FIJI HINDI

A BASIC COURSE AND REFERENCE GRAMMAR

by RODNEY F. MOAG
# THE HINDI ALPHABET AND ITS ENGLISH TRANSCRIPTION

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FIJI HINDI

A BASIC COURSE AND REFERENCE GRAMMAR

by

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Australian National University Press
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Suva, Fiji

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Work on this volume was made possible by an extended grant under the U.S. Government's Visiting Fulbright Professor Program from 1975-77. I am also indebted to the University of the South Pacific for allowing me time away from other duties in order to complete the book.

Individual contributors to the work are many. It was Marjorie Crocombe, Director of the Fiji Center, who provided the spark by suggesting that the lessons being prepared for the extension course in Hindi be compiled into a book. In the Fiji-wide fieldwork, Master Ram Pidarath hosted my family and served as principal informant in Taganikula village, Vanua Levu and Master Muni Deo rendered similar assistance in the Sigatoka Valley. Many others served as willing language informants in Savusavu, Taveuni, and all around Viti Levu.

Through the writing, revision, and trialing several persons made significant contributions. Narendra Prasad not only served as model voice on language lab. tapes, but made many helpful suggestions on naturalness of dialogues and exercises. Saroj Prasad wrote much of the Hindi script, and she and Urmila Bajpai proofed and attested the entire text. Raymond Pillai of the University's English staff, a trained linguist, who is currently writing a play in Fiji Hindi, went meticulously through the appendices. Subramani, also of the English staff, made many useful comments on various aspects of the text. The principal of Suva Grammar School, Mr. Sarvan Singh, arranged the trialing of the book in second language Hindi classes in his school.

Others played crucial roles. Loraini Qase did a large amount of the final typing and Gil Dixon helped with drafts. Patrick Fong designed the cover, while Uday Singh and Atandra Nath prepared maps and illustrations. The staffs of both Extension Services and the School of Education Media Services aided in preparing, printing, and collating of preliminary copies. Finally at this stage, Joan Thomson, University Publications Officer, edited the entire manuscript for consistency and punctuation.

Rama Narayan, the consultant, helped in writing some of the dialogues and taught the test lessons for two terms. He further proofed all materials for naturalness and rendered significant help in compiling the appendices.

My wife, Louisa, has been the real force behind the completion of this work, doing whatever was needed from writing Hindi script to collating. I wish there was some adequate means to compensate her for two years of unstinting dedication and fulltime work. To her, and to all those who helped with this endeavor, my sincere thanks.

Rodney F. Moag
Suva, Fiji, 1977
INTRODUCTION

Fiji Hindi is the home language of some 270,000 people, comprising fifty-three percent of the population of Fiji, an Island nation in the South Pacific. The forefathers of today's Fiji Indians came to Fiji to work as indentured labourers in the sugar industry during the period 1879-1920. They spoke a wide variety of Hindi dialects, other North Indian languages, plus the four Dravidian languages from South India. With this tremendous diversity of language background, the linguistic homogeneity which one finds among the Fiji Indian community today is nothing short of amazing. Other Indian languages have, for all intents and purposes, disappeared, and today nearly everyone uses Fiji Hindi as his home language.

Wherever one goes in Fiji today, the language of the Indians is the same. Indeed, the linguistic differences between those living on the two main islands, Viti Levu and Vanua Levu, amount to some half dozen words.

Also, Fiji Hindi seems to have existed in its present form for a long time in Fiji, for the oldest persons that one finds, including former indentured labourers from India, speak virtually the same Hindi as the young people of today. This author has encountered some persons in the rural areas of both main islands who recall a different set of verb endings now fallen into disuse, but their origin or history has not been traced.

Fiji Hindi combines elements from several of the major regional Hindi dialects of North India. Fiji Indians are fond of saying that it derives from the Bhoj Puri dialect spoken in India's Bihar and Eastern Uttar Pradesh States. This cannot be supported, however, as there are many elements in Fiji Hindi, including most of the verb endings, which are found in other Hindi dialects and not in Bhoj Puri. Very careful research is needed in Fiji and in India before the important questions of the origins of Fiji Hindi can be answered.
Whatever its origins, Fiji Hindi is regarded as a corrupted and substandard form of the language by those who speak it. In this, it is identical in prestige level and social function to most of the regional dialects of Hindi in India. It is a spoken language used for informal purposes only. On all formal occasions, and whenever Hindi has been written down in Fiji, it has been standard Hindi—a variety of the language used in Hindu worship, literature, broadcasting, and newspapers in both India and Fiji. Moreover to date in schools in Fiji only standard Hindi is taught and never the vernacular.

This text, therefore, represents the first time that a body of Fiji Hindi has been put to writing. For some, this may seem a welcome innovation, for others a grave injustice. It must be borne in mind that one of the major purposes of the book is to teach non-Hindi speakers, which include nearly half of Fiji's population as well as interested foreigners, to learn the type of language which will allow them to function socially within the Fiji Indian community. Learning standard Hindi would limit one to one-way communication in most everyday situations. The learner could be understood but would understand very little of what was spoken back to him. He could understand the language used in the classroom, in religious gatherings and at formal meetings, but would understand very little of what was said to him in the market, on the streets, in the field or in the home. Moreover, standard Hindi signals social distance as well as formality. Thus, the ability to both speak and comprehend Fiji Hindi is absolutely essential for the outsider to have two-way communication in socially relaxed and intimate situations.

Fiji Indians, on the other hand, tend to have a one-way communication problem in formal situations. Knowing Fiji Hindi natively, they can function fully in informal situations, but many acquire only a passive ability in standard Hindi. This is closely tied up with the use of English in many formal situations in the towns as well as the use of that language as medium of instruction in the schools from class four onward. Many Fiji Indians would, however, like to achieve active control over standard Hindi, and this text has exercises and appendices for that purpose.
The belief is widely held by Indians that Fiji Hindi has no grammar and that only the standard variety possesses this virtue. This book, with grammar notes throughout the lessons and a comparative grammar of the two varieties in Appendix B, should help to correct this notion. Both standard Hindi and Fiji Hindi are governed by rules. It is simply that the specific rules are somewhat different for the two varieties. Of the two, the grammar of Fiji Hindi is less inflected than that of standard Hindi. The situation described here is by no means unique. Similar cases of two distinct varieties of a language complementing each other in the same community have been documented in many parts of the world such as Egypt (high and low Arabic), and Jamaica (Creole and English).

Since this is the first text for Fiji Hindi, it must per force contain certain errors and omissions which hopefully future texts will correct. Responsibility for these is purely my own and not that of those who assisted me.
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*First page number is Hindi script version and second is English transcription version.

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Rodney Moag is an American linguist who has worked on Hindi and second language teaching for over fifteen years. In 1962/64 he was in India studying and teaching at Lucknow and Patna Universities respectively. It was during this time that he developed his fluency in the colloquial forms of both Western and Eastern Hindi.

Moag completed an M.A. in Indian Studies at the University of Wisconsin in 1966 and a doctorate in linguistics from the same institution in 1973. From 1968/74 he taught first through fourth year courses in Hindi to American students at the University of Missouri in the U.S. He also taught beginning and intermediate courses in Malayalam language based on fieldwork in Kerala, India.

The present work is the second book by the author. He wrote a Malayalam text for Peace Corps volunteers in 1968. His doctoral dissertation was on colloquial speech in that language.

In 1975 the author accepted an appointment at the University of the South Pacific in Fiji under the sponsorship of the U.S. Government's Fulbright-Hays Visiting Professor Program. In addition to duties in the English Department, he took an interest in the second language courses offered through the University's Extension Program. Through his efforts Fiji Hindi was taught for the first time and work in the language lab was made an integral part of all courses.

Dr. Moag was keen to come to Fiji to research the language situation in the Fiji Indian speech community with particular emphasis on the status of Hindi. This text is the principal outcome to date of that research. Rodney and Louisa Moag have four children: Jeffrey, Hugh, Jennifer, and Catherine. Each of them has found Fiji very special in his own way.
HOW THE BOOK IS ORGANIZED

The book is comprised of six units, answer guides for all units, three separate glossaries, two from Hindi to English and one from English to Hindi four appendices dealing with the differences between Fiji Hindi and standard Hindi, and an index. These are described in detail below along with some ideas of how the various components can be used by the three different target groups: 1) non-Indians wishing to learn Fiji Hindi, 2) Fiji Indians wishing to learn the Deva Nagri script or to improve their grasp of standard Hindi, and 3) scholars throughout the world who may be interested in the Fiji Indian speech community.

The Units

The main text of the book consists of six graded units, each appearing in two versions, once in Hindi script, and again in English transcription. The two versions of the units are absolutely identical in content, even to the grammar notes and directions for exercises.

The script version serves several purposes. Anyone intending to pursue the study of Hindi seriously must learn it, and the sooner the better. Experience in U.S. universities has shown that the beginning student does best by learning to read Hindi straight away in the script without relying on the transcription as an intermediate stage. Fiji Indians who already know the language and wish to develop a reading ability in the script or recover long dormant skills learned in primary school may find it helpful to practice on Fiji Hindi first before progressing to standard Hindi.

Fiji Hindi, as mentioned in the Introduction, is a spoken language, not hitherto written down. Therefore, those preparing to function on a social level within the Fiji Indian community will not need Hindi script. For them the transcription version of the lessons will simplify their learning task considerably. This version will make the lessons available also to scholars, particularly linguists, interested in gaining information about the language but who do not know Hindi script.

The transcription selected for use in the book is an internationally accepted one which preserves all of the sound distinctions reflected in the Hindi alphabet. In Fiji a rather different transcription is used for printing Hindi film titles and the like in the English newspapers, but it fails to point up certain sound differences in Hindi and can only be read by those who already know the language. It is,
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therefore, not suited for teaching purposes.

The six graded units which comprise the main text of the book are each divided into four major sections: structural models, vocabulary, dialogues, and exercises. These are briefly discussed in order below.

**Structural Models:** In order to give both teacher and student a bird's-eye view of what they will study or should have learned in a given unit, a list of the target structures is provided at the beginning of each unit.

The models appear alone, minus all the surrounding explanations and directions contained in the text, so that teacher and student can use them in preparation for lessons, examinations and the like.

A linguist reading these tables will realize that the term "structural" has been used in a somewhat loose and non-technical sense.

**The Vocabularies:** Items in the vocabulary lists at the beginning of each unit are presented in order of occurrence within the long dialogue. This allows the teacher or student to isolate easily the vocabulary needed for a small portion of any dialogue. Additional words needed for the exercise or as classroom expressions are given in topical groups at the end. Occasionally new words appear in the exercises which are not in the vocabulary. These can be found in the glossary.

The vocabulary lists and structural models are the only parts of the units which have Hindi script and transcription together. This means, of course, that they appear only once and not twice as do all other sections of the units.

**The Dialogues:** The core of each unit is one or more samples of running dialogue. Unit One contains a single dialogue. Unit Two contains four small dialogues, each of which is intended for memorization but not, of course, at the same time. From Unit Three onward there are two distinct conversations, a longer one to be drilled for aural comprehension and speaking practice, and a short one to be memorized and then enacted in class and subsequently, with variations, in real life. Since the short dialogues in these units contain most of the major structures taught, they may be used as both an Introduction and Summary of the unit. Whether long or short, all dialogues have been designed to portray real life situations in natural, everyday language, not an
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easy task when grammar and vocabulary must be strictly controlled.

The Exercises: Every unit contains nine or more exercises each of which may be thought of as a lesson unto itself. They give practice in four main areas: conversation, grammar, pronunciation, and vocabulary, but all are designed to serve the basic goals of enhancing aural comprehension and spoken fluency. They employ the well-known techniques associated with the aural-oral method: repetition, response, and transformation, in addition to translation and free conversation.

The large number of exercises which have translation as one of the tasks are included especially to serve those using the book for self study without a teacher. Many language teachers today have discarded the translation method as old-fashioned and even harmful, an impediment to the development of an ability to use the language in real-life situations. These same teachers would do away with grammar explanations for similar reasons. Their aim is to recreate in the classroom for the second language learner the same process by which a child acquires his first language.

The large number of visual aids and long hours on which this approach depends are simply not available in many teaching situations. Moreover, students who may use this text, either for self study or in a classroom, will be well beyond the age of the preschool child. They have a whole complex of acquired skills and biases and a limited amount of time available, all of which dictate methods other than the simulated first language approach. Thus this text employs a mixed approach featuring imitation in the form of repetition drills, but usually with the learner aware of the meanings of the words and able to consult explanations of grammar if he feels the need.

Students vary greatly, and this writer's ten years of classroom language teaching indicates that no single method is optimal for all. Some students are thoroughly confused by even the simplest grammatical explanations, while others cannot proceed without them. Some feel that they must articulate a translation into their own language, others grasp the meaning without this. Certain students must see something in print before they can cope with it, but others prefer to simply listen. The main intent of the exercises in this text is to vary the method sufficiently and often enough so that any student finds the method which is most effective and satisfying to him frequently enough to hold his interest. The student should do everything in the unit whether it is his favorite method or not. The one exception
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to this is the Grammar Notes which may be ignored if they are not helpful.

All of the exercises, whatever their technique, are intended to help the student develop a feeling for the language. In this regard one or two types are introduced which I believe, have not appeared in other language teaching texts, e.g., "Recovering Lost Subjects" in Unit Four.

The naturalness criterion has been applied to the exercises as well as the dialogues. Each sentence has one or more real life contexts where it could naturally occur and has been checked with several native speakers of Fiji Hindi. Encountering them in isolation as the student does, it is not always easy to reconstruct the context which the writer had in mind. Languages have very different conventions about what is proper or sensible to say in a given situation. If some of the sentences seem strange, remember that learning another language is also learning different customs and ways of looking at things.

The Answer Guides

A complete answer guide is provided for each unit with answers for all but open-ended exercises, including translations of all dialogues. This is meant as an aid in self study and a reference for teachers. It should not be used as a crutch by the student either in or out of the classroom, but used only to check his performance after the exercise or item has been done to the best of his ability. Verification of correctness in class should be provided by the teacher who may wish to consult the answer guide in preparing the lessons.

In order to conserve space answers in Hindi are rendered in transcription only. This section is primarily a tool for non-Indians learning Fiji Hindi. Fiji Indians who may use the book to improve their reading ability in Hindi in general will not need these guides.

The Glossaries

Three separate glossaries are in the book, each with its particular function. Glossary A has Hindi in script to English, and should be used by those studying the script
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version of the lessons. This section is alphabetized according to the order of the Hindi alphabet and is, therefore, a valuable aid to Indians and non-Indians alike in learning to use a full sized Hindi dictionary. Glossary B has Hindi in transcription to English and is for those learning Fiji Hindi who will use the transcription version of the lessons.

Glossary C goes from English to Hindi and, like Glossary B, is designed principally for use by non-Indians learning Fiji Hindi. For this reason the Hindi words are in transcription only and not in script.

The glossaries usually include only word meanings as they occur in this book. Therefore, some common meanings for the various entries do not appear.

All three glossaries, unlike those in most texts, give useful information on style. Words appropriate to formal style are marked (formal). The unmarked items are generally employed in the informal style.

The Appendices

The appendices are included to furnish scholars detailed information about Fiji Hindi and to provide a nucleus of materials on which expanded lessons can be based for helping Fiji Indians to achieve a better grasp of standard Hindi.

Appendix A is a complete catalogue of verbforms found in Fiji Hindi. This will furnish scholars with useful data for comparative studies with other Hindi dialects spoken in India or in other areas where Indians have settled such as Guyana, Surinam, or Trinidad, Malaysia, South Africa, or Mauritius. It is also sincerely hoped that Fiji Indians may gain new respect for their own dialect when they see the completeness and adequacy of its verbal system.

Appendix B features a detailed, comparative grammar of Fiji versus standard Hindi. The rules and examples for the two dialects are placed side by side in order to point up most clearly their areas of sameness and difference. This appendix makes available to the scholar a somewhat protracted statement of Fiji Hindi grammar. In order to
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make the grammar as accessible as possible to the non-specialist, clarity has been given priority over brevity and technical terminology has been minimized.

The examples in each section of this comparative grammar are intended to serve as models which teachers can expand into exercises to train school children or adults in the active use of standard Hindi. It is difficult to live a full life in the Fiji Indian community unless one can handle both dialects, and it is sincerely hoped that this book may in some small way spur Indians in Fiji to take up the study of standard Hindi which is a source of such pleasure and prestige to those who know it well.

Appendix C contains a list of word pairs, both members of which have the same meaning. The first member is Fiji Hindi, used in informal situations, and the second member of each pair bespeaks standard Hindi and is used in formal situations. The list represents the style connotations operative within the Fiji Indian speech community only. It is recognized that many of the items in the list will have different connotations in Indian communities elsewhere.

This list provides another source of data on which teachers can base lessons and scholars can derive information on the bi-dialectal situations in the Fiji Indian speech community.

Appendix D also contains pairs of words, but in this case they illustrate sound changes between informal and formal speech. Their purpose and use is similar to that of Appendix C.

Throughout the four appendices the Hindi is rendered in transcription. This was done to save space and to make them usable by those who do not handle the script.

The Index

The index is an important part of any reference text. In this case it contains complete references to all topics of grammar, pronunciation, and other aspects of language covered in the text, including the appendices. It should be just as useful for the student wishing to review the numbers above twenty as for the scholar wanting to compare past conditionals in Fiji and standard Hindi.
How The Book Is Organized

This book is a multipurpose tool. In order to appreciate the full capabilities of a tool for any specific task, it is necessary to know the tool as well as possible. Detailed suggestions of how the three target groups can use this text effectively are given in the following section, "How To Use The Book". Also included in the same section are methods of language teaching which encourage the student and liven up the classroom.
HOW TO USE THE BOOK

This text is directed toward three different groups: 1) non-Indians wishing to learn Fiji Hindi, 2) Fiji Indians wishing to learn the Deva Nagri script or to improve their grasp of standard Hindi, and 3) scholars interested in Fiji Hindi or in the bidialectal situation within the Fiji Indian speech community. Since vernacular teachers in Fiji presently receive no training in second language teaching, they may also find the detailed treatment of the first two goals which follow of special interest.

I. Learning Fiji Hindi

This text is designed to be used in two different learning situations, in the classroom and for self study. These are treated separately in sections below.

Classroom Use:

The classroom is a very unnatural setting for beginning language learning. Though there are modern trends away from it, the classroom is still considered by most to be a very formal setting where everyone is on his best behavior, roles between teacher and student are strictly defined, and the style of language must be very formal. The real life situations depicted in elementary language materials are, for the most part, very informal in nature, thereby requiring informal language.

Students at the beginning level will use whatever style of language is taught them, but the teacher, unless a natural actor, will tend to feel very uncomfortable using Fiji Hindi in the formal setting of the classroom. For his or her own sake as well as that of the students, everything must be done to establish the atmosphere and setting of those situations depicted in the text. At the same time, there must be strict adherence to the principles of modern language teaching, some of which are reviewed below.

Varied and Lively Activity. Every teacher knows that the efficiency of learning drops drastically when the student is tired or bored. In order to hold his interest, activities must be fast paced and frequently varied. This is particularly true of oral drilling where response soon becomes mechanical and unthinking.

Vocabulary lists, for example, should not be drilled in their entirety but must be broken up into functional pieces. Even some of these may be a bit long, and it is well to break up such drills by occasionally inserting something which forces the student to think such as impromptu sentences.
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for translation or response using the item just drilled, showing a photo or drawing on the board with rapid-fire questioning and response about the items or persons in it, etc.

Of course, dialogues which are themselves divided should be done one section at a time with only the words for that section drilled beforehand. Once the main dialogue has been done, it is necessary to go back and drill the additional items in the vocabulary list before doing the exercises which follow. The headings within each vocabulary list are there to aid both teacher and student in seeing the proper subdivisions.

Whether one is doing vocabulary, dialogues, or exercises, the pace of activities must be rapid enough to hold the student's interest, but not so fast that he becomes lost and confused. Fast-paced teaching requires that the teacher have the lesson plan clearly in mind as well as on paper. Otherwise things are at a standstill while he searches for what to do next. He must also watch the class carefully to ensure that each student is following. Selection of students during individual response drills must be random, never in a fixed order. If not, students may look ahead and prepare the item which they will have to do, paying little attention to intervening responses. The teacher must be prepared to pick up or slow down the pace in accordance with his observations.

Treat Materials Flexibly. It is not necessary to proceed through these units in order. It has already been mentioned that the short dialogue at the end may be done first in Units Three through Six. Some might prefer, however, to begin the unit with one of the easy exercises in it, those involving numbers, telling time, or the like. It is crucial when doing this to sort out the new vocabulary needed to do the exercise and teach it before beginning. Nothing is more frustrating to the second language learner than to be constantly confronted with words he does not know. Of course, this is precisely what happens to him in real life situations, so an occasional item has been purposely used in the exercises which does not appear in the vocabulary list. The student will also encounter frequent words which he has had but cannot recall at the moment, both in class and in real life. He should be taught from the outset to ask for the meanings in class using the expression taught in Unit One so that he will be able to cope with this recurring problem wherever it overtakes him.

It is not even necessary to take the units themselves in order. Several parts of Unit Six can be done very early in the course, including the colours, days of the week, the
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conversational practice, and even the past perfect tense. The important thing is that the student get language directly useful to him from the very outset. It will be up to the individual teacher to assess the needs of the class and order the exercises accordingly.

By the same token, a teacher may need to expand on the existing materials to improve their effectiveness for a given class. He may need to prepare supplementary exercises on points of grammar or vocabulary items which the students find particularly challenging. He may wish to work out dialogues involving situations more pertinent to his students' needs. There is also ample scope for additional review lessons. Expansion of the materials for those learning standard Hindi will be dealt with in Section II below.

Common Pitfalls. For the convenience of the reader the common pitfalls are presented in a list below, then treated individually in succeeding paragraphs.

1. Overuse of English
2. Use of vocabulary not yet taught
3. Straying from script or transcription used in text
4. Over reliance on written text in class
5. Over-correcting the student

The most common fault in the second language classroom is the overuse of English. Students should be trained from the first day to respond to Hindi commands for the conduct of the exercises. The teacher should make certain to use these always. Other classroom expressions appropriate to the group and the teacher's style of teaching should be added. The use of English should be limited to providing definitions and for very brief responses to students' questions about grammar or culture.

It is very easy for the teacher to be drawn into extended discussions of local customs. This, of course, slows down the language learning dramatically. Much of culture can and should be learned through the language itself, so if the teacher feels that some aspects of culture not covered in the text would be useful to the class, short dialogues can be prepared which illustrate them.

In doing impromptu exercises in class, the teacher often unwittingly uses common vocabulary items which have not appeared in the lessons. It is a must for him to know
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the text's vocabulary thoroughly so that he can limit himself to it in off-the-cuff remarks and activities which do so much to keep the class interesting. This does not mean that there is anything wrong with giving additional vocabulary, simply that it must be done in a planned rather than random way.

It is also very important for the teacher not to stray from the Hindi script or transcription as it is used in the book when writing examples and new words on the board. Some of the Hindi letters have other variants. It is best to avoid these until a good basic reading ability has been developed.

The transcription has one to one correspondence with Hindi script, though some of the sounds (long vowels, aspirated consonants, and others) use two English letters to represent a single Hindi symbol. Those who are only studying the spoken language will use the transcription to remind themselves of the pronunciation of words and sentences. If the teacher stumbles and fumbles over the transcription, this will give the mistaken impression that it is difficult to use. With a little practice the teacher should be able to read and write in the transcription as easily as in Hindi script. There's a problem in how to write nasal vowels on the board or in notes. One conventional method is to place a line (ää) over all vowels italicized in the lessons.

On the other hand, classwork should depend on the written form of the language as little as possible. Fiji Hindi is a spoken language, never written by natives. In real life students will not be able to follow along in their books as sellers, bus drivers, guests, hosts, or friends respond to their prelearned questions. Providing samples of the language in written form is done only to give a fixed body of material to work with and to serve as an aid to the student in its internalization. It is all too easy for there to be too much dependence on the text in the classroom. Most of the exercises found here can, in fact, be better done with students' books closed. As mentioned above, there are some students, mainly adults, who feel they must see something in print in order to cope with it. The teacher may indulge this type of student the first time through an exercise, but should insist that everyone, without exception, has his book closed on any subsequent review.

Great care must always be taken not to pounce on every minute mistake in pronunciation and grammar which the student makes. The student cannot be expected to focus on
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a wide range of problems at the same time. It is crucial, therefore, that the teacher be aware of the precise target of any exercise and correct the student's performance principally on that basis.

Many small errors make little or no difference in whether the learner can be understood or not. Thus, in addition to the target structures or sounds of the exercises, it is necessary to isolate and work on only those things which impede comprehension. Most important of all for the teacher is to remember that the goal in teaching the foreigner is adequate and not native performance. After a student repeats something several times, he has reached the saturation point and it is time to go on, whatever the quality of his work. Further correction must wait until another time. At the end of each student's performance, an achchhaa or Thiik hai should be offered to indicate he has done well.

The Importance of Revision, or Review. Reinforcement is one of the basic laws of learning, and this is nowhere more true than in the study of language. In a course with a low number of contact hours, the major burden of review falls on the student at home, but where the number of contact hours is high, as much review as possible must be built into the classwork. The teacher should use exercises from earlier lessons as well as devising some of his own. A good rule of thumb is to do some review after every second exercise.

Review should encompass not only vocabulary items and structures already studied, but sound contrasts and other aspects of pronunciation as well. Some of the most effective review is done not at predetermined points in the lesson plan, but as it arises when a student mispronounces a word, confuses a meaning, or misconstrues a particular sentence type. A combination of planned and impromptu review plays a crucial role in securing the students' grasp of material already covered so that he can approach new lessons with eagerness and confidence.

Audio-Visual Aids. Audio-visual aids are not essential to language learning, but they can do much to enhance its effectiveness. Illustrations of scenes depicted in the lessons go a long way toward bringing the real situations into the classroom and thereby helping to create an atmosphere which encourages the appropriate style of language. In addition to the illustrations in the text, much can be done with bringing common objects, newspaper and magazine pictures and the like into class to serve as the basis for exercises and conversations. It goes without saying that the teacher should plan exactly how to use these aids beforehand rather than leaving it to chance.
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In using this text at the University of the South Pacific, roughly one hour in four was spent in the language lab. Students listened to pre-recorded tapes containing the vocabulary, dialogue, and selected exercises, repeating or responding to the items as they heard them. Tapes were then rewound, and students listened back, comparing their pronunciation with that of the master voice on the tape. This "listen and compare method" has several advantages. The student works privately and at his own speed. The teacher can monitor and break in on any student while he is working to offer constructive suggestions on pronunciation or other difficulties. This provides not only reinforcement of old lessons, but also an individualized study experience intended to boost the student's confidence as well.

A language lab may not be available to many who will use this text, but this does not mean that no audio aids can be used. The student might obtain the cassette tapes prepared to accompany this book for part of his study at home. The teacher could bring a recorder into the classroom and play selected portions of the prepared tapes. Also the teacher might record dramatized dialogues or question and response exercises between himself and various students and then play them back for evaluation. By thus adding to the variety of activity in the class, student interest is also heightened.

As can be seen from the preceding paragraphs, the classroom teaching of elementary language is a task requiring careful preparation, knowing the text inside and out, and being constantly alert to many factors during actual teaching. Devoting oneself to the task, however, can bring rich rewards in seeing one's students able to use the language effectively and with pleasure in daily life.

Use in Self Study

Self study may be carried out as an adjunct to class work, or as a completely independent learning program. The specialized aids—which this text provides for self study and the general techniques to be employed are treated in the two succeeding subsections.

Aids. Every effort has been made in preparing this text to meet the needs of the student working on his own.
How To Use The Book

English meanings are provided beside all vocabulary items and Hindi-English and English-Hindi glossaries enable one to look up quickly any new or forgotten words. Notes on grammar and pronunciation are found before many exercises and an Index allows one to look up any topic which is confusing and find where to turn for explanations and review of it.

The complete answer guides which include translations as well are intended to provide the student the reinforcement and encouragement by making sure he has done the lessons correctly. As mentioned above, however, it is important not to abuse this tool by overuse.

Method. The most significant gap in a self study program is the lack of a correct model for pronunciation. The ideal solution is to obtain tapes prepared to accompany the text and practice with them as though you were in a class or language laboratory. The tapes feature instructions for all exercises, and copies may be obtained at additional cost from the publisher. Where the tapes are not available, a Fiji Indian friend might record some of the lessons for you and enact dialogues with you. Remember, since this is a language he will not have seen in writing before, it may take a little getting used to before he can read the sentences easily. You may also have to instruct him not to correct the sentences into standard Hindi. Since Hindi is a phonetic language, the script or transcription will enable you to read and pronounce correctly once you learn the sounds and their corresponding symbols.

The most basic essential in self study is a realistic schedule. Without the pressure of classes and teacher, one tends to put off the studying, thinking he will catch up later. Learning a language involves the development of new habits and motor skills, much like swimming or playing the piano. They can only be developed through daily practice. Where time is limited, short frequent periods, such as fifteen to thirty minutes twice daily, is ideal. Of course, longer periods are all the better, if time is available.

In working through the lessons, the same basic procedures should be followed as for classroom use. The short dialogue must be memorized. One may be flexible as to the order of exercises within units and, even to some extent, the order of units, but each study period should include a substantial amount of review. Some of the most valuable review takes place outside your specific study schedule as you mentally run through lists of words or small dialogues or compose new sentences or conversations while performing
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routine tasks like walking from place to place, changing clothes, brushing your teeth, etc.

The goals of a self study program are identical to those of a course in the classroom, i.e., enabling the student to use the language in social interactions with Fiji Indians. The sooner the student starts doing this, the better. The text is designed to encourage this by providing broadly usable phrases and typical situations in the initial units but, as mentioned above, these may not be the most useful situations for all. The student studying on his own can augment the lessons at any point by getting a native speaker to write brief conversations using simple vocabulary involving the situations in which he needs to operate. Another very useful approach is to record brief interchanges between persons in the kinds of situations in which he wishes to function and to transcribe and learn them with the help of a patient friend. This will seem laborious at first but will bear tremendous fruit if one sticks with it.

Because of the self-discipline required, self study is doubtless more difficult than learning in class. Nevertheless, much progress is possible by the methods outlined above if one can stay with it.

II. Learning Standard Hindi

This text is not an independent course in standard Hindi. It is designed only to provide partial materials for aiding those who know Fiji Hindi to develop active control over the basic vocabulary and structures of the formal dialect. This is based on the time-honored principle of moving from the known to the unknown.

Two related but quite separate skills are involved here, one passive, the other active. Learning to read the Hindi script and learning to produce the forms of standard Hindi correctly are dealt with in the two succeeding subsections.

Reading Hindi Script:

There are several stages in the development of the reading skill. The first is learning to recognize the individual characters. The teacher should first do repetition drills using the alphabet chart inside the front cover, then move to recognition exercises where the student gives the sound of the letter he sees shown on a flashcard or on the blackboard. Hindi being a phonetic language, this step is very useful and directly contributory to succeeding stages.
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The next step is to have students sound out words in the vocabulary lists, covering both the transcription and translation columns to ensure that they are responding to the Hindi symbols only. Flashcards and words on the board are also good here. The object is to bring students to the second stage of reading skill acquisition, that of recognizing common words as units rather than as strings of characters. In the building of this skill, as with others, repetition and reinforcement are basic.

Next the students should begin reading sentences in the dialogues and exercises. They should soon be able to read most things in the lessons quite easily, though new words will still take them back to stage one, having to be sounded out letter by letter. At this point they will be moving toward the third stage of reading skill development, i.e., recognizing common groups of words as units.

All of their reading to this point will have been in Fiji Hindi, whereas all available reading matter (except this text) is in standard Hindi. The script version of Exercise Seven in Unit Six should be used as an initial step in the transition into reading standard Hindi. Next the teacher should prepare cards or charts containing standard Hindi items from the word lists in Appendices C and D and verb-phrases from the examples in Appendix B. With the stages of word and phrase recognition already developed in Fiji Hindi, comparable skills for the standard Hindi should come quickly. At this point the various forms of different alphabets should be introduced. The students should soon be switched over to Hindi books or newspapers selected in accordance with their age group and interests.

Students will be capable of considerable independent reading now, but will still need basic work on the less common letters, particularly on the consonant clusters not shown in this text.

Speaking Standard Hindi:

The differences between standard Hindi and Fiji Hindi fall into two categories, words and grammar. Most Fiji Indians understand many of the words and grammatical endings when they hear them, but are very unsure of their ability to generate correct sentences using them. It is in the development of this skill that this text hopes to make a contribution.
How To Use The Book

STEP ONE. Work through Table VIII and Exercise 7 in Unit Six. The rules in this table produce a kind of transitional style rather than pure standard Hindi since it covers only the more salient differences between the two dialects, ignoring details like gender and number agreement between noun and adjective, subject/verb agreement, the use of ne, etc. Nevertheless, it furnishes a worthwhile lead-in to a more detailed program.

STEP TWO. The standard Hindi items from the lists in Appendices C and D should first be given in repetition drills, then in transformation exercises. The latter is done with the teacher giving the Fiji Hindi item as stimulus and students replying with the standard Hindi equivalent.

STEP THREE. The items in Step Two can next be put into very simple standard Hindi phrases or sentences.

STEP FOUR. The teacher should develop exercises teaching the grammatical differences between the two dialects. Use the standard Hindi examples from Appendix B as a basis for the drills. The items in this appendix are ordered so as to provide a programmed course. Care must be taken not to teach too much at once. Any one lesson should focus on no more than two points of grammar. Care must also be taken as to which two points you cover in a lesson. Students can become very confused when conflicting systems are taught at the same time. The endings for nouns and adjectives occurring before postpositions, for example, are quite distinct from those used in other cases, and should not be taught together. Similarly, verb endings should be taught one tense at a time. It will be necessary to expand the single examples in the appendix into full-fledged exercises in every case. In many cases the format of the Fiji Hindi Units may be adopted for these new standard Hindi lessons.

The dialogues and exercises in the units will be of limited use, however, since they are purposely set in the kinds of situations where Fiji Hindi, not standard Hindi, is normally used. Therefore, the teacher will need to develop supplementary lessons built around situations where formal Hindi is customarily used. Brief tapes containing excerpts from radio programs, religious or political speeches, etc. can furnish the basis for lessons as can books, newspapers and magazines. These basically passive materials must be manipulated so as to require the students to speak independently as this is, after all, the target skill.

One word of caution - There is little point in asking most students to learn the grammar rules presented in Appendix B. The nature of the rules is mainly of interest to scholars.
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and teachers. Their purpose for students is 1) to engender new respect for their own dialect by showing that it, too, possesses a grammar and 2) to demonstrate that said grammar is not so different from that of the prestige dialect. Grammar rules do not usually help students directly in learning a language, they only help to create a receptive attitude by making the language seem less arbitrary.

It should be pointed out here that standard Hindi can be taught solely as an oral language with no reference whatsoever to reading ability. For those wishing to have active control of the formal dialect in order to participate more fully in public meetings, committees, trade unions or religious bodies this would suffice. For most persons, the Hindi script and the forms of standard Hindi should be taught together. Great care will have to be taken, however, not to overemphasize the script and reading at the expense of developing the oral fluency in the dialect. Application of a balanced approach should result in the training of well-rounded Hindi speakers who are at home in all forms of the language.

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It is a logical impossibility that a text designed to serve three different groups with such divergent needs should be ideally suited to any one of them. Despite the many compromises which its multi-purpose nature requires, it is sincerely hoped that the book may prove of some value to all those who seek to use it.
UNIT ONE
In The Market
STRUCTURAL MODELS

EXISTENTIAL SENTENCES:

Subject

.Predicate

kuchh Tamaat

hai. (3A)

EQUATIONAL SENTENCES:

Subject

Predicate

1. ii dham

Thiik hai.

2. ii

Thiik daam hai. (5)

COMMANDS:

uu sab dekho. (7A)

NEGATIVE TRANSFORMATION:

ii dham Thiik nahii hai. (8A)
<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>बेचनेवाला</td>
<td>seller</td>
</tr>
<tr>
<td>2.</td>
<td>खरीदनेवाला</td>
<td>buyer</td>
</tr>
<tr>
<td>3.</td>
<td>अच्छा</td>
<td>good, nice</td>
</tr>
<tr>
<td>4.</td>
<td>तमाटा</td>
<td>tomato(es)</td>
</tr>
<tr>
<td>5.</td>
<td>है</td>
<td>is, are, there is, there are</td>
</tr>
<tr>
<td>6.</td>
<td>ले जाओ</td>
<td>take away, carry</td>
</tr>
<tr>
<td>7.</td>
<td>भाई, भाईया</td>
<td>brother, term of address</td>
</tr>
<tr>
<td>8.</td>
<td>कुछ</td>
<td>some, something</td>
</tr>
<tr>
<td>9.</td>
<td>छोटा</td>
<td>small, little</td>
</tr>
<tr>
<td>10.</td>
<td>कुछ छोटे छोटे</td>
<td>some little ones</td>
</tr>
<tr>
<td>11.</td>
<td>देखो</td>
<td>look</td>
</tr>
<tr>
<td>12.</td>
<td>इ</td>
<td>this, these</td>
</tr>
<tr>
<td>13.</td>
<td>उ</td>
<td>that, those</td>
</tr>
<tr>
<td>14.</td>
<td>सब</td>
<td>all</td>
</tr>
<tr>
<td>15.</td>
<td>किसे</td>
<td>how, what kind of</td>
</tr>
<tr>
<td>16.</td>
<td>दाम</td>
<td>price</td>
</tr>
<tr>
<td>17.</td>
<td>चालिस</td>
<td>forty</td>
</tr>
<tr>
<td>18.</td>
<td>सेत</td>
<td>cent(s)</td>
</tr>
<tr>
<td>19.</td>
<td>पाउंड</td>
<td>pound(s)</td>
</tr>
<tr>
<td>20.</td>
<td>ठीक</td>
<td>right, correct</td>
</tr>
<tr>
<td>21.</td>
<td>दौर</td>
<td>two</td>
</tr>
</tbody>
</table>
22. de do, do, deo 22. give
23. ii rahaa 23. here you are, this is
24. aur 24. and
25. aapke 25. your (polite)
26. paisaa 26. money
27. dhanbaad 27. thank you

Classroom Expressions

28. bolo 28. speak, say
29. fir se 29. once more, again
30. suno 30. listen
31. matlab? 31. meaning?

Common Numbers

32. ek 32. one
33. do, duii 33. two
34. tiin 34. three
35. chaar 35. four
36. paach 36. five
37. chhe 37. six
38. saat 38. seven
39. aaTh 39. eight
40. nau 40. nine
41. das 41. ten
Other Market Items

42. अपूल  42. aapul  42. apple(s)
43. आलू  43. aalu  43. potato(es)
44. प्याज  44. pyaaj  44. onion(s)
45. बाघन, बाघन  45. baigan, baigan  45. eggplant(s), brinjal(s)
46. केला, केला  46. kela, keraa  46. banana(s)

DIALOGUE ONE

In The Market

Key  बे = बेचनेवाला,  ख = खरीदनेवाला

बे  अच्छा टमार है?  ते चाहता भई?
ख  अच्छा, कुछ छोटा छोटा है?
बे  इसी, ई सब छोटे छोटे है?
ख  कैसे हाम है?
बे  चालिस सेंट पाउंड?
ख  ठीक है | दुई रुपए तो ठीक?
बे  अच्छा, ई रहा दुई पाउंड?
ख  आईले ई रहा आपके पैसा?
बे  धनबाद!

EXERCISES

Exercise 1, Vocabulary Practice

Repeat each vocabulary item two or three times after the teacher. While listening and repeating, picture the item or action depicted.
Exercise 2, Drilling The Dialogue

Repeat each line, or part of line, after the teacher until you can say it easily. As you hear and say each line, picture in your mind the situation or action depicted.

Exercise 3, Number Practice

3A. Repeat numbers one to ten after the teacher until you begin to know them.

3B. As the teacher calls on you, count from one to five without looking at your book.

3C. As the teacher calls on you, count from six to ten as above.

3D. The teacher will indicate a number by holding up fingers, writing on the board, etc. Give the number in Hindi when you are called upon.

3E. Translate the following into Hindi. NOTE: In Fiji Hindi nouns usually have the same form for both singular and plural. Thus रुप्त आँख, फुस आँख, etc.

1. 1 tomato, 5 tomatoes
2. 1 apple, 10 apples
3. 1 pound, 7 pounds
4. 6 cents, 1 cent
5. 9 brinjals, 1 brinjal
6. 8 onions, 1 onion.

Exercise 4, Statements Versus Questions

NOTE: Unlike English, questions and statements usually have the same word order in Hindi. You can tell which is which by the expression in the speaker's voice. Statements have a falling pitch at the end, while questions have a rising tone.
4A. Repeat these questions after the teacher. Be careful to copy his voice expression.

1. कुछ टमाटर हैं?
2. कुछ प्यास है?
3. अच्छा क्या है?
4. अच्छा है?
5. चालिस सौंद पाउन्ह ठीक है?
6. छोटा प्याज है?
7. सब है?
8. बेगन ठीक है?

4B. The teacher will say out questions from A above. You repeat them, changing the expression so that they become statements.

4C. The teacher will say out sentences from A above, sometimes as questions, sometimes as statements. If the expression of voice indicates a statement, you reply "Oh, I see". If you hear a question, reply with "no".

Exercise 5, Sentence Rearrangement

NOTE: The two sentence patterns below have pretty much the same meaning, but since both are very common, you will need to practice both of them.

Change the following sentences according to the model: फ़ैल ठीक है - फ़ैल ठीक फ़ैल है
1. द्राम हीक हैं
2. उ पैठना आपके हैं
3. उ आपन आदरित हैं
4. उ दुई पाउने आपके हैं
5. उ आजू आदरित हैं
6. उ प्याज खाष्टरा हैं
7. द्राम आदरित हैं

Exercise 6, The Infinitive

NOTE: The basic form of the verb is the infinitive. It ends in -ना and may be used in commands for added politeness. Thus देखा = "look", देखि "to see, please look".

The infinitive for the verb हैं is होना "to be".

6A. Repeat the following infinitives.

देखना, देखा, बाँटना, जाना, रहना, सुनना, होना

6B. Match up the verb forms with the infinitives in A.

देखा, देखि, बाँटना, सुनना, जाना, रहना

Exercise 7, Forming Commands

For each group below you will be given a command to use in forming sentences. Join that command to the word or phrases as in the model: हेश + क सब = क सब
7A. देखो + उसे 
ई पीसा 
उसे आपने 
ई छोटा टमाटर

7B. तू जाओ + कुछ अच्छा प्याज 
ई चालिस सेंट 
उस चालिस पाउड आल 
सब पीसा

7C. दः दो + (Use items from A and B above.)

7D. Redo A, B and C above using infinitives for commands as in the model: देखो + उसे = उसे देखो.

Exercise 8, Negative Statements And Questions

NOTE: A positive statement or question may be made negative by adding नहीं before the verb. Remember that the verb is nearly always the final element in the Hindi sentence.

8A. Make the statements in Exercise 5 above negative as in the model: ई दाम ठीक है - ई दाम ठीक नहीं है?

8B. Repeat the negative questions below after the teacher. Be careful to copy the voice expression.

1. कैना नहीं है?
2. ई बागन मच्छा नहीं है?
3. छोटा प्याज नहीं है?
4. दस सेंट पाउड ठीक राम नहीं है?
5. दसवीं, दो सब छःतरी नहीं हैं?
6. कहा पूरा आपके नहीं है?

8C. Make the negative questions in B above into statements.

Exercise 9, Conversational Practice

9A. Practice the dialogue at home until you can repeat all of it without looking at your book.

9B. Enact the dialogue in class with the teacher and with other students.

9C. Make up variations on the dialogue, or a completely new conversation, by using the words and sentence types learned so far.

DIALOGUE ONE

In The Market

Key: be. = bechnewaala, kha. = kharidnewaala
be. achchee Tamaatar hai. le jaao, bhaii.
Kha. achchee, kuchh chhote chhote hai?
be. dekho, ii saa, chhote hai.
Kha. kaise daam hai?
be. chaalis sena paisaa.
Kha. Thiik hai. duui paisaa aai.
be. achchee, ii raahaa duui paisa.
Kha. aur ii raahaa aapke paisa.
be. dhanbaad.

EXERCISES

Exercise 1, Vocabulary Practice

Repeat each vocabulary item two or three times after the teacher. While listening and repeating, picture the item or action depicted.
Exercise 2, Drilling The Dialogue

Repeat each line, or part of line, after the teacher until you can say it easily. As you hear and say each line, picture in your mind the situation or action depicted.

Exercise 3, Number Practice

3A. Repeat numbers one to ten after the teacher until you begin to know them.

3B. As the teacher calls on you, count from one to five without looking at your book.

3C. As the teacher calls on you, count from six to ten as above.

3D. The teacher will indicate a number by holding up fingers, writing on the board, etc. Give the number in Hindi when you are called upon.

3E. Translate the following into Hindi. NOTE: In Fiji Hindi nouns usually have the same form for both singular and plural. Thus ek aaluu, duii aaluu, etc.

1. 1 tomato, 5 tomatoes  4. 6 cents, 1 cent
2. 1 apple, 10 apples  5. 9 brinjals, 1 brinjal
3. 1 pound, 7 pounds  6. 8 onions, 1 onion

Exercise 4, Statements Versus Questions

NOTE: Unlike English, questions and statements usually have the same word order in Hindi. You can tell which is which by the expression in the speaker’s voice. Statements have a falling pitch at the end, while questions have a rising tone.

4A. Repeat these questions after the teacher. Be careful to copy his voice expression.

1. kuchh TamaaTar hai?
2. kuchh paisaa hai?
3. achchaa kelaa hai?
4. uu achchhaa hai?
5. chaalis sent paaunD Thiik hai?
6. chhoTaa pyaaj hai?
7. ii sab hai?
8. baigan Thiik hai?
4B. The teacher will say out questions from A above. You repeat them, changing the expression so that they become statements.

4C. The teacher will say out sentences from A above, sometimes as questions, sometimes as statements. If the expression of voice indicates a statement, you reply with achchhaa - "Oh, I see". If you hear a question reply with nahii - "no".

Exercise 5, Sentence Rearrangement

NOTE: The two sentence patterns below have pretty much the same meaning, but since both are very common, you will need to practice both of them.

Change the following sentences according to the model: ii daam Thiik hai - ii Thiik daam hai.

1. ii daam Thiik hai.
2. uu paisaa aapke hai.
3. ii aapul achchhaa hai.
4. uu duui paaunD aapke hai.
5. uu aaluu achchhaa hai.
6. uu pyaaj chhoTaa hai.
7. daam achchhaa hai.

Exercise 6, The Infinitive

NOTE: The basic form of the verb is the infinitive. It ends in -naa and may be used in commands for added politeness. Thus dekho = "look" dekhnaa = "to see, please look".

The infinitive for the verb hai is honaa.

6A. Repeat the following infinitives.

<table>
<thead>
<tr>
<th>dekhnaa</th>
<th>de denaa</th>
<th>bolnaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>le jaanaa</td>
<td>rahnaa</td>
<td>sunnaa</td>
</tr>
<tr>
<td>honaa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6B. Match up these verb forms with the infinitives in A.

<table>
<thead>
<tr>
<th>le jao</th>
<th>de do</th>
<th>rahaa</th>
<th>dekho</th>
<th>bolo</th>
<th>suno</th>
</tr>
</thead>
</table>
Exercise 7, Forming Commands

For each group below you will be given a command to use in forming sentences. Join that command to the word or phrases as in the model: dekho + uu sab = uu sab dekho.

7A. dekho + uu sab
   ii paisaa
   uu aapul
   ii chhoTaa TamaaTar

7B. le jao + kuchh achchhaa pyaaj
   ii chaalis senT
   uu chaalis paaunD aaluu
   sab paisaa

7C. de do + (Use items from A and B above.)

7D. Redo A, B and C above using infinitives for commands as in the model: dekhnaa + uu sab = uu sab dekhnaa.

Exercise 8, Negative Statements and Questions

NOTE: A positive statement or question may be made negative by adding nahii before the verb. Remember that the verb is nearly always the final element in the Hindi sentence.

8A. Make the statements in Exercise 5 above negative as in the model: ii daam Thiik hai - ii daam Thiik nahii hai.

8B. Repeat the negative questions below after the teacher. Be careful to copy the voice expression.
   1. kelaa nahii hai?
   2. ii baigan achchhaa nahii hai?
   3. chhoTaa pyaaj nahii hai?
   4. das senT paaunD Thiik daam nahii hai?
   5. dekho, ii sab chhoTe nahii hai?
   6. uu paisaa aapke nahii hai?

8C. Make the negative questions in B above into statements.

Exercise 9, Conversational Practice

9A. Practice the dialogue at home until you can repeat all of it without looking at your book.

9B. Enact the dialogue in class with the teacher and with other students.
9C. Take up variations on the dialogue, or a completely new conversation, by using the words and sentence types learned so far.
UNIT TWO

In A Small Shop
STRUCTURAL MODELS

FUTURE TENSE VERB FORMS:

| हम, हम लोग, | उ, उ लोग | आप |
| हम, हम लोग, | उ, उ लोग | आप |
| tum, tum log | uu, uu log | aap |

बैठे-गा | बैठी | बैठे-गा |

baiThegaa | baiThii | baiThege |

VERBAL OBJECTS OF मागना:

1. हम लोग तवयुनी देश मागना।
2. हम लोग मागना तवयुनी देश।

1. ham log tawayuunii dekhe maagtaa.
2. ham log maagtaa tawayuunii dekhe. (5B)

EQUATIONAL QUESTIONS:

1. कौन नाम बर?
2. कौन नाम?
3. कॉ कहै?

