

SIMON & SCHUSTER'S
PIMSLEUR[®]

THE PIMSLEUR GUIDE



HOW THE PROGRAM WORKS

Travel the world with Pimsleur!

PIMSLEUR® LANGUAGE PROGRAMS

You have just purchased the most effective language program ever developed. As you probably know, learning a new language can be frustrating. Your first experience with a foreign language may have been in school. If the classes seemed difficult, or if your grades were poor, you probably believed you had no aptitude for languages. Even if you did well, you may have been surprised later to discover that what you learned was of little or no use when you tried to converse with native speakers.

Perhaps you waited until later in life and tried adult education classes, language schools, or home training programs. There too you may have found the information hard to retain, the lessons tedious, and your progress slow. Many language students give up early in these programs, convinced they lack the natural ability to understand and use what they read and hear.

The truth is that anyone can acquire a foreign language—with the right teaching system. With the Pimsleur® Method, you will benefit from the years of research and development that have helped create the world's most effective method for teaching foreign languages. The Pimsleur® Language Programs, developed by Dr. Paul Pimsleur, fill an urgent need for self-instructional materials in many languages.

HOW TO USE THE PROGRAM

To get the full benefit of each lesson, choose a quiet place where you can practice without interruption and a time of day when your mind is most alert and your body least fatigued.

The length of each lesson, just under 30 minutes, is that recommended by teaching specialists for a concentrated learning task. Once you've started the program, simply follow the tutor's instructions. The most important instruction is to respond aloud when the tutor tells you to do so. There will be a pause after this instruction, giving you time to reply. It is essential to your progress that you speak out in a normal conversational voice when asked to respond. Your active participation in thinking and speaking is required for your success in mastering this course.

The simple test for mastery is whether you are able to respond quickly and accurately when your tutor asks a question. If you are responding correctly about eighty percent of the time, then you're ready to proceed to the next lesson. It is important to keep moving forward, and also not to set unreasonable standards of perfection that will keep you from progressing, which is why we recommend using the eighty percent figure as a guide.

You will notice that each lesson contains both new and familiar material, and just when you may be worrying about forgetting something, you will conveniently be reminded of it. Another helpful feature of the Pimsleur® Language Program is its rate of "saturation." You will be responding many times in the half-hour. This saturation enables you to make substantial progress within a short period of time.

GUIDELINES FOR SUCCESS

Complete the lesson units in strict consecutive order (don't skip around), doing no more than one lesson per day, although the lesson unit for the day may be repeated more than once. Daily contact with the language is critical to successful learning.

Listen carefully to each lesson unit. Always follow the directions of the instructor.

Speak out loud when directed by the tutor and answer questions within the pauses provided. It is not enough to just silently “think” of the answer to the question asked. You need to speak the answer out loud to set up a “circuit” of the language you are learning to speak so that it is heard and identified through your ears, to help to establish the “sounds” of the target language. Do this prior to hearing the confirmation, which is provided as reinforcement, as well as additional speech training.

Do all required activities according to the instructions, without reference to any outside persons, book, or course.

Do not have a paper and pen nearby during the lessons, and do not refer to dictionaries or other books. The Pimsleur® Method works with the language-learning portion of your brain, requiring language to be processed in its spoken form. Not only will you interrupt the learning process if you attempt to write the words that you hear, but you will also begin to speak the target language with an American accent. This is because the “sounds” represented by the American letters are different from the same-looking letters from the foreign language.

DR. PAUL PIMSLEUR AND HIS UNIQUE METHOD

Dr. Paul Pimsleur devoted his life to language teaching and testing and was one of the world's leading experts in applied linguistics. He was fluent in French, good in German, and had a working knowledge of Italian, Russian, Modern Greek, and Mandarin Chinese. After obtaining his Ph.D. in French and a Masters in Psychology from Columbia University, he taught French Phonetics and Linguistics at UCLA. He later became Professor of Romance Languages and Language Education, and Director of The Listening Center (a state-wide language lab) at Ohio State University; Professor of Education and Romance Languages at the State University of New York at Albany; and a Fulbright lecturer at the University of Heidelberg. He did research on the psychology of language learning and in 1969 was Section Head of Psychology of Second Language Learning at the International Congress of Applied Linguistics.

Dr. Pimsleur was a member of the American Association of Teachers of French (AATF), American Educational Research Association (AERA), Modern Language Association (MLA), and a founding member of the American Council on the Teaching of Foreign Languages (ACTFL).

His many books and articles revolutionized theories of language learning and teaching. After years of experience and research, Dr. Pimsleur developed a new method (The Pimsleur Method) that is based on two key principles: the "Principle of Anticipation" and a scientific principle of memory training that he called "Graduated Interval Recall." This Method has been applied to the many levels and languages of the Pimsleur Programs.

