

AN ELEMENTARY GUIDE TO THE KODAVA LANGUAGE

By Varuṅ Biddaṅḁa

Dedication / arpaNe:

To my grandparents, Biddanda Ahalya and Achia & Machangada Accava and Poonacha, and to all of those who have believed in the importance of our language and our stories.

Introduction and Alphabet

Introduction and Acknowledgements:

For most of its history, KoDava-takk has been a predominantly oral language. In relatively recent times, the Kannada alphabet was adapted as a way of writing this language and while it remains a widely used way of writing the language, the present project will incorporate a romanized system of writing the language, so as to make it more accessible to future learners - especially those who are unfamiliar with the Kannada script.

Below is a table explaining the alphabetical conventions that I have employed. KoDava examples are given along with English approximants, when available. In cases where English does not have an approximant, examples in other languages are given and/or technical explanations are given as to how the appropriate sound is produced in KoDava-takk.

As an additional note, in this course there will be numerous example sentences given. When certain words are optional in the phrase they will be given in square brackets, '[]'. Furthermore, when specific sounds are referenced they will be shown between slashes, '/ /'.

The primary goal of this project is that by the end of the course, the reader will have attained an elementary proficiency in speaking and understanding the language. There is no need to give too much attention to being able to read and write; what is important — within the context of this course — is the acquisition of vocabulary and concepts that are integral to the spoken language.

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VOWELS			
letter	english approximant	koDava-takk example	english translation
a	<u>c</u> ountry b <u>u</u> s pl <u>u</u> m	<u>a</u> kkā <u>m</u> akka <u>dh</u> and	elder sister children two
aa	<u>h</u> onest <u>o</u> ddly comm <u>o</u> idity	<u>a</u> ane <u>p</u> aaje <u>p</u> olaaka	elephant language morning
e	<u>e</u> nter <u>e</u> gg w <u>e</u> dding	<u>e</u> nnane? <u>e</u> kkā <u>m</u> elle	how? when slowly/gently
ea	<u>a</u> te	<u>e</u> adh?	which one?

	make wait	cheale eaNi	traditional waist sash ladder
i	itchy wit hidden	ishta thimb'k pill	desire to eat hay
ii	seek teeth weed	ii kuri niila kiithuw'k	this time blue to tear (apart)
ê ¹	open about assume	êtt êdp'k êLdhuw'k	8 to take to write
êê	~shirt ~her ~burn ~ ^(french) oeuvre ~ ^(french) la soeur	êêL kêêp'k têêduw'k	7 to ask to follow
o	KoDava, water (in a Long Island accent)	potte boLt wondh	stomach/belly white one
oa	Ownership loan	woaduw'k poap'k poadi	to run to go fear
u	good	ukchêduw'k	To boil over

¹ This vowel, /ê/, can also be thought of as a weaker — i.e. less stressed— version of /a/

	put could	uththuw'k puLi	to take off sour/orange (fruit)
uu	oops pool crou-ton	uur kuuth kodp'k uuta	village to yell food
~ 2	(portuguese) coração keen to ³	ããwu ĩĩwu	he/him (remote) he/him (proximal)

CONSONANTS			
k	cut cool thicket	kodava polaaka poakana?	kodava morning shall we go?
g	get program yoga	goari gojje poge	tomb dirty smoke
ch	chin kitchen watch	cheriya ukchêduw'k chedi	smaller/younger to boil anger
j	jaw image pigeon	joLaa giije-puLu jajjit	corn cicada crushed, squashed

² The tilde above a vowel means that it is nasalized.

³ While English doesn't have this nasal approximant, one can try pronouncing the utterance "keen to" rapidly. Note how the /n/ in 'keen' is reduced and the sound represented by 'ee' is nasalized. This is the sound indicated by /ĩĩ/ as in **ĩĩwu**.

th ⁴	~ th ird ~ it th rew me off ~ fight th e power	th imb'k uth thuw'k th aatha	To eat to remove, to take off grandfather
dh ⁵	~ th e ~ hid th ose ~ find th e	dh aar? udh dh idh	who(m)? long this [thing]
s	s ome f ussy	s umaar u saa	several, many intelligent
n	n et win n er pi n	n oatuw'k a ndhe po nn	To look the other day gold
l	l ong wi l ted coa l	l aadii i lle ko al	string no stick, cane
m	m ouse im m ediately pl m	m ane u mbLu d ham	house leech breath
b	b oar b ulb	b oLth d humb a	white a lot of

⁴ In terms of pronunciation, there is a slight modification on the English examples given. While the 'th' in third is normally pronounced with the tongue tip between the teeth, /th/ in Kodava is pronounced with not only the tip touching the upper teeth but also with the tongue making contact with the alveolar ridge. This /th/ is similar to the /th/ in Spanish *gato* 'cat' or Hindi *taal* 'beat'.

⁵ As is the case with /th/, /dh/ is also pronounced with not only the tip touching the teeth but also with the tongue making contact with the alveolar ridge. /dh/ can be compared more reliably with Spanish *dos* 'two' or Hindi *do* 'two'.

p	p ort pump p kin	p olaaka ba Lip'k	morning to pull
h	h ouse O hio	A haliya	woman's name
r	(American Eng.) w ater (American Eng.) w onder (Spanish) t oro	w ariyuw'k a ar w art	to sleep six rough, bumpy
y	m ayo	y antra	machine
w	w ater	w aaramthe	sometimes

RETROFLEX CONSONANTS: The consonants below are known as retroflex consonants, and are quite common in Dravidian languages. The mechanical explanation of the sound's production is that the tongue must curl backwards — such that the underside of the front of the tongue's tip contacts the alveolar ridge — to make the d, t, L, and N sounds.

t**	~ t urtle	ê tt ê ttuw'k no atuw'k	8 to try/put on to look at
d**	~ ri d ~ d are	ê dp'k a dda th oad	To take/remove obstacle stream (of water)
N**	-----	ka NN ku Nd gr aa N a	eyes a large hole eclipse

L**	-----	laadii pu <u>Lu</u> ka <u>La</u> ka <u>LL</u>	tapeworm drying yard alcohol

DOUBLE CONSONANTS: Also known as *geminate consonants*, these types of consonants last double the duration of *non-geminates*. In English, there are no geminate consonants. However, approximations can be thought of in terms of the following example:

l (<i>non-geminate</i>)	‘wa <u>ll</u> paper’	ka <u>la</u>	year
ll (<i>geminate</i>)	‘wa <u>lll</u> lighting’	ka <u>ll</u>	stone

If you say these examples at a careful speed, you will note that the consonant in the geminate example lasted about twice as long in duration. This is how a geminate sound should be produced. This distinction is important as some words in KoDava-takk differ solely on the basis of their consonant length:

kaLa - ‘drying yard’
kaLLa - ‘thief, criminal’

Here are some more examples illustrating the distinctions between non-geminate and geminate sounds. Geminate consonants often sound like there is almost a stop in between them, so don’t be surprised if the examples listed as geminate may not appear as such — they are! Try and say them out loud:

	Non-geminate	Geminate	KoDava-takk	English
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			example	Translation
/k/	‘I pick <u>k</u> sports	‘I pick <u>k</u> kittens’	pa <u>kka</u>	close
/g/	‘ba <u>g</u> vegetables’	‘ba <u>g</u> greens’	ag <u>gara</u> Ne	tempering of spices in hot oil
/ch/	‘wa <u>ch</u> tower’	‘ge <u>t ch</u> oosy’	ech <u>chak</u> ?	How much?
/j/	‘br <u>id</u> ge collapse’	‘squ <u>id j</u> ump’	go <u>jje</u>	dirty
/th/	~‘ <u>th</u> ree’	‘ <u>it th</u> rew’	u <u>thth</u> uw’k	to take off, to remove
/dh/	~‘ <u>th</u> e’	‘hi <u>d th</u> e’	u <u>dh</u> dha	long
/n/	‘to <u>n</u> ote’	‘wo <u>n n</u> othing’	so <u>nn</u> e	zero
/m/	‘pl <u>um</u> tree’	‘pl <u>um m</u> aker’	wo <u>mm</u> e	once

LESSON 1: Greetings, To Be, What/Which, Yes/No

VOCABULARY:

<u>kodava</u>	<u>English</u>
entha?	what?
eadh?	which?
akku	yes
ille	no
adh	that
idh	this
ennane?	how
uLLiya	you (informal) are
niin	you (informal)
uLLira	[you] (formal/plural) are
ninga	you (formal), you (plural)

uLL	[I] am
naan	I
uNd	[it] is
mane	house
raste	road

IMPORTANT PHRASES:

adh entha?	What is that?
ennane uLLira ninga?	How are you (formal)?
ennane uLLiya niin?	How are you (informal)
chaayi'l uLL.	[I] am well.
ballya	big
cheriya	small
chaayi	good
paaL	bad
serii	alright, okay
aad ⁶	alright, okay

⁶ Literally: 'let it happen'

EXPLANATION:

The verb 'to be':

In KoDava-takk, permanent states of being, in the present tense, are generally not expressed in a verb. For, example:

ennane adh?	How is that (i.e. what is it like)?
adh chaayi.	That is good.

In addition to *describing* an object, if you are trying to *identify/name* an object, i.e. “this/that is...” you simply say *idh/adh* + name of the noun”. Here are a few examples:

adh mane.	That [is a] house
idh raste.	This [is a] road

However, temporary states of being are indicated by the verb *ipp'k* — a verb that we will look at later in more detail. For now, our knowledge of *ipp'k* concerns the following expressions: *uLLira*, *uLLiya*, and *uLL*.

ninga/niin: As you have seen, *ninga* doubles as both a 2nd person formal (henceforth abbreviated as 2.s.frm) as well as a 2nd person plural (i.e. ‘you all’). When speaking to an elder, always use *ninga* while reserving *niin* for those of your age and younger.

