Lesson 59. In-ending words.

Just watch the capacity of Sanskrit to create new words....

Here I am with a book in my hand. "I possess a book."
You do not know my name but you can describe me.... पुस्तकः।
The elephant uses his trunk like I would my hand. He possesses a hand. An elephant is therefore also known as करिन्।
An elephant possesses tusks. He is therefore a दन्तिन्।
A student possesses the desire (अर्थ) for knowledge(विद्या). He is a विद्यार्थिन्।

Refer to Supplement 41 to learn how to decline these words. The feminine will go like नदी। पुस्तकिनी, विद्यार्थिनी etc. Do you now see why the woman of the house is called a गृहिणी?
Go to lesson 59. A for your worksheets.
### Lesson 59. A Exercises with In-ending words.

<table>
<thead>
<tr>
<th>elephant</th>
<th>करिन्</th>
<th>forthcoming</th>
<th>आगामिन्</th>
<th>man/creature</th>
<th>जन्मिन्</th>
</tr>
</thead>
<tbody>
<tr>
<td>elephant</td>
<td>दर्शिन्</td>
<td>classmate</td>
<td>सहाय्यिनि</td>
<td>conjurer</td>
<td>मायाविन्</td>
</tr>
<tr>
<td>road (is declined slightly differently. Check Supp. 41.)</td>
<td>पथिन्</td>
<td>lion (the one who has a mane)</td>
<td>केरिन्</td>
<td>Shiva (his bow is called पिनाकः:)</td>
<td>पिनाकिन्</td>
</tr>
<tr>
<td>witness</td>
<td>साक्षिन्</td>
<td>horse (the one who has a mane)</td>
<td>केरिन्</td>
<td>Shiva</td>
<td>जटायाकिन्</td>
</tr>
<tr>
<td>suspicious person</td>
<td>शक्तिन्</td>
<td>charioteer</td>
<td>रथिन्</td>
<td>Vishnu/Krishna</td>
<td>चकिन्</td>
</tr>
<tr>
<td>tree (having young shoots)</td>
<td>पल्लिन्</td>
<td>noble person</td>
<td>गुणिन्</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fish (having bones)</td>
<td>कण्टकिन्</td>
<td>fish (having scales)</td>
<td>शकलिन्</td>
<td>fish</td>
<td>जलचन्दिन्</td>
</tr>
<tr>
<td>fish (one who possesses the capacity to go forth and spread all over.)</td>
<td>विसारिन्</td>
<td>Moon (drawn by white horses)</td>
<td>श्वेतवाजिन्</td>
<td>Moon (marked like a hare or a rabbit.)</td>
<td>शाशिन्</td>
</tr>
<tr>
<td>fisherman</td>
<td>जालिन् मलस्वाजिन्</td>
<td>Moon (drawn by ten horses.)</td>
<td>दशाजिन्</td>
<td>Moon (like the white lotus flower)</td>
<td>केरिन्</td>
</tr>
</tbody>
</table>
Translate: ( use your heads here!)

1. When the elephant saw the man with a bow, he entered the forest.
2. There are many trees on both sides of this road.
3. The fisherman brings the fish to the market.
4. I'll perform Krishna's puja next week.
5. You must behave well ( with love) with your classmates.
6. Salutations to all noble people!
7. Shiva must be worshipped by all men.
8. I'll eat my food after I've seen the moon.
9. These fruits are for those Yogis and those Tapasvis.
10. From the Sun, I receive inspiration.
Lesson 59. B. Answers to Lesson 59 A.

Translated:

1. When the elephant saw the man with a bow, he entered the forest.
   यदा करी चारिनम् अपहरतं तदा सः वर्ण प्राविषात्।
   चारिनं द्वारा करी वर्ण प्राविषात्।
2. There are many trees on both sides of this road.
   पञ्चानम् उभयतः पद्धतिः सत्ति।
3. The fisherman brings the fish to the market.
   मत्स्यंदारी कपटकिं विषणम् आनवयति।
4. I'll perform Krishna's puja next week.
   आहं कृष्णस्य पूजाम् आगामिनि सताहें करिष्ये/करिष्यामि।
   आगामिनि सताहें आहं कृष्णं पूजनिष्यामि।
5. You must behave well with your classmates.
   सहाय्यायिभः सः प्रीत्या आचरतु।
6. Salutations to all noble people!
   गुणिम्य: नमः।
7. Shiva must be worshipped by all men.
   जगमिभः शिवः पूजय: / पूजनीय: / पूजितव्यः।
8. I'll eat my food after I've seen the moon.
   शक्रुः द्वास्तु अहं भोजनं खाद्यमि / खाद्रिष्यामि।
9. These fruits are for those Yogi's and those Tapasvis.
   पुतानि पलामि तेमः योगिम्: तपस्विभः: च।
10. From the Sun, I receive inspiration.
    कर्मसाक्षिनं अहं प्रेरणं लभे।
Lesson 60. Discovering Numbers.