GRADUATED INTERVAL RECALL

The term, “Graduated Interval Recall” is a complex name for a very simple theory about memory. No aspect of learning a foreign language is more important than memory, yet before Dr. Pimsleur, no one had explored more effective ways for building language memory.

In his research, Dr. Pimsleur discovered how long students remembered new information and at what intervals they needed to be reminded of it. If reminded too soon or too late, they failed to retain the information. This discovery enabled him to create a schedule of exactly when and how the information should be reintroduced.

Suppose you have learned a new word. You tell yourself to remember it. However, after five minutes you’re unable to recall it. If you’d been reminded of it after five seconds, you probably would have remembered it for maybe a minute, at which time you would have needed another reminder. Each time you are reminded, you remember the word longer than you did the time before. The intervals between reminders become longer and longer, until you eventually remember the word without being reminded at all.

This program is carefully designed to remind you of new information at the exact intervals where maximum retention takes place. Each time your memory begins to fade, you will be asked to recall the word.

PRINCIPLE OF ANTICIPATION

The “Principle of Anticipation” requires you to *anticipate* a correct answer. Practically, what this means is that you must retrieve the answer from what you have learned earlier in the course. It works by posing a question, asking you to provide a new sentence, using information you’ve learned previously and putting it into a new combination. This provides novelty and excitement which accelerates learning.

A possible scenario:

Speaker’s cue: “Are you going to the movies today?”
(PAUSE)

Drawing on information given previously, you respond
(*in the target language*):

“No, I’m going tomorrow.”

The instructor will then confirm your answer:

“No, I’m going tomorrow.”

The Narrator then may cue:

“Is your sister going to Europe this year?” (PAUSE)

Response: “No, she went last year.”

Before Dr. Pimsleur created his teaching method, language courses were based on the principle of “mindless-repetition.” Teachers drummed words into the students’ minds over and over, as if there were grooves in the mind that could be worn deeper with repetition.

Neurophysiologists tell us however, that on the contrary, simple and unchallenging repetition has a hypnotic, even dulling effect on the learning process. Eventually, the words being repeated will lose their meaning. Dr. Pimsleur discovered that learning accelerates when there is an “input/output” system of interaction, in which students receive information and then are asked to retrieve and use it.

CORE VOCABULARY

While “Graduated Interval Recall” and the “Principle of Anticipation” are the foundation of the Pimsleur® Method, there are other aspects that contribute to its uniqueness and effectiveness. One involves vocabulary. We have all been intimidated, when approaching a new language, by the sheer immensity of the number of new words we must learn. But extensive research has shown that we actually need a comparatively limited number of words to be able to communicate effectively in any language.

Language can be divided into two distinct categories: grammatical structures (function words) and concrete vocabulary (content words). By focusing on the former category and enabling the student to comprehend and employ the structure of the new language, Dr. Pimsleur found that language learners were able to more readily put new knowledge to use. There are few content words that must be known and used every day. The essential “core” of a language involves function words, which tend to relate to human activities.

This course is designed to teach you to understand and to speak the essential elements of your new language in a relatively short time. During each half-hour lesson, you will actually converse with two native speakers, using the level of language spoken by educated citizens in their everyday business and social life. The program’s unique method of presenting dialogue in-situation relieves you of the most common learning problem, the problem of meaning.

ORGANIC LEARNING

The Pimsleur® Method centers on teaching functional mastery in understanding and speaking a language, in the most effective and efficient way possible. You will be working on your vocabulary, grammar, and pronunciation in an integrated manner, as you are learning specific phrases that have practical use in everyday activities.

There are several thousand languages in the world. Because fewer than five hundred of these languages have developed formal systems of writing, linguistic specialists accept that language is primarily speech. For this reason, it is also accepted that the human brain acquires language as speech. Therefore, when Dr. Pimsleur created his language programs, he began teaching with recorded materials, which enabled the learners to acquire the sounds, the rhythm, and the intonation of the target language. The learners did this more rapidly, more accurately, and with great enthusiasm because they found themselves capable of almost instant beginning communication skills.

Dr. Pimsleur called this “organic learning” because it involves learning on several fronts at the same time. His system enables the learner to acquire grammatical usage, vocabulary, and the “sounds” of the language in an integrated, exciting way. In short, the learner gains the language as a living, expressive form of human culture.

COURSE CONTENT

When you have mastered a Pimsleur® Language Program, you will have a highly-practical, every-day vocabulary at your command. These basic words, phrases, and sentences have been carefully selected to be the most useful in everyday situations when you visit a foreign country. You will be able to handle social encounters graciously, converse with native speakers in travel situations, and use transportation systems with confidence. You'll be able to ask directions and to navigate your own way around the cities and countryside.