Pronunciation tip: words beginning with /e/ or /ea/ are often pronounced with a slight ‘y’ sound. Thus, *ead* might sound

more like *yead* however, they are both equally valid pronunciations. In the same way, words beginning with /o/ or /oa/ often are pronounced as though they begin with /w/— i.e. *ond/wond* ‘one’. They are the same word.

Incorporating English into KoDava-takk: spoken Kodava-takk, at all proficiencies, tends to borrow heavily from English, especially where technical vocabulary is concerned. As a beginner, and beyond, don’t be afraid to mix in some English with what you are learning! Most KoDava-takk speakers are proficient in English and will understand.

SAMPLE CONVERSATION: On the way to Madikeri

Having arrived from their flight to Bengaluru, A. has found a bus station, but is wondering if it is Kempegowda Station (the station that they are looking for). Seeing a Kodava friend, B., they know just who to ask:

A: B, ennane uLLira ninga?	How are you, B.?
B: naan chaayi ⁷ uLL. niin?	I’m well.
A: chaayi ¹ uLL. idh bus station-ad ⁸ ?	I’m well. Is this the bus station?
B: eadh bus station?	Which bus station?
A: Kempegowda.	Kempegowda (a bus station)

⁷ N.B: an apostrophe, in this book, is used to indicate a meaningful suffix that follows. The suffix ‘1’ indicates, ‘on/inside’ and is a suffix that we will go into more detail later.

⁸ The suffix *-aa*, is used as an interrogative suffix. It can sometimes be formed by lengthening the terminal /-a/ found at the end of some words. More will be discussed on this in future chapters.

	in Bengaluru)
B: akku, idh <i>Kempegowda Station.</i>	Yes, this is <i>Kempegowda Station.</i>

LESSON 2: Talking about each other: Pronouns, Who?

VOCABULARY:

dhaar?	who?
naan ⁹ /naa	I
niin/nii	you
ããwu	he (remote)
ĩiwu	he (proximal)
ava	she (remote)
iva	she (proximal)
adh	that (remote)
idh	this (proximal)
nanga	we
ninga	you (formal), you (plural)
ainga	them (remote)

⁹ Note: while 'naan' and 'niin' is the formally accepted pronoun, in spoken KoDava-takk it is generally only heard at the end of a sentence. Since this course is intended as a guide to the colloquial register of the language, using 'naa' and 'nii' will help you to sound like a more natural speaker.

inga	them (proximal)
aa	that (adj.)
ii	this (adj.)
alli	there
illi	here
jana	people
makka	children
kunyi	child
mansa	man
karthii	woman
thaatha	grandfather
awayya	grandmother
kêNNa	boy
muudi	girl
aaNaaL	man
poNNaaL	woman

IMPORTANT PHRASES:

naada pedha X. niida pedha entha?	My name is X. What is your name?
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GRAMMAR EXPLANATION:

Proximity: the forms corresponding to ‘here’ and ‘there’ are known, in grammatical terms, the *proximal* and *remote* forms. In the rest of the document, they will be marked as *prox.* and *rem.* respectively and when needed.

What this means is that it is very easy to distinguish, in relative terms, how close something is to another. When an object is closer to the speaker, it is referred to as **idh** and vice-versa with **adh**.

Formality: As you can see, many pronouns have a formal and informal counterpart. In the second-person — or when you are speaking *to someone* — **ninga** is always used to address those who are older than you. **nii**, the informal pronoun, is likewise used with people of your own age or younger.

This extends to the third person — or when you are speaking *about someone*. For example:

aa poNNaaL naada (my) awaya. ainga alli uNd.	That woman is my grandmother. She is there.
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Pronoun Explication: Remember that **aa** (adj. ‘that’) and **ii** (adj. ‘this’) are used to indicate distance, or proximity. So instead of memorizing all six third person singular pronouns, abbreviated henceforth as 3.s., try to think of them as such:

(ãã/ĩĩ)wu ‘him’, (aa/ii)va ‘her’, (a/i)dh ‘this/that’.

Let’s take a look at the plural pronouns starting with the pluralizing suffix **-nga**.

naa (I) + -nga = nanga (us)
 nii (you) + -nga = ninga (you pl. / you form.)
 aa+(adj. that) + -nga ≈ ainga (them over there)
 ii +(adj. this)+ -nga ≈ inga (them over here)

Although **naa**, **nii**, **aa**, and **ii** are long vowels, they become shortened when they become combined with **-nga**.

For example, **naa** (I) + **-nga** doesn’t yield **naanga** but **nanga**.

PERSONAL & OBJECT PRONOUNS			
I	naan/naa	us	nanga
you	niiin/nii	you all/you formal	ninga
Him (rem.) Him (prox.) Her (rem.) Her (prox.) It (there) It (here)	ããwu ĩĩwu ava iva adh idh	them (there) / 3.s.frm.rem them (here) / 3.s.frm.prox	ainga inga

For brevity’s sake, the abbreviations given below will be used in future tables, when necessary.

ABBREVIATIONS FOR PRONOUNS			
Pronoun	Abbreviation	Pronoun	Abbreviation
I	1.s.	us	1.p.
you	2.s.	you all/you formal	2.p. / 2.s.frm
Him (rem.) Him (prox.) Her (rem.) Her (prox.) It (there) It (here)	3.s	them (there), (s)he formal / them (here), (s)he formal	3.p / 3.s.frm

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IMPORTANT PHRASES:

ããwu dhaar?	Who is he?
nii dhaar?	Who are you?
___ elli uNd?	Where is ___?

SAMPLE CONVERSATION: On a bus on the way to Madikeri.

Having found Kempegowda Station, A. now needs to locate some specific people in the station in order to begin the journey.

A. <i>ticket-mansa elli uNd?</i>	Where is the ticket man?
B. <i>alli uNd. (pointing in the direction of two people)</i>	He is over there.
A. <i>each mansa ããwu?</i>	Which man is he?
B. <i>aa aaNaaL. (pointing to the man on the left)</i>	That man.
A. <i>bus-driver dhaar?</i>	Who is the bus driver?
B. <i>ii poNNaaL. (pointing to a woman nearby who waves at you)</i>	This lady.

LESSON 3: States of Being: **ipp'k** (nonpast), Basic questions, Location: the suffix **'l**

VOCABULARY:

ipp'k	to be
ille	is not, no
oar	a,an
chaayi'l	well (lit., <i>in wellness</i>)
sawkya'l	healthy (lit., <i>in health</i>)
chedi'l	angry (lit., <i>in anger</i>)
beajarat'l	sad (lit., <i>in sadness</i>)
susth aap'k	to be tired
barii	side
baltha barii	right
êdtha barii	left
dhumba	a lot, very much

kammi	a little, few
pakka	close
dhuura	far
'l	in/on, at
appra	over there
ipp'ra	over here

GRAMMATICAL EXPLANATION:

ipp'k - 'to be':

In this lesson we will go over the most common tense in KoDava-takk, which is the present tense. **ipp'k** is the verb 'to be'. Below you may already recognize some of the conjugations from the previous phrases:

- ennane uLLiya niin?
- naa chaayi'l uLL.
- *station* elli uNd?
- alli uNd.

ipp'k describes temporary states of being; what this means is that anytime you are talking about emotions or locations, you will use the verb **ipp'k**.

ipp'k and **ille**: in addition to 'no', **ille** can also mean 'is not'. For example:

— *ããwu station-master-aa?*

— *ããwu? aa mansa station-master ille.*

— *chedi'l uLLiya?*

— *naa chedi'l ille.*

As the examples show, *ille* can be used in negating both permanent and impermanent states of being.

ipp'k, present tense			
naa	uLL i.e I am	nanga	uNd
nii	uLLiyaa	ninga	uLLiiraa
<i>ãwu/iãwu</i> <i>ava/iva</i> <i>ad/id</i>	uNd	<i>ainga/inga</i>	uNd
ipp'k, present tense negative: ille		ipp'k, present tense interrogative: uNdaa?	

The suffix **1**: this suffix means ‘in or on’ whatever it is attached to’. Hence the expressions of this chapter concerning emotion literally translate to ‘in [emotion]’.

This suffix — known as the *locative case* — is also used for locations. For example:

<i>naa mane'l uLL.</i>	I'm at home
<i>aa car raste'l uNd.</i>	That car is in the street.

Questions: In the table below are some examples of questions that you might ask with the vocabulary learned so far. As you can see, the question word (i.e. *entha*, *eadh*, *elli*, etc.) can proceed *or* precede the subject that is being asked about.

With *ipp'k*, the form *uNdaa* is only used when a question word is not used in the phrase. Furthermore, *uNdaa* only appears at the end of a sentence.

1. *ããwu elli uNdaa?*
2. *illi uNd ããwu?*
3. *ava station'l uNdaa?*
4. *station'l uNd ava?*

Note about word order: the above examples show a certain flexibility when it comes to order. However, *uNd* is always directly after the location being asked about.

<i>ããwu dhaar?</i> Who is he (over there)?	— <i>ããwu naada [my] anna</i> — He is my elder brother
<i>dhaar iva?</i> Who is she (right here)?	— <i>iva naaDa akka</i> — She is my elder sister
<i>entha adh?</i> What is that (over there)?	— <i>idh oar raste</i> — This is a road.

eadh mane?
Which house?