Take a deep breath my dears, our Number Lesson will encompass quite a huge area. We need to learn:

1. The names of numbers: as in one, two, three etc. also known as Cardinals or सद्वाचक.
2. The Ordinal form of numbers: as in first, second, third etc. They are called क्मवाचक.
3. How to say once, twice thrice etc.
4. How to say double, triple, four times
5. How to say "one way of doing something" "two ways ...", "three ways..." etc.
6. How to say "one kind of ..., "two kinds of..." etc.
7. How to read dates
8. How to read page numbers.
9. How to say how old you are,( though it is impolite to ask that of a lady.)
10. How to talk "fractions,"
And
11. How to read time.
But as is the most sensible thing to do when faced with a "How to.." list as long as this, we will begin at the very beginning.

New Concept:
Numbers in Sanskrit, are adjectives. They will follow our noun as faithfully as they know how.
The first four numbers: 1, 2, 3 and 4 have different names for the three genders.
All the rest have a single name for the three genders.

Inference that you will make:
So the 1 in 1 boy, 1 girl and 1 fruit will be written differently? (Yup!)
Ditto for the 2, 3 and 4 in two, three and four boys, girls and fruits? (Yup!) Five onwards, the number name for the boys, girls and fruits as in the "5" in 5 boys, 5 girls and 5 fruits remains the same? (Yup!) If numbers are adjectives, would it mean that in a sentence like... Rain fell on the seven boys' head.... since the boys' would be taken from the पु. वि, so would the number seven? That numbers ALSO have विभक्ति s ????? (Yup!)

Good news:
It's not as bad as it looks. In fact, it's fairly simple. All we have to do is go forward step by step.

**Understanding the Cardinals or संख्यावाचक**

Step 1.
- Place your Number List in front of you.
- Let's just concentrate on the first 10 numbers.
- The natural combinations (in the प्रथमा विभक्ति) would be:

<table>
<thead>
<tr>
<th>पुज़िज़</th>
<th>नपुसकठिञ्ज</th>
<th>ख्रीठिञ्ज</th>
</tr>
</thead>
<tbody>
<tr>
<td>एक: बालकः</td>
<td>एक्ष्यः फल्मः</td>
<td>एक्ष: बालिकः</td>
</tr>
<tr>
<td>द्वी बालको</td>
<td>द्वे फले</td>
<td>द्वेबालिके</td>
</tr>
<tr>
<td>त्रयः बालकः</td>
<td>त्रीणी फलनि</td>
<td>तिस्रः बालिकः</td>
</tr>
<tr>
<td>चतवारः बालकः</td>
<td>चत्वारी फलनि</td>
<td>चतस्रः बालिकः</td>
</tr>
<tr>
<td>पञ्च बालकः</td>
<td>पञ्च फलनि</td>
<td>पञ्चबालिकः</td>
</tr>
<tr>
<td>षष्ठ बालकः</td>
<td>षष्ठ फलनि</td>
<td>षष्ठबालिकः</td>
</tr>
<tr>
<td>सत्त्व बालकः</td>
<td>सत्त्व फलनि</td>
<td>सत्तबालिकः</td>
</tr>
<tr>
<td>अष्ठ बालकः</td>
<td>अष्ठ फलनि</td>
<td>अष्ठबालिकः</td>
</tr>
<tr>
<td>नव बालकः</td>
<td>नव फलनि</td>
<td>नवबालिकः</td>
</tr>
<tr>
<td>द्वादश बालकः</td>
<td>द्वादश फलनि</td>
<td>द्वादशबालिकः</td>
</tr>
</tbody>
</table>
Naturally even if the '1' does have three gender names AND it does have विभक्ति s, since it is singular, we can have only the एकवचन forms.

Naturally, even if the '2' does have three gender names AND it does have विभक्ति s, since it is dual, we can have only the द्विवचन forms.