The language skills you learn will enable you to participate in casual conversations, express facts, give instructions, and describe current, past, and future activities. You will be able to deal with everyday survival topics and courtesy requirements. You will be intelligible to native speakers of the language—even to those who are not used to dealing with foreigners. What is equally important, you will know how to ask the kinds of questions that will further expand your knowledge of and facility with the language, because you will have been trained by the Pimsleur® open-ended questioning technique.

The Pimsleur® Method becomes a springboard for further learning and growth to take place—the ultimate purpose of any real educational system. This desire to learn will be apparent to the people with whom you speak. It will indicate sincere interest in and respect for their culture.

A NOTE ON REGIONAL LANGUAGE DIFFERENCES

In any large country, and even in many smaller countries, regional differences in language are common. In the United States, for example, a person from Maine can sound very different than someone from Texas. Pronunciations (“accents”) vary, and there are also minor differences in vocabulary. For example, what is called a “drinking fountain” in New York or Arizona is known as a “bubbler” in Wisconsin, and a “soft drink” in one part of America will be called a “soda” elsewhere. The differences in English are even more distinct between North Americans and Britons, or between Britons and Australians. But all are native speakers of English; all can communicate with spoken English, read the same newspapers, and watch the same television programs, essentially without difficulty.

Native speakers of a language can often tell where someone is from by listening to him or her speak. In addition to regional differences, there are social differences. Pimsleur® Language Programs use a standard “educated” speech, which will generally carry you throughout the country without difficulty.

READING IN A PIMSLEUR PROGRAM

A phonetic alphabet, such as the Latin alphabet and the Greek alphabet, is a list of symbols (letters) that are used to represent the sounds of the language in writing. And given that language is primarily speech, the spoken sounds of the language necessarily precede learning how to decode the written form, i.e., learning how to “read” – just as a child first learns to speak and then eventually to read. This is the natural progression Dr. Pimsleur followed in his courses.

After an initial introduction to the spoken language, reading is then integrated into the program and the new alphabet is systematically introduced, associating each letter with the sounds of the new language. Initially, you are sounding out words, mastering the different sounds associated with the new alphabet. You are not, at first, reading for meaning, but rather for sound/symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and “read for meaning.” By the end of the first 30 lessons, you will be reading at the same level as you are speaking.

Pimsleur covers the world of languages. You can choose from over 60 language programs, many with multiple levels, ranging from the most popular to the exotic. Become a Pimsleur learner and travel the world!

Programs available for these languages:

- Albanian
- Arabic (Eastern)
- Arabic (Egyptian)
- Arabic (Modern Standard)
- Armenian (Eastern)
- Armenian (Western)
- Chinese (Cantonese)
- Chinese (Mandarin)
- Croatian
- Czech
- Danish
- Dari (Persian)
- Dutch
- Farsi (Persian)
- French
- German
- Greek (Modern)
- Haitian Creole
- Hebrew (Modern)
- Hindi
- Hungarian
- Indonesian
- Irish
- Italian
- Japanese
- Korean
- Lithuanian
- Norwegian
- Ojibwe
- Pashto
- Polish
- Portuguese (Brazilian)
- Portuguese (European)
- Punjabi
- Romanian
- Russian
- Castilian Spanish
- Latin American Spanish
- Swahili
- Swedish
- Swiss German
- Tagalog
- Thai
- Turkish
- Twi
- Ukrainian
- Urdu
- Vietnamese

ESL (English as a Second Language):

- Arabic
- Chinese (Cantonese)
- Chinese (Mandarin)
- French
- German
- Haitian
- Hindi
- Italian
- Korean
- Persian
- Portuguese
- Russian
- Spanish
- Vietnamese



Pimsleur® Language Programs are available
in all of the commonly spoken languages.

Many other languages are also available.
For more information, call 1-800-831-5497
or visit us at www.Pimsleur.com

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PUNJABI



READING BOOKLET

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: *Travelers should always check with their* :
: *nation's State Department for current* :
: *advisories on local conditions before* :
: *traveling abroad.* :
.....

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PUNJABI

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PUNJABI

Introduction

Punjabi Today

Punjabi is spoken by approximately one hundred eleven million people world-wide. It is an official language in the Indian states of Punjab, Haryana, and Himachal Pradesh, and it is also spoken elsewhere in northwestern India. Although not considered an official language in Pakistan, it is spoken by the majority in the Pakistani province of Punjab. It is also spoken by expatriate communities around the world, including Bangladesh, Canada, Fiji, Kenya, Libya, Malaysia (Peninsular), Mauritius, Singapore, United Arab Emirates, United Kingdom, and the United States. In Canada, Punjabi is thought to be the sixth most-frequently-spoken language.

