LEARN PUNJABI
SENTENCE STRUCTURE MADE EASY
## Contents

**INTRODUCTION** 9

**LESSON ONE**

THE BASIC SENTENCE 13

- Word Order (Syntax) 13
- Verb Endings (Inflection) 14
- The Auxiliary Verb “to be” 15

LESSON ONE VOCABULARY 18

LESSON ONE WORKSHEET 19

PRESENT TENSE CHART 20

VERB ROOTS ENDING WITH CONSONANTS 20

DAILY PRACTICE SHEET VOCABULARY 21

DAILY PRACTICE SHEET 22

- Exercise One 22
- Exercise Two: Sentence Progressions 23
- Exercise Three: Quick Start 23

PRACTICE CALENDAR 24

WORKSHEET ANSWERS 25

**LESSON TWO**

INDIRECT OBJECTS 26

- Position Words 26
- Indirect Objects 26
- Oblique Nouns 28

LESSON ONE VOCABULARY 29

LESSON TWO WORKSHEET 30
<table>
<thead>
<tr>
<th>Passive Sentences</th>
<th>64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Obligation</td>
<td>65</td>
</tr>
<tr>
<td>Time of Day</td>
<td>67</td>
</tr>
<tr>
<td>LESSON FIVE VOCABULARY</td>
<td>69</td>
</tr>
<tr>
<td>LESSON FIVE WORKSHEET</td>
<td>70</td>
</tr>
<tr>
<td>FUTURE TENSE CHART</td>
<td>71</td>
</tr>
<tr>
<td>VERB ROOTS ENDING WITH CONSONANTS</td>
<td>71</td>
</tr>
<tr>
<td>FUTURE TENSE CHART</td>
<td>72</td>
</tr>
<tr>
<td>VERB ROOTS ENDING IN OTHER VOWELS</td>
<td>72</td>
</tr>
<tr>
<td>IRREGULAR VERBS – FUTURE TENSE</td>
<td>73</td>
</tr>
<tr>
<td>DAILY PRACTICE SHEET</td>
<td>74</td>
</tr>
</tbody>
</table>

**Exercise One - Future Tense (Roots Ending in Consonants)** 74

**PRACTICE CALENDAR** 76

**WORKSHEET ANSWERS** 77

**LESSON SIX**

**PAST TENSE AND ADJECTIVES** 78

- Past Tense 78
- A Special Postposition 79
- Present, Remote & Habitual Past 79
- Adjectives 81
- Possessive Adjectives 82
- The Apostrophe 83

**LESSON SIX VOCABULARY** 84
INTRODUCTION

Our Goal

This course is a step by step guide for learning simple, clear and correct Punjabi. It is comprised of seven lessons which are designed specifically for English speaking people. No prior knowledge of the Punjabi language is necessary to benefit from this book.

A Unique Approach

This course approaches learning Punjabi from the standpoint of an English speaking background. Comparisons are made between English and Punjabi to explain concepts.

The main focus throughout the course is word order. It is vital for an English speaking person who wants to learn Punjabi to focus not only on pronunciation and vocabulary but also on learning how to arrange those new words into a sentence. To understand why word order is so vital, notice how confusing it is to see English words in the Punjabi word order:

“Every language in words random way in not arranged are.”

The first lesson explains how to form a basic sentence and the following six lessons gradually explain how to build larger sentences.

Putting Theory into Practice

The course is laid out in a simple and logical manner. Each lesson builds on the previous lesson. We recommend starting on the first lesson and working your way through the entire course systematically. After completion of the course, the book can also serve as a reference guide.
Daily practice exercises are included with each lesson so that you can immediately apply what you are learning. The accompanying practice calendar is for tracking your progress for a month, so it is recommended to spend sufficient time practicing each lesson before moving on to the next lesson. Remember, the goal of this course is not simply to learn grammar but to start speaking Punjabi by putting theory into practice.

**The Think and Speak Method**

The daily practice exercises use the 'think and speak' method. Rather than writing out the answers, you will be asked to think about the answer and then say it out loud. It can be said that to learn to read, you need to practice reading. To learn to write, you need to practice writing. But to learn to speak, you need to practice speaking.

There is no answer sheet provided for the daily practice exercises. This encourages you to go back to the lesson and its accompanying charts for confirmation. The daily exercises can be done either individually or with a partner.

We recommend a daily practice sessions of approximately 15 minutes. Research has shown that brief but frequent practice sessions are far more beneficial than long but infrequent sessions.

