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INTRODUCTION TO THE DACCA DIALECT OF BENGALI.

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THIS INTRODUCTORY STUDENT'S TEXT IS BASED ON A MODIFIED FORM OF BENGALI, AS SPOKEN IN AND AROUND DACCA, THE CAPITAL CITY OF EAST PAKISTAN. THE TEXT CONSISTS OF A CONTRASTIVE ANALYSIS OF ENGLISH AND DACCA BENGALI PHONOLOGY, AND 15 LESSON UNITS, ACCOMPANIED BY TAPES CORRELATED WITH THE CONVERSATION BUILDUPS AND DRILLS. THE MATERIAL IS DESIGNED TO DEVELOP ORAL SKILLS BEFORE INTRODUCING THE WRITTEN LANGUAGE. THE GENERAL FORMAT AND METHODOLOGY OF THIS BOOK FOLLOW "AN INTRODUCTION TO BENGALI, PART I," BY EDWARD C. DIMOCK AND OTHERS, EAST WEST CENTER PRESS, 1965. THIS EARLIER TEXT BY DIMOCK, HOWEVER, WAS BASED ON THE "STANDARD COLLOQUIAL" BENGALI WHICH IS SPOKEN THROUGHOUT WEST BENGAL AND EAST PAKISTAN AND WHICH DIFFERS FAIRLY RADICALLY IN PHONOLOGY, MORPHOLOGY, AND LEXICON FROM THE BENGALI OF DACCA. (AMM)

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**INTRODUCTION TO THE DACCA DIALECT  
OF BENGALI**

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Roushan Jahan  
Muzaffer Ahmad**

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

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THE RESEARCH REPORTED HEREIN WAS  
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## PREFACE

An Introduction to the Dacca Dialect of Bengali is based on the teaching text An Introduction to Bengali, Part I (Honolulu: East-West Center Press, 1965), by Edward C. Dimock, Jr., Somdev Bhattacharji, and Suhas Chatterjee, insofar as structure of the lesson materials and general methodology are concerned. That text however assumes as its target what is ordinarily called Standard Colloquial Bengali, the language of reasonably well educated people spoken all across Bengal, but based upon the dialect spoken in and around Calcutta.

Over the past several years, it has become increasingly clear that students who have learned the SCB and gone for study or other purposes to East Pakistan have a sometimes serious linguistic adjustment to make. The fact has been recognized by the Peace Corps, for example, under whose auspices Mr. Rafique-ulislam, also using as a model the SCB text, prepared special materials for East Pakistan at the University of Minnesota. Some of his ideas have been incorporated into the present text, and we wish to acknowledge our gratitude here.

We wish also to thank Mr. Shamsul Bari of Dacca and the University of Chicago, for his assistance with the preparation of the final copy, and Professor Edward Dimock of the University of Chicago, for supervision and editing of the final draft.

## INTRODUCTION

### 1. The language.

The Bengali language is spoken by upwards of seventy-millions of people in the eastern part of the Indian sub-continent; it is a recognized language in both the Republic of Pakistan and the Republic of India.

Bengali is an Indo-European language, and therefore of the same linguistic lineage as English and the other European languages, though of a different branch of the family. The branch of the family to which Bengali belongs is called Indo-Iranian; its sub-branch is called Indic. In the Indic family, among the modern languages (of which the direct ancestor is a form of Sanskrit) are Bengali, Hindi, Marathi, Gujarati, Sindhi, Assamese, Oriya, Panjabi, Nepali, Sinhalese, and Kashmiri. These languages are closely related to one another as are, for example, Italian and Spanish of the European Romance branch of the Indo-European family. Other languages of India, such as Tamil, Telugu, Malayalam, and Kannada, are of an entirely different language family (Dravidian).

The immediate origins of the Bengali language are somewhat obscure.<sup>1</sup> The chances are that it derives directly from an Eastern variety of an Indic language closely related to Sanskrit, perhaps a "dialectical" variety of that language. In any case, in the stages of Indic language development known as Prakrit and Apabhramsa, it seems clear that in the eastern areas of the Indian sub-continent -- those areas now occupied by the Indian states of Bengal, Assam, Orissa, the eastern part of Bihar, and the Pakistani province of East Bengal-- divergent forms of language were developing.

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1. For an extensive study of its history, see S.K. Chatterji, Origin and Development of the Bengali Language, Calcutta University, 2 vol., 1925-27.

The earliest work in Bengali which has been so far discovered is that of the so-called cārya-padas, late Buddhist religious verses.<sup>2</sup> Some scholars date these songs as early as the 8th century, although the 10th century would probably be more accurate. Interestingly, these songs have been claimed by the Assamese to be in Old Assamese, by the speakers of Oriya to be Old Oriya, by the speakers of Hindi to be Maithili, and by the Bengalis to be Old Bengali.

Bengali has a very long and a very rich literary tradition. The high points of Bengali literature have been perhaps in the periods of the 14th through the 17th centuries, when the great Vaiṣṇava religious literature in the form of lyrics, biographies, and theological treatises was written, and in the 19th and 20th centuries, when Bengali literature underwent a renaissance under the impact of Western literary forms. This was the period in connection with which such names as Rabindranath Tagore and Bankim-candra Chatterji are heard.

That Bengali literature has had these two peaks does not mean that between them things were stagnant. On the contrary, in other periods much literature of interest and often of outstanding quality was being produced: for example, the Caṇḍī-maṅgal of Mukundarām and the Vidyā-sundar of Bhārat-candra. The Muslim rulers of Bengal, who held sway from the beginning of the 13th century until their defeat by the British in 1757, were ardent patrons of Bengali literature. Under their patronage both Hindu and Muslim writers flourished.<sup>3</sup>

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2. The cārya-padas were discovered in a MS in Nepal by M.M. Haraprasad Shastri. They have been published several times in Bengali, and some of them translated into English (Sukumar Sen, Old Bengali Texts--in Indian Linguistics, Calcutta, 1948) and into French (M. Shahidullah, Les chants mystiques, Adrien-Maisonneuve, Paris, 1928).

3. See Sukumar Sen, History of Bengali Literature Sahitya Akademi, New Delhi, 1960; D.C. Sen, History of Bengali Language and Literature, Calcutta University, 1954; J.C. Ghosh, Bengali Literature, Oxford University, 1949.

## 2. Type of language.

The language which you are about to begin learning is a modified form of the type of Bengali spoken in and around Dacca, the capital city of East Pakistan. There is as yet no standard language spoken all over East Pakistan, in the way in which "standard colloquial Bengali" is spoken and understood by educated speakers throughout West Bengal and to some extent throughout the whole Bengali-speaking area.

You will find that in phonology, morphology, and lexicon primarily, this modified Dacca speech differs in some cases fairly radically from the type of Bengali presented in An Introduction to Bengali, Part I. It is because of these differences, which must be recognized by the increasing numbers of students and others concerning themselves particularly with East Pakistan, that these special lessons have been designed.

The term "modified form" was used above. This does not mean that the language which you will learn in these lessons is an artificial language. It does mean that "pure" Dacca dialect, which is as divergent a dialect as that of Birbhum or that of Sylhet from the standard language, will not be as useful to the majority of foreigners in East Pakistan as a modified form of it. For pure dialect forms will be useful only in the geographically -- and, it is possible to add, social -- areas in which the dialect is spoken; speech which incorporates more standard forms with dialect features which are standard or becoming so, will be understood and used by educated Pakistanis throughout East Pakistan.

The fact that the dialect here described is modified is indicated by the fact that, as will be seen in the practice sentences, there is a certain amount of stylistic choice possible. For instance, the standard Bengali post-position /*songe*/ will sound well to the Dacca dialect speaker in some environments, while the more purely dialectal form /*loge*/ will "seem to be more appropriate" in others. The occurrences of these variations are entirely unpredictable, and usually, in the practice sentences, both will be given.



### 3. The materials.

#### a. Aims.

This work is An Introduction to the Dacca Dialect. Although we will not neglect the written language -- indeed, part of our purpose is to teach you to read the language well -- it has seemed to us sound practice both practically and pedagogically to introduce you to the spoken language first. Before we begin to teach you the written language, we want you to be able to carry on simple but reasonably fluent conversation in Bengali. The reasons for our putting the spoken language first are three. First, it is assumed that you will be using the spoken language in the future, that you will at some time be in East Pakistan. Secondly, the Bengali writing system is quite as deviant from the pronunciation of the language as is the English one; to learn to spell Bengali words in Bengali script is not the most elementary, and therefore not the first, task. Finally, and perhaps most important, we feel that reading the language will come easier to you if its sentence patterns have become familiar through speech. In other words, when you learn to read you will be able to think of the sentence or part of the sentence as a unit, and not be forced to read "word by word", trying to fit each word into the sentence pattern consciously and slowly. Bengali is not a highly inflected language in which there are many case-endings and other factors which make the relationships of words to each other obvious; on the contrary, Bengali, like English, is a language in which great subtlety is possible through syntactic variation. You would be more puzzled by this if you attempted to go directly to the written language than you will be by mastering the patterns of the spoken Bengali first.

#### b. Arrangement of materials.

The arrangement of each unit or lesson within the book is as follows:

1. Conversation. "Build-up", translation, and Bengali.

2. Grammatical points which occur in the conversation materials.
3. Pattern drills: English to Bengali.
4. Translation drills: English to Bengali.
5. Vocabulary.

For the first several lessons, mutation and other drills given on the tapes will be reproduced in the written text of the lesson, to help you get used to the system.

The student is expected to deal with this material as follows:

1. Conversation. The conversations and other drills are recorded on tape. Before each class, the student should spend time listening to the tapes of the lesson, memorizing the sentences and mutations, and preparing himself to be able to reproduce them flawlessly in class. Note that "flawlessly" means not only in good grammatical form, but with good pronunciation and intonation as well. The taped drills are designed to help you to do this. In the class, the instructor will move around the room, asking each student to reproduce the sentence, first in English, then in Bengali. As one student repeats, other students should repeat the sentence under their breaths. If a mistake is made, both instructor and student should repeat the sentence in full, with corrections. The conversation drills can then be used as conversations, with the instructor as A and the student as B, or with two students taking two parts, or with some other arrangement. The conversation is the base of the whole lesson. It is necessary, therefore, that the sentence in it should be perfected before going on.

2. Grammatical section. This section is designed to give variants and to point out formal types of structure which occur within the conversation. This grammatical section is not designed to stand alone, but to explain and extend what has already been memorized. Knowing what is in this section will not enable you to speak the language. But

occasionally verb or other paradigms occur within this section; it will not hurt you to memorize these. It is important that you know what is in this section -- read it with care, and drill on it where necessary. For the first several lessons also, there are charts of sentence structure included in the grammar section. Go through these charts carefully, forming all possible Bengali sentences. The instructor may also use these charts as a basis for constructing Bengali sentences for comprehension drill. In such a comprehension drill, the instructor should speak the Bengali sentence; after him, the student will repeat the sentence and translate it into English.

3. The pattern drills are based upon the sentence patterns which occur within the conversation, with variation in vocabulary. The purpose of these is to fix a sentence pattern in the student's mind, so that he can reproduce the pattern automatically, with his concentration only upon the substituted form. This type of drill is good also for vocabulary. The instructor will move around the class, drilling each student on the pattern. It is to be noted that these pattern drills are designed only as a base; it is expected that the instructor will add variations of his own. It is to be noted also that the pattern drills are vertically constructed, so as to constitute a connected conversational sequence: i.e.; 1a, 2a, 3a, etc.; 1b, 2b, 3b, etc.

4. Translations. These are also based on the conversation, though they are more deviant than are the pattern drills. It is expected that the student will write these translations out, first in transliteration and, after it has been learned, in the Bengali script. The vocabulary in the last section is designed to go along with both the pattern drills and with these translation exercises.

5. Vocabulary cards should be made and kept up to date.

6. It is to be noted that there are other types of drills which can be profitably used -- for example, completion drills. It is also expected that unprepared conversations

will be used, in which the instructor supplies a stimulus in the form of a physical object, or in the form of statements and questions to the students. Students will answer in Bengali, and, when corrected, repeat the complete Bengali sentence as above.

c. The method.

1. The materials presented here assume that one of the instructing staff will be a native-speaking Bengali. The following points should be remembered about this method of instruction, which will be new to some. First, as will be pointed out again, mimicking the speech of the Bengali speaker is not insulting or impolite in this situation. On the contrary, it is flattering to him that you want to learn his language correctly. Try to imitate his speech as closely as possible. It is his native language, and he knows how it should be spoken. Secondly, the speech of one Bengali speaker might differ slightly from that of another, just as an American from Boston will speak differently from one from Texas. But as both Bostonians and Texans speak good English, so you will speak good Bengali if you imitate the speech of your instructor. Further, do not worry about mistakes in recitation. Our only aim is to teach you the language. You will have a chance to correct yourself.

2. It is wise to remember that you are about to begin learning a language which is perhaps different in grammatical and other concepts from those European languages with which you are more used to dealing. Every language has its unique qualities. Do not try to impose the traditional grammatical concepts which you might have learned in Latin, for instance, on Bengali. It might work, but it might only serve to cloud the issue.

3. Learning a language is work. There are possibilities of easing the strain, and we have tried in these materials to do this as much as possible; but there is a point beyond which nothing but your own effort can suffice. You will need

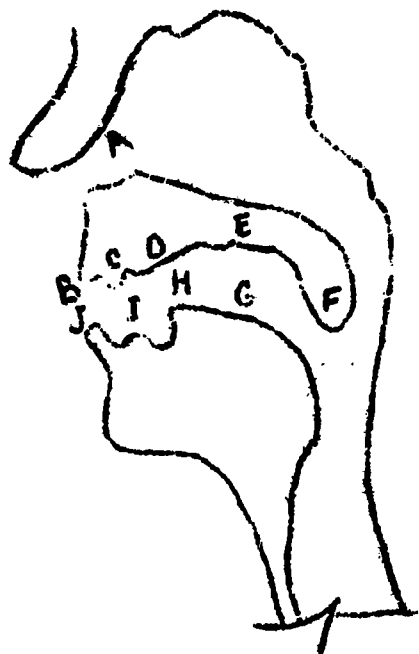
to memorize vocabulary and patterns, you will need to work to perfect your pronunciation; there is no way around this in learning a foreign language.

4. Finally, relax. When they reach the point at which they can read and speak the language with competence, most people feel amply rewarded for their effort. In reaching that point, however, there might be some periods during which you feel that little progress is being made. All that we can say is that you can be taught the language if you are willing to learn. Do not be discouraged if things do not seem to go at first as fast as you had hoped they would. It is better to get a firm foundation in the language at the expense of speed than to have a rapid but superficial smattering of it. You will soon reach the point where you will be able to read and speak easily and fluently.

## An Introduction to the Dacca Dialect of Bengali

### Part I. Phonology.

1. The following is a diagram with which you should become familiar. Examine the diagram and locate the parts of your mouth indicated with the help of your tongue or of a mirror. The proper reproduction of Bengali sounds is going to force your articulatory organs into positions which will be unfamiliar to you, unless you already happen to know some other Indo-Aryan language. The more aware you are of the location of the articulatory organs and points of articulation, the more control you will have over them, and the easier it will be for you to learn to put your tongue and other organs in proper position for the reproduction of a particular sound.



- A -- nasal passage
- B -- upper lip
- C -- upper teeth
- D -- alveolar ridge
- E -- palate
- F -- velum
- G -- tongue blade
- H -- tongue tip
- I -- lower teeth
- J -- lower lip

Diagram A.

2. At first, the reproduction of certain Bengali sounds will seem a bit awkward to you. It is important to remember that all people are given the same set of articulatory organs, and that almost any individual can learn to reproduce the sounds of any spoken language. The vocal muscles of some individuals may, however, have been more fully developed than those of others, just as a particular individual may have a more fully developed and more controllable set of biceps or any other muscle. Therefore some of you may find that you can learn

to reproduce unfamiliar sounds easily and rapidly; others may find that they have a little more trouble at first. It is vital for those who do seem to have a little trouble at first to realize that learning to pronounce Bengali sounds well is a matter of establishing a new set of articulatory habits; this will come with time, effort, and practice. You will be able to pronounce the language well if you want to do so enough to work at it.

"The student should be ready to mimic the speakers whom he hears. Every inflection, every lip movement, every tongue movement, every gesture -- oral and non-oral -- should be repeated by the student with as much fidelity as he can attain. He may "feel queer" in attempting to mimic but he should remember that he has a choice: (1) he may choose to appear queer to himself but less queer to the native because of the accurate reproduction of the sounds, or (2) he may choose to appear natural to himself but seem to the native speakers of the language to be very queer and "foreign" because of his carry-over of English sounds to the other language. In adult society within a single language group it is likely to appear highly discourteous for one person to mimic another, but when different languages are involved the speakers of the one are highly pleased when a foreigner attempts to speak their language flawlessly. The mimicry of foreign speakers with scrupulous attention to detail is socially commendable rather than rude. The student should take every opportunity, therefore, of trying to mimic native speakers, taking care to reproduce their sounds as accurately as possible.\*

### 3. Symbols.

Since the roman alphabet does not allow for the representation of certain of the sounds which occur in Bengali, modifications of it have been made in the romanized transcription

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\* Kenneth L. Pike, Phonemics, A Technique for Reducing Languages to Writing, Ann Arbor: University of Michigan Press, 1947. p. 12.

in which this Introduction to the Dacca Dialect of Bengali has been partially written. We have tried to use as few unfamiliar symbols as possible, but a few are unavoidable. These will quickly become familiar to you. Those which are unfamiliar are the following:

1. /ṭ/(subscript dot). There is only one English sound represented by the symbol t. In Bengali, there are two: "dental" and "retroflex!". The "retroflex" sound is represented therefore by the letter symbol with the sub-script dot. The dot will also occur with the letter symbols th and d. (Educated speakers will sometimes use the retroflex r.)
2. /ŋ/. The sound is that represented in English orthography by the sequence ng: the final sound in the word "ring" ([riŋ]). The sound is a single one, and therefore is represented by a single symbol in phonetic writing; this also saves orthographic confusion when there is a phone sequence [ŋg], as there frequently is in Bengali.
3. /tʰ/ (kh, etc.). This symbol does not represent the sound which it represents in the English words "thin" and "then", but symbolizes an aspirated t. For a discussion of aspiration, see below section 4.1.2.
4. /ʃ/ is one of the common phonetic symbols for the sound represented by the English letter-sequence sh. The English word "shin", therefore, could be phonetically represented in our transcription as [ʃin].
5. /ɛ/ is the symbol for the vowel sound in the English word "cat" ([kʰɛt]).
6. /ɔ/ is the symbol for the vowel which some American dialects have in the word "law" ([lɔ]) or "saw" ([sɔ]); those in whose dialects this sound does not



occur will have to learn it as a new sound.

3.1. Since Bengali orthography is quite as deviant from pronunciation as is English orthography, we will not introduce the Bengali script until a fair grasp of pronunciation, vocabulary, and word and sentence patterning has been gained. It is advisable, however, for the student to learn to work in Bengali script as quickly as possible after it has been introduced. Leaning too heavily on the transcription can be dangerous in terms of learning the written language.

#### 4. The Bengali sounds:

##### 4.1. Consonants.

The following is a list of the significant consonant sounds in Dacca dialect. The list follows the Bengali alphabetical order. This is the way in which the consonants are arranged in a Bengali dictionary (consonants as a block follow the vowels as a block). Therefore it will save you trouble in the future if you learn them this way. The consonants are:

[kɔ, khɔ, gɔ, g'ɔ, ɔŋ, ɟ, s, z, z', t, th, d, d',  
tɔ, thɔ, dɔ, d'ɔ, mɔ, pɔ, fɔ, bɔ, b'ɔ, mɔ, rɔ, lɔ,  
ʃɔ, hɔ]

4.1.1. Many of these consonant sounds will be completely familiar to you as speakers of American English. The familiar sounds are!

kh	as in American English	"kit"	[khit]
g	as in American English	"get"	[get]
ŋ	as in American English	"ring"	[riŋ]
z	as in American English	"zip"	[zip]
f	as in American English	"fan"	[fɛn]
b	as in American English	"ban"	[bɛn]
m	as in American English	"man"	[mɛn]
l	as in American English	"lamb"	[lɛm]
ś	as in American English	"shin"	[śin]
s	as in American English	"sin"	[sin]
h	as in American English	"ham"	[ham]

These sounds will be pronounced just as you pronounce them in American English. It will be noticed, however, that in some cases the English orthography is confusing: English has no distinction between aspirated (e.g., /kh/) and unaspirated (e.g., /k/) stops. Note that though the English word is spelled "kit" the sound is actually [khit]. There will be a discussion of aspiration in section 4.1.2. below.

#### 4.1.2. Unfamiliar sounds.

The sounds which will be unfamiliar to most speakers of American English include:

4.1.2.1. The unaspirated voiceless stops. These are: [k, t̚, t, p]. (For a discussion of [t̚, t], see below, section 4.1.2.3.).

The term "unaspirated" means that there is no forcible discharge of breath after the stop has been made and released. The term "stop" means that there is a complete stoppage of breath at some point in the mouth; as the breath is stopped completely, a "stop" can be held for a long period of time. The term "voiceless" means that the vocal cords are kept loose, and that there is therefore no sonorous vibration: the distinction is that between [k] (voiceless) and [g] (voiced), between [p] (voiceless) and [b] (voiced). Say these pairs aloud and notice the difference between them.

Aspiration. Most English voiceless stops are aspirated, though aspirated with less force than Bengali stops. Aspiration is easy to demonstrate. Take a piece of tissue paper or a lighted match or candle and hold it before your mouth. Then pronounce the following words:

kit            cat            chat            pit            pat            tat

The paper or flame will move with the pronunciation of the initial sound in each of these words. The breath which moves the paper or flame is the normal English aspiration of an initial voiceless stop of a stressed syllable.

Most English voiced stops are unaspirated. Taking the paper or the flame, pronounce the following words:

gat            bat            dot            bit            jot            got

The paper or flame will not move with the pronunciation of these words.

It is clear, then, that normal American English pronunciation has both aspirated and unaspirated sounds. However,

aspiration in English is connected with voiceless stops, and non-aspiration with voiced stops. The series are incomplete. Bengali, on the other hand, has a complete series of aspirated and unaspirated stops both voiceless and voiced.

Pronunciation of voiceless unaspirated stops.

English does have voiceless unaspirated stops in certain types of situations. Thus these sounds will not be as unfamiliar to you as it might at first seem. Take the tissue paper or flame, and pronounce the following series of English words:

<u>A.</u>	<u>B.</u>
<u>p</u> it	sp <u>i</u> t
<u>k</u> it	sk <u>i</u> t
<u>c</u> at	sc <u>a</u> t
<u>t</u> op	st <u>o</u> p

In the pronunciation of the words in column A., the paper or the flame will move. In the pronunciation of the words in column B., it will not. Voiceless unaspirated stops in English occur in these two circumstances above: when following s, and when final in a word. There is a third situation in which voiceless unaspirated stops occur. Pronounce the following English words:

<u>A.</u>	<u>B.</u>
<u>c</u> oncert	<u>c</u> oncerted
<u>a</u> ppend	<u>u</u> pend
<u>c</u> ontrast (noun)	<u>c</u> ontrast (verb)
<u>c</u> onvert (noun)	<u>c</u> onvert (verb)

In the pronunciation of the words in column A., the paper or flame will move. In the pronunciation of those in column B., it will move less or not at all. This is due to the stress pattern of English. Voiceless stops are unaspirated or nearly unaspirated in unstressed syllables.

There will be drills on the pronunciation of voiceless unaspirated stops below, in section 4.3.1.

#### 4.1.2.2. Dental and retroflex stops.

American English usually has one type of stop, represented by the letters t and d. Bengali has two sets of stops of this type. Dental stops are those represented symbolically in the charts and lists above as [t, th, d]. Retroflex stops are those represented by [ṭ, ṭh, ḍ]. A great deal of care should be taken in learning to hear and to reproduce these two types of sounds.

As will be seen, a mistake in pronunciation will make a difference in what you say. The distinction between dentals and retroflexes seems to give American students a good deal of trouble at first. There is no reason why it should continue to do so -- it is a matter only of practice. But care should be taken from the very beginning to make contrasts clear. Otherwise, sloppy pronunciation habits will result. It is more important that you pronounce these distinctions clearly than that you speak rapidly.

##### 4.1.2.2.1. Dental Stops.

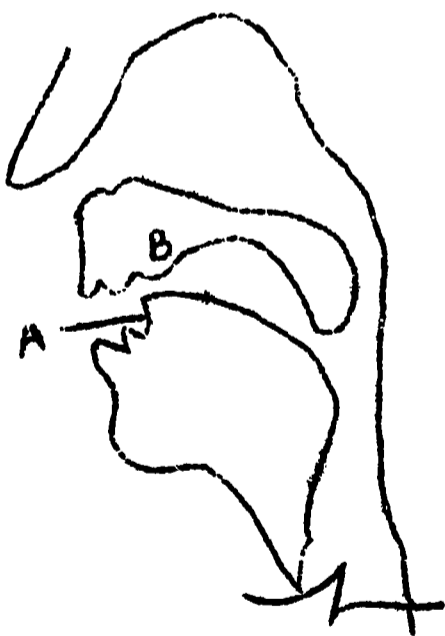


Diagram B.

The English sounds represented by the letters t and d are usually alveolar sounds -- i.e., sounds made by the contact

of the tip of the tongue (A) with the area of the alveolar ridge (B). Pronounce the English words:

tip  
top

dip  
dim

tank  
dank

Notice the area of the alveolar ridge with which the tip of your tongue comes into contact.

The Bengali sounds represented by the symbols [t, th, and d] are the dental sounds. They are made by contact of the tip of the tongue (A) with the back of the upper teeth near the gums (B)

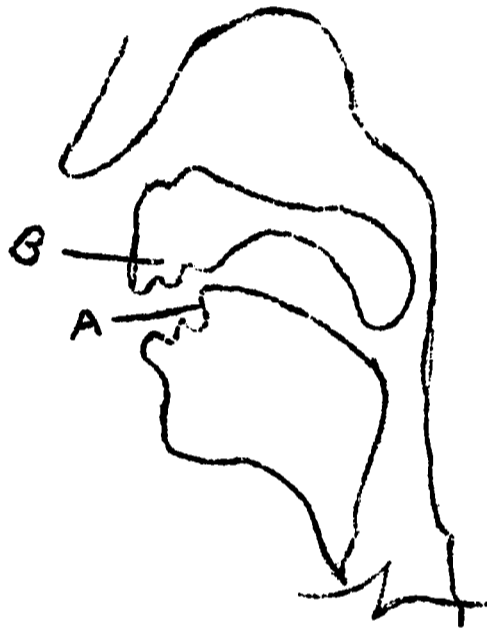


Diagram C.

Practice making dental stops with the tongue in the proper position. Drill on dental stops will be in sections 4.4.4. ff. below.

#### 4.1.2.2.2. Retroflex stops.

These stops are made with the tongue curled back (retroflexed) toward the palate. Contact for the stop is made between the tip of the tongue (A) and the area just behind the alveolar ridge (B).

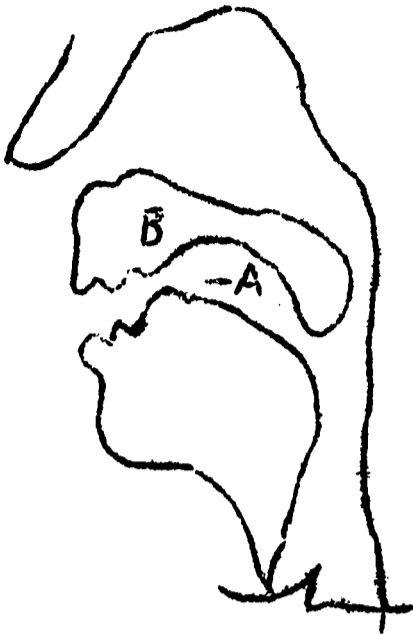


Diagram D.

It is interesting and perhaps instructive to note that the ordinary English alveolar stop often sounds to a speaker of Bengali like a retroflex stop. This is because the alveolar area is closer to the palate than to the dental area. More care, then, will have to be taken with the dental stops than with the retroflexed ones. When transcribing English loan words in Bengali, the symbol for the retroflexed stop is most often used.

#### 4.1.3. Nasals.

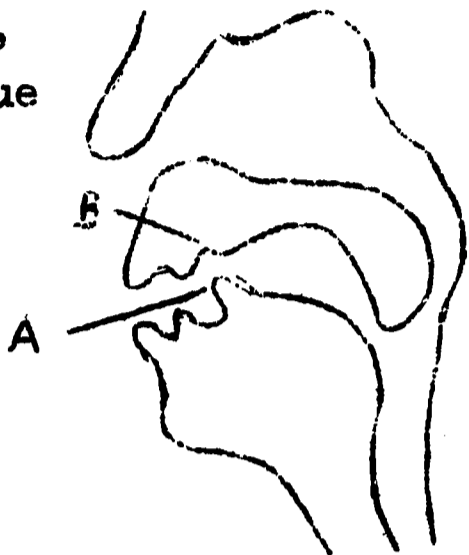
As is the case with stops, the ordinary American English nasal represented by n is usually an alveolar or pre-alveolar sound. The Bengali nasal represented by ṅ is usually, however, a dental sound; it is articulated with the tongue in about the same position as it is for the dental stops.

#### 4.1.4. Flaps.

The flap is a type of sound familiar to speakers of British English, but not to most Americans. If you can say the word "very" as an Englishman would say it, you will be making a flap r (represented as [r]). A flap is a sound similar in articulation to a stop, the essential difference between the two types of sounds being the duration of contact between the articulating organs. A stop by definition obstructs the

breath completely, and can be held as long as the breath can be held. A flap, on the other hand, merely taps once the point of articulation with the tip of the tongue.

There are two types of flaps in Bengali. The first is a dental flap, of the tongue dental or



made by contact of the tip (A) with the just post-pre-alveolar region (B).

Diagram E.

The second is the retroflex flap, made by contact of the tip of the tongue (A) with the post-alveolar region (B):

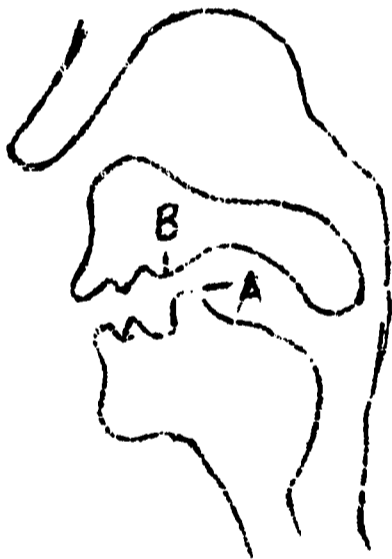


Diagram F.

Neither of these sounds is difficult to make, but many American students seem to have a desire to use their own r, which is not a flap and quite a different sound from either of the Bengali sounds in question. A good deal of practice might be necessary with these sounds.

#### 4.2. Consonant drills. (To accompany tape).

For the time being, the meanings of the words given below are not important. You will read and hear the meanings of

the words, and will remember some of them. But our first purpose is not to learn these words; it is to get their pronunciation correctly.

4.2.1. /kh/ (voiceless aspirated velar stop). Note that in word-final position, the aspiration tends to be lost. Using the tape, drill on the pronunciation of the following Bengali words:

<u>English meaning</u>	<u>Bengali word</u>
<b>Initial position:</b>	
envelope	kham
very	khub
canal	khal
empty	khali
food	khabar
I eat	khai
<b>Medial position:</b>	
mix	makha
branch (subdivision)	śakha
<b>Final position:</b>	
lakh (unit of 100,000)	lak
happiness	śuk
<b>Utterances:</b>	
I eat food	ami khabar khai
This piece (of cloth) is very bad	eikhane khub kharap

4.2.2. /g/ (voiced glottalized velar stop).

<u>English meaning</u>	<u>Bengali word</u>
<b>Initial position:</b>	
song	gan
cheek	gal
body	ga
tree	gas
round	gol



**Medial position:**

(to) wake up  
 within grasp  
 fire  
 garden

zaga

bage

agun

bagan

**Final position:**

anger  
 portion

rag

b'ag

**Utterances:**

I sing a song

ami gan gai

My cheek is red

amar gal lal

4.2.3. /ŋ/ (velar nasal). The phone /ŋ/ does not occur in initial position in Bengali.

**Medial position:**

envy

hiŋśa

plough

langol

world, family

śoŋśar

Bengali (person)

baŋgali

Bengali (language)

baŋgla

**Final position:**

clown

śoŋ

4.2.3.1. The velar nasal /ŋ/ frequently occurs medially in cluster with /g/ and /k/, thus:

with (accompanying)

śa ŋe

Ganges River

gaŋga

skeleton

koŋkal

**Utterances:**

(speak

ko)

I speak Bengali

ami baŋla koi

My family is in Bengal

amar śoŋśar baŋla  
deśe

He dresses like a clown

śe śoŋ śaze

4.2.4. /s/ (voiceless apico-aveolar spirant).

**Initial position:**

ashes

sai

skin, hide	sal
goat	sagol
(to) print, stamp	sapa
son, boy	sele
<b>Medial position:</b>	
bed, bedding	bisna
year	bosor
to select	basa
thick rope	kasi
false	misa
it is	ase
<b>Final position:</b>	
tree	gas
fish	mas

Note the tendency toward loss of aspiration in final position.

**Utterances:**

The fire becomes ashes	agun sai hoe
The boy is bad	seleta kharap
The boy sings a song	seleta gan gae
(sit	boś)
He sits in the tree	śee gase bośe

4.2.5. /z/ (voiced apico-aveolar spirant, the position of which is slightly more forward toward the front of the mouth than is the English sound represented by z).

**Initial position:**

jug	zog
net, snare (noun)	zal
(to) know	zana
(to) wake up	zaga
ship	za'az
who (relative pronoun)	ze
that which	za
I kindle	zalai
shirt	zama

**Medial position:**

(to) dress, decorate	śaza
(to) sound, ring	baza
I scour	mazi

**Final position:**

easy	śoza
work	kaz

**Utterances:**

Work is easy	kaz śoza
He goes on a ship	śee za'aze zae
There is a fish in the net	zale mas ase

4.2.6. /f/ (labio-dental voiceless spirant). Some speakers of Bengali have a sound which is a bilabial spirant, made by the continuous expulsion of breath through a narrow aperture in the lips.

**Initial position:**

flower	ful
fruit	fɔl
whispering	fiś fiś
(to) return	fera
chip, slice	fala
(to) drop	fɛla

**Medial position:**

(to) jump	lafano
fruitless	bifɔl

**Final position:**

pardon (noun)	maf
---------------	-----

**Utterances:**

(The) boy jumps	seleṭa lafae
There are flowers in the garden	ful bagane ase
There are fruits on the tree	gase fɔl ase

4.2.7. /b/ (bilabial voiced unaspirated stop).

**Initial position:**

flood	ban
-------	-----

sister	boin
(to) sit	bośa
(to) speak, say	boīa
Bengali (language)	bangla
(to) sound, ring	baza
<b>Medial position:</b>	
father	baba
food	khavar
stupid, foolish	haba
<b>Final position:</b>	
very	khub
all	śob
<b>Utterances:</b>	
He speaks Bengali	śee banla koe
Father eats	baba khan
He sits with my sister	śee amar boiner loge
(play	bośe
All the boys play in	khel)
the garden	śob sele bagane khsle
<b>4.2.8. /m/ (bilabial nasal)</b>	
<b>Initial position:</b>	
mother	ma
maternal uncle	mama
garland	mala
fair	mela
name of a month	mag
<b>Medial position:</b>	
(to) descend	nama
coat, jacket	zhma
long, tall	lomba
I	ami
<b>Final position:</b>	
name	nam
envelope	kham
mango	am

## Utterances:

I am a Bengali	ami bangali
My sister eats mangoes	amar boin am khae
My name is Lal	amar nam lal
My mother is tall	amar ma lomba
My uncle sits with me	amar mama amar loge bośen

## 4.2.9. /l/ (dental lateral).

## Initial position:

red	lal
(to) jump	lafano
long, tall	lomba
(to) hit, strike	laga
unit of 100,000	lak
(to) write	lekha

## Medial position:

(to) play	khela
(to) drop	ḡla
empty	khali
gardener	mali

## Final position:

cheek	gal
flower	ful
goat	sagol

## Utterances:

My gardener is very tall	amar mali khub lomba
My sister plays in the garden	amar boin bagane khele
All the traps are empty	śob zal khali

## 4.2.10. /ś/ (palatal sibilant)

## Initial position:

shawl	śal
(to) dress	śaza
easy	śoza
there, in that place	śeikhane

he, she, it	śe
week	śopta'o
<b>Medial position:</b>	
(to) come	aśa
(to) sit	bośa
dwelling-place, nest	baśa
<b>Final position:</b>	
month	maś
end	śeś
<b>Utterances:</b>	
All the boys sit in the garden	śob sele bagane bośe
Next month will be the wedding	agami maśe bia hoibo
He comes there	śe śeikhane aśe

## 4.2.11. /h/ (glottal spirant).

<b>Initial position:</b>	
creeping (noun)	hama
envy	hiṅśa
market (weekly)	haṭ
hand	hat

Where in standard Bengali /h/ would occur in medial position, in Dacca dialect there is a glottal catch /ʔ/.

**Example:**

za'az	ship
-------	------

See also below, section 4.4.1.

**Utterances:**

Uncle goes to the market	mama haṭe zan
There are flowers in my hand	amar haṭe ful ase
The street becomes empty	rasta khali hoe

## 4.3. Consonant drills: voiceless unaspirates.

## 4.3.1. /k/ (voiceless unaspirated velar stop).

Before undertaking the following drills on voiceless unaspirated stops, reread section 4.1.2., and with the help of a piece of tissue or a flame, practice the aspirated and unaspirated sounds (represented by the symbols k and kh), until you are able to pronounce k with little or no aspiration.

Aspirated

kho  
kha  
khi  
khu  
khe  
khe  
kho

Unaspirated

ko  
ka  
ki  
ku  
ke  
ke  
ko

Now pronounce the following Bengali words:

## Initial position

what	ki
who	ke
desire	kam
ear	kan
near	kase
crow	kak' (kag - free
time	kal variant)
paper	kagoz
black	kala
why	ken

## Medial position:

remainder, balance	baki
type of plant	makal
morning	śokal
all	śokol
(to) scold	boka

## Final position

let it go	zak
vegetable	śak (śag)

## Utterances:

Who is he?	śe ke
In the morning he goes to the garden	śe śokale bagane zae
I wake up in the morning	ami śokale zagi
The crow is black	kak kala
He buys vegetables at the market	śe haṭe sak kene

4.3.1. The following are contrasts between /kh/ and /k/. You will see that in all cases the aspiration is all that makes the differences between two separate meanings. It will be clear that in order to understand Bengali and to be understood in it, you will have to learn to make very clear distinctions between aspirated and unaspirated stops.

<u>Aspirated</u>		<u>Unaspirated</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
canal, creek	khal	time	kal
sheath	khap	cup	kap
empty	khali	ink	kali
he (hon.) eats	khan	ear	kan
ditch, food	khana	blind of one eye	kana
very good	khaśa	(to) cough	kaśa
scalp, I/we open	khuli	porter	kuli

## Utterances:

Crows eat mangoes	kak am khae
Ink is very black	kali khub kalo
The vegetables are very bad	śak khub kharap

4.3.1.1. Sometimes the distinction between k and g is difficult for a speaker of English to hear. Listen to and then pronounce the following sets of contrasts:

<u>Voiceless</u>		<u>Voiced</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
ear	kan	song	gan
time	kal	cheek	gal



tomorrow	kail	abuse (noun)	gail
crow	kak	let him sing	gak
nose	nak	Hindu surname	nag

4.3.2. /ɳ/ (voiceless unaspirated apico-alveolar fricative which may also be transcribed /ts/).

Pronounce the following Bengali words:

Initial position:

tea	ɳa
I want	ɳai
he wants	ɳae
skin, leather	ɳamra
let him ask, wheel	ɳak (ɳaka)
custom, habit, fashion	ɳal
(to) move, go	ɳola

Medial position:

(to) dance	naɳa
(to) wash (as clothes)	kaɳa
below, under	niɳe
platform	maɳa

Final position:

dance, (noun)	naɳ
sound of crunching	kaɳ kaɳ
creaking sound (as of shoes)	maɳ maɳ

Utterances:

I want tea	ami ɳa ɳai
My sister dances	amar boin naɳe

4.3.3. /t̪/ and /t̪h/ (retroflex voiceless stops, unaspirated, aspirated).

Before beginning to pronounce the following series of stops, practice putting your tongue in the proper position (see section 4.1.2.2.2.); then pronounce the following aspirated set. When the articulatory position seems comfortable to you, try the unaspirated set, checking yourself with the paper or the flame, as before.

Aspirated

ṭho  
ṭha  
ṭhi  
ṭhu  
ṭhs  
ṭhe  
ṭho

Unaspirated

to  
ta  
ti  
tu  
ts  
te  
to

Now pronounce the following Bengali words:

<u>English</u>	<u>Bengali</u>
<b>Initial:</b>	
close, thick	ṭhaś
exactly	ṭhik
tap, knock	ṭhuk
deity	ṭhakur
<b>Medial:</b>	
gum, glue	aṭha
measure of land	kaṭha
stick, club	laṭhi
difficult	koṭhin
(to) rise up	oṭha
<b>Final:</b>	
wood, fuel	kaṭh (kaṭ)
field, meadow	maṭh (maṭ)

**Utterances:**

I don't exactly know	ami ṭhik zani na
Uncle goes to the field	mama maṭhe zan
He has a club	tar laṭhi ase

4.3.3.1. Pronounce the following Bengali words with unaspirated retroflex stops:

<u>English</u>	<u>Bengali</u>
<b>Initial:</b>	
tin	ṭin
pigtail	ṭiki
tile	ṭali

spindle, reel	ṭaku
(to) draw, pull	ṭana
money	ṭaka
hat	ṭupi
aim	ṭik, ṭip

**Medial:**

(to) cut, divide	kaṭa
(to) pound to pulp	baṭa
cup	baṭi
small	soṭo
(to) lick, lap	caṭa

**Final:**

matted hair	zṭ
sound of footsteps	gṭ gṭ
market	haṭ

**Utterances:**

He cuts wood	śee kaṭh kaṭe
He draws water	śee pani ṭane
Lila has money	lilar ṭaka ase
The mali is a simple man	maliṭa śorol lok

4.3.3.2. The following are contrasts between /ṭ/ and /ṭh/; practice them well. The distinctions are vital.

<u>Aspirated</u>		<u>Unaspirated</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
measure of land	kaṭha	(to) cut	kaṭa
you (inf.) send	paṭha	plank	paṭa
exactly	ṭhik	aim	ṭik, ṭip
(to) hammer	ṭhoka	knock, copy	ṭoka
becomes cheated	ṭhoke	becomes sour	ṭoke
on the back; cake	piṭhe	having hammered	piṭe

**Utterances:**

I want money	ami ṭaka çai
There is a tree in the field	maṭhe gas ase

He comes, making a gɔ̃  
gɔ̃ sound

śe gɔ̃ gɔ̃ kore aśe

Foreigners are cheated

bideśira ṭhake

4.3.3.3. Sometimes the distinction between ṭ and ḍ is difficult for a speaker of English to hear. Listen to the tapes and then pronounce the following sets of contrasts:

<u>Voiceless</u>		<u>Voiced (Glottalized)</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
money, rupee	ṭaka	call (verb)	ḍaka
baldness	ṭak	call (noun)	ḍak
draw (verb)	ṭana	wing	ḍana
balance	ṭal	lentils, branch	ḍal

4.3.4. /t/ and /th/ (dental voiceless stops, aspirated and unaspirated).