Punjabi is an Indo-Aryan language of the Indo-European language family. It is unique for being the only tonal language in this family. There are ten Punjabi dialects which are mostly mutually intelligible. This course teaches the Eastern Punjabi dialect as spoken in the Punjabi capital, Chandigarh, in India.

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Introduction (continued)

History of the Punjabi Language

Punjabi is derived from the Sauraseni Prakrit spoken in medieval northern India. It emerged as an independent language sometime in the 11th century. While linguists initially used the word “Punjabi” to refer to several dialects spoken in the area, those known as “Western Punjabi” dialects were eventually recognized as separate languages, and the dialect known as “Eastern Punjabi” became the Punjabi language we know today. The partition of India complicated the situation further, and while dialects of Punjabi are widely spoken on both sides of the border today, the language is given official status in only three Indian states.

The Punjabi Alphabet

Punjabi is written in three different scripts depending on the dialect and region where it is spoken. Religion also influences the choice of script. The script most commonly used to write Punjabi (and the script taught in this course) is the Gurmukhi ("from the mouth of the Gurus") script, which is used in the Indian state of Punjab. This is the script used by Sikhs. The Devanagari script is used in neighbouring Indian states such as Haryana and Himachal Pradesh and is the script preferred by Hindus. The Shahmukhi script, which is a

PUNJABI

Introduction (continued)

modified Arabic script, is used in the Pakistani Punjab province where the Western Punjabi dialect is spoken and where the majority of Punjabi speakers are Muslim.

The reading lessons in this course will teach you how to read Punjabi written in the Gurmukhi script. The Gurmukhi alphabet consists of 41 letters: three vowel carriers, used to represent a vowel sound in its independent form, and 38 consonants. The alphabet is listed in the chart on page 8. Vowels are represented either by symbols or *maatras*, and can take two forms: independent (without a consonant) or attached to a consonant.

The independent form of a vowel is used:

- at the beginning of a word or syllable
- in a diphthong (a sound formed by two vowels in a syllable), or
- when two or more vowels appear without a consonant between them.

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Introduction (continued)

The following chart illustrates the Punjabi vowels.

Vowel <i>maatras</i>	Dependent form attached to the consonant ਕ	Independent form with vowel carrier
ੜ	ਕਾ	ਆ
ੜਿ	ਕਿ	ਇ
ੜੀ	ਕੀ	ਈ
ੜੁ	ਕੁ	ਉ
ੜੂ	ਕੂ	ਊ
ੜੇ	ਕੇ	ਏ
ੜੈ	ਕੈ	ਐ
ੜੋ	ਕੋ	ਓ
ੜੌ	ਕੌ	ਔ

Diacritics

The Gurmukhi script also includes symbols, or “diacritics,” which can be used to modify the sound of a vowel or consonant. Vowel sounds are nasalized by using either:

- a *bindi*, represented by a dot as in the word ਕਾਂ
- or
- a *tippi*, represented by a ੜ as in the word ਅੰਬੜ.

PUNJABI

Introduction (continued)

The diacritic *adhak* represented by a ੜ, is used to double the sound of a consonant which follows it. For example, the word ਸੌਚ is pronounced as if it were written ਸਚਚ.

Tones

Punjabi is a tonal language, which means that when you pronounce certain words, the pitch of your voice helps to indicate the meaning. There are three tones: low, neutral, and high. Neutral sounds predominate and are unmarked. The high and low tones are indicated by these letters:

ਘ

ਙ

ਛ

ਞ

ਝ

When these tonal letters appear at the beginning of a word, the following vowel is pronounced with a low tone. However, when they appear in the middle or at the end of the word, the preceding vowel is pronounced with either a high or low tone depending on various factors, such as vowel or syllable stress.

PUNJABI

Introduction (continued)

In some cases, the Punjabi letter ਿ can also indicate tone.

Reading Lessons

In the following lessons you will learn to sound out the Punjabi alphabet, starting with the letters and combinations of the letters, then progressing to short words, word combinations, and short phrases, increasingly building in length. The Punjabi alphabet is introduced systematically and you will learn to associate each letter with the sounds of the Punjabi language. You will not, at first, be reading for meaning, but rather for sound/symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and “read for meaning.”

The reading items in the lessons have been selected especially to give you practice in Punjabi sounds and sound combinations. Your vocabulary acquisition will begin after you’ve learned the new sound system and its representation. You should read aloud, as directed. The process of saying the words out loud will reinforce and enhance your language acquisition, helping lodge the sounds of the Punjabi language in your memory.

PUNJABI

Introduction (continued)

Some of the words and phrases you will read are taught in this course, but many are not, and especially in the early lessons, a number of them are simply syllables rather than actual words. Actual words are used more and more often as the number of letters introduced increases, and in the final lessons you will be understanding much of what you read.