**Rotating Practice Schedule**

Starting with lesson four, the practice calendar uses a rotating practice schedule. This means that practice sessions will rotate between the completed lessons, with the most recently completed lesson being practiced the most frequently. As you progress in the course, this method will aid you with long term retention. It has been
observed, that as the length of time between practice sessions gradually increases, the strength of the memory increases. In effect, gradually reducing the frequency of practicing something will move it into your long term memory.

**Learning the Punjabi (Gurmukhi) Script vs. Romanization**

Due to popular demand, with this second edition, we have included Romanized text alongside the Punjabi script. We employed the standard method as cataloged in the US Library of Congress (https://www.loc.gov/catdir/cpso/roman.html).

Although this provides a means to get started quickly, we highly recommend taking the time to learn to read the Punjabi script. To assist you with this, follow this link to our website (http://howtolearnpunjabi.com/learn-punjabi-alphabet.php) to download a copy of Punjabi alphabet flashcards.

You will notice that each card includes image mnemonics. This means that each letter is associated with a picture that an English speaking person would be familiar with which approximates the sound of the letter. Each time you see the letter you recall the picture and thus can easily remember what the letter is. Using this method, it is not uncommon to learn the entire Punjabi alphabet in a few weeks. Doing so will aid greatly both with proper pronunciation and speaking the language fluently.

**From Our Readers**

“This course is amazing because I’m teaching Punjabi to primary students and I always face the problem of how I can teach sentence formation. When I teach my kids the way you explain in your lessons, they learn so easily. I’m so happy.”

— Navjot, Canada
“The course fantastically analyzed the difference between the sentence structure in English and Punjabi which I have often struggled with.”
— Hasdeep, United Kingdom

“The course organized everything I needed to know with regards to sentence structure in a manageable and easily understandable way. I wish I started here a year ago, who knows how much more Punjabi I could have learned.”
— Vito, United States

“This course is very unique from the other courses I’ve seen and thanks to its simplicity, I can now write simple Punjabi sentences and even speak them. I’m very grateful! Thank you for making this gem for us who want to learn Punjabi.”
— Yvonnie, Philippines

“I try to teach my children the Punjabi language but it is difficult teaching children who’s first language is English. I like the way it is explained simply and broken down step by step, I feel more confident in teaching the language.”
— Manjinder, United Kingdom

“I enjoyed learning through the systematic and simple approach. The emphasis on word order was a feature that I had never seen elsewhere and it was helpful.”
— Raghbir, The United Kingdom

“I liked the way of teaching with fundamental and rich vocabulary and exercises.”
— Ranjeet, India

“I love the way the comparison is made to the way English is taught.”
— Jasminder, Indonesia

“It was concise and easy to follow and understand. Everything you needed was provided. The learner was kept in mind at all times.”
— Ravinder, England
Word Order (Syntax)

In every language, including English, the words in a sentence are not arranged randomly, rather, they follow a specific order.

When an English speaking person is learning Punjabi, they need to give special attention to the word order in Punjabi because it is different than the word order in English. Arranging words in the proper order is vital to being understood.

In English the word order is (subject + verb + object)
In Punjabi the word order is (subject + object + verb)

For example: “Nick sends letters” would become “Nick letters sends”

The subject, direct object and verb are the main parts of a sentence. These three parts of a sentence are like boxes. You can put one or more words into each box. To determine which box to put a word into, ask the following questions:

1. What is being done? (VERB)
2. Who is doing it? (SUBJECT)
3. …what? (DIRECT OBJECT)

TIP: Always identify the verb first. If you start by identifying the VERB then you will never get your subject and object confused.
Putting Theory Into Practice

At this point, find page 19 entitled “Lesson One Worksheet.” We will now practice rearranging English words into the Punjabi word order. This worksheet has five sentences for you to translate. Go ahead and follow steps 1 – 4 closely. We will do steps 5 and 6 later.

TIP: Punjabi does not use the words “a” or “the”. So ignore these words when you translate into English.

Verb Endings (Inflection)

The next important matter to discuss is verb endings. In English, to a limited extent, the verb changes in order to match the subject. For example, let’s look at the sentence: “Nick sends letters.” If we want to say in English, “We send letters” then we would need to change “sends” to “send”.

In Punjabi, a similar thing happens. The verb changes in order to match the subject. In Punjabi, the verb changes depending on whether the subject is:

1. singular or plural
2. masculine or feminine

How do we change the verb?