For this set also, first find with your tongue the dental position, and practice finding that position with your tongue until it feels natural and comfortable to you (see ante, section 4.1.2.2.1.). Then pronounce the following series:

<u>Aspirated</u>	<u>Unaspirated</u>
tho	to
tha	ṭa
thi	ti
thu	tu
ths	ṭe
the	te
tho	to

Now pronounce the following Bengali words with aspirated stops:

Initial:

<u>English</u>	<u>Bengali</u>
(to) remain, stay	thaka
station, police station	thana
flat metal dish	thala

kind of borderless  
cloth

than

bag, sack

tholi

(to) stop

thama

**Medial:**

head

matha

pain

betha

word, story

kotha

**Final:**

way, road

poth (pɔt)

chariot

roth (rɔt)

**Utterances:**

I stay here

ami eikhane thaki

I stop here

ami eikhane thami

I have pain

amar betha ase

4.3.4.1. Pronounce the following Bengali words with unaspirated dental stops:

**Initial:**

foundation, base, area

tola

stare, gaze (noun)

tak

heat, warmth

tap

musical measure

tal

tune

tan

oil

tel

(to) stare

taka

**Medial:**

how much, how many

koto

leaf, page

pata

**Final:**

hand

hat

real, true

śot

4.3.4.2. The following are contrasts between /t/ and /th/:

<u>Aspirated</u>		<u>Unaspirated</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
(to) remain	thaka	(to) stare	taka
piece of cloth	than	tune	tan
let it remain	thak	shelf	tak
head	matha	to be enthusi- astic about something	mata
flat metal dish	thala	lock, padlock	tala
bag	tholi	bottom	toli

## Utterances:

I remain on the road

ami pothe thaki

I stop in the road

ami pothe thami

I talk with him

ami tar s̄onge kotha koi

How many words are on the  
page?

patae koto kotha ase

4.3.4.3. Sometimes the distinction between t and d is difficult for a speaker of English to hear. Listen to and then pronounce the following sets of contrasts:

<u>Voiceless</u>		<u>Voiced</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
tune	tan	right, gift	dan
bottom	tol	group	dol
his, her	tar	door	dar
opinion	mot	liquor	mod

4.3.4.4. Contrasts between dentals and retroflexes are as significant as those between aspirates and unaspirates. Note and pronounce the following contrasting pairs:

<u>Dental</u>		<u>Aspirates</u>		<u>Retroflex</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
police station	thana	cold	thanda	posture	tham
stop	tham		(poetic)		

(to) remain                      thaka                      deity                      thakur

## Utterances:

It is cold there                      śeikhane ṭhanḍa  
 There is a police station                      śeikhane thana ase  
 there  
 My head is cold                      amar matha ṭhanḍa

UnaspiratesDentalDental

<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
you (inf.) stare	taka	money	ṭaka
tune	tan	you (inf.) draw	ṭan
there	tin	tin	ṭin
clapping of hands	tali	tile	ṭali
hand	hat	market	haṭ

## Utterances:

There is money in his hand                      tar hate ṭaka ase  
 There is money in his market                      tar haṭe ṭaka ase  
 His hand is in the market                      tar haṭe hat ase  
 (i.e., he has great influence  
 in the market)

## 4.3.5. /p/ (voiceless unaspirated bilabial stop).

Pronounce the following Bengali words:

<u>English</u>	<u>Bengali</u>
Initial	
leaf, page	pata
betel	pan
village drama	pala
ripe	paka
fan	paṅkha

## Medial:

a term of address	bapu
(to) print, stamp	sapa
(to) measure	mapa

## Final:

snake, curse  
silence

śap  
çup

## Utterances:

I eat betel  
He measures the field

ami pan khai  
śee math mape

4.3.5.1. Sometimes the distinction between p and b is difficult for a speaker of English to hear. Listen to and then pronounce the following sets of contrasts:

<u>Voiceless</u>		<u>Voiced</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
village drama	pala	bangle	bala
betel nut	pan	flood	ban
sin	pap	father (coll.)	bap
term of address	bapu	suffix applying to Bengali gentleman	babu

4.4. Consonant drills: voiced glottalized stops.

Where in standard colloquial Bengali there is a full set of voiced aspirated stops, in the Dacca dialect the aspiration is replaced by a velar catch. This however provides a full set of contrasts with the voiced unaspirated stops.

4.4.1. /g'/ (voiced glottalized velar stop).

The voiced glottalized series is one which will not be familiar to you as speakers of American English.

Careful listening and imitation, practice and patience, will bring results. Before attempting the pronunciation of Bengali words, try the following series of exercises, first the unaspirated, which will be familiar to you, and then the glottalized. Practice the glottalized series until you can imitate the tape well.

Unaspirated

go  
ga  
gi

Glottalized

g'o  
g'a  
g'i



gu	g'u
ge	g'e
ge	g'e
go	g'o

Now pronounce the following Bengali words:

	<u>English</u>	<u>Bengali</u>
<b>Initial:</b>		
	water pot	g'oṭ
	landing or bathing place	g'aṭ
	sweat	g'am
	grass	g'aś
	clarified butter	g'i
	oil-mill	g'ani
<b>Medial:</b>		
	blow, strike	ag'at
	fierce, tiger-like	bag'a
	lightness	lag'ob
<b>Final:</b>		
	tiger	bag' (bag)
	name of a month	mag' (mag)
<b>Utterances:</b>		
	I go to the ghat	ami g'ate zai
	I cut the grass	ami g'aś kaṭi
	I fetch the ghi	ami g'i ani
	Is that a tiger	oita ki bag'

4.4.1.1. The following are contrasts between /g/ and /g̣/:

<u>Unaspirated</u>		<u>Glottalized</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
you (inf.) seize	baga	tiger-like	bag'a
round	gol	buttermilk	g'ol
body	ga	sore; striking	g'a
within grasp	bage	(by the) tiger	bag'e

## 4.4.2. /z'/ (voiced glottalized apico-alveolar affricate).

Before attempting the pronunciation of Bengali words, try the following series of exercises, first the unaspirated, then the glottalized. Practice the glottalized series until you can imitate the sound well.

<u>Unaspirated</u>	<u>Glottalized</u>
zo	z'ɔ
za	z'a
zi	z'i
zu	z'u
zɛ	z'ɛ
ze	z'e
zo	z'o

Now pronounce the following Bengali words:

	<u>English</u>	<u>Bengali</u>
Initial:	pungent, hot (as food)	z'al
	sharp, clever	z'anʉ
	maid-servant	z'i
Medial:	amidst, among	maz'e
	(to) understand	boz'a
Final:	the middle	maz' (maz)
Utterances:	The food is hot	khabarṭa z'al
	The boy is clever	seleṭa z'anʉ
	He sits among the flowers	śse fulgʉlor maz'e bośe
	I understand what you say	za tumi kʉe ta ami buz'i

## 4.4.2.1. The following are contrasts between /z/ and /z'/:

<u>Unaspirated</u>		<u>Glottalized</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
he scours	maze	amidst, among	maz'e

(to) be shut	boza	(to) understand	boz <sup>2</sup> a
yes, (term of respect)	zi	maid-servant, daughter	z <sup>1</sup> i
net	zal	spicy, hot	z <sup>1</sup> al
shirt	zama	blackened brick	z <sup>1</sup> ama
weave	zola	bag, sack	z <sup>1</sup> ola
I scour	mazi	boatman	maz <sup>1</sup> i

4.4.3. /ḍ/ and /ḍ'/ (retroflexed voiced stops, unaspirated and glottalized).

Again, there are two problems for speakers of American English with the voiced retroflexed stops: first, the position in which the stop is made, and, secondly, the glottalization. Refer to sections 4.1.2.3.2. and 4.1.2.2. First practice placing the tongue in the proper position for retroflexed sounds, until that position seems natural and comfortable. Then try the following series, first the unaspirated stops, which will be natural to you, then the glottalized.

Unaspirated

ḍa  
ḍa  
ḍi  
ḍu  
ḍε  
ḍe  
ḍo

Glottalized

ḍ<sup>1</sup>a  
ḍ<sup>1</sup>a  
ḍ<sup>1</sup>i  
ḍ<sup>1</sup>u  
ḍ<sup>1</sup>ε  
ḍ<sup>1</sup>e  
ḍ<sup>1</sup>o

Now pronounce the following set of Bengali words with unaspirated stops:

Initial: English

Bengali

(to) call

ḍaka

dry land

ḍanga

branch, lentil

ḍal

small boat

ḍingi

egg

ḍim

(to) sink

ḍoba

stick, staff	ḍaḍa
very large	boḍḍo

The voiced retroflex stop does not occur in medial position in a word except as a doubled ("long" or "geminate") consonant or in some other consonant clusters -- see section 4.5; the sound does not occur finally except in loan-words from English. An example of such a loan-word is:

road	roḍ
------	-----

Utterances:

There is a staff in his hand	tar hate ḍaḍa
The bird sits on the branch	pakhṭa ḍale boṣe
The egg is very small	ḍimṭa khub soṭo

4.4.3.1. Now pronounce the following Bengali words with voiced glottalized stops:

<u>English</u>	<u>Bengali</u>
(to) hide, conceal; Dacca	ḍ'aka
shield	ḍ'al
(to) pour out	ḍ'ala
heap, pile	ḍ'ipi
loose, slack	ḍ'il
a kind of drum	ḍ'ol

The voiced retroflex glottalized stop, like the voiced retroflexed unaspirated stop, never occurs medially or finally.

Utterances:

I hide the book	ami boiṭa ḍ'aki
The drum sounds	ḍ'olta baze
He pours out the water	śse pani ḍ'ale

4.4.3.2. The following are contrasts between /ḍ/ and /ḍ'/:

<u>Unaspirated</u>		<u>Glottalized</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
(to) call	ḍaka	(to) conceal	ḍ'aka
in the egg	ḍime	slowly	ḍ'ime
branch	ḍal	shield	ḍ'al

## Utterances:

I call the boy

ami selere ḍaki

I hide the boy

ami selere ḍ'aki

4.4.4. /d/ and /d'/ (voiced dental stops, unaspirated and glottalized):

Again, there are two problems with these sounds: tongue position and glottalization. Refer to sections 4.1.4.2. and 4.1.4.3.1. Place your tongue, as before, in the proper position for dentals, and then pronounce the following series:

<u>Unaspirated</u>	<u>Glottalized</u>
do	ḍ'o
da	ḍ'a
di	ḍ'i
du	ḍ'u
ḍɛ	ḍ'ɛ
de	ḍ'e
do	ḍ'o

Now pronounce the following set of Bengali words:

<u>English</u>	<u>Bengali</u>
<b>Initial:</b>	
price	dam
gift	dan
stain, blemish	dag
day	din
chin, beard	dari
<b>Medial:</b>	
white	śada
river	nodi

	first, original	adi
Final:	taste	śad
	eczema	dad
Utterances:	Elder brother goes home	b'aizan barite zan
	I shall give him a gift	ami tare dan dimu
	His beard is very long	tar dari khub lomba

4.4.4.1. Now pronounce the following set of Bengali words with glottalized dental stops:

<u>English</u>	<u>Bengali</u>
Initial:	
step	d'ap
rice	d'an
wealth	d'on
stream, current	d'ara
dust	d'ula
smoke	d'uma
Medial:	
ass; stupid person	gad'a
honey, nectar	mod'u
(to) entreat	śad'a
straight, direct	śid'a
Final:	
desire, wish	śad' (śad)
obstruction, impediment	bad' (bad)
Utterances:	
I have many desires	amar onek śad' ase

4.4.4.2. The following are contrasts between /d/ and /d'/:

<u>English</u>	<u>Unaspirated</u>	<u>Bengali</u>	<u>English</u>	<u>Glottalized</u>	<u>Bengali</u>
price		dam	place, container		d'am (learned)
gift		dan	rice		d'an
direction		dik	(exclamation)		d'ik

afterwards	bade	is obstructed	bad'e
heap	gada	ass	gad'a
white	śada	(to) entreat	śad'a

4.4.4.3. The following are contrasts between dental and retroflexed voiced stops.

4.4.4.3.1. Contrasts between /ḍ/ and /d/ (retroflexed and dental voiced unaspirated stops):

<u>Retroflex</u>		<u>Dental</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
dry land	ḍanga	riot	danga
egg	ḍim	day	din
bucket	ḍol	swinging	dol

4.4.4.3.2. Contrasts between /ḍ'/ and /d'/ (retroflexed and dental voiced glottalized stops):

<u>Retroflex</u>		<u>Dental</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>
sound of swallowing a liquid	ḍ'ok ḍ'ok	palpitation	d'ok d'ok
You (ord.) doze, swing	ḍ'ola	dirt	d'ula
hollow sounding	ḍ'op ḍ'op	dazzlingly white	d'op d'op

4.4.5. There is in Bengali a dental (pre-alveolar) flap /r/ which occurs in all positions; try making the flap sound, using the following series:

ro  
ra  
ri  
ru  
re  
re  
ro

Now pronounce the following Bengali words:

**Initial:**

<u>English</u>	<u>Bengali</u>
(to) keep, place	rakha
color	roᅇ
(to) grow angry	raga
king	raja
night	rait
weak, thin, ill	roga
daily	roz

**Medial:**

(to) wear	pora
whole, entire	śara
(to) strike, kill	mara
(to) do, make	kora

The flap /r/ sound is a little different in final position than in initial or inter-vocalic positions. In final position /r/ becomes somewhat voiceless. Pay special attention to the following examples:

**Final:**

necklace; defeat	har
room	ghor
of me	amar
of you (ord.)	tomar
of you (hon.)	apnar
of him (ord.)	tar

**Utterances:**

I do work	ami kaz kori
I put it on the table	ami oiᅇa ᅇbile rakhi
I go to the store every day	ami roz dokane zai
Its color is white	or roᅇ śada
He has work	tar kaz ase

4.4.6. /b'/ (voiced glottalized bilabial stop).

Before attempting the pronunciation of Bengali words, try the following series of exercises. Practice the glottalized series until you can imitate the sound well.



Unaspirated

ba  
 ba  
 bi  
 bu  
 bε  
 be  
 bo

Glottalized

b<sup>ʔ</sup>o  
 b<sup>ʔ</sup>a  
 b<sup>ʔ</sup>i  
 b<sup>ʔ</sup>u  
 b<sup>ʔ</sup>ε  
 b<sup>ʔ</sup>e  
 b<sup>ʔ</sup>o

Now pronounce the following Bengali words:

	<u>English</u>	<u>Bengali</u>
Initial:	cooked rice	b <sup>ʔ</sup> at
	<del>steam</del>	b <sup>ʔ</sup> ap
	pretence	b <sup>ʔ</sup> an
	(to) think	b <sup>ʔ</sup> aba
	wet	b <sup>ʔ</sup> iza
	(to) fry	b <sup>ʔ</sup> aza
	(to) forget	b <sup>ʔ</sup> ala
Medial:	deep, profound	gob <sup>ʔ</sup> ir
	navel	nab <sup>ʔ</sup> i
	meeting, assembly	śob <sup>ʔ</sup> a
Final:	result	lab <sup>ʔ</sup> (lab)

Note that in lax or rapid speech /b<sup>ʔ</sup>/ tends to become a sound very like that one represented in English by v; some Bengali speakers have a sound which is made by expulsion of breath through a narrow aperture in the lips. Note the usual tendency toward loss of aspiration in final position.

4.4.6.1. The following are contrasts between /b/ and /b<sup>ʔ</sup>/:

	<u>Unaspirated</u>		<u>Glottalized</u>	
<u>English</u>	<u>Bengali</u>	<u>English</u>	<u>Bengali</u>	
father	bap	steam	b <sup>ʔ</sup> ap	
arrow	ban	pretence	b <sup>ʔ</sup> an	

thunder	baz	you (inf.) fry	b'az
nest, rented house	baśa	language	b'aśa
time	bēla	raft	b'ēla
sound	bol	disguise	b'ol

#### 4.4.7. /n/ (pre-aveolar nasal)

The American English sound represented by the letter n is, like the English stops t and d, an alveolar sound. The Bengali /n/, however, is pronounced with the tongue farther forward on the alveolar ridge. Put your tongue in the proper position, and pronounce the following Bengali words:

	<u>English</u>	<u>Bengali</u>
Initial:	dance	naç'
	nose	nak
	many, various	nana
	name	nam
	(to) descend	nama
Medial:	(to) draw, pull	ṭana
	police station	thana
	oil-mill	g'ani
Final:	gift	dan
	ear	kan
	betel leaf	pan

#### 4.5. Cminate (doubled) consonants.

There is in Bengali the phenomenon of geminate or doubled consonants, which is unfamiliar to speakers of English. Since it is unfamiliar to you, you will have to take care to distinguish between a single consonant and a doubled one. If you pronounce a single consonant where you should be pronouncing a doubled one, it will make a difference in what you say. Any consonant which can be held for a period of time can be doubled -- in terms of Bengali, this means any consonant except for the flaps which are by definition

sounds made by a single tap of the tongue. Doubling is made by holding the consonant sound for twice the ordinary amount of time it would take to pronounce that consonant. Examples:

## 4.5.1. /kk/

<u>English</u>	<u>Single</u>	<u>Bengali</u>	<u>English</u>	<u>Doubled</u>	<u>Bengali</u>
kind of bird (learned word)		ḷokor	round		ḷokkor
4.5.2. /gg/					
you (ord.) go		b' ago	luck		b' aggo
4.5.3. /cc/					
unripe		kaḷa	unit of measurement		kaḷḷa
4.5.4. /zz/					
amusement		mōza	marrow		mōzza
4.5.5. /tt/					
I lick		ḷaṭi	a few, some		ḷaṭṭi (khāni)
whole wheat, flour		aṭa	eight		aṭṭa
4.5.6. /tt/					
leaf, page		pata	whereabouts		patta
4.5.7. /dd/					
beginning, initial		adi	kind of cloth		addi
4.5.8. /nn/					
weed which grows in water		pana	emerald		panna
blind in one eye		kana	weeping		kanna
(to) agree, obey		mana	surname		manna
(to) weave		bona	flood		bonna
4.5.9. /śś/					
I bring up in the poison		puśi biśe	adopted in the world		puśśi biśśe (a learned word)

guilty	dośi	rascal	dośśi
4.5.10. /ll/			
garland	mala	boatman	malla
you (ord.)	molo	an expert in	mollo
twist		<u>Kusti</u> , a type of wrestling	

## 5. Vowels.

5.1. The significant Bengali vowel sounds (arranged according to the Bengali alphabetical order) are:

[ɔ, a, i, u, ɛ, e, o]

5.2. A chart of these vowels is as follows:

	Front	Central	Back
High	i		u
Mid	e		o
Lower-mid	ɛ		ɔ
Low		a	

5.3. All of these sounds will be somewhat familiar to speakers of American English, with the possible exception of /ɔ/. Familiarity with the vowel /ɔ/ will depend upon the speaker's dialect.

5.3.1. Sounds which will be almost identical with some American English vowel sounds are:

/ɛ/	a little lower than in American English	"can" [kʰɛn]
/a/	as in American English	"calm" [kʰam]
/ɔ/	as in American English (i.e., some dialects)	"law" [lɔ]

Those in whose dialects these sounds do not occur will have to learn by careful imitation of the Bengali.

5.3.2. Examples of these three vowels in Bengali are:

5.3.2.1. /ɛ/

<u>English</u>	<u>Bengali</u>
Initial:	
one	ɛk
now	ɛkhon
alone	ɛka
such	ɛmon
Medial:	
(to) play	khɛla
(to) throw	fɛla
as if	zɛno
how	kɛmon
why	kɛn
time	bɛla
fair (noun)	bɛla

/ɛ/ never occurs in final position in Dacca Bengali.

5.3.2.2. /a/

Initial:	
(to) come	aśa
again	abar
light	alo
sky	akaś
you (honorific)	apne
and, also	ar
(to) fetch	ana
Medial:	
food	khabar
red	lal
shawl	śal
time	kal
ear	kan
bad	kharap
Final:	
(to) do	kora
(to) read	pora
(to) play	khɛla

## 5.3.2.3. /ɔ/

## Initial:

silly, foolish	ɔga
otherwise, or	ɔthoba
eternal	ɔnonto
powerless	ɔsokti

## Medial:

all	śɔb
possible	śɔmbhɔb
ten	ɔɔś
juice, sweetness	rɔś
fever	zɔr
room, house	g'ɔr
(to) do	kɔra

## Final:

you (inf.) become	hɔ
you (inf.) bear	bɔ

5.4. Sounds which will be recognizable (though not identical to those in American English) are the following:

[i, e, o, u]

5.4.1. In American English, these vowel sounds are usually pronounced with what is known as an "off-glide". This means that while the vowel sound is being made, the tongue moves upward from its original position, thus varying the quality of the sound. In the following set of English words, listen for the off-glide.

key	[khiy]	he	[hiy]
bee	[biy]	lee	[liy]
sea	[siy]	gee	[jiy]
fee	[fiy]		

Now pronounce them yourself, feeling the way in which your tongue moves. In the following set of English words, listen for the off-glide:

kay	[khey]	hay	[hey]
bay	[bey]	lay	[ley]

say	[sey]	jay	[jey]
fey	[fey]		

5.4.2. In American English, the so-called "back rounded" vowels (/o/ and /u/) also have off-glides. These are characterized by upward movement of the tongue and by additional lip rounding. In the following sets of English words, listen for the off-glide:

bow	[bow]	hoe	[how]
sow	[sow]	low	[low]
foe	[fow]	joe	[jow]
coo	[khuw]	who	[huw]
sue	[suw]	loo	[luw]
boo	[buw]	zoo	[zuw]
foo	[fuw]		

Now pronounce them yourself, and feel the way in which your tongue and lips move.

5.4.3. The Bengali vowels [i, e, o, u] are "pure" vowels -- that is, they are pronounced without an off-glide. The difference between American English and Bengali vowels will be easy for you to hear, but less easy for you to make. You will have to break yourself of the habit of giving an off-glide to the vowels. But proper pronunciation of vowel sounds is a mark of a good speaker of the language. Listen carefully to the following sets of sounds, the first set pronounced by a speaker of English, the second that by a speaker of Bengali:

<u>English</u>		<u>Bengali</u>
<u>Orthographic</u>	<u>Phonetic</u>	
bee	[biy]	bi
zee	[ziy]	zi
me	[miy]	mi
bay	[bey]	be
zay	[zey]	ze
may	[mey]	me

bow	[bow]	bo
joe	[jow]	jo
mow	[mow]	mo
boo	[buw]	bu
zoo	[zuw]	zu
moo	[muw]	mu

Now imitate the Bengali pronunciation for the following sounds:

bi zi mi be ze me bo zo mo bu zu mu

5.4.4. /i/. Pronounce the following Bengali words:

	<u>English</u>	<u>Bengali</u>
Initial:	this one (resp.)	ini
	(proper name)	ila
	(interjection)	iś
Medial:	day	din
	he, she (resp.)	tain
	in the seed	bize
	wet	b'iza
	oil	til
	type of tree	nim
	egg	ḍim
Final:	what	ki
	maid-servant	z'i
	I strike	mari
	sari	śari
	house	bari

5.4.4.1. It should be noted that in certain circumstances the vowel /i/ is pronounced slightly differently than in the above instances. Sometimes the Bengali vowel /i/ is pronounced almost as the American vowel in the word "sit". Examples of this type of pronunciation of the vowel in Bengali are the following:



but	kintu
(sound of laughter)	khil khil
station	išteśan

The circumstances in which this variation occurs are too complex to describe here. But listen for it; you will quickly become adjusted to its proper pronunciation.

#### 5.4.5. /e/

Initial:	this	ei
	here, in this place	eikhane
	of this	er
	this way, this direction	eidik
Medial:	(to) buy	kena
	I play	kheli
	girl	maia
	district	zela
	country	deś
Final:	who	ke
	he, she	śe
	there, in that place	śeikhane
	he, she buys	kene

5.4.5.1. It should be noted that in certain circumstances the vowel /e/ is pronounced slightly differently from the above. It is sometimes pronounced very like the American English vowel in "set". Examples of this are the following:

a little	ektu
boy	sele (note the difference between the two vowels)
thus, such	emni

#### 5.4.6. /o/

Initial:	that	oi
	there, in that place	oikhane
	of that	or
	you (fam.) rise up	oṭho
	that way, in that direction	oidik
Medial:	(to) understand	boz <sup>2</sup> a

	sound	bol
	(to) forget	b'ola
	sister	boin
	sin, fault	doś
	above, over	upor
	kind of drum	ḍhol
<b>Final:</b>		
	you (fam.) eat	khao
	you (fam.) stay	thako
	you (fam.) speak	bolo
	you (fam.) sit	bośo
5.4.7. /u/		
<b>Initial:</b>		
	means	upae
	camel	uṭ
	upside down, reversed	ulṭo
	proper, right, necessary	uṛit
	both	ub <sup>2</sup> oe
<b>Medial:</b>		
	very	khub
	flower	ful
	happy	khuśi
	sounds, words	buli
	root	mul
	face, mouth	mukh (muk)
<b>Final:</b>		
	preceptor	guru
	cow	goru
	a proper name	b <sup>2</sup> anu

5.4.7.1. As with the other vowels, there are circumstances in which the vowel /u/ is pronounced slightly differently -- in this case, almost like the vowel in the English "foot".  
For example:

son (learned word)	puttro
--------------------	--------

## 5.4.8. Vowel sequences.

Bengali vowels occur singly or in a sequence of two vowels. It should be pointed out that phonetically speaking the last component of such a vowel sequence is a semivowel. But when a juncture -- which appears to the ear as a break -- breaks the sequence of two vowels (phonetically the sequence of a vowel and a semivowel) the two vowels represent two different syllables. This juncture will be written as a plus (+) sign between the vowels.

Juncture is transition from one sound to another and is very significant in Bengali, for words having junctures differ from words without juncture. This functional role of juncture in Bengali should be clearly understood and learnt by imitation. Compare the following utterances:

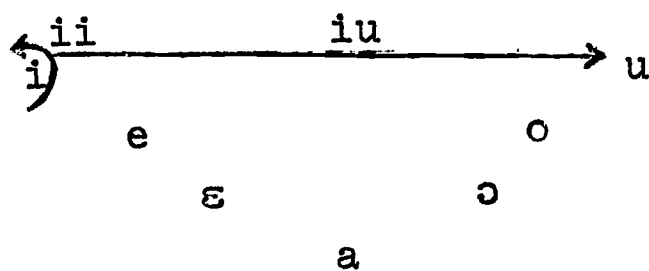
you (ord.) get	pao
leg also	pa+o
I get	pai
leg (emph.)	pa+i
he (ord.) gets	pae
on the leg	pa+e

Sequences of two vowels (that is, without the juncture between them) follow a pattern in terms of both initial and final members. Thus, each of the seven Bengali vowels can be the first member of a sequence, but all of them cannot occur as final members. Only /i/, /u/, /e/, and /o/ can stand as final members of sequences of two vowels. Note also that all of these four vowels do not combine with each of the seven initial vowels. In the case of /u/ as the initial member, we have only one sequence, viz., /ui/, but in the case of /i/ as the initial member, we have two choices, viz., /iu/ and /ii/. When /e/ and /o/ are initial members of a sequence (see 5.2.), the sequence can remain either on the same height or go one notch higher either

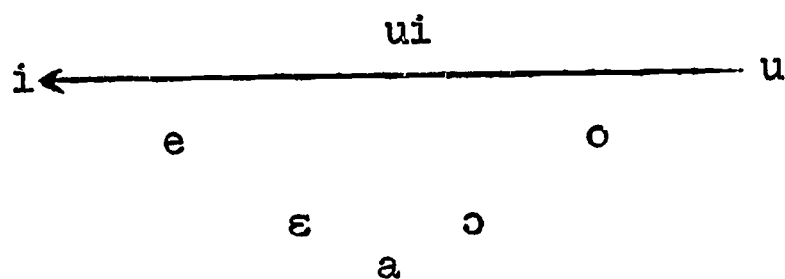
front or back; thus, /ee/, /eo/, /ei/, /eu/, /oo/, /oe/, /oi/, and /ou/. In case of /ε/ and /ɔ/ as initial members, we can go only one notch higher in either direction. Finally, with /a/ as the first member of a sequence we may go two or three notches higher as well as either front or back, and consequently have /ae/, /ai/, /ao/, and /au/.

5.4.9.1. Diagrammatically, the following situations occur:

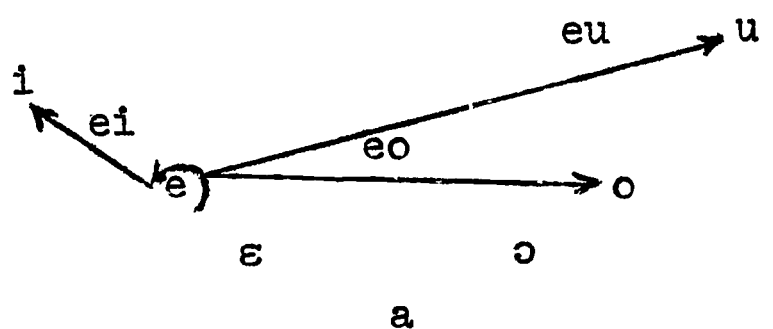
/i/ as the first member



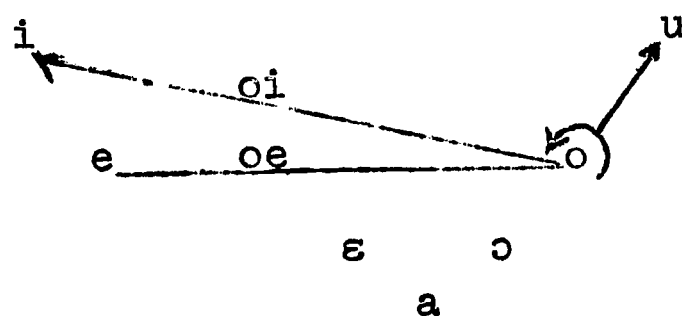
/u/ as the first member



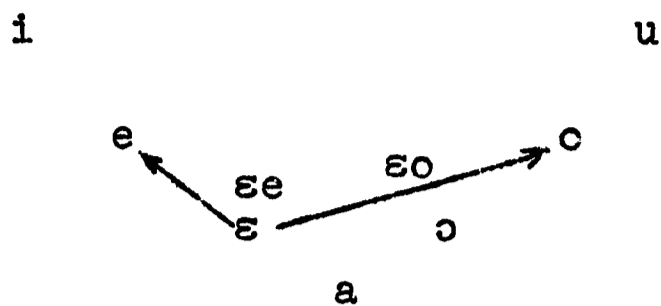
/e/ as the first member



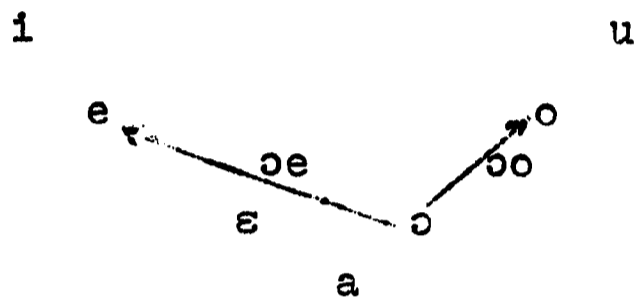
/o/ as first member



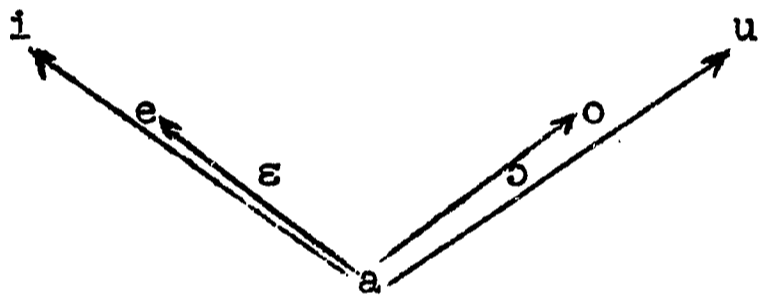
/ε/ as the first member



/o/ as the first member



/a/ as the first member



5.4.9.2. Further examples of pairs of words, one having juncture and the other without it:

brother's or sister's father-in-law	talui
it is palm, nothing else	taluti
this	ei
this is it, nothing else	eti
that	oi
that is he, none else	oti
he bears	bœ
in the letter <u>b</u>	bœ+e
you bear	boo
you bear also	bœ+o

he takes; legitimate  
in the legitimacy

næe

næt+e

expenditure  
in the expenditure

bæe

bæt+e

he sings  
in the body

gae

gat+e

Lesson I, Part I Conversation.

<u>Analysis and translation</u>	<u>Bengali</u>
1. <u>A.</u> Greetings.	<u>A.</u> salamalikum সালামআলাইকুম
2. <u>B.</u> Greetings.	<u>B.</u> olaikum salam আলাইকুম সালাম
3. stem of first person "me"  genitive case ending for stems with vowel final  "my"  noun stem, "name"  proper name	ama- আমা-  -r -র  amar আমার nam নাম  rohim রহিম
<u>A.</u> My name is Rohim.	<u>A.</u> amar nam ' rohim আমার নাম রহিম
4. stem of second person (honorific) pronoun "you"  genitive case ending for stems with vowel final  "your" (honorific)  Interrogative, "what"	apne আপনে  -r -র  apner আপনের ki কি
<u>A.</u> What is your name?	<u>A.</u> apner nam ' ki আপনের নাম কি
5. Proper name	korim করিম

- B. My name is Korim. B. amar nam ' korim  
আমার নাম করিম
6. nominative singular of 2nd person (honorific) pronoun "you"  
interrogative, "where"  
stem of verb "live, remain, stay"  
2nd person (honorific) verbal ending  
"you do live (hon.)"  
A. Where do you live? A. apne আপনে  
kothae কোথায়  
thak- থাক-  
-en এন  
thaken  
apne ' kothae thaken  
আপনে কোথায় থাকেন
7. nominative singular of 1st person pronoun "I"  
locative case ending for stems having vowel final  
first person verbal ending  
B. I live in Chicago. B. ami আমি  
-te -তে  
-i ই  
ami ' s'ikagote thaki  
আমি শিকাগোতে থাকি
8. stem of verb, "do, make"  
2nd person (honorific) verbal ending  
"you (hon.) do"  
A. What do you do? A. kar- কর-  
-en -এন  
(apne) koren  
(আপনে) করেন  
apne ' ki koren  
আপনে কি করেন



9. stem of verb "read, study"  
1st person present ending  
"I study"

por- পড়  
-i ি

(ami) porī (আমি) পড়ি  
(note vowel--  
lesson II, gram-  
mar, section I)

- B. I study in Chicago.

B. ami ' síkagote  
pori

আমি সিকাগোতে  
পড়ি

10. stem of verb "read, study"  
2nd person (hon. ending  
"you (hon.) study"

por- পড়

-en -েন

(apni) poreṅ (আপনি)  
(note lack of পড়েন  
vowel change)

- A. What do you study?

A. apne ' ki poreṅ

আপনে কি পড়েন

11. "Bengali" (language)

banla বাংলা-

- B. I study Bengali.

B. ami banla pori

আমি বাংলা পড়ি

12. interrogative particle (not  
translatable--see grammar,  
section 8).

ki কি

"difficult"

śokto স্কট

- A. Is Bengali difficult?

A. banla ki ' śokto

বাংলা কি স্কট

13. "no"  
"very"  
"easy"

na না

khub খুব

śohoj সহজ

- B. No, it is very easy.      B. na, khub sóhoj  
না খুব সহজ
14. "hot"      gorom গরম
- A. Is it very hot in Chicago now?      A. síkagote ki ' khub gorom  
সিকাগোতে কি খুব গরম
15. "it is not"      na না  
\*negative form of "to be"      no
- B. No,,it is not very hot.      B. na ' khub gorom na  
না খুব গরম না
16. "cold"      thanda ঠান্ডা
- A. Is it very cold in Chicago now?      A. síkagote ki ' khub thanda  
সিকাগোতে কি খুব ঠান্ডা
17. "yes"      ho হু
- B. Yes, it is very cold.      B. ho ' khub thanda  
হু, খুব ঠান্ডা
18. interrogative, "how much, how many"      koto কত  
"big, large"      boro বড়
- A. How big is Chicago?      Aj sikago ' koto boro  
সিকাগো কত বড়

\*It has no variation.

19. "city"  
B. Chicago is a very big city. B.  $\acute{s}ohor$  শহর  
 $\acute{s}ikago$  ' khub boro  
 $\acute{s}ohor$   
 চিকাগো খুব বড়  
 শহর
20. "people"  
A. How many people are there  
 in Chicago? A.  $\acute{s}ikagote$  ' koto lok  
 চিকাগোতে কত লোক
21. negative prefix  
 "one"  
 "not one"; i.e., "many"  
 locative ending with  
 stems ending in con-  
 sonants  
 "in the city"  
B. There are many people in  
 the city. B.  $\acute{s}ohore$  শহরে  
 $\acute{s}ohore$  ' onek lok.  
 শহরে অনেক লোক
22. interrogative, "how"  
 "how do <you> like"  
 (idiomatic)  
A. How do you like Chicago  
 (i.e., "how does Chicago  
 strike you")? A.  $apner$  '  $\acute{s}ikago$  '  
 $kæmon$  lage  
 আপনার চিকাগো  
 কেমন লাগে
23. "good, well"  
 $b'alo$  বানা

B. Very much.

or: I like Chicago  
very much.

B. khub bhalo

amar síkago khub  
bhalo lage

খুব ভালো,  
আমার সিকাগো  
খুব ভালো লাগে

\*\*\* \*\*

Lesson 1. part 2. Drills.

The taped drills based upon the conversation are arranged in the following manner:

1. Saturation drill #1. The saturation drills are the recorded Bengali conversations, without English translation, spoken by two native speakers of Bengali. You are to listen carefully to the conversation, following it in the printed text. Do not repeat the conversation at this time.
2. Saturation drill #2.
3. Saturation drill #3.
4. Saturation drill #4. In this drill, the English meanings will be given first, then the Bengali. The student will listen only.
5. Repetition drill #1. In this drill, the English translation will be given first, then the Bengali, then there will be a space left for the student to repeat the Bengali sentence. The student's Bengali repetition will be recorded, so that the student may check his Bengali pronunciation.

6. Response drill #1. Part A of the Bengali conversation will be given in Bengali, and the student will supply part B, in Bengali, in the space left following part A. The student's response will be recorded.

7. Response drill #2. Part B of the Bengali conversation will be given in Bengali, and the student will supply part A, in Bengali (i.e., the student will speak part A following the drillmaster's voice saying "Mister A"). The student's voice will be recorded.

8. Saturation drill #5.

Lesson I, Part 3. Grammar.

1. /salamalaikum/ is the most common form of greeting used between Muslims. The return greeting is /olaikum salam/. The same form is used for a greeting when meeting and also parting. /khoda hafez/ is also used when parting. Note: Between Hindus the common form of greeting is *namośkar/*.
2. The simple present tense is used to denote habitual action. The use of the simple present, for example, in sentences 6-11, implies that he resides habitually or permanently in Chicago, that he habitually studies at the University, etc.
3. /-er/ is the genitive (i.e., possessive) case suffix which is used with noun stems which have a consonant final. For stems with vowel final, the suffix is /-r/.
4. / t/ (sentences 7 ff.) is the locative case, (i.e., place in or to which) suffix which is used with noun stems which have a vowel final. The locative case suffix /-e/ is used optionally with noun stems ending in consonants. Another variant, /-te/, is used with noun stems having a vowel final.
5. The verb "be" in the present tense affirmative is usually not expressed.

The verb "be" in the present tense negative is expressed. (cf. sentence 13.)

It is hot in Chicago?	śikagot gōrom
It is not hot in Chicago.	śikagot gōrom na
Chicago is a big city.	śikago boro śohor
Chicago is not a big city.	śikago boro śohor na
It is cold in Chicago?	śikagot ki ṭhaṇḍa
It is not cold in Chicago.	śikagot ṭhaṇḍa na

6. The simple present tense is formed by affixing the personal endings to the simple stem of the verb (the verbal noun minus the suffix /-a/; see Lesson II, part 3, section 1).

<u>Person</u>	<u>Stem</u>	<u>Ending</u>
1st (ami)	-	-i
2nd (honorific--apne)	-	-en
3rd (ordinary--śee)	-	-e

**Examples:**

I remain	ami thaki
you (hon.) remain	apne thaken
he (she, it) remains	śee thake
I sit	ami bośi
you sit (hon.)	apne bośen
he (she, it) sits	śee bośe

Note: /apni/ is an alternate form of /apne/.

6.1. Drills. Taped drills on this section of the lesson are arranged in the following manner:

6.1.1. Mutation drill #1. The form of this drill will be as follows:

An English sentence will be given. The student is to translate the sentence into Bengali in the space left for it following the English. The correct Bengali of the sentence will then be given, and the student will repeat the answer, recording. An example:

Master (in English): I live in the house.

Student (in Bengali): ami barit thaki

Master (in Bengali): ami barit thaki

Student (in Bengali): ami barit thaki

7. Interrogatives begin with the phoneme /k/. Thus:

Bengali

ki

kothae (kone)

English

what, interrogative particle

where

## Interrogatives, continued.

<u>Bengali</u>	<u>English</u>
kemon, kemne	how
koto	how much, how many
kon	which
kān	why
kākhon	when

The distinctions between /kemon/ and /koto/ and between /ki/ and /kon/ should be noted:

/koto/ is an interrogative with reference to quantity:

How big (i.e., how much big) is your house?      apner bari koto boro

How many people are there here?      eikhane koto lok

/kemon/ is used in a non-quantitative sense:

How do you like it?      apner kemon lage

How do you read?      apne kemon poreṅ\*

Between interrogatives /ki/ and /kon/, possible confusion results from English equivalents. In English, the word "what" can be used in two ways: to indicate "which of several", and to indicate "what (general) thing". Thus, in English, we can have "in what city do you live" and "what do you do?" Bengali distinguishes between these two usages. Thus:

In what (i.e., which) city do you live?      apne kon śohore thaken

In what (i.e., which) chair do you sit?      apne kon çeare bośen

What do you do?      apne ki karen

What do you study?      apne ki poreṅ\*\*

\*(Contrast: How do you read?      apne kemne poreṅ  
There are two answers. (1) I read well. Or: I  
read with my books open.)

\*\* (Contrast: apne poreṅ ki? Do you study?)



A simple rule is that where in English the word "which" can be used (though sometimes it is not), the Bengali equivalent will be /kon/.

### 8. Intonation patterns.

Learning to speak a language well does not consist only of learning the correct reproduction of the individual sounds of that language; the rise and fall of the voice in the utterance of a sentence is also significant. This is true in English. For example, pronounce the utterance:

"you're going"

first as a statement, then as a question. The difference between the two is the intonation of the utterance. There is no other element which denotes the difference between a statement and a question in this case.

The situation is similar in Bengali. There are three types of intonation patterns so far met, one a statement intonation, and two question intonations.

Listen carefully to the tapes, until you are sure that you can reproduce Bengali intonation patterns exactly.

#### Pattern I. Statement.

My name is Rohim.

amar nam rohim

My name is Korim.

amar nam korim

It is very hot in Chicago.

śikagot khub gōrom

You (hon.) live in Chicago.

apne śikagot thaken

You (hon.) work (lit., you do work).

apne kaz kōren

I study Bengali.

ami banla pori

I study at the college.

ami koleze pori

Pattern II. Questions with /ki/ involving yes-no answers.  
(/ki/ is not verbally translatable in English.)

Do you do?

apne ki kor en

apne kor en ki

Do you work?

apne ki kaz kor en

apne kaz kor en naki

Is it very hot in Chicago?

sikagot ki khub gorom

sikagot khub gorom naki

Do you study Bengali?

apne ki banla por en

apne banla por en naki

Pattern III. In the following sentences, /ki/ is translatable in English by the interrogative "what".

What do you do?

apne ki kor en

apne kor en ki

What do you study?

apne ki por en

apne por en ki

What is your name?

apner ki nam

apner nam ki

9. Word order: In Bengali, a modifier precedes that which it modifies:

Chicago is a hot city.

śikago gorom śohor

Very good (very well).

khub b'ala

difficult Bengali

śokto banla

10. Bengali sentence formation: Form all Bengali sentences possible (both as interrogatives and statements--note differences of intonation between the types of formation), from the following outlines and translate them into English. Use forms in parentheses (interrogatives) depending upon question or statement formation.

10.1

Modifier	Noun	(Interrogative)	Noun	(interrogative)
amar			rohim	
	nam	(ki)		(ki)
apner			korim	

10.2

noun or pronoun	(Interrogative)	verbal modifier or object	verb stem	(Interrogative)
ami		eikhane	thak-	
	(ki)			(ki)
apne		śeikhane	khel-	
śee		śohore	boś-	
				(suffix) i/en/e
rohim		barit		
korim		śikagot		
		banla	por-	
		kothae		
10.3.		ki (what)	kor-	

104	Noun	Interro- gative	Modifiers	Noun	Verb	Inter
	śikago	(ki)	khub boṛo	<u>śshor</u>		(ki)
	bari	_____	sodo		(na)	
	ghor	koto				
	<u>śshor</u>	-----				
	banla		śakto			
	Noun (locative)					
	śikagot		gorom			
	eikhane	koto			(na)	
	barit		thanda			
	śshore	(ki)				(ki)

Lesson I, part 4, Pattern drills.

1. Pattern: Sentences 3, 4, 5.

- |                       |                    |
|-----------------------|--------------------|
| a. My name is Nazrul. | What is your name? |
| b. My name is Manjur. | What is your name? |
| c. My name is Kader.  | What is your name? |
| d. My name is Habil.  | What is your name? |
| e. My name is Salam.  | What is your name? |

2. Pattern: sentences 3, 5.

- My name is Nasrin.
- My name is Raikana.
- My name is Bilkis.
- My name is Tahmina.
- My name is Shirin.

3. Pattern: sentences 6, 8, 10.

- a. Where do you live?
- b. Where do you sit?
- c. Where do you play?
- d. Where do you study?
- e. What do you do?

4. Pattern: sentences 7, 9.

- a. I live in the city.
- b. I sit in the chair.
- c. I play here.
- d. I study in Chicago.
- e. I study here.

5. Pattern: sentences 6, 8, 10.

- a. What do you do?
- b. What do you study?
- c. What do you play?
- d. What do you study?
- e. What do you read?