There are twenty Punjabi reading lessons recorded at the end of the program. You may choose to do the readings along with the units, starting with Unit 11, or all together after completing the course. Feel free to repeat the reading lessons as often as necessary for practice with the Punjabi alphabet and the sounds the letters represent.

PUNJABI

Punjabi Alphabet

Letters

ੳ	ਅ	ੲ	ਸ	ਹ
ਕ	ਖ	ਗ	ਘ	ਙ
ਚ	ਛ	ਜ	ਝ	ਞ
ਟ	ਠ	ਡ	ਢ	ਣ
ਤ	ਥ	ਦ	ਧ	ਨ
ਪ	ਫ	ਬ	ਭ	ਮ
ਯ	ਰ	ਲ	ਵ	ੜ

In addition, there are six dotted consonants, which are letters with a *bindi*. They are used mostly in borrowed words.

ਸ਼
ਖ਼
ਗ਼
ਜ਼
ਫ਼
ਲ਼

PUNJABI

Lesson One

1. ਅ
2. ਕ
3. ਅਕ
4. ਖ
5. ਅਖ
6. ਅਕ / ਅਖ
7. ਕਾ
8. ਖਾ
9. ਖਾਕ
10. ਆ
11. ਆਕ
12. ਆਖ
13. ਕਾਖਾ
14. ਖਾਕਾ
15. ਆਕਾ
16. ਆਖਾ
17. ਅਕਾ
18. ਅਖਾ
19. ਖਕਾ
20. ਕਖਾ

PUNJABI

Lesson Two

1. ਗ
2. ਗਾ
3. ਕਾਰਾ
4. ਆਂ
5. ਆ / ਆਂ
6. ਆਂਖ
7. ਕਾਂਖ
8. ਘ
9. ਘਾ
10. ਅਘ
11. ਘਾ / ਅਘ
12. ਅੰਕ
13. ਕੰਘਾ
14. ਕਿ
15. ਇਖ
16. ਗਿ
17. ਗੀ
18. ਖਾਈ
19. ਕੰਘੀ
20. ਖਾਕੀ

Lesson Three

1. ਚਾ
2. ਚਾਚੀ
3. ਛਾਂ
4. ਅੱਛਾ
5. ਸਾ
6. ਘਸ
7. ਚਸਕਾ
8. ਸੱਚ
9. ਸਾਂਗ
10. ਗੰਗਾ
11. ਸੀਛਾ
12. ਉਸ
13. ਉਚ
14. ਉਂਕ
15. ਉਂਘ
16. ਕੁੱਛ
17. ਕੂਚੀ
18. ਗੁੱਛਾ
19. ਸੁੰਘ
20. ਕੂਚਾ

Lesson Four

1. ਜਾ
2. ਜੰਗ
3. ਝਾ
4. ਅੱਜ
5. ਝੁਕਾ
6. ਗੁੰਜ
7. ਕੁੱਝ
8. ਕੁੱਝ / ਝੁਕਾ
9. ਝਾਕਾ
10. ਝਾਂਕਾ
11. ਸੰਝ
12. ਕੁੱਜ
13. ਸਾਂਝ
14. ਗੁੱਝਾ
15. ਏਕਾ
16. ਸੇਜ
17. ਜੈਸਾ
18. ਐਸ
19. ਕਿਸੇ
20. ਕੇਸ

Lesson Five

1. ਚੰਗੀ
2. ਟਾ
3. ਟਾਕੀ
4. ਠਾਕ
5. ਠੀਕ
6. ਠਾਟ
7. ਟਾਂਕਾ
8. ਕਿੰਗ
9. ਸਿੰਘ
10. ਠੇਕਾ
11. ਟੰਗ
12. ਗੱਟਾ
13. ਕਾਂਟਾ
14. ਖੱਟਾ
15. ਕੱਟਾ
16. ਮੇਂਗਾ
17. ਘਾਟ
18. ਟਾਕੂ
19. ਖੱਟੀ
20. ਚੀਖ

Lesson Six

1. ਕੱਚਾ
2. ਹਾ
3. ਹਾਂ
4. ਹੈ
5. ਹਠ
6. ਖੋਜ
7. ਕੋਚ
8. ਓਕ
9. ਓਹ
10. ਕੋਠਾ
11. ਔਖ
12. ਔਸ
13. ਚੌਕਸ
14. ਚੌਕਾ
15. ਚੌਂਕਾ
16. ਖੋਟਾ
17. ਜਾਓ
18. ਛੋਟਾ
19. ਠੀਕ ਹੈ?
20. ਹਾਂ ਜੀ

