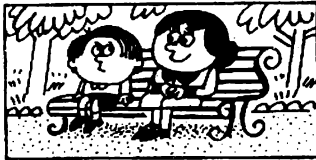
Phierse bol:

Nambar 1 ek



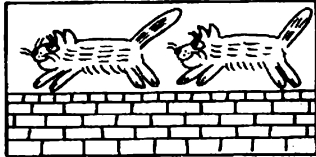
Ie doekaan me djaae.

3 tien



Ie apne maai ke bagal me baithal hai.

5 paatj



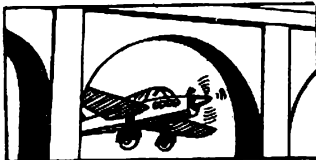
Ielog dewaal par daure hai.

7 saat



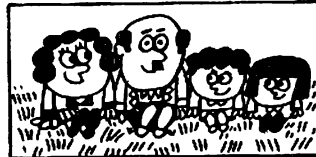
Oe siepaahie ke bietj me tjalehe.

9 nauw



Ie poel ke nietje se oere hai.

11 gjaara



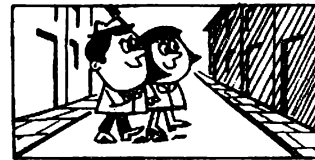
Iesab ghaas par baithal hai.

2 doi



Oe doekaan me se niekre hai.

4 tjaar



Oelog rasta par se iepaar se oepaar djaae.

6 tjhauw



Oesab per par se koedehe.

8 aath



Ie per ke lagwe baithal hai.

10 das



Oe poel ke oepar se oere hai.

12 baara



Oesab kothrie me parhe hai.

- D. Djaise Hindostanilogan bolehe:
- Nambar ek Ie manai kaha dja^ahe?
 Ie doekaan me dja^ahe.
- Nambar doi Oe aurat kaha dja^ahe?
 Oe doekaan me se niekre hai.
- Nambar tien Ie larka kaha baithal he?
 Ie apne maai ke bagal me baithal hai.
- Nambar tjaar Oe doi paraanie kaha tjalehe?
 Oelog rasta par se iepaar se oepaar dja^ahe.
- Nambar paatj Ie doi bielaar kaha daurehe?
 Ielog dewaal par daure hai.
- Nambar tjhauw Oe larkan kaha koedehe?
 Oesab per par se koede hai.
- Nambar saat Ie aadmie kaha tjalehe?
 Ie siepaahie ke bietj me tjalehe.
- Nambar aath Oe larkie kaha baithal he?
 Oe per ke lagwe baithal he.
- Nambar nauw Ie hawaai djahaadj kaha oere hai?
 Ie poel ke nietje se oere hai.
- Nambar das Oe hawaai djahaadj kaha oere hai?
 Oe poel ke oepar se oere hai.
- Nambar gjaara Ie palwaar kaha baithal he?
 Iesab ghaas par baithal he.
- Nambar baara Oesab kaha parhe hai?
 Oesab kothrie me parhe hai.

E. Liekhe ke paath

1. Khaalie djagha me liekh: bietj me, me, par, par se, iepaar se oepaar

Ie larkie nadiehai.
Oe paurehe nadie ketalak.
Oe londa pertjahara^l hai.
Oe perkoedehe.
Ie bielarian dewaaldaurehe.
Oe aadmie doi londa kebaithal hai.

2. Liekh paath 18B. iemla khaatien.

3. Baat ke tjalān: Larkan / djaai / park
Larkan kaha dja^ahe?
Park me dja^ahe.

Ab toe apne se liekh:

Aadmie / djaai / doekaan
Aurat / niekre / park
Londa / baith^e / aapan baap
Doei paraanie / tjale / rasta
Bielarian / koede / dewaal
Larkan / tjahare / per
Manai / tjale / siepaahie
Larkie / baith^e / per
Hawaaⁱ djahaadj / oere / nadie
Palwaar / ghoeme / poel
Koetta / daure / ghaas
Indra / niekre / doekaan

Dekh tjhaapa paath 18 B

- A. Master djie: Toeloganke gauw kaha hai?
Student : Nadie ke kienaare.
M. : Tor aurat aur toe kaha hai?
S. : Hamlog bhie nadie ke kienaare hai.
M. : Toelogan hoewa ka kare hai?
S. : Hamlogan ghoemiela hoewa par.
M. : Ke nadie ke kienaare ghoemehe?
S. : Hamaar aurat aur ham.
M. : Kaun kait toelogan tjalehe?
S. : Hamlogan bawa kait tjaliela.

- Master djie: Larka kaha hai?
Student : Nadie me hai.
M. : Hoewa ka kare hai?
S. : Oe paure hai.
M. : Oe kaha paure hai?
S. : Nadie ke iepaar se oepaar talak.
M. : Ke paure hai nadie ke iepaar se oepaar talak?
S. : Larka.

- Master djie: Toeloganke skoel kaha hai?
S. : Ekgo park ke bagal me.
M. : Oe park kaha hai?
S. : Dahiena kait hai.
M. : Larkan kaha ke aage hai?
S. : Skoel ke aage.
M. : Oesab skoel me dja hai?
S. : Na, oesab skoel me na dja hai.
M. : Tab ka kare hai?
S. : Oesab skoel me se niekre hai.
M. : Ke skoel me se niekre hai?
S. : Koetjh larkan.

M. : Aur ke park me dja hai?

S. : Koetjh larkan bhie.

B. Ab student khaalie tjhaapa 18B dekhiega aur master djie se bataaiga hamloganke gauw ke biese me.

C. Master djie: Nambar ek

Oe aadmie doekaan me se niekrehe?

Student : Na, oe doekaan me se na niekrehe, doekaan me dja^hahe.

M. : Nambar doi

Ie aurat doekaan me dja^hahe?

S. : Na, ie doekaan me na dja^hahe, doekaan me se niekrehe.

M. : Nambar tien

Oe londa aapan baap ke bagal me soetal he?

S. : Na, oe aapan baap ke bagal me na soetal he, aapan maai ke bagal me baithal he.

M. : Nambar tjaar

Oe doi paraanie nadie ke iepaar se oepaar paurehe?

S. : Na, oelog nadie ke iepaar se oepaar na paurehe, rasta par iepaar se oepaar dja^hahe.

M. : Nambar paatj

Oe doi bielaar dewaal par se koedehe?

S. : Na, oelog dewaal par se na koedehe, dewaal par daurehe.

M. : Nambar tjhauw

Larkan dewaal par daurehe?

S. : Na, oelog dewaal par na daurehe, peru par se koedehe.

M. : Nambar saat

Ie aadmie taxiwalan ke bietj me baithal he?

S. : Na, ie taxiwalan ke bietj me na baithal he, siepahian ke bietj me tjalehe.

- M. : Nambar aath
Oe larkie per_ par tjaharal he?
- S. : Na, oe per_ par na tjaharal he, per_ ke nietje baithal he.
- M. : Nambar nauw
Ie hawaai djahaadj poel ke oepar se oerehe?
- S. : Na, oe poel ke oepar se na oerehe, poel ke nietje se oerehe.
- M. : Nambar das
Oe hawaai djahaadj poel ke nietje se oerehe?
- S. : Na, oe poel ke nietje se na oerehe, poel ke oepar se oerehe.
- M. : Nambar gjaara
Ie palwaar broki par tjalehe?
- S. : Na, ielog broki par na tjalehe, ghaas par baithal he.
- M. : Nambar baara
Oe doi paraanie koekroe me khaaik banaawehe?
- S. : Na, oelog koekroe me khaaik na banaawehe, kothrie me parhehe.
-

- D. Ab master djie poetjhiega Paath 18D, "Djaise Hindostanilogan bolehe", nambar 1-12, aur student djabaab deiga. Tab student bhie poetjhiega ie sawaal, aur master djie djabaab deiga.

Paath 19

A. Thiekse soen aur bol: w, j, h

awaadj	ja	dhaah
awaarie	jaane	moeh
oewala	jaad	tjaah
hawaai	japon	patoh
wala	joeroe	waah

B. Sandjaai: Toe khoeb kaam kare hai, Dipak.

Kaun aisan kaam kare hai toe?

Dipak : Ham ek poestak ke almaarie
banaaila.



D. : Hamke oe hathaurie pakra de
to, Sandjaai?

S. : Kaun wala? Ie waal?

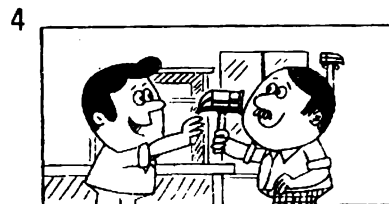


D. : Na, oe nahie.
Ekwa barkwa.



S. : Liedjieje.

D. : Dhanbaad.



S. : Ab toe ka djaathe kare, Dipak?

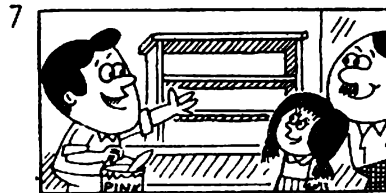
D. : Ham djaaila eke range.



- S. : Kaun rang toe eke dja⁶ahe dewe?
 D. : Ham djaaila eke goela⁶abie rang
 dewe.
 S. : Goela⁶abie!?



- D. : Ie poestak ke almaarie hama⁷ar
 na hai.
 Ie hama⁷ar bi⁷etia Andjana ke
 khaatien hai.
 Goela⁷abie rang okre man walie
 rang hai.

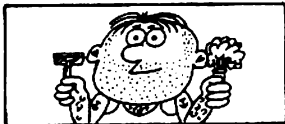


Ka dja⁶ahe kare? Ab ka kare hai.

Phierse bol:

Nambar

ek



Ham djaaila da¹arhie t¹hiele.

doei



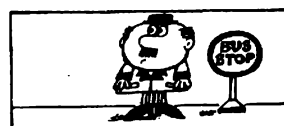
Ham da²arhie t²hieliela.

tien



Ham djaaila bus a³gore.

tjaar



Ham bus a⁴goriela

paatj



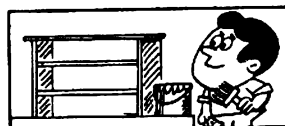
Hamlog djaaila skoel ke
 paath banaawe.

tjhauw



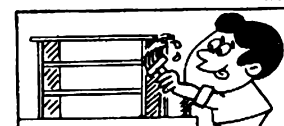
Hamlog skoel ke paath banaaila.

saat



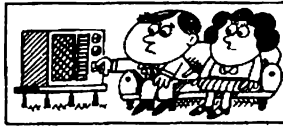
Ham djaaila r⁷ange.

aath



Ham r⁸angiela.

nauw



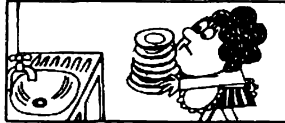
Hamlog djaaila radio soene.

das



Hamlog radio soeniela.

gjaara



Ham djaaila bartan dhowe.

baara



Ham bartan dhoila.

D. Djaise Hindostanilogan bolehe:

Nambar ek Ka dja^ahe kare?
Ham djaaila daarhie tjhiele.

Nambar doi Ab ka kare hai?
Ab ham daarhie t^hieliela.

Nambar tien Ka dja^ahe kare?
Ham djaaila bus agore.

Nambar tjaar Ab ka kare hai?
Ab ham bus agoriela.

Nambar paatj Ka dja^ahe kare?
Hamlog djaaila skoel ke paath banaawe.

Nambar tjhauw Ab ka kare hai?
Ab hamlog skoel ke paath banaaila.

Nambar saat Ka dja^ahe kare?
Ham djaaila boek ke almaarie range.

Nambar aath Ab ka kare hai?
Ab ham boek ke almaarie rangiela.

Nambar nauw Ka dja^ahe kare?
Hamlog djaaila radio soene.

Nambar das Ab ka kare hai?
 Ab hamlog radio soeniela.

Nambar gjaara Ka djaahe kare?
 Ham djaaila bartan dhowe.

Nambar baara Ab ka kare hai?
 Ab ham bartan dhoila.

E. Liekhe ke paath

1. Baat ke tjalān: Ham ka kariela? (Boek ke kasi range)

Ham ka kariela?

Toe boek ke kasi range hai.

Ab toe apne se liekh:

Toe ka kare hai? (Tafra banaawe)

Oe ka kare hai? (Daarhie tjhiele)

Hamlog ka kariela? (Bus agore)

Toelog ka kare hai? (Khaaik pakaawe)

Oelog ka kare hai? (Bartan dhowe)

Ham ka kariela? (Poel par tjale)

2. Liekh paath 19B iemla khaatien.

3. Baat ke tjalān: Bhodjan pakaawe

Ka djaahe kare?

Ham djaaila bhodjan pakaawe.

Ab ka kare hai?

Ab ham bhodjan pakaaila.

Ab toe apne se liekh:

Skoel ke paath banaawe

Radio soene

Bartan maadje

Televisie dekhe

Nadie ke kienare ghoeme

Dewaal par se koede

Per par tjahare

Ghaas bhar par daure

Nadie me paure

Maai baap ke bietj me tjale

Baattjiet karna Paath 19

A. Dekh tjhaapa Paath 19B

Master djie: Dipak koersie banaawe hai?

Student : Na, koersie na banaawe hai.

M. : Kaun aisan kaam kare hai oe?

S. : Poestak ke almaarie banaawe hai.

M. : Ke poestak ke almaarie banaawe hai?

S. : Dipak.

Master djie: Sandjaai ekgo tjhoerie pakra dewe hai?

Student : Na, tjhoerie na pakra dewe hai.

M. : Kaun tjiedj oe pakra dewe hai?

S. : Hathaurie pakra dewe hai.

M. : Kaun hathaurie? Tjhotkwa?

S. : Na, tjhotkwa nahie. Ekwa barkwa.

M. : Ke barka hathaurie pakra dewehe?

S. : Sandjaai.

M. : Tjhot_a hathaurie kaha hai?

S. : Dewaal par hai.

M. : Opar kaha hai?

S. : Barkwa ke bagal me hai.

Master djie: Ab Dipak ka dja_ahe kare?

Student : Ab dja_ahe poestak ke almaarie range.

M. : Ke dja_ahe eke range?

S. : Dipak.

M. : Kaun rang oe eke dja_ahe dewe?

S. : Oe dja_ahe eke goelaabie rang dewe.

M. : Goelaabie rang okre man wala rang hai?

S. : Na okre man wala rang na hai.

M. : Tab kek_re man ke hai?

S. : Ie okre biet_ia ke man walie rang hai.

Master djie: Ie poestak ke almaarie Dipak ke khaatien hai?

Student : Na, okre khaatien na hai.

M. : Sandjaai ke khaatien hai?
S. : Na, okre khaatien na hai.
M. : Andjana ke maai ke khaatien hai?
S. : Na, okre khaatien na hai.
M. : Tab kekre khaatien hai?
S. : Andjana ke khaatien hai.

B. Master djie aur student dekhe hai tjhaapa paath 19B aur apne me batiaahe kaun tjiedj Dipak kare hai. Pahiela dafe student Sandjaai hai aur doesra dafe oe Dipak hai.

C. Master djie: Dekh nambar 30.000 Paath 16B
Kaun aisan kaam kare hai toe?
Student : Ham baskieta khaliaaila.

M. : Nambar 40.000
Kaun aisan kaam kare hai oe?

S. : Oe khierkia khole hai.

M. : Nambar 50.000
Kaun aisan kaam kare hai toe?

S. : Ham bietjhauna bietjhaila.

M. : Nambar 200.000
Kaun aisan kaam kare hai oe?

S. : Oe kaptafel potjhe hai.

M. : Nambar 600.000
Kaun aisan kaam kare hai toe?

S. : Ham potlood padjaila.

Master djie: Dekh nambar ek Paath 17B
Kaun aisan kaam kare hai oellog?

Student : Oellog bhodjan pakaawe hai.

- M. : Nambar tjhauw
Kaun aisan kaam kare hai toelog?
- S. : Hamlog tjiethie timp kariela.
- M. : Nambar aath
Kaun aisan kaam kare hai oelog?
- S. : Oelog bartan maadje hai.
- M. : Dekh nambar doei Paath 19 B
Kaun aisan kaam kare hai toe?
- S. : Ham daarhie tjhieliela.
- M. : Nambar aath
Kaun aisan kaam kare hai oe?
- S. : Oe boek ke almaarie range hai.
-

D. Ab master djie poetjhiega "Djaise Hindostanilogan bolehe", (Paath 19D) nambar ek - baara, aur student djabaab deiga. Tab student bhie poetjhiega ie sawaal aur master djie djabaab deiga.

- E. Master djie: Dekh nambar ek (Paath 19D)
Toe djaathe daarhie tjhie kie bartan dhowe?
- Student : Ham na djaaila bartan dhowe, ham djaaila daarhie tjhie.
- M. : Nambar tien
Aap djaathe poel par ghoeme kie bus agore?
- S. : Ham na djaaila poel par ghoeme, ham djaaila bus agore.
- M. : Nambar paatj
Toelog djaathe tjhaapa dekhe kie aapan skoel ke paath
banaawe?
- S. : Hamlog na djaaila tjhaapa dekhe, hamlog djaaila aapan
skoel ke paath banaawe.

M. : Nambar saat:
Toe dja^uhe kasi range kie da^urhie t^hhiele?

S. : Ham na dja^uila da^urhie t^hhiele, ham dja^uila kasi range.

M. : Nambar nauw:
Aap dja^uhe radio soene kie televisie dekhe?

S. : Hamlog na dja^uila televisie dekhe, hamlog dja^uila radio
soene.

M. : Nambar gjaara
Toe dja^uhe bartan maadje kie vloer d^hhaare?

S. : Ham na dja^uila vloer d^hhaare, ham dja^uila bartan maadje.

F. Master djie: Dekh nambar doi
Toe da^urhie t^hhielehe kie bhodjan pakaawehe?

Student : Ham bhodjan na paka^uila, da^urhie t^hhieliela.