1. ii kaun nambar hai?
2. ii kaunchii hai?
3. uu kahaa hai? (7A,B,C)
### VOCABULARY
#### For Dialogue Two - Useful Fragments

1. **Looking For Ram Singh**

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>aadmii</td>
<td>man</td>
</tr>
<tr>
<td>2</td>
<td>laRkaa</td>
<td>boy, son</td>
</tr>
<tr>
<td>3</td>
<td>e</td>
<td>hey</td>
</tr>
<tr>
<td>4</td>
<td>laRkii</td>
<td>girl, daughter</td>
</tr>
<tr>
<td>5</td>
<td>hiyaa</td>
<td>here</td>
</tr>
<tr>
<td>6</td>
<td>huwaa</td>
<td>there</td>
</tr>
<tr>
<td>7</td>
<td>aao (aanaa)</td>
<td>come (to come)</td>
</tr>
<tr>
<td>8</td>
<td>jii</td>
<td>yes, shows politeness</td>
</tr>
<tr>
<td>9</td>
<td>ruam sikh</td>
<td>man's name</td>
</tr>
<tr>
<td>10</td>
<td>haa</td>
<td>yes</td>
</tr>
<tr>
<td>11</td>
<td>thoRaa</td>
<td>shows politeness</td>
</tr>
<tr>
<td>12</td>
<td>bulaa do</td>
<td>call, invite (to call, to invite)</td>
</tr>
<tr>
<td></td>
<td>(bulaa denaa)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>waiT karo</td>
<td>wait (to wait)</td>
</tr>
<tr>
<td></td>
<td>(waiT karnaa)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>abhii</td>
<td>now</td>
</tr>
<tr>
<td>15</td>
<td>abhii bulaataa</td>
<td>(I) will call (him) right away</td>
</tr>
</tbody>
</table>

2. **Greeting and Leave Taking**

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>munii dew</td>
<td>male name</td>
</tr>
<tr>
<td>17</td>
<td>shiw prasaad</td>
<td>male name</td>
</tr>
<tr>
<td>18</td>
<td>kaise? tum kaise hai?</td>
<td>how are you?</td>
</tr>
</tbody>
</table>
3. Catching The Right Bus

23. चालानेवाला 23. chalaanewaalaa 23. driver
24. बस 24. bas 24. bus
25. जानी 25. jaaii 25. will go (3rd person)
26. जाने मागता 26. jaae maagtaa 26. want to go
27. मील 27. mail 27. mile
28. बैठ जाओ (बैठ जाना) 28. baiTh jaao (baiTh jaanaa) 28. sit down (to sit down)
29. कितना 29. kitnaa 29. how much, how many
30. भारा 30. bhaaraa, bhaaRaa 30. fare
31. लो, लेजो (लेना) 31. lo, leo (lenaa) 31. here, take it (to take)

4. In A Small Shop

32. क्षेत्रीयार 32. kharidaar 32. customer
33. दुकानदार 33. dukaandaar 33. shopkeeper
34. सोप पावड़ा 34. sop paaWdaa 34. soap powder
35. कौनला, कौनवाला 35. kaunlaa, kaunwaalaa 35. which one
36. मागो (मागना) 36. maago (maagnaa) 36. you (fam.) want (to want)

37. ओमु 37. omu 37. a brand of soap powder

38. फी 38. ki 38. or

39. बड़ा, बड़ी 39. baRaa, baRii 39. big, large

40. पाकेट, पेरिर 40. paakeT, pekaT 40. packet

41. और कुछ 41. aur kuch 41. something else

42. बस 42. bas 42. enough, that's all, only, just

43. असी 43. assii 43. eighty

More Numbers

44. ग्यारह 44. gyaarah 44. eleven

45. बारह 45. baarah 45. twelve

46. तेरह 46. terah 46. thirteen

47. चौदाह 47. chaudah 47. fourteen

48. पांचह 48. pandrah 48. fifteen

49. सोलह 49. solah 49. sixteen

50. सत्रह 50. satrah 50. seventeen

51. अठारह 51. aThaarah 51. eighteen

52. उन्नीस 52. unniis 52. nineteen

53. बीस 53. biis 53. twenty

DIALOGUE TWO, USEFUL FRAGMENTS

1. Looking For Ram Singh

Key: आ = आदमी, न = नहीं
2. Greeting and Leave Taking

Key: Two friends, मु = मुनी देव, शि = शिव प्रसाद

मु कैसा?
शि ठीक है | कहाँ?
मु भोजा दुकान जाता।
शि अच्छा, फिर मिलेगा।

3. Catching The Right Bus

Key: आ = आदमी, च = चालानबाला

आ ईस्ती नसोसी जाई?
च हैं, कहाँ जार माँगता?
आ नसीन चार में।
च हैं, बैठ जाओ।
आ कितना भारा?
च बीस सेन।
आ अच्छा ला।

4. In A Small Shop

Key: रक = खरीदार, दु = दुकानदार
रक सोप पावा है?
EXERCISES

Exercise 1. Vocabulary Practice

Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted. Do one fragment at a time.

Exercise 2. Drilling The Dialogue

Repeat each line, or part of line, after the teacher until you can say it with some ease. Do one fragment at a time.

Exercise 3. Answering Existential Questions

NOTE: Existential questions ask about the existence of something. In English they contain phrases like "is there", "are there", and "do you have". In Hindi all these are translated by the verb क्या Note that the "there" in these questions is not a location word and thus is not equivalent
These questions fall into the large group which require an answer in the form of "yes" or "no". In Hindi it is very common to include the verb in the short answer to a "yes - no" question. Thus कुछ छात्र टमाटर है ? can be answered: है, नहीं, है, and नहीं with the latter two being more common and less abrupt. It is also possible to reply using the full sentence, as: है, कुछ छात्र टमाटर है, but this is very artificial in conversation.

3A. Repeat after the teacher.
1. कुछ छात्र टमाटर है?
2. कुछ पैसा है?
3. हरी प्रसाद है?
4. सोप पावड़ है?
5. आपके भाई है?
6. कुछ दुकान है?
7. तीन पाकेट है?
8. कुछ बड़ा प्याज है?

3B. Give short answers to the questions in A, using है or नहीं as the teacher or other students ask them.

3C. Make up existential questions and ask them of fellow students. You may use Hindi words learned so far or English names of things with Hindi pronunciation. Short answers should be given in reply.
Exercise 4, Future Tense

TABLE 1, FIJI HINDI FUTURE VERBFORMS

<table>
<thead>
<tr>
<th>Formulation</th>
<th>Hindi Verb</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>हूँ</td>
<td>जार्गा</td>
<td>I shall go.</td>
</tr>
<tr>
<td>तू</td>
<td>जार्गा</td>
<td>you (familiar) will go</td>
</tr>
<tr>
<td>उ</td>
<td>जाई</td>
<td>he, she, it will go</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>हम लौग</td>
<td>जार्गा</td>
<td>we shall go</td>
</tr>
<tr>
<td>तूम लौग</td>
<td>जार्गा</td>
<td>you (fam.) will go</td>
</tr>
<tr>
<td>आप</td>
<td>जार्गा</td>
<td>you (polite) will go</td>
</tr>
<tr>
<td>उ लौग</td>
<td>जाई</td>
<td>they will go</td>
</tr>
</tbody>
</table>

NOTE: You can see from the table that जार्गा is used for all persons save उ, उ लौग and आप. You will sometimes hear जार्गा used for these persons also, but you will not be admired for your command of Hindi if you do so. जाई is a very formal form in Fiji and should be used when you particularly wish to show respect for someone you are speaking to or about. Thus people's names or titles are used with either जाई or जार्गा.

4A. Repeat the general future forms after the teacher.

हूँ जार्गा, तू जार्गा, उ जाई, हम लौग जार्गा, तूम लौग जार्गा, आप जार्गा, उ लौग जाई, बूँ जार्गा, सुनौं जार्गा, बुलार्गा, बोलेगा
4B. Join the general future forms in A to any of the subjects listed - हम, तुम, हम लाॅग, तुम लाॅग.

4C. Change the general forms in A to those which go with कर and क लाॅग as in the model: बने गा to बने.

4D. Change the general forms in A to those which go with आप as in the model: बने गा to बने.

4E. Repeat the irregular future forms for लेॅना "to take" and देॅना "to give".

हम etc. लाॅगा क लेॅना आप लेॅगा
हम etc. देॅगा क देॅना आप देॅगा

4F. Give the proper future form of the English verb in brackets.

1. हम नहीं (will speak).
2. तुम कहों (will sit)?
3. क आपके प्यॅसा नहीं (will take).
4. हम लाॅग रेॅडियो (will listen).
5. राम सिंह रेडियो (will want).
6. तुम लाॅग भी लम्बासा (will go)?
7. क आपके आपक (will carry).
8. हम नसीरी (will see).

Exercise 5, The Objects Of Desire

NOTE: The verb माँगना to want or desire, can take both noun and verb objects. With a noun object, sentences follow the usual Hindi pattern of subject, object, verb. The verbal object may be formed by removing - ना from the infinitive and adding - रे. For example देॅस्वना becomes देॅस्रे.
A verbal object may sometimes precede माँगना as shown in B below. Wherever it occurs in the sentence, माँगना is the main verb and as such must have the proper ending to agree with the subject. Note that all the sentences in this exercise are in present tense. माँगना is little used in the future.

5A. Repeat after the teacher.

1. हम लोग तब्दील देखे माँगता
2. उठा सवा माँगे
3. तूम्हें टमाटर ले जाय माँगता?
4. आप खिलाफ बंद माँगते कि हुवाँ?
5. ऊँ कुछ बोले माँगे
6. आप ओह तुम्हारे वहा मानो?
7. हम बस आलू मांगता। प्याज नहीं
8. हम लोग ओह कुछ नहीं माँगता।

5B. Change the first five sentences in A as in the model:

हम लोग तब्दील देखे मांगता - हम लोग माँगता तब्दील देखें।

Exercise 6, Negatives

Change the sentences below to negatives by placing नहीं before the verb and translate.

1. सौंफ पाकर नहीं?
2. हरी प्रसाद भी आईग।
3. ई बैठे आ-च्या है।
4. ई बस अभी नखोरी जाईग।
5. हम बड़ा पाकेट मागतांग।
6. ज़्यादा सेम्ठी ठीक दाम हैं।
7. हम कुछ प्याज लेगा।
8. हम कुछ पैसा हुँगा?
9. आ नहीं की हैं?
10. फिर मिलेगा।

Exercise 7, Near And Far

NOTE: The words ते and त्या indicate closeness to the speaker and ता and त्रा indicate distance.

7A. Put numbers one to twenty on the board. Model: Teacher (at board): ई कौन सा नंबर हैं? "What number is this?" Student: ता --- ता, "That's ___.

7B. Model: Teacher (handing student an object): ई कौनसा हैं? "What is this?" Student (taking it): ई --- ता. "This is ___.

7C. Use names of students in the class. Model: Teacher: कैसे ते हैं?
"Where is ___?" Student (pointing): ता त्या हैं, "He is here (if nearby)." ता त्रा हैं, "He is there (if at a distance)."

Exercise 8, Pronunciation Practice

NOTE: DENTAL VERSUS RETROFLEX SOUNDS. One group of
sounds in Hindi are made with the tongue tip against the teeth. These are called dental sounds and are represented in this book by the letters "t" and "d".

Another group of sounds is made with the tongue tip curled back so that the under side of the tip touches the roof of the mouth a half inch or more behind the teeth. These are called retroflex sounds, "retro" meaning back and "flex" meaning bent, and they are represented in this book by the letters "T" and "D".

Dental and retroflex sounds may sound much the same to your ear at first, but gradually you will come to hear the difference. Learning to pronounce them correctly will help. Remember that they are distinct sounds each represented by different letters in the Hindi alphabet. Dentals appear in the 4th line of consonants while retroflexes are found in line 3. See "Alphabet Chart" inside front cover.

The English letters "t" and "d" are always retroflexed when borrowed into Hindi. For example English "tin" becomes टिन, "dance" becomes टांसा, etc. Fijian "t", "d", and "c" remain dental when borrowed into Hindi. For example Fijian "moto" (spear) = मोटो, and "Cuvu" (a village) = कुवु.

3A. Practice the dental sounds in these words.

तीन     कुत्ता     जाला
सात     धाम     बुलाता
ढी     प्रसाद     चोक्रोट
8B. Practice the retroflex sounds in these words.

8C. The teacher calls several students to the blackboard without their books. Each of them is given one or more of the items from A or B above to write on the board in either transcription or Hindi script. The rest of the class should check their performance.

Exercise 9, Conversational Practice

9A. Practice at least one of the fragments at home until you can say it easily from memory.

9B. Enact one or more of the fragments in class with the teacher or fellow students.

9C. Devise variations on one of the fragments, or make a completely new dialogue, using any words or patterns learned so far.

DIALOGUE TWO - USEFUL FRAGMENTS

1. Looking For Ram Singh

Key: aa. = aadmii, la = laRkaa
aa. e, laRkaa, hiyaa aao!
la. jii.
aa. ram sih hai?
la. haa hai.
-aa. thoRaa bulaa do.
la. achchhaa, thoRaa wait karo. abhii bulaataa.
2. Greeting And Leave Taking

Key: Two friends, mu. = munii dew, shi. = shiw prasaad
mu. kaise?
shi. Thiik hai. Kaha?
mu. thoRaa dukaan jaataa.
shi. achchhaa, fir milega.

3. Catching The Right Bus

Key: aa. = aadmii, cha. = chalaaneewaalaa
aa. ii bas nasorii jaaii?
cha. haa, kaha jaae maagtaa?
aa. nasinuu chaar mail.
cha. haa, baiTh jaao.
aa. kitnaa bhaaraa?
cha. biis senT.
aa. achchhaa lo.

4. In A Small Shop

Key: kha. = khariidaar, du.= dukaandaar
kha. sop paawDaa hai?
du. kaunlaa maago?
kha. omu.
du. chhoTaa ki baRaa paaketa?
kha. duui chhoTaa paaketa deo.
du. aur kuchh?
kha. nahti, bas.
du. assii aur aath senT.
kha. achchhaa, dhanbaad.

EXERCISES

Exercise 1, Vocabulary Practice
Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted. Do one fragment at a time.

Exercise 2, Drilling The Dialogue
Repeat each line, or part of line, after the teacher until you can say it with some ease. Do one fragment at a time.
NOTE: Existential questions ask about the existence of something. In English they contain phrases like "is there", "are there", and "do you have". In Hindi all these are translated by the verb hai. Note that the "there" in these questions is not a location word and thus is not equivalent to Hindi huwaz.

These questions fall into the large group which require an answer in the form of "yes" or "no". In Hindi it is very common to include the verb in the short answer to a "yes-no" question. Thus kuchh chhoTe TamaaTar hai? can be answered: haa, nahti, haa hai, and nahti hai with the latter two being more common and less abrupt. It is also possible to reply using the full sentence, as: haa, kuchh chhoTe TamaaTar hai, but this is very artificial in conversation.

3A. Repeat after the teacher.
1. kuchh chhoTe TamaaTar hai?
2. kuchh paisaa hai?
3. harii prasaad hai?
4. sop paawDaa hai?
5. aapke bhaaii hai?
6. kuchh dukaan hai?
7. tiin paakeT hai?
8. kuchh baRaa pyaaj hai?

3B. Give short answers to the questions in A, using haa hai or nahti hai as the teacher or other students ask them.

3C. Make up existential questions and ask them of fellow students. You may use Hindi words learned so far or English names of things with Hindi pronunciation. Short answers should be given in reply.

Exercise 4, Future Tense

TABLE I, FIJI HINDI FUTURE VERBFORMS

<table>
<thead>
<tr>
<th>Singular</th>
<th>Future Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham</td>
<td>jaaegaa</td>
</tr>
<tr>
<td>tum</td>
<td>jaaegaa</td>
</tr>
<tr>
<td>uu</td>
<td>jaaii</td>
</tr>
</tbody>
</table>
## Plural

<table>
<thead>
<tr>
<th>Ham log</th>
<th>Jaagaa</th>
<th>We shall go</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tum log</td>
<td>Jaagaa</td>
<td>You (fam.) will go</td>
</tr>
<tr>
<td>Aap</td>
<td>Jaage</td>
<td>You (polite) will go</td>
</tr>
<tr>
<td>Uu log</td>
<td>Jaai</td>
<td>They will go</td>
</tr>
</tbody>
</table>

**NOTE:** You can see from the table that jaagaa is used for all persons save uu, uu log and aap. You will sometimes hear jaagaa used for these persons also, but you will not be admired for your command of Hindi if you do so. jaage is a very formal form in Fiji and should be used when you particularly wish to show respect for someone you are speaking to or about. Thus people's names or titles are used with either jaai or jaage.

### 4A. Repeat the general future forms after the teacher.

- BaiThegaa
- Dekehgaa
- Sunegaa
- Aagaa
- Maagegaa
- Bulaagegaa
- Rehegaa
- Le jaagegaa
- Bolegaa

### 4B. Join the general future forms in A to any of the subjects listed - ham, tum, ham log, tum log.

### 4C. Change the general forms in A to those which go with uu and uu log as in the model: baiThegaa to baiThii.

### 4D. Change the general forms in A to those which go with aap as in the model: baiThegaa to baiThaege.

### 4E. Repeat the irregular future forms for lenaa "to take" and denaa "to give".

<table>
<thead>
<tr>
<th>Ham, etc. legaa</th>
<th>Uu lei</th>
<th>Aap lega</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ham, etc. degaa</td>
<td>Uu dei</td>
<td>Aap dege</td>
</tr>
</tbody>
</table>

### 4F. Give the proper future form of the English verb in brackets.

1. Ham nahii (will speak).
2. Tum kahaa (will sit)?
3. Uu aapke paisaa nahii (will take).
4. Ham log reDiy (will listen).
5. Raam sii sigreT (will want).
6. Tum log bhi lambasaa (will go)?
7. Uu aapke aapul (will carry).
8. Ham nasorii (will see).
Exercise 5, The Objects Of Desire

NOTE: The verb maagnaa, to want or desire, can take both noun and verb objects. With a noun object, sentences follow the usual Hindi pattern of subject, object, verb. The verbal object may be formed by removing -nāa from the infinitive and adding -e. For example dekhnaa becomes dekhe (to see).

A verbal object may sometimes precede maagnaa as shown in B below. Wherever it occurs in the sentence, maagnaa is the main verb and as such must have the proper ending to agree with the subject. Note that all the sentences in this exercise are in present tense. maagnaa is little used in the future.

5A. Repeat after the teacher.

1. ham log tawayunii dekhe maagtaa.
2. uu keelaa khaae maage.
3. tum TamaaTar le jaae maagtaa?
4. aap hiyaa baiThe maagte ki huwaa?
5. uu kuchh bole maage.
6. aap aur kuch maagte?
7. ham bas aaluu maagtaa pyaaj nahī.  
8. ham log aur kuchh nahī maagtaa.

5B. Change the first five sentences in A as in the model: ham log tawayunii dekhe maagtaa - ham log maagtaa tawayunii dekhe.

Exercise 6, Negatives

Change the sentences below to negatives by placing nahī before the verb and translate.

1. sop paawDaa hai?
2. harii prasaad bhii aaii.
3. ii baigan achhhaa hai.
4. ii baś abhii nasorii jaaii.
5. ham baRaa paakeT maagtaa.
6. aThaarah senT Thiik daam hai.
7. ham kuchh pyaaj legaa.
8. tum kuchh paisaa degaa?
9. uu lakkii hai.
10. fir miliegaa.
Exercise 7, Near And Far

NOTE: The words ii and hiyaa indicate closeness to the speaker and uu and huwaa indicate distance.

7A. Put numbers one to twenty on the board. Model: Teacher (at board): ii kaun nambar hai? "What number is this?" Student: (uu ______ hai, "That's ____.

7B. Model: Teacher (handing student an object): ii kaunchii hai? "What is this?" Student (taking it): ii ______ hai. "This is _____.

7C. Use names of students in the class. Model: Teacher: ______ kahaa hai? "Where is _____?" Student (pointing): uu hiyaa hai. "He is here (if nearby)." uu huwaa hai "He is there (if at a distance)"

Exercise 8, Pronunciation Practice

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8A. Practice the dental sounds in these words.

<table>
<thead>
<tr>
<th>tiin</th>
<th>kitnaa</th>
<th>jaataa</th>
</tr>
</thead>
<tbody>
<tr>
<td>saat</td>
<td>daam</td>
<td>bulaataa</td>
</tr>
<tr>
<td>do</td>
<td>prasaad</td>
<td>chaudah</td>
</tr>
<tr>
<td>satrah</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8B. Practice the retroflex sounds in these words.

<table>
<thead>
<tr>
<th>Tin</th>
<th>Daans</th>
<th>paakeT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TamaaTar</td>
<td>chhoTaa</td>
<td>paawDaa</td>
</tr>
<tr>
<td>senT</td>
<td>paaunD</td>
<td></td>
</tr>
</tbody>
</table>

8C. The teacher calls several students to the blackboard without their books. Each of them is given one or more of the items from A or B above to write on the board in either transcription or Hindi script. The rest of the class should check their performance.

Exercise 9, Conversational Practice

9A. Practice at least one of the fragments at home until you can say it easily from memory.

9B. Enact one or more of the fragments in class with the teacher or fellow students.

9C. Devise variations on one of the fragments, or make a completely new dialogue, using any words or patterns learned so far.
UNIT THREE
Two Friends Meeting On The Street
STRUCTURAL MODELS

POSSESSIVE ADJECTIVES AND PRONOUNS:

उ फिसके मोटर है? उ रामा के है।
uu kiske moTar hai? uu raamaa ke hai. (4C)

LOCATIVE PHRASES:

जब मे 
jeb me
dukaan par (4)

ADJECTIVE/NOUN AGREEMENT:

छोटी लड़की 
chhoTii laRkii
बड़ा बहाई 
baRaa bhaaii (6)

PRESENT TENSE VERBFORMS:

हम, हम लोग, 
ham, ham log,
tum, tum log

उ, उ लोग
uu, uu log

आप
aap

करता
kartaa

करे
kare

karte hai

(7)
### VOCABULARY

For Dialogue Three

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>रामा</td>
<td>1. male name</td>
</tr>
<tr>
<td>2</td>
<td>हरी</td>
<td>2. male name</td>
</tr>
<tr>
<td>3</td>
<td>bas, Thiik hai</td>
<td>3. oh, all right</td>
</tr>
<tr>
<td>4</td>
<td>tab</td>
<td>4. then</td>
</tr>
<tr>
<td>5</td>
<td>aaj</td>
<td>5. today</td>
</tr>
<tr>
<td>6</td>
<td>filam</td>
<td>6. movie, film</td>
</tr>
<tr>
<td>7</td>
<td>dekhe jaataa</td>
<td>7. going to see</td>
</tr>
<tr>
<td>8</td>
<td>chalnaa</td>
<td>8. to go, move</td>
</tr>
<tr>
<td>9</td>
<td>thoRaa</td>
<td>9. a little, small amount</td>
</tr>
<tr>
<td>10</td>
<td>kaam</td>
<td>10. work, job</td>
</tr>
<tr>
<td>11</td>
<td>haath</td>
<td>11. hand</td>
</tr>
<tr>
<td>12</td>
<td>me</td>
<td>12. in, on</td>
</tr>
<tr>
<td>13</td>
<td>kaunchii, kaa</td>
<td>13. what</td>
</tr>
<tr>
<td>14</td>
<td>beg</td>
<td>14. purse, briefcase, etc.</td>
</tr>
<tr>
<td>15</td>
<td>o!</td>
<td>15. oh!</td>
</tr>
<tr>
<td>16</td>
<td>usme</td>
<td>16. in it, in that</td>
</tr>
<tr>
<td>17</td>
<td>kaagaj</td>
<td>17. paper</td>
</tr>
<tr>
<td>18</td>
<td>pustak</td>
<td>18. book</td>
</tr>
<tr>
<td>19</td>
<td>chhoTaawaalaa</td>
<td>19. little one</td>
</tr>
<tr>
<td>20</td>
<td>laao (laamaa)</td>
<td>20. give, hand (it) to me, bring (to bring)</td>
</tr>
<tr>
<td>21</td>
<td>dekhii</td>
<td>21. let's see</td>
</tr>
<tr>
<td>22</td>
<td>huu</td>
<td>22. um (musing expression)</td>
</tr>
<tr>
<td>23</td>
<td>bahut</td>
<td>23. very, very much</td>
</tr>
</tbody>
</table>
Unit Three

24. kiske
25. lakshmi ke
26. tumaar
27. bahan, bahani
28. ghar
29. ghare, ghar me
30. kare (karna)
31. soe (sonaa)
32. bhii
33. na
34. par, pe
35. derii hoe

Eating And Drinking

36. khaana
37. piinaa
38. paanii
39. chaa, chaay
40. kaufii

Common Objects

41. kursii
42. mej
43. moTar
44. rumaal
45. chaabhii
46. jeb

Page 35
DIALOGUE THREE

Two Friends Meeting On The Street

Key: है = है, रा = रामा

हें कैसे, माई?
रा ठीक हैं| तुम कैसे?
हें बस, ठीक हैं|?
रा तब कैसे?
हें आज फिल्म देख जाता| चलना?
रा नहीं, थाई काम हैं|?

हें दाथ में कौनची हैं?
रा बंग हैं|?
हें अच्छा, बंग में कौनची हैं?
रा अरी, उससे कुछ कागज हैं और एक पुस्तक, घटितावाला|?
हें लाओ, देखो| हैं, बहुत अच्छा पुस्तक हैं| किसके हैं?
रा लक्ष्मी के|?
हें आरी, तुमार बड़ी बहनी| उ कैसे हैं?
रा खुश|?
हें कौनची करें?
रा उ साइ|?
हें पिताजी भी पहरी हैं?
रा न, उ अपनी काम के हैं?
हें अच्छा, तब हम जाएं| देसी हो|?
रा अच्छा |
EXERCISES

Exercise 1, Vocabulary Practice
Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted.

Exercise 2, Drilling The Dialogue
Repeat each line, or part of line, after the teacher until you can say it easily. As you listen and repeat, picture in your mind the situation or action depicted.

Exercise 3, Commands
3A. Repeat these command forms after the teacher.

3B. Change the varying verbforms into commands as in the model: जाए - जाओ.

3C. Form sentences by joining suitable commands to the nouns below. In some cases there will be several possibilities. Try to think of them all, and see how creative you can be with your commands. Model: पानी - पानी लाओ, पानी पीनो, पानी लेने - जाओ, पानी देखो.

कागज
हिन्दी
घर
काम
कुर्सी में
पुस्तक
मैज पर
Exercise 4, Possessives

TABLE II, FIJI HINDI POSSESSIVES

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>हमार</td>
<td>हम लोग/लोगने के</td>
</tr>
<tr>
<td>उसके</td>
<td>तुम लोग/लोगने के</td>
</tr>
<tr>
<td>आपके</td>
<td>हम लोग के मोटर</td>
</tr>
</tbody>
</table>

4A. Repeat the items in Table II after the teacher.

NOTE: आपके refers back to the subject of the sentence. It is best translated as your, his, etc.

4B. Repeat these possessive phrases after the teacher.

4C. Form answers to the questions using the words in brackets as in the model: ऊ माटर किसके हैं? (रामा) - ऊ रामा हैं?

1. ऊ मोटर किसके हैं? (रामा)
2. ऊ भैसा किसके हैं? (माँ)
3. ई चाप्पी किसके हैं? (पिताजी)
4. ऊ स्मान किसके हैं? (हम)
5. ई माटर किसके हैं? (आपन के)
6. ऊ किसके बढ़न हैं? (ऊ लड़का)
7. अ किसके पास हैं? (सिट हॉल)
8. इं तालकी किसके हैं? (मूनी टेबल)
9. इं केला किसके हैं? (हरी)
10. अ बंग किसके हैं? (प्रसाद के बड़ती)

Exercise 5, Phrases Of Location

5A. Repeat these locative phrases after the teacher.

| दुकान में | घर में | नौकाम में |
| बंग में | जब में | पानी में |
| हिमाला | हवा | सब में |

5B. Form questions from the phrases in Exercise 4B above by adding कहाँ हैं. Direct these to other students who will give short answers using locative phrases as in A above. Model: तमार बैसा कहाँ हैं? - जब में.

5C. Repeat these locative phrases after the teacher.

| काम में | दुकान पर |
| मेज में | टेलिफोन में |

5D. Complete the sentences with या or पर as in the model:

| नौकाम काम या - नौकाम काम पर हैं. |
| 1. बंग मेज |
| 2. हरी प्रसाद दुकान |
| 3. रक्क आदमी टेलिफोन |
| 4. कौर मेज |
| 5. राम सिंह काम |
| 6. पुस्तक शैलक |
| 7. तमार पैन करसी |

Exercise 6, Adjective Agreement

NOTE: Most adjectives in Fiji Hindi end in -आ, त though odd ones which you will learn in Lesson Six end in
a consonant or other vowel. Adjectives do not change to agree with the gender of the nouns they describe since the nouns themselves have no gender. Living things, i.e. persons and animals, do show gender, however, and their adjectives must agree. Those describing males end in the familiar अः, अः, while those describing females end in इ, इ. Occasionally you will also hear an ः, ः ending when someone is showing respect to one male or indicating that he is describing several males. The ः, ः is the masculine plural ending in Standard Hindi, and using it in the right places will make your Hindi sound more prestigious.

Translate the phrases below as in the models: 1. small girl, younger daughter = छहौ हलिङ, 2. big, older brother = बड़ी (बड़ी) भाई.

- small girl
- big boy
- big brother
- elder son
- elder daughter
- younger brother
- older sister
- small boy
- younger daughter
- younger sister

Exercise 7, Present Tense

TABLE III, FIJI HINDI PRESENT TENSE VERBFORMS

<table>
<thead>
<tr>
<th>Singular:</th>
<th>करता</th>
<th>करता</th>
<th>करता</th>
</tr>
</thead>
<tbody>
<tr>
<td>अः</td>
<td>(२२)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>तुमधे</td>
<td>(२२)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>हौ</td>
<td>(२२)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I do, am doing
- you (fam.) do, are doing
- he, she, it does, is doing
Plural:

हम लग / करता (\( \frac{3}{7} \)) we do, are doing
तूम लग / करता (\( \frac{3}{7} \)) you (fam.) do, are doing
आप / करते (\( \frac{2}{7} \)) you (polite) do, are doing
उन / करते (\( \frac{2}{7} \)) they do, are doing

NOTE: In the table you can see that करता (\( \frac{2}{7} \)) is used for all subjects except उन, उन्हें and आप. Names of persons take the same form as उन, though the form for आप may be used when one wishes to be fancy or show definite respect. The auxiliary \( \frac{2}{7} \) is an integral part of the verb-forms. It is in brackets here since it is generally omitted in ordinary speech. It may be included when you wish to be formal or complete.

The verbs माँगना "to want" and जानना "to know" are unusual in that with तुम they permit the \( \frac{3}{7} \) ending as well as \( \frac{2}{7} \) in present tense. Thus: तुम कृपया मांगें = तुम कृपया मांगो "which one do you want?" Other verbs do not do this.

These present tense forms indicate both habitual action and action in progress at the moment. Thus पिताजी चाय पीत means both "father drinks tea" or "father is drinking tea" depending on the situation. पिताजी चाय पीत \( \frac{2}{7} \) may be used in the same situations to show respect.

7A. Repeat the forms from Table III with the subjects, including \( \frac{2}{7} \). When you have practiced the forms of करना, substitute verbs from the list below.
B. Repeat and translate: NOTE: Verb Stems ending in -आ, -हम often add -वे before -र, -उ endings. See number 7 below.

1. पिताजी चाय पी-रा
2. हम चाय नहीं चीता।
3. तुम आज कौनसी करता?
4. रा, क आदि तुमस हार कौनसी लै जाते?
5. नसीतु बस चन उमी?
6. भूला बेटा, अभी धूँठता।
7. बेड़ा कार, हमार छोटी बहनी कुछ पानी लावे।
8. हम ई कुत्ती पैनहीं बेड़ता।
9. आप पैसा दे पे, के नही?
10. तुम बड़वाला ने जाय, हम बड़वाला ने जाता।

C. Change the subject of the sentences in B so they require a different verb form as in the models: 1. पिताजी चाय पीरा - हम नोग चाय पीता, 2. हम चाय नहीं पीता - के चाय नहीं पीर।

D. Repeat and translate these third person present tense verb forms.

पीरा ले जावे चले
इतने बना दे ले
आवे तावे दे दे
सोन आवे बेठे

E. Change the verbs in D above to present tense forms having the -ता ending as in the model: पीरा पीता।
7F. Form your own responses to the common question using any words you have learned so far. You can also Hindi-ize English verbs on the model of करना. The exchanges may take place between teacher and student or between two students.

Model: अ करना कर - उह रहिया सुनै.

7G. Change the present tense sentences in B above to future as in the model: पिताजी चांग पीर - पिताजी चांग पी.

Exercise 8, Pronunciation Practice

NOTE: SHORT AND LONG VOWELS. In Hindi every vowel is either long or short. Long vowels are (आ, ई, उ, ऊ, ओ) or (ट, ठ, ड, ढ) while short vowels are (अ, ई, उ, ऊ, ओ) or (ट, ठ, ड, ढ). Short vowels are half as long as long ones, and long vowels must be twice as long as the short ones.

In English the length of time a vowel receives depends on the amount of stress it has. The quality of a vowel can change dramatically with varying stress in English as in the middle syllable of "emphasis" when it is changed to "emphatic". Fijian has long and short vowels, but their quality remains the same whatever the length. In Hindi both the length and quality of the vowels are unchanged by stress. Thus the vowel in the first syllable of बुद्दा must be shorter and have a different sound from the last syllable. Likewise the middle syllable of टमाटर must be longer and have a distinct sound from
the first and last syllables.

Your spoken Hindi will be much more clearly understood if you give vowels their proper time and quality. Be very careful that you do not rely on a difference in stress to represent the difference in vowel length. This is an English habit which will make your Hindi very choppy. By listening you will note that there is much less difference between stressed and unstressed syllables. Aim for this evenness of volume in your own speech.

8A. Practice the short अ, ए vowel in these words. It should sound like the "a" in English "about".

इस अभी अस्सी
सब बस बगन
नखबर तब पंजाब

8B. Practice the long आ, ए vowel in these words. It should sound like the vowel "a" in the English word "card".

हाम आह चालिस
चार धाटा रहा
आप पेसा फोड़ा

8C. Contrast the अ and आ vowels in these words.

कागज अद्धा नड़का
बड़ा टमाटर धनबाद

Exercise 9. Conversational Practice

Learn and enact in class this dialogue.

माँ हरी, तुम कौंनी करता?
हरी कैला खाता।
DIALOGUE THREE

Two Friends Meeting On The Street

Key: ha. = harii, raa. = raamaa.
ha. kaise, bhaaii?
raa. Thiik hai. tum kaise?
ha. bas, Thiik hai.
raa. tab kahaa?
ha. aaj filam dekhe jaataa. chalegaa?
raa. nahi, thoro kaam hai.

ha. haath me kaunchii hai?
raa. beg hai.
ha. achchhaa, beg me kaunchii hai?
raa. o, usme kuchh kaagaj hai aur ek pustak, chhoTaawaala.
ha. laao, dekhii. huw, bahut achchhaa pustak hai. kiske hai?
raa. lakshmiaa ke.
ha. o, tumaar bakii bahanii. uu kahaa hai?
raa. ghare.
ha. kaunchii kare?
raa. uu soe.
ha. pitaajii bhii ghare haa?
raa. na, uu abhii kaam pe hai.
ha. achchhaa, tab ham jaataa. derii hoa.
raa. achchhaa.

EXERCISES

Exercise 1, Vocabulary Practice

Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted.

Exercise 2, Drilling The Dialogue

Repeat each line, or part of line, after the teacher until you can say it easily. As you listen and repeat, picture in your mind the situation or action depicted.
Exercise 3, Commands

3A. Repeat these command forms after the teacher.

<table>
<thead>
<tr>
<th>laao</th>
<th>khao</th>
<th>karo</th>
</tr>
</thead>
<tbody>
<tr>
<td>dekho</td>
<td>le jao</td>
<td>baiTho</td>
</tr>
<tr>
<td>pio</td>
<td>leo</td>
<td>soo</td>
</tr>
</tbody>
</table>

3B. Change the varying verb forms into commands as in the model: jaataa → jaaoo.

<table>
<thead>
<tr>
<th>jaataa</th>
<th>piitaa</th>
<th>aaii</th>
</tr>
</thead>
<tbody>
<tr>
<td>de degaa</td>
<td>baiThaa</td>
<td>dekhii</td>
</tr>
<tr>
<td>dekhe jaataa</td>
<td>chalegaa</td>
<td>bulaa detaa</td>
</tr>
</tbody>
</table>

3C. Form sentences by joining suitable commands to the nouns below. In some cases there will be several possibilities. Try to think of them all, and see how creative you can be with your commands. Model: paanii → paanii laao, paanii piio, paanii le jao, paanii dekho.

<table>
<thead>
<tr>
<th>kaagaaj</th>
<th>kaam</th>
<th>kursii me</th>
</tr>
</thead>
<tbody>
<tr>
<td>hindii</td>
<td>pustak</td>
<td>ii chhoTaa mej</td>
</tr>
<tr>
<td>ghar</td>
<td>rumaal</td>
<td>mej par</td>
</tr>
</tbody>
</table>

Exercise 4, Possessives

TABLE II, FIJI HINDI POSSESSIVES

<table>
<thead>
<tr>
<th>Singular</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hamaar</td>
<td>my, mine</td>
<td></td>
</tr>
<tr>
<td>tumaar</td>
<td>your, yours (fam.)</td>
<td></td>
</tr>
<tr>
<td>uske</td>
<td>his, hers, its</td>
<td></td>
</tr>
<tr>
<td>aapan</td>
<td>(own) my, their, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log/logan ke</td>
<td>our, ours</td>
<td></td>
</tr>
<tr>
<td>tum log/logan ke</td>
<td>your, yours (fam.)</td>
<td></td>
</tr>
<tr>
<td>aapke</td>
<td>your, yours (polite)</td>
<td></td>
</tr>
<tr>
<td>uu log/logan ke</td>
<td>their, theirs</td>
<td></td>
</tr>
</tbody>
</table>

4A. Repeat the items in Table II after the teacher.

NOTE: aapan refers back to the subject of the sentence. It is best translated as your, his, etc.

4B. Repeat these possessive phrases after the teacher.

<table>
<thead>
<tr>
<th>tumaar paisaa</th>
<th>hamaar baRii bahan</th>
</tr>
</thead>
<tbody>
<tr>
<td>uske bhaaaii</td>
<td>aapke pitaajii ke kaam</td>
</tr>
<tr>
<td>uu log ke ghar</td>
<td>ham log ke moTar</td>
</tr>
<tr>
<td>aapan rumaal</td>
<td>uu laRkaa ke bhaiyaa</td>
</tr>
</tbody>
</table>
4C. Form answers to the questions using the word(s) in brackets as in the model: uu moTar kiske hai? (raamaa) - uu raamaa ke hai.

1. uu moTar kiske hai? (raamaa)
2. uu paisaa kiske hai? (maa)
3. ii chaabhii kiske hai? (pitaajii)
4. uu rumaal kiske hai? (ham)
5. ii moTar kiske hai? (aapan bhaiyaa)
6. uu kiske bahan hai? (uu laRkaa)
7. uu kiske ghar hai? (sii saahab)
8. ii laRkii kiske hai? (munii dew)
9. ii kelaa kiske hai? (harii)
10. uu beg kiske hai? (prasaad ke bahanii)

Exercise 5, Phrases of Location

5A. Repeat these locative phrases after the teacher.

dukaan me ghare lautokaa me
beg me jeb me paanii me
hiyaas huwaas sab me

5B. Form questions from the phrases in Exercise 4B above by adding kahaa hai. Direct these to other students who will give short answers using locative phrases as in A above. Model: tumaar paisaa kahaa hai?
- jeb me.

5C. Repeat these locative phrases after the teacher.

kaam pe dukaan par
mej pe Telifaun pe

5D. Complete the sentences with pe or par as, in the model:

lakshmi kaam _______ - lakshmi kaam par hai

1. beg mej _______.
2. harii prasaad dukaan _______.
3. ek aadmii Telifaun _______.
4. keraa mej _______.
5. raam sii kaam _______.
6. pustak shelaf _______.
7. tumaar pen kursii _______.

Exercise 6, Adjective Agreement

NOTE: Most adjectives in Fiji Hindi end in -aa, though odd ones which you will learn in Lesson Six end in a consonant or other vowel. Adjectives do not change to agree with the gender of the nouns they describe since the nouns themselves have no gender. Living things, i.e. persons and animals, do show gender, however, and their adjectives must agree. Those describing females end in
-ii. Occasionally you will also hear an -e ending when someone is showing respect to one male or indicating that he is describing several males. The -e is the masculine plural ending in Standard Hindi, and using it in the right places will make your Hindi sound more prestigious.

Translate the phrases below as in the models:
1. small girl, younger daughter = chhoTii laRkii  2. big, older brother = baRaa(baRe) bhaaii.

<table>
<thead>
<tr>
<th>small girl</th>
<th>younger brother</th>
</tr>
</thead>
<tbody>
<tr>
<td>big boy</td>
<td>older sister</td>
</tr>
<tr>
<td>big brother</td>
<td>small boy</td>
</tr>
<tr>
<td>elder son</td>
<td>younger daughter</td>
</tr>
<tr>
<td>elder daughter</td>
<td>younger sister</td>
</tr>
</tbody>
</table>

**Exercise 7, Present Tense**

**TABLE III, FIJI HINDI PRESENT TENSE VERBFORMS**

<table>
<thead>
<tr>
<th>Singular:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham</td>
</tr>
<tr>
<td>tun</td>
</tr>
<tr>
<td>uu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log</td>
</tr>
<tr>
<td>tum log</td>
</tr>
<tr>
<td>aap</td>
</tr>
<tr>
<td>uu log</td>
</tr>
</tbody>
</table>

**NOTE:** In the table you can see that kartaa (hai) is used for all subjects except uu, uu log and aap. Names of persons take the same form as uu, though the form for aap may be used when one wishes to be fancy or show definite respect. The auxiliary hai is an integral part of the verbforms. It is in brackets here since it is generally omitted in ordinary speech. It may be included when you wish to be formal or complete.

The verbs maagnaa "to want" and jaannaa "to know" are unusual in that with tum they permit the -o ending as well as -taa (hai) in present tense. Thus: tum kaunlaa maago = tum kaunlaa maagtaa "which one do you want?" Other verbs do not do this.
These present tense forms indicate both habitual action and action in progress at the moment. Thus pitaajii chaay piie means both "father drinks tea" or "father is drinking tea" depending on the situation. pitaajii chaay piite hai may be used in the same situations to show respect.

7A. Repeat the forms from Table III with the subjects, including hai. When you have practiced the forms of karnaa, substitute verbs from the list below.

<table>
<thead>
<tr>
<th>bolnnaa</th>
<th>chalnnaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>aanaa</td>
<td>baiThnaa</td>
</tr>
</tbody>
</table>

7B. Repeat and translate: Note: Verb stems ending in -aa often add -w before -e endings. See number 7 below.

1. pitaajii chaay piie.
2. ham chaay nahii piita.
3. tum aaj kaunchii kartaa?
4. e, uu aadmi tumaar kaufii le jaee.
5. nasinu bas chale abhii?
6. thoRaa baiTho, abhii dekhtaa.
7. waiT karo, hamaar chhoTii bahani kuchh paanii laawe.
8. ham ii kursii me nahii baiThtaa.
9. aap paisaa dete, ki nahii?
10. tum baRaawaalaa le jaao, ham chhoTaawaalaa le jaataa.

7C. Change the subject of the sentences in B so they require a different verb form as in the models: 1. pitaajii chaay piie - ham log chaay piitaa. 2. ham chaay nahii piita - uu chaay nahii piie.

7D. Repeat and translate these third person present tense verb forms.

piie - le jaawe
dekre - bulaade
aawe - laawe
soe - jaawe
chale
le
de
baiThe

7E. Change the verbs in D above to present tense forms having the -taa ending as in the model: piie - piitaa.

7F. Form your own responses to the common question using any words you have learned so far. You can also Hindi-ize English verbs on the model of wait karnaa. The exchanges may take place between teacher and student or between two students. Model: uu kaunchii kare? - uu reDiyo sune.
7G. Change the present tense sentences in B above to future as in the model: pitajii chaay pie - pitajii chaay pii.

Exercise 8, Pronunciation Practice

NOTE: SHORT AND LONG VOWELS. In Hindi every vowel is either long or short. In this book long vowels are represented by double letters (aa, ii, uu, ai, au) while short vowels are represented by single letters (a, i, u, o). Short vowels are about half as long as long ones, and long vowels must be twice as long as the short ones.

In English the length of time a vowel receives depends on the amount of stress it has. The quality of a vowel can change dramatically with varying stress in English as in the middle syllable of "emphasis" when it is changed to "emphatic". Fijian has long and short vowels, but their quality remains the same whatever the length. In Hindi both the length and quality of the vowels are unchanged by stress. Thus, the vowel in the first syllable of baRaa must be shorter and have a different sound from that in the last syllable. Likewise, the middle syllable of TamaaTar must be longer and have a distinct sound from the first and last syllables.

Your spoken Hindi will be much more clearly understood if you give vowels their proper time and quality. Be very careful that you do not rely on a difference in stress to represent the difference in vowel length. This is an English habit which will make your Hindi very choppy. By listening you will note that there is much less difference between stressed and unstressed syllables. Aim for this evenness of volume in your own speech.

8A. Practice the short a vowel in these words. It should sound like the "a" in English "about".

das abhii
sab bas
nambar tab

8B. Practice the long aa vowel in these words. It should sound like the vowel "a" in the English word card.

daam aaTh chaalis
chaar chhoTaa raha
aap paisaa thoRaa

8C. Contrast the a and aa vowels in these words.

kaagaj achchhaa laRkaa
baRaa TamaaTar dhanbaad
Exercise 9, Conversational Practice

Learn and enact in class this dialogue.

mā. harii, tum kaunchii kartaa?
harii. kelaa khaataa.
mā. sab laRkaa khaawe?
harii. nahī, uu log kaam kare.
mā. dekho, pitaajii aawe. uske beg laao.
harii. abhīi laataa.
UNIT FOUR

Frustrations Of A Traveller
TIME EXPRESSIONS:
1. कितना बजा है? तीन बजा है। (3A)
2. बस कितना बजे आई? उ पाल बजे आई। (3C)
3. रात के बारह बजे। (5B)

1. kitnaa bajaa hai? tiin bajaa hai. (3A)
2. bas kitnaa baje aaii? uu paach baje aaii. (3C)
3. raat ke baarah baje (5B)

POSSESSION:

tumaar lage/paas kitnaa paisaa hai?

(4A)

LET'S/ SHALL VERBFORMS:

hiyaa bathi

hiyaa baiThii (6B)

NEGATIVE COMMANDS:

sab paisaa nahi lena.

(7A)

OMITTED SUBJECTS:

aaj cham j filam dekhe jaataa. (tum) chalegaa? (8)
### VOCABULARY

**For Dialogue Four**

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. first, the first</td>
<td>पहला</td>
</tr>
<tr>
<td>2. other, another, second</td>
<td>दूसरा</td>
</tr>
<tr>
<td>3. at what time</td>
<td>कितना बजे</td>
</tr>
<tr>
<td>4. to get</td>
<td>मिलना</td>
</tr>
<tr>
<td>5. then, particle emphasizing preceding word</td>
<td>तो</td>
</tr>
<tr>
<td>6. left, has gone</td>
<td>चला(y) गये</td>
</tr>
<tr>
<td>7. when</td>
<td>कब</td>
</tr>
<tr>
<td>8. go</td>
<td>गये</td>
</tr>
<tr>
<td>9. o'clock</td>
<td>बजे</td>
</tr>
<tr>
<td>10. evening</td>
<td>साज्ह, साज्हाँ</td>
</tr>
<tr>
<td>11. in the evening</td>
<td>साज्ह के</td>
</tr>
<tr>
<td>12. to become</td>
<td>होज जाना</td>
</tr>
<tr>
<td>13. has struck</td>
<td>बजा</td>
</tr>
<tr>
<td>14. up to, as far as</td>
<td>तक</td>
</tr>
<tr>
<td>15. for how much</td>
<td>कितना में</td>
</tr>
<tr>
<td>16. approximately</td>
<td>लगभाग</td>
</tr>
<tr>
<td>17. an exclamation</td>
<td>अरे</td>
</tr>
<tr>
<td>18. this much, so much</td>
<td>इत्तै</td>
</tr>
<tr>
<td>19. by me, near me</td>
<td>हमारे लागे</td>
</tr>
<tr>
<td>20. I have ____</td>
<td>हमारे लागे (पास) ____ हाँ</td>
</tr>
<tr>
<td>21. to wait for</td>
<td>अगरना</td>
</tr>
<tr>
<td>22. will have to wait for</td>
<td>अगरना परी</td>
</tr>
</tbody>
</table>
23. कड़ा 23. kaRaa 23. hard, difficult
24. पटा 24. ghanTaa 24. hour
25. बाकी 25. baakii 25. left, left over
26. का, क्या 26. kaa, kyaa 26. what
27. कोई 27. koii 27. any, some (indefinite)
28. रास्ता, रस्ता 28. raastaa, rastaa 28. road, way
29. रेट बात है 29. raiT baat hai 29. that's right
30. अब 30. ab 30. now
31. बिहान, कल 31. bihaan, kal 31. tomorrow
32. सवेरे 32. sawere 32. morning, in the morning
33. लेकिन 33. lekin 33. but
34. देरी करना 34. derii karnaa 34. to be late
35. एकदम नहीं 35. ekdam nahiI 35. not at all
36. काफी 36. kaafii 36. quite, enough
37. जल्दी 37. jaldii 37. fast, quickly, early, soon
38. आ जाना 38. aa jaanaa 38. to come, to arrive

Time Expressions
39. सात 39. saarhe 39. half past, plus one half
40. सवा 40. sawaa 40. quarter past, plus one quarter
41. पाँच 41. paune 41. quarter till, minus one quarter

Classroom Expressions
42. खिर्की कहोली 42. khiRkii kholo 42. open the window
43. पल्ला बंद करो 43. pallaa band karo 43. close the door

More Numbers
44. बीस 44. biis 44. twenty
45. तीस 45. tiis 45. thirty
46. चालिस 46. chaalis 46. forty
47. पचास 47. pachaas 47. fifty
48. सात 48. saath 48. sixty
49. सत्तर 49. sattar 49. seventy
50. अस्ती 50. assii 50. eighty
51. नब्बे 51. nabbe 51. ninety
52. सात 52. sau 52. one hundred

DIALOGUE FOUR

Frustrations Of A Traveller

(वस्तुनिष्ठ पर हुई आदमी वैट करे।)

Key: प = पहला, दू = दूसरा

प बावला बस कितना बजे मिली?

दू ऊ ती चला गया?

प कब गया?

दू दूसरा बस कितना बजे जाई?

दू ऊ ती सांभ के पाँच बजे जाई?

प तब तो बहुत ही आय जाई?

दू हाँ आभी तो उतार बजा?

प आराध्या, तो मोटर कितना में जाई?

दू लगभग इस डोला में?

प उसे भाई, इतना पैसा तो हमार नष्ट नहीं हैः}
EXERCISES

Exercise 1, Vocabulary Practice
Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted.

Exercise 2, Drilling The Dialogue
Repeat each line, or part of line, after the teacher until you can say it with some ease. As you listen and repeat, picture in your mind the situation or action depicted.

Exercise 3, Telling Time
Note: When asking or telling what time an event occurs, ० 'o'clock' is used. When asking or telling what time the clock shows, use बजा (००), "has struck".

3A. Do questioning and response as in the model: Question: बजा है. Answer: बजा है. The teacher indicates the times (one through twelve).

3B. Put the following times into Hindi, as in the models:
5:30 - सात तास, 5:15 - छह तास.
### 3C. Do questions and answers as in the model: Teacher or student:

**Teacher:** कबाला बस कितना बजे आई?

**Student:** कब बजे आई। The student supplies the time.

### 3D. Repeat and translate the following sentences.

1. हमारा मॉटर साठ तीन बजे मिली।
2. सूबा बस सवा ग्यारह बजे आई।
3. हम लोग सबरी पाने दस बजे चला जाएगा।
4. तुम सांभ के साठ छह बजे घर रहेगा?
5. के लोग आठ बजे वाला फिल्म देखे जाई।
6. उससे दुकान साइ बजे बन्द ही आई।
7. अब तब पांच बजे।
8. तुम कितना बजे मांगता आरे?
9. उसके बड़ा भाई लगवन चार बजे आ जाई।
Exercise 4, To Have And To Hold

TABLE IV, FIJI HINDI FORMS OF POSSESSION

Singular:

हमारे लगे हैं I have
तुमारे लगे हैं you (fam.) have
tुमके लगे हैं he, she has
आपके लगे हैं I, you, etc. have

Plural:

हम लोग / लोगन के लगे हैं we have
तुम लोग / लोगन के लगे हैं you (fam.) have
tुमहाँ लोग / लोगन के लगे हैं you (polite) have
आप लोग / लोगन के लगे हैं they have

NOTE: The more formal पासा is often used in place of लगे.

4A. Repeat and translate:

1. हमारे लगे कितना पैसा है?
2. हमारे लगे छाँटा दिला है?
3. उसके लगे कोई दमौल नहीं है?
4. उस लोगन के लगे ठीक पैसा नहीं है?
5. शिव के लगे कोई अरब दस्तक नहीं है?
6. आपके लगे माटर है?
7. चामरी किसके लगे है?
8. बहनी के लगे कुछ प्याज है | अभी लाना

4B. Do questioning and response using the key words provided as in the model: चामरी, शिव - Question: चामरी
कैसे लगे हैं?

Answer: शिव के लगे हैं?

1. चामली
2. उ पुस्तक
3. पीड़ा
4. इतना देश
5. उच्छ रूही
6. छाटा रूमाल
7. हमारा देश
8. हमारा बेग
9. उ कागज

प्रासाद साहब

4C. Redo A & B above using पास in place of लगे.

4D. Form answers to these questions as in the model.

The teacher may ask them, or point out students to do the asking.

Model: Question: कै से पुस्तक तुमारा लगे हैं?