Lesson Seven

1. ਡਾ
2. ਡਾਕ
3. ਡੀਂਗ
4. ਡੰਡਾ
5. ਕੰਡਾ
6. ਠੋਡੀ
7. ਝੰਡਾ
8. ਅੱਡਾ
9. ਅੰਡਾ
10. ਗੈਂਡਾ
11. ਗੁੰਡਾ
12. ਝਾ
13. ਕੀੜਾ
14. ਘੜਾ
15. ਖੜਾ
16. ਕੜਾ
17. ਇਕਾਹਠ
18. ਟਿਹਕ
19. ਚੌੜਾ
20. ਸਹਿਜ

Lesson Eight

1. ਢਾ
2. ਢੂੰਡ
3. ਢੀਠ
4. ਢਾਂਚਾ
5. ਢੰਗ
6. ਢੋਂਗ
7. ਢੋਂਗੀ
8. ਜੱਟ
9. ਆਓ
10. ਗਾਓ
11. ਸੇਂਜਾ
12. ਛੇਕ
13. ਜੋੜਾ
14. ਘੋੜਾ
15. ਠਾ
16. ਹੁਣ
17. ਕਣ
18. ਸਿਆਣਾ
19. ਕਣੀ
20. ਅਣਹੋਣੀ

Lesson Nine

1. ਤਾਕ
2. ਤੱਟ
3. ਤਾਕਤ
4. ਸਤ
5. ਸੱਤ
6. ਚਿੰਤਾ
7. ਤਿੱਖਾ
8. ਛਾਤਾ
9. ਘਾਤ
10. ਤਾਂਗਾ
11. ਕੁੱਤਾ
12. ਥਾ
13. ਥਕ
14. ਤਾ/ ਥਾ
15. ਤਥ
16. ਤੱਥ
17. ਚੌਥਾ
18. ਗਾਥਾ
19. ਥਾਣਾ
20. ਸਾਥੀ

Lesson Ten

1. ਦਾ
2. ਦੇਖੋ
3. ਦੁੱਖ
4. ਗੱਦੀ
5. ਚੰਦ
6. ਗੰਦਾ
7. ਖਾਦੀ
8. ਦੰਡ
9. ਡਾਂਟ
10. ਦੇਗ
11. ਧਾ
12. ਧਾ/ ਢਾ
13. ਧੱਕ
14. ਢੱਕ
15. ਧੋਖਾ
16. ਧਾਗਾ
17. ਦੁੱਧ
18. ਧੁੰਦ
19. ਕੰਧ
20. ਗਧੀ

Lesson Eleven

1. ਨਾ
2. ਨਾਨ
3. ਕਾਨਾ
4. ਅੰਨਾ
5. ਕੰਨ
6. ਚਿਕਨ
7. ਨਾਂਹ
8. ਧਨੀਆ
9. ਰਾ
10. ਰਸਤਾ
11. ਕਰਨਾ
12. ਨਗੀਨਾ
13. ਚੀਨੀ
14. ਝਨਾਂ
15. ਨੈਣ
16. ਗਿਣਨਾ
17. ਨਾਤੀ
18. ਉੱਨ
19. ਗਾਨੀ
20. ਚਰਨਾ

Lesson Twelve

1. ਪਾ
2. ਪੂਜਾ
3. ਪੱਕਾ
4. ਉੱਪਰ
5. ਪੰਜ
6. ਠੱਪਾ
7. ਕਪਾਹ
8. ਪਾਣੀ
9. ਪਾਉਣਾ
10. ਸਿੱਧਾ ਅੱਗੇ
11. ਪਾਨਾ
12. ਫਾ
13. ਫਾਨਾ
14. ਫਾਂਸੀ
15. ਫੂਕਣਾ
16. ਫੱਟਾ
17. ਫਾਟਕ
18. ਫਸਾਦ
19. ਫੈਂਟ
20. ਫੈਂਜ

Lesson Thirteen

1. ਬਾ
2. ਬੱਚਾ
3. ਬੱਚੇ
4. ਬੱਚੀ
5. ਬੋਝ
6. ਬਹੁਤ ਚੰਗਾ
7. ਬਹੁਤ ਚੰਗੀ
8. ਪੱਬ
9. ਬਾਦ
10. ਬੇਨਤੀ
11. ਭਾ
12. ਬਾ / ਭਾ
13. ਭਾਬੀ
14. ਭੀਖ
15. ਭੈਣ
16. ਗੋਭੀ
17. ਭੱਜਣਾ
18. ਭਾਂਤ
19. ਸਭ
20. ਸੱਭਿਅਤਾ