M. : Nambar tjaar
Aap bus agorehe kie poel par ghoemehe?

S. : Ham poel par na ghoemiela, bus agoriela.

M. : Nambar t^hhauw
Toel^og aapan skoel ke pa^uth banaawehe kie t^hhaapa dekhehe?

S. : Hamlog t^hhaapa na dekhiela, aapan skoel ke pa^uth
banaa^uila.

M. : Nambar a^uth
Toe koersie banaawehe kie almaarie rangehe?

S. : Ham koersie na banaa^uila, almaarie rangiela.

M. : Nambar das
Aap televisie dekhehe kie radio soenehe?

S. : Hamlog televisie na dekhiela, radio soeniela.

M. : Nambar baara
Toe vloer d^hhaarehe kie bartan maadjehe?

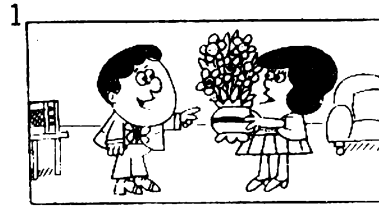
S. : Ham vloer na d^hhaariela, bartan maadjiela.

Paath 20

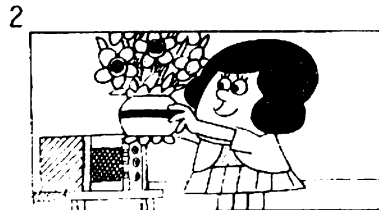
A. Thiekse soen aur bol: bb, dd, tt, kk, mm, ll

diebba	tjiemmatj
h <u>add</u> ie	bollie
koetta	halloek
ekke	tjallie
ekko	tjalle

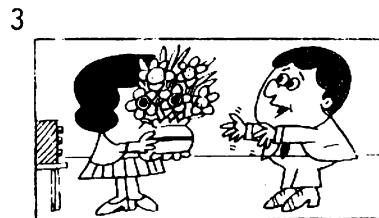
B. Goeroedat: Ka djaathe kare ie vaas se, Lila?



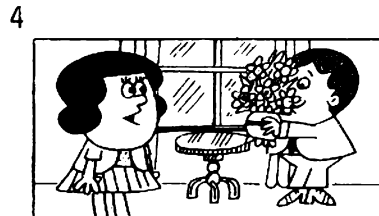
Lila : Ham djaaila ie radio par dhare.



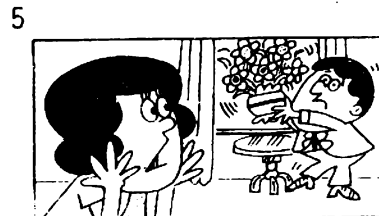
G. : Radio par na dhar.
Hamke de de.



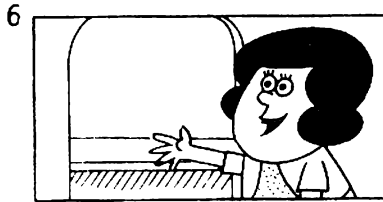
L. : Toe ka djaathe ese kare?
G. : Ham eke djaaila hia dhare,
khierkie ke aage.



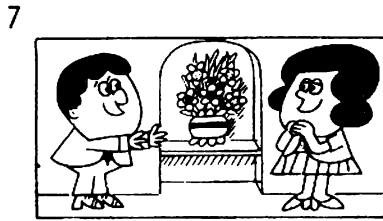
L. : Bahoet batjaai ke, giere nahie!



L. : Hoewa par oke na dhar.
Hia, ie palanga par dhar.



G. : Dekh, hoewa kaise dharal hai!
Bahoet biesaal vaas hai.



L. : Aur bahoet biesaal phoel bhie hai.

C. Kaun tjiedj toe djaahе kare? Ham djaaila

Phierse bol:

Nambar 13 tera



pahiere

15 pandra



khole

17 sattra



dewe apne bieta ke

19 onnais



dewe apne baap ke

14 tjauwda



oetaare

16 sora



band kare

18 athaara



pethaawe apne aadjie khaatien

20 bies



dekhaawe apne maai ke

21 ties



tedjaai apne larkan
khaatien

22 tjaalies



dewe apne aurat ke

23 patjaas



pethaawe apne aadja
khaatien

24 saath



dekhaawe apne bahien ke

D. Djaise Hindostanilogan bolehe:

Nambar tera Kaun tjiedj toe dja^ahe kare apne djaakiet se?
Ham djaaila eke pahiere.

Nambar tjauwda Kaun tjiedj toe dja^ahe kare apne soth se?
Ham djaaila eke oetaare.

Nambar pandra Kaun tjiedj toe dja^ahe kare apne televisie se?
Ham djaaila eke khole.

Nambar sora Kaun tjiedj toe dja^ahe kare apne radio se?
Ham djaaila eke band kare.

Nambar sattrra Kaun tjiedj toe dja^ahe kare ie japon se?
Ham djaaila eke dewe apne bietia ke.

Nambar athaara Kaun tjiedj toe dja^ahe kare oe vaas se?
Ham djaaila oke pethaawe apne aadjie khaatien.

Nambar onnais Kaun tjiedj toe dja^ahe kare oe koranti se?
Ham djaaila oke dewe apne baap ke.

Nambar bies Kaun tjiedj toe dja^ahe kare ie tjhaapa se?
Ham djaaila eke dekhaawe apne maai ke.

Nambar ties Kaun tjiedj toe dja^ahe kare iesab ice-cream se?
Ham dja^aila iesab ledja^ai apne larkan khaatien.

Nambar tjaalies Kaun tjiedj toe dja^ahe kare iesab phoel se?
Ham dja^aila iesab dewe apne aurat ke.

Nambar patjaas Kaun tjiedj toe dja^ahe kare oe tjiethie se?
Ham dja^aila oke pethaawe apne aadja khaatien.

Nambar saath Kaun tjiedj toe dja^ahe kare iesab tijdschrift se?
Ham dja^aila iesab dekhaawe apne bahien ke.

E. Liekhe ke paath

1. Khaalie djaghaa me liekh: dja^aila, dja^ahe, dewe, dekhaawe,
pethaawe

Kaun tjiedj toekare ie tjhaapa se?
Hamekeapne aadjie ke.
Kaun tjiedj oekare ie tjiethie se?
Oeeke apne aadja khaatien.
Kaun tjiedj hamkare iesab phoel se?
Toeiesab apne aurat ke.

2. Liekh paath 20B iemla khaatien.

3. Baat ke tjalán: Aapan gharie / pahiere
Pahier le aapan gharie.
Ham dja^aila eke pahiere.

Ab toe apne se liekh:

Aapan paidjaama / oetaare	Khierkian / safa kare
Tjieraag / boetaawe	Palangwan / potjhe
Aapan poestak / khole	Baakas / khaliaawe
Tjoelha / baare	Aapan koranti / parhe
Aapan kothrie / djhaare	Iesabh tjhoerie / padjaawe

Baattjiet karna Paath 20

A. Dekh tjhaapa Paath 20B

Master djie: Lila djaathe oe vaas televisie par dhare?

Student : Oe na djaathe oke televisie par dhare.

M. : Tab kaha par djaathe oke dhare?

S. : Radio par.

M. : Goeroedat ka bolehe?

S. : Bolehe kie: Radio par na dhar, hamke de de.

M. : Goeroedat ka djaathe ese kare?

S. : Oe djaathe eke dhare khierkie ke aage.

M. : Lila ka bolehe?

S. : Bolehe kie: Bahoet batjaaike, giere nahie!

M. : Goeroedat oe vaas dharehe khierkie ke aage?

S. : Na, hoewa par na dharehe.

M. : Tab kaha par dharehe?

S. : Palanga par.

M. : Tab ka bolehe?

S. : Bolehe: Dekh hoewa kaise dharal hai!

M. : Aur koetjh na?

S. : Ha, oe bhie bolehe: Bahoet biesaal vaas hai!

M. : Tab Lila ka bolehe?

S. : Bolehe: Aur bahoet biesaal phoel bhie hai.

B. Master djie aur student dekhe hai abbe tjhaapa Paath 20B aur apne me batiaahe Lila aur Goeroedat ke baattjiet karna. Pahiela dafe student Lila hai, aur doesra dafe oe Goeroedat hai.

C. Master djie: Pahier le aapan gharie.

Student : Ham djaaila eke pahiere.

M. : Oetaar de aapan djoeta.

S. : Ham djaaila eke oetaare.

M. : Baar de tjieraag.
S. : Ham djaaila eke baare.

M. : Boeta de tjieraag.
S. : Ham djaaila eke boetaawe.

M. : Khol de radio.
S. : Ham djaaila eke khole.

M. : Band kar de televisie.
S. : Ham djaaila eke band kare.

D. Ab master djie poetjhiega "Djaise Hindostanilogan bolehe",
Paath 20D, nomor tera se sora tak aur student djabaab deiga.
Tab student bhie poetjhiega ie sawaal aur master djie djabaab deiga.

E. Master djie: Dekh nomor sattra
Oe ka djaathe kare ie japon se?
Student : Oe djaathe eke dewe apne bietia ke.

M. : Dekh nomor athaara
Oe ka djaathe kare ie vaas se?
S. : Oe djaathe eke pethaawe apne aadjie khaatien.

M. : Dekh nomor onnais.
Oe ka djaathe kare ie koranti se?
S. : Oe djaathe eke dewe apne baap ke.

M. : Dekh nomor bies
Oe ka djaathe kare ie tjhaapa se?
S. : Oe djaathe eke dekhaawe apne maai ke.

M. : Dekh nomor ties
Maai ka djaathe kare iesab ice-cream se?
S. : Oe djaathe iesab ledjaai apne larkan khaatien.

- M. : Dekh nambar tjaalies
Baap ka djaahē kare iesab phoel se?
- S. : Oe djaahē iesab dewe apne aurat ke.
- M. : Dekh nambar patjaas.
Tor bahien ka djaahē kare ie tjiethie se?
- S. : Oe djaahē eke pethaawe apne aadja khaatien.
- M. : Dekh nambar saath
Tor bhaai ka djaahē kare iesab tijdschrift se?
- S. : Oe djaahē iesab dekhaawe apne maaī ke.
-

- F. Ab master djie poetjhiega "Djaise Hindostanilogan bolehe", Paath 200,
sattra se saath tak, aur student djabaab deiga.
Tab student bhie poetjhiega ie sawaal aur master djie djabaab deiga.

BAAT KE LIEST

Djetna baat ie poestak me aawe hai:

(5B = Paath 5B ; Bk 6E = Baattjiet karna Paath 6E.)

a	5B	baate	4B
aadj	17B	baatie	4B
aadja	20C	baattjiet	Bk 1A
aadjie	20C	badrie	17B
aadmie	Bk 6E	bagaitja	16B
aadmian	9D	bagal	18B
aage	14B	bahien	6C
aaike	9B	bahoet	1B
aaila	4B	baithal	16B
aapke	1C	baithe	16E
aath	17C	baitho	10B
aaw	7B	bakie	17B
aawe	4B	banaaila	19B
aawehe	4B	banaaw	7E
ab	Bk 1C	banaawat	3D
abbe	10B	banaawe	17C
agore	17C	banaawehe	17D
agorehe	17D	band	10C
agoriela	19C	Banwarie	16D
aisan	19B	barbier	4C
albat	13D	barhia	7B
almaarie	19B	barka	10C
alsie	5C	barkwa	11D
Amerika	3B	bartan	17C
Anand	9B	baskieta	16C
Andjana	19B	bataaiga	Bk 17B
Annie	3B	batiaahe	Bk 1D
apne	Bk 1D	batjaai	20B
Asha	17B	bawa	13B
Ashok	9B	bedia	14D
athaara	20C	bedi	12C
attjha	5B	Beta	10B
aur	1A	betwa	2C
aurat	4C	bhaai	6C
auratian	9D	Bhajoe	5B
auro	14D	bhandaarielog	17D
auto	1C	bhar	16B
baakas	11C	bharal	11C
baakaswan	12C	bharalka	11D
baap	5B	bhet	9B
baar	15D	bhetaaai	5B
baara	17C	bhie	4B
baare	15C	bhietar	15B
baarehe	Bk 16C		

bhodjan	16C	de	11B
bhoekh	5E	deiga	Bk 11B
bhoenja	12C	deihe	11D
bhothar	11C	dekh	Bk 1A
bielaar	16B	dekhaawe	20C
bielaria	16D	dekhe	7B
bielarian	17E	dekhehe	Bk 5F
bienal	14B	dekhiega	Bk 17B
bies	20C	dekhiela	Bk 19F
biesaal	7B	dekh nauk	7B
biese	Bk 13D	Demerara	3B
bietia	2C	des	3B
bietier	15B	dewaal	14B
bietj	18C	dewe	Bk 1C
bietje	13B	dewehe	Bk 5E
bietjhaawe	16C	Dewpal	7E
bietjhaila	Bk 19C	dhanbaad	1B
bietjhauna	15B	Dhanie	9B
blauka	Bk 11A	dhar	20B
blauw	6B	dharal	12D
bloes	6C	dhare	20B
boek	2C	dharehe	Bk 20A
boerhaai	10C	dher	18B
boerhia	5D	dhoila	19C
boerhwa	5D	dhowe	16C
boeta	15D	diebba	11C
boetaawe	15C	diebwa	14D
bol	1A	diedjieje	3B
bolehe	1D	dien	17B
bolie	Bk 15D	Dipak	19B
bolle	16B	dja	7B
botal	16B	djaahe	18C
botal	11C	djaai	18E
botalia	14C	djaaila	5B
botalian	12C	djaakiet	20D
Brasiel	3B	djaan	6B
broki	17D	djabaab	Bk 1A
bruin	7C	djagha	4E
bruinka	Bk 11A	djahaadj	17B
Buick	3C	djaise	1D
bureau	12C	djame	15B
bus	17C	Djarman	3C
Citroën	3C	djawaan	5C
daarhie	17C	djhaar	15B
daas	6C	djhaare	15C
Daf	3C	djhaarehe	Bk 16C
dafe	1E	djhaariela	Bk 19F
dahiena	13B	djie	1B
Damra	8B	Djiwan	17B
das	17C	djoeta	12E
daswan	12C	djoetawan	10D
daure	16B	djon	12B
daurehe	18D	doebar	10C

doedh	4C	ha	1B
doei	17C	haath	10D
doeigo	10B	haddie	16C
doekaan	18C	hai	1B
doekandaar	4E	halloek	10C
doekandarien	4C	ham	4B
doekanian	10D	hamaar	1B
doenoe	10D	hame	12D
doesar	2A	hamke	7B
doesra	Bk 2B	hamlog	10B
doswa	14C	hamlogan	8B
douane	8B	hamloganke	9B
dressoir	12C	hamlogke	11E
ehie	2B	hamre	6B
ehoe	2B	hariar	7B
ekaad	1E	hariarka	Bk 11A
ekaadgo	12B	hathaurie	19B
ekdam	9B	hawa	15B
eke	19B	hawaai	
ekgo	11B	djahaadj	17B
ekko	13D	he	Bk 1B
ekwa	19B	hia	7B
ese	20B	Holland	3B
Farida	5B	Hindoe	Bk 5A
Faroek	6B	Hindostaan	3B
Fiat	3C	Hindostanilogan	1D
forkoe	11C	hoewa	8B
fornuis	14C	howe	17B
foto	18B	ice-cream	10B
Frans	3C	ie	1B
gaarie	2C	iemla	1E
gaiT	Bk 1D	iepaar	18B
gailie	5B	iesab	8B
garam	5C	iesabhanke	9B
garhoe	10C	iesabke	10C
gasfornuis	13B	India	4B
gaw	18B	Indonesia	3E
ghaas	16B	Indra	3B
ghar	1C	Ingalan	3C
gharie	1C	Italian	3C
ghoeme	17B	japon	1C
ghoemehe	Bk 18A	John	3B
ghoemiela	18B	ka	1B
gielaas	11C	kaahese	18B
gielaaswan	12B	kaam	2E
giere	20B	kaha	8B
gjaara	17C	kaise	5B
Glen	17E	kait	13B
goelaabie	19B	kamkarta	9D
Goeroedat	20B	kantoro	9B
Guyana	3E	kapra	6C
		kaptafel	12C

kar	9B	laaw	2E
kare	Bk 3B	laga	15B
karehe	Bk 15D	lagaawe	17E
karia	7C	lagal	10B
karieka	Bk 11A	lage	5C
kariela	19E	lagehe	5E
karna	Bk 1	lagwe	13B
kasi	15B	lahanga	1C
kaun	3D	lalka	11B
kawarie	15B	lamba	5C
kawarieje	14B	larkan	10B
ke	1E	larkian	8B
ke	16B	larkwan	17D
kekar	6B	le	6B
kekre	Bk 19A	ledjaai	20C
kha	16D	leke	17B
khaaik	16E	lew	9B
khaalie	4E	liedjieje	8B
khaatien	1E	liekh	1E
khalia	15D	liekhe	1E
khaliaaila	Bk 19C	Lila	20B
khaliaawe	15C	londa	10D
khaliaawehe	16E	maadje	17C
khierkia	16C	maadjehe	17D
khierkie	14B	maadjiela	Bk 19F
khierkian	15D	maaf	1B
khjaal	10E	maai	5B
khoeb	7B	mail	5C
khoelal	10C	Malai	3B
khoesie	5B	manaian	9D
khol	15B	mard	5C
khole	15C	master	1D
kholehe	Bk 16C	masterien	4B
kie	Bk 1D	mat	7C
kiedjieje	1B	matmail	7C
kienaare	18B	matmailka	Bk 11A
klerk	9D	me	Bk 1D
koede	17C	miel	Bk 1D
koedehe	Bk 17	moeh	16C
koemaarie	3B	moelakaat	5B
koekroe	13B	Moenieram	9B
koersie	12C	Moenna	5B
koetjh	18B	Moesalman	Bk 5A
koetta	7C	Moesalmanlogan	5B
koettawa	16D	monteur	4C
koettawan	17D	Morris	3C
koi	Bk 17B	mota	5C
kopje	11C	naam	4B
korantian	12C	naata	5C
koranti	12D	nadiē	17B
kothrie	14B	nahie	11B
krāan	15D	Namaste	3B
laal	7C		

nambar	1D	paidjamwa	10D
nauka	7B	pakaaila	19E
Nausad	5B	pakaawe	16C
nauw	9B	pakaawehe	Bk 19F
nauw	17C	pakra	19B
nawa	3B	pa ^l anga	12C
niekre	18B	pa ^l angwa	12B
niekrehe	Bk 18B	pa ^l angwan	15D
nietje	16B	paletian	12C
oe	5C	paleti	12D
oedjar	6B	palwaar	18D
oedjarka	Bk 11A	Panama	8B
oegal	17B	pandra	20C
oelog	12E	par	1D
oelogan	8B	paraanie	17D
oeloganke	12D	parda	14B
oelogke	11E	pardesie	8B
oebaar	18B	parh	15D
oepar	7B	par ^h e	15C
oere	17B	par ^h ie	1D
oerehe	Bk 17D	park	18B
oesab	8B	paspoort	8B
oesabhan	12E	patjaas	20C
oesabke	10C	Paul	3B
oetaar	15D	paure	18B
oetaare	15C	paurehe	18E
ohie	Bk 5F	pen	1C
ohiesab	17B	penwan	12C
ohoe	5B	per	16B
ohoelogan	8B	pethaawe	20C
okar	4E	phierse	1C
oke	20B	phoel	14B
okre	6E	phoert	5C
ome	13B	piaas	5E
onnais	20C	piejar	7C
opar	13B	piejarka	Bk 11A
orhnie	8E	piejartjhauw	7C
pa ⁿ ie	17D	piejartjhauka	Bk 11A
paas	17B	pieje	16C
paatar	5C	piejehe	17D
paath	1A	pietjhe	16B
paatj	2B	poel	17B
padja	15D	poeraan	10C
padjaawe	15C	poeranka	11D
padjaawehe	Bk 16C	poestak	1C
padjaila	Bk 19C	poestakwan	12C
pahiela	Bk 2B	poetjhe	Bk 1C
pahiele	Bk 5A	poetjhiega	Bk 17E
pahier	15D	postbode	4C
pahiere	15C	postbodewan	Bk 10D
pahierehe	Bk 16C	potjh	15B
pahietjaan	Bk 3B	potjhe	15C
paidjaama	2C	potjhehe	Bk 16C
		potlood	1C