6. Pattern: sentence 11.

- a. I study in the college.
- b. I study Bengali.
- c. I play games.
- d. I study language.
- e. I read English.

7. Pattern: sentence 12.

- a. Is the college difficult?
- b. Is Bengali difficult?
- c. Are the games easy?
- d. Is language easy?
- e. Is English very difficult?

8. Pattern: sentence 13.
- No, it is not difficult.
  - No, it is not very difficult.
  - No, not very easy.
  - No, language is not easy.
  - No, it is not difficult.
9. Patterns: 12, and 14.
- Is it very hot in the city?
  - Is it very cold in the house?
  - Is it very hot there?
  - Is it very cold in Chicago?
  - Is it very cold here?
10. Patterns: 15 and 17.
- No, it is not very hot.
  - No, it is not very cold.
  - No, it is not very hot there.
  - No, it is not very cold in Chicago.
  - No, it is not very cold here.
11. Patterns: 12 and 14.
- Is it very cold in the city?
  - Is it very hot in the house?
  - Is it very cold there?
  - Is it very hot in Chicago?
  - Is it very hot here?
12. Patterns: 15 and 17.
- Yes, it is very cold.
  - Yes, it is very hot.
  - Yes, it is very cold there.
  - Yes, it is very hot in Chicago.
  - Yes, it is very hot here.
13. Pattern: 18.
- How big is the city?

- b. How difficult is Bengali?
- c. How cold is Chicago?
- d. How hot is your house?
- e. How easy is English?

14. Pattern: 19.

- a. Chicago is a very big city.
- b. Bengali is a very easy language.
- c. Chicago is a very cold city.
- d. My house is very hot.
- e. English is a very difficult language.

15. Pattern: 20.

- a. How many people are there in the city?
- b. How many people are there in the country?
- c. How many people are there in Chicago?
- d. How many people are there in your house?
- e. How many people are there in your college?

16. Pattern: 21.

- a. There are many people in Chicago.
- b. There are many people in the country.
- c. There are many people in the city.
- d. There are many people in my house.
- e. There are many people in my college.

17. Pattern: 22.

- a. How do you like the city?
- b. How do you like Bengali?
- c. How do you like Chicago?
- d. How do you like your house?
- e. How do you like the college?

18. Pattern: 23.

- a. I like the city very much.
- b. I like Bengali very much.
- c. I do not like Chicago very much.

- d. I do not like my house very much.  
 e. I like the college very much.

Lesson I, Part 5. Drills.

Translate into Bengali:

Drill 1

- What is your name?  
 -- My name is Nazrul.  
 -- Where do you sit?  
 -- I sit here.  
 -- Do you sit in this chair?  
 -- No, I sit in that chair.  
 -- What do you study?  
 -- I study Bengali.  
 -- How do you like Bengali?  
 -- Very much.  
 -- Is Bengali very difficult?  
 -- No, it is not very difficult.

Drill 2

- Where is your house?  
 -- My house is in the city.  
 -- How big is your house?  
 -- My house is very big.  
 -- In what city is your house?  
 -- It is in Chicago.  
 -- How do you like Chicago?  
 -- It is very hot there.  
 -- Is Chicago a big city?  
 -- Yes, there are many people in Chicago.

Lesson I, Part 6. Vocabulary

Nouns

<u>Beng.</u>	<u>Eng.</u>
bari	house
ghor	room
kaz	work
khela	game
cear	chair
des	country
inrazi	English
bhasa	language
kolez	college

Verbs

(Note: verbs are given in stem form; endings are added directly to the stem; see also lesson II, grammar.)

<u>Beng.</u>	<u>Eng.</u>
boś-	sit
khel-	play
kor-	do, make



Adjectives

<u>Beng.</u>	<u>Eng.</u>
śhoz, śoza	easy
śokto, kotlin	difficult
sodo	small

Other

<u>Beng.</u>	<u>Eng.</u>
e (ei)	this
o (oi)	that
eikhane	here
oikhane } śeikhane }	there

Idioms:

amar	b'alo kharap	lage	me-of	good bad	strikes-(it)	(I like/ don't like it)
apner	kemon	lage	you-of	how	strikes-(it)	(How do you like it?)

Lesson II, part 1. Conversation.Analysis and translationBengali

1. 2nd person ordinary pronoun  
"you"

tumi তুমি

stem of verb "do, make"

kor- কর-

2nd person (ordinary)  
verbal ending

-o

"you (ordinary) do"

(tumi) koro কর

A. What do you do?

A. tumi ' ki koro

তুমি কি কর

2. noun stem, "office"

ofis (loan word) অফিস

locative case ending for  
stems with consonant final

-e -ে

"in the (an) office"

ofise অফিসে

noun stem, "work"

kaz কাজ

alternate (high) stem of  
verb "do, make" (see gram-  
mar section I.)

kor কর

B. I work in an office  
(I office-in work do)

B. ami ' ofise kaz kori

আমি অফিসে কাজ করি

3. stem of 2nd person (ordinary)  
pronoun "you"

toma- তোমা-

genitive case ending for  
stems with vowel final

-r -র

"of you (ordinary)"

tomar তোমার

noun stem, "father"

abba আব্বা

demonstrative, "that"

sei সেই

morpheme indicating place

-khan- খান

locative case ending

"in  
that place, there"

-e -ে

śaikhane শেইখানে

2nd/3rd person honorific  
ending

"he (honorific) does"

-en -েন

koren করেন

A. Does your father work  
there?

(you-of father. there  
work does)

A. tomar abba ki ' śei-  
khane kaz koren

তোমার আব্বা কি  
শেইখানে কাজ করেন

4. 3rd person honorific  
pronoun "he, she"

tain তাইন

B: No, he doesn't work there.  
(no, he there work does  
not)

B. na ' tain ' śeikhane  
kaz' koren na

না তাইন শেইখানে  
কাজ করেন না

5. A. What does your father do?

A. tomar abba ' ki koren

তোমার আব্বা কি করেন

6. "some, any"

kono কোন

"none at all"

kono . . . na কোন...না

B. He doesn't do any work at  
all.

(he any work does not)

B. tain ' kono kaz koren  
na

তাইন কোন কাজ করেন  
না

7. noun stem, "brother"

h'ai ভাই

present stem of defective  
verb "be"; see grammar,  
section 3.

aś আছ-

3rd person (ordinary)  
verbal ending

-e

A. Do you have any brothers?  
(you-of? any brother there is)

A. tomar ki 'kono b ai  
ase

তোমার কি কোন

ভাই আছে

dui- দু-

-zon জন

8. form of numeral "two used  
in compounds

qualifying suffix, used with  
reference to human beings.

B. Yes, I have two brothers.  
(yes, me-of two-/qualifier/  
brother there-is)

B. ho 'amar' duizon b ai  
ase

হু, আমার দুজন ভাই আছে

ta- তা-

9. 3rd person (ordinary)  
pronoun stem

nominative plural ending  
used with pronouns and  
nouns having reference  
to human beings.

-ra -রা

"they, those people"  
(ordinary)

tara তারা

3rd person ordinary verbal  
ending. Note that the  
ending is the same for sing-  
ular and plural.

-e -ে

A. Where do they live?

A. tara ' kothae thake

তারা কোথায় থাকে

10. noun stem, "house"

locative case ending used  
with stems having any  
vowel but /a/ as the final  
letter.

bari- বাড়ী

-t -ত

"in the house, at home"

barit বাড়ীত

B. They live at home.  
(they house-in live)

B. tara ' barit thake

তারা বাড়ীত থাকে

11. "big"

bofo বড়

- A. Where does your older brother work? A. tomar boro b'ai ' kothae kaz koren  
তোমার বড় ভাই কোথায় কাজ করেন
12. B. He works in an office. B. tain ' ofise kaz koren  
তাইন অফিসে কাজ করেন
13. "little" A. tomar sodo bhai ' ki kaz kore  
তোমার ছোট ভাই কি কাজ করে
14. verb stem, "read, study" B. amar sodo b'ai pore  
আমার ছোট ভাই পড়ে
15. 3rd person (ordinary) pronoun stem "he/she/it" ta- তা  
genitive case ending for stems with vowel final -r -র  
"of him/her (ordinary)" tar তার  
noun stem, "age" boos বয়স
- A. How old is he (i.e., how much is his age?) tar boos তার বয়স
16. "twenty" bis  
B. He is twenty (i.e., his age is twenty). B. tar boos ' bis.  
তার বয়স
17. A. Does your younger brother study in college? A. tomar sodo b'ai ki koleze pore  
তোমার ছোট ভাই কি কলেজে পড়ে

18. B. Yes, he studies in college.

B. ho ' sse koleze  
pore

হু, হে কলেজে পড়ে

19. stem of verb "go"

za- : যা-

3rd person (ordinary)  
ending

-e -য়

"he goes"

(sse)zae যায়

"daily, every day"

roz রোজ

A. Does your younger brother  
go to college every day?

A. tomar sodo b' ai ki  
roz koleze zae

তোমার ছোট ভাই কি  
রোজ কলেজে যায়

20. noun stem, "week"

sopta

locative case ending

সপ্তা-  
-e -য়

"in the week"

soptae (see সপ্তায়  
grammar, sect. ৪)

"four"

cair চার

noun stem, "day"

din দিন

B. No, four days a week he  
does not go to college.  
(No, week-in four days  
he college-in goes not.)

B. na ' soptae '  
cair din ' sse  
koleze zae na

না সপ্তায় চার দিন  
হে কলেজে যায় না

21. "which" (singular)

kon কোন

"which" (plural)

kon kon কোন কোন

"which day"

kon din কোন দিন

"which days"

kon kon din

কোন কোন দিন

A. Which days of the week  
does he not go to  
college?

A. sse soptae ' kon  
kon din ' koleze  
zae na.

হে সপ্তায় কোন কোন  
দিন কলেজে যায় না

22. Sunday  
Monday  
Tuesday  
Wednesday  
"and"

robibar <sup>রবিবার</sup>  
sombar <sup>সোমবার</sup>  
mongalbar <sup>মঙ্গলবার</sup>  
budbar <sup>বুধবার</sup>  
ar <sup>আর</sup>

B. He does not go to college  
Sundays, Mondays, Tuesdays,  
or Wednesdays.

B. s̄ee robibar '  
sombar ' mon-  
golbar ' ar  
budbar ' koleze  
zae na

যে রবিবার, সোমবার,  
মঙ্গলবার আর বুধবার  
কলেজে যায় না

23. "only"  
Thursday  
Friday  
Saturday

kebol <sup>কেবল</sup>  
briḥṣpotibar  
(biṣṣudbar)  
<sup>বৃহস্পতিবার</sup>  
sukrobar <sup>শুক্রেবার</sup>  
(sukkurbar)  
<sup>শুক্রেবার</sup>  
sonibar <sup>সোনিবার</sup>

B. He goes to college only  
Thursdays, Fridays, and  
Saturdays.

B. s̄ee kebol ' bri-  
ḥṣpotibar '  
sukrobar ' ar  
sonibar ' koleze  
zae

যে কেবল বৃহস্পতিবার  
শুক্রেবার আর সোনিবার  
কলেজে যায়





When the low-stem vowel is /o/, the high-stem vowel is /u/  
/o/, /o/.

The stem-vowel /a/ presents a special case, and will be considered in detail at a later time; for the present, we can consider stems with /a/ as having no vowel change.

Stems in /i/ and /u/, these being the highest vowels, have no higher form.

1.1. In some cases the stem-vowel alternation can be phonologically defined, as for example in sentence 1 and 2 in this exercise. In sentence 1, the verb "do, make" occurs with the stem /kor-/. In sentence 2, the same verb occurs with the stem /kor/. Note that the 1st person form of the verb, i.e., /kori/, is the form which occurs in sentence 2. It is a general phonological rule for the language that when a word of this shape: consonant-vowel-consonant-vowel, has for a final vowel either /i/ or /u/, the preceding vowel of the word becomes high. In sentence 2, the final vowel of /kori/ is /i/; the /o/ vowel of the low stem is then the /o/ vowel of the high stem.

Other examples of this type of vowel-alternation in verb stems are:

<u>Vowel Alternation</u>	<u>Stem</u>	<u>Simple Present Tense Paradigm</u>	
ε/e	kheɭ-	ami kheli	"I play"
		tumi khelo	"you play"
		apne khelen	"you play"
		śee khεle	"he plays"
		tain khelen	"he plays"

<u>Vowel Alternation</u>	<u>Stem</u>	<u>Simple Present Tense Paradigm</u>	
o/o	boś	ami bośi	"I sit"
		tumi bośo	"you sit"
		apne bośen	"you sit"
		śee bośe	"he sits"
		tain bośen	"he sits"
o/u	oṭh-	ami uṭhi	"I rise up"
		tumi oṭho	"you rise up"
		apne oṭhen	"you rise up"
		śee oṭhe	"he rises up"
		tain oṭhen	"he rises up"

1.2. Stems with /a/ have no change in the simple present tense.

<u>Stem</u>	<u>Simple Present Tense Paradigm</u>	
zan-	ami zani	"I know"
	tumi zano	"you know"
	apne zanen	"you know"
	śee zane	"he knows"
	tain zanen	"he knows"
za-	ami zai	"I go"
	tumi zao	"you go"
	apne zan	"you go"
	śee zae	"he goes"
	tain zan	"he goes"

Note that stems with vowel final have the ending /-n/ in the honorific forms.

1.3. Examples of this type of alternation in pronoun and noun stems are.

<u>Vowel Alternation</u>	<u>Nominative</u>	<u>Genitive</u>
o/u	tumi "you (ord.) go"	tomar "of you"

<u>Vowel Alternation</u>	<u>Masculine</u>	<u>Feminine</u>
o/o	noṭ, "actor"	noṭi, "actress"

1.4. Note that there are other stem-vowel changes which are not phonologically definable, these will be considered at a later time.

1.5. Write the simple present tense paradigms for the following verb stems:

(to) read	por-
(to) drop, throw	phel-
(to) know, recognize	śin
(to) hear	śon-
(to) remain	thak-

2. The /khan/ morpheme, indicating place, as in sentence 3, is usually used in the locative, i.e., /-khane/. Various kinds of demonstratives and interrogatives can be substituted as the first element of a word, e.g.:

eikhane	"in this place, here"
oikhane	"in that place, there" (with specific reference.)
śeikhane	"in that place, there" (used in a more generalized way than the preceding.)
kon-khane	"in which place, where"

3. The defective verb /as-/, as in sentence 7. In statements which imply a permanent condition, some form of the verb /as-/, which exists only in the simple present and simple past forms, is used. A good rule of thumb for the use of this verb is that it can be used in statements or questions which can be translated by the expression "there is" in English. In sentence 7, for example, the literal translation might be: "Is there any brother of you?"

4. There is no simple Dacca dialect equivalent for the transitive English verb "have, possess". As in sentence 7, a

possessive construction is formed by the use of the genitive case for the subject and a 3rd person (or impersonal) form of the verb /as-/, thus:

amarekṭa boi ase

me-of one-(qualifier) book  
(there)-is.  
"I have a book."

tar ekṭa boṛo kutta ase

him-of one-(qualifier) big dog  
(there)-is.  
"He has a big dog."

5. We have now had two types of second person pronoun--the stems /apn-/ and /apne-/, as in Lesson I, and /tīm-/ and /toma/, as in Lesson II. The distinction between these two forms is that /apn-, apne-/ (used with the verbal ending /-en/) is an honorific form of address, while /tīm-, toma/ (used with the verbal ending /-o/) is an ordinary form of address.

There is also a distinction between ordinary and honorific forms of address in the 3rd person. The 3rd person ordinary pronoun forms are /s̄e/ (nominative) and /ta-/ (stem to which inflectional endings are added). The 3rd person honorific pronoun form is /tain/. Note that the honorific verbal endings are the same for both 2nd and 3rd persons.

apne koren

you do

tain koren

he/she does

apne zanen

you know

tain zanen

he/she knows

apen zan

you go

tain zan

he/she goes

The circumstances which govern the distribution of these forms are not easily defined, but a basic rule of thumb might be the following:

The polite or honorific form is used by Bengalis when addressing or referring to a person of superior rank, an elder, or an equal with whom the speaker is not on intimate terms. The

ordinary form is used with intimate equals and sometimes one's elders in the family (e.g., elder brother or mother); it is also used by Bengalis when addressing servants. It is to be noted, however, that a non-native Bengali speaker will not go wrong by using the honorific form in every circumstance except perhaps when addressing servants. It is a matter about which it is well to be careful, since the form you use indicates to the listener your attitude toward him.

There is another degree of second person address, of which the pronoun stem is /to-, tu-/. The inflection of this pronoun is:

Nominative:	tui
Genitive:	tor
(Objective:	tore)

The verbal ending is /-os/, thus: tui zanos "you know". This form is sometimes used for addressing very intimate friends and younger family members, sometimes for servants and children, and for animals. It is not a form which a foreigner can often use with impunity; therefore there will be little stress laid upon it in these lessons.

6. The nominative stem of the 3rd person pronoun is /'see/ or /hse/, or, in the honorific, /tain/. The inflectional stem, however, is /ta-/. Thus:

He reads his book.	'see tar boi pore
He (hon.) reads his book.	tain tar boi poren

7. The nominative plural ending for pronouns and nouns which have reference to human beings is /-ra/ (for stems with vowel final) and /-era/ (for stems with consonant final.)

Thus:

sele	boy
selera khae	the boys eat
ta-	3rd person pronoun stem
tara zane	they know

manus	man
manusra zae	men go

Note that the inflectional endings of the verb are identical for singular and plural:

<u>English</u>	<u>Bengali</u>
I do	ami kori
you (ord.) do	tumi koro
you (inf.) do	tui koros
you (hon.) do	apne koren
he (she, it) does	he- sse kore
he (she, it- hon.) does	tain koren
we do	amra kori
you (ord.) do	tomra koro
you (inf.) do	tora koros
you (hon.) do	apnara koren
they (ord.) do	tara kore
they (hon.) do	tara koren

Make complete paradigms, singular and plural, for the following verbs:

(to) buy	kin-
(to) go	za-
(to) play	khel-
(to) hear	son- /hun- /
(to) know	zan-

8. Noun stems ending in /-o/ are inflected by the replacement of final /o/ by the inflectional suffix.

"week"	sopta (hopta)
"of the week"	soptar (hoptar)
"in the week"	soptae (hoptae)

What is your work?

apner ki kaz

apner kaz ki

Where do you live?

apne kothae thaken

apne thaken kothae

How many people are there  
in Chicago?

sikagot koto lok

How do you like Chicago?

apner sikagot kemon lage

How (much) difficult is  
Bengali?

banla koto sokto

8.1. Drills. Taped drills in this section of the lesson are arranged in the following manner:

8.1.1. Intonation drill #1 (pattern I, statement intonation--ref. sect. 8 above).

An English sentence will be given, and the student will translate it into Bengali in the space given. The student will then hear the correct Bengali, and will repeat the correct Bengali in the space given.

8.1.2. Intonation drill #2 (pattern II, question with /ki/ involving a "yes" or "no" answer--ref. sect. 8 above).

An English sentence will be given, and the student will translate it into Bengali, recording in the space given. The student will then hear the correct Bengali and will repeat it, recording, in the space given.

8.1.3. Intonation drill #3 (pattern III, questions with /ki/ meaning "what"--ref. sect. 8 above).

The system will be the same as for the drills above.

9. Sentence formation: construct all possible Bengali sentences:

9.1.	Modifier	Noun or Pronoun	Interro- ative	Verbal Modifier	Verb Stem	Suf- fix	
		ami	ki	eikhane	za-		
		tumi		śeikhane	kor-		
		apne		barite	khel	i	
		śee		ghore	por-	o	
		tain		śohore	thak-	en	
		tara		koleze (etc.)		e	
	amar	abba					
	tomar	b'ai					
	tar	bon					
		amma		kothae			
		bondhu					
9.2.	Modifier	Noun or Pronoun	Interr.	Modifiers and Nouns	Verb	Suf- fix	In- ter
		(Genitive)	(ki)	kono	ase-	e	ki
		tomar					
		amar		sodo b'ai			
		apner		boro/bondhu			
	amar	boś	koto				
	tomar	boś	kuri				
	apner		tiris				
	bondhur						



9.3.

Noun or Pronoun	Modifier	Modifier	Noun	Verbal Modifier	Verb
ami	śoptae (hoptaē)	kon kon		koleze	za-
tumi		kon	din	eikhane	khel-
apne		ek		barit	por-
śee		dui		śohore	aś-
ram		tin			
b'ai		robibar śonibar roz			

Lesson II, part 4. Pattern drills.

1. Pattern: sentences 1, 5.
  - a. What does your younger brother do?
  - b. What does your younger brother study?
  - c. What does your older brother do?
  - d. What does your older brother study?
  - e. What work does your father do?
  
2. Pattern: sentences 2, 12.
  - a. He goes to college.
  - b. He studies Bengali.
  - c. He works at the college.
  - d. He studies English.
  - e. He works in an office.
  
3. Pattern: sentence 3.
  - a. Does your younger brother study there?
  - b. Does your younger brother speak Bengali?
  - c. Does your older brother study there?
  - d. Does your older brother study at the college?
  - e. Does your older brother work there?

4. Pattern: sentence 4.
  - a. Yes, he studies there.
  - b. Yes, he speaks Bengali.
  - c. No, he does not study there.
  - d. No, he does not study at the college.
  - e. No, he does not work in the office.
5. Pattern: sentence 5.
  - a. What work does your younger brother do?
  - b. What language does your older brother speak?
  - c. What work does your older brother do?
  - d. What books does your older brother read?
  - e. What work does your older brother do?
6. Pattern: sentence 6.
  - a. He doesn't do any work at all.
  - b. He doesn't speak any Bengali at all.
  - c. He doesn't do any work at all.
  - d. He doesn't read any books at all.
  - e. He doesn't study any books at all.
7. Pattern: sentence 7.
  - a. Do you have any older brothers?
  - b. Does he have any Bengali books?
  - c. Do you have any younger brothers?
  - d. Does he have any English books?
  - e. Does he have any work?
8. Pattern: sentence 8.
  - a. Yes, I have one older brother.
  - b. Yes, he has some Bengali books.
  - c. Yes, I have four younger brothers.
  - d. Yes, he has some English books.
  - e. Yes, he has some work.
9. Pattern: sentences 9, 11.
  - a. Where does he live?
  - b. Where does he buy books?

- c. Where do they study?
- d. Where does your older brother live?
- e. Where does he work?

10. Pattern: sentences 10, 12.

- a. He lives at college.
- b. He buys books in the city.
- c. They study in the room.
- d. He lives at home.
- e. He works at the college.

11. Pattern: sentence 15.

- a. How old is he?
- b. How old is your younger brother?
- c. How old is your older brother?
- d. How old is the city?
- e. How old is your father?

12. Pattern: sentence 16.

- a. He is thirty.
- b. He is twenty.
- c. He is twenty-five.
- d. The city is forty years old.
- e. He is fifty.

13. Pattern: sentence 17.

- a. Does he study at the college?
- b. Does your younger brother study at the college?
- c. Does he live at home?
- d. Does he study at home?
- e. Does your father live at the college?

14. Pattern: sentence 18.

- a. Yes, he studies at the college.
- b. Yes, my younger brother studies at the college.
- c. Yes, my older brother lives at home.
- d. Yes, he lives at the college.
- e. Yes, he studies in the room.

15. Pattern: sentence 19.

- a. Does he go home every day?
- b. Does he study at the college every day?
- c. Does he come home every day?
- d. Does he study every day?
- e. Does your father go home every day?

16. Pattern: sentence 20.

- a. No, two days a week he does not go home.
- b. No, three days a week he does not go to college.
- c. No, four days a week he does not come home.
- d. No, five days a week he does not study.
- e. No, one day a week he stays at the college.

17. Pattern: sentence 21.

- a. Which days of the week does he not go home?
- b. Which days of the week does he not go to college?
- c. Which days of the week does he not come home?
- d. Which days of the week does he not study?
- e. Which day of the week does he stay at the college?

18. Pattern: sentences 22, 23.

- a. He does not go home Sunday and Monday.
- b. He does not go to college Sunday, Monday, and Tuesday.
- c. He does not come home Monday, Tuesday, Wednesday, and Thursday.
- d. He does not study Monday, Tuesday, Wednesday, Thursday, and Friday.
- e. He stays at the college Saturday.

19. Pattern

- a. He goes home only Tuesday, Wednesday, Thursday, Friday, and Saturday.
- b. He goes to college only Wednesday, Thursday, Friday, and Saturday.
- c. He comes home only Friday, Saturday, and Sunday.
- d. He studies only Saturday and Sunday.
- e. He comes home Sunday, Monday, Tuesday, Wednesday, Thursday, and Friday.

Lesson II, Part 4. Sentence Drill.

Drill 1

- Where do you(ord.) work?
- I work at the college.
- Do you study there?
- No, I work in the office.
- What does your father do?
- My father is a doctor.
- Where does he live?
- He lives in Dacca.
- Do you have any brothers?
- Yes, I have three brothers.
- What do they do?
- They study at the college.
- Do you stay at home Mondays?
- Yes, I stay at home two days a week, Monday and Tuesday.

Drill 2

- Have you any sisters?
- Yes, I have two sisters.
- What does the older one do?
- She studies Bengali.
- Does she speak Bengali?
- No, she speaks only English.
- Where does your younger sister live?
- She lives at my father's house.
- Does your sister have any sons?
- Yes. She has two sons and one daughter.
- How old is the daughter?
- She is ten.

Lesson II, Part 5. Substitution Vocabulary.

NOUNS:

<u>Bengali</u>	<u>English</u>	<u>Bengali</u>	<u>English</u>
ꣳkom	kind	boin	sister
ḍaktar	doctor	ma, amma	mother
d'aka	Dacca	b' aizan	elder brother
pociś	twenty-five	maia	daughter, girl
tiriś	thirty	bondhu	friend
poncaś	fifty	sele	son, boy
ḍollis	forty	<u>OTHER</u>	
<u>VERBS</u>		mattro	
nac-	dance	kebol	only
bol-	say		
aś-	come		

ADJECTIVES:BengaliEnglishCardinal Numbers

ek	one
dui	two
tin	three
cair	four
pac	five
sce	six
sat	seven
at	eight
nœ	nine
doś	ten

Days of the Week

<u>Bengali</u>	<u>English</u>
robibar	Sunday
śombar	Monday
mongolbar	Tuesday
budhbar (budbar)	Wednesday
biśśudbar	Thursday
śukkurbar	Friday
śonibar	Saturday

Lesson III. part 1. Conversation.Analysis and translation.Bengali

- |           |  |  |
|-----------|--|--|
| 1.        | "news"   | khubor খবর   |
|           | "what news" -- form of greeting  | ki khobor কি খবর   |
| <u>A.</u> | What news?   | <u>A.</u> ki khobor<br>কি খবর                            |
| 2.        | "of you (ordinary)"  | tomar তোমার  |
| <u>B.</u> | Good. What's the news with you?  | <u>B.</u> b'ala ' tomar ki khobor.<br>বানা, তোমার কি খবর |
| 3.        | demonstrative, "that"<br>qualifying suffix; see grammar, section 2.  | oi ওই<br>-ṭa   |
| <u>A.</u> | Good. What book is that?<br>(that--qualifier--what book)   | <u>A.</u> b'ala ' oiṭa ' ki boi<br>বানা, ওইটা কি বই      |
| 4.        | "one"<br>qualifying suffix; see grammar, section 2.<br>"a" (article)<br>noun stem, "poetry, poem"<br>genitive case suffix for stems with vowel final | ek এক<br>ṭa -টা<br>ekṭa একটা<br>kobita কবিতা<br>-r -র    |

- "of poetry "
- kobitar কবিতার
- B. (It is) a book of poetry. B. ekta ' kobitar  
(one--qualifier poetry--  
of book) boi  
একটা কবিতার বই
5. noun stem, "book"  
alternative genitive case  
suffix for stems with cer-  
tain vowelsfinals; see gram-  
mar, section 1.)  
boita বইটা  
-r -র
- "of that book"
- boitar বইটার
- 
- A. What is the name of that A. oi boitar ' mam ki  
book? ওই বইটার নাম কি
6. name of a book of poems B. bolaka বলাকা  
by Tagore. B. oi boitar nam '  
bolaka  
ওই বইটার নাম বলাকা
7. verb stem, "write"  
noun stem, "writer"  
interrogative, "who"  
lekh- লেখ-  
lekhok লেখক  
ke কে
- A. Who is the writer of the A. boitar ' lekhok ke  
book? বইটার লেখক কে
8. name of a famous Bengali B. robindronath (thakur)  
poet, Rabindranath (ঠাকুর)  
(Tagore) রবীন্দ্রনাথ (ঠাকুর)
- B. Rabindranath is the writer B. boitar ' lekhok  
of it. robindranath  
বইটার লেখক রবীন্দ্রনাথ



9. verb stem, "know, recognize"  
"you (ordinary) know"      zan- জান-  
(tumi) zano (তুমি) জান
- B. Do you know Rabindranath's name? (i.e, Are you familiar with...).
- B. tumi ki robindran-ather nam zano  
তুমি কি রবীন্দ্রনাথের নাম জান
10. (inflectional) stem of 3rd person (honorific) pronoun  
"of him (honorific)"      ta তা  
tar তার
- A. No, I don't know his name.      A. na 'ami tar nam ' zani na  
না, আমি তার নাম জানি না
11. A. Who is he?      A. tain ke  
তাইন কে
12. "one"  
qualifying suffix, used with reference to human beings  
"one (person)"      ek এক  
-zon জন  
ekzon একজন  
kobi কবি
- B. He is a poet.      B. tain ekzon kobi  
তাইন একজন কবি
13. noun stem, "song"  
verb stem, "write"  
"He. (honorific) writes"      gan গান  
lekh লেখ-  
lekhen লেখেন

A. Is he a writer of songs?

A. tain ' ki gan lek-  
hen

তাইন কি গান লেখেন

14. for this use of the future tense, see grammar, section 3.1.

basic stem of verb "hear"

śon- (hon-) শোন (শোন)

high stem of verb "hear"

śun (hun-) শুন (শুন)

sign of the future tense

-b- -ব-

2nd person (ordinary)  
verbal ending used with  
future tense

-a -া

"you (ordinary) will  
hear"

(tumi) śunba (তুমি) শুনবা

B. Yes. Would you like  
to hear a song by  
Rabindranath?

B. ho ' tumi ki ' robin-  
dronather gan '  
sunba

(yes-you? Rabindranath-  
of song hear-will)

হু, তুমি কি রবীন্দ্রনাথের  
গান শুনবা

15. for this use of the genitive case, see grammar, section 4.

verb stem, "hear"

śun- শুন

"I will/shall hear"

(ami) śunum শুনুম

A. Yes, I should like to  
hear a song by him.

A. ho ' ami ' tār gan '  
śunum

(yes. I him-of song  
hear-shall)

হু, আমি তার গান  
শুনুম

16. type of Indian stringed instrument      setar      স্বেতার
- verb stem, "play (an instrument)"      baza      বাজা
- "you (ordinary) will play"      (tumi) bazaba      বাজাবা
- A. Will you play the sitar?      A. tumi ki ' setar bazaba  
 তুমি কি স্বেতার বাজাবা
17. type of instrument, violin      behala      বেহালা
- B. No, I shall play the behala.      B. na ' ami ' behala bazamu  
 না, আমি বেহালা বাজানু
18. 2nd person (ord.) pronoun stem      toma-      তোমা-
- genitive case suffix with vowel stems      -r      র
- post-position "with (accompaniment)", "governing a preceding genitive"      ŝathe      সাথে
- "with you"      tomar ŝathe      তোমার সাথে
- type of Indian drum      tobla      তবলা

A. I shall accompany you  
on the tabla.  
(I you-<of> with tabla  
play-shall)

A. ami ' tomar šathe  
tobla bazamu  
আমি তোমার সাথে  
তবলা বাজাৰু

19. B. Will your brother play  
the šitar?

A. tomar bhai ki ' se-  
tar bazaibo  
তোমার ভাই কি শিতাব  
বাজাইব

20. A. Yes, he will play.

B. ho ' bazaibo  
হু. বাজাইব

Lesson III, Part 2. Derivative Grammar.

1. Genitive case endings, as in sentences 4 and 5.

The genitive case ending has two forms:

The general rule for the formation of the genitive case is that when a word has a vowel final, the suffix is /-r/. When a word has a consonant final, the suffix is /-er/. There is an exception to this rule:

When the word has the shape CV (consonant-vowel) and the final vowel is /i/, /u/, or /a/, the genitive suffix is either /-r/ or /-er/. When the word has the shape CVV (consonant-vowel-vowel), and the final vowel is /i/, or /u/, the genitive suffix is /-er/. Examples:

	<u>English</u>	<u>Nominative</u>	<u>Genitive</u>
CV:	mother	ma	maer
	foot	pa	paer
CVV:	book	boi	boier
	brother	b'ai	b'aier
	wife	bou	bouer

But the genitive of /kobi/, "poet", is /kobir/, the word being of CVCV shape.

There is a similar situation for the locative case; see lesson II.

2. The use of qualifiers, as in sentences 3, 4, and 12.

2.1. There are various qualifiers (sometimes called "particles") in Bengali, which have different usages and meanings. The most commonly used one is the one which we have in sentences 3 and 4 -- i.e., /ṭa/. It is not possible to assign a lexical meaning to the usage of /ṭa/ in sentence 3. These qualifiers are frequently added to adjectives or, as here, demonstrative pronouns, which are not accompanied by a noun.

Examples:

<u>English</u>	<u>Bengali</u>
What book is that (or, depending on the intonation, "Is that a book?")	oiṭa ki boi
What book is this (or: Is this a book?)	eita ki boi
Is this easy?	eita ki sóhoz
Is that bad?	seiṭa ki kharap
That is bad.	seiṭa kharap
That is easy work.	oiṭa sóhoz kaz

When the demonstrative is accompanied by a noun, the qualifier is affixed to the noun. Note also differences in meaning.

What is that book?	oi boiṭa ki
That work is easy.	oi kazṭa sóhoz
This poetry is very beautiful.	ei kobita khub sundor

Drill carefully (using the tapes) on these usages and distinctions.

How would you say the following:

That work is difficult.

That is difficult work.

That book is good.

That is a good book.

That poem is beautiful.

That is a beautiful poem.

Is that difficult work?

Is that work difficult?

The difference might be defined in this way: that when the demonstrative (/ei/, /oi/, or /'sei/) is used adjectivally (i.e., accompanying a noun), the noun takes the qualifier. When it is used pronomially (i.e., standing alone, as the subject or object of the sentence), the demonstrative itself takes the qualifier.

2.2. Qualifiers are usually added to numerals and other adjectives of quantity when accompanied by a noun, as in sentence 4. Again, in such cases, there is no transferrable meaning in English. An exception to this rule is when adjectives of quantity accompany nouns referring to money. For example:

"two annas"	dui ana
"five rupees"	pas ṭaka

Note that when adjectives of quantity are used, the nouns which they accompany are singular.

2.3. The qualifier /-ṭa/ can be used with reference to any person or object. The qualifier /-zon/, however, as in sentence 2, can be used only in reference to human beings.

Although /tə/ can also be used with human reference, the use of /-zon/ is preferable in this situation.

2.4. Examples of these various usages are as follow:

I shall fetch a book.	ami ekṭa boi anum
I shall fetch that book.	ami oi boiṭa anum
I shall fetch that.	ami oiṭa anum
he (hon.) will sing a song.	tain ekṭa gan gaiben
he (hon.) will sing two songs.	tain duiṭa gan gaiben
he (hon.) will sing that song.	tain oi ganṭa gaiben
he (hon.) will sing that (one).	tain oiṭa gaiben
I have a book.	amar ekṭa boi ase
I have a brother.	amar skzon b <sup>i</sup> ai ase

### 3. The simple future tense.

3.1. The two uses of the future tense which are illustrated in this lesson are the following:

a. The indication of action that will take place in the future.

b. An expression equivalent to the English "would you...". (i.e., "do you want to" as in sentence 15.)

The future tense is formed by the addition of the future sign /-b-/ to the high stem of the verb, unless the vowel of the verb stem is /a/: If the vowel stem is /a/, the low vowel is preserved in the future tense. The personal endings of the future tense, except the 1st person marker, are then added to the stem -b complex.\*

The future tense personal endings are:

1st person (ami)	-um or -mu
2nd person (ordinary -- tumi)	-a
2nd person (inferior -- tui)	-i

\*(The stems having CV-shapes, except those having /i/ in the stem, take /-ib-/ rather than /-b-/ as the future sign. The 1st person ending is added to the simple stem. /-um/ is added to stems of CVC shape and /-mu/ to stems ending in a vowel.)

2nd person (honorific -- apne)	-en
3rd person (ordinary -- sse)	-o
3rd person (honorific -- tain)	-en

3.2. Sample simple future paradigms are:

son- "hear"

ami sunum	I shall hear
tumi sunba	you (ord.) will hear
tui sunbi	you (inf.) will hear
apne sunben	you (hon.) will hear
sse sunbo	he (ord.) will hear
tain sunben	he (hon.) will hear

kin- "buy"

ami kinum	I shall buy
tumi kinba	you (ord.) will buy
tui kinbi	you (inf.) will buy
apne kinben	you (hon.) will buy
sse kinbo	he (ord.) will buy
tain kinben	he (hon.) will buy

khel- "play"

ami khelum	I shall play
tumi khelba	you (ord.) will play
tui khelbi	you (inf.) will play
apne khelben	you (hon.) will play
sse khelbo	he (ord.) will play
tain khelben	he (hon.) will play

kor- "do, make"

ami korum	I shall do
tumi korba	you (ord.) will do
tui korbi	you (inf.) will do
apne korben	you (hon.) will do



śeē korbo  
tain korben

he (ord.) will do  
he (hon.) will do

zan- "know"

ami zanum  
tumi zanba  
tui zanbi  
apne zanben

I shall know  
you (ord.) will know  
you (inf.) will know  
you (hon.) will know

śeē zanbo  
tain zanben

he (ord.) will know  
he (hon.) will know

za- "go"

ami zamu  
tumi zaiba  
tui zabi  
apne zaiben

I shall go  
you (ord.) will go  
you (inf.) will go  
you (hon.) will go

śeē zaibo  
tain zaiben

he (ord.) will go  
he (hon.) will go

ho- "be, become"

ami homu  
tumi hoiba  
tui hobi  
apne hoiben

I shall become  
you (ord.) will become  
you (inf.) will become  
you (hon.) will become

śeē hoibo  
tain hoiben

he (ord.) will become  
he (hon.) will become

4. The genitive case can be used to denote authorship, as in sentences 15 and 16. Another example:

noun stem "story"  
"Is that a story by  
Azad?"

golpo  
oiṭa ki azader golpo

5. Syntax  
Form all possible Bengali sentences:

Modifiers	Noun	Interrogative	Complement	Noun	Verb	Interrogative
	eiṭa oiṭa seiṭa boiṭa	(ki)	b'ala śokto śhoz			
	oiṭa eiṭa seiṭa boiṭa	(ki)	golper b'ala śokto śhoz	boi		(ki)

5.1.

5.2.

5.3.

Modifiers	Noun	Interrogative	Complement	Noun	Verb	Interrogative
boler						
robindronather	nam	(ki)			zan-	(ki)
korimer						
or						
oitar	lekhok	(ke)				(ki)
er						
ei tar						
boitar	lekhok	(ki)		robindronath		
				korim		

5.4.

Modifiers	Noun (Subject)	Interrogative	Modifiers	Noun (Object)	Verb	Interrogative
amar tomar rohimer	ami tumi tomra  b'ai amma abba	(ki)	amar tomar apner  b'ala kharap s'choz s'okto ekta	gan setar tobla golpo	baza- son-	(ki)

Lesson III, part 3. Pattern drills.

1. Pattern: grammar, section 2.1.
  - a. Is that a book?
  - b. Is that a poem?
  - c. Is that a novel?
  - d. Is that a play?
  - e. Is that a story?
  
2. Pattern: grammar, section 2.1.
  - a. Yes, this is a book.
  - b. Yes, this is a poem.
  - c. Yes, this is a novel.
  - d. Yes, this is a play.
  - e. Yes, this is a story.
  
3. Pattern: sentence 3.
  - a. What book is that?
  - b. What poem is that?
  - c. What novel is that?
  - d. What play is that?
  - e. What story is that?
  
4. Pattern: sentence 4.
  - a. It is a book of songs (use singular form).
  - b. It is a poem by (i.e., of) Rabindranath.
  - c. It is a novel by Rabindranath.
  - d. It is a play by Rabindranath.
  - e. It is a story by Shahed Ali.
  
5. Pattern: sentence 5.
  - a. What is the name of that book?
  - b. What is the name of that poem?
  - c. What is the name of that novel?
  - d. What is the name of that play?
  - e. What is the name of that story?

6. Pattern: sentence 6, grammar section 2.
  - a. That book's name is Bicitra (bicittra). That is the name of the book.
  - b. That poem's name is Balaka (bolaka). And that is the name of the book.
  - c. That novel's name is Gora (gora). That is the name of the novel.
  - d. That play's name is Raja. (raza). That is the name of the play.
  - e. That story's name is Putul. (putul). That is the name of the story.
  
7. Pattern: grammar, section 2.
  - a. Is that a very good book?
  - b. Is that a book of poetry?
  - c. Is that a good novel?
  - d. Is that a difficult play?
  - e. Is that a Bengali story?
  
8. Pattern: grammar, section 2.
  - a. Yes, it is a good book.
  - b. Yes, it is a book of poetry.
  - c. Yes, it is a very good novel.
  - d. No, it is an easy play.
  - e. Yes, it is a Bengali story.
  
9. Pattern: sentence 7.
  - a. Who is the author of it?
  - b. Is Rabindranath the author of the book?
  - c. Is Rabindranath the author of it?
  - d. Is Rabindranath the author of the play?
  - e. Is Shahed Ali the author of the story?
  
10. Pattern: sentences 8, 9.
  - a. Rabindranath is the writer of the book. Do you know his name?

- b. Yes, he is the writer of it. Do you know his name?
  - c. Yes, he is the writer of the novel. Do you know his name?
  - d. Yes, he is the writer of the play. Do you know his name?
  - e. Yes, he is the writer of the story. Do you know his name?
11. Pattern: sentences 10, 11.
- a. No, I don't know his name. Who is he?
  - b. Yes, I know his name.
  - c. Yes, I know his poetry.
  - d. Yes, I know his stories.
  - e. No, I don't know his name. Who is he?
12. Pattern: sentence 12, 13.
- a. He is a writer. You will hear his name.
  - b. He is a good writer. You will read his poetry.
  - c. He is a very good writer. You will read his novels.
  - d. He is a poet. You will hear his songs.
  - e. He is a friend. And he is a writer.
13. Pattern: sentence 14.
- a. Is he a poet of Bengal?
  - b. Is he a writer of poems?
  - c. Is he a writer of many novels?
  - d. Is he a writer of stories?
  - e. Is he a friend of yours (i.e., of you)?
14. Pattern: sentence 15.
- a. Yes. Would you like to hear his Bengali?
  - b. Yes. Would you like to hear a song by him (i.e., "his song")?
  - c. Yes. Would you like to read his novels?
  - d. Yes. Would you like to read his stories?
  - e. Yes. Would you like to hear a song by him?

15. Pattern: sentence 16.

- a. Yes, I should like to hear his Bengali.
- b. Yes, I should like to hear a song by him?
- c. Yes, I should like to read his novels.
- d. Yes, I should like to read his stories.
- e. Yes, I should like to hear a song by him.

Pattern: sentence 17.

- a. Will you read his poetry?
- b. Will you play the sitar?
- c. Will you read a novel?
- d. Will you read a story?
- e. Will you sing a song?

16. Pattern: sentence 18.

- a. Yes, I shall read a poem.
- b. No, I shall play the tabla.
- c. No, I shall read a story.
- d. No, I shall read a poem.
- e. Yes, I shall sing a song.

17. Pattern: sentence 19.

- a. I shall read with you.
- b. I shall play the sitar with you.
- c. I shall read a story with you.
- d. I shall read a poem with you.
- e. I shall sing with you.

Lesson III, part 4. Sentence Drill.

Drill 1.

--What book is that?

--This book? Its name is Gitanjali.

--I do not know that name. Who is its author?



--It is a book of Rabindranath.  
 --Is it a novel?  
 --No, it is a book of poetry.  
 --Is it a good book?  
 --Yes, it is a very good book.  
 --Is it in Bengali?  
 --No, it is in English. Shall I read a poem?  
 --Yes, I should like to hear a poem(i.e., I shall hear).  
 --I shall read the first poem.

---

--That is a good poem. Now will you sing a song of Rabindra-  
 nath?  
 --No, I shall not sing. My brother will sing.  
 --Will you play the tabla?  
 --Yes, I shall play the tabla. Will you dance?  
 --Yes, I shall dance.

Drill 2.

