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THIS TWO-PART INTRODUCTION TO HINDI INCLUDES METHOD GUIDELINES FOR THE INSTRUCTOR AND EMPHASIZES REPRODUCING CORRECT PRONUNCIATION BEFORE UNDERSTANDING MEANING. THE HINDI MICROWAVE COURSE INCORPORATES 47 CYCLES OF INSTRUCTION, MOST OF WHICH CONTAIN AN H-PHASE (MIMICRY AND MEMORIZATION) AND A C-PHASE (COMMUNICATION). THE DRILLS INTRODUCE BASIC QUESTIONS, CONCENTRATED ON INDIAN CULTURE, WITH A SET OF POSSIBLE ANSWERS FOR EVERYDAY COMMUNICATION. (FB)
DEPARTMENT OF STATE
FOREIGN SERVICE INSTITUTE

AN ACTIVE INTRODUCTION TO HINDI

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Bonnie G. MacDougall

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Preface to the Student

This Introduction is designed to give you the ability to talk about subjects that interest you today—to discuss, in Hindi, topics of concern and to find out things you need to know.

It consists of very short lessons called cycles, each of which equips you to talk about a particular subject. Your instructor will teach you a set of potentially useful sentences. It is your responsibility to use them. Use them as often as possible. Use them correctly—to say what you mean, to get information you want.

Most cycles consist of a question and a set of possible answers. As soon as you have learned to say all the sentences of the cycle well, use them to find out something. The subject matter of most of them is India. Use the sentences you have learned to ask your instructors and other Indian acquaintances about their home districts. You can also ask your fellow students about conditions where they come from.

There are also cycles (such as Cycle 2) which give you useful expressions, clichés, and greetings. Use these wherever they are appropriate during the day.

Each cycle begins with one or two 'M-phases'. During the M-phase MIMIC the pronunciation of your instructor. Listen to the way he says it, and repeat it after him as closely as possible. Concentrate on the over-all shape of the sentence—the rise and fall of the voice, the rhythm, the emphasis. You will not find this difficult, since Hindi is much like English in this respect, but you must be careful to give each syllable its full value, not slighting the unstressed vowels as your English habit will lead you to do. If you get the over-all sound pattern of the sentence as a whole, you will probably be understood, and the pronunciation
of individual vowel and consonant sounds can be improved within this framework. (The opposite approach—working for accuracy in each vowel and consonant first, and then attempting to put them together into a sentence—rarely results in natural-sounding speech.)

While other students are practicing, relax, but keep listening. You can practice under your breath.

After learning to pronounce the sentences, you will be given the MEANINGS. After a little more mimicry, keeping the meaning in mind, you will have MEMORIZED the sentences of the M phase.

Many students find it helpful to have something to look at. If you wish, you may have the text open in front of you, and glance at it occasionally. If, after practicing a sentence six or eight times, you are in doubt about a particular sound (whether or not the consonant is aspirated, for instance) the spelling will show you. It will also guide you through the C-phase. But always remember that you are learning to speak Hindi, and to understand it as it is normally spoken. Rely on your ears. When you meet people in India, they probably will not hand you a printed script of what they are going to say.

The text is a crutch; don't get in the habit of using it. If you can get along without it, leave it at home.

During the M phase you will have acquired a set of sentences. The C phase is for using them in Communication.

Most cycles consist of questions and answers. The instructor may begin the C phase by asking you the question; answer it with a true statement. If he asks, 'Where are you from?', tell him. (If you have any difficulty with the answer, he may drill you on it a few times.) After doing this with each member of the class, the instructor will exchange roles with you, and you will then ask him and the others the same question.
In many cycles several C phases are printed. They indicate various ways of using the sentences you have learned. Often they show shorter forms of the sentences taught in the M phase. (People do not always talk in long, full sentences. The shorter forms given are correct and appropriate.)

What you have learned in the M phase is not merely a few sentences (except for the cliché cycles like #2) but a sentence pattern in which you can substitute appropriate vocabulary. The places for substitution are shown by parentheses. Put in the word you need to make the statement true. If you need a word you don't know, ask for it. Don't start a discussion in English (which is almost always a waste of time) but just take the word and use it—correctly, meaningfully, in the sentence.

C phases also suggest ways of combining several sentences into a longer conversation. Make your C phase conversations as long and as interesting as you can. Use what you have learned, but don't strain to make up long and complicated sentences.

This course is called An Active Introduction to Hindi. Your instructors will introduce the language. The activity must come mainly from you.
TO THE INSTRUCTOR

This course consists of a large number of very short lessons called cycles. Each cycle has two parts, called the M phase and the C phase.

The M phase is for Mimicry and Memorization. Here the students learn to say sentences, and learn the Meanings. The C phase is for Communication. The sentences which they learned in the M phase are now used in real Conversation.

MIMICRY

While you are introducing a new cycle for the first time, the students focus their attention on you. Therefore they should not have their books open. They need to watch you as well as listen to you.

Begin the M-1 phase this way:

(1) Say the first sentence aloud, and pause while the students repeat it.
(2) Say it again, and let the class try again to imitate you.
(3) Repeat the sentence three of four times more, pausing each time for the whole class to repeat it. It is most important to say the sentence normally. A good teacher always speaks at a normal conversational speed. Try to repeat the sentence the same way each time, using the same emphasis and the same inflection every time you say it. (This is not easy to do.)
(4) By this time, most of the class will probably be able to say the sentence acceptably. If it is a long sentence, however, they may still be having difficulty. You can make it easier for them by using a 'backwards buildup'.

For instance, if the sentence is

इस शहर का नाम क्या है?

build it up out of shorter sentences this way:

क्या है?

नाम क्या है?

शहर का नाम क्या है?

इस शहर का नाम क्या है?

What's the name of this city?

What is it?

What's the name?

What's the name of the city?

What's the name of this city?
If the full sentence was difficult for them at first, let them repeat each of the shorter ones after you and work their way up to the longer sentence. When they have caught the whole sentence, repeat it for them several more times.

When the class can repeat the whole sentence fairly well, begin working with students one by one.

(1) Look at one student and say the sentence. He will repeat it after you.
(2) Say it once more, and listen as he repeats it.
(3) Choose another student, and say the sentence for him to repeat twice.
(4) After each student has repeated it after you at least twice in this way, return to the student you started with in (1), and have him repeat it after you. By this time, he has heard you say the sentence many times and it will be much easier for him. You will probably notice a great improvement in his pronunciation.
(5) Last of all, you may return to any student who has been having difficulty with this sentence, and give him another chance. Every student has now said the sentence a dozen times or more, and he has heard you say it many times. Be sure that every time he hears it, he hears you say it normally, said the same way.
(6) If some students are still having difficulty, use the backwards buildup technique for them individually.