First: Find the stem (or root) of the verb. In Punjabi, this means simply removing the ਨਾ nā or ਣਾṇā ending.

For example: “to send” ਭੇਜਣਾ bhejṇā (the stem is ਭੇਜ bhej)

Second: Add the appropriate ending to the stem of the verb.

For example: ਭੇਜ bhej (stem) + ਦਾ dā (ending) = ਭੇਜਦਾ bhejdā
REMEmBER: The verb must match the subject. In our example sentence, “Nick” is a masculine singular subject, so we add the masculine singular ending ਦਾ dā to the stem.

In the present tense, there are four different verb endings:

- masculine singular ਦਾ dā
- feminine singular ਦੀ dī
d- masculine plural ਦੇ de
- feminine plural ਦੀਆਂ dīāṇ

If you are using a pronoun (I, we, you, he, she, they) then use the corresponding ending from the “Present Tense Chart” on page 20. In this chart the verb root is shaded in gray and the verb endings are highlighted in red.

NOTE: The plural form of ‘you’ is used for respect and ALWAYS uses the masculine ending. The pronouns ‘we’ and ‘they’ most often use the masculine ending because even if only one in the group is masculine then the masculine ending should be used. Wherever possible, the chart shows the ending that is most commonly used.

Now, let’s discuss the last column (highlighted in yellow) on the “Present Tense Chart” which is called “Aux. Verb”.

**The Auxiliary Verb “to be”**

In English, we put a minimum of one verb into the verb box. However, in Punjabi, it is common to put TWO verbs into the verb box:

1. The main verb
2. The auxiliary verb

Most commonly, the verb “to be” is used as the auxiliary verb. In English, the verb “to be” can be expressed using the words: am, is & are. These words must match the
subject. For example, singular subjects use ‘is’ and plural subjects use ‘are.’ If the subject is a pronoun, it has a matching pair.

For example: I am You are We are He/She is They are

In Punjabi, the verb ਹੋਣਾ hoṇā (to be) can be expressed using the words: ਹੈ hai, ਹਾਂ hāṇ, ਹਨ han

1. Singular subjects use ਹੈ hai
2. Plural subjects use ਹਨ han

If the subject is a pronoun, it has a matching pair as shown below.

ਮੈ ਂ  ਹਾਂ maiṇ hāṇ
tੁਸੀ ਂ ਹੋ tusīṇ ho
ਅਸੀ ਂ  ਹਾਂ āsīṇ hāṇ
tੁ ਹੈ uh hai
tੁ ਹਨ uh han
I am You are We are He/She is They are

The auxiliary verb is put into the verb box after the main verb. Notice our example sentence one last time: “Nick sends letters” Nick is masculine singular so we use the auxiliary verb ਹੈ hai

SUBJECT
Nick
ਨਿਕ
Nik

DIRECT OBJECT
letters
ਚਿਠਿਆਂ
cithṭhīāṇ

VERB + AUX.VERB
sends is
ਭੇਜਦਾ ਹੈ bhejdā hai

Using the “Present Tense Chart” on page 20 you can now complete steps 5 – 6 on the worksheet. All the necessary vocabulary is at the bottom of the page. After completing the worksheet, you can use the answer sheet to check your sentences. Each lesson has an answer sheet for the worksheet on the last page of the lesson.
The Think and Speak Method

Daily practice exercises are included with each lesson so that you can immediately apply what you are learning. The accompanying practice calendar is for tracking your progress for a month, so it is recommended to spend sufficient time practicing each lesson before moving on to the next lesson. Remember, the goal of this course is not simply to learn grammar but to start speaking Punjabi by putting theory into practice.

The daily practice exercises use the ‘think and speak’ method. Rather than writing out the answers, you will be asked to think about the answer and then say it out loud. It can be said that to learn to read, you need to practice reading. To learn to write, you need to practice writing. But to learn to speak, you need to practice speaking.

There is no answer sheet provided for the daily practice exercises. This encourages you to go back to the lesson and its accompanying charts for confirmation. The daily exercises can be done either individually or with a partner.

We recommend a daily practice sessions of approximately 15 minutes. Research has shown that brief but frequent practice sessions are far more beneficial than long but infrequent sessions. When you feel comfortable with performing the exercises then you are ready to move on to the next lesson and build larger sentences!
LESSON ONE VOCABULARY

1. Words with **masculine** gender are highlighted in blue.
2. Words with **feminine** gender are highlighted in pink.
3. Words that are used for both the singular and plural form are marked with (s).