--This is a good story.  
 --What story?  
 --A story of Bonaphul.  
 --Is that his real name?  
 --No, his real name is Balai Chand Mukhopadhyay. He is a  
 good writer.  
 --In which country does he live?  
 --He lives in Bengal. Will you read this story?  
 --I cannot. I do not know Bengali.  
 --Will you learn Bengali.  
 --My brother speaks Bengali well. He will read it.  
 --Is Bengali difficult?  
 --No, it is easy. You will learn Bengali quickly.  
 --That will be good.  
 --Yes, that will be good.

Lesson III, part 5. Substitution Vocabulary.

<u>Bengali</u>	<u>English</u>	<u>Bengali</u>	<u>English</u>
bondhu	friend	gan ga-	sing (a song)
naṭok	play	(Fut.: gan gai-)	
novel	novel	nac	dance
kobita	poetry, poem	par-	be able
inrazi	English (language)	śikh-	learn
baṅla	Bengali (language)		
gan	song		
deś	country		
baṅladeś	Bengali (language)		
golpo	story		
lekha	writing		
prothom	first	ba	or
ditio	second	ar	and
tritio	third	pore	after, afterwards
aśol	true, original		
taratari	quick, quickly	age	before
kon	which	ekhon	now
ke	who		
Idiom: taile	that becomes-(if)	then, if that is so	

Lesson IV, part 1. Conversation.Translation and analysisBengali

- |           |   |   |
|-----------|---|---|
| 1.        | 2nd person (ord.) pronoun stem  | toma- তোমা  |
|           | genitive plural ending (for pronouns and nouns with reference to human beings.) | go গো   |
|           | "of you", "your" (ordinary plural)  | tomago তোমাগো   |
|           | "so many"   | eto এত  |
|           | "why"   | keno কেন  |
| <u>A.</u> | Why are there so many people at your house?                                     | <u>A.</u> tomago barit ' eto lok ken<br>তোমাগো বাড়ীত<br>এত লোক কেন |
| 2.        | noun stem, "sister"   | boin বইন  |
|           | "of sister"   | boiner বইনের  |
|           | "today"   | aiz আজ  |
|           | noun stem, "wedding"  | bia বিয়া   |
| <u>B.</u> | Today is my sister's wedding.   | <u>B.</u> aiz amar boiner ' bia<br>আজ আমার বইনের<br>বিয়া           |
| 3.        | "that is why"   | tai তাই   |
|           | noun stem, "people"   | manus মানুষ   |
|           | noun stem, "crowd"  | bhir ভীড়   |
| <u>B.</u> | That is why there is a crowd of people.   | <u>B.</u> tai ' manser bhir<br>তাই মানুষের ভীড়                     |

4. noun stem, "sister"  
genitive plural ending (for nouns with reference to human beings)

"of sisters"

inflectional stem of interrogative pronoun "who":  
genitive case ending:  
"of whom"

amongst

- A. Which of your sisters is getting married?  
(amongst your sisters whose wedding?)

5. B. It is my little sister's wedding.

6. "of whom"

post-position, "with", governing preceding genitive

"with whom"

verb stem, "be"

"(he, she, it) will be"

- A. Whom is she marrying?  
(with whom her wedding will-be?)

7. surname, "Khan"

- B. She will marry Khan's son.

boin বইন

-গো -দেব

boingo বইনগো

ka- কা

-# কাৰ

moiddhe অইদে

- A. tomar boingo  
moidde ' kar bia

তোমাৰ বইনগো  
অইদে কাৰ বিয়া

- B. amar ' sodo boiner  
bia

আমাৰ ছোট বইনেৰ  
বিয়া

kar কাৰ

loge লগে

kar loge কাৰ লগে

ho- হু

hoibo হুইব

kar loge ' tar bia  
hoibo

কাৰ লগে তাৰ বিয়া  
হুইব

khan খান

- B. khango seler loge '  
tar bia hoibo

খানগো ছেলেৰ লগে  
তাৰ বিয়া হুইব

8. noun stem, "boy"  
qualifying suffix, see  
grammar, section 4.  
"the boy"
- sele ছেলে  
-ṭa টা  
seleṭa ছেলেটা
- A. What does the boy do? A. seleṭa ' ki kore  
ছেলেটা কি করে
9. noun stem, "student"
- B. He is a college student. B. śe ' kolezer sattro  
সে কলেজের ছাত্র
10. nominative plural suffix  
for nouns with reference  
to human beings.
- A. Where do the Khans live? A. khanera' kothae thaken  
খানেরা কোথায় থাকেন  
ta-
11. 3rd person (hon.) pronoun stem  
nominative plural case end-  
ing for pronouns and noun  
stems with reference to  
human beings.  
"they (honorific)"  
noun stem, "market"  
post-position, "near",  
governing preceding  
genitive  
"near the market"  
name of a town
- era -এ-রা  
-ra রা  
tara তারা  
bazar বাজার  
kase কাছে  
bazarer kase বাজারের  
কাছে  
rajśhahi
- B. They live in Shahi, near  
the market. B. tara rajśhahite,  
bazarer kase thaken  
তারা রাজশাহীতে  
বাজারের কাছে থাকেন

12. noun stem, "brother"  
 nominative case plural ending for noun stems  
 "brothers"  
 verb stem, "come"  
 3rd person future "(he/she /it /they) will come"
- b'ai ভাই  
 -ra রা  
 b'aira ভাইরা  
 ás- আস-  
 asbo আসবো
- A. Will your brothers come to the wedding?  
A. tomar b'airaki ' biat asbo  
 তোমার ভাইরা কি বিয়াত আসবো  
 sokole সকলে
13. "all, every one (reference to human beings)"  
B. Yes, they will all come.  
B. ho ' tara sokole ' asbo  
 হু, তারা সকলে আসবো
14. 2nd person (ord.) pronoun stem  
 nominative case plural ending  
 "you(ord. plural)"  
 noun stem, "night"  
 "in/on the night"  
 noun stem, "song"  
 verb stem, "sing"  
 "will you sing songs"
- tom- তোম-  
 -ra -রা  
 tomra তোমরা  
 rattle রাতে (রাতে)  
 gan গান  
 ga- গা-  
 gan gaiba গান গাইবা
- A. Will you sing songs on the night of the wedding?  
A. tomra ki ' biar rattle gan gaiba  
 তোমরা কি বিয়ার রাতে গান গাইবা

15. first person pronoun stem  
nominative plural  
"we"  
B. Yes, we shall sing songs.
- am- আম-  
-ra -রা  
amra আমরা  
B. ho ' amra ' gan  
gamu  
হু, আমরা গান গামু
16. noun stem, "girl"  
genitive plural suffix  
"of the girls"  
post-position governing  
preceding genitive  
"among the girls"  
inflectional stem of inter-  
rogative, "who"  
nominative plural suffix  
"who" (nominative plural)  
A. Who among the girls will  
sing songs?
- maia আইয়া-  
-go -গো  
maiago আইয়োগো  
moidde আইদে  
maiago moidde  
আইয়োগো আইদে  
ka- কা-  
-ra -রা  
kara কারা  
A. maiago moidde ' kara  
gan gaibo  
আইয়োগো আইদে কারা  
গান গাইব
17. noun stem, "friend"  
"friends" (nominative  
plural)  
B. Friends of my sister will  
sing.
- bondhu বন্ধু  
bondhura বন্ধুরা  
B. amar boiner bond-  
hura ' gan gaibo  
আমার বইনের বন্ধুরা  
গান গাইব
18. A. What songs will they sing?
- A. tara ' ki gan gaibo  
তারা কি গান গাইব

19. name of a poet  
B. They will sing gazals of Nazrul.  
 nazrul নজরুল  
B. tara nozruler gozol gab  
 তারা নজরুলের গজল গাবে
20. conjunction, "and, also"  
 "you also"  
A. Will you also sing songs?  
 o -ও  
 tumi+o তুমিও  
A. tumi+o ki ' gan gaba  
 তুমিও কি গান গাবে
21. B. Yes, I also will sing songs.  
B. ho ' ami+o ' gan gamu  
 হু, আমিও গান গামু
22. first person pronoun stem  
 genitive plural suffix  
 "of us, our"  
 ama- আমরা  
 go গো  
 amago আমাদের  
B. tumi, ki ' amago gan ' sunba  
 তুমি কি আমাদের গান শুনবে
23. A. Yes, I should like to listen.  
A. ho ' sunum  
 হু, শুনুম
24. "all right"  
 "in that case"  
 bes' বেস  
 taile তাইনে



2nd person (ord.) pronoun  
stem

objective case suffix (see  
grammar, section 1)

verb stem, "call"

"I shall call"

"I shall call you"

B. All right. In that case,  
I shall call you tonight.

25. "seven"

qualifying suffix, see  
grammar, section 4.2.

"seven o'clock"

post-position, "before",  
governing preceding  
genitive

"before seven o'clock"

A. Will you call before seven  
o'clock?

26. "eight"

qualifying suffix, see  
grammar, section 4.2.

"eight o'clock"

post-position, "after",  
governing preceding  
genitive

toma- তোমা-

-re -রে

ḍak- ডাক-

ḍakum ডাকুম

tomare ḍakum

তোমাৰে ডাকুম

B. bes' taile ' rait-  
tre tomare ḍakum.

বেশ, তাইনে রাইতে

তোমাৰে ডাকুম

śat সাত

-ṭa -টা

śatṭa সাতটা

age আগে

śatṭar age সাতটাৰ  
আগে

A. tumi ki ' sattar age  
' ḍakba

তুমি কি সাতটাৰ

আগে ডাকবা

aṭ ፈট

ṭa

aṭṭa আটটা

pore পাৰে

"after eight o'clock"

B. No, I shall call after eight.

aṭṭar pore আটটার পরে

B. na 'ami ' aṭṭar pore ' dakum.

না আমি আটটার পরে ডাকুম

Lesson IV, part 2. Grammar.

1. The objective case, sentence 24.

1.1. For the time being, we can consider the objective case in Dacca dialect as that which takes the singular case ending /-re/ and the plural case ending /-go/ for pronouns and nouns which have human reference. A more elaborate statement describing the inflection for this case will be given in Lesson VII.

1.2. The case suffix indicates that the noun or pronoun to which it is attached is the object of the verb. For example:

Uninflected:

He speaks Bengali.

śe baṅla koe.

I will hear the song.

ami ganta śunum

Inflected:

I shall call your brother.

ami tomar b'aire dakum

I know him.

ami tare zani

2. Plurals.

2.1. A plural formation of a noun or pronoun indicates that noun or pronoun is more than one in number. Note that when a noun is accompanied by an adjective of number, the noun does not take the plural suffix. For example:

boy	sele	boys	selera	two boys	duizon sele
sister	boin	sisters	boinera	many sisters	onek boin
book	boi	books	boigula	some books	kisu boi

2.2. The plurals of nouns referring to animate beings and of pronouns are formed by the addition of one of a set of plural suffixes to the noun or pronoun stem.. These case suffixes are:

Nominative	-ra / -era
Genitive	-go
(Objective	-go)

Except in pronominal stems and noun stems with /e/ final, where the suffix is always /-ra/, /-go/, and /-go/, there is free variation between /-ra ~ -era/, etc., irrespective of whether the stem has a consonant or vowel final.

Note: In the above list and in the paradigms below, the objective case forms are given, though we have not yet met them in drill. They are given here for the sake of completeness only, and will be taken up in detail in Lessons VII, f.

2.3. A sample plural paradigm of /sele/, "boy", is:

"boys" (nominative)	selera
"of boys" (genitive)	selego
("<to> boys" <objective	selego>)

2.4. A sample plural paradigm of the personal pronouns is:

<u>Person</u>	<u>Nominative</u>	<u>Genitive</u>	<u>Objective</u>
1st	amra	amago	amago
2nd (ordinary)	tomra	tomago	tomago
2nd (inferior)	tora	togo	togo
2nd (honorific)	apnara	apnago	apnago
3rd (ordinary)	tara	tago	tago
3rd (honorific)	tara	tago	tago

Note: Pronouns and nouns referring to human beings are very rarely used in the locative. For such an expression as "among the boys", Bengali usually employs a so-called post-position or similar device -- /selego moidde/ (see below, section 6).

2.5. Although only nouns denoting animate objects and

personal pronouns can form their plurals by means of the suffixes /-ra/, etc., all nouns can form plurals by means of the suffix /-gula/. A sample plural paradigm of /boi/, "book", is:

"books" (nominative)	boigula
"of books" (genitive)	boigular
"books" (objective)	boigulare (very rare- inanimate nouns are usually uninflected in the objective case.
"on/in books" (locative)	boigulate

2.6. The suffix /-gula/, when used with nouns with reference to animate beings (it is not used with pronouns), indicates particularization:

"What do boys (in general) do?"	selera ' ki kore
"What do (those particular) boys do?"	selegula ' ki kore (rare)

2.7. Nouns denoting **inanimate** objects are uninflected in the plural when the reference is general (i.e., there is no contrast between singular and plural formations):

"mango falls", Or "mangos fall"	am pore
"flower blooms," Or "flowers bloom"	phul phote

When the reference is particular, nouns denoting inanimate objects take /-gula/ in the plural:

"mangos (in general) fall"	am pore
"(those particular) mangos fall"	amgula pore
"flowers (in general) bloom"	phul phote
"(those particular) flowers bloom"	phugula phote

2.8. To summarize:

With animate nouns and pronouns:

-ra/-era                      nominative plural suffix; general reference.

- go                    genitive plural suffix; general reference.  
 -go                    objective plural suffix, general reference.

With all nouns:

- gula                  nominative plural suffix, particular reference.  
 -gular                genitive plural suffix, particular reference.  
 -gulare               objective plural suffix, particular reference.  
 -gulate               locative plural suffix, particular reference.

2.9. Mutation drills.

2.10. In a sequence of plural nouns, only the last noun in the sequence takes the plural suffix. For example:

"the mangos and bananas and berries"    am kola ar jamgula

3. Interrogative pronoun (ordinary) stem /ka-/, as in sentence 4.

The interrogative pronoun "who" is declined in this way:

	<u>Singular</u>	<u>Plural</u>
Nominative	ke	kara
Genitive	kar	kago
Objective	kare	kago

4. Qualifier /-ṭa/, as in sentence 8.

4.1. In addition to the uses of the qualifier already mentioned (see ante, Les. III., Gram.) the qualifier can be added to a noun stem to give the force of the English definite article "the" or of the demonstrative "that". So here, /seleṭa/, "the boy, that particular boy".

5. Formation of the feminine.

5.1. Many, though by no means all, nouns in Bengali form the feminine by the addition of the suffixes /-i/, /-ini/, or /-ni/.

5.2. Some nouns which have /-o/ final replace the final /-o/ with /-i/, as:

sattro	"student" (masc.)	sattri	"student" (fem.)
--------	-------------------	--------	------------------

5.3. Nouns which have other vowels final frequently add the /-ni/ suffix to the noun stem, as:

dhopa	"washerman"	dhopani (dhupi)	"washerwoman"
-------	-------------	--------------------	---------------

5.4. Nouns which have consonants final frequently add the suffix /-ini/ to stem, as:

bagh	"tiger"	baghini (baghi)	"tigeress"
------	---------	--------------------	------------

6. Bengali phrases of place or time, in or to which, accompaniment, agency, etc., are expressed by means of post-positions. Most of these post-positions govern a preceding genitive. Some of the most common ones are:

loge/sathe	"with"	amar loge/sathe	"with me"
moidde	"among"	meeder moidde	"among the girls"
pore	"after (time)"	eitar pore	"after this"
age	"before (time)"	eitar age	"before this"
laiga	"for (the sake of)"	tar laiga	"for him/it for his/its sake"

7. Form all possible Bengali sentences:  
7.1.

Modifiers	Post-positional phrase	Subject	Verb
kago			hoibo
amar	boiner, -go	kar	
tomar	b' aier, -go	tar	
apner	bondhur, -go	tomar	
tar	seler, -go	apner	
amago		mair	
		bondhur	

7.2.

Post-positional phrase	Subject	Object	Verb
amar	ami	gan	gai-b-
tomar	tumi	kaz	kor-b-
tar	apne	ki	
	ke		
	kara		

Lesson IV, part 3. Pattern drills.

## 1. Pattern: sentence 1.

- a. Why are there so many people in your room?
- b. Why are there so many friends at your house?
- c. Why are there so many people here?

- 
- d. Why are there so many books on your table?
  - e. Why are there so many books in your room?

## 2. Pattern: sentences 2, 3.

- a. Today is my brother's wedding; that is why there is a crowd.
- b. Today is my sister's wedding; that is why there is a crowd there.
- c. Today is my son's wedding; that is why there is a crowd at my house.

- 
- d. Today is my exam; that is why there are so many books.
  - e. Today is my exam; that is why there are so many books here.

## 3. Pattern: sentence 4.

- a. Which of your brothers is getting married?
- b. Which of your sisters is getting married?
- c. Which of your sons is getting married?

- 
- d. To which of your friends do the books belong (i.e., of your friends, whose book )?
  - e. To which of your brothers do the books belong?

## 4. Pattern: sentence 5.

- a. It is my elder brother's wedding.
- b. It is my younger sister's wedding.



c. It is my younger son's wedding.

---

d. They are Rohim's books.

e. They are my younger brother's books.

5. Pattern: sentence 6.

a. Whom is he marrying?

b. Whom is your sister marrying?

c. Whom is your son marrying?

---

d. With whom does your friend live?

e. With whom does your brother study?

6. Pattern: sentence 7.

a. He is marrying Rohim's daughter.

b. She is marrying Hanam's son.

c. He is marrying my friend's daughter.

---

d. He lives with his friends.

e. He studies with me every day.

7. Pattern: sentence 8.

a. What does your elder brother do?

b. What work does the boy do?

c. What work does your friend do?

---

d. What does he study?

e. What do you (plural) study?

8. Pattern: sentence 9.

a. He is a student.

b. He is a college student.

c. He is an artist.

---

d. He studies Bengali.

e. He learns songs.

9. Pattern: sentence 10.

- a. Where do they live?
  - b. Where does the boy live?
  - c. Where does he live?
- 

- d. Where does he study?
- e. Where will you (plural) study?

10. Pattern: sentence 11.

- a. They live near the city.
  - b. He lives in Dacca, near my house.
  - c. He lives in Dacca, near your house.
- 

- d. He studies at the college near the market.
- e. We will study here, near the window.

11. Pattern: sentence 12.

- a. Will your sisters come to your brother's wedding?
  - b. Will your friends come to your sister's wedding?
  - c. Will your friends come to your son's wedding?
- 

- d. Will he go to his college?
- e. Will he come daily to your room?

12. Pattern: sentence 13.

- a. Yes, they will come.
  - b. Yes, they will all come.
  - c. Yes, they will all come to the wedding.
- 

- d. Yes, he will go to his college.
- e. Yes, he will come to my room every day.

13. Pattern: sentence 14.

- a. Will you (plural) hear songs on the night of the wedding?

- b. Will they sing good songs on the night of the wedding?
  - c. Will they sing gazalson the night of the wedding?
- 

- d. Will he study Bengali at the college?
- e. Will you learn music with him?

14. Pattern: sentence 15.

- a. Yes, we will listen to many songs.
  - b. Yes, they will sing many good songs.
  - c. Yes, they will sing many gazal songs.
- 

- d. Yes, I will study Bengali there.
- e. Yes, we will learn music.

15. Pattern: sentence 16.

- a. Who among the boys will sing songs?
  - b. Who among the girls will sing songs?
  - c. Who among you (plural) will sing songs?
- 

- d. Who among your friends will study Bengali?
- e. Who among your friends will learn music?

16. Pattern: sentence 17.

- a. Friends of my son will sing songs.
  - b. Friends of my daughter will sing songs.
  - c. Friends of mine will sing songs.
- 

- d. They all will study Bengali.
- e. My friends all will learn music.

17. Pattern: sentence 18.

- a. What songs will they sing?
- b. What songs will her friends sing?
- c. What songs will your friends sing?

- 
- d. What writing will they read?
  - e. What songs will they learn?

18. Pattern: sentence 19.

- a. They will sing many songs.
- b. They will sing gazals.
- c. We will sing Rabindranath's songs.

- 
- d. They will read poetry.
  - e. They will learn bhatiali.

19. Pattern: sentence 20.

- a. Will you also sing many songs?
- b. Will you also sing gazals?
- c. Will you also sing Nazrul's songs?

- 
- d. Will you also read poetry?
  - e. Will you also learn bhatiali?

20. Pattern: sentences 21, 22.

- a. Yes, I also shall sing songs. Will you listen?
- b. Yes, I also shall sing gazals. Will you listen to the songs?
- c. Yes, I also shall sing his songs. Will you listen?

- 
- d. Yes, I also shall read poetry. Will you listen to the poetry?
  - e. Yes, I also shall learn bhatiali. Will you listen to a bhatiali?

21. Pattern: sentence 23.

- a. Yes, I should like to listen.
  - b. No, I should not like to listen.
  - c. Yes, we all should like to listen.
-

- d. Yes, I should like to listen to a poem.
- e. Yes, I should like to hear a song.

22. Pattern: sentence 24.

- a. All right. In that case, you will hear the songs tonight.
  - b. All right. In that case I shall not call you tonight.
  - c. All right. In that case, you will come here tonight.
- 

- d. All right. In that case, I shall read a poem tonight.
- e. All right. In that case, I shall call you tonight.

23. Pattern: sentence 25.

- a. Will I come before eight o'clock? (Shall I...?)
  - b. Will you sing before nine o'clock?
  - c. Will you call me before ten o'clock?
- 

- d. Will you read before seven o'clock?
- e. Will you call me before six o'clock?

24. Pattern: sentence 26.

- a. No, I shall call you after nine.
  - b. No, I shall sing after ten.
  - c. No, I shall call you after ten.
- 

- d. No, I shall read after eight.
- e. No, I shall call you after seven.

Lesson IV, part 4. Sentence Drill.

Note. Use ordinary plural forms throughout.

Drill 1.

--There will be a celebration at our house today. Will you come?

--What time will it be?

- It will be at eight o'clock tonight.
- Will there be a crowd of people?
- Yes, many people will come.
- Then I shall not come. I do not like a crowd.
- But they are all your friends. Rohim and Anis will come there.
- All right, then, we shall come. What is the celebration?
- Today is Eid. Do you know what Eid is?
- Yes, it is a festival.
- Yes. We shall sing songs on the day of Eid.
- What kind of songs will you sing?
- Gazal (gozol) songs. The tune of these songs is very beautiful.
- Who are the writers of gazals?
- Many poets. Their names are Iqbal, Nazrul, etc.
- Are they modern writers?
- Yes, they are modern.
- Who (plural) will sing their songs,
- Some singers will come. My friends will also sing.
- I shall not sing. My voice is bad.

### Drill 2.

- Salam will come to my house tonight. Will you come with him?
- What time will he go?
- He will come at seven o'clock sharp. Anis will come too.
- Will Nazma sing? She has a beautiful voice.
- Yes, she will sing gazals.
- Then I shall come. Those songs are very sweet.
- Many people will be coming. They will all bring their instruments.
- What is the celebration?
- Today is my sister's birthday.
- Will the people of your house sing songs for her?
- Yes, they will sing.
- Then I shall come at seven.

Lesson IV, Part 5. Vocabulary.

porikkha	examination	śikh-	learn
utśob	celebration	aś-	come
bidā	learning	an-	bring, fetch
kāla	art	pośondo kor-	like
śongit	music	roz, prottekdin	everyday, daily
śur	melody	aiz	today
śomoe	time	kail (agami kail --)	tomorrow
pośondo	liking	kail (goto kail--)	yesterday
gola	throat, voice		
rat, rait	night	tai	therefore, that is why
jontro	instrument		
śilpi	artist	kintu	but
adhunik	modern		
purana	old, ancient	śokole	all
miśṭi	sweet	zomodin	birthday

Idioms:

kotar śomoe aśba	how-much time come will	What time will you come?
aṭṭar śomoe asum	eight-(and) time come- shall	I shall come at eight.
aiz rate	today night- (in)	tonight

Lesson V, part 1. ConversationAnalysis and translationBengali

1. honorific suffix attached to the given name of a male person addressed.

śaheb  
শাহেব

noun compound, "father" and "mother", see grammar.

abba--amma

আব্বা-আম্মা

- A. Mr. Rohim, where do your mother and father live?

- A. rohim śaheb ' apnar abba-amma kothae thaken

রহিম শাহেব,  
আপনার আব্বা-  
আম্মা কোথায়  
থাকেন  
age আগে

2. "before, formerly"

Calcutta, name of a city, capital of West Bengal

koilkata  
(kolkata)

"in Calcutta"

কলকাতায়

simple past tense stem of verb /as-/ "be"

koilkatae  
কলকাতায়  
si  
ছি

sign of the simple past tense

-l- -ল-

honorific verbal ending

-en -এন

"(they--honorific)"

silen চিনেন

- B. My mother and father were in Calcutta before.

- B. amar abba-amma age ' koilkatae silen

আমার আব্বা  
আম্মা আগে  
কলকাতায়  
চিনেন



3. "this"  
morpheme indicating time  
"this time, now"  
name of a city, capital  
of East Pakistan
- B. Now they live in Dacca.
- ε--variant of e-  
-khon -খন  
ekhon এখন  
d'aka ঢাকা
- B. ekhon ' d'akae thaken  
এখন ঢাকায় থাকেন
4. 2nd person (hon.) pronoun  
stem  
genitive case plural suffix  
"of you (hon. plural)"
- B. Where is your home?
- apna- (apne)  
আপনা- (আপনে)  
-go -গো  
apnago আপনাগো
- B. apnago bari '  
kothae  
আপনাগো বাড়ী  
কোথায়
5. 1st person pronoun stem  
genitive case plural suffix  
"of us"  
name of a city and a  
district. in western  
West Bengal
- 3rd person simple past  
tense verbal ending  
"it (he/she) was"
- A. Our house was in  
Birbhum before.
- ama- আমরা  
-go -গো  
amago আমরাগো  
birbhum বীরভূম
- o -ও
- siloi. ছিল (আছিল)
- A. amago bari age '  
birbhume silo  
আমাগো বাড়ী  
আগে বীরভূমে  
আছিল

6. 1st person nominative pronoun stem  
nominative plural case suffix  
"we"  
conjunctive, "too, also"
- am- আমরা-  
-ra -রা  
amra আমরা  
o ও
- A. Now we also live in Dacca.  
A. ekhon amra o ' d'akae thaki  
এখন আমরা ঢাকায় থাকি
7. "which"  
noun stem, "place"  
"in which place"
- kon কোন  
zaega জায়গা  
kon zaegae  
কোন জায়গায়
- B. In which part of Dacca do you live?  
Dacca-in which place-in you live)  
B. d'akae ' kon zaegae ' thaken  
ঢাকায় কোন জায়গায় থাকেন
8. noun stem, "bank, edge, side"  
"near the new market"
- kase কাছে  
niu marketer kase  
নিউ মার্কেটের কাছে
- A. Now we live near the new market.  
A. amra ekhon ' niu marketer ' kase thaki  
আমরা এখন নিউ মার্কেটের কাছে থাকি
9. name of a section of old Dacca.  
1st person simple past verbal ending
- lokkhibazar  
-am -আম

"we (I) were (was)"

asilam আছিলাম

A. Formerly we were in  
Laksmibazar

A. age ' lokkhi bazare  
asilam

আগে লক্ষ্মী বাজারে  
আছিলাম

10. post-position "with",  
governing preceding  
genitive

loge আগে

"with you (honorific)"

apner loge আপনার  
লগে

"more, and in addition"

ar আর

"who in addition, who else"

ar ke আর কে

B. Who else lives with you in  
Dacca?

B. apner loge ' d'akae  
ar ke thake

আপনার লগে ঢাকায়  
আর কে থাকে

11. noun stem, "family"

sonsar সংসার

A. Our family is very large.

A. amago sonsar ' khub  
boro

আমারো সংসার  
খুব বড়

12. noun stem, "elder brother's  
wife"

bhabi ভাৰী

elder brother

b'aizan

A. My mother, father, elder  
brother, and sister-in-  
law live with me.

A. amar loge abba-amma  
b'aizan o bhabi  
thaken

আমার লগে আব্বা-  
আম্মা, ভাইজন ও  
ভাৰী থাকেন

13. "how many"

qualifier

"how many"

noun stem, "boy"

noun stem, "girl"

koe কয়

-ṭa -টা

koṭa কয়টা

sele ছেনে

mee মেয়ে

- B. How many children does  
your brother have?  
(your brother-of how-  
many children)

B. apner b'aier ' koṭa  
sele-mee

আপনের ভাইয়ের  
কয়টা-ছেনেমেয়ে

14. alternative stem of numeral  
"one"

qualifier

"one"

stem of numeral "two",  
used in compounds

qualifier

"two"

ek এক

-ṭa -টা

ekṭa একটা

dui দুই

-ḍa -ডা (টা)

duiḍa দুইডা (দুইটা)

- A. My brother has a son  
and two daughters.

A. amar b'aier ' ekṭa  
sele ' o duiḍa  
mee

আমার ভাইয়ের  
একটা ছেনে ও দুইটা  
মেয়ে

15. noun stem, "father's  
brother"noun stem, "father's brother's  
wife"

caca চাচা

caciamma চাচীআম্মা

compound noun, "father's brother and his wife"

nominative plural case suffix

"father's brothers and their wives"  
(or, "father's brother, his wife and children)

caca-caciamma  
চাচা-চাচীআম্মা  
-ra -রা

caça-caciammara  
চাচাচাচীআম্মারা

B. Do your aunts and uncles live with you?

B. apner caca-caciammara ki ' apner loge thaken

আপনের চাচাচাচী-  
আম্মারা কি আপনের  
লগে থাকেন

16.

"now"

emphatic suffix, here translatable as "even"

"even now, still"

ekhon এখন  
-o -ও

ekhono এখনও

A. No, my aunts and uncles still live in Loksmibazar.

A. na ' caca-caciammara ekhono lakkhibazare thaken

না, চাচাচাচীআম্মারা  
এখনও লক্ষ্মীবাজারে  
থাকেন

17. B. What does your uncle do?

B. apner caca ' ki koren

আপনের চাচা  
কি করেন

18.

"before"

loan word, "professor"

age আগে

prophesar প্রফেসার

A. At first, he was a professor.

A. tain age ' prophesar silen

তাইন আগে প্রফেসার  
আছিলেন

- A. Now he does nothing at all.
- A. ekhon ' kisui koren na  
এখন কিছুই করেন না
19. "that"  
"what"  
"what is that?" or "how can that be?"  
3rd person (honorific) pronoun stem  
objective case ending  
"him (objective)"  
stem of verb "see"  
simple past tense sign  
1st person past tense suffix  
"I saw"
- śe মে  
ki কি  
śe ki মে কি  
ta- তা  
-re রে  
tare তাই  
dekh- দেখ  
-l- -ল-  
-am -াম  
dekhlam দেখলাম
- B. How can that be? I saw him in the office (just) now.
- B. śe ki ' ami ekhon ' tare ofise dekhlam  
মে কি! আমি এখন  
আফিসে  
দেখলাম
20. A. In what office did you see him?
- A. kon ofise ' tare ekhon dekhlen  
কোন অফিসে তাই  
এখন দেখলেন
21. B. I saw him in his office.
- B. ami tare ' tar ofise dekhlam  
আমি তাই তার  
অফিসে দেখলাম

22. perhaps

bodhoe

A. Perhaps he has some business in that office.

A. tar bodhoe ' ofise  
kono kaz ' ase

তার বোধহয় অফিসে  
কোন কাজ আছে

23. but

kintu

কিন্তু

A. But he doesn't work there.

A. kintu tain scikhane  
kaz koren na

কিন্তু তাইন সেইখানে  
কাজ করেন না

Lesson V, Part 2. Grammar.

1. Compound nouns.

Compound nouns are common in Bengali; they are made up of two or more noun stems. The case or number inflection, where there is one, is added to the last member of the compound only. Therefore such compounds are treated inflectionally as simple nouns. Examples:

ma-baba (abba-amma)

"mother-father, mother and father"

b'ai-boin

"brother-sister", brother and sister"

In some cases, meanings of compound nouns are extended beyond the meanings of their elements:

sele-maia

"boy-girl, children"

gas-pala

"trees and things like that"

bone gas-palagula tara-  
tari gozae

"In the forest trees and other things (i.e., vines, bushes, etc.) grow very quickly"

2. Simple past tense.

2.1. The primary uses of the simple past tense are:

- a. Connected narrative to describe a series of actions in past time.
- b. To express action which has taken place in the immediate past.

2.2. The sign of the simple past tense is /-l-/, which sign is added to the high stem of all verbs EXCEPT those of CVC - shape with /a/-vowel stems.

2.3. The personal endings for the simple past tense are:

1st	-am
2nd (ordinary)	-a
2nd (inferior)	-i
2nd (honorific)	-en
3rd (ordinary)	-o
3rd (honorific)	-en

2.4. Examples:

ken-	"buy"	ami	kin-l-am
		tumi	kin-l-a
		tui	kin-l-i
		apne	kin-l-en
		śse	kin-l-o
		tain	kin-l-en
kor	"do"	ami	korlam
		tumi	korla, etc.
khe1	"play"	ami	khellam
		tumi	khella, etc.
oṭh-	"rise up"	ami	uṭhlam
		tumi	uṭhla, etc.

BUT CaC- stems have no change:

zan-	"know"	ami	zanlam, etc.
------	--------	-----	--------------



Stems of shape CV-, even where the stem-vowel is /a/, take /i/ before the past suffix /l/. For example:

pa-	"get"	ami	pai-l-am
		tumi	pai-l-a
		tui	pai-l-i
		apne	pai-l-en
		śee	pai-l-o
		tain	pai-l-en

2.5. The verb /za-/, "go", has an irregular stem in the simple past. The stem /za-/ is inflected in this way:

ami	gɛ-l-am
tumi	gɛ-l-a
tui	ge-l-i
apne	gɛ-l-en
śee	gɛ-l-o
tain	gɛ-l-en

2.6. Give full paradigms for the following verb stems:

paṛ-	"read"
śon-	"hear"
par-	"be able"
phəl-	"drop"
de-	"give"
khā-	"eat"

2.7. In Lesson VII, more intensive drills on the simple past are given.

3. The stem of the simple past tense of the verb "be" (/as-/) is /si-/. The sign of the simple past and the simple past personal endings are added to this stem. The simple past is the only past tense in which this verb occurs.

4. Plural verbal endings. Note that there is no variation in verbal personal endings between the singular and plural

numbers. Thus:

ami zani "I know" amra zani "We know," etc.

5. The qualifier /-ṭa/, as in sentence 13.

The form /ka/ is an adjective of quantity. The use of the qualifier in sentences 13 and 14 is the use which we have seen before--namely, that the qualifier is added to numerals and other adjectives denoting quantity when followed by a noun.

6. The bound morpheme /khon/ indicates time:

ekhon	"this time now"
kokhon	"which time, when"
onekkhon	"much time", etc.

7. Often an emphatic negative is expressed in Bengali by the use of the construction

(positive)-(emphatic) ... (verb) + na

something-(emphatic) does-do    kisui koren na  
not

He does nothing at all.

Other examples, using the /-o/ emphatic suffix as in sentence 16, might be:

they when-(emphatic) there    tara kokhono <sup>ś</sup>seikhone  
do-go not                            zae na

They never go there (at all).

they somewhere-(emphatic) do-    tara kothao zae na  
go not

They do not go anywhere (at all).

He reads no books (at all).    <sup>ś</sup>se kono boi pore na

8. When the subject of a sentence is plural, the complement takes no plural suffix; e.g.:

They are writers.                    tara lekhok

They were writers.                  tara lekhok silen

9. Construct all possible Bengali sentences:

Modifier	Subject	Verbal modifiers	Verb	
amar	ma-baba/ra	age	kothae	si - - - -1- am/a/en/o
amago	b'ai-boin/era	pcrc	koi'lkatae	-b- o/a/en/e
tor	sele-maia/ra	ekhon	schore	
togo			eikhane	
tomar			ei zaegae	
tomago				
	ami/amra	pcrc	nodir dhare	
	tui/tora	ekrono	tago loge	
	tumi/tomra		tar kase	
	agne/apnara			

Lesson V, part 3. Patterns.

1. Pattern: sentence 1.
  - a. Where do your brother and sister live?
  - b. Where do your children live?
  - c. Where do your brothers and sisters live?
  - d. Where do your aunts and uncles live?
  - e. Where do their children live?

2. Pattern: sentence 2.
  - a. They were in Calcutta before.
  - b. They were in Dacca before.
  - c. Their house was in Faridpur (foridpur).
  - d. They were with Karim before.
  - e. They were in Karim's house before.

Pattern: sentence 3, 4.

- a. Now they live in Dacca. Where is your home?
- b. Now they live in Karachi. Where is your home?
- c. Now they live in Rajshahi. Where is your brother's home?
- d. Now they live with me. Where is your uncle's home?
- e. Now they live with their father. Where is your children's home?

3. Pattern: sentence 5, 6.
  - a. Now we also live in Dacca.
  - b. Now we also live in Karachi.
  - c. Now he also lives in Rajshahi.
  - d. Now he also lives with his children.
  - e. Now they also live with us.

4. Pattern: sentence 7.
  - a. In which part of Dacca do you live?
  - b. In which part of the city do you live?
  - c. In which part of Rajshahi does he live?

- d. In which part of the house does he live?
- e. In which room of the house do they live?

5. Pattern: sentence 8.

- a. Now we live by the side of the river.
- b. Now we live by the side of the mosque.
- c. Now he lives by the side of the mosque.
- d. Now he lives beside me.
- e. Now they live in the big room.

6. Pattern: sentence 10.

- a. Who else lives with you?
- b. Who else lives by the side of the mosque?
- c. Who else lives with him?
- d. Who else lives beside you?
- e. Who else lives in that room?

7. Pattern: sentence 11.

- a. Our family is very large.
- b. Many large families.
- c. His family is very large.
- d. My brother and his large family.
- e. Our family is very small.

Pattern: sentence 12.

- a. My aunts and uncles live with us.
- b. My brothers and sisters live near us.
- c. His children live with him.
- d. My uncles also live with him.
- e. Only the children live in that room.

8. Pattern: sentence 13.

- a. How many children do they have?
- b. How many children does your sister have?
- c. How many children does he have?

- d. How many children does your brother have?
  - e. How many children do you have?
9. Pattern: sentence 14.
- a. They have two sons and two daughters.
  - b. She has one son and two daughters.
  - c. He has three sons and four daughters.
  - d. My brother has one son and one daughter.
  - e. We have one son and one daughter.
10. Pattern: sentence 15.
- a. Do your mother and father live with you?
  - b. Do your aunts and uncles live near you?
  - c. Do his brothers live with him?
  - d. Does your sister live with him?
  - e. Do your brothers live with you?
11. Pattern: sentence 16.
- a. No, they still live in Karachi.
  - b. No, they still live in Dacca.
  - c. No, they still live in the city.
  - d. No, she still lives with my brother.
  - e. No, they still live with my father.
12. Pattern: sentence 17.
- a. What does your father do?
  - b. What does your uncle do?
  - c. What do your brothers do?
  - d. What does your brother do?
  - e. What do they do?
13. Pattern: sentence 18.
- a. Formerly, he was a writer.
  - b. Formerly, he was a poet.
  - c. Formerly, they were writers.

- d. Formerly he was a doctor.
- e. Formerly, they were students.

Pattern: sentence 20.

- a. Now he writes nothing at all.
- b. Now he reads nothing at all.
- c. Now they write nothing at all.
- d. Now he does nothing at all.
- e. Now they study nothing at all.

14. Pattern: sentence 21.

- a. How can that be? I saw his book just now.
- b. How can that be? I saw his book of poetry just now.
- c. How can that be? I saw their writing just now.
- d. How can that be? I saw him in the hospital just now.
- e. How can that be? I saw them in class just now.

15. Pattern: sentence 22.

- a. Which book of his did you see?
- b. Which poetry book did you see?
- c. Which writing did you see?
- d. In which hospital did you see him?
- e. In which class did you see them?

16. Pattern: sentence 23.

- a. I saw his poetry book.
- b. I saw his big book.
- c. I saw their new book.
- d. I saw him in the new hospital.
- e. I saw them in Bengali class.

17.. Pattern: sentence 24, 25.

- a. He wrote poetry, but he doesn't write poetry anymore.
- b. He wrote books, but he doesn't write anymore.
- c. They wrote books, but they don't write now.

- d. He went there, but he doesn't work there now.  
 e. They went to class, but they don't study there now.

Lesson V, Part 5. Substitution Vocabulary.

śilpi	artist	dəkh-	see, look
śikkhək	teacher	za-	go
sattro	student (m.)	śeś kər-	finish
sattri	student (f.)	paśe	beside
dhopə	washerman	bhitore	within (post- position)
dhopani	washerwoman		
dokan	shop	kase	near (post-position)
mośzid	mosque	kisukkhon	a while
iśkul	school	kisu	some, a little
soṅśar	family	ekhon	now
poribar		ekhoni	now-(emphatic); just now
rod			
raśta	road	ei	this
pakistan	Pakistan	-i	(emphatic)
uttor	north	prae	often
dokkhin	south	kəkhəno na	never
purbo	east		
pościm	west		
haśpatal	hospital		
sele/maia	children		

Idioms:

amar mone hōe	me-of mind-in (it)- becomes	I think, It seems to me
golpo kər- eimattro	story make this only	talk, gossip just now



Lesson VI, Part 1. Conversation.Translation and analysis.Bengali

1. Note: no subject is expressed; /apne/ is understood from the context and verbal suffix.

verb stem, "want"

ca- চা-

honorific verbal ending

-n -ন

"(you--honorific) want"

can চান

A. What do you want?

A. ki can

কি চান

2. B. I want a book.

B. ekṭa boi cai

একটা বই চাই

3. 1st person pronoun stem

ama- আমা-

objective case ending  
(see grammar, section 11).

-re -রে

"(to) me (objective)"

amare আমারে

"that, those"

oi ওই

"new"

nuton নতুন

"history"

itihās ইতিহাস

noun stem, "book"

boi বই

inanimate plural suffix

gula গুলি

"books"

boigula বইগুলি

verb stem, "show"

dekha- দেখা-

honorific ending for  
verb stems with vowel  
final

-n -ন

"please show" (for this imperative usage, see grammar, section 2.2)

dekhan দেখান

- B. Please show me those new history books.
- B. amare 'oi nutcn  
itihās boigula '  
dekhan  
আম্মারে ওই নুতন  
ইতিহাস বইগুলো  
দেখান  
kin- কিন-
4. high stem of verb "buy"  
sign of future tense  
honorific verbal ending  
"(you --hon.) will buy"
- A. Will you buy the books now?
- B. -b- -ব-  
-en -এন  
(apne) kinben  
(আপানে) কিনবেন
- A. Will you buy the books now?
- B. apne ki skhon '  
boigula kinben  
আপানে কি এখন  
বইগুলো কিনবেন
5. high stem of verb "look,  
look at"  
"(I) shall look at"
- dekh- দেখ
- dekhum দেখুম
- B. No, I shall look at the books now.
- B. na ' skhon ami '  
boigula dekhum  
না, এখন আমি  
বইগুলো দেখুম
6. "afterwards"  
"this"  
plural suffix  
"these"
- por পর  
ei এই  
gula গুলো  
eigula এইগুলো

high stem of verb "take"

ending for past active  
participle

PAP, "taking, having  
taken" (see grammar,  
section 4).

ni नि

-a -या

nia निया

- B. Afterwards I shall take  
them.  
(afterwards) I them having-  
taken shall-go)

- B. pore ami eigula nia  
zamu

পরে আমি এইগুলো  
নিয়া যামু

7. noun stem, "book"  
plural suffix  
genitive case ending  
"of the books"  
noun stem, "price"  
verb stem, "give"  
sign of future tense  
honorific verbal ending  
"(you--hon.) will give"

boi বই-

-gula - গুলো

-r - র

boigular বইগুলোর

dam দাম

di- দি-

-b- -ব-

-en -এন

(apne) diben

(আপনে) দিবেন

- A. Will you pay for the  
books now?  
(you? now of-the-books  
price will give)

- A. apne ki ekhon !  
boigular dam di-  
ben

আপনে কি এখন

বইগুলোর দাম

দিবেন

8. noun stem, "brother"  
objective case ending  
"(to) brother"  
verb stem, "send"  
"you (hon.) will send" --  
indicative or imperative;  
for this imperative usage,  
see grammar, section 3.
- b'ai ভাই  
-re -রে  
b'aire ভাইবে  
paṭha- পাঠা-  
paṭhaiben পাঠাইবেন
- B. No, send them to my  
brother.
- B. na ' amar b'aire  
' paṭhaiben  
না, আমার ভাইবে  
পাঠাইবেন
9. B. He will pay. (he price  
will-give)
- B. śee dam dibo  
সে দাম দিব
10. high stem of irregular  
verb "give"  
honorific ending  
"please give" (impera-  
tive--see grammar, sec-  
tion 5.1.)
- di- -দি-  
-n -ন-  
den. দেন
- A. No, please pay now.  
(no, you now price  
(please)give)
- A. na ' apne ekhon  
' dam den  
না, আপনে এখন  
দাম দেন
11. "all right"
- assa আচ্ছা

- A. All right. How much are the books?  
(all right of-the-books how-much price)
- B. assa ' boigular ' koto dam  
এসো বইগুলোর কত দাম
12. numeral, "three"  
form of qualifier used with /tin/  
Note: no plural suffix is used with the noun when the noun is accompanied by an adjective of quantity.
- A. ei tinṭa boier dam ' pac ṭaka  
এই তিনটা বইয়ের দাম পাচ টাকা
- B. tin- তিন-  
-ṭa -টা-
- A. The price of these three books is five rupees.
- B. ei tinṭa boier dam ' pac ṭaka  
এই তিনটা বইয়ের দাম পাচ টাকা
13. "very great, excessive"  
"very greatly excessive"
- B. That's too much.
- B. boro beśi dam  
বড় বেশী দাম
14. numeral "four"  
"rupee"  
locative case ending  
"in (within) four rupees"
- B. Give me the books for (i.e., within) four rupees.  
(four rupees-within this books <please give>)
- B. cair ṭaka te  
চার টাকাতে  
cair ṭakate  
চার টাকাতে  
B. cair takate ' ei boigula den  
চার টাকাতে এই বইগুলো দেন

15. noun stem, "book"  
 plural suffix  
 locative case ending  
 "in books"  
 "five"  
 "hundred"  
 "page"

A. No. There are five hundred pages in these books.

16. "so much"  
 "small"  
 "so small"  
 noun stem, "price"  
 locative case ending  
 "in (within) price"

A. I shall not give (them to you) for such a small price.

17. B. How much will you sell this book for?  
 (how-much price-in this book-/qual./ you-will-give)

boi বই

-gula -গুলা

-te -তে

boigulate বইগুলাতে

pac পাচ

so সো

pata পাতা

A. na ' ei boigulate  
 ' pac so pata

না, এই বইগুলাতে

পাচ সো পাতা

eto এত

kom কম

eto kom এতকম

dam দাম

-e -এ

dame দামে

A. eto kom dame  
 ' dimu na

এত কম দামে

দিবু না

B. koto dame ' ei  
 boita diben

কত দামে এই

বইটা দিবেন

18. A. I'll give (you) this one  
for (i.e., within) two  
rupees.

A. dui takate ' eita  
dimu  
দুই টাকাত এইটা  
দিবু

19. "but"  
noun stem , "book"  
"the (particular) book"  
"this (particular) book"  
"in this (particular)  
book"

kintu কিন্তু  
boi বই-  
boita বইটা  
ei boita এই বইটা  
ei boitate  
এই বইটাত

Note that the locative  
suffix come after the  
qualifier.