MEANING

Until now, the student does not know what the sentence means. Learning is easier if the student can concentrate on the pronunciation of a new sentence and learn to say it well before he learns the meaning.

After all the sentences of the M-1 phase have been more or less mastered, teach the meanings in this way:

(1) Say a sentence in Hindi, and have them repeat it.
(2) Give the English, and have them say it in Hindi again.

Instructor: इस शहर का नाम क्या है?
Class: इस शहर का नाम क्या है?
Instructor: What's the name of this city?
Class: इस शहर का नाम क्या है?
(3) Teach the meaning of each sentence in the M-1 phase this way.
(4) To be sure that the meanings have been understood, say the M-1 sentences to various students in mixed order, and let them give the English. Teaching the meanings should only take a minute or so.

The M-1 phase has now been completed; take up the M-2 phase and teach it in the same way.

CONVERSATION
Most cycles have a C-phase. The printed part of the C phase gives one or two examples of how the sentences which the class has just learned can be used in conversation.

Most C phases consists of questions and answers. Introduce them this way:
(1) Taking the part of the first speaker, ask a student the question. He should reply with one of the sentences from the M phase.
(2) Try out this exchange with each member of the class.
(3) Have a student begin the conversation by asking you the question, coming forward to point to the map if necessary.
(4) After each student has practiced the exchange with you both ways, let students take both parts and talk to each other.

COMMUNICATION
By this time, the students have learned how to use these sentences. Now they must be encouraged to talk about real subjects. They move away from the model conversations printed in the C phase, and use more freely what they have learned.

At first, take part actively in these conversations to get them going, then gradually withdraw as the students gain confidence. If a student says something which is not a grammatical sentence, say the correct form for him, and have him repeat it after you. (If the M phase has been learned thoroughly, there will not be many errors.) But don't interrupt or object to what a student says, so long as it is Hindi -- so long as it makes sense, even if it is not what you expected him to say.
Communication, after all, is not students reciting lessons, but people talking to each other, exchanging information and opinions. This is what we want the student to do.

**VOCABULARY**

Most cycles give the class opportunity to ask for extra vocabulary. The appropriate places are indicated by parentheses in the C phase. You can supply any word which fits that position.

During the early cycles you must be careful. The student will not be able to handle plural nouns until Cycle 22. The special plural forms should not be used before Cycle 44.

In general, give the class nouns, adjectives, and numbers when they ask for them, if they fit into the position marked in parentheses in a cycle they have learned.

**READING**

Finally, if the class is learning to read at the same time, have them open their books to the cycle which they have been practicing. Read each sentence for them twice while they follow the Devanagari text with their eyes. Then ask each student to read one or two sentences.
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CYCLE 1

The Map of South Asia

Use a large map of India and Pakistan showing the major cities.

M-1

Repeat the utterances of M-1 after the instructor. You will repeat each of them in choral response, then individually, several times. Do not go on to M-2 until you can reproduce the sentences of M-1 satisfactorily. Be sure you understand the meaning of each sentence.

- Its name is Lahore.
- Its name is Dacca.
- Its name is Bombay.
- Its name is Delhi.
- Its name is Madras.

M-2

Proceed as for M-1.

What is the name of this city?

C-1

The instructor will point to a city on the map and ask you a question. Go to the map and give the answer. Point to another city on the map and ask the same question of the instructor, then of another student. Each time you ask the name of a new place, direct the question to the instructor first. Use this cycle for learning the names and locations of the major cities. Remember that the correct Hindi pronunciation is not the same as the names commonly used in English.

A. इस शहर का नाम क्या है?
B. यह का नाम ( भोपाल ) है।

C-2

A. इस शहर का नाम क्या है?
B. ( कोलकाता ) है।
The procedure for Cycle 1, will be the procedure for all subsequent cycles. During the M-phases of the cycle, you will mimic your instructor and memorize the patterns. During the C-cycles you will use what you have learned in real conversation with the instructor and with other members of the class.

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CYCLE 2
Classroom Expressions
This cycle contains a number of useful classroom expressions. Drill them, listening carefully to your instructor. Memorize them and use them in the classroom.

Please speak in Hindi. Please listen. Please tell. Please sit down. Please begin. You start, please. Please show me on the map. It doesn't matter. Hello, Goodbye, - a general greeting

The instructor may introduce a few additional 'please' request forms if the students ask for them.

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CYCLE 3

The Map of South Asia

Use a map of India and Pakistan showing the states.

M-1

What is the name of this state?

A. इस प्रदेश का नाम क्या है?
B. इस का नाम (बिहार) है।

C-1

A. इस प्रदेश का नाम क्या है?
B. इस का नाम (बिहार) है।

C-2

A. इस प्रदेश का नाम क्या है?
B. (कुशीर) है।

C-3

A. इस का नाम क्या है?
B. इस का नाम (पंजाब) है।

C-4

A. इस क्षेत्र का नाम क्या है?
B. इस का नाम (दिल्ली) है।

***************
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CYCLE 4

Personal Conversation

M-1

पेशा नाम सीता है। My name is Sita.
पेशा नाम सिंह है। My name is Singh.
पेशा नाम लाल है। My name is Lal.

M-2

चाँप का नाम क्या है? What is your name?

C-1

A. चाँप का नाम क्या है?
B. मेरा नाम ( उपा ) है।

******************************

CYCLE 5

The Map of South Asia

M-1

यहाँ है। It's here.
दिल्ली यहाँ है। Delhi is here.
कलकत्ता यहाँ है। Calcutta is here.
बॉम्बे यहाँ है। Bombay is here.

M-2

यहाँ है। It's there.
और मद्रास यहाँ है। And Madras is there.
और जापुर यहाँ है। And Jaipur is there.
और लखनऊ यहाँ है। And Lucknow is there.
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M-3

कहां है Where is it?
नेपाल कहां है? Where is Nepal?
बुर्मा कहां है? Where is Burma?

C-1

A. (नेपाल) कहां है? Where is (Nepal)?
B. यहाँ है। It's here.
A. आफगानिस्तान कहां है? And where's Afghanistan?
B. (आफगानिस्तान) यहाँ है। Afghanistan is over there.