<table>
<thead>
<tr>
<th>English</th>
<th>Punjabi</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>am/are</td>
<td>ਹਲਨ hāṇ</td>
<td>ਹਾਂ</td>
</tr>
<tr>
<td>answer(s)</td>
<td>ਜਵਾਬ jawāb</td>
<td>ਜਵਾਬ</td>
</tr>
<tr>
<td>are</td>
<td>ਹੋ ho</td>
<td>ਹੋ</td>
</tr>
<tr>
<td>are</td>
<td>ਹਨ han</td>
<td>ਹਨ</td>
</tr>
<tr>
<td>to ask</td>
<td>ਪੁੱਛਣਾ puchchnā</td>
<td>ਪੁੱਛਣਾ</td>
</tr>
<tr>
<td>he/she/they/that</td>
<td>ਇਹ uh</td>
<td>ਇਹ</td>
</tr>
<tr>
<td>I</td>
<td>ਮੈ ਂ maiṇ</td>
<td>ਮੈ ਂ</td>
</tr>
<tr>
<td>is</td>
<td>ਹੈ hai</td>
<td>ਹੈ</td>
</tr>
<tr>
<td>to learn</td>
<td>ਸਿਖਕਨਾ sikhkhṇā</td>
<td>ਸਿਖਕਨਾ</td>
</tr>
<tr>
<td>picture</td>
<td>ਤਸਵੀਰ taswīr</td>
<td>ਤਸਵੀਰ</td>
</tr>
<tr>
<td>to see</td>
<td>ਦੇਖਣਾ dekhṇā</td>
<td>ਦੇਖਣਾ</td>
</tr>
<tr>
<td>question(s)</td>
<td>ਸਵਾਲ sawāl</td>
<td>ਸਵਾਲ</td>
</tr>
<tr>
<td>to speak</td>
<td>ਬੋਲਣਾ bolṇā</td>
<td>ਬੋਲਣਾ</td>
</tr>
<tr>
<td>we</td>
<td>ਅਸੀ ਂ āsīṇ</td>
<td>ਅਸੀ ਂ</td>
</tr>
<tr>
<td>to write</td>
<td>ਲਿਖਣਾ likhṇā</td>
<td>ਲਿਖਣਾ</td>
</tr>
<tr>
<td>you</td>
<td>ਤੁਸੀ ਂ tusīṇ</td>
<td>ਤੁਸੀ ਂ</td>
</tr>
</tbody>
</table>
LESSON ONE WORKSHEET

Step one: Ask **what is being done?** (Write “V” for verb above the word)
Step two: Ask **who is doing it?** (Write “S” for subject above the word)
Step three: Ask **…what?** (Write “D.O” for direct object above the word)
Step four: Write the English words in the Punjabi word order on the first line
Step five: Write the Punjabi words underneath on the second line.
Step six: Add the appropriate verb ending and auxiliary verb.

1. I learn Punjabi.

2. We ask a question.

3. I speak English.

4. He writes the answer.

5. You see the picture.

Vocabulary: am/are ਹੈ | answer ਜਾਨਦਾ | are ਤੁਸੀ ਂ | to ask ਪੁੱਛਣਾ | English ਅੰਗਰੇਜ਼ੀ | he ਉਹ | is ਮੈ ਂ | to learn ਿਸੱਖਣਾ | picture ਤਸਵੀਰ | Punjabi ਪੰਜਾਬੀ | question ਵਿਚਾਰ | to see ਦੇਖਣਾ | to speak ਬੋਲਣਾ | we ਅਸੀ ਂ | to write ਿਲਖਣਾ | you ਤੁਸੀ ਂ
### Present Tense Chart

**Verb Roots Ending with Consonants**

**SUBJECT + VERB ROOT + ENDING + AUX.VERB**

<table>
<thead>
<tr>
<th>Pronoun English</th>
<th>Pronoun Punjabi</th>
<th>Masculine Endings</th>
<th>Feminine Endings</th>
<th>Auxiliary Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ਮੈਂ</td>
<td>ਬੋਲਦਾ</td>
<td>ਬੋਲਦੀ</td>
<td>ਹਾਂ</td>
</tr>
<tr>
<td>He/She (Singular)</td>
<td>ਹਿੰਦੀ</td>
<td>ਬੋਲਦੇ</td>
<td>ਬੋਲਦੀਆਂ</td>
<td>ਹਾਂ</td>
</tr>
<tr>
<td>They (Plural)</td>
<td>ਹਿੰਦੀ</td>
<td>ਬੋਲਦੇ</td>
<td>ਬੋਲਦੀਆਂ</td>
<td>ਹਾਂ</td>
</tr>
<tr>
<td>We</td>
<td>ਅਸੀਂ</td>
<td>ਬੋਲਦੇ</td>
<td></td>
<td>ਹਾਂ</td>
</tr>
<tr>
<td>You</td>
<td>ਤੁਸੀਂ</td>
<td>ਬੋਲਦੇ</td>
<td></td>
<td>ਹਾਂ</td>
</tr>
</tbody>
</table>