Radjesh	16B	student	Bk 1A
radio	12C	studentwan	3B
raha	1B	taake	17B
raha	1B	taas	1B
rakam	Bk 5A	tab	Bk 5E
rang	7B	tafra	12C
range	19B	tak	Bk 19D
rangehe	Bk 19F	talak	18B
rangiela	19C	tang	15B
rasta	18C	tangal	14B
Remie	17E	tape	1D
rowe	17C	taswa	14C
rowehe	17D	taxi	4C
Roy	3B	televisie	12C
saat	17C	tera	20C
saath	20C	Tewarie	9B
sab	8B	thak	10B
sabhan	9B	thandha	5C
safa	5C	thiekse	1A
sakehe	Bk 13D	tiekat	2B
sala	5B	tien	17C
Salaam	3B	ties	20C
Sandjaai	19B	tjaahe	17B
sanghatia	11E	tjaahie	Bk 12A
sanghatian	8B	tjaalies	20C
Sarina	3B	tjaar	17C
Sarnaam	8B	tjaba	16E
sattra	20C	tjabaawe	16C
sawaal	Bk 5F	tjabaawehe	Bk 17D
se	2E	tjaharal	16B
Sharna	15B	tjahare	16E
siepaahie	4B	tjaharehe	17D
siepahian	10D	tjalan	2E
Sita	6C	tjale	17C
slipper	14D	tjalehe	17D
skoel	2C	tjalie	5B
Soebhag	7C	tjaliela	18B
soen	1A	tjauwda	20C
soene	19C	tjhaapa	Bk 5F
soenehe	Bk 19F	tjhaata	2B
soeniega	Bk 13C	tjhauw	17C
soeniela	19C	tjhiele	17C
soekoeria	6B	tjhielehe	Bk 17D
soeroedj	17B	tjhieliela	19C
soetal	17C	tjhietier	15B
soete	15D	tjhoerian	15D
soetehe	17D	tjhoerie	11C
sora	20C	Tjhot	6B
soth	1C	tjhotā	10C
sothia	14C	tjhotkwa	11D
sriemaan	9B	tjiedj	Bk 15A
sriematie	1B	tjieraag	14B
		tjierai	16D

tjieraian	17D
tjiethie	16C
tjiemmatj	11C
tjiemmatjwan	12C
tjien	Bk 3B
Tjietra	Bk 16C
tjoelha	20E
tjoeroes	12D
tjoeroeswan	12C
tjokh	11C
tjokhka	11D
to	7B
toe	2E
toelogan	8B
toeloganke	8B
toke	5B
topie	Bk 8C
tor	1B
tijdschrift	12D
tijdschriftwan	12C
tijp	16C
typiste	4B
vaas	20B
valies	1C
valiesian	10D
vloer	15B
Volkswagen	3C
wala	4C
walan	10E
waleikoem	3B
walie	5B
ijskasi	13B
zuster	4C

Phonetic, Grammatical and Lexical Comments

Introduction

In these comments I have tried to explain the main phonetic, grammatical and lexical features of Sarnami Hindustani that are found in the dialogues and drills of each lesson. They are therefore not a complete description of the language.

The students who, when studying the lessons, would like to have some explanation of the constructions occurring in them, will be able to make use of the comments. The index will facilitate their investigations.

Lesson 1

A. PHONETICS AND SPELLING

1. The Vowels in this lesson are:

IPA-symbols	Spelling	Examples
ʌ	a	das, dhanbaad, poestak, raha
a	aa	aapke, dhanbaad
	a	in word-final position only: "Ha, ka raha?"
e	e	dekh, aapke
i	ie	sriematie djie
	i	preceding a vowel: batiaahe, hia
o	o	tor, so <u>th</u>
u	oe	poestak, bahoet
y	u	in Dutch loans only: student

2. The Diphthongs in this lesson are:

IPA-symbol	Spelling	Examples
ʌ ⁱ	ai	hai, gail
a ^u	au	aur, tjhauw
u ⁱ	oei	doei

3. Nasalisation

As the degree of nasalisation varies from speaker to speaker, it will not be indicated in our spelling. During the lessons and when practising at home, the student will have to listen carefully when his teacher nasalises a sound and mimic accordingly.

4. The Consonants in this lesson are:

IPA-symbols	Spelling	Examples
p	p	poestak, aapke
ph	ph	phierse
b	b	bahoet, djabaab
bh	bh	tjaabhie
t	t	tor, sriematie
t̥h	<u>th</u>	pa <u>th</u> , a <u>th</u> , so <u>th</u>
tʃ	tj	tjaar, paatj
tʃh	tjh	tjhauw, poetjhe
d	d	dekh, daada
dh	dh	dhanbaad
dʒ	dj	djaise, djie
k	k	aapke, poestak
kh	kh	dekh, liekhe
g	g	gail
gh	gh	ghar, gharie
n	n	dhanbaad, khaatien
m	m	sriematie, iemla
ŋ	ng	lahanga
f	f	maaf
s	s	so <u>th</u> , poestak
h	h	bahoet, lahanga
l	l	lahanga, liekhe
r	r	hamaar, gharie
ɾh	<u>rh</u>	pa <u>rh</u> ie
w	w	sawaal
j	j	kiedjieje, japon

5. Retroflexed Consonants

Although in town some people seem to be inclined to neglect the pronunciation of retroflexed sounds, others still retain their usage.

A retroflexed sound is pronounced with the tip of the tongue raised and bent slightly backward, or, more specifically: with the tip of the tongue curled over, so that the underside of the tongue makes contact with the palate.

Listen carefully to your teacher and watch his mouth as he pronounces these sounds for you to mimic them.

In this course we have marked retroflexed sounds by underlining them.

Examples: paath, soth, parhie

6. Dutch loans

For loanwords from Dutch we will mainly follow the way they are spelled in Dutch.

7. Names

We have tried to follow the spelling of people's names as we find them spelled most frequently here in Suriname.

Example: Sharda (not Sjarda).

B. GRAMMAR

1. Questions

Two types of questions occur in this lesson:

- a. The question beginning with a question - word.

"Ka raha?" 'Pardon?', lit. . 'What was?'

- b. The question that has the structure of an affirmative sentence, but is pronounced with a rising intonation.

"Ie aapke taas hai?" 'Is this your handbag?' lit. . 'This your handbag is?'

2. Demonstratives *ie* - *oe*

Ie in "Ie aapke taas hai?" indicates a singular entity (*taas*) and corresponds with the notion: "here, close by the speaker", whereas the Demonstrative *oe* corresponds to "there, further away from the speaker."

3. Possessive Adjectives

The first and second person singular Possessive Adjectives 'hamaar, tor, aapke' are used in this lesson.

- a. *Hamaar* 'my' is based on the first person singular Personal Pronoun: *Ham* 'I'.
- b. *Tor* 'your' on the informal second person singular Personal Pronoun: *toe* 'you'.
- c. *Aapke* 'your' on the formal: *aap* 'you'.

Consequently *aapke* is used in the conversation, as the lady addressed is unknown to the speaker.

N.B. Just as in English, S.Hindustani Possessive Adjectives are also used independently, without any change of form.

"*Ha, hamaar hai*", 'Yes, it's mine'

C. Vocabulary

1. *Sriematie djie*

- a. *Sriematie* 'Madam' occurs here because the speaker is using a formal way of addressing the lady. In official announcements, such as on the radio, this word is used with the family name to indicate a married woman (Mrs.).
- b. *Djie* is a polite form which expresses respect.

2. *Maaſ kiedjieje* 'Excuse me'.

3. *Ha, na*.

- a. *Ha* 'Yes'. It would have been sufficient to answer "*Ha*", in no. 6 of our text.
- b. *Na* 'No', 'not'. This negative may be translated both by 'No' and by 'not', as in: "*Na, hamaar na hai*" of our pattern drill.

4. *Poestak* 'book', and *boek* 'book'.

Both the Hindustani word *poestak* and the Dutch loanword 'boek' are used.

5. *Bahoet dhanbaad* 'thank you very much', and *dhanbaad* 'thank you'.

These expressions are used only when the speaker is very pleased. Consequently they are not used as frequently as the English equivalents.

6. Loanwords

taas 'handbag' (Dutch)	auto 'car' (Dutch)
potlood 'pencil' "	boek 'book' "
valies 'suitcase' "	pen 'pen' (Dutch and English)
japon 'dress' "	nambar 'number' (English)

Lesson 2

A. PHONETICS AND SPELLING

1. Three more Consonants are used in this lesson:

IPA-symbol	Spelling	Examples
<u>t</u>	<u>t</u>	beta, biet <u>ia</u> , tiekat
th	th	tjiethier
<u>r</u>	<u>r</u>	per <u>er</u> , gaarie

B. Grammar

1. Word Order

In lesson 1 the verb *hai* 'is' occurred in the normal position for S.Hindustani verbs, which is at the end of the sentence. In this lesson we encounter one exception, in no. 6: "*Ka, ie hai aapke t̥jhaata?*" 'Is this your umbrella?' (lit. 'What, this is your umbrella?')
This word order shifts the emphasis onto *ie* 'this'.

2. *Ehie* - *ehoe*, emphatic *ie*.

Ehie is an emphatic form of *ie*. In no.7 of our dialogue "*Ha, ehie hai*", 'Yes, it is', 'Yes, indeed, this one is!' *Ehoe* in no.6 "*Na, ehoe na hai*", 'No, it isn't', 'No, this one isn't either', adds the umbrella shown to the previous one which wasn't the speaker's. (cf. Lesson 7 B5)

3. *Ie wala* 'this one'

Wala is virtually equivalent to English one in 'this one'.
cf. Lesson 11 B3.

4. Weak form of *hai*

There seems to be a tendency to use *he* in the middle of a clause or sentence, when primarily interested in what occurs at the end of it, as is the case in our pattern drill: *Ie tor pen hai? Na, hamaar na he, aapke hai.*

5. *Betwa* 'son', *bietia* 'daughter'.

Beta 'son' has a longer form *betwa* and *betie* 'daughter' has a longer form *bietia*.

These longer noun-forms in S.Hindustani have a specifying function. They indicate which person or thing is spoken of, so that here a specific son and a specific daughter are in view: the one in the picture of our pattern drill.

Most S.Hindustani nouns have a short and a long form, even loanwords take on these *-wa* and *-ia* endings, e.g. *potlood-potloodwa*, *valies-valiesia*, *student-studentwa*.

The short forms are indefinite and indicate a person or a thing in general.

N.B. The short forms: *beta* and *betie* are also used as a form of address: "*Dhanbaad beta / betie*" (lit. Thank you, son / daughter).

Note the vowel change in *betie* - *bietia*.

See Lesson 10 A7 for more examples and for plural endings of these different noun-forms.

C. VOCABULARY

1. *Diedjieje*, 'please, give'

This is a polite way of asking: 'Will you give?'

2. *Gaarie*, 'cart'

This word is also frequently used for 'car', instead of the loanword *auto*.

3. Loanwords

tiekat 'ticket' (English)
master 'teacher' "
skoel 'school' "

Lesson 3

A. PHONETICS AND SPELLING

1. In this lesson one more Diphthong is used and one more Consonant:

IPA-symbol	Spelling	Examples
ɛ ⁱ	ei, ij	waleikoem, tijdschrift (This diphthong is <u>only</u> found in loanwords)
dʒh	djh.	djhor, djhoera, boedjha

B. GRAMMAR

1. Plural *studentwan*

Studentwan 'students'. This loanword has the regular S.Hindustani plural ending for the longer noun-forms. See Lessons 2 B5 and 8 A1.

2. Postposition *ke* indicating Origin.

Sarnami Hindustani uses Postpositions, where Dutch and English employ Prepositions.

One of the uses of *ke* is to indicate the origin of persons or things: "*Ie hai Roy. Guyana ke*". (Lit. 'Guyana of')

3. Interrogative Adjective: *Kaun?*

The Interrogative Adjective *kaun* occurs in our pattern drill:

"*Kaun banaawat*", 'What make?'

In Lesson 4 we'll find it again in: "*Kaun kaam?*", 'What job, what work?' "*Kaun des?*", 'What country?'

4. Indefinite Article *ek*

In "*Ie ek nawa student hai*", (lit. She a new student is), 'She is a new student', *ek*, which is also the numeral 'one', functions as the Indefinite Article: 'a'.

C. VOCABULARY

1. 'Namaste', the Hindu way of greeting.

This greeting is used at any time of the day. At the same time, the Hindustani, when greeting an older person, brings both hands together in a reverential way and bows the head slightly.

2. 'Salaam waleikoem' and the answer 'Aleikoem salaam' are the Mohammedan greetings, and are also used at any time of the day. There is a contraction 'Slaleikoem'.

3. *Koemaarie*

This is the equivalent of Miss, and is used in a situation like this to address a single woman.

4. *Des*, 'country'

The name of a country is used both with and without *des*. *Des* is sometimes pronounced *desj*.

5. *Aur*, 'and'

The Conjunction *aur* is used to link no. 3 to 7 of our dialogue, since the ideas contained in each of them are parallel. *Aur* occurred once before in Lesson 2, (dialogue no. 4).

6. *Banaawat* 'make', 'construction'.

Banaawat is a Verbal Noun, based on the verb *banaawe* 'to make'.

7. *Demerara*, or *Damra* are two alternative names for Guyana.

8. *Malai des* is used for Indonesia.

Lesson 4

A. PHONETICS AND SPELLING

1. In this lesson we learn the remaining Sarnami Hindustani Diphthongs:

IPA-symbol	Spelling	Examples
a ⁱ	aai	aaila, djaai
o ⁱ	oi	hoi, oisne

B. GRAMMAR

1. Irregular Verbs '*hai*' and '*baate*'

The Irregular Verbs *hai* and *baate* are both used in this lesson.

Present Tense:

1st pers. sing.	<i>ham hai, ham baate</i>	'I am'
2nd	<i>toe hai, toe baate</i>	'you are'
3rd	<i>ie/oe hai, ie/oe ba</i>	'he, she, it is'

'Hai' indicates a temporary state or condition and 'baate' a permanent or semi-permanent one. Sometimes, as in this lesson, they overlap in meaning.

Some people avoid using 'ba' in the 3rd person singular. They seem to prefer 'hai', so that in their speech the difference in meaning is lost in the 3rd person singular.

2. *Ie*, 'he, she, it; this one',
Oe, 'he, she, it; that one'.

So far we have encountered *ie* and *oe* as Demonstratives. They also function as the equivalents of the English 3rd person singular Pronouns: he, she, it.

Note that these pronouns do not distinguish gender.

3. Irregular Verb 'aawe'

Aawe 'to come' is used in this lesson in the first and second persons singular.

Present Tense:

1st pers. sing.	<i>ham aaila</i>	'I come'
2nd	<i>toe aawe hai/ aawehe</i>	'you come'
3rd	<i>ie/oe aawe hai / aawehe</i>	'he, she, it comes'

4. Auxiliary Verb 'hai'

'Hai' is used as an Auxiliary Verb, to form the 2nd and 3rd persons of the present tense of all verbs.

In fast speech it is often reduced to *he*. In that case we will write *he* and tack it on to the verb.

Examples: (Accented) *Toe India se aawe hai?*

(Unaccented) *Tab kaun des se toe aawehe?*

5. Postposition *se* 'from, out of'

This Postposition is used following the name of a country (no.2 and no.4) in connection with the verb 'aawe'.

5. Word Order

In sentences 4a and 6a of the dialogue the subject *toe* appears immediately before the verb, and not towards the beginning of the sentence.

4a "Tab kaun des se *toe* aawehe?", 6a "Tab kaun kaam *toe* kare hai?" This is because, following the negative responses of 3b and 5b, the questioner pursues the same topic (Paul's nationality in 3 and 4, and Indra's job in 5 and 6). Consequently references to these topics are 'fronted', i.e. they are pushed towards the beginning of the sentence.