— aa/ii mane
— That/this house

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SAMPLE CONVERSATION: SAMPLe CONVERSATION: On a bus on the way to Madikeri.

Having located some people, A. decides to get familiar with the station. Seeing an attendant, C., A. sees an opportunity to ask for some directions.

A. ennane uLLira ninga?	How are you?
C. naa chaayi'l uLL. ninga?	I'm well. You?
A. chaayi'l uLL. <i>bathroom</i> elli uND?	I'm well. Where is the bathroom?
C. (pointing) <i>bathroom</i> alli uND.	The bathroom is over there.
A. ii station'l oar <i>snack-mansa</i> elli? ããwu dhuura uNDaa?	Is there a snack-vendor in this station? Is he far?
C. dhumba dhuura ille. (pointing) aa <i>atrium</i> 'l oar barii'l uND.	Not very far. He is on the side in that atrium.
A. dhumba <i>thanks!</i>	Many thanks!

LESSON 4: Numbers 1-5, maaduw'k (nonpast tense) and nonpast tense endings, -ella, ipp'k (future tense), how much?

VOCABULARY:

maaduw'k	to do, to make
ondh	1
dhand	2
muundh	3
naal	4
anjii	5
[X]'nja	from [X]
___'k	to ___
___'k eththane	until ___
poap'k	to go
muule	corner

adii'l	[located] under
kodii'l	[located] above
porne'l	[located] outside
woLu'l	[located] inside
pinynya	after, also
minynya	before
andhaka	in that case
echchak	how much? [countable]
echcha	how much? [non-countable]
achchak/ichchak	that/this much
indh	today
naaLe	tomorrow
idhaa	here you go
batte	clothing
boLtha	white
kartha	black
suruu	beginning
aakiri	end
en visheasha?	what news?
visheasha ond h ille.	[reply] no news.

- ² ella	everything
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GRAMMATICAL EXPLANATION:

ipp'k, future tense: in spoken KoDava-takk, the only verb in which there is a future tense is **ipp'k**. In the table below, you will find the conjugations of this verb in the future tense. In other words, the future tense conjugation of **ipp'k** reflects the difference between the habitual/present tense and the future tense.

In each of the conjugated forms below, the endings are underlined. These correspond to the endings used to conjugate verbs in the nonpast tense. As you can see, the underlined endings are attached to the verbal stem before the apostrophe in the *infinitive form* of the verb — that is, the form of the verb that translates as ‘to ___’.

ipp'k , future tense			
naa	ippii i.e I will be	nanga	ippa
nii	ippiiya	ninga	ippiiraa
ããwu/ĩĩwu ava/iva adh/idh	ippa	ainga/inga	ippa
ipp'k , present tense negative: ipp'le		ipp'k , future tense interrogative: ippaa?	

Note: interrogative, **uNdaa** in this example, is only used in the 1st and 3rd person, and only in the absence of an explicit question particle (i.e. **dhaar**, **elli**, **ennane**). See below:

ennane uLLiya?	How are you?
nii chaayi'l uLLiya?	Are you well?
ããwu ennane uNd?	How is he?
ããwu chaayi'l uNdaa?	Is he well?

The negative form of the verb — in this case **ipp'le** — is always the same regardless of the subject. Thus:

1.s.	ipp'le	1.p.	ipp'le
2.s.	ipp'le	2.p. / 2s.frm.	ipp'le
3.s.	ipp'le	3.p. / 3.s.frm.	ipp'le

For conjugating verbs in the nonpast tense, here is a list of the endings. With this, you should be able to conjugate any verb given its infinitive form. Note that in the nonpast tense, there are no irregular conjugations except for what we have seen with **ipp'k**.

Non-past tense, verb endings			
naa	-ii	nanga	-a
nii	-iia	ninga	-iiraa
ããwu/ĩĩwu ava/iva ad/id	-a	ainga/inga	-a

present tense negative: -le	nonpast tense interrogative: -aa?
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Take a look at the two sentences below, noting the difference in tense:

indh naa station'l uLL.	Today I am in the station.
naaLe na Madikeri'l ippii.	Tomorrow I will be in Madikeri.

maaduw'k: The verb 'to do/to make', along with **ipp'k** 'to be', is probably one of the most important and most frequently utilized. As shown in the table below, the conjugations of **maaduw'k** in the nonpast tense reflect the endings given in the previous table.

maaduw'k , nonpast tense			
naa	maaduwii i.e. I will do	nanga	maaduwa we will do
nii	maaduwiiya	ninga	maaduwiiira
ããwu/ĩĩwu ava/iva adh/idh	maaduwa	ainga/inga	maaduwa
maaduw'k , nonpast negative: maaduw'le		maaduw'k , present tense interrogative: maaduwaa?	

A note about regular and irregular verbs: the nonpast tense has no irregular

conjugations¹⁰. However, it is important to note, for future reference, that regular verbs end in -uw'k while irregular verbs end in -p'k or -b'k. In the verb forms that we will learn about, these irregular verbs will have different forms than their infinitive. Rest assured, there are relatively few of these verbs and many of them exhibit patterns.

maaduw'k and English: The great thing about knowing the word **maaduw'k** is that it forms the backbone of so many expressions in the language. For example, the expression for to start is **suruu** (beginning) **maaduw'k** — literally 'to make a beginning'. Knowing **maaduw'k** also helps to make it easy to incorporate English into koDava-takk sentences. This is especially helpful if you don't happen to know a particular word in koDava-takk.

The expression for to try on, as in with clothing or jewelry, is **êttiit noatuw'k**. **êttiit** is the past participle of **êttuw'k** (to put on) and **noatuw'k** means to look. But let us suppose that you don't know this and you want to talk about trying clothes on.

ninga ii batte <i>try</i> maaduwiiira?	Will you (respectful) try on these clothes?
naa ii batte <i>try</i> maaduw'le/maaduwii.	I won't/will try these clothes on.

echchak vs. **echcha**: Both words roughly translate to 'how much'. However, **echchak** applies to measures that are countable, such as prices, weight, etc. **echcha**, on the other hand, applies for uncountable and abstract ideas of quantity. Even within the category of distance, both **echchak** and **echcha** can be applied depending on how the statement is phrased:

illi'nja alli'k eththane echchak kilometer?	How many kilometers is it from here until there?
---	--

¹⁰ With of course, the exception of **ipp'k**.

illi'nja alli'k eththane echcha dhuura?	How far is it from here to there?
---	-----------------------------------

-'ella: The word ella literally means 'everything'. When used as a suffix, it can help distinguish between singular and plural forms.

adh / idh	that / this
adh'ella / idh'ella	all of those / all of these

Similarly, **ead?** 'which?' can be modified to **ead'ella?** 'which all?'. This is useful if you want to ask about multiple things.

-'ella can also be used to emphasize that you are talking about all of something / a group of objects. When talking about people, instead of **-'ella**, the related suffix **-'ellaar** is used.

nanga	we
nang'ellaar	we all
ninga	you (pl.)
ning'ellaar	you all
ainga/inga	them
aing'ellaar / ing'ellaar	all of them

SAMPLE DIALOGUE: A. is now a bit familiar with the layout of the station. Slightly hungry, A. looks for a snack vendor, S., and is trying to get a bite to eat.

A. en visheasha? <i>chips</i> uNdaa?	Hi, are there chips? ¹¹
S. uNd. eadh <i>flavor</i> ?	There are. Which flavor?
A. eadh'ella <i>flavors</i> uNd?	Which all flavors are there?
S. masala, chili, onion, 'ella uNd.	Masala, chili, and onion are all there.
A. serii. andhaka oar masala. oar <i>packet</i> echchak?	OK. One masala. How much is one packet?
S. idhaa (<i>handing over the packet of chips</i>), 15 rupees.	Here. 15 rupees.
A. idhaa. (<i>Handing the change</i>).	

¹¹ Although this translation may seem strange, it would carry the same sentiment of "Hi, do you have chips?"

LESSON 6: Numbers 6-12, time expressions, when?

VOCABULARY:

aar	6
êêL	7
êtt	8
woyimbadh	9
pathth	10
pannandh	11
pannerand	12
gaLige	moment
nimsha	minute
ganTe	hour
dhivsa, dhina	day
waara	week
thinga	month
kaala	year
ikka echchak gante?	What time is it?
ikka ___ gante.	It is ___ o'clock

___ gante'l ...	At ___ o'clock ...
polaaka	morning
bayt	night
majjana	afternoon
bayt-aapaka	evening/dusk lit. 'night is about to happen'
kaal	quarter
are	half
mukkaal ¹² muundh + kaal = mukkaal	three-quarters
ikka polaaka _____ gante.	it is ___ in the morning.
ikka bayt _ gante	It is _ o'clock at night.
nadu majjana	midday
nadpaadhre	midnight
indh	today
andh	a specific day other than today
naaLe	tomorrow
maththiyandh	day after tomorrow
ninaandh	yesterday
moniyaandh	day before yesterday

¹² muundh + kaal = mukkaal

thingLaache	Monday
chowaache	Tuesday
padhnaache	Wednesday
beaLaache	Thursday
boLiyaache	Friday
cheniaache	Saturday
naaraache	Sunday

ekka poapa?	
B. oar gante'l poapa.	It will leave at one o'clock.
A. aad. naaLe eadh dhivsa?	Alright. What day is tomorrow?
B. naaLe thingLaache.	Tomorrow is Monday.

GRAMMATICAL EXPLANATION:

Telling time: The act of telling time is grammatically very simple. It does not require **ipp'k**, as shown by the vocabulary box.