**NOTE:** If the subject is NOT a pronoun then determine its gender and number. The same endings for (He/She) are used for singular subjects. The same endings for (They) are used for plural subjects.
<table>
<thead>
<tr>
<th>English</th>
<th>Punjabi</th>
<th>English</th>
<th>Punjabi</th>
<th>English</th>
<th>Punjabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>to ask</td>
<td>ਪੁੱਛਣਾ</td>
<td>to become</td>
<td>ਬਣਨਾ</td>
<td>to change</td>
<td>ਬਦਲਣਾ</td>
</tr>
<tr>
<td>ਪੁੱਛਣਾ</td>
<td>puchchaṇā</td>
<td>ਬਣਨਾ</td>
<td>baṇnā</td>
<td>ਬਦਲਣਾ</td>
<td>badalṇā</td>
</tr>
<tr>
<td>to come out</td>
<td>ਨਿਕਲਣਾ</td>
<td>to find</td>
<td>ਲਭਣਾ</td>
<td>to know</td>
<td>ਜਾਣਾ</td>
</tr>
<tr>
<td>ਨਿਕਲਣਾ</td>
<td>nikalṇā</td>
<td>ਲਭਣਾ</td>
<td>labhbhanā</td>
<td>ਜਾਣਾ</td>
<td>jāṇnā</td>
</tr>
<tr>
<td>to learn</td>
<td>ਸਿੱਖਣਾ</td>
<td>to listen/hear</td>
<td>ਸੁਣਣਾ</td>
<td>to meet</td>
<td>ਮਿਲਣਾ</td>
</tr>
<tr>
<td>ਸਿੱਖਣਾ</td>
<td>sikhkhaṇā</td>
<td>ਸੁਣਣਾ</td>
<td>suṇnā</td>
<td>ਮਿਲਣਾ</td>
<td>milṇā</td>
</tr>
<tr>
<td>to open</td>
<td>ਖੋਲਣਾ</td>
<td>to put/keep</td>
<td>ਰਖਣਾ</td>
<td>to read</td>
<td>ਪੰਛਣਾ</td>
</tr>
<tr>
<td>ਖੋਲਣਾ</td>
<td>kholhṇā</td>
<td>ਰਖਣਾ</td>
<td>rakhkhaṇā</td>
<td>ਪੰਛਣਾ</td>
<td>paṛhnā</td>
</tr>
<tr>
<td>to see</td>
<td>ਦੇਖਣਾ</td>
<td>to sit</td>
<td>ਬੈਠਣਾ</td>
<td>to speak/talk</td>
<td>ਬੋਲਣਾ</td>
</tr>
<tr>
<td>ਦੇਖਣਾ</td>
<td>dekhṇā</td>
<td>ਬੈਠਣਾ</td>
<td>baiṭhṇā</td>
<td>ਬੋਲਣਾ</td>
<td>bolṇā</td>
</tr>
<tr>
<td>to tell</td>
<td>ਦੱਸਣਾ</td>
<td>to think</td>
<td>ਸੋਚਣਾ</td>
<td>to understand</td>
<td>ਸਮਝਣਾ</td>
</tr>
<tr>
<td>ਦੱਸਣਾ</td>
<td>dassaṇā</td>
<td>ਸੋਚਣਾ</td>
<td>socṇā</td>
<td>ਸਮਝਣਾ</td>
<td>samajhṇā</td>
</tr>
<tr>
<td>to use</td>
<td>ਵਰਤਣਾ</td>
<td>to walk</td>
<td>ਤੁਰਨਾ</td>
<td>to write</td>
<td>ਲਿਖਣਾ</td>
</tr>
<tr>
<td>ਵਰਤਣਾ</td>
<td>waratṇā</td>
<td>ਤੁਰਨਾ</td>
<td>turṇā</td>
<td>ਲਿਖਣਾ</td>
<td>likhṇā</td>
</tr>
</tbody>
</table>
Instructions for the ‘Think and Speak’ method:

Do NOT write down the answers – this is the ‘think’ part
Say each sentence OUT LOUD – this is the ‘speak’ part

What if I get stuck? Look at the reference charts for help. The goal is NOT to ‘memorize’ the sentences but to LEARN A METHOD to construct your own sentences.