7. Nouns + *wala*

In Lesson 2 B3 we discussed the use of *wala* in '*ie wala*'. In the pattern drill of this lesson we now find *wala* used to refer to people:

Taxi wala 'the taxi one' (the one with the taxi); *doedh wala* 'the milk one' (the one with the milk); *tjiethie wala* 'the letter one' (the one with the letters).

8. Omission of the Subject

In the pattern drill we find the subject omitted in the second part of the answer:

Oe barbier hai, kie siepaahie? Oe barbier na he, siepaahie hai.

As a rule Omission of the Subject occurs when, in a compound sentence, the subject of the first clause is the same as that of the second one. The subject of the second clause is then understood and it is not in focus.

C. VOCABULARY

1. *Bhie* 'also, too'

"Aur *toe* *bhie* India ke baate?" (lit. And you also India from are?)
'And are you also from Indīā?'

2. *Tab* 'then, in that case'

Tab links no. 3 and 4 of our dialogue and no.5 and 6.

"Tab kaun des se *toe* aawehe?" 'In that case, what country are you from?' or: 'What country are you from then?'

"Tab kaun kaam *toe* kare hai?" 'In that case, what's your job?'
or: 'What's your job then?'

3. *Kie* 'or'

An alternative is suggested by using *kie* 'or':

Oe barbier hai, kie siepaahie? 'Is he a barber or a policeman?'

4. *Tjiethie* 'postman'

The Dutch loanword postbode is also being used for 'postman' (Lesson 9 pattern drill)

5. *Doekandarien* 'lady-shopkeeper'

The root of this word is: *doekaan* 'shop'

We hear this word pronounced in two ways: *doekaandaarien* and *doekandarien*. The masculine form is *doekaandaar* or *doekandaar* 'shopkeeper'.

6. Loanwords

masterien 'lady teacher', *typiste* 'typist', (English)

barbier 'barber', *zuster* 'nurse', *monteur* 'mechanic', *taxi* 'taxi', (Dutch)

Lesson 5

A. PHONETICS AND SPELLING

1. One more Consonant is found in Lesson 5:

IPA-Symbol	Spelling	Example
ɖh	<u>dh</u>	<u>thand</u> ha

2. We now come across lengthened Consonants, of which S.Hindostani has several:

IPA-Symbol	Spelling	Examples
t:ʃh	ttjh	attjha
k:	kk	ekkais
n:	nn	Moenna

B. GRAMMAR

1. Indirect Object + Object Marker *ke* + sensation noun Subject + *lage*.

In "*Hamke thandha lagehe*", (lit. To me cold attaches itself), 'I am cold', and in "*Oke garam lagehe*", (lit. To him warmth attaches itself), 'He is hot', we have the first examples of the use of the verb *lage*, which verb is difficult to translate. The above free translation is only an approximate one. This verb is mainly used with nouns indicating a sensation, such as a feeling of warmth or cold, hunger or thirst, etc. : "*Toke piaas lagehe?*", 'Are you thirsty?'. "*Hamke bhoekh lagehe*", 'I am hungry'. We might also translate: 'I am experiencing cold, warmth, hunger, thirst', though grammatically the S.Hindustani construction is quite different.

The noun expressing the sensation plays the grammatical role of

Subject, and the person experiencing the sensation that of Indirect Object, marked by the Object Marker *ke* :

hamke (sometimes *hame*) 'to me'
toke 'to you'
oke 'to him, her, it'

Note the vowel change: *toe* / *toke*, *oe* / *oke*.

For Object Marker *ke* see also Ln.7 B2, 9 A9, 10 B7, 17 A6, 19 A3.

2. *Oe* - *ohoe* 'he, and he also/he too'

Here we encounter an emphatic form of *oe* in : "*Ohoe bhie attjha hai*" (lit. He also well is) 'He is well too'.

See for further discussion of *ohoe* Lesson 7 B5.

3. Irregular Verb *djaai* 'to go' (stem *dja*).

Present Tense:

ham djaaila 'I go'
toe dja hai/djaahe 'you go'
ie/oe dja hai/djaahe 'he, she, it goes'

Past Tense:

ham gailie 'I went'
toe gaile 'you went'
ie/oe gail 'he, she, it went'
(cf. Lesson 16 A3 for conjug. of Class II verbs in *-aai*)

The 1st. person Past Tense is used in this lesson in combination with the verb *bhetaai* 'to meet' in: "*Ham khoesie baatie kie ham toke bhetaai gailie*", 'I am glad I have met you'. (See Ln 9 A9 and 10 B7 for *ke* used as object marker).

4. *Kare* 'to do', *tjale* 'to walk'.

These verbs belong to one of the two Conjugations of Regular Verbs which are found in S.Hindustani. (*Kare* 'to do' was used in Lesson 4).

Present Tense:

ham kariela 'I do'
toe kare hai/ karehe 'you do'
ie/oe kare hai/karehe 'he, she, it does'

"*Toe kaun kaam kare hai?*" 'What's your job?'
(lit. You what work do?)

ham tjaliela 'I walk'
 toe tjale hai / tjalehe 'you walk'
 ie/oe tjale hai / tialehe 'he, she, it walks'

N.B. "Attjha, ham tjalie", 'Well, I'm going'. (lit. 'Well, I go')
 This seems to be a standard expression, used when one is leaving.
 "Attjha, ham djaaila" is its alternative.
 Tjalie is formed by dropping the last syllable of the 1st. person
 present tense form. We will call it 'the short form' of the verb.
 It is used when the natural outcome of what precedes is expressed.
 Here the conversation is finished, the natural outcome is that
 the speaker is leaving. See Lesson 15 B5 for another example
 of this 'short form', or 'resultative form' of the verb.

5. Omission of the Subject

In the Extra Conversation of Lesson 5 (Bk. B and C), we find two
 question-answer pairs, also called 'couplets'. In B the subject is
 mentioned in the first pair and then left out in the answer of the
 second pair:

Ie mard paatar hai? Na, oe paatar na hai
Oe mota hai? Ha, mota hai

In C the subject is only mentioned in the first question, and then
 left out altogether:

Ie zuster mail hai? Na, mail na hai
Safa hai? Ha, safa hai

When in question-answer pairs the subject is the same, and therefore
 understood, and when it is not in focus, it is usually omitted.

6. Boerhwa - boerhia 'old' (man and woman) Ghar wala - ghar walie 'husband - wife'

A few of the S.Hindostani Adjectives still take the different
 masculine and feminine endings, and so does wala in ghar wala-
 ghar walie.

Oe doedh wala boerhwa hai 'That milkman is old'
Oe doekandarien boerhia hai 'That (lady) shopkeeper
is old'

C. VOCABULARY

1. Moenna ke maai, Bhajoe ke baap

People are generally addressed and referred to as the father or the
 mother of the eldest, or the only son of the family. If there is no
 son, the eldest, or only daughter's name is mentioned. e.g. 'Tjitra
 ke maai'

2. *Kaise baate?* *Kaise hai?* *Kaise rahielo?* *Kaise rahiele?* *Kaise?*

Of the above questions, all meaning 'How are you?', *Kaise rahielo?* is used in formal speech, the other four in informal speech.

The standard answers are: "*Ham attjha hai/ baatie*", 'I am well', or "*Ham na attjha hai/bāatie*", 'I am not well'.

An in-between answer is: "*Tjalehe*", English 'Fair', or 'So, so'.
Dutch 't Gaat', 't Gaat wel'.

3. *Attjha* in "*Attjha, namaste*", and in "*Attjha, ham tjalie*".

The primary meaning of *attjha* is 'good', when giving your consent. However, it also means 'well', as in "*Ham attjha baatie*". In the above greetings, though, it is used as an introductory word. cf. English: 'Well, good bye, or 'Well, I'm leaving', which is the translation of these greetings.

4. *Ghar wala - ghar walie* 'husband - wife'

We find the words *mard* and *aurat* in the pattern drill for 'man and woman', their primary, general sense. *Mard* and *aadmie* are also used for 'husband', however, and *aurat* is also used for 'wife'.

5. *Phoert* 'busy'

Although this is an India Hindi word, which is not generally known to S.Hindustani speakers, who use a Dutch loan instead (*druk bezig*), we have chosen it for no.21 and 22 of our pattern drill

Lesson 6

A. PHONETICS AND SPELLING

1. In this lesson we encounter one more Consonant and two more lengthened ones:

IPA-symbol	Spelling	Examples
d	<u>d</u>	<u>d</u> anda
b:	bb	diebba
d:	<u>dd</u>	h <u>dd</u> ie

B. GRAMMAR

1. Possession

Several different endings are added to nouns and pronouns to form Possessives, depending on the particular word concerned, as summarised below:

a. Interrogative Possessive Adjective: *Kekar?* 'Whose?'

Ie kekar soth hai? (lit. This whose shirt is?) 'Whose shirt is this?'

Kekar is made up of interrogative *ke* 'who', and the ending-*kar*. see Lesson 10 B6 for Interrogative *ke* 'who'.

b. Possessive Adjectives:

hamaar 'my', formed from *ham* 'I' (see Lesson 1 B3)

tor 'your', " " *toe* 'you'

ekar 'his, her, its', formed from *ie* 'he, she, it', 'this one'

okar " , " , " , " " *oe* " , " , " , 'that one'

aapke 'your' , " " *aap* 'formal you'

"*Ie okar soth hai*" (lit. This his shirt is) 'This is his shirt'.

N.B. Alternative forms:

kekre for *kekar*, *hamre* for *hamaar*, *ekre* and *okre* for *ekar* and *okar*. Example (from our pattern drill):

Ie kekar pen hai, okre betwa ke kie bietia ke?
Okre bietia ke na he, okre betwa ke hai.

These inflected forms seem now to be used mainly when the pronoun is not prominent, but the noun following it is.

c. Nouns and Names indicating the possessor take the Postposition

ke

Okar betwa ke 'his son's'

Ie Tjhot ke soth hai? (lit. This *Tjhot's* shirt is?) 'Is this *Tjhot's* shirt?'

2. Omission of 'hai'

Ie kekar taas hai, Indra ke kie Sita ke?

(lit. This whose handbag is, Indra's or Sita's?) 'Whose is this handbag, etc.' In the questions of the pattern drill we not only encounter omission of the Subject (when it is understood), but within the alternative attached to the main part of the question (e.g. Indra's or Sita's) the Verb *hai* is also omitted. In English we do the same.

C. VOCABULARY

1. *Hamre djaan* 'as far as I know'.

This is a frozen form consisting of *hamre* 'my' and part of the verb *djaane* 'to know'.

2. *Ha, le!* (lit. Yes, take!) Here: 'Catch!'
Le is the Imperative of the verb *lewe* 'to take' or 'to receive'.
3. *Soekoeria* 'Thank you'

When Hindu speakers use the word *dhanbaad* (see Lesson 1 C 5), Moslem speakers sometimes use the word *soekoeria* instead.

4. Loanwords

bloes 'blouse' (Dutch)
daas 'tie' "

Lesson 7

A. PHONETICS AND SPELLING

1. Lengthened Consonants

IPA-symbol	Spelling	Examples
t:	tt	koetta
s:	ss	assie

2. The Dutch loanword *bruin* occurring in this lesson, contains the Diphthong *ui* IPA-symbol œy. This diphthong will require careful practice. It is best to start from *ei* with spread lips (as in *waleikoem* of Lesson 3), then round your lips. So doing you should arrive at *ui*.

B. GRAMMAR

1. Postposition *ke* indicating a certain Category of things, as in

"*Kaun rang ke tor nauka japon hai?*" (lit. What colour your new dress is?)

Meaning: In what colour-category is your new dress?

For more examples of this use of *ke* see Lesson 13.

2. Object Marker *ke + hai*, equivalent to 'to have'

Having something is expressed by Object Marker *ke* following the Noun or Pronoun indicating the possessor, or the possessor's name, and by *hai*, as in: "*Hamke nawa taas bhie hai*", (lit. Me to new handbag also is), 'I've also got a new handbag'. In this construction the thing possessed is the Subject of the sentence and the possessor is the Indirect Object. See for a similar construction Lesson 5 B1.

3. Imperative forms *aaw* and *dja*

The Imperative form of the verb *aawe* 'to come' (see Lesson 4 B3) is *aaw*, and *dja* is the Imperative form of the verb *djaai* 'to go' (see Lesson 5 B3). They both occur in no. 2 of the dialogue. "*Aaw tjalie dja oepar dekhe*" (lit. Come walk go upstairs look.) 'Let's go upstairs and look' or: 'Come let's go upstairs and look'

Dja occurs again in the answer: "*Tjalie dja*", 'I'm coming' or 'Let's go'. (lit. Walk go.)

4. *Dekhe* 'to look, to see' (Imperative *dekh*) 'Class I verb'

The verb *dekhe* belongs to the same Conjugation as *tjale* and *kare* (see Lesson 5 B4). From now on we will refer to these verbs as 'Class I verbs'

5. *Ohie* 'that indeed', *ohoe* 'that also/too' (emphatic *oe*)

In "*Ohie rang ke hai*", 'That is of the same colour category' and in "*Ohoe hariar hai*", 'That is also green', 'That is green too', we now find the emphatic forms of *oe*.

In Lesson 2 B2 we commented on *ehie* and *ehoe*, emphatic forms of *ie*, in the answers "*Na, ehoe na hai*", 'No, this isn't either', and "*Ha, ehie hai*", 'Yes, indeed this is'.

Ehie in "*Ha, ehie hai*" is used of the owner's umbrella being shown at last. The owner is saying: 'This one is mine indeed, it is the same one I handed in'

Ehoe in "*Na, ehoe na hai*" is an additive, it adds the item to the previous one, it isn't the speaker's either.

Ohie in "*Ohie rang ke hai*" relates to the fact that the handbag has the same colour as the dress. (cf. *Ehie* in "*Ha, ehie hai*.)

Ohoe in "*Ohoe hariar hai*" again functions as an additive. It can be translated by 'likewise, also, too', and in negations by 'noteither, neither'.

6. *Nawa - nauka* 'new'

In the dialogue we encounter two forms of the S.Hindustani adjective meaning 'new', a short form '*nawa*' and a longer form '*nauka*'.

"Kaun rang ke tor nauka japon hai?" 'What colour is your new dress?' and "Hamke nauwa taas bhie hai" 'I've also got a new handbag'

The longer form of the adjective has a specifying function; the lady asks her friend about the colour of a specific dress: her new one!

The adjective suffix *ka* also gives the adjective prominence.

In "Hamke nauwa taas bhie hai", however, the handbag is prominent the lady is saying: "Not only do I have a new dress, I also have a new handbag". Consequently the simple form *nauwa* is used. The adjective is not in focus. See Lesson 2 B5 for short and long forms of S.Hindustani Nouns, and Lesson 11 B4 for a further discussion of the various forms of the Adjectives in S.Hindustani.

7. *To*, giving Prominence.

The particle *to* is frequently used to give prominence to what is going to be said about the subject:

"*Ie to bahoet barhia japon hai*" 'This is a very nice dress'

8. Absence of Indefinite Article

Note the absence of the Indefinite Article in "*Ie to bahoet barhia japon hai*", (lit. This very nice dress is), 'This is a very nice dress'. For two more examples see no. 4 and no. 6 of this lesson's dialogue.

By omitting the article the adjectival group *bahoet barhia* is given prominence.

C. VOCABULARY

1. *Dekhnauk*, *barhia* and *biesaal*, three words for 'beautiful', used in this lesson.

Barhia 'nice, 'beautiful' is used most commonly alongside of the Dutch loanword *mooi*, which is the Dutch for 'beautiful'.

Dekhnauk, here used for a 'smart' dress, is also used in Lesson 9 for 'pretty' girls.

Biesaal 'very beautiful' is used here for the new handbag, and in Lesson 20 for a vase and for the flowers in the vase.

2. *Khoeb*, *bahoet*, 'very'.

Khoeb expresses a high degree of what follows, as does *bahoet* in:

"*Ie to bahoet barhia japon hai*" 'This is a very nice dress'.

"*Khoeb dekhnauk hai*" '(lit. very smart is) 'It's very smart'.

3. *Piejartjhauw* 'orange'

Some adjectives representing colours take on the suffix *-tjhauw*, to indicate a different shade of that colour.

Piejar 'yellow', *piejartjhauw* (lit. yellowish) here: 'orange'
Hariar 'green', *hariartjhauw* 'greenish'
Laal 'red', *laltjhauw* 'reddish'. Note the vowel-change!

4. Loanwords

mat 'carpet' (Dutch and English)

Lesson 8

A. GRAMMAR

1. Plural Noun-endings *-an* and *-n*

larkie 'girl', *larkian* 'girls'
sanghatia 'friend', *sanghatian* 'friends'

The Plural-endings for Nouns used in this lesson are *-an* and *-n*

As a rule S.Hindustani nouns are pluralised when there is no other overt signal of their plural meaning, so that no misunderstanding should arise.

Toeloganke sanghatian 'your friends'
Toeloganke sanghatia 'your (pl.) friend (s)' ambiguous!
Toeloganke paspoort 'your (pl.) passports', as each person must have a passport of his own, plural is understood.
Iesab toeloganke valies hai? 'Are these your handbags?' *Iesab* signals plural, therefore *valies* can be used in the singular.

N.B. For a further discussion on the plural of nouns see Lesson 10 B8.

2. Plural-endings of the 1st., 2nd., and 3rd. person Personal Pronouns.

a. 1st. person	<i>hamlog</i>	'we'	or,	<i>hamlogan</i>	'collective we'
2nd.	<i>toelog</i>	'you'		<i>toelogan</i>	'you'
3rd.	<i>ielog</i>	'they'		<i>ielogan</i>	'they', 'these'
	<i>oelog</i>	"		<i>oelogan</i>	" , 'those'

log and *logan* are used when referring to animate beings, and follow nouns as well as pronouns. (*Aadmie* 'man', *aadmie log* 'men'.)

log is a simple plural, referring to a number of individual people or animals together, whereas *logan* looks on them collectively, as a group, without focussing on the individuals forming the group.
 N.B. When used independently *log* has the sense of: 'people,they'.

b. In this lesson (dialogue no.4) we find two further plural-endings for 2nd. and 3rd. person personal pronouns: *sab* and *sabhan*.