SAMPLE DIALOGUE: A. now wants to establish a schedule for reaching Madikeri. Having gotten snacks, A. is discussing times with B.

A. ikka echchak gante?	What time is it now?
B. pannandh'are gante ikka.	It is 11:30 now.
A. pinynya nangada bus illi'nja	And when will our bus leave?

LESSON 7: useful verbs, comparisons and superlatives, and useful adjectives:

VOCABULARY:

Verbs:

maaduw'k	to do
thakk pariyuw'k	to talk
ipp'k	to be
kodp'k	to give
pottuw'k	to break
kaakuw'k	to call
thimb'k	to eat
êdp'k	to take
bapp'k	to come/arrive
wolip'k	to wash [objects]
aap'k	to happen
êdtan bapp'k	to bring

kêêp'k	to listen to ask
padip'k	to learn
padpchêduw'k	to teach
noatuw'k	to look
kaamb'k	to see
êNNuw'k	to say to tell
woadhuw'k	to read, to study
waruw'k	to sleep
woLip'k	to hide
muttuw'k	to touch
kudip'k	to drink
woaduw'k	to run
êêw'k	to wake up
kaththuw'k	to clean
kayyuw'k	to be able to
kêttuw'k	to receive
poyyuw'k	to hit
buttuw'k	to leave behind, to stop
pudip'k	to touch, to hold

Making comparisons:

X Y'k inyii ____	X is more ____ than Y
channa	little/few
jaasti/dhumba	a lot
chaayi	good
paaL	bad
kathiith	clean
chichchi	dirty
pudhiya	new
paLiya	old
melle	slowly, gently
beriya	quickly
baarii	very
sakkath	many
kammi	few, not very

IMPORTANT PHRASES:

Kodava-thakk thakk pariyuwiya/pariyuwiiraa?	Do you speak KoDava-takk?
entha kudipiya/kudipiiraa?	What will you drink?

GRAMMATICAL EXPLANATION:

-'k inyii: As we have already seen, the suffix -'k is used to mean 'to or toward'. We see it in the infinitive form of the verb. In grammatical terms, it is known as the dative case. inyii simply means 'more'. For example, if someone is serving you food you might say madhi 'enough' or inyii chana jaasthi 'a little more' to indicate how much you want.

To make a superlative out of -'k inyii, simply compare the subject of comparison to everything applicable. compare the two statements below:

aa mane ii mane'k inyii pudhiyadh	That house is newer than this
-----------------------------------	-------------------------------

13.	house
aa mane ella'k inyii pudhiyadh.	That house is newer than all of them

A note about verbs: The lesson introduces many of the more common verbs of the Kodava language. Some of those included in the vocabulary table consist of two words. The verb *thakk pariyuw'k* can be broken down as *thakk* 'language, speech' and *pariyuw'k* 'to project, to verbalize'. The other example in this set is *êdthan bapp'k*, which can be broken down as *êdthan* 'taking' and *bapp'k* 'to come'. To reiterate, these verbs are some of the most common ones in the language. As such, knowing them will greatly help you expand your conversational breadth.

SAMPLE DIALOGUE: While waiting for the bus to arrive, B. asks A. for a sample daily schedule.

B.	<i>niida maamul dhina ennane?</i>	What is your normal day like?
A.	<i>aad, palaaka êêL gante naa êêwi.</i>	I wake up at 7 in the morning.
B.	<i>pinynya entha? nii breakfast thimbiiyaa?</i>	What next. Do you eat breakfast?
A.	<i>ille. naada breakfast'k inyii minynya naa baayi kaththuwii¹⁴.</i>	No. Before breakfast I brush my teeth.
B.	<i>aad. breakfast thimbiiyaa.</i>	Alright. You eat breakfast. Then

¹³ *pudhiyadh*: Literally, "The new(er) one". Thus, in the constructions of comparative sentences, you are actually transforming the adjective — e.g. *pudhiya* 'new' — into a noun by adding the suffix "-dh". This is the same suffix used to form the possessive pronouns (e.g. *naadadh*, *niidadh*, etc.)

¹⁴ *baayi kaththuw'k* 'to clean [my] mouth'

	<i>pinynya enta?</i>	what?
A.	<i>pinynya naa kelsa'k poapii.</i>	Then I go to work.
B.	<i>niida maamul dhina'l echchak gante kelsa maaduwiyyaa?</i>	In your normal day how many hours do you work?
A.	<i>aad, palaaka êtt gante'nja majjana anji gante'k eththane kelsa maaduwii.</i>	Well, I work from 8 am. to 5 pm.
B.	<i>nadu majjana'l nii oar break kêtтуwiiyaa?</i>	Do you get a break at noon?
A.	<i>akku.</i>	Yes.
B.	<i>echchak nimsha?</i>	How many minutes?
A.	<i>oar gante. naa kelsa maaduwii, pinynya mane'k bappi. naa naada dinner thimbii pinynya pathth gante'l waruwii.</i>	One hour. I work, then I come home. I eat my dinner and then at 10 o'clock I sleep.
B.		
A.		
B.		

Review of Lessons 1-7:

Numbers:

sonne	0
ondh	1
dhand	2
muundh	3
naal	4
anjii	5
aar	6
êêL	7
êtt	8
woyimbadh	9
pathth	10
pannandh	11
panneraNd	12

Questions and answers: Many of the lessons have included question words (or interrogatives) along with pronouns and other potential responses to a question (in their most simple forms). This review table seeks to organize these terms:

Question		Answer: Remote	Answer: Proximal
who?	dhaar?	naan, nanga niin, ninga ããwu / ava ainga	naan, nanga niin, ninga ĩĩwu / iva inga
what?	entha?	adh	idh
which?	eadh?	adh	idh
where?	elli?	alli	illi
when?	ekka?	akka	ikka
how many? / how much?	echchak? / echcha?	achcha / achchak	ichcha / ichchak

Conjugation of verbs in the present tense:

-ii	-a
-iiyaa	-iiraa
-a	-a

Lesson 8: Possession, Possessive Adjectives & Pronouns, Present Progressive Tense, Weather:

Vocabulary:

dhaada?	of whom?
-da	of
-tra , ra	other forms of 'of'
dhaadadh?	whose?
shekke uNh	it's hot
kuLur uNd,	it's cold
gaaLi uNd, gaaLi bandhan uNd	it's windy
bedh uNd	it's sunny
maLe	rain
maLe chilgiyan uNd	it's drizzling
maLe pojjiyan uNd	it's raining hard

moda	clouds
thead	lightening
guduga	thunder
irt uNd	it's dark
manjii uNd	it's foggy

Grammatical Explanation:

Possessive adjective (i.e. my, your, his, etc or the Genitive Case): o make the possessive simply combine the pronouns with the possessive suffix **-da**.

naa 'I' + da = naada 'my'
 nii + da = niida 'your'
 inga + da = ingada 'their'

and so on.

For **ããwu/ĩwu** and **adh/idh**: with these pronouns, instead of **-da**, we add **-Nda**.

ããwu + Nda = ããwuNda

adh + Nda = adhNa

Below is a full table with all of the possessive adjectives:

naada	nangada
niida	ningada
ããwuNda / ãwuNda avada / ivada adhNda / idhNda ¹⁵	aingaDa / ingaDa adhellaDa / idhellaDa

The genitive case indicates possession. For example, **nangada** is the genitive case of the *nominative* **nanga**.

“The Elementary Grammar of the Coorg”¹⁶ indicates a different way of pluralizing nouns (likely due to the age of the text), here are my observations of spoken koDava-takk:

Human nouns are pluralized by adding **ainga** or, sometimes, **jana** to the singular noun or adjective. The *singular* human noun is further gendered by adding **kaara** ‘man, guy’ or **karti** ‘woman’ to the adjective.

mangala ‘wedding’
mangala-kaara ‘wedding-man, groom’
mangala-karti ‘wedding-woman, bride’

aachaari ‘carpenter’
aachaariya-ainga or **aachaariya-jana** ‘carpenters’

Kodava ‘of or relating to the KoDava people’
Kodava-kaara ‘KoDava man’
Kodava-karti¹⁷ ‘KoDava woman’
Kodava-ainga¹⁸ ‘KoDavas’

¹⁵ while **adhNda/idhNda** are widely used, **aaNda/iiNda** are interchangeably used in spoken KoDava-takk.

¹⁶ Cole, Robert Andrews. An Elementary Grammar of the Coorg Language. Bangalore: Wesleyan Mission Press, 1867.

¹⁷ The term “**Kodavathi**” is also used.

¹⁸ The term “**Kodavanga**” is also used.

So according to “The Elementary Grammar of the Coorg”, there are masculine, feminine, and neuter nouns in Kodava-thakk. But the rules that he explains are extremely complex. Based on my own observations, here is a rule that helps explain many nouns and their genitive construction.

If a singular animate noun ends with a vowel, make it plural by adding -Nda.

Tara’Nda
Kavitha’Nda
aachaari’Nda (of the carpenter) It is aacahriRa here
bidda’Nda

If it ends in a consonant, end it with -ra.

Vijay’ra piripiri (Vijay’s bickering)
Varun’ra maNde-nombala (Varun’s headache)

End all plural animate nouns with -da.

uur janada (of the village people)
kaarada (of the people) compared with kaaraNda (of the man)

In general, end inanimate nouns with -tra. if they end in a vowel. If they end in a consonant, end with -ra.

pusthaka’thra (of the book)
mara’thra (of the tree)
puunynye’ra (of the cat)
naayi’thra (of the dog)
maNN’ra (of the mud)
mane’thra (of the house)
mutte’thra (of the egg)
paNN’ra (of the fruit)

Possessive Pronouns (i.e. mine, yours, ours, etc): The possessive pronoun is formed by simply attaching **-dh** (from **adh**) to the possessive adjective.