SUBJECT + DIRECT OBJECT + VERB ROOT + ENDING + AUX.VERB

Exercise One

Say each sentence OUT LOUD.

1. He asks.
हूँ पुँछ + ending + aux.verb
= हूँ पुँछने तै

2. We become.

3. They change.

4. I emerge/come out.

5. She finds.

6. You know.

7. He learns.

8. We listen/hear.

9. They meet.

10. I open.

11. She puts/keeps.

12. You read.

13. He sees.

14. She asks.

15. We sit.

16. They talk/speak.

17. I tell.

18. She thinks.

19. You understand.

20. He uses.

21. We walk.

22. She writes.

23. I ask.

24. They become.

25. You change.

26. He emerges/comes out.

27. We find.

28. They know.

29. I learn.

30. She listens/hears.

31. You meet.

32. He opens.

33. We put/keep.

34. They read.

35. I see.

36. She sits.

37. You talk/speak.

38. He tells.

39. We think.

40. They understand.

41. I use.

42. She walks.

43. You write.
Exercise Two: Sentence Progressions

Add a DIRECT OBJECT of your choice to the sentences from exercise one and say each sentence OUT LOUD. Skip the sentences shaded in gray because they do not take a direct object easily. To get started, here is a list of direct objects in English.

TIP: For this exercise, we will use English words for our objects. Starting in lesson two, we will use Punjabi words for our objects.

- answer
- book(s)
- cars
- cat
- chairs
- door(s)
- English
- friend(s)
- gifts
- house(s)
- letters
- magazines
- movie
- pathway
- picture(s)
- price
- Punjabi
- question
- reason(s)
- shop
- song(s)
- stories
- story
- work

Exercise Three: Quick Start

Say each sentence using the SAME subject. (e.g. we, I, he, Nick, they, she, you)

1. ___ ask(s)
2. ___ become(s)
3. ___ change(s)
4. ___ come(s) out
5. ___ find(s)
6. ___ know(s)
7. ___ learn(s)
8. ___ listen(s)
9. ___ meet(s)
10. ___ open(s)
11. ___ put/keep(s)
12. ___ read(s)
13. ___ see(s)
14. ___ sit(s)
15. ___ talk(s)
16. ___ tell(s)
17. ___ think(s)
18. ___ understand(s)
19. ___ use(s)
20. ___ walk(s)
21. ___ write(s)
**PRACTICE CALENDAR**

**Box 1:** Practice 5 minutes or more of exercise one and then ✓ check box 1

**Box 2:** Practice 5 minutes or more of exercise two and then ✓ check box 2

**Box 3:** Practice 5 minutes or more of exercise three and then ✓ check box 3

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Thursday</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Friday</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Saturday</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Sunday</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
WORKSHEET ANSWERS

Step one: Ask **what is being done?** (Write “V” for verb above the word)
Step two: Ask **who is doing it?** (Write “S” for subject above the word)
Step three: Ask **…what?** (Write “D.O” for direct object above the word)
Step four: Write the English words in the Punjabi word order on the first line
Step five: Write the Punjabi words underneath on the second line.
Step six: Add the appropriate verb ending and auxiliary verb.

```
S V D.O.
1. I learn Punjabi.

I Punjabi learn

मैं पंजाबी मिसाल ले (masculine subject)
मैं पंजाबी मिसाली ले (feminine subject)

S V D.O.
2. We ask a question.

We questions ask

भर्मी महाल पूछें जा

S V D.O.
3. I speak English.

I English speak

मैं अंग्रेज़ी बोला जा (masculine subject)
मैं अंग्रेज़ी बोलती जा (feminine subject)

S V D.O.
4. He writes the answer.

He answer writes

उह तत्त्व लिखा जा

S V D.O.
5. You see the picture.

You picture see

तुमी उमड़त देखो जा

Vocabulary: am/are जा | answer नस्ला | are they or उसः | to ask पूछिए | English अंग्रेज़ी he हुए | is it | to learn मिसाल | picture उमड़त | Punjabi पंजाबी | question महाल
to see देखो | to speak बोला | we भर्मी | to write लिखा | you तुमी