Lesson Fourteen

1. ਮਾ
2. ਮਕਾਨ
3. ਮਾਂ
4. ਕਮ / ਕੰਮ
5. ਭੂਮਿਕਾ
6. ਮਨ
7. ਮੰਚ
8. ਮੁੱਛ
9. ਮਿੱਠਾ
10. ਘੁਮੰਡੀ
11. ਖੁੰਬ
12. ਖੁੰਢ
13. ਨਾਮ
14. ਮੈਨੂੰ
15. ਧਮਾਕਾ
16. ਮੈਂ
17. ਕਸਮ
18. ਚਮਚਾ
19. ਮੀਂਹ
20. ਚਮਕ

Lesson Fifteen

1. ਯਾ
2. ਯਾਰ
3. ਯੱਗ / ਜੱਗ
4. ਯੁੱਧ
5. ਯੋਗਾ
6. ਸੰਯੋਗ
7. ਸੰਯੁਕਤ
8. ਯੋਗਤਾ
9. ਉਦਯੋਗ
10. ਰੂਹ
11. ਰੂਪ
12. ਰਸ
13. ਤਰੀਕ
14. ਤਰੱਕੀ
15. ਰਸੀਦ
16. ਰਹਿਣਾ
17. ਸਮੇਸਾ
18. ਸਕਦਾ
19. ਬਹੁਤ ਮਹਿੰਗਾ
20. ਇਹ ਬਹੁਤ ਮਹਿੰਗਾ ਹੈ।

Lesson Sixteen

1. ਸਰੋਤ
2. ਸ੍ਰੀ
3. ਪ੍ਰੇਮ
4. ਪਰਕਾਰ / ਪ੍ਰਕਾਰ
5. ਗ੍ਰੰਥ
6. ਕ੍ਰਿਪਾ
7. ਤ੍ਰਾਸਦੀ
8. ਅੰਮ੍ਰਿਤ
9. ਲਾ
10. ਲਾਟਰੀ
11. ਲਾਭ
12. ਲਾਹ
13. ਲਾਲੀ
14. ਮਲ
15. ਮੂਲੀ
16. ਬਾਜ਼ਾਰ
17. ਹਜ਼ਾਰ
18. ਤੇਜ਼ ਬੋਲਦੀ
19. ਮਾਲ ਰੋਡ
20. ਅਸਲਾਮ ਅਲੇਕਮ।

Lesson Seventeen

1. ਅੰਗਰੇਜ਼ੀ
2. ਫ਼ਰਕ
3. ਟੈਲੀਫ਼ੋਨ
4. ਫ਼ੇਲ
5. ਫ਼ਿਲਮ
6. ਮੈਂ ਬੋਲਦਾ ਹਾਂ
7. ਮੈਂ ਪੰਜਾਬੀ ਬੋਲਦਾ ਹਾਂ।
8. ਥੋੜ੍ਹੀ ਚਾਹ
9. ਚੰਗੀ ਤਰ੍ਹਾਂ
10. ਮੈਂ ਥੋੜ੍ਹੀ ਚਾਹ ਪੀਣਾ ਚਾਹੁੰਦੀ ਹਾਂ।
11. ਵਾ
12. ਵਾਹ
13. ਵੱਡਾ ਮੁੰਡਾ
14. ਵੱਡੀ ਕੁੜੀ
15. ਜਾਵਾਂਗਾ
16. ਮੈਂ ਦਿੱਲੀ ਜਾਵਾਂਗਾ।
17. ਸ਼ਰਮ
18. ਸੁਕਰੀਆ
19. ਸ਼ਾਕਾਹਾਰੀ
20. ਪਸ਼ਮੀਨਾ ਸ਼ਾਲ

Lesson Eighteen

1. ਸ਼ਾਮ
2. ਵਾਲੇਕਮ ਸਲਾਮ
3. ਖ਼ਾ
4. ਖ਼ਬਰ
5. ਅਖ਼ਬਾਰ
6. ਖੁਸ਼ੀ
7. ਖੁਸ਼ੀ ਹੋਈ
8. ਖ਼ਰਾਬ
9. ਖ਼ਾਸ ਖ਼ਬਰ
10. ਗ਼ਾ
11. ਗ਼ਰੀਬੀ
12. ਬਾਗ਼
13. ਤੁਹਾਡੇ ਨਾਲ
14. ਸੁਣਿਓ ਤੇ ਦੁਹਰਾਇਓ
15. ਸੱਚ-ਮੁੱਚ
16. ਗੁਸਲਖਾਨਾ
17. ਗੁਸਲਖਾਨਾ ਕਿੱਧਰ ਹੈ?
18. ਮੇਰੀ ਦੋਸਤ
19. ਤੁਹਾਨੂੰ
20. ਤੁਹਾਨੂੰ ਮਿਲਕੇ ਬਹੁਤ ਖੁਸ਼ੀ ਹੋਈ।