2nd.pers. *toesab* 'all of you', *toesabhan* 'all of you collectively'.

3rd. *iesab* 'all of them/these', *iesabhan* 'all of them/these collectively'

oesab ' /those', *oesabhan* 'all of them/those collectively'.

Sab and *sabhan* are used for animate beings as well as for inanimate objects and are attached to personal and demonstrative pronouns.

The extra element of meaning in *sab* and *sabhan* is that they refer respectively to all the individual persons, animals or things concerned, or to the group as a whole.

Sab and *sabhan* occur independently, see B5 of this lesson and see also Lesson 9 A5.

Sab and *sabhan* differ from *log* and *logan* in that they never follow nouns, whereas *log* and *logan* do (see 2a above).

3. Conjugation of Verbs in the 1st.,2nd, and 3rd. pers.plural.

a. *Hai/baate* 'to be'

1st.pers. *hamlog/hamlogan hai/baatie* 'we are'

2nd. *toelog/toelogan hai/baate* 'you are'

3rd. *ielog/ielogan hai/baate* 'they are'

oelog/oelogan

The Conjugation of Verbs in S.Hindustani is the same in the Plural as in the Singular. The 3rd. person plural of the verb *baate* is the only exception, as the corresponding singular form is *ba* (cf. Lesson 4 B1).

- b. We now present the full conjugation of Class I verb *dekhe* 'to look, to see', in the Present Tense

	sing.	plur.
1st.pers.	<i>ham / hamlog,</i>	<i>hamlogan dekhiela</i>
2nd	<i>toe / toelog,</i>	<i>toelogan dekhe hai / dekhehe</i>
3rd	<i>ie / ielog,</i>	<i>ielogan,</i>
	<i>iesab,</i>	<i>iesabhan dekhe hai / dekhehe</i>
	<i>oe / oelog,</i>	<i>oelogan</i>
	<i>oesab,</i>	<i>oesabhan dekhe hai/ dekhehe</i>

4. Plural Possessive Adjectives

- a. The plural of Possessive Adjectives is formed by the various forms of the plural personal pronouns + *ke*.
Some examples are:

Hamloganke valies 'our cases' (the picture shows two cases!)

Toeloganke paspoort 'your passports'
Oeloganke sanghatian 'their friends'

- b. Independent use of Possessive Adjectives

In the answer to question 4 of our dialogue the possessive adjective *hamloganke* is used independently:

"*Oesab hamloganke na hai*" (lit. they/those ours not are)
'Those are not ours'

cf. English 'our cases' and 'they are ours'.
See also Lesson 1 B3 (N.B.)

5. *Ohoelogan*

In no. 7 of the dialogue we find the additive pronominal form *ohoelogan* in:

"*Ohoelogan pardesie hai*" (lit. They (also) tourists are).
'They are also tourists'

cf. Lesson 7 B5

6. Word Order

As a rule the Subject occurs initially in the sentence in S.Hindustani and the Verb finally.

In the answer to no. 5 the locative adverb *hia* 'here' occurs initially, and the subject gets pushed back to final position, because the question to which this sentence responds asked:

"Where?"

"*Hia hai sab*" (lit. Here are they) 'Here they are'.

B. VOCABULARY

1. *Hia* 'here', *hoewa* 'there'

No.1 "*Hamlogan hoewa ke na baatie* (lit. We there from not are)
'We are not from there'

No.3 "*Hia hai*" (lit. Here are), the subject is understood: 'Here they are'.

2. "*Djie ha, djie na*", 'Yes, no'

As in earlier lessons, so here, *djie* is used in polite speech.

3. *Liedjieje* 'Here you are'

A polite expression used when giving something to someone, meaning literally: 'Will you receive / take'

4. Interrogative *Kaha?* 'Where?'

"*Toeloganke paspoort kaha hai?*" (lit. Your passports where are?)
'Where are your passports?'

5. *Sab* 'all'

In the dialogue *sab* is used independently in:

"*Hia hai sab*" 'here they are'.

Though its meaning is 'all', it is here said of two cases only.

6. "*Tab thiek hai*", 'Then it's all right'

By saying this the customs officer gives his clearance to the girls and their luggage.

7. Loanwords

<i>paspoort</i>	'passport'	(Dutch)
<i>douane</i>	'customs officer'	"
<i>bruin</i>	'brown'	"

Lesson 9

A. GRAMMAR

1. Verb-ending *-ke*

"*Aaike hamloganke aadmie se bhēt moelakaat kar lew*" (lit. Come our people with meet do take), 'Come and meet our employees'.

When two consecutive actions are described, of which the first is incidental, the verb expressing the Incidental Action consists generally of the 'Stem' of the verb plus the ending *-ke*.

We will attach this *-ke* directly to the stem of the verb and not consider it the same as the postposition *ke* so far encountered, nor as the one in the next comment.

In the case of Class I verbs, the verbs we have commented on, the stem, which is also the Imperative, is formed by dropping the final *e*.

Examples: Infinitive	Stem/Imperative	Incidental action
<i>tjale</i>	<i>tjal</i>	<i>tjalke</i>
<i>kare</i>	<i>kar</i>	<i>karke</i>
<i>dekhe</i>	<i>dekh</i>	<i>dekhke</i>

In the case of Irregular verb *aawe* stem-final *w* changes into *i* for incid. action:

<i>aawe</i>	<i>aaw</i>	<i>aaike</i>
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The regular verbs ending in *-we*, which will be discussed in Lesson 15, follow the same rule.

2. Postposition *ke* expressing Purpose

"*Iesabhanke bahoet kaam na hai kare ke*" (lit. To these much work not is to do) 'They haven't got much work to do'

To express Purpose Postposition *ke* follows the Infinitive of the verb, here *kare* 'to do'.

N.B. For *ke* in *iesabhanke* see Lesson 7 B2 on *ke + hai* 'to have'.

3. Compound Imperative '*kar lew*'

In "*Bhet moelakaat kar lew*", we encounter a frequently used Imperative construction, on which we will more fully comment in Lesson 15. Here we see just one example. In this formal invitation the regular Imperative of the verb *lewe* 'to take' is used. In Lesson 10 we'll find the short form *le*, which occurs in familiar speech, as we shall also see in Lesson 15.

4. Postpositions *se* 'with', and *me* 'in'.

a. In Lesson 4 we used Postposition *se* meaning 'from, out of' in "*Toe India se aawehe?*"

In "*Hamloganke aadmie se*" of this dialogue it has a different meaning, and is more or less equivalent to the English preposition with in 'meet with'.

b. Me 'in' is used in the answer to the question: "Kaun kaam sabhan kare hai?" (lit. What work they do?) 'What are their jobs?' "Kantoro me" (lit. Office in) 'They work in the office', or: 'They do office-work'.

5. Independent use of *sabhan* (i.e. without *ie/oe*)

In "Kaun kaam sabhan kare hai?" *sabhan* is used without either of the pronouns *ie* and *oe*. In no.3 and no.5 of our dialogue independent sabhan follows *iesabhan* of a previous sentence.

N.B. In the example of independent *sab* in "Hia hai sab" (Lesson 8 B5) *sab* also follows *iesab* of "Iesab toeloganke valies hai?"

6. Compound Adjective *nauw djawaan* 'young man', used as a nominal phrase.

In the Compound Adjective '*nauw djawaan*' we encounter still another form of the adjective *nawa* 'new'. It is here compounded with the adjective *djawaan* 'young'. In "Aur oe kaun nauw djawaan hai?" (lit. And that one what young man is?) 'And who is that young man?', the Adjectival Compound is nominalised.

7. Superlative '*sab se*'

In "Sab se nauw djawaan kamkarta", *sab se* expresses a Superlative: "the youngest servant" (out of all the servants).

8. The absence of the Definite Article in S.Hindustani

In S.Hindustani there is no need for a Definite Article: "Hamloganke kantoro ke sab se nauw djawaan kamkarta ohie hai", (lit. Our office of office-boy he is), 'He is the office-boy'. In no.4 of the dialogue of Lesson 19 we find another example and still more in the texts of Lessons 13,14 and 15. For specifying S.Hindustani makes use of other devices, such as the longer form of the Noun commented on in Lesson 2 B5, and of the Adjective in Lesson 11 B4.

9. Object-marker *ke*

In the pattern drill of this lesson *ke* is used to mark the Direct Object in the instructions. e.g. "Dekh oe manaiyan ke", "Dekh oe larkian ke" 'Look at those men', 'Look at those girls'.

The Object-marker *ke* is used here with Direct Objects referring to animate beings. See Lesson 10 B7 for its further use with Direct Objects.

B. VOCABULARY

1. *Kare* 'to do' with Adjectives, Nouns and Verbs.

Kare 'to do' is frequently used with Adjectives, Nouns and Verbs to form verbal expressions:

e.g. *Bhet moelakaat kare* 'to meet'
Kaam kare 'to work' etc.

N.B. It is also commonly used with loanwords:

probeer kare 'to try'
brei kare 'to knit'
wachti kare 'to wait', etc.

2. *Aadmie*, *manai* 'man'

Aadmie 'man' is used a. to refer to a male person, and
b. to the species: homo sapiens, and
c. in a plural sense, to mean 'people'
(sentence 1: employees).

In most contexts *manai* can also be used with the same meanings. However, *manai* is more frequently used to refer to people in general than *aadmie* is.

3. *Ekdam* 'completely'

In "*Djie ha, ekdam*", *ekdam* expresses whole-hearted consent to a proposal.

4. *Adiehapak* (or '*adhiapak*' as some people pronounce this word) 'teacher'

Instead of using either a Dutch or an English loanword, older people still avail themselves of this Indian Hindi word.

5. Loanwords

Kantoro 'office' (Sranang)
Klerk 'clerk' (Dutch)
Postbode 'postman' "

Lesson 10

A. PHONETICS AND SPELLING

1. Lengthened Consonants

IPA-symbol	Spelling	Examples
l:	ll	halloek, tjallie, tjalle

B. GRAMMAR

1. The Past Tense of Class I verbs (Simple Past)

a. Transitive Verbs

<i>kare</i> 'to do'	<i>ham/hamlog</i> <i>toe/toelog</i> <i>ie,oe/ielog,oelog</i>	<i>karlie</i> <i>karle</i> <i>karies</i>	'I, we did' 'you did' (sing. and plur.) 'he, she, it/they did'
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<i>dekhe</i> 'to look'	<i>ham/hamlog</i> <i>toe/toelog</i> <i>ie,oe/ielog,oelog</i>	<i>dekhlie</i> <i>dekhle</i> <i>dekhies</i>	'I, we looked' 'you looked' 'he, she, it/they looked'
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b. Intransitive Verbs

<i>lage</i> 'to begin'	<i>ham/hamlog</i> <i>toe/toelog</i> <i>ie,oe/ielog,oelog</i>	<i>laglie</i> <i>lagle</i> <i>lagal</i>	'I, we began to....' 'you began to....' 'he, she, it/they began to...'
---------------------------	--	---	--

<i>tjale</i> 'to walk'	<i>ham/hamlog</i> <i>toe/toelog</i> <i>ie,oe/ielog,oelog</i>	<i>tjallie</i> <i>tjalle</i> <i>tjalal</i>	'I, we walked' 'you walked' 'he, she, it/they walked'
---------------------------	--	--	---

The 1st. and 2nd. person verb-forms of the Simple Past are the same for Transitive and for Intransitive Verbs: 1st person, stem + *lie*, 2nd. person, stem + *le*.

The 3rd. person form for Transitive Verbs is stem + *ies*, and for Intransitive Verbs: stem + *al*.

Lage 'to begin' is always preceded by an Infinitive:
"Oe *tjale lagal*", 'He began to walk'.

c. And of Irregular Verb *aawe* 'to come' (Intransitive)

ham/hamlog ailie 'I, we came'

toe/toelog aile 'you came'

ie,oe/ielog, oelog aail 'he,she,it, they came'

2. The Perfect Tense (Present Perfect)

In Sarnami Hindustani the Present Perfect consists of the Simple Past of the main verb, followed by the auxiliary verb '*hai*'. There are three instances of the Present Perfect in this lesson.

a. In the dialogue: "*Hamlog thak gailie hai*",
'We are tired'

"Aur bahoet piaas lagal hai"
'And we are very thirsty'

b. In the pattern drill: "*Oelog boerhaai gail hai*"
'They are old'

N.B. We sometimes hear: "*Oelog boerhaai gailie hai*", in which the original regular form of *gail* is used. (See Lesson 5 B3 for the past tense of *djaai* 'to go'.)

a) In the first and third examples above the verb *djaai* 'to go' is used in the sense of becoming: getting tired, and growing old. When used in this sense it follows verb stems (*thake* 'to tire', stem: *thak*) and adjectives ending in *-aai*.

b) In the second example '*lagal*' is the simple past of *lage* (Lesson 5 B1).

3. Imperative

Though the Imperative of *baithe* 'to sit', is its stem '*baith*', people often use the older, more formal Imperative form '*baitho*'

4. Numeral Suffix *-go*

In '*doeigo ice-cream*', 'two ice-creams' the numeral *doei* has the suffix *-go* tacked on to it. This Suffix is used with Numerals and occurs here because the number of ice-creams is emphasised. The mother isn't buying an ice-cream for herself, she is only buying two for her children.

5. *Doeno/doenoe* 'both, those two together'

In the pattern drill we encounter another form for two:

doeno/doenoe, in no.217 "*Dekh oe doenoe postbode ke*", 'Look at those two postmen'.

It can also be used independently, as in no.770: "*Dekh oe doenoe ke*", where it functions as a noun, preceded by a demonstrative and followed by the object-marker *ke*.

N.B. The pronunciation of the final vowel fluctuates between *o* and *oe*.

6. Interrogative *ke* 'who?'

In this lesson the extra conversation practice introduces

Interrogative *ke* 'who?' in Bk.A "*Ke thak gail hai?*"

Ke asks for persons. (See Lesson 6 B1a)

7. Object-marker *ke* (See also Lesson 9 A9).

In the pattern drill of this lesson we observe the absence of the Object-marker *ke* with Direct Objects referring to inanimate things.

e.g. "*Dekh oe doekanian*", 'Look at those shops'.

However, if further reference to such a direct object is made within the same paragraph, the object-marker is used. See for more examples the dialogues of Lessons 19 and 20, and the pattern drill of Lesson 20.

Ke is also used when reference is made in thought only, e.g. when showing the thing to someone (cf. Lesson 19 A3, and 20 A3).

8. Plural of nouns *-an*, *-n*.

Both the short, indefinite noun-forms, and the long, specific forms are pluralised by adding either *-an*, or *-n*.

Some examples are:

larka - *larkan* / *larkwa* - *larkwan*

aurat-*auratan* / *auratia* - *auratian*

djoeta-*djoetan* / *djoetawa* - *djoetawan*

(See also Lesson 8 A1)

9. Adverbial Phrase expressing a sensation + *lage*

In "*Ie ice-cream khoeb attjha lage hai*", 'These ice-creams are very nice', we have another example of what we commented on in Lesson 5 B1. This time ice-cream is the Subject, the Adverbial Phrase *khoeb attjha* expresses the sensation. The Indirect Object, the person(s) experiencing the sensation (*hamke/hamlogke*) is understood.

C. VOCABULARY

1. *Ka hai?* 'What's wrong?'

In "*Ka hai, larkan?*" (lit. What is, children?) the mother is asking her children what is the matter with them.

2. *Ab* 'now'

In "*Ab thiek hai,*" *ab* means 'now'

3. *Abbe* 'yet, still'

In "*Abbe na*", (lit. Yet no), 'Not yet', *abbe* means 'yet'.

4. "*Le le larkan*", 'Here you are, children'.

Instead of the formal '*Liedjieje*' (lesson 8 B3) '*le le*' is said to children when giving them something. *Le* 'receive, take' is the short form of the polite Imperative *lew*, we encountered in Lesson 9.

5. Ice-cream/ *ijs/ baraf*

For ice-cream the English and the Dutch loanwords are frequently used, for the specific Suriname-variety: '*schaaf-ijs*' the Hindi word *baraf* is used.

6. Loanwords

Ice-cream (English)

Lesson 11

A. PHONETICS AND SPELLING

1. Lengthened Consonants

IPA-symbol	Spelling	Example
m:	mm	tjiemmatj

B. GRAMMAR

1. Polite Imperative / Requests

"*Hamke ekgo boek de de*" (lit. Me to a book give), 'Give me a book', contains the informal Compound Imperative '*de de*', of which *de* is the stem of *dewe* 'to give'. Compare the forms *de de* and *le le*

with what is discussed in Lesson 15: *de* or *le* following the Imperative of other verbs.

Alternate polite forms are: *de to*, *de de to*, *de deihe* and *de deihe to*. These forms change the order into a request (see also Lesson 19 A 2). For the 2nd. person future form *deihe* see Lesson 19 A 4b, where the future tense of regular verbs is described.

2. *Ekgo*, Indefinite Article *ek* + *-go*.

For Numeral Suffix *-go* see Lesson 10 B4, on *doeigo*. The noun phrase in which *ekgo* appears, '*ekgo boek*', is given prominence by using *ekgo* instead of *ek*.

3. Adjectives + *wala*

As commented on in Lesson 2 B3 *wala* is virtually equivalent to English one in *ie wala* 'this one'. In Lesson 4 B7 we found that *wala* doesn't only follow Demonstratives, as in *ie wala*, but also Nouns, as in *doedh wala* 'milkman' (the one with the milk, or the milk one).

In this lesson we find *wala* used with adjectives to replace a noun, the noun being understood. Again it has the same function as English one in: "*Kaun wala? Ie mail wala?*" 'Which one? This dirty one?'

4. Short and long forms of Adjectives

In Lesson 7 B6 we commented on the short form of the adjective *nawa* and its longer form *nauka*.