Naturally the rest (upto number 18) even if they do have विभक्ति s, since they are plural, we can have only the बहुवचन forms.

Step 2.
- Place the विभक्ति tables of all the three "1 's" in front of you.
- Read the following sentences to see how the विभक्ति table is used. (To make things easy, let’s work on each विभक्ति table gender wise.)
  - एकः वातकः तच्च अस्ति |
  - अहम् एकं वातकं पद्यामि |
  - एकेन वातुकेन सह अहं विद्यालयं गच्छामि |
  - एकस्मेव वातकाय सः पुरसं यच्छति |
  - एकस्मात् वातकात् सा भयम् अनुभवति |
  - एकस्त्र वातकस्य स्पूतः अत्र अस्ति |
  - एकस्मिन् वातुके विश्रासः अस्ति |

Step 3.
Use the same principle to form sentences for the नपुणसकल्ठिः and the बिल्बिळ्ह.

Step 4.
- Use the given विभक्ति tables for the numbers 2, 3 and 4 in exactly the same manner.

Step 5.
- Numbers 5 to 18 have only बहुवचन forms. The numbers 10-18 are all declined like the number 10.

Step 6.
Numbers 19- 99 are feminine: If you notice all the numbers that end in the ति: for example बिशिष्टि: or अश्रीिि: will naturally be declined like मति: BUT the declensions 19 onwards are all in the SINGULAR form because the word मति: is singular. Gottitt?

Example: I see 83 birds = अहं ज्यशिषिि खगान् पञ्क्षमि।
She goes with 24 girls to the cinema. = सा चन्द्रविशिि्या बालिकाभि: सह चित्रपत्राहि गग्हामि। Though the numbers themselves are feminine, the same form is used for all three genders: द्वाबिशिषिि: बालिका:, द्वाबिशिषिि: पञ्क्षिि:, द्वाबिशिषिि: बालिकाि:, are all correct.

Step 7.
• The तकारान्त number groups, त्रिशिषिि, चत्वारिशिषिि, पञ्काशिि are all declined like the feminine word सरििि।

Step 8. ( Doesn't it sound very much like Stop it?)
• The words शतम्, सहस्रम्, अनुतम्, त्यथृम्, नियुतम्, प्रयुतम्, etc are all नरपुषकलिञ्ज words and are declined like वनम् in the एकोत्तर forms.
• कोटि: is declined like मति:।

Step 9.
• New concept: Numbers are read and spoken about BACKWARDS.
• The numbers 101 onwards upto 200 are created by adding the word , अपिििक to the root number. For example:
  101 = एकाधिके शतम्, 102=द्वाधिके शतम्,
  103 = त्रिधिके शतम्.

  OR

The word उत्तर is added ....
  101 =एकोत्तरशतम्, 102=द्वोत्तरशतम्, 103 = त्रीोत्तरशतम्।

  OR

Simply say
The third option makes reading of dates quite simple.

- The numbers 200 to 900 can be written by either first writing the root number and then the word शति OR by first writing शत and then adding द्वादशम्, षष्ठियम् etc.
  For example: 200 = द्विशतिः or शतद्वादशम् | 300 = त्रिशतिः or षष्ठियम् |
Naturally the first द्विशतिः, or त्रिशतिः is declined like नदी and the षष्ठियम् or षष्ठियम्, like वनम् |

Numerals to the power of 10.

Here is a lovely verse that lists the numerals to the power of ten....

एकं दशं शतं चैव सहस्रं यथा तथा  | या
धनं च निीयं चैव कोटिरुद्धमेव च  |
वृद्धं च निीयं चैव कोटिरुद्धमेव  |
अन्तः मध्यं परार्धं च दशद्विदशमां यथाक्रमम्  ||

And here it is.

<table>
<thead>
<tr>
<th>क्रम</th>
<th>नम्त</th>
</tr>
</thead>
<tbody>
<tr>
<td>एकम्</td>
<td>1</td>
</tr>
<tr>
<td>दशम्</td>
<td>10</td>
</tr>
<tr>
<td>शतम्</td>
<td>100</td>
</tr>
<tr>
<td>सहस्रम्</td>
<td>1000</td>
</tr>
<tr>
<td>अगुष्टम्</td>
<td>10000</td>
</tr>
</tbody>
</table>
Fractions

Again, just the list....