"only"

kebol কেবল

B. But there are only one  
hundred pages in this  
book.

B. kintu ' ei boitate  
' kebol ek so pata  
কিন্তু এই বইটাত  
কেবল এক শো পাতা

B. Why is it so expensive?  
(so-much price why?)

B. sto dam ken  
এত দাম কেন

20. "this"  
"this (particular) one"  
"in this (particular) one"  
"picture"  
"there is, there are"

ei এই  
eita এইটা  
eitat এইটাত  
sobi ছবি  
ase আছে

A. There are many pictures  
in this one.

A. eitat 'onek sobi.  
ase

এই টোত অনেক  
ছবি আছে

21. B. Will you give me the book  
for one rupee?

B. ek takate ki '  
boita diben

এক টাকাত কি  
বইটা দিবেন

22. "another"

onno অন্য

"shop"

dokan দোকান

stem of verb "look"

dekh- দেখ

honorific imperative  
ending

-en -এন

"please look"

dekhen দেখেন

A. No, please go and look in  
another shop.

A. na ' apne onno  
dokane ' dekhon

না, আপনি অন্য  
দোকানে দেখেন

### Lesson VI, Part 2. Grammar.

1. The objective case inflectional ending, as in sentences  
3 ff.

1.1. The objective case ending is used with pronouns and nouns denoting persons. Except in certain circumstances, inanimate nouns are left uninflected in the objective case. (See below, 1.3.).

1.2. When a verb has both a "direct" and an "indirect" object, the case ending is used with the indirect object, and the



direct object is left uninflected. Thus, in sentence 3, the indirect object /amare/ takes the case inflection, while the direct object /boigula/ is left uninflected.

Another example of this situation is:

amare tomar cheleṭa dṣo  
Give your son to me / give me  
your son.

1.3. An exception to the rule that inanimate nouns do not take objective case inflection, is when a particular object or group of objects within a class is designated. In sentence 14, for example, where particular books are under discussion, the objective case ending may be used, thus:

Give me the (particular) books for four rupees.	cair ṭakate ei boigula ḍen
--	-------------------------------

This option, however, is not usually taken in normal speech; the objective case ending is usually used only with nouns referring to animate objects.

1.4. Some Bengali verbs do not take indirect objects. Among these verbs are "read" and "sing".

2. The formation of the present imperative, as in sentence 3.

2.1. The present imperative of regular verb stems is formed by the use of the present indicative, without the personal pronoun in the first and second person ordinary. Thus:

kini	"let me/us buy"	zai	"let me/us go"
kino	"buy!"	zao	"go!"

2.2. In the 3rd person ordinary and in the honorific forms, the imperative is formed by the addition of the suffixes /-uk, -k/ and /-en, -n/, the use of the alternative suffixes being dependent upon whether the verb stem has a consonant or vowel final.

kinen	"please buy"	zan	"please go"
-------	--------------	-----	-------------

kinuk "let him/her/it  
(ord.) buy"

zauk "let him/her/it  
(ord.) go"

Note that the stem is him in the second case, but not in the first case.

kinen "let him (hon.)  
buy"

zan "let him (hon.)  
go"

Give imperative forms for the following:

p̄r-

k̄r-

ṣur-

oṭh-

f̄el-

pa-

3. Future imperative, as in sentence 8.

The future imperative of all persons except for the 2nd person ordinary is formed as the simple future without the personal pronoun. The formation of the future imperative of the 2nd person ordinary will be discussed in a later lesson.

4. Formation and use of the past active participle, as in sentence 6.

The past active participle is formed by the use of the high stem of a verb with the ending /-a/. There are many compound verbs in Bengali, as here in sentence 6, some of which consist of the non-finite past active participle plus an inflected or finite form of another verb. The past active participle is translatable either as "-ing" or "having... -en"; here, for example, either "taking" or "having taken". There will be a more complete discussion of the past active participle and of compound verbs in a later lesson.

5. The verbs /de-/, "give" (as in sentence 9) and /ne-/, "take", form an irregular verb class. A paradigm of the simple present, past, and future tenses will be:

<u>Person</u>	<u>Present</u>	<u>Past</u>	<u>Future</u>
1st	dei	dilam	dimu
2nd (ord.)	dɛo	dila	diba
2nd (hon.)	dɛn	dilen	diben
2nd (inf:)	diś	dili	dibi
3rd (ord.)	dɛe	dilo	dibo
3rd (hon.)	dɛn	dilen	diben

5.1. The 3rd person ordinary and the honorific imperative forms are also irregular, being formed by means of the high-stem /di-/ or /de-/ in ordinary, or /dɛ-/ in honorific:

3rd (ord.)	dik, dek
2nd and 3rd (honorific)	dɛn

6. The use of the locative in various contexts, including the buying and selling context, is a peculiar one. The best translation for such a use might be "within what price...", "within five rupees...", etc. Thus:

koto dame diben

How much will you sell (it for)?  
How-much price-within give will

7. Form all possible Bengali sentences:

7.1.

Subject	(Int.)	Indirect Obj.	Direct Obj.	Verbal Modifier	Verb	(Neg.)
ami	(ki)	amare	ki	ekhon	dekha-	(na)
tumi		tomare	eiṭa	pore	de-	
apne		apnare	oiṭa			
śee		tare				
tain			ekṭa	ai		
amra		amago	duiṭa	kail	paṭha-	
tomra		tomago	baṅla	śeikhane		
		apnago	nuton	anno dokane	ken-	
tara		tago (ke)	itihās		nīa za-	
rohīm		rohimer	boro		de-	
lekhok		b. aire	boier			
		lekhokre	boigular			

7.2

Subject	Modifier	Object	(Int. )	Verb
ami	boier	dam		an-
tumi	boigular			de-
	eițar oițar		koto ki	
	eigular			

7.3.

Subject	Indirect Object	Modifier	(Int. )	Direct Object	Verb	(Neg) .
ami	amare	ek	(ki)	eița	de-	(na)
tumi	tomare	đui		oița	pațna-	
	b'aire	tin		boița	ken-	
		koto dame				
		bçro				
		sođo				

7.4.

Modifier	Subject
boițate	ke bçl ek só pata
boigulate	đui só onek

Lesson VI, part 3. Patterns.

1. Pattern: sentence 1.
  - a. What do you hear?
  - b. What do you see?
  - c. What do you buy?
  - d. What do you read?
  - e. What do you want?

2. Pattern: sentence 2.
  - a. I hear a song.
  - b. I see a book.
  - c. I buy books.
  - d. I read books.
  - e. I want many books.

Pattern: sentence 3, grammar section 1.4.

- a. Please sing that song.
- b. Please show me that book.
- c. Please show me those new books.
- d. Please send me those new books.
- e. Please send me those new Bengali books.

3. Pattern: sentence 4.
  - a. Will you hear the song now?
  - b. Will you listen to the poetry now?
  - c. Will you buy the books in this shop?
  - d. Will you buy the books now?
  - e. Will you read the books afterwards?

4. Pattern: sentence 5.
  - a. No, I shall read this book now.
  - b. No, I shall read the poetry now.
  - c. No, I shall read the books here.
  - d. No, I shall read the books now.
  - e. Yes, I shall not read the books now.

Pattern: sentence 6.

- a. Afterwards I shall listen to the song.
- b. Afterwards I shall listen to the poetry.
- c. Afterwards I shall take them.
- d. Afterwards I shall buy them.
- e. Afterwards I shall read them.

5. Pattern: sentence 7.

- a. Will you pay for that book now?
- b. Will you pay for that poetry book now?
- c. Will you pay for those books now?
- d. Will you pay for them now?
- e. Will you pay for the Bengali books now?

6. Pattern: sentence 8.

- a. No. Send it to my brother.
- b. No. Send the book to my sister.
- c. No. Send them to my father.
- d. No. Send the books to my brother.
- e. No. Send the books to me.

Pattern: sentence 9.

- a. He will pay you.
- b. She will pay you.
- c. He will pay for the book (i.e., "he will give the price of the book").
- d. He will pay for them.
- e. I shall pay you afterwards.

7. Pattern. sentence 10.

- a. No, please pay me now.
- b. No, please pay us now.
- c. No, let him pay now.
- d. No, let him pay for them now.
- e. No, please pay for them now.

8. Pattern: sentence 11.

- a. All right. How much is it?

12. Pattern: sentence 17.

- a. All right. How much will you sell these for?
- b. All right. How much will you give those for?
- c. All right. How much will you sell these books for?
- d. All right. How much will you sell these pictures for?
- e. All right. How much will you give me these books for?

13. Pattern: sentence 18.

- a. I'll give these for ten rupees.
- b. I'll give you those for seven rupees.
- c. I'll give you these books for five rupees.
- d. I'll give you those pictures for one rupee.
- e. I'll give you those books for nine rupees.

14. Pattern: sentence 19, 20.

- a. But there are only one hundred pages in those books.  
Why are they so expensive?
- b. But there are only two pictures in them. Why are they so expensive?
- c. But there are only two hundred pages in them. Why are they so expensive?
- d. But there are two pictures here. Why are they so cheap?
- e. But there are only three books here. Why are they so expensive?

15. Pattern: sentence 21.

- a. There are many pictures in those books.
- b. There are five hundred pages in them.
- c. There are twenty pictures in them.
- d. There are many pictures in this shop.
- e. There are many pictures in those three books.

16. Pattern: sentence 22.

- a. Will you give me the books for five rupees?
- b. Will you give me them for four rupees?
- c. Will you give me those books for three rupees?



- b. All right. How much is the book?
- c. All right. How much are the books?
- d. All right. How much are they?
- e. All right. How much are the Bengali books?

9. Pattern: sentence 12.

- a. The price of that book is three rupees.
- b. Its price is five rupees.
- c. The price of these five books is ten rupees.
- d. The price of those two books is four rupees.
- e. Their price is thirty rupees.

10. Pattern: sentence 13.

- a. That is too little.
- b. That is too much.
- c. That price is too much.
- d. That price is too little.
- e. That is too much.

Pattern. sentence 14.

- a. Give me the book for four rupees.
- b. Give it to me for three rupees.
- c. Give the five books for five rupees.
- d. Give them to me for six rupees.
- e. Give them to me for ten rupees.

11. Pattern: sentence 15.

- a. No. There are only two hundred pages in this book.
- b. No. There are many pages in this book.
- c. No, there are six hundred pages in these five books.
- d. No, there are only two pictures in these books.
- e. No, there are many pictures in these books.

Pattern. sentence 16.

- a. I shall not sell it for such a large price.
- b. I shall not give it to you for such a small price.
- c. I shall not sell them for five rupees.
- d. I shall not sell them for six rupees.
- e. I shall not give them to you for such a small price.

- d. Will you give me this one for two rupees?
- e. Will you give me those three books for six rupees?

17. Pattern: sentence 23.

- a. No, please look in another shop.
- b. No, please look in another place.
- c. No, please look in that shop.
- d. Yes. Please look at these other pictures.
- e. No. Please go to another shop.

Lesson VI, Part 4. Sentence Drill.

Drill 1.

--What do you want?

--I want a sari.

--For your wife?

--No, for my sister. Please show me those two red silk saris.

--These are very fine Murshidabad silk saris. Your sister will like them.

--This is not very good material. How much will you sell them for?

--Fifty rupees. But for you, I shall give them for thirty.

--That is too much. Give me the saris for twenty-five.

--All right. For you they are twenty-five. Please pay now.

--No, send the saris to my sister. I shall pay you later.

--No, sir, please pay me now, or I shall not give them to you.

--Then I shall not buy them. I am an honest man.

--But I am a poor man. I shall sell you these saris for such a small price and make no profit.

--Then I shall go to another shop.

--Yes, Please go.

Drill 2.

--How much will you sell these sandals for?

--I shall sell you the sandals for ten rupees, sir.

--That is too much.

--They are fine sandals, sir.

--They are very bad sandals. Please show me those Kashmiri shawls.

--I shall sell you this shawl for thirty rupees.

--The color is very dark. Have you any light-colored shawls?

--This one is exactly the color of ivory. Its price is fifty rupees.

--All right. I shall give you twenty-five.

--For forty I shall sell it, sir.

--All right. Send it to my brother. He will pay you.

--I shall send it to him. Please give me twenty rupees now.

--All right. You will become very rich.

--There will be no profit, sir. I am a poor man.

Lesson VI, Part 5. Substitution Vocabulary.

śari	sari	bēc-	sell
silk	silk	ken-	buy
kapoṛ	cloth, material	śundor	fine, beautiful
śaheb	sir, gentleman		
labh	profit	śot	honest
sendel	sandals	gorib	poor
śal	shawl	halka	light
hatirdat	ivory	ghono	dark
roṅ	color	dhoni	rich
assa	all right, OK	lal	red
		pōncas	fifty
		tiris	thirty
		pōcis	twenty-five
		colliś	forty

Lesson VII, Part 1. Conversation.Translation and analysisBengali

- |           |   |  |
|-----------|---|--|
| 1.        | noun stem, "river"  | nodi নদী   |
|           | noun stem, "bank"   | d'ar ধার   |
|           | "bank of the river"   | nodir d'ar নদীর ধার  |
|           | post-position, "from",<br>preceding genitive<br>optional      | theika থেকে  |
|           | "from the river-bank"   | nodir d'arer theika<br>নদীর ধারের থেকে   |
|           | alternative stem of<br>verb "come"; see<br>grammar, section 3 | ai-  |
|           | sign of simple past<br>tense                                  | -l- -ল-  |
|           | honorific verbal ending                                       | -en -েন  |
|           | "you came" (simple past)                                      | apne ailen (aslen)<br>আপনে আইলেন   |
| <u>A.</u> | Mr. Karim, have you just<br>come from the river<br>bank?      | <u>A.</u> korim saheb ' apne<br>ki ekhon nodir<br>d'ar theika '<br>ailen<br>করিম সাহেব, আপন<br>কি এখন নদীর ধার<br>থেকে আইলেন |
| 2.        | "daily"   | roz রোজ  |
|           | noun stem, "bank"   | d'ar ধার   |
|           | locative case ending  | -e -ে  |
|           | "to/on the bank"  | d'are ধারে   |
| <u>B.</u> | Yes, I go to the river<br>bank every day.                     | <u>B.</u> ho ' ami roz nodir<br>d'are ' zai<br>হু, আমি রোজ<br>নদীর ধারে যাই  |

3. A. Why do you go?

A. ken zan

কেন জান

4. verb stem, "walk"

hāt হাঁট

verbal noun suffix

-a -া

verbal noun, "walking"

hāṭa হাঁটা

B. Walking on the river  
bank is good.

B. nodir d'are hāṭa  
b'ala

নদীর ধারে হাঁটা  
খালি (ভাল)

5. high stem of verb "buy"

kin- কিন-

B. And I buy fish every day.

B. ar ami roz ' mas  
kini

আমি আমি হাজার  
আছি কিনি

6. high stem of verb "buy"

kin- কিন-

sign of simple past tense

-l- -ল-

honorific verbal ending

-en -েন

"you bought" (simple past)

apne kinlen

আপনে কিনলেন

A. Did you buy fish there  
today?

A. apne ki aiz ' sei-  
khane mas kinlen

আপনে কি আজই  
খানায় আছে  
কিনলেন

7. name of a type of fish

rui mas <sup>রুই</sup> মাছ

name of a type of fish

katla mas <sup>কটলা</sup> মাছ

high stem of verb "high"

kin- কিন-

sign of simple past

-l- -ল-

- 1st person verbal ending  
for simple past tense  
"I bought (simple past)"
- am -আম
- ami kinlam
- B. Yes, I bought rui and  
katla fish.
- B. ho 'ami' rui ar  
katla mas kinlam  
হু, আমি রুই আর  
কাতলা মাছ কিনলাম
8. noun stem, "fisherman"  
objective case ending  
"(to) the fisherman"
- zaila জাইলা
- re -রে
- zailare জাইলারে
- Note: /zailare/ is the indirect object of the  
verb /dilen/; /dam/ is the direct object of the verb.
- high stem of verb "give"
- di- দি
- sign of simple past  
tense
- l- -ল-
- honorific verbal ending
- en -এন
- "you gave (simple past)"
- apne dilen  
আপানে দিনেন
- A. How much did you pay the  
fisherman?  
(to-fisherman how-much  
price gave)
- A. zailare 'koto dam  
' dilen  
জাইলারে কত  
দাম দিনেন
9. B. I gave the fisherman one  
rupee.
- B. ami zailare 'ek  
taka dilam  
আমি জাইলারে  
এক টাকা দিনাম
10. noun stem, "fish"  
"very, quite"  
adjective, "cheap"
- mas মাছ
- bes বেশ
- sosta সস্তা

- adverb, "cheaply"  
 stem of verb "get,  
 acquire"  
 "you got (simple past)"
- A. You got the fish very  
 cheaply.
11. verb stem, "come"  
 2nd person honorific  
 imperative ending  
 "why don't you come," "please  
 come"  
 Note: /na/ here does not have the force of a  
 negative; see grammar, section 7.  
 "together, in one group"
- B. Yes. Why don't you come  
 to our house; then we  
 will eat together.
12. A. All right. I shall  
 come tonight.
13. "how much"  
 qualifier (see grammar,  
 section 6, for this  
 usage).
- śostae অস্তুয়  
 pa- পা  
 apne pailen  
 আপনে পাইলেন  
A. apne maṣgula '  
 bes śostae ' pailen  
 আপনে মাছগুলি  
 সস্তায় পাইলেন  
 aś- আস-  
 -en -ন  
 aśen na আসেন না  
 ekloge একলগে  
B. ho ' amago barit  
 asen na ' taile  
 ekloge khamu  
 হু, আমাগো বাড়ীত  
 আসেন না, তাইলৈ  
 একলগে খামু  
A. assa ' ami aiz  
 rate asum (amu)  
 আছা আমি  
 আইজ় রাতে আসুম  
 ko ক-  
 -ta -টা

- noun stem, "time"  
 idiomatic usage: "at what time"
- B. At what time will you come?
14. numeral "eight"  
 qualifier  
 "at eight o'clock"
- A. I shall come at eight o'clock.
15. verb stem "come"  
 alternative verbal noun suffix  
 genitive case ending  
 "of coming"  
 post-position, "before", governing preceding genitive  
 "before coming"  
 loan word, "telephone"  
 compound verb, "(to) telephone"  
 "(please) phone (future)"; for this use of the future imperative, which is identical in form with the simple future honorific, see grammar, section 4.2.
- śomœ সন্ময়  
 kotar śomœ  
 কটোৱ সন্ময়
- B. apne ' kotar  
 somœ ' aiben  
 আগলৈ কটোৱ  
 সন্ময় আহিবেন  
 (আহিবেন)  
 at' আট  
 -ta -টা  
 aṭta baze
- A. atṭa baze asum  
 (āmu)  
 আটটা বাজে আসুম
- as- আস-  
 -on- -অন-  
 -er -েৰ
- asoner আসনেৰ  
 age আগে  
 asoner age  
 আসনেৰ আগে  
 phon ফোন  
 phon kor-  
 ফোন কৰ-  
 phon korben (koi-rem)  
 ফোন কৰবেন (কৰিবেন)



- B. All right. (Please)  
phone me before you  
come:
- B. assa ' aśoner age '  
amare phon korben  
(koiren)  
আজ্ঞা আগন্ত্বে  
আগে আমাৰে  
ফোন কৰিবেন  
ḍak- ডাক  
-on -অন-  
-er -এৰে  
ḍakoner  
por পৰ  
ḍakoner por  
ডাক্তাৰে পৰ
16. verb stem, "call"  
verbal noun suffix  
genitive case ending  
"of calling"  
post-position, "after",  
governing preceding  
genitive  
"after calling"
- A. All right. I shall come  
after calling you.
- A. assa ' apnare  
dakoner por '  
ami asum  
আজ্ঞা, আপনাৰে  
ডাক্তাৰে পৰ আমি  
আসুম  
sathe (loge)  
সাথে (লগে)  
apnar sathe (loge)  
আপনাৰ সাথে
17. post- position, "with",  
governing preceding  
genitive  
"with you (honorific)"  
Note that below, the  
pronoun is not stated.  
noun stem, "wife"  
verb stem, "bring, fetch"
- B. Will you bring your wife with  
you?
- B. śathe ' apnar boure  
anben ki  
সাথে আপনাৰ  
বুৰে আনবেন কি

18. Note: for this usage of the future tense, see grammar, 4.1.

A. She is going to her sister's house.

A. sse ' tar boiner  
barit ' zaibo  
সে তাৰ বহুনেৰ  
বাড়ীত যাইব

19. "so, therefore"  
verb stem, "bring"  
verbal noun suffix  
verbal noun, "bringing"

tai তাই  
an- আন  
-a -া  
ana আনা

Note that the verbal noun, like other verbal forms, can take an object. /take/ in this sentence is the object of the verbal noun /ana/.

"possible"

sombhob সম্ভৱ

A. So it won't be possible to bring her. (i.e., Bringing her will not be possible).

A. tai ' tare ana '  
sombhob hoibo na  
তাই তাৰে আনা  
সম্ভৱ হুইব না

20. "then, in that case"  
"sons" (objective case plural)

taile তাইনে

polago পোনাগো

B. Then will you bring your sons?

B. taile ' apnar  
polago ' anben  
ki  
তাইনে আপনাৰ  
পোনাগো আনবেন  
কি

21. PAP of verb /ne-/, "take"  
 verb stem, "go"  
 compound verb stem "take  
 from this place to that"  
 alternative verbal  
 noun suffix (see gram-  
 mar, section 2.2.)  
 verbal noun, "going"  
 "difficult"

nia নিয়া  
 za যা  
 nia za নিয়াযা  
 -oa -ওয়া  
 zaoa যাওয়া  
 sókto সঙ্কট

A. It will be difficult to  
 take them (i.e., Taking  
 them will be difficult).

A. tago nia zaoa '   
 sókto hoibo  
 তাগো নিয়া যাওয়া  
 সঙ্কট হইবে

22. verb stem, "sleep"

ghuma- ঘুমা-

A. They will be sleeping  
 tonight.

A. tara ' rate  
 ghumaibo  
 তারা রাতে ঘুমায়ে

Lesson VII, Part 2. Grammar.

1. Review the formation of the simple past tense: Lesson V, grammar section 2.
2. The formation and usage of verb nouns (sentences 4, 15, 16, 19, and 21).
  - 2.1. Verbal nouns are formed by the addition of one of the suffixes /a/, /ba/, /oa/, /ano/ or /on/ (which will be dealt with in a later lesson) to the simple stem of the verb. To the

verbal noun suffix is added the inflectional case ending, if any. A verbal noun can be inflected for all four cases, as any other noun.

<u>Stem</u>	<u>Verbal noun suffix</u>	<u>Inflected Forms</u>
bɔl- ("speak") (kɔ-)	-a, -on	bɔla, bɔlon (kɔon) bɔlar (bɔlare- rare) bɔlate
bɔl- ("speak")	-ba, -on	bolba--occurs as bound form bolbar
pa- ("get")	-oa, -on	paon paoner (paoare- rare) paoate, paone
pa- ("get")	-iba	paiba--bound form paibar

2.2. The use of the suffixes /a/, /oa/ and /on/ depends upon the shape of the verb stem. When the stem shape is Ca-, the suffix is /oa/ or /-on/.

zaon	"going"
paoa	"getting"
dson, dsoa	"giving"

When the stem has the shape CVC-, the suffix is /a/:

kena	"buying"
pɔra	"reading"

The suffix /-on/ is, however, generally added to stems of these shapes:

zaon	kinon
paon	pɔron
	dson, etc.

2.3. The verbal noun suffix /-ba/ is frequently used with stems of all shape when the noun is in the genitive case. When the stem is of CV- shape, /-i-/ is added to /-ba/. /-on/ is also used in the genitive.

zaibar age dakum I shall call before going.  
eiṭa kinbar pore ami aśum I shall come after buying this.

2.4. The verbal noun suffix is usually translatable by the English verbal noun suffix "-ing":

baṅla bola' śokto Speaking Bengali is difficult.  
śeikhane zaon ' śombhob Going there is impossible.  
eiṭa paon śoza hoibo Getting it will be easy.

2.5. The verbal noun can take an object, as can any other verbal form; in the second example in 2.3., the object of the verbal noun is /eiṭa/.

2.6. A verbal noun is used in Bengali in some cases in which an infinitive can be used in English:

seikhane zaon ' śombhob na To go there is impossible.  
Going there is impossible.

2.6.1. Note that in English, the "infinitive" has two separate functions; though in both functions the form is the same, there is a difference in functional characteristics. Take the two examples:

To study is a good thing.

I have to study now.

In the first of these two examples, "to study" is the subject of the sentence; it functions as a noun. In the second example, the function of "to study" is in relation to the verb "have". In the first example, "to study" can be replaced by "studying", with no change of meaning. In this first example, then, "to study" functions as a verbal noun, and must be translated by one in Bengali. Thus:

para ' b'ala ziniś

To study is a good thing.

Or:

Studying is a good thing.

3. The verb /aś-/ , "come" (sentence 1):

3.1. The verb /aś-/ is an irregular verb, having the two stems /aś-/ and /ai-/. The stem /ai-/ occurs in the present ordinary imperative /aiśo/, and in free variation with /aś-/ in the simple past. Thus:

aślam	ailam
aśla	aila
aśli	aili
aślen	ailen
aślo	ailo
aślen	ailen

Like other verbs with /a/ vowel stems, /aś/ retains its low stem in the simple future.

4. Uses of the future (sentences 15, 18):

4.1. In Bengali the simple future tense may be used for any action which will take place, regardless of what tense occurs in the English.

śse śeikhane zaibo

He will go there.

He is going there (in the future).

4.2. The future honorific imperative is identical in form with the simple future honorific. When the imperative is signified, the personal pronoun is usually omitted.

apne zaiben

You will go. (you--honorific.)

zaien

(Please) go (in the future).

5. As in sentences 3 and 17, the personal pronoun can frequently be omitted, when the reference is clear from context. When such a pronoun is the subject of a verb and is omitted, the person of the subject will of course be indicated by the

personal ending of the verb. The number of the subject, however, will not be clear. Therefore take care, in the omission of a pronoun subject, that there is no confusion between, say, 2nd and 3rd person honorific, or as to the number of the subject.

6. Use of the qualifier /-ṭa/ as in sentences 13 and 14. Refer to Lesson III, grammar section 2.2: qualifiers are added to numerals and other adjectives of quantity when accompanied by a noun.

7. Use of /na/, as in sentence 11.

When used with a present imperative form, /na/ does not have the force of a negative, but as a polite request, "why don't you...". Examples:

apne aśen na

Why don't you come; please come.

apne khan na

Why don't you eat; please eat.

## 8. Form all possible Bengali sentences:

Subj.	Indirect Obj.	Interr.	Verbal Modifiers	Direct Obj.	Verb
rohīm	zailāre	ki	roz	mas- (gulā)	aé
ami	amare		aiz	eiṭā	za-
apne	tare		ekhon	seiṭā	kiñ-
tumi	amago		raite	taka	ne-
śee	togo		kceṭar śomce	eto	an-
tain	tomago		nodir dhar(er) theika		de-
tara	māyare		śchorer kase śeikhane		



Lesson VII, part 3. Patterns.

1. Pattern: sentence 1.
  - a. Rohim, have you just come from the city?
  - b. Rohim, has he (ord.) just come from the city?
  - c. Rohim, has he (hon.) just gone to the city?
  - d. Rohim, has he(hon.) just gone to the river bank?
  - e. Rohim, has he (ord.) just come from the store?
  
2. Pattern: sentence 2.
  - a. Yes, I go to the city every day.
  - b. Yes, he comes from the city every day.
  - c. Yes, he goes to the city every day.
  - d. Yes, he walks on the river bank every day.
  - e. Yes, he goes to the store every day.
  
3. Pattern: sentence 3.
  - a. Why do you go?
  - b. Why does he (ord.) come?
  - c. Why does he (hon.) go?
  - d. Why does he (hon.) walk?
  - e. Why does he (ord.) go?
  
4. Pattern: sentence 4.
  - a. Going to the city is fun.
  - b. Coming here is easy.
  - c. Buying there is easy.
  - d. Walking there is good.
  - e. Going to the store is fun.
  
5. Pattern: sentence 6.
  - a. Did you buy things there today?
  - b. Did he buy food here today?
  - c. Did he buy books there today?
  - d. Did he eat there today?
  - e. Did he walk there today?

6. Pattern: sentence 7.
- Yes, I bought cloth and sandals.
  - Yes, he bought rice and sweets.
  - Yes, he bought poetry and history books.
  - Yes, he ate fish and rice today.
  - Yes, he took his clothes there today.
7. Pattern: sentence 8.
- How much did you pay the weaver?
  - How much did he pay the sweet-maker?
  - How much did he pay the grocer?
  - How much did you pay the fisherman?
  - How much did he pay the washerman?
8. Pattern: sentence 9.
- I gave the weaver ten rupees.
  - He paid him three rupees.
  - He paid him twenty rupees.
  - He paid the fisherman two rupees.
  - He paid the washerman five rupees.
9. Pattern: sentence 10.
- You got the cloth very cheaply.
  - You got the sweets very cheaply.
  - You got the books very cheaply.
  - He did not get the fish very cheaply.
  - He did not give the washerman very much.
10. Pattern: sentence 11.
- Yes. Please come to my house and see the cloth.
  - Yes. Please come to his house and eat the sweets.
  - Yes. Please come to his house and read the books.
  - Yes. Please come to his house and eat the fish.
  - No. Please go to the washerman's house and give him ten rupees.

11. Pattern: sentence 12.
- All right. I shall come tomorrow.
  - All right. We shall go this evening.
  - All right. We shall go tomorrow evening.
  - All right. I shall go tonight.
  - All right. I shall go afterwards.
12. Pattern: sentence 13.
- At what time will you come?
  - At what time shall we go?
  - At what time tomorrow shall we go?
  - At what time tonight shall we go?
  - At what time will you go?
13. Pattern: sentence 14.
- I shall come at five o'clock.
  - We shall go at six o'clock.
  - We shall go at seven o'clock.
  - We shall go at nine o'clock.
  - I shall go at ten o'clock.
14. Pattern: sentence 15.
- All right. (Please) call me before you come.
  - All right (Please) call me before we go.
  - All right. (Please) call him before we go.
  - All right. (Please) tell me before we go.
  - All right. (Please) call me before you see him.
15. Pattern: sentence 16.
- All right. I shall come after calling you.
  - All right. We shall go after my calling you.
  - All right. We shall go after my calling him.
  - All right. We shall go after my telling you.
  - All right. I shall see him after calling you.

16. Pattern: sentence 17.

- a. Will you bring your sister with you?
- b. Shall we bring our wives with us?
- c. Shall I bring my brother with me?
- d. Shall we bring our friends with us?
- e. Will you bring your son with you?

17. Pattern: sentence 18.

- a. No, I won't bring her. She is going to her friend's house.
- b. No, we won't bring them. They are going to a friend's house.
- c. No, you won't bring him. He is going to his friend's house.
- d. No, we won't bring them. They are going to Rohim's house.
- e. No, I won't bring him. He is going to Laila's house.

Pattern: sentence 19.

- a. So, it won't be possible to bring her.
- b. So, it won't be possible to bring them.
- c. So, it won't be possible to bring him.
- d. So, it won't be possible to bring Rohim.
- e. So, it won't be possible to bring Laila.

18. Pattern: sentence 20.

- a. Then will you bring your brother?
- b. Then will they bring their friend?
- c. Then will we bring his friend?
- d. Then will we bring our children?
- e. Then will you bring your daughter?

19. Pattern: sentence 21.

- a. No, it will be difficult to bring him.
- b. No, it will be difficult to bring their friend.

- c. No, it will not be possible to bring him.
- d. No, it will not be possible to bring them.
- e. No, it will be difficult to bring her.

Pattern: sentence 22.

- a. He will be studying in the evening.
- b. Their friend will be sleeping in the evening.
- c. He will be going home in the evening.
- d. They will be sleeping in the evening.
- e. She will be working in the evening.

Lesson VII, part 4. Sentence Drill.

Drill 1

- Hello, Rohim. Is Mr. Zaman at home?
- Yes, sir. He came in a little while ago. (Please) come in the house.
- Will you tell him that I am here?
- Yes sir. I shall call him.

- 
- Hello, Zaman!
  - Hello, Anis. Why are you in Dacca?
  - I arrived this morning; I have some work outside the city. I have brought some sondes for your children.
  - Fine. Will you come and eat with us this evening?
  - All right. What time?
  - At eight sharp. Is your wife with you?
  - No, but my three sons are at the station.
  - Good. Will you bring them with you?
  - No, they are going (i.e., will go) to their friends' house tonight.
  - How long will you be here?
  - I leave tomorrow. Will you come with me to Rohim's house?
  - When are you going?
  - Right now.

--No, I just came from the university, and I'm very tired.  
I'll see you tonight.

--All right. See you later.

### Drill 2

--Where have you just come from?

--I have just come from the tank. It is beautiful there in the evening.

--Do you have business (i.e., 'work') there?

--No, It is beautiful; that's why I go there every evening.

--What is that in your hand?

--It's a garland. I just bought it from a man on the side of the road.

--To whom will you give it?

--I shall give it to my sister. She is coming to my house tomorrow morning.

--Will she stay with you long?

--She will leave before tomorrow night. She lives outside the city.

--I shall come and see her. Will her children be with her?

--No, her children are at home. Come at six tomorrow evening.

--Good. I'll see you then.

### Lesson VII, part 5. Vocabulary.

śokal	morning	ṭhik	exactly
bikal	afternoon	klanto	tired
sondha, sondha bela	evening	sathe, loge	with
śondeś	type of Bengali sweet.	jonno, laiga	for, for the sake of
mala	garland	theika	from (place)
hat	hand	kas theika	from (person)
maja	fun	bhitore	within
tati	weaver	baire	outside
mœra	sweet-maker		
mudi	grocer		
dhopa	washerman		

Expressions of time:

kisukkhon	a little time, a little while
ko tokkhan	how much time, how long (when the answer is expected to be in terms of a short while--i.e., minutes or hours).
onekkhon	much time, a long time (in terms of minutes or hours).
kisu din	a few days
koto din	how long (when the answer is expected to be in terms of days or weeks).
onek din	a long time (not necessarily literally "many days").
kakhon	when, at what time.
kobe	when, on what day
koetar somoe	at what time, at what hour
ektu age	a little while ago

Idioms:

dekha hoiba	See you later (lit. "seeing will be").
dekha korum	See you later (lit. "seeing (I) shall make").

The full forms of these idiomatic expressions are;

apner loge dekha hoibo  
apner loge dekha korum

In the first of them, the subject of the sentence is the verbal noun /dekha/--therefore, the verb is in the third person and is the inactive verb /ho-/. The subject of the second is the pronoun /ami/, and the verb is the active /kor-/--the subject of the sentence is actively bringing the "seeing" about.

Lesson VIII, Part 1. ConversationTranslation and analysis.Bengali

- |           |  |  |
|-----------|--|--|
| 1.        | "when, on what day,<br>after how long"<br><br>noun stem, "East Pakistan"   | kobe কবে<br><br>"Purbo Pakistan"   |
| <u>A.</u> | Rohim, when are you going<br>to East Pakistan?   | <u>A.</u> rohim ' tumi kobe<br>' Purbo Pakistane<br>zaiba<br>রহিম তুমি কবে<br>পূর্ব পাকিস্তানে<br>যাওয়া |
| 2.        | noun stem, name of a<br>Bengali month--April-<br>May<br><br>noun stem, "end"   | boisakh বৈশাখ<br><br>śeś শেষ   |
| <u>B.</u> | I shall go at the end<br>of Boisakh.   | <u>B.</u> ami ' boisakher<br>śeśe zamu<br>আমি বৈশাখের<br>শেষে যাবু                                       |
| 3.        | inflectional stem of in-<br>terrogative pronoun "who"<br><br>objective case suffix<br><br>"whom" (objective)<br><br>stem of verb /ne-/,<br>"take"<br><br>past active participial<br>ending (see grammar,<br>section 1 ).<br><br>"taking, having taken" | ka- কা-<br><br>-re -রে<br><br>kare কারে<br><br>ni- নি-<br><br>-a -য়া<br><br>nia নিয়া                   |



A. Whom will you take with you?

A. tomar loge ' kare  
nia zaiba

তোমার লগে কাবে  
নিয়া যাইবা

4. noun stem, "wife"

bou বউ

Note that the objective case suffix is attached to the last member of the series /bou ... selere/.

B. I shall take my wife and little boy.

B. ami ' amar bou ' ar sodo selere ' nia zamu.

আমি আমার বউ  
আর ছোট ছেলেবে  
নিয়া যামু

5. noun stem, "road, way, path"

poth (pot)

পথ

"on the road, on the way"

pothe পথে

"where"

kothae কোথায়ে

"what various places"

kothae kothae

For this type of reduplication, see grammar, section 2.

কোথায়ে কোথায়ে

high stem of verb /ghur/  
"turn around, spin around"

ghur- ঘুর-

past active participial ending

-a -া

"having turned around"

ghuira ঘুরিয়া

compound verb, "visit"

ghuira za-

ঘুরিয়া যা

A. What various places will you visit on the way?

A. tumi pothe ' kothae kothae ' ghuira zaiba

তুমি পথে কোথায়ে  
কোথায়ে ঘুরিয়া  
যাইবা

(you way-on where where turning about go-will)

6. name of city

london লন্ডন

B. Having visited London,  
I shall go to Dacca.  
(I London-in turning-  
around Dacca-to shall-  
go)

B. ami, london ghaira  
' d' aka zamu

আমি লন্ডন ঘুরে  
ঢাকা যাবু

7. alternative stem of verb  
/za-/, "go" -- see gram-  
mar, section 3.

za-(gi)  
যা-(গি)

past active participle  
ending

-ia, -a  
-ইয়া, -য়া

"going, have gone"

zaia (gia)  
যাইয়া (গিয়া)

A. What will you study when  
you get to Dacca?

A. tumi d'akae zaia '  
ki porba

তুমি ঢাকায় যাইয়া  
কি পড়বা

8. B. When I go to Dacca, I  
shall study Bengali.

B. d'akae zaia ' ami  
banla porum

ঢাকায় যাইয়া  
আমি বাংলা পড়বু

9. "again"

abar আবার

high stem of verb, /pher/  
"turn, return"

phir ফির

past active participial  
ending

-a -া

"returning, having  
returned"

phira ফিরা

compound verb, "return  
from there to here)"

phira as-  
ফিরা আস-

A. When will you come back  
again to this country?

A. abar kobe ! ei dese  
' phira asba

আবার কবে এই  
দেশে ফিরা আসবা

10. noun stem, "year"

bochor বছর

post-position, "after"  
(preceding genitive  
optional)

par পর

compound verb, "return  
(from here to there)"

phira za

ফিরা যা

noun stem, "Bengal"

banla des

বাংলা দেশ

B. After two years. When  
will you go back to  
Bengal?

B. dui bochor par '  
tumi kobe ' banla  
dese ' phira  
zaiba

দুই বছর পর। তুমি  
কবে বাংলা দেশে  
ফিরা যাবে

11. loan word, "degree"

digri ডিগ্রী

emphatic particle, "soon"

-i -ই

Note: for this usage of  
the term /des/, see gram-  
mar, section 4.

A. I shall return to the country  
soon after taking my degree.

A. ami digrita niai '  
dese phira zamu

আমি ডিগ্রীটা  
নিয়াই-লৈকে ফিরা  
যামু

12. "which."

kon

"which (various)"

কোন

"seeing, having seen"

kon kon

কোন কোন

deikha

দেখা

B. What various places will  
you see on the way home?  
(you way-on which which  
place seeing country-  
to-return-with)

B. tumi pothe ' kon  
kon jaega deikha  
dese phirba

তুমি পথে কোন কোন  
জায়েগা দেখা  
দেশে ফিরা

13. noun stem, "Europe" iurop ইউরোপ  
 stem of verb /bera/, beri-  
 "wander about" beraia বেড়াইয়া  
 "wandering about, having  
 wandered about"
- A. I also shall wander  
 about Europe and then  
 return home. A. ami o ' iurop  
 beraia ' bari  
 phira zamu  
 (I also Europe-in having-  
 wandered-about home re-  
 turning shall-go)  
আমিও ইউরোপ  
 বেড়াইয়া-বাহী  
 ফিরা-যানু  
 theika  
 থেইকা
14. "from", post-position,  
 preceding optional  
 genitive kamera ক্যামেরা  
 loan word, "camera" amar laiga  
 আমার লাইগা  
 nia  
 নিয়া  
 "for me" nia as নিয়া আস  
 PAP, "taking, having  
 taken" B. tumi ki ' amar  
 laiga iurop  
 theika ' ekta  
 kamera nia asba  
 compound verb, "bring"  
 (lit., "having taken  
 come") তুমি কি আমার  
 লাইগা ইউরোপ  
 থেইকা একটা ক্যামেরা  
 an- নিয়া আসবা  
 আন-
- B. Will you bring me a  
 camera from Europe?
15. stem of verb /an-/  
 "bring, fetch" aira আইনা  
 "bringing, having brought" dimu দিমু  
 "I shall give", alternative  
 forms
- A. Yes, I shall bring one  
 (for you). What priced  
 camera do you want? A. ho'aina dimu  
 ' koto damer '  
 kamera cao  
হু, আইনা দিমু । কত  
 দামের ক্যামেরা চাও

16. negative verb stem,  
"be not"

no- ন

"twenty"

bis বিস

high stem of verb "buy"

kin- কিন-

"buying, having bought"

kina কিনা

B. Not very expensive. Buy  
one for twenty rupees and  
bring it.

B. beṣi, damer na '  
bis ṭaka dia'  
ekṭa kemeṛa kina  
' nia aiso

বেসী দামের না।  
বিস টাকা দিয়া।  
একটা ক্যামেরা কিনা  
আইস।

17. quickly, immediately

taratari তাড়াতাড়ি

A. Do you want the camera  
right away?

A. tumi ki ' kemeṛaṭa  
taratari čao.

তুমি কি ক্যামেরাটা  
তাড়াতাড়ি চাও

18. genitive verbal noun,  
"of coming"

ašoner আশনের

noun stem, "time" or  
"at the time"

šomœ সময়

"at the time of coming,  
when (you) come"

ašoner šomœ

আশনের সময়

B. No, bring it with you  
when you come.

B. na ' ašoner šomœ  
' tomaṛ loge '  
nia aiso

না, আশনের সময়  
তোমার লগে দিয়া  
আইস।

Lesson VIII, Part 2. Derivative Grammar.