***********************

CYCLE 6

Personal Conversation

Use a large map of India and a large map of the United States.

M-1


Where are you from?

C-1 At the map:

A. आप कहां हैं? Where are you from?
B. (पाकिस्तान) से हूं।
A. (पाकिस्तान) कहां है?
B. यहाँ है।
CYCLE 7

M-1

This cycle is not a regular cycle. It will not be learned all at once. Daily, your instructor will teach you the M-2 phase and the one pertinent M-1 sentence. For instance, if today is Monday, you will learn 'Today is Monday'.

A. आज कौन सा दिन है? What day is today?
B. आज (सोमवार) है।

Today is Sunday.
Today is Monday.
Today is Tuesday.
Today is Wednesday.
Today is Thursday.
Today is Friday.
Today is Saturday.

M-2

C-1

A. आज कौन सा दिन है?
B. आज (मंगलवार) है।

******************************************************************************

CYCLE 8

The Map of South Asia

Use a large map of South Asia.

M-1

इस देश का नाम भारत है। The name of this country is India.
इस देश का नाम पाकिस्तान है। The name of this country is Pakistan.
इस देश का नाम नेपाल है। The name of this country is Nepal.
इस देश का नाम लंका है। The name of this country is Ceylon.
M-2

What is the name of this country?

C-1 At the map:
A. कौन सा देश है?
B. यो देश का नाम (चोर) है।

C-2
A. कौन सा देश है?
B. झापा देश का नाम (नेपाल) है।

C-3
A. कौन सा देश है?
B. (शिल्पिका) है।

************************

NOTE: The Name of A

The preceding cycles have developed two sentence-patterns for finding out about the names of things:

हा ( ) का नाम क्या है? What's the name of this A?
हम ( ) का नाम ( ) है। The name of this A is B.

Any noun can be put in the A slot of either pattern, and any suitable name in the B slot.

The class may now ask for a few more nouns with which they can discuss other subjects of interest to them; either geographical features of South Asia or objects in their own environment. A few such nouns are given below. In some cases, the instructor may decline to provide a certain noun which would introduce grammatical complexities for which the student is not yet prepared. This restriction will be lifted after a few more cycles.

मकान building
चीज़ thing (physical object)
नदी river
खूब street
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CYCLE 9
Personal Conversation

M-1
बोस्टन से हू? I'm from Austin.
टेक्सस से हू? I'm from Texas.
अमेरिका से हू? I'm from America.

M-2
आप किस शहर से हैं? What city are you from.
आप किस राज्य से हैं? What state are you from.
आप किस देश से हैं? What country are you from.

A. आप किस देश से हैं?
B. (अमेरिका) से हूँ।
A. आप किस राज्य से?
B. (टेक्सस) से।

C-1
A. जयपुर किस राज्य से है?
B. (राजस्थान) से।
A. जयपुर किस शहर से?
B. (जयपुर) से हूँ।

C-2
A. जयपुर किस राज्य से है?
B. (बंगाल) से।
A. जयपुर किस शहर से?
B. (बंगाल) से हूँ।

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CYCLE 10
The Map of South Asia

M-1
जयपुर राजस्थान में है। Jaipur is in Rajasthan.
कलक्ता बंगाल में है। Calcutta is in Bengal.
Hyderabad is in Andhra Pradesh.
Madras is in Madras.

What state is Jaipur in?
What state is Calcutta in?
What state is Hyderabad in?
What state is Madras in?

At the map:
A. ( ) कहा है?
B. ( ) है?

A. ( ) कहा है?
B. नहीं है?
A. किस प्रांत है?
B. ( ) है?

***********************

CYCLE 11
Useful Phrases

Do you know?
Yes, I do know.
No, I don't know.

***********************
The capital of India is New Delhi.
The capital of Pakistan is Islamabad.
The capital of Ceylon is Colombo.
The capital of America is Washington.

M-1

The capital of India is

A. New Delhi
B. Srinagar

M-2

What is the capital of India?

A. (भारत) की राजधानी क्या है?
B. (नहीं खिली) है।

C-1

A. (भारत) की राजधानी क्या है?
B. (नहीं खिली) है।

C-2

A. (आयरल) की राजधानी क्या है?
B. (हिंदु) है।

C-3

A. (सील) की राजधानी क्या है?
B. (हां) है।

********************

10
NOTE: The A of B

There are two ways of expressing the relationship the A of B.

एस देश का नाम (the name of this country)
( ) का नाम (the name of A)
एस देश की राजधानी (the capital of this country)
( ) की राजधानी (the capital of A)

With the noun नाम, 'of' is expressed by A. With राजधानी, 'of' is indicated by A.

There are two kinds of nouns—those that may be used with A, and those that require A. Every Hindi noun is a member of one of these two classes.

***********************************************************

CYCLE 13
Personal Conversation

In this cycle, the instructor should teach only those numbers which will allow the students to talk about their actual ages. Students should not be taught to count at this point.

M-1

मेरी उम्र बीस है। I am 20 years old.
मेरी उम्र बीस है। I am 24 years old.
मेरी उम्र पल्लीस है। I am 25 years old.

M-2

आप की उम्र क्या है? How old are you?

C-1

A. 'आप की उम्र क्या है?
B. मेरी उम्र (बीस) है।

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NOTE: my

शान का नाम
बाप की उपर
पेशा नाम
पेरा उपर

With a की' noun, like नाम, 'my' is expressed by पेरा; with की' nouns, पेरी is used.

**********************************

NOTE: A is B

All the sentence-patterns which have been presented so far can be summed up in a single formula:

( ) ( ) है। A is B.

Here are a few examples, with the A and B parts bracketed.

'क्या (सिन्धुवासी) ( झापा) है॥

'क्या (कार्टक) ( सिन्धुप्रबंधार) है॥

( कार्टक) ( पाकिस्तान में) है॥

An interrogative expression can fill the B slot:

'क्या (फिरोज) ( यहाँ) है॥ Bombay is where?

'क्या (प्रायोगिक) ( यहाँ प्रवेश में) है॥ Lucknow is in what state?

'क्या (सिन्धुवासी) ( यहाँ) है॥ Nepal's capital is what?

A negative statement can be made by substituting नहीं for है।

'क्या (सिन्धुवासी) ( यहाँ प्रवेश में) नहीं॥

The A slot is often left vacant when the context makes it clear what is being talked about. A reply, for instance, need not repeat most of the question.