1/4 पादः 1/2 अर्थः 3/4 पादोन्: 1¼ पादः: 1½ सार्धः.
150 सार्धःशतम् (Gottitt?)

The Ordinals. क्रमवाचक forms.

When you express numbers in the forms first, second, third, fourth, hundredth etc, you are using the ordinal forms of numbers.

In Sanskrit, they are called क्रमवाचक forms.

Since numerals are adjectives, each number has its own gender, number and vibhakti that you will have to use when using them with nouns.

Let me first give you the list from 1 to 10 in all its three genders. THEN, let's set about trying to figure out HOW to use them.
### Ordinals.

<table>
<thead>
<tr>
<th></th>
<th>पूजुन्त्र</th>
<th>खिलित्र</th>
<th>नपुस्कलित्र</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>प्रथमः</td>
<td>प्रथमा</td>
<td>प्रथमम्</td>
</tr>
<tr>
<td>Second</td>
<td>द्वितीयः</td>
<td>द्वितीया</td>
<td>द्वितीयम्</td>
</tr>
<tr>
<td>Third</td>
<td>तृतीयः</td>
<td>तृतीया</td>
<td>तृतीयम्</td>
</tr>
<tr>
<td>Fourth</td>
<td>चतुर्थः</td>
<td>चतुर्था</td>
<td>चतुर्थम्</td>
</tr>
<tr>
<td>Fifth</td>
<td>पञ्चमः</td>
<td>पञ्चमी</td>
<td>पञ्चमम्</td>
</tr>
<tr>
<td>Sixth</td>
<td>षष्ठः</td>
<td>षष्ठी</td>
<td>षष्ठम्</td>
</tr>
<tr>
<td>Seventh</td>
<td>सप्तमः</td>
<td>सप्तमी</td>
<td>सप्तमम्</td>
</tr>
<tr>
<td>Eighth</td>
<td>अष्टमः</td>
<td>अष्टमी</td>
<td>अष्टमम्</td>
</tr>
<tr>
<td>Ninth</td>
<td>नवमः</td>
<td>नवमी</td>
<td>नवमम्</td>
</tr>
<tr>
<td>Tenth</td>
<td>दशमः</td>
<td>दशमी</td>
<td>दशमम्</td>
</tr>
</tbody>
</table>

- Naturally the पूजुन्त्र ordinals will be declined like राम, the खिलित्र like नदी (except for the first three which go like माला) and the नपुस्कलित्र like वनम. |

Therefore we have a sentence like: I study in the ninth class. अहं नवम्यां कक्षायों पठामि |

The eight book's name is "Nala Damayanti": अष्टमस्य पुस्तकस्य नाम "नरः दमयन्ती" |

I pray to the eighth avatar of Lord Vishnu अहं विष्णोः अष्टमम् अवतारं नमामि |

- All these forms are declined in singular, dual and plural. How else would we be able to say, "The first fruits of the season are sweet?" कतोः प्रथमाणि फलाणि मधुराणि |

The first two books are mine. प्रथमे द्वे पुस्तकेः मम |

So on and so forth.
• The numbers 11-18 are declined in the same manner..... पुनः ordinals will be declined like राम, the ब्रिन्दा like नदी and the नपुषकरिण्य like वनम्.
• The numbers 19 onwards ..... to this group you need to add तम्,तमी,or तमम् to convert them into ordinals. For example:

Twentieth विशालितमः विशालितमी विशालितमम्
Thirtieth त्रिशतमः त्रिशतमी त्रिशतमम्
Hundredth शतमः शतमी शतमम्

• The numbers that are in the "twenty group" ....those with the word विशाल in them can also be written without the ति to convert them into Ordinals.
For example: (and they become adjectives....)
Twentieth विश
Twenty-first एकविश
Twenty-second द्वाविश

Collective nouns in the Neuter Gender Singular form are formed as follows —

Stick the root numeral as a suffix to the noun and convert it into a SINGULAR NEUTER FORM to convey a group. For example: पुस्तकात्रयम् is a group of three books. चषकशतम् is a group of 100 cups.
You should be saying पुस्तकात्रयम् अत्र अस्ति and not पुस्तकात्रयम् अत्र सन्ति
Gottit??

Some more Number ideas.