Answer हैं, हमारा लगे हैं?

1. कै से पुस्तक तुमारा लगे हैं?
2. तुम लोगों के लगे मार्ग हैं?
3. बहनी के लगे पैसा है?
4. बाबा रहती के लगे है?
5. मूनी देव के लगे ट्यूट कै?
6. हमारा कागज तुमारा लगे है?
7. रामा के लगे बड़ा रूमाल है?
8. उपाक है कै?

कुछ कैला है?
**Exercise 5, Times Of Day**

**TABLE V, DIVISIONS OF THE DAY**

<table>
<thead>
<tr>
<th>Division:</th>
<th>Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>सर्वर - morning</td>
<td>पाँच बजे से दस बजे तक</td>
</tr>
<tr>
<td>दर्पह - midday</td>
<td>बारह बजे से छः बजे तक</td>
</tr>
<tr>
<td>साँझ - evening</td>
<td>चार बजे से सात बजे तक</td>
</tr>
<tr>
<td>रात - night</td>
<td>दस बजे से लगभग चार बजे तक</td>
</tr>
<tr>
<td>दिन - day</td>
<td>चार बजे से तीन बजे तक</td>
</tr>
</tbody>
</table>

5A. Give the range of each time period from the right hand column of Table V as the teacher calls out the name of the division from the left hand column.

**NOTE:** Time expressions which use periods of the day such as "at night", "in the morning", are made in Fiji Hindi by placing the postposition के after the name of the period. Witness रात के, साँझ के etc. सर्वर is an exception and does not take के. It also tends to follow the specific time stated rather than preceding it, though both छः के सर्वर and सर्वर छः के are acceptable. With the others the time period name tends to come first.

5B. Put the following times into Hindi as in the model:

- 12 a.m. - रात के बारह बजे.
- 12 a.m. midnight 7 p.m. 12 p.m. noon
- 8 a.m. 10 p.m. 7 a.m.
- 5 p.m. 3 a.m. 11 p.m.
- 8 p.m. 6 a.m. 3 p.m.
- 2 p.m. 11 a.m.
5C. Repeat and Translate:

1. हम लोग संभा के मिली?
2. ढोपहर के तुम घर रहेगा?
3. अप्रेज रात के तुम लोग कौनसी करेगा?
4. हम सब्बे कॉफी पीता, और साम्र जाय |
5. हम लोग रात वाला फ़िल्म देखेगा जार जय ||
6. ठीक है, बिहान सब्बे देखेगा जा |
7. माताजी ढोपहर के बहुत नहीं रखार |
8. सब लड़का सब्बे विकल चला जाबे |
9. अलाँग रात के हियाँ साई |
10. लॉटोका से पहला बस ढोपहर के आ जाबे |

Exercise 6, "Let's, Shall" Type Verbforms

NOTE: "Let's, shall type" verbforms always end in जाय. जाना. They look identical to third person future forms, but differ in that they can only take first person subjects, हम and हम लोग. In statements they are best translated as "let's", while in questions they equate to "shall, should." These forms are also used as a polite way of taking leave as in अब चली पर ", "I'm going home now." Practice will make these usages familiar.
6A. Repeat these "let's, shall" forms after the teacher.

<table>
<thead>
<tr>
<th>Hindi</th>
<th>Devanagari</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>मिलना</td>
<td>मिलें</td>
<td>let's</td>
</tr>
<tr>
<td>आगे</td>
<td>आगे करें</td>
<td>shall</td>
</tr>
<tr>
<td>स्तनी</td>
<td>स्तनी ले</td>
<td></td>
</tr>
<tr>
<td>राही</td>
<td>राही</td>
<td></td>
</tr>
</tbody>
</table>

6B. Complete these sentences by translating the English phrases as in the model: हैया (let's sit) -

हैया बैठिएः।
1. हैया (let's sit)|
2. बिद्यासांत के (let's see)|
3. र, इ पल्ला (shall I open) ?
4. ठीक है, एक पत्ता तक (shall we wait)?
5. उनाज कुछ काम करूँ (let's do)|
6. तेरह डुला (shall I give) ?
7. अरे, हैविया (let's listen)|
8. र, इ इक्का मे (let's go)|
9. आज यह (let's stay)|
10. तुमले बांटा (shall I carry)?

Exercise 7, Negative Commands

NOTE: Negative commands are formed by placing नहीं before the verb. This is true for both ordinary commands, ending in -अत, -ज and the more polite infinitive form ending in -हातः. The latter is more common since it somewhat
softens the harshness of the negative. न का is often heard instead of नहीं in such commands.

Change the commands to negatives as in the model: सब पैसा ला — सब पैसा नहीं लेना.

1. सब पैसा ला।
2. आपने सब पैसा दे।
3. उम्मीद हो।
4. बिठान चला जाओ।
5. उस काम ढूँढ़ न कर।
6. आज तुम परे रह।
7. ई छोटा पुस्तक ले जाओ।
8. ई चीज खाओ।
9. सिरोट पी।
10. अच्छा, बिठान सवेरे आओ।

Exercise 8, Recovering Lost Subjects

NOTE: Items which are clear from the situation are often omitted in the Hindi sentence. This is especially true of the subject and object of the verb. A good way to check your own comprehension of a situation is to fill in the omitted items.

Fill in the missing subjects in the blanks provided:

1. "— भाजी बना करना — अभी ख़ाना।
2. "— कैसे? " — ठीक है।"
3. आज — फिल्म देख जाओ।
4. — दुई पाउन्ड दे दो।
Exercise 9, Conversational Practice

Memorize and enact this dialogue in class.

प बस तो चला गये। हम लोग का करी?

अरे, चैठो और वेट करो।

प संभव वाला बस चार बजे आवे, न?

हाँ, कितना बजा है अभी?

प साढ़े बारह | है, काफी देरी तक अगला पड़ी।

तो अब चली घरें। सेहत के फिर आएगा।

DIALOGUE FOUR

Frustrations Of A Traveller

(bassTainD par duii aadmi wait kare.)

Key: pa. = pahlaa, 'duu. = duusraa
pa. baawaalaa bas kitnaa baje milii?
duu. uu to chala gaye.
pa. kab gaye?
duu. das baje.
pa. duusraa bas kitnaa baje jaaii?
duu. uu to saajh ke paach baje jaai.
pa. tab to bahut derii hoy jaai.
duu. haa, abhii to gyaarah baja.
pa. achchhaa, baa tak moTar kitnaa me jaaii?
duu. lagbhag das Dolaa me.
pa. are bhaaii, itnaa paisaa to hamaar lage nahi hai.)
duu. tab to bas agornaa parii.
pa. uu to kaaraa kaam hai. chhe ghanTaa baakii hai.
duu. tab kaa karegaa? aur koi raastaa to hai naar.
pa. haa, raIT baat hai. ab chalii ghare aur bihaan
duu. ThiiK hai, lekin derii nahiit karnaa.
pa. ekdam nahiit. kaafii jaldiit aa jaaegaa.

EXERCISES

Exercise 1, Vocabulary Practice

Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted.

Exercise 2, Drilling The Dialogue

Repeat each line, or part of line, after the teacher until you can say it with some ease. As you listen and repeat, picture in your mind the situation or action depicted.

Exercise 3, Telling Time

NOTE: When asking or telling what time an event occurs, baje, "o'clock" is used. When asking or telling what time the clock shows, use bajaa (hai), "has struck".

3A. Do questioning and response as in the model: Question: kitna bajaa hai? Answer: _______ bajaa hai. The teacher indicates the times (one through twelve).

3B. Put the following times into Hindi as in the models:
5:30 - saaRhe paach, 5:15 - sawaa paach,
5:45 - paune chhe.

<table>
<thead>
<tr>
<th>English Time</th>
<th>Hindi Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30</td>
<td>2:30</td>
</tr>
<tr>
<td>5:15</td>
<td>6:15</td>
</tr>
<tr>
<td>5:45</td>
<td>10:15</td>
</tr>
<tr>
<td>12:30</td>
<td>7:30</td>
</tr>
<tr>
<td>6:45</td>
<td>3:30</td>
</tr>
<tr>
<td>2:15</td>
<td>8:45</td>
</tr>
<tr>
<td>11:45</td>
<td>10:30</td>
</tr>
<tr>
<td>12:15</td>
<td>3:15</td>
</tr>
</tbody>
</table>
3C. Do questions and answers as in the model:  
Teacher or student: baawaalaa bas kitnaa baje aaii?  
Student: uu ______ baje aaii. The student supplies the time.

3D. Repeat and translate the following sentences.

1. hamaar moTar saaRhe tiin baje milii.
2. suuwaa bas sawaa gyaarah baje aaii.
3. nau baje taq agornaa paRii.
4. ham log sawere paune das baje chalaa jaaegaa.
5. tum saajh ke saarRhe chhe baje ghare rahegaa?
6. uu log aath baje waalaa filam dekhe jaaii.
7. uske dukaan saat baje band ho jaaii.
8. ab to paune paach bajaa.
9. tum kitnaa baje maagtaa aae?
10. uske baRaa bhaaill lagbhag chaar baje aa jaaii.

Exercise 4, To Have And To Hold

TABLE IV, FIJI HINDI FORMS OF POSSESSION

<table>
<thead>
<tr>
<th>Singular:</th>
<th>Plural:</th>
</tr>
</thead>
<tbody>
<tr>
<td>hamaar lange hai</td>
<td>ham log/logan ke lange hai</td>
</tr>
<tr>
<td>tumaar lange hai</td>
<td>tum log/logan ke lange hai</td>
</tr>
<tr>
<td>uske lange hai</td>
<td>aapke lange hai</td>
</tr>
<tr>
<td>aapan lange hai</td>
<td>uu log/logan ke lange hai</td>
</tr>
<tr>
<td>I have</td>
<td>we have</td>
</tr>
<tr>
<td>you (fam.) have</td>
<td>you (fam.) have</td>
</tr>
<tr>
<td>he, she has</td>
<td>you (polite) have</td>
</tr>
<tr>
<td>I, you, etc. have</td>
<td>they have</td>
</tr>
</tbody>
</table>

NOTE: The more formal paas is often used in place of lange.

4A. Repeat and translate:

1. tumaar lange kitnaa paisaa hai?
2. hamaar lange chhe Dolaa hai.
3. uske lange koii rumaal nahii hai.
4. uu logan ke lange Thiiik paisaa nahii hai.
5. shiw ke lange koii achchhaa pustak nahii hai.
6. aapke lange moTar hai?
7. chaabhii kiske lange hai?
8. bahaniii ke lange kuchh pyaaj hai. abbii laataa.

4B. Do questioning and response using the key words provided as in the model: chaabhii, shiw - Question: chaabhii kiske lange hai? Answer: shiw ke lange hai.
1. chaabhii shiw
2. uu pustak lakshmii
3. pensil bhaiyaa
4. itnaa paisaa ham
5. achchhhaa reDiyo pitaajii
6. chhoTaa rumaal tum
7. hamaar paisaa aapan
8. tumaar beg uu aadmii
9. uu kaagaj prasaad saahab

4C. Redo A and B above using paas in place of läge.

4D. Form answers to these questions as in the model. The teacher may ask them, or point out students to do the asking. Model: Question: uu pustak tumaar läge hai?- Answer: hqq. hamaar läge hai.

1. uu pustak tumaar läge hai?
2. tum logan ke läge moTar hai?
3. bahani ke läge paisaa hai?
4. chaabhii pitaajii ke läge hai?
5. muni dew ke läge TikaT hai?
6. hamaar kaagaj tumaar läge hai?
7. raamaa ke läge baRaa rumaal hai?
8. aapke läge kuchh kelaa hai?

Exercise 5, Times' Of Day

TABLE V, DIVISIONS OF THE DAY

<table>
<thead>
<tr>
<th>Division:</th>
<th>Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sawere-morning</td>
<td>paach baje se das baje tak</td>
</tr>
<tr>
<td>dopahar-midday</td>
<td>baarah baje se do baje tak</td>
</tr>
<tr>
<td>saajh-evening</td>
<td>chaar baje se saat baje tak</td>
</tr>
<tr>
<td>raat-night</td>
<td>saat baje se lagbhag chaar baje tak</td>
</tr>
<tr>
<td>din-day</td>
<td>gyaarah baje se chhe baje tak</td>
</tr>
</tbody>
</table>

5A. Give the range of each time period from the right hand column of Table V as the teacher calls out the name of the division from the left hand column.

NOTE: Time expressions which use periods of the day such as "at night", "in the morning" are made in Fiji Hindi by placing the postposition ke after the name of the period. Witness raat ke, saajh ke, etc. sawere is an exception and does not take ke. It also tends to follow the specific time stated rather than preceding it, though both chhe baje sawere and sawere chhe baje are acceptable. With the others the time period name tends to come first.
5B. Put the following times into Hindi as in the model:

12 a.m. - *raat ke baarah baje.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 a.m. midnight</td>
<td>7 p.m.</td>
</tr>
<tr>
<td>8 a.m.</td>
<td>10 p.m.</td>
</tr>
<tr>
<td>5 p.m.</td>
<td>3 a.m.</td>
</tr>
<tr>
<td>8 p.m.</td>
<td>6 a.m.</td>
</tr>
<tr>
<td>2 p.m.</td>
<td>11 a.m.</td>
</tr>
</tbody>
</table>

5C. Repeat and translate:

1. *ham log sajhaa ke milii.*
2. *dopahar ke turn ghare rahegaa?*
3. *aaj raat ke turn log kaunchii karegaa?*
4. *ham sawere kaufii piitaa, aur saajh ke chaay.*
5. *ham log raat waalaa filam dekhke jaegaa.*
6. *Thiik hai, bihaan sawere de denaa.*
7. *maataaji dopahar ke bahut nahii khaee.*
8. *sab laRkaa sawere skuul chalaa jaawe.*
9. *uu log raat ke hiyaa soii.*
10. *laautokaa se pahlaa bas dopahar ke aa jaawe.*

**Exercise 6, "Let's, Shall" Type Verbforms**

*NOTE:* "Let's, shall type" verbforms always end in -ii. They look identical to third person future forms, but differ in that they can only take first person subjects, *ham* and *ham log*. In statements they are best translated as "let's", while in questions they equate to "shall, should."

These forms are also used as a polite way of taking leave as in ab chalii ghaare, "I'm going home now."

Practice will make these usages familiar.

6A. Repeat these "let's, shall" forms after the teacher.

<table>
<thead>
<tr>
<th>Hindi</th>
<th>Hindi</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>milii</em></td>
<td><em>de deii</em></td>
<td><em>leii</em></td>
</tr>
<tr>
<td><em>jaaii</em></td>
<td><em>dekhii</em></td>
<td><em>band karii</em></td>
</tr>
<tr>
<td><em>kholii</em></td>
<td><em>sunii</em></td>
<td><em>le jaaii</em></td>
</tr>
<tr>
<td><em>khaaee</em></td>
<td><em>chali</em></td>
<td><em>rahii</em></td>
</tr>
</tbody>
</table>

6B. Complete these sentences by translating the English phrases as in the model: *hiyaa* (let's sit) - *hiyaa baithii.*

1. *hiyaa* (let's sit).
2. *bihaan saajh ke* (let's see).
3. *e, il pallaa (shall I open)?*
4. *Thiik hai, ek ghanTaa tak* (shall we wait)?
5. *aaj kuchh kaRaa kaam (let's do).*
6. terah Dolaa (shall I give)?
7. achchhaa, reDiyo (let's listen).
8. e, ii duakaan me (let's go).
9. aaj ghare (let's stay).
10. tumaar beg (shall I carry)?

Exercise 7, Negative Commands

NOTE: Negative commands are formed by placing nahii before the verb. This is true for both ordinary commands, ending in -o, and the more polite infinitive form ending in -naa. The latter is more common since it somewhat softens the harshness of the negative. na is often heard instead of nahii in such commands.

Change the commands to negatives as in the model: sab paisaa lo - sab paisaa nahii lenaa.

1. sab paisaa lo.
2. aapan sab paisaa do.
3. abhii soo.
4. bihaan chalaa jao.
5. uu kaam dopahar ke karo.
6. aaj tum ghare raho.
7. ii chhoTaa pustak le jao.
8. ii chiij khaao.
9. sigreT piio.
10. achchhaa, bihaan sawere aao.

Exercise 8, Recovering Lost Subjects

NOTE: Items which are clear from the situation are often omitted in the Hindi sentence. This is especially true of the subject and object of the verb. A good way to check your own comprehension of a situation is to fill in the omitted items.

Fill in the missing subjects in the blanks provided.

1. _____ thoRaa waiT karnaa. _____ abhii bulaataa.
2. "_____ kaise?" "_____ Thilk hai."
3. aaj _____ filam dekhie jaataa. _____ chaleegaa?
4. _____ duii paaunD de do.
5. _____ kahaa jae maago?
6. _____ kaunchii kare?
7. ab _____ chalii ghare, aur bihaan sawere _____ dekhii.
8. tab _____ kaa kareegaa?
9. _____ aur kaunchii maagte hai
10. "साज्हे के तुम लोग हमार घर आना।" "ठीक है, बायकों कितना बजे आएगा?"

Exercise 9, Conversational, Practice

Memorize and enact this dialogue in class.

पा. बस तो चला गया। हम लोग का करी?
दुु. आरे, बाईठो। थोड़ा वाट करो।
पा. साज्हे वाला बस चार बजे आए, ना?
दुु. हाँ, कितना बजा है अब?
पा. सारे बाराह। हुआ, काफी देरी तक आगरा पारी?
दुु. तो अब चली घर। साज्हे के फिर आएगा.
UNIT FIVE
A Surprise For Dad
STRUCTURAL MODELS

DIRECT OBJECTS:

Animate:
उ लड़की के देखो | उसके देखो |
uu laRkii ke dekho. uske dekho.

Inanimate:
उ पेड़ देखो | उ देखो |
uu ped dekho. uu dekho. (4)

INDIRECT OBJECTS:
उ लोग हम के पैसा दे दिया |
uu log ham ke paisaa de diya. (4A)

PAST TENSE VERBFORMS (Transitive):

<table>
<thead>
<tr>
<th>हम, हम लोग,</th>
<th>उ</th>
<th>आप</th>
</tr>
</thead>
<tbody>
<tr>
<td>tum, tum log,</td>
<td>uu</td>
<td>uu log</td>
</tr>
</tbody>
</table>

| khariidaa | khariiidis | khariidin | khariide |

GENDER AGREEMENT IN INTRANSITIVE PAST TENSE (3rd person):

मामा घरे रहा | मामी घरे रही |
maamaa ghare raha. maamii ghare rahi. (5E)

COMPOUND VERBS:

हम लोग आ आएगा |
ham log aa jaegaA. (6A)

INDIRECT SENTENCES:

प्रसाद के अच्छा लगा |
prasaad ke achchhaa lagaa. (7A)
VOCABULARY

For Dialogue Five

1. बेटा 1. beTaa 1. son
2. बेटी 2. beTii 2. daughter
3. चेर ने 3. chech se 3. from church
4. आ गये 4. aa gaye 4. arrived, came
5. थैली 5. thailii 5. bag
6. निभू, नब्बू 6. nibbuu, nabbuu 6. lemon
7. लाया 7. laayaa 7. brought
8. मार्केट 8. maakeT 8. market
9. गया रहा 9. gayaa raha 9. went, had gone
10. कितना में 10. kitnaa me 10. for how much
11. स्कैडा 11. khariidaa 11. bought
12. कुई 12. kuuRaa 12. bunch, heap
13. दिया 13. diyaa 13. gave
14. उतना 14. utnaa 14. that much, so much
15. मिला 15. milaa 15. got, found, met
16. मामा 16. maamaa 16. maternal uncle
17. मामी 17. maamii 17. maamaa's wife
18. आता रहा 18. aataa raha 18. was coming
19. कि 19. ki 19. when (conjoiner)
20. विजय भाईया 20. wijay bhaiyaa 20. Cousin Vijey
21. बुलाके 21. bulaake 21. invited (me) and
22. ले गया 22. le gayaa 22. took
23. रहा 23. raha 23. was, stayed
24. पेड़ 24. peR 24. tree
25. तोर्ना, तूर्ना 25. toRnaa, tuRnaa 25. to break
26. पेड़ से तोरके 26. peR se toRke 26. to pick from a tree and
27. दीठ (है) 27. diis (hai) 27. gave, has given
28. किचिन 28. kichin 28. kitchen
29. रक्षना, रख देना 29. rakhnaa, rakh denaa 29. to put
30. देखे 30. dekhe 30. saw, have seen
31. चुपा रखा 31. chhupaa rakhaa 31. have kept hidden
32. पहले 32. pahle 32. first, beforehand
33. बताना 33. bataanaa 33. to tell
34. तुम्हे 34. tume 34. you, to you
35. कौनसा 35. kaunsaa 35. which, which one
36. रंग 36. rag 36. colour
37. ज्यादा 37. jyaadaa 37. most, mostly
38. आच्छा लगना 38. achchhaa lagnaa 38. to like
39. हमें 39. hame 39. me, to me
40. कैसे, न्यों 40. kaahe, kyo 40. why
41. क्योंकि 41. kyoki 41. because
42. क्यों, वस्त्रिन्द 42. kyo, wastin 42. for
43. शर्ट के कपड़ा 43. sheT ke kapRaa 43. shirt cloth
44. दिखाना 44. dikhaanaa 44. to show
45. बार्याया 45. baRhiya 45. wonderful, terrific
46. जानता रहा 46. jaantaa rahaa 46. knew
47. जानना 47. jaannaa 47. to know
48. कि 48. ki 48. that (conjoiner)
49. गुलाबी 49. gulaabii 49. pink
50. बारा महागा 50. baRaa mahagaa 50. very expensive, really expensive
51. होई 51. hoii 51. must be, will be
52. गाज़  
52. gaj  
52. yard (measurement)

53. रूम, कमरा  
53. room, kamraa  
53. room

54. दार - देना  
54. dhar denaa  
54. to put away

**DIALOGUE FIVE**

**A Surprise For Dad**

Key: वे = पिता, वे = बेटा.

चैंच ने आ गये?

है?

कहाँ से आन्य भी?

और कहाँ जाना है, और निक्कू?

णहाँ से लाया?

सोकें में?

अच्छा, कैसा कितना में खरीदा?

बीस सेंट कुड़ा दिया।

निक्कू भी उसने में मिला?

ही, निक्कू तो मामा के घर से लाया?

अगर अच्छा, मामा के घर भी गया रहा?

ही, सोकें से आता रहा कि किस हैण्ड-मिला, और कुट्टलें ले गया।

मामा रहा दौर?

नहीं, मामा नहीं रहा। समी पेड़ से भीड़के दौर है।

अच्छा बेटा, किचन में रख दे।
Unit Five Page 75

EXERCISES

Exercise 1, Vocabulary Practice

Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted.

Exercise 2, Drilling The Dialogue

Repeat each line, or part of line, after the teacher until you can say it with some ease. As you listen and repeat, picture in your mind the situation or action depicted.
Exercise 3, Number Practice

3A. Repeat these words picturing the numbers they represent.

बीस
चालिस
सौ
तीस
अस्सी
सत्तर
साठ
लाख
पचास

3B. Give the Hindi for these numbers:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>70</td>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td>90</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>80</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>60</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

NOTE: There are three ways of handling the numbers between 21 and 99 in Fiji Hindi. The least common is the standard Hindi number system since, due to its unsystematic nature, each number must be learned individually rather than made by putting together already known figures. In this system, for example, तीस and चालिस combine to form चालिस, 34, and पचास and दो combine as बालन, 52.

The English numbers with somewhat Hinduized pronunciation are in very common use, particularly in the cities. A third system joins the two Hindi numbers with और in a way which is very easy and straightforward. This is the system used in this text. It is widely used in the countryside and in smaller towns.

Note that when saying numbers beyond 100 और is not
used between सेत and the following digit. Thus, 105 is said
एक सौ पांच. एक must be used before सौ in numbers
from 101 to 199, but when stating 100 itself, एक does not
usually appear with it; it is simply सौ.

3C. Put the following numbers into Hindi:

- 41 72 87
- 38 67 43
- 23 34 69
- 54 85 76
- 95 58 106
- 29 118 92

3D. Conduct questioning and response between students using items
and prices provided as in the model: आपूल 44 सेन्ट पाउंड.

- Question: आपूल कितना में लिया? Answer: चार सेन्ट पाउंड.

1. आपूल 44 सेन्ट पाउंड
2. गुलाबी कपड़ा 94 सेन्ट गाज
3. केसर 19 सेन्ट कुड़ा
4. ई सिफेट 23 सेन्ट पैकेट
5. ज मैली 60 सेन्ट मे
6. चाय 35 सेन्ट पैकेट
7. ई शेट साढ़े सीं डोला में
8. आपूल मोटर सात सौ डोला में
9. बेंगल सत्रह सेन्ट कुड़ा
10. आलू अठारह सेन्ट पाउंड
Exercise 4. Objects Of Verbs

TABLE VI, FIJI HINDI DIRECT AND INDIRECT OBJECT FORMS

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>हमें, हम के</td>
<td>हम लोग / लोगन के</td>
</tr>
<tr>
<td>तुमें, तुम के</td>
<td>तुम लोग / लोगन के</td>
</tr>
<tr>
<td>उसें, उसके</td>
<td>आपके</td>
</tr>
<tr>
<td>अपने के</td>
<td>के लोग / लोगन के</td>
</tr>
</tbody>
</table>

me, to me
you, to you (fam.)
him, her, to him, to her
to myself, to yourself, to themselves, etc.
us, to us
you, to you (fam.)
you, to you (polite)
them, to them

NOTE: OBJECTS OF VERBS: The object of a verb in Fiji Hindi has the same form as the subject except in the case of living things. Table VI gives the special forms used for direct and indirect pronoun objects. When the object is a name or other word designating a person or animal, it must be followed by the postposition के. Thus, क लड़की के देखो, "Look at that girl", but क पेड़ देखो, "Look at that tree." Similarly with prppnouns: कुछ देखो, "Look at him (or her)", but क देखो, "Look at that".

4A. Form sentences by adding पैसा दिया to the object forms in Table VI above. Consider क लौग as the omitted subject.
4B. Translate the English word(s) in brackets and repeat the full sentence.

1. मामा (me) देख है | Hello (him)
2. (him) देखौंगा | Hello me
3. (them) बुला देंगे | Hello them
4. हम (her) नहीं बताएगा | Hello (her)
5. मुझे देख (you - familiar) तैयार | Hello you
6. सिख साहब (you - polite) जैसे माने | Hello sir
7. विजय (me) आपने चाहे ले गया | Hello me
8. (mother) दिखाओंगी | Hello mother
9. तुम (that man) जानता ? | Hello (that man)
10. तुम (your own sister) पैसा नहीं देगा ? | Hello (your own sister)

4C. Form answers to the common question using the words provided as in the model: पिताजी Question: किसके बताइयें?
Answer: पिताजी के बताइयें.
Take क आमेरा omitted subject.

पिताजी हम तुमारे छोटे बाबा क लड़की
लक्ष्मी पिताजी के बड़ा बाबा
तुम बेचानेवाला के आदेश
मामा और मामी आप

4D. Do questioning and response using the items from C above as in the model: पिताजी - Question: किसके पिताजी
### Exercise 5, Past Tense

**TABLE VII, FIJI HINDI PAST TENSE VERBFORMS**

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>हम</td>
<td>क्विदा</td>
<td>I bought</td>
</tr>
<tr>
<td>तुम</td>
<td>क्विदा</td>
<td>you (fam.) bought</td>
</tr>
<tr>
<td>वे</td>
<td>क्वीदिस</td>
<td>he, she bought</td>
</tr>
<tr>
<td>हम</td>
<td>लोग + क्विदा</td>
<td>we bought</td>
</tr>
<tr>
<td>तुम</td>
<td>लोग + क्विदा</td>
<td>you (fam.) bought</td>
</tr>
<tr>
<td>वे</td>
<td>लोग + क्वीदि  + क्वीदिम</td>
<td>you (polite) bought</td>
</tr>
<tr>
<td>वे</td>
<td>लोग + क्वीदि  + क्वीदिम</td>
<td>they bought</td>
</tr>
</tbody>
</table>

**NOTE:** As shown in the table, there are four possible endings for the past tense, depending on the subject. For "he" or "she" or names of persons, remove -(ना) from the infinitive and add -(नौ), -(न)ू. This ending is used for living things only. All other subjects may take the -(आ) -त ending, but -(स), -(स) is often used with लोग, and -(नौ), -(न)ू with क्विदा or other third person plural subjects when one wishes to be more formal or polite.

Notice that -(अ)न is used as a joining device between a vowel final stem and the past endings, particularly with -(आ), -(त). It is commonly used with all forms of जाना.
The verb खेला has no past form of its own in Fiji Hindi. Instead, past forms of the verb खेलना are used.

There are only three irregular verbs in the past tense. The forms of लेना and देना are easily recognised and quickly learned. जाना is irregular in a different way in that it has a special stem गा- in the past instead of जा- which functions in all other tenses. There is also a tendency for the form गये to be used with all persons, though the varying forms are also commonly heard.

If this note seems complicated and hard to grasp, don't worry. If the grammar helps you learn the language, then use it; if not, forget it. Remember those millions of people who speak perfectly with no knowledge of grammar. For everyone it is the practice with the forms in the language itself which will aid most in actually learning them.

5A. Repeat and translate these past tense forms.

खेली, लेया, मुशा
खेलिया, देया, करो
देखिया, दिया, बुलाया

5B. Place के before the verb forms in A above and change the form to agree with the subject as in the model:

खेलिदेस - के खेलिदेस

5C. Repeat and translate these irregular forms for लेना, देना and जाना after the teacher.
5D. Repeat and translate.

1. मैं हमें नहीं बताई।
2. पिताजी डिच्ची खेलो।
3. तुम मॉकेट से कैनी-ची लाया?
4. के लिया तियामें में आलू था दीन, कि नहीं?
5. तुमारे भाई इंद्रों चला गया?
6. शिव तमार चस्ते कुड़ा कपड़े लाइस।
7. लांही- कोई काम नहीं करीस।
8. के फिल्म हम लैसन के बड़ा आच्छा लगा।
9. के लैसन बताइँ कि प्रसाद जाज नहीं आया।

NOTE: GENDER AGREEMENT IN PAST TENSE FORMS. In Fiji Hindi verbs which cannot take a direct object (intransitives) tend strongly to agree in gender with third person singular living subjects. See below. The neutral forms such as अधिस, रद्देस and जधिस are fairly common also. First and second person subjects do not generally show gender, for one girl will say to another: तुम कब आया or हम घरे रहा। The र ending is obligatory with आप for these verbs, and optional with third person plural subjects and names of persons to show respect.
### Masculine vs. Feminine

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>रामा आभी आया।</td>
<td>लक्ष्मी आभी आयी।</td>
</tr>
<tr>
<td>मामा दौरे रहा।</td>
<td>मामी दौरे रही।</td>
</tr>
<tr>
<td>लड़का कब गया।</td>
<td>लड़की कब गयी।</td>
</tr>
</tbody>
</table>

5E. Repeat these sentences noting the subject/verb agreement.

1. मामी नहीं रही।
2. पिताजी कब आये?
3. हमारे लड़का आ गया।
4. रामा सवारे चला।
5. हम नहीं गया।
6. तुम्हारे कौन रहा?
7. कौन आया?
8. बहनी कहीं रही?
9. उसके माताजी आयी।

5F. Do questioning and response using the word provided as in the model: Take care to make your verb agree with the subject. लक्ष्मी - Question: तुम रही?

Answer: लक्ष्मी रही।

लक्ष्मी तुम्हारे आई।  पिताजी हमारे बेटी।  स्कूल छोटा आदमी।
मामा दौरे रहे।  बहनी मुनि देव।  असेक सब लड़की।
Exercise 6, Compound Verbs

NOTE: In Hindi a second verb is often placed after the main verb, frequently adding a shade of meaning. It is most important to remember that the second verb does not have the meaning when in the compound that it carries when it stands alone as a main verb. Thus मां जाएगा means "will come", having nothing to do with "go", the meaning of जाना. The addition of जाना here focuses attention on the completion of the action rather than the process.

Similarly with बुलाओ दो, the meaning is to call or invite with देना having nothing of the meaning of "give" which it has as an independent verb. Its use here indicates that the "call" will be on someone else's behalf rather than the caller's. बुलाओ दो would be used if the caller himself were the one who wanted to see the person called.

लेना, देना and जाना are the commonest second members of the compound verbs, though others are also found. It is best to learn the common compounds as single units, remembering that the compound can always be simplified by dropping the second member and adding the endings to the first. Thus, किचन में रख दो can become किचन में रखके with no loss in meaning. ले जाना is an exception since लेना alone can not mean "take away" or "carry". ले जाना is a two-piece unit.
6A. Repeat these sentences noting the compound verbs.

English meanings are given in brackets for those which are new to you.

1. हम लोग आ जागा।
2. तुम वह से कुछ दिया है?
3. कितने में कौन-ची क्या रख दिया?
4. हम लोग उस फिल्म को देख लिया। (already seen)
5. क बस शादीक ले लीम।
6. सेन्ट साहब दर्शन मोटर स्पीड लेंग। (bought)
7. हम लोग सब केला खा लिया। (ate up)
8. तुम किसके बता दिया? (told)
9. हम का काम कर दिया। (did)
10. इंकागज चाल जाए? (will do, will suit)
11. आपने ऐसी देशर रख गया। (was left behind)
12. बुरप्पी से कैट जाई।

6B. Change the verbs in the sentences in A above to simple ones as in the model: हम लोग आ जागा।

Exercise 7, Indirect Sentences

NOTE: In Hindi a number of things are expressed by indirect sentences. तुम कौन सा रंग ज्यादा अच्छा लजी? means literally, "which colour seems best to you?" or "which colour strikes or pleases you best?" This expression is used in Hindi in the same places where in English we say,
"Which colour do you like best?" Thus the person who is the subject of the English sentence, "you", is the object, तुम्हें, in the Hindi sentence. Note also that the object of the English sentence, "colour", appears as the subject in the Hindi sentence, रंग.

Similarly, देर देर बस लादी पड़ी literally means, "Waiting for the bus is obligatory to me." This sentence is commonly used in Hindi in places where in English we say, "I shall have to wait for the bus." You will see with observation just how common these indirect sentences are. It may help to think of them as देर type sentences to remind yourself of how the person involved in the situation must be expressed in the Hindi sentence. Object forms are listed in Table V, and may be reviewed in Exercise 4 of this lesson if need be.

7A. Substitute the words provided in the model sentence as shown: प्रसाद - प्रसाद के ऊबो स्वाग

प्रसाद पिताजी चक्रवर्ती दोमा
हम साम सिंह अपन बहिन
उ तुम सब लोग

7B. Form new sentences by substituting the words in A above as in the model: प्रसाद - प्रसाद के जाना पड़ी.

Exercise 8, Pronunciation Practice

NOTE: NASALIZED VOWELS: English speakers are sometimes accused of talking through their nose. Whether we do so or not does not change the meaning of what we say, however, as it
does in Hindi: कहों "where" versus कहो "said". In many cases in Hindi it will also not result in a different word if you fail to nasalize a vowel, or allow one through your nose which is supposed to be plain but it will sound very strange and confusing to those who listen to you. Therefore, take care to nasalize vowels where required and take equal pains to keep them out of the nose otherwise. If you find it hard to produce nasal vowels, think of them as having an-न after them. As you will see below, however, Hindi has many words with nasal consonants न and म which require non-nasal vowels. Here as elsewhere practice is the best teacher.

8A. Practice the nasal vowels in these words.

हों  मोहना  महंज़ा
पांच  किंग  रंग
नहीं  क्योंकि  संभाना
हिंदी  सांभ  हुआं

8B. Practice the following words making sure to keep the sounds non-nasal.

माता  जानें  लेकिन
साठ  काए  जन्ने
आदमी  चलो  हम
dिया  काम  होई

Exercise 9, Conversational Practice
Memorize and enact this brief dialogue in class.

लड़का के आदमी आ जायें
DIALOGUE FIVE

A Surprise For Dad

Key:  
pi. = pitaa,  
be. = beTaa.

pi. chech se aa gaye?  
be. haa.
pi. uu thailii me kaunchii hai?  
be. o, kuchh kelaa hai, aur nibbuu.
pi. kahaa se laayaa?  
be. maakeT se.
pi. o, maakeT bhii gayaa rahaah.  
be. jii.
pi. achchhaa, kelaa kitnaa me khariidaa?  
be. biis senT kuuRaa diyaa.
pi. nabbuu bhii utnaa me milaa?  
be. nahi, nibbuu to maamaa ke ghar se laayaa.
pi. o achchhaa, maamaa ke ghar bhii gayaa rahaah?  
be. haa, maakeT se aataa rahaah ki wijay bhaiyaa milaa,  
aur uu bulaake ghare le gayaa.
pi. maamaa rahaah ghare?  
be. nahi, maamaa nahii rahaah. maamii peR se toRke diis  
hai.
pi. achchhaa beTaa, kichin me rakh do.

be. ii thailii to aap dekke nahi.
pi. usme kyaa chhupaa rakhaah hai?  
be. achchhaa, pahle ii bataao ki tume kaunsaa rag jyaadah  
achchhaa lage?
pi. hame, kaahe?
be. kyoki tumaar waaste sheT ke kapRaa laayaa.
pi. achchhaa! dikhaao.
be. ii rahaah.
pi. ii to bahut baRhiyaa hai.
be. ham jaantaa rahaah ki tume gulaabii achchhaa lage.
pi. haa, lekin ii baRaa mahogaa hotii.
Exercise 1, Vocabulary Practice

Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted.

Exercise 2, Drilling The Dialogue

Repeat each line, or part of line, after the teacher until you can say it with some ease. As you listen and repeat, picture in your mind the situation or action depicted.

Exercise 3, Number Practice

3A. Repeat these words picturing the numbers they represent.

biis
chaalis
sau

tiis
assii
sattar

suaTh
nabbe
pachaas

3B. Give the Hindi for these numbers.

50  30  100
70  90  80
90  40  60
30 100  50
80  70  20
60  20  40

NOTE: There are three ways of handling the numbers between 21 and 99 in Fiji Hindi. The least common is the standard Hindi number system since, due to its unsystematic nature, each number must be learned individually rather than made by putting together already known figures. In this system, for example, tiis and chaar combine to form chotis, 34, and pachaas and do combine as baawan, 52.

The English numbers with somewhat Hindiized pronunciation are in very common use, particularly in the cities. A third system joins the two Hindi numbers with aur in a way which is very easy and straightforward. This is the system used in this text. It is widely used in the countryside and in smaller towns.
Note that when saying numbers beyond 100 aur is not used between sau and the following digit. Thus, 105 is said ek sau paach. Ek must be used before sau in numbers from 101 to 199, but when stating 100 itself, ek does not usually appear with it; it is simply sau.

3C. Put the following numbers into Hindi.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>72</td>
<td>87</td>
</tr>
<tr>
<td>38</td>
<td>67</td>
<td>43</td>
</tr>
<tr>
<td>23</td>
<td>34</td>
<td>69</td>
</tr>
<tr>
<td>54</td>
<td>85</td>
<td>76</td>
</tr>
<tr>
<td>95</td>
<td>58</td>
<td>106</td>
</tr>
<tr>
<td>29</td>
<td>118</td>
<td>92</td>
</tr>
</tbody>
</table>

3D. Conduct questioning and response between students using items and prices provided as in the model: aapul, 44 senT paaunD - Question: aapul kitnaa me liyaa?
Answer: chaalis aur chaar senT paaunD.

1. aapul
2. gulaabii kapRaa
3. keraa
4. ii sigreT
5. uu thailii
6. chaay
7. ii sheT
8. aapan moTar
9. baigan
10. aaluu

44 senT paaunD
94 senT gaj
19 senT kuuRaa
23 senT paakeT
60 senT me
35 senT paakeT
saaRhe tiin Dolaa me
saat sau Dolaa me
satrih senT kuuRaa
aThaarah senT paaunD

Exercise 4, Objects Of Verbs

TABLE VI, FIJI HINDI DIRECT AND INDIRECT OBJECT FORMS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>hame, ham ke</td>
<td>me, to me</td>
</tr>
<tr>
<td>tume, tum ke</td>
<td>you, to you (fam.)</td>
</tr>
<tr>
<td>use, uske</td>
<td>him, her, to him, to her</td>
</tr>
<tr>
<td>aapan ke</td>
<td>to myself, to yourself, to themselves, etc.</td>
</tr>
<tr>
<td>ham log/logan ke</td>
<td>us, to us</td>
</tr>
<tr>
<td>tum log/logan ke</td>
<td>you, to you (fam.)</td>
</tr>
<tr>
<td>aapke</td>
<td>you, to you (polite)</td>
</tr>
<tr>
<td>uu log/logan ke</td>
<td>them, to them</td>
</tr>
</tbody>
</table>
NOTE: OBJECTS OF VERBS: The object of a verb in Fijian Hindi has the same form as the subject except in the case of living things. Table VI gives the special forms used for direct and indirect pronoun objects. When the object is a name or other word designating a person or animal, it must be followed by the postposition ke. Thus, uu laRkii ke dekho, "Look at that girl", but uu peK dekho, "Look at that tree." Similarly with pronouns: uske dekho, "Look at him (or her)", but uu dekho, "Look at that".

4A. Form sentences by adding paisaa de diyaa to the object forms in Table VI above. Consider uu log as the omitted subject.

4B. Translate the English word(s) in brackets and repeat the full sentence.

1. maamaa (me) diis hai.
2. (him) dekho.
3. (them) bulaa do.
4. ham (her) nahii bataaegaa.
5. muniidew (you-familiar) le jaaii.
6. sath saahab (you-polite) dekhe maaege.
7. wijay (me) aapan ghaare le gayaa.
8. (mother) dikhao.
9. tum (that man) jaantaa?
10. tum (your own sister) paisaa nahii degaa?

4C. Do questioning and response using the words provided as in the model: pitaajii - Question: kiske bataaiis? Answer: pitaajii ke bataaiis.

Take uu as omitted subject.

pitaajii
ham

humaar chhoTii bahan
uu laRkii
lakshmi
raamaa ke baRaa bhaaaii

tum
bechnewaala

uu logan
ii aadmii

maamaa aur maamii
aap

4D. Do questioning and response using the items from C above as in the model: pitaajii - Question: uu pitaajii ke jaane? Answer: nahii, uske nahii jaane.

Exercise 5, Past Tense

TABLE VII, FIJI HINDI PAST TENSE VERBFORMS

Singular

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ham</td>
<td>khariidaa</td>
<td>I bought</td>
</tr>
<tr>
<td>tum</td>
<td>khariidaa</td>
<td>you (fam.) bought</td>
</tr>
<tr>
<td>uu</td>
<td>khariidii</td>
<td>he, she bought</td>
</tr>
</tbody>
</table>
Plural

ham log  khariidaa  we bought
  tum log  khariidaa  you (fam.) bought
  aap    khariidaa, khariide  you (polite) bought
 uu log  khariide, khariidin  they bought

NOTE: As shown in the table, there are four possible endings for the past tense, depending on the subject. For uu "he" or "she" or names of persons, remove -naa from the infinitive and add -iis. This ending is used for living things only. All other subjects may take the -aa ending, but -e is often used with aap and -in with uu log or other third person plural subjects when one wishes to be more formal or polite.

Notice that -y- is used as a joining device between a vowel final stem and the past endings, particularly with -aa. It is commonly used with all forms of jaanaa.

The verb hai has no past form of its own in Fiji Hindi. Instead, past forms of the verb rahnna are used.

There are only three irregular verbs in the past tense. The forms of lenaa and denaa are easily recognized and quickly learned. jaanaa is irregular in a different way in that it has a special stem ga- in the past instead of jaa- which functions in all other tenses. There is also a tendency for the form gaye to be used with all persons, though the varying forms are also commonly heard.

If this note seems complicated and hard to grasp, don't worry. If the grammar helps you learn the language, then use it; if not, forget it. Remember those millions of people who speak perfectly with no knowledge of grammar. For everyone it is the practice with the forms in the language itself which will aid most in actually learning them.

5A. Repeat and translate these past tense forms.

khariidaa  laayaa  sunaa
khaayaa  bolaa  karaa
dokhaa  diyaa  bulaayaa

5B. Place uu before the verbforms in A above and change the form to agree with the subject as in the model: khariidaa - uu khariidiis.
5C. Repeat and translate these irregular forms for lenaa, denaa, and jaanaa after the teacher.

<table>
<thead>
<tr>
<th>(ham, etc.)</th>
<th>(uu)</th>
<th>(aap)</th>
<th>(uu log)</th>
</tr>
</thead>
<tbody>
<tr>
<td>liyaa</td>
<td>liis</td>
<td>liye</td>
<td>llin</td>
</tr>
<tr>
<td>diyaa</td>
<td>diis</td>
<td>diye</td>
<td>diin</td>
</tr>
<tr>
<td>gayaa</td>
<td>gayiis</td>
<td>gaye</td>
<td>gayiin</td>
</tr>
</tbody>
</table>

5D. Repeat and translate.
1. maa hamé nahít bataaiis.
2. pitaajii khiRkii kholiis.
3. tum maakeT se kaunchii laayaa?
4. uu log kichin me aaluu dhar diin, ki nahít?
5. tumaar bhaaíi kahaa chalaa gaye?
6. shiw hamaar waaste kuchh kapRaa laais.
7. lakshmiin koii kaam nahít kariis.
8. uu filam ham logan ke baRaa achahhaa lagaa.
9. uu log bataain ki prasaad aaj nahít aayaa.

NOTE: GENDER AGREEMENT IN PAST TENSE FORMS. In Fiji Hindi verbs which cannot take a direct object (intransitives) tend strongly to agree in gender with third person singular living subjects. See below. The neutral forms such as aaiis rahiis and gayiis are fairly common also. First and second person subjects do not generally show gender, for one girl will say to another: tum kab aayaa or ham ghare rahaa. The -e ending is obligatory with aap for these verbs, and optional with third person plural subjects and names of persons to show respect.

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>raamaa abhii aayaa.</td>
<td>lakshmii abhii aayii.</td>
</tr>
<tr>
<td>maamaa ghare rahaa.</td>
<td>maamii ghare rahii.</td>
</tr>
<tr>
<td>laRkaa kab gayaa?</td>
<td>laRkii kab gayii?</td>
</tr>
</tbody>
</table>

5E. Repeat these sentences noting the subject/verb agreement.
1. maamii nahít rahii.
2. pitaajii kab aayee?
3. koii laRkaa aa gayaa.
4. ghare kaun rahaa?
5. tumaar beTii bhii gayii?
6. raamaa sawere chalaa.
7. ham nahít gayaa.
8. bahanii kahaa rahii?
9. kaun aayaa?
10. uske maataajii aayii.
5F. Do questioning and response using the word provided as in the model: Take care to make your verb agree with the subject. lakshmii - Question: ghare kaun raha?
Answer: lakshmii rahii.

Exercise 6, Compound Verbs

NOTE: In Hindi a second verb is often placed after the main verb, frequently adding a shade of meaning. It is most important to remember that the second verb does not have the meaning when in the compound that it carries when it stands alone as a main verb. Thus aa jaegaa means "will come", having nothing to do with "go", the meaning of jaanaa. The addition of jaanaa here focuses attention on the completion of the action rather than the process.

Similarly with bulaa do, the meaning is to call or invite with denaa having nothing of the meaning of "give" which it has as an independent verb. It's use here indicates that the "call" will be on someone else's behalf rather than the caller's. bulaa lo would be used if the caller himself were the one who wanted to see the person called.

lenaa, denaa and jaanaa are the commonest second members of the compound verbs, though others are also found. It is best to learn the common compounds as single units, remembering that the compound can always be simplified by dropping the second member and adding the endings to the first. Thus, kichin me rakh do can become kichin me rakho with no loss in the meaning. le jaanaa is an exception since lenaa alone can not mean "take away" or "carry". le jaana is a two-piece unit.

6A. Repeat these sentences noting the compound verbs. English meanings are given in brackets for those which are new to you.

1. ham log aa jaegaa.
2. tum uske bulaa diya?
3. kichin me kaunchii rakh diyaa?
4. ham log uu filam to dekh liyaa. (already seen)
5. uu bas ek pustak le liis.
6. sikh saahab duusraa moTar khariid liis. (bought)
7. ham log sab kelaa khaa liyaa. (ate up)
8. tum kiske bataa diya? (told)
9. ham uu kaam kar diyaa. (did)
10. ii kaagaj chal jaaii? (will do, will suit)
11. aapan thailii ghare rah gayaa. (was left behind)
12. ii kursii me baith jaao.

6B. Change the verbs in the sentences in A above to simple ones as in the model: ham log aa jaaegaa - ham log aaeegaa.

Exercise 7, Indirect Sentences

NOTE: In Hindi a number of things are expressed by indirect sentences. *tume kaunsaa rag jyaadaa achchhaa läge?* means literally, "which colour seems best to you?" or "which colour strikes or pleases you best?" This expression is used in Hindi in the same places where in English we say, "Which colour do you like best?" Thus the person who is the subject of the English sentence, "you", is the object, *tume*, in the Hindi sentence. Note also that the object of the English sentence, "colour", appears as the subject in the Hindi sentence, *rag*.

Similarly, *hame bas agornaa paRii* literally means "Waiting for the bus is obligatory to me." This sentence is commonly used in Hindi in places where in English we say, "I shall have to wait for the bus." You will see with observation just how common these indirect sentences are. It may help to think of them as *hame* type sentences to remind yourself of how the person involved in the situation must be expressed in the Hindi sentence. Object forms are listed in Table V, and may be reviewed in Exercise 4 of this lesson if need be.

7A. Substitute the words provided in the model sentence as shown:

<table>
<thead>
<tr>
<th>prasaad</th>
<th>prasaad ke achchhaa lagaa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>prasaad</td>
<td>pitaajii</td>
</tr>
<tr>
<td>ham</td>
<td>raam sih</td>
</tr>
<tr>
<td>uu</td>
<td>aapan bhaaii</td>
</tr>
<tr>
<td>tum</td>
<td>sab log</td>
</tr>
</tbody>
</table>

7B. Form new sentences by substituting the words in A above as in the model: *prasaad - prasaad ke jaanaa paRii*.

Exercise 8, Pronunciation Practice

NOTE: NASALIZED VOWELS: English speakers are sometimes accused of talking through their nose. Whether we do so or not does not change the meaning of what we say, however, as it does in Hindi: *kahaa "where" versus kahaa "said"*. In many cases in Hindi it will also not result in a different word if you fail
to nasalize a vowel, or allow one through your nose which is supposed to be plain, but it will sound very strange and confusing to those who listen to you. Therefore, take care to nasalize vowels where required and take equal pains to keep them out of the nose otherwise. If you find it hard to produce nasal vowels, think of them as having an -n after them. As you will see below, however, Hindi has many words with nasal consonants n and m which require non-nasal vowels. Here as elsewhere practice is the best teacher.

8A. Practice the nasal vowels in these words.

<table>
<thead>
<tr>
<th>haa</th>
<th>maagnaa</th>
<th>mahagaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>paach</td>
<td>kyo</td>
<td>rag</td>
</tr>
<tr>
<td>nahii</td>
<td>kyoki</td>
<td>sajhaa</td>
</tr>
<tr>
<td>hiyaa</td>
<td>saajh</td>
<td>huwaa</td>
</tr>
</tbody>
</table>

8B. Practice the following words making sure to keep the sounds non-nasal.