In this lesson we find more adjectives used with their longer forms:

<i>laal</i> - <i>lalka</i> (note vowel change) 'red',	<i>bharal</i> - <i>bharalka</i> 'full',
<i>barka</i> - <i>barkwa</i> 'large, big',	<i>tjhota</i> - <i>tjhotkwa</i> 'small',
<i>nawa</i> - <i>nauka</i> 'new',	<i>poeraan</i> - <i>poeranka</i> 'poor'
<i>tjokh</i> - <i>tjokhka</i> 'sharp',	(note vowel change),
	<i>bhothar</i> - <i>bhotharka</i> 'blunt'.

The short forms are again indefinite (compare with what is said on the short form of S.Hindustani nouns in Lesson 2 B5), whereas the longer forms are used to specify which one of the items is meant. The longer form in *-kwa* expresses a somewhat stronger emphasis than the form ending in *-ka*.

5. Adjectives used as Nouns, Nominalisers: *-ka, -kwa, -kanie*.

The Adjective Suffixes *-ka, -kwa, and -kanie* also change the Adjective into a Noun:

Ie nauka? Na, ie nauka nahie, oe poeranka,

or: *Ie naukwa? Na, ie naukwa nahie, oe poerankwa,*

or: *Ie naukanie? Na, ie naukanie nahie, oe poerankanie.*

The suffix *-kanie* is a remnant of feminine word-endings (cf. *wala - walie*).

Numbers 1005 and 1006 of our pattern drill could be read as follows:

Hamke ekgo botal de deihe. Kaun wala? Ie barkanie?

Na, ie barkanie nahie, oe tjhotkanie.

N.B. When used as Nominalisers *-ka, -kwa, and -kanie* replace *wala* of Comment no.3 above.

C. VOCABULARY

1. *Na - nahie*

"*Na, oe wala nahie*", (lit. No, that one not), 'No not that one'
Emphatic *na: nahie* stresses the fact that the speaker wants a different book from the one offered to him.

2. Loanwords

Botal 'bottle' (English)

Forkoe 'fork' (Sranang)

Gielaas 'glass' (Dutch/English)

Kopje 'cup' (Dutch)

Lesson 12

A. GRAMMAR

1. Indefinite Numeral *ekaad / ekaadgo*

In "*Hamke ekaadgo gielaas de de*", (lit. Me to some glasses give), 'Give me some glasses', the Indefinite Numeral *ekaad* is used with the Numeral Suffix *-go* to give prominence to the noun-phrase.

2. Plural Demonstratives *ie/oe*

In the Dialogue we find *ie* and *oe* used with plural meaning in:

"*Kaun gielaaswan? Ie wala?*" 'What glasses? These ones?'

"*Oe djon palangwa par hai*" 'Those which are on the shelf'.

3. Relative *djon*

In "*Oe djon palangwa par hai*" we also encounter the S.Hindustani Relative Pronoun *djon* 'which'.

Here *djon* refers to inanimate objects (the glasses), however, it also occurs referring to people and to animals.

"*Hia larkie hai djon Suriname se aawehe*", (lit. Here is the girl who Suriname from comes), 'Here is the girl from Suriname'.

Rule: *Djon* is used to refer to animate and inanimate objects, both in the singular and in the plural.

4. Passive Construction '*dharal hai*'

In Lesson 10 B 1b we encountered the verb-ending *-al*, which was used to form the 3rd.person Past Tense of Intransitive Verbs.

This ending is also used with Transitive Verbs to form Passive Constructions.

In the answers of our pattern drill we find the combination of a main verb ending in *-al* and the verb *hai* representing a Passive Construction:

"*Bureau par djon dharal hai*" (lit. Desk on which put are)
'Those which have been put on the desk'.

5. Postposition '*par*'

In "*Oe djon palangwa par hai*", and in the answers of the pattern drill we find this postposition meaning 'on, upon', or: 'on top of'. However, with *bhoenja* 'earthen floor'. the postposition *me* (generally translated by 'in', though it can mean 'on', or 'to') is used.

Presumably because one does not consider an object to be 'on top' of that kind of floor, it can't go any lower.

N.B. When using the loanword '*vloer*' (Dutch) for a raised floor, the postposition *par* is chosen to go with it.

6. Word-order: Fronting

In the pattern drill the place where the various objects have been put is focussed on by stating that place initially.

(Compare Lesson 4 B6 for an earlier comment on 'fronting').

B. VOCABULARY

1. Loanwords:

televisie 'television (Dutch)
bureau 'desk' (French via Dutch)
dressoir 'sideboard' "

vloer 'floor' (Dutch: vloer)
 kaptafel 'dressing-table' (Dutch)
 tijdschrift 'magazine' "
 paleti 'plate' (Sranang)
 koranti 'newspaper' "
 tafra 'table' "
 bedi 'bed' "

Lesson 13

A. GRAMMAR

1. Ke indicating a certain Category

'Tjhota ke' in "Moenna ke maai ke koekroe tjhota ke hai" provides us with one more example of *ke* indicating certain categories. (See Lesson 7 B1)

2. Ome and opar: Demonstrative oe and Postpositions me and par contracted.

Ome in "Ome ek ijskasi dharal hai", and *opar* in "Opar ekgo khaalie botal dharal hai" are contractions of 'oe(koekroe)me' and of 'oe(tafra)par'.

Postpositions *me* and *par* are joined directly to the Demonstrative, since it is unnecessary to repeat the noun, which was stated in the previous sentence and therefore understood.

N.B. Note the vowel-change: *oe me* - *ome* / *oe par* - *opar*.

3. Omission of the Subject

We find omission of the subject following the conjunction *aur* in the second clause of: "Okar rang oedjar hai aur dahiena kait dharal hai", 'Its colour is white and it is placed on the right'. The subject was mentioned in the previous sentence and is still understood in the second clause of the following compound sentence quoted above.

cf. Comments on omission of the subject in Lessons 4 B8 and 5 B5.

4. Postpositional Phrases

"Oe koekroe ke bietje me" (lit. That kitchen of middle in) 'In the middle of that kitchen'.

Here we encounter one of the many Postpositional Phrases S.Hindu-stani makes use of. They are preceded by a noun, proper name or pronoun in the possessive form, using respectively the postposition *ke* or the possessive form of the pronoun (cf. Lesson 6 B1b,c). In other words, as is the case in English prepositional phrases, these postpositional phrases 'govern the genitive', i.e. they require a possessive construction.

5. Ekko expressing Disagreement

"Bhoenja me ekko na hai"(lit. Floor on one not is) 'There isn't one on the floor'

This form of *ek* 'one' is used to contradict what was suggested by a previous statement, thus indicating that the other speaker made a wrong assumption. *Ekko* is formed by the addition of the 'contrary-to-expectation particle' -o to *ek* and the consequent lengthening of *k*.

B. VOCABULARY

1. *Bawa kait* 'left side', *dahiena kait* 'right side'.

2. *Tjoelha* 'cooking-fire'

A *tjoelha* is a clay-, or cement-encircled cooking - fire outside the house, commonly used for cooking by the Hindustani housewives in Suriname. They often even use the *tjoelha* when they have a gas-cooker in the house, wood being much cheaper than gas. For the gas-cooker they use the Dutch loan: 'gasfornuis'.

3. *Albat* 'though, rather'

"Bhoenja me ekko na hai, tafra par albat ekgo hai" (no. 3000 of pattern drill). After having had to disagree, the speaker adds the word *albat* to the following corrective statement, to emphasize what the actual situation is.

Therefore *albat* can be thought of as the equivalent of 'though', or 'rather'. See also the pattern drill of Lesson 14.

4. Loanwords

koekroe 'kitchen' (Sranang)
ijskasi 'refrigerator' (Dutch via Sranang)
gasfornuis 'gas-cooker' (Dutch)

A. GRAMMAR

1. Postpositional Phrases: *ke lage*, *ke lagwe* 'near', *ke aage* 'before, in front of'.

"*Televisione khierkie ke lagwe dharal hai*" (lit. Television window near put is), 'The television is near the window'.

"*Oesab koersie tafra ke lage dharal hai*" (lit. Those chairs table near put are), 'Those chairs are near the table'.

The difference between *lage* and *lagwe* has not yet been established. For a comment on Postpositional Phrases see Lesson 13 A4.

N.B. In '*kawarieje ke lage*', 'near the door', in no. 5 of our text we encounter what would seem to be a variant form of *kawaria*, the 'long form' of *kawarie* 'door'.

2. *Oepar* - *oepar wala* - *sab se oepar wala*

The Adverb *oepar*, used to mean 'upstairs' in Lesson 7, is here used with *wala* to refer to the upper of two shelves, thus forming a Compound Adjective: *oepar wala palanga* 'the upper shelf'.

However, to refer to the topmost shelf, when there are more than two, we have to use the Superlative: *Sab se oepar wala*.

3. "*Auro* *hai?*", 'Do there happen to be any?'

Auro is used here as a Sentence Introducer: "*Auro boek dharal hai kaptafel par?*" (lit.books put are dressing table on?)

'Do there happen to be any books on the dressing table?'

Elsewhere it is used as a Conjunction, meaning 'moreover', which is a strong form of *aur* 'and'.

4. Participle used Attributively

In '*phoel bienal parda*', 'flower embroidered curtains', the Participle of the Passive Voice (see Lesson 12 A4) is used as an Adjective.

Another example is *bharal* 'full' of Lesson 11.

B. VOCABULARY

1. *Tangal hai* 'have been hung'

"*Oesab tijaapa dewaal par tangal hai*" (lit. Those pictures wall on hung are), 'Those pictures are (= have been hung) on the wall'. (cf. Lesson 12 A4)

2. *Parda* 'curtain'

Both the S.Hindustani term *parda* and the Dutch *gordijn* are used for 'curtain'.

3. Loanwords

slipper 'thongs' (English)

Lesson 15

A. PHONETICS

In this lesson one more Consonant is introduced:

IPA-symbol	Spelling	Examples
ʃ	sh in personal names	Sharna, Asha (cf. Ln 1 A7).
	sj elsewhere	desj

B. GRAMMAR

1. Imperatives

a. The Imperative is the Stem of the Verb, both with Class I verbs and with Class II verbs. However, Class II verb-stems ending in *a*, take *w*: "*Khaliaaw!*", 'Empty (it)!'

N.B. Originally all Imperatives ended in either *-o*, or *-w*. "*Bai~~tho~~*", 'sit down', and "*lew*", 'receive, take'.

b. Compound Imperatives always consist of the Stem of the Verb followed by *de* or by *le*:

boeta de 'switch off'

baar de 'switch on'

khalia de 'empty'

pahier le 'put on'

2. *Dewe* 'to give' and *lewe* 'to receive' used in combination with other verbs.

(cf. Lessons 9 A3 ; 10 B3, and 11 B1)

a. Not only in the Compound Imperative, as just commented on, but also elsewhere, *dewe* and *lewe* are used in combination with other verbs.

Dewe then indicates that the action expressed by the other verb is performed for someone else. For instance, the maid is to close the door for the lady of the house.

Lewe, when preceded by another verb, indicates that the action expressed by that verb is performed for the benefit of the person who does it.

- b. The absence of *dewe* or *lewe*, as in no.1 of the dialogue, seems to indicate that the speaker does not view the action as being performed for the benefit of any particular person. In the pattern drill of this lesson the student will encounter forms with *de*, and with *le*. In each case he should think through why the form is appropriate.

3. Class II Verbs

Lewe and *dewe* belong to Class II, the second Conjugation of Verbs in S.Hindustani.

(cf. Lessons 5 B4 and 8 A3b for Class I)

Class II verbs differ from Class I verbs in that their stems end in a vowel:

Infinitive		Stem
<i>dewe</i>	'to give'	<i>de</i>
<i>lewe</i>	'to receive'	<i>le</i>
<i>lagaawe</i>	'to spread'	<i>laga</i>
<i>boetaawe</i>	'to turn off'	<i>boeta</i>
<i>khaliawe</i>	'to empty'	<i>khalia</i>
<i>padjaawe</i>	'to sharpen'	<i>padja</i>

Class I verb-stems end in a consonant:

<i>dekhe</i>	'to see'	<i>dekh</i>
<i>tjale</i>	'to walk'	<i>tjal</i>
<i>kare</i>	'to do'	<i>kar</i>

Now we present the Conjugation of Class II verbs:

a. Present Tense:

<i>dewe</i>	<i>ham/hamlog deila</i>	'I, we give'
'to give'	<i>toe/toelog dewe hai, dewehe</i>	'you give'
	<i>oe/oelog dewe hai, dewehe</i>	'he, she, it gives',
		'they give'

<i>lagaawe</i>	<i>ham/hamlog lagaaila</i>	'I, we spread'
'to spread'	<i>toe/toelog lagaawe hai, lagaawehe,</i>	'you spread'
	<i>oe/oelog lagaawe hai, lagaawehe</i>	'he, she, it spreads, they spread'

b. Past Tense (Simple Past)

<i>dewe</i>	<i>ham/hamlog deilie</i>	'I, we gave'
'to give'	<i>toe/toelog deile</i>	'you gave'
	<i>oe/oelog deis</i>	'he, she, it, they gave'

<i>lagaawe</i>	<i>ham/hamlog lagailie</i>	'I, we spread'
'to spread'	<i>toe/toelog lagaile</i>	'you spread'
	<i>oe/oelog lagaais</i>	'he, she, it, they spread'

N.B. The diphthong *aai* of regular '*lagailie, lagaile,*' and of other verbs in *-aawe* is generally replaced by *ai*.

4. *Tjaahie* 'need'

In the Dialogue the question is asked: "*Hamke ka kare ke hai*", 'What do I have to do?', whereas the heading of the Pattern Drill says: "*Hamke ka kare ke tjaahie?*" (lit. Me to what do (purpose) need?) 'What do I need to do?'

Tjaahie replaces *hai*, altering the sense of the question to: "What do I need to do?" The grammatical construction of this question is similar to the construction with *lage*, we commented on in Lesson 5 B1.

The verbal phrase '*kare ke tjaahie*' has the Interrogative Pronoun *Ka?* as its Subject, and the person who needs to do a job is its Indirect Object, marked by *ke*. The verb used together with *tjaahie* (always an Infinitive), is followed by Postposition *ke* indicating purpose.

5. *Djame* + Resultative form of the Verb

"*Djame hawa lage*" 'So that the room gets aired'.

The Conjunction *djame* is here followed by the Resultative (or 'short') form of the verb *lage*, which (in the 3rd. person) is the same as the Infinitive.

This form is used because the fresh air in the room will be the natural result of her opening the window. (cf. Lesson 20 A9)

6. Possessive *aapan*

- a. *Aapan* is used instead of the other Possessives (of Lessons 1 B3, 6B 1b, and 8 A4a,b), whenever the possessor is the same as the subject of the sentence.

Ham aapan taas kholiela, (lit. I my bag open) 'I am opening my bag'.

Toe aapan valies khole hai, 'You are opening your case'.

Oe aapan boek khole hai, 'He is opening his book'.

- b. *Aapan* also carries the sense of the English 'own' in 'my own, your own', etc.

"*Oe aadmie aapan ghar me hai*" (lit. That man own house in is), 'That man is in his own house'.

- c. There is an alternative (inflected) form *apne*, for examples of which see Lesson 20 D, '*Djaise Hindoestanilogan bolehe*'.
cf. Lesson 6 B1 N.B. for the alternative forms of the other possessive pronouns.

7. Verb + *wala* in '*soete wala kothrie*', 'bedroom'.

In Lesson 2 B3 we commented on Demonstrative + *wala*, in Lesson 4 B7 on Nouns + *wala*, in Lesson 11 B3 on Adjectives + *wala*, and in Lesson 14 A2 on Adverb + *wala*. Now we encounter the verb *soete* + *wala* to form the Compound Adjective specifying the room used for sleeping.

C. VOCABULARY

1. *Bhietar* 'inside'

2. *Tjhietier bietier* 'untidy'

"*Ie kothrie to bahoet tjhietier bietier hai*" (lit. This room very untidy is) 'This room is very untidy'

This frozen form is commonly used to describe something untidy.

3. *Pahiele* 'first, first of all', is here used to introduce the first item in the list of jobs to be done by the maid.

4. *Tab* 'then', enumerating.

The other items on the list are linked by *tab* 'then' and *aur* 'and'.

5. *Kapra* 'suit, clothes', or: 'material, cloth'.

Kapra not only has the meaning of 'man's suit', as in the pattern drill of Lesson 8, it is also used for clothes in general, and for any towel, cloth or piece of material.

6. Loanwords

kasi 'wardrobe' (Sranang)

Lesson 16

A. GRAMMAR

1. S.Hindustani Simple Present or Present Perfect, where English uses Present Progressive.

a. When the action is actually in progress the Simple Present is used.

Examples from the dialogue:

"*Oe ghaas bhar par daure hai*" (lit. It grass all over on runs)

'He is running all over the lawn.'

"*Hoewa ka kare hai?*" (lit. There what does?) 'What is she doing there?'

b. However, when the actual action is terminated, and the person is in a new position or state (e.g. sitting) the Present Perfect is employed:

"*Per ke nietje baithal hai*" (lit. Tree under sat is) 'She is sitting under the tree'

"*Per par tjaharal hai*" (lit. Tree on climbed is) 'He has climbed (is climbing) the tree'

(Notice that the S.Hindustani speaker considers the boy to have finished the action of climbing, even though he may still be moving about from branch to branch).

2. *Pieje* 'to drink', Class II Verb ending in *-je*.

The Infinitives of Class II Verbs usually end in *-we* (cf. Lesson 15 A2), a few however, and in *-je*.

e.g. *Pieje* 'to drink' Stem: *pie*
Sieje 'to sew' *sie*

Present Tense *ham/hamlog piela, siela*

toe/toelog pieje hai, sieje hai/piejehe, siejehe

oe/oelog " " "

Past Tense *ham/hamlog pielie, sielie*
 toe/toelog piele, siele
 oe/oelog pies, sies

3. Class II Verb *khaai* 'eat'

Stem *kha*

Present Tense *ham/hamlog khaaila*
 toe/toelog kha hai/khaahe
 oe/oelog kha hai/khaahe

Past Tense *ham/hamlog khailie*
 toe/toelog khaile
 oe/oelog khaais

There are a number of Class II verbs of which the infinitives end in *-aai*. e.g. *Batiaai* 'to talk', *nahaai* 'to bathe', *bhoelaai* 'to forget' etc.