Here is what we will learn in this lesson:
  1. How to say once, twice, thrice etc.
  2. How to say double, triple, four times
3. How to say "one way of doing something" "two ways...", "three ways..." etc.
4. How to say "one kind of ..., "two kinds of..." etc.
5. How to ask "who or which of many" as in: By which road did Mohan go? To which girl did you give the book?
6. How to read dates.
7. How to say how old you are
   And
8. How to read page numbers.

**Step by step as usual.**

Group 1 and 3 are actually avyayas. They have already been dealt with in our special lesson on avyayas. But I personally prefer to have all details of a particular concept in one area.....never mind if a few ideas have to be dealt with more than once.

1. How to say once, twice, thrice etc.
Add the word वारम् to the root number and hey presto these avyayas convey the meaning once, twice, thrice etc.

एकवारम्, द्विवारम्, त्रिवारम्, चतुर्वारम्, बहुवारम्
अहं प्रतिदिनः द्विवारं ज्ञानं करोमि

2. How to say double, triple, four times. Adjective.
Add the word गुणः, गुणा, गुणम्

एकगुणं, द्विगुणं, त्रिगुणं, चतुर्गुणं
एकगुणं भोजनं कृत्वा अहं केरलं निद्रां कर्तुम् इच्छामि

3. How to say "one way of doing something" "two ways...", "three ways..." etc. Add the word धा

एकधा, द्विधा, त्रिधा, चतुर्धा, बहुधा (many ways of doing something) अनेकधा(different ways....) कतिया (how many different ways...) चात्रेतु एक्ता आस्तिः सर्वे एक्धा कार्यं कुर्वन्ति
4. How to say "one kind of ..., " "two kinds of..." etc. Add the word विष्णु |
This makes it into an adjective, following gender, number and vibhakti.
एकाः, द्वीपाः, तीनाः
अद्वितीय | द्वितीय | तीनां
आद्वितीयनुपपाणितस्मिन् डलकेसन्तिः (डलकें basket)

5. How to ask " who or which of many" as in : By which road did Mohan go?
To which girl did you give the book? From which book did you get this picture?
Use the adjective: कतमसा कतमा कतमम्
कतमसा मारणं मोहनं गतवान्?
कतमाये बालिकाये पुस्तकं भवति अवच्छते?
कतमत् पुस्तकात् तवम् एतं चित्रम् अठम्?

6. How to read dates. (Adjectives)
Numbers are read backwards in Sanskrit.

1971 would be read as एकससनवएक ऑर एकससनवचुरनवदशांतम् (एकससनति उत्तर नवदशांतम्) Much like reading 2050 as Two thousand and fifty OR Twenty fifty.... people read numbers in different ways.

The first option एकससनवएक is a far easier method of reading out the dates.
So let's make life easy , shall we?

In 1971 I went to Nagpur..... एकससनवकतमसे ऑर एकससनवप्रथम वर्ष अहं नागपुरम् आगच्छम्.
In 2003 त्रिशौ challengitमे or त्रिशौ challengitयवर्षेः
On the 1st of January 2003. त्रिशौ challengitयवर्षेः जनवरीमासत्य प्रथमदिनाङ्गः
On the 19th of January .... जनवरीमासत्य नवदशदिनाङ्गः
On the 16th of March.... मार्चमासर्य कोडशिनांते

7. How to say how old you are.
Use the words वर्षाय: and वर्षाया and make sentences like
अहे पाषाण्यात् वर्षायां मनुष्यः |
अहे तिन्यात् वर्षायां महीतः |

8. How to read page numbers.
A page is पृष्ठम |
Look at page twenty nine.... एकोन्त्य ज्ञाते पृष्ठम पहुँचे |
The answer is on page twelve..... उत्तरं द्वारे पृष्ठेः अस्ति |
The answer is on the fortieth page..... उत्तरं चतुर्थं ज्ञातम पृष्ठेः अस्ति |

*******
Lesson 60 A. Exercises with Numbers

Working with the Cardinals

Translate:
1. The father goes with two sons to the market.
2. The mother was angry with her four daughters.
3. The teacher loves her hundred students.
4. Krishna received fruits and flowers from the five Pandavas.
5. The cat spoke to the eight dogs.
6. Around the twelve lakes are sixteen mountains.
7. Salutations to the ten avatars of Vishnu.
8. The cowherd is sitting near twenty five cows.
9. The naughty monkey jumped on a champa tree, a parijat tree and a banana.
10. The thin man likes a mango, six chapatis, one and a half bananas and two teaspoonsful of sugar at 3:00 o’clock in the morning.
Working with the Ordinals.