( ) ( यहाँ) है।

( ) ( पाकिस्तान में ) नहीं।

**********************************
UNIT 14
The Date

M-1

The instructor will teach today's date. For instance, if today is August 10, the instructor will teach:

दस अगस्त है।

It's August 10.

M-2

कोनसी तारीख़ हैं?

What's the date today?

C-1

A. नाम कोनसी रिल हैं?
B. (चंगानाथ ) है।
A. नाम कोनसी तारीख़ हैं?
B. (दा चंगानाथ) है।

From now on the instructor will begin each day by reviewing this cycle and teaching the date.

NOTE

Many Hindi adjectives have two forms, one which goes with का nouns like अगस्त, and one which goes with की nouns like राजधानी। The form which modifies the का noun ends in अ। The form which modifies the की noun ends in अ। For instance

बड़ा शहर  big city
कोटा शहर  little city

but
बड़े राजधानी  big capital
कोटी राजधानी  little capital

In this cycle we have a new adjective, कौनसा, 'which, what'.

कौनसा शहर  which city
कौनसी राजधानी  which capital
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**CYCLE 15**

Useful Phrases

<table>
<thead>
<tr>
<th>हाँ की याद है?</th>
<th>Do you remember?</th>
</tr>
</thead>
<tbody>
<tr>
<td>हाँ को मान्य है?</td>
<td>Do you know?</td>
</tr>
<tr>
<td>नाही की याद है?</td>
<td>Don't you remember?</td>
</tr>
<tr>
<td>नाही को मान्य है?</td>
<td>Don't you know?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>मुझे याद है।</th>
<th>I remember.</th>
</tr>
</thead>
<tbody>
<tr>
<td>मुझे मान्य है।</td>
<td>I know.</td>
</tr>
<tr>
<td>मुझे याद नही।</td>
<td>I don't remember.</td>
</tr>
<tr>
<td>मुझे मान्य नही।</td>
<td>I don't know.</td>
</tr>
</tbody>
</table>

**CYCLE 16**

Useful Phrases

<table>
<thead>
<tr>
<th>भारत के बारे में कुछ बतायें।</th>
<th>Tell us a little about India.</th>
</tr>
</thead>
<tbody>
<tr>
<td>पाकिस्तान के बारे में कुछ बतायें।</td>
<td>Tell us a little about Pakistan.</td>
</tr>
<tr>
<td>उस के बारे में कुछ बतायें।</td>
<td>Tell us a little about that.</td>
</tr>
<tr>
<td>उस के बारे में कुछ बतायें।</td>
<td>Tell us a little about them.</td>
</tr>
</tbody>
</table>

***********************
HINDI Microwave Course

CYCLE 17
The Map

M-1

India's biggest city is Calcutta.
The biggest city in the world is New York.
The biggest city in England is London.
The smallest country in Asia is Sikkim.

M-2:

Which is the biggest city in India?
Which is the biggest city in Pakistan?
Which is the biggest city in England?
Which is the smallest country in Asia?

C-1

A. (भारत) का शहर सब से (बड़ा) शहर कौनसा है?
B. (भारत) का शहर सब से (बड़ा) शहर कौनसा है?

NOTE: Adjectives

सब से बड़ा means 'biggest'. Superlative constructions in Hindi are made up
of का plus and adjective, in this case, बड़ा 'big'. सब से never
changes in form but the adjective agrees with the noun it modifies. For
instance, with का nouns

सब से बड़ा शहर

'The biggest city'

but with की nouns

सब से बड़ी नगरी

The biggest river.

The longest street.
The longest river in India is the Brahmaputra.
The Ganges is the biggest river in India.
The longest river in America is the Mississippi-Missouri.

What is the biggest river in China?
What is the longest river in Pakistan?
Most of the sentences introduced so far conform to the following pattern:

\[( \text{A} ) \text{ is } ( \text{B} ) \].

These include statements like:

\[( भारत ) ( यहां ) है। \] India is here.
\[( राजधानी ) ( कलकत्ता ) है। \] The capital is Calcutta.

and questions like:

\[( कहां ) ( क्या ) है। \] Where is India?
\[( क्या ) है। \] What is the capital?

Both statements and questions of the A is B type have similar intonational patterns. The highest pitch is usually on the B part. The instructor will repeat the following two sentences to illustrate this:

\[
\text{भारत कहां हैं।} \\
\text{भारत क्या हैं?}
\]

In this cycle we have a different type of question which asks for a yes-no answer.

\[
\text{क्या यह सच हैं?} \quad \text{Is this true?}
\]

is a yes-no question. Here, क्या is not a question word with the English translation 'what'. It is a question marker. It stands at the beginning of the sentence and signals that the sentence is a yes-no question. Compare the following sentences:

\[
\text{क्या भारत की राजधानी कलकत्ता है?} \quad \text{Is the capital of India, Calcutta?}
\text{क्या हैं? राजधानी क्या हैं?} \quad \text{What is the capital of India?}
\]

Notice that the intonational patterns of the above sentences are different.

In 1, the pitch of the voice rises \(\uparrow\) at the end of the sentence. The highest pitch in the sentence is on \(\text{क्या}\). In 2, the highest pitch is on \(\text{क्या}\). The pitch of the voice falls \(\downarrow\) at the end of the sentence.
HINDI Microwave Course

CYCLE 20
Family

M-1

को हां, मेरे भाई बहन है।

No, I don't have any brothers and sisters.

M-2

क्या तप्य के भाईबहन है?

Do you have brothers and sisters?

C-1

A. क्या तप्य के भाईबहन है?

B. ना हां, मेरे भाईबहन नहीं।

or

I have four brothers.

I have three brothers.

I have two brothers.

I don't have any brothers.
M-2

ात्र के जिंदे भाई हैं  How many brothers do you have?

******************************************************************************

CYCLE 22
Family

M-1

एक भाई मुझ से बड़ा है। One brother is bigger than me.
एक भाई मुझ से छोटा है। One brother is smaller than me.
बौनों पारे मुझ से बड़े हैं। Both brothers are bigger than me.
बौनों मारी एक से कोटे हैं। All three brothers are smaller than me.

M-3

पाते हैं क्या है? Is he older than you?
पाते हैं क्या है? Are they older than you?

C-1

A. जाप भाग के भाई खान हैं?
B. ती दे।
A. 11हाल मारे हैं?
B. ती है। एक भाई मुझ से बड़ा है, बौने एक कोटा।

C-2

A. पाते के 11हाल मारे हैं?
B. ती हैं?
A. पाते बौने पाते में कूड़े है?
B. ती कूड़े, भाई हैं।

******************************************************************************
NOTE: Noun Plurals

Many nouns of the न class have the same form in the plural as in the singular (like English 'sheep' or 'fish').