4. Omission of the Subject

In the dialogue of this lesson you'll find the subject omitted several times. Check this with the comments on this feature in Lesson 5 B5.

5. Most Postpositional Phrases

"Per ke nietje", 'under the tree',
"Biēlaar ke pietjhe", 'after the cat'

Pietjhe has a variant *paatjhe*; both terms mean 'behind, after' and refer to location only.

B. VOCABULARY

1. *"Ka bolle"*, (lit. What said?) 'I beg your pardon?'
2. *bhar* 'all over, all through, whole' (cf. the related adjective *bharal* 'full').

ghaas bhar 'all over the grass',
dien bhar 'all through the day, the whole day'.
3. *Moeh dhowe* (lit. mouth wash) 'clean one's teeth'
4. *Bietjhauna bietjhaawe* 'make the bed'

In no. 6 of the dialogue of Lesson 15 we encountered "*bietjhauna laga de*" (lit. spread the bedclothes) for 'make the bed'. In our present pattern drill this equivalent expression is used.

5. *Bhodjan pakaawe - khaaik banaawe* 'prepare food or a meal'

Bhodjan pakaawe means literally 'meal cook'.

Khaaik banaawe " " 'food make'.

In no. 300.000 the first expression is used to describe what the lady is doing. The second expression could have been used instead, the different verbs also being interchangeable: *khaaik pakaawe*, or *bhodjan banaawe*.

Lesson 17

A. GRAMMAR

1. Verb-ending *ke*

"*Djiwan ke baap aapan aurat aur larkan leke poel par ghoeme hai*"
(lit. *Djiwan's* father his wife and children take (and) bridge on walks).

'*Djiwan's* father is walking on the bridge with his wife and children'

See Lesson 9 A1 on verb-ending *ke* signalling Incidental Action.

2. Postpositional Phrases

Poel ke nietje se, (lit. Bridge under from). 'Underneath the bridge'

Nadie ke oepar se, (lit. River above from). 'Over the river'

Dewaal par se, (lit. Wall on from). 'Off the wall'

The Postposition *se* 'from, out of' is here joined to other Postpositions, to indicate that the persons or things concerned are moving from a position they were in, to a different one.

3. Conjunctions *tjaahe* 'even though' and *bakie* 'but'

"*Tjaahe hia hoewa badrie hai, bakie soeroedj oegal hai*" (lit. Even though here there clouds are, but sun shone is), English: 'though... .., yet.....'

Tjaahe and *bakie* are both used naturally in this sentence, whereas English would take either 'even though', or 'but'.

4. *Soeroedj oegal hai* (lit. Sun shone is) 'The sun is shining'

This use of the Perfect Present was discussed in Lesson 16 A1b. For more examples see no. 2 and 9 of the present pattern drill.

5. *Ohiesab* 'those same ships'

See Lesson 7 B5 for this pronominal form, which is here used in the plural.

6. Object marker

In Lesson 9 A9 we commented on the fact that the Object marker *ke* is obligatory with Direct Objects when they refer to animate beings. In Lesson 10 B7 we observed its absence with Direct Objects referring to inanimate things.

In no. 6 and in no. 8 of our present text, however, *ke* is used with the latter: "*Asha ekgo barka djahaadj ke taake hai*", and "*Djiwan ekgo hawaai djahaadj ke taake hai*". From these examples we see that its absence is not obligatory with Direct Objects referring to things.

B. VOCABULARY

1. *Aadj ke dien* (lit. to day of day) 'to day', in the sense of: this day.

2. *Poel* 'bridge'

Although the Sranang word for bridge '*broki*' is generally used by S.Hindustani speakers, some people still use the S.Hindustani word *poel*. That is why we have chosen to use this word in the dialogue and the Sranang loan in the pattern drill of this lesson.

3. *Ghoeme* 'to walk, to go, to move'

This verb conveys movement in a very general way, without being specific as to the means of transportation. It is primarily used of walking for pleasure, including visiting friends and relatives. As such it is also used of visiting by car, driving from one house to another for a whole afternoon, or a whole day, which is a Hindustani custom here in Suriname.

It is remarkable that the word for 'to walk': wandelen, has this same content in Suriname Dutch.

Ghoeme also means 'to turn round' e.g.:

"*Oe ghoemke dekhies*" (lit. He turn (and) looked), 'He turned round and looked'. Note verb-ending *ke* for incidental action!

4. *Djiwan ke maai baap* 'Djiwan's parents'

5. *Taake* 'look at intently.'

The verb *taake* is used in the sense of 'look at intently',

whereas the verb *dekhe* is used for 'look, see' in general.
 However, *dekhe* can also mean 'look intently'.
 e.g. "Djiwan ke maai baap ohiesab dekhe hai"
 "Asha ekgo barka djahaadj ke taake hai"
 In both examples the sense is 'look at intently'.

6. *Paas howe* 'to pass'

"Oe djahaadj paas howe hai poel ke nietje se", 'That ship is passing underneath the bridge'.

7. *Hawaai djahaadj* 'aeroplane'

8. *Bartan dhowe, bartan maadje* 'wash the dishes'

9. *Paanie* 'water, rain'

In no. 9 of the Pattern Drill *paanie* is used instead of *nadie* 'river':

"Oelog paanie ke oepar se oere hai" (lit. They water over from fly),
 'They are flying over the river'.

Paanie is also used to mean rain in: "Paanie aawe hai!", (lit. Water comes!) 'It's going to rain!'

10. *Doei paraanie* (lit. two spouses), 'married couple'.

11. Note that in this lesson's pattern drill Sarnami Hindustani numbers are presented in writing for the first time.

12. Loanwords

bus (Dutch)
 broki (Sranang)

Lesson 18

A. GRAMMAR

1. Postpositional Phrases: *ke bietje me, ke kienaare, ke iepaar se oepaar, ke bagal me, me se.*

Doei siepaahie ke bietje me, ke bietje me 'In between two policemen'

Nadie ke kienaare 'On, by, along the river'

Nadie ke iepaar se oepaar talak 'From this side to that side of the river'

Rasta par iepaar se oepaar 'From this side to that side of the street'

Park ke bagal me 'Beside, next to the park'

Maai ke bagal me 'Beside, next to mother'

School me se 'Out of the school'

Doekaan me se 'Out of the shop'

2. Postposition

Talak 'to, as far as' refers to place,
'to, till, until' refers to time.

3. Indefinite *koetjh*

a. Preceding Nouns *koetjh* means: some, a few.

Koetjh larkan 'some children'

Koetjh doēdh 'some milk'

b. Used without a Noun *koetjh* means: something.

Aur koetjh bhie? 'And something else?'

c. Used with *na koetjh* means: nothing

Na, aur koetjh na 'No, nothing else'.

4. Reduplication

"*Hoewa par barka barka per hai*" (lit. There on big big trees are),
'There are very big trees there'.

The adjective is repeated to emphasize the size of the trees.

B. VOCABULARY

1. *Gauw* 'village'

2. *Dher phoel* 'many flowers'

3. *Hawa tjale hai* 'the wind is blowing' (lit. the wind is walking).

4. *Kaahese* 'because'

5. *Niekre* 'to leave'

6. *Palwaar* 'family', 'relatives'.

7. Loanword: *foto* 'photograph' (Dutch)
park 'park' "

Lesson 19

A. GRAMMAR

1. *Kaun wala? Ie waal?*

In the second of these questions the speaker uses a short form of *ie wala* 'this one'.

2. Future Actions

Future Actions are described in two ways:

- a. By using a form of *djaai* 'to go' and the Infinitive of the main verb, for the immediate future:
"Ab *toe ka djaahe kare, Dipak?*" (lit. Now you what go do, Dipak?)
'What are you going to do now, Dipak?'
"Kaun rang *toe eke djaahe dewe?*" (lit. What colour you this go give?) 'What colour are you going to give it?'

Immediate Future Action: *Ham/hamlog djaailadewe*
toe/toelog djaahedewe
oe/oelog djaahedewe

- b. By using the Future Tense:
"Kaun rang *eke deihe?*" 'What colour will you give it?'
"Ham *eke goelaabie rang debe*", 'I'll give it a pink colour'

Future Action (at any time), Future Tense:

Class I verb *kare* 'to do' *ham/hamlog karab*
 toe/toelog kariehe
 oe/oelog kariega

Class II verb *dewe* 'to give' *ham/hamlog debe, deb*
 toe/toelog deihe
 oe/oelog deiga

Class II verb *pieje* 'to drink' *ham/hamlog piebe, pieb*
 toe/toelog piehe
 oe/oelog piega

The Irregular Verbs *aawe* and *djaai* and all Class II verbs in *-aai* conjugate their Future Tenses as follows:

ham/hamlog aabe, djaabe, khaabe, aab, djaab, khaab
toe/toelog aaihe, djaaihe, khaaihe, aihe, djaihe, khaihe
oe/oelog aaiga, djaaiga, khaaiga

N.B. In our present lesson and also in Lesson 20 we are practising the use of *djaai* + main verb for Immediate Future Action.

3. *Eke* 'this', *ie* + Object-marker *ke* contracted.

In Lesson 10 B7 we commented on the absence of the Object-marker *ke* with direct objects referring to inanimate things. We also said that when further reference to such an object is made, the Object-marker is used.

In the dialogue of this lesson the bookcase was mentioned in no. 1. No marker was used. In no. 5 however, when it is referred to again, the Object-marker is used: "*Ham djaaila eke range*", 'I'm going to paint it'.

Eke is also used when the object concerned is in view of both speaker and hearer. Sandjai and Dipak could have used *eke* pointing to the bookcase, even if it hadn't been named before. (cf. What we said about object-marker *ke* in Lesson 10 B7)

4. Postpositional Phrase

"*Andjana ke khaatien*", 'for Andjana'.

The pronunciation of the final consonant of the word *khaatien*, varies between *n* and *r*. We often hear *khaat* for *khaatien*.

5. *Man wala* - *man walie* 'favourite'

The feminine form of *wala:walie* is used in the dialogue, though many people now prefer the masculine form '*man wala*', claiming that the gender system is no longer employed in S.Hindustani. Older people still distinguish between the masculine and feminine endings at times, however.

Remnants of masculine and feminine endings in every day speech are found in:

larka 'boy', 'child'

larkie 'girl'

moerga 'cock'

moergie 'hen'

boerhwa aadmie 'old man'

boerhia aurat 'old woman' etc. (See also Lesson 5 B6)

B. VOCABULARY

1. "*Kaun aisan kaam...?*", "What kind of work?"

2. *Poestak ke almaarie* 'bookcase'

Although the Sranang loanword *kasi* (cf. Engl. case, Dutch kast) is used by almost all S.Hindustani speakers now, in this lesson we have chosen the Hindustani word *almaarie*, whereas in Lesson 15 we used *kasi*.

3. *Ekwa* 'the other one' (of two),
'another one' (of many).

A. GRAMMAR

1. Postposition *se* 'with'

In this lesson we find another example of *se* 'with' in:
 "Ka djaahē kare *ie* vaas *se*?" (lit. What go do this vase with?)
 'What are you going to do with this vase?'
 (cf. Lesson 9 A4a)

2. *Ese*, *ose* contractions of Demonstrative *ie* and *oe* with *se*.

ese 'ie vaas *se*', *ose* 'oe vaas *se*'.
 Postposition *se* is joined on to the Demonstrative when the Noun is understood. (cf. Lesson 13 A2)

3. *Oke* 'that', *oe* + Object-marker *ke* contracted.

"Kaun *tjiedj* toe djaahē kare *oe* vaas *se*?"
 "Ham djaaila *oke* *pethaawe* apne aadjie khaatien"

In Lesson 19 A3 we commented on the contraction of *ie* + obj. marker *ke* in *eke*, in this lesson we see the same thing happening with *oe* + obj. marker *ke*.

N.B. In no.s 30-60 of our pattern drill the Object marker *ke* is absent when plural pronoun *iesab* is used to refer back to the inanimate object of the question. In this case its use seems to be optional.

4. Causative Verbs

Dekhaawe in "Ham djaaila *eke* *dekhaawe* apne maai *ke*" (lit. I go this show my mother to), 'I'm going to show it to my mother', is a Causative Verb. It means: I'm going to let my mother see it. It is formed by adding *-aawe* to the stem of Class I verb *dekhe* 'to see'. The Causative stem *dekha* ends in a vowel and therefore it belongs to the Conjugation of Class II verbs. See Lesson 15 A2a for the conjugation of *lagaawe*, which is a causative verb too.

Khaliaawe 'to empty' is an example of a causative verb formed from an adjective (*khaalie* 'empty') by the addition of the causative ending *-aawe*.

Most Causative Verbs can be traced back to an Adjective or to a Non-Causative Verb.

5. Compound verb *ledjaai* 'to take, to carry with one'

This verb is compounded of the stem of *lewe* 'to receive' and the infinitive of *djaai* 'to go'. It follows the irregular conjugation of *djaai* given in Lesson 5 B4.

6. Postposition *khaatien* 'for, to, right up to', and Indirect Object-marker *ke* 'to'.

"*Ham djaaila oke pethaawe apne aadjie khaatien*" (lit. I go that send my grandmother for), 'I'm going to send it to my grandmother'.

a. In the pattern drill no.s 18,30 and 50 we find the postposition *khaatien* 'to' occurring with the motion-verbs *pethaawe* 'to send', and *ledjaai* 'to take'.

Khaatien indicates the final goal to which something is being sent or taken.

b. Non motion-verbs take *ke* as their Indirect Object marker.

Pattern drill no.17: "*Ham djaaila eke dewe apne bietia ke*".

See also no.s 19,20,40 and 60.

7. Word Order

In no.1 of the dialogue and in the questions of the pattern drill the question-words *Ka* and *Kaun tjiedj* 'What', 'What thing', make it necessary for the object to follow the verb to give prominence to it.

"*Ka djaahe kare ie vaas se?*" (lit. What do this vase with?),

'What are you going to do with this vase?'

and "*Kaun tjiedj toe djaahe kare apne djaakiet se?*" (Lit. What thing you go do your coat with?), 'What are you going to do with your coat?'

In no. 4 of the dialogue "*Toe ka djaahe ese kare?*" (lit. You what go this with do?), 'What are you going to do with it?', *ese* is not to be given prominence and therefore we find it in the normal position, preceding the verb.

8. *Apne* alternative form of *aapan*.

See comments on *aapan* and *apne* in Lesson 15 B6.

9. Resultative or 'short' form of the verb:

"*Bahoet batjaaike, giere nahie*", 'Take care that it doesn't fall'. cf. Lesson 15 B5 for what was said about the Resultative or 'short' form of the Verb.

In the above exclamation '*giere nahie*' indicates the outcome of being careful.

B. VOCABULARY

1. *badjaawe* 'make music, turn on the radio'
2. *aadja, daada* 'grandfather on father's side'
aadjie, daadie 'grandmother on father's side'
pota 'aadja and aadjie's grandson'
potie/potnie 'aadja and aadjie's granddaughter'
3. *naana,* 'grandfather on mother's side'
naanie 'grandmother " " "
naatien 'naana and naanie's grandson'
natnie 'naana and naanie's granddaughter'

4. Loanwords

vaas 'vase' (Dutch)
djaakiet 'costume coat' (English)

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Additional titles published by the Summer Institute
of Linguistics in Suriname

Languages of the Guianas Series:

Languages of the Guianas, edited by Joseph E. Grimes,
SIL/Oklahoma Series, Publication number 35, April 1972.
(By permission, this volume is also being considered as
volume I in the new Series.)

Volume II, Soeroe Se Soeroe Kar, prepared by A.B. Huiskamp,
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visual course in Sarnami Hindustani for beginners, part one.

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ENCLOSURE WITH
SOEROE SE SOEROE KAR

...ENGLISH TRANSLATIONS
OF THE DIALOGUE OF EACH
LESSON AND OF THE WORD INDEX

N O T I C E!

THIS ENCLOSURE ADDS
HELPFUL INFORMATION TO
SOEROE SE SOEROE KAR

- ... ENGLISH TRANSLATION
OF EVERY DIALOGUE
- ... ENGLISH TRANSLATION
OF THE ENTIRE WORD LIST
- ... CORRECTIONS

Introduction

Several people have asked for a translation of 'Soeroe se Soeroe kar!'. Such a translation would, however, go completely against the principles of an audio-visual language course. Yet, to comply in some measure with these requests, I have translated the Dialogues and the Sarnani Hindustani Index of page 158.

Paramaribo, November 1978

A.B. Huiskamp

Corrections:

page 10 B no. 2 japon = potlood

page 29 and onwards: Bhajoe on: Bhajo

page 57 no. 5 Erase: D. and L.

page 60 E 3 and page 63 A tiekat = tiekat

page 72 no. 300 The answer is: Safa ra he, mail hai

page 73 B 1 larkian = larkan

page 126 no. 800:000 na bare hai = na baare hai

page 152 C, 153 D, 156 E, itjauwda = itjauwa, and athaara = atthasra

page 153 with the pictures: no. 21, 22, 23, 24 = no. 30, 40, 50, and 60

page 154 E 1 djaghaa = djagha

Lesson 1 Madam!

Yes, what is it?

Is this your handbag?

I beg your pardon?

Is this your handbag?

Yet, it is.

Thank you very much!

Lesson 2 My suitcase and my umbrella, please.

This is my ticket.

Number 5.

Your umbrella and your suitcase.

This isn't my umbrella.

Excuse me.

Is this your umbrella?

No, this isn't either.

Is this it?

Yes, it is.

Thank you very much!

Lesson 3

Teacher: Good afternoon, ladies and gentlemen.

Students: Good afternoon sir.

Teacher: This is Miss Indra.

She is a new student.

From India.

Indra, this is Roy.

From Guyana.

Roy : How do you do? (Hindu greeting)

Teacher: And this is Sarina.

From Indonesia.

Sarina : Moham. greeting.

Teacher: And this is John.

From America.

John : How do you do?