<table>
<thead>
<tr>
<th>maataa</th>
<th>jaantaa</th>
<th>lekin</th>
</tr>
</thead>
<tbody>
<tr>
<td>saaTh</td>
<td>kaahe</td>
<td>band</td>
</tr>
<tr>
<td>aadmii</td>
<td>chalo</td>
<td>ham</td>
</tr>
<tr>
<td>diyaa</td>
<td>kaam</td>
<td>hoi</td>
</tr>
</tbody>
</table>

Exercise 9, Conversational Practice

Memorize and enact this brief dialogue in class.

laRkaa  uu aadmii aa gaye.
ammaa  tum bhaiya ke bataayaa?
laRkaa  haa. uu boliiis ki uske paisaa do.
ammaa  to kaa karaa, tum?
laRkaa  paisaa de diyaa.
ammaa  Thiik karaa, beTaa.
UNIT SIX
Riding In A Bus
STRUCTURAL MODELS

COMPARATIVE (With Adjective Agreement):
1. शीला उस से छोटी है।
2. रामा उस से पतला है।

1. शीला us se bañी hai.
2. रामा us se patla hai. (3B)

SUPERLATIVE:
पिताजी सब से बड़ा है।
pitaajii sab se baRaa hai. (3F)

AGE:
1. तुम कितना साल के हैं?
2. हम पंद्रह साल के हैं।

1. tum kitnaa saal ke hai?
2. ham pandrah saal ke hai. (5B)

COLOR:
उसके मोटर कौन रंग के हैं?
'पीला रंग के हैं।

uske motar kaun rag ke hai?
pilaa (rag ke) hai. (6A)

DAYS OF THE WEEK:
आज कौन दिन है? सोमवार है।
aaj kaun din hai? sommaar hai. (8B)

CAN, BE ABLE:
तुम कुछ सके दो, न? हों, सके
tum kuchh sake do, na? haa, sake. (9)

PAST PERFECT TENSE:
तुम माकेट गया रहा?
tum maaket gayaa raha? (10A)
VOCABULARY

For Dialogue Six

1. kaaibiitii 1. a Fijian
2. hinduustaanii 2. A Fiji Indian
3. kaaibiitii 3. Fijian language
   baat
4. baat karna 4. to talk, to converse
5. jagah 5. place, space, room
6. naam 6. name
7. naawuuua 7. a town on Viti Levu near Suva
8. yahii 8. here (formal)
9. rahnaa 9. to live, to stay
10. duur pe 10. at a distance
11. naadii 11. a town on Viti Levu
12. idhar 12. in this direction, here
13. kaam se 13. on business
14. khaalii 14. only, empty
15. ghumnnaa 15. to tour, to travel
16. eyapauT 16. airport
17. naukrii 17. job
18. pariwaar 18. family
19. uddhar 19. in that direction, there
<table>
<thead>
<tr>
<th>No.</th>
<th>Word 1</th>
<th>Word 2</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>बच्चा</td>
<td>bachcha</td>
<td>child, children</td>
</tr>
<tr>
<td>21.</td>
<td>बच्चे</td>
<td>bachche</td>
<td>children (formal)</td>
</tr>
<tr>
<td>22.</td>
<td>अ०रत</td>
<td>aurat</td>
<td>woman, wife</td>
</tr>
<tr>
<td>23.</td>
<td>यार</td>
<td>yaar</td>
<td>brother, mate, chum</td>
</tr>
<tr>
<td>24.</td>
<td>होता</td>
<td>hotaa</td>
<td>(if there) were</td>
</tr>
<tr>
<td>25.</td>
<td>जोते</td>
<td>aate</td>
<td>would come</td>
</tr>
<tr>
<td>26.</td>
<td>कमाल के</td>
<td>kamaal ke</td>
<td>marvelous, wonderful</td>
</tr>
<tr>
<td>27.</td>
<td>सीखना</td>
<td>siikhnaa</td>
<td>to learn</td>
</tr>
<tr>
<td>28.</td>
<td>समजना</td>
<td>samajhnaa</td>
<td>to understand</td>
</tr>
<tr>
<td>29.</td>
<td>समजह गये</td>
<td>samajh gaye</td>
<td>I see, I understand</td>
</tr>
<tr>
<td>30.</td>
<td>बात</td>
<td>baat</td>
<td>thing, matter, reason, language</td>
</tr>
<tr>
<td>31.</td>
<td>किसान</td>
<td>kisaan</td>
<td>farmer</td>
</tr>
<tr>
<td>32.</td>
<td>लड़कन</td>
<td>laRkan</td>
<td>boys</td>
</tr>
<tr>
<td>33.</td>
<td>सांघे, साथ</td>
<td>saghe, saaTh</td>
<td>with</td>
</tr>
<tr>
<td>34.</td>
<td>खैरी करना</td>
<td>khetii karnaa</td>
<td>to farm</td>
</tr>
<tr>
<td>35.</td>
<td>मैकनिक</td>
<td>makenik</td>
<td>mechanic</td>
</tr>
<tr>
<td>36.</td>
<td>पा०र्नना</td>
<td>paRhnaa</td>
<td>to read, to study</td>
</tr>
<tr>
<td>37.</td>
<td>शादी</td>
<td>shaadii</td>
<td>marriage, wedding</td>
</tr>
<tr>
<td>38.</td>
<td>हो(य) जाना</td>
<td>ho(y) jaanaa</td>
<td>to happen, to take place</td>
</tr>
<tr>
<td>39.</td>
<td>सब से</td>
<td>sab se</td>
<td>-est (superlative)</td>
</tr>
<tr>
<td>40.</td>
<td>जो है, जोन है</td>
<td>jo hai, jon hai</td>
<td>emphasizes preceding word or phrase</td>
</tr>
<tr>
<td>41.</td>
<td>यस से होता</td>
<td>us se chhoTaa</td>
<td>younger or smaller than he, she, I or it</td>
</tr>
</tbody>
</table>
42. to teach
43. little, small
44. age
45. year
46. enough, quite
47. to get off, descend
48. here is my house
49. sometime
50. okay? all right?
51. if get(s) the chance
52. certainly, surely

Adjectives of Size

53. thick, fat
54. thin
55. long, tall
56. short

The Colours

57. red
58. yellow
59. white
60. black
61. blue
DIALOGUE SIX
Riding In A Bus

(बस में छुड़ा आदमी बैठे)

Key: का = कानूनी, है = हिंदूस्तानी.

का भाई स्तावक, आप कानूनी बैठे कहते?
है बहुत खौफ़ा।
का ऐ जगह के कौन नाम है?
है बहुत नाबुमा है।
का आप यही रहते हैं?
है जी हाँ, बस खौफ़ा दूर रहे।
का जी, अच्छा?
है हमारे दर काठ?
का इस नाँदी में रहता?
है बढ़ने का कार्य जाता?
का सुक्रान?
है कुछ काम के आधा के स्वाली चतूरे आया?
का नहीं, खौफ़ा काम रहा।

है नाँदी में हम बौने काम करो?
का अफ्रिका पर हमारे जीवकर है?
है पश्चिमा भी उठा है?
का जी हाँ, दो बच्चे हैं?
है तब औरत भी है?
का और यहाँ? आपत नहीं है?
का बच्चे कहां से आये?
हम तो कमाल के हिंदी जाने।
का हाँ, हम स्कूल में सीखा रहा।
हम थे, समक्ष उठे। इं जात नहीं।
का जी। आप कोन काम करते हैं?
हम तो किसान हैं।

का आपके किसने बच्चे?
हमारे पाँच लड़के हैं, और तीन लड़की।
का लड़कन कौनसी कोई?
हम दुसरे तो हमारे सांवे खेलते करे, सफ
मैंने कहा है, और दुसरे समूह पहरे।
का लड़की के बाटू क्यों जाने?
बस में बड़ी जोन है, अपने शादी के होय गये। बस में छोटी पड़े, और
बसां से छोटकी बाले हैं अभी।
का सब में छोटी के कितना ऊंगर है?
न है। शादी चाच साल के हैं।
का तब तो काफी छोटी ही है?
है। अच्छा, हम यहीं उतर जाएँ। यह
आय गये।
का बहुत अच्छा रहा?
कभी आना चाहे, ना?
का अच्छा, मैंका लो, तो जस्ता आ जाएगा।
है अच्छा तो।
का अच्छा।
EXERCISES

Exercise 1, Vocabulary Practice
Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted.

Exercise 2, Drilling The Dialogue
Repeat each line, or part of line, after the teacher until you can say it with some ease. As you listen and repeat, picture in your mind the situation or action depicted.

Exercise 3, Comparatives And Superlatives
NOTE: COMPARATIVES. When we say that one person or thing is bigger, shorter, or better than another, this is a comparison between two things. One may be considered the main topic, the other the standard or item with which it is compared.

In Hindi comparisons are made with the postposition से coming after the item compared with. Thus: गोविंद तुम से लम्बा है, "Govind is taller than you". In both Hindi and English the main topic comes first in the sentence, but within the comparative phrase itself the orders are reversed. If you read the English phrase backwards, "you than tall" it gives the order used in Hindi, तुम से लम्बा.

Like many other things, the item compared with can be omitted in Hindi when it is clear from previous conversation. Thus गोविंद लम्बा है may be said with a comparative meaning. Note that as with other postpositions, से requires
that का become उस and that जी become वह. Therefore, उस से and इस से are used for phrases like, "than him", "than her", "than this", "than that", and "than it".

3A. Repeat and Translate.

1. जौकिन्द्र तुम से लंबा है।
2. तुम हम से पतला है।
3. लौटौका नादी से बड़ा है।
4. लालमी अम्मा से छोड़ छोटी है।
5. ई काम उस से बहुत कड़ा है।
6. का पौकट ई वाला से बड़ा है।
7. तुमारा बॉट हमारा बॉट से काफी लंबा है।
8. का लाल कपड़ा इस से महंगा है।
9. सिंह साहब हम से बहुत ज्यादा मौटा है।
10. का जगह चढ़ों से अच्छा है।

3B. Complete the following sentences by placing either रामा or शीला in the blank. Your choice must agree in gender with the adjective in the sentence as in the models:

(1) — उस से बड़ी है - शीला — उस से बड़ी है। (2) — उस से पतला है - रामा — उस से पतला है।

1. — उस से बड़ी है।
2. — उस से पतला है।
3C. Do questioning and response using the adjectives provided as in the model: बड़ी - Question: अग्नि से बड़ी कौन है? Answer: ओरे।

बड़ी लम्बी अच्छी
छोटी बड़ा लम्बा
अच्छा पतला मोटी
मोटा छोटा पतली

NOTE: SUPERLATIVES. The superlative of an adjective is formed as though it were a comparative with सब, "all". Another way to think of it is that सब से is equivalent to "-est" in English but must be placed before the adjective rather than afterward.

3D. Form superlative phrases using the adjectives from C above as in the model: बड़ी - सब से बड़ी

3E. Repeat and translate the following superlative questions.

1. तुमारे दोस्रे सब से बड़ा कौन है?
2. क्लास में सब से लम्बा कौन है?
3. इस कमरे में सब से छोटा आदमी कौन है?
4. इस कुंडे में सब से लम्बा कैला कौन रहा?
5. तुमारे घर में सब से बड़ा चीज कौनसा है?
6. आज सब से देरी में कैन आसी रहा?
7. सब से अच्छा पुस्तक कौनसा है?
8. सब से अच्छा दम कैन दुमान में मिले?
9. सब से कठा काम किसके है?
10. सब से बड़ा घर किसके पास देखा?

3F. Do questioning and response between students as in the model: Question: तुमारे घर में सब से बड़ा कौन है? Answer: प्रिताजी सब से बड़ा है. Use the questions from E above.

Exercise 4, Forms Of Possession

NOTE: We have seen in these lessons two ways of showing possession. Though there is some overlap, in general लोग is used for material things which one can actually own - clothing, personal articles, etc. - while that without लोग is used for relatives and body parts. Noting some real examples will be more helpful than learning abstract rules, however.
4A. Study and translate these sentences.

1. हमारे तीन लड़के हैं।
2. हमारे लगे दुसरे अच्छे कपड़े हैं।
3. आपके माता-पिता हैं?
4. तुमारे पास समाल है?
5. उसके स्खली एक हाथ है।
6. उ लैण के लगे दर है?
7. तुमारे दव के कौन नक्कार है?
8. हम लेगे के पास और पैसा तो है?
9. तुमारे मामा के कितना लड़की है?
10. इस कृत्रिम कि तुमारे कितना चाल है?
11. उसके बॉटर के कौन रंग है?
12. उ किसान के लगे आंडा, के पैसा नहीं हैं?

4B. Translate into Hindi. NOTE: These all contain relatives.

1. Does he have a sister too?
2. Do you have a family?
3. I have three brothers and two sisters.
4. Who has twenty children?
5. How many brothers do you have?
6. They have three children.

4C. Translate into Hindi. NOTE: These all contain objects.

1. Do you have a dollar?
2. She has lots of books.
3. Who has the keys?
4. How many red shirts does your older brother have?
5. I have mother's bag.

Exercise 5, Conversational Practice

5A. Memorize and enact this dialogue in class.

सरोज | तुम कौन जगह रहता?
लता | लम्बाई में।
सरोज | कौन काम करता?
लता | हम टीया है।
सरोज | शादी होय गये?
लता | जी है, हमारे आदमी भी पढ़ते।
सरोज | तू कितना बच्चा है?
लता | बस एक लड़का है आशी।
सरोज | कैं कितना साल के है?
लता | दुई साल।
सरोज | आपके नाम?
लता | लता फ्रांस|।
सरोज | अच्छे, लता, फिर मिलेजा।
लता | अच्छे, जाकर।

5B. Do questioning and response as in the models: (1) Question:

तुम कितना साल के है?
Answer: हम कितना साल के है। You may also ask about third persons. (2) Question:

कितना साल के है?
Answer: कितना साल के है।
Exercise 6, Using The Colours

6A. Do questioning and response using the words provided as in the model: बिला - Question: उसके मोटर का रंग कौन सा है? Answer: बिला (रंग का) है.

पिला, ऊजर, लाल, हरीयर, कोरिया, ब्लू।

6B. Form your own responses to these questions.

1. तम्मे कौन का रंग उच्चा लगे?
2. तुम्मे व्ही अच्छा लगे?
3. जब मुझे पर देखा कौन लग रहा?
4. कुछ उससे का काफी हो?
5. तुम नैसा कपड़ा मामला, पिला कौं हरीयर?
6. बिला लाल समान किसके है?

Exercise 7, Plain And Fancy Talk

NOTE: Most languages have at least two styles of speech, one for plain everyday situations, and another reserved for occasions when one wants to be fancy or formal. In truly formal situations in Fiji the ideal is to use standard Hindi, and the more standard Hindi elements one mixes in his speech,
the more fancy it becomes. How many of these elements a given speaker mixes in depends both on his education and how formal the situation is.

In this lesson's dialogue we see two contrasting styles of speech. Because of his schooling in Hindi, the Fijian uses several elements from standard Hindi to impress his Indian seatmate. He uses आप and आपके throughout, makes his verbs agree with आप, and uses Standard Hindi masculine plural -से in phrases like कितने बच्चे. His performance is still fairly unusual since many Fijians speak only a pidgin Hindi in which, among other things, (1) all tenses of verbs for all persons have a common -ता ending, (2) the Hindi sounds are quite distorted, (3) the verb है is replaced by बैठे (often pronounced बैठते), and (4) there are no fancy forms for politeness.

The Fijian's first sentence shows that he knows far more than pidgin Hindi. The Indian, guided by the stereotype idea of Fijians knowing only the simplest Hindi, uses his informal style. He uses तुम and तुम्हारे throughout, uses no -से, - न endings when talking about his sons, and uses the colloquial आय गये instead of the more formal आ गया. It is not until he hears a fairly complex conditional sentence that he stops to notice the level of Hindi which the Fijian commands. It is interesting, too, that like most Indian speakers of Fiji Hindi the Fijian lets a few informalisms slip into his formal style, cf. the very colloquial लाइफ. For his part, the Indian switches between the usual
present tense form in \( \text{वहाँ जाता} \) and the very informal \( \text{आ, करी} \) forms in \( \text{कॉल काम करी} \) and \( \text{हामल के हिन्दी जाना} \). These forms are used when \( \text{तुम} \) is the subject among Indians in very relaxed settings, and for other subjects as well when Indians and Fijians talk to each other in pidgin Hindi. It will be best for you to stick to the \( \text{ता} \) forms in your own speech. We explain the \( \text{आ}, \text{करी} \) forms here so that you will not be baffled when you hear them.

Table VIII below lists some of the most common features which mark the change from informal to formal Fiji Hindi. The list is representative rather than exhaustive. A fuller table of these changes appears in Appendix B, but for now the twenty-two features below will give you plenty to work on. Listen for them in the speech of others and soon you, too, will be able to do a bit of switching to suit formal occasions.

**TABLE VIII, FORMAL MARKERS IN FIJI HINDI**

**NOTE:** The double dash, --, means becomes, changes to.

**Grammar Changes: Informal to Formal**

1. \( \text{तुम} -- \text{आप} \) often with corresponding changes in verb form

2. \( \text{हम} -- \text{मे} \) with accompanying \( \text{मे} \) often becoming \( \text{है} \)

3. \( \text{उ} \text{ लेग} -- \text{दे} \) often with corresponding changes in verb form
4. तुम्हारे -- आपके when possessive and before postpositions
5. हमारे -- मेरे when possessive and before postpositions
6. -आ -- -स as the ending for masculine plural nouns and adjectives
7. के -- को as marker for both direct and indirect object
8. वे -- वह for all plural subjects
9. था -- था and may change to agree in gender with subject
10. Commands such as बैठो, बैठना -- बैठिये
11. Compound verbs such as जाय स्थान, हो जाता -- उठा गए, हो जाता and may change to agree in gender with subject
12. Third person present tense forms such as करे -- करता है, करते हैं with singular and plural subjects respectively, and may change to agree in gender with subject
13. Third person future forms such as बोली -- बोलेगा, बोलेगे with singular and plural subjects respectively, and may change to agree in gender with subject
Word Changes: Informal to Formal

1. इं, ओ --- यह, वह
2. किया, हुआ --- यहीं, वहीं
3. का --- क्या
4. का, कौन --- क्या
5. बिहान --- कल
6. मैं --- माई
7. बढ़नी --- बढ़न
8. कुछ --- को
9. लोग (possessive) --- पास

7A. Translate and change to Fiji Hindi.

1. आप का नाम क्या है?
2. मैं अभी आया हूँ।
3. आइए, बैठिए।
4. आपके पास कितनी मॉटर है?
5. आप कहीं चलो गये?
6. वह मेरे आई को नहीं जानता था।
7. कौं आदमी कोईं?
8. यह पुस्तक बहुत अच्छी है।
9. सब बच्चे पानी पीते हैं।
10. सब लोग हिंदी सीखते हैं।

7B. Change the following sentences to formal Hindi.

1. कौं आदमी कौन है?
Exercise 8, Days Of The Week

NOTE: In citing that something happens on a particular day of the week, the name is often followed by के. Thus, बुध के चली. "Let's go on Wednesday".

8A. Repeat the names of the days after the teacher.

<table>
<thead>
<tr>
<th>Hindi</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>सोमवार, सोमवार</td>
<td>Monday</td>
</tr>
<tr>
<td>मंगलवार, मंगलवार</td>
<td>Tuesday</td>
</tr>
<tr>
<td>बुध, बुधवार</td>
<td>Wednesday</td>
</tr>
<tr>
<td>बिहस्त, बिहस्तवार</td>
<td>Thursday</td>
</tr>
<tr>
<td>शुक्र, शुक्लवार</td>
<td>Friday</td>
</tr>
<tr>
<td>शनिवार, शनिवार</td>
<td>Saturday</td>
</tr>
<tr>
<td>अंतवार, अंतवार</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

8B. Do questioning and response using the days of the week as in the model: Question: आज कोन दिन है?
"What day is today?" Answer: सोमवार है.

"(It) is Monday."

Exercise 9, Can, Be Able

NOTE: The verb सकना is not a main verb; it always functions as modifier to the main verb of the sentence. Like अग्रेज़, (See Unit Two, Exercise 5) two different orders are possible: तुम आगे आए सको or तुम आगे सके आओ. One can also hear तुम आगे सको आओ.

Which forms are proper with the different orders and for different subjects is a bit complex, and rules are not easily stated which cover all cases. It is important to learn to understand the various combinations when you hear them, but for your own speech the following rule will allow you to produce correct forms.

RULE: Always put सकना second, attaching to it all endings which agree with the subject or show tense. Following this rule, the main verb will invariably appear in the form of verbstem plus -म, ए. Thus, "I will be able to go tomorrow" will be: हम बिहान जाएं सकेगा.

सकना is somewhat less used in Hindi than is "can" in English, but it is still quite common. In Fiji Hindi सकना can be used alone as the short answer for a question. Witness: तुम कुछ सके दो, न?
In standard Hindi, सकेत मust come after the main verb, not before it, and takes all person and tense endings. The main verb takes no -सँ, -ः ending, but appears as the stem only. Moreover, the main verb cannot be left out in short answers as it can in Fiji Hindi.

9A. Repeat and translate.

1. हम बिहान जाए सकेता।
2. तुम आज आए सको?
3. दिनों से जोनची सके देशे?
4. हो तै खड़ा है। हम लोग कुछ नहीं करे सकता।
5. रात के हम सोग नहीं सका।
6. कुछ के नहीं, तो हम लोग बिनेव के मिले सकेता।
7. हरी पैसा इतनी के सके देवे।
8. आदर्शी आपन औरत के कुछ नहीं सके देते।
9. तुम कितना प्याला नगोना सके पीओ?
10. उ हमारे बहुत निखू नहीं सके खास।

9B. Enact this small dialogue between members of the
class.

Key: अं = अम्मा, बे = बेटी
बे अम्मा, आज मार्केट बंद है।
बे निकू नहीं खरीद सकेगा।
अ तो कोई पेड़ से तुझे लाओ, ना। सको?
बे हो, पेड़ से तुझ सकता।
अ काफी जल्दी तुझे लाओ?
बे कुछ नहीं है, अभी ते आना।
अ अच्छा, जाओ।

Exercise 10, Past Perfect Tense

NOTE: In Hindi the past perfect tense is used, as in English, to show that the event reported took place prior to another event in past time. Unlike English, however, it is also used to report a single event or action in past time. Thus, where only simple past forms such as "went" and "gave" may be used in English, Hindi can use either simple past forms like जाए दीए or past perfect forms like जाए स्टाफेंट दीएस्टाफेंट. Any attempt to explain fully why a Hindi speaker chooses to use one or the other form would be more confusing than helpful. This much can be said, however, that if an action has just been completed, simple past will almost certainly be used to report it, whereas anything occurring more than a few minutes ago is just as likely to be reported in past perfect. Noting examples in this book and listening to Hindi speakers will help you develop a feeling for
the usages.

The past perfect is formed in Fiji Hindi by adding रहा, the past of रहे, to any simple past form. In this tense, forms may change to agree with the gender of the subject, but this is not obligatory.

10A. Change the verb in these sentences to past perfect as in the model: तुम मैलें गया? तुम मैलें जा रहा?

1. तुम मैलें गया?
2. हम खाली की कट्टा सीधा।
3. मैसेरे सक आँखभूनी उबसे।
4. उसके द्वार हम पहले देखा।
5. नौ लोण हैं कुछ नहीं बियाँ।
6. इं हताओ। तुम उसके कैनरी दिया?
7. हरी सब काम करना मे धारा दिया।
8. अम्मा कुछ आलू भी लाइस।
9. ए सोट के कपड़ा कब सीराइँ?
10. ज हम से भी कुछ फैसा मांगा।

10B. Translate into Hindi using past perfect throughout.

1. I studied (it) in school.
2. (I) met Rama in the market.
3. What had you done?
4. He had (already) eaten eight rotis.
5. They had told us in the morning.
6. Uncle had gone to Taveuni.
7. I bought (it) for twenty cents.
8. Prasad came at twelve o'clock.
9. Mother and Father had given (it) to them.
10. I got down from the bus.

Exercise 11, Pronunciation Practice

NOTE: ASPIRATED CONSONANTS. In Hindi certain consonants must be aspirated and others must be unaspirated. Aspiration means that a strong puff of air accompanies the sound. This can be felt by holding the back of the hand two inches out from the mouth. Minor puffs accompany the utterance of every sound, but aspirated consonants will be easily distinguished by the strength of their puffs.

Native English speakers aspirate "p", "t", "k", and "ch" at the beginning of syllables and somewhat more weakly at the ends of words. The native English speaker's task will be to learn to produce unaspirated varieties of these sounds. Unaspirated variants of three of the sounds occur in English after "s" as in "spin", "stay", and "skin", but whereas we think of the two types as variants of the same sound in English, they are taken as completely different sounds in Hindi.

Fijian has no aspirated consonants, so the task for Fijians is learning to produce aspirated sounds.

In the first five rows of consonants in the Hindi alphabet, the first and third columns contain unaspirated sounds while the second and fourth show aspirated ones. English speakers should think of the unaspirated sounds as being very soft, and Fijian and English speakers alike should think of the
aspirated sounds as accompanied by a punch of air. This is the purpose of the "h" used with the aspirates in the transcription. Neither type of sound will be produced correctly if the muscles become tight from trying too hard. Relax and enjoy playing with the sounds, and you should achieve good results.

11A. Practice the unaspirated sounds in these phrases.

11B. Practice the aspirated sounds in these phrases.

11C. GUESSING GAME. It is important to be able to hear the difference between aspirated and unaspirated sounds.

The teacher will turn his back and say one of the members of a pair of words. The class responds with a translation of the word they believe they heard. Each pair should be practiced several times.

Model: Teacher -  zIndex  . Students - wood.

1. zIndex (right)  zIndex (wood)
2. zIndex (with)  zIndex (seven)
Riding In A Bus

Key: kaa. = kaaiibiitii, hi. = hinduustaanii.

kaa. bhaaaii saahab, aap kaaiibiitii baat karte?
hi. bhaaii saahab, aap kaaiibiitii baat karte?
kaa. ii jagah ke kaun naam hai?
hi. ii naawuuaa hai.
kaa. aap yahit rahte hai?
hi. jii haa, bas thoRaai duur pe.
kaa. o, achchhaa.
hi. tumaar ghar kahaa?
kaa. ham naadii me rahtaa.
hi. idhar kahaa jaataa?
kaa. suuwaa.
hi. kuch kaam se aayaa ki khaalii ghuume aayaa?
kaa. nahit, thoRaai kaam rahaa.

hi. naadii me tum kaun kaam karo?.
kaa. eyapauT par hamaar naukrii hai.
hi. pariwaar bhii udhar hai?
kaa. jii haa, do bachche hai.
hi. tab aurat bhii hoii.
kaa. are yaar! aurat nahit hotaa to, bachche kahaa se aate?
hi. tum to kamaal ke hindii jaano.
kaa. haa, ham skuuul me siikhaa raha.
hi. o, samajh gaye. ii baat hai.
kaa. jii. aap kaun kaam karte hai?
hi. ham to kisaan hai.

kaa. aapke kitne bachche?
hi. hamaar paach laRkaa hai, aur tiin laRkii.
kaa. laRkan kaunchii kare?
hi. duii to hamaar saghe khetii kare, ek makenik hai,
aur duii skuul paRhe.
kaa. laRkii ke shaadii hoy gaye?
hi. sab se baRii jon hai, uske shaadii to hoy gaye. us se
choTii paRhaawe, aur sab se chhoTkanii ghare hai abhii.
kaa. sab se chhoTii ke kitnaa umar hai?
hi. uu khaalii chaar saal ke hai.
kaa. tab to kaafii chhotii hii hai.
hi. haa. achchhaa, ham yahii utar jaaii. ghar aay gaye.
kaar. bahut achchhaa rahaa.
hi. kabhii aanaa ghare, na?
kaar. achchhaa, maukaa lage, to jaruur aa jaaegaa.
hi. achchhaa to.
kaar. achchhaa

EXERCISES

Exercise 1, Vocabulary Practice

Repeat each vocabulary item two or three times after the teacher. As you listen and repeat, picture in your mind the idea or action depicted.

Exercise 2, Drilling The Dialogue

Repeat each line, or part of line, after the teacher until you can say it with some ease. As you listen and repeat, picture in your mind the situation or action depicted.

Exercise 3, Comparatives And Superlatives

NOTE: COMPARATIVES. When we say that one person or thing is bigger, shorter, or better than another, this is a comparison between two things. One may be considered the main topic, the other the standard or item with which it is compared.

In Hindi comparisons are made with the postposition se coming after the item compared with. Thus: govind tum se lambaa hai, "Govind is taller than you". In both Hindi and English the main topic comes first in the sentence, but within the comparative phrase itself the orders are reversed. If you read the English phrase backwards, "you than tall" it gives the order used in Hindi, tum se lambaa.

Like many other things, the item compared with can be omitted in Hindi when it is clear from previous conversation. Thus: govind lambaa hai may be said with a comparative meaning. Note that as with other postpositions, se requires that uu become us and that ii become is. Therefore, us se and is se are used for phrases like, "than him", "than her", "than this", "than that", and "than it".

3A. Repeat and translate.

1. govind tum se lambaa hai.
2. tum ham se patlaa hai.
3. lautokaa nazdii se baraa hai.
4. lakshmii amma se thoRaa chhoTii hai.
5. ii kaam us se bahut kaRaa hai.
6. uu paakeT ii waala se baRaa hai.
7. tumaar sheT hamaar sheT se kaafii lambaa hai.
8. uu laal kapRaa is se mahagaa hoi.
9. sih saahab ham se bahut jyaadaa moTaa hai.
10. uu jagah yahii se achchhii hii.

3B. Complete the following sentences by placing either raamaa or shiilaa in the blank. Your choice must agree in gender with the adjective in the sentence as in the models: (1) _____ us se baRii nai- shiilaa us se baRii hai. (2)_____ us se patlaa hai - raamaa us se patlaa hai.

1. _____ us se baRii hai.
2. _____ us se patlaa hai.
3. _____ us se achchhii hai.
4. _____ us se lambii hai.
5. _____ us se moTii hai.
6. _____ us se patlii hai.
7. _____ us se achchhii hai.
8. _____ us se lambaa hai.
9. _____ us se chhoTii hai.
10. _____ us se baRii hai.

3C. Do questioning and response using the adjectives provided as in the model: baRii - Question: us se baRii kaun hai? Answer: shiilaa.

baRii  lambii  achchhii
choTaarah  baRaa  lambaa
achchhii  patlaa  moTii
moTii  choTaarah  patlii

NOTE: SUPERLATIVES. The superlative of an adjective is formed as though it were a comparative with sab, "all". Another way to think of it is that sab se is equivalent to "-est" in English but must be placed before the adjective rather than afterward.

3D. Form superlative phrases using the adjectives from C above as in the model: baRii - sab se baRii.

3F. Repeat and translate the following superlative questions.

1. tumaar ghare sab se baRaa kaun hai?
2. klaas me sab se lambaa kaun hai?
3. ii kamraa me sab se choTaarah aadmi kaun hai?
4. ii kuuRaa me sab se lambaa kelaa kaun raahaa?
5. tumaar thailii me sab se baRhiyaa chiij kaunsaa hai?
6. aaj sab se derii me kaun aaiis raahaa?
7. sab se achchh aa pustak kaunsaa hai?
8. sab se achchh aa daam kaun dukaaan me mile?
9. sab se kaaraa kaam kiske hai?
10. sab se baRhiyaa moTar kiske paas hoii?

3F. Do questioning and response between students as in the model:

Question: tumaar ghaare sab se baRaa kaun hai?
Answer: pitaajii sab se baRaa kaTan hai. Use the questions from E above.

Exercise 4, Forms Of Possession

NOTE: We have seen in these lessons two ways of showing possession. Though there is some overlap, in general lage is used for material things which one can actually own - clothing, personal articles, etc. - while that without lage is used for relatives and body parts. Noting some real examples will be more helpful than learning abstract rules, however.

4A. Study and translate these sentences.

1. hamaar tiin laRkaa hai.
2. hamaar lage kuchh achchhaa kaRaa hai.
3. aapke maataa-pitaa hai?
4. tumaar paas rumaal hai?
5. uske khaalii ek haath hai.
6. uu logan ke lage ghar hai, ki nahii?
7. tumaar ghar ke kaun nambar hai?
8. ham log ke paas aur paisaa to hai nahii.
9. tumaar maamaa ke kitnaa laRkii hai?
10. ii bataao ki tumaar kitnaa bhaaii hai?
11. uske moTar ke kaun rag hai?
12. uu kisaan ke lage bhaaraa ke paisaa nahii hai.

4B. Translate into Hindi. NOTE: These all contain relatives.

1. Does he have a sister too?
2. Do you have a family?
3. I have three brothers and two sisters.
4. Who has twenty children?
5. How many brothers do you have?
6. They have three children.

4C. Translate into Hindi. NOTE: These all contain objects.

1. Do you have a dollar?
2. She has lots of books.
3. Who has the keys?
4. How many red shirts does your older brother have?
5. I have mother's bag.
Exercise 5, Conversational Practice

5A. Memorize and enact this dialogue in class.

saroj  tum kaun jagah rahtaa?
lataa  lambaasaa me.
saroj  kaun kaam kartaa?
lataa  ham Tiichaa hai.
saroj  shaadii hoy gaye?
lataa  jii haa, hamaar aadmi bhii parhaawe.
saroj  to kitnaa bachchaa hai?
lataa  bas ek laRkaa hai abhii.
saroj  uu kitnaa saal ke hai?
lataa  duii saal.
saroj  aapke naam?
lataa  lataa prasaad.
saroj  achchhaa, lataa. fir milegaa.
lataa  achchhaa, jaruur.

turn kaun jagah rahtaa?
lambaasaa me.
kaun kaam kartaa?
ham Tiichaa hai.
shaadii hoy gaye?
jii haa, hamaar aadmi bhii parhaawe.
to kitnaa bachchaa hai?
bas ek laRkaa hai abhii.
uu kitnaa saal ke hai?
duii saal.
aapke naam?
lataa prasaad.
achchhaa, lataa. fir milegaa.

5B. Do questioning and response as in the models: (1) Question: tum kitnaa saal ke hai? Answer: ham ___ saal ke hai. You may also ask about third persons. (2) Question: uu kitnaa saal ke hai? Answer: uu ____ saal ke hai.

5C. Conduct impromptu conversations between pairs of students in the class. Each student should find out from his mate his name, age, work, whether he is married, and how many children he has. Hindiized English words can be used for professions.

Exercise 6, Using The Colours

6A. Do questioning and response using the words provided as in the model: piilaa - Question: uske moTar kaun rag ke hai? Answer: piilaa (rag ke) hai.

piilaa, ujjyar, laal, hariyar, kariyaa, bluu

6B. Form your own responses to these questions.

1. tume kaun rag achchhaa lage?
2. tume bluu achchhaa lage?
3. uu gulaabii gharme kaun log rahe?
4. kuchh ujjyar kaagaj hai?
5. tum kaise kapRaa maagtaa, piilaa ki hariyar?
6. ii laal rumaal kiske hoii?

Exercise 7, Plain And Fancy Talk

NOTE: Most languages have at least two styles of speech, one for plain everyday situations, and another reserved for
occasions when one wants to be fancy or formal. In truly formal situations in Fiji the ideal is to use standard Hindi, and the more standard Hindi elements one mixes in his speech, the more fancy it becomes. How many of these elements a given speaker mixes in depends both on his education and how formal the situation is.

In this lesson's dialogue we see two contrasting styles of speech. Because of his schooling in Hindi, the Fijian uses several elements from standard Hindi to impress his Indian seatmate. He use aap and aapke throughout, makes his verbs agree with aap, and uses standard Hindi masculine plural -e in phrases like kitne bachche. His performance is still fairly unusual since many Fijians speak only a pidgin Hindi in which, among other things, (1) all tenses of verbs for all persons have a common -o ending, (2) the Hindi sounds are quite distorted, (3) the verb hai is replaced by baiTho (often pronounced baiTo), and (4) there are no fancy forms for politeness.

The Fijian's first sentence shows that he knows far more than pidgin Hindi. The Indian, guided by the stereotype idea of Fijians knowing only the simplest Hindi, uses his informal style. He uses tum and tumaar throughout, uses no -e endings when talking about his sons, and uses the colloquial aay gaye instead of the more formal aa gayaa. It is not until he hears a fairly complex conditional sentence that he stops to notice the level of Hindi which the Fijian commands. It is interesting, too, that like most Indian speakers of Fiji Hindi the Fijian lets a few informalisms slip into his formal style, cf. the very colloquial LaRkan. For his part, the Indian switches between the usual -taa present tense form in idhar kahaa jaataa and the very informal -o forms in kaun kaam karo and kamaal ke hindii jaano. These forms are used when tum is the subject among Indians in very relaxed settings, and for other subjects as well when Indians and Fijians talk to each other in pidgin Hindi. It will be best for you to stick to the -taa forms in your own speech. We explain the -o forms here so that you will not be baffled when you hear them.

Table VIII below lists some of the most common features which mark the change from informal to formal Fiji Hindi. The list is representative rather than exhaustive. A fuller table of these changes appears in Appendix B, but for now the twenty-two features below will give you plenty to work on. Listen for them in the speech of others and soon you, too, will be able to do a bit of switching to suit formal occasions.
### TABLE VIII, FORMAL MARKERS IN FIJI HINDI

**NOTE:** The double dash, --, means becomes, changes to.

**Grammar Changes: Informal to Formal.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>turn -- aap often with corresponding changes in verbforms</td>
</tr>
<tr>
<td>2.</td>
<td>ham -- mai with accompanying hai often becoming huu</td>
</tr>
<tr>
<td>3.</td>
<td>uu log -- we often with corresponding changes in verbforms</td>
</tr>
<tr>
<td>4.</td>
<td>tumaar -- aapke when possessive and before post-positions</td>
</tr>
<tr>
<td>5.</td>
<td>hamaar -- mere when possessive and before post-positions</td>
</tr>
<tr>
<td>6.</td>
<td>-aa -- -e as the ending for masculine plural nouns and adjectives</td>
</tr>
<tr>
<td>7.</td>
<td>ke -- ko as marker for both direct and indirect object</td>
</tr>
<tr>
<td>8.</td>
<td>hai -- hai for all plural subjects</td>
</tr>
<tr>
<td>9.</td>
<td>raha -- thaa and may change to agree in gender with subject</td>
</tr>
<tr>
<td>10.</td>
<td>Commands such as baiTho, baiThnaa -- baiThiye</td>
</tr>
<tr>
<td>11.</td>
<td>Compound verbs such as aay gave, hoy jaataa -- aa gayaa, ho jaataa and may change to agree in gender with subject</td>
</tr>
<tr>
<td>12.</td>
<td>Third person present tense forms such as kare -- kartaa hai, karte hai with singular and plural subjects respectively, and may change to agree in gender with subject</td>
</tr>
<tr>
<td>13.</td>
<td>Third person future forms such as bolii -- bolegaa, bolege with singular and plural subjects respectively, and may change to agree in gender with subject</td>
</tr>
</tbody>
</table>

**Word Changes: Informal to Formal.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ii, uu -- yah, wah</td>
</tr>
<tr>
<td>2.</td>
<td>hiyaa, huwaa -- yahit, wahit</td>
</tr>
</tbody>
</table>
3. kahe -- kyō
4. kaa, kaunchī -- kyāa
5. bihaan -- kāi
6. bhaiyāa -- bhaaii
7. bahanīi -- bahan
8. duui -- do
9. lāge (possessive) -- paas

7A. Translate and change to Fiji Hindi.
1. aap kaa naam kyā hī?
2. māi ābhīi aataa hu.:
3. aaiye, baiThiye.
4. aapke paas kitnī mōtar hī?
5. aap wahī kūo gaye.
6. wah mere bhaaii ko nahiī jaantaa thaa.
7. do aadmī bołege.
8. yah pustak bahut achhīīi hai.
9. sab bachche paanī piite hā?
10. sab log hindīi siikhte hā.

7B. Change the following sentences to formal Hindi.
1. uu aadmī kaun hāi?
2. ham duui paaunD maagtaa.
3. uu log ghare nahī kī hāi.
4. tumār bahanīi kaafī motī hāi.
5. raamaa bihaan aaiī.
6. hariī ke bulaa denaa.
7. maakeT se aataa rhaar ki wijay bhaiyaa milaa.
8. uske shaadiīi hoy gaye?
9. uu hiyya kahe baiThē?
10. uske sab laRkaa achchhīa hāi.
11. hamaar lāge paasaa nahī hāi.
12. ii kaunchī hāi.

Exercise 8, Days Of The Week

NOTE: In citing that something happens on a particular day of the week, the name is often followed by ke. Thus: budh ke chalii. "Let's go on Wednesday".

8A. Repeat the names of the days after the teacher.

sommaar, somwaar Monday
mogar, magalwaar Tuesday
budh, budhwaaar Wednesday
bif, brihaspatiwaar Thursday
sukh, shukrwaar Friday
saniwaar, shanichar Saturday
rawii, itwaar Sunday
8B. Do questioning and response using the days of the week as in the model: Question: aaj kaun din hai? "What day is today?" Answer: sommaar hai, (It) is Monday''.

**Exercise 9, Can, Be Able**

NOTE: The verb saknaa is not a main verb; it always functions as modifier to the main verb of the sentence. Like maagnaa, (See Unit Two, Exercise 5) two different orders are possible: tum aaj aae sako or tum aaj sake aao. One can also hear tum aaj sako aao. Which forms are proper with the different orders and for different subjects is a bit complex, and rules are not easily stated which cover all cases. It is important to learn to understand the various combinations when you hear them, but for your own speech the following rule will allow you to produce correct forms.

**RULE:** Always put saknaa second, attaching to it all endings which agree with the subject or show tense. Following this rule, the main verb will invariably appear in the form of verbstem plus -e. Thus, "I will be able to go tomorrow" will be: ham bihaan jaae sakegaa.

saknaa is somewhat less used in Hindi than is "can" in English, but it is still quite common. In Fiji Hindi saknaa can be used alone as the short answer for a question. Witness: turn kuchh sake do, na? haa, sake.

In standard Hindi, saknaa must come after the main verb, not before it, and takes all person and tense endings. The main verb takes no -e ending, but appears as the stem only. Moreover, the main verb cannot be left out in short answers as it can in Fiji Hindi.

9A. Repeat and translate.

1. ham bihaan jaae sakegaa.
2. tum aaj aae sako?
3. hiyaa se kaunchii sake dekhe?
4. ii to kaRaa hai, ham log kuchh nahii kare saktaa.
5. raat ke haam soe nahii sakaa.
6. budh ke nahii, to ham log bif ke mile sakegaa.
7. harii paisaa itwaar ke sake dewe.
8. uu aadmii aapan aurat ke kuchh nahii sake bole.
9. tum kitnaa pyaalaa nagonaa sake piio?
10. uu log bahut nibbuu nahii sake khaae.
9B. Enact this small dialogue between members of the class.

Key: a. = ammaa, be. = beTii

be. ammaa, aaj maakeT band hai. nibbuu nahii khariide sakegaa.
a. to koii peR se tuRke laao, na. sako?
be. haa, peR se tuR saktaa.
a. kaafii jaldii sake laao?
be. duur nahii hai, abhii le aataa.
a. achchhaa, jaaao.

Exercise 10, Past Perfect Tense

NOTE: In Hindi the past perfect tense is used, as in English, to show that the event reported took place prior to another event in past time. Unlike English, however, it is also used to report a single event or action in past time. Thus, where only simple past forms such as "went" and "gave" may be used in English, Hindi can use either simple past forms like gayaa, diis or past perfect forms like gayaa rahaan and diis rahaan. Any attempt to explain fully why a Hindi speaker chooses to use one or the other form would be more confusing than helpful. This much can be said, however, that if an action has just been completed, simple past will almost certainly be used to report it, whereas anything occurring more than a few minutes ago is just as likely to be reported in past perfect. Noting examples in this book and listening to Hindi speakers will help you develop a feeling for the usages.

The past perfect is formed in Fiji Hindi by adding rahaan, the past of hai, to any simple past form. In this tense, forms may change to agree with the gender of the subject, but this is not obligatory.

10A. Change the verb in these sentences to past perfect as in the model: tum maakeT gayaa? - tum maakeT gayaa rahaan?

1. tum maakeT gayaa?
2. ham khaalii do ghanTaa soyaa.
3. sawere ek aadmii aaiis.
4. uske ghar ham pahle dekhaan.
5. uu log hame kuchh nahii bataain.
6. ii bataao. tum uske kaunchii diyaan?
7. harii sab aapan kamraan me dhar diyaan.
8. ammaa kuchh aaluu bhii laaii.
9. ii shet ke kapRaa kab khariidas?
10. uu ham se bhii kuchh paisaa maagaan.
10B. Translate into Hindi using past perfect throughout.

1. I studied (it) in school.
2. (I) met Rama in the market.
3. What had you done?
4. He had (already) eaten eight rotis.
5. They had told us in the morning.
6. Uncle had gone to Taveuni.
7. I bought (it) for twenty cents.
8. Prasad came at twelve o'clock.
9. Mother and Father had given (it) to them.
10. I got down from the bus.

Exercise 11, Pronunciation Practice

NOTE: ASPIRATED CONSONANTS. In Hindi certain consonants must be aspirated and others must be unaspirated. Aspiration means that a strong puff of air accompanies the sound. This can be felt by holding the back of the hand two inches out from the mouth. Minor puffs accompany the utterance of every sound, but aspirated consonants will be easily distinguished by the strength of their puffs.

Native English speakers aspirate "p", "t", "k", and "ch" at the beginning of syllables and somewhat more weakly at the ends of words. The native English speaker's task will be to learn to produce unaspirated varieties of these sounds. Unaspirated variants of three of the sounds occur in English after "s" as in "spin", "stay", and "skin", but whereas we think of the two types as variants of the same sound in English, they are taken as completely different sounds in Hindi.

Fijian has no aspirated consonants, so, the task for Fijians is learning to produce aspirated sounds.

In the first five rows of consonants in the Hindi alphabet, the first and third columns contain unaspirated sounds while the second and fourth show aspirated ones. English speakers should think of the unaspirated sounds as being very soft, and Fijian and English speakers alike should think of the aspirated sounds as accompanied by a punch of air. This is the purpose of the "h" used with the aspirates in the transcription. Neither type of sound will be produced correctly if the muscles become tight from trying too hard. Relax and enjoy playing with the sounds, and you should achieve good results.

11A. Practice the unaspirated sounds in these phrases.

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>pachaas aur paach</td>
<td>chaudah chijj</td>
</tr>
<tr>
<td>piilaa pustak</td>
<td>kaun kaam karo</td>
</tr>
<tr>
<td>tab to</td>
<td>kiske kelaa</td>
</tr>
<tr>
<td>tum tiin jaataa</td>
<td>ek Tin TamaaTar</td>
</tr>
<tr>
<td>chaalis aur chaar</td>
<td></td>
</tr>
</tbody>
</table>
11B. Practice the aspirated sounds in these phrases.

dekho, huwaa rakko
chhe achchha chhaapaa (photos).
haath me thailii thii.
miiThaa (sweetness) Thiik hai.

11C. GUESSING GAME. It is important to be able to hear the
difference between aspirated and unaspirated sounds.
The teacher will turn his back and say one of the
members of a pair of words. The class responds with a
translation of the word they believe they heard. Each
pair should be practiced several times. Model: Teacher
Tiik. Students: wood.

1. Thiik (right)       Tiik (wood)
2. saath (with)       saat (seven)
3. khaalii (empty)    kaalii (goddess)
ANSWER GUIDES FOR
UNITS ONE THROUGH SIX

Unit One . . . . . . . . . . . . . 133
Unit Two . . . . . . . . . . . . . 137
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Unit Four . . . . . . . . . . . . . 149
Unit Five . . . . . . . . . . . . . 155
Unit Six . . . . . . . . . . . . . 162
Existential Sentences:

There are some tomatoes. (3A)

Equational Sentences:

1. This price is right. (5)
2. This is the right price.

Commands:

Look at all that. (7A)

Negative Transformation:

This price is not right. (8A)

DIALOGUE ONE

In The Market

(translation)

Key:  be. = seller, kha. = buyer

be. There are/(I) have good tomatoes. Take (some) along, brother.
kha. Good, are there/do (you) have some little ones?
be. Look, all these are small.
kha. What kind of price is (it)?/How's the price?
be. Forty cents (a) pound.
kha. That's fine. Give (me) two pounds.
be. All right, here are two pounds.
kha. And here is your money.
be Thank you.

EXERCISES

Exercise 1, Vocabulary Practice

Guide not needed.
Exercise 2, Drilling The Dialogue

Guide not needed.

Exercise 3, Number Practice

3A. Repetition of numbers 1 to 10. Guide not needed.
3B. Counting 1-5. Guide not needed.
3E. Translate into Hindi. Thus: one potato, two potatoes.

1. ek TamaaTar, paach TamaaTar
2. ek appul, das aapul
3. ek paunD, saat paunD
4. che senT, ek senT
5. nau baigan, ek baigan
6. aaTh pyaaj, ek pyaaj

Exercise 4, Statements Versus Questions

4A. (translation)

1. Are there/do (you) have some tomatoes?
2. Is there/do (you) have some money?
3. Are there/do (you) have good bananas?
4. Is that/are those good?
5. Is forty cents a pound right?
6. Are there/do (you) have small onions?
7. Is this/are these all?
8. Is eggplant suitable? Will eggplant do?

4B. Make questions into statements by changing the voice expression. Guide not needed.

4C. Open-ended identification of questions and statements by recognizing voice expression. Guide not needed.

Exercise 5, Sentence Rearrangement

5A. Change the order in these sentences. Model:

(translation) This price is right. - This is the right price.
1. ii Thiik daam hai.
2. uu aapke paisaa hai.
3. ii achchhaa aapul hai.
4. uu aapke duui paaunD hai.
5. uu achchhaa aaluu hai.
6. uu chhoTaTa pyaaj hai.
7. achchhaa daam hai.

(translation of original)
This price is right.
That money is yours.
This apple is good.
That two pounds is yours.
Those potatoes are good.
Those onions are small.
The price is good.

Exercise 6., The Infinitive

6A. Repeat these infinitives. (translation)

to see/to look to give to say/to speak
(translation)
to take away/to carry to stay/to be to listen/to hear
(translation)
to be

6B. Match up the verbforms with the infinitives in A.

le jaanaa dekhnaa bolnaa
de denaa honaa sunnaa
rahnaa

Exercise 7., Forming Commands

Form sentences by joining the words or phrases to commands in each exercise below. Model: (translation)
look + all that = Look at all that.

7A. uu sab dekho.
    ii paisaa dekho.
    uu aapul dekho.
    ii chhoTaTa TamaaTar dekho.

(translation)
Look at all that
Look at this money.
Look at that apple
Look at these small tomatoes.

7B. kuchh achchhaa pyaaj le jaao.
    ii chaalis senT le jaao.
    uu chaalis paaunD aaluu le jaao.
    sab paisaa le jaao.

Take along some good onions.
Take along this forty cents.
Carry these forty pounds of potatoes.
Take away all the money.
Exercise 8, Negative Statements And Questions

8A. Make the statements in Exercise 5 above negative.

Model: (translation) This price is right. - This price is not right.

1. ii dam Thiik nahī hai.
2. uu paisaa aapke nahī hai.
3. ii aapul achchhāa nahī hai.
4. uu duii paaunD aapke nahī hai.
5. uu aaluu achchhāa nahī hai.
6. uu pyaaj chhoTaa nahī hai.
7. daam achchhāa nahī hai.

8B. Repeat these negative questions. (translation)

1. Aren't there/don't (you) have (any) bananas?
2. Isn't this eggplant good?
3. Aren't there/don't (you) have (any) small onions?
4. Isn't ten cents a pound the right price?
5. Look, aren't all these small?
6. Isn't that money yours?

8C. Make the negative questions in 8 into statements.

Guide not needed.

Exercise 9, Conversational Practice

9A. Practice the dialogue. Guide not needed.

9B. Enact the dialogue. Guide not needed.

9C. Make up variations. Guide not needed.
ANSWER GUIDE - UNIT TWO

STRUCTURAL MODELS

Future Tense Verbforms:

<table>
<thead>
<tr>
<th>I, we, you (sing.)</th>
<th>he/she, they</th>
<th>you (formal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>will sit</td>
<td>will sit</td>
<td>will sit</td>
</tr>
</tbody>
</table>

Verbal Objects Of To Want:

1. We want to see Taveuni.
2. We want to see Taveuni.

Equational Questions:

1. What number is this? (7A)
2. What is this? (7B)
3. Where is he/she/it/that? (7C)

DIALOGUE TWO - USEFUL FRAGMENTS

(translation) 1. Looking For Ram Singh

Key: aa. = man, la. = boy

aa. Hey, boy, come here!
la. Yes.

aa. Is Ram Singh (here)?
la. Yes, (he) is.

aa. Please call (him).
la. All right, please wait. I'll call (him) right away.