Example:

avada ‘her’ + dh => avadadh ‘that which is hers’

When asking to whom something belongs, the two main ways of forming the question are as follows:

1. dhaar ‘who’+ da => dhaada?
2. dhaada + dh => dhaadadh?

While the two interrogatives are similar, there is a subtle difference. Take a look below:

adh dhaada mane?	Whose house is that?
avada mane.	It’s her house.
ii kuuL dhaadadh?	Whose rice is this?
adh naadadh.	It’s mine.

The main thing to remember is the possessive adjectives come *before* the noun that they belong to (as in *avada mane*) while possessive pronouns come *after* the noun (i.e. *adh naadadh*).

Present progressive tense: The present progressive is used to describe actions that are ongoing during the present moment, unlike the nonpast tense that we have covered already (used to talk about habitual or future actions). Let’s take a look at the expression ‘to be doing’:

maadiyand ipp’k ‘to be doing’			
naa	maadiyand uLL i.e I am doing	nanga	maadiyand uNd

nii	maadiyand uLLiya	ninga	maadiyand uLLiira
ããwu/ĩĩwu	maadiyand uNd	ainga/inga	maadiyand uNd
ava/iva			
adh/idh			
Negative:	maadiyand ille	Interrogative:	maadiyand uNdaa?

The word **maadiyand** is known as a progressive particle and means ‘doing’. All progressive particles end in the suffix ‘-and’. By attaching **maadiyand** with the appropriate conjugation of **ipp’k**, we construct the present progressive tense. Thus:

$$\text{progressive particle} + \text{ipp’k} = \text{present progressive}$$

In this lesson we can see a key difference between regular and irregular verbs. As a reminder, regular verbs end in **-uw’k** while irregular verbs end in **-p’k** or **-b’k**. To form the progressive particle for regular verbs, simply replace **-uw’k** with **-iyand** (or with **-and** in verbs like **pariyuw’k** that end in **-yuw’k**). With irregular verbs, there is no choice but to learn them.

Below is a table of common verbs along with their progressive particles. Italicized progressive particles show where verbs of regular endings differ from the expected progressive particles.

maadu w’k	to do	maadiyand
thakk pari yuw’k	to talk	thakk pari yand ¹⁹
ipp’k	to be	injand

¹⁹ Another form of this verb’s progressive particle is “**thakk parndhand**”

kodp'k	to give	kodthand
pottuw'k	to break	pottiyand
kaakuw'k	to call	kaakiyand
thimb'k	to eat	thindhand
êdp'k	to take	êdthand
bapp'k	to come/arrive	bandhand
wolip'k	to wash [objects]	wolchiyand
aap'k	to happen	aayand
êdthan bapp'k	to bring	êdthan ²⁰ bandhand
kêêp'k	to listen to ask	kêêtiyand
padip'k	to learn	padchiyand
padpchêttuw'k	to teach	padpchêttiyand
noatuw'k	to look	noatiyand
kaamb'k	to see	kaNdand
êNNuw'k	to say to tell	êNNiyand
wooduw'k	to read, to study	woodiyand
waruw'k	to sleep	wariyand
woLip'k	to hide	woLchiyand

²⁰ When we have two consecutive progressive particles the terminal “-d” of the first particle is omitted, as we can observe in ‘êdthand bandhand’.

muTTuw'k	to touch	muTTiyand
kudip'k	to drink	kudchiyand
woaduw'k	to run	woadiyand
êêw'k	to wake up	êêdhiyand
kaththu'k	to clean	kaththiyand
kayyuw'k	to be able to	kayynjand
kêttuw'k	to receive	kêttiyand
poyyuw'k	to hit	pojand
buttuw'k	to leave behind, to stop	buttiyand
pudip'k	to touch, to hold	pudikand

Sample Dialogue: As it is the monsoon season, A. finds it necessary to discuss weather-related concerns with B.

B.	indh porme'l sakkat bedh uNd.	Today it's very sunny outside.
A.	Akku. ikka chaayi gaaLi bandhand uNd. naaLe innane chaayi ippa?	Yes there is a nice breeze coming. Will tomorrow be this nice?
B.	ille, naaLe indh'k inyii chaayi ipp'le.	No, tomorrow will not be better than today.
A.	ennang?	Why?

B.	ikka nanga <i>kakkada</i> 't ²¹ uNd. maLe sakkat poyyuwa.	We are now in Kakkada. It rains a lot.
A.		
B.		
A.		
B.		

²¹ A Kodava month in the rainy season

Lesson 9: Past tense, Food, “and/or” , with:

Vocabulary:

adige, gadhdhala, uuta	food
kuuL	[cooked] rice
chett	beans
koaLi	chicken
paNN	fruit
tharkarii	vegetables
baaLe paNN	banana
puLi	orange
chorange	lime
katti moar	yogurt
moar	buttermilk
neyi	ghee
enne	[cooking] oil
akki	[uncooked] rice
dhaal	lentils

niir	water
thean	honey
u	and
allengi	or
kuude'l, pakka	with
minynya'l	beforehand, previously

Grammatical Explanation:

‘with’, kuude: the word ‘kuude’ literally means ‘company’ as in ‘I was in their company for the evening’. The idea of ‘with’ is expressed in the following way:

X’ra kuude	with X
------------	--------

ikka nii dhaada kuude uLLiyaa?	Who are you with now?
naa naada <i>friends’ra</i> kuude uLL.	I’m with my friends.

The main difference between **kuude** and **pakka** is that **kuude** is typically used with human nouns while **pakka** is normally used with nonhuman and inanimate nouns. Take this sample phone conversation as an example:

enn visheasha? nii ikka thindhand uLLiya?	What news? Are you eating right now?
illi visheasha ondh ille. ikka	No news here! I’m cooking right

gadhdhala maadiyand uLL.	now.
nii dhaada kuude gadhdhala maadiyand uLLiyyaa? entha uuta maaduwiyyaa?	Who are you cooking with? What food will you make?
naa <i>beambaLe kari²²</i> maadiyand uLL.	I'm making beambaLe kari.
niida pakka <i>kaachampuLi²³</i> uNdaa?	Do you have kaachampuLii?
naada pakka channa uNd. ichchak kaachampuLi madhi.	I have a little kaachampuLii. This much is enough.
serii. naale niida kuude thakk pariyuwii.	Alright. I'll talk to you tomorrow.

The past tense: In the construction of the past tense of the verb, one needs to find the past root of the verb. This is done by finding the progressive particle, for example, **maadiyand**, and removing the **-iyand** — or **-and** as in **bandhand** ‘coming’. In the table below, we are working with the base **maad**. Note the endings in bold.

Regarding the negative form of the past tense, **maadiith** comes from the past participle of the verb, which attaches to the negative suffix ‘le to form the negative of the verb. In the interrogative, **aachaa** comes from **aap’k** ‘to happen, to occur’, and is a way of saying, ‘is it finished?’ or ‘did it happen?’.

Past Tense of maaduw’k , -maad			
naa	maadiye i.e I did	nanga	madDichi
nii	maadiiyaa	ninga	maadiiraa

²² A traditional curry made with young bamboo shoots (**beambaLe**).

²³ A local vinegar that lends most KoDava dishes their characteristic tanginess.

ããwu/ĩĩwu	maadichi		
ava/iva		ainga/inga	maadichi
ad/id			
Negative:	maadith’le	Interrogative:	maadith aachaa?

Sample Dialogue: A. and B. decide to get to know each other by asking some basic questions about each other’s lives.

B.	nii ead kelsa maaduwiyyaa?	What work do you do?
A.	minynya, naa <i>advertising</i>’l kelsa maadiye. niin?	Before I was in advertising. You?
B.	naa <i>I.T.</i>’l injiye. nii <i>college</i>’l elli woadhiyyaa?	I was in IT. Where did you study in college?
A.	naa <i>Michigan</i>’l oar <i>university</i>’l woadhiye. <i>Communication and Advertising</i> maadiye. nii entha u elli woadhiyyaa?	I studied at a university in Michigan. What and where did you study?
B.	<i>Mysuru</i>’l oar <i>university</i>’l woodhiye. alli naa <i>computer science</i> woadhiye.	I studied at a university in Mysuru. There I studied computer science.
A.		
B.		
A.		

B.		
A.		
B.		
A.		

Lesson 10: Past progressive tense, Dative Case and Accusative, nothing:

Vocabulary:

X'k kusii aap'k	For X to be happy
X'l Y'k kusii aap'k	For Y to like X
X'k Y'na gothth ipp'k	For X to know Y
X'k wark bapp'k	For X to be sleepy
X Y'k uNd	X is with Y , Y has X.
ondh ille	there is nothing
aachenge	But, However
adhnge	Because of this, for this reason
ennang êNchenge	Because
annane noatchenge	If you look at it that way.
bappa ____	The coming ____
kaynja ____	The previous ____
enth aachenge	something, anything

jiivumaana	life
ikka'saa	still

Grammatical Explanation:

Nothing/Anything: We have covered how to express the negative of a sentence; simply add the negative suffix 'le to the stem of a verb. For example:

naa'k adh'na gothth ille	I don't know that.
--------------------------	--------------------

How can we make the above statement more extreme? In other words, how would we say, "I know nothing"? Take a look below:

naa'k ondh gothth ille	I know nothing
------------------------	----------------

The **ondh-ille** format of extreme negation is very common. 'ondh ille' literally means 'there is not [even] one' which can be taken to mean 'there is nothing'. If the negated verb is not **ipp'k**, simply negate it normally and precede it with 'ondh'. For example:

ondh stem'le

naa maaduwi	I do / I make
naa maaduw'le	I won't do / make
naa <i>ondh</i> maaduw'le	I will do nothing /make nothing

Speakers often substitute 'ondh' with 'oar chuur' ('one piece') as a way of exaggerating the expression:

naa <i>oar chuur</i> maaduw'le	I will do absolutely nothing /make absolutely nothing
--------------------------------	---

Dative Case, -'k: As we have already seen, the suffix -'k is used to mean to or toward. As such, it is widely employed in the construction of the dative case, which denotes the indirect object of the verb. In the third person singular the suffix -ng is used with him and the singular inanimate object. In the third person plural, -nga + -'k becomes merged into -n'k.