Teacher: And this is Paul.

From Brazil.

Paul : How do you do?

Teacher: And this is Annie.

From Holland.

Annie : How do you do?

Lesson 4

Paul : I am a new student.

My name is Paul.

Indra : And my name is Indra.

Paul : Are you from India?

Indra : Yes, I am from India.

Are you also from India?

Paul : No, I'm not from India.

Indra : From which country are you then?

Paul : I am from Brazil.

Are you a teacher?

Indra : No, I'm not.

Paul : What's your job then?

Indra : I'm a typist.

And what's your job?

Paul : I'm a policeman.

Lesson 5

Bhajoe's father: Hello, mother of Moenna.

Moenna's mother: Hello, father of Bhajoe.

Bh's father : How are you?

M's mother : I am very well.

And you?

Bh's father : I'm very well too.

And how is your husband?

M's mother : He is well.

And how is your wife?

Bh's father : She is also well.

Well, good bye, I'm going.

I'm glad I've met you.

M's mother : I'm glad too.

Well, I'm going, good bye.

Lesson 6

Teacher : Whose shirt is this?

Faroek, is this your shirt?

Faroek : No, that isn't my shirt.

This is mine.

My shirt is blue.

Teacher : Is this Tjhot's shirt?

Faroek : I think so.

Tjhot's shirt is white.

Teacher : Tjhot!

Tjhot : Yes, what is it?

Teacher : Is this your shirt?

Tjhot : Yes, it's mine.

Teacher : O.K.

Catch!

Tjhot : Thank you.

Lesson 7

Mrs. Dewpal: What colour is your new dress?

Mrs. Soebhag: It's green.

Let's go upstairs and look.

D. : Let's go.

S. : Here it is, look.

D. : This is a very beautiful dress.

It's splendid.

S. : I've also got a new handbag.

D. : What colour is it?

S. : It has the same colour.

It's green too.

D. : This is a magnificent handbag!

Lesson 8

Customs officer: Are you from Guyana?

Girls : No sir, we are not from there.

We are from Suriname.

C.o. : Are your friends also from Suriname?

Girls : No, they are not from there. They are from Panama.

C.o. : Where are your passports?

Girls : Here they are.

C.o. : Are these your cases?

Girls : No sir, those are not ours. Our suitcases are brown. Here they are.

C.o. : Are you tourists?

Girls : Yes sir, we are tourists.

C.O. : Are your friends also tourists?

Girls : Yes sir, they are also tourists?

C.o. : Then it's O.K.

Girls : Thank you very much.

Lesson 9

Mr. Soebhag : Come and meet our employees.

Mr. Dewpal : Yes, rather!

S. : This is Miss Tewarie and that is Miss Dhanie.

D. : How do you do? They are beautiful girls. What's their job?

S. : They are typists. This is Mr. Anand and that is Mr. Ashok.

D. : How do you do? They haven't got much to do! What's their job?

S. : They are clerks. They are very lazy.

D. : And who's that young man?

S. : That is Moenieram. He is our office boy.

Lesson 10

Mother : What's the matter children?

Daughter : We are tired.

Son : ...and very thirsty, Mum.

M. : Sit down here. Are you all right now?

S. : Not yet.

M. : Look, there is the ice cream man.

Two ice creams, please.

Here you are, children.

C. : Thanks, Mum.

D. : These ice creams are very nice.

M. : Are you all right now?

C. : Yes, everything's all right now, Mum.

Lesson 11

Man : Give me a book.

Woman: Which book? This one?

Man : No, not that one. The red one.

Woman: This one?

Man : Yes, that one.

Woman: Here you are.

Man : Thank you.

Lesson 12

Man : Give me some glasses.

Woman: Which glasses? These?

Man : No, not those. Those on the shelf.

Woman: These?

Man : Yes, those.

Woman: Here you are.

Man : Thank you.

Lesson 13

The kitchen of Moenna's mother is small.

In it there is a refrigerator.

Its colour is white and it stands on the right.

On the left there is a gas cooker.

Its colour is blue.

In the middle of that kitchen is also a table.

On it there is an empty bottle and also a clean cup.

Lesson 14

The living-room of Moenna's mother is large.

In it there is a t.v., near the window, and on the t.v. are some magazines.

There is a table and on the table are some newspapers.

There are some chairs, and those chairs are near the table.

There is a radio near the door, and on that radio there are some books.

In that room there are some pictures.

Those pictures are hanging on the wall.

There is a lamp on the left hand side, and in front of the window there are flowered curtains.

Lesson 15

Moenna's mother: Come in, Sharna.
Close the door.
This room is very untidy.
Sharna : What do I have to do, Madam?
M. : First open the window, so that the wind can blow through.
Then hang these clothes in the wardrobe.
Then make the bed.
And dust the dressing table.
Then sweep the floor.

Lesson 16

Mother: Where is Indra?
Father: She is in the garden.
Mother: What is she doing there?
Father: She is sitting under the tree.
Mother: Is Radjesh also in the garden?
Father: Yes, he is also there.
He has climbed the tree.
Mother: I beg your pardon?
Who has climbed the tree?
Father: Radjesh !
Mother: And where is the dog?
Father: He is there too.
He is running all over the lawn, chasing a cat.

Lesson 17

To day is a very fine day.
Though there are clouds here and there, yet the sun is shining.
Djiwan's father is walking on the bridge with his wife and children.
There are some ships in the river.
Djiwan's parents are looking at those ships.
Asha is looking at a large ship.
That ship is passing underneath the bridge.
Djiwan is looking at an aeroplane.
That aeroplane is flying over the river.

Lesson 18

This is a photograph of our village.
Our village is very beautiful.
There are very big trees there, many flowers, and there is much wind, because this village is by the river.
This is also a photograph of our village.

My wife and I are walking along the river.
We are walking on the left side.
There is a boy in the river.
He is swimming across the river.
This is also a photograph.
This is our school.
This school is near a park.
This park is on the right side.
Some children are leaving the school, and some children are going into the park.

Lesson 19

Sandjaai : You are working hard, Dipak.
What are you doing?
Dipak : I am making a bookcase.
Hand me that hammer please, Sandjaai.
Sandjaai : Which hammer? This one?
Dipak : No, not that one.
The other one, the big one.
Sandjaai : Here you are.
Dipak : Thanks.
Sandjaai : What are you going to do now, Dipak?
Dipak : I'm going to paint it.
Sandjaai : What colour are you going to paint it?
Dipak : I'm going to paint it pink.
Sandjaai : Pink!?
Dipak : This bookcase isn't mine.
It's for my daughter Andjana.
Pink is her favourite colour.

Lesson 20

Goeroedat: What are you going to do with that vase, Lila?
Lila : I'm going to put it on the radio.
Goeroedat: Don't put it on the radio.
Give it to me.
Lila : What are you going to do with it?
Goeroedat: I'm going to put it here, in front of the window.
Lila : Be careful! Don't drop it!
Don't put it there.
Put it on this shelf here.
Goeroedat: Look, that's a good place for it.
It's a beautiful vase.
Lila : And the flowers are beautiful too.

List of words

aadj	to day	badrie	clouds
aadja	grandfather	bagaitja	garden
aadjie	grandmother	bagal	next to
aadmie, aadmian	man, husband, men	bahien	sister
aage	before	bahoet	much, very
aaike	come and	baithal	sat, sat down
aaila	I'm coming, I come	baitha	to sit, to sit down
aapke	your (polite)	baitho	sit down
aath	eight	bakie	but, however
aaw	come	banaila	I, we make
aawe	to come	banaaw	make
ab	now	banaawat	make, brand
abbe	yet	banaawe	to make
agore	to wait	band	closed
agoriela	I, we wait, are waiting	barhia	beautiful
aisan	what kind of.....	barka	big, large
albat	confirmation, or: however	barkwa	great one, large one
almaarie	bookcase, wardrobe, cupboard	bartan	plates, washing up
alsie	lazy	baskieta	basket
aapan, apne	possessive pron., own	bataaiga	will tell
atthaara	eighteen	batiaahe	you are, he is talking
attjha	good, well, O.K.	batjaai	careful
aur	and	bawa	left
aurat, auratian	woman, wife, women, wives	bedi, bedia	bed
auro	moreover	beta, betwa	son
baakas, baakaswan	case, box, cases, boxes	bhaai	brother
baap	father	bhandaarie	cook
baar	light, switch on	bhar	whole
baara	twelve	bharal	full
baare	to light, to switch on	bharalka	the full one
baate	to be, are	bhet moelakaat	encounter
baatie	I am, we are	bhetaai	to meet
baattjiet	conversation	bhie	also
		bhietar	inside

bhodjan	meal	daswan	ties
bhoekh	hunger	daure	to run
bhoenja	earthen floor, ground	de	give
bhothar	blunt	deiga	he will give
bielaar,bielaria	cat	deihe	you will give
bielarian	cats	dekh	see, look
bienal	strewed/strewn	dekhaawe	to show
bies	twenty	dekhe	to see, look
biesaal	splendid	dekhiega	he will see, look
biese	about	dekhiela	I, we see, look
bietia	daughter	dekhnauk	very beautiful
bietj, bietje	between, in the middle of	Demerara	Guyana
bietjhaawe	to spread	des	country
bietjhaila	I, we spread	dewaal	wall
bietjhauna	bedclothes	dewe	to give
blauka	the blue one	dhanbaad	thank you
blauw	blue	dhar	put
boerhaai	old	dharal	put (has been)
boerhia	old, old woman	dhare	to put
boerhwa	old, old man	dher	much, many
boeta	extinguish, switch off	dhoila	I, we wash
boetaawe	to	dhowe	to wash
bol, bole	say, to say	<u>diebba</u> , <u>diebwa</u>	tin
bolie	will say	diedjieje	please
bolle	you said	dien	day
botal, botalia	bottle	dja	go
botalian	bottles	djaahe	you go, he goes
Brasiel	Brazil	djaai	to go
broki	bridge	djaaila	I, we go
daarhie	beard	djaakiet	costume coat
daas	tie	djabaab	answer
dafe	time (occasion)	djagha	place, space, room
dahiena	right (side)	djahaadj	ship
Damra	Guyana	djaise	like
das	ten	djame	sothat

.Djarman	German	gharie	clock, watch
:djawaan	young	ghoeme	to walk, to visit, to go on an outing
djhaar	sweep, also: comb	ghoemiela	I, we walk, etc.
djhaare	to sweep, also: to comb	gielaas	glass (to drink from), mug
:djhaariele	I, we sweep, comb	gielaswan	glasses, mugs
:djoeta, djëetawan	shoe, shoes	:giere	to fall
djon	that	gjaara	eleven
doëbar	thin	goelaabie	pink
:doëdh	milk	ha	eyes
:doei, doeigo	two	:haath	hand, arm
doëkaan	shop	haddie	bone
doekandaar	shop-keeper	hai	be
:doekandarien	lady-shop-keeper	:halloek	light (of weight)
:doekanian	shops	ham	I
doenoe	two, both	hamaar, hamre	my, mine
doesar	other, other one	:name, hamke	me
:doesra	second	hamlog, hamlogan	we
:doswa	box	:hamlogke, hamloganke	our, ours
ehie, ehoe	emph. this	haniar	green
ek, ekgo	one	hariarka	the green one
:ekaad, ekaadgo	a few, some	:hathaurie	hammer
:ekdam	altogether	:hawa	wind
éke	this	hawaai djahaadj	aeroplane
ekko	a single one	hia	here
ekwa	the other one	:hoewa	there
ese	with this	:howe	to become
fofkoe	fork	ie	this, he
gaa ^{ri} ie	wagon, cart, car	iemle	dictation
:gail	he, she went	iepaar	this side
gailie	I, we went	iesab, iesabhan	they
garam	hot	:ka	what
garhoe	heavy	kaahese	because
:gauw	village	:kaam	work, job
ghaas	grass	kaha	where
ghar	house		

kaise	how	koede	to jump
ikalt	side	koemaarie	Miss
kamkarta	servant	koekroe	Kitchen
kantorn	office	koersie	chair
kapra	clothes, cloth, material	koetjh	something, some
kar	do	koetta, koettawa	dog
kare	to do	koettawan	dogs
karla	black	koi	somebody, some
karieka	the black one	koranti, korantian	newspaper(s)
kariela	I, we do	kothrie	room
karna	do	taal	red
kasi	cupboard, cheese	lage	spread
ikaun	which	lagaawe	to spread, to put in
kawaarie	door	laga!	pleased, began
ke	of	lage, lagwe	near
ke	who?	lahanga	skirt
kekar, kekre	whose?	lalka	the red one
kha	eat	lamba	long
khæi	to eat	larkan, larkwan	children
khaaik	food	larkian	girls
khaalie	empty, only	le, lew	take
khaatien	for	ledjaal	take ((somewhere))
khælia	empty (imperative)	liedjieje	please
khæliaawe	to empty	liekn	write
khæliala	I, we empty	lielke	to write
khierkie, khierkia	window	londa	boy
khierkian	windows	naadje	to wash up
khjaal	memory	naadjiefa	I, we wash up
khoëb	many, much, very	maat kiedjieje	excuse me
khoelal	open	maei	mother
khoesie	glad	mail	dirty
khol	open (imperative)	Malai	Javanese
khole	to open	manaian	men
kie	if, that	mard	chap
kienaare	close by, along	master	teacher

masterien	lady teacher	ohie, ohoe	emph. he, she, that
matmai	grey	ohiesab	emph. they, those
matmailka	the grey one	ohoelogan	" " "
me	in	okar, okre	his, her, its
mièl	found	oke	me + ke
moeh	mouth	ome	oe + me = in it
Moesalman	Mohammedan	onnais	nineteen
Moesalmanlogan	Mohammedans	opar	oe + par = on, upon it
mota	fat, thick	ormie	short veil
na	no, not	paanie	water
naam	name	paas	past
naata	short	paatar	thin
nadie	river	paath	lesson
nahie	no, not (emph.)	paatj	five
namaste	Hindu greeting	padja	sharpen
nambar	number	padjaawe	to sharpen
nauka	the new one	padjaila	I, we sharpen
nauw	nine	pahiele	first (adjective)
nawa	new	pahiele	first (adverb)
niekre	to leave, to go from somewhere	pahier	put on (of clothes)
nietje	low, beneath, under	pahiere	to put on
oe	he, she, that	paidjaama, paidjamwa	pyjamas, also: costume
oedjar	white	pakaila	I, we cook
oedjarka	the white one	pakaawe	to cook
oegal	risen	pakra	take (pakra de=hand)
oelog, oelogan	they	palanga, palangwa	board, plank
oelogke, oeloganke	their	palangwan	boards, planks
oepaar	that side	paletl, paletian	plate, plates
oepar	op, upon	palwaar	family, relatives
oere	to fly	pandra	fifteen
oesab, oesabhan	they	par	on, upon
oesabke, oesabhanke	their	paraanie	married couple
oetaar	take off, put off (of clothes)	parda	curtain
oetaare	to take off, to put off	pardesie	tourist, stranger
		parh	read

pa <u>r</u> he	to read	safa	clean, also: clearly
pa <u>r</u> hie	he will read	sake	can
pa <u>s</u> jaas	fifty	salaam waleikoem	Moh. greeting
paure	to swim	sanghasia	friend
pen, penwan	pen, pens	sanghatian	friends
pe <u>r</u>	tree	Sarnaam	Suriname
pe <u>t</u> haawe	to send	sattra	seventeen
phierse	again	sawaal	question
phoel	flower	se	with
phoert	diligent, industrious	siepaahie	policeman
pi <u>a</u> as	thirst	siepahian	policemen
piejar	yellow, also: pale	skoel	school
piejarka	the yellow one	soen	hear, listen
piejartjhauw	yellowish, orange	soene	to hear, to listen
piejartjhauka	the orange one	soeniaga	he will hear, listen
pieje	to drink	soeniela	I, we hear, listen
pietjhe	after, behind	soekoerfa	thank you (Mohammedan)
poel	bridge	soeroedj	sun
poeraan	old	soetal	slept
poeranka	the old one	soete	to sleep
poestak, poestakwan	book, books	sora	sixteen
poetjhe	to ask	soth, sothia	shirt
poetjhiega	he will ask	sriemaan	Mr.
potjh	dust (imperative)	sriematie	Mrs.
potjhe	to dust	taake	to look
raha	was, were	taas, taswa	handbag
rakam	manner, way	tab	then
rang	colour	tafra	table
range	to paint	tak, talak	till, until
rangiela	I, we paint	ta <u>n</u> g	hang
raste	road	ta <u>n</u> gal	hung
rowe	to weep, to cry	tera	thirteen
saat	seven	thak	tired
sa <u>a</u> th	sixty	thandha	cold, cool
sab, sabhan	all	thiekse	well

tiekat	ticket	tjokh	sharp
tien	three	tjokhka, tjokhkwa	the sharp one
ties	thirty	to	± after all
tjaähe	though	toe	you sg.
tjaahie	must	toelog, toelogan	you plur.
tjaalies	forty	toelögke, toelöganke	your plur.
tjaar	four	toke	to you, you
tjaba	gnaw, chew	topie	hat, cap
tjabaawe	to chew	tor	your sg.
tjaharal	climbed	vallies, valliesian	suitcase, suitcases
tjahare	to climb	wala	nominaliser
tjalan	example	walan	same, for plural
tjale	to walk	walie	feminine form for wala
tjalie	let's go	tjskasi	refrigerator
tjallela	I, we walk		
tjauda	fourteen		
tjhaapa	picture		
tjhaata	umbrella		
tjhauw	six		
tjhiele	to shave, also to peel		
tjhieliela	I, we shave		
tjhietier bietier	untidy		
tjhoerie, tjhoerian	knife, knives		
tjhota	little, small		
tjhotka, tjhotkwa	the little, small one		
tjiedj	thing		
tjiemmatj	spoon		
tjiemmatjwan	spoons		
tjien pahletjaan	kennismaking		
tjieraag	lamp		
tjierai, tjieraian	bird, birds		
tjlethie	letter		
tjoelha	cooking fire		
tjoerces, tjoeroeswan	cigarette, cigarettes		