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>माई हैं।</td>
<td>there is a brother</td>
</tr>
<tr>
<td>माई हैं।</td>
<td>there are brothers</td>
</tr>
<tr>
<td>शहर हैं।</td>
<td>there is a city</td>
</tr>
<tr>
<td>शहर हैं।</td>
<td>there are cities</td>
</tr>
</tbody>
</table>

With these nouns, the difference between singular and plural is indicated by the verb ( है/ हैं). If an adjective goes with the noun, it too may show whether the noun is singular or plural.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>बड़ा शहर</td>
<td>big city</td>
</tr>
<tr>
<td>बड़े शहर</td>
<td>big cities</td>
</tr>
<tr>
<td>मेरा कोटा माई</td>
<td>my little brother</td>
</tr>
<tr>
<td>मेरे कोटे माई</td>
<td>my little brothers</td>
</tr>
</tbody>
</table>

Expressions are like adjectives: आ marks the singular, and उ the plural.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>आप का माई</td>
<td>your brother</td>
</tr>
<tr>
<td>आप के माई</td>
<td>your brothers</td>
</tr>
<tr>
<td>इस का नाम</td>
<td>its name</td>
</tr>
<tr>
<td>इस के नाम</td>
<td>its names</td>
</tr>
</tbody>
</table>

'brothers and sisters' is a sort of double noun; it belongs to this class. It is probably never used in the singular.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>आप के पाईचलन</td>
<td>your brothers and sisters</td>
</tr>
<tr>
<td>मेरे पाईचलन</td>
<td>my brothers and sisters</td>
</tr>
</tbody>
</table>

***************

20
CYCLE 23
Family

M-1
I have many sisters.
I have two sisters.
I have three sisters.

M-2
I have one sister.
I don't have any sisters.

M-3
How many sisters do you have?

CYCLE 24
Family

M-1
She's older than I am.
She's younger than I am.
They're older than I am.
They're younger than I am.

M-2
Is your sister older than you, or younger?
Are your sisters older than you, or younger?
Each student should now be able to explain how many brothers and sisters
he has, and which are older or younger than himself.

**Second Note on Noun Plurals**

All क्र nouns have different forms for singular and plural.

- क्र - sister
- क्रन - sisters

The adjectives that go with क्र nouns, however, do not show different form:

- मेरी क्र कहाँ गई है।  My little sister is here.
- मेरे क्र कहाँ गए हैं।  My little sisters are here.

**CYCLE 25**

**Whose?**

- यह क्र कहा है?  Whose glasses are these?
- यह क्र कहा है?  Whose pen is this?
- यह क्र कहा है?  Whose chair is this?
- यह क्र कहा है?  Whose papers are these?
- यह क्र कहा है?  Whose cigarettes are these?
- यह क्र कहा है?  Whose pictures are these?

Students can ask each other many questions of this type and use them to
learn new nouns.
CYCLE 26

of what?

This is a map of what city?
What country's flag is this?
What's student's place (seat) is this?
Kathmandu is the capital of what country?

************************

CYCLE 27

People

Who is the Prime Minister of India?
Who is the President of India?
Who is the Vice President of India?
Who is the Chief Minister of U. P.?
Who is the President of Pakistan?
Who is that?

Use these questions to find out about people who are (or will be) important to you. If possible, display pictures of them, and talk about them throughout the rest of the course.

************************

NOTE: Politeness

In all the sentences of this cycle, the third person ('he' or 'she') is referred to in the plural. Politeness requires it. For this reason, many people will use the plural forms in referring to an older brother (especially in his presence) but will talk about a younger brother in the singular.
The plural must be used whenever a person of rank or importance is referred to. The singular is used only to talk about people of lower social rank than the speaker.

M-1

M-2

Mr. Singh is from New Delhi.
My friend is from Texas.
My friend is from America.
My wife is from Austin.
My parents are from New York.
My husband is from the U.S.

What city is Mr. Khan from?
What city is your friend from?
What city is Sita from?
What state is your husband from?
Where are your parents from?
What country is your friend from?

********************
HINDI Microwave Course

CYCLE 29
Family

M-1
I'm married.

मे शादी है।

I'm not married.

मे शादी नहीं है।

Are you married?

क्या आप शादी हैं?

********************************************************************************

NOTE

The verb है means 'am'. The pronoun मे 'i' may be used with it, but is not required; there couldn't be any doubt in any case. Do not form the habit of using it in every sentence; it is not normal Hindi to do so. The pronoun 'you' can also be omitted if circumstances make it clear whom you are speaking to. If you are looking directly at the person, it would be sufficient (and very Hindi) to say शादी है?

********************************************************************************

CYCLE 30
Family

M-1
I have one child.

एक छोटा है।

I have one son.

एक बेटा है।

I have one boy.

एक छोटा है।

I have one little girl.

एक बेटी है।

I have one daughter.

एक छोटी है।

I have one girl.

25
I have two children.
I have two sons.
I have two boys.
I have three little girls.
I have three daughters.
I have three girls.

I have no children.

Do you have any children?

NOTE: Nouns Summary

There are two basic types of nouns - those that are used with adjectives that have व एनिंग्स and those that require ए एनिंग्स.

Every Hindi noun is a member of one of these two classes.

The traditional names for these two noun classes are Masculine and Feminine. These terms are not to be taken too seriously. The names of most male deities persons and animals belong to the Masculine class, and nouns which designate females are mostly in the Feminine class, but there are many exceptions. Hindi dictionaries list nouns as पुं ब्लें abbreviation for दृविं Masculine or मृण Female Feminine

Feminine nouns form their plurals in two ways, adding either ए or एनिंग्स.
All nouns of the नवी type end with है in the singular and हैं in the plural. All other feminine nouns belong to the अज़त type. If you have the singular form of a noun, and you know that it is a feminine noun (if it has a की expression with it, for instance) you can tell what the plural form is. If you have a plural noun with either of these two endings you know that it is a feminine noun, and you can tell what its singular form is.

Masculine nouns also are of two types — those that change and those that have the same form for both singular and plural (like fish in English). The other kind end with ना in the singular and नू in the plural.

Again, if you have the plural form, you can tell what the singular must be.