## 1. Formation and usage of the past active participle.

1.1. The past active participle is formed by the addition of the suffix /-a/ to the high stem of the verb.\*

<u>Stem</u>	<u>Past Active Participle</u>	<u>Translation</u>
ken-	kin-a	buying, having bought
khel-	kheila	playing, having played
son-	suin-a	hearing, having heard
kor-	koir-a	doing, having done
zan-	zain-a	knowing, having known
<hr/>		
de-	di-a	giving, having given
pa-	paia	received, having received

\* Except for verbs having /e/ in the stem, which changes to /i/ in the high stem, an extra /i/ is added in after the first vowel.

1.2. There are large numbers of what might be called compound verbs in Bengali; these compound verbs are made up, in some cases, of a non-finite verbal form (here a past active participle) plus an inflected or finite verbal form. The semantic signalling of these compounds is often clear. We have, for example, in sentence 3, the compound /naa za-/ "taking (or 'having taken'), go"; i.e., "take away". In

other cases, as will be seen later, the meaning is not very clear. It is therefore wise to consider these compound verbs for the present as a verbal unit, rather than as a cluster of two or more separate verbal units. The verb "take" will thus be considered as /nia za-/, rather than as /nia/ plus an "auxiliary verb"; the verb "wander about", as in sentence 5, will be considered as /ghuira za-), rather than /ghuira/ plus an auxiliary.

1.3. The past active participle is frequently used in sequences of thought, to avoid a series of verbs connected by "and". An example is in sentence 6, which could be translated, "I shall visit London, and (then) I shall go to Dacca." When used in this way, and not as an element of a compound verb, the past active participle marks the end of a clause and of a breath-group.

1.4. Note carefully that this sequential type of construction can be used only when the subjects of all clauses are the same. Thus, you can say:

d'aka zaia ' ekta boi likhbo	When he goes to Dacca, he will write a book.
------------------------------	--

This type of construction could not be used to express:

When I go to Dacca, he will write a book.

There must be one inflected verb for each subject in the sentence.

2. Repetition of a word, as in sentence 5, gives either a distributive or intensive meaning. In sentence 5, the meaning is distributive, i.e., "what different or various places". Other examples might be: /din din/, "daily, day after day, every day"; /bone bone/, "throughout the forests, in all the parts of the forest."

3. The irregular verb /za-/, "go", as in sentence 7.

The verb /za-/ is regular, within its class of vowel-stem verbs in /a/, for the simple present and simple future, i.e., /ami zai/ "I go", and /ami zamu/ "I shall go", etc. In the simple past and in the past active participle forms, there are alternative stems. A paradigm of the simple past is:

ami gēlam  
 tumi gēla  
 tui geli  
 apne gēlen  
 tain gēlen

The stem for the past active participle is /zai/. Therefore, /zaia/, "going, having gone". /ghia/ is also frequently used.

4. The term /deś/ has several meanings in Bengali. A Bengali villager may mean by it his village and the countryside he knows well. A sophisticated Bengali may mean by it all India. The meaning of the term varies according to the sophistication of the speaker, and the place where he is when he is speaking. A Bengali in the United States might mean by /deś/ Pakistan; a Bengali in Karachi might refer to East Pakistan; a Bengali villager might refer to his village. In this sense, it is used much like the English "home."



## 5. Form all possible Bengali sentences :

Subject	Verbal Modifier	Verb1	Verbal Modifier	Verb2
ami amra tumi tomra apne apnara	London peris kothae kothae kothae seikhane	ghuira zaia deikha	d'akae schore barit	as' za-
	Direct Object		Direct Object	
	eiṭa oiṭa coppol saritṭa	nia kira deikha zaia	eiṭa oiṭa boigula	nia as- nia za- phira za- deikha pher- kina an-

Lesson VIII, Part 3. Patterns.

1. Pattern: sentence 1.
  - a. When will you go back to Pakistan?
  - b. When will you go back to Bengal?
  - c. When will you come back to Pakistan?
  - d. When will you come back here?
  - e. When will he come back here?
  
2. Pattern: sentence 2.
  - a. I shall go at the end of Caitro (coittro).
  - b. I shall go at the beginning of Asarh (a'sar).
  - c. I shall come back at the end of Phalgun (phalgun).
  - d. I shall come back at the end of the month.
  - e. He will come back here at the end of the week.
  
3. Pattern: sentence 3.
  - a. Whom will you take with you?
  - b. What will you take with you?
  - c. Whom will you bring with you?
  - d. What will you bring with you?
  - e. Whom will he bring with him?
  
4. Pattern: sentence 4.
  - a. I shall take my wife.
  - b. I shall take my clothes with me.
  - c. I shall take my children with me.
  - d. I shall take my books with me.
  - e. He will bring his brother with him.
  
5. Pattern: sentence 5, 12.
  - a. What (various) countries will you visit on the way?
  - b. What (various) cities will you visit on the way?
  - c. What (various) places will you visit on the way?

- d. What (various) shops will you visit on the way?
  - e. What (various) places will he visit on the way?
6. Pattern: sentence 6. (Use PAP).
- a. Having visited Europe, I shall go to Pakistan.
  - b. Having visited London, I shall go back to East Pakistan.
  - c. Having visited Paris, we shall go back to East Pakistan.
  - d. Having visited the book shops, I shall come back here.
  - e. Having visited Dacca, they will come back here.
7. Pattern: sentence 7 (use PAP, though other constructions are possible).
- a. What will you do when you go to Pakistan?
  - b. What will you do when you go back to East Pakistan?
  - c. What will you do when you come back to East Pakistan?
  - d. What will you do when you come back here?
  - e. What will they do when they come back here?
8. Pattern; sentence 8 (use PAP).
- a. When I go back to Pakistan, I shall write a book.
  - b. When I go back to East Pakistan, I shall buy a sari.
  - c. When I come back to East Pakistan, I shall study Bengali.
  - d. When I come back here, I shall call you.
  - e. When they come back here, they will call us.
9. Pattern: sentence 9.
- a. When will you come back?
  - b. When will you come back to East Pakistan?
  - c. When will you go back?
  - d. When will you come back home?
  - e. When will we come back here?
10. Pattern: sentence 11 (use PAP).
- a. I shall return after taking my degree.
  - b. I shall return to Bengal after taking my degree.

- c. I shall go back after finishing my work.
- d. I shall come back after buying the books.
- e. We shall come back after buying the cloth.

## 11. Pattern: sentence 13.

- a. I shall wander in many countries on the way and then return home.
- b. I shall wander in many places on the way and then return home.
- c. I shall wander in various cities and then return home.
- d. I shall wander in many shops and then return home.
- e. We also shall wander in many places and then return home.

## 12. Pattern: sentence 14.

- a. Will you bring me books from Europe?
- b. Will you bring me cloth from London?
- c. Will you bring me sandals from Karachi?
- d. Will you bring me sweets from the shop?
- e. Will we bring them a sari from the shop?

## 13. Pattern: sentence 15.

- a. Yes, I shall bring (one). What priced books do you want?
- b. Yes, I shall bring (some). What priced cloth do you want?
- c. Yes, I shall bring (some). What priced sandals do you want?
- d. Yes, I shall bring (some). What priced sweets do you want?
- e. Yes, we shall bring (one). What priced sari does she want?

## 14. Pattern: sentence 16.

- a. Buy some for fifty rupees and bring them.
- b. Buy the cloth for twenty rupees and bring it.
- c. Buy the sandals for ten rupees and bring them.
- d. Buy the sweets for five rupees and bring them.

- e. Buy one for thirty rupees and bring it.
15. Pattern: sentences 17, 18.
- a. I do not want them right away. Bring them with you when you come.
- b. I do not want it right away. Bring it with you when you come.
- c. I do not want them right away. Take them with you when you go.
- d. I do not want them right away. I shall eat them when I come.
- e. She does not want it right away. She will wear it when she goes.

Lesson VIII, Part 4. Drills.

Note: Use compound verb forms wherever possible.

Drill 1.

- Rohim, are you going back to Dacca soon?
- Yes, I shall be going there at the end of next month.
- Will you stop at many places on the way?
- Yes, I shall visit Karachi and Lahore on my way.
- Will you take your family with you?
- No, not this time. I shall go alone.
- Do you know how long you will be staying in Dacca?
- About two weeks.
- Will you study when you have reached Dacca?
- Yes, I shall write a book.
- Will you do me a favor?
- What favor shall I do for you?
- Will you bring me a sari and sandals from Dacca?
- Yes, I shall bring them. What price sari do you want?

--Not very expensive. Buy a sari for thirty rupees and sandals for ten.

--Do you want the sari right away?

--No, bring it with you when you come.

### Drill 2.

--I'll go home now. But I'll come back tonight.

--Will you stop on the way home and give this to Salam?

--Yes, I'll stop there on the way. Where does he live?

--Get off of the bus at the corner of Azimpur Road and go to the third house on the left. (or: "get down from the bus")

--All right. I won't get lost. Where shall I catch the bus?  
(or: "get up on the bus?")

--In front of the house.

--All right. What shall I take for him?

--Take this watch for him. I brought it for him from America.

--How much did it cost?

--I got it for thirty dollars.

--It is a nice watch. What did you bring for me?

--Nothing. Why do you keep sitting there? Go along.

--All right. I'll come back and see you tonight.

### Lesson VIII, Part 5. Substitution Vocabulary.

śoṅśar	family	harie za-	get lost (/hara-/ "lose")
upokar	favor, help	naima aś-	get down (/nam-/ "descent")
ghoṛi	watch	boiśa thak-	remain sitting (/bos-/"sit")
moṛ	corner, con- junction		

mas	month		
ekhoni	right away	nia aś-	bring (/ne-/ "take")
beral	cat		
eka	alone	lekh-	write
ebar	this time	dhor-	catch
bā dik	left (side)	por-	wear
		śamne	in front of-- post position with genitive
zama kapor	clothes		
		tham	stop
		śuru kor	begin

Bengali months:

bośak	April-May
jośti, jośtho	May-June
aśar	June-July
śrabon, śaon	July-August
bhaddro	August-September
aśśin	September-October
kattik	October-November
ogghran, ogrohaon	November-December
poś, pouś	December-January
magh, (mag)	January-February
phalgun	February-March
coit, coittro	March-April

Lesson IX, part 1. Conversation.Translation and AnalysisBengali

1. proper name salma সালমা  
 noun stem, "necessity" dorkar দরকার  
 "there is" ase আছে
- A. Salma, is it necessary for you to go home now?  
 (Salma your now house-to going-of necessity there-is?)  
A. Salma ' tomar ekhon ' barit zaoner ' dorkar ase ki  
 সালমা তোমার এখন বর্তমান যাবতের দরকার -i আছে কি  
 -ই
2. emphatic suffix "right now, right away"  
 ekhoni এখনই  
 Note: the locative suffix on /bari/ is optional in this context.
- B. Yes, I have to go home right away.  
 (yes my now--emphatic--house going-of necessity there-is)  
B. ho ' amar ekhoni ' bari zaoner ' dorkar ase  
 হু, আমার এখনই বাড়ী যাওয়ার দরকার আছে
3. stem of verb "go"  
 past active participial ending  
 "going, have gone"  
 za- যা-  
 -ia -ইয়া-  
 zaia যাইয়া-
- A. When you go home, what will you do?  
 (you home having-gone what will-do)  
 (i.e., "what's the point of your going home?")  
A. tumi bari zaia ' ki korba  
 তুমি বাড়ী যাওয়া কি করবা
4. "much, many" onek অনেক



noun stem, "work" (singular)

"much work, many jobs"

B. I have a lot of work.

kaz কাজ

onek kaz অনেক কাজ

B. amar 'onek kaz ase

আমার অনেক কাজ  
আছে

5. "that"

plural inanimate suffix

"those"

sei সেই-

-gula গুলো

seigula সেইগুলো

Note that /onek kaz/ in sentence 4 is a plural formation, though functioning as singular in English.

noun stem, "end, finish"

compound verb, "finish"

B. When I go home, I shall finish that.

ses শেষ

ses kor- শেষ কর

B. bari zaia ' seigula ses korum

বারী যাইয়া সেইগুলো  
শেষ করুম

6. again

verb stem, "return"

PAP, "returning, having returned"

compound verb, "returning come, return here"

A. Will you come back here again?

abar আবার

pher- ফের-

phira. ফিরা

phira as-

ফিরা আস

A. tumi ki eikhanē ' abar phira asba

তুমি কি এইখানে  
আবার ফিরা আসবা

7. B. No, I won't come back here today.

B. na ' eikhane aiz ' phira asum na

না এইখানে আসি  
ফিরা আসু না

8. "once more"

ekbar একবার

A. When you finish your work, will you meet me once more?

A. tumi ki 'kaz sés  
koira ' amar loge  
ekbar dekha korba

তুমি কি কাজ শেষ  
করবার আন্নার লগে  
একবার দেখা করবা

9. B. No, I won't be able to see you again today.  
(no you with today again  
seeing doing possible  
will-be not)

B. na ' tomar loge ' aiz  
abar ' dekha koron'  
sombhob hoibo na

না তোমার লগে আন্নে  
আবার দেখা করব  
সম্ভব হইবে না  
some সমস্যা

10. noun stem "time"  
compound verb, "get  
time, find time"

some kor- সমস্যা কর-

A. Can't you find a little time today?  
(today of-you little time  
making possible will-be not?)

A. aiz tomar ' ektu  
some koron ' some  
bhob hoibo na

আইজ তোমার একটু  
সমস্যা করব সম্ভব  
হইবে না

11. B. Why? Is there some need?

B. ken ' kichu dorkar  
ase

কেন কিছু দরকার  
আছে

12. A. Yes, there is some need.

A. ho ' ektu dorkar ase

হু, একটু দরকার  
আছে

13. B. OK, in that case I'll come back tonight.

B. assa ' taile ' ami  
rate ' phira asum

আচ্ছা তাইলে আমি  
রাত যিহা আয়ুম

14. 2nd person ordinary imperative stem of/as-/,  
"come"  
"come!" (2nd ordinary imperative)
- ais আইস  
aiso আইসো
- A. No, come back when you have finished your work.
- A. na' tumi ' tomar kaz ses koirā ' phira aiso  
না তুমি তোমার কাজ শেষ করুবা-নিহুবা আইস
15. proper name (m.)
- B. Look, I have to meet Rohim today.  
(look today Rohim- with my seeing doing- of necessity there-is)
- B. dekho ' aiz rohimer sathe amar dekha koroner dorkar ase  
দেখ আইসে রাহিমের সাথে আমার দেখা করনের অর্কর আসে
16. verb stem, "learn"  
verb stem, "teach"
- A. Why? Is he going to teach you English again today?
- A. ken ' sœ ki aiz tomare ' inrazi sikhaibo  
কেন সে কি আইসে তোমাকে ইংরাজী শিখাইব
17. "some" - a bound form  
"some" (plural)"  
3rd person ordinary genitive pronoun  
post-position, "from a person)", governing preceding genitive.  
"from him, from her"
- koto- (kotok-)-কত -  
kotogula (kotokgula)  
কতগুলা  
tar তার  
kas theika  
কাজে থেকে  
tar kas theika  
তার কাজে থেকে

- B. No, I have to get some poetry books from him today.
- B. na ' aiz tar kas theika ' amar ko-togula kcbitar boi neoner dorkar ase  
না, আইজ্ তাৰ কাছ  
মেইকা আমাৰ কত-  
কোনা কবিতাৰ বই-  
নেওনেৰে দুৰকাৰ আছে  
agamikail  
আগামী  
agamikail  
আগামীকাল  
আগামীকাল
18. adjective (bound),  
"coming"  
"tomorrow"
- A. Go and get the books of poems tomorrow.  
(you tomorrow having-gone poetry-of books taking come)
- A. tumi ' agamikail zaia kobitar boigula ' nia also  
তুমি আগামীকাল  
জায়া কবিতাৰ বই  
নিয়া আইস
19. B. No, I won't be able to go tomorrow.  
(no tomorrow my going possible will-be not)
- B. na ' agamikail ' amar zaoa ' sombhob hoibo na  
না আগামীকাল  
আমাৰ যাওয়া সম্ভব  
হইব না  
aina  
আইনা  
aina de-  
আইনাদে
20. PAP of /an-/, "bring, fetch"  
compound verb, "bring and give"
- A. Then I shall get you the books tomorrow.
- A. taile ' ami tomare ' agamikail ' boigula aina dimu  
তাইলে আমি তোমাৰে  
আগামীকাল বই  
আইনা দিমু
21. A. I can go.
- A. amar zaoa ' sombhob hoibo  
আমাৰ যাওয়া  
সম্ভব হইব
22. B. Good. In that case, I shall come back right away.
- B. bes ' taile ' ami taratari ' phira asmu  
বেস তাইলে আমি  
তড়তড়ি ফিরা আসমু

23. "much, a lot"  
"much time"  
verbal noun, "remaining"

B. But I won't be able to spend much time with you.

24. adjective, "right, exact"  
idiom: "that's all right"

A. That's all right. I have something to tell you.

25. idiom, "good enough"

B. Good enough. I will listen to it when I come back.

26. A. When you come back, bring Nina with you.

27. A. She also has to hear the news.

beśi বেসী

beśikkhon বেসীকখন

thakon থাকন

B. kintu ' tomar  
sathe ' amar  
besikkhon thakon '  
sombhob hoibo na

কিন্তু তোমার সাথে  
আমার বেসীকখন থাকন  
অসুস্থ হইব না

thik ঠিক

thik ase

ঠিক আছে

A. thik ase ' amar to-  
mare ' kotogula  
kotha bolar ase

ঠিক আছে। আমার  
তোমার কতগুলো  
কথা বলার আছে

b'alai to

বানাই তো

B. b'alaito ' ami phira  
aisa sunum

বানাই তো, আমি  
ফিরা আনিয়ে শুনুম

A. phira asoner somoe '  
ninare tomar sathe  
' nia aiso

ফিরা আননের অসুস্থ  
নীনারে তোমার সাথে  
নিয়া আনিয়ে

A. tar o ' kothágula  
sononer dorkar ase

তারও কতগুলো  
সোননের দরকার  
আছে

Lesson IX, Part 2. Grammar.

1. The purpose of this lesson is primarily to summarize the usages of the verbal noun and past active participle forms which we had in the previous two lessons. There are two general types of usage:

1.1. As the verb in a subordinate clause, the PAP has two types of English equivalents: "having done(gone, said, etc.)", and "when I (you, he, etc.) did (went, said, etc.)." For example:

a) ami *śeikhane* zaia (gia) boiṭa  
nia asum

When I go there I shall  
take (away) the book.  
(i.e., I shall bring the  
book from there to here.)

Having gone there, I shall  
take (away) the book.  
(i.e., I shall bring the  
book from there to here.)

b) ganṭa suina śee amar kase aślo

When he heard the song,  
he came to me.

(2) Having heard, the song, he  
came to me.

It is important to remember that in a clausal structure of this kind, the subject of both clauses must be the same.

1.2. Note that although the Bengali PAP can have two English equivalents, the two English equivalents are expressed by two separate Bengali formations. In the English of sentence (a) above, there are two semantic categories:

1. To go with the purpose of getting the book.
2. To go with some purposes, including getting the book.

It is important to remember that these two categories, formally undistinguished in English, are formally distinguished in Bengali. The formation /ami *śeikhane* zaia (gia).../ refers to category (1), i.e., to go with the purpose of getting a book. Category (2) cannot be expressed by the PAP. This type

of expression will be dealt with later.

### 1.3. As a part of a compound verb.

A compound verb in Bengali has at least two members, one of which, the second member, is a finite verb (i.e., a verb which is inflected for person and tense). The first member may be one of a number of classes of words--nouns, adjectives, verbs--but in the cases before us at present, the first member of the compound is a past active participle. This is the commonest form of the compound verb. Also in the cases before us, the nucleus of meaning of the compound verb is the participial form. For example:

tumi phira aiśo	you come back (lit., "returning, come")
tumi eiṭa nia aiśo	you bring (it) back (lit. "taking come")

In these two examples, the second member of the compound is the same, yet the meaning of the compound changes. In Bengali, as we shall see later on, this type of formation lends itself to great subtlety of meaning, where by variation of one or another member of the compound, shades of distinction and highly expressive phrasing can be gotten.

2. Bengali tends toward economy of expression. Note that in sentences 2 and 3, the locative case ending /-te/ on /bari/ is not used, since there is no possibility of confusion. The use of case endings in cases of this kind is optional. We have noticed before that there are places in which the pronoun subject may be omitted also.

### 3. The use of /dorkar/, "necessity".

The form /dorkar/ functions as a noun, and is best translated by the English "necessity". This does not imply compulsion or obligation; each of these types of expression has its own form in Bengali. Note that when /dorkar/ is used, it

takes a possessive case of noun or pronoun (i.e., there has to be a necessity of something); in cases where the necessity is related to someone, that noun or pronoun is also in the possessive case. Bengali would phrase it this way:

There is a necessity of me of going. (i.e., it's necessary for me to go).      amar zaibar (zaoner) d̄arkar ase

There is a necessity of him of reading (i.e., it is necessary for him to read.)      tar por̄bar d̄arkar ase

#### 4. Uses of /-re/ and/laiga/.

4.1. There are several ways of expressing an indirect object. Sentence 20 is "I shall get you the books tomorrow". The Bengali for this, depending upon the speaker's stylistic choice, can be either:

ami tomar laiga agamikail boigula nia aśum

or:

ami tomare agamikail boigula aina dimu

The point is, the use of the verb /de-/in either simple or compound form in such a situation necessitates the /-re/ suffix as the indirect object.

4.2. Note that there are some Bengali verbs such as /ga-/ which do not take indirect objects (see grammar section, Les. VI). In "I shall sing you a song," "you" will not be translated with the verb /ga-/ as /tomare/. In Bengali, the expression will be:

ami tomar laiga gan gamu      I shall sing a song for your benefit. (i.e., to bring you some kind of profit)

4.3. Note that "to you", as in the English expression "I shall come to you" does not use the suffix /-re/. Here also a post-position is required, namely /kase/, "near, in the vicinity of":

ami tomar kase aśum



5. To this point, we have had verbal nouns used only with such formations as:

eiṭa karon śakto                      It is difficult of do this.  
(The doing of this is difficult.)

In such formations, /śakto/ (śombhob, śohoz, etc.) are adjectival forms. In this lesson, we have another use of the verbal noun, this time as the object of the verb. Examples:

śeikhane zaon p̄sondo kori	I like to go there. (I like going there.)
ami baṅla p̄ra p̄sondo kori	I like to read Bengali. (I like reading Bengali.)
ami tomare baṅla p̄ra sikhamu	I will teach you to read Bengali. (I will teach you reading Bengali.)
apne ki tare tabla bazano sikhaiben	Will you teach him to play the tabla? (Will you teach him play- ing the tabla.)

6. The formation of PAP from /-a/ final verb stems (/dekha-/, /bera-/, etc.).

6.1. The PAP of /-a/ final verb stems takes the high stem-vowel and adds /-i/ to the final vowel /-a/.

<u>Stem</u>	<u>PAP</u>	<u>Gloss</u>
dekha-	dekhaia	showing, having shown
bera-	beraia	wandering, having wandered
śikha-	śikhaia	teaching, having taught
ghuma-	ghumaia	sleeping, having slept
zana-	zanaia	informing, having informed

Lesson IX, part 3. Pattern Drills.

## 1. Pattern: sentence 1.

- a. Is it necessary for you to study now?
- b. Is it necessary for you to go there now?
- c. Is it necessary for him to go tonight?
- d. Is it necessary for them to come tomorrow?
- e. Is it necessary for us to come to the office?

## 2. Pattern: sentence 2.

- a. Yes, I have to study right away.
- b. Yes, I have to go there right away.
- c. Yes, it is necessary for him to go tonight.
- d. Yes, it is necessary for them to come tomorrow.
- e. Yes, it is necessary for you to come to the office.

## 3. Pattern: sentence 3.

- a. When you finish, what will you do?
- b. When you go there, what will you do?
- c. When he arrives there, what will he do?
- d. When they come here, what will they do?
- e. When I come to the office, what shall I do?

## 4. Pattern: sentence 4.

- a. I have a lot of work.
- b. I have a lot of studying.
- c. He has a lot of studying.
- d. They have a lot of work.
- e. You have a lot of work.

## Pattern: sentence 5.

- a. When I finish studying, I shall do that.
- b. When I go there, I shall do that.
- c. When he goes there, he will finish that.
- d. When they come here, they will finish that.
- e. When you come here, you will do that.

## 5. Pattern: sentence 6.

- a. Will you finish studying tonight?
- b. Will you come back home tonight?
- c. Will he go back home tonight?
- d. Will they come back home tonight?
- e. Shall (will) I come back to the office tomorrow?

## 6. Pattern: sentence 7.

- a. No, I will not finish tonight.
- b. Yes, I shall come back home tonight.
- c. Yes, he will go back home tonight.
- d. No, they will not come back home tonight?
- e. Yes, you will come back tomorrow.

## 7. Pattern: sentence 8.

- a. When you finish your studying, will you meet me again?
- b. When you come back home, will you meet me again?
- c. When he goes back home, will he meet Laila?
- d. When they come back home, will they meet us again?
- e. When I come back, will I meet you here?

## 8. Pattern: sentence 9.

- a. No, I won't be able to meet you.
- b. Yes, I will be able to meet you again.
- c. No, he won't be able to meet her today.
- d. No, they won't be able to meet us tomorrow.
- e. No, you won't be able to meet me here.

## 9. Pattern: sentences 10, 11, 12.

- a. Can't you find a little time tonight? There is some need.
- b. Can you find a little time today. There is some need.
- c. Can you find a little time today? There is some need.
- d. Can they find a little time today? There is some need.
- e. Can you find a little time today? There is some need.

10. Pattern: sentence 13.

- a. OK. In that case I'll come back this evening.
- b. OK. In that case, I'll come back this morning.
- c. OK. In that case, he'll come back tonight.
- d. OK. In that case, they'll come back this evening.
- e. OK. In that case, I'll come back soon.

11. Pattern: sentence 14.

- a. No, come back when you have finished your studying.
- b. No, come back home when you have finished your work.
- c. No, he'll come back when he has finished everything.
- d. No, they'll come back when they have bought everything.
- e. No, come back when you have bought the books.

12. Pattern: sentence 15.

- a. Look, I have to meet Rohim today.
- b. Look, I have to meet Laila today.
- c. Look, he has to meet me today.
- d. Look, they have to study today.
- e. Look, I have to study Bengali today.

13. Pattern: sentence 16 (use verbal nouns.)

- a. Why? Is he going to teach you to speak Bengali?
- b. Why? Is she going to teach you to play the tabla?
- c. Why? Are you going to teach him to play cricket?
- d. Why? Are they going to learn to read Bengali?
- e. Why? Are you going to read poetry?

14. Pattern: sentence 17.

- a. No, I have to get some history books from him.
- b. No, I have to bring some geography books for her.
- c. No, I have to get some new books for him.
- d. No, they have to bring some new books for me.
- e. No, I have to buy some new Bengali books for Rohim.

15. Pattern: sentence 18,

- a. Go and get the history books tomorrow.
- b. Go and get the books for her tomorrow.
- c. Go and give the books to him tomorrow.
- d. Go and get the new books tomorrow.
- e. Go and buy the books from Rohim tomorrow.

16. Pattern: sentence 19.

- a. No, I won't be able to get them tomorrow.
- b. No, I won't be able to get them for her tomorrow.
- c. No, I won't be able to bring them tomorrow.
- d. No, I won't be able to go there tomorrow.
- e. No, I won't be able to buy them tomorrow.

17. Pattern: sentences 20, 21. (Note: refer to grammar, section 4.1.)

- a. Then I shall get you the books tomorrow. I can go.
- b. Then I shall get the books for you tomorrow. I can go.
- c. Then I shall get you them tomorrow. I can go.
- d. Then I shall bring them for you tomorrow. I can go.
- e. Then I shall buy you them tomorrow. I can go.

18. Pattern: sentences 22, 14.

- a. In that case, I shall come back when I have finished my studying.
- b. In that case, I shall come home when I have finished my work.
- c. In that case, he will come when he has finished everything.
- d. In that case, they will come back when they have bought everything.
- e. In that case, I shall come back when I have bought the books.

Pattern: sentence 23.

- a. But I won't be able to stay here long.
- b. But I won't be able to stay long with you.

- c. But he won't be able to stay with you long.
- d. But they won't be able to stay long.
- e. But I won't be able to stay in the office long.

19. Pattern: sentence 24.

- a. That's all right. I will give you a new sari.
- b. That's all right. I will bring you a new shawl.
- c. That's all right. I will send him some new books.
- d. That's all right. I will show them some new things.
- e. That's all right. I will tell you some good news.

20. Pattern: sentence 25.

- a. Good. I like to get new saris.
- b. Good. I like to get new shawls.
- c. Good. He likes to get new books.
- d. Good. They like to see new things.
- e. Good. I like to hear good news.

21. Pattern: sentence 26.

- a. When you come back, bring Laila with you.
- b. When you come back, bring your daughters with you.
- c. When he comes back, he will bring his children with him.
- d. When they come back, they will bring Nazma with them.
- e. When you come back, bring Salma with you.

Pattern: sentence 27.

- a. She also has to get a sari.
- b. They also have to get new shawls.
- c. They also have to get new books.
- d. She also has to see the new things.
- e. She also has to hear the news.

Lesson IX, Part 4. Sentence Drills.Drill 1

- I must go home right away.
- Why do you have to go so soon? Do you have work there?
- Yes, I have a few things that need to be done. When I finish my work, I shall come back.
- Good. When we have bathed and eaten, shall we take these things to Laila's house?
- Yes. I heard that she is sick.
- No, she fell on the ice this morning and broke her arm.
- Then let us bring her flowers and sweets. Then let's come back here and sleep a while.
- All right. After we have slept for a while, we shall have to go to the market.
- All right. Shall I buy some fruit on my way home and bring it back?
- Yes, bring it back when you come. What else shall we bring to Laila?
- We'll buy some flowers on the way and give them to her.
- Good. Then I'll see you later.

Drill 2

- When will you go to Lahore?
- Next week. I shall stay a week in Lahore and then return to Chittagong.
- Will you also go to Dacca?
- Yes, after I have seen the mosque at Lahore, I shall go to Dacca.
- There is a beautiful mosque there also.
- Yes. I shall wander around Dacca a day and then come back.
- Will you see the art inside the mosque?
- No, I shall not be able to. I shall have to remain standing outside the mosque.
- It will be a nice trip. What will you do after you have seen Lahore and Dacca?
- Then I shall return to Chittagong and sleep. Travelling makes me tired.

Lesson IX, Part 5. Substitution Vocabulary.

misti	sweets (meats)	beraia za-	wander about
murti	image	gosol kor	
bhromon	travelling, trip	can kor-	bathe
bazar	market	por	
borof	ice	poir za-	fall
zinis	thing (material goods)	bhan	break
hat	hand, arm	dāra-	stand, wait
osukh	illness		
cād	moon	ghuma- (ghumaia-PAP)	sleep
kagoz	paper	poucha	arrive
deoal	wall	upor	on, over
lal	red	karon	because
nil	blue	osukh kor	get sick
holud	yellow		--with genitive
sobuz	green	tar osukh korlo	she/he got sick
beguni	violet	b'ala koirā kor	to do something well
bhugol	geography		
catga	Chittagong	b'ala koirā sikh	to learn something well



Lesson X, Part 1. Conversation.Translation and analysisBengali

1. proper name (m.)  
 "a little"  
 "before, ago"  
 "a little while ago"

montu মন্টু  
 ektu একটু  
 age আগে  
 ektu age একটু আগে

A. Montu, I called you on  
 the phone a little  
 while ago.

A. montu ' tomare ektu  
 age ' phone daklam  
 মন্টু, তোমাকে একটু  
 আগে ফোনে ডাকলাম

A. Where were you?

A. tumi ' kothae  
 achila  
 তুমি কোথায় (আ)ছিলি

2. noun stem, "food"; see  
 grammar, section 2.  
 PAP, "eating, having  
 eaten"  
 high stem of verb /so-/,  
 "lie down"  
 PAP "lying down, having  
 lain down"  
 to be in a condition of  
 lying down

khabar খাবার

khaia খাইয়া

śu- শু

śuia শুইয়া

suia ach- শুইয়া আছি

B. After I had eaten (a  
 snack), I lay down for  
 a while.

B. ami khabar khaia '  
 ektu suia achilam  
 আমি খাবার খাইয়া  
 একটু শুইয়া আছিলাম

"suddenly"

PAP, "sleeping, having slept"

high stem of verb /por/, "fall"

hoṭhat হঠাৎ

ghumaia ঘুমাইয়া

por- পড়

B. But suddenly I fell asleep.

B. kintu hoṭhat ' ghu-  
maia porlam

কিন্তু হঠাৎ ঘুমাইয়া  
পড়লাম

3. noun stem, "matter"

bepar ব্যাপার

Note that the tense is understood by the context of the conversation.

A. What was the matter?

A. ki bepar

কি ব্যাপার

noun stem, "body"

śorir শরীর

idiom, "be feeling badly"

śorir kharap ho-

শরীর খারাপ হ-

A. Were you feeling badly?

A. tomar ' śorir kharap  
hoilo naki

তোমার শরীর খারাপ  
হুইল নাকি

4. demonstrative, "that"

ta তা

B. No, it wasn't exactly that.

B. na ' thik ta na

না, ঠিক তা না

"but"

tobe তবে

adjective, "whole, entire"

śara সারা

adjective, "tired"

klanto ক্লান্ত

For this use of the verb  
/as-/, see grammar,  
section 3.

B. But all day long I've  
been very tired.

B. tobe ami aiz ' sara  
din ' khub klanto  
asi

তবে আমি আজ  
সারাদিন খুব ক্লান্ত আছি

5. noun stem, "rest"  
compound verb, "rest"

bissram বিশ্রাম

bissam kor- বিশ্রাম কর

A. In that case, rest today.

A. taile ' aiz bissram  
koro

তাইলে আজই বিশ্রাম  
কর

proper name (f.)

salma সালমা

A. I'll come again tomorrow  
after seeing Salma.

A. ami salmare deikha '  
kail abar astum

আমি সালমার  
দেখা কাল আবার  
আসুম

6. "again, this time"

abar আবার

"what happened"

ni hoilo কি হইল

Note the use of the genitive /salmar/.

B. What happened to Salma  
this time?

B. salmar ' abar ki  
hoilo

সালমার আবার কি  
হইল

7. noun stem, "ice"

beraf বরফ

PAP, "falling, having  
fallen"

poira পড়া

compound verb, "fall"

PAP of compound, "falling,  
having fallen"

noun stem, "hand, arm"

PAP of verb, /bhaŋ-/,  
"break"

to be in a condition of  
sitting

- A. She fell on the ice and  
broke her arm, and she  
is laid up.

8. idiom, "is that so?"

- B. Is that so? In that case,  
I'll go with you to see  
her and come back.  
(is that so that if-be-  
comes I you with having  
gone her-<obj.> having  
seen come-shall)

9. idiom, "decide"  
conjunctive, "that"

- A. But I decided that I'll  
see her in the evening.

PAP, "picking up, having  
picked up"

compound verb, "pick up and take"  
"then, at that time"

poira za পাঁছড়া যা

poira zaia (gia)  
পাঁছড়া যাওয়া (গিয়া)

hat হাত

bhainga ভাঙা

boisa ase

বসে আছে

- A. 'sge' borofer upor  
' poira gia ' hat  
bhainga boisa ase

সে বরফের উপর

পাঁছড়া গিয়া হাত

ভাঙা বসে আছে

tai naki

তাই নাকি

- B. tai naki ' taile '  
ami tomar loge  
zaia deikha asum

তাই নাকি তাইলে

আমি তোমার লগে

যাওয়া দেখে আসুন

thik kor- ঠিক কর

ze যে

- A. kintu ' ami thik  
korlam ze ' ami  
tare ' sazerbela  
' deikha asum

কিন্তু আমি ঠিক

করলাম যে আমি

তারে সাজের বেনা

tuila দেখে আসুন

tuila ne-

tokhon তখন

- A. Shall I call you then and pick you up?
- A. tokhon ' ami ki tomare daika tuila nimu  
তখন আমি কি তোমাৰে ডাঙৰকা তুইলা নিমু  
gari গাড়ী
10. noun stem, "car, cart"
- B. Will you take your car?
- A. tumi tomar garita nia zaiba ki  
তুমি তোমাৰ গাড়ীটা নিয়া যাইবা কি
11. A. Yes, I'll take my car.
- A. ho ' ami ' amar garita ' nia zamu  
হু, আমি-আমাৰ গাড়ীটা নিয়া যামু
12. B. Good. Then when you are going will you call and pick me up?
- B. bes ' taile ki' zaoner somoe ' amare daika tuila niba  
বেশ-তাইনে কি যাতনেৰ সময় আতৰে ডাঙৰকা তুইলা নিবা
13. A. Yes. Shall I pick you up at seven o'clock?
- A. ho ' tomare ki sattar somoe ' tuila nimu  
হু, তোমাৰে কি সাতটাৰ সময় তুইলা নিমু
14. adjective, "ready, prepared"  
compound verb, "be (remain) ready"
- A. toiri তৈৰী  
toiri thak- তৈৰী থাক-
- B. All right. I shall be ready at seven o'clock.
- B. bes ' ami ' sattar somoe ' toiri thakum  
বেশ আমি সাতটাৰ সময় তৈৰী থাকুম

- B. What time will you come back home?
15. nine
- A. I'll come home at nine o'clock.
16. verb stem, "reach, arrive at"  
PAP of stem /poũcha-/  
see grammar, section 1  
compound verb, "caase to reach"
- B. When you come back will you leave me at my house?
17. For this use of /de-/, see grammar, section 4.
- A. Yes, I shall.
18. PAP of verb /ken-/,  
"buying, having bought"  
compound verb, "buy and bring"  
imperative form of stem /an-/
- B. tumi ' koetar sómoe ' bari phira asba  
তুমি কোটার সময় বাড়ী ফিরা আসবা  
noe নয়
- A. ami ' noetar sómoe ' bari phira asum  
আমি নোটর সময় বাড়ী ফিরা আসুম  
poũcha- পৌছা-  
poũchaia পৌছাইয়া  
poũchaia de-  
পৌছাইয়া-দে
- B. pheroner sómoe ' amare ki barit poũchaia diba  
ফেরনের সময় আমাৰে কি বাড়ীত পৌছাইয়া দিবা
- A. ho ' dimu  
হু, দিমু  
kina কিনা  
kina an- কিনা আন-  
aino আইনো

- B. When you come, bring some flowers.
- B. aśoner śomoe ' kichu phul ' kina aino.  
আসনের সময় কিছু ফুল কিনা আনিবো
19. A. For whom? A. kar laiga  
কার লাগিগা
20. For this use of the future, see Lesson II.
- B. I want to bring Salma flowers. B. ami salmar laiga phulgula ' nia zamu  
আমি সালমার লাগিগা ফুলগুলো নিয়ে যাবু
21. A. All right. Then when I come, I shall bring some flowers. A. aśsa ' taile ' aśoner somoe ' ami kichu phul ' kina anum  
আচ্ছা তাইলে আসনের সময় আমি কিছু ফুল কিনা আনুবু
22. "afterwards, later" A. pore পাবে
- B. Good. Then I'll see you later. B. beś ' taile ' pore dekha korum  
বেশ তাইলে পাবে দেখা করুব
23. A. OK. See you later. A. assa ' dekha hoibo  
আচ্ছা দেখা হইব

Lesson X, Part 2. Grammar.

1. The PAP of the verb stem /pōūcha-/ is /pouchaia/.

2. The form /khabar/.

The verbal noun of the stem /kha-/, "eat", is formed with the suffix /-ba/; as in sentence 2, however, there is another form /khabar/, a noun meaning "food".

3. The form /-asi/, sentence 4.

In Bengali, the expression of actions or conditions originated in the past but continuing in the present necessitates a present form of the verb even though a translation in the English present tense might not make sense. So it is in sentence 4. In this case, tiredness is a condition which originated at an earlier time, but which is still existent.

4. The use of /de-/, sentence 16.

The use of /de-/ as an "auxilliary" in Bengali is very complex. First of all, as in this lesson, there is the sense of giving assistance to someone in doing something. Thus, using sentence 16 as an example:

tumi barit pōuchaiba ki	"Will you reach the house?"
tumi ki amare barit pōuchala diba	"Will you help me reach my house?"
	Or
	"Will you get me to my house?"

Another example:

ami eiṭa korum	"I shall do it."
ami eiṭa koira dimu	"I shall do it (for him, you, etc.)"

There are other usages, which we shall deal with later on.

5. The nominative form of the word for "someone, anyone" is /keu/; the stem is /kau-/ before the objective suffix -re.

Thus:

kaure dia aṣum	I shall come and give (it) to anyone.
----------------	--

5.1. The negative of this formation is /kaure ... na/:

kaure dia aṣum na	I shall not come and give (it) to anyone
	Or
	I shall come and give it to to no one.

6. The use of the morphemes /sōmoe/, /-khon/, and /-bar/, indicating time.



## 6.1.

/onek sómoe/

Many times, much time continuously spent

/ektu sómoe/

a little time, continuously spent

/onek-bar/

many times, separated by intervals

/koek-bar/

a few times, separated by intervals

## 6.2.

/onekkhōn/

quite a while, quite some time, (in terms of hours)

/ektukkhōn/

a little while (in terms of hours)

## 7. Form all possible Bengali sentences:

Subj.	Clause I		Clause II	
	Obj./VM	Verb <sub>1</sub>	Obj./VM	Verb <sub>2</sub>
ami	khabar	khaia	tomare	-- dak-
tumi	tare	deikha	eiṭa	-- phir-
tomra	śeikhane	poira	boiṭa	phira za-
tara	tomar lage	zaia aiśa		phira zá-
	eiṭa	nia		-- dekh-
	tomare			deikha aś-
		ḡaika		-- ne-
				nia aś-
			<u>Verb<sub>2</sub></u>	-- tol-
			de-	tuila ne-
			diā aś-	pouchaia
			dia za-	de-
				-- k'in
				kina an-
				kina de-
				kina nia
				aś-

Lesson X, Part 3. Patterns.

## 1. Pattern: sentence 1.

- I sent you a letter a while ago. Did you receive it?
- I sent Rohim some books a while ago. Did he receive them?
- I called Rohim on the phone a while ago. Where was he?
- I saw him on the street a while ago. Where were you?
- I saw them in the library last night. Where were you?

## 2. Pattern: sentence 2.

- a. After I read it, I gave it to Anis.
  - b. After he got them, he put them on a table.
  - c. After he had eaten, he lay down for a while.
  - d. After I had studied, I lay down for a while.
  - e. After I had finished my work, I lay down for a while.
- 
- a. After that, I didn't see it.
  - b. After that, I didn't see them.
  - c. After that, he fell asleep.
  - d. But for a long time, I didn't fall asleep.
  - e. And suddenly I fell asleep.

## 3. Pattern: sentence 3.

- a. What was the matter? Didn't you show it to Nazma?
- b. What was the matter? Did you fall asleep?
- c. What was the matter? Was he very tired?
- d. What was the matter? Weren't you feeling well?
- e. What was the matter? Are you feeling well?

## 4. Pattern: sentence 4.

- a. No. She was very tired all day. She fell asleep.
- b. Yes. All day long I was very tired. So I fell asleep.
- c. Yes. All week long he's been very tired. He fell asleep.
- d. Yes, but I was very tired. Sleeping was not possible.
- e. Yes, but I'm a little tired. So suddenly I fell asleep.

## 5. Pattern: sentence 5, Lesson IX.

- a. Then tell her that it's necessary that she rest today.
- b. Then it's necessary that you rest today.
- c. Then it's necessary that he rest today.
- d. Then it's necessary that you rest this week.
- e. Then it's necessary that you rest now.

- a. I'll come back after seeing Rohim.
  - b. Come back after resting.
  - c. Will he come back tomorrow, after resting?
  - d. Come back next week, after resting.
  - e. Rest now and come back tomorrow.
6. Pattern: sentence 6.
- a. What happened to Rohim?
  - b. What happened to Rohim yesterday?
  - c. Yes. What will happen to him tomorrow?
  - d. What will happen next week?
  - e. All right. What will happen tomorrow?
7. Pattern: sentence 7.
- a. He fell from a tree and broke his arm.
  - b. He fell from a tree and broke his leg.
  - c. He will go to the library and study.
  - d. You will come to my house and study.
  - e. You will come to my house and eat.
8. Pattern: sentence 8. (use verbal noun).
- a. Is that so? In that case, I will go with you to see him and come back.
  - b. Is that so? In that case, I will go with you to see him now.
  - c. Is that so? In that case, it will be difficult to see him tomorrow.
  - d. Is that so? In that case, it will be difficult to rest this week.
  - e. Is that so? In that case, it will be necessary to work now.
9. Pattern: sentence 9.
- a. I decided that I'll see him tomorrow morning.
  - b. I decided that I'll see him afterwards.
  - c. I decided that it's necessary for us to see him now.