2. Greeting And Leave Taking

Key: Two friends, mu. = Muni Deo, shi. = Shiu Prasad

mu. How (are you)?/Hello.

shi. (I) am fine. Where (are you going)?

mu. Just going to the shop.

shi. Okay, see (you) again.
3. Catching The Right Bus

Key: aa. = man, cha. = driver

aa. Does this bus go to Nausori?
Cha. Yes, where do (you) want to go?
aa. Nasinu Four Miles
Cha. Yes, take a seat/sit down.
aa. What's the fare?/How much (is) the fare?
cha. Twenty cents.
aa. All right, here/take (it).

4. In A Small Shop

Key: kha. = buyer, du. = shopkeeper

kha. Do (you) have soap powder.
du. Which one do (you) want?
Kha. Omu.
du. Small or large packet?
Kha. Give (me) two small packets.
du. Something else?/Anything else?
Kha. No, that's all.
du. Eighty-eight cents.
Kha. Good, thank you.

EXERCISES

Exercise 1, Vocabulary Practice
Guide not needed.

Exercise 2, Drilling The Dialogue
Guide not needed.

Exercise 3, Answering Existential Questions

3A. Repeat after the teacher. (translation)

1. Are there/do (you) have some small tomatoes?
2. Is there/do (you) have some money?
3. Is Hari Prasad here?
4. Do (you) have soap powder?
5. Is your brother here?
6. Are there some shops?
7. Do (you) have/are there three packets?
8. Are (there/do (you) have some large onions?
3B. Give short answers to the questions in A. Guide not needed.

3C. Make up existential questions. Guide not needed.

**Exercise 4, Future Tense**

4A. Repeat the future forms. (translation)

\[
\begin{align*}
\text{will sit} & \quad \text{will come} & \quad \text{will be/stay} \\
\text{will see/look} & \quad \text{will want} & \quad \text{will take away/}
\text{will listen/hear} & \quad \text{will call/invite} & \quad \text{carry}
\end{align*}
\]

\[
\begin{align*}
\text{will speak/say}
\end{align*}
\]

4B. Join the future forms in A to all possible subjects.

- ham baiThega
- tum baiThega
- ham log baiThega
- tum log baiThega
- ham dekhega

Etc.

4C. Change the future forms in A to those for uu and uu log.

- baiThii
- dekhii
- sunii

\[
\begin{align*}
\text{aaii} & \quad \text{maagii} & \quad \text{rahii} \\
\text{maagii} & \quad \text{le jaaii} & \quad \text{le jaagii}
\end{align*}
\]

\[
\begin{align*}
\text{bulaaaii} & \quad \text{bolaaii}
\end{align*}
\]

4D. Change the future forms in A to those for aap.

- baithege
- dekhege
- sunega

\[
\begin{align*}
\text{aaege} & \quad \text{maaege} & \quad \text{rahege} \\
\text{maaege} & \quad \text{le jaaege} & \quad \text{le jaaege}
\end{align*}
\]

\[
\begin{align*}
\text{bulaaeege} & \quad \text{bolege}
\end{align*}
\]

4E. Repeat the irregular forms.

- I, etc., will take
- I, etc., will give

4F. Give the proper future form of the English verb in brackets.

1. bolegaa (translation) I won't speak.
2. baiThega Where will you sit?
3. legaa He won't take your money
4. sunega We'll listen to the radio.
5. maagii Ram Singh will want cigarettes.
6. jaaegaa Will you also go to Labasa?
7. le jaaii He will carry/take away your apple(s).
8. dekhegaa I'll see Nausori.

Exercise 5. The Objects Of Desire

5A. Repeat after the teacher. (translation)

1. We want to see Taveuni.
2. He wants to eat a banana.
3. Do you want to carry/take away the tomatoes?
4. Do you want to sit here, or there?
5. He wants to say something.
6. Do you want something else?
7. I want only potatoes, not onions.
8. We don't want anything else.

5B. Change the first five sentences in A. Model:
(translation) We want to see Taveuni. - We want to see Taveuni.

1. ham log maagtaa tawayuunii dekhe.
2. uu kelaa maage khae.
3. tum TamaaTar maagtaa le jaae?
4. aap hiyaa-maagtaa baiThe ki huwa.
5. uu kuch maage bole.

Exercise 6, Negatives

Change the sentences to negative and translate.

1. sop'paawDaa nahzi hai?
   Don't you have soap powder.
2. harii prasaad bhii nahzi aaai?
   Isn't Hari Prasad coming either?
3. ii baigan achchhaa nahzi hai.
   This eggplant is no good.
4. ii bas abhii nasoriii nahzi jaaii.
   This bus won't go to Nausori now.
5. ham baRaa paakeT nahzi maagtaa.
   I don't want a big packet.
6. aThaarah senT Thiik daam nahzi hai.
   Eighteen cents is not the right price.
7. ham kuchh pyaaj nahzi legaa.
   I won't take any onions.
8. tum kuchh paisaa nahzi degaa?
   Won't you give any money?
9. uu laRkii nahii hai.
   That is not a girl.
10. fir nahii milegaa.
    (We) won't meet again.

   Exercise 7, Near and Far


7C. Free questioning and response with names of students. Guide not needed.

   Exercise 8, Pronunciation Practice

8A. Practice the dental sounds in these words. (translation)

   three  how much  go
   seven  price    call/invite
   two    Prasad  fourteen
   seventeen

8B. Practice the retroflex sounds in these words. (translation)

   tin    dance   packet
   tomato little  powder
   cent   pound

8C. Open-ended writing of items from A and B above. Guide not needed.

   Exercise 9, Conversational Practice

9A. Practice at least one of the fragments at home. Guide not needed.

9B. Enact one or more of the fragments in class. Guide not needed.

9C. Devise variations on one of the fragments, or make a completely new dialogue. Guide not needed.
ANSWER GUIDE - UNIT THREE
STRUCTURAL MODELS

Possessive Adjectives And Pronouns:
Whose car is that? It's Rama's. (4C)

Locative Phrases:
in (the) pocket at (the) shop (5A)

Adjective/Noun Agreement:
small girl (or) big, older brother
younger daughter

Present Tense Verbforms:

<table>
<thead>
<tr>
<th>I, we, you (sing.), you (pl.)</th>
<th>he/she, they</th>
<th>you (formal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>do, am/are doing</td>
<td>does/do, is/are doing</td>
<td>do, are doing</td>
</tr>
</tbody>
</table>

DIALOGUE THREE
Two Friends Meeting On The Street
(translation)

Key: ha. = Hari, raa. = Rama.

ha. How (are you), friend?
raa. (I) am fine. How (are) you?
ha. Oh, (I) am all right.
raa. Where (are you going) then?
ha. Today (I'm) going to see a film. Will (you) come?
raa. No, (I) have some work.

ha. What's (that) in (your) hand?
raa. It's (my) bag.
ha. Oh, what's in the bag?
raa. Oh, there's some paper in it and a book, a small one.
ha. Give (it here), let's see. Hmm, it's a very nice book. Whose is it?
raa. Lakshmi's
ha. Oh, your big sister. Where is she?
raa. At home
ha. What (is she) doing?
raa. She's sleeping.
ha. Is (your) father at home, too?
raa. No, he's at work now.
ha. Okay then, I'm going. It's getting late.
raa. Okay.

Exercise 3, Commands

3A. Repeat these commands. (translation)

| bring/give | eat | do |
| look | take away/carry | sit |
| drink | take | sleep |

3B. Change these varying verbforms to commands.

| jaao | piio | aao |
| de do | baiTho | dekho |
| dekhe jaao | chalo | bulaa do |

3C. Form sentences by joining commands to the words below.

| kaagaj | de do |
| " | dekhe jaao |
| " | dekho |
| " | laao |
| " | le jaao |
| " | lo |
| hindii | holo |
| " | suno |
| ghar | aao |
| " | chalo |
| " | de do |
| " | dekhe jaao |
| " | dekho |
| " | jaao |
Exercise 4, Fiji Hindi Possessives

4A. Repeat the items in Table II. Guide not needed.

4B. Repeat these possessive phrases. (translation)

your money, your (polite) father's job
his/her brother, my older sister
their house, our car
my, your, etc., that boy's brother
handkerchief
4C. Form answers to the questions using the word(s) in brackets. Model: (translation) Whose car is that? (Rama) - Its Rama's.

1. uu raamaa ke hai.
2. uu maα ke hai.
3. ii pitaajii ke hai.
4. uu hamaar hai.
5. ii aapan bhaiyaa ke hai.
6. uu laRkaa ke hai.
7. uu sh saahab ke hai.
8. uu munii dew ke hai.
9. ii harii ke hai.
10. uu prasaad ke bahaniii ke hai.

Exercise 5, Phrases of Location

5A. Repeat these locative phrases after the teacher. (translation)

<table>
<thead>
<tr>
<th>in (the) shop</th>
<th>at home</th>
<th>in (the) bag</th>
<th>in (the) pocket</th>
<th>in (the) water</th>
<th>here</th>
<th>there</th>
<th>in all/everything</th>
</tr>
</thead>
</table>

5B. Form question by adding kahaa hai to the phrases in 4B above. Other students answer using locative phrases. Model: (translation) Where is your money? In (my) pocket.

tumaar paisaa kahaa hai? dukaan me (hai).
" beg me (hai).
" hiyaa (hai).
" ghaRe (hai).
" jeb me (hai).
" huwaa (hai).
" lautokaa me (hai).
" paanii me (hai).

uske bhaaii kahii hai? dukaan me hai.
" hiyaa (hai).
" etc.

5C. Repeat these locative phrases. (translation)

at work at the shop
on the table on the telephone
5D. Complete the sentences with pe or par.

Model: (translation) LaksTmi - work
Lakshmi is at work.

1. beg mej par hai.
2. hari prasaad dukaan par hai.
3. ek aadmii Telifaun pe hai.
4. keraa mej pe hai.
5. raam sih kaam par hai.
6. pustak shelaf pe hai.
7. tumaar pen kursii par hai.

Exercise 6, Adjective Agreement

Translate the phrases below into Hindi.

chhoTii laRkii  
chhoTaa bhaaii
baRaa laRkaa  
barii bahan
baRaa bhaaii  
chhoTaa laRkaa
baRaa laRkaa  
chhoTii laRkii
baRii laRkii  
chhoTii bahan

Exercise 7, Present Tense

7A. Repeat the forms from Table III. Then substitute verbs from the list below.

boltaa, bole, bohte  
chaltaa, chale, chalte
aataa, aae/aaawe, aate  
baiThe, baiThe, baiThe

7B. Repeat and translate.

1. Father is drinking/drinks tea.
2. I don't drink/am not drinking tea.
3. What are you doing today?
4. Hey, that man is taking away your coffee.
5. Is the Nasinu bus running now?
6. Please sit down, I'll look right away.
7. Wait, my little sister is bringing some water.
8. I don't sit in this chair.
9. Are you giving money, or not?
10. You carry the big one, I'm taking the little one.

7C. Change the subjects of the sentences in B so that they require a different verb form.

1. ham. log/ham chaay pitaa.
2. uu/uu log chaay nahii piie.
3. uu/uu log aaj kaunchii kare?
4. e, ham/ham log tumaar kaufii le jaataa.
5. tum/tum log/ham log chaltaa abhii?
6. thoRaa baiTho, uu/uu log abhii dekhe.
7. wai? karo, ham kuchh paanii laataa.
8. uu ii kursii me nahi? baiThe.
9. tum/tum log paisaa detaa ki nahi (or)
   uu/uu log paisaa de, ki nahi?
10. tum baRaaawaalaa le jaao, uu/uu log chhoTaawaalaa
    le jaawe/jaee.

7D. Repeat and translate these third person present tense
    forms.

he/she drinks, is drinking; they drink, are
drinking
he/she sees, looks, is seeing, looking;
  they see, look, are seeing, looking
he/she comes, etc.; they come, etc.
he/she sleeps, etc.; they sleep, etc.
he/she carries, takes away, etc.; they carry,
  take away, etc.
he/she calls, invites, etc.; they call, invite,
  etc.
he/she brings, etc.; they bring, etc.
he/she goes, etc.; they go, etc.
he/she goes, moves, etc.; they go, move, etc.
he/she takes, etc.; they take, etc.
he/she gives, etc.; they give, etc.
he/she sits, etc.; they sit, etc.

7E. Change the verbs in D to forms having the -taa ending
    as in the model: (translation) (He/she/they) are
drinking. - (I/you/we) am/are drinking.

piitaa  le jaataa  chaltaa
dekhtaa  bulaa detaa  letaa
aataa  laataa  de detaa
sotaa  jaataa  baITtaa

7F. Form your own responses as in the model: (translation)
    What is he/she doing? - He/she is listening to

7G. Change the sentences in B to future as in the model:
    (translation) Father drinks/is drinking tea.
    Father will drink tea.
1. pitaajii chaay pii?
2. ham chaay nahii piiegaa.
3. tum aaj kaunchii karegaa?
4. e, uu aadmii tumaar kaufii le jaaii.
5. nasinu bas chalii abhii?
6. thoRaa baiTho, abhii dekhegaa.
7. waiT karo, hamaar chhoTii bahani kuchh paanii laaii.
8. ham ii kursii me nahii baiThegaa.
9. aap paisaa dege, ki nahii?
10. tum baRaawaalaa le jaaoo, ham chhoTaawaalaalaa le jaaegaa.

Exercise 8, Pronunciation Practice

8A. Practice the short a vowel in these words. (translation)

  | ten  | now  | eighty |
  | all  | enough | eggplant(s) |
  | number | then | fifteen |

8B. Practice the long aa vowel in these words. (translation)

  | price | eight | forty |
  | four  | little | was |
  | you   | money | a little |

8C. Contrast the a and aa vowels in these words. (translation)

  | paper | good | boy |
  | big   | tomato(es) | thank you |

Exercise 9, Conversational Practice

Memorize and enact this dialogue in class. (translation)

Mother: Hari, what are you doing?
Hari: (I'm) eating a banana.
Mother: Are all the boys eating?
Hari: No, they're working.
Mother: Look, (your) father is coming. Bring his bag.
Hari: (I'll) bring it right away.
ANSWER GUIDE - UNIT FOUR

STRUCTURAL MODELS

Time Expressions:

1. What time is it? It's three o'clock. (3A)
2. What time will the bus come? (It) will come at 5:00 o'clock. (3C)
3. Twelve o'clock at night (5B)

Possession:

How much money do you have? (4A)

Let's/Shall Verbform:

Shall I/we sit here? (or) Let's sit here. (6B)

Negative Commands:

Don't take all the money. (7A)

Omitted Subjects:

(I) am going to see a film today.
Will (you) come along? (8)

DIALOGUE FOUR

Frustrations Of A Traveller

(translation)

(Two men are waiting at the bus-stop.)

Key: pa. = first, duu. = second
pa. What time do you (or) does one get the Baa bus?
duu. It's gone.
pa. When did (it) go?
duu. Ten o'clock.
pa. At what time will another bus go?
duu. It will go at five o'clock in the evening.
Then (it) will get very late.
Yes, it's (just) struck eleven now.
Well, how much will it cost for a car to Ba?
About ten dollars.
Oh brother, I don't have that much money.
Then you'll have to wait for the bus.
That's a hard job. There are six hours to go.
Then what will (you) do? There isn't any other way.
Yes, that's right. I shall go home now, and let's see tomorrow morning.
That's right, but don't be late.
Not at all, I'll come early enough.

**EXERCISES**

**Exercise 1, Vocabulary Practice**

Guide not needed.

**Exercise 2, Drilling The Dialogue**

Guide not needed.

**Exercise 3, Telling Time**

3A. Do questioning and response as in the model: (translation) Question: What time is it? Answer: It is ______ o'clock. Open ended response. Guide not needed.

3B. Put the following times into Hindi.  

<table>
<thead>
<tr>
<th>Hindi</th>
<th>Hindi</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>saarhe paach</td>
<td>saarhe do</td>
<td>sawaa aaTh</td>
</tr>
<tr>
<td>sawaa paach</td>
<td>sawaa chhe</td>
<td>saarhe gyaarah</td>
</tr>
<tr>
<td>paune chhe</td>
<td>sawaa das</td>
<td>sawaa nau</td>
</tr>
<tr>
<td>saarhe baarah</td>
<td>saarhe saat</td>
<td>paune paach</td>
</tr>
<tr>
<td>paune saat</td>
<td>saarhe tiin</td>
<td>paune do</td>
</tr>
<tr>
<td>sawaa do</td>
<td>paune nau</td>
<td>saarhe chhe</td>
</tr>
<tr>
<td>paune baarah</td>
<td>saarhe das</td>
<td>paune das</td>
</tr>
<tr>
<td>sawaa baarah</td>
<td>sawaa tiin</td>
<td>paune aaTh</td>
</tr>
</tbody>
</table>

3C. Do questions and answers as in the model: (translation) Teacher or student: At what time will the Ba bus come? Student: It will come at * ______ o'clock. Open ended response. Guide not needed.
3D. Repeat and translate.

1. (I) will get my car at three thirty.
2. The Suva bus will come at quarter past eleven.
3. (I) will have to wait till nine o'clock.
4. We will leave at quarter to ten in the morning.
5. Will you be home at six thirty in the evening?
6. They will go to see the eight o'clock movie.
7. His shop will close at seven o'clock.
8. It is quarter to five just now.
9. At what time do you want to come?
10. His big brother will come about four o'clock.

Exercise 4, To Have And To Hold

4A. Repeat and translate.

1. How much money do you have?
2. I have six dollars.
3. He has no handkerchief.
4. They don't have the correct/right money.
5. Shiu doesn't have any (a single) good book.
6. Do you have a car?
7. Who has the key(s)?
8. Sister has some onions. I'll bring some right away.

4B. Do questioning and response using the key words provided.

Model: (translation) key, Shiu - Question: Who has the key(s)? Answer: Shiu has it.

1. chaahhii kiske läge hai? shiw ke läge hai.
2. uu pustak akshmii ke
3. pensil bhaiyaa ke
4. itnaa paisaa hamaar
5. achchhaa rebiyo pitaajii ke
6. chhoTaa rumaal tumaar
7. hamaar paisaa aapan
8. tumaar beg uu aadmii ke
9. uu kaagaj prasaad saahab ke

4C. Do A and B above using paas in place of läge.

A. tumaar paas kitnaa paisaa hai? etc.
B. chaahhii kiske paas hai? shiw ke paas hai.
   uu pustak. akshmii ke
   Etc. Etc.
4D. Form answers to these questions as in the model:
(translation) Question: Do you have that book?  
Answer: Yes. I have (it).

1. haa, hamaar lage hai.
2. haa, ham log ke lage hai?
3. haa, uske lage hai.
4. haa, uske lage hai.
5. haa, uske lage hai.
6. haa, hamaar lage hai.
7. haa, uske lage hai.
8. haa, hamaar lage hai.

Exercise 5, Times Of Day

5A. Give the range of each time period as the teacher calls it out. (translation)
morning from five o'clock to ten o'clock (etc.)

5B. Put the following times into Hindi.
raat ke baarah baje
aaTh baje sawere
saajh ke paach baje
raat ke aaTh baje
dopahar ke do baje
saajh ke saat baje
raat ke das baje
raat ke tiin baje
chhe baje sawere
din ke gyaarah baje
dopahar ke baarah baje
saat baje sawere
raat ke gyaarah baje
din ke tiin baje

5C. Repeat and translate.
1. Let's meet in the evening.
2. Will you be at home at midday?
3. What will you people do tonight?
4. I drink coffee in the morning, and tea in the afternoon.
5. We are going to see the night movie.
6. That's fine; give (it) tomorrow morning.
7. Mother doesn't eat much at noontime.
8. All the boys go to school in the morning.
9. They will sleep here at night.
10. The first bus from Lautoka comes at midday.
Exercise 6, The "Let's, Shall" Type Verbform

6A. Repeat these "let's, shall" forms. (translation)

Shall I/we meet? (or) Let's meet.
- go
- open
- eat
- give
- look/see
- listen
- go
- take
- close
- take away/carry
- stay

6B. Complete these sentences by translating the English phrases in brackets.

1. hiyaa baiThii.
2. bihaan saajh ke dekhii.
3. e, ii palla kholii
4. Thiik hai, ek ghanTaa tak' waiT karii (or) agorii.
5. aaj kuchh kaRaa kaam karii.
6. terah Dolaa de deii?
7. achchhhaa, reDiyo sunii.
8. e, ii dukaan me chalii (or) jaaii.
9. aaj ghare rahii.
10. tumaar beg le jaaii?

Exercise 7, Negative Commands

Change the commands to negatives as in the model: (translation) Take all the money. - Don't take all the money.

1. sab paisaa nahii lenaa.
2. aapan sab paisaa nahii denaa,
3. abhii nahii sonaa.
4. bihaan nahii chalaa jaanaa.
5. uu kaam dopahar ke nahii karnaa.
6. aaj tum ghare nahii rahnaa.
7. ii chhoTaa pustak nahii le jaanaa.
8. ii chiij nahii khaanaa.
9. sigreT nahii piinaa.
10. achchhaa, bihaan sawere nahii aanaa.
Exercise 9, Recovering Lost Subjects

Fill in the missing subjects in the blanks provided.

1. tum thora wait karna. ham abhii bulaataa.
2. "tum kaise?" "ham thiik hai."
3. aaj ham film dekhe jaataa. tum/tum log chaleega.
4. tum duii paaun de do.
5. tum kahaa jaae maago?
6. uu kaunchii kare?
7. ab ham/ham log chalii ghare, aur bihaan sawere ham log dekhii.
8. tab tum/tum log kaa karega?
9. aap aur kaunchii maagte hain?
10. "saajh ke tum log hamaar ghare aanaa." "Thiik hai, ham log kitnaa baje aaii?"

Exercise 9, Conversational Practice

Memorize and enact this dialogue in class. (translation)

pa. The bus has gone. What shall we do?
duu. Oh, sit down. Wait a bit.
pa. The afternoon bus comes at four o'clock, doesn't it?
duu. Yes, what time is it now?
pa. Twelve thirty. Hmm, we'll have to wait quite a while.
duu. Then let's go home now. We'll come again in the afternoon.
Direct Objects:

Animate:
Look at that girl. Look at him/her. \( (4) \)

Inanimate:
Look at that tree. Look at it. \( (4) \)

Indirect Objects:
They gave me the money. \( (4A) \)

Past Tense Verbforms (Transitive):

\[
\begin{array}{c|c|c|c}
I, we, & he/she & they & you (polite) \\
you (sing.), & bought & bought & bought \\
you (pl.) & bought & bought & bought \\
\end{array}
\]

Gender Agreement In Intransitive Past Tense (3rd person):
Uncle was/stayed at home. Auntie was/stayed at home. \( (5E) \)

Compound Verbs:
We will come. \( (6A) \)

Indirect Sentences:
Prasad liked it. \( (7A) \)

**DIALOGUE FIVE**

**A Surprise For Dad**

(translation)

Key: pi. = father, he. = son.
pi. You've come back from church?
be. Yes.
pi. What's in that bag?
be. Oh, there are some bananas and lemons.
pi. Where did you get them?
be. From the market.
pi. Oh, you went to the market, too?
be. Yes.
pi. I see, how much did you buy the bananas for?
be. I gave twenty cents a bunch.
pi. Did you get the lemons for that much, too?
be. No, I got the lemons from uncle's house.
pi. Oh I see, you went to uncle's house, too?
be. Yes, I was coming from the market when I met cousin Vijey, and he invited (me) home.
pi. Was uncle at home?
be. No, uncle wasn't there. Auntie picked (them) from the tree and gave (them) to me.
pi. Okay, son, put (them) in the kitchen.

be. You didn't see this bag.
pi. What have you kept hidden in it?
be. Well, first tell me this, which colour do you like the most?
pi. Me, why?
be. Because I brought a shirt cloth for you.
pi. Oh, show (it to me).
be. Here you are.
pi. This is really wonderful.
be. I knew that you liked pink.
pi. Yes, but this must be very expensive.
be. Just one dollar fifty cents a yard.
pi. What a good son I have!
be. I'll put (it) in your room, all right?
pi. Good, son.

EXERCISES

Exercise 1, Vocabulary Practice

Guide not needed.
Exercise 2, Drilling The Dialogue

Guide not needed.

Exercise 3, Number Practice

3A. Repeat these Hindi numbers. Guide not needed.

3B. Give the Hindi for these numbers. Guide not needed.

3C. Put the following numbers into Hindi:
chaalis aur ek sattar aur do etc.

3D. Conduct questioning and response between students.
Model: (translation) apple, 44 cents per pound -
Question: For how much did (you) get the apples?
Answer: Forty-four cents a pound. Guide not
needed.

Exercise 4, Objects of the Verb

4A. Form sentences by adding paisaa de diyaa to the forms in
Table VI. Take uu log as omitted subject:
(uu log) hame paisaa de diyaa.
etc.

4B. Translate the English word(s) in brackets and repeat.

1. maamaa hame diis hai.
2. uske dekho.
3. uu log ke bulaa do.
4. ham uske nahii bataaegaa.
5. munii dew tume le jaega.
6. ssah saahab aapke dekhe saage.
7. vijay hame aapan ghere le gayaa.
8. ammaa ke dikhao.
9. tum uu aadmii ke jaantaa?
10. tum aapan bahanii ke paisaa nahii degaa?

4C. Do questioning and response using the items provided as
in the model: (translation) father - Question:
Whom did (he) tell? Answer: (He) told father.

(uu) kiske bataaais?

" pitaajii ke bataaais.
" tumaar chhoTii bahan ke
" lakshmii ke
" tume
" uu logan ke
" uu log ke
" hame
" uu laRkii ke
(uu) kiske bataaïis?
" raamaa ke baRaa bhaaïi ke
" bechnewaala ke
" ii aadmiï ke
" aapke

4D. Do questioning and response using the items from C.
Model: (translation) father - Question: Does he know father? Answer: No, (he) doesn't know him.

uu pitaajii ke jaane? nahï, uske nahï jaïe.
tumaar chhoTii bahan uske
lakshmiï uske
tum hame
uu logan uu logan ke
maamaa aur maamii uu log ke
ham tume
uu laRkii uske
raamaa ke baRaa bhaaïi uske
bechnewaala uske
ii aadmiï uske
aap hame

Exercise 5, Past Tense

5A. Repeat and translate these past tense forms.

<table>
<thead>
<tr>
<th>bought</th>
<th>brought</th>
<th>heard/listened</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>spoke</td>
<td>did</td>
</tr>
<tr>
<td>saw/looked</td>
<td>gave</td>
<td>called/invited</td>
</tr>
</tbody>
</table>

5B. Place uu before the verb forms in A and change the form to agree with the subject.

uu khariidiïs uu laaïis uu suniïs
uu khaalïis uu boliïs uu kariïs
uu dekhiïs uu diïs uu bulaaiïs

5C. Repeat and translate these irregular forms for lenaai "take", denaa "give", and jaanaai "go".

(I, etc.) (he/she) (you-polite) (they)

took took took took
gave gave gave gave
went went went went
went (masc.) went (fem.)

5D. Repeat and translate.

1. Mother didn't tell me.
2. Father opened the window.
3. What did you bring from the market?
4. Did they put the potatoes away in the kitchen, or not?
5. Where did your brother go?
6. Shiw brought some cloth for me.
7. Lakshmii didn't do any work.
8. We liked that film very much.
9. They said that Prasaad did not come today.

5E. Repeat these sentences. (translation)
1. Auntie didn't stay. (or) Auntie wasn't there.
2. When did father come?
3. Some boy has come.
4. Who stayed at home?
5. Did your daughter go, too?
6. Rama left in the morning.
7. I didn't go.
8. Where was sister? (or) Where did sister stay?
9. Who came?
10. His mother came.

5F. Do questioning and response using the words provided.
Model: (translation) Lakshmii - Question: Who stayed/was home? Answer: Lakshmii stayed/was.

ghare kaun rahaa? lakshmii rahii.
" pataajii rahaa, rahe "
" maamaa rahaa, rahe "
" bahanii rahii "
" tumaar bhaaee rahaa, rahe "
" hamaar beTii rahii "
" ham rahaa "
" munii dew rahaa "
" ek chhoTaa aadmii rahaa "
" uu logan ke maa rahii "
" sih sahaah rahaa, rahe "
" uske sab laRkii rahii, rahiin "

Exercise 6, Compound Verbs

6A. Repeat these sentences. (translation)
1. We will come.
2. Did you invite him/her?
3. What did (you) put in the kitchen?
4. We have already seen that film.
5. He took only one book.
6. Mr. Singh bought himself another car.
7. We ate up all the bananas.
8. Whom did you tell?
9. I did that job.
10. Will this paper do?
11. My bag was left at home.
12. Sit down in this chair.

6B. Change the verbs in A to simple ones.

1. ham log aaegaa.
2. tum uske bulaayaa?
3. kichin me kaunchii rakhaa?
4. ham log uu filam to dekhaa.
5. uu bas ek pustak liis.
6. sikh saahab duusraa moTar khariidiis.
7. ham log sab kela khaayaa.
8. tum kiske bataayaa?
9. ham uu kaam karaa.
10. ii kaagaj chalii?
11. aapan thailii ghare raahaa.
12. ii kursii me baiTho.

Exercise 7, Indirect Sentences

7A. Substitute the words provided in the model sentence: (translation) Prasad - Prasad liked it.

prasaad ke achchhaa lagaa.
hame
uske
pitaajii ke
raam sikh ke
tume
chalaanewaalaa ke
aapan bhaaii ke
sab log ke

7B. Form new sentences by substituting the words in A as in the model: (translation) Prasad - Prasad had to go.

prasaad ke jaanaa paRii.
hame
Etc.

Exercise 8, Pronunciation Practice

8A. Practice the nasal vowels in these words. (translation)

yes to want expensive
five why colour
no because evening
here evening there
8B. Practice the following words. (translation)

mother       to want       but
sixty        why           closed
man          go            I
gave         work/job      must be

Exercise 9, Conversational Practice

Memorize and enact this brief dialogue in class.

(translation)

Son: That man has come.
Mother: Did you tell brother?
Son: Yes. He said to give him the money.
Mother: Then what did you do?
Son: (I) gave (him) the money.
Mother: (You) did right, son.
Comparative (With Adjective Agreement):
1. Sheila is older/bigger.  
2. Rama is thinner.  

Superlative:
Father is (the) oldest/biggest.  

Age:
How old are you? 
I am 15 years old.  

Color:
What colour is his/her car? 
(It) is yellow.  

Days Of The Week:
What day is today? (It) is Monday  

Can, Be Able:
You can give something, can't you? 
Yes, (I) can.  

Past Perfect Tense:
Did you go to market? (or) Had you gone to market? 

DIALOGUE SIX
Riding In A Bus

(translation)

(Two men sitting on the bus.)

Key:  kaa. = Fijian, hi. = Indian

kaa.  Sir, do you speak Fijian? 
hi.  Very little. 
kaa.  What's the name of this place? 
hi.  This is Navua.
Kaa. Do you live here?
Hi. Yes, just a little way off.
Kaa. Oh, I see.
Hi. Where do you live?
Kaa. I live in Nadi.
Hi. Where are you going over here?
Kaa. Suva.
Hi. Did you come on business, or did you come just to tour?
Kaa. No, (I) had some business.

Hi. What do you do in Nadi?
Kaa. My job is at the airport.
Hi. Is your family there, too?
Kaa. Yes, (I) have two children.
Hi. Then (you) must have a wife, too.
Kaa. Hey man! If I didn't have a wife, then where would the children come from?
Hi. You know wonderful Hindi.
Kaa. Yes, I studied (it) in school.
Hi. Oh, I understand. That's the reason.
Kaa. Yes. What work do you do?
Hi. I'm a farmer.

Kaa. How many children do you have?
Hi. I have five sons and three daughters.
Kaa. What do the boys do?
Hi. Two farm with me, one is a mechanic, and two study in school.
Kaa. Are the girls married?
Hi. The biggest one, she's married. (The one) younger than she teaches, and the littlest is still at home.
Kaa. How old is the smallest one?
Hi. She's only four years old.
Kaa. Then she's quite little indeed.
Hi. Yes. Well, I shall get off here. Here's my house.
Kaa. It was very nice.
Hi. Come to (my) house sometime, won't you.
Kaa. All right, if I get the chance, I'll surely come.
Hi. Okay, then.
Kaa. Okay.

EXERCISES

Exercise 1, Vocabulary Practice

Guide not needed.
Guide not needed.

Exercise 3, Comparatives And Superlatives

3A. Repeat and translate.

1. Govind is taller than you.
2. You are thinner than I.
3. Lautoka is bigger than Nadi.
4. Lakshmi is a little shorter than mother.
5. This job is much harder than that.
6. That packet is bigger than this one.
7. Your shirt is quite a bit longer than my shirt.
8. That red cloth must be more expensive than this (one).
9. Mr. Singh is much fatter than I.
10. That place is nicer than here.

3B. Complete the sentences with either raamaa or shiilaa.

Model: (translation) 1. __________ is older/bigger than he/she - Sheila is older/bigger than he/she
2. __________ is thinner than he/she - Rama is thinner than he/she.

1. shiilaa us se baRii hai.
2. raamaa us se patlaa hai.
3. raamaa us se achchhhaa hai.
4. shiilaa us se lambii hai.
5. raamaa us se moTaa hai.
6. shiilaa us se moTii hai.
7. shiilaa us se patlii hai.
8. shiilaa us se achchhii hai.
9. raamaa us se lambaa hai.
10. shiilaa us se chhoTii hai.

3C. Do questioning and response using the adjectives provided.

Model: (translation) big - Question: Who is bigger (feminine) than he/she? Answer: shiilaa.

us se baRii kaun hai? - shiilaa
ChhoTii - shiilaa
achchhhaa - raamaa
moTaa - raamaa
lambii - shiilaa
baRaa - raamaa
patlaa - raamaa
chhoTaa - raamaa
achchhii - shiilaa
lambaa - raamaa
moTii - shiilaa
patlii - shiilaa
3D. Form superlative phrases using the adjectives from C.

- sab se bārī = biggest
- sab se cẖhōtī = smallest
- sab se aċchẖāa = best

etc.

3E. Repeat and translate.

1. Who is eldest in your house?
2. Who is the tallest in class?
3. Who is the smallest man in this room?
4. Which is the longest banana in this bunch?
5. Which is the most fantastic thing in your bag?
6. Who came latest today?
7. Which is the best book?
8. In which shop do (you) get the best prices?
9. Whose job is hardest?
10. Who would have the finest car?

3F. Do questioning and response as in the model:

(translation) Question: Who is the eldest in your house? Answer: Father is the eldest. Open ended response. Guide not needed.

Exercise 4, Forms Of Possession

4A. Study and translate these sentences.

1. I have three sons.
2. I have some nice cloth.
3. Do you have your mother and father?
4. Do you have a handkerchief?
5. He has only one hand.
6. Do they have a house, or not?
7. What number is your house?
8. We don't have any more money.
9. How many daughters does your uncle have?
10. Tell (me), how many brothers do you have?
11. What colour is his car?
12. That farmer does not have fare money.

4B. Translate into Hindi.

1. uske bahan bẖiī hai?
2. aapke/tumaar pariwaar hai?
3. hamaar tīn bẖaiyāa hai aur durī bẖānī.
4. kiske biis bachẖāa hai?
5. tumar kitnā bẖāīī hai?
6. uu log ke tīn bachẖāa hai.
4C. Translate into Hindi.

1. tumaar lage ek Dolaa hai?
2. uske lage bahut pustak hai.
3. chaabhii kiske paas hai?
4. tumaar baRaa bhaiyaa ke lage kitnaa laal sheT hai?
5. ammaa ke beg/thailii hamaar lage hai.

Exercise 5, Conversational Practice

5A. Memorize and enact in class. (translation)

Saroj Where do you live?
Lata In Labasa.
Saroj What work do (you) do?
Lata I am (a) teacher.
Saroj Are (you) married?
Lata Yes, my husband also teaches.
Saroj Then, how many children do (you) have?
Lata (We) have just one son now.
Saroj How old is he?
Lata Two years.
Saroj Your name?
Lata Lata Prasad.
Saroj Okay, Lata. (We) will meet again.
Lata Certainly.


Exercise 6, Using The Colours

6A. Questioning and response as in the model: (translation) yellow - Question: What colour is his/her car? Answer: (It) is yellow.

yellow, white, red, green, black, blue

6B. Form your own responses to these questions. (translation)

1. Which colour do you like?
2. Do you like blue?
3. Who lives in the pink house?
4. Is there some white paper?
5. What kind of cloth do you want, yellow or black?
6. Whose red handkerchief would this be?
Exercise 7, Plain And Fancy Talk

7A. Translate and change to Fiji Hindi.

1. What is your name? tumaar/aapke naam kaun chii hai?
2. I'm coming right away. ham abhi aata (hai).
3. Come, sit down. aao, baiTho.
4. How many cars do you have? aap ke lage kitna moTar hai?
5. Why did you go there? tum huwa kahe gayaa?
6. He didn't know my brother. uu hamaar bhaiyaa ke nahi ji jaanta raha.
7. Two men will speak. duii aadmii bolii.
8. This book is very good. ii pustak bahut achchhaa hai.
9. All (the) children are drinking water. sab bachchhaa pani piie.
10. Everybody is learning Hindi. sab log Hindii siikhe.

7B. Change the following sentences to formal Hindi.

(translation)

1. wah aadmii kaun hai■ Who is that man?
2. mai do paauunD maagtaa/maagtii uu. I want two pounds.
3. we ghar me nahi hai. They are not at home.
4. aapke baKan~Haafii moTii hai. Your sister is quite fat.
5. raamaa kai aagragaa. Rama will come tomorrow.
6. harii ko bulaa diiiye. Please call Hari.
7. maakaT se aataa thaa ki wijay bhaaii milaa. (I) was coming from the market when (I) met Cousin Vijey.
8. uske shaadii ho gayii? Is he/she married?
9. wah yahaa kyo baiThtaa hai? Why is he sitting here?
10. uske sab larakhe achchhe hai. All his/her boys are nice.
11. mere paas paisaa nahi hai. I have no money.
12. yah kyaa hai? What is this?

Exercise 8, Days Of The Week


Exercise 9, Can, Be Able

9A. Repeat and translate.

1. I will be able to go tomorrow.
2. Can you come today?
3. What can (one) see from here?
4. This is difficult. We cannot do anything.
5. I couldn't sleep at night.
6. If not on Wednesday then we can meet on Thursday.
7. Hari will be able to give the money on Sunday.
8. That man can't say anything to his wife.
9. How many cups of yaqona can you drink?
10. They will not be able to eat much lemon.

9B. Enact this small dialogue. (translation)

Key: a. Mother, be. Daughter

be. Mother, the market is closed today. I will not be able to buy lemons.

a. Then pick (one) from some tree, okay. Can you?
be. Yes, (I) can pick (one) from a tree.

a. Can (you) bring (it) quite soon?
be. (It) is not far. (I'll) bring (one) right away.
a. Okay, go. (ahead).

Exercise 10, Past Perfect Tense

10A. Change the verb to past perfect as in the model:
(translation) Did you go to the market? - Had you gone to the market? (or) Did you go to the market?

1. tum maakeT gayaa rahaa? Did you go to (the) market?
2. ham khaalii do ghanTaa soyaa rahaa. I slept only two hours.
3. sawere ek aadmii aaiis rahaa. A man came in the morning.
4. uske ghar ham pahle dekhaa rahaa. I saw his house before.
5. uu lo hame kuchh nahti bataain rahaa. They told me nothing.
6. ii bataao. tum uske kaunchii diyaa rahaa? Tell (me) this. What did you give him/her?
7. harii sab aapan kamraa me dhar diyaa rahaa. Hari put everything away in his room.
8. ammaa kuchh aaluu bhii laaiis rahaa. Mother brought some potatoes, too.
9. ii sheT ke kapRaa kab khariidaa rahaa? When did (you) buy that shirt cloth?
10. uu ham se bhii kuchh paisaa maagaa rahaa He also asked me for some money.

10B. Translate into Hindi using past perfect throughout.

1. ham skuul me siikhaa rahaa.
2. maakeT me raamaa milaa rahaa.
3. tum kaunchii karaa rahaa?
4. uu aaTh roTii khaaiis rahaa.
5. uu log sawere ham log ke bataaiin rahaa.
6. maamaa tawayuunii gayaa rahaa.
7. ham biis senT me khariidaa raha.
8. prasaad baarah baje ke aaiis raha.
9. maataa pitaa uu log ke diin raha.
10. ham bas se utar gayaa raha.

Exercise 11, Pronunciation Practice

11A. Practice the unaspirated sounds. (translation)

fifty-five        fourteen things
yellow book       what work do you do
then              whose banana
you three are going one tin of tomatoes
forty-four

11B. Practice the aspirated sounds. (translation)

look, put it there
six good photos
there was a bag in hand
the sweetness is right

GLOSSARIES

A. Hindi Script To English ............ 171
B. Hindi In Transcription To English  .  189
C. English To Hindi In Transcription .  .  198
NOTE: The order in this glossary is that used in Bhargava's Standard Illustrated Dictionary of the Hindi Language* which, at this writing, is the most readily available Hindi dictionary on the world market. In general this is the same order which appears on the Hindi alphabet chart found on the inside front-cover of the book. These few points and exceptions may be helpful in learning to use this glossary and, subsequently, a full-sized Hindi dictionary.

1. Nasal vowels come before plain vowels, for example कहा "kaha" comes before कहाँ "kahaā".

2. It might seem that the half letters would begin each new letter in the dictionary since they have no vowel. On the contrary, however, they appear after all the vowels and according to the alphabetical order of their following letter. Thus, a word beginning with ग्या "gya" will be found after गाँ "gau", and before ग्रं "gra" and ग्वा "gwa".

3. In consonant clusters having र "ra" as the second member, it is often represented by a short line as in पड़र "padraah".

4. The letters र "Ra" and र "Rha", in terms of dictionary order come after द "Da" and ध "Dha" respectively. They are always placed in the final row of consonants in alphabet charts in the interest of symmetry.

*by Prof. R. C. Pathak, B.A. Lit. Published by Bhargava Book Depot; Chowk, Varanasi; reprint March, 1969.
GLOSSARY A

Hindi Script To English

(आ) Cont.

आ जाना: to come, to arrive
आठ: eight
आता रहा: was coming
आते: would come
आदमी: 1. man 2. husband
आना: to come, please come
आप: you (formal-polite)
आपके: (formal-polite)
1. your, yours 2. you, to you 3. you (before postposition)
आपने: your, their (etc. - refers back to the subject)
आपने के: to myself, to themselves (etc. - refers back to subject)
आपूर्त: apple(s)
आय गये: arrived, came
आलू: potato(es).

(इ) इतना: this much, so much
इत्यादि: Sunday
इधर: in this direction, here
(इ) Cont.

इस से: than this, than it (near)

(अ) Cont.

उसे: him, her, to him, to her

(आ)

आ: 1. that, those (away from speaker) 2. he, she, it

आ लौग: they, those people

आ लौग / लौगन के: 1. their, theirs 2. them, to them

(र)

रा: hey

स्क: one

स्कादम: completely, exactly

स्कादम नहीं: not at all

स्क है पाँच: one hundred and five (105)

स्कार्पाल: airport

(आ)

आः: oh! (an exclamation)

आः ऑम: Omu (brand of soap powder)

(और)

और: 1. and 2. more, else, other

उस से छोटा: younger/smaller than him/her

उस से: than him, than her, than that, than it

उस से: in it, in that

उस से: than this, than it (near)

उस से: white

उसलाना: white

उसना: that much, so much

उतर जाना: to get off, to descend

उतरना: to get off, to descend

उद्धर: in that direction, there

उद्ध: nineteen

उम्र: age

उस: him, her, it, that (with postposition)

उसके: 1. his, her, hers, its 2. him, her, to him, to her

उससे: in it, in that

उस से: than him, than her, than that, than it
Cont.  

3-UA  An£* • something else  

3hCA  1. woman 2. wife  

(क)  

°b  : hard, difficult  

Kap ola  : cloth  

Kah  : when  

Kah f  : sometime  

Kamra  : room  

Kamal  : marvelous, wonderful  

Kamal ke  : marvelous, wonderful  

Kartera  : do, are doing (formal)  

Kar d esha  : did  

Kar desna  : to do  

Karan  : 1. to do 2. please do  

Kariya  : black  

Kari  : does, is doing  

Khah  : 1. tomorrow (formal) 2. yesterday  

Khahna  : 1. to say 2. please say  

Khah  : where, whereto  

Khada  : said  

Kah  : what  

(क)  Cont.  

Kah i ki tii  : 1. a Fijian 2. Fijian  

Kah i ki tii katt  : Fijian language  

Kajan  : paper  

Kahie  : 1. quite, fairly 2. enough  

Kaham  : work, job  

Kaham sa  : on business  

Kahiti  : a goddess  

Kahate  : why  

Kh  : 1. or 2. that (con-joiner) 3. when (con-joiner)  

Kai ch in  : kitchen  

Khitna  : (masculine) how much, how many  

Khitna kahan (है)?:  

What time (is it)?  

Khitna kahate  : at what time  

Khitna sa  : for how much  

Khitna khate  : (feminine) how much, how many  

Khitne  : (masculine-polite) how much, how many  

Kie kahiti?: or not?  

Kismek  : 1. whose 2. who, to whom 3. who (before postposition)  

Kisun  : farmer
1. some
2. something

कुछ : 1. some 2. something

कुछ छोटे छोटे : some little ones

कुछ नहीं : 1. nothing 2. not any

कुर्सी : chair

कुछ : 1. bunch, heap 2. (postposition) 1. of (possessive) 2. to (object marker) 3. at, in (with time expressions) 4. on (with days of the week) 5. के लगे : has have 6. के पासः: has, have (formal)

7. के साथ : with 8. के लिए : for

-के : and (verb stem plus -के; तीव्रके: pick and)

केसरी : banana

केला : banana

कैसे : 1. how 2. what kind of 3. How are you?

को : to, (or leave blank) (formal-marker for direct and indirect objects)

कोई : (indefinite) 1. any, some 2. some one

कौन : 1. what, which one 2. who

कोईन्ची : what

कोईन्चा : which one

कोईन्चीला : which one

कौनसा : which, which one

कौसी : coffee

कौसा : what (formal)

कौसा : why (formal)

कौसा : because

क्लास : class, classroom

(क्ष) : 1. to buy 2. please buy

क्षेत्रिय लीग : buyer(s)

क्षेत्रिय लीगा : bought

क्षेत्रिय लिंग : to buy

क्षेत्रियाला : bought

क्षेत्रियाला : customer(s)

क्षास्प : to eat (verbal object)

क्षास्पा : 1. to eat 2. please eat

क्षास्पा लिया : ate, ate up

क्षास्पा लेना : to eat, to eat up
(ख) Cont.

खा - लिया: ate, ate

खाना: 1. only 2. empty

खाना: to eat, to eat up

खिंचावी: window

खिंचावी: खोलना: open the window

खेती करना: to farm

खेतालना: 1. to open 2. please open

(ज) Cont.

म्यारद: eleven

(घ)

घंटा: hour

घर: house, home

घर आये गये: here is my house

घर में: at home, at the house, home (formal)

घरें: at home, at the house

घरेंना: to tour, to travel

(ङ)

चल जाओँ: will do, will suit

चल जाना: to do, to suit

चलना: 1. to go, to move 2. to do, to suit 3. to leave 4. please go, please move

चलना गये: left, has gone

चलने बाला: driver

चलो: 1. go, move 2. come on 3. go ahead

च्या: tea

चासी: key
(च) Cont.

चाय : tea
चार : four
चालिस : forty
चालिस और चार : forty-four
चीज : thing
चैंच से : from church
चौबीस : thirty-four (formal)
चारवड़ : fourteen

(छ)

खाया : photograph
हुपा : to hide
हुपा रखा : have kept hidden
छ : six
छोटकर्नी : little, small
छोटा : (masculine)
   1. small, little
   2. short
छोटावटा : little one
छोटी : (feminine)
   1. small, little
   2. short
छोटे : little, small (masculine plural)

(ज)

जगह : 1. place 2. space
room

(ज) Cont.

जल्दी : certainly, surely
जाकर : 1. fast, quickly
       2. early, soon
जससे : 1. more 2. most,
       mostly 3. much
जाएगा : will go (3rd person)
       माँगों : want
to go
जाता : am/is/are going
जानना : रहा : knew,
       use to know
जानना : to know
जाना : 1. to go 2.
       please go
जाना पहुँचि : have
to go, must go
जी : 1. yes 2. (shows
politeness)
पॉकेट : pocket
जाणना है : (emphasizes
       preceding word or
       phrase)
पॉकेट है : (emphasizes
       preceding word or
       phrase)
ज्यादा : (formal) 1. more
       2. most, mostly
       3. much
Glossary A - Hindi Script To English

<table>
<thead>
<tr>
<th>Hindi</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>टमाटर</td>
<td>tomato(s)</td>
</tr>
<tr>
<td>टिकट</td>
<td>ticket(s)</td>
</tr>
<tr>
<td>टिन</td>
<td>tin, can</td>
</tr>
<tr>
<td>टीक</td>
<td>teakwood</td>
</tr>
<tr>
<td>टीचा</td>
<td>teacher</td>
</tr>
<tr>
<td>टेलिफ़ोन</td>
<td>telephone</td>
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</table>

<table>
<thead>
<tr>
<th>ट्</th>
<th>Cont.</th>
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</thead>
<tbody>
<tr>
<td>तुम</td>
<td>कैसे</td>
</tr>
<tr>
<td>तुम</td>
<td>लोगा</td>
</tr>
<tr>
<td>तुम</td>
<td>लोग</td>
</tr>
<tr>
<td></td>
<td>1. your, yours</td>
</tr>
<tr>
<td>तुमारा</td>
<td>यूर, यूरस</td>
</tr>
<tr>
<td>तुमी</td>
<td>यू</td>
</tr>
<tr>
<td>तेरह</td>
<td>थिरह</td>
</tr>
<tr>
<td>ता</td>
<td>1. then</td>
</tr>
<tr>
<td></td>
<td>3. (informal filler)</td>
</tr>
<tr>
<td>टैक्स</td>
<td>ब्रेक्स</td>
</tr>
<tr>
<td>टैर्टिंग</td>
<td>to break</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>ठ्</th>
<th>(क्रूर)</th>
</tr>
</thead>
<tbody>
<tr>
<td>तक</td>
<td>up to, as far as, till</td>
</tr>
<tr>
<td>तक</td>
<td>then</td>
</tr>
<tr>
<td>तक्कुँआँ</td>
<td>Taveuni (island just east of Vanua Levu)</td>
</tr>
<tr>
<td>तीन</td>
<td>three</td>
</tr>
<tr>
<td>तीस</td>
<td>thirty</td>
</tr>
<tr>
<td>तुड़क्ना</td>
<td>to break</td>
</tr>
<tr>
<td>तुम</td>
<td>you (familiar singular)</td>
</tr>
<tr>
<td>तुम के</td>
<td>यू, यू</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ठ</th>
<th>(वै)</th>
</tr>
</thead>
<tbody>
<tr>
<td>था</td>
<td>was (formal masculine past of होना: to be)</td>
</tr>
<tr>
<td>थी</td>
<td>was (formal feminine past of होना: to be)</td>
</tr>
<tr>
<td>ठैली</td>
<td>bag(s)</td>
</tr>
<tr>
<td>ठोड़ा</td>
<td>1. (shows politeness)</td>
</tr>
</tbody>
</table>
(द) दस : ten
dाम : price
dिस्क्राइना : to show
dिन : day
dिन के : in the daytime
dिया : gave
dियू : you gave (formal)
dीन : they gave
dीस (है) : he/she gave, he/she has given
dु : two
dुकान : store(s), shop(s)
dुकानदार : shopkeeper(s)
dूर : at a distance
dूरु : Cuvu (village near Sigatoka on Viti Levu)
dूसरा : 1. other, another 2. second
dेख : 1. give(s), is giving (3rd person irregular present)
   2. give (stem of ______ : often part of a compound verb)
देखो : give

(द) Cont. देखना : 1. to see 2. to look 3. please see
   4. please look
dेख लिया : already seen
dेख लेना : 1. to see 2. to look
dेखें : 1. let's see, let's look 2. shall I see, shall I look
dेखे हाज़ : having (in order) to see
dेखे दिया : gave
dेखे दे : 1. to give 2. please give
dेखे दें : give
dेखे दें : 1. to give 2. please give
dेखे करना : to be late
dेखे हो : it's getting late
dेखें : give(s), is/are giving
dेखें : 1. give 2. two (formal)
दोपहर : midday
dोपहर के : at noon, at midday
C^n
away

thank you
to put
C\D
: no

? okay? all right?
non-alcoholic drink
used widely in Fiji

lemon
ninety
number

Nasinu (town near Suva)
Nausori (town near Suva)

no

Nadi (town on the western side of Viti Levu)

name

Navua (town on the southern side of Viti Levu)

lemon

Cont.

blue
nine
job

fifty
will have
to (verb)
to read, to study
to teach
is teaching, teaches
thin (masculine)
thin (masculine)
thin (feminine)
fifteen
at, on
family
door
close the door
first, the first
(प) Cont.