Dative Case, indicates the noun to which something is done as an indirect object			
naa	naa'k i.e. 'to me'	nanga	nan'k
nii	nii'k	ninga	nin'k
ããwu/ĩwu	ããwu'ng / ĩwu'ng		
ava/iva	ava'k / iva'k	ainga/inga	ain'k / in'k
adh/idh	adh'ng / idh'ng		

Here are some example sentences using the dative case:

naa'k baari kusii aapaa.	I am very happy (for a particular reason).
ain'k ondh gothth ille	They know nothing.
nan'k channa wark bappa.	We are a little bit tired.

Accusative Case, -'na: In contrast to the dative case, the accusative case is used to denote the direct object of a verb. For example:

nii ããw'ng idh'na kodpiiyaa?	Will you give him this?
naa adh'na ããw'ng kodpii.	I will give him that.

Past Progressive Tense: Previously, we covered the conjugation of **ipp'k** in the present tense. This allowed us to form the present progressive tense. In this lesson we will learn how to form the past progressive tense (e.g. you WERE doing something) using the past tense conjugation of **ipp'k**. Since you already know the progressive particle (e.g. **maadiyand**) of several verbs, the past progressive should be quite simple once you learn the past conjugation of **ipp'k**, as shown in the table below.

ipp'k, past tense			
naa	injiye i.e. 'I am'	nanga	injat
nii	injiyaa	ninga	injiiraa
ããwu/ĩwu ava/iva ad/id	injat	ainga/inga	injat

ipp’k , present tense negative: ille		ipp’k , present tense interrogative: uNDaa?	

Note that since **ipp’k** is a regular verb, the endings for the past tense may differ slightly from the ones that we learned for regular verbs.

As with the present progressive tense, the past progressive has two parts:
progressive particle + **ipp’k** (past tense)

Here are some examples:

nii ninaandh bayt entha <u>maadiyand injjiyaa?</u>	What were you doing yesterday?
naa raste’l <u>nadndhand injiye</u>. Niin?	I was walking in the street. You?
naa <u>woadhiyand inje</u>.	I was reading.

Sample Dialogue: On the bus, A. and B. continue talking about things that they did in the past.

B.	pinynya, nii minynya enthaachenge thakk pariyand injjiyaa.	So you were saying something earlier.
A.	akku. nanga nangada kelsa nan’k êNNiyan injath.	Right. We were telling each other about our jobs.
B.	niida kelsa’na ennang buttiyaa?	Why did you leave your job?
A.	aa kelsa’na buttiye ennang êNchenge adh’l naa’k oar	I left that job because I didn’t enjoy it at all. Are you still in

	chuur kushi injath’le. nii ikka’sa I.T.’l uLLiiyaa?	I.T.?
B.	akku.	Yes.
A.		
B.		
A.		
B.		
A.		
B.		
A.		

Lesson 11: Wants/Needs (boaNdu, baaNda, êdkaNda, êdkoNdu), prohibition, aapaka:

Vocabulary:

X'k Y boaNdu	X wants/needs Y
X'k Y baaNda	X doesn't want/need Y
X'k Y boaNduwaa?	Do(es) X want/need Y?
verbstem+uNdu	is necessary
verbstem+aNda	is not necessary
aap'ka	[conj.] when
vays aana ainga	elders
baale kaara	youngsters, young people
kaal pudip'k	To touch the feet ²⁴
andhaka	anyways, in that case
dhaar achenge	some one, anyone

²⁴ A typical way to greet elders. This gesture involves touching the feet of the elder thrice.

Important Phrases:

Grammatical Explanation:

booNdu/baaNda/booNduwaa: These terms respectively translate to 'want/don't want'. The phrasal form requires the genitive suffix before the subject. For example:

naa'k adh baaNda.	I don't want that.
-------------------	--------------------

Notice that while 'naa'k' is in the genitive case, adh is not declined. In other words, the object that is wanted/unwanted is always in this form. Take, for example, the short exchange below and pay attention to where and how booNdu/baaNda/boaNduwaa are used:

nii'k entha booNdu? nii'k niir booNduwaa?	What would you like? Would you like water.
ille, naa'k niir baaNda. niida pakka juice uNdaa?	No, I don't want water. Do you have juice?
akku, juice uNd. idhaa.	Yes, there's juice. Here.

-uNdu/-aNda: the two suffixes **-uNdu** and **-aNda** carry identical meanings to **boaNdu** and **baaNda**. Instead of independent verbs, they function as verbal suffixes that are attached to a particle.

With regular verbs, i.e. verbs ending in **uw'k** (such as **maaduw'k**, **budhdhuw'k**, etc), these suffixes are attached before the 'k. In other verbs, there is an imperative particle (which is covered in the next lesson). For the time being, just focus on the regular verbs.

With **-uNdu** and **-aNda** forms, conjugations are the same regardless of the subject. Below is a conjugation table of the verb **maaduw'k**. **maaduwuNdu** 'I need to do' and **maaduwaNda** 'I don't need to do'.

maaduw'k,			
naa	maaduwuNdu / maaduwaNda	nanga	maaduwuNdu / maaduwaNda
nii	maaduwuNdu / maaduwaNda	ninga	maaduwuNdu / maaduwaNda
ããwu/ĩĩwu	maaduwuNdu / maaduwaNda		maaduwuNdu / maaduwaNda
ava/iva		ainga/inga	
ad/id			
maaduw'k, imperative interrogative:			

maaduwuNdaa? / maaduwaNdaa?

-kayyuw'k: This verb means 'to be able to' and is conjugated as follows.

kayyuw'k, present tense			
naa	kayyuwii i.e. I can	nanga	kayyuwa
nii	kayyuwiiyaa	ninga	kayyuwiiraa
ãwu/ĩwu ava/iva ad/id	kayyuwa	ainga/inga	kayyuwa
kayyuw'k, present tense negative: kayyu'le, kaaga		kayyuw'k, present tense interrogative: kayyuwaa?	

There is a subtle difference between **kayyu'le** and **kaaga**; the former is generally used to signify the inability to do something while the latter indicates that something is prohibited. Take a look at the following examples:

nii erchii'na thimb'k kayyuwiiyaa?	Can you eat meat?
ille, indh naa <i>fast</i> maadiyand uLL. ondh thimb'k kaaga.	No, today I'm fasting. Eating anything is prohibited.
nii ii kuul'na thimb'k kayyuwiiyaa?	Can you eat this rice?

ille, ikka aa kuuL baarii bisi uNd. adh'na dhaar thimb'k kayyu'le ²⁵ !	No, that rice is very hot. No one could eat that!
--	---

aap'ka: 'when [it happens]'. Note the presence of the verb **aap'k** within **aap'ka**. The full expression is formed as
infinitive + aap'ka.

Take a look at the examples below.

nii porme'nje woLu'k batte'na ekka êdpüyaa?	When will you bring the clothes inside from outside?
maLe poyyuw'k suruu maadu'k aap'ka batte'na êdpii.	When it starts to rain, I will take the clothes out.

aa naayi ãawu'Nda niir'na kudchiyand ipp'k aap'ka, sumaar sadhhdh maaduwa.	When that dog drinks his water he makes a lot of noise.
--	---

Sample Dialogue: Making use of the expressions for wants, desires, and prohibitions, A. learns some useful tips about Kodava etiquette.

A.	naa Kodagu'l dhaar aachenge'da mane'k eththuw'k aap'ka, naa entha maadu'Ndu?	When I arrive at someone's house, what should I do?
B.	serii. minynya, vays aana aingada kaal'na pudik'uNdu. Kodava thakk'l ii sangathii 'kaal pudipo' kaakuwa.	Alright, first you must touch the elders' feet. In KoDava-takk this matter is called 'kaal pudipo'.

²⁵ Similar to the 'ondh-ille' construction that serves to communicate the idea of absolute negations, 'dhaar-ille' in this example translates to 'no one could eat that'.

A.	echchak kurii kaal'na pudik'uNdu?	How many times should I touch the feet?
B.	muundh kurii.	Three times.
A.	pinynya naa mane'l ennane ikk'uNdaa?	So how should I be/act inside the house?
B.	mane'k poap'k inynyii minynya, niida shoes'na uththu'wuNd.	Before entering the house you should take off your shoes.
A.	serii. pinynya naa thimb'k aap'ka naa entha'ella sangathii maadu'wuNdaa?	Alright. So while I'm eating, what all should I do?
B.	nangadath'l, thank you jaasthii êNNuw'le. nii thimb'k aap'ka "ella baarii rasa uNd!" êNNuwuNd.	In ours [our culture] 'thank you' is not said very much. When you're eating, you should say "everything is very delicious"
A.	andhaka oar thank you'k inynyii, oar nalla sangathii êNNuwuNdaa?	So more than a thank you, one should say something nice?
B.	akku.	Yes.