A word of warning is in order. Although the great majority of nouns which end in है in the singular are members of the नवी class and have हैं plurals, there are also some masculine nouns which end in है, and belong to the देश class. One example is लेख्नी 'elephant(s)'. There are feminine nouns ending in ना like पाषाण 'language' which has the plural पाषाणें. And there are masculine nouns that end with ना which are members of the देश class and do not change: राजा 'king'.

***************

CYCLE 31

M-1

What are the large cities of India?

What are the large rivers of Pakistan?

What are the big streets of this place?

Use these questions and many similar ones to review the geography of South Asia. The repeated adjective asks for an itemized list.
CYCLE 32
Classroom Conversation

Use this cycle to learn the names of familiar objects in the classroom.

इस क्लास्रूम में कितने लोग हैं?
How many people are there in this room?
इस क्लास्रूम में कितने विद्यार्थी हैं?
How many students are there in this room?
इस क्लास्रूम में कितने दरवाजे हैं?
How many doors are there in this room?
इस क्लास्रूम में कितने फिक्स फैक्टरी हैं?
How many windows are there in this room?

***********************

CYCLE 33
Family

M-1
बच्चे का नाम क्या है?
What's the child's name?
बाप के बच्चे का नाम क्या है?
What's your child's name?
इस बच्चे का नाम क्या है?
What's this boy's name?

M-2
बच्चा का नाम क्या है?
What's the little girl's name?
बाप के बच्चा का नाम क्या है?
What's your daughter's name?
उस का नाम क्या है?
What's his name? What's her name?

The forms क्या in Cycle 32 and बच्चे in this cycle are not plurals. Nouns of this type have a special form which is used in certain situations. This special singular form is identical with the plural. In these examples the special form occurs before में and आ.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>कमरा</td>
<td>room</td>
<td>लड़का</td>
</tr>
<tr>
<td>special singular</td>
<td>कमरें (में)</td>
<td>(in the) room</td>
<td>लड़के (का)</td>
</tr>
<tr>
<td>plural</td>
<td>कमरे</td>
<td>rooms</td>
<td>लड़के</td>
</tr>
</tbody>
</table>

Another example is नक़्शे पर 'on the map'. The regular singular form is नक़शा 'map'.

This is the pattern of का nouns which have different forms for singular and plural. Only this type of noun has a special singular form.

The items वे, से, पर, and का - के - को are members of a class of grammatical elements called postpositions. They have the following characteristics:

(a) they occur only at the end of a phrase consisting of a noun, an adjective, a pronoun, a number, or some combination of these;
(b) they require the special forms in the phrase to which they are attached;
(c) they have the meanings, more or less, of the prepositions of English.

हम is the special singular of यह 'this'.

| हम कमरा | this room |
| हम कमरे में | in this room |

Adjectives such as कौनसा also have the special form which ends with रा.

| कौनसा नक़शा | which map? |
| कौनसे नक़शे पर | on which map? |

का expressions have a के form, like the adjectives.

| आप का बेटा | your son |
| आप के बेटे का नाम | your son's name |

किस is the special singular form for both क्या 'what?' and कौन 'who'

| किस का | of what? whose? |
| किस नक़शे पर | on what map? |

***************
## CYCLE 34

### Languages

<table>
<thead>
<tr>
<th>M-1</th>
<th>M-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>कंगाल में।</td>
<td>बंगाली कहा बोलते हैं?</td>
</tr>
<tr>
<td>उत्तर प्रदेश में।</td>
<td>हिंदी कहा बोलते हैं?</td>
</tr>
<tr>
<td>मद्रास में।</td>
<td>तமिल कहा बोलते हैं?</td>
</tr>
<tr>
<td>उड़ीसा में।</td>
<td>ओडिया कहा बोलते हैं?</td>
</tr>
</tbody>
</table>

- In Bengal.
- In Uttar Pradesh.
- In Madras.
- In Orissa.

Where do they speak Bengali?
Where do they speak Hindi?
Where do they speak Tamil?
Where do they speak Oriya?

-------------

### CYCLE 35

<table>
<thead>
<tr>
<th>M-1</th>
<th>M-2</th>
</tr>
</thead>
</table>
| उस शाखाएँ में कई लोग गुजराती बोलते हैं। | क्या कोणी गुजराती बोलते हैं?
| उस शाखाएँ में मध्य लोग हरयाणी बोलते हैं। | क्या कोणी हरयाणी बोलते हैं?
| उस शाखाएँ में व्यापारी लोग मराठी बोलते हैं। | क्या कोणी मराठी बोलते हैं?

Some people speak Gujarati in that area.
Everybody speaks Hindi in that area.
Most people speak Marathi in that area.

What language do they speak in Bombay?
What language do they speak in that state?
What language do they speak there?

30
C-1

A. (कब्र में) कौनसी ज्ञान बोलते हैं?
B. (यादातर लोग) (पराठो) बोलते हैं।

Special Instructions for Cycles 36 - 38

If the class contains both men and women, the group should be divided for at least the first hour. The women will practice the cycles marked WOMEN'S CLASS; the men the cycles marked MEN'S CLASS. It would be best if a female teacher could work with the women and a male instructor with the men for these first verb cycles. In any case, the women should not practice (and preferably should not hear too often at first) the verb forms used only by men, and vice versa. This procedure is recommended for the next several cycles while the habit of using the correct verb forms is being firmly established.

***********************

CYCLE 36
MEN'S CLASS

M-1

I speak Hindi.
I speak Urdu.
I speak English.
I speak French.

M-2

What language do you speak?
What languages do you speak?

C-1

A. आप कौनसी ज्ञान बोलते हैं?
B. (पराठो) बोलता हैं।
C-2
A. आप कौनसी जानकारी बोलते हैं?
B. मैं (केंद्रीय) बारे में (हिंदी) बोलता हूँ।

***************************

CYCLE 37
MEN'S CLASS

M-1
हरी नहीं बोलता।
तामिल नहीं बोलता।
फारसी नहीं बोलता।
I don't speak Russian.
I don't speak Tamil.
I don't speak Persian.

M-2
क्या आप मलयालम बोलते हैं?
क्या आप उड़ीया बोलते हैं?
क्या आप बोना बोलते हैं?
Do you speak Malayalam?
Do you speak Oriya?
Do you speak Chinese?

C-1
A. क्या आप बोना बोलते हैं?
B. जो नहीं, बोना नहीं बोलता हूँ।
A. कौनसी जानकारी बोलते हैं?
B. हिंदी में बोर तुम्हें बोलता हूँ।

***************************
CYCLE 38
MEN’S CLASS

This form of the question is used in speaking to a woman.