पहले: first, before-hand
पाच: five
पाउंड: pound
पॅकेट: packet
पानी: water
पावड़ा: powder
पास: near (formal postposition)
पास है: has/have (formal possession)
पिता: father (formal)
पिताजी: father (formal)
पी: (3rd person irregular) 1. will drink 2. will smoke
पीला: yellow
पुस्तक: book
पेंटर: at, on
पॅकेट: packet
पेड़: tree
पेड़ से टूटते: to pick from a tree and
पेन: pen
पेनसिल: pencil

(प) Cont.

पैसा: money
पैन: quarter till, minus one quarter
प्याता: a bowl-like cup often of metal
प्याज: onion(s)
प्रसाद: prasad (a sir name)

(फ)

फिर: again
फिर मिलेगा: se you again, so long
फिर में: once more, again
फिल्म: movie, film

(क)

बच्चा: child, children
बच्चे: children (formal)
काँटा: has struck
काले: at o'clock
कड़ा: (masculine) 1. big, large 2. older
कड़ा सब्ज़ा: very expensive, really expensive
कड़ी: (feminine) 1. big large 2. older
विद्या: wonderful, terrific
दिया: told
dेरा: to tell
dेशा: to tell
closed
कर्ना: 1. to close 2. please close
कहस: 1. enough, that's all 2. only, just 3. please
कस, ठीक है: oh, all right
बस्टेंड: bus-stand
हत्र: sister (formal)
hानी: sister
हुत: 1. very 2. a great deal of
हा: Ba (a town on Viti Levu)
हात: 1. left 2. left over
हां: 1. thing, matter, reason 2. language
हह करना: to talk, to converse
हस्त: twelve

(व) Cont.
वानन: fifty-two
वाना: the one of Ba
विंग: Thursday
विंदु: tomorrow
वीस: twenty
वुर्थ: Wednesday
वुर्थिर: Wednesday (formal)
वुलन: invited and
वुलना: (for someone else) 1. to call 2. to invite 3. please call 4. please invite
वुलना: (for someone else) 1. call 2. invite
वुलना: (for oneself) 1. to call 2. invite
वुलना: (for oneself) 1. call 2. invite
वुलना: (for oneself) 1. to call 2. to invite
वुलना: (for oneself) 1. call 2. invite
व्यापर: purse, briefcase
व्यापरिवार: seller(s)
बेटा: son
<table>
<thead>
<tr>
<th>Hindi</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>बेटी</td>
<td>daughter</td>
</tr>
<tr>
<td>बूंगना</td>
<td>eggplant(s), brinjol(s) (formal)</td>
</tr>
<tr>
<td>बूंगना</td>
<td>eggplant(s), bringol(s)</td>
</tr>
<tr>
<td>बैठना</td>
<td>to sit down</td>
</tr>
<tr>
<td>बैठना</td>
<td>1. to sit 2. please sit 3. to be (pidgin Hindi)</td>
</tr>
<tr>
<td>बैठनी</td>
<td>please sit (formal)</td>
</tr>
<tr>
<td>बैठा</td>
<td>seated</td>
</tr>
<tr>
<td>बोलना</td>
<td>1. to speak 2. please speak</td>
</tr>
<tr>
<td>बोलेंगे</td>
<td>we/youth/they/ (names of people) will speak (formal)</td>
</tr>
<tr>
<td>बोलेंगा</td>
<td>1. I/you/we/ will speak 2. he/she/ (names of people) will speak (formal)</td>
</tr>
<tr>
<td>बोले</td>
<td>speak, say</td>
</tr>
<tr>
<td>विश्वस्त्रिवार</td>
<td>Thursday (formal)</td>
</tr>
<tr>
<td>क्या</td>
<td>blue</td>
</tr>
</tbody>
</table>

| है | (क्रूर) |
| भाई | 1. brother (formal) 2. cousin (formal) 3. (term of address) |
| माँ | mother (formal) |
| माता | mother (formal) |
| मातृजी | mother (formal) |
| मार्गदर्शक | mechanic |
| मंगल | if (formal) |
| मंगलदेव | meaning? |
| मेंटरियल | expensive |
| माँ | mother |
| माँगना | 1. to want 2. to request |
| माँगो | you (familiar) want |
| मार्केट | market |
| माता | mother (formal) |
| मातृजी | mother (formal) |
| मार्गदर्शक | meaning? |
| माँ | mother |
| माँगना | 1. to want 2. to request |
| माँगो | you (familiar) want |
| मार्केट | market |
| माता | mother (formal) |
| मातृजी | mother (formal) |
| मार्गदर्शक | meaning? |
मासी : maternal uncle's wife
मिल जाना : to get, to find
मिलना : 1. to get, to find (indirect) 2. to meet 3. please meet
मिली : 1. got, found (indirect) 2. met
मीठा : sweetness
मुनि देव : Muni Deo (male name)
में : 1. in, on 2. for
मेज : table, desk
मेरा : (formal) 1. my, mine 2. me (before postpositions)
मैं : I (formal)
मील : mile
मोटा : (masculine) 1. thick 2. fat
मोटी : car, automobile
मोटी : (feminine) 1. thick 2. fat
मोतो : spear (Fijian)
मौका : chance, opportunity

(या)
लगे : the chance (indirect)

(या)
हाथ : this (formal-close to the speaker)
हयों : here (formal-close to speaker)
हार : brother, mate, chum

(र)
संग : colour(s)
सेक्स देना : 1. to put 2. please put
सेक्स : put
सेक्स : 1. to put 2. please put
सेक्सौ : put
सोमवार : Sunday (formal)
स्ट्रीट : road, way
रह गया : was left behind
रह जाना : to be left behind, to stay behind
रहना : 1. to live 2. to stay 3. to be 4. please stay
(र) Cont.

रहा : 1. was, were 2. stayed (past tense of रहना)

रात : night

रात के : at night

राम चाँदर : Ram Chandar (male name)

राम सिंह : Ram Singh (male name)

रामा : Rama (male name)

रास्ता : road, way

रामोल : handkerchief(s)

सीमा : room

रेडियो : radio

सीट : right

सीट कहाँ है : that's right

सैटी : roti (flat unleavened bread)

(ल) Cont.

लाखमी : Lakshmi (female name)

लाखमी कै : Lakshmi's

लगाना : to strike, to stick (indirect-see अच्छा लगाना or मैंका लगे)

लगना : approximately

लगै : near (postposition)

लगो : has/have (possession)

लड़का : boys

लड़की : 1. girl 2. daughter

लता : Lata (female name)

लम्बा : (masculine) 1. long 2. tall

लम्बाई : Labasa (town on Vanua Levu)

लम्बी : (feminine) 1. long 2. tall

लाना : 1. bring 2. give, hand (it) to me

लाकर : 1. to bring 2. to give 3. please bring 4. please give (me)

लाफा : brought

लाल : red

लिया : 1. took 2. bought, got

लिये : (formal) 1. you took 2. you bought/got

ली : 1. they took 2. they bought/got
(लैंट) Cont.

हेंदी : 1. he/she took
2. he/she bought, got

लैंट : 1. take(s), is taking (present 3rd person irregular)
2. take (stem of लैंट - often part of compound verb)

लैंटा : take (it), here
(colloquial form of लैंटा - see लैंट)

बुंद : but

अया : 1. took away 2. carried

अया : 1. take away 2. carry

उना : 1. to take away 2. to carry 3. please take away 4. please carry

लैंटा : 1. to take 2. please take 3. to buy, to get

लैंटा : took

लैंटा : to take

लैंटा : take (it), here

लैंटा : 1. people 2. (plural marker)

लैंटा : 1. people 2. (plural marker)

लैंटिंग : Lautoka (town near Nadi on Viti Levu)

(व)

वर्तन : for

तह : (formal) 1. that (away from speaker)
2. he, she, it

वही : there (formal-away from speaker)

वही : 1. one(s) 2. (noun)er

वर्तन : for (postposition)

किजीय : Vijey (male name)

किजीय भैया : Brother Vijey, Cousin Vijey

वे : (formal) 1. those (away from speaker)
2. they

वैट कस्तो : 1. to wait 2. please wait

वैट करे : wait

(क्रै)

शनिवार : Saturday

किजीय : marriage, wedding

शिव प्रसाद : Shiu Prasad (male name)

शीला : Sheila (female name)

शुक्रवार : Friday (formal)

शर्ट : shirt(s)
Glossary A - Hindi Script To English

(ब्राइट का कपड़ा) Cont.

shirt cloth(s)

(स) छोपा : shelf(s)

(सा) भेंता : with (postposition)

भेंता का : evening

भेंता के : in the evening

सकना : can, to be able

सत्तर : seventy

सत्तह : seventeen

सोनगार : Saturday (formal)

सब : all

सब लोगः : everyone

सब से ___ : ___-est (superlative)

समझना जैसे : I see, I understand

समझना जैसे : 1. to understand 2. please understand

सरोजः सारोज : Saroj (a female name)

साल : quarter past, plus one quarter

सावंतर : morning, in the morning

सावंत : evening

(सा) भेंता के: in the evening

साउंदै : sixty

साउंदै : halfpast, plus one half

साउंदै : seven

साउंदै : with (formal-postposition)

साल : year

साह्लें : 1. Mr., sir (term of respect) 2. husband

सिंहार साहेब : Mr. Singh

सिगरेट : cigarette(s)

सीखना : to learn

सुवल : Friday

सुनना : 1. to listen 2. to hear 3. please listen

सुनो : listen

सुवा : Suva (Fiji's capital)

स्कूल : school

से : 1. from 2. than 3. to (object marker

for मिलना - to meet, and verbs of speech)

4. (adverb marker as

in फिर मैं

again)
than (com­parative)

: cent(s)

: sleep(s), is/are sleeping

1. to sleep
2. please sleep

soap powder

Monday (formal)

Monday

sixteen

one hundred

I have ___
(है) Cont.

है जाना: (formal)
1. to become 2. to happen, to take place

होता: if there were

होना: to be

हो गया: 1. became 2. happened, took place

हो जाना: 1. to become 2. to happen, to take place
GLOSSARY B

Hindi In Transcription To English

(a)

aadmi: man, husband

aa gaya: came, arrived
(formal)

aa gaye: arrived, came
(past of aa jaanaa)

aat: today

aa jaana: to come, to

arrive

aaluu: potato(es)

aan: to come, please come

aa: come

aad: you (formal-polite)

aan: your, their, (etc.-

refers back to the

subject)

aan ke: to myself, to

themselves, (etc.-

refers back to sub-

ject)

aad: (formal-polite)

1. your, yours 2. you,
to you 3. you (before
postposition)

aanul: apple(s)

aat: was coming

aat: at

aaTh: eight

aat: arrived, came

ab: now

abhii: now

abhii bulaata: (I will
call (him) right away

achchha: 1. good, nice
(masculine) 2. okay,
all right 3. I see, oh

achchhaa lagna: to like
(indirect)

achchhi: good, nice
(feminine)

agar: if (formal)

agornaa: to wait for
agornaa paRii: will have
to wait for

amm: mother

are!: (an exclamation)

(a) Cont.

assii: eighty

aThaara: eighteen

aur: 1. and 2. more, else,

other

aurati: 1. woman 2. wife

aur kuch: something else

(b)

baa: Ba (a town on Viti Levu)

baakii: 1. left 2. left

over

baara: twelve

baat: 1. thing, matter,

reason 2. language

baat karna: to talk, to

converse

baawaalaa: the one of Ba

baawan: fifty-two (formal)

bachaa: child, children

bachhe: children (formal)

bahan: sister (formal)

bahanni: sister

bahut: 1. very 2. a great

deal of

baigan: eggplant(s), brinjol(s)

baigan: eggplant(s), brinjol(s)

brinjol(s) (formal)

bait: seated

bait: please sit (formal)

bait: 1. to sit down

2. please sit down

bait: jaa: sit down

bait: 1. to sit 2. please

sit 3. to be (pidgin

Hindi)

bajaa: has struck

baj: at o'clock

band: closed

band: 1. to close

2. please close

baRaa: (masculine) 1. big,
large 2. older

baRaa mahag: very expensive,
really expensive
(b) Cont.

baRhiyaa: wonderful, terrific
baRii: (feminine) 1. big, large 2. older
bas: 1. enough, that's all 2. only, just 3. bus
bas, Thiik hai: oh, all right
basTainD: bus-stand
bataa denaa: to tell
bataa diiyaa: told
bataanaa: to tell
bechnewaalaa: seller(s)
beg: purse, briefcase
befaa: son
beTii: daughter
bhaaii: 1. brother (formal) 2. cousin (formal) 3. (term of address)
bhaaii saahab: (formal) (term of address)
bhaaraa: fare
bhaakaa: fare
bhaiyaa: 1. brother 2. cousin 3. (term of address)
bhii: too, also
bif: Thursday
biHaan: tomorrow
biis: twenty
bluu: blue
bolega: 1. I/you/we will speak 2. he/she (names of people) will speak (formal)
bolege: we/you/they/(names of people) will speak (formal)
bolnaa: 1. to speak 2. please speak
bolo: speak, say
brihaspatiwaar: Thursday (formal)
daam: price
Daans: dance
das: ten

(b) Cont.

bulaa lo: (for one's self) 1. call 2. invite
bulaaanaa: 1. to call 2. to invite 3. please call 4. please invite

(c)
chaa: tea
chaabhii: key
chaalis: forty
chaalis aur chaar: forty-four
chaar: four
chaagy: tea
chalaay gaye: left, has gone
chalaanewaalaa: driver
chal jaaii: will do, will suit
chal jaanaa: to do, to suit
chálnaa: 1. to go, to move 2. to do, to suit 3. to leave 4. please go, please move
chalo: 1. go, move 2. come on 3. go ahead
chaudah: fourteen
chech se: from church
chhaapa: photograph
che: six
chhoTaa: (masculine) 1. small, little 2. short
chhoTawaalaa: little one
chhoTe: little, small (masculine plural)
chhoTii: (feminine) 1. small, little 2. short
chhoTkanii: little, small
chhupaanaa: to hide
chhupaak: have kept hidden
chhiij: thing
chotis: thirty-four (formal)

(d)
daam: price
(d) Cont.

de: 1. give(s), is giving
   (3rd person irregular present) 2. give (stem of denaa—often part of compound verb)
de denaa: 1. to give 2. please give
de diyaa: gave
de do: give
dew: give(s), is giving
dekhe: saw, have seen
dekhe jaataa: going (in order) to see
dekhi: 1. let's see, let's look 2. shall I see, shall I look
dekh lenaa: 1. to see 2. to look
dekh liyaa: already seen
dekhnaa: 1. to see 2. to look 3. please see 4. please look
dekho: look
denaa: 1. to give 2. please give
deo: give
derii hoe: it's getting late
derii karnaa: to be late
dhanbaad: thank you
dhar denaa: to put away
diin: they gave
diis (hai): he/she gave, he/she has given
dikhaanaa: to show
din: day
din ke: in the day time
diyaa: gave
dive: you gave (formal)
do: 1. give 2. two (formal)
Dolaa: dollar
Dopahar: midday
Dopahar ke: at noon, at midday
duii: two
dukaan: store(s), shop(s)
dukaandaar: shopkeeper(s)
duur pe: at a distance
duusraa: 1. other, another 2. second
duuwu: Cuvu (village near Sigatoka on Viti Levu)

(e)
e: hey
ek: one
ekdam: completely, exactly
ekdam nahii: not at all
ek sau paach: one hundred and five (105)
eyapaut: airport

(f)
filam: movie, film
fir: again
fir milegaaa: see you again, so long
fir se: once more, again

(g)
gaj: yard (measurement)
gayaa: went (masculine)
gayaa rahaa: went, had gone
gaye: went (past of jaanaa)
gayii: went (feminine)
gayiin: they went
gayii: he/she went
ghanTaa: hour
ghar: house, home
ghar aay gaye: here is my house
ghare: at home, at the house
ghar me: at home, at the house, home (formal)
ghuumaanaa: to tour, to travel
govind: Govind (male name)
gulaabii: pink
gyaarah: eleven

(h)
haa: yes
haath: hand
hai: is, are, there is, there are
hai: are, there are (formal)
ham: I
hamaar: 1. my, mine 2. me (before postposition)
hamaar lage: by me, near me
(h) Cont.

hamaar lage _____ hai: I have
hamaar paas: by me, near me
(paas is formal)
hamaar paas _____ hai: I have
_____.(paas is formal)
hame: me, to me
ham ke: me, to me
ham log: we, we people
ham log/logan ke: 1. our, ours 2. us, to us 3. us
(before postposition)
hariii: 1. Hari (male name)
2. green
hariyar: green
hindii: Hindi (the language)
hinduustaanii: 1. a Fijian
Indian 2. Indian
hiyqq: here
hoii: must be, will be
ho jaanaa: (formal) 1. to
become, 2. to happen,
to take place
ho jaataa: becomes, am/is/are
becoming (formal)
honaa: to be
hotaa: if there were
hoy gaye: 1. became 2.
happened, took place
hoy jaanaa: 1. to become 2.
to happen, to take place
huw: 1. um (musing expression)
2. am (formal)
huwaa: there

(i)
idhar: in this direction, here
ii: this, these (close to the
speaker)
ii rahaai: here you are, this
is
is se: than this, than it
(near)
itnaa: this much, so much
itwaar: Sunday

(j) Cont.

jaaii: will go (3rd person)
jaanaa: 1. to go 2. please
go
jaanaa parii: have to go,
must go
jaananaa: to know
jaantaa rahaai: knew, use to
know
jaataa: am/is/are going
lagah: 1. place 2. space,
room
jaldi: 1. fast, quickly
2. early, soon
jarii: certainly, surely
jastii: 1. more 2. most,
mostly 3. much
jeb: pocket
jii: 1. yes 2. (shows
politeness)
jo hai: (emphasizes prece-
ding word or phrase)
jon hai: (emphasizes prece-
ding word or phrase)
jyaadaa: (formal) 1. more
2. most, mostly 3. much

(k)
kaa: what
kaafi: 1. quite, fairly
2. enough
kaagai: paper
kahee: why
kaaiibiitii: 1. a Fijian
2. Fijian
kaaiibiitiit baat: Fijian
language
kaali: a goddess
kaam: work, job
kaam se: on business
kab: when
kabii: sometime
kahaa: said
kahaa: where, whereto
kahnaa: 1. to say 2. please
say
kaise: 1. how 2. what kind
of 3. How are you.
(greeting)
kal: 1. tomorrow (formal)
2. yesterday
kamaal: marvel, wonder
kamaal ke: marvelous, wonderful
kamraa: room
kapraa: cloth
kaa: hard, difficult
kar denaa: to do
kar diya: did
kare: does, is doing
kariyaa: black
karna: 1. to do 2. please do
kar te hai: do, are doing
(formal)
kaufi: coffee
kaun: 1. what, which one 2. who
kaunchi: what
kaunlaa: which one
kaunsaa: which, which one
kaunwaala: which one
ke: (postposition) 1. of (possessive) 2. to (object marker) 3. at, in (with time expressions) 4. on (with days of the week) 5. ke lage: has, have 6. ke paas: has, have (formal) 7. ke saahe: with 8. ke waaste: for
-ke: and (verb stem plus -ke; torke: pick and)
kela: banana
keraa: banana
khaa: to eat (verbal object)
khaa lenaa: to eat, to eat up
khala: 1. only 2. empty
khai liiyaa: ate, ate up
khaana: 1. to eat 2. please eat
khaay lenaa: 1. to eat 2. to eat up
khaay liiyaa: ate, ate up
kharai: bought
kharidaa: customer(s)
kharid lenaa: to buy
kharid liis: bought
kharid taa: 1. to buy 2. please buy
kharidnewala: buyer(s)
keti: karna: to farm
khii: Sunday
khirkii: window
khirkii kholo: open the window
khounaa: 1. to open 2. please open
ki: 1. or 2. that (con­joiner) 3. when (con­joiner)
kichin: kitchen
ki naa?: or not?
kisaan: farmer
kiske: 1. whose 2. who, to whom 3. who (before postposition)
kitna: (masculine) how much, how many
kitna bajaa (hai): what time (is it)?
kitna baje: at what time
kitna me: for how much
kitne: (masculine-polite) how much, how many
kitnie: (feminine) how much
klaas: class, classroom
ko: to, (or leave blank)
(formal marker for direct and indirect objects)
koii: (indefinite) 1. any, some 2. someone
kuchh: 1. some 2. something
kuchh chho: chho: some little ones
kuchh naha: 1. nothing 2. not any
kursi: chair
kuuraa: bunch, heap
kyaa: what (formal)
kyo: why (formal)
kyoki: because

laal: red
laanaa: 1. to bring 2. to give 3. please bring 4. please give (me)
laao: 1. bring 2. give, hand (it) to me
(1) Cont.

laayaa: brought
laghāg: approximately
lage: near (postposition)
—— lage hai: has, have (possession)
lagnaa: to strike, to stick
(indirect - see achchhāa lagnaa or maukāa āgage)
lakshmi: Lakshmi (female name)
lakshmi ke: Lakshmi’s
lambaa (masculine) 1. long 2. tall
lambaaavaa: Labasa (town on Vanua Levu)
lambii: (feminine) 1. long 2. tall
laRaaka: 1. boy 2. son
laRaKan: boys
laRaKii: 1. girl 2. daughter
lataa: Lata (female name)
lautokaa: Lautoka (town near Nadi on Viti Levu)
le: 1. take(s), is taking (present 3rd person irregular) 2. take (stem of lenaa often part of compound verb)
le gayaa: 1. took away 2. carried
le jaanaa: 1. to take away 2. to carry 3. please take away 4. please carry
le jaaoo: 1. take away 2. carry
lekin: but
le lenaa: to take
le liis: took
lenaa: 1. to take 2. please take 3. to buy, to get
leo: take (it), here (colloquial form of lo - see lenaa)
liin: 1. they took 2. they bought/got
liis: 1. he/she took 2. he/she bought/got
liyaa: 1. took 2. bought, got
(1) Cont.

liye: (formal) 1. you took 2. you bought/got
lo: take (it), here
log: 1. people 2. (plural marker)
logan: 1. people 2. (plural marker)

maa: mother
maaagna: 1. to want 2. to request
maago: you (familiar) want
maaKT: market
maamaa: maternal uncle
maamii: maternal uncle's wife
maataa: mother (formal)
maataajii: mother (formal)
maagar: if (formal)
maagar: Tuesday
maagarwaar: Tuesday (formal)
maaagaa: expensive
maaT: I (formal)
mail: mile
makenik: mechanic
matlab?: meaning?
maukaa: chance, opportunity
—— maukaa lage: (if) get(s) the chance (indirect)
me: 1. in, on 2. for
mei: table, desk
mere: (formal) 1. my, mine 2. me (before post-positions)
miiThaa: sweetness
milaa: 1. got, found (indirect) 2. met
mil jaanaa: to get, to find
milnaa: 1. to get, to find (indirect) 2. to meet 3. please meet.
moTaa: (masculine) 1. thick 2. fat
moTar: car, automobile
motii: (feminine) 1. thick 2. fat
moto: speak (Fijian)
munii dew: Muni Deo (male name)
Glossary B - Transcription To English

### (n)

- **na**: no
- **na?**: okay? all right?
- **nādii**: Nadi (town on the western side of Viti Levu)
- **naam**: name
- **naawuuaa**: Navua (town on the southern coast of Viti Levu)
- **nabbe**: ninety
- **nabbuu**: lemon
- **nagonaa**: yaqona, kava - a nonalcoholic drink used widely in Fiji
- **nahii**: no
- **nambar**: number
- **nasnnuu**: Nasinu (town near Suva)
- **nasorii**: Nausori (town near Suva)
- **nau**: nine
- **naukrii**: job
- **nibbuulemon**: blue
- **nnlaa**: blue

### (o)

- **o!**: oh! (an exclamation)
- **omu**: Omu (brand of soap powder)

### (p)

- **paach**: five
- **paakeT**: packet
- **paanii**: water
- **paas**: near (formal post-position)
- **paas hai**: has/ have (formal possession)
- **paunD**: pound
- **paawDaa**: powder
- **pachaas**: fifty
- **pahliaa**: first, the first
- **pahle**: first, beforehand
- **paisaa**: money
- **palaa**: door
- **palaa band karo**: close the door
- **palwaar**: family
- **pandRah**: fifteen
- **par**: at, on
- **paKhaanaa**: to teach
- **paKhaaave**: is teaching, teaches
- **paRhnaa**: to read, to study
- **paRii**: will have to (verb)
- **pariwaar**: family
- **patlaa**: thin (masculine)
- **patlii**: thin (feminine)
- **patraa**: thin (masculine)
- **paune**: quarter till, minus one quarter
- **pe**: at, on
- **pekeT**: packet
- **pen**: pen
- **pensil**: pensil
- **peK**: tree
- **peK se toRke**: to pick from a tree and
- **pii**: (3rd person irregular)
  1. will drink 2. will smoke
- **piilaar**: yellow
- **piinaa**: 1. to drink 2. to smoke 3. please drink 4. please smoke
- **pita**: father (formal)
- **pitaajii**: father (formal)
- **prasaadT**: Prasad (a surname)
- **pustak**: book
- **pyaaj**: onion(s)
- **pyaalaa**: a bowl-like cup often of metal

### (r)

- **raamaa**: Rama (male name)
- **raam chandar**: Ram Chandar (male name)
- **raam szh**: Ram Singh (male name)
- **raaastaa**: road, way
- **raat**: night
- **raat ke**: at night
- **rag**: colour(s)
- **rahaa**: 1. was, were 2. stayed (past tense of rahnaa)
Glossary B - Transcription To English Page 196

(r) Cont.
rah gayaa: was left behind
rah jaanaa: to be left behind, to stay behind
rahnnaa: 1. to live 2. to stay 3. to be 4. please stay
rait: right
rait baat hai: that's right
rakh denaal T. to put 2. please put
rakh do: put
rakhnaa: 1. to put 2. please put
rakho: put
rastaa: road, way
rawiiwaar: Sunday (formal)
reDiyo: radio
rofii: roti (flat unleavened bread)
rumaal: handkerchief(s)
ruum: room

(s).
saahab: 1. Mr., sir, (term of respect) 2. husband
saajh: evening
saajh ke: in the evening
saal: year
saaRhe: halfpast, plus one half
saat: seven
saath: with (formal-post-position)
saath: sixty
sab: all
sab log: everyone
sab se: -est (super-
Tative)
saghe: with (post position)
sajhaa: evening
sajhaa ke: in the evening
saknaa: can, to be able
samajh gaye: I see, I understand
samajhnaa: 1. to understand 2. please understand
saniwaar: Saturday (formal)
saroj: Saroj (female name)
satrah: seventeen
sattar: seventy

(s) Cont.
sau: one hundred
sawaa: quarter past, plus one quarter
sawere: morning, in the morning
se: 1. from 2. than 3. to (object marker for milnaa - to meet, and verbs of speech) 4. (adverb marker as in fir se - again)
se _____: -er than _____
(comparative)
senT: cent(s)
shaadii: marriage, wedding
shanichar: Saturday
shelf: shelf(s)
shet: shirt(s)
shet ke kapRaa: shirt cloth(s)
shilaa: Sheila (female name)
shiw prasaad: Shiu Prasad
shukrawaar: Friday (formal)
sigreT: cigarette(s)
siH saahab: Mr Singh
silkhnaa: to learn
skuul: school
soe: sleep(s), is/are sleeping
solah: sixteen
sommaar: Monday
somwaar: Monday (formal)
sonaa: 1. to sleep 2. please sleep
sop paaawdaa: soap powder
sukh: Friday
sunnaa: 1. to listen 2. to hear 3. please listen
suno: listen
suuwaa: Suva (Fiji's capital)

(t)
tab: then
tak: up to, as far as, till
TamaaTar: tomato(es)
tawayuunii: Taveuni (island just east of Vanua Levu)
Telifaun: telephone
terah: thirteen
Glossary B - Transcription To English

(t) Cont.

thaa: was (formal masculine past of honaa - to be)
thii: was (formal feminine past of honaa - to be)
thailii: bag(s)
Thil: right, correct
Thil hai: 1. all right, fine 2. (it's) correct, right
thoRaa: 1. shows politeness 2. a little/small amount
Tiichaa: teacher
Til: teakwood
til: three
til: thirty
TikaT: ticket(s)
Tin: tin, can
to: 1. then 2. (particle emphasizing preceeding word) 3. (informal filler)
toka diis: broke/picked and gave
toRnaa: to break
tum: you (familial singular)
tumaar: your, yours (familial singular)
tume: you, to you
tum kaise hai?: How are you?
tum ke: you, to you
tum log: you, you people (familial plural)
tum log/logan ke: (familial plural) 1. your, yours 2. you, to you
tuRnaa: to break

(u) Cont.

usme: in it, in that
us se: than he, than she than that, than it
us se chhoRaa: younger/smaller than he/she
utar jaanaa: to get off, to descend
utarnaa: to get off, to descend
utraa: that much, so much
uu: 1. that, those (away) from speaker) 2. he, she, it
uu log: they, those people
uu log/logan ke: 1. their, theirs, 2. them, to them

(w)

waalaa: 1. one(s) 2. (noun) -er
waaste: for (postposition)
wah: (formal) 1. that (away) from speaker) 2. he, she, it
wahii: there (formal-away) from speaker
wait karna: 1. to wait 2. please wait
wait karo: wait
wastin' for
we: (formal) 1. those (away from speaker) 2. they
wijay: Vijey (male name)
wijay bhaiyya: Brother Vijey, Cousin Vijey

(y)

yaar: brother, mate, chum
yah: this (formal-close to the speaker)
yahii: here (formal-close to speaker)
GLOSSARY C

English To Hindi In Transcription

(A)

able: saknaa (to be able)
again: fir, fir se
age: umar
a great deal of: bahut
airport: eyapauT
all: sab
all right: 1. achchhaa
   2. Thiik hai 3. bas
Thiik hai 4. na?
also: bhii
am: 1. hai 2. huu (formal) 3. baiTho
   (pidgin Hindi)
and: 1. aur 2. -ke (verb-stem plus ke)
another: duusraa
any: koi
apple(s): aapul
approximately: lagbhag
are: 1. hai 2. hii
   (formal) 3. baiTho
   (pidgin Hindi)
arrive: aa jaanaa
at: 1. pe, par (locative)
   2. ke (with periods of the day)
at a distance: duur pe,
   duur par
at midday: dopahar ke
at night: raat ke
at noon: dopahar ke
at _ o'clock: _ baje
at what time: kitnaa baje?
aunt: maamii (maternal
   uncle's wife)
automobile: moTar

(B) Cont.

3. baiTho (pidgin Hindi)
became: hoy gaye
because: kyoki
become: 1. hoy jaanaa
   2. ho jaanaa (formal)
beforehand: pahle
big: baRaa
black: kariyaa
blue: 1. bluu 2. niilaa
book: pustak
bowl-like cup: pyaalaa
boy(s): laRkaa
boys: laRkan
break: 1. tuRnaa 2. toRnaa
briefcase: beg
bring: laanaa
brinjol(s): 1. baigan
   2. baigan
broke and gave: tuRke diis
brother: 1. bhaiyaa
   2. bhaaii (formal)
   3. yaar (mate)
Brother Vijey: wijay bhaiyaa
brought: laaayaa, etc.
bunch: kuupae, kuuraa
bus: bas
bus-stand: bassTainD
but: lekin
buy: 1. kharidnueaalaa
   kharid lenaa
   2. lenaa
buyer(s): kharidnueaalaa

call: 1. bulaanaa 2. bulaa
denaa (for someone else)
   3. bulaa lenaa
   (for one's self)
can: 1. saknaa (verb)
   2. tin (noun)
car: moTar
carry: le jaanaa
cent(s): senT
certainly: jaruur
chair: kursii

(C)
chance: maukaa
child: bachchaa
children: 1. bachchaa
2. bachche (formal)
chum: yaar
church: chech
cigarette(s): sigret
class: klaas
classroom: klaas
close: band karna
closed: band
close the door: pallaa band karo
cloth: kapRaa
to: kaufii
colour(s): rag
come: aanaa, a jaanaa
completely: ekdam
converse: baat karna
correct: Thiik
cousin: 1. bhaiyaa
2. bhaaii (formal)
Cousin Vijey: wijay
bhaiyaa
cup: pyaalaa
customer(s): khariidaar
Cuvu: duuwuu
dance: Daans
daughter: 1. laRkii
2. beTii
day: din
daytime: din ke (in the daytime)
descend: utarna, utar jaanaa
desk: mej
difficult: kaRaa
direction: 1. idhar (in this direction)
2. udhar (in that direction)
distance: 1. duur
2. duur pe (at a distance)
do: 1. karna, kar denaa
2. chaalnaa, chaal jaanaa (to suit)
dollar: Dolaa
door: pallaa
drink: plinaa
driver: chalaanewaalaa
december: saajh
December: saajh ke (in December)
early: jaldii
eat: 1. khaanaa, khaa(y)
 Lenaa 2. khaae
verbal object)
egoplant(s): baigan, baigan
eight: aafi
eighteen: aTaaarah
eighty: assii
eleven: gyaarah
e else: 1. aur 2, aur kuchh
(something else)
empty: khaali
enough: 1. bas 2. kaafii
-er than: se
(comparative)
rest: sab se
(superlative)
evening: 1. sajhaa, saajh
2. sajhaa ke, saajh ke (in the evening)
everyone: sab log
exactly: ekdam
expensive: mahagaa
fairly: kaafii
family: 1. palwaar 2. pariwaar
fare: bhaaraa, bhaaRaa
farm: khetii karna (verb)
farmer: kisaan
fast: jaldii
fat: moTaa
father: pitaa, pitaajii
(formal)
fifteen: pandrah
fifty: pachaas
fifty-two: baawan (formal)
Fijian: kaaiibiitii (noun and adjective)
Fijian language: kaaiibiitii baat
film: filam
find: milnaa, mil jaanaa
(indirect)
fine: Thiik hai
Glossary C - English To Hindi

(F) Cont.

first: 1. pahlaa (adjective) 2. pahle (beforehand)
five: paanch
for: 1. wastin, waaste 2. me (in citing prices)
fourty: chaalis
fourty-four: chaalis aur chaar
four: chaar
fourteen: chaudah
Friday: 1. sukh 2. shukrawaar (formal)
from: se

gave: diyaa etc., de diyaa etc. (irreg.)
got: 1. milnaa, mil jaanaa (indirect) 2. lenaa
get off: utarnaa, utar jaanaa
girl: larkii
give: 1. denaa, de denaa 2. laanaa
go: 1. jaanaa 2. chalnaa
good: achchhaa
govind: govind (male name)
green: harii, hariyar

(G)
halfpast: saarhe
hand: haath
handkerchief(s): rumaal
happen: 1. hoy jaanaa 2. ho jaanaa (formal)
happened: hoy gaye
hard: kaRaa
hari: harii (male name)
have: 1. ____ (ke) lage 2. ____ (ke) paas (formal)
have to: (infinitive plus) parNaa

(H) Cont.
have to go: jaanaa parii (future)
he: 1. uu 2. wah (formal)
heap: kuuRaa, kuuraa
hear: sunnaa
her, to her: (object) 1. use, uske 2. us ko (formal)
hers(s): 1. uske 2. uskaa (formal) 3. aapan (refers to subject)
him: (with postpositions) 1. uske 2. us
here: 1. hiyaa 2. yahaa, yahi (formal) 3. idhar 4. lo, leo (take it)
here you are: 1. ii rahaas 2. lo, leo
hey: e
hide: chhupaanaa
him, to him: (object) 1. use, uske 2. us ko (formal)
him: (with postpositions) 1. uske 2. us
Hindi: 1. hindii 2. hinduustaanii baat
his: 1. uske 2. uskaa (formal) 3. aapan (refers to subject)
home: 1. ghar 2. ghaare (at home) 3. ghar me, ghar par (at home-formal)
hours(s): ghanTaa
house: 1. ghar 2. ghaare (at the house) 3. ghar me, ghar par (at the house-formal)
how: kaise
How are you?: 1. kaise 2. tum kaise hai?
how many: kitnaa
how much: 1. kitnaa 2. kitnaa me (for how much)
hundred: sau
husband: 1. aadmii 2. saahab
Glossary C - English To Hindi

(I)

_1. ham 2. mai (formal)
_T: 1. agar 2. magar (formal)
in: 1. mē 2. ke (with periods of the day)
Indian: hinduustaanii (noun and adjective)
in it: usme
in the evening: sajhaa ke, saajh ke
in the morning: sawere
invite: 1. bulaanaa
2. bulaa denaa (for someone else)
3. bulaa lenaa (for one's self)
invited and: bulaake
is: 1. hai 2. baiTho (pidgin Hindi)
it: 1. uu 2. wah (formal)
it, to it: (object) 1. uu
2. us ko (formal)
it: (with postpositions) 1. uske (including formal) 2. us 3. usme (in it) 4. us se (than it)
its: 1. uske 2. uskaa (formal)

(J)

job: 1. kaam 2. naukrii
just: bas

(K)

kava: nagonaa
key(s): chaabhii
kitchen: kichin
know: jaannaa

(L)

Labasa: lambaasaa
Lakshmi: lakshmii (female name)
Glossary C - English To Hindi

(M) Cont.

mile: mail
mine: 1. hamaar 2. meraa (formal) 3. aapan (refers to subject)
Monday: 1. sommaar 2. somwaar (formal)
money: paisaa
more: 1. aur 2. jastii 3. jyaadaa (formal)
morning: sawere
most: 1. jastii 2. jyaadaa (formal)
mostly: 1. jastii 2. jyaadaa (formal)
mother: 1. ammaa, maa 2. maataa, maataajii (formal)
move: chalnaa
movie:
Mr.: saahab
Mr. Singh: sih saahab
much: 1. bahut 2. jastii 3. jyaadaa (formal)
Muni Deo: munii dew (male name)
must be: 1. hoii 2. hogaa (formal)
must go: jaanaa paRii (future)
my: 1. hamaar 2. meraa (formal) 3. aapan (refers to subject)

(N) Cont.

no: 1. nahii 2. na
noon: 1. dopahar 2. dopahar ke (at noon)
not: 1. nahii 2. ki nahii (or not)
not any: kuchh nahii
not at all: ekdam nahii
nothing: kuchh nahii
now: ab, abhii
number: nambar

o'clock: 1. ____ bajaa hai 2. baje (at ____ o'clock)
of: 1. ke 2. kaa (formal)
ok: 1. o 2. achchhaa
okay: 1. achchhaa 2. Thiik hai 3. na?
older: baRaa
on: 1. pe, par (locative) 2. ke (with days of the week) 3. me
on business: kaam se
once more: fir se
one: ek (the number)
one(s): waalaa
one hundred: sau
one hundred and five: ek sau paach
onion(s): pyaaj
only: bas, khaalii
open: kholnaa
open the window: khiRkii kholo
opportunity: maukaa
or: ke
other: 1. duusraa 2. aur
our(s): 1. ham log/logan ke 2. hamaaraa (formal) 3. aapan (refers to subject)
Glossary C - English To Hindi

(P)
packet: peket, paaket
paper: kaagaj
pen: pen
pencil: pensil
people: log
photograph: chhaapa
picked and gave: torkey diis
pink: gulaapi
place: jagah
pocket: jeb
potato(es): aaluu
pound: paauD
powder: paaDaa
Prasad: prasaad
price: daam
purse: beg
Put: rakhnaa, rakh denaa
Put away: dhar denaa

(Q)
quarter past: sawaa
quarter till: paune
quickly: j aldii
quite: kaafii

(R)
radio: reDiyo
Rama: raamaa
Ram Chandar: raam chandar
Ram Singh: raam sth
read: paRhnna
really: 1. baRaa 2. bahut
reason: baat
red: laal
request: maagnaa
right: 1. raIT, Thiiik
  2. Thiiik hai
road: raastaa, rastaa
room: 1. ruum 2. kamraa
  (formal) 3. jagah
  (space)
roti: roTii

(s)
said: kahaa
Saroj: saroj (female name)
Saturday: 1. sanichar 2. saniwaar (formal)
say: 1. kahnaa 2. bolnaa
school: skuul
second: duusraa
see: dekhnaa, dekh lenaa
see you again: fir milegaa
seller(s): bechnewaalaa
seven: saat
seventeen: satrah
seventy: sattar
she: 1. uu 2. wah (formal)
Sheila: shiiila (female name)
shelf(s): shelaf
shirt(s): sheT
shirt cloth(s): sheT ke kapRaa
Shiu Prasad: shiw prasaad
shop(s): dukaan
shopkeeper(s): dukaandaar
short: chhoTaa
show: dikhanaa
sir: saahab
sister: 1. bahanii 2. bahan
  (formal)
sit: baiThnaa
sit down: baiTh jaanaa
six: chhe
sixteen: solah
sixty: saaTh
sleep: sonaa
small: chhoTaa
small amount: thoRaa
smaller than he/she/it: us
  se chhoTaa
small one(s): 1. chhoTaa-
  waalaa 2. chhoTkaanaa
  3. kuchh chhote chhote
  (some small ones)
smoke: piinaa (verb)
soap powder: sop paawDaa
so long: fir milegaa
some: 1. kuchh (amount)
  2. koii (single item,
     indefinite)
someone: koii
Glossary C - English To Hindi

(S) Cont.

something: kuchh
something else: aur kuchh
sometime: kabhii
so much: 1. itnaa (close to speaker) 2. utnaa (far from speaker)
son: 1. laRkaa 2. beTaa
soon: jaldii
space: jagah
speak: bolnaa
spear: moto (Fijian)
stay: rahnaa
stay behind: rah jaanaa
stick: lagnaa
store(s): dukaan
strike: 1. bajnaa (of the clock) 2. lagnaa (to suit, to please-indirect)
study: paRhnaa
Sunday: 1. itwaar 2. rawii-waar (formal)
surely: jaruur
Suva: suuwaa (Fiji's capital)
sweetness: miThaa

table: mej
take: lenaa, le lenaa
take away: le jaanaa
take place: 1. hoy jaanaa 2. ho jaanaa (formal)
talk: baat karnaa
tall: lambaa
Taveuni: tawayuunii
tea: chaa, chaay
teach: paRhaanaa
teacher: Tiichaa
tekwood: Tiik
telephone: Telifaun
tell: 1. bataanaa, bataa 2. bolnaa
ten: das
terrific: baRhiyaa
than: se
than he: us se
than it: 1. is se (near) 2. us se (far)
thank you: dhanbaad
than she: us se
that: 1. uu 2. wah (formal) 3. ki (conjoiner)
that: (with postpositions) 1. uske 2. us 3. usme (in that) 4. us se (than that)
that much: utnaa
that's all: bas
their(s): 1. uu log/logan ke 2. unkaa (formal) 3. aapan (refers to subject)
them: (with postpositions) 1. uu log/logan ke 2. uu log 3. un (formal)
then: to, tab, fir
there: 1. huwaa 2. wahaa, wahi (formal) 3. udhar
there are: 1. hai 2. hat 3. baiTho (pidgin Hindi)
there is: 1. hai 2. baiTho (pidgin Hindi)
these: 1. ii 2. we (formal)
they: 1. uu log 2. we (formal)
thick: moTaa
thin: patraa, patlaa
thing: 1. chiij (concrete) 2. baat (abstract)
thirteen: terah
thirty: tiis, saaRhe (in telling time)
threefour: chotis (formal)
this: 1. ii 2. yah (formal)
this: (with postpositions) 1. iske 2. is 3. isme (in this) 4. is se (than this)
this is: ii raaah
this much: itnaa
those: 1. uu 2. we (formal)
three: tiin
Thursday: 1. bif 2. brihas-patiwaar (formal)
ticket(s): TikaT

(T) Cont.

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**Glossary C - English To Hindi**

### (T) Cont.

till: tak
time: 1. kitnaa baje (at what time) 2. kitnaa bajaa (what time is it?)
tin: Tin
to: (object marker)
  1. ke 2. ko (formal)
  3. se (for milnaa and verbs of speech)
today: aaj
tomato(es): TamaaTar
tomorrow: 1. bihaan 2. kal (formal)
too: bhii
took: 1. liyaa etc. (irreg.) 2. le gaye (took away-irreg.)
tour: ghuumnaa
travel: ghuumnaa
tree: peR
Tuesday: 1. magar, magal 2. magalwaar (formal)
twelve: baarah
twenty: biis
two: 1. duii 2. do (formal)

### (U)
uncle: maamaa (maternal)
understand: samajhnaa, samajh jaanaa
up to: tak
us, to us: (object)
  1. ham log/logan ke
  2. ham ko (formal)
us: (with postpositions)
  1. ham log/logan ke
  2. ham log 3. hamaare, ham (formal)
used to know: jaantaa rahaa

### (V)

**Vijey:** wijay

**very:** 1. bahut 2. baRaa

wait: wait karnaa, agornaa (verb)
wait for: agornaa
want: maagnaa
want to go: jaae maagtaa
was: 1. rahaa 2. thaa etc. (formal)
water: paanii
way: raastaa, rastaa
we: 1. ham log 2. ham (formal)
wedding: shaadii
Wednesday: 1. budh 2. budh-vaar (formal)
went: gayaa etc. (past of jaanaa-irreg.)
we people: ham log
were: 1. rahaa 2. thaa etc. (formal)
what: 1. kaa, kaunchii
  2. kyaa (formal)
  3. kaun (which)
what kind of: kaise
what time is it?: kitnaa bajaa (hai)?
when: 1. kab 2. ki (conjoiner)
where: kahaa
which, which one: 1. kaun, kaunsaas 2. kaunlaa, kaunwaalaa
white: ujjar, ujjal
who: kaun
who, to whom: (object)
  1. kiske 2. kis ko (formal)
who: (with postpositions)
  kiske
whose: 1. kiske 2. kiskaa (formal)
why: 1. kaahe 2. kyo (formal)
wife: aurat
window: khiRkii
with: 1. (ke) saghe 2. (ke) saath (formal)
woman: aurat
wonder: kamaal
wonderful: 1. baRhiyaa  
2. kamaal ke
work: kaam

yaqona: nagonaa
yard: gaj (measurement)
year: saal
yellow: piilaa
yes: 1. haa 2. jii
yesterday: kal
you: (subject)
1. tum (sing.)
2. tum log (pl.)
3. aap (polite)
you, to you: (object)
1. tume, tum ke
(sing.) 2. tum log/
logan ke (pl.)
3. aapke (polite)
4. aap ko (formal)
you: (with postpositions)
1. tumaar, tum (sing.)
2. tum log/logan ke,
tum log (pl.) 3. aap-
ke, aap (polite)
younger than he/she/it:
us se chhoTaa
your(s): 1. tumaar (sing.)
2. tum log/logan ke
(pl.) 3. aapke
(polite 4. aapkaa
(formal) 5. aapan
(refers to subject)
APPENDICES

Appendix A. A Compendium Of Fiji Hindi Verbforms ........................................ 207
Appendix B. A Comparative Grammar Of Fiji Hindi And Standard Hindi ............... 220
Appendix C. Diglossic Wordlist ................................................................. 277
Appendix D. Sound Changes In Fiji Hindi .................................................... 281
APPENDIX A

A COMPENDIUM OF FIJI HINDI VERBFORMS

This appendix contains two lists. The first contains the verbforms used generally throughout Fiji today. The second will be of interest to scholars or to those who may work in the rural villages of Vanua Levu.

I. Generally Used Forms

<table>
<thead>
<tr>
<th>A. Mood</th>
<th>1st./2nd. person sing./pl.</th>
<th>3rd. person sing.</th>
<th>3rd. person pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al. Indicative</td>
<td>ham, ham log, tum, tum log, aap</td>
<td>uu</td>
<td>uu log</td>
</tr>
<tr>
<td>FUTURE TENSE</td>
<td>will speak</td>
<td>bolii</td>
<td>bolii</td>
</tr>
<tr>
<td>PRESENT TENSE</td>
<td>speak(s), am/is/are speaking</td>
<td>boltaa (hai)</td>
<td>bole (hai)</td>
</tr>
<tr>
<td>Transitives</td>
<td>bolaa</td>
<td>boliis</td>
<td>bolin/bolaa</td>
</tr>
<tr>
<td>PAST spoke</td>
<td>bolaa hai</td>
<td>boliis hai</td>
<td>bolin hai/bolaa hai</td>
</tr>
<tr>
<td>PRESENT PERFECT has spoken</td>
<td>bolaa raha</td>
<td>boliis raha</td>
<td>bolin raha/bolaa raha</td>
</tr>
<tr>
<td>PAST PERFECT spoke/had spoken</td>
<td>bolaa raha</td>
<td>boliis raha</td>
<td>bolin raha/bolaa raha</td>
</tr>
</tbody>
</table>
### Appendix A - Fiji Hindi Verbforms

<table>
<thead>
<tr>
<th>Tense</th>
<th>Root Form 1</th>
<th>Root Form 2</th>
<th>Root Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENT</strong></td>
<td>bole saktaa</td>
<td>bole sake</td>
<td>bole sake</td>
</tr>
<tr>
<td>can speak, am/</td>
<td>(or) bole sako</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is/are able to speak</td>
<td>(2nd person only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAST</strong></td>
<td>bole sakaa</td>
<td>bole sakiis</td>
<td>bole sakin</td>
</tr>
<tr>
<td>could speak,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was/were able to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAST PERFECT</strong></td>
<td>bole sakiisrahaa</td>
<td>bole sakiisrahaa</td>
<td>bole sakinrahaa</td>
</tr>
<tr>
<td>had been able to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAST CONTINUOUS</strong></td>
<td>bole saktarahaai</td>
<td>bole saktarahaai</td>
<td>bole saktarahin</td>
</tr>
<tr>
<td>was/were able, used to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>able to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B2. Overcoming Difficulties

<table>
<thead>
<tr>
<th>Tense</th>
<th>Root Form 1</th>
<th>Root Form 2</th>
<th>Root Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUTURE</strong></td>
<td>bole paeaagaa</td>
<td>bole paaei</td>
<td>bole paaei</td>
</tr>
<tr>
<td>will manage to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRESENT</strong></td>
<td>bole paataa</td>
<td>bole paaei</td>
<td>bole paae</td>
</tr>
<tr>
<td>manage(s) to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAST</strong></td>
<td>bole paayaa</td>
<td>bol(e) paaiis</td>
<td>bol(e) paain</td>
</tr>
<tr>
<td>managed to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAST PERFECT</strong></td>
<td>bole paayaa</td>
<td>bol(e) paaiisrahaa</td>
<td>bol(e) paainrahaa</td>
</tr>
<tr>
<td>had managed to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAST CONTINUOUS</strong></td>
<td>bole paatrahaai</td>
<td>bole paatrahaai</td>
<td>bole paatrahin</td>
</tr>
<tr>
<td>was/were managing, used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to manage to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B3. Expectations

**NOTE:** A single tense appears in this aspect since it can only be used to comment on an event already taken place.

<table>
<thead>
<tr>
<th>Future</th>
<th>1st. person sing./pl.</th>
<th>2nd. person sing./pl.</th>
<th>3rd. person sing./pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bollbe Karegaa</td>
<td>ham, ham log</td>
<td>tum, tum log,</td>
<td>uu, uu log aap</td>
</tr>
</tbody>
</table>

**NOTE:**
- The verb form does not change in accordance with person, but has a single form. The meanings of the aspect markers *honaa* and *paRNAaa* are not completely synonymous, but close enough to be grouped together in this table.