Lesson Nineteen

1. ਲਵਾਂਗਾ
2. ਟ੍ਰੇਨ
3. ਮੈਂ ਟ੍ਰੇਨ ਲਵਾਂਗਾ।
4. ਮੈਂ ਬਸ ਤੇ ਜਾਵਾਂਗਾ।
5. ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ਜੀ।
6. ਸਾਡੇ ਕੋਲ ਇਕ ਗੱਡੀ ਹੈ।
7. ਕਿਲੋਮੀਟਰ
8. ਸੱਜੇ ਪਾਸੇ
9. ਖੱਬੇ ਪਾਸੇ
10. ਇਹ ਦੂਰ ਨਹੀਂ ਹੈ।
11. ਇਹ ਕਿੰਨੇ ਦਾ ਹੈ?
12. ਕਿਉਂ? ਕਿਉਂਕਿ।
13. ਦੁਕਾਨਾ
14. ਖੁੱਲੀਆਂ
15. ਕਿੰਨੇ ਵੱਜੇ ਹਨ?
16. ਅੱਠ ਵੱਜੇ ਹਨ।
17. ਸ਼ਾਇਦ
18. ਮੈਂ ਮਿਲਾਂਗੀ
19. ਕੁੱਝ ਦੋਸਤਾਂ
20. ਮੈਂ ਕੁੱਝ ਦੋਸਤਾਂ ਨੂੰ ਮਿਲਾਂਗੀ।

Lesson Twenty

1. ਅਸੀਂ ਕੱਲ੍ਹ ਨੂੰ ਅੰਮ੍ਰਿਤਸਰ ਹਰਮੀਤ ਦੇ ਵਿਆਹ ਤੇ ਜਾਵਾਂਗੇ।
2. ਮੇਰੇ ਕੋਲ ਇਕ ਬਹੁਤ ਸੋਹਣਾ ਸਲਵਾਰ ਕਮੀਜ਼ ਹੈ।
3. ਇਹ ਸੂਟ ਮੈਂ ਚੰਡੀਗੜ੍ਹ ਵਿਚ ਖਰੀਦਿਆ ਸੀ, ...
4. ਤੇ ਮੇਰੇ ਪਤੀ ਕੋਲ ਵੀ ਇਕ ਸੂਟ ਹੈ।
5. ਪੰਜਾਬ ਦੇ ਵਿਆਹ ਬਹੁਤ ਸੋਹਣੇ ਹੁੰਦੇ ਹਨ, ...
6. ਮੈਨੂੰ ਲਗਦਾ ਹੈ ਕਿ ਸੌ ਜਾਂ ਦੋ ਸੌ ਲੋਕ ...
7. ਵਿਆਹ ਤੇ ਜਾਵਣਗੇ।
8. ਸਾਡਾ ਪਰਿਵਾਰ ਬਹੁਤ ਵੱਡਾ ਹੈ, ...
9. ਤੇ ਅਸੀਂ ਵਿਆਹ ਤੇ ਜਾਣਾ ਬਹੁਤ ਪਸੰਦ ਕਰਦੇ ਹਾਂ।
10. ਮੈਂ ਬਹੁਤ ਸੋਹਣਾ ਤੋਹਫ਼ਾ ਖਰੀਦਿਆ ਹੈ।
11. ਅਸੀਂ ਉੱਥੇ ਚਾਹ ਪੀਵਾਂਗੇ ...

Lesson Twenty (continued)

12. ਤੇ ਬਹੁਤ ਤਰ੍ਹਾਂ ਦਾ ਖਾਣਾ ਖਾਵਾਂਗੇ।
13. ਮੈਂ ਸੋਚਦੀ ਹਾਂ ਕਿ ਮੈਂ ਸਮੇਸੇ ਖਾਵਾਂਗੀ, ...
14. ਤੇ ਮੇਰੇ ਪਤੀ ਲੱਭੂ ਖਾਣਾ ਚਾਹੁੰਦੇ ਹਨ।
15. ਮੈਂ ਤਾਂ ਚਿਕਨ ਟਿੱਕਾ ਮਸਾਲਾ ਖਾਣਾ ਚਾਹੁੰਦੀ ਹਾਂ, ...
16. ਪਰ ਮੈਨੂੰ ਲਗਦਾ ਹੈ ਕਿ ...
17. ਹਰਮੀਤ ਦਾ ਪਰਿਵਾਰ ਸ਼ਾਕਾਹਾਰੀ ਹੈ।
18. ਤਾਂ ਫੇਰ ਮੈਂ ਪਾਲਕ-ਪਨੀਰ ਖਾਵਾਂਗੀ।
19. ਮੈਂ ਹੁਣ ਦੋ ਵਜੇ ਵਾਲੀ ਟਰੇਨ ਤੇ ਜਾਵਾਂਗੀ
20. ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ।

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