M-1

क्या आप हिंदी बोलते हैं?
कौनसी ज्ञान बोलते हैं?

Do you speak Hindi?
What languages do you speak?

-------------------------------

CYCLE 36
WOMEN’S CLASS

M-1

हिंदी बोलता हूँ।
बसो बोलता हूँ।
बंगाली बोलता हूँ।
बेंगली बोलता हूँ।

I speak Hindi.
I speak Russian.
I speak Bengali.
I speak English.

M-2

आप कौनसी ज्ञान बोलते हैं?
आप कौनसी ज्ञान बोलते हैं?

What language do you speak?
What languages do you speak?

C-1

A. आप कौनसी ज्ञान बोलते हैं?
B. (उहुँ) बोलता हूँ।

C-2

A. कौनसी ज्ञान बोलते हैं?
B. (हिंदी) और (फारसी) बोलता हूँ।

-------------------------------
**CYCLE 37**

**WOMEN’S CLASS**

**M-1**

क्या शाप ना बोलतो।
I don't speak Pashto.
क्या हिंदी ना बोलतो?
I don't speak Sinhalese.
क्या कश्मीरी ना बोलतो?
I don't speak Kashmiri.

**M-2**

क्या शाप फ्रांसीसी बोलतो हैं?
Do you speak French?
क्या शाप जापानी बोलतो हैं?
Do you speak Japanese?
क्या शाप संस्कृत बोलतो हैं?
Do you speak Sanskrit?

**C-1**

A. कौनसे जाने बोलतो हैं?
B. मैं ( हिंदू ) बोल ( भार्यो ) बोलतो हूँ।
A. क्या शाप ( तामिल ) बोलतो है?
B. जो नन। ( तामिल ) नहीं बोलतो।

***************

**CYCLE 38**

**WOMEN’S CLASS**

This form of the question is used in speaking to a man.

**M-1**

क्या शाप अंग्रेजी बोलते हैं?
Do you speak English?
क्या कौनसे जाने बोलते हैं?
What languages to you speak?
NOTE: First Note on Verbs.

In speaking to a woman one says क्या बाप हिंदी बोलती हैं? and she may answer हिंदी बोलती है।
To a man one says बाप हिंदी बोलते हैं? and he answers हिंदी बोलता है।
When the class reconvenes, each student should ask this question of everyone else in the room.

***********************

CYCLE 39
Population

M-1
कलकत्ता की आबादी क्या है? The population of Calcutta is more than 70 lakhs.
लाहौर की आबादी क्या है? The population of Lahore is 2 1/2 lakhs.
मद्रास की आबादी क्या है? The population of Madras is more than 20 lakhs.
बॉम्बे की आबादी क्या है? The population of Bombay is more than 45 lakhs.

M-2
कलकत्ता की आबादी क्या है?
बॉम्बे की आबादी क्या है?
मद्रास की आबादी क्या है?
लाहौर की आबादी क्या है?

What is the population of Calcutta?
What is the population of Bombay?
What is the population of Madras?
What is the population of Lahore?

C-1
A. (लाहौर) की आबादी क्या है?
B. उस की आबादी (ढाई) लाख है।

***********************
For some Hindi speakers, कलकत्ता has special singular form: कलकत्ते में in Calcutta; others say कलकता में . This kind of variation occurs with other place names which end in आ ; some people treat them as members of the नाम class, while others treat them like देश, with no special singular form.

***************

NOTE: Numbers

The संख्या is a special unit of counting used throughout South Asia. The smaller units are written this way:

एक मार 100
एक हजार 1,000
एक लाख 1,00,000

This cycle and the next are opportunities for learning a few numbers. Don't try to learn them all at once; try to associate most of them with facts you are interested in.

***************

CYCLE 40
Population

M-1

लगभग पाँच से लेंग लोग भारत में रहते हैं।
लगभग दस से लेंग लोग पाकिस्तान में रहते हैं।
लगभग बार से लेंग लोग पाकिस्तान में रहते हैं।
लगभग बार से लेंग लोग पाकिस्तान में रहते हैं।
लगभग बार से लेंग लोग पाकिस्तान में रहते हैं।

About 45 crore people live in India.
About 10 crore people live in Pakistan.
About 6 crore people live in East Pakistan.
About 4 crore people live in West Pakistan.
About 20 crore people live in the United States.
How many people live in India?

How many people live in the USA?

How many people live in Pakistan?

A. (पूर्वी पाकिस्तान में) कितने लोग रहते हैं?

B. (कार बरोड) लोग वहां रहते हैं।

The करोड़ is equal to 100 लाख . 1,00,00,000

******************************************************************************

CYCLE 41

MEN'S CLASS

M-1

मार्शल में रहता हूं। I live in Washington.

टेक्सा में रहता हूं। I live in Texas.

भारत में रहता हूं। I live in India.

******************************************************************************

WOMEN'S CLASS

M-1

आयलन में रहते हूं। I live in Albany.

न्यु यॉर्क में रहते हूं। I live in New York.

कारोड़ में रहते हूं। I live in America.

******************************************************************************
BOTH CLASSES

M-2

आप कहाँ रहते हैं?
आप किस शहर में रहते हैं?
आप किस प्रदेश में रहते हैं?
आप किस देश में रहते हैं?

Where do you live?
What city do you live in?
What state do you live in?
What country do you live in?

M-3

आप कहाँ रहते हैं?
आप किस प्रदेश में रहते हैं?
आप किस शहर में रहते हैं?
आप किस देश में रहते हैं?

Where do you live?
What state do you live in?
What city do you live in?
What country do you live in?

C-1

A. आप कहाँ रहता हैं?
B. ( ब्लॉक का ) में।
A. किस शहर में रहता हैं?
B. में ( बेस्टोन ) में रहता हैं।

C-2

A. आप कहाँ में हैं?
B. ( भारत ) में हूँ।
A. किस प्रदेश में रहते हैं?
B. पंजाब में।

*******************************
CYCLE 42

M-1

[Translation of text: He lives in the United States. She lives in India.]

M-2

[Translation of text: Where does he live? Where does she live?]

C-1

A. [Translation of text: Where does he live?]
B. [Translation of text: Where does she live?]

Substitute the names of members of the class and instructors. Also ask about prominent Indians.

******************************************

CYCLE 43

The Map

M-1

[Translation of text: New Delhi is on the banks of the Jumna. Calcutta is on the banks of the Hoogli. Banaras is on the banks of the Ganges. Bombay is on the seashore.]