### B4. Obligation, Compulsion

**NOTE:**
- This aspect is expressed by an indirect construction, the personal subject appearing as an object. Thus the verb form does not change in accordance with person, but has a single form. The meanings of the two aspect markers *honaa* and *paRNAaa* are not completely synonymous, but close enough to be grouped together in this table.

<table>
<thead>
<tr>
<th>Future</th>
<th>1st. person sing./pl.</th>
<th>2nd. person sing./pl.</th>
<th>3rd. person sing./pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bole Ke</td>
<td>hame, tume</td>
<td>tum, tum, uske, etc.</td>
<td>uu, uu log aap</td>
</tr>
</tbody>
</table>

**NOTE:**
- The verb form does not change in accordance with person, but has a single form. The meanings of the aspect markers *honaa* and *paRNAaa* are not completely synonymous, but close enough to be grouped together in this table.
Appendix A - Fiji Hindi Verbforms

<table>
<thead>
<tr>
<th>Tense</th>
<th>First/Second Person</th>
<th>Third Person Sing.</th>
<th>Third Person Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST</td>
<td>bole ke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>had to speak,</td>
<td>rahaar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>was/were to speak</td>
<td>paRaa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAST PERFECT</td>
<td>bole ke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>had to speak,</td>
<td>rahaar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>was/were to have spoken</td>
<td>paRaa rahaar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAST CONTINUOUS</td>
<td>bole ke</td>
<td>rahunya rahaar</td>
<td></td>
</tr>
<tr>
<td>used to have to speak</td>
<td>paRat rahaar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5. Permissive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FUTURE

will let speak

<table>
<thead>
<tr>
<th>Tense</th>
<th>1st./2nd. Person</th>
<th>3rd. Person Sing.</th>
<th>3rd. Person Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bole degaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole deii</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole diin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRESENT

let(s) speak

<table>
<thead>
<tr>
<th>Tense</th>
<th>1st./2nd. Person</th>
<th>3rd. Person Sing.</th>
<th>3rd. Person Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bole detaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole de(we)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole de(we)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PAST

let speak

<table>
<thead>
<tr>
<th>Tense</th>
<th>1st./2nd. Person</th>
<th>3rd. Person Sing.</th>
<th>3rd. Person Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bole diyaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole diis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole diin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PAST PERFECT

had let speak

<table>
<thead>
<tr>
<th>Tense</th>
<th>1st./2nd. Person</th>
<th>3rd. Person Sing.</th>
<th>3rd. Person Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bole diyaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole diis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole diin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PAST CONTINUOUS

was/were letting speak

<table>
<thead>
<tr>
<th>Tense</th>
<th>1st./2nd. Person</th>
<th>3rd. Person Sing.</th>
<th>3rd. Person Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bole deit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole deit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bole deit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 ham, ham log, uu tum, tum log, aap uu log
C. Compounds

NOTE: These feature the addition of a secondary meaning through the use of a second verb which takes over the function of carrying person and tense markers. These differ from aspects in that the second verb may be added or dropped without changing the basic meaning of the verb phrase. Except for Cl. below the compounds here can be used in all tenses and for all persons. For brevity's sake, only one form is shown here.

1st./2nd. person sing./pl.
ham, ham log,
tum, tum log,
aap

Cl. On The Verge Of

PAST bole jaait/
CONTINUOUS: jaat rahaa
was about to speak

C2. Completion

PAST khaa(y) liyaa
finished eating, ate up

C3. Self Benefactive

PAST kar liyaa
did (for one's own sake)
### C4. Other Benefactive

<table>
<thead>
<tr>
<th>PAST</th>
<th>kar diyaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>did (for the sake of another)</td>
<td></td>
</tr>
</tbody>
</table>

### C5. Keep On

<table>
<thead>
<tr>
<th>FUTURE</th>
<th>bolte</th>
</tr>
</thead>
<tbody>
<tr>
<td>will keep on speaking</td>
<td>rahegaa</td>
</tr>
</tbody>
</table>

### C6. Start

<table>
<thead>
<tr>
<th>PAST</th>
<th>bole lagaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>started speaking</td>
<td></td>
</tr>
</tbody>
</table>

### D. Probability

**NOTE:** This is an adverbial category modifying the full sentence. It's marker, hoii, which is the same as the future of the verb "to be", functions for all persons. It can be added to any verb phrase which can take the regular adverb "probably" save for future indicative tense where the grammar does not permit two future forms to occur within the same verb phrase. Aside from the indicatives, the list below is representative, not exhaustive.

<table>
<thead>
<tr>
<th>1st./2nd. person sing./pl.</th>
<th>3rd. person sing.</th>
<th>3rd. person pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. With Indicatives</td>
<td>ham, ham log,</td>
<td>uu log</td>
</tr>
<tr>
<td></td>
<td>tum, tum log,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>aap</td>
<td></td>
</tr>
</tbody>
</table>

| PRESENT must speak, must be speaking | boltaa hoii | bole hoii | bole hoii |
### Appendix A - Fiji Hindi Verbforms

<table>
<thead>
<tr>
<th>1st./2nd. person sing./pl.</th>
<th>3rd. person sing.</th>
<th>3rd. person pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham, ham log, tum, tum log, aap</td>
<td>uu</td>
<td>uu log</td>
</tr>
</tbody>
</table>

**PAST**

- probably spoken: bolaa hoii
- must have spoken: bolaa rahaa hoii
- must have been speaking: bolat rahaa hoii

**D2. With Aspects**

**Ability**

- PAST probably could have spoken: bole sakaa rahaa hoii

**Overcoming Difficulties**

- PRESENT probably managed(s) to speak: bole paataa hoii

**Obligation**

- PAST must have had to speak: bole ke paraa hoii

**Permissive**

- PAST PERFECT must have let speak: bole diyaa rahaa hoii
### D3. With Compounds

#### On The Verge Of

<table>
<thead>
<tr>
<th>Tense</th>
<th>Derived Form 1</th>
<th>Derived Form 2</th>
<th>Derived Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST</td>
<td>bole jaait/</td>
<td>bole jaait/</td>
<td>bole jaait/</td>
</tr>
<tr>
<td>must have</td>
<td>jaat rahaa</td>
<td>jaat rahaa</td>
<td>jaat rahiin</td>
</tr>
<tr>
<td>been about</td>
<td>hoi</td>
<td>hoi</td>
<td>hoi</td>
</tr>
<tr>
<td>to speak</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Completion

<table>
<thead>
<tr>
<th>Tense</th>
<th>Derived Form 1</th>
<th>Derived Form 2</th>
<th>Derived Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST</td>
<td>khaa(y)</td>
<td>khaa(y)</td>
<td>khaa(y)</td>
</tr>
<tr>
<td>must have</td>
<td>liyaa hoi</td>
<td>liis hoi</td>
<td>liin hoi</td>
</tr>
<tr>
<td>eaten up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Self Benefactive

<table>
<thead>
<tr>
<th>Tense</th>
<th>Derived Form 1</th>
<th>Derived Form 2</th>
<th>Derived Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENT</td>
<td>kar leetaa</td>
<td>kar le hoi</td>
<td>kar le hoi</td>
</tr>
<tr>
<td>must be</td>
<td>hoi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Other Benefactive

<table>
<thead>
<tr>
<th>Tense</th>
<th>Derived Form 1</th>
<th>Derived Form 2</th>
<th>Derived Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENT</td>
<td>kar detaa</td>
<td>kar de hoi</td>
<td>kar de hoi</td>
</tr>
<tr>
<td>must be</td>
<td>hoi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Keep On

<table>
<thead>
<tr>
<th>Tense</th>
<th>Derived Form 1</th>
<th>Derived Form 2</th>
<th>Derived Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST</td>
<td>bolte rahaa</td>
<td>bolte rahiis</td>
<td>bolte rahiin</td>
</tr>
<tr>
<td>must have</td>
<td>hoi</td>
<td>hoi</td>
<td>hoi</td>
</tr>
<tr>
<td>kept talking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Start

<table>
<thead>
<tr>
<th>Tense</th>
<th>Derived Form 1</th>
<th>Derived Form 2</th>
<th>Derived Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST</td>
<td>bole lagaa</td>
<td>bole lagiis</td>
<td>bole lagin</td>
</tr>
<tr>
<td>must have</td>
<td>hoi</td>
<td>hoi</td>
<td>hoi</td>
</tr>
<tr>
<td>started</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. Derived Forms

**NOTE:** Only a single form is shown in each example since derived forms do not vary according to person, gender, or number of the subject. Some of the derivations, or categories within them, have more than one possible form. Where these are free variants, they are repeated again in the
same example; where they are subject to limitations - as with the special form of the verbal object of maagnaa, appearing without the object marker ke - they are cited in separate examples. Rules describing the formation and conditioners of these and all other Fiji Hindi verbforms may be found in Appendix B.

E1. Nominalizations

AS OBJECT OF A VERB

a. What do you want to do?
   tum kaunchii kare maagtaa?
   (or) tum kaunchii maagtaa kare?

b. I'm thinking of hitting him.
   ham uske maare ke sochtaa.
   (or) ham sochtaa (ki) uske maar deji.

EX. OBJECT OF A POSTPOSITION

c. in/from/on speaking
   bole me/se/pe

AS SUBJECT OF A VERB

d. He loves driving a car.
   uske moTar chalaae ke/chalaao bahut julum läge.

e. Cutting cane is hard work
   ganna kaTe ke/kaaTo baRaa kaRaa kaam hai.

E2. Adjectivization NOTE: In Fiji Hindi only verbs carrying present habitual may be made into an adjective which can be placed before the noun. With all other tenses, the full clause is placed after the noun with the relative pronoun jo/jon, which takes the place of the duplicate subject, appearing usually to the left of the noun. (See example below.)
E2. Adjectivization Cont.

the canecutting machine
jon mashin ganna kaate (or)
ganna kaate waala mashin
(or)
ganna kaate ke mashin

E3. Adverbialization

a. you came shouting.
tum chillaaate/chillaawat aayaa.
b. Mother washes clothes sitting down.
amma baith ke kapraa dhoe.

E4. Complementization

a. I saw him carrying off a chicken.
ham uske murgii le jaate/le jaawat dekhaa.
b. I found him fallen in a ditch.
ham uske gaddhaa me giraa paayaa.

II. Alternative Verbforms

These indicative forms were collected in a somewhat remote village on Vanua Levu. They are used by some people on Viti Levu as well. They show a three-way distinction in person and a two-way distinction in number, as may be seen below. In categories other than indicative, forms in general parallel the generally used forms in I. of this appendix.

<table>
<thead>
<tr>
<th>A. Indicative</th>
<th>1st. person sing./ pl.</th>
<th>2nd. person sing./ pl.</th>
<th>3rd. person sing.</th>
<th>3rd. person pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Regular</td>
<td>ham, ham log</td>
<td>tum, tum log, aap</td>
<td>uu</td>
<td>uu log</td>
</tr>
</tbody>
</table>
### A1. Regular

<table>
<thead>
<tr>
<th>Tense</th>
<th>bolib</th>
<th>boliyo,</th>
<th>boliye,</th>
<th>boliye</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUTURE</strong></td>
<td>will speak</td>
<td>bolib</td>
<td>boliyo,</td>
<td>boliye,</td>
</tr>
<tr>
<td><strong>PRESENT</strong></td>
<td>bolat (hai)</td>
<td>bolat (ho)</td>
<td>bolihe</td>
<td>bolihe</td>
</tr>
<tr>
<td><strong>PAST</strong></td>
<td>bolaa</td>
<td>boliis</td>
<td>bolin</td>
<td></td>
</tr>
<tr>
<td><strong>PAST PERFECT</strong></td>
<td>rahaan</td>
<td>rahaan</td>
<td>rahaan</td>
<td>rahe</td>
</tr>
<tr>
<td><strong>PAST CONTINUOUS</strong></td>
<td>bolat rahaan</td>
<td>bolat rahaan</td>
<td>bolat rahaan</td>
<td>rahe</td>
</tr>
</tbody>
</table>

### A2. Irregular

<table>
<thead>
<tr>
<th>Tense</th>
<th>lihaa</th>
<th>lihaa</th>
<th>lihiis</th>
<th>lihin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAST</strong></td>
<td>lenaa</td>
<td>lihaa</td>
<td>lihaa</td>
<td>lihiis</td>
</tr>
<tr>
<td><strong>PAST PERFECT</strong></td>
<td>jaanaa</td>
<td>gawaa</td>
<td>gawaa</td>
<td>gaiis</td>
</tr>
<tr>
<td><strong>PAST CONTINUOUS</strong></td>
<td>aanaa rahaan</td>
<td>aawaa rahaan</td>
<td>aaiis aain</td>
<td></td>
</tr>
<tr>
<td><strong>PAST PERFECT</strong></td>
<td>came/had</td>
<td>came/had</td>
<td>came/had</td>
<td>came/had</td>
</tr>
<tr>
<td><strong>PRESEN</strong></td>
<td>honaa</td>
<td>hai</td>
<td>hai</td>
<td>hai</td>
</tr>
<tr>
<td><strong>am/is/are</strong></td>
<td>hai</td>
<td>ho</td>
<td>(sing.)</td>
<td>hau (pl.)</td>
</tr>
</tbody>
</table>
APPENDIX B

COMPARATIVE GRAMMAR OF FIJI HINDI AND STANDARD HINDI

INTRODUCTION: Information is presented in three forms in this appendix. Part One contains summary tables which give an overview of the similarities and differences between the two grammars to orient the reader before proceeding to the detailed information that follows.

Part Two features comparative examples from the two dialects placed side by side. These are arranged so that the teacher may use them as models for repetition, substitution and transformation drills for teaching standard Hindi forms to speakers of Fiji Hindi. This section will also be essential to scholars, for few can find real meaning in the abstract rules of grammar until they have seen some hard examples. The grammar rules relevant to each set of examples are cited to facilitate cross checking.

The grammar rules in Part Three like the examples in Part Two are placed side by side so that the two dialects may be compared with optimal ease. These will be of interest principally to scholars and are definitely not to be learned by students of either dialect. The MAJOR RULES appear in numbered sequence and give the general morphological rules of the languages. Under some of these appear lettered MINOR RULES which describe the morphophonemic changes from Fiji Hindi to standard Hindi. This grammar omits high level rules, transformations for questions, emphasis, and the like. These are in the main identical for both dialects and, hence not necessary to either the comparative or pedagogical purposes for which the appendix is designed.

It will be apparent in all sections that the grammar of Fiji Hindi is somewhat less complex than that of the standard variety. The non-linguist must keep in mind that this does not imply any inherent inferiority of Fiji Hindi or superiority of standard Hindi. Grammatical complexity is not a measure of the ability of a language to express high or complex thoughts. Equally subtle and intricate philosophies were articulated in classical Chinese (a language with minimal grammar) and in Sanskrit (which is grammatically very complicated.) Today scientific reports of equal rigor appear in the grammatically simple English language and in the grammatically complex Russian tongue. The high status which standard Hindi (the formal variety) enjoys in Fiji, and the low prestige attached to Fiji Hindi (the informal variety) stem from the functions which the two dialects serve in the Fiji Indian community, and not from the complexity of their respective grammars.
NOTE: This table points up nine areas in which two distinct grammatical categories in standard Hindi are realized as a single category in Fiji Hindi.

<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender of Nouns</td>
<td>Natural</td>
</tr>
<tr>
<td>Number in Nouns</td>
<td>Singular and Plural</td>
</tr>
<tr>
<td>Case in Plural Nouns</td>
<td>Nominative</td>
</tr>
<tr>
<td>Number in Demonstratives</td>
<td>Singular and Plural</td>
</tr>
<tr>
<td>Grammatical Markers</td>
<td>Object and Possessive Markers</td>
</tr>
<tr>
<td>Person for Present and Future Tense</td>
<td>1st. and 2nd. Person</td>
</tr>
<tr>
<td>3rd. Person</td>
<td>2nd. Person</td>
</tr>
<tr>
<td>Past Tense Constructions</td>
<td>Intransitive and Transitive</td>
</tr>
<tr>
<td>Present and Past Imperfect</td>
<td>Habitual and Progressive</td>
</tr>
<tr>
<td>Subjunctives</td>
<td>Future Present and Past</td>
</tr>
<tr>
<td>Adjective Clause</td>
<td>relativization</td>
</tr>
</tbody>
</table>
# Table X, Grammatical Features

**Note:** In each of the labeled boxes, the entry for Fiji Hindi appears first, with the standard Hindi entry below. The asterisk (*) means that the feature is limited in some way. The exact nature of the limitation can be found in the rule whose number is cited to the right of the particular plus mark. Boxes are left blank when the feature does not apply to the particular category as in person for nouns.

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Number</th>
<th>Person</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nouns</strong></td>
<td>+ *R1</td>
<td>-</td>
<td>+ *R2</td>
<td>+ *R3</td>
</tr>
<tr>
<td><strong>Adjectives, Including</strong></td>
<td>+ *R5</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Possessives</strong></td>
<td>+ *R5</td>
<td>+</td>
<td>+</td>
<td>+ *R6</td>
</tr>
<tr>
<td><strong>Demonstrative Adjectives And Pronouns</strong></td>
<td>-</td>
<td>-</td>
<td>+ *R8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Pronouns</strong></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+ *R16</td>
</tr>
<tr>
<td><strong>Future Tense</strong></td>
<td>-</td>
<td>-</td>
<td>+ *R19</td>
<td>+</td>
</tr>
<tr>
<td><strong>Present Auxiliary</strong></td>
<td>-</td>
<td>+</td>
<td></td>
<td>+ *R21</td>
</tr>
<tr>
<td><strong>Present (Imperfect) Participle</strong></td>
<td>-</td>
<td>+</td>
<td>+ *R23</td>
<td></td>
</tr>
<tr>
<td><strong>Past (Perfect) Participle of Intransitives</strong></td>
<td>+ *R25</td>
<td>+ *R26</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Past (Perfect) Participle of Transitives</strong></td>
<td>-</td>
<td>+ *R33</td>
<td>+ *R33</td>
<td></td>
</tr>
<tr>
<td><strong>Past Auxiliary</strong></td>
<td>+ *R39</td>
<td>+ *R39</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Commands</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Hortatives</strong></td>
<td>-</td>
<td>+</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Future Subjunctive</strong></td>
<td>-</td>
<td>-</td>
<td>+ *R46</td>
<td></td>
</tr>
<tr>
<td><strong>Present/Past Subjunctive</strong></td>
<td>-</td>
<td>-</td>
<td>+</td>
<td></td>
</tr>
</tbody>
</table>
PART TWO - EXAMPLES

I. Nouns

FIJI HINDI

STANDARD HINDI

A. Gender

RULE 1

<table>
<thead>
<tr>
<th>Animate Nouns</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc. Sing.</td>
<td></td>
</tr>
<tr>
<td>baRaa laRkaa</td>
<td>same</td>
</tr>
<tr>
<td>rhaa</td>
<td>a big boy stayed</td>
</tr>
<tr>
<td>Fem. Sing.</td>
<td></td>
</tr>
<tr>
<td>baRii laRkii</td>
<td>same</td>
</tr>
<tr>
<td>rhii</td>
<td>a big girl stayed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inanimate Nouns</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masc. Sing.</td>
<td></td>
</tr>
<tr>
<td>baRaa kelaa rahaa</td>
<td>same</td>
</tr>
<tr>
<td></td>
<td>a big banana remained</td>
</tr>
<tr>
<td>baRaa kaam rahaa</td>
<td>same</td>
</tr>
<tr>
<td></td>
<td>a big job remained</td>
</tr>
<tr>
<td>achchhaa paanii</td>
<td>same</td>
</tr>
<tr>
<td>rhaa</td>
<td>good water remained</td>
</tr>
<tr>
<td>Fem. Sing.</td>
<td></td>
</tr>
<tr>
<td>baRaa chaabhii rahaa</td>
<td>same</td>
</tr>
<tr>
<td></td>
<td>baRii chaabhii rahii</td>
</tr>
<tr>
<td></td>
<td>the big key remained</td>
</tr>
<tr>
<td>baRaa chiij rahaa</td>
<td>same</td>
</tr>
<tr>
<td></td>
<td>baRii chiij rahii</td>
</tr>
<tr>
<td></td>
<td>the big object remained</td>
</tr>
<tr>
<td>baRaa maalaa rahaa</td>
<td>same</td>
</tr>
<tr>
<td></td>
<td>baRii maalaa rahii</td>
</tr>
<tr>
<td></td>
<td>the big garland remained</td>
</tr>
</tbody>
</table>

B. Number

RULE 2

<table>
<thead>
<tr>
<th>Masc. Pl.</th>
<th>Pl.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing.</td>
<td>Sing.</td>
<td>Pl.</td>
</tr>
<tr>
<td>(one)</td>
<td>(two)</td>
<td></td>
</tr>
<tr>
<td>ek kelaa</td>
<td>ek kelaa do kelaa</td>
<td>ek kelaa do kele</td>
</tr>
<tr>
<td></td>
<td></td>
<td>banana</td>
</tr>
<tr>
<td>ek kaam</td>
<td>ek kaam</td>
<td>same</td>
</tr>
<tr>
<td></td>
<td></td>
<td>work</td>
</tr>
<tr>
<td>ek paanii</td>
<td>ek paanii</td>
<td>same</td>
</tr>
<tr>
<td></td>
<td></td>
<td>water</td>
</tr>
</tbody>
</table>

* The symbol -- means changes to.
## FIJI HINDI

### RULE 2 Cont.

<table>
<thead>
<tr>
<th>Fem. Sing.</th>
<th>Pl. (one)</th>
<th>Sing.</th>
<th>Pl. (two)</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>ek chaa-</td>
<td>do chaa-</td>
<td>--</td>
<td>ek chaa-</td>
<td>do chaa-</td>
</tr>
<tr>
<td>bhii</td>
<td>bhii</td>
<td>bhii</td>
<td>bhii</td>
<td>bhiyaa</td>
</tr>
<tr>
<td>ek chiij</td>
<td>do chiij</td>
<td>--</td>
<td>ek chiij</td>
<td>do chiij</td>
</tr>
<tr>
<td>ek maalaa</td>
<td>do maalaa</td>
<td>--</td>
<td>ek maalaa</td>
<td>do maalaa</td>
</tr>
</tbody>
</table>

### C. Case

#### RULE 3

<table>
<thead>
<tr>
<th>Masc. Sing.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>kelaa me</td>
<td>in/on the banana</td>
</tr>
<tr>
<td>kaam me</td>
<td>in the work</td>
</tr>
<tr>
<td>paanii me</td>
<td>in the water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fem. Sing.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>chaabhii me</td>
<td>on the key</td>
</tr>
<tr>
<td>chiij me</td>
<td>on the object</td>
</tr>
<tr>
<td>maalaa me</td>
<td>in the garland</td>
</tr>
</tbody>
</table>

#### RULE 4

<table>
<thead>
<tr>
<th>Masc. Pl.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>sab kelaa me</td>
<td>in/on all bananas</td>
</tr>
<tr>
<td>sab kaam me</td>
<td>in all jobs</td>
</tr>
<tr>
<td>sab paanii me</td>
<td>in all waters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fem. Pl.</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>sab chaabhii me</td>
<td>on all keys</td>
</tr>
<tr>
<td>sab chiij me</td>
<td>on all objects</td>
</tr>
<tr>
<td>sab maalaa me</td>
<td>on all garlands</td>
</tr>
</tbody>
</table>

## II. Adjectives
FIJI HINDI

A. Gender And Number

RULE 5

<table>
<thead>
<tr>
<th></th>
<th>Masculine Sing.</th>
<th>Masculine Plural</th>
<th>Feminine Sing.</th>
<th>Feminine Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa kelaa</td>
<td>-- same</td>
<td>baRe kel</td>
<td>-- baRii chaabhi</td>
<td>-- baRii chaabhi</td>
</tr>
<tr>
<td>baRaa kaam</td>
<td>-- same</td>
<td>baRe kaam</td>
<td>-- baRii chiij</td>
<td>-- baRii chiij</td>
</tr>
<tr>
<td>baRaa paanii</td>
<td>-- same</td>
<td>baRe paanii</td>
<td>-- baRii maalaa</td>
<td>-- baRii maalaa</td>
</tr>
</tbody>
</table>

Meanings:
- Same
- Big banana
- Big job
- Big water
- Big bananas
- Big jobs
- Big waters
- Big key
- Big object
- Big garlands

B. Case

RULE 6

<table>
<thead>
<tr>
<th></th>
<th>Masculine Sing.</th>
<th>Masculine Plural</th>
<th>Feminine Sing.</th>
<th>Feminine Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>baRaa kelaa me</td>
<td>-- baRe kele me</td>
<td>baRe kele me</td>
<td>-- baRii chaabhi me</td>
<td>-- baRii chaabhi me</td>
</tr>
<tr>
<td>baRaa kaam me</td>
<td>-- baRe kaam me</td>
<td>baRe kaam me</td>
<td>-- baRii chiij me</td>
<td>-- baRii chiij me</td>
</tr>
<tr>
<td>baRaa paanii me</td>
<td>-- baRe paanii me</td>
<td>baRe paanii me</td>
<td>-- baRii maalaa me</td>
<td>-- baRii maalaa me</td>
</tr>
</tbody>
</table>

Meanings:
- In a big banana
- In a big job
- In a big water
- In big bananas
- In big jobs
- In big waters
- In a big key
- In a big object
- In a big garland
Appendix B, Examples - Comparative Grammar

FIJI HINDI

RULE 6 Cont.

Fem. Pl.
baRaa chaabhi me -- baRii chaabhiyo me
baRaa chii me -- baRii chii me
baRaa maalaa me -- baRii maalaao me

STANDARD HINDI

baRii chaabhiyo me
baRii chii me
baRii maalaao me

Meanings
in big keys
in big objects
in big garlands

III. Demonstratives

A. Number

RULE 7

Singular
ii kelaa -- yah kelaa this banana
uu kelaa -- wah kelaa that banana

Plural
ii sab kelaa -- ye sab kele all these bananas
uu sab kelaa -- we sab kele all those bananas

B. Case

RULE 8

Singular
ii kaam me -- is kaam me in this job
uu kaam me -- us kaam me in that job
kaun kaam me -- kis kaam me in which job
koii kaam me -- kisii kaam me in some job

Plural
ii sab kaam me -- in sab kaamo me in all these jobs
uu sab kaam me -- un sab kaamo me in all those jobs
kaun sab kaam me -- kin sab kaamo me in all which jobs
FIJI HINDI  STANDARD HINDI

RULE 9

<table>
<thead>
<tr>
<th>Singular</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>is me</td>
<td>-- same</td>
</tr>
<tr>
<td>us me</td>
<td>-- same</td>
</tr>
<tr>
<td>kis me</td>
<td>-- same</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>is me</td>
<td>-- in me</td>
</tr>
<tr>
<td>us me</td>
<td>-- un me</td>
</tr>
<tr>
<td>kis me</td>
<td>-- kin me</td>
</tr>
</tbody>
</table>

IV. Grammatical Markers

A. Possessive Marker

RULE 10

<table>
<thead>
<tr>
<th>Singular</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>harii ke bhaaii</td>
<td>harii kaa bhaaii</td>
</tr>
<tr>
<td>harii ke bahan</td>
<td>harii kii bahan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>harii ke sab bhaaii</td>
<td>same</td>
</tr>
<tr>
<td>harii ke sab bahan</td>
<td>harii kii sab bahane</td>
</tr>
</tbody>
</table>

B. Object Marker

RULE 11

<table>
<thead>
<tr>
<th>Singular</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>uu laRkaa ke bataao</td>
<td>us laRke ko bataao</td>
</tr>
<tr>
<td>uu laRkii ke bataao</td>
<td>us laRkii ko bataao</td>
</tr>
</tbody>
</table>

Meanings:
in this
in that
in which
in these
in those
in which ones
FIJI HINDI

RULE 11 Cont.

Plural
sab laRkaa ke bataao -- sab laRko ko bataao Meanings
tell all the boys
sab laRkii ke bataao -- sab laRkiiyo ko bataao tell all the girls

V. Personal Pronouns

A. Person And Number

RULES 12 - 13

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham Thiik hai</td>
<td>ham log Thiik hai</td>
<td>I am fine</td>
</tr>
<tr>
<td>tum Thiik hai</td>
<td>tum log Thiik hai</td>
<td>you (F) are fine</td>
</tr>
<tr>
<td>uu Thiik hai</td>
<td>aap Thiik hai</td>
<td>you (P) are fine</td>
</tr>
<tr>
<td></td>
<td>uu log Thiik hai</td>
<td>they (far) are fine</td>
</tr>
<tr>
<td></td>
<td>ii log Thiik hai</td>
<td>they (near) are fine</td>
</tr>
</tbody>
</table>

B. Possessives

RULE 14

NOTE: For practice with possessive adjectives, the pronouns below may be substituted for baRaa in the examples under II. Adjectives on pages 225-226.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>uu kelaa hamaar</td>
<td>that/those</td>
</tr>
<tr>
<td>uu kelaa hamaar</td>
<td>is/are mine</td>
</tr>
</tbody>
</table>
### Appendix B, Examples - Comparative Grammar

#### FIJI HINDI

**RULE 14 Cont.**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>uu lākRīi hamaar hai</td>
<td>- wah lākRīi merīi hai that/those stick(s)</td>
</tr>
<tr>
<td>uu lākRīi hamaar hai</td>
<td>- we lākRīya merīi hai is/are mine</td>
</tr>
<tr>
<td>uu kelaa tumaar hai</td>
<td>- wah kelaa tum- haaraa hai that/those banana(s)/</td>
</tr>
<tr>
<td>uu kelaa tumaar hai</td>
<td>- we kele tum- haare hai stick(s)</td>
</tr>
<tr>
<td>uu lākRīi tumaar hai</td>
<td>- wah lākRīi tum- haarīi hai yours (F)</td>
</tr>
<tr>
<td>uu lākRīi tumaar hai</td>
<td>- we lākRīya tum- haarīi hai</td>
</tr>
<tr>
<td>uu kelaa uske hai</td>
<td>- wah kelaa uskaa hai his/hers etc.</td>
</tr>
<tr>
<td>uu kelaa iske hai</td>
<td>- wah kelaa iskaa hai etc.</td>
</tr>
<tr>
<td>uu kelaa aapan hai</td>
<td>- wah kelaa apnaa hai yours/ mine/etc.</td>
</tr>
</tbody>
</table>

**Plural**

<table>
<thead>
<tr>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>uu kelaa ham-log(an) ke hai etc.</td>
</tr>
<tr>
<td>uu kelaa tum-log(an) ke hai etc.</td>
</tr>
<tr>
<td>uu kelaa aapke hai etc.</td>
</tr>
<tr>
<td>uu kelaa uu-log(an) ke hai etc.</td>
</tr>
<tr>
<td>uu kelaa ii-log(an) ke hai etc.</td>
</tr>
</tbody>
</table>
### FIJI HINDI

#### C. Case

### RULE 15

<table>
<thead>
<tr>
<th>Singular</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>hamaar paas</td>
<td>mere paas</td>
</tr>
<tr>
<td>tumaar paas</td>
<td>tumhaare paas</td>
</tr>
<tr>
<td>uske paas</td>
<td>same</td>
</tr>
<tr>
<td>iske paas</td>
<td>same</td>
</tr>
<tr>
<td>aapan paas</td>
<td>apne paas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th>near self</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log ke paas</td>
<td>hamaare paas</td>
</tr>
<tr>
<td>tum log ke paas</td>
<td>tum logo ke paas</td>
</tr>
<tr>
<td>aapke paas</td>
<td>same</td>
</tr>
<tr>
<td>uu log ke paas</td>
<td>unke paas</td>
</tr>
<tr>
<td>ii log ke paas</td>
<td>inke paas</td>
</tr>
</tbody>
</table>

### RULE 16

<table>
<thead>
<tr>
<th>Singular</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham ke/se/pe</td>
<td>mujh ko/se/par</td>
</tr>
<tr>
<td>tum ke/se/pe</td>
<td>aapne ko/se/par</td>
</tr>
<tr>
<td>aapan ke/se/pe</td>
<td>us ko/se/par</td>
</tr>
<tr>
<td>us ke/se/pe</td>
<td>is ko/se/par</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th>to/etc. self</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log ke/etc.</td>
<td>ham ko/etc.</td>
</tr>
<tr>
<td>tum log ke/etc.</td>
<td>tum logo ko/etc.</td>
</tr>
<tr>
<td>aap ke/etc.</td>
<td>aap ko/etc.</td>
</tr>
<tr>
<td>uu log ke/etc.</td>
<td>un ko/etc.</td>
</tr>
<tr>
<td>ii log ke/etc.</td>
<td>in ko/etc.</td>
</tr>
</tbody>
</table>

### Meanings

- near me
- near you
- near them
- near self
- near you (P)
- near you (F)
- near them (far)
- near them (near)
Appendix B, Examples - Comparative Grammar

RULE 17

<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Meanings</strong></td>
</tr>
<tr>
<td>hame, hame</td>
<td>mujhe me, to me</td>
</tr>
<tr>
<td>tume, tume</td>
<td>tumhe you, to you (F)</td>
</tr>
<tr>
<td>use</td>
<td>same him, her, to him, to her (far)</td>
</tr>
<tr>
<td>ise</td>
<td>same him, her, to him, to her (near)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plural</strong></th>
<th><strong>Meanings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log ke</td>
<td>hame us, to us</td>
</tr>
<tr>
<td>tum log ke</td>
<td>tum logo ko you, to you (F)</td>
</tr>
<tr>
<td>aap ke</td>
<td>aap ko you, to you (P)</td>
</tr>
<tr>
<td>uu log ke</td>
<td>unhe them, to them (far)</td>
</tr>
<tr>
<td>ii log ke</td>
<td>inhe them, to them (near)</td>
</tr>
</tbody>
</table>

VI. Verbs

A. Mood

Al. Indicative

FUTURE TENSE

**RULES 18 - 19**

(Masc. and Fem.) -- (Masc. or Fem.)

<table>
<thead>
<tr>
<th><strong>Singular</strong></th>
<th><strong>(I will go)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ham jaaegaa</td>
<td>mai jaaugaa/jaaugii</td>
</tr>
<tr>
<td>tum jaaegaa</td>
<td>tum jaaoge/jaaogii</td>
</tr>
<tr>
<td>uu jaaii</td>
<td>wah jaaegaa/jaaegii</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plural</strong></th>
<th><strong>(you will go)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log jaaegaa</td>
<td>ham jaaege/jaaegii</td>
</tr>
<tr>
<td>tum log jaaegaa</td>
<td>tum log jaaoge/jaaogii</td>
</tr>
<tr>
<td>aap jaaegaa</td>
<td>aap jaaege/jaaegii</td>
</tr>
<tr>
<td>uu log jaaii</td>
<td>we jaaege/jaaegii</td>
</tr>
</tbody>
</table>
FIJI HINDI       STANDARD HINDI

PRESENT TENSE (Habitual/Progressive)
RULES 20 - 23

(Masc. and Fem.)       (Masc. or Fem.)

Singualar
(I go, I am going)
ham jaataa (hai)       -- maī jaataa/jaatii huu
    tum jaataa (hai)       -- tum jaate/jaatii ho
    uu jaa(w)e (hai)       -- wah jaataa/jaatii hai

Plural
ham log jaataa (hai)       -- ham jaate/jaatii hāː
tum log jaataa (hai)       -- tum log jaate/jaatii ho
aap jaataa (hai)       -- aap jaate/jaatii hāː
uu log jaa(w)e (hai)       -- we jaate/jaatii hāː

PAST TENSE OF INTRANSITIVES
RULES 24 - 27

(Masc. and Fem.)       (Masc. or Fem.)

Animate Sing.
(I was)
ham rahaa            -- maī thaa/thīː
    tum rahaa            -- tum the/thīː
    uu rahaa/rahii       -- wah thaa/thīː
    *(also) uu rahiis

Animate Pl.
ham log raha            -- ham the/thīː
    tum log raha            -- tum log the/thīː
    aap raha/rahe          -- aap the/thīː
    uu log rahi/rahaa      -- we the/thīː

Animate Sing.
(I came)
ham aayaa              -- maī aayaa/aayii
    tum aayaa              -- tum aaye/aayii
    uu aayaa/aayii        -- wah aayaa/aayii
    *(also) uu aaiis

* Intransitives can optionally take the transitive -iiis ending.
**FIJI HINDI**

**STANDARD HINDI**

**RULES 24-27 Cont.**

<table>
<thead>
<tr>
<th>(Masc. and Fem.)</th>
<th>(Masc. or Fem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animate Pl.</strong></td>
<td></td>
</tr>
<tr>
<td>ham log aayaa</td>
<td>ham aaye/aayii</td>
</tr>
<tr>
<td>tum log aayaa</td>
<td>tum log aaye/aayii</td>
</tr>
<tr>
<td>aap aayaa/aaye</td>
<td>aap aaye/aayii</td>
</tr>
<tr>
<td>uu log aain</td>
<td>we aaye/aayii</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Inanimate Sing./Pl.</strong></th>
<th><strong>Meanings</strong></th>
</tr>
</thead>
</table>
| ek Kelaa rahaa          | ek kelaa thaa
| tiin kelaa rahaa        | tiin kele the
| ek chaabhii rahaa       | ek chaabhi thii
| tiin chaabhii rahaa     | tiin chaabhiyaa thii
| ek kelaa milaa          | ek kelaa milaa
| duii kelaa milaa        | do kele mile
| ek chaabhii milaa       | ek chaabhi milii
| duii chaabhii milaa     | do chaabhiyaa milii

**PRESENT PERFECT OF INTRANSITIVE**

**RULES 25 - 28, 37**

<table>
<thead>
<tr>
<th>(Masc. and Fem.)</th>
<th>(Masc. or Fem.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animate Sing.</strong></td>
<td></td>
</tr>
<tr>
<td>(I have come)</td>
<td></td>
</tr>
<tr>
<td>ham aayaa hai</td>
<td>mai aayaa/aayii huu</td>
</tr>
<tr>
<td>tum aayaa hai</td>
<td>tum aaye/aayii ho</td>
</tr>
<tr>
<td>uu aayaa/aayii hai</td>
<td>wah aayaa/aayii hai</td>
</tr>
<tr>
<td><em>(also) uu aaiis hai</em></td>
<td></td>
</tr>
</tbody>
</table>

*Intransitives can optionally take the transitive -iis ending.*
FIJI HINDI

RULES 25 - 38, 37 Cont.

(Masc. and Fem.)

Animate Pl.

ham log aayaa hai -- ham aaye/aayii hai

ham aayee/aayii hai

ham aaye/aayii hai

ham aayii hai

ham aayiis rahaan

Inanimate Sing./Pl.

ek kelaa milaa hai -- same

ek kelaa milaa hai

duuii kelaa milaa hai

duuii kelaa milaa hai

ek chaabhii milaa hai

ek chaabhii milaa hai

duuii chaabhii milaa hai

duuii chaabhii milaa hai

Meanings

I banana has been found

2 bananas have been found

1 key has been found

2 keys have been found

PAST PERFECT OF INTRANSITIVES

RULES 29 - 31

(Masc. and Fem.)

Singular

(I came, I had come)

ham aayaa rahaa -- maai aayaa thaa/aayii thii

ham aaye the/aayii thii

ham aaye the/aayii thii

ham aaye the/aayii thii

ham aaye the/aayii thii

*(also) uu aayiiis rahaan

Plural

ham log aayaa rahaa -- ham aaye the/aayii thii

tum log aayaa rahaa -- tum log aaye thae/aayii thii

aap aayaa rahaa/ -- aap aaye the/aayii thii

aaye rahaa

uul log aayin rahaan/ -- we aaye the/aayii thii

uul aayaa rahin

*Intransitives can optionally take the transitive -iis ending.
PAST OF TRANSITIVE
RULES 24, 32 - 36

With Varying Objects

Animate

(I saw a boy)
ham ek larkaa (ke) -- mañ ne ek laRkaa dekhaa (or)
dekhaa

(I saw two boys)
ham duii laRkaa (ke) -- mañ ne do laRke kekhe (or)
dekhaa

(I saw a girl)
ham ek laRkii (ke) -- mañ ne ek laRkii dekhii (or)
dekhaa

(I saw two girls)
ham duii laRkii (ke) -- mañ ne do laRkiiyaa dekhü (or)
dekhaa

Inanimate

(I saw a banana)
ham ek kelaa -- mañ ne ek kelaa dekhaa (or)
dekhaa

(I saw two bananas)
ham duii kelaa -- mañ ne do kele dekhe (or)
dekhaa

(I saw a key)
ham ek chaabhii -- mañ ne ek chaabhii dekhii (or)
dekhaa

(I saw two keys)
ham duii chaabhii -- mañ ne do chaabhiiyaa dekhü (or) (or) mañ ne do chaabhüyoo ko
dekhaa

dekhaa

With Varying Subjects

Singular

(I saw)
ham dekhaa -- mañ ne dekhaa/dekhe/dekhii/
dekhaa
tum dekhaa -- tum ne dekhaa/etc.
uu dekhiis -- usne dekhaa/etc.

Plural

ham log dekhaa -- ham ne dekhaa/etc.
tum log dekhaa -- tum logo ne dekhaa/etc.
aap dekhaa/dekhe -- aap ne dekhaa/etc.
uu log dekhin/
dekhaa
PRESENT PERFECT OF TRANSITIVES
RULES 28, 32-37

With Varying Objects

Animate

(I have seen one boy)
ham ek laRkaa (ke) dekhaa hai

(I have seen two boys)
ham duii laRkaa (ke) dekhaa hai

(I have seen one girl)
ham ek laRkii (ke) dekhaa hai

(I have seen two girls)
ham duii laRkii (ke) dekhaa hai

Inanimate

(I have seen a banana)
ham ek kelaa dekhaa hai

(I have seen two bananas)
ham duii kelaa dekhaa hai

(I have seen one key)
ham ek chaabhii dekhaa hai

(I have seen two keys)
ham duii chaabhii dekhaa hai

STANDARD HINDI

m\text{ai} ne ek laRkaa dekhaa hai
(or) m\text{ai} ne ek laRke ko dekhaa hai

m\text{ai} ne do laRke dekhe ha\text{i}
(or) m\text{ai} ne do laRko ko dekhaa hai

m\text{ai} ne ek laRkii dekhii hai
(or) m\text{ai} ne ek laRkii ko dekhaa hai

m\text{ai} ne do laRkiya\text{a} dekhii ha\text{i}
(or) m\text{ai} ne do laRkiyo ko dekhaa hai

m\text{ai} ne ek kelaa dekhaa hai
(or) m\text{ai} ne ek kele ko dekhaa hai

m\text{ai} ne do kele dekhe ha\text{i} (or)
ma\text{i} ne do kel\text{e} ko dekhaa hai

m\text{ai} ne ek chaabhii dekhii hai
(or ma\text{i} ne ek chaabhii ko dekhaa hai

m\text{ai} ne do chaabhiya\text{a} dekhii
ha\text{i} (or) ma\text{i} ne do chaabhiyo ko dekhaa hai
FIJI HINDI

RULES 28, 32 - 37 Cont.

With Varying Subjects

Singular
(I have seen)
ham dekhaa hai -- mai ne dekhaa hai/dekhe
   hai/dekhii hai/dekhii hai
   (or) mai ne us larka ko
   dekhaa thaa
   (or) mai ne us larko ko
   dekhaa thaa
   
tum dekhaa hai -- tum ne dekhaa hai/etc.
   uu dekhiiis hai -- usne dekhaa hai/etc.

Plural
ham log dekhaa hai -- ham ne dekhaa hai/etc.
   tum log dekhaa hai -- tum logo ne dekhaa hai/etc.
aap dekhaa hai/
   (ke) dekhe hai
   (or) mai ne dekhaa hai/etc.
uu log dekhin hai/
   (ke) dekhaa hai
   (or) unhone dekhaa hai/etc.

PAST PERFECT OF TRANSITIVES
RULES 29 - 36

With Varying Objects

Animate
(I had seen that
   boy)
ham uu larkaa (ke)
   dekhaa rahaa -- mai ne wahi larka dekhaa thaa
   (or) mai ne us larka ko
   dekhaa thaa
   (or) mai ne us larko ko
   dekhaa thaa
   (I had seen those
two boys)
ham uu duii larkaa
   (ke) dekhaa rahaa -- mai ne wahi larkii dekhii thii
   (or) mai ne us larkii ko
dekhaa thaa
   (I had seen that
   girl)
ham uu larkii (ke)
   dekhaa rahaa -- mai ne wahi larkii dekhii thii
   (or) mai ne us larkii ko
dekhaa thaa
   (I had seen those
two girls)
ham uu duii larkii
   (ke) dekhaa rahaa -- mai ne wahi larkiiya dekhii
   thiit (or) mai ne us larkiyo ko
dekhaa thaa.
FIJI HINDI

RULES 29 - 36 Cont.

With Varying Objects

Inanimate

(I had seen one banana)

ham ek kelaa dekhaa rahaa -- maï ne ek kelaa dekhaa thaa (or) maï ne ek kele ko dekhaa thaa

(I had seen two bananas)

ham duii kelaa dekhaa rahaa -- maï ne do kele dekhe the (or) maï ne do kelo ko dekhaa thaa

(I had seen one key)

ham ek chaabhii dekhaa rahaa -- maï ne ek chaabhii dekhii thii (or) maï ne ek chaabhii ko dekhaa thaa

(I had seen two keys)

ham duii chaabhii dekhaa hai -- maï ne do chaabhiiyaa dekhii thii (or) maï ne do chaabhiiyo ko dekhaa thaa

With Varying Subjects

Singular

(I had seen)

ham dekhaa rahaa -- maï ne dekhaa thaa/dekhe the/dekhii thii/dekhii thii thii tum dekhaa rahaa -- tum ne dekhaa thaa/etc.

uu dekhiis rahaa -- usne dekhaa thaa/etc.

Plural

ham log dekhaa rahaa -- ham ne dekhaa thaa/etc.

tum log dekhaa rahaa -- tum logo ne dekhaa thaa/etc.

aap dekhaa rahaa/ dekhe rahaa -- aap ne dekhaa thaa/etc.

uu log dekhiin rahaa/ dekhaa rahaa -- unhone dekhaa thaa/etc.
FIJI HINDI

PAST CONTINUOUS (Habitual/Progressive)
RULES 38 - 39

(Masc. and Fem.)  (Masc. or Fem.)

Singular
(I was going, I used to go)
ham jaat rahaa          -- ma'i jaataa thaa/jaatii thii
  tum jaat rahaa        -- tum jaate the/jaatii thii
  uu jaat rahaa/rahii   -- wah jaataa thaa/jaatii thii

Plural
  ham log jaat rahaa    -- ham jaate the/jaatii thii
  tum log jaat rahaa    -- tum log jaate the/jaatii thii
  aap jaat rahaa        -- aap jaate the/jaatii thii
  uu log jaat rahin/    -- we jaate the/jaatii thii
    rahaa

PRESENT PROGRESSIVE
RULES 40 - 41

(Masc. and Fem.)  (Masc. or Fem.)

Singular
(I am going)
ham jaataa (hai) -- ma'i jaa raahaa/rahii huw
  tum jaataa (hai) -- tum jaa rahe/rahii ho
  uu jaa(w)e (hai) -- wah jaa raahaa/rahii hai

Plural
  ham log jaataa (hai) -- ham jaa rahe/rahii hai
  tum log jaataa (hai) -- tum log jaa rahe/rahii ho
  aap jaataa (hai) -- aap jaa rahe/rahii hai
  uu log jaa(w)e (hai) -- we jaa rahe/rahii hai

PAST PROGRESSIVE
RULES 40 and 42

(Masc. and Fem.)  (Masc. or Fem.)

Singular
(I was going)
ham jaat rahaa -- ma'i jaa raahaa thaa/rahii thii
  tum jaat rahaa -- tum jaa rahe the/rahii thii
  uu jaat rahaa/rahii -- wah jaa raahaa thaa/rahii thii
**FIJI HINDI**

**RULES 40 and 42 Cont.**

**Plural**

<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham log jaat rahaah</td>
<td>ham jaa rahe the/rahii thii</td>
</tr>
<tr>
<td>tum log jaat rahaah</td>
<td>tum log jaa rahe the/rahii thii</td>
</tr>
<tr>
<td>aap jaat rahaah</td>
<td>aap jaa rahe the/rahii thii</td>
</tr>
<tr>
<td>uu log jaat rahin/rahaah</td>
<td>we jaa rahe the/rahii thii</td>
</tr>
</tbody>
</table>

**A2. Commands**

**RULES 43 - 44**

(sit/please s.it)

<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>tum baiTho/baiThnaa</td>
<td>same</td>
</tr>
<tr>
<td>tum log baiTho/</td>
<td>same</td>
</tr>
<tr>
<td>baiThnaa</td>
<td></td>
</tr>
<tr>
<td>aap baiThnaa</td>
<td>aap baiThnaa/baiThiye/baiThiyeegaa/baiThe</td>
</tr>
</tbody>
</table>

**A3. Hortative**

**RULE 45**

(May I go?/Shall I go?)

<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham jaaii?</td>
<td>maa jaaau?</td>
</tr>
<tr>
<td>(Shall we go?/Let's go.)</td>
<td></td>
</tr>
<tr>
<td>ham log jaaii?/jaae koii?</td>
<td>ham jaae?</td>
</tr>
</tbody>
</table>

**A4. Subjunctive**

**FUTURE SUBJUNCTIVE**

**RULE 46**

NOTE: The verbforms usually appear in a clause contained within a larger sentence. The future subjunctive is required after expressions of desire, hope, etc. and also in the "if" clause of a conditional sentence. The present and past subjunctive are required in both the "if" and "then" clauses of conditional sentences.
FIJI HINDI

RULE 46 Cont.

Singular

\( (\text{if}) \text{ I go/(if) I should go} \)

- ham chalii
- tum chalo
- uu chale

Plural

- ham log chalii
- tum log chalo
- aap chale
- uu log chale

PRESENT SUBJUNCTIVE

RULE 47

(Masc. and Fem.)

Singular

\( (\text{if}) \text{ I came/} \text{ I would come} \)

- ham aataa
- tum aataa
- uu aataa

Plural

- ham log aataa
- tum log aataa
- aap aataa
- uu log aataa

PAST SUBJUNCTIVE

RULES 48 - 49

(Masc. and Fem.)

Singular

\( (\text{if}) \text{ I had come/I would have come} \)

- ham aataa
- tum aataa
- uu aataa

STANDARD HINDI

mai chalwu
same
wah chale

ham aataa/aatii
ham aataa/aatii
ham log aataa
ham log aataa
ham log aataa
ham log aatau

mai aayaa hotaa/aayii hotii
tum aayee hote/aayii hotii
wah aayaa hotaa/aayii hotii
FIJI HINDI

RULES 48 - 49 Cont.

Plural
ham log aataa -- ham aaye hote/aayii hotii
 tum log aataa -- tum log aaye hote/aayii hotii
 aap aataa -- aap aaye hote/aayii hotii
 uu log aataa -- we aaye hote/aayii hotii

B. Aspects

RULES 50 - 54

NOTE: Aspects, compounds, and probability take the same endings illustrated in Section A above. Thus, in sections B, C, and D, examples will be representative, not exhaustive. They are chosen to point up the contrasts between the two dialects.