- d. I decided that it's necessary for you to rest now.
- e. I decided that it's necessary for you to rest this week.

- a. Shall I call you tomorrow morning and pick you up?
- b. Shall I call you and take you there?
- c. Shall I call him now and take you there?
- d. Shall I call you tomorrow and bring you here?
- e. Shall I call you tomorrow and pick you up?

10. Pattern: sentence 10.

- a. Will you take your car tomorrow?
- b. Will it be possible to take your car afterwards?
- c. Will it be difficult for you to take your car now?
- d. Will it be possible for you to take your car next week?
- e. Will it be possible for you to take your car tomorrow?

11. Pattern: sentence 12.

- a. Yes. When I am going, I will call you and pick you up.
- b. Yes. When I get home, I shall call you and pick you up.
- c. No. When I get home, I shall take my car and pick you up.
- d. Yes, when I call you, I shall come and pick you up.
- e. Yes. When you call me, I shall come and pick you up.

12. Pattern: sentence 13.

- a. Will you pick me up at eight?
- b. What time will you pick me up?
- c. What time will you call me and pick me up?
- d. What time will you come and pick me up?
- e. Will you pick me up at nine sharp (i.e., "exactly at nine")?

13. Pattern: sentence 14.a.

- a. Will you be ready at eight?
- b. What time will you be ready?

- c. Will you be ready at nine?
- d. Will you be ready at ten?
- e. Will you be ready before nine?

14. Pattern: sentence 14.b.

- a. Yes. Will it be possible to come home at ten sharp?
- b. At six. Will you come home before nine?
- c. Yes. It will be difficult to be ready before nine.
- d. Yes. It will be difficult to be ready before ten.
- e. Yes. It will be possible to be ready at eight.

15. Pattern: sentence 15.

- a. Yes. We shall come back at ten.
- b. Yes. We shall come back before nine.
- c. All right. We shall come back home before ten.
- d. All right. We shall come back home before eleven.
- e. All right. We shall come back at nine.

Pattern: sentence 16.

- a. When we come back, I shall leave you at your house.
- b. On the way back we shall leave Rohim at his house.
- c. On the way back, I shall leave you at Rohim's house.
- d. After coming back, I shall leave Rohim at your house.
- e. After leaving you, I shall leave Rohim at his house.

16. Pattern: sentence 18.

- a. When you come, will you bring some flowers?
- b. When we go, shall we take some sweets?
- c. When I go to Rohim's house, shall I take some flowers?
- d. When Rohim comes, will he (buy and) bring some new books?
- e. When you go, will you take some things for Rohim?

Pattern: sentence 20.

- a. I want to bring Nazma some flowers.

- b. I want to bring her some sweets.
- c. I want to bring him some flowers.
- d. He wants to bring me new books.
- e. I want to give Rohim some new things.

17. Pattern: sentence 21.

- a. All right. When I come, I shall bring some flowers from the store.
- b. All right. When I come, I shall bring some sweets.
- c. All right. When we go, we shall take him some flowers.
- d. Yes. When he comes, he will bring you some new books from the store.
- e. Yes. When I go, I shall take the new things for him.

#### Lesson X, Part 4. Drills.

##### Drill 1.

- Did you call me on the phone a while ago? I fell asleep.
- But what's the matter? Don't you feel well, or do you always sleep in the middle of the day?
- I don't know exactly. I've been feeling tired all week long. But let that go. What time is it?
- Almost half-past four. Are you going to class today?
- Yes. Look, will you do me a favor? When you are ready, will you pick me up? It's impossible for me to walk.
- Of course. I'll bring my car and pick you up in (i.e., "within --use either /bhitore/ or the locative case) half an hour.
- There is one other matter. Will you buy the new books at the store and bring them when you come?
- That won't be possible for me. I won't go to the store today.
- It doesn't matter. Will it be possible for you to leave me back here before half-past seven?
- Why? What will happen at half-past seven?
- Rohim is coming. It is necessary for me to buy and cook dinner before half-past eight.
- All right. I shall drop you back here by (i.e., "within") half-past seven.

Drill 2.

--Will you come to the museum with me today? I'll go at about three-thirty.

--Yes, I'll certainly come. There's a Jamini Roy exhibition (i.e., "an exhibition of Jamini Roy's work") isn't there?

--Yes. Ila likes his work very much. I told her that I would take her.

--Good. Will you take your car?

--Yes. I'll call you before I pick you up.

--Do you know Jamini Roy?

--Yes. I go to his house often. He is a wonderful man and a wonderful painter.

--People say that he is a truly Bengali painter. Is that so?

--I think so. Other painters copy European work or the work of the Mogul school. Jamini Roy copies no one.

--I hear that he paints in the manner of Bengali folk artists. Is that true?

--That's not exactly true. His colors and his forms are like those of Bengali folk art. But he is not a folk artist.

--How would you describe him, then?

--It is impossible to describe him. That is why he is a great artist.

Lesson X, Part 5. Vocabulary.

khobar	food	iuropio	European (adj.)
kola, śilpo	art	bharotio	Indian (adj.)
āka (verbal noun)	painting	pakistani	Pakistan
śilpi	painter, artist	śomotkar	wonderful
loko-śilpi	folk artist	aśol	true, genuine
dhoron	form (as in painting)	śottoi	
		haśai	true
		ṭhikoi	
mogol	Mogul	niśśoi	certainly
śithi	letter	ki koirā	how
pa	leg, foot	majhe, moddhe	in the middle
moto, moton	like, similar	śare	half-past
rakh-	keep, put, place	śare cartā	half-past four



adh	half
adh ghonṭa	half an hour

āk-	paint
boṛnona kār-	describe (learned)
nəkol kār-	copy
pak kār-	cook
kōtha kō-	converse

Idioms:

skebare	at all
koeṭa baze	what time is it?
tai na	isn't that so?
tai na ki	
zak	
zaitē dao	let it go
saira deo	
ar ekṭa	one more, another
tate khoti nai	no harm in that, that doesn't matter

Lesson XI, part 1. Conversation.

Translation and analysis.

Bengali

1. noun, "crowd"

bhir ভীড়

A. There is a crowd of people over there.

A. oikhane ' loker bhir  
ওইখানে লোকের ভীড়

2. high stem of verb "be, become"

ho- হু-

continuative suffix for vowel stems; see grammar, section 2.

-itas -ইতছে

3rd person present verbal ending

-e -ে

"it is becoming"

hoitase হইতছে

B. What is happening?

B. ki hoitase

কি হইতছে

3. "perhaps"  
noun, "game"

bod'oe বোঝিয়া

khela খেলা

A. I don't know. Perhaps there is some game going on.

A. ami zani na' bod'oe  
kono khela ' hoitase

আমি জানি না বোঝিয়া  
কোন খেলা হইতছে

4. Note the conjunctive /ze/, which is untranslatable in the English sentence.

B. Will you go over and see what is happening?

B. tumi ki ' zaia dekhba  
' ze ' ki hoitase

তুমি কি যাওয়া দেখা  
যে কি হইতছে

5. idiom, "think"  
 "mutual striking"--  
 see grammar, section 7.

compound verb, "fight"

high stem of verb "do,  
 make"

continutative suffix for  
 consonant stems

3rd person present  
 verbal ending

"(they) are fighting"

A. I think that the people  
 are fighting.

6. loan word, "riot"  
 "beginning"

compound verb, "be  
 begun"

B. Do you think a riot is  
 beginning?

7. verb stem, "flee"

Note: for this use of  
 the future, see grammar,  
 section 5.

A. No, if that were so,  
 people would be fleeing.

mone ho- মনে হয়  
 maramari আত্মাঘাতি

maramari kor-  
 আত্মাঘাতি  
 kor- কর

-tas তাহে

-e -ে

(tara) maramari kortase

A. amar mone hoe ' ze '  
 lokera maramari  
 kortase

আমার মনে হয় যে  
 লোকেরা আত্মাঘাতি  
 করতাহে  
 raot' রায়ট  
 suru শুরু

suru ho- শুরু হ

B. tomar ki mone ' hoe  
 ze ' ekta raot ' '  
 suru hoitase

তোমার কি মনে হয় যে  
 একটা রায়ট শুরু হইতাহে

pola- পলা-

A. na ' taile ' lokera  
 polaibo

না তাইনে লোকেরা  
 পলাইব

noun, "crowd"

compound verb, "form  
a crowd"

A. They wouldn't form a crowd.

8. B. Then who are fighting?

9. noun, "fight"

compound verb, "fight"

A. I think that little boys are fighting.

present imperative,  
"move"

present imperative, first person,  
"let's see"

A. Come on, let's go see.

10. noun, "snake"

noun, "game"

"snake charmer's performance"

B. No, I think that there's a snake charmer's performance going on.

bhir ভীড়

bhir kor- ভীড় করা-

A. bhir korbo na

ভীড় করবোনা

B. taile ' kara ' mara-  
mari kortase

তাইনে কারা মারামারি  
করতাকে

lorai নড়াই

lorai kor- নড়াই করা

A. amar mone hoe ' ze '  
sodo chelera ' lorai  
kortase

আমার মনে হয় যে  
ছোট ছেলেরা নড়াই  
করতাকে  
চল চম

dekhi (dehi)

দেখি

A. çolo dekhi

চল দেখি

śap (hāp) শাপ

khela খেলা

śap khela শাপ খেলা

B. na ' amar mone hoe '  
ze ' śap khela hoitase

না আমার মনে হয়  
যে শাপ খেলা হইতাকে

noun, "fear"

b'oe ভয়

compound verb, "be  
afraid of"

b'oe kor- ভয় কর

B. I am afraid of snakes.

B. ami śapre ' b'oe kori

আমি সাপেরে ভয়  
করি

11. "both"

duizon দুইজন

For the suffix/-e/, see  
grammar, section 6.

A. All right, come on.  
Let's both go see  
what's happening.

A. assa colo ' duizone  
zaia dekhi ' ze '  
ki hoitase

আচ্ছা চল, দুইজনে  
যাইয়া দেখিয়ে কি  
হুইতাত্ছে

12. B. No, I won't go. You go.

B. na ' ami zamu na ' tumi  
zao

না আমি যানু না তুমি  
যাও

13. A. Why won't you go?

A. ken zaiba na

কেন যাইবানা

14. high stem of verb, "see"

dekh- দেখ

present continuative  
suffix for consonant  
stems

-tas তাছ

1st person present  
verbal ending

-i ি

noun, "bull"

śar ষাড়

B. I can see now that bulls  
are fighting.

B. ami skhon dekhtasi  
ze ' sarer lora:  
hoitase

আমি এখন দেখতাইছি  
যে ষাড়ের লড়াই  
হুইতাত্ছে

B. People are running away.

B. lokera polaitase

লোকেরা পলাইতাকে

15. A. In that case, move.  
Let's run too.

A. taile ' colo ' amra  
o polai

তাইলে চল আমরাও  
পলাই

Lesson XI, Part 2. Grammar.

1. The use of the present continuative, as in sentences 1 ff.

1.1. The primary use of the present continuative (sometimes called the present imperfect) is indication that action is taking place at the time of speaking, that an action begun in the past is not completed. Bengali often uses this emphasis on continuity where English, for example, is content with a simple present. A frequent Bengali phrasing is:

ami buztasi

I understand (i.e., I am understanding) what you are saying.

1.2. Further, Bengali frequently uses the present continuative if the action is going on in the present, even if that action was originated in the distant past:

hajar bochor dhoira <sup>ś</sup>aotalera ' eikhane baś kortase  
"Santals have been living (lit. 'are living') here  
1000 years.

1.3. A less frequent but still common usage of the present continuative is expression of action that is to take place in the immediate future. An exchange might be:

eikhane aśo

Come here!

assa ' ami aśtasi

All right, I am coming.

2. The formation of the present continuative:

2.1. The present continuative of consonant-final verb stems is formed by the high stem (except for /a/ stems) of the verb,

plus the suffix /-tas/, plus the present tense personal endings. Thus:

śun-	"hear"	ami śun-tas-i
		tumi śun-tas-o
		tui śun-tas-os
		apne śun-tas-en
		sse śun-tas-e
		tain śun-tas-en
khel-	"play"	ami khel-tas-i, etc.
kor-	"do"	ami kor-tas-i, etc.

2.2. Consonant stems with the /a/-vowel retain their low stems. Thus:

zan-	"know"	ami zantasi
------	--------	-------------

2.3. Stems with vowels final follow the same pattern; /a/-stems retain their low stem form, others take their high-stems. However, all CV- shape stems, except CVi- ones, take /-i-/ before the suffix /-tas/.

de-	"give"	ami di-tas-i, etc.
kha-	"eat"	ami khaitas-i, etc.
ho-	"be, become"	ami hoitas-i, etc.

3. Review of formation and use of the verbal noun.

3.1. Verbal nouns of consonant-stem verbs are formed by the addition of the suffixes, /-a/ or /-ba/, or /-on/ to the low stem of the verb. Verbal nouns of vowel-stem verbs are formed by the addition of the suffixes /-oa/ or /-ba/ or /-on/ to the low stem of the verb. Thus:

de-	deoa <u>or</u> deba <u>or</u>	dson
pa-	paoa <u>or</u> paba <u>or</u>	paon
ho-	hooa <u>or</u> hoba <u>or</u>	hoon

3.2. The suffixes /-a/ or /-oa/ occur when the noun is in the nominative, objective, or locative cases; the suffix /-ba/ occurs only when the noun is in the genitive, being freely variant with /-a/ or /-oa/, or /-on/, which occurs in all cases.

3.3. Constructions with the verbal noun are very common in Bengali. For example:

**Nominative:**

khela hoitase	"playing is going on"
tar a <sup>o</sup> son hoilo	"of him coming was not" --
na	he did not (could not) come."

**Genitive:**

tar as <sup>o</sup> ner/ asar som <sup>o</sup> e brist <sup>i</sup> hoilo	"It was raining when he came."
---	--------------------------------

**Objective:**

dhakar ban <sup>o</sup> lae pan	In Dacca Bengali, drinking
korare pani	water is called "pani khoan".
Locative: khaon bole (koe)	

**Locative:**

ei k <sup>o</sup> tha bol <sup>o</sup> lae	"On being told this, we
amra coil <sup>o</sup> a gelam	went away."

4. The form /maramari/ (sentences 5 ff.):

4.1. This type of reduplicated formation is frequent in Bengali, and in fact in many modern languages of India. The significance is often mutual action of some type. For example:

karakari	"mutual snatching"
lathalathi	"mutual fighting with sticks"
gutaguti	"mutual pushing aside with elbows"

4.2. Note that as in the third example above, the vowel of the reduplicated portion of the expression (except where /a/), is the high vowel, due to the presence of the final high-vowel /-i/.



5. Uses of the future tense, as in sentence 7.

5.1. It is not infrequent in Bengali to use the simple future to express the English conditional, as here. Another example might be:

tumi śeikhane ken zaiba (you there why go-will)--  
Why should you go there?

5.2. In sentence 7, the conditional aspect of the sentence is stated in the first clause, "if that were so".

6. Use of the locative, as in sentence 11.

6.1. The locative case form is frequently used in nominative constructions to indicate mutual action or reciprocity, as here.

7. Note that sentences 9 and 14 suggest the transitive-intransitive equivalence which we have seen before. Note the distinction between:

	śargula lorai kortase	bulls are fighting
and		
	śārer lorai hoitase	bulls are fighting (lit., a fight of bulls is happening)
or between		
	selera lorai kortase	boys are fighting
and		
	selego lorai hoitase	boys are fighting (lit., a fight of boys is happening).

7.1. The contrast is clearest in cases in which there is no case inflection. For example:

	oiṭa śuru hoitase	"It is beginning" (Intransitive)
and	oiṭa śuru kortase	"That one is beginning (it)" (Transitive)

Lesson XI, part 3. Patterns.

1. Pattern: sentences 1,2, grammar section 6.
  - a. What is happening in that crowd of people?
  - b. What are those people doing?
  - c. What is he doing in that crowd of people?
  - d. Are you listening to the story?
  - e. Are you looking at the crowd of people?
  
2. Pattern: sentence 3, grammar section 6.
  - a. Perhaps there is a riot going on.
  - b. Perhaps a riot is beginning.
  - c. Perhaps he is starting a riot.
  - d. No, I am looking at this book.
  - e. No, I am listening to his reading of poetry.
  
3. Pattern: sentence 4.
  - a. Shall we go and see what is happening?
  - b. Shall we go and see what they are doing?
  - c. Shall we go and listen to what he is saying?
  - d. Shall we go and listen to his reading?
  - e. Shall we go and see what the crowd is doing?
  
4. Pattern: sentence 5.
  - a. No. I think that they are fighting.
  - b. No. I think they are only shouting.
  - c. No. I think that he is saying nothing at all.
  - d. No. I think that I shall sit here and read.
  - e. No. I think that I shall remain here and listen.
  
5. Pattern: sentence 6.
  - a. Do you think that some trouble is beginning?
  - b. Do you think that a fight is starting?
  - c. Do you think that he is starting a riot?

- d. What are you reading now?
- e. What poem is he reading now?

6. Pattern: sentence 7.

- a. No. If that were so, everyone would be running away.
- b. No. If that were so, everyone would not be staying there.
- c. No. If that were so, people would be shouting.
- d. I am reading a new novel by Abal Kalam Shamsuddin.
- e. He is reading some poems by Faroukh Ahmad.

7. Pattern: sentence 8.

- a. Then what do you think is going on?
- b. Then do you think that people are fighting?
- c. Then why do you think the crowd is forming?
- d. Is Shamduddin writing another novel now?
- e. Which poems of Ahmad is he reading?

8. Pattern

- a. I think that some boys are fighting.
- b. Yes, perhaps people are fighting.
- c. I think that boys are fighting; that is why the crowd is forming.
- d. Yes. I think that he is writing a new novel.
- e. I don't know. I am not hearing it very well.

9. Pattern: sentence 10.

- a. Let's go see. Perhaps a snake-charmer's performance is going on.
- b. Let's go see. Perhaps there is a football game going on.
- c. Let's go see. Perhaps he is beginning a snake-performance.
- d. I see. How is that novel striking you? (how do you like it?)
- e. Why? Are the people shouting too loudly?

10. Pattern: sentence 10.
- a. I'm not going. I'm afraid of snakes.
  - b. I'm not going. I don't like football.
  - c. I'm not going. I don't like snake-performances.
  - d. I like it very much. He writes well.
  - e. Yes. Also he is reading very softly.
11. Pattern: sentence 11.
- a. Come on; let's both go and see the snake-performance.
  - b. Come on; let's both go and watch the football game.
  - c. Come on; let's both go and see the snake.
  - d. Yes. He writes simple but very strong Bengali.
  - e. Yes. It's difficult to hear. Let's go sit near him.
12. Pattern: sentence 14.
- a. No. Now I see that some boys are fighting.
  - b. No. Now I see that a snake and a mongoose are fighting.
  - c. No. Now I see that the snake-performance is ending.
  - d. Yes. He is becoming very famous.
  - e. Yes, let's go. Let's sit in front of him and listen.
13. Pattern: sentence 14.
- a. Yes. And people are becoming tired of it.
  - b. Yes, and little boys are fleeing.
  - c. Yes, and people are going home.
  - d. These days he is writing only in colloquial Bengali (colit bhasal), is henot?
  - e. Yes. But now he is finishing his reading.
14. Pattern: sentence 15.
- a. In that case, let's not go.
  - b. In that case, let's go and see.
  - c. In that case, let's go home too.

- d. Yes, He is certainly not writing literary Bengali.  
(sadhu bhasa).
- e. Yes. It is being finished. Let's go home.

Lesson XI, Part 4. Sentence Drill.

Drill 1

- What are those people doing over there?
- I don't know. Let's go see.
- No, there is a lot of elbowing going on in the crowd.
- All right, then, get up on that wall and look.
- I can see now (i.e., I am seeing now).
- What is going on?
- A snake and a mongoose are fighting.
- Who is winning?
- The mongoose always wins.
- Come on, let's look.
- No, I am afraid of snakes. Before I came to Dacca a snake bit me.
- There is a magician there too. He is doing tricks.
- What kind of tricks is he doing?
- He is walking bare-foot (i.e., in bare feet) on a fire.
- Why is he doing that?
- Because people are giving him money.
- It's finishing now. The people are coming away (i.e., returning back.)
- All right, then, let's go home. I am getting hungry.

Drill 2 When in doubt, use present continuative.

- How are you getting on?
- Fine.
- Are you studying Bengali?
- Yes, I am studying the language and literature.
- How do you like it?

- I like it very much. But it is becoming more difficult.  
 --Are you studying tonight?  
 --No, I don't think that I will study tonight. It is getting very hot.  
 -- Good. Then come to the movies with me.  
 --All right. When are you going?  
 -- Right now. Come on.  
 --All right, I'll get (i.e., "take") my coat and be right back.

Lesson XI, Part 5. Substitution Vocabulary.

zadugar	magician	zit-	win, conquer
zadu, khela	trick	kamra-	bite
pa	foot	citkar kor-	shout
agun	fire	birakto ho	to be tired of; vexed
śahitto	literature	bikksto	famous
sinema	cinema	joralo	strong
golmal	trouble, hubbub	aste	slowly, soft
		aro	more, even more
		khali	empty, bare
		jore	loud, loudly
<u>Idioms:</u>			
kemon coltase		how is it going (with you)	
gorom portase		it is getting hot (lit., heat is falling).	
ṭaka pośa		money (lit., rupees and lesser coins).	
amar khida pae		I am hungry (lit., me-of hunger get)	

Lesson XII, Part 1. Conversation.Translation and analysisBengali

- |    |   |  |                                   |
|----|---|--|-----------------------------------|
| 1. | verb stem "go"  | za   | যা                                |
|    | continuative suffix with vowel stems                      | itas   | -ইতাহু                            |
|    | 2nd person present ending                                 | -o   | -ও                                |
|    | "(you) are going"   | zaitaso  | যাইতাহু                           |
|    | <u>A.</u> Where are you going?                            | <u>A.</u> tumi ' kothae zaitaso                      | তুমি কোথায় যাইতাহু               |
| 2. | proper name, Rohim  | rohim  | রহিম                              |
|    | <u>B.</u> I am going to Rohim's house.                    | <u>B.</u> ami ' rohimer barit ' zaitasi              | আমি রহিমের বাড়ীত যাইতামি         |
| 3. | <u>A.</u> What is happening there?                        | <u>A.</u> seikhane ' ki hoitase                      | সেইখানে কি হইতাহে                 |
| 4. | noun, "birth"   | zonno  | জন্ম                              |
|    | noun, "day"   | din  | দিন                               |
|    | compound noun, "birthday"                                 | zonmodin   | জন্মদিন                           |
|    | noun, "celebration"                                       | utsob  | উৎসব                              |
|    | <u>B.</u> Rohim's son's birthday celebration is going on. | <u>B.</u> rohimer seler, ' zonmodine utsob ' hoitase | রহিমের ছেলের জন্মদিনে উৎসব হইতাহে |

5. "who"  
pluralizing reduplication, "who (all)"

ke  
ke ke

A. Who (all) is coming there?

A. séikhane ' ke ke astase

সেইখানে কে কে  
আসতেছে

6. B. I don't know exactly.  
But aren't you coming?

B. ami ' thik zani na '  
tumi ki ' astasona

আমি ঠিক জানি না।  
তুমি কি আসতেছ না

7. A. Yes, I'm also going.

A. ho ' amio zaitasi

হু, আমিও যাইতাছি

8. noun, "present"

upohar উপহার

B. Are you taking any present for him?

B. tumi ki ' tar laiga '  
kono upohar ' nitaso

তুমি কি তার লাইগা  
কোন উপহার নিতেছ

Note: this formation, using /ase/, indicates that the present was bought some time ago, that a present has been in existence for some time.

B. I have a present for him.

B. ho ' tar laiga ' amar  
ekta upohar ' ase

হু তার লাইগা আমার  
একটা উপহার আছে

9. "there is not" -- negative verb form (see grammar, section 3).

nai নাই-

"now"

ekhon এখন

emphatic suffix

-o -ও



ekhono এখনো

"even now, up until now"

A. As of now, I have not present for him.

A. amar ' tar laiga '  
ekhono ' kono upohar  
nai

আমার তার লাইগা  
এখনো কোন উপহার নাই

B. But before going, I am going to buy a present.

B. tobe zaoner age '  
ekta upohar ' kina  
nia zamu

তবে যাওয়ার আগে একটা  
উপহার কিনা নিয়া যামু

10. A. What present are you bringing?

A. ki upohar nitaso

কি উপহার নিতাছ

11. noun, "story"

golpo গল্প

A. I am taking a story-book (for him).

A. ekta golper boi nitasi

একটা গল্পের বই  
নিতাছি

12. /ze...tar.../, see  
grammar, section 4.

/-ta/, qualifying suffix

B. What is the name of the book which you are taking (him)?

B. ze boita nitaso ' tar  
nam ki

যে বইটা নিতাছ তার  
নাম কি

13. A. The book's name is Deśe-bidese.

A. boitar nam ' deśe-  
bidese

বইটার নাম দেশে-  
বিদেশে

14. present completive tense,  
"you have read" (see  
grammar, section 1.)

porso পড়ছে

- B. Have you read the book?      B. tumi ki ' boiṭa  
porso  
তুমি কি বইটা পড়ছেন
15. negative particle indicating past time; see grammar, section 2.      nai নাই
- A. No, I haven't read it.      A. na ' pori nai  
না পড়ি নাই
- present completive tense,  
"I have heard" (see grammar, section 1.      śunsi শুনিছি
- A. But I have heard that the book is very good.      A. tobe ' śunsi ze '  
boiṭa khub b'ala  
তবে শুনিছি যে বইটা খুব বানা
16. present completive tense, "he has said" (see grammar, section 1.      koise কইছে
- B. Who has said (so)?      B. ke koise  
কে (কেটা) কইছে
17. A. My brother has said (so).      A. amar b'ai ' koise  
আমার ভাই কইছে
- A. He has read the book.      A. see ' boiṭa porse  
সে বইটা পড়ছেন
18. /za ... ta .../, see grammar, section 4.

"true"

B. What he said is true.

sottoi (haçai)  
সত্যই (হাচাই)

B. za šee koise ' ta  
sottoi

যা দেখে কইছে তা  
সত্যই-

19. A. What present are you taking?

A. tumi ' ki upohar nitaso

তুমি কি উপহার  
নিজাচ্ছে

20. noun "bird"

pakhi পাখী

B. I am going to take a bird.

B. ami ' ekṭa pakhi ' nia  
zaitasi

আমি একটা পাখী  
নিয়া-যাইতাছি

21. noun, "color"

ron রং

A. What color is the bird which you are taking?

A. ze pakhiṭa ' tumi ni-  
taso tar ki ron

যে পাখীটা তুমি নিজাছ  
তার কি রং

22. "green" (see grammar,  
section 5).

šobuz সবুজ

noun, "parrot"

ṭiapakhi টিয়াপাখী

B. The bird is green.  
It's a parrot.

B. pakhiṭa šobuz ' oiṭa  
' ekṭa ṭiapakhi

পাখীটা সবুজ ওইটা  
একটা টিয়াপাখী

23. "wonderful"

comotkar চমৎকার

- A. A green-colored bird!  
Wonderful!
- noun, "work, story"  
compound verb, "talk,  
converse"
- A. ekta sobuz roger  
pakhi ' comotkar  
একটা সবুজ রঙের  
পাখী, চমৎকার  
kotha কথা  
kotha ko কথা ক
- A. The parrot talks,  
doesn't it?
- A. tiapakhiḡ ' kotha koe  
naki  
টিয়াপাখীটা কথা কয়  
নাকি
24. B. Yes, he talks a little.
- B. ho ' ekṭu kotha koe  
হু, একটু কথা কয়
25. A. What does he say?
- A. ki kotha koe  
কি কথা কয়
26. B. He only says, "Give  
food!"
- B. kebol koe ' khabar dao  
কেবল কয় খাবার দাও

Lesson XII, Part 2. Grammar.

1. The formation and use of the present completive (or "present perfect") tense.

1.1. The present completive is a frequently used past tense. in Bengali, it is fairly general in reference. The tense is frequently used where English would have a simple past, but its primary usage is to indicate an action which has been completed in the recent past but which has results which continue into the present. In general, it is a fair rule of thumb

to consider that any English construction which has or can have the form "has/have (read, shut, done, eaten, etc.)", will take the present completive in Bengali.

1.2. The high stem forms the base of the present completive with the /-s/ suffix and the present tense personal endings added to it, except for stems of CV shape which take an /i/ before the suffix /-s-/.

<u>Stem</u>		<u>High Stem</u>	<u>Suffixes</u>
kin-	"buy"	ami	kin- -s-i
		tumi	kin- -s-o
		tui	kin- -s-iś
		apne	kin- -s-en
		śee	kin- -s-e
		tain	kin- -s-en
khel-	"play"	ami	khel- -s-i etc.
zan-	"know"	ami	zan- -s-i etc.
kor-	"do"	ami	kor- -s-i etc.
buz-	"understand"	ami	buz -s-i etc.
di-	"give"	ami	di- -s-i etc.
kha-	"eat"	ami	khai- -s-i etc.
ho-	"be"	ami	hoi- -s-i etc.

1.3. The present completive of /za-/ "go" is irregular. The stem is /gε-/ and the paradigm runs thus:

ami	gesi
tumi	geso
tui	gesoś
apne	gesen
śee	gesse
tain	gesen

2. The past negative, as in sentence 15.

2.1. The negative past tense is not formed by a past form of the verb with the negative particle /na/. The past negative

is formed by the use of the simple present tense with the negative particle /nai/, thus:

ami <sup>ś</sup> sunsi	I have heard
ami <sup>ś</sup> sunī nai	I have not heard
ami oi boiṭa porsi	I have read that book
ami oi boiṭa porī nai	I have not read that book

2.2. The sole exception to this rule is the simple past tense. The particle /na/ may optionally be used with a simple verbal form: ( a past verbal form);

ami porlam na	I did not read (in recent past).
ami porī nai	I did not read (indefinite past).

3. The negative form /nai/. There is in Bengali no such formation as /ase na/. Where the verb /as-/ occurs in the present negative, the form is /nai/, e.g.;

I have the book	amar boiṭa ase
I do not have the book	amar boiṭa nai
He has time	tar śomœ ase
He has no time	tar śomœ nai

#### 4. Relative clauses.

In Bengali, correlative constructions take the following forms:

4.1. Personal pronouns, with reference to human beings only:

4.1.1. ze ... śse ...	(he, she) who ... he, she
ze aśtase ' śse ke	Who is he/she who is coming?

4.1.2. zara ... tara ...	(those) who ... they ...
zara ' ei barit thake ' tara sattro	Those (people) who live in this house are students.

4.2. Adjectival formations: or:

4.2.1. The relative /ze/ accompanied by a noun:

ze ... <sup>ś</sup>see ... (that) which ... that ...  
 ze boiṭa ' tomare Where is that book which I  
 disi ' <sup>ś</sup>eiṭa kothae have given you?

4.2.2. Alternate form: zei ... sei

4.2.3. zoto ... toto ... as much as ... so much ...  
 tomar ' zoto ṭaka I want as much money as  
 ase ' toto ṭaka you have.  
 ami cai

4.3. Impersonal reference:

za ... ta... (that) which ... that  
 za ami dskhtasi ' ta What is that which I see?  
 ki

4.4. Other types of formations:

4.4.1. zeikhane ... <sup>ś</sup>eiikhane where ... there ...  
 zeikhane tumi zaiba ' I shall go (there) where  
<sup>ś</sup>eiikhane ami zamu you are.

4.4.2. zokhon ... tokhon ... when ... then ...  
 tumi zokhon zaiba ' When you go, (then) I shall  
 tokhon ami zamu go.

4.4.3. zokhoni ... The very moment ... at that  
 moment ...

zokhoni tumi bolba The moment you tell me (at  
 tokhoni boiṭa aina dimu that very moment), I'll  
 bring the book.

4.4.4. zemon ... temon ... as ... so ...  
 zemon apne koiben As you will tell (me), so I  
 temon ami korum will do.

zemni ... temni ... just as ... just so ...  
 zemni apne koiben Just as you will tell me, just  
 temni ami korum so I will do.

4.5. Note that the correlative can be inflected, as in sentence 12. Other examples:

ze a'stase ' tar  
nam ki

What is the name of him who  
is coming?

zara a'stase ' tago  
nam ki

What are the names of those  
people who are coming?

ze şelera seikhane  
bostase tago (se  
selego) posondo  
koro ki

Do you like those boys who  
are sitting there?

#### 4.6. Drills on tape.

#### 5. Use of adjectives of color.

5.1. Some adjectives of color have two forms, the usage of each of which is limited. For example:

holud

yellow

The distribution of these forms is as follows:

pakhiṭa holud

The bird is yellow.

pakhiṭa holud roṅer

" " " "

holud, pakhiṭa

The yellow bird.

holud roṅer pakhiṭa

5.2. The following vocabulary items occur with or without following /roṅ/, "color":

#### Bengali

#### English

lal

red

kala

black

śada

white

nil

blue

śobuz

green

holud

yellow

begni

violet

golapi

rosy (pink)

badami

brown

khœri

toast brown (tan)



## 5.2.1. Examples:

śarita lal raṅer

The sari is of red color.

śariṭa lal

The sari is of red (color).

śariṭar raṅ lal

The color of the sari is red.

5.3. The following vocabulary items must be followed by /raṅ/  
"color":

kaṁla raṅ

"orange color, or, color like  
orange"

chai raṅ

"ash color, or, color like  
ash"

ghia raṅ

"color like clarified butter"

holud raṅ

"of turmeric color"

aśmani raṅ

"sky color"

śonali raṅ

"golden color"

rupali

"silvery color"

hindur raṅ

"vermillion"

## 6. Form all possible Bengali sentences:

## 6.1.

Possessive noun or pro- noun	Post-positional phrase	Noun or pronoun subject	Negative verb "there is not"
amar	tar -laiga	upohar	nai
tomar	rohimer	boi	
apner	boiner	pakhi	
tar		taka	
tar	korimer		
amago			
selego			

## 6.2.

Correlative Clause			Relative Clause		
Pro-noun	Subj.	Verb	Pronoun	Subj.	Interrogative
ze	boiṭa pakhiṭa seleṭa kukurṭa biralṭa lokṭa	nitaso kintase aṣṭase boṣṭase khitase	tar	nam roṇ    śee	ki
za	śee	boltase poṛṭase dekhtase aṣṭase	ta	śottoi b'ala śokto śoḥoz  ki	

Lesson XII, part 3. Patterns.

1. Pattern: sentence 1.
  - a. Where are you going now?
  - b. What are you reading now?
  - c. Where is he going now?
  - d. What are you listening to now?
  - e. What are the boys doing now?
  
2. Pattern: sentence 2.
  - a. I am going to class.
  - b. I am reading a play.
  - c. He is going to Anis' house.
  - d. I am listening to a gazal.
  - e. They are playing in the field.

3. Pattern: sentence 3.
- What is happening in class today?
  - What play are you reading?
  - What is happening at Anis' house?
  - What gazal are you listening to?
  - What are they playing?
4. Pattern: sentence 4.
- Ahmad is teaching us Bengali.
  - I am reading Tagore's Raja.
  - A party is going on today.
  - I am listening to an old gazal.
  - A football game is going on.
5. Pattern: sentence 5.
- Who (all) is coming to class today?
  - Who (all) is reading in class today?
  - Who (all) is singing the gazal?
  - Who (all) is going there?
  - Who (all) is playing football?
6. Pattern: sentence 6.
- Everyone. Aren't you coming to class?
  - Amir. Are you coming to class today?
  - I don't know. Aren't you going there?
  - Some singers. Aren't you listening to the gazal?
  - Some boys. Aren't you playing football today?
7. Pattern: sentence 7.
- Yes, I'm coming.
  - Yes, I'm going today.
  - Yes, I'm going there.
  - Yes, I'm listening.
  - No, I'm not playing.
8. Pattern: sentence 8.
- Do you have the books for the class?

- b. Do you have the time for me?
- c. Do you have a present for Amir?
- d. Do you have the book for me?
- e. Do you have the work for the class?

9. Pattern: sentence 9.

- a. No, I do not have the books.
- b. No, I do not have the time.
- c. No, I do not have a present.
- d. No, I do not have the book.
- e. No, I do not have the work.

Pattern: sentence 9.

- a. Before going I am going to get the books.
- b. Before meeting you I am going to get a book.
- c. Before going, I am going to get a present.
- d. Before going, I am going to get the book.
- e. Before going, I am going to get the work.

10. Pattern: sentence 10.

- a. What books are you getting?
- b. What book are you reading?
- c. What present are you buying?
- d. What book are you buying?
- e. What work are you doing?

11. Pattern: sentence 11.

- a. I am getting poetry books.
- b. I am reading a Bengali book.
- c. I am buying a history book.
- d. I am buying a poetry book.
- e. I am reading Bengali history.

12. Pattern: sentence 12.

- a. What are the names of the books which you are getting?
- b. What is the name of the novel which you are reading?

- c. What is the name of the history book which you are buying?
- d. What is the name of the poetry book which you are buying?
- e. What are the names of the books which you are studying?

13. Pattern: sentence 13.

- a. The books' names are Balaka and Soncita.
- b. The name of the novel is Gora.
- c. The books are histories of Bengal.
- d. The book's name is Pakistaner itihas.
- e. The books are histories of Bengal.

Pattern: sentence 14.

- a. Have you read the books?
- b. Have you read that book?
- c. Have you studied history?
- d. Have you seen that book?
- e. Have you read that novel?

14. Pattern: sentence 15.

- a. No, I haven't read them.
- b. No, I haven't gotten that book.
- c. No, I haven't studied history.
- d. No, I haven't seen that book.
- e. No, I haven't read that book.

Pattern: sentence 15.

- a. I have heard that they are very difficult.
- b. I have heard that it is very difficult to get.
- c. I have heard that history is very difficult.
- d. I have heard that it is very difficult to read.
- e. I have heard that it is very good.

15. Pattern: sentence 16.

- a. Who has said that they are difficult?

- b. Who has said that it is difficult?
- c. Who has said that it is difficult to get?
- d. Who has said that is good.
- e. Who has said that it is difficult to read?

16. Pattern: sentence 17.

- a. My friend has said so.
- b. My brother has said so.
- c. My sister has said so.
- d. My friends have said so.
- e. My teacher has said so.

17. Pattern: sentence 18.

- a. What he has said is not true.
- d. What she has said is true.
- c. What she has said is right.
- d. What they have said is not true.
- e. What he has said is wrong.

Pattern: sentences 19, 20, 21.

- a. The books which I have read are not difficult.
- b. The books which I have wanted I have not found.
- c. The history which I have studied is difficult.
- d. The book which I have read is not very good.
- e. The book which I have read is very easy.

18. Pattern: sentence 21.

- a. Then the friend who told me was not correct.
- b. Then what my brother told me was correct.
- c. Then what she told me was wrong.
- d. Then the teacher who told me is not a good teacher.
- e. Then the friends who told me were not correct.

Lesson XII, Part 4. Sentence Drill.Drill 1

- Where are you going?  
 -- I am going to Amir's house.  
 --Have you gone to the market?  
 --Yes, I have bought all the things that you have asked for.  
 --And have you finished your work and bathed?  
 --Yes, I have finished everything.  
 --All right, then, go along. What's going on at his house?  
 --I don't know exactly. I think that his brother has returned from Europe.  
 --I have not heard that he has returned. I have heard that he will stay in America for two years.  
 --Those who leave Bengal often come back quickly. Are you coming with me?  
 --Yes, I'm coming. But I have not bought a present for him.  
 --That's all right. We will buy one on the way.

Drill 2

- Have you read the paper today?  
 --No, I have not seen it yet (i.e., "even now"). What does it say?  
 --It says that there was a hartal in Bombay.  
 --What is happening there?  
 --Yesterday there was a riot, and three people were injured.  
 --Is there any good news?  
 --Yes, the paper says that the summer will be very hot this year, and that the monsoon will be late (i.e., "Will come after").  
 --Has Anis written about my book?  
 --Yes, he says that it is a very bad book.  
 --Is that all?  
 --Yes, he has not written much.  
 --I think that I shall lie down for a while.

Lesson XII, Part 5. Substitution Vocabulary.

khobor	news	ag'at pa-	get a blow, get injured.
kagoz	paper	śommondhe	post-position, "about, in regard to", with genitive.
g'a	injury, blow		
borśa, briśti	rain	ziggaś kor	ask for
kal	time, season	khuiza pa	to find after looking
bissram	rest, nap		
naṭok	drama, play	pa	to get

## Idioms:

thik ase	that's all right
gorom kal	summer
borśa kal	rainy season
boro beśi	too much



Lesson XIII, Part 1. Conversation.Translation and analysis.Bengali

- |    |  |  |
|----|--|--|
| 1. | stem of verb "go"  | za - যা  |
|    | infinitive ending  | -ite -তে   |
|    | "to go"  | zaite যাইতে  |
|    | For use of the infinitive,<br>see grammar, section 1.                                      |  |
| A. | Have you told Rohim to go<br>to the market?  | A. rohimre ' bazare<br>zaite (zaibar)<br>koiso ki<br>রহিমের বাজারে<br>যাইতে কইছো       |
| 2. | alternative stem of<br>verb /za-/, "go" --<br>see ante, Lesson V.<br><br>"he/she has gone" | ge- গে<br><br>ase গেছে   |
| B. | Yes, I gave him two<br>rupees; he has gone<br>to the market.                               | B. ho, ' dui taka disi<br>'see bazare gese<br>হু, দুই টাকা দিছি,<br>সে বাজারে গেছে     |
| 3. | A. Has he come back from the<br>market?  | A. 'see ki bazar theika<br>' phira ase<br>(aise).<br>সে কি বাজার<br>থেকে ফিরে<br>আসেছে |
| 4. | "just now"   | eimattro এইমাত্র   |
| B. | Yes, he has just come<br>back.   | B. ho ' see eimattro<br>phirse<br>হু, সে এইমাত্র<br>ফিরেছে                             |

5. compound verb, "(buy and) bring"

kina an- কিনা আন-

A. What has he brought from the market?

A. 'śee bazar theika ' ki kina anse

সে বাজার থেকে কিনা আনছে

6. noun, "fish"

mas মাছ

noun, "meat"

gośt গোস্ত

noun, "vegetables"

torkari তরকারী

B. He has brought fish, meat, and vegetables.

B. 'śee mach ' gośt ' ar torkari ' kina anse

সে মাছ, গোস্ত আর তরকারী কিনা আনছে  
kin - কিন-

7. high stem of verb /ken-/, "buy"

infinitive ending

"to buy"

past negative particle

-ite -তে

kinte কিনতে

ni নি

A. Didn't he go to buy fruit?

A. 'śee ki ' phol kinte zae nai

সে কি ফল কিনতে যায় নাই

8. noun, "banana"

kola কলা

noun, "mango"

am আম

noun, -- a small, violet-colored fruit

zam জাম

A. Yes, he has bought bananas, mangoes, and zam.

A. ho 'śee kola ' am ' ar zam ' kina anse

হু, সে কলা, আম আর জাম কিনা আনছে

9. stem of verb "eat"  
infinitive ending  
"to eat"
- A. Have you given Minu the bananas to eat?
10. high stem of verb /khel-/"play"  
infinitive ending  
"to play"  
"outside"
- B. No, she has gone outside to play.
11. a snack taken between the two main meals, one around noon, the other in the late evening
- A. Won't she come back to have a snack?
12. idiom "I think"  
noun, "afternoon"
- kha - খাই-  
-ite - তে  
khaite খাইতে
- A. tumi ki minure ' kolagula ' khaite diso  
তুমি কি মিনুরে  
কলাগুলা খাইতে  
দিয়ে  
khel- খেল-  
-ite - তে  
khelte খেলতে  
baire বাইরে
- B. na ' sse baire ' khelte (khelbar) gese  
না সে বাইরে  
খেলতে গেছে
- khabar খাবার
- A. sse ki khabar khaite ' phira asbo na  
সে কি খাবার  
খাইতে যিহা  
আসবে না  
amar mone hoe  
আমার মনে হয়  
bikalbela  
বিকালবেলা

B. Yes, I think that she will come back home for a snack in the afternoon.

B. ho ' amar mone hoe  
ze ' see khabar  
khaite bikalbela  
' bari phirbo

হু, আমায় মনে হুয়  
যে সে খাবার খাইতে  
বিকালবেলা বড়ী ফিরিব  
dekh- দেখ-

13. high stem of verb  
/dekh-/, "see"

infinitive ending

"to see"

verb stem "want"

te তে

dekhte (dekhbar)

দেখতে  
pa- পা-

A. Good. I want to see her.  
(i.e., I have never seen her before and want to meet her.)

A. bes ' ami ore '  
dekhte (dekhbar)  
pai

বেশ আমি ওরে  
দেখবার চাই

14. noun, "field"

math মাঠ

B. In that case, I shall go to the field and call Minu back right away.

B. ta hoile ' ami  
mathe zaia minure  
' taratari daika  
antasi

তা হইলে আমি  
মাঠে যাইয়া মিনুর  
তড়াতাড়ি ডাকি  
আনতাইছি

Lesson XIII, Part 2. Grammar.