M-2

[Translation of text: New Delhi is located on the banks of what river? Calcutta is located on the banks of what river? Washington is located on the banks of what river?]
CYCLE 44
Family

What are your children's names?
What are your boys' names?
What are your sons' names?

Our children's names are Ram and Lal.
Our boys' names are Ram and Lal.
Our sons' names are Ram and Lal.

What are your daughters' ages?
What are your girls' ages?

Our daughters' ages are three and six.
Our girls' ages are three and six.

The whole class should practice each of these sentences a few times. Then each student who has more than one child should learn how to state their names and ages. Every student should now be able to answer the following question rather fully.

Tell us about your family.

***************
NOTE

With imperative verb forms (request forms, ending with कि) 'your' is always expressed by the adjective अपना. अपना is not permitted in this type of sentence.

This cycle illustrates the special plural form of nouns. All nouns have a special plural which ends with नो. Examples of the four types of nouns:

<table>
<thead>
<tr>
<th>को nouns</th>
<th>का nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>ज्ञान लेखको देश बच्चा</td>
</tr>
<tr>
<td>special singular</td>
<td>ज्ञान लेखको देश बच्चा</td>
</tr>
<tr>
<td>plural</td>
<td>ज्ञानीले लड़किएले देश बच्चे</td>
</tr>
<tr>
<td>special plural</td>
<td>ज्ञानीले लड़किएले देश बच्चे</td>
</tr>
</tbody>
</table>

Adjectives and अन expressions have no special plural form.

<table>
<thead>
<tr>
<th>Referring to को nouns</th>
<th>Referring to का nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>बड़ा को बड़ा का</td>
</tr>
<tr>
<td>special singular</td>
<td>बड़ा को बड़े के</td>
</tr>
<tr>
<td>plural</td>
<td>बड़ा का बड़े के</td>
</tr>
</tbody>
</table>

There is one other type of adjective, which does not change.

<table>
<thead>
<tr>
<th>नृदि</th>
<th>beautiful</th>
<th>स्पिन</th>
<th>white</th>
</tr>
</thead>
<tbody>
<tr>
<td>मातृ</td>
<td>famous</td>
<td>स्पिन</td>
<td>principal</td>
</tr>
<tr>
<td>साँच</td>
<td>clean</td>
<td>शाम</td>
<td>ordinary</td>
</tr>
</tbody>
</table>

Many of these are derived from nouns by the addition of अन:

<table>
<thead>
<tr>
<th>साफ्टार</th>
<th>official</th>
<th>सरकार</th>
<th>government</th>
</tr>
</thead>
<tbody>
<tr>
<td>भारती</td>
<td>Indian</td>
<td>भारत</td>
<td>India</td>
</tr>
<tr>
<td>पाकिस्तानी</td>
<td>Pakistani</td>
<td>पाकिस्तान</td>
<td>Pakistan</td>
</tr>
<tr>
<td>बेंगली</td>
<td>Bengali</td>
<td>बंगला</td>
<td>Bengal</td>
</tr>
</tbody>
</table>

The students may now feel free to ask for any nouns and adjectives they need.

***********************
### M-1

<table>
<thead>
<tr>
<th>हार</th>
<th>देखिये।</th>
</tr>
</thead>
<tbody>
<tr>
<td>तक्कोरों</td>
<td>देखिये।</td>
</tr>
<tr>
<td>बाहरों</td>
<td>देखिये।</td>
</tr>
<tr>
<td>नक्को</td>
<td>देखिये।</td>
</tr>
</tbody>
</table>

Look at that house!
Look at that picture!
Look at that man!
Look at him!
Look at her!
Look at that!

### M-2

<table>
<thead>
<tr>
<th>लोगों</th>
<th>देखिये।</th>
</tr>
</thead>
<tbody>
<tr>
<td>जनवरों</td>
<td>देखिये।</td>
</tr>
<tr>
<td>बालों</td>
<td>देखिये।</td>
</tr>
<tr>
<td>नक्को</td>
<td>देखिये।</td>
</tr>
</tbody>
</table>

Look at those people!
Look at those animals!
Look at those things!
Look at them!
Look at her!
Look at him!

***********************

NOTE: The forms of का

<table>
<thead>
<tr>
<th>संये</th>
<th>नक्कार</th>
</tr>
</thead>
<tbody>
<tr>
<td>स्पेशल संये</td>
<td>नक्कार</td>
</tr>
<tr>
<td>संये</td>
<td>नक्कार</td>
</tr>
<tr>
<td>स्पेशल संये</td>
<td>नक्कार</td>
</tr>
</tbody>
</table>

(का and नक्कार are both pronounced का in informal style.)
The questions of M-4 are responses to the questions of M-1, 2, and 3, asking for clarification. They depend on the previous remark for their meaning. By themselves they mean nothing.
NOTE: The forms of यह and न्या

<table>
<thead>
<tr>
<th></th>
<th>यह</th>
<th>न्या</th>
<th>कोन</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>यह</td>
<td>न्या</td>
<td>कोन</td>
</tr>
<tr>
<td>special singular</td>
<td>इस</td>
<td>किस</td>
<td>किस</td>
</tr>
<tr>
<td>plural</td>
<td>ये</td>
<td>न्या</td>
<td>कोन</td>
</tr>
<tr>
<td>special plural</td>
<td>हम</td>
<td>किन</td>
<td>किन</td>
</tr>
</tbody>
</table>

(यह and ये are both pronounced ये in informal style).

***************

CYCLE 47

Travel

M-1

दो हाँ, जाता है।

दो नहीं, नहाँ जाता।

Yes. It goes.

No. It doesn't go.

M-2

A plane goes from Delhi to Bombay.

A plane goes from Delhi to Madras.

A plane goes from Delhi to Calcutta.

M-3

क्या दिल्ली से ब्याह जाता है?

क्या दिल्ली से ब्याह मोड़ा जाता है?

क्या दिल्ली से ब्याह बालू जाता है?

Does a plane go from Delhi to Colombo?

Does a plane go from Delhi to Bhopal?

Does a plane go from Delhi to Amritsar?

M-4

क्या गर्ल्स से ब्याह जाता है?

क्या गर्ल्स से ब्याह मोड़ा जाता है?

क्या गर्ल्स से ब्याह बालू जाता है?

Some people will way कल्ला जाता है IS used for the destination.

Does a plane go from here to New York?

Does a plane go from here to New Delhi?

Does a plane go from here to London?

The special singular form of the name