B1. Ability

RULES 55 - 57

a. (When can you come?)
 tum kab aae saktaa? -- tum kab aa sakte ho?
 b. (Can this boy read? Yes, he can.)
 ii laRkaa sake -- yah laRkaa paRhe? haa, sake.
 paRhe? haa, sake. haa, paRh saktaa hai.
 c. (He/she couldn't say anything.)
 uu kuchh bole nahii -- wah kuchh bol nahii sakaa/ sakiis.

B2. Overcoming Difficulties

RULE 58

a. (He/she didn't manage to come.)
 uu aae nahii paaiis. -- wah aa nahii paayaa/paayii.
FIJIAN HINDI

RULE 58 Cont.

b. (I'll manage to catch him/her.)
uske pakRe paaeega.

-- use pakar paaugaa/paaugii.

c. (I can't manage to see.)
dekhe nahi paataa.

-- dekh nahi pataa/paati huu.

B3. Expectations Borne Out

RULE 59

NOTE: Fiji Hindi examples can be found in Appendix A. No examples are given here as this aspect is not found in standard Hindi.

B4. Obligation, Compulsion

RULES 60 - 63

a. (We will have to think later.)
baad me soche ke paRii/hoii.

-- baad me sochnaa paRegaa/hogaa.

b. (We had to wait two hours.)
duii ghanTaa wait kare ke paRaa/rahaa.

-- do ghanTe wait karna paRaa/thaa.

c. (One has to read several books.)
kaafii buk paRhe ke paRe. (or)
kaafii buk paRhe ke hai.

-- kaafii kitaabe paRnii partii hai. (or)

-- kaafii kitaabe paRnii hat.

d. (I had to close all the doors.)
sab palla band kare ke paRaa/rahaa.

-- sab darwaaze band karne paRe/ the.
FIJI HINDI

B5. Permissive

RULES 64 - 65

a. (He/she will not let us speak.)
   uu ham log ke bole nahii deii.
   -- wah hame bolnaa nahii degaa/degii.

b. (Let these people go/pass.)
   ii log ke jaain do.
   -- inko jaane do.

c. (I used to let him come.)
   ham use aawan deit rahaa.
   -- mai use aane detaa thaa/detii thii.

C. Compounds

Cl. On The Verge Of

RULES 66 - 67

a. (Are you about to say something?)
   aap kuchh bole jaataa hai?
   -- aap kuchh bolne jaa rahe/rahai hai?

b. (I was about to ask.)
   ham puuchhe jaait rahaa.
   -- mai puuchhne jaa raahaa thaa/rahii thii.

RULES 68 - 69

c. (Were you about to say something?)
   aap kuchh bole waalaa rahaa?
   -- aap kuchh bolne waale the/waalii theii?

d. (I'm going to ask.)
   ham puuchhe jaait hai.
   -- mai puuchhne jaa raahaa/rahai hau.
FIJI HINDI  STANDARD HINDI

C2. Completion

RULES 70, 72 - 73 (Intransitives)

a. (It will be made tomorrow.)
   uu bihaan ban               -- wah kal ban jaegaa.
   jaaii.

b. (The needle has stuck.)
   suii lag gayaa hai.         -- suii lag gayii hai.

c. (When did the marriage take place?)
   shaadii kab ho(y)           -- shaadii kab ho gayii?
   gae?

RULES 71 - 73 (Transitives)

d. (Did you eat up all the rotis?)
   tum sab roTii khaa(y) liyaa. -- tum ne sab roTiyaa khaa lii?
   (or)
   tum sab roTiyaa khaa gaye?

C3. Self Benefactive

RULES 74 - 75

a. (Make tea, i.e. for yourself.)
   chaay banaa(y) lo.         -- chaay banaa lo.

b. (Mother wrote it, i.e. for herself.)
   maa likh liis.              -- maa ne likh liyaa.

c. (Do you speak Hindi?)
   aap hindii bol letaa?       -- aap hindii bol lete hai?
C4. Other Benefactive

RULES 75 - 76

a. (Make some tea, i.e. for others.)
   chaay banaa(y) do. -- chaay banaa do.

b. (Mother wrote it, i.e. for me, you, etc.)
   maa likh diis. -- maa ne likh diyaa.

c. (I'll tell her/him.)
   ham use bol degaa. -- mai use bol dwagaa/dwagii.

C5. Keep On

RULES 77 - 78

a. (You keep on speaking.)
   aap bolte raho. -- aap bolte rahiyee.

b. (I kept telling you she would fall.)
   ham bolte rahaa ki -- mai boltii rahii ki wah
   uu gir jaaaiii.       gir jaaegii.

c. (A person keeps learning his whole life.)
   aadmii jindagii       -- insaan zindagii bhar sikhtaa
   bhar sikhte rahe.     rahtaa hai.

C6. To Start

RULES 79 - 80

a. (He/she had started moving.)
   uu chale lagiiis -- wah chalne lagaa thaa/rahaa.

b. (They will start counting tomorrow.)
   bihaan gine lagii. -- kal ginne lagenge.
D. Probability

RULES 81 - 85

D1. Indicatives

a. (You must be thinking...)
   aap sochtaa hoi-- aap soch rahe hoge...

b. (Lakshmi must have come.)
   lakshmi aayii hoi-- lakshmi aayii hogii.

c. (She must have told you/them/etc.)
   uu bataaiis hoi-- us ne bataayaa hogaa

d. (I must have been sleeping.)
   ham suutaa raha hoi-- maat sotaa huuaa howugaa/
                      sotii huii howugii/

e. (It must be hot.)
   uu garam hoi-- wah garam hogaa/hogii.

D2. Aspects

a. (They must not have been able to come.)
   uu log nahi aae sakin hoi-- we nahi aa sake hoge/
                                 sakii hogii

b. (He/she probably couldn't manage to say anything.)
   uu kuchh nahi bole-- wah kuchh nahi bol paayaa
                        hogaa/paayii hogii.

c. (He/she must have had to go back.)
   use lauTe ke paRaa hoi-- use lauTnaa paRaa hogaa.

d. (The farmer must have allowed the rams to graze.)
   kisaan khaaii log ke chare diis hoi-- kisaan ne bakRo ko charne
                                          diyaa hogaa.
D3. With Compounds

a. (He/she must be about to say something.)
   uu kuchh bole jaataa hoii.

b. (He/she must have fallen asleep.)
   uu so(y) gae hoii.

c. (They must have made food/tea/lamps/rotis, i.e. for themselves.)
   uu log khaanaa/
    chaa/diyaa/
    roTii banaa(y)
    liin hoii.

d. (They must have made food/tea/lamps/rotis, i.e. for others.)
   uu log khaanaa/
    chaa/diyaa/
    roTii banaa(y)
    diin hoii.

e. (You must have kept on drinking.)
   tum log piite raahaa hoii.

f. (The little boy must have started walking by now.)
   ab to munnaa chale lagiiis hoii.
E. Derived Forms

El. Nominalization

AS OBJECT OF A VERB
RULES 86 - 90

a. (What do you want to do?)
   aap kaunchii maagtaa kare/
   -- aap kyaa karnaa chaahte hai?
   kare maagtaa?

b. (I am thinking of calling him.)
   ham uske bulaae ke sochtaa.
   -- mat use bulaanaa soch raha/
   rahii huu. (or)

   maat use bulaane ko soch
   raha/rahii huu.

   (or)

   wah puuchhnaa bhuul gayaa/
   gayii.

   wah puuchhnaa bhuul gayaa/
   gayii.

AS OBJECTS OF A POSTPOSITION
RULES 86 - 87

(in, from, on speaking)
bole me, se, pe
   -- bolne me, se, par

AS SUBJECT OF A VERB
RULES 86 - 88, 91

a. (To come again would not be good.)
   fin se aae ke
   Thiik nahii paRii.
   -- fir se aanaa Thiik nahi' rahegaa.

b. (Going inside is forbidden.)
   bhittar jaae ke
   alauD nahii hai.
   -- andar jaanaa manaa hai.
Appendix B, Examples - Comparative Grammar

FIJI HINDI

RULES 86 - 88, 91 Cont.

c. (It's difficult to make them understand.)
un log ke samjhaae ke/samjhaao kaRaa kaam hai.

STANDARD HINDI

un ko samjhaanaa mushkil kaam hai.

d. (I like swimming.)
hame pauRe ke/ pauRo achchhaa lage.
mujhe tairnaa achchhaa lagtaa hai.

E2. Adjectivization

OF PRESENT HABITUAL FORMS

RULES 95 - 97

a. (the umbrella fixer man/woman)
chaataa banaae waalaa aadmii/waalii aurat

b. (any breakable object)
koii TuuThe waalaachhiij

OF PRESENT PROGRESSIVE FORMS

RULES 92 - 94, 98 - 100

c. (they boy who is speaking)
jon laRkaa bole

STANDARD HINDI

ji laRkaa boltaa hai (or)
boltaa huua laRkaa

d. (the girl who is speaking)
jon laRkii bole

STANDARD HINDI

ji laRkii boltii hai (or)
boltii huui laRkii

e. (the boys who are speaking)
john laRkan bole

STANDARD HINDI

ji laRke bolte hai (or)
bolte hue laRke
FIJI HINDI

RULES 92 - 94, 98 - 100 Cont.

f. (the girls who are speaking)
jon laRkii log bole -- jo laRkiiyaat boltii hai
(or)
boltii huii laRkiiyaat

OF PAST TENSE FORMS
RULES 92 - 94, 98 - 100

g. (the food which you made)
jon khaanaa aap banaayaa
-- jo khaanaa aap ne banaayaa
(or)
aap ka a banaayaa huua

h. (the tea which you made)
jon chaay aap banaayaa
-- jo chaay aap ne banaayii
(or)
aap kii banaayii huii chaay

i. (the lights which you made)
jon diye aap banaayaa
-- jo diye aap ne banaaye
(or)
aap kii banaayii huii diye

j. (the rotis which you made)
jon roTii aap banaayaa
-- jo roTiiyaat aap ne banaayii
(or)
aap kii banaayii huii roTiiyaat

PRESENT PROGRESSIVE OF INTRANSITIVES
RULE 92 - 94, 101

(the weather we're having these days)
aaj kal jon mausam hoe
-- aaj kal jo mausam ho rahii hai
(or)
aaj kal ho rahii mausam
E3. Adverbialization

RULES 102 - 112

a. (He/she came running.)
   uu dauRte/dauRat aaiis.
   -- waa dauRte (hue) aayaa/aayii

b. (I always read lying down.)
   ham hardam leT ke paRhtaa.
   -- maai hameshaa leT kaaR paRhtaa/paRhtii huu.

c. (We came singing all the way.)
   ham log gaate gaate chale aayaa.
   -- ham gaate gaate chale aayee/aayii.

d. (He will run away when he sees me.)
   (jab) hame dekhii to bhaag jaaii.
   (or) hame dekh ke bhaag jaaiii.
   -- (jab) mujhe dekhhega to bhaag jaega.
   (or) mujhe dekh kar bhaag jaega.

e. (Say something like that only after thinking carefully.)
   aisan baat khaalii soch soch ke karo.
   -- aisii baat khaalii soch soch kar karo.

E4. Complementization

RULES 113 - 117

a. (I saw that you were coming.)
   ham dekhaa (ki) aap aat raahaa.
   -- maai dekhaa (ki) aap aa rahe the.
FIJI HINDI

RULES 113 - 117 Cont.

b. (I saw you coming)
ham aap ke aate dekhaa.

---
maine aap ko aate (hue) dekhaa.

STANDARD HINDI

b. (I saw you coming)
maine aap ko aate (hue) dekhaa.

---

FIJI HINDI

c. (They found him lying on the ground.)

uu log use jemiin pe paraa paayaa.

---

unhone use jemiin par paraa (huua) paayaa.

STANDARD HINDI

c. (They found him lying on the ground.)

unhone use jemiin par paraa (huua) paayaa.

---

d. (I found mother bent over.)

ammaa hame jhukaa milaa.

---

ammaa mujhe jhukii (huii) milii.

STANDARD HINDI

d. (I found mother bent over.)

ammaa mujhe jhukii (huii) milii.
PART THREE - RULES

I. Nouns

FIJI HINDI

A. Gender

1. Only animate nouns have gender with which associated verbs and adjectives must agree.

STANDARD HINDI

All nouns have gender with which associated verbs and adjectives must agree.

B. Number

2. Nouns show the same form for singular and plural.

A. Masc. nouns ending in -aa -- -e.
B. Masc. nouns ending in a consonant or a non -aa vowel stay the same.
C. Fem. nouns ending in -ii -- -iyaa.
D. Fem. nouns ending in a consonant or a non -ii vowel add -e.

C. Case

3. All singular nouns show the same forms before postpositions as in nominative case.

A. Masc. sing. nouns ending in -aa -- -e.

4. Plural nouns show the same form before postpositions as in nominative case.

A. Masc. nouns with -aa ending -- -o.
B. Masc. nouns ending in a consonant or non -aa vowel add -o.
C. Fem. nouns ending in -ii -- ryo.
D. Fem. nouns ending in consonant or in a non -ii vowel add -o.

II. Adjectives

A. Gender And Number

5. Adjectives ending in -aa agree in gender and number with animate nouns they modify.

A. Before masc. pl. nouns -aa -- -e.
B. Before fem. sing. and pl. nouns -aa -- -ii.

B. Case

6. All adjectives show the same form before nouns governed by a postposition as in nominative case. -aa final adjectives change to -e before masc. sing. nouns governed by a postposition.

III. Demonstratives

A. Number

7. Demonstrative adjectives and pronouns show a distinction for near and far. Demonstrative adjectives and pronouns show distinctions in number as well as near and far.

A. Adjectives and pronouns ii and uu -- yaa/wah for singular and ye/we for plural referents respectively.
FIJI HINDI

B. Case

8. Demonstrative adjectives show the nominative form in a post positional phrase.

A. Adjectives ii/uu -- is/us for singular and in/un for plural referents respectively.
B. Interrogative adjective kaun -- kis/kin for sing. and pl. respectively.
C. Indefinite adjective koii -- kisi.

9. Demonstrative pronouns show a single oblique form for singular and plural when governed by a postposition.

A. Oblique pronouns is/us -- in/un for plural referents respectively.
B. Oblique pronoun kis -- kin in plural.

IV. Grammatical Markers

A. Possessive Marker

10. Possessive marker ke shows a single uninflected form for all items possessed.

A. ke -- kaa for masc. sing. items possessed.
B. Ke -- ke for masc. plural items possessed.
C. Ke -- xii for fem. sing. and plural items possessed.

STANDARD HINDI
B. Object Marker

11. Direct and indirect object marker ke shows a single form for all objects.

A. ke -- ko as marker for direct and indirect objects.

V. Personal Pronouns

A. Person And Number

12. Personal pronouns show distinctions between first, second, and third persons in both singular and plural.

A. ham -- mai with accompanying hai becoming huu.
B. tum and tum log remain the same, but accompanying hai -- ho.
C. uu -- wah with no change in accompanying hai.
D. ham log -- ham and requires plural verbforms.
E. aap remains the same but requires plural verbforms.
F. uu log -- we and requires plural verbforms.

13. Personal pronouns show separate forms for familiar and polite in 2nd person plural.

B. Possessives

14. Possessive personal pronouns and adjectives show a single form for all items possessed.
Appendix B, Rules - Comparative Grammar

FIJI HINDI

C. Case

15. All postpositions, save ke se, and pe require the possessive form of personal pronouns they govern.

16. Three postpositions require the nominative form of all personal pronouns they govern save uu and ii.

17. Singular personal pronouns have alternative oblique forms which can appear with no postpositions as direct or indirect objects.

STANDARD HINDI

All postpositions save ko/se/par require the inflected possessive form of personal pronouns they govern.

Three postpositions require the oblique form of all personal pronouns, save tum, ham and aap.

All personal pronouns save 2nd. person plural have special oblique forms which can appear with no postposition as direct and indirect objects.

VI. Verbs

A. Mood

A1. Indicative

FUTURE TENSE

18. The future is formed by adding future endings to the verbstem. Same as for Fiji Hindi.

19. Future verbforms show distinctions in person only. Future verbforms show distinctions in person, gender, and number.

A. -egaa ending -- -wgaag/-ega for 1st. pers. sing. and pl. subjects respectively, and changes to agree with the gender of its subject.
FIJI HINDI

19. Continued

B. -egaa ending -- -oge for 2nd. pers. fam. sing. and pl. subjects, and changes to agree with the gender of its subject.
C. -egaa ending -- -ege for 2nd. pers. pol. subjects and changes to agree with the gender of its subject.
D. -ii ending -- -egaa/-ege for 3rd. pers. sing. and pl. subjects respectively, and changes to agree with the gender of its subject.

PRESENT TENSE (Habitual/Progressive)

20. Present tense is formed by the inflected imperfect participle plus the present auxiliary.

21. honaa shows a single form in present tense for all subjects as both main verb and auxiliary.

A. hai -- hua with the subject mai.
B. hai -- ho with subjects tum and tum log.
C. hai -- hai for all plural subjects save tum log.

22. The auxiliary verb is optional in all present tense forms.

The auxiliary verb is obligatory in all present tense forms except negatives.

23. The imperfect participle shows distinctions in person.

A. 1st. pers. sing. and plural ending -taa changes to agree with gender and number of its subject.
B. 2nd. pers. sing. and pl. ending -taa -- -te and changes to agree with the gender of its subject.
C. 3rd. pers. sing. and pl. ending -e -- -taa and changes to agree with the gender and number of its subject.
Appendix B, Rules - Comparative Grammar

FIJI HINDI

PAST TENSE

24. The past tense is formed by the perfect participle which consists of the verb stem plus inflectional endings.

PAST TENSE OF INTRANSITIVES

25. Past participles of intransitive verbs change their endings to agree with the gender of 3rd. person animate subjects only.

26. Past participles of intransitive verbs change their endings to agree in number with 2nd. person polite subjects only.

A. Ending -aa -- -aa/-e for 1st. pers. sing. and pl. subjects respectively and changes to agree with the gender of its subject.
B. Ending -aa -- -e for 2nd. pers. fam. subjects and changes to agree with the gender of its subject.
C. 2nd pers. polite ending -e changes to agree with the gender of its subject.
D. 3rd. pers. masc. ending -aa -- -aa/-e for sing. and pl. subjects respectively.
E. 3rd. pers. fem. ending -ii -- -ii/-ii for sing. and pl. subjects respectively.
F. 1st. and 2nd. pers. endings -aa and -e -- -ii for all fem. pl. or polite subjects.
G. 3rd. pers. pl. ending -in -- -e and changes to agree with the gender of its subject.

27. Three intransitive verbs show irregular stems in past tense.

STANDARD HINDI

Same as for Fiji Hindi.

Past participles of intransitive verbs change their endings to agree with the gender of all subjects.

Past participles of intransitive verbs change their endings to agree in number with all subjects.
FIJI HINDI

27. Cont.

A. rahaa (the past participle of the main and auxiliary verb honaa) -- thaa and changes to agree with the gender and number of its subjects.

B. The past participle bhay (restricted to certain impersonal expressions) -- huaa and changes to agree with the gender and number of its subject.

C. gayaa (the past participle of jaanaa) changes to agree with the gender and number of its subject.

PRESENT PERFECT

28. The present perfect is formed by the inflected perfect participle plus the present auxiliary.

PAST PERFECT

29. The past perfect is formed by the inflected perfect participle plus the past auxiliary.

30. Either the participle or the auxiliary carry inflectonal endings, but not both.

31. When the auxiliary carries inflectional endings, the participle shows the neutral ending -aa.

PAST OF TRANSITIVES

32. Past participles of transitive verbs show a single form for all inanimate subjects.

STANDARD HINDI

Same as for Fiji Hindi.

Same as for Fiji Hindi.

Both the participle and the auxiliary must carry inflectional endings.

The auxiliary changes its endings to agree with the gender and number of its accompanying participle.

Past participles of transitive verbs change to agree with their object in gender and number, except as described below.
33. Past participles of transitive verbs change to agree in person and number with 3rd. person animate subjects only.

34. The subjects of past participles of transitive verbs are nominative and take no postposition.

35. Animate direct objects may appear without an object marker.

36. Presence or absence of a marker on the direct object has no effect on verb agreement rules.

PRESENT AUXILIARY

37. Auxiliaries show a single form for all transitive verbs.

PAST CONTINUOUS (Habitual/Progressive)

38. The past continuous is formed by the uninflected imperfect participle plus the past auxiliary.
39. When appearing with an imperfect participle, the past auxiliary changes to agree with the gender of third person singular subjects and with the number of 3rd. person plural subjects.

40. Verbs show a single form for both habitual and progressive action.

41. Progressive action is shown by present tense.

42. Progressive action is shown by the past continuous.

A2. Commands

43. Commands show separate forms for familiar and polite subjects.

44. aap takes a single command form.

A. -nāa ending for aap -- -nāa/-iye/-iyegaa/-e.
A3. Hortative

45. The hortative shows both a common form and separate forms for singular and plural.

A. Hortative ending -ii -- -uu for 1st. pers. singular subjects.

B. Hortative ending -ii/-e koii -- -e for 1st. person plural subjects.

A4. Subjunctive

FUTURE SUBJUNCTIVE

46. Subjunctive verbforms change to agree in person and number with their subject.

A. 1st. person ending -ii -- -uu and -e for singular and plural subjects respectively.

B. 2nd. person ending -o -- same.

C. 3rd. person ending -e -- -e and -e for singular and plural subjects respectively.

D. 2nd. person plural polite ending -e -- -e.

PRESENT SUBJUNCTIVE

47. The present subjunctive is realized by the imperfect participle which shows a single ending for all subjects.

A. Pres. subj. ending -taa -- -taa/-te for masc. sing. and pl. subjects respectively.

B. Pres. subj. ending -taa -- -tii/tii for fem. sing. and pl. subjects respectively.
FIJI HINDI

PAST SUBJUNCTIVE

48. Verbs show a single form for present and past subjunctive.

49. The past subjunctive is realized by the imperfect participle which shows a single ending for all subjects.

STANDARD HINDI

Verbs show separate forms for present and past subjunctive.

The past subjunctive is realized by the perfect participle plus the imperfect participle, both of which change to agree with the gender and number of the subject.

A. Past subj. ending -t̐a -aa/-e for masc. sing. and pl. subjects respectively.
B. Past subj. ending -t̐a -ii/-ii for fem. sing. and pl. subjects respectively.

B. Aspects

50. Aspects and compounds consist of a main verb plus a modifying verb which adds the aspectual or adverbial meaning.

51. Endings denoting tense, person, and number attach to the modifying verb.

52. The form in which the main verb appears is determined by the rules for particular aspectual or adverbial meaning.

53. The oblique infinitive is formed by the verbstem plus -e.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

The oblique infinitive is formed by the verbstem plus -ne.
54. Aspects and compounds follow the rules for transitive verbs in past tenses which use the perfect participle.

B1. Ability

55. This aspect consists of the oblique infinitive plus the modifying verb saknaa.

56. saknaa may either precede or follow the main verb.

57. The main verb may be deleted if it is implied in the context.

B2. Overcoming Difficulties

58. This aspect consists of the oblique infinitive plus the modifying verb paanaa.

B3. Expectations Borne Out

59. This aspect consists of the main verb bearing the ending -be/-ibe plus a future form of the modifying verb karnaa.

The modifying verb determines whether an aspect or a compound follows the rules for transitive or intransitive verbs in past tenses which use the perfect participle.

This aspect consists of the verbstem plus the modifying verb saknaa.

saknaa must follow the main verb.

The main verb may not be deleted under any condition.

This aspect consists of the verbstem plus the modifying verb paanaa.

This aspect is not found in standard Hindi.
B4. Obligation, Compulsion

60. This aspect consists of the oblique infinitive plus the marker *ke* plus the modifying verb *honaa/parnaa*.

61. The personal subject is expressed as indirect object.

62. The oblique infinitive does not change its form.

63. The modifying verb shows 3rd. person masc. endings only.

B5. Permissive

64. This aspect consists of the oblique infinitive plus the modifying verb *denaa*.

65. The oblique infinitive may be replaced by the stem plus *-in/-an*.

C. Compounds

NOTE: A few additional compounds exist in standard Hindi which are not cited below since they have no Fiji Hindi counterpart. For differences between compounds and aspects see NOTE on p. 212.
FIJI HINDI

C1. On The Verge Of

66. This meaning is added by an imperfect form of the modifying verb jaanaa.

67. This meaning requires that the main verb take the form of the oblique infinitive.

68. The modifying verb may be replaced by the marker waalaa.

69. waalaa shows a single form for all subjects.

C2. Completion

70. This meaning is added to intransitive main verbs by the modifying verb jaanaa.

71. This meaning is added to transitive main verbs by the modifying verb lenaa.

72. This meaning requires that the main verb take the form of the stem.

73. main verbs whose stems end in -aa or -o optionally add -y.

STANDARD HINDI

Same as for Fiji Hindi.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

waalaa changes its endings to agree with the gender and number of its subject.

This meaning is added to intransitive main verbs by the modifying verb jaanaa or chuknnaa.

This meaning is added to transitive main verbs by the modifying verbs lenaa or jaanaa.

Same as for Fiji Hindi.

No equivalent rule.
C3. Self Benefactive

74. This meaning is added by the modifying verb lenaa. Same as for Fiji Hindi.

75. Benefactive meanings require that the main verb take the form of the stem. Same as for Fiji Hindi.

C4. Other Benefactive

76. This meaning is added by the modifying verb denaa. Same as for Fiji Hindi.

C5. Keep On

77. This meaning is added by the modifying verb rahnaa. Same as for Fiji Hindi.

78. This meaning requires that the main verb take the form of the imperfect participle showing the ending -te for all subjects. This meaning requires that the main verb take the form of the imperfect participle with its endings changing to agree with the gender and number of its subject.

C6. Start

79. This meaning is added by the modifying verb lagnaa. Same as for Fiji Hindi.

80. This meaning requires that the main verb take the form of the oblique infinitive. Same as for Fiji Hindi.
D. Probability

81. Probability may be added to any verb phrase having an indicative verb.

82. Probability is added by placing a future form of the verb honaa after the final element of the verb phrase.

83. The probability marker shows a single form, hoii, for all subjects.
   
   A. Probability marker hoii -- hounga/hoge for 1st. person sing. and pl. subjects respectively and changes to agree with the gender of its subject.
   B. Probability marker hoii -- hoge for 2nd. pers. sing. and pl. subjects and changes to agree with the gender of its subject.
   C. Probability marker hoii -- hogaa/hoge for 3rd. pers. sing. and pl. subjects respectively and changes to agree with the gender of its subject.

84. Any present tense form of honaa carrying a finite ending must be deleted when probability is added.

85. When probability is added past forms of honaa do not change.
E. Derived Forms

E1. Nominalization

86. When a clause functions as subject or object of a verb or as object of a postposition, its verb is made into a noun.

87. When a verb functions as a noun, it takes the form of the oblique infinitive.

A. Verbstem plus -e -- verbstem plus -nna.
B. Verbstem plus -e -- verbstem plus -ne before a postposition.

88. As subject or object of a verb, the oblique infinitive adds the postposition ke.

A. Verbstem plus -e ke as subject of a verb -- verbstem plus -nna.
B. Verbstem plus -e ke as object of a verb -- verbstem plus -nna or verbstem plus -ne ko.

89. One verb, maagnaa, does not permit the addition of the postposition ke after a verbal object.

One verb, chaahnaa, does not permit the addition of the postposition ko after a verbal object.
Appendix B, Rules - Comparative Grammar

FIJI HINDI

90. With the verb maagnaa, a verbal object may appear after rather than before the verb.

91. As subject of a verb, verbstem plus ke may be replaced by verbstem plus -o.

A. Verbstem plus -o as subject of a verb -- verbstem plus -naa.

E2. Adjectivization

92. All adjective clauses may follow the noun they modify.

93. Adjective clauses which follow their noun retain the verb unchanged and substitute the relative pronoun for the subject.

A. Relative pronoun jon -- jo.

94. The relative pronoun may precede or follow the noun.

95. An adjective clause whose verb shows present habitual tense may precede its noun.

STANDARD HINDI

No equivalent rule.

No Alternative form.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

Same as for Fiji Hindi.

An adjective clause whose verb shows present habitual, present progressive or past tense may precede its noun.
96. A verb showing present habitual tense in an adjective clause which precedes its noun takes the form of the oblique infinitive plus the marker waalaa.

97. waalaa changes to agree with the gender of animate nouns only.

A. Adjective marker waalaa -- waale for all masc. pl. nouns.
B. waalaa -- waalii before all fem. inanimate nouns.

98. No equivalent rule.

When an adjective clause whose verb shows present progressive or past tense precedes the noun, the verbs take the form of the imperfect participle and the perfect participle respectively.

99. No equivalent rule.

A participle in an adjective clause preceding its noun changes its ending to agree with the gender and number of the noun it modifies.

100. No equivalent rule.

A participle in an adjective clause preceding its noun takes the marker huaa which changes its ending to agree with the gender and number of its participle.
FIJI HINDI

10. No equivalent rule.

STANDARD HINDI

When an adjective clause showing present progressive tense precedes the noun, intransitive verbs may retain their form, deleting the auxiliary only.

E3. Adverbialization

102. Clauses which function as adverbs of manner have the same subject as the main clause and must be embedded within it.

Same as for Fiji Hindi.

103. The verb in an embedded manner adverbial clause takes the form of the imperfect participle and shows a common ending for all subjects.

Same as for Fiji Hindi.

A. Imperfect participle ending -at/-te -- -te.

104. No equivalent rule.

The marker hue may appear after the participle.

105. With certain intransitive verbs, the imperfect participle may be replaced by the verbstem plus the prior completion marker.

Same as for Fiji Hindi.

A. Prior completion marker ke -- kar after all verb-stems save kar.

106. Adverbial clauses other than those of manner appear before the main clause of the sentence.

Same as for Fiji Hindi.
<table>
<thead>
<tr>
<th>FIJI HINDI</th>
<th>STANDARD HINDI</th>
</tr>
</thead>
<tbody>
<tr>
<td>107. An adverbial clause appearing before the main clause takes an appro-</td>
<td>Same as for Fiji Hindi.</td>
</tr>
<tr>
<td>priate conjunction and preserves its verb unchanged.</td>
<td></td>
</tr>
<tr>
<td>108. The adverbial conjunction jab may be deleted.</td>
<td>Same as for Fiji Hindi.</td>
</tr>
<tr>
<td>109. If the subject of an adverbial clause is the same as that of the ma</td>
<td>Same as for Fiji Hindi.</td>
</tr>
<tr>
<td>in clause, and the action in its verb occurs before that of the main clau</td>
<td></td>
</tr>
<tr>
<td>se, the imperfect participle may be replaced by the verbstem plus the pri</td>
<td></td>
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<tr>
<td>or completion marker.</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Prior completion marker ke -- kar after all verbstem save kar.</td>
<td></td>
</tr>
<tr>
<td>110. An adverbial clause containing verbstem plus the prior completion</td>
<td>Same as for Fiji Hindi.</td>
</tr>
<tr>
<td>marker may be embedded within the main clause.</td>
<td></td>
</tr>
<tr>
<td>111. Adverbial clauses must delete their subject when embedded within a ma</td>
<td>Same as for Fiji Hindi.</td>
</tr>
<tr>
<td>in clause.</td>
<td></td>
</tr>
<tr>
<td>112. The imperfect participle or verbstem before the prior completion ma</td>
<td>Same as for Fiji Hindi.</td>
</tr>
<tr>
<td>rker in an adverbial clause may be reduplicated to show repeated or conti</td>
<td></td>
</tr>
<tr>
<td>nual action.</td>
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</tr>
</tbody>
</table>
E4. Complementization

113. A clause which is object of a verb may follow the verb introduced by the optional marker ki.

114. When the subject of one clause serves as object of another, the first clause may be embedded within the second with the verb phrase of the embedded clause becoming a complement to its former subject.

115. The verb of an embedded complement takes the form of the imperfect participle showing a single form for all subjects.

A. Imperfect participle ending -at/-te -- -te.

116. A few intransitive verbs whose action occurs prior to what of the main clause verb take the form of the perfect participle in an embedded complement.

117. A perfect participle in an embedded complement shows a single ending for all subjects.

A perfect participle in an embedded complement changes its endings to agree with the gender and number of its subject.
NOTE: The following list contains pairs of words illustrating the bidialectal situation within the Fiji Indian speech community. Use of the left-hand member marks an utterance as being Fiji Hindi, the low or colloquial style used in everyday situations. Use of the right-hand member, marks the utterance as being in standard Hindi, the high or formal style of language. Aside from this style difference, both words in any pair have the same meaning. Some of the individual words have other meanings than those cited. A few entries contain more than one word in one or the other column for the sake of completeness.

The order of items in each category is not alphabetical, but structured to give prominence to the most commonly used items. There has also been an attempt to avoid duplication. Thus items that might appear in more than one category, such as colours which function as both adjectives and nouns, or verbs which have derivations in the form of nouns or in the form of semantically related verbs, are cited only once.

The pairs in this appendix consist of completely different words. There are also many instances of words having somewhat varying forms in the two dialects. These are cited in Appendix D. In a few cases where the changes seem not to follow any regular rules, or where they result from the simultaneous application of several rules, such as kaalaa becoming kariyaa, items have been cited here and not in Appendix D.

<table>
<thead>
<tr>
<th>Fiji Hindi</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. ii</td>
<td>1. yah, ye</td>
<td>1. this, these</td>
</tr>
<tr>
<td>2. uu</td>
<td>2. wah, we</td>
<td>2. that, those</td>
</tr>
<tr>
<td>3. ham</td>
<td>3. maat</td>
<td>3. I</td>
</tr>
<tr>
<td>4. uu log</td>
<td>4. we</td>
<td>4. they</td>
</tr>
<tr>
<td>Possessives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. hamaar</td>
<td>5. meraa, -e,</td>
<td>5. my, mine</td>
</tr>
<tr>
<td></td>
<td>-ii</td>
<td></td>
</tr>
<tr>
<td>6. tumaar</td>
<td>6. tumhaaraa, -e, -ii</td>
<td>6. your, yours</td>
</tr>
<tr>
<td>Fiji Hindi</td>
<td>Standard Hindi</td>
<td>Meaning</td>
</tr>
<tr>
<td>---------------------</td>
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<td>----------------</td>
</tr>
<tr>
<td><strong>Possessives Cont.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ham log ke</td>
<td>7. hamaaraa, -e, -ii</td>
<td>7. our, ours</td>
</tr>
<tr>
<td>8. uu log ke</td>
<td>8. unkaa, -e, -ii</td>
<td>8. their, theirs</td>
</tr>
<tr>
<td><strong>Question Words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. ke, kahe</td>
<td>10. kyo</td>
<td>10. why</td>
</tr>
<tr>
<td>11. ke</td>
<td>11. kaun</td>
<td>11. who</td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. hiyaa</td>
<td>12. yahaa, yahii</td>
<td>12. here</td>
</tr>
<tr>
<td>13. huwaa</td>
<td>13. wahaa, wahii</td>
<td>13. there</td>
</tr>
<tr>
<td>14. hardam</td>
<td>14. hameshaa</td>
<td>14. always</td>
</tr>
<tr>
<td>15. khaalii</td>
<td>15. sirf</td>
<td>15. only, just</td>
</tr>
<tr>
<td><strong>Postpositions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. ke</td>
<td>16. kaa, ke, kii</td>
<td>16. of</td>
</tr>
<tr>
<td>17. ke</td>
<td>17. ko</td>
<td>17. to, at</td>
</tr>
<tr>
<td>18. lage</td>
<td>18. paas</td>
<td>18. near, have</td>
</tr>
<tr>
<td>19. waaste, waste, wastin</td>
<td>19. liya</td>
<td>19. for</td>
</tr>
<tr>
<td>20. szghe</td>
<td>20. saath</td>
<td>20. with</td>
</tr>
<tr>
<td>22. nagiich</td>
<td>22. nazdiik, paas</td>
<td>22. close, near</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. julum</td>
<td>23. baRhiyaa</td>
<td>23. fine, great</td>
</tr>
<tr>
<td>24. khalaas</td>
<td>24. khatam, samaapt</td>
<td>24. finished</td>
</tr>
<tr>
<td>25. jastii, besii</td>
<td>25. zyaaddaa</td>
<td>25. more</td>
</tr>
<tr>
<td>27. kaRaa</td>
<td>27. mushkil, sakht</td>
<td>27. hard, difficult</td>
</tr>
<tr>
<td>28. kaRaa</td>
<td>28. chatuur</td>
<td>28. clever</td>
</tr>
<tr>
<td>29. jhuuraa</td>
<td>29. suukhaa</td>
<td>29. dry</td>
</tr>
<tr>
<td>30. ujjar, ujjal</td>
<td>30. safed</td>
<td>30. white</td>
</tr>
</tbody>
</table>
### Appendix C - Diglossic Wordlist

#### Adjectives Cont.

<table>
<thead>
<tr>
<th>Fiji Hindi</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. kariyaa</td>
<td>31. kaala</td>
<td>31. black</td>
</tr>
<tr>
<td>32. fokaTiyaa</td>
<td>32. bekaar</td>
<td>32. useless</td>
</tr>
<tr>
<td>33. chok</td>
<td>33. pain</td>
<td>33. sharp</td>
</tr>
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</table>

#### Verbs

<table>
<thead>
<tr>
<th>Fiji Hindi</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. maagnaa</td>
<td>34. chaahnaa</td>
<td>34. to want</td>
</tr>
<tr>
<td>35. chiinnaa</td>
<td>35. pahchaananaa</td>
<td>35. to recognize</td>
</tr>
<tr>
<td>36. piraanaa, piRaanaa</td>
<td>36. dard honaa</td>
<td>36. to hurt, to pain</td>
</tr>
<tr>
<td>37. bhijnaa</td>
<td>37. bhiignaa</td>
<td>37. to get wet</td>
</tr>
<tr>
<td>38. baar denaa</td>
<td>38. jala denaa</td>
<td>38. to light</td>
</tr>
<tr>
<td>39. butaanaa</td>
<td>39. bujhaanaa</td>
<td>39. to put out, extinguish</td>
</tr>
<tr>
<td>40. dhar denaa</td>
<td>40. rakh denaa</td>
<td>40. to put away</td>
</tr>
<tr>
<td>41. agornaa</td>
<td>41. intazaar karnaanaa, pratiikshaa karnaanaa</td>
<td>41. to wait</td>
</tr>
<tr>
<td>42. luk jaanaa</td>
<td>42. chhip jaanaa</td>
<td>42. to get lost</td>
</tr>
<tr>
<td>43. biignaa</td>
<td>43. pheknaa</td>
<td>43. to throw</td>
</tr>
<tr>
<td>44. hal jaanaa</td>
<td>44. gus jaanaa</td>
<td>44. to enter</td>
</tr>
<tr>
<td>45. pauRnaa</td>
<td>45. tairnaa</td>
<td>45. to swim</td>
</tr>
<tr>
<td>46. chhaaaT karnaanaa</td>
<td>46. kay karnaanaa</td>
<td>46. to vomit</td>
</tr>
<tr>
<td>47. chhaaapaa utaarnaanaa</td>
<td>47. foTo kiichnaa</td>
<td>47. to take a picture</td>
</tr>
</tbody>
</table>

#### Nouns

<table>
<thead>
<tr>
<th>Fiji Hindi</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. bihaan</td>
<td>48. kal</td>
<td>48. tomorrow</td>
</tr>
<tr>
<td>49. gor</td>
<td>49. pair, paaw</td>
<td>49. leg, foot</td>
</tr>
<tr>
<td>50. muuR</td>
<td>50. sir</td>
<td>50. head</td>
</tr>
<tr>
<td>51. pallaa</td>
<td>51. darwaaza</td>
<td>51. door</td>
</tr>
<tr>
<td>52. rakam, maaifik prakaar</td>
<td>52. tarah, kind, type</td>
<td></td>
</tr>
<tr>
<td>53. barkhaa, paani</td>
<td>53. baarish, warshaa</td>
<td>53. rain</td>
</tr>
<tr>
<td>54. chaatTaa</td>
<td>54. kiichaR</td>
<td>54. mud</td>
</tr>
<tr>
<td>55. jane</td>
<td>55. wyaktii</td>
<td>55. person</td>
</tr>
<tr>
<td>56. biijyaaa</td>
<td>56. biij</td>
<td>56. seed</td>
</tr>
<tr>
<td>57. chaur</td>
<td>57. chaawal</td>
<td>57. cooked rice</td>
</tr>
<tr>
<td>58. sajhaa</td>
<td>58. shaam</td>
<td>58. evening</td>
</tr>
<tr>
<td>59. pahunaa, paunaa</td>
<td>59. mahmaan</td>
<td>59. guest</td>
</tr>
<tr>
<td>Hindi</td>
<td>Standard Hindi</td>
<td>Meaning</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>60. khasii,</td>
<td>60. bakraa</td>
<td>60. male goat</td>
</tr>
<tr>
<td>khassii</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. juun</td>
<td>61. belaa</td>
<td>61. period of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>day</td>
</tr>
<tr>
<td>62. maTTii,</td>
<td>62. laash</td>
<td>62. corpse</td>
</tr>
<tr>
<td>murdaa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. gaTayi</td>
<td>63. gallaa, gardan</td>
<td>63. neck</td>
</tr>
<tr>
<td>64. bistu‘yaa</td>
<td>64. chipkaliit</td>
<td>64. lizard</td>
</tr>
<tr>
<td>65. aafat</td>
<td>65. tag</td>
<td>65. bother</td>
</tr>
<tr>
<td>66. aasraa</td>
<td>66. sahaaraa</td>
<td>66. help</td>
</tr>
<tr>
<td>67. Daig</td>
<td>67. kadam</td>
<td>67. step</td>
</tr>
<tr>
<td>68. gos</td>
<td>68. maas</td>
<td>68. meat</td>
</tr>
</tbody>
</table>
APPENDIX D

SOUND CHANGES IN INFORMAL FIJI HINDI

NOTE: There are no regular sound differences between Fiji Hindi and standard Hindi. Most Fiji Indians make no distinction between "j" and "z", or "y" and "b", but this is true of many Hindi speakers in India as well. The two dialects can, thus, be taken to have the same sound system.

The sound differences cited here represent two points along the informal/formal scale within Fiji Hindi. Forms in the left-hand columns represent a very informal, casual, or village style while those in the middle column represent less relaxed and more careful speech, but do not in all cases mark an utterance as standard Hindi. For convenience, the English meanings are also provided.

Sound changes in informal speech are always optional, never obligatory. Moreover, they do not apply to all possible cases, but are found only in quite high frequency items.

The eight categories below are arranged in alphabetical order. Within each category items are ranked roughly in order of commonest occurrence.

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
</table>

1. Alternation Of "r" and "l"

1A. Intervocalic

1. keraa 1. kelaa 1. banana
2. gaarii 2. gaalii 2. oath, curse
3. naaraa 3. naalaa 3. stream
4. sorah 4. solah 4. sixteen
5. naura, neora 5. naula, neola 5. mongoose
6. dubra 6. dublaa 6. thin

1B. Syllable Initial

7. machhrii 7. machhlii 7. fish
8. patraa 8. patlaa 8. thin
9. nikraa 9. niklaa 9. came out
10. karejaa 10. kalejaa 10. liver, heart
## Appendix D - Sound Changes

### Informal Hindi Meaning

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<thead>
<tr>
<th>Syllable Final</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. baar</td>
<td>11. baal</td>
<td>11. hair</td>
</tr>
<tr>
<td>12. paidar</td>
<td>12. paidal</td>
<td>12. on foot</td>
</tr>
<tr>
<td>13. ujjhar</td>
<td>13. ujjal</td>
<td>13. white</td>
</tr>
<tr>
<td>14. samtar</td>
<td>14. smtal</td>
<td>14. flat</td>
</tr>
<tr>
<td>15. magar</td>
<td>15. magal</td>
<td>15. Tuesday</td>
</tr>
<tr>
<td>16. kathar</td>
<td>16. kathal</td>
<td>16. jackfruit</td>
</tr>
<tr>
<td>17. hardi</td>
<td>17. haldi</td>
<td>17. turmeric</td>
</tr>
<tr>
<td>18. jarna</td>
<td>18. jalnaa</td>
<td>18. to burn</td>
</tr>
<tr>
<td>19. sambhaarna</td>
<td>19. sambhaalna</td>
<td>19. to take care</td>
</tr>
<tr>
<td>20. palwaar</td>
<td>20. pariwaar</td>
<td>20. family</td>
</tr>
</tbody>
</table>

### Diminutivization

2. **Diminutivization**

2A. **Shortening Of Preceding Vowel and Adding -yaa, -iyaa**

<table>
<thead>
<tr>
<th>Diminutivization</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. bhaiyaa</td>
<td>21. bhaaii</td>
<td>21. brother</td>
</tr>
<tr>
<td>22. maiyaa</td>
<td>22. maa</td>
<td>22. mother</td>
</tr>
<tr>
<td>23. kariyaa</td>
<td>23. kaalaa</td>
<td>23. black</td>
</tr>
<tr>
<td>24. hariyaa</td>
<td>24. harii</td>
<td>24. Hari (name)</td>
</tr>
<tr>
<td>25. bidiyaa</td>
<td>25. bidii</td>
<td>25. dot</td>
</tr>
</tbody>
</table>

2B. **Dropping Of Final Vowel And Addition Of -kanaa**

<table>
<thead>
<tr>
<th>Dropping Of Final Vowel</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. chhoTkanaa</td>
<td>26. chhoTaa</td>
<td>26. small</td>
</tr>
<tr>
<td>27. baRkanaa</td>
<td>27. baRaa</td>
<td>27. big</td>
</tr>
<tr>
<td>28. lamkanaa</td>
<td>28. lambaa</td>
<td>28. long, tall</td>
</tr>
</tbody>
</table>

2C. **Shortening Of Root Vowel And Addition -naa or -kaa with hiatus of -u-**

<table>
<thead>
<tr>
<th>Shortening Of Root Vowel</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. nakunaa</td>
<td>29. naak</td>
<td>29. nose</td>
</tr>
<tr>
<td>30. galukkaa</td>
<td>30. gaal</td>
<td>30. cheek</td>
</tr>
</tbody>
</table>

2D. **Adding -ii**

<table>
<thead>
<tr>
<th>Adding -ii</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. bahani</td>
<td>31. bahan</td>
<td>31. sister</td>
</tr>
<tr>
<td>32. juunii</td>
<td>32. juun</td>
<td>32. period of the day</td>
</tr>
<tr>
<td>33. piithii</td>
<td>33. piith</td>
<td>33. back</td>
</tr>
</tbody>
</table>
### Informal Standard Hindi Meaning

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
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<td><strong>3. Intrusive Or Replacive Syllable Final Nasal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. aisan</td>
<td>34. aaisaa, aise</td>
<td>34. this way, this kind</td>
</tr>
<tr>
<td>35. waisan</td>
<td>35. waisaa, waise</td>
<td>35. that way, that kind</td>
</tr>
<tr>
<td>36. kaisan</td>
<td>36. kaisaa, kaise</td>
<td>36. which way, which kind</td>
</tr>
<tr>
<td>37. fin</td>
<td>37. fir</td>
<td>37. well, then, again</td>
</tr>
<tr>
<td>38. jon</td>
<td>38. jo</td>
<td>38. which, who (rel. pron.)</td>
</tr>
<tr>
<td>39. mandraajii</td>
<td>39. madraasii</td>
<td>39. from Madras</td>
</tr>
<tr>
<td>40. telinguu</td>
<td>40. teluguu</td>
<td>40. one who speaks Telugu</td>
</tr>
<tr>
<td>41. samundar</td>
<td>41. samudra</td>
<td>41. sea</td>
</tr>
</tbody>
</table>

| **4. Loss Of Nasalization On Vowels** |
| 42. hame | 42. hame | 42. me, to me |
| 43. tume | 43. tume, tumhe | 43. you, to you |
| 44. aakh | 44. aakh | 44. eye |
| 45. oTh | 45. oTh | 45. lip |
| 46. gaaThii | 46. gaaTh | 46. knee, knot |
| 47. hastaa | 47. hastaa | 47. laugh(ing) |

| **5. Reductions In Rapid Speech** |
| **5A. Dropping Of h** |
| 48. ai | 48. hai | 48. is, are, etc. |
| 49. nați | 49. nahiți | 49. no, not |
| 50. raa | 50. rahaa | 50. was, were, etc. |
| 51. kaa | 51. kahaa | 51. where |
| 52. baut | 52. bahut | 52. much, many |
| 53. chale k oii | 53. chale ke hoiii | 53. let's go |

<p>| <strong>5B. Reduction Of Final -e In Postpositions</strong> |
| 54. gaay k bachchaa | 54. gaay ke bachchaa | 54. calf |</p>
<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>harii s puuchho</td>
<td>harii se puuchho</td>
<td>ask Hari</td>
</tr>
<tr>
<td>ammaa s bataayaa?</td>
<td>ammaa se bataayaa?</td>
<td>Did you tell mother?</td>
</tr>
<tr>
<td>thoRaa derii m aaegaa</td>
<td>thoRaa derii me aaegaa</td>
<td>I'll come in a little while</td>
</tr>
<tr>
<td>ek ghanTaa m</td>
<td>ek ghanTaa me</td>
<td>in an hour</td>
</tr>
</tbody>
</table>

6. Shortening Of Root Vowel
Often With Compensatory Lengthening Of Consonant

6A. -aa- Reducing To -a-

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mataa</td>
<td>maaqttaa</td>
<td>want(ing)</td>
</tr>
<tr>
<td>jantaa</td>
<td>jaantaa</td>
<td>know(ing)</td>
</tr>
<tr>
<td>rastaa</td>
<td>raastaa</td>
<td>road, way</td>
</tr>
<tr>
<td>chal jaii</td>
<td>chal jaaii</td>
<td>will do, suit</td>
</tr>
<tr>
<td>chakku</td>
<td>chaaku</td>
<td>small knife</td>
</tr>
</tbody>
</table>

6B. -ii- Reduces To -i-

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bhittar</td>
<td>bhihtar</td>
<td>inside</td>
</tr>
<tr>
<td>pichchhe</td>
<td>pichche</td>
<td>behind</td>
</tr>
<tr>
<td>nichche</td>
<td>niiche</td>
<td>below</td>
</tr>
<tr>
<td>Dhillaa</td>
<td>Dhiilaa</td>
<td>loose</td>
</tr>
</tbody>
</table>

6C. -uu- Reduces To -u-

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>TuTh gae</td>
<td>TuuTh gaye</td>
<td>has broken</td>
</tr>
<tr>
<td>uppar</td>
<td>uupar</td>
<td>above</td>
</tr>
<tr>
<td>kabuttar</td>
<td>kabuutar</td>
<td>pigeon</td>
</tr>
<tr>
<td>Dub gae</td>
<td>Duub gaye</td>
<td>sunk, drowned</td>
</tr>
</tbody>
</table>

6D. -e- Reduces In Length

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dKho</td>
<td>dekho</td>
<td>look</td>
</tr>
<tr>
<td>kekRaa</td>
<td>kekRaa</td>
<td>crab</td>
</tr>
<tr>
<td>ek hii</td>
<td>ek hii</td>
<td>the same</td>
</tr>
</tbody>
</table>

6E. -o- Reduces In Length

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>oRhnnii</td>
<td>oRhnnii</td>
<td>shawl</td>
</tr>
<tr>
<td>boklaa</td>
<td>boklaa</td>
<td>peelings</td>
</tr>
<tr>
<td>sommaaar</td>
<td>somwaar</td>
<td>Monday</td>
</tr>
</tbody>
</table>
### Informal Standard Hindi Meaning

<table>
<thead>
<tr>
<th>Informal</th>
<th>Standard Hindi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>78. suutaa</td>
<td>78. sotaa</td>
<td>78. sleep(ing)</td>
</tr>
<tr>
<td>79. tuRnaa</td>
<td>79. toRnaa</td>
<td>79. to break</td>
</tr>
<tr>
<td>80. haat</td>
<td>80. haath</td>
<td>80. hand</td>
</tr>
<tr>
<td>81. abii</td>
<td>81. abhii</td>
<td>81. now</td>
</tr>
<tr>
<td>82. dud</td>
<td>82. duudh</td>
<td>82. milk</td>
</tr>
</tbody>
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