Lesson 12: Imperative mood, positive and negative commands, in the kitchen:

Vocabulary:

elli aachenge	somewhere, anywhere

Grammatical Explanation:

Imperative mood: The imperative: The imperative mood is an important one as it describes what you wish people would do. In the 2nd person, this can be translated as a basic command (i.e. 'do this'). In the first and third person, it might be translated as 'I shall do that,' 'let me do that, or (in the interrogative sense) 'shall I do that?'. Because the imperative mood is sometimes difficult to translate into English, it is best not to take the English translation too literally. Take a look below at **maaduw'k**:

maaduw'k , imperative mood imperative particle: maad			
naa	maadada i.e. 'let me do'	nanga	maadana
nii	maad	ninga	maadi
ããwu/ĩĩwu	maadad		
ava/iva		ainga/inga	maadad
adh/idh			

However, there are exceptions to this rule. Any verb ending in **-p'k**, **b'k** (i.e. **bapp'k**, **thimb'k**, **ipp'k**, etc.) will always have different second person

imperative particles. Looking below at **ipp’k**,

ipp’k , imperative mood imperative particle: ikka * ir			
naa	ikkada i.e. ‘let me stay’	nanga	ikkana
nii	ir	ninga	irii
ããwu/ĩĩwu	ikkad		
ava/iva		ainga/inga	ikkad
adh/idh			

Taking a look at the 2nd person forms, the formal ends with **-ii** while the informal form does not. However, in a verb such as **thakk pariyuw’k**, ‘to speak’, take a look at how the variation appears:

nii	thakk pari ‘speak’ (2.p.s informal)	ninga	thakk paririi ‘speak’ (2.p pl./ 2.p formal)
-----	--	-------	--

Thus, when the **nii** imperative already ends in ‘-i’, the suffix ‘-rii’ is added.

Take a look at the following examples:

<i>ããwu paathre kathbadaa?</i>	Shall he do the dishes
<i>ããwu maaduw’Nda. naa maadadaa?</i>	He need not. Shall I?
<i>aad, nii maad.</i>	Alright, go ahead.

Below is a table of the common verbs along with their imperative particles at the far right. An asterisk indicates the irregularities of the verb stem, where the 2nd person stem is different from that of the first and third person (as seen in **ipp’k**).

maaduw’k	to do	maadiyand	maad
thakk pariyuw’k	to talk	thakk pariyand	thakk pari
ipp’k	to be	injand	ikk * ir
kodp’k	to give	kodthand	kodk * kod
pottuw’k	to break	pottiyand	pott
kaakuw’k	to call	kaakiyand	kaak
thimb’k	to eat	thindand	thing * tinn
êdp’k	to take	êdthand	êdk * êd
bapp’k	to come/arrive	bandhand	bar * baa
wolip’k	to wash [objects]	wolchiyand	wolik * woli
aap’k	to happen	aayand	aak
êdthan bapp’k	to bring	êDthan bandhand	êDthan bakk * êDthan baa
kêêp’k	to listen	kêêt iyand	kêêk

	to ask		kêêL
padip'k	to learn	padchiyand	padchid
padpchêTTuw'k	to teach	padpchêTTiyan d	padchitt
noatuw'k	to look	noatiyand	noat
kaamb'k	to see	kandand	kaang
êNNuw'k	to say to tell	êNNiyand	êNN
woaduw'k	to read, to study	woadiyand	woad
waruw'k	to sleep	wariyand	waruw
woLip'k	to hide	woLchiyand	woLik *woLi
muttuw'k	to touch	muttiyand	mutt
kudip'k	to drink	kudchiyand	kudik
woaduw'k	to run	woadiyand	woad
êêw'k	to wake up	êdhdiyand	êdhdh
kaththu'k	to clean	kaththiyand	kathth
kayyuw'k	to be able to	—	kayya
kêttuw'k	to receive	kêttiyand	kêtt
poyyuw'k	to hit	pojmand	poj
buttuw'k	to leave behind, to stop	buttiyand	butt

puDip'k	to touch, to hold	puDikand	puDik *puDi
bepp'k	to place	bechchand	bekk *beyi
aaduw'k	to dance	aadiyand	aad

Negative Commands: In studying the imperative mood we have already studied positive commands. Here we will look at how to make negative commands. Take a look at **maaDuw'k**:

Affirmative	nii	thakk pari 'speak' (2.p.s informal)	ninga	thakk paririi 'do' (2.p pl./ 2.p formal)
Negative	nii	thakk pari athe 'don't speak' (2.p.s informal)	ninga	thakk pari athii 'don't speak' (2.p.s formal)

The bolded negative endings are **-athe** and **-athii**. As we see, even in the 2nd person, the suffixes are attached to the imperative stem. Thus, there can be some variation between the affirmative and negative commands, as in the irregular verb **kodp'k**:

	nii	ninga
Affirmative	kod	kodii
Negative	kodkathe	kodkathii

Take a look at the exchange below:

naa illi <i>park</i> maaduw'k kayyuwaa?	Can I park here?
illi <i>park</i> maadathe/maadathii. alli park maad.	Don't park here. Park over there.

Sample Dialogue: As it is getting late on the bus ride, A. and b. are getting ready to find somewhere to stay for the night. .

A.	ikka echchak gante?	What time is it now?
B.	ikka bayt-aapaka êêL gante.	It's 7 pm.
A.	nanga elli aachenge thinganaa?	Shall we eat somewhere?
B.	akku, illi'thra pakka naada bojavva ²⁶ Nda mane uNd. naa ava'k kaakadaa?	Yes, close to here is my Aunt's house. Shall I call her?
A.	serii, kaak ava'k.	Sure, call her.
B.	(while on the phone with his bojavva) ava 'akku' êNNiyand uNd.	she's saying yes.
A.	illi naa <i>driver</i> 'k stop maaduw'k êNNadaa?	Shall I ask the driver to make a stop
B.	akku.	Yes.

²⁶ aunt

adh'na maadiyand ipp'ka: 'while doing that'. Here the verb is in the progressive tense. As in the previous expression, any verb in the progressive tense can be used in this expression. For example:

naa raste'l nadndhand ipp'ka...

'While walking in the street'

Sample Dialogue: A. and B talking about activities that they would like to do in KoDagu.

A.	<i>nanga Kodagu'l ipp'ka, entha ella sangathii maadanaa?</i>	While we are in KoDagu, what all should we do?
B.	<i>polaaka'l nan'k nalla filter kaapi êdkana.</i>	In the mornings we should get a nice filter kaapi for ourselves.
A.	<i>adh aana pinynya nanga entha maadanaa?</i>	After that what shall we do?
B.	<i>nii'k entha maaduw'k boandu?</i>	What would you like to do?
A.	<i>Hmm... naa'k gothth uNd! nanga Kodava gadhdhala'na chaayi'l thingana.</i>	Hmm ... I know! We'll nicely eat some KoDava food.

Lesson 14: 'If' Statements, ordinal numbers:

Vocabulary:

ondhane	first
dhandane	second
muundhane	third
naalane	fourth
anjane	fifth
aarane	sixth
êêLane	seventh
âttane	eighth
woyimbadhane	ninth
paththane	tenth
pannandhane	eleventh
panneraNdane	twelfth

Grammatical Explanation:

'if statements: the 'if statement', also known as the conditional form, is formed using the suffix 'change' to the second-person singular command. Hence:

maaduw'k -> maad + change = maadchange
 poap'k -> poa + change = poachenge
 thimb'k -> thinn + change = tinnchange

ordinal numbers: as given by the vocabulary box, the ordinal numbers are formed by adding the suffix *-ane* at the end of the number.

Sample Dialogue: A. and B. continue to talk about what they both will do.

A.	serii, êdhdhiith aana pinynya dhivsa'thra wondhane sangathii oar bisi <i>filter kaapi</i> .	Alright, after getting up, the first thing is a hot filter kaapi.
B.	dhandane sangathii: porme'l nadndhan poakana.	Second thing: we shall go for a walk outside.
A.	muundhane sangathii: lunch'k nanga kadambutt ²⁷ u beembaLe kariii thingana.	Third thing: for lunch we shall have kaDambuTT and bamboo kariii.
B.	naalane sangathii: nanga majjana'l warana.	Fourth thing: we shall take an afternoon nap.

²⁷ a round sphere of steamed rice dough often eaten with a curry-like dish.

Lesson 15: aap'k, Around the House, Adjectives from Verbs, Nouns from Adjectives, Perfect tenses: past, present, future:

Vocabulary:

naa'k aapa	I think, it seems to me
mane	house
gode, kemva	wall
nela	floor
kidke	window
padi	door
gudda	bathroom
meaji	table
kurchi	chair
paathre	pot(s) and/or pan(s)
koambare/guuD	room

adige mane	kitchen
todiya	backyard
maathra, borii	only
waaramdhe	sometimes
kela bayp'k	to be hungry ²⁸

Grammatical Explanation:

aap'k: Expressions and Uses: To provide a review of **aap'k**, below is a conjugation table of the verb:

aap'k, to happen (present/nonpast) progressive particle: aayan			
naa	----	nanga	----
nii	----	ninga	----
ããwu/ĩĩwu	aapa i.e. it happens		
ava/iva		ainga/inga	aapa i.e. those things happen

²⁸ Literally, for the stomach to growl.

adh/idh			
---------	--	--	--

As you can see, there is essentially no conjugation for any of the human/animate pronouns. “I happen”, for example, is an understandably odd thing to say. You have probably heard the verb **aap’k**, especially in certain phrases. Here are some expressions, some familiar and some new, that utilize **aap’k**:

ekkoal naa’k susth aapa/ naa’k ekkoal susth aapa
 ‘I’m always tired’

idh ikka aayand uNd
 It/this is happening now.

naa’k aapa, idh baari chaayi uNd.
 I think that this is very nice.

wondh aap’le.
 nothing will happen, it will be fine.