1. The formation and use of the infinitive:

1.1. The most frequent use of the infinitive form is in direct relationship to another verb, as in English:

ami zaite <i>çai</i>	I want to go.
ami dekhte pari na	I cannot see; I am not able to see.
ore ašte bollam ( <i>koilam</i> ).	I told him to come.

1.2. The infinitive of consonant-final stems is formed by the high stem of the verb (except where the stem-vowel is /a/) plus the infinitive ending /-te/.

kin-	buy	kinte	to buy
khel-	play	khelte	to play
kor-	do	korte	to do
śon-	hear	śunte	to hear

But:

zan-	know	zante	to know
------	------	-------	---------

1.3. The infinitive of all vowel final stems, except CVa-, is formed by the high-stems plus /-te/. Stems which have /a/ as the vowel form their infinitive by simply adding /-ite/. The verbal noun form with /-ba/ may be used in its place.

ho-	be, become	hoite	to be, to become
de-	give	dite	to give
kha-	eat	khaite	to eat

2. It should be noted that there are two ways of expressing a phrase such as "he has bought (it) for me":

- (a) *śse amar laiga eiṭa kinse* "he bought it for me (but has not given it to me yet)"
- (b) *śse amare eiṭa kina dise* "he bought (and gave) it to me"

Note that in (b), /amare/ is the indirect object of the verb /de-/. In Bengali, verbs such as /kin-/ cannot take indirect objects and require /laiga/.

3. Form all the possible Bengali sentences from the following:

Subj.	Ind. Obj.	Verb Mcd.	Dir. Obj.	(Int.)	V <sub>1</sub>	V <sub>2</sub>	Neg.
ami	rohimre	bazare	mas	(ki)	zaitē	bol-	na
tumi	tare	dokane	gosto		a'stē	ca-	nai
tui	b'aire	eikhane	torkari		kinte	za-	
apne	kobire	barit	am		nite	de-	
śse		ghore	khabar		khaite		
tain		śohore			bolte		
amra		eimattro			ante		
tomra		taratari			phira		
tora		tarpore			nia		
apnera					kina		
tara							
rohim							
minu							
Subj.	Verb M.	Verb	Dir. Obj.	(Int.)	V <sub>1</sub>	V <sub>2</sub>	
ami	taratari	zaiā	binure	(ki)	ḍaika	an-	
tumi	skhon	aīśā	kapōṛta		nia	aś-	
tui	eimattro	phira	amare		boila	za-	
apne	dokane		tare				
śse	maṭhe		boiṭa		deikha		
tain			selere				
amra	bazar						
tomra	theika						
tora	klaśer						
	theika						
apnera							
tara							
rohim							
minu							

Lesson XIII, part 3. Patterns.

1. Pattern: sentence 1.
  - a. Have you told Rohim to go to the river?
  - b. Have you told him to go to the store?
  - c. Have you told them to come back here?
  - d. Have you told her to bring it here?
  - e. Have you not told them to come back here?
  
2. Pattern: sentence 2.
  - a. Yes, I gave him ten rupees and he has gone there.
  - b. Yes, I gave him six rupees and sent him there.
  - c. Yes, I sent them money and told them to come back here.
  - d. Yes, I gave her some money and told her that.
  - e. No, I have not told them to come back here.
  
3. Pattern: sentence 3.
  - a. Has he come back from the river?
  - b. Has he come back from the store?
  - c. Have they come back here?
  - d. Has she brought it back from the market?
  - e. Have they not returned from the class?
  
4. Pattern: sentence 4.
  - a. Yes, he has just come back.
  - b. No, he has just gone there.
  - c. No, they have not come back.
  - d. Yes, she has just brought it back.
  - e. Yes, they have just returned.
  
5. Pattern: sentence 5.
  - a. What has he brought from the store?
  - b. What have you told him to bring from the store?
  - c. What have you told them to bring with them?
  - d. What book has she bought and brought from the store?

e. What have they brought from class?

6. Pattern: sentence 6.

- a. He has brought meat and vegetables from the store.
- b. I told him to bring fruit and flowers from the store.
- c. I have told them to bring many kinds of things.
- d. She has brought several Bengali books from the store.
- e. They have brought nothing at all from class.

7. Pattern: sentence 7.

- a. Didn't he go to buy fish?
- b. Didn't you tell him to bring vegetables?
- c. Didn't you tell them to bring only clothes?
- d. Didn't you tell her to bring English books?
- e. Didn't you tell them to bring me some Bengali newspapers?

8. Pattern: sentence 8.

- a. Yes, he has bought and brought rui and hilsa fish.
- b. Yes, but he has bought only mangoes and berries.
- c. Yes, but they were not able to bring many clothes.
- d. Yes, but she was not able to buy English books.
- e. Yes, but they were not able to bring newspapers.

9. Pattern: sentence 9.

- a. Have you given the boy hilsa fish to eat?
- b. Have you given the girl the mangoes to eat?
- c. Have you given them clothes to wear?
- d. Have you given her the books to take back?
- e. Have you told them to send the newspapers to me?

10. Pattern: sentence 10.

- a. No, he has not come in to eat.
- b. No, she has gone to the field to play.
- c. No, they have said that they don't want to wear these clothes.



- d. No, she has gone back to the store again.
- e. No, they have told me that they were not able to send them.

11. Pattern: sentence 11.

- a. Won't he come back to eat the fish?
- b. Won't she come back to eat the mangoes?
- c. Won't they go back to buy the papers?
- d. Won't she come back to rest?
- e. Won't they go back to bring the clothes?

12. Pattern: sentence 12.

- a. Yes, I think he will come back this evening.
- b. Yes, I think that she will come back soon.
- c. Yes, I think that they will go back to buy them.
- d. Yes, I think that she will come back in the afternoon.
- e. Yes, I think that they will go back to bring them.

13. Pattern: sentence 13.

- a. I want to see him then.
- b. I will be able to see her then.
- c. I will go with them to buy them.
- d. I will come back to see her then.
- e. I will go to bring them.

(Note: This drill is not arranged a-a, b-b, etc., but merely in terms of individual patterns.)

1. Pattern: sentence 1.

- a. Have you told Rohim to go to the store?
- b. Have you told Rohim to come to class?
- c. Have you not told Rohim to go to the store?
- d. Have you not told Rohim to buy the book?
- e. Have you not told Rohim to buy and bring the paper?

2. Pattern: sentence 2.

- a. Yes, I gave him four rupees and he has gone to the store.
- b. Yes, I gave him a book and he has gone to class.
- c. Yes, I gave him a book and he has taken it to class.
- d. Yes, I gave him ten annas and he bought the book.
- e. Yes, I gave him the money and he has brought the paper.

3. Pattern: sentence 3.

- a. Has he brought it back from the store?
- b. Has he brought the milk back from the store?
- c. Has he bought and brought the meat from the store?
- d. Has he brought the money to class?
- e. Have you bought the fruit?

4. Pattern: sentence 4.

- a. Yes, he has just gone home.
- b. Yes, he has just gone home from the store.
- c. Yes, he has just come back from the store.
- d. Yes, he has just learned the language.
- e. No, he has not yet learned the language.

5. Pattern: sentence 5.

- a. What has he brought from the store?
- b. What has he bought and brought from the store?
- c. What has he read in Bengali?
- d. What has he read in Bengali literature?

- e. What has he written in the newspaper?
6. Pattern: sentence 6.
- He has brought milk and meat from the market.
  - He has brought fish from the river.
  - He has brought sweets from the temple.
  - He has taken books from the library.
  - He has taken books from Bengal.
7. Pattern: sentence 7.
- Didn't he go to send the letter?
  - Didn't he go to buy the cloth?
  - Didn't he come to see the family?
  - Didn't he come to bathe this morning?
  - Didn't he go to sell the books?
8. Pattern: sentence 8.
- Yes, he has gone to send the letter.
  - Yes, he has come to buy cloth.
  - No, he has not come to tell a story.
  - Yes, he has come to see his sister.
  - Yes, he has gotten lost in the city.
9. Pattern: sentence 9.
- Have you given Nasim the garland to prepare?
  - Have you given Nasim the image to prepare?
  - Have you given Nasim the cow to sell?
  - Have you given Nasim the letter to send?
  - Have you given Nasim the money to send?
10. Pattern: sentence 10.
- No, he has gone inside to eat.
  - No, he has gone to the store to buy sweets,
  - No, he has gone outside to play with the boys.
  - No, we have come to learn to read.
  - No, they have come to do magic tricks.
11. Pattern: sentence 11.
- Won't he come back to play with us?

- b. Won't he go home to study?
- c. Won't they bring the fish back with them?
- d. Won't he come to class today?
- e. Won't they bring it to class today?

12. Pattern: sentence 12.

- a. I think that he will go back in the afternoon.
- b. I think that he will go home in the morning.
- c. I don't think that he will come today.
- d. I don't think that he will be able to come today.
- e. I don't know that he will sell the book.

13. Pattern: sentence 13.

- a. I want to go to the movies.
- b. I want to go home.
- c. I want to come back tomorrow.
- d. I want to buy it and send it to her.
- e. I want to take it to the market and sell it.

14. Pattern: sentence 14.

- a. Go and send Rohim (to me) right away.
  - b. Go and bring the paper (to me) right away.
  - c. Go and work in the garden right away.
  - d. Come and see me tomorrow.
  - e. Come and bring me the book tomorrow.
- 
- a. I shall go to my room and bring the papers right away.
  - b. I shall come to your house with the papers right away.
  - c. I shall send the fish to my brother right away.
  - d. I shall go out and walk around in the garden.
  - e. I shall buy and bring a present for him tomorrow.

Lesson XIII. Part 4. Sentence Drill.Drill 1

- Have you told Nasim to buy milk at the market?  
 --No, I forgot to tell him that. He has brought only rice and bananas.  
 --Then he has already come back from the market?  
 --Then where has he gone? I cannot find him anywhere.  
 --I don't know. Perhaps he has gone to take a bath. I think he'll come back soon.  
 --Tell him that I want to see him. He will take this letter to Dacca.  
 -- He cannot go today. He has not finished his work in the house.  
 --He can finish his work later. Go and call him.  
 --All right, I'll go.

Drill 2

(Note: pay special attention to the order of relative clauses; see ante, Lesson XII, Grammar.)

- Rohim, do you want to go to the market with Nasim?  
 --Yes, I like to go with him. He buys me sweets.  
 --That will not do. The sweets which you buy at the market are not good to eat.  
 --Why not? I have eaten them often. They taste good.  
 --Those sweets are made from bad milk. That is why Tipu has gotten sick.  
 --But you like to drink gholer sorbot. You have not gotten sick.  
 --That is another matter. I have told you what I want. Go with Nasim

-----

- Nasim, will you buy me sweets?  
 --No, your mother does not want you to eat them.  
 --Then I shall tell her that you have bought me sweets.  
 --All right, then, what kind of sweets do you want to eat?  
 --I have not yet eaten the red kind. Buy me those.

Lesson XIII, Part 5. Vocabulary.

gholer sórbot	buttermilk preparation
bepar	matter
rokom	kind
dudh	milk
qithi	letter
toiri	made, prepared make, preparation
onno	another
zothesho	enough
posondo kor-	like
kina de-	buy and give
kha-	eat, drink
par-	be able (physical ability)
b'uila	forget
dekhte pa-	find
khuiza pa-	find (after searching)
por-	wear
haraiia za-	get lost
nia za-	take (form here to there)

Idioms:

tate hoibo na	that will not do
khaite b'ala	taste good (good to eat)

Lesson XIV. Part 1, Conversation.Analysis and translation.Bengali

1. A. What are you going to do tonight?

A. tumi aiz rate ' ki korba

তুমি আইজ রাতে  
কি করবা

2. compound verbal noun stem, "studying"  
verb "study"

porasona  
পড়াশোনা  
porasona kor-  
পড়াশোনা কর

B. I'm going to study tonight.

B. ami aiz rate ' porasona korum

আমি আইজ রাতে  
পড়াশোনা করুম

3. loan word, "cinema"  
infinitive of verb, /za-/, "go"  
verb stem, "be.able"

sinema সিনেমা  
zaite যাইতে  
par- পার-

A. Then you won't be able to go to the movies with us?

A. taile ' tumi ' ama-go loge ' sinemate zaite parba na

তাইনে তুমি আমাগো  
নগে সিনেমাতৈ  
যাইতে পারবানা  
bera- বেড়া-

4. verb stem, "wander around"

Note the use of the present tense /pari/; the meaning in this context is "I may be able."

B. No, but I may be able to go about with you for a little while.

B. na ' kintu ami ' tomago loge kich-ukkhon beraite (beraibar) pari

না কিন্তু আমি  
তোমাগো নগে  
কিছকখন বেড়াইতে  
পারি

5. "studying"  
post-position, "after"

porásona পড়াশোনা  
por পর

A. Good. What are you  
going to do after  
studying?

A. beś ' porásonar por  
' tumi ki korba  
বেগ, পড়াশোনার  
পর তুমি কি করবা

6. variant stem of verb  
/ghuma-/, "sleep" --  
see grammar, section 1

ghumai- ঘুমাই-

B. After studying, I am  
going to go to sleep.

B. ami porásonar por  
ghumaite zamu  
আমি পড়াশোনার  
পর ঘুমাইতে যাবু

7. A. Will you not go to eat  
before sleeping?  
(i.e., before going  
to sleep.)

A. tumi ' ghumaibar  
age ' khaite  
zaiba na

তুমি ঘুমাইবার  
আগে খািতে  
যাইবা না  
ho- হই-

8. high stem of verb  
/ho-/, "be, become"

ending for conditional  
conjunctive

"if it becomes, if it is"  
See grammar, section 2.

-ile -ইলে

hoile হইলে

B. Yes, if I finish studying  
quickly, I shall go to  
eat.

(If my studying ends  
quickly, I shall go to  
eat.)

B. ho ' taratarī '   
porasona ses hoile  
' khaite zamu

হ, তড়াতাড়ি পড়াশোনা  
কোন হইলে খািতে  
যাবু  
porte পড়তে

9. infinitive of verb  
/por-/, "study"



- A. Will Rohim also go to study with you?
10. stem of verb "get"  
ending for conditional conjunctive  
"if (he) gets"
- B. Yes, if he gets the time, he will come.
11. A. But I heard that he wants to go to the city tonight.
12. alternative stem of verb /za-/, "go"  
ending for conditional conjunctive  
"if (he) goes"
- B. In that case, if he goes to the city, he will not be able to come to study.

- A. rohim o ki ' tomar loge ' porte zaibo  
রুহিমও কি তোমার লগে ' পোর্টে যাবে  
pa- পাই
- le -লে  
paile পাইলে
- B. ho ! some paile ' see asbo  
হু, সম্মু পাইলে তুমি আসবে
- A. kintu ! ami sunlam ze ' see aiz rate ' sohore zaite dae  
কিন্তু আমি শুনলাম যে তুমি আজ রাত শহরে যাচ্ছে দায়  
ge- গে-
- le -লে  
gele গেলে
- B. ta hoile ' se sohore gele ' porte aste parbo na  
তা হলে তুমি শহরে গেলে পড়তে আসতে পারবে না

13. A. Do you know what he is going to do tomorrow?

A. tumi ki zano ' s̄ee  
agami kail ' ki  
korbo

তুমি কি জানো তুমি  
আগামী কাল কি  
করবে

14. "in the morning"

noun, "picture"

verb, stem, "paint"

śokale, śokalbela  
সকালে, সকালবেলা  
chobi ছবি

ak- আক

B. Yes, he has told me that he is going to the river-bank to paint tomorrow morning.

B. ho ' s̄ee amare  
koiche ze ' s̄ee  
kail śokale ' no-  
dir dhare ' chobi  
akte zaibo

হু তুমি আমাকে  
কহেছে যে তুমি কাল  
সকালে নদীর পাড়  
ছবি আঁকতে যাবে  
dupur, dupurbela  
দুপুর, দুপুরবেলা  
a- (দে) আই-

noun, "noontime"

verb stem (alternative), "come"

conditional conjunctive  
ending

"if (he) comes"

-ile -মে

aile

আইলে (আসলে)

B. If he comes back before noon, he will come to my house to eat.

B. s̄ee dupurbelar age  
' phira aile '  
amar barite khaite  
asba

যে দুপুরবেলায়  
আগে কিবা আইলে  
আমার বাড়ীতে খাচ্ছে  
আসবে

bikal, bikalbela  
বিকাল, বিকালবেলা

15. noun, "afternoon"

A. What will he do in the afternoon?

A. s̄e bikalbela ' ki  
korbo

তুমি বিকালবেলা কি  
করবে

16. loan word, "football"

stem of "want"

conditional conjunctive  
ending

"if (he) wants" (see  
grammar, section 2.3.)

noun, "field"

phutbol ফুটবল

cha- চাই

-ile -নে

caile চাইনে

math মাঠ

B. I don't know exactly, but  
if he wants to see a  
football game, we shall  
both go to the field.

B. ami ' thik zani na  
' tobè ' sé '  
phutbol khela  
dekhte (dekhbar)  
caile ' amra dui-  
zone ' mathe zamu  
আমি ঠিক জানি না  
তবে তুমি ফুটবল খেলনা  
দেখতে চাইলে আমরা  
দুইজনে মাঠে যাবু  
sondha, sondhabela

17. noun, "evening"

A. After that, will you go  
to wander around the  
city in the evening?

A. tarpor ' tomra ki  
' sondhabela '  
sahre beraite  
(beraibar) zaiba  
তারপর তোমরা কি  
সন্ধ্যাবেলা শহরে  
বেড়াইতে যাবে

18. high stem of verb  
/ho-/, "be, become"

conditional conjunctive  
ending

"if (it) finishes"

B. Yes, if the game is over  
soon, we shall go to the  
city.

ho- হই-

-ile -লে

ses hoile  
শেষ হইলে

B. ho ' taratari khela  
ses hoile ' amra  
sahre zamu  
হু তড়াতাড়ি খেলনা  
শেষ হইলে আমরা  
শহরে যাবু

19. A. Can I come with you?

A ami o ki ' tomago  
loge ' ašte (asbar)  
pari

আমি কি তোমার  
পরে আসতে (আসব)  
পারি

20. B. Yes, you can come.

B. ho ' tumi ašte  
(asbar) paro

হু, তুমি আসতে  
(আসব) পারো

Lesson XIV, Part 2. Grammar.

1. Alternative stems of CVCV-verbs, as in sentences 4, 6, and 7.

1.1. The verbal noun and the infinitive of this type are usually formed by the addition of the infinitive or verbal noun suffix to the low stem of the verb:

<u>Stem</u>		<u>Infinitive</u>	<u>Verbal Noun</u>
bēka-	"bend"	bekaite	bekano, bēkaiba-
kamra-	"bite"	kamraite	kamrano, kamraiba-
zira	"rest"	ziraite	zirano, ziraiba-

2. The conditional conjunctive.

2.1. The conditional conjunctive is formed by the addition of the suffix /ile/ to the high stem of the verb, except for verbs of shape CVC-, where the vowel is /a/, and verbs of CVCV- shape (1 above).

kin-	"buy"	ami kin-le	"if I buy"	
		tumi kin-le	"if you buy"	
		tui kin-le	"if you (inf.) buy"	
		apne kin-le	"if you (hon.) buy"	
		śee kin-le	"if he buys"	
		tain kin-le	"if he (hon.) buys"	
khel-	"play"	ami khel-le	"if I play"	etc.
kor-	"do"	ami kor-le	"if I do"	etc.
śun-	"hear"	ami śun-le	"if I hear"	etc.
<u>But:</u>				
zan-	"know"	ami zan-le	"if I know"	etc.

The CV- or CVCV- stems take /-ile/; their suffix.

ho-	"be"	ho-ile	"if I were"	etc.
kha-	"eat"	ami kha-ile	"if I eat"	etc.
beka-	"bend"	ami beka-ile	"if I bend"	etc.
kamra-	"bite"	ami kamra-ile	"if I bite"	etc.
zira-	"rest"	zira-ile	"if I rest"	etc.
ghuma-	"sleep"	ghuma-ile	"if I sleep"	etc.
poucha-	"reach"	poucha-ile	"if I reach"	etc.

2.2. Note that the conditional conjunctive is an uninflected (non-finite) form; it does not change with change of person or number.

2.3. The commonest use of the conditional conjunctive is that which we have in this lesson: the expression of a condition, using "if". (Other usages will be in Lesson XV.)

ore dekhle ami komu	If I see him, I shall tell him.
ami śunle buzte parum	If I hear (it), I shall be able to understand (it).
tumi eikhane aśle ami ṭaka dimu	If you come here, I shall give (you) money.

2.4. Note that although this is an uninflected verb form, the subjects of the two clauses may differ. When they do differ, however, both subjects must be expressed.

3. Form all possible Bengali sentences:

3.1.

Subject	Verbal Modifier	(Int.)	Direct Object	V <sub>1</sub>	V <sub>2</sub>	Neg.
ami	agami kail	(ki)	porasóna	kor <sup>te</sup>	par-	na
tumi	kail sókale		sés		za-	nai
ése	az rait		kaz		as	
amra	kisukkhon		sobi	por <sup>te</sup>	kor-	
duizone	sóndhabela		khabar	akte		
rohím			khobover kagoz	khait <sup>e</sup>		

3.2.

Subject	Noun/Object	Conditional Conjunctive	Subject	Modifier	Finite Verb
porasóna kheja	ses	hoile korle	ami ses tara apnera	setkhane	za-
see amra tain Rohim apnera tomra	somce boita poppol kaporta sobi	paille kinle beje akle		barit	za-

Lesson XIV, Part 3. Patterns.

1. Pattern: sentence 1.
  - a. What are you going to do tonight?
  - b. Where are you going to go tonight?
  - c. Whom are you going to see tonight?
  - d. What are you going to buy tonight?
  - e. What are you going to read tonight?
  
2. Pattern: sentence 2.
  - a. I'm going to read tonight.
  - b. I'm going to sleep tonight.
  - c. I'm going to read books tonight.
  - d. I'm going to see my brother tonight.
  - e. I'm going to see my mother tonight.
  
3. Pattern: sentence 3.
  - a. Then you won't be able to go to the store with us.
  - b. Then you won't be able to come home with us.
  - c. Then you won't be able to see my brother with us.
  - d. Then you won't be able to come to the museum with us.
  - e. Then you won't be able to come to class with us.
  
4. Pattern: sentence 4.
  - a. No, but I'll be able to come home with you for a little while.
  - b. Yes, I'll be able to go with you for a little while.
  - c. No, but I'll be able to come to your house for a little while.
  - d. Yes, I'll be able to talk with you for a little while.
  - e. Yes, I'll be able to go and stay for a little while.
  
5. Pattern: sentence 5.
  - a. What are you going to do when you have finished your reading?
  - b. What are you going to do after you have finished sleeping?



- c. What are you going to do after coming back from the store?
- d. What are you going to do after you meet your brother?
- e. What are you going to do after you meet your mother?

6. Pattern: sentence 6.

- a. After I finish reading I am going to go to sleep.
- b. After I finish sleeping, I am going to go to the library.
- c. After I come back from the store, I am going to Nasim's house.
- d. After I meet my brother I am going to study.
- e. After I meet my mother I am going to the store.

7. Pattern: sentence 7.

- a. Will you want to rest before sleeping?
- b. Will you want to eat before going to the library?
- c. Will you want to sleep before going to Nasim's house?
- d. Will you come to see me before studying?
- e. Will you want to wander around a little before coming back?

8. Pattern: sentence 8.

- a. Yes, if I finish reading before nine, I shall rest a little.
- b. Yes, if I go to the library before eight, it will be good.
- c. Yes, if I come back from the store before seven, I shall sleep a little.
- d. Yes, if I come back from my brother's house before six, I shall come to see you.
- e. Yes, if I come back from my mother's house before five, I shall wander around the city.

9. Pattern: sentence 9.

- a. Will Rahman also study with you tonight?
- b. Will Bari also go with you to eat?
- c. Will Rohim also go with you to Nasim's house?
- d. Will Ansar also come with you to see me?

e. Will Sufia also go with you to wander around?

10. Pattern: sentence 10.

- a. Yes, if he gets the time, he will come to study with me.
- b. Yes, if he finishes writing, he will go with me.
- c. Yes, if he is able to come, he will come.
- d. Yes, if she gets the time, she will come.
- e. Yes, if she finishes studying, she will come with me.

11. Pattern: sentence 11.

- a. But I heard that he wants to go to Ansar's house tonight.
- b. But I heard that he wants to come to my house tonight.
- c. But I heard that he wants to study tonight.
- d. But I heard that she wants to paint pictures tonight.
- e. But I heard that she does not want to go tonight.

12. Pattern: sentence 12.

- a. If he goes to Ansar's house, he will not be able to study with me.
- b. If he goes to your house, he will not be able to go with me.
- c. If he studies tonight, he will not be able to come.
- d. If she wants to paint tonight, she will not be able to come.
- e. If she does not want to go to the city, then she will not go.

13. Pattern: sentence 13.

- a. Do you know what Ansar wants to do tomorrow?
- b. Do you know what he will do tomorrow morning?
- c. Do you know what she will do on Saturday?
- d. Do you know what she will do tomorrow night?
- e. Do you know what she wants to do tomorrow night?

14. Pattern: sentence 14a.

- a. Yes, she has told me that he will work in the office.
- b. Yes, he has told me that he will start writing another novel.
- c. Yes, he has told me that he is going to see a movie.
- d. Yes, she has told me that she is going to meet Nasim.
- e. Yes, she has told me that she is going to meet Ansar.

Pattern: sentence 14b.

- a. If she comes back quickly, she will study.
- b. If he feels tired, he will go to paint.
- c. If he comes back before night, he will come to my house.
- d. If they eat before ten, they will come to my house.
- e. If they come to the city, they will come to my house.

15. Pattern: sentence 15.

- a. Do you know what she will do tomorrow night?
- b. Do you know what he will do in the evening?
- c. Do you know what he will do in the morning?
- d. Do you know what they will do tomorrow morning?
- e. Do you know what they will do on Sunday?

16. Pattern: sentence 16.

- a. If he wants to go to the movies, we shall both go.
- b. If he wants to go to Rohim's house, we shall both go.
- c. If he wants to go to the city, we shall both go.
- d. If they want to study in the library, we shall all go.
- e. If they want to eat, we shall all go to eat.

Pattern: sentence 18.

- a. And if he wants to go walking, I shall go with him.
- b. And if he wants to begin work, we shall both work.
- c. And if he wants to stay at home, I shall stay with him.
- d. And if they want to rest, then we shall stay here.
- e. And if they want to begin writing, we shall all work.

Lesson XIV, Part 4. Sentence Drills.Drill 1

- Will you be able to come to the movies with us tonight?
- No, I am going to work tonight. Perhaps I'll be able to come for a little while.
- We are going to see Pathar Pancali (pather pācali). You'll be able to finish your studying after the movie.
- No, it's a long picture. I won't be able to go.
- We are going to eat something after the picture is over. Will you be able to come with us then?
- Yes, I like to eat a little before going to sleep.
- Then, if we come back soon, will you come with us?
- Yes. Is Rohim going with us too?
- No, he is going to see Sufia this evening. He won't be able to come.
- What is he going to do tomorrow?
- He said that he is going to look at pictures in the museum in the morning. But he'll come to my house to eat tomorrow night.
- Good. Can I come to see (i.e., "to meet") him then?
- Yes, you can come.

Drill 2

- Ansar, will you be able to come with me to the movies tonight?
- No, my mother does not want me to go with you. She doesn't like you.
- Then if you come, don't tell her. Why doesn't she like me?
- You don't have any money. My mother says that if you work you can make money.
- I have not begun to work. After I take my degree, I shall make lots of money.
- Then after you take your degree, I'll be able to go to the movies with you.
- After the movies, we'll go dancing.
- No, I am going to study tonight. After I have finished my studying, I am going to sleep.
- And after dancing, we'll go to listen to some music.
- No, I am going to work. What music?

--There is a good singer of folk-songs here. We'll go to hear his songs.

--Can you come at eight sharp?

Lesson XIV, Part 5. Substitution Vocabulary.

sobi	picture (i.e., either painting or motion picture).
polli-giti	village-song (i.e., "folk-song")
gaeok	singer
pother pācali	name of a novel and a motion picture.
loge dekha kār-	meet with, visit a person (with genitive of person)
śuru kār-	begin (i.e., "beginning make").
lag-	begin (with infinitive)

Examples:

śee porte lage	"he begins to read"
śee kaz korte lage	"he begins to work"

takhon	then		
beśi	much	lamba	tall
kam	less	bēṭē	short
boro	big	coṛa	wide
soṭo	small	śoru	narrow, thin
moṭa	fat, plump	roga	lean

Idioms:

ae-	revenue, income
paeśa ae kār-	make money
rozgar, uparzon	earning, gain
uparzon kār-	earn
klanto bodh kār-	to feel tired

Lesson XV, Part 1. Conversation.

Translation and analysis.

Bengali

1. noun, Muslim festival  
conditional particle,  
"if", -- see grammar,  
section 2.

id ইদ  
zodi যদি

A. If I go to my village  
house for Eid, will you  
be able to go with me?

A. ider somoe ' ami zodi  
' gramer barit zai  
' ta hoile ' tumi ki  
' amar loge zaite  
parba

2. alternative stem of  
verb /za-/, "go"  
conditional conjunctive  
ending, see grammar,  
section 1.

ইদের গ্রামের বাড়ীতে  
যদি প্রাতঃকালের বাড়ীতে  
যাই তাহলে তুমি কি  
আমার লগে যাইতে  
গে পারবা  
গে  
-le লে

B. If you go, I'll go  
with you.

B. tumi gsele ' ami ' to-  
mar loge ' zamu

3. pronoun "self, one's  
self"  
noun, "that which belongs  
to one's self, a relative"  
nominative plural,  
"relatives"  
negative prefix, "not,  
in-, un-"  
noun, "convenience"

তুমি গেলে আমি তোমার  
লগে যাবু  
atto আত্ম  
attio আত্মীয়  
attiora আত্মীয়রা  
o- অ  
subidha সুবিধা

noun, "inconvenience"

osubidha

A. If my relatives come,  
will that be an incon-  
venience for you?

A. amar attiora ' zodi  
asen ' ta hoile '  
tomar ki osubidha  
hoibo

আমার আত্মীয়রা যদি  
আসেন তা হইলে তোমার  
কি অসুবিধা হইবে

4. Note the position of the negative particle before the  
conditional; see grammar, section 3.

adjective, "any"

kono কোন

"none at all"

kono...na কোন...না

B. If it is no inconveni-  
ence for you, it will  
be no inconvenience for  
me at all.

B. tomar osubidha ' na  
hoile ' amar ' kono  
osubidha hoibo na

তোমার অসুবিধা না  
হইলে আমার কোন  
অসুবিধা হইবে না।

5. noun, "end"

śes শেষ

loan word, "mile"

mail মাইল

PAP of verb stem /haṭ-/,  
"walk"

haita হাইটা

A. If we walk the last five  
miles of the way, will  
you be able to walk  
with us?

A. amra zodi ' pother '  
śes pac mail ' haita  
zai ' ta hoile ' tumi  
ki ' amago loge '  
hatte parba

আমরা যদি শেষের  
পাঁচ মাইল হাইটা  
যাই তা হইলে তুমি  
কি আমাদের সঙ্গে

6. noun, "cart, wheeled  
vehicle"

gari হাট্টে গাড়া  
গাড়ী

"motor-car, automobile"

motor gari মোটর গাড়ী

noun, "arrangement"

bebostha ব্যবস্থা

"make arrangements"

bebostha kor-

ব্যবস্থা কর

B. No. But if you make arrangements for a car, I can go with you.

B. na ' kintu ' skta motor garir ' bebostha korle ' ami ' tomago loge zaithe pari  
না কিন্তু একটা মোটর গাড়ীর ব্যবস্থা করলে আমি তোমাগো লগে যাইতে পারি

7. Note position of negative particle.

A. All right. If we are not able to make arrangements for a car, then what?

A. assa ' amra zodi ' motor garir bebostha korte na pari ' ta hoile

আচ্ছা আমরা যদি মোটর গাড়ীর ব্যবস্থা করতে না পারি তা হলে

8. noun, "bullock"

goru

গরু

"bullock cart"

gorur gari

গরুর গাড়ী

B. If you make arrangements for a bullock cart, I'll go with you.

B. tomra ' skta gorur garir ' bebostha korle ' ami ' tomago loge zamu

তোমরা একটা গরুর গাড়ীর ব্যবস্থা করলে আমি তোমাগো লগে যাবু

9. negative prefix, "non-, in-, un-"

nir- নির-

noun, "flesh, fish, meat"

amis' আমিষা

"vegetarian (food)"

niramis' নিরামিষা

Muslim fasting month

romzan রমজান



- A. If we eat vegetarian (food) during Ramzan, then, will you also eat vegetarian (food)?
- A. amra zodi ' romzoner somoe niramis khai ' ta hoile, ' tumi o ki' niramis khaiba  
আমরা যদি রমজানের সময় নিরামিষ খাই তা হইলে তুমিও কি নিরামিষ খাইবা  
niscoi নিশ্চয়ই
10. "certainly"
- B. Certainly. If you eat vegetarian (food) so shall I.
- B. niscoi ' tomra niramis khaile, ' ami o ! niramis khamu  
নিশ্চয়ই, তোমরা নিরামিষ খাইলে আমিও নিরামিষ খামু  
sara সারা  
jag- জাগ
11. adjective, "the whole"  
verb stem, "be awake"
- A. And if we stay awake the whole night long, then will you also stay awake the whole night?
- A. ar ' amra zodi ' sara rait zagi ' ta hoile ' tumi ki ' sara rait zagba  
আর আমরা যদি সারা রাত জাগি তা হইলে তুমিও কি সারারাত জাগবা
12. B. Yes. If you stay awake the whole night, I shall also stay awake the whole night.
- B. ho ' tomra ' sara rait zagle ' ami o ' sara rait zagum  
হু, তোমরা সারা রাত জাগলে আমিও সারা রাত জাগুম  
roza রোজা  
roza rakh- রোজা রাখ
13. noun, "fast"  
"to fast"
- A. And if we fast during Ramzan, then will you also fast?
- A. ar amra zodi ' romzoner somoe ' roza rakhi ta hoile ' tumi o ki ' roza rakhba  
আর আমরা যদি রমজানের সময় রোজা রাখি তা হইলে তুমিও কি রোজা রাখবা।

14. B. If you fast, I shall also fast.

B. tomra roza rakhle ' ami o ' roza rokhum

তোমরা রোজা রাখলে  
আমিও রোজা রাখুম  
budbar বুধবার

15. "Wednesday"

A. Good. In that case, we shall go on Wednesday.

A. bes ' ta hoile ' amra budbar din ' zamu

বেশ, তা হইলে আমরা  
বুধবার-দিন যামু

16. "before"

age আগে

adjective "prepared"

toiri তৈরী

B. All right. If you are ready before (then), will you call me?

B. assa ' tumi zodi ' age toiri hoo ' ta hoile ki' amare dakba

আচ্ছা। তুমি যদি  
আগে তৈরী হও তা  
হইলে কি আমার  
ডাকবা

17. A. All right. If I am ready before (then) I shall call you.

A. assa ' ami age ' toiri hoile ' tomare dakum

আচ্ছা, আমি আগে  
তৈরী হইলে তোমাকে  
ডাকুম

Lesson XV, Part 2. Grammar.

1. The verb stem /za-/, "go", is irregular in the formation of the conditional conjunctive. The stem of the conditional conjunctive is /gs-/.

2. Note that there are two ways of forming a conditional sentence.

2.1. The first is that which we have already mentioned in

Lesson XIV: the use of the non-finite conditional conjunctive in the conditional clause, and the use of an indicative verb of appropriate tense in the main clause. Note that the conditional clause always stands first in the sentence.

2.2. The second type of formation is with the form /zodi/, "if, when". The position of /zodi/ is rarely first in the sentence, but usually follows the subject. Note that when /zodi/ is used in the conditional clause, the main clause is usually introduced by /ta hoile/. Note also that in a clause with /zodi/ the simple present is used, even when the tense of the main verb is not present.

3. The position of the negative-particle in conditional clauses, as in sentences 4 and 7.

In a conditional clause, whether formed by /zodi/ or by the conditional conjunctive, the negative particle always stands before the verb.

tumi <sup>ś</sup> seikhane na gāle ami zamu na	If you do not go there, I shall not go.
tumi zodi <sup>ś</sup> seikhane na zao ta hoile ami zamu na	If you do not go there, I shall not go.

4. There are various ways of making negative nouns and adjectives in Bengali. Two of the most common are represented here, in sentences 3 and 9.

4.1. /o/	<sup>ś</sup> ombhob	"possible"	o <sup>ś</sup> ombhob	"impossible"
	zana	"known"	ozana	"unkown"
	<sup>ś</sup> ustho	"healthy"	o <sup>ś</sup> ustho	"ill"

This prefix takes the form /on-/ before vowels:

/on-/	acar	"conduct"	onacar	"bad conduct"
	abo <sup>śś</sup> ok	"necessary"	onabo <sup>śś</sup> ok	"unnecessary"

4.2. /ni-/	rog	"disease"	nirog	"free from disease"
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This prefix takes the form /nir/ before vowels and voiced consonants except /r/. Examples:

zon	"people, man"	nirzon	"without people, alone"
akar	"form"	nirakar	"formless"
But: rog	disease	nirog	"healthy, diseaseless"

5. Form all possible Bengali sentences.  
5.1.

Clause I

Subject	Cond.	Verbal modifiers	Verb	Conj.	Subject	Modifiers	Verb
ami		oi dine	haiṭa za-		ami	amago	haiṭa za-
tumi		ider dine	ghumaita za-		tumi	tomago jage	kha-
apne		gramer baṛit	khaite za-		śee	śara rait	baś
śee	zodi	śara rait	haṭ-	ta hoile	tain	śara rait	baḷy ko-
tain		age	ghuma-		amra	tokhon	za-
amra		śeikhane	kha-			śei śome	aś-
		śohore	baṛa-			śeikhane	baṛa-
		nodir dhare	ghor-			gramer baṛit	
		ei pothe	zag-				

Clause II

5.2.

Clause I

Subject	Modifiers/Object	(neg.)	Verb	Subject	Modifiers	Verb	(neg.)
ami	śeikhane	(na)	gśle	ami	amar 1oḡe	thak-	(na)
tumi	śara rait		korle	tumi	tomar 1oḡe	bōs-	
apne	barit		zagle		amago 1oḡe	zag-	
śee	age		aśle		eikhane	daḡa-	
tain	pore		bosle		seikhane	kor-	
amra	baire		ghumaille		bhitore	za-	
tomra	roza		dile		upobas	de-	
	khabar		khaille		khabar	khā-	
	niramis		rakhle		niramis	ne-	

Clause II

Lesson XV, Part 3. Patterns.

## 1. Pattern: sentence 1.

- a. If I go home tomorrow, will you be able to go with me?
- b. If I come back tomorrow, will you be able to come with me?
- c. If I do not go home next week, will you be able to stay with me?
- d. If I am not able to come back tonight, will you come to my house?
- e. If you do not stop on the way to Pakistan, will you get there before Eid?

## 2. Pattern: sentence 2.

- a. If you go home tomorrow, I'll go with you.
- b. If you come back tomorrow, I'll come back with you.
- c. If you don't go home I'll stay here with you.
- d. If you cannot come back tonight, I'll come to your house.
- e. If I do not stop on the way, I'll get there before Eid.

## 3. Pattern: sentence 3.

- a. If my mother and father are there, will that be an inconvenience for you?
- b. If my relatives come with us, will that be an inconvenience for you?
- c. If my brothers also stay with me, will that be any inconvenience for you?
- d. If my friend wants to come with you, will that be an inconvenience for you?
- e. If you did not get there before Eid, would that be an inconvenience for you?

## 4. Pattern: sentence 4.

- a. If it is no inconvenience for them, it will be no inconvenience for me.
- b. If it is no inconvenience for your relatives, it will be no inconvenience for me.
- c. If it is no inconvenience for them, it will certainly be no inconvenience for me.

- d. If he will be ready before eight, it will be no inconvenience at all.
- e. If I did not get there before Eid, it would be a great inconvenience for me.

5. Pattern: sentence 5.

- a. If they cannot walk, will you be able to take your car?
- b. If we walk, will you be able to walk with us?
- c. If they cannot take their car, will you be able to pick them up?
- d. If he cannot be ready before eight, will you not be able to come?
- e. If you get there before Eid, will you be able to go to my village?

6. Pattern: sentence 6.

- a. No, but if you make arrangements for a car, I can pick them up.
- b. No, but if you make arrangements for a car, I can go with you.
- c. No, but if I can make arrangements for a bullock-cart they will be able to come.
- d. No, but if you can make arrangements for a car, he can come later.
- e. No, if you cannot make arrangements for a car, I shall not be able to go.

Pattern: sentence 7.

- a. If you cannot make arrangements for that, I shall not go.
- b. If you cannot make arrangements for a car, I shall not be able to go.
- c. If I can make arrangements for that, they can come afterwards.
- d. If you cannot make arrangements for that, he will not be able to come.
- e. If you cannot make arrangements for that, I shall stay in Dacca.

## 7. Pattern: sentence 9.

- a. If we eat Pakistani food, will you be able to eat it?
- b. If my relatives eat vegetarian food, will that be an inconvenience for you?
- c. If we do not eat vegetarian food, will you be able to eat with us?
- d. If we eat meat, will you also be able to eat meat?
- e. If they eat only vegetarian food, will you also eat only vegetarian food?

## 8. Pattern: sentence 10.

- a. If you give me Pakistani food, I shall eat it.
- b. If you do not give me meat, I shall eat vegetarian food.
- c. If you do not give me vegetarian food, I shall not eat anything.
- d. If you do not give me vegetarian food, I shall eat meat.
- e. If they give me only vegetarian food, I shall eat it.

## 9. Pattern: sentence 11.

- a. If we talk the whole night long, will you be able to stay awake the whole night?
- b. If we sing the whole night long, will you be able to stay awake?
- c. If we read Quran the whole night long, will you also read Quran?
- d. If we sing the whole night long, will you also sing?
- e. If they stay awake all day and all night long, will you be able to stay awake?

## 10. Pattern: sentence 12.

- a. If you talk the whole night long, I also shall talk the whole night long.
- b. If you sing the whole night long, I also shall sing the whole night long.
- c. If you dance the whole night long, I also shall dance the whole night long.
- d. If you sing the whole night long, I shall stay awake easily.
- e. If they dance and sing the whole day and night, I shall stay awake easily.



Lesson XV, Part 4. Sentence Drills.

Note: Use conditional conjunctive and /zodi/ constructions alternatively.

Drill 1.

- If I go home at the end of next month, will you be able to come with me?
- If your wife says that it is all right, I'll go with you. If it is an inconvenience for her, I won't come.
- If you don't come, it will be an inconvenience for her. She expects you.
- If she is expecting me, then of course I shall come. How shall we go?
- If I can make arrangements for a car, then we shall go by car.
- If you cannot make arrangements for a car, then what?
- Then we shall go by train.
- If you go by train, I'll meet you there. I do not like trains.
- If you do not go by train, how will you go?
- I shall go by plane. If I go by train, I shall not be able to sleep the whole night.
- All right. Then we shall go at the end of next month.
- Good. If you are ready to go before that, will you call me?
- All right. When I get ready, I shall call you.

Drill 2.

- If you come to Pakistan, will you come to Dacca?
- Yes, if I come to Pakistan, I shall come first to Dacca.
- When you come to Dacca, will you visit us?
- All right. If I stay with you, will it cause you an inconvenience?
- If you stay with us, it will not be an inconvenience. It will be a pleasure for us.
- If I want to stay in Dacca for a long time, where will I live?
- If you want to live in old Dacca, you can live on Islampur Road.
- But if I don't want to live in old Dacca, what then?

- If you want to live in the new city, you can live in Dhanmandi.
- If I decide to live in Dhanmandi, will I be able to find a house?
- Yes. But if you want to live in new Dacca, you will not be able to find a house.

Lesson XV, Part 5. Vocabulary.

ṭren	train	nuton	new
rel gaṛi	train	śukhi	happy
śukh	happiness	śara	whole, complete
opekkha	waiting		
gośto	meat	purono	cid
Koran	Quran, Muslim holy book	bharotio	Indian
kiśe	how, by what means	pakistani	Pakistani
ki koirā		romzan	Ramzan, a month of the Muslim calendar
		Eid	Eid, a Muslim festival

Idioms:

opekkhae as-

be in a state of expecta-  
tion (with genitive)

opekkha kor-

wait (with /zōnno/, "for"  
and preceding genitive)

loge dekha kor-

visit with

ṭhik kor-

decide, fix

onek din

many days, a long time

zaiga thak-

to stay awake