<table>
<thead>
<tr>
<th>Name/ Pronouns</th>
<th>Verbs</th>
<th>Avyayas</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>पृष्ठम्  page.</td>
<td></td>
<td></td>
<td>पर: - परं - परा others.</td>
</tr>
<tr>
<td>कृष्णपक्ष: dark fortnight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>शुक्रपक्ष: bright fortnight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>मास: month.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>पौलिका chapati</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Translate the following.
1. The teacher gave a gift to that girl who stood first amongst all the others.
2. The ninth boy is Madhav.
3. This is the sixth chapati that I am eating.
4. Call the first four boys here.
5. I do not want to ask him again a second time. (trip up alert!)
6. I fast on the eleventh day of the bright fortnight of every month.
7. Bring the book from the tenth table in the classroom.
8. The fifth group of children is coming in the evening.
9. The twenty-fifth day of June is a Saturday.
10. I go to the library every eighth day.
Lesson 60 B Answers to 60 A

Working with the Cardinals

Translate:

1. The father goes with two sons to the market.
   जनक: द्वार्म्यं पुत्रार्म्यां सह विपण्णण गच्छति |
2. The mother was angry with her four daughters.
   माता चतस्म्यः पुत्रीभः अकुप्परतः |
3. The teacher loves her hundred students.
   अन्ध्रापिका शते छात्रेषु स्निश्चिति |
4. Krishna received fruits and flowers from the five Pandavas.
   कृष्ण: पद्म्यभः पाण्डवेभः फलानि पुष्पाणि च प्राप्तवान् / अन्तःभरतः |
5. The cat spoke to the eight dogs.
   मार्जः: अष्ट/अष्टो कुकुरान् अवदतः |
6. Around the twelve lakes are sixteen mountains.
   द्वादश तद्यागान अभित: पोड़श पर्वताः सति |
7. Salutations to the ten avatars of Vishnu.
   विष्णु: दशाभ्यः अवतारेभ्यः नम: |
8. The cowherd is sitting near twenty five cows.
   गोपाल: पच्चिंत्ययः: चेनुनां समीपम् उपविश्वति |
9. The naughty monkey jumped on a champa tree, a parijat tree and a banana.
   प्रत्यौष: वानाः एकर्षिन चम्पाश्रुः; पारिजातश्रुः; कदलिफलं च अकुर्दतं |
10. The thin man likes a mango, six chapatis, one and a half bananas and two teaspoonsful of sugar at 3:00 o'clock in the morning.
    प्रातः: काले चिवादने कृष्णाशः मनुष्याश: एकम्, आष्ट्र्; पत्र पोलिकाः: सायंक कदलिफलं
    चमसद्द्वार्णो शर्करा च रोचनेः |

Working with the Ordinals.
Translate the following.

1. The teacher gave a gift to that girl who stood first amongst all the others.

या बालिका अन्यायु प्रथमम् अद्वैत अत्यन्तैः तत्रे बालिकायें अध्यापिका उपहारम् अपच्छतः।

2. The ninth boy is Madhav.

नवमः बालकः माधवः।

3. This is the sixth chapati that I am eating.

एषा तु षष्ठी पोलिका , याम् अहं खाद्यमि।

अहं एतं षष्ठी पोलिकां खाद्यमि।

4. Call the first four boys here.

प्रथमानं चतुरैः बालकानां अत्र आह्ये /आह्यातु।

5. I do not want to ask him again a second time. (trip up alert!)

अहं तं द्वितीयवारं प्राप्तं न इच्छामि।

6. I fast on the eleventh day of the bright fortnight of every month.

प्रत्येक मासस्य शुद्धपक्षस्य एकादशं तिथिः /एकादशं दिनं अहम् उपवासं करोमि।

7. Bring the book from the tenth table in the classroom.

कक्षायां दशम्या: उत्तीक्षिकाया: पुस्तकम् आनय/आनयतु।

8. The fifth group of children is coming in the evening.

वाल्कानां पञ्चम: समूहः साप्ताहिले आगच्छति।

9. The twenty-fifth day of June is a Saturday.

जूनमासस्य पञ्चविंशतिम: दिनं: शनिवारः।

10. I go to the library every eighth day.

प्रत्येकसप्तम: अद्यम् दिनेः अहं ग्रन्थालयं गच्छामि।