Adjectives from Verbs:

Nonpast Tense: Suppose that we want to say ‘the next time’. Let’s start with the verb **bapp’k**, ‘to come’. In order to create the adjective ‘next’ or ‘following’, we simply conjugate **bapp’k** in the nonpast tense in the 3rd person, getting **bappa**. ‘The next time’ is **bappa kurii**.

Note: **ipp’k** is an irregular verb in that its corresponding adjective is **uLLa**. For example:

alli uLLa kuuL	The rice over there
aa barii’l bisi uLLa uu’Ta.	The hot food on that side

Nonpast Progressive: **ipp’k** is an irregular verb in that its corresponding adjective is **uLLa**. This is a useful form to know as you can

make adjectives using the progressive tense:

budhdhiyan²⁹ uLLa baaLe	the falling banana
dhaatiyand uLLa train	the departing train
bandhand uLLa moDa	the approaching cloud

Nouns from Adjectives: Instead of saying ‘the rice over there’, we can simply say ‘that over there’ to avoid being redundant. The way we do this is by adding the suffix ‘-d’ to the adjective and contracting the vowel. For example:

alli uLLa + dh = alli uLLadh.

This is the same process that was used to change **naada** ‘my’ to **naadadh** ‘mine’. Take a look at the dialogue below:

naa’k aa kuuL boandu.	I need that rice.
meej’ra kodi’l uLLa kuuL?	The rice on top of the table?
akku, kodi’l uLLadh.	Yes, the one on top.

On the perfect tense: this tense reflects actions that have been completed with respect to a particular time frame. Expressions such as ‘I have done’, ‘I had gone’, and ‘we will have made’ are all examples of some kind of perfect tense.

Present Perfect: **maadith** is the past participle of **maaduw’k**. Just as we know how to make the past progressive (e.g. **naa maadiyand uLL**) using **ipp’k**, we can also make the perfect tenses using **ipp’k**. Below is the present perfect, i.e. ‘I have...’:

²⁹ **budhdhiyand** is sometimes pronounced **budhdhand**.

**Present Perfect of maaduw'k:
maadiith ipp'k**

naa	maadiith uLL i.e. I have done	nanga	maadiit und
nii	maadiith uLLiiyaa	ninga	maadiith uLLiiraa
ããwu/ĩĩwu	maadiith uNd		maadiith uNd
ava/iva		ainga/inga	
negative: maadiith ille		interrogative: maadiith uNdaa?	

Past Perfect, i.e. 'I had...':

**Past Perfect of maaduw'k:
maadiith ipp'k**

naa	maadiith inje i.e. I had done	nanga	maadiith injath
nii	maadiith injiiyaa	ninga	maadiith injiiraa
ãwu/ĩwu	maadiith injath		maadiith injath
ava/iva		ainga/inga	
negative: maadiith injath'le		interrogative: maadiith injaa?	

Future Perfect:

**Future Perfect of maaduw'k:
maadiith ipp'k**

naa	maadiith ippi i.e. I will have done	nanga	maadiith ippa
nii	maadiith ippiiyaa	ninga	maadiith ippiiraa
ãwu/ĩwu	maadiith ippa		
ava/iva		ainga/inga	maadiith ippa
ad/id			
negative: maadiith ipp'le		interrogative: maadiith ippaa?	

Sample Dialogue: A. and B. stop by a restaurant for lunch. The waiter, W., helps them out.

W.	ninga echchak jana?	How many are you?
B.	nanga dhand aaL maathra.	Just us two.
W.	alli uLLa meaji boaNduwa ninga?	Would you like that table over there?
B.	alli uLLadh serii aapa nan'k.	The one over there will be fine

		for us.
(A. and B. are seated and are deciding on what they want)		
B.	thimb'k entha boaNduwa niin?	What would you like to eat?
A.	ikka naa'k gothth ille. <i>menu'</i> na woaduwuNdu. aachenge baarii kaara uLLa gadhdhala ondh baaNda.	Right now I don't know. I need to read the menu. But I don't want anything that is very spicy.
B.	serii. Kodava kaarada gadhdhala jaasthi kaara ille. waaramthe chana puLii aapa, kaachampuLi êttiith aana pinynya.	Okay. Kodava people's food isn't very spicy. Sometimes, it is slightly tangy after adding kaachampuLi.
A.	B., nii entha thimbiiyaa?	B., What will you eat?
B.	oar kadambuttu. adhn'da kuude oar beembaLe kari. niin?	One kaDambuTTu. With that, a beembaLe curry. You?
A.	naa'k gothth ille. naada kela bayp'le.	I don't know. I'm not hungry.
B.	indh thindhiith uLLiyaa?	Have you eaten today?
A.	polaaka naa oar <i>apple</i> thindhiith inje.	I had eaten an apple in the morning.
B.	nii kammi thinnchenge, nanga andhaka <i>share</i> maadana?	If you're going to eat little, shall we share?
A.	aad. naa'k serii aapa.	Okay. That will be fine with me.
B.		

Lesson 16: multiple verbs, reported speech:

Vocabulary:

‘ra maadhrii	like (used with nouns)
‘ra neake	like (used with verbs)

Grammatical Explanation:

multiple verbs, sequential: in previous lessons, we have learned about certain words and phrases dealing with relations in time such as **adh’k inyii minynya** ‘before that’, **idh aana pinynya** ‘after this’, etc. For example:

naa bandhiith aana pinynya, poapii.
‘after arriving I will go’

However, there is a far easier way to say this kind of statement:

naa bandhiith poapii.
‘after arriving I will go’

Note that this phrasing essentially omits the **aana pinynya** of the former without a significant change in meaning; this makes sense as the preceding word **bandhiith** ‘arrived’ is already a past tense particle while **poapii** ‘I go’ is conjugated in the nonpast tense. A customary phrase to say after visiting someone is **naa pooyith bappi** ‘after going I will come’.

In summary, the construction of multiple sequential verbs is as follows:

past particle + nonpast verb.

Here are a couple of useful phrases and sayings, where the nonpast tense has been left in its infinitive form:

êttiith noatuw’k	to wear and look, to try on <i>(as in with clothing or jewelry)</i>
poayith bapp’k	to go and come
althiith thimb’k	to sit down and eat
thindhiit poap’k	to eat and go

multiple verbs, concurrent: think briefly of actions that occur at the same time — ‘walking and talking’, ‘sitting and eating’, etc. In the previous section, we used the *past particle* of a verb to indicate that it is completed before the preceding nonpast verb. In a concurrent verb construction, we instead derive the progressive particle of the first verb. Take a look at a few examples below:

budhdhan waruw’k	to sleep, [lying down and sleeping]
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althan thimb'k	to be sitting down and eating
nadndhan thakk pariyuw'k	to be walking and talking

In both concurrent and sequential constructions of consecutive verbs, we have generally seen the second verb in some sort of nonpast tense. However, the second verb can really be in any tense and/or mood. If both verbs are in the past tense, the action indicated by the latter verb is the most recent (in the context of the sentence). Take a look below:

ava'k noatiyand ikkathel!	Don't keep staring at her!
ããwu thindhiith poayith.	He ate and left.
naa alli kalchiyand inje.	I was playing over there.
aa mansa rasthe'l aadiyan pooyand injath.	That man was going dancing in the street.

reported speech: Let's suppose that we want to tell someone about something that was told to us. This is a situation requiring knowledge of reported speech. As a marker of the reported speech, the suffix 'ndh is added directly after the cited dialogue.

naada aNNa "adh'na maadathe!" 'ndh naa'k ekkoal êNNUwa.	My brother always tells me "don't do that".
ekkoal naada aNNa "adh'na maadathe" 'ndh êNNUwa.	

Many times in reported speech, the speaker wishes to convey the idea of the cited phrase as being 'according to' someone. In KoDava-takk, this is done by adding the word *aloe* at the end of the cited speech. When *aloe* is used,

inga nan'k êNNiyand injath, "naaLe sumaar maLe poyyuwa" aloa.	[According to them / They were telling me] it's going to rain a lot tomorrow.
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ããwu ava'k aadiyand êNNiith 'naaLe shaale ipp'le' aloa.	Dancing, he told her that there would be no school tomorrow.
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Sample Conversation:

B.	niiida akka elli kelsa maadiyand injath? oar <i>advertisement'ra</i> maadhri kelsa kêtthiith, niin aloa.	What type of job was your sister doing? According to you it was some job like advertising.
A.	akku, aa kelsa <i>Canada'l</i> minynya injath.	Yes, she was working that job in Canada.
B.	poayith bandhiith avaa?	Has she gone and come back?
A.	ille, ava alli inynyuu uNd. inynyuu dhand kaala alli kelsa maadiith bappa.	No, she's still there. After doing two more years of work there, she'll come back.
B.	kelsa'l kusii aapa ava'k?	Is she enjoying work?
A.	kusii aapa, aloa. aachenge sumaar kurii achchak thondhare aapa 'ndh eNNiyand injath.	She likes it. But frequently, there are many problems, she was saying.